Chapter D: The learning environment and organisation of schools

Indicator D1: How much time do students spend in the classroom?
Indicator D2: What is the student-teacher ratio and how big are classes?
Indicator D3: How much are teachers and school heads paid?
Indicator D4: How much time do teachers and school heads spend teaching and working?
Indicator D5: Who are the teachers?
Indicator D6: How are public funds allocated to schools?
Indicator D7: What proportion of teachers leave the teaching profession?

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

How to read this document: This Annex 3 is organised by chapters. Click on each link below in order to be redirected to the Indicator and the information related to it.
## INDICATOR D1: How much time do students spend in the classroom?  
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**General notes**

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

Indicator D1 focuses on compulsory **primary and full-time lower secondary general education** as defined in the national education systems. Pre-primary education programmes and full-time upper secondary general education, even if compulsory, are not within the scope of the Indicator. **Figure X3.D1.1** presents an overview of compulsory education in the different countries by showing the number of years of compulsory education by level of education – for the school year 2020/21.

**Figure X3.D1.1. Compulsory general education, by level of education (2021)**

<table>
<thead>
<tr>
<th>Theoretical Age</th>
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**Note:** The number in parentheses next to the country or economy name corresponds to the number of years of compulsory education.
1. Additional three years for part-time vocational programmes.
2. Additional two years of part-time compulsory education (pupils aged 16-18).
3. Compulsory education is up to age 16, in the majority of jurisdictions in Canada (not specified as number of grades).
4. Additional one year of compulsory pre-primary education in 17 states and the District of Columbia.
5. Compulsory part-time education or training (obligation to participate in education or training) applies to 15-18-year-olds.

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

**Source:** OECD (2021).

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**Organisation of breaks within the school year**

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

However, in the school year 2020/21, the school year schedule in some OECD and partner countries may not have occurred as planned due to weeks of school closure by the COVID-19 pandemic. These information can be found in country-specific notes.
Figure X3.D1.2. Organisation of the school year in primary education (2021)

Note: Excludes Brazil, Canada, Japan, Korea and the United States, where states and/or local jurisdictions are responsible for the organisation of the school year, resulting in variations between and among jurisdictions. For Denmark and Iceland, the information refers also to lower secondary level.

2. Dates are indicative only as they vary according to the States and Territories. Private schools use similar dates but may vary from public schools.
3. The start and end of the school year of the individual schools is according to the region (from 7 September 2020 to 2 July 2021 in Burgenland, Niederösterreich and Wien; and from 14 September 2020 to 9 July 2021 in Kärnten, Oberösterreich, Salzburg, Steiermark, Tirol and Vorarlberg).
4. Dates refer to Bogota territorial entity and are indicative only as variation between and among jurisdictions can occur.
5. The start and end of the school breaks during the school year vary according to three areas (groups of académies - regional education authority).
6. Dates refer to Nordrhein-Westfalen and are indicative only as variation between and among jurisdictions can occur.
7. School year in the Hebrew education system (more than three-quarters of the total students). The organisation of the school year in the Arab and Druze education systems is different.
8. The school year officially runs from 1 August to 31 July of the following year. The start and end of the school year of the individual schools is according to the region (Northern, Central and Southern region).
9. The start date and end date of the school year can vary from school to school.
10. Dates are indicative only as they vary according to the different Autonomous Communities.
11. Dates are indicative only as they vary between schools.

Source: OECD (2021) and European Commission/EACEA/Eurydice (2020). Back to main table for this Indicator
## Figure X3.D1.3. Organisation of the school year in general secondary education (2021)

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<th>Holiday (maximum)</th>
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### Notes:
- Excludes Brazil, Canada, Japan, Korea and the United States, where states and/or local jurisdictions are responsible for the organisation of the school year, resulting in variations between and among jurisdictions. For Denmark and Iceland, the information refers to upper secondary level only.
- Dates are indicative only as they vary according to the States and Territories. Private schools use similar dates but may vary from public schools.
- The start and end of the school year of the individual schools is according to the region (from 7 September 2020 to 2 July 2021 in Burgenland, Niederösterreich and Wien; and from 14 September 2020 to 9 July 2021 in Kärnten, Oberösterreich, Salzburg, Steiermark, Tirol and Vorarlberg).
- Dates refer to Bogota territorial entity and are indicative only as variation between and among jurisdictions can occur.
- The start and end of the school breaks during the school year vary according to three areas (groups of académies - regional education authority).
- Dates refer to Nordrhein-Westfalen and are indicative only as variation between and among jurisdictions can occur.
- School year in the Hebrew education system (more than three-quarters of the total students). The organisation of the school year in the Arab and Druze education systems is different.
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- Dates are indicative only as they vary between schools.

**Source:** OECD (2021) and European Commission/EACEA/Eurydice (2020). Back to main table for this Indicator
Methodology

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

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

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

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

The subject areas taught during compulsory education vary depending on the country. It is therefore, necessary to group them according to more general subject areas, in order to be able to compare the collected information. Table X3.D1.1 presents the subject categories that are included in the information gathering for the latest data collection on instruction time (for the school year 2020/21 or 2021).

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Reading, writing and literature (Language 1)</td>
<td>Covers skills such as spelling, reading, and writing in the language of instruction and includes subjects such as grammar, language of instruction and literature. It can be considered as the first language taught to students. If there are two languages of instruction in almost every public school, then hours allocated to reading, writing and literature in both languages of instruction should be reported.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Covers all numeracy skills and subjects such as arithmetic, algebra, geometry, statistics, etc.</td>
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<tr>
<td>Natural Sciences</td>
<td>Includes subjects such as science, physics, chemistry, biology, environmental sciences and ecology.</td>
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<tr>
<td>Social Sciences</td>
<td>Includes subjects such as history, geography and all related studies. May also include community studies, social and political instruction, philosophy or civics education.</td>
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<tr>
<td>Second language (Language 2) Other languages (Languages 3-5)</td>
<td>Includes subjects that develop students' knowledge of a language viewed in the curriculum as “foreign” (or modern) languages, other national languages and/or regional and minority languages. This definition of languages in the curriculum is educationally based and unrelated to the political status of languages.</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>Includes subjects such as education in sports and health enhancing physical activities, as well as time devoted to instruction in competitive and traditional games, gymnastics, swimming, athletics, dance or other activities that develop pupils' physical and social competences (including knowledge, skills, psychomotor co-ordination, co-operation and leadership) and an active healthy lifestyle.</td>
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<tr>
<td>Arts Education</td>
<td>Includes subjects such as arts, history of arts, music, visual arts, drama, music and dance performance, photography, and creative handicraft.</td>
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<tr>
<td>Religion/Ethics/Moral education</td>
<td>Includes subjects whose aim it is to teach the principles and history of one or more religions and subjects such as ethics whose aim it is to determine how to live and behave in accordance with human and social principles.</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<tr>
<td>Information and Communication Technologies (ICT)</td>
<td>Includes subjects such as informatics, information and communication technologies or computer science. These subjects include a wide range of topics concerned with the new technologies used for the processing and transmission of digital information, including computers, computerised networks (including the Internet), microelectronics, multimedia, software and programming, etc.</td>
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<tr>
<td>Technology</td>
<td>Includes subjects that provide knowledge on the practical use of scientific or technological discoveries that use specific instruments and processes. For example, construction, electricity, electronics, graphics and design, etc.</td>
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<tr>
<td>Practical and vocational skills</td>
<td>Includes vocational skills (preparation for a specific occupation), accountancy, entrepreneurship education or business studies, career guidance clothing and textiles, driving and road security, home economics, nursing, secretarial studies, tourism and hospitality, woodwork, metalwork and sewing</td>
</tr>
<tr>
<td>Other subjects</td>
<td>Includes different subjects that cannot be classified within the other groups or which specifically reflect national concerns. The following types of subjects could be included in this category: Latin, ancient Greek, classical studies, minority languages which are have not been reported in Language 2, 3, 4 or 5 columns, environmental education, personal development and well-being. The “other subjects” must be part of the compulsory curriculum to be provided by schools. Form time, assemblies and tutoring should only be included if they are compulsory, have an educational component and are aimed at all the students.</td>
</tr>
<tr>
<td>Compulsory subjects with flexible timetable (total time devoted to...)</td>
<td>Includes the total amount of instruction time indicated by the central authorities for a given group of subjects, which regional authorities, local authorities, schools or teachers allocate to individual subjects. There is flexibility in the time spent on a subject, but not in the subjects to be taught. For example, central authorities may define the total number of hours that students should be studying reading, writing and literature, mathematics, science and modern foreign languages per year and schools may choose how to distribute this time between these individual subjects.</td>
</tr>
<tr>
<td>Compulsory options chosen by the students</td>
<td>Includes the total amount of instruction time on one or more subjects that pupils have to select (from a set of subjects that are compulsory for schools to offer) in order to cover part of their compulsory instruction time. This only applies if students have a choice between different subjects and not a choice within a subject category. For example, students may be able to choose between studying a second foreign language or computer science or economics, but to attend one of these options is compulsory.</td>
</tr>
<tr>
<td>Compulsory flexible subjects chosen by schools</td>
<td>Includes the total amount of compulsory instruction time indicated by the central authorities, which regional authorities, local authorities, schools or teachers allocate to subjects of their choice (or subjects they chose from a list defined by central education authorities). For example, schools may be able to choose between offering religious education or more science, or art, etc., but to offer one of these subjects is compulsory for the school and students must attend it.</td>
</tr>
<tr>
<td>Non-compulsory curriculum</td>
<td>Refers to the total amount of instruction time that public schools must offer on top of the compulsory instruction time but is not mandatory for all students. Subjects can vary from school to school or from region to region and take the form of elective subjects. Additional activities before/after classes offered by the school are not per se part of non-compulsory curriculum, for instance, if there is no obligation upon public schools to provide this instruction time or it is not part of the official curricula. In particular, non-compulsory education excludes additional activities such as morning care classes or after-school care classes, even if they are officially regulated.</td>
</tr>
</tbody>
</table>
Sources

The indicator draws on data from the 2020 Joint Eurydice-OECD Instruction Time data collection and refers to the school years 2020/21 (or 2021). Sources of these data are displayed in Table X3.D1.2.

In editions of Education at a Glance prior to 2014, data on instruction time was collected through the OECD-NESLI data collection on Teachers and Curriculum with a different scope, methodology and definitions than the 2013 Joint Eurydice-OECD instruction time data collection first published in Education at a Glance 2014. As a result, data on instruction time may not be fully comparable with those published in previous editions of Education at a Glance. However, trend data on online database have been checked for consistency of trends.

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Sources and references</th>
<th>Reference period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Australian Curriculum, Assessment and Reporting Authority (ACARA) supported by state and territory government policy documents.</td>
<td>2021</td>
</tr>
<tr>
<td>Austria</td>
<td>Timetables in the curricula of Volkschule [primary school], Mittelschule [secondary school] and AHS (Allgemeinbildende höhere Schule) [academic secondary school].</td>
<td>2020/21</td>
</tr>
<tr>
<td>Flemish Comm. (Belgium)</td>
<td>Decrees and resolutions (Besluit van de Vlaamse Regering houdende de organisatie van het schooljaar in het secundair onderwijs (31-08-2001); Besluit van de Vlaamse Regering houdende de codificatie betreffende het secundair onderwijs (17-12-2010); Decreet basisonderwijs (25-02-1997); Besluit van de Vlaamse Regering tot organisatie van het schooljaar in het basisonderwijs en in het deeltijds onderwijs georganiseerd of gesubsidieerd door de Vlaamse Gemeenschap (17-04-1991)).</td>
<td>2020/21</td>
</tr>
<tr>
<td>Canada</td>
<td>Estimates based on provinces/territories government policy documents and observations. In some jurisdictions, that is informed by additions in Collective Agreements.</td>
<td>2020/21</td>
</tr>
<tr>
<td>Chile</td>
<td>Official curriculum and study programmes.</td>
<td>2021</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Framework Curriculum Timetable set by the Framework Educational Programme for Basic Education (FEP BE).</td>
<td>2020/21</td>
</tr>
<tr>
<td>Denmark</td>
<td>Act on the Folkeskole: Bekendtgørelse af lov om folkeskole (link), Intended instruction time (link1) (link2).</td>
<td>2020/21</td>
</tr>
<tr>
<td>England (UK)</td>
<td>Department for Education (link).</td>
<td>2020/21</td>
</tr>
<tr>
<td>Estonia</td>
<td>Basic schools and Upper Secondary Schools Act; The national curriculum for basic schools.</td>
<td>2020/21</td>
</tr>
<tr>
<td>Country</td>
<td>Sources and references</td>
<td>Reference period</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>France</td>
<td>Temps scolaire (pour les jours fériés) (link). Grade 1-5: Décret n° 2013-77 du 24 janvier 2013 relatif à l’organisation du temps scolaire dans les écoles maternelles et élémentaires (link); Arrêté du 9 novembre 2015 fixant les horaires d’enseignement des écoles maternelles et élémentaires (link). Grades 6-9: Décret n° 2015-544 du 19 mai 2015 relatif à l’organisation des enseignements au collège (link); Décret n° 2016-1063 du 3 août 2016 relatif à l’organisation de la journée scolaire au collège (link); Arrêté du 19 mai 2015 relatif à l’organisation des enseignements dans les classes de collège (link); Arrêté du 19 mai 2015 modifié relatif à l’organisation des enseignements dans les classes de collège (link). Grade 10: [Accompagnement personnalisé au lycée] Arrêté du 16 juillet 2018 relatif à l’organisation et aux volumes horaires de la classe de seconde des lycées d’enseignement général et technologique et des lycées d’enseignement général et technologique agricole (link).</td>
<td>2020/21</td>
</tr>
<tr>
<td>Germany</td>
<td>Information provided by the Ministries of Education and Cultural Affairs of the Länder.</td>
<td>2019/20</td>
</tr>
<tr>
<td>Hungary</td>
<td>The Ministerial Decree No 27/2020 (VIII. 11.), the National Core Curriculum and the related Framework curricula.</td>
<td>2020/21</td>
</tr>
<tr>
<td>Country</td>
<td>Sources and references</td>
<td>Reference period</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Israel</td>
<td>Professional units of the Ministry of Education and Guidelines General Manager Publications curriculum in schools and for the hour’s allocations.</td>
<td>2020/21</td>
</tr>
<tr>
<td>Italy</td>
<td>Decree of the President of the Republic (DPR) 275/1999 on school autonomy; Organisation of the primary and lower secondary school levels and the relevant timetables: DPR 89/2009; Minimum weekly timetable at primary level: Law 169/2008; Organisation of Licei (general upper secondary level): DPR 89/2010.</td>
<td>2020/21</td>
</tr>
<tr>
<td>Latvia</td>
<td>National Standard for Basic Education and Standards for Basic Education Subjects, and Basic Education Sample Plans (2014) (link); The General Education Law (link); Regulation on National Basic Education Standards and Samples of Basic Education Programmes (2018) (link).</td>
<td>2020/21</td>
</tr>
<tr>
<td>Netherlands</td>
<td>Law on Primary Education (WPO) and Law on Secondary education (WVO).</td>
<td>2020/21</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Education Act 1989.</td>
<td>2021</td>
</tr>
<tr>
<td>Norway</td>
<td>Law and policy document based on law - subject syllabuses: Circular Udir-01-2020.</td>
<td>2020/21</td>
</tr>
<tr>
<td>Poland</td>
<td>The School Education Act of 7 September 1991 (with further amendments); Regulation by the Minister of National Education of 3 April 2019 on outline timetables in public schools; Regulation by the Minister of National Education of 11 August 2017 on the organisation of the school year; Regulation by the Minister of National Education of 14 April 1992 on the conditions and procedures for teaching religion in public schools; Regulation by the Minister of National Education of 12 August 1999 on teaching at school and scope of content for knowledge on human sexual life, rules for conscious and responsible parenthood, value of family, life in its prenatal form, and methods and tools for conscious procreation included in the core curriculum for general education; Regulation by the Minister of National Education of 2 June 2017 amending the regulation on teaching at school and scope of content for knowledge on human sexual life, rules for conscious and responsible parenthood, value of family, life in its prenatal form, and methods and tools for conscious procreation included in the core curriculum for general education; Regulation by the Minister of National Education and Sport of 31 December 2002 on safety and hygiene in public and non-public schools and institutions (with further amendments); School Education Information System database (System Informacji Oświatowej).</td>
<td>2020/21</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>Missing.</td>
<td>2020/21</td>
</tr>
<tr>
<td>Scotland (UK)</td>
<td>Scottish Curriculum for Excellence; Education (Scotland) Act 1980; Children and Young People (Scotland) Act 2014.</td>
<td>2020/21</td>
</tr>
<tr>
<td>Country</td>
<td>Sources and references</td>
<td>Reference period</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>State educational programme for the first stage of primary school of the SR – ISCED 1, National Institute for Education, Bratislava 2015; State educational programme for the second stage of primary school in the SR – ISCED 24 - lower secondary education, National Institute for Education, Bratislava 2015; State educational programme for Gymnasium of the ISCED 34 - upper secondary education, National Institute for Education, Bratislava 2015.</td>
<td>2020/21</td>
</tr>
<tr>
<td>Slovenia</td>
<td>Basic School Act (<a href="#">link</a>); Rules on the School Calendar for Basic Schools (<a href="#">link</a>); Syllabus for Basic School Programme (<a href="#">link</a>).</td>
<td>2020/21</td>
</tr>
<tr>
<td>Spain</td>
<td>National and regional regulations on curriculum and school calendars.</td>
<td>2020/21</td>
</tr>
<tr>
<td>Sweden</td>
<td>Teaching time and distribution on subjects: Education Act (SFS 2010:800) (<a href="#">link</a>); and the Compulsory School Ordinance (SFS 2011:185) (<a href="#">link</a>); Information on percentage of students following reported curriculum: Swedish National Agency for Education.</td>
<td>2020/21</td>
</tr>
<tr>
<td>Switzerland</td>
<td>The reported instruction time is based on the 26 cantonal timetables (<a href="#">Stundentafeln / grilles horaires</a>) for ISCED 1 and 24 in 2020/21. The calculation is provided by the Swiss Conference of Cantonal Ministers of Education (EDK).</td>
<td>2020/21</td>
</tr>
<tr>
<td>Turkey</td>
<td>Regulation on Pre-Primary and Primary Education Institutions; Regulation on Secondary Education Institutions; Primary and Lower Secondary School Weekly Lesson Table, Decision dated 28.05.2013 and numbered 69 of MoNE Board of Education; Upper Secondary School Weekly Lesson Table, Decision dated 27.01.2014 and numbered 6 of MoNE Board of Education; Working Calendar for school year 2017-2018.</td>
<td>2020/21</td>
</tr>
<tr>
<td>United States</td>
<td>Education Commission of the States, StateNotes, Number of Instruction Days/Hours in the School Year (January 2020) (<a href="#">link</a>).</td>
<td>2019/20</td>
</tr>
</tbody>
</table>

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

### Table X3.D1.3. Participation in subnational data collection on instruction time of students (2021)

<table>
<thead>
<tr>
<th>Country</th>
<th>Instruction time, organisation of compulsory general education (Tables D1.1, D1.2)</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>OECD</td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td><strong>OECD</strong></td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Australia</td>
<td>Missing</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Austria</td>
<td>No</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Belgium</td>
<td>Yes</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Canada</td>
<td>Yes</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Chile</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Colombia</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>No</td>
<td>The Czech Republic is a unitary country with small differences among regions.</td>
</tr>
<tr>
<td>Denmark</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Estonia</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Finland</td>
<td>No</td>
<td>Not relevant as instruction time and organisation of compulsory general education are defined to a great extent in national regulations. National regulations and collective agreements leave some room for flexibility at local level but municipal level data are not available.</td>
</tr>
<tr>
<td>France</td>
<td>No</td>
<td>Not relevant due to a centralised education system with few difference at subnational level (there is no &quot;regional decision makers&quot; as understood by some more decentralised countries).</td>
</tr>
<tr>
<td>Germany</td>
<td>No</td>
<td>Data are not available.</td>
</tr>
<tr>
<td>Greece</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Hungary</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Iceland</td>
<td>No</td>
<td>Not relevant due to a small population.</td>
</tr>
<tr>
<td>Ireland</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no geographical or subnational variation.</td>
</tr>
<tr>
<td>Israel</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Italy</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Japan</td>
<td>No</td>
<td>Appropriate data to fill the subnational questionnaire are not available.</td>
</tr>
<tr>
<td>Korea</td>
<td>No</td>
<td>There is no difference at the subnational level.</td>
</tr>
<tr>
<td>Latvia</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Lithuania</td>
<td>No</td>
<td>Not relevant due to relatively small population number and a centralised education system with no specific and fundamental differences between the 10 counties.</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Mexico</td>
<td>No</td>
<td>Not relevant as there is no significant difference at the subnational level.</td>
</tr>
<tr>
<td>Netherlands</td>
<td>No</td>
<td>Not relevant because of the relatively small size of the country and the centralised organisation of the education system.</td>
</tr>
<tr>
<td>New Zealand</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Norway</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Poland</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Portugal</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Slovenia</td>
<td>No</td>
<td>Not relevant due to a small country with only two statistical NUTS regions that do not differ in terms of governance.</td>
</tr>
<tr>
<td>Spain</td>
<td>No</td>
<td>Subnational data is collected specifically for the purpose of calculating a national estimate. The possibility to extend this exercise to provide comparable data by autonomous communities need to be reviewed in the future. However, there are no significant differences across regions as it is mainly based on national legislation.</td>
</tr>
<tr>
<td>Sweden</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Switzerland</td>
<td>No</td>
<td>Missing.</td>
</tr>
<tr>
<td>Turkey</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>Yes</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>United States</td>
<td>Yes</td>
<td>Not applicable.</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>No</td>
<td>Part of the information is not available either in national or subnational level.</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
</tbody>
</table>

[Back to main table for this Indicator]
Notes on specific countries

Statutory instruction time: Tables D1.1, D1.2, D1.3, D1.4, D1.5 and D1.6; OECD.stat database on trend data.

Methodology and interpretation

For impact of days of teachers’ professional development and student examination on the reported statutory instruction time data, see Table X3.D1.4.

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

Australia:

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

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

The reported number of grades is 7 in primary education and 6 in secondary education. However, number of grades distributed between primary and secondary education may differ across states and territories. For example, most public schools in South Australia have 8 years of primary education and 5 years of secondary education.

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

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

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

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

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

The Australian Curriculum has a three-dimensional design. In addition to discipline-based subjects, general capabilities as essential skills and cross-curriculum priorities can be applied to learning across the curriculum. The Australian Curriculum for Foundation to Year 10 was endorsed by all state and territory education ministers in 2015. There is flexibility in the subjects that schools choose to offer (at all levels of schooling). At the secondary level, some subjects can be delivered to students as electives and there may be variation across states and territories as to what year level this occurs.

Notes on interpretation of instruction time trends: Number of grades that are part of compulsory education by level of education varies across jurisdictions. Actual duration can be 6-7 years for primary and 3-4 years for lower secondary, with a total duration of 10 years. The minimum number of years of primary education is reported for the school years 2014 and 2015.

For data for the school year 2015 and onwards, intended instruction hours are based on the Australian Curriculum for Foundation to Year 10. Before the school year 2014, no national policy existed mandating the instruction time by subject due to high degree of flexibility in determining how curriculum content is taught decided often at the school level. Back to main table for this Indicator
Austria:

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

Notes on subject allocation: During the first two years of primary school, foreign language (Language 2) instruction is linked to other subjects (32 periods of 50 minutes per grade) as part of an integrated approach. In primary school (Volkschule) grades 1-4, social studies and technology are part of an integrated subject called Sachunterricht, which covers initial natural sciences. ICT is taught as an integrated subject in grades 1-4.

There is a choice between Latin and the second foreign language in AHS (Allgemeinbildende höhere Schule, academic secondary school). In grade 7, students of the Gymnasium subtype start to learn Latin or the second foreign language (Language 3) of their choice. In the Realgymnasium and Wirtschaftskundliches Realgymnasium subtypes, students choose between the second foreign languages (Language 3).

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

Subjects reported in the category "Other subjects": Remedial education and Latin.

Subjects reported in the category "Non-compulsory curriculum": Subjects such as choir, instrument playing, physical education, drama, native-tongue instruction, creative music, creative art, modern foreign language, promotion of special interests and talents.

From school year 2018/19 on, students who are tested as not having sufficient command of the language of instruction (German) will be enrolled in preparatory classes (Deutschförderklassen – German support classes) for a maximum of 4 terms, for 15 lessons of German as a second language at primary level (ISCED 1) and for 20 lessons at lower secondary level (ISCED 2) respectively. These classes follow a defined curriculum. The rest of their school time, students will join tuition in their mainstream class (according to their age group). Language competence will be assessed systematically after each term. Having reached a sufficient level in the language of instruction, students are fully transferred to their mainstream class and will then receive language support of 6 lessons a week in so-called language support courses (Deutschförderkurse) parallel to mainstream tuition, following the already existing curricula for German as a second language. Back to main table for this Indicator

Belgium (Flemish Community):

Notes on years of compulsory education: From school year 2020/21, the age of compulsory education is lowered from age 6 to age 5. This means 1 year of compulsory education at pre-primary level.

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

Notes on the duration of the school year, school week and period length: The number of instruction days per school week is 4.5 days. For more information, refer to notes in Organisation of the standard school week.

Calculation of the number of days of instruction for primary education in the school year 2020/21 is as follows: The school year starts on 1 September and ends on 31 August (52 weeks). Then weeks of holidays are deducted (9 weeks of summer holiday, 2 weeks of Christmas holiday, 2 weeks of Easter holiday, 1 week of autumn holiday and 1 week of Carnival holiday), leaving 37 weeks, which equals to 166.5 days (37 weeks × 4.5 days per school week). Finally, 7.5 days for the number of days the school is closed for festivities in 2020/21 are deducted (½ day of contact with parents, ½ days of educational seminar (BVLR 17-04-1991; BS 11-07-1991; art 3 §5 en art 3 §3), Ascension (13 May) and the next day, 0 day of 1 May (Saturday), 1 day for Whit Monday, 2 days to be chosen freely and 0 day for Easter Monday (falls in holiday); 0.5 day for 11 November (Wednesday), leaving 159.0 days.

Calculation of the number of days of instruction for secondary education in the school year 2020/21 is as follows: The school year starts on 1 September and ends on 31 August (52 weeks). Then weeks of holidays are deducted (9 weeks of summer holiday, 2 weeks of Christmas holiday, 2 weeks of Easter holiday, 1 week of autumn holiday and 1 week of Carnival holiday), leaving 37 weeks, which equals to 166.5 days (37 weeks × 4.5 days per school week). Finally, 6.0 days for the number of days the school is closed for festivities in 2020/21 are deducted (½ day of organisation, 1 day of pedagogical seminar, Ascension (13 May) and the next day, 0 day of 1 May (Saturday), 1 day of Whit Monday, 1 day to be chosen freely and 0 day of Easter Monday (falls in holiday); 0.5 day for 11 November (Wednesday), leaving 160.5 days.

Notes on subject allocation: The reform of the first two years in secondary education (ISCED 24) introduced changes in the distribution of total compulsory instruction time.

In grade 7, total compulsory instruction time is divided between a basic curriculum and 5 hours (of 50 minutes) of differentiation. By legislation, the basic curriculum is no longer linked directly to each subject (e.g. mathematics, science, etc.) but linked to the minimum goals children have to achieve at the end of each grade. These goals are strongly linked with the subjects within the autonomy of school boards. The differentiation can be linked with the same goals.
In grade 8, total compulsory instruction time is divided between a basic curriculum, 2 hours (of 50 minutes) of differentiation and 5 hours (of 50 minutes) of basic formation. The hours of differentiation and of basic formation are combined in "Compulsory flexible subjects" because the choice of the differentiation and basic formation consists of a mix of options the school provides and the student selects.

**Subjects reported in the category "Other subjects":** From grades 1-6 "other subjects" refer to learning to learn and social skills. These subjects and ICT are taught integrated into the rest of the subjects.

**Notes on the flexibility in the curriculum:** Contrary to previous years and editions of *Education at a Glance*, the number of hours per subject is not reported here, which is the result of the recommendations of the umbrella organisations. The legislation prescribes only a number of hours to be followed per week. Therefore, in fact there is horizontal flexibility and no vertical flexibility.

**Notes on interpretation of instruction time trends:** In the Flemish Community of Belgium, legislation only stipulates the total amount of instruction time without specifying how much time must be dedicated for each subject. For the school year 2010/11, the distribution of instruction time by subject was reported based on estimation from relevant surveys. However, since 2013/14, the data reflects the flexibility in the distribution of instruction time across subjects as stipulated in the legislation.

**Impact of COVID-19 on actual instruction time:** Autumn holiday has been prolonged 1 week (net of 4 days due to public holiday that week) because of COVID-19 (i.e. autumn holidays extended to 2 weeks). From 29 March 2021 until 2 April 2021, all primary and secondary schools also remained closed for one additional week than planned earlier in the school year (one more week before spring holidays (Easter)). The total number of actual instruction days in 2020/21 is thus 150.5 days for primary education and 152 days for secondary education.  

**Belgium (French Community):**

**Notes on years of compulsory education:** From school year 2020/21, the age of compulsory education is lowered from age 6 to age 5. This means 1 year of compulsory education at pre-primary level.

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

**Notes on methodology:** Statutory instruction time data refer to the minimum number of periods per subject specified by the law. They are not representative of the actual curricula which are very diverse (and for which the French Community of Belgium cannot provide data).

There are four tracks in total at upper secondary level in the French Community of Belgium, and two of the tracks are general programmes: Enseignement général (de transition) and Enseignement Technique et Artistique de Transition. Therefore, data on distribution of compulsory instruction time per subject by age (14-17-year-olds) show weighted averages of these two tracks.

**Deviation of coverage from that specified in the manual:** The scope includes both public and government-dependent private institutions, whose programmes only slightly differ. Therefore, data only show the minimum number of hours in public institutions.

**Percentage of students following the reported curriculum:** Reported curriculum is followed by 100% of students both in primary and in lower secondary education, and 53.8% of students in upper secondary education (all students in general programmes).

**Notes on the duration of the school year, school week and period length:** The annual number of instruction days is set at 180, however, the Government can fix it between 180 and 184 days.

**Notes on subject allocation:** In primary education, reading, writing and literature, mathematics, natural sciences, social studies, arts education and technology are compulsory subjects with a flexible timetable. The compulsory subjects that are not part of flexible timetable are: physical education (2 periods), religion/ethics/moral education (2 periods, more explanation below) and a foreign language (0, 2, 3 or 5 periods depending on the place and year, more explanation below). The rest of the schedule is set by a decree, which states that basic skills have priority, i.e. to the teaching of reading and the mastery of basic mathematical tools in the context of problem solving. Other educational activities also cover the general objectives for this level of education and are part of the compulsory curriculum: structuring of time and space, psychomotor and physical education, early-learning activities and introduction to history and geography, art education, education through technology, scientific initiation, discovery of the environment, media literacy, learning of social behaviour and citizenship.

A new subject "Philosophy and Citizenship Education" has been compulsory as from 1 September 2016 for primary schools, and as from 1 September 2017 for secondary schools offering a choice between religion and moral education studies: at least one of the two lessons per week allocated to religion or moral studies should be devoted to 'philosophy and citizenship'. Instruction on this subject is part of compulsory education. In the other schools, the content and objectives of "Education to philosophy and citizenship" must be acquired through all subjects.
In grades 5-6, learning a modern language other than French includes at least 2 periods (of 50 minutes) per week, except in the 19 municipalities of Brussels and the Walloon communes with special linguistic status where it is compulsory to teach a first foreign language taught 3 periods per week in grades 3-4 and 5 periods per week in grades 5-6. Moreover, in Brussels, the first foreign language is always Dutch and it starts at age 8 whereas in the other parts of the French Community, the first foreign language can be chosen (Dutch, English or German).

In lower secondary level (grades 7 and 8), compulsory options chosen by students belong to seven areas: French (Latin, theatre, initiation to the culture of antiquity, etc.), foreign language (conversation, culture, etc.), sciences and mathematics (informatics, sciences, mathematics, logic, etc.), social studies (economic matters, civic life, etc.), artistic activities (music, arts, etc.), technical activities, and sport activities (sport, physical education, body language, etc.). Previously, four compulsory periods a week were devoted to these subjects. Since 1 September 2020, the legislation has changed: 2 or 4 periods are now devoted to these subjects. As a consequence, the total number of compulsory periods has become between 30 and 32. Moreover, students can benefit from 1 or 2 periods of "remediation", that can be added to this total of 30 periods.

**Impact of COVID-19 on actual instruction time:** In 2020/21, the number of instruction days per school year should have been 179, taking into account the deduction of the 3 days of continuing professional development activities for teachers from the statutory annual number of instruction days of 182 days. However, due to the COVID-19 pandemic, all primary and secondary schools remained closed for one additional week than planned in November (net of 4 days, as 11 November 2020 was a public holiday). From 29 March until 2 April, all primary and secondary schools also remained closed for one additional week than planned earlier in the school year (one more week before spring holidays (Easter)). The total number of actual instruction days in 2020/21 is thus 170. [Back to main table for this Indicator]

**Brazil:**

**Notes on the duration of the school year, school week and period length:** The school year is determined by the National Education Law 9.394/1996, Art 24 for all educational levels. There is no national legislation establishing the school week and period length, thus states and municipalities have autonomy to decide about this matter. However, due to the COVID-19 pandemic, the reported data for school year 2020 reflects exceptional circumstances. See note on Impact of COVID-19 on actual instruction time.

**Impact of COVID-19 on actual instruction time:** The closure of schools due to the COVID-19 pandemic occurred in March 2020 in Brazil, when the school year had just begun. The minimum number of school days has been made exceptionally flexible by the central government, so subnational education networks have taken different steps to maintain classes in a non-classroom format.

The National Education Law establishes a minimum annual school year of 800 hours distributed over a minimum of 200 days a year. However, in an exceptional pandemic context, for primary and secondary levels, subnational education systems are not required to cover the minimum statutory of school days of the school year, but only the minimum legal hours in the school year, in the possible execution between the academic years 2020 and 2021 (Law n. 14.040/2020). In addition, the legislation allowed the flexibility of the administration of the curricular contents of consecutive grades between the academic years 2020 and 2021. The length of the week and the school term is established by subnational education networks.

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**Canada:**

**Notes on years of compulsory education:** In the majority of jurisdictions in Canada, compulsory education is up to age 16, as opposed to a specific grade.

**Notes on methodology:** The estimates provided for intended instruction time are a weighted average of instruction time reported by each jurisdiction. Various provincial education/schools acts, regulations and directives provide the framework for reporting intended and/or actual instruction time. Collective agreements in some provinces/territories also guide intended instruction time. The responses are weighted by the number of students in each jurisdiction, by age.

The estimates provided for intended instruction time are a weighted average of instruction time reported by each jurisdiction. The methodology for calculating the Canada-level response for quantitative indicators is to use two criteria to determine whether or not there is enough consensus to provide this response: (1) at least seven (50%) provinces and territories provide a response, and; (2) the reporting provinces and territories represent at least 70% of full time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Similar to the quantitative methodology, the qualitative methodology for calculating the Canada-level response is to use two criteria to determine whether or not there is enough consensus to provide this response: (1) At least 50% of reporting provinces and territories provide the same response, and; (2) the reporting provinces and territories represent at least 70% of full time student enrolments according to the Elementary-Secondary Education Survey (ESES).

**Percentage of students following the reported curriculum:** Majority.
Notes on the duration of the school year, school week and period length: Canada’s ten provinces and three territories have jurisdiction over education and each jurisdiction determines their curriculum and instruction time. The Canadian figures are based on the mandated or recommended instruction time and curriculum requirements in the 10 jurisdictions submitting data. Data from Manitoba, the Yukon and Nunavut are not included. Most jurisdictions set minimum instruction time or recommended instruction time and the number of instructional days per year in provincial/territorial legislation, regulation or policy. Generally, the school week is 5 days.

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

In some jurisdictions, Technology and Practical and vocational skills subjects may be included under other subject areas.

Subjects reported in the category “Other subjects”: Data that is representative at the Canada-level are currently not available. Back to main table for this Indicator

Chile:
Notes on methodology: Statutory instruction time is the weighted average of the official programmes for the two main paths: with and without JEC (Jornada Escolar Completa), weighted by the proportion of students enrolled in institutions with and without JEC for each grade, available for 2019. The data source changed between 2018 and 2019 data.

Notes on the duration of the school year, school week and period length: Instruction time data cover both public and government-dependent private institutions.

Subjects reported in the category “Other subjects”: Educational guidance. Back to main table for this Indicator

Colombia:
Notes on methodology: The current instructional time is taken based on what is defined in the regulations as expected time.

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

Notes on subject allocation: The C600 survey collects information in addition to the one produced by the Ministry of Education, including the weekly time intensity students receive compulsory and core subjects education. From this information, the structure has been collected and applied to the annual policy education according to ISCED level. As 20% of the curriculum is elective subjects on which no information is collected in the survey, they were classified in "other subjects".

The correspondence between mandatory and fundamental areas of Colombia and the OECD classification is as follows:

<table>
<thead>
<tr>
<th>OECD classification</th>
<th>Colombia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing and literature</td>
<td>Humanities, Spanish language and foreign languages</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Natural sciences</td>
<td>Natural sciences and environmental education</td>
</tr>
<tr>
<td>Social studies</td>
<td>Social sciences, history, geography, philosophy, politics and democracy</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>Physical education, recreation and sports</td>
</tr>
<tr>
<td>Arts Education</td>
<td>Artistic education</td>
</tr>
<tr>
<td>Religion/Ethics/Moral education</td>
<td>Ethics and human values education, Religious education</td>
</tr>
<tr>
<td>Technology</td>
<td>Information and Technology</td>
</tr>
</tbody>
</table>

Actual instruction time per subject in primary and general lower secondary education (2019) collected from the C600 survey as a percentage of total compulsory instruction time is shown below.
Notes on methodology

Czech Republic:

Notes on subject allocation: Subjects with instruction time distributed across group of grades but must be included in all grades are Reading, writing and literature, Mathematics, Natural sciences, Social studies, and Arts Education.

