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

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

CURR 1: Number of class sessions per year in public institutions by subject and age of student

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 the INES NESLI 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 5-15 year-olds for the reference school year 2010-11. 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 language of the country (region) as a second language (for non-natives); language studies; public speaking; and 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.

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: Australia is transitioning to a national curriculum, where each state and territory will be responsible for the delivery of nationally-agreed curriculum content and achievement standards. However, there is currently no national policy for Australia that mandates time spent on specific subjects. The system of education in Australia is unique amongst OECD countries in that it is characterised by a high degree of flexibility in determining how curriculum content is taught; decisions are often made at the school level and the amount of time spent on each subject can vary considerably. 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 categorized under “other” because of the cross-curricular character of environmental studies; technology and practical and vocational skills are not included in the elementary education curriculum.

In ISCED 2, Godsdienst/Niet-Confessionele Zedenleer (= moral education/religious education) is classified as “religion”; Aardrijkskunde (= geography) and Geschiedenis (= history) in “social studies”; Biologie (= biology) and Natuurwetenschappen (=natural sciences), Fysica (=physics) in “science”; 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”; Techniek in “technology”.

In ISCED 3, Godsdienst of Niet-confessioenle zedenleer is classified as "religion”; Aardrijkskunde and Geschiedenis in "social studies”; Biologie Chemie Fysica in “science”; 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, the number of class sessions of the eerste leerjaar A was taken into account for the umbrella organisation of municipal education and Flemish Community education.

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

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

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

Regulations refer to the recommendations of the umbrella organisations.

For the 15 years in least demanding programme (deelstudies beroepsschool onderwijs) is under the regulations Decreet betreffende het stelsel van leren en werken in de Vlaamse gemeenschap van 10-07-2008. The 15 hours of 50 minutes referred to do not include learning and working. For the least demanding programme, there is only one regulation for all school types.

The number of class sessions recommended by the two umbrella organisations has been computed as a mathematical mean.

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 was taken into account.

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

**Canada:** Canada’s ten provinces and three territories have jurisdiction over education. The Canadian figures for Indicator D1 are based on the provincial/territorial mandated instruction time as well as provincial/territorial curriculum requirements. Back to table

**Chile:** According to the coverage of the Full School Day Program under the nationally regulated curriculum, for grades 3rd and higher. Schools can develop their own curriculums, although the number of hours dedicated to each subject may not be less than the national curriculum. 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

**Finland:** National regulations 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 13x38=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. 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 (years of basic education), = 1.4, multiplied by 38 (weeks in a school year) =53.2. Science includes geography and health education. Practical and vocational skills include educational and vocational guidance and home economics. Studying a language can start in years 1-3. A second language can also be studied during primary education, but at the latest in year 5. Back to table
Hungary: The class hours of geography is divided between science and social studies. Back to table

Israel: Compulsory schooling starts at age 6 which refers to grade 1.

For 6-15 year-olds, the class sessions shown in this indicator represent only the state official public education. The instruction hours by subject for each grade was calculated by using a weighted mean of the distribution of classes in the Hebrew state education, the Hebrew state religious education, the Arab state education and the Druze state education. The class sessions of the Orthodox Hebrew sector and the Recognized Education (e.g. government-dependent private schools), which represent in 2011 about a quarter of students from pre-primary to lower secondary education, are not included in this table, for they are not enrolled in state official education.

In Israel there is a compulsory curriculum detailed by subjects for each grade. However, the division of the required hours between semesters is flexible and is determined by the school principal. Every school must teach the core subjects prescribed for each grade. Core programme applies to all students in the education system in Israel and is a prerequisite for state budgeting. The curriculum is obligatory for all students in the state official public education except those with special educational needs.

From the 2008-09 school year onwards, data was based on the calculation of five-years average (220 school days in the primary education and 210 in the secondary education), divided into six school days per week. Therefore, in the primary education the average instruction time is 36.6 weeks and 35 weeks in the secondary education.

- "Social studies" include: history, geography, social education, road safety education and citizenship.
- "Others" include: life skills.
- "Religion" includes: “Bible and praying” and other religious subjects that students learn in Hebrew state religious education, Druze state education and Arab state education. Back to table

Netherlands: In primary education the duration of a class session may vary. There is no formal compulsory curriculum. Among secondary schools the duration of a class session may vary. For grade 9, 55% of the students (VMBO) receive 1000 hours of instruction time, while the instruction time for the other 45% of the students is 1040 hours (HAVO/VWO). There is no formal compulsory curriculum. Schools schedule their lessons autonomously. Back to table

Poland: Nearly all 13-15 year-old students are enrolled in the mainstream programme in compulsory education except for a small group (around 1%) attending vocational classes organised in lower secondary schools (gimnazjum). Back to table

Portugal: In ISCED levels 2 and 3, a teaching block of 90 minutes consists of two periods of 45 minutes each. Usually, at the same level, classes may have different durations, depending on the nature of the discipline, the schedules of each school, and the school’s needs. Each school has autonomy to decide the duration of the class units. Calculations are based on the duration of the teaching block of 90 minutes.

In 2002-03 curricular reform at ISCED 2 was set up encompassing all grades (7 to 9) in 2004-05.

In ISCED 0, there are four types of pre-schooling: the Public Network, the Private Network, Itinerant Pre-School, and Community Children Animation.

Grades 1, 2, 3 and 4 (students aged 6, 7, 8 and 9), Dispatch No. 19 575/2006, of 25 September allocates the instruction 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.
Grades 5 to 9 (10-14 year-olds): “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): Science and humanity 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 a 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.

Fifteen-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 second cycle of compulsory education (ISCED 1) and a level 1 vocational qualification;
  – Type 2 (students who have completed grades 6 or 7 or attended grade 8): provides a vocational qualification equivalent to the third cycle of compulsory education (ISCED 2) and a level 2 vocational qualification;
- Type 3 (students who have completed grade 8 or attended grade 9): provides a vocational qualification equivalent to the third cycle of compulsory education (ISCED 2) 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 a level 2 vocational qualification;
- Type FC (students who have completed type 2 or type 3 courses or with 9th grade and an ISCED level 2 qualification, and wish to take further courses of education and training): 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 level 4 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.

Coverage of age group: Data for public institutions refers to 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.

Scotland: It is the responsibility of schools and their partners to produce programmes for learning across a broad curriculum covering science, languages, mathematics, social studies, expressive arts, health and wellbeing, religious and moral education and technology. There are no prescribed time allocations to different areas of the curriculum. (The exception is religious education in Roman Catholic schools where two hours is specified, by the Bishops Conference in Scotland, for children aged 5 upwards).

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. Fifteen-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.

Turkey: For 14 and 15 year olds, data for general high school programmes are reported since most of the students are enrolled in that school type.

Methodology

Australia: Australian data are derived from 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 the “curriculum information”, missing data have not been removed, and are included in the calculation, in line with OECD practice.

Austria: 2010-11 was calculated on the basis of 180 school days or 36 weeks.

For the 11-14 year-olds a weighted mean of the general secondary school (Hauptschule) and all branches of the academic secondary schools (AHS) at ISCED I was calculated on basis of the distribution of the students enrolled in these programmes. In the previous years (until EAG 2008) only one branch of the academic secondary schools (the "Realgymnasium") was considered.
For 15-year-olds the upper branch of the academic secondary schools was used but also a representative list of vocational programmes at this level. Bringing them together by calculating a mean figure only made sense at the total sum because of the great diversity of subjects.

For the least demanding programme for 15-year-olds the pre-vocational year at secondary schools was used. Back_to_table

Belgium (French Community): With regard to "least demanding programme", it was considered that it is not possible to decide that a programme is more or less demanding than another. In order to be consistent with other data and surveys, the national authority refers to the authority in the French Community of Belgium. Back_to_table

Canada: The number of class sessions by subject were calculated as a weighed average of each jurisdiction that submitted class sessions by subject (using the population by age at January 1st 2011). The “total compulsory curriculum” and “total intended curriculum” were also calculated as a weighted average of the jurisdictions that submitted total class sessions (including jurisdictions that did not include class sessions by subject figures). The sum of “total compulsory core curriculum” plus “total compulsory flexible curriculum” was compared to the weighted total in “total compulsory curriculum” and, for each age, an adjustment factor was calculated by dividing the weighted “total compulsory curriculum” by the sum of “total compulsory core curriculum” and “total compulsory flexible curriculum”. This factor was then used to multiply each cell “by subject” thereby redistributing the difference proportionately into each subject. The Canadian submission uses all figures submitted including jurisdictions that were not able to report on number of class sessions by subject. The OECD formulas for the various sums were not changed. Back_to_table

Chile: In the Chilean National Curriculum, there is one national subject that covers both “science” and “social studies” subjects, and that is provided to 1st to 4th grades of primary education (children theoretically aged 7 to 10 years old). In order to reflect properly this situation, these hours were declared by distributing them equally between these subjects.

The flexible hours are called “Hours of Free Provision” and must be implemented by schools that have joined to the full-time regime and have adopted the Curricula designed by the Ministry of Education. Schools can decide autonomously how to use this time in order to reach the goals of their educative project, generally by distributing them among various subjects. Nevertheless, the Ministry of Education establishes some guidelines and orientations for helping the schools to achieve a good use of their flexible time. “Other” corresponds to the subject “Orientation”. Back_to_table

Czech Republic: For 5-year-olds, the curriculum does not provide the number of hours spent on different activities. Education of 5-year-old children is part of pre-primary education. Back_to_table

England: Total compulsory core curriculum time is the recommended minimum that is applicable until 1 September 2011. Back_to_table

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. Back_to_table

Finland: All figures are estimates based on theoretical average (described below).

In the distribution of lesson periods by the government the subjects or subject groups in basic education are grouped into sections combining several year-classes. For each section the minimum number of lessons has been defined in terms of annual weekly lessons. There are 38 weeks in a school year so one annual weekly lesson adds up to 38 lessons. For example in mathematics the distribution of lesson hours means that there must be at least 38 x 32 lessons = 1 216 lessons during the nine years of basic education. These 32 lessons are divided into three sections: at least six annual weekly lessons (= 228 lessons) must be taught during
grades 1–2, 12 (= 456) during grades 3–5 and 14 (= 532) during grades 6–9. Local authorities or schools may decide on how to allocate the lessons to different grades inside a section. Back to table

**France:** Data based on policy documents: curricula and general time schedules, with number of hours of instruction per subject and per level, published in the Official Bulletin of the Ministry of Education (n° 3, from 19 June, 2008; n° 1, 4 February, 2010). At ISCED 1 level, the following groups of grades have the same subjects and the same number of class sessions per year:
- “basic skills cycle” (*cycle des apprentissages fondamentaux*): CP and CE1 (typically 6- and 7-year-olds).
- “deeper understanding cycle” (*cycle des approfondissements*): CE2, CM1 and CM2 (typically 8-, 9- and 10-year-olds). Back to table

**Germany:** Data are based on weighted means. Back to table

**Greece:** The duration of a class session in minutes was calculated as an average of all weekly class sessions. Most class sessions last 45 minutes, yet the final ones tend to be shorter (40 minutes) for pedagogical reasons for younger pupils. Also the more class sessions there are in a programme (here the programmes for 11- and 12-year-olds) the more class sessions of 40 minutes exist in a week. For this reason, an average of the total duration of class sessions is given, even though the typical class session lasts 45 minutes. Coverage of age group percentage is based on data collected at the beginning of school year by ELSTAT (Hellenic Statistical Authority). Back to table

**Hungary:** Data is based on the national core curriculum. Back to table

**Iceland:** The Guidelines (2006) divide compulsory school into three periods; Grades 1-4, 5-7 and 8-10. The guidelines only give the total teaching time for each subject within each period. The teaching time for each period was calculated by dividing the total teaching time with the number of years within each period. Back to table

**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 civic, 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. Back to table

**Italy:** Primary school (6-10 years): the compulsory core curriculum is a theoretical subdivision because it is the teacher who distributes the time of the study areas; only foreign languages and religion are fixed.

Lower secondary school (11-13 years): for the compulsory core curriculum for "reading, writing and literature" and "social studies" an average is calculated (Presidential decree 89/2009 sets 330 hours for all of these areas of study); for "mathematics" and "science" an average is calculated (the presidential decree 89/2009 sets 198 hours for the two study areas). In addition, 66 hours for music are included in “arts”. Back to table

**Korea:** The number of class sessions is based on the related Law and Regulation. Back to table

**Netherlands:** Primary education: 940 hours a year is an average. Primary schools have to provide 7 520 hours in eight school years. Since a few years, schools can decide how they distribute these hours over the years. Previously the instruction time of pupils in the highest grades in primary schools was 1 000 hours. The curriculum data come from a study which was still based on these 1 000 hours. Back to table
Norway: Grades 1-7: Estimated data are based on the average numbers of teaching hours at each grade and the numbers of class sessions for each subject for grade 1 to 7 are estimated using the following procedures:

- The proportion of the number of class sessions in core subjects reading, writing and literature, mathematics, physical education and foreign languages from the total number of teaching hours are considered equal within level 1-4 and 5-7.
- The proportion of the number of class sessions in arts, religion and compulsory flexible curriculum from the total number of teaching hours are considered equal on all levels (1-7).
- The number of class sessions for the remaining core subjects, science, social studies and other, are estimated from the observed total number of class sessions for each grade, using the following equation:
  \[ Y = \frac{((OG - CG)/X)*S)}{} \]
  
  - \( Y \) = 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 equal on all levels (reading, writing and literature, mathematics, physical education, foreign languages and arts and religion).
  - \( G \) = Grade.
  - \( X \) = Sum of class sessions for subjects science, social studies and other).
  - \( S \) = Total number of class sessions for subject (science, social studies and other).

  All estimates are rounded.

  Grade 6 is used to balance the estimates.

  Grades 8-10: Estimated data is based on the on the numbers of class sessions are estimated using the following procedures; the numbers of class sessions for each subject for grade 8 to 10 are estimated using the average numbers of teaching hours at each grade.

  Grade 10 is used to balance the estimates. All estimates are rounded.

Poland: The number of class sessions for each subject per year by grade was calculated on a basis of teaching hours per week in a period of three years. There are three-year instruction periods: for grades 1-3 at ISCED 1, for grades 4-6 at ISCED 1 and for grades 1-3 at ISCED 2. It was assumed in calculations that there were 35.8 weeks per year of educational activities for ISCED 1 and 35.4 weeks of educational activities for ISCED 2 programmes in the 2010-11 school year.

In the school year 2009-10 by the mean of the regulation of 23 March 2009 of the Minister of National Education a change in the outline timetable for public schools was introduced. In accordance with it, in the lower secondary school (gimnazjum), during the 3 years of the educational programme, the minimum number of teaching hours of different subjects was defined (for example for the Polish language - 450, for mathematics – 385). Consequently, it was calculated that the average number of teaching hours for the Polish language per one year of education is 150, for mathematics - 128.3, etc. For the next school year (2011-12), this regulation is also to cover 15-year-olds. However, the number of class sessions for the hours left to the school head's discretion (reported as “total compulsory flexible curriculum”) and for the subjects religion/ethics (reported as “total non-compulsory curriculum”) for the 13- and 14-year-olds were still calculated on the basis of teaching hours per week in a period of three years. It resulted from the outline timetable for gimnazjum (lower secondary school).

Portugal: The calculation of the number of instruction days was based on the intended 176 days in ISCED 1/2/3 and 193 days in ISCED 0. As most teachers teach more than one grade, three exceptions were not considered: 9th, 11th and 12th grades that had 168 instruction days, due to the period of national examinations. In the “least demanding programme” for 15-year-olds, it is compulsory that teachers fulfil the statutory amount of time allocated to each subject. In ISCED 0 and ISCED 1 (grades 1, 2, 3 and 4), teachers'
scheduled teaching time is 25 hours per week, whereas in ISCED 1 (grades 5 and 6), ISCED 2 and 3 they teach 22 hours a week. The schedules of teachers who have a reduced teaching work load, due to their age, years in the profession and for doing extra-curricular activities at school (math clubs, etc) were not taken into account. The total of working hours per annum was calculated on a basis of 226 working days for ISCED 1/2/3 and 228 working days for ISCED 0. 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 languages, 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

**Interpretation**

**Australia:** Data on time spent on individual subjects have not been presented for Australia as reliable estimates could not 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 from states’ and territories’ education departments and should be considered as indicative results only. 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: 10 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. Schools are free to organise the number of class sessions based on the recommendations by the umbrella organisations.

In primary education (6-9 years), the umbrella organisations do not recommend the teaching of modern foreign languages, but individual schools may offer it.

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

**Canada:** Class session unit in hours was set to one hour for consistency of estimation across the jurisdictions. The length of one class session varies within each jurisdiction. The length of a class session is sometimes set by schools or by school boards.
Regarding the nature of reported data, the response most often quoted by jurisdictions was reported. For the question about the various school types, the responses varied: eight jurisdictions responded that they have only one school type; one jurisdiction responded that they used simple averages, two jurisdictions chose only most typical school type, and one jurisdiction did not respond.

Coverage of age groups in percentages is a weighted average of the 12 submitting jurisdictions like other numerical values.

Canadian figures by subject include data from 11 of Canada’s 13 jurisdictions. Canada’s two official languages are French and English. French is included in "modern foreign languages" for schools where the language of instruction is English. English is included in "modern foreign languages" for schools where the language of instruction is French.

Canadian figures represent the mandated or recommending minimum hours of instruction. Canada has comparatively a higher proportion of instruction time reported as “compulsory flexible curriculum”. Instruction figures (including figures for hours of instruction devoted to “core” subjects such as literacy, mathematics and science) for Canada should thus be treated as a minimum rather than “typical”, “total”, or “maximum”. 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. The curriculum is the minimum one. Headmasters may increase the total number of hours.

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 (gymnázi). 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.

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. The regional authorities, local authorities or schools themselves are relatively autonomous in determining how time should be allocated to each year of instruction. A minimum number of hours per week at each grade level must be met. It amounts to 18 hours per week at the 1st-2nd grades, 22 hours from the 3rd to 5th grade, 28 hours at the 6th-7th grades and 30 hours at the 8th-9th grades. The minimum number of instruction hours per week is less than the minimum number of instruction hours per week for the whole ISCED 1 and ISCED 2. Minimum number of hours of instruction at each grade level prevents the accumulation of number of instruction hours in one grade and then the overloading of students. Mandatory minimum number of hours is the aggregate number of hours for the whole ISCED 1 (i.e. at least 118 hours per week) and for the whole ISCED 2 (i.e. at least 122 hours per week). This may be termed as vertical flexibility. Back_to_table

**Denmark:** The number of hours for each subject is the annual number of hours that the Ministry of Children and Education recommends for each subject at each grade level from 1st to 9th grade. There is no requirement that schools should offer a number of hours equal to the recommended number. However schools have to plan with a number of hours, taking into account that education must meet the specifications of objectives for each subject set out in the ministerial regulations. The Danish national regulations of the
number of hours that at least must be offered each class at primary and lower secondary schools are typical regulated as the number of hours for three class levels. Back to table

**England:** Class session is the modal length reported in the 2007 Secondary schools curriculum and staffing survey. Of 327 schools submitting data, 65% of periods lasted 60 minutes and 21% lasted 50 minutes. The mean period length was 56 minutes.

Prior to 1 September 2011, the Department for education (DfE) recommends to governing bodies of maintained schools a minimum weekly lesson time:

- 21 hours for pupils aged 5-6 years (key stage 1);
- 23 hours and 30 minutes for pupils aged 7-10 years (key stage 2);
- 24 hours for pupils aged 11-13 years (key stage 3);
- 25 hours for pupils aged 14-15 years (key stage 4).

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

http://www.education.gov.uk/schools/adminandfinance/schooladmin/schoolyear/a0064221/length-of-school-dayyear

Daily session times for any school are set by its governing body. Every day on which a school meets is divided into two sessions; and there must be a break in the middle of the day between those two sessions. Back to table

**Estonia:** National curriculum determines the 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. The lessons per week are multiplied by 35 effective teaching weeks.

For grades 1-3 (7-9-year-olds) “social studies” cover personal and health studies and “arts” cover music. For grades 4-6 (10-12-year-olds) “social studies” includes personal and social education, civic education, and history; “arts” include music and arts.

