Annex 3: Sources, methods and technical notes
Chapter D: The learning environment and organisation of schools
Table: Specific notes by country in the different indicators

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CHAPTER D: THE SCHOOL ENVIRONMENT

INDICATOR D1: How much time do students spend in the classroom?

- General notes

Methodology

Instruction time in Indicator D1 refers to intended instruction time based on policy documents (e.g. curricula) in countries that have a formal policy. In other countries, the number of hours was estimated from survey data. Data are based on countries’ responses to questionnaire CURR 1 of the system-level annual data collection of INES Network Survey of Teachers and the Curriculum. Data were collected on class sessions per year in public institutions, by subject in the modal grades of 7-15 year-olds for the reference school year 2007/08. Hours lost when schools were closed for holidays and celebrations, such as national holidays, were excluded. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring or private study before or after school.

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

- Reading, writing, and literature: reading and writing (and literature) in the mother tongue, reading and writing (and literature) in the language of instruction, reading and writing in the tongue of the country (region) as a second language (for non-natives), language studies, public speaking, literature.

- Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

- Science: science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry.

- Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of their own country, social sciences, ethical thinking, philosophy.

- Modern foreign languages: languages different from the language of instruction.

- Ancient Greek and/or Latin
Technology: orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology.

Arts: arts, music, visual arts, practical art, drama, music performance, photography, drawing, creative handicraft, creative needlework.

Physical education: physical education, gymnastics, dance, health.

Religion: religion, history of religions, religion culture, ethics.

Practical and vocational skills: vocational skills (preparation for specific occupations), techniques, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, sloyd (handicraft).

Other: Subjects that cannot be classified under one of the above headings. Back to table

Notes on specific countries

Coverage

Australia: Eight key learning areas have been identified as required areas of study for school students in Australia. These eight curriculum areas are: the arts; English; health and physical education; languages other than English; mathematics; science; studies of society and environment; and technology.

However, there is currently no national curriculum policy for Australia that mandates time spent on specific subjects and the curriculum in each State and Territory is diverse and varied. The system of education in Australia is unique amongst OECD countries in that it is characterised by a high degree of flexibility in determining curriculum; decisions on curriculum are often made at the school level and the amount of time spent on each subject can vary considerably. Back to table

Austria: For 11-14 year-olds a weighted mean of the general secondary school (Hauptschule) and the lower branch of the academic secondary schools (AHS) at ISCED 1 was calculated on basis of the distribution of students enrolled in these two programmes. In the previous years only one branch of the academic secondary schools (Realtgymnasium) was considered.

For the 15 year-olds the upper branch of the general academic schools was used along with a representative list of relevant vocational programmes. Calculating a mean figure for the two only made sense for the total because of the wide diversity of subjects. The pre-vocational year at secondary schools was taken as the least demanding programme for 15 year-olds. Back to table

Belgium (Flemish Community): In ISCED 1, Nederlands (= Dutch) is classified in the category reading, writing and literature; Wiskunde (=Mathematics) in mathematics; Wereldoriëntatie (=environmental studies) in other; Frans (=French) in modern foreign languages; Lichamelijke
Opvoeding (= physical education) in physical education; Muzische vorming (= expressive education) in arts; Zedenleer/Godsdienst (= moral education/religious education) in religion. Science and social studies are referred to under “other” because of the cross-curricular character of environmental studies; neither technology nor practical and vocational skills is included in the elementary education curriculum.

In ISCED 2, Godsdienst/Niet-Confessionele Zedenleer (= moral education/religious education) is classified in religion; Aardrijkskunde (= geography) and Geschiedenis (= history) in social studies; Biologie (= biology) in biology; Engels (English) and Frans (French) in modern foreign languages; Lichamelijke opvoeding in physical education; Muzikale opvoeding and Plastische opvoeding in arts; Nederlands in reading, writing and literature; Wiskunde in mathematics; Technologische opvoeding, Exploratie, PV Realisatietechnieken Gezinstechten (= PV = practical subjects), PV Realisatietechnieken Nijverheidstechnieken and Informatie- en communicatietechnologie in practical and vocational skills.

In ISCED 3, Godsdienst van Niet-confessionele zedenleer is classified in religion; Aardrijkskunde and Geschiedenis in social studies; Biologie Chemie Fysica in sciences; Engels and Frans in modern foreign languages; Lichamelijke opvoeding in physical education; Nederlands in reading writing and literature; Wiskunde in mathematics.

In ISCED 2, first grade, for the umbrella organisation of municipal education and Flemish Community education, the number of class sessions of the eerste leerjaar A were taken into account.

In ISCED 2, second grade, for the umbrella organisation of municipal education, the number of class sessions of Artistieke vorming, Bouw-en houttechnieken, Handel, Hotel-voeding, Industriële wetenschappen, Latijn, Mechanica-Elektriciteit, Moderne wetenschappen, Sociale en technische vorming were taken into account.

In ISCED 2, second grade, for the umbrella organisation of Flemish Community education, the number of class sessions of Agro- en biotechnieken, Artistieke vorming, Bouw- en houttechnieken, Grafische communicatie en media, Grieks-Latijn, Handel, Hotel-Voeding, Industriële wetenschappen, Latijn, Maritieme vorming, Mechanica-elektriciteit, Moderne wetenschappen, Sociale en technische vorming and Topsoort were taken into account.

In ISCED 3 for the umbrella organisation of municipal education, the number of class sessions of Economie, Humane wetenschappen, Latijn, Wetenschappen were taken into account.

In ISCED 3 for the umbrella organisation of the Flemish Community education, the number of class sessions of Economie, Grieks, Grieks-Latijn, Humane wetenschappen, Latijn, Sport, Wetenschappen were taken into account.

For the umbrella organisation of the schools run by the provincial authorities, the number of class sessions recommended by the umbrella organisation of municipal education were taken into account.

Regulations refer to the recommendations of the umbrella organisations.

For 15 year-olds in the least demanding programme (deeltjds beroepssecundair onderwijs) the regulations are the Besluit van de Vlaamse Regering van 31-7-1990 houdende inrichting van het deeltjds beroepssecundair onderwijs, laatst gewijzigd bij besluit van 13 januari 2006.
The number of class sessions recommended by the two umbrella organisations has been computed as a mathematical mean.

For the least demanding programme, there is only one regulation for all school types.

The number of class sessions specified here are the recommendations from the umbrella organizations of the 'Flemish Community education', the 'municipal education' and the 'schools run by the provincial authorities' (this last umbrella organization mainly follows in her recommendations the number of class sessions recommended by the umbrella organization of the municipal education). Back to table

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

At ISCED 2 all pupils must study art and design, citizenship, design and technology, English, geography, history, information and communication technology, mathematics, modern foreign languages, music, physical education and science. The teaching of careers education, sex education and religious education is also statutory.

At ISCED 3 the statutory subjects that all pupils must study are citizenship, English, information and communication technology, mathematics, physical education and science. The teaching of careers education, sex education, work-related learning and religious education is also statutory.

“Other” includes: PSHE (Personal, Social and Health Education), Citizenship, Sex and Relationships. Back to table

**Estonia:** National curricula set compulsory core curriculum sessions (duration 45 minutes) per week for each school level (grades 1-3, 4-6, 7-9 and Gymnasium). The data provided are based on the assumption that all courses are evenly distributed over the three years of each school level. For grades 1 to 3 (7-9 year-olds), social studies covers personal and health studies. Arts covers music. For grades 4 to 6 (10-12 year-olds), social studies covers personal and social education, civic education and history. Arts covers music and arts. For grades 7 to 9 (13-15 year-olds), science covers geography, biology, chemistry, physics and science. Social studies covers personal and social education, civic education and history. Arts covers music and arts. Back to table

**Finland:** Some years ago there was a national reform of the core curriculum in both primary and secondary education. The previous curriculum was implemented in 1994. The new curriculum (National Core Curriculum for Basic Education 2004, intended for pupils in compulsory education) and distribution of lessons were implemented gradually, at the latest in school year 2006/07 in basic education. National regulations, i.e. the government, define the minimum total weekly lessons per year for compulsory/common subjects and voluntary studies in basic education. Within these limits local authorities and schools decide on the distribution of lessons in different year-classes.

The compulsory curriculum has a considerable amount of flexibility (altogether 13 x 38 = 494 hours throughout nine year-classes). It may include applied and advanced studies in common subjects, modules composed of multiple subjects, foreign languages and subjects related to information technology. In a few schools it is possible to study Latin in upper classes. The name, breadth, objectives and content of each optional subject are decided upon in the local/school curriculum, as are the grade levels at which the subject is offered. The compulsory flexible curriculum is calculated on average as 13 divided by 9 = 1.4, multiplied by 38 (= 53.2). Science includes geography and health
education. Practical and vocational skills include educational and vocational guidance and home economics. Studying a voluntary A language is possible from the third year-class; it is included in the non-compulsory curriculum. About 1% of pupils are seriously disabled. 

**Hungary:** Geography is divided between science and social studies.

**Ireland:** The curriculum for primary schools is an integrated curriculum and envisages an integrated learning experience for children which should facilitate cross-curricular activity. To assist schools in planning the implementation of the curriculum, a time framework is suggested that allocates a minimum time to each of the curriculum areas. Four hours each day must be set aside for secular instruction. A period of two hours a week of discretionary time is allowed to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the pupils. This is included under the compulsory flexible curriculum.

Time allocation is based on the following weekly framework for a 36.6-week school year in primary education: English (4.5 hours); Irish (3 hours); mathematics (3 hours); social, environment and scientific education (3 hours, divided between science and social sciences); social, personal and health education (0.5 hours, included in “other”); physical education (1 hour); arts education (3 hours); discretionary curriculum time (2 hours); religious education (2.5 hours); assembly/roll call (2.5 hours, included in “other”); and small breaks (0.8 hours, included in “other”). Total 25.8 hours. Recreation (typically 2.5 hours) is not included in the curriculum tables. Classical languages are not taught at primary level.

The whole curriculum in primary education is obligatory for all pupils except those with special educational needs. Learning support measures are available for such pupils. Children are granted exemption from religious instruction at the request of their parents or guardians. The figures under “Other” include social, personal and health education, assembly time, roll call and small breaks.

The curriculum for 12-15 year-olds consists of compulsory subjects and approved subjects. The compulsory subjects are Irish, English, mathematics and social studies (includes history, geography and civic, social and political education). In Tables D1.2a and D1.2b (available on the Internet only for 2005), the total compulsory part of the curriculum includes English and Irish, mathematics and social studies (history, geography and civics, social and political education). Students must also take two subjects from the following list of approved subjects: Latin, Greek, Spanish, Italian, French, German, science, technology, home economics, music, art/craft/design, materials technology, metalwork, technical graphics, business studies, typewriting and environmental studies. In practice, most schools offer three rather than two of the above list of approved subjects. Because most students take science and at least one foreign language from the list of approved subjects, these two subjects have been entered in the data as compulsory subjects and the third subject taken by most students has been entered under non-compulsory curriculum. Religion and physical education are intended to form part of the curriculum in all schools. Numbers of students taking ancient Greek and/or Latin in the State examination (Junior Certificate) at the end of the Junior Cycle of second-level education are quite small and therefore no data are registered. There are no regulations governing the precise amount of time to be spent each year on teaching the individual subjects in the curriculum.

**Japan:** Elementary schools (7-11 year-olds): In grade 2 of elementary schools (7 year-olds), life environment studies are divided into science and social studies. Arts consists of music and craft. “Other” consists of home economics (in grades 5 and 6 of elementary school, 10-11 year-olds), moral education, class activities in special activities and period of integrated study. The compulsory flexible
curriculum consists of instruction time allocated to activities other than class activities. This is estimated from survey data since it is not specified in the courses of study and schools can allocate appropriate instruction time.

Secondary schools (12-14 year-olds): Technology consists of the industrial arts field in the subject industrial arts/homemaking in grade 1 to 3 of lower secondary school (12-14 year-olds). Arts consists of music and fine arts. Other consists of homemaking in industrial arts/homemaking, moral education, class activity in special activity, and period of integrated study. Instruction time for the period of integrated study for grades 1 to 3 of lower secondary school (12-14 year-olds) used in the calculation of the total compulsory core curriculum is an average of the minimum and maximum hours. The hours for the total compulsory flexible curriculum consists of the instruction time allocated for the compulsory flexible curriculum specified by Chugakko-Gakushu-Shido-Yoryo (Courses of Study for Lower Secondary Schools 2002) and the instruction time allocated for special activities other than class activities. The specific instruction time allocated for the compulsory flexible curriculum can be decided by each school within the allowable specified range. Therefore the instruction time for the compulsory flexible curriculum used in the calculation of the total compulsory flexible curriculum is an average of the minimum and maximum hours. The instruction time allocated for special activities other than class activities is estimated from survey data since it is not specified in the courses of study and schools can allocate an appropriate instruction time.

Korea: The national curriculum for 7 year-olds was designed to be interdisciplinary, which makes it very hard to break down total instruction hours by subject matters except reading, writing and literature and mathematics. Therefore, subjects other than reading, writing and literature and mathematics are reported in the category “other”.

Luxembourg: 100%. Back to table

Netherlands: In primary education the duration of one class session may vary. There is no formal compulsory curriculum. Among secondary schools the duration of one class session may vary. There is no formal compulsory curriculum. Schools schedule their lessons autonomously. Back to table

Norway: Because Knowledge Promotion only prescribes the number of teaching hours for primary schooling as a whole and lower secondary schooling as a whole, the number of class sessions in each subject has to be estimated for each grade (2 to 10).

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 among the different levels. Each school is free to organise class sessions within the prescribed teaching hours. Back to table

Poland: 13-15 year-old students follow the mainstream programme in compulsory education except for a small group (around 1%) attending job preparing classes organized in lower secondary schools (gimnazjum). Back to table

Portugal: In 2002/03 curricular reform at ISCED 2 was set up and encompassed all grades (7 to 9) in 2004/05. Back to table

For grades 2, 3 and 4 (students aged 7, 8 and 9), Dispatch nr. 19 575/2006, of 25 September allocates the following hours per week to the following subjects: Reading, writing and literature (8 hours per
week); Mathematics (7 hours per week); Social sciences and Science (5 hours per week, half of which in experimental sciences); and Other (5 hours per week).

Grades 5 and 6 (10-11 year-olds): The time allocated to reading, writing and literature, social sciences and foreign languages, as well as the time allocated to mathematics and science is managed flexibly within statutory time parameters, following school criteria and priorities. The data presented are according to known criteria and practices.

10-14 year-olds (grades 5 to 9): Other comprises Project Area, Tutorial Study and Civic Education. Students working in these three curricular areas must use information and communication technology. A meaningful part of tutorial study is meant to complement Mathematics and Portuguese (mother tongue). Tutorial study is monitored by two teachers from different areas (usually mathematics or science and languages or humanities). In grade 9, Other includes Information and Communications Technologies. For Technology and Arts (grade 9, 14 year-olds), students choose either technology or arts. In grades 5 and 6 (10-11 year-olds) each school has the autonomy to decide the percentage of class sessions to attribute to either technology or arts. The total compulsory flexible curriculum is determined by the school.

The total non-compulsory curriculum covers religious and moral education.

Grade 10 (15 year-olds in the typical programme): Scientific and humanistic studies (generalist) concern the majority of students and were taken into account. The curriculum design has two areas: general (compulsory core curriculum) and specific (compulsory flexible curriculum). The specific area is aligned with the theme of the course and comprises a main subject (Mathematics, History, Foreign Language or Drawing with 102.6 class sessions) and one optional subject (102.6 class sessions). Religion is now the only subject that is part of the non-compulsory curriculum.

In 2004/05 curriculum reform was undertaken for ISCED 3 (grades 10 to 12). It will progressively cover all grades. As a result, the curriculum for 15 year-olds (grade 10, typical programme) was significantly changed.

15 year-olds in least demanding programme: In 2004/05 new professional courses (courses of education and training) were implemented. They include Types 1, 2, 3, 4, FC (Complementary Training), 5, 6, and 7. Data for 15 year-olds cover:

- Type 1 (students with less than grade 6 and 2 or more repeats): provides a vocational qualification equivalent to the 2nd cycle of compulsory education (ISCED 1);
  – Type 2 (students who have completed grades 6 or 7 or attended grade 8): provides a vocational qualification equivalent to the 3rd cycle of compulsory education (ISCED 2);
- Type 3 (students who have completed grade 8 or attended secondary education): provides a school competence certificate and a level 2 vocational qualification;
- Type 4 (students who have already completed grade 9 or attended secondary education): provides a school competence certificate; and
- Type 5 (students who have completed grade 10 of secondary education or equivalent, attended grade 11 of secondary education, or completed a Type 4 course or a vocational grade 10, or who have completed both a Type 2 and a Type FC course): provides a vocational qualification equivalent to secondary education (ISCED 3).

These courses encompass the following components (common to all course types, although the time load varies): socio-cultural, scientific, technological and in-work training.

Duration of courses of education and training:

- Type 1: a minimum of 33 weeks (27 at school and 6 in work) in 1 school year and a maximum of 54 weeks in 2 school years (48 at school and 6 in work) within which schools have some flexibility to manage the curriculum;

- Type 2: 61 weeks (55 at school and 6 in work) during 2 school years, within which schools have some flexibility to manage the curriculum;

- Type 3: 35 weeks (29 at school and 6 in work) during 1 school year, within which schools have some flexibility to manage the curriculum;

- Type 4: 36 weeks (30 at school and 6 in work) during 1 school year, within which schools have some flexibility to manage the curriculum;

- Type FC: 30 weeks (24 at school and 6 in work) during 1 school year, within which schools have some flexibility to manage the curriculum;

- Type 5: 65 weeks (59 at school and 6 in work) during 2 school years, within which schools have some flexibility to manage the curriculum.

The amount of time 15-year-olds spend on physical education may be halved in the absence of appropriate facilities.

School types involved: Data applies to schools providing the specified curricula irrespective of the types.

Technology and Arts - 9th grade: The students choose either Technology either Arts; 5th and 6th grades: each school has autonomy to decide which percentage of class sessions they attribute to each component.