For Natural sciences and Social studies at primary level (ISCED 1), the Framework Educational Programme (FEP) sets total time allocated to the educational area “People and Their World”, which includes natural sciences as well as social studies. Thus, in the table the Social studies are included in the Natural sciences column. For Natural sciences and Social studies at lower secondary level (ISCED 24), geography is included into Natural sciences as set in the FEP (although it is composed of social as well as natural topics).

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

The minimum instruction time for the second foreign language (Language 3) is given for grades 6-9. It is taught from grade 8 at the latest, but it can be taught also in lower grades. The second foreign language (Language 3) at primary level (ISCED 1) and the third (Language 4) and the fourth (Language 5) foreign languages at primary and lower secondary (ISCED 1 and 2) can be offered by schools despite the Framework Education Programme does not state it. The time can be allocated from the “disposable lessons” or it could be offered as a non-compulsory subject, though in practice they are rarely offered. Theoretically the fourth foreign language (Language 5) could be taught but it is usually not provided (or only as a non-compulsory subject).

For Physical Education and Health, two lessons per week are allocated for physical education in each grade of primary level (grades 1-5). This time allocation can be extended in the two following years by offering compulsory swimming lessons, using the disposable lessons from “compulsory flexible subjects chosen by schools”. At this level (grades 1-5), the health education is integrated in the natural and social sciences.
(educational area "People and the world"). At lower secondary level (grades 6-9), two lessons per week are allocated for physical education in each grade as well. Furthermore, there are two more lessons per week designated for the whole educational area "People and the health". These may focus on various topics from the area of health education, or the time for physical education can be increased. The school decides in which grades the individual topics are included. The figure on intended instruction time shows the average of 2.5 periods per grade for Physical Education and Health.

Subjects reported in the category "Other subjects": This category includes religion/ethics/moral education and cross-curricular topics: Personal and social education, education for democratic citizenship, education towards thinking in the European and global context, multicultural education, environmental education, and media studies.

Notes on the flexibility in the curriculum: See below the vertical flexibility between grades at primary and lower secondary level:

<table>
<thead>
<tr>
<th>Subjects*</th>
<th>Primary**</th>
<th>Lower secondary (general programmes)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing and literature, Mathematics, Natural sciences, Social studies, Arts Education, Religion/Ethics/Moral education, ICT, Technology, Practical and vocational skills, Other subjects, Compulsory flexible subjects chosen by schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language 1</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>Language 2</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>Language 3</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table X3.D1.1.  ** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Impact of COVID-19 on actual instruction time: In 2020/21, the autumn holidays were prolonged by two days and the Christmas holidays by another two days due to the COVID-19 pandemic, reducing the number of instruction days to 191 days. The measure was introduced during the school year.

Distance education: The pandemic significantly affected the presence of pupils at school and teaching in the school year 2020/21. Some or all grades/schools were closed in some periods. However, according to the amendment to the Education Act valid from 25 August 2020, distance education is compulsory for schools/pupils during the school closure from pandemic or similar reasons. In the distance education, online teaching as well as the pupils’ individual work apply. The organisation and scope of education content is decided by school head. The Ministry of Education, Youth and Sports has recommended prioritising the main education areas (subjects) and concentrating on the expected outcomes. Distance learning has been compulsory from September 2020.

Physical education: The scope of physical education was restricted from 18 November 2020 for all pupils in presence learning, and the end of this measure will be stated in accordance with the progress of pandemic (the physical education was restricted also for grades 6-9 from 5 October 2020). Sports activities are not allowed but they may be replaced by outdoor walks and/or theoretical learning. Back to main table for this Indicator

Denmark:

Notes on methodology: For primary and lower secondary level the number of school days per year and the number of instruction hours for each grade and subject is decided upon by the local municipality within a framework set by national authorities (parliament and government). The Danish Ministry of Education provides figures for the minimum and recommended annual number of instruction hours. The figures indicated here combine the minimum and recommended requirements as decided by the Danish Parliament (Folketinget): Minimum for the subjects Danish, Mathematics and History for each grade, as for the accumulated compulsory instruction time for each grade, and recommended instruction time for each single subject at each grade.

The exact number of hours for actual instruction time is not available, but data collected from the schools by the Ministry of Education indicates – as an average for all schools and subjects – similarities between the recommended and the actual instruction time.

The relevant regulation define annual number of instruction hours including breaks. However, the time spent on breaks have been excluded (by estimation) in the reported data. See Notes on the duration of the school year, school week and period length.

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

Notes on interpretation: The pre-school class (børnehaveklasse/class 0) has been a part of the Folkeskole Acts since 2009. When the pre-school class became compulsory for all children from age 6 and the revision of the ISCED classification (ISCED 2011), the pre-school class (børnehaveklasse/class 0) became part of primary education.
(ISCED 1). Grade 1 in this data collection is the first year of compulsory education corresponding to class 0 (børnehaveklasse/pre-school class), grade 2 corresponds to class 1 etc. and therefore grade 10 refers to class 9.

Notes on the duration of the school year, school week and period length: There is no regulation of the number of days of instruction per year, but regulation of the annual number of instruction hours. However, the first and last day of the school year are national and mandatory.

The organisation of the school day is decided at municipal or school level and differs from school to school. Typically, the day will be organised in modules of 90 minutes or lessons of 45 minutes starting at 8.00 a.m. or 8.15 a.m. The number of lessons in a standard school day depends on the regulations of the annual number of instruction hours, which varies for different school levels and grades.

A reform on the primary and lower secondary school (Folkeskolen) effective from August 2014 introduced new regulations aimed at providing a more varied school day with increased instruction hours, new and more diversified teaching methods and extra time for physical activities/exercise and assisted learning activities. The annual instruction hours include compulsory teaching in subjects, assisted learning activities and breaks. There are provisions for reduction of the time given to assisted learning activities. The regulations of the annual number of instruction hours a year are 1,110 hours for grades 1-4, 1,320 hours for grades 5-7 and 1,400 hours for grades 8-10. The number of hours a week corresponds to approximately 28 hours for grades 1-4, 33 hours for grades 5-7 and 35 hours for grades 8-10. If it is assumed that schools plan one hour a day for breaks and 200 school days a year, the compulsory minimum number of hours a year without the breaks (as reported in the data tables) will be 910 hours for grades 1-4, 1,120 hours for grades 5-7 and 1,200 hours for grades 8-10.

Subjects reported in the category Other subjects: In addition to regular subjects, it is compulsory for pupils to participate in (1) Exercise and physical activity and (2) Assisted learning activities. The number of hours a year for these activities is 310 hours for grade 1, 160 for grade 2, 130 for grade 3, 70 for grade 4, 250 for grade 5, 190 for grades 6-7, 210 for grade 8 and 240 for grades 9-10. From August 2015 it is compulsory for schools to offer and for pupils to participate in academic in-depth study and homework assistance as part of the longer school day and as an integrated part of assisted learning activities.

Assisted learning activities aim to develop the pupils’ receptiveness to teaching by working with their social competences, diverse development, motivation and wellbeing. The number of hours of assisted learning activities is not directly regulated at national level by a minimum number of compulsory hours. This is decided at municipal level. The number of hours is indicated by a calculation based on the assumption that the schools are having one hour daily for breaks equivalent to 200 hours annually.

Notes on interpretation of instruction time trends: Since the school year 2014/15 (August 2014), a reform on Folkeskolen (integrated primary and general lower secondary school) became effective. It introduced new regulations to have a more varied school day with increased class hours, new and more diversified teaching methods and extra time for physical activities/exercise, supportive learning activities and assisted learning.

Since the school year 2015/16 (August 2015), it is compulsory for schools (in primary and general lower secondary education) to offer and for students to participate in academic in-depth study and homework assistance as part of the longer school day and as an integrated part of assisted learning activities. These activities, previously included in the non-compulsory curriculum, are included in the compulsory curriculum.

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England (United Kingdom):

Notes on years of compulsory education: The start of compulsory full-time education is set as the ‘relevant date’ after a child’s fifth birthday: the ‘relevant date’ being the start of the school term beginning on or following 1 September, 1 January or 1 April. For a child whose birthday falls between 1 April and 31 August, compulsory education begins at the start of grade 1 (ISCED 1). For a child whose birthday falls between 1 September and 31 March, compulsory education begins during the reception year (ISCED 0).

There is a legal requirement to engage in full-time or part-time education or training from age 16 to 18.

Deviation of coverage from that specified in the manual: The scope of the information on intended instruction time is public schools (maintained schools) only. The scope of the country-specific notes is both public schools and government-dependent private institutions (academies, including free schools).

Percentage of students following the reported curriculum: 93% of UK pupils attend public mainstream schools. These include maintained schools, that must follow the reported curriculum, and academies, that may choose to do so.

Notes on the duration of the school year, school week and period length: Schools must provide sufficient lesson time to deliver a broad and balanced curriculum that includes all statutory requirements. There is no prescribed minimum time. Schools may grant study leave to pupils in grade 11 taking public examinations.

Notes on subject allocation: For maintained schools (public schools), the national curriculum designates subjects as compulsory, but does not specify teaching time for these subjects.
First foreign language (Language 2): It refers to any modern or ancient foreign language in grades 3-6 and any modern foreign language in grades 7-9.

Religion: Schools are required to provide for the teaching of religious education and for a daily act of collective worship. Parents have the right to withdraw their child from religious education and from collective worship.

Practical and vocational skills: Schools are required to secure access to independent and impartial careers advice and guidance for pupils in grades 8-11.

Compulsory options chosen by students: Pupils in maintained schools in grades 10-11 must be offered options in foreign languages, arts, technologies and social sciences.

Compulsory options chosen by schools: Schools may require pupils to study subjects that are not part of the compulsory curriculum, for example foreign languages, arts, technologies or social sciences in grades 10-11. For academies, the minimum subject requirements are not set by legislation but by an individual funding agreement with the Secretary of State. Funding agreements all include a requirement for a broad and balanced curriculum, which includes English, mathematics, science and religious education.

Subjects reported in the category "Other subjects": Relationships Education is compulsory in all primary schools (grades 3-6) in England and Relationships and Sex Education is compulsory in all secondary schools (grades 7-11), as well as Health Education compulsory in all state-funded schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory Relationship and Sex Education (RSE) guidance.

Notes on interpretation of instruction time trends: Prior to the school year 2011/12 (1 September 2011), the Department for Education provided governing bodies of maintained schools with recommended minimum weekly instruction time by subject. Since the school year 2011/12, schools are only required to provide sufficient lesson time to deliver a broad and balanced curriculum that includes all statutory requirements. For maintained schools (public schools), the national curriculum designates specific subjects as compulsory, but does not specify instruction time for these subjects. Back to main table for this Indicator

Estonia:

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

Percentage of students following the reported curriculum: The percentage of students following the reported curriculum (i.e. the National Curriculum of Basic Schools) is 97.78%. About 3% of all students follow some type of simplified curriculum or curriculum of International Baccalaureate Organisation. Only public schools are under observation.

The estimations reflect the percentage of the students in stationary studies, following the national curriculum in grades 1-6 and grades 7-9. In each group of grades, the total number of lessons per school year is calculated according to the number of lessons in a week defined in the national curriculum.

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

Notes on subject allocation: "Reading, writing, literature" category comprises Estonian or Russian language and literature (as language of instruction; literature begins in grades 4-6). "Natural Sciences" in grades 1-3 and grades 4-6 comprises science and, in grades 7-9, geography, biology, physics, chemistry and science. "Social studies" comprises in grades 1-3 personal, social and health education (PSH) and, in grades 4-6 and grades 7-9, history, PSH, civics and citizenship education.

"Second language (Language 2)" can be English, Russian, German or French. "Other languages (Language 3)" can be English, Russian, German, French or some other language. "Language 2" begins in grades 1-3; "Language 3" in grades 4-6. "Physical Education and Health" consists of physical education and "Arts Education" comprises in grades 4-9 technological studies, handicraft and home economics. In schools with a language of instruction other than Estonian, studying a second foreign language (Language 3) is not compulsory. Instead, students have to study Estonian as a second language (Language 2).

Schools have to offer some elective subjects but they decide which ones. Once selected, these subjects are compulsory for all pupils, i.e. compulsory flexible subjects chosen by the schools.

Notes on the flexibility in the curriculum: See below the vertical flexibility between grades at primary and lower secondary level:
Subjects* Primary** Lower secondary (general programmes)**

| Reading, writing and literature, Mathematics, Natural sciences, Social studies, Language 2, Physical Education and Health, Arts Education, Religion/Ethics/Moral education, ICT, Compulsory flexible subjects chosen by schools |
|---|---|---|---|---|---|---|---|
| Language 3, Technology |

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table X3.D1.1.

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

Notes on interpretation of instruction time trends: Since the school year 2013/14, the new national curriculum for basic schools became effective in all grades of primary and general lower secondary education. This involved a small increase in the total compulsory instruction hours and some changes in the instruction time in primary and general lower secondary education. Back to main table for this Indicator

Finland:

Notes on the duration of the school year, school week and period length: The school year in basic education comprises 190 days of instruction, with some deductions due to national holidays during the working week. In 2020/21, there are is 189 days of instruction.

Notes on subject allocation: The category “Natural Sciences” includes geography. The category “Compulsory subjects with flexible timetable” refers to the additional lessons that schools must offer in physical education, arts, music, crafts or home economics. The “Compulsory flexible subjects chosen by schools” can be any subject.

Subjects reported in the category “Non-compulsory curriculum”: The non-compulsory curriculum refers to an optional foreign language. The recommended time for the first optional foreign language (12 hours) refers to grades 3-9, although it can start already in grade 1. The minimum instruction time recommended for the second optional foreign language (4 hours) covers grades 7-9, although it can start already in grade 1.

Percentage of students in general compulsory education attending the non-compulsory instruction time: 14.6% in primary level and 31% in lower secondary level.

Notes on the flexibility in the curriculum: Schools and education providers can start the instruction of subjects with flexible timetable already from grade 1. Subjects with flexible timetable are foreign languages, history and social studies, home economics, guidance counselling and two non-compulsory languages.

In the case of foreign languages, schools and education providers can start the instruction already in grade 1, and they must do it in spring term of grade 1 at the latest in the case of the first foreign language, and at least in grade 6 in the case of the second foreign language.

See below the vertical flexibility between grades at primary and lower secondary level:

| Subjects* | Primary** | Lower secondary (general programmes)** |
|---|---|---|---|---|---|---|---|---|---|
| Reading, writing and literature, Mathematics, Natural sciences, Language 2, Physical Education and Health, Arts Education, Religion/Ethics/Moral education |
| Compulsory subjects with flexible timetable |
| Social studies |
| Language 3 |
| Practical and vocational skills |
| ICT, Compulsory flexible subjects chosen by schools |

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table X3.D1.1.

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

Notes on interpretation of instruction time trends: In 2010/11 (the NESLI data collection), instruction hours are theoretically divided for each grade then summed up by level of education. Since 2013/14 (the joint Eurydice-OECD data collection), it was possible to report minimum instruction time requirement for groups of grades and levels of education that better reflects the reality in Finland. The differences in methodologies implemented could explain changes in compulsory instruction time: increase in primary education and decrease of similar extent in general lower secondary education.

Since the school year 2015/16, schools and education providers can start the instruction at least in grade 6 for the second foreign language. This is reflected as an increase in the instruction hours of other languages in primary education with corresponding decrease in the instruction hours of other languages in general lower secondary education.
Since the school year 2016/17, new National Core Curriculum for Basic Education became effective in all grades of primary and general lower secondary education. This involved change in instruction time of the first optional foreign language and introduction of the second optional language (both categorised as non-compulsory curriculum). In addition, minimum instruction time for various groups of grades is reorganised into different groups of grades. [Back to main table for this Indicator]

France:

*Deviation of coverage from that specified in the manual* The "Homework done" programme, implemented in all lower secondary state schools allows willing students in grades 6-9 to benefit from a time dedicated to the completion of assignments under the pedagogical supervision of teachers or non-teaching staff. Depending on local needs, the hours devoted to the "homework done" programme can take place on vacant time slots in the timetable, during lunchtime break or self-study time in late afternoon. The hours devoted to this programme have not been included in the intended instruction time as only students willing to participate are concerned. [Reference]

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

*Notes on subject allocation:*

Natural sciences: In grades 1-3, it refers to the field of study called "questioning the world" which covers notions of Science, History-Geography, Technology, ICT and also integrates Ethics and Moral education (called 'Civic and Moral Education' in France). In grades 4-6, it includes Technology.

Mathematics: In grades 4-5, it includes ICT (notions of computer science (programming)).

Social studies: In grades 4-10, it covers History-Geography and Civic and Moral Education. In grade 10, it includes History-Geography and Social and Economic studies.

ICT: It is integrated in Natural sciences for grades 1-3. In grades 4-5, it is integrated in mathematics and includes notions of computer science (programming). In grades 6-9, ICT is mainly integrated in Technology and Mathematics, but it is included in the Total compulsory curriculum time because each subject can participate and no time is specifically dedicated to ICT. In grade 10, ICT includes Technology.

Technology: It is integrated in Natural sciences in grades 1-6 and in ICT in grade 10.

Ethics and moral education (called Civic and Moral Education in France): It is integrated in Social studies for grades 6-9. In grades 1-5, 36 hours per year are allocated to Civic and Moral Education and 18 hours per year in grade 10.

Other languages: For grade 10, the second foreign language (Language 3) is reported together with the first foreign language (Language 2).

Practical and vocational skills: In grades 8-10, it includes careers guidance.

Total compulsory curriculum: In grades 6-9, *Accompagnement personnalisé* (i.e. tailored teaching and support to all students including Children with Special Needs) and interdisciplinary projects (*Enseignements pratiques interdisciplinaires*) are included in Total compulsory instruction time and integrated in all subjects. In grades 8 or 9, a week for the close observation of the professional environment is also included: it applies to all students and takes place during instruction time - no additional time is mentioned. It was introduced in 2005/06. In grade 10, it includes Form time (*vie de classe*) - no additional time is mentioned.

*Subjects reported in the category “Other subjects”:* 10 hours of "Form time" in grades 6-9.

*Subjects reported in the category "Non-compulsory curriculum":* It is possible to cumulate several optional courses within the limits of what the school can offer, within the limits imposed by the organisation of timetables and the use of the teaching hours each school is allocated. The non-compulsory curriculum includes in grade 6 (216 hours/year = 6 hours/week) two hours a week of choral singing, two hours a week of a second foreign or regional language that cannot exceed 6 hours/week when it is combined with the first foreign language (Each school is free to choose the distribution of the 6 hours according to their needs.) and 2 hours/week of an introductory course to a regional language ("Regional Languages and cultures"). In grade 7 (252 hours/year), non-compulsory curriculum can include 2 hours/week of choral singing, 1 hour/week of Languages and cultures from Antiquity (Latin and ancient Greek), 2 hours/week of a regional language (Regional Languages and cultures) and 2 hours/week of a "European languages and cultures" course based on one of the two foreign languages studied. In grades 8-9 (324 hours/year), non-compulsory curriculum can include 2 hours/week of choral singing, 3 hours/week of Languages and cultures from Antiquity (Latin and ancient Greek), 2 hours/week of a regional language (Regional Languages and cultures) and 2 hours/week of a "European languages and cultures" course based on one of the two foreign languages studied. In grades 6-9, the non-compulsory curriculum also includes the 'homework done' programme, which allows willing students to do their homework under supervision. In grade 10, students can choose to take one or two additional subjects (*enseignements optionnels*): one from a list of general education subjects (3 hours/week), including a third
foreign modern language (foreign or regional language), ancient languages and cultures (Latin and/or Greek),
French Sign Language, Arts education (visual arts, film/audio-visual media, dance, history of arts, music or
drama), physical education and Circus arts (6 hours/week). The second optional subject can be chosen from a
list of technological education subjects (1.5 hours/week), including Management, Health and social studies,
Biotechnologies, Sciences and Laboratory, Engineering Sciences, Technological creation and innovation, Artistic
workshop, and Creation and culture – design (6 hours/week). Ancient languages and cultures (Latin and/or
Greek) can also be chosen on top of the two optional subjects. Depending on the additional optional subjects
chosen, instruction time could theoretically increase by up to 648 hours/year (theoretical maximum limits). In
practice, 216 hours/year are unlikely to be exceeded.

Percentage of students in general compulsory education attending the non-compulsory instruction time: Data is
provided for academic year 2019-2020 (Source: Repères et références statistiques sur les enseignements, la
formation et la recherche (RERS) 2020, fiche 4.15 (grade 6), fiche 4.17 (grades 7-9) and fiche 4.11 (grade 10).

Grade 6 (in public and private schools): a second foreign or regional language (15.5%).
Grade 7: Latin (17.2%), introductory course to Latin and ancient Greek (0.8%).
Grade 8: Latin (16.5%), ancient Greek (0.2%), introductory course to Latin and ancient Greek (0.7%).
Grade 9: Latin (14.7%), ancient Greek (2.2%), introductory course to Latin and ancient Greek (1%).
Grade 10 (in public and private schools):
- General education optional subjects: third modern language (7.6%), Latin (4.5%), Physical education (4.3%),
  Visual arts (3.7%), Drama (1.9%), film/audio-visual media (1.6%), ancient Greek (1.2%), Music (1.1%), History
  of arts (0.6%), Dance (0.3%), French sign language (0.2%).
- Technological education optional subjects: Engineering Sciences (5.3%), Sciences and Laboratory (4.5%),
  Management (4.3%), Health and social studies (2.4%), Technological creation and innovation (1.9%),
  Biotechnologies (1.5%), Creation and culture – design (0.6%).

Notes on the flexibility in the curriculum: In grades 6-9, Accompagnement personnalisé (i.e. tailored teaching and
support to all students including Children with Special Needs) and interdisciplinary projects (Enseignements
pratiques interdisciplinaires) are integrated in various subjects and are therefore included in total compulsory
instruction time. In grade 8 or 9, the total compulsory curriculum also includes a 5-day work-shadowing
placement in the world of work.

Notes on interpretation of instruction time trends: In the school year 2016/17, the reform in lower secondary
general programmes is reflected in the data by a decrease in the number of instruction hours.

Since the school year 2016/17, the new Order in primary education (Arrêté du 9 novembre 2015 fixant les
horaires d’enseignement des écoles maternelles et élémentaires) adjusted instruction time in some subjects
without any changes in the total number of compulsory instruction hours.

In the school year 2017/18, a modification of a Decree in lower secondary general programmes (Modification in
the Decree of May 19, 2015 relating to the organisation of classes in lower secondary schools) resulted in an
increase in the non-compulsory instruction time. Back to main table for this Indicator.

Germany:
Deviation of coverage from that specified in the manual: Instruction time includes teacher development days and
examination periods, because regulations in the Länder are different.

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

The average instruction time reported for grade 10 has been calculated in the same way. The data on grade 10
provided by the Länder do not differentiate between lower secondary general programmes (ISCED 24) and
upper secondary general programmes (ISCED 34). In more than 35% of all cases, grade 10 is added to upper
secondary general programmes (ISCED 34). However, a clear allocation to the ISCED levels is not possible.

Notes on interpretation: Differences between intended and actual instruction time should be eliminated. Based
on empirical sources provided by the Länder, differences between both are marginal. Therefore, they have no
influence on the calculation of the weighted averages (e.g. the cancellation of lessons for a variety of reasons).

Most teachers in Germany are employed as civil servants. Civil servants are not allowed to strike and all public
sector industrial action is illegal by definition.

Subjects reported in the category “Other subjects”: Open learning and interdisciplinary subjects.
**Greece:**

*Deviation of coverage from that specified in the manual:* The content of Geography in the primary and the Geology-Geography in the lower secondary education focuses more on the natural environment, therefore the subject is taught by teachers of Natural sciences. Consequently, the subject is classified in Natural sciences and not in Social sciences.

*Percentage of students following the reported curriculum:* In general public schools: Primary education: 93%; Lower secondary education: 96.5%.

*Notes on the duration of the school year, school week and period length:* Primary and secondary schools open for students on 11 September. In primary schools lessons end on 15 June. For school year 2020/21, the instruction days in primary schools amount to 173 and are organised in 34-35 weeks that include 5 days, from Monday to Friday. In lower secondary schools a provisional date (28 May) is used as the final date for lessons, since it will be specified by a Ministerial Decision before the end of April 2020 (according to Ministerial Decision 79942/ΓΔ4/21-5-2019 art. 1 G.G. 2005/B/2019). For school year 2020/21, the instruction days in lower secondary schools amount to 161 and are organised in 32-33 weeks that include 5 days, from Monday to Friday. The exam period begins on the 1 June; it has two phases and is completed by the end of June. Students who fail one or more subjects are offered additional days of instruction within June before they repeat the examinations at the end of June. These additional days of instruction have not been included in the number of instruction days, because it is not clear at this moment how many periods will be needed in each school. The above teaching days for school year 2020/21 (174 for primary schools and 162 for lower secondary schools) exclude days when schools are closed for festivities, such as national holidays, days when students are not expected to be at school or examination periods.

The daily timetable of primary schools comprises, for all grades, six compulsory periods (three 45-minutes and three 40-minutes) and three non-compulsory periods of 45 minutes.

The compulsory curriculum of lower secondary schools comprises of six or seven periods per day (3 2 periods classes working on projects concerning culture, ecology, health issues, career options and entrepreneurship. Notes on subject allocation

- **Subject allocation:** The first foreign language (Language 2) taught in all grades is English.

- In primary education, Natural Sciences refers to Study of the Environment in grades 1-4 (which includes the study of the natural, social and cultural environment) and to physics and geography in grades 5-6. Social studies includes History in grades 3-4 and refers to History and Civic and Social Studies in grades 5-6. Other languages (Language 3) corresponds to the second foreign language in grades 5-6 (where students choose between French and German). Compulsory flexible subjects chosen by schools corresponds to what is called a "Flexible Zone" (2 or 3 hours per week in grades 1-4), in which cross-thematic teacher initiated programmes are developed. These programmes can be dedicated to activities pertaining to environmental education, health education, culture and arts, etc.

- In lower secondary education, Reading, writing and literature refers to the subjects Modern Greek Language and Literature and Ancient Greek Language and Literature (grades 7-9). Natural sciences includes physics and biology in grade 7, physics, geology-geography, biology and chemistry in grade 8 and physics, biology and chemistry in grade 9. Social studies corresponds to history in grades 7-8, and history, Civic and Social Studies in grade 9. Practical and vocational skills refers to home economics in grade 7. Other languages (Language 3) corresponds to the second foreign language in grades 7-9 (Students choose among French, German and Italian).

*Subjects reported in the category "Non-compulsory curriculum":* It is offered as an option to students after the end of the compulsory timetable.

In the primary education, non-compulsory programme (all-day schooling) includes one period of educational activities in the morning, and in the afternoon one period of homework and one period of instruction on an elective subject (ICT, English, Physical Education, Art, Music, Drama and Cultural Activity Clubs). In the case of primary schools that function with more than 5 groups, priority is given to families presenting concrete social criteria.

In the lower secondary, it includes (a) remedial instruction on mathematics, modern and ancient Greek, physics, chemistry, and English (each period lasts 45 minutes), (b) classes working on projects concerning culture, ecology, health issues, career options and entrepreneurship that last 2 hours a week. Students can follow remedial courses for only one subject or for all of them (1-11 periods per week for students of grade 7 and 1-12 hours per week for students of grades 8-9) and can choose one or two projects (2 or 4 hours per week).

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* The non-compulsory curriculum in the primary level is attended by 29.64% of primary school students. In the secondary level, where both the remedial courses and the activities-projects began in December, information on the percentage of students attending non-compulsory instruction is not yet available for all regions.
Notes on interpretation of instruction time trends: Since the school year 2016/17, there is only one type of primary school: "all-day primary schools". In the previous years, two types of primary schools with different curricula, and data reported referred to a weighted average of these two curricula.

Since the school year 2017/18, the new legislation (Presidential Decree 79/2017) became effective, resulting in increases in total instruction time.

Impact of COVID-19 on actual instruction time: In 2020/21, schools opened exceptionally a week later than usual due to the COVID-19 pandemic (11 September moved to 14 September). Back to main table for this Indicator

Hungary:

Notes on methodology: The Ministerial Decree No 27/2020 (VIII. 11.) (EMMI rendelet) stipulates the number of the school days.

There is a three-level structure of curricular regulation. The obligatory National Core Curriculum (Level 1), reformed from 1 September 2020, specifies a compulsory minimum and a maximum total number of lessons, in addition it sets a two-year compulsory time frame allocated to subject areas. It also presents a recommended yearly breakdown by subjects. There are also the National Framework Curricula (Level 2) with content regulation based on the National Core Curriculum. This data collection is based on the National Core Curriculum (Level 1) in grades 1, 5 and 9 due to curricula reform and on Level 2 in the rest. At the institutional level (Level 3), schools develop their own curriculum based on the higher-level regulations. The National Core Curriculum and the related Framework Curricula have been reformed: new regulation phased in for grades 1, 5 and 9. Compulsory time frame is set for a two-year breakdown, but due to the phasing in system and for better representation, yearly recommended (by the National Core Curriculum) instruction time is reported.

Data for the joint lower and upper secondary programmes for 6- and 8-school years organised in Gimnázium and bilingual programmes are excluded.

Data for mainstream single structure education programme, for general upper secondary Gimnázium programme, and for vocational upper secondary Szakgimnázium programme (but the reported data refers only to Arts and Humanities education, which is part of the general education) are provided. Szakgimnázium in grades 9-10 refer to institutions kept their name "szakgimnázium" after education reform taken place from the school year 2020/21.

Notes on the duration of the school year, school week and period length: In general, classes last 45 minutes but schools may also organise longer or shorter ones. No class may take less than 35 or more than 135 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are considered to be organised in 45-minute lessons. Breaks between curricular and extracurricular lessons should be taken to provide rest for children.

The regulation for Szakgimnázium is different from the regulation for Gimnázium. Szakgimnázium schools can choose between two options: Option A and Option B. Option A is presented in grades 9-10 of Szakgimnázium where there is Natural Science.

Notes on subject allocation: Natural Sciences refer to Environmental Studies in grades 2-6; Biology, Physics and Chemistry for grades 7-8 and 10; Physics, Biology and Chemistry for grade 9; and Physics and Chemistry for grade 10 in Gimnázium. Social studies refer to History in grade 5; History/Social/Civic Studies in grade 6, Geography and History/Social/Civic Studies in grades 7-8 and 10 in Gimnázium; History and Geography in grade 9 in Gimnázium; and History in grades 9-10 in Szakgimnázium. Arts Education refer to Music and Visual Culture in grades 1-8 and grades 9-10 in Gimnázium; and Arts in grade 9 in Szakgimnázium. Religion/Ethics/Moral education refer to Ethics or Religion (students/parents choose between the two) in grades 1-8.

For compulsory flexible subjects chosen by schools, schools allocate some amount of time to subjects of their own choice “Szabadon tervezhető órakeret” for grades 1-4 (they can introduce a new subject with framework curricula adopted by the minister responsible for education and/or raise the number of other classes); three classes per week of Szabadon tervezhető órakeret for grades 6-8; two classes per week of Szabadon tervezhető órakeret for grade 9 in Gimnázium; four classes per week of Szabadon tervezhető órakeret for grade 10 in Gimnázium.

Subjects reported in the category “Other subjects”: Form teachers' class in grades 5-10.

Notes on interpretation of instruction time trends: Between the school years 2013/14 and 2016/17, the new Framework Curricula was introduced in a four-year phase. The previous Framework Curricula were recommendations for schools, but the new National Framework Curricula became compulsory for schools. The main change is that the previous (recommended) curricula defined instruction time per year, whereas the new (compulsory) curricula define instruction time per week. Back to main table for this Indicator

Iceland:

Notes on methodology: Intended instruction time is stipulated in the National Curriculum Guidelines for Compulsory Schools.
Notes on the duration of the school year, school week and period length: National Curriculum Guidelines allocate a certain number of minutes per week for each subject over a period of three grades, grades 1-4, grades 5-7 and grades 8-10. Schools and local educational authorities have autonomy in organising the distribution of weekly instruction time within these periods.

Notes on subject allocation: Two foreign languages are compulsory: English and Danish (in some cases Norwegian or Swedish). Schools are free to decide how much time should be assigned for the first and the second foreign language (Languages 2 and 3), within the limits of the intended curriculum for foreign languages. Additional foreign language instruction (Language 4) is included in compulsory options chosen by the students. Compulsory options chosen by students can include 'elective subjects' chosen by each individual school. Schools can choose to offer elective subjects that are the same as the core subjects (e.g. language and mathematics), if they want to provide more extensive education in those subject fields. The guidelines instruct schools to keep a balance between academic and vocational subjects. It is recommended that schools offer subjects in the arts and practical/vocational subjects, especially in grades 8-10.

Notes on the flexibility in the curriculum: One of the main issues of the Compulsory School Act of 2008 was to increase more latitude flexibility and continuity between and within the three single structure compulsory school levels (grades 1-4, grades 5-7 and grades 8-10). The purpose was to better accommodate the diverse needs of children and increase flexibility in organisation. A reference timetable for the core subjects was granted (core subjects are; Icelandic, Icelandic as a second/or sign language, mathematics, English, Danish/other Nordic languages, arts and crafts, natural sciences, physical education, social sciences, equal rights affairs, religious studies, life skills and information and communication technology), stipulating the proportional division of time between different subjects areas. It is up to each school determine if a particular subject is taught in a separate or integrated manner as the reference timetable allows certain flexibility within subject areas between the three grade stages.

See below the vertical flexibility between grades at primary and lower secondary level:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Primary**</th>
<th>Lower secondary (general programmes)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing and literature, Mathematics,</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>Natural sciences, Social studies, Language 2, Language 3,</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>Physical Education and Health, Arts Education,</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>Religion/Ethics/Moral education, ICT,</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>Practical and vocational skills, Other Subjects,</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>Compulsory options chosen by the students,</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>Compulsory flexible subjects chosen by schools</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>Language 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table X3.D1.1.

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

Notes on interpretation of instruction time trends: Introduced in the school year 2011/12, the National Guideline on Curriculum led to a significant decrease in compulsory instruction time compared to previous years.

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Ireland:

Notes on years of compulsory education: The data refers to six years of primary education and four years of post-primary education (i.e. up to the end of compulsory schooling at age 16).

Primary education (ISCED 1) includes six years of compulsory schooling (i.e. grades 1-6 providing for 6-12 year old pupils). However, although compulsory education does not begin until age 6, ISCED 1 in Ireland also includes two years (called junior and senior infant classes) that provide for 4-5 year-old pupils, where schooling is not compulsory. Approximately half of all 4-year-olds and almost all 5-year-olds are enrolled in primary schools. These infant classes are not included in the data as they fall outside the definition of compulsory schooling.

Secondary education (ISCED 24 and 34) includes four years of compulsory schooling (i.e. grades 7-9 at ISCED 24 providing for, typically, 13-15 year-old students (chronologically years 9-11 from the start of junior infants) and grade 10 at ISCED 34 providing for, typically, 16 year-old students). However, the last two years of ISCED 34 are not reported because schooling is not compulsory, but is attended by most students (i.e. grades 11-12, or chronological years 13-14 of education, providing for 17 and 18 year-old students).

Notes on major changes in educational system: Curriculum reform at lower secondary level (ISCED 24) commenced in 2014 and is being implemented on a phased basis up to the academic year 2021/22. The phased implementation includes the introduction of new specifications for the different subjects offered at this level. The curriculum reform gives schools considerable flexibility to design their learning programmes at lower secondary level. The reported data for the school year 2020/21 reflects the phasing in of the curriculum reform at lower secondary education and the flexibility afforded to schools in designing their programmes of learning.
A new specification in English, Irish and Mathematics has been introduced as part of the curriculum reform at lower secondary education (ISCED 24). The new specifications are now being implemented across the three years of ISCED 24 for English, Irish and Mathematics. The new specifications for these three subjects provide for an intended minimum instruction time of 2.4 hours/week. In the case of English and Mathematics, the intended minimum instruction time of 2.4 hours represents a reduction of 56 minutes from the 3.33 hours weekly that was indicated in previous years. It is expected that schools will choose to timetable additional time for English, Irish and Mathematics in light of the key role played by these subjects in supporting literacy and numeracy and also the cultural importance of Irish.

At lower secondary level (ISCED 24), a greater proportion of time is now reported under the category "Compulsory flexible subjects chosen by schools". For example, science which was previously included under "Compulsory options chosen by the students" is now under "Compulsory flexible subjects chosen by school". History (Years 2-3 of ISCED 24) and Geography (Years 1-3 of ISCED 24) are included in the category "Compulsory flexible subjects chosen by schools". Other subjects areas now included for Years 1-3 of ISCED 24 under "Compulsory flexible subjects chosen by the school” include second foreign language (Languages 3 and/or 4; French, German, Italian, Spanish), Arts education (music, art-craft-design), Religious education, Technology, Practical and vocational skills (home economics, materials technology (wood), metalwork, technical graphics, business studies) together with subjects such as Latin, ancient Greek, classical studies, Jewish studies and environmental studies.

Although schools have flexibility, they are still required to ensure that students study Language 1 and Language 2 (English or Irish depending on the medium of instruction in the school) and Mathematics. In addition, students are required to study Physical Education (minimum time has been reduced from 2 hours to 1.34 hours per week), Civic Social and Political Education (CSPE) and Social Personal and Health Education (SPHE) as core components of Wellbeing, a new mandatory area of learning.

Phases 1 to 4 of the new Framework for Junior Cycle (initiated in 2014) have been implemented across all compulsory subjects and most optional subjects at all grades (grades 7, 8 and 9) in lower secondary by the start of the academic year 2020/21. The final phase (phase 5) which was introduced in 2019 - and which includes optional subjects such as Technologies, Religious Education, Jewish Studies and Classics - has already been implemented at grades 7 and 8, and will be fully implemented across all grades at lower secondary in the next academic year 2021/22.

Notes on methodology: Intended instruction time should correlate with the required amounts of time specified in national curriculum documents and circulars.