For grades 7-9 (13-15-year-olds) “science” covers geography, biology, chemistry, physics and science; “social studies” cover personal and social education, civic education, history; “arts” covers music and arts.

The change in teaching hours for “modern foreign languages” between 2010 and 2011 data is due to a change in methodology which shows an average number of lessons per week which now also includes schools in which Estonian is not the study language. Back to table

**Finland:** The 0.4 % of pupils estimated to be outside the coverage comprise pupils in basic education age whose school starting age has been postponed, as well as those pupils who are temporarily abroad or study at home. Back to table

**France:** Instruction time has decreased at the primary level due to the implementation of new curriculum since the school year 2008-09 that entailed the cancellation of the Wednesday and Saturday morning work. The high school reform, decided by the state in 2010, came into effect in September 2010 for the grade “2nde” (first grade of ISCED 3, typically 15-year-olds). School holidays are excluded from the teaching time, but national holidays have been included when not coinciding with school holidays because their impact on teaching time may vary according to the local education authorities. Back to table

**Germany:** For 7-11 year-olds, the significant share of instruction time is included in the category "other" as it is not possible to provide a breakdown per subject at the primary level for some Länder.

The situation in Germany is quite diverse regarding the duration of lower secondary education (different programmes with different durations in the Länder). Back to table

**Greece:** Data collected by the National statistical service of Greece have been used to fill in the responses on coverage of age groups. In ISCED 0, reading, writing and literature, mathematics, social studies, technology,
Arts, physical education, music and drama are used in the programming and implementation of cross-curricular activities that have meaning and purpose for the children. They are not taught as distinct and separate subjects, yet by the end of the school year the pupils are expected to have acquired skills and knowledge in these subjects (Government Gazette 304/B/2003).

Fifteen-year-olds in typical programme: The given curriculum information refers to upper secondary schools with general programmes. Back to table

**Hungary:** Data are based on minimum compulsory number of classes. Back to table

**Iceland:** A pre-school programme for 5-year-olds within compulsory schools (ISCED 1) exists, but there are no guidelines for curriculum or schedule. The schools are responsible for organising the curriculum and schedule. Back to table

**Ireland:** Five- and six-year-olds read as Grade 1 and Grade 2 respectively with changes made consequently to all grade levels for compulsory education, i.e. Grades 1 to 12 in total. This gives due recognition to an eight-year primary school cycle and a three-year lower secondary cycle. Whilst children are not obliged to attend school until they are six years old, the vast majority of five years old do so. Pupils who are four years old are also allowed to attend primary school and approximately 40% do so.

Curriculum at ISCED1 (Primary): The curriculum for primary schools is presented in seven curriculum areas, some of which are sub-divided into individual subjects, and one of which – religious education (RE) – remains the responsibility of the different church authorities. It is delivered as an integrated curriculum and offers cross-curricular experiences for pupils. A suggested minimum weekly time framework is provided to assist schools in planning and preparation for curriculum implementation. ISCED1: For Junior Infants/Senior Infants (Grades 1 and 2) and 1st -6th classes (Grades 3-8), the full pupil day is 4 hours and 40 minutes, and 5 hours and 40 minutes respectively. This consists of 3 hours 10 minutes/4 hours 10 minutes respectively for secular instruction (incl. 10 minutes roll-call), 30 minutes RE, 20 minutes for assembly, and 10 minutes for short breaks and 30 minutes recreation. Durations of lessons may vary but the average is 30 minutes). The entire curriculum is obligatory for all pupils except those with SEN (learning support is provided in such cases). Pupils may be exempted from Irish under strict conditions. They may also absent themselves from instruction in accordance with parental request.

The "match" between the distribution of learning areas across the Irish primary curriculum blocks and the categorisations given at 3.1 in the Manual is problematic in some instances. Therefore, the interpretation below is important in explaining why the data in 2010, though the same as in 2009, 2007 and 2006, differs from that of 2004 for “science” and “social studies” especially. The figure for “mathematics” (shown as 212 in 2004) is corrected at 220 from 2005. The category “other” in “total compulsory curriculum” differs from 2007 as whilst, like then, it includes SPHE, Roll time and Assembly time, it does not include the 10 minute break time as included previously. This is a correction. Hence, “other” now reads as 220 hours for 2009-10.

A period of 2 hours per week “Discretionary time” is allowed as part of secular instruction in order to accommodate the needs and circumstances of individual schools and to provide for varying aptitudes and abilities of pupils - e.g. the teaching of modern foreign languages can be facilitated in this manner (hence MFL is registered here under “compulsory flexible curriculum” but counted in “compulsory core curriculum”). It is noted that the 2004 survey did not acknowledge this time for the 7 and 8 year cohort - it is available at all levels of the primary school and data since then have been amended accordingly. In effect, a modern language is normally taught in fifth and sixth classes (grades 7 and 8) only and mainly in schools that participate in the Modern Languages in Primary Schools Initiative (www.mlpsi.ie). Approximately 15% of primary schools participated in the MPLSI during the 2010-11 school year.

**Weekly time allocation in hours for curriculum areas (Ireland): ISCED1**

**English:** 3 (Junior Infants/Senior Infants)/ 4 (1st-6th class)

**Irish:** 2.5 (Junior Infants/Senior Infants)/ 3.5 (1st-6th class)
Mathematics: 2.25 (Junior Infants/Senior Infants)/ 3.0 (1st-6th Class)

SESE = Social, Environmental and Scientific Education (History, Geography, Science): 2.25 (Junior Infants/Senior Infants)/ 3.0 (1st-6th class)

SPHE = Social, Personal and Health Education: 0.5 (Junior Infants/Senior Infants)/ 0.5 (1st-6th class)

Arts Education: 2.5 (Junior Infants/Senior Infants)/ 3.0 (1st-6th class)

Physical education (PE): 1.0 (Junior Infants/Senior Infants)/ 1.0 (1st-6th class)

Discretionary curriculum time: 1.0 (Junior Infants/Senior Infants)/ 2.0 (1st-6th class)

Religious education (RE): 2.5 (Junior Infants/Senior Infants)/ 2.5 (1st-6th class)

Assembly/Roll call: 2.5 (Junior Infants/Senior Infants)/ 2.5 (1st-6th class)

Breaks: 0.8 (excluded from Curriculum Tables in 2009)

Recreation (typically): 2.5 - excluded from Curriculum tables

Total: 23.3 hours (Junior Infants and Senior Infants i.e. Grades 1 and 2) 28.3 hours (1st-6th classes i.e. Grades 3-8). (Whilst 25.8 had been considered the total relevant to curriculum tables at ISCED 1 in 2007, this was amended to 25 in 2009 due to the exclusion of the breaks.)

Interpretation of “compulsory core curriculum” for Irish curriculum:

Reading, writing and literature: English and Irish

Mathematics: mathematics

Science: science element only of SESE

Social studies: history, geography element only of SESE

Arts: arts education

Physical education: physical education

Religion: religious education

Other: SPHE, Assembly/Roll call (Breaks are not included in 2010 or 2009)

Compulsory flexible curriculum: discretionary curriculum time applied to compulsory curricular areas

Classical languages are not taught at primary level.

Notes on ISCED 2:

The curriculum for the 12-15 year age group consists of compulsory and approved subjects. The compulsory subjects are:

Irish, English, mathematics, history, geography, civic, social and political education (CSPE), social, personal and health education (as from September 2003) and not less than two subjects from the approved list of examination subjects covering Latin, ancient Greek, Spanish, Italian, German, French, science, technology, home economics, classical studies, religious education, Jewish studies, music, art/craft/design, materials technology (wood), metalwork, technical graphics, business studies, typewriting, environmental and social studies. In practice most schools offer, and most students take more than two of the above list of approved subjects.

Because most students take science and at least one foreign language from the approved list, these two subjects/subject areas have been entered in the data as compulsory subjects and the 3rd subject taken has been entered under “Non-compulsory curriculum”.

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It is intended that religious education (RE) and physical education (PE) should form part of the curriculum in all schools.

There are no regulations governing the precise amount of time to be spent each year on individual subjects at ISCED2, apart from CSPE which must have the equivalent of one 40-minute period per week. The allocation of time presented here is an estimation of the general time allocation practiced in schools, based on a typical individual class unit of 40 minutes. The weekly time 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 700/800 students, as follows:

- Reading, writing and literature: 10 x 40 min. lessons
- Mathematics: 5 x 40 min. lessons
- Science: 4 x 40 min. lessons (if taken)
- Social studies: 8 x 40 min. lessons (include History, Geography, SPHE and CSPE)
- Modern foreign languages: 4 x 40 min lessons (if taken)
- Technology: 3 x 40 min lessons (if taken)
- Arts: 4 x 40 min lessons (if taken)
- Physical Education: 2 x 40 min lessons
- Religion: 3 x 40 min lessons

Schools administered by vocational education committees may substitute one or more practical subjects for “history” and/or “geography” as part of the core curriculum.

The flexible compulsory part of the curriculum is calculated by assuming all schools offer two additional subjects from the approved list and allocate 4/40 min lessons to each of these subjects.

Numbers 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 for Ireland. Back to table

**Israel:** Primary education: In general, compulsory schooling starts at age 6 (grade 1) and ends at age 11 (grade 6). However, there are exceptions. About 16% of the 6-year-olds remain in kindergartens. About 30% of the pupils in grades 7 and 8 go to primary schools.

Lower secondary education: Starts at age 12 (grade 7) and ends at age 14 (grade 9).

Upper secondary education: In general, upper secondary education starts at age 15 (grade 10) and ends at age 17 (grade 12). However, part of the upper secondary schools starts at age 14 (grade 9).

The duration of an average class session is 47 minutes, as some sessions are 50 minutes long and the others are 45 minutes.

The class sessions shown in this indicator represent the State official public education only. The instruction hours by subject for each grade was calculated by using a weighted mean of the distribution of classes in: the Hebrew State Education, the Hebrew State Religious Education, the Arab State Education and the Druze State Education. The class sessions of the Orthodox Hebrew sector and the Recognized Education (e.g. government-dependent private schools), which represent in 2011 about a quarter from pre-primary to lower secondary education students, are not included in this table, for they are not enrolled in state official education.

This weighted mean includes hours of the “long school day” Programme. In 2010-11, 31% of the primary classes participated in this programme. An average of 1.5 hours was added to the compulsory flexible hours of all classes with students of age 6-11.
The vast majority of students attend school six days a week.

From the 2008-09 school year onwards, data was based on the calculation of five-year average (220 school days in the primary education and 210 in the secondary education), divided into 6 school days per week. Therefore, in the primary education the average instruction time is 36.6 weeks and 35 weeks in the secondary education.

The annual school framework can include up to 22 days of authorised outside activities, such as field trips (10% of schools days).

The flexible hours in primary and lower-secondary education (from age 6 to age 14) are decided by school administrators/principal and professional staff who are also responsible for the decision on the subjects from the existing courses with extra teaching hours.

In the upper secondary education there are five flexible hours. In this case, the students have to choose a profession-related course be examined at the matriculation exams.

The calculation of the instruction time does not include breaks and hours of group teaching. Back to table

**Italy:** The reform of the second cycle of education (DPR15 March 2010, n.87, 88 and 89) started its implementation in the 2010 - 2011 school year. This reform reorganises the courses offered in the different study tracks and their curriculum time allocation. The reform applies from the first year of upper secondary school. Back to table

**Japan:** For 7-11 year-olds, total compulsory core curriculum: In elementary school grade 2 (7-year-olds), life environment studies is divided into science and social studies. Arts consist 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. The compulsory flexible curriculum consists of instruction time allocated for special 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.

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 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 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.

The government guideline for curriculum was revised in FY2008 in order for students to acquire fundamental knowledge and skills, and to develop the well-balanced ability to think, judge and express ideas. Therefore, the instruction time in mathematics and science has been increased from a viewpoint of the introduction of the internationally accepted curriculum and new scientific knowledge. Furthermore, the increased instruction time allows students to learn hard-to-understand contents repeatedly and to carry out the sufficient amount of observation and experiment. Compulsory flexible curriculum has been reduced as the instruction time in mathematics and science has been increased. Standard instruction time of mathematics was increased by 20-35 for students between 7 and 12 years old. Standard instruction time of science was increased by 20-10 for students between 8 and 11 years old. Back to table
Korea: This table was prepared for the education curriculum implemented in 2011. For 6- and 7-year olds, the instruction time was put in “other” because the national education curriculum was designed to be interdisciplinary for this age group, which makes it very hard to partition the instruction hours by subject matters except “reading, writing and literature” and “mathematics”.

Total number of class sessions used to be regulated by grade, but in 2011, a regulation that specified total number of class sessions in “a range of grades”, instead of “each grade” was implemented and applied. For example, according to the revised regulation, 1st and 2nd graders are obligated to receive a certain number of class sessions; a school is therefore obligated to provide a certain number of class sessions in two years. An average value of the regulated total number of class sessions as "total number of class sessions per year" for those grades was submitted. Back to table

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. Back to table

Mexico: For 2009, there was a reform of ISCED 3 curriculum. The reform of upper secondary education took place in the framework of the national system of upper secondary (abbreviated to SNB in Spanish) in diversity context and considering the level of competencies that form a common curriculum framework for SNB. It also specifies the teaching skills for teachers of upper secondary education. It further identifies ways that school could join the reform.

Since the implementation of the reform in 2009, much has been achieved. Fifteen-year-olds in typical programmes represent an average estimate of the curriculum in Mexico for the academic term 2010-2011 and it includes the new common curriculum for ISCED 3. Back to table

Netherlands: For primary and secondary schools the duration of one classroom session may vary: there is no formal compulsory curriculum. Secondary schools are autonomous in scheduling their lessons. Back to table

Norway: The distribution of teaching hours per subject for the 10-year compulsory school is mainly established for primary schooling (ISCED1, grades 1-7), and for lower secondary schooling (ISCED2, grades 8-10) separately. Compared to data published in Education at a Glance 2012 the distribution of instruction time by subject changed due to an increase of 38 class sessions of compulsory flexible curriculum in grades 1-7 as a whole. This change has caused some changes in the reported data for grade 1-7. Back to table

Poland: Starting from the school year 2009-10 the name of “integrated education” was changed for “early school education” that is meant to provide a smooth transition from pre-primary to school education. Educational activities are conducted according to a flexible timetable prepared by the teacher, in which the duration of lessons and breaks are adjusted to the pupils’ capabilities. As a result, traditional systematic teaching of separate subjects has been replaced by educational units. Educational activities are context- and task-oriented and can be planned flexibly on a basis of one day, one week, or one month.

One teacher is responsible for the entire early school education with an exception of musical education, physical education, art, computer science and modern foreign language which can be taught by other qualified teachers.

Starting from the school year 2009-10 the minimum number of teaching hours in a period of 3 years was introduced for the following educational activities:
- Modern foreign language: 190 teaching hours
- Musical education: 95 teaching hours
- Art education: 95 teaching hours  
- Computer science: 95 teaching hours  
- Physical education: 290 teaching hours  

The remaining teaching hours are dedicated by the teacher, according to the approved (by the school head) curriculum, to: the Polish language, social education, natural science, mathematics and technology.  

Early school education is to cover all three grades of primary school (children aged 7-9) in the school year 2011-12. In 2010-11 education in the third grade of primary school (children aged 9) is still called integrated education.  

For pupils aged 7 to 15, a certain amount of additional flexible time is left to the discretion of the school principal who can allocate it for compulsory subjects, cross-curricular pathways, remedial classes or to increase educational opportunities of gifted pupils or those with learning difficulties.  

Non-compulsory curriculum refers only to religion/ethics which are not compulsory subjects; pupils can choose one of them. Lessons with a class tutor as well as hours related to Education for Safety for the grade 7-8 (lower secondary education) were reported in "other".  

According to the Teachers' Charter, starting from 1 September 2009, within the framework of the weekly working time, teachers are obliged to devote 2 hours to extra activities in primary and lower secondary schools and 1 hour in upper secondary schools. Within the framework of these hours, students have the right to participate in either day-care room or educational activities. These hours are not obligatory for students and are not included in the data.  

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 to meet the needs of learners.  

Slovak Republic: Before the school year 2008-09 each school had to choose and precisely follow one of several valid curricula. There were four variations of curricula for education at basic schools (basic variant, for language classes, for sport classes, for classes of natural sciences). It precisely set the number of lessons of individual subjects per week, which the schools have to abide by. From school year 2008-09 the process, changes of contents took place at kindergartens, basic and secondary schools. From the school year 2010-11 the new National Educational Programme (NEP) applies for all 1st, 2nd and 3rd grades of ISCED1, ISCED2 and ISCED3. It is valid for all levels of education, which were harmonised with international standard classification of education of ISCED 1997. It established a two-level model of creation of educational programmes. The first level is the National Educational Programme (NEP) which dictates the minimum contents of education at each level and the minimum weekly number of lessons of compulsory subjects. It is the basis and binding document for creation of individual school educational programme. The second level is the creation of educational programmes including elective lessons. Schools can use all elective lessons either for individual existing subjects or can create new ones.  

After the reform, the compulsory number of lessons was reduced while the number of compulsory optional subjects was increased. The schools use compulsory optional lessons either as an extension of the compulsory subjects or on other subjects, which the school itself will choose and prepare. Each school designed the school educational programmes according the interest of pupils.  

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).  

5 years: pre-school  
6 years: pre-school class, at least 525 hours during a school year.
**Turkey:** As from school year 2010/11, 15-year-old students (grade 10) do not choose anymore among four different fields within the compulsory core curriculum (i.e. science, social sciences, Turkish-mathematics (TM) and foreign language). Thus, there has been a significant change in the allocation of the curriculum as compulsory core and flexible curriculum as compared to the previous year.

In pre-primary education an annual plan is prepared according to the pre-primary education programme. At the scope of daily plan education activities are planned, some activities can be joined. Activities are flexible—their place and timing can be changed, and vary from school to school. Back to table
### Sources and references

**Indicator D1 How much time do students spend in the classroom?**

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<th>Reference period</th>
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<td>State and territory education departments, primarily regulatory documents, although sources are a mixture of regulations and actual data.</td>
<td>2011</td>
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<td>Austria</td>
<td>Law or policy documents based on law (Lehrplan). Curricula are public ordinances enacted by the Federal Ministry.</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).</td>
<td>School year: 2010-11</td>
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<td>Canada</td>
<td>Acts, Regulations and Policies of the provincial and territorial governments. In some jurisdictions, informed by Collective Agreements and Teachers’ Handbooks. The majority of jurisdictions reported mandated minimum instruction time for students.</td>
<td>School year: 2010/11</td>
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<td>Chile</td>
<td>“Plan of Studies”, Ministry of Education of Chile.</td>
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<td>Class session duration is based on the Secondary Schools Curriculum and Staffing Survey 2007 and the curriculum is based on the School Workforce Census, SFR 6/2011 Curriculum data is based on November 2010.</td>
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<td>Estonia</td>
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<td>Iceland</td>
<td>Department of Education and Science statistical reports and circulars; Primary School Curriculum - Introduction; Rules and Programme for Secondary Schools; Circular M29/95 for post-primary schools. Ministry of Education.</td>
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<td>Country</td>
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<td>Poland</td>
<td>Regulation by the Minister of National Education and Sport of 12 February 2002 on Outline Timetables for Public Schools with further amendments.</td>
<td>2010-11</td>
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| Portugal        | *Duration of the School year: Dispatch nr. 11120-A/2010*  
*Pre-primary education: Law nr. 5/97, of 10th February - Framework Law for Pre-School Education*  
*Primary education (1st cycle): Dispatch nr. 19 575/2006, of 25th September 2006; Decree-Law nr. 209/02, of 17th October 2002; and Decree-Law nr. 6/2001, of 18th January 2001;*  
*Primary education (2nd cycle): Decree-Law nr. 209/02, of 17th October 2002; and Decree-Law nr. 6/2001, of 18th January 2001;*  
*Lower secondary education: Decree-Law nr. 209/02, of 17th October 2002; and Decree-Law nr. 6/2001, of 18th January 2001;*  
*Education and training courses: Joint Dispatch nr. 453/2004, of 27th July 2004; Rectification nr. 1 673/2004, of 07th September 2004* | 2010-11     |
| Slovak Republic | Scottish Government  
Curriculum of the Ministry of Education, Science, Research and Sport of the Slovak Republic. | 2010-11     |
| Slovenia        | Ministry of Education, Science, Culture and Sport.                                 | 2010-11     |
| Spain           | Royal Decrees establishing the national core curriculum for the different educational stages:  
Lower secondary education, RD 1631/2006, of December 29. Each Autonomous Community publishes, in its respective official bulletins, its own regulations regarding instruction time in primary (ISCED 1) and lower secondary education (ISCED 2) based in 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 2007-2008. The RD 806/2006, of 30 June establishes the time table for this implementation: in the academic year 2009-2010 the 5th and 6th year of Primary Education ages 10, 11. | 2010-11     |
| Sweden          | Law or policy document based on law (data on formal arrangements).                 | 2010-11     |
| Turkey          | Regulation on Primary Education Institutions  
Regulation on Secondary Education Institutions  
Primary School Weekly Lesson Table, Decision dated 20.07.2010 and numbered 76 of MoNE Board of Education  
General High School Weekly Lesson Table, Decision dated 11.09.2009 and numbered 151 of MoNE Board of Education  
Working Calendar for school year 2010-2011 | 2010-11     |
| United States   | Schools and Staffing Survey.                                                       | 2010-11     |
| Indonesia       | Ministry of Education                                                             | 2010-11     |
| Russian Federation | Official documents issued by the Ministry of Education and National statistics agency (Rosstat) data | 2011        |
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 (FTE) by the number of teaching staff in full-time equivalents (FTE). Teaching staff refers to professional personnel directly involved in teaching students (and whose primary function is teaching), but excludes teachers’ aides and teaching/research assistants.