Coverage of age group:

- Data for public institutions available only for mainland Portugal.
- Data for 15 year-olds in the least demanding programme (education and training courses) refer to courses under the tutelage of either the Education Ministry or the Ministry for Labour and Social Solidarity. Back to table

Scotland: In primary schools, 15% of instruction time is allocated to environmental studies, which cover science, social subjects (history, modern studies, etc.), technical education and home economics;
and 15% of instruction time is allocated to expressive arts, which cover music, art, physical education and drama. Other categories cover personal and social development and health education. In lower secondary education, 30% of instruction time is allocated to environmental studies, 15% to expressive arts and 15% to religious and moral education. Back to table

Spain: 100% of the curriculum is covered. The category “other” covers the tutorial. The tutor can work on aspects related to social skills, study techniques, civics, career counselling, etc., in connection with the Counselling Department. 15 year-olds in the typical programme must choose three subjects among biology and geology, plastic and visual arts, physics and chemistry, Latin, computing, music, technology, and second foreign language. These subjects are considered compulsory flexible curriculum. The non-compulsory curriculum is negligible in all the autonomous communities. The least demanding programme for 15 year-olds consists of the same programme in smaller groups with appropriate adaptations of the content and methodology of the curriculum. It is offered to students who have difficulty following standard classes. This programme leads to the same certification as the regular programme. Back to table

Interpretation

Australia: Data on time spent on individual subjects have not been presented for Australia as reliable estimates are unable to be obtained. Data on the total flexible and total core components of the compulsory curriculum have been presented to highlight the low proportion of core curriculum and the correspondingly high proportion of flexible curriculum. These data however are derived estimates and should be considered as indicative results only.

While State and Territory education departments sometimes prepare policies which recommend the amount of time spent on individual subjects, these recommendations vary significantly between jurisdictions and are not mandatory, making it extremely difficult to provide an estimate of the time on each subject at a national level. In addition, the States and Territories differ in their reporting of a subject as being part of the flexible and/or core curriculum, thereby contributing to the difficulty in collating a national response.

For example, while it is known that literacy and numeracy account for at least 50% of teaching time in most States and Territories in Australia, accurate data capture at the national level is not possible due to reporting differences between the States and Territories. Back to table

Austria: Modern foreign languages for 7-8 year-olds: 32 class sessions per year are devoted to modern foreign languages, which are integrated into other subjects (except reading and writing own language). Practical and vocational skills for 7-10 year-olds: ten class sessions per year are devoted to behaviour in traffic and are integrated into other subjects. Modern foreign languages for 15 year-olds: in some schools Latin can be chosen in addition to a modern language.

Non-compulsory curriculum: on average 1.5 class sessions a week are offered for electives, support for special students, etc.

Nature of the reported data: In terms of the distribution of different subjects within the compulsory curriculum the figures can be seen as typical (schools have some flexibility for shifting lessons from one subject to another). However, the total for the compulsory curriculum is a maximum and must not
be exceeded. For the non-compulsory curriculum the figures can be considered as typical (elective and remedial courses). **Back to table**

**Belgium (Flemish Community):** The data reported should be considered with great caution. They are based on recommendations by the umbrella organisations but schools are free to organise the number of class sessions.

In primary education (7-9 years) the umbrella organisations do not recommend the teaching of modern foreign languages but individual schools may and can do so.

In secondary education the maximum number of hours may be greater than 32 for some classes. However, the number of hours is generally limited to 32 and in the forthcoming case the number of hours of compulsory flexible curriculum is limited. **Back to table**

**Czech Republic:** The curriculum reform (transfer to Framework Educational Programme for Basic Education (FEP) and school educational programmes) which began in 2005 is implemented from 2007/08 to 2011/12. In 2007/08 all schools were to teach according to their school educational programme at least in the first (year 1 of ISCED 1) and sixth grades (year 1 of ISCED 2).

In 2007/08 substantial changes were made to the FEP timetable to make hours more flexible. In 2007/08 the timetables of the previous curriculum were changed to be similar to the new FEP (e.g. vertical flexibility is used at ISCED 1).

The Ministry of Education, Youth and Sports issued the binding Framework Educational Programme for Basic Education (FEP) for ISCED 1+2 on the basis of which schools prepare their educational programmes. The FEP is binding for basic school (základní škola) (ISCED 1+2), as well as for the lower stage (ISCED 2) of general secondary school (gymnáziwm). The FEP sets the key competences, the outputs of educational areas, composed of different fields, which are compulsory, and the recommended content of education. It also sets the cross-curricular topics. The school education programmes set the individual subjects. These can be the same as the educational fields and cross-curricular topics, they can integrate the fields/topics, or divide the fields into more subjects. They can use modules or courses. The outputs must be achieved and the time allocated to individual educational areas/fields must be observed.

Flexible timetable: In some countries, the regional authorities, local authorities or schools themselves are relatively autonomous in determining how time should be allocated to teaching. Two situations may occur.

The instructions or recommendations only indicate a total amount of taught time for each school year, which schools may then allocate to individual subjects as they wish. This may be termed horizontal flexibility (HF) and occurs in primary education (ISCED 1) in the Netherlands.

The instructions or recommendations refer to a number of hours to be allocated to each subject for a certain number of years, or even the whole of compulsory education. Schools may then allocate these hours to individual years as they wish. This may be termed vertical flexibility (VF) and occurs in Sweden during compulsory education.

It should be noted that the data reported is only the minimum number of class sessions for the whole of ISCED 1 and the ISCED 2. **Back to table**
**England:** Other includes: PSHE (personal, social and health education), citizenship, sex and relationships. The Department for Children Schools and Families (DCSF) recommends to governing bodies of maintained schools a minimum weekly lesson time:

- 21 hours for pupils aged 5-7 years (Key Stage 1);
- 23 hours and 30 minutes for pupils aged 8-11 years (Key Stage 2);
- 24 hours for pupils aged 12-13 years (Key Stage 3);
- 25 hours for pupils aged 14-16 years (Key Stage 4).

Taught time does not include breaks, registration or acts of collective worship.

Daily session times for schools are set by their governing bodies. Every day on which a school meets is to be divided into two sessions, and there must be a break in the middle of the day between those two sessions. [Back to table]

**Finland:** About 1% of pupils are seriously disabled. [Back to table]

**Greece:** Data collected by the National Statistical Service of Greece have been used to fill in the columns on coverage of age groups. [Back to table]

**Hungary:** In 2004/05 a modified National Core Curriculum was introduced in grade 1 (7 year-olds). In the other grades the Frame Curriculum, which is a recommended form, was in force. From 2003/04, new (also recommended) Frame Curricula were introduced in grades 5, 9 and 10 (11, 15 and 16 year-olds, respectively) with smaller numbers of lessons. In 2005/06 the new curriculum was introduced in grades 3 and 7 (9 year-olds and 13 year-olds, respectively). [Back to table]

**Iceland:** Ten years of compulsory schooling, starting at age 6. [Back to table]

**Israel:** In Israel, 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.

The average class session is 48 minutes, as some are 50 minutes long and others are 45 minutes long.

The class sessions shown in the primary education table represent only official state education. The class sessions of the Orthodox Jewish sector are not included; about 19% of students in the education system belong to this sector, and about half of their class sessions are devoted to religion. About 24% of primary students are not enrolled in official state education.

Students attend school six days a week.

The 2007/08 school year lasted 36.7 weeks in primary education, and 35 weeks in lower secondary and upper secondary education. [Back to table]

**Japan:** For 7-11 year-olds:

Total compulsory core curriculum: In elementary school grade 2 (7 years old), life environment studies is divided into science and social studies. Arts consists of music and craft. Other consists of
home economics. For elementary school grades 5 and 6 (10 and 11 year-olds): moral education, class activity in special activity, and period of integrated study.

Total compulsory flexible curriculum: Hours for total compulsory flexible curriculum consist of instruction time allocated for special activities other than class activities. These are estimated from survey data since they are not specified in the course of study and schools allocate the appropriate instruction time.

For 12-14 year-olds.

Total compulsory core curriculum: Technology consists of the industrial arts field in the subject Industrial arts/homemaking in lower secondary school grades 1-3 (12-14 year-olds). Arts consists of the subjects music and fine arts. Other consists of homemaking in industrial arts/homemaking, moral education, class activity in special activity and period of integrated study. Instruction time for period of integrated study for lower secondary school grades 1-3 (12-14 year-olds) used in the calculation of total compulsory core curriculum is an average of the minimum and maximum hours.

Total compulsory flexible curriculum: Hours for total compulsory flexible curriculum consist of the instruction time allocated for compulsory flexible curriculum specified by Chugakko-Gakushu-Shido-Yoryo (courses of study for lower secondary schools 2002) and the instruction time allocated for special activities other than class activities. The instruction time allocated for compulsory flexible curriculum specified by Chugakko-Gakushu-Shido-Yoryo can be decided by each school within the specified allowable range. Therefore, the instruction time for compulsory flexible curriculum used in the calculation of total compulsory flexible curriculum is an average of the minimum and maximum hours. The instruction time allocated for special activities other than class activities is estimated from survey data since it is not specified in the course of study and schools can allocate appropriate instruction time.

Luxembourg: The mother tongue of students is the Luxembourg language (Letzebuergesch). This language is used and taught in pre-primary education. From primary education onwards, the language of instruction is German; French is taught as a foreign language. In primary education one hour per week is spent on Letzebuergesch. Reading, writing and literature includes both Letzebuergesch and German, although German is considered a foreign language in Luxembourg.

New Zealand: All decisions about the allocation of time for the curriculum (national or local) are decided at the level of the individual school; this information is not collected centrally.

The national curriculum is specified through seven learning area statements. State and state-integrated schools are required to provide programmes of learning based on the curriculum statements for all students in years 1 to 10. However, how the schools do this is not prescribed in terms of time allocations or programme/timetable arrangements.

Generally schools set their own policies concerning compulsory subjects in years 11 to 13. The numeracy and literacy requirements for the National Certificate of Educational Achievement (NCEA) mean that most students are required to study English (or Te Reo Maori) and mathematics.

Norway: Compared to data published in Education at a Glance 2009, the distribution of instruction time by subject changed as a consequence of the Knowledge Promotion. The Knowledge Promotion is the latest reform of the ten-year compulsory school and upper secondary education and training. It introduces certain changes in substance, structure and organisation from the first grade in the ten-year compulsory school to the last grade in upper secondary education and training.
The reform took effect in autumn 2006 for pupils in grades 1-9 in ten-year compulsory school and for pupils in their first year of upper secondary education and training (i.e. grade 11). The Knowledge Promotion was not introduced in grade 10 until 2007, which means that the source and methodology applied for grade 10 has changed from EAG 2009.

In EAG 2009, the distribution of teaching hours per subject for the ten-year compulsory school was established for primary schooling (ISCED 1) as a whole (grades 1-7), and for lower secondary schooling (ISCED 2) as a whole (grades 8-10). In EAG 2010, the distribution of teaching hours in certain subjects is established for grades 1-4 and 5-7 as a whole. This change has caused some changes in the reported data for these grades. 

**Poland:** Grades 1-3 in primary schools have an integrated curriculum. Teachers choose the number of hours for particular study areas. The compulsory flexible curriculum is at the discretion of the headmaster. Non-compulsory curriculum refers only to religion/ethics which is not compulsory; pupils can chose one.

**Scotland:** It is impossible to calculate the number of class sessions undertaken by students at each stage every year, as this is not prescribed in any documentation. It is up to individual schools and educational authorities to organise their lessons. Guidance is provided on the minimum percentage of the curriculum for subject areas. In primary education this is 20% language, 15% mathematics, 15% environmental studies, 15% expressive arts, 15% religious and moral education, and 20% flexibility. For lower secondary schools, the guidance is 20% language, 10% mathematics, 30% environmental studies, society, science and technology, 15% expressive arts, 5% religious and moral education, and 20% flexibility.

**Sweden:** Intended instruction time per year for each school subject and the duration of individual class sessions are not regulated nationally but decided locally. The data for Sweden are estimates (for more details see the methodology section).

**Methodology**

**Australia:** Responses from the department of education in each State and Territory are collated. Responses are generally imputed and/or derived estimates based on departmental policies and observations, as data are not collected in any jurisdiction on the ‘actual’ time spent teaching curriculum by subject. Each State and Territory department responds to the survey differently and data that are presented in EAG are based on a weighted average of State and Territory responses. The weights are based on the number of public school enrolments for each State or Territory. When calculating “Curriculum Information”, missing data have not been removed, and are included in the calculation, in line with OECD practice.

**Austria:** 2007/08 was calculated on the basis of 180 days of instruction or 36 weeks.


For ISCED 1 the duration of one class session is recommended. Total compulsory core curriculum time is the recommended minimum.

**Estonia:** The national curriculum validates compulsory core curriculum hours per week for each school level (grades 1-3, 4-6, 7-9, and Gymnasium).
The data provided are based on the assumption that all courses are evenly distributed over the three years of each school level. The lessons per week are multiplied by 35 effective teaching weeks.

**Finland:** All figures are estimates based on theoretical averages (described below). Finland has implemented a significant national reform of the curriculum both in primary and secondary education (see notes on interpretation). In the new distribution of lesson periods, subjects and subject groups are grouped into sections. In each section the minimum is defined in terms of weekly lessons per year over a couple or several years of classes. The figures in the table were calculated as follows. For mother tongue and literature there are 14 weekly lessons for the first and second years and therefore an average of 7 weekly lessons for each year. For years 3-5, there are altogether 14 weekly lessons per year, i.e. an average of 4.7 weekly lessons for each of the years 3, 4 and 5. For years 6-9 there are altogether 14 weekly lessons per year and therefore an average of 3.5 weekly lessons for each of the years 6, 7, 8 and 9. The total of mother tongue and literature for years 1-9 is 42 weekly lessons per year.

**France:** Data are based on national statistics.

**Germany:** Data are based on weighted means.

**Greece:** The average of all weekly class sessions is given as the duration of one class session in minutes.

**Iceland:** Number of class sessions per week multiplied by 36 weeks.

**Ireland:** In primary education, the duration of a lesson may vary. The average lesson unit is 30 minutes. In lower secondary education, the allocation of instruction time represents an estimation of the general practice in schools, based on an average individual class unit of 40 minutes duration. The yearly figures are calculated with reference to the Rules and Programme for Secondary Schools and on an estimate of their application in a typical school of 700 to 800 students. The flexible compulsory part of the curriculum is calculated by assuming that all schools offer two additional subjects from the list of approved subjects and allocate four teaching periods of 40 minutes to each of these subjects. For purposes of this data collection, the total compulsory part of the curriculum includes English and Irish, mathematics, social studies (history, geography, and civics, social and political education). Schools administered by Vocational Education Committees may substitute one or more practical subjects for history and geography as part of the core curriculum.

Review of curriculum and syllabuses by the National Council for Curriculum and Assessment are ongoing. New and revised programmes and syllabi have been adopted and are gradually introduced following in-service training programmes.

**Netherlands:** Grade 5: based on empirical data.

**Norway:** Because the Knowledge Promotion only prescribes the number of teaching hours for primary school as a whole and lower secondary school as a whole, the number of class sessions in each subject has to be estimated for each grade (2-10).
Grades 2-7: Estimated data.

From the average numbers of teaching hours at each level, the number of class sessions for each subject for grades 1-7 is estimated using the following procedures:

i) The number of class sessions in core subjects reading, writing and literature, mathematics and foreign languages is considered constant within levels 1-4 and 5-7.

ii) The number of class sessions in physical education, arts and religion is considered constant at all levels (1-7).

iii) The number of class sessions for the remaining core subjects – science, social studies, modern foreign languages and other – is estimated from the observed total number of class sessions for each grade, using the following equation:

\[ Y = \left( \frac{(O - CG)}{X} \right) S \]

when: \( Y \) = number of class sessions for each subject for each grade; \( O \) = observed total number of class sessions for each grade; \( C \) = sum of class sessions for subjects considered constant at all levels (reading, writing and literature, mathematics, arts and religion); \( G \) = grade; \( X \) = sum of class sessions for subject (science, social studies, modern foreign languages and other); \( S \) = total number of class sessions for subject (science, social studies, modern foreign languages and other).

iv) All estimates are rounded.

v) Grade 7 is used to balance the estimates.

Grades 8-10: Estimated data.

For lower secondary school (grades 8-10) the number of class sessions is estimated using the following procedures.

i) All subjects are constant on all levels.

ii) All estimates are rounded.

iii) Grade 10 is used to balance the estimates.

Poland: The number of class sessions per year by grade was calculated on a basis of number of teaching hours per week in a period of three years for each subject. There are three-year instruction period regulations for grades 1-3 at ISCED 1, grades 4-6 at ISCED 1 and grades 1-3 at ISCED 2.