Notes on the duration of the school year, school week and period length: In Ireland, primary schools are typically required to be open to pupils for a minimum of 183 days for student instruction. During 2020/21 due to the enforced school closure at the end of the 2019/20 school year due to COVID-19, no school closures for continuing professional development (CPD) had been envisaged for 2020/21. For primary education (ISCED 1), each day consists of 5 hours and 40 minutes with 40 minutes allocated to breaks and general recreation. The duration of lessons may vary in primary schools but the average is 30 minutes.

At secondary level (ISCED 24 and 34), schools are typically required to be open to pupils to receive instruction for a minimum of 167 days. No school closures for continuous professional development took place during term 1 in 2020/21, but there were two whole-school closure in term 2, which reduced the total number of instruction days to 165. As of May 2021, whole-school CPD at lower secondary level was cancelled in some schools but not in the majority of schools.

Notes on subject allocation: In primary education (ISCED 1), the list of prescribed subjects and instruction time to be allocated makes up most of the school week. The school week also includes 2 hours of discretionary time at grades 1-6 which can be allocated, at the teacher’s and at the school’s discretion, to any of the six curriculum areas or to any of the subjects within them. In line with the measures outlined in the National Literacy and Numeracy Strategy, since January 2012 all primary schools have been required to increase the time spent on the development of literacy skills by one hour per week (i.e. from 7.5 hours to 8.5 hours for grades 1-6), particularly in the first language of the school. They have also been required to increase the time spent on mathematics by 70 minutes per week (i.e. from 3 hours to 4 hours 10 minutes for grades 1-6.) Schools have been requested to make provision for these arrangements through a combination of approaches such as integrating literacy and numeracy with other curriculum areas, using some or all of curriculum discretionary time (2 hours) for literacy and numeracy activities, and re-allocating time spent on other subjects in the curriculum to the development of literacy and numeracy. In the data reported, this increased time has been already reflected for grades 1-6 (additional one hour in literacy and one hour in mathematics). The other additional 10 minutes per week for mathematics (grades 1-6) is drawn from legacy time given to roll call and assembly, which is recorded under the category “Other subjects”.

“Reading, writing and literature” category refers to either English or Irish depending on the first language of the school and the other language is reported under the category Second Language (Language 2) in both primary and secondary education. In English-medium schools, English is regarded as the first language (Language 1) and Irish as the second language (Language 2) while in Irish-medium schools, the first language is Irish and the
second language is English. All primary schools teach both English and Irish. In grade 10, the time for foreign languages and Second Language (Language 2; Irish or English) is reduced to accommodate the greater diversity of courses undertaken by students in the transition year.

Irish is compulsory for all grades at lower secondary education (ISCED 24), unless students are exempted in special circumstances, as outlined in Department Circular 0052/2019. The new specification for Irish provides for a minimum of 240 hours of instruction over the course of the three years of ISCED 24 or on average a minimum of 2.4 hours per week.

"Social studies" in Year 1 of lower secondary education (ISCED 24) encompasses Civic, Social and Political Education (CSPE) and History. History is currently an optional subject in Years 2-3, but was made a compulsory subject in 2020/21 at ISCED 24 starting with Year 1.

As part of the curriculum reform at ISCED 24, Civic Social and Political Education (CSPE) and Social Personal and Health Education (SPHE) are required components of a new compulsory area of learning, Wellbeing, for students who commenced ISCED 24 Year 1 in 2017/18. Schools are required to provide for a minimum of 70 hours of instruction in each of CSPE and SPHE to these students over the course of the three years of ISCED 24 or on average a minimum of 0.7 hours a week.

"Physical Education and Health": As part of the curriculum reform at ISCED 24, Physical Education is now a required component of Wellbeing. Schools are required to provide for a minimum of 135 hours of instruction in Physical Education to these students during the course of the three years of ISCED 24 or on average a minimum of 1.35 hours each week.

For students in ISCED 24 Year 3, the Rules and Programme for Secondary Schools identifies the following subjects that schools may draw from in order to fill the total amount of compulsory instruction time. These are in addition to the compulsory subjects (with prescribed time) and reported in the category "Compulsory flexible curriculum chosen by the students": history, geography, Latin, Ancient Greek, classical studies, Hebrew studies, French, German, Italian, Spanish, science, technology, home economics, music, art-craft-design, materials technology (wood), metalwork, technical graphics, business studies, typewriting, environmental and social studies, religious education.

The final year of compulsory education is technically the first year of general upper secondary education (ISCED 34) for many students. This is called "transition year", but it is not compulsory and many students directly enter other programmes after general lower secondary education (ISCED 24) such as the Established Leaving Certificate or the Leaving Certificate Applied programme, which is more vocational-oriented than general upper secondary education (ISCED 34). While subjects like English, Irish, mathematics and physical education must still be offered in the transition year, the only subject that is nationally designated a specific time (Circular 37/10) is an aspect of SPHE, called Relationships and Sexuality Education (RSE). Six periods across the two or three years of senior cycle (ISCED 34) must be allocated to this subject but it need not be timetabled every week. Schools are also free to design their own subjects and curricula to a far greater degree during the transition year than has been the case in general lower secondary education (ISCED 24), or in other years.

In general upper secondary education (ISCED 34), the "Compulsory flexible curriculum" assumes 1 or 2 periods per week for guidance, and three other subjects, each provided within blocks for four or five periods per week. The number of compulsory subjects varies depending on the school type that a student attends. Only (i) English, (ii) Irish, (iii) Mathematics, (iv) Civic, Social and Political Education and (v) Social, Personal and Health Education are compulsory in all schools at this level. This is outlined in the Rules and Programme for Secondary Schools (2004 edition). The calculation for literacy and mathematics is based on 5 days and 40 minutes per day, i.e. 3.33 hours weekly.

Subjects reported in the category "Other subjects": At primary level (ISCED 1), it includes Social Personal and Health Education (SPHE) and the legacy time allocated for assembly and roll call. At lower secondary general programmes (ISCED 24), it includes Social Personal and Health Education only.

Notes on the flexibility in the curriculum: The curriculum reform at general lower secondary education (ISCED 24) provides for vertical flexibility within individual subjects across the three years of this level. However, it is not possible to reflect this in the current survey as the introduction of new subject specifications that accommodate this vertical flexibility is happening on a phased basis for individual subjects and as students enter Year 1 in ISCED 24. It is only when the curriculum reform at ISCED 24 is fully implemented in 2021/22 that it will be possible to accurately represent the vertical flexibility envisaged in the curriculum reform.

Notes on interpretation of instruction time trends: In the previous ISCED classification, there were 8 years of primary education (including junior and senior infants). However, in the latest ISCED classification, there are 6 years of primary education (excluding junior and senior infants).

Impact of COVID-19 on actual instruction time: Guidelines were prepared centrally by the education ministry prior to schools re-opening for the school year 2020/21 as a result of the COVID-19 pandemic. The Curriculum Guidance for primary school leaders and teachers noted that “It will be necessary for schools to prioritise certain aspects of the curriculum on re-opening. Schools will need to re-orientate their work with the curriculum especially during the initial weeks of the first term as they give greater time and attention to areas such as...
Social, Personal and Health Education, Physical Education, Language and Mathematics. Gradually, as schools build comprehensive pictures of where students are in their learning, they will work towards more ‘typical’ curriculum plans.” The Guidance for post-primary school leaders and teachers outlined how “Curriculum considerations for 2020/21 must therefore take account of the variable learning experiences of students during the period of school closure, the likely disengagement by students from particular aspects and areas of learning, and the practical contexts in which teaching and learning will be taking place in the new school year.”

Primary and secondary schools remained closed for three additional days after the Christmas break due to COVID-19: reducing the number of instruction days by 3 days. Moreover, at secondary level, period of student instruction have ended on 28 May for (lower and upper) secondary school students to facilitate the accredited grades process, reducing additional 5 days of instruction. Therefore the actual number of instruction days in 2020/21 is 180 days at primary level and 157 days at lower and upper secondary level.

A letter issued to schools from the Department of Education in March 2021 advised that "while many schools are preparing to move towards 400 hours well-being provision for their first year students from September 2021 it is recognised that the disruption caused by the further school closures in 2021, as a result of the pandemic, may present challenges in some cases in moving to this level of provision from September. In view of this schools are being given the option to defer the increase of well-being provision at Junior Cycle, for incoming first years, from 300 to 400 hours by one further year, until the 2022/23 academic year. Back to main table for this Indicator

Israel:

Notes on methodology: The scope includes both public and government-dependent private institutions.

Only longitudinal mandatory hours are reported. The report applies to students under the supervision of the Ministry of Education only. Subjects which award a vocational qualification, in schools supervised by the Ministry of Work and when successfully completed, were excluded from this report. The class sessions reported here represent only the state public education. The class sessions of Talmud Torah (8% from the primary education) and the recognised Ultra-Orthodox Hebrew sector (Tarbuti Yhudi: 8% from the upper secondary education) are not considered in these figures because they are not enrolled in state official education. The independent education Nets (Atzmai, Maayan and the recognised education) are included in the data of the primary education.

The reported instruction time is a weighted average based on the proportion of classes for the primary and lower secondary education, and on the proportion of students for the upper secondary education by sector. Upper secondary education is divided into four distinct tracks: state education (non-Jewish education included) (42.4%), state-religious education (15.3%), sciences & tech (non-vocational) track (30.5%) and religious sciences & tech (non-vocational) track (11.7%). Students were allocated to educational levels according to the ISCED definition: Students aged 6-11 are enrolled in primary education, students aged 12-14 are enrolled in lower secondary education, and students aged 15-17 are enrolled in upper secondary education. As a rule in Israel, students in the primary education are aged 6-11 but in some schools enrolment in primary education is until age 13 (grade 8). In general, in lower secondary education students are aged 12-14. In upper secondary education they are aged 15-17, and in some schools, ages 14-17. The number of school year is different for each grade in the upper secondary education. Thus, the average is used to translate the weekly instruction time to the total annual number of instruction hours.

Percentage of students following the reported curriculum: 94.60%.

Notes on the duration of the school year, school week and period length: In 2020/21, there were 36.8 studying weeks in grades 1-6 and 35.3 studying weeks in grades 7-10.

As a rule, the actual instruction time scheduled by the ministry is the same as the intended instruction time.

Notes on subject allocation: For the non-Jewish sectors (Druze and Arab institutions), Hebrew is reported as Other languages (Language 3) as another national language.

In primary education, practical computer uses are taught mainly for core subjects: Hebrew, English, mathematics and science. The average learning hours for primary education includes the hours of the “Long School Day” programme, which are additional to the allocated base hours. This year, 29% of the primary classes are participating in this programme. As an average over all classes for students aged 6-11, 1.85 hours were added to the Compulsory flexible subjects chosen by schools.

In lower secondary education, technology and communication subjects were merged with "exact and natural" sciences. In upper secondary education, state-religious education includes 4 additional hours of Religion/Ethics/Moral education, which are mandatory for obtaining a matriculation certificate.

A student in upper secondary education can choose, beyond the required mandatory hours, two elective subjects during 3 years (grades 10-12) of the general track, resulting in 30 hours plus an additional 8.5 hours for "school autonomy" and 2 hours for general knowledge that includes art studies, humanities, social studies and languages. In the Sciences & Tech track, a student should choose 3 subjects (scientific, major and specialisation) totalling 54 hours plus additional 5.5 hours for “school autonomy” and 2 hours for general knowledge that includes art studies, humanities, social studies and languages. The elective hours may be of any of the subject
fields offered at school. The reported figures are the result of dividing the study hours across subjects in the most commonly way. However, there is a high flexibility in the choice of subjects, the horizontally distribution of hours between subjects and the vertical grade level.

**Subjects reported in the category "Non-compulsory curriculum":** Missing. The school can use non-compulsory hours to teach supplementary lessons in one of the compulsory subjects.

**Notes on the flexibility in the curriculum:** Due to COVID-19, recommendations were given on how to distribute instruction time among core subjects. In primary education, between 4 and 5 clusters were offered. "Language literacy, heritage, social science and humanities cluster" includes the subjects: Hebrew (mother tongue), History, Geography - man and environment, road safety, Bible, Homeland, Society and Citizenship, Israeli Jewish culture and an additional subject to choose from. "Culture and lifestyle cluster" includes physical education, visual arts, music, theatre, dance, cinema, education hour and life skills. "Mathematics, science and technology cluster" includes mathematics, science and technology (biology, physics, chemistry). "Foreign language cluster" includes English, Hebrew for Arabic speakers. In lower and upper secondary education, vertical flexibility of three years allows the principal and teachers to adapt the program according to needs.

See below the vertical flexibility between grades at primary and lower secondary level:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Primary**</th>
<th>Lower secondary (general programmes)**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9</td>
<td></td>
</tr>
</tbody>
</table>
| Reading, writing and literature, Mathematics, Natural sciences, Social studies, Language 2, Language 3, Physical Education and Health, Arts Education, Religion/Ethics/Moral education, ICT, Technology | **| *Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table X3.D1.1.*
| **The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.** |

**Impact of COVID-19 on actual instruction time:** At the beginning of the year, the published instruction time for schools was similar to the instruction time in the previous year. In November 2020, a new program presented three possible scenarios to reopen the school year: (1) Full closure - closing all schools or closing a single school. This scenario will include full learning from home; (2) Integrated scenario - Schools will operate in models that combine distance learning with school learning; (3) COVID-19 routine - Schools are open, and operate under the necessary health restrictions to prevent the spread of the virus. This implementation requires flexible planning. Therefore, unlike ordinary years, the guidelines will not be issued in a single publication, but as targeted guidelines in several beats for the year 2020 preparation in the COVID-19 period.

After a period of closure and restrictions on the education system, and subsequently the return of students to classes for learning in educational institutions on 1 November 2020, combined with learning from home including distance learning. The schedule is flexible. The following is a basic outline. The main changes are, in terms of the operating model, the hours in school are usually in small groups and the rest are completed hours by distance learning from home (such as Zoom): grades 1-4 will study 5 days a week, 5 hours a day (weekly total of 25 hours), grades 6-7 study at least 3 days a week, at least 14 hours a week; and grades 11-12 study at least 2 days a week, at least 9 hours a week. During a part of the period, the classes were split into two and studied 3 days in school and 3 days from home. [Back to main table for this Indicator]

**Italy:**

**Notes on methodology:** For primary education, the reported instruction time corresponds to a weekly timetable of 27 hours over 33 weeks (891 hours per year) and 36.89% of students follow this. The other school times are the following: 24.89% of students have 990 hours, 37.65% have 1 320 hours, and 0.57% have 792 hours. At the primary level, there is horizontal flexibility (except for religion and other languages (Languages 2-5)).

For lower and upper secondary education, instruction time data is reported based on the legal requirements. In the lower secondary education, 89.27% of students follow a timetable of 30 hours per week. However, in the music branch (attended by 7.96% of students), one hour per week is added to the weekly timetable for each instrument for a maximum of three instruments. Therefore, the weekly timetable in the music branch ranges from 31 to 33 hours per week.

At the upper secondary level, weighted averages of all general tracks are reported (based on the percentage of students enrolled in each track). Differences in instruction time between reference years can be due to changes in the weights and might not reflect changes in the curriculum. There are six tracks: arts subjects, classical studies, scientific studies, foreign languages, music and dance, human sciences.

**Percentage of students following the reported curriculum:** Lower secondary education: 89.3%.

**Notes on the duration of the school year, school week and period length:** According to legislation, schools are required to provide instruction for at least 5 days a week and for at least 200 days per year. However, the annual instruction time is commonly calculated based on an average of 33 weeks. Schools have autonomy in the
distribution of the timetable both over the week and the school year. In many schools, especially at secondary
level, lessons are distributed over 6 days. One hour lasts 60 minutes. Schools can organise the timetable in
periods lasting less than 60 minutes, provided that the sum of periods corresponds to the total amount of time
foreseen by the timetable.

At the primary level, the minimum annual instruction time is calculated according to the minimum weekly
timetable of 24 hours for 33 weeks, which was gradually introduced since school year 2009/10. However,
schools most commonly work according to the weekly timetable of 27 hours a week (891 hours per year) and
several schools also offer the 40-hour timetable.

*Notes on subject allocation*: In primary education, Music (included in "Arts Education"), history and geography
(included in "Social studies") are taught as separate subjects.

At lower secondary level, Reading, writing and literature includes history, geography and 1 hour of in-depth
studies in literacy learning. Mathematics category includes sciences. No indication is given on the distribution of
hours among subjects in the same area. Music (included in Arts Education) is taught as a separate subject
(2 hours/week). The hours foreseen for the second foreign language (Language 3) can be used for
complementary teaching of the first foreign language (Language 2), English, up to a total of 5 hours/week.

At upper secondary level (grades 9-10), Mathematics category includes ICT (ICT is taught as a separate subject
in the applied sciences option of the *Liceo scientifico*).

Arts Education includes different set of subjects in different tracks. In the *Liceo artistico* track, it includes History
of Arts, Drawing and Graphics, geometry, Sculpture and Plastic Disciplines and Arts Laboratory. In the *Liceo
musicale e coreutico* (music branch) track, it includes History of Arts, Performance and Interpretation, Theory,
Analysis and Composition, History of Music, Music for Ensemble Laboratory and Music Technologies. In the
*Liceo musicale e coreutico* (dance branch) track, it includes History of Dance, Dance Techniques Dance
labouratory, music theory and practice for dance.

In the *Liceo delle scienze umane* track, Social studies category includes history and geography, Human Sciences
(anthropology, pedagogy, psychology, sociology) as well as Law and Economy.

“Civic education” of the subject category “social studies” of primary, lower and upper secondary education is a
transversal subject (the instruction hours are distributed across the hours of “total compulsory curriculum”).
Though this subject is transversal, formally, the regulated instruction hours (33 hours per year) must be
respected and pupils are assessed as a separate subject.

*Subjects reported in the category “Other subjects”*: Latin and literature in the *liceo scientifico* and *liceo classico* and
ancient Greek and literature in the *liceo classico*. [Back to main table for this Indicator]

**Japan:**

*Notes on methodology*: The intended instruction time indicated in the Enforcement Regulation for School
Education Act and the results of the curriculum formulation and implementation survey for public primary and
lower secondary schools (2018)” are calculated in units of 60 minutes.

The average numbers of instruction day per year and the instruction time in compulsory general education are
calculated using the numbers of instruction time indicated in the Enforcement Regulation for School Education
Act and the instruction time reported as planned instruction time at each school at the beginning of the school
year.

*Subjects reported in the category “Other subjects”*: For primary education: Home Economics, Living Environment
Studies, the Period for Integrated Studies and Tokkatsu (Student-Led Activities). For lower secondary education:
Technology and Home Economics, the Period for Integrated Studies and Tokkatsu (Student-Led Activities).

*Notes on interpretation of instruction time trends*: Since the school year 2018/19, the revision in the National
Curriculum Standards became partially effective in primary education, increasing compulsory instruction time
at the primary level.

Trend data for Japan refer to data for the last available reference year in each survey year as there are no data
matched with instruction time data in the reference years. [Back to main table for this Indicator]

**Korea:**

*Notes on methodology*: The intended instruction time is stipulated in the “Elementary and Secondary Education
Act” and in “Primary and Secondary School Curriculum Overview” (2015 Revision). The instruction time
required for primary and lower secondary school levels is the standard instruction time, which is allowed to
vary by plus or minus 20% depending on the particular school.

*Notes on the duration of the school year, school week and period length*: Elementary and Secondary Education Act
specifies that given the minimum number of instruction days in the year (190 days), local and school
jurisdictions are responsible for the scheduling of school year.

Under the pedagogical supervision of teachers or non-teaching staff, a “play-based learning” program
implemented by all primary schools (grades 1-6) allows students to benefit from time dedicated to learning
through play. Depending on local circumstances, hours devoted to this program can be scheduled during vacant slots in the timetable. According to the 2018 survey, every school provided play-based learning in addition to the compulsory curriculum for an average of 57 hours per annum. Hours devoted to this program have not been included in the intended instruction time and/or non-compulsory curriculum, as the program is based on a recommendation from the Ministry of Education and is not a set requirement for schools.

**Notes on subject allocation**: Natural sciences and Practical and vocational skills, of which 340 lesson periods are required for grades 5-6, fall within the same subject cluster “Science/Practical Arts” in the Korean Primary School Curriculum. Moreover, the subject “Practical and vocational skills” also includes ICT and Technology for grades 5-6.

Compulsory options chosen by students can include elective subjects chosen by each individual school. Options for elective subjects are specified in the national curriculum as Environment, Health and “Career and Occupation”, which are not the same as the other compulsory subjects at the lower secondary level. Individual schools are required to choose one subject among these three and arrange 170 lessons for grades 7-9.

Natural sciences and Practical and vocational skills, of which 340 periods are required for grades 5-6, fall within the same subject cluster “Science/Practical Arts” in the Korean Primary School Curriculum. Moreover, the subject “Practical and vocational skills” also includes ICT and Technology for grades 5-6.

**Subjects reported in the category “Other subjects”:** For the first two years of primary education, students study Natural Sciences, Social studies, Physical Education and Health, Arts Education, and Religion/Ethics/Moral education in an integrated way through interdisciplinary subjects, which are classified as Other subjects. The subjects are named Disciplined Life (128 hours over grades 1-2), Intelligent Life (192 hours over grades 1-2), Pleasant Life (384 hours over grades 1-2) and Safe Life (64 hours over grades 1-2).

Creative Experiential Learning Activities (grades 1-12): At primary school level, it is recommended that ICT, health education, and Chinese Characters and Classics are systematically taught through Creative Experiential Learning Activities as well as related subjects. At lower secondary education level, they consist of self-initiated activities, club activities, volunteer activities, and future career activities.

"Free-semester": Implemented since 2016, one of the first three semesters of lower secondary education is operated as "Free Semester", which allows students to explore their career paths and to obtain vocational experiences through extracurricular programmes. During this semester, Free-semester activities (future career activities, selective activities, club activities, and arts & sports activities) are allocated in the curriculum for 8-14 periods per week.

**Notes on the flexibility in the curriculum**: See below the vertical flexibility between grades at primary and lower secondary level:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Primary**</th>
<th>Lower secondary (general programmes)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing and literature, Mathematics, Natural sciences, Social studies, Physical Education and Health, Arts Education, Religion/Ethics/Moral education, ICT, Other subjects</td>
<td>a</td>
<td>a</td>
</tr>
<tr>
<td>Language 2</td>
<td>a</td>
<td>a</td>
</tr>
<tr>
<td>Technology, Practical and vocational skills</td>
<td>a</td>
<td>a</td>
</tr>
<tr>
<td>Compulsory options chosen by the students</td>
<td>a</td>
<td>a</td>
</tr>
<tr>
<td>Compulsory/flexible subjects chosen by schools</td>
<td>a</td>
<td>a</td>
</tr>
</tbody>
</table>

**Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table X3.D1.1.**

**The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.**

**Notes on interpretation of instruction time trends**: Between the school years 2013 and 2015, a new National Curriculum was introduced in phases, which defines instruction time for groups of grades, introducing flexible allocation of instruction time across multiple grades.

In the school year 2017, the subject Safe Life was introduced as additional subject for grades 1-2 due to a revision in the National Curriculum, increasing compulsory instruction time at the primary level.

**Latvia:**

**Notes on major changes in the educational system**: The new curriculum (phasing in from the school year 2020/21 with grades 1, 4 and 7 and expected to be implemented fully by the school year 2022/23), distributes total number of lessons for each subject area over three periods of three years. It will allow the school to plan flexibly the study content and organise the learning process according to the results to be achieved, the needs of the students and the possibilities of the school. This does not lead to an increase in the total number of instruction days or hours in the school year, but it gives more flexibility to schools how to organise teaching and learning. Some new subjects are being introduced, such as "drama", "engineering", and "design and technology". In accordance with modern requirements, computer learning is intensified (already from the first grade) but
taught as integrated subject in grades 1-3 (learning objectives are defined in the curriculum). Drama/theatre is taught in grades 1-3 as an integrated subject. Second foreign language now starts from grade 4 (previously, grade 6).

**Notes on methodology:** The data on instruction time are provided based on the legislative acts reported in Table X3.D1.2 (Sources and References). Weighted averages of the two main education sample plans (model programmes) are reported (curriculum of model programme with Latvian language of instruction and curriculum of model programme for ethnic minorities).

**Percentage of students following the reported curriculum:** 100% (according to the Ministry of Education and Sciences, 73% of all pupils are in programmes with Latvian language of instruction and 27% are in minority education programmes in full-time general education schools (in 2020/21)).

**Notes on the duration of the school year, school week and period length:** According to the General Education Law the school year lasts 34 weeks in grade 1, 35 weeks in grades 2-8 and 37 weeks in grade 9 which corresponds to 170, 175 and 185 days (without national holidays), respectively. In 2020/21, there are following national holidays: 18 November 2020 (Proclamation of the Republic of Latvia); 2-5 April 2021 (Easter); 1 May 2021 (Convocation of the Constituent Assembly of the Republic of Latvia; Labour Day, a holiday transferred to 3 May); 4 May 2020 (Restoration of Independence of the Republic of Latvia); therefore the actual number of instruction days in school year 2020/21 is 165 days in grade 1, 170 in grades 2-8 and 177 in grade 9. The dates for the beginning and end of the school year 2020/21 are set by the Cabinet of Ministers’ Regulations on the Beginning and End of School Year 2020/21 (issued in January 2020).

The General Education Law defines that the duration of lessons is 40 minutes.

**Notes on subject allocation:** All subjects are allocated according to the subject categories listed in the table although allocation might be different according to the National Basic Education Standard where, for example, the subject Literature belongs to the arts education sphere, and geography belongs to the technology and natural sciences sphere. However, in the data table, literature is part of literacy learning and geography is part of "Social studies".

Schools have flexibility to adjust the regulated instruction time of some compulsory subjects: a school may reduce or increase the number of lessons in a compulsory subject according to the priorities defined in the school’s development plan by not exceeding 10% of the total number of lessons within three years in the subject in which the number of lessons is changed, except for State Gymnasiums. According to the priorities defined in the individual school’s development plan, schools may reduce or increase the number of lessons in the subject in grades 7-9 by not exceeding 25% of the total number of lessons within three years in the subject in which the number of lessons is changed.

For ethnic minority education programmes school shall determine the subjects to be acquired in the Latvian language in the amount of not less than 80% of the total load of lessons in a school year, including foreign languages, and the subjects to be acquired in the minority language and bilingually. Moreover, schools with provision of ethnic minority education programme have flexibility to offer some additional subjects of their choice, and this additional instruction time is compulsory to all students in the grade in their schools (e.g. History of Poland).

In addition to the total load of learning lessons, the following activities have to be included: (1) Class upbringing period (indicated in category “Other subjects”) – at least one period for each class every week; (2) optional lessons for groups of pupils on a voluntary basis (and according to parents’ application). Optional lessons may include singing in chorus, dance, brass bands, theatre classes, creative design, foreign language lessons etc. It is not mandatory to attend optional lessons; (3) lessons for individual work with pupils who need additional support or with talented pupils; (4) prolonged-day groups.

**Subjects reported in the category "Other subjects":** For the basic education programme for ethnic minorities, “Other subjects” also include the subject Ethnic Minority Language (grades 1-9).

There must be at least one period (not regarded as teaching but upbringing) for all the grades every week called class assemblies or upbringing, organised by the class teacher. Class assemblies are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, development of personality, leadership, critical thinking, creative thinking, financial literacy, entrepreneurial skills, career guidance etc.

**Subjects reported in the category “Non-compulsory curriculum”:** Schools must offer optional lessons for groups of pupils on a voluntary basis (e.g. choir, dance, drama, sports or a foreign language), lessons for individual work with students and prolonged-day groups.

**Percentage of students in general compulsory education attending the non-compulsory instruction time:** In Latvia, there are both extracurricular activities (offered by schools and interest-related education institutions) and non-compulsory/elective subjects fakultātīvi (offered by respective schools of pupils). Latvia has a long and successful tradition of extracurricular education (also called interest-related/hobby education) – around 70% of all pupils attain extracurricular activities (offered by schools and interest-related education institutions).
Notes on the flexibility in the curriculum: Until 2019/20, education sample plans were structured according to a horizontal flexibility approach. From the school year 2020/21, a new curriculum is introduced that gives more flexibility for schools - a vertical flexibility approach appears. Number of lessons are divided by grade groups: grades 1-3, grades 4-6 and grades 7-9. Schools are free to allocate number of lessons within the groups of grades. However, the new curriculum is introduced gradually in 2020/21 starting only in grades 1, 4 and 7. Therefore it is not possible to reflect the vertical flexibility in the current school year. It will be possible in school year 2022/23 when all compulsory education grades will follow the new approach.

Notes on interpretation of instruction time trends: Between the school years 2014/15 and 2015/16, one period per week of second language (Language 2) was introduced in grade 1 (in 2014/15) and grade 2 (in 2015/16), based on National Standard for Basic Education and Standards for Basic Education Subjects, and Basic Education Sample Plans (2014). Back to main table for this Indicator

Lithuania:

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

Percentage of students following the reported curriculum: Primary education 90.7%; lower secondary education 90.1%.

Notes on the duration of the school year, school week and period length: The duration of the school year, school week and period length is indicated in the legal acts (refer to Table X3.D1.2 (Sources and References)).

Notes on subject allocation: The subjects Ethics and Religion are compulsory options chosen by the student in the Lithuanian legal acts, but these subjects are allocated to the category "Religion/Ethics/Moral education“ in the reported data.

Social studies include both compulsory study subjects and Socio-civic activities (7.5 hours per year).

Subjects reported in the category “Other subjects”: Human safety.

Subjects reported in the category "Non-compulsory curriculum": General Teaching Plan for grades 5-10 includes both compulsory subjects and chosen subjects, optional subject courses. The content of all subjects is determined in study programs which are approved by the Minister of Education, Science and Sport of the Republic of Lithuania and (or) prepared by school and approved by a school head.

It is recommended to give minimal number of lessons for grade 5. If grades 5-10 (and gymnasium grades 1-2) have more lessons for studying chosen subjects, optional subject courses (i.e. the number of minimal compulsory lessons is bigger), a study plan must be approved by parents (caregivers).

Grades 5-10 can choose optional subject courses to improve Lithuanian language, reading and speaking skills, and literature knowledge. Students can choose Natural Science chosen subjects, optional subject courses and Art subjects such as Theatre, Dance and other Contemporary Art subjects.

Grades 9-10 (including gymnasium grades 1-2) may choose optional subject courses such as Psychology, Ethnic Culture, Module of National Security and National Defence, Biochemistry etc. In these grades, the subject of Information Technologies includes both compulsory course and optional subject course (Programming Basics, Basics of Computer-aided Publishing or Website Design Basics).

Percentage of students in general compulsory education attending the non-compulsory instruction time: As the COVID-19 pandemic continues in the country, it is difficult to identify the number of students participating in non-formal education activities. In the case of distance or mixed education, some non-formal education activities continue, but a large proportion are discontinued.

Notes on the flexibility in the curriculum: The schools are required by the legal acts to ensure minimal number of the lessons per week in order to implement General Teaching plans. Flexibility of the curriculum is reflected in the ability to use additional lessons from the non-compulsory curriculum, which varies across schools, for teaching support for low achievers and for personalised teaching and learning for talented students. The basic and upper-education schools have some more flexibility in the curriculum, for example:

- Increasing or reducing the number of the lessons of the concrete subject up to 10%,
- Organising up to 10% of the lessons of the concrete subject not in a classroom or not in a regular way, e.g. class time can be used for a project activities or other activities attractive for students, or
- Implementing a part of the curriculum through the instruction time set for the cognitive and cultural activities.

See below the vertical flexibility between grades at primary and lower secondary level:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Primary**</th>
<th>Lower secondary** (general programmes)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language 2, Physical education and Health,</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Arts Education, Religion/Ethics/Moral education</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Reading, writing and literature, Mathematics,</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Social studies</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Natural sciences, Technology</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>
Notes on interpretation of instruction time trends: In the school year 2017/18, the New General Teaching Plan extended the length of the school year by 10 days, increasing the instruction time in both primary and lower secondary general programmes.

In the school year 2018/19, the Ministerial order increased the length of the school year by another five days in primary education and four days in lower secondary general programmes. *Back to main table for this Indicator*

Luxembourg:
Notes on methodology: The reported data refer to the study plan for primary education and timetables for secondary education and technical secondary education.

Percentage of students following the reported curriculum: Primary education and lower secondary education 100% and upper secondary education 30.6%.

Notes on subject allocation: In grades 1-6, German and Luxembourgish are both languages of instruction and their instruction time is reported under the category Reading, writing and literature whereas French is reported under second language (Language 2). In grades 7-10, the language of instruction is French with German as the first foreign language (Language 2) and English as the second foreign language (Language 3).

Notes on the flexibility in the curriculum: The weekly distribution of lessons will depend on the planning of the teaching staff of the group of grades, in accordance with the annual time specified for each subject area and the needs of children. *Back to main table for this Indicator*

Mexico:
Notes on methodology: The methodology used to provide intended instruction time is the curriculum choice of the most common studies program.

Second Language is reported as missing because indigenous language is provided for students in indigenous education, but it is not accounted in the intended instruction time for most students.

Percentage of students following the reported curriculum: Primary education 92.9%, lower secondary education 70.9%, and upper secondary education 99.5%.

Notes on subject allocation: Natural Sciences includes physics and chemistry.

Subjects reported in the category “Other subjects”: Tutoring subject (grades 7-9). *Back to main table for this Indicator*

Netherlands:
Notes on years of compulsory education: Compulsory lower secondary general programmes consist of three tracks with different number of grades: 3 years for HAVO and VWO, and 4 years for pre-vocational secondary education (VMBO). Compulsory upper secondary general programmes have two tracks of different duration: 2 years for HAVO and 3 years for VWO.

Notes on methodology: Total compulsory instruction time in pre-primary and primary schools (basisonderwijs groep 1-8) is 7 520 hours. It is at the discretion of the individual school to distribute these hours across grades. Assuming equal distribution over eight grades, 5 640 hours is the average for primary education (basisonderwijs groep 3-8).

For lower secondary education, weighted averages of the instruction time in different tracks are reported (HAVO, VMBO and VWO). As the number of grades in lower secondary education is 3 or 4 years depending on the track, the fourth year of pre-vocational secondary education (VMBO) was excluded from the calculation. For upper secondary education, weighted averages of HAVO (two years) and VWO (three years) are reported. Instruction time in grade 12 (age 17) only refers to instruction time for VWO.

After grade 10 of VMBO and grade 11 of HAVO, students normally continue their education in vocational schools or universities of applied sciences. As vocational education is out of scope of this data collection, data for these grades have not been provided. As it was not possible to show flexibility across grades in secondary education, instruction time for this cycle has been artificially divided.

Percentage of students following the reported curriculum: Grades 1-11: 100% (in grades 10-11: HAVO 49%, VWO 51%); Grade 12 (age 17): 51% (VWO).

Notes on subject allocation: About 50% of the instruction time in the last grades of primary education is spent on literacy and numeracy (based on a study of the Inspectorate).
Notes on the flexibility in the curriculum: It is at the discretion of the individual school to distribute 7 520 hours over pre-primary (basisonderwijs groep 1-2) and primary (basisonderwijs groep 3-8) schools over the eight years.

Notes on interpretation of instruction time trends: Since the school year 2018/19 (2019 data), instruction time on non-compulsory curriculum is reported as not applicable to better reflect and align with the definitions of the data collection. Back to main table for this Indicator

New Zealand:

Notes on the duration of the school year, school week and period length: ISCED 24, ‘Lower Secondary’ covers Years 7-10 in the New Zealand system. Years 7-8 are part of New Zealand’s ‘Primary’ system and Years 9-10 are part of New Zealand’s ‘Secondary’ system.

The number of half-days a school is required to be open for instruction is a function of the Education Act – the Minister may, before 1 July in any year, prescribe the number of half-days on which schools must be open during the next year; and different numbers may be prescribed for schools of different classes or descriptions.

Schools in New Zealand are required to deliver the national curriculum, as expressed in the New Zealand Curriculum or Te Marautanga o Aotearoa.

Notes on subject allocation: National Administration Guidelines, issued under primary legislation (section 60A of the Education Act 1989), require that all students in Years 1-10 of schooling are delivered teaching and learning programmes that give them the opportunity to achieve success in all areas of the curriculum. (Beyond Year 10, more specialisation is possible and it is not a requirement for students to cover all subject areas; the number of subjects studied and the depth of subject material will typically be determined at this level by the requirements for earning National Certificates of Educational Achievement, or equivalent qualifications).

The National Administration Guidelines also require that priority is given to achievement in literacy and numeracy, especially in Years 1-8, to physical activity that develops movement skills, especially in Years 1-6, and that appropriate career education and guidance is provided for all students in Year 7 and above.

Notes on the flexibility in the curriculum: The requirements in the National Administration Guidelines are expressed in general terms, and schools may meet the requirements in any way they determine is effective.

There is no prescribed number of hours of teaching, either in total or of any particular subject, at any level of primary or secondary schooling (providing schools meet the requirement to be open for instruction for a minimum number of mornings and afternoons, each half-day being at least two hours in duration). Neither is there a requirement that lessons be of a particular duration, or at a particular time of the morning or afternoon.

Notes on subject allocation: In lower secondary education (ISCED 24) grades 8-10, students can choose between 16 subjects (from 2019/20, the subject ‘practical crafts’ is introduced) as compulsory options for a total number of 171 hours. Every school must offer at least two different subjects as compulsory options. In addition, from August 2020, a new core curriculum - values and principles in education - replace the core curriculum from 1994.

Notes on the duration of the school year, school week and period length: The number of days and weeks reported are the minimum (190 days and 38 weeks) and the maximum (225 days and 45 weeks) with 190 days and 38 weeks being typical. The length of a period/lesson is set to 60 minutes.

Notes on subject allocation: In lower secondary education (ISCED 24) grades 8-10, students can choose between 16 subjects (from 2019/20, the subject ‘practical crafts’ is introduced) as compulsory options for a total number of 171 hours. Every school must offer at least two different subjects as compulsory options. In addition, a student can choose between a second foreign language (Language 3) and ‘in-depth studies’ or ‘work-related training’ for a total number of 222 hours. The ‘in-depth studies’ give students the opportunity to develop their competences in English, reading writing and literature, Sami, mathematics or work-related training instead of starting a new foreign language subject. Schools can decide which subjects to offer as ‘in-depth studies’ and how to organise them but they must offer at least one in addition to the second foreign language (Language 3). In 2019/20, 71% of the students had second foreign language (Language 3) while only 15% chose in-depth studies in other languages and 14% in-depth studies in mathematics or work-related training.