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 is excluded from staff numbers. The figures for staff numbers only include staff on a permanent work contract. By excluding casual staff, total staff was 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.

**Austria:** Ratio of student to teaching staff: Data on trainers in the work-based element of combined school and work-based programmes are not available. Therefore the number of students in combined school and work-based programmes is converted using a factor of 0.3 in the calculation of the ratio of students to teaching staff.

**Belgium:** Ratio of student to teaching staff: Data exclude students and teachers from the German-speaking Community.

Data exclude independent private institutions. These data are not collected by the Education department. For personnel working in non-university tertiary education (hogeschoolonderwijs-Enseignement supérieur in HE, ISA, ESA) it is not possible to distinguish between tertiary-type A and tertiary-type B programmes (in the French Community). However, all hogeschoolonderwijs personnel are included in the total for higher education.
Chile: **Ratio of student to teaching staff**: Compared to data published in Education at a Glance 2012, the there has been a change in the methodology to calculate the number of teachers and the number of pupils enrolled in pre-primary education. The change led to the exclusion of information of enrollment and personnel of some institutions with missing or low quality personnel data (approx. 20% of enrollment, mainly 3-year-old students in public and private institutions that attend 0 to 3 year-old students). Moreover, some pre-primary classroom teachers have been re-classified with teacher aides. [Back to table]

Denmark: **Ratio of student to teaching staff**: Compared to data published in *Education at a Glance 2011*, values for the ratio of student to teaching staff are higher as previously the ratio included the total number of teaching staff instead of the full-time equivalent number of teachers.

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 previous editions the ratio of students to teaching staff is recalculated according to the explanations in UOE manual. 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**: Upper secondary education includes teachers in all vocational and technical programmes. Teachers at post-secondary non-tertiary and tertiary-type B levels are included in upper secondary education. However, the number of tertiary-type B students in these programmes is negligible.

Starting from data published in *Education at a Glance 2008* (school/academic year 2005-06) data for tertiary level (ISCED levels 5/6) academic staff include only instructional personnel. Research personnel (personnel whose main function is research) are excluded. Previously research personnel were included among academic staff at the tertiary level. [Back to table]

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. [Back to table]

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 level 5B) are not available.

Until 2008, programmes at Berufsfachschulen aimed at qualifying Kindergarten teachers and school-based vocational education for medical assistants, nurses, midwives or social assistants had been allocated to ISCED level 3B. The respective programmes at health-sector schools (Fachschulen) had been allocated to ISCED level 5B. Now all these programmes, regardless of the type of school, are allocated to ISCED level 5B. This is the reason for a significant rise of the student teacher ratio in ISCED level 5B. [Back to table]

Hungary: The public education system includes complex institutions on a large scale at ISCED levels 3, 4 and partly 5B. One teacher can teach at different levels. The teachers who teach at various levels are classified according to the largest part of their teaching time spent at a specified level. Thus, the levels of the classification of teachers from one year to another may differ significantly which may affect the ratio of student to teaching staff.
At the tertiary level, academic staff includes the number of researchers too, so the teacher/pupils ratio is only partly comparable to data published in the previous edition of *Education at a Glance*. Back to table

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

**Ireland:** Ratio of student to teaching staff: At the pre-primary level, up to and including *Education at a Glance 2011* only a small proportion of pre-primary programmes were included in the data. From *Education at a Glance 2012* onwards the vast majority of enrolment in all pre-primary programmes is included. Hence there is a once off break in the time series of the data on the ratio of student to teaching staff at that level.

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.

Compared to data published in previous editions of *Education at a Glance*, at the tertiary level, the data in table D2.2 only include a subset of public institutions and are not comparable with previous year’s data.

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). Back to table

**Japan:** Ratio of student to teaching staff: Compared to data published in *Education at a Glance 2011*, the ratio of student to teaching staff at the tertiary level is not available due to the difficulty in defining an appropriate full-time equivalent coefficient for part-time teaching staff in tertiary education. In Japan, there are many part-time teachers at this level and their types of working are too diverse to grasp. Moreover, the number of the part-time teachers is significantly large, so the total number of teachers is strongly influenced by how the full-time equivalent of the part-time teachers is calculated. Back to table

**Korea:** At the pre-primary level, there are two kinds of teachers in Korea. Teachers of kindergarten (pre-school) have the formal teacher certification presented by Minister of Ministry of Education, Science and Technology. Teachers of childcare centres have the qualification presented by the Ministry of Health and Welfare. 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 full-time equivalent (only teaching activities were included). Back to table

**Netherlands:** Ratio of student to teaching staff: Compared to data published in *Education at a Glance 2012*, data for private institutions have been estimated. The figures for the Netherlands are disaggregated by each ISCED level for the first time in *Education at a Glance 2013*, on the basis of the distribution of enrolment. Back to table

**New Zealand:** Ratio of student to teaching staff: Compared to data published in *Education at a Glance 2011*, improvement in the methodology led to some changes in the ratio of student to teaching staff. At the pre-primary level, the definition used for a full-time equivalent teacher and student has been revised (30 hours is now used instead of 20 hours in previous years) and estimation methods have been revised to more
accurately count and distribute early childhood education teachers into ISCED level 0 and to ensure pupils and teachers are better align at this level. The methodology to report students from independent post-school private institutions in vocational programmes at ISCED levels 3 and 4 and in programmes at ISCED level 5B has been improved.

Compared to data published in Education at a Glance 2010, ratio of student to teaching staff has been affected by three changes. First, the coverage of both teachers and students has been improved for independent private post-secondary and tertiary institutions. Second, the method used to determine the numbers of teaching staff across levels of education has been improved for post-secondary non-tertiary and tertiary institutions. Third, student numbers now also include students in programmes of less than one semester, in order to better align with teaching staff numbers, where it is not possible to distinguish and exclude teaching staff engaged in programmes of less than one semester.

The combined effect of these changes has been to increase both staffing and students numbers, predominantly at upper secondary, post-secondary non-tertiary and tertiary-type B levels of education. In most cases, the subsequent student-to-teaching staff ratios have remained more or less stable. However, the impact of these changes combined with significant real growth at post-secondary non-tertiary level has seen a large increase in student to teacher ratios at this level. The changes have also had an impact on student to teaching staff ratios in private institutions, in particular, independent private institutions. The student to teacher ratio for upper secondary level of education for independent private institutions reduced to 6.4 in Education at a Glance 2011 compared with 10.5 reported in Education at a Glance 2010. The subsequent ratio for private institutions in total reduced as well, while the ratio for all secondary level study at independent private institutions also reduced significantly.

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 primary and secondary levels of education, 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 primary and lower secondary levels (ISCED levels 1 and 2) is estimated (67.8% for ISCED level 1 and 32.2 % for ISCED level 2). This estimate results in the same values at ISCED levels 1 and 2 for the age distribution of teachers (Table D5.1) and the gender distribution of teachers (Table D5.2).

Poland: Ratio of student to teaching staff: Compared to data published in Education at a Glance 2010, the ratio of students to teaching staff at the tertiary level increased significantly. This is due to a general increase in total number of students (both full-time and part-time) not followed by such a radical increase in teaching staff number. Additionally, a methodological change was introduced in calculating full-time equivalent students. Post-graduate students (a group of ISCED level 5A) are counted as part-time students and full-time students are counted on the basis of their actual mode (full-time/part-time) of study. In previous years (2009 and before) this division was not possible and students were reported as full-time students only.

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 level 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.

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 200-05, 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 level 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 full-time equivalent 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 2011*, the ratio of student to teaching staff has significantly increased at the tertiary level, as a result of a significant decrease in the number of teachers/academic staff at the this level: Employees being PhD students which were included with academic staff in previous years are now included with teaching/research assistants.

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 2007-08 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: Compared to previous years, actual figures are now reported (no more estimations) for teachers and students at ISCED levels 0 to 3. At ISCED level 3, vocational programmes are now reported. This leads to a significant increase in teaching staff at this level (by more than 120%). 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 since the 2010 edition. Government Dependent private institutions 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 private institutions and with this expansion the class sizes are now similar to those in public schools.

**Ratio of student to teaching staff:** Compared to data published in *Education at a Glance 2012*, the ratio of student to teaching staff changed significantly at several levels of education. This partly results from the continued policy of converting schools in England from public to the government-dependent private sector (known as Academies). This accounts for the increasing proportion of pupils and teachers in the government-dependent private sector.

Compared to data published in *Education at a Glance 2011*, ratio of student to teaching staff at secondary and tertiary levels increased further to improvement in the methodology used for the data collection on teachers combined with the increase in student number at the tertiary level.

Compared to data published in *Education at a Glance 2010*, the ratio of student to teaching staff at lower secondary government dependent private institutions increased significantly. This is the result of a change in methodology. Assumptions are used to assign teachers across levels of education in independent private
institutions. Whereas in previous years the ratio of tuition fees across different levels of education was used to make the breakdown, the assignment is now based on national data on the pupil to teacher ratio in public institutions across different levels of education.

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

**United States**: Ratio of student to teaching staff: Starting with *Education at a Glance 2011*, the methodology used to estimate the distribution of teachers at ISCED levels 1 to 3 changed: calculations are based on universe data for current totals of teachers by grade level and nationally representative survey data for the associated age and gender distributions. In previous editions of *Education at a Glance*, the sample survey of teachers was used for both the distribution of teachers into ISCED levels as well as for age and gender distributions. At the pre-primary level, teachers in private institutions are estimated based on the student to teacher ratio. Due to changes in the estimation of enrolment there is an increase in the number of teachers at this level in private institutions between *Education at a Glance 2011* and 2012. The change in the methodology used to estimate ISCED level 0 enrolment also led to increases in other personnel counts at ISCED level 0, namely, non-teaching staff. Please see note on table C1.1 for a detailed explanation of the estimation of ISCED level 0 enrolment.

Compared to data published in *Education at a Glance 2009*, the ratio of student to teaching staff at post-secondary non-tertiary level decreased significantly in *Education at a Glance 2010* (from 21.7 to 14.7). The staffing survey used for the U.S. submission included staff from small institutions with fewer than 15 employees (who were excluded in earlier surveys). This contributed to the increase in the number of staff (and probably making the ratio more realistic). Personnel counts at this level remained fairly stable between 2008 (data published in *Education at a Glance 2010*) and 2010 (data published in *Education at a Glance 2012*) and enrolment counts at this level rose only slightly resulting in an increase in the student/teacher ratio to 18.0.

Also, most of the post-secondary non-tertiary private institutions operate on a for-profit basis. As a result, this category is very dynamic due to the high percentages of institutions that either close or expand. In other words, the for-profit category tends to reflect somewhat different mixes of institutions from year to year. So, it may appear that the category is not increasing enrolment from year to year; however on an institutional level what is happening is that the successful institutions are expanding their programs and being reclassified as higher level (ISCED level 5B for example) institutions.
INDICATOR D3: How much are teachers paid?

- General notes

The indicator draws on data from the annual system-level data collection of the INES NESLI Network on Teachers and the Curriculum datasheets:
  - CURR 3: Annual statutory teacher compensation by level of education, programme orientation and number of years and level of teaching experience.
  - CURR 3_Actual: Annual actual teacher compensation by level of education
  - 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, Belgium, Canada, the Czech Republic, Denmark, England, Estonia, Finland, Germany, Greece, Hungary, Israel, Italy, Korea, Luxembourg, the Netherlands, New Zealand, Norway, Poland, Portugal, Scotland, the Slovak Republic, Slovenia, Sweden and the United States.</td>
</tr>
<tr>
<td>SILC</td>
<td>France, Iceland, Ireland and Spain.</td>
</tr>
</tbody>
</table>

Notes on specific countries

Tables D3.1, D3.2, D3.4 and D3.5

Coverage and methodology

Australia: Estimates are based on a mixture of relevant industry regulations and awards, and actual data, supplied by state and territory education departments, and it is weighted to produce an estimate for Australia. The state and territory education departments derive their data from relevant industry awards. The weights are based on the number of public school teachers in each state and territory. The 2012 collection has seen a considerable increase in coverage from Australia's states and territories, making the results more representative than in previous years. Australia does not have a national data collection on teacher salaries or school curriculum. Instead, the survey is sent out to all of the states and territories, with the results weighted to derive a national response. As such, the data from Australia should be seen as indicative only and comparisons between years should only be made with caution. The increased survey response largely accounts for the changes in Australia's overall survey results between the 2011 and 2012 collections, rather than actual changes in salary/curriculum (aside from regulated wage structure increases).
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: To obtain figures for the school year 2010-11 weighted means of the 2010 and 2011 salaries were calculated (1/3 2010, 2/3 2011).

Levels of compensation differ on the basis of the teacher’s remuneration group. To obtain reasonable figures, weighted means were determined for the respective ISCED-levels using the distribution of teachers on the existing remuneration groups.

For teachers with maximum qualifications only the highest possible remuneration group was considered. Back to table

Belgium (French Community): Teachers with “Typical qualifications” are teachers that hold a required title (Instituteur, AESI, “AESS: agrégation de l’enseignement secondaire supérieur” - upper secondary school teacher degree). Teachers with “Minimum level of training” do not have the required title. Teachers with “maximum qualifications” hold a required title and a master’s degree for primary school teachers and AESI. Back to table

Canada: The figures are a weighted average of salaries in the ten provinces. The territories are not included, because the corresponding data for weighting are not available. Weight used is the number of full-time educators in each category in each jurisdiction (the figures for 2009-10 were used because at time of submission, the number of educators for 2010-11 were not available). Teachers “under 29 years of age” were included for starting teachers; teachers “between 35 and 44 years of age” for ten years experience and teachers “over 45 years of age” for 15 years experience. For the nature of the reported data, the Canadian figure represents the response chosen by the largest number of jurisdictions (no weighting applied). Back to table

Chile: Salaries calculated according to the law for teachers in public institutions. Back to table

Czech Republic: The “scheduled gross annual salaries” apply to fully qualified teachers with ISCED 5A attainment.

New salary scales for fully qualified teachers with ISCED 5A attainment were introduced in January 2011.

The changes in teachers’ salaries are caused by national government decision (concerned only with pedagogical and non-pedagogical staff in schools, not civil servants). In accordance with this decision since January 2011 there are two salary scales for teachers. The first one was designed for fully qualified teachers with a master’s degree, the second one for qualified teachers without a master’s degree together with unqualified teaching staff. Under this decision not only basic salaries were changed but also age categories scales. On the positive side, salaries of starting teachers increased, less positive is the lower increase of salaries of teachers with 15 years of experience and the decrease of salaries of teachers in the top of scale in comparison with previous year.

The decrease of salaries between 2009 and 2010 was due to lower 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) and the reported annual salary is typically the minimum. Since 2009 the employer’ part of payment for pension is included as a part of the teacher compensation. The reported salaries for teachers at primary and lower secondary level are identical because integrated institutions at these levels is the dominant institutional structure. The teachers and other civil servants got a relatively high increase of salaries from 2008 to 2009, but since then the unions have not been able to reach agreements about any further increase, especially not since 2010. The lack of increase of
the salaries between 2010 and 2011 is just following the collective agreements for teachers and other civil servants and the lack of wage increases is in line with the development of wages in the private Danish labour market.

**Estonia:** 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 past 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.

*Comments on years to go from minimum to maximum salary:* The data is sourced from *Electronic Riigi Teataja.*

**Finland:** The data include all teachers in Finland. The data refer to fully qualified teachers, who constitute 90% of the teaching force.

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

**France:** The teachers’ statutory salaries in table D3.1 are gross annual incomes (*rémunération annuelle brute statutaire*) related to statutory salary scales. They include the accommodation allowance at ISCED levels 0 to 3. Only at ISCED levels 2 and 3, they also include a bonus for tutoring and a bonus for extra teaching time, based on observed teaching overtime (the latter being greater at ISCED 3 than at ISCED 2).

The statutory scales depend on both qualification and job tenure; they consist of coefficients (varying according to the qualification and to the job tenure) combined with an index (*point d’indice*) negotiated each year (the index is the same for all civil servants and subject to annual negotiation and agreement).

For each level of education, France takes into account the most prevalent category of teachers (i.e. *professeur d’école* at ISCED 1; *professeur certifié* at ISCED 2 and 3). The category *professeurs agrégés* is only taken into account as the maximum qualification at ISCED 2 and 3.

*Comments on years to go from minimum to maximum salary:* The statutory salary scales vary depending on job tenure. The related income is the main component of the gross income. For teachers in primary schools qualified as *professeurs des écoles* and teachers in secondary institutions schools qualified as *certifiés* (which is the minimal required qualification), the income related to the scale ranges from 1 (the first year) to 2 at the end of the career.

**Germany:** Before 2007, the salary scale used was the same across Germany and data were collected in the Länder on the number of teachers in each category of the salary scale. The calculation of average salaries was first made for each of the Länder, then for the whole of Germany (weighted means). Since November 2006, a salary scale, which is used throughout Germany, no longer exists. Therefore, the Länder are asked to report the average annual gross statutory salary and the number of teachers in each category. Weighted means are calculated from the Länder data.

**Greece:** For the period 1 January 2011 to 30 October 2011, benefits, allowance and 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. Allowance for teachers with maximum qualifications (e.g. allowance for PhD degrees holder) was also included in the respective salaries. For the period 1 November 2011 to 31 December 2011, the gross salary is based on the new wage grid, according to Act 4024/2011 and the allowances named “performance incentive”, “teaching preparation benefit”, “allowance for non-teaching tasks” were abolished. Allowances for PhD degree holders were also abolished in the new salary scales but 6 years of teaching experience was added to the real teaching experience of PhD holders resulting in allowing them higher salary scales in the new wage grid.

Comments on years to go from minimum to maximum salary: It is based on national legislation. Back to table

Hungary: Data provided by a survey that covers all institutions in the public sector. The survey covers all employees in educational institutions belonging to municipalities, while it is representative (9%) for employees in institutions belonging directly to the central administration (ministry). As the overwhelming majority of public educational institutions belong to municipalities the 'sample' is nearly 100% for the public sector.

Data concerning annual statutory teacher compensation refer to the actual annual average gross salaries of teachers including additional payments in HUF.

Comments on years to go from minimum to maximum salary: It is based on document analysis. Back to table

Iceland: The given figures are calculated by multiplying the monthly salary by 12. Decisions on salaries are dependent on age and experience of teachers.

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 are as follows: starting teachers who are 24 years old; teachers with minimum training and 15 years of experience who are 39 years old; all other categories, teachers who are 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 not receive the average amount.

ISCED 3: In 2006 wage deals were changed 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.

The reference time for calculations is January 1, 2010. Back to table

Israel: The data refers to teachers in the state official public schools.