Portugal: The calculation of the number of days of instruction was based on the intended 171 days in ISCED 0/1/2/3. As most teachers teach more than one grade, two exceptions were not considered: grades 9, 11 and 12, which had 161 instruction days, owing to the period of national examinations. In the least demanding 15 years programme, teachers must follow the statutory amount of time allocated to each subject. In ISCED 1 (grades 5 and 6) and 2, teachers' scheduled teaching time is 22 hours per
week, whereas in ISCED 3 it is 20 hours per week. The schedules of teachers with a reduced teaching load, owing to their age and years in the profession, are not taken into account. The total of working hours per year was calculated on a basis of 221 working days. Back_to_table

**Spain:** Data show the average number of hours per year devoted to each subject in the Autonomous Communities weighted by the number of students in public institutions at their ISCED level. Because the Basque Country, Catalonia, Galicia, Valencia and Balearic Islands include the learning of their official language, the number of hours devoted to other subjects can vary. Back_to_table

**Sweden:** Intended instruction time per year for each school subject is not regulated nationally and the duration of a class session may vary. This is decided locally. Thus, intended instruction time for 7-15 year-olds has been estimated by dividing the total number of hours per required school subject by the nine years of compulsory education. This may mean that in a given year, the intended instruction time for certain school subjects may be overestimated (e.g. reading and writing in mother tongue, arts) and underestimated in other grades and subjects (e.g. science). Back_to_table
Sources and references

**Indicator D1. How much time do students spend in the classroom? sources and references**

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</thead>
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<td>Australia</td>
<td>State and territory education departments, primarily regulatory documents, although sources are a mixture of regulations and actual data. Year: 2008.</td>
</tr>
<tr>
<td>Austria</td>
<td>Law or policy document based on law (Lehreplan). Curricula are public ordinances enacted by the Federal Ministry. School year: 2007/08.</td>
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<td>Belgium (Fl.)</td>
<td>Recommendations on the number of class sessions from the umbrella organisation of the Flemish Community education, municipal education and schools run by the provincial authorities (this umbrella organisation follows in its recommendations the number of class sessions recommended by the umbrella organisation of municipal education). School year: 2007/08.</td>
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<td>Ireland</td>
<td>Department of Education and Science statistical reports and circulars; Primary School Curriculum – Introduction; Rules and programme for Secondary Schools. School year: 2007/08.</td>
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<td>Country</td>
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<td>Federation</td>
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<tr>
<td>Spain</td>
<td>Royal Decrees (RD) establishing the national core curriculum for the different educational stages: Primary education, RD 1513/2006, of December 7. Lower secondary education RD 1631/2006, of December 29. Each Autonomous Community publishes, in its respective official bulletins, its own official regulations regarding instruction time in primary (ISCED 1) and lower secondary education (ISCED 2) based on the above-mentioned Royal Decrees. The Education Act (Ley Orgánica de Educación 2/2006) is in force since May 2006 and started to be implemented in the academic year 2007/08. The RD 806/2006, of 30 June establishes the timetable for this implementation: in the academic year 2007/08 years 1 and 2 of primary education (6 and 7 year-olds) and the years 1 and 3 of lower secondary education (12 and 14 year-olds). School year: 2007/08.</td>
</tr>
</tbody>
</table>
INDICATOR D2: What is the student-teacher ratio and how big are classes?

- General notes

Methodology

The ratio of students to teaching staff is calculated by dividing student numbers in full-time equivalents by the number of teaching staff in full-time equivalents. Teaching staff refers to professional personnel directly involved in teaching students (and whose primary function is teaching) but excludes teachers’ aides and teaching/research assistants. Back to table

- Notes on specific countries

Coverage

Australia:

Class size: 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.

Where data were missing class sizes from the previous year were used.

Ratio of students to teaching staff: Since data published in Education at a Glance 2008, casual staff are excluded from staff numbers. The figures for staff numbers only include staff on a permanent work contract. By excluding casual staff, total staff were reduced by about 8 500 between 2005 and 2006, all of whom were included as part-time. The full-time equivalent figures are unchanged, are still correct, and include both permanent and casual staff. Back to table

Austria:

Class size: 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.
Ratio of student to teaching staff: Compared to the previous year, the ratio of student to teaching staff at tertiary level decreased due to a change in the methodology used to report personnel which led to an increase of 25% in personnel. Back to table

Belgium:

Ratio of student to teaching staff: Data exclude independent private institutions. These data are not collected by the Education Department. For personnel working in non-university tertiary education (hogescholenonderwijs-Enseignement supérieur in HE, ISA, ESA) it is not possible to distinguish between ISCED 5A and 5B programmes (in the French Community). However, all hogescholenonderwijs personnel are included in the total for higher education.

Data exclude students and teachers from the German-speaking Community as it was not possible to distribute them by level of education. Back to table

Chile:

Ratio of student to teaching staff: Compared to data published in Education at a Glance 2009, values for the ratio of student to teaching staff at the pre-primary level decreased substantially. This results from a substantial increase (30%) in the number of FTE teachers compared to previous year, whereas the number of FTE pupils at this level decreased compared to the previous year. Back to table

Denmark:

Class size: Compared to data published in Education at a Glance 2009, values for the ratio of student to teaching staff at the primary level (which in table D2.2 and D2.3 is included in the lower secondary category) decreased. This is due to an inaccuracy in previous years by which '0. klasse' was classified as primary level instead of pre-primary level. Hence in previous years the number of students at primary level was too high, and thus the ratio of students to teaching staff reported was also too high. Back to table

Estonia:

Ratio of student to teaching staff: Compared to data published in Education at a Glance 2009, values for the ratio of student to teaching staff increased as a result of a change in methodology. Part-time teachers have been converted to full-time equivalent based on their actual working time whereas they were converted to full-time equivalent based on a constant ratio in previous years.

Data exclude personnel temporarily not at work. Back to table

Finland:

Ratio of student to teaching staff: Compared to data published in Education at a Glance 2009, the ratio of student to teaching staff in private institutions varied substantially at some level of education. This is partly due to the fact that the number of teachers and students in private institutions are relatively small and so even small changes cause large changes in indicator results. These changes are also due to the revised methodology.
Upper secondary education includes teachers in all vocational and technical programmes. Teachers at post-secondary non-tertiary and tertiary-type B levels (ISCED 4 and 5B) are included in upper secondary education. However, the number of tertiary-type B students in these programmes is negligible.

Starting from the UOE 2007 (school/academic year 2005/06) data for ISCED 5-6 academic staff include only instructional personnel. Research personnel (personnel whose main function is research) are excluded. Previously research personnel were included among academic staff at ISCED 5-6.

France:

Ratio of student to teaching staff: Before data published in Education at a Glance 2009, the ratio of students to contact staff in pre-primary education was lower as teachers’ aides were classified in a different personnel category.

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.

Data on teaching staff for vocational academies (ISCED 5B) are not available. Data on advanced research programmes (ISCED 6) are not included in Table D2.2.

Other: Since data published in Education at a Glance 2008, additional information on teachers in the new Länder has become available. This has led to some variation in the age distribution of teachers at ISCED 2.

Iceland:

Class size: Since data published in Education at a Glance 2006, students in multi-grade classes are included.

Ireland:

Ratio of student to teaching staff: Compared to data published in Education at a Glance 2009, at the pre-primary level an additional programme (Traveller Pre-School) has been included, leading to a significant decrease in the 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 Table D2.3, for the ratio of student to teaching staff at secondary level of education, as private institutions are not obliged to provide data on personnel, data can refer to different institutions each year and thus change from one year to the next. For example in 2004/05, from the 12 private
institutions for which data were requested, 10 replied; this gave a total of 53 full-time teachers and 180 part-time teachers. For 2005/06, ten institutions again replied (but not the same ones as in the previous year). This gave a total of 105 full-time teachers and 125 part-time teachers. Back to table

Italy:

Ratio of student to teaching staff: Teaching staff excludes teachers working in regional vocational education (formazione professionale regionale) and those in tertiary-type B private institutions. Back to table

Mexico:

Ratio of student to teaching staff: Since data published in Education at a Glance 2005, the ratio of students to teaching staff in Table D2.2 only includes in teaching staff personnel whose primary function is teaching. In Education at a Glance 2004, it also included personnel whose primary function was not teaching but who had some teaching responsibilities, at least 0.25 FTE (only teaching activities were included). Back to table

Norway:

Ratio of student to teaching staff: The data source for classroom teachers, academic staff, management personnel and teachers’ aides has changed since data published in Education at a Glance 2006. The change has provided figures on teachers’ aides at ISCED 1-3, which were previously reported as missing. Data are not directly comparable with figures reported in Education at a Glance 2006, owing to different data sources and definitions at a national level.

Other: The breakdown of classroom teachers between ISCED 1 and 2 is estimated (67.8% for ISCED 1 and 32.2% for ISCED 2). This estimate results in the same values at ISCED 1 and 2 for the age distribution of teachers (Table D7.1) and the gender distribution of teachers (Table D7.2). Back to table

Portugal:

Class size: Class size excludes data from the regions Azores and Madeira. Back to table

Slovak Republic:

Ratio of student to teaching staff: Since data published in Education at a Glance 2008, two new private universities are included in the data for private institutions at the tertiary-type B level (ISCED 5B) (i.e. six private universities instead of four). Since data published in Education at a Glance 2008 the ratio of student to teaching staff at tertiary-type B level decreased as a result of students in the health field moving from tertiary-type B to tertiary-type A (university bachelor) and the increasing number of students in artistic fields of study. Back to table

Slovenia:

Ratio of student to teaching staff: In pre-primary education there are, by law, two types of teaching staff: teachers and teaching assistants. The task of the teacher is to plan, prepare and implement educational activities. The teacher must have completed tertiary education in a suitable field and a specialisation programme for pre-school education. The task of the teaching assistant is to co-operate
with the teacher and help in planning, preparing and implementing the educational activities. The teaching assistant must either have upper secondary education in the field of pre-school education or have finished a four-year grammar school (gimnazija) and the course for working with pre-school children. Both the teacher and the teaching assistant ensure pre-school education and should be considered teaching staff/classroom teachers.

Teachers and pedagogues 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 12 who wish to stay in school after regular lessons. In 2004/05, 56.7% of the primary school population attended after-school classes. At primary school level, 2,078 additional teachers and pedagogues were appointed to after-school pedagogical duties.

At the primary level of education (ISCED 1) full-time equivalent (FTE) teachers include persons whose primary responsibility is not teaching but who have some teaching hours (such as headmasters, librarians, nutritionists, after-school care teachers). They are not included in the headcounts, but they are included in the FTE figure, which also includes overtime work. Back to table

**Sweden:**

**Class size:** Data on class sizes are not collected on a national level in Sweden.

**Ratio of student to teaching staff:** Compared to data published in *Education at a Glance 2009*, values for the ratio of student to teaching staff at the pre-primary level decreased significantly. From 2007/2008 all activities in "förskola" are classified as education and all staff members with education for teaching or childcare, who are not administrative staff, are classified as teaching staff. Back to table

**Switzerland:**

**Ratio of student to teaching staff:** The breakdown of teachers working at more than one level of education between ISCED 0 and 4 is estimated on the basis of the distribution of students enrolled in these levels. For cantons which did not deliver data for the school year, the number of missing teachers and full-time equivalents are estimated on the basis of the cantonal ratio of students to teacher (full-time equivalents) calculated at the end of the 1990s (last known ratios).

For pre-primary education, the estimated teachers and full-time equivalents amount to 6% of the total. The teachers are fully covered.

For primary education, the estimated full-time equivalents amount to 6.5% of the total. The teachers are fully covered.

For lower secondary education, the estimated full-time equivalents amount to 5% of the total. The teachers are fully covered.

For upper secondary education (general programmes), the estimated number of teachers amounts to 3% of the total. The estimated full-time equivalents amount to 3.5% of the total.

Special education teachers are not included. Back to table

**United Kingdom:**

**Class size:** Compared to data published in *Education at a Glance 2009*, class size in government dependent private institutions has increased as in previous years this figure was artificially reduced
based on the assumption it was equal to 75% of the figure in public schools. This deflator is no longer used in the 2010 edition. Government Dependent Independent are a relatively new school type and were initially one specific type of Technical school (with smaller class sizes). However, the programme is now rapidly expanding by converting poorly performing public schools into Government Dependent Independent ones and with this expansion the class sizes are now similar to those in public schools.

**Ratio of student to teaching staff:** Since *Education at a Glance 2008*, the ratio of students to teaching staff at the pre-primary level of education (ISCED 0) increased significantly compared to previous editions as a result of the increase in the FTE student enrolment rate (up 24%). This is due mainly to a change in methodology and the use of a more accurate figure for the FTE conversion factor for part-time pupils.

Since *Education at a Glance 2008*, the ratio of students to teaching staff at the upper secondary level of education (ISCED 3) in government-dependent private institutions decreased compared to previous editions because of a change in methodology: teachers in academies (approximately 1 000) are reported under government-dependent private, rather than independent private, institutions as in the previous data collection. Back to table

**United States:**

**Ratio of student to teaching staff:** Compared to data published in *Education at a Glance 2009*, the ratio of student to teaching staff in private institutions at post-secondary non-tertiary level of education decreased significantly due to a better coverage of personnel in small institutions. Back to table
INDICATOR D3: What are teacher salaries?

- General notes

The indicator draws on data from the system-level data collection of Network C on Teachers and the Curriculum datasheets:

- CURR 3: Annual statutory teacher compensation by level of education, programme orientation and number of years and level of teaching experience.
- CURR 4: Years to grow from minimum to maximum salary, by level of education and programme.
- CURR 5: Criteria for additional bonuses in public institutions.

This indicator also draws on data collected by the INES Network on Labour Market, Economic and Social Outcomes of Learning (LSO). The full-time full-year earnings for workers with tertiary education (ISCED5/6) were collected either directly by LSO or come from the EU database SILC (Statistics on Income and Living Conditions).

<table>
<thead>
<tr>
<th>Source</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSO data collection</td>
<td>Australia, Austria, the Czech Republic, Finland, France, Germany, Hungary, Italy, Korea, the Netherlands, New Zealand, Norway, Spain, the United Kingdom, and the United States and the partner countries Brazil, Estonia, Israel, and Slovenia.</td>
</tr>
<tr>
<td>SILC</td>
<td>Belgium, Denmark, Greece, Iceland, Luxembourg, Poland, Portugal and Sweden.</td>
</tr>
</tbody>
</table>

- Notes on specific countries

Table D3.1

Coverage and methodology

**Australia:** Estimates based on a mixture of relevant industry regulations and awards, and actual data, supplied by state and territory education departments, and weighted to produce an estimate for Australia. Back to table

**Austria:** To obtain figures for the school year 2007/08 weighted means of the 2007 and 2008 salaries were calculated (1/3 * salary 2007 + 2/3 * salary 2008).

Levels of compensation differ on the basis of the teacher’s remuneration group. To obtain reasonable figures, weighted means of the 2007 and 2008 salaries were determined for the respective ISCED levels using the distribution of teachers in the existing remuneration groups.
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For teachers with maximum qualifications only the highest possible pay group was considered. Back to table

**Belgium (Flemish Community):** PPP and GDP per capita for all of Belgium were used for calculations for both the French Community and the Flemish Community.

**Belgium (French Community):** Salaries are calculated on the basis of the scales applied at the beginning of the school year. Additional amounts for holiday and end-of-year allowances are included. Back to table

**Brazil:** In Brazil, it is the responsibility of the states, the Federal District and the municipalities, together with their respective educational systems, to ensure the approval of statutes and career plans for teachers in the public sector. However, there is a minimum national salary for teachers working in public schools. Back to table

**Czech Republic:** Estimates are based on regulations and average additional bonuses. Back to table

**Denmark:** 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 can have – and typically will have – personal bonuses given and decided at the school level or by the local authorities. The reported salary scale and annual salary are used for all teachers of relevance in the categories mentioned. Because of the personal bonus (the locally decided additional payment given to almost all the teachers) the reported annual salary is typically a minimum. Back to table

**England:** Classroom teachers start on the main pay scale, which has six points. There are separate pay scales for England and Wales (to which the figures in the tables refer), with higher pay ranges for inner London, outer London and the Fringe (surrounding London). Teachers receive a salary rise when the pay scales and allowances are updated. In addition, every September teachers on the main pay scale move to the next point on the scale subject to satisfactory performance and they may advance by two points for excellent performance.

Qualified teachers who reach the top of the main pay scale may apply to be assessed against eight national standards to cross the threshold to the upper pay scale, which has three points. Around 95% of teachers who apply are successful.

Classroom teachers who take on substantial management responsibilities may be awarded teaching and learning responsibility (TLR) payments ranging from GBP 2,306 to GBP 11,275 per year. Teachers of special needs students (SEN) may receive an allowance of GBP 1,818 or GBP 3,597 per year. Schools can also make extra payments to teachers for recruitment and retention purposes and are able to decide the amounts themselves.

The maximum additional bonuses of GBP 15,244 are calculated as TLR: GBP 11,557 plus SEN GBP 1,866, as in practice very few teachers have bonuses larger than this. They are available to all teachers on any of the spine points

Only 3% (ISCED 0/1) and 6% (ISCED 2/3) of starting teachers on the main scale receive an additional allowance. At the top of the main scale, 36% (ISCED 0/1) and 62% (ISCED 2/3) of teachers receive an additional allowance. At the top of the upper pay scale, 66% (ISCED 0/1) and 87% (ISCED 2/3) of teachers receive an additional allowance.
Advanced skills teachers (ASTs) have their own 18-point pay spine which ranges from GBP 34,938 to GBP 53,115. Each AST is paid within a five-point range which is based primarily on the nature of the work undertaken, the scale of the challenges to be tackled, the professional competences required and any other recruitment considerations. The pay spine reflects the fact that this is an alternative career path to taking up a leadership or management post. Head teachers and other school leaders are paid on the 43-point leadership spine which extends from GBP 34,938 to GBP 98,022. Heads’ pay is normally related to school group size, but governing bodies may pay more when necessary to recruit and retain head teachers in the most challenging and largest schools.

**Estonia:** According to the Basic Schools and Upper Secondary Schools Act:

1. The Government of the Republic, the authorised representatives of local governments and a delegation formed by the representatives authorised by registered associations of teachers shall agree on the minimum salaries of teachers nationally by each grade to which teachers are appointed upon evaluation. If no agreement is reached, the Government of the Republic shall establish the minimum salaries of teachers of municipal schools nationally by each grade to which teachers are appointed upon evaluation.

2. Rural municipality or city councils shall approve the basis of the remuneration of teachers of municipal schools, and upon approval of the salary grades and rates of teachers, the agreement between the previously mentioned parties shall be taken into account. If no agreement is reached, the minimum salaries of teachers in municipal schools established by the Government of the Republic shall be the basis.

Teachers are appointed at one of four wage levels:
- Young teacher (*noorempedagoog*)
- Teacher (*pedagoog*)
- Senior teacher (*vanempedagoog*)
- Teacher-methodologist (*pedagoog-metoodik*)

Evaluations shall be conducted to decide on the professional skills and professional competence of teachers and their level of qualification. The conditions and procedure for evaluation shall be established by a regulation of the Minister of Education and Research. Young teacher, teacher and senior teacher are evaluated at the local level (at school) and the teacher-methodologist is evaluated at the central level.

The salaries reported in Indicator D3 are actually the minimum salaries for each level, which are determined legally at the central level. The real wage levels of teachers result from the agreement between the teacher and the school leader. Information on these agreements is not available. Usually all teachers appointed at the same level in a given school receive the same salary.