Subjects reported in the category "Other subjects": Included in Compulsory options chosen by the students. See Notes on subject allocation.

Notes on the flexibility in the curriculum: The distribution of teaching hours per subject for the 10-year compulsory education is mainly established for primary schooling (ISCED 1) as a whole (grades 1-7), and for lower secondary schooling (ISCED 24) as a whole (grades 8-10). Within primary schooling the number of class sessions in the core subjects “Reading, writing and literature”, “Mathematics”, “Natural sciences” and “Second
language (Language 2) are prescribed for grades 1-4 as a whole and grades 5-7 as a whole. The school owner (municipality or county authority) is responsible for the distribution of teaching hours at each grade. It is not possible to move subjects and class sessions between the above-mentioned levels. Each school has the freedom to organise class sessions within the prescribed teaching hours.

See below the vertical flexibility between grades at primary and lower secondary level:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Primary**</th>
<th>Lower secondary (general programmes)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing and literature, Mathematics, Natural sciences, Language 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies, Physical Education and Health, Arts Education, Religion/Ethics/Moral education, Practical and vocational skills, Compulsory flexible subjects chosen by schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language 3, ICT, Technology, Other subjects, Compulsory options chosen by the students</td>
<td>a</td>
<td>a</td>
</tr>
</tbody>
</table>

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table A3.D1.1.
** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

Notes on interpretation of instruction time trends: Due to policy reform in the school year 2016/17, instruction time for natural sciences increased by 328 hours for a group of grades 1-7.

In the school year 2012/13, compulsory options chosen by the students were introduced gradually by grade in lower secondary education. The school year 2014/15 was the first year for which compulsory options chosen by the students were fully implemented at all grades, also increasing the total number of hours on compulsory curriculum. The school owner allocates 38 hours of compulsory subjects with flexible timetable for each group of grades and may only allocate time on the subjects listed in the syllabus. Back to main table for this Indicator.

Poland:

Notes on major changes in the educational system: Since 2017/18, a new system is being phased in. In the old system, general full-time compulsory education comprised six years of primary education and three years of lower secondary education. Instruction time was defined in cycles of three years (i.e. there was vertical flexibility). In 2020/2021, 8-year primary school is fully implemented. General full-time compulsory education includes eight years in one single structure (8-year primary school), which covers both ISCED 1 and 2. In the new system, instruction time is defined by grade; there is no longer vertical flexibility.

Notes on methodology: In the school year 2020/21 instruction hours for particular subjects were calculated by multiplying the number of weeks by the number of instruction hours (of 45-minutes) assigned to one week (with an exception of the Career Guidance subject, for which 10 hours (of 45-minutes) in grades 7-8 is set for one year). The school governing body, at the request of the school head, may additionally grant up to 3 hours (of 45-minutes) a week to each class in a given school year for a periodic or annual increase in the number of hours of selected compulsory subjects. This regulation allows the school heads to influence the actual number of compulsory teaching hours. These hours are not reported.

Percentage of students following the reported curriculum: Compulsory intended instruction time observed 100% in public schools, excluding students with a moderate or severe intellectual disability.

Notes on subject allocation: In Poland the subject “geography” is considered a “Natural science” subject (natural science education). However, geography has been classified as a subject included in "Social studies" to align with the definitions of the data collection. "Practical and vocational skills” includes Career Guidance in grades 7-8.

Subjects reported in the category “Other subjects”: Form time (grades 4-9) and Education for Safety (grades 8-9).

Subjects reported in the category "Non-compulsory curriculum": In grades 4-8 of primary school, students have a non-compulsory subject Education for Family Life. In addition, grades 1-8 can attend non-compulsory lessons of religion or ethics (2 periods per week of religion while the amount of instruction time of ethics lessons is left to the discretion of the school head).

Percentage of students in general compulsory education attending the non-compulsory instruction time: The information on the number of students attending religion is not collected in the School Education Information System database (System Informacji Oświatowej, SIO). According to Ministry of National Education estimates, approximately 70% of all students in grades 1-3 and 60% in grades 4-8 of primary school attend religion classes. Data is collected for the subject Education for Family Life: 69% of students attend these classes in grade 4 and 65% in grades 5-8 of primary school (SIO database, school year 2019/2020).

Notes on the flexibility in the curriculum: In grades 1-3 of primary school (educational stage I: integrated early school education), the total number of hours for each grade is distributed across various types of compulsory educational activities/classes (including Polish language, Mathematics, Social education, Natural sciences, Art education, Technology, ICT, Music and a Modern foreign language) by the teacher responsible for early school education who teaches these classes. For Art education, ICT, Music, Modern foreign language and Physical Education at a Glance 2021

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Education, classes are taught by teachers with relevant qualifications specified in the regulations (which differ from those responsible for early school education) and have set weekly number of hours (of 45-minutes) for each grade: 1 hour for Art education, ICT and Music; 2 hours for Modern foreign language; and 3 hours for Physical Education.

**Notes on interpretation of instruction time trends:** Starting from the school year 2017/18, two education systems co-exist: the old education system where instruction time was defined per 3-year educational stages (general education including 6-year primary school + 3-year lower secondary school + 3-year upper secondary school) is being phased out and the new structure (general education: 8-year primary school covering both primary and lower secondary education with a 4-year secondary school covering upper secondary education) is implemented progressively. In this system, instruction time is defined per year and by week with subjects indicated. Back to main table for this Indicator

**Notes on major changes in the education system:** The Decree-Law no. 55/2018, of July 6th, takes effect from the school year of: (a) 2018/19, with respect to the grades 1, 5, 7 and 10; (b) 2019/20, for the grades 2, 6, 8 and 11; (c) 2020/21, for the grades 3, 9 and 12; (d) 2021/22, with respect to the grade 4.

With regard to the classes of schools covered by Order No. 5908/2017, of July 5th, the provisions of Decree-Law no. 55/2018, of July 6th, shall apply in the following terms: (a) 2018/19, regarding the grades 2, 6, 8 and 11; (b) 2019/20, for the grades 3, 9 and 12; (c) 2020/21, regarding the grade 4.

**Notes on years of compulsory education:** Pre-primary level is not compulsory in Portugal. It is recommended that the child may attend pre-primary education at least from age 4, with the government guaranteeing the existence of an available opening in public schools or in the solitary private network (government-dependent private education).

**Notes on major changes in the education system:** The Decree-Law no. 55/2018, of July 6th, takes effect from the school year of: (a) 2018/19, with respect to the grades 1, 5, 7 and 10; (b) 2019/20, for the grades 2, 6, 8 and 11; (c) 2020/21, for the grades 3, 9 and 12; (d) 2021/22, with respect to the grade 4.

With regard to the classes of schools covered by Order No. 5908/2017, of July 5th, the provisions of Decree-Law no. 55/2018, of July 6th, shall apply in the following terms: (a) 2018/19, regarding the grades 2, 6, 8 and 11; (b) 2019/20, for the grades 3, 9 and 12; (c) 2020/21, regarding the grade 4.

**Notes on years of compulsory education:** Pre-primary level is not compulsory in Portugal. It is recommended that the child may attend pre-primary education at least from age 4, with the government guaranteeing the existence of an available opening in public schools or in the solitary private network (government-dependent private education).

**Notes on interpretation:** Regarding the admission to compulsory primary education (at age 6), it is important to note that children who turn six years between 16 September and 31 December are also eligible to enter first grade upon request of a parent.

**Notes on methodology:** For primary education (grades 1-4), national legislation provides the number of hours per subject and the total number of hours per week. For the subsequent grades (grades 5-12), the intended instruction time is presented in number of minutes per subject and grade per week. Thus, all the data in minutes were converted to hours.

**Percentage of students following the reported curriculum:** 100%.

**Notes on the duration of the school year, school week and period length:** In 2020/21, the total number of instruction days varies between 165 and 179 days. For the first four years there are no formal indications on the length of the lessons, they may vary between 45 and 100 minutes, depending on the school choice (options are 45, 50, 60, 75, 90 or 100 minutes).

**Notes on subject allocation:** According to legislation, primary schools (grades 1-4) should offer a weekly minimum instruction time of 25 hours. If a school decides to offer the maximum instruction time (i.e. 30 hours), then the non-compulsory curriculum decreases to 5 hours a week.

For grades 1-2, 7 hours are allocated to literacy, 7 hours to mathematics. Then 11 hours of compulsory subjects with flexible timetables are distributed as follows: 3 hours to curricular subjects Estudo do Meio (study of the environment), which comprises history, geography and sciences; 5 hours are allocated to arts and physical education, 3 hours to Apoio ao Estudo (monitored study) and Oferta Complementar (Complementary Offer). There are also 5 hours allocated to non-compulsory activities called Atividades de Enriquecimento Curricular (Curricular Enrichment Activities).

For grades 3-4, 7 hours are allocated to literacy, 7 hours to mathematics, and 2 hours of first foreign language (English). Then 9 hours of compulsory subjects with flexible timetables are distributed as follows: 3 hours to curricular subjects Estudo do Meio, which comprises history, geography and sciences; 5 hours are allocated to arts and physical education, 1 hours to Apoio ao Estudo and Oferta Complementar. There are also 5 hours allocated to non-compulsory activities (Curricular Enrichment Activities).

In grades 5-6, Reading, writing and literature (Portuguese), English and Social studies (which includes history and geography of Portugal) and Cidadania e Desenvolvimento (Citizenship and Development) are part of the same curricular area and allocated 8.75 hours. Mathematics and Natural Sciences are also part of the same curricular area and allocated 5.83 hours. Arts and Technology education (which includes visual education, technological education, musical education and ICT) is allocated 5.42 hours. Compulsory flexible subjects chosen by schools are allocated 3.33 hours: 1 hour for Oferta Complementar, 0.83 hours for Complemento à Educação Artística (Complement to Arts Education) and 1.5 hours for Apoio ao Estudo.

At lower secondary level (grades 7-9), students learn another foreign language (Language 3) (French, Spanish or German) besides English with an allocation time of 4.17 hours. Reading, writing and literature (Portuguese) must have 3.33 hours. Social studies (includes history and geography of Portugal and Citizenship and Development) are part of the same curricular area and allocated 4.58 hours (grade 7) and 3.75 hours (grades 8-
9). Mathematics is allocated 3.33 hours and Natural Sciences 4.17 hours (grade 7) and 5 hours (grades 8-9). Arts and Technology education (includes visual education, technological education, musical education and ICT) is allocated 2.92 hours. Physical Education is allocated 2.5 hours. Compulsory flexible subjects chosen by schools are allocated 3.33 hours, referred as *Oferta Complementar*. It is noted that in the previous year, the data was reported in a more aggregated way under the category “compulsory subjects with flexible timetables” though the legislation did not change.

At upper secondary level, students may choose among four different courses: Sciences and Technology, Social and Economic Sciences, Languages and Humanities, Visual Arts.

For grades 10-11, in all these tracks the students have 3 hours of *Português* (Language 1) and 2.5 hours for each subject of a foreign language (Language 2), philosophy (Social Sciences) and Physical education. The other subjects depend on the courses chosen and can be studied for 1, 2 or 3 years. For grades 10-11, student has a mandatory triennial discipline (4.17 hours) and chooses two biennial subjects with 4.5 hours or 5.25 hours. Compulsory flexible subjects chosen by schools of 1.08 hours correspond to the flexible time to be managed by the school.

For grade 12, in all these courses the students have 3.33 hours of *Português* (Language 1) and 2.5 hours of Physical education. Other subjects depend on the courses chosen, and student continues the triennial discipline (4.5 hours) from grades 10-11 and two annual subjects (2.5 hours each). Compulsory flexible subjects chosen by schools of 1.92 hours correspond to the flexible time to be managed by the school.

For all grades, there are 0.75 hours of non-compulsory curriculum time allocated to Moral and Religious Education, which is a compulsory subject for the school, but optional for students.

Subjects reported in the category “Other subjects”: *Apoio ao Estudo* (monitored study) in primary education and *Oferta Complementar* (complementary offer) at upper secondary level.

Subjects reported in the category “Non-compulsory curriculum”: *Educação Moral e Religiosa* (Moral and Religious Education).

Notes on the flexibility in the curriculum: The schools have autonomy to decide within a minimum and a maximum of time granted to subjects and curricula areas per year. In general, the instruction time for subjects has a predefined minimum. Schools are autonomous to decide the time of the lesson. Schools may manage up to 25% of the curriculum in a flexible way, according to Decree-Law 55, 6th July 2018 provided that they comply with the Essential Learning per subject and year of schooling, conceived by the Ministry of Education, having the collaboration of the teachers' associations.

Impact of COVID-19 on actual instruction time: Legislative Order no. 6906/2020, 3 July determines that the 2020/21 school calendar will take into account the constraints of the previous school year (2019/20) caused by the COVID-19 pandemic: particularly the suspension of face-to-face teaching activities, changes regarding the end of the third school term, the cancellation of final tests and examinations, alterations to examination dates, with the second phase moved to September 2020, as well as many others adjustments that had an impact on the school year and the development of children and students' learning. As such, the school calendar foresees an initial period of compensatory learning (a type of catch-up during the first five weeks of the first term), which does not interfere with the work schedule for the new school year, and is designed especially for pupils who have had not had full access to distance learning. Thus, the total number of instruction days varies between 165 and 179 days.

Notes on interpretation of instruction time trends: In 2012/13 and 2013/14, there were changes in the number of hours of intended instruction time in primary and general lower secondary education due to the new regulation (Decree-Law No. 139/2012).

Since the school year 2015/16, the number of instruction days per school year for grade 6 has increased.

In the school year 2016/17, English (Language 2) has become compulsory in grade 4, which also increased the number of hours on compulsory curriculum in primary education.

Starting from the school year 2018/19, and until the school year 2021/22, the Decree-Law no. 55/2018, of 6 July, took effect in phases. (For the schools covered by the Order No. 5908/2017, of 5 July, the provisions of the Decree-Law will take effect in a different schedule as grade 1 has already participated in the pilot project in the school year 2017/18.) The Decree-Law no. 55/2018, of 6 July, aimed to give more autonomy and flexibility in organising instruction time across various subjects. This resulted in an increase of time devoted to compulsory subjects with flexible timetable. See *Notes on major changes in the education system* for more information.

**Scotland (United Kingdom):**

Notes on subject allocation: The Scottish Curriculum for Excellence does not prescribe any minimum instruction time with the exception of 2 hours per week for physical education, but it states the ‘experiences and outcomes’ that the five levels of the Broad General Education Phase - which span several grades each – must include across eight curriculum areas. Local authorities and schools are responsible for agreeing to the specific subjects and the time allocated to them in each grade.
Although there is no intended instruction time, the Education (Scotland) Act 1980, which reflects previous legislation dating back to 1872, imposes a statutory duty on local authorities to provide religious education in Scottish schools. In the case of religious education in Roman Catholic Schools, – all Catholic schools are expected by the Bishops’ Conference of Scotland to follow guidelines established by the Catholic Education Commission on the provision of adequate time for religious education within the school curriculum.

Developing the Young Workforce policy (see https://beta.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/) includes an expectation that practical and vocational skills are integrated across a range of subjects in primary education, although there is no formal guidance on instruction time.

Notes on the flexibility in the curriculum: Once a young person enters the senior phase at the beginning of Grade 11 (S4) (ISCED 34) they will begin studying for National Qualifications. These National Qualifications have a notional time allocation assigned to them – 10 hours of learning time per Credit point. These do not measure the time taken by any individual learner. Therefore, courses taken by young people in Grade 11 (S4) will have a notional amount of instruction time allocated to them. The courses may be taken over more than one grade. Therefore, we feel that vertical flexibility applies to the final year of Scottish compulsory education.

**Notes on methodology:** There is vertical flexibility for upper secondary level (ISCED 34), which lasts 4 years. Since only grade 10 is compulsory, the instruction time for grade 10 is calculated as one quarter of the time dedicated to upper secondary level (ISCED 34).

**Percentage of students following the reported curriculum:** Primary education 93%; lower secondary education 88%; upper secondary education 57%.

**Notes on the duration of the school year, school week and period length:** The school year 2020/21 had 187 teaching days. The weekly teaching time was 5 days (Monday to Friday) and one lesson took 45 minutes.

**Notes on the flexibility in the curriculum:** Flexible hours (for compulsory options) for subjects can be chosen by the school and the students (it depends on the conditions of the school and the interest of pupils/students or their guardians). These can be new subjects such as further foreign languages (Language 3-5), transport education, sexual education, etc. Alternatively, these flexible hours can be devoted to increase the stipulated number of hours for some compulsory subjects.

**Notes on interpretation of instruction time trends:** In the school year 2015/16, the new legislation (the State Education Programmes) took effect. It no longer allocates instruction time across different levels of education, and the minimum instruction time is defined by grade. Back to main table for this Indicator

**Slovak Republic:**

Notes on methodology: There is vertical flexibility for upper secondary level (ISCED 34), which lasts 4 years. Since only grade 10 is compulsory, the instruction time for grade 10 is calculated as one quarter of the time dedicated to upper secondary level (ISCED 34).

**Percentage of students following the reported curriculum:** Primary education 93%; lower secondary education 88%; upper secondary education 57%.

**Notes on the duration of the school year, school week and period length:** The school year comprises 35 weeks or 175 school days (in grade 9) to 38 weeks or 190 school days (in grades 1-8) between 1 September and 31 August of the following year. Lessons are provided until the 24 June; for pupils in year 9, lessons end on 15 June. There are 32 weeks of teaching days and 3 weeks of "days of activities" (dnevi dejavnosti) in this grade. In grades 1-8, there are 35 weeks of teaching days and 3 weeks of days of activities (dnevi dejavnosti). Schools are open five days a week. For the compulsory part of the curriculum, the length of all lessons is 45 minutes. Within the non-compulsory curriculum, the length of lessons can vary (e.g. 50 minutes for after-school classes) but for the reported activities, it is 45 minutes.

**Notes on subject allocation:** In grades 1-3, the subject “Learning about Environment” combines different subject categories; the subject (3 lessons a week) is allocated to the following categories: Natural sciences (1.25 lessons a week), Social studies (1.25 lessons a week) and Technology (0.5 lessons a week). The subject “Natural sciences and technics” (grades 4-5) combine two different subject categories. The subject (3 lessons a week) is allocated to the categories of Natural sciences (2 lessons a week) and Technology (1 lesson a week). There is a lot of ICT content during the compulsory education in Slovenia, accessible to all pupils. ICT is integrated into all the subjects in grades 1-9 and is included in various subjects and also taught as extracurricular lessons. In grades 6-8, it is integrated into the subject Technics and Technology. In grades 7-9, ICT is provided as a core curriculum option as well as a subject in its own right. Religion/Ethics/Moral education is not a stand-alone subject in the Slovene compulsory curriculum and it is mainly integrated into social studies. In grades 7-9, religion and ethics
is provided as a core curriculum option as well as a subject in its own right. The subject “Patriotic and citizenship culture and ethics” (grades 7-8) is aimed at developing civic competences, social and political instruction, education on religion, ethics and philosophy and has been reported (1 lesson per week) in the category Social studies. The annual compulsory additional 15 days of activities in arts, science, physical education and technology are also included in the respective category. There are 5 sports days in each grade and 3 to 4 days of activities in the field of culture, natural science and technics. Each day lasts 5 lessons.

The Compulsory options chosen by students in grades 7-9 include subjects in the fields of social sciences and humanities, and natural sciences and technology such as ICT, Technology, foreign languages (Language 3-4), Religion/ethics/moral education, Social studies, Physical education, Practical and vocational skills, Arts education and Natural sciences. Schools have to offer at least three subjects from each field, including mandatorily a foreign language, rhetoric, and religions and ethics in the field of social sciences and humanities. Students may be exempted from attending Compulsory options for attending music school with an accredited programme.

Subjects reported in the category “Other subjects”: Class discussion periods (grades 4-9) are also devoted to setting and discussing rules of behaviour and other issues and to determining how to live according to social principles.

Subjects reported in the category “Non-compulsory curriculum”: Schools must provide the following non-compulsory subjects: in grade 1, first foreign language; in grades 4-6: second foreign language, arts, ICT, sports and techniques; in grades 7-9, a foreign language; in grades 7-9, an additional lesson of compulsory options.

The non-compulsory column shows only a small part of the non-compulsory basic school programme. In the non-compulsory column only participation in interest activities (2 lessons per week), supplementary classes (1 lesson per week), remedial classes (1 lesson per week), and an additional lesson of optional subject in grades 7-9 as well as non-compulsory optional lessons in grades 4-6 (2 lessons per week), and non-compulsory first foreign language learning in grade 1 and additional (second) foreign language in grades 7-9, are reported. Students may choose and attend as many lessons and activities as they wish, except non-compulsory optional subjects and the foreign language for which an upper limit applies, namely 2 lessons per week. The report does not include time students spend in morning care (grade 1) and after-school classes (grades 1-5). After-school classes include physical and creative activities, homework, learning, lunch and relaxation. Morning care and after-school classes are guided by official guidelines for implementation and taught by qualified teachers.

Percentage of students in general compulsory education attending the non-compulsory instruction time: Participation rates are as follows: in grade 1, first foreign language 92.1%; in grades 4-6, second foreign language 21.1%, techniques 11.1%; in grades 7-9, foreign language 5.4%.

In morning care 74.0% of students in grade 1, in after-school classes (around) 82.0% of students in grades 1-5. Data on the percentage of students attending other non-compulsory instruction time is not available.

Impact of COVID-19 on actual instruction time: The annual number of actual instruction days for school year 2020/21 became 185 days (Grades 1-8) and 170 days (Grade 9) due to COVID-19 situation in the middle of the school year 2020/21 – reduction of five days of instruction in all grades. This should foresee corresponding decrease in the number of instruction hours for all subjects in all grades. Back to main table for this Indicator

Spain:

Notes on methodology: The figures provided are national weighted averages calculated according to the following procedure. First, a table with data on regional intended instruction time was filled in for each Autonomous Community, based on the regional regulations on curriculum. Then, the specific weight (in terms of percentages) of each grade in each Autonomous Community was established, based on the statistics on the number of students per grade in each Autonomous Community provided by the Statistics Office of the Ministry of Education and Vocational Training. The latest consolidated data on the number of students was used, corresponding to the school year 2018/19. Finally, the national weighted average for each subject and grade was calculated based on these two kinds of data (intended instruction time and specific weights). The resulting figures are shown in the national “intended instruction time”. Since 2013/14, breaks (87.5 hours per year) are not included in the total instruction time, as they do not fall into the scope of the data collection, although in primary education this time period is defined by Autonomous Communities’ legislation as compulsory instruction time. Therefore, when compared to the data provided in the previous year, slight changes in the number of hours can be observed. These are due to the changes in the number of students registered in 2018/19, reference year used for the weighted averages in the present data collection.

Notes on the duration of the school year, school week and period length: The duration of the instruction periods was considered to be 60 minutes, as this is the way in which the intended instruction time is expressed in the royal decrees of the national core curriculum and in regional regulations on the curriculum for primary and lower secondary education. However, schools can make the necessary arrangements regarding the duration of classes in order to elaborate their own schedules. For this, they always have to respect the distribution within subjects and the global total time established by the Autonomous Community for each grade.
The Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) introduced some changes affecting instruction time, including a higher degree of autonomy at a regional level in the allocation of time to different subjects. In school year 2014/15 they were introduced in grades 1, 3 and 5 (primary education) and in school year 2015/16 they were introduced in grades 2, 4 and 6 (primary education) and in grades 7 and 9 (secondary education) and in school year 2016/17 they are introduced in grades 8 and 10 (secondary education). This year there are new regulations in some autonomous communities that have produced changes in the instruction time of the subjects.

Notes on subject allocation: The category "Reading, writing and literature" includes the instruction time of the co-official language in the Autonomous Communities to which this applies.

Religion/ethics/moral education: In primary education (grades 1-6) students must choose between "Religion" or "Social and civic values". In secondary education (grades 7-10), students must choose between "Religion" or "Ethical values". In some autonomous communities there are also subjects related to civic education and human rights that have been allocated in the "Compulsory subjects chosen by schools" category.

Arts Education includes Music and Plastic Arts and these subjects have been allocated in the "Compulsory subjects chosen by schools" category.

Second Foreign Language is generally an optional subject and it is allocated in the "Compulsory flexible subjects chosen by schools" category.

Compulsory options chosen by students: in primary education (grades 1-6), students must choose one of the 'specific subjects' proposed by the education authorities in order to comply with the established total instruction time. In secondary education (grades 7-9), students must choose a number of 'specific subjects' and 'subjects proposed by the Autonomous Communities'. In grade 10, students must choose a number of 'core subjects', 'specific subjects' and 'subjects proposed by the Autonomous Communities'. All the subjects mentioned are included in the category 'compulsory flexible subjects chosen by schools'.

Compulsory flexible subjects chosen by schools: Reported data reflect the number of hours that Autonomous Communities have allocated to the subject or subjects of their choice in order to comply with the established total instruction time. According to the LOMCE, in primary education (grades 1-6) Arts Education and a Second Foreign Language are optional subjects. In secondary education (grades 7-10), Classical Culture, Arts, Visual and Audio-visual Education, Music, Introduction to Entrepreneurial and Business Activity and Technology are the optional subjects in the list defined by central education authorities, which regional authorities or schools can choose from. In grade 10, academic core subjects, (Biology and Geology, Economics, Physics and Chemistry and Latin) and applied core subjects (Science Applied to Professional Activity, Introduction to Entrepreneurship and Business Activity and Technology) are optional in the list defined by the central education authorities, which regional authorities or schools can choose from. Performing Arts and Dance, Scientific Culture, Classical Culture, Plastic, Visual and Audio-visual Education, Philosophy, Music, Second Foreign Language, Information and Communication Technologies are 'specific and optional subjects' in the list defined by the central education authority, of which regional authorities or schools can choose from.

Subjects reported in the category "Other subjects": In grades 7-10, it includes a weekly group tutorial session, which is compulsory for all students. Tutoring is also included in grades 1-6 when it is specifically mentioned in regional regulations.

Notes on methodology of instruction time trends: Since the school year 2013/14, the weight used to calculate weighted average of instruction time has changed from the number of students in each Autonomous Community by level of education to the number of students in each Autonomous Community by grade.

Since the school year 2013/14, breaks (87.5 hours per year) are no longer reported in the total instruction time as they do not fall within the scope of the data collection (although this time period is defined by Autonomous Communities’ legislation as compulsory instruction time). The decrease in the number of hours in primary education is due to the exclusion of school playtime that was included in previous years.

Notes on interpretation of instruction time trends: Between the school year 2014/15 and 2015/16, the Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) has introduced some changes in two phases, affecting instruction time, including a higher degree of autonomy at regional level in the allocation of time to different subjects.

Since 2015/16 data, grade 10 is included in general upper secondary education. It was previously included in general lower secondary education. Back to main table for this Indicator

Sweden:

Notes on major changes in the education system: Since the school year 2018/19 the instruction time is divided into three stages; Lågstadiet (lower stage) grades 1-3 (ISCED 1), Mellanstadiet (middle stage) grades 4-6 (ISCED 1) and Högstadiet (higher stage) grades 7-9 (ISCED 2). As there has been a change in the educational act regulating the instruction time, the regulation has been moved from the Education Act (SFS 2010:800) to the Compulsory School Ordinance (SFS 2011:185). Pupils starting grade 9 in the school year 2020/21 follow the old rules for allocation of instruction time.
Notes on years of compulsory education: Preschool class (final year of pre-primary education (ISCED 02)) is compulsory on the year the child turn six years old. Preschool class has a duration of one year with minimum duration of 525 hours for one school year.

Deviation of coverage from that specified in the manual: The scope includes both public and government-dependent private institutions.

Notes on methodology: In 2019/20, 73% of the pupils in grade 9 studied a second foreign language (Language 3), with a total of 320 hours for compulsory school (primary and lower secondary). However, it is not compulsory to study a modern language, hence the subject marked as 'language option'. The hours can also be used for education in mother tongue, Swedish/Swedish as a second language (provided the pupil is already given education in this subject), English and sign language.

In Sweden, compulsory school also comprises special schools (for children with impaired hearing and/or with severe speech and language disabilities), Sami schools, compulsory schools for children with learning disabilities and international schools. They constitute about 1.7% of pupils enrolled in compulsory school.

Pupils starting grade 9 in the school year 2020/21 follow the old rules for allocation of instruction time.

Percentage of students following the reported curriculum: 98.27%.

Notes on subject allocation: Education providers decide how to allocate lessons/hours throughout each stage (lower stage, middle stage and higher stage) of compulsory education after receiving suggestions from the principal. Pupils starting grade 9 in the school year 2020/21 follow the old rules for allocation of instruction time.

The overall number of hours for compulsory education is 6,890. The number of hours for a subject or group of subjects given in the timetable may be reduced locally by at most 20% to accommodate school options in each stage. However, the number of hours may not be reduced in English, Mathematics and Swedish/Swedish as a second language. Some particularities are as follows:

Natural sciences have a minimum instruction time of 143 hours in lower stage, 193 hours in middle stage and 264 hours in higher stage. Natural sciences consists of three subjects in middle- and higher stages; biology, physics and chemistry. In middle stage, each subject in natural sciences should have minimum distribution of 55 hours in each subject, and the remaining 28 hours may be distributed freely between the three subjects in the middle stage. In the higher stage, the pupils are guaranteed a minimum instruction time of 75 hours in each subject. The remaining 39 hours may be distributed freely between the three subjects in the higher stage.

Social sciences have a minimum instruction time of 200 hours in lower stage, 333 hours in middle stage and 352 hours in higher stage. Social sciences consist of four subjects in middle and higher stages: geography, history, religion and civics. Regarding to the subjects in social sciences, middle stage pupils are guaranteed a minimum teaching time of 70 hours in each subject. The remaining 53 hours may be distributed freely between the four subjects. In the higher stage, the pupils are guaranteed a minimum teaching time of 75 hours in each subject. The remaining 52 hours may be distributed freely between the four subjects in in higher stage.

The total number of instruction time for the second foreign language (Language 3) is 320 hours. The steering documents lay down that schools should not start teaching the second foreign language later than grade 6. If the pupil does not choose a second foreign language, they can study Swedish, Swedish as a second language (provided pupils have already received education in this subject), English, sign language and mother tongue tuition. Second foreign language is 320 hours, but the instruction time is distributed between middle stage and higher stage, 48 hours in middle stage and 272 hours in higher stage.

In Arts education, total of 460 hours is divided into 230 hours of Music (70 hours in lower stage, 80 hours in middle stage and 80 hours in higher stage) and 230 hours of Art (50 hours in lower stage, 80 hours in middle stage and 100 hours in higher stage).

In practical and vocational skills, it includes the subject home and consumer studies 118 hours in total, 36 hours in lower- and middle stage and 82 hours in higher stage.

The reported hours for 'compulsory options chosen by the students' has been distributed equally (59 hours per stage) over the three different stages that covers grades 1-9 for practical reasons.

Subjects reported in the category "Non-compulsory curriculum": The non-compulsory subject refers to the mother tongue tuition to children of other mother tongue than Swedish. There is no regulated number of instruction hours. The school head decides about the pupils’ mother tongue tuition.

Percentage of students in general compulsory education attending the non-compulsory instruction time: In 2019/20, 16.9% of all pupils participated in mother tongue tuition to children of other mother tongue than Swedish.

Notes on the flexibility in the curriculum: Schools decide how to allocate lessons/hours throughout each stage of compulsory education. The pupil's option enables them to deepen and broaden their knowledge of one or more subjects in school.
In Sweden, the minimum instruction time is recommended/guaranteed for every stage of compulsory education and schools decide distribution of time per year. The number of hours for a subject or group of subjects may be reduced by at most 20% to accommodate school options, except for English, mathematics, Swedish and Swedish as a second language.

See below the vertical flexibility between grades at primary and lower secondary level:

<table>
<thead>
<tr>
<th>Subjects*</th>
<th>Primary**</th>
<th>Lower secondary (general programmes)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, writing and literature, Mathematics, Natural sciences, Social studies, Language 2, Physical Education and Health, Arts Education, Technology, Practical and vocational skills, Compulsory options chosen by the students, Non-compulsory curriculum</td>
<td>1 2 3 4 5 6</td>
<td>7 8 9</td>
</tr>
<tr>
<td>Language 3</td>
<td>a a a a a</td>
<td></td>
</tr>
</tbody>
</table>

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table X3.D1.1.

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

Notes on interpretation of instruction time trends: In the school year 2016/17, the Education Act introduced additional hours of mathematics for the group of grades 1-9, increasing compulsory instruction time.

Switzerland:

Notes on years of compulsory education: Compulsory education in Switzerland starts in most cantons with two years of pre-primary education (ISCED 02) for children aged 4. Including pre-primary education compulsory education amounts to a total of 11 years.

Notes on methodology: Due to the federal nature of Switzerland, there is no standard curriculum and no standard instruction time defined at a national level. Curricula and intended instruction time for primary and lower secondary levels of education (ISCED 1 and 24) are determined by the 26 Cantons at the regional level. Because the delimitation and the number of both compulsory and non-compulsory subjects as well as the total instruction time and the distribution of instruction time between subjects vary between Cantons, only figures for the total instruction time per grade and level of education can be presented. The calculation is provided by the Swiss Conference of Cantonal Ministers of Education (EDK).

The figures are presented as weighted averages of the cantonal requirements for each grade and the total instruction time as given by the 26 cantonal timetables (Stundentafeln / grilles horaires) for compulsory education. The averages are weighted by the number of students per Canton in primary education (6 years) and lower secondary education (3 years) in 2018/19. For the Canton Ticino, with 5 years of primary education and 4 years of lower secondary education, calculations are based on synthetic 6 years of primary and 3 years of lower secondary education for comparability. The instruction time indicated in lower secondary education is not indicated separately, but as a mean for the different tracks (basic and advanced requirements; without baccalaureate schools for grade 9).

The total compulsory instruction time for six years of primary level varies between a minimum of 4 484 and a maximum of 5 155 hours between Cantons. The total compulsory instruction time for the three years of lower secondary level varies between a minimum of 2 603 and a maximum of 3 063 hours.

Percentage of students following the reported curriculum: 100%.

Notes on the duration of the school year, school week and period length: The length of holiday periods and the number of public holidays vary between cantons. The number of instruction days per school year is presented as an average of the number of school weeks per year (varying between 36.5 and 40 weeks) minus an estimated 5 public holidays. The length of a period varies between 45 (in the majority of the cantons) and 50 minutes.

Turkey:

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

Notes on subject allocation: The number of hours reported under “Compulsory options chosen by the students” reflects the compulsory elective subjects that students have to choose as part of the compulsory curriculum. In lower secondary education, students have to choose 3 elective subjects per grade. Possible options are: Religion
and ethics, subjects related to reading, writing and literature, foreign languages (Language 2-5), subjects related to science and maths, subjects related to arts and sports, and subjects related to social studies. In upper secondary education, the number of subjects students have to choose varies according to the school type. Some possible options are: Language, Turkish Literature, maths, geometry, physics, chemistry, biology, history, geography, psychology, sociology and foreign languages (Language 2-5).

In upper secondary education, a large amount of time is allocated to the compulsory flexible curriculum in most pathways. Students choose among a wide range of elective subjects based on their interest and the programmes they want to follow in tertiary education. In grades 11-12, the majority of students study Mathematics and Natural sciences as elective compulsory subjects. Nonetheless, due to the different pathways available, for a small proportion of students Mathematics and Natural sciences are compulsory subjects with defined compulsory instruction time (i.e. in Science High Schools). Finally, in grade 11, for an important amount of students second foreign language (Language 2-5) can be studied as a compulsory option (i.e. in High Schools), while in grades 9-10 a small proportion of students can study Arts education as a compulsory option as well (i.e. in Science High Schools).

Subjects reported in the category “Other subjects”: For primary education, “Free Activities” (144 hours per year during grade 1 and 72 hours per year during grades 2-3).

Notes on methodology of instruction time trends: Since 2013/14, reporting practice of non-compulsory curriculum has been revised. In the OECD-NESLI data collections (2011 data), extra-curricular lessons which may be offered by primary and lower secondary schools (up to 6 lesson hours a week) were reported under non-compulsory curriculum. However, since not all schools open these extra courses (i.e. schools provide these courses upon request and only if they have the adequate conditions – in terms of teachers and other physical conditions), these courses are no longer included in the data.

Notes on interpretation of instruction time trends: Since 2015/16, Imam and Preacher Schools are included in the calculation of the weighted average of instruction time in lower secondary education.

United States:

Notes on years of compulsory education: With regard to age of compulsory education, in 2017, there are 11 states (District of Columbia included) which have a starting age of 5, 25 states with a starting age of 6, 13 states with a starting age of 7, and 2 states with a starting age of 8. Fifteen states end compulsory education at age 16, 10 states at age 17, and 25 states (District of Columbia included) at age 18 and one state at age 19. The table can be found here (link).

Notes on methodology: The classification of grade levels into primary, lower and upper secondary schools is decided at the local or state level. While there is general harmonisation across the United States, there is variation around the end of a programme and start of another, typically grades 6 through 9. For a detailed look at the distribution of grades at the primary and secondary levels in the 2017/18 school year (the most recent year of available data), please visit the following tables: public primary (link) and secondary (link) schools, by grade span.

Due to the federal nature of the United States education system, there are no data available on standard instruction time as this varies at the local level. The U.S. average instructional time data is a weighted average of state policies related to instructional time. State averages are calculated as either the minimum amount of instruction time per school year, or the minimum time for any day to count as an instructional day multiplied by the minimum amount of instructional days per year. Thus, the data refers to estimates based on state requirements of the minimum length of time that constitutes an instructional day.

