

# Education at a Glance 2019

## OECD Indicators

### *Annex 3*

### *Sources, methods and technical notes*



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

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

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

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

[Indicator A4: What are the earnings advantages from education?](#)

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

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

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

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

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

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

	A1
	<a href="#">Methodology; Source</a> <a href="#">Standard errors</a>
Australia	
Austria	AUT
Belgium	BEL
Canada	CAN
Chile	CHL
Colombia	
Czech Republic	
Denmark	DNK
Estonia	EST
Finland	FIN
France	FRA
Germany	
Greece	
Hungary	
Iceland	
Ireland	
Israel	ISR
Italy	
Japan	
Korea	
Latvia	
Lithuania	
Luxembourg	LUX
Mexico	
Netherlands	
New Zealand	NZL
Norway	NOR
Poland	POL
Portugal	
Slovak Republic	
Slovenia	
Spain	
Sweden	SWE
Switzerland	CHE
Turkey	TUR
United Kingdom	UKM
United States	USA
Argentina	ARG
Brazil	
China	
Costa Rica	
India	
Indonesia	
Russian Federation	
Saudi Arabia	
South Africa	

## Methodology

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

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

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

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

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

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

	Less than primary	Primary	Partial completion of lower secondary	Lower secondary	Partial completion of upper secondary	Upper secondary	Post-secondary non-tertiary	Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
<b>OECD</b>											
<b>Australia</b>	010	100	a	244/25 4	a	344/35 3	453	540/55 0	660	760	860
<b>Austria</b>	x(2)	100	a	244/25 4	a	344/35 4	454	550	660	760	860
<b>Belgium</b>	000	100	a	200	a	344/35 3/354	454	500	600	700	800
<b>Canada</b>	x(2)	100	a	244	a	344	453	540/55 0	640	740	x(10)
<b>Chile</b>	010/020 /030	100	a	244	a	344/35 4	a	550	660	760	x(10)
<b>Colombia</b>	x(4)	x(4)	a	200	302	304	x(6)	x(9)	600	x(9)	x(9)
<b>Czech Republic</b>	020	100	a	244	a	300	x(6)	554	645/65 5	740	844
<b>Denmark</b>	x(2)	100	a	243/24 4/244	a	351/35 3/354	454	540/55 0	640/65 0/660	740/75 0/760	840/86 0
<b>Estonia</b>	000	100	a	244/25 3	a	344/35 3/354	454	550	660	760	860
<b>Finland</b>	x(2)	100	a	243	a	344/35 4	454	550	660	760	860
<b>France</b>	010	100	a	244/25 3/354	a	344/35 3/354	444	540/55 0	640/65 0	740/75 0/760	840
<b>Germany</b>	x(2)	100	a	244	a	344/35 3/354	453/45 4	550	640/65 0	740	840
<b>Greece</b>	010/030	100	242	243/24 4/253	352	344/35 3/354	453/45 4	550	640/65 0	760	860
<b>Hungary</b>	000	100	a	200	a	344/35 3/354	400	500	600	700	800
<b>Iceland</b>	x(2)	100	a	243/24 4/254	a	343/34 4/353/3 54	444/45 3/454	560	660	760	860
<b>Ireland</b>	000	100	a	200	a	343/34 4/393	450	500	600	700	800
<b>Israel</b>	010/030	100	a	244	a	343/34 4/353/3 54	a	550	660	760	860
<b>Italy</b>	000	100	a	244/25 4	a	344/35 3/354/3 94	453	550	660	760	860
<b>Japan</b>	x(6)	x(6)	a	x(6)	a	200	x(8)	400	600	x(9)	x(9)
<b>Korea</b>	x(2)	100	a	200	a	344	a	500	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)
Latvia	010	100	a	244/254	352	344/354	454	550	660	750/760	860
Lithuania	020	100	a	244/254	352	344/354	454	a	640/650	740	840
Luxembourg	010	100	242	243	342	343	444	540	640	740	840
Mexico	010	100	242	244	342	344/354	a	540	640	740	840
Netherlands	010/030	100	a	244/254	a	344/354	453	550	640/650	740/750	840
New Zealand	x(4)	x(4)	a	244	a	344/353	454	550	660	760	860
Norway	010	100	a	244	a	343/344/353	453	540/550	640/650	740	840
Poland	010/030	100	a	244	a	344/354	453	550	660	750/760	860
Portugal	020	100	a	244	a	344/354	454	554	660	760	860
Slovak Republic	020	100	252	244	352	344/354	454	550	650	760	860
Slovenia	020	100	a	244	a	344/354	a	550	640/650	740/750/760	840
Spain	010/030	100	a	244/254	a	344/354	453	550	660	750/760	860
Sweden	x(2)	100	a	243/244/254	342/352	343/344/353/354/394	444/454	550/560	660	750/760/790	860
Switzerland	020	100	a	244	a	343/344/353/354	x(6)	x(9,10,11)	640/650	740/750	840
Turkey	030	100	a	244	a	344/354	a	560	660	760	860
United Kingdom	000	100	a	244/254	342/352	343/344/354	a	550	640/650	760	860
United States	010/030	100	a	244	a	344	x(6)	540/550	660	750/760	860
<b>Partners</b>											
Argentina	000	100	252	244	352	344	a	544	660	750	x(9)
Brazil	010	100	a	243	a	303	x(6)	X(9)	640	x(9)	x(9)
China	010/030	100	a	200	a	300	x(6)	500	600	700	x(10)
Costa Rica	010/020/030	100	242/252	244/254	342/352	343/344/353/354	453	550/560	660	760	x(10)
India	020/030	100	a	200	a	300	400	500	600	x(9)	x(9)
Indonesia	000	100	a	200	a	300	400	500	600	700	800
Russian Federation	x(2)	100	a	200	a	300	400	500	600	700	800
Saudi Arabia	000	100	a	200	a	300	a	x(9)	600	x(9)	x(9)
South Africa	000	100	a	200	a	300	400	500	600	700	x(10)

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

## Source

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

- The European Union LFS (EU-LFS) provided data for Slovenia for year of reference 2018. For tables with trend data, EU-LFS has also been used for Denmark, Estonia and Latvia for the years 2000, 2005 and 2010.
- Data for China and India are taken from the UNESCO Institute of Statistics (UIS) database on educational attainment of the population aged 25 years and older, <http://stats.uis.unesco.org> (accessed on 7 June 2019).

- Data on educational attainment and labour force status for Indonesia and Saudi Arabia are taken from the ILO database (accessed on 24 June 2019).

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

- Reliability thresholds refer to sample limits to the statistical precision of the indicator that implies that data are either not published or flagged as having a reduced reliability. Reliability thresholds have been applied to the denominator of the indicator. A minimum threshold of 30 respondents for unweighted data have been applied to the denominator.

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

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

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

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

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Australia	Australian Bureau of Statistics	Survey of Education and Work (supplement to the monthly Labour Force Survey)	May 2018	Households	41781 individuals	The response rate for the Labour Force Survey was 92%, but the Supplementary Survey rate was not reported for SEW 2018)	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 10 respondents in the numerator have been omitted due to confidentiality reasons.	
Austria	Statistics Austria	Mikrozensus-Arbeitskräfteerhebung/ Labour Force Survey	1st January 2018 (Monday) to 30th December 2018 (Sunday)	Household	97751 individuals	7,1% (Non-response rate of all households 2018)	Data below 3 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 3 000-6 000 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Belgium	Statistics Belgium	Enquête naar de Arbeidskrachten/ Enquête sur les forces de travail/ Labour Force Survey	2018	Statistical sections	80211 individuals	18,6% of gross sample (total survey, household level)	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons. Weighted estimates on yearly results lower than 5000 persons in the denominator should be used with caution.	
Canada	Statistics Canada	Labour Force Survey (LFS)	2018	Households	Approx. 100 000 individuals	10.0% of eligible households	Data below 1 500 persons in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	The LFS covers the civilian, non-institutionalised population 15 years of age and over. It is conducted nationwide, in both the provinces and the territories. Excluded from the survey's coverage are: persons living on reserves and other Aboriginal settlements in the provinces; full-time members of the Canadian Armed Forces and the institutionalised population. These groups together represent an exclusion of less than 2% of the Canadian population aged 15 and over.
Chile	Ministerio de Desarrollo Social (Ministry of Social Development)	Encuesta de Caracterización Socioeconómica Nacional 2017 (CASEN 2017)	2017	Households	110565 individuals	25.3%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	



Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Colombia	Departamento Administrativo Nacional de Estadística - DANE	Gran Encuesta Integrada de Hogares – GEIH/ Great Integrated Household Survey	2017	Household	379 604 individuals	1.6%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Czech Republic	CZSO	Výběrové šetření pracovních sil/ Labour Force Survey	1 January 2018 - 30 December 2018	Household	106 445 individuals	30.4%	Data below 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 500- 3 000 persons in the denominator should be used with caution. Data below 0.5 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator A2 the following reliability thresholds have been applied: Data below 750 persons in the denominator are generally considered unreliable. Estimates of 750-4500 persons should be used with caution. Data below 0.75 respondents in the numerator have been omitted due to confidentiality reasons.
Denmark	Statistics Denmark	Arbejdskraftundersøgelsen/ Labour Force Survey	2018	Individual	89 931 individuals	44%	Data below 4 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 4 000-7 000 persons in the denominator should be used with caution. Data below 2 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator A2 the following reliability thresholds have been applied: Data below 4 000 persons in the denominator are generally considered unreliable. Estimates of 4 000-7 000 persons should be used with caution. Data below 2 respondents in the numerator have been omitted due to confidentiality reasons.
Estonia	Statistics Estonia	Eesti tööjõu-uuring/ Estonian Labour Force Survey	2018	Individual	15 919 individuals	31%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Finland	Statistics Finland	European Labour Force Survey	2018	Individual	63 830 individuals	35%	Data below 2 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2 000-4 000 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
France	Institut national de la statistique et des études économiques (INSEE)	Enquête Emploi/ Labour Force Survey	2018	Dwelling	254 426 individuals	Not reported	Data below 200 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	Value 200 to apply to the denominator for figures to be published and flagged with "r", indicating that caution should be taken in interpreting the data. Threshold value to apply to the numerator for confidentiality purposes: 5.
Germany	Statistisches Bundesamt	Mikrozensus/ Labour Force Survey	2018	Household	406 302 individuals	0.3%	Data below 5 000 persons in the denominator are generally considered unreliable and have been omitted. Data below 5 000 persons in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Greece	Hellenic Statistical Authority	Έρευνα Εργατικού Δυναμικού/ Labour Force Survey	2018	Local unit (one or more building squares)	120 269 individuals	0%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Hungary	Hungarian Central Statistical Office	Labour Force Survey	1 January 2018 to 30 December 2018	Dwelling	36 862 individuals	23.91%	Data below 2600 persons in the denominator are generally considered unreliable. Estimates of 2600-4800 persons should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Iceland	Statistics Iceland	Vinnumarkaðsrannsókn Hagstofu Íslands/ Icelandic Labour Force Survey	2018	Individual	14 109 individuals	35,8%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Ireland	Central Statistics Office	European Labour Force Survey	2018	Households	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 30-50 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 30 persons in the denominator are generally considered unreliable. Estimates of 31-50 persons should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.
Israel	Israel Central Bureau of Statistics	סקר כח אדם /Labour Force Survey	2018	Households	228 821 individuals	26.5%	Data below 450 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 450-900 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Italy	ISTAT - Istituto Nazionale di Statistica	Rilevazione sulle Forze di Lavoro /Labour Force Survey	2018	Municipality – Households (two-stage sampling)	288 896 individuals	9.6%	Data below 1 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 1 500-8 500 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	Sample design is a two-stage sampling with stratification of the primary units.
Japan	Statistics Bureau, Ministry of Internal Affairs and Communications	Labour Force Survey detailed tabulation	2018	Households	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Korea	National Statistical Office	Monthly economically active population survey (MEACS)	2019	Not reported	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	Annual Report on the Economically Active Population Survey.

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
<b>Latvia</b>	Central Statistical Bureau of Latvia	Darbaspēka apsekojums/ Labour Force Survey	2018	Counting area	20 811 individuals	Not reported	Weighted data below 1 600 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 1 600-2 400 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 30 persons in the denominator are generally considered unreliable. Estimates of 30-49 persons should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.
<b>Lithuania</b>	Statistics Lithuania	Gyventojų užimtumo statistinis tyrimas/Labour Force Survey	2018	Household	35 439 individuals	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
<b>Luxembourg</b>	STATEC	Labour Force Survey	2018	Reference person	15 785 individuals	45%	Data below 30 respondents in the denominator are generally considered unreliable. Estimates of 30-50 respondents should be used with caution. Data below 30 respondents in the numerator have been omitted due to confidentiality reasons.	
<b>Mexico</b>	National Institute of Statistic and Geography (INEGI)	Encuesta Nacional de Ocupación y Empleo (ENOE)/ National Survey of Occupation and Employment	2018	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.	
<b>Netherlands</b>	Statistics Netherlands	Enquête Beroepsbevolking (EBB) /Labour Force Survey (LFS)	2018	Household	247 000 individuals	49,4% (for unit)	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.	
<b>New Zealand</b>	Statistics New Zealand	Household Labour Force Survey	Annual average of March to December 2018 quarters	Household	18 600 individuals	Not available	Data below 1 000 persons in the denominator are generally considered unreliable and have been omitted. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	
<b>Norway</b>	Statistics Norway	Labour Force Survey	2018	Households	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
<b>Poland</b>	Statistics Poland	Badanie Aktywności Ekonomicznej Ludności/ Labour Force Survey	From 1st January to 30th December 2018	Census clusters in towns and enumeration districts in rural areas	Not reported	Not reported	Data below 5 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 5 000-15 000 persons in the denominator should be used with caution. Data below 5 000 persons in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Portugal	Statistics Portugal	Inquérito ao Emprego / Labour Force Survey	2018	Census cluster	Not applicable. The sample unit in the Portuguese LFS survey is the dwelling.	Not reported	Data below 4 500 persons in the denominator are generally considered unreliable and have been omitted. Data below 4 500 persons in numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 7500 persons in the denominator are generally considered unreliable. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons. Census clusters were composed by one or more contiguous grid INSPIRE cells with 1 km <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)	2018	Household	12 012 individuals	17.6%	Data below 2 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2 500-4 000 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Slovenia	Eurostat	European Labour Force Survey	2018	Households	35 556 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 5 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 1000 persons in the denominator are generally considered unreliable. Estimates of 1000-10500 persons should be used with caution. Data below 100 persons in the numerator have been omitted due to confidentiality reasons.
Spain	Instituto Nacional de Estadística	Encuesta de Población Activa Population Survey	2018	Enumeration area	346 778 individuals	Not reported	Data below 5 000 persons in the denominator are generally considered unreliable. Estimates of 5 000-10 000 persons should be used with caution. Data below 5 000 persons in the numerator have been omitted due to confidentiality reasons.	
Sweden	Statistiska Centralbyran	Arbetskraftsundersökningarna /Labour Force Survey	1 January to 30 December 2018	Individual	276 331 individuals	47.3%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Estimates of 30-40 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Switzerland	Office fédéral de la statistique	Enquête suisse sur la population active (ESPA) /Schweizerische Arbeitskräfteerhebung (SAKE) /Swiss Labour Force Survey (SLFS)	2018	Household	80 883 individuals	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Turkey	Turkish Statistical Institute	Hanehalkı İşgücü İstatistikleri Anketi / Household Labour Force Survey	2018	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	2018	Household	44 219 individuals	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	Excludes 1.5% living in communal establishments such as nursing/residential care homes.
United States	(NCES) National Center for Education Statistics	Current Population Survey (CPS) March Annual Social and Economic Supplement	March 2018 Reference period for employment status is the week prior to the survey date	Household	91 928 (91 397 for the civilian population only). Including the basic CPS sample, approx. 92 000 housing units were in sample for the CPS ASEC. About 79 400 housing units were determined to be eligible for interview, and about 67 900 interviews were obtained	For the cases eligible for the 2018 ASEC, the basic CPS household-level nonresponse rate was 14.5%. The household-level non-response rate for the ASEC was an additional 17.9%. These two non-response rates lead to a combined supplement nonresponse rate of 29.8%	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.	Please note that the NEAC survey for the United States includes members of the Armed Services who live in civilian households. These individuals are not coded as employed or unemployed in our national survey. The OECD is subtracting employed and unemployed individuals from the total population and calling the remaining individuals "inactive". The result is that armed service members are coded as inactive in OECD calculations, which is different from inactive statistics produced nationally from this survey.

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
<b>United States (data on field of study only)</b>	NCES National Center for Education Statistics	American Community Survey	2017	Household	1,594,420(25-64 year-olds) 685,734(500+) 536,951(600+)	6.3% for households and 5.3% for group quarters.	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 American Community Survey (ACS) covers the U.S. resident population, which includes the entire civilian, noninstitutionalized population; incarcerated persons; institutionalized persons; and the active duty military who are in the United States. While the ACS data includes institutionalized group quarters (prisons, long-term care hospitals, and nursing homes), they were excluded in our submission to match the population covered by the CPS for the 'flat_file' submission. Additionally, Armed Forces members were excluded, since we do not consider these Armed Forces as 'employed', 'unemployed' or 'inactive'. This differs from the CPS 'flat_file' submission which includes Armed Forces in civilian households as 'inactive,' so they will be included in the overall education attainment distributions.
<b>Argentina</b>	INDEC	Permanent Household Survey	From 1 January to 31 March 2018	Households	28 161	Not reported	Not reported	
<b>Brazil</b>	Instituto Brasileiro de Geografia e Estatística - IBGE / Brazilian Institute of Geography and Statistics	Pesquisa Nacional por Amostra de Domicílios - PNAD/ National Household Sample Survey	2018	Conventional dwellings	238 772 individuals	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
<b>China</b>	UNESCO Institute of Statistics (UIS) database		2010	Not reported	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	
<b>Costa Rica</b>	Instituto Nacional de Estadística y Censos (INEC)	Encuesta Continua de Empleo (ECE)/ Continuous Employment Survey	2018	Household	12 573 individuals	8.3%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	The Encuesta Continua de Empleo (ECE) is a rotating sample survey and continuous (quarterly).
<b>India</b>	UNESCO Institute of Statistics (UIS) database		2011	Not reported	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Indonesia	ILO database		2017	Not reported	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	
Russian Federation	The Federal Statistics Service (Rosstat)	Obsledovanie rabocheysily / Labour Force Survey	2017	The census area	0.76% of the total population	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Saudi Arabia	ILO database		2014	Not reported	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	
South Africa	Statistics South Africa		2018	Not reported	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	

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

## Notes on specific countries

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

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

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

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

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

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

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

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

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

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

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

**France:** Variables on education attainment changed in 2003 and 2013 (more accurate). From 2003, age is reported at survey time instead of the end of the year. In 2013, the questions on educational attainment have been simplified and the process became more interactive (impact of about +2 percentage points of the proportion of 25-64 with



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

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

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

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

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

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

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

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

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

**Sweden:** There are the following breaks in the series: 2013/2014 when the ISCED Classification 2011 has been introduced. Upper secondary education with duration shorter than 2 years (mainly AMU-education and Komvux) was reported at ISCED 3 in ISCED 97 and is reported at ISCED 2 according to ISCED 2011. Due to this change, there is a big increase in the share of the population aged 25-64 with “below upper secondary education”, from 12% to 18%. Furthermore, in 2001 when the new standard for classification of education (SUN 2000) was applied in 2001, and in 2005, when a new EU-harmonised questionnaire was introduced, the break in the series leads, among other consequences, to a breakdown of ISCED-97 levels 4 and 5B into two separate variables. The latter explains the decrease in tertiary attainment 2005. [Back to main table for this indicator](#)

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

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

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

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

## Standard errors for EAG 2018 and EAG 2019

Annex 3 includes an Excel file with Tables X3.A1.a and X3.A1.b that present estimates and their associated standard errors for data published in EAG 2018 and EAG 2019:

### **Precise standard errors - Indicator A1 in EAG 2018**

Table X3.A1.a. Precise standard errors for educational attainment of 25-64 year-olds, by gender and age group (2017)

### **Precise standard errors - Indicator A1 in EAG 2019**

Table X3.A1.b. Precise standard errors for educational attainment of 25-64 year-olds, by gender and age group (2018)

StatLink: <https://doi.org/10.1787/888933980754>.

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

For EAG 2018, for most countries, the standard errors were computed under the assumption of a simple random sample. Country representatives from Estonia and the Slovak Republic confirmed the standard error calculations based on this assumption. For Austria, Belgium, Canada, Colombia, Costa Rica, Germany, Greece, Italy, Latvia, New Zealand, the Slovak Republic, Spain, the United Kingdom and the United States, country representatives either provided standard errors incorporating adjustments for the complex sample designs used in their countries or provided unweighted sample sizes, with or without an estimate of the design effect, to improve the calculations of standard errors.

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

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

In order to get a sense of the impact of these standard errors on the meaning and interpretation of the values in EAG 2018 and EAG 2019 it is helpful to compute the associated confidence intervals. These confidence intervals seem reasonably close to the value reported in EAG 2018 and EAG 2019 in most cases, indicating that we can be fairly confident about the statistical accuracy of the values in Tables A1.1 and A1.2 and the supplemental educational attainment estimates from OECD.Stat using the available information on sample sizes. However, even though these estimates are relatively precise, small standard errors can still complicate some types of interpretations of these values, in particular, OECD rankings, due to the fact that small standard errors result in narrow ranges for confidence intervals. It is crucial to note that employing the simple random survey assumption offers a conservative, “best-case scenario” of standard error estimates. As most, if not all, countries’ labour force surveys use complex sample designs, the standard errors would generally be larger if the sample design information were used. The generally small standard errors in Tables A1.1 and A1.2 result in the finding that most of the values are statistically significantly different from the OECD average. If the standard errors were larger, indicating a wider range of possible true values, it would be harder to discern a significant difference between one country and the OECD average value.

While the findings generally support the validity of the tables appearing in EAG 2018 and EAG 2019, they also suggest that more attention to statistical testing and statistical validity is needed, particularly when detailed data using smaller segments of the population are presented. Also, the standard error estimates should incorporate appropriate adjustments for survey design effects, where the information is available.

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

Standard errors taking into account the complex sample design may be higher. The extend of the estimation error of the standard error can be assessed by comparing the precise standard errors released for selected indicators in EAG 2018 and EAG 2019 taking into account the complex survey design with the respective standard errors released in EAG 2018 and EAG 2019 computed under the simple random sample assumption in the Education at a Glance database ([http://stats.oecd.org/wbos/default.aspx?datasetcode=EAG\\_NEAC](http://stats.oecd.org/wbos/default.aspx?datasetcode=EAG_NEAC)). [Back to main table for this indicator](#)

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

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

## *Methodology*

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

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

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

## *Source*

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

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

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

## *Notes on specific countries*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The work-study programmes definition includes:

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

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

## Standard errors for EAG 2018 and EAG 2019

Annex 3 includes an Excel file with Tables X3.A2.a and X3.A2.b that present estimates and their associated standard errors for data published in EAG 2018 and EAG 2019:

### **Precise standard errors - Indicator A2 in EAG 2018**

Table X3.A2.a. Precise standard errors for the share of population, by education and labour force status (2017)

### **Precise standard errors - Indicator A2 in EAG 2019**

Table X3.A2.b. Precise standard errors for percentage of 15-29 year-olds in education/not in education, by work status, gender and age group (2018)

StatLink: <https://doi.org/10.1787/888933980754>.

For more information see section above on Standard errors for EAG 2018 and EAG 2019 in Indicator A1. [Back to main table for this indicator](#)



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

## A3

[Methodology](#)

[Source](#)

[Standard Errors](#)

Notes on specific countries

Please refer to indicator [A1](#)

**United States**

USA

## *Methodology*

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

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

## *Source*

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

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

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

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

## *Standard errors for EAG 2018 and EAG 2019*

Annex 3 includes an Excel file with Tables X3.A3.a, X3.A3.b, X3.A3.c and X3.A3.d that present estimates and their associated standard errors for data published in EAG 2018 and EAG 2019:

### **Precise standard errors - Indicator A3 in EAG 2018**

Table X3.A3.a. Precise standard errors for employment rates of 25-64 year-olds, by educational attainment, age group and gender (2017)

Table X3.A3.b. Precise standard errors for unemployment rates of 25-64 year-olds, by educational attainment, age group and gender (2017)

### **Precise standard errors - Indicator A3 in EAG 2019**

Table X3.A3.c. Precise standard errors for employment rates of 25-64 year-olds, by educational attainment, age group and gender (2018)

Table X3.A3.d. Precise standard errors for unemployment rates of 25-64 year-olds, by educational attainment, age group and gender (2018)

StatLink: <https://doi.org/10.1787/888933980754>.

For more information see section above on Standard errors for EAG 2018 and EAG 2019 in Indicator A1.

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

## INDICATOR A4: What are the earnings advantages from education?

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



## Methodology

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

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

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

$Earnings_{Age,Gender,EducLevel}$  is the mean earnings of individuals within an age group and gender with a certain educational attainment level (tertiary education in EAG 2019) compared to  $Earnings_{Age,Gender,UpperSec}$  where the mean earnings of individuals of the same age group is upper secondary education as highest level of educational attainment.

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

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

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

**Level of earnings relative to median earnings:**

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

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

**Relative earnings of tertiary-educated adults by field of study:**

The level of relative earnings of tertiary-educated adults by field of study is compared to the relative earnings of adults with upper secondary education as highest level of educational attainment.

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

## Source

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

**Table X3.A4.1: National data collection sources and reliability thresholds**

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Australia	Survey of Work-Related Training and Adult Learning	2016-17 financial year	Week	Weekly earnings times X without any adjustments, where X is the typical number of paid weeks per year	Household	25 411 individuals	27.9%	Not reported
Austria	Wage tax data (administrative data), micro census (LFS)	2017	Calendar year	Not reported	Household	101 550 individuals	5.5%	6 000
Belgium (Earnings)	Data on all and FTFY earners: European Union Statistics on Income and Living Conditions (EU-SILC)	2016	Calendar year	Not reported	Municipalities and then households	6 053 households	40.1%	50
Belgium (Dispersion of earnings & student earnings)	Data on dispersion of earnings and Earnings of students and non-students: Labour Force Survey	2017	Month	Not reported	Household	26 780 households	17.4%	5 000
Canada	Canadian Income Survey	2016	Calendar year	Not reported	Household	41 706 respondents (individual level - persons aged 16 to 64)	20.7%	5 000

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Chile	National Socio-economical Characterisation Survey (CASEN)	2017	Month	Monthly earning times 12, with adjustments for typical additional payments/reductions	Household	216 439 individuals	25,3%	20
Colombia	Great Integrated Household Survey	2017	Month	Not reported	Household	Not reported	Not reported	Threshold applies if the coefficient of variation (c.v) is higher at 15%
Czech Republic	Average Earnings Information System	2015	Calendar year	Not reported	Establishment	18 889 establishments, 2 342 027 employees	20%	31 employees in 3 establishments
Denmark	Personal Income Statistics, The attainment Register	2017	Calendar year	Not reported	Not reported	Not reported	Not reported	Not reported
Estonia	Estonian Labour Force Survey	2017	Month	Not reported	Individual	16 464 households	33%	20
Finland	Työssäkäyntitilasto / Palkkarakenne tilasto. Employment registers / Structure of Earnings survey	2016	Calendar year	Monthly earning times 12, with adjustments for typical additional payments or reductions	Enterprise	1 400 000 employees	30%	30 employees
France	European Union Statistics on Income and Living Conditions (EU-SILC)	2015	Calendar year	Not reported	Household	26 647 individuals in total, whose 16 089 aged 15-64 year olds	79%	150

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Germany	German Socio-Economic Panel (SOEP)	2017	Calendar year	Monthly earning times 12, with adjustments for typical additional payments or reductions	Individual	33 122 individuals	Not reported	30
Greece	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Hungary	Hungarian Structure of Earnings Survey (SES)	2017	Month	Not reported	Individual	886 159 individuals	Not reported	
Iceland	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Ireland	European Union Statistics on Income and Living Conditions (EU-SILC)	2017	Other 12-month period	Not reported	Individual and household	5 029 households and 12 612 individuals	44%	Cells are usually suppressed for this survey when they are based on totals of less than 30 and are highlighted as not reliable if they are based on totals of 30-50.
Israel	Household Expenditure Survey	2017	Month	Source has data for month and monthly data are reported	Household	9 017 individuals	25%	20
Italy	European Statistics on Income and Living Conditions (EU-SILC)	2015	Calendar year	Source has both data for the whole year and monthly data depending on the source of income	Counties (two-stage sample: Counties/Households)	21 325 households, 48 316 individuals	26.4%	Minimum number of sample units below which data are not to be published: 10 the number of people without earnings doesn't need to be subject to thresholds, since no further data are provided for these individuals
Japan	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Korea	Labour Force Survey	2017	Month	Monthly earnings times 12 without any adjustments	Household	Not reported	Not available	Not reported
Latvia	Labour Force Survey	2017	Month	Monthly earnings times 12 without any adjustments	Households within stratified population census areas	30 thousand dwellings per year	35.37 %	1 300
Lithuania	Structure of Earnings Survey	2014	The calendar year	Not reported	local unit/enterprise	4 744 local units (5,2 % of total local units), 44 365 employees (3,6 % of all employees)	2.4%%	10
Luxembourg	Structure of Earnings Survey	2016	Calendar year	Monthly earnings times 12 without any adjustments	Individual	15 123 individuals	42.4	50
Mexico	Socio-economical conditions module 2015 - enigh 2015	2016	Quarterly	Source has data for month and monthly data are reported	Individual	97 790 individuals	Not reported	50
Netherlands	Structure of Earnings Survey	2017	Calendar year	Information presenting gross yearly wages and salaries	Individuals	154 590 individuals	Not available	100
New Zealand	Labour Market Statistics (Income)	2017	Week	No estimation is made	Household	20 165 individuals	Achieved sample rate = 70.3%	1 000 weighted people
Norway	Income Statistics for Households	2017	Calendar year	Not reported	Not reported	Not reported	Not reported	Not reported

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Poland	Structure of earnings survey (SES) by occupations in October 2014	2016	Month	Information presenting gross monthly wages and salaries for October 2014	Individual	About 15%	About 41.2%	3 local units in aggregation
Portugal	Lists of personnel	2017	Month	Not reported	Not reported	Not reported	Not reported	Not reported
Slovak Republic	Information System of Labour Price	2017	Calendar year	Not reported	Not reported	Not reported	Not reported	Not reported
Slovenia	Tax Register, Statistical Register of Employment	2017	Calendar year	Not reported	Not reported	Not reported	Not reported	10
Spain	European Union Statistics on Income and Living Conditions (EU-SILC)	2016	Calendar year	Not reported	Household	19 104 households	28%	51 respondents for reliability threshold and 21 respondents for confidentiality threshold
Sweden	Total population register, Income and tax register, Swedish register of education, Register of persons in education, Structure of earnings survey (SES)	2017	Calendar year	Not reported	Not reported	Not reported	Not reported	Not reported

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Switzerland	Swiss Labour Force Survey	2017	Other 12-month period	Monthly earning times 12, with adjustments for typical additional payments/reductions	Individual	63 495 individuals	75%	Reliability rules are based on the number of observations: below 5: results must not be published due to data protection; below 50: results can be published but must be interpreted with great caution
Turkey	Income and Living Conditions Survey	2017	Not reported	Not reported	Household	Household: 22 869, Total household member aged 15 and over: 58 888	24%	
United Kingdom	Labour Force Survey	2016	Week	Not reported	Household	Approximately 60 000 households / 130 000 persons	Not reported	Not reported
United States	Annual Social and Economic Supplement (ASEC) of the Current Population Survey (CPS) — March 2018	2017	Calendar year	Not reported	Household	About 94 000 households and 179 000 persons who represent the civilian noninstitutional population in the United States	About 29.8% of the 2018 CPS ASEC sample	denominator: 30 respondents numerator: 3 respondents
United States (data on field of study only)	American Community Survey (ACS) Public-Use Microdata Sample (PUMS)	2017	Other 12-month period	Not reported	Household	Since 2011, the ACS has been mailed to approximately 295,000 addresses in the United States and Puerto Rico each month, or about 3.5 million addresses annually. For 2017, 3,526,808 housing units were selected. The final sample size was 2,145,639 housing units and 157,721 individuals in group quarters. The PUMS file (which was used to respond to this data collection) is a subset of the full ACS sample. PUMS included a final housing unit sample of 1,374,061 and 142,746 individuals in group quarters. We exclude institutional group quarters from our analysis.	6.3% for housing units and 5.3% for group quarters persons.	denominator: 30 respondents numerator: 3 respondents
Argentina	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	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Brazil	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
China	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Costa Rica	Continuous Employment Survey	2017	Month	Not reported	Household	794 Primary Sampling Units	8%	
India	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Indonesia	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Russian Federation	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Saudi Arabia	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
South Africa	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

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



Table X3.A4.2: Coverage of earnings

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Australia	2016-2017	35 hours per week	Employed persons who usually worked 35 hours or more a week (in all jobs) and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week	Overtime not included	Bonuses not included	Before income tax	Not reported
Austria	2017	Administrative data source includes information about full-time	Working full-time during the main part of the reference period	Overtime included	Bonuses included	Before income tax	Person between 15 and 24 years in education
Belgium (Earnings)	2016	Working hours recognised as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	Not reported
Belgium (Dispersion of earnings & student earnings)	2017	Not reported	Not reported	Overtime not included	Bonuses not included	After income tax (net income)	Student at the end of the reference period or not later than one month after the end of the reference period
Canada	2016	35 hours per week	Working the whole reference period (52 weeks) with average usual hours worked at all jobs equal to or greater than 35	Overtime included	Bonuses included	Before income tax	Student at some point during the reference period.
Chile	2017	44 hours for public sector employees and 45 hours for private sector employees	Working full-time at the time of the survey	Overtime included	Bonuses included	Before income tax	Student later than one month after the end of the reference period and likely to have been a student also during at least a part of the reference period (e.g. if the status refers to the time of the interview and most of the interviews took place more than one month after the end of the reference period)
Colombia	2017	35 hours per week	Working full-time during a part of the reference period but there is not complete information for the whole reference period	Overtime not included	Bonuses not included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
Czech Republic	2015	30	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	We don't know whether the employee is a student or not
Denmark	2017	37 hours per week	Working hours during the whole year are min. 1724 hours	Overtime included	Bonuses included	Before income tax	Student enrolled 2017.10.01

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Estonia	2017	35 hours per week	Working full-time during a part of the reference period but there is not complete information for the whole reference period	Overtime included	Bonuses included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
Finland	2016	90 percent of contractual working hours	Not reported	Overtime included	Bonuses not included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
France	2016	Working hours recognised as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	Earnings are reported for the previous civil year. Thus students who participate in education in 2016 and did not have any year break and those who left education in 2015 are both taken into account. In the latter case, the attended level of education is proxied by the level of education attainment. Students whose level of attended education is unknown are not considered to be students of a formal education programme.
Germany	2017	Working hours recognised as full-time by respondent (self-designated) and 35 hours per week	Working full-time the whole reference period	Not reported	Not reported	Before income tax	Student later than one month after the end of the reference period and likely to have been a student also during at least a part of the reference period (e.g. if the status refers to the time of the interview and most of the interviews took place more than one month after the end of the reference period)
Greece	2017	30 hours per week	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
Hungary	2017	Not reported	Working full-time the whole reference period	Overtime not included	Bonuses not included	Before income tax	Not reported
Iceland	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Ireland	2017	Minimum of 30 hours per week	Not reported	Overtime included	Bonuses included	Combination	Student at the end of the reference period or not later than one month after the end of the reference period
Israel	2017	35 hours per week	Working full-time the whole reference period	Overtime included	Bonuses included	Not reported	Not reported

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Italy	2015	Working hours recognised as full-time by respondent (self-designated)	Full-time: working full-time for most of the reference period; Full-year: the number of months of monthly earnings was the main source when available; when necessary, for independent workers this number was estimated on the basis of yearly incomes	Overtime included	Bonuses included	Before income tax	Enrolled at school or university in the 12 months preceding the interview
Japan	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Korea	2017	Working hours recognised as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	The student status is defined based on a student's response on his/her student status during the reference period (a week including the 15th day in August, 2015). There is no information about the status after the end of the reference period.
Latvia	2017	Working hours recognised as full-time by respondent (self-designated)	Persons who were employed at the reference week, recognise if they usually work full-time or part-time	Overtime included	Bonuses included	After income tax (net income)	A student is person who was a pupil/learner or a student during the last 4 weeks (3 weeks before reference week + reference week). A pupil/learner or student who was on holidays in the reference period is also counted in the student category.
Lithuania	2014	35 and more hours per week	employees working full-time 45 weeks and more	Overtime included	Bonuses included	Before income tax	Not reported
Luxembourg	2016	35 hours per week	Working full-time at the time of the survey	Overtime included	Bonuses included	After income tax (net income)	Level of the current regular education in which the person is enrolled - Referring to the reference week in which the interview took place
Mexico	2016	35 hours per week	Working full-time during a part of the reference period but there is not complete information for the whole reference period	Overtime included	Bonuses included	After income tax (net income)	Student at the end of the reference period or not later than one month after the end of the reference period
Netherlands	2017	Not reported	Working full-time the whole reference period	Overtime included	Bonuses not included	Before income tax	Not reported
New Zealand	2017	30 hours a week or more	Working full-time at the time of the survey	Overtime not included	Bonuses not included	Before income tax	Is a student in the reference week
Norway	2017	35 hours per week	Working full-time during a part of the reference period but there is not complete information for the whole reference period	Overtime included	Bonuses included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Poland	2016	>=18 and <= 40	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	SES has no information on employees who upgrade their skills at school or in extracurricular activities.
Portugal	2017	Working hours recognised as full-time by respondent (self-designated)	Working full-time at the time of the survey	Overtime not included	Bonuses not included	Before income tax	Not reported
Slovak Republic	2017	Not reported	36 working hours per week	Overtime included	Bonuses included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
Slovenia	2017	36 hours per week	Working full-time for the same employer in December of the reference year and in December of the previous year	Overtime included	Bonuses not included	Before income tax	Not reported
Spain	2016	Working hours recognised as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	Student later than one month after the end of the reference period and likely to have been a student also during at least a part of the reference period (e.g. if the status refers to the time of the interview and most of the interviews took place more than one month after the end of the reference period)
Sweden	2017	The employers decide if it is full time or not, based on the employee contract. Full time can vary between 38 and 40 hours	Full year for the whole reference period, full time in november each year, which is the reference period of the survey	Overtime included	Bonuses included	Before income tax	A 'student' is studying during at least one of the two semesters (spring or autumn 2017)
Switzerland	2017	30 hours per week	Working full-time at the time of the survey and working full-time during a part of the reference period but there is not complete information for the whole reference period	Overtime included	Bonuses included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Turkey	2017	30 and upper hours per week is treated as full-time work	We ask working full-time for only main job at the time of the survey. We have full year status of working household member. (e.g. household member is working full-time, part-time as wage and salary and casula income earner in January/February..etc)	Overtime not included	Bonuses not included	After income tax (net income)	Student later than one month after the end of the reference period and likely to have been a student also during at least a part of the reference period (e.g. if the status refers to the time of the interview and most of the interviews took place more than one month after the end of the reference period)
United Kingdom	2016	Working hours recognised as full-time by respondent (self-designated)	Not reported	Overtime not included	Bonuses not included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
United States	2017	35 hours per week	Working full-time the whole reference period	Overtime not included	Bonuses not included	Before income tax	Not reported
Argentina	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Brazil	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
China	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Costa Rica	2017	35 hours per week	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	Student later than one month after the end of the reference period and likely to have been a student also during at least a part of the reference period (e.g. if the status refers to the time of the interview and most of the interviews took place more than one month after the end of the reference period)
India	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Indonesia	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Russian Federation	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Saudi Arabia	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
South Africa	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

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

### Actual earnings data for EAG 2019

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

**Table X3.A4.a**

Actual earnings of full- and part-time workers, by educational attainment, age group and gender (2017)

**Table X3.A4.b**

Actual earnings of full-time workers, by educational attainment, age group and gender (2017)

StatLink: <https://doi.org/10.1787/888933980754>

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

## Notes on specific countries

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

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

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

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

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

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

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

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

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

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

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

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

The EE-register has not been used for compiling these kinds of data so far. There are some quality problems with the EE-register which probably results in an overestimation of the number of full-time, full-year employees. Updating of the EE-register is done by the employers. Some employers might have forgotten to report about employees that have left their job before the end of the year and some might have forgotten to report about employees that have decreased their contractual hours below 35 hours. [Back to main table for this indicator](#)

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

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

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

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



## Methodology

### Changes in methodology between EAG 2018 and EAG 2019

There was one important methodological changes between EAG 2017 and EAG 2018: social transfers and unemployment benefits were removed from the model. As a result of this change, the decomposition of the total benefits effect has changed, as detailed in Table X3.A5.1.

**Table X3.A5.1. Formula for benefits in EAG 2018 and EAG 2019**

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

Decomposition of total benefits		
	Formula in EAG 2018	Formula in EAG 2019
Gross earnings benefits	$EP_{z,j,s} = (E_{z,j,s} * ER_{z,j,s}) - (E_{z-1,j,s} * ER_{z-1,j,s})$	$EP_{z,j,s} = (E_{z,j,s} * ER_{z,j,s}) - (E_{z-1,j,s} * ER_{z-1,j,s})$
Income tax effect	$TE_{z,j,s} = (T_{z,j,s} * ER_{z,j,s}) - (T_{z-1,j,s} * ER_{z-1,j,s})$	$TE_{z,j,s} = (T_{z,j,s} * ER_{z,j,s}) - (T_{z-1,j,s} * ER_{z-1,j,s})$
Social contribution effect	$SCE_{z,j,s} = (SC_{z,j,s} * ER_{z,j,s}) - (SC_{z-1,j,s} * ER_{z-1,j,s})$	$SCE_{z,j,s} = (SC_{z,j,s} * ER_{z,j,s}) - (SC_{z-1,j,s} * ER_{z-1,j,s})$
Social transfers effect	$STE_{z,j,s} = (ST_{z,j,s} * ER_{z,j,s}) - (ST_{z-1,j,s} * ER_{z-1,j,s})$	Removed from model
Unemployment benefit effect	$UBE_{z,j,s} = (UB_{z,j,s} * US_{z,j,s}) - (UB_{z-1,j,s} * US_{z-1,j,s})$	Removed from model
<b>Total benefits</b>	TB= EP+TE+SCE+STE+UBE	TB= EP+TE+SCE

## Source

Direct costs of education: UOE data collection on finance.

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

Income tax data: OECD Taxing Wages model. For this indicator, a single worker with no children is used. For country-specific details on income tax in this model, see OECD (2018), *Taxing Wages 2018*, OECD Publishing, Paris, <https://www.oecd-ilibrary.org/taxation/taxing-wages-2018-tax-wages-2018-en>.

Employee social contributions: OECD Taxing Wages model's scenario of a single worker of age 40 with no children. For country-specific details on employee social contributions in this model, see OECD (2018), *Taxing Wages 2017*, OECD Publishing, Paris, <https://www.oecd-ilibrary.org/taxation/taxing-wages-2018-tax-wages-2018-en>.

Share of students with earnings: OECD Network on Labour Market and Social Outcomes earnings data collection. If not available, the employment rate of students is taken from the OECD Network on Labour Market and Social Outcomes data collection on "Transition from school to work among youth aged 15 to 29".

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

## Notes on specific countries

**Australia:** Household expenditure on education, used to calculate private direct costs, does not include payments for private tutoring. [Back to main table for this indicator](#)

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

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

**Denmark:** The reference year for the financial data used to calculate the public and private direct costs is 2014 instead of 2016. [Back to main table for this indicator](#)

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

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

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

**Netherlands:** Only the earnings of full-time full-year workers are taken into account, instead of all earners. [Back to main table for this indicator](#)

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

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

## INDICATOR A6: How are social outcomes related to education?

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

## Methodology

### **Information regarding Table A6.1. Social connections, by educational attainment (2015 or 2017)**

Variables included in this table are based on the European Union Statistics on Income and Living Conditions (EU-SILC-2015). Information by variable:

#### **Variable: Adults who participated in any cultural or sporting activities in the last 12 months**

Based on 4 variables:

Going to the cinema: The number of times the respondent went to the cinema, during the last twelve months.

Going to live performances: The number of times, during the last twelve months, the respondent went to any live performance, whether it was performed by professionals or amateurs. Live performances include theatre plays, concerts, operas, ballet, dance performances, etc.

Visits to cultural sites: The number of times, during the last twelve months, the respondent visited cultural sites such as historical monuments, museums, art galleries, archaeological sites, etc.

Attendance to live sport events: The number of times, during the last twelve months, the respondent attended a live sport event whether it was performed by professionals or amateurs.

#### **Variable: Adults who get together with friends living outside their household at least once a week**

1 Daily / 2 Every week (not every day) / 3 Several times a month (not every week) / 4 Once a month / 5 At least once a year (less than once a month) / 6 Never

The values presented in the Table are combining “1 Daily” and “2 Every week (not every day)”

The frequency with which the respondent usually gets together with friends during a usual year. Only friends who don't live in the respondent's household should be considered. If the respondent meets his/her friends once a year during holidays or feasts, the answer shall be “at least once a year”. To get together means spending time with friends at home or elsewhere. It can be talking or doing some kind of activities together. Merely encountering someone by chance is not considered as “being together”. If the respondent gets together with many friends all meetings should be counted. Friends should be understood in the widest meaning, as people the respondent enjoys being with and with whom he/she shares private matters. Getting together with friends for professional matters only is excluded.

#### **Variable: Adults who participated in formal voluntary activities in the last 12 months (any unpaid non-compulsory work for or through an organisation, a formal group or a club)**

1 Yes / 2 No – lack of interest / 3 No – lack of time / 4 No – other reason

If the respondent, during the last twelve months, did any unpaid non-compulsory work for or through an organisation, a formal group or a club. It also includes unpaid work for charitable or religious organisations. Attending meetings connected with these activities is included. Unpaid non-compulsory work should be understood as volunteer work conducted to help other people, the environment, animals, the wider community, etc. Unpaid internship in the company that makes profit is excluded.

#### **Variable: Adults who have someone to ask for help (moral, material or financial)**

1 Yes / 2 No

The respondent's ability to ask for help (any kind of help: moral, material or financial) from any relatives, friends or neighbours. Both relatives and friends should be understood in their widest meaning. The question is about the possibility for the respondent to ask for help whether the respondent needs it or not. Only people who don't belong to the respondent's household should be considered.

#### **Variable: Adults who actively participate in social media on a daily basis**

1 Daily / 2 Every week (not every day) / 3 Several times a month (not every week) / 4 Once a month / 5 At least once a year (less than once a month) / 6 Never

The frequency with which the respondent participates actively in social networking sites, such as community-based web sites, online discussions forums, chat rooms and other social spaces online. Active participation means not only joining social networks but also contributing actively to the discussion. Posting messages, photos, “likes”, etc. is also included. The nature of the issue discussed in the network should not be taken into account. A social media should be understood as any website that enables users to create public profiles within that website and form relationships with other users (not necessarily friends or people really close to him/her) of the same website who access their profile. The examples of such social media can be: Facebook, My Space, LinkedIn, Twitter etc.

Variables based on the International Social Survey Programme (ISSP-2017):

**Variable: Adults who participated in groups or associations for leisure, sports or culture in the past 12 months**

Based on question 5a of the ISSP 2017 Module on Social Networks and Social Resources. Data presented in the Table A6.1 are based on people who answered either 1, 2, 3 or 4:

**Q5. In the past 12 months, how often, if at all, have you taken part in activities...?**

PLEASE TICK <u>ONE</u> BOX ON EACH LINE						
	Once a week or more	One to three times a month	Several times in the past year	Once in the past year	Never	Can't choose
a. ... of groups or associations for leisure, sports or culture?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b. ... of political parties, political groups or political associations?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c. ... of charitable or religious organisations that do voluntary work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

<TN: "Groups" can be translated by "clubs" or "organised groups". It must not be translated in a way that refers only to informal groups, such as friends going to the pub.>

**Variable: Adults who have contact with a close friend at least once a week, either face-to-face or by phone, Internet or any other communication device**

Based on question 25 of the ISSP 2017 Module on Social Networks and Social Resources. Data presented in the Table A6.1 are based on people who answered either 1, 2 or 3:

**Q25. And, think about the close friend you have contact with most frequently: How often do you have contact with that close friend, either face-to-face, by phone, internet or any other communication device?**

PLEASE TICK <u>ONE</u> BOX ONLY	
<i>I do not have any close friends</i>	<input type="checkbox"/> 05
<i>The close friend I have contact with the most frequently lives with me</i>	<input type="checkbox"/> 06
Daily	<input type="checkbox"/> 1
Several times a week	<input type="checkbox"/> 2
Once a week	<input type="checkbox"/> 3
Two to three times a month	<input type="checkbox"/> 4
Once a month	<input type="checkbox"/> 5
Several times a year	<input type="checkbox"/> 6
Less often	<input type="checkbox"/> 7
Never	<input type="checkbox"/> 8

**Variable: Adults who took part in the activities of charitable or religious organisations that do voluntary work In the past 12 months**

Based on question 5c of the ISSP 2017 Module on Social Networks and Social Resources. Data presented in the Table A6.1 are based on people who answered either 1, 2, 3 or 4:

**Q5. In the past 12 months, how often, if at all, have you taken part in activities...?**

PLEASE TICK ONE BOX ON EACH LINE

	Once a week or more	One to three times a month	Several times in the past year	Once in the past year	Never	Can't choose
a. ... of groups or associations for leisure, sports or culture?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8
b. ... of political parties, political groups or political associations?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8
c. ... of charitable or religious organisations that do voluntary work?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8

<TN: "Groups" can be translated by "clubs" or "organised groups". It must not be translated in a way that refers only to informal groups, such as friends going to the pub.>

**Variable: Adults who have someone to help with a household or a garden job they are unable to do themselves**

Based on question 7a of the ISSP 2017 Module on Social Networks and Social Resources. Data presented in the Table A6.1 are based on people who answered either 1, 2, 3, 4, 5 or 6:

**Q7. For each of the following situations, please tick one box to say who you would turn to first. If there are several people you are equally likely to turn to, please tick the box for the one you feel closest to.**

PLEASE TICK ONE BOX ON EACH LINE

Who would you turn to first to ...	Close family member	More distant family member	Close friend	Neighbour	Someone I work with	Someone else	No one	Can't choose
(Adapted from ISSP86, Q10a) a. ... help you with a household or a garden job that you can't do yourself?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
(Adapted from ISSP86, Q11a; ISSP01, Q22) b. ... help you around your home if you were sick and had to stay in bed for a few days?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
(Adapted from ISSP86, Q14a; ISSP01, Q26) c. ... be there for you if you felt a bit down or depressed and wanted to talk about it?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
d. ... give you advice about family problems?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
e. ... enjoy a pleasant social occasion with?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8

**Variable: Adults who mostly have contact with their family members and close friends through text messages, mobile phones or other Internet-based communication devices**

Based on question 26 of the ISSP 2017 Module on Social Networks and Social Resources. Data presented in the Table A6.1 are based on people who answered either 1 or 2:

**Q26. Think now of your contact with all of your family members and close friends. How much of it is through text messages, mobile phones, or other communication devices that use the internet?**

PLEASE TICK ONE BOX ONLY

All or almost all of it	<input type="checkbox"/>
Most of it	<input type="checkbox"/>
About half of it	<input type="checkbox"/>
Some of it	<input type="checkbox"/>
None or almost none of it	<input type="checkbox"/>
<i>I do not use any of these devices</i>	<input type="checkbox"/>
<i>Can't choose</i>	<input type="checkbox"/>

An analysis to compare the distribution of the educational attainment between ISSP 2017 and Indicator A1 as been conducted. Results are presented in Table X.A6.a

StatLink: <https://doi.org/10.1787/888933980754>.

#### Information regarding Table A6.2a. Work-life balance, by educational attainment (2015 or 2016)

Variables included in this table are based on the European Quality of Life Survey (EQLS-2016). Information by variable:

**Variable: Adults who reported that over the last 12 months it has been difficult for them to fulfil their family responsibilities because of the amount of time they spend at work (every day to several times a year)**

Based on question 20b of the 4th European Quality of Life Survey. Data presented in the Table A6.2a are based on people who answered either 1, 2, 3 or 4.

**Variable: Adults who reported that over the last 12 months it has been difficult for them to concentrate at work because of their family responsibilities (every day to several times a year)**

Based on question 20c of the 4th European Quality of Life Survey. Data presented in the Table A6.2a are based on people who answered either 1, 2, 3 or 4:

**Q20 (Q12) How often has each of the following happened to you during the last 12 months?**

INTERVIEWER: READ OUT THE STATEMENTS AND SHOW CARD Q19 (answer codes) – ONE ANSWER PER STATEMENT

	1	2	3	4	5	6	98	99
	Every day	Several times a week	Several times a month	Several times a year	Less often/rarely	Never	(Don't know)	(Refusal)
a. I have come home from work too tired to do some of the household jobs which need to be done								
b. It has been difficult for me to fulfil my family responsibilities because of the amount of time I spend on the job								
c. I have found it difficult to concentrate at work because of my family responsibilities								

Variables based on the International Social Survey Programme (ISSP-2015):

**Variable: Adults who reported feeling that the demands of their job interfere with their family life (always to sometimes)**

Based on question 19a of the 2015 ISSP Module on Work Orientation IV. Data presented in the Table A6.2a are based on people who answered either 1, 2 or 3.

**Variable: Adults who reported feeling that the demands of their family life interfere with their job (always to sometimes)**

Based on question 19b of the 2015 ISSP Module on Work Orientation IV. Data presented in the Table A6.2a are based on people who answered either 1, 2 or 3.

**19 2005: 15a, b Work Life Balance**

How often do you feel that ...

PLEASE TICK ONE BOX ON EACH LINE						
	Always	Often	Sometimes	Hardly ever	Never	Can't choose
a. ...the demands of your job interfere with your family life?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8
b. ...the demands of your family life interfere with your job?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 8

Table X3.A6.1 shows the mapping of international education variable categories to the highest educational attainment "Below upper secondary", "Upper secondary or post-secondary non-tertiary" and "Tertiary".

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

Survey international education variable categories		
European Quality of Life Survey (EQLS-2016) Variable: Y16_ISCED	International Social Survey Programme (ISSP-2015/17) Variable: DEGREE	EAG highest educational attainment category
0. Early childhood Education (ISCED 01/ISCED 02) 1. Primary education (ISCED 1) 2. Lower secondary education (ISCED 2)	0. No formal qualification 1. Primary school 2. Lower secondary	Below upper secondary
3. Upper secondary education (ISCED 3) 4. Post-secondary non-tertiary education (ISCED 4)	3. Upper secondary 4. Post-secondary, non-tertiary	Upper secondary or post-secondary non-tertiary
5. Short-cycle tertiary education (ISCED 5) 6. Bachelor or equivalent (ISCED 6) 7. Master or equivalent (ISCED 7) 8. Doctoral or equivalent (ISCED 8)	5. Lower level tertiary 6. Upper level tertiary	Tertiary

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

An analysis to compare the distribution of the educational attainment between EQLS 2016 / ISSP 2015 and Indicator A1 as been conducted. Results are presented in Table X3.A6.b

StatLink: <https://doi.org/10.1787/888933980754>.



**Table A6.2b. Job intensity and flexibility, by educational attainment (2012 or 2015)**

For all the countries and economies, the source of the data included in this table is the 1st cycle of the Survey of Adult Skills (PIAAC). The reference year is 2012 for: Australia, Austria, Canada, the Czech Republic, Denmark, England (United Kingdom), Estonia, Finland, the Flemish community of Belgium, France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Northern Ireland (United Kingdom), Norway, Poland, the Slovak Republic, Spain, Sweden and the United States. The reference year is 2015 for Chile, Greece, Israel, New Zealand, Slovenia and Turkey. For partner countries and economies the year of reference is 2012 for the Russian Federation, and 2015 for Lithuania. The average is calculated using all OECD countries and economies regardless of the survey period.

*Educational attainment*

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

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

Table X3.A6.2: Codes from the Survey of Adult Skills (PIAAC) database for highest educational attainment

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

Table X3.A6.3: Codes from the Survey of Adult Skills (PIAAC) database for highest educational attainment (foreign qualification)

B_Q01a3	Education - Highest qualification - Level of foreign qualification
No formal qualification or below ISCED 1	1
ISCED 1	2
ISCED 2	3
ISCED 3C shorter than 2 years	4
ISCED 3C 2 years or more	5
ISCED 3A-B	6
ISCED 3 (without distinction A-B-C, 2y+)	7
ISCED 4C	8

ISCED 4A-B	9
ISCED 4 (without distinction A-B-C)	10
ISCED 5B	11
ISCED 5A, bachelor degree	12
ISCED 5A, master degree	13
ISCED 6	14
ISCED 5A bachelor degree, 5A master degree, and 6 (without distinction)	15

#### Hours worked

Data on the mean number of hours worked per week in the main job among employed 25-64 year-olds is based on the variable D\_Q10\_C: Current work - Hours/week (top-coded at 60).

#### Job flexibility

Table X3.A6.4: Codes from the Survey of Adult Skills (PIAAC) database for flexibility in the working hours

D_Q11d	Current work - Work flexibility - Working hours
Not at all	1
Very little	2
To some extent	3
To a high extent	4
To a very high extent	5

#### Information regarding

**Table A6.a. Adults who read books at least once a week, by labour-force status, gender, age and educational attainment (2012 or 2015)**

**Table A6.b. Mean literacy proficiency score, by frequency of reading books and educational attainment (2012 or 2015)**

For all the countries, the source of the data is the 1st cycle of the Survey of Adult Skills (PIAAC). The reference year is 2012 for: Australia, Austria, Canada, the Czech Republic, Denmark, England (United Kingdom), Estonia, Finland, the Flemish community of Belgium, France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Northern Ireland (United Kingdom), Norway, Poland, the Slovak Republic, Spain, Sweden and the United States. The reference year is 2015 for Chile, Greece, Israel, New Zealand, Slovenia and Turkey. For partner countries and economies the year of reference is 2012 for the Russian Federation, and 2015 for Lithuania. The average is calculated using all OECD countries and economies regardless of the survey period.

Reading in everyday life includes any reading that respondents might do on computer screens or other electronic displays. Students are excluded to avoid covering those who read as part of their studies. High frequency of reading in everyday life is defined as reading at least once week. Frequent readers were identified as those who answered 4 or 5 to question H\_Q01e (In everyday life, how often do you usually read books, fiction or non-fiction?).

The variables used for the different elements are as follow:

Table X3.A6.5: Codes from the Survey of Adult Skills (PIAAC) database for reading frequency in everyday life

H_Q01e	Skill use everyday life - Literacy - Read books
Never	1
Less than once a month	2
Less than once a week but at least once a month	3
At least once a week but not every day	4
Every day	5

Table X3.A6.6: Codes from the Survey of Adult Skills (PIAAC) database for educational attainment

EDLEVEL3	Educational level of the respondent (DERIVED BY CAPI)
Low	1
Medium	2
High	3

Table X3.A6.7: Codes from the Survey of Adult Skills (PIAAC) database for labour force status

C_D05	Current status/work history - Employment status (DERIVED BY CAPI)
Employed	1
Unemployed	2
Out of the labour force	3

Table X3.A6.8: Codes from the Survey of Adult Skills (PIAAC) database for gender

GENDER_R	Person resolved gender from BQ and QC check (derived)
Male	1
Female	2

Table X3.A6.9: Codes from the Survey of Adult Skills (PIAAC) database for age group

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

Mean literacy score: variable PVLIT.

### Information regarding Table A6.c. Total effects of variables on job satisfaction (2012 or 2015)

Table X3.A6.2 shows the fit indices associated with the total effects of variables on job satisfaction.

Table X3.A6.2: Model fit indices

	Slovak Republic	Korea	New Zealand
<b>Fit indices</b>			
P	0.138	0.147	0.131
CFI/ TLI	.99/.99	.99/.99	.99/.99
RMSEA	0.013	0.011	0.011
SRMR	0.010	0.008	0.009
n	2628	3644	3588

Source: OECD calculations using data from the Survey of Adult Skills (PIAAC).

P: P-value

CFI/TLI: Comparative fit index / Tucker–Lewis index

RMSEA: root mean square error of approximation

SRMR: Standardized Root Mean Square Residual

n: sample size

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

### Source

#### Table A6.1. Social connections, by educational attainment (2015 or 2017)

- European Union Statistics on Income and Living Conditions (EU-SILC-2015)

- International Social Survey Programme (ISSP-2017)

**Table A6.2a. Work-life balance, by educational attainment (2015 or 2016)**

- Variables based on the European Quality of Life Survey (EQLS-2016)
- International Social Survey Programme (ISSP-2015)

**Table A6.2b. Job intensity and flexibility, by educational attainment (2012 or 2015)**

**Table A6.a. Adults who read books at least once a week, by labour-force status, gender, age and educational attainment (2012 or 2015)**

**Table A6.b. Mean literacy proficiency score, by frequency of reading books and educational attainment (2012 or 2015)**

**Table A6.c. Total effects of variables on job satisfaction (2012 or 2015)**

- Data for all four Tables 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/>

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

### Notes on specific countries

**Chile:** Recoding of educational attainment variable in ISSP 2015: Replace by “Tertiary” if DEGREE is equal to “Post-secondary, non-tertiary”. [Back to main table for this indicator](#)

**France:** Recoding of educational attainment variable in ISSP 2015: Replace by “Below upper secondary” if FR\_DEGR is equal to 1, 2, 3, 4 or 7. Replace by “Upper secondary or post-secondary non-tertiary” if FR\_DEGR is equal to 5, 6 or 8. Replace by “Tertiary” if FR\_DEGR is equal to 9, 10 or 11. [Back to main table for this indicator](#)

**Israel:** Recoding of educational attainment variable in ISSP 2015 and ISSP 2017: Replace by “Below upper secondary” if IL\_DEGR is equal to 1, 2, 3 or 6. Replace by “Upper secondary or post-secondary non-tertiary” if IL\_DEGR is equal to 4, 5, 7, 8, 9, 10 or 12. Replace by “Tertiary” if IL\_DEGR is equal to 11, 13 or 14. [Back to main table for this indicator](#)

**Russian Federation:** Recoding of educational attainment variable in ISSP 2015 and ISSP 2017: Replace by “Below upper secondary” if RU\_DEGR is equal to 1, 2 or 3. Replace by “Upper secondary or post-secondary non-tertiary” if RU\_DEGR is equal to 4, 5 or 7. Replace by “Tertiary” if RU\_DEGR is equal to 6 or 8. [Back to main table for this indicator](#)

**United States:** Recoding of educational attainment variable in ISSP 2015: Replace by “Tertiary” if DEGREE is equal to “Post-secondary, non-tertiary”. [Back to main table for this indicator](#)

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

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

	<a href="#">A7</a>
	<a href="#">Methodology</a>
	<a href="#">Source</a>
Australia	<a href="#">AUS</a>
Austria	
Belgium	
Canada	
Chile	
Colombia	
Czech Republic	
Denmark	
Estonia	
Finland	
France	<a href="#">FRA</a>
Germany	
Greece	
Hungary	
Iceland	
Ireland	
Israel	
Italy	
Japan	
Korea	
Latvia	
Lithuania	
Luxembourg	
Mexico	
Netherlands	
New Zealand	
Norway	
Poland	
Portugal	
Slovak Republic	
Slovenia	
Spain	
Sweden	
Switzerland	
Turkey	
United Kingdom	
United States	
Argentina	
Brazil	
China	
Costa Rica	<a href="#">CRI</a>
India	
Indonesia	
Russian Federation	
Saudi Arabia	
South Africa	

## *Methodology*

### **Information regarding Table A7.1 Participation in formal and/or non-formal education and training, by gender, age group and educational attainment (2016)**

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

For countries based on the Survey of Adult Skills (PIAAC), the variables and the SAS syntax used for the different elements are as follow:

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

#### *Participation in formal and/or non-formal education*

Table X3.A7.1: Codes from the Survey of Adult Skills (PIAAC) database for participation in formal and/or non-formal education

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

#### *Participation in formal education*

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

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

#### *Participation in non-formal education*

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

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

#### *Educational attainment*

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

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

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

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

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

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

### Gender

Table X3.A7.6: Codes from the Survey of Adult Skills (PIAAC) database for gender

GENDER_R	Person resolved gender from BQ and QC check (derived)
Male	1
Female	2

### Age group

Table X3.A7.7: Codes from the Survey of Adult Skills (PIAAC) database for age group

AGEG10LFS	Age in 10 year bands (derived)
24 or less	1
25-34	2
35-44	3

45-54	4
55 plus	5

### Information regarding Table A7.2a Distribution of non-formal education and training activities, by gender, age group and educational attainment (2016)

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

For countries based on the Survey of Adult Skills (PIAAC), the variables and the SAS syntax used for the different elements are as follow:

#### Employer sponsorship

```
/*EMPL_SUPP_NFE_MON 'Employer support for non-formal education, money'*/
EMPL_SUPP_NFE_MON = 0;
IF (B_Q16 = 1 OR B_Q16 = 2) THEN EMPL_SUPP_NFE_MON = 1;
/*EMPL_SUPP_NFE_TIME 'Employer support for non-formal education, working
time'*/
EMPL_SUPP_NFE_TIME = 0;
IF (B_Q15B = 1 OR B_Q15B = 2 OR B_Q15B = 3) THEN EMPL_SUPP_NFE_TIME = 1;
EMPL_SUPP = 0;
IF (EMPL_SUPP_NFE_TIME = 1 OR EMPL_SUPP_NFE_MON = 1) THEN EMPL_SUPP = 1;
```

Table X3.A7.8: Codes from the Survey of Adult Skills (PIAAC) database for financial employer support

B_Q16	Activities - Last year - Grant from employer
Yes, totally	1
Yes, partly	2
No, not at all	3
There were no such costs	4
No employer or prospective employer at that time	5

Table X3.A7.9: Codes from the Survey of Adult Skills (PIAAC) database for working time employer support

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

#### Job-related non-formal education

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

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

Other variables used already described:

- EDCAT3
- GENDER\_R
- AGE10LFS



### Information regarding Table A7.2b Participation in job-related and non-job-related non-formal education and training, by gender, age group and educational attainment (2016)

For countries based on the Adult Education Survey (AES), the data are special calculations prepared by Eurostat for the OECD and represent participation rate in 'at least' one job-related (JR)/not job-related (NJR) NFE activity.

For countries based on the Survey of Adult Skills (PIAAC), the variables used for Table A7.2b are the same as for Table A7.2a.

### Information regarding Table A7.2c Participation in distance learning among adults participating in non-formal education and training, by gender and age group and educational attainment (2012 or 2015)

For all the countries and economies, the source of the data included in this table is the 1st cycle of the Survey of Adult Skills (PIAAC). The reference year is 2012 for: Australia, Austria, Canada, the Czech Republic, Denmark, England (United Kingdom), Estonia, Finland, the Flemish community of Belgium, France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Northern Ireland (United Kingdom), Norway, Poland, the Slovak Republic, Spain, Sweden and the United States. The reference year is 2015 for Chile, Greece, Israel, New Zealand, Slovenia and Turkey. For partner countries and economies the year of reference is 2012 for the Russian Federation, and 2015 for Lithuania. The average is calculated using all OECD countries and economies regardless of the survey period.

#### *Job-related non-formal education*

Table X3.A7.10: Codes from the Survey of Adult Skills (PIAAC) database for participation in distance learning among adults participating in non-formal education

B_Q12a	Activities - Last year - Open or distance education
Yes	1
No	2

Other variables used already described:

- NFE12
- EDCAT3
- GENDER\_R
- AGE10LFS

### Information regarding Table A7.3 Enrolment in formal education, by age group, and distribution by level of education (2017)

See Indicator B1 in Annex 3 for more information on the methodology related to Table A7.3.

## Source

**Tables A7.1 Participation in formal and/or non-formal education and training, by gender, age group and educational attainment (2016)**

**Table A7.2a. Distribution of non-formal education and training activities, by gender, age group and educational attainment (2016)**

**Table A7.2b. Participation in job-related and non-job-related non-formal education and training, by gender, age group and educational attainment (2016)**

For the three Tables, the source is:

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

- Encuesta Continua de Empleo (ECE), Instituto Nacional de Estadística y Censos (INEC), for Costa Rica.

**Table A7.2c. Participation in distance learning among adults participating in non-formal education and training, by gender and age group and educational attainment (2012 or 2015)**

- OECD Programme for the International Assessment of Adult Competencies (the Survey of Adult Skills [PIAAC]) for all countries and economies.

**Table A7.3 Enrolment in formal education, by age group, and distribution by level of education (2017)**

- UNESCO-UIS/OECD/EUROSTAT data collection on education statistics administered by the OECD in 2018 for all countries, all data refer to the academic year 2016/17 (for details, see Indicator B1 in Annex 3).

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

### *Notes on specific countries*

**Australia:** The Australian Work-Related Training and Adult Learning survey that was conducted from July 2016 to June 2017. Refer to the following link for more information:

<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4234.0Main+Features12016-17?OpenDocument>

**Costa Rica:** Data on participation in formal education and training refer to 2016 and is using the variable of attendance at some formal education institution, at the moment of the interview. Data on non-formal education is using the variable that identifies if the person took a non-formal education course or other type of learning by which he/she received a diploma or was certified, at the moment of the survey. As the source is a continuous labour force survey, the course/learning considered is related/important to the job of the person, and/or it was used for getting the job. [Back to main table for this indicator](#)

**France:** Data on distance learning for France have been withdrawn because the question in the Survey of Adult Skills (PIAAC) is leading to a narrower definition for France: "This kind of programme is similar to school-based programmes, but courses are provided by mail or by internet in relation with teachers".

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

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

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

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

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

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

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

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

**Description:** This document is intended to provide guidance as to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country. For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

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

## INDICATOR B1: Who participates in education?

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

## Methodology

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

Data generally refer to the school year 2016/17. Statistics that relate participation data to population data are published for the reference date that was used by national authorities for these statistics. It is assumed that age references in the enrolment data refer to 1 January of the reference year. For Australia, 30 June is used as the reference date for both enrolments and population data. For Japan, 1 October is used as the reference date for population data and 1 April is used as the reference date for enrolments. For the United States, 1 October is used as the reference date for both enrolments and population data.

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

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

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

## Sources

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

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

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection
Australia	05-Aug-17	One day for general programmes Whole year for vocational ones	Snapshot (General Programmes)/ Year-round count (Vocational Programmes)	Australian Bureau of Statistics (for ISCED 1, 24, 34) Australian Government Department of Education and Training (for ISCED 1, 24, 34) National Centre for Vocational Education Research (for ISCED 25, 35, 45)	Census (general programmes) / Register Data (vocational programmes)	Student Level
Austria	01-Oct-16	One day	Snapshot	School Statistics	Annual Census	Student level data
Belgium	01-Feb-17	n/a	n/a	Flemish Community: student database French Community : bases de données Pilotage, comptage, CREF + diverses sources administratives avec des données agrégées	n/a	Flemish Community: Student Level French Community: Aggregate Level
Canada	01-Feb-17	One day	Snapshot (one month after the schoolyear start)	Elementary-Secondary Education Survey (ESES)	n/a	Aggregate Level
Chile	30-Apr-17	n/a	n/a	Ministry of Education of Chile	Census by school	School Level

<b>Colombia</b>	31-Dec-16	n/a	n/a	Sistema Integrado de Matrícula (SIMAT) for data ISCED 1-4, Sistema Nacional de Información de Educación Superior (SNIES) for data ISCED 5-8, Ministerio de Educación Nacional	n/a	n/a
<b>Czech Republic</b>	31-Dec-16 for post-secondary non-tertiary programmes 30-Sep-16 for all other programmes	n/a	n/a	Ministry of Education, Youth and Sports databases	n/a	n/a
<b>Denmark</b>	01-Oct-16	One day	Snapshot	Longitudinal register (Studentregister and Course Register/Qualification register)	Total count	Student Level
<b>Estonia</b>	10-Nov-16	One day	Register is updated according to the changes every day, data for statistics is taken on 10-Nov-16	Estonian Education Information System	Register Data	Student level
<b>Finland</b>	20-Sep-16	ISCED 1-3: One Day	ISCED 1-3: Snapshot	Statistics Finland's data collections	Total data collection from institutions	Student Level
<b>France</b>	15-01-2017	One day	Snapshot	Ministère de l'Éducation nationale et de la Jeunesse, Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation: Direction de l'évaluation, de la prospective et de la performance (DEPP)  Sous-direction des systèmes d'information et des études statistiques	Annual Census	Student Level  (But no unique identifier)
<b>Germany</b>	01-Sep-16	One day	Snapshot  (as a rule four weeks after the beginning of the school year)	Federal Statistical Office, Youth Welfare Statistics;  Federal Statistical Office, General school statistics;  Federal Statistical Office, Vocational school statistics	n/a	n/a
<b>Greece</b>	20-May-17	n/a	n/a	a) Annual census for private education, second chance schools (ISCED 2 adult education) & public special education; b) administrative sources for public sector; and c) OEEK (in the Ministry of Education), and the Ministries of Labour (OAED), Tourism & Health for ISCED 4	n/a	n/a
<b>Hungary</b>	01-Oct-16	One day	Snapshot	Köznevelési Statisztikai Évkönyv (Statistical Yearbook of Public Education)	Annual Census	n/a
<b>Iceland</b>	15-Oct-16	One day	Snapshot	The Statistics Iceland Student Register, which is based on data from the schools, is used for levels 3-6	Census	Student Level
<b>Ireland</b>	30-Sep-16	Year	Mixed - snapshot year-round methods	ISCED 1 National School Annual Census, Private Primary Census  ISCED 2, 3 and 4- Post Primary Online Database	Annual Censuses	n/a
<b>Israel</b>	01-Sep-16 for post-secondary non-tertiary programmes 30-Jun-17 for all other non-tertiary programmes	One day	Snapshot (at the end of the school year)	ISCED 1-3: Administrative files from the MoEd; ISCED 4: Administrative files from the MoEd	n/a	n/a
<b>Italy</b>	01-Jan-17	n/a	n/a	n/a	n/a	n/a

<b>Japan</b>	01-Oct-16 for population data; 01-May-16 for enrolment	n/a	n/a	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)	n/a	n/a
<b>Korea</b>	01-Apr-17	One day	Snapshot	Basic Statistics of Education, KEDI (Korean Educational Development Institute) , Statistics of Childcare (Ministry of Health and Welfare)	n/a	n/a
<b>Latvia</b>	10-Oct-16	One day	Snapshot (First day of next school year)	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census	n/a
<b>Lithuania</b>	01-Oct-16 for post-secondary non-tertiary programmes	One day	Snapshot (First day of school or one month after depending on programmes)	Statistics Lithuania. Data source - the Centre of Information Technologies of Education, the Pupil Register and the Students Register	n/a	Student Level
	01-Sep-16 for all other non-tertiary programmes					
<b>Luxembourg</b>	30-Oct-16	n/a	n/a	ISCED 0-3: Databases of the Ministry of Education, Childhood and Youth	n/a	n/a
<b>Mexico</b>	30-Sep-16	One day	Snapshot	Secretariat of Public Education (SEP)	Annual Census	School level
<b>Netherlands</b>	31-Dec-16 for primary education	One day	Snapshot or new entrants each semester for ISCED 35	Education registers for all ISCED levels except 8	Register data	Student Level
	01-Oct-16 for all other programmes	ISCED 35: Whole academic year				
<b>Norway</b>	01-Oct-16	n/a	n/a	Statistics Norway	Register Data	Student Level
<b>New Zealand</b>	01-Jul-17	ISCED 1-34 are collected on one day (1 July), ISCED 35 is collected over the whole academic year	ISCED1-34: Snapshot	School Annual Survey	Annual Survey	n/a
			ISCED 35: year-round			
<b>Poland</b>	30-Sep-16	One day	Snapshot	Statistics Poland, Ministry of National Education, Ministry of Science and Higher Education	Register Data	Student Level
<b>Portugal</b>	31-Dec-16	One Day	Snapshot (Headcount)	Actual data on students collected from the annual surveys to all education institutions	Annual surveys	Student Level
<b>Slovak Republic</b>	15-Sep-16	n/a	n/a	Database of processing statistical of schools,  Statisticka rocenka skolstva (Statistical Yearbook of Education)	n/a	n/a
<b>Slovenia</b>	15-Sep-16	One day: full-time participants (youth); whole school year (part-time participants-adults)	Snapshot (full-time-youth); Year-round (part-time-adults)	Annual statistical surveys-SURS (youth); Ministry of education, science and sport (adults)	Census	School level (youth); student level (adults)
<b>Spain</b>	31-Oct-16	One day	Snapshot (one or two months after the beginning of the school year)	Non-university Education Statistics - Ministry of Education and Vocational Training and University Education Statistics - Ministry of Science, Innovation and Universities. And another statistics on education and training	Register data	n/a
<b>Sweden</b>	15-Oct-2016	ISCED 1-3 youth one day, adult whole year. ISCED 4 whole year	Mixed - snapshot (registered enrolment 15 Oct) and year-round enrolment	Student registers	Register data	Student level
<b>Switzerland</b>	15-Nov-16	One day	Snapshot (one month after the	Statistics on pupils and students		Student Level

			schoolyear start, or sometimes, for administrative reasons, November 15th)	(census at school level)	Census by school year	(Full collection)
<b>Turkey</b>	01-Dec-16	n/a	n/a	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database	n/a	n/a
<b>United Kingdom</b>	19-Jan-17	One Week  Whole year for some programmes in Wales, Northern Ireland and Scotland	Snapshot  year-round counting for some programmes in Wales, Northern Ireland and Scotland	Further Education College Individual Learner Record database	n/a	Student Level
<b>United States</b>	01-Sep-16	n/a	Estimation from cross-sectional data	Common Core of Data; Private School Survey; Current Population Survey	Cross-sectional data	n/a
<b>Brazil</b>	25-May-17	One Week	One-week snapshot (two to three months after beginning of the school year)	Ministry of Education (MEC): 2015 School Census(MEC/Inep) 2015 Higher Education Census (MEC/Inep) 2015 Data Collection on Advanced Studies (MEC/Capes)	Register Data	Student Level
<b>Costa Rica</b>	08-Apr-17	n/a	n/a	Initial School Census of the Department of Statistical Analysis of the Ministry of Public Education	n/a	n/a
<b>Russian Federation</b>	15-Oct-16	n/a	n/a	Federal State Statistics Service (Rosstat)	n/a	n/a



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

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection	Treatment of multiple enrolments
Australia	05-Aug-17	Academic Year or Calendar Year (which are the same in Australia)	Year-round	Australian Government Department of Education and Training (for ISCED 54, 55, 6, 7, 8); National Centre for Vocational Education Research (for ISCED 54, 55, 6)	Register Data	Student Level	n/a
Austria	01-Nov-16	One day	Snapshot	University Statistics	Annual Census	Student level data (Student identifier)	Students with multiple enrolments are pro-rated in equal shares to each programme
Belgium	01-Feb-17	n/a	n/a	Fl.Co.: student database Fr. Co.: bases de données Pilotage, comptage, CREF + diverses sources administratives avec des données agrégées	n/a	Flemish Community: Student Level French Community: Aggregate Level	Students are not pro-rated between fields of education
Canada	01-Jun-17	One day	Snapshot any day between September and December (each institution chooses)	Post-secondary Student Information System (PSIS)	Register data	Student Level (No unique identifier, no tracking possibility across provinces/territories)	No corrections on double counting
Chile	30-Apr-17	n/a	Snapshot	Ministry of Education of Chile	Census by institution	Institution Level	Students enrolled in multiple tertiary education programmes are pro-rated in equal shares between programmes
Colombia	31-Dec-15	n/a	n/a	Sistema Nacional de Información de Educación Superior (SNIES) for data ISCED 5-8, Ministerio de Educación Nacional	n/a	n/a	n/a
Czech Republic	30-Sep-16 for short-cycle tertiary programmes 31-Dec-16 for other tertiary programmes	n/a	n/a	Ministry of Education, Youth and Sports databases	n/a	n/a	n/a
Denmark	01-Oct-16	One day	Snapshot	Longitudinal register (Studentregister and Course Register/Qualification register)	Total count	Student Level	n/a
Estonia	10-Nov-16	One day	Register is updated according to the changes every day, data for statistics is taken on 10-Nov-16	Estonian Education Information System	Yes	Student level	n/a

<b>Finland</b>	20-Sep-16	One day	Snapshot	Statistics Finland's data and data based on the Ministry of Education and Culture's VIRTA higher education achievement register data	Total data collection from institutions	Student Level	Nothing is done yet about multiple enrolments, but they are not substantial
<b>France</b>	15-Jan-17	One day	Snapshot	Ministère de l'Éducation nationale et de la Jeunesse, Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation - Sous-direction des systèmes d'information et des études statistiques (SIES), Direction de l'évaluation, de la prospective et de la performance (DEPP), Ministère des Solidarités et de la Santé, Ministère de l'Agriculture et de l'Alimentation, Ministère de la Culture	Annual Census	Student Level  (But no unique identifier)	n/a
<b>Germany</b>	01-Sep-16	Registration and re-registration periods	Snapshot	Federal Statistical Office (2017), Vocational School Statistics;  Federal Statistical Office (2017), University statistics;  Federal Statistical Office (2017), Statistics on Vocational academies	n/a	n/a	Students enrolled in multiple fields are allocated according to the main content of study (first field of study)  The participation of students in two different programmes is of marginal importance in Germany
<b>Greece</b>	20-May-17	n/a	n/a	a) Annual census for private education & public special education and b) administrative sources for public sector	n/a	n/a	n/a
<b>Hungary</b>	01-Oct-16	One day	Snapshot	Felsőoktatási információs Rendszer (Information System of Higher Education)	Register data	Student level	No pro-rating. Each student is only counted once, in his main programme of study
<b>Iceland</b>	15-Oct-16	One day	Snapshot	Information collected from educational institutions on student numbers. The Statistics Iceland Student Register, which is based on data from the schools, is used for levels 3-6. In this register students only appear once each year	Register Data	Student Level	No pro-rating. Each student is only counted once, in his main programme of study. In calculating FTE all full-time students are counted as 1, irrespective of if they are studying 76% or 125% of the normal full-time study load. The FTE of part-time students is then added according to their share of a full-time study load
<b>Ireland</b>	30-Sep-16	n/a	n/a	ISCED 5 - 8 Higher Education Authority Student Record System and Census of Non-Aided Colleges	Annual Census	n/a	n/a
<b>Israel</b>	01-Oct-16 for short-cycle tertiary programmes 01-May-17 for other tertiary education	Several days	Snapshot	ISCED 5 (vocational) - administrative files from Ministry of Economy, MoEd, the Survey of Vocational training institutions	n/a	n/a	n/a
<b>Italy</b>	01-Jan-17	n/a	n/a	Ministry of Education, University and Research	n/a	n/a	n/a

<b>Japan</b>	01-Oct-16 for population data; 01-May-16 for enrolment	n/a	n/a	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)	n/a	n/a	n/a
<b>Korea</b>	01-Apr-17	One day	Snapshot	Basic Statistics of Education, KEDI (Korean Educational Development Institute)	n/a	n/a	n/a
<b>Latvia</b>	10-Oct-16	One day	Snapshot (Next school year)	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census	n/a	n/a
<b>Lithuania</b>	01-Oct-16	One day	Snapshot	Statistics Lithuania. Data source - the Centre of Information Technologies of Education, the Pupil Register and the Students Register	n/a	Student Level	n/a
<b>Luxembourg</b>	30-Oct-16	n/a	n/a	Administrative data	n/a	n/a	n/a
<b>Mexico</b>	30-Sep-16	One day	Snapshot	Secretariat of Public Education (SEP)	Annual Census	Educational institutions	The number of students that are studying for more than one tertiary degree is almost null in Mexico
<b>Netherlands</b>	31-Dec-16 for doctoral programmes 01-Oct-16 for all other programmes	n/a	n/a	Education registers for all ISCED levels except 8; phd register for ISCED-8	Register data  (except ISCED 8)	Student Level	If a student is, for instance, enrolled in two different ISCED levels in tertiary education he/she is only being counted at the highest level. So there is no double counting, but also no pro-rating between programmes
<b>Norway</b>	01-Oct-16	n/a	n/a	Statistics Norway	Register Data	Student Level	n/a
<b>New Zealand</b>	01-Jul-17	Whole year	Year-round	For ISCED 35-8 (post-school) electronic administrative collection	Register Data	Student Level	Students enrolled in more than one of these post-school ISCED levels are pro-rated across each level according to their FTE value at each level
<b>Poland</b>	30-Sep-16	n/a	n/a	Statistics Poland, Ministry of National Education, Ministry of Science and Higher Education	Annual surveys	Student Level	Students are presented as many times as they were studying fields of education. In Poland student double counting will be eliminated as soon as individual database is developed. At present students may be double counted in data regarding enrolments, graduates and new entrants
<b>Portugal</b>	31-Dec-16	Two days (one in December, the other in March)	Snapshot	Actual data on students collected from the annual surveys to all education institutions	Register Data	Aggregate Level	n/a
<b>Slovak Republic</b>	15-Sep-16 for short-cycle tertiary programmes 31-Oct-16 for other tertiary programmes	n/a	n/a	Database of processing statistical data of schools, Statistická ročenka školstva (Statistical Yearbook of Education)	n/a	n/a	It is not possible to correct all double counting. It concerns less than 5% of all students
<b>Slovenia</b>	30-Oct-16	One day	Snapshot	Ministry of education, science and sport	Register Data	Student level	Double counting is possible in the case of participation of student in two different tertiary programmes (phenomenon not statistically relevant); participants in a two-

							subject programme are pro-rated between fields (0,50:0,50)
<b>Spain</b>	31-Oct-16	ISCED 5: One Day  ISCED 6 to 8: School Year	ISCED 5: Snapshot  ISCED 6 to 8: Year-round counting	"Non-university Education Statistics - Ministry of Education and Vocational Training and University Education Statistics - Ministry of Science, Innovation and Universities. And another statistics on education and training	Register Data	n/a	We do not include students from some programmes where duplications could be significant (a part of arts and foreign languages programmes)
<b>Sweden</b>	01-Jul-17	Academic year	Year-round counting	Student registers	Register Data	Student Level	Every student is only counted once so there is no double-counting. If a student is enrolled in two different programmes (and/or in two institutions), he/she is counted at the programme of the highest ISCED level
<b>Switzerland</b>	15-Nov-16 for short-cycle tertiary programmes 15-Oct16 for other tertiary education	One day	Snapshot	SHIS-SIUS Swiss Universities Information System	Register Data	Student Level  (Full Collection)	Students enrolled in part-time programs at different ISCED levels are counted twice
<b>Turkey</b>	01-Dec-16	n/a	n/a	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database; Higher Education Council Statistics	n/a	n/a	n/a
<b>United Kingdom</b>	19-Jan-17	Whole Year	Year-round counting (From August 1st year n to July 31st year n+1)	Tertiary Education, ISCED 5-8: HESA Student Record - Standard Registered Population (excludes students on courses expected to last less than 24 weeks)	n/a	Student Level	n/a
<b>United States</b>	01-Sep-16	n/a	Estimation from cross-sectional data	Integrated Post-secondary Education Data System, National Post-secondary Student Aid Survey	Cross-sectional data	Student Level (reporting)	n/a
<b>Brazil</b>	31-Dec-16	Whole Academic Year	Year-round counting from February to April of the subsequent year	Ministry of Education (MEC): 2015 School Census(MEC/Inep), 2015 Higher Education Census (MEC/Inep) and 2015 Data Collection on Advanced Studies (MEC/Capes)	Register Data	Student Level	n/a
<b>Costa Rica</b>	08-Apr-17	n/a	n/a	Oficinas de Registro de las Universidades Públicas, Consejo Nacional de Rectores-CONARE, Consejo Superior de Educación y Consejo Nacional de Enseñanza Superior Universitaria Privada-CONESUP	n/a	n/a	n/a
<b>Russian Federation</b>	15-Oct-16	n/a	n/a	Federal State Statistics Service (Rosstat)	n/a	n/a	n/a

## Notes on specific countries

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

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

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

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

**Germany:** Full-time education is compulsory until age 16; for 16-18 year-olds, part-time education is compulsory. 2016 figures are impacted by the unusually high immigration, especially asylum seekers. [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.](#)

**Ireland:** All leaving certificate programmes are classified as secondary general education. SOLAS programmes were reported as post-secondary non-tertiary vocational programmes until year 2015/16, while the education level breakdown is available starting with year 2016/17 between upper secondary and post-secondary non-tertiary vocational programmes is available. [Back to main table for this indicator.](#)

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

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

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

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

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

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

While general and vocational education at ISCED 3 level is not exclusively split between initial and post-initial schooling in New Zealand, to better help policy makers and other readers interpret and use comparisons at ISCED level 3, all New Zealand results relating to New Zealand's initial schooling upper secondary system have been reported as “upper secondary general” (ISCED 34), while all results relating to New Zealand's post-schooling

ISCED 3 system (level 1-3 qualifications on the NZQF) have been reported as “upper secondary vocational” (ISCED 35). [Back to main table for this indicator.](#)

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

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

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

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

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

**United States:** There is no standard, federally determined age at which one can leave school. Every state determines the age at which compulsory school attendance ends, and it generally ranges from 16 to 18. In 2018, the United States reclassified all the enrolment data on upper secondary education as general programmes. [Back to main table for this indicator.](#)

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

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

## Methodology

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

Data refer to the school year 2016/17 and financial year 2016. Statistics that relate participation data to population data are published for the reference date that was used by national authorities for these statistics. It is assumed that age references in the enrolment data refer to 1 January of the reference year. For **Australia**, 30 June is used as the reference date for both enrolments and population data. For **Japan**, 1 October is used as the reference date for population data and 1 May (age at 1 April) is used as the reference date for enrolment statistics. In addition, 1 October (age at 30 September) is used as the reference date for enrolment statistics in day care centres. For the **United States**, 1 October is used as the reference date for both enrolments and population data.

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

The concepts used to define full-time and part-time participation at other ISCED levels, such as study load, child participation, and the academic value or progress that the study represents, are not easily applicable to ISCED level 0. In addition, the number of daily or weekly hours that represent typical full-time enrolment in an education programme at ISCED level 0 varies widely between countries. Because of this, full-time-equivalents cannot be calculated for ISCED level 0 programmes in the same way as for other ISCED levels. It explains why expenditure per child are reported in Education at a Glance 2019 in head counts and not using full-time equivalents.

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

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

A similar calculation was made for all countries.

**Table X3.B2.1. What represent children aged 3-to 5 year-old in percentage of all children enrolled at each ISCED level? (2016)**

	Early childhood development (ISCED 01)	Pre-primary education (ISCED 02)	Early childhood education (ISCED 0)	Primary education (ISCED 1)
Australia	5	99	60	12
Austria	19	84	73	0
Belgium	0	84	84	0
Canada	m	65	65	0
Chile	11	92	76	0
Czech Republic	a	79	79	0
Denmark	1	97	63	0



Estonia	x	x	59	0
Finland	0	70	56	0
France	a	95	95	0
<u>Germany</u>	0	89	65	0
Greece	77	98	92	0
Hungary	10	80	77	0
Iceland	0	100	69	0
Ireland	a	100	100	17
<u>Israel</u>	0	96	61	0
Italy	a	95	95	2
Japan	a	100	100	0
Korea	0	100	65	0
Latvia	0	72	72	0
Lithuania	0	72	60	0
Luxembourg	a	96	96	1
Mexico	33	100	96	4
Netherlands	a	100	100	0
New Zealand	0	100	60	16
Norway	0	100	65	0
Poland	a	89	89	0
Portugal	m	97	97	0
Slovak Republic	a	79	79	0
Slovenia	0	97	70	0
Spain	0	100	75	0
Sweden	0	74	55	0
Switzerland	a	73	73	0
Turkey	0	100	99	3
United Kingdom	0	100	81	17
United States	m	89	89	1
Argentina	m	m	m	m
Brazil	50	94	77	1
China	m	m	m	m
Colombia	0	94	49	4
Costa Rica	53	99	96	0
India	m	m	m	m
Indonesia	73	72	73	0
Russian Federation	0	75	64	0

Saudi Arabia	0	95	95	1
South Africa	m	m	M	m

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

## Sources

Data on enrolments and Finance are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Some additional data on ECEC services outside the scope of ISCED-2011 have been collected for the second time in a special survey administered by the OECD in 2018. Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). The specific sources and instruments used by countries to collect the data are listed in Table B1.1.

## Notes on specific countries

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

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

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

**France:** Data for “other registered ECEc services” come from the survey “Enquête Modes de garde et d’accueil des jeunes enfants”, conducted in 2013 by the statistical division of the French Monistry for Solidarity and Health (DREES). [Back to main table for this indicator.](#)

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

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

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

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

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

	B3
	Methodology Sources
Argentina	<a href="#">ARG</a>
Australia	<a href="#">AUS</a>
Austria	
Belgium	<a href="#">BEL</a>
Brazil	
Canada	<a href="#">CAN</a>
Chile	
China	<a href="#">CHN</a>
Colombia	<a href="#">COL</a>
Czech Republic	
Denmark	<a href="#">DNK</a>
Estonia	
Finland	<a href="#">FIN</a>
France	
Germany	<a href="#">DEU</a>
Greece	<a href="#">GRC</a>
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 Federation	<a href="#">RUS</a>
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

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

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

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

Country	Data Collection	Source(s)	Methodology
<b>Finland</b>	2017-12-31	Statistics Finland's data collections and Statistics Finland's data based on the Ministry of Education and Culture's VIRTIA higher education achievement register data. Total data collected and transferred from the educational institutions.	Data refer to calendar year 2017.
<b>France</b>	2018-03-30	Ministry of National Education, Higher Education and Research – Directorate of Evaluation, Foresight and Performance and Information Systems and statistical studies division	Annual census of diplomas
<b>Germany</b>	2017-08-31	Government Department of Education and Training, Federal Statistical Office (2017), General school statistics, Federal Statistical Office (2017), Vocational school statistics; Federal Statistical Office (2017);	Data on training of civil servants for the medium level (Beamtenausbildung mittlerer Dienst) were collected on: 2016.06.30
<b>Austria</b>	2017-06-30	University-Statistics	Annual Census
<b>Greece</b>	2017-05-20	n/a	n/a
<b>Hungary</b>	2017-10-01	Statistical data collection on public education, Information System of Higher Education	Census (Yearly obligatory statistical survey of education)
<b>Iceland</b>	2017-12-20	The Statistics Iceland Register of Graduations, which has information on individual students at levels 3-8. Data are collected twice per year after each semester, in June and December/January.	We do not collect data on graduations after ISCED 1 or 2. As there is automatic progression to level 3, all students in the last grade of compulsory education, are counted as graduates. There are no graduations at ISCED 1, as it is a part of a single structure compulsory school. All students in grade 7 are counted as graduates of ISCED 1. The typical graduation age is the ages that span at least 50% of graduates, where possible.
<b>Ireland</b>	2016-09-30	n/a	<a href="http://www.z3.statcan.gc.ca:81/imdb/pZSV.pl?function=getSurvey&amp;DDS=5017&amp;lang=en&amp;db=imdb&amp;adm=8&amp;dis=2">http://www.z3.statcan.gc.ca:81/imdb/pZSV.pl?function=getSurvey&amp;DDS=5017&amp;lang=en&amp;db=imdb&amp;adm=8&amp;dis=2</a>
<b>Israel</b>	2017-06-30	"Isced 3: Administrative files from the MoEd and the Ministry of Economy, Isced 6,7,8: The data on new entrants to ISCED 6-8 are based on files from the institutions of higher education in Israel"	n/a
<b>Italy</b>	2017-07-30	Sistema Integrato de Matrícula (SIMI) for data ISCED 1 - 4, Sistema Nacional de Información de Educación Superior (SNIES)	n/a reported by primary sources in the information systems mentioned
<b>Japan</b>	2016-05-01	"School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology) , Survey on international students' career (Japan Student Services Organization)"	n/a
<b>Korea</b>	2017-04-01	Directorate of Statistics (KOSABE), Educación Superior, SNIES, Consejo Nacional de Enseñanza Superior	Counts of individuals at a particular date
<b>Latvia</b>	2016-10-10	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census
<b>Lithuania</b>	2017-09-01	Data on graduates are compiled on the basis of administrative sources. The data on the number of students enrolled were counted on a particular date.	The data on the number of students enrolled were counted on a particular date.
<b>Denmark</b>	2016-10-01	Register of Pupils and Students	Individuals in a particular period 2016-10-01 til 2017-09-31
<b>Luxembourg</b>	2017-10-30	Administrative data	n/a
Country	Data Collection Period	Source(s)	Methodology

<b>Mexico</b>	2017-09-30	Secretariat of Public Education (SEP)	n/a
<b>Netherlands</b>	2016-10-01	n/a	n/a
<b>New Zealand</b>	2017-07-01	New Zealand Ministry of Education databases - Annual Ministry surveys and administrative electronic collections.	Counts include all graduates during the year 2016. Students graduating at more than one level are counted once at each level they graduated at, and also only once across any totals.
<b>Norway</b>	2017-10-01	Register data on individuals for isced 2-8. Aggregated data for ISCED 1.	Note that ISCED 1 is based on enrolled students at the start of the school year; all students graduate from ISCED 1, so this estimation is reasonable.
<b>Poland</b>	2016-09-30	Statistics Poland, Ministry of National Education	Full method
<b>Portugal</b>	2017-12-31	Data collected from annual surveys to all education institutions.	Headcount of individuals at the particular date
<b>Russian Federation</b>	2017-10-15	Federal State Statistics Service (Rosstat)	Using the data collected centrally on the basis of an annual state statistical observation
<b>Slovak Republic</b>	2017-09-15	n/a	n/a
<b>Slovenia</b>	2017-09-15	n/a	n/a
<b>Spain</b>	2017-10-31	Non-university Education Statistics - Ministry of Education and Vocational Training and University Education Statistics - Ministry of Science, Innovation and Universities. And another statistics on education and training	Administrative data
<b>Sweden</b>	2017-10-15	Enrolment registers	Enrolment registers
<b>Switzerland</b>	2016-11-15	Statistics on pupils and student	Full collection of data of pupils and students
<b>United Kingdom</b>	2017-01-19	"ISCED 1-3 General/Academic: Education and Training Statistics in the UK Volume 2017 ISCED 3-5 Vocational: Individualised Learner Records 2016/17 ISCED 5-6 General/Academic: HESA Record 2016/17"	n/a
<b>United States</b>	2016-09-01	(1) Current Population Survey, (2) Common Core of Data, (3) Integrated Postsecondary Education Data System, (4) Baccalaureate and Beyond Longitudinal Study, and (5) Projections	Cross-sectional data

### *Notes on specific countries*

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

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

**Austria:** University courses with less than 30 ECTS have been excluded and may explain a decrease of graduate students at ISCED 4. [Back to main table for this indicator.](#)

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

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

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

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

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

**France:** At the beginning of 2019, trainings in arts at ISCED 4 are no longer available. [Back to main table for this indicator.](#)

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

**Germany:** In 2015 and 2016, there was a particularly high immigration in Germany, especially from individuals seeking refuge. Many of these are teenagers / young adults aged 15 to 24, who are included in population statistics but not among upper secondary or tertiary graduates. This contributes to lower graduations rates in 2017 than in previous years. [Back to main table for this indicator.](#)

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

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

The field of study has been updated due to changes in method of national classification. The single field of study assigned to a qualification may not illustrate the list of fields actually studied by graduate students. To make it more likely that the field of study a student specialises in will be selected as the predominant field, the study load is now weighted by the level of the course on the New Zealand Qualification Framework (NZQF). [Back to main table for this indicator.](#)

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

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

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

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

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

## INDICATOR B4: Who is expected to enter tertiary education?

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

## Methodology

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

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

## Sources

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

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

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

Country	Data Col. Period	Sources	Methods
<b>Argentina</b>	01-04-2016/ 31-12-2016	Ministerio de Educación - Secretaría de Políticas Universitarias	n/a
<b>Australia</b>	2018-05-15	ISCED 6, 7 and 8 (Universities) - Australian Government Department of Education and Training, University Statistics Data Collection.	New entrant data is only available for ISCED 6, 7 and 8. Unduplicated data for individual Fields of Study is not available. To maintain the totals across the different sheets in this workbook, the Field of Study data has been derived by apportioning the Unduplicated total by the proportion of entrants in the raw 2-digit Fields of Study data with duplicate counts.
<b>Austria</b>	2016-10-01 (2016-11-01 for ISCEDs 6, 7 and 8)	Kindergarten-, School-, University - Statistics	Annual census
<b>Belgium</b>	2017-02-01	Flemish Community (BE): Education Database / French Community (BE): Comptage, SATURN et CREF	Administrative data
<b>Brazil</b>	n/a	n/a	n/a
<b>Canada</b>	n/a	n/a	n/a
<b>Chile</b>	2017-04-30	Ministry of Education of Chile	Census by school (via web application) for ISCED3, and census by institutions (via electronic report) for ISCED 5-6 levels
<b>China</b>	n/a	n/a	n/a
<b>Colombia</b>	2017-01-15 / 2017-12-20	Sistema Nacional de Información de Educación Superior (SNIES) for data ISCED 5-8 Ministerio de Educación Nacional de Colombia	n/a
<b>Costa Rica</b>	2018-01-01 / 2018-12-31	Oficinas de Registro de las Universidades Públicas Consejo Nacional de Rectores-CONARE Consejo Nacional de Enseñanza Superior Universitaria Privada-CONESUP	Información registral
<b>Czech Republic</b>	2016-09-30 (ISCED 3) 2016-12-31 (ISCED 6-8)	Ministry of Education, Youth and Sports databases	Individual registers, annual data collection, estimations
<b>Denmark</b>	2016-08-01	Longitudinal registers (Studentregister and Course Register / Qualifications register)	Entrants in the period 2016-08-01 to 2017-07-31
<b>Estonia</b>	2016-11-10	EHIS i.e "Eesti Hariduse Infosüsteem", in English - Estonian Education Information System.	Register



Country	Data Col. Period	Sources	Methods
<b>Finland</b>	2016-09-20	ISCED 3-4: Statistics Finland's data collections. ISCED 6-8: Statistics Finland's data and data based on the Ministry of Education and Culture's VIRTA higher education achievement register data.	Total data collected from the educational institutions
<b>France</b>	n/a	Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche - Direction de l'évaluation, de la prospective et de la performance et Sous-direction des systèmes d'information et des études statistiques	Annual Census of registered students. New entrants numbers are estimated according to the programme followed the previous year for data sources collecting this information for ISCED 3. For ISCED 8, it had been the case until EAG 2017. In tertiary education, the methodology has changed for the year 2015/2016 : For ISCED level 3, these sources cover almost all students registered in ISCED 34 and 95% of those registered in ISCED 35. For tertiary education data, there is full coverage of ISCED 8 students
<b>Germany</b>	2016-09-01	Federal Statistical Office (2017), Vocational school statistics; Federal Statistical Office (2017), University statistics; Federal Statistical Office (2018), Statistics on Vocational academies	Data on training of civil servants for the medium level (Beamtenausbildung mittlerer Dienst) were collected on: 2016.06.30
<b>Greece</b>	2017-05-20	Data are derived from two sources: a) annual census surveys conducted at the end of the school year on pre-primary, primary, lower and upper secondary general education, upper secondary vocational education, Second Chance Schools (Adult Education-iscsed2) for the private sector and public special education and b) administrative sources for the public sector.  Data on ISCED4 are derived from OEEK (in the Ministry of Education), and the Ministries of Labour (OAED), Tourism & Health.	In ISCED3 vocational, new entrants are students who enter the first grade. As far as the field of education is concerned, new entrants are counted either the first graders or second graders, according to the type of the school unit. Therefore, there is a difference between the sum of tables ENTR1 and ENTR3.
<b>Hungary</b>	2016-10-01	Köznevelési Statisztikai Évkönyv 2016/2017 (Statistical Yearbook of Public Education 2016/2017), Felsőoktatási Információs Rendszer (Information System of Higher Education)	Yearly obligatory statistical survey of education (census)/ data transfer from administrative database
<b>Iceland</b>	2016-10-15	Information collected from educational institutions on student numbers. The Statistics Iceland Student Register, which is based on data from the schools, is used for levels 3-8. In this register students only appear once each year.	Each student is only counted once, in his main programme of study. ISCED 2011 code 667 and 767 (from new entrants to tertiary education (unduplicated count)) are excluded even though students have not previously studied in Iceland at level 6 or 7 respectively (since 1975).
<b>India</b>	2016-04-01 / 2017-03-31	Ministry of Human Resource Development	n/a
<b>Indonesia</b>	2017-01-01 / 2017-12-31	Ministry of Research, Technology and Higher Education	n/a
<b>Ireland</b>	2016-10-01	ISCED 1, National School Annual Census and Private Primary Census, ISCED 2 and ISCED 3 October Returns process, Tertiary level data, Higher Education Authority Student Record System and Census of Private Colleges	All of these refer to a count of enrolments at a particular point in time.
<b>Israel</b>	2017-06-30 2017-10-01 (ISCED 5) 2017-06-21 (ISCED 6 to 8)	Isced 3: Administrative files from the MoEd and the MofEc, Isced 6-8: The data on new entrants are based on administrative files from the institutions of higher education in Israel.  Isced 5 (vocational) - administrative files from Ministry of Labor, Social Affairs and Social Services, MoEd, the Survey of Vocational training	n/a
<b>Italy</b>	2017-01-01	ISCED 3 – Census Survey ISCED 6 to ISCED 8 – Administrative Data	n/a
<b>Japan</b>	2016-05-01	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)	As to new entrants of Colleges of Technology (ISCED 5), we regard grade 4 students as new entrants.
<b>Korea</b>	2017-04-01	Basic Statistics of Education, KEDI (Korean Educational Development Institute)	Individuals are counted at the particular date (for new entrants, the date is the first day of entrance in March).
<b>Latvia</b>	2016-10-10	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census
<b>Lithuania</b>	2016-09-01	Data on enrolments are compiled on the basis of administrative source. Type of data sources - the Registers of Pupils and Students.	The data on the number of students enrolled were counted on individuals at a particular date.

Country	Data Col. Period	Sources	Methods
<b>Luxembourg</b>	2017-10-30 (ISCED 1 to 4)	ISCED 0-3: Databases of the Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse for students following the luxembourg.	Count of individuals.
	2016-12-31 (ISCED 5 to 8)	ISCED 5-8 administrative data Lycees and University	
<b>Mexico</b>	2016-09-30	Secretariat of Public Education (SEP)	Annual Census on educational institutions
<b>Netherlands</b>	2016-10-01	Education registers for all ISCED levels except 8 PhD register for ISCED-8	For all levels of public education, except ISCED-8, register data have been used for the calculations.
	2016-12-31 (ISCED 1 and ISCED 8)		For ISCED-8 only a partly filled phd-register is available, so some numbers have been estimated Private education is not included in the entrants
<b>New Zealand</b>	2017-07-01	New Zealand Ministry of Education databases.	Counts for all post-school levels (ISCED's 35, 4-8) are based on new entrants to programmes of more than a semester at any time during the 2016 calendar year. Students enrolled in more than one of these post-school ISCED levels are pro-rated across each level according to their FTE value at each level. Counts for ECE (ISCED 1) are based on enrolments in the last week of June 2016. Counts for school levels (ISCED 1-34) are based on rolls as at 1 July 2016.
		For ISCED 0 - Annual Census; For ISCED 1-34 (school) Annual Survey; For ISCED 35-8 (post-school) electronic administrative collection.	
<b>Norway</b>	2016-10-01	Statistics Norway ( <a href="http://www.ssb.no/en/utuvh/">http://www.ssb.no/en/utuvh/</a> ) (ISCED 0, 3-8)	Administrative registers on enrolled students (count of individuals on 2016-10-01). To provide entrants data the dataset on enrolled students in 2016/2017 is merged with previous enrolment datasets to define new entrants.
		The Norwegian Directorate for Education and Training (ISCED 1-2 and adult education)	
<b>Poland</b>	2016-09-30	Statistics Poland Ministry of National Education, Ministry of Science and Higher Education	Full method/Change of data source. Data on new entrants in second-cycle and doctoral programmes are estimated on the basis of the POL-on system (administrative data). Previously estimations have been made on the basis of the results of S-10 survey (on tertiary education) and S-12 Survey (on scholarships, postgraduate and doctoral studies and employment in higher education institutions).
<b>Portugal</b>	2016-12-31	Real value of data collected from the annual Survey to all higher education institutions	Data refers to headcounts at a particular date
<b>Russian Federation</b>	2017-10-15	Federal State Statistics Service (Rosstat)	Using the data collected centrally on the basis of an annual state statistical observation
<b>Saudi Arabia</b>	2016-09-01/2017-06-30	Ministry of Education/ Education Statistics Centre	n/a
<b>Slovak Republic</b>	2016-09-15 (ISCED 3 to 5)	Database of processing statistical of schools, (Statistical Yearbook of Education)	Data on the number of students enrolled
	2016-10-31 (ISCED 6 to 8)		
<b>Slovenia</b>	2016-09-15 (ISCED 3)	Statistical Office of the Republic of Slovenia	n/a
	2016-10-30 (ISCED 5 to 8)		
<b>Spain</b>	2016-10-31	Non-university Education Statistics and University Students Statistics. Ministry of Education, Culture and Sport. And other statistics on education and training	Statistics based on administrative data
<b>Sweden</b>	2017-10-15 (ISCED 3 to 4)	Student registers	Registers
	2017-07-01 (ISCED 5 to 8)		
<b>Switzerland</b>	2016-11-15 (ISCED 3 to 5)	Statistics on pupils and students / SHIS-SIUS Swiss Universities Information System	Full collection of data of pupils and students
	2016-10-15 (ISCED 6 to 8)		
<b>Turkey</b>	2016-12-01	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2013-2014"; MoNE MEBBIS Database; Higher Education Council Statistics	Counting

Country	Data Col. Period	Sources	Methods
United Kingdom	2017-01-19	ISCED 1-3 General/Academic: Education and Training Statistics in the UK Volume 2017	Change in methodology UOE 2018. Last year only university General/Academic data was included for 'new entrants to tertiary education'. This year vocational ISCED 5 have been included (as in UOE 2016). This has resulted in an increase in numbers. Vocational data methodology across all 2018 UOE questionnaires has also been changed. Improvements in methodology mean comparisons between UOE 2017 and UOE 2018 are not possible.
		ISCED 3-5 Vocational: Individualised Learner Records 2016/17	
		ISCED 5-6 General/Academic: HESA Record 2016/17	
United States	2016-10-01	Common Core of Data; Private School Survey; Current Population Survey, Integrated Postsecondary Education Data System, National Postsecondary Student Aid Survey	Cross-sectional / Estimation

## Notes on specific countries

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

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

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

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

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

**Germany:** The reference year for the trend data is 2006 (school year 2005/2006) instead of 2005. The reason for the deviating reference year is the restructuring of major parts of education statistics in 2006. Due to this break in time series it is not possible to calculate reference data for 2005. Furthermore, the number of mobile students in professional programmes (ISCED 554 and ISCED 655) is negligible and reported with the value zero. Regarding entrants in ISCED 8, values are based on the second sample survey on students and entrants in ISCED 8, conducted in 2015 for reference year 2014/2015. Values for the previous three years were extrapolations based on the first sample survey for reference year 2010/2011.

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

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

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

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

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

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

In the Netherlands, some national students are considered first-time entrants to tertiary education as ISCED level 7 (master's or equivalent) even though Long first degree programmes are inexistent in the country. Therefore the number of first-time entrants to tertiary education at ISCED 7 is overestimated because it includes students who have probably gone abroad to study at Bachelor's level and come back to the Netherlands to pursue a master's degree. In that case, they are not truly first-time entrants to tertiary education, but to the Dutch tertiary education system. [Back to main table for this indicator.](#)

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

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

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

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

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

**United Kingdom:** ISCED 55 includes a small number of ISCED6 and FE vocational/professional counts.

**United States:** U.S. data for new entrants by age are calculated by applying totals by ISCED level from universe data to age distributions by ISCED level which are drawn from a nationally representative sample of households in the United States. These age distributions fluctuate from year to year, resulting in estimates at some ages increasing and at other ages decreasing. These fluctuations become particularly notable for population bands on the fringe of an ISCED level which have relatively few people entering. The UOE definition of "new entrant to a level of education" specifies that students should be counted as new entrants if they enter for the first time any programme in a given level of education, irrespective of whether the student enters the programme at the beginning or at an advanced stage of the programme. In the United States, students who transfer into an ISCED 6 program from an ISCED 5 program often enter ISCED 6 at a class level beyond year one and the United States' data source used for reporting ISCED level 6 entrants does not identify these students as new entrants. Because the United States data do not capture new entrants to ISCED level 6 as defined by the UOE, estimates for first-time entrants to ISCED level 6 are reported as missing. Field of study data for entrants are not very relevant for the United States and it is difficult to accurately capture the field of study for entrants. With the structure of the U.S. system for ISCED 4/5/6, it is not unusual for a student to enter a program without declaring a major, or to declare one and then change it several times. The United States does not submit field of study data for entrants. [Back to main table for this indicator.](#)

## INDICATOR B5: Who is expected to complete tertiary education?

B5	
Methodology Sources	
Australia	
Austria	
Belgium (Flemish community)	<a href="#">BEL</a>
Belgium (French community)	<a href="#">BEL</a>
Brazil	
Canada	<a href="#">CAN</a>
Chile	
Estonia	
Finland	
France	
Germany	
Greece	
Iceland	
Ireland	
Israel	<a href="#">ISR</a>
Japan	
Korea	<a href="#">KOR</a>
Latvia	
Mexico	
Netherlands	
New Zealand	
Norway	<a href="#">NOR</a>
Portugal	
Slovak Republic	
Slovenia	
Spain	
Sweden	<a href="#">SWE</a>
Switzerland	
United Kingdom	
United States	

## Methodology

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).

For countries that submitted true cohort data, some countries submitted data on first-time entrants to tertiary education and others on first-time entrants to each tertiary level. **First-time entrants to tertiary education** refer to students who entered tertiary education for the first time, regardless of the ISCED level. **First-time entrants to the tertiary level** refer to students who entered the specific tertiary level for the first time. The scope used is specified in Table X3.B5.1.

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

## Sources

OECD Ad-hoc survey on tertiary completion rates, launched in November 2018. The source used for each country is specified in Table X3.B5.1.

**Table X3.B5.1 Sources and Methodology for tertiary completion rate**

Data sources	
True cohort data	
Australia	Australian Government Department of Education and Training, Higher Education Student Data Collection.
Austria	A longitudinal database derived from annual school and university statistics
Brazil	Tertiary Education Census
Canada	Postsecondary Student Information System (PSIS) <a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=5017">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=5017</a>
Chile	Census by institutions (via electronic report) for ISCED 5-7 levels.
Flemish Comm. (Belgium)	Administrative registry data from the higher education database of the Ministry of education.
French Comm. (Belgium)	SATURN database.
Estonia	Education Information Register, statistical database of Statistical Office. Scope: first-time entrants to tertiary education.
Finland	The data source is Statistics Finland's register data. The data are produced by combining Statistics Finland's individual-based total data on students and graduates. The data on new entrants to education and on students are based on Statistics Finland's student register data and the data on attained degrees and qualifications on Statistics Finland's Register of Completed Education and Degrees. The data have been obtained from the Ministry of Education and Culture's VIRTIA higher education achievement register data (ISCED 6-8) and collected by Statistics Finland via providers of education from educational institutions or directly from educational institutions (ISCED 3-4).
France	Panel bacheliers 2008. Scope: first-time entrants to tertiary education The cohort of students was followed within Tertiary Education from september 2008 up to september 2014. The students sample counts 10058 people.
Ireland	The data comes from the Student Record System (SRS). This database contains information on student enrolments and graduates and is submitted directly by the institutes under the remit of the HEA to the SRS on an annual basis.