Since 2009, all school teachers, in all years of experience, have a minimum ISCED 5a first degree qualification. In 2011, minimum qualification for kindergarten teachers is also ISCED 5a. The salary data is reported from a general salary scale which is determined by collective agreements.

In 2008, the implementation of the “New Horizon Program” started in the educational system. In 2011, 80% of the F.T.E. teachers in primary education, 26% in lower secondary education and 8% in pre-primary education were included in the reform. The figures provided are averages between the salaries of the teachers included in the “New Horizon Reform” and the salaries of the teachers who are not. The forecast for the coming years is that there will be a gradual rise in the reported salary, as more teachers will join this reform.

The maximum experience that is recognized for wage calculations is 36 years. The “New Horizon” reform wage table is totally different from the previous one. The new wage table is based on nine promotional levels. Each level represents a 7.5-8.5% increase in salary. Back to table

Italy: The calculated wages include allowances, bonuses and social insurance.
The administrative database used to pay the monthly wages to all teachers in 2010-11 did not distinguish pre-primary from primary teachers. The questionnaire was then completed using aggregated figures. Back to table

**Japan:** The salaries of government officials including teachers are based on private sector conformity in Japan. Therefore, teacher salaries have been reduced by about 2% from the previous year, reflecting private sector wages having decreased in the previous year. Regarding Japan’s data on teachers’ salaries, the calculation method was modified at the reference year 2008. As a consequence, regarding the trend indicators at primary to secondary education levels, the data before 2008 are not easily comparable with the data of 2008 and after. Back to table

**Korea:** Salaries are calculated on the basis of the law and regulations as well as a typical teacher's career. Back to table

**Luxembourg:** Salaries include a 13th-month bonus. Back to table

**Netherlands:** For pre-primary education, data are based on teachers in the first two years of the primary schools (groups 1 and 2). Also, special education is excluded.

In November 2007, the Dutch government launched the actieplan Leerkracht" [http://english.minocw.nl/documenten/Actieplan_LeerKracht_ENGDEF.pdf]. This action plan contains measures to address qualitative and quantitative teacher shortages. Since 2008, the government plans to invest up to EUR 1 billion in the salary of teachers by 2020. In the period 2009-14 about 55 000 teachers will get a higher salary scale. Another measure is the reduction of steps from the start to the maximum salary. The reduction in primary education goes from 18 steps in 2009 to 15 in 2011. In secondary education, the reduction goes from 18 steps in 2009 to 12 in 2014. Teachers who are already on their maximum will receive an allowance.

In 2008 almost all the teachers in primary education had the same salary scale (LA) and less than 1% (the higher) salary scale LB. According to the action plan Leerkracht this has to be 40% in 2014 (in the period 2010-14 a yearly increase of 8%).

In secondary education, there are three salary scales for teachers. In 2008, most teachers (64%) had scale LB; the rest had the higher scales LC (19%) or LD (17%). According to the actieplan Leerkracht this mix will gradually grow to 33% LB, 38% LC and 29% LD in 2014. Randstadregio (western part of the Netherlands, with the four big cities) is an exception. There are more teachers in salary scale LC than in scale LB.

These salary measures have consequences for the data the Netherlands will provide to the OECD from school year 2008-09 until 2014-15. The data will change yearly due to the different mix in salary scales every year. The salary is the total salary of one school year, but this will be weighted by the current ratio in salary scales (reference date 1 October). Thus, this ratio will vary from school year 2008-09 until 2014-15.

Most of the teachers in secondary teachers teach at ISCED level 2 and ISCED level 3. That is the reason why the Netherlands provides the same salary data for ISCED 2 and 3.

For ISCED 1, the salary is (94/100 x LA) + 6/100 x LB).

For ISCED 2 and 3, the salary is (60/100 x LB) + 24/100 x LC) + (16/100 x LD).

**Primary education:**

Monthly salary + 8% holiday allowance + 7.10% single payment at the end of the year + EUR 384 income allowance (12 x EUR 32) + an allowance of EUR 200 on teachers’ day.

Most teachers at the top of the salary scale receive two allowances: one yearly of EUR 714 (in August) and one of € 61 monthly. These allowances are included in the gross salaries.

**Secondary education:**
Monthly salary + 8% holiday allowance + 7.40% single payment at the end of the year + EUR 372 income allowance (12 x EUR 31).

Most teachers at the top of the salary scale receive an additional yearly allowance of EUR 1,371 (in August). This allowance is in the gross salaries.

Primary and secondary education:

Monthly salary is 5/12 2010 + 7/12 2011. In 2011 the number of steps between minimum and maximum has been decreased with one step. Back_to_table

New Zealand: Salary rates are as applied on 1 February, 2011.

The methodology used for reporting upper secondary salaries in 2010 is different to that used for previous years. Statutory teachers’ salaries at upper secondary level after 15 years of experience and minimum level of training are reported at top salary step in 2010. In earlier years the second top salary step was used. Note also that the data for lower secondary level salaries reflects an average of two scales.

Data for ISCED 2 is the average of ISCED 1 & 3. Back_to_table

Norway: Figures refer to central agreement. In some schools/municipalities there will be local variations based on local agreements. Salary data are statutory salaries. 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 the 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 are as follows:

ISCED 0:
Teacher with minimum level of training = pre-school teacher (St.kode 6709 førskolelærer, minstelønn på 0 års ansiennitet).
Teacher with maximum level of training = pre-school teacher (St kode 6709 førskolelærer. Minstelønn på 10 års ansiennitet).
Teacher with typical level of training = pre-school teacher (St kode 6709 førskolelærer. Minstelønn på 10 års ansiennitet).

ISCED 1:
Teacher with minimum level of training = teacher (St.kode 7961 lærer. Minstelønn på 0 års ansiennitet).
Teacher with maximum qualifications = teachers with six years of training (7966 lektor m/ tilleggsutdanning. Minstelønn på 16 års ansiennitet).
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 (Gjennomsnittet av minstelønn 7961 lærer, 1962 adjunkt, 7963 adjunkt m/ tilleggsutd., 7965 lektor og 7966 lektor m/ tilleggsutd. Alle med 10 års ansiennitet).

ISCED 2:
Teacher with minimum level of training = teacher (St kode 7961 lærer. Minstelønn på 0 års ansiennitet).
Teacher with maximum qualifications = teachers with six years of training (St.kode 7966 lektor m/ tillegg. Minstelønn på 16 års ansiennitet).

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 (Gjennomsnittet av minstelønn 7961 lærer, 1962 adjunkt, 7963 adjunkt m/ tilleggsutd., 7965 lektor og 7966 lektor m/ tilleggsutd. Alle med 10 års ansiennitet).

ISCED 3:
Teacher with minimum level of training = general teacher (St.kode 7962 adjunkt. Minstelønn på 0 års ansiennitet).
Teacher with maximum qualifications = teachers with six years of training (St.kode 7966 lektor m/ tillegg. Minstelønn på 16 års ansiennitet).
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 (Gjennomsnittet av minstelønn 7961 lærer, 1962 adjunkt, 7963 adjunkt m/ tilleggsutd., 7965 lektor og 7966 lektor m/ tilleggsutd. Alle med 10 års ansiennitet). Back_to_table

Poland:
For scheduled gross annual salaries, teachers’ compensation was counted as a sum of base salary and bonuses such as seniority allowance, thirteenth month and holiday benefits (rest leave = urlop wypoczynkowy), that constitute a regular part of the annual base salary.

In case of teachers with 10 years of experience calculation was based on the salary of teachers who are classified as “appointed teachers” on the professional promotion scale, since 53% of the teachers with 10 years of experience belong to this category.

Calculation for the teachers at the top salary scale was based on the salary of the teachers, who are classified as “chartered teachers” on the professional promotion scale, which is the highest possible level of qualifications to be obtained.

In order to be able to teach at ISCED 3 level the teacher has to obtain the highest qualifications. This is why the salaries of the teachers at this level are the same for the teachers with "minimum" and "maximum" training.

In case of teachers with 15 years of experience calculation was based on the salary of the teachers, who are classified as “chartered teachers” on the professional promotion scale, since 59% of the teachers with 15 years of experience belong to this category.

In Poland "typical qualifications" of the teachers with 15 years are considered as "maximum qualifications". Back_to_table

Portugal: There were changes in the teaching career. The Decree-Law nr. 75/2010, of 23rd of July, introduced several changes to the Teacher's Career Statute, which led to a change in the indexes used in the previous school year. The figures presented for gross annual salary for “teachers with minimum level of training and 10 years of experience”, “teachers with minimum level of training and 15 years of experience”, “teachers with typical qualifications and 15 years of experience” and “teachers with maximum qualifications and 15 years of experience” reflect the higher indexes for this school year.

On the other hand, according to article 19 of the budget law for 2011, starting from January 2011, total and net monthly salaries higher than EUR 1 500 will be reduced, using the method defined in the abovementioned law (Law nr. 55-A/2010, of the 31st of December). Back_to_table
Scotland: 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 34 200 is the maximum point on the main grade salary scale. Chartered teachers receive up to GBP 41 925 at the top of the scale. There are no additional incremental points beyond this figure i.e. teachers with 15 years of experience will be at the maximum of the common scale.)

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.

Sweden: Data on actual teachers’ salaries are reported. It does not include overtime pay, sickness and holiday pay, bonuses or allowances. Data on salaries are actual salaries based on data from Statistics Sweden (SCB). The source for data is the Register of Teachers, managed by Statistics Sweden combined with data on salaries also managed by Statistics Sweden. Data from the two registers are combined using a personal code for each individual.

Teachers at ISCED 0 were not included in the register in 1999. Therefore, the data on this level are not as reliable as for the other ISCED levels. Data on maximum qualifications are not available. Data are not yet reliable enough to be reported, because registers only cover degrees from 1995 onwards.

Switzerland: Data are weighted national averages of cantonal data.

For the teachers with minimum level of training and 10 years of experience, the available data refer to teachers with 11 years of experience. Special education teachers are not included.

Turkey: For ISCED1, average of the salaries of 1-5 grade and 6-8 grade teacher salaries are reported.

United States: The salaries are derived from the Schools and Staffing Survey (SASS) 1993-94, 2003-04, and 2007-08. This survey contains 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 2008-09, the salaries are adjusted from the 2007-08 administration. This index shows a 1.3% increase in wages and salaries for state and local government workers in the primary and secondary school sector.

Due to 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 centralised 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 directly 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 three or fewer years of teaching experience in the 2003-04 SASS and two 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 two or fewer years of experience, in order to have a larger sample size and more robust estimates. For these reasons, data on 10 years of teaching experience are based on the median salary amounts of teachers with 9, 10, and 11 years of teaching experience. 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 larger sample sizes 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. 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

Indonesia: The data is based on the salary scale. Back to table

Interpretation

Australia: Comparing the salary data with that of previous years should be done with caution, because changes in levels of training/qualifications have not been controlled over time, which affects salary time series.

Caution should be used in interpreting national figures as practices vary from region to region. Back to table

Austria: Pre-primary education is offered at primary school; kindergartens are not considered here. When a new teacher enters the service, they are assigned 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.

Comments on way salary grows: The salary scales have a progressive shape which means that the absolute differences between two steps at the beginning of the scales are smaller than at the end of the scales. The reason lies in the principle of seniority. Also, historical reasons play a certain role. Back to table

Belgium (Flemish Community): The difference between a “lower secondary teacher” and a “lower secondary teacher teaching in upper secondary education” is that the last one has in the past been teaching in what was then called “upper secondary education” (last three years of secondary education).

Comments on salary scales: The lower secondary teacher with a function at teacher training institutions are outstanding teachers selected to train student teachers (practical teacher training). He/she functions at ISCED 2. The scale mentioned in ISCED 2 and ISCED 3 for lower secondary teachers teaching in the last three years of upper secondary education and lower secondary teacher with function at teacher training institutions is extinguishing. All data concern the public schools. The salary for teachers in public schools and in government-dependent private schools is the same.

Comments on way salary grows: At the pre-primary, primary and lower secondary level, the minimum wage (100%; without index; excluding additional payments) is EUR 17,347.42 and maximum wage (100%;
without index) is EUR 30,212.35. The first, second and third year of the career the teacher receives an additional payment of EUR 567.23 (per year).

At the upper secondary level, minimum wage (100%; without index; excluding additional payments) is EUR 21,726.55 and the maximum wage (100%; without index) is EUR 38,312.63. The first, second and third year of the career the teacher receives an additional payment of EUR 703.36 (per year).

**Belgium (French Community):** The salaries reported correspond to the salaries of teachers who hold the “required title” (typical training). However, more and more often, people enter the profession without the “required title”. Considering the current shortage of teachers, more and more people that have a qualification which does not correspond to a “required title” for the teaching profession, or that hold the right basis degree but do not have the associated pedagogical title are currently hired.

The salary scale for teacher with minimum level of training (without the “required title” but with “sufficient title”) is the following:

- **Starting teacher with minimum level of training**
  - ISCED 0, 1 and 2= EUR 28,488
  - ISCED 3= EUR 32,034
- **Teacher with minimum level of training and 10 years of experience**
  - ISCED 0, 1 and 2= EUR 34,663
  - ISCED 3= EUR 39,267
- **Teacher with minimum level of training and 15 years of experience**
  - ISCED 0, 1 and 2= EUR 38,287
  - ISCED 3= EUR 43,770
- **Teacher with minimum level of training at top of salary scale**
  - ISCED 0, 1 and 2= EUR 45,535
  - ISCED 3= EUR 52,775

**Canada:** *Comments on way salary grows:* Teachers’ salary progression in three jurisdictions is linear and in nine jurisdictions is non-linear. In jurisdictions with non-linear salary progressions, the percentage increase in salary between steps in salary scales varies. In many jurisdictions the percentage increase between steps declines with years of experience. For example, in some cases it is a 5% increase between steps at the bottom of the salary scale and a 3% increase between steps at the top of the salary scale. In another jurisdiction the steps in the salary scale include a different number of years of experience e.g. step 1 includes year one and two of teaching, step 2 includes year three and four of teaching, step 3 includes year five of teaching.

**Czech Republic:** See salary scales.

*Comments on way salary grows:* There are new salary tables for fully qualified teachers with ISCED 5A education from January 2011 (see Coverage and Methodology).

In salary tables there are grades and steps, which are dependent on number of years of experience. Between salary steps there is linear increase but steps include different number of years of experience (6 years of experience, 12 years, 19 years, 27 years, more than 27 years of experience).

**Denmark:** The reported salaries for teachers at primary and lower secondary level are identical because integrated institutions at these levels is the dominating institutional structure.
England: Classroom teachers start on the main pay scale, which has six points. There are separate pay scales for England and Wales (which figures in the tables and below refer to), with higher pay ranges for inner London, outer London and the Fringe (surrounding London). Teachers usually start at the bottom of the main scale. But if they have other teaching or relevant experience they may start higher up the scale (such as the Fast Track Teaching Programme in England only).

Teachers receive a salary rise when the pay scales and allowances are updated. In addition, each September, teachers on the main pay scale move to the next point on the scale subject to satisfactory performance – but they may advance by two points if their performance is excellent.

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 7 323 to GBP 12 393. Teachers of special needs students (SEN) may receive an allowance of between GBP 2 001 and GBP 3 954. Schools can also make extra payments to teachers for recruitment and retention purposes and are able to decide the amounts themselves.

Only 3% (ISC0/1) and 6% (ISC2/3) of starting teachers on the main scale receive an additional allowance. At the top of the main scale, 36% (ISC0/1) and 62% (ISC2/3) of teachers receive an additional allowance. At the top of the upper pay scale, 66% (ISC0/1) and 87% (ISC2/3) of the teachers receive an additional allowance.

Advanced Skills Teachers (ASTs) have their own 18-point pay scale which ranges from GBP 37 461 to GBP 56 950. Each AST is paid within a five point range which is based primarily on the nature of the work to be undertaken, the scale of the challenges to be tackled, the professional competencies required and any other recruitment considerations. The pay scale reflects the fact that the grade 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 scale which extends from GBP 37 461 to GBP 105 097. Heads’ pay is normally related to school size, but governing bodies may pay more where necessary to recruit and retain head teachers of the most challenging and largest schools. See salary scales.

Comments on way salary grows: Teachers on the upper pay scale receive the usual salary rise when the pay scales are up-rated. However, progression on the upper pay scale is performance based and governing bodies make the decisions on progression, based on recommendations from heads. Teachers don’t normally move through the upper pay scale more frequently than every two years. Minimum requirements are: 6 x 1 years on main scale plus 2 x 2 years on upper scale = 10 years to reach top of upper scale. However, a typical secondary school teacher would spend two years on M6 and three years on U2 and therefore reach U3 after 12 years. Back to table

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

“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.

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.”
The definition of minimum requirements has changed during these years. The minimum level of training for experienced (but not re-trained) and starting teachers with a minimum level of training are different. The minimum requirement to qualify as a teacher was different 15 years ago than in is today. If a teacher with 15 years of experience fails to raise his/her qualification, the salary can be, but will not necessarily be lower than the salary basis of a starting teacher.

There are four wage levels for teachers (see salary scales):

Teachers are appointed in one out of 4 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 for this survey are based on the following: starting salary = minimum salary for a “young teacher”, Back to table

**Finland:** The salary data for pre-primary education (pre-primary education refers to the one-year provision prior to the start of compulsory education, altogether the Finnish ECEC system caters for children from age 0) is the weighted average of pre-primary teachers in schools and in daycare institutions.

Pre-primary teachers working in schools are under the Collective agreement for teaching personnel.

Pre-primary teachers working within daycare are under the General Collective Agreement for the local government sector.

Since February 2005, there have been some adjustments to the teachers’ payroll system. The former salary class separation no longer exists and teachers’ salaries are calculated using new methods. There is therefore a break in series from 2005, and earlier figures are not necessarily comparable to the new data. Pre-primary education refers to education given at school (pre-primary education is also provided for in kindergartens).

**Comments on way salary grows:** For pre-primary education, it grows at 6% after 5 years, 5% after 8 years, 9% after 10 years, 6% after 15 years and 6% after 20 years. For primary and lower secondary education, it grows at 4% after 5 years + 6% after 8 years + 6% after 10 years + 6% after 15 years and + 6% after 20 years. Finally for the upper secondary education, it grows at 6% after 5 years+ 5% after 8 years+ 10% after 15 years+ 4% after 15 years and +4% after 20 years. Back to table

**France:** See salary scales. Back to table

**Germany:** Comments on way salary grows: It takes place through pay bargaining. Back to table

**Greece:** Top of salary scale includes teachers with more than 33 years of experience. For the period 1 January 2011 to 30 October 2011, the annual gross salary includes the base salary, bonuses, benefits and allowances that all teachers receive (e.g. teaching preparation benefit, etc.). For the period 1 November 2011 to 31 December 2011 the gross salary is based on the new salary scales including the Christmas bonus that was received by all teachers. Benefits and allowances for specific groups of teachers, e.g. married teachers who have children or teachers serving in disadvantaged regions, etc. have not been included.
Comments on salary scales: 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. Back to table

Hungary: In the year 2010 basic wage rates for teachers were not increased. To compensate for the loss of the 13th month of salary, which was abolished in 2010, a flat rate compensation of HUF 98 000 per year was paid in 2010 to all employees in the public sector whose wage fell under a certain limit. In 2011, however, no such wage compensation was paid. Back to table

Ireland: As the service at ISCED 0 is provided by a range of service providers, it is not possible to provide salary details for ISCED 0.

The figures given for ISCED 1 are those which applied on 1 September 2010 at the start of the school year 2010-11. This is in line with the reference dates used in previous EAG data collections.

These salaries reflect a reduction on the 2009-10 figures. Salaries were reduced with effect from 1 January 2010 as part of a public service-wide pay bill reduction. In addition, a separate revised salary and allowance scale relates to new appointees appointed after 1 January 2011. Salaries at each point of the new revised statutory scale are 10% below those on the scale that applied to those recruited prior to January 2011.

Teachers with two years full-time pre-service training start on the first point of a 25-point scale; those with three years full-time training on the 2nd point (typical for ISCED 1); those with four years full-time training on the 3rd point (typical for ISCED 2 and 3 teachers, who require a 1-year professional course on top of a 3-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 1-3 inclusive. Qualifications that exceed the minimum required for eligibility 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 at any simultaneously at one time.