Impact of COVID-19 on actual instruction time: Overall, districts across the U.S. observed reductions in actual instruction time in the 2019/20 academic year compared to intended instruction time as a result of school closures and transitions to virtual instruction resulting from the coronavirus pandemic. Some states have offered waivers of instruction time requirements; however, changes have not been made to formal regulations. These changes, waivers and regulatory revisions would happen at the subnational level, and therefore vary across states and districts. Back to main table for this Indicator
### Table X3.D1.4. Impact of teachers’ professional development days and student examination days on reported instruction time data (2021)

<table>
<thead>
<tr>
<th>Possibility of bias</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OECD Countries</strong></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>Yes</td>
</tr>
<tr>
<td>Austria</td>
<td>No</td>
</tr>
<tr>
<td>Canada</td>
<td>Missing</td>
</tr>
<tr>
<td>Chile</td>
<td>No</td>
</tr>
<tr>
<td>Colombia</td>
<td>No</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>No</td>
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<tr>
<td>Czech Republic</td>
<td>No</td>
</tr>
<tr>
<td>Denmark</td>
<td>No</td>
</tr>
<tr>
<td>Estonia</td>
<td>Yes</td>
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<tr>
<td>Finland</td>
<td>No</td>
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<tr>
<td>France</td>
<td>No</td>
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<tr>
<td>Germany</td>
<td>Yes</td>
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<tr>
<td>Greece</td>
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<td>Hungary</td>
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<td>Iceland</td>
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<td>Ireland</td>
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<td>Israel</td>
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<td>Italy</td>
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<td>Japan</td>
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<tr>
<td>Korea</td>
<td>No</td>
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<tr>
<td>Latvia</td>
<td>No</td>
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<tr>
<td>Lithuania</td>
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<tr>
<td>Luxembourg</td>
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<tr>
<td>Mexico</td>
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<td>Netherlands</td>
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<tr>
<td>New Zealand</td>
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<tr>
<td>Norway</td>
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<tr>
<td>Poland</td>
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<tr>
<td>Portugal</td>
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<tr>
<td>Slovak Republic</td>
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<td>Slovenia</td>
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<td>Spain</td>
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<td>Sweden</td>
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<td>Switzerland</td>
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<tr>
<td>Turkey</td>
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</tr>
<tr>
<td>United States</td>
<td>No</td>
</tr>
<tr>
<td><strong>Economies</strong></td>
<td></td>
</tr>
<tr>
<td>Flemish (Belgium)</td>
<td>No</td>
</tr>
</tbody>
</table>
Is there possibility of bias in reported instruction time data due to teachers’ professional development days and student examination days?

<table>
<thead>
<tr>
<th>Possibility of bias</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>French Comm. (Belgium)</td>
<td>No</td>
</tr>
<tr>
<td>Education authorities prescribe a maximum of three days (6 half-days) during the school year for teachers’ compulsory professional development activities. Three days are not reported in the annual number of instruction days. Legislation provides a maximum number of examination days, which are to be excluded for the data collection. However, the legislation does not provide a compulsory number of examination days, therefore these days have not been deducted.</td>
<td></td>
</tr>
<tr>
<td>England (UK)</td>
<td>No</td>
</tr>
<tr>
<td>Schools may close for five days a year where teachers can undertake other duties related to their role as a teacher including professional development (STPCD 2019, page 47). These are often known as in-service training days (INSET). These 5 days are not included in the reported number of instruction days.</td>
<td></td>
</tr>
<tr>
<td>Scotland (UK)</td>
<td>No</td>
</tr>
<tr>
<td>Not applicable.</td>
<td></td>
</tr>
<tr>
<td>Partners</td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>No</td>
</tr>
<tr>
<td>Not applicable.</td>
<td></td>
</tr>
<tr>
<td>Russian Federation</td>
<td>No</td>
</tr>
</tbody>
</table>

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Organisation of the school day

**Australia:**

*Organisation of the standard school week:* At primary, lower and upper secondary education, there are 5 days to each school week. Any variation from this pattern is due to remoteness of the school in some states or territories.

*Number of lessons in a standard school day:* This varies for each state and territory and between schools as well. The number and length of each lesson is typically at the school’s discretion at the primary, lower and upper secondary levels. Information provided by states and territories indicate that on average there are typically 4-6 lessons in the school day in primary schools and 5-8 lessons in lower secondary education.

*Organisation of the breaks between lessons:* This is typically at the school’s discretion, but schools will generally have one short recess in the morning and a longer lunch break in primary, lower and upper secondary schools.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Generally, schools can offer additional activities that are organised at the school level according to policy guidelines on outside school hours. They typically involve use of school facilities outside of school hours. In some states, they can be organised by external commercial or not-for-profit organisations. In other states or territories, they are offered voluntarily by teachers or parents (or other volunteers). Some primary schools may provide “Out of School Hours Care” for students. This is typically staffed by additional staff to those employed at the school. Parents will often pay a fee for their children to attend this care.

*Additional activities during the school holidays:* Not all states and territories offer activities during the school holidays. For those that do it is at the schools discretion as to whether or not activities are offered. In some states and territories these events tend to be organised by allied organisations (e.g. teacher professional bodies or sporting clubs) using school facilities. In other states and territories where primary schools might offer an Out of School Hours Care program, they may continue to offer this same service during school holidays, covering normal school hours in addition to the time before and after school. The fees for this are paid separately enabling the involvement of different students to the regular care. In some schools upper secondary teachers can voluntarily offer additional tuition for a short period in the holidays for their students.

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**Austria:**

*Organisation of the standard school week:* In general, classes do not start before 8.00 a.m. A lesson normally lasts 50 minutes. The total number of weekly lessons should be evenly spread over the individual school days.

*Number of lessons in a standard school day:* The number of weekly hours varies between grades and school types. School heads are obliged to spread the total number of weekly hours as evenly as possible across all days of instruction.

*Organisation of the breaks between lessons:* Between lessons there are breaks of 5 to 15 minutes. The lunch break must be sufficiently long to allow pupils to take lunch. The lunch break normally lasts for one hour.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Since the school year 1994/95, the law has provided for a possibility to run all-day schools. All-day schools organise the school day into an instruction part and an extracurricular part, these are either consecutive or interlinked. In school types where the instruction part and the extracurricular part are clearly separated, students are provided with lunch after morning classes and afternoon supervision until 4.00 p.m. (at the latest: 6.00 p.m.). Students may also participate in the extracurricular part on individual days only, or not at all. In all-day schools with interlinked instruction and extracurricular parts, all students must attend until 4.00 p.m. for organisational reasons, because classes, private study and leisure sessions alternate several times during the day.

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**Belgium (Flemish Community):**

*Organisation of the standard school week:* For primary education, there is a legislation prescribing the organisation of the school week (decision of the Flemish Government of 17 April 1991, Besluit van de Vlaamse Regering tot organisatie van het schooljaar in het basisonderwijs en in het deeltijds Onderwijs georganiseerd, erkend of gesubsidieerd door de Vlaamse Gemeenschap). This decision stipulates that classes are evenly spread over 5 days (from Monday to Friday). In general, on Wednesday classes are scheduled in the morning only (free afternoon).

For lower and upper secondary education there is also a legislation prescribing the organisation of the school week (decision of the Flemish Government of 31 August 2001, Besluit van de Vlaamse regering houdende de organisatie van het schooljaar in het secundair onderwijs). This legislation prescribes that the lessons are organised in 9 half-days of instruction from Monday to Friday.
Number of lessons in a standard school day: This is left to the autonomy of the schools and/or school associations or networks. For primary education, the number of hours per week stipulated is 28 or 29 hours (of 50 minutes) per week. The lessons start at the earliest at 8.00 a.m. and finish between 3.00 p.m. and 5.00 p.m.

For general secondary education, there is no longer a maximum number of hours since the reform of the first two years of secondary education from 2019/2020. The other years of secondary education have a minimum of 28 hours (of 50 minutes), but as the reform still need to be made for these years, in practice the maximum number remains at 32 hours (of 50 minutes) per week. The lessons start at the earliest at 8.00 a.m. and finish between 3.00 p.m. and 5.00 p.m.

It is common practice to have 7 hours (of 50 minutes) for a full day (4 hours in the morning, 3 hours in the afternoon) in primary and 7-8 hours (of 50 minutes) for a full day (4-5 hours in the morning, 3-4 hours in the afternoon) in secondary education.

Organisation of the breaks between lessons: In the legislation mentioned above, a minimum lunch break of at least 1 hour in primary education and at least 50 minutes for lower and upper secondary education is stipulated. The breaks during the morning and the afternoon are decided upon in full autonomy by the school for all levels of education. Usually there will be a short break halfway through the morning and in some cases a short break halfway through the afternoon.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools can offer additional activities, but the content and mode of organisation is an autonomous decision of the school (no obligation).

Additional activities during the school holidays: Schools can offer activities during school holidays, but the content and mode of organisation is an autonomous decision of the school (no obligation).

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Belgium (French Community):

Organisation of the standard school week: 5 days a week (Monday to Friday), and Wednesdays only a half-day (morning).

Number of lessons in a standard school day: At primary schools, there is no regulation on the number of lessons per day. At secondary school, the average is 7-8 lessons per day (except on Wednesdays).

Organisation of the breaks between lessons: There is no specific rule on breaks; it depends on each school's organisation. However, in pre-primary and primary education, each full day includes a break of at least 15 minutes in the morning and a break of at least one hour between morning classes and afternoon classes. In secondary education, lunch break is at least 50 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): It is possible to organise additional activities and their organisation depends on each school.

Additional activities during the school holidays: Schools are closed during school holidays. Some activities can be organised but the content and mode of organisation is an autonomous decision of the school.

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Brazil:

Organisation of the standard school week: No information is available for 2020.

Number of lessons in a standard school day: No information is available for 2020.

Organisation of the breaks between lessons: No information is available for 2020.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): No information is available for 2020.

Additional activities during the school holidays: No information is available for 2020.

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Canada:

Organisation of the standard school week: A standard school week is typically 5 days: Monday to Friday. Start and end times vary with each school. Generally, start times are between 8:00 and 9:00 a.m. and ending times between 2:30 p.m. to 3:30 p.m. Typically there is 4.5 to 5.75 hours of instruction time, depending upon the grade.

Number of lessons in a standard school day: In primary education it is typically up to the teacher and/or school how instruction time is allotted within the instructional day to achieve curriculum outcomes. In lower secondary education, there are typically 4 to 6 periods per day but this varies as in some jurisdictions the number of lessons per day is at the discretion of the school. In upper secondary education there are also typically 4 to 6 periods per day. The length of periods can range from 45 minutes to 1.5 hours.

Organisation of the breaks between lessons: Exact time of breaks is organised by the individual schools. At all levels of education (primary, lower and upper secondary), there is a midday break (lunch) lasting around 40 to
60 minutes. In primary education, there is typically a recess break of 10-15 minutes in the morning (before lunch). In about half of the jurisdictions, there is also an afternoon recess (after lunch) of 10-15 minutes. In lower and upper secondary education, there are typically short breaks of around 5 minutes between periods to allow for students and/or teachers to move to different classrooms.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In all jurisdictions, schools can offer additional activities before and after school. Typically, this is managed at the school level and the types of activities vary by school. Activities include before and after-school child care (at the primary level), sports, clubs, and help for students. Before and after-school care for students is generally managed by staff whose salaries are paid by parents accessing this services. Activities may also be offered and organised in schools by community groups.

Additional activities during the school holidays: Generally, this is at the discretion of school divisions or boards or at the discretion of individual schools. Activities may also be offered and organised in schools by community groups. Back to main table for this Indicator

Chile:

Organisation of the standard school week: Chile has two main "paths". Students with JEC (Jornada Escolar Completa) usually go to school 8 to 9 hours a day approximately. Students without JEC usually go to school either in the morning or during the afternoon (4 hours a day approximately).

Number of lessons in a standard school day: Lessons are composed by periods of 45 minutes. In primary education there are 6-7 periods and in lower and upper secondary education 7-8 periods in a standard school day approximately.

Organisation of the breaks between lessons: Usually 15-20 minutes, after two consecutive periods of 45 minutes. Larger schools may split their students into two or more groups during breaks.

In full day schools (with JEC) in primary, lower and upper secondary levels, weekly time of breaks are calculated as 5 minutes for each class period of 45 minutes, reaching 3 hours and 10 minutes a week, while lunch breaks are calculated as 3 hours and 45 minutes a week, that is, 45 minutes a day (Law No. 19.532).

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): School administrators organise these activities. Especially government-dependent private schools may offer leisure activities and sports. Public schools do it with less frequency.

Additional activities during the school holidays: Schools organise activities generally in the first month of holidays (January). School administrators organise these activities. Back to main table for this Indicator

Colombia:

Organisation of the standard school week: The school week in Colombia is five days long for at least 40 weeks per annum. The minimum weekly instruction time is 20 hours at pre-primary level, 25 hours at primary level and 30 hours at lower and upper secondary levels. At least 80% of the weekly teaching must be allocated to the relevant mandatory subject categories. See notes on subject allocation for the full list of subject categories.

Number of lessons in a standard school day: The implementation of the curriculum is the responsibility of each educational institution – e.g. organised by the principal or head teacher – which has to follow the core objectives of primary and secondary education in accordance with the curriculum established by the Institutional Education Project (PEI) (Proyecto Educativo Institucional). Yet, the compulsory and core areas of instruction should comprise at least 80% of the curriculum.

Organisation of the breaks between lessons: The exact time of breaks is defined by the principal or director of the educational establishment at the beginning of each school year. For this reason, school breaks may have different durations.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Colombia has complementary school shifts, which complement the curriculum of educational establishments. The aim of these programmes is to pedagogically guide leisure time activities that strengthen the basic and citizenship skills (recreational, sports, etc.)

Additional activities during the school holidays: There are no additional activities offered during the school holidays in Colombia. School activities are performed within the regular school calendar only. Back to main table for this Indicator

Costa Rica:

Organisation of the standard school week: For lower and upper secondary, the standard school week is organised by five school days by using the following schedule:
Number of lessons in a standard school day: At lower and upper secondary, the average number of lessons taught is eight lessons a day. The day ends at 1:30 p.m. Lessons nine, ten, eleven and twelve are used to complete the amount of lessons each group has on a week basis. This is done in order to organise the week schedule for every group.

Organisation of the breaks between lessons: In primary schools, students have a break after every two lessons. During the day, they have four breaks: first, 10 minutes, second, 20 minutes, third, 40 minutes, fourth, 10 minutes. In lower and upper secondary, there are five breaks on day for the students who complete the 12 lessons. In the morning, there are two breaks of 10 minutes each one, and one of 40 minutes to lunch. In the afternoon students enjoy one ten minutes break.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Primary schools can offer leisure, sport, music or artistic activities, after class. One teacher (sometimes more than one) is assigned to be in charge of the corresponding activity. For lower and upper secondary, schools can offer several activities after classes like idioms workshops, club sports, arts, and more.

Additional activities during the school holidays: During holidays, schools do not offer activities in primary and secondary schools. Back to main table for this Indicator

Czech Republic:

Organisation of the standard school week: The school week, like the working week, comprises five days, from Monday to Friday.

Number of lessons in a standard school day: The school head decides on the actual organisation of the daily timetable, within the framework of the general rules set up by legislative and curricular documents. Time for extracurricular activities is not stipulated. The maximum number of hours per week is set by the Education Act and the minimum number by the framework curriculum timetable. The number of hours per week for each grade is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interval</th>
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<tbody>
<tr>
<td>1-2</td>
<td>18-22</td>
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<td>3</td>
<td>22-26</td>
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<td>30-32</td>
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<td>9</td>
<td>30-32</td>
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</tbody>
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For primary education, this gives an average of approximately 4 lessons (45-minutes) per day for grades 1-2 and approximately 5 lessons (45-minutes) per day for grades 3-5. At lower secondary level, a school day consists of approximately 6 lessons (45-minutes).

Organisation of the breaks between lessons: There are 10-minute breaks and at least one 15-minute break usually after the first two lessons. The break between the morning and afternoon classes is at least 50 minutes. When instruction is not organised in traditional lessons the distribution of breaks and their length is determined with regard to the nature of the activities and to the basic physiological needs of pupils. Exceptionally, 10-minute breaks can be shortened to 5-minute breaks and breaks between the morning and afternoon classes to at least 30-minutes breaks. This can help to harmonise the end of classes and commuting to school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): The range of activities offered is at the discretion of schools. Time for extracurricular activities is not stipulated. There are two types of school programmes for developing personal interests at basic schools (základní školy), which are regulated by the law: after-school centre (školní družina) for pupils of the first stage of základní škola (established in the majority of schools) providing education for children before and after-school lessons, and the school club (školní klub) for pupils of the second stage of a základní škola. In addition, some schools offer other leisure time activities like sports, art or handicraft courses etc. but it is not regulated by law or curricular documents. The school can also offer activities organised by private subjects. Outside schools, other school facilities exist like the leisure time centre (střediska volného času) that provide interest education.

Additional activities during the school holidays: The school building can be open during holidays, depending on the decision of the school head. The after-school centre normally operates during holidays, but its operation can be interrupted. The school clubs (školní klub) normally operate only during school days, but they can also operate during holidays. The leisure time centre generally operate during holidays.

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Denmark:

Organisation of the standard school week: The organisation of a school week is decided at municipal level or school level and differs from school to school. However, a school week in Denmark is always 5 days. At primary and lower secondary, level the number of school days will typically be 200 and the number of weeks 40.
**Number of lessons in a standard school day:** The organisation of a school day is decided at municipal or school level and differs from school to school. Typically, the day will be organised in modules of 90 minutes or lessons of 45 minutes starting at 8:00 a.m. or 8:15 a.m. The number of lessons in a standard school day depends on the regulations of the number of hours a year, which varies for different school levels and grades. It is locally decided on the number of hours a year in order to realise the demands for the annual number of teaching hours.

**Organisation of the breaks between lessons:** This is decided at municipal or school level and differs from school to school. Normally most schools are planning to use about one hour a day for breaks, or 200 hours a year.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):** Schools can offer activities before and after classes, but this varies from school to school - called SFO (Skolefritidsordning – “school free time arrangement”). The SFOs are run by pedagogues, not by teachers.

**Additional activities during the school holidays:** Typically, the SFOs are open and offer activities during the school holidays. [Back to main table for this Indicator](#)

**England (United Kingdom):**

**Organisation of the standard school week:** Regarding the length of the school year the Education (School Day and School Year) (England) Regulations 1999 require all maintained schools to open to educate their pupils for at least 380 sessions (190 days) in each school year. These regulations do not apply to government-dependent private schools (Academies and Free Schools) – as with the length of the school day the academy trust is responsible for deciding the length of the school year.

**Number of lessons in a standard school day:** Regarding the length of the school day, all schools in England are free to decide when their school day should start and end. There are no specific legal requirements about how long the school day should be. Governing bodies of all maintained schools in England are responsible for deciding when sessions should begin and end on each school day. Governing bodies are also responsible for deciding the length of each lesson and the timings for the morning session, the midday break, and the afternoon session.

**Organisation of the breaks between lessons:** The Education (School Day and School Year) (England) Regulations 1999 require maintained schools (public schools) to divide the school day into two sessions, separated by a break in the middle of the day. Other than this, there are no specific legal requirements or recommendations for breaks between lessons.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):** Schools are free to offer such classes. The Department for Education promotes the provision of activities outside normal school hours that children take part in voluntarily. They encompass a wide range of activities (breakfast clubs, after-school clubs and extracurricular activities such as sport), and help meet the childcare needs of parents.

**Additional activities during the school holidays:** Schools are free to offer such activities. The Department for Education promotes the provision of activity outside normal school hours that children take part in voluntarily. [Back to main table for this Indicator](#)

**Estonia:**

**Organisation of the standard school week:** An academic year lasts from 1 September to 31 August and consists of academic quarters and school holidays. An academic year contains at least 175 school days in total. One school week comprises up to 5 school days (typical is a 5-day school week). School lessons start at 8.00 a.m. or later. If there are not enough student places in the school, then the participation in studies may be organised in two shifts. The school day in the second shift has to be ended at the latest at 7:00 p.m. Lessons are cancelled when the air temperature is less than 19 degrees in a classroom and less than 18 degrees in the gym.

**Number of lessons in a standard school day:** The Basic Schools and Upper Secondary Schools Act stipulate only weekly workloads for students. At primary level, the maximum weekly workload of a student varies from 20 lessons in grade 1 up to 30 lessons in grade 6. At lower secondary level, the maximum weekly workload varies between 30 and 32 lessons (30 lessons for grade 7 and 32 lessons for grades 8-9). The workload of students may be specified in the daily schedule of the school or, where necessary, in an individual curriculum.

**Organisation of the breaks between lessons:** In general education schools, lessons vary with breaks. One break lasts at least 10 minutes for every lesson. Two 45-minute lessons can be taught continuously without a break.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):** Upon planning and implementing teaching and learning, it is ensured that students’ academic workload corresponds to their age and abilities, granting them time for resting and hobby activities. The daily schedule of a school is established by the head of the school and stipulates the sequence and duration of study activities and extracurricular activities supporting the school curriculum such as activities organised in long day groups, hobby groups and studios. The work organisation and daily schedule of a long day group will be established by the head of school, setting a time for doing homework, outdoor recreation and hobby activities. Supervision and pedagogical instruction and guidance during spare time, doing homework, pursuing hobbies and developing interests is offered to students as extracurricular activities organised in a long day group. Based on a proposal of
the board of trustees, a school will organise the formation of a long day group jointly with the owner of the school.

In extracurricular activities, students have the right to use the civil engineering works, rooms and library of their school as well as the teaching and learning equipment, sports, technical and other facilities of the school pursuant to the procedures provided in the internal rules of the school. 

Additional activities during the school holidays: Schools may offer activities during the school holidays but these activities are not regulated by any legal act. Back to main table for this Indicator

Finland:

Organisation of the standard school week: The regulations state that the average time of instruction per week must be at least 20 in grades 1-2, 22 in grade 3, 24 in grade 4, 25 in grades 5-6, 29 in grades 7-8 and 30 hours in grade 9. Otherwise the schools are autonomous in organising the school weeks.

Number of lessons in a standard school day: Local autonomy.

Organisation of the breaks between lessons: Local autonomy.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Morning and afternoon activities are provided for children in grades 1-2 of basic education and for children admitted or transferred to special needs education in all grades. The local authorities are not obligated to organise these activities, but can be granted state subsidies for the provision. In addition, after-school leisure activities are organised in conjunction with basic education. The aim is to support the children's development and growth and also to attract those children whose backgrounds do not support regular participation in hobbies.

Remedial instruction is a subjective right for pupils who are lagging or need more support. The teacher generally provides this instruction after school hours.

Additional activities during the school holidays: Local autonomy. Back to main table for this Indicator

France:

Organisation of the standard school week: For primary schools (Grades 1-5), the school week includes for all students twenty-four hours of instruction, spread over nine half-days. Instruction time is provided 4.5 days a week (Monday, Tuesday, Thursday and Friday, all day, and on Wednesday morning), with a maximum of 24 hours of instruction per week, 5.5 hours of instruction maximum per day and 3.5 hours maximum per half-day. Lunchtime break cannot be shorter than one hour and a half. Since September 2017, by way of derogation from this general framework, public primary schools have been allowed to set up three other types of organisation of the school week and distribute the 24 hours of weekly instruction either: over 4.5 days (Monday, Tuesday, Thursday and Friday, all day, and on Saturday morning, instead of Wednesday morning); or over 8 half-days which should include 5 mornings (in this case, extracurricular activities are gathered together in one afternoon); or over 4 days (Monday, Tuesday, Thursday and Friday) instead of four and a half (as long as instruction time does not exceed six hours per day and three-and-a-half hours per half-day). Moreover, it is possible to shorten holidays to compensate for the reduced weekly instruction time.

For grades 6-10 of secondary schools, regulations specify the number of hours per week allocated to different subjects, but not the number of days per week. However, 4.5 day per week (Monday to Friday) is most commonly practiced at lower secondary level and a 5-day week at the upper secondary level, where students often have school on Saturday morning.

Number of lessons in a standard school day: For primary schools (Grades 1-5), 5 hours and 30 minutes is the maximum of instruction time per day and 3 hours and 30 minutes the maximum per half-day. Exceptions have to be agreed with the sub-regional educational authorities based on the specificities of the local education project and if it has sufficient pedagogical guarantees. In grade 6 (lower secondary), 6 hours is the maximum of instruction time per day; exceptions have to be agreed with the sub-regional educational authorities based on the specificities of the local education project and if it has sufficient pedagogical guarantees. For grades 7-9, 7 hours is the recommended maximum of instruction time per day. For grade 10, it is locally defined by the school administration.

Organisation of the breaks between lessons: In grades 1-5 (primary), Breaks between lessons are not defined nationally. However, the reform of the organisation of school time (see above) set the minimum duration of the lunch break at 1 hour and 30 minutes. Breaks between lessons last about 15 minutes. They are determined according to the actual duration of each half-day of instruction. Time devoted to breaks between lessons is to equally impact all the fields of education and therefore is to be allocated in a balanced way throughout the week. For grades 6-10 (secondary), prior to 2009, each lesson officially lasted 55 minutes and was followed by a break of 5 minutes (Circular No. 76-121 of 24 March 1976). However, the duration of lessons is no longer defined nationally.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): For grades 1-5 (primary), the reform of the organisation of school time in pre-primary and primary schools (see note on Organisation of the standard school week) includes the implementation of additional learning activities in small
groups to help students experiencing difficulties in their learning, for tutoring or for an activity provided by the school project, or if necessary with the territorial educational project. The general organisation of these extracurricular activities shall be determined by the inspector of education of the district, on the proposal of the board of teachers. In addition, extracurricular activities may be proposed by the municipality. These artistic, sports or cultural activities are intended to contribute to the development of students and to develop their intellectual curiosity. Student participation in these activities is optional.

For grades 1-9 (primary and lower secondary), educational support after classes is offered to students in schools from priority education zones at the primary and lower secondary levels. This service proposes homework assistance, modern languages practice, sports practice, or activities with an emphasis on culture or art, for a duration of about 2 hours a day.

In grades 6-9 (lower secondary), the “Homework done” programme, implemented in all lower secondary state schools, allows willing student to benefit from a time dedicated to the completion of assignments under the pedagogical supervision of teachers or non-teaching staff. Depending on local needs, the hours devoted to the “homework done” programme can take place on vacant time slots in the timetable, during lunchtime break or self-study time in late afternoon.

For Grade 10 (upper secondary), since 2011, high schools offer the opportunity for the students to attend training courses. These training courses aim for three objectives: to raise student-level in foreign languages (English mainly), to afford refresher courses or to make changes possible in students’ course choices. This opportunity is incorporated within the framework of academic success. The training courses follow a growing evolution.

Additional activities during the school holidays: In grades 1-5 (primary), during the school holidays, willing students in grades 4-5 can participate in “refresher courses” in mathematics and French, organised in three annual sessions. Each session lasts 5 days (3 hours per day) and they take place in schools. Each group consists of 5-6 students who are evaluated at the end of the session.

For grades 6-10 (secondary), the programme “Open School” is designed for students who do not go on holiday (or do not go to school on Wednesday or Saturday morning). Priority is given to students from disadvantaged backgrounds. It is offered on a voluntary basis by head teachers, teaching staff and all stakeholders involved in the programme. It offers a wide range of educational, cultural, sports and recreational activities.

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Germany:

Organisation of the standard school week: In the primary sector, lesson times are laid down from 7.30/8.30 a.m. to 1.30 p.m. or 11.30 a.m. (Monday to Friday or Monday to Saturday). Primary school pupils attend lessons for 20 to 29 periods a week. In most Länder, there are 20 to 22 periods in the first year, rising to 27 in the fourth (final) year of primary education. As a rule, each period lasts 45 minutes. Lessons are usually held in the morning, with up to six periods a day. The weekly teaching periods are laid down by the Ministries of Education and Cultural Affairs of the Länder for the different types of school and may be distributed over five or six days in the week. As a rule, in those Länder with a six-day school week, there are two Saturdays per month on which no lessons take place. In most Länder, the responsible Ministry of Education and Cultural Affairs has introduced a five-day week for all schools. In some Länder, the Schulkonferenz (school conference) may decide the number of days in the school week.

At lower secondary level (Sekundarstufe I), lesson times are generally laid down from 7.30/8.30 a.m. to 1.30 p.m. (Monday to Friday) or 7.30/8.30 a.m. to 11.30 a.m. (Saturday). With an exception of the eight-year Gymnasium, pupils generally have 28 to 30 weekly periods in compulsory and optional subjects in grades 5 and 6 of all types of school, and 30 to 32 periods in grades 7-10. Each period is 45 minutes. For general information about the daily and weekly timetable and the five-day or six-day week, see the information provided in the paragraph above on the primary level.

For upper secondary level (Sekundarstufe II), there is no fixed end to teaching times. The weekly instruction time at the gymnasiale Oberstufe is usually also 30 periods and consists of courses at a basic level of academic standards and of courses at an increased level of academic standards.

At the eight-year Gymnasium, the number of weekly periods at the lower and upper secondary level is generally increased by two to four periods. To guarantee the mutual recognition of the Abitur, all Länder have to ensure teaching of a total of at least 265 weekly periods in the lower secondary level and the gymnasiale Oberstufe to which up to five hours of elective subjects may be added. For general information about the daily and weekly timetable and the five-day or six-day week, see the information provided in the paragraph above on the primary level.

Number of lessons in a standard school day: A standard school day has 4-5 lessons at primary level 6 lessons at lower secondary level, 6 lessons at upper secondary level and 6-7 lessons at 8-year Gymnasium.

Organisation of the breaks between lessons: The length of breaks at individual schools depends on the type of school and the start of lessons in the morning as well as on the provisions made by the Schulkonferenz (school
supervision is organised by teachers, educators, programmes of school activities concerning culture, ecology, health issues, career options and entrepreneurship.

Curriculum last 4.5 minutes in the case of remedial classes and 60 minutes in the cases of classes working on

Organisation of the breaks between lessons

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): At the primary level all-day supervision and care for children aged between six and ten is increasingly provided through all-day education and supervision offers, but also by Horte (after-school centres). In many places all-day offers are implemented in co-operation with partners from outside school such as the maintaining bodies of youth welfare services or bodies maintaining cultural education, youth sport clubs and parents associations. In the majority of Länder; after-school centres are run by the public youth welfare services. Pedagogical efforts are put on a closer co-operation between schools and after-school centres. In all-day schools, in addition to timetabled lessons in the morning, an all-day programme comprising at least seven hours per day is offered on at least three days per week.

At secondary level, education and care outside morning lessons is provided to lower secondary level pupils at Ganztagsschulen (all-day schools) and extended Halbtagsschulen (half-day schools), via all-day offers in schools, as well as in programmes which are run in co-operation with providers of youth welfare services or cultural education, sports clubs, parents' initiatives or other external co-operation partners. All Länder have signed co-operation agreements with education providers outside the school sector. In all-day schools, an all-day programme comprising at least seven hours per day is offered on at least three days per week. All-day offers are to be organised under the supervision and responsibility of the head staff and to be carried out in cooperation with the head staff. The activities should be conceptually linked with the lessons in the morning. All-day supervision is organised by teachers, educators, Sozialpädagogen (graduate youth and community workers), pädagogische Fachkräfte (pedagogic staff) and, if necessary, by other staff and external co-operation partners.

All-day schools provide a midday meal on the days on which they offer all-day supervision.

Additional activities during the school holidays: School cannot offer activities during holidays.

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Greece:

Organisation of the standard school week: In primary education, there are 174 instruction days for the school year 2020/21, spread over 34-35 weeks of 5 days from Monday to Friday (11 September–14 June). In lower secondary education, there are 162 instruction days for the school year 2020/21, spread over 32-33 weeks of 5 days from Monday to Friday (11 September–28 May). These numbers of school days exclude days when schools are closed for festivities, such as national holidays, other days when students are not expected to be at school and examination periods. They also exclude about 10 days of instruction within the examination period of June offered to students who failed one or more subjects at the beginning of June and repeat the examinations at the end of June. See Impact of COVID-19 below on actual practices during the pandemic.

The daily timetable of primary schools comprises, for all grades, six compulsory periods (3 periods of 45 minutes and 3 periods of 40 minutes) and three non-compulsory periods of 45 minutes. The compulsory curriculum of lower secondary schools comprises six or seven periods per day (32 periods per week), of which 30 periods every week last 45 minutes, while two periods last 40 minutes. The periods of non-compulsory curriculum last 45 minutes in the case of remedial classes and 60 minutes in the cases of classes working on programmes of school activities concerning culture, ecology, health issues, career options and entrepreneurship.

Number of lessons in a standard school day: Primary education consists of 4-6 lessons on average per day. Lower secondary education consists of 6 lessons on average per day.

Organisation of the breaks between lessons: Breaks take place after the end of a lesson or a teaching period. A teaching period in the primary may cover one or two lessons but in the secondary only one. In all cases (primary and secondary education), breaks are defined by ministerial decisions.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Remedial courses are offered to students with learning difficulties or low performance who wish to improve their educational performance. This is an institution introduced in the early 1990's in primary and secondary education aiming at pupils' smooth reintegration in the learning process and combating early school leaving. While in primary schools, remedial courses (that cover language and mathematics) are offered during the compulsory programme, in lower secondary education, the remedial courses are offered after classes for up to three periods. The fields covered in lower secondary remedial classes are modern and ancient Greek, mathematics, physics, chemistry and foreign languages (Language 2).

In the secondary, non-compulsory class programmes of school activities concerning arts, environmental and health issues, career options and entrepreneurship are also offered after the end of compulsory daily curriculum.
**Additional activities during the school holidays:** During the school holidays, schools do not offer any activities. However, municipalities and parents’ association have the possibility to organise activities during the holidays (in the school building and the schoolyard).

**Impact of COVID-19 on the organisation of the school day:** Primary and lower secondary schools started the school year 2020/21 on 14 September 2020, one week later than the usual starting date 11 September.

**Hungary:**

**Organisation of the standard school week:** A teaching year is composed of five-day school weeks. Saturdays and Sundays are resting days without teaching. Compulsory lessons (compulsory curricular lessons) typically take place in the morning and early afternoon for a significant portion of schools. From the school year 2013/14, basic schools (grades 1-8) are obliged by law to organise educational activities until 4:00 p.m. and students are required to attend them. In practice, it means that students have their compulsory curricular classes and afterwards participate in extracurricular activities. Schools mostly organise homework clubs. Parents may ask exemption from the extracurricular activities. Furthermore, until 5:00 p.m. – or until the time students may rightfully stay within the institution – supervision has to be provided by schools. This is different from the so-called all-day school where compulsory curricular lessons, extracurricular activities and everyday physical training are organised in morning and afternoon teaching periods such that lessons and activities are evenly distributed over the morning and the afternoon periods.

**Number of lessons in a standard school day:** At the primary level (Grades 1-4) it is about 5 periods; at lower secondary level (Grades 5-8) about 6 periods and at upper secondary level (Grades 9-10) about 7 periods.

**Organisation of the breaks between lessons:** Schools are responsible for setting their schedules of curricular and extracurricular lessons, including the duration of breaks between lessons, and for incorporating the schedules in their teaching programmes and school regulations. The first lesson may be started, upon request of the opinion from the school board, or, in default of that, the school's parental organisation or community and the student council, by no more than 45 minutes before 8.00 a.m. pursuant to the relevant decree (Decree No 20/2012 (VIII.8.) EMMI; 16. § (1)).

In general, classes last 45 minutes but schools may also organise longer or shorter ones with the requirement that no class may last less than 35 or more than 135 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are considered to be organised in 45-minute lessons. Breaks between curricular and extracurricular lessons should be taken in order to provide rest for children.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):** Schools are responsible for setting their schedules of curricular and extracurricular lessons for incorporating the schedules in their teaching programmes and school regulations. Basic schools (grades 1-8, primary and lower secondary) have to organise activities for children until 4:00 p.m. Students have to participate only if parents ask for exemption in written form. From the school year 2012/13, community service is obligatory for grades 9-12 (upper secondary), which means that students have to complete 50 hours of community service until they start their upper secondary school-leaving examination. Schools help organise these activities.

According to the Public Education Act (Act CXC of 2011 on National Public Education), a school operating with at least four grades has to ensure the operation of a school sports club. For the purposes of organising school sports club activities, at least two times 45-minutes shall be ensured.

**Iceland:**

**Organisation of the standard school week:** All school levels have a full five-day school week from Monday to Friday.

**Number of lessons in a standard school day:** At the primary level, grades 1-4 have on average 6 lessons and grades 5-7 have 7 lessons. At lower secondary level (grades 8-10), they have on average 7.4 lessons.

**Organisation of the breaks between lessons:** Schools have autonomy in organising breaks. Usually, they are divided into a few short 10-minute breaks, one 20-minute break in the morning for refreshments and one 40-minute lunch break. Two lessons may be consecutive without a break.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):** Primary and lower secondary schools (compulsory education) offer optional leisure activities after classes. Music schools and local sports clubs may organise activities after classes to coincide with the individual timetables.

**Additional activities during the school holidays:** Schools do not normally offer activities during school holidays (at any school level).
Ireland:

Organisation of the standard school week: At primary level (ISCED 1), pupils generally attend school for five full days each week. For the compulsory years of primary education (i.e. grades 1-6 or chronological years 3-8, referred to in Ireland as 1st to 6th class), the full day for pupils (including breaks) is 5 hours and 40 minutes. The school day for the non-compulsory years in the primary school (referred to in Ireland as infant classes and availed of by half of all four-year-olds and almost all five-year-olds) is one hour shorter.

In general programmes of lower (ISCED 24) and upper secondary (ISCED 34) levels, the organisation of the school week is generally the same, although schools may construct the week differently from each other. Lesson periods (generally 40 minutes each) may be configured as a combination of eight or nine per day, or sometimes a school may have nine periods on four days of the week and a shorter (half-day) of six periods on one day to allow for extracurricular activities.

Number of lessons in a standard school day: Primary schools plan their timetables in line with the Suggested Minimum Weekly Time Framework: National Literacy and Numeracy for Learning and Life (2011-2020). In order to make the mediation of the curriculum as effective and efficient as possible, teachers may implement the time allocation framework in a flexible manner. The duration of lessons may vary but the average is 30 minutes.