Israel	The data on the students (ISCED6) and Graduates are based on processing of administrative files (2011 and above) from the higher education institutions (Universities and colleges)
Lithuania	Education management information system
Netherlands	Register data for tertiary education. Scope: first-time entrants to tertiary education
New Zealand	Regular administrative collections from tertiary institutions.
Norway	Register data. Scope: first-time entrants to tertiary education
Portugal	RAIDES - Survey of enrolled students and graduates in higher education
Slovenia	Statistical survey based on administrative data (Database on students in higher education, database on participants in education, Census data). Scope: first-time entrants to the tertiary level.
Sweden	Universitets- och högskoleregistret. Scope: first-time entrants to tertiary education
Switzerland	The data source comes from files of the FSO's LABB project. These files are built on the basis of the following sources: Students and degrees of higher education institutions (SHIS-studex register), Population and Households Statistics (STATPOP). The information on social background come from the structural survey.
United States	Beginning Postsecondary Students (BPS) <a href="https://nces.ed.gov/surveys/bps/">https://nces.ed.gov/surveys/bps/</a> . Scope: first-time entrants to tertiary education
United Kingdom	Higher Education Statistics Agency Student Record

#### Cross cohort data

Greece	Annual census survey on teaching personnel, enrollment, graduates, new entrants on all University sections (AEIs-name of the survey SE12, & on all Technological Tertiary Education Institutions (TEIs-name of the survey SE10). Both the above surveys are carried out at the end of each academic year by Educational statistics Section of Hellenic Statistical Authority.
Japan	The School Basic Survey
Korea	Basic statistics of Education, KEDI(Korean Educational Development Institute)
Latvia	Data source: Ministry of Education and Science of Latvia. (Additional information: HEIs provide the data to Central Statistical Bureau of Latvia (CSB) via questionnaire. This data later on is shared with Ministry of Education and Science of Latvia.)
Lithuania	Education management information system
Mexico	Database for education statistics of the Secretariat of Public Education (SEP).
Slovak Republic	Database for processing statistical reports of schools
Spain	ISCED 5: UOE data on new entrants and graduates based on Non-University Statistics ISCED 6 and 766: SIIU (Sistema Integrado de Información Universitaria - Integrated University Information System)

#### Other method

Germany	Completion rates are based on term-wise data on students in Germany. These data refer to academic programmes only, results for ISCED 6 (only academic) and 7 (academic) had been calculated separately.
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In the underlying data the focus is on individuals of a specific entrants cohort until the graduation or drop out. For this purpose graduate, student and entrants data are linked via a combination of variables. These data set is not a real true cohort but a synthetic true cohort. However, the data are different to cross cohort data where entrants and graduates are just placed in relation to each other.

## Notes on specific countries

**Belgium (Flemish Community):** 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's degree), a student was defined as full-time if he/she is enrolled for more than 53 credits the year when he/she was a new entrant. [Back to main table for this indicator.](#)

**Belgium (French Community):** There is currently no possibility to follow students who transition between university and the hautes écoles (HE) and écoles des arts (ESA) databases. Data used in the survey comes from HE & ESA databases (representing about 60% of entrants to the bachelor's level) as there is almost no transition from these programmes to university before graduation at ISCED level 6, while among university entrants a reorientation to HE and ESA is considerably more common. As a result, the completion rates included in the indicator is slightly underestimated. [Back to main table for this indicator.](#)

**Canada:** Only selected true cohort data is available at this time for ISCED 6 entrants. Program durations vary (typically 3 to 5 years for an undergraduate degree). Currently, records cannot be separated by expected program duration. New ISCED 6 undergraduate degree entrants are ages 15 to 64 at entry and are identified by confirming that they were not enrolled in any ISCED 6-level program in the past 2 years. Other students who may enter an ISCED 6 program with transfer credits towards program completion are not separated out. Students who obtain a bachelor's degree by completing 3 undergraduate certificates in Quebec are excluded.

In theory, cells for 'transferred to ISCED 5' and 'graduated from ISCED 5' include anyone who 'transferred to'/'graduated from' any other ISCED level at a public college or university. Similarly, 'still in tertiary' means still enrolled in any ISCED level at a college or university and not yet graduated from any program. In most circumstances, changes to other programs would exclude ISCED 7 (except for switching to professional degree programs in medicine, dentistry, law, pharmacy, optometry, or veterinary medicine). It is assumed that it would be less common for an ISCED 6 undergraduate degree student to switch to a program below an ISCED 5 level. [Back to main table for this indicator.](#)

**Israel:** The Open University students from are not included. [Back to main table for this indicator.](#)

**Korea:** Data includes foreign students, graduates are used instead of first-time graduates and years for the entrances must be N-1 due to the country's different starting time for school year (N1 March~ N2 Feb). [Back to main table for this indicator.](#)

**Norway:** Only the first tertiary graduation after the entry date is considered. The exception to this is that if an individual has completed multiple programmes within the same academic year, the highest is counted. If an individual has graduated within the first year of study, the status at the beginning of the second year is set to "transferred to" and the level from which they graduated. Thus it may not reflect the actual status at the beginning of the second year. While the number who has graduated is cumulative, the number who are not enrolled and not graduated is not; individuals were allowed to reenter and/or graduate even if they had been outside tertiary education for a period within the timeframe. The entrants to ISCED 7 with a theoretical duration of six years (ISCED 7, 360 credits) includes programmes of 5.5 years (330 credits).

Prioritisation of graduations from ISCED 3: Only graduations from ISCED 3 which happened before the date of entry for the tertiary programme (for example October 2012 for ISCED 5) are considered. Even so, some entrants may have graduated from both a vocational and a general ISCED 3 programme. We have chosen to place entrants with double graduations with the vocational graduates for ISCED 5, as this is the acceptance criteria for ISCED 5, and with the general graduates at ISCED levels 6 and 7, as this is the acceptance criteria for these levels. This also affects if they are counted as transferring directly to tertiary, as we use the date for the chosen orientation to determine the time of their graduation. Only the date of the first graduation from ISCED 34 and 35 respectively is considered. [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 refer to N+1. [Back to main table for this indicator.](#)



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

	<a href="#">B6</a>
	<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	
Colombia	
<b>Costa Rica</b>	<a href="#">CRI</a>
Czech Republic	
Denmark	
Estonia	
Finland	
France	
Germany	<a href="#">DEU</a>
Greece	
Hungary	
Iceland	
Ireland	
Israel	
Italy	
Japan	
Korea	
Latvia	
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	

## Methodology

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

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

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

Country (1)	Criterion (2)	Additional Notes (3)
Australia	Residence	
Austria	Upper secondary diploma	In case country of upper secondary diploma is not available, occurrence in the statistical database on enrolments in former years is used instead
Belgium	Upper secondary diploma	Data on international tertiary students do not include students of social promotion education in the French Community, and students of the Open University, the Institute for Tropical Diseases and the Evangelical Theological Faculty in the Flemish Community. Therefore, the coverage of international and foreign students is different and the data cannot be compared. Data for ISCED 5 - associate degree - higher vocational adult education - only includes data from the Flemish Community and use information on citizenship rather than on the country of upper secondary completion
Brazil	Citizenship	
Canada	Residence	Non-Canadian citizens excluding landed immigrants (permanent residents)
Chile	Residence	The Tertiary Education Institutions report if students are non-foreign, foreign residents or foreign non-residents. It is considered that mobile students are those who are classified as non-residents. Nevertheless, the information provided is corrected if it is detected that a student has previously studied in Chile.
Colombia	Citizenship	
Czech Republic	Citizenship	
Denmark	Upper secondary diploma	Students who have completed a Bachelor's degree as international students and subsequently enrol in a second programme (e.g. master's programme) are not counted as international students. This underestimates the number of tertiary students who come to Denmark for the purpose of study
Estonia	Residence	Country of origin
Finland	Prior education	
France	Upper secondary diploma	A "mobile student" is the one who obtained her/his upper secondary diploma abroad. As her/his country (of origin) is unknown, her/his citizenship is used as a proxy for the country
Germany	Prior education	The number of mobile students in professional programmes in ISCED 554 and 655 is negligible and reported with the value zero
Hungary	Citizenship	Citizenship is used to determine the country of origin
Iceland	Prior education	Citizenship, for 644 cases where country of prior education was missing
Ireland	Residence	
Italy	Citizenship	
Japan	Student Visa	
Korea	Citizenship	
Latvia	Prior Education	
Lithuania	Upper Secondary Diploma	
Luxembourg	Upper Secondary Diploma	Country of upper secondary diploma is used for mobile students in ISCED 5 to 8
Mexico	Birth	
Netherlands	Upper secondary diploma	Country of upper secondary diploma only distinguishes between The Netherlands and "abroad". Among that second category, citizenship is used to determine the country of origin. Data on international and foreign students do not include those enrolled at the Open University
New Zealand	Residence	A student is considered mobile if he, or she, is a non-resident. For mobile students, citizenship is used to determine the country of origin
Norway	Upper secondary diploma	
Poland	Upper secondary diploma	Country of upper secondary diploma for ISCED 7 and ISCED 6, not postgraduate. Lack of data on country of upper secondary diploma on some programmes at ISCED 6 and 8 level. As a best national estimate Poland used data on: ISCED 6 (postgraduate studies) and ISCED 8 level - country of prior education (country of Master diploma); ISCED 6 - postgraduate studies - country of prior education
Portugal	Upper secondary diploma	Definition of the international student is "Country of upper secondary diploma" from 2013/2014. Until 2013/2014, it was defined on the basis of their country of prior education (meaning "previous education": in case of a student at ISCED 7 level, the country of origin is the country where the ISCED 6 degree has been awarded)
Russian Federation		Data on foreign students do not include those enrolled in private institutions.
Slovak Republic	Citizenship	Citizenship is used to determine the country of origin
Slovenia	Residence	
Spain	Residence	
Sweden	Residence	International students are defined as students who have a student residence permit or are either non-residents or have moved to Sweden not more than six months before starting their studies. For students at ISCED 8 the time limit is 24 months. Students with student residence permit are reported by country of citizenship while other students are reported by country of birth. Exchange students (credit mobile students) are not included in the definition above.
Switzerland	Prior education	
Turkey	Citizenship	
United Kingdom	Prior education	
United States	Residence	Students who are not citizens of the United States and who are in the country on a temporary basis and do not have the right to remain indefinitely

## Sources

Data refer to the academic year 2016/17 and are based on the UNESCO-UIS/OECD/EUROSTAT data collection on education statistics administered by the OECD in 2018 (for details, see Annex 3 at <http://dx.doi.org/10.1787/eag-2019-36-en>). Data on credit mobility, based on the UNESCO-UIS/OECD/EUROSTAT data collection, were administered by Eurostat in 2018.

The UNESCO Institute of Statistics (UIS) provided data 1) for Argentina, China, India, Indonesia, Saudi Arabia and South Africa; 2) for all countries beyond the OECD and partner countries; and 3) for OECD countries for the period not covered by OECD statistics (2005 and 2010-17).

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

**Table X3.B6.2 Sources for data on credit mobile graduates**

Country	Source
<b>Austria</b>	University Statistics
<b>Czech Republic</b>	Register of University Students
<b>Denmark</b>	Longitudinal register
<b>Finland</b>	Statistics Finland's data based on the Ministry of Education and Culture's VIRTIA higher education achievement register data.
<b>France</b>	Survey data Generation 2013 (CEREQ) and UOE data collection
<b>Germany</b>	University statistics; Federal Statistical Office (2016); Graduate Survey Data; International Centre for Higher Education Research/Institute for Applied Statistics (INCHER/ISTAT); Bavarian State Institute for Higher Education Research and Planning (IHF); Competence Center for Education and University Research (KfBH); Statistisches Landesamt Baden-Württemberg; Student Survey Data; German Centre for Higher Education Research and Science Studies (DZHW)
<b>Greece</b>	ELSTAT census survey
<b>Hungary</b>	FIR (Higher Education Information System)
<b>Italy</b>	Ministry of Education, University and Research census data
<b>Latvia</b>	Ministry of Education and Science
<b>Lithuania</b>	Statistical data produced on the basis of administrative source. Type of data sources - the Registers of Students.
<b>Luxembourg</b>	Administrative data
<b>Netherlands</b>	Survey amongst a sample of students who graduated in the school/academic year 2016/17
<b>Norway</b>	Register data. Statistics Norway.
<b>Portugal</b>	Annual surveys to all education institutions.
<b>Slovak Republic</b>	Ministry of Education, Science, Research and Sport
<b>Slovenia</b>	Statistical Office of the Republic of Slovenia
<b>Spain</b>	Non-university Education Statistics - Ministry of Education and Vocational Training and University Students Statistics - Ministry of Science, Innovation and Universities; Erasmus+ Spanish database
<b>Sweden</b>	For ISCED 5-7 enrolment and graduation register, for ISCED 8 survey
<b>Switzerland</b>	Survey on graduates from Swiss universities (graduation in 2016)
<b>United Kingdom</b>	ISCED 6-8: HESA Student Record 2016/17
<b>Flemish Comm. (Belgium)</b>	Database Higher Education

## Notes on specific countries

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

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

**Germany:** The number of mobile students in professional programmes in ISCED 554 and 655 is negligible and reported with the value zero. [Back to main table for this indicator.](#)

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

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

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

***Table B6.3 Mobility patterns of foreign and international students (2017)***

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

**Table B6.2 Lists of neighbouring 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>Canada</b>	United States
<b>Chile</b>	Argentina, Bolivia, Peru
<b>Colombia</b>	Brazil, Ecuador, Nicaragua, Panama, Peru and Venezuela
<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 (M)
<b>Finland</b>	Estonia (M), 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</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>Latvia</b>	Belarus, Estonia, Lithuania, Russian Federation, Sweden (M)
<b>Lithuania</b>	Belarus, Latvia, Russian Federation, Sweden (M)
<b>Luxembourg</b>	Belgium, France, Germany
<b>Mexico</b>	Belize, Guatemala and the United States

Country	Neighbouring countries
<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>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>Brazil</b>	Argentina, Bolivia, Colombia, France, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela
<b>China</b>	Afghanistan, Bhutan, Democratic People's Republic of Korea, India, Kazakhstan, Kyrgyzstan, Laos, Mongolia, Myanmar, Nepal, Pakistan, the Russian Federation, Tajikistan and Vietnam
<b>Costa Rica</b>	Panama and Nicaragua
<b>India</b>	Afghanistan, Bangladesh, Bhutan, China, Indonesia (M), Myanmar, Nepal, Pakistan and Sri Lanka
<b>Indonesia</b>	Australia (M), Timor-Leste, India (M), Malaysia, Palau (M), Papua New Guinea, Philippines (M), Singapore (M), Thailand (M), Vietnam (M)
<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>Saudi Arabia</b>	Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe
<b>South Africa</b>	Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe

Notes: (M) Maritime border

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

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

## INDICATOR B7: What are the characteristics and outcomes of doctoral students?

### Sources:

Data for this indicator come from indicators B4, Graduation rates at tertiary level (not published in this year edition), A1, A3 and the Survey of Adult Skills (PIAAC).

**INDICATOR: Who is expected to graduate from tertiary education?** (This indicator is not published, but data are available on OECD.stat)

B5	
Methodology Sources	
Argentina	<a href="#">ARG</a>
Australia	<a href="#">AUS</a>
Austria	
Belgium	<a href="#">BEL</a>
Brazil	
Canada	<a href="#">CAN</a>
Chile	
China	<a href="#">CHN</a>
Colombia	<a href="#">COL</a>
Czech Republic	
Denmark	<a href="#">DNK</a>
Estonia	
Finland	
France	
Germany	<a href="#">DEU</a>
Greece	
Hungary	<a href="#">HUN</a>
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	<a href="#">POL</a>
Portugal	<a href="#">PRT</a>
Russian Federation	<a href="#">RUS</a>
Saudi Arabia	<a href="#">SAU</a>
Slovak Republic	
Slovenia	<a href="#">SVN</a>
South Africa	<a href="#">ZAF</a>
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

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

The data collection period as well as the specific methodology used by countries to collect the data is listed below.

## Sources

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

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

Country	Data Collection Period	Source(s)	Methodology
<b>Australia</b>	2017-08-05	"ISCED 35, 45, 5 and 6 (VET institutions) - National Centre for Vocational Education Research (NCVER) Data Collection, compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). ISCED 34 (Schools) - States and Territories Boards of Examination. ISCED 5, 6, 7 and 8 (Universities) - Australian Government Department of Education and Training, Higher Education Student Data Collection."	"Graduates is populated with data from 2017 for general programmes and 2016 for vocational programmes, due to availability constraints on national data. Reference date for ISCED 3 data varies from state to state in Australia. In NSW, QLD and VIC the reference date for ages is 30/06/2017 "
<b>Austria</b>	2017-06-30	School-, University-Statistics	Annual Census
<b>Belgium</b>	FL. Co: student database	Fl.Co: Student database	n/a
<b>Brazil</b>	2017-12-31	Ministry of Education (MEC): 2017 School Census (MEC/Inep), 2017 Higher Education Census (MEC/Inep) and 2017 Data Collection on Advanced Studies (MEC/Capes).	n/a
<b>Canada</b>	2016-06-01	Elementary-Secondary Education Survey (ESES), Postsecondary Student Information System (PSIS)	Further details can be found at: " <a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=5102">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=5102</a> <a href="http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=5017&amp;lang=en&amp;db=imdb&amp;adm=8&amp;dis=2">http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=5017&amp;lang=en&amp;db=imdb&amp;adm=8&amp;dis=2</a> "
<b>China</b>	01-09-2016/31-08-2017	Ministry of Education	n/a
<b>Chile</b>	2017-04-30	Ministry of Education	Census by school (via web application) for ISCED 0-3 levels, and census by institution (via electronic report) for ISCED 5-6 levels.
<b>Colombia</b>	2018-04-06	Sistema Integrado de Matrícula (SIMAT) for data ISCED 1 - 4, Sistema Nacional de Información de Educación Superior (SNIES) and Observatorio Laboral para la Educación - OLE for data ISCED 5-8. Ministerio de Educación Nacional	"For ISCED 1-4: Count of unique records of graduate students in the year reported by primary sources in the information systems mentioned For ISCED 5 - 8: number of graduation degrees awarded in the year"
<b>Costa Rica</b>	2018-02-01	Censo Escolar Inicial y registros de graduados de ISCED 3. Oficinas de Registro de Universidades Públicas, Consejo Nacional de Rectores (CONARE), Consejo Superior de Educación y Consejo Nacional de Enseñanza Superior Universitaria Privada (CONESUP)	Census and administrative data

Country	Data Collection Period	Source(s)	Methodology
Czech Republic	2017-12-31	Ministry of Education, Youth and Sports	Individual registers; annual data collection; estimations
Denmark	2016-10-01	Longitudinal register (Studentregister and Course/Qualification register)	Graduates throughout the period 2016-10-01 til 2017-09-31
Estonia	2017-11-10	n/a	n/a
Finland	2017-12-31	Statistics Finland's data collections and Statistics Finland's data based on the Ministry of Education and Culture's VIRTAs higher education achievement register data. Total data collected and transferred from the educational institutions.	Data refer to calendar year 2017.
France	2018-05-10	Ministry of National Education, Higher Education and Research – Directorate of Evaluation, Foresight and Performance and Information Systems and statistical studies division	Annual census of diplomas
Germany	2017-08-31	Federal Statistical Office (2018), Youth Welfare Statistics; Federal Statistical Office (2017), General school statistics; Federal Statistical Office (2017), Vocational school statistics; Federal Statistical Office (2017), University statistics; Federal Statistical Office (2017), Statistics on Personnel in the Public Service; Federal Statistical Office (2017), Statistics on Vocational academies	Data on training of civil servants for the medium level (Beamtenausbildung mittlerer Dienst) were collected on: 2016.06.30
Greece	2017-05-20	n/a	n/a
Hungary	2018-01-20	Statistical data collection on public education, Information System of Higher Education	Census (Yearly obligatory statistical survey of education)
Iceland	2017-12-20	The Statistics Iceland Register of Graduations, which has information on individual students at levels 3-8. Data are collected twice per year after each semester, in June and December/January.	We do not collect data on graduations after ISCED 1 or 2. As there is automatic progression to level 3, all students in the last grade of compulsory education, are counted as graduates. There are no graduations at ISCED 1, as it is a part of a single structure compulsory school. All students in grade 7 are counted as graduates of ISCED 1. The typical graduation age is the ages that span at least 50% of graduates, where possible.
Ireland	2016-09-30	n/a	n/a
Israel	2017-10-01	"Isced 3: Administrative files from the MoEd and the Ministry of Economy, Isced 6,7,8: The data on new entrants to ISCED 6-8 are based on files from the institutions of higher education in Israel"	n/a
Italy	2017-07-30	n/a	n/a
Japan	2016-05-01	"School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology), Survey on international students' career (Japan Student Services Organization)"	n/a
Korea	2017-04-01	Basic Statistics of Education, KEDI(Korean Educational Development Institute)	Counts of individuals at a particular date
Latvia	2016-10-10	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census
Lithuania	2017-09-01	Data on graduates are compiled on the basis of administrative source. Type of data sources - the Registers of Pupils and Students.	The data on the number of students enrolled were counted on a individuals at a particular date.

Country	Data Period	Collection	Source(s)	Methodology
Luxembourg	2017-01-01		Administrative data	n/a
Mexico	2017-09-30		Secretariat of Public Education (SEP)	n/a
Netherlands	2016-10-01		n/a	n/a
New Zealand	2017-07-01		New Zealand Ministry of Education databases - Annual Ministry surveys and administrative electronic collections.	Counts include all graduates during the year 2016. Students graduating at more than one level are counted once at each level they graduated at, and also only once across any totals.
Norway	2017-10-01		Register data on individuals for isced 2-8. Aggregated data for ISCED 1.	Note that ISCED 1 is based on enrolled students at the start of the school year; all students graduate from ISCED 1, so this estimation is reasonable.
Poland	2016-09-30		Statistics Poland, Ministry of National Education	Full method
Portugal	2017-12-31		Data collected from annual surveys to all education institutions.	Headcount of individuals at the particular date
Russian Federation	2017-10-15		Federal State Statistics Service (Rosstat)	Using the data collected centrally on the basis of an annual state statistical observation
Slovak Republic	2017-12-31		n/a	n/a
Slovenia	2017-12-31		n/a	n/a
Spain	2017-10-31		Non-university Education Statistics - Ministry of Education and Vocational Training and University Education Statistics - Ministry of Science, Innovation and Universities. And another statistics on education and training	Administrative data
Sweden	2017-07-01		Enrolment registers	Enrolment registers
Switzerland	2016-12-31		Statistics on pupils and student	Full collection of data of pupils and students
United Kingdom	2017-01-19		"ISCED 1-3 General/Academic: Education and Training Statistics in the UK Volume 2017 ISCED 3-5 Vocational: Individualised Learner Records 2016/17 ISCED 5-6 General/Academic: HESA Record 2016/17"	n/a
United States	2016-09-01		(1) Current Population Survey, (2) Common Core of Data, (3) Integrated Postsecondary Education Data System, (4) Baccalaureate and Beyond Longitudinal Study, and (5) Projections	Cross-sectional data

## Notes on specific countries

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

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

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

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

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

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

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

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

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

**France:** Training courses for masseur-physiotherapists are no longer classified in ISCED 5. [Back to main table for this indicator.](#)

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

**Hungary:** At ISCED 5, training provided in secondary vocational schools are no longer available after 2014.

**Japan:** The categorisation of the fields of study has been subject to changes. [Back to main table for this indicator.](#)

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

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

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

**New Zealand:** The field of study has been updated due to changes in method of national classification. The single field of study assigned to a qualification may not illustrate the list of fields actually studied by graduate students. To make it more likely that the field of study a student specialises in will be selected as the predominant field, the study load is now weighted by the level of the course on the New Zealand Qualification Framework (NZQF). [Back to main table for this indicator.](#)

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

**Portugal:** The decrease in the number of graduates at ISCED 7 and 8 between 2014 and 2015 is due to a change in methodology. Students who complete programmes (or parts of programmes) that do not correspond to full ISCED level completion were excluded from graduates data. The Specialization Diplomas (Diplomas de especialização pós-licenciatura, Diplomas de especialização pós-bacharelato, Diplomas de curso de especialização – Curso de Mestrado, Diplomas de curso de especialização – Curso de Doutoramento), which do not grant a degree, were excluded from the graduates. [Back to main table for this indicator.](#)

**Russian Federation:** Data on advanced research programmes only include public institutions. Due to comparability issues, first-time tertiary graduation rates could not be published in *Education at a Glance 2018*

(Table B5.3), and are therefore presented in this Annex. If current patterns remain constant, 97% of the population is expected to obtain a tertiary degree over their lifetime.

In 2016, the number of mobile graduates at ISCED 7, included the number of mobile graduates at ISCED 6. This is no longer the case. [Back to main table for this indicator.](#)

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

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

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

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

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

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

**United Kingdom:** In 2017, the methodology for vocational data in general has changed. UOE2018 are not comparable with previous years for United Kingdom. [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.](#)

## **CHAPTER C: FINANCIAL RESOURCES INVESTED IN EDUCATION**

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

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

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

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

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

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

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

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

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

Table 1: Specific notes by country in the different indicators

		<a href="#">C1</a>	<a href="#">C2</a>	<a href="#">C3</a>	<a href="#">C4</a>	<a href="#">C5</a>	<a href="#">C6</a>	<a href="#">C7</a>
OECD	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>	
	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>	
	Belgium	<a href="#">BEL</a>	<a href="#">BEL</a>	<a href="#">BEL</a>	<a href="#">BEL</a>	<a href="#">BEL,BF</a>	<a href="#">BEL</a>	<a href="#">BFL,BFR</a>
	Canada	<a href="#">CAN</a>	<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>	
	Colombia							
	Czech Republic	<a href="#">CZE</a>						
	Denmark	<a href="#">DNK</a>					<a href="#">DNK</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>	
	Finland		<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>		
	Greece							
	Hungary	<a href="#">HUN</a>	<a href="#">HUN</a>					
	Iceland	<a href="#">ISL</a>						
	Ireland	<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>	
	Italy					<a href="#">ITA</a>		
	Japan		<a href="#">JPN</a>	<a href="#">JPN</a>	<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							
	Lithuania							
	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>			<a href="#">MEX</a>	
	Netherlands					<a href="#">NLD</a>		
	New Zealand	<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>		
	Poland	<a href="#">POL</a>	<a href="#">POL</a>	<a href="#">POL</a>	<a href="#">POL</a>		<a href="#">POL</a>	
	Portugal							
	Slovak Republic	<a href="#">SVK</a>				<a href="#">SVK</a>		
	Slovenia					<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>	
Switzerland	<a href="#">CHE</a>				<a href="#">CHE</a>			
Turkey								
United Kingdom					<a href="#">ENG</a>			
United States	<a href="#">USA</a>	<a href="#">USA</a>			<a href="#">USA</a>			
Partners	Argentina							
	Brazil	<a href="#">BRA</a>	<a href="#">BRA</a>		<a href="#">BRA</a>		<a href="#">BRA</a>	
	China							
	Costa Rica							
	India							
	Indonesia							
	Russian Federation	<a href="#">RUS</a>						
	Saudi Arabia							
	South Africa							

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

## Methodology

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

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

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

Some exceptions to this methodology are:

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

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

[Back to main table](#)

## Sources

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

[Back to main table](#)

## Notes on specific countries

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

**Australia:** In some cases, finance data has been apportioned across ISCED levels using enrolment data as a proxy. Expenditure on vocational programs (ISCED 2 to 4) and short-cycle tertiary programs (ISCED 5) is underestimated since expenditure data for independent private vocational institutions is not available. It is likely that independent private institutions receive most of their funding from household direct expenditure and these institutions enrol more than half of all students at these levels. Hence, the main effect of not having this data is likely to be that household expenditure is under estimated at these levels. This also means that expenditure per full-time equivalent student is under estimated for these levels, especially for private institutions.. Please note that we have changed our methodology for apportioning some of the source data. Caution should be used when comparing results with previous years. The coverage of expenditure and enrolment data for private vocational institutions has changed over time. In addition, due to the limited availability of data it is difficult to ensure the coverage of enrolments matches the coverage of expenditure for these institutions. Hence, the time series for expenditure per full-time equivalent student for private vocational institutions is unreliable.



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

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

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

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

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

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

**Estonia:** Due to differences in the source of data and methodological changes, trend data for years 2014-2016 are not totally comparable with previous years information. In addition, due to the incomplete source of financial data, the private component of expenditure on education is underestimated.

**France:** The main source used for data on education expenditure is the French Education Account, which is a national satellite account. Adjustments are made to take into consideration the differences from the scope of the UOE data collection. The expenditure on ISCED level 4 is not allocated by orientation (general or vocational), the amounts are reallocated between general and vocational programmes depending on the number of students enrolled. Household expenditure includes tuition fees, student transportation, school meals, student housing and educational goods and services purchased by households outside educational institutions (books and supplies). Scholarships are allocated to general purposes; thus, it is not possible to distinguish between the part attributable to educational institutions and the one which is not attributable to educational institutions. Therefore, the proportion of scholarships used for tuition and other fees to educational institutions is estimated by using the proportion of households payments dedicated to ancillary services. A correction has been made to the 2012 data to remove the double counting of some expenditure for ancillary services. The expenses and number of students from CPGE, BTS enrolled in “lycées” are reported at the tertiary education level. **Germany:** Expenditure for instruction by enterprises in the “so-called dual system” (i.e. programme that combines school- and work-based instruction) is included in this indicator. The R&D coefficients and the basic assumptions of the method for deriving the coefficients have been reviewed in the years 2016 and 2017. Starting from reporting year 2016, the Federal Statistical Office applies a new method for the determination of the R&D coefficients that leads to breaks in time series. There are different R&D coefficients and methods for the different types of universities and colleges within the higher education sector.

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

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

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

**Israel:** Ancillary services are included in total expenditure on educational institutions. Classification of public institutions, private and governmental NPIs, has been made according to the definitions of the SNA. Expenditure by non-profit institutions of own sources is not included as well as other minor expenditure items: Expenditure in non-university schools attached to hospitals for training of nurses and other para-medical professionals, expenditure on vocational schools of the Israeli Defense Forces. The number of students in those categories was excluded also from the data collection. Scholarships not attributable to tuition were excluded from tuition. From 2012, the “Yeshiva” has been classified at Upper secondary – General schools (ISCED 3). The students of Hebrew

teaching, Adults courses, training courses and supplementary training for adults, supervised by the ministry of economy and industry, were classified in ISCED5. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other Para-medical professionals, expenditure in vocational schools of the Israeli Defense Forces).

**Korea:** Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in the data collection. For financial year 2014, Korea mapped undistributed programmes, which included municipal and national expenditure by the Ministry of Education, to ISCED 0-8 levels (mainly to ISCED 0-3). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year only for tertiary education level in FIN1, and also from the financial year 2016, those were removed from the all education levels. That is the reason why Korea's trends are missing in all EAG tables. In addition at the tertiary level, ancillary services for private educational institutions are included in total expenditure on educational institutions, but not classified as ancillary services. Due to differences in the methodology adopted in 2016 fiscal year, trend data are reported as missing as they would not be comparable.

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

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

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

**Norway:** Expenditure on ancillary services includes welfare services, preparation of studies abroad and contributions to housing on campus in tertiary education. Public spending on educational core services is included for all ISCED levels as well as public spending on university research. Public spending on ancillary services is partly covered in tertiary education only. 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. Total expenditure on public educational institutions at long-cycle tertiary level does not include direct expenditure from international sources. Total expenditure on private educational institutions at long-cycle tertiary level does not include direct expenditure from international sources.

**Poland:** Total expenditure on education from international sources does not include direct expenditure on private institutions, Private expenditure does not include households' payments for private tutoring and for goods and services not required for participation, nor fees paid to institutions by private sources for ancillary services.

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

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

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

this does not affect the total level of expenditure at the tertiary level. Information for Vocational ISCED 2 programmes are integrated with General ISCED 2 in the data collection but they have a very reduced weight compared with general programmes.

**Sweden:** Some components of the cost estimates for post-secondary non-tertiary education and short-cycle tertiary programmes are based on rough assumptions, which are likely to underestimate the total cost at these levels. A new method is used in this edition to estimate the split of expenditure between general and vocational at ISCED 3. The new method is allocating a larger share of expenditures to the general programs. A new method is also used in this edition to compile the number of students to a calendar year. This method results in a higher number of full-time equivalent students than in previous editions.

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

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

See also notes on *Indicator C2*.

[Back to main table](#)

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

## Methodology

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

## GDP data

Statistics on educational expenditure relate to the financial year 2016. For countries in which GDP is not reported for the same reference period as data on educational funding, GDP is estimated as:  $w_{t-1} (GDP_{t-1}) + w_t (GDP_t)$ , where  $w_t$  and  $w_{t-1}$  are the weights for the respective portions of the two reference periods for GDP that fall within the educational financial year. Adjustments were made for Australia, Canada, Japan, New Zealand, the United Kingdom and the United States (see Annex 2).

## Sources

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

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

## Notes on specific countries

**Australia:** Public expenditure on educational institutions increased significantly between 2008 and 2010 as part of an economic stimulus package to build or upgrade large scale infrastructure in schools. After 2010, public expenditure on schools decreased as the economic stimulus package ended. Expenditure on vocational programs (ISCED 2 to 4) and short-cycle tertiary programs (ISCED 5) is underestimated since expenditure data for independent private vocational institutions is not available. It is likely that independent private institutions receive most of their funding from household direct expenditure and these institutions enrol more than half of all students at these levels. Hence, the main effect of not having this data is likely to be that household expenditure is under estimated at these levels.. Some finance data has been apportioned across ISCED levels using enrolment data as a proxy.. Please note that we have changed our methodology for apportioning some of the source data. Caution should be used when comparing results with previous years.

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

**Belgium:** French and Flemish Communities differ in the type of expenditure reported. While the French Community refer to actual expenditure data, the Flemish Community refer to budgeted accrual expenditure data. Prior to 2016, private expenditure was slightly underestimated since payments to independent private institutions were not integrated. Change in total expenditure on educational institutions as a percentage of GDP are influenced by the integration of independent private institutions since the school year 2016-2017 as well as by the creation of short-cycle tertiary programmes in 2009-2010 in the Flemish Community.

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

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

**Estonia:** As from year 2013, expenditure data are derived from the Survey “Educational expenditure” and State Accounting System (accrual-basis accounting). Previous data were derived from to the Survey “Educational expenditure” and State Treasury System (cost basis accounting). Due to the different data sources used and methodological changes, comparison between years should be done with caution, as trend data for years 2014-2016 are not totally comparable with previous years information. Additionally, due to the incomplete source of financial data, the private component of expenditure on education is underestimated.

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

**France:** In France, scholarships are allocated to general purposes; thus, it is not possible to distinguish between the part attributable to educational institutions and the one which is not attributable to educational institutions. Therefore, the proportion of scholarships used for tuition and other fees to educational institutions is estimated by using the proportion of households payments dedicated to ancillary services. The expenses and number of students from CPGE, BTS enrolled in “lycées” are reported at the tertiary education level.

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

**Israel:** Expenditure by non-profit institutions of own sources is not included as well as other minor expenditure items: Expenditure in non-university schools attached to hospitals for training of nurses and other para-medical professionals, expenditure on vocational schools of the Israeli Defense Forces. Scholarships not attributable to tuition were excluded from tuition. From 2012, the “Yeshiva” has been classified at Upper secondary – General schools (ISCED 3). The students of Hebrew teaching, Adults courses, training courses and supplementary training for adults, supervised by the ministry of economy and industry, were classified in ISCED5. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other Para-medical professionals, expenditure in vocational schools of the Israeli Defense Forces).

**Japan:** Expenditure on “specialised training colleges, general course, “miscellaneous schools” and educational administration are not allocated by any educational levels. In order to reduce the burden of household educational costs, High School Tuition Support Fund have commenced in April 2010. This system supports funds for students to reduce the burden of household educational costs. Refund is unnecessary. In addition, in April 2014 the central government started giving subsidies to the local governments, which support high school students who are in a sudden change of household budget and/or who try to re-enter high school despite experiencing the dropout of school in the past.

**Korea:** Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in the data collection. For financial year 2014, Korea mapped undistributed programmes, which included municipal and national expenditure by the Ministry of Education, to ISCED 0-8 levels (mainly to ISCED 0-3). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year only for tertiary education level in FIN1, and also from the financial year 2016, those were removed from the all education levels. That is the reason why Korea's trends are missing in all EAG tables. Due to differences in the methodology adopted in 2016 fiscal year, trend data are reported as missing as they would not be comparable.

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

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

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

**Poland:** Total expenditure on education from international sources does not include direct expenditure on private institutions,

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

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

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

See also notes on *Indicator C1*.

[Back to main table](#)



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

## Methodology

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

## Sources

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

## Notes on specific countries

**Australia:** Expenditure on vocational programs (ISCED 2 to 4) and short-cycle tertiary programs (ISCED 5) is underestimated since expenditure data for independent private vocational institutions is not available. It is likely that independent private institutions receive most of their funding from household direct expenditure and these institutions enrol more than half of all students at these levels. Hence, the main effect of not having this data is likely to be that household expenditure is under estimated at these levels. Some finance data has been apportioned across ISCED levels using enrolment data as a proxy. The methodology for apportioning some of the source data has changed; accordingly, caution should be used when comparing the 2016 results with those of previous years.

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

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

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

**Estonia:** Due to differences in the source of data and methodological changes, trend data for years 2014-2016 are not totally comparable with previous years information. In addition, due to the incomplete source of financial data, the private component of expenditure on education is underestimated.

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

**Israel:** Expenditure by non-profit institutions of own sources is not included as well as other minor expenditure items: Expenditure in non-university schools attached to hospitals for training of nurses and other para-medical professionals, expenditure on vocational schools of the Israeli Defense Forces. Scholarships not attributable to tuition were excluded from tuition. From 2012, the "Yeshiva" has been classified at Upper secondary – General schools (ISCED 3). The students of Hebrew teaching, Adults courses, training courses and supplementary training for adults, supervised by the ministry of economy and industry, were classified in ISCED5. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other Para-medical professionals, expenditure in vocational schools of the Israeli Defense Forces).

**Japan:** High School Tuition Support Fund have commenced in April 2010. This system supports funds for students to reduce the burden of household educational costs. Refund is unnecessary. In addition, in April 2014 the central government started giving subsidies to the local governments, which support high school students who are in a

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

**Korea:** Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in the data collection. For financial year 2014, Korea mapped undistributed programmes, which included municipal and national expenditure by the Ministry of Education, to ISCED 0-8 levels (mainly to ISCED 0-3). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year only for tertiary education level in FIN1, and also from the financial year 2016, those were removed from the all education levels. That is the reason why Korea's trends are missing in all EAG tables. In addition, public loans (used in computing the initial source of funds) do not include the government-guaranteed student loans by the Korea Student Aid Foundation (KOSAF). Because the loans are funded by bonds of the KOSAF, a government-affiliated institute, they are classified as private loans. Due to differences in the methodology adopted in 2016 fiscal year compared to previous years, trend data are reported as missing (with the only exception of 2015 data on Tertiary education) as they would not be comparable.

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

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

**Poland:** Total expenditure on education from international sources does not include direct expenditure on private institutions,

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

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

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

[Back to main table](#)

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

## Methodology

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

## Sources

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

## Notes on specific countries

**Australia:** Some finance data has been apportioned across ISCED levels using enrolment data as a proxy. Please note that we have changed our methodology for apportioning some of the source data. Caution should be used when comparing results with previous years.

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

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

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

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

**Estonia:** Due to different data sources and methodological changes, trend data for years 2014-2016 are not totally comparable with previous years information. In addition, due to the incomplete source of financial data, the private component of expenditure on education is underestimated.

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

**Ireland:** The changes from 2014 to 2015 are largely driven by the substantial increase in GDP in 2015. For more information on this increase see:

[http://www.cso.ie/en/media/csoie/newsevents/documents/pr\\_GDPexplanatorynote.pdf](http://www.cso.ie/en/media/csoie/newsevents/documents/pr_GDPexplanatorynote.pdf). In 2016 Ireland produced a modified GNI (GNI\*) that was recommended by the Economic Statistics Review Group and is designed to exclude globalisation effects that are disproportionately impacting the measurement size of the Irish Economy.

**Israel:** Expenditure by non-profit institutions of own sources is not included as well as other minor expenditure items: Expenditure in non-university schools attached to hospitals for training of nurses and other para-medical professionals, expenditure on vocational schools of the Israeli Defense Forces. Scholarships not attributable to tuition were excluded from tuition. From 2012, the "Yeshiva" has been classified at Upper secondary – General schools (ISCED 3). The students of Hebrew teaching, Adults courses, training courses and supplementary training for adults, supervised by the ministry of economy and industry, were classified in ISCED5. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other Para-medical professionals, expenditure in vocational schools of the Israeli Defense Forces).

**Japan:** High School Supplemental Scholarship Fund has commenced in April 2014. This system provides grants for supplemental educational costs apart from course tuition. Regional final funds include expenditures for independent private institutions by local final funds, and expenditures for local institutions by regional final funds



are included in local final funds. Central transfers to regional governments include local initial funds, and regional and local final funds include each parts of these final funds.

**Korea:** Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in data collection. For financial year 2014, Korea mapped undistributed programmes, which included municipal and national expenditure by the Ministry of Education, to ISCED 0-8 levels (mainly to ISCED 0-3). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year only for tertiary education level in FIN1, and also from the financial year 2016, those were removed from the all education levels. That is the reason why Korea's trends are missing in all EAG tables. Due to differences in the methodology adopted in 2016 fiscal year, trend data are reported as missing as they would not be comparable.

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

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

**Poland:** Total expenditure on education from international sources does not include direct expenditure on private institutions, As from year 2016, methodological changes have been introduced in order to improve the calculation of initial funds from Central Government. Accordingly, data on net transfers to local governments for year 2016 are not fully comparable with those of previous years.

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

[Back to main table](#)

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

## Methodology

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

## Sources

*Data on tuition fees and public support are based on the Ad-Hoc Survey on Tuition Fees and Financial Support to Students carried out by the OECD on a two-year basis. Data collected in 2018 will be exploited for the 2019 and 2020 editions of Education at a Glance. Data on enrolment is based on the UOE 2018 enrolment questionnaire and data on entrants is based on the UOE 2018 entrants questionnaire. Both correspond to the academic year 2016-2017.*

## Notes on specific countries and economies

**Australia:** The data for Indicator C5 is for the 2017 calendar year except for the data in Box 2, which are for the financial year 2016-17.

**Austria:** Only a minority of students had to pay tuition fees. Since the summer term 2009 only national students as well as EU/EEA students who exceed the theoretical duration of study plus a range of tolerance are not exempted from paying tuition fees (other reasons for exemption exist as well). Data for Indicator C5 corresponds to the academic year 2016/2017.

**Canada:** The reference year for tuition fees data is 2018 while information on loans refers to year 2016/17. Loan figures provided significantly under-report the full picture of student financial assistance in Canada: data only include information on the federal portion of student financial assistance, which represents 60% of student loans provided in the provinces participating in the Canada Student Loans Program (CSLP). In addition, the province of Quebec (which represents about 23% of the Canadian population) is the only province that does not participate in the CSLP and therefore is excluded from the figures. Tuition fees at the Masters level exclude Executive and Regular MBA.

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

**Denmark:** Data on financial support corresponds to the academic year 2016/2017. For national students, the annual average gross amount of loans borrowed by a student amounted to USD 3 235 in 2007, and USD 3 937 in 2017 (USD converted using PPPs; 2017 constant prices). The average amount of scholarship/grant received amounted to USD 6 220 in 2007 and USD 7 512 in 2017.

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

**Estonia:** Studying at all public institutions has been free of charge since the reform in 2013. However public universities charge some tuition fees to students who: a) study part-time; b) study in curricula that is in another language than Estonian; c) have been delated from the matriculation register and matriculated again at the same curriculum within two years. The tuition fees from public institutions presented in this chapter refer to the tuition fees that a student has to pay if he/she meets these three criteria. There are also tuition fees in private higher educational institutions for all students. Professional higher educational institutions are state owned and learning is free of charge.

**Finland:** Student union membership fee is usually mandatory. Membership fees are not substantial, usually around EUR 100 per academic year. Citizens of non-EU/European Economic Area countries, who do not have a permanent residence status in the area, are liable to tuition fees (programmes starting on August 1, 2017 or later (academic year 2017-2018)). Fees are not charged of students who began their studies before August 1, 2017. 815 students paid tuition fees for the academic year 2017-18 in public institutions and 576 students in government-dependent private institutions. For national students, the annual average gross amount of loans borrowed by a

student amounted to USD 3 496 in 2007, and USD 6 063 in 2017 (USD converted using PPPs; 2017 constant prices). The average amount of scholarship/grant received amounted to USD 4 008 in 2007 and USD 2 239 in 2017.

**Flemish Community (Belgium):** Tuition fee data refer only to the tuition fees for those students enrolled in first degree bachelor's or Masters programme with a degree contract or credit contract. For students without a scholarship, the tuition fee is EUR 235 and EUR 11 per credit point. For students who receive a scholarship, the tuition fee is EUR 107. For advanced degree bachelor programmes the maximum tuition fee is EUR 470 and the maximum per credit point is EUR 22; the maximum tuition fee for a advanced Masters programme is EUR 5 500 or EUR 25 235 (only in particular circumstances, due to the nature of the programme). For non-EER students, institutions have the autonomy to decide on the amount of the tuition fee, except for some categories of students (refugees, asylum seekers,...). For Associate degree programmes in adult education, some students pay a lower fee (for example unemployed students who follow a training not recognised by the Flemish Employment and Vocational Training Service – VDAB) or pay no tuition fee (for example asylum seekers, people receiving a living wage, students following a training recognised by the Flemish Employment and Vocational Training Service). For the students enrolled in an associate degree – nursing programmes there is no tuition fee charged by the institutions.

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

**French Community (Belgium):** Tuition fees depend on the three different statuses of students (entitled to a scholarship, low income or not entitled to a scholarship). Students receiving a scholarship do not pay tuition fees. Tuition fees also depend on the type of institution (university or other institutions). The number of students reported for this indicator only refers to students eligible for financial support. Students from outside the European Union pay specific/additional tuition fees (The maximum being 4 174 euros), unless they benefit from a tuition fee exoneration.

**Germany:** Data on tuition fees correspond to the academic year 2016/2017. The monthly income threshold at which borrowers start repaying public loans is 1 145 euros. It increases with spouse (570 euros) and every child (520 euros). Children's and partner's income are taken into account.

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

**Italy:** Each institution fixes scales for tuition fees dependent on the economic circumstances of the student's family, according to equity and solidarity criteria that respect the general rules determined at national level. Moreover, under particular conditions students are totally or partially exempted from fees. The annual average tuition fees are calculated on the basis of the actual tuition fee paid by each student; students totally exempted from fees are not included in the calculation of the averages.

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

**Korea:** The data presented in Indicator C5 corresponds to the year 2018. In Korea, the amount of national scholarships has increased significantly since 2012, and in 2010 Korea adopted income-contingent loans (ICL) to be repaid upon employment to lessen the financial burden on students. Specifically, the National Scholarship Program, introduced in 2012, has greatly increased scholarship amounts with an annual government budget of approximately 4 trillion KRW. The amount of financial support is adjusted every year based on household income. Financial support for students has expanded through the introduction of various types of student loans, reducing loan interest rates, and expanding loans to compensate for students' living expenses.

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

**New Zealand:** For national students, the annual average gross amount of loans borrowed by a student amounted to USD 6 398 in 2007, and USD 7 596 in 2017 (USD converted using PPPs; 2017 constant prices). The average amount of scholarship/grant received amounted to USD 5 718 in 2007 and USD 5 107 in 2017.

**Norway:** A student can receive up to NOK 10 634 per month in basic support, depending on study load. Up to 40% of this amount can be converted into a grant depending on academic progression and income level. A Norwegian student can also receive up to NOK 63 070 per year in tuition support. PhD students do not get student support.

**Slovak Republic:** Students, who are simultaneously enrolled in one academic year in two or more study programmes offered by a public university in the same level, are required to pay annual tuition fees for the second

and the other study programs in the academic year. Students studying longer than the standard duration of study are required to pay annual tuition for each additional year of study.

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

**Spain:** Tuition fees for national students correspond to the academic year 2016/17.

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

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

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

[Back to main table](#)

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

## Methodology

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

## Sources

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

## Notes on specific countries

**Australia:** Expenditure on vocational programs (ISCED 2 to 4) and short-cycle tertiary programs (ISCED 5) is underestimated since expenditure data for independent private vocational institutions is not available. It is likely that independent private institutions receive most of their funding from household direct expenditure and these institutions enrol more than half of all students at these levels. Hence, the main effect of not having this data is likely to be that household expenditure is under estimated at these levels. Some finance data has been apportioned across ISCED levels using enrolment data as a proxy. Please note that we have changed our methodology for apportioning some of the source data. Caution should be used when comparing results with previous years.

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

**Belgium:** French and Flemish Communities differ in the type of expenditure reported. While the French Community refer to actual expenditure data, the Flemish Community refer to budgeted accrual expenditure data. Prior to 2016, private expenditure was slightly underestimated since data on payments to independent private institutions were not collected/not available.

**Chile:** Fundación Integra, one of Chile's most relevant providers of Early Childhood Education and Care (ECCE) had been classified as a Government-dependent private institution until the 2017 edition of Education at a Glance, whilst it is classified as a Public institution in the UOE 2018 edition.

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

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

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

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

**Korea:** Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in the data collection. For financial year 2014, Korea mapped undistributed programmes, which included municipal and national expenditure by the Ministry of Education, to ISCED 0-8 levels (mainly to ISCED 0-3).

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

**Poland:** Total expenditure on education from international sources does not include direct expenditure on private institutions,

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

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

[Back to main table](#)

# INDICATOR C7: Which factors influence teachers' salary cost?

## Methodology

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

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

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

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

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

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

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

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

[Back to main table](#)

## Sources

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

**Instruction time:** Instruction time in compulsory general education in public institutions for reference year 2017 is taken from Table D1.1 in Indicator D1 in EAG 2017.

**Teaching time:** Net statutory contact time in public institutions for reference year 2017 is taken from Table D4.2 of Indicator D4 in EAG 2019.

**Teachers' salary:** Annual statutory salary of teachers with 15 years of experience and the most prevalent qualifications in public institutions for reference year 2017 is taken from Table X2.7a. (web only) available in Annex 2 of EAG 2019. The salaries in national currency are converted to equivalent USD using PPPs for private consumption, available in Table X2.8 of Annex 2.

**Student-teacher ratio:** Student-teacher ratio for reference year 2017 is available in Indicator D2 of EAG 2019. However, in order to align with the other indicators used, only the student-teacher ratios in public institutions are used. This data is available in the Education at a Glance database at <http://stats.oecd.org/>.

[Back to main table](#)

## Notes on specific countries

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

## *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: What are the admission systems for tertiary education?](#)

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

**How to read this document:** 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? [\(Back to chapter D\)](#)

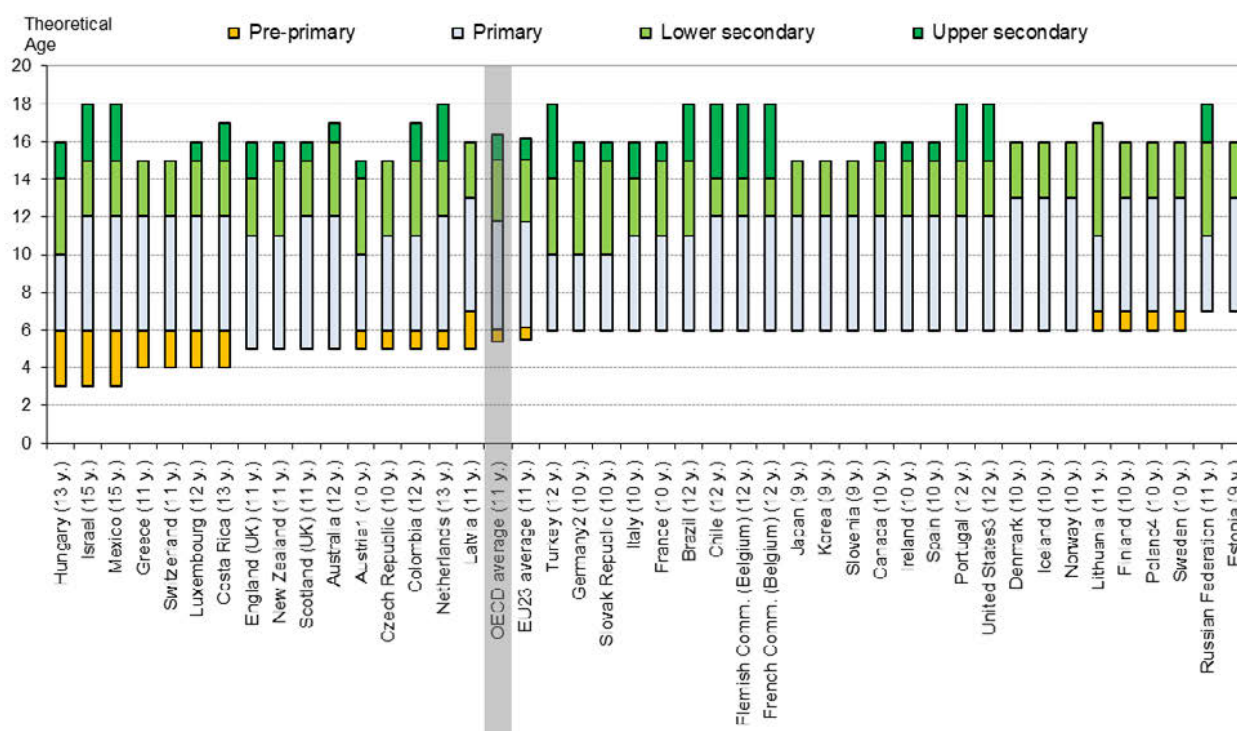
		<b>D1</b>	
		<u>Methodology Sources</u>	
		<u>D1.1, D1.2, D1.3, D1.4, D1.5 Methodology and interpretation</u>	<u>Organisation of the school day</u>
OECD	Australia	<a href="#">AUS</a>	<a href="#">AUS</a>
	Austria	<a href="#">AUT</a>	<a href="#">AUT</a>
	Flemish com. (Belgium)	<a href="#">BFL</a>	<a href="#">BFL</a>
	French com. (Belgium)	<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>
	Colombia	<a href="#">COL</a>	<a href="#">COL</a>
	Czech Republic	<a href="#">CZE</a>	<a href="#">CZE</a>
	Denmark	<a href="#">DNK</a>	<a href="#">DNK</a>
	England	<a href="#">ENG</a>	<a href="#">ENG</a>
	Estonia	<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>
	Germany	<a href="#">DEU</a>	<a href="#">DEU</a>
	Greece	<a href="#">GRC</a>	<a href="#">GRC</a>
	Hungary	<a href="#">HUN</a>	<a href="#">HUN</a>
	Iceland	<a href="#">ISL</a>	<a href="#">ISL</a>
	Ireland	<a href="#">IRL</a>	<a href="#">IRL</a>
	Israel	<a href="#">ISR</a>	<a href="#">ISR</a>
	Italy	<a href="#">ITA</a>	<a href="#">ITA</a>
	Japan	<a href="#">JPN</a>	<a href="#">JPN</a>
	Korea	<a href="#">KOR</a>	<a href="#">KOR</a>
	Latvia	<a href="#">LVA</a>	<a href="#">LVA</a>
	Lithuania	<a href="#">LTU</a>	<a href="#">LTU</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>
	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>
	Portugal	<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>	
Spain	<a href="#">ESP</a>	<a href="#">ESP</a>	
Sweden	<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>	
United States	<a href="#">USA</a>	<a href="#">USA</a>	
Partners	Argentina		
	Brazil	<a href="#">BRA</a>	<a href="#">BRA</a>
	China		
	Costa Rica	<a href="#">CRI</a>	<a href="#">CRI</a>
	India		
	Indonesia		
	Russian Federation		<a href="#">RUS</a>
	Saudi Arabia		
South Africa			

## General notes

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

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

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



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

1. Additional three years for part-time vocational programmes.

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

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

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

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

**Source:** OECD (2019).

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

### Organisation of breaks within the school year in primary education

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



Figure X3.D1.3. Organisation of the school year in general secondary education (2019)



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

- School year 2018 instead of 2019.
- Dates are indicative only as they vary according to the States and Territories.
- The start and end of the school year of the individual schools is according to the region (from 3 September 2018 to 28 June 2019 in Burgenland, Niederösterreich and Wien; and from 10 September 2018 to 5 July 2019 in Kärnten, Oberösterreich, Salzburg, Steiermark, Tirol and Vorarlberg).
- Dates refer to Bogota territorial entity and are indicative only as variation between and among jurisdictions can occur.
- The start and end of the school breaks during the school year vary according to three areas (groups of *académies* - regional education authority).
- Dates refer to Nordrhein-Westfalen and are indicative only as variation between and among jurisdictions can occur.
- School year in the Hebrew education system (more than three-quarters of the total students). The organisation of the school year in the Arab and Druze education systems is different.
- The school year officially runs from 1 August to 31 July of the following year. The start and end of the school year of the individual schools is according to the region (Northern, Central and Southern region).
- The start date and end date of the school year can vary from school to school.
- Dates are indicative only as they vary according to the different Autonomous Communities.
- Dates are indicative only as they vary between schools.

**Source:** OECD (2019) and European Commission/EACEA/Eurydice (2018). [Back to main table for this Indicator](#)

## Methodology

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

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

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

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

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

The joint data collection on instruction time collects data for the reference year 2018/19. Table [X3.D1.2](#) lists the specific reference periods considered by country. [Back to main table for this Indicator](#)

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

Term	Definition
Reading, writing and literature (Language 1)	Covers skills such as spelling, reading, and writing in the language of instruction and includes subjects such as grammar, language of instruction and literature. It can be considered as the first language taught to students. If there are two languages of instruction in almost every public school, then hours allocated to reading, writing and literature in both languages of instruction should be reported.
Mathematics	Covers all numeracy skills and subjects such as arithmetic, algebra, geometry, statistics, etc.
Natural Sciences	Includes subjects such as science, physics, chemistry, biology, environmental sciences and ecology.
Social Sciences	Includes subjects such as history, geography and all related studies. May also include community studies, social and political instruction, philosophy or civics education.
Second language (Language 2) Other languages (Languages 3-5)	Includes subjects that develop students' knowledge of a language viewed in the curriculum as "foreign" (or modern) languages, other national languages and/or regional and minority languages. This definition of languages in the curriculum is educationally based and unrelated to the political status of languages.
Physical Education and Health	Includes subjects such as education in sports and health enhancing physical activities, as well as time devoted to instruction in competitive and traditional games, gymnastics, swimming, athletics, dance or other activities that develop pupils' physical and social competences (including knowledge, skills, psychomotor co-ordination, co-operation and leadership) and an active healthy lifestyle.
Arts Education	Includes subjects such as arts, history of arts, music, visual arts, drama, music and dance performance, photography, and creative handicraft.
Religion/Ethics/Moral education	Includes subjects whose aim it is to teach the principles and history of one or more religions and subjects such as ethics whose aim it is to determine how to live and behave in accordance with human and social principles.

Term	Definition
Information and Communication Technologies (ICT)	Includes subjects such as informatics, information and communication technologies or computer science. These subjects include a wide range of topics concerned with the new technologies used for the processing and transmission of digital information, including computers, computerised networks (including the Internet), microelectronics, multimedia, software and programming, etc.
Technology	Includes subjects that provide knowledge on the practical use of scientific or technological discoveries that use specific instruments and processes. For example, construction, electricity, electronics, graphics and design, etc.
Practical and vocational skills	Includes vocational skills (preparation for a specific occupation), accountancy, business studies, career education, clothing and textiles, driving and road security, home economics, nursing, secretarial studies, tourism and hospitality, woodwork, metalwork and sewing.
Other subjects	Includes different subjects that cannot be classified within the other groups or which specifically reflect national concerns. The following types of subjects could be included in this category: Latin, ancient Greek, classical studies, minority languages which have not been reported in Language 2, 3, 4 or 5 columns, environmental education, personal development and well-being. The “other subjects” must be part of the compulsory curriculum to be provided by schools. Form time, assemblies and tutoring should only be included if they are compulsory, have an educational component and are aimed at all the students.
Compulsory subjects with flexible timetable (total time devoted to...)	Includes the total amount of instruction time indicated by the central authorities for a given group of subjects, which regional authorities, local authorities, schools or teachers allocate to individual subjects. There is flexibility in the time spent on a subject, but not in the subjects to be taught. For example, central authorities may define the total number of hours that students should be studying reading, writing and literature, mathematics, science and modern foreign languages per year and schools may choose how to distribute this time between these individual subjects.
Compulsory options chosen by the students	Includes the total amount of instruction time on one or more subjects that pupils have to select (from a set of subjects that are compulsory for schools to offer) in order to cover part of their compulsory instruction time. This only applies if students have a choice between different subjects and not a choice within a subject category. For example, students may be able to choose between studying a second foreign language or computer science or economics, but to attend one of these options is compulsory.
Compulsory flexible subjects chosen by schools	Includes the total amount of compulsory instruction time indicated by the central authorities, which regional authorities, local authorities, schools or teachers allocate to subjects of their choice (or subjects they chose from a list defined by central education authorities). For example, schools may be able to choose between offering religious education or more science, or art, etc., but to offer one of these subjects is compulsory for the school and students must attend it.
Non-compulsory curriculum	Refers to the total amount of instruction time that public schools must offer on top of the compulsory instruction time but is not mandatory for all students. Subjects can vary from school to school or from region to region and take the form of elective subjects. Additional activities before/after classes offered by the school are not <i>per se</i> part of non-compulsory curriculum, for instance, if there is no obligation upon public schools to provide this instruction time or it is not part of the official curricula. In particular, non-compulsory education excludes additional activities such as morning care classes or after-school care classes, even if they are officially regulated.

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

## Sources

The indicator draws on data from the 2018 Joint Eurydice-OECD Instruction Time data collection and refers to the school year 2018/19. Sources for these data are displayed in the Table [X3.D1.2](#).

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

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

Country	Sources and references	Reference period
Australia	Australian Curriculum, Assessment and Reporting Authority (ACARA) supported by state and territory government policy documents.	2019
Austria	Timetables in the curricula of <i>Volkschule</i> [primary school], <i>Neue Mittelschule</i> [new secondary school] and AHS ( <i>Allgemeinbildende höhere Schule</i> ) [academic secondary school]. Please see: <a href="https://bildung.bmbwf.gv.at/schulen/unterricht/lp/lp_abs.html">https://bildung.bmbwf.gv.at/schulen/unterricht/lp/lp_abs.html</a>	2018/19
Flemish Comm. (Belgium)	Decrees and resolutions ( <i>Besluit van de Vlaamse Regering houdende de organisatie van het schooljaar in het secundair onderwijs (31-08-2001)</i> ; <i>Besluit van de Vlaamse Regering houdende de codificatie betreffende het secundair onderwijs (17-12-2010)</i> ; <i>Decreet basisonderwijs (25-02-1997)</i> ; <i>Besluit van de Vlaamse Regering tot organisatie van het schooljaar in het basisonderwijs en in het deeltijds onderwijs georganiseerd of gesubsidieerd door de Vlaamse Gemeenschap (17-04-1991)</i> ).	2018/19
French Comm. (Belgium)	<i>Directives officielles sur l'organisation de l'année scolaire : Circulaire n°6720 du 28 juin 2018 relative à l'organisation de l'enseignement maternel et primaire ordinaire – année scolaire 2018-2019</i> ( <a href="#">link</a> ); <i>Décret du 13 juillet 1998 portant organisation de l'enseignement maternel et primaire et modifiant la réglementation de l'enseignement</i> ; <i>Circulaire générale n°6741 du 4 juillet 2018 relative à l'organisation de l'enseignement secondaire ordinaire et à la sanction des études – Tome 1 : Directives pour l'année scolaire 2018-2019 – Organisation, structures et encadrement – Tome 2 : Sanction des études – Organisation de l'année scolaire 2018-2019</i> ( <a href="#">link</a> ); <i>Loi du 19 juillet 1971 relative à la structure générale et à l'organisation de l'enseignement secondaire (article 8)</i> <i>Arrêté de l'Exécutif du 22 mars 1984 fixant le régime des vacances et des congés dans l'enseignement organisé dans la Communauté et calendrier scolaire 2018-2019</i> ( <a href="#">link</a> ).	2018/19
Brazil	National Education Law 9.394/1996, Art 24.	2019
Canada	Estimates based on provinces/territories government policy documents and observations.	2018/19
Chile	Official curriculum and study programmes.	2019
Colombia	Law 115 of 1994 <i>Actual Instruction Time: Formal Education Survey C600 - DANE 2017</i>	2017/18
Costa Rica	Guidelines on schedules for the different cycles, levels, offers and modalities of the Costa Rican educational system, 2015, Ministry of Public Education; Curricular Structures of all Modalities, III Cycle and Diversified Education, Directorate of Institutional Planning, 2010, Ministry of Public Education; Transfer of Agreement 34-97, May 1997, Higher Council of Education; School Calendar 2016. Ministry of Public Education; Human Resources Department, Ministry of Public Education.	2019
Czech Republic	Framework Curriculum Timetable set by the Framework Educational Programme for Basic Education (FEP BE).	2018/19
Denmark	Act on the <i>Folkeskole: Bekendtgørelse af lov om folkeskolen, Lovbekendtgørelse no. 1510 af 14/12/2017</i> ( <a href="#">link</a> ).	2018/19
England (UK)	Department for Education ( <a href="#">link</a> ).	2018/19



Country	Sources and references	Reference period
Estonia	Basic schools and Upper Secondary Schools Act; The national curriculum for basic schools.	2018/19
Finland	Basic Education Act (628/1998) ( <a href="#">link</a> ); Decree (852/1998); Government Decree on the General National Objectives and Distribution of Lesson Hours in Basic Education Referred to in Basic Education Act (1435/2001); Finnish National Board of Education: National Core Curriculum for Basic Education 2014/ Regulation 104/011/2014.	2018/19
France	<i>Temps scolaire (pour les jours fériés)</i> ( <a href="#">link</a> ). Grade 1-5 : <i>Décret n° 2013-77 du 24 janvier 2013 relatif à l'organisation du temps scolaire dans les écoles maternelles et élémentaires</i> ( <a href="#">link</a> ) ; <i>Arrêté du 9 novembre 2015 fixant les horaires d'enseignement des écoles maternelles et élémentaires</i> ( <a href="#">link</a> ). Grades 6-9 : <i>Décret n° 2015-544 du 19 mai 2015 relatif à l'organisation des enseignements au collège</i> ( <a href="#">link</a> ) ; <i>Décret n° 2016-1063 du 3 août 2016 relatif à l'organisation de la journée scolaire au collège</i> ( <a href="#">link</a> ) ; <i>Arrêté du 19 mai 2015 relatif à l'organisation des enseignements dans les classes de collège</i> ( <a href="#">link</a> ) ; <i>Arrêté du 19 mai 2015 modifié relatif à l'organisation des enseignements dans les classes de collège</i> ( <a href="#">link</a> ). Grade 10 : <i>Accompagnement personnalisé au lycée</i> ( <a href="#">link</a> ) ; <i>Arrêtés des 27-1 et 1-2-2010 relatifs à l'organisation et aux horaires de la classe de seconde des lycées d'enseignement général et technologique et des lycées d'enseignement général et technologique agricole</i> ( <a href="#">link</a> ).	2018/19
Germany	Information provided by the Ministries of Education and Cultural Affairs of the <i>Länder</i> .	2017/18
Greece	Presidential Decree 126/2016 (Government Gazette 211/issue A/11-11-2016): "On School and Academic Year and Student Assessment of General Lower Secondary Education Schools"; Ministerial Decision 93381/D2/7-6-2016 (Government Gazette 1640/issue B/9-6-2016): "Daily Timetable of Grades A, B, C of Day Lower Secondary Schools"; Ministerial Decision F12/657/70691/D1/26-4-2016 (Government Gazette/ issue B/11-5-2016): "Daily Timetable of Single Type of All-Day Primary Schools"; Presidential Decree 79/2017 (Government Gazette 109/Issue A/1-8-2017); Article 32, 3a of Law 4521/2018 (Government Gazette 38/Issue A/2-3-018). Ministerial Decree 164700/Δ2/03-10-2018 (Government Gazette 4517/issue B/16-10-2018) concerning the remedial courses in lower secondary schools; Ministerial circular 212004/Δ7/7-12-2018 concerning the activities-projects; Ministerial circular F1/6058/D2/15 -01-2019 concerning the "Thematic Week".	2018/19
Hungary	Compulsory framework curricula (issued in the annexes of the Ministerial-EMMI- decree Number 51/2012. (XII. 21) Number of school days: The Ministerial Decree No 13/2018. (VI. 14.). The Ministerial Decree No 26/2018 (VIII.7.) (EMMI rendelet) modified the Annex 14 to the ministerial decree No 51/2012 (XII.21) (EMMI rendelet). As a consequence, the distribution of classes has changed in <i>szakgimnázium</i> but the total number of classes has remained the same.	2018/19
Iceland	<i>Intended instruction time</i> : National Curriculum Guidelines for Compulsory School 2011. Compulsory School Act nr. 91/2008, Chapter 8 The Icelandic National Curriculum Guidelines for Compulsory Schools with Subject Areas, pages 49-52. <a href="https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adalnorsk_greinsk_ens_2014.pdf">https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adalnorsk_greinsk_ens_2014.pdf</a> <i>Actual instruction time</i> : Instruction time per subject by grade 2000-2018. Statistics Iceland. ( <a href="#">link</a> )	2018/19
Ireland	Primary: 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> . Primary circular letter 0061/2015 and National Strategy: Literacy and Numeracy for Learning and Life (2011-2020) available at <a href="http://www.education.ie">www.education.ie</a> . Secondary: Circular M29/95, Sections 2 and 3. Rules and Programme for Secondary Schools. Framework for Junior Cycle (2015). Circular 0024/2016	2018/19



Country	Sources and references	Reference period
	Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2015/16 and 2016/2017. Circular 15/2017 Arrangements for the Implementation of the Framework for Junior Cycle. All reference documents for lower and upper secondary levels are available at <a href="http://www.education.ie">www.education.ie</a> .	
Israel	Professional units of the Ministry of Education and Guidelines General Manager Publications curriculum in schools and for the hour's allocations.	2018/19
Italy	Decree of the President of the Republic (DPR) 275/1999 on school autonomy; Organisation of the primary and lower secondary school levels and the relevant timetables: DPR 89/2009; Minimum weekly timetable at primary level: Law 169/2008; Organisation of <i>Licei</i> (general upper secondary level): DPR 89/2010.	2018/19
Japan	The Enforcement Regulation for School Education Act; The National Curriculum Standard for Elementary Schools; The National Curriculum Standard for Lower Secondary Schools; The curriculum formulation and implementation survey for public primary and lower secondary schools (2015).	2018/19
Korea	Ministry of Education. Primary and Secondary School Curriculum Overview (2015 Revision).	2019
Latvia	National Standard for Basic Education and Standards for Basic Education Subjects, and Basic Education Sample Plans (2014) ( <a href="#">link</a> ); The Cabinet of Ministers Regulations on the Beginning and End of the School Year 2018/2019 (2017) ( <a href="#">link</a> ); The General Education Law ( <a href="#">link</a> )	2018/19
Lithuania	General Teaching Plan for the Primary Education Curriculum 2017-2018 and 2018-2019, No V-446, 2 June 2017. ( <a href="#">link</a> ); General Teaching Plans of the Basic and Upper Secondary Education Curricula for 2017-2018 and 2018-2019, No V-442, 2 June 2017. ( <a href="#">link</a> )	2018/19
Luxembourg	<i>Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.</i> Grades 1-6 : <i>Plan d'études de l'enseignement fondamental.</i> Grades 7-10 : <i>Grille horaire de l'enseignement secondaire/secondaire technique.</i>	2018/19
Mexico	<i>Secretaría de Educación Pública (SEP), Plan de estudios 2011, Educación básica, 2011, México</i> <a href="http://www.aprendizajesclave.sep.gob.mx/">http://www.aprendizajesclave.sep.gob.mx/</a> Upper secondary education (National School System): <i>Mapa Curricular con Enfoque Educativo en Competencias</i> ( <a href="#">link</a> )	2018/19
Netherlands	Law on Primary Education (WPO) and Law on Secondary education (WVO).	2018/19
New Zealand	Education Act 1989.	2019
Norway	Law and policy document based on law - subject syllabuses: Circular Udir-01-2018.	2018/19
Poland	The School Education Act of 7 September 1991 (with further amendments); Regulation by the Minister of National Education of 7 February 2012 on outline timetables in public schools (valid for grades 3, 6 and 9); Regulation by the Minister of National Education of 28 March 2017 on the outline time tables for public schools (valid for grades 1, 2, 4, 5, 7 and 8); Regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of the school year (valid for grades 3, 6 and 9); Regulation by the Minister of National Education of 11 August 2017 on the organisation of the school year (valid for grade 1, 2, 4, 5, 7 and 8); Regulation by the Minister of National Education of 14 April 1992 on the conditions and procedures for teaching religion in public schools; Regulation by the Minister of National Education of 12 August 1999 on teaching at school and scope of content for knowledge on human sexual life, rules for conscious and responsible parenthood, value of family, life in its prenatal form, and methods and tools for conscious procreation included in the core curriculum for general education; Regulation by the Minister of National Education of 2 June 2017 amending the regulation on teaching at school and scope of content for knowledge on human sexual life, rules for conscious and responsible parenthood, value of family, life in its prenatal form, and methods and tools for conscious procreation included in the core curriculum for general education; Regulation by the Minister of	2018/19

Country	Sources and references	Reference period
	National Education and Sport of 31 December 2002 on safety and hygiene in public and non-public schools and institutions (with further amendments).	
Portugal	Decree-Law no. 55/2018, of July 6th, according to its production of effects; Ministerial implementing order no. 223-A/2018, of August 3rd; Ministerial implementing order no. 226-A/2018, of August 7th.	2018/19
Russian Federation	missing	2018/19
Scotland (UK)	Scottish Curriculum for Excellence; Education (Scotland) Act 1980; Children and Young People (Scotland) Act 2014	2018/19
Slovak Republic	State educational programme for the first stage of primary school of the SR - ISCED level 1, National Institute for Education, Bratislava 2015; State educational programme for the second stage of primary school in the SR - ISCED level 24 - lower secondary education, National Institute for Education, Bratislava 2015; State educational programme for Gymnasium of the ISCED level 34 - upper secondary education, National Institute for Education, Bratislava 2015.	2018/19
Slovenia	Basic School Act ( <a href="#">link</a> ); Rules on the School Calendar for Basic Schools ( <a href="#">link</a> ); Syllabus for Basic School Programme ( <a href="#">link</a> ).	2018/19
Spain	National and regional regulations on curriculum and school calendars.	2018/19
Sweden	Teaching time and distribution on subjects: Education Act (SFS 2010:800) ( <a href="#">link</a> ) and the Compulsory School Ordinance (SFS 2011:185) ( <a href="#">link</a> ); Information on percentage of students following reported curriculum: Swedish National Agency for Education.	2018/19
Switzerland	The reported instruction time is based on the 26 cantonal timetables [ <i>Studentafeln / grilles horaires</i> ] for ISCED levels 1 and 24 in 2018/2019. The calculation is provided by the Swiss Conference of Cantonal Ministers of Education (EDK).	2018/19
Turkey	Regulation on Pre-Primary and Primary Education Institutions; Regulation on Secondary Education Institutions; Primary and Lower Secondary School Weekly Lesson Table, Decision dated 28.05.2013 and numbered 69 of <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 2017-2018.	2018/19
United States	Number of Instruction Days/Hours in the School Year (April 2018) ( <a href="#">link</a> ); Education Commission of the States; StateNotes.	2017/18

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

## Notes on specific countries

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

#### **Methodology and interpretation**

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

#### **Australia:**

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

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

*Percentage of students following the reported curriculum:* A national percentage of students following the reported curriculum is unavailable as states and territories are responsible for curriculum implementation and are at various stages of implementation.

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

*Notes on subject allocation:* Instruction time per subject in lower secondary education shown in the tables is indicative only as subjects classified as “compulsory options chosen by students” (electives) may only be offered as electives at certain lower secondary grades.

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

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

The Australian Curriculum has a three-dimensional design. In addition to discipline-based subjects, general capabilities as essential skills and cross-curriculum priorities can be applied to learning across the curriculum.

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

#### **Austria:**

*Notes on methodology:* The statutory instruction time figures are weighted averages of the different general tracks for lower and upper secondary education. The most recent available data on number of students in compulsory education is the school year 2017/18.

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

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

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

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

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

From school year 2018/19 on, students who are tested as not having sufficient command of the language of instruction (German) will be enrolled in preparatory classes (*Deutschförderklassen* – German support classes) for a maximum of 4 terms, for 15 lessons of German as a second language at primary level (ISCED 1) and for 20 lessons at lower secondary level (ISCED 2) respectively. These classes follow a defined curriculum. The rest of their school time, students will join tuition in their mainstream class (according to their age group). Language competence will be assessed systematically after each term. Having reached a sufficient level in the language of instruction, students are fully transferred to their mainstream class and will then receive language support of 6 lessons a week in so-called language support courses (*Deutschförderkurse*) parallel to mainstream tuition, following the already existing curricula for German as a second language. [Back to main table for this Indicator](#)

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

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

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

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

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

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

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

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

### **Belgium (French Community):**

*Notes on years of compulsory education:* Compulsory education lasts until the age of 18 for every student. However, in vocational education, from age 15, 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.

*Notes on methodology:* Statutory instruction time data refer to the minimum number of periods per subject specified by the law. They are not representative of the actual curricula which are very diverse (and for which the French Community of Belgium cannot provide data).

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

*Deviation of coverage from that specified in the manual:* The scope includes both public and government-dependent private institutions, whose programmes only slightly differ. Therefore, data only show the minimum number of hours in public institutions.

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

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

*Notes on the duration of the school year, school week and period length:* The annual number of instruction days is set at 180, however, the Government can fix it between 180 and 184 days. Education authorities prescribe three of these days for the professional development of teachers, which have been deducted from the number of instruction days in the school year, but the recommended minimum instruction time has not varied as compared to previous years.

*Notes on subject allocation:* In primary education, reading, writing and literature, mathematics, natural sciences, social studies, arts education and technology are compulsory subjects with a flexible timetable. The compulsory subjects that are not part of flexible timetable are: physical education (2 periods), religion/ethics/moral education (2 periods, more explanation below), and a foreign language (0, 2, 3 or 5 periods depending on the place and year, more explanation below). The rest of the schedule is set by a decree which states that basic skills have priority, i.e. to the teaching of reading and the mastery of basic mathematical tools in the context of problem solving. Other educational activities also cover the general objectives for this level of education and are part of the compulsory curriculum: structuring of time and space, psychomotor and physical education, early-learning activities and introduction to history and geography, art education, education through technology, scientific initiation, discovery of the environment, media literacy, learning of social behaviour and citizenship.

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

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

In lower secondary level (grades 7 and 8), compulsory options chosen by students belong to seven areas: French (Latin, theatre, initiation to the culture of antiquity, etc.), foreign language (conversation, culture, etc.), sciences and mathematics (informatics, sciences, mathematics, logic, etc.), social studies (economic matters, civic life, etc.), artistic activities (music, arts, etc.), technical activities, and sport activities (sport, physical education, body language, etc.). [Back to main table for this Indicator](#)

#### **Brazil:**

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

#### **Canada:**

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

*Notes on methodology:* The estimates provided for intended instruction time are a weighted average of instruction time reported by each jurisdiction. Various provincial education/schools acts, regulations and directives provide the framework for reporting intended and/or actual instruction time. Collective agreements in some provinces/territories also guide intended instruction time. The responses are weighted by the number of students in each jurisdiction, by age.

*Percentage of students following the reported curriculum:* Majority.

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



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

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

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

### Chile:

*Notes on methodology:* Statutory instruction time is the weighted average of the official programmes for the two main paths: with and without JEC (*Jornada Escolar Completa*), weighted by the proportion of students enrolled in institutions with and without JEC for each grade, available for 2017.

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

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

### Colombia:

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

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

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

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

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

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

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

### Costa Rica:

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

### Czech Republic:

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

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

*Percentage of students following the reported curriculum:* Reported curriculum is followed by 97.6% of students in primary education, and 96.8% of students in lower secondary general programmes.

*Notes on subject allocation:* Subjects with instruction time distributed across group of grades but must be included in all grades are Reading, writing and literature, Mathematics, Natural sciences, Social studies, and Arts Education. For Natural sciences and Social studies in primary level (ISCED 1), the Framework Educational Programme (FEP) sets total time allocated to the educational area “People and Their World”, which includes natural sciences as well as social studies. Thus, in the table the Social studies are included in the Natural sciences column. For Natural sciences and Social studies in lower secondary level (ISCED 24), geography is included into Natural sciences as set in the FEP (although it is composed of social as well as natural topics).

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

The minimum instruction time for the second foreign language (Language 3) is given for grades 6-9. It is taught from grade 8 at the latest, but it can be taught also in lower grades. The second foreign language (Language 3) at primary level (ISCED 1) and the third (Language 4) and the fourth (Language 5) foreign languages at primary and lower secondary (ISCED 1 and 2) can be offered by schools despite the Framework Education Programme does not state it. The time can be allocated from the “disposable lessons” or it could be offered as a non-compulsory subject, though in practice they are rarely offered. Theoretically the fourth foreign language (Language 5) could be taught but it is usually not provided (or only as a non-compulsory subject).

Physical Education and Health is designated 2 lessons in every grade. Time for physical education can be increased in two successive years of the first stage (Grades 1-5), where compulsory swimming lessons are offered. In such a case, the lessons are allocated from the amount of the disposable lessons (included in ‘compulsory flexible subjects chosen by schools’). For upper secondary level (ISCED 24), there are two educational fields within the educational area “People and their Health”: Physical education (sports) and health education. For the whole subject “People and their Health”, there are 12 lessons from which 10 lessons are intended for physical education and the remaining two lessons are flexible. These two vertically flexible hours are allocated to the whole educational area “People and their Health”. Topics related to health education can be provided either separately, within other subjects (for example, in natural sciences), or within physical education by including a theoretical part. Schools must provide topics of the educational field health education at lower secondary level (ISCED 24), but they can also extend the time allocated to sports. The figure on statutory instruction time shows the average of 2.5 periods per year (2 periods + 0.5 periods on average per year (2 periods distributed over 4 years)).

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

*Notes on the flexibility in the curriculum:* See below the vertical flexibility between grades at primary and lower secondary level:

Subjects*	Primary**					Lower secondary (general programmes)**			
	1	2	3	4	5	6	7	8	9

Reading, writing and literature, Mathematics, Natural sciences, Social studies, Arts Education, Religion/Ethics/Moral education, ICT, Technology, Practical and vocational skills, Other subjects, Compulsory options chosen by the students, Compulsory flexible subjects chosen by schools									
Language 2									
Language 3	a	a	a	a	a				

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

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

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

### Denmark:

*Notes on methodology:* For primary and lower secondary level the number of school days per year and the number of instruction hours for each grade and subject is decided upon by the local municipality within a framework set by national authorities (parliament and government). The Danish Ministry of Education provides figures for the minimum requirement and the recommended number of instruction hours. The figures indicated here combine the minimum and recommended requirements as decided by the Danish Parliament (*Folketinget*): Minimum for the subjects Danish and Mathematics for each grade, as for the accumulated compulsory instruction time for each grade, and recommended instruction time for each single subject at each grade.

The exact number of hours for actual instruction time is not available, but data collected from the schools by the Ministry of Education indicates – as an average for all schools and subjects – similarities between the recommended and the actual instruction time.

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

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

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

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

The regulations of the number of hours a year including physical activities/exercise, and assisted learning activities and breaks are: 1) Grade 1-4: 1 200 hours, 2) Grade 5-7: 1 320 hours, 3) Grade 8-10: 1 400 hours. The number of hours a week: 1) Grade 1-4: 30 hours, 2) Grade 5-7: 33 hours, 3) Grade 8-10: 35 hours. In consequence the typical number of hours a day in average is: 1) Grade 1-4: 6 hours, 2) Grade 5-7: 6.6 hours, 3) Grade 8-10: 7 hours.

If we assume schools are planning to use one hour a day on breaks there will be 200 hours a year for breaks. The compulsory minimum number of hours a year without the breaks will in consequence be the following: 1) Grade 1-4: 1 000 hours, 2) Grade 5-7: 1 120 hours, 3) Grade 8-10: 1 200 hours. Planning to have 200 school days a year in consequence the typical number of compulsory hours without breaks a day in average will be: 1) Grade 1-4: 5 hours, 2) Grade 5-7: 5.6 hours, 3) Grade 8-10: 6 hours.

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



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

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

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

### England (United Kingdom):

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

*Deviation of coverage from that specified in the manual:* The scope of the information on intended instruction time is public schools (maintained schools) only. The scope of the country-specific notes is both public schools and government-dependent private institutions (academies, including free schools).

*Percentage of students following the reported curriculum:* 93% of UK pupils attend public mainstream schools. These include maintained schools, that must follow the reported curriculum, and academies, that may choose to do so.

*Notes on the duration of the school year, school week and period length:* Schools must provide sufficient lesson time to deliver a broad and balanced curriculum that includes all statutory requirements. There is no prescribed minimum time.

*Notes on examination periods:* Schools may grant study leave to pupils in grade 11 taking public examinations.

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

*First foreign language (Language 2):* It refers to any modern or ancient foreign language in grades 3-6 and any modern foreign language in grades 7-9.

*Religion:* Schools are required to provide for the teaching of religious education and for a daily act of collective worship. Parents have the right to withdraw their child from religious education and from collective worship.

*Practical and vocational skills:* Schools are required to secure access to independent and impartial careers advice and guidance for pupils in grades 8-11.

*Other subjects:* Schools are required to provide for the teaching of sex and relationships education to all pupils in grades 7-11. Parents have the right to withdraw their child from this teaching.

*Compulsory options chosen by students:* Pupils in maintained schools in grades 10 and 11 must be offered options in foreign languages, arts, technologies and social sciences.

*Compulsory options chosen by schools:* Schools may require pupils to study subjects that are not part of the compulsory curriculum, for example foreign languages, arts, technologies or social sciences in grades 10 and 11. For academies, the minimum subject requirements are not set by legislation but by an individual funding agreement with the Secretary of State. Funding agreements all include a requirement for a broad and balanced curriculum which includes English, mathematics, science and religious education.

*Notes on the flexibility in the curriculum:* There are no central requirements for instruction time. 'Some vertical flexibility' indicates that, for some subjects in primary level (ISCED 1), the national curriculum sets out subject content by grade, while for other subjects and educational levels, it sets out subject content for a number of grades.

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

### Estonia:

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

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

The estimations reflect the percentage of the students in stationary studies, following the national curriculum in grades 1 to 6 and 7 to 9. In each group of grades the total number of lessons per school year is calculated according to the number of lessons in a week defined in the national curriculum.

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

*Notes on subject allocation:* "Reading, writing, literature" category comprises Estonian or Russian language and literature (as language of instruction; literature begins in grades 4-6). "Natural Sciences" in grades 1-3 and 4-6 comprises science and in grades 7-9 geography, biology, physics, chemistry and science. "Social studies" comprises in grades 1-3 personal, social and health education (PSH) and in grades 4-6 and 7-9 history, PSH, civics and citizenship education.

"Second language (Language 2)" can be English, Russian, German or French, "Other languages (Language 3)" can be English, Russian, German, French or some other language. "Language 2" begins in grades 1-3; "Language 3" in grades 4-6. "Physical Education and Health" consists of physical education and "Arts Education" comprises in grades 4-9 technological studies, handicraft and home economics. In schools with a language of instruction other than Estonian, studying a second foreign language (Language 3) is not compulsory. Instead, students have to study Estonian as a second language (Language 2).

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

*Notes on the flexibility in the curriculum:* See below the vertical flexibility between grades at primary and lower secondary level:

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

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

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

[Back to 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 2018/19 is 188.

*Notes on subject allocation:* The category "Natural Sciences" includes geography.

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

*Subjects reported in the category "Non-compulsory curriculum":* The non-compulsory curriculum refers to an optional foreign language. The recommended time for the first optional foreign language (12 hours) refers to grades 3-9, although it can start already in grade 1. The minimum instruction time recommended for the second optional foreign language (4 hours) covers grades 7-9, although it can start already in grade 1.

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

*Notes on the flexibility in the curriculum:* Schools and education providers can start the instruction of subjects with flexible timetable already from grade 1. Subjects with flexible timetable are foreign languages, history and social studies, home economics, guidance counselling and two non-compulsory languages.

In the case of foreign languages, schools and education providers can start the instruction already in grade 1, and they must do it in grade 3 at the latest in the case of the first foreign language, and at least in grade 6 in the case of the second foreign language.

See below the vertical flexibility between grades at primary and lower secondary level:

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

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

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

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

### France:

*Deviation of coverage from that specified in the manual:* The "Homework done" programme, implemented in all lower secondary state schools allows willing students in grades 6 to 9 to benefit from a time dedicated to the completion of assignments under the pedagogical supervision of teachers or non-teaching staff. Depending on local needs, the hours devoted to the "homework done" programme can take place on vacant time slots in the timetable, during lunchtime break or self-study time in late afternoon. The hours devoted to this programme have not been included in the intended instruction time as only students willing to participate are concerned. ([Reference](#)).

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

*Notes on subject allocation:*

Natural sciences: In grades 1-3, it refers to the field of study called "questioning the world" which covers notions of Science, History-Geography, Technology, ICT and also integrates Ethics and Moral education (called 'Civic and Moral Education' in France). In grades 4-6, it includes Technology.

Mathematics: In grades 4-6, it includes ICT (notions of computer science (programming)).

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

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

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

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

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

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

Total compulsory curriculum: In grades 6-9, *Accompagnement personnalisé* (i.e. tailored teaching and support to all students including Children with Special Needs) and interdisciplinary projects (*Enseignements pratiques interdisciplinaires*) are included in Total compulsory instruction time and integrated in all subjects. In grade 9, a week for the close observation of the professional environment is also included: it applies to all students and takes place during instruction time - no additional time is mentioned. It was introduced in 2005/2006.

*Subjects reported in the category "Other subjects":* Grade 6-9: 10 hours of "Form time". Grade 10: 82 hours = 10 hours of "Form time" + 72 hours of *Accompagnement personnalisé* (i.e. methodological support/tailored teaching, knowledge enhancement and careers guidance). On individual tutoring in general and technological upper secondary, see [Circular No. 2010-013 of 29-1-2010](#).

*Subjects reported in the category "Non-compulsory curriculum":* It is possible to cumulate several optional courses within the limits of what the school can offer, within the limits imposed by the organisation of timetables and the use of the teaching hours each school is allocated. The non-compulsory curriculum includes in grade 6 (72 hours/year = 2 hours/week) a second foreign language or a regional language (Regional Languages and cultures) that cannot exceed 6 hours per week when it is combined with the first foreign language. Each school is free to choose the distribution of the 6 hours according to their needs. In grade 7 (180 hours/year), non-compulsory curriculum can include 1 hour/week of Languages and cultures from Antiquity (Latin and ancient Greek), 2 hours/week of a regional language (Regional Languages and cultures) and 2 hours/week of a "European languages and cultures" course based on one of the two foreign languages studied. In grades 8-9 (252 hours/year = 108 hours), non-compulsory curriculum can include 3 hours/week of Languages and cultures from Antiquity (Latin and ancient Greek), 2 hours/week of a regional language (Regional Languages and cultures) and 2 hours/week of a "European languages and cultures" course based on one of the two foreign languages studied.

In grade 9 (specific forms), it includes discovery of the world of work. In grade 10, a third foreign language (language 4) or arts activities can be chosen if not yet taken as compulsory options. The chosen elective subject can amount up to 108 hours per year for a third foreign language or 72 hours/year if the student chooses an art workshop.

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* Data is provided for academic year 2017-2018 (Source: [Repères et références statistiques sur les enseignements, la formation et la recherche](#) (RERS) 2018, fiche 4.15 (grade 6), fiche 4.17 (grades 7-9) and fiche 4.11 (grade 10);

Grade 6: A second foreign or regional language (13.7%) (in public and private schools)

Grade 7: Latin (18.6%), introductory course to Latin and ancient Greek (0.4%)

Grade 8: Latin (17.4%), ancient Greek (0.1%), introductory course to Latin and ancient Greek (0.3%)

Grade 9: Latin (14.1%), ancient Greek (2.0%), introductory course to Latin and ancient Greek (0.4%)

Grade 10: Art activities (6.6%), art workshop (0.2%), other elective subjects (0.1%) (in public and private schools)

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

### Germany:

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

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

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

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

Most teachers in Germany are employed as civil servants. Civil servants are not allowed to strike and all public sector industrial action is illegal by definition.

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

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

### Greece:

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

*Percentage of students following the reported curriculum:* In general public schools: Primary education: 93%; Lower secondary education: 96%.

*Notes on the duration of the school year, school week and period length:* In primary schools, lessons begin on the 11th September and end on the 15th June of the following year (in the current school year, lessons end on the 14th June as the 15th June is Saturday). For school year 2018/19, the instruction days in primary schools amount to 176 and are organised in 35-36 weeks that include 5 days, from Monday to Friday. In lower secondary schools, lessons begin on the 11th September and end by 31 May. For school year 2018/19, the instruction days in lower secondary schools amount to 166 and are organised in 33-34 weeks that include 5 days, from Monday to Friday. The exam period begins on the 1st of June; it has two phases and is completed by the end of June. Students who fail one or more subjects are offered additional days of instruction within June before they repeat the examinations at the end of June. These additional days of instruction have not been included in the number of instruction days, because it is not clear at this moment how many periods will be needed in each school. The above teaching days for school year 2018/19 (176 for primary schools and 166 for lower secondary schools) exclude days when schools are closed for festivities, such as national holidays, days when students are not expected to be at school or examination periods.



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

The compulsory curriculum of lower secondary schools comprises of six or seven periods per day (32 periods per week), of which 30 periods every week last 45 minutes, while two periods last 40 minutes. The periods of non-compulsory curriculum last 45 minutes in the case of remedial classes and 60 minutes in the cases of classes working on projects concerning culture, ecology, health issues, career options and entrepreneurship.

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

In primary education:

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

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

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

Compulsory flexible subjects chosen by schools: It correspond to what is called "Flexible Zone" (three or two hours per week in grades 1-4), in which cross-thematic teacher initiated programmes are developed. These programmes can be dedicated to activities pertaining to environmental education, health education, culture and arts, etc.

In lower secondary education:

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

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

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

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

Other languages (Language 3) corresponds to the second foreign language in grades 7-9. Students choose among French, German and Italian.

Compulsory flexible subjects chosen by schools corresponds to what is called "Thematic Week". It is one week per school year when the "normal" timetable is left aside and each school designs the thematic activities that will take place. It corresponds to 32 hours per school year for each grade of the lower secondary (grades 7-9).

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

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

In the lower secondary, it includes a) remedial instruction on mathematics, modern and ancient Greek, physics, chemistry, and English (each period lasts 45 minutes), b) classes working on projects concerning culture, ecology, health issues, career options and entrepreneurship that last 2 hours a week. Students can follow remedial courses for only one subject or for all of them (1 to 11 periods per week for students of grade 7 and 1 to 12 hours per week for students of grades 8-9) and can choose one or two projects (2 or 4 hours per week).

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* During the current school year compulsory curriculum in the primary level is attended by 28% of primary school students. In the secondary level, where both the remedial courses and the activities-projects began in December, information on the percentage of students attending non-compulsory instruction is not yet available for all regions. [Back to main table for this Indicator](#)

### Hungary:

*Notes on methodology:* The "new" legislation concerning all grades stipulates an obligatory weekly number of classes while the "older" regulation recommended an annual number of classes. In the school year 2018/19, the weekly number of classes is given due to the fact the old regulation has phased out. The Ministerial Decree No 13/2018. (VI. 14.) (EMMI rendelet) stipulates the number of the school days.

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

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

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

Compulsory hours in Practical and vocational skills in grades 9 and 10 are due to the inclusion of the *Szakgimnázium* track and do not necessarily represent policy reform.

*Notes on the duration of the school year, school week and period length:* In general, classes last 45 minutes but schools may also organise longer or shorter ones. No class may take more than 90 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are considered to be organised in 45-minute lessons. Breaks between curricular and extracurricular lessons should be taken to provide rest for children.

The regulation for *Szakgimnázium* is different from the regulation for *Gimnázium*. The Annex 14 to the ministerial decree Number 51/2012 (EMMI rendelet) stipulates the weekly number of lessons.

*Notes on subject allocation:*

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

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

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

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

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

Compulsory flexible subjects chosen by schools: *Szabadon tervezhető órakeret* (schools allocate this amount of time to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes) for grades 1-4; two classes of *Szabadon tervezhető órakeret* plus Drama-Dance, or Homeland and Peoples for grade 5 (school also have to choose between these two, dividing the number of classes to teach both is not allowed); three classes of *Szabadon tervezhető órakeret* for grades 6-8; four classes per week of *Szabadon tervezhető órakeret*, Drama-Dance or media (1 class per week) for grade 9 in *Gimnázium* (schools have to choose one of these two subjects); four classes per week of *Szabadon tervezhető órakeret* for grade 10 in *Gimnázium*

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

### **Iceland:**

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

*Notes on the duration of the school year, school week and period length:* National Curriculum Guidelines allocate a certain number of minutes per week for each subject over three periods, 1-4 grades, 5-7 grades and 8-10 grades. Schools and local educational authorities have autonomy in organising the distribution of weekly instruction time within these periods.

*Notes on subject allocation:* Two foreign languages are compulsory, English and Danish (in some cases Norwegian or Swedish). Schools are free to decide how much time should be assigned for the first and the second foreign language (Languages 2 and 3), within the limits of the intended curriculum for foreign languages. Additional foreign language instruction (Language 4) is included in compulsory options chosen by the students.

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

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

integrated manner as the reference timetable allows certain flexibility within subject areas between the three grade stages.

See below the vertical flexibility between grades at primary and lower secondary level:

Subjects	Primary**							Lower secondary (general programmes)**		
	1	2	3	4	5	6	7	8	9	10
Reading, writing and literature, Mathematics, Natural sciences, Social studies, Language 2, Language 3, Physical Education and Health, Arts Education, Religion/Ethics/Moral education, ICT, Practical and vocational skills, Other Subjects, Compulsory options chosen by the students, Compulsory flexible subjects chosen by schools										
Language 4	a	a	a	a						

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

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

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

### Ireland:

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

Primary education (ISCED 1) includes six years of compulsory schooling (i.e. grades 1-6 providing for 6 to 12 year old pupils). However, although compulsory education does not begin until age 6, ISCED 1 in Ireland also includes two years (called junior and senior infant classes) that provide for 4-5 year old pupils, where schooling is not compulsory. Approximately half of all four-year and almost all five-year-olds are enrolled in primary schools. These infant classes are not included in the data as they fall outside the definition of compulsory schooling. Teachers of all grades at ISCED 1 have common qualifications and are paid centrally by the Department of Education and Skills in accordance with a common salary scale.

Secondary education (ISCED 24 and 34) includes four years of compulsory schooling (i.e. grades 7-9 at ISCED 24 providing for, typically, 13-15 year old students (chronologically these are years 9-11 from the start of junior infants) and grade 10 at ISCED 34 providing for, typically, 16 year old students). However, the last two years of ISCED 34 are not reported because schooling is not compulsory, but is attended by most students (i.e. Grades 11-12, or chronological years 13-14 of education, providing for 17 and 18 year old students).

*Notes on major changes in educational system:* Curriculum reform at lower secondary level (ISCED 24) commenced in 2014 and is being implemented on a phased based up to 2021. The phased implementation includes the introduction of new specifications (syllabuses) for the different subjects offered at this level. The curriculum reform gives schools considerable flexibility to design their learning programmes at lower secondary level (ISCED 24). The data collection on Intended Instruction Time for the school year 2018/19 reflects the phasing in of the curriculum reform at lower secondary education and the flexibility afforded to schools in designing their programmes of learning.

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

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

Although schools have flexibility, they are still required to ensure that students study Language 1 and Language 2 (English or Irish depending on the medium of instruction in the school) and Mathematics. In addition, students are required to study Physical Education (minimum time has been reduced from 2 hours to 1.34 hours per week), Civic Social and Political Education (CSPE) and Social Personal and Health Education (SPHE) as core components of Wellbeing, a new mandatory area of learning.

*Notes on the duration of the school year, school week and period length:* In Ireland, primary schools are typically required to be open to pupils for a minimum of 183 days annually for student instruction. During 2018/19, individual schools were permitted to close for two days: one day to facilitate whole teaching staff engagement in continuing professional development in support of the introduction of a new language curriculum and one day to facilitate polling in a referendum to change an article in the Irish constitution (the majority of schools at primary level (ISCED 1) in Ireland are used as polling stations for elections and referendums). For primary education (ISCED 1), each day consists of 5 hours and 40 minutes with 40 minutes allocated to breaks and general recreation. The duration of lessons may vary in primary schools but the average is 30 minutes.

At secondary level (ISCED 24 and 34), schools are typically required to be open to pupils to receive instruction for a minimum of 167 days. During 2018/19, individual schools were permitted to close for two days (Circular 0015/17) to facilitate whole-school planning and continuing professional development for teachers in support of the introduction of new curriculum and assessment arrangements at lower secondary level (ISCED 24). The duration of lessons is not specified in any directive to schools. While the length can vary, lessons usually last 40 minutes.

*Notes on subject allocation:* In primary education (ISCED 1), the list of prescribed subjects and instruction time to be allocated makes up most of the school week. The school week also includes 2 hours of discretionary time at grades 1-6 which can be allocated, at the teacher's and at the school's discretion, to any of the six curriculum areas or to any of the subjects within them. In line with the measures outlined in the National Literacy and Numeracy Strategy, since January 2012 all primary schools have been required to increase the time spent on the development of literacy skills by one hour per week (i.e. from 7.5 hours to 8.5 hours for grades 1-6), particularly in the first language of the school. They have also been required to increase the time spent on mathematics by 70 minutes per week (i.e. from 3 hours to 4 hours 10 minutes for grades 1-6.) Schools have been requested to make provision for these arrangements through a combination of approaches such as integrating literacy and numeracy with other curriculum areas, using some or all of curriculum discretionary time (two hours) for literacy and numeracy activities, and re-allocating time spent on other subjects in the curriculum to the development of literacy and numeracy. In the data reported, this increased time has been already reflected for grades 1-6 (additional one hour in literacy and one hour in mathematics). The other additional 10 minutes per week for mathematics (Grades 1 to 6) is drawn from legacy time given to roll call and assembly which is recorded under the category "Other subjects".

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

Irish is compulsory for Year 3 of lower secondary education (ISCED 24) (unless students are exempted in special circumstances) but the time allocation is not specified, except in schools where Irish is the language of instruction (Circular 25/12). It is covered in the category "Compulsory subject with flexible timetable" as there is no specific allocation of time specified in the syllabus in Irish for these years. As part of the curriculum reform at lower secondary level (ISCED 24), a new specification (syllabus) has been introduced for Irish for students who commenced Year 1 of lower secondary education in 2017/18. This new specification provides for a minimum of 240 hours of instruction over the course of the three years of ISCED 24 or on average a minimum of 2.4 hours per week.

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

Civic, Social and Political Education (CSPE) and Social, Personal and Health Education (SPHE) are specified for delivery in one period at Years 1 and 2 of lower secondary education (ISCED 24), typically of 40 minutes per week and are thus allocated as 0.67 hours to "Social studies" and 0.67 hours to "Other Subjects" respectively. As part of the curriculum reform at ISCED 24, CSPE and SPHE are required components of a new compulsory area of learning, Wellbeing that has been introduced for students who commenced ISCED 24 Year 1 in 2017/18. Schools are required to provide for a minimum of 70 hours of instruction in each of CSPE and SPHE to these students over the course of the three years of ISCED 24 or on average a minimum of 0.7 hours a week.

"Physical Education and Health" is allocated a fixed number of hours (2 per week) for students in ISCED 24 Year 3 in line with Rules and Programme for Secondary Schools. As part of the curriculum reform at ISCED 24, Physical Education is now a required component of Wellbeing, a new mandatory area of learning for students that



commenced ISCED 24 Year 1 in the 2017/18 school year. Schools are required to provide for a minimum of 135 hours of instruction in Physical Education to these students during the course of the three years of ISCED 24 or on average a minimum of 1.34 hours each week.

For students in ISCED 24 Year 3, the Rules and Programme for Secondary Schools identifies the following subjects which schools may draw from in order to fill the total amount of compulsory instruction time. These are in addition to the compulsory subjects (with prescribed time) and reported in the category "Compulsory flexible curriculum chosen by the students": history, geography, Latin, Ancient Greek, classical studies, Hebrew studies, French, German, Italian, Spanish, science, technology, home economics, music, art-craft-design, materials technology (wood), metalwork, technical graphics, business studies, environmental and social studies, religious education.

The final year of compulsory education is technically the first year of general upper secondary education (ISCED 34) for many students. This is called "transition year", but it is not compulsory and many students directly enter other programmes after general lower secondary education (ISCED 24) such as the Established Leaving Certificate or the Leaving Certificate Applied programme which is more vocational-oriented than general upper secondary education (ISCED 34). In the transition year, while subjects like English, Irish, mathematics and physical education must still be offered, the only subject which is nationally designated a specific time (Circular 37/10) is an aspect of SPHE, called Relationships and Sexuality Education (RSE). Six periods across the two or three years of senior cycle (ISCED 34) must be allocated to this subject but it need not be timetabled every week. Schools are also free to design their own subjects and curricula to a far greater degree during the transition year than has been the case in general lower secondary education (ISCED 24), or in other years.

In general upper secondary education (ISCED 34), the "Compulsory flexible curriculum" assumes a period or two per week for guidance, and three other subjects, each provided within blocks for four or five periods per week. The number of compulsory subjects varies depending on the school type that a student attends. Only (i) English, (ii) Irish, (iii) Mathematics, (iv) Civic, Social and Political Education and (v) Social, Personal and Health Education are compulsory in all schools at this level. This is outlined in the Rules and Programme for Secondary Schools (2004 edition). The calculation for literacy and mathematics is based on 5 days and 40 minutes per day, i.e. 3.33 hours weekly.

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

*Notes on the flexibility in the curriculum:* The curriculum reform at general lower secondary education (ISCED 24) provides for vertical flexibility within individual subjects across the three years of this level. However, it is not possible to reflect this in the current survey as the introduction of new subject specifications that accommodate this vertical flexibility is happening on a phased basis for individual subjects and as students enter Year 1 in ISCED 24. It is only when the curriculum reform at ISCED 24 is fully implemented in 2021 that it will be possible to accurately represent the vertical flexibility envisaged in the curriculum reform.

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

### Israel:

*Notes on methodology:* The scope includes both public and government-dependent private institutions.

Only longitudinal mandatory hours are reported. The report applies to students under the supervision of the Ministry of Education only. Subjects which award a vocational qualification, in schools supervised by the Ministry of Work and when successfully completed, were excluded from this report. The class sessions reported here represent only the state public education. The class sessions of *Talmud Torah* and the recognised Ultra-Orthodox Hebrew sector (*Tarbuti Yhudi*), which are about 8% each, are not considered in these figures because they are not enrolled in state official education. The independent education *Nets* (*Atzmai*, *Maayan* and the recognised education) are included in the data of the primary education.

The reported instruction time is a weighted average based on the proportion of classes for the primary and lower secondary education, and on the proportion of students for the upper secondary education by sector. Upper secondary education is divided into four distinct tracks: state education (non-Jewish education included) (56.6%), state-religious education (9.8%), sciences & tech (non-vocational) track (27.6%) and religious sciences & tech (non-vocational) track (5.9%). Students were allocated to educational levels according to the ISCED definition: Students aged 6-11 are enrolled in primary education, students aged 12-14 are enrolled in lower secondary education, and students aged 15-17 are enrolled in upper secondary education. As a rule in Israel, students in the primary education are aged 6 to 11 but in some schools enrolment in primary education is until age 13 (grade 8). In general, in lower secondary education students are aged 12-14. In upper secondary education they are aged 15-17, and in some schools 14-17.

*Percentage of students following the reported curriculum:* 92%.

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

As a rule, the actual instruction time scheduled by the ministry is the same as the intended instruction time.

*Notes on subject allocation:* For the non-Jewish sectors (Druze and Arab institutions), Hebrew is reported as Other languages (Language 3) as another national language.

In primary education, practical computer uses are taught mainly for core subjects: Hebrew, English, mathematics and science. The average learning hours for primary education includes the hours of the "Long School Day" programme which are additional to the allocated base hours. This year, 29% of the primary classes are participating in this programme. As an average over all classes for students aged 6-11, 1.3 hours were added to the Compulsory flexible subjects chosen by schools.

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

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

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

### Italy:

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

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

For lower and upper secondary education, instruction time data is reported based on the legal requirements. In the lower secondary education, 88.2 % of students follow a timetable of 30 hours per week. However, in the music branch (attended by 7.5% of students), one hour per week is added to the weekly timetable for each instrument for a maximum of three instruments. Therefore the weekly timetable in the music branch ranges from 31 to 33 hours per week.

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

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

*Notes on the duration of the school year, school week and period length:* According to legislation, schools are required to provide instruction for at least 5 days a week and for at least 200 days per year. However, the annual instruction time is commonly calculated based on an average of 33 weeks. Schools have autonomy in the distribution of the timetable both over the week and the school year. In many schools, especially at secondary level, lessons are distributed over 6 days. One hour lasts 60 minutes. Schools can organise the timetable in periods lasting less than 60 minutes, provided that the sum of periods corresponds to the total amount of time foreseen by the timetable.

At the primary level, the minimum annual instruction time is calculated according to the minimum weekly timetable of 24 hours for 33 weeks, which was gradually introduced since school year 2009/10. However, schools most commonly work according to the weekly timetable of 27 hours a week (891 hours per year) and several schools also offer the 40-hour timetable.

*Notes on subject allocation:* At all levels of education, the teaching of Citizenship and Constitution is included in the timetable of the history/geography/social teaching. In the lower secondary level, the instruction time for this subject is included in Reading, writing and literature category, while for primary and upper secondary levels it is included in Social studies category.

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

At lower secondary level, Reading, writing and literature includes history and geography, Citizenship and Constitution and 1 hour of in-depth studies in literacy learning. Mathematics category includes sciences. No indication is given on the distribution of hours among subjects in the same area. Music (included in Arts Education) is taught as a separate subject (2 hours/week). The hours foreseen for the second foreign language (Language 3) can be used for complementary teaching of the first foreign language (Language 2), English, up to a total of 5 hours/week. At upper secondary level (grades 9 and 10), Mathematics category includes ICT (ICT is taught as a separate subject in the applied sciences option of the *liceo scientifico*).

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

In the *Liceo delle scienze umane* track, Social studies category includes history and geography, Human Sciences (anthropology, pedagogy, psychology, sociology) as well as Law and Economy.

*Subjects reported in the category "Other subjects"*: Latin and literature in the *liceo scientifico* and *liceo classico* and ancient Greek and literature in the *liceo classico*. [Back to main table for this Indicator](#)

### Japan:

*Notes on methodology*: The intended instruction time indicated in the Enforcement Regulation for School Education Act and the results of the "The curriculum formulation and implementation survey for public primary and lower secondary schools (2015)" are calculated in units of 60 minutes.

The average numbers of instruction day per year and the instruction time in compulsory general education are calculated using the numbers of instruction time indicated in the Enforcement Regulation for School Education Act and the instruction time reported as planned instruction time at each school at the beginning of the school year.

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

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

### Korea:

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

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

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

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

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

*Subjects reported in the category "Other subjects"*: For the first two years of primary education, students study Natural Sciences, Social studies, Physical Education and Health, Arts Education, and Religion/Ethics/Moral education in an integrated way through interdisciplinary subjects, which were classified as Other subjects. The subjects are named Disciplined Life (grades 1-2: 128 hours over two years), Intelligent Life (grades 1-2: 192 hours), Pleasant Life (grades 1-2: 384 hours) and Safe Life (grades 1-2: 64 hours).

Creative Experiential Learning Activities (grades 1-12): At primary school level, it is recommended that ICT, health education, and Chinese Characters and Classics are systematically taught through Creative Experiential Learning Activities as well as related subjects. At lower secondary education level, they consist of self-initiated activities, club activities, volunteer activities, and future career activities.

"Free-semester": Implemented since 2016, one of the first three semesters of lower secondary education is operated as "Free Semester", which allows students to explore their career paths and to obtain vocational experiences through extracurricular programmes. During this semester, Free-semester activities (future career activities, selective activities, club activities, and arts & sports activities) are allocated in the curriculum for 8-14 periods per week.

*Notes on the flexibility in the curriculum:* See below the vertical flexibility between grades at primary and lower secondary level:

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

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

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

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

### Latvia:

*Notes on methodology:* The data on instruction time are provided based on the legislative acts reported in [Table X3.D1.1](#) (Sources and References). Weighted averages of the two main education sample plans (model programmes) are reported (curriculum of model programme with Latvian language of instruction and curriculum of model programme for ethnic minorities).

*Percentage of students following the reported curriculum:* 100% (according to the Ministry of Education and Sciences, 72% of all pupils are in programmes with Latvian language of instruction and 28% are in minority education programmes in full-time general education schools (in 2017/18)).

*Notes on the duration of the school year, school week and period length:* According to the General Education Law the school year lasts 34 weeks in grade 1, 35 weeks in grade 2 to 8 and 37 weeks in grade 9 which corresponds to 170, 175 and 185 days (without national holidays), respectively. In 2018/19, there are 5 national holidays: 18 November 2018 (Proclamation of the Republic of Latvia, transferred to Monday, 19 November); 19-22 April 2019 (Easter); 1 May 2019 (Convocation of the Constituent Assembly of the Republic of Latvia; Labour Day); 4 May 2019 (Restoration of Independence of the Republic of Latvia, transferred to Monday, 6 May); therefore the actual number of instruction days in school year 2018/19 is 165 days in grade 1, 170 in grades 2 to 8 and 177 in grade 9. The dates for the beginning and end of the school year 2018/19 are set by the Cabinet of Ministers' Regulations on the Beginning and End of School Year 2018/19 (issued in December 2017).

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

At the beginning of the school year the director approves the lessons plan for the year. Every year a school decides on project week activities for grades 1-9, informing pupils and their parents in advance. Learning excursions, subjects Olympiads, sports activities and other activities related to teaching and upbringing may not exceed 5 days a school year.

*Notes on subject allocation:* All subjects are allocated according to the subject categories listed in the table although allocation might be different according to the National Basic Education Standard where, for example, the subject Literature belongs to the arts education sphere, and geography belongs to the technology and sciences sphere. However, in the data table, literature is part of literacy learning and geography is part of "Social studies".

According to the National Standard for Basic Education Subjects and Standards for Basic Education Subjects as well as the Basic Education Sample Plans (2014), in the 1st model for the 1st variant of the sample plan for a basic education programme for ethnic minorities, the subject Ethnic Minority Language (grades 1-9) included in "Other subjects" category, is taught in the respective ethnic minority language. The same applies to the subjects Literature (grades 4-9, included in "Arts Education"), mathematics (grades 1-4) and Ethics/Introduction to Christianity (grades 1-3, included in "Compulsory flexible subjects chosen by students"). The language of instruction is Latvian in the following subjects: Latvian language and literature (grades 1-9), IT (grades 6-7), natural sciences (grades 4-6), biology (grades 7-9, included in "Natural Sciences"), physics (grades 8-9, included in "Natural Sciences"), chemistry (grades 8-9, included in "Natural Sciences"), geography (grades 7-9, included "Social studies"), world history and history of Latvia (grades 6-9, included in "Social studies"), Social Studies (for grades 7-9, included in "Social studies"), crafts (for grades 4-9, included in "Practical and vocational skills"), sports (for grades 4-9), music (for grades 4-9, included in "Arts Education") and visual arts (for grades 4-9, included in "Arts Education"). Other subjects are taught bilingually using Latvian language and the language of ethnic minorities.