Teachers are permitted to receive a maximum of two additional allowances, one from each of two categories - the two highest allowances are those for (a) Higher Diploma in Education Honours, which is the additional qualification required over and above a primary degree to be a second-level teacher, and (b) Doctorate.

Other additional allowances are available to teachers such as:

Qualification in Special Education
Teaching through Irish
Teaching in an Irish medium district
Teaching on an island
The holding of certification in the teaching of visually impaired, deaf, or physically/mentally handicapped pupils
Long-service (35 years = 10 years at max. of scale). Back to table

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

Since 2009, all school teachers, in all years of experience, have a minimum ISCED 5A first degree qualification. In 2011, minimum qualification for kindergarten teachers is also ISCED 5a. The additional bonuses to the base salary of teachers in Israel are sizeable. The weight of the bonuses as a part of the top salary may reach up to 33%. The only bonuses which are included in statutory figures are the bonuses that most teachers receive. For example, study funds (excluding starting teachers) or reimbursement of transportation expenses were added to the base salary but bonuses for teachers who work in the periphery were not.
Since 2009, there has been a significant change in teachers' salaries. This change is due to the implementation of the "New Horizon Reform" in the education system.

The implementation of the "New Horizon Program" began in 2008. In 2011, 80% of the F.T.E. teachers in primary education, 26% in lower secondary education and 8% in pre-primary education were included in the reform. The weights in the table are averages between the salaries of the teachers included in the “New Horizon Reform” and the salaries of the teachers who are not. All new teachers who join the education system receive their salaries under the terms of the new reform.

In 2011, a bonus for kindergarten teachers was added to the base salary; and in 2009, a "Long School Day" bonus was added to the maximum additional bonuses.

The data refer to teachers in official state public schools.

The maximum experience recognised for wage calculations is 36 years.

Comments on how salary grows: Prior to the "New Horizon" reform, the increase in salaries was not linear. During the first seven years, the salary increased by 5% each year; for the period between 7 and 25 years, the salary increased by 2% each year; and then, from 25 to 36 years, there was an increase of 1% every year. However, the "New Horizon" reform has completely changed the wage table compared to the previous one: the annual increase in salary is less differentiated over the whole teaching career up to a maximum of 36 years. The new wage table is based on nine promotional levels; each level represents a 7.5%-8.5% increase in salary. In 2009-10, the reform was not fully implemented yet, therefore, there was a mixed linear and non-linear increase in teachers' salaries. The salaries for this indicator were calculated using a weighted mean, based on the distribution of teachers who were part of the "New Horizon" reform and those who were not. The forecast for the coming years is that there will be a gradual rise in the reported salary, as more teachers will join this reform. Back_to_table

Japan: The salaries of government officials including teachers are based on private sector conformity in Japan. Therefore, teacher salaries have been reduced by about 2% from the previous year, reflecting private sector wages having decreased in the previous year. Gross annual salaries include a general bonus equivalent to 3.95 months of salary. Back_to_table

Korea: In ISCED 0 level, the two major types of early childhood education institutions, Yuchiwon and Eurinizip are under two different ministries. For a teacher of Yuchiwon, a teacher's license is granted by the Ministry of Education, Science and Technology, and for a teacher of Eurinizip, a license is granted by the Minister of the Ministry of Health and Welfare. At this time, for ISCED 0 level, only data on teachers of Yuchiwon is provided for teaching and working time of teachers and statutory salaries for teachers. 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: 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 (see salary scales). 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 recognising and stimulating the work of the best teachers. It also reinforces interest in the continuing improvement of teachers; it enhances the teaching vocation and encourages teachers to remain in the classroom. It also supports teachers who work in underdeveloped areas in the country. Back_to_table
Netherlands: 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. In 2007 the Dutch government presented the Action Plan Leerkracht van Nederland. One of the policy measures in this plan is to shorten the annual salary increments gradually to 15 stages in primary education and 12 in secondary education. The reduction started in 2009.

In secondary education there are three salary scales: LB, LC and LD. For scale LB, the salary steps increase every year with some euros. It starts at EUR 60 and ends with a step of EUR 132. Until 2009, the scales LC and LD were linear. From 2009 it will be non-linear because each year the scales will be decreased by one step. In 2014 they will be decreased to 12 steps. In the first year there is almost no difference with the linear situation; the first and last steps are still (almost) equal. The difference will be more after 2009. For example: 2009: the first step in LC is 115 and the last step 110.

2010: the first step in LC is 118 and the last step 137.

2011: the first step in LC is 118 and the last step 157. See salary scales, Back to table

New Zealand: In New Zealand, primary school is from Year 1 to 8, and secondary school is from Year 9 to 13. For Education at a Glance reporting, ISCED 1, primary education, covers Years 1 to 7, and ISCED 3, upper secondary, covers Years 11 to 13. ISCED 2, lower secondary education figures, are averages of primary education and upper secondary education.

In New Zealand, any teacher who has been teaching for 10 years is considered to be at the top of the salary scale. Progression is on an annual basis subject to competent performance (a test situation against national professional standards), so a teacher would be expected to progress one step each year. Entry points differ according to the level of qualification upon entry into the service. In addition, the number of years it takes teachers to progress to the maximum salary step is dependent upon their qualifications.

Comments on way salary grows: For primary and upper secondary, it is closer to linear. Back to table

Norway: All figures are given in local currency (NOK). Norway has a minimum wage based on experience. ISCED1 and ISCED2 are treated as a unit in the statistic. The figures are exclusive of all kinds of bonuses. For all teachers in ISCED0, bonuses constitute 0.6% of base salary, i.e. NOK 180. For all teachers in ISCED1 and ISCED2 combined bonuses constitute 4.8% of base salary, i.e. NOK 1 551. For all teachers in ISCED3, bonuses constitute 4.0% of base salary, i.e. NOK 1 384. Figures for teachers with 15 years of experience pertain to teachers with at least 14 years of experience.

Comments on years to go from minimum to maximum salary: The general agreement between municipalities and teachers specifies minimum wages for different types of teachers after 0, 4, 8, 10 years of experience at the pre-primary level, and after 0, 4, 8, 10 and 16 years of experience at the primary, lower secondary and upper secondary levels. Back to table


As a result of the government programme to increase teachers’ salaries by 50% between 2008 and 2012, this indicator is going to be higher in the next editions of OECD publications.

According to the government programme, teachers’ salaries had been increasing successively by 10% in 2008, by 5% from 1 January 2009 and by another 5% from 1 September 2009, then by 7% from 1 September 2010 and by 7% from 1 September 2011, and finally by 3.8% from 1 September 2012.

At the same time, in January 2009, the index used for calculating teachers’ salaries was raised and this change also had an impact on teachers’ salaries. As a result of both the salaries’ increase and the index change the salaries of the beginning teachers are currently 76% higher than they were in 2007. For this group
of teachers the salary increase was the highest if compared with the increase of salaries of the teachers from other career development categories (around 44%-56%).

The aim of the government reform was to improve quality of education through providing financial incentives to attract the best possible teachers to work at schools. The promise of the government from 2007 was put in practice and teachers’ salaries in 2012 were on average about 50% higher than in 2007.

**Comment on years to go from minimum to maximum:** Teachers can achieve the highest category in their teachers’ career development (chartered teacher) after 10 years in service. Later their salaries grow as a result of adding to them the seniority bonus that can amount to maximum 20% of the basic salary after 20 years in service.

**Comments on way salary grows:** Increase in teachers’ salaries is related to achieving the succeeding grades of professional promotion and to receiving seniority bonus. Shifts in basic statutory teachers’ salary, resulting from achieving the succeeding grade of professional promotion, are step changes. Back to table

**Portugal:** **Comments on way salary grows:** The teaching career is composed of ten levels, all with the duration of four years, except the 5th level with two years. The progression into the 2nd, 3rd, 4th, 6th, 8th, 9th and 10th level occurs on the date when the teacher fulfils the minimum required time in that level, and fulfils the performance evaluation requirements, including classroom observation when mandatory. The progression into the 5th and 7th levels occurs in the date in which the teacher had an opening for promotion, after the teacher fulfilling all remaining requirements. Back to table

**Scotland:** Salaries of un-promoted primary and secondary teachers are contained on a common scale, which is why the salaries for the two sectors are the same. 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. See salary scales.

**Comments on years to go from minimum to maximum salary:** Maximum of the salary scale may be reached after 15 years of service. Salary increments are not dependent on training. The figure of GBP 34 200 is the maximum point on the common scale. There are no additional incremental points beyond this figure.

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 Chartered Teacher Programme is not taken into account.

**Comments on way salary grows:** There is proportionally larger increase after the first year of teaching (probation year), with a linear increase afterwards. Back to table

**Spain:** **Comments on years to go from minimum to maximum salary:** In ISCED 0 and 1 it is assumed that teachers can start their professional career at age 23, and therefore accumulate a maximum of 13 trienios (salary supplement after every three-year period) in 40 years until their retirement.

In ISCED 2 and 3 general, the initial training requirements are higher, so a teacher can start his/her professional career at age 25, being able to accumulate a maximum of 12 trienios in 38 years. Back to table

**Sweden:** Salary scales do not exist in Sweden.

"Starting teacher" has been interpreted as teachers having worked for 1-2 years. The median salary value is reported for the teachers in this category.

"Minimum level of training" has been interpreted as teachers with pedagogical qualifications. The median salary value is reported for the teachers in this category.
Data on "maximum qualifications" are not available for Sweden. Data are not reliable enough to be reported yet, thus the registers only contain the extent of studies included in degrees from 1995 onwards.

"Top of salary scale" has been interpreted as teachers belonging to the 90 percentile, which means that 10% of teachers have higher or the same salary as the 90th percentile.

"Typical qualifications" has been interpreted as teachers with minimum level of training, i.e. fully qualified teachers with pedagogical education. Back to table

**Turkey:** ISCED 1 teacher salaries are weighted average salaries of 1-5 grade teachers (generalist teachers) and 6-8 grade teachers (subject specialist teachers). Calculations of teacher salaries are based on maximum teaching hours (30 lessons per week). Back to table

**United States:** In the United States, teachers are typically contracted for a 9-month period. Caution should be taken in interpreting the ratio of salary of teachers 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 in 2010-11 are USD 9,532 for primary teachers, USD 11,627 for lower secondary teachers and USD 7,404 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 earnings from non-school jobs.

Data on starting teachers are based on the median salary amounts earned by teachers with two or fewer years of teaching experience, in order to have larger sample sizes and more robust estimates.

In order to have larger sample sizes and more robust estimates, data on 10 years of teaching experience are based on the median salary amounts of teachers with 9, 10, and 11 years of teaching experience. Similarly, data on 15 years of teaching experience are based on the median salary amounts earned by teachers with 14 to 16 years of teaching experience.

Data on teachers with minimum or maximum level of training at the top of the salary scale are based on the median salary amounts earned by teachers with 30 or more years of teaching experience. There is no national salary scale in the United States.

Data on teachers with "typical" qualifications are based on the median salary of teachers with 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. Back to table
ANNULAR STATUTORY TEACHER COMPENSATION BY LEVEL OF EDUCATION: SALARY SCALES

Some countries report gross salaries based on more than one salary scale or remuneration group. For these countries additional data are collected on the number of scales that apply within the country as well as the distribution of teachers in the different scales (see below).

Number of scales that apply by ISCED level and name of scale and percentage of teachers in scale

<table>
<thead>
<tr>
<th>Country</th>
<th>ISCED 0</th>
<th>ISCED 1</th>
<th>ISCED 2</th>
<th>ISCED 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium (Flemish Community)</td>
<td>1 scale: Pre-school teacher <em>Kleuteronderwijzer(es)</em> (100%)</td>
<td>1 scale: Elementary school teacher: <em>Onderwijzer(es)</em> (100%)</td>
<td>3 scales: Lower secondary teacher (Bachelor for education) (96.38%) Master’s degree (<em>licentiaat</em>) with secondary school teaching qualification (3.49%) Lower secondary teacher with function at teacher training institutions (0.13%)</td>
<td>3 scales: Lower secondary teacher (Bachelor for education) (36.40%) Master’s degree (<em>licentiaat</em>) with secondary school teaching qualification (62.10%) Lower secondary teacher teaching in upper secondary education (1.34%)</td>
</tr>
<tr>
<td>Chile</td>
<td>1 scale</td>
<td>1 scale</td>
<td>1 scale</td>
<td></td>
</tr>
<tr>
<td>Czech Republic Back to table</td>
<td>4 scales: Scale 8 (5%) Scale 9 (87%) Scale 10 (7%) Scale 11 (0%)</td>
<td>3 scales: Scale 11 (6%) Scale 12 (92%) Scale 13 (1%) Scale 13, usually headmaster</td>
<td>3 scales: Scale 11 (6%) Scale 12 (90%) Scale 13 (4%) Scale 13, usually headmaster</td>
<td>3 scales: Scale 11 (4%) Scale 12 (93%) Scale 13 (2.2%) Scale 13, usually headmaster</td>
</tr>
<tr>
<td>England Back to table</td>
<td>3 scales: Main scale (55%) Upper scale (44%) Advanced skills teacher (1%)</td>
<td>3 scales: Main scale (45%) Upper scale (44%)</td>
<td>3 scales: Main scale (45%) Upper scale (54%)</td>
<td>3 scales: Main scale (45%) Upper scale (54%)</td>
</tr>
<tr>
<td>Country</td>
<td>Advanced skills teacher (1%)</td>
<td>Advanced skills teacher (2%)</td>
<td>Advanced skills teacher (2%)</td>
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<tr>
<td>Estonia</td>
<td>4 scales: Young teacher</td>
<td>4 scales: Young teacher</td>
<td>4 scales: Young teacher</td>
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<tr>
<td></td>
<td>Teacher (5%)</td>
<td>Teacher (71%)</td>
<td>Teacher (19%)</td>
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<tr>
<td></td>
<td>Senior teacher</td>
<td>Senior teacher</td>
<td>Teacher-methodologist</td>
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<td></td>
<td>Teacher-methodologist</td>
<td>(3%)</td>
<td>(3%)</td>
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<tr>
<td>France</td>
<td>2 main scales reported:</td>
<td>2 main scales reported:</td>
<td>2 main scales reported:</td>
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<tr>
<td></td>
<td>Certifiés et assimilés</td>
<td>Certifiés et assimilés</td>
<td>Certifiés et assimilés</td>
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The way salaries increase: (L)inear or (N)on-linear

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Table D3.3.

**Methodology**

**Australia:** Data are based on a weighted average of state and territory education department responses. The State and Territory education departments derive their data from relevant industry awards. The weights are based on the number of public school teachers for each state or territory.  

**Belgium (Flemish Community):** Only full-time teachers aged 25 to 64 are included. The data include bonuses and allowances. For secondary education, figures include full-time teachers in general classes in general education in public schools.

**Chile:** Theoretical calculations based on current regulation and using actual data on bonuses and supplementary payments.

**Denmark:** Data are based on statistical information from the schools.

**Estonia:** The cost of wages (bonuses are excluded) of public schools’ teachers (municipal and government owned schools) and municipal kindergarten-primary schools’ kindergarten teachers is divided with the number of teachers in a municipality in full-time equivalence; data are based on the average gross salaries in 2010 and 2011. The database of the Ministry of Finance of the Republic of Estonia does not allow to divide the public schools’ (municipal and government-owned schools’) teachers’ salaries according to ISCED levels, that’s why Estonia can only provide overall average gross annual salaries. Also this database does not give the number of teachers in full-time equivalence in proportion to schools levels. In this table the number of teachers in full-time equivalence is based on the data of Estonian Education Information System, but it is not quite the same as the database of the ministry of finance.

**Finland:** Data refer to pre-primary teachers working in schools.

**Hungary:** Data come from the central payrolls of public employees and an annual sample survey on earnings (9 per cent representative sample). Data collection takes place in May.

**Iceland:** At the upper secondary level, the average monthly salary was multiplied by 12.

**Israel:** The actual teacher's salary data were processed from the salary files and the pay checks of those employed by the Ministry of Education in the pre-primary, primary and lower secondary education. Separations were made according to the age group the teacher teaches, the scope of the teacher's position, and which teachers are under the new salary reform. The actual teacher's salary data for the upper secondary were calculated according to the school reports sent to the Ministry of Education.

**Italy:** The wages are calculated including allowances, bonuses and social insurance. The administrative database used to pay monthly wages to all teachers in 2010-11 did not distinguish pre-primary from primary teachers. The form was then completed using aggregated figures for the two levels.

**Netherlands:** The calculation is based on the salary of teachers (all allowances included), divided by the number of full-time equivalent teachers.

**New Zealand:** Data for ISCED level 2 is the average of ISCED levels 1 and 3.

**Norway:** The numbers are average of the actual wages as per 1 December 2010.

**Poland:** Teachers’ salaries for the school year 2010/2011 were calculated on the basis of the actual data collected in the system of educational data collection (SIO) as of 31/03/2011. They include base salary, benefits, overtime payments, rural area residence allowances as well as holidays payments. The reference date for calculation is March 2011 and the data available on that day were then extrapolated for the entire year. Calculation excludes equalization supplements as well as payments for ad hoc substitutions.
Sweden: Data on salaries are actual salaries based on data from Statistics Sweden (SCB). Actual teachers' salary not including bonuses and allowances.

The source for data is the Register of Teachers, managed by Statistics Sweden combined with data on salaries also managed by Statistics Sweden. Data from the two registers are combined using a personal code for each individual.

Teachers on ISCED level 0 were included in the register in 1999. Therefore the data on this level is not as reliable as for other ISCED levels. Back to table

United States: The salaries are derived from the Schools and Staffing Survey (SASS) 2007-08, the 2007-08 Public School Teacher questionnaire and the Employment Cost Index. Data reported include teacher earnings from base pay, extra-curricular activities, and merit/bonus pay.

Please note: The following alternative combinations of earnings are also possible:

Actual earnings, including earnings from base pay, teaching summer school, extracurricular activities and merit/bonus pay yield USD 50 039 at pre-primary level, USD 50 306 at primary level, USD 51 434 at lower secondary level, and USD 53 468 at upper secondary level.

Actual earnings, including earnings from base pay, teaching summer school, extracurricular activities, merit/bonus pay, non-teaching job at school and non-school job yield USD 50 946 at primary level, USD 52 211 at lower secondary level, and USD 54 720 at upper secondary level.

Actual earnings as presented in last year's submission, including earnings from base pay, teaching summer school, extracurricular activities, merit/bonus pay, and non-teaching job at school in summer, yield USD 50 113 at pre-primary level, USD 50 338 at primary level, USD 51 690 at lower secondary level and USD 53 888 at upper secondary level. Back to table

Interpretation

Australia: Caution should be used in interpreting national figures as practices vary from region to region. Back to table

Austria: It is not possible to distinguish between salaries of teachers and heads of departments so the data cannot be reported. Back to table

Czech Republic: Salaries of non-qualified teachers without any university degree are included. Back to table

Estonia: These data show average gross annual wages of public schools’ teachers (excluding bonuses; divided with the number of teachers in full-time equivalence) and kindergarten-primary schools’ kindergarten teachers (if the kindergarten-primary school belongs to a municipality). The database of the Ministry of Finance of the Republic of Estonia does not allow to divide the public schools’ (municipal and government-owned schools’) teachers’ salaries according to ISCED levels, that’s why Estonia can only provide overall average gross annual salaries. Also this database does not give the number of teachers in full-time equivalence in proportion to schools levels. In this table the number of teachers in full-time equivalence is based on the data of Estonian Education Information System, but it is not quite the same as the database of the ministry of finance. Back to table

France: There is no information on actual salaries yet. The only information published (by Insee - National Institute of Statistics) is the average net annual salary (i.e. gross salary minus non-voluntary deductions) for most of the teachers, from pre-primary level to tertiary level. It amounts to EUR 29 323. http://www.insee.fr/fr/themes/document.asp?reg_id=0&ref_id=ip1381. Back to table

Iceland: At the upper secondary level, data include extra allowances and overtime for all full-time equivalent certified teachers. Back to table
Netherlands: At the pre-primary level, data are based on teachers in the first two years of primary schools and special education excluded. Back to table

Poland: Teachers’ salaries vary depending on various factors, among which is the location of school that the teachers are employed in. Teachers, who are employed in schools situated in localities with less than 5000 inhabitants, receive additional payments (rural area residence allowances). Due to the fact that most of upper-secondary schools are located in towns with more than 5000 inhabitants, and that teachers who are employed in these schools do not receive rural area residence allowances, their salaries are lower than the salaries of the teachers of primary and lower secondary schools. Rural area residence allowances are so substantial (above 10% of basic teacher’s salary) that if they were not taken into account, actual teachers’ salaries of upper secondary schools would be the highest ones. Back to table

Sweden: Average salary is reported. The data is based on salaries of teachers with pedagogical qualifications. Back to table

Switzerland: 1) The figure published is the average salary (CHF 126 406). The median salary at the upper secondary level is CHF 129 000. 2) We included the salaries of school directors in our figures because these people usually also have teaching activities. The possible bias which could result from this addition is negligible because the number of case is very low. 3) The computation of salaries is based on full-time equivalents, i.e. extrapolating salaries of part-time employees to full-time. 4) Payments related to the family status (number of children) are not included. Back to table

Russian Federation: Data represents the average salary of all teachers for it is not possible to distinguish between the average salary of pre-primary, primary teachers, lower secondary and upper secondary teachers. Back to table
Table D3.6.