All second level schools (ISCED 24 and 34) must meet a minimum of 28 hours of instruction time per week. Most commonly, schools provide a 42-period week, with each period lasting a minimum of 40 minutes. However, as part of curriculum reform being introduced at lower secondary level, schools have the flexibility to provide instruction periods of between 40 and 60 minutes in accordance with the needs of the students and subject requirements. See Impact of COVID-19 below on actual practices during the pandemic.

Organisation of the breaks between lessons: In primary schools, there are two official and required breaks in the day; a 10-minute morning break and a 30-minute lunch break; typically, any extension to these break times necessitates an earlier commencement time or a later finishing time.

At lower and upper secondary levels, there is generally a short break of 10-15 minutes after the initial three lessons; then after a further three lessons, there is a longer lunch break of between 40 and 60 minutes with a final block of three lessons after lunch. Breaks in secondary school are not included within the 28 hours of tuition time. The manner in which breaks between lessons are organised may change as schools change their timetabling arrangements in accordance with the implementation of curriculum reform in lower secondary education. See Impact of COVID-19 below on actual practices during the pandemic.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In primary schools, activities including sports, music and drama, apart from normal curriculum provision in these areas, may be offered. These tend to take place either during lunch times, before, or after school and are generally offered on a voluntary basis by school staff.

In secondary schools, such activities are generally offered on a voluntary basis by school staff. These activities cannot be included in the minimum of 28 hours per week and are not funded from state educational budgets, except in cases where schools have the disadvantaged status, allowing them some resources for extracurricular supports and activities. See Impact of COVID-19 below on actual practices during the pandemic.

Additional activities during the school holidays: State funding is provided to special schools, mainstream primary schools and mainstream secondary schools to provide summer education programmes (20 days) for children with severe/profound general learning disabilities and children with autistic spectrum disorders. The summer 2020 programme was also extended to children with Down’s Syndrome who were attending post-primary school. Where schools do not offer summer programmes for these children, funding is provided directly to parents through the home tuition scheme. Funding is also provided to special schools at High Support Units and Special Care Units for summer education programmes. See Impact of COVID-19 below on actual practices during the pandemic.

In addition, funding is available to primary schools that support pupils who come from disadvantaged backgrounds (i.e. schools participating in the Delivering Equality of Opportunity in Schools (DEIS) initiative). These schools can avail of funding to run 5-day summer camps in numeracy and literacy, including Irish language, for targeted pupils. These camps are run and managed in line with guidance and training provided by the Department of Education. See Impact of COVID-19 below on actual practices during the pandemic. Schools may also, at their own discretion, offer activities during the school holidays, such as activity camps, which are not funded by state education budgets.

Impact of COVID-19 on the organisation of the school day: During 2020/21 an increasing number of second level schools opted for 60-minute lessons, mainly to facilitate the new specifications for the Framework for Junior Cycle at ISCED 24. This change also helped to reduce the frequency of movement and changeover by students and teachers during the COVID-19 pandemic.

Almost all secondary schools in 2020/21 introduced staggered breaks in the morning and at lunchtime for the various Year groups, in line with public health advice in order to reduce the numbers of students congregating in social areas and to ensure social distancing.
Many co-curricular and extracurricular activities, including school tours, competitive sport, musicals, work experience and field trips, were reduced or curtailed due to public health restrictions during 2020/21.

Additional schools participating in DEIS were funded to run summer camps as a way of re-connecting with their pupils after the school closures due to COVID-19 during the school year 2019/20.

At the end of the school year 2020/21, all primary schools have the opportunity to provide a new 2-3 week summer programme for mainstream pupils with complex needs and those at greatest risk of educational disadvantage. In addition, the Department of Education is expanding the programmes that ran last year in special schools and classes and in DEIS schools. Three programmes are available at Primary Level: (1) a new Primary Complex Needs/Inclusion Programme for pupils in mainstream classes; (2) an expanded summer programme for pupils in primary special classes and special schools; and (3) an expanded literacy and numeracy summer camp (campáí samhraidh) programme for pupils in DEIS schools which may be organised through the medium of English or Gaeilge.

At the end of the the school year 2020/21, all post-primary schools can avail of a Summer Programme. It is intended to support those students deemed by the school to be best placed to avail of the programme and can be provided at a time of the school’s choosing for a period of two weeks. The programme is not intended to focus on academic provision. Rather, schools have been advised to ensure that the most vulnerable students are provided with the opportunity to re-connect or maintain their connections with the school, with learning and with their peers. Back to main table for this Indicator

Israel:

Organisation of the standard school week: The figures and information provided represent the average of all programmes within each educational level. The total annual number of school days was set at 221 for primary education. In the lower and upper secondary education, the official number of school days is 212 yearly (in a study week of six days). In grades 11-12, on average of 24 days is reduced for matriculation exams and preparation for national exams, totalling 188 days per year for these two grades.

In Israel, most students in primary education attend school six days a week. The minorities are learning five days a week (For example, the Arab students are learning 184 days in primary education and 176 days in the secondary education in a year). Students in both tracks are learning the same total hours per week.

Number of lessons in a standard school day: In primary education, the minimum base of learning includes 5-8 lessons a day according to the grade level and the learning days per week (6 or 5 days): 31.3 hours for grades 1-2; 32.8 hours for grades 3-4 and 33.5 hours for grades 5-6. An average of 1.85 hours for the “Long School Day Programme” is included in these hours.

Organisation of the breaks between lessons: The average class session lasts 47 minutes. Some class sessions are 50 minutes long and others are 45 minutes long. There is a main break of 20-30 minutes for breakfast and another break for lunch if it is a long day. Schools are permitted to combine every two lessons to allow a better programme design.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): These are organised by the municipalities and funded by parents. Ministry of Education subsidised programmes at schools with low social-economic level that are under the act of “long educational day”.

Additional activities during the school holidays: The Ministry of Education initiates summer camps during summer vacation for students in primary education. There is also the programme “Third Half – Summer Semester” that operates in learning centres. The programme’s goal is provided to close gaps, encourage the capabilities of students and to enable students to complete their matriculation certificate before they leave the secondary education system. Other activities are organised and funded by the municipalities and by parents.

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Italy:

Organisation of the standard school week: Schools have autonomy in the organisation of the school day. At primary level, the daily timetable depends on the weekly timetable model offered by the school and chosen by the family. In this case, only examples can be provided, but they do not have any correspondence to regulations nor can they be taken as a nationwide valid reference. The same applies to the lower secondary level. At upper secondary level, only one weekly timetable model is possible and therefore there are fewer differences among schools. However, the organisation of the school day varies as well. In general, lessons are spread over 6 days (e.g. 3 days of 5 hours and 3 days of 4 hours) but schools can also offer lessons over 5 days (e.g. 2 days of 6 hours and 3 days of 5 hours). It is therefore not possible to provide information that is valid nationwide.

Number of lessons in a standard school day: Schools have autonomy in the organisation of the school day. At primary level, the number of lessons/hours that should be allocated to each subject is not established (horizontal flexibility except for religion and second and other languages). At lower and upper secondary levels, the number of lessons in a school day varies depending on the daily timetable set for each class (each lesson is 60 minutes long). In general, a 5-hour day has 3-5 lessons. Often, Italian, mathematics and sports education are taught for two consecutive hours (2 lessons). In this case (e.g. Italian, mathematics and English), students can be
taught only 3 subjects in a 5-hour day. It may also happen that they attend 5 lessons of different subjects in a 5-hour day. Similarly, there are 2-4 lessons in a 4-hour day and 3-6 lessons in a 6-hour day.

**Organisation of the breaks between lessons**: The organisation of breaks varies, as it depends on the organisation of the school day/week, which is set at school level. At the primary level pupils have, in general, longer breaks, usually half an hour at mid-morning (at about 10.30 a.m.). At lower secondary level a break of 10-15 minutes is generally scheduled between the second and the third lesson, e.g. at about 10.30 a.m. At upper secondary level the break, again 10-15 minutes, can be set between the second and the third lesson (in the 4-hour and 5-hour day) or between the third and fourth lesson (in the 6-hour day). However, the above mentioned are examples and should not be taken as a reference that is valid nationwide.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses)**: Schools have autonomy for offering additional activities (e.g. additional class of a second foreign language, in-depth studies of subjects already included in the curriculum). These additional activities increase the minimum number of hours foreseen by regulations. Schools can also offer these additional subjects only to some of the classes of the school, in order to widen the offer and give families the opportunity to choose the timetable and the curriculum that best suits them and their children's needs. Schools often offer remedial courses at upper secondary level because students failing at this level in some subjects have their assessment suspended until they have passed a remedial exam. Students have to take this exam before the start of the following school year. This offer helps families to avoid more expensive private tuitions. At primary and lower secondary level there are often pre- and post-school activities organised by external organisation within the spaces of the schools. These activities are organised in order to meet the needs of parents who work and need to leave their children at school before the official starting of lessons.

**Additional activities during the school holidays**: In general, during the school holidays schools are open for administrative and didactic planning purposes. However, they can autonomously organise activities during such periods. **Back to main table for this Indicator**

**Japan**:

**Organisation of the standard school week**: There is flexibility for schools to organise its schedule taking in consideration the characteristics of the students, its school and the local community. The characteristics of each subject and learning activity have to be considered as well.

**Number of lessons in a standard school day**: The General Provisions of the National Curriculum Standards provide that each school may develop their own class schedules that provide flexible structures in accordance with the circumstances of the students, its school and the local community and in accordance with the characteristics of each subject and learning activity.

**Organisation of the breaks between lessons**: At the primary and lower secondary levels, the General Provisions of the National Curriculum Standards for primary schools and lower secondary schools provide that the breaks between lessons should be properly determined at each school.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses)**: In many lower secondary schools, extracurricular club activities are provided after school. The general provisions of the National Curriculum Standards for lower secondary schools provide that club activities familiarise participants with sports, culture and science, contribute to motivation for learning and the cultivation of a sense of responsibility, feelings of solidarity and so on, so attention should be paid to ensuring the relevance of extracurricular club activities to the curriculum as part of school education. In doing so, schools adopt appropriate operational methods in accordance with the circumstances of the school and the local community, including co-operation with local people and partnerships with various types of organisations, such as social education facilities and social education-related groups.

**Additional activities during the school holidays**: Each school can offer classes on school holidays provided that the board of education that administers the school acknowledges the necessity of doing so. In addition, the local community may organise various educational, experiential and exchange activities on school holidays. For further information (in Japanese) [http://manabi-mirai.mext.go.jp/](http://manabi-mirai.mext.go.jp/). **Back to main table for this Indicator**

**Korea**:

**Organisation of the standard school week**: The typical school week is composed of 5 days at all levels.

**Number of lessons in a standard school day**: At the primary level, students have 4 to 6 lessons a day on average; and at the secondary level, students have 6 to 8 lessons a day on average.

**Organisation of the breaks between lessons**: Generally, both 40-minute primary level classes and 45-minute lower secondary level classes are followed by a short break of 10 minutes. Block lessons can be organised to combine lesson times into larger blocks of time; primary schools can combine 80 minutes of lesson time and lower secondary schools can combine 90 minutes of lesson time. A longer 30-minute break follows these combined lessons. They can be reorganised depending on weather conditions, students' developmental characteristics, and other circumstances at school.
Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Most primary and secondary schools offer extra-curricular activities. After-school activities vary in nature and include art, music, cooking, foreign language study (Languages 2-5), dance, sports, and other areas of student interest. At the lower and upper secondary school levels, schools may offer remedial courses as after-school activities. Principals make the final decision on all after-school activity-related matters by taking school conditions into account after having discussions with the school board as well as the committee members.

Additional activities during the school holidays: After-school activities are provided at the primary and secondary school levels during school holidays (on Saturdays and summer and winter vacations) depending on the needs of parents and students. Back to main table for this Indicator

Latvia:

Organisation of the standard school week: The standard school week lasts 5 days at primary, lower and upper secondary level. According to the General Education Law, the lesson load per week in one education programme may not exceed: 22 lessons in grade 1; 23 lessons in grade 2; 24 lessons in grade 3; 26 lessons in grade 4; 28 lessons in grade 5; 30 lessons in grade 6; 32 lessons in grade 7; and 34 lessons in grades 8-9. There is an additional lesson for all grades every week called “class hour” (klases stunda) or upbringing, organised by the class teacher. “Class hours” are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, development of personality, leadership, critical thinking, creative thinking, financial literacy, entrepreneurship skills, career guidance.

In addition to teaching/learning load compulsory for all pupils there are optional (facultative) lessons included in education programme for a group of pupils based on the principle of voluntary (enrolment is based on application written by parents). Facultative classes are aimed to comprehensive development of pupils, namely, choir singing, folk dances, school’s brass band, theatre, language learning, entrepreneurship skills development, Christianity (for grades 1-3), etc. In addition, prolonged-day group work is included in school’s education programme.

Number of lessons in a standard school day: The average number of regular lessons depends on the individual timetable of the school. However, it is regulated by law that the formal learning load per day may not exceed 5 lessons in grades 1-3, 6 lessons in grades 4-5, 7 lessons in grades 6-7 and 8 lessons in grades 8-9. The duration of one lesson is 40 minutes.

Organisation of the breaks between lessons: Each school can decide on the length of breaks between lessons, taking into account the regulations of the Cabinet of Ministers stating that lunch breaks can be organised from 11.00 a.m. and must be at least 30 minutes long.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In addition to teaching/learning load compulsory for all pupils there are optional (facultative) classes for a group of pupils based on the principle of voluntary (enrolment is based on application written by parents). Facultative classes are aimed to comprehensive development of pupils, namely, choir singing, folk dances, school’s brass band, theatre, language learning, creative design, entrepreneurship skills development etc. classes. In addition, prolonged-day group work is included in school’s education programme.

Additional activities during the school holidays: Usually, schools are not obliged to offer activities during the school holidays and they do not offer them. However, they may organise thematic workshops and camps. For instance during the Latvian Youth Song and Dance festival (usually taking place in the summer), schools in the capital Riga become lodging places for pupils’ choirs and folk-dance groups from other places of Latvia who are arriving in Riga to participate in the festival activities. Back to main table for this Indicator

Lithuania:

Organisation of the standard school week: There are 5 full school days for all schools. The standard school week lasts 5 days at primary, lower and upper secondary level. According to the Hygiene Norm 21:2017, lessons start at 8.00 a.m. to 9.00 a.m., but a school head can move the starting time as long as it is not earlier than 8.00 a.m. If there are two shifts in the school, the second shift must finish until 7.00 p.m.

According to the general teaching plan, the number of hours per week per years is as follows:

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Students have possibility to choose additional lessons from the non-compulsory curriculum. These lessons may be used to improve their knowledge in particular subject or to learn a new subject that is not included in the compulsory curriculum.

Number of lessons in a standard school day: The average number of regular lessons depends on the individual timetable of school. Regulated load per day may not exceed 5 lessons in grade 1, 6 lessons in grades 2-4, 7 lessons in grades 5-10; 7 lessons in grades 11-12.
The duration of one lesson is 45 minutes (grades 2-12). The duration of one lesson is 35 minutes only in grade 1. If a lesson is organised in a different form (e.g. project, didactical game, creative task), uninterrupted instruction time can be regulated, but may not exceed 90 minutes.

In a case when grades 5-10 (including students of first and second gymnasium grades) have more than minimal compulsory lessons for studying modules, optional subjects, a study plan must be approved by parents (caregivers). The maximum number of lessons per week in lower and upper secondary programs may not exceed more than 10% of recommended minimal number of lessons.

Organisation of the breaks between lessons: Typically, breaks between lessons are 10 minutes long. There must be one longer break up to half an hour or two breaks up to 20 minutes intended for the lunch. If the school council approves, the duration of breaks may be regulated, but one break between lessons must be at least 5 minutes. Total duration of breaks between lessons of grades 1-4 should be at least 1 hour and 10 minutes. Total duration of breaks between lessons of grades 5-10 and gymnasium grades 1-4 should be at least 1 hour and 20 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Students can choose from a range of available activities after lessons such as sports, arts, maths or science clubs, etc. Additionally, there is additional time foreseen in the general teaching plan that are available for underperforming students, gifted and talented students and students who might need educational support for other reasons. Up to three hours a week of such support is allocated for each tutor group. About 90% of students partake in non-compulsory extracurricular activities, while 80% of such activities are sports and arts.

Additional activities during the school holidays: During summer holidays, regular extracurricular activities are not provided. However, there are summer camps and various summer projects organised for students. During mid-year and winter breaks, most extracurricular activities are provided as usual. The summer holidays for students of grades 1-11 start in June when the process of education ends. The exact date of the beginning of summer holidays is set by the school head, school council and local administration (in a case of a state school). The summer holidays for students of grade 12 start after passing state-level examinations. Summer holidays last until 31 August. There are autumn, winter, winter (Christmas) and spring holidays during a school year. These breaks last 18 days except days of holidays (e.g. Christmas, Easter). The beginning and the end of autumn, winter and spring holidays is set by the school head, school council and local administration (in a case of a state school).

Luxembourg:

Organisation of the standard school week: For primary education, municipalities are responsible for primary schools and are free to organise weekly and daily timetables in accordance with the provisions of the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year. Secondary schools are free to organise timetables in compliance with the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year and after agreement of the board of education and the minister.

Number of lessons in a standard school day: On average, 4-7 lessons per day are given in both primary and secondary education.

Organisation of the breaks between lessons: In primary education, there are 15-minute break in the morning and 15 minutes in the afternoon. A lunch break is scheduled for noon and can last from 1 hour and 30 minutes to 2 hours. Breaks between lessons in secondary education are defined by the schools. The lunch break lasts 50 minutes and is defined by a ministerial circular.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In primary education, artistic activities (Arts à l'école), sports activities (LASEP) and musical activities (MUSEP) can be organised after classes in collaboration with the municipalities. More and more schools offer remedial activities. Secondary schools can provide extracurricular activities before and after school on school premises (workshops in singing, dance, dramatic expression, fashion design, photo, sports, etc.). Remedial activities are also available to students.

Additional activities during the school holidays: For primary education, municipalities offer different activities during school holidays and these can partly take place on school premises. Generally, schools do not organise these activities.

Secondary schools do not organise activities during holidays, though remedial courses may be offered at the end of summer vacation.

Mexico:

Organisation of the standard school week: The number of school days per week is 5 days for primary, lower and upper secondary education.

Number of lessons in a standard school day: There are 4.5 hours of lessons per day at primary level, 7 lessons per day at lower secondary and 6 lessons per day at upper secondary education.

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Organisation of the breaks between lessons: At primary level, there is a 30 minutes break after two lessons; at lower secondary level the break is 15 minutes after four lessons; and at upper secondary level, the break is 20 minutes after 3 lessons.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Only at primary level, around 8% of the schools in Mexico offer additional activities in two different programmes: Full-time schools and extended school day schools.

Additional activities during the school holidays: Around 15% of primary schools have services on school holidays (leisure activities, sport, child care or remedial courses), through the programme “School Always Open” (Escuela Siempre Abierta). The lower and upper secondary schools do not have activities during the school holidays.

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Netherlands:

Organisation of the standard school week: The intention is 5 days a week, but in lower and upper secondary level, this is at the discretion of the individual school.

Number of lessons in a standard school day: This is at the discretion of the individual school.

Organisation of the breaks between lessons: This is at the discretion of the individual school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): This is at the discretion of the individual school.

Additional activities during the school holidays: This is at the discretion of the individual school.

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New Zealand:

Organisation of the standard school week: In practice, schools are open for ten half-days per week (from Monday to Friday) in primary and secondary education, except during school holiday periods. Primary and intermediate schools (years 1-8) are required to be open for 390 half-days (or 195 full days), and secondary (years 7-13 or 9-13) and composite schools (years 1-13) are required to be open for 380 half-days (or 190 full days). School holiday dates are prescribed, though with some flexibility over the start date of the first term and the end date of the final term. Schools are required by law to be closed on Saturdays, Sundays, 12 public holidays and the Tuesday following Easter (see section 65C of the Education Act 1989).

Number of lessons in a standard school day: Schools are required to be open for instruction for at least two hours in the morning and two hours in the afternoon to fulfil the requirement of being open for a half-day (section 65B of the Education Act 1989), which implies a minimum of four hours per full day. There are no explicit restrictions on the number of lessons that are to be delivered during this minimum period, or any longer period for which the school is open each day.

Organisation of the breaks between lessons: There are no explicit restrictions.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Additional activities may be organised by the school (teachers, other staff members, or contractors taking activities on either a voluntary or paid basis) or by third parties which are permitted by the school to come on to the premises to provide activities or other services to students.

Additional government funding is provided for Study Support Centres, which provide additional support for students in late primary/intermediate education, particularly those in socio-economically disadvantaged communities. These centres are run by schools or community groups, and operate outside normal school hours.

Additional activities during the school holidays: These activities would ordinarily be organised by schools or by third parties permitted to come on to the school grounds.

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Norway:

Organisation of the standard school week: The Ministry issues regulations concerning the minimum instruction hours in primary and secondary school. The school owner may issue regulations on instruction hours beyond this and decide on pupils’ timetables, including the number of days, half-days, etc. Nevertheless, pupils are at school five days a week, 190 days in total in one year at all levels.

Number of lessons in a standard school day: The responsibility for organising the number of lessons has been delegated to the schools. Therefore, the average number of lessons included in a standard school day varies between schools. An estimation based on dividing the total compulsory curriculum by the number of days of instruction multiplied with the number of grades gives the following averages in 60 minutes periods: At primary level 3.96 lessons of 60 minutes each day (5 272 hours/(190 days×7 grades)) and at lower secondary education 4.6 lessons of 60 minutes each day (2 622 hours/(190 days×3 grades)).

Organisation of the breaks between lessons: The responsibility for organising the school day including breaks has been delegated to the schools. This implies the organisation of breaks may vary between schools. Nevertheless, it is common to organise a longer break for lunch and shorter breaks between the lessons before and after lunch.
Additional activities during the school holidays: School owners (municipalities) have autonomy to decide whether to offer activities during the school holidays and how they should be organised, so there might be some differences between municipalities. It is more common for larger municipalities to offer such activities.

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Poland:

Organisation of the standard school week: In the Polish education system the standard school week consists of five days (Monday to Friday).

Number of lessons in a standard school day: In line with the regulation by the Minister of National Education and Sport of 31 December 2002 (§4) on safety and hygiene in public and non-public schools and institutions, the school timetable should be organised such that an equal distribution of lessons across the school days and differentiation of activities in each school day is ensured. Physical and psychological abilities of pupils to undertake intense mental effort should be also taken into consideration.

Organisation of the breaks between lessons: There is no regulation specifying the length of breaks. Typically, they range from a minimum of 5 minutes to a maximum of 30 minutes. The school head, upon consulting the parents’ council and the pupils’ self-government, establishes the length of breaks and organises them in a way that allows pupils to consume meals on school premises. If weather permits, pupils can take their break outside, in the fresh air. Teachers always supervise pupils during breaks.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): A school is obliged to organise additional activities devoted to the development of students' interests and abilities/talents. Legislation also provides for hours left to the discretion of the school head. These hours are allocated to the activities leading to development of students' interests and abilities/talents with 2 hours per week in a three-year cycle (grades 1-3) and with 3 hours per week in a five-year cycle (grades 4-8).

Moreover, schools are obliged to provide day care for those pupils who stay longer at school. Primary schools (ISCED 1) are obliged to organise such activities. Day care centre (Świetlica) provides day care activities that take into consideration educational and developmental needs of children and young people, their psychological and physical abilities, in particular activities developing pupils' interests, activities providing for correct physical development and doing the homework. Schools are also obliged to provide psychological and pedagogical support to their pupils, in response to their needs. This support can be offered on ongoing basis, during day-to-day work with pupils, but also in a form of talent development classes, specialist classes (corrective, compensation, speech therapy, developing emotional and social skills, or other therapeutic classes), or in a form of individual learning path in one-year compulsory pre-school education and during compulsory school education. Provision of advice and consultations is also envisaged.

Additional activities during the school holidays: Schools are not obliged to conduct any childcare or educational activities/classes on days off. However, it is obligatory for schools to conduct childcare classes on the so-called additional days off, which can be administered by the school head. On working days during the holiday breaks for students (both winter and spring), the school may organise childcare and educational activities - if it results from the needs reported by parents.

During the winter and summer holidays, local governments and schools may organise additional activities and leisure for children. Students, parents and teachers can submit their own ideas related to the organisation of that time. The local government makes the final decision whether the school is open during school holidays.

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Portugal:

Organisation of the standard school week: The standard school week at primary, lower and upper secondary level has five days. At primary level, there are two periods. The lessons may begin at 9.00 a.m. and end at 3.30 p.m. (5 periods daily). At lower and upper secondary, the students’ timetable is organised by schools and usually has room for free mornings or afternoons.

Number of lessons in a standard school day: At primary level (grades 1-4) there are on average three or four lessons within the curriculum. After 4.00 p.m., students may have curriculum enrichment activities. At primary level (grades 5-6), there are six lessons a day. At lower and upper secondary level (grades 7-12) there are on average seven lessons a day.

Organisation of the breaks between lessons: At primary level (grades 1-4) there is one break in the middle of the morning (30 minutes) and a lunch break (1 or 1.5 hours). There is another break in the afternoon (30 minutes) for those who extend their attendance to the curriculum enrichment activities. At primary level (grades 5-6) and at lower and upper secondary level (grades 7-12), the breaks between lessons vary between 10 and 20 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools are autonomous in this respect and can offer additional activities. Typically, primary schools (grades 1-4) offer activities (before 9.00 a.m. and after 5.30 p.m.) promoted by municipalities, parents associations or NGOs. These
activities may include English or other foreign languages, sports, artistic, scientific, information technology, community and citizenship education and school support activities chosen by the schools.

Additional activities during the school holidays: At the primary level (grades 1-4), a family support component usually runs during school holidays. Only a small number of schools offer such activities for students from grades 5-12. Back to main table for this Indicator

Russian Federation:

Organisation of the standard school week: A school week is 5 days for primary and 5-6 days for lower and upper secondary education.

Number of lessons in a standard school day: There are 4-5 lessons for primary, 5-6 lessons for lower secondary and 6-7 lessons for upper secondary education.

Organisation of the breaks between lessons: There are one lunch break and short breaks between lessons.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Most schools provide students with a wide range of different after classes activities from sport and art to additional lessons and trainings.

Additional activities during the school holidays: Schools offer different activities during holidays, such as trips to other cities or countries, trainings etc. Back to main table for this Indicator

Scotland (United Kingdom):

Organisation of the standard school week: There is no fixed daily and weekly timetable applying to all schools. The law does not define the length of the individual school day or week for pupils. These are matters for the discretion of the local authorities. However, authorities adhere to a widely accepted norm for the length of the school week in primary schools: 25 hours (with reduced hours for younger classes) over Monday to Friday.

Number of lessons in a standard school day: Pupils are usually in school during the morning and the afternoon, with a lunch break. In most cases, the school day starts at 9.00 a.m. and ends by 3.30 p.m. Just as there is no centrally set timetable, there is no fixed lesson length.

Organisation of the breaks between lessons: The timing of the morning and afternoon sessions is not fixed and the length of the lunch break can vary from place to place.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): They are organised at school or local authority level.

Additional activities during the school holidays: They are organised at school or local authority level. Back to main table for this Indicator

Slovak Republic:

Organisation of the standard school week: Lessons take place five days per week (Monday-Friday). As a rule, teaching begins at 8.00 a.m. According to local conditions, the head teacher may determine the beginning of teaching between 7.00 a.m. and 8.30 a.m. in the morning. In classrooms with extended hours of physical training and sports, the head teacher may indicate the beginning of teaching at 7.00 a.m. In case that teaching cannot be organised in morning hours due to a lack of premises in primary schools (ISCED 1), lessons may be held exceptionally in two shifts. The lessons and educational activities end at 5.00 p.m. at the latest.

Number of lessons in a standard school day: A standard school day consists of 4.8 lessons on average at primary, 5.8 lessons at lower secondary and 6.2 lessons at upper secondary level.

Organisation of the breaks between lessons: Lessons in primary, lower and upper secondary levels take 45 minutes. Short breaks last, as a rule, ten minutes and the main (large) break lasts 15 to 30 minutes, taking place usually after the second lesson. If conditions allow, pupils spend the main break, which was designed for this purpose, outside the classrooms on the premises of the school building.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools that have a children's school club provide undemanding leisure activities according to the educational programme of the club for children who fulfil compulsory school attendance. These activities are oriented at students' preparation of their classes but should also satisfy or help to develop other interests. Schools that include a special-interest centre as a constituent part offer relaxation and leisure activities for children's free time, according to the educational programme of the centre.

Additional activities during the school holidays: According to needs, children's school clubs also operate during school holidays. Holiday activities of school centres for leisure time activities are carried out in the form of permanent, touring and weekend camps or short time events. Back to main table for this Indicator

Slovenia:

Organisation of the standard school week: Classes are held five days a week from Monday to Friday, teaching takes place only exceptionally on Saturdays. In all basic schools (ISCED 1 and 24), classes are held in the morning and as a rule do not start before 7.30 a.m.
Number of lessons in a standard school day: The curriculum for basic school education (ISCED 1 and 24) determines the number of lessons per week for each year: In grades 1-3, pupils have 20-24 lessons per week (on average 4.5 lessons a day); in grades 4-6, pupils have 23.5-25.5 lessons per week (on average 5 lessons a day) and in grades 7-9, they have 27-28.5 lessons of 45 minutes per week (on average 5.5 lessons a day).

Organisation of the breaks between lessons: Between lessons, breaks are at least 5 minutes long. Once a day, there must be a break lasting 20-30 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): For pupils in grade 1, there is organised morning care (2 hours before the lessons start – usually from 6.00 to 8.00 a.m.). Pupils of grades 1-5 can stay in after-school classes (podaljšano bivanje) where they can study, complete their homework, play, get involved in creative and sport activities, have lunch, learn to relax and participate in extracurricular activities (usually 25 lessons per week, from the end of the lessons up to 5.00 p.m. if needed). The option of morning care for grade 1 and after-school classes for pupils up to grade 5 has to be offered by the school but it is not compulsory for pupils to attend. Around 82% of pupils from grades 1-5 choose to participate in after-school classes and around 74% of pupils in grade 1 are attending morning care. The morning care and after-school classes are guided by special curricular guidelines and are taught by qualified teachers. They are a part of the extended non-compulsory basic school programme.

Pupils in grades 4-9 spend half an hour per week in a special class dedicated to class housekeeping (class discussion period) before or after regular lessons.

Schools organise non-compulsory remedial and supplementary lessons as well as individual and group learning support provided by teachers or in-school counsellors, usually before or after classes.

Schools also organise special-interest activities (interesne dejavnosti) after classes – extracurricular activities such as sports, artistic activities, choir singing, technology, ICT and similar activities.

Additional activities during the school holidays: Schools may offer holiday care for younger children. Some schools organise research camps, workshops, sport activities and similar activities.

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Spain:

Organisation of the standard school week: In primary, lower and upper general secondary education, the school week is organised in 5 full days from Monday to Friday. In primary education, the school week consists of 25 hours and each day is usually divided into morning and afternoon sessions (from 9.00/10.00 a.m. to 12.00/1.00 p.m. and from 2.30/3.30 p.m. to 4.00/5.00 p.m.) with a break between the two periods. However, autonomous communities and schools have a certain degree of autonomy to organise the school day, and some have chosen to adopt a continuous day (from 9.00 a.m. to 2.00 p.m.). In secondary education, the school week consists of 30-32 hours. The school day, usually from 8.30 a.m. to 3.00 p.m., includes a break in the central hours of the day, which is not considered as instruction time.

Number of lessons in a standard school day: In primary education, the school day usually consists of 5 one-hour lessons. Most regions allow schools to set the length of periods, which vary between 45 and 60 minutes, as long as the instructional time is at least 25 hours per week. In secondary education, the school day is divided into 6-7 periods. The autonomous communities and schools are allowed some degree of autonomy to organise the school day and they usually do it in periods of 55 minutes.

Organisation of the breaks between lessons: In primary education, there is a half-hour break per day in the middle of the morning session, which is considered a part of the 5 daily instruction hours. In lower and upper general secondary education, there are one or two daily breaks amounting to a total of 30-40 minutes. The curriculum regulations do not make any specific reference to additional breaks between lessons. Since 2013/14, breaks in primary education (87.5 hours per year) are no longer reported in the total instruction time as they fall out of the scope of the data collection, although this time is defined by autonomous communities’ legislation as compulsory instruction time in primary education.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools may be open after school hours to offer catch-up and remedial programmes as "#PROA+", courses as well as extracurricular activities that address educational issues of interest for the students. In addition, teachers training activities can be performed during this time. Extracurricular activities are defined as related to areas such as the following: Foreign languages, ICT, sports, fine arts, reading and writing workshops, directed study activities, etc. On the other hand, municipalities are responsible for the conservation, maintenance and surveillance of pre-primary, primary and special education schools and they can use this time for other educational, cultural, sports or social activities. However, the prior authorisation from educational authorities of the corresponding autonomous community is required. Furthermore, according to the Act on Education (LOE, 2006) and the Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) educational, sports and municipal administrations must collaborate to establish the procedures allowing the double use of the sports facilities of both the schools and the municipalities.
Moreover, in pre-primary and primary schools child care activities are organised, sometimes in collaboration with the municipalities, before and/or after school hours. These can include breakfast and games.

Additional activities during the school holidays: It is up to the school board and/or educational authorities of the autonomous communities to offer educational, cultural, sport and other social activities during the school holidays. In some communities, for example, urban camps for children are organised during the summer holidays. Besides, during Christmas holidays or other holidays like Easter, the local administrations in some autonomous communities offer programmes like "open schools" or others, where collaboration with parents and teachers’ associations (AMPA, as per the term use in Spanish) may be involved, aiming at balancing family and professional life of parents and contributing to the personal development and education of children.

Sweden:

Organisation of the standard school week: The standard number of days is 5 (from Monday to Friday). However, schools decide independently how to distribute the total of 178 school days per year.

Number of lessons in a standard school day: Schools decide independently how to distribute the total number of hours/lessons throughout every three-year stage (lower, middle and higher) during the nine years of compulsory education in every stage and during the 178 school days a year. The school day should at most comprise 8 hours a day in general and 6 hours a day for the two lowest grades.

Organisation of the breaks between lessons: Schools decide independently on how to organise breaks.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Municipalities must offer leisure time centres for children aged 6-12, until the spring term of the year when the pupil turns 13. They can also offer other activities, but there is no data on how they actually do this. There were 4,446 leisure time centres in 2019 and 56.7% of the children aged 6-12 were enrolled in one of these centres. Compared to 2016, there has been a slight decrease in the number of children enrolled in leisure centres.

Additional activities during the school holidays: Schools must offer leisure time centres for children aged 6-12. They can also offer other activities, but there is no data available on how they actually do this.

Switzerland:

Organisation of the standard school week: A standard school week has 5 days with no school on Wednesday afternoon. At primary level, the number of school afternoons gradually increases with each grade.

Number of lessons in a standard school day: The number of lessons per week varies by canton, level of education and grade. In primary education, there are around 20 to 28 lessons per week for grades 1-2 and 26 to 32 lessons per week for grades 3-6. At lower and upper secondary levels, there are 30 to 37 lessons per week.

The municipalities/schools are responsible for class timetables. An average standard school day on primary level includes 6-7 lessons (of 45 minutes): usually 4 lessons in the morning and 2-3 lessons in the afternoon depending on the grade. At lower and upper secondary levels, a standard school day comprises 7-8 lessons.

Block teaching is a widespread method of school organisation, which combines lesson time into larger blocks of time. Lessons are bundled together into full half-days. In block teaching, the children are in the care of the school on five mornings for at least 3.5 hours (i.e. 4 lessons) and on one to four afternoons. Depending on local conditions and needs, different models of block teaching may be applied. Most cantons have introduced comprehensive block teaching for primary level.

Organisation of the breaks between lessons: The organisation of breaks is at the discretion of each school. Usually there is a 5-minute break between two lessons and a longer break of 15-30 minutes at around 10.00 a.m. in the morning and 3.00 p.m. in the afternoon. The lunch break usually has a duration of 1.5-2 hours.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Most cantons require the municipalities/schools to provide a demand-oriented range of additional activities during compulsory education. These can include childcare, before/after classes, midday meals, leisure activities and homework support. These services are voluntary and parents normally have to pay for them. Remedial courses are usually held during regular class time.

Sports, musical and other creative activities, which are not part of the curriculum, are normally organised by other organisations within the municipality.

Additional activities during the school holidays: During school holidays, schools usually do not offer any activities.

Turkey:

Organisation of the standard school week: The standard school week is organised in terms of number of days. There are five days in a standard school week in public schools at all educational levels.
Number of lessons in a standard school day: A standard school day consists of 6 lessons at primary level, 7 lessons at lower secondary level and 7-8 lessons at upper secondary level, depending on the school type and/or grade.

Organisation of the breaks between lessons: In primary and lower secondary education, one lesson lasts 40 minutes and school administrations should allocate at least 10 minutes for each break. The lunch break lasts 30 minutes in schools where education is organised in morning and afternoon shifts and between 40 and 60 minutes in normal education (full day) schools. In upper secondary education, one lesson is 40 minutes and breaks are organised by school administrations. In principle, breaks between lessons cannot be less than 10 minutes and lunch breaks cannot be less than 45 minutes. However, these breaks can be shorter in schools where education is organised in morning and afternoon shifts.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Social activities such as student clubs, community service, visits, competitions, theatre and sports activities can be offered by schools. To this end, an annual work plan for social activities is prepared by the responsible teachers in co-operation with the students who are taking part in these activities. All these activities are implemented upon approval by the social activities council and the school management. In addition, remedial after class courses may be organised by schools if needed.