In grades 1-3, pupils can choose between the subjects Ethics and Introduction to Christianity which are taught one lesson/period per week.

In addition to the total load of learning lessons, the following activities have to be included: (1) Class upbringing period (indicated in category "Other subjects") – at least one period for each class every week; (2) optional lessons



for groups of pupils on a voluntary basis (and according to parents' application). Optional lessons may include singing in chorus, dance, brass bands, theatre classes, creative design, foreign language lessons etc. It is not mandatory to attend optional lessons; (3) lessons for individual work with pupils who need additional support or with talented pupils; (4) prolonged-day groups.

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

There must be at least one period (not regarded as teaching but upbringing) for all the grades every week called class assemblies or upbringing, organised by the class teacher. Class assemblies are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, development of personality, leadership, critical thinking, creative thinking, financial literacy, entrepreneurship skills, career guidance etc. The standard model defines number of lessons chosen by schools: one lesson for grade 1; 2 lessons for grade 2; no lesson for grade 3, 6 and 9; 4 lessons for grade 4, 5 and 7; and 6 lessons for grade 8. The Standard (approved by the Regulation of the Cabinet of Ministers) recommends using these lessons for provision of the subject Physical education (Sports).

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

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* In Latvia, there are both extracurricular activities (offered by schools and interest-related education institutions) and non-compulsory/elective subjects *fakultativi* (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).

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

### **Lithuania:**

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

*Percentage of students following the reported curriculum:* Primary education 91.3%; lower secondary education 91.8%.

*Notes on the duration of the school year, school week and period length:* The duration of the school year, school week and period length is indicated in the legal acts "General Teaching Plan for the Primary Education Curriculum 2017/18 and 2018/19" and "General Teaching Plans of the Basic and Upper Secondary Education Curricula for 2017/18 and 2018/19".

*Notes on subject allocation:* The subject allocation provided in the Lithuanian legal acts almost correspond to the subject allocation given in the "Eurydice-OECD Instruction Time data collection 2018". The only ambiguity could be that according to the Lithuanian documents Ethics and Religion are compulsory option chosen by the student and in Eurydice-OECD report these subjects are allocated to the category "Religion/Ethics/Moral education".

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

*Subjects reported in the category "Other subjects":* Human safety.

*Subjects reported in the category "Non-compulsory curriculum":* General Teaching Plan for students of grades 5-10 includes both compulsory subjects and chosen subjects, optional subject courses. The content of all subjects is determined in study programs which are approved by the Minister of Education and Science and (or) prepared by school and approved by a school head.

It is recommended to give minimal number of lessons for students of grade 5. If students of grades 5-10 (and gymnasium grades 1-2) have more lessons for studying chosen subjects, optional subject courses (i.e. the number of minimal compulsory lessons is bigger), a study plan must be approved by parents (caregivers).

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

Students of grades 9-10 (including gymnasium grades 1-2) may choose optional subject courses such as Psychology, Ethnic Culture, etc. In grades 9-10 (including gymnasium grades 1-2) the subject of Information Technologies includes both compulsory course and optional subject course (Programming Basics, Basics of Computer-aided Publishing or Website Design Basics).

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

*Notes on the flexibility in the curriculum:* The schools are required by the legal acts to ensure minimal number of the lessons per week in order to implement General Teaching plans. Flexibility of the curriculum is reflected in the ability to use additional lessons from the non-compulsory curriculum, which varies across schools, for teaching support for low achievers and for personalised teaching and learning for talented students. The basic and upper-education schools have some more flexibility in the curriculum, for example:

- Increasing or reducing the number of the lessons of the concrete subject up to 10%,
- Organising up to 10% of the lessons of the concrete subject not in a classroom or not in a regular way, e.g. class time can be used for a project activities or other activities attractive for students, or
- Implementing a part of the curriculum through the instruction time set for the cognitive and cultural activities.

See below the vertical flexibility between grades at primary and lower secondary level:

Subjects	Primary**				Lower secondary (general programmes)**					
	1	2	3	4	5	6	7	8	9	10
Language 2, Arts Education, Religion/Ethics/Moral education										
Reading, writing and literature, Mathematics, Social studies										
Natural sciences, Technology										
Physical education and Health										
Non-compulsory curriculum										
ICT, Other subjects	a	a	a	a						

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

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

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

### Luxembourg:

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

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

In grades 7-10 the language of instruction is French with German as the first foreign language (Language 2) and English as the second foreign language (Language 3).

*Notes on the flexibility in the curriculum:* The weekly distribution of lessons will depend on the planning of the teaching staff of the group of grades, in accordance with the annual time specified for each subject area and the needs of children. [Back to main table for this Indicator](#)

### Mexico:

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

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

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

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

### Netherlands:

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

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

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

For lower secondary education, weighted averages of the instruction time in different tracks are reported (HAVO, VMBO and VWO). As the number of grades in lower secondary education is 3 or 4 years depending on the track, the fourth year of pre-vocational secondary education (VMBO) was excluded from the calculation.

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

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

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

*Notes on subject allocation:* About 50% of the instruction time in the last grades of primary education is spent on literacy and numeracy (based on a study of the Inspectorate).

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

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

### New Zealand:

*Notes on the duration of the school year, school week and period length:* ISCED 24, 'Lower Secondary' covers Years 7-10 in the New Zealand system. Year 7-8 are part of New Zealand's 'Primary' system and Years 9-10 are part of New Zealand's 'Secondary' system.

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

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

*Notes on subject allocation:* National Administration Guidelines, issued under primary legislation (section 60A of the Education Act 1989) require that all students in years 1-10 of schooling are delivered teaching and learning programmes that give them the opportunity to achieve success in all areas of the curriculum. (Beyond year 10 more specialisation is possible and it is not a requirement for students to cover all subject areas; the number of subjects studied and the depth of subject material will typically be determined at this level by the requirements for earning National Certificates of Educational Achievement, or equivalent qualifications).

The National Administration Guidelines also require that priority is given to achievement in literacy and numeracy, especially in years 1-8, to physical activity that develops movement skills, especially in years 1-6, and that appropriate career education and guidance is provided for all students in year 7 and above.

*Notes on the flexibility in the curriculum:* The requirements in the National Administration Guidelines are expressed in general terms, and schools may meet the requirements in any way they determine is effective. There is no prescribed number of hours of teaching, either in total or of any particular subject, at any level of primary or secondary schooling (providing schools meet the requirement to be open for instruction for a minimum number of mornings and afternoons, each half-day being at least two hours in duration). Neither is there a requirement that lessons be of a particular duration, or at a particular time of the morning or afternoon.

See below the vertical flexibility between grades at primary and lower secondary level:

Subjects	Primary**						Lower secondary (general programmes)**			
	1	2	3	4	5	6	7	8	9	10
All subjects										

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

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

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

### Norway:

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

*Notes on subject allocation:* In lower secondary education (ISCED 24) grades 8 to 10, students can choose between 15 subjects (from 2017/18, the subject programming is introduced) as compulsory options for a total number of 171 hours. Every school must offer at least two different subjects as compulsory options. In addition, a student can choose between a second foreign language (Language 3) and 'in-depth studies' or 'work-related training' for a total number of 222 hours. The 'in-depth studies' give students the opportunity to develop their competences in English, reading writing and literature, Sami, mathematics or work-related training instead of starting a new foreign language subject. Schools can decide which subjects to offer as 'in-depth studies' and how to organise them but they must offer at least one in addition to the second foreign language (Language 3). In 2017/18, 73% of the students had second foreign language (Language 3) while only 15% chose in-depth studies in other languages and 12% in-depth studies in mathematics or work-related training.

*Subjects reported in the category “Other subjects”:* Included in Compulsory options chosen by the students. See *Notes on subject allocation*.

*Notes on the flexibility in the curriculum:* The distribution of teaching hours per subject for the 10-year compulsory education is mainly established for primary schooling (ISCED 1) as a whole (grades 1-7), and for lower secondary schooling (ISCED 24) as a whole (grades 8-10). Within primary schooling the number of class sessions in the core subjects “Reading, writing and literature”, “Mathematics”, “Natural sciences” and “Second language(Language 2)” are prescribed for grades 1-4 as a whole and grades 5-7 as a whole. The school owner (municipality or county authority) is responsible for the distribution of teaching hours at each grade. It is not possible to move subjects and class sessions between the above mentioned levels. Each school has the freedom to organise class sessions within the prescribed teaching hours.

See below the vertical flexibility between grades at primary and lower secondary level:

Subjects	Primary**							Lower secondary (general programmes)**		
	1	2	3	4	5	6	7	8	9	10
Reading, writing and literature, Mathematics, Natural sciences, Language 2										
Social Studies, Physical Education and Health, Arts Education, Religion/Ethics/Moral education, Practical and vocational skills, Compulsory flexible subjects chosen by schools										
Language 3, Other subjects, Compulsory options chosen by the students	a	a	a	a	a	a	a			

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

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

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

### Poland:

*Notes on major changes in the educational system:* Starting in 2017/18 two different approaches to Instruction time are in place. One derives from the old education system (general education: 6-year primary school + 3-year lower secondary school + 3-year upper secondary school) which is being phased out where instruction time was defined per 3-year educational stages. The second one derives from the new structure (general education: 8-year primary school covering both primary and lower secondary education (ISCED 1 and 2) with a 4-year secondary school covering upper secondary education (ISCED 3)) where instruction time is defined per year and by week with subjects indicated. Thus compulsory education covered 9 grades (6+3) in the old system, but the new system covers 8 years of primary school (single structure education covering both ISCED 1 and 2).

The situation in the current school year (2017/18) is as follows: Grades 1, 2, 4, 5, 7 and 8 of primary school have been working with the newly outlined timetables of 2017. Grade 8 of primary school is now in place. Grades 3 and 6 of primary school and grade 9 in lower secondary school (which is being phased out) work with the “old” outline timetables of 2012 where instruction time is defined per 3-year educational stages. See *Notes on methodology*.

In the transitional period where in years 2017-2019 two different structures/programmes coexist so the following definitions of the ISCED 2011 levels are in place. For the school year 2018/19, ISCED 1 refers to grades 1-6 and ISCED 2 refers to grades 7-8 of the 8-year primary school and grade 3 of *gimnazjum* (lower secondary school). Grades 1-2 of *gimnazjum* do not exist as this type of school is being phased out.

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

According to the previous time tables (2012) – which in the school year 2018/19 are still in place in grades 3, 6 and 9 – it is not possible to present numbers of teaching hours in 3-year periods (vertical flexibility). As a consequence, according to the legislation, the number of hours per year for those grades has been calculated by dividing the total number of hours for 3-year periods by 3. In spite of two different methodologies the number of hours is not very different in both systems (old and new).

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



*Notes on subject allocation:* The subject "Natural science" (*Przyroda*) has been taken into account - within compulsory classes - in grade 4 of primary school as two hours per week. In 2018/19 *Przyroda* is taught in grades 4 and 6 due to the coexistence of both (old and new) systems. At the same time in grades 5 and 6 - instead of Natural science - two subjects have been introduced namely geography and biology - 1 hour per subject per week. In grade 7 chemistry and physics have been introduced - 2 hours per subject per week, and for geography and biology the instruction time is 2 hours per subject per week. In grade 8 - teaching of geography and biology has been taken into consideration with 1 hour per subject per week and of chemistry and physics - 2 hours per week. In Poland the subject geography is considered to be a Natural science subject (natural science education). However, for the purpose of the tables provided here, geography has been classified as a subject included in "Social studies".

In the new regulation on outline timetables of 2017 it has been stipulated that in grades 7 and 8 a foreign language is taught for 3 hours per week, and the second foreign language - for 2 hours per week.

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

*Subjects reported in the category "Non-compulsory curriculum":* From grade 4 of primary school and in lower secondary school, students have a non-compulsory subject Education for Family Life. In addition, in primary and lower secondary schools students can attend non-compulsory lessons of religion or ethics (2 teaching hours per week of religion and the amount of instruction time of ethics lessons is left to the discretion of the school head)

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

Data is collected for the subject Education for Family Life and according to the data 70% of students attend these lessons at primary level and 63% at lower secondary level (SIO database, September 2018).

*Notes on the flexibility in the curriculum:* For the school year 2018/19, it only concerns grades 3, 6 and 9 of the education system which is being currently phased out (6-year primary school and 3-year lower secondary school) Instruction time for compulsory classes is given for three-year periods. Education in 6-year primary schools (ISCED 1) is divided into two stages/cycles: First cycle (grades 1-3) and second cycle (grades 4-6). Lower secondary school (ISCED 24) forms the third cycle and encompasses another three-year period (grades 7-9) - i.e. vertically flexible.

In grades 1-3 (early school education) Polish language education, modern foreign language, music education, art education, social education, natural science education, mathematical education, computer classes, technical classes and physical education are taught. In 3-year lower secondary school (which is being phased out and in 2018/19 only grade 9 is left) 450 hours are devoted to teach two modern foreign languages. These hours can be distributed between the two languages at the discretion of the school head - i.e. horizontally flexible.

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

### Portugal:

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

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

*Notes on interpretation:* Regarding the admission to compulsory primary education (at the age of 6), it is important to note that children who turn six years between September 16 and December 31 are also eligible to enter first grade upon request of a parent.

*Notes on the duration of the school year, school week and period length:* 180 days is the minimum number of days per school year according to the current law. For the first four years there are no formal indications on the length of the lessons, they may vary between 45 and 100 minutes, depending on the school choice (options are 45, 50, 60, 75, 90 or 100 minutes).

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

For grades 1-2, 7 hours are allocated to literacy, 7 hours to mathematics. Then 11 hours of compulsory subjects with flexible timetables are distributed as follows: 3 hours to curricular subjects *Estudo do Meio* (study of the environment), which comprises history, geography and sciences; 5 hours are allocated to arts and physical education, 3 hours to *Apoio ao Estudo* (monitored study) and *Oferta Complementar* (Complementary Offer). There

are also 5 hours allocated to non-compulsory activities called *Atividades de Enriquecimento Curricular* (Curricular Enrichment Activities).

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

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

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

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

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

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

At upper secondary level, students may choose among 4 different courses: Sciences and Technology, Social and Economic Sciences, Languages and Humanities, Visual Arts. In all these courses the students have *Português* (literacy learning), a foreign language (Language 2), philosophy (Social Sciences) and Physical education. The other subjects depend on the courses chosen and can be studied for 1, 2 or 3 years.

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

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

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

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

*Notes on the flexibility in the curriculum:* The schools have autonomy to decide within a minimum and a maximum of time granted to subjects and curricula areas per year. In general the instruction time for subjects has a predefined minimum. Schools are autonomous to decide the time of the lesson. Schools may manage up to 25% of the curriculum in a flexible way, provided that they comply with the syllabi, the curriculum learning outcomes and the curriculum guidelines in each course of study and for each subject.

The difference between the minimum established for each subject/group of subjects and the total minimum instruction time was reported in the category "Compulsory flexible subjects chosen by schools". Note that this is not another subject but time to be allocated by the schools to existing subjects. In grades 10-12 the minimum instruction time varies for different courses. The lowest minimum of 25.5 hours per week was reported in grades 10 and 11 but the minimum can also be 27 hours a week. [Back to main table for this Indicator](#)

**Scotland (United Kingdom):**

*Notes on subject allocation:* The Scottish Curriculum for Excellence does not prescribe any minimum instruction time with the exception of 2 hours per week for physical education, but it states the 'experiences and outcomes' that the five levels of the Broad General Education Phase - which span several grades each - must include across eight curriculum areas. Local authorities and schools are responsible for agreeing to the specific subjects and the time allocated to them in each grade.

Although there is no intended instruction time, the Education (Scotland) Act 1980, which reflects previous legislation dating back to 1872, imposes a statutory duty on local authorities to provide religious education in Scottish schools. In the case of religious education in Roman Catholic Schools, - all Catholic schools are expected by the Bishops' Conference of Scotland to follow guidelines established by the Catholic Education Commission on the provision of adequate time for religious education within the school curriculum.

Developing the Young Workforce policy (see <https://beta.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/>) includes an expectation that practical and vocational skills are integrated across a range of subjects in primary education, although there is no formal guidance on instruction time.

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

See below the vertical flexibility between grades at primary and lower secondary level:

Subjects	Primary**							Lower secondary (general programmes)**		
	1	2	3	4	5	6	7	8	9	10
Reading, writing and literature, Mathematics, Natural sciences, Social studies, Language 2, Arts Education, Religion/Ethics/Moral education, Non-compulsory curriculum										
Language 3	a	a	a	a						
Practical and vocational skills										

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

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

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

**Slovak Republic:**

*Notes on methodology:* There is vertical flexibility for upper secondary level (ISCED 34), which lasts 4 years. Since only grade 10 is compulsory, the instruction time for grade 10 is calculated as 1/4 of the time dedicated to upper secondary level (ISCED 34).

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

*Notes on the duration of the school year, school week and period length:* The school year 2018/19 had 186 teaching days. The weekly teaching time was 5 days (Monday to Friday) and one lesson took 45 minutes.

*Subjects reported in the category "Other subjects":* Transport education, sexual education etc.

*Notes on the flexibility in the curriculum:* Flexible hours (for compulsory options) for subjects can be chosen by the school and the students (it depends on the conditions of the school and the interest of pupils/students or their guardians). These can be new subjects such as further foreign languages (Language 3-5), transport education, sexual education, etc. Alternatively, these flexible hours can be devoted to increase the stipulated number of hours for some compulsory subjects. [Back to main table for this Indicator](#)

**Slovenia:**

*Notes on methodology:* Schools implement an adapted curriculum in areas where Italian and Hungarian ethnic minorities live. For this reason the total number of lessons in those schools includes two more lessons per week than the reported curriculum and the distribution of hours between subjects is slightly different due to the fact that all pupils have to learn two languages: Slovenian, and the Italian or Hungarian language. (The adapted curriculum is followed by 3.9% of pupils.)

*Percentage of students following the reported curriculum:* 95.4%.

*Notes on the duration of the school year, school week and period length:* The school year comprises 35 weeks or 175 school days (in grade 9) to 38 weeks or 190 school days (in grades 1 to 8) between the 1st of September and the 31st of August of the following year. Lessons are provided until the 24th of June; for pupils in year 9, lessons

end on June 15th. There are 32 weeks of teaching days and 3 weeks of “days of activities” (*dnevi dejavnosti*) in this grade. In grades 1 to 8, there are 35 weeks of teaching days and 3 weeks of days of activities (*dnevi dejavnosti*). Schools are open five days a week. For the compulsory part of the curriculum the length of all lessons is 45 minutes. Within the non-compulsory curriculum the length of lessons can vary (e.g. 50 minutes for after-school classes) but for the reported activities it is 45 minutes.

*Notes on subject allocation:* In grade 1-3, the subject “Learning about Environment” combines different subject categories; the subject (3 lessons a week) is allocated to the following categories: Natural sciences (1.25 lessons a week), Social studies (1.25 lessons a week) and Technology (0.5 lessons a week). The subject “Natural sciences and technics” (grade 4-5) combine two different subject categories. The subject (3 lessons a week) is allocated to the categories of Natural sciences (2 lessons a week) and Technology (1 lesson a week). There is a lot of ICT content during the compulsory education in Slovenia, accessible to all pupils. ICT is integrated into all the subjects in grades 1-9 and is included in various subjects and also taught as extracurricular lessons. In grades 6-8, it is integrated into the subject Technics and Technology. In grades 7-9, ICT is provided as a core curriculum option as well as a subject in its own right. Religion/Ethics/Moral education is not a stand-alone subject in the Slovene compulsory curriculum and it is mainly integrated into social studies. In grades 7-9, religion and ethics is provided as a core curriculum option as well as a subject in its own right. The subject “Patriotic and citizenship culture and ethics” (grades 7 to 8) is aimed at developing civic competences, social and political instruction, education on religion, ethics and philosophy and has been reported (1 lesson per week) in the category Social studies. The annual compulsory additional 15 days of activities in arts, science, physical education and technology are also included in the respective category. There are 5 sports days in each grade and 3 to 4 days of activities in the field of culture, natural science and technics. Each day lasts 5 lessons.

The Compulsory options chosen by students in grades 7-9 include subjects in the fields of social sciences and humanities, and natural sciences and technology such as ICT, Technology, foreign languages (Language 3-4), Religion/ethics/moral education, Social studies, Physical education, Practical and vocational skills, Arts education and Natural sciences. Schools have to offer at least three subjects from each field, including mandatorily a foreign language, rhetoric, and religions and ethics in the field of social sciences and humanities. Students may be exempted from attending Compulsory options for attending music school with an accredited programme.

*Subjects reported in the category “Other subjects”:* Class discussion periods (grades 4 to 9) are also devoted to setting and discussing rules of behaviour and other issues and to determining how to live according to social principles.

*Subjects reported in the category “Non-compulsory curriculum”:* Schools must provide the following non-compulsory subjects: in grade 1, first foreign language; in grades 4-6: second foreign language, arts, ICT, sports and techniques; in grades 7-9, a foreign language; in grades 7-9, an additional lesson of compulsory options.

The non-compulsory column shows only a small part of the non-compulsory basic school programme. In the non-compulsory column only participation in interest activities (2 lessons per week), supplementary classes (1 lesson per week), remedial classes (1 lesson per week), and an additional lesson of optional subject in grades 7-9 as well as non-compulsory optional lessons in grades 4-6 (2 lessons per week), and non-compulsory first foreign language learning in grade 1 and additional (second) foreign language in grades 7-9, are reported. Students may choose and attend as many lessons and activities as they wish, except non-compulsory optional subjects and the foreign language for which an upper limit applies, namely 2 lessons per week. The report does not include time students spend in morning care (grade 1) and after-school classes (grades 1-5). After-school classes include physical and creative activities, homework, learning, lunch and relaxation. Morning care and after-school classes are guided by official guidelines for implementation and taught by qualified teachers.

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* Participation rates are as follows: in grade 1, first foreign language 91.4%; in grades 4-6, second foreign language 21.8%, techniques 13.8%; in grades 7-9, foreign language 6.5%.

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

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

### Spain:

*Notes on methodology:* The figures provided are national weighted averages calculated according to the following procedure. First, a table with data on regional intended instruction time was filled in for each Autonomous Community, based on the regional regulations on curriculum. Then, the specific weight (in terms of percentages) of each grade in each Autonomous Community was established, based on the statistics on the number of students per grade in each Autonomous Community provided by the Statistics Office of the Ministry of Education and Vocational Training. The latest consolidated data on the number of students was used, corresponding to the school year 2016/17. Finally, the national weighted average for each subject and grade was calculated based on these two kinds of data (intended instruction time and specific weights). The resulting figures are shown in the national “intended instruction time”. In 2014/15, breaks (87.5 hours per year) are not included in the total instruction time as they do not fall into the scope of the data collection, although in primary education this time period is



defined by Autonomous Communities' legislation as compulsory instruction time. Therefore, when compared to the data provided last year, slight changes in the number of hours can be observed. These are due to the changes in the number of students registered in 2016/17, reference year used for the weighted averages in the present data collection.

*Notes on the duration of the school year, school week and period length:* The duration of the instruction periods was considered to be 60 minutes, as this is the way in which the intended instruction time is expressed in the royal decrees of the national core curriculum and in regional regulations on the curriculum for primary and lower secondary education. However, schools can make the necessary arrangements regarding the duration of classes in order to elaborate their own schedules. For this, they always have to respect the distribution within subjects and the global total time established by the Autonomous Community for each grade.

The Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) introduced some changes affecting instruction time, including a higher degree of autonomy at a regional level in the allocation of time to different subjects. In school year 2014/15 they were introduced in grades 1, 3 and 5 (primary education) and in school year 2015/16 they were introduced in grades 2, 4 and 6 (primary education) and in grades 7 and 9 (secondary education) and in school year 2016/17 they are introduced in grades 8 and 10 (secondary education).

*Notes on subject allocation:* The category "Reading, writing and literature" includes the instruction time of the co-official language in the Autonomous Communities to which this applies.

Religion/ethics/moral education: In primary education (grades 1-6) students must choose between "Religion" or "Social and civic values". In secondary education (grades 7-10) students must choose between "Religion" or "Ethical values".

Compulsory options chosen by students: In primary education (grades 1-6) students must choose one of the "specific subjects" offered by the educational administrations in order to comply with the established total instruction time. In secondary education (grades 7-10) students must choose the number of "core subjects," "specific subjects" and the "subjects that are freely structured by the Autonomous Communities" determined by the educational administrations.

Compulsory flexible subjects chosen by schools: Reported data reflect the number of hours that Autonomous Communities have allocated to the subject or subjects of their choice in order to comply with the established total instruction time. According to the LOMCE, in primary education (grades 1 to 6) Arts Education and a Second Foreign Language are optional subjects. In secondary education (grades 7-10) Classical Culture, Arts, Visual and Audio-visual Education, Music, Introduction to Entrepreneurial and Business Activity and Technology are the optional subjects in the list defined by central education authorities, which regional authorities or schools can choose from. In grade 10, academic core subjects, (Biology and Geology, Economics, Physics and Chemistry and Latin) and applied core subjects (Science Applied to Professional Activity, Introduction to Entrepreneurship and Business Activity and Technology) are optional in the list defined by the central education authorities, which regional authorities or schools can choose from. Performing Arts and Dance, Scientific Culture, Classical Culture, Plastic, Visual and Audio-visual Education, Philosophy, Music, Second Foreign Language, Information and Communication Technologies are 'specific and optional subjects' in the list defined by the central education authority, of which regional authorities or schools can choose from. All these subjects are included in the category "compulsory flexible subjects chosen by schools."

*Subjects reported in the category "Other subjects":* In grades 7-10, it includes a weekly group tutorial session, which is compulsory for all students. Tutoring is also included in grades 1 to 6 when it is specifically mentioned in regional regulations. [Back to main table for this Indicator](#)

### Sweden:

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

*Notes on major changes in the education system:* The instruction time has been divided in to three stages; *Lågstadiet* (lower stage) grades 1-3 (ISCED 1), *Mellanstadiet* (middle stage) grades 4-6 (ISCED 1) and *Högstadiet* (higher stage) grades 7-9 (ISCED 2). As there has been a change in the educational act regulating the instruction time, the regulation has been moved from the Education Act (SFS 2010:800) to the Compulsory School Ordinance (SFS 2011:185).

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

*Notes on methodology:* In 2017/18, 71% of the pupils in grade 9 studied a second foreign language (Language 3), with a total of 320 hours for compulsory school (primary and lower secondary). However, it is not compulsory to study a modern language, hence the subject marked as "language option". The hours can also be used for education in mother tongue, Swedish/Swedish as a second language (provided the pupil is already given education in this subject), English and sign language.

In Sweden, the compulsory school also comprises the special school (for children with impaired hearing and/or with severe speech and language disabilities), the Sami school, the compulsory school for children with learning disabilities and international schools. They constitute about 1.5% of pupils enrolled in compulsory school.

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

*Percentage of students following the reported curriculum:* 98.45%.

*Notes on subject allocation:* Education providers decide how to allocate lessons/hours throughout each stage (lower stage, middle stage and higher stage) of compulsory education after receiving suggestions from the principal.

The overall number of hours for compulsory education is 6 890. The number of hours for a subject or group of subjects given in the timetable may be reduced locally by at most 20% to accommodate school options in each stage. However, the number of hours may not be reduced in English, Mathematics and Swedish/Swedish as a second language.

Some particularities are as follows:

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

Social sciences have a minimum instruction time of 200 hours in lower stage, 333 hours in middle stage and 352 hours in higher stage. Social sciences consist of four subjects in middle- and higher stages; geography, history, religion and civics. Regarding to the subjects in social sciences, middle stage pupils are guaranteed a minimum teaching time of 70 hours in each subject. The remaining 53 hours may be distributed freely between the four subjects. In the higher stage, the pupils are guaranteed a minimum teaching time of 75 hours in each subject. The remaining 52 hours may be distributed freely between the four subjects in in higher stage.

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

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

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

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

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

*Subjects reported in the category "Non-compulsory curriculum":* The non-compulsory subject refers to the mother tongue tuition to children of other mother tongue than Swedish. There is no regulated number of instruction hours. The school head decides about the pupils' mother tongue tuition.

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* In 2017/18, 16.1% of all pupils participated in mother tongue tuition to children of other mother tongue than Swedish.

*Notes on the flexibility in the curriculum:* Schools decide how to allocate lessons/hours throughout each stage of compulsory education. The pupil's option enables them to deepen and broaden their knowledge of one or more subjects in school.

In Sweden, the minimum instruction time is recommended/guaranteed for every stage of compulsory education and schools decide distribution of time per year. The number of hours for a subject or group of subjects may be reduced by at most 20% to accommodate school options, except for English, mathematics, Swedish and Swedish as a second language.

See below the vertical flexibility between grades at primary and lower secondary level:

Subjects	Primary**						Lower secondary (general programmes)**		
	1	2	3	4	5	6	7	8	9

Reading, writing and literature, Mathematics, Natural sciences, Social studies, Language 2, Physical Education and Health, Arts Education, Technology, Practical and vocational skills, Compulsory options chosen by the students, Non-compulsory curriculum							
Language 3	a	a	a	a	a		

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

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

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

### Switzerland:

*Notes on years of compulsory education:* Compulsory education in Switzerland starts in most cantons with two years of pre-primary education (ISCED 02) for children aged 4. Including pre-primary education compulsory education amounts to a total of 11 years.

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

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

The figures are presented as weighted averages of the cantonal requirements for each grade and the total instruction time as given by the 26 cantonal timetables (*Studentafeln / grilles horaires*) for compulsory education. The averages are weighted by the number of students per Canton in primary education (6 years) and lower secondary education (3 years) in 2016/17. For the Canton Ticino which has 5 years of primary education and 4 years of lower secondary education, calculations are – for reasons of comparability – based on synthetic 6 years of primary and 3 years of lower secondary education. The instruction time indicated in lower secondary education is not indicated separately, but as a mean for the different tracks (basic and advanced requirements; without baccalaureate schools for grade 9).

The total compulsory instruction time for six years of primary level varies between a minimum of 4 452 and a maximum of 5 255 hours between Cantons. The total compulsory instruction time for the three years of lower secondary level varies between a minimum of 2 341 and a maximum of 3 060 hours.

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

The length of a period varies between 45 (in the majority of the cantons) and 50 minutes.

*Notes on the duration of the school year, school week and period length:* The length of holiday periods and the number of public holidays vary between cantons. The number of instruction days per school year is presented as an average of the number of school weeks per year (varying between 36.5 and 40 weeks) minus an estimated 5 public holidays.

The length of a period varies between 45 (in the majority of the cantons) and 50 minutes.

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

### Turkey:

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

*Notes on subject allocation:* The number of hours reported under “Compulsory options chosen by the students” reflects the compulsory elective subjects that students have to choose as part of the compulsory curriculum. In lower secondary education students have to choose 3 elective subjects per grade. Possible options are: Religion and ethics, subjects related to reading, writing and literature, foreign languages (Language 2-5), subjects related to science and maths, subjects related to arts and sports, and subjects related to social studies. In upper secondary education, the number of subjects students have to choose varies according to the school type. Some possible



options are: Language, Turkish Literature, maths, geometry, physics, chemistry, biology, history, geography, psychology, sociology and foreign languages (Language 2-5).

In upper secondary education a large amount of time is allocated to the compulsory flexible curriculum in most pathways. Students choose among a wide range of elective subjects based on their interest and the programmes they want to follow in tertiary education. In grades 11 and 12, the majority of students study Mathematics and Natural sciences as elective compulsory subjects. Nonetheless, due to the different pathways available, for a small proportion of students Mathematics and Natural sciences are compulsory subjects with defined compulsory instruction time (i.e. in Science High Schools). Likewise, in grade 12, Social studies are also part of the optional compulsory subjects for the majority of students. Yet, for a small amount of students this topic is a subject with defined compulsory instruction time (i.e. in Anatolia Teacher High Schools). Finally, in grade 11, for an important amount of students second foreign language (Language 3) can be studied as a compulsory option (i.e. in High Schools), while in grade 9 and 10 a small proportion of students can study Arts education as a compulsory option as well (i.e. in Science High Schools).

*Subjects reported in the category "Other subjects":* For primary education, "Free Activities" (144 hours per year during grade 1 and 72 hours per year during grades 2 and 3). [Back to main table for this Indicator](#)

### United States:

*Notes on years of compulsory education:* With regard to age of compulsory education, in 2017 there are 11 states (District of Columbia included) which have a starting age of 5, 25 states with a starting age of 6, 13 states with a starting age of 7, and 2 states with a starting age of 8. Fifteen states end compulsory education at age 16, 10 states at age 17, and 25 states (District of Columbia included) at age 18, and one state at age 19. The table can be found here ([link](#)).

*Notes on methodology:* The classification of grade levels into primary, lower and upper secondary schools is decided at the local or state level. While there is general harmonisation across the United States, there is variation around the end of a programme and start of another, typically grades 6 through 9. For a detailed look at the distribution of grades at the primary and secondary levels in the 2016–17 school year (the most recent year of available data), please visit the following tables: public primary ([link](#)) and secondary ([link](#)) schools, by grade span.

Due to the federal nature of the United States education system, there are no data available on standard instruction time as this varies at the local level. The U.S. average instructional time data are a weighted average of state policies related to instructional time. State averages are calculated as either the minimum amount of instruction time per school year, or the minimum time for any day to count as an instructional day multiplied by the minimum amount of instructional days per year. Thus the data refers to estimates based on state requirements of the minimum length of time that constitutes an instructional day.

[Back to 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 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.

[Back to 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. For primary education, the number of hours per week stipulated is 28 or 29 hours (of 50 minutes) per week. The lessons start at the earliest at 8.00 a.m. and finish between 3.00 p.m. and 5.00 p.m. For general secondary education, the stipulated number of hours per week are 28 hours (of 50 minutes) per week is the

minimum and 32 hours (of 50 minutes) per week the maximum. The calculations are based on 32 hours (of 50 minutes) per week (though in secondary education in the arts the maximum is 36 hours (of 50 minutes) per week). The lessons start at the earliest at 8.00 a.m. and finish between 3.00 p.m. and 5.00 p.m.

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

*Organisation of the breaks between lessons:* In the legislation mentioned above, a minimum lunch break of at least 1 hour in primary education and at least 50 minutes for lower and upper secondary education is stipulated. The breaks during the morning and the afternoon are decided upon in full autonomy by the school for all levels of education. Usually there will be a short break halfway through the morning and in some cases a short break halfway through the afternoon.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools can offer additional activities, but the content and mode of organisation is an autonomous decision of the school (no obligation).

*Additional activities during the school holidays:* Schools can offer activities during school holidays, but the content and mode of organisation is an autonomous decision of the school (no obligation).

[Back to 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 on the number of lessons per day. At secondary school, the average is 7-8 lessons per day (except on Wednesdays).

*Organisation of the breaks between lessons:* There is no specific rule on breaks, it depends on each school's organisation.

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

*Additional activities during the school holidays:* Schools are closed during school holidays. Some activities can be organised but the content and mode of organisation is an autonomous decision of the school.

[Back to 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 shifts per day. The first shift is between 6.00 a.m. and 12.59 p.m., the second shift lasts from 1.00 p.m. to 4.59 p.m. and the third shift takes place between 5.00 p.m. and 11.59 p.m. 10.5% of public schools and 20.5% of private schools work on one 7 hours per day shift. These schools have 50% of enrolments in this condition (Source: National School Census).

*Number of lessons in a standard school day:* In Brazil, each state (27) and every municipality (5 000) has the authority to organise the school day. The federal/central government does not have information about this. However, on average a school day at primary and lower secondary level has 5 periods per shift and at upper secondary level there are 6 periods per shift, due to the greater number of subject fields.

*Organisation of the breaks between lessons:* Breaks last between 15 and 20 minutes and are held in the middle of the morning, afternoon or night shift.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Usually, schools offer activities before/after classes and they have the autonomy to organise their non-compulsory activities. The National Education Council Resolution n.2, 13/07/2010 stipulates that 20% of the annual study load should be allocated to programmes and interdisciplinary activities (non-compulsory activities at schools) (Art.17).

*Additional activities during the school holidays:* Each school can schedule activities during holidays or weekends. There is a national programme called "Open School Programme" (*Programa Escola Aberta*) which is financed by the federal government. It is implemented by states and local authorities within their schools (Source: National School Census). Municipalities and states may also have their own programmes.

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

### **Canada:**

*Organisation of the standard school week:* A standard school week is typically 5 days: Monday to Friday. Start and end times vary with each school. Generally start times are between 8:00 and 9:00 a.m. and ending times between 2:30 p.m. to 3:30 p.m. Typically there is 4.5 to 5.75 hours of instruction time, depending upon the grade.

*Number of lessons in a standard school day:* In primary education it is typically up to the teacher and/or school how instruction time is allotted within the instructional day to achieve curriculum outcomes. In lower secondary education there are typically 4 to 6 periods per day but this varies as in some jurisdictions the number of lessons per day is at the discretion of the school. In upper secondary education there are also typically 4 to 6 periods per day. The length of periods can range from 45 minutes to 1.5 hours.

*Organisation of the breaks between lessons:* Exact time of breaks is organised by the individual schools. At all levels of education (primary, lower and upper secondary), there is a midday break (lunch) lasting around 40 to 60 minutes. In primary education there is typically a recess break of 10-15 minutes in the morning (before lunch). In about half of the jurisdictions there is also an afternoon recess (after lunch) of 10-15 minutes. In lower and upper secondary education there are typically short breaks of around 5 minutes between periods to allow for students and/or teachers to move to different classrooms.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* In all jurisdictions schools can offer additional activities before and after school. Typically, this is managed at the school level and the types of activities vary by school. Activities include before and after-school child care (at the primary level), sports, clubs, and help for students. Before and after-school care for students is generally managed by staff whose salaries are paid by parents accessing this services. Activities may also be offered and organised in schools by community groups.

*Additional activities during the school holidays:* Generally this is at the discretion of school divisions or boards or at the discretion of individual schools. Activities may also be offered and organised in schools by community groups. [Back to main table for this Indicator](#)

### **Chile:**

*Organisation of the standard school week:* Chile has two main "paths". Students with JEC (*Jornada Escolar Completa*) usually go to school 8 to 9 hours a day approximately. Students without JEC usually go to school either in the morning or during the afternoon (4 hours a day approximately).

*Number of lessons in a standard school day:* Lessons are composed by periods of 45 minutes. In primary education there are 6-7 periods and in lower and upper secondary education 7-8 periods in a standard school day approximately.

*Organisation of the breaks between lessons:* Usually 15-20 minutes, after 2 consecutive periods of 45 minutes. Larger schools may split their students into 2 or more groups during breaks.

In full day schools (with JEC) in primary, lower and upper secondary levels, weekly time of breaks are calculated as 5 minutes for each class period of 45 minutes, reaching 3 hours and 10 minutes a week, while lunch breaks are calculated as 3 hours and 45 minutes a week, that is, 45 minutes a day (law N° 19.532).

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* School administrators organise these activities. Especially government-dependent private schools may offer leisure activities and sports. Public schools do it with less frequency.

*Additional activities during the school holidays:* Schools organise activities generally in the first month of holidays (January). School administrators organise these activities. [Back to main table for this Indicator](#)

### **Colombia:**

*Organisation of the standard school week:* The school week in Colombia is five days long for at least 40 weeks per annum. The instruction time at pre-primary level amounts to 20 hours as a minimum. At primary level the minimum instruction time is 25 hours whereas 30 hours are the minimum for lower and upper secondary level. At least 80% of the weekly teaching must correspond to the relevant mandatory subject categories natural sciences and environmental education, social studies, arts education, ethics and human values education, physical education, Recreation and Sports, Religious Education, Humanities, English language and other foreign languages, mathematics, technology and IT.

*Number of lessons in a standard school day:* The implementation of the curriculum is the responsibility of each educational institution – e.g. organised by the principal or head teacher – which has to follow the core objectives of primary and secondary education in accordance with the curriculum established by the Institutional Education Project (PEI) (*Proyecto Educativo Institucional*). Yet, the compulsory and core areas of instruction should comprise at least 80% of the curriculum.

*Organisation of the breaks between lessons:* The exact time of breaks is defined by the principal or director of the educational establishment at the beginning of each school year. For this reason school breaks may have different durations.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Colombia has complementary school shifts, which complement the curriculum of educational establishments. The aim of these programmes is to pedagogically guide leisure time activities that strengthen the basic and citizenship skills (recreational, sports, etc.)

*Additional activities during the school holidays:* There are no additional activities offered during the school holidays in Colombia. School activities are performed within the regular school calendar only.

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

### Costa Rica:

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

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

*Number of lessons in a standard school day:* At lower and upper secondary, the average number of lessons taught is eight (8) lessons a day. The day ends at 1:30 pm. Lessons nine, ten, eleven and twelve are used to complete the amount of lessons each group has on a week basis. This is done in order to organise the week schedule for every group.

*Organisation of the breaks between lessons:* In primary schools, students have a break after every two lessons. During the day, they have 4 breaks: first, 10 minutes, second, 20 minutes, third, 40 minutes, fourth, 10 minutes. In lower and upper secondary, there are 5 breaks on day for the students who complete the 12 lessons. In the morning, there are two breaks of 10 minutes each one, and one of 40 minutes to lunch. In the afternoon students enjoy one ten minutes break.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Primary schools can offer leisure, sport, music or artistic activities, after class. One teacher (sometimes more than one) is assigned to be in charge of the corresponding activity. For lower and upper secondary, schools can offer several activities after classes like idioms workshops, club sports, arts, and more.

*Additional activities during the school holidays:* During holidays, schools do not offer activities in primary and secondary schools. [Back to main table for this Indicator](#)

### Czech Republic:

*Organisation of the standard school week:* Compulsory education covers only primary and lower secondary education but not the upper secondary level. The organisation of school time is set down by the Education Act, by decrees and by educational programmes that stipulate the school year, holidays and the weekly and daily regime. The school week, like the working week, comprises five days, from Monday to Friday.

*Number of lessons in a standard school day:* The school head decides on the actual organisation of the daily timetable, within the framework of the general rules set up by legislative and curricular documents. Time for extracurricular activities is not stipulated. The beginning and end of teaching is limited by decree. Classes usually start at 8.00 a.m. but a school head can move the starting time, as long as it is not earlier than 7.00 a.m. The last lesson must finish by 5.00 p.m. at the latest. The school head must allow pupils to enter the premises of the school at least 20 minutes before the commencement of the morning and afternoon lessons respectively. One lesson lasts 45 minutes. Pupils can have a maximum of 6 lessons in the morning and 6 lessons in the afternoon. The maximum number of hours per week is set by the Education Act and the minimum number by the framework curriculum timetable. The number of hours per week for each grade is as follows:

Grade	1	2	3	4	5	6	7	8	9
Interval	18-22	18-22	22-26	22-26	22-26	28-30	28-30	30-32	30-32

For primary education, this gives an average of approximately 4 lessons (45-minutes) per day for the 1st and 2nd grade and approximately 5 lessons (45-minutes) per day for grades 3-5. At lower secondary level a school day consists of approximately 6 lessons (45-minutes).

*Organisation of the breaks between lessons:* There are 10-minute breaks and at least one 15-minute break usually after the first two lessons. The break between the morning and afternoon classes is at least 50 minutes. When instruction is not organised in traditional lessons the distribution of breaks and their length is determined with regard to the nature of the activities and to the basic physiological needs of pupils. Exceptionally, 10-minute breaks can be shortened to 5-minute breaks and breaks between the morning and afternoon classes to at least 30-minutes breaks. This can help to harmonise the end of classes and commuting to school.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* The range of activities offered is at the discretion of schools. Time for extracurricular activities is not stipulated. There are two types of school programmes for developing personal interests at basic schools (*základní školy*), which are regulated by the law: *Školní družina* for pupils of the first stage of *základní škola* (established in the majority of schools), providing education for children before and after-school lessons, and the *školní klub* (school club) for pupils of the second stage of a *základní škola*. In addition, some schools offer other leisure time activities like



sports, art or handcraft courses etc. but it is not regulated by law or curricular documents. Outside schools, other school facilities exist like the *střediska volného času* that provide interest education.

*Additional activities during the school holidays:* The school building can be opened during holidays, depending on the decision of the school head. The *školní družina* normally operates during holidays, but its operation can be interrupted. The school clubs (*školní klub*) normally operate only during school days, but they can also operate during holidays. The *střediska volného času* generally operate during holidays.

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

#### Denmark:

*Organisation of the standard school week:* The organisation of a school week is decided at municipal level or school level and differs from school to school. However, a school week in Denmark is always 5 days. At primary and lower secondary level the number of school days will typically be 200 and the number of weeks 40.

*Number of lessons in a standard school day:* The organisation of a school day is decided at municipal or school level and differs from school to school. Typically the day will be organised in modules of 90 minutes or lessons of 45 minutes starting at 8.00 a.m. or 8.15 a.m. The number of lessons in a standard school day depends on the regulations of the number of hours a year, which varies for different school levels and grades. It is locally decided on the number of hours a year in order to realise the demands for the annual number of teaching hours.

*Organisation of the breaks between lessons:* This is decided at municipal or school level and differs from school to school. Breaks can, for example, be organised as an integrated part of the daily exercise and physical activity for the pupils as a part of the integrated school day at all grade levels to strengthen the children's and young persons' state of health and to support their motivation and learning in all subjects. Normally most schools are planning to use about one hour a day for breaks, or 200 hours a year. Exercise and physical activity during breaks is not a part of the compulsory physical activity and exercise.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools can offer activities before and after classes, but this varies from school to school. In Danish this is called SFO (*Skolefritidsordning* – "school free time arrangement"). The SFOs are run by pedagogues, not by teachers. Since the introduction of the school reform 2014 the same pedagogues will typically take part in assisted learning activities with an aim to develop the pupils' receptiveness to teaching by working with their social competences, diverse development, motivation and wellbeing during the school day in co-operation with teachers. A daily 45 minutes' exercise and physical activity must be part of the integrated school day at all grade levels of the public school in order to further the children's and young persons' state of health and to support their motivation and learning in all subjects. Exercise and physical activity might be part of both the subject-divided lessons, among other things Physical Education and sports, and of the assisted learning. This may happen for example by brief physical activities such as a morning run, ball games etc., and by more time-consuming activities i.e. in co-operation with local sports clubs, cultural centres, or simply by using the physical activity as a pedagogical tool for working with the contents of the subjects.

*Additional activities during the school holidays:* Typically, the SFOs are open and offer activities during the school holidays. [Back to main table for this Indicator](#)

#### England (United Kingdom):

*Organisation of the standard school week:* Regarding the length of the school year the Education (School Day and School Year) (England) Regulations 1999 require all maintained schools to open to educate their pupils for at least 380 sessions (190 days) in each school year. These regulations do not apply to government-dependent private schools (Academies and Free Schools) – as with the length of the school day the academy trust is responsible for deciding the length of the school year.

*Number of lessons in a standard school day:* Regarding the length of the school day, all schools in England are free to decide when their school day should start and end. There are no specific legal requirements about how long the school day should be. Governing bodies of all maintained schools in England are responsible for deciding when sessions should begin and end on each school day. Governing bodies are also responsible for deciding the length of each lesson and the timings for the morning session, the midday break, and the afternoon session.

*Organisation of the breaks between lessons:* The Education (School Day and School Year) (England) Regulations 1999 require maintained schools (public schools) to divide the school day into two sessions, separated by a break in the middle of the day. Other than this, there are no specific legal requirements or recommendations for breaks between lessons.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools are free to offer such classes. The Department for Education promotes the provision of activities outside normal school hours that children take part in voluntarily. They encompass a wide range of activities (breakfast clubs, after-school clubs and extracurricular activities such as sport), and also help meet the childcare needs of parents.

*Additional activities during the school holidays:* Schools are free to offer such activities. The Department for Education promotes the provision of activity outside normal school hours that children take part in voluntarily.

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

**Estonia:**

*Organisation of the standard school week:* An academic year lasts from September 1 to August 31 and consists of academic quarters and school holidays. An academic year contains at least 175 school days in total. One school week comprises up to 5 school days (typical is a 5-day school week). School lessons start at 8.00 a.m. or later. If there are not enough student places in the school, then the participation in studies may be organised in two shifts. The school day in the second shift has to be ended at the latest at 7.00 p.m. Lessons are cancelled when the air temperature is less than 19 degrees in a classroom and less than 18 degrees in the gym.

*Number of lessons in a standard school day:* The Basic Schools and Upper Secondary Schools Act stipulate only weekly workloads for students. At primary level the maximum weekly workload of a student varies from 20 lessons in grade 1 up to 30 lessons in grade 6. At lower secondary level the maximum weekly workload varies between 30 and 32 lessons (30 lessons for grade 7 and 32 lessons for grade 8 and 9 students). The workload of students may be specified in the daily schedule of the school or, where necessary, in an individual curriculum.

*Organisation of the breaks between lessons:* In general education schools, lessons vary with breaks. One break lasts at least 10 minutes for every lesson. Two 45-minute lessons can be taught continuously without a break.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Upon planning and implementing teaching and learning, it is ensured that students' academic workload corresponds to their age and abilities, granting them time for resting and hobby activities. The daily schedule of a school is established by the head of the school and stipulates the sequence and duration of study activities and extracurricular activities supporting the school curriculum such as activities organised in long day groups, hobby groups and studios. The work organisation and daily schedule of a long day group will be established by the head of school, setting a time for doing homework, outdoor recreation and hobby activities. Supervision and pedagogical instruction and guidance during spare time, doing homework, pursuing hobbies and developing interests is offered to students as extracurricular activities organised in a long day group. On the basis of a proposal of the board of trustees, a school will organise the formation of a long day group jointly with the owner of the school.

In extracurricular activities students have the right to use the civil engineering works, rooms and library of their school as well as the teaching and learning equipment, sports, technical and other facilities of the school pursuant to the procedures provided in the internal rules of the school.

*Additional activities during the school holidays:* Schools may offer activities during the school holidays but these activities are not regulated by any legal act. [Back to main table for this Indicator](#)

**Finland:**

*Organisation of the standard school week:* The regulations state that the average time of instruction per week must be at least 19 in grades 1-2, 22 in grade 3, 24 in grade 4, 25 in grades 5-6, 29 in grades 7-8 and 30 hours in grade 9. Otherwise the schools are autonomous in organising the school weeks.

*Number of lessons in a standard school day:* Local autonomy.

*Organisation of the breaks between lessons:* Local autonomy.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Morning and afternoon activities are provided for children in grades 1-2 of basic education and for children admitted or transferred to special needs education in all grades. The local authorities are not obligated to organise these activities, but can be granted state subsidies for the provision. Also after-school leisure activities are organised in conjunction with basic education to support the children's development and growth. The aim is to also attract those children whose backgrounds do not support regular participation in hobbies.

Remedial instruction is a subjective right for pupils who are lagging or need more support. This instruction is generally provided after school hours by the teacher.

*Additional activities during the school holidays:* Local autonomy. [Back to main table for this Indicator](#)

**France:**

*Organisation of the standard school week:* For primary schools (Grades 1-5), the school week includes for all students twenty-four hours of instruction, spread over nine half-days. Instruction time is provided 4.5 days a week (Monday, Tuesday, Thursday and Friday, all day, and on Wednesday morning), with a maximum of 24 hours of instruction per week, 5.5 hours of instruction maximum per day and 3.5 hours maximum per half-day. Lunchtime break cannot be shorter than one hour and a half. Since September 2017, by way of derogation from this general framework, public primary schools have been allowed to set up 3 other types of organisation of the school week and distribute the 24 hours of weekly instruction either: over 4.5 days (Monday, Tuesday, Thursday and Friday, all day, and on Saturday morning, instead of Wednesday morning); or over 8 half-days which should include 5 mornings (in this case, extracurricular activities are gathered together in one afternoon); or over 4 days (Monday, Tuesday, Thursday and Friday) - instead of four and a half (as long as instruction time does not exceed six hours per day and three-and-a-half hours per half-day). Moreover, it is possible to shorten holidays to compensate for the reduced weekly instruction time.



For grades 6-10 of secondary schools, regulations specify the number of hours per week allocated to different subjects, but not the number of days per week. However, a 4.5 week (Monday to Friday) is most commonly practiced. At the upper secondary level, students often have school on Saturday morning.

*Number of lessons in a standard school day:* For primary schools (Grades 1-5), 5 hours and 30 minutes is the maximum of instruction time per day and 3 hours and 30 minutes the maximum per half-day. Exceptions have to be agreed with the sub-regional educational authorities based on the specificities of the local education project and if it has sufficient pedagogical guarantees. In grade 6 (lower secondary), 6 hours is the maximum of instruction time per day; exceptions have to be agreed with the sub-regional educational authorities based on the specificities of the local education project and if it has sufficient pedagogical guarantees. For grades 7-9, 7 hours is the recommended maximum of instruction time per day. For grade 10, it is locally defined by the school administration.

*Organisation of the breaks between lessons:* In grades 1-5 (primary), Breaks between lessons are not defined nationally. However, the reform of the organisation of school time (see above) set the minimum duration of the lunch break at 1 hour and 30 minutes. Breaks between lessons last about 15 minutes. They are determined according to the actual duration of each half-day of instruction. Time devoted to breaks between lessons is to equally impact all the fields of education and therefore is to be allocated in a balanced way throughout the week. For grades 6-10 (secondary), prior to 2009, each lesson officially lasted 55 minutes and was followed by a break of 5 minutes (Circular No. 76-121 of 24 March 1976). However, the duration of lessons is no longer defined nationally.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* For grades 1-5 (primary), the reform of the organisation of school time in pre-primary and primary schools (see note on *Organisation of the standard school week*) includes the implementation of additional learning activities in small groups to help students experiencing difficulties in their learning, for tutoring or for an activity provided by the school project, or if necessary with the territorial educational project. The general organisation of these extracurricular activities shall be determined by the inspector of education of the district, on the proposal of the board of teachers. In addition, extracurricular activities may be proposed by the municipality. These artistic, sports or cultural activities are intended to contribute to the development of students and to develop their intellectual curiosity. Student participation in these activities is optional.

For grades 1-9 (primary and lower secondary), educational support after classes is offered to students in schools from priority education zones at the primary and lower secondary levels. This service proposes homework assistance, modern languages practice, sports practice, or activities with an emphasis on culture or art, for a duration of about 2 hours a day.

In grades 6-9 (lower secondary), the "Homework done" programme, implemented in all lower secondary state schools, allows willing student to benefit from a time dedicated to the completion of assignments under the pedagogical supervision of teachers or non-teaching staff. Depending on local needs, the hours devoted to the "homework done" programme can take place on vacant time slots in the timetable, during lunchtime break or self-study time in late afternoon.

For Grade 10 (upper secondary), since 2011, high schools offer the opportunity for the students to attend training courses. These training courses aim for three objectives: to raise student-level in foreign languages (English mainly), to afford refresher courses or to make changes possible in students' course choices. This opportunity is incorporated within the framework of academic success. The training courses follow a growing evolution.

*Additional activities during the school holidays:* In grades 1-5 (primary), during the school holidays, students in grades 4 and 5 can participate in "refresher courses" in mathematics and French, organised in three annual sessions. Each session lasts 5 days (3 hours per day) and they take place in schools. Each group consists of 5 to 6 students who are evaluated at the end of the session.

For grades 6-10 (secondary), the programme "Open School" is designed for students who do not go on holiday (or do not go to school on Wednesday or Saturday morning). Priority is given to students from disadvantaged backgrounds. It is offered on a voluntary basis by head teachers, teaching staff and all stakeholders involved in the programme. It offers a wide range of educational, cultural, sports and recreational activities.

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

### Germany:

*Organisation of the standard school week:* In the primary sector, lesson times are laid down from 7.30/8.30 a.m. to 1.30 p.m. or 11.30 a.m. (Monday to Friday or Monday to Saturday). Primary school pupils attend lessons for 20 to 29 periods a week. In most *Länder* there are 20 to 22 periods in the first year, rising to 27 in the fourth (final) year of primary education. As a rule each period lasts 45 minutes. Lessons are usually held in the morning, with up to six periods a day. The weekly teaching periods are laid down by the Ministries of Education and Cultural Affairs of the *Länder* for the different types of school and may be distributed over five or six days in the week. As a rule, in those *Länder* with a six-day school week, there are two Saturdays per month on which no lessons take place. In most *Länder*, the responsible Ministry of Education and Cultural Affairs has introduced a five-day week for all

schools. In some *Länder*, the *Schulkonferenz* (school conference) may decide the number of days in the school week.

At lower secondary level (*Sekundarstufe I*), lesson times are generally laid down from 7.30/8.30 a.m. to 1.30 p.m. (Monday to Friday) or 7.30/8.30 a.m. to 11.30 a.m. (Saturday). With an exception of the eight-year *Gymnasium*, pupils generally have 28 to 30 weekly periods in compulsory and optional subjects in grades 5 and 6 of all types of school, and 30 to 32 periods in grades 7 to 10. Each period is 45 minutes. For general information about the daily and weekly timetable and the five-day or six-day week see the information provided in the paragraph above on the primary level.

For upper secondary level (*Sekundarstufe II*) there is no fixed end to teaching times. The weekly instruction time at the *gymnasiale Oberstufe* is usually also 30 periods and consists of courses at a basic level of academic standards and of courses at an increased level of academic standards.

At the eight-year *Gymnasium*, the number of weekly periods at the lower and upper secondary level is generally increased by two to four periods. To guarantee the mutual recognition of the *Abitur*, all *Länder* have to ensure teaching of a total of at least 265 weekly periods in the lower secondary level and the *gymnasiale Oberstufe* to which up to five hours of elective subjects may be added. For general information about the daily and weekly timetable and the five-day or six-day week see the information provided in the paragraph above on the primary level.

*Number of lessons in a standard school day:* At the primary level 4 to 5 lessons per standard school day; at lower secondary level 6 lessons; at upper secondary level 6 lessons and at 8-year *Gymnasium* 6 to 7 lessons per standard school day.

*Organisation of the breaks between lessons:* The length of breaks at individual schools depends on the type of school and the start of lessons in the morning as well as on the provisions made by the *Schulkonferenz* (school conference) in agreement with parents' representatives. Breaks can vary between 15 and 60 minutes. The first longer break usually is between 9.30 a.m. and 10.15 a.m. and the next longer break follows after two more lessons at around 11.30 a.m. As a rule, there are three kinds of breaks: short break, long break (mid-morning break) and lunch break. While the short breaks last 5 to 10 minutes and mainly allow pupils to change the classroom and/or visit the restrooms, the longer breaks last 15 to 20 minutes and allow pupils to eat a quick snack, communicate with each other or walk/play in the schoolyard.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* At the primary level all-day supervision and care for children aged between six and ten is increasingly provided through all-day education and supervision offers, but also by *Horte* (after-school centres). In many places all-day offers are implemented in co-operation with partners from outside school such as the maintaining bodies of youth welfare services or bodies maintaining cultural education, youth sport clubs and parents associations. In the majority of *Länder*, after-school centres are run by the public youth welfare services. Pedagogical efforts are put on a closer co-operation between schools and after-school centres. In all-day schools, in addition to timetabled lessons in the morning, an all-day programme comprising at least seven hours per day is offered on at least three days per week.

At secondary level, education and care outside morning lessons is provided to lower secondary level pupils at *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, an all-day programme comprising at least seven hours per day is offered on at least three days per week. All-day offers are to be organised under the supervision and responsibility of the head staff and to be carried out in cooperation with the head staff. The activities should be conceptually linked with the lessons in the morning. All-day supervision is organised by teachers, educators, *Sozialpädagogen* (graduate youth and community workers), *pädagogische Fachkräfte* (pedagogic staff) and, if necessary, by other staff and external co-operation partners. All-day schools provide a midday meal on the days on which they offer all-day supervision.

*Additional activities during the school holidays:* School cannot offer activities during holidays.

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

### Greece:

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

In lower secondary education, there are 166 instruction days, for the school year 2018/19, spread over 33-34 weeks of 5 days from Monday to Friday (11th of September - 31st of May).

These numbers of school days exclude days when schools are closed for festivities, such as national holidays, other days when students are not expected to be at school and examination periods. They also exclude about 10 days of instruction within the examination period of June offered to students who failed one or more subjects at the beginning of June and repeat the examinations at the end of June.

The daily timetable of primary schools comprises, for all grades, six compulsory periods (3 periods of 45 minutes and 3 periods of 40 minutes) and three non-compulsory periods of 45 minutes. The compulsory curriculum of lower secondary schools comprises six or seven periods per day (32 periods per week), of which 30 periods every week last 45 minutes, while two periods last 40 minutes. The periods of non-compulsory curriculum last 45 minutes in the case of remedial classes and 60 minutes in the cases of classes working on projects concerning culture, ecology, health issues, career options and entrepreneurship.

*Number of lessons in a standard school day:* Primary education consists of 4-6 lessons on average per day. Lower secondary education consists of 6 lessons on average per day.

*Organisation of the breaks between lessons:* Breaks take place after the end of a lesson or a teaching period. A teaching period in the primary may cover one or two lessons but in the secondary only one. In all cases (primary - secondary education), breaks are defined by ministerial decisions.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):*

Remedial courses are offered to students with learning difficulties or low performance who wish to improve their educational performance. This is an institution introduced in the early 1990's in primary and secondary education aiming at pupils' smooth reintegration in the learning process and combating early school leaving. While in primary schools, remedial courses (that cover language and mathematics) are offered during the compulsory programme, in lower secondary education, the remedial courses are offered after classes for up to three periods. The fields covered in lower secondary remedial classes are modern and ancient Greek, mathematics, physics, chemistry and foreign languages (Language 2).

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

*Additional activities during the school holidays:* During the school holidays, schools do not offer any activities. However municipalities and parents' association have the possibility to organise activities during the holidays (in the school building and the schoolyard). [Back to main table for this Indicator](#)

### **Hungary:**

*Organisation of the standard school week:* A teaching year is composed of five-day school weeks. Saturdays and Sundays are resting days without teaching. Compulsory lessons (compulsory curricular lessons) typically take place in the morning and early afternoon for a significant portion of schools. From the school year 2013/14, basic schools (grade 1-8) are obliged by law to organise educational activities until 4.00 p.m. and students are required to attend them. In practice it means that students have their compulsory curricular classes and afterwards participate in extracurricular activities. According to recent research results schools mostly organise homework clubs. Parents may ask exemption from the extracurricular activities. Furthermore, until 5.00 p.m. – or until the time students may rightfully stay within the institution – supervision has to be provided by schools. This is different from the so-called all-day school where compulsory curricular lessons, extracurricular activities and everyday physical training are organised in morning and afternoon teaching periods such that lessons and activities are evenly distributed over the morning and the afternoon periods.

*Number of lessons in a standard school day:* At the primary level (Grades 1-4) it is about 5 periods; at lower secondary level (Grades 5-8) about 6 periods and at upper secondary level (Grades 9-10) about 7 periods.

*Organisation of the breaks between lessons:* Opening hours for educational institutions and principles of organising lessons and breaks are set forth in the Public Education Act and the relevant decree (Decree No 20/2012 EMMI of the Minister of Culture and Education on the Operation of Educational Institutions and Use of Names of Public Education Institutions), while the specific rules of implementation are set out in schools' local organisational and operational rules and school regulations. Schools are responsible for setting their schedules of curricular and extracurricular lessons, including the duration of breaks between lessons, and for incorporating the schedules in their teaching programmes and school regulations. The first lesson may be started, upon request of the opinion from the school board, or, in default of that, the school's parental organisation or community and the student council, by no more than 45 minutes before 8.00 a.m. pursuant to the relevant decree (Decree No 20/2012 (VIII.8.) EMMI; 16. § (1)).

In general, classes last 45 minutes but schools may also organise longer or shorter ones with the requirement that no class may last more than 90 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are considered to be organised in 45-minute lessons. Breaks between curricular and extracurricular lessons should be taken in order to provide rest for children.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools are responsible for setting their schedules of curricular and extracurricular lessons for incorporating the schedules in their teaching programmes and school regulations. From the school year 2013/14, basic schools (grade 1-8, primary and lower secondary) have to organise activities for children until 4.00 p.m. Students have to participate only if parents ask for exemption in written form. According to recent research results (from the 2014/15 school

year) altogether 42% of children stay and participate in the activities (such as student clubs, homework activities, tutoring, etc.).

From the school year 2012/13, community service is obligatory for grades 9-12 (upper secondary), which means that students have to complete 50 hours of community service until they start their upper secondary school-leaving examination. Schools organise these activities.

According to the Public Education Act (Act CXC of 2011 on National Public Education) a school operating with at least four grades has to ensure the operation of a school sports club. The tasks of a school sports club may also be fulfilled by a students' sports association operating at the school, on the basis of an agreement with the school. For the purposes of organising school sports club activities, at least two times 45-minutes may be ensured. [Back to main table for this Indicator](#)

#### **Iceland:**

*Organisation of the standard school week:* All school levels have a full five-day school week from Monday to Friday.

*Number of lessons in a standard school day:* At the primary level, grade 1-4 students have on average 6 lessons and grade 5-7 have 7 lessons. At lower secondary level (grade 8-10) they have on average 7.4 lessons.

*Organisation of the breaks between lessons:* Schools have autonomy in organising breaks. Usually they are divided into a few short 10-minute breaks, one 20-minute break in the morning for refreshments and one 40-minute lunch break. Two lessons may be consecutive without a break.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Primary and lower secondary schools (compulsory education) offer optional leisure activities after classes. Music schools and local sports clubs may organise activities after classes to coincide with the individual timetables.

*Additional activities during the school holidays:* Schools do not normally offer activities during school holidays (at any school level). [Back to main table for this Indicator](#)

#### **Ireland:**

*Organisation of the standard school week:* At primary level, pupils generally attend school for five full days each week. For the compulsory years of primary education (i.e. grades 1-6 or chronological years 3-8, referred to in Ireland as 1st to 6th class), the full day for pupils (including breaks) is 5 hours and 40 minutes. The school day for the non-compulsory years in the primary school (referred to in Ireland as infant classes and availed of by half of all four-year-olds and almost all five-year-olds) is one hour shorter.

In general programmes of lower and upper secondary levels, the organisation of the school week is generally the same, although schools may construct the week differently from each other. Lesson periods (generally 40 minutes each) may be configured as a combination of eight or nine per day, or sometimes a school may have nine periods on four days of the week and a shorter (half-day) of six periods on one day to allow for extracurricular activities.

*Number of lessons in a standard school day:* Primary schools plan their timetables in line with the Suggested Minimum Weekly Time Framework: National Literacy and Numeracy for Learning and Life (2011-2020). In order to make the mediation of the curriculum as effective and efficient as possible, teachers may implement the time allocation framework in a flexible manner. The duration of lessons may vary but the average is 30 minutes.

All secondary schools must meet a minimum of 28 hours of instruction time per week. Most commonly, schools provide a 42-period week, with each period lasting 40 minutes, but there is no regulation on how long the duration of a lesson should be. However, as part of curriculum reform being introduced at lower secondary level, schools have the flexibility to provide instruction periods of up to 1 hour in accordance with the needs of the students and subject requirements.

*Organisation of the breaks between lessons:* In primary schools, there are no official breaks between lessons. In schools, typically any extension to these break times necessitates an earlier commencement time or an earlier finishing time.

At lower and upper secondary levels, there is generally a short break of 10-15 minutes after the initial three lessons; then after a further three lessons, there is a longer lunch break of between 40 minutes and one hour with a final block of three lessons after lunch. Breaks in secondary school are not included within the 28 hours of tuition time. The manner in which breaks between lessons are organised may change as schools change their timetabling arrangements in accordance with the implementation of curriculum reform in lower secondary education.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* In primary schools, activities including sports, music and drama, apart from normal curriculum provision in these areas, may be offered. These tend to take place either during lunch times or before or after school and are generally offered on a voluntary basis by school staff.

In secondary schools, such activities are generally offered on a voluntary basis by school staff. These activities cannot be included in the minimum of 28 hours per week and are not funded from state educational budgets, except in cases where schools have the disadvantaged status, allowing them some resources for extracurricular supports and activities.



*Additional activities during the school holidays:* State funding is provided to special schools, mainstream primary schools and mainstream secondary schools to provide summer education programmes (20 days) for children with severe/profound general learning disabilities and children with autistic spectrum disorders. Where schools do not offer summer programmes for these children, funding is provided directly to parents through the home tuition scheme. Funding is also provided to special schools at High Support Units and Special Care Units for summer education programmes.

In addition, funding is available to primary schools that support pupils who come from disadvantaged backgrounds (i.e. schools participating in the Delivering Equality of Opportunity in Schools (DEIS) initiative). These schools can avail of funding to run 5-day summer camps in numeracy and literacy, including Irish language, for targeted pupils. These camps are run and managed in line with guidance and training provided by the Department of Education and Skills. Schools may also, at their own discretion, offer activities during the school holidays, such as activity camps, which are not funded by state education budgets.

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

### Israel:

*Organisation of the standard school week:* The figures and information provided represent the average of all programmes within each educational level. The total annual number of school days was set at 219 for primary education. In the lower and upper secondary education, the official number of school days is 209 yearly (in a study week of six days). In the 11th and in the 12th grade, on average of 26 days is reduced for matriculation exams and preparation for national exams, totalling 183 days per year for these two grades.

In Israel, most students in primary education attend school six days a week. The minorities are learning five days a week (For example, the Arab students are learning 183 days in primary education and 177 in the secondary education in a year). Students in both tracks are learning the same total hours per week.

A student in upper secondary education can choose, beyond the required mandatory hours, two elective subjects during 3 years (10th-12th grades) of the general track, resulting in 30 hours plus an additional 8.5 hours for "school autonomy" and 2 hours for general knowledge that includes art studies, humanities, social studies and languages. In the Sciences and Tech track, a student should choose 3 subjects (scientific, major and specialisation) totalling 54 hours plus additional 5.5 hours for "school autonomy" and 2 hours for general knowledge that includes art studies, humanities, social studies and languages. The elective hours may be of any of the subject fields offered at school. The reported figures are the result of dividing the study hours across subjects in the most commonly way. However, there is a high flexibility in the choice of subjects, the horizontally distribution of hours between subjects and the vertical grade level (but the particularities of this flexibility are not shown in the data as the figures presented are averages).

*Number of lessons in a standard school day:* In primary education, the minimum base of learning includes 5-8 lessons a day according to the grade level and the learning days per week (6 or 5 days): 32 hours for grades 1-2; 34 hours for grades 3-4 and 35 hours for grades 5-6. An average of 1.3 hours for the "Long School Day Programme" is included to the compulsory flexible hours.

*Organisation of the breaks between lessons:* The average class session lasts 47 minutes. Some class sessions are 50 minutes long and others are 45 minutes long. There is a main break of 20-30 minutes for breakfast and another break for lunch if it is a long day. Schools are permitted to combine every two lessons to allow a better programme design.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* These are organised by the municipalities and funded by parents. Programmes at schools with low social-economic level which are under the act of "long educational day" are subsidised by the Ministry of Education.

*Additional activities during the school holidays:* The Ministry of Education initiates summer camps during summer vacation for students in primary education. There is also the programme "Third Half – Summer Semester" that operates in learning centres. The programme's goal is provided to close gaps, encourage the capabilities of students and to enable students to complete their matriculation certificate before they leave the secondary education system. Other activities are organised and funded by the municipalities and by parents.

[Back to 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 second and other languages). At lower and upper secondary level the number of lessons that are held during one day depends on the daily timetable set for each class, which means that it can vary (one lesson corresponds to 60 minutes). In general, one day of 5 hours includes 3 to 5 lessons. For example, Italian, mathematics and sports education are often taught for two consecutive hours (2 lessons). In this case, in a 5-hour day, students are taught only 3 subjects (for example, Italian, mathematics and English). It may also happen that in one day they attend 5 lessons of different subjects. One day of 4 hours includes 2 to 4 lessons and one day of six hours can include 3 to 5-6 lessons.

*Organisation of the breaks between lessons:* The organisation of breaks varies, as it depends on the organisation of the school day/week, which is set at school level. At the primary level pupils have, in general, longer breaks, usually half an hour at mid-morning (at about 10.30 a.m.). At lower secondary level a break of 10-15 minutes is generally scheduled between the second and the third lesson, e.g. at about 10.30 a.m. At upper secondary level the break, again 10-15 minutes, can be set between the second and the third lesson (in the 4-hour and 5-hour day) or between the third and fourth lesson (in the 6-hour day). However, the above mentioned are examples and should not be taken as a reference that is valid nationwide.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools have autonomy for offering additional activities, for example additional teaching of a second foreign language, or in-depth studies of subjects already included in the curriculum. These additional activities increase the minimum number of hours foreseen by regulations. Schools can also offer these additional subjects only to some of the classes of the school, in order to widen the offer and give families the opportunity to choose the timetable and the curriculum that best suits their and their children's needs. Schools often offer remedial courses at upper secondary level because students failing at this level in some subjects have their assessment suspended until they have passed a remedial exam. Students have to take this exam before the start of the following school year. This offer helps families to avoid more expensive private tuitions. At primary and lower secondary level there are often pre- and post-school activities organised by external organisation within the spaces of the schools. These activities are organised in order to meet the needs of parents who work and need to leave their children at school before the official starting of lessons.

*Additional activities during the school holidays:* In general, during the school holidays schools are open for administrative and didactic planning purposes. However, they can autonomously organise activities during such periods. [Back to main table for this Indicator](#)

### **Japan:**

*Organisation of the standard school week:* There is flexibility for schools to organise its schedule taking in consideration the characteristics of the students, its school and the local community. The characteristics of each subject and learning activity have to be considered as well.

*Number of lessons in a standard school day:* The General Provisions of the National Curriculum Standards provide that each school may develop their own class schedules that provide flexible structures in accordance with the circumstances of the students, its school and the local community and in accordance with the characteristics of each subject and learning activity.

*Organisation of the breaks between lessons:* At the primary and lower secondary level the General Provisions of the National Curriculum Standards for primary schools and lower secondary schools provide that the breaks between lessons should be properly determined at each school.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* In many lower secondary schools, extracurricular club activities are provided after school. The general provisions of the National Curriculum Standards for lower secondary schools provide that club activities familiarise participants with sports, culture and science, contribute to motivation for learning and the cultivation of a sense of responsibility, feelings of solidarity and so on, so attention should be paid to ensuring the relevance of extracurricular club activities to the curriculum as part of school education. In doing so, schools adopt appropriate operational methods in accordance with the circumstances of the school and the local community, including co-operation with local people and partnerships with various types of organisations, such as social education facilities and social education-related groups.

*Additional activities during the school holidays:* Each school can offer classes on school holidays provided that the board of education that administers the school acknowledges the necessity of doing so. In addition, the local community may organise various educational, experiential and exchange activities on school holidays. For further information (in Japanese) <http://manabi-mirai.mext.go.jp/>. [Back to main table for this Indicator](#)

### **Korea:**

*Organisation of the standard school week:* The typical school week is composed of 5 days at all levels.

*Number of lessons in a standard school day:* At the primary level, students have 4 to 6 lessons a day on average; and at the secondary level, students have 6 to 8 lessons a day on average.

*Organisation of the breaks between lessons:* Generally, both 40-minute primary level classes and 45-minute lower secondary level classes are followed by a short break of 10 minutes. Block lessons can be organised to combine lesson times into larger blocks of time; primary schools can combine 80 minutes of lesson time and lower secondary schools can combine 90 minutes of lesson time. A longer 30-minute break follows these combined lessons. They can be reorganised depending on weather conditions, students' developmental characteristics, and other circumstances at school.

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

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

### **Latvia:**

*Organisation of the standard school week:* The standard school week lasts 5 days at primary, lower and upper secondary level. According to the General Education Law, the lesson load per week in one education programme may not exceed: 22 lessons in grade 1; 23 lessons in grade 2; 24 lessons in grade 3; 26 lessons in grade 4; 28 lessons in grade 5; 30 lessons in grade 6; 32 lessons in grade 7; and 34 lessons in grades 8 and 9. There is an additional lesson for all grades every week called class assemblies or upbringing, organised by the class teacher. Class assemblies are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, development of personality, leadership, critical thinking, creative thinking, financial literacy, entrepreneurship skills, career guidance. The standard model defines number of lessons chosen by schools. Number of lessons is 1 for grade 1, 2 for grade 2, 0 for grade 3, 4 for grade 4, 4 for grade 5, 0 for grade 6, 4 for grade 7, 6 for grade 8, and 0 for grade 9. The Standard (approved by the Regulation of the Cabinet of Ministers) recommends using these lessons for provision of the subject Physical education (Sports).

According to the General Education Law the school year lasts 34 weeks in 1st grade, 35 weeks in 2nd to 8th grade and 37 weeks in 9th grade which corresponds to 170, 175 and 185 days (without national holidays), respectively. Starting date of the school year for primary and secondary schools is 1st of September, 2018. There are autumn holidays (one week) on October 22-26, 2018. Winter holidays last for two weeks from December 24, 2018 till 4th of January, 2019. There is one week long spring holidays (March 11-15, 2019). End of school year is in May 31, 2019. Examination time periods for grades 9 and 12 are on top of this. Public holidays: 18 November 2017 (Proclamation of the Republic of Latvia- holiday is transferred to Monday, 19 November); 19– 22 April 2019 (Easter); 1 May 2019 (Convocation of the Constituent Assembly of the Republic of Latvia; Labour Day); 4 May 2019 (Restoration of Independence of the Republic of Latvia, transferred to Monday, 6 May).

Education institutions decide when to carry out an additional 1 week long holidays in the second semester for the 1st grade. Education institutions decide when to carry out a 1 week long project week in the second semester. Extension of the school year for grades 1-8 and 10-11 may be made if specific circumstances hindering education process arise during the school year (e.g. extreme temperature, strike, emergency situation in school, etc.).

In addition to teaching/learning load compulsory for all pupils there are optional (facultative) classes for a group of pupils based on the principle of voluntary (enrolment is based on application written by parents). Facultative classes are aimed to comprehensive development of pupils, namely, choir singing, folk dances, school's brass band, theatre, language learning, entrepreneurship skills development etc. classes. In addition, prolonged-day group work is included in school's education programme.

Each year school decides autonomously on time devoted to students' projects implementation. School decides autonomously on time amount devoted to learning excursions, teaching subjects' Olympiads, sports events and other events related to learning and education.

*Number of lessons in a standard school day:* The average number of regular lessons depends on the individual timetable of the school. However, it is regulated by law that the formal learning load per day may not exceed: 5 lessons in grades 1 to 3; 6 lessons in grades 4 and 5; 7 lessons in grades 6 to 7 and 8 lessons in grades 8 to 9. The duration of one lesson is 40-45 minutes. The duration of lessons (40 or 45 minutes) is determined by the head of a school, but 40 minute lessons are more common.

*Organisation of the breaks between lessons:* Each school can decide on the length of breaks between lessons, taking into account the regulations of the Cabinet of Ministers stating that lunch breaks can be organised from 11.00 a.m. and must be at least 30 minutes long.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* In addition to teaching/learning load compulsory for all pupils there are optional (facultative) classes for a group of pupils based on the principle of voluntary (enrolment is based on application written by parents). Facultative classes are aimed



to comprehensive development of pupils, namely, choir singing, folk dances, school's brass band, theatre, language learning, creative design, entrepreneurship skills development etc. classes. In addition, prolonged-day group work is included in school's education programme.

Each year school decides autonomously on time devoted to students' projects implementation. School decides autonomously on time amount devoted to learning excursions, teaching subjects' Olympiads, sports events and other events related to learning and education.

*Additional activities during the school holidays:* Usually, schools are not obliged to offer activities during the school holidays and they do not offer them. However, they may organise workshops and camps. For instance during the Latvian Youth Song and Dance festival (usually taking place in the summer), schools in the capital Riga become lodging places for pupils' choirs and folk-dance groups from other places of Latvia who are arriving in Riga to participate in the festival activities. [Back to main table for this Indicator](#)

### Lithuania:

*Organisation of the standard school week:* There are 5 full school days for all schools. The standard school week lasts 5 days at primary, lower and upper secondary level. According to the Hygiene Norm 21:2017, lessons start at 8.00 a.m. to 9.00 a.m., but a school head can move the starting time as long as it is not earlier than 8.00 a.m. If there are two shifts in the school, the second shift must finish until 7.00 p.m.

According to the general teaching plan, the number of hours per week per years is as follows:

Year	1	2	3	4	5	6	7	8	9	10
Minimum lessons	22	23	24	23	26	28	29	30	31	31
For national minorities' schools	25	27	27	28	29	32	32	33	33	33

Students have a possibility to choose additional lessons from the non-compulsory curriculum. These lessons might be used to improve student's knowledge in particular subject or to learn a new subject that is not included in the compulsory curriculum.

*Number of lessons in a standard school day:* The average number of regular lessons depends on the individual timetable of school. Regulated load per day may not exceed 5 lessons in grade 1, 6 lessons in grade 2-4, 7 lessons in grade 5-10; 7 lessons in grade 11-12.

The duration of one lesson is 45 minutes (grades 2-12). The duration of one lesson is 35 minutes only in grade 1. If a lesson is organised in a different form (e. g. project, didactical game, creative task), uninterrupted instruction time can be regulated, but may not exceed 90 minutes.

In a case when students of grades 5-10 (including students of first and second gymnasium grades) have more than minimal compulsory lessons for studying modules, optional subjects, a study plan must be approved by parents (caregivers). The maximum number of lessons per week in lower and upper secondary programs may not exceed more than 10 per cent of recommended minimal number of lessons.

*Organisation of the breaks between lessons:* Typically, breaks between lessons are 10 minutes long. There must be one longer break up to half an hour or two breaks up to 20 minutes intended for the lunch. If the school council approves, the duration of breaks may be regulated, but one break between lessons must be at least 5 minutes. Total duration of breaks between lessons of grades 1 to 4 should be at least 1 hour and 10 minutes. Total duration of breaks between lessons of grades 5-10 and *gymnasium* grades 1-4 should be at least 1 hour and 20 minutes.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Students can choose from a range of available activities after lessons such as sports, arts, maths or science clubs, etc. Additionally, there is additional time foreseen in the general teaching plan that are available for underperforming students, gifted and talented students and students who might need educational support for other reasons. Up to three hours a week of such support is allocated for each tutor group. About 90% of students partake in non-compulsory extracurricular activities, while 80% of such activities are sports and arts.

*Additional activities during the school holidays:* During summer holidays, regular extracurricular activities are not provided. However, there are summer camps and various summer projects organised for students. During mid-semester and winter breaks, most extracurricular activities are provided as usual.

The summer holidays for students of grade 1-11 start in June when the process of education ends. The exact date of the beginning of summer holidays is set by the school head, school council and local administration (in a case of a state school). The summer holidays for students of grade 12 start after passing state-level examinations. Summer holidays last until 31st August. There are autumn, winter, winter (Christmas) and spring holidays during a school year. These breaks last 17 days except days of holidays (e. g. Christmas, Easter). The beginning and the end of autumn, winter and spring holidays is set by the school head, school council and local administration (in a case of a state school). [Back to main table for this Indicator](#)

### Luxembourg:

*Organisation of the standard school week:* For primary education, municipalities are responsible for primary schools and are free to organise weekly and daily timetables in accordance with the provisions of the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year.

Secondary schools are free to organise timetables in compliance with the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year and after agreement of the board of education and the minister.

*Number of lessons in a standard school day:* On average, 4-7 lessons per day are given in both primary and secondary education.

*Organisation of the breaks between lessons:* In primary education, there are 15-minute break in the morning and 15 minutes in the afternoon. A lunch break is scheduled for noon and can last from 1 hour and 30 minutes to 2 hours. Breaks between lessons in secondary education are defined by the schools. The lunch break lasts 50 minutes and is defined by a ministerial circular.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* In primary education, artistic activities (Arts à l'école), sports activities (LASEP) and musical activities (MUSEP) can be organised after classes in collaboration with the municipalities. More and more schools offer remedial activities.

Secondary schools can provide extracurricular activities before and after school on school premises (workshops in singing, dance, dramatic expression, fashion design, photo, sports, etc.). Remedial activities are also available to students.

*Additional activities during the school holidays:* For primary education, municipalities offer different activities during school holidays which can partly take place on school premises. Generally it is not the school which organises these activities.

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

### **Mexico:**

*Organisation of the standard school week:* The number of school days per week is 5 days for primary, lower and upper secondary education.

*Number of lessons in a standard school day:* In a standard school day at primary level there are 4.5 hours of lessons per day, 7 lessons per day at lower secondary and 6 lessons per day at upper secondary education.

*Organisation of the breaks between lessons:* At primary level there is a 30 minutes break after 2 lessons, at lower secondary level the break is 15 minutes after 4 lessons, and at upper secondary level the break is 20 minutes after 3 lessons.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Only at primary level around 8% of the schools in Mexico offer additional activities in two different programmes: Full-time schools and extended school day schools.

*Additional activities during the school holidays:* Around 15% of primary schools have services on school holidays (leisure activities, sport, child care or remedial courses), through the programme "School Always Open" (*Escuela Siempre Abierta*). The lower and upper secondary schools do not have activities during the school holidays.

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

### **Netherlands:**

*Organisation of the standard school week:* Usually the length is 5 days a week, but this is at the discretion of the individual school.

*Number of lessons in a standard school day:* This is at the discretion of the individual school.

*Organisation of the breaks between lessons:* This is at the discretion of the individual school.

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

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

[Back to 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 390 half-days (or 195 full days), and secondary (years 7-13 or 9-13) and composite schools (years 1-13) are required to be open for 380 half-days (or 190 full days). School holiday dates are prescribed, though with some flexibility over the start date of the first term and the end date of the final term. Schools are required by law to be closed on Saturdays, Sundays, 12 public holidays and the Tuesday following Easter (see section 65C of the Education Act 1989).

*Number of lessons in a standard school day:* Schools are required to be open for instruction for at least two hours in the morning and two hours in the afternoon to fulfil the requirement of being open for a half-day (section 65B of the Education Act 1989), which implies a minimum of four hours per full day. There are no explicit restrictions

on the number of lessons that are to be delivered during this minimum period, or any longer period for which the school is open each day.

*Organisation of the breaks between lessons:* There are no explicit restrictions.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Additional activities may be organised by the school (teachers, other staff members, or contractors taking activities on either a voluntary or paid basis) or by third parties which are permitted by the school to come on to the premises to provide activities or other services to students.

Additional government funding is provided for Study Support Centres, which provide additional support for students in late primary/intermediate education, particularly those in socio-economically disadvantaged communities. These centres are run by schools or community groups, and operate outside normal school hours.

*Additional activities during the school holidays:* These activities would ordinarily be organised by schools or by third parties permitted to come on to the school grounds. [Back to main table for this Indicator](#)

#### **Norway:**

*Organisation of the standard school week:* The Ministry issues regulations concerning the minimum instruction hours in primary and secondary school. The school owner may issue regulations on instruction hours beyond this and decide on pupils' timetables, including the number of days, half-days, etc. Nevertheless, pupils are at school five days a week at all levels.

*Number of lessons in a standard school day:* The responsibility for organising the number of lessons has been delegated to the schools. Therefore the average number of lessons included in a standard school day varies between schools. An estimation based on dividing the total compulsory curriculum by the number of days of instruction multiplied with the number of grades gives the following averages in 60 minutes periods: At primary level 3.96 lessons of 60 minutes each day (5 272 hours / (190 days × 7 grades)) and at lower secondary education 4.6 lessons of 60 minutes each day (2 622 hours / (190 days × 3 grades)).

*Organisation of the breaks between lessons:* The responsibility for organising the school day including breaks has been delegated to the schools. This implies the organisation of breaks may vary between schools. Nevertheless, it is common to organise a longer break for lunch and shorter breaks before and after the longer break.

*Additional activities during the school holidays:* School owners (municipalities) have autonomy to decide whether to offer activities during the school holidays and how they should be organised, so there might be some differences between municipalities. It is more common for larger municipalities to offer such activities.

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

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* A school is obliged to organise additional activities devoted to the development of students' interests and abilities/talents. Legislation also provides for hours left to the discretion of the school head. These hours are allocated to the activities leading to development of students' interests and abilities/talents with 2 hours per week in a three year cycle (grades 1-3) and with 3 hours per week in a five-year cycle (grades 4-8).

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

*Additional activities during the school holidays:* In line with the regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of the school year, schools have to offer day-care activities for students during days off, except for holidays. Local governments and schools can organise additional activities and leisure for children during school holidays. Pupils, parents and teachers can propose their own ideas on how to organise free time. The local government takes the final decision if the school will be open during the school holidays. [Back to main table for this Indicator](#)

#### **Portugal:**

*Organisation of the standard school week:* The standard school week at primary, lower and upper secondary level has five days. At primary level, there are two periods. The lessons may begin at nine o'clock and end at half past three (5 teaching hours daily). At lower and upper secondary, the students' timetable is organised by schools and usually has room for free mornings or afternoons.

*Number of lessons in a standard school day:* At primary level (grades 1-4) there are on average three or four lessons within the curriculum. After 4.00 p.m. students may have curriculum enrichment activities. At primary level (grades 5-6) there are six lessons a day. At lower and upper secondary level (grades 7-12) there are on average seven lessons a day.

*Organisation of the breaks between lessons:* At primary level (grades 1-4) there is one break in the middle of the morning (30 minutes) and a lunch break (1 or 1.5 hours). There is another break in the afternoon (30 minutes) for those who extend their attendance to the curriculum enrichment activities. At primary level (grades 5-6) and at lower and upper secondary level (grades 7-12), the breaks between lessons vary between 10 and 20 minutes.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools are autonomous in this respect and can offer additional activities. Typically, primary schools (grades 1-4) offer activities (before 9.00 a.m. and after 5.30 p.m.) promoted by municipalities, parents associations or NGOs. These activities may include English or other foreign languages, sports, artistic, scientific, information technology, community and citizenship education and school support activities chosen by the schools.

*Additional activities during the school holidays:* At the primary level (grades 1-4) a family support component usually runs during school holidays. Only a small number of schools offer such activities for students from grades 5-12. [Back to main table for this Indicator](#)

### **Russian Federation:**

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

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

*Organisation of the breaks between lessons:* There are one lunch break and short breaks between lessons.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Most schools provide students with a wide range of different after classes activities from sport and art to additional lessons and trainings

*Additional activities during the school holidays:* Schools offer different activities during holidays, such as trips to other cities or countries, trainings etc. [Back to main table for this Indicator](#)

### **Scotland (United Kingdom):**

*Organisation of the standard school week:* There is no fixed daily and weekly timetable applying to all schools. The law does not define the length of the individual school day or week for pupils. These are matters for the discretion of the local authorities. Authorities do, however, adhere to a widely accepted norm for the length of the school week in primary schools: 25 hours (with reduced hours for younger classes) over Monday to Friday.

*Number of lessons in a standard school day:* Pupils are usually in school during the morning and the afternoon, with a lunch break. In most cases the school day starts at 9.00 a.m. and ends by 3.30 p.m. Just as there is no centrally set timetable, there is no fixed lesson length.

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

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* They are organised at school or local authority level.

*Additional activities during the school holidays:* They are organised at school or local authority level.

[Back to 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 1), lessons may be held exceptionally in two shifts. The lessons and educational activities end at 5.00 p.m. at the latest.

*Number of lessons in a standard school day:* A standard school day consists of 4.8 lessons on average at primary, 5.8 at lower secondary and 6.2 lessons at upper secondary level.

*Organisation of the breaks between lessons:* Lessons in primary, lower and upper secondary levels take 45 minutes. Short breaks last, as a rule, ten minutes and the main (large) break lasts 15 to 30 minutes, taking place usually



after the second lesson. If conditions allow, pupils spend the main break, which was designed for this purpose, outside the classrooms on the premises of the school building.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools that have a children's school club provide undemanding leisure activities according to the educational programme of the club for children who fulfil compulsory school attendance. These activities are oriented at students' preparation of their classes but should also satisfy or help to develop other interests. Schools that include a special-interest centre as a constituent part offer relaxation and leisure activities for children's free time, according to the educational programme of the centre.

*Additional activities during the school holidays:* According to needs, children's school clubs also operate during school holidays. Holiday activities of school centres for leisure time activities are carried out in the form of permanent, touring and weekend camps or short time events. [Back to main table for this Indicator](#)

### **Slovenia:**

*Organisation of the standard school week:* Classes are held five days a week from Monday to Friday, teaching takes place only exceptionally on Saturdays. In all basic schools (ISCED 1 and 24), classes are held in the morning and as a rule do not start before 7.30 a.m.

*Number of lessons in a standard school day:* The curriculum for basic school education (ISCED 1 and 24) determines the number of lessons per week for each year: In grades 1-3, pupils have 20-24 lessons per week (on average 4.5 lessons a day); in grades 4-6, pupils have 23.5-25.5 lessons per week (on average 5 lessons a day) and in grades 7-9, they have 27-28.5 lessons of 45 minutes per week (on average 5.5 lessons a day).

*Organisation of the breaks between lessons:* Between lessons, breaks are at least 5 minutes long. Once a day, there must be a break lasting 20-30 minutes.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* For pupils in grade 1, there is organised morning care (2 hours before the lessons start – usually from 6.00 to 8.00 a.m.). Pupils of grades 1-5 can stay in after-school classes (podaljšano bivanje) where they can study, complete their homework, play, get involved in creative and sport activities, have lunch, learn to relax and participate in extracurricular activities (usually 25 lessons per week, from the end of the lessons up to 5.00 p.m. if needed). The option of morning care for first graders and after-school classes for pupils up to fifth grade has to be offered by the school but it is not compulsory for pupils to attend. Around 84% of pupils from year one to five choose to participate in after-school classes and around 72% of pupils in year one are attending morning care. The morning care and after-school classes are guided by special curricular guidelines and are taught by qualified teachers. They are a part of the extended non-compulsory basic school programme.

Pupils in grades 4-9 spend half an hour per week in a special class dedicated to class housekeeping (class discussion period) before or after regular lessons.

Schools organise non-compulsory remedial and supplementary lessons as well as individual and group learning support provided by teachers or in-school counsellors, usually before or after classes.

Schools also organise special-interest activities (interesne dejavnosti) after classes – extracurricular activities such as sports, artistic activities, choir singing, technology, ICT and similar activities.

*Additional activities during the school holidays:* Schools may offer holiday care for younger children. Some schools organise research camps, workshops, sport activities and similar activities.

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

### **Spain:**

*Organisation of the standard school week:* In primary, lower and upper general secondary education the school week is organised in 5 full days from Monday to Friday. In primary education, the school week consists of 25 hours and each day is usually divided into morning and afternoon sessions (from 9.00/10.00 a.m. to 12.00/1.00 p.m. and from 2.30/3.30 p.m. to 4.00/5.00 p.m.) with a break between the two periods. However, autonomous communities and schools have a certain degree of autonomy to organise the school day, and some have chosen to adopt a continuous day (from 9.00 a.m. to 2.00 p.m.). In secondary education, the school week consists of 30-32 hours. The school day, usually from 8.30 a.m. to 3.00 p.m., includes a break in the central hours of the day, which is not considered as instruction time.

*Number of lessons in a standard school day:* In primary education, the school day consists of 5 one-hour lessons, the only exceptions are Andalucía, the Canary Islands, Ceuta and Melilla, where a lesson in grades 1 to 6 lasts only 45 minutes, and Navarra where they last 50 minutes. In secondary education, the school day is divided into 6-7 periods. The autonomous communities and schools are allowed some degree of autonomy to organise the school day and they usually do it in periods of 55 minutes.

*Organisation of the breaks between lessons:* In primary education, there is a half-hour break per day in the middle of the morning session, which is considered a part of the 5 daily instruction hours. In lower and upper general secondary education, there are one or two daily breaks amounting to a total of 30-40 minutes. The curriculum regulations do not make any specific reference to additional breaks between lessons. Since 2013/14, breaks

(87.5 hours per year) are no longer reported in the total instruction time as they fall out of the scope of the data collection, although in primary education this time is defined by autonomous communities' legislation as compulsory instruction time.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools may be open after school hours to offer catch-up and remedial courses as well as extracurricular activities that address educational issues of interest for the students. Extracurricular activities are defined as related to areas such as the following: Foreign languages, ICT, sports, fine arts, reading and writing workshops, directed study activities, etc. On the other hand, municipalities are responsible for the conservation, maintenance and surveillance of pre-primary, primary and special education schools and they can use this time for other educational, cultural, sports or social activities. However, the prior authorisation from educational authorities of the corresponding autonomous community is required. Furthermore, according to the Act on Education (LOE, 2006) and the recently approved Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) educational, sports and municipal administrations must collaborate to establish the procedures allowing the double use of the sports facilities of both the schools and the municipalities.

Moreover, in pre-primary and primary schools child care activities are organised, sometimes in collaboration with the municipalities, before and/or after school hours. These can include breakfast and games.

*Additional activities during the school holidays:* It is up to the educational authorities of the autonomous communities to offer educational, cultural, sport and other social activities during the school holidays. In some communities, for example, urban camps for children are organised during the summer holidays. Besides, during Christmas holidays or other holidays like Easter, the local administrations in some autonomous communities offer programmes like "open schools" or others, where collaboration with parents and teachers' associations (AMPA) may be involved, aiming at balancing family and professional life of parents and contributing to the personal development and education of children. [Back to main table for this Indicator](#)

#### **Sweden:**

*Organisation of the standard school week:* The standard number of days is 5 (from Monday to Friday). However, schools decide independently how to distribute the total of 178 school days per year.

*Number of lessons in a standard school day:* Schools decide independently how to distribute the total number of hours/lessons throughout every three-year stage (lower, middle and higher) during the nine years of compulsory education in every stage and during the 178 school days a year. The school day should at most comprise 8 hours a day in general and 6 hours a day for the two lowest grades.

*Organisation of the breaks between lessons:* Schools decide independently on how to organise breaks.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Municipalities must offer leisure time centres for children aged 6-13 years, until the spring term the year the pupil turns 13. They can also offer other activities, but there is no data on how they actually do this. There were 4 255 leisure time centres in 2017 and 57.6% of the children aged 6-12 years were enrolled in one of these centres. Compared to 2016, there has been a slight decrease in the number of children enrolled in leisure centres.

*Additional activities during the school holidays:* Schools must offer leisure time centres for children aged 6-13 years. They can also offer other activities, but there is no data available on how they actually do this.

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

#### **Switzerland:**

*Organisation of the standard school week:* A standard school week has 5 days with no school on Wednesday afternoon. At primary level the number of school afternoons gradually increases with each grade.

*Number of lessons in a standard school day:* The number of lessons per week varies by canton, level of education and grade. In grades 1 to 2 of primary education there are around 20 to 28 lessons per week. From grade 3 to 6 the number rises to 26 to 32 lessons. On lower and upper secondary level 30 to 37 lessons per week are held.

The municipalities/schools are responsible for class timetables. An average standard school day on primary level includes 6 to 7 lessons of 45 minutes (usually 4 in the morning and depending on the grade 2 to 3 in the afternoon). On lower and upper secondary level a standard school day comprises 7 to 8 lessons.

Block teaching is a widespread method of school organisation which combines lesson time into larger blocks of time. Lessons are bundled together into full half-days. In block teaching the children are in the care of the school on five mornings for at least three-and-a-half hours (i.e. four lessons) and on one to four afternoons. Depending on local conditions and needs different models of block teaching may be applied. Most cantons have introduced comprehensive block teaching for primary level.

*Organisation of the breaks between lessons:* The organisation of breaks is at the discretion of each school. Usually there is a 5-minute break between two lessons and a longer break of 15 to 30 minutes at around 10.00 a.m. in the morning and 3.00 p.m. in the afternoon. The lunch break usually has a duration of 1.5 to 2 hours.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Most cantons require the municipalities/schools to provide a demand-oriented range of additional activities during compulsory



education. These can include child care, before/after classes, midday meals, leisure activities and homework support. These services are voluntary and parents normally have to pay for them. Remedial courses are usually held during regular class time.

Sports, musical and other creative activities which are not part of the curriculum are normally organised by other organisations within the municipality.

*Additional activities during the school holidays:* During school holidays, schools usually do not offer any activities.

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

### **United States:**

*Organisation of the standard school week:* At the primary, lower, and upper secondary level, school is held 5 days a week for full days. The United States is a federal country and states and local jurisdictions are responsible for setting the number of required school days. Typically, public schools meet for 180 days a year. However, the number of required school days varies by local jurisdiction and state. While state requirements vary on the number of instructional days and hours per year, the majority of states set the school year at 180 days (28 states and the District of Columbia) for school year 2017/18 (the most recent year of available data). Ten states set the minimum number of instructional days between 160 and 179 days, and two states set the minimum above 180 days (Kansas and North Carolina). Finally, ten states currently do not set a minimum number of instructional days. Instead, the school year in these states is measured in numbers of hours. This information is for the 2017/18 school year data were compiled by the Education Commission of the States (ECS) (unpublished tabulations). Supplement information on state instructional time requirements can be found at: <https://www.ecs.org/50-state-comparison-instructional-time-policies/>. In most cases, this is a school district level decision.

*Number of lessons in a standard school day:* Given the nature of the education system, there is no way to generalise how many lessons are included in a standard school day.

*Organisation of the breaks between lessons:* Given the nature of the education system, there is no way to generalise how breaks are organised in a standard school day.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools can offer before and/or after class activities based at the discretion of the local or state jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised.

*Additional activities during the school holidays:* Schools can offer activities during holidays, particularly over the long summer break, based at the discretion of the local or state jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised.

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

## INDICATOR D2: What is the student-teacher ratio and how big are classes? [\(Back to chapter D\)](#)

	<b>D2</b>
	Methodology Sources
Argentina	
Australia	<a href="#">AUS</a>
Austria	<a href="#">AUT</a>
Belgium (Fl.)	<a href="#">BEL</a>
Belgium (Fr.)	<a href="#">BEL</a>
Brazil	<a href="#">BRA</a>
Canada	<a href="#">CAN</a>
Chile	
China	<a href="#">CHN</a>
Colombia	<a href="#">COL</a>
Czech Republic	<a href="#">CZE</a>
Denmark	<a href="#">DNK</a>
England	
Estonia	<a href="#">EST</a>
Finland	<a href="#">FIN</a>
France	<a href="#">FRA</a>
Germany	<a href="#">DEU</a>
Greece	
Hungary	<a href="#">HUN</a>
Iceland	<a href="#">ISL</a>
India	
Indonesia	
Ireland	<a href="#">IRL</a>
Israel	<a href="#">ISR</a>
Italy	<a href="#">ITA</a>
Japan	<a href="#">JPN</a>
Korea	
Latvia	
Lithuania	<a href="#">LTU</a>
Luxembourg	
Mexico	<a href="#">MEX</a>
Netherlands	<a href="#">NLD</a>
New Zealand	<a href="#">NZL</a>
Norway	<a href="#">NOR</a>
Poland	<a href="#">POL</a>
Portugal	<a href="#">PRT</a>
Russian Federation	<a href="#">RUS</a>
Saudi Arabia	<a href="#">SAU</a>
Scotland	
Slovak Republic	<a href="#">SVK</a>
Slovenia	<a href="#">SVN</a>
South Africa	<a href="#">ZAF</a>
Spain	<a href="#">ESP</a>
Sweden	<a href="#">SWE</a>
Switzerland	<a href="#">CHE</a>
Turkey	
United Kingdom	<a href="#">UKM</a>
United States	<a href="#">USA</a>

## Methodology

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

## Sources

Country	Data collection date	Data collection method	Sources
Australia	01-01-2016		For ISCED 1 and ISCED 2-3, Australian Bureau of Statistics (ABS) Schools Australia Publication (Cat. No. 4221.0) Raw Data; For ISCED 6 to 8, Australian Government Department of Education and Training, University Statistics Data Collection
Austria	01-10-2015	Annual Census	
Belgium	French Community: 15-01-2016; Flemish Community: 01-2016	Flemish Community: Estimates	
Brazil	25-05-2016 for ISCED 1, 2, 3 and 4; 31-12-2016 for ISCED 6 to 8.	Estimates: teachers and teacher aides are proportional to the number of classes by ISCED and sub-national unit	Ministry of Education (MEC): 2016 School Census (MEC/Inep); 2016 Higher Education Census (MEC/Inep); 2016 Data Collection on Advanced Studies (MEC/Capes)
Canada	01-02-2016 for ISCED 1 and 2; 01-06-2016 for ISCED 5 to 8		Elementary-Secondary Education Survey (ESES); Post-secondary Student Information System (PSIS); National Household Survey (NHS)
Chile	06-07-2016	Census by school (via web application) for ISCED 0-3, and census by institution (via electronic report) for ISCED 5-6	Ministry of Education of Chile
Colombia	01-02-2016 for ISCED 0; 31-12-2016 for all other ISCED levels	Counts of single classroom teachers, management personnel and teachers aides reported by primary sources in the information systems mentioned in the Sources column	For ISCED 1 to 4 public education, <i>Sistema de Información Nacional de Educación Básica y Media (SINEB)</i> ; For ISCED 5 to 8 public and private education, <i>Sistema Nacional de Información de Educación Superior (SNIES)</i> ; For ISCED 1 to 4 private education <i>Ministerio de Educación Nacional Survey on formal educación C600; DANE</i>
Costa Rica	09-02-2016 for ISCED 0; 08-04-2016 for ISCED 1, 2 and 3; 01-05-2015 for ISCED 5 to 8	Administrative data	INTEGRA of MEP. Oficinas de Recursos Humanos de las Universidades Públicas
Czech Republic	03-09-2015 for ISCED 1, 2, 3 and 4; 31-12-2015 for ISCED 5 to 8	Estimates based on teachers number and staff numbers - estimated by ISCED level	Ministry of Education, Youth and Sports databases
Denmark	05-09-2016	Register data	Danish Ministry of Education
Estonia	10-11-2016	Register data	EHIS - Estonian Education Information System
Finland	20-09-2015	Register-based total data (individual-based)	Statistics Finland's employment register
France	30/09/2016 for students and 30/11/2016 for teachers	Administrative data	Ministry of National Education and Youth
Germany	01-09-2015 for all ISCED levels; Data on training of civil servants for the medium level were collected on: 30-06-2015		Federal Statistical Office (2017), Youth Welfare Statistics; Federal Statistical Office (2016), General school statistics; Federal Statistical Office (2016), Vocational school statistics; Federal Statistical Office (2016), University statistics; Federal Statistical Office (2016), Statistics on Personnel in the Public Service; Federal Statistical Office (2016), Statistics on Vocational academies

Country	Data collection date	Data collection method	Sources
Greece	20-05-2016		Annual census surveys conducted at the end of the school year on ISCED 02, 1, 2, 3 for private education, Second Chance Schools (Adult Education-ISCED 2), and public special education; Administrative sources for public sector; Data on ISCED4 are derived from OEEK (in the Ministry of Education), and the Ministries of Labour (OAED), Tourism & Health
Hungary	01-10-2015	Census data (Yearly obligatory statistical survey of education)	Statistical Yearbook of Public Education 2015/2016; Information System of Higher Education
Iceland	1.12.2015 for ISCED 0; 15-10-2015 for ISCED 1 and 2	Information collected on an institutional basis	For ISCED 0 to 2, data collected directly from the schools; For ISCED 3 to 6, data on staff on payroll in November 2015 obtained from the State Accounting Office and sent to the public schools for comments and corrections; For private schools, information collected directly from the schools
Ireland	30-09-2015	Censuses	For ISCED 0, Early Childhood Care and Education Scheme; For ISCED 1, National School Annual Census, Private Primary Census; For ISCED 2, 3 and 4, Post Primary Online Database; For ISCED 4 SOLAS; For ISCED 5 to 8, Higher Education Authority Student Record System and Census of Non-Aided Colleges
Israel	01-10-2016		Administrative files: Ministry of Education, Mayan Hachinuch Hatorani-Education Organisation, Chinuch Hazmai-Education Organisation
Italy	01-09-2015 for ISCED 0; 31-12-2015 for other ISCED levels		Census survey and Register
Japan	01-05-2015		School Basic Survey (2015-05-01); Survey Report on School Teachers (2013-10-01)
Korea	01-04-2016		Basic Statistics of Education, KEDI(Korean Educational Development Institute)
Latvia	10-10-2016	Census	Ministry of Education and Science, Central Statistical Bureau of Latvia
Lithuania	01-09-2015 for ISCED 1, 2 and 3; 01-10-2015 for ISCED 4 and ISCED 5 to 8	Register data	Administrative source - the Registers of pedagogue and Education Management Information System data
Luxembourg	30-10-2016 for ISCED 1, 2, 3 and 4; 31-12-2015 for ISCED 5 to 8	Counts of individuals. For ISCED 4, data are estimated	For ISCED 0-3, Databases of the <i>Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse</i> ; For ISCED 5-8, administrative data
Mexico	30-09-2015		Secretariat of Public Education (SEP)
Netherlands	31-12-2015 for ISCED 1; 01-10-2015 for other ISCED levels	Register data for personnel in public education; Estimations for personnel in private education	Register data for personnel in public education; LFS in combination with estimations for private education
New Zealand	01-07-2016		New Zealand Ministry of Education databases. For ISCED 0, Annual Census; For ISCED 1-34 (school), Annual Survey; For ISCED 35-8 (post-school), electronic administrative collection.
Norway	15-11-2015	Count of individuals at a reference week in November 2015. To split personnel between ISCED 1 and 2, a proportion of 68,0% is allocated to ISCED 1 and the remaining 32,0% is allocated to ISCED 2; Register-based employment statistics.	Statistics Norway
Poland	30-09-2015 for ISCED 0 to 5; 30-11-2015 for ISCED 6 to 8	Full method	Statistics Poland; Ministry of National Education; Ministry of Science and Higher Education

Country	Data collection date	Data collection method	Sources
Portugal	31-12-2015 for all ISCED levels	All ISCED levels except ISCED 4: Head count of teachers, at a particular date; Data on ISCED 4 aggregated into ISCED 3 or ISCED 6T8, depending on the institution type (non-tertiary/tertiary)	Annual Surveys on education institutions
Russian Federation	15-10-2016	Data collected centrally on the basis of an annual state statistical observation	Federal State Statistics Service (Rosstat)
Slovak Republic	15-09-2016 for ISCED 1, 2, 3 and 4; 31-10-2016 for ISCED 5 to 8		Database of processing statistical reports of schools, Statistical Yearbook of Education
Slovenia	01-09-2015 for ISCED 0; 30-06-2016 for ISCED 1, 2 and 3; 30-10-2015 for ISCED 6 to 8		Statistical office of the Republic of Slovenia
Spain	31-10-2015	Administrative data	Non-university Education Statistics and University Students Statistics. Ministry of Education, Culture and Sport; Statistics on education and training
Sweden	15-10-2016 for ISCED 1, 2, 3 and 4; 01-07-2016 for ISCED 5 to 8	Register data	Registers
Switzerland	28-02-2018	For ISCED 54, 64, 74, 84: Head counts refer to 31-12-2017, FTE's to the calendar year 2017. Other ISCED levels: head counts and FTE's refer to a particular date chosen at the state (cantons) level between the 15th August 2016 and the 31st December 2016. This date can differ from canton to canton.	BFS / SSP, Statistik des Schulpersonals BFS / SDL, Statistik der Lernenden BFS / SHIS, Personal der schweizerischen Hochschulen
Turkey	01-12-2015	Counting	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database; Higher Education Council Statistics
United Kingdom	21-01-2016		For ISCED 0, Early Years Census for England 2015/16, and data on publically funded nurseries only for Scotland, NI and Wales from Education and Training Statistics in the UK Volume 2016; For ISCED 1 and 2, Education and Training Statistics in the UK Volume 2016; For ISCED 6-8, HESA Staff Record 2015/16
United States	01-09-2015	Cross sectional data and estimations	Common Core of Data; National Teacher and Principal Survey; Integrated Post-secondary Education System; Private School Survey

## Notes on specific countries

### Australia:

**Class size:** Data for Australia should be considered indicative only. Public and private institutions from all states and territories were approached for input into the survey on class size. A strong response was obtained from both government and private education institutions. However, some institutions/sectors did not respond or were unable to provide the data requested. As a result final figures in Table D2.1 are indicative only and should not be taken to represent actual class sizes. When there was more than one response for a particular sector and state/territory, responses were combined before being scaled.

All data were scaled using the Australian Bureau of Statistics national schools census data. The class sizes presented are calculated using the formula: (total student numbers from census) / (survey student numbers / survey class size). The data from the states/territories were then combined and weighted (using national schools census data) and a national figure was derived.

In 2016, the increase in the number of students and teachers in ISCED 6 to 8 independent private institutions is due to the fact that a review of the different institutions has been conducted and changes have been made to bring these more into line with other data collections and national definitions in Australia.

**Austria:**

Ratio of student to teaching staff: Data on trainers in the work-based element of combined school and work-based programmes are not available. Therefore the number of students in combined school and work-based programmes is converted using a factor of 0.3 in the calculation of the ratio of students to teaching staff.

Students and personnel in early childhood education and care (ECEC): There has been an overall expansion of the institutionalised ECEC sector over the last years, which resulted in an increase in the numbers of institutions, groups, children and personnel.

**Belgium:**

Ratio of student to teaching staff: Data exclude students and teachers from the German-speaking Community. Data on short-cycle tertiary education refer only to the Flemish Community.

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.

Average annual growth rates of the numbers of students and teaching staff in tertiary education (2005-17): The growth rates are influenced by the integration of independent private institutions (since the school year 2016-2017) and the creation of short-cycle tertiary programmes (in 2009-2010) in the Flemish Community.

**Brazil:**

The breakdown between full-time and part-time students is not available. All students are reported as “Full-time and part-time” and in full-time equivalents, with the assumption that these two values are equal.

**Canada:**

In 2016, the decrease in the reported number of ISCED 5 and ISCED 6T8 teachers is due to a methodological change that reduced the reliance on estimated data.

**Chile:**

In 2017, the allocation criteria of education assistants at ISCED 0 has changed, which led to a decrease in the number of assistants at ISCED 01 in favour of assistants at ISCED 02.

**China:**

Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

**Colombia:**

Ratio of student to teaching staff: Data on teachers in private institutions come from a secondary source, the C600 survey, which had a methodological change in 2016. Previously, this survey distinguished between teachers working in the school in the morning and those working in the afternoon, even when it could have been the same teachers. Since last year, the survey does not double count teachers anymore, to align better with data on teachers in public institutions.

**Czech Republic:**

Data on teachers are reported using full-time equivalents.

In 2016, the increase in the number of students in early childhood education and care (ECEC) is due to the increase in the number of private and denominational nursery schools. As for primary education, the increase in the number of students is due to the increase in the number of private and denominational basic schools. At tertiary level (ISCED 6T8), the increase in the number of academic staff is due to a methodological change in the data collection, namely the reporting of staff who are not only paid through the state budget.

**Denmark:**

The data for full-time equivalent can be higher than the sum of full-time and part-time due to the calculation method used in Denmark. Part-time students are individually given the average intensity during the whole period of consecutive courses/modules as full-time weight. Therefore, a student may be considered as part-time student even though he is attributed an FTE weight greater than 1.0.

**Estonia:**

Vocational upper secondary includes vocational lower secondary and vocational post-secondary non-tertiary education.

**Finland:**

Ratio of student to teaching staff: Data for tertiary level (ISCED levels 6-8) academic staff include only instructional personnel. Research personnel (personnel whose main function is research) are excluded.



**France:**

Starting with *Education at a Glance 2019*, France has used a new source for calculating the average class size in ISCED 1. The older data source could not distinguish multiple-level (mixed) classes, which bring together pupils enrolled in pre-primary education and those enrolled in primary education (it was aggregate data). The new source provides a more accurate data, meaning that, at ISCED 1, the number of students corresponds only to students enrolled in primary education (these are individual data but not exhaustive ; the response rate is about 99 %). Contrary to the data for previous years, the number of students and the breakdown by type of private institutions are missing.