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 (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade):** Management responsibilities are usually associated with promotional positions won on merit that attract higher rates of pay. This can be done either permanently or on a temporary basis.

**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):** 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, though it is usually done through an increased base salary rather than as a supplemental payment.

**Teaching students with special educational needs (in regular schools):** 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 (e.g. overtime compensation):** In one state/territory, payments are available for teachers who teach during allocated non-teaching time.

**Special activities (e.g. sports and drama clubs, homework clubs, summer school etc.):** In a small number of states/territories an allowance may be paid to teachers who perform special activities.

**Special tasks (e.g. training student teachers, guidance counselling):** 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 (location allowance):** Allowances are commonly paid for teaching in schools that are considered remote or isolated.

**Family status (e.g. married, number of children):** 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.

Austria

**Years of experience as a teacher:** e.g. 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 educational qualification in multiple subjects (e.g. history and mathematics): The multiple subject qualification is a standard requirement.

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): 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 (e.g. based on higher student achievement, independent assessment of teaching skills, etc.): 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 entering the teaching profession: Teachers with a licentiaat degree or master’s degree receive a higher salary than lower secondary teachers (with a bachelor’s degree) in the second degree of secondary education.

Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): There are specific bonuses for teachers who have a specific diploma (for instance Diploma of Higher Educational Studies or a Certificate of Advanced Educational Studies).

Teaching more classes or hours than required by a full-time contract (e.g. overtime compensation): Overtime work is paid in the same way as regular hours. This regulation applies only to the total number of periods allocated by the Flemish Community for funding purposes. The school head or the group of school divides the total number of periods allocated for funding purposes among the teaching staff. This regulation applies to all the teachers. The work of a teacher may be maximum 140% of a full-time. (Besluit van de Vlaamse Regering betreffende bepaalde aspecten van de administratieve en geldelijke toestand van bepaalde personeelsleden van het onderwijs die opnieuw in actieve dienst treden of prestaties leveren die als overwerk of bijbetrekking worden beschouwd goedkeuringsdatum : 4 September, 2009)

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 teachers with a bachelor's degree.

*Special tasks (e.g. training student teachers, guidance counselling):* The French Community grants a complementary allowance to teachers who receive trainees 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.

**Canada**

Canadian reporting uses “local or regional authority” to represent provincial/territorial authority as well as authority at the school board level. The Canadian data includes 12 of 13 jurisdictions.

*Years of experience as a teacher:* All 12 jurisdictions reported that decisions on position in base salary scale are made by local or regional authority. Four jurisdictions reported decisions on supplemental payments per year by local or regional authorities. Two jurisdictions reported decisions on supplemental incidental payments by local or regional authorities.

*Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:* All 12 jurisdictions reported that decisions on position in base salary scale are made by local or regional authority. Two jurisdictions reported decisions on supplemental payments per year by local or regional authorities. One jurisdiction reported decisions on supplemental incidental payments by local or regional authorities.

*Holding an educational qualification in multiple subjects (e.g. history and mathematics):* One jurisdiction reported that decisions on position in base salary scale are made by local or regional authority. One jurisdiction reported decisions on supplemental payments per year by local or regional authorities.

*Successful completion of professional development activities:* One jurisdiction reported that decisions on position in base salary scale are made by local or regional authority. One jurisdiction reported decisions on supplemental payments per year by local or regional authorities.

*Management responsibilities in addition to teaching duties (e.g. serving as a head of department or coordinator of teachers in a particular class/grade):* Four jurisdictions reported that decisions on position in base salary scale are made by local or regional authority. Nine jurisdictions reported decisions on supplemental payments per year by local or regional authorities. Two jurisdictions reported decisions on supplemental incidental payments by local or regional authorities.

*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):* All 12
jurisdictions reported that decisions on position in base salary scale are made by local or regional authority. Three jurisdictions reported decisions on supplemental payments per year by local or regional authorities. One jurisdiction reported decisions on supplemental incidental payments by local or regional authorities.

**Teaching courses in a particular field (e.g. mathematics or science):** One jurisdiction reported decisions on supplemental payments per year by local or regional authorities. One jurisdiction reported decisions on supplemental incidental payments by local or regional authorities.

**Teaching students with special educational needs (in regular schools):** One jurisdiction reported that decisions on position in base salary scale are made by local or regional authority. One jurisdiction reported decisions on supplemental payments per year by local or regional authorities.

**Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):** One jurisdiction reported that decisions on position in base salary scale are made by local or regional authority. One jurisdiction reported decisions on supplemental payments per year by local or regional authorities. Four jurisdictions reported decisions on supplemental incidental payments by local or regional authorities.

**Special activities (e.g. sports and drama clubs, homework clubs, Summer school etc.):** One jurisdiction reported that decisions on position in base salary scale are made by local or regional authority. One jurisdiction reported decisions on supplemental payments per year by local or regional authorities. Two jurisdictions reported decisions on supplemental incidental payments by local or regional authorities.

**Special tasks (e.g. training student teachers, guidance counselling):** One jurisdiction reported that decisions on position in base salary scale are made by local or regional authority. Four jurisdictions reported decisions on supplemental payments per year by local or regional authorities. One jurisdiction reported decisions on supplemental incidental payments by local or regional authorities.

**Teaching in a disadvantaged, remote or high cost area (location allowance):** Three jurisdictions reported that decisions on position in base salary scale are made by local or regional authority. Six jurisdictions reported decisions on supplemental payments per year by local or regional authorities. Two jurisdictions reported decisions on supplemental incidental payments by local or regional authorities.

### Chile

**Years of experience as a teacher:** Experience Allowance: salary increases every two years.

**Successful completion of professional development activities:** Training allowance is given when a teacher completes successfully a certified training activity. The professional development activity has to be approved by the local authority in order to have an impact on salary.

**Management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade).** The supplementary allowance depends on the management activity.

**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):** This operates in a similar way to the professional development activities.

**Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.):** On this matter there are three items by which a teacher may receive supplemental payments: 1) Performance Assessment National System (SNED by its acronyms in Spanish): This System assesses the performance of the schools on the basis of a wide set of variables. Teachers who work on a well-rated school receive a supplementary payment from this source (Excellence Bonus); 2) Teaching Excellence Assignment (AEP by its acronyms in Spanish): It is a supplementary payment received by teachers who demonstrate a remarkable performance in their teaching practices; 3) Individual Performance Variable Assignment (AVDI by its acronyms in Spanish): It is a supplementary payment which is given to classroom teachers who work in public schools, and who were well-assessed on the Teaching Performance Assessment exercise.
Special tasks (e.g. training student teachers, guidance counselling): Network "Maestros de maestros"

Teaching in a disadvantaged, remote or high cost area (location allowance): Regional complement is given to teachers, who work at schools in remote area such as extreme north or south Chile (e.g. Antarctic). Difficult conditions allowance is given to teachers who work in schools in which there are some factors considered as a difficulty: geographic isolation, rurality, special conditions of the attended population, access difficulties, and bilingual students. This allowance corresponds to a maximum of 30% of the Basic National Wage (RBMN)

Other: If a teacher holds a specialization on a determined subject, he/she receives a bonus (Professional Recognition Bonus). 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 (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade): 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 (in regular schools): 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 (e.g. overtime compensation): The law sets the amount of this bonus.

Age (independent of years of teaching experience): The headmaster 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 educational qualification in multiple subjects (e.g. history and mathematics): 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 (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade): 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 (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): 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 educational needs (in regular schools): 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 (e.g. overtime compensation): 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 (e.g. training student teachers, guidance counselling): 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 (location allowance): 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 (e.g. based on higher student achievement, independent assessment of teaching skills, etc.): It is possible, though very unusual, to “double jump” points on the main scale, for excellence.

Teaching courses in a particular field (e.g. mathematics or science): Schools can pay recruitment and retention allowances for scarce subject skills but few do.

Teaching in a disadvantaged, remote or high cost area (location allowance): 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 initial educational qualification higher than the minimum qualification required to enter the teaching profession: Minimum basic salary is determined at national level

Holding an educational qualification in multiple subjects (e.g. history and mathematics): Higher basic salaries are applied for primary education teachers with further qualifications in specific fields. Negotiation takes place partly in collective agreements and partly at the local level.

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 (e.g. based on higher student achievement, independent assessment of teaching skills, etc.): 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): Minimum basic salary is determined in the collective salary agreement.

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 periodical on-site inspection (ISCED0-3) and an appraisal by the head of the school (ISCED 2-3).

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): Bonus for the “class teacher” position (teacher responsible for one class; see annex 3) at ISCED 2 and 3; bonus for the head of the school position at ISCED 0 and 1 (after 10 years of experience).

Teaching students with special educational needs (in regular schools): It concerns mainly ISCED 0 and 1 teachers (instituteurs and professeurs des écoles), who may also teach at ISCED 2-3 levels. They have special education needs certificates (CAPA-SH and 2CA-SH). When appointed in special education programs (CLIS, SEGPA) within regular schools, instituteurs change position in base salary scale, while professeurs des écoles receive a supplemental payment (indemnité de fonctions particulières). Back to table

Germany

Years of experience as a teacher: Years of experience (as measured by age) partially matter for assignment to a certain salary group. They are used to determine the precise amount of salary in a certain salary group.

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): 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 (e.g. married, number of children): 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 are at level 1, while married and widowed teachers with one child are at level 2).

Age (independent of years of teaching experience): 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 985 per month (until 31 October 2011). When including benefits received by all teachers, the gross salary for teachers with 0-1 years of experience was
EUR 1458.15 per month. Since 1 November 2011, the base salary for teachers with 0-3 years of experience is EUR 1092 gross per month but benefits received by all teachers for teaching preparation, performance incentive and the allowance for non-teaching tasks were abolished.

**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** (e.g. serving as a head of department or coordinator of teachers in a particular class/grade): For the period 1 January 2011 to 30 October 2011, teachers who served the position of headmaster in primary and lower secondary schools received an allowance of EUR 235.59 gross per month (19% reduction compared to 2009) and teachers who served the position of headmaster in upper secondary schools received allowance of EUR 295.50 gross per month (19% reduction compared to 2009). Since 1 November 2011, the monthly allowance for headmasters of primary and lower secondary schools increased to EUR 250 gross for medium-sized schools and EUR 300 gross for larger schools. In the same period the monthly allowance for headmasters of upper secondary schools increased to EUR 300 gross for medium-sized schools to EUR 350 gross for larger schools.

**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): For the period 1 January 2011 to 30 October 2011, teachers holding a master’s degree received a benefit of EUR 45 gross per month, whereas teachers holding a PhD received a benefit of EUR 75 gross per month. Since 1 November 2011, teachers with master's degrees were recognised as having two more years of teaching experience in the new wage grid, whereas holders of PhD degrees were recognised as having six additional years of teaching experience.

**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 it is required in normal situations. The compensation depends on the number of extra hours s/he teaches per week. It was calculated on the basis of EUR 8.90 gross per extra teaching hour between January and October 2011 and EUR 10 gross per extra teaching hour since 1 November 2011.

**Special tasks** (e.g. training student teachers, guidance counselling): For the period 1 January 2011 to 30 October 2011, school counsellors received an allowance of EUR 331.94 gross per month (it was EUR 410 gross per month in 2009, i.e. 19% reduction). Since 1 November 2011, school counsellors received EUR 400 gross per month.

**Teaching in a disadvantaged, remote or high-cost area** (location allowance): Until 31 October 2011 the location allowances for teachers in Greece were: (a) Disadvantaged regions of category A: EUR 40.48 gross per month (19% reduction compared to 2009), (b) Disadvantaged regions of category B: EUR 32.38 gross per month (19% reduction compared to 2009), (c) Disadvantaged and borderland regions: EUR 97.15 gross per month (19% reduction compared to 2009). Since 1 November 2011, the allowance for disadvantaged regions of category B was abolished, whereas the allowance for both disadvantaged regions of category A and disadvantaged and borderline regions increased to EUR 100 gross per month. This will be valid until the expected new definition of disadvantaged regions is made (Circular Letter with Registration Number 2/78400/0022/14-11-2011/ Article 15).

**Family status** (e.g. married, number of children): Until the end of October 2011, teachers received additional benefits, depending on marital status and the number of their children: teachers received EUR 420 per year (gross) for being married, EUR 18 gross per month for their first child, EUR 18 gross per month for their second child, EUR 47 gross per month for the third child, EUR 47 gross per month for the fourth child and for the 5th child and above EUR 73 gross per month. Since 1 November 2011, the benefit for married teachers was abolished, and teachers with one child received EUR 50 gross per month, teachers with two children received EUR 70 gross per month, teachers with three children received EUR 120 gross per month,
teachers with four children received EUR 170 gross per month, teachers with five children received EUR 240 gross per month.

Other (teaching preparation and performance incentive): For the period 1 January 2011 to 30 October 2011, all teachers received the teaching preparation allowance (EUR 85.01 gross per month). Since 1 November 2011, it was abolished. In 2010 it was EUR 88.09 gross per month whereas in 2009 it was EUR 105 gross per month. For the period 1 January 2011 to 30 October 2011, all teachers received a performance incentive benefit of EUR 100 gross per month. Since 1 November 2011 this benefit was abolished.

Other (Christmas bonus, Easter Bonus & Holiday Benefit): Since 2010 the Christmas bonus was reduced to EUR 500 gross per annum (49% reduction). The Easter bonus was reduced from EUR 344.75 gross per annum in 2010 (30% reduction compared to 2009) to EUR 250 gross per annum in 2011. The Holiday benefit was reduced to EUR 250 gross per annum in 2010 (49% reduction compared to 2009).

Other (benefit offered for non-teaching tasks): Apart from their teaching duties, teachers are expected to offer clerical work (office work) at school. For the period 1 January 2011 to 30 October 2011, all teachers received an allowance for non-teaching tasks of EUR 288.14 gross per month. Since 1 November 2011, this allowance was abolished. In 2010 the allowance for performing non-teaching tasks was EUR 313.20 gross per month, whereas in 2009 it was EUR 355.91 gross per month. Back to table

Hungary

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Participation in an in-service training is compulsory for teachers once every seventh year. Teachers who have met this requirement can step forward a category in the salary scale.

Reaching high scores in the qualification examination: Teachers are entitled to this additional bonus by the Government Decree (138/1992.). However, the school principals take a decision about the amount of additional bonuses within the given financial category.

Holding an educational qualification in multiple subjects (e.g. history and mathematics). Applies only when necessary for the teachers' actual professional tasks.

Successful completion of professional development activities: Payments are paid on the basis of locally defined performance systems. The legally guaranteed payment is rather low, but central resources were available through applications for payment above that.

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): Teachers are entitled to this additional bonus by the Government Decree (138/1992.).

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): Teachers are entitled to this additional bonus by the Government Decree (138/1992.). However, the school principals take a decision about the amount of additional bonuses within the given financial category. In this special case yearly application is also needed.

Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.): Government Decree 138/1992. specifies the entitlement: teachers who frequently use information technology in class and have specific training in using IT methodology in subject teaching may receive additional payment. The amount depends on the school budget available for additional bonuses.

Teaching students with special educational needs (in regular schools): Teachers are entitled to this additional payment according to the Government Decree 138/1992. The amount depends on the budget approved by the local educational authorities within the framework defined by the Government Decree.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Teachers are entitled to this additional payment according to the Government Decree 138/1992.
Special tasks (e.g. training student teachers, guidance counselling): Within the limits of the school budget available for additional bonuses.

Teaching in a disadvantaged, remote or high-cost area (location allowance): Teachers are entitled to this additional bonus by the Government Decree (138/1992.). However, the school principals take a decision about the amount of additional bonuses within the given financial category. In this special case yearly application is also needed. Back to table

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. Back to table

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 (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade): 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 (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): 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 Gealacht (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 (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade): 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 (location allowance): This concerns socio-economic situations (e.g. suburbs or big cities). Criteria are set by the teaching staff in each school.

Family status (e.g. married, number of children): According to the Teachers’ National Collective Contract. Back to table
Japan

*Management responsibilities in addition to teaching duties (e.g. serving as a head of department or coordinator of teachers in a particular class/grade):* An allowance of JPY 200 per day is allocated to chief teachers, who are in charge of management.

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

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Special allowance is paid to all teachers equally to compensate overtime work. The amount of the allowance is about 4% of salary.

*Special activities (e.g. sports and drama clubs, homework clubs, summer school etc.):* This allowance is allocated to teachers who take emergency work in case of disaster (JPY 6,400 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 (e.g. married, number of children):* This allowance is allocated to teachers with dependants.

*Other:* All teachers receive an allowance, which is equivalent to 4.45 months of 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% 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 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. There is a special allowance for teaching in compulsory education that is paid to all teachers who are in charge of compulsory education. The amount of the allowance is about 2.2% of salary. [Back to table]

Korea

*Age (independent of years of teaching experience):* Specification of criterion: Applied to teachers with 30 or more years of education experience and over 55 years old. [Back to table]

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. [Back to table]

Mexico

*Years of experience as a teacher:* Primary and lower secondary education: teachers entering the educational system do not require experience. The factor years of service is taking into account for teachers’ careers.

*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, years of experience and extra-qualification is important 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: this factor 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 (e.g. serving as a head of department or coordinator of teachers in a particular class/grade): 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 (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): 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 (e.g. based on higher student achievement, independent assessment of teaching skills, etc.): Primary and lower secondary education: the factor academic achievement includes evaluations of learning achievement of students in a matter or subject. Upper secondary education: this criterion is considered by the Evaluation Programme and Assignment of Teacher Performance. Named sub factor: “Instructor/Factor teaching activity” Maximum score is 100.

Teaching courses in a particular field (e.g. mathematics or science): Courses compatible with the teacher’s function. Courses taught by teachers to other teachers under the Master Degree of Basic Sciences in the distance education programme.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Upper secondary education: working hours on Saturday or Sunday.

Special tasks (e.g. training student teachers, guidance counselling): Upper secondary education: special tutorials. Work in tutorial activities is evaluated on the basis of the number of hours spent taking questions of students and evaluations of students. This is a component of the Evaluation Programme and Assignment of Teacher Performance. Named sub factor: Instructor/factor instruction working time. Maximum score is 100.

Teaching in a disadvantaged, remote or high cost area (location allowance): Primary and lower secondary education: Teachers working in underdeveloped areas of the country. Upper secondary education: This criterion is applied to teachers who carry out their sabbatical year in these country areas. They benefit from a fellowship of the Commission, fellowship of CONACYT (National Council of Sciences and Technology) or a fellowship of COSNET (Conseil of the National System of Technological Education).

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 commence 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 recognised in teachers' substantive salary rates.

Management responsibilities in addition to teaching duties (e.g. serving as a head of department or coordinator of teachers in a particular class/grade): Schools are able to allocate a certain number of "units" dependent upon size and level of the school to recognise management responsibilities. Each unit is worth
NZD 4 000 per annum (as at February 2010) to the teacher. Teachers can receive a multiple number of 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 annum.