Additional activities during the school holidays: Social activities such as visits can be organised on weekends or during school holidays. Back to main table for this Indicator

United States:

Organisation of the standard school week: At the primary, lower secondary and upper secondary levels, school is held 5 full days a week. The United States is a federal country and states and local jurisdictions are responsible for setting the number of required school days. Typically, public schools meet for 180 days a year. However, the number of required school days varies by local jurisdiction and state. While state requirements vary on the number of instructional days and hours per year, the majority of states set the school year at 180 days (28 states and the District of Columbia) for school year 2019/20 (the most recent year of available data). Seven states set the minimum number of instructional days between 160 and 179 days, and three states set the minimum above 180 days (Illinois, Kansas and North Carolina). Finally, 13 states currently do not set a minimum number of instructional days. Instead, the school year in these states is measured in numbers of hours. This information is for the 2019/20 school year data were compiled by the Education Commission of the States (ECS). Supplemental information on state instructional time requirements can be found at https://www.ecs.org/50-state-comparison-instructional-time-policies. In most cases, this is a school district level decision.

Number of lessons in a standard school day: Given the nature of the education system, there is no way to generalise how many lessons are included in a standard school day.

Organisation of the breaks between lessons: Given the nature of the education system, there is no way to generalise how breaks are organised in a standard school day.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools can offer before and/or after class activities based at the discretion of the local or state jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised.

Additional activities during the school holidays: Schools can offer activities during holidays, particularly over the long summer break, based at the discretion of the local or state jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised.

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### Methodology

For general information on methodology, please refer to the [OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications](http://dx.doi.org/10.1787/9789264279889-en).

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<td>Greece</td>
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<td>Annual census surveys conducted at the end of the school year for ISCED 0, 1, 2 and 3 for private education; Second Chance Schools (Adult Education and ISCED 2 public institutions) and public special education; Administrative sources for public sector.</td>
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<td>Iceland</td>
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<td>Register data</td>
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<td>Administrative data</td>
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<td>New Zealand</td>
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<td>New Zealand Ministry of Education databases. For ISCED 0, Annual Census; For ISCED 1-34 (school), Annual Survey; For ISCED 35-8 (post-school), electronic administrative collection.</td>
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<td>Norway</td>
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<td>Count of individuals at a reference week in November 2016. To split personnel between ISCED 1 and 2, a proportion of 68,0% is allocated to ISCED 1 and the remaining 32,0% is allocated to ISCED 2; Register-based employment statistics.</td>
<td>Register-based employment statistics, Statistics Norway</td>
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<td>Poland</td>
<td>30-09-2018 for ISCED 0-5; 30.11.2018 for ISCED 6-8</td>
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<td>Statistical Office in Gdansk, Ministry of National Education, Ministry of Science and Higher Education</td>
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## Country | Data collection date | Data collection method | Sources |
--- | --- | --- | --- |
**Portugal** | 31-12-2018 for all ISCED levels | All ISCED levels except ISCED 4: Head count of teachers, at a particular date; Data on ISCED 4 aggregated into ISCED 3 | Annual Surveys on education institutions |
**Russian Federation** | 01-01-2019 | Data collected centrally on the basis of an annual state statistical observation | Federal State Statistics Service (Rosstat) |
**Slovak Republic** | 15-09-2018 for ISCED 1, 2, 3 and 4; 31-10-2018 for ISCED 5 to 8 | Database of processing statistical reports of schools, Statistical Yearbook of Education |
**Slovenia** | 01-09-2018 for ISCED 0; 30-06-2018 for ISCED 1, 2 and 3; 30-10-2018 for ISCED 6 to 8 | Statistical office of the Republic of Slovenia |
**Spain** | 31-10-2018 | Administrative data | Non-university Education Statistics; Ministry of Education and Vocational Training and University Education Statistics; Ministry of Universities; Other statistics on education and training |
**Sweden** | 15-10-2019 for ISCED 1, 2, 3 and 4; 01-07-2019 for ISCED 5 to 8 | Register data | Registers |
**Switzerland** | 31-12-2019 | For ISCED 5, 6, 7, 8: Head counts refer to 31-12-2019; FTE's to the calendar year 2019. Other ISCED levels: head counts and FTE's refer to a particular date chosen at the state (cantons) level between the 15th August 2018 and the 31st December 2018. This date can differ from canton to canton. | BFS / SSP, Statistik des Schulpersonals; BFS / SDL, Statistik der Lernenden; BFS / SHIS, Personal der schweizerischen Hochschulen |
**Turkey** | 01-12-2019 | Counting | Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database; Higher Education Council Statistics |
**United States** | 01-09-2018 | Cross sectional data and estimations | Common Core of Data; Schools and Staffing Survey; Integrated Post-secondary Education System; Private School Survey |

### Notes on specific countries
Australia:

**Class size:** Data for Australia should be considered indicative only. Public and private institutions from all states and territories were approached for input into the survey on class size. A strong response was obtained from both government and private education institutions. However, some institutions/sectors did not respond or were unable to provide the data requested. As a result, final figures in Table D2.1 are indicative only and should not be taken to represent actual class sizes. When there was more than one response for a particular sector and state/territory, responses were combined before being scaled.

All data were scaled using the Australian Bureau of Statistics national schools census data. The class sizes presented are calculated using the formula: (total student numbers from census) / (survey student numbers / survey class size). The data from the states/territories were then combined and weighted (using national schools census data) and a national figure was derived.

In 2016, the increase in the number of students and teachers in ISCED 6 to 8 independent private institutions is due to the fact that a review of the different institutions has been conducted and changes have been made to bring these more into line with other data collections and national definitions in Australia.

Austria:

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

**Students and personnel in early childhood education and care (ECEC):** There has been an overall expansion of the institutionalised ECEC sector over the last years, which resulted in an increase in the numbers of institutions, groups, children and personnel.

Belgium:

**Ratio of student to teaching staff:** Data exclude students and teachers from the German-speaking Community. Data on short-cycle tertiary education refer only to the Flemish Community.

Brazil:

The breakdown between full-time and part-time students is not available. All students are reported as “Full-time and part-time” and in full-time equivalents, with the assumption that these two values are equal.

Canada:

In 2016, the decrease in the reported number of ISCED 5 and ISCED 6T8 teachers is due to a methodological change that reduced the reliance on estimated data.

Chile:

In 2017, the allocation criteria of education assistants at ISCED 0 has changed, which led to a decrease in the number of assistants at ISCED 01 in favour of assistants at ISCED 02.

In 2019, the reporting of curricular activities in special education has changed, leading to a change in the number of students and teachers in upper secondary vocational education.

China:

Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

Colombia:

**Ratio of student to teaching staff:** Data on teachers in private institutions come from a secondary source, the C600 survey, which had a methodological change in 2016. Previously, this survey distinguished between teachers working in the school in the morning and those working in the afternoon, even when it could have been the same teachers. Since 2016, the survey does not double count teachers anymore, to align better with data on teachers in public institutions.

Czech Republic:

Data on teachers are reported using full-time equivalents.

In 2016, the increase in the number of students in early childhood education and care (ECEC) is due to the increase in the number of private and denominational nursery schools. As for primary education, the increase in the number of students is due to the increase in the number of private and denominational basic schools.

At tertiary level (ISCED 6T8), the increase in the number of academic staff is due to a methodological change in the data collection, namely the reporting of staff who are not only paid through the state budget.

In 2018, the decrease in the number of teachers in ISCED 4 is due to a methodological change in the data collection. The decrease in the number of students and teachers in ISCED 5T8 is due both to methodological changes in the data collection and to demographic changes.
Estonia:
Vocational upper secondary includes vocational lower secondary and vocational post-secondary non-tertiary education.

Average class size. In year 2013 students attending special needs programmes were not excluded from data. That leads to smaller average class sizes. Therefore class sizes between years 2013 and 2019 are not comparable.

Finland:
**Ratio of student to teaching staff:** Data for tertiary level (ISCED levels 6-8) academic staff include only instructional personnel. Research personnel (personnel whose main function is research) are excluded.

France:
Starting with *Education at a Glance 2019*, France has used a new source for calculating the average class size in ISCED 1. The older data source could not distinguish multiple-level (mixed) classes, which bring together pupils enrolled in pre-primary education and those enrolled in primary education (it was aggregate data). The new source provides a more accurate data, meaning that, at ISCED 1, the number of students corresponds only to students enrolled in primary education (these are individual data but not exhaustive; the response rate is about 99%). Contrary to the data for previous years, the number of students and the breakdown by type of private institutions are missing.

From *Education at a Glance 2020* data on teachers have been backdated to 2009 using new source and methodology. Consequently data before 2009 cannot be presented. Data only covers educational system under the supervision of Ministry of National, Youth and Sport and Ministry of Higher Education, Research and Innovation, which is the most important part. Students and staff under supervision of other ministries (notably agriculture and food, and health and social affairs) are not reported. For ISCED 0 to ISCED 3, the total of private institutions is equal to government-dependent private institutions. Data on independent private institutions are incomplete, but this is a sector with negligible weight.

For primary education, data are for public institutions and government-dependent private institutions (incomplete data for independent private institutions, sector with negligible weight).

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.


For teachers at general and vocational/professional programmes from primary to tertiary, the age structure of teachers has been estimated for part-time teachers for whom teaching is not their main occupation, but an additional job. For ISCED 3 Vocational programmes, data on teachers are not available for training of civil servants on the medium level (ISCED 353). Due to sample size data on students in ISCED 844 are rounded to full hundreds. Data on teacher aides are only available for kindergartens in ISCED 0; data in ISCED 0 do not include a small number of teacher aides in Schoolkindergartens and Pre-school classes.

Hungary:
**Ratio of student to teaching staff:** The public education system includes complex institutions on a large scale at ISCED levels 3, 4 and partly 5. One teacher can teach at different levels. The teachers who teach at various levels are classified according to the largest part of their teaching time spent at a specified level. Thus, classification levels of teachers may significantly vary from one year to another, affecting the student-teacher ratio. At the tertiary level, academic staff includes the number of researchers too.

In 2016, the number of students in vocational upper secondary education has decreased due to a change in the structure of vocational training. The duration of vocational education became shorter, which resulted in a decrease in the number of students in comparison with the previous school year.

Iceland:
Only school personnel are included, contractors that perform services to the schools are not. Personnel working more than one full-time job are counted as more than 1 FTE. For ISCED 0, 1 and 2, personnel are counted in their main job. For ISCED 0, all staff are counted - both those working with children in ISCED 01 and ISCED 02. The occupation of teacher aide does not exist at ISCED 0 and the staff performing this work are included with the teachers.
Israel:
In teaching staff statistics, pre-school teachers are counted according to the number of kindergartens in which they teach. Moreover, the kindergarten teacher is also the one who manages it. A teacher working in more than one education level is counted at each level separately, but only once in the total number of teachers.

Ireland:
Ratio of student to teaching staff: Programmes at lower secondary, upper secondary and post-secondary non-tertiary levels are generally provided in the same institutions (i.e. secondary schools) and are taught by personnel who teach at more than one level and in many cases at all three levels. It is therefore not feasible to provide a breakdown of teachers by level of education. Thus, the distribution of teachers by age group in upper secondary education includes teachers in lower secondary and post-secondary non-tertiary education.

In 2016, the number of children that participated in ISCED 0 increased. This was due to the Department of Children and Youth Affairs introducing a second free year as part of the Early Childhood Care and Education (ECCE) Scheme that provides early childhood care and education for children of pre-school age.

Italy:
Vocational upper secondary (ISCED 35) includes vocational post-secondary non-tertiary education (ISCED 45).
Ratio of student to teaching staff: Teaching staff excludes teachers working in regional vocational education (formazione professionale regionale).

At ISCED 5 level teachers are either experts from the world of work, or educational personnel fully employed at other education levels (ISCED levels 3, 6, 7 or 8). In the first case, they are excluded as indicated in the UOE Manual. In the second case, the number of working hours in ISCED 5 are negligible in comparison to the contractual working hours in the main education levels where these teachers work. This is the reason why teachers and students at this level are not reported.

In 2016, the number of upper secondary teachers in public institutions has significantly increased as a result of the additional training activities introduced by law 107/2015. For academic staff in private tertiary institutions (ISCED 6 to 8), the significant increase in their number is mainly due to the extension of data collection to new private institutions not covered before.

Japan:
Post-secondary non-tertiary programmes are included with upper secondary and tertiary education.

Ratio of student to teaching staff: Due to a lack of data to convert part-time teachers to full-time equivalents (FTE), the calculation was done using a proxy FTE coefficient of 0.5 for part-time teachers.

For 2019, the data source for the age and gender distribution of teachers is the Survey Report on School Teachers (2016-10-01), while the data source for students, teachers and academic staff, and school management personnel and teacher aides by type of institutions is the School Basic Survey (2018-05-01). The Survey Report on School Teachers is conducted in addition to that, the Survey Report on School Teachers does not include part-time teachers at all education levels. Moreover, it collected the number of teachers for Compulsory Education School, Secondary education school, schools for special education needs as one category and so that it cannot divide along with ISCED level appropriately, the data for the age and gender distribution of teachers does not include them either. As a result, there are some discrepancies between the number of teachers reported by type of institutions and the number of teachers reported by age and gender.

Lithuania:
Ratio of student to teaching staff: The number of students in full-time equivalent is calculated by dividing the number of part-time students with the coefficient of the corresponding programme, and adding the number obtained to the full-time number. The full-time equivalent coefficient in primary, lower secondary and upper secondary education is equal to 1.3.

For teachers, the full-time equivalent value is calculated by aggregating the number of hours actually worked by the employees during the whole school year and dividing the aggregated number by the number of annual statutory pedagogical working hours.

The number of teachers in full-time equivalent is bigger than the number of full-time and part-time teachers expressed in headcount due to the fact that full-time teachers in Lithuania have an additional working load, i.e. their actual working hours exceed officially stipulated normal or statutory working hours.

Mexico:
In 2016, there has been a significant increase in the number of upper secondary teachers in public institutions and a significant decrease in the number of upper secondary teachers in independent private institutions. This is due to the development of scholarship programs that support upper secondary students in public schools. This has led to the increase in enrolment in public schools, and consequently the hiring of teachers at this level.
Netherlands:
For student and teacher data in upper secondary and tertiary education, there is change in methodology and therefore a break in time series in 2017. The number of teachers in private institutions is estimated based on the number of students in private institutions and the student-teacher ratios in public institutions.

New Zealand:
Teachers have been split across some levels based on regulated ratios and/or student FTE counts. Teacher and student counts for all post-school levels (ISCED level 35, 4, 5, 6, 7 and 8) are based on all programmes (including those of less than a semester) at any time during the 2019 calendar year. Age groups have been estimated in some cases using Census data.

Enrolments in ISCED 3 and ISCED 4 have been decreasing in recent years due to the strong employment opportunities for young people after the completion of compulsory education.

Norway:
Class size: Students are organised in groups that vary in size during the school day.
Management personnel and teacher aides: Only those in public institutions are taken into account.
Other: The breakdown of classroom teachers between primary and lower secondary levels (ISCED levels 1 and 2) is estimated (68% for ISCED level 1 and 32% for ISCED level 2). This estimate results in the same values at ISCED levels 1 and 2 for the age distribution of teachers and the gender distribution of teachers.

Due to a change in the source of employment statistics, there is a break in the time series on teaching staff between reference years 2014 and 2015. In addition, in 2016, the increase in the number of academic staff (ISCED 6T8) in public and government-dependent private institutions may be due to a reorganisation of the register-based employment statistics.

Poland:
Ratio of student to teaching staff: Personnel temporarily not at work (e.g. for reasons of maternity or parental leave, unpaid leave, rehabilitation leave, suspension), personnel providing only professional support for students (e.g. day room care, transportation to/from school care, boarding school care, teachers running school interests groups, speech therapists, psychologists, librarians), as well as personnel for which above mentioned responsibilities represent more than 0.5 of their working time, is excluded from the number of full- and part-time teachers at ISCED level 0-4 and 5.

Data on ISCED 6T8 teachers by age is provided in FTE instead of headcounts.

The decrease in the number of students at primary level and the decrease at lower secondary level between 2017 and 2018 can be explained by the reorganisation of the education system in Poland. Lower secondary schools are to be replaced by an 8-year single education structure covering both primary and lower secondary levels. During the transition period, the distribution of teachers between primary and lower secondary education is estimated, and the number of students is adjusted accordingly.

Portugal:
Upper secondary includes post-secondary non-tertiary education.
Class size: Class size excludes data from the regions Azores and Madeira.

Russian Federation:
Due to a change in methodology there was a break in series between 2012 and 2013. Therefore, there are small differences in figures in previous years and the current edition.

For 2017 and 2018, tertiary education includes vocational upper secondary education and post-secondary non-tertiary. For previous years, tertiary education includes post-secondary non-tertiary education.

Saudi Arabia:
Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

Slovak Republic:
The increase of teacher aides in 2016 is part of the government’s policy and strategy.

Slovenia:
Ratio of student to teaching staff: The structured after-school schedule includes counsellor-assisted homework time, diverse learning activities and free play. The programme is designed for pupils aged 6 to 10 who wish to stay in school after regular lessons. At the primary and secondary level of education (ISCED 1, ISCED 2 and ISCED 3) the full-time equivalent (FTE) of teachers include also persons whose primary responsibility is not teaching but who have some teaching hours (such as headmasters, librarians, nutritionists, after-school class teachers). They are not included in the headcounts, but they are included in the full-time equivalent figure.
Following a change in methodology, data on teacher aides in primary education cannot be collected anymore. Data on primary and secondary education was gathered from administrative sources for the school and academic year 2017/18, while it was collected through a questionnaire filled by educational institutions in previous years. Primary school teachers who provide pupils with programme and curricular continuity, such as those in after-school classes, are now included (break in series). This results in a lower student-teacher ratio in primary education.

The methodology to breakdown data on teachers between ISCED 1 and ISCED 2 has changed between 2016 and 2017. This explains the significant change in the share of female teachers (for ISCED 1 and ISCED 2) from year 2016 to 2017.

South Africa:
Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

Spain:
In 2016, the increase in the number of academic staff (ISCED 6T8) in independent private institutions is due to the creation of new private universities. The significant increase in the age distribution of teachers for some ISCED levels is due to the inclusion of university research staff (without teaching duties), excluded in the previous years.

Sweden:
Class size: Class size is reported since UOE 2015 and includes grades 1-9 in regular education. In Sweden, there is no definition class size, and class information is based on reporting from schools. This means that the interpretation of class size may defer across schools.
The decrease in the number of teachers in primary education is due to a change the methodology for data collection.

Switzerland:
Vocational upper secondary includes post-secondary non-tertiary education.
Special education programmes are not included in ISCED 1 and ISCED 2.
Student-teacher ratio: Values are highly aggregated and do not take into consideration various types, different structures and fields of studies in Swiss higher education institutions, and should therefore be interpreted with caution.

United Kingdom:
Data in all 'private institutions' groups together academy schools (government dependent private institutions) and independent schools (independent private institutions) in the UK. However, whilst academies are privately managed and are classed as GDPIs, their funding agreements clarify various requirements and standards linked to funding that mean they are accountable to public requirements to a much greater extent than independent private institutions.

Class size and Management personnel and teacher aides: Since 2017, the methodology for calculating lower secondary (ISCED 2) class sizes has changed following improvements to data collection processes. Before 2017, ISCED 2 class sizes were estimated based on all secondary data (ISCED 2&3 together).
Since 2018, actual class size data from Wales, Northern Ireland and Scotland has been included in average class size data. Before 2018, data for Wales, Northern Ireland and Scotland was estimated.

Student-teacher ratios: ISCED 3 vocational programmes include students and teachers in ISCED 25 and ISCED 55+ settings since teacher data cannot be separated between ISCED levels.
Since 2018, the methodology for splitting between teacher and management personnel has changed following improvements to available data sources. Before 2018, management personnel figures were included in teacher data at ISCED levels 1-3 in general settings.
In 2018, there was a change in the methodology for the collection of teacher data (different data sources and breakdowns for staff).

United States:
Tertiary education includes post-secondary non-tertiary.
## INDICATOR D3: How much are teachers and school heads paid?  
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<td>Costa Rica</td>
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</tbody>
</table>
**Methodology**

Data on salaries of teachers and school heads refer to salaries of full-time teachers and school heads in public institutions. The indicator presents both statutory salaries and actual salaries of teachers as well as information on criteria for additional allowances in public institutions.

Annual salaries are provided in national currencies, and these data are converted into USD using purchasing power parities (PPPs) for private consumption from the OECD National Accounts database.

**Back to main table for this Indicator**

**Sources**

The indicator draws on data from the 2020 Joint Eurydice-OECD data collection on salaries of teachers and school heads and refer to the school year 2019/20 (or 2020 for the southern hemisphere). Sources for these data are displayed in the Table X3.D3.1.

In editions of *Education at a Glance* prior to 2018, data on salaries were collected through another survey with a different scope, methodology and definitions than the 2020 Joint Eurydice-OECD data collection on salaries of teachers and school heads. As a result, data on salaries of teachers are not comparable with those published in previous editions of *Education at a Glance*.

This indicator also draws on data collected by the INES Network on Labour Market, Economic and Social Outcomes of Learning (LSO). The full-time full-year earnings for workers with tertiary education (ISCED levels 5, 6 and 7-8) were collected by LSO. For further details on the sources of these data per country, please see the Annex 3, Chapter C, and Indicator C6.

**Table X3.D3.1. Sources and reference period for statutory and actual salaries of teachers and school heads**

<table>
<thead>
<tr>
<th>Country</th>
<th>Sources</th>
<th>Reference period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Statutory salaries: State and Territory Departments of Education&lt;br&gt;Actual salaries: Weighted average of data provided by jurisdictions</td>
<td>Statutory salaries: 2020&lt;br&gt;Actual salaries: 2020</td>
</tr>
<tr>
<td>Country</td>
<td>Sources</td>
<td>Reference period</td>
</tr>
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</tr>
</tbody>
</table>
| Canada     | Acts and Regulations of the provincial and territorial governments. In some jurisdictions, that is informed by additions in Collective Agreements.  
Years to grow from minimum to maximum salary and the way salary grows: in most jurisdictions, the source is a combination of collective agreements, payroll files, and school board financial data.                                                                 | Statutory salaries: 2019/20  
Actual salaries: 2018/19                                        |
| Chile      | Statutory salaries: Law N° 20.903 of New System of Teacher Education and Professional Development.  
Actual salaries: Actual salaries are based on a dataset reported in 2019 by the Superintendency of Education, that registers all payments to teaching staff made in 2018. This dataset is produced as a by-product of the accountability process of funds received by public schools from the Central Government for the provision of education. | Statutory salaries: 2020  
Actual salaries: 2019                                              |
Actual salaries: Data obtained from administrative records | Statutory salaries: 2019  
Actual salaries: 2019                                              |
Actual salaries: INTEGRA2 (Software from the Ministry of Finance with which the salaries of almost the entire state of Costa Rica are paid.) | Statutory salaries: 2020  
Actual salaries: 2020                                              |
2) Information system of salaries in the public sector of the Ministry of Finance (ISS)  
Actual salaries: 2018/19                                        |
| Denmark    | Teachers’ statutory salaries: The national salary scale and additional national salary regulations decided by collective agreements between the national teacher unions and the national authorities for public employers, ie. Local Government Denmark (KL) and the Ministry of Finance (Public Sector Innovation). The newest collective agreement (OK18) sets the framework for the working conditions including salaries for the period of 1st April 2018 to 31st March 2021.  
School heads’ statutory salaries: Collective agreements at national level and national salary scales: [https://www.kldk.dk/media/17018/o18-6901-overenskomst-for-paedagogisk-uddannet-personale-ansat-i-lederstillinger-i-kommunerne.pdf](https://www.kldk.dk/media/17018/o18-6901-overenskomst-for-paedagogisk-uddannet-personale-ansat-i-lederstillinger-i-kommunerne.pdf)  
[https://modst.dk/media/34204/045-19.pdf](https://modst.dk/media/34204/045-19.pdf)  
Actual salaries: Data for ISCED 02,1+2 is from National statistical database for Danish municipalities and regions (Kommunernes og Regionernes Lønedataloktor) [https://www.krl.dk/](https://www.krl.dk/)  
Actual salaries: 2019/20                                        |
Actual salaries: 2019/20                                        |
| Estonia    | Teachers’ statutory salaries: Regulations: Basic Schools and Upper Secondary Schools Act - [https://www.riigiteataja.ee/en/el/503062019007/consolede](https://www.riigiteataja.ee/en/el/503062019007/consolede);  
Actual salaries: 2019/20                                        |
<table>
<thead>
<tr>
<th>Country</th>
<th>Sources</th>
<th>Reference period</th>
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<tr>
<td>Country</td>
<td>Sources</td>
<td>Reference period</td>
</tr>
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</tbody>
</table>
| Ireland        | 4354/2015 (G.G. 176/A), Circular of the General Accounting Office with ref. nr. 2-31029/ΔΕΠ/06.05.2016 (ΔΔΔ: ΩΛ92Η-0ΝΜ), Circular of the General Accounting Office with ref. nr. 2-78400-0022/14.11.2011 (ΔΔΔ: 4577Η-5ΕΤ)  
Teachers’ actual salaries: ITYE DIOFANTOS - ITYE DIAS (administrative payroll data)  
School heads’ statutory salaries: Ministry of Education & Religious Affairs, Directorate for Remuneration and Other Allowances Accounting: Unit B. Legislation: Law 4024/2011 (G.G. 226/A), Law 4325/2015 (G.G. 47/A), Law 4354/2015 (G.G. 176/A), Circular of the General Accounting Office with ref. nr. 2-31029/ΔΕΠ/06.05.2016 (ΔΔΔ: ΩΛ92Η-0ΝΜ), Circular of the General Accounting Office with ref. nr. 2-78400-0022/14.11.2011 (ΔΔΔ: 4577Η-5ΕΤ), Directions for the implementation of Law 4354/2015 RefNr 2/1015/ΔΕΠ/5/1/2016, Law 4327/2015 article 17 on selection criteria relating to years of service required for school heads (as amended by Law 4473/2017 (G.G. 78/A), Law 4152/2013 as amended by Circular Letter with Ref. nr 123948/Δ2/06-09-2013. Law 4547/2018 (G.G. 102/A/12-06-2018) art. 19 change on school head allowances and art. 49 school heads’ teaching sessions per week. Statistical data on the proportion of school heads according to the type of school they serve have been extracted from the information system "Myschool" (Ministry of Education, Research & Religious Affairs, Directorate of Educational Technology and Innovation), and apart from teachers with permanent contracts, they also include substitute teachers who served as school heads in school year 2019-20.  
School heads’ actual salaries: ITYE DIOFANTOS - ITYE DIAS | Actual salaries: 2019/20 |
Teachers’ actual salaries: Annual statistical survey on individual earning was carried out in October by the Hungarian Central Statistical office (Structure of earnings survey).  
Actual salaries: 2019/20 |
| Iceland        | Teachers’ statutory salaries: ISCED 02: Collective agreement between Teachers Union and Icelandic Association of Local Authorities, June 1. 2015 - March 31. 2019.  
ISCED 1 and 2: Collective agreement between Teachers Union and Icelandic Association of Local Authorities: December 1 2017 - June 30 2018.  
ISCED 3: Collective agreement between Teachers Union and Ministry of Finance, November 1 2017 - June 30 2018.  
All documents relating to pay scale and conditions of compensation can be found at http://ki.is  
Labour Costs that is a sample survey conducted by Statistics Iceland.  
School heads’ statutory salaries: Collective agreement between Union of School Heads and Icelandic Association of Local Authorities, June 1. 2014 - May 31. 2015, June 1. 2015 - March 31. 2019. For ISCED 34 the data is based on the pay scale for heads of government agencies.  
Actual salaries: Data on earnings is from the Icelandic Survey on Wages, Earnings and Labour Costs that is a sample survey conducted by Statistics Iceland. | Statutory salaries: 2019/20  
Actual salaries: 2019/20 |
Actual salaries: 2019/20 |
<table>
<thead>
<tr>
<th>Country</th>
<th>Sources</th>
<th>Reference period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>m</td>
<td>Statutory salaries: 2019/20 Actual salaries: 2018/19</td>
</tr>
<tr>
<td>Mexico</td>
<td>Secretariat of Public Education (Secretaria de Educación Pública, SEP)</td>
<td>Statutory salaries: 2020</td>
</tr>
<tr>
<td>Country</td>
<td>Sources</td>
<td>Reference period</td>
</tr>
<tr>
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</tr>
<tr>
<td>Netherlands</td>
<td>Two collective labour agreements are used to determine the amount in euro per salary scale. For primary education: <a href="https://www.poraad.nl/files/werkgeverszaken/def_cao_primair_onderwijs_2019-2020.pdf">https://www.poraad.nl/files/werkgeverszaken/def_cao_primair_onderwijs_2019-2020.pdf</a>. For secondary education: <a href="https://www.vo-raad.nl/themas/cao-vo">https://www.vo-raad.nl/themas/cao-vo</a>. Data on the number of teachers in each salary scale is acquired from administrative data from payroll administrations of schools. These data are used for weighing between the different salary scales.</td>
<td>Actual salaries: 2020</td>
</tr>
</tbody>
</table>
| New Zealand         | **Statutory salaries**: Primary and Secondary Teachers’ Collective Agreements  
|                     | **Actual salaries**: Data comes from the national administrative database for teacher payroll.                                                                                                                                                                                                                                           | Statutory salaries: 2020  |
|                     | **Actual salaries**: A database named PAI owned by KS                                                                                                                                                                                                                                                                             | Actuarial salaries: 2019  |
| Poland              | School Education Information System database (SIO) administered by the Ministry of National Education; Laws and regulations: Act of 26 January 1982 - The Teachers' Charter (with further amendments); Regulation by the Minister of National Education of 1 August 2017 on the specific qualifications required from teachers (with further amendments).  
|                     | Teachers’ actual salaries: School Education Information System database (SIO) administered by the Ministry of National Education; Laws and regulations: Act of 26 January 1982 - The Teachers’ Charter (with further amendments); Regulation by the Minister of National Education of 1 August 2017 on the specific qualifications required from teachers (with further amendments). | Statutory salaries: 2019  |
|                     | **Actual salaries**: Ministry of Education (administrative data); Education Statistics.                                                                                                                                                                                                                                               | Statutory salaries: 2019  |
| Scotland            | Scottish Negotiating Committee for Teachers (http://www.sncct.org.uk)                                                                                                                                                                                                                                                                | Statutory salaries: 2019  |
|                     | Law No. 202/2017 on Salary scales for pedagogical staff and wage scales according to length of experience, Regulation No. 2017-12260/37642:1-50A0  
| Slovenia            | **Statutory salaries**: Public Sector Salary System Act (http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO3328)  
|                     | **Collective agreement for public sector**: (http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP234)  
|                     | **Collective agreement for the education sector in the Republic of Slovenia**: (http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP19)  
|                     | **Collective Agreement for non-commercial activities in the Republic of Slovenia**: (http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP11)  
<p>|                     | <strong>Organization and Financing of Education Act</strong>                                                                                                                                                                                                                       | Statutory salaries: 2019  |</p>
<table>
<thead>
<tr>
<th>Country</th>
<th>Sources</th>
<th>Reference period</th>
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</thead>
</table>
| Spain       | Rules on the classification of posts of directors in education and sport into wage groups within wage group ranges [http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV13353](http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV13353)  
ISCED 0 level: Information system for the transmission and analysis of salary data (ISPAP) of the Agency of the Republic of Slovenia for Public Legal Records and Related Services - AJPES [https://www.ajpess.si/israp/](https://www.ajpess.si/israp/)  
Actual salaries: 2019/20 |
| Sweden      | Register of wage and salary structures and employment in the primary municipalities 2019 (Lönestrukturstatistik, primärkommunal sektor för år 2019). The register contains individual data from all municipalities in Sweden. All salaries refer to full-time salaries, which means that part-time salaries have been calculated on a full-time basis. [https://www.scb.se/vara-tjanster/bestalla-mikrodata/villa-mikrodata-finnas/individregister/lonestrukturstatistik/](https://www.scb.se/vara-tjanster/bestalla-mikrodata/villa-mikrodata-finnas/individregister/lonestrukturstatistik/)  
The data has been processed in order to fit the instruction of this survey.                                                                                     | Statutory salaries: 2019  
Actual salaries: 2019 |
Actual salaries: 2019/20 |
| Turkey      | MoNE Personnel General Directorate, MoNE Decision on Salaried Teaching Hours of Teachers and Administrators                                                                                                                                                                                                                                               | Statutory salaries: 2019/20  
Actual salaries: 2019/20 |
| United States | National Teacher and Principal Survey (NTPS) [https://nces.ed.gov/surveys/ntps](https://nces.ed.gov/surveys/ntps)  
Salaries from the 2017/18 school year are inflated to 2018/19 estimates using the Consumer Price Index.                                                                                                                                   | Statutory salaries: 2019/20  
Actual salaries: 2019/20 |

**Subnational data**

**Table X3.D3.2. Participation in subnational data collection on salaries of teachers**

<table>
<thead>
<tr>
<th>Country</th>
<th>Statutory salaries (Table D3.1)</th>
<th>Actual salaries (Table D3.4)</th>
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<tr>
<th>Country</th>
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<th>Actual salaries (Table D3.4)</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>No</td>
<td>No</td>
<td>Subnational data collected solely for the purpose of creating a national estimate.</td>
</tr>
<tr>
<td>Austria</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level</td>
</tr>
<tr>
<td>Belgium</td>
<td>Yes</td>
<td>Yes</td>
<td>Actual salaries: Canada does not collect average actual teachers' salaries</td>
</tr>
<tr>
<td>Chile</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Colombia</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Costa Rica</td>
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<tr>
<td>Czech Republic</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a small country with less than 6 million people and limited distances.</td>
</tr>
<tr>
<td>Estonia</td>
<td>No</td>
<td>No</td>
<td>Statutory salaries: Not relevant as teacher’s minimum salary is regulated at the national level. Actual salaries: It is possible to calculate actual salaries at county level or to group counties (at the TL3 level).</td>
</tr>
<tr>
<td>Finland</td>
<td>No</td>
<td>No</td>
<td>Not relevant as salaries are defined to a great extent in the national collective agreements for state and municipal civil servants for the educational sector.</td>
</tr>
<tr>
<td>France</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralized education system with few difference at subnational level (there are no “regional decision makers” as understood by some more decentralized countries).</td>
</tr>
<tr>
<td>Germany</td>
<td>No</td>
<td>No</td>
<td>The Länder have the data but have decided not to publish them. This applies to both the national and the international level.</td>
</tr>
<tr>
<td>Greece</td>
<td>m</td>
<td>m</td>
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<tr>
<td>Hungary</td>
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</tr>
<tr>
<td>Iceland</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a small population, of which two thirds live in the capital area.</td>
</tr>
<tr>
<td>Ireland</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no geographical or subnational variation.</td>
</tr>
<tr>
<td>Israel</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Italy</td>
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</tr>
<tr>
<td>Japan</td>
<td>No</td>
<td>No</td>
<td>Appropriate data to fill the subnational questionnaire are not available</td>
</tr>
<tr>
<td>Korea</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Latvia</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to relatively small population number and a centralised education system with no difference at subnational level. However there are differences in actual data between the capital city Riga and less developed rural territory as small schools with smaller number of students are more located in rural regions and this has impact on average actual teachers’ salaries (actual salaries are higher in larger schools and lower in small schools, unless a small school’s teacher can get a full workload working in several schools).</td>
</tr>
<tr>
<td>Lithuania</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to relatively small population number and a centralised education system with no specific and fundamental differences between the 10 counties</td>
</tr>
<tr>
<td>Luxembourg</td>
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</tr>
<tr>
<td>Mexico</td>
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</tr>
<tr>
<td>Netherlands</td>
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<td>m</td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Norway</td>
<td>m</td>
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<td></td>
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<tr>
<td>Poland</td>
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</tr>
<tr>
<td>Portugal</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to relatively small size of the country.</td>
</tr>
<tr>
<td>Slovenia</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a small country with only two statistical NUTS regions that do not differ in terms of governance.</td>
</tr>
<tr>
<td>Spain</td>
<td>m</td>
<td>m</td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>No</td>
<td>No</td>
<td>Statutory salaries: Not relevant as Sweden has only actual salaries. Actual salaries: The subnational data collection is relevant, however for the reference year 2019 Sweden only submitted data on national</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Country</th>
<th>Statutory salaries (Table D3.1)</th>
<th>Actual salaries (Table D3.4)</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switzerland</td>
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<td>Data on actual and statutory salaries of teachers are based on estimates for the whole of Switzerland, but estimates for each canton are not reliable.</td>
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<tr>
<td>Russian Federation</td>
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</tbody>
</table>

**Statutory salaries of teachers: Subnational Table D3.1.**

**Northern Ireland:**
Northern Ireland announced on the 28th April 2020 that an agreement had been reached to resolve the long running industrial dispute of teachers' pay and workload. The agreement gives effect to a pay award for all teachers in Northern Ireland of 2.25% from September 2017 and an additional 2% payable from September 2018. This means teachers will receive the pay increase backdated until September 2017 under the deal ([https://www.education-ni.gov.uk/news/formal-agreement-teachers-pay-and-workload](https://www.education-ni.gov.uk/news/formal-agreement-teachers-pay-and-workload)).

Statutory salary figures in EAG 2020 refer to Northern Ireland salaries after the 2020 announcement to provide a backdated pay increase for years 2017/18 and 2018/19.

**Actual salaries of teachers: Subnational Table D3.4.**

**Northern Ireland:**
Northern Ireland announced on the 28th April 2020 that an agreement had been reached to resolve the long running industrial dispute of teachers' pay and workload. The agreement gives effect to a pay award for all teachers in Northern Ireland of 2.25% from September 2017 and an additional 2% payable from September 2018. This means teachers will receive the pay increase backdated until September 2017 under the deal ([https://www.education-ni.gov.uk/news/formal-agreement-teachers-pay-and-workload](https://www.education-ni.gov.uk/news/formal-agreement-teachers-pay-and-workload)).

Actual salary figures in EAG 2020 refer to Northern Ireland salaries before the 2020 announcement to provide a backdated pay increase for years 2017/18 and 2018/19.

**Notes on specific countries**

**Statutory salaries of teachers: Tables D3.1, and D3.6**

Statutory salaries of teachers: salaries are presented for specific qualifications levels of teachers:
- The minimum qualification to enter the teaching profession at a level of education,
- The most prevalent qualification at a given level of education,
- The most prevalent qualification at different points in teachers' careers
- The maximum level of qualification at a given level of education.