Since the salary system is not based on years of experience, estimates are based on the following:

- Starting salary = minimum salary for a young teacher.
- Salary for teachers with a minimum level of training after 15 years of experience = 0.85 * minimum salary of a teacher.
- Salary for teachers with a minimum level of training at top of salary scale = 0.85 * minimum salary of a teacher-methodologist.
- Salary for teachers with maximum qualifications at top of salary scale = minimum salary of a teacher-methodologist.
Salary for teachers with typical qualifications after 15 years of experience = minimum salary of a teacher.
Salary for teachers with maximum qualifications and 15 years of experience = minimum salary of a teacher-methodologist.

In the following example a teacher is not qualified: when a teacher is a methodologist in mathematics and he/she also teaches physics, but he/she is not qualified to teach it, then he/she gets 15% lower wage (0.85 * minimum salary of a teacher-methodologist) proportionally for physic lessons.

Compared to data published in Education at a Glance 2008 values for salaries changed as a consequence of a change in methodology. Minimum requirements of training for experienced and starting teacher with minimum level of training have changed over the last 15 years. There were different minimum requirements to qualify as a teacher 15 years ago. Therefore, teachers with 15 years of experience who did not raise their qualifications so far can have (but not necessarily) lower salaries than the salary basis of a starting teacher. Moreover, salaries are not based on years of experience. Teachers are appointed in one out four wage levels according to their professional skills and professional competences and their level of qualification. The salaries in table D3.1 are actually the minimum salaries for each level, which are determined in legal act on central level. Actual salaries may be much higher than the reported salaries.

Finland: The data include all teachers in Finland. Back to table

France: The indicator is calculated as a theoretical gross salary. It is the best salary a teacher may earn. It is not an average salary. Back to table

Germany: Before 2007, the salary scale used was the same in the whole of 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 around November 2006, there exists no longer a salary scale that is used throughout Germany. Therefore, the Länder are asked to report the average annual gross statutory salary and the number of teachers in each category. Weighted means for the whole of Germany are calculated from the Länder data.

One consequence is that comparisons with data of previous years are not possible. The new methodology results in data which are probably more accurate. Back to table

Greece: Benefits (bonuses) received by all teachers have been incorporated in the scheduled gross annual salary (performance incentive benefit, teaching preparation benefit and benefit for non-teaching tasks). The Christmas, Easter and holiday bonuses are included. Back to table

Hungary: Data refer to the actual average values of teachers' salaries and the additional bonuses in HUF. Back to table

Iceland: Salary per month multiplied by 12. Salaries depend on age and experience.

Since estimates could not be made directly for the OECD categories, they are based on age categories. Reference ages used for each category of teachers: starting teacher: 24 years old; teacher with minimum training and 15 years of experience: 39 years old; all other categories: 45 years old.

ISCED 0: All contractual annual bonus payments have been added to gross annual salary.
ISCED 1 and 2: Some contractual annual bonus payments have been added to base salary. Other bonuses are maximum additional bonuses by contract. Not all teachers receive such additional bonuses but there are no data on the percentage who do nor on the average amount.

ISCED 3: In 2006 wage deals were moved from a central contract to institutional contracts between the state and individual institutes. The scheduled gross annual salary is an estimate made by the teachers’ union. No information on additional maximum bonuses is available.

Ireland: Teachers with two years of full-time pre-service training start on the first point of a 25-point scale, those with three years of full-time training on the second point (typical for ISCED 0 and 1); those with four years of full-time training on the third point (typical for ISCED 2 and 3 teachers who must take a one-year professional course on top of a three-year primary degree to be eligible for appointment as a teacher).

There is no difference between minimum and maximum levels of training/qualifications in the common basic scale used for teachers across ISCED levels 0-3 inclusive. Qualifications that exceed the minimum required to be recognised as a teacher are compensated for as additional bonuses to base salaries of which only two from a menu may be held simultaneously.

Maximum additional bonuses: Teachers are permitted to hold a maximum of two additional allowances, one from each of two categories. In the figure given for Ireland, the highest allowances are those for i) a higher diploma in Education Hons, which is the additional qualification required over and above a primary degree to be a second-level teacher and ii) a doctorate.

Israel: A starting teacher begins with an ISCED 5A first-degree qualification (most starting teachers in Israel hold an ISCED 5A first degree).

ISCED 5A first-degree qualification has been ascribed to the salary category of a starting teacher with a minimum level of training and to that of typical qualifications and 15 years of experience.

Teacher’s maximum experience is 36 years. Teachers are almost evenly distributed across years of experience, and about 3.3% of teachers have 15 years of experience. Additional bonuses to the base salary of teachers in Israel can be sizeable, as these may reach up to 35%. These bonuses are not included in this chapter’s tables.

This year, additional bonuses which were not included in past years under teachers’ salaries, such as study funds, were added.

The “New Horizon programme” educational reform was not included with 2008 data. A significant change can be expected in 2009 for teachers’ working time and salaries.

Japan: Gross annual salaries include a general bonus equivalent to 4.5 months’ salary.

Korea: Salaries are calculated on the basis of the law and regulations and a typical teacher's career. Previously, the proportion of teachers was estimated theoretically. However, for this year the number was calculated from survey data.

Luxembourg: Salaries include a thirteenth month bonus.

Mexico: Salaries were calculated with information from the Secretariat of Public Education (SEP). Bonuses are included in the gross salary amounts.
Netherlands: Primary education: Monthly salary + 8% holiday allowance + 7% single payment at the end of the year + EUR 110 nominal at the end of the year + EUR 384 income allowance. Most teachers at the top of the salary scale receive an additional yearly allowance of EUR 321. This amount has been included in the gross salaries.

Secondary education: monthly salary + 8% holiday allowance + 6.4% single payment at the end of the year + EUR 385 nominal at the end of the year + EUR 367 income allowance. Most teachers at the top of the salary scale receive an additional yearly allowance of EUR 321. This amount has been included in the gross salaries.

New Zealand: Salary rates are as applied on 1 January 2008. Additional bonuses are calculated on the basis of the maximum additional salary available under the terms of the relevant employment agreement. The additional bonuses include a notional maximum of six units for primary teachers and nine units for secondary teachers based on a review of the highest number of units allocated to individual teachers in the respective sectors. Data for ISCED 2 have been computed as the average of ISCED 1 and 3.

Norway: Salary data are averages based on actual figures. Norway has a minimum wage for teachers (as for all workers employed by local and regional authorities). The general wage agreement between municipalities (KS) and teachers specifies minimum wages for different types of teachers after 0, 4, 8, 10 and 16 years of experience. According to the agreement, it takes 16 years to rise from minimum to maximum salary. However, the maximum salary in the agreement is only notional. In local negotiations it is possible to obtain higher wages than those defined as a maximum in the agreement.

Job titles used in the calculations.
ISCED 0: Teacher with minimum level of training = pre-school teacher (førskolelærer). Teacher with maximum level of training = educational supervisor (kindergarten) (pedagogisk leder). Teacher with typical level of training = calculated average based on pre-school teacher and educational supervisor (førskolelærer and pedagogisk leder).

ISCED 1: Teacher with minimum level of training = teacher (lærer). Teacher with maximum qualifications = teachers with six years of training (adjunkt m/tileggsutdanning). Teacher with typical qualifications = calculated average based on teacher, teacher with four years of training, teacher with four years of training and one year additional training, teacher who holds a full university degree and teacher who holds a full university degree and additional training (lærer, Adjunkt, Adjunkt med tilleggsuttanning, lektor og lektor med tilleggsuttanning).

ISCED 2: Teacher with minimum level of training = teacher (lærer). Teacher with maximum qualifications = teachers with six years of training (lektor m/tileggsuttanning). Teacher with typical qualifications = calculated average based on teacher, teacher with four years of training, teacher with four years of training and one year additional training, teacher who holds a full university degree and teacher who holds a full university degree and additional training (lærer, adjunkt, adjunkt med tilleggsuttanning, lektor og lektor med tilleggsuttanning).
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ISCED 3:
Teacher with minimum level of training = general teacher (adjunkt).
Teacher with maximum qualifications = teachers with six years of training (lektor m/tileggsutdanning).
Teacher with typical qualifications = calculated average based on teacher, teacher with four years of training, teacher with four years of training and one year additional training, teacher who holds a full university degree and teacher who holds a full university degree and additional training (lærer, adjunkt, adjunkt med tileggsutdanning, lektor og lektor med tileggsutdanning). Back to table

Poland: For scheduled gross annual salaries, teachers’ compensation was counted as a sum of the following elements: base salary, additional annual payments as well as holiday benefits (rest leave = urlop wypoczynkowy).

For starting teachers with minimum level of training, 0% of seniority bonus (allowance) was assumed since few in this group receive this type of bonus. For teachers with a minimum level of training and 15 years of experience, 15% of seniority bonus (allowance) was assumed since the amount of this bonus is equivalent to years of experience as a teacher.

The remaining rows were not completed owing to a lack of data. Back to table

Scotland: The figures shown are approximations based on the assumption that teachers teach the maximum number of hours as specified in the agreement, “A Teaching Profession for the 21st Century”.

Salaries of unpromoted primary and secondary teachers are on a common scale, which is why the salaries for the two sectors are the same. Salary increments do not depend on training. The figure of GBP 32 052 is the maximum point on the common scale: there are no additional incremental points beyond this figure, so after 15 years of experience teachers will still be at the maximum of the common scale. Back to table

Spain: The data provided are average teachers’ salaries, which have been calculated as weighted means based on the salaries of different Autonomous Communities weighted by the number of teachers in each Community by ISCED level. Back to table

Sweden: Data on actual teacher salaries are reported. Back to table

The figures reported are actual average salaries. Data on maximum qualifications are not available. Data are not yet reliable enough to be reported because registers only cover degrees from 1995 onwards. Back to table

Switzerland: Data are weighted national averages of cantonal data. For cantons that did not provide data for the school year 2007/08, the number of missing full-time teachers is estimated on the basis of the cantonal ratio of students per full-time equivalent of a teacher calculated at the end of the 1990s (last known ratios). Back to table

United States: The salaries are derived from the Schools and Staffing Survey (SASS) 1993/94, 2003/04, and 2007/08. This survey several components, which include both self-administered questionnaires to a representative sample of public and private school teachers, and self-administered questionnaires to a representative sample of public school districts. For intermediate years, the salaries are adjusted using the Employment Cost Index (ECI; US Department of Labor, Bureau of Labor Statistics). For example, to calculate estimates for school year 2004/05, the salaries are adjusted from
the 2003/04 administration. This index shows a 2.5% increase in wages and salaries from 1 October 2004 to 30 September 2005, a 4.1% increase from 1 October 2005 to 30 September 2006 and 2.9% increase from 1 October 2006 to 30 September 2007 in wages and salaries for state and local government workers in the primary and secondary school sector.

Because of a change in the methodology of the SASS survey, the United States’ reporting definition of teacher salaries has been revised after Education at a Glance 2005. Unlike most OECD countries, the United States does not have centralized administrative records of teacher salaries. The salary data prior to Education at a Glance 2006 were based on scheduled salary levels reported by a sample of school districts. School districts are the local education agencies that employ public K-12 teachers. There is generally one salary schedule per school district, but each school district has its own salary schedule. The SASS gathers data from a sample of about 4,400 school districts (out of more than 15,000 nationwide).

The data collected on scheduled teacher salaries for the years prior to Education at a Glance 2006 were based on averaging the scheduled teacher salaries using the 1993/94 SASS school district questionnaire. Prior to Education at a Glance 2006, the scheduled salaries were based on 10 years of teaching experience and the bachelor's degree (the minimum level for hiring teachers), while the scheduled salaries for those with 20 years of teaching experience were based on those with a master's degree. This is the typical degree level for those with more than 10 years of teaching experience in the United States.

In the 2003/04 SASS district questionnaire, the 20-year experience interval was no longer collected. Since there were insufficient data from the district questionnaire on scheduled salaries for reporting this indicator, the data reflect salaries reported by teachers. SASS collected self-reported annual teacher salaries from about 53,000 public school teachers in the 2003/04 SASS and 47,000 public school teachers in the 2007/08 SASS at all levels of teaching experience and degree levels. However, there was insufficient sample size for beginning teachers, so the estimate represents the average teacher salary for teachers with minimum qualifications and 3 or fewer years of teaching experience in the 2003/04 SASS and 2 or fewer years of teaching experience in the 2007/08 SASS.

Data on starting salary, minimum training are based on the median salary amounts earned by teachers with 2 or fewer years of experience, in order to have a larger sample size and more robust estimates. Data on 15 years of teaching experience are based on the median salary amounts earned by teachers with 14, 15 or 16 years of experience, in order to have a larger sample size and more robust estimates. Data on teachers with the minimum or maximum level of training at the top of the salary scale are based on the median salary amounts earned by teachers with 30 or more years of teaching experience. There is no national salary scale in the United States. Data on teachers with “typical” qualifications are based on the median salary of teachers with any qualification. Data on maximum qualifications are based on teachers with a master’s degree or higher. Some public school teachers in the United States have a degree that is above the master’s level, such as a doctorate.

Comment on years to go from minimum to maximum salary: Salary schedules are set at the school district level. There are about 15,000 districts in the United States. There is no single pattern for the amount of time it takes to achieve the maximum salary.

Comments on additional bonuses: Bonuses are not uniform, as each school district can set these separately. Education and years of experience are built into the salary schedule and 93% of school districts have a salary schedule.
Interpretation

**Australia:** Comparison of salary data with data reported in earlier years should be done with caution, because changes in levels of training/qualifications have not been controlled for over time, and they affect salary time series.

*Comments on years to go from minimum to maximum salary:* Australian data is based on a weighted average of state and territory education department responses. The weights are based on the number of public school teachers for each state or territory. [Back to table]

**Austria:** When entering service a teacher is allocated to a certain remuneration group (i.e. salary scale) on the basis of his/her qualifications. For salaried teachers the Pay Act stipulates six different remuneration groups and civil servants can also be allocated to another six remuneration groups. [Back to table]

**Belgium (Flemish Community):** The difference between a lower secondary teacher and a lower secondary teacher teaching in upper secondary education is that the latter has in the past taught in what was then called upper secondary education (last 3 years of secondary education).

The lower secondary teacher with a function at teacher training institutions is a teacher who serves as an example (because of outstanding performance) for students at the training institutions (practical teacher training). He/she functions at ISCED 2.

All data concern the public schools. The salary for teachers in public schools and in government-dependent private schools is the same. [Back to table]

**Czech Republic:** Data are not comparable with data of earlier years because of different data sources and methodology. [Back to table]

**Estonia:** Estimates are average salary in full-time equivalent. [Back to table]

**Finland:** From February 2005, there have been some adjustments to the teachers' payroll system. The former salary class separation no longer exists and teachers' salaries are calculated using new methods. There is therefore a break in series from 2005, and earlier figures are not necessarily comparable to the new data.

*Comments on years to go from minimum to maximum salary:* Years are estimated from the same data as those for calculating salaries. With the previous teachers' payroll system, it was easy to estimate experience in the teaching profession and to determine the numbers of years. In the new payroll system (from 2005) wages are no longer determined on the basis of experience-related salary groups. Teachers' years of experience have therefore been estimated differently; this may have introduced some excess bias in the figures provided.

*Comments on additional bonuses:* This information could not be calculated because salary scales are no longer applied for teachers' salaries. [Back to table]

**Greece:** There are 18 salary scales depending on teachers' experience. Teachers with no teaching experience are paid according to salary scale 18, teachers with 1-3 years of teaching experience are paid according to salary scale 17, etc.
**Comments on additional bonuses:** As a number of bonuses depend on individual situations it is impossible to give an estimate of maximum additional bonuses. For more information on specific additional bonuses (or benefits) to base salary, please refer to the notes provided on additional bonuses in “Criteria for base salary and additional payments in public institutions”. [Back to table]

**Hungary:** On 1 January 2008 teachers’ statutory minimum basic wage rates were increased by 5%. To keep net real wages at the 2007 level, a flat-rate supplement of HUF 35 000 was paid to all public employees, including teachers, in the second half of 2008. This is included in bonuses. [Back to table]

**Israel:** A starting teacher begins with an ISCED 5A first-degree qualification (most starting teachers in Israel hold an ISCED 5A first degree).

ISCED 5A first-degree qualification has been ascribed to the salary category of a starting teacher with a minimum level of training and to that of typical qualifications and 15 years of experience.

Teacher’s maximum experience is 36 years. Teachers are almost evenly distributed across years of experience, and about 3.3% of teachers have 15 years of experience.

Additional bonuses to the base salary of teachers in Israel can reach up to 35%. These bonuses are not included in this chapter’s tables.

In *Education at a Glance 2010*, additional bonuses which were not included in past years under teachers’ salaries, such as study funds, were added.

The New Horizon educational reform was not included with 2008 data. A significant change can be expected in 2009 for teachers’ working time and salaries. [Back to table]

**Iceland:** Comments on additional bonuses: Does not apply to Iceland. [Back to table]

**Luxembourg:** Comment on years to go from minimum to maximum salary: Salaries are combined with in-service years and age so the number of years from minimum to maximum salary is not defined. An average value might be 20-25 years. [Back to table]

**Mexico:** Comments on additional bonuses: Programme of Magisterial Career for ISCED 0, 1 and 2: 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: Nivel A, Nivel B, Nivel C, Nivel D and Nivel E. Candidates must meet the established requirements and obtain the highest scores in the overall evaluations. 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, personnel with leadership or supervisory functions, and teachers who perform technical or pedagogical activities. The objective is to help improve the quality of education by recognizing 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 classroom. It also supports teachers who work in underdeveloped areas in the country. [Back to table]

**Netherlands:** ISCED 1: Primary education: salary scale LA.

ISCED 2: Secondary education: salary scale LB.

ISCED 3: Secondary education: salary scale LD.

ISCED 2 and 3: Secondary education: vocational education (mbo) excluded.

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The number of years to go from minimum to maximum salary: Usually a teacher career consists of 18 salary steps. A teacher starts at step 1 and finishes at step 18. In previous years a career path of 18 years (steps) has been reported, but formally it takes 17 years to rise from the minimum to the maximum salary.