Data on teachers in 2017 is not comparable to data from previous years. Full-time equivalents (FTEs) of educational personnel are now apportioned to the different levels/types of institutions based on the proportion of the contractual working time teachers spend on each function. Another change is the complete overhaul of PERS4-MANA on managers and teacher aides, with a new data source. It also includes important changes in data on tertiary education. In ISCED 4, ISCED 5 and ISCED 6T8, teachers are now pro-rated between levels on the basis of the head-counts data of students (except STS and CPGE). Moreover, data on government-dependent private institutions for ISCED 4T8 is no longer reported as it did not cover the whole field. There is also a break in series in 2016 as the data sources used for the PERS questionnaire have been modified. Thus, time series (2005-2017) cannot be presented for France.

**Germany:**

Ratio of student to teaching staff: As data on the work-based element of combined school and work-based programmes are not available, the number of students in combined school and work-based programmes (dual system) is converted using a factor of 0.4 in the calculation of the ratio of students to teaching staff. The factor of 0.4 corresponds to the share of the week usually spent at school.

The reference year for table D5.1 Age distribution of teachers is 2006 (school year 2005/2006) instead of 2005. The reason for the deviating reference year is the restructuring of major parts of education statistics in 2006. Due to this break in time series it is not possible to calculate reference data for 2005.

From primary to tertiary, the age structure of teachers has been estimated for part-time teachers for whom teaching is not their main occupation, but an additional job. For ISCED 3 Vocational programmes, data on teachers are not available for training of civil servants on the medium level (ISCED 353). Data on teachers are not available for vocational academies (ISCED 655). Due to sample size data on students in ISCED 844 are rounded to full hundreds. Data on teacher aides are only available for kindergartens in ISCED 0, data in ISCED 0 do not include a small number of teacher aides in Schoolkindergartens and Pre-school classes.

**Hungary:**

Ratio of student to teaching staff: The public education system includes complex institutions on a large scale at ISCED levels 3, 4 and partly 5. One teacher can teach at different levels. The teachers who teach at various levels are classified according to the largest part of their teaching time spent at a specified level. Thus, classification levels of teachers may significantly vary from one year to another, affecting the student-teacher ratio. At the tertiary level, academic staff includes the number of researchers too.

In 2016, the number of students in vocational upper secondary education has decreased due to a change in the structure of vocational training. The duration of vocational education became shorter, which resulted in a decrease in the number of students in comparison with the previous school year.

**Iceland:**

Only school personnel are included, contractors that perform services to the schools are not. Personnel working more than one full-time job are counted as more than 1 FTE. For ISCED 0, 1 and 2, personnel are counted in their main job. For ISCED 0, all staff are counted - both those working with children in ISCED 01 and ISCED 02. The occupation of teacher aide does not exist at ISCED 0 and the staff performing this work are included with the teachers.

**Israel:**

In teaching staff statistics, pre-school teachers are counted according to the number of kindergartens in which they teach. Moreover, the kindergarten teacher is also the one who manages it. A teacher working in more than one education level is counted at each level separately, but only once in the total number of teachers.

**Ireland:**

Ratio of student to teaching staff: Programmes at lower secondary, upper secondary and post-secondary non-tertiary levels are generally provided in the same institutions (i.e. secondary schools) and are taught by personnel who teach at more than one level and in many cases at all three levels. It is therefore not feasible to provide a breakdown of teachers by level of education. Thus, the distribution of teachers by age group in upper secondary education includes teachers in lower secondary and post-secondary non-tertiary education.

In 2016, the number of children that participated in ISCED 0 increased. This was due to the Department of Children and Youth Affairs introducing a second free year as part of the Early Childhood Care and Education (ECCE) Scheme that provides early childhood care and education for children of pre-school age.

#### Italy:

Vocational upper secondary includes vocational post-secondary non-tertiary education.

Ratio of student to teaching staff: Teaching staff excludes teachers working in regional vocational education (*formazione professionale regionale*).

In post-secondary non-tertiary education, vocational teachers (ISCED 45) are either experts from the world of work, or educational personnel fully employed at other education levels (ISCED levels 3, 6, 7 or 8). In the first case, they are excluded as indicated in the UOE Manual. In the second case, the number of working hours in post-secondary non-tertiary vocational education are negligible in comparison to the contractual working hours in the main education levels where these teachers work. This is the reason why teachers and students in post-secondary non-tertiary vocational education are not reported.

In 2016, the number of upper secondary teachers in public institutions has significantly increased as a result of the additional training activities introduced by law 107/2015. For academic staff in private tertiary institutions (ISCED 6 to 8), the significant increase in their number is mainly due to the extension of data collection to new private institutions not covered before.

#### Japan:

Upper secondary education includes programmes from post-secondary non-tertiary education.

Ratio of student to teaching staff: Due to a lack of data to convert part-time teachers to full-time equivalents (FTE), the calculation was done using a proxy FTE coefficient of 0.5 for part-time teachers. Special Education Schools, Secondary Education Schools, Specialised Training Colleges and Miscellaneous Schools are not included in this data as there is no data available.

For 2016, the data source for the age and gender distribution of teachers is the Survey Report on School Teachers (2013-10-01), while the data source for students, teachers and academic staff, and school management personnel and teacher aides by type of institutions is the School Basic Survey (2015-05-01). The Survey Report on School Teachers is conducted every three years. This is the reason why the corresponding data could not have been updated for this year. Moreover, the Survey Report on School Teachers does not include teachers at schools for special education needs and part-time teachers at all education levels. As a result, there are some discrepancies between the number of teachers reported by type of institutions and the number of teachers reported by age and gender.

#### Lithuania:

Ratio of student to teaching staff: The number of students in full-time equivalent is calculated by dividing the number of part-time students with the coefficient of the corresponding programme, and adding the number obtained to the full-time number. The full-time equivalent coefficient in primary, lower secondary and upper secondary education is equal to 1.3.

For teachers, the full-time equivalent value is calculated by aggregating the number of hours actually worked by the employees during the whole school year and dividing the aggregated number by the number of annual statutory pedagogical working hours.

The number of teachers in full-time equivalent is bigger than the number of full-time and part-time teachers expressed in headcount due to the fact that full-time teachers in Lithuania have an additional working load, i.e. their actual working hours exceed officially stipulated normal or statutory working hours.

#### Mexico:

In 2016, there has been a significant increase in the number of upper secondary teachers in public institutions and a significant decrease in the number of upper secondary teachers in independent private institutions. This is due to the development of scholarship programs that support upper secondary students in public schools. This has led to the increase in enrolment in public schools, and consequently the hiring of teachers at this level.

#### Netherlands:

For student and teacher data in upper secondary and tertiary education, there is change in methodology and therefore a break in time series in 2017.

#### New Zealand:

Teachers have been split across some levels based on regulated ratios and/or student FTE counts. Teacher and student counts for all post-school levels (ISCED level 35, 4, 5, 6, 7 and 8) are based on all programmes (including those of less than a semester) at any time during the 2016 calendar year. Age groups have been estimated in some cases using Census data.

Enrolments in ISCED 3 and ISCED 4 have been decreasing in recent years due to the strong employment opportunities for young people after the completion of compulsory education.

**Norway:**

Class size: Students are organised in groups that vary in size during the school day.

Management personnel and teacher aides: Only those in public institutions are taken into account.

Other: The breakdown of classroom teachers between primary and lower secondary levels (ISCED levels 1 and 2) is estimated (68% for ISCED level 1 and 32% for ISCED level 2). This estimate results in the same values at ISCED levels 1 and 2 for the age distribution of teachers (Table D5.1) and the gender distribution of teachers (Table D5.2 and D5.3).

Due to a change in the source of employment statistics, there is a break in the time series on teaching staff between reference years 2014 and 2015. In addition, in 2016, the increase in the number of academic staff (ISCED 6T8) in public and government-dependent private institutions may be due to a reorganisation of the register-based employment statistics.

**Poland:**

Ratio of student to teaching staff: Personnel temporarily not at work (e.g. for reasons of maternity or parental leave, unpaid leave, rehabilitation leave, suspension), personnel providing only professional support for students (e.g. day room care, transportation to/from school care, boarding school care, teachers running school interests groups, speech therapists, psychologists, librarians), as well as personnel for which above mentioned responsibilities represent more than 0,5 of their working time, is excluded from the number of full- and part-time teachers at ISCED level 0-4 and 5.

Data on ISCED 6T8 teachers by age is provided in FTE instead of headcounts.

In 2016, there has been a very large (i.e.: over 80%) decrease in the number of students and teachers in short-cycle tertiary education (ISCED 5). According to the Act of July 11, 2014 amending the Law on Higher Education and some other acts (Journal of Laws of the Republic of Poland, 2014, item 1198), all 'Teacher Training Colleges' and 'Foreign Language Teacher Training Colleges' should be phased out until October 1, 2016. Colleges of Social Work, which are public institutions, are the only type of institution in short-cycle tertiary education.

**Portugal:**

Upper secondary includes post-secondary non-tertiary education.

Class size: Class size excludes data from the regions Azores and Madeira.

**Russian Federation:**

Due to a change in methodology there was a break in series between 2012 and 2013. Therefore, there are small differences in figures in previous years and the current edition.

For 2017, tertiary education includes vocational upper secondary education and post-secondary non-tertiary. For previous years, tertiary education includes post-secondary non-tertiary education.

**Saudi Arabia:**

Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

**Slovak Republic:**

The increase of teacher aides in 2016 is part of the government's policy and strategy.

**Slovenia:**

Ratio of student to teaching staff: Teachers at primary school level who provide pupils with programme and curricular continuity, such as those in after-school classes, are not included. The structured after-school schedule includes counsellor-assisted homework time, diverse learning activities and free play. The programme is designed for pupils aged 6 to 10 who wish to stay in school after regular lessons. At the primary and secondary level of education (ISCED 1, ISCED 2 and ISCED 3) the full-time equivalent (FTE) of teachers include also persons whose primary responsibility is not teaching but who have some teaching hours (such as headmasters, librarians, nutritionists, after-school class teachers). They are not included in the headcounts, but they are included in the full-time equivalent figure.

Following a change in methodology, data on teacher aides in primary education cannot be collected anymore. Data on primary and secondary education was gathered from administrative sources for the school and academic year 2016/2017, while it was collected through a questionnaire filled by educational institutions in previous years.

The methodology to breakdown data on teachers between ISCED 1 and ISCED 2 has changed between 2016 and 2017. This explains the significant change in the share of female teachers (for ISCED 1 and ISCED 2) from year 2016 to 2017.

**South Africa:**

Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

**Spain:**

In 2016, the increase in the number of academic staff (ISCED 6T8) in independent private institutions is due to the creation of new private universities.

The significant increase in the age distribution of teachers for some ISCED levels is due to the inclusion of university research staff (without teaching duties), excluded in the previous years.

**Sweden:**

Class size: Class size is reported since UOE 2015 and includes grades 1-9 in regular education. In Sweden, there is no definition class size, and class information is based on reporting from schools. This means that the interpretation of class size may defer across schools.

**Switzerland:**

Vocational upper secondary includes post-secondary non-tertiary education.

Special education programmes are not included in ISCED 1 and ISCED 2.

Student-teacher ratio: Values are highly aggregated and do not take into consideration various types, different structures and fields of studies in Swiss higher education institutions, and should therefore be interpreted with caution.

**United Kingdom:**

Class size and Management personnel and teacher aides: The methodology has been improved in 2016 so that headline indicator figures are more comparable and robust, but this means that sub-headline figures are not always comparable with previous years.

Student-teacher ratio: ISCED 3 Vocational programmes include students and teachers in Further Education institutions, regardless of the level taught (which means it includes a small number of ISCED 2 and ISCED 5 courses). It also includes apprentices who are not taught at all at the college. It excludes graduates from secondary schools.

The breakdown between full-time and part-time teachers is not available for early childhood education and care. The full-time equivalent coefficient for ISCED levels 01, 02 and 0 teachers is assumed to be equal to 0.6 – as surveys show that the majority of them work part-time. The breakdown between teachers and teacher aides at ISCED 0 is not available either.

In 2016, the large increase in the number of upper secondary students is due to the adjustment of students' data to the improved data on the workforce in FE colleges.

The accuracy and robustness of the workforce data has improved in 2016, and the scope of the data has increased slightly. Whilst the actual number of personnel will not have increased in reality, there are a greater reported number of personnel.

In 2017, the counting methodology has been modified: coverage of student data is better aligned to teacher workforce data, compared to previous years.

**United States:**

Tertiary education includes post-secondary non-tertiary

## INDICATOR D3: How much are teachers paid? [\(Back to chapter D\)](#)

	D3					
	Methodology Sources					
	<a href="#">D3.1, D3.3, D3.5, D3.6</a>	<a href="#">D3.4</a>	<a href="#">D3.7, D3.8</a>	<a href="#">Metadata</a>	<a href="#">D3.9, D3.10</a>	<a href="#">D3.11, D3.12</a>
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>
Austria	<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>		
Belgium (Fr.)	<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>		
Chile	<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>		<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>	
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>
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>	<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>
Hungary	<a href="#">HUN</a>	<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>	<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>
Italy		<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>	<a href="#">JPN</a>	
Korea	<a href="#">KOR</a>		<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>	<a href="#">LVA</a>	<a href="#">LVA</a>	<a href="#">LVA</a>
Lithuania		<a href="#">LTU</a>	<a href="#">LTU</a>	<a href="#">LTU</a>	<a href="#">LTU</a>	<a href="#">LTU</a>
Luxembourg	<a href="#">LUX</a>	<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>	<a href="#">NLD</a>	<a href="#">NLD</a>	<a href="#">NLD</a>
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Norway	<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>
Portugal	<a href="#">PRT</a>	<a href="#">PRT</a>	<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>	<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>
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>
Switzerland	<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>
United Kingdom						
United States	<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						
Costa Rica	<a href="#">CRI</a>	<a href="#">CRI</a>	<a href="#">CRI</a>	<a href="#">CRI</a>		
India						
Indonesia						
Russian Federation						
Saudi Arabia						
South Africa						

## Methodology

Data on salaries of teachers and school heads refer to salaries of full-time teachers and school heads in public institutions. The indicator presents both statutory salaries and actual salaries of teachers as well as information on criteria for additional bonuses in public institutions.

Annual salaries are provided in national currencies, and these data are converted into USD using purchasing power parities (PPPs) for private consumption from the OECD National Accounts database.

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

## Sources

The indicator draws on data from the 2018 Joint Eurydice-OECD data collection on salaries of teachers and school heads and refer to the school year 2017/18 for data on statutory salaries. Sources for these data are displayed in the Table [X3.D3.1](#).

In editions of *Education at a Glance* prior to 2018, data on salaries were collected through another survey with a different scope, methodology and definitions than the 2017 Joint Eurydice-OECD data collection on salaries of teachers and school heads. As a result, data on salaries of teachers are not comparable with those published in previous editions of *Education at a Glance*.

This indicator also draws on data collected by the INES Network on Labour Market, Economic and Social Outcomes of Learning (LSO). The full-time full-year earnings for workers with tertiary education (ISCED levels 5, 6 and 7-8) were collected by LSO. For further details on the sources of these data per country, please see the Annex 3, Chapter C, and Indicator C6.

**Table X3.D3.1. Sources and reference period for statutory and actual salaries of teachers and school heads**

Country	Sources	Reference period
Australia	State and Territory Departments of Education	Statutory salaries: 2018 Actual salaries: 2017
Austria	<i>Teachers and school heads' statutory salaries:</i> Legal documents (Civil Service Act, statutory pay schemes: Gehaltsgesetz, Vertragsbedienstetengesetz, Landeslehrer-Dienstrechtsgesetz, Landesvertragslehrpersonengesetz - link: <a href="http://www.ris.bka.gv.at">www.ris.bka.gv.at</a> ) <i>Teachers and school heads' actual salaries:</i> Management Information Systems, not publicly available	Statutory salaries: 2017/18 Actual salaries: 2016/17
Belgium (Fl.)	<i>Teachers and school heads' statutory salaries:</i> Decisions of the Flemish government <i>Teachers and school heads' actual salaries:</i> Databases in the policy domain education and training	Statutory salaries: 2017/18 Actual salaries: 2016/17
Belgium (Fr.)	<i>Teachers statutory and actual salaries and school heads' statutory salaries:</i> Ministry of the French Community – legal framework for salary scale: <a href="http://www.enseignement.be/index.php?page=24891&amp;navi=2106">http://www.enseignement.be/index.php?page=24891&amp;navi=2106</a> <i>Teachers' actual salaries:</i> Ministry of the French Community of Belgium: payroll file.	Statutory salaries: 2018 Actual salaries: 2017
Brazil	<i>Teachers' statutory salaries:</i> Ministerial order of Ministry of Education No 1595, of December 28, 2017 and National Law for Teacher's Wage Floor n. 11.738,16/07/2008 <i>Teachers' actual salaries:</i> Ministry of Education (MEC): 2015 School Census(MEC/Inep) and Ministry of Labour: 2015 Annual Report of Social Information (RAIS: Relação Anual de Informações Sociais)	Statutory salaries: 2018 Actual salaries: 2015
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.	Statutory salaries: 2017/18 Actual salaries: 2016/17
Chile	<i>Teachers and school heads' statutory salaries:</i> Law (New System of Teacher Education and Professional Development, Law 20.903) <i>Teachers' actual salaries:</i> CLP	Statutory salaries: 2017/18



Country	Sources	Reference period
	<i>School heads' actual salaries:</i> Teacher salaries based on the 2017 accountability process made by the Superintendency of Education.	Actual salaries: 2016/17
Colombia	Law 1278 of 2002. <a href="https://www.mineducacion.gov.co/1621/articles-86102_archivo_pdf.pdf">https://www.mineducacion.gov.co/1621/articles-86102_archivo_pdf.pdf</a> Salary Law 980 of 2017 <a href="http://www.funcionpublica.gov.co/documents/418537/24002985/DECRETO+980+DEL+09+DE+JUNIO+DE+2017+1278.pdf/fd2043c6-cc59-4383-a97d-ae9fd7b5fb0">http://www.funcionpublica.gov.co/documents/418537/24002985/DECRETO+980+DEL+09+DE+JUNIO+DE+2017+1278.pdf/fd2043c6-cc59-4383-a97d-ae9fd7b5fb0</a>	Statutory salaries: 2017
Costa Rica	<i>Teachers and school heads' statutory salaries:</i> General Directorate of Civil Service General Directorate of Civil Service <i>Teachers and school heads' actual salaries:</i> INTEGRA2 (Software from the Ministry of Finance with which the salaries of almost the entire state of Costa Rica are paid.)	Statutory salaries: 2018 Actual salaries: 2018
Czech Republic	<i>Teachers and school heads' statutory salaries:</i> 1) Government Regulation on Pay Terms of Employees in Public Services and Administration (salary tables with statutory salaries). 2) Information system of salaries in the public sector of the Ministry of Finance - ISS (estimated data). <i>Teachers and school heads' actual salaries:</i> Information system of salaries in the public sector of the Ministry of Finance (ISS). Ministry of Education, Youth and Sports use data on teachers' and school heads' salaries from database of Ministry of Finance. This database called "Information system of salaries in the public sector". Ministry of Education, Youth and Sports is not responsible for correctness of this database.	Statutory salaries: 2017/18 Actual salaries: 2016/17
Denmark	<i>Teachers' statutory salaries:</i> The source of data for the reported annual statutory salaries of teacher is the national salary scale and additional national salary regulations decided by collective agreements at national level between the national teacher unions and the national authorities for public employers, ie. Local Government Denmark (KL) and the Ministry of Finance (Public Sector Innovation) The source of data for the reported annual statutory salaries of teachers is the national salary scale and additional national salary regulations decided by collective agreements at national level between the national teacher unions and the national authorities for public employers, ie. Local Government Denmark and The Ministry of Finance (Public Sector Innovation). <i>Teachers and school heads' actual salaries:</i> Data for ISCED 0-2 is from National statistical database for Danish municipalities and regions (Kommunernes og Regionernes Løndatakontor) - <a href="https://www.krl.dk/sirka">https://www.krl.dk/sirka</a> . Data for ISCED 34 (Upper secondary - general) is from the national statistical database ISOLA (Agency for Modernisation - Ministry of Finance - <a href="https://isola.modst.dk">https://isola.modst.dk</a> ) <i>School heads' statutory salaries:</i> Collective agreements at national level and national salary scales	Statutory salaries: 2017/18 Actual salaries: 2016/17
England	<i>Teachers and school heads' statutory salaries:</i> School Teachers' Pay and Conditions Document (STPCD) (2017): <a href="https://www.gov.uk/government/publications/school-teachers-pay-and-conditions">https://www.gov.uk/government/publications/school-teachers-pay-and-conditions</a> <i>Teachers and school heads' actual salaries:</i> Department for Education, Custom data extract, November 2018	Statutory salaries: 2017/18 Actual salaries: 2016/17
Estonia	<i>Teachers and school heads' statutory salaries:</i> Regulations: Basic Schools and Upper Secondary Schools Act – <a href="https://www.riigiteataja.ee/en/eli/501022018002/consolide">https://www.riigiteataja.ee/en/eli/501022018002/consolide</a> Preschool Child Care Institutions Act – <a href="https://www.riigiteataja.ee/en/eli/529012018008/consolide">https://www.riigiteataja.ee/en/eli/529012018008/consolide</a> Qualification Requirements for Heads of School, Head Teachers, Teachers and Support Specialists – <a href="https://www.riigiteataja.ee/akt/130082013005">https://www.riigiteataja.ee/akt/130082013005</a> The Regulation of Basic Schools and Upper Secondary Schools Teacher Minimum Salary – <a href="https://www.riigiteataja.ee/akt/123122017050">https://www.riigiteataja.ee/akt/123122017050</a> <i>Teachers and school heads' actual salaries:</i> State Accounting System, Estonian Education Information System ( <a href="http://www.ehis.ee/">http://www.ehis.ee/</a> )	Statutory salaries: 2017/18 Actual salaries: 2016/17
Finland	<i>Teachers and school heads' statutory salaries:</i> Collective agreement for municipal personnel 2018-2019 <a href="https://www.kt.fi/sopimukset/kvtes/2018">https://www.kt.fi/sopimukset/kvtes/2018</a> and Collective agreement for education personnel 2018-2019 <a href="https://www.kt.fi/sopimukset/ovtes/2018">https://www.kt.fi/sopimukset/ovtes/2018</a> <i>Teachers and school heads' actual salaries:</i> Statistics Finland	Statutory salaries: 2017/18 Actual salaries: 2016/17
France	<i>Teachers' statutory salaries:</i> Statutory salaries : - Decree setting the index-related salary scales of the teaching staff (ISCED 1-2-3) of the Ministry of National Education : decree of May 5th, 2017 and decree of	Statutory salaries: 2017/18

Country	Sources	Reference period
	<p>December 21st, 2017 (which delays the increase of the statutory salary scale to January 1st, 2019)</p> <p>- Regulation setting the value of the public service index point : Decree n°16-670 of May 25th, 2016 : <a href="https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000032584286&amp;categorieLien=id">https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000032584286&amp;categorieLien=id</a> (more detailed information on Ministry of State Administration website : <a href="https://www.fonction-publique.gouv.fr/connaître-point-d'indice">https://www.fonction-publique.gouv.fr/connaître-point-d'indice</a>)”</p> <p>Proportion of teachers paid according to the salary range: publication RERS 2018, tables 9.1 et 9.8. Idem teacher 1</p> <p><i>Teachers and school heads' actual salaries:</i> Salaries : Insee, Système d'information sur les agents des services publics (Siasp) - data processing by the ministry of education (DEPP)</p> <p>% of teachers by ISCED level of attainment : Insee, Enquête emploi en continu - - data processing by the ministry of education (DEPP)</p> <p><i>School heads' statutory salaries:</i> ISCED 1: salary scale is the same as professeurs des écoles. ISCED 24 and 34 : Décret n° 2017-958 du 10 mai 2017 : <a href="https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000034675445&amp;fastPos=4&amp;fastReqId=479974852&amp;categorieLien=id&amp;oldAction=rechTexte">https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000034675445&amp;fastPos=4&amp;fastReqId=479974852&amp;categorieLien=id&amp;oldAction=rechTexte</a></p> <p>Also see the Ministry of Education website, on the webpage "Etre personnel de direction" : <a href="http://www.education.gouv.fr/cid1133/personnels-de%20-direction.html%20#%20La%20carriere%20et%20la%20remuneration%20des%20personnels%20de%20direction">http://www.education.gouv.fr/cid1133/personnels-de%20-direction.html%20#%20La%20carriere%20et%20la%20remuneration%20des%20personnels%20de%20direction</a></p>	Actual salaries: 2016/17
Germany	<i>Besoldungsgesetze der Länder and Tarifvertrag der Länder</i> , Evaluation of the Standing Conference of the Ministers of Education and Cultural Affairs of the <i>Länder</i> in the Federal Republic of Germany	Statutory salaries: 2017/18 Actual salaries: 2016/17
Greece	<p><i>Teachers' statutory salaries:</i> Ministry of Education, Research &amp; Religious Affairs, Directorate for Remuneration and Other Allowances Accounting: Unit B. Legislation: Law 4024/2011 (G.G. 226/A), Law 4325/2015 (G.G. 47/A), Law 4354/2015 (G.G. 176/A), Circular of the General Accounting Office with ref. nr. 2-31029/ΔΕΠ/06.05.2016 (ΑΔΑ: ΩΛ9ΣΗ-0ΝΜ), Circular of the General Accounting Office with ref. nr. 2-78400-0022/14.11.2011 (ΑΔΑ: 4577Η-5ΕΤ)</p> <p><i>Teachers' actual salaries:</i> Ministry of Education, Research and Religious Affairs, ΙΤΥΕ ΔΙΟΦΑΝΤΟΣ - ΙΤΥΕ ΔΙΑΣ, administrative data</p> <p><i>School heads' statutory salaries:</i> Ministry of Education, Research &amp; Religious Affairs, Directorate for Remuneration and Other Allowances Accounting: Unit B. Legislation: Law 4024/2011 (G.G. 226/A), Law 4325/2015 (G.G. 47/A), Law 4354/2015 (G.G. 176/A), Circular of the General Accounting Office with ref. nr. 2-31029/ΔΕΠ/06.05.2016 (ΑΔΑ: ΩΛ9ΣΗ-0ΝΜ), Circular of the General Accounting Office with ref. nr. 2-78400-0022/14.11.2011 (ΑΔΑ: 4577Η-5ΕΤ), Directions for the implementation of Law 4354/2015 Ref.Nr 2/1015 /ΔΕΠ/5/1/2016, Law 4327/2015 article 17 on selection criteria relating to years of service required for school heads (as amended by Law 4473/2017 (G.G. 78/A), Law 4152/2013 as amended by Circular Letter with Ref. nr 123948/Δ2/06-09-2013. Statistical data on the proportion of school heads according to the type of school they serve have been extracted from the information system "Myschool" (Ministry of Education, Research &amp; Religious Affairs, Directorate of Educational Technology and Innovation), and refer to school heads with permanent contracts.</p> <p><i>School heads' actual salaries:</i> ΙΤΥΕ ΔΙΟΦΑΝΤΟΣ - ΙΤΥΕ ΔΙΑΣ</p>	Statutory salaries: 2017/18 Actual salaries: 2016/17
Hungary	<p><i>Teachers and school heads' statutory salaries:</i></p> <p>Teachers' statutory salaries: The Act on the central budget issued in 2016 No XC. for the Central Budget 2017 (The Act on the central budget stipulates a base for calculation every year, Act on the central budget of 2016 regulates the amount for 2017; 61§). The Act on general education (65§) and the government decree 326/2013 define the calculation methods and set the statutory salary of teachers in public schools.</p> <p><i>Teachers' actual salaries:</i> Annual statistical survey on individual earnings carried out in May each year by the Ministry for National Economy. The survey covers all institutions and teachers in the public sector</p>	Statutory salaries: 2017/18 Actual salaries: 2016/17
Iceland	<p><i>Teachers' statutory salaries:</i> For ISCED 3: Collective agreement between Teachers Union and Ministry of Finance, March 1. 2014 - October 31. 2016, November 1 2017 - June 1 2018. ISCED12: Collective agreement between Teachers Union and Icelandic Association of Local Authorities May 1. 2014 - May 31. 2016, December 1. 2016 - November 30. 2017, December 1 2017 - June 30 2019. ISCED02: Collective</p>	Statutory salaries: 2017/18 Actual salaries: 2016/17

Country	Sources	Reference period
	<p>agreement between Teachers Union and Icelandic Association of Local Authorities, June 1. 2014 - May 31. 2015, June 1. 2015 - March 31. 2019.</p> <p>All documents relating to pay scale and conditions of compensation can be found at <a href="http://ki.is">http://ki.is</a> (only in Icelandic).</p> <p><i>Teachers' actual salaries:</i> Statistics Iceland, Earnings for full-time employees by occupation and sex 2014-2017: <a href="http://px.hagstofa.is/pxen/pxweb/en/Samfelag/Samfelag_launogtekjur_1_laun_1_laun/VIN02001.px">http://px.hagstofa.is/pxen/pxweb/en/Samfelag/Samfelag_launogtekjur_1_laun_1_laun/VIN02001.px</a></p> <p><i>School heads' statutory salaries:</i> Collective agreement between Union of School Heads and Icelandic Association of Local Authorities, June 1. 2014 - May 31. 2015, June 1. 2015 - March 31. 2019.</p> <p><i>School heads' actual salaries:</i> Statistics Iceland</p>	
Indonesia	m	m
Ireland	<p><i>Teachers' statutory salaries:</i> Circular Letter 0083/2017 Department of Education and Skills relating to salary scales from 1 January 2018. Available at: <a href="https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0083_2017.pdf">https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0083_2017.pdf</a></p> <p>Circular Pay 0004/2010 Department of Education and Science. Available at: <a href="https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0004_2010.pdf">https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0004_2010.pdf</a></p> <p><i>Teachers' actual salaries:</i> Data not available</p> <p><i>School heads' statutory salaries:</i> Department of Education and Skills Circular 0083/2017 for new salary scales introduced from 1st January 2018. Available at: <a href="https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0083_2017.pdf">https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0083_2017.pdf</a></p> <p>Circular 0004/2010 for allowances paid to principals and additional allowances paid to teachers who commenced teaching prior to February 2012. Available at: <a href="https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0004_2010.pdf">https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0004_2010.pdf</a></p> <p>Appendix D Governance Manual for Primary Schools.2015-2019, Department of Education and Skills. Available at: <a href="https://www.education.ie/en/Schools-Colleges/Information/Boards-of-Management/Governance-Manual-for-Primary-Schools-2015-2019.pdf">https://www.education.ie/en/Schools-Colleges/Information/Boards-of-Management/Governance-Manual-for-Primary-Schools-2015-2019.pdf</a></p> <p>Department of Education and Skills Circular 0017/2017 Staffing arrangements in Primary Schools for the 2017/18 school year. Available at: <a href="https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0017_2017.pdf">https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0017_2017.pdf</a></p> <p>Department of Education and Skills Circular 0017/2017 Appendix A Schedule of Enrolment of Pupils Governing the Appointment and Retention of Mainstream Class Teachers in Ordinary Schools, Gaelscoileanna and Gaeltacht National Schools for the 2017/18 school year. Available at: <a href="https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0017_2017_appendix_a.pdf">https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0017_2017_appendix_a.pdf</a></p> <p>Department of Education and Skills Circular 0017/2017 Appendix B Enrolments required for Administrative Principal status and Administrative Deputy Principal status in Ordinary Schools, Gaelscoileanna and Gaeltacht National Schools for the 2017/18 school year. Available at: <a href="https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0017_2017_appendix_b.pdf">https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0017_2017_appendix_b.pdf</a></p> <p>Circular 0010/2017 VOLUNTARY SECONDARY SCHOOLS APPROVED ALLOCATION OF TEACHING POSTS 2017/18 SCHOOL YEAR. Available at: <a href="https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0010_2017.pdf">https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0010_2017.pdf</a></p> <p>Circular 0011/2017 COMMUNITY AND COMPREHENSIVE SCHOOLS APPROVED ALLOCATION OF TEACHING POSTS 2017/18 SCHOOL YEAR. Available at: <a href="https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0011_2017.pdf">https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0011_2017.pdf</a></p> <p>Circular 0012/2017 EDUCATION AND TRAINING BOARDS APPROVED ALLOCATION OF TEACHING POSTS 2017/18 SCHOOL YEAR. Available at: <a href="https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0012_2017.pdf">https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0012_2017.pdf</a></p> <p>Department of Education and Skills (June 2018) Key Statistics 2016/2017 and 2017/2018. Available at: <a href="https://www.education.ie/en/Publications/Statistics/Key-Statistics/key-statistics-2017-2018.pdf">https://www.education.ie/en/Publications/Statistics/Key-Statistics/key-statistics-2017-2018.pdf</a></p> <p>Also data retained by the Department's Teacher Payments Section.</p> <p><i>School heads' actual salaries:</i> Data not available</p>	<p>Statutory salaries: 2017/18</p> <p>Actual salaries: 2016/17</p>

Country	Sources	Reference period
Israel	The main data sources are: the Employment Agreement between teachers' unions and the Ministry of Education, the departments of the Ministry of Education, and the publications of the Ministry's General Manager.	Statutory salaries: 2017/18 Actual salaries: 2016/17
Italy	<i>Teachers' statutory salaries:</i> National Collective Contract for personnel in the education and research sector - Years 2016-2018 ( <a href="https://www.aranagenzia.it/contrattazione/comparti/comparto-dellistruzione-e-della-ricerca/8944-ccnl-2016-2018-del-comparto-istruzione-e-ricerca.html">https://www.aranagenzia.it/contrattazione/comparti/comparto-dellistruzione-e-della-ricerca/8944-ccnl-2016-2018-del-comparto-istruzione-e-ricerca.html</a> ) <i>Teachers' actual salaries:</i> Administrative database used to pay the monthly wages to all teachers <i>School heads' statutory salaries:</i> National Collective Contract for the head teacher (15/7/2010) - <a href="https://www.aranagenzia.it/contrattazione/aree-dirigenziali/area-v/contratti/281-ccnl-economico-2008-2009.html">https://www.aranagenzia.it/contrattazione/aree-dirigenziali/area-v/contratti/281-ccnl-economico-2008-2009.html</a> Regional supplementary contracts <i>School heads' actual salaries:</i> Administrative database used to pay the monthly wages to school heads	Statutory salaries: 2017/18 Actual salaries: 2016/17
Japan	m	Statutory salaries: 2017/18 Actual salaries: 2016/17
Korea	<i>Teachers and school heads' statutory salaries:</i> Public Officials Remuneration Regulations(Presidential Decree No.28211), Early Childhood Education Act(Act No.15232), Elementary and Secondary Education Act(Act No.14603) <i>School heads' actual salaries:</i> Percentage of school heads by ISCED level attainment: Basic Statistics of Education [Ministry of Education(MOE) and Korean Educational Development Institute(KEDI)]	Statutory salaries: 2018 Actual salaries: 2017
Latvia	<i>Teachers and school heads' statutory salaries:</i> Regulation on Pedagogues' Work Remuneration (the Regulation of the Cabinet of Ministers, entered into force on 1 September 2016), <a href="https://likumi.lv/ta/id/283667-pedagogu-darba-samaksas-noteikumi">https://likumi.lv/ta/id/283667-pedagogu-darba-samaksas-noteikumi</a> ; Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Pedagogues (the Regulation of the Cabinet of Ministers, entered into force on 5 November 2014 and amended in September 2018), <a href="https://likumi.lv/ta/id/269965-noteikumi-par-pedagogiem-nepieciemamo-izglitiba-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides">https://likumi.lv/ta/id/269965-noteikumi-par-pedagogiem-nepieciemamo-izglitiba-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides</a> <i>Teachers and school heads' actual salaries:</i> State Education Information System (Valsts izglitibas informācijas sistēma, VIIS) where educational institutions (schools) enter information about teachers, their age, gender, workload and work remuneration. Link: <a href="https://www.viis.lv/">https://www.viis.lv/</a>	Statutory salaries: 2017/18 Actual salaries: 2016/17
Lithuania	<i>Teachers and school heads' statutory salaries:</i> Procedure of salary Payment to the Staff of Educational Institutions and Educational Staff of Other Institutions, approved by Minister of Education and Science (order No. XIII-198, 2017 January 17) <i>Teachers' actual salaries:</i> The Lithuanian Department of Statistic (www.stat.gov.lt) <i>School heads' actual salaries:</i> Missing data	Statutory salaries: 2017/18 Actual salaries: 2016/17
Luxembourg	Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse/service des statistiques et analyses <a href="http://www.fonction-publique.public.lu/fr/remunerations-et-pensions/remunerations/traitement-fonctionnaire/index.html">http://www.fonction-publique.public.lu/fr/remunerations-et-pensions/remunerations/traitement-fonctionnaire/index.html</a>	Statutory salaries: 2017/18
Mexico	Secretariat of Public Education (Secretaria de Educación Pública, SEP).	Statutory salaries: 2017/18 Actual salaries: 2016/17
Netherlands	Two collective labour agreements are used to determine the amount in euro per salary scale. For primary education: <a href="https://www.poraad.nl/files/werkgeverszaken/cao_po_2016-2017_versie_per_1_januari_2017.pdf">https://www.poraad.nl/files/werkgeverszaken/cao_po_2016-2017_versie_per_1_januari_2017.pdf</a> and <a href="https://www.poraad.nl/themas/werkgeverszaken/cao-po/cao-po-2018-2019">https://www.poraad.nl/themas/werkgeverszaken/cao-po/cao-po-2018-2019</a> ), for secondary education	Statutory salaries: 2017/18 Actual salaries: 2016/17

Country	Sources	Reference period
	<p><a href="https://www.vo-raad.nl/system/downloads/attachments/000/000/067/original/VOR_CAO_2016_WEB.pdf?1469437862">https://www.vo-raad.nl/system/downloads/attachments/000/000/067/original/VOR_CAO_2016_WEB.pdf?1469437862</a> and <a href="https://www.vo-raad.nl/system/downloads/attachments/000/000/644/original/cao_vo_2018-2019.pdf?1533119006">https://www.vo-raad.nl/system/downloads/attachments/000/000/644/original/cao_vo_2018-2019.pdf?1533119006</a>.</p> <p>Data on the number of teachers in each salary scale is acquired from administrative data from payroll administrations of schools. These data are used for weighing between the different salary scales.</p>	
New Zealand	<p><i>Teachers and school heads' statutory salaries:</i> Primary and Secondary Teachers' Collective Agreements <i>Teachers and school heads' actual salaries:</i> Data comes from the national administrative database for teacher payroll.</p>	Statutory salaries: 2018 Actual salaries: 2017
Norway	<p><i>Teachers and school heads' statutory salaries:</i> The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers' unions: <a href="https://www.ks.no/globalassets/blokker-til-hvert-fagomrade/arbeidsgiver/tariff-lov--og-avtaleverk/hovedtariffavtalen_2016-2018.pdf">https://www.ks.no/globalassets/blokker-til-hvert-fagomrade/arbeidsgiver/tariff-lov--og-avtaleverk/hovedtariffavtalen_2016-2018.pdf</a> <i>Teachers and school heads' actual salaries:</i> A database named PAI owned by KS</p>	Statutory salaries: 2017/18 Actual salaries: 2016/17
Poland	<p>School Education Information System database (SIO) administered by the Ministry of National Education; Laws and regulations: Act of 26 January 1982 - The Teachers' Charter (with further amendments); Regulation by the Minister of National Education of 1 August 2017 on the specific qualifications required from teachers.</p>	Statutory salaries: 2017/18 Actual salaries: 2016/17
Portugal	<p><i>Teachers and school heads' statutory salaries:</i> i) Education Financial Management Institute; ii) Directorate-General for Education and Science Statistics Please see the "Teacher's Career Statute". <a href="https://dre.pt/application/conteudo/542994">https://dre.pt/application/conteudo/542994</a> <a href="https://dre.pt/application/conteudo/335228">https://dre.pt/application/conteudo/335228</a> <a href="https://dre.pt/application/conteudo/491219">https://dre.pt/application/conteudo/491219</a> <i>Teachers and school heads' actual salaries:</i> Budget Execution Report of the Ministry of Education; Education Statistics.</p>	Statutory salaries: 2017/18 Actual salaries: 2016/17
Scotland	<p>Scottish Negotiating Committee for Teachers (<a href="http://www.snct.org.uk">http://www.snct.org.uk</a>)</p>	Statutory salaries: 2017/18 Actual salaries: 2016/17
Slovak Republic	<p><i>Teachers' statutory salaries:</i> Law No. 202/2017 on Salary scales for pedagogical staff and wage scales according to length of experience, Regulation No. 2017-12260/37642:1-50A0 <a href="https://www.minedu.sk/data/att/12033.pdf">https://www.minedu.sk/data/att/12033.pdf</a> <i>Teachers' actual salaries:</i> Statistics questionnaires <a href="http://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/statistiky/casove-rady.html?page_id=9724">http://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/statistiky/casove-rady.html?page_id=9724</a>, No.21 <i>School heads' statutory salaries:</i> Law on the Remuneration of Employees in the Performance of Work No. 553/2003 <a href="http://www.zakonypreludi.sk/zz/2003-553">http://www.zakonypreludi.sk/zz/2003-553</a> Law No. 202/2017 on Salary scales for pedagogical staff and wage scales according to length of experience, Regulation No. 2017-12260/37642:1-50A0 <a href="https://www.minedu.sk/data/att/12033.pdf">https://www.minedu.sk/data/att/12033.pdf</a></p>	Statutory salaries: 2017/18 Actual salaries: 2016/17
Slovenia	<p><i>Teachers and school heads' statutory salaries:</i> Public Sector Salary System Act (<a href="http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO3328">http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO3328</a>), Collective agreement for public sector (<a href="http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP234">http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP234</a>), Collective agreement for the education sector in the Republic of Slovenia (<a href="http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP19">http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP19</a>), Collective Agreement for non-commercial activities in the Republic of Slovenia (<a href="http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP11">http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP11</a>), Organization and Financing of Education Act (<a href="http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/ANG/Organisation_and_Financing_of_Education_Act_Oct_2016.pdf">http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/ANG/Organisation_and_Financing_of_Education_Act_Oct_2016.pdf</a>), Statistical Office of the Republic of Slovenia - SURS (<a href="https://www.stat.si/StatWeb/en">https://www.stat.si/StatWeb/en</a>);</p>	Statutory salaries: 2017/18 Actual salaries: 2016/17



Country	Sources	Reference period
	Information system for the transmission and analysis of salary data (ISPAP) of the Agency of the Republic of Slovenia for Public Legal Records and Related Services - AJ PES ( <a href="https://www.ajpes.si/ispap/">https://www.ajpes.si/ispap/</a> ) <i>Teachers and school heads' actual salaries</i> : Statistical Office of the Republic of Slovenia - SURS ( <a href="https://www.stat.si/StatWeb/en">https://www.stat.si/StatWeb/en</a> ); source of data on pre-primary teachers' salaries: Information system for the transmission and analysis of salary data (ISPAP) of the Agency of the Republic of Slovenia for Public Legal Records and Related Services - AJ PES ( <a href="https://www.ajpes.si/ispap/">https://www.ajpes.si/ispap/</a> )	
Spain	<i>Teachers and school heads' statutory salaries</i> : National and regional regulations (data on formal arrangements). The data sources are the Departments of Education of the Autonomous Communities and the Subdirector General of Staff of the of the Ministry of Education and Vocational Training/ Ministry of Culture and Sport for the Autonomous Cities of Ceuta and Melilla.	Statutory salaries: 2017/18 Actual salaries: 2016/17
Sweden	1) Register of wage and salary structures and employment in the primary municipalities 2017 ( <i>Lönstrukturstatistik, primärkommunal sektor för år 2017</i> ). The register contains individual data from all municipalities in Sweden. All salaries refer to full-time salaries, which means that part-time salaries have been calculated on a full-time basis. <a href="https://www.scb.se/vara-tjanster/bestalla-mikrodata/vilka-mikrodata-finns/individregister/lonstrukturstatistik/">https://www.scb.se/vara-tjanster/bestalla-mikrodata/vilka-mikrodata-finns/individregister/lonstrukturstatistik/</a>  2) Register of teaching personnel 2017 ( <i>Registret över pedagogisk personal för år 2017</i> ) <a href="https://www.scb.se/vara-tjanster/bestalla-mikrodata/vilka-mikrodata-finns/individregister/skolverkets-register-over-pedagogisk-personal-lararregistret/">https://www.scb.se/vara-tjanster/bestalla-mikrodata/vilka-mikrodata-finns/individregister/skolverkets-register-over-pedagogisk-personal-lararregistret/</a>  3) Register of personnel in pre-primary 2017 ( <i>Registret över personal i förskola och pedagogisk omsorg för år 2017</i> ). <a href="https://www.scb.se/lamna-uppgifter/undersokningar/Forskola-och-annan-pedagogisk-verksamhet-barn-och-personal-per-15-oktober/">https://www.scb.se/lamna-uppgifter/undersokningar/Forskola-och-annan-pedagogisk-verksamhet-barn-och-personal-per-15-oktober/</a> The data has been processed in order to fit the instruction of this survey.	Statutory salaries: 2017 Actual salaries: 2017
Switzerland	FSO: Labour cost structural statistics, Swiss Teacher Association LCH: Earnings statistics 2018	Statutory salaries: 2017/18
Turkey	NATIONAL STATISTICS by Ministry of National Education: <a href="http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=270">http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=270</a>	Statutory salaries: 2017/18 Actual salaries: 2016/17
United States	National Teacher and Principal Survey (NTPS) <a href="https://nces.ed.gov/surveys/ntps">https://nces.ed.gov/surveys/ntps</a> Salaries from the 2015/16 school year are inflated to 2017/18 and 2016/17 estimates using the Consumer Price Index.	Statutory salaries: 2017/18 Actual salaries: 2016/17

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

## Notes on specific countries

### Statutory salaries: Tables D3.1, D3.3, D3.5 and D3.6

Statutory salaries of teachers: statutory salaries are presented for specific qualifications levels of teachers:

- The minimum qualification to enter the teaching profession at a level of education,
- The most prevalent qualification at a level of education (either the minimum qualification or a higher than minimum qualification if held by a largest proportion of teachers (at the given level of education)),
- The most prevalent qualification at different points in teachers' careers
- The maximum level of qualification at a level of education.

Please note that most prevalent qualifications may differ between the different stages of the career, and salaries are also displayed in table D3.1a for most prevalent qualification at each stage of the career, For information on qualification levels of teachers, see Table [X3.D3.2](#).

For countries with different salary ranges and providing weighted averages for statutory salaries, the different salary scales are presented in Table [X3.D3.4](#).



Social security and pension scheme contributions: Statutory salaries reported in the indicator must **exclude** the part of social security and pension scheme contributions paid by the employers and must **include** the part of social security and pension scheme contributions paid by the employees.

For information on whether statutory salaries include or exclude social security and pension scheme contribution, see Table [X3.D3.3](#). [Back to main table for this Indicator](#)

### **Coverage, methodology and interpretation**

#### **Australia:**

*Notes on coverage and methodology:* Weighted average of data from reporting jurisdictions (government schools in the 5 largest jurisdictions). The weighting is based on the number government teaching staff in each of the jurisdictions. Australia does not have a national data collection on teacher salaries or school curriculum. Instead, the survey is sent out to all of the states and territories, with the results weighted to derive a national response. As such, the data from Australia should be seen as indicative only and comparisons between years should only be made with caution.

*Notes on interpretation:* The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres.

Caution should be used in interpreting national figures as practices vary from region to region.

Comments on qualifications of teachers: The minimum qualification of a teacher is also the most prevalent qualification

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

#### **Austria:**

*Notes on coverage and methodology:* ISCED 02: In Austria, the large majority of pre-primary education takes place at kindergartens. The remaining minority of pre-primary schools are not an independent entity but integrated into the schools at ISCED 1. There is no difference in any teacher-related matter between these two levels (working time, salaries etc.). Since the data of those teachers are not representative for ISCED 02 and there are no data available for kindergarten teachers “m” is the most appropriate option.

At ISCED 34, the weighted means for statutory salaries of teachers include the salaries of teachers teaching in vocational programmes, in addition to those teaching in general programmes. In Austria, a large part of upper secondary programmes are oriented towards vocational education and training, comprising more than half of the students at age 15. In addition to this, due to the system characteristics, information on teachers is collected at two levels of administration: federal and provincial. While the federal schools are administered by the federal ministry and teachers there are federal employees, provincial schools are administered on the provincial level and teachers there are state provincial employees. Data delivered to the federal ministry provided by the provincial government includes salary data on all teachers within the scope of their responsibility and these data cannot be split by orientation of the programme.

*Additional payments that all teachers receive on top of their base salaries and included in statutory salaries:* 13th and 14th month payments

*Notes on interpretation:* comments on qualifications of teachers: In Austria, there are various attainment levels that qualify a person to work as a teacher. Salaries are determined according to their attainment. Therefore, various salary scales apply to them. The salary data reported is therefore an average composed of various groups of teachers.

Comments on social benefits of teacher: Teachers in Austria are interpreted as all workers, including civil/public and private sector workers, therefore there is no difference when answering according to the different reference groups. [Back to main table for this Indicator](#)

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

*Notes on coverage and methodology:* In this questionnaire, the required qualifications are taken into account. In the Flemish Community, there is also sufficient qualifications and other qualifications. Mostly, the pay scales of these do not differ from these of the required qualifications and mostly, the sufficient qualifications differ from the required qualifications on the fact that in secondary education, they don't need a formation in the specific content of the subject. For instance for teaching mathematics in the third stage of secondary education a required qualification is a master in mathematics with certificate of teaching competence and a sufficient qualification is for instance a master in languages with certificate of teaching competence.

*Additional payments that all teachers receive on top of their base salaries and included in statutory salaries:* Statutory salaries as mentioned include end-of-year bonus and holiday bonus.

*Notes on interpretation:* For the calculation of the 'Proportion of teachers paid according to this salary range' full time and part time teachers are taken into account.

*Comments on qualifications of teachers:* Teachers in pre-primary, primary and lower secondary education need a bachelor's degree. It should be taken into account that the teachers with a bachelor's degree at lower secondary education have also a subject-related requirement. The training at ISCED 6 includes pedagogical training at the basic training as well. Teachers in the first two years (first stage) of upper secondary education are at minimum required to have a Bachelor of education: secondary education and at maximum a Master in the specified content of the course and a certificate of teaching competence. Teachers in the last two years (second stage) of upper secondary education are required to have a Master in the specified content of the course and a certificate of teaching competence. [Back to main table for this Indicator](#)

### **Belgium (French Community):**

*Notes on coverage and methodology:* Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Statutory salaries as mentioned include end of year bonus and holiday bonus. - End of the year bonus = EUR 612.53 + (gross salary x 2.5%)

- Holiday bonus = Gross salary x 70% x 86.93%

*Notes on interpretation:* Comments on qualification of teachers: Teachers with "most prevalent qualifications" are teachers that hold a required title within a series of possible diplomas (e.g. *Instituteur*, "AESI: *agrégation de l'enseignement secondaire inférieur*" – lower secondary school teacher degree, "AESS: *agrégation de l'enseignement secondaire supérieur*" – upper secondary school teacher degree).

Teachers with "Minimum level of training" do not have the required title. Teachers with "maximum qualifications" hold a required title and a master's degree for primary school teachers and AESI.

*Comments on social benefits of teachers:* It has not to be interpreted as including all workers as "civil/public and private workers". The calculation of the pension of a teacher (as a public servant) follows specific rules given that a teacher is part of both the public sector and the education sector. [Back to main table for this Indicator](#)

### **Brazil:**

*Notes on coverage and methodology:* Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The figures are based on the national wage floor of BRL 2 455.35 and include the 13th salary as well as the one-third vacation bonus. In Brazil, it is the responsibility of the states, the Federal District and the municipalities, together with their respective educational systems, to ensure the approval of statutes and career plans for teachers in the public sector. However, there is a minimum national salary for teachers working in public schools. Starting salaries provided is the legal minimum teacher salary. As a consequence, the actual average statutory starting salary for teachers in Brazil is probably higher.

*Notes on interpretation:* Comments on qualifications of teachers: Brazil has a decentralised system, each one of the 27 states and more than 5 thousand municipalities has their own teachers career plan. Because of that, the salaries can be determined by central government, regional authorities or local authorities, depending of which school network is the teacher working for. However, there is a minimum national salary for teachers working in public schools

*Comments on social benefits of teachers:* Regarding the social benefits of teachers there is only one difference comparing both categories, "other public servants" and "other public and private sector workers", the retirement age. Apart from that, there is no other national difference regarding teachers and other workers in the Brazilian social security system. [Back to main table for this Indicator](#)

### **Canada:**

*Notes on coverage and methodology:* The Canadian estimates for teacher's salaries are weighted averages that use provincial/territorial data and full-time teacher counts.

*Comments on number of years from starting to top of the range:* The number of years from minimum to maximum salary is a weighted average (weighted by the number of full-time educators in each jurisdiction, except in Northwest Territories (NWT) where the number of full-time equivalent educators was used) in each jurisdiction.

*Notes on interpretation:* Many different kinds of collective agreements to determine salaries across jurisdictions. For the majority of provinces and territories salaries are negotiated through a collective bargaining process between the provincial/territorial government, teachers' associations, and education boards. These agreements are typically valid for a 2-5 year period and are then re-negotiated. [Back to main table for this Indicator](#)

### **Chile:**

*Notes on coverage and methodology:* Data on salaries result from simulations for a regular teacher working 44 hours, according to years of experience and level assigned. These simulations are the official estimates of the Centre for perfecting, experimentation and pedagogical investigations (CPEIP) of Chile, based on the salary components stated in the Law of the New System of Teacher Education and Professional Development (Law 20.903).

*Notes on interpretation:* Comments on qualifications of teachers: A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.

The new career structure sets 5 career levels, including 3 compulsory levels (Beginner, Intermediate and Advanced) as well as two optional levels (Expert I and Expert II). Teachers progress between levels through an evaluation, called "Recognition System", which implies the taking of a standardized test (about pedagogical and disciplinary knowledge) and the presentation of a portfolio. Teachers in level Beginner must overcome this level in a maximum period of 2 recognition processes (8 years). If the teacher does not succeed, he or she must leave the teaching profession. Those teachers in level Intermediate, must overcome this level and reach the level "Advanced" in a maximum of 12 years (3 recognition processes), however, this will be mandatory only for teachers who enter the teaching profession by 2026. Therefore, minimum qualification level for starting teachers is being classified in level "Beginner", while minimum qualification level for teachers with more than 8 years of experience is "Intermediate".

Teachers' salaries vary according to the levels where the teachers are located. Within the same levels there are different salaries, according to the bienniums of service. For each of the superior 3 levels, a minimum years of experience is required: to be in level Advanced, 4 years of experience, to be in Expert I, 8 years of experience, and to be in Expert II, 12 years of experience. [Back to main table for this Indicator](#)

### Colombia:

*Notes on coverage and methodology:* Data on salaries correspond to the regulated by the statute teacher 1278 / 2002 and do not include or additional bonuses or compensation.

Data on percentage of teachers are obtained from the Information System SINEB and corresponds to the participation of teachers with respect to the total of the corresponding educational level. The new teachers are those linked within the year to the official sector, but does not imply that they are newly graduates. Only classroom teachers from statute 1278 are taken.

The teaching experience is counted from the date of recruitment in the public sector

*Notes on interpretation:* For this report we used information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute Therefore, the percentages are measured in relation to this scale.

It is important to mention that under this scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a great weight to reach the top salary. In some cases the salary of 10 years is equal to the 15 years

*Additional payments that all teachers receive on top of their base salaries and included in statutory salaries:* Christmas bonus, service bonus and holiday bonus. [Back to main table for this Indicator](#)

### Costa Rica:

*Notes on coverage and methodology:* Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: statutory salaries include: 13th month, school salary or 14th month, and educational incentive (8.33% of the salary).

*Notes on interpretation:* Comments on qualifications of teachers: In Costa Rica teachers enter the teaching profession within one of three different categories: Qualified teachers; Authorised teachers and Aspiring teachers. Qualified and Authorised teachers are further classified into additional sub-categories, again related to their level of qualification. Since the majority of teachers enter into the highest category (that of qualified teachers) the data provided for most prevalent and maximum qualifications are the same. Each sub-group within this classification has an associated base salary. This base, plus the annual increase (equivalent to 2% of base salary per year of service), and the teaching incentive are the only elements of pay common to all teachers and the statutory amounts reported relate to these elements only.

The wage categories are dependent on the level of training of the individual, and although there are several categories within a wage class, it is important to keep in mind that an individual can enter directly into the highest wage category, since the only thing you need to complete is an academic requirement. This means that the salary scale is not a ladder that each teacher must cross to ascend in their teaching profession, but directly can be placed in the highest category of their professional group. [Back to main table for this Indicator](#)

### Czech Republic:

*Notes on coverage and methodology:* Combination of two salary tables for education staff based on the Government Regulation on Pay Terms of Employees in Public Services and Administration (first salary tables were valid from September 2017 to October 2017 and second salary tables were valid from November 2017 to August 2018). The single statutory salaries in the salary tables were weighted by the number of months they were paid for. In the next step actual numbers of teachers (for each pay category and pay grade) were counted from the database of ISS 2016 and the database of ISS 2017 (numbers of teachers in these calendar years were recounted for school year 2016/2017). The result is estimated data which combine the salary tables for school year 2017/2018 from

the government regulation and data from ISS for school year 2016/2017. Estimated data on statutory salaries are weighted by proportions of teachers in the different pay categories (at each stage of the career taken into account).

*Notes on interpretation:* A particular pay scale system is set for the education staff (teachers and school heads, SEN specialist, educational childcare staff, psychologist, teacher's assistant).

Salary tables for teachers have 6 pay categories (8th-10th for pre-primary teachers, 11th-13th for primary and secondary teachers) depending on complexity, responsibility and strenuousness of the work they perform and 7 pay grades according to the length of professional experience (0-2 years, 2-6 years, 6-12 years, 12-19 years, 19-27 years, 27-32 years, 32+ years). Teachers are placed to the 10th pay category (pre-primary teachers) and to the 13th pay category (primary and secondary teachers) only on exceptional circumstances (predominantly school heads). The pay scales do not allow pay advancement by gaining further qualifications, with the exception of educational management staff. To perform these roles, it is required by law to have completed the prescribed in-service training. After its completion, the school head may delegate activities to the teacher which place the teacher into a higher pay category (at the basic school and the upper secondary school from the 12th to the 13th pay category). Some other additional responsibilities and management of the teachers are paid by the system of allowances.

Qualification of teachers follow the Act on Education Staff: 1) Pre-primary teachers at nursery schools (ISCED 02) most often obtain their qualification in four-year secondary school programmes completed with the school leaving examination (ISCED 344 or 354) or in shortened study programmes completed with the school-leaving examination (ISCED 354) and at tertiary level (ISCED 6 or 7). 2) Primary teachers (ISCED 1) are required to have a Master's degree (ISCED 746 or 747). 3) Teachers of general subjects at secondary levels (ISCED 24, 34) are required to have a Master's degree (ISCED 746 or 747). The teachers of the general subjects more often obtain the teaching qualification in the concurrent study.

Qualification requirements for salary purpose:

- 8th pay category: secondary education with a school-leaving examination (ISCED 344, 354);
- 9th pay category: tertiary professional education (ISCED 655) or secondary education with a school-leaving examination (ISCED 344, 354);
- 10th pay category: Bachelor's degree (ISCED 645) or tertiary professional education (ISCED 655);
- 11th – 12th pay category: Master's degree (ISCED 746, 747) or Bachelor's degree (ISCED 645);
- 13th pay category: Master's degree (ISCED 746, 747).

According to the recommendation of the Ministry of Education, Youth and Sports the teachers are placed in pay categories this way:

a) Three pay categories are designed for teachers at ISCED 02:

- 8th pay category: Particularly starting teachers, teachers without a professional qualification who do not have sufficient knowledge to create an educational program.
- 9th pay category: Teachers who form an educational program or perform all educational activities using available methods to develop children's interests, knowledge and abilities; introducing teachers.
- 10th pay category: School heads or teachers who form and coordinate a school educational programs or who form educational programs for children with special educational needs and individual education plans.

b) Three pay categories are designed for teachers at ISCED 1,24 and 34:

- 11th pay category: Particularly starting teachers of general programs performing activities in cooperation with the introducing teacher or teachers who do not complete Master's degree and who need methodological recommendations to perform their work.
- 12th pay category: Teachers conducting comprehensive educational activities related to the creation and updating of pedagogical documentation, who complete Master's degree program, which the employer may not provide methodological recommendations.
- 13th pay category: School heads or teachers who form and coordinate a general or vocational educational programs or who form international educational projects (e. g COMENIUS) or projects of adult education and training. [Back to main table for this Indicator](#)

#### Denmark:

*Notes on coverage and methodology:* The reported salaries for teachers at primary level is a weighted average between teachers at grade 1 (*børnehaveklasse/class 0*) and teachers at grade 2-7 (class 1-6). Teachers at grade 1-6 are the same as at lower secondary level and their salary is from the same salary scale. The salary for teachers at grade 1 (*børnehaveklasseledere*) is a little lower and regulated by another salary scale. For primary level in general the salary is calculated by weighting the salary for teachers at grade 1 with factor 1 and the salary for teachers at grade 2-7 with factor 6.

There is no special salary scale for educators (*peadagogs*) at pre-primary level. This institution (*daginstitutioner* (3-5 år)/ECEC/kindergarten 3 to school start)) is integrated for children age 0-5. The salary for pre-primary is



indicated by the salary scale for pedagogs working at different institutions, including pre-primary and day nursery.

*Additional payments that all teachers receive on top of their base salaries and included in statutory salaries:* The reported statutory salaries include the payments regulated by the national salary scales including the national additional pay rates to be a part of the minimum statutory salary for the teachers in accordance with the collective agreements at national level.

*Notes on interpretation:* Statutory salaries exclude the part of social security and pension scheme contributions paid by the employers. The reported actual salary is a calculated salary. The statistical databases containing data on salary data for teachers do not provide salary data excluding the part of pension contributions paid by employers, and including the part of pension contributions paid by employees. This distinction is without any practical meaning in the Danish salary system. So the salary data are therefore presented in the databases either with the total pension contribution included or without pension contributions as a whole.

The gross annual teacher compensation includes the compulsory contribution to pension as decided by collective agreements with the teacher unions. The part for pension is about 15 - 17 percent of the net salary. Formally the employee's share is 1/3 and the employer's share is 2/3, but both shares are handled 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 reported 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's possible for teachers to receive a minor part of the contribution for pension as salary for immediate disposal. The employers' payments to any insurance and social security contributions are not included in the salary.

In addition to the reported gross annual salary, which is given in accordance with the general salary scale as a part of collective agreements, each teacher will typically have personal bonuses given and decided at school level, by local authorities or by collective agreements at local level. Because of the personal bonus the reported annual salary is typically the minimum salary.

*Comments on qualifications of teachers:* The minimum and typical education for a teacher at pre-primary level (i.e. *pedagog*), 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). [Back to main table for this Indicator](#)

### England:

*Notes on coverage and methodology:* The population of teachers covered by the statutory salary figures includes teachers employed in maintained schools paid on the main, upper and leading practitioner pay ranges. Minimum qualification is now reported as level required to be a fully-qualified teacher, i.e. QTS rather than the unqualified employment-based route to QTS.

Range A (minimum qualification): Range A refers to the statutory salary figures for teachers paid on the unqualified teacher pay range. A bachelor's degree is the minimum qualification required to be paid on the unqualified teacher pay range. The minimum salary figure for Range A refers to the minimum salary on the unqualified teacher pay range for the 'England and Wales (excluding London Area) area'. The maximum salary figure for Range A refers to the maximum salary on the unqualified teacher pay range for the 'England and Wales (excluding London Area) area'.

Range B (most prevalent qualification): Range B refers to the statutory salary figures for teachers paid on the main and upper pay ranges. Qualified Teacher Status (QTS) is the minimum qualification required to be paid on the main and upper ranges. The minimum salary figure for Range B refers to the minimum salary on the main pay range for the 'England and Wales (excluding London Area) area'. The maximum salary figure for Range B refers to the maximum salary on the upper pay range for the 'England and Wales (excluding London Area) area'.

The leading practitioner pay range has been reported separately as Range M (maximum qualification). Although the leading practitioner pay range does not require any specific additional qualification, in order to be appointed to a post on this range, a teacher must demonstrate specific skills in modelling and leading improvement of teaching skills. The pay range is only accessible in schools where the leading practitioner post exists.

Geographical area: There are separate geographical pay ranges for teachers employed in different areas: 'Inner London Area', 'Outer London Area', the 'Fringe Area', 'England and Wales (excluding London Area) area'. This is to reflect the cost of living in different areas of England and Wales. The statutory salary figures reported are for the 'England and Wales (excluding London Area) area'.

*Notes on interpretation:* Classroom teacher: The statutory salary ranges apply to classroom teachers paid as fully-qualified teachers on the main, upper and leading practitioner pay ranges. A fully-qualified classroom teacher who has achieved Qualified Teacher Status (QTS) is paid on the main, upper or leading practitioner pay range.

Comments on qualifications of teachers: Classroom teachers who have achieved Qualified Teacher Status (QTS) and are not employed in a leading practitioner post are paid on the main or upper range. The main and upper pay ranges exist to allow for salary progression based on performance and can be accessed by all teachers.

QTS is a professional accreditation based on the Teachers' Standards, which define the minimum level of practice expected of teachers. Assessment for QTS should enable trainee teachers to meet all the Teachers' Standards, set by the Secretary of State, across the age range of training and ensure that no trainee teacher is recommended for the award of QTS until they have met all of the Standards.

Most initial teacher training programmes leading to QTS also lead to an academic award such as the PGCE (consecutive model) or a bachelor's degree (concurrent model). The award of the academic qualification is separate from the award of QTS. It is awarded by a university or other higher education institution with degree awarding powers (DAP), which, as such, is responsible for its own awards, the conditions on which they are awarded and qualification titles.

Public schools: The statutory pay ranges apply only to maintained schools, that is, local authority-maintained schools. The governing body for academies, which classify as publicly funded independent schools and make up around three quarters of secondary schools and a quarter of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges.

ISCED 02 and ISCED 1: A significant proportion of provision of ISCED 02 (64% of provision for 3-year-olds) is provided in settings other than schools. The actual salary figures provided for ISCED 02 and ISCED 1 are combined. The figures are only for teachers of pupils in nurseries and primary schools and do not apply to other ISCED 02 settings. In England, there is a specific qualification called Early Years Teacher Status (EYTS) that is not associated with a pay range.

ISCED 24 and 34: Teachers of students at ISCED 34 are employed in both schools and further education colleges. The actual salary figures provided for ISCED 24 and 34 are combined. The figures are only for teachers of pupils in schools and do not apply to further education colleges.

The figures are for England only and exclude pay data for the London area. [Back to main table for this Indicator](#)

#### **Estonia:**

*Notes on coverage and methodology:* The data on the annual gross statutory salary refers to the fixed minimum wage that applies for all teachers. The notion of starting statutory salary depending on the level of qualification (minimum or maximum) does not exist in Estonia.

*Notes on interpretation:* Comment on qualification levels of teachers: The description of the specification of most prevalent, minimum, maximum qualification of teacher is based on legislative acts and data of teachers' highest education collected in Estonian Education Information System. (1) On the conditions and in accordance with the procedure provided for in the Collective Agreements Act, the minimum wage of teachers will be agreed on: 1) as the representatives of employers: by the minister responsible for the field, authorised representatives of national associations of local authorities, authorised representatives of local authorities and authorised representatives of private legal persons that manage private schools, and 2) as the representatives of employees: authorised representatives of registered associations of teachers. (2) On the basis of the agreement specified in subsection (1), the Government of the Republic will establish the minimum wage of teachers by a regulation. [Back to main table for this Indicator](#)

#### **Finland:**

*Notes on coverage and methodology:* The data refer to fully qualified teachers, who constitute 90% of the teaching force. For pre-primary education, data is reported on the majority, i.e. kindergarten teachers. The data include all teachers in Finland.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Statutory salaries include bonus holiday pay. It is 4% for starting teachers, 5% for teachers with 10 years of experience and 6% for teachers with at least 15 years of experience. Bonus holiday pay is temporarily reduced 30% in 2017 - 2019.

*Notes on interpretation:* The data on pre-primary teachers includes the salary data of kindergarten teachers who are the majority.

*Comments on qualifications of teachers:* In Finland the most prevalent qualification of teachers is the same as the minimum qualification and it is associated with the required degree and studies attained after initial teacher training. [Back to main table for this Indicator](#)

#### **France:**

*Notes on coverage and methodology:* The teachers' statutory salaries are gross annual incomes (*rémunération annuelle brute statutaire*) related to statutory salary scales. They include the accommodation allowance at ISCED levels 02 to 34 and a bonus for tutoring. Only at ISCED levels 24 and 34, they also include a bonus for extra teaching time. In the overtime rate calculation, only the 1st hour (payed 1.2) has been applied to determine the bonus at isced 24 and 34.

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 follow-up and tutoring): since 2016-2017, the bonus is EUR 1 200 per year (the bonus was EUR 400 in 2013-2014, 2014-2015 and 2015-2016)

At ISCED 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 follow-up and tutoring): ISOE : since 2016-2017, the bonus is EUR 1 213.56 per year (EUR 1 199.99 before) - Please, note that the amount has not been corrected last year. 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 1 HSA overtime hour (*heure supplémentaire année*); these compensate the obligation for the teachers to accept to do at minimum one regular exceeding of the minimal annual working time; other types of extra hours are not included in the statutory salary. Please note that in 2016-2017 and in 2017-2018, the HSA remuneration's rates has been revised but the changing is just taken account right now.

*Notes on interpretation:* Comments on qualifications of teachers: (Pre-primary and primary) *Professeurs des écoles*: People who want to become teachers at this level of education must obtain a master's degree. Since 2015, there is a new 2-year master's programme designed for teachers and provided by the "*Ecoles supérieures du professorat et de l'éducation*" (ESPE). At the end of the first year of the master's, candidates have to pass through a competitive examination : "*concours de recrutement de professeur des écoles*" (CRPE). The applicants successful in the competition become both students at the 2nd year of Master's and part-time trainee teachers (they spend part of their time teaching students and the rest at the university). At the end of this internship year, they are supposed to obtain the Master's degree and they apply for tenure ("*titularisation*"). If you already have a master's degree (or equivalent) or diploma, you will follow an adapted training course at ESPE. If given a favorable opinion by the jury, they are officially granted the status of "*professeur des écoles*" and become civil servants.

(ISCED 24 and 34) *Professeurs certifiés*: Between ISCED 2-3 and ISCED 0-1, the main difference is the status and the competitive examination leading to it. Therefore, people who want to become teachers at this level of education must obtain a master's degree. Since 2015, there is a new 2-year master's programme designed for teachers and provided by the "*Ecoles supérieures du professorat et de l'éducation*" (ESPE). At the end of the first year of master's, candidates have to pass through a competitive examination : "*concours du certificat d'aptitude au professorat de l'enseignement du second degré*" (CAPES). The applicants successful in the competition become both students at the 2nd year of Master's and part-time trainee teachers (they spend part of their time teaching students and the rest at the university). At the end of this internship year, they are supposed to obtain the Master's degree and they apply for tenure ("*titularisation*"). If given a favorable opinion by the jury, they are officially granted the status of "*professeur certifiés*" and become civil servants.

*Comments on the social benefits of teachers:* In France, teachers are civil servants. For all civil servants, the pension/social security benefits are the same. They are different for the workers who are not civil servants. [Back to main table for this Indicator](#)

### Germany:

*Notes on coverage and methodology:* The statutory salaries represent a weighted average of the data available at *Länder* level for civil servants and include general post allowances where applicable and special annual payments. Holiday pay is included

Before 2007, the salary scale used was the same across Germany and data were collected in the *Länder* on the number of teachers in each category of the salary scale. The calculation of average salaries was first made for each of the *Länder*, then for the whole of Germany (weighted means). Since November 2006 a salary scale which is used throughout Germany no longer exists. Therefore, the *Länder* are asked to report the average annual gross statutory salary and the number of teachers in each category. Weighted means are calculated from the *Länder* data.

*Notes on interpretation:* Comments on the qualifications of teachers: In Germany the minimum level of qualification is equal to the most prevalent qualification level and associated with the most prevalent diploma attained after initial teacher training. For pre-primary level programmes the most prevalent qualification reported is not related to teachers in *Vorklassen* and *Schulkindergärten*. Teachers in these two programmes have the same most prevalent qualification as primary or secondary level teachers and are not included in the pre-primary education data.

*Comments on the social benefits of teachers:* Regarding teachers' pension and/or social security system in Germany teachers with civil servants (*Beamte*) status have no special pension and/or social security system in reference to other civil servants (*Beamte*). Employed teachers (*Angestellte*) have no special pension and/or social security system, too. The reference is "other workers" (*alle Angestellten*). The reference "other workers" means in this case other civil/public servants (i.e. *Beamte*). [Back to main table for this Indicator](#)

### Greece:

*Notes on coverage and methodology:* Data on gross annual statutory salaries are reported on the basis that teachers complete certain years of work experience on 1st September 2017. The freezing of salaries is also taken into consideration. Following the directions for the implementation of Law 4354/2016 (ref. nr. 2-31029/ΔΕΠ/06.05.2016, directions for article 27), a month's salary in 2017 is the sum of the base salary of the frozen salary scales of 2011 and two quarters (2/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Likewise, and a month's salary in 2018 is the sum of the base salary of the frozen salary scales of 2011 and three quarters (3/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. For all civil servants including teachers the work experience gained in the calendar years 2016 and 2017 is not taken into consideration for salary progression (Law 4354/2015, article 26, par.2).

The statutory salaries reported here include only the base salaries, since there are not any other additional payments that all teachers receive on top of their base salaries.

Average salary data of workers with tertiary education used in indicator D3.2 include salaries before taxation in the current reference year following the specifications that most countries follow. In the previous reference years (Education at a Glance 2018 and previous editions) average salary data of workers with tertiary education included net salaries, i.e. salaries after taxation, which were mistakenly compared to teachers' gross annual statutory and actual salary data. This divergence from specifications in the salary data of tertiary educated workers in previous years explains differences between the values of D3.2 in Education at a Glance 2019 and previous editions of Education at a Glance.

*Notes on interpretation:* The salaries for teachers of pre-primary education include only teachers working in Pre-Primary Education Schools (Nipiagogeia) that are supervised by the Ministry of Education, Research and Religious Affairs.

*Comments on the qualifications of teachers:* In Greece the minimum level of qualification is equal to the most prevalent qualification level of qualification of teachers for all levels of education. The qualification levels of teachers entering the teaching profession in the reference year, legislation (Law 3848/2010 as amended and in force) require a degree from a tertiary institution or equivalent for teachers in Pre-primary Programmes supervised by the Ministry of Education, Research and Religious Affairs, as well as by teachers in Primary, Lower Secondary and Upper Secondary General Education. Higher than minimum qualifications (i.e. Master's or PhD degrees) are recognised as relevant to the teaching profession after entrance, i.e. they are not used as qualifications required to enter the teaching profession, they are not related to a different salary range, but they are remunerated as additional years of teaching experience. [Back to main table for this Indicator](#)

### **Hungary:**

*Notes on coverage and methodology:* Act on the central budget for 2017 issued in 2016 No XC: stipulates an amount of HUF 101 500 for further calculation. The Act on general education prescribes the percentage applied in case of a bachelor's and master's qualification, by which the salary base can be calculated (101 500 multiplied with the given percentage effective in the given reference year).

The Public Act on general education regulates the pay scale, the percentage by which the salary base has to be multiplied depending on the number of years spent in teaching and the teacher category (promotion levels: Fully qualified trainee teacher, Teacher 1, Teacher 2, Master Teacher, Researcher Teacher).

In summary, the base salary differs depending on the qualification of the teacher.

*Comments on salary scales:* With the exception of the teacher in the Trainee category, teachers shall be promoted on the basis of employment in a teacher position once in three years' time one pay grade higher. The teacher shall be promoted to the higher pay category on the first day of the year in question. With the promotion to the higher pay category the three years waiting time shall start again.

*Notes on interpretation:* From 2013, a government decree stipulates a yearly increase of salaries until 2017. In 2017 it became part of the Act on general education. For school year 2017/2018 there was an increase in the salaries comparing to the school year 2016/2017. The rate of the increase at teachers with BA degree was 3,2% and for teachers with MA it was 3.5% in case they have minimum qualification. Should teachers at lower secondary level have MA degree, they are entitled to be paid according to the salary scheme linked to teachers with MA degree

*Comments on qualifications of teachers:* The legal regulations stipulate that the minimum qualification for teachers at ISCED 02, 1, 24 is BA/BSc, while teachers at ISCED 34 is MA/MSc. It is legally possible to enter the teaching profession with a BA degree, although since 2010, teacher training for secondary school teachers is available only at MA/MSc courses. [Back to main table for this Indicator](#)

### **Iceland:**

*Notes on coverage and methodology:*

Data for ISCED levels 0, 1, 2 and 3 statutory salaries has been assembled by a panel of experts from the Teachers Union and Icelandic Association of Local Authorities in cooperation with the Ministry of Education. Data on actual salaries has been compiled by the Statistics Office and reported for the first time in this survey. The statutory salary of teachers in ISCED3 is a combination of a general agreement on pay and a special agreement for each

institution, an institutional framework for salaries. The institutional agreements are specific for each institution. In order to arrive at an estimated statutory salary for ISCED 3 teachers an institutional agreement was selected from one representative school. The data reported is an estimation based on a representative selection of a school and group of teachers.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Included are two annual one time payments. One in December and one in June. Applies to all school levels, both public and government dependent schools. :

*Notes on interpretation:* For pre-primary, a collective agreement exists between The Association of Local Authorities and The Teachers Union on behalf of the Union of Pre-School Teachers, starting June 1 2015 and ending March 31 2019. The agreement outlines, pay, pay-scales and progression, organisation of working time, other rights and compensations, professional development, sick leave and vacation time. The collective agreement applies to public and private schools.

For primary a lower secondary, a collective agreement between The Association of Local Authorities and The Teachers Union on behalf of the Union of School Teachers, starting December 1 2016 and ending November 30 2017. Renewed agreement dated December 1 2017 ending June 30 2019. The agreement outlines, pay, pay-scales and progression, organisation of working time, other rights and compensations, professional development, sick leave and vacation time. The collective agreement applies to public and private schools.

For upper secondary, there is a base collective agreement, but each institute enters into a specific institutional agreement which compensates the institute for extra expenses in salaries.

*Comments on qualification of teachers:* Minimum qualification to obtain a teacher certificate is proscribed by law and is equivalent to 5 years of university education, or a master's degree (ISCED 7).

Practicing teachers are required to spend 150 hours of each school year in professional development, which may include formal education equivalent to ECTS credits. Therefore, most prevalent education of a teacher with 15 years of experience is the minimum requirement plus any additional credit worth of professional development attained during the course of these 15 years. This is estimated to be the equivalent of 60 ECTS credits (this is an estimate provided by the teacher union).

*Comments on social benefits of teachers:* In the Icelandic labour market to teachers, regarding the social benefits, applies the same as to all other workers. [Back to main table for this Indicator](#)

### **Ireland:**

*Notes on coverage and methodology:* Review of salary scales as outlined in circular letters from the Department of Education and Skills and salary data retained by the Department. The salary for teachers with minimum qualifications is for teachers who entered teaching from 1 January 2011, as effective from 1 January 2018. Under this revised pay scale for new entrants to teaching from 2011, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 1 January 2011 has incorporated qualification allowances previously provided for separately.

*Notes on interpretation:*

Salaries for practitioners in early childhood settings are set by the owners of the settings which are private entities. The only requirement on the settings is that the practitioners is paid at least the national minimum wage for an experienced adult employee in accordance with the National Minimum Wage Act. Since January 2018, the national minimum wage was EUR 9.55 per hour. Salaries for primary and secondary teachers are decided by Central government on the basis of collective agreement.

*Comments on qualification of teachers:* From 31 December 2016, as stated in the Child Care Act (Early Years Services) Regulations 2016, all staff working directly with children are required to hold a minimum of Level 5 Major Award on the National Framework of Qualifications in Early Childhood Care and Education.

The State pays a capitation fee to playschools and daycare services participating in the Early Childhood Care and Education scheme. In return, they provide a pre-school service free of charge to all children within the qualifying age range for a set number of hours over a set period of weeks. For Preschool Services participating in the ECCE scheme, room leaders are required to hold a minimum QQI Level 6 Major Award in Early Childhood Care and Education (or equivalent) from December 2016. A higher capitation is also available to Preschool Services where the Preschool Leader has achieved a major award in early childhood care and education at Level 7 on the National Framework of Qualifications (NFQ) and where the assistants have achieved the minimum Level 5 Award.

The minimum qualifications outlined for entry to teaching are in accordance with the teaching qualification pathway followed by the teacher i.e concurrent teacher education programme or consecutive education programme. The salary for teachers with minimum qualifications is for teachers who entered teaching from 1 January 2011, as effective from 1 January 2018. Under this revised payscale for new entrants to teaching from 2011, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 1 January 2011 has incorporated qualification allowances previously provided for separately.

*Comment on salary scales:* The salaries of teachers in rows CS1, CS2 and CS3 are applicable to teachers who entered teaching prior to 1 January 2011 and include minimum qualification allowances in addition to their base salaries. At ISCED 1, the salary above includes salary at the relevant point on the common salary scale for teachers (EUR 49 930- at 12th point of scale after 10 years; EUR 55 615 at 17th point of scale after 15 years; EUR 62 571 at top of scale) + allowance for Bachelor Education (Pass) Degree (EUR 1 842). At ISCED 24 and ISCED 34, the salary above includes the salary at the relevant point on the common salary scale (EUR 51 300 at 13th point of scale after 10 years; EUR 55 615 - at 18th point of scale after 15 years; EUR 62 571 at top for scale) + allowance of EUR 1 842 for primary degree (pass) and allowance of EUR 591 for Post Graduate Diploma in Education (Pass). Teachers at the top of their career after 10 years also receive a long service allowance of EUR 2 324.

The salaries of teachers in D2, D3 and D4 are applicable to teachers who entered teaching prior to 1 January 2011 and include qualification allowances in addition to their base salaries. At ISCED 1, the salary above includes the salary at the relevant point on the common salary scale for teachers (EUR 49 930- at 12th point of scale after 10 years; EUR 55 615 at 17th point of scale after 15 years; EUR 62 571 at top of scale) + allowance for Bachelor Education (Honours) Degree (EUR 4 918). At ISCED 24 and ISCED 34, the salary above includes the salary at the relevant point on the common salary scale (EUR 51 300 at 13th point of scale after 10 years; EUR 55 615 - at 18th point of scale after 15 years; EUR 62 571 at top for scale) + allowance of EUR 4 918 for primary degree (Honours) and allowance of EUR 591 for Post Graduate Diploma in Education (Pass). Teachers at the top of their career after 10 years also receive a long service allowance of EUR 2 324.

*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:**

*Notes on coverage and methodology:* Since 2009, in pre-primary, primary and lower secondary education, there has been a significant change in teachers' salaries. This change is due to the implementation of the New Horizon Reform in these levels of education. Since the new reforms, a starting teacher begins with an ISCED 6 first-degree qualification (BA) minimum. Since 2009, all school teachers, whatever their years of experience, need a minimum ISCED 6 first-degree qualification. Since 2011, the minimum level of qualification for kindergarten teachers is also ISCED 6.

*Comments on salary scales:* In 2017/18, the New Horizon reform implementation in all levels of education exceeded over 98% of the F.T.E. teachers position. In upper secondary education, 77% of the teachers worked under the terms and conditions of the "Oz Letmura Reform". For each level of education, the reported wage is an average between the salaries of the F.T.E. teachers included in the concerned reform and the salaries of the F.T.E. teachers who are not. All new teachers who join the education system receive their salaries according to the terms of the new reforms.

*Notes on interpretation:* Annual statutory teacher salary is based on salary tables according to the Wage Agreements and includes necessary adjustments and supplements paid one time a year to all the teachers, like bonus for vacation, clothing and "Long School Day".

The remuneration for subjects/level coordination is cancelled for new teachers in the first year teaching, with the assumption that new teachers will not receive such duty.

The actual salary includes all the bonuses and allowances 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 (15 years of experience) is arriving to NIS 46 430 NIS which are 29% of the basic salary and are not included in our report. However this supplement is a part of the actual salary.

*Comments on qualifications of teachers:* All teachers with a minimum and a most prevalent qualification in Israel hold a bachelor's degree (ISCED 6) and a teaching certificate. Since the start of the implementation of the New Horizon Reform, the minimum and most prevalent qualifications are very similar, as teachers expect and require to be promoted in accordance to seniority and qualification. At the top of the salary scale, the only differences between minimum and most prevalent qualification come from professional development activities. Teachers with most prevalent qualifications have higher professional development. Professional development activities come with higher remuneration. [Back to main table for this Indicator](#)

#### **Japan:**

*Notes on coverage and methodology:* Statutory salaries are described based on the model salary schedule for reference placed in ordinance in many prefectures.

*Additional payments that all teachers receive on top of their base salaries and are included in statutory salaries:* Terminal allowance, special allowance for compulsory education staff

*Notes on interpretation:* Comments on qualifications of teachers: The most prevalent qualification of teachers is defined as the required qualification to comply with the requirements to enter to the teaching profession in the



public sector. In this sense, minimum and most prevalent qualifications of teachers are the same. In Japan, teachers have to obtain an “educational personnel certificate”, defined by the Education Personnel Certification act, to be licenced teachers, in addition to having a given ISCED level of attainment. An educational attainment, such as a bachelor’s degree, is part of the basic requirements to be a certified teacher. The typical level of attainment in Japan is an ISCED-A 660 qualification except for pre-primary education. Teachers in pre-primary school can be holders of an ISCED 540 or 660 qualifications. In order to receive the teacher certificate ISCED-A 660 graduates need more credit points than ISCED-A 540 graduates. Teachers’ certificates for pre-primary education are awarded to graduates with ISCED-A 540 and 660 but the proportions vary every year.

*Comments on social benefits of teachers:* Teachers in Japan are as well as non-teaching staff working for public schools as civil servants and they are covered by the same social security system, whereas other workers in the private sector are covered by a different one. [Back to main table for this Indicator](#)

#### **Korea:**

*Notes on coverage and methodology:* Salaries are calculated on the basis of the law and regulations as well as a typical teacher's career. The Cabinet of Ministers issues the regulation where minimum (lowest) monthly salary rate for teachers is defined.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Allowance for good attendance, Holiday bonuses, Allowances for meals and transportation expenses, Allowance for the teaching profession.

*Notes on interpretation:* Comments on qualifications of teachers: In Korea, teachers have to hold a teaching certificate to be fully qualified teachers. Most often, teachers with 15 years of experience and most prevalent qualification, teaching in all levels of education, hold the First Class Teacher Certificate.

In terms of their level of attainment, teachers with most prevalent qualification at pre-primary level hold ISCED 6 qualifications. In primary and lower secondary education the majority of teachers hold an ISCED 6 qualification. In what concerns the minimum qualifications of teachers, these are all identical as the most prevalent qualifications expect for teachers in pre-primary education, where the minimum is an ISCED 5 qualification, although the proportion of teachers with this level of attainment is very low (about 5%). [Back to main table for this Indicator](#)

#### **Latvia:**

*Notes on coverage and methodology:* The Regulation only sets the minimum monthly salary rate. School heads decides on the teachers' salaries depending on their workload and performance and on the school budget. Salaries can be higher but not lower than the minimum defined in the Regulation.

*Additional payments that all teachers receive on top of their base salaries and included in statutory salaries:* The Regulation says that a teacher receives his/her monthly remuneration for working time in astronomical hours, including breaks between the lessons. A teacher's workload includes teaching of lessons, preparation of lessons, and individual work with pupils/students, marking/correcting of student's papers, responsibilities of class (group) teacher, methodology work, project management, and other activities related to the development of education institution.

*Notes on interpretation:* The regulation on teachers' work remuneration sets only minimum monthly salary rate. According to the teachers' salary reform launched in 2016, there was a transition period for minimum salary rate for pre-school teachers. In September 2016 the rate was EUR 620 for one work-load per month, but with September 2017 minimum salary rate for pre-school teachers increased to EUR 680. For teachers working in ISCED levels 1-3 minimum salary rate for one workload per month was the same on September 2016 and on September 2017, i.e., EUR 680. The minimum statutory salaries for pre-primary teachers are thus now the same for one pedagogical workload. However, one workload of pre-primary teacher is 40 hours per week, but one monthly salary rate for other teachers corresponds to 30 hours per week workload.

*Notes on qualifications of teachers:* The Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Pedagogues (2014) defines requirements for necessary education and professional qualifications for teachers working at pre-primary, primary, secondary and tertiary education level. These requirements are necessary for all teachers to work in the teaching profession, without specifying teachers or making a distinction on minimal, maximal or most prevalent qualifications. The requirements refer to a higher education qualification (Bachelor or Master level) and a professional teacher's qualification.

According to the regulation a prospective student teacher in his/her final year(s) of initial teacher education may already work in school or pre-school as a teacher. These young teachers are referred here as starting teachers with minimum level of qualification. The actual percentage of such teachers is derived from the State Education Information System. [Back to main table for this Indicator](#)

#### **Luxembourg:**

*Notes on coverage and methodology:* Statutory salaries are calculated on the basis of point indiciaire assigned to public servants, including teachers, during their career with the value of one point indiciaire taking account of

adjustments for cost of living. This gives the gross salary per month before any deductions or allowances. This amount is then annualised and included the 13th salary at the end of a year (a bonus paid as part of annual salary to all teachers, as stated in the relevant legislation). The points indiciaires increase with years of experience, and according to career progression (at different rates for ISCED 1 and ISCED 2 and 3).

Actual salary data are derived the statutory amounts. The average reported for all teachers is equivalent to the sum of the annual salary at the beginning and end of the career, divided by 2.

*Additional payments that all teachers receive on top of their base salaries and included in statutory salaries:* Payments on social security and pension scheme are included (including part paid by the employee, excluding part paid by the employer). Due to restrictions regarding privacy, actual salaries of teachers cannot be accessed and therefore statutory salaries are reported.

*Notes on interpretation:* Comments on qualifications of teachers: In Luxembourg the minimum level of qualification is equal to the most prevalent qualification level of qualification of teachers for all levels of education. The minimum qualification is a bachelor degree for a pre-primary or primary teacher and a Master degree for a teacher in the secondary level. [Back to main table for this Indicator](#)

### Mexico:

*Notes on coverage and methodology:* Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Christmas bonus, Vacation bonus, Extraordinary payment for curricular services, Assignment for the organisation of the school year, End-of-year compensation, Assignment of cultural activities, Days of permanence for support in education, Compensation for strengthening temporary and compatible compensation, Help transportation, Extraordinary annual payment, National single compensation.

*Comments on salary scales:* Programme of magisterial career for ISCED levels 02, 1 and 24: The magisterial career is a horizontal promotion system in which teachers participate voluntarily and individually. They have the possibility of promoting themselves to the following level. They must meet the requirements and are evaluated according to normative rules. A teacher's career starts for all participants at the traditional level. The programme consists of five stimulus levels or scales (see [salary scales](#)). A teacher must stay in each level for a given period of time before being promoted to the next level. This programme has three categories: classroom teachers (1st), personnel with directive or supervisory functions (2nd), and teachers who develop technical or pedagogical activities (3rd). The objective is to help improve the quality of education by recognising and stimulating the work of the best teachers. It also reinforces interest in the continuing improvement of teachers; it enhances the teaching vocation and encourages teachers to remain in the teaching profession. It also supports teachers who work in underdeveloped areas in the country.

*Notes on interpretation:* Comments on qualifications of teachers: Starting teacher with most prevalent level of qualification: level of payment Traditional. Teacher with most prevalent level of qualification and 10 years of experience: level of payment K1A (10 years old at work) Teacher with most prevalent level of qualification and 15 years of experience: level of payment K1B (15 years old at work) Teacher with most prevalent level of qualification at top of salary scale: level of payment K1C (15 years old at work). [Back to main table for this Indicator](#)

### Netherlands:

*Notes on coverage and methodology:* Weights used in this average change yearly due to the different mix in salary scales every year. The statutory salary reported in the data collection is the total statutory salary of a year (allowances included), weighted by the ratio in salary scales in October the year before. The ratio of 1 October 2017 has been used in this questionnaire. We have used the same ratio for all the categories if applicable.

#### ISCED 1:

Weighted salary 10 years and 15 years is:  $(72,9/100 \times LA) + (26,7/100 \times LB) + (0,3 \times LC)$

Unweighted start and maximum-salary (resp. scale LA and scale LB). LC is almost not used in practice therefore scale LB is chosen as max.

#### ISCED 2

Weighted salary start, 10 years and 15 years is:  $(42,9/100 \times LB) + (31,2/100 \times LC) + (25,8/100 \times LD)$ .

Unweighted maximum salary is LD.

ISCED 2 and 3: The salaries of the three salary scales are the same country-wide. In the Randstad area (Urban region in the western part of the Netherlands) more teachers have a higher salary scale (Randstadregeling).

For ISCED 24/34 unweighted maximum-salary (scale LD) and the weighted one for the start and 10 years (scales LB, LC and LD).

Most of the teachers in secondary education teach at ISCED level 2 and ISCED level 3.

*Notes on interpretation:* ISCED02: only teachers in primary schools (groep 1 and 2, children in age group 4 and 5 at the start of the schoolyear). Daycare is excluded.



ISCED24/34: A second degree qualification is required for teachers in lower secondary education and a first-degree qualification for teachers in upper secondary (general) education. This qualification level is related to the initial teacher preparation. Generally teachers in upper secondary education have more often salary scale LD and teachers in lower secondary education have more often LB or LC. But the distribution of teachers between these different scales at these ISCED levels is not exactly known.

A related problem is that this classification does not correspond with the bachelor/master classification. For example the master Special Educational Needs does not result in a first-degree qualification.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: holiday pay (8%), year-end allowances (7.1 % in ISCED 1 and 7.4 % in ISCED 2).

*Notes on interpretation:* Comments on qualifications of teachers: ISCED 02 only refers to teachers teaching group 1 and 2 in primary schools. Childcare and special education are excluded. A second degree qualification is required for teachers in lower secondary education and a first-degree qualification for teachers in upper secondary (general) education. This qualification level is related to the initial teacher preparation. Generally teachers in upper secondary education have more often salary scale LD and teachers in lower secondary education have more often LB or LC, but the distribution of teachers between these different scales is not exactly known. A related problem is that this classification does not correspond with the bachelor/master classification. For example the master Special Educational Needs does not result in a first-degree qualification.

*Comments on social benefits of teachers:* In the Netherlands, pension and/or social security system differ for teachers compared to other workers in the private sector. [Back to main table for this Indicator](#)

### **New Zealand:**

*Notes on coverage and methodology:* The New Zealand Education System does not have a separate explicit ISCED 24 system. ISCED level 24, “Lower secondary” covers Years 7-10 in the New Zealand system. Year 7-8 are part of New Zealand's “primary” system and years 9-10 are part of New Zealand's “secondary” system. Data for lower secondary level salaries reflects an average of two scales as data for ISCED 24 is the average of ISCED levels 1 and 34.

*Comments on salary scales:* There is only one pay scale in New Zealand. The gross salaries at the top of the scale are given for ISCED 1 and 34 only. Teachers, who work in schools that teach ISCED24, are paid in accordance with one of the two collective teaching contracts.

*Notes on interpretation:* In New Zealand, primary school is from year 1 to 8, and secondary school is from year 9 to 13. For Education at a Glance reporting, ISCED 1, primary education, covers years 1 to 6, and ISCED 34, upper secondary, covers years 11 to 13. ISCED 24, lower secondary education figures are the averages of primary education and upper secondary education. The teachers of the first two years of ISCED 24 (years 7 and 8) have the same salary conditions as those for ISCED 1, while the last two years of ISCED 24 (year 9 and 10) have the same salary and as those for ISCED 34. Therefore the ISCED 1 figure applies to Years 7 and 8 of ISCED 24. The ISCED 34 figure applies to Years 9 and 10 of ISCED 24. The reported ISCED 24 figure is an average of these two. Caution should be used in interpreting the figures because this average does not reflect any real situation in New Zealand.

Further changes to the information published in previous years do not reflect a real change as well, but a reporting revision. Therefore caution should be used when interpreting the figures.

Teachers reach the top of the scale typically after 7 years; hence statutory salaries will be the same for all three time point: 10 years, 15 years, and the typical point when they reach the top of the scale. Therefore in New Zealand, any teacher who has been teaching for 10 years is considered to be at the top of the salary scale. Progression is on an annual basis subject to competent performance (a test situation against national professional standards), so a teacher would be expected to progress one step each year. Entry points differ according to the level of qualification upon entry into the service. In addition, the number of years it takes teachers to progress to the maximum salary step is dependent upon their qualifications.

*Comments on qualifications of teachers:* The minimum qualification required to be a teacher at either primary or secondary level (ISCED levels 1-34) is a three-year Bachelor of Teaching (ISCED 6). There are teachers in the workforce with historical initial teaching qualifications such as a Trained Teachers Certificate or Diploma of Teaching which are below ISCED 6. However typically today, a teacher at secondary level (years 9-13 covering the last two years of ISCED 2 and ISCED 3) will hold a subject or specialist qualification (at ISCED 6 or New Zealand Qualifications Framework Level 7) in addition to their one-year Graduate Teaching Diploma (again at ISCED 6, or New Zealand Qualifications Framework Level 7). At primary level (years 1-8, covering ISCED 1 and the first two years of ISCED 2, the most prevalent qualification is more likely to be a Bachelor of Teaching (ISCED 6 about 50% of ITE graduates)) although the pattern is increasingly shifting more towards that of secondary teachers. For secondary graduate teachers (years 9-13) the minimum and most prevalent qualifications are the same (i.e. subject content qualification (usually a Bachelors) and a Graduate Diploma of Teaching). However, teachers who have trained overseas or are “primary trained” can work in secondary schools thus there could be differences between the minimum and typical for secondary teachers.

*Comments on social benefits for teachers:* New Zealand has a Teachers Retirement Savings Scheme, however this is now closed to new members. [Back to main table for this Indicator](#)

#### **Norway:**

*Notes on coverage and methodology:* The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers' unions determines statutory minimum salaries. The local authorities are free to set the wages higher than the minimum wages in the collective agreement.

*Notes on interpretation:* Comments on qualifications of teachers: There are different types of qualifications that are linked to the educational level, which again determines the statutory salary level of the teachers:

- a) Bachelor's Degree (180 ECTS)
- b) Bachelor's Degree (240 ECTS)
- c) Bachelor's Degree (300 ECTS)
- d) Master's Degree (300 ECTS)
- e) Master's Degree (360 ECTS or more)

At the pre-primary (ISCED 0) level, there is no difference between the minimum and maximum level of qualification. Thus, the most prevalent qualification is the minimum level, which is a) At the primary (ISCED 1), lower secondary (ISCED 24) and upper secondary (ISCED 34) level; the minimum required level of education is b). However, the most prevalent qualification varies between the ISCED levels. At the primary and lower secondary level, the most prevalent level of education is c). At the upper secondary level, the most prevalent level of education is e) The salary level in primary, lower secondary and upper secondary education depends on the level of education; i.e. a teacher in primary education has the same statutory salary level as a teacher in upper secondary education if both of them have the same level of education and the same years of experience.

*Comments on social benefits of teachers:* The pension system for teachers in Norway does not differ significantly to the one of other workers in the public sector, but it does differ from workers in the private sector. [Back to main table for this Indicator](#)

#### **Poland:**

*Notes on coverage and methodology:* Annual statutory teacher salaries include additional payments that constitute a regular part of the annual base salary such as the seniority allowance, the 13th pay and holiday benefits.

In case of teachers with 10 years of experience calculation was based on the salary of teachers who are classified as 'appointed teachers' on the professional promotion scale, since 53 % of the teachers with 10 years of experience belong to this category.

In case of teachers with 15 years of experience calculation was based on the salary of the teachers, who are classified as 'chartered teachers' on the professional promotion scale, since 59 % of the teachers with 15 years of experience make up this category.

*Notes on interpretation:* The amended Teachers' Charter (amendment adopted on the 18th of February 2000) has introduced four grades in the teaching career (steps on the professional advancement scale):

- trainee teacher
- contract teacher
- appointed teacher
- chartered teacher

There are no differences in the remuneration systems between teachers teaching in general and vocational programmes. Any possible differences in scheduled gross annual salaries of teachers in vocational and general programmes may be due to different minimum qualifications required from these teachers.

Salaries of educational personnel who may not have pedagogical qualifications (that may happen in the case of professional personnel who teach vocational subjects) cannot be higher than a salary of the teacher with the highest promotion grade (chartered teacher). Only a small percentage of professional personnel does not have pedagogical qualifications (around 1%) in the population of all teachers/professional personnel teaching vocational subjects at the ISCED levels from 3-5.

Due to the educational reform in Poland implemented since the beginning of 2017, starting in September 2017 the 3-year gimnazjum (lower secondary school - ISCED 24) will be gradually phased out. Pupils graduating from the 6 grade of primary school become pupils of grade 7 in a new 8-year primary school. During transitional period (school year 2017/18) ISCED 1 includes 6 years of primary school and ISCED 2 includes grade 7 of primary school and 2 grades of lower secondary school.

Regardless of these changes annual statutory salary of teachers with minimum qualification on ISCED level 2 is calculated on the basis of current method - only minimum qualifications for teachers at ISCED level 2 are taken into account. Lowering statutory salaries by adding 1 class of primary school is inappropriate approach since less than 1% of teachers at this level of education has the lowest possible qualifications.

Comparing to previous year, minimum teacher salaries calculation method remains unchanged.

Notes on qualifications: Bachelor's degree or Bachelor's of Applied Science degree can be obtained at any field of education (depending on the subject being taught ) but it is necessary (with few exceptions) to complete also pedagogical training certified by the diploma of studies completion or another document issued by the HEI institution or Teacher Training College diploma or a certificate of the completion of vocational qualification course. There is a probationary period and an induction programme. After a two-year internship period, the teacher takes the exam before examination commission for teachers applying for promotion to the degree of contract teacher (the second professional promotion step for teachers). [Back to main table for this Indicator](#)

### Portugal:

*Notes on coverage and methodology:* In Portugal, the teacher's career is unicategorical (e.g., the same, for all ISCED levels). It is composed by ten levels, all with the duration of 4 years, except the 5th level with 2 years. The progression is dependent on a set of rules, from participation in professional development activities to the setting of quotas.

Lower and upper secondary teachers belongs to the some formal group - *professores do 3.º ciclo do ensino básico e do ensino secundário*. For calculus purposes, firstly each teacher was classified in the ISCED level in which his/her teaching load is higher. Data refers to full-time equivalent teachers from public schools under the tutelage of the Ministry of education (excluding vocational schools). In the schools referred above, lower and upper secondary teachers may teach general and/or vocational courses.

*Additional payments that all teachers receive on top of their base salaries and included in statutory salaries:* Teachers are paid overtime work for the hours they teach beyond the statutorily established. This situation occurs mostly due to difficulties in matching the individual teaching load and the curriculum hours of the classes assigned to the teacher. The cost per hour depends on the position in the teaching career and the number of overtime hours (12.5% for the first hour and 18.75% for the second or more hours).

*Notes on interpretation:* In Portugal, regardless of the admissible teaching entry qualifications, all the teachers are paid accordingly to the same salary range. The salaries reported are the statutory salaries already with salary reduction (due to the Financial Adjustment Programme).

*Comments on qualifications of teachers:* In Portugal minimum, most prevalent and maximum qualification of teachers can be considered as the same. Therefore the most prevalent qualification of teachers with 15 years of experience is a *pre-bologna Licenciatura/post-Bologna Mestrado* degree (ISCED 2011 level 7) and being a fully qualified teacher (e.g. approving provisional periods and other criteria). In addition, they have to undergo a certain length of service and approve periodical evaluations. To become a teacher they must have pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions); [Back to main table for this Indicator](#)

### Scotland:

*Notes on coverage and methodology:* The salary scales for different levels of teaching staff are agreed nationally and pay scales are set by the Scottish Negotiating Committee for Teachers (SNCT, see [http://www.snct.org.uk/wiki/index.php?title=Appendix\\_2.1](http://www.snct.org.uk/wiki/index.php?title=Appendix_2.1)). SNCT is a tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. Data was cross-checked with Scottish Government officials responsible for the Scottish Negotiating Committee for Teachers and Early Learning and Childcare. Teachers' statutory salaries refer to the main grade scale.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: School teachers receive holiday pay.

*Notes on interpretation:* Comments on qualifications of teachers: "Pre-primary" is interpreted as Early Learning and Childcare (see <http://www.gov.scot/Topics/People/Young-People/early-years/parenting-early-learning/childcare>). "Entry to the teaching profession" is interpreted as having met the Standard for Full Registration, before which teachers will have met the Standard for Provisional Registration (see <http://www.gtcs.org.uk/professional-standards/standards-for-registration.aspx>)

All teachers need a graduate degree or equivalent plus a teaching qualification to gain Qualified Teacher Status. Teaching qualifications include undergraduate degrees (BEd, BA, BSc; ISCED 6) and postgraduate qualifications (PGDE; ISCED 7). The Standard for Provisional Registration (SPR) specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with the General Teaching Council for Scotland (GTCS). Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers.

*Comments on social benefits of teachers:* Teachers occupational pensions are different from other workers. However, social security arrangements are standard for all workers (both public and private sectors). The quoted salaries are gross salaries. [Back to main table for this Indicator](#)

**Slovak Republic:**

*Notes on interpretation:* Moreover in the salary schedules of the Slovak Republic a higher level of qualification can increase the salary more than the years of experience, thus the differences in salaries for teachers with a minimum qualification and most prevalent qualification differ by around 10% in the categories salary after 15 years of experience and top scale but there is no difference between salaries for teachers with minimum qualification and most prevalent qualification in the categories starting salaries and salaries after 10 years of experience. Another explanation for the fact that there is no significant difference between both types of qualification, for starting salaries and salaries after 10 years of experience, is that sometimes minimum qualification is the same as most prevalent qualification.

Comments on qualifications of teachers: Slovak teachers in public schools are public servants. It is obligatory to have an attainment at ISCED 7 as the minimum qualification for teachers in public schools to teach at ISCED 1, ISCED 24 or ISCED 34. Kindergarten teachers need a minimum qualification of ISCED 34, but they can also have ISCED levels 6 or 7. For this reason, the difference between minimum qualification and most prevalent qualification of teachers in Slovak Republic is negligible.

*Comments on social benefits of teachers:* In the Slovak Republic the pension and social security system is exactly the same for teachers as for civil/public servants and for civil/public and private sector workers [Back to main table for this Indicator](#)

**Slovenia:**

*Notes on coverage and methodology:* In Slovenia teachers' salaries are determined by the Public Sector Salary System Act and with the Collective Agreement for Public Sector and other regulations based on the Act and Collective Agreement, which specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades. Teachers at ISCED levels 1 to 2 and teachers in general programmes at ISCED 34 level are classified on a salary scale from 30 to 43, while pre-school teachers (ISCED level 0) from 30 to 41 salary grade.

*Comments on annual statutory salaries of teachers with minimum qualification:* Teachers' annual statutory salaries include: (I) basic salary of a teacher which is determined by the salary grade into which the post is classified or the teacher has acquired through salary progression, (II) length of service bonus (years of employment; 0.33% of basic salary per year), (III) holiday bonus (EUR 842.79) and (IV) reimbursement for meals during work (on average EUR 3.80 per working day - for 10.5 months).

Each category of teachers is also classified in a particular salary grade according to the promotion of salary grades depending on years of experience and performance appraisal and to the promotion of professional title (three promotions on the teaching career ladder are possible: Mentor, Advisor and Councillor). The criteria for reporting the annual statutory teacher compensation for a teacher with minimum level of qualification includes the following characteristics:

ISCED level 0:

- Starting salary: 30. Salary grade + holiday bonus + reimbursement for meals during work;
- Salary after 10 years' experience: holding professional title Mentor (*mentor*), 34. Salary grade + length of service bonus for 10 years of employment + holiday bonus + reimbursement for meals during work;
- Salary after 15 years' experience: holding professional title Advisor (*svetovalec*), 39. Salary grade + length of service bonus for 15 years of employment + holiday bonus + reimbursement for meals during work;
- Salary at the top of the range: holding professional title Councillor (*svetnik*), 41. Salary grade + length of service bonus for 40 years of employment + holiday bonus + reimbursement for meals during work.

ISCED levels 1, 24 and 34:

- Starting salary: 30. Salary grade + holiday bonus + reimbursement for meals during work;
- Salary after 10 years' experience: holding professional title Mentor (*mentor*), 35. Salary grade + length of service bonus for 10 years of employment + holiday bonus + reimbursement for meals during work;
- Salary after 15 years' experience: holding professional title Advisor (*svetovalec*), 40. Salary grade + length of service bonus for 15 years of employment + holiday bonus + reimbursement for meals during work;
- Salary at the top of the range: holding professional title Councillor (*svetnik*), 43. Salary grade + length of service bonus for 40 years of employment + holiday bonus + reimbursement for meals during work.

*Notes on interpretation* Statutory salaries are determined by the Public Sector Salary System Act and with the Collective Agreement for Public Sector and other regulations based on the Act and CA, which specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades. Teachers at ISCED levels 1 to 2 and teachers in general programmes at ISCED 34 level are classified on a salary scale from 30 to 43, while pre-school teachers (ISCED level 0) from 30 to 41 salary grade.



Notes on qualifications: In Slovenia, teachers may enter the teaching profession after acquiring initial teacher education (starting salary). After at least 6 months of experience they have to pass the state professional examination that fully qualifies them for teaching. A fully qualified teacher is: ISCED level 0: First cycle higher education degree in pre-school education (ISCED 6) and state professional examination; ISCED levels 1, 24 and 34: Adequate second cycle higher education degree (ISCED 7), state professional examination.

Prior to year 1996, the required minimum level of attainment of teachers at ISCED level 1 and 2 was adequate short-cycle higher education degree (ISCED 5). Due to policy change the qualification requirements raised, but reported data includes also teaching staff with attainment at ISCED level 5. Similarly, before 1996 the required qualification of teachers at ISCED 0 was adequate upper secondary (ISCED 3) or short-cycle higher education degree (ISCED 5), after that the qualification requirements increased (ISCED 6). These teachers receive salary that is one or two salary grades lower than it would be if they had the required level of attainment. [Back to main table for this Indicator](#)

### Spain:

*Notes on coverage and methodology:* The data provided are weighted average teachers' statutory salaries, which have been calculated from the regional educational departments based on the salaries in different Autonomous Communities weighted by the number of teachers in each one of them.

In Spain, decisions regarding teachers' and school heads' salaries are made by the Central Government and by the education authorities of the 17 Autonomous Communities (top-level authorities). The Central Government establishes the basic salary, the amount for seniority (*trienios*, as term use in Spanish) and the allowance related to the level of the civil servant position held; the Autonomous Communities, by their part, establish the allowances related to the teaching profession, to in-service training (*sexenios*, as term use in Spanish) as Continuous Professional Development (CDP), and other salary supplements. The basic extra pays are established by the Central Government, but its specific amounts are decided by the Autonomous Communities.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: There are two extra payments per year. Each extra payment amounts to one month's basic salary plus the bonus linked to length of service and part of the allowance linked to the level of the civil servant position held. [Back to main table for this Indicator](#)

### Sweden:

*Notes on coverage and methodology:* There are not statutory salaries. The reported salaries refer to actual salaries excluding bonuses and allowances for the calendar year 2017

Salaries on upper secondary general programmes (ISCED 34) also include salaries for upper secondary vocational programmes (ISCED 35). Teachers who teach mathematics in a general programme and/or in a vocational programme are included. Note that the data does not include salaries for teachers teaching vocational subjects. Teachers on ISCED level 0 were included in the register in 1999. Therefore, the data on this level is not as reliable as for other ISCED levels. Data for teachers on ISCED 0 only include teachers in pre-school class and leisure time centres. This applies when data on teachers' salaries is reported on basis of work experience, since Sweden lack information about work experience for pre-school teachers.

Salaries on upper secondary level (ISCED 34) also include salaries for ISCED 35, vocational education.

*Notes on interpretation:* Salary scales do not exist in Sweden. Salaries and working conditions are stipulated in the country-wide collective agreement between teacher's union and the Swedish Association of Local Authorities and interpreted on a local level. Pay and working conditions are governed by collective agreements between the teacher unions and the employers' organisation the Swedish Association of Local Authorities. These stipulate minimum salaries and general working conditions. The more specific salary and working conditions of individual teachers are determined locally (i.e. at school level) in an individual-based pay system.

Starting teacher has been interpreted as teachers having worked for 1-2 years and Minimum level of training as teachers with pedagogical qualifications. In both cases, the median salary value is reported for the teachers in this category and therefore there are no data on which percentage of all teachers receiving this salary. Top of salary scale has been interpreted as teachers belonging to the 90th percentile, which means that 10% of teachers have higher or the same salary. Most prevalent qualifications have been interpreted as teachers with minimum level of training, i.e. fully qualified teachers with pedagogical education. Data on maximum qualifications are not available for Sweden. Data are not reliable enough to be reported yet, due to the fact, that registers only contain the extent of studies included in degrees from 1995 onwards.

*Comments on qualifications of teachers:* Salary scales do not exist in Sweden. "Starting teacher" has been interpreted as teachers having worked for 1-2 years. The median value of these teachers' salaries is reported and therefore there are no data on which percentage of all teachers receiving this salary.

"Minimum level of training" has been interpreted as teachers with pedagogical qualifications. The median values of these teachers' salaries are reported and therefore there are no data on which percentage of all teachers receiving this salary.

Data on "maximum qualifications" are not available for Sweden. Data are not reliable enough to be reported yet, due to the fact, that registers only contain the extent of studies included in degrees from 1995 onwards.

"Top of salary scale" has been interpreted as teachers belonging to the 90 percentile, which means that 10 % of teachers have higher or the same salary as the 90 percentile. Therefore there are no data on which percentage of all teachers receiving this salary.

"Typical qualifications" has been interpreted as teachers with minimum level of training, i.e. fully qualified teachers with pedagogical education.

To be qualified to teach at a school, a teacher should be registered and qualified for certain subjects and grades. Registration is required for a teacher to be able to independently set grades and to be a mentor to new teachers. Only registered teachers are qualified for permanent employment. A teacher can apply to be registered after a degree in initial teacher training. Generally, newly employed teachers must also complete an introductory period. The introduction should be adapted if the newly employed is newly graduated or has previous professional experience. The teacher will develop his / her teaching for a minimum of one academic year with the support of a mentor. [Back to main table for this Indicator](#)

### Switzerland:

*Notes on coverage and methodology:* Teacher compensations are determined by the 26 cantons at the regional level. Figures for the statutory salaries per grade are presented as weighted averages of the cantonal legal requirements.

*Notes on interpretation:* The differences between the cantons have to be interpreted in the context of their economic conditions, tax systems, living costs and wage levels.

For teachers with the minimum level of training and 10 years of experience, the available data refer to teachers with 11 years of experience. Special education teachers are not included.

*Comments on qualifications of teachers:* Teacher training in Switzerland underwent a change in the first decade of the years 2000. Newly trained pre-primary and primary school teachers have now qualifications at ISCED 64. The training programmes for teachers at the lower secondary level lead now to qualifications at ISCED 74. Before the change of the training system, lower secondary teachers needed, depending on the performance track in which they taught, to have either qualification at ISCED 34 or at ISCED 64. [Back to main table for this Indicator](#)

### Turkey:

*Notes on coverage and methodology:* Teachers are provided with an expense fee at the beginning of the educational year.

There was an increase in the salaries of the teachers and school heads because of the regular increase for all public service employees. Each year the government determines how much to increase salaries of public service employees.

*Notes on interpretation:* Calculations of teacher salaries are based on maximum teaching hours (30 lessons per week).