*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):* Salary progression effect (ability to progress to higher substantive salary). Service increment available to secondary teachers (and some primary teachers) on the top of the base scale, who have completed additional qualifications while in service.

*Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.):* Units may be awarded to reward individual teachers for performance.

*Teaching courses in a particular field (e.g. mathematics or science):* The Māori Immersion Teacher Allowance of 1 unit (NZD 4 000) is available to teachers who teach a minimum of 31% of their classes in Te Reo Māori. The Primary Maori Immersion teachers who have more than five years continuous service teaching in level one Maori Immersion classes shall receive additional salary at the rate of NZD 1 000 per annum.

*Teaching students with special educational needs (in regular schools):* Allowances are payable to teachers of students with special educational needs. Rate is either equivalent to one salary increment or NZD 995 per annum if the teacher is already at the top of the scale.

*Special activities (e.g. sports and drama clubs, homework clubs, summer school etc.):* Units may be awarded to individual teachers in recognition of their undertaking specific activities related to extra-curricular or pastoral duties.

*Special tasks (e.g. training student teachers, guidance counselling):* An associate teacher allowance is available to primary teachers (NZD 51.60 per week) or secondary teachers (NZD 3.19 per hour) who are responsible for overseeing trainee teachers on placement. A Careers Adviser Allowance (NZD 1 500 per annum from 28 January 2008) is payable to secondary teachers appointed as a career adviser.

*Teaching in a disadvantaged, remote or high cost area (location allowance):* A location allowance (up to NZD 3 032 per annum) is available to primary teachers employed in remote schools. The Staffing Incentive Allowance (NZD 1 000 per annum in secondary and NZD 1 000 in primary) is available to teachers in schools able to demonstrate difficulties in attracting staff.

*Other:* A secondary teacher is paid an allowance of NZD 8 000 per annum (from February 2008) The Normal/Model School Allowance (NZD 2 000 per annum) is available to primary teachers employed in a school designated as a "normal" or "model" school. 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 annum. [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%, and 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 categories of teachers’ career development: trainee teacher, contract teacher, appointed teacher, chartered teacher.

Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.): 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 (e.g. overtime compensation): Overtime compensations, immediate substitutions.

Special tasks (e.g. training student teachers, guidance counselling): Pedagogical guidance; traineeship tutor.

Teaching in a disadvantaged, remote or high cost area (location allowance): Rural area residence allowance.

Other: Serving a class teacher.

Other (Additional annual payment): Thirteenth month’s pay (annual bonus) is granted after at least one year in service.

Other (Entering the teaching profession allowance): Entering the teaching profession for the first time

Other (Holiday payment): Holiday payment that each teacher receives at the fixed level. Back to table

Portugal

For all criteria: Bonuses are given on a monthly basis and they usually last for the whole school year.

Years of experience as a teacher: Teachers' career is structured in ten 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 (Index 167). They need to have a teacher certification and having successfully been selected in the first phase of the assignment contest.

Successful completion of professional development activities: in order to progress in their careers, teachers have to complete a certain amount of professional development credits, awarded by means of in-service training. On average, it is required to do 25 hours of in-service training per year.

Management responsibilities in addition to teaching duties (e.g. serving as a head of department or coordinator of teachers in a particular class/grade): Principals receive an increase in salary during the assignment for the position and according to the total number of students in their respective clustered and non-clustered schools. Educational guidance managers - heads of curricular departments, class tutors' coordinators and class tutors - have their teaching time reduced, during the time they hold the position. The school board defines the criteria to distribute the statutory available amount of time among the educational guidance structures.

Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): In addition to the requirement of a university degree:

- Teachers who hold a master’s degree and always obtained an evaluation score of "good" or higher, are rewarded with a bonus corresponding to one year in the career progression;
Teachers who hold a doctorate and always obtained an evaluation score of "good" or higher, are rewarded with a bonus corresponding to two years in the career progression.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): 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 than an ordinary hour.

Special tasks (e.g. training student teachers, guidance counselling): Teachers responsible for teacher training receive a reduction in teaching time during the time they hold the task.

Family status (e.g. married, number of children): 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 (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): 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 and this is the figure that has been entered as the maximal possible bonus.

A distant island is any of the Orkney Islands, of the Shetland Islands, or of the 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

Slovak Republic

Teaching students with special educational needs (in regular schools): Teachers of special schools and special classes receive salary which is one salary grade higher than the salary of teachers in regular schools and regular classes.

Age (independent of years of teaching experience): Retiring teacher receives a single bonus (obligatory payment, stipulated in the law). After turning 50, a teacher can receive a single bonus (facultative payment, to be decided by director). 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 a 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 (e.g. serving as a head of department or coordinator of teachers in a particular class/grade): 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 (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): This bonus is part of the scheduled gross annual salary of teachers.

Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.): 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 (e.g. mathematics or science): 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 (e.g. sports and drama clubs, homework clubs, summer school etc.): 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 (e.g. training student teachers, guidance counselling): 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 (location allowance): The bonus for teaching in a remote area is 10%.

Family status (e.g. married, number of children): 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 (e.g. serving as a head of department or coordinator of teachers in a particular class/grade): The head in each department is chosen by the school principal and receives a fixed salary bonus during the period they hold this responsibility.

Teaching in a disadvantaged, remote or high cost area (location allowance): Teachers in Ceuta and Melilla and the Canary Islands receive a salary supplement for remote location. Back to 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 (e.g. overtime compensation): It is paid as overtime compensation and not as a higher individual salary.

Special tasks (e.g. training student teachers, guidance counselling): They may occur in some schools, but are rare. Back to table

Switzerland

Years of experience as a teacher: The salary scale, determined by the years of experience, is not applied. Teachers receive less than the base salary for a given number of years of experience. This does not apply in all cantons and it is a temporary measure.

Management responsibilities in addition to teaching duties (e.g. serving as a head of department or coordinator of teachers in a particular class/grade): 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 (e.g. sports and drama clubs, homework clubs, summer school etc.): This criterion does not apply in all cantons.

Special tasks (e.g. training student teachers, guidance counselling): This criterion does not apply in all cantons.
Family status (e.g. married, number of children): This criterion applies in all cantons. Back to table

Turkey

Years of experience as a teacher: Teachers move up by one level in the salary scale for each year of experience as a teacher.

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers with a master’s or doctorate degree move up by one level in the salary scale for a master’s degree and by two levels for doctorate certificate.

Successful completion of professional development activities: Teachers obtaining a relevant level (A, B or C) from National Public Staff Foreign Language Exam receive additional payment according to the level obtained.

Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): Master teachers and prime teachers receive additional payment.

Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.): Teachers demonstrating outstanding performance in their profession are awarded by an extra salary upon an evaluation made by Provincial Directorate of National Education and then the Ministry. Besides, teachers who obtain high scores in the evaluations for six years move up by one level in the salary scale.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Teachers should teach more hours than required by full-time contract if requested by the school administration. In this case, teachers receive additional payment per additional teaching hour/lesson.

Special activities (e.g. sports and drama clubs, homework clubs, summer school etc.): Teachers in grade 6-8 of primary education and secondary education who have responsibilities for carrying on special activities receive additional payment for six teaching hours a week.

Special tasks (e.g. training student teachers, guidance counselling): In courses or seminars teacher trainers are appointed as lecturers and lesson salary is paid to them per teaching hour (These duties are usually conducted out of education and training time).

Teaching in a disadvantaged, remote or high cost area (location allowance): Teachers working in areas having priorities with respect to development move up by one level in the salary scale for every two years of service in the area.

Family status (e.g. married, number of children): A teacher whose spouse is unemployed receives a spouse allowance. In addition, teachers with children receive child allowance for maximum two children below the age of 18.

Other: New school year preparation appropriation. Back to table

United States

All applicable criteria: Bonuses are not uniform, since 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. Supplemental payments which are paid every year are interpreted as payments that are not conditional on teacher or student performance. Supplemental incidental payments may be one-time payments made when a teacher receives National Board Certification from the National Board for Professional Teaching Standards, or they may be payments that teachers are eligible for each year, contingent on student performance that year.

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 (e.g. serving as a head of department or coordinator of teachers in a particular class/grade): This concerns additional duties as specified in a contract.

Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): Master’s degree rather than bachelor’s degree, or additional graduate credits beyond master’s degree, or a Ph.D. degree.

Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.): Achieving the National Board for Professional Teaching Standards certification or for increase in student achievement test scores.

Teaching courses in a particular field (e.g. mathematics or science): Based on determination of subjects for which there is a shortage of teachers.

Special activities (e.g. sports and drama clubs, homework clubs, summer school etc.): Additional activities may be, but not always are, specified for additional pay in contracts. For example, coaching a sports team or summer school duty is usually paid; while club sponsors are not.

Teaching in a disadvantaged, remote or high cost area (location allowance): Depends upon designation of areas for which there is a shortage of teachers. Back to table

Indonesia

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Credit points for teachers

Holding an educational qualification in multiple subjects (e.g. history and mathematics): Credit points for teachers

Successful completion of professional development activities: For headmasters only

Management responsibilities in addition to teaching duties (e.g. serving as a head of department or coordinator of teachers in a particular class/grade): Credit points for teachers

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): Certification and credit points for teachers. Back to table

Russian Federation

Interpretation: Currently new teachers payment system is implemented with shifting more authority to school level and enlarging differentiation of individual teacher salary and criteria for payment. The above resulted in some changes. Back to table
### Nature of reported data on salaries and years to rise from minimum to maximum salary (2011)

<table>
<thead>
<tr>
<th>Country</th>
<th>Salary of starting teacher with minimum level of training</th>
<th>Salary of teacher with minimum level of training at top of the scale</th>
<th>Years to rise from minimum to maximum salary</th>
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### Sources and references

**Indicator D3 What are teachers’ salaries?**

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<th>Country</th>
<th>Sources</th>
<th>Reference period</th>
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<tr>
<td>Australia</td>
<td>Data are sourced from the respective State and Territory education departments, which primarily derive their data from relevant industry awards.</td>
<td>2011</td>
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<tr>
<td>Austria</td>
<td>Legal documents (Civil Service Act, statutory pay schemes)</td>
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<td>Belgium (FL)</td>
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<td>Combination of Collective Agreements, Payroll Files and School Board financial data. Additional payments: information provided by the jurisdictions</td>
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<td>Chile</td>
<td>Teacher’s Statute, 1996, Ministry of Education</td>
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<td>Czech Republic</td>
<td>Salary tables and database of the Ministry of Education, Youth and Sports and governmental decrees</td>
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<td>Legislative acts; Estonian Education System (EHIS); Statistics Estonia; Ministry of Finance of the Republic of Estonia</td>
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<td>Iceland</td>
<td>Wage contracts in effect: i) 01.12.2008 between the Icelandic Teachers’ Union (pre-primary school teachers) and the Wage Committee of Municipalities; ii) 01.06.2008 between the Icelandic Teachers’ Union (compulsory school teachers) and the Wage Committee of Municipalities (with later amendments); and iii) 01.07.2009 between the Icelandic Teachers’ Union (upper secondary school teachers) and the state. Actual salaries: Icelandic Ministry of Finance</td>
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<td>Financiële arbeidsvoorwaarden PO en VO. Actual salaries: database of the Ministry of Education Culture and Science (DUO)</td>
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<td>Centralised agreement between municipalities and teachers unions. (Municipalities = Norwegian association of local and regional authorities). Actual salaries: database named PAI by The Norwegian Association of Local and Regional Authorities (KS)</td>
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<td>Poland</td>
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<td>Portugal</td>
<td>i) Directorate-General of Financial Management and Planning;</td>
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INDICATOR D4: How much time do teachers spend teaching?

- General notes

The indicator draws on data from the annual system-level data collection of the INES NESLI Network on Teachers and the Curriculum data sheet

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

- Notes on specific countries

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: 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.). This applies when pre-primary education is offered at primary schools, kindergartens are not considered here.

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 is 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 the 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 the upper secondary level also teach five days (like primary and lower secondary teachers). In rare cases they may teach six days.

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

The total working time is only defined for teachers working in the compulsory school system. As this applies to 100% of teachers 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. Back to table

Belgium (Flemish Community): Calculation of numbers of days a teacher teaches per annum

Pre-primary and primary education 2010-11:

+ 52 weeks (The school year starts on 1 September and ends on 31 August.)
- 9 weeks Summer holiday
- 2 weeks Christmas holiday
- 2 weeks Easter holiday
- 1 week Autumn holiday
- 1 week Carnival holiday

\[ + 37.0 \text{ weeks} \]
- 1.4 week for the number of days per school year the school is closed for festivities

\[ + 35.6 \text{ weeks} = 178 \text{ days} \]

Calculation of the festivities:
- 11 November
- Ascension and the next day
- 1 May (Sunday)
- Whit Monday
- 2 days to choose free
- Easter Monday
= 7 days = 1.4 week

Secondary education 2010-11
+ 52 weeks
- 9 weeks Summer holiday
- 2 weeks Christmas holiday
- 2 weeks Easter holiday
- 1 week Autumn holiday
- 1 week Carnival holiday

\[ + 37.0 \text{ weeks} \]
- 1.2 weeks for the number of days per school year the school is closed for festivities

\[ + 35.8 \text{ weeks} = 179 \text{ days} \]

Calculation of the festivities:
- 11 November
- Ascension and the next day
- 1 May (Sunday)
- Whit Monday
- 1 day to choose free
- Easter Monday
  = 6 days = 1.2 weeks

(Besluit van de Vlaamse regering houdende de organisatie van het schooljaar in het secundair onderwijs; 31 aug 2001; BS24-10-2001; Hoofdstuk 1 Organisatie van het schooljaar in het secundair onderwijs art 7)

An average is calculated for the number of hours a teacher teaches per day.

**Number of hours a teacher teaches per week**

For ISCED O, teaching time consists of minimum 24 and maximum 26 hours (50 minutes) per week.
The school assignment consists of maximum 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 h (60 minutes) per week.
Min. = 20 h (60 minutes) per week
Result = (21.6+20)/2 = 20.8 h (60 minutes) per week

Per annum = 740.48 h (20.8 * 35.6 weeks = 740.48)
Number of weeks: 37 weeks – 1.4 week (festivities) = 35.6 weeks

For ISCED 1, teaching time consists of minimum 24 and maximum 27 hours (50 minutes) per week.
The school assignment (all the duties performed within the school context) consists of maximum 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 h (60 minutes) per week.
Min. = 20 h (60 minutes) per week
Result = (22.5+20)/2 = 21.25 h (60 minutes) per week
Per annum = 756.5 h (21.25 * 35.6 weeks = 756.5)
Number of weeks: 37 weeks – 1.4 week (festivities) = 35.6 weeks

For ISCED 2, teaching time consists of minimum 22 and maximum 23 hours (50 minutes) per week.

(Besluit van de Vlaamse Regering betreffende de bekwaamheidsbewijzen, de salarisschalen, het prestatiestelsel en de bezoldigingsregeling in het secundair onderwijs; 14- juni 1989; BS 31-08-1989; Hoofdstuk 2 Bekwaamheidsbewijzen, salarisschalen, prestatiestelsel en bezoldigingsregeling art 12, §1, 1°)

Max. = 19.16 h (60 minutes) per week.
Min. = 18.33 h (60 minutes) per week
result = (19.16+18.33)/2 = 18.745 h (60 minutes) per week
Per annum = 671.071 h (18.745* 35.8 weeks = 671.071
Number of weeks: 37 weeks – 1.2 weeks (festivities) = 35.8 weeks

For ISCED 3 general, teaching time consists of minimum 21 and maximum 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 minimum 20 and maximum 21 hours (50 minutes) per week.

The numbers 21/22 in the second stage become 20/21 when the person involved has at least a half assignment in the third stage.

(Besluit van de Vlaamse Regering betreffende de bekwaamheidsbewijzen, de salarisschalen, het prestatiestelsel en de bezoldigingsregeling in het secundair onderwijs; 14- juni 1989; BS 31-08-1989; Hoofdstuk 2 Bekwaamheidsbewijzen, salarisschalen, prestatiestelsel en bezoldigingsregeling art12,§1, 2°(a) en 3° (a))

The max. assignment = 18.33 or 17.5 hours per week (60 minutes)
The min. assignment =17.5 or 16.66 hours per week (60 minutes)
Result : (17.5+16.66+18.33+17.5)/4 = 17.4975 hours per week (60 minutes)
Per annum = 626.4105 hours (17.4975* 35.8 = 626.4105)
Number of weeks: 37 weeks –1.2 weeks (festivities) = 35.8 weeks

Teachers' scheduled working time at school – total working time in hours per annum

Only the teaching hours of teachers are formally set. The 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)works. Back to table

Belgium (French Community): The number of hours a teacher teaches per week is based on actual time data for ISCED 0 and 1. For ISCED 2 and 3, teachers can be asked for two more sessions (1.66 hours) but this seems to be practiced rarely. It is therefore considered here that the “typical” teaching time is equal to the “minimum” teaching time, which led to small changes compared to last year’s reported data. The number of days a teacher teaches per annum is between 180 and 183 depending on the school year, the number is indicated in a memorandum at the beginning of the year (181 for 2010-11). From a legal perspective, regulations apply to the weekly hours of teachers and the number of days in the school year; other data are therefore calculated. Back to table

Canada: All given figures are weighted average of provincial/territorial figures and the weight used is the number of full-time educators (for 2009-10 as the number of educators for 2010-11 was not available at the time of submission). The nature of the reported data on teaching time and working time was reported, if six or more jurisdictions responded with a particular code. If responses from a jurisdiction had mixture of “Regulations” and “Mixed”, “Mixed” was reported. If there was no clear common answer for the item comparison to actual time, we reported 9 (insufficient data/knowledge to produce an estimate).

The figures in teachers’ scheduled teaching time in hours and teachers scheduled working time at school are a combination of the statutory requirements for teaching and working time in two jurisdictions, the remaining reporting jurisdictions estimated teaching and working time using mandatory instruction time. Jurisdictions estimating teaching and working time used the method below:
Teaching time = mandated instruction time – estimated time for marking and preparation – recess (if recess is included in mandated instruction time).

Working time = mandated instruction time + estimated supervision time, meeting time, professional development. Back to table

**Chile:** The number of weeks a teacher teaches per annum corresponds to the full day school curriculum.

For the number of hours a teacher teaches per day, the maximum number of hours a teacher teaches is regulated, but it differs according to the years of experience of the teacher. The figure that is indicated is a weighted average considering this difference.

Total working time includes three weeks that teachers may be summoned to participate in professional development activities. 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, which 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.

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 seven 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 from 5 to 16 lessons per week.

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 formal regulations of the working time of teachers do not generate a fixed number of teaching hours, teaching days and teaching weeks for the teachers. These numbers are different from teacher to teacher and from school to school depending of the local decisions. The regulations give the framework for local decisions about the number of teaching hours. The result of this process turns out in a plan of teaching for each teacher. This plan can change in some ways during the school year, but when the year is finished the actual number of teaching hours for each teacher is known. For primary and lower secondary schools this number of planned teaching hours for a year is reported by all schools to the Ministry of Children and Education. For upper secondary schools the number of actual teaching hours is collected by a survey with data from a representative number of schools.

The data from primary and lower secondary schools represents 75 percent of the schools. Back to table

**England:** For teachers’ scheduled teaching time, for pre-primary and primary school, the reported data is based on the “Teachers Workload Diary Survey” conducted in 2010.

For lower and upper secondary, the reported data is based on a sample of 2 700 secondary schools from the November 2011 School Workforce Census. Back to table

**Estonia:** The data is sourced from *Electronic Riigi Teataja* (ERT). Back to table
**Finland:** The difference in teaching hours between 2000 and 2005 is due to a technical change in the collective agreement, not a real increase in teaching hours for teachers. Before the change, practically all teachers had one overtime lesson which meant a reasonable increase in the salary. After the change this “overtime” was integrated into the basic salary and minimum teaching load.

**France:** *Teachers' formal schedule of the school year:* The average number of weeks a teacher teaches per annum is the same for all ISCED levels (36). School holidays have been excluded, but national holidays have been included when not coinciding with school holidays, because their impact on teaching time may vary according to the local educational authorities.