Comments on additional bonuses: As schools can make their own decisions about awarding additional bonuses, there is no information about the criteria used, except that family status and age are not criteria. Because all decisions are made at school level, all criteria except these two are coded as criteria at the school level. Back to table

New Zealand: Schools are not divided into lower and upper secondary. Primary school runs from years 1 to 8 and secondary school from years 9 to 13. Data for lower secondary education are the average of primary education and upper secondary education.

In New Zealand, any teacher who has been teaching for 15 years is considered to be at the top of the salary scale. Progression is annual subject to competent performance (a test situation against national professional standards), so a teacher would be expected to progress one step a year. Entry points differ according to the level of qualification upon entry into service. In addition, the number of years to progress to the maximum salary step depends on teachers’ qualifications. Back to table

Norway: All figures are given in local currency (NOK). Norway has a minimum wage based on experience. The figures are exclusive of all kinds of bonuses. For teachers overall, bonuses constitute 4.5% of base salary, i.e. NOK 1 407. Figures for code A3 are given for teachers with at least 16 years of experience. Back to table

Portugal: Comments on additional bonuses: Bonuses are given on a monthly basis and they usually last throughout the school year. Back to table

Scotland: August 2003 saw the introduction of the Chartered Teacher Programme, a qualification-based grade of teacher which awards additional salary increments if teachers undertake voluntary study modules and development activities, in addition to their contractual hours of professional development. A salary increment is awarded for every second module completed. The Chartered Teacher qualification has been included under the maximum qualifications data. It is possible for a pre-primary teacher to gain Chartered Teacher qualification.

Comments on additional bonuses: The figures shown are approximations based on the assumption that teachers teach for their maximum number of hours, as specified in “A Teaching Profession for the 21st Century”.

Comments on years to go from minimum to maximum salary: Teachers in Scotland are on a seven-point incremental salary scale (points 0-6). Teachers start at point 0 and remain there until the completion of their probationary period. This is normally one academic session. Assuming a teacher completes his/her probation within the normal time, it would take a teacher starting on point 0 six years to reach the maximum. The new Chartered Teacher Programme is not yet taken into account. Back to table

Slovenia: Comments on additional bonuses: 0.1 coefficient amounts to an annual sum of EUR 269.14. Back to table

Spain: Comments on years to go from minimum to maximum salary: In primary education it is assumed that teachers can start their professional career at age 23 and accumulate a maximum of
13 **trienios** (salary supplement after every three-year period) over 40 years until retirement. In general secondary education, the initial training requirements are higher, so teachers start their professional career at age 25 and are able to accumulate a maximum of 12 **trienios** in 38 years.

*The criteria for additional payments:* Salaries have increased as a result of a salary regularisation.

**Sweden:** A starting teacher has been interpreted as one who has worked for 1-2 years. Minimum level of training has been interpreted as teachers with pedagogical qualifications. Top of salary scale has been interpreted as teachers belonging to the 90th percentile, which means that 10% of the teachers have a higher or the same salary as the 90th percentile. Typical qualifications has been interpreted as teachers with minimum level of training, i.e. fully qualified teachers with pedagogical education.

*Comments on additional bonuses:* Salary scales do not exist in Sweden.

*Comments on years from minimum to maximum salary:* Sweden applies an individual pay system. Staff and employer agree on the salary to be paid. The labour unions play an active role in the Swedish system. Additional payments are rare and difficult to isolate because salaries are set individually. The answers do not give the right picture of how the salaries actually are set and what principals actually take into consideration. Instead, salaries are decided on the basis of an overall judgment (based on several criteria), which varies among schools and principals.

**United States:** In the United States, teachers are typically contracted for a 9 month period. Thus, caution should be taken in interpreting the ratio of salary of teachers with 15 years of experience and minimum training to earnings for full-time full-year workers with tertiary education. In the United States, a minority of teachers have minimum qualifications and 15 years of experience (35% of primary teachers, 43% of lower secondary teachers, and 37% of upper secondary teachers). The differences in earnings between those with maximum and minimum qualifications and 15 years of experience are $9,127 for primary teachers, $11,134 for lower secondary teachers, and $7,090 for upper secondary teachers. In the United States, the salaries reported in Education at a Glance do not include additional compensation earned by teachers for other jobs, such as teaching summer school, additional compensation from teaching extracurricular activities, merit-pay, or non-school jobs.

*Comment on years to go from minimum to maximum salary:* Salary schedules are set at the school district level. There are about 15,000 districts in the United States. There is no single pattern for the amount of time it takes to achieve the maximum salary.

*Comments on additional bonuses:* Bonuses are not uniform, as each school district can set these separately. Education and years of experience are built into the salary schedule and 92.4% of school districts have a salary schedule.
### Number of scales that apply by ISCED level and name of scale and percentage of teachers in scale

<table>
<thead>
<tr>
<th>ISCED 1</th>
<th>ISCED 2</th>
<th>ISCED 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium (Flemish Community) Back to table</td>
<td>1 scale Elementary school teacher: <em>Onderwijzer(es)</em> (100%)</td>
<td>3 scales Lower secondary teacher (96, 38%) Master’s degree (<em>licentiaat</em>) with secondary school teaching qualification (3.34%) Lower secondary teacher with function at teacher training institutions (0.2839%)</td>
</tr>
<tr>
<td>Czech Republic Back to table</td>
<td>3 scales Scale 11 (12%) Scale 12 (87%) Scale 13 (1%) Scale 13, usually headmaster</td>
<td>3 scales Scale 11 (11%) Scale 12 (87%) Scale 13 (2%) Scale 13, usually headmaster</td>
</tr>
<tr>
<td>England Back to table</td>
<td>3 scales Main scale (53%) Upper scale (46%) Advanced skills teacher (1%)</td>
<td>3 scales Main scale (45%) Upper scale (54%) Advanced skills teacher (2%)</td>
</tr>
<tr>
<td>Estonia Back to table</td>
<td>4 scales Young teacher (6%) Teacher (72%) Senior teacher (17%) Teacher-methodologist (3%)</td>
<td>2 main scales reported <em>Certifiés</em> (84%) <em>Agrégés</em> (6%)</td>
</tr>
<tr>
<td>France Back to table</td>
<td>2 main scales reported</td>
<td></td>
</tr>
</tbody>
</table>

Annex 3 EAG 2010
<table>
<thead>
<tr>
<th>Country</th>
<th>Initial level: Tradicional</th>
<th>5 scales of Carrera Magisterial:</th>
<th>5 scales of Carrera Magisterial:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greece</td>
<td>18 salary scales</td>
<td>18 salary scales</td>
<td>18 salary scales</td>
</tr>
<tr>
<td>Mexico</td>
<td>Initial level: Tradicional</td>
<td>5 scales of Carrera Magisterial:</td>
<td>Initial level: Tradicional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level A</td>
<td>Level A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level B</td>
<td>Level B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level BC</td>
<td>Level C</td>
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<tr>
<td></td>
<td></td>
<td>Level C</td>
<td>Level D</td>
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<tr>
<td></td>
<td></td>
<td>Level D</td>
<td>Level E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level E</td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td>2 scales</td>
<td>3 scales</td>
<td>3 scales</td>
</tr>
<tr>
<td></td>
<td>LA (94%)</td>
<td>LB (64%)</td>
<td>(x: ISCED 2)</td>
</tr>
<tr>
<td></td>
<td>LB (6%)</td>
<td>LC (18%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LD (18%)</td>
<td></td>
</tr>
<tr>
<td>Scotland</td>
<td>2 scales</td>
<td>2 scales</td>
<td>2 scales</td>
</tr>
<tr>
<td></td>
<td>Main grade salary scale</td>
<td>Main grade salary scale</td>
<td>Main grade salary scale</td>
</tr>
<tr>
<td></td>
<td>(93.4%)</td>
<td>(93.4%)</td>
<td>(93.4%)</td>
</tr>
<tr>
<td></td>
<td>Chartered teachers</td>
<td>Chartered teachers</td>
<td>Chartered teachers</td>
</tr>
<tr>
<td></td>
<td>(6.6%)</td>
<td>(6.6%)</td>
<td>(6.6%)</td>
</tr>
</tbody>
</table>
Scale reported as the salary level for a teacher with minimum level of training at top of salary scale

<table>
<thead>
<tr>
<th>Country</th>
<th>ISCED 1</th>
<th>ISCED 2</th>
<th>ISCED 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium (Flemish Community)</td>
<td>Maximum of the lowest scale: elementary school teacher: <em>Onderwijzer(es)</em></td>
<td>Maximum of the lowest scale: lower secondary teacher</td>
<td>Maximum of the highest scale: Master’s degree (<em>licentiaat</em>) with secondary school teaching qualification</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>England</td>
<td>Maximum of the lowest scale: main scale</td>
<td>Maximum of the lowest scale: main scale</td>
<td>Maximum of the lowest scale: main scale</td>
</tr>
<tr>
<td>Estonia</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>France</td>
<td>Maximum of the lowest scale: <em>certifiés</em></td>
<td>Maximum of the lowest scale: <em>certifiés</em></td>
<td>Maximum of the lowest scale: <em>certifiés</em></td>
</tr>
<tr>
<td>Greece</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Mexico</td>
<td>Average of minimum and maximum in the fourth scale which corresponds to level D of <em>Carrera Magisterial</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td>Maximum of the lowest scale: scale LA</td>
<td>Maximum of the lowest scale: scale LB</td>
<td>Maximum of the highest scale: scale LD</td>
</tr>
<tr>
<td>Scotland</td>
<td>Maximum of the lowest scale: main grade salary scale</td>
<td>Maximum of the lowest scale: main grade salary scale</td>
<td>Maximum of the lowest scale: main grade salary scale</td>
</tr>
</tbody>
</table>

Table D3.3. Criteria for adjustments to base salary

**Interpretation**

Australia
Years of experience as a teacher: All states/territories recognise years of teaching experience in determining salary. This is usually achieved through either a higher starting salary and/or movement through pre-determined salary increments based on length of service.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Most states/territories reward higher than the minimum qualifications through higher starting salaries. There are usually no additional supplemental payments made.

Management responsibilities in addition to teaching duties: Management responsibilities are usually associated with promotional positions won on merit that attract higher rates of pay. This may be either permanent or temporary.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Practices vary between states/territories; however, generally the number of years of training and/or relevant experience may be taken into account when determining starting salary or be used to accelerate the progression through the salary increments.

Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.): Only some states/territories provide financial rewards for teachers with outstanding performance. There is variation in the application of this process in different states/territories, although it is usually done through an increased base salary rather than as a supplemental payment.

Teaching students with special education needs: In some states/territories allowances are available for teachers teaching students with special educational needs.

Teaching more classes or hours than required by full-time contract: In one state/territory payments are available for teachers who teach during allocated non-teaching time.

Special activities: In a small number of states/territories an allowance may be paid to teachers who perform special activities.

Special tasks: In some states/territories teachers with special tasks may be paid an allowance or a higher salary than a teacher with the same number of years of experience.

Teaching in a disadvantaged, remote or high-cost area: Allowances are commonly paid for teaching in schools that are considered remote or isolated.

Family status: In some states/territories there is an increased allowance for teachers with dependants in remote locations.

Other (Senior Leading Teacher Allowance): Two states/territories have arrangements for senior or leading teachers to receive an additional allowance in exchange for additional duties/responsibilities.
Years of experience as a teacher: Supplement to the allowance for principals for long-term exercise of the function.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: In a limited number of subjects different scales may apply depending on the level of educational qualification.

Holding an initial educational qualification in multiple subjects: The multiple subject qualification is a standard requirement.

Management responsibilities in addition to teaching duties: Appointments to management positions are decided by the regional or national authorities depending on the type of school involved. The appointee has a statutory right to a reduction of the teaching load (or exemption from teaching obligation) and to an allowance depending on the salary scale, seniority and the size of the school (with a supplement for long-term exercise of the function). Teachers entrusted with more limited administrative or co-ordinating functions are remunerated by a flat-rate compensation or a reduction of the teaching load which is fixed centrally and applies whenever such a function is assigned (normally by the principal). There is a certain pool of extra pay (flat-rate remuneration) for extra duties available for assignment by the principal. For specific projects, the Ministry for Education, Science and Culture may grant a reduction of the teaching load.

Outstanding performance in teaching: Outstanding performance or involvement in a particularly successful project may be rewarded with a lump sum bonus if means are available.

Teaching more classes or hours than required by a full-time contract (e.g. overtime compensation): Statutory bonus for regular overtime teaching assignments and for substituting for absent colleagues.

Special activities (e.g. sports and drama clubs, homework clubs, summer school, etc.): Statutory bonus only for specific out-of-school activities complementing the curriculum.

Special tasks (e.g. training student teachers, guidance counselling): Statutory allowance for training student teachers.

Family status (e.g. married, number of children): Statutory allowance for each dependent child.

Other: Some other criteria exist, i.e. statutory allowance for teaching classes with pupils of different grades, statutory allowance for teaching pupils of different performance groups and statutory bonus for special counselling duties. Back to table

Belgium (Flemish Community)

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers with a licentiaat degree or masters degree receive a higher salary than lower secondary teachers (with a bachelor degree) in the second degree of secondary education.

Holding a higher than minimum level of teacher certification or training obtained during professional life: There are specific bonuses for teachers who have a specific diploma (for instance Diploma of Higher Educational Studies or a Certificate of Advanced Educational Studies).
Teaching more classes or hours than required by a full-time contract (e.g. overtime compensation): Hours above the maximum hours of duty are paid the same as mandated hours. This regulation applies only to the total number of periods allocated by the Flemish Community for funding purposes. The school head or the school group divides the total number of periods allocated for funding purposes among the teaching staff. This regulation applies to all secondary education teachers and those primary education teachers with a duty of education at home (Flemish Act of Parliament of 8 June 2000 laying down various urgent measures concerning the teaching profession).

Other (family status combined with gross salary): The Flemish Community decided not to include the home and local allowance (haard- en standplaatsvergoeding) in gross salaries. These allowances are awarded under certain conditions if the index-linked gross salary does not exceed a fixed sum. Only the index-linked gross salaries of teachers in pre-primary, primary and lower secondary education at the beginning of their teaching careers are below the fixed sum. Consequently, only those teachers receive a haard- en standplaatsvergoeding.

Other (being bilingual in Brussels): Teachers working in primary education in the bilingual area of Brussels Capital may receive a bonus. To receive this bonus they need to have a specific certificate attesting an excellent knowledge of the compulsory second language (French) in primary education. This bonus was implemented for the first time in September 2002.

Other (specific diploma or certificate in special education): Teachers with a specific diploma or certificate who have a teaching job in special education receive a bonus.

Belgium (French Community)

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers with a Master’s degree receive a higher salary than lower secondary teachers in the second degree of secondary education.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Teachers with an agrégation (AESI or AESS) or a CAP (in professional education) receive a higher salary.

Special tasks: The French Community grants an complementary allowance to teachers who receive trainees of the Schools of Formation of the Teachers. The schools concerned must have concluded a contract of collaboration.

Other: The French Community provides young teachers with a supplementary allowance (home or residence allowance) according to the family situation provided that his/her gross income does not exceed a fixed sum. Back to table

Czech Republic

Reaching high scores in the qualification examination: No official examination system is used in the Czech Republic.

Management responsibilities in addition to teaching duties: This bonus is awarded to the school principal deputy. The law sets the range of the amount of this bonus, however only as a range.
Teaching students with special educational needs: This bonus is paid to teachers of special classes in regular schools and teachers of regular classes with integrated students with special educational needs.

Teaching more classes or hours than required by full-time contract: The law sets the amount of this bonus.

Age: The head teacher decides if a single bonus is awarded to a teacher when he/she reaches 50 years of age or retires. Back to table

Denmark

Years of experience as a teacher: Decisions on the position in the base salary scale are taken at the school level by the head teacher, but the decisions are taken in accordance with national agreements between the Association of Local Governments and the teachers’ unions or between the Ministry of Finance and the teachers’ unions.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Decisions on the position in the base salary scale for holding an initial educational level higher than the minimum qualification for the general upper secondary level are regulated by national agreements between the Association of Local Governments and the teachers’ unions or between the Ministry of Finance and the teachers’ unions.

Holding an initial educational qualification in multiple subjects: Educational qualification in one subject is a minimum qualification for teachers at upper secondary schools, but normally teachers hold qualifications in two subjects. Decisions on the position in the base salary scale for holding an initial education in two subjects and therefore on a higher level than the minimum qualification for the general upper secondary level are regulated by national agreements between the teachers’ union and the Ministry of Finance. Decisions on possible supplementary payments are not regulated in national agreements. If they arise, the decision will be at a lower level, probably at the school level.

Management responsibilities in addition to teaching duties: Decisions on the position in the base salary scale are taken at the school level by the head teacher, but the decisions are taken in accordance with national agreements between the Association of Local Governments and the teachers’ unions or between the Ministry of Finance and the teachers’ unions.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Decisions on the position in the base salary scale are taken at the school level by the head teacher, but the decisions are taken in accordance with national agreements between the Association of Local Governments and the teachers’ unions or between the Ministry of Finance and the teachers’ unions.

Teaching students with special education needs: Decisions on supplementary payments which are paid every year for teaching students with special educational needs at primary and lower secondary level are taken at the school level by the head teacher, but the decisions are taken in accordance with national agreements between the Association of Local Governments and the teachers’ unions.

Teaching more classes or hours than required by full-time contract: Decisions on supplementary payments for teaching more hours than required are regulated by the national agreements between the Association of Local Governments and the teachers’ unions or between the Ministry of Finance and the teachers’ unions.
Special tasks: Decisions on supplementary payments for special tasks for some ordinary tasks such as guidance counselling are regulated by national agreements between the Association of Local Governments and the teachers' unions or between the Ministry of Finance and the teachers' unions. For other tasks without such regulation the decisions are taken at the school level.

Teaching in a disadvantaged, remote or high-cost area: Local allowance for teachers at primary and lower secondary level is an integral part of the salary scale decided as a part of the national agreements between the Association of Local Governments and the Ministry of Finance on the one hand and the labour unions on the other.