*Comments on qualifications of teachers:* In Turkey the minimum level of qualification is equal to the most prevalent qualification level of qualification of teachers for all levels of education. [Back to main table for this Indicator](#)

### United States:

*Notes on coverage and methodology:* In the United States, most teacher compensation issues are decided at the school district level. However, 17 of 50 states currently make use of state-wide teacher salary schedules to guarantee some level of minimum pay for teachers based on qualifications and years of experience. For more detailed information on state teacher salary schedules, please see this policy analysis written by the Education Commission of the States: <http://www.ecs.org/ec-content/uploads/State-Teacher-Salary-Schedules-1.pdf>.

The methodology for weighting departmentalized teachers differs between 2000 data and data for 2005-2013. Beginning in 2004, teachers were asked to indicate a grade level for each period taught and they were weighted using the grade for each period/class taught and counting the number of classes taught in each education level and using this to adjust the ISCED level weights. In 2000, teachers were not asked to specify grade levels for each period taught, so a question is used which asked teachers to indicate, overall, whether they taught students in each grade level. Each grade teachers indicated they taught was weighted equally to distributed teachers into ISCED levels for 2000.

Teachers' salaries are decided at the local level and vary across local areas and states. There is no national salary scale in the United States. In reporting data for this survey, the U.S. relied on a nationally representative sample survey of schools, teachers and principals. Data on statutory salaries are reported for median salaries based on teacher's reported base salaries.

Data on starting teachers are based on the median salary amounts earned by teachers with 2 or fewer years of teaching experience, in order to have larger sample sizes and more robust estimates. Across all ISCED levels, this represents about 10% of the teacher sample. In order to have larger sample sizes and more robust estimates, data



on 10 years of teaching experience are based on the median salary amounts of teachers with 9, 10, and 11, years of teaching experience. Similarly, data on 15 years of teaching experience are based on the median salary amounts earned by teachers with 14, 15, or 16 years of teaching experience. Data on teachers at the top of the salary scale are based on the median salary amounts earned by teachers with 30 or more years of teaching experience.

*Notes on interpretation:* Comments on qualifications of teachers: The award given to teachers at the end of their initial teacher education, (typically) a bachelor's degree, is not the same as the most prevalent qualification (for most ISCED levels and data years) but as the minimum qualification.

Data on salaries of teachers with most prevalent qualifications at the level of education are based on the median salary of all teachers with the qualification held by the largest proportion of teachers at each ISCED level (not necessarily the majority; but the most common qualification). For EAG 2019, the most prevalent qualification for pre-primary teachers was a bachelor's degree; for primary, lower secondary and upper secondary teachers the most prevalent qualification was a master's degree. Data on salaries of teachers with most prevalent qualifications at different points in teachers' careers are based on the median salary of all teachers with the qualification held by the largest proportion of teachers at the career point at each ISCED level (not necessarily the majority; but the most common qualification). For EAG 2019, the most prevalent qualification for starting teachers was a bachelor's degree at all ISCED levels; the most prevalent qualification of teachers with 10 or 15 years of experience or at the top of the salary range was a master's degree.

Note that the methodology for minimum and most prevalent qualifications was revised for some categories compared in 2018. This should be taken into account when comparing Education at a Glance 2019 estimates to previously data published before 2015.

*Comment teachers' salaries:* Teachers' salaries at the pre-primary level only includes pre-primary teachers in schools which have at least one grade above the pre-primary level; thus, teachers who teach in stand-alone pre-primary institutions are not included and these data are not representative of all pre-primary teachers in public institutions.

Teacher base salary does include employee contributions to the federal social security system which are withheld from employee wages throughout the year. This is true for all employees in the United States. [Back to main table for this Indicator](#)

**Table X3.D3.2. Definition of minimum and most prevalent qualification level for teachers (2018)**

	Pre-primary		Primary	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	1	2	3	4
Australia	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6
Austria	m	m	Bachelor of Education (ISCED 6)	Bachelor of Education (ISCED 6)
Belgium (Flemish Community)	Bachelor for education : pre-primary (ISCED 6)	Bachelor for education : pre-primary (ISCED 6)	Bachelor for education : primary (ISCED 6)	Bachelor for education : primary (ISCED 6)
Belgium (French Community)	Pre-primary Teacher Bachelor degree (ISCED 6)	Pre-primary Teacher Bachelor degree (ISCED 6)	Primary Teacher Bachelor degree (ISCED 6)	Primary Teacher Bachelor degree (ISCED 6)
Brazil	Upper secondary (ISCED 3)	Upper secondary (ISCED 3)	Upper secondary (ISCED 3)	Upper secondary (ISCED 3)
Canada	m	m	ISCED 6	ISCED 6
Chile	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.
Colombia	CINE 4 (ISCED 4)	CINE 6 (ISCED 6)	CINE 4 (ISCED 4)	CINE 6 (ISCED 6)
Costa Rica	Bachelor's degree (ISCED 6) - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taking the category called KAU1 for pre-school	The KT-3 group is formed by doctors and graduates in Education Sciences, with a specialisation in Pre-school;	Bachelor's degree (ISCED 6) - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taking the category called PAU1 for primary.	The PT-6 group forms the doctors and graduates in Educational Sciences, with specialisation in primary;

	Pre-primary		Primary	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	1	2	3	4
Czech Republic	Teachers at pre-primary level must have at least a certificate of completion of upper secondary education with <i>maturita</i> examination (ISCED 344 or 354) in a field aimed specially at pre-primary school teacher training. (Exception: see country-specific notes)	Teachers at pre-primary level must have at least a certificate of completion of upper secondary education with <i>maturita</i> examination (ISCED 344 or 354) in a field aimed specially at pre-primary school teacher training. (Exception: see country-specific notes)	Primary teachers (the first stage of basic schools) are required to have a Master's degree (ISCED 746 or 747). A pedagogical qualification is necessary. The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.	Primary teachers (the first stage of basic schools) are required to have a Master's degree (ISCED 746 or 747). A pedagogical qualification is necessary. The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.
Denmark	Professional Bachelor's Degree of Social Education (ISCED 6)	Professional Bachelor's Degree of Social Education (ISCED 6)	Teachers at grade 2-7: Professional Bachelor's Degree of Education (ISCED 6). Teachers at grade 1 ( <i>børnehaveklasseledere</i> ): Professional Bachelor's Degree of Social Education (ISCED 6)	Teachers at grade 2-7: Professional Bachelor's Degree of Education (ISCED 6). Teachers at grade 1 ( <i>børnehaveklasseledere</i> ): Professional Bachelor's Degree of Social Education (ISCED 6)
England	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive
Estonia	Higher education and pedagogical competences; teacher qualification requirements who work with children with special needs: higher education, special pedagogical competences and pedagogical competences.	Higher education and pedagogical competences; teacher qualification requirements who work with children with special needs: higher education, special pedagogical competences and pedagogical competences.	Master degree or equivalent (ISCED 7) and teacher qualification according to the qualification frame; basic school teacher qualification requirements working with special education pupils: master degree or qualification corresponding to it, teacher training and special pedagogical competences.	Master degree or equivalent (ISCED 7) and teacher qualification according to the qualification frame; basic school teacher qualification requirements working with special education pupils: master degree or qualification corresponding to it, teacher training and special pedagogical competences.
Finland	Bachelor-level qualification of kindergarten teacher/social services incl. studies in early education and socio-education. ISCED 6 concurrent.	Bachelor-level qualification of kindergarten teacher/social services incl. studies in early education and socio-education. ISCED 6 concurrent.	Masters-level qualification with education science as major. ISCED 7 concurrent.	Masters-level qualification with education science as major. ISCED 7 concurrent.
France	<i>Professeur des écoles</i> : Master's Degree (ISCED 7) + competitive examination ("concours de recrutement de professeur des écoles" (CRPE))	<i>Professeur des écoles</i> : Master's Degree (ISCED 7) + competitive examination ("concours de recrutement de professeur des écoles" (CRPE))	<i>Professeur des écoles</i> : Master's Degree (ISCED 7) + competitive examination ("concours de recrutement de professeur des écoles" (CRPE))	<i>Professeur des écoles</i> : Master's Degree (ISCED 7) + competitive examination ("concours de recrutement de professeur des écoles" (CRPE))
Germany	<i>Qualification of Kindergarten teacher training (3 years) with programme at trade and technical schools (ISCED level 6)</i>	<i>Qualification of Kindergarten teacher training (3 years) with programme at trade and technical schools (ISCED level 6)</i>	<i>Master of Education or Equivalent (ISCED level 7 or 8) plus preparatory service (12-24 months)</i>	<i>Master of Education or Equivalent (ISCED level 7 or 8) plus preparatory service (12-24 months)</i>

	Pre-primary		Primary	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	1	2	3	4
Greece	Relevant Bachelor's degree (ISCED 6) - plus examination (Supreme Council for Civil Personnel Selection (ASEP)) for permanent positions.	Relevant Bachelor's degree (ISCED 6) - plus examination (Supreme Council for Civil Personnel Selection (ASEP)) for permanent positions.	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.
Hungary	BA (ISCED 6) <i>óvodapedagus</i> /kindergarten teacher	BA (ISCED 6) <i>óvodapedagus</i> /kindergarten teacher	BA (ISCED 6) <i>tanító</i> /primary teacher	BA (ISCED 6) <i>tanító</i> /primary teacher
Iceland <sup>1</sup>	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)
Ireland <sup>1</sup>	Major Award at Level 5 on the National Framework of Qualifications or equivalent (ISCED 4)	Major Award at Level 5 on the National Framework of Qualifications or equivalent (ISCED 4)	Bachelor of Education (pass degree) (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)	Bachelor of Education (pass degree) (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)
Israel <sup>1</sup>	BA (ISCED 6), teaching certificate and teaching traineeship	BA (ISCED 6), teaching certificate and teaching traineeship	BA (ISCED 6), teaching certificate and teaching traineeship	BA (ISCED 6), teaching certificate and teaching traineeship
Italy	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination
Japan	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act
Korea	Pre-primary teachers are required to have a teaching certificate with a major in early childhood education and pedagogical training at ISCED 5. Passing a competitive national examination is also required to be fully qualified.	Pre-primary teachers are required to have a teaching certificate with a major in early childhood education and pedagogical training at ISCED 5. Passing a competitive national examination is also required to be fully qualified.	Primary teachers are required to have a teaching certificate with a major in primary education and pedagogical training at the University of Education (ISCED 6). Passing a competitive national examination is also required to be fully qualified.	Primary teachers are required to have a teaching certificate with a major in primary education and pedagogical training at the University of Education (ISCED 6). Passing a competitive national examination is also required to be fully qualified.
Latvia	Higher education (Bachelor or Master level (ISCED 6 or 7) or college level (ISCED 5)) in pedagogy and professional teacher's qualification, which include completion of in-school placement, final examinations and diploma thesis. For foreign language teacher, music teacher and sports teacher a respective qualification is necessary.	Higher education (Bachelor or Master level (ISCED 6 or 7) or college level (ISCED 5)) in pedagogy and professional teacher's qualification, which include completion of in-school placement, final examinations and diploma thesis. For foreign language teacher, music teacher and sports teacher a respective qualification is necessary.	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective teaching subject area, including completion of in-school placement, final examinations and diploma thesis.	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective teaching subject area, including completion of in-school placement, final examinations and diploma thesis.
Lithuania	Bachelor's degree in education (ISCED 6), no qualification category	Bachelor's degree in education (ISCED 6), no qualification category	Bachelor's degree in education (ISCED 6), no qualification category	Bachelor's degree in education (ISCED 6), no qualification category
Luxembourg	Bachelor's degree in education (ISCED 6) plus competitive examination	Bachelor's degree in education (ISCED 6) plus competitive examination	Bachelor's degree in education (ISCED 6) plus competitive examination	Bachelor's degree in education (ISCED 6) plus competitive examination
Mexico <sup>1</sup>	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)
Netherlands	Teacher training program (ISCED 6)	Teacher training program (ISCED 6)	Teacher training program (ISCED 6)	Teacher training program (ISCED 6)

	Pre-primary		Primary	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	1	2	3	4
New Zealand	m	m	Bachelor of Teaching (ISCED 6)	Bachelor degree (ISCED 6) and a recognised teaching qualification
Norway <sup>1</sup>	Bachelor degree (3 yrs.) – ISCED 6	Bachelor degree (3 yrs.) – ISCED 6	4 years of education (bachelor degree) – ISCED 6	5 years of education (bachelor degree) – ISCED 6
Poland	Minimum - Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)	Master's degree with pedagogical training (ISCED-A 760)	Minimum - Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)	Master's degree with pedagogical training (ISCED-A 760)
Portugal	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions);
Scotland	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).
Slovak Republic	Upper secondary vocational education (ISCED 354)	Upper secondary vocational education (ISCED 354)	Master's degree in pedagogy (ISCED 7)	Master's degree in pedagogy (ISCED 7)
Slovenia	Bachelor's degree (ISCED 6) in pre-school education, at least 5 months experience, and the state professional examination	Bachelor's degree (ISCED 6) in pre-school education, at least 5 months experience, and the state professional examination	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination
Spain	Bachelor degree (Grado) in pre-primary education (ISCED 6, 240 ECTS). Before adaption to the European Higher Education Area (EHEA), it was a short-cycle education university degree (Magisterio).	Bachelor degree (Grado) in pre-primary education (ISCED 6, 240 ECTS). Before adaption to the European Higher Education Area (EHEA), it was a short-cycle education university degree (Magisterio).	Bachelor degree (Grado) in primary education (ISCED 6, 240 ECTS). Before adaption to the European Higher Education Area (EHEA), it was a short-cycle education university degree (Magisterio).	Bachelor degree (Grado) in primary education (ISCED 6, 240 ECTS). Before adaption to the European Higher Education Area (EHEA), it was a short-cycle education university degree (Magisterio).
Sweden	Teacher with pedagogical education for the pre-primary level (ISCED 5 qualification)	Teacher with pedagogical education for the pre-primary level (ISCED 5 qualification)	Teacher with pedagogical education for grades 1-6 (ISCED 5 qualification)	Teacher with pedagogical education for grades 1-6 (ISCED 5 qualification)
Switzerland	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)
Turkey	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education

	Pre-primary		Primary	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	1	2	3	4
United States <sup>1</sup>	The minimum qualification varies by state, but for the purposes here it is an ISCED 6 qualification. This category has been revised to exclude less than BA, which can make up 1-3% of the sample by ISCED and experience level.	The minimum qualification varies by state, but for the purposes here it is an ISCED 6 qualification.	The minimum qualification varies by state, but for the purposes here it is an ISCED 6 qualification. This category has been revised to exclude less than BA, which can make up 1-3% of the sample by ISCED and experience level.	Master's degree (ISCED 7)

1. Most prevalent qualification changes with level of experience



	Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	5	6	7	8
Australia	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6
Austria	Bachelor of Education (ISCED 6)/ Master degree (ISCED 7) - The bachelor is the minimum requirement but within 5 years from the start of employment, teachers have to attain a master degree otherwise their employment ends. Attaining a master degree has no influence on the salary level.	Bachelor of Education (ISCED 6)/ Master degree (ISCED 7) - The bachelor is the minimum requirement but within 5 years from the start of employment, teachers have to attain a master degree otherwise their employment ends. Attaining a master degree has no influence on the salary level.	Bachelor of Education (ISCED 6)/ Master degree (ISCED 7) - The bachelor is the minimum requirement but within 5 years from the start of employment, teachers have to attain a master degree otherwise their employment ends. Attaining a master degree has no influence on the salary level.	Bachelor of Education (ISCED 6)/ Master degree (ISCED 7) - The bachelor is the minimum requirement but within 5 years from the start of employment, teachers have to attain a master degree otherwise their employment ends. Attaining a master degree has no influence on the salary level.
Belgium (Flemish Community)	Bachelor for education : secondary education (ISCED 6)	Bachelor for education : secondary education (ISCED 6)	Bachelor for education : secondary education (ISCED 6)	Master's (ISCED 7) in the specified content of the course and certificate of teaching competence
Belgium (French Community)	Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = <i>Agrégation de l'enseignement secondaire inférieur</i> )	Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = <i>Agrégation de l'enseignement secondaire inférieur</i> )	Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = <i>Agrégation de l'enseignement secondaire inférieur</i> )	Teaching Master degree (ISCED 7) or Master and upper secondary teaching diploma (AESS = <i>Agrégation de l'enseignement secondaire supérieur</i> )
Canada	ISCED 6	ISCED 6	ISCED 6	ISCED 6
Chile	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.
Colombia	CINE 6 (ISCED 6)	CINE 6 (ISCED 6)	CINE 6 (ISCED 6)	CINE 6 (ISCED 6)
Costa Rica	Bachelor's degree (ISCED 6) - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taking the category called MAU1 for secondary (lower and upper).	The MT6 group is formed by those who, in addition to the title of professor of secondary education or State, have the title of academic doctor in their specialty. Likewise, those who hold the following three degrees: teacher of primary education, teacher of secondary education and graduate in the specialty.	Bachelor's degree (ISCED 6) - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taking the category called MAU1 for secondary (lower and upper).	The MT6 group is formed by those who, in addition to the title of professor of secondary education or State, have the title of academic doctor in their specialty. Likewise, those who hold the following three degrees: teacher of primary education, teacher of secondary education and graduate in the specialty.
Czech Republic	Lower secondary teachers (the second stage of basic schools) are required to have a Master's degree (ISCED 746 or	Lower secondary teachers (the second stage of basic schools) are required to have a Master's degree (ISCED 746 or	Secondary teachers of general subjects at upper levels are required to have a Master's degree (ISCED 746 or 747). A	Secondary teachers of general subjects at upper levels are required to have a Master's degree (ISCED 746 or 747). A

	Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	5	6	7	8
	747). A pedagogical qualification is necessary. - The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.	747). A pedagogical qualification is necessary. - The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.	pedagogical qualification is necessary. - The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.	pedagogical qualification is necessary. - The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.
Denmark	Professional Bachelor Degree's (BA) of Teacher Education (ISCED 6)	Professional Bachelor Degree's (BA) of Teacher Education (ISCED 6)	Master's Degree (ISCED 7)	Master's Degree (ISCED 7)
England	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive
Estonia	Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame	Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame	Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame	Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame
Finland	Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive	Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive	Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive	Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive
France	Professeur certifiés: Master's Degree (ISCED 7) + competitive examination (" <i>concours du certificat d'aptitude au professorat de l'enseignement du second degré</i> " (CAPES))	Professeur certifiés: Master's Degree (ISCED 7) + competitive examination (" <i>concours du certificat d'aptitude au professorat de l'enseignement du second degré</i> " (CAPES))	Professeur certifiés Master's Degree (ISCED 7) + competitive examination (" <i>concours du certificat d'aptitude au professorat de l'enseignement du second degré</i> " (CAPES))	Professeur certifiés Master's Degree (ISCED 7) + competitive examination (" <i>concours du certificat d'aptitude au professorat de l'enseignement du second degré</i> " (CAPES))
Germany	Master of Education or Equivalent (ISCED level 7) plus preparatory service (12-24 months)	Master of Education or Equivalent (ISCED level 7) plus preparatory service (12-24 months)	Master of Education or Equivalent (ISCED level 7) plus preparatory service (12-24 months)	Master of Education or Equivalent (ISCED level 7) plus preparatory service (12-24 months)
Greece	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.
Iceland <sup>1</sup>	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)
Ireland <sup>1</sup>	Batchelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)	Batchelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)	Batchelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)	Batchelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)

	Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	5	6	7	8
Israel <sup>1</sup>	BA (ISCED 6), teaching certificate and teaching traineeship	BA (ISCED 6), teaching certificate and teaching traineeship	BA (ISCED 6), teaching certificate and teaching traineeship	BA (ISCED 6), teaching certificate and teaching traineeship
Italy	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination
Japan	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act
Korea	Secondary teachers are required to have a teaching certificate and to complete pedagogical courses at a general university (ISCED 6). Passing a competitive national examination is also required to be fully qualified.	Lower secondary teachers with higher than minimum qualifications hold a teaching certificate and have completed pedagogical courses at a teacher's college (ISCED 6). Passing a competitive national examination is also required to be fully qualified.	Secondary teachers are required to have a teaching certificate and to complete pedagogical courses at a general university (ISCED 6). Passing a competitive national examination is also required to be fully qualified.	Upper secondary teachers with higher than the minimum qualifications hold a teaching certificate and have completed pedagogical courses at a teacher's college (ISCED 6). Passing a competitive national examination is also required to be fully qualified.
Latvia	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective teaching subjects' area, including completion of in-school placement, final examinations and diploma thesis.	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective teaching subjects' area, including completion of in-school placement, final examinations and diploma thesis.	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective field of teaching subject, including completion of in-school placement, final examinations and diploma thesis.	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective field of teaching subject, including completion of in-school placement, final examinations and diploma thesis.
Lithuania	Bachelor's degree in education (ISCED 6) no qualification category	Bachelor's degree in education (ISCED 6) no qualification category	Bachelor's degree in education (ISCED 6) no qualification category	Bachelor's degree in education (ISCED 6) no qualification category
Luxembourg	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination
Mexico <sup>1</sup>	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)
Netherlands	Teacher training program (ISCED 6 or ISCED 7)	Teacher training program (ISCED 6 or ISCED 7)	Teacher training program (ISCED 7)	Teacher training program (ISCED 7)
New Zealand	Bachelor of Teaching (ISCED 6) (grade 6-7); L7 qualification on the NZ Qualifications Framework and a recognised teaching qualification (grades 9-10) - The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system.	Bachelor degree (ISCED 6) and a recognised teaching qualification	L7 qualification on the NZ Qualifications Framework and a recognised teaching qualification (ISCED 6)	L7 qualification on the NZ Qualifications Framework and a recognised teaching qualification (ISCED 6)

	Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	5	6	7	8
Norway <sup>1</sup>	4 years of education (bachelor degree – ISCED 6)	5 years of education (bachelor degree – ISCED 6)	4 years of education (bachelor degree – ISCED 6)	6 years of education (masters degree – ISCED 7)
Poland	Minimum - Bachelor's degree or Bachelor's of Applied Science degree with pedagogical training (ISCED-A 660)	Master's degree with pedagogical training (ISCED-A 760)	Minimum - Master's degree with pedagogical training (ISCED-A 760)	Minimum - Master's degree with pedagogical training (ISCED-A 760)
Portugal	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions);
Scotland	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).
Slovak Republic	Master's degree in pedagogy (ISCED 7)	Master's degree in pedagogy (ISCED 7)	Master's degree in pedagogy or a bachelor plus complementary qualification on teaching (ISCED 7)	Master's degree in pedagogy or a bachelor plus complementary qualification on teaching (ISCED 7)
Slovenia	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination
Spain	Master degree on Compulsory Secondary Education and Bachillerato (ISCED 7, 300 ECTS accumulated including ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long-cycle university degree plus a certificate of pedagogical aptitude (CAP) was required.	Master degree on Compulsory Secondary Education and Bachillerato (ISCED 7, 300 ECTS accumulated including ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long-cycle university degree plus a certificate of pedagogical aptitude (CAP) was required.	Master degree on Compulsory Secondary Education and Bachillerato (ISCED 7, 300 ECTS accumulated including ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long-cycle university degree plus a certificate of pedagogical aptitude (CAP) was required.	Master degree on Compulsory Secondary Education and Bachillerato (ISCED 7, 300 ECTS accumulated including ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long-cycle university degree plus a certificate of pedagogical aptitude (CAP) was required.
Sweden	Teacher with pedagogical education for grades 7-9 (ISCED 5 qualification)	Teacher with pedagogical education for grades 7-9 (ISCED 5 qualification)	Teacher with pedagogical education for the upper secondary level (ISCED 5 qualification)	Teacher with pedagogical education for the upper secondary level (ISCED 5 qualification)
Switzerland	Master's degree (ISCED 7)	Master's degree (ISCED 7)	Master's degree (ISCED 7)	Master's degree (ISCED 7)
Turkey	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education

	Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	5	6	7	8
United States <sup>1</sup>	The minimum qualification varies by state, but for the purposes here it is an ISCED 6 qualification. This category has been revised to exclude less than BA, which can make up 1-3% of the sample by ISCED and experience level.	Master's degree (ISCED 7)	The minimum qualification varies by state, but for the purposes here it is an ISCED 6 qualification. This category has been revised to exclude less than BA, which can make up 1-3% of the sample by ISCED and experience level.	Master's degree (ISCED 7)

1. Most prevalent qualification changes with level of experience

**Table X3.D3.3. Reporting of social/pension contributions in teachers' statutory salaries (2018)**

	Inclusion of social security and pensions scheme contributions							
	Paid by the employers				Paid by the employees			
	Pre-Primary (1)	Primary (2)	Lower Secondary (3)	Upper Secondary (4)	Pre-Primary (5)	Primary (6)	Lower Secondary (7)	Upper Secondary (8)
<b>OECD</b>								
<b>Countries</b>								
Australia	No	No	No	No	Yes	Yes	Yes	Yes
Austria	No	No	No	No	Yes	Yes	Yes	Yes
Canada	No	No	No	No	No	No	No	No
Chile	No	No	No	No	Yes	Yes	Yes	Yes
Colombia	No	No	No	No	Yes	Yes	Yes	Yes
Czech Republic	No	No	No	No	Yes	Yes	Yes	Yes
Denmark	No	No	No	No	Yes	Yes	Yes	Yes
Estonia	No	No	No	No	Yes	Yes	Yes	Yes
Finland	No	No	No	No	Yes	Yes	Yes	Yes
France	No	No	No	No	Yes	Yes	Yes	Yes
Germany	No	No	No	No	Yes	Yes	Yes	Yes
Greece	No	No	No	No	Yes	Yes	Yes	Yes
Hungary	No	No	No	No	Yes	Yes	Yes	Yes
Iceland	No	No	No	No	Yes	Yes	Yes	Yes
Ireland	No	No	No	No	Yes	Yes	Yes	Yes
Israel	No	No	No	No	Yes	Yes	Yes	Yes
Italy	No	No	No	No	Yes	Yes	Yes	Yes
Japan	No	No	No	No	Yes	Yes	Yes	Yes
Korea	No	No	No	No	Yes	Yes	Yes	Yes
Latvia	No	No	No	No	Yes	Yes	Yes	Yes
Lithuania	No	No	No	No	Yes	Yes	Yes	Yes
Luxembourg	No	No	No	No	Yes	Yes	Yes	Yes
Mexico	No	No	No	No	Yes	Yes	Yes	Yes
Netherlands	No	No	No	No	Yes	Yes	Yes	Yes
New Zealand	No	No	No	No	Yes	Yes	Yes	Yes
Norway	No	No	No	No	Yes	Yes	Yes	Yes
Poland	No	No	No	No	Yes	Yes	Yes	Yes
Portugal	No	No	No	No	Yes	Yes	Yes	Yes
Slovak Republic	No	No	No	No	Yes	Yes	Yes	Yes
Slovenia	No	No	No	No	Yes	Yes	Yes	Yes
Spain	No	No	No	No	Yes	Yes	Yes	Yes
Sweden	No	No	No	No	No	No	No	No
Switzerland	No	No	No	No	Yes	Yes	Yes	Yes
Turkey	No	No	No	No	No	No	No	No
United States	No	No	No	No	Yes	Yes	Yes	Yes
<b>Economies</b>								
Flemish Comm. (Belgium)	No	No	No	No	Yes	Yes	Yes	Yes
French Comm. (Belgium)	No	No	No	No	Yes	Yes	Yes	Yes
England (UK)	No	No	No	No	Yes	Yes	Yes	Yes
Scotland (UK)	No	No	No	No	Yes	Yes	Yes	Yes
<b>Partners</b>								
Argentina	m	m	m	m	m	m	m	m
Brazil	No	No	No	No	Yes	Yes	Yes	Yes
China	m	m	m	m	m	m	m	m
Costa Rica	No	No	No	No	Yes	Yes	Yes	Yes
India	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m



### **Annual statutory teacher compensation by level of education: salary scales**

Some countries report gross salaries based on more than one salary scale or remuneration group. For these countries additional data are collected on the number of scales that apply within the country as well as the distribution of teachers in the different scales (see below).

Number of scales that apply by ISCED level and name of scale and percentage of teachers in scale [Back to main table for this Indicator](#)

**Table X3.D3.4. Number of salary scales used for teachers, by level of education (2018)**

	ISCED 02	ISCED 1	ISCED 24	ISCED 34
<b>Australia</b> <a href="#">Back to main table for this Indicator</a>	2 scales: Standards Based Remuneration Common incremental salary scale (Implementation process ongoing. number of teachers under common incremental salary progressively decreasing)	2 scales: Standards Based Remuneration Common incremental salary scale (Implementation process ongoing. number of teachers under common incremental salary progressively decreasing)	2 scales: Standards Based Remuneration Common incremental salary scale (Implementation process ongoing. number of teachers under common incremental salary progressively decreasing)	2 scales: Standards Based Remuneration Common incremental salary scale (Implementation process ongoing. number of teachers under common incremental salary progressively decreasing)
<b>Austria</b> <a href="#">Back to main table for this Indicator</a>		2 scales: Old service act (90%) New service act (10%)	2 scales: Old service act (94%) New service act (6%)	2 scales: Old service act (99%) New service act (0%)
<b>Belgium (French Community)</b> <a href="#">Back to main table for this Indicator</a>	12 scales : 301 (99%) 501 (1%) 174 (0%) 30A (0%)	12 scales : 301 (94%) 501 (3%) 182 (0%) 30A (0%)	15 scales : 301 (86%) 501 (7%) 30A (3%) 30B (0%)	15 scales : 501 (81%) 346 (8%) 50A (3%) 34B (0%)
<b>Chile</b> <a href="#">Back to main table for this Indicator</a>	3 scales	3 scales	3 scales	3 scales
<b>Czech Republic</b> <a href="#">Back to main table for this Indicator</a>	1 scale 8th pay category (10%) 9th pay category (27%) 10th pay category (35%)	1 scale 11th pay category (7%) 12th pay category (21%) 13th pay category (27%)	1 scales 11th pay category (4%) 12th pay category (16%) 13th pay category (26%)	1 scale 11th pay category (7%) 12th pay category (22%) 13th pay category (33%)
<b>England</b> <a href="#">Back to main table for this Indicator</a>	4 scales: Unqualified Teachers (0%) Main Pay Range (57%) Upper Pay Range (42%) Pay Range for Leading Practitioners (0%)	4 scales: Unqualified Teachers (0%) Main Pay Range (57%) Upper Pay Range (42%) Pay Range for Leading Practitioners (0%)	4 scales: Unqualified Teachers (0%) Main Pay Range (39%) Upper Pay Range (59%) Pay Range for Leading Practitioners (2%)	4 scales: Unqualified Teachers (0%) Main Pay Range (39%) Upper Pay Range (59%) Pay Range for Leading Practitioners (2%)
<b>Estonia</b> <a href="#">Back to main table for this Indicator</a>	4 scales: Younger teacher (8%) Teacher (76%) Senior teacher (8%) Teacher educationalist (expert in methods) (0%)	1 scale	1 scale	1 scale
<b>France</b> <a href="#">Back to main table for this Indicator</a>	1 scale Professeur des écoles (98%)		1 scale Professeurs Certifiés (87%)	1 scale Professeurs Certifiés (66%)
<b>Israel</b>	2 scales Scale applicable before the reform (2%)	2 scales Scale applicable before the reform (1%)	2 scales Scale applicable before the reform (2%)	2 scales Scale applicable before the reform (23%)

	ISCED 02	ISCED 1	ISCED 24	ISCED 34
<a href="#">Back to main table for this Indicator</a>	New Horizon (98%)	New Horizon (99%)	New Horizon (98%)	<i>Oz Letmura</i> (77%)
<b>Mexico</b> <a href="#">Back to main table for this Indicator</a>	7 scales: <i>Tradicional</i> K1A K1B K1F K1C K1D K1E	7 scales: <i>Tradicional</i> K1A K1B K1F K1C K1D K1E	6 scales: <i>Tradicional</i> K1A K1B K1C K1D K1E	3 scales: <i>Profesor titular "A"</i> <i>(Tiempo completo)</i> <i>Profesor titular "B"</i> <i>(Tiempo completo)</i> <i>Profesor titular "C"</i> <i>(Tiempo completo)</i>
<b>Netherlands</b> <a href="#">Back to main table for this Indicator</a>	3 scales: LA/L10 (73%) LB/L11 (27%) LC/L12 (0%)	3 scales: LA/L10 (73%) LB/L11 (27%) LC/L12 (0%)	3 scales: LB (43%) LC (31%) LD (26%)	3 scales: LB (43%) LC (31%) LD (26%)
<b>New Zealand</b> <a href="#">Back to main table for this Indicator</a>		1 scale <i>Base Scale (100%)</i>		1 scale <i>Base Scale (100%)</i>
<b>Slovak Republic</b> <a href="#">Back to main table for this Indicator</a>	1 scale Pay Scale for pedagogues	1 scale Pay Scale for pedagogues	1 scale Pay Scale for pedagogues	1 scale Pay Scale for pedagogues

## Actual salaries: Table D3.4.

### **Methodology and interpretation**

#### **Australia:**

*Notes on coverage and methodology:* Data are based on weighted averages of state and territory education department responses.

*Notes on interpretation:* The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres. [Back to main table for this Indicator](#)

#### **Austria:**

*Notes on coverage and methodology for teachers:* The actual average salaries were calculated for full-time equivalent teachers. As for statutory salaries, the actual salaries of pre-primary teachers have been reported missing. Headmasters, deputies and assistants as well as heads of departments are excluded as from 2015.

*Notes on coverage and methodology for school heads:* Average gross annual salary.

*Notes on interpretation:* For ISCED 34 vocational programmes are included. [Back to main table for this Indicator](#)

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

*Notes on coverage and methodology for teachers:* The sources are the staff payment database and the staff assignment database of the policy domain of education and training. Full time personnel aged 25 to 64 years in general subjects and required qualifications are included in the calculations and the scales mentioned in public regular pre-primary, primary and general secondary schools at 15/01/2018. The allowances and additional payments are included)

*Notes on coverage and methodology for school heads:* The source is the staff payment database of the policy domain of education and training. Full time personnel aged 25 to 64 years and required qualifications are included in the calculations and the scales mentioned in public regular pre-primary, primary and secondary schools at 15/01/2018. The allowances and additional payments are included.

*Notes on interpretation for school heads:* For lower and upper secondary, only those schools that reflect the structure of ISCED level 2 and ISCED level 3 are included. [Back to main table for this Indicator](#)

#### **Belgium (French Community):**

*Notes on coverage and methodology:* 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.

*Notes on interpretation:* The statutory teacher's salary is about the same as the actual salary, except for teachers with the minimum level of qualification at the upper secondary level, whose actual salary is much lower. Moreover their level of qualification is lower than the typical level of qualification of lower secondary teachers. [Back to main table for this Indicator](#)

#### **Brazil:**

*Notes on coverage and methodology:* In Brazil teachers can teach at different levels of education but it is not possible to provide the proportion of teaching time at each level. For that reason, teachers that teach at different levels of education were equally divided at each ISCED (if teachers teach at ISCED 1, ISCED 24 and ISCED 34, then these teachers were considered as 0.33 when computing the proportion of teachers by attainment level at ISCED 1, 0.33 when computing the proportion of teachers by attainment level at ISCED 24 and 0.33 when computing the proportion of teachers by attainment level at ISCED 34). Average annual actual teachers' salaries were calculated using full-time equivalent teachers. Actual salaries were calculated according to a study that can be found in Portuguese at the following link: [http://download.inep.gov.br/informacoes\\_estatisticas/indicadores\\_educacionais/2014/rendimento\\_medio\\_docentes/rendimento\\_medio\\_docentes\\_2014.pdf](http://download.inep.gov.br/informacoes_estatisticas/indicadores_educacionais/2014/rendimento_medio_docentes/rendimento_medio_docentes_2014.pdf). [Back to main table for this Indicator](#)

#### **Chile:**

*Notes on coverage and methodology:* Sum of monthly payments to teachers in 2017. Law 20.903 did not come into effect until the second semester of 2017, therefore, only half of the annual payments should reflect the change in salaries from the new Teachers' Policy.

*Notes on interpretation:* 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](#)

#### **Costa Rica:**

*Notes on coverage and methodology:* The data for the month of October 2018 are extracted, and extrapolated for the calculation of annual amounts. [Back to main table for this Indicator](#)

### **Czech Republic:**

*Notes on coverage and methodology for teachers:* Data from ISS are gathered for calendar years. Estimated data used for this survey are recalculated for school year 2016/2017.

*Notes on coverage and methodology for school heads:* Estimated data. Actual salaries are available only for teachers of basic schools (primary and lower secondary together). Thus, values for the ISCED level 1 and 24 are the same. It is not possible to separate lower grades of multi-years gymnasia (ISCED 24) and vocational programmes of secondary education (ISCED 35), thus they are included in upper secondary (ISCED 34).

*Notes on interpretation for school heads:* Classification of school head doesn't fully correspond with ISCED. Actual salaries are available only for teachers of basic schools (primary and lower secondary together). Thus, values for the ISCED level 1 and 24 are the same. It is not possible to separate lower grades of multi-years gymnasia (ISCED 24) and vocational programmes of secondary education (ISCED 35), thus they are included in the column upper secondary (ISCED 34). [Back to main table for this Indicator](#)

### **Denmark:**

*Notes on coverage and methodology for school heads:* The reported actual salary is a calculated salary. The statistical databases containing data on salary data for teachers and for the entire group of school leaders do not provide salary data excluding the part of pension contributions paid by employers, and including the part of pension contributions paid by employees. This distinction is without any practical meaning in the Danish salary system. So the salary data are therefore presented in the databases either with the total pension contribution included or without pension contributions as a whole.

For school heads, the compulsory contribution to pension is decided by collective agreements, and this payment for pension is an important part of the salary for school leaders. The part for pension is about 15 - 17 percent of the net salary. Formally the employee's share is 1/3 and the employer's share is 2/3, but both shares are handled identical and the distinction between the employee's share and the school leaders share is of no practical importance. Therefore about 14 percent of the gross salary is not at immediate disposal for the school heads but is transferred to each single school heads account for pension. It might seem meaningful to include both the 1/3 of the payment for pension (employee's part) and the 2/3 (the employers part), but in accordance with the manual for this data collection and recommendations from EU and OECD the employers part is deducted from the reported salaries. The employer part of the pension payment is estimated to be between 8 and 10 percent of the gross salary, The salary is calculated on the basis of the gross salary from which the estimated share of the pension contribution paid by the employer is deducted.

*Notes on interpretation for teachers:* The reported actual salary is a calculated salary (to meet the requirement that only employees' pension contributions are included). The statistical databases containing data on salary data for teachers do not provide salary data excluding the part of pension contributions paid by employers, and including the part of pension contributions paid by employees. This distinction is without any practical meaning in the Danish salary system. So the salary data are therefore presented in the databases either with the total pension contribution included, or without pension contributions as a whole. [Back to main table for this Indicator](#)

### **England:**

*Notes on coverage and methodology for teachers:* The population of teachers covered by the actual salary figures includes full-time classroom teachers aged between 25 and 64 who are employed in maintained schools and academies. The population includes teachers paid on the unqualified teacher pay range, who are following an employment-based route to Qualified Teacher Status (QTS), and teachers paid the main, upper and leading practitioner pay ranges It includes teachers on the pay ranges for 'England and Wales (excluding London Area) area' (one of the four sets of geographical pay ranges in the framework). Percentage of teachers with attainment at ISCED level 5 or lower / level 6 / levels 7 or 8: The figures do not add up to 100% because there are a minority of teachers for who the ISCED level is unknown.

*Notes on coverage and methodology for school heads:* The population of head teachers covered by the actual salary figures includes full-time head teachers aged between 25 and 64 who are employed in maintained schools and academies. The population includes head teachers paid on the head teacher pay ranges Group 1-8. It includes head teachers on the pay ranges for 'England and Wales (excluding London Area) area' (one of the four sets of geographical pay ranges in the framework). Executive head teachers, that is, head teachers who are responsible for more than one school, have been excluded. Percentage of teachers with attainment at ISCED level 5 or lower / level 6 / levels 7 or 8: The figures do not add up to 100% because there are a minority of headteachers for who the ISCED level is unknown.

*Notes on interpretation:* Public schools: The statutory pay ranges apply only to maintained schools, that is, local authority-maintained schools. The governing body for academies, which classify as publicly funded independent schools and make up around three quarters of secondary schools and a quarter of primary schools, may choose to

use these pay ranges or may choose to use their own pay ranges. Both maintained schools and academies are included in the actual salary figures for England.

ISCED 02 and ISCED 1: A significant proportion of provision of ISCED 02 (63% of provision for 3-year-olds) is provided in settings other than schools. The actual salary figures provided for ISCED 02 and ISCED 1 are combined. The figures are only for teachers of pupils in nurseries and primary schools and do not apply to other ISCED 02 settings. In England, there is a specific qualification called Early Years Teacher Status (EYTS) that is not associated with a pay range.

ISCED 24 and 34: Teachers of students at ISCED 34 are employed in both schools and further education colleges. The actual salary figures provided for ISCED 24 and 34 are combined. The figures are only for teachers of pupils in schools and do not apply to further education colleges. [Back to main table for this Indicator](#)

#### **Estonia:**

*Notes on coverage and methodology:* The total cost of wages of public school teachers/heads (municipal and government owned schools) and municipal kindergarten teacher/heads is divided by the number of teachers/heads in full-time equivalence; data are based on the average gross salaries in the viewed period.

*Notes on interpretation:* The data of average annual actual teacher compensation are not only for the group of 25-64, but for all teachers. We do not have salaries information by age or by gender. 92% of public preschool teachers and 91% of public general education teachers are aged between 25-64. [Back to main table for this Indicator](#)

#### **Finland:**

*Notes on coverage and methodology:* Data from October 2016. Monthly actual salary with the holiday bonus which is 4-6 % of the salary. The data on pre-primary teachers includes the salary data of kindergarten teachers who are the majority of teachers at ISCED 02. [Back to main table for this Indicator](#)

#### **France:**

*Notes on coverage and methodology for teachers and school heads:* The data are from the database for public services (*Siasp*), produced by INSEE.

The *Siasp* database uses monthly payroll records of the state for the majority of their public servants (*fonction publique d'Etat* - FPE). This source is based on the concept of "position" periods, aggregating the periods the employee served at one workplace. The data reported on teachers' actual salaries refer to full-time teachers and school heads (employed for more than 95 per cent of the statutory number of hours of work for a full-time employee over a complete school year) from pre-primary, primary and secondary general education who have passed through a competitive examination and are civil servants.

The scope: the whole of France (apart from Mayotte), public sector, except trainees (*échelon 00, 01 et 02*). At the secondary level, the IVET is not included; At the primary level, teachers with "*une décharge de 50% ou plus du temps d'enseignement*" are not included in the teachers' scope but in the heads' scope.

The gross actual salary is obtained by adding to gross salary indexes the residence allowance (IR), the family allowance (SFT) and further bonuses and allowances such as the NBI (new salary bonus), overtime, and other bonuses depending on the specific education or 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.

Concerning the actual salaries of school heads:

The values for pre-primary and primary levels (ISCED 02 and 1) and the values for lower and upper secondary levels (ISCED 2 and 3) are aggregated values for these levels

*Notes on interpretation:* The scope is the whole France (excluding Mayotte), and only the public sector. At the secondary level, the VET programmes are not included. [Back to main table for this Indicator](#)

#### **Germany:**

*Notes on coverage and methodology for teachers:* Salaries represent a weighted average of the data available at *Länder* level for civil servants and include general post allowances where applicable and special annual payments. Holiday pay is included. 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. Actual salaries are identical to statutory salaries.

#### **Greece:**



*Notes on coverage and methodology for teachers:* The reported actual average salaries and attainment statistics for ISCED 02 are included in actual salaries and attainment statistics for ISCED 1 including data from special needs education. The reported actual average salaries and attainment statistics for ISCED 24 are included in the relevant data for ISCED 34, including special needs education, vocational education and adult education programmes for ISCED 24 completion. These deviations from the specifications of data are due to limitations in the structure of available administrative data.

For the average salaries reported in ISCED 02 and ISCED1, administrative data from 52 811 teachers with permanent contracts and 12 720 full-time substitute teachers have been used. For the average salaries reported in ISCED 24 and ISCED 34 administrative data from 59 184 teachers with permanent contracts and 6 639 full-time substitute teachers have been used including teachers in vocational secondary schools, adult education programmes (for completion of ISCED 2), and special needs education schools, as their exclusion from the data was not possible. The average salary of teachers aged 25-64 and the average salary by gender in primary and pre-primary education include 310 teachers who are younger than 25 and 2 teachers older than 65, whereas in the secondary education they include 4 teachers younger than 24 and 2 teachers older than 65. The average annual actual teachers' salaries by age (lines A2-A5) do not include data for teachers who are out of the age range. In ISCED 1, the percentage of teachers by level of attainment comes from 54 005 teachers for whom attainment level data were available. In ISCED 34, the percentage of teachers by level of attainment comes from 62 558 teachers for whom attainment level data were available.

*Notes on coverage and methodology for school heads:* The reported actual average salaries and attainment statistics for ISCED 02 are included in actual salaries and attainment statistics for ISCED 1 including data from special needs education. The reported actual average salaries and attainment statistics for ISCED 24 are included in the relevant data for ISCED 34, including special needs education, vocational education and adult education programmes for ISCED 24 completion. These deviations from the specifications of data are due to limitations in the structure of available administrative data.

Administrative payroll data from all the Directorates of Primary and Secondary Education except one Directorate of Secondary Education have been used. In ISCED 02 and ISCED 1 school heads' average salary data, school heads serving in special needs education schools have also been included, as their exclusion from the data was not possible. In ISCED 2 and ISCED 3 school heads' average salary data, school heads serving in special needs education schools have also been included, as well as school heads in vocational secondary schools, adult education programmes (for completion of ISCED 2), due to the fact that their exclusion from the data was not possible.

*Notes on interpretation for teachers:* Gross salaries include base salaries and allowances given to individual teachers depending on their circumstances (e.g. number of dependent children, allowances for teaching in disadvantaged or remote areas, etc.) before taxation and including all contributions paid by teachers for pension, insurance, solidarity, etc. This must be taken into consideration when these average salaries are compared to average teachers' salaries of countries that report net salaries instead of gross, or in the case of countries that report only average base salaries. Salaries of teachers who do not teach full-time as specified in relevant legislation (Law 3848/2010, art.5 para. 1) or teachers who are school heads or teachers who serve as school councilors or directors or regional directors etc. have not been included. Salaries of pre-primary teachers refer only to teachers in Kindergartens (for children aged 4-5) of the Hellenic Ministry of Education, Research and Religious Affairs.

Statutory salary grades and scales do not distinguish between male and female teachers. Also, they do not distinguish between teachers in general programmes and teachers in vocational upper secondary programmes or special needs education programmes or adult education programmes.

*Notes on interpretation for school heads:* Gross salaries include base salaries, the school head allowance, and allowances given to school heads depending on their circumstances (e.g. number of dependent children, allowances for working in remote areas, etc.) before taxation and including all contributions paid by the school heads for pension, insurance, solidarity, etc. This must be taken into consideration when these average salaries are compared to average school heads' salaries of countries that report net salaries instead of gross, or in the case of countries that report only average base salaries. School head attainment data are given with reservation, as attainment data are not collected systematically by the payroll system, and it is possible that a part of the data (on school heads with attainment at ISCED level 7 or 8) have not been updated. [Back to main table for this Indicator](#)

### **Hungary:**

*Notes on coverage and methodology for teachers:* Pre-primary data include teachers in NACE 85.1 and ISCO 2342. Primary and lower secondary teachers include teachers in NACE 85.2 and ISCO 2341. Upper secondary school teachers include teachers in NACE 85.3 and ISCO 2330.

Data refers to the actual annual average gross values of teachers' earnings in HUF (Hungarian Forint). Data are based on the Hungarian Structure of Earnings Survey. The individual wage/earnings survey has been carried out according to the EU requirements for the Structure of Earnings Survey in Hungary since 2002. The circle of data suppliers includes all institutions in the public sector. The survey covers full-time, as well as part-time employees. The survey is carried out for the reference month of May. Monthly gross earnings are calculated for the reference



month including regular earnings elements and 1/12th of the total amount of non-monthly bonuses and rewards received in the previous year. The methodology of the calculation assures that gross earnings for May represent an average monthly earning in the surveyed year. Therefore gross monthly earnings can be used to calculate gross annual earnings.

*Notes on interpretation for teachers:* We can not separate teachers in primary education and lower secondary education. Primary schools in Hungary provide education from age 6 to age 14. Teachers teaching in these schools are classified as primary school teachers, although these teachers teach in lower secondary grades as well. [Back to main table for this Indicator](#)

#### **Iceland:**

*Notes on coverage and methodology:* Data on salaries is from the Icelandic Survey on Wages, Earnings and Labour Costs that is a sample survey. Means are weighted means according to the survey design. Data on education are census data.

*Notes on interpretation:* The period is the academic school year from August 2016 to July 2017. [Back to main table for this Indicator](#)

#### **Israel:**

*Notes on coverage and methodology for teachers:* :

1) The actual salary is based on the annual salary of all the full-time equivalents which is 90% or more of full-time statutory job. For each level of education, the actual salary was calculated by dividing total wages by the number of full-time equivalents; necessary adjustments and supplements that are paid once a year, like bonuses for vacation, clothing and "Long School Day" have been taken into account.

2) The data reported in the table consider full-time working teachers (over 90% statutory definition of a local job in Israel), by setting the OECD guidelines. The average salary of all jobs (including part-salary job teachers) is obtained by decreasing the reported wage by about 3.5-5.5%.

*Notes on coverage and methodology for school heads:*

1) According to the manual, actual salary is based on annual salary of all the FTE that is 90% or more of full time statutory job. In each level of education, the actual salary is calculated by dividing the total wages of those positions by the number of F.T.E., according to necessary adjustments and supplements paid one time a year, like bonus for vacation or clothing.

2) The data reported in the table are for school heads working full-time (over 90% statutory definition of a local job in Israel), by setting the OECD guidelines.

3) In 2008 begin the realization of the New Horizon Reform in the preprimary, primary and lower secondary education. All the school heads in the primary and lower secondary education are working under the conditions of the reform. There are no school heads in the pre-primary education.

*Notes on interpretation:* For the average actual teachers' salaries (including bonuses and allowances) there is no statistically significant data for male teachers at ISCED 02 as there are less than 50 male kindergarten teachers in the system.

The distribution of salary data by age and gender for teachers in upper secondary school is not available.

*Notes on interpretation for school heads:* The school heads whose level of attainment is ISCED6 or lower, are school heads in post for a long time. Today, in all the education levels, a new school head needs at least a MA (ISCED 7) to receive the job. [Back to main table for this Indicator](#)

#### **Italy:**

*Notes on coverage and methodology for teachers:* Weighted average of salaries between classes of teachers during the school year from September 2016 to August 2017

Teachers at ISCED 0 and ISCED 1 level have the same qualification and remuneration, therefore the value refers to an aggregate of the two levels.

The average of actual salary for 35-44 year-olds is relatively volatile due to the a small number of teachers in this age bracket, meaning the weight of new entrants into this group can have a large effect on the average salary.

*Notes on coverage and methodology for school heads:* Weighted average annual salary of school heads by age group during the school year from September 2016 to August 2017

*Notes of interpretation for school heads:* As each school generally comprises several ISCED levels, it is not possible to give actual figures separately for each level. [Back to main table for this Indicator](#)

#### **Latvia:**

*Notes on coverage and methodology for teachers:* The estimation of the annual actual salaries was the same as of the previous data collection. Salaries are calculated together from all funding sources (central level (state) and local government) and part-time teachers are excluded. Only salaries of teachers working 0.9 of one work-load and more are calculated. Average actual salaries of full-time teachers are calculated according to their age groups.

*Notes on coverage and methodology for school heads:* Salaries are calculated together from all funding sources (central level (state) and local government) and part-time school heads are excluded. Only salaries of school-heads working 0.9 of one work-load and more are calculated. Average actual salaries of school heads are calculated according to the respective age group.

*Notes on interpretation for teachers:* Information about incidental/occasional additional payments to teachers/school heads is not included; however other allowances are included.

State Education Information System contains data whether a teacher has higher (not below ISCED 6) education or not. Data are not differentiated further whether a teacher has actually ISCED 6, or ISCED 7, or ISCED 8 level of attainment. (Note: there are no male teachers working full-time in primary education, only part-time employees).

*Notes on interpretation for school heads:* Information about incidental/occasional additional payments to school heads is not included; however other allowances are included. [Back to main table for this Indicator](#)

#### **Lithuania:**

*Notes on coverage and methodology for teachers:* Actual data include all teachers, working in state companys. It is average statutory salary including allowances and taxes. [Back to main table for this Indicator](#)

#### **Netherlands:**

*Notes on coverage and methodology for teachers:* The figures are total year salary and allowances are included. Salaries are based on collective labour agreements. The number of teachers and the salaries are based on actual data provided by the school boards to the Ministry of Education, Culture and Science.

*Notes on methodology for school heads:* The actual salaries are the weighted average for the full-time equivalent teachers, for each scale and period of time and the statutory salary are the weighted average for each combination of scale and period.

*Notes on interpretation:* Teachers hired via employment agencies are excluded. These data are not available. [Back to main table for this Indicator](#)

#### **New Zealand:**

*Notes on methodology:* Average salary calculations are based on teachers that worked over 90% of the February-November period, given that December-January is the summer holiday period.

Schools can cover more than one ISCED level. Teachers working within such schools were split by ISCED level using the type of employment contract (either primary or secondary) and the type of school they worked in.

*Notes on interpretation:* The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system. [Back to main table for this Indicator](#)

#### **Norway:**

*Notes on coverage and methodology:* The municipalities submit information on actual wages to The Norwegian Association of Local and Regional Authorities (KS) once a year. The reference date is December 1st each year. The municipalities shall state the salary earned in November and paid in December. The municipalities shall provide information on all of their employees, except employees with a very loose (volatile) employment. All municipalities have to provide information to KS ' PAI- register, and in fact for many years the statistics encompasses teachers in all of the municipalities. The municipalities must also, among other things, state the employee's social security number, code of education and employment rate. KS reviews the data and the municipalities must, if necessary, correct the data. As far as we know there is no deviation from the guidelines and definitions in your manual.

*Notes on interpretation:* The figures for the percentage of teachers aged 25-64 by ISCED level of attainment do not include employees with unknown education. For some employees it is hard or impossible to determine their ISCED level of attainment. Therefore, the figures reported this year do not include these employees. [Back to main table for this Indicator](#)

#### **Poland:**

*Notes on coverage and methodology for teachers:* Teachers' salaries for the school year 2016/2017 were calculated on the basis of the actual data collected in the School Education Information System (SIO) as of the 31 March 2017. They take into account the basic salary, benefits, overtime payments, supplements for the teachers in rural schools and for accommodation, as well as holiday's payments. The reference date for this calculation is March 2017 and the data available on that day were then extrapolated for the entire year. Calculation excludes equalization supplements as well as payments for ad hoc substitutions.

*Notes on coverage and methodology for school heads:* School head salaries for the school year 2016/2017 were calculated based on actual data collected in the School Education Information System (SIO) and they reflect the situation on the March 31, 2017. The actual gross salaries were calculated as the average salaries including all bonuses, allowances and additional payments of full-time school heads and their deputies aged 25 to 64. At the upper secondary level (ISCED 3) the salaries of the school heads and their deputies were calculated only for the

general programmes. The reference date for calculation is March 2017 and the data available on that day were then extrapolated for the entire school year. Calculation excludes equalization supplements as well as payments for ad hoc substituting.

*Notes on interpretation:* Teachers' salaries vary depending on various factors, among which is the location of their school. Teachers who are employed in schools situated in localities with less than 5 000 inhabitants receive additional payments (rural area residence allowances). Due to the fact that most of upper secondary schools are located in towns with more than 5 000 inhabitants and that teachers who are employed in these schools do not receive rural area residence allowances, their salaries are lower than the salaries of the teachers of primary and lower secondary schools. Rural area residence allowances are so substantial (above 10% of basic teachers' salary) that if they were not taken into account, actual teachers' salaries of upper secondary schools would be the highest ones. [Back to main table for this Indicator](#)

### Portugal:

*Notes on coverage and methodology for teachers:* Calculation method:

- a) Data collection of teachers and gross salaries paid in the school year 2016/2017, during May 2017 (corresponding to the month actually used for the production of official education statistics);
- b) In what concerns secondary teachers, allocation of each teacher to lower or upper secondary, accordingly to the respective teaching load;
- c) Value multiplied by 14, to obtain the yearly gross salary for each teacher;
- d) In the end, calculation of the average gross annual salary of teachers.

In Portugal, the career of all teachers is the same, for all ISCED levels, and lower and upper secondary teachers (ISCED 24 and ISCED 34) belong to the same formal group (*professores do 3.º ciclo do ensino básico e do ensino secundário*). These averages were based on full-time equivalent teachers from public schools under the tutelage of the Ministry of Education (excluding vocational schools). It should also be noted that in Portugal lower and upper secondary teachers may teach general and/or vocational courses.

*Notes on methodology for school heads:* Calculation method:

- a) Data collection of school heads gross salaries paid in the school year 2016/2017, during May 2017 (corresponding to the month actually used for the production of official education statistics);
- b) Value multiplied by 14, to obtain the yearly gross salary for each school head;
- c) In the end, calculation of the average gross annual salary of school heads;
- d) As the same school/school cluster could teach programmes of various ISCED levels, the same value was considered to all ISCED levels.

*Notes on interpretation:* In Portugal, most schools are grouped in school clusters, which contain schools teaching courses in various ISCED levels. In these cases, the school head may be from any ISCED level taught at any of the schools belonging to that school cluster, and are paid similarly. Principals, deputy principals and accessors receive an increase in salary during the assignment for the position and according to the total number of students enrolled in their respective clustered and non-clustered schools. [Back to main table for this Indicator](#)

### Scotland (United Kingdom):

*Notes on coverage and methodology :* The actual data are based on the total full-time equivalent teachers and the annual salary as they were on in September 2016. The figures provided for the average gross annual salary for teachers aged 25-64 are for all teachers, not just those aged 25-64, as there is no data available on teachers' salaries by age. [Back to main table for this Indicator](#)

### Slovak Republic:

*Notes on interpretation:* The collected data on average salary refers to average salaries for ISCED 1 and ISCED 24. Both categories are pooled together and cannot be separated. These salaries include teachers' salaries and salaries of school heads. They can not be separated.

The data for ISCED 34 refers exclusively to *Gymnasiums*, which account for 98% of all general programmes.

Allowances for headmaster and deputy headmaster are included as they are also classroom teachers. The bonuses cannot be separated. Overall, the allowances included cover those for management positions, allowances related to their level of education/training of teachers (credit system), mentoring allowances, allowances for substitution and personal allowances. [Back to main table for this Indicator](#)

### Slovenia:

*Notes on coverage and methodology for teachers:* Data on the average annual actual teachers' salaries refer to: ISCED 02 level - include pre-school teachers at ISCED 01 and 02; ISCED 1 level - generalist (class) teachers; ISCED 2 level - subject specialist teachers; ISCED 34 level - general subjects teachers (in general and vocational upper secondary schools) and educators at residence halls for students.

Data on the average actual teachers' salaries (ISCED 1, 2, 34) is composed of a sum of 3 average monthly salaries received by teachers in 2016 (final data) and 9 average monthly salaries received in 2017 (provisional data). Data on the average actual teachers' salaries (ISCED 0) is composed of a sum of average salaries received in school year 2016/2017.

*Notes on coverage and methodology for school heads:* Data on the average actual school heads' salaries is composed of a sum of average salaries received in school year 2016/2017.

*Notes on interpretation:* Data on the average annual actual teachers'/school head's salaries include additional payments and allowances except the annual holiday bonus, reimbursement for meals during work, reimbursement of travel expenses, long-service award (jubilejna nagrada). [Back to main table for this Indicator](#)

### Sweden:

*Notes on coverage and methodology for teachers:* Actual teachers' salary are based on data of teachers with pedagogical qualifications from Statistics Sweden (SCB) and 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 registers are combined using a personal code for each individual.

*Notes on coverage and methodology for school heads:* First, a joint table was created from the Register of teaching personnel 2017 and the Register of personnel in pre-primary 2017. Duplicates were corrected. (If an individual appear both as a teacher and a school head, he/she is considered as principal if the scope of school head service is > 50 %, otherwise he/she will be counted as a teacher. However, if the service scope for the teacher service and the school head service is high (50/50 or 65/65), the individual was counted as a teacher. This has historical reasons, before the collection of school head's salaries in OECD teachers with a teacher service and a school head service of (for example of 50/50 or 65/65) was only counted as teacher.

Second, a match was made to the Register of wage and salary structures and employment in the primary municipalities 2017, to retrieve data on salary, age and gender. Then the groupings were made according to the instruction.

*Notes on interpretation for teachers:* Data on actual teacher salaries is reported.

The data refers to full-time equivalent teachers.

Salaries on upper secondary level (ISCED 34) also include salaries for Isced 35, vocational education. Note that the data does not include salaries for teachers teaching vocational subjects.

ISCED 0 reported for CURR3

Teachers on ISCED level 0 were included in the register in 1999. Therefore, the data on this level is not as reliable as for other ISCED levels. Data for teachers on ISCED 0 only include teachers in pre-school class and leisure time centers. This applies when data on teachers salaries is reported on basis of work experience, since Sweden lack information about work experience for pre-school teachers.

"Starting teacher" has been interpreted as teachers having worked for 1-2 years. The median value of these teachers salaries are reported and therefore there are no data on which percentage of all teachers receiving this salary.

"Minimum level of training" has been interpreted as teachers with pedagogical qualifications. The median value of these teachers salaries are reported and therefore there are no data on which percentage of all teachers receiving this salary.

Data on "maximum qualifications" are not available for Sweden. Data are not reliable enough to be reported yet, due to the fact, that registers only contain the extent of studies included in degrees from 1995 onwards.

"Top of salary scale" has been interpreted as teachers belonging to the 90 percentile, which means that 10 % of teachers have higher or the same salary as the 90 percentile. Therefore there are no data on which percentage of all teachers receiving this salary.

"Typical qualifications" has been interpreted as teachers with minimum level of training, i.e. fully qualified teachers with pedagogical education.

*Notes on interpretation for school heads:* It is not possible to distinguish the salaries between school heads on ISCED 1 and ISCED 24, therefore the same salary is reported. [Back to main table for this Indicator](#)

### Turkey:

*Notes on methodology for school heads:* To reach an average actual salary, we calculated the average mean of the salaries paid for school heads with minimum and maximum year of service, which is the major indicator of the salaries in Turkey. Nevertheless, differences between these groups are minor and therefore the average score is quite accurate.

*Notes on interpretation for teachers:* Data concerning ages may be misleading, as the criteria for identification of salary is based on years of experience, foreign language (additional fee), number of children. In addition, gender is not a criterion in defining the salaries in the country. [Back to main table for this Indicator](#)

**United States:**

*Notes on methodology:* The salaries are derived from National Teacher and Principal Survey (NTPS), 2016/17 Public School Teacher questionnaire, and the Consumer Price Index. This is a sample survey that is representative of teachers in public schools in each state in the United States. Data reported for actual salaries include median teacher earnings from base pay, extracurricular activities, and merit/bonus pay.

Please note that other combinations of earnings are also possible with the inclusion of pay from teaching summer school, non-teaching jobs at school during the summer, and non-school jobs. Please see notes for D3.1, D3.3, D3.5, and D3.6 for more information.

*Notes on interpretation:* Data reported for actual salaries include median teacher earnings from base pay, extracurricular activities, and merit/bonus pay. [Back to main table for this Indicator](#)



## Criteria and decision level for various types of salary payments: Tables D3.7 and D3.8.

### **Interpretation**

#### **Australia:**

*Notes on interpretation:* The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres.

*Allowances related to students counselling, special tasks and class teacher/form teacher:* Collective bargaining as set out in the Enterprise Agreement for each jurisdiction. Information on amount of allowance and how it is calculated has not been provided by jurisdictions.

*Allowances related to other tasks and responsibilities of teacher:* Rural and remote incentive schemes may (not mandatory) incorporate a range of incentive options, including (but not limited to): subsidised accommodation, concessional travel arrangements, education assistance for dependents, additional leave entitlements, additional learning and development entitlements and priority transfer following a period of service. Information on amount of allowance and how it is calculated has not been provided by jurisdictions. [Back to main table for this Indicator](#)

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

*Allowances related to other tasks and responsibilities of the teacher:*

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation), the pay is Maximum - 140% of the basic salary

*Allowances related to teachers' qualifications, training and performance:*

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Different fixed amounts according to different qualifications: min EUR 44.78855 per month; max EUR 134.3866 per month. [Back to main table for this Indicator](#)

#### **Belgium (French Community):**

*Notes on interpretation:* Most representative salary scale at ISCED level including the annual gross salary, end of the year bonus and vacation pay.

*Allowances related to teaching more classes or hours than required by full-time contract:* Extra teaching hours are very rare (about 0.0035% of the total number of hours). However, they are paid at the minimum salary scale. They don't entitle to holiday benefits nor to thirteen month benefits.

*Allowances related to special tasks:* The amount vary according to the level in which the training student is doing his trainee:

- EUR 2.61 per period (of 50 minutes) if the student does his trainee at ISCED 02, 1 or 2, with a maximum of 40 days per year and per teacher.
- EUR 3.86 per period (of 50 minutes) if the student does his trainee at ISCED 3, with a maximum of 160 days per year and per teacher.

*Allowances related to further formal qualifications:* Teachers at ISCED 02, 1 and 24 who, in addition to the minimum qualification (bachelor), hold a master's degree in educational science, are paid at scale 501 (the most common scale at ISCED 34) instead of the scale 301. At the beginning of career, they are paid EUR 38 247.49 instead of EUR 30 744.29 (scale 301). Teachers at ISCED 02, 1 and 24 who hold a bachelor degree, but also a master degree in educational science are paid with the 501 scale (which is the most prevalent scale at ISCED 34), instead of scale 301.

*Allowances related to family status:* The annual gross salary is not affected by the family situation or the number of dependent children. On the other hand, the net salary depends on these 2 criteria, because the withholding tax varies according to the situations. For example, the more dependent children there are, the lower the withholding tax. [Back to main table for this Indicator](#)

#### **Chile:**

*Allowances related to participation in school or other management in addition to teaching duties:* Additional compensations for management and technical-pedagogical responsibilities benefit teachers that serve superior functions at the school and will reach the following minimum percentages calculated on the minimum national basic remuneration: 25% in the case of school heads, to 20% in the case of other directives and heads of technical-pedagogical units, and to 15% in the case of other personnel of the technical-pedagogical units.

*Allowances related to teaching more classes or hours than required by full-time contract:* Must be authorised by the competent authority of the teacher. Payments for extraordinary teaching hours are regulated by the Labor Code, and is determined by multiplying the monthly salary by the corresponding factor, according to the number of



hours that make up the ordinary day weekly, and then multiplying the value of the extraordinary hour by the number of hours performed, including 50 percent of the salary surcharge for the hour value established in article 32 of said code. (Office of the Comptroller General of the Republic, Opinion 644 of 2009) For its part, the Labor Directorate has established in its administrative jurisprudence, ordinarily 1366, of 08.04.03, that the maximum daily workday by education professionals who work in private schools cannot exceed 10 hours. In accordance with the provisions of the Labor Code, extra teaching hours must be previously authorised by the respective employer.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* Mentoring was established as mandatory for all teachers first and second year of professional practice, in which the State makes a payment to both mentor and beginner teacher for participation in mentoring.

*Allowances related to outstanding performance in teaching:* A national evaluation system was established where teachers must be evaluated every 4 years. They must take a test of specific knowledge and a portfolio that certifies teaching competences, according to these teachers are assigned to levels of professional development, and receive an assignment (Assignment of teaching professional development) associated with their performance.

*Allowances related to teaching in a disadvantaged, remote or high cost area:* There is an allocation that rewards teachers who work in schools with a high concentration of vulnerable students, which is higher as teachers have a better certification (they have been assigned to advanced levels of Teacher Development). Therefore, it is an incentive for teachers with better teaching skills to move to schools with high vulnerability. Teachers also receive an allocation by area that is a percentage set by law on basic minimum teacher remuneration. [Back to main table for this Indicator](#)

### **Costa Rica:**

*Allowances related to outstanding performance in teaching:* The evaluation shall be taken into account in any "Personnel Action" that benefits the server and as a factor that will be considered for transfers, increases in salaries, licenses and, in general, for the other purposes stated in this law and other applicable laws and regulations.

The evaluation and qualification of services shall be given to officials, regular or interim that during the school year perform work in the same institution, provincial, official or department, for at least four months, continuously or alternatively. The result of the qualification will be given in order of merit according to the following concepts: Excellent, Very Good, Good, Insufficient and Unacceptable.

As a matter of interest, it is estimated that more than 95% of public servants get Excellent or Very Good scores.

*Allowances related to teaching students with special educational needs (in mainstream classes):* There are teachers exclusively trained for this purpose, so they receive a base salary for attending this student population. [Back to main table for this Indicator](#)

### **Czech Republic:**

*Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):* Leadership of other employees set in a percentage of the highest salary steps in the given category: 5-50 % according to the level of leadership. School heads set the criteria for assigning the exact amount.

*Allowances related to teaching more classes or hours than required by full-time contract:* An allowance for direct teaching above a specified range for teachers is equal to a double of the hourly average earnings for every hour of direct teaching. Overtime pay for work above the statutory weekly working hours is at least 25% of the hourly average earnings.

*Allowances related to students counselling:* School prevention specialist - further qualifications is required - CZK 1000-2000 monthly. School head decides on the exact amount. For school advisor performing the specialised methodical activity and more complicated counselling activities - further qualification is required. The position allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of teachers who perform the function of a school advisor is reduced by 1-5 lessons a week, depending on the school size.

*Allowances related to engaging in extracurricular activities:* Individual allowance, up to 50% (in exceptional cases up to 100%) of the highest salary steps in the given range (usually the individual allowance amounts to 3% of the gross salary). Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfilment of a larger range of work tasks than other employees. Performance is evaluated by school head. School head decides on exact amount.

*Allowances related to special tasks:* Individual allowance, up to 50 % (in exceptional cases up to 100 %) of the highest salary steps in the given range. Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfilment of a larger range of work tasks than other employees. Performance is evaluated by school head. School head decides on exact amount.

*Allowances related to class teacher/form teacher:* Allowance for a 'class teacher': CZK 400-1300 monthly. School head sets the criteria for assigning the exact amount.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* Individual allowance, up to 50 % (in exceptional cases up to 100 %) of the highest salary steps in the given range. Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfillment of a larger range of work tasks than other employees. Performance is evaluated by school head. School head decides on exact amount.

*Allowances related to other tasks and responsibilities of teachers:* Remuneration for the successful completion of an extraordinary or exceptionally important work task. School head decides on the exact amount.

*Allowances related to teachers' qualifications, training and performance:*

*Allowances related to successful completion of (continuing) professional development activities:* Performance of specialised activities which requires further qualifications (co-ordination in the area of ICT, developing and co-ordination of School Framework Programmes, prevention of socially pathologic phenomena and activities related to the environmental education and activities of special education teachers related to the spatial orientation of visually disabled children and pupils or to those with speech difficulties ): CZK 1000-2000 monthly. School heads set the criteria for assigning the exact amount. The weekly direct teaching activity of a teacher who works as an ICT methodologist is reduced by 1 to 5 lessons.

*Allowances related to outstanding performance in teaching:* Individual allowance.

*Other allowances related to teachers' qualifications, training and performance:* Specialised methodological activity in pedagogy and psychology which requires further qualification - study for school advisors. The position allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of teachers who perform the function of a school advisor is reduced by 1-5 lessons a week, depending on the school size.

*Allowances related to teaching students with special educational needs (in mainstream classes):* Teachers working in classes with pupils of different age: CZK 600-2000 monthly. School headsets the criteria for assigning the exact amount.

*Other:* Teachers working with pupils/students with special educational needs in special schools, classes or groups (i.e. in those specially designed for these pupils/students): CZK 600-2500 monthly. School heads set the criteria for assigning the exact amount.

*Allowances related to family status:* No allowances are paid on the base of family status only. In case of bad socio-economic situation the teacher (as any other) can apply for children`s benefits.

*Other allowances:* Among the forms of support for teachers can also be included a possibility to grant employees a special pay (pay completely outside the salary system) to appraise their work by employers, e.g. at an anniversary.

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

### **Denmark:**

*Applicable to all criteria:* Concerning the decision level for the criteria applicable to the formation of base salary or additional payments of teachers, mostly, the regulations of these matters during the school year 2012/13 at primary and lower secondary level were made by collective agreements between the Danish Union of Teachers and the member authority of Danish municipalities, Local Government Denmark. At upper secondary level the regulations were made by collective agreements between the Danish National Union of Upper Secondary School Teachers and the Ministry of Finance.

New collective agreements at upper secondary level with effect from the school year 2013/14 have introduced significant changes in the regulations made by collective agreements. From 2013/14 the school leaders in general have the competences to decide about the teachers working activities, how many hours to teach and how many other duties and tasks related to teaching to take care of as a part of the ordinary job and without further payment.

At primary and lower secondary level the negotiation of the new collective agreement in 2013 resulted after a nationwide 25-day long lockout of the teachers with a regulatory intervention by the parliament (Folketinget). Regulated by law with effect from the school year 2014/15 it was decided to give the school leaders the competence to decide about the teachers working activities, how much to teach and how many other duties and tasks related to teaching to take care of as a part of the ordinary job without further payment.

*Allowances related to participation in school or other management in addition to teaching duties:* The highest ranked management posts, where teachers participate in management, ie. deputy school leader or head of department, are compensated with additional pay and regulated by collective agreements.

In primary and lower secondary schools (ISCED 1 and 24), teacher who handles the deputy function at schools where no deputy is employed is granted a supplement of DKK 15 400. In general upper secondary level (ISCED 34), the job as deputy school leader is regulated by special collective agreement like the agreement for school leaders. The salary for deputy school leaders will typical be higher than the top salary for teachers, but lower than the principal's salary.

A larger number of teachers with subordinate management tasks such as project managers, managers of professional groups will typically be compensated with time reduction and/or additional payment. Decision on this is typically taken at the local school level by the school leader.

The correct answer on the question must be: (2) Regular additional (monthly) payments and a) Not applicable - because it is a Reduction in teaching time. When only one possible answer: The judgement is "(2)Regular additional payments".

*Allowances related to teaching more classes or hours than required by full-time contract):* In primary and lower secondary (ISCED 1 and 24), teachers teaching more than 750 hours per year (835 for grade 1 (*børnehaveklasseleder*)) is regulated in national collective agreement to receive DKK 119.62 extra per hour. In general upper secondary education (ISCED 34), payment of additional work takes place at an hourly rate calculated as the current annual gross salary divided by 1 924 hours (the annual working hours including vacation) plus 50%.

*Allowances related to students counselling:* Not regulated. Decision on this typically taken at the local school level by the school leader.

*Allowances related to engaging in extracurricular activities:* Not regulated. Decision on this typically taken at the local school level by the school leader.

*Allowances related to special tasks:* Compensation for support to other teachers are not regulated but decided at local level. The compensation for this can be extra payments and/or reduction in teaching time. The most correct answer on the question should be: (2) Regular additional payments and (a) not applicable - because it is a reduction in teaching time. When only one possible answer: (a) Regular additional payments. For primary and lower secondary (ISCED 1+2) the extra payment is locally decided. For general upper secondary education (ISCED 34), extra payment is about DKK 25 000 per year for training student teachers.

*Allowances related to class teacher/form teacher:* Not regulated. Decision on this typically taken at the local school level by the school leader.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* Not regulated. Decision on this typically taken at the local school level by the school leader.

*Allowances related to further formal qualifications:* Not regulated. Decision on this typically taken at the local school level by the school leader.

*Allowances related to successful completion of (continuing) professional development activities:* Not regulated. Decision on this typically taken at the local school level by the school leader.

*Allowances related to outstanding performance in teaching:* Not regulated. Decision on this typically taken at the local school level by the school leader.

*Allowances related to teaching students with special educational needs (in mainstream classes):* Most of the teachers support for pupils with special needs is not regulated with regards to teachers compensation. Decisions are taken locally. The most correct answer on this question should be (2) Regular additional (monthly) payments and/or (a)not applicable - because it is a reduction in teaching time. When only one possible answer: (2) Regular additional payments.

*Teaching in a disadvantaged, remote or high-cost area (location allowance):* The payroll for teachers gives a little higher salary in high-cost areas, but not much. In order to attract teachers to areas where it is difficult to attract teachers, a higher salary is often paid. Decisions about this are taken locally. The harder it is to get qualified teachers, the more it will be to pay extra in line with the regular market mechanisms.

For others criteria, decisions about allowances are mainly not taken at the local school level but the school head.

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

### England:

*Notes on interpretation:* The framework for pay, which is set at central level and published in the School Teachers' Pay and Conditions Document (STPCD), allows for an allowance to be awarded for an additional responsibility which has the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

Before awarding any TLR the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;

d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and

e) involves leading, developing and enhancing the teaching practice of other staff.

The relevant body (the school's governing body or local authority) determines whether to award an allowance and its level.

a) First teaching and learning responsibility (TLR1): May be awarded when a teacher takes on "sustained additional responsibility" that "includes line management responsibility for a significant number of people" (STPCD 2017, p. 25-26). The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value for a TLR1 must be no less than GBP 7 699 and no greater than GBP 13 027.

b) Second teaching and learning responsibility payment (TLR2): May be awarded when a teacher takes on "sustained additional responsibility" that does not include line management duties for a significant number of people (STPCD 2017, p. 25-26). The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value for a TLR2 must be no less than GBP 2 667 and no greater than GBP 6 515.

c) Third teaching and learning responsibility payment (TLR3): May be awarded when a teacher takes on "additional responsibility" for "clearly time-limited school improvement projects or one-off externally driven responsibilities" (STPCD 2017, p. 25-26). Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3. The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value must be no less than GBP 529 and no greater than GBP 2 630.

An additional payment may be awarded to a teacher in respect of the following responsibilities: "continuing professional development undertaken outside the school day," "activities relating to the provision of initial teacher training as part of the ordinary conduct of the school," "participation in out-of-school hours learning activity agreed between the teacher and the head teacher," or "additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools" (STPCD 2017, p. 28-29). An additional payment is paid as an incidental/occasional additional payment.

The relevant body (the school's governing body or local authority) determines the value of the additional payment in accordance with its pay policy.

*Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers) or students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention) or participation in mentoring programmes and/or supporting new teachers in induction programmes:* The framework for pay (STPCD 2017), which is set at central level, allows for this responsibility to either be included as part of a teacher's directed hours, in which case no allowance would be paid for the responsibility. If the responsibility is not included in directed hours, the framework for pay allows for a teaching and learning responsibility (TLR) payment to be awarded for an additional responsibility which has the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The relevant body (the school's governing body or local authority) determines whether to award an allowance and its level.

*Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* The framework for pay (STPCD 2017), which is set at central level, allows for additional payments to be made in respect of activities outside the school day. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level. If an additional payment is awarded, this is paid as (3) Incidental/occasional additional payments. If a TLR is awarded, this is paid as (2) Regular additional payments.

*Allowances related to engaging in extracurricular activities:* The framework for pay (STPCD 2017), which is set at central level, allows for a teaching and learning responsibility (TLR) payment to be awarded for an additional responsibility that is not required of all classroom teachers or additional payments to be made for 'participation in out-of-school hours learning activity agreed between the teacher and the headteacher' (STPCD 2017, p. 28-29). The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

*Allowances related to special tasks:* The framework for pay (STPCD 2017), which is set at central level, allows for additional payments to be awarded for 'activities relating to the provision of initial teacher training as part of the ordinary conduct of the school' (STPCD 2017, p. 28-29). The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* The framework for pay, which is set at central level, allows for a teaching and learning responsibility (TLR) payment to be awarded for an additional responsibility that is not required of all classroom teachers. The



relevant body (the school's governing body or local authority) determines whether to award an allowance and its level.

*Allowances related to other tasks and responsibilities of teachers:* The framework for pay (STPCD 2017), which is set at central level, allows for payments for residential duties to be made. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

*Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.) or successful completion of (continuing) professional development activities:* The framework for pay (STPCD 2017), which is set at central level, does not include an allowance for completion of training. However, when determining the starting salary for a post, the relevant body (the school's governing body or local authority) has discretion to take into account a range of factors including the level of qualifications, skills and experience required.

*Allowances related to outstanding performance in teaching:* The framework for pay (STPCD 2017), which is set at central level, determines the minimum and maximum for each pay range and requires that all progression is linked to performance. The relevant body (the school's governing body or local authority) determines the number and distribution of pay points within each range, and the range and level of evidence used to judge performance.

*Allowances related to teaching students with special educational needs (in mainstream classes):* The framework for pay (STPCD 2017), which is set at central level, allows for teaching pupils with special educational needs be included in a teacher's normal duties.

The framework for pay sets out the following criteria for the payment of a special educational needs (SEN) allowance: A SEN allowance may be awarded to a mainstream classroom teacher:

- "in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- "who teaches pupils in one or more designated special classes or units in a school;
- "in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
  - i. involves a substantial element of working directly with children with SEN;
  - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
  - iii. has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service." (STPCD 2017, p. 26-27)

Where the criteria are met, the relevant body must award the allowance. The relevant body (the school's governing body or local authority) determines the value of the allowance in accordance with its pay policy. The annual value must be no less than GBP 2 106 and no greater than GBP 4 158.

*Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance):* The same pay framework applies in England and Wales, but the geographical variation set out in the framework only applies to England. There are separate geographical pay ranges for teachers employed in different areas: 'Inner London Area', 'Outer London Area', the 'Fringe Area', 'England and Wales (excluding London Area) area'. This is to reflect the cost of living in different areas of England and Wales.

*Residence allowance (not dependent on a particular location):* The framework for pay (STPCD 2017), which is set at central level, allows for payments for residential duties to be made. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level. [Back to main table for this Indicator](#)

#### **Estonia:**

*Notes on interpretation:* Teachers wage components (allowances related to other tasks and responsibilities) are not regulated in any regulation; teacher's wage is an agreement between the head of school and the teacher; if a teacher is working full-time, his/her wage can't be smaller than the minimum wage stated in regulation (The Regulation of Basic Schools and Upper Secondary Schools Teacher Minimum Salary).

Allowances related to class teacher/form teacher: It is within the total working time; being a class teacher makes the base salary higher or it is paid as an additional payment

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: It is within the total working time; being a class teacher makes the base salary higher or it is paid as an additional payment

Allowances related to outstanding performance in teaching : School and local authority level - local authority/school recognition; state level - big countrywide recognition event "Aasta õpetaja gala" (The Teacher of The Year) [Back to main table for this Indicator](#)

#### **Finland:**

*All criteria:* For pre-primary education (ISCED 02), data is reported on the majority, i.e. the kindergarten teachers.

*Allowances related to teaching more classes or hours than required by full-time contract:* The compensation per extra lesson is calculated based on the statutory salary and statutory teaching time. The teachers' individual salary is multiplied by 0.83 and then divided by the statutory teaching time of the individual teacher. The teaching time differs based on type of post- class teacher or subject teacher- as well the subject taught (for subject teachers).

*Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or class teacher/form teacher:* The compensation is calculated based on the statutory salary and statutory teaching time. The statutory minimum for one extra lesson per week is EUR 90.22 per month (x12 months) and EUR 129.92 per month (x12 months) for a lower secondary teacher.

*Allowances related to outstanding performance in teaching:* The definition of the calculation is under local autonomy. The decision is generally made by the school head that is responsible for the appraisal. Compensation for performance is not widely used.

*Allowances related to Teaching in a disadvantaged, remote or high-cost area (location allowance):* Two different pay scales. Finland is divided into two "cost areas. The difference amounts to 1% of the statutory base salary. [Back to main table for this Indicator](#)

### France:

*All criteria:* Concerning the data in "Who decides whether this criterion is met", "Central authorities" include decentralised administration. For an overview on the territorial organisation of the Ministry of Education in France, see: <http://www.education.gouv.fr/cid3/les-rectorats-services-departementaux-education-nationale.html>.

*Allowances related to participation in school or other management in addition to teaching duties:* For particular tasks, the amount vary according to the tasks assigned (to EUR 312 to EUR 3 750).

*Allowances related to teaching more classes or hours than required by full-time contract: Heures Supplémentaires Annuelles (HSA):* EUR 1 132 to EUR 1 645.

*Allowances related to students counselling:* Fixed annual salary bonus named "ISAE" at ISCED 02-1 and "ISOE" at ISCED 24-34. In lower and upper secondary, teachers can do tutoring or learning support. Allowance for particular tasks : the amount vary according to the missions (to EUR 312 to EUR 3 750)

*Allowances related to engaging in extracurricular activities:* Rythm of schooling's reform: extracurricular activities managed by teachers are payed between EUR 22 to EUR 27 per hour (maximum rates).

*Allowances related to special tasks (e.g. training student teachers and providing support to other teachers.) or participation in mentoring programmes and/or supporting new teachers in induction programmes:* Allowance for tutoring, master trainer: EUR 1 250.

*Allowances related to class teacher/form teacher:* Variable portion of the "ISOE" allowance only given to the class teachers: EUR 906 to EUR 1 426.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* Allowance for tutoring, master trainer : EUR 1 250

*Allowances related to other tasks and responsibilities of teachers: Heures Supplémentaires Effectives (HSE):* only ponctual hours. Each is paid 1/36th of one HSA with an indemnity equal to a 25% surcharge.

*Allowances related to teaching students with special educational needs (in mainstream classes):* All = allowance for teachers in charge of children with special needs (EUR 2 500). All = allowance for specialised teacher (EUR 844)

*Allowances related to teaching in a disadvantaged, remote or high cost area:* Allowance for teachers teaching in disadvantaged area (REP and REP+ allowance) - REP = EUR 1 734; REP+ =EUR 2 312

*Allowances related to residence allowance (not dependent on a particular location):* It is the "Indemnité de résidence" payed each month. The amount depends on the area. <https://www.service-public.fr/particuliers/vosdroits/F32511>

*Allowances related to family status (e.g. married, number of children):* It is the "SFT" (family supplement) payed each month. The amount depends on the number of children. <https://www.service-public.fr/particuliers/vosdroits/F32513>.

*Other allowances:* Bonus for entering in the teaching profession, only at the first certification: EUR 1 500 (paid in two instalments). [Back to main table for this Indicator](#)

### Germany:

*Allowances related to family status (e.g. married, number of children):* The family allowance varies according to the salary group and the family circumstances of the civil servant. Level 1 relates to the family situation of the civil servant, while levels 2 and above relate to the number of children he or she has. The family allowance also varies across the Länder.



*Other allowances:* A fixed amount that varies between the *Länder*. The general post allowance may not exceed 75 per cent of the difference between the final base salary of the salary group the public servant is in and the final base salary of the next higher salary group. [Back to main table for this Indicator](#)

### Greece:

*Allowances related to teaching more classes or hours than required by full-time contract:* There is overtime compensation when a teacher teaches more hours than required in normal situations. The compensation depends on the number of extra hours s/he teaches per week. It is EUR 10 gross per extra teaching hour, and it must not be for more than 20 hours per month.

*Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):* These tasks are performed by teachers but teachers are not compensated for performing them by an allowance (G.G. 1340/B /16-10-2002 Art. 36 par.16, 18 and Art. 39, Section B par. 4).

*Allowances related to Special tasks (e.g. training student teachers and providing support to other teachers.):* Public school teachers who are appointed school counsellors receive an annual allowance of EUR 300 gross per month. When teachers are appointed as school counsellors they do not teach students. When a teacher teaches in seminars or in training programmes, s/he receives an additional amount of money.

*Allowances related to class teacher/form teacher:* Teachers in Greece who take on the responsibilities of a class teacher, are required to do this by law and do not receive an allowance for performing these responsibilities.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* It is a teacher's responsibility to co-operate with students training to be teachers and teachers participating in in-service training programmes in order to conduct teaching sessions in his/her classroom that will be viewed for training purposes or to arrange teaching sessions in his/her classroom for the participants of training programmes to teach (G.G. 1340/B /16-10-2002 Art. 36 par. 8).

*Allowances related to other tasks and responsibilities of teachers:* a. A school's teachers' board has a variety of responsibilities in school administration (e.g. programming educational activities, school evaluation, safeguarding student health and safety, spotting needs for further teacher training and proposing to school counselors topics of training programmes for serving teachers). All teachers serving in a school including part-time teachers are members of the school's association and have to take part in its meetings. The school's head is the chairperson of the school's teachers' board. (G.G. 1340/B/16-10-2002 Articles 37, 38, 39). b. It is a teacher's task to offer administrative/clerical work and work related to the function of a school on top of teaching (G.G. 1340/B/16-10-2002 Art. 36, par. 7), however the performance of these tasks is not compensated by an allowance.

*Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):* The initial educational qualification is a Bachelor's degree, the possession of a relevant Master's or PhD degree is considered as additional years of experience as a teacher. The recognised additional years of service result in a higher salary grade according to Act 4354/2015.

*Allowances related to Successful completion of (continuing) professional development activities:* According to legislation (G.G. 1340/B/2002, ch. E, art. 36, par. 23) professional development is a teacher's responsibility. However, legislation does not include provisions for monitoring teachers' successful completion and participation in professional development activities, and teachers do not receive allowances or additional payments for the successful completion of professional development activities.

*Allowances related to teaching students with special educational needs (in mainstream classes):* Teachers in Greece may teach students with mild special educational needs (e.g. dyslexia, autism) in mainstream classes following the decisions and instructions of KEDDY (Centre of Differential Diagnosis, Diagnosis and Support of persons with special educational needs) or they may teach students with more severe educational needs without the parallel support of a special needs education teacher because of financial constraints (Laws 3699/2008 article 6a and 4186/2013 art. 28) but do not receive an allowance for this.

*Allowances related to Teaching in a disadvantaged, remote or high-cost area (location allowance):* The allowance for serving in a disadvantaged or borderline region is EUR 100 gross per month.

*Allowances related to family status (e.g. married, number of children):* The family allowance received by all civil servants including teachers is EUR 50 gross per month for one dependent child, EUR 70 gross per month for two dependent children, EUR 120 gross per month for three dependent children, EUR 170 gross per month for four dependent children and for more than four children EUR 70 for each child above the four children (e.g. EUR 240 gross per month for five dependent children). [Back to main table for this Indicator](#)

### Hungary:

According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance (for a bachelor's degree it is HUF 182 700 per month and for a master's degree it is HUF 203 000 a month). The percentages vary according to the task/ responsibility. Therefore the monetary value of the salary is dependent on the qualification of the actual teacher. In summary, the base salary differs depending on the qualification of the teacher. The percentages of the allowances are legally regulated.

*Allowances related to participation in school or other management in addition to teaching duties:* According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance (for a bachelor's degree it is HUF 182 700 and for a master's degree it is HUF 203 000 a month). The percentages vary according to the task/ responsibility:

- deputy school head/s: 20-40%,
- team leaders of working groups of teachers: 5-10%,
- school/kindergarten division head/s: 20-40%
- deputy head/s of school/kindergarten division/s: 20%.

*Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Collective agreement concluded by the Klebelsberg Maintenance Centre. Only at public schools. ([http://kk.gov.hu/download/7/fe/80000/KLIK\\_PSZ%20kollekt%C3%ADv\\_1122.pdf](http://kk.gov.hu/download/7/fe/80000/KLIK_PSZ%20kollekt%C3%ADv_1122.pdf)) 13.1 point says that the calculation method is the following: base salary (without allowances) divided by 138.5. This is the rate for one class.

*Allowances related to engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school):* It is included in the base salary if it is in the compulsory teaching time (22-26 lessons a week [45 minutes]). If it is above, the teacher receives overtime compensation.

*Allowances related to class teacher/form teacher:* According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance This percentage varies from 10% to 30%.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* No extra payment. The school head may decide on it as part of the compulsory non-teaching time at school (up to 32 hours).

*Allowances related to other tasks and responsibilities of teachers:* Allowance for teaching ethnic minority classes in an ethnic minority language: 10% of the base salary of the degree of the teacher.

*Allowances related to teachers' qualifications, training and performance:* Allowance for former school head/s working at the same school: 25% of his/her former school head allowance (only after more than a 10-year-long leadership).

*Allowances related to teaching students with special educational needs (in mainstream classes):* 5-10% of the base salary.

*Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance):* 10-30% of the base salary. [Back to main table for this Indicator](#)

### **Iceland:**

*All criteria:* All answers refer to public schools. Different answers may apply to private schools. However, they are also dependent on payment from local authorities and government so the same answers apply in most cases.

*Allowances related to participation in school or other management in addition to teaching duties:* Base salary increased by 5.6% for ISCED 02-24.

*Allowances related to teaching more classes or hours than required by full-time contract:or engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school):* ISCED 3: overtime is calculated as 1.2 hours of a specific salary level. ISCED 0, 1, 2 overtime is calculated as 1.0385% of the employee's monthly salary.

*Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):* Student counselling requires specialist training and qualifications. Student counsellors pay is determined by a specific step in the pay scale according to collective agreement.

*Class teacher/form teacher:* ISCED 1-2: Two steps higher on the pay scale, which amounts to 5.6% pay rise.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* There are no *Allowances related to* specific provisions for these tasks in collective agreements.

*Allowances related to further formal qualifications:* Data on how the position in base salary is determined is not available and not clearly stated in statutory documents.

*Allowances related to successful completion of (continuing) professional development activities:* PDA is already a part of teachers total annual working time. However specialised PDA may contribute to further pay rises. Data is not available on how that is determined.

*Allowances related to teaching students with special educational needs (in mainstream classes):* ISCED 02-24: Two steps on the pay scale, which amounts to 5.6% pay rise. [Back to main table for this Indicator](#)

### **Ireland:**

*Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):* At ISCED 1, deputy principals of schools with up to 23 teachers have a full complement of teaching duties i.e. responsibility for a mainstream class setting or a cohort of pupils with

special educational needs. The allowance for deputy principals at ISCED 1 with teaching duties ranges from EUR 3 769 to EUR 13 051 in accordance with the number of teachers in the school. Schools at ISCED 1 with 24 mainstream teachers or more (i.e. 637 pupils or more) have administrative deputy principals who are not required to have teaching duties. The allowance for deputy principals at ISCED 1 without teaching duties ranges from EUR 14 630 to EUR 18 966. At ISCED 24 and ISCED 34, deputy principals in schools with 1- 400 students have teaching duties which vary in accordance with student enrolment, The allowance for Deputy Principal Teachers with teaching duties at ISCED 24 and 34 ranges from EUR 3 769 to EUR 15 875 in accordance with the teacher Whole Time Equivalents in the school based on student enrolment. For example, deputy principals in schools with student enrolment between 300 and 400 students may have up to 25% of their time allocated to teaching duties. Deputy principals in schools of more than 400 students (21 teacher Whole Time Equivalents or more) typically do not have teaching duties. The allowance for such Deputy Principals ranges from EUR 17 088 to EUR 27 217 in accordance with the teacher Whole Time Equivalents based on student enrolment. There is a set allowance of EUR 8 520 and EUR 3 769 respectively for assistant principal and special duties teachers at ISCED 1, ISCED 24 and ISCED 34 who have a full complement of teaching duties.

*Allowances related to other tasks and responsibilities of teachers:* At ISCED 1, there are two payment options available to permanent qualified primary teachers who are a) Registered in the primary sector and b) Teaching in the primary sector during the July Programme which is an extension of the school year for children with special needs. Option 1: Additional salary to include allowances where payable, and calculated on the basis of each day worked. Option 2: The qualified primary hourly rate for each standard full school day (5 hours and 40 minutes) of the programme, Monday to Friday only. At ISCED 1, the hourly rate for qualified teachers who work in the July provision is EUR 37.29.

At ISCED 24 and ISCED 34, there are two payment options available to permanent qualified post primary teachers who are: a) Registered in the post primary sector and b) Teaching in the post primary sector during the July Programme. Option 1: Additional salary to include allowances where payable and calculated on the basis of each day worked. Option 2: The qualified post primary hourly rate for each standard full school day of the programme, Monday to Friday only. At ISCED 24 & 34, the hourly rate for qualified teachers who work in the July provision is EUR 44.84.

*Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):* 'Regular additional Payment' is recorded as the majority (80.5% at ISCED 1; 82.5% at ISCED 24 & 34) currently in the teaching profession at all levels entered the system prior to 2011 when specific qualification allowances were paid to teachers. All teachers entering teaching after 1 January 2011 (19.5% of ISCED 1 teacher cohort; 17.5% of ISCED 24 and 34 cohort) are not paid specific qualification allowances.

*Allowances related to outstanding performance in teaching:* There is no remuneration in teacher salary scales in recognition of outstanding performance. Evaluations are only carried out of the work of individual teachers as part of whole school or subject inspections carried out by the Inspectorate, Department of Education and Skills. Individual teacher appraisal is not a feature of the educational system except during the teacher's probation at primary level (which is currently being phase out) or in instances where a teacher is deemed to be significantly underperforming.

*Other:* Teaching on an island; For teachers at ISCED 1, ISCED 24 and ISCED 34 who started teaching prior to January 2011, the annual allowance for teaching in an island school is EUR 1 842, the allowance for teaching in an Irish speaking area (*Gaeltacht*) is EUR 3 063, and the allowance for teaching through Irish in an Irish-medium school outside of the *Gaeltacht* is EUR 1 583. These allowances are not included in the salaries of teachers who commenced teaching from or on 1 January 2011. A new common salary scale was introduced for these teachers which does not provide for the discrete payment of additional allowances for qualifications and other allowances to teachers except in the case of allowances relating to school management and leadership roles. [Back to main table for this Indicator](#)

#### **Israel:**

*Allowances related to participation in school or other management in addition to teaching duties:* Vice-principals receive additional fees for administration hours. (Does not change the working hours of full-time, they must teach too). At the upper secondary education, the maximum payment refers to the max vice-principal management remuneration (depending on the size of the school).

*Allowances related to Teaching more classes or hours than required by full-time contract:* Subject to the allocation of hours for the school and to the principal's decision (the obligation for the teacher is to one FTE), with the teacher's consent.

*Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):* A master degree is the minimal condition for the consultant role, and have to be consultant in his formation. The teacher receives remuneration for consulting and besides that he is committed to teach third of FTE. In the pre-primary education, most of the counselling is for the parents.

*Allowances related to engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school):* With authorisation of the Ministry of Education, a teacher can participate, according to his choice, in activities for young pupils in the summer holiday or in the afternoon after school (in this case for pupils in the first two grades only). The teacher will be paid as additional work.

*Allowances related to special tasks (e.g. training student teachers and providing support to other teachers.):* The Ministry of Education authorises teachers to guide qualified teachers. The principal chooses trainers for training and mentoring student teachers, it is voluntary. For special tasks, like level co-ordinator, professional co-ordinator or training for teaching students, a teacher receives a percentage reward.

*Allowances related to class teacher/form teacher:* 11.5% for the first grade and 10% for the others.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* Fixed monthly payment.

*Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):* A higher degrees such as MA/PhD changes the base salary (in percentage).

*Allowances related to successful completion of (continuing) professional development activities:* Compliance with other conditions (such as the completion of the seminar duty hours, accumulated seniority, and for progress in the highest salary scales), has to be evaluated by the Supervisor. The addition payment will increase the base salary scale.

*Allowances related to outstanding performance in teaching:* It is included in the reform in upper secondary school - an annual bonus and extra percentages (promotion in rank). All other levels of education, compensation exists only for the high levels teachers (The teachers have to get assessment by the principal).

*Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance):* The maximum payment for required teachers is very rare and is based on an individual contract.

*Residence allowance (not dependent on a particular location):* There is a special grant for teachers in peripheral communities who receive a rent refund. This rent refund is limited.

*Allowances related to Family status (e.g. married, number of children):* In the pre-primary education, the teachers have the possibility to receive a payment defined as a percentage of statutory base salary. There also is supplement in NIS for day-care centres, according to the children up to age 5. A teacher aged more than 50 and a mother with children up to age 14 can benefit of a reduction in working time. [Back to main table for this Indicator](#)

### **Italy:**

*Allowances related to other tasks and responsibilities of teachers:*

*Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers) or students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention) or engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or participation in mentoring programmes and/or supporting new teachers in induction programmes:* The head teacher with the collaboration of the teachers assembly decide the criteria for assigning teachers to these roles, but the criteria regarding the awarding of additional payments are determined through negotiations with trade unions at the school level.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Teachers on a full teaching load may be requested to take on up to 6 extra hours of teaching a week in their subject areas, when these teaching hours are available and “left over” once all the full teaching loads have been assigned. If they accept, they are expected to handle the extra load for the duration of the school year and they receive a monthly additional payment corresponding to the extra load, as defined by national contract.

Occasionally teachers may be asked to substitute an absent colleague for one or more hours as overtime and are paid accordingly as stipulated by national contract.

*Allowances related to teachers' qualifications, training and performance:*

*Outstanding performance in teaching:* The L.107 / 2015, c.126-129, establishes a fund for the valorisation of the merit of the teaching staff. This fund is assigned to each school on the basis of some parameters. Each school head decides how to allocate the fund to the teachers on the basis of motivation evaluation. The assignment criteria are established by an evaluation committee. [Back to main table for this Indicator](#)

### **Japan:**

*Allowances related to other tasks and responsibilities of teachers:*

*Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):* some tasks are mandatory for all teachers and some others (in the same category) are decided by the school: These tasks contain liabilities of both for all teachers and for some others decided by individual schools. [Back to main table for this Indicator](#)



**Korea:**

*Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):* KRW 70 000 (monthly).

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Overtime compensation is defined as a percentage of statutory base salary paid to teacher and Incidental/Occasional additional payment. Calculation method: 55% of base salary  $\times$  1/209  $\times$  1.5.

*Class teacher/form teacher:* KRW 130 000 (monthly).

*Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):* Further formal qualification increment compensation within the salary range after obtaining a higher professional teaching certificate.

*Other:* Teachers of practical courses (such as mechanics and engineering) are entitled to additional compensation.

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

**Latvia:**

*Notes on interpretation:* Information refers to public institutions only (private institutions may have set some other allowances autonomously).

*Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):* The Regulation says that methodology work, project management, and other activities related to the development of education institution are included in the work rate of teachers. Teacher may work also in an administrative post, for instance as deputy head or head of department. In that case it is his/her full time work with respective salary. Teachers working in these administrative post may have additional up to 7 teaching hours.

*Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Teachers may work more than one workload (30 hours per week), but no more than 40 hours per week. However, if a teacher does additional teaching work (not included in his/her job description), school head decides about allowance up to 30% from salary for additional hours.

*Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):* Individual and group work with students, and counselling is part of a teacher's workload.

*Allowances related to engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school):* If a teacher performs also duties of interest-related education teacher (extracurricular activities teacher) he or she receives salary for respective workload (for instance one teacher's workload plus some workload of interest-related education teacher).

*Allowances related to special tasks (e.g. training student teachers and providing support to other teachers.):* According to the agreement with teachers' training institution, or with a head of the school. There is an institutional autonomy.

*Allowances related to class teacher/form teacher:* Class/form teacher duties are included in the teachers' workload.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* Institutional autonomy or according to agreement within a project or initiative.

*Allowances related to successful completion of (continuing) professional development (CPD) activities:* CPD is professional duty of teachers and regulation says that it should take place 36 hours every three years. However, it is not described by regulation that this duty and formation of base salary is linked.

*Allowances related to outstanding performance in teaching:* Teachers with the 1st, 2nd and 3rd quality level (professional activity quality evaluation system) receive allowance of EUR 45, EUR 114, and EUR 140 respectively in relation to one teaching work rate.

*Other allowances related to teachers' qualifications, training and performance:* A teacher may receive allowance for outstanding personal contribution. Bonuses and allowances paid from the state budget for a teacher in one year cannot exceed 120% of teacher monthly salary, but total (state and municipality sources) in one year cannot exceed 175% of teacher's monthly salary.

*Allowances related to teaching students with special educational needs (in mainstream classes):* 10% of the monthly salary.

*Other allowances:* Teachers working in the state gymnasiums and vocational education competence centres receive an allowance of 10% of monthly salary. [Back to main table for this Indicator](#)

**Lithuania:**

*Allowances related to participation in school or other management in addition to teaching duties:* Basic statutory salary increased 3-20 percent

*Allowances related to teaching more classes or hours than required by full-time contract:* Basic statutory salary increased 3-20 percent

*Allowances related to students counselling:* Basic statutory salary increased 3-20 percent

*Allowances related to engaging in extracurricular activities:* Basic statutory salary increased 3-20 percent

*Allowances related to special tasks:* Basic statutory salary increased 3-20 percent

*Allowances related to class teacher/form teacher:* Basic statutory salary increased 15-30 percent

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* Basic statutory salary increased 3-20 percent

*Allowances related to other tasks and responsibilities of teachers:* Basic statutory salary could be increased totally till 45 percent: 5-20 % for gymnasium classes teachers; 5-20 % for youth school teachers; 5-30 % International Baccalaureate classes; other cases determined by the heard of the institution.

*Teaching students with special educational needs (in mainstream classes):* Basic statutory salary increased 5-20 percent. [Back to main table for this Indicator](#)

#### **Luxembourg:**

Allowances related to teaching more classes or hours than required by full-time contract: 1/173 of the monthly salary is paid for every supplementary hour of work. [Back to main table for this Indicator](#)

#### **Netherlands:**

*Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):* It is impossible to specify the amount of the allowances. It's the responsibility of the individual school board how this is arranged.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* This depends on an agreement between school leaders and teachers and is only possible until a maximum of 1.20 full-time equivalent workload.

*Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):* Other tasks than teaching are determined by the school leader and the teachers. It's up to the school (leader) to decide if this teacher can get an allowance (or higher salary scale).

*Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school):* Other tasks than teaching are determined by the school leaders and the teachers. Summer schools are not the responsibility of the school (not applicable).

*Special tasks (e.g. training student teachers and providing support to other teachers):* Other tasks than teaching are determined by the school leaders and the teachers.

*Class teacher/form teacher:* Other tasks than teaching are determined by the school leader and the teachers. It is up to the school leaders to decide whether a teacher can get an allowance (or higher salary scale).

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* Other tasks than teaching are determined by the school leaders and the teachers. School leaders decide whether a teacher can get an allowance (or higher salary scale).

*Explanatory notes:* The promotion criteria for a higher salary scale are established in consultation with the teacher's representatives of the school (board). As a consequence there are (small) differences in criteria between boards. However, the social partners have made some recommendations.

*Allowances related to teachers' qualifications, training and performance:*

It's up to the school (leader) to decide whether a teacher can get an allowance (or higher salary scale)

*Allowances related to teaching students with special educational needs (in mainstream classes):* It's up to the school (leader) to decide if this teacher can get an allowance (or higher salary scale).

*Teaching in a disadvantaged, remote or high-cost area (location allowance):* Schools with special high SES students get more money. It's up to the school how this will be spent.

Residence allowance: No difference in payment. [Back to main table for this Indicator](#)

#### **New Zealand:**

The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years of ISCED 2 (Years 7 and 8) are part of the New Zealand primary system, and the second two years (Years 9-10) are covered by the secondary system. For ISCED 24, both the responses for primary and secondary have been provided. [Back to main table for this Indicator](#)

#### **Norway:**

*Allowances related to teaching more classes or hours than required by full-time contract:* 50% overtime premium.

*Allowances related to students counselling:* An annual compensation of minimum NOK 12 000, averaging at about NOK 20 000 per year



*Allowances related to special tasks:* Training student teachers will give occasional additional payments while other special tasks will give regular additional payments. Therefore, in this case, both apply.

*Allowances related to class teacher/form teacher:* An annual compensation of minimum NOK 12 000, averaging at about NOK 20 000 per year

*Allowances related to further formal qualifications:* This is based on five different types of qualifications that are linked to the educational level, which again determines the statutory salary level of teachers.

- Bachelor's Degree (180 ECTS)
- Bachelor's Degree (240 ECTS)
- Bachelor's Degree (300 ECTS)
- Master's Degree (300 ECTS)
- Master's Degree (360 ECTS or more)

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

#### **Poland:**

*Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation) or class teacher/form teacher or participation in mentoring programmes and/or supporting new teachers in induction programmes:* Entitlement is decided at the central level, but the amount of additional payments are specified in the regulations adopted by the local authorities.

*Allowances related to outstanding performance in teaching:* Teachers' performance is evaluated by a school head on the basis of observations carried out during the teacher's classes and results achieved by his/her pupils. The school head can ask the parents' council and the pupils' self-government for an opinion on a given teacher.

*Other allowances related to teachers' qualifications, training and performance:* The amount of additional payments specified in the regulations adopted by the local governments and upon a decision of the school head.

*Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance):* 10% of the base salary paid to teacher monthly for teaching in rural areas or towns with no more than 5 thousand inhabitants.

*Other:* There are residence allowances for teaching in rural areas or in towns with no more than 5 thousand inhabitants. The amount of additional payments specified in the regulations is left to the discretion of local authorities and vary from one case to another. This allowance was available for teachers until 31 December 2017

*Residence allowance (not dependent on a particular location):* A teacher who has obtained a contract teacher professional promotion grade within two years from the date of his first professional life in school and has the qualifications required to occupy a given position, receives at his/her request a one-off settlement allowance paid in the amount of a 2-month basic salary (without any additional payment) at the school indicated as the basic place of employment.

*Other:* Service anniversary award: the amount of the service anniversary award depends on the period of teacher's work and is as follows: for 20 years of work - 75% of monthly remuneration; for 25 years of work - 100% of monthly remuneration; for 30 years of work - 150% of monthly remuneration; for 35 years of work - 200% of monthly remuneration; for 40 years of work - 250% of monthly salary.

*Temporary transfer to other place of working:* 20% of base salary paid to teacher monthly not longer than during 3 years; a four-day work week. This allowance was available for teachers until 31 December 2017. [Back to main table for this Indicator](#)

#### **Portugal:**

*Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):* Educational guidance managers - heads of curricular departments, class tutors' coordinators and class tutors - have their teaching time reduced, during the time they hold the position. The school board defines the criteria to distribute the statutory available amount of time among the educational guidance structures.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Teachers are paid overtime work for the hours they teach beyond the statutorily established. This situation occurs mostly due to difficulties in matching the individual teaching load and the curriculum hours of the classes assigned to the teacher. The cost per hour depends on the position in the teaching career and the number of overtime hours (12.5% for the first hour and 18.75% for the second or more hours).

*Special tasks (e.g. training student teachers and providing support to other teachers.):* Teacher trainers receive a reduction in teaching time, during the time they hold the task.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* Educational guidance managers - heads of curricular departments, class tutors' coordinators and class tutors - have their teaching time reduced, during the time they hold the position. The school board defines the criteria to distribute the statutory available amount of time among the educational guidance structures.

*Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):* All teachers who enter the teaching profession have ISCED 7 qualifications and begin at level 1 (Index 167). They need to have a teacher certification and to have successfully been selected in the first phase of the assignment contest.

Holding a higher than minimum teacher certification or participating in training during professional life (e.g. master teacher: holding an advanced certificate rather than an ordinary certificate) - The decision on the entitlement to allowances is made by the Central Authorities.

In addition to the requirement of a University degree:

- Teachers who obtain a master's degree after entering the teaching profession and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 1 year in the career progression;
- Teachers who obtain a doctorate after entering the teaching profession and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 2 years in the career progression.

Progress through these conditions is frozen since 31/12/2010.

*Successful completion of (continuing) professional development activities:* "In order to progress in their career, teachers have to complete a certain amount of professional development credits, awarded by means of in-service training. On average, it is required to do 25 hours of in-service training per year." In case of non-successful completion, the teacher will not progress in the teaching career and the salary will not increase. [Back to main table for this Indicator](#)

### Scotland:

*Allowances related to teaching in a disadvantaged, remote or high cost area:*

The Remote Schools Allowance from 1 April 2018 is: GBP 1 467 per annum for payments in accordance with paragraph 1.3(a) GBP 2 754 per annum for payments in accordance with paragraph 1.3(b)

See [http://www.snct.org.uk/wiki/index.php?title=Appendix\\_2.5\\_Annex\\_A](http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5_Annex_A).

The Distant Islands Allowance from 1 October 2017 is GBP 2 094 per annum.

Explanatory notes: Where a teacher is employed in a remote school the council will pay, in addition to the teacher's normal salary, the remote school allowance and/or the Distant Island allowance as stipulated by the SNCT ([http://www.snct.org.uk/wiki/index.php?title=Appendix\\_2.5](http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5)). [Back to main table for this Indicator](#)

### Slovak Republic:

*Allowances related to other tasks and responsibilities of teachers:*

*Allowances related to special tasks (e.g. training student teachers and providing support to other teachers.):* The amount of compensation depends of number of guided students.

*Allowances related to class teacher/form teacher:* 5% of salary with 32 years of experience in 1 class, 10% of salary with 32 years of experience in 2 classes.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* 4% of salary with 32 years of experience for 1 new teacher, 8% of salary with 32 years of experience for 2 new teachers.

*Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):* Additional payments are awarded only after one year of experience.

*Outstanding performance in teaching:* The nature of the compensation can be monetary or not, like a moral valuation. Teachers' performance is evaluated based on good student achievement.

*Allowances related to teaching students with special educational needs (in mainstream classes):* 1%-2.5% of salary if in class, there are 30% or more students with special educational needs.

*Allowances related to residence allowance:* Paid only in the first year.

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

### Slovenia:

*Notes on interpretation:* Allowances are specified by law and collective agreement. The decision to assign a particular allowance to a particular teacher is made at school level.

*Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):* The head of a smaller kindergarten or branch unit of basic school can get 5- 12% of the basic salary.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Allowances paid are a 130% of the basic salary hour rate per teaching hour. Payment is extremely rare and in exceptional cases only. According to the Article 144 of the Employment Relationship Act I only happens in exceptional cases upon the head teacher's request, the teacher is obliged to perform work exceeding full working time – overtime work.

*Students counselling (including student supervising, virtual counselling, career guidance and delinquency prevention):* The task is mandatory for all ISCED levels; however no special compensation is stipulated.

*Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school):* (I) Workshops, sports and other extracurricular activities for pupils: ISCED 1 and 2: EUR 11.94 per teaching hour; ISCED 34: school receives EUR 0.24 per student and (4) head teacher decides on the entitlement (II) Outdoor education: 20 % of the basic salary for 6 hours per day.

*Class teacher/form teacher:* Teachers receive additional payment 7 or 13% of the basic salary hour rate for 1 or 0.5 teaching hour per week (depends on the number of students in the class).

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* There is a mentorship allowance: 20 % of the basic salary for 4 teaching hours per week (10 months for teacher in induction or 2 months for teacher beginner).

*Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):* (I) Fixed amounts per month for attained: 1) academic specialization: EUR 23.27; 2) research master's degree: EUR 36.21; 3) doctor's degree: EUR 59.47. (II) Holding an educational qualification in three or more different subjects: 3% of the basic salary hour rate for teaching hours.

*Allowances related to successful completion of (continuing) professional development activities:* CPD is a professional duty and right according to the Organisation and Financing of Education Act and the Collective Agreement for Education in Republic of Slovenia.

*Allowances related to outstanding performance in teaching:* Work performance from increased workload (additional teaching within full-time contract) - according to the Article 124 of the Organisation and Financing of Education Act, the head teacher may assign a teacher extra weekly teaching time but not for more than five lessons a week (not more than 38 weeks in school year; 100-130% of the basic salary hour rate per teaching hours). Regular work performance allowances (based on appraisal) are provisionally taken out of teachers' salaries following circumstances of economic crisis.

*Allowances related to teaching students with special educational needs (in mainstream classes):* Additional teaching assistance offered to students with special education needs integrated in mainstream class or to migrant students allows to benefit from an allowance of EUR 11.94 per teaching hour.

*Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance):* Reimbursement of transportation cost from home to the school and back can be given to teachers (if the distance is more than 2 km), This includes cost of public transport for days at work.

*Other:* Bilingual classes or classes in Italian language: 12-15% of the basic salary. ISCED 0, 1 and 2: teaching at in-hospital classes: 7% of the basic salary hour rate for teaching hours (compensation: (2) Annual additional payments). ISCED 1 and 2: teaching in multi-grade classes: 7-10 % of the basic salary hour rate salary for teaching hours (compensation: Annual additional payments).