*Teachers' scheduled teaching time in hours:*

1. **Number of hours a teacher teaches per day and per week**
   - **ISCED 0-1:** Statutory teaching time for pre-primary and primary teachers includes 24h of net teaching per week for all pupils and 2h per week (on average) of “personalised accompanying”, usually offered to limited groups of pupils. Thus, the number of hours a teacher teaches per day is an average, obtained by dividing the total number of hours a teacher teaches per week by the number of days a teacher teaches per week.
   
   Source: [http://www.education.gouv.fr/cid22100/menh0800652c.html](http://www.education.gouv.fr/cid22100/menh0800652c.html)
   
   - **ISCED 2 and 3:** Since there is a difference in the number of net teaching hours for the two categories of secondary school teachers (*certifiés et agrégés*), only the number related to the most prevalent category (“certifiés”) at ISCED 2 and 3 is taken into account (18 statutory hours per week).

2. **Number of hours a teacher teaches per annum**
   
   It is obtained by multiplying the number of hours a teacher teaches per week by the number of weeks a teacher teaches per annum.

*Teachers' scheduled working time at school:*

- At ISCED 0 and 1 levels, 1h per week is reserved for different activities such as participation in school councils. Source: [http://www.education.gouv.fr/cid22100/menh0800652c.html](http://www.education.gouv.fr/cid22100/menh0800652c.html)
- There is no such regulation for ISCED 2-3.

**Germany:** Data are based on computation of weighed means.

**Greece:** Law or policy documents have been used. Following the guidelines the weeks that teachers work in school exams and the Panhellenic University Entrance Exams have not been included in "number of weeks a teacher teaches per annum". Also Christmas and Easter holidays have not been included in the number of weeks a teacher teaches per year.

**Hungary:** Document analysis.

**Japan:** Teaching time per week: Until the school year 2006-07, the 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 who are absent temporarily for maternity leave, suspension of work, etc. Their working hour is calculated as 0 hours. Since the school year 2007-08 teachers who are temporarily absent were excluded from the total number of teachers to avoid the impact on teaching time per week.

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

**Korea:** The questionnaire is based on the annual administrative data collection. 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 at maximum of 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 it refers to the actual time teachers usually teach per week during the school year.

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, which makes it very hard to estimate the exact working time.  

**New Zealand:** At the primary level, annual teaching time excludes 40 hours per annum classroom release time. 935 classroom hours plus 40 hours classroom release time equal to 975 hours.

At the upper secondary level, annual teaching time exclude 190 hours non-contact time per annum (5 hours non-contact time per week). 760 hours class-contact time plus 190 hours non-contact time equal to 950 hours. Secondary schools teachers, who have allocated units to teach, are entitled to additional non-contact time (1 hour non-contact per 1 unit for the first three units). Data for ISCED 2 is the average of ISCED 1 and 3.

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

**Portugal:** The calculation of the number of instruction days was based on the intended 176 days in ISCED 1/2/3 and 193 days in ISCED 0. As most teachers teach more than one grade, three exceptions were not considered: 9th, 11th and 12th grades that had 168 instruction days, due to the period of national examinations. In the least demanding 15 years programme, it is compulsory for teachers to fulfil the statutory amount of time allocated to each subject.

In ISCED 0 and ISCED 1 (grades 1, 2, 3 and 4), teachers' scheduled teaching time is 25 hours per week, whereas in ISCED 1 (grades 5 and 6), ISCED 2 and 3 they teach 22 hours a week. The schedules of teachers who have a reduced teaching work load, due to their age, years in the profession and for doing extra-curricular activities at school (math clubs, etc) were not taken into account.

In ISCED 2 and 3, teaching time includes time for pedagogical support and curricular enrichment and complement (part of the teaching time).

The total of working hours per annum was calculated on a basis of 226 working days for ISCED 1/2/3 and 228 working days for ISCED 0.  

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

**Spain:** The net contact teaching time of secondary teachers includes tutorial duties and cover time of teachers in classes. This makes it possible to compare 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.  

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Sweden: Collective agreement on a national level is universal for public schools and frequently for private schools as well. Back to table

Turkey: Information is based on laws and regulations. For the number of hours a teacher teaches per day in ISCED 1, a weighted mean of classroom teachers' teaching time and branch teachers' teaching time is taken. Back to table

United States: Sample survey that is representative of teachers in public schools in each state in the United States. Self-reported hours worked per week and instructional hours per week are multiplied by typical number of instructional weeks per year. Total working time in hours per year includes all hours spent during the school day, before and after school, and on the weekends, including teaching and other school-related activities. Back to table

Interpretation

Australia: Caution should be used in interpreting the national figures as practices vary from region to region. Back to table

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 five days (as is true for ISCED 1 and 2) and rarely do they teach six days.

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

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

i) during breaks (not including the break between morning and afternoon; this break is additional working time);

ii) 15 minutes before the beginning of the actual school day; and

iii) after the school day while pupils are leaving the school building to ensure their safety and to avoid risks.

Supervision may not be required if the pupils are mature enough, but it is mandatory for pre-primary and primary schools.

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

Belgium (Flemish Community): From the school year 2009-10 onwards, the average of the maximum and the minimum hours of teaching time are reported whereas only the maximum hours were reported in previous years. Please take this change into account when comparing data (e.g. trend data).

The teaching hours are set formally 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
Belgium (French Community): Teaching, student monitoring and co-ordination time all together should not exceed 1560 minutes (i.e. 26 hours) per week. This limit does not apply to pre-primary and primary teachers of multi-grade schools in remote area. The total length of teaching, student monitoring and co-ordination time all together should not exceed 962 hours per school year. Back to table

Canada: Each jurisdiction in Canada specifies the number of instruction days in legislation or regulations. The figure given for the number of weeks a teacher teaches is developed from the mandated instructional days. The mandated instructional days already excludes days the school is closed for festivities. Back to table

England: Schools must open for 380 half-day sessions (190 days) in each school year. Teachers are required for up to 195 days in their statutory conditions of service; the additional up-to-five-days are non-teaching work days (such as for training and development). Back to table

Estonia: According to Basic Schools and Upper Secondary Schools Act there has to be at least 175 school days in total - so the period a teacher teaches in a school year is actually half a week or a week longer (the number of weeks a teacher teaches per annum is a bit bigger). Back to table

Finland: Pre-primary education refers to education given at school in this indicator (pre-primary education, the one-year provision prior to the start of compulsory education, is also provided for in kindergartens). Figures on hours the teacher teaches per day converted into 60-minute periods. In an hour a teacher shall teach at least 45 minutes, and there is a break before the next lesson. At school the teachers agree on supervising pupils during these breaks related to the duty to teach her/his own subject. It cannot be expressed in exact hours per day. The school shall determine the area where a teacher is obliged to supervise, i.e. during school meals, in school corridors, in the school yard. This cannot be expressed or measured exactly in hours per day and in different schools the breaks can also be organised in such a way that they may be shorter than 15 minutes.

Teaching and working time determined by the collective agreement for teachers. In addition teachers work on average three to four extra hours per week and joint planning may take more hours than indicated in the collective agreement. Back to table

Greece: Teachers' scheduled working time at school does not include lesson preparation and marking of assignments and tests but it includes office work offered to the school apart from teaching. Teachers are expected to spend time preparing lessons and marking, yet there is no legal provision (or official calculation) as to how much time they are expected to spend in these tasks every year.

The average number of hours the teacher teaches per day converted into 60-minute periods is given. ISCED 0 teachers are responsible for their classes during breaks, including the lunch break. The teachers should remain at school a maximum of six hours per day. 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 first appointed and for the first ten years. As their teaching experience increases, teaching time is reduced to 23 class sessions; after 15 years of service it is reduced to 22 class sessions, and to 21 class sessions after 20 years.

ISCED 2 and ISCED 3 teachers teach 21 class sessions per week when they are appointed and for the first six years. They teach 19 class sessions 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

Iceland: For teachers in primary and lower secondary education, they are assigned to 150 hours of in-service education each year. Back to table
Ireland: ISCED 0 comprises pupils aged 3-6 years in non-aided private primary schools, in Early Start Programmes in primary schools and in Early Childhood Care and Education (ECCE) centres that are privately run but receive funding under the state sponsored ECCE programme.

The Early Start Programme is a one-year preventative intervention scheme offered in selected primary schools in designated disadvantaged areas. The ECCE programme which provides for a universal free pre-school year is administered by the Childcare Directorate of the Department of Children and Youth Affairs, with the local operation of the programme managed by the City and County Childcare Committees (CCCs).

ISCED 0: Number of days a teacher teaches per annum:
The universal free pre-school year is delivered on the basis of 3 hours per day, 5 days per week, 38 weeks per year. If the service cannot open for 5 days a week, the normal pattern for the free pre-school year is 3 hours and 30 minutes a day, 4 days a week, over 41 weeks.

The Early Start programme is delivered on the basis of 2.5 hours per day, 5 days per week, 183 days per year.

ISCED 1: Minimum length of school year = 183 days; ISCED 2/3: Minimum length of school year = 167 days.
Minimum requirements are in practice equivalent to the maximum offered instruction time.

Number of hours a teacher teaches per day:
ISCED 0: The number of teaching hours depends on the service provider with services availing of government funding conforming to the guidelines outlined above.

ISCED 1 (1st class to 6th class inclusive) - teaching day = 5 hours 40 minutes, less 30 minutes recreation and 10 minutes break= 5 hours. This differs from the 2007 data (5.16 hours) which had included the 10 minute break.

For junior infants and senior infants, one hour less teaching is required (4 hours). This differs from the 2007 data (4.16 hours) which had included the 10 minute break.

ISCED 2 and 3 - 22 hours per week maximum required = 4.4 teaching hours on average per day

Working time at school:
ISCED 0: As the pre-school schemes are run by a range of providers, (albeit many of which operate under the ECCE programme or the Early Start programme) the working time at school can vary.

ISCED 1: All teachers are required to be in attendance for full pupil day of 5 hours 40 minutes and have a responsibility, both individually and collectively, to provide a duty of care towards the pupils during this period. This will include teaching duties. Teachers may also opt to perform supervisory duties during recreation and break times. The principal organises a supervision rotation in accordance with the number of teaching staff who opt for supervision duty during break time and may source non-teaching staff or external supervisors to perform supervision as required.

The working time in school has increased from 1 037 to 1 055 hours. This is to reflect the additional 18 hours in the Croke Park Implementation Circular (additional 18 hours in 2011 and 36 hours thereafter).

The time for teachers at ISCED 2 requires up to 22 hours of instruction time (i.e. classroom teaching). Additional preparation time, homework marking, meetings etc are not included here. These are not possible to calculate and have thus been coded 'm'.

Teachers’ scheduled working time in school at ISCED Level 2 has increased from 734.8 to 739.8 under the Croke Park agreement, as outlined in Circular 25/2011. This is to reflect the additional 5
hours from April (date of circular) to the end of the school year in mid 2011 (additional 5 hours in 2010-2011 and will be 33 hours thereafter)

Teachers of junior infants and senior infants use the additional one hour non-teaching time for classroom management and preparation activity. Back to table

Israel: A teacher working full-time teaches five days a week.

11 single holy days were counted in addition to school holidays and excluded from calculation. Since a teacher is teaching five days a week and the days of festivals and holidays are distributed equally between all the days in the week, one-sixth of these days are teachers' weekly days off and the number was therefore reduced by a sixth.

The number of weeks a teacher teaches per annum is in pre-primary and primary education 38.4 weeks, and in secondary education 36.9 weeks. This is an average based on five-year calculation. After reducing the days per school-year the school is closed for festivities, the net number of weeks the teacher teaches is 36.6 in the pre-primary and primary education and 35 weeks in the secondary education.

The average class session is 47 minutes: some class sessions last 50 minutes, and others 45 minutes.

In 2008, the implementation of "New Horizon Reform" began. This reform changes the structure of teachers' working hours and their salaries.

This year, 80% of the F.T.E. teachers in primary education and 26% in lower secondary education and 8% in the pre-primary education were included in the reform. The numbers of hours in the table are averages between the data of teachers concerned by the "New Horizon Reform" and the data of those who are not.

Before the "New Horizon Reform", teachers' working time at school was around 5-6 hours per week during which they do not teach (e.g. during breaks between classes). After the full implementation of the "New Horizon Reform", teachers' working time at the primary and lower secondary schools was increased to 10 and 13 hours per week respectively, during which they do not teach. In 2010, the average is about 9 hours in the primary education and 7 hours in lower secondary education.

The calculation of teaching hours in "New Horizon Reform" includes group teaching hours for 1-5 students. Teaching and working time determined by the collective agreements for teachers.

Full-time teacher usually teaches five days a week. For full-time teachers in primary education who did not go through the "New Horizon" reform yet, total attendance time at a school is 30 hours per week and in lower secondary education 24 hours per week. For full-time teachers, who are in the "New Horizon" reform in primary education and in lower secondary education, total attendance time at a school is 36 hours per week. The working hours for teachers in the primary and the lower secondary education levels were calculated by a weighted mean, using the distribution of teachers who joined the “New Horizon" reform and those who didn't.

The teaching hours for teachers in the "New Horizon" reform, includes hours for instruction in small groups up to 5 students. Back to table

Italy: The school year, as a rule, is made up of 33.3 weeks (33 weeks by convention). The number 33.3 is obtained by dividing 200, the least number of school days for students, by 6 (number of days worked per week). As a matter of fact, the school year lasts about 39 weeks (from September to the middle of June) for primary and secondary schools, and about 41 weeks for pre-primary school (until the end of June).

The number of days of teaching (190 in pre-primary and 175 in the other school levels) is different from the number of school days for students (200), as each school plans whether it will have five or six days a week according to school autonomy legislation. Even when schools operate on a 6-day week, teachers customarily have one day off. However, this arrangement is not mandated by contract
(which stipulates that a teacher's teaching hours must be delivered in "not less than 5 days a week")
and in some circumstances teachers may teach 6 days a week. Therefore, given the number of hours a
teacher teaches per week (provided by the National Contract) the fact that the activities are generally
spread over 5 working days implies that the overall weekly teaching hours are concentrated in 5 days
(in this case, the number of daily working hours is higher than those spread over 6 days).

Up to 80 hours of scheduled non-teaching collegial work at school per year are dedicated to "attività
funzionali all'insegnamento" (activities related to teaching) and they are compulsory hours as set by
the National Contract. Of these 80 hours, up to 40 hours of compulsory work time per year are
dedicated to meetings of the teachers' assembly, staff planning meetings and meetings with parents to
report on student progress. Up to a further compulsory 40 hours (out of the 80) are dedicated to
planned class councils that work according to a timetable and criteria set by the Teachers' Assembly.
Other "attività funzionali all'insegnamento" are related to student and class assessment meetings, the
administration of national exams at the end of lower and upper secondary school, and to individual
activities, such as lesson preparation, marking, etc, for which there are no contract work-time
specifications.

In addition, the primary school will add 66 more hours per year (2 hours per week for 33 weeks) for
planning activities. Back to table

**Korea:** In ISCED 0 level, the two major types of early childhood education institutions, *Yuchiwon*
and *Eurinizip* are under two different ministries. For a teacher of *Yuchiwon*, a teacher's license is
granted by minister of Ministry of Education, Science and Technology Republic of Korea, and for a
teacher of *Eurinizip*, a license is granted by minister of Ministry of Health and Welfare Republic of
Korea. At this time, for ISCED 0 level, only data on teachers of *Yuchiwon* is provided. Back to table

**Luxembourg:** Since the school year 2007-08 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:** Pre-primary education: these data are based on teachers in the first two years of primary
schools (group 1 and 2).

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 indoor. 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 on teaching time.
Since 2004 the collective labour agreement no longer contains formal regulations on teaching time for
teachers in secondary education. In the past, the required teaching time was at maximum of 750 hours
a year.

In the collective labour agreement for 2008-10 teachers’ unions and the employers’ organisation for
secondary education set the maximum teaching time at 750 clock hours, commencing on 1 August
2009. From then 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 the teaching time is 690 hours when it is
converted to the average for a full-time teacher, 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. For ISCED 0,
only teachers of group 1 and 2 were considered. Special education was excluded. Back to table
Norway: The number of hours a teacher teaches per day, per week and per year for lower and upper secondary school is all average numbers depending on the subject taught. For primary education, the numbers of hours are regulated.

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: A regulation determining the number of days free of teaching that influenced the number of weeks a teacher teaching per annum was introduced in October 2010.

For the number of hours a teacher teaches per day, teachers of compulsory pre-school education for six-year old children were not included. The number of hours these teacher teach per day equals 4.4.

Teachers’ Charter states that an overall working time of teacher is up to 40 hours per week. However, only teaching and education activities are registered and controlled. The remaining working time available for performing statutory duties at school or in a different place specified by the school headmaster is not registered (teachers are obliged for example to hold meetings with parents at school, participate in teacher’s meetings or prepare and participate in school events planned in Educational School Programme).

According to the Teachers' Charter, starting from 1 September 2009, within the framework of the weekly working time teachers are obliged to devote 2 hours to extra activities (either day – care room or educational ones) in the primary and lower secondary and 1 hour in the upper secondary schools - these hours were not included into teaching/working time of teachers.

At the beginning of primary school (grades 1-3) one teacher is responsible for both teaching and taking care of the children during the brakes, playing at the same time the role of the classroom and the form teacher. 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 0 teachers have more instruction weeks than others, due to the fact that they don't have evaluation tasks as other teachers have (42 weeks = 210 days minus 17 holidays and non-teaching days during week days for the current school year).

Teachers who teach grades 9, 11 and 12 have fewer weeks of instruction owing to the national examinations that start in mid-June (36 weeks = 180 days minus 12 holidays and non-teaching days during weekdays for the school year 2010-11). All other grades have 38 weeks = 190 days minus 14 holidays and non-teaching days for the school year 2010-11.

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.

For grades 5 and 6 (10-11 year-olds), teaching time is the same as ISCED 2.

Reported working time at school is the maximum number of hours a teacher is required to be at school for teaching and non-teaching duties. The actual working hour is usually lower because of the possibility of reduced working hours due to their age, years in the profession and extra-curricular activities at school (maths clubs, etc.).

Supervision of pupils during short breaks between classes at ISCED levels 1 and 2 is done by pedagogical support personnel.

At ISCED 1 there are short breaks between classes ranging from 15 to 20 minutes. Back to table

Scotland: Schools are open for 39 working weeks per year, but each teacher undertakes five 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 is 22.5 hours per week. There is no distinction 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 teachers to be on the school premises can be carried out at a time and place of the teacher’s choice, with an appropriate notification to management. Back to table

**Slovenia:** The number of overall and teaching hours for teachers in Slovenia is determined by the Organization and Financing of Education Act, Kindergarten Act and more in detail by the rules on norms and standards issued by the Minister of Education (separately for kindergartens, basic school and upper secondary programmes). Within the overall 40 working hours teachers in schools have a legal obligation determined by the number of teaching periods a week. A teaching period in a school is 45 minutes (there are some exceptions, like morning care and after school classes (primary education). The teaching obligation of a basic school teacher is 22 periods per week (16.5 hours per week if converted into 60 minutes). The teaching obligation of teachers of theoretical subjects in upper secondary school is 20 periods per week (15 hours per week if converted into 60 minutes). The calculation of teachers’ scheduled teaching time reported for Slovenia also includes short breaks between the lessons. 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

**Turkey:** Teaching time of teachers are calculated based on the compulsory hours given in the related laws and regulations

In pre-primary education, the duration of one class session is 50 minutes and there are no specified short breaks. Breaks are given to students by the teacher based on the flexible programme implemented at this level. The figures provided for civil servants’ working time reflect the working time as specified in Law no 657 on civil servants to which teachers are also subject. However, this figure does not directly reflect actual teachers working hours. Back to table

**United States:** The number of total working hours includes hours spent before, after, during the school day and on the weekends. These are self-reported hours spent working by teachers and are not specified in legal documents. The data are based on a sample survey that is representative of public school teachers in each state in the United States. Data reported in the 2003-04 SASS and 2007-08 are teacher 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 first added in the 2003-04 SASS and again in the 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 and 2007-08 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 and 2007-08 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 first asked on instructional hours taught in the 2007-08 SASS. The 2007-08 and 2008/09 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
### Sources and references

**Indicator D4 How much time do teachers spend teaching?**

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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