England

Outstanding performance in teaching: It is possible, though very unusual, to “double jump” points on the main scale, for excellence.

Teaching courses in a particular field: Schools can pay recruitment and retention allowances for scarce subject skills but few do.

Teaching in a disadvantaged, remote or high-cost area: There are nationally agreed supplements for London. Schools can pay recruitment and retention supplements in disadvantaged areas (but also in other areas).

Finland

Holding an educational qualification in multiple subjects (e.g. history and mathematics): Negotiated in collective agreements. Higher base salary for elementary teachers who have further qualification in some specific field.

Management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade): Negotiated in collective agreements and for some teachers also at the local level.

Outstanding performance in teaching: According to the General Agreement, the local authorities and education providers have an opportunity to encourage individual teachers in their work by personal cash bonuses on the basis of individual professional proficiency and performance at work (e.g. exceptional co-operative skills, special responsibilities and other locally regulated criteria).

Teaching courses in a particular field (e.g. mathematics or science): Negotiated in collective agreements. Amount of classroom lessons required for full salary depends on the subject taught.

Teaching students with special educational needs (in regular schools): Negotiated in collective agreements. If there are enough students who have just started at the school or been there less than one year (the first school year), the teacher is allowed to have a special additional bonus.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Amount of overtime locally; compensation per overtime hour in collective agreements and local decisions.
Special activities (e.g. sports and drama clubs, homework clubs, summer school etc.): Amount locally; compensation per hour in collective agreements.

Special tasks (e.g. training student teachers, guidance counselling): Amount locally; compensation per hour in collective agreements.

Teaching in a disadvantaged, remote or high-cost area (location allowance): Negotiated in collective agreements. Possibility also of local decisions, but not used in practice. Back to table

France

Successful completion of professional development activities: It is the result of a regional inspection and an interview with the head teacher.

Management responsibilities in addition to teaching duties: For ISCED 2 and 3 only.

Teaching students with special educational needs (in regular schools): For ISCED 1 only. Back to table

Germany

Years of experience as a teacher: Years of experience (as measured by age) do not matter for assignment to a certain salary group but are used to determine the precise amount of salary in a certain salary group.

Management responsibilities in addition to teaching duties: Teachers with management responsibilities can enter a higher salary group or receive allowances as part of the basic salary.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Bonuses are awarded only for teaching more hours.

Family status: Family allowance is included in the salary. The family allowance varies according to the salary group and the family circumstances of the civil servant (e.g. married and widowed civil servants without children level 1, while married and widowed teachers with one child level 2).

Age: The basic salary depends on the salary group and the seniority grade. The seniority grade is based on the age of the teacher at the time when he/she became a civil servant, with the teacher’s training period taken into account. Back to table

Greece

Years of experience as a teacher: According to national legislation the base salary depends on years of experience and university qualifications, e.g. a teacher holding a university degree (four years of study) with 0-1 years of experience receives a gross base salary of EUR 892 per month (gross EUR 10 704 per year). The calculation of Christmas, Easter and Holiday benefits are based on the base salary, so the Christmas bonus received by teachers with 1 year of teaching experience is as much as the base salary received every month (i.e. gross EUR 892 per year), the Easter bonus is half the
monthly instalment of the base salary (i.e. gross EUR 446 per year) and the same for the summer holiday bonus (gross EUR 446 per year).

**Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:** All teachers must have a university degree, with the exception of some categories of teachers in technological and vocational schools (TEE-ISCED 3) who may have degrees from technological education establishments (ISCED 5B).

**Management responsibilities in addition to teaching duties:** Teachers who, apart from their teaching duties, serve as headmaster receive an annual bonus of EUR 3 492 (gross) (ISCED 1 and 2). Headmasters at ISCED 3 receive EUR 4 380 (gross); the bonus for the vice principal is EUR 1 896 (gross).

**Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate):** There is a salary adjustment for teachers with a master’s degree or Ph.D. If a teacher has a master’s degree s/he receives an additional benefit of EUR 540 per year (gross) and if s/he has a Ph.D. degree s/he receives an additional benefit of EUR 900 per year (gross).

**Teaching more classes or hours than required by a full-time contract (e.g. overtime compensation):** There is overtime compensation when a teacher teaches more hours than required in a normal situation. The compensation depends on the number of extra hours he/she teaches per week. It is calculated on the basis of EUR 9 21 (gross) per extra teaching hour.

**Special tasks:** School counsellors receive EUR 4 920 (gross) per year. They are public school teachers and are paid as such, yet they do not teach in class while they work as school counsellors. When a teacher teaches in seminars or in training programmes, he/she receives an additional amount of money depending on the time and the subject taught.

**Teaching in a disadvantaged, remote or high-cost area (location allowance):** There are three categories of location allowances for teachers in Greece: disadvantaged regions of category B: EUR 480 (gross) per year; disadvantaged regions of category A: EUR 600 (gross) per year; and disadvantaged and borderland regions: EUR 1 440 (gross) per year.

**Family status:** Teachers receive additional bonuses, depending on marital status and number of children: marriage, EUR 420 (gross) per year; first child, EUR 216 (gross) per year; second child, EUR 216 (gross) per year; third child, EUR 564 (gross) per year; fourth child, EUR 564 (gross) per year; and fifth child and above, EUR 876 (gross) per year.

**Other (teaching preparation):** EUR 420 (gross) per year, and all teachers receive it.

**Other (performance incentive):** EUR 1 800 (gross) per year, and all teachers receive it.

**Other (benefit offered for non-teaching tasks):** Apart from their teaching duties, teachers are expected to do clerical work (office work) in the school they work. They receive EUR 3 983.16 (gross) per year for performing non-teaching tasks, and all teachers receive it. Back to table

**Hungary**
Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: There is a teacher’s postgraduate professional examination, which is not compulsory but a great number of teachers take it.

Successful completion of professional development activities: Participation in in-service training is compulsory for teachers every seven years. Teachers who meet this requirement can move up by one category in the salary scale.

Management responsibilities in addition to teaching duties: Teachers are entitled to this additional bonus by Government Decree 138/1992. However, school principals decide the amount of additional bonuses within the given financial category.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Only if it is necessary for the teachers' actual professional tasks.

Teaching students with special educational needs (in regular schools): Teachers are entitled to this additional bonus under Government Decree 138/1992. However, school principals decide the amount of additional bonuses within the given financial category. In this case yearly application is also needed.

Special activities: These activities can be calculated as part of the teacher’s compulsory teaching hours. If they exceed the compulsory teaching hours, teachers are paid extra hours.

Special tasks: Teachers are entitled to this additional bonus by Government Decree 138/1992. However, school principals decide the amount of additional bonuses within the given financial category.

Teaching in a disadvantaged, remote or high-cost area (location allowance): Local authorities ensure the sum of money for the additional bonus within the framework defined by the central budget.

Iceland

All applicable criteria: The level of decision depends on the ISCED level. In general, when local or regional authorities are involved, this concerns decisions at ISCED 1 and 2 (and in some cases also ISCED 0). Decisions that involve the national authority concern ISCED 3. Schools may be involved in decisions at all ISCED levels.

Ireland

Years of experience as a teacher: In addition to point-of-scale salary based on years of experience, a teacher may have an additional allowance based on academic qualification and/or long service.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: All teachers have a common basic salary scale; point of entry is determined by number of years of training.
Management responsibilities in addition to teaching duties: Additional payments are paid to principals, deputy principals, assistant principals and special duties teachers.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Extra payments are made for additional academic qualifications, e.g. a master's or doctorate degree.

Teaching in a disadvantaged, remote or high-cost area (location allowance): Payable to teachers in Gealtacht (Irish-speaking) districts and on offshore islands.

Other (long service): 35 years of service = 10 years at maximum of the scale. Back to table

Italy

Years of experience as a teacher: According to the Teacher National Collective Contract.

Management responsibilities in addition to teaching duties: Criteria are decided by the head teacher.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): According to the Teachers' National Collective Contract.

Special activities (e.g. sports and drama clubs, homework clubs, summer school etc.): Criteria are set by the teaching staff in each school.

Special tasks (e.g. training student teachers, guidance counselling): Criteria are set by the teaching staff in each school.

Teaching in a disadvantaged, remote or high-cost area: This concerns socio-economic situations (e.g. suburbs or big cities). Criteria are set by the teaching staff in each school.

Family status: According to the Teachers' National Collective Contract. Back to table

Japan

Management responsibilities in addition to teaching duties: An allowance of JPY 200 per day is allocated to chief teachers, who are in charge of management.

Teaching students with special educational needs: This allowance is allocated to teachers who are in charge of special classes or who work in special education schools (about 6% of salary).

Special activities: This allowance is allocated to teachers who take emergency work in case of disaster (JPY 3 200 each time).

Teaching in a disadvantaged, remote or high-cost area (location allowance): Allowances are paid to teachers living in areas with high cost of living and where salary levels are high in the private sector.

Family status: This allowance is allocated to teachers with dependants.
Other: All teachers receive an allowance, which is equivalent to 4.45 months’ salary, an allowance for teaching more classes or hours than required (about 4% of their salary), and an allowance for teaching in compulsory education (about 3.8% of their salary).

An allowance is available for teachers who commute from a distance of over 2 km or a remote area or take posts in a city that is more than 60 km from home; a housing allowance is provided to teachers if their rent is more than JPY 12,000; an allowance is paid to teachers who work in the remote area’s schools. The amount of the allowance depends on the grades; an allowance is allocated to the teachers of multi-grade classes; an allowance is paid to all teachers in charge of compulsory education. The amount of the allowance is about 3.8% of salary. The amount of the allowance for each of the latter two conditions is 10% of the salary. 

Luxembourg

Teaching students with special educational needs (in regular schools): Teachers do not receive supplemental payments, they teach smaller classes and/or have reduced teaching time.

Mexico

Years of experience as a teacher: Primary and lower secondary education: teachers entering the educational system are hired directly from the schools in which they were trained; they do not require experience. With years in service, experience gains importance.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Primary and lower secondary education: holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession does not affect the base salary or imply additional payments for entering teachers. However with years of experience, the initial qualification has some importance for teachers’ careers. Upper secondary education: this criterion is considered by the Evaluation Programme and Assignment of Teacher Performance. Named sub factor: “Academic grade”. Maximum score is 100.

Reaching high scores in the qualification examination: Primary and lower secondary education: professional background: corresponds to the knowledge required by teachers to perform their duties. Upper secondary education: this criterion is considered by the Performance Programme. It is evaluated with an instrument designed and applied by educational authorities.

Successful completion of professional development activities: Primary and lower secondary education: this criterion is related with the professional background and corresponds to the knowledge required by teachers to perform their duties.

Management responsibilities in addition to teaching duties: Upper secondary education: there is a criterion named “management position compensation”.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Primary and lower secondary education: teacher training and professional development requires completing courses at state and national level. Upper secondary education: the teacher promotion process is based on this criterion.

Outstanding performance in teaching: Primary and lower secondary education: Academic achievement: Evaluation of learning achievement of students in a class or subject. Upper secondary education: This criterion is considered by the Evaluation Programme and Assignment of Teacher Performance. Named sub factor: “Instructor Factor Supply Instruction Dedication” Maximum score is 100. A high percentage of teachers participate.
Teaching courses in a particular field: Courses compatible with the teacher’s function. Courses taught by teachers to other teachers under the Master Degree of Basic Sciences through the distance education programme.

Teaching more classes or hours than required: Upper secondary education: working hours on Saturday or Sunday.

Special tasks: Upper secondary education: special tutorials. Work in tutorial activities is evaluated on the basis of the number of hours spent in tutorials and student evaluations. This is a component of the Evaluation Programme and Assignment of Teacher Performance. Named sub factor: Instructor/factor instruction working time. Maximum score of 100.

Teaching in a disadvantaged, remote or high-cost area: In primary and lower secondary education, additional bonuses are provided for teachers who work in underdeveloped areas of the country. Upper secondary education: This criterion is applied to teachers who carry out their sabbatical year in these areas. They benefit from a fellowship of the Commission, fellowship of CONACyT (National Council of Sciences and Technology).

Netherlands

As schools can make their own decisions about awarding additional bonuses, there is no information about the criteria used, except that family status and age are not criteria for bonuses. Because all decisions are made at the school level, all criteria except these two are coded as criteria at the school level.

New Zealand

Years of experience as a teacher: Teachers start teaching at a salary step determined by their qualification level and move up to the next step each year (service increment) until they reach the highest step available for their qualification level.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Holding higher than minimum qualifications is recognised in teachers’ substantive salary rates.

Management responsibilities in addition to teaching duties: Depending on the size and level of the school, schools are able to allocate a certain number of “units” to recognise management responsibilities. Each unit is worth NZD 3,650 per year (as of February 2008) to the teacher. Teachers can receive multiple units. In secondary schools, teachers are also eligible to get up to an extra two middle management allowances. Each allowance is worth NZD 1,000 per year.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Salary progression effect (ability to progress to higher substantive salary). Service increment available to secondary teachers (and some primary teachers) at the top of the base scale who have completed additional qualifications while in service.

Outstanding performance in teaching: Units may be awarded to individual teachers for performance.
Teaching courses in a particular field: Teachers of an approved Maori language immersion programme, who teach a minimum of 31% of their classes in Te Reo Maori, are entitled to the Maori immersion teacher allowance of 1 unit (NZD 3 650).

Teaching students with special educational needs: Designated teachers of students with special educational needs may receive the special duties increment allowance at the value of one salary step (variable) or NZD 995 per year if the teacher is already at the top of the scale.

Special activities: Teachers may be awarded one or more units in recognition of their undertaking specific activities related to extra-curricular or pastoral duties.

Special tasks: An associate teacher allowance is available to primary teachers (NZD 51.60 per week) or to secondary teachers (NZD 3.19 per hour) who are responsible for overseeing trainee teachers on placement. A careers adviser allowance (NZD 1 054 per year) is payable to secondary teachers appointed as a careers adviser.

Teaching in a disadvantaged, remote or high-cost area (location allowance): A location allowance (up to NZD 3 032 per year) is available to primary teachers employed in remote schools. The staffing incentive allowance (NZD 1 000 per year) is available to teachers in schools able to demonstrate difficulties in attracting staff.

Other (specialist classroom teacher): A teacher appointed as a specialist classroom teacher is paid an allowance of NZD 6 500 per year (from February 2006).

Other: Teachers in normal or model schools are eligible for the normal/model school allowance (NZD 2 000 per year).

Other: The high priority teacher supply allowance is available to secondary teachers employed in an area of short supply/high priority. The allowance is worth NZD 2 500 per year. Back to table

Norway

The criteria coded as decisions of the national authority are centralised agreement regulations. The following criteria are centralised agreement regulations (additional criteria may be applied in local negotiations):

Years of experience as a teacher: Minimum base salary levels at 0, 4, 8, 10 and 16 years.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Four base payment levels after 3, 4, 5 or 6 years of formal education, independent of the level of education programme. Back to table

Poland

Years of experience as a teacher: Seniority (bonus) allowance is granted at the level of 1% of base salary and is paid every year after completion of three years of teaching; however it is not supposed to exceed 20%. Jubilee reward is granted once after 20, 25, 30, 35 and 40 years in service at the amount of 75%, 100%, 150%, 200%, 250% of the monthly salary respectively.
Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: The base salary depends on qualifications.

Successful completion of professional development activities: There are four degrees of teacher's professional development: trainee teacher, contract teacher, appointed teacher, chartered teacher.

Outstanding performance in teaching: Motivational bonus: awards granted by principal/head teacher, school board, kurator (pedagogical regional superintendent), minister.

Teaching students with special educational needs (in regular schools): Allowance for difficult and onerous work conditions.

Teaching more classes or hours than required by full-time contract: Overtime compensations, immediate substitutions.

Special tasks: Pedagogical guidance; traineeship tutor.

Teaching in a disadvantaged, remote or high-cost area: Rural area residence allowance.

Other: Serving a class teacher.

Other: Allowance for entering the teaching profession for the first time.

Other (Additional annual payment): Thirteenth month (annual bonus) is granted after at least one year in service. Back to table

Portugal

Years of experience as a teacher: Teachers’ careers are structured in two categories: teacher (with six levels) and titular teacher (with three levels).

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: All teachers who enter the teaching profession have ISCED 5A qualifications and begin at level 1.

Successful completion of professional development activities: in order to progress in their careers, teachers have to complete a certain amount of professional development credits, awarded by means of in-service training.

Management responsibilities in addition to teaching duties: Head teachers receive an increase in salary during the assignment for the position. Educational guidance managers – heads of curricular departments, class tutors’ co-ordinators and class tutors – have their teaching time reduced during the time they hold the position. The school board defines the criteria for distributing the statutory amount of time available among the educational guidance structures.

Teaching students with special educational needs (in regular schools): Teachers holding a certificated qualification for special needs teaching may be given a one-year bonus to progress in the teachers' career. The decisions on position in base salary scale are taken by the Ministry of Finance.
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**Holding a higher than minimum level of teacher certification or training obtained during professional life:** In addition to the requirement of a university degree:

- in the teacher category, teachers hold a master’s degree and have always obtained an evaluation score of good or better, receive a bonus corresponding to two years on the career progression scale;
- in the titular teacher category, teachers who hold a master’s degree and have always obtained an evaluation score of good or better, receive a bonus corresponding to one year on the career progression scale;
- in the teacher category, teachers who hold a doctorate and have always obtained an evaluation score of good or better, receive a bonus corresponding to four years on the career progression scale;
- in the titular teacher category, teachers who hold a doctorate and have always obtained an evaluation score of good or better, receive a bonus corresponding to two years on the career progression scale.

**Teaching more classes or hours than required by full-time contract:** Teachers are paid extra for the classes/hours taught beyond teachers’ statutory working time. In general, this occurs because of the difference between the individual teaching load and the curriculum hours. The first extra hour is paid 25% more than an ordinary hour and each of the following extra hours is paid 50% more.

**Special tasks:** Teachers responsible for teacher training receive a salary increase and a reduction in teaching time during the time they hold the task.