*Other allowances:* Long-service award corresponds to payment to teachers for years of employment in public sector (10 years: EUR 288.76; 20 years: EUR 433.13; 30 years: EUR 577.51). [Back to main table for this Indicator](#)

### Spain:

*Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):* Complementary salary (fixed amounts) for school government ownership responsibilities such as head teacher, deputy head teacher, secretary, head of department, but also additional responsibilities at school level (e. g. coordination of bilingual programs, bilingual teaching, school library, etc.). Department Head task at secondary level (ISCED 2 and 3) has financial compensation, but co-ordinator task at pre-primary and primary levels (ISCED 02 and 1) has no financial compensation.

In some Autonomous Communities, responsibilities related to coordinate or manage ICT or bilingual program, or participating in the management of the library are compensated with teaching time reductions instead of allowances. Teachers can receive a productivity complement in their salaries for extraordinary services such as the elaboration of normative proposals, curriculum development, testing and evaluation materials.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Fixed amounts are given to teachers working extra time (in the evening) for different activities as reinforcement/support classes, health programs, compulsory training courses outside working hours, etc.

*Students counselling (including student supervising, virtual counselling, career guidance and delinquency prevention):* Fixed amounts are given to teachers for class tutoring responsibilities and to teachers working extra time for activities aimed at improving school life.

*Allowances related to class teacher/form teacher:* Fixed amounts for teachers with class tutoring responsibilities. In 10 over 17 autonomous communities, this task has a specific financial compensation. In some communities, class teacher position is only paid to secondary level teachers (ISCED 2-3).

*Allowances related to other tasks and responsibilities of teachers:* Fixed amounts for teachers that support in school transport and educational attention to students in the school canteen (e.g. caring children in the school transport and during the school meals).

*Allowances related to successful completion of (continuing) professional development (CPD) activities:* Fixed amounts as extra-salary supplement, every five-six year periods, for teachers who have done at least a minimum number of hours of recognised Continuous Professional Development (CDP) activities (sexenios, as term use in Spanish). This supplement varies from period to period (a maximum of five periods) and may be different according to the educational level. To receive this supplement, teacher apply for and accredited the relevant requirements.

*Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance):* Fixed amounts are awarded. Geographical location refers to Canary Islands, Balearic Islands, the cities of Ceuta and Melilla, the Spanish schools abroad as well as to some areas with a specific dialect. They consist of allowances given to all teachers working in those regions or areas, but not of personal allowances. [Back to main table for this Indicator](#)

### Sweden:

*Notes on interpretation:* Teachers working in the public sector are salaried employees of municipalities. Salaries and working conditions are stipulated in a collective agreement and interpreted on a local level. Pay and working conditions are governed by collective agreements between the teacher unions and the employers' organisation the Swedish Association of Local Authorities. These stipulate minimum salaries and general working conditions. The more specific salary and working conditions of individual teachers are determined locally (i.e. at school level) in an individual-based pay system. The types of compensation listed in column 2 is not exhaustive for Sweden and other types of compensation may apply.

*Allowances related participation in school or other management in addition to teaching duties, or teaching more classes or hours than required by full-time contract or students counselling (including student supervising, virtual counselling, career guidance and delinquency prevention) or engaging in extracurricular activities: or special tasks or being a class/form teacher or participation in mentoring programmes and/or supporting new teachers in induction programmes:* The nature of compensation is determined individually for each teacher.

*Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):* The decision is made by the central government (The Swedish National Agency for Education) based on an application decided by the teacher's employer. Through government grants, the monthly salary can be increased by SEK 10 000 for a lecturer (senior subject teacher).

<https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-2018-19>

*Outstanding performance in teaching:* The decision is made by the central government (The Swedish National Agency for Education) based on an application decided by the teachers employer. Through government grants, the monthly salary can be increased by approximately SEK 5 000 for a lead teacher (senior master).

<https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-2018-19>

*Explanatory notes:* The decision to be assigned to the position of 'lecturer' (senior subject teacher) or 'lead teacher' (senior master) is made by teacher's employer (after certain criteria's are meet). The teacher's employer then has to apply to the central government (the Swedish National Agency for Education) for the grant. The central government reviews the application to check that all criteria are met, the application is either granted or dismissed. If the application is granted, the government grant is paid out.

*Allowances related to teaching conditions:* The nature of compensation is determined individually for each teacher.

*Allowances related to teaching in a disadvantaged, remote or high cost area:* It is possible for the school organizer to apply for a government grant to set up additional career positions, 'lecturer' (senior subject teacher) or 'lead teacher' (senior master), in schools located in disadvantaged areas. The disadvantaged areas are defined by Statistics Sweden by using SAMS-codes (Small Areas for Market Statistics) and are stipulated in ordinance; 'Förordning (2014:145) om extra statsbidrag till skolhuvudmän som inrättar karriärsteg för lärare i förskoleklasser och grundskolor i utanförskapsområden'. Only applies for ISCED02 (pre-school class) ISCED 1 and ISCED 2. The teacher's employer then has to apply to the central government ( the Swedish National Agency for Education) for the grant. The central government reviews the application to check that all criteria's are meet, the application is either granted or dismissed. If the application is granted, the government grant is paid out.

<https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-i-utanforslagsomraden-2018-19h-Vemkansokastatsbidraget>

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

### Switzerland:

The data provided are an estimation of the most common practices in the 26 Cantons.

*Allowances related to teaching more classes or hours than required by full-time contract:* Teachers are usually not paid if they work overtime.



*Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):* Reduction in teaching time

*Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):* Part of the tasks

*Allowances related to engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school):* Is not part of the tasks and responsibilities

*Allowances related to class teacher/form teacher:* Reduction in teaching time

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* Usually reduction in teaching time

*Allowances related to further formal qualifications:* Continuing education for the professional development are compulsory

*Allowances related to teachers' qualifications, training and performance:* Continuing education for the professional development are compulsory and part of the cantonal employment conditions. Teachers' performance is typically evaluated by local authorities or cantonal bodies. In some cantons, teachers are assessed within the context of the evaluation of schools. The method generally involves classroom observation and an interview with the teacher. Practice varies greatly across and within cantons in terms of the frequency, methodology, inspectors' qualifications and instruments for assessment. Often the school head is directly involved in the feedback that is provided to teachers.

*Allowances related to outstanding performance in teaching:* Evaluation by cantonal authorities (school superintendent).

*Allowances related to teaching students with special educational needs (in mainstream classes):* Students or classes receive more resources (additional lessons).

*Allowances related to teaching in a disadvantaged, remote or high cost area:* The state government (cantonal authorities) can provide additional lessons.

*Allowances related to residence allowance:* The canton decides on the amounts.

*Allowances related to family status:* The canton decides on the amounts. [Back to main table for this Indicator](#)

#### **Turkey:**

*Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Classroom teachers are to teach 18 hours per week, as part of their contract. Field teachers (English, physics, etc) have to teach 15 hours accordingly. Overtime teaching (up to 30 hours per week) is paid based on the number of extra class hours monthly.

*Special tasks (e.g. training student teachers and providing support to other teachers.):* Student teachers are sent by the higher education institutions to the Ministry schools under a bachelor course entitled 'Practicum' and 'School Experience'. Mentor teachers receive a certain amount of additional payment as 'extra teaching hours.'

*Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):* Teachers' salaries are commonly identified in terms of their major (whether the teacher is a classroom teacher or field teacher) and in terms of their year of experience. In this respect, additional education such as master degrees and PHD offers one and three additional years of experience successively.

*Outstanding performance in teaching:* The performance of the teachers is framed by a regulation, entitled "Certification of Success, Higher Success and Award for the Personnel of the Ministry of National Education" (<http://mevzuat.meb.gov.tr/html/ödulyöner/ödulyönerge.pdf>). According to this regulation, teachers can be awarded allowances by the highest rank governmental administrator (the governor of the city) if the teacher has been reported to yield a governmental benefit, an educational achievement and alike. The award mechanism comprised different stages: (i) teachers may be given a success certificate by the local governor (ii) A=after receiving three Success Certificate, a given teacher may be offered a Higher Success Certificate (iii) such outstanding performance of the teacher can also be awarded via a financial mechanism: a teacher with a Higher Success Certificate may be offered a financial award, which is calculated by referring to the core salary of the highest ranked state official. The award can be offered up to 200% of the core salary (around 2100 TL in 2017).

*Other:* Teachers are also given an allowance for getting prepared for the school year, such as purchasing stationary and relevant items. (TRY 1 130 for 2018). Knowledge of a foreign language (Amount is between TRY 27 and TRY 130 per month depending on the language proficiency score.)

*Allowances related to family status (e.g. married, number of children):* Based on the 657th Civil Personnel Act, teachers, as civil servants, are provided with an additional allowance depending on the number and age of their siblings. In addition, teachers receive an additional payment if their wife/husband is unemployed. possessing kid(s) (Amounts: For the first kid, the amount is TRY 49 (for those younger than 72 months) and TRY 77 (for those older than 72 months), for the second is TRY 99 (for those younger than 72 months) and TRY 153 (for those older

than TRY 72 months), and third one is TRY 157 (for those younger than 72 months) and TRY 238 (those older than 72 months) per month).

*Explanatory notes:* We refer to teachers as civil servants to indicate that they work for the government in full-time and permanent status and enjoy all of the rights provided for governmental personnel (civil servants or state officials), framed by the Civil Personnel Act 657. [Back to main table for this Indicator](#)

### United States:

*Applicable to all criteria:* The USA does not report statutory salaries; all salary payments are decided individually. A distinction cannot be made between tasks for which teachers may acquire additional payments beyond their base salary and those tasks which are considered required for their base salary. [Back to main table for this Indicator](#)

## Metadata on teachers and their compensation system (in public institutions)

### Interpretation

#### Australia:

*Structure of the compensation system:* There are currently two salary scales - the common incremental salary scale and the standards based remuneration salary scale. Some existing teachers are caught by transitional provisions, which means they will continue to be paid in accordance with the common incremental salary scale (the previous salary scale) while they transition to standards based remuneration.

The Department of Education implemented Standards Based pay for school teachers from 1 January 2016. The standards provide a common reference point to describe and support the range of teacher work and offers clear benchmarks for identifying and describing effective teaching.

*Criteria for salary progression:* Under the common incremental scale (which continues to cover employees caught by the transitional provisions to standards based remuneration), teachers are entitled to progress after 203 days service subject to the employee demonstrating continued efficiency in teaching practice, satisfactory performance and professional growth until they transition to the standards based remuneration scale.

Salary progression for employees paid in accordance with standards based remuneration is based on teachers achieving accreditation by the relevant accreditation authority and being employed for a minimum number of years at each band/step. Progression is also subject to satisfactory performance.

For more information, please visit - [http://www.lawlink.New South Wales.gov.au/irc/ircgazette.nsf/\(PublicationsByTitle\)/FBA6661A7F84272BCA2581160011216A?OpenDocument](http://www.lawlink.NewSouthWales.gov.au/irc/ircgazette.nsf/(PublicationsByTitle)/FBA6661A7F84272BCA2581160011216A?OpenDocument)

*Process to establish salaries:* The Department of Education is subject to the Government's Wages Policy. Increases in remuneration or other conditions of employment that increase employee related costs by more than 2.5% per annum can only be considered where sufficient employee related cost savings have been achieved.

Prior to collective bargaining, the Department must have its bargaining parameters approved by the Treasury.

*Status of teacher:* Most teachers in Australia have a teacher-specific salary scale.

*Pathways to enter the teaching profession:* A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. [Back to main table for this Indicator.](#)

#### Austria:

*Structure of the compensation system:* In line with their qualification and employment, there are five service groups for teachers in public service (L 3, L 2b 1, L 2a 1, L 2a 2, L 1). The specified service groups are divided into salary levels and the pay groups into pay levels, within which the teacher progresses by one level every two years (time advancement). Classification into a specific salary level (pay level) is conducted based on specific aspects when the teacher starts service. For teachers at compulsory schools it is mainly service group L 2 or pay group l 2, in the upper secondary sector service group is L 1 or pay group l 1.

The new legislation on employment and payment being implemented in September 2015 onwards concerns new entrants to the profession who have a five-year-option to choose between the existing regulation and the new one. It fully applies to new teacher students (pay group "pd").

*Criteria for salary progression:* Years in service, general pay rise for public servants (result of collective bargaining)

*Process to establish salaries:* Result of collective bargaining between public service union and the government.

*Status of teacher:* Public employees, civil servants (status no longer granted). There are different pay schemes available for these groups.

*Pathways to enter the teaching profession:* In July 2013, the Federal Framework Law concerning the Introduction of a New Teacher Training Scheme created the legal foundations to implement 'New teacher training'. The new teacher training scheme provides for the following cornerstones. Training is geared towards the pupils' age



brackets (primary level, secondary level). Master's degree programme, 2-3 semesters, 60 to 90 ETCS points. The master's degree programmes can be completed on a part-time basis. One-year professional entry phase (induction), supported by experienced pedagogues as mentors. During the induction phase, students can complete the master's degree programmes. [Back to main table for this Indicator](#)

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

*Structure of the compensation system:*

The compensation system is based on qualifications and years of service. There are required, sufficient and other qualifications. The required qualifications differ from the sufficient qualifications in the fact that they have a content specific qualification. The salary however is the same in both cases, The other qualifications don't give access to tenure and a job is only possible for a limited time; in this case the teacher also receives a lower salary. The qualification is linked to a pay scale. There are several steps in the pay scales due to the years of service. These steps are non linear because the first three steps are annual and differ from the fourth and following steps by the fact that from the fourth step on the steps are two yearly and are higher than for the first three steps. If the index of consumer prices reaches a certain threshold, than the salaries are increased with 2% for the living costs.

Example of the difference between required and sufficient qualifications: a bachelor for education: pre primary education (required) and a bachelor for education: primary education (sufficient).

For pre-primary, primary and lower secondary: The first, second and third year of the career the teacher receives an additional payment that is equal for these three years. From the fifth year on of the career the teacher receives every 2 years an additional amount. This amount is higher than that of the first, second and third year. The teacher receives this amount in the 5th year, in the 7th year. This during 12 times. This leads to the 27 years to grow from minimum to maximum salary.

For upper secondary: The first, second and third year of the career the teacher receives an additional payment that is equal for these three years. From the fifth year on of the career the teacher receives every 2 years an additional amount. This amount is higher than that of the first, second and third year. The teacher receives this amount in the 5th year, in the 7th year. This during 11 times. This leads to the 25 years to grow from minimum to maximum salary.

*Criteria for salary progression:* The criterion is years in service.

Pre-primary, primary and lower secondary: During the first, second and third year of his career, a teacher receives an additional payment that is equal for these three years. From the fifth year on, the teacher receives every 2 years an additional amount. This amount is higher than that of the first, second and third year. The teacher receives this amount in the 5th year, in the 7th year, etc. this during 12 times. This leads to 27 years to grow from minimum to maximum salary.

Upper secondary: same than above except that it only last 11 times, thus it leads to 25 years to grow from minimum to maximum salary.

*Process to establish salaries:* There is an automatic mechanism of the index and there are collective (bargaining) agreements, but the Flemish Community decides and designs decrees and resolutions wherein the pay scales are regulated.

*Status of teacher:* The teachers are civil servants but have a specific status, based on their own decrees and resolutions within the group of civil servants.

*Pathways to enter the teaching profession:* Graduates from initial teacher education can start teaching directly. There are no additional requirements to start teaching. It is at the discretion of the schools to choose their teachers. (See *Education at a Glance 2014*, p. 514, Table D6.5c)

*Other comments:* The same remunerations exist for public and government-dependent schools. [Back to main table for this Indicator](#)

### **Belgium (French Community):**

*Structure of the compensation system:* Linear for the fixed part of the salary. For the holiday benefits and thirteen month benefits, it's a fixed part + a percentage of the salary.

*Criteria for salary progression:* Years in service

*Process to establish salaries:* Salaries levels are based on the number of years in service, qualification levels and the cost of living adjustments.

*Status of teacher:* Teachers are civil servants

*Pathways to enter the teaching profession:* Qualification level

For pre-primary: Pre-primary Teacher Bachelor degree (ISCED 6). For primary: Primary Teacher Bachelor degree (ISCED 6). For lower secondary: Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = Agrégation de l'enseignement secondaire inférieur). For Upper secondary: Teaching Master degree (ISCED 7) or Master and upper secondary teaching diploma (AESS = Agrégation de l'enseignement secondaire supérieur). [Back to main table for this Indicator](#)

**Brazil:**

Status of teachers: Teachers are civil servants with a specific career plan. [Back to main table for this Indicator](#)

**Canada:**

*Structure of the compensation system:* Provinces and territories have different pay scales based on credentials/education level (usually 1 or 3-6 pay scales), and steps within those pay scales based on years of experience (typically 10 steps). Salary is based on a teacher's pay scale and step.

*Criteria for salary progression:* Salary progression is based on moving through classes (increasing credentials) and/or steps (gaining an additional year of experience).

*Process to establish salaries:* For the majority of provinces and territories salaries are negotiated through a collective bargaining process between the provincial/territorial government, teachers' associations, and education boards. These agreements are typically valid for a 2-5 year period and are then re-negotiated.

*Status of teacher:* For 8 of the 11 submitting provinces/territories (AB, MB, NS, ON, PEI, QC, SK, NWT), teachers are members of provincial/territorial teachers' unions/school boards and not members of the civil service.

In 3 of the provinces, (BC, NB, NL), teachers are considered public servants.

*Pathways to enter the teaching profession:* The typical pathway is by obtaining a bachelor's degree in Education. Each province/territory also has other options/pathways. [Back to main table for this Indicator](#)

**Chile:**

*Structure of the compensation system:* The New System of Teacher Education and Professional Development Law (2016) develop a career and a new pay structure for teachers. The new career structure sets 5 career levels, including 3 compulsory levels (Beginner, Intermediate and Advanced) as well as two optional levels (Expert I and Expert II). These levels are associated with a salary scale, and there are also certain additional monetary allowances to encourage teachers to work in schools with a high concentration of vulnerable students. These allowances also increase as the teacher progresses in the career.

The allowances for each level are stated in the DFL 1 of 1996, in its article 49: "teachers shall have the right to receive an Assignment for a Professional Development Level, whose monthly amount will be determined based on the following components: a) Experience Component: It will be applied on the base of the minimum national basic remuneration that the law determines and will consist of a percentage of this, corresponding to a 3.38% for the first two years of teaching service and a 3.33% for every two additional years, duly accredited, with a cap and maximum amount of 50% of the basic national minimum remuneration for those professionals who total 30 years of services. b) Component of Progression: Your monthly amount will depend on the stage in which the teacher is and the biennium's of professional experience that you have, and its maximum value will correspond to the following for a contract of 44 hours and 15 biennium's: i) Level Beginner USD13.076; ii) Level Intermediate USD43.084; iii) Level advanced USD 86.714; iv) Level Expert I USD 325.084; and v) Level Expert II USD 699.593.

*Criteria for salary progression:* Teachers progress between levels through an evaluation, called "Recognition System" (every 4 years), which implies the taking of a standardized test (about pedagogical and disciplinary knowledge) and the presentation of a portfolio. Teachers in level Beginner must overcome this level in a maximum period of 2 recognition processes (8 years). If the teacher does not succeed, he or she must leave the teaching profession. Those teachers in level Intermediate, must overcome this level and reach the level "Advanced" in a maximum of 12 years (3 recognition processes), however, this will be mandatory only for teachers who enter the teaching profession by 2026.

*Process to establish salaries:* All career allowances are subject to the readjustment of the public sector.

*Status of teacher:* Teachers working in public schools are considered civil or public servants

*Pathways to enter the teaching profession:* According to DFL 1 (1996) Article 2, the requirements to enter the teaching career are "to hold a degree of teacher or educator, granted by Normal Schools and Universities. Also, people legally enabled to exercise the teaching function and those authorised to perform it according to the current law. In the same way, qualified professionals are those persons who are in possession of a title of teacher or educator granted by Professional Institutes recognised by the State, in accordance with the regulations in force at the time of their granting." [Back to main table for this Indicator](#)

**Colombia:**

*Structure of the compensation system:* Teachers offer a merit contest and enter the teaching career with a degree program in education or professional with different degrees and pedagogy, with a master's degree or doctorate in an area related to their specialty or performance, or in a training area that it is considered fundamental within the teaching-learning process of students. Also approve the skills assessment defined for this level.

The teaching career is the legal regime that protects the exercise of the teaching profession in the state sector. It is based on the professional character of the educators; it depends on the suitability in the performance of its management and the demonstrated competences; guarantees the equality in the possibilities of access to the

function for all the citizens apt for the effect; and considers merit as the main foundation for income, permanence, promotion in service and promotion in the Escalafon.

*Criteria for salary progression:* The ladder consists of three (3) grades, each of which is composed of four (4) salary levels (A, B, C and D). For level or grade promotion, training requirements and competency evaluations are defined. To move from one level to another you must have 3 years of experience and overcome the promotion contest.

Increases from the lower to the higher remuneration, according to salary level and qualification, have an exponential growth approximately

It is important to mention that under this scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a great weight to reach the top salary. In some cases the salary of 10 years is equal to the 15 years

*Process to establish salaries:* Collective bargaining and the cost of living

*Status of teachers:* Teachers and teaching directors at the service of state education are public servants and have a special status

*Pathways to enter the teaching profession:* Colombia counts with the educational statute Decree 1278 of 2002 which establishes the conditions for entry, exert, stability, promotion and retirement of persons who perform the teaching profession at different levels and modalities that make up the national education system.

It is through a meritocratic competition that a teacher can enter into the state education service. This competition for entering into the state education service is the process by which, through the evaluation of, experience, basic skills, interpersonal relationships and personality of the applicants, their inclusion to the list of eligible aspirants to the teaching career is determined.

The teacher profession is linked to ongoing evaluation. By evaluating the performance of their functions, levels of competence, quality and efficiency it's possible to justify: permanency, promotion in rank and salary levels relocations.

There are different types of evaluation:

- a. Trial period evaluation.
- b. Periodic ordinary annual performance evaluation.
- c. Skills assessment.

### **Costa Rica:**

*Structure of the compensation system:* Wage categories are dependent on the level of training of the individual, and although there are several categories within a wage class, it is important to keep in mind that an individual can enter directly into the highest wage category, since the only thing you need to complete is an academic requirement.

This means that the salary scale is not a ladder that each teacher must cross to ascend in their teaching profession, but directly can be placed in the highest category of their professional group. The base salary is, so to speak, the minimum amount of money that the Government offers in that particular job. But the system of remuneration in Costa Rica ensures that every civil servant receives, in addition to that base salary, several additional salary bonuses, none based on efficiency or productivity. For example, there is the plus called annuity, which increases the base salary to the individual by about an additional 2% for each year worked, and for this reason a person with 30 years of service would receive about 60% additional salary on the base salary simply for each additional year, since the evaluation system (as seen earlier) is not optimal: it neither rewards productivity nor punishes incompetence.

*Process to establish salaries:* Every six months the Directorate-General of Civil Service updates the list of base salaries, taking into account the cumulative inflation of the last six months.

*Status of teacher:* The General Directorate of Civil Service divides public servants into different categories called "Titles". All the teaching staffs is within the so-called "Title II"

*Pathways to enter the teaching profession:* (i) To complete a relevant university career, (ii) Register as a bidder in the General Directorate of Civil Service, (iii) Obtain a score based on your reports, training, years of experience and others, (iiii) Wait to be called to fill a position (the higher the score, the more likely to be called), (iiiii) Accept or decline the job offer. [Back to main table for this Indicator](#)

### **Czech Republic:**

*Structure of the compensation system:* Teachers' salaries are set by the salary scale system for educational staff. This system has 11 categories (4–14) and 7 pay grades within each category. Only 8th–13th categories are designed for teachers; 8th–10th for ISCED 02 and 11th–13th for ISCED 1, 24 and 34.

Teachers are placed in the relevant pay category according to the most demanding work the teacher is required to do within the provisions of their contract of service and the relevant qualification requirements.

Within the pay category, the teachers are placed in the pay grades according to the length of professional experience. What experience is credited and to what extent is up to the school head, within basic rules set by Government regulation.

*Criteria for salary progression:* Salary progression is predominantly limited to progress in the pay grades according to the length of professional experience. The pay scales do not allow pay advancement by gaining further qualifications, with the exception of a school advisor (ISCED 1, 24 and 34) and education management staff. To perform these roles, it is required by law to have completed prescribed in-service training. After its completion, the school head may delegate tasks to a teacher, which places the teacher into a higher pay category (at Asic School and upper secondary school, from the 12th to the 13th pay category). Some other additional responsibilities and the management of teachers are paid by the system of allowances.

*Process to establish salaries:* Teachers' salaries pay scale is part of the Government regulation on pay terms of employees in public services and administration. The government approves the amendment of this regulation on the proposal of the ministries. Salary growth is not automatically linked to any other indicator (e.g. inflation rate, average salaries in other sectors). The growth of salaries is not regular.

*Status of teacher:* Teachers are the employee of a legal entity, which performs the activities of a school. The conditions of service of teachers are generally similar to those of other occupational categories under the Labour Code (No. 262/2006 Coll.). The basic service conditions, including the remuneration of all employees, are set in the Labour Code. The basic salary regulations for public service employees are included. The details of the salary scale system and other salary terms are set by the Government Regulation on Pay Terms of Employees in Public Services and Administration.

*Pathways to enter the teaching profession:* There are two models of teacher training - the concurrent (academic and pedagogical education is combined) or the consecutive (graduates of the academic fields fulfil their pedagogical qualification in Bachelor's study or in further education).

Pre-primary level: Teachers must have at least a certificate of completion of upper secondary education with maturita examination. Teachers for pre-primary level of education can acquire their qualification at upper secondary schools (ISCED 354), tertiary professional schools (ISCED 655) or at faculties of education of higher education institutions (at least ISCED 645), by studying programmes (fields) aimed specially at pre-primary school teacher training.

Individuals who completed at least Bachelors' study programme of special education can also teach at pre-primary level.

Graduates of study programme in Teacher Training for Primary Schools (ISCED 100) or Training for Educational Childcare Staff, Training for Teachers of Leisure Activities or the study programme Pedagogy or a field of study for training educational childcare staff at tertiary professional schools can attain the qualification of pre-primary school teacher in lifelong study programme specialised in training pre-primary school teachers.

Primary level: Teachers must have a Master's qualification. The responsibility for the preparatory education of teachers rests solely with the faculties of education. Graduates are qualified to teach all of the subjects at the first stage of a basic school.

Persons who completed a Master's study programme in special pedagogy within which they gained knowledge in methodology of the first stage subjects can also teach at primary level. These programmes are also offered by other than faculties of education.

Graduates of Master's study field of Pedagogy or Bachelor's / Master's study programmes in educational sciences intended for training of pre-primary teachers, educational childcare staff or teachers of leisure activities can attain the qualification for teaching at primary level in lifelong study programme aiming at preparation of primary teachers which is organised at higher education institutions.

Teachers may follow other qualification pathways for teaching-specific subjects (foreign languages, artistic subjects, religion).

Secondary level: Teachers at the lower secondary level must have a Master's qualification.

The most important institutions for the initial training of teachers are the faculties of education. The teachers can also gain their qualification at other faculties, e.g. of art, of natural sciences, mathematics and physics, or at faculties of physical education and sports, in the fields of Teacher Training for secondary schools (this qualification is also valid for the second stage of the basic school).

Teachers may also qualify by studying for a Master's degree in the field of study which corresponds to the subject to be taught (and not focused on teacher training), and by consecutive higher education study in a Bachelor's study programme or in a lifelong learning programme in pedagogical sciences which trains teachers of general subjects for the required school level. A professional qualification for Physical Education can also be obtained by the completion of the Master's study programme aimed at physical education and sport.



Teachers of foreign languages, physical education, arts subjects, and religion may gain their qualification in other ways. [Back to main table for this Indicator](#)

#### Denmark:

*Structure of the compensation system:* The compensation system are negotiated and decided by collective agreements between, on the one hand, the teachers' unions (e.g. BUPL/LC/akademikerne) and, on the other hand, the national employers' authorities, i.e. Ministry of Finance (Minister of Innovation) and Local Government Denmark (KL). Decisions on pay scales, grades and steps, payment for pension and general allowances are a part of the agreements. It is also a part of the collective agreements that a part of the total salary has to be decided at local level. This part of the salary has been growing over the last 10-20 years.

*Criteria for salary progression:* The general criteria for salary progression are decided by collective agreements. The criteria for progression on pay scales are the number of years in service. It is also decided by collective agreements that a part of the teacher allowances has to be decided at local level. Typically there is no general progression in this salary decided at local level. The criteria for this part of the teacher's salary are most prevalent qualification, function and performance of each single teacher, which are negotiated and decided annually at the local level.

*Process to establish salaries:* Teachers' salaries, including general allowances, are negotiated and decided by collective agreements. The negotiations of collective agreements take place every 2 or 3 years. The latest negotiations were in the spring of 2018 when the negotiating partners agreed on percentage adjustments (increases) that are implemented each year in general wage increases until the end of the agreement in 2020.

*Status of teacher:* Teachers of today are not employed as civil servants. It ended in 1993. However, among the current teachers at primary and lower secondary school level, few still hold positions as civil servants until retirement. In the coming ten years this will stop.

*Pathways to enter the teaching profession:* Quota 1: General access requirements to higher education are one of the general upper secondary (ISCED 34) school leaving examinations or comparable qualifications. Quota 2: Applicants with a different access basis than a general upper secondary can be admitted after selection criteria set by the individual educational institution. [Back to main table for this Indicator](#)

#### England:

*Structure of the compensation system:* The same pay framework applies to all school teachers employed to teach all phases of education. Salary progression is implemented by pay increments through the pay ranges. The relevant body (the governing board or local authority) must adopt a policy that sets out the basis on which it determines teachers' pay and the date by which it will determine teachers' annual pay reviews.

Academies (government-dependent private schools) are not required to follow the national pay ranges set out in the STPCD. However, many do, as academy budgets are comparable with those in maintained schools and because staff employed by a maintained school who transfer to an academy if the school converts are entitled to retain their original terms and conditions under the Transfer of Undertakings (Protection of Employment) Regulations 2006.

*Criteria for salary progression:* The criteria for salary progression through the main and upper pay ranges are based on performance. The relevant body (the school's governing body or local authority) must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

The School Teachers' Pay and Conditions Document (STPCD) 2016 outlines the criteria for progression: the relevant body must decide how pay progression will be determined, subject to the following:

- a) The decision whether or not to award pay progression must be related to the teacher's performance, as assessed through the school's appraisal arrangements in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012;
- b) A recommendation on pay must be made in writing as part of the teacher's appraisal report, and in making its decision the relevant body must have regard to this recommendation;
- cd) Pay decisions must be clearly attributable to the performance of the teacher in question;
- d) Continued good performance as defined by an individual school's pay policy should give a classroom or unqualified teacher an expectation of progression to the top of their respective pay range;

The relevant body must set out clearly in the school's pay policy how pay progression will be determined. (p. 23-24)

Teachers paid on the main range may apply to be paid on the upper pay range. Applications are assessed against the following criteria:

- a) the teacher is highly competent in all elements of the relevant standards; and
- b) the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. (p. 21)

The leading practitioner pay range is for teachers employed in posts which have the primary purpose of modelling and leading improvement of teaching skills, although there are no statutory national criteria for appointment to such posts. The relevant body shall determine in accordance with its pay policy an individual pay range within the leading practitioner pay range. The relevant body must ensure that there is appropriate scope within an individual pay range to allow for performance related progress over time (p. 21).

*Process to establish salaries:* Minimum and maximum values for teachers' pay ranges in maintained schools are determined annually by the Secretary of State, taking into account the recommendations of the School Teachers' Review Body's (STRB) annual report. The salary ranges and guidance on their application are published in the School Teachers' Pay and Conditions Document (STPCD). There are separate geographical pay ranges for teachers employed in different areas: 'Inner London Area', 'Outer London Area', the 'Fringe Area', 'England and Wales (excluding London Area) area'. This is to reflect the cost of living in different areas of England and Wales.

*Status of teacher:* Teachers are not civil servants. The same general employment law applies to all teachers.

*Pathways to enter the teaching profession:* There are various pathways to enter the teaching profession. There are higher education institutions (HEI)-led training routes and there are school institution-led training routes. The HEI-led training routes are split into undergraduate (concurrent) programmes and postgraduate (consecutive) programmes. The school institution-led training routes are split into school-centred initial teacher training (SCITT) programmes, School Direct Training Programmes (salaried and non-salaried) and the Teach First (salaried) programme.

A fully-qualified teacher, having achieving Qualified Teacher Status (QTS) via a HEI-led training route or a non-salaried school institution-led training route, is paid on the main pay range. An unqualified teacher employed on an employment-based teacher training scheme following a route to Qualified Teacher Status (QTS), via a salaried school institution-led training route, is paid on the unqualified teacher pay range. [Back to main table for this Indicator](#)

### **Estonia:**

*Structure of the compensation system:* Only minimum wage is determined.

Pre-primary level: The representatives of local governments and the representatives of teachers from pre-school institutions shall agree on the minimum salaries of teachers at pre-school institutions.

Primary and secondary level: On the conditions and in accordance with the procedure provided for in the Collective Agreements Act, the minimum wage of teachers will be agreed on: 1) as the representatives of employers, by the minister responsible for the field, authorised representatives of national associations of local authorities, authorised representatives of local authorities and authorised representatives of private legal persons that manage private schools, and 2) as the representatives of employees: authorised representatives of registered associations of teachers. (2) On the basis of the agreement specified in subsection (1), the Government of the Republic will establish the minimum wage of teachers by a regulation.

*Criteria for salary progression:* There are no criteria stated in regulations concerning salary progression in general education schools. It is a decision of a school head. Pre-school child care institutions conduct an evaluation in order to decide on the professional skills and professional competence of teacher and his/her level of qualification. The evaluation conditions and procedure shall be approved by regulation of the minister responsible for the area. There are four qualification levels and the higher the level, the higher the salary as a common practice.

*Process to establish salaries:* It is a political decision. To increase teacher salary has been one of the top priorities of our recent governments.

*Status of teacher:* Teachers in Estonia are employees and usually work under employment contract (sometimes teachers work under contracts for provision of services).

*Pathways to enter the teaching profession:* There are two pathways to become a teacher:

Pre-primary level: (i) by graduating formal teacher training or (ii) if one has acquired higher education in some other field and has also acquired pedagogical competences through in-service training

Primary and secondary level: \*(i) by graduating formal teacher training or (ii) if one has acquired a master degree in some other field and also has acquired teacher qualification according to the qualification frame. [Back to main table for this Indicator](#)

### **Finland:**

*Structure of the compensation system:* The salaries of teachers comprises the following elements: requirements and duties, personal component, work experience and performance (the last one is not widely used). This structure applies for ISCED 0-3.

*Criteria for salary progression:* As the salary is individualised, it changes with the different roles and duties of the teacher. The most common is of course the compensation that comes with work experience as these have been defined in the collective agreement.



*Process to establish salaries:* A minimum statutory salary and the "age increments" have been defined in the collective agreement. The rest, the salary based on the roles and duties of the teacher (how demanding the job is) as well as the performance-based part, are negotiated between the teacher and the principal.

*Status of teacher:* Teachers are mostly municipal civil servants.

*Pathways to enter the teaching profession:* The most common pathway to teaching is completing a concurrent teacher education with pedagogical studies and practical training done at the same time as the other studies. A consecutive model also exists, providing a pathway for those who want to pursue a teacher career later. In this case the prospective teachers complete so-called separate pedagogical studies of 60 ECTS. [Back to main table for this Indicator](#)

#### France:

*Structure of the compensation system:* A new system of career progression for civil servants (*fonctionnaires civils*) and military workers is being put in place progressively: the '*Parcours professionnels, carrières et rémunérations, PPCR*'. The decree n°2017-789 of May 5th, 2017 and the decree n°2017-1737 of December 21st, 2017 set the new salary scales for teachers and the dates for their application. Unlike in the previous system, with the PPCR system, the career progression is based on seniority and is automatic. In addition, three careers' meetings (*rendez-vous de carrière*) are organised during which the professional value is recognised. The first two meetings can lead to a one year acceleration of the process. During the last meeting occurring after around 20 years of career, teachers can access another category (grade): the '*hors-classe*' scale.

*Criteria for salary progression:* As for every civil servant, the teacher's basic remuneration increases as he climbs the ladder (called *échelons*) inside his scale; each level of the ladder corresponds to an index which defines the amount of the basic remuneration. With 'PPCR' the increases are fixed and regular.

*Process to establish salaries:* Index point, adjusted each year with prices. Between 2010 and 2016, it was frozen. It has been increased on the 1st of July 2016 (+0.6%) plus on the 1st February of 2017 (+0.6%).

*La Garantie Individuelle du Pouvoir d'Achat (GIPA)* introduced by the government with the decree 2008-539 allows for an allowance whose amount equals the difference between the salary of the teacher and the inflation based on a determined reference period. In 2017, salary scales have been revised (highest remuneration indices).

*Status of teacher:* The largest majority of teachers are civil servants.

*Pathways to enter the teaching profession:* Open and closed competitions. [Back to main table for this Indicator](#)

#### Germany:

*Structure of the compensation system:* As civil servants, teachers as a rule are classified depending on their training under the higher or senior service. Following their studies and the *Vorbereitungsdienst* (preparatory service), teachers are usually placed on scales A 12 or A 13. The general allocation of salary groups and possibilities of promotion is as follows:

There is no scope for promotion for teachers at primary schools and teachers at *Hauptschulen* who are allocated to salary group A12. There is no scope for promotion for teachers at *Realschulen* and teachers at special schools who are allocated to salary group A13. Teachers at *Gymnasien* and vocational schools have scope for promotion from *Studienrat* (salary group A12) to *Oberstudienrat* (salary group A13) and finally to *Studiendirektor* (salary group A 14).

There are teachers in some *Länder* who are not trained for a particular type of school but for a certain school level (primary, lower secondary and upper secondary). These teachers are as a rule allocated to the salary groups as follows:

Teachers at lower secondary level may have scope for promotion from salary group A12 to salary group A13. For teachers at upper secondary level there is scope for promotion from *Studienrat* (salary group A12) to *Oberstudienrat* (salary group A13) and finally to *Studiendirektor* (salary group A 14).

At pre-primary level, *Erzieherinnen* and *Erzieher* (state recognised youth or child-care workers) are generally paid in remuneration group S6 of the Collective Agreement for the Public Sector (*Tarifvertrag für den öffentlichen Dienst - TVöD*), with the salary levels of this remuneration group being based on professional experience. *Erzieherinnen* and *Erzieher* who already have professional experience are allocated to level 2 as a rule.

*Criteria for salary progression:* Teacher at secondary schools may be promoted to *Oberstudienrat* or *Studiendirektor*. As a rule, nobody can be promoted to a higher scale or salary group without a change in his responsibilities or position.

As a rule, among others the following functions are linked to promotion to *Oberstudienrat*:

- Co-ordination of subject areas or subjects
- Planning and performance of career guidance for pupils
- Implementation of the school-specific programme
- Participation in the process of producing timetables and replacement plans

- Procurement and management of teaching aids

As a rule, among others the following functions are linked to promotion to *Studiendirektor*:

- Co-ordination of subject areas or subjects
- Co-ordination of the orientation stage
- Co-ordination of the lower secondary level
- Co-ordination of the upper secondary level
- Administrative functions

*Process to establish salaries:* Collective bargaining in irregular intervals.

*Status of teacher:* For teachers at both general education and vocational schools as well as across ISCED levels the proportion of teachers with civil servant status is 75 per cent and the proportion of teachers with public employee status is 25 per cent. This information does not apply to the pre-primary sector and government-dependent private schools.

*Pathways to enter the teaching profession:* Initial teacher education and training. Teacher training is basically divided into two stages, a course of higher education including periods of practical training and practical training in a school setting. The decision as to whether teacher training study programmes are concluded with the state examination or follow the graduated structure of higher education studies lies with the Länder. In Länder which have a consecutive study structure for teacher training, the Master's degree replaces the First State Examination as a rule. The (Second) State Examination must, however, be taken after the preparatory service. This information does not apply to the pre-primary sector. As a rule, pedagogic staffs in early childhood education and care are trained at Fachschulen for youth and community work that are assigned to the tertiary level. Over recent years, the number of courses of study leading to a first-degree and further courses of study for pedagogic staff has increased. Particularly at the levels of administration, management and counselling in the elementary sector, further courses of study are available to qualified pedagogic staff in co-operation between Fachschulen and Fachhochschulen. [Back to main table for this Indicator](#)

#### Greece:

*Structure of the compensation system:* After the severe salary cuts and the freezing of salaries implemented in 2012 (Law 4024/2011, Law 4093/2012), a reclassification on the pay scale of all civil servants (including teachers) has been introduced by Law 4354/2015. The introductory pay scale is MK1 (0-2 years of service) and the final one is MK19 (36-38 years of service). However, due to fiscal constraints teachers were placed in the new salary scales in 2016 but they did not receive the salaries specified by Law 4354/2015. More specifically, and according to the directions for the implementation of Law 4354/2015, a month's salary in 2017 is the sum of the base salary of the frozen salary scales of 2011 and two quarters (2/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Likewise, a month's salary in 2018 is the sum of the base salary of the frozen salary scales of 2011 and three quarters (3/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Moreover, according to the same Law provisions work experience gained during the calendar years 2016 and 2017 does not count as work experience valid for progression to the next salary pay scale, thus a salary freezing is imposed.

*Criteria for salary progression:* Completion of two years of service per salary scale allows a teacher to enter the next salary scale. However, due to a new salary freezing service provided in the calendar years 2016 and 2017 does not count as service used for salary progression.

*Process to establish salaries:* Due to fiscal constraints teachers' salaries as well as all civil servants' salaries are determined centrally.

*Status of teacher:* Teachers serving in public schools with permanent contracts are civil servants.

*Pathways to enter the teaching profession:* A relevant degree (ISCED 6) from a HEI is the minimum requirement for eligibility in the examination of Supreme Council for Civil Personnel Selection (ASEP) for teachers (Law 3848/2010), as teachers' vacant positions as well as operational needs in Primary and Secondary Education are covered by candidate teachers achieving a passing score in this examination. For candidate teachers with degrees whose curriculum does not include theoretical and practical training in pedagogy and teaching, further qualifications in pedagogy and teaching are required (Law 4186/2013). Due to fiscal constraints the last ASEP examination for teachers took place in 2008. In the reference year 2017-2018 only few teachers who had passed the examination of 2008 and were not recruited earlier were given permanent teacher's positions with a probation period (Ministerial Decision 219117/E1/13.12.2017 (G.G. 1337/Γ/21-12-2017)), however these teachers did not cover the needs, so substitute teachers with contracts for one teaching year or less were recruited.. [Back to main table for this Indicator](#)

#### Hungary:

*Structure of the compensation system:* There is a wage matrix (15 items of a time scale -from 0 years to 44 years- and 5 categories of professional development).

*Criteria for salary progression:* Criteria are the number of years spent in teaching profession and the examination which allows the change in professional categories.

*Process to establish salaries:* There is no upgrade but every three years the teacher changes his/her payment scale category and the salary increases.

*Status of teacher:* Teachers are civil servants in public schools and employees in non-public schools. The Act on general education and the government decree 326/2013 define the calculation methods and set the statutory salary of teachers in public schools. The maintainer of the public school can offer slightly higher amounts. To private government-dependent schools and private independent schools, the Act on general education, the government decree 326/2013 and the Labour Code apply. For this reason, the statutory salaries set by the Act and government decree are only the compulsory minimum; the maintainer of these schools is free to set higher amounts.

*Pathways to enter the teaching profession:* There is only one pathway; a teacher must be qualified by a HEI. [Back to main table for this Indicator](#)

### **Iceland:**

*Structure of the compensation system:* The compensation system is outlined in a document that is part of an agreement between teacher unions and local/central authorities. The pay scale is a table that consists of several grades and steps for each grade. Different types of teacher are assigned a certain grade for basic minimum pay. Progression, i.e. extra grade or step increase in salary, is defined in the agreement.

For pre-primary, primary and lower secondary teachers The pay scale has 30 grades and 9 steps. Each grade is approximately 2.6% increase (approximately 2.5% in lower secondary) and each step is a 2% increase. Educational qualifications and experience lead to added grades or steps on the pay scale. Staff are paid according to certain starting pay grade depending on their duties. Every 30 ECTS in further education leads to 2% step increase in salary. 5 years experience adds two pay grades, 10 years adds two more years, and 15 years adds a further two grades.

The pay scale for upper secondary teachers is a combination of a general pay scale and a compensation system that is decided on an institutional basis. Therefore, there is no single pay scale for all teachers in general programmes. The general pay scale is a basis on which further compensation is added through an institutional agreement. Criteria for compensation and progression may differ depending on institutions. The statutory salary reported is based on a representative agreement of one particular upper secondary school. 18 grades and 8 steps. 5% for each grade 2.5% for each step

*Criteria for salary progression:* Criteria for salary progression include further education (represented by ECTS credits), experience (on a 5 year increment), duties and responsibilities within the school.

*Process to establish salaries:* Teacher salaries and pay scales are decided through collective bargaining between teacher unions and educational authorities (local for ISCED 0 through 2, central for ISCED 3). The period of the collective agreement is decided beforehand and salary increases may occur throughout the period. There is no fixed period for the duration of an agreement, but typically they may last from one to four years.

*Status of teachers:* Teachers have a specific status defined in legislation. The law states the qualification requirements and terms of employment.

*Pathways to enter the teaching profession:* Teachers are required to complete a university education, the equivalent of a masters degree for all school levels.

### **Ireland:**

*Structure of the compensation system:* A common base salary scheme operates for all teachers in the state sector at ISCED 1, ISCED 24 and ISCED 34. This provides for the incremental increase in teachers' salary in accordance with years of teaching. From 1 January 2018, there are two applications of this common base salary scheme in the system. These two applications are:

- (i) For teachers who commenced teaching prior to 2011 which constitutes the majority of teachers (i.e. 80.5% at ISCED 1; 82.5% at ISCED 24 and ISCED 34)
- (ii) For teachers who commenced teaching on or after 1 January 2011.

Up to January 2018, there had been two separate applications of the common base salary scheme for teachers who commenced teaching on or after 1 January 2011. One related to teachers who entered teaching between 1st January 2011 and 31 January 2012. This cohort of teachers received qualification allowances but did not receive other allowances such as teaching on an island allowance and started on a lower point of the salary scale in use for entrants to teaching prior to January 2011. The number of teachers on this salary scale was very small. The second salary scale related to teachers who commenced teaching from February 2012 which constituted over 16% of the teaching population in 2016/2017. This salary scale incorporated qualification allowances that had previously been included as an additional payment to the base salary in teachers' statutory salaries.

From 1 January 2018, the separate salary scale for teachers appointed between January 2011 and February 2012 has been merged with the salary scale for teachers appointed after February 2012. The salary scale for post February 2012 entrants to teaching incorporates allowances for teacher qualifications that were previously separate to a teacher's base salary and included in the calculation of a teacher's statutory salary. Teachers who entered teaching between January 2011 and February 2012 and who are entitled to a qualification allowance above that accommodated in the new merged salary scale are paid the excess in the form of a qualification allowance on a personal-to holder basis. This new merged salary scale is that referred to at (ii) above and is outlined in Appendix 1 (b) Department of Education and Skills Circular 0083/2017.

For entrants to teaching prior to 2011, the point of commencement on the incremental scale depended on the length of pre-service qualification/training. For example, qualified primary teachers with three years of primary teaching education commenced on Point 2 of the salary scale. Post-primary teachers who had four years of pre-service qualification/training commenced on Point 3 of the scale. Teachers entering teaching prior to 2011 were also awarded allowances, in addition to their base salary, for qualifications and other allowances such as teaching through Irish, teaching in an Irish speaking area and teaching on an island school.

*Criteria for salary progression:* For teachers appointed before January 2011, progression in the salary of teachers is primarily contingent on the years of satisfactory service and qualification levels. Some additional allowances are also payable on a discrete basis to teachers working in an island school, in a school that teaches through Irish and in a school in an Irish speaking area (*Gaeltacht*). From 1 January 2011, progression in the salary of teachers is contingent on years of satisfactory service only. An increment is awarded annually at each point of the incremental scale for each year of satisfactory service. All teachers with a post of responsibility or middle management position are paid an allowance.

*Process to establish salaries:* The main process to establish salaries is collective bargaining as part of National Pay Agreements. Benchmarking has also been used on occasion.

*Status of teacher:* Teachers at ISCED 1, ISCED 24 and ISCED 34 are public servants. The salary scale of teachers are determined within the National Pay Agreements for public servants generally. At ISCED 02, practitioners are employed in a private capacity by the owners of early years settings. As part of the ECCE scheme, ISCED 02 settings receive grants per eligible child enrolled from the Department of Children and Youth Affairs on condition that the setting meets requirements such as minimum qualification of practitioners teaching in such settings and minimum qualification of the practitioners leading the settings.

*Pathways to enter the teaching profession:* There are two key pathways to entering teaching at ISCED 1, ISCED 24 and ISCED 34 in Ireland. These involve either a concurrent or a consecutive programme of initial teacher education. All initial teacher education programmes must meet the requirements of the Teaching Council and are reviewed for the purpose of recognition at timely intervals by that body.

**Primary level:** At ISCED 1, the main pathway since the 1970s has been the concurrent programme where student teachers complete a three year Bachelor of Education (B.Ed) programme. As part of the National Literacy and Numeracy Strategy published in 2011, this programme has been extended to four years to allow for an additional focus on preparing student teachers to teach literacy and numeracy and to facilitate additional time for student teachers in school placements. In the last 10 years, an increasing number of teachers entering teaching at ISCED 1 have completed a consecutive initial teacher education programme via a postgraduate diploma in education. These student teachers are required to have completed a primary degree normally at honours level to qualify for entry to the consecutive initial teacher education programme. As part of the Literacy and Numeracy Strategy, the duration of these consecutive programmes have been extended from one to two years and they now have the academic status of a Postgraduate Masters in Education.

**Secondary level:** The same pathways are followed for teachers teaching at ISCED 24 and 34. At these levels, the main pathway traditionally and currently for qualifying as a post-primary teacher is the completion of a consecutive programme of initial teacher education. Candidates entering these programmes are required to have a relevant primary degree, normally at honours level. At ISCED 24 and 34, the completion of concurrent programmes (normally a Bachelor of Education programme) relate to the teaching of certain subjects such as Physical Education, Home Economics and Religion. At ISCED 24 and 34, the duration of both consecutive and concurrent programmes leading to a qualification as a teacher has been extended by one year as part of the 2011 National Literacy and Numeracy Strategy. The consecutive programmes have increased from one to two years and now have the status of a Postgraduate Masters in Education. The concurrent programmes have increased from three to four years. [Back to main table for this Indicator](#)

### Israel:

*Structure of the compensation system:* The annual increase in salary is less differentiated over the whole teaching career up to a maximum of 36 years (during the first 7 years, the salary increased by 2% each year and between the 8th and the 36th years, the salary increased by 1% each year). The new wage table is also based on nine promotional levels; each level represents a 7.5-8.5% increase in salary. In *Oz Letmura* Reform in upper secondary education, there were no changes after this reform in the salary scales; therefore, the salary increases are not



linear: during the first 7 years, the salary increases by 5% each year; between the 7th and the 25th years, the salary increases by 2% each year; and then, between the 25th and the 36th years, the salary increases by 1% each year.

The teachers' salaries are depending on wage agreements between the central authorities and the teachers organisations in the pre-primary, primary and lower secondary education and between the local government and the teachers' organisations, with the approval of the central authorities, in the upper secondary education. The teachers' salary rises with seniority and with the professional development. In addition, the teacher receives supplements for certain activities, such as out-of-school trips, attending school management, classroom tutoring...

In the last years began the implementation of new reforms in the education system in Israel: the New Horizon reform in the pre-primary, primary and lower secondary education and the Oz Letmura reform in the upper secondary education. These reforms require a bachelor degree and increase the teachers' salaries and the teachers working time.

Each new teacher begins to work under the new conditions. Today, more than 70% of the teachers in the upper secondary education are working under the *Oz Letmura* conditions and more than 90% in the other levels of education under the New Horizon conditions.

*Criteria for salary progression:* The two recent reforms in the education system in Israel have a different effect on the teacher's professional development. In the New Horizon reform (from kindergarten to grade 9) a teacher receives a professional promotion and an increase in his salary on the base of the hours of professional development he took part. The wage table of the "New Horizon Reform" is based on nine promotional levels; each level represents a 7.5-8.5% increase in salary.

In the *Oz Letmura* reform (grades 10-12), the teacher is learning at school two hours a week as part of his professional activities and of his post. Moreover, the rest of the courses in which he participates is taken in the PISGA centres or in one of the universities. According to the number of hours, he will receive one "unit of courses", one of the 18 in maximum that he can receive in his career. A teacher is entitled to receive one "unit" a year. For an unit, the teacher needs to learn 120 hours for the first units and 180 for the last.

There is a high awareness of the importance of professional development. It takes a considerable part in both reforms, New Horizon and *Oz Letmura*, because it can increase the teacher's salaries of a substantial percentage.

*Process to establish salaries:* The teachers' salaries are depending on wage agreements between the central authorities and the teachers organisations in the pre-primary, primary and lower secondary education and between the local government and the teachers' organisations, with the approval of the central authorities, in the upper secondary education. The teachers' salary rises with seniority and with the professional development. In addition, the teacher receives supplements for certain activities, such as out-of-school trips, attending school management, classroom tutoring.

In the last years begin the implementation of new reforms in the education system in Israel: the New Horizon reform in the pre-primary, primary and lower secondary education and the Oz Letmura reform in the upper secondary education. These reforms require a BA degree and increase the teachers salaries and the teachers working time. Each new teacher begins to work under the new conditions. Today, more than 77% of the teachers in the upper secondary education are working under the Oz Letmura conditions and more than 98% in the other levels of education under the New Horizon conditions.

Status of teachers: A teacher is a civil servant in all levels of education.

*Pathways to enter the teaching profession:* BA, teaching certificate and teaching traineeship. [Back to main table for this Indicator](#)

### Italy:

*Structure of the compensation system:* Compensation structure is organised by level. The structure is the same for all ISCED level and is composed of six levels of seniority. In addition to the salary there is a "Professional teacher retribution", the same for all ISCED levels and dependent on the years of service (3 level of seniority).

*Criteria for salary progression:* Salary progression consider only years in service

*Process to establish salaries:* The statutory salaries are defined by the National teachers' Collective Contract. Changes to the level of teachers' salary is possible only by collective bargain. Last update was in 2018.

*Status of teacher:* It depends on the type of institution. In public schools the teachers are civil servants.

*Pathways to enter the teaching profession:* Currently the law requires all teachers to have ISCED 7 level education. But in the past teachers came into the profession with ISCED 3 level, so the older teachers (with more 15 years experiences) could have this type of education. [Back to main table for this Indicator](#)

### Japan:

*Structure of the compensation system:* Salaries for teachers in public school cannot be dealt with sweepingly, because those are decided by each prefectural ordinance. In the model salary schedule for reference placed in ordinance in many prefectures, which is described as the statutory salaries in this research table, the schedule applied for teachers in kindergarten, elementary school and junior high school differs from that applied for high

school teachers, and both schedules are divided into 5 stages (lecturer, teacher, chief teacher, head teacher and vice-principal, principal). Starting salary is decided in consideration of years of teaching experience as of employment, and the salary is raised regularly every year.

*Criteria for salary progression:* Though the standard for salary raise cannot be dealt with sweepingly because it is decided by each prefectural ordinance, the salary raise will be carried out if work performance has been good for a year in personnel assessment in each prefecture.

*Process to establish salaries:* Each prefectural personnel committee make recommendations about salaries considering the balance to private enterprise, and based on it, each prefectural assembly decide the salaries on passing through collective bargain.

*Status of teacher:* Teacher is public servant, and their salary is decided in each prefectural assembly.

*Pathways to enter the teaching profession:* Many applicants learn required subjects in university or college, get an educational personnel certificate, and take teaching staff examination in each prefecture.. [Back to main table for this Indicator](#)

### **Korea:**

*Structure of the compensation system:* A teachers' salary is subject to the regulations pursuant to a public servant's salary specified under the presidential decree, which is on a single pay scale. With respect to salary progression, salary is linearly adjusted based on the number of years in service.

*Criteria for salary progression:* Number of years in service and achievement of a higher professional teaching certificate.

*Process to establish salaries:* Once a year, the Ministry of Finance determines the appropriate level of wage increases for public servants based on the official measures of the inflation rate.

*Status of teacher:* Permanent contract teachers employed at public schools are classified as special civil servants (e.g. public educational officials). Thus, teachers' salaries are subject to the policies specified by the National Public Service Law, the Civil Servant Act, and the Public Officials' Remuneration Regulations.

*Pathways to enter the teaching profession:* In order to enter the teaching profession, it is necessary to obtain a Teacher's Certificate. A Teacher's Certificate is granted to those who complete a minimum of 50 credits in subject-related courses, as well as a minimum of 22 credits in pedagogical courses at undergraduate or graduate schools.

*Pre-primary level:* To earn a teacher's certificate, a candidate is required to complete the mandatory subject-related and pedagogical courses at one of the following institutions: a 3-year college, a 4-year general university, or a 4-year teacher's college.

*Primary level:* To earn a teacher's certificate, a candidate is required to complete the mandatory subject area and pedagogical courses at a University of Education (4 years).

*Secondary level:* A candidate is required to complete the requisite subject area and pedagogical courses at a general university or a teacher's college (4 years) or to complete the requisite subject area and pedagogical courses at a graduate school of education after completing prerequisite courses at an undergraduate university.

*Other comments:* Those who have obtained a teacher's certificate are eligible to enter the teaching profession. However, in order to become a regular teacher employed at a public school as a civil servant, it is required to pass a competitive national examination. [Back to main table for this Indicator](#)

### **Latvia:**

*Structure of the compensation system:* Monthly salary of teacher is paid for working time for regular hours (including breaks between lessons) according to a workload of the teacher. The Regulation by the Cabinet of Ministers sets the lowest monthly work salary rate. Head of education institution evaluates work intensity and personal contribution of the teacher according to the criteria approved by the school. Based on this evaluation and in the framework of state budget grant, the school head has the right to define the monthly salary rate of teacher up than minimum salary rate defined by the regulation.

*Criteria for salary progression:* In the school year 2016/17, teachers with 3rd, 4th and 5th quality level of professional activity performance evaluation system received allowances of EUR 45, EUR 114, and EUR 140 respectively for one teaching work rate (the teaching performance quality evaluation system changed since 1st of January 2017 and the 3rd, 4th, and 5th quality levels were changed to the 1st, 2nd and 3rd levels). In addition, when defining teacher's monthly work salary rate the school head may take into account the length of service of the teacher.

*Process to establish salaries:* Minimum teachers' salary level = was updated in 2016. Average salary of public sector employees in 2015 for similar amount of working hours per week was taken as a reference point. Public sector employees work 40 hours per week, but teacher's workload comprises 30 hours per week as of the 1st of September 2016. Therefore, public sector average salary is reduced for them to 30 work hours (for example: 40 hours = EUR 1 000, 30 hours = EUR 700).



*Status of teacher:* In Latvia teachers do not have civil servant status. General labour regulation applies to teachers. The employment status of teachers is contractual. According to the Labour law, schools must sign permanent contracts with teachers.

*Pathways to enter the teaching profession:* To access to profession, teachers must have the required education and a teacher qualification in the respective level of education. Starting in 2003/04, only teachers with higher education are entitled to work in schools, thus only teachers with academic degree in pedagogy or higher professional qualifications obtained at levels ISCED 6 or ISCED 7 are employed. Various possibilities are provided for the teachers who in accordance with these provisions, are not entitled to teach. Teacher may acquire the necessary qualification through in-service training, e.g. teachers may work also if they have obtained academic or professional degree in the respective field of science and only a teacher's qualification have to be obtained yet. In that case, they have to start teacher's qualification acquisition within two years after they started to work as teachers. The latter option was introduced in order to enlarge competition as well as to fill vacancies in the teaching of certain subjects due to the ageing of teaching staff. Taking into account the lack of pre-primary school teachers, the recent amendments also prescribe primary school teachers as eligible to teach in pre-primary institutions. In Latvia, more than 40% of teachers are above the age of 50. A nationwide education programme "Mission Possible" has been addressing the relevant issue of young teachers entering school system since 2008. In the framework of this programme, every year around 20 students with a non-pedagogic Bachelor or Master degree become new teachers following the opportunity to study pedagogy along with working at school. "Mission Possible" as part of global network of similar organisations "Teach For All", recruit and teach these students and career changers, supervise the process of in-school work in the two first years and support different choices of alumni. Until 2015 only approximately half of "Mission Possible" alumni continued their work at school: general regulations for acquiring teacher qualification required to complete a study programme in pedagogy. In 2015, the Ministry of Education and Science confirmed that the procedure for granting teacher qualification set out in the Regulations of the Cabinet of Ministers "Regulations on the Necessary Academic and Professional Qualifications of Pedagogues and Professional Competence Development Procedures for Pedagogues" allows alumni of "Mission Possible" to be automatically awarded with a teacher qualification if they only hold a qualification in an area related to the subject taught. It is expected that the number of these highly motivated teachers staying at school will increase. [Back to main table for this Indicator](#)

#### **Lithuania:**

*Structure of the compensation system:* Teachers basic salaries increase the following ways:

Pre-Primary level: 5-20 percent for all pre-school teachers

Primary level: 5-30 % an international baccalaureate classes; 5-20% schools are in multilingual environment and learning in Lithuania;

Lower Secondary level: 5-30 % an international baccalaureate classes; 5-20 % for gymnasium teachers

Upper Secondary level: 5-30 % an international baccalaureate classes; 5-15 % students are studying in national minority language; 5-20 % for *gymnasium* teachers.

*Criteria for salary progression:* Teachers without qualification and work experience: till 3 years; 3-10 years; 10-15 years; 15 and more years. Teachers with qualification level and work experience: till 10 years; 10-15 years; 15 and more years. Teacher without qualification; Teacher with qualification level: Teacher; senior teacher; Teacher - supervisor; Teacher - expert. Annually salary scale:

Pre -Primary level: From starting EUR 6 455 till top EUR 10 112

Primary and Secondary level: From starting EUR 9 953 till top EUR 14 215

*Process to establish salaries:* Salaries changes when the regulation is changed.

*Pathways to enter the teaching profession:* Teacher must have a higher pedagogical education. [Back to main table for this Indicator](#)

#### **Luxembourg:**

*Structure of the compensation system:* There are the same grades for all teachers according to the years of service, as well as a linear increase of the salary

*Criteria for salary progression:* Years of service after a successful completion of implemented continuing education.

*Process to establish salaries:* The salaries are adjusted to the costs of living, when they raise 2.5%, the salaries are adjusted by 2.5%.

*Status of teacher:* All the teachers concerned by this report are civil servants. They are all being paid by the government and therefore their salaries are regulated the same way.

*Pathways to enter the teaching profession:*

A specific bachelor/master degree is needed as well as a successful completion of a probationary period after a competitive examination.

Other Comments:

<http://www.men.public.lu/fr/fondamental/personnel-ecoles/recrutement-instituteurs/index.html>.

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

### Mexico:

*Structure of the compensation system:* The salary scale was based on the Carrier Magisterial Program. All the teachers have to begin at a traditional level of salary, it is the same for all of them, and the only requirement is to have ISCED 6. To have more qualification does not drive to other salary level at the beginning of the carrier.

Program of Magisterial Career for ISCED 0123, this program has three categories to participate:

1st. It is for Classroom Teachers.

2nd. It is for Personnel with directive functions, or supervision functions.

3rd. It is for teachers that develop technical or pedagogical activities.

Magisterial Career is a horizontal promotion system for teachers. The Programme consists of six stimuli salary levels: K1A, K1B, K1C, K1D, K1E and K1F. The aim of the program is to improve the quality of education; recognising and stimulates the work of the best teachers. Also, it reinforces the interest in the permanent improvement of teachers; stimulating the natural vocation and the teachers' permanence in the teaching activity. Finally, It also supports teachers who work in low development areas.

*Criteria for salary progression:* The new criteria enabling salary progression through the career of teachers is missing at the moment.

*Process to establish salaries:* We are establishing the new process to establish salaries. At the moment we cannot report any information.

*Status of teacher:* For public education the teachers are civil servants and their status depends on the New Educative Model.

*Pathways to enter the teaching profession:* This is done through the "Evaluation for the entrance to the professional service teacher in basic and upper secondary education for the 2016-2018 school cycles. [Back to main table for this Indicator](#)

### Netherlands:

*Structure of the compensation system:* System is the same for every level but salary differences per education level.

Pre-primary and primary level: The salary steps increase every year with a few euros because the scales decreased with one step each year till 15 steps in 2011. It starts for scale LA with EUR 49 and ends with a step of EUR 81. From 1 Sept 2018 it will be EUR 75 for the first step and ends with EUR 140. For scale LB the step started with EUR 61 and ends with a step of EUR 128. From 1 Sept 2018 is the first step EUR 90 and on the end EUR 162.

Secondary level: In secondary education are three salary scales: LB, LC and LD. For scale LB the salary steps increase every year with some euros. It starts at EUR 60 and ends with a step of EUR 132. Until 2009 the scales LC and LD were linear. From 2009 it is non-linear because each year the scales will be decreased by one step. In 2014 all three salary scales were decreased to 12 steps.

*Criteria for salary progression:* Progression through the steps within a salary scale is usually based on years in service. Progression to a different salary scale is at the discretion of the school. The promotion criteria for a higher salary scale are determined with teacher representatives of the school (board). There are manuals (framework) in the collective labour agreement.

*Process to establish salaries:* The government determines the budget (*arbeidsvoorwaardenruimte*) annually. Teacher salaries are determined by the social partners (Respectively the Councils for primary and secondary education (*PO-Raad* and the *VO-raad*) and the unions). The councils for primary and secondary education negotiate with the unions about the terms and conditions of employment. There is no regularity in the time period. This changes regularly.

*Status of teacher:* This is complicated in the Netherlands. By estimation: About one-thirds of the teacher population are civil servants, about two-thirds are not. Staff in public-authority schools and institutions is formally public-sector personnel; they are public servants within the meaning of the Central and Local Government Personnel Act. The same does not apply to staff in the private sector who signs a contract with the board of the legal person, governed by private law, whose employment they enter. They fall under the provisions of the civil law, insofar as the relevant educational legislation and the regulations based thereon do not differ from these provisions. Private sector staff can be deemed to share the status of public sector personnel in respect of those conditions of service that are determined by the government.

Differences between publicly-run and privately-run (publicly funded) education. The salaries in collective labour agreement are the same. There is only a difference in appointment and unemployment arrangements. The ambition is to normalize this from 2020 onwards. From that moment on no teachers will be civil servants.

*Pathways to enter the teaching profession:* For primary education a bachelor degree is required (*pabo-diploma*). For lower secondary education the minimum qualification level is a second degree (initial teacher preparation)

required this is a bachelor degree. For upper secondary education a first-grade initial preparation level is required. This is mostly comparable with a master degree (but not always). [Back to main table for this Indicator](#)

#### **Norway:**

*Structure of the compensation system:* The general collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers' unions specifies minimum salaries for teachers. Local authorities are free to set the salaries higher than the minimum salaries in the general collective agreement.

*Criteria for salary progression:* The minimum salaries depend on level of/years of education and years of experience. The minimum salaries for teachers with a bachelor degree (3, 4 and 5 years of higher education) are considerable lower than the minimum salaries for teachers with a master degree (6 years of higher education). There is also a considerable increase in the minimum salaries from 10 to 16 years of experience. The minimum salary increases every additional two years of experience up until 10 years of experience

*Process to establish salaries:* Collective bargaining between The Norwegian Association of Local and Regional Authorities (KS) and the teachers' unions, which results in an increase of the minimum salaries for all, takes place once a year.

*Status of teacher:* Teachers are ordinary public employees.

*Pathways to enter the teaching profession:* For primary and Lower Secondary Teacher Education (4 yrs). In 2017, the teacher education changed from being a 4 year-long education at bachelor level to a 5 year-long education at master degree level. Ordinary university studies in different subjects (bachelor/master degree), and finally 1 year of practical-pedagogical studies. [Back to main table for this Indicator](#)

#### **Poland:**

*Structure of the compensation system:* All teachers fall within one remuneration system. The amount of teacher's basic salary is set by the regulation by the Minister of National Education. Remuneration depends on the level of education of the given teacher and his/her position on the professional advancement scale (trainee, contract, appointed or chartered teacher).

*Criteria for salary progression:* The teacher's salary increases with acquiring a higher level of education and with progress to the following step on the professional advancement scale. Moreover, teachers receive a seniority bonus amounting to 1% of a basic salary for each year in employment (starting with year 4 in employment), a maximum amount of the seniority bonus is set at 20% of basic salary.

*Process to establish salaries:* The process of establishing teachers' salaries is based on the Government priorities prepared in co-operation with the Teachers' Trade Unions.

*Status of teacher:* Teaching profession is regulated in a separate legislative act which, among others, defines the remuneration rules. Teachers employed on the basis of The Teachers' Charter regulations, are not the subject of Civil Service Act in Poland. Apart from basic salary, Teachers' Charter regulations provide additional allowances.

*Pathways to enter the teaching profession:* In order to start a teaching career a person should hold a diploma of completing education in a teacher training college or a foreign language teacher training college at a minimum.

Pre-primary and primary level: Minimum - Teacher training college diploma or foreign language teacher training college diploma (ISCED-A 550)

Lower Secondary level: Minimum - Bachelor's degree or Bachelors of Applied Science degree with pedagogical training (ISCED-A 660)

Upper Secondary level: Minimum - Master's degree with pedagogical training (ISCED-A 760). [Back to main table for this Indicator](#)

#### **Portugal:**

*Structure of the compensation system:* Teachers are paid overtime work for the hours they teach beyond the statutorily established. This situation occurs mostly due to difficulties in matching the individual teaching load and the curriculum hours of the classes assigned to the teacher. The cost per hour depends on the position in the teaching career and the number of overtime hours (12.5% for the first hour and 18.75% for the second or more hours).

*Criteria for salary progression:* The teaching career is based on a unique salary range. It is composed by ten levels, all with the duration of 4 years, except the 5th level with 2 years. The progression is dependent on a set of rules, from participation in professional development activities to the setting of quotas.

In order to progress in the career, teachers have to complete a certain amount of professional development credits, awarded by means of in-service training.

On average, it is required to do 25 hours of in-service training per year.

In case of non-successful completion, the teacher will not progress in the teaching career and the salary will not increase.

In addition to the requirement of a University degree:

- Teachers who hold a master's degree and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 1 year in the career progression;
- Teachers who hold a doctorate and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 2 years in the career progression.

Progress through these conditions is frozen since 31/12/2010.

*Process to establish salaries:* Collective bargaining; and financial constraints

*Status of teacher:* Teachers are civil servants, under the Teachers' Career Statute.

*Pathways to enter the teaching profession:* All teachers who enter the teaching profession have ISCED 7 qualifications and begin at level 1 (Index 167). They need to have a teacher certification and having successfully been selected in the first phase of the assignment contest. [Back to main table for this Indicator](#)

### Scotland:

*Structure of the compensation system:* All teachers, other than those in promoted posts or who have an entitlement to a conserved salary or who are on the Chartered Teacher Spine, are placed on the Main Grade Scale, which is structured in 7 levels (incremental points from 0 to 6).

*Criteria for salary progression:* All teachers, other than those in promoted posts or who have an entitlement to a conserved salary or who are on the Chartered Teacher Spine, are placed on the Main Grade Scale. Teachers during their probationary period are placed on Point 0 of the Main Grade Scale. Following full registration with the General Teaching Council for Scotland (GTCS) teachers are moved on to Point 1 of the Main Grade Scale or to a higher point if additional salary points are awarded. Progression along the salary scale is commensurate with qualifying periods of teaching service, which comprises 26 weeks or more of teaching service obtained within a salary year. A salary point is awarded for each qualifying period of teaching service. The process is repeated, as necessary, for any remaining salary years in the teacher's record of service. The chartered teacher programme has been discontinued and personal pay protection applies to those on that spine.

*Process to establish salaries:* The salary scales for different levels of teaching staff are agreed nationally and pay scales are set by the Scottish Negotiating Committee for Teachers (SNCT, see [http://www.snct.org.uk/wiki/index.php?title=Appendix\\_2.1](http://www.snct.org.uk/wiki/index.php?title=Appendix_2.1)). The SNCT is a tripartite body comprising teacher's representatives, representatives of the Scottish Government and local authority representatives drawn from the Convention of Scottish Local Authorities (COSLA). The Teachers' Side of the SNCT has 11 seats which are determined annually by recognised unions and which are based on union membership size. All teacher salaries are set according to the National Scheme of Salaries and Conditions of Service for Teachers and Associated Professionals.

*Status of teacher:* Teachers are not civil servants. They are employed as teachers by Local Authorities. All teachers, other than those in promoted posts or who have an entitlement to a conserved salary or who are on the Chartered Teacher Spine, are placed on the Main Grade Scale.

*Pathways to enter the teaching profession:* The Standard for Provisional Registration (SPR) specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with the General Teaching Council for Scotland (GTCS). Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. [Back to main table for this Indicator](#)

### Slovak Republic:

*Structure of the compensation system:* One pay scale for all teachers of regular pupils/students and different pay scale for teachers of pupils/students with special educational needs.

*Criteria for salary progression:* Salary progression due to years in service - each year up to 32 years. Progression due to increase of the qualification level up to 12% of the pay grade. Performance allowance: up to 100% of the pay grade.

*Process to establish salaries:* The act on state budget defines the increase of pay scale.

*Status of teacher:* They are not civil servants and do not have any specific status.

*Pathways to enter the teaching profession:* Ending the relevant education.

Pre-primary level: Graduation of Secondary vocational school of pedagogy (Minimal qualification at ISCED 354).

Primary and lower secondary level: Graduation of Pedagogical faculty at university level (Minimal qualification at ISCED 760)

Upper secondary level: Graduation of Pedagogical faculty at university level or University degree together with Complementary pedagogical study (Minimal qualification at ISCED 760). [Back to main table for this Indicator](#)

### Slovenia:



*Structure of the compensation system:* In Slovenia teachers' salaries are determined by the Public Sector Salary System Act and with the Collective Agreement for Public Sector and other regulations based on the Act and Collective Agreement, which specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades.

Pre-primary level: teachers are classified from 30 to 41 salary grade

Primary and secondary level: teachers are classified from 30 to 43 salary grade

*Criteria for salary progression:* Salary progression depends on time spent at a particular grade, but also a positive service performance assessment. Generally public servants may be promoted by one or two salary grades every three years. In addition, according to the Organisation and Financing of Education Act teachers can be promoted to professional titles Mentor, Advisor and Councillor. The rules issued by the Minister of Education determine the conditions of promotion, criteria for evaluation of conditions and procedures. The conditions include a certain number of years of experience, performance at work, in-service training and additional professional work. The Minister, following a proposal by the head teacher, decides on the promotion. Promotion to title results in progression on salary scale as well.

*Process to establish salaries:* The Public Sector Salary System Act regulates the rules for stipulating, calculating and paying salaries, as well as rules for earmarking the amounts of fund for salaries and stipulates also that collective agreement defines classification of posts and titles into salary scale, salary grades' values and their annual adjustments, annual funds for regular work performance allowances, amounts of allowances (e. g. length of service, mentorship, further formal qualifications, less favourable working conditions, dangers and special burdens, working during less convenient hours). The process of collective bargaining and the responsible authorities are also determined by the Act. The process of collective bargaining is annual; it commences in May and shall finish in time to have its results adopted by budgetary planning. The Act also stipulates that Council for the public sector salary system is established to implement the Act, to monitor the public sector salary system policy. It includes representatives of state and local authorities' bodies and public sector trade unions.

*Status of teacher:* In Slovenia, teachers working in public schools and kindergartens (which are public institutions) are civil servants and are directly employed by the school/kindergarten. According to the article 1 of the Civil Servants Act, civil servants are individuals employed in the public sector which includes also public schools and kindergartens.

*Pathways to enter the teaching profession:* The route for entry into teaching is through initial teacher education (ITE), which is organised according to consecutive and/or concurrent models. There are no alternative pathways to teaching profession in Slovenia. Teachers enter the profession in two ways: applying for open recruitment trainee job positions (induction system - *pripravnštvo*) advertised by the Ministry of Education or by applying for open recruitment job positions advertised by schools. To be fully qualified, teachers, after having at least 6 months of teaching experience (as part of induction or independently), have to pass the state professional examination. Induction is not compulsory. Fully qualified teacher and new teacher without state professional examination have the same basic salary. [Back to main table for this Indicator](#)

### **Spain:**

*Structure of the compensation system:* In public educational institutions salaries are established according to the secondment of the Body or category to which they belong which is a specific Subgroup or Professional classification group; the seniority (bonus for every three-year period in service); the category or professional level (additional remuneration attached to a post) and the work carried out (specific additional remuneration).

Pre-primary and Primary level: Teachers belong to the subgroup A2. Regarding to professional category, they have the level 21. These level determine the additional remuneration attached to a post (salary according to the category or professional level reached by a civil servant within the administrative career system)

Secondary level: teachers belong to the subgroup A1. Regarding to the professional category, they have the level 24 or 26 (senior professors body). These level determine the additional remuneration attached to a post (salary according to the category or professional level reached by a civil servant within the administrative career system)

*Criteria for salary progression:* Salary progression is determined by the following criteria:

- The category or professional level reached by a civil servant within the administrative career system.
- Seniority or triennium in which salary increase every three years in service. The amount is established at national level for every Group or Professional classification subgroup according to the career civil servant teacher's classification.
- Specific conditions associated with responsibilities or positions performed such as unipersonal governing bodies (school head, secretary, etc.), singular teaching posts or education inspectorate functions.
- Tutorial function supplement which comprises two components that vary according to each Autonomous Community: a general component applicable to all teachers whose amount depends on the body or teacher scale to which they belong, and a singular component linked to the particular conditions of each position.

- Continuous Professional Development (CDP) reward per six-year term (*sexenios*, as term use in Spanish). Fixed amounts as extra-salary supplement, every five-six year periods, for teachers who have done at least a minimum number of hours of recognised lifelong learning activities. This supplement varies from period to period (a maximum of five periods) and may be different according to the educational level. To receive this supplement, teacher apply for and accredited the relevant requirements.

*Process to establish salaries:* Increases in teachers' salaries are established in the General Budget Law adopted by the central government and in the Budget Law of the Autonomous Communities annually. The applied increase is decided in The General Negotiating Table of Public Authorities. It is chaired by the General State Administration and is constituted by representatives of the Autonomous Communities, the Autonomous Cities of Ceuta and Melilla, the Spanish Federation of Municipalities and Provinces and the most representative labour organisations. All the issues susceptible to be regulated at State level with a nature of basic regulations are negotiated in this Table and, more specifically, the global increase of the salary of the staff at the service of the corresponding Public Authorities to be included in the Project of the yearly Spanish Budget Act.

*Status of teacher:* In the case of public school teachers, there are wage differences due to the condition of the career civil servants or interim civil servants.

Interim civil servants included in the scope of application of the Basic Status of the Public Employee will receive the basic salaries, including the seniority corresponding to the group, subgroup and the professional category in which they have been appointed as interim and the additional remuneration corresponding to the post of work.

Interim civil servants cannot receive salary supplements associated with the progression reached by the official within the administrative career system (since they are interim they cannot opt for positions that allow them to progress in their administrative career).

On the other hand, public educational centres can count exceptionally on teaching staff. In this case, the remunerations are subject to the provisions of: status of workers, collective agreements of the sector and what is stipulated in each work contract.

*Pathways to enter the teaching profession:* Initial teacher training required in public institutions.

The current university Bachelor and Master degrees (in accordance with the European Higher Education Area (EHEA) studies organisation) coexist with the previous study programmes which are practically extinct at university portfolio.

The grade of qualification required to enter to teaching profession differ by the education level:

- Pre-primary and primary education: Teacher of Pre-Primary and Primary Education that refers to first cycle of university teacher training studies completion or bachelor degree (*Grado*, as term use in Spanish) on Pre-Primary Education and the bachelor degree in Primary Education (240 ECTS) in accordance with the organisation of university studies adapted to the European Higher Education Area (EHEA). At least one degree is required.

- Lower and upper secondary education: Long first-degree university qualification or bachelor degree, plus certificate of pedagogical aptitude (CAP, based on its Spanish acronym) or an official master degree such as Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education (300 ECTS accumulated at least) in accordance with the organisation of university studies adapted to the European Higher Education Area (EHEA). At least two degrees are required, a Bachelor plus a Master.

In public educational institutions, overcome a selection process to entry in the teaching profession is required:

Candidates participates in a competition established for each civil servant teacher bodies that consist in pass a merit-based selection and a competitive examination. Candidates are expected to overcome the following phases:

Competitive examination phase: Specific knowledges of the teaching speciality are evaluated, as well as the pedagogic aptitude and the mastery of the necessary techniques for the teaching exercise.

Merit-based selection phase: Candidates' prior teaching experience, academic education and other merits are evaluated in accordance with the scales established in the different calls to gain access to the body of school teachers (according to Autonomous Community), secondary education teachers (according to Autonomous Community) and technical teachers of vocational training.

Traineeship period: It aims at checking the aptitude for teaching of the selected applicants. [Back to main table for this Indicator](#)

### **Sweden:**

*Structure of the compensation system:* According to the country-wide collective agreement between teacher's union and the Swedish Association of Local Authorities salaries should be individual and differentiated and reflect achieved goals and results by the individual.

*Criteria for salary progression:* According to the country-wide collective agreement between teacher's union and the Swedish Association of Local Authorities salaries should be individual and differentiated and reflect achieved goals and results by the individual.

*Process to establish salaries:* Collective bargaining.



*Status of teacher:* To work as a teacher or preschool teacher in Sweden, you require a teaching certification in most cases. Application for the teaching certification is made to the Swedish National Agency of Education. You need to have a diploma of education for teachers or preschool teachers in order to apply for a certification. The data submitted to the survey includes teachers with a pedagogical qualification, in the submitted data both teachers with a certification and teachers with no certification are included.

*Pathways to enter the teaching profession:* The current teacher education programmes in Sweden include four different professional degrees:

- a degree in preschool education
- a degree in primary school education
- a degree in subject education
- a degree in vocational education. [Back to main table for this Indicator](#)

### Switzerland:

*Structure of the compensation system:* The 26 cantons have different pay systems which differ considerably. This differences do not only concern the starting salaries, but also the progression of the wages. There are cantons with a fixed linear increment and others with a flexible salary progression.

*Criteria for salary progression:* Compensation is related to a very limited number of aspects – in effect, the type of initial teacher education and years of experience. Rewards for extra responsibilities or additional duties are not provided, with a few exceptions (e.g. management roles).

*Process to establish salaries:* The formal employer of teachers is either the canton or his communes. Accordingly, the determination of salary scales and conditions of employment are made by one of these two authorities.

*Status of teacher:* Teachers have not a specific status. More information you may find here: <https://www.varkeyfoundation.org/teacherindex>

*Pathways to enter the teaching profession:* The education and training of teaching staff for all educational levels is provided by university institutions. The admission requirement of universities of teacher education for the primary and secondary levels (lower and upper) is generally an academic Matura. For pre-school teachers, the requirement is a specialised Matura, a vocational Matura or an academic Matura. The degree programs in teacher education and training provide professional qualifications and include scientific components, teaching-specific components, educational science components and practical training components. The duration of studies depends on the selected degree program. Teacher training courses for the pre-school and primary levels last 3 years and are completed with a Bachelor's degree. To teach at the lower secondary level, teachers need a Master's degree. Teaching at the upper secondary level requires not only a degree from a university of teacher education, but also a Master's degree in the subject(s) that are to be taught. Studies in special needs education are given at the Master's level. [Back to main table for this Indicator](#)

### Turkey:

*Structure of the compensation system:* In Turkish educational system, there is not a well-structured policy or system for teachers working in the Ministry of National Education in terms of compensation system. There is, though, a series of dimensions that identify how salary progression is implemented. First, different pay scales are determined based on the several aspects. Second, pay increment is based on the general increase of civil servants each year. The criteria that identifies salary progression are given in the next question.

*Criteria for salary progression:* Salary progression is based on the following criteria: 1) Years of service, 2) Generalist (classroom) teacher or field teacher (Maths, History, etc), 3) Knowledge of a foreign language (up to three), 4.) Marital Status (in case the spouse is unemployed). These criteria (excluding 2) are valid for all educational cycles.

*Process to establish salaries:* The increase in the salaries, for all educational levels concerned, are identified by the government to be applied to the salaries twice per year, in January and in June. The salaries are identified by a committee in which the representatives of the government and civic organisations carry out certain negotiations and collective bargaining. A referee body is also responsible for the process in case a decision cannot be taken in the negotiations. The salary increases should also be compensated in each term provided that the percentage of increase is exceeded by the annual inflation rates.

Basically, in order to update the levels of teacher salaries, there are certain mechanisms that operate. First, as years of service increase, teachers get more. Second, if they prove that they know a foreign language evidenced by YDS (Foreign Language Examination), their salaries increase. Third, in case the spouse is unemployed and they have children, their salaries increase as well. Finally, in line with the negotiations between the association of civil servants and the relevant ministries, their salaries increase in accordance with the expenses in the country.

*Status of teacher:* Teachers work as full-time employees and benefit from all legislative rights of the civil servants, including health care, retirement plans, holidays and alike. All teachers working in the ministry of national education are civil servants, and they do not have different status. However, they are not paid the same as any civil servants.

*Pathways to enter the teaching profession:* There are commonly two major ways to entry: 1) Candidate teachers must be a graduate of faculties of education, and they need to succeed in a high-stakes examination entitled 'Public Personnel Selection Examination', in which a field specific examination is also provided for teachers in line with their field. 2) Graduates of specific programs of faculties of sciences/letters can become a full-time teacher in the Ministry schools provided that they hold a 'Pedagogic Formation Certificate', a short-term general course on education provided by certain faculties of education. Similarly that group of candidates need to take the Public Personal Selection Examination to be appointed to a post in state schools. [Back to main table for this Indicator](#)

#### **United States:**

*Structure of the compensation system:* Salary decisions are made at the school, district, and/or state level.

*Criteria for salary progression:* Salary decisions are made at the school, district, and/or state level.

*Process to establish salaries:* Salary decisions are made at the school, district, and/or state level.

*Status of teacher:* In the United States, public school teachers are civil servants. [Back to main table for this Indicator](#)

## Structure of compensation system for school heads: Tables D3.9 and D3.10.

### **Interpretation**

#### **Australia:**

The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres. [Back to main table for this Indicator](#)

#### **Austria:**

ISCED 02: In Austria, the large majority of pre-primary education takes place at kindergartens. The remaining minority of pre-primary schools are not an independent entity but integrated into the schools at ISCED 1. There is no difference in any teacher-related matter between these two levels (working time, salaries etc.). Since the data of those teachers are not representative for ISCED 02 and there are no data available for kindergarten teachers "m" is the most appropriate option. ISCED 34: vocational programmes are included:

School heads' allowances are determined by size of school a time of service. Concerning the size of schools there are, depending on the type of school, 5 or 6 ranges. For filling in the salary ranges, the allowance for the smallest schools (Range A) and for large schools (Range B) were used to define the range of salaries paid to school heads. Therefore the percentage of heads paid exactly that allowance (A or B) cannot be stated. For extraordinary large schools the allowance of Range B is increased up to 25% (more than 60 classes). [Back to main table for this Indicator](#)

#### **Chile:**

Simulations for teacher working 44 hours, according to years of experience, level assigned and an estimate of the management responsibility allowance. These simulations are the official estimates of the Centre for perfecting, experimentation and pedagogical investigations (CPEIP) of Chile, based on the salary components stated in the Law of the New System of Teacher Education and Professional Development (Law 20.903). [Back to main table for this Indicator](#)

#### **Denmark:**

Statutory salaries exclude the part of social security and pension scheme contributions paid by the employers. The reported actual salary is a calculated salary. The statistical database containing data on salary data for the entire group of school leaders do not provide salary data excluding the part of pension contributions paid by employers, and including the part of pension contributions paid by employees. This distinction is without any practical meaning in the Danish salary system. So the salary data are therefore presented in the databases either with the total pension contribution included or without pension contributions as a whole.

The gross annual school head compensation includes the compulsory contribution to pension as decided by collective agreements with the unions representing the school heads, and this payment for pension is an important part of the collective agreements on salary. The part for pension is about 15 - 17 percent of the net salary. Formally the school heads share is 1/3 and the employer's share is 2/3, but both shares are handled identical and the distinction between the school leaders 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 school leader but is transferred to each single school leader's account for pension. It is not meaningful to include 1/3 of the payment pension in the reported statutory salaries and exclude 2/3 of the payment for pension. Furthermore: If the employers should not contribute with payment for pension, this part had to be payed by the school heads. So it's logical to include the total contribution for pension as a part of the statutory salary. In this way the salary is more

comparable with salaries at the private sector with normally more individual responsibility on payment for pension. [Back to main table for this Indicator](#)

### England:

Pay ranges: The population of teachers covered by the statutory salary figures includes full-time school heads on the head teacher pay ranges: Group 1-8. There is no minimum qualification required to be paid on the head teacher pay ranges. Executive head teachers, that is, head teachers who are responsible for more than one school, have been excluded.

Geographical area: There are separate geographical pay ranges for school heads employed in different areas: 'Inner London Area', 'Outer London Area', the 'Fringe Area', 'England and Wales (excluding London Area) area'. This is to reflect the cost of living in different areas of England and Wales. The statutory salary figures reported are for the 'England and Wales (excluding London Area) area'.

Range A (the range with the lowest minimum salaries): Range A refers to the statutory salary figures for school heads paid on the Group 1 head teacher pay range. School heads are paid on this pay range when the school has a total unit score of up to 1 000 (calculated in accordance with paragraphs 6.1 to 6.5 of the STPCD 2017, p. 11-12). The minimum salary figure for Range A refers to the minimum salary on the Group 1 head teacher pay range for the 'England and Wales (excluding London Area)' area. The maximum salary figure for Range A refers to the maximum salary on the Group 1 head teacher pay range for the 'England and Wales (excluding London Area) area'.

Range B (the range with the highest minimum salaries): Range B refers to the statutory salary figures for school heads paid on the Group 8 head teacher pay range. School heads are paid on this pay range when the school has a total unit score of 17 001 and over (calculated in accordance with paragraphs 6.1 to 6.5 of the STPCD 2017, p. 11-12). The minimum salary figure for Range B refers to the minimum salary on the Group 8 head teacher pay range for the 'England and Wales (excluding London Area)' area. The maximum salary figure for Range B refers to the maximum salary on the Group 8 head teacher pay range for the 'England and Wales (excluding London Area) area'.

Proportion of school heads paid according to this salary range: The population of headteachers used as the denominator is full-time headteachers paid on Groups 1-8 of the headteacher pay ranges aged between 25 and 64 who are employed in maintained schools and academies.

School head: The term for school heads in England is 'headteacher'. The statutory salary figures apply to school heads paid as 'headteachers' on Groups 1-8 of the headteacher pay ranges.

Public schools: The statutory pay ranges apply only to maintained schools, that is, local authority-maintained schools. The governing body for academies, which classify as government-dependent private schools and make up around three-quarters of secondary schools and a quarter of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges.

ISCED 02: A significant proportion of provision of ISCED 02 (63% of provision for 3-year-olds) is provided in settings other than schools. The statutory salary figures provided apply only to school heads of pupils in schools and do not apply to other ISCED 02 settings.

ISCED 34: School heads of students at ISCED 34 are employed in both schools and further education colleges. The statutory salary figures provided apply only to teachers of pupils in schools and do not apply to further education colleges. [Back to main table for this Indicator](#)

### Estonia:

The minimum or maximum amounts of school heads' salaries have not been set by statute. [Back to main table for this Indicator](#)

### Finland:

The data for pre-primary education is for heads of kindergarten/day-care institutions who are the majority. Data from October 2016. Statutory salaries include bonus holiday pay. It is 4 % for starting teachers, 5 % for teachers with 10 years of experience and 6 % for teachers with at least 15 years of experience. Bonus holiday pay is temporarily reduced 30 % in 2017 - 2019. [Back to main table for this Indicator](#)

### France:

Methodology: ISCED 1: gross index salary plus a scale bonus (*Bonus Indiciaire + Nouveau Bonus Indiciaire*) + residence allowance + allowance for follow-up and tutoring (*indemnité de suivi et d'accompagnement des élèves : ISAE*) + special head allowance (fixed part and variable part depending on school size);

ISCED 24 and 34: gross salary plus a scale bonus (*Bonus Indiciaire + Nouveau Bonus Indiciaire*) + residence allowance + allowance for functions, responsibility and results (*indemnité de fonctions, de responsabilité et de résultats : IF2R*):

Salaries included residence allowance; Indemnité de sujétion spéciale de direction: [Back to main table for this Indicator](#)

### Greece:

For the calculation of the base salary that comprise part of the school heads' annual salary, the freezing of salaries is taken into consideration. Following the directions for the implementation of Law 4354/2016, a month's salary in 2017 is the sum of the base salary of the frozen salary scales of 2011 and two quarters (2/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Likewise, a month's salary in 2018 is the sum of the base salary of the frozen salary scales of 2011 and three quarters (3/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011.:

Data on gross annual statutory salaries are reported on the basis that school heads complete certain years of work experience on 1st September 2016. The freezing of salaries is also taken into consideration. Following the directions for the implementation of Law 4354/2016, a month's salary in 2016 is the sum of the base salary of the frozen salary scales of 2011 and one quarter (1/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Likewise, a month's salary in 2017 is the sum of the base salary of the frozen salary scales of 2011 and two quarters (2/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. The salaries for school heads in Pre-Primary schools include only teachers working in Pre-Primary Education Schools that are supervised by the Ministry of Education, Research and Religious Affairs.

Additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: ISCED 02: EUR 100 gross per month for 12 months. ISCED 1: EUR 100 gross per month for 12 months in schools with 1, 2 or 3 classes, EUR 250 gross per month for 12 months in schools with 4, 5, 6, 7 or 8 classes, EUR 300 gross per month for 12 months in schools with 9 or more than 9 classes. ISCED 24: EUR 250 gross per month for 12 months, in schools with up to 8 classes, EUR 300 gross per month for 12 months, in schools with 9 or more than 9 classes. ISCED 34: EUR 300 gross per month for 12 months in schools with up to 5 classes, EUR 350 gross per month for 12 months, in schools with 6 or more classes. In Greece civil servants including school heads and teachers do not receive a 13th month or a holiday allowance. [Back to main table for this Indicator](#)

#### **Hungary:**

According to qualification, a certain percentage of the base salary linked to the qualification is paid as allowance (for a bachelor's degree it is HUF 182 700 and for a master's degree it is HUF 203 000 a month. The percentages vary according to the task/ responsibility. Therefore the monetary value of the salary is dependent on the qualification of the actual teacher. In summary, the base salary differs depending on the qualification of the teacher. The percentages of the allowances are legally regulated, and they are presented in the form given below (ranges of percentages). [Back to main table for this Indicator](#)

#### **Iceland:**

At ISCED 03, data concerns about 30 school heads of public upper secondary schools, which are run directly by central government. [Back to main table for this Indicator](#)

#### **Ireland:**

Data have been provided on the salaries of principals in the smallest sized schools, the largest sized schools and schools of average size. [Back to main table for this Indicator](#)

#### **Italy:**

The statutory salary is composed of a fixed part, the same for everyone, plus a variable part that varies between regions. For the calculation of the variable part we used the weighted average

The amount of the allowance is variable between regions. The contract provides that the general criteria for allowances and related to the characteristics of schools are established during the negotiation and concern:

1. dimension (number of students, number of teachers)
2. Complexity (presence of different ISCED levels)
3. Background (areas of particular social/territorial need). [Back to main table for this Indicator](#)

#### **Japan:**

Statutory salaries are described based on the model salary schedule for reference placed in ordinance in many prefectures. National schools are excluded from statutory salary data.

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: terminal allowance, special allowance for compulsory education staff, administrative allowance [Back to main table for this Indicator](#)

#### **Korea:**

The annual statutory salaries of school heads are calculated based on the law and regulations for the salary of public education officials.

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: allowance for management, maintenance allowance for position, research allowance. [Back to main table for this Indicator](#)

#### **Latvia:**

Information compiled from the central level regulations: The Regulations only defines the minimum monthly salary rate. There are nine salary groups for heads depending on the size of the school. :

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: If a school head is involved in teaching lessons too, and have received 1st, 2nd and 3rd quality level of professional activity performance evaluation system, he or she receive allowance proportionally to the teaching work rate. [Back to main table for this Indicator](#)

#### Lithuania:

Statutory salaries of school heads depend on the number of groups (pre-primary education) or students (primary and secondary education), the qualification level, the managerial experience and the number of years in service. : [Back to main table for this Indicator](#)

#### Mexico:

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: christmas bonus, vacation bonus, extraordinary payment for curricular services, assignment for the organization of the school year, End-of-year compensation, assignment of cultural activities, days of permanence for support in education, Compensation for strengthening temporary and compatable compensation, help transportation, extraordinary annual payment, national single compensation. [Back to main table for this Indicator](#)

#### Netherlands:

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: 13 month, holiday pay, inkomenstoelage, bindingstoelage, incidentele uitkering. [Back to main table for this Indicator](#)

#### New Zealand:

The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system. . [Back to main table for this Indicator](#)

#### Poland:

Methodology: The maximum statutory salaries of school heads was calculated as the sum of basic salary and bonuses that constitute a regular part of the annual basic salary like seniority allowance, thirteenth month and holiday benefits. The actual data on positon allowances for school heads is collected in the administrative data base (School Education Information System, SIO).

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: additional yearly salary, holiday allowance, seniority bonus. . [Back to main table for this Indicator](#)

#### Portugal:

In Portugal, a “school head” is a teacher in the position and with the duties of a “principal”, not existing any differences between school heads at different ISCED levels. Principals, deputy principals and accessors receive an increase in salary during the assignment for the position and according to the total number of students in their respective clustered and non-clustered schools.

The school head’s gross salary is made of two main subjects:

the sum received as a school teacher, calculated according to the career position (roughly, the number of years’ service); this amount is paid 14 times a year – 12 months, holiday and end of the year payments;

the “school head” allowance, calculated according to the number of students enrolled in the school or school cluster, paid monthly 12 times a year; the allowance varies between EUR 200 per month (schools/schools clusters with less than 301 students enrolled) to EUR 750 per month, for schools/schools clusters with more than 1500 students enrolled).

The table illustrates the school heads salaries, in the school year 2017/2018.

**School year 2016/2017 (annual values, in Euros)**

Students enrolled in the school/school cluster	Statutory teacher salary		School head allowance	School head salary	
	Min	Max		Min	Max
300 or less students	22 290	44 315	2 400	24 690	46 715
301 to 600 students	22 290	44 315	3 600	25 890	47 915
601 to 900 students	22 290	44 315	5 400	27 690	49 715
901 to 1200 students	22 290	44 315	7 800	30 090	52 115
1201 to 1500 students	22 290	44 315	8 400	30 690	52 715
more than 1500 students	22 290	44 315	9 000	31 290	53 315



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

#### **Scotland:**

In "pre-primary" (Early Learning and Childcare) settings, "school head" is interpreted as manager of day-care services. Statutory salaries of school heads refer to the Headteacher and Deputy Headteacher Spine. [Back to main table for this Indicator](#)

#### **Slovenia:**

Primary and lower secondary education (ISCED 1 and 2) consists in an integrated programme. The same population of school heads is reported in data on ISCED 1 and ISCED 24 (single structure basic school is headed by one school head).

Legislation and collective agreements specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades.

School heads were classified on a salary scale:

- September to December 2017: ISCED 0 - from 41 to 50; ISCED 1 and 2 - from 42 to 50; ISCED 34 - from 42 to 54;
- since January 2018: ISCED 0 - from 47 to 53; ISCED 1 and 2 - from 47 to 53; ISCED 34 - from 46 to 55.

Statutory salaries include basic salary which is determined by the salary grade into which the school head of a kindergarten/school/centre/organisational unit is classified, length of service bonus (10 years for minimum salary and 40 years for maximum salary; 0.33% of basic salary per year), holiday bonus (EUR 842.79 ) and reimbursement for meals during work (on average EUR 3.80 per working day - for 10.5 months). [Back to main table for this Indicator](#)

#### **Spain:**

School heads receive two extra payments per year. Each extra payment amounts to one month's basic salary plus the bonus linked to length of service and part of the allowance linked to the level of the civil servant position held. [Back to main table for this Indicator](#)

#### **Sweden:**

In Sweden salary levels are not regulated by law and salary tariffs does not exist. Actual teachers' salaries, not including bonuses and allowances. Thus, no reference to regulation or official document can be provided. Instead we use data from the national registers.

"Starting/minimum salaries" has been interpreted as school heads having worked for 1-2 years. The median value of these salaries are reported. "Salaries at the top of the range/maximum salaries" has been interpreted as school heads belonging to the 90 percentile, which means that 10 % of them have higher or the same salary as the 90 percentile.

"Salaries at the top of the range/maximum salaries" has been interpreted as school heads belonging to the 90 percentile, which means that 10 % of them have higher or the same salary as the 90 percentile. Therefore there are no data on which percentage of all school heads receiving this salary.

"Typical qualifications" has been interpreted as teachers with minimum level of training, i.e. fully qualified teachers with pedagogical education. [Back to main table for this Indicator](#)

#### **United States:**

In the United States, most school head compensation issues are decided at the school district level.

School heads' salaries are decided at the local level and vary across local areas and states. There is no national salary scale in the United States. In reporting data for this survey, the U.S. relied on a nationally representative sample survey of schools, teachers and principals. Data on statutory salaries are reported for median salaries based on school head's reported base salaries.

Minimum salary refers to the most prevalent qualification (master's degree) and maximum salary refers to the highest qualification (education specialist or doctoral degree). [Back to main table for this Indicator](#)



## Metadata on school heads and their compensation system (in public institutions): Tables D3.11 and D3.12.

### **Interpretation**

#### **Australia:**

*Notes on interpretation:* The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres.

*Schools with students with special educational needs (in mainstream classes):* Taken into account in Principal classification outcome

*School in a disadvantaged, remote or high cost area (location allowance):* Taken into account in Principal classification outcome. [Back to main table for this Indicator](#)

#### **Chile:**

*Allowances related to qualifications, training and performance:*

*Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.):* School heads are required to be qualified in level Advanced in the Teachers' professional development System. However, they can potentially be qualified in higher levels, which would mean an extra amount in his/her base salary.

*Other criteria:* The only additional allowances of the School Heads are the Collective Performance Allowance (ADECO), which is set in relation to the achievement of the school goals, in agreement with the Ministry of Education. This has to be approved by both the school and the provincial management. It can be 10 to 20% of the base salary. On the other hand, a school head who takes hours in the classroom could participate in the evaluation process and eventually be assigned in a better level in the teaching career, opting for better salaries. [Back to main table for this Indicator](#)

#### **Czech Republic:**

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Participation in other management in addition to school head duties:* Leadership of other employees set in a percentage of the highest salary steps in the given category: 5-60 % according to the level of leadership.

*Working overtime:* Overtime pay for work above the statutory weekly working hours is at least 25% of the hourly average earnings.

*Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):* For school prevention specialist, further qualifications are required. CZK 1 000-2 000 monthly

For school advisor performing the specialised methodical activity and more complicated counselling activities, further qualification is required. The position allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of teachers who perform the function of a school advisor is reduced by 1-5 lessons a week, depending on the school size.

*Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or Participation in mentoring programmes and/or supporting new teachers in induction programmes:* Individual allowance, up to 50 % (in exceptional cases up to 100 %) of the highest salary steps in the given range (usually the individual allowance amounts to 2.8 % of the gross salary). Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfilment of a larger range of work tasks than other employees. Performance is evaluated by school head.

*Class teacher/form teacher:* Allowance for a 'class teacher': CZK 400-1 300 monthly.

*Other:* Remuneration for the successful completion of an extraordinary or exceptionally important work task.

*Allowances related to qualifications, training and performance:*

*Successful completion of (continuing) professional development activities:* Performance of specialised activities which requires further qualifications (co-ordination in the area of ICT, developing and co-ordination of School Framework Programmes, prevention of socially pathologic phenomena and activities related to the environmental education and to the spatial orientation of visually disabled children and pupils): CZK 1 000-2 000 monthly. The weekly direct teaching activity of a teacher who works as an ICT methodologist is reduced by 1 to 5 lessons.

*Outstanding performance:* Individual allowance, up to 50 % (in exceptional cases up to 100 %) of the highest salary steps in the given range. Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfilment of a larger range of work tasks than other employees. Performance is evaluated by school head.

*Other:* Specialised methodological activity in pedagogy and psychology which requires further qualification - study for school advisors. The position allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of school heads that perform the function of a school advisor is reduced by 1-5 lessons a week, depending on the school size.

*Family status (e.g. married, number of children):* No allowances are paid on the base of family status only. In case of bad socio-economic situation the teacher (as any other) can apply for children's benefits. [Back to main table for this Indicator](#)

#### **Estonia:**

These allowances are not stated in any regulation: which authority level decides on the entitlement to the following allowances are based on common practice. [Back to main table for this Indicator](#)

#### **Finland:**

*Allowances related to qualifications, training and performance:*

*Outstanding performance:* Payable as a lump sum amount. Negotiated with the school head's employer, the local authorities. Appraisal is also done by the representative of the local authority, most commonly head of local education department

*Allowances related to working conditions:*

*School in a disadvantaged, remote or high-cost area (location allowance):* Percentage of base salary: Two different pay scales - Finland is divided into two "cost areas. The difference amounts to 1% of the statutory base salary. [Back to main table for this Indicator](#)

#### **France:**

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* Allowance for tutoring, master trainer: EUR 1 250

*Outstanding performance:* A part of the "*indemnité de fonctions, de responsabilités et de résultats*" takes into account the results of the professional interview and is paid every 3 years. It is determined using a coefficient ranging from 0 to 3 applied to a reference amount of EUR 2 000 for the three school years covered by the school head's "*lettre de mission*" (engagement letter).

*Allowances related to working conditions:*

*School in a disadvantaged, remote or high-cost area (location allowance):* Allowance for teachers teaching in disadvantaged area (REP and REP+ allowance) - REP = EUR 1 734; REP+ = EUR 2 312.

*Residence allowance (not dependent on a particular location):* It is the "*Indemnité de résidence*" payed each month. The amount depends on the area. <https://www.service-public.fr/particuliers/vosdroits/F32511>

*Family status (e.g. married, number of children):* It is the "*SFT*" (family supplement) payed each month. The amount depends on the number of children. <https://www.service-public.fr/particuliers/vosdroits/F32513>. [Back to main table for this Indicator](#)

#### **Greece:**

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):* School heads are responsible in collaboration with the teachers for maintaining discipline, but this task is not compensated with an allowance (G.G. 1340/B /16-10-2002 Art. 29, par. 7).

*Special tasks (e.g. training student teachers and providing support to other teachers.):* School heads have the duty to support other teachers including new teachers and substitute teachers, but they do not receive an allowance for this task (G.G. 1340/B /16-10-2002 Art. 28 par. ia and Art. 29 par. 12, 13).

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* School heads have the duty to take up initiatives in collaboration with school counsellors for supporting new teachers and organising in-service training seminars for teachers of their school, but they do not receive an allowance for these duties (G.G. 1340/B /16-10-2002 Art. 30 par. 3, par. 1).

*Other:* School heads have additional duties relating to the school board, the school counsellors, the Head of the Education Directorate, the school community, the school committee, the students' parents and guardians, and citizens, but these duties are not compensated by allowances (G.G. 1340/B /16-10-2002 Articles 29, 30, 31, and 32).

*Allowances related to qualifications, training and performance:*

*Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.):* The initial educational qualification is a Bachelor's degree, the possession

of a relevant Master's or PhD degree is considered as additional years of experience as a teacher. The recognised additional years of service result in a higher salary grade according to Law 4354/2015.

*Allowances related to working conditions:*

*School in a disadvantaged, remote or high-cost area (location allowance):* The allowance for serving in a disadvantaged or borderline region is EUR 100 gross per month.

*Other criteria:*

*Family status (e.g. married, number of children):* The family allowance received by all civil servants including school heads is EUR 50 gross per month for one dependent child, EUR 70 gross per month for two dependent children, EUR 120 gross per month for three dependent children, EUR 170 gross per month for four dependent children and for more than four children EUR 70 for each child above the four children (e.g. EUR 240 gross per month for five dependent children).

*Allowances related to qualifications, training and performance:*

*Other:* For principals, at ISCED 1, ISCED 24 and ISCED 34 who started teaching prior to 2011, the allowance for teaching in an island school is EUR 1 842, the allowance for teaching in an Irish speaking area (*Gaeltacht*) is EUR 3 063, and the allowance for teaching through Irish in an all Irish school outside of the *Gaeltacht* is EUR 1,583.

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

### **Hungary:**

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Working overtime:* Collective agreement concluded by the Klebelsberg Maintenance Centre. Only at public schools. [http://kk.gov.hu/download/7/fe/80000/KLIK\\_PSZ%20kollekt%C3%ADv\\_1122.pdf](http://kk.gov.hu/download/7/fe/80000/KLIK_PSZ%20kollekt%C3%ADv_1122.pdf)

13.1 point says that the calculation method is the following: base salary (without allowances) divided by 138.5. This is the rate for one class.

*Other:* Allowance for teaching ethnic minority classes in an ethnic minority language: 10% of the base salary of the degree of the teacher.

*Allowances related to working conditions:*

*Schools with students with special educational needs (in mainstream classes):* 5-10% of the base salary.

*School in a disadvantaged, remote or high cost area (location allowance):* 10-30% of the base salary. [Back to main table for this Indicator](#)

### **Iceland:**

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Working overtime:* ISCED 3: overtime is calculated as 1.2 hours of a specific salary level. ISCED 0, 1, 2 overtime is calculated as 1.0385% of the employee's monthly salary.

*Allowances related to qualifications, training and performance:*

*Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.):* Data not available. Depends on local authorities except for ISCED3 schools where it is determined by an independent board. [Back to main table for this Indicator](#)

### **Israel:**

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Special tasks (e.g. training student teachers and providing support to other teachers.):* A school head can support another school head, and not a teacher, for a supplementary payment. Part of the principal's ongoing work is to support teachers and it is included his basic salary.

*Class teacher/form teacher:* Only in the upper secondary education a school head can receive main teacher reward and allowance for managing

*Allowances related to qualifications, training and performance:*

*Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.):* Not relevant in pre-schools in primary and lower secondary schools - a separate salary table with no management compensation.

*Outstanding performance:* In the upper secondary education, a school head can receive between ILS 3 100 to ILS 8 300 for school performance. The school owners can add a separate grant for successful schools.

*Complexity and school size:* In the upper secondary education, school size and complexity have an impact on the school head salary. School head of a 6 years school (with lower secondary classes) can receive higher salary than a school head of a 3 years school (only upper secondary classes).

*Allowances related to working conditions:*

*School in a disadvantaged, remote or high-cost area (location allowance):* the nature of compensation is percentages and monthly payments as home rent.

*Other criteria:*

*Residence allowance (not dependent on a particular location):* Negligible. Rent home for the school heads in Eilat and for some Druze and Bedouin school heads who work in farther areas.

*Family status (e.g. married number of children):* Additional dormitories having children under 5 years old reduced working hours for having children under age 14.

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

### **Ireland:**

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties)*

*Other:* Co-ordinating provision in July for pupils/students with autism. School heads at ISCED 1, 24 and 34 who co-ordinate July provision receive an additional salary that is calculated on the basis of each day worked and at a rate that is linked to their existing salary as principal.

*Allowances related to qualifications, training and performance*

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): The minimum qualification to be a school head is the minimum qualification required for recognition as a teacher, in addition to being required to have a specified level of teaching experience. Similar to teachers, principals who entered the teaching profession prior to 2011 and who prior to 2011, gained additional qualifications other than the minimum qualifications are paid allowances for the additional qualifications.

*Other:* For principals at ISCED 1, ISCED 24 and ISCED 34 who started teaching prior to 2011, the allowance for teaching in an island school is EUR 1 842, the allowance for teaching in an Irish speaking area (Gaeltacht) is EUR 3 063, and the allowance for teaching through Irish in an all Irish school outside of the Gaeltacht is EUR 1 583.

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

### **Italy:**

*Allowances related to qualifications, training and performance*

*Outstanding performance (based on high student achievement, annual appraisals, independent assessment of teaching/management skills, etc.):* An evaluation system for school heads was set up. Each region shares among school managers 15-85% of the yearly amount available at regional level to compensate school principals for the pursuit of the school improvement objectives set a regional level. An integration of the variable part of result compensation [Back to main table for this Indicator](#)

### **Latvia:**

*Notes on interpretation:* Information refers to public institutions only (private institutions may have set some other allowances autonomously). Local authorities (municipalities) are employers of school heads for most schools in Latvia.

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Participation in other management in addition to school head duties:* Depends on local authority.

*Working overtime:* Depends on local authority.

*Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):* Student counselling is part of his/her duties as a teacher, but these tables are about allowances related to other tasks and responsibilities as school heads (not to teaching duties)

*Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school):* If a school head performs also duties of interest-related education teacher (extracurricular activities teacher) he or she receives salary for respective workload. However, these tables are about allowances related to other tasks and responsibilities AS school heads (not to teaching duties)

*Special tasks (e.g. training student teachers and providing support to other teachers.):* Depends on local authority.

*Class teacher/form teacher:* If a school head performs also duties of class teacher. However, these tables are about allowances related to other tasks and responsibilities AS school heads (not to teaching duties)

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* Depends on local authority.

*Allowances related to qualifications, training and performance:*

*Successful completion of (continuing) professional development activities:* CPD is professional duty of teachers and school heads (all pedagogical staff) and regulation says that it should take place 36 hours in every three years. However, it is not described by regulation that this duty and formation of base salary is linked.

*Outstanding performance:* As a school head he/she may receive additional allowances from the school founder (local authority). If a school head performs also duties of a teacher, he/she is eligible to participate in performance quality evaluation (voluntarily) and to receive additional allowance related to the teaching quality performance. Teachers with the 1st, 2nd, and 3rd quality level (professional activity quality evaluation system) receive allowance of EUR 45, EUR 114, and EUR 140 respectively in relation to one teaching work rate.

*Allowances related to working conditions:*

*Schools with students with special educational needs (in mainstream classes):* 10% of the monthly salary.

*Other criteria:*

*Other:* Heads of state gymnasiums are eligible to receive 10% allowance. [Back to main table for this Indicator](#)

### **Lithuania:**

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Working overtime:* Basic salary increase up to 30%

*Other:* Basic salary increase: 5-20 % for youth schools heads; 5-20% for gymnasium schools heads; basic salary could be increased totally up to 45%

*Allowances related to working conditions:*

*Schools with students with special educational needs (in mainstream classes):* basic salary increase 5-20%. [Back to main table for this Indicator](#)

### **Netherlands:**

*Notes on interpretation:* School boards decide on these allowances. [Back to main table for this Indicator](#)

### **New Zealand:**

*Notes on interpretation:* The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system. [Back to main table for this Indicator](#)

### **Norway:**

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Working overtime:* Local authorities decide whether a school head is covered by the overtime regulations or not. When school heads are, they receive a 50% overtime premium.

*Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):* An annual compensation of minimum NOK 12 000

*Class teacher/form teacher:* An annual compensation of minimum NOK 12 000 [Back to main table for this Indicator](#)

### **Poland:**

*Allowances related to qualifications, training and performance:*

*Outstanding performance:* The amounts of the awards are specified in regulations determined/adopted by the central, regional and local authorities. The school head is assessed for achievements in professional work (achievement of a high level of education, by, for example, creating conditions for developing students' aptitudes and abilities, providing support to teachers in carrying out their tasks, ensuring safety for students and teachers). The evaluation of a school head is carried out by the body in charge of pedagogical supervision in agreement with the local authority.