**Family status:** Family status corresponds to a social allowance to every family with children. The amounts are decided by the Ministry of Finance and Ministry of Labour and Social Solidarity. Back to table

**Scotland**

**Years of experience as a teacher:** National criteria are set for considering additional salary points for a teacher’s relevant experience in the subject taught. Cases are considered individually and local authority employers make the final decision.

**Holding a higher than minimum level of teacher certification or training obtained during professional life:** August 2003 saw the introduction of the Chartered Teacher Programme. This is a qualification-based teacher categorisation which awards additional salary increments if teachers undertake voluntary study modules and developmental activities, in addition to their contractual hours of professional development. A salary increment is awarded for every second module completed. Previous learning and experience can be accredited.

**Teaching in a disadvantaged, remote or high-cost area (location allowance):** Within Scotland there is provision for allowances in respect of remote schools and distant islands. These allowances are set nationally by the Scottish Negotiating Committee for Teachers (SNCT). Although unlikely, it is possible for a teacher to receive both the distant island and the remote schools allowance. A distant island is any of the Orkney Islands, Shetland Islands, or Outer Hebrides and the islands of Colonsay, Tiree, Coll, Muck, Eigg, Rhum, Canna and Soay. The distant islands and remote areas allowances are not generally considered bonuses. They do however fit the OECD definitions and have been included for completeness. Back to table

**Slovenia**
Years of experience as a teacher: This bonus is part of the scheduled gross annual salary. Teachers receive a 0.5% addition to their basic salary for each working year. Women with more than 25 years of working experience receive a 0.25% addition to their basic salary.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers who hold an initial educational qualification higher than the one required (university degree) receive an addition to their scheduled gross annual salary. For the specialisation degree they receive an addition of an coefficient of 0.2 to their scheduled gross annual salary, for the master’s degree a coefficient of 0.3 and for a Ph.D. degree a coefficient of 0.5.

Successful completion of professional development activities: This bonus is part of the scheduled gross annual salary of teachers.

Management responsibilities in addition to teaching duties: This bonus with a coefficient of between 0.3 and 0.5 (depending on school size and level of management responsibilities) is part of the scheduled gross annual salary of teachers.

Holding a higher than minimum level of teacher certification or training obtained during professional life: This bonus is part of the scheduled gross annual salary of teachers.

Outstanding performance in teaching: This bonus is usually part of the bonus for exceptional performance of teachers. It amounts up to 20% to the basic salary depending on the teacher’s tasks/duties.

Teaching courses in a particular field: ISCED 1 and ISCED 2: the bonus for teaching a course which is part of the external evaluation of pupils is 10%. ISCED 3: the bonus depends on the nature of the course/school subject. The 10% bonus is added to the scheduled gross annual salary of teachers if they teach a course in mathematics, mother tongue or a foreign language. The 5% bonus is added to the scheduled gross annual salary of teachers if they teach a course of other subjects which are included in the annual testing of pupils.

Special activities: This bonus is usually part of the exceptional performance of teachers (see above). It amounts up to 20% to the basic salary depending on the teacher’s tasks/duties.

Special tasks: If a teacher has a trainee (student teacher) for a period of time (depending on the trainee's year of study) she/he receives a bonus of 30% during the training period. Performance of special tasks related to a particular class may also be a criterion for a bonus.

Teaching in a disadvantaged, remote or high-cost area: The bonus for teaching in a remote area is 10%.

Family status: The number of children in a teacher’s family can influence his/her monthly net salary if she/he supports family members who do not have an income. The number of children is a tax benefit rather than a bonus which is added to his salary.

Teaching in a class of two or more different grades of pupils: The bonus for teaching a combined class of pupils of different age groups ranges between 10% and 15%.
Teaching in a bilingual school or a school with pupils of national minorities: The bonus for teaching in a bilingual school is 20%; the bonus for teaching in a school with pupils of national minorities is 15%; the bonus for teaching in a class of Roma pupils is 10%.

Teaching three or more courses/school subjects: The bonus for teaching three or more courses/school subjects is 5%.

Qualification to train a student teacher: This bonus is part of the scheduled gross annual salary of teachers.

Teaching in two or more schools: This bonus (coefficient of 0.2) is part of the scheduled gross annual salary of teachers.

Exceptional working performance of teachers: The bonus for the exceptional working performance amounts up to 20%. Back to table

Spain

Years of experience as a teacher: The trienios are small salary bonuses added to the salary of teachers and are paid every three years, and the sexenios are salary supplements added after each six-year period and are related to in-service training (i.e. a minimum of 100 hours of officially recognised in-service training activities).

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: No salary bonus exists for more highly qualified teachers in pre-primary and primary education. In secondary education teachers that qualify as catedratico receive a salary bonus for the rest of their teaching career; This is a distinct teacher level with the same initial qualification but higher entry requirements.

Successful completion of professional development activities: Sexenios are salary supplements added after each six-year period and are related to in-service training (i.e. a minimum of 100 hours of officially recognised in-service training activities).

Management responsibilities in addition to teaching duties: The head in each department is chosen by the school principal and receives a fixed salary bonus during the period they hold this responsibility.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Sexenios, small salary bonuses, are related to in-service training. To receive a sexenio, it is necessary to perform a minimum of 100 hours of officially recognised in-service training activities.

Teaching in a disadvantaged, remote or high-cost area: Teachers in Ceuta and Melilla and the Canary Islands receive a salary supplement for remote location. Back to table

Sweden

Holding an educational qualification in multiple subjects (e.g. history and mathematics): It is the combination of subjects required that may influence the salary.
Teaching students with special educational needs (in regular schools): This may occur in schools where it is hard to find teachers with the proper training.

Teaching more classes or hours than required by full-time contract: This is paid as overtime compensation, not as a higher individual salary.

Special tasks: They may occur in some schools, but are rare. Back to table

Switzerland

Management responsibilities in addition to teaching duties: This criterion does not apply in all cantons.

Teaching students with special educational needs (in regular schools): This criterion does not apply in all cantons.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): This criterion does not apply in all cantons.

Special activities: This criterion does not apply in all cantons.

Special tasks: This criterion does not apply in all cantons.

Family status: This criterion applies in all cantons. Back to table

United States

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers with a master’s degree or Ph.D. have higher base salaries than teachers with a bachelor's degree.

Management responsibilities in addition to teaching duties: This concerns additional duties as specified in a contract.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Master’s degree rather than bachelor’s degree, or additional graduate credits beyond master’s degree, or a Ph.D. degree.

Outstanding performance in teaching: Achieving the National Board for Professional Teaching Standards certification or for increase in student achievement test scores.

Teaching courses in a particular field: Based on determination of subjects for which there is a shortage of teachers.

Teaching students with special educational needs: Based on determination of special education areas for which there is a shortage of teachers.
Special activities: Additional activities may be, but not always are, specified for additional pay in contracts. For example, coaching a sports team or summer school duty are usually paid; while club sponsors are not.

Teaching in a disadvantaged, remote or high-cost area: Depends upon designation of areas for which there is a shortage of teachers. Back to table
## Sources and references

**Indicator D3 What are teacher salaries?**

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<td>R T 3</td>
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<td>Federation</td>
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<tr>
<td>Slovenia</td>
<td>R T 3</td>
<td>R T 3</td>
</tr>
</tbody>
</table>

Salaries: codes are bold if the codes for starting salaries and salaries at the top of scale are different.
Bonus: codes are bold if they differ from codes on salary at top of scale.
1. Coded as 1 = Much higher; 2 = A little higher; 3 = About the same; 4 = A little lower; 5 = Much lower; 9 = Insufficient knowledge

Comment [JY1]: Is this updated yet
INDICATOR D4: How much time do teachers spend teaching?

**General note**

The indicator draws on data from the annual system-level data collection of Network C on Teachers and the Curriculum, data sheet.

CURR 2: Teaching and working time of teachers by level of education. [Back to table]

**Notes on specific countries**

*Interpretation*

**Austria:** At ISCED 3 schools are usually open six days a week (schools can decide whether they open on six or five days). However, teachers usually teach on five days (as is true for ISCED 1 and 2). Only in rare cases do they teach on six days.

Breaks:
The number of hours per day a teacher spends supervising pupils has been calculated and is included in teachers' scheduled teaching time.

In pre-primary and primary schools teachers have to supervise pupils:

1. during breaks (not including the break between morning and afternoon; this break is additional working time);
2. 15 minutes before the beginning of the actual school day; and
3. after the school day while pupils are leaving the school building to ensure their safety and to avoid risks.

Supervision can be dropped if the pupils are mature enough, but not in pre-primary and primary schools.

Class teachers supervise their own class during the breaks. The length of breaks is decided at the school level and usually last five or ten minutes.

The minutes calculated in A5c only include supervision during the breaks – see 1 above; full day schools are disregarded.

The amount depends on the specific school time per day. [Back to table]

**Belgium (Flemish Community):** Only hours of teaching are set formally except for pre-primary and primary education where the school assignment is 26 hours of 60 minutes. Additional non-teaching hours in the school are set at the school level. There are no regulations regarding lesson preparation, correction of tests and marking of students’ papers, etc. The government defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education. Teaching time consists of a minimum of 24 and a maximum of 26 lessons per week in pre-primary education, a minimum of 24 and a maximum of 27 in primary education, 22 to 23 in lower secondary education, 21 to 22 in the first two years of upper secondary education, and 20 to 21 in the last two years of upper secondary education. [Back to table]
<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Belgium (French Community)</strong></td>
<td>Les prestations de cours, de surveillances et concertation réunies ne peuvent dépasser 1 560 minutes (26 heures) par semaine. Cette limite ne s'applique pas aux instituteurs maternels et aux instituteurs primaires dans les écoles ou implantations isolées, primaires ou maternelles, à classe unique. La durée totale des prestations de cours, de surveillances et de concertation ne peut dépasser 962 heures par année scolaire.</td>
</tr>
<tr>
<td><strong>England</strong></td>
<td>Diary survey based on one week in March 2008.</td>
</tr>
<tr>
<td><strong>Estonia</strong></td>
<td>For the number of days per school year the school is closed for holidays: only intersession periods; national festivities/holidays are not included.</td>
</tr>
<tr>
<td><strong>Finland</strong></td>
<td>Teaching and working time determined by the collective agreement for teachers.</td>
</tr>
<tr>
<td><strong>Greece</strong></td>
<td>Law or policy documents have been used. Following the guidelines, the weeks during which teachers work on school exams and the Pan-Hellenic University Entrance Exams have not been included in A2 (Number of weeks a teacher teaches per annum).</td>
</tr>
<tr>
<td><strong>Hungary</strong></td>
<td>From this year the compulsory teaching hours have been raised from 20 to 22 per week for all teachers at ISCED 1-3.</td>
</tr>
<tr>
<td><strong>Iceland</strong></td>
<td>For teachers in primary and lower secondary education 150 hours are assigned for in-service education each year.</td>
</tr>
<tr>
<td><strong>Ireland</strong></td>
<td>Number of days a teacher teaches per year: The minimum school year for pre-primary and primary education is 183 days; for secondary education it is 167 days. In actuality, minimum = maximum. Please note that ISCED ‘Pre-primary’ is in effect the first 2 years of primary schooling in Ireland where children begin primary education between the ages of 4 and 5.</td>
</tr>
<tr>
<td></td>
<td>Number of hours a teacher teaches per day: For primary education: (5 hours 40 min) – (30 minutes recreation) = 5.0 hours 10 minutes; for pre-primary one hour less teaching is required, i.e. 4 hours. For secondary education, 22 hours per week (maximum) are required = 4.4 teaching hours on average per day.</td>
</tr>
<tr>
<td></td>
<td>Working time at school: In pre-primary and primary education all teachers are required to be in attendance for the full pupil day of 5 hours 40 minutes and be responsible for teaching and supervisory duties; teachers in pre-primary education use the additional one hour of non-teaching time for classroom management and preparation.</td>
</tr>
<tr>
<td></td>
<td>Teachers at primary level supervise pupils during small breaks typically on a staff rota system, depending on the size of school. In schools with two teachers, for example, both would likely have supervision duty every day. With a larger school staff, even allowing for the need for teams of teachers to supervise, supervision duty is required of teachers less often. The nature of the school premises/grounds/play areas, etc., is also a factor.</td>
</tr>
<tr>
<td></td>
<td>Israel: A teacher teaches five days a week. For pre-primary and primary education, a teacher teaches 37 weeks, and in secondary education a teacher teaches 35.6 weeks. Teachers’ working time at school includes 5-6 hours a week during which they do not teach (e.g. during breaks between classes).</td>
</tr>
</tbody>
</table>
Annex 3 EAG 2010

**Italy:** The school year, as a rule, is spread over 33.3 weeks (by convention, 33 weeks). The number 33.3 is obtained by dividing 200, the smallest number of school days for students, by 6 (number of days worked per week). In fact, the school year lasts about 38 weeks (from September to the middle of June) for primary and secondary schools and about 40 weeks for pre-primary school (until the end of June).

The number of days of teaching (177 in pre-primary and 167 at the other school levels) is different from the number of school days for students (200). This is because schools can decide to open for either five or six days a week. Because the number of hours a teacher teaches per week is defined in the national contract, when teaching activities are spread over five working days rather than six, daily working hours are longer.

The 40 hours a year of scheduled non-teaching hours at school represent the minimum attività funzionali all’insegnamento. These compulsory hours are set in the national contract. The time is used for meetings of the teaching staff, the parent-teacher class committee and consulting hours. The national contract provides for a further 40 non-compulsory hours for activities (more consulting hours, etc.) left to the choice of the teaching staff. Back to table

**Luxembourg:** The hours of compulsory core curriculum calculated for the school years 2004/05, 2005/06 and 2006/07 are erroneous. The figures furnished contained an adaptation of teaching units into hours and the calculations of the University of Twente made this adjustment a second time. This resulted in a significant underestimate of the time of instruction of students in Luxembourg since 2004/05. The figures furnished for the school year 2007/08 reflect the number of units of instruction and are not readjusted as hours of instruction.

A new method is used to calculate teaching units and implies changes in the number of units of instruction of the different age groups. Back to table

**Mexico:** Students in pre-primary education have a lunch break of 20 minutes. The teacher is responsible for the class during these breaks which are not included in their teaching time. Back to table

**Netherlands:** Primary education: Short breaks are included in teaching time. Very often short breaks can be seen as physical education. In bad weather the teacher may read a book or the children play in a games room. Teachers have a lunch break of 30 minutes. This is not included in teaching time. Since 1 August 2006 schools in primary education organise school time autonomously.

Secondary education: School boards have a large degree of autonomy, including for teaching time. Since 2004 the collective labour agreement no longer contains formal regulations on teaching time for teachers in secondary education. In the past there was a maximum of 750 clock hours a year.

In the new collective labour agreement for 2008-2010 teachers’ unions and the employers’ organisation for secondary education again set the maximum teaching time at 750 clock hours, commencing on 1 August 2009. From that date the individual (full-time) teacher has the right to exchange 24 hours of teaching time each year for other school activities or payment. In addition, analysis of the work force count of teachers in secondary education (IPTO-VO) has shown that, converted to the average for a full-time teacher, teaching time is 690 clock hours, assuming that a teacher teaches 38.5 weeks per year.
Working time: Total working time in hours per year is regulated at the national level. Back_to_table

Norway: The number of hours a teacher teaches per day, per week and per year for lower and upper secondary school are all average numbers depending on the subject taught. The number of hours per day a teacher spends supervising pupils during short breaks in primary school is estimated at 0.25 hour on average. A primary teacher typically supervises pupils in short breaks two days a week for about half an hour each day. Back_to_table

Poland: For the number of hours a teacher teaches per day, teachers of compulsory pre-school education for 6 year-olds are not included. The number of hours these teachers teach per day is 4.4. Hours above the statutory number and immediate substitutions are not taken into account. Non-teaching hours at school are not included. Total working time in hours per year is 1 804 at ISCED 1 and 1 520 at ISCED 2-4. The Teacher’s Charter prescribes 40 hours as an overall number of working hours per week’ this only includes teaching and education activities with children (row A8). Remaining working time available for performing statutory duties at school or in another place specified by the headmaster is not included (teachers are obliged for example to meet with parents at school, participate in teachers’ meetings or prepare and participate in school events planned in the Educational School Programme). Back_to_table

Portugal: Pre-school and first cycle primary school teachers (6-9 year-olds) have a teaching load of 25 hours per week.

ISCED 2 and 3 teachers who have reduced teaching time (owing to age and number of years in the profession or a managerial role) often have their teaching schedule distributed over four days a week.

Scotland: Schools are open for 39 working weeks per year, but each teacher undertakes 5 days of in-service training per year. A 35-hour working week for all teachers was introduced in August 2001, as set out in “A Teaching Profession for the 21st Century”. The agreement also set out a phased reduction of the maximum class contact time to 22.5 hours per week by 2006, equalised across all sectors. Therefore the current maximum class contact time in primary and secondary education was 23.5 hours per week. There is no distinction is made between upper and lower secondary education.

A teacher’s class contact commitment is complemented by an allowance of no less than one-third of the teacher’s actual class contact time currently 7.5 per week as personal time for preparation and correction. The use of the remaining time beyond class contact commitment and preparation and
correction time, is subject to agreement at the school level. It can include, for example, activities such as meetings with parents, staff meetings, formal assessment and additional supervised pupil activities.

All tasks that do not require the teacher to be on the school premises can be carried out at a time and place of the teacher’s choosing, with appropriate notification to management. **Back to table**

**Spain:** The information provided is based on the general national regulations. The Autonomous Communities may have adapted these regulations for their teachers. **Back to table**

**Sweden:** Local agreements may differ, especially in the förskoleklassen, 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 table**

**United States:** The data are based on a sample survey that is representative of public school teachers in each state in the United States. The data reported in the 2003/04 and 2007/08 survey are for self-reported hours worked per week for base pay, instructional hours per week, and total working time spent during the school day, before and after school, and on the weekends, including teaching on other school related activities. In each case, the hours per week were multiplied by the typical number of instructional weeks per year. A direct question on instructional hours taught was added in the 2003/04 and 2007/08 SASS. For previous *Education at a Glance* reports, the data did not come from a direct question about the number of instructional hours; rather, time spent on lunch or planning was subtracted from the total hours required to work each week, and that was multiplied by the typical number of instructional hours per year. The 2003/04 data show fewer hours per year than previous data but there should not be any inference made that this was due to a major change in instructional practices. Rather, the 2003/04 data are based on a more direct measure of teachers’ instructional time and may take into account the amount of non-instructional time in the school week more accurately than the previous estimates.

A direct question was asked on instructional hours taught in the 2007/08 SASS. The 2007/08 data show a greater number of hours per year than the previous data, but there should be no inference that this was due to a major change in instructional practices. **Back to table**

**Coverage and methodology**

**Australia:** Data are based on a weighted average of state and territory responses. The state and territory education departments derive the data from relevant industry awards. The weights are based on the number of public school teachers for each state or territory. Missing data are excluded from the calculation and weights are based on states or territories that responded to the particular question. **Back to table**

**Austria:** General remark: ISCED 0: In Austria ISCED 0, i.e. pre-primary schools, is integrated into schools at ISCED 1. There is no difference in any teacher-related matter between these two levels (working time, salaries etc.).

Teaching time: For all teachers at different educational levels, teaching time is defined in legal documents. However, the legal framework for teachers in the compulsory school system and for teachers in medium and advanced schools are different. For the first group, teaching time (and total working time) is defined on a yearly basis. For the second group, teachers are employed on the basis of a defined weekly teaching time (but no total working time is defined). In primary education all
teachers are in the first group. In secondary education both groups exist. Therefore a weighted mean was calculated on the basis of the distribution of teachers in the two groups. At upper secondary level schools are usually open five days a week (schools can decide whether they open five or six days). Although it is not laid down legally, teachers at upper secondary level also teach five days (like primary and lower secondary teachers). In some rare cases they may teach six days.

Working time at school: In neither of the two systems is the working time at school defined.

Total working time: The total working time is only defined for teachers working in the compulsory school system. As this applies to 100% of teachers in primary education the relevant figure is given. In lower secondary education, both systems are found but more than 75% of teachers work at compulsory schools (Hauptschulen). Therefore, the total working time is given at this level. In upper secondary education the two systems also apply. However, only a very small minority of teachers at this level work according to a legally defined total working time. Thus code “a” is the most appropriate option.

**Belgium (Flemish Community):**

Calculation of number of days a teacher teaches per year:

Pre-primary and primary education 2007/08

- 52 weeks (the school year starts on 1 September and ends on 31 August.
- 9 weeks summer holiday
- 2 weeks Christmas holiday
- 2 weeks Easter holiday
- 1 week Autumn holiday
- 1 week Carnival holiday

\[ \begin{align*}
& + 37.0 \text{ weeks} \\
& + 1 \text{ week for the number of days per school year the school is closed for festivities} \\
& + 36 \text{ weeks} = 180 \text{ days}
\end{align*} \]

Calculation of the festivities:
- 11 November (Sunday)
- Ascension (also on 1 May) and the next day
- 1 May
- Whit Monday
- 2 days to choose free
- Easter Monday (in Easter holidays)
(Besluit van de vlaamse regering tot organisatie van het schooljaar in het basisonderwijs, in het deeltijds onderwijs en in het onderwijs voor sociale promotie georganiseerd, erkend of gesubsidieerd door de Vlaamse Gemeenschap; 17 april 1991; BS 11-07-1991 hoofdstuk1 Basisonderwijs art 4 en art 6 (art 6 = BVLR 31-08-2001)

= 5 days = 1 week

Secondary education 2007/08
+ 52 weeks
- 9 weeks summer holiday
- 2 weeks Christmas holiday
- 2 weeks Easter holiday
- 1 week Autumn holiday
- 1 week Carnival holiday

+ 37.0 weeks
- 0.8 weeks for the number of days per school year the school is closed for festivities

+ 36.2 weeks = 181 days

Calculation of the festivities:
-11 November (Sunday)
- Ascension (also 1 May) and the next day
- 1 May
- Whit Monday
- 1 day to choose free
- Easter Monday (in Easter holidays)

= 4 days = 0.8 weeks

(Besluit van de Vlaamse regering houdende de organisatie van het schooljaar in het secundair onderwijs; 31 aug 2001; BS24-10-2001; Hoofdstuk1 Organisatie van het schooljaar in het secundair onderwijs art 7).

Teachers’ scheduled teaching time in hours.
Number of hours a teacher teaches per day: This is the result of an average calculation.
Number of hours a teacher teaches per week:
ISCED 0
Teaching time consists of a minimum of 24 and maximum of 26 hours (50 minutes) per week. The school assignment consists of a maximum of 26 hours (60 minutes) per week. [Besluit van de Vlaamse Regering betreffende de opdracht van het personeel in het basisonderwijs; 17 juni 1997; BS 11-09-1997; Hoofdstuk 4 Onderwijzend personeel art 8 §1 en art 9 (BVLR 18-07-2003)]. Max. = 21.6 hours (60 minutes) per week. Per year = 777.6 hours (21.6 * 36 weeks = 777.6). Number of weeks: 37 weeks – 1 week (festivities) = 36 weeks.

ISCED 1
Teaching time consists of a minimum of 24 and maximum of 27 hours (50 minutes) per week. The school assignment (all duties performed within the school context) consists of maximum of 26 hours (60 minutes) per week. [Besluit van de Vlaamse Regering betreffende de opdracht van het personeel in het basisonderwijs; 17 juni 1997; BS 11-09-1997; Hoofdstuk 4 Onderwijzend personeel art 8 §1 en art 9]. Max. = 22.5 hours (60 minutes) per week. Per year = 810 hours (22.5 * 36 weeks = 810). Number of weeks: 37 weeks – 0.8 weeks (festivities) = 36.2 weeks.

ISCED 2
Teaching time consists of a minimum of 22 and maximum of 23 hours (50 minutes) per week. (Besluit van de Vlaamse Regering betreffende de bekwaamheidsbewijzen, de weddeschalen, het prestatiestelsel en de bezoldigingsregeling in het secundair onderwijs; 14 juni 1989; BS 31-08-1989; Hoofdstuk 2 Bekwaamheidsbewijzen, weddeschalen, prestatiestelsel en bezoldigingsregeling art 12 1°). Max. = 19.2 hours (60 minutes) per week. Per year = 695 hours (19.2 * 36.2 weeks = 695). Number of weeks: 37 weeks – 0.8 weeks (festivities) = 36.2 weeks.

ISCED 3 general
Teaching time consists of a minimum of 21 and maximum of 22 hours (50 minutes) per week in the first two years of general upper secondary education (the so-called second stage). In the last two years (third stage) teaching time consists of a minimum of 20 and maximum of 21 hours (50 minutes) per week. The numbers 21/22 in the second stage become 20/21 when the person involved has at least a half assignment in the third stage. [Besluit van de Vlaamse Regering betreffende de bekwaamheidsbewijzen, de weddeschalen, het prestatiestelsel en de bezoldigingsregeling in het secundair onderwijs; 14 juni 1989; BS 31-08-1989; Hoofdstuk 2 Bekwaamheidsbewijzen, weddeschalen, prestatiestelsel en bezoldigingsregeling art12 2°(a) en 3° (a)]. The average maximum assignment = 21.5 hours per week (50 minutes). The maximum assignment =17.92 hours per week (60 minutes). Per year = 648.7 hours (17.92 * 36.2 = 648.7). Number of weeks: 37 weeks – 0.8 weeks (festivities) = 36.2 weeks.

Teachers’ scheduled working time at school – total working time in hours per year:
Only the teaching hours of teachers are set formally. Additional non-teaching hours within the school are set at the school level. There are no regulations regarding lesson preparation, correction of tests and (home)work, etc. The government defines only the maximum and minimum number of teaching periods a week (of 50 minutes each) at each level of education. Back to table

Czech Republic: Teaching duties are set in terms of 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 exception of teachers that teach grade 1 (20 to 22 lessons per week). Short breaks are added to this for the computation of teaching time.

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For lower secondary education, the formal teaching duty is 22 lessons, but actual teaching duty is usually higher. For upper secondary general education the formal teaching duty is 21 lessons per week.

School principals and their deputies have teaching duties depending on the ISCED level and these are decreased according to school size:

ISCED 0: At the most common type of school, principals' duties vary from 24 lessons per week (school with 1 class) to 13 lessons per week (school with at least 7 classes).

ISCED 1 and 2: As the organisation of schools at this level varies widely, no simple and exact example could be given. Teaching duties of school principals vary between 5 to 16 lessons per week.

Working time:

Teachers’ working time at school is not prescribed by law. The law defines only teaching time and total working time. Working time at school is determined by the school head and differs from school to school. Back to table

**Denmark:** The number of teaching hours is estimated from research done by Rambøll Management A/S and Capacent A/S on behalf of the Ministry of Finance and Ministry of Education. The data for primary and lower secondary schools are based on data from 102 schools. The results are published in the report *Folkeskolelærernes arbejdstid. Barierer for ledelse og prioritering*, September 2007 ([www.uvm.dk/07/documents/pm_bede_folkeskole](http://www.uvm.dk/07/documents/pm_bede_folkeskole)). The data for general upper secondary level are based on data from 29 schools for the school year 2006/07. The results are published in *Kortlægning af lærernes arbejdstid på de almene gymnasier*, Ministry of Education, October 2007. Back to table

**Estonia:** Electronic Riigi Teataja – ERT. Back to table

**Finland:** Based on legislation schools are closed for festivities three days per year if the festivities are not on Saturday or Sunday. In 2005/06 schools were closed for holidays for two days (in the previous year for three days).

The number of hours a teacher teaches per year is an average of the minimum and maximum amount and does not describe the actual situation of all teachers. There is great variation among teachers depending on the subject they teach. Teaching time in lower secondary education varies between 513 and 684 hours and in upper secondary education between 456 and 655.5 hours per year. In 2005 joint planning time (for other than upper secondary teachers) rose from two to three hours per week. In addition teachers work on average three to four extra hours per week and joint planning takes many more hours than indicated in the collective agreement.

Pre-primary education means education given at school.

Breaks: Figures given are hours a teacher teaches per day converted into 60-minute periods. In an hour a teacher teaches at least 45 minutes, and there is a 15-minutes break before the next hour. At school the teachers are obliged to supervise pupils during these breaks depending on their varying responsibilities for supervision during school meals and in different areas within the school (corridors, school fields, etc.) This cannot be expressed or measured exactly in hours per day. In different schools the breaks can also be organised in such a way that some breaks may be shorter than 15 minutes. This means that an hour converted into 60-minute periods includes 45 teaching and 15 minutes break. Back to table

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Germany: Data are based on computation of weighed means. Back to table

Greece: ISCED 0 teachers are responsible for their classes during lunch break and breaks. The teachers should remain at school a maximum of six hours per day. There is no legislation relating to lesson preparation. In order to estimate the number of hours a teacher teaches per day, the following are taken into account: ISCED 1 teachers teach 25 or 24 (depending on school size) class sessions per week when they are appointed and for the first ten years. Because of their teaching experience, teaching time is then reduced to 23 class sessions, after 15 years to 22 class sessions, and after 20 years to 21 class sessions. ISCED 2 and ISCED 3 teachers teach 21 class sessions per week when they are appointed and for the first six years. They teach 19 class session per week when they have 6-12 years of teaching experience, 18 class sessions per week when they have 12-20 years of teaching experience, and 16 class sessions per week for teachers with more than 20 years teaching experience. Back to table

Japan: Teaching time per week: Until last year, raw data from the School Teachers Survey was used, and teaching time per week was calculated as follows: (Total number of classes per week) / (Total number of teachers). The total number of teachers included teachers temporarily not at work because of maternity leave, suspension of work, etc., and were counted as working 0.0 hours. For the present data collection teachers temporarily not at work were excluded from the total number of teachers to avoid the impact on teaching time per week.

Number of weeks of instruction: The course of study for each school level prescribes that each school can decide on the number of weeks a teacher teaches per year, with a standard minimum of 35 weeks, except for grade 1 in primary education, where it is 34 weeks. According to the latest survey with actual data, an elementary and lower secondary school teacher is estimated to teach about 200 days (equivalent to 40 weeks) per year. Back to table

Korea: Currently primary and secondary schools alternate five-day and six-day school weeks, for an average of 5.5-day school weeks. According to Article 45 of the Enforcement Decree of Primary & Secondary Education, principals can decide the annual number of instruction days as any number above 220. Therefore, the annual number of weeks of instruction week was modified to 40 (220/5.5 = 40).

Since there is no formal policy on how many hours teachers should teach in a week, month or year, the data on teaching time was prepared on the basis of the annual administrative data collection designed for the entire teaching staff and refers to the actual time teachers usually teach per week during the school year.

For the working hours of teachers, only working hours during the school year were included. The calculation was based on national regulations on the length of the school year and the working hours of civil servants, which apply to teachers during the school year. Working hours during summer and winter vacations were excluded because teachers work on a self-regulated schedule of professional developmental training during this period; this makes it very hard to estimated the exact working time. Back to table

New Zealand: Data reported are based on the number of half-days on which schools are required by law to be open for instruction. One half-day represents 2.5 hours (under the Education Act a half-day is a minimum of two hours, but in practice it is usually 2.5). Schools are closed on public holidays so these are not included as days on which the school is open for instruction.
The most common number of timetabled hours for teachers is 25 per week but it is up to individual school boards to develop school and teacher timetables, They do not have to be based on a 25-hour week.

There are no data available on the number of non-teaching hours.

New Zealand schools are not divided into lower and upper secondary. Primary school is from years 1 to 8 and secondary school is from years 9 to 13. Therefore the midpoint between primary and upper secondary has been used for lower secondary data. Back to table

Norway: Figures refer to the central agreement. In some municipalities there are variations based on local agreements. Back to table

Portugal: The calculation of the number of instruction days was based on the intended 171 days at ISCED 0/1/2/3. As most teachers teach more than one grade, two exceptions were not considered: grades 9, 11 and 12 which had 161 instruction days owing to the period of national examinations. In the least demanding 15 years programme, it is compulsory for teachers to ensure the statutory amount of time allocated to each subject.

In ISCED 1 (grades 5 and 6) and 2, teachers' scheduled teaching time is 22 hours per week, whereas in ISCED 3 it is 20 hours per week. Schedules of teachers who have a reduced teaching work load because of their age and years in the profession were not taken into account.

Total working hours per year were calculated on the basis of 221 working days. Back to table

Scotland: The figures shown are approximations based on the assumption that teachers teach close to the maximum number of hours, as specified in "A Teaching Profession for the 21st Century". Back to table

Spain: The net contact teaching time of secondary teachers includes tutorial duties and time in classes. This makes it possible to compare this with the net contact teaching time of primary teachers. Thus, 75% of secondary teachers complete the 21 hours of direct teaching time established by law, while the other 25% work 18 hours per week in direct contact time with the students, with 3 hours per week used for administrative responsibilities in the school. Back to table

Sweden: Collective agreement on a national level. Back to table

United States: The data are based on a sample survey that is representative of public school teachers in each state in the United States. The data reported in the 2003/04 and 2007/08 survey are for self-reported hours worked per week for base pay, instructional hours per week, and total working time spend during the school day, before and after school, and on the weekends, including teaching on other school related activities. In each case, the hours per week were multiplied by the typical number of instructional weeks per year. A direct question on instructional hours taught was added in the 2003/04 and 2007/08 SASS. For previous Education at a Glance reports, the data did not come from a direct question about the number of instructional hours; rather, time spent on lunch or planning was subtracted from the total hours required to work each week, and that was multiplied by the typical number of instructional hours per year. The 2003/04 data show fewer hours per year than previous data but there should not be any inference made that this was due to a major change in instructional practices. Rather, the 2003/04 data are based on a more direct measure of teachers' instructional time and may take into account the amount of non-instructional time in the school week more accurately than the previous estimates. Back to table
Sources and reference period

Indicator D4 – How much time do teachers spend teaching?

<table>
<thead>
<tr>
<th>Country</th>
<th>Source</th>
<th>Reference period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Respective state and territory education departments, which primarily derive their data from relevant industry awards</td>
<td>2008</td>
</tr>
<tr>
<td>Austria</td>
<td>Legal documents (Civil Service Code)</td>
<td>School year 2007/08</td>
</tr>
<tr>
<td>Belgium (Flemish Community)</td>
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<td>National Teachers’ Collective Contract. DPR No. 295/1999</td>
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<td>Number of weeks a teachers teaches per year: Shogakko-Gakushu-Shido-Yoryo (The Course of Study in Elementary Schools 2002), and Chugakko-Gakushu-Shido-Yoryo (The Course of Study in Lower Secondary Schools 2002), and Kotogakko-Gakushu-Shido-Yoryo (The Course of Study in Upper Secondary Schools 1989), Ministry of Education, Culture, Sports, Science and Technology Civil servants' working time: Law concerning Working Hours and Leave of Absence of Employees in the Regular Service</td>
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<td>Centralised agreement between municipalities and the teachers' unions (municipalities: Norwegian association of local and regional authorities).</td>
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<td>The 2001 Teachers Agreement, “A Teaching Profession for the 21st Century”</td>
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<td>Ministry of Education and Sport</td>
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## Nature of the reported data on teaching time and working time (2008)

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<th>Country</th>
<th>Number of days a teacher teaches per annum</th>
<th>Number of hours a teacher teaches per annum</th>
<th>Working time at school: hours per annum</th>
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Teaching time: codes are bold if the codes for days per annum and hours per annum are different.
Working time: codes are bold if they differ from teaching hours per annum.

1 Coded as: 1 = Much higher; 2 = A little higher; 3 = About the same; 4 = A little lower; 5 = Much lower; 9 = Insufficient knowledge.
INDICATOR D7: Who are the teachers?

- General note

Data on age and gender derive from the UOE Questionnaire 2009, reference year 2007/08. Characteristics are measured as the percentage of teachers in each of the five age groups, by level of education. This indicator is only available from the website www.oecd.org/edu/eag2010 and is not published in the printed book.

- Notes on specific countries

See notes on Indicator D2. Back to table