*Other:* The motivation incentive (management performance appraisal): The allowance specified in central regulations and the amount of it determined/adopted by the local authorities.

In March 2016 the actual average value of the motivation incentive for all Polish school heads amounted to PLN 551 (for one month).

*Allowances related to working conditions:*

*School in a disadvantaged, remote or high-cost area (location allowance):* 10% of the base salary (without any additional payments) paid to school head monthly for working in rural areas or towns with no more than 5 thousand inhabitants.

*Other:* Residence allowance for working in rural areas or towns with no more than 5 thousand inhabitants. The amount of additional payments specified in the regulations is left to the discretion of local authorities and vary from one case to another. This allowance was available for teachers/school heads until 31 December 2017

*Other criteria:*

*Other:* Service anniversary award. The amount of the service anniversary award depends on the period of school head's work and is as follows: for 20 years of work - 75% of monthly remuneration; for 25 years of work - 100% of monthly remuneration; for 30 years of work - 150% of monthly remuneration; for 35 years of work - 200% of monthly remuneration; for 40 years of work - 250% of monthly salary. [Back to main table for this Indicator](#)



**Portugal:**

In Portugal, most schools are organised in school clusters, which contain schools teaching courses in various ISCED levels.

In these cases, the school head may be from any ISCED level taught at any of the schools belonging to that school cluster, and are paid similarly.

Principals, deputy principals and accessors receive an increase in salary during the assignment for the position and according to the total number of students enrolled in their respective clustered and non-clustered schools.

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

**Scotland:**

*Allowances related to working conditions:*

*School in a disadvantaged, remote or high-cost area (location allowance):* GBP 17 904. Where a headteacher or depute headteacher resides at a residential special school, or in such close proximity that they can undertake immediate action in respect of management and supervisory tasks arising outwith teaching hours, and responsibility for such tasks is an accepted part of the duties of the post, the salary for the post will be increased by the amount specified here: [http://www.snct.org.uk/wiki/index.php?title=Appendix\\_2.5\\_Annex\\_A](http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5_Annex_A). [Back to main table for this Indicator](#)

**Slovak Republic:**

Notes on interpretation: Law on the Remuneration of Employees in the Performance of Work No. 553/2003 <http://www.zakonypreludi.sk/zz/2003-553>. Regulations do not indicate the amount for many allowances.

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Class teacher/form teacher:* 5% of salary with 32 years of experience in 1 class, 10% of salary with 32 years of experience in 2 classes.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* 4% of salary with 32 years of experience for 1 new teacher, 8% of salary with 32 years of experience for 2 new teachers.

*Allowances related to qualifications, training and performance:*

*Outstanding performance (based on high student achievement, annual appraisals, independent assessment of teaching/management skills, etc.):* Nature of compensation can be monetary or not. School heads' performance is evaluated based on good student achievement.

*Allowances related to working conditions:*

*Schools with students with special educational needs (in mainstream classes):* 1%-2.5% of salary if in class, there are 30% or more students with special educational needs.

*Residence allowance (not dependent on a particular location):* Paid only in the first year. [Back to main table for this Indicator](#)

**Slovenia:**

Notes on interpretation: Allowances are specified by law and collective agreement.

*Allowances related to qualifications, training and performance:*

*Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.):* Fixed amounts per month for attained level: 1) academic specialisation: EUR 23.27; 2) research master's degree: EUR 36.21; 3) doctor's degree: EUR 59.47.

*Outstanding performance:* Work performance from increased workload (additional teaching within full-time contract- not more than 5 lessons per week). Regular work performance allowances (based on appraisal) are provisionally taken out of teachers' salaries following circumstances of economic crisis.

*Allowances related to working conditions:*

*School in a disadvantaged, remote or high-cost area (location allowance):* Reimbursement of transportation cost from home to the school and back for teachers (if the distance is more than 2 km) – cost of public transport for days at work.

*Other:* Bilingual schools or schools with Italian language: 6 % of basic salary

*Other criteria:*

*Other:* Long-service award: payment to teachers for years of employment in public sector (10 years: EUR 288.76; 20 years: EUR 433.13; 30 years: EUR 577.51). [Back to main table for this Indicator](#)

**Spain:**

*Allowances related to qualifications, training and performance:*

Successful completion of (continuing) professional development (CPD) activities: Fixed amounts as extra-salary supplement, every five-six year periods, for teachers who have done at least a minimum number of hours of



recognised lifelong learning activities as Continuous Professional Development (CDP). This supplement varies from period to period (a maximum of five periods) and may be different according to the educational level. To receive this supplement, teacher apply for and accredited the relevant requirements.

**Outstanding performance:** Fixed amounts. School heads are assessed at the end of their term of office. Those who have a positive assessment, have a personal and professional recognition, and also an economic recognition consisting of part of the school heads' allowance (depending on the number of years they have been school heads) for the rest of their active life. The Autonomous Communities regulate the performance evaluation of the directors of the schools. In general, this evaluation is aimed at analysing the development of the management tasks. This evaluation has as referent the competences and tasks that the legislation attribute for this position.

*Allowances related to working conditions:*

*School in a disadvantaged, remote or high-cost area (location allowance):* Head teachers receive a specific amount depending on the type of school and the number of registered students enrolled each year. Geographical location refers to the Autonomous Communities of Canarias and Illes Balears, the Cities of Ceuta and Melilla, the Spanish schools abroad as well as to some areas with a specific dialect. Fixed amounts (they may be different for each level of education) that consist of allowances given to all teachers working in those regions or areas, but not of personal allowances.

*Other criteria:*

*Other:* In some Autonomous Communities, fixed amounts for school heads that support in school transport and educational attention to students in the school canteen (e.g. caring children in the school transport and during the school meals). [Back to main table for this Indicator](#)

### **Sweden:**

The nature of compensation is determined individually for each school head. Schools who operate under particularly challenging circumstances can apply for a national government grant ("statsbidrag för skolledare och extra karriärtjänster") to cover increased salary costs related to employment of specially skilled school leaders.

If granted, the school could increase the salary of the school head by SEK 10 000 per month.

(<https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-skolledare-och-extra-karriartjanster-2018-19>)

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

### **Switzerland:**

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Participation in other management in addition to school head duties or engaging in extracurricular activities or students counselling or special tasks (e.g. training student teachers and providing support to other teachers.) or being a class/form teacher or participation in mentoring programmes and/or supporting new teachers in induction programmes:* Not part of the tasks

*Working overtime:* School heads are usually not paid if they work overtime.

*Allowances related to qualifications, training and performance:*

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): Continuing education for the professional development are compulsory

*Outstanding performance:* Evaluation by cantonal authorities (school superintendent) and school board

*Allowances related to working conditions:*

Schools with students with special educational needs (in mainstream classes): Students or classes receive more resources (additional lessons)

*School in a disadvantaged, remote or high-cost area (location allowance):* The state government (cantonal authorities) can provide additional lessons

*Other criteria:*

Residence allowance (not dependent on a particular location): The canton decides on the amounts

Family status (e.g. married, number of children): The canton decides on the amounts [Back to main table for this Indicator](#)

### **Turkey:**

*Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):*

*Working overtime:* School heads are paid 20 course hours of fee for their administrative services.

*Other criteria:*

*Family status (e.g. married number of children):* Based on the 657th Civil Personnel Act, teachers, as civil servants, are provided with an additional allowance depending on the number and age of their siblings. In addition, teachers

receive an additional payment if their wife/husband is unemployed having kid(s) (Amounts: For the first kid, the amount is TRY 49 (for those younger than 72 months) and TRY 77 (for those older than 72 months), for the second is TRY 99 (for those younger than 72 months) and TRY 153 (for those older than 72 months), and third one is TRY 157 (for those younger than 72 months) and TRY 238 (those older than 72 months) per month). [Back to main table for this Indicator](#)

# INDICATOR D4: How much time do teachers spend teaching? [\(Back to chapter D\)](#)

		<b>D4</b>		
		Methodology Source		
		<a href="#">D4.1a, D4.1b and D4.2 Coverage, methodology and interpretation</a>	<a href="#">D4.3a and D4.3b Interpretation</a>	<a href="#">X3.D4.6 (Annex 3) Coverage, methodology and interpretation</a>
OECD	Australia	<a href="#">AUS</a>	<a href="#">AUS</a>	<a href="#">AUS</a>
	Austria	<a href="#">AUT</a>		
	Belgium (Fl.)	<a href="#">BFL</a>		
	Belgium (Fr.)	<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>	
	Colombia	<a href="#">COL</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>	<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>	
	Greece	<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>	
	Israel	<a href="#">ISR</a>	<a href="#">ISR</a>	
	Italy	<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	<a href="#">LVA</a>	<a href="#">LVA</a>	<a href="#">LVA</a>
	Lithuania	<a href="#">LTU</a>	<a href="#">LTU</a>	
	Luxembourg			
	Mexico	<a href="#">MEX</a>	<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>
	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>			
Slovenia	<a href="#">SVN</a>	<a href="#">SVN</a>	<a href="#">SVN</a>	
Spain	<a href="#">ESP</a>	<a href="#">ESP</a>		
Sweden	<a href="#">SWE</a>	<a href="#">SWE</a>		
Switzerland	<a href="#">CHE</a>		<a href="#">CHE</a>	
Turkey	<a href="#">TUR</a>			
United States	<a href="#">USA</a>	<a href="#">USA</a>	<a href="#">USA</a>	
Partner	Argentina			
	Brazil	<a href="#">BRA</a>	<a href="#">BRA</a>	
	China			
	Costa Rica	<a href="#">CRI</a>	<a href="#">CRI</a>	
	India			
	Indonesia			
	Russian Federation			
	Saudi Arabia			
South Africa				

## Methodology

The indicator presents teaching and working time of full-time teachers in public institutions as well as activities and tasks requirements for teachers in these public institutions.

Data refer to statutory teaching and working time of teachers, as well as actual teaching time of teachers. Teaching time is calculated as the net contact time for instruction, i.e. excluding both time allocated for lunch breaks or short morning or afternoon breaks and days that the school is closed for holidays (both individual public holidays and seasonal school holidays/vacations). To have a comparable measure of teaching time, teaching periods must be transformed into 60-minute periods. [Back to main table for this Indicator](#)

## Sources

The indicator draws on data from the annual system-level data collection of the INES NESLI Network on teaching and working time of teachers. Sources for these data are displayed in the Table [X3.D4.1](#).

**Table X3.D4.1. Sources and reference period (school year) for teaching and working time of teachers**

Country	Sources	Reference period
Australia	<i>Statutory time:</i> State submissions <i>Activities and tasks requirement:</i> Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award <i>Actual data:</i> State submissions	2017/18  2016/17
Austria	<i>Statutory data:</i> Legal documents (Civil Service Code)	2017/18
Belgium (Fl.)	<i>Statutory time:</i> Decree and decisions of the Flemish Government (Related links: <a href="https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000373&amp;param=inhoud">https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000373&amp;param=inhoud</a> , <a href="https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1005552&amp;param=inhoud">https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1005552&amp;param=inhoud</a> , <a href="https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1008428&amp;param=inhoud">https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1008428&amp;param=inhoud</a> , <a href="https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000266&amp;param=inhoud">https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000266&amp;param=inhoud</a> ) <i>Activities and tasks requirement:</i> Decree and decisions of the Flemish Government (Related links: <a href="https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000387&amp;param=inhoud">https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000387&amp;param=inhoud</a> , <a href="https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000388&amp;param=inhoud">https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000388&amp;param=inhoud</a> , <a href="https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1005384&amp;param=inhoud">https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1005384&amp;param=inhoud</a> , <a href="https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1005552&amp;param=inhoud">https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1005552&amp;param=inhoud</a> )	2017/18
Belgium (Fr.)	<i>Statutory data:</i> Directives officielles sur l'organisation de l'année scolaire : Circulaire n°6268 du 30 juin 2017 relative à l'organisation de l'enseignement maternel et primaire ordinaire – année scolaire 2017-2018.; Décret du 13 juillet 1998 portant organisation de l'enseignement maternel et primaire et modifiant la réglementation de l'enseignement.; Circulaire générale n°6293 du 4 août 2017 relative à l'organisation de l'enseignement secondaire ordinaire et à la sanction des études – Tome 1 : Directives pour l'année scolaire 2017-2018 – Organisation, structures et encadrement – Tome 2 : Sanction des études – Organisation de l'année scolaire 2017-2018.; 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 2017-2018 : <a href="http://www.enseignement.be/index.php?page=23953">http://www.enseignement.be/index.php?page=23953</a>	2017/18
Brazil	<i>Statutory data:</i> National Education Law n.9394/1996 (Art. 24 - I; Art. 31 - II).	2018
Canada	<i>Statutory data:</i> Acts and Regulations of the provincial and territorial governments. In some jurisdictions, that is informed by additions in Collective Agreements	2017/18
Chile	<i>Statutory data:</i> Law "Teacher Statute" and its supplementary laws, information from the National Centre for Improvement, Experimentation and Pedagogical Research (CPEIP)	2018
Colombia	<i>Statutory data:</i> Ministerio de Educación Nacional - SINEB Law 715 / 2001; Law 1850 / 2002	2017/18
Costa Rica	<i>Statutory time:</i> Guidelines on schedules for different cycles, levels, offers and modalities of the Costa Rican education system, Ministry of Public Education, 2015; Curricular Structures all Modalities, III Cycle and Diversified Education, Institutional Planning Directorate, Ministry of Public Education, 2010; Transfer of Agreement 34-97, Higher Education Council. May 1997; School Calendar 2018, Ministry of Public Education <i>Activities and tasks requirement:</i> General Directorate of Civil Service	2018

Country	Sources	Reference period
Czech Republic	<i>Statutory data:</i> Education Act and regulation	2017/18
Denmark	<i>Statutory working time:</i> Agreements with unions <i>Activities and tasks requirement:</i> Collective agreements between teachers' unions and Ministry of Finance (Minister for Public Sector Innovation) or Local Government Denmark; Law no. 409, 2013 on extension and renewal of collective agreements <i>Actual data:</i> Number of teaching hours at primary, lower secondary and upper secondary level: Danish Ministry of Education	2017/18 2016/17
England (UK)	<i>Statutory data:</i> School Teachers Pay and Conditions Document (STPCD) 2017 <a href="https://www.gov.uk/government/publications/school-teachers-pay-and-conditions">https://www.gov.uk/government/publications/school-teachers-pay-and-conditions</a> <i>Actual data:</i> Teachers Workload Survey (TWS) 2016 <a href="https://www.gov.uk/government/publications/teacher-workload-survey-2016">https://www.gov.uk/government/publications/teacher-workload-survey-2016</a>	2017/18 2015/16
Estonia	<i>Statutory data:</i> Legislative acts, Estonian Education Information System (EHIS) <i>Actual data:</i> Estonian Education Information System (EHIS)	2017/18 2016/17
Finland	<i>Statutory data:</i> Collective agreement for municipal personnel 2018-2019 ( <a href="https://www.kt.fi/sopimukset/kvtes/2018">https://www.kt.fi/sopimukset/kvtes/2018</a> ) and collective agreement for education personnel 2018-2019 ( <a href="https://www.kt.fi/sopimukset/ovtes/2018">https://www.kt.fi/sopimukset/ovtes/2018</a> ) <i>Actual data:</i> National data collection on teachers and principals 2016 by Statistics Finland	2017/18 2016/17
France	<i>Statutory data:</i> Legal documents: - <i>Premier degré</i> (pre-primary and primary levels): Decree n°2008-775 from July 30th, 2008 ( <a href="#">link</a> ); Decree n°2017-444 from March 29th, 2017 ( <a href="#">link</a> ); Decree n°2013-790 from August 30th, 2013 setting the <i>Indemnité de suivi et d'accompagnement des élèves</i> (ISAE) allowance to teachers from pre-primary and primary education. - <i>Second degré</i> (lower secondary and upper secondary levels): Decree n°2014-940 from August 20th, 2014 ( <a href="#">link</a> ); Decree n°2015-475 from April 27th, 2015 setting the <i>indemnités pour missions particulières</i> (IMP) at secondary education (allowances for specific missions) ( <a href="#">link</a> ); Circular n°2015-058 from April 29th, 2015 explaining the modalities for the attribution of the IMP ( <a href="#">link</a> ); Ministry of Education website, general inspection report on the <i>indemnités pour missions particulières</i> (allowances for specific missions) ( <a href="#">link</a> ); Decree n°93-55 from January 15th, 1993 setting the " <i>Indemnité de suivi et d'orientation des élèves</i> " (ISOE) allowance to teachers lower and upper secondary education <i>Actual data:</i> MEN-MESRI-DEPP- <i>Base Relais</i> ; MEN-DGESCO- <i>Application Egide</i>	2017/18 2016/17
Germany	<i>Statutory data:</i> Standing Conference of the Ministers of Education and Cultural Affairs of the <i>Länder</i> in the Federal Republic of Germany	2017/18
Greece	<i>Statutory data:</i> National legislation (Laws, Presidential Decrees, Ministerial Decisions and Circular Letters issued mainly by the Ministry of Education). <i>Activities and tasks requirement:</i> Law 1566/1985 art. 13 par. 8 (G.G. 167/A/1985) as amended by Law 4512/2018, Article 245 (G.G. 5/A/17-1-2018); Ministerial Decision 353.1/324/105657/Δ1/2002 (G.G. 1340/B/2002), articles 36-39; Presidential Decree 104/1979 article 2, par. 2; Circular Letter Φ272/Δ2/8761/24-06-1982; Ministerial Decision 304/13-03-2003, chapter VI. (on assessment); Circular of the General Accounting Office with ref. nr. 2/31029/ΔΕΠ/6-5-2016 (ΑΔΑ: ΩΛ9ΣΗ-0ΝΜ), Article 16, βε, on the allowance of school counselors and Article 20, Γ1 on compensation for overtime teaching; Presidential Decree 79/2017, G.G. 109/A/2017.	2017/18
Hungary	<i>Statutory data:</i> 14/2017. (VI. 14.) EMMI ministerial decree; Act CXC of 2011 on Public Education; Act XXXIII of 1992 on the status of public servants; Act I of 2012 on Labour Code; 20/2012 (VIII.31.) EMMI ministerial decree; Government decree 277/1997. (XII. 22.) on teacher in-service training, teacher examination and on the benefits and reductions provided for participants in in-service training; Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions; Ministerial decree 20/2012. (VIII. 31.) (Ministry of Human Resources) on the operation of public education institutions and on the use of names of public education institutions; Local regulations	2017/18
Iceland	<i>Statutory data:</i> The National Curriculum Guidelines, 2011. The reference schedule for school curricula; Current negotiated wage contracts stipulating teachers' working hours; Collective agreements between central and local government and teacher union	2017/18

Country	Sources	Reference period
Ireland	<p><i>Statutory data:</i> Department of Education and Skills Circulars:  Circular M29/95: Time in School (post-primary)  Circular 11/95: Time in School (primary)  Circular 29/03: Supervision For Mid-Morning and Lunchtime Breaks (primary)  Circular 48/07: Holders of Contracts of Indefinite Duration (post-primary)  Circular 08/2011: Croke Park Implementation (primary)  Circular 25/2011: Croke Park Implementation (post-primary)  Circular 33/2013: Public Service Stability Agreement 2013-2016 (Haddington Road Agreement) Supervision Scheme in Primary Schools  Circular 0006/2014: Public Service Stability Agreement 2013-2016 (Haddington Road Agreement) Supervision and Substitution Scheme  Circular 0052/2014: Public Service Stability Agreement 2013-2016 (Haddington Road Agreement: Review of Usage of Croke Park Hours (primary))  Circular 0043/2014: Public Service Stability Agreement 2013-2016 (Haddington Road Agreement: Review of Usage of Croke Park Hours (post-primary))  Circular 61/2015 Primary Language Curriculum/<i>Curaclam Teanga na Bunscoile Circular</i>  Circular 0024/2016 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2015/16 and 2016/2017  Circular 15/17: Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19  Circular 81/17: Publication of new “Child Protection Procedures for Primary and Post-Primary Schools 2017”  Circular 0070/2018: Leadership and Management in Primary Schools</p>	2017/18
Israel	<p><i>Statutory data:</i> Employment Agreement between teachers’ unions and the Ministry of Education and its departments and the publications of the Ministry’s General Manager</p>	2017/18
Italy	<p><i>Statutory data:</i> National Collective Contract for personnel in the education and research sector - Years 2016-2018, Ministerial decree n.696 of 8 August 2012 - L.107/2015, National Teachers’ Collective Contract 29/11/2007</p>	2017/18
Japan	<p><i>Statutory and Actual time:</i> The curriculum formulation and implementation survey for public elementary schools and lower secondary schools, The curriculum formulation and implementation survey for public upper secondary schools; School Teachers Survey; Act on Working Hours, Leaves, etc. for National Public Officers Engaged in Regular Services; School Basic Survey</p> <p><i>Activities and tasks requirement:</i> Urgent measure for work style reforms in schools (determined by the Minister of Education, Culture, Sports, Science and Technology on 26th Dec 2017)</p>	2016/17 (teaching time), 2017/18 (working time)
Korea	<p><i>Statutory time:</i> Basic Statistics of Education (Ministry of Education &amp; Korean Educational Development Institute)</p> <p><i>Activities and tasks requirement:</i> Elementary and Secondary Education Act; Enforcement Decree of the Elementary and Secondary Education Act; Early Childhood Education Act; Enforcement Decree of the Early Childhood Education Act</p>	2018
Latvia	<p><i>Statutory time:</i> The Labour Law (2002); Regulation on Starting and Ending Time of the School Year 2017/2018 and Learning Semesters (2016); Regulation on Pedagogues’ Work Remuneration (the Regulation of the Cabinet of Ministers, entered into force on 1 September 2016)</p> <p><i>Actual data:</i> State Education Information System (<i>Valsts izglītības informācijas sistēma</i>)</p>	2017/18  2016/17
Lithuania	<p><i>Statutory data:</i> Orders of the Minister of Education and Science on: General Teaching Plan of the Primary Education Curriculum for the Years 2017-2019; General Teaching Plans of the Basic and Upper-Secondary Education Curricula for the Years 2017-2019; General Teaching Plan of the Vocational education for the 2017-2018 School Year; Rules of the Payment of the Pedagogical Staff and other Employees in Educational Institutions (2013)</p> <p><i>Actual data:</i> Education Management Information System</p>	2017/18  2016/17
Luxembourg	m	
Mexico	<p><i>Statutory data:</i> Secretariat of Public Education (SEP), <i>Calendario Escolar</i> 2017-2018 (<a href="#">link</a>)</p>	2017/18
Netherlands	<p><i>Statutory data:</i> Collective labour agreement for primary and secondary education</p>	2017/18
New Zealand	<p><i>Statutory data:</i> Primary Teachers’ Collective Agreements, Secondary Teachers’ Collective Agreements</p>	2018



Country	Sources	Reference period
Norway	<i>Statutory data:</i> The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers' unions	2017/18
Poland	<i>Statutory data:</i> The Act of 26 January 1982 – Teachers' Charter (with further amendments); Regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of the school year	2017/18
	<i>Actual data:</i> Education Information System database (SIO) administered by the Ministry of National Education; Act of 26 January 1982 - Teachers' Charter (with further amendments)	2016/17
Portugal	<i>Statutory data:</i> [School year] Dispatch no. 5458-A/2017; [Organisation of the School Year] Legislative Order no. 4-A/2016; [Teachers Career Statute] Law no. 80/2013; Decree-Law no. 146/2013; Decree-Law no. 41/2012; Dispatch no. 5452-B/2011; Regulatory Decree no. 27/2009	2017/18
	<i>Activities and tasks requirement:</i> (i) Directorate-General of Education and Science Statistics; (ii) Education Financial Management Institute; [Teachers Career Statute] Law no. 80/2013, Decree-Law no. 41/2012; Dispatch no. 5452-B/2011; Decree-Law no. 75/2010, of 23rd July 2010; Dispatch no. 4654/2010; Rectification declaration no. 84/2009; Regulatory Decree no. 27/2009; Decree-Law no. 270/2009; Dispatch no. 5328/2011; [School organization and management] Decree-Law no. 137/2012; [Family allowances] Decree-Law no. 116/2010, of 22 October 2010; [Budget] Law No. 42/2016 (for 2017); Law No. 114/2017 (for 2018); Rectification no. 6/2018 (for 2018); [Overtime] Law no. 59/2008, of 11 September; Law no. 64-B/2011, of 30 December	2016/17
Russian Federation	<i>Statutory data:</i> Ministry of education	2017/18
Scotland (UK)	<i>Statutory data:</i> Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service, Part 2, Section 3. ( <a href="#">link</a> )	2017/18
Slovak Republic	<i>Statutory data:</i> Decree of the government	2017/18
Slovenia	<i>Statutory data:</i> Regulations on pre-school, basic and upper secondary education (Ministry of Education, Science and Sport)	2017/18
	<i>Actual data:</i> Electronic database on staff in education for ISCED 1 and 2 (Ministry of Education, Science and Sport)	2016/17
Spain	<i>Statutory data:</i> General Act on the Improvement of the Education Quality 8/2013 (LOMCE, 2013); General Act of Education Law 2/2006 (LOE, 2006); Royal Decree-law 14/2012, of urgent measures for rationalisation of public expenditure on education (consolidated version); Ministry Order of June 29th 1994, by which instructions regulating management and operation of pre-primary and primary school are approved (consolidated version); Ministry Order of June 29th 1994, by which instructions regulating management and operation of high school are approved (consolidated version)	2017/18
Sweden	<i>Statutory data:</i> National level between the teachers' unions and the Swedish Association of Local Authorities (SALAR)	2017/18
Switzerland	<i>Statutory data:</i> School Staff Statistics, Swiss Federal Statistical Office; Work Volume Statistics, Swiss Federal Statistical Office; <i>Berufsauftrag für Lehrpersonen der obligatorischen Schule, Fachbericht Studentafel d-EDK</i> , Swiss Conference of Cantonal Ministers of Education EDK	2017/18
	<i>Actual data:</i> School Staff Statistics, Swiss Federal Statistical Office	2016/17
Turkey	<i>Statutory data:</i> 657 No. Public Servants Law; 2006/11350 No. Council of Ministers Decision of MoNE (Ministry of National Education) Administrators' and Teachers' Lessons and Extra Lesson Hours; MoNE Regulation of Upper Secondary Institutions; MoNE Regulation of Pre-school and Primary Education Institutions	2017/18
United States	<i>Actual data:</i> National Teacher and Principal Survey (NTPS) 2015-16 <a href="https://nces.ed.gov/surveys/ntps">https://nces.ed.gov/surveys/ntps</a>	2015/16

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

## Notes on specific countries

### Statutory teaching and working time: Tables D4.1a, D4.1b and D4.2

#### **Coverage, methodology and interpretation**

For notes on the nature of the reported data on teaching time and working time for the different countries, see Table [X3.D4.2](#).

Professional development, student examination days and conference days should be excluded from statutory teaching time of teachers. For notes on the reporting practice related to professional development, student examination days and conference days in teachers' statutory teaching time, see Tables [X3.D4.3](#), [X3.D4.4](#) and [X3.D4.5](#).

Other comments for each country are listed below. [Back to main table for this Indicator](#)

#### **Australia:**

*Data specifications on teaching time:* Data on teachers' teaching time includes professional development days and time dedicated to student examination days.

*Notes on methodology:* Data reported are weighted averages from jurisdictions that provided data.

*Notes on interpretation:* Data reported are based on a subset of jurisdictions that provided data. Data for vocational programmes was inconsistent for one jurisdiction and this jurisdiction was excluded for data on vocational programmes for reporting purpose.

*Notes on methodology of teaching time trend:* Average annual teaching time in hours reported for Education at a Glance 2018 is based on New South Wales data and may vary from data previously provided. It will not align with teaching days calculated as a weighted average across jurisdictions. [Back to main table for this Indicator](#)

#### **Austria:**

*Data specifications on teaching time:* Data on teachers' teaching time includes professional development days for upper secondary level (ISCED 34).

At pre-primary (ISCED 02) and primary (ISCED 1) levels, the number of hours per day a teacher spends supervising pupils have been calculated and are included in the teachers' scheduled teaching time. In pre-primary and primary schools teachers have to supervise the pupils: (a) during the breaks (except the break between morning and afternoon, which is a part of additional working time), (b) 15 minutes before the beginning of the actual school days, and (c) after the school days while the pupils are leaving the school building to take care of their health and safety as well as to ward risks. The supervision can be dropped if the pupils have the maturity, which is not the case in pre-primary and primary schools. In these schools, the class teachers supervise their own class during the breaks. The length of the breaks is decided at the school level. Usually breaks last mainly 5 or 10 minutes, making up about 20 to 30 minutes per day. The calculated time a teacher spends supervising pupils during these short breaks include only the supervision during the breaks (see above (a)) and disregard the all-day schools. The amount is dependent on the particular school time per day.

*Notes on methodology:* Data for pre-primary education (ISCED 02) are marked 'missing' because no representative data can be obtained for reporting. In Austria, the large majority of pre-primary education takes place at kindergartens. The remaining minority of pre-primary schools are not an independent entity but integrated into the schools at primary level (ISCED 1). There is no difference in any teacher-related matter between these two levels (working time, salaries etc.).

Teaching times are weighted means based on the distribution of the teachers in two different systems in secondary level (ISCED 24 and 34). For all the teachers at different ISCED levels, the teaching time is defined in legal documents. But it has to be noted that the legal frameworks for teachers at the compulsory school system and for teachers at the medium and advanced schools are different. For the first group the teaching time (but also the total working time) is defined on a yearly basis. The teachers of the other group are employed based on a weekly-defined teaching time (but there is no total working time defined). At pre-primary (ISCED 02) and primary levels (ISCED 1) only teachers of the first group can be found. At lower secondary (ISCED 24) and upper secondary (ISCED 34) levels, both systems occur.

Working time at school is not defined in neither of the two systems.

Total working time is defined for teachers working in the compulsory school system. As this applies to 100% of the teachers at pre-primary (ISCED 02) and primary (ISCED 1) levels, the respective figures are given here. At lower secondary level (ISCED 24), both systems can be found, whereas more than 70% of the teachers work at compulsory schools (*Neue Mittelschulen*). Therefore also at this level the total working time is given. Also at upper secondary level (ISCED 34), the two systems apply. However, only a very small minority of the teachers at this level work according to a legally defined total working time. Thus it is answered 'not applicable'. The stated

working times are related to the "old employment law" for teachers which is applicable for the vast majority of teachers. Therefore no changes in the time series.

*Notes on interpretation:* Upper secondary vocational programmes (ISCED 35) are included in upper secondary general programmes (ISCED 34). [Back to main table for this Indicator](#)

### Belgium (Flemish Community):

*Notes on methodology:* The reported teaching time is the average of the maximum and the minimum hours of teaching time for each level of education. The teaching hours are set formally. Additional non-teaching hours in the school are set at the school level. There are no regulations regarding lesson preparation, correction of tests and marking of students' papers, etc. The government defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education.

For pre-primary education (ISCED 02), teaching time consists of minimum 24 and maximum 26 hours (of 50 minutes) per week. The school assignment consists of a maximum of 26 hours (of 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 (BVLR 18-07-2003)*)

For primary education (ISCED 1), teaching time consists of a minimum of 24 and a maximum of 27 hours (of 50 minutes) per week. The school assignment (all the duties performed within the school context) consists of a maximum of 26 hours (of 60 minutes) per week. (*Besluit van de Vlaamse regering betreffende de opdracht van het personeel in het basisonderwijs; 17 juni 1997; BS 11-09-1997; Hoofdstuk 4 Onderwijzend personeel art8 §1 en art 9*)

For lower secondary level (ISCED 24), teaching time consists of a minimum of 22 and a maximum of 23 hours (of 50 minutes) per week. (*Besluit van de Vlaamse Regering betreffende de bekwaamheidsbewijzen, de salarisschalen, het prestatiestelsel en de bezoldigingsregeling in het secundair onderwijs; 14- juni 1989; BS 31-08-1989; Hoofdstuk 2 Bekwaamheidsbewijzen, salarisschalen, prestatiestelsel en bezoldigingsregeling art12,§1, 1°*)

For general programmes at upper secondary level (ISCED 34), teaching time consists of a minimum of 21 and a maximum of 22 hours (of 50 minutes) per week in the first two years of general upper secondary education (the so-called "second stage"). In the last two years ("third stage"), teaching time consists of a minimum of 20 and a maximum of 21 hours (of 50 minutes) per week. The numbers 21/22 in the second stage become 20/21 when the person involved has at least a half assignment in the third stage.

The teaching time in vocational programmes at upper secondary level (ISCED 35) corresponds to the teaching time of the practical courses (providing practical preparation of the profession in the school-based part). For practical courses in vocational programmes at upper secondary level it is minimum 29 and maximum 30 lessons. The teaching time of the general and technical courses in vocational programmes is the same as in general programmes. Technical courses provide the theoretical preparation for the profession.

(*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)*).

*Notes on interpretation:* The professional development days and the days of attendance to conferences are considered the same and together. These are included in what is called the one-day educational seminar in the Flemish Community. This one-day educational seminar consists of a professional development in the form of a conference. This is excluded from the number of days for teaching.

*Notes on methodology of teaching time trend:* From the data collection for the school year 2017/18, the examination days are not excluded from the number of days for teaching in secondary level (ISCED 2 and 3), because there are no national examinations in the Flemish Community. Values for previous years were also updated accordingly in Table D4.2. [Back to main table for this Indicator](#)

### Belgium (French Community):

*Notes on methodology:* For pre-primary (ISCED 02) and primary (ISCED 1) education, the number of hours a teacher teaches per week is based on actual time data. For secondary levels (ISCED 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. The annual number of instruction days is set at 182, but the Government may define the number of class days between 180 and 184 days. 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.

*Notes on interpretation:* 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 (ISCED 02) and primary (ISCED 1) 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 (ISCED 02), a minimum of 22 and a maximum of 24 in primary education (ISCED 1), 22 to 24 in lower secondary education (ISCED 24), and 20 to 22 in general upper secondary education (ISCED 34). In vocational upper secondary education (ISCED 35), teaching time may vary from 30 to 33 teaching periods per week. [Back to main table for this Indicator](#)

#### **Brazil:**

*Notes on interpretation:* The school year is regulated by the National Education Law n.9394/1996, Art 24 for all basic education levels. The National Education 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, period length, and specifying the time teachers should be actually teaching and working. States and municipalities have autonomy to decide about this matter. Only the school year for the students is regulated. [Back to main table for this Indicator](#)

#### **Canada:**

*Data specifications on teaching time:* Data on teachers' teaching time includes student examination days for primary and general programmes of secondary levels.

*Notes on methodology:* All given figures are weighted averages of provincial/territorial figures and the weight used is the number of full-time equivalent educators for 2016/17. This year the methodology for the qualitative information required 100% agreement across provinces and territories.

Jurisdictions estimating teaching and working time used the method below:

\* Teaching time = mandated instruction time provided to students – estimated time for marking and preparation – recess (if recess is included in mandated instruction time).

\* Working time = mandated instruction time provided to students + estimated supervision time, meeting time, professional development.

*Notes on interpretation:* Each jurisdiction in Canada specifies the number of instruction days or hours per year in legislation or regulations. The figure given for the number of weeks a teacher teaches is developed from the mandated instructional days. The mandated instructional days already excludes days the school is closed for festivities.

For the pre-primary data in general, it is unfeasible to provide a national portrait because of the diversity of practices across the country.

Data on vocational programmes refer to Quebec data only. [Back to main table for this Indicator](#)

#### **Chile:**

*Data specifications on teaching time:* Data on teachers' teaching time includes student examination days at all levels of education.

*Notes on interpretation:* 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 specifications on teaching time:* Data on teachers' teaching time includes time devoted to student examination days. Data are obtained from administrative records.

*Notes on interpretation:* The school day is the daily time that the educational institution dedicates to its students in the direct provision of the public educational service, in accordance with the norms in force on academic calendar and with the curriculum.

The schedule of the school day should allow students to meet the minimum weekly and annual hours intensity of pedagogical activities related to the compulsory and fundamental areas and to the optional subjects for each of the levels of basic and secondary education, which will be counted in effective hours of 60 minutes: 800 hours in pre-school, 1 000 hours in primary education and 1 200 hours in basic secondary education.

The total time for the weekly academic assignment of each elementary and secondary education teacher shall be 22 effective hours of 60 minutes, which shall be distributed by the principal during class periods in accordance with the study plan.

Institutional development activities are the time devoted by teachers and directors to the formulation, development, evaluation, revision or adjustment of the institutional educational project, the elaboration, vision or adjustments of the institutional educational project, the development, monitoring and evaluation of the curriculum, research and pedagogical updating, annual institutional evaluation, and other coordination activities with agencies or institutions that have a direct or indirect impact on the provision of the educational service.

These activities shall be conducted for five weeks of the academic calendar and shall be different from the 40 academic weeks of academic work with the students, established in the calendar.

*Notes on interpretation of teaching time trend:* Data on lower and upper secondary education reported for previous years include both the time of the academic allocation and the other hours in the educational institution that are



complementary curricular activities and student orientation according to the Law. From this year, it has been adjusted to report the time of the academic allocation. [Back to main table for this Indicator](#)

#### **Costa Rica:**

*Data specifications on teaching time:* Short breaks of less than 10 minutes are included the teaching time data for pre-primary (ISCED 02) and primary (ISCED 1) teachers. The time spent on supervising pupils is determined by schedules organised by schools.

Data on teachers' teaching time includes professional development activities, days of attendance to conferences for all levels of education and student examination days in primary and secondary levels (ISCED 1 and above).

*Notes on interpretation:* Costa Rica outperforms other countries in the number of teaching days per year, due to compliance with the Central American Convention on Basic Unification of Education of 1962, compliance required by the Constitutional Chamber in 2003. [Back to main table for this Indicator](#)

#### **Czech Republic:**

*Data specifications on teaching time:* Data on teachers' teaching time includes time devoted to professional development activities, student examination days and days of attendance to conferences.

Short breaks are included in teaching time at pre-primary (ISCED 02) and primary levels. The number of hours per day a teacher spends supervising pupils during these short breaks depends on schools.

*Notes on interpretation:* The number of days the school is closed for festivities per school year includes 5 days that the headmaster may declare for serious organisational or technical reasons during one school year. These 5 days are embodied by law but they are not public holidays or school holidays and it is not mandatory to use them during the school year.

Teaching duties are set in terms of the number of lessons per week. The duration of one lesson is 45 minutes, except for pre-primary education, where it is 60 minutes. For pre-primary education, there are 31 lessons per week. For primary education there are 22 lessons per week, with the exception of teachers that teach grade 1 (20 to 22 lessons per week). [Back to main table for this Indicator](#)

#### **Denmark:**

*Data specifications on teaching time:* The number of hours for teaching represents the actual number of teaching hours for teachers at upper secondary levels. Also, the reported data are not in all details following the definition of teaching hours used for this data collection. These include hours used by teachers for supervision of pupils during breaks and for individual consultation of pupils.

*Notes on interpretation:* There is no formal regulation on the number of teaching hours for teachers in Denmark. However, the collective agreements between teachers' unions and employers give a framework for the decisions made at institutional level on the number of hours a teacher has to teach. The reported number of hours a teacher teaches per annum is the actual number of hours as scheduled by the individual school for 2016/17 which was reported to the Ministry of Education.

The pre-primary level is not a part of the school system and the working time for the staff (pedagogues) is not organised as formal teaching time. There is no data for the number of hours the pedagogues spends with the children, but the formal regulation is 1 417 hours a year.

The total working time of 1 680 hours a year is the number for the labour market in general regulated by agreements with the unions. More specifically, the regulations by the collective agreements state that teachers (and employees in general) should work 37 hours a week for 52 weeks. This implies a gross working time of 1 924 hours a year. Deducting holidays and weekday holidays from the 1 924 hours, the average working time will be around 1 680 hours a year.

The latest collective negotiations took place in the spring of 2018. Here it was decided for primary and lower secondary (ISCED 1 and 2) (Public school - folkeskolen) to set up a commission on working time and other initiatives that promote good education. The deadline for the work of the Commission is the collective bargaining in 2021. Furthermore, the Commission has to carry out a number of studies on recruitment and retention, mapping of initiatives that can ensure new graduates a good start in teacher life.

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

#### **England:**

*Notes on interpretation:* Teachers' scheduled teaching time and working time at school are indicated as 'not applicable' because there are no statutory figures for these beyond the number of days a teacher teaches per annum in teachers' formal schedule of the school year.

There are vocational programmes at both lower and upper secondary level (ISCED 25 and 35), but there is no statutory data, so they are indicated as 'not applicable'. [Back to main table for this Indicator](#)

#### **Estonia:**

*Data specifications on teaching time:* Days of attendance to conferences for all educational levels and student examination days in secondary level (ISCED 24 and 34) are not excluded from teachers' teaching time.

*Notes on methodology:* The data are sourced from Electronic Riigi Teataja (ERT).

*Notes on interpretation:* There are more public holidays in Estonia than the reported number of days per school year the school is closed for festivities. Most of the days off are in the same period as seasonal school holidays, which is why they are not counted here.

According to the Basic Schools and Upper Secondary Schools Act, there have to be at least 175 school days in a school year – so the period a teacher teaches in a school is actually half a week or a week longer (the number of weeks a teacher teaches per annum is a bit higher). Vocational Educational Institutions Act states that for pupils an academic year consists of at least 40 weeks of studies and at least eight weeks of holidays. According to Pre-school Child Care Institutions Act, an academic year shall start on 1 September, the duration of an academic year is from the start of study in one calendar year until the start of study in the next calendar year.

The teaching time reported for pre-primary level refers to the total time that teachers spend with children. 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. [Back to main table for this Indicator](#)

#### **Finland:**

*Data specifications on teaching time:* Data on teachers' teaching time includes time devoted to student examination days in primary and secondary levels. At the primary level, lower secondary level and in vocational upper secondary programmes, there are no national test or examinations. Other tests and examinations part of instruction and their organisation, method and frequency generally decided by the schools and teachers. In general upper secondary programmes, the supervision and preliminary assessment of national matriculation examination is part of the teachers' teaching load.

*Notes on interpretation:* 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 on the actual school year.

Data on teachers' teaching time for vocational upper secondary programmes (ISCED 35) comprises teachers of vocational studies (the majority) in most fields.

For pre-primary education (ISCED 02), early childhood education and care (ECEC) teachers working in kindergartens have a weekly working time of 38 hours and 45 minutes. A minimum of 8% of that must be reserved for duties other than working with the groups of children. ECEC teachers, who work with so-called pre-primary instruction for 6-year-olds, are also entitled to time for developing the curriculum.

In pre-primary education for 6-year-olds provided in schools, the teachers' minimum teaching time is twenty-three 45-minute lessons per week. These teachers also have the same 114 hour scheduled non-teaching hours as primary and secondary level (ISCED 1-3) teachers. Only 20% of pre-primary education for 6-year-olds is provided in schools.

*Notes on interpretation of teaching time trend:* From the school year 2017/18, there was an increase in working time at school by 24 hours per annum for all teachers in Finland as a measure to increase the competitiveness of Finland. [Back to main table for this Indicator](#)

#### **France:**

*Data specifications on teaching time:* Data on teachers' working time includes time a teacher spends supervising pupils during short breaks in pre-primary and primary levels (ISCED levels 02 and 1).

*Notes on methodology:* In general secondary education (ISCED 24 and 34), there is a difference in the number of net teaching hours for the two categories of secondary school teachers (certifiés and agrégés). Here, only the number related to the most prevalent category (certifiés) at lower and upper secondary general programmes is taken into account (18 statutory hours per week + 1 hour "HSA").

*Notes on interpretation:* The average number of weeks a teacher teaches per annum is the same for all ISCED levels (36 weeks). School holidays have been excluded (16 weeks), but public holidays cannot be excluded, no more than from instruction time. The school must be composed of at least 36 weeks of work; the public holidays included in the current school year are not deducted.

Statutory time for pre-primary and primary teachers consists of 864 hours of net teaching per year for all pupils (24 hours per week) and 108 hours per year for other duties. Within 108 hours per year, additional pedagogical activities (activités pédagogiques complémentaires; APC) to limited groups of students identified as needing more hours of teaching. This activity is designated 36 hours per year, which then effectively adds 1 hour per week more to teaching time. Therefore, teaching hours per week becomes 25 hours per week. Remaining 72 hours of other duties are broken into 24 hours per year for identification of pupils' individual needs (not anymore to teaching), 24 hours per year for activities within pedagogical teams, work on the continuity between primary and secondary school, relations with parents, projects with disabled pupils (PPS), 18 hours per year for professional development activities, and 6 hours per year for preparation and participation in school councils. [Back to main table for this Indicator](#)



**Germany:**

*Data specifications on teaching time:* Data on teachers' teaching time include professional development days for all levels of education and student examination days at primary and secondary level (ISCED 1 to 3) because regulations and procedures vary between the *Länder* and between the types of school. As school heads are responsible for internal professional developments measures and the individual teacher is required to participate in professional development measures, it is not possible to quantify professional development times. With regard to certain examinations, particularly the *Abitur* examination, it is the school head's decision which teachers are to supervise examinations, and it is therefore not possible to quantify student examination times.

*Notes on methodology:* Data have been calculated in the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany.

*Notes on interpretation:* At the pre-primary level (ISCED 02), data refers to pre-primary education for children from age 3 to the start of primary education (ISCED 1). Data for *Schulkindergärten* and *Vorklassen* are excluded. No comparisons with previous years are possible. [Back to main table for this Indicator](#)

**Greece:**

*Data specifications on teaching time:* Teaching time at pre-primary level (ISCED 02) includes only one break, estimated to be 0.75 hours per day.

In secondary education, hours that involve teacher-student interaction in examination periods of the secondary (explanations given on the tests, oral examinations and student supervision during written examinations) have been included in teaching time, because, according to national legislation, in-school examinations are part of the instruction/teaching year (which is differentiated from the school year). Secondary teachers' work in the Panhellenic examinations for entrance to tertiary education is not included in teaching time.

According to legislation (par. 3 of article 14 of the Presidential Decree 201/1998 and art. 12 of the Presidential Decree 200/1998) school counsellors organise professional development days for teachers before the beginning of the school year (2-10 September). Throughout the school year, school counsellors can also organise workshops or conferences for teachers (G.G. 1340/2002, article 9, par. 2d). According to the regulations, they should try not to disturb the teaching schedule. In some cases, this is not possible but it is estimated that a very limited number of teaching hours are actually spent in activities of personal development.

*Notes on methodology:* Christmas and Easter holidays have not been included in the number of weeks a teacher teaches per annum.

The number of hours a teacher teaches per day (excluding breaks) converted into hours of 60 minutes is based on the typical duration of a teaching session: maximum number of teaching sessions per week divided by 5 working days per week then multiplied by typical duration of a teaching session converted into hours of 60 minutes.

In lower secondary education (ISCED 24), days devoted to remedial teaching for students who failed in one or more subjects (introduced in 2016/17) have been included in the teaching time as maximum time devoted to remedial teaching divided by the number of hours a teacher teaches per day (excluding breaks and converted into hours of 60 minutes).

Even though, lesson preparation is required by law, the reported net teaching time and total working time (at school) of teachers in Greece does not include lesson preparation time, as legislation does not specify how much time teachers should spend on lesson preparation and marking. The exclusion of lesson preparation must be taken into consideration when comparisons of teachers' working time in Greece are made with countries that include lesson preparation in teachers' working time.

Breaks are not included in net teaching time reported for primary, lower secondary and upper secondary teachers.

Primary teachers are now required to supervise the class they teach in the routes from the schoolyard to the classroom and from the classroom to schoolyard at the end of the break (new legislation on Primary Education (Presidential Decree 79/2017, G.G. 109/A/2017)). However, this time is not included in number of hours a teacher teaches per day and not considered as short breaks, as it has not been calculated by a competent service.

*Notes on interpretation:* The annual statutory teaching and working time reported for pre-primary (ISCED 02) refers only to pre-primary schools (for children aged 4-5 years) that are supervised by the Ministry of Education, Research and Religious Affairs.

The in-school examination days are part of the instruction year and of the learning procedure (according to the examination results remedial courses are offered to those students who have not achieved the expected learning outcomes). Moreover the assessment methods used demand interaction between teacher and students.

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

**Hungary:**

*Notes on methodology:* The legal regulation (EMMI ministerial decree) stipulates annually the number of teaching days without festivities and breaks (between 178 and 180 teaching days depending on the school type for the reference year). The legislation also stipulates the beginning and the ending of the school year: the school year

starts on the 1st September and ends on 15th June. This is 38 weeks, excluding the 3 weeks of holidays (one week each for autumn, winter and spring holiday). The kindergarten year starts on 1st September and ends on 31st August (stipulated by the Public Education Act), that is to say 52 weeks, but kindergarten teachers have 4+5 weeks holiday, leading to 43 weeks of teaching.

At pre-primary level (ISCED 02), the number of days of teaching is computed based on 43 weeks less 11 days of festivities, and the working time if based on the fact that the teacher has to be available 36 hours per week at kindergarten (of which 32 is teaching time). So, in the case of kindergarten teachers, the principle decides about the 4 classes extra to the 32 (maximum of 36 hours).

For primary and secondary levels (ISCED 1 and above), the teacher has 22-26 classes (of 45 minutes) per week and the maximum (set by law) is 32 hours (of 60 minutes) that he/she may be asked to be at school and have tasks including teaching hours. It is multiplied by the teaching days converted to weeks (total teaching days per annum divided by the number of working days per week).

Total working time per annum was calculated by 40 (number of weeks for working per annum) divided by the 5 (number of days for working per week), then multiplied with number of days without festivities and paid leave (250 working days-without festivities minus 46 paid days off).

*Notes on interpretation:* For grade 12 in upper secondary level (ISCED 34 and 35), there are 6 weeks of preparatory time for the upper-secondary school-leaving examination. Teachers are still available and it is teaching time (for the rest of the school). There is no information (missing data) on what the teacher's task is (teaching or non-teaching availability) - as they have to be available (e.g. for substitution).

The working time of teachers is different to that of civil servants. In addition to the 21 days of holiday for civil servants, teachers have 25 additional days (from these, 15 days can be used for school-related activities like in-service training, but this is rarely the case). [Back to main table for this Indicator](#)

#### **Iceland:**

*Data specifications on teaching time:* Short breaks are included the teaching time data for pre-primary teachers (ISCED 02). Data on teachers' teaching time includes student examination days in primary and lower secondary levels (ISCED 1 and 24) and days of attendance to conferences in pre-primary level (ISCED 02).

*Notes on interpretation:* 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:**

*Data specifications on teaching time:* Two statutory days are excluded for whole-school planning and professional development where each school was permitted to close to facilitate attendance by all teachers in the school. For primary level (ISCED 1), one day is related to the introduction of a new language curriculum and one day for training in child protection procedures. For secondary level (ISCED 24 and 34), one day is designated as whole-school planning and school self-evaluation and another day is on subject specific CPD as a part of curriculum reform at lower secondary level (ISCED 24).

Fifteen days, that are set aside for State Examination taken by the final year students of lower and upper secondary general programmes, are not included in the teaching time for secondary level (ISCED 24 and 34). Schools are closed at this time and teachers can apply to be contracted by the State Examinations Commission to supervise these examinations and correct scripts. 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.

Days of attendance at conferences are not excluded in the teaching time for all levels. Individual teachers may, on an optional basis, seek to attend conferences that are relevant to their work during annual working time, but may only do so at the discretion of school management.

*Notes on interpretation:* ISCED 0 comprises children aged 3 to 6 years in Early Childhood Care and Education programmes and pupils in Early Start Programmes in primary schools. Early Childhood Care and Education programmes are for the most part provided by private providers but receive funding under the state sponsored ECCE programme. The Early Start programme is a one-year preventative intervention scheme offered in selected primary schools in designated disadvantaged areas. The ECCE programme which provides for a universal free pre-school year is administered by the Childcare Directorate of the Department of Children and Youth Affairs, with the local operation of the programme managed by the City and County Childcare Committees (CCCs). The universal free pre-school year is delivered on the basis of three hours per day, five days per week, 38 weeks per year. If the sessional service cannot open for five days a week, the normal pattern for the free pre-school year is three hours and 30 minutes a day, four days a week, over 41 weeks. The Early Start programme is delivered on the basis of 2.5 hours per day, five days per week, and 183 days per year.

The minimum length of the school year is 183 days at primary level (ISCED 1) and 167 days for general secondary levels (ISCED 24 and 34). In actual terms, minimum is equivalent to maximum. However, schools may be permitted to close for whole-school planning and teacher professional development days which are decided on centrally on

an annual basis and outlined in Department of Education and Skills circulars. For the school year 2017/18, schools at primary level (ISCED 1) were allowed to close for one day for whole-staff planning and professional development relating to the introduction of a new language curriculum and one day for training in child protection procedures. Schools at secondary levels (ISCED 2 and 3) may close for 2 days in total for Whole School Planning and School Self-Evaluation (1 day) and subject specific CPD as part of curricular reform at lower secondary level (ISCED 2) for each of the school years 2017/18 and 2018/19 (Circular 15/17).

In the case of teachers of 1st class to 6th class inclusive (third to eighth year of the primary school cycle), the teaching day is 5 hours (i.e. school day of 5 hours 40 minutes, less 30 minutes for pupil recreation and 10 minute break). Teachers of Junior Infant and Senior Infant classes (the first and second year of the primary school cycle for 4-6 year-olds) teach for 4 hours. Attendance in the infant classes is not compulsory although the majority of four-year-olds and almost all five olds do so.

For secondary education (ISCED 2 and 3), a minimum of 18 hours and a maximum of 22 hours teaching time per week is required of full-time class teachers, which is the equivalent of 4.4 teaching hours on average per day. Typically, teachers are timetabled for 22 hours.

For more information on breakdown of teachers' working time, see [Table X3.D4.7](#).

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

### Israel:

*Notes on methodology:* Number of days per school year when the school is closed for festivities refers to the number of days between the beginning of the school-year and the summer holidays during which the school is closed, either for religious festivals or holidays. School holidays for festivities that are at least one week long were added to the holidays and only individual days are reported as festivities. 5-8 single holy days were counted. A sixth of these days is teachers' weekly day off (working 5 days out of 6), therefore the number was reduced by a sixth (i.e. 6.3 days after reduction).

A teacher working full-time teaches five days a week. In pre-primary (ISCED 02) and primary (ISCED 1) education, a teacher teaches 36.4 weeks, while in secondary education (ISCED 2 and 3), a teacher teaches 34.9 weeks. This average is based on year calendar. In secondary education (ISCED 2 and 3), the school year ends 10 days before.

An average class session lasts 47 minutes. Some class sessions last 50 minutes, others 45 minutes.

In 2008, the New Horizon Reform began to be implemented in the pre-primary (ISCED 02), primary (ISCED 1) and lower secondary (ISCED 2) education. This reform changes the structure of teachers' working hours and salaries. This year, the New Horizon reform implementation in all levels of education exceeded over 90%. The numbers reported in the table are averages of the full-time equivalent teachers concerned by the New Horizon Reform and those who are not.

Before the New Horizon Reform, teachers' working time at school included 5-6 hours per week during which they did not teach (e.g. during breaks between classes). After the full implementation of the New Horizon Reform, teachers' working time in primary (ISCED 1) and lower secondary (ISCED 2) schools will include respectively 11 and 14 non-teaching working hours per week. The calculation of teaching hours for teachers in the New Horizon Reform includes group-teaching hours, for groups of 1-5 students.

In 2017/18, the *Oz Letmura* Reform continues to be implemented in upper secondary education (ISCED 3), concerning about 76% of the full-time equivalent. According to this reform, teachers should work more hours and receive a better salary, which can further increase with professional development. The reform stipulates that teachers should teach more hours and stay more hours at school.

Since the education system in Israel is undergoing a period of transition to the reform *Oz Letmura* in upper secondary education (ISCED 3), teachers' working hours in this level of education are an average in 2017/18 of the teachers who are not included in the reform (whose working time includes 15 teaching hours and 5 non-teaching working hours at school) and of the teachers totally included in the reform (whose working time includes 19 teaching hours and 20 non-teaching working hours at school).

*Notes on interpretation:* Israel has a high percentage of part-time teachers and usually there is no overtime for teachers. As a result, the data for full-time teachers is quite similar to the data for full-time equivalent teachers. Therefore, the statutory working time can be regarded as the actual working time.

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

### Italy:

*Notes on methodology:* The school year, as a rule, is spread over 33.3 weeks (33 weeks by convention). The number 33.3 is obtained by dividing 200 days, the least number of school days for students, by 6 days, the number of days teachers work per week. As a matter of fact, the school year lasts about 39 weeks (from September to the middle of June) for primary and secondary schools and about 42 weeks for pre-primary schools (until the end of June).

*Notes on interpretation:* The number of days of teaching is different from the number of school days for students (200). This happens because each school, according to school autonomy legislation, can plan to open five or six days a week. Even when schools operate on a 6-day week, teachers customarily have one day off. However, this

arrangement is not mandated by the National Contract (which stipulates that a teacher's teaching hours must be delivered in "not less than 5 days a week") and in some circumstances teachers may teach 6 days a week. Therefore, given the number of hours a teacher teaches per week (provided by the National Contract) the fact that the activities are generally spread over 5 working days implies that the overall weekly teaching hours are concentrated on 5 days (in this case, the number of daily working hours is higher than those spread over 6 days).

Up to 80 hours of scheduled non-teaching collegial work at school per annum are dedicated to *attività funzionali all'insegnamento* (activities related to teaching) and they are compulsory hours as set by the National Contract. Of these 80 hours, up to 40 hours of compulsory work time per year are dedicated to meetings of the Teachers' Assembly, staff planning meetings and meetings with parents to report on student progress. Up to a further compulsory 40 hours (out of the 80) are dedicated to planned class councils that work according to a timetable and criteria set by the teachers' assembly. Other *attività funzionali all'insegnamento* are related to student and class assessment meetings, the administration of national exams at the end of lower and upper secondary school and to individual activities such as lesson preparation, marking, etc., for which there are no contract work-time specifications. In addition, the primary school will add 66 more hours per annum (2 hours per week for 33 weeks) for planning activities. [Back to main table for this Indicator](#)

### Japan:

*Notes on methodology:* Data on teachers' teaching time refer to average planned teaching time in each school at the beginning of the school year. It includes student examination days in primary and secondary levels when examinations take place under the supervision of teachers. Teachers who are temporarily absent are excluded from the total number of teachers to avoid the impact on teaching time per week.

National schools, College of Technology (course of 1st to 3rd grade) established by regional or local governments and upper secondary course of Specialised Training College (upper secondary specialised training school) are excluded from teaching time data.

*Notes on interpretation:* The latest survey shows the estimated number of instruction days per year in public schools. The number of weeks of instruction can be calculated with that number and the number of instruction days per week (calculated based on five instruction days per week).

The same contents and numerical value are indicated for "General programmes" and "Vocational programmes" because data are not available according to the type of at the upper secondary level. For technical reasons, it is not possible to separate data between general and vocational programmes. [Back to main table for this Indicator](#)

### Korea:

*Data specifications on teaching time:* Teaching time at pre-primary level (ISCED 02) includes short breaks.

At the primary level (ISCED 1), there is a short break of 10 minutes after each class. This break is included in teaching time of classroom teachers who are responsible for their classes during these breaks.

*Notes on methodology:* Data on teachers' teaching time refer to the average amount of planned teaching time designated to teachers in each school at the beginning of every semester. Data on number of teaching hours per week is calculated as follows: total number of classes per week divided by total number of teachers. Here, teachers who were temporarily absent are excluded from the total number of teachers as their teaching time was calculated as 0 hours.

*Notes on methodology of teaching time trends:* Teaching time data for pre-primary education (ISCED 02) is not comparable with data after 2018. It is due to change in length of one teaching period used for conversion into hours of 60-minutes, from 40 minutes per period to 60 minutes per period. In addition, short breaks are included since 2018 data. [Back to main table for this Indicator](#)

### Latvia:

*Data specifications on teaching time:* Teachers' scheduled teaching time for pre-primary level (ISCED 02) includes all working time (inclusive of short and long breaks) is included in the 40 hours of teaching load per week. There are no regulations on how teaching time should be organised in pre-school institutions.

*Notes on methodology:* The number of days a teacher teaches per week is not specified by regulations. A typical working week is 5 days under the Labour Law and scheduled teaching hours per week are 40 for pre-primary (ISCED 02) or 30 for primary and secondary levels (ISCED 1-3), therefore teaching hours per day can be calculated by dividing 40 and 30 by 5 respectively.

Number of hours a teacher teaches per day are weighted means.

The number of weeks a teacher teaches per annum is not scheduled. The regulation says that the school year 2016/2017 consists of 39 weeks (35 weeks after excluding autumn, Christmas and spring holidays, except ISCED 0 institutions where there are no school holidays, only festive days).

*Notes on interpretation:* Each school can decide on the length of breaks between lessons for primary and secondary levels (ISCED 1-3), taking into account the regulations of the Cabinet of Ministers stating that lunch breaks can be organised from 11 a.m. and must be at least 30 minutes long.



Teachers' scheduled working time at school is based on the requirement for teachers to perform their duties 44 weeks per year and they receive remuneration for this amount of time. There are not regulations on teachers' availability at school.

The total working time per annum is based on maximum value of teachers working time per year as specified in the regulations. If a teacher works 40 hours per week for 44 weeks, his or her total working time is 1 760 hours. It is the maximum working time and not all teachers work 40 hours per week. But some groups of pedagogues, including heads of schools, their deputies, general education boarding schools' teachers and some other teachers work 40 hours per week.

Student examination days and days of attendance to conference and professional development are excluded from teaching time. Final examinations at the end of lower and upper secondary levels (ISCED 2 and 3) take place in spring holidays (grades 9 and 12) and summer holidays (for grades 1-8 and 10-11). According to the Regulation, CPD activities and participation in conference events are planned in time of student holidays.

School year is not defined for vocational education teachers, only their annual workload 1 320 hours.

*Notes on interpretation of teaching time trends:* Data on teachers' teaching time includes professional development days. Teachers' duty includes 36 hours of CPD activities in three years period. CPD activities can be provided in different ways, i.e., CPD activities may be organised during or after pupils/students lessons, or in time of student's holidays, too.

The teacher's workload was changed in 2016. Before the 1st of September 2016, one workload was 21 hours per week for primary and secondary level (ISCED 1-3) teachers, but after September 2016 it is 30 hours per week. For pre-primary (ISCED 02) teachers, one workload was 30 hours per week, but after September 2016 it is 40 hours per week). [Back to main table for this Indicator](#)

#### **Lithuania:**

*Notes on interpretation:* At the pre-primary level (ISCED 02), there is no regulation on how teaching time should be organised because pre-primary programmes are provided in institutions with a very different organisation of their work. The regulation only says that the pre-primary school year consists of not less than 640 hours per year.

For vocational programmes at the secondary level of education (ISCED 25 and 35), there is no regulation in legal documents or agreements on how teaching time should be organised. The regulation only says that the school year in vocational education consists of not less than 740 hours per year.

There are not regulations on teachers' availability at school. According to the regulation, the maximum number of working hours for the teachers is 36 hours per week. Considering that the duration of the annual vacation for teachers is not less 8 weeks, his or her maximum total working time is 1 584 hours per year.

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

#### **Mexico:**

*Data specifications on teaching time:* It is uncertain whether teachers' teaching time includes or excludes professional development days, student examination days and days of attendance to conferences, because inclusion/exclusion of these days from teaching time is decided between individual teachers and their managers.

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

#### **Netherlands:**

*Notes on interpretation:* Primary education in the Netherlands is group 1-8. Group 3-8 is part of primary education (ISCED 1) and group 1 and 2 is part of pre-primary education (ISCED 02). Data provided for pre-primary level (ISCED 02) are only based on teachers in the first two years of primary schools (group 1 and 2 of *basisonderwijs*); childcare and special education are excluded.

Primary schools are allowed to schedule a four-day school week programme 7 times a year maximum. This is in addition to a four-day school week when the school is closed for festivities for one day. Schools have to report this four-day school week in the school guide and they have to be well distributed throughout the year.

Full-time primary school teachers (ISCED 1) work about 41.5 weeks a year. They can spend about 1.5 week for other activities.

Since the school year 2015/16, primary school teachers have a 40-hour working week. Students in primary schools have 12 weeks of vacation per year. Full-time teachers have 428 hours of vacation per year (Christian holidays included). Teachers in upper secondary vocational programmes (ISCED 35) have a 40-hour working week. [Back to main table for this Indicator](#)

#### **New Zealand:**

*Notes on methodology:* The New Zealand Education System does not have an explicit lower secondary level (ISCED 2) and all secondary level educational programmes are general. So lower secondary level (ISCED 24) is estimated by averaging primary (ISCED 1) and upper secondary levels (ISCED 34). However, it should be noted that this average does not reflect any real situation in New Zealand.

In general, teachers who teach the first two years of lower secondary education (Years 7 and 8) have the same salary and working time conditions as those who teach primary level, while the teachers' teaching the last two years of lower secondary education (Years 9 and 10) have the same salary and working time conditions as those who teach upper secondary level. Thus, the number of days a teacher teaches per annum and the number of scheduled non-teaching hours at school per annum for lower secondary level (ISCED 2) are averaged values of primary (ISCED 1) and upper secondary levels (ISCED 34).

*Notes on interpretation:* Regarding the working time at school, which refers to the number of hours per year for which full-time teachers are required to be available at school for teaching and non-teaching duties, the given figure for upper secondary education reflects the maximum timetabled hours per year, rather than the maximum hours required to be at work. The collective agreement does not specify the number of hours beyond the timetables hours, just what duties are expected. This also applies for the years 9 and 10 component of the average given for lower secondary education. [Back to main table for this Indicator](#)

#### **Norway:**

*Notes on methodology:* Figures refer to the central agreement. In some municipalities, there are variations based on local agreements.

*Notes on interpretation:* The total working time of hours a teacher teaches per annum for pre-primary programmes (ISCED 02) is not applicable because total (net) working time is not specified in legal documents and agreements for pre-primary teachers and other public servants. Gross working time is 1 950 hours including holidays, etc.

The number of hours a teacher teaches per day, per week and per annum for lower and upper secondary education (ISCED 2 and 3) is an average depending on the subject taught. For primary education (ISCED 1), the number of hours is regulated.

The length of the school year is minimum (190 days and 38 weeks) and maximum (225 days and 45 weeks) with 190 days and 38 weeks being the most typical. [Back to main table for this Indicator](#)

#### **Poland:**

*Data specifications on teaching time:* Number of hours a teacher teaches only includes short breaks in grades 1-3 of primary education (ISCED 1). At the beginning of primary school (grades 1-3; ISCED 1), one teacher is responsible for both teaching and taking care of children during the breaks, playing the role of the classroom and the form teacher at the same time.

*Notes on methodology:* Number of hours a pre-primary teacher teaches per day does not include teachers of the compulsory pre-school education in charge of six-year-old children. The weekly number of hours of the statutory teaching time for pre-school education teachers is 25 hours, except for teachers working with groups of six-year-olds (22 hours).

In accordance with the law, the total working time of teachers is up to 40 hours. As part of the total working time, overtime hours are also included.

*Notes on interpretation:* Due to the educational reform in Poland being implemented, starting in September 2017 the 3-year *gimnazjum* (lower secondary school; ISCED 24) will be gradually phased out. Pupils graduating from grade 6 of primary school become pupils of grade 7 in a new 8-year primary school.

Regardless of these changes, calculation method for statutory teaching and working time remains unchanged. Teachers' formal schedule of the school year for primary (grades 4-7; ISCED 1) and lower secondary (ISCED 2) is identical. Thus during transitional period in school year 2017/18, primary education (ISCED 1) refers to 6 years of primary school and lower secondary education (ISCED 2) includes grade 7 of primary school and 2 grades of lower secondary school.

The Teachers' Charter states that an overall working time of teacher is up to 40 hours per week. However, only teaching and education activities are registered and controlled. The remaining working time available for performing statutory duties at school or in a different place specified by the school headmaster is not registered (teachers are obliged, for example, to hold meetings with parents at school, participate in teacher's meetings or prepare and participate in school events planned in Educational School Programme).

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

#### **Portugal:**

*Notes on methodology:* The calculation of the number of instruction days is based on the intended 172 days in pre-primary (ISCED 02) and primary (ISCED 1) levels and 167 in secondary levels (ISCED 2 and 3). As most teachers teach more than one grade, these exceptions were not considered: 9th, 11th and 12th grades that had 161 instruction days (due to the period of national examinations). In the 'least demanding 15 years programme', it is compulsory that teachers fulfil the statutory amount of time allocated to each subject.

In pre-primary (ISCED 02) and grades 1, 2, 3 and 4 of primary education (ISCED 1), teachers' scheduled teaching time is 25 hours per week, whereas in grades 5 and 6 of primary (ISCED 1) and secondary education (ISCED 2 and 3) teachers teach 22 hours a week. It was not taken into account the schedules of teachers who have a reduced



teaching workload, due to their age, years in the profession and for doing extracurricular activities at school (Maths clubs, etc).

Teaching time for teachers in primary education (ISCED 1) includes time for pedagogical support and curricular enrichment and complement (part of the teaching time). Teaching time for secondary school teachers (ISCED 2 and 3) includes time for pedagogical support (part of the teaching time).

Teachers have their own working time, but only in the sense that is structured differently. Their total working time is the same as general civil servants time; the difference is that certain non-teaching time tasks like preparing lessons and reviewing classwork are not required to be done at school. Non-teaching hours at school during inaction days may vary greatly according to the specific needs of each school.

The total of working hours per annum was calculated on a basis of 224 working days for all levels of education.

*Notes on interpretation:* Pre-primary teachers (ISCED 02) and teachers who happen to teach grades 1 to 4 have more instruction weeks than other teachers teaching other grades, because they do not have evaluation tasks (38 weeks = 190 days minus 18 holidays and inaction days during weekdays for the current school year). Teachers who happen to teach grades 9, 11 and 12, have 36 instruction weeks, due to national examinations that start in mid-June (36 weeks=180 days minus 19 holidays and inaction days during weekdays for the current school year). Similarly, teachers who happen to teach grades 5, 6, 7, 8 and 10, have 37 instruction weeks, due to national assessments that start in mid-June (37 weeks=185 days minus 18 holidays and inaction days during weekdays for the current school year).

Teaching time for teachers teaching grades 5 and 6 (10 and 11-year-olds) is the same as in teachers in lower secondary level (ISCED 2).

Secondary school teachers (ISCED 2 and 3) with reduced teaching time (due to age and number of years in the profession, or those who have a managerial role) very often have their teaching schedule distributed through 4 days a week.

The reported working time at school is the maximum number of hours a teacher is required to be at school for teaching and non-teaching duties but is usually lower than that due to the possibility of having working hours' reduction due to their age, years in the profession and for doing extracurricular activities at school (Maths clubs, etc). During inaction days, before, during and after the (students) school year, teachers have non-teaching duties.

Supervision of pupils during short breaks between classes in primary and lower secondary schools (ISCED 1 and 2) is performed by personnel for pedagogical support. Short breaks for primary schools range from 15 to 20 minutes. [Back to main table for this Indicator](#)

#### **Scotland:**

*Data specifications on teaching time:* Data on teachers' teaching time includes student examination days for secondary levels (ISCED 24 and 34) and days of attendance to conferences, at all levels.

*Notes on interpretation:* The figures shown are approximations based on the assumption that teachers teach close to the maximum number of hours, as specified in the agreement "A Teaching Profession for the 21st Century". [Back to main table for this Indicator](#)

#### **Slovak Republic:**

*Data specifications on teaching time:* Data on teachers' teaching time includes professional development days and days of attendance to conferences, at all levels. It also includes student examination days in primary and secondary levels. [Back to main table for this Indicator](#)

#### **Slovenia:**

*Data specifications on teaching time:* Data on teachers' teaching time includes student examination days at primary and general lower secondary education. At the end of grades 6 and 9, pupils' knowledge in three subjects is evaluated with the mandatory national assessment. Each day only assessment in one subject may take place. The testing of one subject usually takes 45 minutes (it is determined that it should last between 45 to 90 minutes).

The number of weeks teacher teaches per year takes into account average 6 weeks of paid leave. Kindergartens (ISCED 02) work all around the year and do not close for holidays. The number of weeks a teacher teaches per annum at primary and secondary levels includes two days the schools are closed for festivities. At primary and lower secondary levels (ISCED 1 and 24), the number of weeks a teacher teaches per annum includes compulsory days of activities. In upper secondary education, the number of weeks a teacher teaches per annum includes compulsory elective contents (ISCED 34) and compulsory interest activities (ISCED 35). These activities create cross-curricular links and are often organised in the form of project, field, practical or laboratory work, sport activities; and they can include visits to cultural events and/or institutions.

*Notes on interpretation:* Working time of teachers is defined by the Organisation and Financing of Education Act (ZOFVI) and the Collective agreement for the education sector in the Republic of Slovenia. Teachers working time per week is 40 hours. The workload of a teacher includes teaching and other forms of organised work with students, preparation of lessons, assessing and grading of student work, and other work necessary for

implementing the education programme. The ZOFVI, as well as Kindergarten Act and other regulations specify tasks mandatory for teachers (if so assigned).

For pre-school (ISCED 02) teachers, the reported data on teachers' scheduled teaching time in hours is about the same as the actual teaching time.

For primary school (ISCED 1), student supervision during short breaks between lessons (not less than 5 minutes of length) is carried out by teachers and not included in the teaching time. Students are also being supervised by teachers during the morning meal break (as a rule 20 to 30 minutes). Schools are autonomous in determining how the supervision is carried out and who supervises students.

The reported data for upper secondary vocational programmes (ISCED 35) pertains to teachers of general and technical subjects. Teaching obligation for teachers of practical lessons is set at 3.75 hours per day, 18.75 hours per week amounting to 712 hours per annum. [Back to main table for this Indicator](#)

### Spain:

*Data specifications on teaching time:* Data on teachers' teaching time includes student examination days at primary level (ISCED 1) and lower secondary general programmes (ISCED 24). Diagnostic assessments at grades 3 and 6 and at grade 10 (carried out by first time in the academic year 2016/2017) are included in the statutory teaching time. The duration of these assessments varies across regions, and usually ranges from 1 to 4 days. Teachers themselves can administered these examinations. Characteristics and people administering these examinations vary widely across regions.

*Notes on methodology:* Number of hours per week for lower and upper secondary general programmes (ISCED 24 and 34) are estimated values. The minimum is established as 20 hours per week and the maximum 21 hours per week (as an exceptional measure). It is difficult to estimate the percentage of teachers teaching 21 hours per week but considering that some teachers have some other duties that reduces their number of hours of teaching per week, the estimated number should be closer to 20 hours than 21 hours.

*Notes on interpretation:* The information provided is based on the general national regulations. The autonomous communities may have adapted these regulations for their teachers.

Teaching time includes mentoring hours with students.

30 hours per week. Since they work in a non-class week, so the total amounts to 1 140 hours per annum (30 hours per week multiplied by 38 weeks).

Total working time is 37.5 hours per week. Similarly to working time at school, total working time is 1 425 hours per year (37.5 hours per week multiplied by 38 weeks).

Professional development is expected from teachers to, at least, complete 250 hours every six years for accessing to the training salary complement, which is about 42 hours per year as a simple average. However, it is not compulsory to complete 250 hours of professional development every 6 years, as this is only the minimum requirement for those teachers who want to earn the salary complement. Even for those teachers who complete these hours, no pattern is established on how many hours are completed per annum.

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

### Sweden:

*Data specifications on teaching time:* Data on teachers' teaching time includes time devoted to professional development activities and days of attendance to conferences at all levels of education.

*Notes on interpretation:* The collective agreement on a national level is universal for public schools and frequently for private schools as well.

Local agreements may differ, especially in the *förskoleklassen* (pre-school class), which is the last year of pre-primary school. The usual agreement for *förskoleklassen* is the same as the national agreement for primary schools.

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

### Switzerland:

For teaching time, see notes on [actual teaching time](#) (Table X3.D4.6).

*Notes on methodology:* Total working time per annum is calculated using weekly working hours. For the majority of Swiss teachers their 100-percent employment is based on a theoretical 42-hour week and four weeks and 8-10 days of festivities. (i.e. approximately 1 930 hours = 46 weeks of theoretical 42-hour weeks)

*Notes on interpretation:* Teachers' scheduled working time at school is not available. It is generally not specified whether the teachers spend the non-teaching hours at school or outside the school in addition to the scheduled teaching time,

In Switzerland, only the 1st of August at federal level is designated as a public holiday for the entire country. The regulation of all other holidays is solely a matter for the cantons. Due to this fact, there are only three more days besides the national celebration, which are also recognised throughout Switzerland: New Year, driveway and the

first Christmas holiday. Good Friday, Easter Monday, Whit Monday and St. Stephen's Day (Christmas Day) are also celebrated in large parts of the country. [Back to main table for this Indicator](#)

**Turkey:**

*Data specifications on teaching time:* Data on teachers' teaching time includes professional development days, student examination days and days of attendance to conferences at all levels of education.

Short breaks are included in teaching time of teachers at pre-primary (ISCED 02) and primary (ISCED 1) levels. The length of these short breaks vary significantly.

*Notes on methodology:* Teaching times are calculated based on the compulsory hours as specified in the related laws and regulations (i.e. 30 class sessions for classroom and 21 class sessions for branch teachers per week).

For the number of hours a teacher teaches per day at primary level (ISCED 1), only teaching time of classroom teachers is considered.

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 teachers' actual working hours.

*Notes on interpretation:* In pre-primary education (ISCED 02), 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. [Back to main table for this Indicator](#)

**United States:**

*Data specifications on teaching time:* Teachers are asked to report on teaching and working time during a "typical full week". They are not instructed to exclude professional development activities, so days for professional development may be included in the estimates. It is uncertain whether teachers are excluding student examination days and days of attendance to conferences from their teaching and working time.

*Notes on methodology:* Data on teaching and working time are based on the National Teacher and Principal Survey (NTPS) that is a sample survey administered every 2 years and representative of public school teachers in the United States.

The number of teaching hours includes the number of hours teachers deliver instruction during a typical full week (of the hours they are contracted to work).

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.

*Notes on interpretation:* The United States is a federal country and states and local jurisdictions are responsible for setting the number of required school days. Typically, public schools meet for 180 days a year. At the primary, lower, and upper secondary level, school is typically held 5 days a week for full days.

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

Table X3.D4.2. Nature the reported data on teaching time and working time (2018)

	Number of days a teacher teaches per school year			Number of hours a teacher teaches per school year			Working time at school: hours per school year		
	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) <sup>1</sup> ?	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) <sup>1</sup> ?	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) <sup>1</sup> ?
<b>OECD</b>									
<b>Countries</b>									
Australia	R	T	3	R	T	3	m	m	m
Austria	R	T	3	R	T	3	m	m	m
Canada	m	m	m	m	T	m	m	m	m
Chile	M	MIN	c	M	MAX	c	R	MAX	c
Colombia	M	T	2	R	T	2	R	MIN	4
Czech Republic	R	T	c	M	T	c	a	a	a
Denmark	a	a	a	A	a	a	a	a	a
Estonia	R	T	3	M	T	3	R	T	3
Finland	R	T	c	R	MIN	c	R	MIN	c
France	R	T	c	R	T	3	R	T	3
Germany	M	T	3	M	T	3	a	a	a
Greece	R	T	3	R	MAX	3	R	T	3
Hungary	R	MIN	c	R	MIN	c	R	MIN	c
Iceland	R	T	3	R	T	3	R	T	3
Ireland	R	MIN	3	R	T	3	R	T	Primary = 3 Secondary = 4
Israel	M	T	3	M	T	3	M	T	3
Italy	M	MIN	3	M	MIN	3	a	a	a
Japan	A	a	a	A	a	a	a	a	a
Korea	R	MIN	4	M	MIN	4	a	a	a
Latvia	R	T	c	R	T	3	R	T	3
Lithuania	R	T	3	R	T	3	R	T	3
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	R	T	3	R	T	3	R	T	3
Netherlands	A	a	a	M	MAX	3	a	a	a
New Zealand	R	T	3	R	T	3	R	Primary = MAX Secondary = T	3
Norway	R	MAX	c	R	MAX	c	R	MAX	c
Poland	R	MAX	c	R	MAX	c	a	a	a
Portugal	R	MAX	3	R	MAX	3	R	MAX	4
Slovak Republic	R	T	3	R	T	3	m	m	m
Slovenia	M	T	3	R	T	2	a	a	a
Spain	R	T	3	R	T	3	R	T	3
Sweden	M	T	3	m	m	m	M	T	3
Switzerland	A	a	a	A	a	a	a	a	a

	Number of days a teacher teaches per school year			Number of hours a teacher teaches per school year			Working time at school: hours per school year		
	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) <sup>1</sup> ?	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) <sup>1</sup> ?	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) <sup>1</sup> ?
Turkey	R	T	3	M	T	3	M	MIN	5
United States	A	a	a	A	a	a	R	MIN	5
<b>Economies</b>									
Flemish Comm. (Belgium)	R	T	3	M	T	3	R	MIN	3
French Comm. (Belgium)	R	T	3	M	T	3	a	a	a
England (UK)	R	T	3	a	a	a	a	a	a
Scotland (UK)	R	MAX	c	R	MAX	c	R	MAX	c
<b>Partners</b>									
Argentina	m	m	m	m	m	m	m	m	m
Brazil	M	MIN	5	m	m	m	a	a	a
China	m	m	m	m	m	m	m	m	m
Costa Rica	R	T	c	R	T	c	a	a	a
India	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m

**Note:** See *Definitions and Methodology* sections for more information.

1. The following rating is used: 1 = Much higher; 2 = A little higher; 3 = About the same; 4 = A little lower; 5 = Much lower; and, c = Insufficient data/knowledge to make a reliable judgement.

**Source:** OECD (2019).

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

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

Table X3.D4.3. Reporting of professional development in teachers' teaching time (2018)

	Notes	Is professional development excluded from statutory teaching time?						Comments	Is professional development excluded from actual teaching time?						Comments
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	
<b>OECD</b>															
<b>Countries</b>															
Australia		m	m	m	m	m	m	Varies across jurisdictions	m	m	m	m	m	m	Varies across jurisdictions
Austria		m	Yes	Yes	a	No	m	<b>Primary and lower secondary (gen. prog.):</b> 15 hours per annum <b>Upper secondary (gen. prog.):</b> No data available.	m	m	m	a	m	m	m
Canada		m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile		Yes	Yes	Yes	a	Yes	Yes	m	m	m	a	m	m	m	
Colombia		Yes	Yes	Yes	a	Yes	Yes	The professional development of teachers is carried out within the working day, corresponding to 8 hours a day, but outside the time of academic assignment, which must be at least 20 hours for the pre-school teacher, 25 hours for the elementary school teacher, 22 hours for the secondary school teacher.	m	m	m	a	m	m	m
Czech Republic		No	No	No	No	No	No	Professional development days are part of the teachers' contract (160 hours/month). There is no obligation to compensate for the teaching time missed.	No	No	No	No	No	No	These are irregular events and the teacher does not have to participate regularly.
Denmark		a	a	a	a	a	a	a	m	m	m	a	Yes	Yes	m
Estonia		a	a	a	a	a	a	<b>Pre-primary:</b> According to Teachers' Certification Regulation one of the demands to be attested is the following: a teacher has completed at least 160 hours of subject or pedagogical or professional courses or management courses, of which 80 hours may consist of self-improvement, which is certified by the head of an educational institution or studied in the field of education. <b>Primary and secondary:</b> The number of hours per annum dedicated to professional development is not stated in regulations, but teachers have to attend in-service training anyway. Attending in-service training is part of total working time.	m	Yes	Yes	m	Yes	m	It is estimated to be 25 hours per teacher on average.
Finland		m	Yes	Yes	a	Yes	Yes	<b>Primary and secondary (gen. prog.):</b> 18 hours per annum <b>Upper secondary (voc. prog.):</b> 30 hours per annum	m	Yes	Yes	a	m	m	m
France		Yes	Yes	Yes	a	Yes	Yes	<b>Pre-primary and primary:</b> 18 hours per annum <b>Lower secondary (gen. prog.) and upper secondary:</b> missing	Yes	Yes	Yes	a	Yes	Yes	<b>Pre-primary:</b> 10 hours per annum <b>Primary:</b> 11 hours per annum <b>Secondary:</b> 9 hours per annum
Germany		No	No	No	a	No	No	Regulations in the <i>Länder</i> are different.	m	m	m	a	m	m	m



	Notes	Is professional development excluded from statutory teaching time?						Is professional development excluded from actual teaching time?							
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
Greece		Yes	Yes	Yes	a	Yes	Yes	<b>Pre-primary and primary:</b> School counsellors can organise professional development days for teachers in periods before the beginning (1-10 September) and after the end of school year (15-21 June). The participation of teachers in these professional development days is mandatory. (Presidential Decree (P.D.) 79/2017, art. 17) <b>Lower secondary (gen. prog.) and upper secondary:</b> School counselors can organise workshops or conferences for teachers, but should try not to disturb the teaching schedule. (G.G. 1340/2002, article 9, par. 2d) As these are organised locally, it is not possible to collect data on whether the teaching schedule was disturbed or not.	m	m	m	a	m	m	m
Hungary		Yes	Yes	Yes	Yes	Yes	Yes	120 x 45 minutes in service training is mandatory during seven years.	m	m	m	m	m	m	m
Iceland		a	Yes	Yes	a	Yes	Yes	<b>Primary and lower secondary (gen. prog.):</b> 150 hours per annum are intended for professional development and preparation outside normal school days.	m	m	m	a	m	m	m
Ireland		m	Yes	Yes	a	Yes	m	Two statutory days for whole school planning and professional development (for secondary gen. prog., these days relate to curriculum reform at lower secondary (gen. prog.)) excluded, but additional professional development days taken by individual teachers or small groups of teachers from a school during school time not excluded. While such additional professional development events are approved for attendance by teachers during school time, teacher participation is at the discretion of school management. Schools are not permitted to close to facilitate attendance by an individual teacher/teachers at these additional events and school management is required to ensure that alternative arrangements are in place for the students whose teachers are attending the event.	m	m	m	a	m	m	m
Israel		Yes	Yes	Yes	a	Yes	Yes	Professional development is conducted in the afternoon within the school compound. In addition, a teacher receives one day off during the week in which he can participate in a professional	m	m	m	a	m	m	m

	Notes	Is professional development excluded from statutory teaching time?						Is professional development excluded from actual teaching time?							
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
Italy		Yes	Yes	Yes	a	Yes	Yes	development courses outside the school. Additional courses are held during the summer vacation and the teacher's sabbatical year. The professional development is included in the educational plan of the institute prepared by the teaching staff on the basis of the instruction of the head teacher. It is not mandatory to do a certain number of hours per year, but to respect the contents of this plan.	m	m	m	a	m	m	m
Japan		m	Yes	Yes	a	Yes	Yes	m	m	Yes	Yes	a	Yes	Yes	m
Korea		Yes	Yes	Yes	a	Yes	Yes	Professional development activities occur outside the teaching time. A teacher is generally expected to complete 60 hours of professional development per year; however, this is not compulsory, so the number of hours per annum dedicated to professional development differs among teachers.	m	m	m	a	m	m	m
Latvia		Yes	Yes	Yes	Yes	Yes	Yes	Teachers' duty is to participate in 36 hours of CPD activities in three years period. According to the Regulation, CPD activities are planned in time of students holidays.	Yes	Yes	Yes	m	Yes	m	<b>Pre-primary, primary and secondary (gen. prog.):</b> Teachers' duty is to participate in 36 hours of CPD activities in three years period. According to the Regulation, CPD activities are planned in time of students holidays. Here data relate to pedagogical work for that teachers are paid from public sources. <b>Secondary (voc. prog.):</b> missing
Lithuania		Yes	Yes	Yes	Yes	Yes	Yes	30 hours per annum	Yes	Yes	Yes	Yes	Yes	Yes	a
Luxembourg		m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico		Yes	Yes	Yes	Yes	Yes	Yes	40 hours per annum	m	m	m	m	m	m	m
Netherlands		m	m	m	m	m	m	<b>Pre-primary, primary, lower secondary and upper secondary (gen. prog.):</b> Inclusion/exclusion of these days from teaching time is decided between individual teachers and their managers.	m	m	m	m	m	m	m
New Zealand		m	Yes	Yes	a	Yes	m	m	m	m	m	a	m	m	m
Norway		a	Yes	Yes	a	Yes	Yes	45 hours per annum	a	m	m	a	m	m	m
Poland		Yes	Yes	Yes	a	Yes	Yes	Number of hours is not determined.	Yes	Yes	Yes	a	Yes	Yes	Number of hours is not determined.
Portugal		Yes	Yes	Yes	Yes	Yes	Yes	Based on Teacher Career Statute, in order to progress in the teaching career, the teacher has to successfully complete professional development courses with a minimum duration of 25 hours per annum, during, at least, the first half of the duration of each level in the teaching career (the 5th level has 2 years and all the other levels have 4 years).	Yes	Yes	Yes	Yes	Yes	Yes	Based on Teacher Career Statute, in order to progress in the teaching career, the teacher has to successfully complete professional development courses with a minimum duration of 25 hours per annum, during, at least, the first half of the duration of each level in the teaching career (the 5th level has 2 years and all the other levels have 4 years).

	Notes	Is professional development excluded from statutory teaching time?						Is professional development excluded from actual teaching time?							
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
Slovak Republic		No	No	No	No	No	No	Progression in the teaching career is currently frozen due to financial constraints.	m	m	m	m	m	m	Progression in the teaching career is currently frozen due to financial constraints.
Slovenia		Yes	Yes	Yes	a	Yes	Yes	If a teacher attends a course, this information is not collected, and it cannot be estimated.	m	Yes	Yes	a	m	m	m
Spain		Yes	Yes	Yes	Yes	Yes	Yes	5 days per annum	m	m	m	m	m	m	<b>Primary and lower secondary (gen. prog.):</b> 5 days per annum (equivalent of 16.5 hours)
Sweden		a	a	a	a	a	a	It is expected that a teacher completes, at least, 250 hours dedicated to professional development every six years for accessing to the training salary compliment, what means about 42 hours per year.	m	m	m	a	m	m	m
Switzerland		No	No	No	a	No	No	According to the collective agreement, professional development should aim to be 104 hours for every full-time equivalent and annum. The professional development can be in the school or outside of the school. Professional development can vary between every individual and annum.	No	No	No	a	No	No	These could take place during teaching time.
Turkey		No	No	No	a	No	No	These could take place during teaching time.	m	m	m	m	m	m	m
United States		No	No	No	a	No	a	For upper secondary level, 2-3 development days take place during school hours in several cantons.	No	No	No	a	No	a	In the U.S. source survey requesting estimates of teaching time, teachers are not instructed to exclude professional development activities, so we believe these are included in the estimates provided. Teachers are asked to report on teaching and working time during a "typical full week."
<b>Economies</b>															
Flemish Comm. (Belgium)	1	Yes	Yes	Yes	a	Yes	Yes	<b>Pre-primary and primary:</b> 1.5 days per annum <b>Secondary:</b> 1 day per annum	m	m	m	a	m	m	m
French Comm. (Belgium)		Yes	Yes	Yes	a	Yes	Yes	3 days per annum	m	m	m	a	m	m	m
England (UK)		Yes	Yes	Yes	a	Yes	a	5 days per annum	Yes	Yes	Yes	m	Yes	m	<b>Pre-primary and primary:</b> 58.6 hours <b>Secondary (gen. prog.):</b> 54.9 hours
Scotland (UK)		Yes	Yes	Yes	a	Yes	a	35 hours per annum	m	m	m	a	m	a	m
<b>Partners</b>															
Brazil		m	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica		No	No	No	No	No	No	They depend on the planning of the Professional Development Institute of the Ministry of Public Education, and correspond to a monthly planning (not anticipated annually).	m	m	m	m	m	m	m

	Notes	Is professional development excluded from statutory teaching time?						Is professional development excluded from actual teaching time?							
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
Russian Federation		m	m	m	m	m	m	m	m	m	m	m	m	m	m

**Note:** See *Definitions and Methodology* sections for more information.

1. Days teachers are free to choose are not included in the totals, while those in the legislation are included. These "free-choice" days cannot be excluded.

**Source:** OECD (2019).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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

Table X3.D4.4. Reporting of student examination days in teachers' teaching time (2018)

	Notes	Is student examination days excluded from statutory teaching time?						Comments	Is student examination days excluded from actual teaching time?						Comments
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	
<b>OECD Countries</b>															
Australia		No	No	No	No	No	No	Not possible to exclude student examination days from the data, because exams do not occur at set times.	No	No	No	No	No	No	Not possible to exclude student examination days from the data, because exams do not occur at set times.
Austria		m	a	a	a	Yes	m	<b>Upper secondary (gen. prog.):</b> No data available.	m	m	m	a	m	m	m
Canada		m	No	No	m	No	m	m	m	m	m	m	m	m	m
Chile		No	No	No	a	No	No	The teaching time reported corresponds to the maximum established by law, and it is not possible to exclude the "days for non-school-based examinations", because it is a particular decision of each educational institution to recover these days or hours of teaching in a later date.	m	m	m	a	m	m	m
Colombia		No	No	No	a	No	No	<b>Pre-primary, primary and lower secondary (gen. prog.):</b> National assessments are always scheduled during class hours. <b>Upper secondary:</b> National assessments are always scheduled during class hours, except for the application of the SABER 11th test, which is always scheduled on Sundays to guarantee the attendance of all students and people who show up on their own, as well as the unit of analysis.	m	m	m	a	m	m	m
Czech Republic		No	No	No	No	No	No	These are irregular events and the teacher does not have to participate regularly.	No	No	No	No	No	No	These are irregular events and the teacher does not have to participate regularly.
Denmark		a	a	a	a	a	a	a	a	a	a	a	Yes	Yes	<b>Upper secondary (gen. prog.):</b> Data is not available. A teacher on average is estimated to spend 30 hours a year together with the students for examinations.
Estonia		a	a	No	a	No	a	<b>Primary, lower secondary (all prog.) and upper secondary (gen. prog.):</b> The number of hours per annum dedicated to student examinations is not stated in regulations, but if it is needed a teacher has to be an observer in the exam or has to take the exam.	a	a	No	m	No	m	m
Finland		a	a	a	a	No	a	<b>Pre-primary:</b> No national or other tests. <b>Primary, lower secondary (gen. prog.) and upper secondary (voc. prog.):</b> No national test or examinations. Other tests and examinations part of instruction and their organisation, method and frequency generally decided by the schools and	m	a	a	a	m	m	m

	Notes	Is student examination days excluded from statutory teaching time?						Is student examination days excluded from actual teaching time?								
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	
							teachers. <b>Upper secondary (gen. prog.):</b> The supervision and preliminary assessment of national matriculation examination is part of the teachers' teaching load.									
France		a	a	Yes	a	Yes	Yes	m	a	a	Yes	a	Yes	Yes	m	
Germany		a	No	No	a	No	No	<b>Primary and secondary:</b> Regulations in the <i>Länder</i> are different.	m	m	m	a	m	m	m	
Greece		a	a	Yes	a	Yes	Yes	All teachers in lower and upper secondary education may be assigned to work in the Pan-hellenic Examinations for entrance to tertiary education as examiners (in oral examinations), supervisors or assessors depending on the needs of the region they serve. The duration of the Pan-hellenic examinations for graduates of General Programmes (school year 2017-18) is 13 days in total for the all the general subjects (including the subjects of vocational programmes), and there are 8 more days devoted to the examination of special subjects (e.g. Music, foreign languages), (Source: Ministerial Decision Φ253.2/55784/A5/4-4-2018).  <b>Upper secondary (gen. prog.):</b> there is also a repeat Pan-hellenic examination period in September for candidates who did not participate in the Pan-hellenic examinations of June due to serious reasons (Ministerial Decision Φ253.2/127522/A5/26-7 -2018). However, the repeat Pan-hellenic exams pertain to a small number of candidates and, therefore, teachers. <b>Upper secondary (voc. prog.):</b> there is also a repeat Pan-hellenic examination period in September for candidates who did not participate in the Pan-hellenic examinations of June due to serious reasons (Press Release of MoE 07-08-18). However, the repeat Pan-hellenic exams pertain to a small number of candidates and, therefore, teachers.	m	m	m	a	m	m	m	m
Hungary		a	a	a	a	Yes	Yes	m	a	a	a	a	m	m	m	
Iceland		a	No	No	a	Yes	Yes	<b>Primary, lower secondary (gen. prog.) and upper secondary (voc. prog.):</b> missing <b>Upper secondary (gen. prog.):</b> Number of hours	m	m	m	a	m	m	m	



	Notes	Is student examination days excluded from statutory teaching time?						Is student examination days excluded from actual teaching time?							
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
Ireland		m	a	Yes	a	Yes	m	not defined by regulation or in wage agreements, and can vary by schools and study lines. <b>Lower and upper secondary (gen. prog.):</b> 15 days are set aside at the end of the school year each June for State Examinations taken by students in the final year of lower and upper secondary general programmes. Schools are closed at this time and teachers can apply to be contracted by the State Examinations Commission to supervise these examinations and correct scripts.	m	m	m	a	m	m	m
Israel		a	a	a	a	Yes	Yes	<b>Upper secondary:</b> Exam day for matriculation exam is considered as a teacher working day. The teacher does not teach but stays at school, available for the students for questions before the test. There are 6 days for matriculation exams in grades 11 and 12.	m	m	m	a	m	m	m
Italy		a	a	Yes	a	Yes	Yes	The number of hours or days of examination are not defined. It depends on the number of students who take the exam. <b>Lower secondary (gen. prog.):</b> Approximately two weeks. <b>Upper secondary:</b> Approximately four weeks.	m	m	m	a	m	m	m
Japan		a	Yes	Yes	a	Yes	Yes	m	a	Yes	Yes	a	Yes	Yes	m
Korea		a	a	a	a	Yes	Yes	<b>Pre-primary, primary and lower secondary (gen. prog.):</b> Non-school based examinations do not exist. <b>Upper secondary:</b> One day is set aside for national examinations, which is excluded from teaching time.	m	m	m	a	m	m	m
Latvia		Yes	Yes	Yes	Yes	Yes	Yes	Final examinations at the end of lower and upper secondary education (grades 9 and 12) take place in spring holidays and summer holidays (for grades 1-8 and 10-11), therefore outside of the weeks when teaching take place.	a	No	No	m	No	m	Information relates to pedagogical work amount for which teachers are paid from public sources (state and municipality).
Lithuania		Yes	Yes	Yes	Yes	Yes	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	a
Luxembourg		m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico		No	No	No	No	No	No	All student examination (including national exams) are in the normal time of work at school. We do not have the duration time of examination to exclude it.	m	m	m	m	m	m	m
Netherlands		m	m	m	m	m	m	<b>Pre-primary, primary, lower secondary and upper secondary (gen. prog.):</b>	m	m	m	m	m	m	m

	Notes	Is student examination days excluded from statutory teaching time?						Is student examination days excluded from actual teaching time?							
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
								Inclusion/exclusion of these days from teaching time is decided between individual teachers and their managers.							
New Zealand		a	a	a	a	Yes	m	m	m	m	a	m	m	m	m
Norway		a	a	a	a	a	a	m	a	m	m	a	m	m	m
Poland		Yes	Yes	Yes	a	Yes	Yes	Number of hours is not determined.	Yes	Yes	Yes	a	Yes	Yes	Number of hours is not determined.
Portugal		a	Yes	Yes	Yes	Yes	Yes	After the ending of the instruction days of the school year, teachers have to fulfil a number of tasks, such as the preparation of the internal classifications class marks report, verification of the national examinations class scores report, meetings over the internal classifications and national examinations results for their classes, preparing class schedules for the next school year, preparing school recovery plans for students who need them, administrative work, preparing classrooms for national examinations, and ensuring the monitoring of the national examinations. Their allocation to those tasks is done, case by case, by their school. Global data is not available.	a	Yes	Yes	Yes	Yes	Yes	After the ending of the instruction days of the school year, teachers have to fulfil a number of tasks, such as the preparation of the internal classifications class marks report, verification of the national examinations class scores report, meetings over the internal classifications and national examinations results for their classes, preparing class schedules for the next school year, preparing school recovery plans for students who need them, administrative work, preparing classrooms for national examinations, and ensuring the monitoring of the national examinations. Their allocation to those tasks is done, case by case, by their school. Global data is not available.
Slovak Republic		a	No	No	No	No	No	<b>Primary and secondary:</b> This information is not collected, and it cannot be estimated. Regular teaching time as well as student examination time is included in the regular work of the teacher according to the contract of employment.	m	m	m	m	m	m	m
Slovenia		a	No	No	a	Yes	Yes	<b>Primary and lower secondary (gen.prog.):</b> At the end of year 6 and year 9, pupils' knowledge in three subjects is evaluated with the mandatory national assessment. The timetable (dates and hours) of the assessment is nationally determined. Each day only assessment in one subject may take place. The testing of one subject usually takes 45 minutes (it is determined that it should last between 45 to 90 minutes). At that time, other pupils in school have regular lessons and teachers teach or supervise tested pupils. After testing, pupils usually stay in school. <b>Upper secondary (gen. prog.):</b> Matura is the national external examination awarding upper secondary educational qualification. It is composed of exams in five subjects: three compulsory and	a	No	No	a	m	m	<b>Primary and lower secondary (gen.prog.):</b> At the end of year 6 and year 9, pupils' knowledge in three subjects is evaluated with the mandatory national assessment. The timetable (dates and hours) of the assessment is nationally determined. Each day only assessment in one subject may take place. The testing of one subject usually takes 45 minutes (it is determined that it should last between 45 to 90 minutes). At that time, other pupils in school have regular lessons and teachers teach or supervise tested pupils. After testing, pupils usually stay in school. <b>Upper secondary (gen. prog.):</b> Matura is the national external examination awarding upper secondary educational qualification. It is composed of exams in five subjects: three compulsory and

	Notes	Is student examination days excluded from statutory teaching time?						Is student examination days excluded from actual teaching time?						
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.
							<p>two elective. The exams are taken in written and/or oral form and/or in the form of presenting a seminar paper or practical laboratory work. The form of exam is specified with the subject exam catalogue. Each exam is held on a separate day. Each student sits examinations 8 to 10 effective days. The written examinations (5 subjects) take up to 1 050 minutes and oral exams up to 175 minutes. The duration of exams are maximum of 210 minutes for written test and maximum of 35 minutes for oral test. Matura examination is held in spring and autumn examination periods. The spring examination period starts after the instruction at the end of May and ends in the middle of June. The autumn examinations from last week of August to middle of September. Students may take the subject exam to advance before schedule (extraordinarily), improve their final grade or to transfer to another education programme. Students who fail to obtain the final grade in a specific subject take remedial exams, and students do retakes if they fail a class. During spring term, students may only take up to two exams, and only one or even partial exam per day. The school calendar for upper secondary education specifies examination periods: Spring (after the instruction ends), Autumn (from August 16 to October 20) and Winter (from February 1 to March 1).</p> <p><b>Upper secondary (voc. prog.):</b> Vocational matura is national examination held at the end of upper secondary technical education. It consists of exams in 4 subjects: two compulsory (mother tongue and specialization subjects), elective (mathematics or foreign language) and practical work (seminar, product or service) with oral presentation. Exams may be composed of written, oral and practical parts.</p> <p>Upper secondary vocational education is concluded with school leaving examination of two parts: exam in mother tongue and final assignment (product or service with an oral presentation). The</p>							<p>two elective. The exams are taken in written and/or oral form and/or in the form of presenting a seminar paper or practical laboratory work. The form of exam is specified with the subject exam catalogue. Each exam is held on a separate day. Each student sits examinations 8 to 10 effective days. The written examinations (5 subjects) take up to 1 050 minutes and oral exams up to 175 minutes. The duration of exams are maximum of 210 minutes for written test and maximum of 35 minutes for oral test. Matura examination is held in spring and autumn examination periods. The spring examination period starts after the instruction at the end of May and ends in the middle of June. The autumn examinations from last week of August to middle of September. Students may take the subject exam to advance before schedule (extraordinarily), improve their final grade or to transfer to another education programme. Students who fail to obtain the final grade in a specific subject take remedial exams, and students do retakes if they fail a class. During spring term, students may only take up to two exams, and only one or even partial exam per day. The school calendar for upper secondary education specifies examination periods: Spring (after the instruction ends), Autumn (from August 16 to October 20) and Winter (from February 1 to March 1).</p> <p><b>Upper secondary (voc. prog.):</b> Vocational matura is national examination held at the end of upper secondary technical education. It consists of exams in 4 subjects: two compulsory (mother tongue and specialization subjects), elective (mathematics or foreign language) and practical work (seminar, product or service) with oral presentation. Exams may be composed of written, oral and practical parts.</p> <p>Upper secondary vocational education is concluded with school leaving examination of two parts: exam in mother tongue and final assignment (product or service with an oral presentation). The</p>

	Notes	Is student examination days excluded from statutory teaching time?						Is student examination days excluded from actual teaching time?							
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
Spain		a	No	No	a	No	a	school leaving examination is school designed. In addition to examinations that have a function of awarding educational qualification students may take other types of exams. They may take the subject exam to advance before schedule (extraordinarily), improve their final grade or to transfer to another education programme. Students who fail to obtain the final grade in a specific subject take remedial exams, and students do retakes if they fail a class. During spring term, students may only take up to two exams, and only one or even partial exam per day. The school calendar for upper secondary education specifies examination periods: Spring (after the instruction ends), Autumn (from August 16 to October 20) and Winter (from February 1 to March 1). <b>Primary, lower and upper secondary (gen. prog.):</b> Non-school-based examinations (national exams) are applied during the instruction hours, according to the examination's plan. <b>Lower and upper secondary (voc. prog.):</b> No national exams.	m	m	m	m	m	m	school leaving examination is school designed. In addition to examinations that have a function of awarding educational qualification students may take other types of exams. They may take the subject exam to advance before schedule (extraordinarily), improve their final grade or to transfer to another education programme. Students who fail to obtain the final grade in a specific subject take remedial exams, and students do retakes if they fail a class. During spring term, students may only take up to two exams, and only one or even partial exam per day. The school calendar for upper secondary education specifies examination periods: Spring (after the instruction ends), Autumn (from August 16 to October 20) and Winter (from February 1 to March 1). m
Sweden		a	a	a	a	a	a	a	m	m	m	a	m	m	m
Switzerland		Yes	Yes	Yes	a	Yes	Yes	<b>Pre-primary, primary and lower secondary (gen. prog.):</b> There are no examinations. <b>Upper secondary:</b> Most teachers are involved in the exams.	Yes	Yes	Yes	a	Yes	Yes	<b>Pre-primary, primary and lower secondary (gen. prog.):</b> There are no examinations. <b>Upper secondary:</b> Most teachers are involved in the exams.
Turkey		No	No	No	a	No	No	m	m	m	m	m	m	m	m
United States		m	m	m	a	m	a	It is uncertain whether teachers are excluding student examinations from their reports of teaching and working time in the U.S. source survey. Teachers are asked to report on teaching and working time during a "typical full week."	m	m	m	a	m	a	It is uncertain whether teachers are excluding student examinations from their reports of teaching and working time in the U.S. source survey. Teachers are asked to report on teaching and working time during a "typical full week."
<b>Economies</b>															
Flemish Comm. (Belgium)		a	a	a	a	a	a	There are no national examinations in the Flemish Community.	m	m	m	a	m	m	m
French Comm. (Belgium)		a	m	m	a	m	m	<b>Pre-primary:</b> There are no examinations. <b>Primary and secondary:</b> Data not available.	m	m	m	a	m	m	m
England (UK)		a	a	a	a	a	a	a	m	m	m	m	m	m	m

	Notes	Is student examination days excluded from statutory teaching time?						Is student examination days excluded from actual teaching time?							
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
Scotland (UK)		No	No	No	a	No	a	<b>Pre-primary and primary:</b> Not applicable. <b>Secondary (gen. prog.):</b> No estimate available.	m	m	m	a	m	a	m
<b>Partners</b>															
Brazil		m	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica		a	No	No	No	No	No	<b>Primary and secondary:</b> These days may vary depending on the educational modality, especially in secondary education.	m	m	m	m	m	m	m
Russian Federation		m	m	m	m	m	m	m	m	m	m	m	m	m	m

**Note:** See *Definitions and Methodology* sections for more information.

**Source:** OECD (2019).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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

Table X3.D4.5. Reporting of days of attendance at conferences in teachers' teaching time (2018)

	Notes	Is days of attendance at conferences excluded from statutory teaching time?						Is days of attendance at conferences excluded from actual teaching time?							
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
<b>OECD Countries</b>															
Australia		Yes	Yes	Yes	Yes	Yes	Yes	Cannot specify as it is variable	No	No	No	No	No	No	a
Austria		m	Yes	Yes	a	Yes	m	<b>Primary and lower and upper secondary (gen. prog.):</b> No data available.	m	m	m	a	m	m	m
Canada		m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile		Yes	Yes	Yes	a	Yes	Yes	m	m	m	a	m	m	m	
Colombia		Yes	Yes	Yes	a	Yes	Yes	They are not part of the working day.	m	m	m	a	m	m	m
Czech Republic		No	No	No	No	No	No	Professional development days and conferences participation days are part of the teachers' contract (160 hours/month). There is no obligation to compensate for the teaching time missed.	No	No	No	No	No	No	These are irregular events and the teacher does not have to participate regularly.
Denmark		a	a	a	a	a	a	a	m	m	m	a	Yes	Yes	Data is not available.
Estonia		No	No	No	a	No	a	The number of hours per year for participation in conferences is not defined in regulations, but teachers still have to attend conferences.	a	Yes	Yes	m	Yes	m	m
Finland		a	a	a	a	a	a	m	m	a	No	a	m	m	m
France		a	a	a	a	a	a	a	a	a	a	a	a	a	a
Germany		a	Yes	Yes	a	Yes	Yes	m	m	m	a	m	m	m	
Greece		No	No	No	a	No	No	Public employees can be given permission to attend/participate in conferences by their superiors on the condition that this is to the benefit of the public service they work in (Law 3528/2007, art. 59). For teachers these permissions can be granted by the Director of Education of the region they serve. As these permissions can be given regionally to individual teachers, it is not possible to collect data on the number of teachers who attended conferences and the extent to which the teaching schedule was disturbed by these permissions. Moreover, it is estimated that most teachers do not make use of these permissions.	m	m	m	a	m	m	m
Hungary		Yes	Yes	Yes	Yes	Yes	Yes	m	m	m	m	m	m	m	m
Iceland		No	Yes	Yes	a	a	a	<b>Pre-primary, primary and lower secondary (gen. prog.):</b> Attendance at conferences is allowed at the discretion of school heads.	m	m	m	a	m	m	m
Ireland		m	No	No	a	No	m	<b>Primary and lower and upper secondary (gen. prog.):</b> Individual teachers may on an optional	m	m	m	a	m	m	m



	Notes	Is days of attendance at conferences excluded from statutory teaching time?						Is days of attendance at conferences excluded from actual teaching time?							
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
								basis seek to attend conferences that are relevant to their work during annual working time but may only do so at the discretion of school management. As these arrangements do not apply to all teachers, it is not possible to exclude this data.							
Israel		a	a	a	a	a	a	m	m	m	a	m	m	m	
Italy		Yes	Yes	Yes	a	Yes	Yes	m	m	m	a	m	m	m	
Japan		m	Yes	Yes	a	Yes	Yes	m	Yes	Yes	a	Yes	Yes	m	
Korea		Yes	Yes	Yes	a	Yes	Yes	There is no regulatory conference day that teachers are required to attend.	m	m	m	a	m	m	
Latvia		Yes	Yes	Yes	Yes	Yes	Yes	According to the Regulation, participation in events are planned in time of students holidays.	No	No	No	m	No	m	Information relates to pedagogical work amount for which teachers are paid from public sources (state and municipality).
Lithuania		Yes	Yes	Yes	Yes	Yes	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	a
Luxembourg		m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico		a	a	a	m	m	m	m	m	m	m	m	m	m	m
Netherlands		m	m	m	m	m	m	<b>Pre-primary, primary, lower secondary and upper secondary (gen. prog.):</b> Inclusion/exclusion of these days from teaching time is decided between individual teachers and their managers.	m	m	m	m	m	m	m
New Zealand		m	Yes	Yes	a	Yes	m	m	m	m	a	m	m	m	m
Norway		a	a	a	a	a	a	m	a	m	m	a	m	m	m
Poland		Yes	Yes	Yes	a	Yes	Yes	Number of hours is not determined.	Yes	Yes	Yes	a	Yes	Yes	Number of hours is not determined.
Portugal		Yes	Yes	Yes	Yes	Yes	Yes	The attendance or participation in conferences is primarily requested by the teacher, and is analysed, case by case, by the school. Alternatively, the teacher's attendance or participation in conferences can be proposed by the school itself.	Yes	Yes	Yes	Yes	Yes	Yes	The attendance or participation in conferences is primarily requested by the teacher, and is analysed, case by case, by the school. Alternatively, the teacher's attendance or participation in conferences can be proposed by the school itself.
Slovak Republic		No	No	No	No	No	No	This information is not collected, and it cannot be estimated. Regular teaching time as well as conference time is included in the regular work of the teacher according to the contract of employment.	m	m	m	m	m	m	m
Slovenia		Yes	Yes	Yes	a	Yes	Yes	<b>Pre-primary:</b> Teacher conferences at kindergarten take place in the afternoons after classes have finished. <b>Primary and secondary:</b> Teacher conferences at school take place in the afternoons after classes	m	Yes	Yes	a	m	m	<b>Pre-primary:</b> Teacher conferences at kindergarten take place in the afternoons after classes have finished. <b>Primary and lower secondary (gen. prog.):</b> Teacher conferences at school take place in the

	Notes	Is days of attendance at conferences excluded from statutory teaching time?						Comments	Is days of attendance at conferences excluded from actual teaching time?						Comments
		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.		Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	
Spain		Yes	Yes	Yes	Yes	Yes	Yes	have finished or during holidays. The number of hours is in school autonomy.	m	m	m	m	m	m	afternoons after classes have finished or during holidays. The number of hours is in school autonomy.
Sweden		No	a	a	a	a	a	Attendance to conferences is considered as professional training, so it is included in the time dedicated for professional development. <b>Pre-primary:</b> Days for attending conferences are included in teachers' scheduled working time at school, which also corresponds to teaching time. <b>Primary and secondary:</b> Days for attending conferences are included in teachers' scheduled working time at school.	m	m	m	a	m	m	m
Switzerland		Yes	Yes	Yes	a	Yes	Yes	Usually, conferences take place outside the teaching time (during non-teaching hours).	Yes	Yes	Yes	a	Yes	Yes	Usually, conferences take place during non-teaching hours.
Turkey		No	No	No	a	No	No	m	m	m	m	m	m	m	m
United States		m	m	m	a	m	a	It is uncertain whether teachers are excluding these from their reports of teaching and working time in the U.S. source survey. Teachers are asked to report on teaching and working time during a "typical full week."	m	m	m	a	m	a	It is uncertain whether teachers are excluding these from their reports of teaching and working time in the U.S. source survey. Teachers are asked to report on teaching and working time during a "typical full week."
<b>Economies</b>															
Flemish Comm. (Belgium)	1	Yes	Yes	Yes	a	Yes	Yes	<b>Pre-primary and primary:</b> 1.5 days per annum <b>Secondary:</b> 1 day per annum	m	m	m	a	m	m	m
French Comm. (Belgium)		m	m	m	a	m	m	No data available.	m	m	m	a	m	m	m
England (UK)		a	a	a	a	a	a	a	m	m	m	m	m	m	m
Scotland (UK)		No	No	No	a	No	a	No estimate available.	m	m	m	a	m	a	m
<b>Partners</b>															
Brazil		m	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica		No	No	No	No	No	No	They are not planned. They vary according to the educational centre and the Regional Directorate of Education.	m	m	m	m	m	m	m
Russian Federation		m	m	m	m	m	m	m	m	m	m	m	m	m	m

**Note:** See *Definitions and Methodology* sections for more information.

1. Days teachers are free to choose are not included in the totals, while those in the legislation are included. These "free-choice" days cannot be excluded.

**Source:** OECD (2019).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations. [Back to main table for this Indicator](#)

## Tasks and responsibilities of teachers, by level of education: Tables D4.3a and D4.3b.

Data from previous edition of *Education at a Glance* referred to teachers' tasks and responsibilities considered as criteria to define their salary, while data for the 2018 edition only refers to tasks and activities required to teachers, with no mention to their influence on salaries. In 2019 edition, Tables D4.3a and D4.3b now incorporates existence of teaching time reduction and/or financial compensation for tasks and responsibilities.

For further information on additional allowances and payments to teachers for performing certain responsibilities in the different countries listed in Table D4.3b, see comments related to [Tables D3.7 and D3.8](#) of Indicator D3. [Back to main table for this Indicator](#)

### **Australia:**

*Notes on interpretation:* Information may vary from year to year based on the jurisdictions that provided input.

Primary school teachers are entitled to two hours of relief from face to face teaching per week. Secondary school teachers work a maximum of 28 by 40 minute classes per week (or time equivalent), and are on duty for the remainder of the day.

*Participation in school or other management in addition to teaching duties:* Varies by jurisdiction.

*Participation in professional development activities:* Varies by jurisdiction.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

### **Belgium (French Community):**

*Teaching more classes or hours than required by full-time contract:* At all educational levels, teachers receive compensation for teaching beyond the maximum number of teaching periods per week (see [notes for Table D4.1a](#)).

*Special tasks:* Teachers may receive a financial compensation for training student teachers, but not for supporting other teachers.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

### **Brazil:**

*Notes on interpretation:* The responsibility for provision of formal public education in Brazil is shared by three administrative levels: federal (responsible for tertiary level), states (secondary) and local/municipal (pre-primary, primary and lower secondary). According to the National Education Law, these entities shall set up their educational systems in a collaborative way. Therefore, the fact that the different potential activities of teachers are mandatory or voluntary may vary depending on the organisation level. Each one of the more than 5 000 municipalities has their own autonomy to implement in their own way, but there is a general law giving general recommendation for educational system. This includes the following activities of teachers: teaching, individual planning or preparation of lessons, communication and co-operation with parents or guardians, and participation in professional development activities. [Back to main table for this Indicator](#)

### **Canada:**

*Notes on interpretation:* While the representative data at the Canada-level is not currently available, a methodology is being developed that will hopefully allow reporting in the future.

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

### **Chile:**

*Notes on methodology:* Reported information is revised and approved by the chief of the National Centre for Improvement, Experimentation and Pedagogical Research (CPEIP).

*Notes on interpretation:* The relationship between teaching and non-teaching time is regulated by law, article 69 of the decree with force of law N° 1, of 1996, of the Ministry of Education. Weekly teaching in classroom cannot exceed 28 hours and 30 minutes, excluding breaks, in cases where the teacher had been designated in a 44-hour contract. The remaining hours should be used for non-teaching curricular activities.

The distribution of the working day schedule should ensure that non-teaching hours are allocated in blocks of time for teachers to develop all their extra tasks involved in the teaching and learning process.

A percentage of at least 40% of the non-teaching hours will be allocated to activities of class preparation and evaluation, as well as other professional activities relevant to the school determined by the school head, after consulting with the Board of Teachers.

Under this order, it is the responsibility of the school head to assign the teaching and non-teaching hours. Therefore, the reduction of teaching hours of a teacher beyond the maximum established by law is attribution of the school head of the establishment.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

### **Czech Republic:**

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

### Costa Rica:

*Individual planning or preparation of lessons either at school or elsewhere:* In secondary level, teaching time is reduced when planning and teaching students with special needs.

*Marking/correcting of student work:* In secondary level, providing feedback in the classroom reduces teaching time.

*General administrative work:* In pre-primary and primary level, teaching time is reduced because sometimes principals ask the teachers to complete documents. There should be a day to complete paper work at the end of each term. For secondary level teachers, they receive financial compensation when they have assigned administrative work like sending parent reports, reporting on advances of committees and commissions, and organizing activities.

*Communication and co-operation with parents or guardians:* In secondary level, sending parent reports and meeting with parents to give grade reports and disciplinary actions for misconduct reduce teaching time.

*Supervision of students during breaks:* In pre-primary and primary level, English teachers do not have classroom and they use the time of recess to move from one room to another, carry many materials, start pasting things and test sound if are using technology to take advantage of time.

*Team work and dialogue with colleagues at school or elsewhere:* In pre-primary and primary, teaching time is reduced because most of the time they cannot share with colleagues because they are busy when others are working. In secondary level, participating in organizing committees for fairs and festivals reduces teaching time.

*Participation in school or other management in addition to teaching duties:* Some teachers are assigned administrative tasks apart from teaching. They are paid for this.

*Students counselling:* Lessons for counselling are assigned and paid.

*Special tasks:* In secondary level, teachers are asked to help student teachers and new teachers where teaching time is reduced under specific circumstances.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* For pre-primary and primary teachers, there is a Professional Development Institute (IDP) that have the financial support to hire experts to offer teachers who want to grow as a professional to enrol in online courses so in that way teachers are not losing instruction time with students. There should be a virtual platform with extensive courses where teachers can choose the ones they want to be upgraded. For secondary teachers, they get financial compensation every time they finish courses organised, certified or recognised by Ministry of Public Education (MEP). [Back to main table for this Indicator](#)

### Denmark:

*Notes on interpretation:* Changes in the Danish indicators on which activities and tasks teachers are required to handle is mostly due to the changes in the locus of decision-making concerning the conditions of service for teachers. The changes are indicated by a larger part of the decisions on the teachers' tasks and responsibilities to be taken locally at the individual school by the school leader.

Normally the conditions of service for teachers are regulated by collective agreements between the unions and national authorities for employers, The Ministry of Finance (Minister for Public Sector Innovation) and Local Governments of Denmark (KL). In 2013, the conditions of service for teachers were negotiated.

For the teachers at general upper secondary schools, an agreement was reached which gave an extensive increase of competence to the individual school leader regarding the duties to be handled by the teachers and the working conditions for the teachers. (e.g. decision on the number of classes to teach, number of hours for teaching, extra duties to take care of etc.) Decisions like these are typically taken in dialogue with the teachers, but the competence to decide is at the school leader. Previously, these decisions were regulated as a part of the collective agreements, which gave the teachers or the teacher unions more influence on the decisions.

For primary, lower secondary and vocational upper secondary schools, it was not in 2013 possible to reach agreement on the conditions of service for teachers. After 25 days of conflict in spring 2013, the Parliament and government decided to enter the process, and instead of having a new collective agreement, the Parliament passed a bill (Act 409) with regulations of the conditions of service for teachers. The result was a corresponding increase of competence for school leaders at primary, lower secondary and vocational schools to decide on items concerning the teachers' working conditions.

These changes have been gradually implemented since 2014, and in parallel with a reform of primary school in 2014, upper secondary vocational education in 2015 and general upper secondary education in 2017, changes are gradually and in different ways implemented at the school level.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

### England:

*Notes on interpretation:* In England, pay is related to performance. The framework for pay and conditions (STPCD 2017) provides statutory guidance on various activities of teachers, determines the minimum and maximum for each pay range and requires that all progression is linked to performance. The relevant body (the school's governing body or local authority) determines the number and distribution of pay points within each range, and the range and level of evidence used to judge performance. It is at the discretion of the relevant body in schools to determine whether any of the activities listed are factors schools consider when assessing performance.

All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of the 1 265 hours referred to in paragraph 51.5 or pro rata equivalent (as the case may be) to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the school's timetabled teaching week and must amount to not less than 10% of the teacher's timetabled teaching time. A teacher must not be required to carry out any other duties during the teacher's PPA time. (Paragraph 52.5) Thus, duties included in PPA time are subject to reduction in teaching time. Following duties are part of PPA time:

- Individual planning or preparation of lessons either at school or elsewhere
- Marking/correcting of student work

The reduction of teaching time for performing duties that are not included in PPA is at the discretion of the headteacher/employer who determines how duties are organised in a teacher's 1 265 hours of directed time, as STPCD states only that teachers "must be available to perform such duties at such times and such places as may be specified by the headteacher". They are:

- Communication and co-operation with parents or guardians (Paragraph 50.15)
- Team work and dialogue with colleagues at school or elsewhere (Paragraph 50.16)
- Teaching more classes or hours than required by full-time contract (Paragraph 50.7)
- Students counselling (if undertaken)
- Engaging in extracurricular activities (out-of-school hours learning activities)
- Participation in mentoring programmes and/or supporting new teachers in induction programmes (initial teacher training) (Paragraph 62)
- Participation in professional development activities (Paragraph 50.13, 50.14 and 52.9)

*General administrative work:* STPCD 2017 Paragraph 52.8. A teacher should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher's professional skills and judgment, including those associated with the arrangements for preparing pupils for external examinations such as invigilation.

*Supervision of students during breaks:* STPCD 2017 Paragraph 52.2. No teacher may be required under their contract of employment as a teacher to undertake midday supervision.

*Participation in school or other management in addition to teaching duties:* STPCD 2017 Paragraph 52.6. A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

*Special tasks:* Refer to notes for 'mentoring programmes and/or supporting new teachers in induction programmes' and 'participation in professional development activities'.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

### **Estonia:**

*Notes on interpretation:* Specific circumstances where teaching time is reduced and/or financial compensation is given indicate that such decision is made at school-level.

*Marking/correcting of student work:* This task is not performed in pre-primary level.

*Participation in school or other management in addition to teaching duties:* For vocational programmes, this includes leading teachers.

*Students counselling:* This task at pre-primary level refers to developmental conversation with a student, parents and teacher.

*Class teacher/form teacher:* There are no class teachers in vocational programmes. Instead, there may be teachers guiding some groups of students, usually these are teachers whose working load as vocational education teachers is already smaller and coaching a group enables them to get the full position at school. As a rule, it does not mean that their workload as a subject teacher has been diminished.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

### **Finland:**

*Participation in school or other management in addition to teaching duties:* The reduction of statutory teaching time varies from 1-16 weekly lessons depending on the size of the school.



*Class teacher/form teacher:* For upper secondary level, the definition of the compensation is decided at local/school level.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7. Back to main table for this Indicator](#)

#### France:

*Participation in school or other management in addition to teaching duties:* Teachers can have specific missions within the school or within the *académie* (regional deconcentrated education authority) such as the coordination of a subject or the coordination of *cycle d'enseignement* (teaching cycle grouping several grades).

*Teaching more classes or hours than required by full-time contract:* The first supplementary hour is "mandatory" (a teacher cannot refuse it) and the other supplementary hours are at the discretion of individual teachers.

*Students counselling:* At secondary level, teachers guide pupils in their academic and career choice.

*Special tasks:* The *maîtres formateurs* at pre-primary and primary education (ISCED 02 and 1) accomplish this duty at full-time basis. The *formateurs académiques* (trainer at the *académie* level) at lower and upper secondary levels (ISCED 24, 34 and 35) benefit from a reduction of teaching hours from 3 to 6 hours per week.

*Class teacher/form teacher:* In secondary education, class teacher do not have a reduction of their teaching time but their ISOE allowance is higher (there is a part of the ISOE allowance which is only given to the class teachers.)

*Participation in professional development activities:* Taking part into professional development activities can be at the initiative of teachers or the institution.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7. Back to main table for this Indicator](#)

#### Germany:

*Notes on interpretation:* For the performance of the other tasks and responsibilities, the individual teaching obligation can be reduced by so-called credit hours (*Anrechnungsstunden*). The specific circumstances under which credit hours may be granted are laid down in regulations of the *Länder* and vary. As a rule, the school principal decides on the allocation of credit hours. The principal may also have only a limited number of credit hours at her/his disposal. It is therefore not possible to provide information on the number of credit hours allocated.

*Teaching more classes or hours than required by full-time contract:* Individual *Länder* have recently introduced financial compensation for teaching more hours than required. In the majority of *Länder*, however, this is not the case. [Back to main table for this Indicator](#)

#### Greece:

*Notes on interpretation:* For tasks with no financial compensation indicated, they refer to mandatory tasks that are compensated by the base salary of teachers.

*Marking/correcting of student work:* Pre-primary teachers use portfolios in order to assess their pupils. They do not give marks, the assessment is based on descriptive comments provided to parents orally or by written reports.

*Supervision of students during breaks:* Pre-primary and primary school teachers are required to supervise the class they teach from schoolyard to classrooms and from classrooms to schoolyard. (Presidential Decree 79/2017 (article 12, par. 9))

*Other teaching-related tasks:* Tasks below are not required tasks of pre-primary and primary school teachers, but mandatory and requirements for base salary for secondary school teachers. No teaching time reduction and financial compensation is granted.

1. Provision of examination material, examination and marking of the students' written or oral exams at the end of the instruction year or before the beginning of a new instruction year.

2. Provision of Summer Service: Secondary School teachers are obliged to work as administrative staff in shifts for the one day per week that the school opens during summer holidays. Depending on the size of the school, teachers may provide summer service during their holidays for one, two or more days.

*Participation in professional development activities:* It is mandatory for professional development activities that are designed/offered by School counsellors, the school or the Directorate of Education or the Ministry of Education. However, there are also calls for professional development programmes that teachers are advised to take but they can apply for them on a voluntary basis, and they can participate in them if they are accepted. Usually there are more teachers' applications than places offered in these programmes.

*Other responsibilities:* It is mandatory to participate in the administration of the school by taking part in the school's teachers' board and other related committees where applicable. An extensive list of duties of the teachers' board can be found in Ministerial Decision 353.1/324/105657/Δ1/2002 (G.G. 1340/B/2002), article 39. Teaching time reduction and financial compensation does not exist.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7. Back to main table for this Indicator](#)

#### Iceland:



*Students counselling:* Special student counsellors are required to perform this task.

*Special tasks:* Performing this task reduces 2 classroom periods per week.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* Formal mentoring or induction programmes do not exist.

*Participation in professional development activities:* Professional development may be organised outside school working time and may result in a reduction of teaching duties. At primary and lower secondary levels (ISCED 1 and 2), there is a designated period for professional development. However, at pre-primary and upper secondary levels (ISCED 02 and 3), it is at the discretion of schools how this is organised.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7. Back to main table for this Indicator](#)

### **Ireland:**

*Notes on interpretation:* Data is not collected for pre-primary level.

*Supervision of students during breaks:* 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 for teachers at ISCED 1 are set out in Department Circular 33/2013. The revised conditions relating to supervision for teachers at ISCED 24 and 34 are set out in Department Circular 0006/2014. From the beginning of the 2013/14 school year, each teacher at primary and general lower and upper secondary levels (ISCED 1, 24 and 34) has been required to provide 43 hours supervision per annum to include substitution cover for particular teacher absences (e.g. uncertified sick leave absences). At primary level, the provision of this 43 hours supervision is part of the non-teaching work required of all teachers during school hours. At general secondary education (ISCED 24 and 34), the provision of this 43 hours supervision is the only non-teaching work that is required of all fulltime teachers during school hours. At secondary level, there was an opt out arrangement as per Circular 0006/2014 for teachers not to participate in the supervision of students which involved a reduction in their salary.

*Participation in school or other management in addition to teaching duties:* School management may assign management duties in addition to teaching duties to individual teachers who have been appointed to posts of responsibility in the school. The arrangements for making appointments to posts of responsibility at primary level (ISCED 1) are outlined in [Circular 0070/2018](#) and at secondary level (ISCED 2 and 3) in [Circular Letter 0003/2018](#).

*Class teacher/form teacher:* At primary level (ISCED 1), it is the norm for school management to assign teachers to assume full responsibility for individual classes as part of their normal teaching duties. At secondary level (ISCED 24 and 34), a school may assign Year Head duties to a teacher who has been assigned additional special duties or management duties.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* During 2017/18, the management of each special education school and of large mainstream primary schools with a principal and 24 teachers or more was required to establish a Professional Support Team of mentors for newly qualified teachers working in their school. Teachers in other mainstream schools were trained and assigned as mentors to newly qualified teachers on an optional basis and at the discretion of school management as part of the National Induction Programme for Newly Qualified teachers. Mandatory participation in the mentoring of newly qualified teachers will be extended to all schools on a phased basis by 2020. As schools are included in the school based induction programme, it will be at the discretion of senior management in each school to assign individual teachers to the role of mentor. However, participation by individual teachers in this role is on a voluntary basis. The principal may involve teachers from outside the school if it is not possible to form the team from within the school staff.

*Participation in professional development activities:* For primary and lower secondary general programmes (ISCED 1 and 24), some elements of Continuing Professional Development (CPD) are mandatory and some are voluntary. There may be a reduction of teaching time as there are circumstances (for example with programmes of national CPD) where schools may have to close to facilitate attendance by all staff or a large number of staff at the training.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7. Back to main table for this Indicator](#)

### **Israel:**

*Teaching:* Teachers in pre-primary education do not teach in front of children, as life-long learning (e.g. playing, music etc.) is considered important.

*Communication and co-operation with parents or guardians:* It includes parents meetings, preparation of year-end parties and ceremonies for the holidays (18 hours per semi-annual).

*Supervision of students during breaks:* Pre-primary teacher must be with the children all day long.

*Participation in school or other management in addition to teaching duties:* Vice-principals must teach and teaching time is not reduced for this task.

*Students counselling:* Master of Arts is the minimal condition for the consultant role and have to be consultant in his formation. For teachers performing this responsibility, they are committed to teach one-third of full-time equivalent with remuneration. The principal can ask teachers to engage in student counselling, and in this case, teachers will not receive a financial compensation.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* Ministry of Education authorises teachers to guide qualified teachers. The principal chooses trainers for training and mentoring student teachers, where remuneration is provided.

*Participation in professional development activities:* There is a high awareness of the importance of professional development, taking considerable part in both reforms, the New Horizon and the *Oz Letmura*. Though professional development is not mandatory, majority of the teachers participate in the course to increase their salary (move to a higher salary level) or maybe move to a higher position also.

In the New Horizon reform (from kindergarten to grade 9), a teacher receives a professional promotion and an increase in his salary on the base of the hours of professional development he took part. In the *Oz Letmura* reform (grades 10-12), the teacher is learning at school two hours a week as part of his professional activities and of his post. Moreover, the rest of the courses in which he participates is taken in the PISGA centres or in one of the universities. According to the number of hours, he will receive a “unit of courses”, one of the 18 in maximum that he can receive in his career. A teacher is entitled to receive one unit a year.

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

#### **Italy:**

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

#### **Japan:**

*Teaching more classes or hours than required by full-time contract:* There is no appropriate option to express Japanese circumstance for existence of financial compensation. [Back to main table for this Indicator](#)

#### **Korea:**

*Notes on interpretation:* For pre-primary level, public kindergarten (governed by the Ministry of Education) is only included, but public childcare (governed by the Ministry of Health and Welfare) is not included as there is no data available.

*General administrative work:* Teachers assigned to the Educational Administration Task Force occasionally receive a reduction in teaching time to allow them to support their schools' administrative affairs. This reduction in teaching time is at the discretion of individual schools.

*Participation in school or other management in addition to teaching duties:* Teaching time of managerial teachers may be reduced at the discretion of individual schools, depending on the school's circumstances.

*Students counselling:* Teaching time is typically reduced by 10 periods or less per week for teachers in charge of career guidance and college admission counselling. For teachers in charge of preventing school violence and delinquency, teaching time is reduced at the discretion of individual schools.

*Special tasks:* Master teachers, who are in charge of mentoring, providing professional development and curriculum design for other teachers, receive a 50% reduction in teaching time compared to general teachers with financial compensation provided as research expenses.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* See note on Master teachers in *Special tasks*.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

#### **Latvia:**

*Marking/correcting of student work:* At pre-primary level, there is no written marking/correcting of works but a teacher expresses appraisal (appreciation) of children work by words. It is teacher's responsibility according to the pre-school education guidelines. Parents or guardians of a child receive written information from a pre-primary institution on achievements of the child after completion of pre-school education programme.

*Participation in school or other management in addition to teaching duties:* Methodology work at school, project management and other activities related to the development of school are part of teacher's workload. However, if a teacher performs duties of head of department, he or she receives a salary for this administrative work. Working in full-time administrative position, teacher may have up to 7 additional teaching hours.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

#### **Lithuania:**

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

#### **Mexico:**

*Notes on interpretation:* In Mexico, there are management personnel who also participate as teacher personnel.  
[Back to main table for this Indicator](#)

#### **Netherlands:**

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

#### **New Zealand:**

*Notes on interpretation:* The New Zealand Education System does not have an explicit lower secondary level (ISCED 24) and all secondary level educational programmes are general. So for descriptive responses, both the responses for primary (ISCED 1) and upper secondary (ISCED 34) levels have been provided. Where there are two responses for lower secondary level, Years 7-8 of lower secondary level (ISCED 24) follow primary level (ISCED 1) and Years 9-10 of lower secondary level follow upper secondary level (ISCED 34).

*Students counselling:* There is Careers Adviser Allowance for upper secondary level (ISCED 34).

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

#### **Norway:**

*Communication and co-operation with parents or guardians:* It is the task of the class teacher/form teacher. See notes on *Class teacher/form teacher*.

*Participation in school or other management in addition to teaching duties:* Depending on the extent of the additional responsibility, teachers may have a reduction in teaching time and an additional compensation at the discretion of the school head.

*Students counselling:* Teachers, who have this task, teaches one hour less each week. See note on *Communication and co-operation with parents or guardians*.

*Special tasks:* Teacher who are responsible of training teacher students, gets a reduction in teaching time and an additional compensation when the student teachers are practice teachers (under supervision).

*Class teacher/form teacher:* Teachers, who have this task, teaches one hour less each week.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* Depending on the extent of the additional responsibility, teachers may have a reduction in teaching time and an additional compensation at the discretion of the school head.

*Participation in professional development activities:* Teachers may apply to participate in professional development activities, which result in a reduction of teaching time for one year, and which may result in an increase in the base salary.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

#### **Poland:**

*Supervision of students during breaks:* There is no break in the kindergarten activities. The teacher exercises constant supervision over children.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

#### **Portugal:**

*Notes on interpretation:* All tasks in the second cycle of primary education (ISCED 1) are identical to those of secondary education (ISCED 2 and 3).

Bonuses are given on a monthly basis and they usually last for the whole school year.

*Individual planning or preparation of lessons either at school or elsewhere:* Pre-primary teachers (ISCED 02) who teach 5-year-old children coordinate with the first grade teachers in primary education (ISCED 1).

*Participation in school or other management in addition to teaching duties:* Educational guidance managers (heads of curricular departments, class tutors' coordinators and class tutors) have their teaching time reduced, during the time they hold the position. The school board defines the criteria to distribute the statutory available amount of time among the educational guidance structures.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Teachers are paid overtime work for the hours they teach beyond the statutorily established. This situation occurs mostly due to difficulties in matching the individual teaching load and the curriculum hours of the classes assigned to the teacher. The cost per hour depends on the position in the teaching career and the number of overtime hours (12.5% for the first hour and 18.75% for the second or more hours).

*Special tasks:* These tasks (e.g. training student teachers and providing support to other teachers.) are done with the accordance of the teacher. 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:* See notes on *special tasks*.

*Participation in professional development activities:* It is not compulsory, but it is required to progress in the teaching career.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

#### Scotland:

*Communication and co-operation with parents or guardians:* Communication with parents does not reduce teaching time, but is built into teachers' working time agreements. This time is in addition to their pupil contact time, but within their overall contractual hours. Scottish education authorities are placed under a legal requirement to involve parents via the Scottish Schools (Parental Involvement) Act 2006. Communication with parents is one of the aspects of involvement. In practice, head teachers and class teachers may discharge this responsibility on a day-to-day basis but the requirement is not placed directly on class teachers. Liaison with parents is part of a teacher's terms and conditions as set out in the "National Agreement - A Teaching Profession for the 21st Century" ([link](#)). [Back to main table for this Indicator](#)

#### Slovenia:

*Notes on interpretation:* Working time of teachers is defined by the Organisation and Financing of Education Act (ZOFVI) and the Collective agreement for the education sector in the Republic of Slovenia. The workload of a teacher includes teaching and other forms of organised work with students, preparation of lessons, assessing and grading of student work, and other work necessary for implementing the education programme. The ZOFVI, as well as Kindergarten Act and other regulations specify mandatory tasks for teachers (if so assigned).

*Participation in school or other management in addition to teaching duties:* In upper secondary education (ISCED 3), the following roles results in reduction of teaching time: secretary of the school committee for matura or leaving examination, coordinator of elective content or interest activities, pedagogical or sport coordinator in sport classes, organiser of school meals. Reduction of teaching time depends on the task and on the number of students/classes (from 0.5 to 16 lessons per week).

*Teaching more classes or hours than required by full-time contract:* For primary and secondary levels, (ISCED 1, 2 and 3), the head teacher may assign a teacher extra weekly teaching time (additional teaching within full-time contract) but not for more than five lesson a week (not more than 38 weeks in school year) according to the Article 124 of the Organisation and Financing of Education Act. This is paid as Work performance from increased workload (refer to Indicator D3).

*Class teacher/form teacher:* For primary and secondary levels (ISCED 1, 24, 34 and 35), there is a reduction of 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.

*Other responsibilities:* The Kindergarten Act specifies participation in the organisation of life and activities at a kindergarten that is in detail defined with the with its annual action plan in addition to other tasks for preschool teachers (ISCED 0). These are at the discretion of the individual schools and has no financial compensation.

The Organization and Financing of Education Act (Article 119) specifies among other tasks for teachers also: collecting and processing data related to performing educational and other work; maintaining study rooms, collections, school workshops, sports halls, playgrounds, gardens, etc.; organising cultural, sports and other generally beneficial and humanitarian activities to involve students; other duties and responsibilities specified in the annual work plan. These are mandatory for teachers in primary and secondary education (ISCED 1 to 3) and has no financial compensation.

Membership in a subject testing committee for national assessment of knowledge in basic school (ISCED 1 and 2) is performed voluntarily at the discretion of individual teachers. Reduction in teaching time is possible.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

#### Spain:

*Notes on interpretation:* The information provided is based on an average of the different answers collected from education departments of all autonomous communities. Some possible differences among communities are provided in the notes.

*Participation in school or other management in addition to teaching duties:* Department Head position results in a reduction of teaching time of 2-3 hours depending on the autonomous community. There are other coordinator positions in schools, in some regions, that can also result in reduction of teaching and/or financial compensation: ICT coordinator, bilingual program coordinator, extracurricular activities coordinator, etc.

*Teaching more classes or hours than required by full-time contract:* Teaching time extra hours in the year schedule has compensation. This compensation is time in school reduction. There are some special activities (reinforce/support classes, health programs, compulsory training courses outside working hours, etc.) with out-of-contract teaching time and fixed regular additional payments.

*Special tasks:* Training student's teachers in collaboration with universities is a voluntary task with no financial compensation. This collaboration needs to be applied by the School Head.

*Class teacher/form teacher:* According with regulations, class teacher is a task that is mandatory if it is required for teachers. Class teacher task is part of the teaching time.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* There is no mentoring programmes in Spain. The given response relates to induction programmes for new teachers.

*Participation in professional development activities:* It is expected that a teacher completes, at least, 250 hours dedicated to professional development every six years for accessing to the training salary compliment (i.e. about 42 hours per year).

*Other tasks and responsibilities:* There is a fixed amount of financial compensation for supporting in school transport and educational attention to students in the school canteens (e.g. caring children in the school transport and during the school meals), only at some educational level.

*Financial compensation on Table D4.3b:* See notes on [Table D3.7](#). [Back to main table for this Indicator](#)

#### **Sweden:**

*Notes on interpretation:* Though collective agreement is made on a national level, it is interpreted and decided locally at the school-level. Therefore it is not possible to determine if a performed task or responsibility leads to a reduction in teaching time or financial compensation.

There may be local agreements that differ from the information reported, especially in *förskoleklassen* (pre-school class), which is the last of the pre-primary school. The usual agreement for *förskoleklassen* is the same as the national agreement for the primary school.

*Marking/correcting of student work:* It does not apply for pre-primary level.

*Students counselling:* It does not apply for pre-primary level. [Back to main table for this Indicator](#)

#### **United States:**

*Notes on interpretation:* Existence of reduction of teaching time and/or financial compensation is at the discretion of individual schools. [Back to main table for this Indicator](#)



**Actual teaching time: Table X3.D4.6 (Annex only)****Table X3.D4.6 (Annex only). Actual teaching time (2017)***Actual average teaching hours, over the school year, in public institutions*

	Notes	Pre-primary	Primary	Lower secondary, general programmes	Lower secondary, vocational programmes	Upper secondary, general programmes	Upper secondary, vocational programmes
		(1)	(2)	(3)	(4)	(5)	(6)
<b>OECD</b>							
<b>Countries</b>							
Australia		898	867	821	821	821	821
Austria		m	m	m	a	m	m
Canada		m	m	m	m	m	m
Chile		m	m	m	a	m	m
Colombia		m	m	m	a	m	m
Czech Republic		1 333	617	617	617	589	589
Denmark	1	m	787	777	a	405	648
Estonia		m	599	608	m	575	m
Finland		m	713	599	a	m	m
France		900	900	648	a	617	677
Germany		m	m	m	a	m	m
Greece		m	m	m	a	m	m
Hungary		m	m	m	m	m	m
Iceland		m	m	m	a	m	m
Ireland		m	m	m	a	m	m
Israel		m	m	m	a	m	m
Italy		m	m	m	a	m	m
Japan	2	m	739	610	a	511	511
Korea		m	m	m	a	m	m
Latvia		1 619	1 135	1 069	m	1 109	m
Lithuania		640	558	640	735	632	735
Luxembourg		m	m	m	m	m	m
Mexico		m	m	m	m	m	m
Netherlands		m	m	m	m	m	m
New Zealand		m	m	m	a	m	m
Norway		a	m	m	a	m	m
Poland		1 150	623	549	a	544	550
Portugal		850	734	608	608	592	592
Slovak Republic		m	m	m	m	m	m
Slovenia		m	667	667	a	m	m
Spain		m	m	m	m	m	m
Sweden		m	m	m	a	m	m
Switzerland		756	785	748	a	621	714
Turkey		m	m	m	m	m	m
United States	3	1 011	1 004	966	a	966	a
<b>Economies</b>							
Flemish Comm. (Belgium)		m	m	m	a	m	m
French Comm. (Belgium)		m	m	m	a	m	m
England (UK)	3	942	942	817	m	817	m
Scotland (UK)		m	m	m	a	m	a
<b>Partners</b>							
Brazil		m	m	m	m	m	m
Costa Rica		m	m	m	m	m	m
Russian Federation		m	561	483	m	483	m

**Note:** See *Definitions and Methodology* sections for more information.

1. For primary and lower secondary, it includes classroom teaching as well as other teaching and guidance activities and supervision of students during breaks.

2. Average planned teaching time in each school at the beginning of the school year.

3. Year of reference 2016.

**Source:** OECD (2019).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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



## Coverage, methodology and interpretation

Professional development, student examination days and conference days should be excluded from actual teaching time of teachers. For notes on the reporting practice related to professional development, student examination days and conference days in teachers' actual teaching time, see Tables [X3.D4.3](#), [X3.D4.4](#) and [X3.D4.5](#).

Other comments for each country are listed below.

### Australia:

*Data specifications on teaching time:* Data on teachers' actual teaching time includes time devoted to professional development activities and time dedicated to student examination days.

*Notes on methodology:* Data reported are weighted averages of data from jurisdictions that provided data.

*Notes on interpretation:* Data reported are based on a subset of jurisdictions that provided data. Values and information may vary from year to year based on the jurisdictions that provided input.

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

### Czech Republic:

*Data specifications on teaching time:* Data on teachers' teaching time includes time devoted to professional development activities, student examination days and days of attendance to conferences.

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

### Denmark:

*Notes on methodology:* The data collection from primary and lower secondary school is made in accordance with guidelines from the Ministry of Education, September 2016: Practical guidance to schools regarding the reporting of teachers' working time. The schools reported the teachers' total time together with the students. For the school year 2016/17, it was 777 hours on average including classroom teaching as well as other teaching and guidance activities and supervision of students during breaks. The schools also reported the number of hours used for classroom teaching and individual teaching in the subjects offered by the school (fagopdelt undervisning). For these teaching activities, the teachers are using 635 hours on average for the school year 2016/17. These hours are including special classroom teaching at ordinary public schools, but not time for compulsory assisted learning activities whether the teaching has a direct subject-related content or in general are aiming to strengthen the students' readiness for learning, their social skills or motivation and well-being.

For information on upper secondary levels, see notes on [statutory teaching time](#) (Table D4.1a and D4.1b).

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

### England:

*Notes on methodology:* The figures for 2015 are derived from the Teacher Workload Survey 2016. Actual teachers' working time is calculated by multiplying 38 teaching weeks to mean teaching time hours per week (for 'full-time' and 'classroom' teachers).

*Notes on interpretation:* Data on student examination days and days of attendance to conferences do not exist. However, there are other aspects of teaching time collected in Teachers Workload Survey (Table 3.11).

There are vocational programmes at both lower and upper secondary level (ISCED 25 and 35), but there is no data, so they are indicated as 'missing'. [Back to main table for this Indicator](#)

### Estonia:

*Notes on methodology:* The total number of lessons (according to Estonian Education Information System - EHIS) teachers teach in a week is divided with the number of teachers in full-time equivalent separately at all three ISCED levels (general education). The academic lessons are converted into astronomic hours. Since 2013/14, the division of full-time equivalent between different ISCED levels is not available because of the changes in Basic Schools and Upper Secondary Schools Act. Since 2014/15, the number of teachers in full-time equivalent at all three ISCED levels is based on the proportion of lessons teachers teach at all three ISCED levels.

[Table X3.D4.3](#) shows the total number of hours teachers (the number of lessons was converted into astronomic hours) attended in professional development courses in the academic year 2016/17. Not all teachers who worked in the academic year 2016/17 took part in professional development courses in the same academic year. Difference in the population of teachers covered for statutory teaching time: Teachers temporarily not at work are excluded.

*Notes on interpretation:* The average actual teacher's teaching time in hours per annum refer to actual teaching time as of 10 November 2016 (Estonian Education Information System).

In [Table X3.D4.3](#), the same number of hours for teachers participated in professional development courses is shown at every educational (ISCED) level because teachers in general schools usually teach at more than one educational (ISCED) level. [Back to main table for this Indicator](#)

**Finland:**

*Data specifications on teaching time:* Data on teachers' actual teaching time does not exclude student examination days and days of attendances to conferences.

*Notes on methodology:* Average annual teaching time refers to time reported by teachers on a certain week. This was then multiplied by 38 (38 school weeks per annum). As there are no national examinations, the teachers are free to assess their students the way they choose or they have agreed on within the school.

*Difference in the population of teachers covered for statutory teaching time:* Data for actual teaching time is based on a separate data collection, as there is no central register. The respondents have all been full-time teachers, even those who are not fully qualified. However, 95% of all teachers, including part-time teachers were qualified in 2016. [Back to main table for this Indicator](#)

**France:**

*Notes on methodology:* Data comes from the application called *Base-relais*, which contains a teacher service register for the teachers in secondary level of education. This register does not cover the primary level. *Base-relais* covers full-time teachers (teachers with at least 90% of the full-time workload of teachers). Teachers were classified in these categories according to their main affiliation (*collège*, *lycée général* or *lycée technologique*, *lycée pro*). For the selected teachers, all teaching hours were taken into account, including those at different ISCED level(s).

*Difference in the population of teachers covered for statutory teaching time:* For teachers in general secondary education (ISCED 24 and 34), the population of teachers covered by actual data is larger than the one covered by statutory data because it takes account of categories like "*agrégés*", "*professeurs de chaire supérieure*", "*adjoints et chargés d'enseignement*", "*professeurs d'enseignement général des collèges*".

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

**Japan:**

*Notes on methodology:* Data on teachers' teaching time refers to average planned teaching time in each school at the beginning of the school year. The average actual teachers' teaching time in hours varies in Japan for the three reported levels of education.

*Notes on interpretation:* National schools, College of Technology (course of 1st to 3rd grade) established by regional or local governments and upper secondary course of Specialised Training College (upper secondary specialised training school) are excluded from actual teaching time data. This is consistent with the scope for statutory teaching time. [Back to main table for this Indicator](#)

**Latvia:**

*Notes on methodology:* Data are taken from the State Education Information System where education institutions record information about teachers - age, gender, their workload and salary. Information relates to pedagogical work amount for which teachers are paid from public sources (state and municipality).

*Difference in the population of teachers covered for statutory teaching time:* All information relates to full-time classroom teachers (teachers whose workload is 0.9 or more). Data for vocational teachers in secondary level (ISCED 25 and 35) are not representative enough for this year of reference.

*Notes on interpretation:* Starting with September 2016, a minimum salary rate for teachers increased, as well as hours of pedagogical workload. For pre-primary teachers, it increased from 30 to 40 hours per week, and for primary and secondary level (ISCED 1 to 3) teachers it increased from 21 to 30 hours per week. This increase has an impact on average annual teaching time. [Back to main table for this Indicator](#)

**Poland:**

*Notes on methodology:* Data include extra hours that are paid additionally and exclude hours related to the paid temporary substitutions.

Short breaks are included only in grades 1-3 of primary education (ISCED 1).

*Notes on interpretation:* Teaching time of teachers of the compulsory pre-school education (covers six year-old children) are not included in actual teaching time of pre-primary teachers.

At the beginning of primary school (grades 1-3) one teacher is responsible for both teaching and taking care of the children during the breaks, playing at the same time the role of the classroom and the form teacher.

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

**Portugal:**

*Notes on methodology:* Average annual teaching time in hours is based on the data reported by public schools and on the admitted number of teaching days.

*Difference in the population of teachers covered for statutory teaching time:* The calculations include all teachers (full and part-time) who teach at public schools under the tutelage of the Ministry of Education and are not school heads. [Back to main table for this Indicator](#)

**Slovenia:**

*Data specifications on teaching time:* Student examinations are not excluded in the teaching time data.

*Difference in the population of teachers covered for statutory teaching time:* Actual data includes all teachers, even those who are not fully qualified. For single structure basic school, the same population of teachers is reported in data on primary and lower secondary (ISCED 1 and 24). [Back to main table for this Indicator](#)

**Switzerland:**

*Data specifications on teaching time:* Data on teachers' teaching time include professional development days. For teachers in pre-primary and primary education, short breaks are included in teaching time. In general, there are two big breaks of 20-25 minutes (one in the morning and one in the afternoon) and several small breaks of 5 minutes.

*Notes on methodology:* Data on the number of weeks a teacher teaches per annum is taken from the Work Volume Statistic. Work Volume Statistics is an annual summary statistics. The Swiss Labour Force Survey (SLFS) is the main source used to compile work volume. In order to calculate the volume of work according to the domestic concept, information is drawn from other sources such as the Central Information Service on Migration (CISM). Finally, for certain types of absences, information is drawn from other sources, such as statistics from the State Secretariat for Economic Affairs (SECO) on reduced work schedules and Labour Disputes Survey (KASE). Only full-time teachers with 100% employment, permanent contracts or at least 12 months contract duration are considered.

Data on the number of hours a teacher is scheduled to teach (net teaching time) is taken from the School Staff Statistics. School Staff Statistics is an annual census based on individual data and gathers information on persons working in schools within the Swiss territory, as well as on the content of the activities they carry out. The survey covers all educational levels, from primary to tertiary (excluding higher education institutions). Data from 26 cantons are harmonised at national level. The data refer to weekly lessons for 100% enrolment in compulsory school and sec II. Age reductions in the number of hours, which correspond to a full-time activity, are taken into account.

*Notes on interpretation:* In Switzerland, only the 1st of August at federal level is designated as a public holiday for the entire country. The regulation of all other holidays is solely a matter for the cantons. Due to this fact, there are only three more days besides the national celebration, which are also recognised throughout Switzerland: New Year, driveway and the first Christmas holiday. Good Friday, Easter Monday, Whit Monday and St. Stephen's Day (Christmas Day) are also celebrated in large parts of the country. [Back to main table for this Indicator](#)

**United States:**

*Notes on methodology:* Data on actual teaching time is based on the National Teacher and Principal Survey (NTPS) that is a sample survey administered every 2 years and representative of public school teachers in the United States. For more information on National Teacher and Principal Survey (NTPS), see notes on [statutory data](#) (Table D4.1a and D4.1b).

The number of teaching hours includes the number of hours teachers deliver instruction during a typical full week (of the hours they are contracted to work). These hours are self-reported by teachers. [Back to main table for this Indicator](#)

Table X3.D4.7. Definition of working time of teachers (2018)

	Notes	All levels of education	
		Total working time	Working time at school
<b>OECD Countries</b>			
Australia		Total working time is defined differently for each jurisdiction.	The definition of working time at school is the prerogative of each jurisdiction.
Austria	1	<b>Primary:</b> Teacher Service Law ( <i>Landeslehrer-Dienstrechtsgesetz</i> ) defines total working time as 1 776 hours per year. <b>Lower secondary (gen. prog.):</b> Teacher Service Law ( <i>Landeslehrer-Dienstrechtsgesetz</i> ) defines total working time as 1 776 hours per year (applies to teachers in compulsory schools only).	<b>Primary:</b> Teaching duties (number of hours per year) is defined under Teacher Service Law ( <i>Landeslehrer-Dienstrechtsgesetz</i> ). <b>Lower secondary (gen. prog.):</b> Teaching duties (number of hours per year) is defined under Teacher Service Law ( <i>Landeslehrer-Dienstrechtsgesetz</i> ). (applies to teachers in compulsory schools only)
Canada		Not applicable	Not applicable
Chile	1	The total working time of teachers is defined under legal document as number of annual work hours, regardless if teachers' presence is required at the school, and it is calculated as the number of annual weeks, minus teachers' mandatory weeks of vacations (5 weeks) and holidays (2.4 weeks), multiplied by 44 hours of work a week.	The total working time of teachers is defined as number of annual work hours in which teachers' presence is required at the school, and it is calculated as the number of annual weeks minus teachers' mandatory and optional weeks of vacations (8 weeks) and holidays (2.4 weeks), multiplied by 44 hours of work a week.
Colombia	1	The teaching directors and the teachers of the educational establishments must dedicate all the time of their working day to the development of the functions of their positions with a minimum dedication of 8 hours per day. (by Law 1850 of 2002) The teachers work 45 weeks a year, 5 weeks are dedicated to institutional development activities and are different from the 40 academic weeks of academic work with the students.	The time spent by the teachers to the fulfilment of their academic assignment and to the execution of complementary curricular activities in the educational institution shall be a minimum of 6 hours a day, which shall be distributed by the principal. The academic assignment is the time that, distributed in periods of class, the teacher spent to the direct attention of their students in pedagogical activities corresponding to the compulsory and fundamental areas and to the optional subjects, in accordance with the curriculum. In order to complete the remaining time of the working day, the teachers will carry out, outside or within the educational institution, activities specific to their position, such as the development of institutional development activities or complementary curricular activities. Weekly academic assignment is: <b>Pre-primary:</b> 20 hours per week for pre-school teachers <b>Primary:</b> 25 hours per week for elementary school teachers <b>Secondary:</b> 22 hours per week for secondary school teachers
Czech Republic		m	m
Denmark	1	Working hours are regulated under agreements with unions. <b>Primary:</b> Teaching time, as a part of working time, is divided into subject-based teaching, supporting teaching and other time with students. Individual school leader is to handled the conditions for the teachers e.g. working time at school. <b>Lower secondary (gen. prog.):</b> Teaching time, as a part of working time, is divided into subject-based teaching, supporting teaching and other time with students. <b>Upper secondary (gen. prog.):</b> Based on the negotiation among unions and the Ministry of Finance (Minister for Public Sector Innovation), for the teachers at general upper secondary schools, individual school leader regarding the duties to be handled by the teachers and the working conditions for the teachers, e.g. to decide on the number of classes to teach, number of hours for teaching, extra duties to take care of etc. <b>Upper secondary (voc. prog.):</b> Based on the negotiation among unions and the Ministry of Finance (Minister for Public Sector Innovation), for the teachers at vocational upper secondary schools.	<b>Primary and upper secondary (gen. prog.):</b> It is up to the individual school leaders to handle.
Estonia		Regulation by the Government of the Republic defines that full-time working time 7 hours a day or 35 hours in a seven day period applies to preschool child care institution teacher, basic school	<b>Pre-primary:</b> Teachers need to be available at their working place the whole working time

	Notes	All levels of education	
		Total working time	Working time at school
Finland	1	<p>class teacher and upper secondary school single subject teacher, vocational education institution teacher. All other conditions are agreed for each teacher in his or in her contract.</p> <p><b>Pre-primary:</b> Kindergarten teachers only have one specification for their working time which is 38 hours and 45 minutes per week.</p> <p><b>Primary and secondary:</b> Under the Collective agreement, total working time is defined as teaching hours and hours they are required to be at school for cooperation and development activities.</p>	<p><b>Primary and secondary:</b> Defined as teaching hours and hours they are required to be at school for cooperation and development activities.</p>
France	1	<p><b>Pre-primary and primary:</b> Not applicable because working time outside of school is not specified in policy document. However, civil servants' working time applies to all teachers.</p> <p><b>Secondary:</b> Not applicable because non-teaching duties are not specified in policy document. However, civil servants' working time applies to all teachers.</p>	<p><b>Pre-primary and primary:</b> Government decree define only the regulated working time of teachers (972 hours per annum). Statutory time (954 hours per annum) as displayed in Table D4.1b corresponds to the regulated working time at school. Professional development (18 hours per annum) is excluded from this figure because it takes place outside of school.</p> <p><b>Secondary:</b> Not applicable because non-teaching duties are not specified in policy document.</p>
Germany	1	<p>The working time of teachers is regulated by either the civil service regulations of the <i>Länder</i> (for civil servants) or by collective wage agreements (for salaried employees). For civil servants the number of hours per week varies between 40 and 41 depending on the Land, for salaried employees the number of hours varies between 39.4 and 41.</p>	<p>Depending on the regulations of the individual Land, the school head may be authorized to direct that teachers are obliged to be present at school outside teaching hours for certain periods of time. We have no statistical record of these periods of teachers' obligatory presence at school outside teaching hours.</p>
Greece	1	<p>Total working time cannot be provided because legislation on teachers' work includes basic responsibilities/ tasks for teachers without provisions or estimations about the time that is needed in order to perform these tasks.</p> <p><b>Pre-primary and primary:</b> Basic responsibilities/ tasks for pre-primary and primary teachers include tasks such as lesson preparation, student supervision, administrative work, and participation in the school's teachers' board.</p> <p><b>Secondary:</b> Basic responsibilities/ tasks for secondary school teachers include tasks such as lesson preparation, correction of students' work and marking of students' tests, creation of in-school examination materials, administrative work, and participation in the school's teachers' board.</p>	<p>The time that a teacher is required to be present at school for teaching and non-teaching duties is 6 hours per day or 30 hours per week (Law 1566/1985, art. 13, par.8, as amended by Law 4512/2018 , art. 245).</p>
Hungary		<p>Act I of 2012 on Labour Code; 92§ (1) stipulates that "The total daily working time is eight hours".</p>	<p><b>Pre-primary:</b> Act CXC of 2011 on Public Education 62§n (8) stipulates that "Fixed working time in kindergarten institutions shall be spent on direct activities with the children covering the complete spectrum of kindergarten life. In the remaining time frame, a maximum of four extra hours can be allocated by the head of the institution for preparatory work and other pedagogical activities related to education, for the work done in teaching staff, for the professional help provided for trainees, and for occasional substitution of colleagues."</p> <p><b>Primary and secondary:</b> Act CXC of 2011 on Public Education 62§ (5) stipulates that "Teachers working in teacher position in educational institutions shall devote 80% of their total working hours (hereinafter: bound working time) to the fulfilment of tasks defined by the head of the institution, within the framework of this Act, while the use and the schedule of the remaining working time shall be arranged by the teacher his/herself."</p>
Iceland	1	<p>Total working time of teachers is not defined in law or regulations. The law states the working time of schools, but agreements on the total working time of teachers is arrived at in wage agreements between teacher unions and local authorities.</p> <p><b>Pre-primary:</b> All working time is designated as work at school. The wage agreement defines the working time of teachers is 40 hours a week and should be within 08:00 to 17:00 for working days.</p> <p><b>Primary and secondary:</b> The agreement defines total working time as 1 800 hours per annum.</p>	<p>Working time of teachers at school is outlined in wage agreements between teacher unions and local authorities.</p> <p><b>Pre-primary:</b> All working time is designated as work at school. The wage agreement defines the working time of teachers is 40 hours a week and should be within 08:00 to 17:00 for working days. Teacher professional development is organised at the discretion of schools and is not defined separately from school working time.</p> <p><b>Primary and lower secondary (gen. prog.):</b> All working time is designated as</p>



	Notes	All levels of education	
		Total working time	Working time at school
			work at school, except a period of time defined for teacher's personal development outside school. The agreement defines time for profession development as 150 hours per annum. <b>Upper secondary:</b> All working time is designated as work at school. After five years of work, teachers can apply for paid leave for professional development lasting for up to one year. Other job responsibilities outside the working time of schools are incidental and at the discretion of the school.
Ireland	1	There is no defined limit to teacher working time beyond the responsibility imposed on employers by the EU's Working Time Directive. There is an expectation that teachers will spend an undefined amount of discretionary time on teaching-related duties such as planning and preparation etc. <b>Primary:</b> Teachers in primary education are required to produce long-term planning short-term planning and a monthly report detailing the progress achieved in the implementation of the curricular programme. A review of the Croke Park Agreement in 2016 allowed for a maximum of ten hours per year for planning, other than whole-school planning. There is no other time allocation within the working week or year for individual planning at primary education. <b>Secondary (gen. prog.):</b> Teachers are expected to engage fully with both the whole-school and subject department planning processes in place in their schools. The amount of time allocated to this is undefined and varies from school to school. The Croke Park Agreement required schools to engage in an additional 33 hours per year for activities to take place outside of school time, some of which may be planning activities. There is no other time allocation within the working week/year for individual planning.	<b>Primary:</b> 905 hours of teaching per annum plus 168 hours per annum of non-teaching working time (i.e. 120.66 hours for non-teaching activity during school hours including supervision of students, 36 hours 'Croke Park Agreement' after school hours for non-teaching essential activities such as school planning, policy development, continuous professional development and staff meetings & 5.66 hours for whole school planning and teacher professional development relating to introduction of new language curriculum and 5.66 hours for training on newly introduced child protection procedures). <b>Secondary:</b> 726 hours of teaching per annum plus 84.8 hours per annum of non-teaching working time (i.e. 33 'Croke Park Agreement' hours for non-teaching essential activities such as school planning, policy development, continuous professional development and staff meetings and 8.8 hours for whole school planning and teacher professional development relating to curriculum reform at lower secondary (gen. prog.) & 43 hours of supervision).
Israel	1	Employee agreements between teachers' unions and the Ministry of Education define total working time of teachers. Total working hours differ depending on which educational level they are subject to and various other aspects (as teachers who are older or are mothers work less hours).	Total working time of teachers and working time of teachers at school are the same
Italy	1	Total working time is not explicitly defined under the National Collective Contract.	The National Collective Contract establishes the teaching hours per week as hours per week, differently for each level of education. In addition to the teaching time there are up to 80 hours of non-teaching collegial work at school per annum, for activities related to teaching; these hours are compulsory as set by the National Contract. Of these 80 hours, up to 40 hours of compulsory work time per year are dedicated to meetings of the Teachers' Assembly, staff planning meetings and meetings with parents to report on student progress. Up to a further compulsory 40 hours (out of the 80) are dedicated to planned class councils that work according to a timetable and criteria set by the Teachers' Assembly. <b>Pre-primary:</b> 25 hours of teaching per week <b>Primary:</b> 22 hours of teaching per week and 2 hours per week for planning activities <b>Secondary:</b> 18 hours of teaching per week
Japan	1	Total working time of teachers shall be determined by local governments in accordance with Article 24 paragraph 5 in the local Public Service Act.	Working time of teachers at school shall be determined by local governments in accordance with Article 24 paragraph 5 in the local Public Service Act.
Korea	1	School teachers are subject to the civil servants' working time regulations (8 hours per day, 5 days per week). The minimum number of school days is stipulated as 190 days in the "Elementary and Secondary Education Act". Thus, school teachers' minimum working time, excluding school holidays, is calculated as 1 520 hours (8 hours * 5 days * 38 school weeks) per annum.	There is no regulation defining working time at school.
Latvia		<b>Pre-primary:</b> Total working time is one full work-load for pre-school teachers (40 hours per week) defined by the Regulation on Pedagogues' Work Remuneration (the Regulation of the	<b>Pre-primary:</b> There is no school year at pre-primary education level, so pre-primary teachers are involved in teaching at pre-primary institution all the time.



	Notes	All levels of education	
		Total working time	Working time at school
		Cabinet of Ministers, entered into force on 1 September 2016). <b>Primary and secondary:</b> Total working time is one pedagogical workload of 30 hours per week under Teachers' salary regulation, with maximum working time 40 hours per week defined by the Labour Law. Teachers, if possible, work more than one workload, but not exceeding the maximum.	<b>Primary and secondary (gen. prog.):</b> Working time of teachers at school is equal to students' school year. According to the law, the school year is 35 weeks long. Working time of teachers at school is equal to students' school year. According to the law, the school year is 35 weeks long. <b>Secondary (voc. prog.):</b> There is no school year defined for vocational education. Vocational education and training teachers have annual workload of 1 320 hours and are involved in teaching/training at school 44 weeks.
Lithuania	1	The Labour Code indicates that working time for teachers is reduced. The total working time of 36 hours per week is defined on the resolution on reduced working time limits and payment by the Government of the Republic of Lithuania No 534, 28 June 2017.	<b>Pre-primary:</b> Working time for pre-primary teachers are based on the Rules of the Payment of the Pedagogical Staff and Other Employees in Educational Institutions (Order of Minister for Education and Science No V-1254, 19 December, 2013). <b>Primary and secondary:</b> There are no regulations on teachers' availability at school.
Luxembourg		m	m
Mexico		There is no official document that specifies working time nor non-teaching time.	<b>Pre-primary, primary and lower secondary:</b> There is working time with the class set for all schools, and it is known also time for teachers to enter to work and leave the work. Respecting this work schedule is the responsibility of each school.
Netherlands		Collective labour agreement for primary and secondary education defines annual working time for a full-time job as 1 659 hours per annum (about 41.5 week a year).	m
New Zealand	2	<b>Primary:</b> The Primary Teachers' Collective Agreement states that "as far as practical" teachers should work 40 hours a week, though overtime is possible. However School Boards of Trustees may require employees to attend school or elsewhere, when the school is closed for instruction (except on weekends or public holidays unless by agreement) for up to ten days per school year (or the equivalent) for all or any of the following purposes – school administration, school preparation and coordination, pre-term planning curriculum and/or technical refreshment and/or professional development. The number of working days each year is set by the Minister of Education and is not contained in the Primary Teachers' Collective Agreement. Generally, the number of working days each year is set between 192 and 196. <b>Secondary:</b> The Secondary Teachers' Collective Agreement states that students are expected to have 25 hours instruction time a week, and teachers are expected to have 20 hours of contact time a week. The employer may require teachers to participate in professional development opportunities at times when the school is not open for instruction provided that no teacher shall be required to attend for more than five days or equivalent per annum. Except where reduced by any lawful decision of the employer to close the school to students, the length of the school year for each school shall be determined according to the requirement that schools are required to be open for instruction at least 380 half days in any one calendar year.	<b>Primary:</b> The number of working days each year is set by the Minister of Education and is not contained in the Primary Teachers' Collective Agreement. Generally, the number of working days each year is set between 192 and 196. <b>Secondary:</b> The Secondary Teachers' Collective Agreement states that except where reduced by any lawful decision of the employer to close the school to students, the length of the school year for each school shall be determined according to the requirement that schools are required to be open for instruction at least 380 half days in any one calendar year.
Norway	1	<b>Pre-primary:</b> Teachers in pre-primary programmes work 37.5 hours per week (full-time). They have, like all other public employees in Norway, 5 weeks holiday, in addition to up to maximum 10 days of public holidays. <b>Primary and secondary:</b> In the collective agreement, teachers have a net total working time of 1 687.5 hours per year.	<b>Pre-primary:</b> All working time for teachers is at school. <b>Primary:</b> In the collective agreement, teachers have 1 300 hours of working time at school per annum, i.e about 33 hours per week. <b>Lower secondary:</b> In the collective agreement, teachers have 1 225 hours of working time at school per annum, i.e about 31 hours per week. <b>Upper secondary:</b> In the collective agreement, teachers have 1 150 hours of working time at school per annum, i.e about 29 hours per week.
Poland	1	According to Teachers' Charter, total working time cannot exceed 40 hours per week. Within 40 hours per week, teacher is obliged to fulfill his duties related to: didactic and educational activities, other activities resulting from the statutory tasks of the school according to children's interests, self-education, and professional development.	There is no defined hours for working time at school. But it should be more than the regulated teaching time and less than the total working time.

	Notes	All levels of education	
		Total working time	Working time at school
Portugal		Total working time of teachers: Number of teaching hours and non-teaching hours during instruction days plus number of non-teaching hours at school during inaction days.	Working time of teachers at school: Number of teaching hours and non-teaching hours at school during instruction days plus number of non-teaching hours at school during inaction days.
Slovak Republic		Decrees of the government define mandatory daily working time (teaching time and non-teaching working time) as 8 hours. Total working time of teachers in hours per annum equals the product of mandatory daily working time and number of working days per year less leave days.	School statute stipulates that working time at school is at least 5.5 hours per day. In the remaining time teacher can perform indirect educational and training activities outside the workplace according to school principal's decision.
Slovenia	1	Working time of teachers is defined by the Organization and Financing of Education Act and the Collective agreement for the education sector in the Republic of Slovenia. Teachers working time per week is 40 hours.	Not applicable
Spain		Total working time is legislated as 37.5 hours per week.	Working time at school is 30 hours per week as stated in national and regional regulations.
Sweden	1	<p><b>Pre-primary:</b> There is no defined total working hours for pre-primary teachers. However, there may be local agreements that differ from this, especially in "förskoleklassen" (pre-school class), which is the last year of the pre-primary school. The usual agreement for "förskoleklassen" is the same as the national agreement for the primary school.</p> <p><b>Primary and secondary:</b> The definition of 'total working time of teachers' consists of two parts; 1 360 hours of regulated working time per year and 407 hours of non-regulated working hours/unmeasured time. The regulated working time can thus be used for all types of tasks that fits in to a teachers' employment, including teaching. For example, the regulated working time could be used to: participate in development and curriculum work, professional development days, planning, cooperation (in teams, with school management, authorities, other staff, business etc.), evaluation, documentation, information, marketing, administration (scheduling, ordering, purchasing, student assignments, grade administration etc.), management tasks, participation in the placement studies as a part of teacher training, supervision of other teachers, teacher assistants, etc., coordination (subjects and institutional work, collaboration with parents) etc. This is not an exhaustive list of tasks a teacher can do.</p> <p>The non-regulated hours are primarily intended for pre- and after work. The non-regulated working hours can also be used spontaneously for pupil and parenting contacts and time for own development.</p>	<p><b>Pre-primary:</b> Working time at school is the same as teaching time.</p> <p><b>Primary and secondary:</b> Regulated working time (1 360 hours per annum) within 'total working time' is considered as working time at school.</p>
Switzerland	1	<p>The cantons determine the annual working hours of the teachers. For the majority of Swiss teachers their 100-percent employment is based on a theoretical 42-hour week and four weeks of leave and 8-10 days of festivities. The annual working time is made up of the teaching time and the working time required for the other areas of the job.</p> <p>The degree of employment is determined by the number of weekly lessons. The cantons define the weekly teaching obligation for a full-time period in lessons or hours (compulsory lessons). Teachers who have a class teacher function and/or have reached a certain age are partially relieved of this teaching obligation by a defined number of lessons or hours.</p>	In addition to the scheduled teaching time, it is not specified whether the teachers spend the non-teaching hours at school or outside the school. For special tasks, as for example, for conferences, IT support, etc. teachers are required to be available at school.
Turkey	1	According to Public Servants Law, total working time of the teachers is determined by subtracting festivals and school term breaks from the total official working time.	Working time of teachers at school is determined by the Council of Ministers Decision of MoNE Regulation of Administrators' and Teachers' Lessons and Extra Lesson Hours.
United States		The number of total working hours includes hours spent before, after, during the school day and on the weekends, during a typical full week. These are teacher self-reported hours spent working in the data source and are not specified in legal documents.	The number of working hours at school includes the number of hours they are required in their contract to work during a typical full week. These hours are self-reported by teachers in the data source.
<b>Economies</b>			
Flemish Comm. (Belgium)	1	It is a free choice of the teacher as long as teaching duty is fulfilled.	<p>It is a collaborative decision of the head and the teachers.</p> <p><b>Pre-primary and primary:</b> There is the limitation that the 26 hours per week foreseen by the legislation must be a minimum.</p>

	Notes	All levels of education	
		Total working time	Working time at school
French Comm. (Belgium)	1	There are no regulations on total working time (regarding lesson preparation, correction of tests and marking of students' papers, etc.) The government only defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education. <b>Pre-primary and primary:</b> Teaching, student monitoring and co-ordination time all together should not exceed 1 560 minutes (i.e. 26 hours) per week. The total length of teaching, student monitoring and co-ordination time all together should not exceed 962 hours per school year.	No working time at school is required. Only teaching time is regulated. <b>Pre-primary:</b> Maximum of 26 teaching periods per week <b>Primary and lower secondary:</b> Minimum of 22 and maximum of 24 teaching periods per week <b>Upper secondary:</b> Minimum of 20 and maximum of 22 teaching periods per week
England (UK)		Total working time is defined (according to School Teachers' Pay and Conditions Document) as the 1 265 hours a teacher (employed full-time) "must be available to perform teaching or other duties at such times and such places as may be specified by the headteacher". These hours must be allocated reasonably throughout the 195 days in the school year on which the teacher is required to be available for work.	The days/hours a teacher must be available to work based on 'place of work' cannot be separated, which is at the discretion of the headteacher. The School Teachers' Pay and Conditions Document states that teachers must be available for work for 195 days in any school year. But it does not state that teachers must be present at school for 195 days. There is room for employers and for headteachers to exercise flexibility.
Scotland (UK)	2	Regulations state that teachers have a working week of 35 hours.	Teachers are expected to be in school 1 045 hours per year, but this excludes 5 in-service days per year where there is no class teaching but need to be in school.
<b>Partners</b> Brazil		The National Education Law only establishes a minimum number of hours in a year for the schools, distributed to a minimum of 200 days in a year per shift. There is no national legislation about total working time of teachers.	Not applicable
Costa Rica		Total working time is not defined.	Only teaching time is defined.
Russian Federation		m	m

**Note:** See *Definitions and Methodology* sections for more information.

1. Lower secondary vocational programmes does not exist.

2. Lower and upper secondary vocational programmes does not exist.

**Source:** OECD (2019).

Please refer to the *Reader's Guide for information concerning symbols for missing data and abbreviations*.

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

## INDICATOR D5: Who are the teachers? [\(Back to chapter D\)](#)

Please, refer to Indicator D2: What is the student-teacher ratio and how big are classes? for further information regarding Tables D5.1., D5.2. and D5.3.

## INDICATOR D6: What are the admission systems for tertiary education? [\(Back to chapter D\)](#)

	<a href="#">D6.1</a>	<a href="#">D6.2</a>	<a href="#">D6.3</a>	<a href="#">D6.4</a>	<a href="#">D6.5</a>
Australia	<a href="#">AUS</a>				
Austria		<a href="#">AUT</a>			
Belgium (Fl.)	<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>		
Chile		<a href="#">CHL</a>	<a href="#">CHL</a>		
Colombia				<a href="#">COL</a>	
Czech Republic		<a href="#">CZE</a>			
Denmark	<a href="#">DNK</a>	<a href="#">DNK</a>			
Estonia	<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>	<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					
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>	<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>	
Latvia	<a href="#">LVA</a>	<a href="#">LVA</a>	<a href="#">LVA</a>	<a href="#">LVA</a>	
Lithuania	<a href="#">LTU</a>	<a href="#">LTU</a>	<a href="#">LTU</a>	<a href="#">LTU</a>	
Luxembourg	<a href="#">LUX</a>		<a href="#">LUX</a>	<a href="#">LUX</a>	
Netherlands	<a href="#">NLD</a>	<a href="#">NLD</a>	<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>		
Portugal		<a href="#">PRT</a>			
Slovak Republic					
Slovenia	<a href="#">SVN</a>	<a href="#">SVN</a>	<a href="#">SVN</a>	<a href="#">SVN</a>	
Spain					
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	<a href="#">UKM</a>	<a href="#">UKM</a>	<a href="#">UKM</a>		
United States	<a href="#">USA</a>	<a href="#">USA</a>	<a href="#">USA</a>	<a href="#">USA</a>	
Russian Federation					

### General notes

The indicator draws on data from the 2016 OECD-INES NESLI survey on national criteria and admission systems for students to apply and enter first-degree tertiary programmes and refer to the school year 2016/17.

## Notes on specific countries

### **Table D6.1**

#### **Australia:**

Organisation of the admission system: Enrolments in medicine are limited due to the availability of clinical placements. Institutions determine how many student positions are available. [Back to main table for this Indicator](#)

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

Organisation of the admission system: Open admission systems are in all institutions except for arts, medicine/dentistry, and civil engineers (at university). [Back to main table for this Indicator](#)

#### **Belgium (French Community):**

Organisation of the admission system: Open admission systems are in all institutions except for arts and civil engineers (at university). [Back to main table for this Indicator](#)

#### **Denmark:**

Organisation of the admission system: The admission is just open at some tertiary study programmes because of low number of applicants compared to the number of study places. If the number of applicants exceeds the number of study places, some of the applicants will not be admitted. The number of study places at each study (programme) is categorized in two groups: Quota 1 for the majority and quota 2 for normally a minor group of students. Entrance by quota 1 is decided by using the grade point average from upper secondary school. Entrance by quota 2 is decided by using criteria in the same way as if it was an application for a job, e.g. experience and qualifications.

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

Organisation of the admission system: In some specific cases, e.g. Medicine, the minimum number of students to be admitted is negotiated and fixed within the performance contract between the university and the Government. Maximum numbers are always set by the universities.

Full time programmes in Estonian language are free of tuition. However, universities can charge tuition for part-time study programmes and those in other languages (most commonly in English).

Application process: Students apply for entry into first-degree tertiary programmes through the information system for the management of submitting applications to educational institutions (SAIS), which has been created on behalf of HE institutions in the form of consortium. Similar system for processing the applications of candidates applying from abroad is called Dream Apply.

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

#### **Finland:**

Organisation of the admission system: The Finnish higher education system consists of two complementary sectors: universities of applied sciences and universities. Universities are independent corporations under public law or foundations under private law. Universities of Applied Sciences (UAS) are juridical limited companies. UAS usually have multiple owners: the municipality, the region and/or private entities. The Finnish HE legislation does not recognise independent private universities.

The educational responsibilities of universities are defined in relevant statutes. Operating licenses of UAS determine their educational responsibilities. Operational and qualitative degree targets for universities and UAS are determined in performance agreements negotiated between each higher education institution and the ministry for 3-4 year periods. Degree targets negotiated with the ministry form the framework for HE institutions to determine their students places available for entry.

There is restricted entry to all fields of study. The applicant volumes outweigh the number of places available. Therefore universities and UAS use different kinds of student selection criteria. Most commonly these include success in matriculation examination and entrance tests. [Back to main table for this Indicator](#)

#### **France:**

Organisation of the admission system: Responsible authority for setting the number of student positions: The "Regional education authorities" do not perfectly reflect the institutional framework in France. "Provincial/regional educational authorities or governments" correspond to the directorates (*rectorats*) of the main administrative districts for education in France called *académies*. These are not part of the decentralized authorities but represent the central government within the decentralised entities (*régions*). Decentralised regional authorities (*conseils régionaux*) have their own directorates for education but they still have relatively little impact compared to the central state and its deconcentrated entities.

Government-dependant private institutions which do not correspond to the central allocation model: Catholic institutes (*Instituts Catholiques*). [Back to main table for this Indicator](#)

#### **Germany:**



Organisation of the admission system: The *Allgemeine Hochschulreife* (general entrance qualification for higher education) entitles school-leavers to study at any institution of higher education in any subject or field. In some courses, in which the total number of applicants exceeds the number of places available at all higher education institutions, there are quotas. A selection procedure takes place in which the grade in the *Abitur* (school-leaving examination constituting higher education entrance qualification) has to be taken into account.

State-recognised higher education institutions are responsible for determining the number of study places on their own authority. Within the framework of institutional accreditation through the Science Council (*Wissenschaftsrat*) it is examined whether the relation of lecturers/professors to students corresponds with the higher education institution's educational objectives. [Back to main table for this Indicator](#)

#### Greece:

Organisation of the admission system: The Ministry of Education sets the limit for the number of student portions available taking into consideration reports from tertiary institutions faculties about the number of students they are able to teach each year, financial data of tertiary institutions and other information. Other refers to Technical Universities and Technological Educational Institutions.

Application process: Departments of tertiary institutions are divided into 5 broad categories (1st humanitarian studies, law, & social studies: 111 departments, 2nd science & technology: 218 departments, 3rd health & life sciences: 94 departments, 4th Education Science: 37 departments, 5th Finance and Computer Science: 134 departments). Candidates are allowed to specify as many preferences as they wish in one or two broad categories of departments. 2016 graduates of Upper Secondary Vocational Schools can apply to a smaller number of departments of tertiary institutions depending on the applicant's graduation sector.

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

#### Hungary:

Organisation of the admission system: In Hungary all higher education institutions have an operational capacity for each field of study that they teach. Calculation of the operational capacity is based on the infrastructural circumstances and available relevant academic staff.

In the national application/entrance procedure the Higher Educational Institutions (HEI) list the offered bachelor's and master's programmes with a marked capacity minimum and maximum. Any of the programmes listed can run only if the number of accepted applicants is higher than the minimum for that particular programme. The total of maximum capacities for programmes in HEI's is limited on free capacity for the particular field of study, which is calculated by deducting the number of existing students from the total operational capacity on the particular field of study.

At the end of the central admission procedure, when all relevant data has been processed and all applicants have obtained scores for all their prioritized applications, an algorithm runs to allocate applicants to programmes of their application. The algorithm allocates students to programmes based on their scores and list of priority in their applications. Each student can apply for up to 6 different programmes. The highest score available is 500 points for Bachelor's and undivided master programmes, and 100 points for Master's. Applications with 500 points are allocated to their choice of programme first, then the applications of 499 points, and so on, until the growing number of students reaches its' the capacity limit. The entrance score level for each programme is decided by the last application's score.

At the end of the application procedure, for a week, once the algorithm has allocated the applicants, the Higher Educational Institutions have the right to lower the minimum capacity or raise the maximum capacity for their programmes each day, in order to place capacities within a field of study to the programme where there are more applications with high enough scores. Every day in the morning the Higher Educational Institutions reset the capacities and in the afternoon the algorithm places the applications until on the last day when the results are finalised and published on the official website.

Common lowest point limit for bachelor's programmes or undivided master programmes is 280 points (out of a possible 500) and for the master's programmes 50 points (out of a possible 100).

In the Hungarian higher education system one can apply to state scholarship or be self-financed (paying tuition). This applies to all types of institutions, though for independent institutions there has to be a contract between the ministry and the Higher Educational Institutions for offering state scholarship places. Mostly the master's level programmes of independent Higher Educational Institutions are provided with state scholarship places.

Application process: The website for the centralised admission procedure is [www.felvi.hu](http://www.felvi.hu).

Only by the religious programmes there is direct application to the HEI. For all other programmes (regardless of the type of institution) admission goes through the centralised admission system described above.

Students can choose three places for free and three additional paying registration fee. Every choice/programme can be selected as fee funded and/or self funded. In total this can be 12 applications for six types of programme.

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

#### Israel:

Organisation of the admission system: In addition to government policies to support/increase participation in first-degree tertiary programmes for some fields of study, there are also programmes for certain populations (disadvantaged populations). [Back to main table for this Indicator](#)

#### **Italy:**

Organisation of the admission system: In Italy Law 264/1999 has regulated the access to university courses. With regard to the ISCED levels 6-7, the Ministry of Education each year programmes at national level the number of accesses to the following courses: Medicine, Dentistry, Veterinary, Architecture, Health professions.

In some specific and limited conditions, fixed by law, university institutions can limit the number of places and fix the selection procedures in order to select students through the level of knowledge gained in the precedent educational process (restricted access decided by university institutions). [Back to main table for this Indicator](#)

#### **Japan:**

Organisation of the admission system: In this survey, "public tertiary institutions" refers to "National universities" though there are local or provincial universities.

The fixed number of students is decided by each national university and is submitted as a part of its mid-term plan, a plan developed in order to achieve the individual corporate objectives which the national university should achieve over a 6 year period. The mid-term plans must be approved by the Minister of Education, Culture, Sports, Science and Technology. [Back to main table for this Indicator](#)

#### **Korea:**

Organisation of the admission system: Some universities manage First-degree bachelor (ISCED 645) and Master (ISCED 747) as integrated programmes.

The most common model is "Market distribution model (demand-driven funding system)", but the government is getting involved for some fields of study.

Application process: The maximum number of preferences is from 6 non-scheduled applications and 3 scheduled applications. [Back to main table for this Indicator](#)

#### **Latvia:**

Organisation of the admission system: At public HEIs the number of state funded study places is limited. If according to admission competition results a prospective student cannot get state funded study place, he or she is free to study paying a study fee.

In private HEIs there are only a few state-subsidised study places in some fields of study. [Back to main table for this Indicator](#)

#### **Lithuania:**

Organisation of the admission system: Ministry sets a total number of state-funded study places for public HEIs and allocates it according to study fields. Particular number of places for each HEI depends on competition scores of students participating in general admission. Overall maximum number of places in each study programme is set by the HEI. Private HEIs set the number independently.

Application process: Competition for state-funded places (for Lithuanian, EU, EEA citizens and permanent residents of Lithuania) is organised only through general admission (LAMABPO) for first-degree studies (website [www.lamabpo.lt](http://www.lamabpo.lt)). Competition for self-paid places can be organised through general admission (for Lithuanian, EU, EEA citizens and permanent residents of Lithuania) and directly by HEI (for all, including non-EU/EEA citizens). [Back to main table for this Indicator](#)

#### **Luxembourg:**

Organisation of the admission system: The private sector is very little compared to the public sector (not more than 1% of students). [Back to main table for this Indicator](#)

#### **Netherlands:**

Organisation of the admission system: The fixed/limited number of student positions available for entry into first-degree tertiary programmes includes universities of Applied Science.

In the Netherlands, the 'distributing' of students is based on the preference of the students. All public institutes are obliged to welcome all students with the exception of certain programmes who have the opportunity to demand a certain level of skills and with the exception of programmes who set a maximum on the total of first year students.

Application process: The maximum number of preferences and offers is 3 according to the law, but in practice 4 are allowed. [Back to main table for this Indicator](#)

#### **New Zealand:**

Organisation of the admission system: New Zealand has a capped funding pool to subsidise tertiary education and the available funding is allocated to tertiary education providers. There are a fixed number of places for certain subjects such as dentistry, aviation, veterinary science, and medical degrees.

Individual tertiary education organisations (including universities, institutes of technology and polytechnics, *wānanga*, private training establishments) who deliver first degrees may set particular caps within their own organisation.

Government pays tuition subsidies for accredited first-degree programmes. Tertiary Education Organisations are entitled to set their own fees in addition to this subsidy (however note that Government sets a rate of allowable fee increases each year).

The New Zealand Government allocates funding to each organisation, while taking into account the broad priorities of tertiary education, past performance and requests for funding (central allocation model). Students are eligible to enrol at any organisation (provided they meet entry requirements) (market distribution model). [Back to main table for this Indicator](#)

#### **Slovenia:**

Organisation of the admission system: In this data collection, 'Universities' includes freestanding higher education institutions.

Independent private institutions set the number of student positions freely with the call for enrolment. Student positions are set at the level of a study programme.

The framework for setting tuition fees for all higher education institutions is defined in the Rules on tuition fees and other contributions in higher education, which are adopted by the ministry, and is responsible for higher education. All institutions may charge tuition fees for part-time studies, and only independent private institutions charge tuition fees also for full-time studies.

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

#### **Switzerland:**

Organisation of the admission system: There are fixed enrolments mainly for studies in medicine. These are set by the Swiss Universities Conference. [Back to main table for this Indicator](#)

#### **Turkey:**

Organisation of the admission system: The quotas of higher education programmes are annually determined with consideration to physical environment, infrastructure and academic personnel qualifications upon their proposals.

Public university students following first cycle daytime education programmes do not pay fees, but public universities may charge fees for evening programmes. In Turkey, independent private tertiary institutions are usually foundation universities and students pay fees annually for their education and training. The funding of independent private tertiary institutions occurs with students fees. [Back to main table for this Indicator](#)

#### **United Kingdom:**

Organisation of the admission system: For the purposes of other data collections in *Education at a Glance*, all UK HE institutions that receive government funding are classified as GDPI. There are five privately funded institutions that have university status in the UK (University of Buckingham, BPP University, Regent's University London, University of Law and Arden University). There are also numerous institutions which do not have university status that offer HE courses.

For the majority of students places will be allocated based on their expected A-level grades. Those that don't have the required grades will enter the clearing process. There is no government cap on student numbers since 2015/16. The only restriction on recruitment is the provider capacity.

Universities set the number of places available for the courses they provide.

Funding is predominantly through tuition fees, which students generally pay using a repayable government loan. Higher cost subjects also attract funding body grants towards the cost of provision.

Application process: Students apply for entry into first-degree tertiary programmes through the UCAS (Universities and Colleges Admission Service). UCAS allows a maximum of 5 applications per university. [Back to main table for this Indicator](#)

#### **United States:**

Organisation of the admission system: In the United States, institutions vary in their selectivity. Many public and most private for-profit institutions have open admissions policies. Each institution determines the number of student positions available at the institution, either for the institution or in a specific programme. Institutions vary from open admission policies to highly selective policies, in which a limited number of student positions are available. There is no national limit on positions.

Institutions receive mixed funding from federal, state, and local governments as well as from tuition and a variety of other funding sources. Some sources are student based while others are not.

Application process: While students in the United States apply directly to institutions, some institutions share a common application to ease burden on students. [Back to main table for this Indicator](#)

### **Table D6.2**

#### **Austria:**

Use of examinations/tests to determine entry/admission: Central exams at the upper secondary level occur for certain subjects, but these are not used to determine entry into first-degree tertiary programmes, although Upper Secondary School Leaving Certificate (AHS-Reifeprüfung) is a prerequisite for entry into higher education.

First-degree tertiary programmes entrance examinations: §71c University Act. Universities can set admission tests for 6 fields of studies (architecture, biology and biochemistry, ICT, business and economics, pharmaceutical studies, journalism and communication studies; §71d universities can administer admission procedures for human medicine and dentistry; psychology and veterinary medicine; §63 regulates admission to study programmes in art and music as well as sports and teacher education. [Back to main table for this Indicator](#)

#### **Belgium (French Community):**

Use of examinations/tests to determine entry/admission: There are currently exams in two subjects that are standardised for the CESS diploma. Marking/grading of national exams is done by teachers of the subject and the year in question.

Other (non-national/ central) non-standardised examinations: These exams include all examinations at the end of ISCED 3 organised by the institution.

First-degree tertiary programmes entrance examinations: These are developed by the establishment (or inter-establishment). These exams are only used for civil engineers or arts graduate studies. [Back to main table for this Indicator](#)

#### **Chile:**

Use of examinations/tests to determine entry/admission :The body in charge of the examination *Prueba de selección universitaria* (College Admission Test) is the Department of Evaluation, Measurement and Educational Registry (DEMRE) of the University of Chile.

Use of additional criteria or special circumstances in admission systems:

- Family income of applicant: There are "supernumerary quotas", which allow students who were placed in the waiting list for programmes in these institutions, to enter directly to those programmes. These students must belong to the first 8 socioeconomic deciles and to have been awarded the Academic Excellence Scholarship for being among the top 10% of their promotion. [Back to main table for this Indicator](#)

#### **Czech Republic:**

Use of examinations/tests to determine entry/admission: School-leaving exam (*maturita*) is designed for students in general upper secondary education and for students in technical and vocational upper secondary programmes with *maturita* exam (see ISCED mapping for the Czech Republic). Only students with *maturita* exam have right to apply for tertiary education programmes (with exception for programmes in the field of arts). Applicants in the field of arts have a possibility (stated in the Higher Education Law) to apply for tertiary education programmes without school-leaving exam (*maturita*).

Other (non-national/ central) standardised examinations: A private company "SCIO" has a significant role in this area. They have developed the National Comparative Exams not only for tertiary education applicants. See: <https://www.scio.cz/english/nce/>.

Other (non-national/ central) non-standardised examinations: The Examination for the apprenticeship certificate. These examinations are designed for students in vocational programmes without *maturita* exam. Students from these programmes ARE NOT eligible to entry tertiary education.

First-degree tertiary programmes entrance examinations: Some tertiary institutions in the Czech Republic have entrance examinations for some of their programmes, but those examinations are developed and marked/graded at the institutional level. [Back to main table for this Indicator](#)

#### **Denmark:**

Use of examinations/tests to determine entry/admission: At a few artistic programs, such as actor, painter, architect etc., the formal entry requirement is a completed audition. [Back to main table for this Indicator](#)

#### **Estonia:**

Use of examinations/tests to determine entry/admission: Taking examinations are required to graduate from upper secondary schools, so all students take them. However, universities do not require, for example, that a school

examination in a specific subject should have been taken. There are different entrance examinations administered by the universities/departments of the universities themselves. These examinations are not standardised.

Use of additional criteria or special circumstances in admission systems.

- Health requirements,
- Background checks according to the Civil Service Act. These are related to education for civil servants belonging in the area of government under the Estonian Ministry of the Interior. [Back to main table for this Indicator](#)

#### **Finland:**

Use of examinations/tests to determine entry/admission: Students in general upper secondary schools take the *Matriculation* Examination which is the only national examination in Finland. This is, however, not the only possible way to higher education because completion of a vocational qualification also gives general eligibility to higher education. The tests are first assessed by student's own teachers and then by the *Matriculation* Examination Board. Regarding the percentage of students that take the *Matriculation* Examination, the answer depends on the target group. Nearly all students in general upper secondary education take the examination, but not students in vocational upper secondary with the exception of students who have combined vocational and general studies and completed enough courses in general upper secondary to be able to participate in the *Matriculation* examination.

Other (non-national/ central) standardised examinations: Some general upper secondary schools offer programmes leading to International Baccalaureate (IB), European *Baccalaureat* (EB) or *Reifeprüfung*. These diplomas also give general eligibility to higher education. The international diplomas are usually taken into account in a same way that the Finnish *matriculation* examination. The national joint application system recommends a conversion formula for EB, IB and *Reifeprüfung* Diplomas.

First-degree tertiary programmes entrance examinations: In Finland entrance examinations are used frequently as part of student admission. Admission criteria and entrance examinations vary between HE institutions and study programmes. There is also cooperation between HE institutions in organising entrance examinations. Entrance exams are graded by the HE institutions themselves. HE institutions have institutional autonomy to decide about student admission. Practices vary between HE institutions and study programmes. Applicants may also be admitted directly based on previous study record. Applicants may also be admitted directly based on previous study record. After 2020 certificate-based admission will be the main route.

Use of additional criteria or special circumstances in admission systems: As from 2016, all HE institutions must reserve a quota for applicants who have not earlier received a study place in higher education. [Back to main table for this Indicator](#)

#### **France:**

Use of examinations/tests to determine entry/admission : There are some exceptions for the national/central examinations being compulsory for student which include:

- Access to "BTS" programme (ISCED 5) without a *Baccalauréat*,
- Access to some Independent private Tertiary institutions.

Use of additional criteria or special circumstances in admission systems: For Bachelor degrees (*Licences*) in great demand within the APB application procedure. CF. Code of education, article L612-3:

- Geographic criterion: *Recteurs d'académie* (state representatives within each region) for Bachelor degrees (*Licences*) in great demand in the APB application procedure. CF. Code of education, article L612-3.
- Family situation
- Preferences expressed by the candidate. [Back to main table for this Indicator](#)

#### **Germany:**

Use of examinations/tests to determine entry/admission: Other (non-national/ central) standardised examinations: Central Abitur examinations in 15 *Länder* which are standardised by the Ministries of the *Länder*.

Other (non-national/ central) non-standardised examinations: All written examinations of the final 2 school years. These are developed by the students' own teachers.

First-degree tertiary programmes entrance examinations: In most *Länder*, purely artistic courses, i.e. not for prospective teachers, also admit applicants without proof of higher education entrance qualification if they show unusual artistic talent. In addition to the *Hochschulreife*, in certain subjects the applicant's aptitude is determined through a separate test procedure. This applies particularly to sports, languages and the arts. [Back to main table for this Indicator](#)

#### **Greece:**



Use of examinations/tests to determine entry/admission: National/ central examinations: The "Examinations and Panhellenic Examinations of General and Technological Education Unit" of the Ministry of Education runs and coordinates the procedure that also requires the cooperation of Regional Educational Authorities, local Educational Authorities and Schools, as well as other units of the Ministry of Education. Circular Letter for the Panhellenic Examinations of Lyceums 2016 Guidelines to the Committees Reg.Nr.F251/52887/A5/30-03-2016/Hellenic Ministry of Education, Research and Religious Affairs. The Ministry of Education sets the institutional framework for the marking/grading procedure. Regional educational authorities are responsible for the Marking/Rating Centers where selected experienced teachers work as raters of students' answer leaflets from another region. Students' names on the leaflets are covered during the examinations and every answer leaflet is marked by two different raters who cannot see the student's name. The marks/grades given by the first rater are removed from the leaflets, so the second rater does not know the marks/grades given by the 1st rater. In case there are big differences between the marks of the 1st and the 2nd rater, a 3rd rater also marks the leaflet. The percentage of students that take these national examinations refers to final year students of General (GEL) and Vocational (EPAL) Upper Secondary Schools who applied to take the Panhellenic examinations. There are also 19.351 graduates from previous years who applied to take the Panhellenic examinations.

Other (non-national/ central) non-standardised examinations: Other non-standardised examinations are national because the results have a formal consequence for students, such as an impact upon a student's eligibility to progress to a higher level of education or completion of a certain year in secondary education. Teachers who taught certain subjects during the year are responsible for developing the examination materials/tests in these subjects following guidelines from the Ministry of Education. The school heads are responsible for approving the examination materials.

First-degree tertiary programmes entrance examinations: Examinations like Ecole prepa, SAT, GMAT and CRE do not grant entrance to first-degree programmes in Greek tertiary institutions. [Back to main table for this Indicator](#)

#### **Hungary:**

Use of examinations/tests to determine entry/admission: First-degree tertiary programmes entrance examinations: In the fields of Art, Art Mediation and for trainer bachelor's programmes there are practical exams provided by the HEIs and admission is based on the achievement on the practical exam solely. For religious programmes the entrance examinations are decided by HEIs. The practical exams are not standardised nor are the entrance exams for religious programmes. For practical exams and entrance exams for religious programmes HEIs are responsible for developing and marking/grading the exams. Less than 10% of students take practical exams or entrance exams for religious programmes.

Use of additional criteria or special circumstances in admission systems:

Grade point average: The grade point average from secondary school with the upper-secondary school leaving exam results is one way to calculate the main points of an application. The other is solely based on the upper-secondary school leaving exam results (in which the results are doubly counted), the third is based on a previous HE qualification (if it has been obtained).

Family income: Disadvantaged background can contribute 40 points for the applicant. However a disadvantaged background does not necessary mean low family income, it can also mean other disadvantage.

Past service or volunteer work: Volunteer work is a precondition to upper-secondary school leaving exam in Hungary, therefore it is not a separate entrance criteria.

Applicant letter: Teacher training undivided master programmes are the only programmes where applicants are expected to write a written rationale to justify admission.

Other factors used for entry/admission into first-degree tertiary programmes:

- Language skills (language exams), criminal record checks for police or military career programmes, health requirements for certain programmes
- Advanced level upper-secondary school leaving exam: For certain programmes the entrance criteria includes one or two advanced level upper-secondary school leaving exams. According to the strategy of HE, from 2020 at least one advanced level upper-secondary school leaving exam will be obligatory.
- National or international disciplinary or Skills Olympiads, sports championships

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

#### **Israel:**

Use of examinations/tests to determine entry/admission: National/ central examinations: National/central examinations are used except in the Open University. The Open University has characteristics that distinguish it from the other institutions of higher education. These unique characteristics include a policy of open admission to first-degree studies (without pre-requisites), as well as flexibility in the selection of a personal track of studies, and flexibility in the duration of studies. However, the aim is to include the Open University in the current statistics



on higher education institutions while taking the distinctive characteristics of this institution into consideration. Therefore, some tables do not include data on the Open University or include those data separately.

First-degree tertiary programmes entrance examinations: These exams include Psychometric entrance test, AMIR assesses English language proficiency, and Hebrew Proficiency Test (YAEL). The National Institute for Testing and Evaluation (NITE) was established by the Associated Heads of the Universities in Israel in order to develop and administer standardized admissions and placement tests. Stemming from academic freedom, the admission requirements are the responsibility of the institutions of higher education. For universities, the entrance examinations are compulsory for the vast majority of study fields. In regard to the funded academic colleges, the compulsory of the examination depends on the field of study.

Use of additional criteria or special circumstances in admission systems: Use of additional criteria or special circumstances in admission systems

Interviews: Only in certain subjects and certain institutions. [Back to main table for this Indicator](#)

### Italy:

Use of additional criteria or special circumstances in admission systems:

Grade point average: There is a reduction of tuition fees for students registered with a diploma of upper secondary school higher than 80/100.

Interviews: Students enrolled for the first time must have a test on their skills. Each university establishes autonomously the contents of the test assessment. The test consists of 30/40 multiple-choice questions of general culture, logic and English. Universities provide integrative courses for students who need to recover initial debts. The debts are to be completed in the first year of university.

Ethnicity of applicant: In some cases a number of places are reserved to international students.

Family income of applicant: In order to allow low-income families to access tertiary programmes, tuition fees are graduated according to income of the student's family. [Back to main table for this Indicator](#)

### Korea:

Use of examinations/tests to determine entry/admission

First-degree tertiary programmes entrance examinations: This exam is the College Scholastic Ability Test.

Use of additional criteria or special circumstances in admission systems

- Grade point average: The level of importance differs from each university.
- Interviews: The level of importance differs from each to each university.

Ethnicity of applicant: There is an admission system for students from multicultural families.

- Family income of applicant: There is an admission system for students from low-income families.
- Past work experience: There is an admission system for students who have work experience.
- Past service or volunteer work: The level of importance differs from each university.
- Recommendations: The level of importance differs from each university.
- Applicant letter: The level of importance differs from each university. [Back to main table for this Indicator](#)

### Latvia:

Use of examinations/tests to determine entry/admission: National/ central examinations: Students who have health problems are exempted from state examinations. Enrolment is based on results of centralised examinations, except for persons who got upper-secondary education before 2004, persons who got their upper-secondary education abroad or persons with special needs. Enrolment is based on results of centralised examinations, but for some specific study fields/ programmes additional tests are organized by HEI, too.

Criteria are additional criteria for some study programmes defined by HE institution.

- Grade point average: Depending on study field/programme it can be low level or moderate or high level of importance.
- Interviews: Depending on study field/programme it can be low level or moderate or high level of importance.
- Past work experience: For first-degree programmes it can be low level of importance. Higher level of importance it can be for enrolment in second level (master) programmes.
- Recommendations: Talented pupils may be recommended by their teachers / mentors for entry to specific HE programme.

- Applicant letter: This could be used for second-level (master) study admission, not for first-degree programmes.  
[Back to main table for this Indicator](#)

### Lithuania:

Use of examinations/tests to determine entry/admission : National/ central examinations: There are two types of exams: state exams (altogether 12) – all procedures are strictly regulated, centralized tasks are developed by the National examination centre, the municipality education departments are responsible for administering examinations following certain protocol; marking is centralized and takes place in special centres; school exams (altogether 8) – centralized tasks are developed by the National examination centre (except in arts and technologies), school examinations and marking are locally administered on the school level (Lithuanian language and literature, mother tongue languages, arts, technology). Content of exam tasks and marking instructions are prepared and delivered by National Examination Centre, except in the exams of arts and technology (tasks/themes of these two exams are proposed by students themselves or by their own teachers according the syllabus and marking criteria, which are prepared by national authority, these two exams are proceeded in the process of education and their duration is 4 months). National Examination Centre is responsible for marking and grading of state examinations while municipalities or schools are responsible for marking of school examinations. The main principle is that the teacher mustn't assess his own students.

The purposes of Matriculation examinations: 1. Certification of secondary education (min 2 exams, one of them, e.g. Lithuanian language and literature\*, is compulsory, another – is optional from all other state or school exams); 2. Ranking students for entrance to university and granting a student basket. For entering university and college studies State examinations are required.

\*Student can choose type (state/school) of Lithuanian language and literature exam.

While national/central examinations are required for all fields of study, the amount and the sort of exams depend on the requirements of tertiary institution.

Use of additional criteria or special circumstances in admission systems:

- Past work experience: 1 additional point to competition score for 1 year experience according to qualification gained in VET, when entering the same education field.
- Past service or volunteer work: 0.25 additional point to competition score will added starting from 2018 for those who have long-term (not less than 3 months) national/international volunteer work experience.
- Other factors used for entry/admission into first-degree tertiary programmes:
- Health requirements for police studies. [Back to main table for this Indicator](#)

### Netherlands:

Use of examinations/tests to determine entry/admission. First-degree tertiary programmes entrance examinations: These tertiary entrance examinations are compulsory for students to gain access only if a candidate does not have the right qualifications. A *colloquium doctum* examination can give access to higher education for candidates 21 years or older, if the candidate does not have certification that gives access.

In 2015/16 the Netherlands had a weighted lottery for admission into programmes with limited capacity, with automatic admission for the highest grades. The programmes had the option to use 'decentralized selection' to fill part of their capacity. Starting in 2017/18 all places are filled using decentralised selection and the lottery will be abolished. The criteria for 'decentralised selection' are set by the programmes themselves, but must be based on 2 criteria: 1 cognitive, 1 non-cognitive. Applicants are ranked, and placed until capacity filled. So, placement is dependent on the level of the cohort, there is no absolute standard.

Other factors used for entry/admission into first-degree tertiary programmes:

- Auditions and similar procedures for art programmes
- Health requirements for a few programmes, e.g. sports. [Back to main table for this Indicator](#)

### New Zealand:

Use of examinations/tests to determine entry/admission. National/ central examinations: NCEA Level 3 – external assessment may contribute to but is not required to achieve NCEA Level 1, 2 or 3. The New Zealand Qualifications Authority is responsible for developing and marking/grading these exams.

Other (non-national/ central) standardised examinations: Some students participate in the International Baccalaureate, Cambridge Examinations, or Accelerated Christian Education. These are not standardised by any level of New Zealand government, and are often part of an internationally or overseas-based standard. They are developed by a mix of private and other bodies, some of which are international organisations headquartered outside of New Zealand. For example, in case the case of the International Baccalaureate, by a non-profit education

foundation headquartered in Switzerland; in the case of Cambridge Examinations, from within the University of Cambridge, in England.

Other (non-national/ central) non-standardised examinations: For New Zealand universities qualifications that may be deemed equivalent to University Entrance include: University of Cambridge International Examinations, International Baccalaureate, Steiner School Certificate, Accelerated Christian Education, International Certificate of Christian Education, New Zealand Institute of Management Certificates, Enterprise New Zealand Trust - Young Enterprise Certificate; older qualifications. Other tertiary education organisations may offer foundation and bridging qualifications that pathway to degree level study and are responsible for developing these exams. These exams are marked/graded by private companies, federations of schools, school federations for others, not-for-profit foundation, etc.

Use of additional criteria or special circumstances in admission systems

- Tertiary Education Organisations set their own requirements for admission. Most have academic entry requirements for first-degree entry, but a number have no academic requirements.
- Other factors used for entry/admission into first-degree tertiary programmes: Particular qualifications may have additional requirements. For example, fit and proper person checks for prospective teachers and prospective social workers. Those who fail the 'fit and proper person test' will not be able to undertake the qualification.

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

#### **Norway:**

Use of additional criteria or special circumstances in admission systems

- Ethnicity of applicant: There are small quotas for students with Sami background on study programmes in technology and medicine at The University of Tromsø.

- Other factors used for entry/admission into first-degree tertiary programmes: Criminal record checks. [Back to main table for this Indicator](#)

#### **Poland:**

Use of examinations/tests to determine entry/admission. National/ central examinations: There are some fields of study, e.g. artistic, where universities supplement the results of the national examination with in-house assessment of candidate's portfolio or a practical exam (e.g. in the field of physical education / sport).

As of 2017, universities admitting candidates whose examination scores fared within the top 3 percentiles will receive a special subsidy.

First-degree tertiary programmes entrance examinations: All universities are entitled to organise entrance examination for candidates who do not have a new *matura* (post 2005 examination) score, as well as candidates for fields of study where special skills are required, e.g. artistic or connected with sport/physical education. Universities may also – upon permit from Ministry of Science and Higher Education – organise entrance exams in subjects not available in the new *matura*. Individual university faculties develop these entrance examinations. In some cases, e.g. medical universities, universities sign an agreement with the Central Examination Board, which provides the universities with exam papers used also during the June session of the *matura* exam. [Back to main table for this Indicator](#)

#### **Portugal:**

Use of examinations/tests to determine entry/admission. Other factors used for entry/admission into first-degree tertiary programmes:

- Interpersonal communication
- Ability to view
- Functional fitness, physical and sports. [Back to main table for this Indicator](#)

#### **Slovenia:**

Use of examinations/tests to determine entry/admission. First-degree tertiary programmes entrance examinations: Only 4,1% of first time enrolled students in 2016/17 took additional examination as admission criteria stipulated by HEIs. [Back to main table for this Indicator](#)

#### **Sweden:**

Use of examinations/tests to determine entry/admission. Everyone studying at higher education institutions must fulfil the general entry requirements. In effect, this means successful completion of upper secondary education in Sweden or abroad. In addition, there are specific entry requirements for most courses and study programmes. If the number of applicants exceeds the number of places available, there is a selection process. Applicants are grouped into categories and then ranked on the basis of their qualifications. The highest-ranking candidates are admitted. At least one third of all places are allocated on the basis of final school grades, at least one third on the

basis of the scores from the Swedish Scholastic Aptitude Test and a maximum of one-third of places are offered based on an alternative selection.

In case of selecting students, one-third of all places are allocated on the basis of student's final grades. A student can meet entry requirements for tertiary education by validating de facto competency (validation of prior learning). Past work experience and service or volunteer work are examples that can be validated. However, those are rarely used criteria. In isolated cases, a higher education institution may use prior education, professional or vocational experience as criteria for selecting students. Applicant letter can be used as a part of an alternative selection. All upper secondary programmes give access to higher education, formally at least. Admission decisions on the selection of students are made by the individual universities. As said, this occurs within a national framework of credit points based on teacher assessment, other specific tests such as the university standard aptitude test, and previous education and work experience. [Back to main table for this Indicator](#)

#### **Turkey:**

Use of additional criteria or special circumstances in admission systems

- Grade point average: The candidates can gain 500 points at most in the placement process. Minimum score of weighted high school grade point average is calculated as 30 and maximum as 60. [Back to main table for this Indicator](#)

#### **United Kingdom:**

Use of examinations/tests to determine entry/admission. Not everyone who goes to university has taken upper secondary examinations.

First-degree tertiary programmes entrance examinations: While students have to take A levels, A levels are not really entrance exams. There may be entrance exams for specific courses but in general UK tertiary institutions do not have entrance exams. [Back to main table for this Indicator](#)

#### **United States:**

Use of examinations/tests to determine entry/admission. National/central examinations: National examinations at the primary and secondary level are compulsory for public school students. Some private schools may voluntarily participate in state examinations. The United States does not employ one national examination; however, by federal policy, each state must administer an assessment in reading/language arts and mathematics at least once in grades 10 through 12. In addition, states are required to administer an examination in science at least once in grades 10 through 12. The outcome of these exams sometimes has direct impact on the student's academic progression depending upon state or district policy though the extent varies by state, although often there are no direct consequences to the student. The overall performance of the school and school district has consequences for the district and school, which are outlined in the federal policy.

In the United States, each state is responsible for developing and marking/grading its examination. However, states may employ assistance from private companies.

Though it is compulsory for all public schools to administer their state examinations, the percentages of students surveyed vary by state. Under the federal policy, schools must test at least 95 percent of students in each student group (1) the School as a Whole; 2) White; 3) Black; 4) Hispanic; 5) Native American; 6) Asian; 7) Two or more races; 8) economically disadvantaged students; 9) limited English proficient students; and 10) students with disabilities) in reading and mathematics. Students may be excluded from examinations if their limited English proficiency precludes their participation or they have a severe disability, for which there are no accommodations available to make test taking possible. Each state or local district determines its own standard for excluding students in these cases. In many cases an alternate exam is implemented.

Other (non-national/ central) standardised examinations: Some states require additional state-level standardized examinations beyond those required federally of all states. States may employ assistance from private companies to help develop and mark/grade the exams. The percentage of students who take these examinations varies by state.

First-degree tertiary programmes entrance examinations: In the United States, students can typically take either (or both) the SAT or ACT to apply to ISCED 6 bachelor's level programmes. These tests measure student aptitude in reading, writing, and mathematics. The ACT also has science and English components. Often test scores on one of these examinations is required for entrance into a higher education institution, not specifically a field of study. Not all tertiary institutions require the SAT or ACT, and a growing number of institutions have moved to "test-optional" policies in recent years. Note that students do not need to have completed upper secondary in order to take these examinations. Most students take these examinations before applying to tertiary education, often at some point during their final three years of ISCED 3. Examinations are standardized by private companies. For example, the SAT programme is developed by the College Board and the ACT is developed by ACT Inc.

Between 51% and 75% of students take these exams – across both public and private school ISCED 3 graduates. The percentage of students who take these examinations varies by state. In school year 2014–15, the percentage of graduates by state who took the SAT ranged from 2 percent to 100 percent. The percentage of graduates who took the SAT was 48% nationally.

[http://nces.ed.gov/programs/digest/d15/tables/dt15\\_226.40.asp?current=yes](http://nces.ed.gov/programs/digest/d15/tables/dt15_226.40.asp?current=yes)

In the same year, the percentage of graduates who took the ACT was 55% nationally.

[http://nces.ed.gov/programs/digest/d15/tables/dt15\\_226.50.asp?current=yes](http://nces.ed.gov/programs/digest/d15/tables/dt15_226.50.asp?current=yes)

Use of additional criteria or special circumstances in admission systems

- The level of importance of additional criteria for entry into first-degree tertiary programmes varies by institution.

Other factors used for entry/admission into first-degree tertiary programmes:

- Military service,

- Legacy (family members' previous attendance at institutions),

- Portfolio: Some institutions/fields of study require applicants to demonstrate their competencies by preparing a formal collection of their work.

- State-level automatic admission due to prior academic performance: Some states have programmes that allow students meeting certain academic criteria automatic admission to state tertiary institutions. [Back to main table for this Indicator](#)

### ***Table D6.3***

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

For Bachelor programmes the general admission requirement is the Flemish *Diploma van secundair onderwijs*, the secondary leaving certificate. If a foreign qualification is recognised on the basis of a Flemish decree, a Belgian law, a European directive or an international convention, the holder will have direct access to bachelor's programmes. Admission may also be granted to students, after individual assessment of their secondary education diploma, if it gives access to higher education in the student's country of origin. The higher education institutions boards are also allowed to admit persons who cannot meet the general admission requirement. These individual admission decisions must be based on humanitarian grounds, medical, psychological or social grounds and the individual education level of the student, assessed by the higher education institutions. For some fields of study there are additional entry requirements. Most institutions require a proof of Dutch language proficiency for the programmes taught in Dutch and a preliminary language test for the programmes taught in another language. A teaching language test can be required. [Back to main table for this Indicator](#)

#### **Belgium (French Community):**

For Bachelor programmes the general admission requirement is the CESS (Certificat de l'Enseignement Secondaire Supérieur), the secondary leaving certificate.

Admission may also be granted to students, after individual assessment of their secondary education diploma, if it gives access to higher education in the student's country of origin. [Back to main table for this Indicator](#)

#### **Canada:**

Higher education institutions determine prerequisites to enter specific fields of education. [Back to main table for this Indicator](#)

#### **Chile:**

Formal entry requirements exist only for public, government-dependent private institutions and independent private institutions that adhere to the centralized admission process. However, a large part of tertiary students enrolled each year to independent private institutions, without any requirements other than graduating high school.

There are no courses as prerequisite for students. However, students must have taken the optional exams from the college admission tests, according to the career they want to enter. For example, students wishing to enter medical or nursing careers must prove they took the science test, while students pursuing law or social sciences careers must have taken the social science test. [Back to main table for this Indicator](#)

#### **Finland:**

Completion of upper secondary education, both general and vocational, gives students general eligibility to apply for higher education. Universities and UAS have institutional autonomy in selecting their students. The selection process is usually based on previous study record and/or an entrance examination.

The student admissions are currently being reformed to speed up the transition to higher education. Universities and UAS are developing increasingly uniform admission processes. After 2020 the certificate-based admission will be the main route to higher education. At least half of new students will be admitted based on their grades in their



matriculation examination or vocational qualification. Entrance examinations will still be organised for those who cannot be admitted based on certificates. Moreover, admission based on open university studies will be increased. [Back to main table for this Indicator](#)

**France:**

The typical minimum ISCED qualification required for entry into first-degree tertiary programmes refers to *Baccalauréat* only. [Back to main table for this Indicator](#)

**Greece:**

ISCED 3 (graduation from General Upper Secondary School and Vocational Upper Secondary School) grants eligibility for sitting the Panhellenic examinations for entrance to tertiary education. Graduates of Vocational Training Schools which are also ISCED 3 are not eligible to participate in tertiary education entrance examinations. The candidates' performance in the Panhellenic examinations for entrance to tertiary education and their choices of faculties (popularity) determine the minimum academic performance (grades/marks) for entrance in a faculty every year. While an upper secondary school certificate/report card which includes students' grades is not required, an upper secondary school certificate is needed for students to be eligible to apply for entrance to tertiary education after they receive the results of the Panhellenic examinations. The upper secondary school certificate is also needed for the successful candidate's enrolment/registration in the tertiary department s/he has been admitted in. [Back to main table for this Indicator](#)

**Hungary:**

A secondary school leaving exam is required as a typical minimum requirement to enter bachelor's or undivided master programmes and the applicant has to gather at least 280 points (from 500 total) based on the secondary school studies and the result of the school leaving exam. For arts a practical exam is organised. [Back to main table for this Indicator](#)

**Israel:**

Other tool used to assess that the minimum academic performance requirements are met include interview and portfolio for medicine and art. [Back to main table for this Indicator](#)

**Italy:**

Upper secondary school certificate is required. [Back to main table for this Indicator](#)

**Japan:**

As a statutory requirement, all those who would like to entry into tertiary education is required to graduate from upper secondary school or to have attained a level equivalent to upper secondary school graduates. [Back to main table for this Indicator](#)

**Korea:**

Since every student is not admitted to the universities of their choice, the competition to enter the better universities is fierce. [Back to main table for this Indicator](#)

**Latvia:**

For some study fields prospective students have to demonstrate some performance/skills/knowledge (in fields of music, art, sports). [Back to main table for this Indicator](#)

**Lithuania:**

There is a requirement of level qualification (secondary) for all institutions; all study fields (set in the Law).

There are minimum requirements (obligatory state *matura* exams) for state-funded places and public HEIs. Other (non-central) *standardised* examinations include school *matura* exams. Only native language, state language, and some other exams are organised in upper secondary schools.

In art studies and pedagogical studies there is a motivation test. These examinations are organised by HEIs.

International language test results (for example TOEFL, IELTS and other) can substitute the state *matura* exam of foreign language. List of tests to do this is set in legal acts.

In all fields except art studies, competition score is calculated of grades of 4 subjects (*matura* exams or grades from *matura* certificate), if a student does not have a grade of a certain subject, 0 is written in its place when calculating the final competition score. In art studies and pedagogical studies (motivation test) and 2 or 3 subjects are used for the score. These examinations are organised by HEIs. [Back to main table for this Indicator](#)

**Luxembourg:**

ISCED 3 (all programmes) includes 353 under certain conditions. [Back to main table for this Indicator](#)

**Netherlands:**

While the typical minimum ISCED qualification is ISCED3, not all ISCED3 programmes are included; only ISCED 34 (general) and ISCED 354 (the highest level of upper secondary vocational education). [Back to main table for this Indicator](#)



**New Zealand:**

The New Zealand schooling system is predominantly generally-oriented. The vast majority of students doing vocationally-oriented programmes at ISCED 3 level, do so in post-school settings. The majority of students who enter bachelor degrees do so after Year 13 and with NCEA Level 3.

University entrance is the minimum requirement for entry into a New Zealand university. To qualify a student needs NCEA Level 3, three subjects at Level 3, made up of 14 credits each, in three approved subjects. They need to meet the literacy requirement of 10 credits at Level 2 or above, made up of 5 credits in reading and 5 credits in writing. They need to meet the numeracy requirement of 10 credits at Level 1 or above, made up of specified achievement standards available through a range of subjects, or through a unit standards package of three numeracy unit standards (26623, 26626, 26627- all three required). There is no formal admission requirement for other tertiary organisations (non-university tertiary institutions). Any requirements for entry to non-university degree programmes of other tertiary programmes are established at programme level by the individual tertiary education organisation.

The Record of Achievement is the official transcript of all the national qualifications and standards that a person ever achieved since the implementation of the national qualifications framework in the early-mid 1990s. NCEA Level 3 certificate requires 60 credits at level 3 or above plus 20 credits from level 2 or above. The NCEA Level 1 literacy and numeracy requirements must also be met. Credits gained at one level can be used for (or count towards) more than one certificate. School reports and testimonials can be used to support applications into tertiary education.

NCEA comprises internal and external assessment. External assessment is assessment by common assessment tasks, examination, and portfolio submission for externally performance-based assessment standards. External assessment can contribute towards, but is not required for the achievement of an NCEA Level 1, 2 or 3 qualification.

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

**Poland:**

Minimum ISCED level qualifications also include graduates of ISCED-P 344, 354 with matriculation certificate. [Back to main table for this Indicator](#)

**Slovenia:**

The minimum ISCED types of qualifications are ISCED 344 for ISCED 64 Academic and ISCED 354 for ISCED 65 Professional.

Completed secondary school with general *matura* (national examination at the end of upper secondary general education) or vocational *matura* (final examination taken before a school examination committee) is required for enrolment. Minimum requirements are set for all study programmes and institutions.

Tests of specific aptitudes, abilities and skills for some study programmes in some fields of study may be required to enter first-degree tertiary programmes (sport, music, architecture, design, arts). [Back to main table for this Indicator](#)

**Sweden:**

The typical minimum qualification required for entry into first-degree programmes is an upper secondary programme with direct access to tertiary level. [Back to main table for this Indicator](#)

**United Kingdom:**

Minimum qualifications include A levels in England, Wales and Northern Ireland and Advanced Highers in Scotland, as well as Access to HE Diploma.

It is the individual institutions that determine the academic performance requirement. [Back to main table for this Indicator](#)

**United States:**

While minimum qualifications typically are ISCED 3, there are also a small number of private for-profit institutions that do not have any minimum qualifications. [Back to main table for this Indicator](#)

***Table D6.4*****Colombia:**

The central agency responsible for developing and marking the national/central examinations is the ICFES. [Back to main table for this Indicator](#)

**France:**

Institutions are responsible for developing the first-degree tertiary programme entrance examinations and the teacher from the institution is responsible for marking/grading the exam. [Back to main table for this Indicator](#)

**Italy:**

Part of the exam is developed by the exam commissions assigned to the schools, which also establishes the marking criteria on the basis of guidelines provided by the schools and the national curriculum goals. The marking/grading of the exam is completed by the chair and half the members of the exam commission which come from other schools. [Back to main table for this Indicator](#)

**Japan:**

The first-degree tertiary programme entrance examination is the National Center Test for University Admissions, but every university has their own entrance exam which is different from institution to institution. [Back to main table for this Indicator](#)

**Korea:**

The College Scholastic Ability Test is developed and graded by the Korea institute for curriculum and education. [Back to main table for this Indicator](#)

**Latvia:**

Higher education institutions are responsible for developing first-degree tertiary programmes entrance examinations. [Back to main table for this Indicator](#)

**Lithuania:**

The first-degree tertiary programme entrance examination is the Examination for art studies (depending on study field) or the Motivation test for pedagogical studies.

Order of examinations is set by the Ministry of Education and Science, the implementation of examinations is delegated to LAMABPO (association of HEI for organization of joint admission procedure) and HEIs organising studies in previously mentioned study fields. [Back to main table for this Indicator](#)

**Luxembourg:**

Some private institutions follow the central government programmes; other schools follow international programmes or other national programmes. The national/central examinations are developed by either the government or the international or other national authorities. [Back to main table for this Indicator](#)

**Netherlands:**

Central agency is responsible for the process of assessment and grading. The student's own teacher plus a second independent teacher grade the test. The central agency can correct the final score.

Other non-standardised examinations are developed by the school, school board or committee, or consortium of schools. [Back to main table for this Indicator](#)

**Norway:**

There are always two teachers from other schools than the students' who grade the central examinations. It is the County governor who is responsible for naming examiners.

Other (non-national/central) non-standardised examinations: Each subject in upper secondary school has a corresponding exam. See this webpage for all subjects in English: <http://www.udir.no/laring-og-trivsel/lareplanverket/finn-lareplan/#&English>. It is the responsibility of the local education authorities to develop written and oral exams. The teacher has a duty to develop suggestions for exam questions or discussion subject in oral examinations. In oral examinations the students' own teacher and a teacher from another school set a grade together. If these do not agree on a grade, it is the teacher from another school who decides. It is mainly the same responsibilities for written examinations. All students take at least one non-standardised examination during the course of upper secondary education.

First-degree tertiary programmes entrance examinations: The tertiary institutions are responsible for developing these exams. [Back to main table for this Indicator](#)

**Slovenia:**

The National Examinations Centre is responsible for developing and grading national/central standardised examinations.

Small number (0.02 %) of study programmes in music and arts allow enrolment on the basis of artistic talent.

First-degree tertiary programmes entrance examinations: Higher education institutions are responsible for developing these exams. [Back to main table for this Indicator](#)

**Sweden:**

The first-degree tertiary programme entrance examination is the Swedish Scholastic Aptitude Test. [Back to main table for this Indicator](#)

**Switzerland:**

Cantons are the state equivalents. Development of first-degree tertiary programmes entrance examinations are done by the institutions. [Back to main table for this Indicator](#)

**Turkey:**

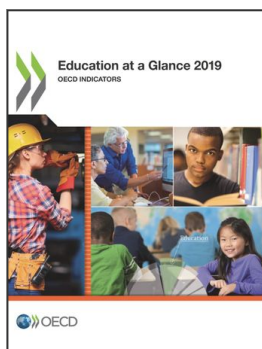
Other (non-national/ central) non-standardised examinations: The candidates, taking at least 150 points of any score part in Transition to Higher Education (YGS), can directly apply to higher education institutions including the related programmes in order to set Special Talent Exams. Exams for special talent and process of selection and placement are carried out by higher education institutions. [Back to main table for this Indicator](#)

**United States:**

For information on examinations, see note for Table D6.5. [Back to main table for this Indicator](#)

***Table D6.5*****Netherlands:**

Student access to programme/faculty/discipline/ field/specialisation at tertiary level: Only VWO (an ISCED 2-3 general programme of 6 years) gives access to universities. HAVO (an ISCED 2-3 general programme of 5 years) gives access to universities of applied sciences, as does MBO-4 (the highest level of a vocational ISCED 3 programme). The choice of subjects determines the possibilities for entry in some fields of study. [Back to main table for this Indicator](#)



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