Please note that most prevalent qualifications may differ between the different stages of the career, and salaries are also displayed in table D3.1 for most prevalent qualification at each stage of the career. For information on qualification levels of teachers, see Table **X3.D3.2**.

For countries with different salary ranges and providing weighted averages for statutory salaries, the different salary scales are presented in Table **X3.D3.4**.

Social security and pension scheme contributions: Statutory salaries reported in the indicator must exclude the part of social security and pension scheme contributions paid by the employers and must include the part of social security and pension scheme contributions paid by the employees.

For information on whether statutory salaries include or exclude social security and pension scheme contribution, see Table **X3.D3.3**. [Back to main table for this Indicator](#)
Coverage, methodology and interpretation

Australia:

Notes on coverage and methodology: Weighted average of data from reporting jurisdictions (government schools in the 5 largest jurisdictions). The weighting is based on the number government teaching staff in each of the jurisdictions. Australia does not have a national data collection on teacher salaries or school curriculum. Instead, the survey is sent out to all of the states and territories, with the results weighted to derive a national response. As such, the data from Australia should be seen as indicative only and comparisons between years should only be made with caution.

Notes on interpretation: The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres. Caution should be used in interpreting national figures as practices vary from region to region.

Comments on qualifications of teachers: The minimum qualification of a teacher is also the most prevalent qualification.

Explanatory notes: (1) Salaries are determined by an industrial Award [that is, the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award]. Bargaining parameters are approved and set by the Government Treasury. (6) The Industrial Award itself is negotiated between the Department of Education and the Teachers' Federation.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Annual leave loading equivalent to 17.5% of four weeks salary.

Austria:

Notes on coverage and methodology: Beginning with 2019/20, starting teachers are compulsorily employed under the new payment scheme (implemented in 2015). Pre-primary education is largely provided in kindergartens, for which there are no data available. The remaining minority of pre-primary schools are integrated in primary schools. Data on these teachers are the same as for ISCED 1. At ISCED 34, vocational programmes are included.

At ISCED 34, the weighted means for statutory salaries of teachers include the salaries of teachers teaching in vocational programmes, in addition to those teaching in general programmes. In Austria, a large part of upper secondary programmes are oriented towards vocational education and training, comprising more than half of the students at age 15. In addition to this, due to the system characteristics, information on teachers is collected at two levels of administration: federal and provincial. While the federal schools are administered by the federal ministry and teachers there are federal employees, provincial schools are administered on the provincial level and teachers there are state provincial employees. Data delivered to the federal ministry provided by the provincial government includes salary data on all teachers within the scope of their responsibility and these data cannot be split by orientation of the programme.

Notes on interpretation: comments on qualifications of teachers: In Austria, there are various attainment levels that qualify a person to work as a teacher. Salaries are determined according to their attainment. Therefore, various salary scales apply to them. The salary data reported is therefore an average composed of various groups of teachers.

Explanatory notes: The provinces have the responsibility for ECEC provision in Austria. There is no federal statistic that contains information about actual or statutory salaries. Statutory salaries can be found in provincial law for some provinces but there is no systematic overview for the whole of Austria. For the salaries of kindergarten teachers who are in an employment relationship with the federal provinces it is not possible to make any general statements. For the employment relationships (duration, contract type, (in)definite term) it is not possible to make a general statement about the occupational field of early childhood education. The respective legal requirements of provincial kindergartens are set out in the provincial kindergarten laws. The legal requirements for kindergarten teachers in private establishments are regulated by provisions in collective agreements. The minimum qualification for kindergarten teachers in general is a specialist training, good repute and extract from police records and suitable health documented by a medical certificate.

Comments on social benefits of teacher: Teachers in Austria are interpreted as all workers, including civil/public and private sector workers, therefore there is no difference when answering according to the different reference groups.

Comments on qualifications: (pre-primary) Primary teachers teaching in ‘pre-school classes’ were reported in primary schools at ISCED 0 in previous years. However, this practice has been abandoned because the
information lead to severe misinterpretations by users of the EAG data. These teachers are primary school teachers who are not different from other primary school teachers except the fact that the programme that they teach is located at ISCED02.

(Lower and upper secondary) The bachelor is the minimum requirement, but within 5 years from the start of the employment teachers have to attain a master degree. Otherwise their employment ends. Attaining the master degree has no influence on the salary level. It is a criteria for the continuation of the employment and for this reason a minimum qualification for teachers who have been in service for 5 years or longer.

Belgium (Flemish Community):

Notes on coverage and methodology: In this questionnaire, the required qualifications are taken into account. In the Flemish Community, there is also sufficient qualifications and other qualifications. Mostly, the pay scales of these do not differ from these of the required qualifications and mostly, the sufficient qualifications differ from the required qualifications on the fact that in secondary education, they don't need a formation in the specific content of the subject. For instance for teaching mathematics in the third stage of secondary education a required qualification is a master in mathematics with certificate of teaching competence and a sufficient qualification is for instance a master in languages with certificate of teaching competence.

Government-dependent private schools are included.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Statutory salaries as mentioned include end-of-year bonus and holiday bonus.

Notes on interpretation: For the calculation of the 'Proportion of teachers paid according to this salary range' full time and part time teachers are taken into account.

Comments on qualifications of teachers: Teachers in pre-primary, primary and lower secondary education need a bachelor's degree. It should be taken into account that the teachers with a bachelor's degree at lower secondary education have also a subject-related requirement. The training at ISCED 6 includes pedagogical training at the basic training as well. Teachers in the first two years (first stage) of upper secondary education are at minimum required to have a Bachelor of education: secondary education and at maximum a Master in the specified content of the course and a certificate of teaching competence. Teachers in the last two years (second stage) of upper secondary education are required to have a Master in the specified content of the course and a certificate of teaching competence.

Belgium (French Community):

Notes on coverage and methodology: Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Statutory salaries as mentioned include end of year bonus and holiday bonus.

- End of the year bonus = EUR 646.61 + (gross salary x 2.5%)
- Holiday bonus = Gross salary x 70% x 86.93%

Notes on interpretation: Comments on qualification of teachers: Teachers with “most prevalent qualifications” are teachers that hold a required title within a series of possible diplomas (e.g. **Instituteur**; ”AESI: agrégation de l'enseignement secondaire inférieur” – lower secondary school teacher degree, ”AESS: agrégation de l'enseignement secondaire supérieur” – upper secondary school teacher degree).

Most teachers have a required qualification, though sufficient qualifications also exist. Teachers in pre-primary, primary and lower secondary education need a bachelor’s degree, which is a sufficient qualification if it is not a specific bachelor’s degree. Then, teachers with “Minimum level of training” do not have the required title, but the sufficient one, whereas teachers with the following certificates [Pre-primary Teacher Bachelor degree (ISCED 6), Primary Teacher Bachelor degree (ISCED 6), and Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = Agrégation de l'enseignement secondaire inférieur)] have the required title. Teachers with “maximum qualifications” hold a required title and a master’s degree for primary school teachers and AESI.

Comments on social benefits of teachers: It has not to be interpreted as including all workers as “civil/public and private workers”. The calculation of the pension of a teacher (as a public servant) follows specific rules given that a teacher is part of both the public sector and the education sector.

Brazil:

Notes on coverage and methodology: Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The figures are based on the national wage floor of BRL 2.455.35 and include the 13th salary as well as the one-third vacation bonus. The National Law on the Teacher’s Salary Floor n. 11,738.16 / 07/2008, establishes the national minimum salary for basic education teachers working in public schools, updated annually. The teacher’s salary floor don’t distinguish the level of qualification of teachers.

In Brazil, it is the responsibility of the states, the Federal District and the municipalities, together with their respective educational systems, to ensure the approval of statutes and career plans for teachers in the public sector. However, there is a minimum national salary for teachers working in public schools. Starting salaries
provided is the legal minimum teacher salary. As a consequence, the actual average statutory starting salary for teachers in Brazil is probably higher.

Notes on interpretation: Comments on qualifications of teachers: Brazil has a decentralised system, each one of the 26 states, the federal district and more than 5 thousand municipalities has its own teachers career plan. Many of them have a structured qualification scheme, while others do not. The salaries can be determined by central government, regional authorities or local authorities, depending of which school network is the teacher working for. However, there is a minimum national salary for teachers working in public schools.

Comments on social benefits of teachers: Regarding the social benefits of teachers there is only one difference comparing both categories, "other public servants" and "other public and private sector workers", the retirement age. Apart from that, there is no other national difference regarding teachers and other workers in the Brazilian social security system.

Canada:

Notes on coverage and methodology:
The methodology for calculating the Canada-level response for quantitative indicators uses two criteria to determine whether there is enough consensus to provide this response:

1) At least seven (50%) provinces and territories provide a response, and
2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Like the quantitative methodology, the qualitative methodology for calculating the Canada-level response is to use two criteria to determine whether there is enough consensus to provide this response.

1) At least seven (50%) provinces and territories provide the same response, and
2) That the reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

If the two criteria above are met, the Canada-level average is weighted by the number of full-time student enrolments (from combined elementary, lower secondary and upper secondary levels) for all jurisdictions who submitted figures for the 2020 joint Eurydice-OECD salaries of teachers and school heads data collection survey.

Notes on interpretation:
Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. Where cells are left blank, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response.

Many different collective agreements are used to determine salaries across jurisdictions. For the majority of provinces and territories, salaries are negotiated through a collective bargaining process between the provincial/territorial government, teachers' associations, and education boards/districts. These agreements are typically valid for a 2-5 year period and are then renegotiated through a formal process.

Chile:

Notes on coverage and methodology: Data on salaries result from simulations for a regular teacher working 44 hours, according to years of experience and level assigned. These simulations are the official 2020 estimates of the Centre for perfecting, experimentation and pedagogical investigations (CPEIP) of Chile, based on the salary components stated in the Law of the New System of Teacher Education and Professional Development (Law 20.903).

Explanatory notes: The Law 20.093 states the New System of Teacher Education and Professional Development Law (2016) which develops a career and a new pay structure for teachers. The teaching career is based on a progression system through which teachers are classified in one of the five career levels, based on the results of a periodical evaluations they have to take. These levels are associated to a salary scale, and there are also certain additional monetary allowances to encourage teachers to work in schools with a high concentration of vulnerable students. These allowances also increase as the teacher progresses in the career. All career allowances are subject to the readjustment of the public sector.

Notes on interpretation: Comments on qualifications of teachers: A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his hers professional service begins at the minimum level of qualification: Beginner level.

The new career structure sets 5 career levels, including 3 compulsory levels (Beginner, Intermediate and Advanced) as well as two optional levels (Expert I and Expert II). Teachers progress between levels through an evaluation, called "Recognition System", which implies the taking of a standardized test (about pedagogical and disciplinary knowledge) and the presentation of a portfolio. Teachers in level Beginner must overcome this level in a maximum period of 2 recognition processes (8 years). If the teacher does not succeed, he or she must leave the teaching profession. Those teachers in level Intermediate, must overcome this level and reach the level
Additional payments that all teachers receive on top of their base salaries and included in statutory salaries:

- Christmas bonus
- Service bonus
- Holiday bonus

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Colombia:

Notes on coverage and methodology: Data on salaries correspond to the regulated by the statute teacher 1278 / 2002 and do not include or additional bonuses or compensation.

Data on percentage of teachers are obtained from the Information System SINEB and corresponds to the participation of teachers with respect to the total of the corresponding educational level. The new teachers are those linked within the year to the official sector, but does not imply that they are newly graduates. Only classroom teachers from statute 1278 are taken.

The teaching experience is counted from the date of recruitment in the public sector.

Notes on interpretation: For this report we used information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute. Therefore, the percentages are measured in relation to this scale.

It is important to mention that under this scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a great weight to reach the top salary. In some cases the salary of 10 years is equal to the 15 years.

Notes on qualifications: (pre-primary and primary) Teachers must overcome the merit contest for entry into the teaching career. (Lower secondary) The professors must overcome the merit contest for the teaching career. Professionals with different degrees than a bachelor’s degree in education must prove that they have completed or have completed a postgraduate degree in education, or that they have completed a programme in pedagogy. (Upper secondary) In Colombia, teachers in secondary education can teach indistinctly for ISCED 24 and ISCED 34 levels. So we cannot differentiate between the two levels. The percentage applied for ISCED 24 applies for both.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Christmas bonus, service bonus and holiday bonus. Back to main table for this Indicator

Costa Rica:

Notes on coverage and methodology: Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: statutory salaries include: 13th month, school salary or 14th month, and educational incentive (8.33% of the salary).

Notes on interpretation: Comments on qualifications of teachers: In Costa Rica teachers enter the teaching profession within one of three different categories: Qualified teachers; Authorised teachers and Aspiring teachers. Qualified and Authorised teachers are further classified into additional sub-categories, again related to their level of qualification. Since the majority of teachers enter into the highest category (that of qualified teachers) the data provided for most prevalent and maximum qualifications are the same. Each sub-group within this classification has an associated base salary. This base, plus the annual increase (equivalent to 2% of base salary per year of service), and the teaching incentive are the only elements of pay common to all teachers and the statutory amounts reported relate to these elements only.

The wage categories are dependent on the level of training of the individual, and although there are several categories within a wage class, it is important to keep in mind that an individual can enter directly into the highest wage category, since the only thing you need to complete is an academic requirement. This means that the salary scale is not a ladder that each teacher must cross to ascend in their teaching profession, but directly can be placed in the highest category of their professional group. Back to main table for this Indicator

Czech Republic:

In January 2020 the salaries of public service employees increased. Due to this the statutory salaries of teachers were increased by 8%. There was also an increase of 10% (statutory part) + 5% (allowances and additional payments part) from January 2019. This is shown in all data on actual salaries as this data are reportded with a one-year delay.

Notes on coverage and methodology: The annual gross statutory salary is calculated combining two different salary tables from the Government Regulation on Pay Terms of Employees in Public Services and Administration, one valid from September 2019 to December 2019 (4 months in school year 2019/2020) and the second from January 2020 to August 2020 (8 months in school year 2019/2020). Salary tables consist of 6 pay categories (8th-10th for pre-primary teachers, 11th-13th for primary and secondary teachers) depending
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Annex 3

on complexity, responsibility and demandingness of the work they perform, and 7 pay grades according to the length of professional experience (0-2 years, 2-6 years, 6-12 years, 12-19 years, 19-27 years, 27-32 years, 32+ years). Teachers are placed to the 10th pay category (pre-primary teachers) and to the 13th pay category (primary and secondary teachers) only on exceptional circumstances (usually school counsellors with completed prescribed qualification).

The reported statutory salaries are estimates combining the salary tables with data on number of teachers in each pay category and pay grade according to the database ISS 2018 and ISS 2019 (reference year 2018/19).

Notes on interpretation: A special salary scale system is established for education staff. In addition to teachers and school head, the education staff also includes SEN specialists, educational childcare staff, teacher's assistants, school psychologists and other professionals.

Salary scale system designed for teachers consists of 6 salary categories (8th-10th for pre-primary teachers, 11th-13th for primary and secondary teachers) depending on complexity, responsibility and demandingness of the work they perform and 7 salary grades according to the length of professional experience (0-2 years, 2-6 years, 6-12 years, 12-19 years, 19-27 years, 27-32 years, 32+ years). Teachers are assigned in 10th (for pre-primary teachers) and 13th salary category (for primary and secondary teachers) only on exceptional circumstances, predominantly if they work as school counsellors. The salary scales do not allow pay advancement by gaining further qualifications, with the exception of school counsellor and education management staff. To perform these roles, it is required by law to have completed the prescribed in-service training. After its completion, the school head may delegate duties to the teacher which entitle him / her to a higher salary category (at the basic and upper secondary schools from 12th to 13th pay category). Some other additional responsibilities of teachers are paid by the system of allowances (for example class teachers, teachers responsible for coordination in the area of ICT, prevention of social-risky behaviour and some others).

Qualification of teachers follow the Act on Education Staff:

1) Pre-primary teachers at nursery schools (ISCED 02) most often obtain their qualification in four-year secondary school programmes completed with the school leaving examination in a field aimed specially at pre-primary school teacher training (ISCED 354) or in shortened study programmes completed with the school-leaving examination (ISCED 354) and at tertiary level (ISCED 6 or 7).

2) Primary teachers (ISCED 1) are required to have a Master’s degree (ISCED 746 or 747).

3) Teachers of general subjects at secondary levels (ISCED 24, 34) are required to have a Master’s degree (ISCED 746 or 747). The teachers of the general subjects more often obtain the teaching qualification in the concurrent study.

Qualification requirements for salary purpose:

• 8th salary category: secondary education with a school-leaving examination in a field aimed specially at pre-primary school teacher training (ISCED 354);
• 9th salary category: tertiary professional education (ISCED 655) or secondary education with a school-leaving examination in a field aimed specially at pre-primary school teacher training (ISCED 354);
• 10th salary category: Bachelor’s degree (ISCED 645) or tertiary professional education (ISCED 655);
• 11th – 12th salary category: Master’s degree (ISCED 746, 747) or Bachelor’s degree (ISCED 645);
• 13th salary category: Master’s degree (ISCED 746, 747).

Teachers are included in the salary categories following the Recommendation of the Ministry of Education, Youth and Sports:

a) Teachers at ISCED 02 can be classified into three salary categories 8th-10th:
• 8th salary category: Beginning teachers who perform direct educational activities and do not have sufficient knowledge to create the school education programme.
• 9th salary category: Teachers whose subject of work is the creation of the school educational programme for a nursery school; teachers performing all educational and training activities using available methods in the overall development of interests, children’s knowledge and skills; introducing teachers.
• 10th salary category: School heads; teachers who create and coordinate school education programmes; teachers who create education programmes for children with special education needs; teachers defining individual education plans.

b) Teachers at ISCED 1,24 and 34 can be classified into three salary categories 11th-13th:
• 11th salary category: Especially beginning teachers who perform direct educational activities in cooperation with introducing teacher, and according to methodological recommendations from the field of pedagogy and psychology.
• 12th salary category: Teachers who perform comprehensive educational activities associated with the creation and continuous updating of pedagogical documentation, and according to which he/she proceeds
in the performance of his/her direct pedagogical activity or connected with creation and continuous updating of individual education plans.

- 13th salary category: School heads; school counsellors with completed in-service training; teachers who create and coordinate school educational programmes; teachers who create and coordinate international educational projects (e.g. ERASMUS, eTWINNING etc.), or those who perform specialized methodological activities in the area of pedagogy and/or psychology.

**Notes on coverage and methodology:**

The reported salaries for teachers at primary level is a weighted average between teachers at grade 1 (børnehaveklasse/class 0) and teachers at grade 2-7 (class 1-6). Teachers at grade 1-6 are the same as at lower secondary level and their salary is from the same salary scale. The salary for teachers at grade 1 (børnehaveklasseledere) is a little lower and regulated by another salary scale.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The reported statutory salaries include the payments regulated by the national salary scales including the national additional pay rates to be a part of the minimum statutory salary for the teachers in accordance with the collective agreements at national level.

**Notes on interpretation:** In addition to the reported statutory salaries, which is given in accordance with the general salary scale as a part of collective agreements, each teacher will typically have personal bonuses given and decided at school level, by local authorities or by collective agreements at local level. These personal bonuses are not included in the reported statutory salaries.

**Comments on qualifications of teachers:** The minimum and typical education for a teacher at pre-primary level (i.e. peadagog), primary and lower secondary levels, is a Bachelor's degree or equivalent (ISCED 6). At the upper secondary level the minimum and most prevalent education for a teacher is a Master’s degree or equivalent (ISCED 7). In general a teacher in upper secondary must have completed a master in a specific subject e.g. in biology or history. As a newly appointed teacher in upper secondary general education, the teacher must complete pedagogy (Pædagogikum) over the first year.

**England:**

**Notes on coverage and methodology:** The statutory salary figures reported are weighted averages of the separate geographical pay ranges: the Inner London Area, Outer London Area, the Fringe Area, and England and Wales (excluding the London Area). A fully-qualified classroom teacher who has achieved Qualified Teacher Status (QTS) is paid on the main, upper or leading practitioner pay range. The starting salary for teachers with minimum qualifications refers to a weighted average of the minimum salary points on the main pay range across all four geographical pay ranges. The salary after 15 years of experience and at the top of the range for teachers with minimum qualifications refers to a weighted average of the maximum salary points on the upper pay range across all four geographic pay ranges.

Data refer to maintained schools. The governing board for academies, which classify as publicly funded independent schools and make up around three quarters of secondary schools and a third of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges. A significant proportion of provision of ISCED 02 (65% of provision for 3-year-olds) is provided in settings other than schools. The statutory salary figures provided apply only to teachers of pupils in nursery and primary schools and do not apply to other ISCED 02 settings. Teachers of students at ISCED 34 are employed in both schools and further education colleges. The figures are only for teachers of pupils in schools and do not apply to further education colleges.

Proportion of teachers paid according to this salary range: The population of teachers used as the denominator is full-time teachers paid on the unqualified teacher, main, upper and leading practitioner pay ranges aged between 25 and 64 who are employed in maintained schools and academies.

**Notes on interpretation:** Classroom teacher: The statutory salary ranges apply to classroom teachers paid as fully-qualified teachers on the main, upper and leading practitioner pay ranges. A fully-qualified classroom teacher who has achieved Qualified Teacher Status (QTS) is paid on the main, upper or leading practitioner pay range.

Public schools: The statutory pay ranges apply only to maintained schools, that is, local authority-maintained schools. The governing board for academies, which classify as publicly funded independent schools and make up around three quarters of secondary schools and a third of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges.

**Sources:**

Department for Education, Schools, pupils and their characteristics, January 2019

Minimum qualification to enter the teaching profession

Classroom teachers who have achieved Qualified Teacher Status (QTS) and are not employed in a leading practitioner post are paid on the main or upper range. The main and upper pay ranges exist to allow for salary progression based on performance and can be accessed by all teachers.

QTS is a professional accreditation based on the Teachers’ Standards, which define the minimum level of practice expected of teachers. Assessment for QTS should enable trainee teachers to meet all the Teachers’ Standards, set by the Secretary of State, across the age range of training and ensure that no trainee teacher is recommended for the award of QTS until they have met all of the Standards.

Most initial teacher training programmes leading to QTS also lead to an academic award such as the PGCE (consecutive model) or a bachelor’s degree (concurrent model). The award of the academic qualification is separate from the award of QTS. It is awarded by a university or other higher education institution with degree awarding powers (DAP), which, as such, is responsible for its own awards, the conditions on which they are awarded and qualification titles.

Maximum qualification to enter the teaching profession

Classroom teachers who have achieved Qualified Teacher Status (QTS) and are employed in a leading practitioner post are paid on the leading practitioner pay range. Although the leading practitioner pay range does not require any specific additional qualification, in order to be appointed to a post on this range, a teacher must demonstrate specific skills in modelling and leading improvement of teaching skills. The pay range is only accessible in schools where the leading practitioner post exists.

The relevant body shall determine in accordance with its pay policy an individual pay range within the leading practitioner pay range. The relevant body must ensure that there is appropriate scope within an individual pay range to allow for performance related progress over time (STPCD 2018, p. 21).

Estonia:

Between 2017/18 and 2018/19, statutory salaries have increased around 9 % as the result of budget negotiations, following the objective in the (2013) Estonian Lifelong Learning Strategy 2020 to raise teachers’ salaries to the level of the average salary of highly educated employees. However, there have been no changes in the compensation system.

Notes on coverage and methodology: The data on the annual gross statutory salary refers to the fixed minimum wage that applies for all teachers. The notion of starting statutory salary depending on the level of qualification (minimum or maximum) does not exist in Estonia.

Notes on interpretation: Comment on qualification levels of teachers: The description of the specification of most prevalent, minimum, maximum qualification of teacher is based on legislative acts and data of teachers’ highest education collected in Estonian Education Information System. (1) On the conditions and in accordance with the procedure provided for in the Collective Agreements Act, the minimum wage of teachers will be agreed on: 1) as the representatives of employers: by the minister responsible for the field, authorised representatives of national associations of local authorities, authorised representatives of local authorities and authorised representatives of private legal persons that manage private schools, and 2) as the representatives of employees: authorised representatives of registered associations of teachers. (2) On the basis of the agreement specified in subsection (1), the Government of the Republic will establish the minimum wage of teachers by a regulation.

Notes on qualifications for ISCED 02: Higher education is the minimum in any field. Teacher qualification requires:

- completion of the curriculum of a pre-school child care institution at the university (upon graduation they receive a professional certificate);
- applying for the profession of a teacher from the Estonian Teachers’ Union (EstQF level 6 (Estonian Qualifications Framework); here, as a rule, completion of in-service training is a prerequisite);
- the head of an educational institution assesses competencies in accordance with the professional standard (the assessment is valid only in the educational institution).Teacher qualification requirements who work with children with special needs: higher education, special pedagogical competences and pedagogical competences.
Finland:

**Notes on coverage and methodology:** The data refer to fully qualified teachers, who constitute 90% of the teaching force. For pre-primary education, data is reported on the majority, i.e. kindergarten teachers. The data include all teachers in Finland.

**Additional payments that all teachers receive on top of their base salaries and included in statutory salaries:** Statutory salaries include bonus holiday pay. It is 4% for starting teachers, 5% for teachers with 10 years of experience and 6% for teachers with at least 15 years of experience. Bonus holiday pay is temporarily reduced 30% in 2017 - 2019.

**Notes on interpretation:** The data on pre-primary teachers includes the salary data of kindergarten teachers who are the majority.

**Comments on qualifications of teachers:** In Finland the most prevalent qualification of teachers is the same as the minimum qualification and it is associated with the required degree and studies attained after initial teacher training. [Back to main table for this Indicator](#)

France:

The PPCR for 2017-2020 increased the "indice majoré" (or base amount that is multiplied by the index point to calculate the base salary) on 1st January 2020. There were also successive increases at the beginning of the 2018 and 2019 school years in the allowance received by teachers and school head working in disadvantaged area (REP+)

From September 2019, decree no. 2019-309 of 11 April 2019 came into force, creating a second overtime hour (Heure Supplémentaire Année) that cannot be refused by teachers. The first overtime hour (HSA) counts as 1.2 (20% increase of the rate of pay), the second hour counts as 1. In 2018 there was an additional payment to compensate for the increase of the social security contribution (CSG)

**Notes on coverage and methodology:** The teachers’ statutory salaries are gross annual incomes (rémunération annuelle brute statutaire) related to statutory salary scales.

The following bonuses received by all teachers at a given level of education are an integral part of teachers’ statutory salaries in France:

At ISCED 02 and 1 levels
- Residence allowance
- ISAE (bonus for follow-up and tutoring): since 2016-2017, the bonus is EUR 1 200 per year
  (the bonus was EUR 400 in 2013-2014, 2014-2015 and 2015-2016)

At ISCED 24 and 34 levels
- Residence allowance
- Fixed portion of ISOE (bonus for follow-up and tutoring):
  Since 2016-2017, the bonus is EUR 1 213.56 per year (EUR 1 199.99 before). The variable portion of this bonus is not included in the statutory salary because only teachers who are invested the role of "professeur principal"(head teacher) receive it.
- Bonus for 2 HSA overtime hour (heure supplémentaire année): This overtime hour cannot be refused by teachers of secondary education. The other types of extra hours are not included in the statutory salary.

**Comments on qualifications of teachers:** People who want to become teachers at all levels of ISCED (02-3) must obtain a master’s degree and pass a competitive examination. Those who passed the competition have to complete a one-year paid traineeship as a trainee civil servant, at the end of which a jury will determine whether or not they can be officially granted the status of teacher and become civil servants. At ISCED 2-3, candidates who want to become "professeur certifié" (minimum and most common qualification) have to pass the competitive examination "concours du certificat d’aptitude au professorat de l’enseignement du second degré". The specifically designed 2-year master’s programmes for teachers (introduced in 2015) are currently being redesigned. The Law for a School of trust (2019) created the Higher National Institutes of Professorship and Education (INSPE), in charge of providing this new teacher training. [Back to main table for this Indicator](#)

Germany:

**Notes on coverage and methodology:** The statutory salaries represent a weighted average of the data available at Länder level for civil servants and include general post allowances where applicable and special annual payments. Holiday pay is included.

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

Notes on interpretation: Erzieherinnen and Erzieher (state recognised youth or child-care workers) are generally paid in remuneration group S6 of the Collective Agreement for the Public Sector (Tarifvertrag für den öffentlichen Dienst – TVöD), with the salary levels of this remuneration group being based on professional experience. Erzieherinnen and Erzieher who already have professional experience are allocated to level 2 as a rule. Higher levels are achieved only after several years with the same employer. Employees in establishments bound by collective wage agreements are significantly better off than those in establishments not bound by collective wage agreements. According to a study of the Hans-Böckler Foundation, around 75% of Erzieherinnen and Erzieher work in establishments bound by collective wage agreements.

(Primary and secondary) Depending on the Länder, teacher candidates must pass a first state examination or have a Master’s degree before the preparatory service. All of them must take a second exam after the preparatory service.

Comments on the social benefits of teachers: Regarding teachers’ pension and/or social security system in Germany teachers with civil servants (Beamte) status have no special pension and/or social security system in reference to other civil servants (Angestellte). Employed teachers (Angestellte) have no special pension and/or social security system, too. The reference is "other workers" (alle Angestellten). The reference "other workers" means in this case other civil/public servants (i.e. Beamte).

Greece:

Notes on coverage and methodology: The Reference Year is 2019-20 (September 2019-August 2020). Data on gross annual statutory salaries are reported on the basis that teachers complete certain years of work experience on 1st September 2019. The freezing of salaries is also taken into consideration. A month’s salary in 2019 and 2020 refers to the full salaries provisioned in Law 4325/2015 (G.G. 47/A) taking into consideration the salary freezing of previous years (2016-2017). From 1st January 2018 salary progression has been activated. The statutory salaries reported here include only the base salaries, since there are not any other additional payments that all teachers receive on top of their base salaries.

Notes on interpretation: The salaries for teachers of pre-primary education include only teachers working in Pre-Primary Education Schools (Nipiagogeia) that are supervised by the Ministry of Education, Research and Religious Affairs.

Comments on the qualifications of teachers: In Greece the minimum level of qualification is equal to the most prevalent qualification level of qualification of teachers for all levels of education. The qualification levels of teachers entering the teaching profession in the reference year, legislation (Law 3848/2010 as amended and in force) require a degree from a tertiary institution or equivalent for teachers in Pre-primary Programmes supervised by the Ministry of Education, Research and Religious Affairs, as well as by teachers in Primary, Lower Secondary and Upper Secondary General Education. Higher than minimum qualifications (i.e. Master’s or PhD degrees) are recognised as relevant to the teaching profession after entrance, i.e. they are not used as qualifications required to enter the teaching profession, they are not related to a different salary range, but they are remunerated as additional years of teaching experience.

Hungary:

The starting salaries for teachers with the minimum (BA (ISCED 6)) and most prevalent (MA (ISCED 7)) qualifications have been adjusted to the relevant minimum wage.

Notes on coverage and methodology: Act on the central budget for 2019 issued in 2018 No L: stipulates an amount of HUF 101 500 for further calculation. The Act on general education prescribes the percentage applied in case of a bachelor’s and master’s qualification, by which the salary base can be calculated (101 500 multiplied with the given percentage effective in the given reference year).

The Act on general education (Annex 7) regulates the pay scale, the percentage by which the salary base has to be multiplied depending on the number of years spent in teaching and the teacher category (promotion levels: Fully qualified trainee teacher, Teacher 1, Teacher 2, Master Teacher, Researcher Teacher).

In summary, the base salary differs depending on the qualification of the teacher.

Comments on salary scales: With the exception of the teacher in the Trainee category, teachers shall be promoted on the basis of employment in a teacher position once in three years’ time one pay grade higher. The teacher
shall be promoted to the higher pay category on the first day of the year in question. With the promotion to the higher pay category the three years waiting time shall start again.

Notes on interpretation: From 2013 on the 326/2013 government decree stipulates a yearly increase of salaries until 2017. In 2017 it became part of the Act on general education. The BA and MA starting salaries at ISCED Levels 02-3 have been adjusted to the relevant minimum wage. Should teachers at lower secondary level have MA degree, they are entitled to be paid according to the salary scheme linked to teachers with MA degree (i.e. the same as at ISCED 34). The legal regulations stipulate that the minimum qualification for teachers at ISCED 02, 1, 24 is BA/BSc, while teachers at ISCED 34 is MA/MSc. New entrants teaching at ISCED 2 have MA due to ITE system.

Comments on qualifications of teachers: (primary) Act CXC of 2011 on Public Education (97.§ (20) stipulates that teachers without two year experience on 1st September 2013 are categorized as trainee teachers (1 year in case of new undivided ITE degree). This induction period lasts 1 year in the case of new graduates from undivided ITE programme or 2 years according to the “Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions (2§ (1))” and the trainee has a mentor who helps him/her (15/A § and 15/B§). After this induction period the trainee has to pass an exam (2§ (6)).

(Lower secondary) It is legally possible to enter the teaching profession with a BA degree, although since 2010, teacher training for secondary school teachers is available only at MA/MSc courses. Act CXC of 2011 on Public Education (97.§ (20) stipulates that teachers without two year experience on 1st September 2013 are categorized as trainee teachers (1 year in case of new undivided ITE degree). This induction period lasts 1 year in the case of new graduates from undivided ITE programme or 2 years according to the “Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions (2§ (1))” and the trainee has a mentor who helps him/her (15/A § and 15/B§). After this induction period the trainee has to pass an exam (2§ (6)). As a consequence, salary range related to BA degree is reported as “Other minimum qualification of teachers with some years of experience” (salary range C). The BA degree is also the most prevalent one at that level and the salaries are reported in Most prevalent qualification at each stage in the career and salary range (other salary range)

(Upper secondary) Act CXC of 2011 on Public Education (97.§ (20) stipulates that teachers without two year experience on 1st September 2013 are categorized as trainee teachers (1 year in case of new undivided ITE degree). This induction period lasts 1 year in the case of new graduates from undivided ITE programme or 2 years according to the “Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions (2§ (1))” and the trainee has a mentor who helps him/her (15/A § and 15/B§). After this induction period the trainee has to pass an exam (2§ (6)). As a consequence, salary range related to BA degree is reported as “Other minimum qualification of teachers with some years of experience” (salary range C). The BA degree is also the most prevalent one at that level and the salaries are reported in Most prevalent qualification at each stage in the career and salary range (other salary range)

Iceland:

Notes on coverage and methodology:

Data for ISCED levels 0, 1, 2 and 3 statutory salaries has been assembled by a panel of experts from the Teachers Union and Icelandic Association of Local Authorities in cooperation with the Ministry of Education. Data on actual salaries has been compiled by the Statistics Office and reported for the first time in this survey. The statutory salary of teachers in ISCED 3 is a combination of a general agreement on pay and a special agreement for each institution, an institutional framework for salaries. The institutional agreements are specific for each institution. In order to arrive at an estimated statutory salary for ISCED 3 teachers an institutional agreement was selected from one representative school. The data reported is an estimation based on a representative selection of a school and group of teachers. Statutory salaries at upper secondary level in 2019/20 are estimates based on statutory salaries of 2018/2019.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Included are two annual one time payments. One in December and one in June. Applies to all school levels, both public and government dependent schools.

Notes on interpretation: For pre-primary, a collective agreement exists between The Association of Local Authorities and The Teachers Union on behalf of the Union of Pre-School Teachers, starting June 1 2015 and ending March 31 2019. The agreement outlines, pay, pay-scales and progression, organisation of working time, other rights and compensations, professional development, sick leave and vacation time. The collective agreement applies to public and private schools.

For primary a lower secondary, a collective agreement between The Association of Local Authorities and The Teachers Union on behalf of the Union of School Teachers, starting December 1 2016 and ending November 30 2017. Renewed agreement dated December 1 2017 ending June 30 2019. The agreement outlines, pay, pay-scales and progression, organisation of working time, other rights and compensations, professional development, sick leave and vacation time. The collective agreement applies to public and private schools.

For upper secondary, there is a base collective agreement, but each institute enters into a specific institutional agreement which compensates the institute for extra expenses in salaries.
Comments on qualification of teachers: Minimum qualification to obtain a teacher certificate is proscribed by law and is equivalent to 5 years of university education, or a master’s degree (ISCED 7).

Practicing teachers are required to spend 150 hours of each school year in professional development, which may include formal education equivalent to ECTS credits. Therefore, most prevalent education of a teacher with 15 years of experience is the minimum requirement plus any additional credit worth of professional development attained during the course of these 15 years. This is estimated to be the equivalent of 60 ECTS credits (this is an estimate provided by the teacher union).

Comments on social benefits of teachers: In the Icelandic labour market to teachers, regarding the social benefits, applies the same as to all other workers. Back to main table for this Indicator

Ireland:

Notes on coverage and methodology: The salary range for teachers with the minimum qualification (range A) is based on the salary scales in place from 1 January 2011. The salary range C refers to the salary arrangements in place for teachers appointed prior to 2011.

Notes on interpretation: (pre-primary) Salaries for practitioners in early childhood settings are set by the owners of the settings which are private entities. The only requirement on the settings is that the practitioners are paid at least the national minimum wage for an experienced adult employee in accordance with the National Minimum Wage Act. Since 1st January 2019, the national minimum wage was EUR 9.80 per hour which increased to EUR 10.10 per hour for an experienced adult worker on 1st January 2020.

(Pre-primary) From 31 December 2016, as stated in the Child Care Act (Early Years Services) Regulations 2016, all staff working directly with children are required to hold a minimum of Level 5 Major Award on the National Framework of Qualifications in Early Childhood Care and Education. The State pays a capitation fee to playschools and daycare services participating in the Early Childhood Care and Education scheme. In return, they provide a pre-school service free of charge to all children within the qualifying age range for a set number of hours over a set period of weeks. For Preschool Services participating in the ECCE scheme, room leaders are required to hold a minimum QQI Level 6 Major Award in Early Childhood Care and Education (or equivalent) from December 2016. A higher capitation is also available to Preschool Services where the Preschool Leader has achieved a major award in early childhood care and education at Level 7 on the National Framework of Qualifications (NFQ) and where the assistants have achieved the minimum Level 5 Award.

Comments on qualification of teachers:

(Pre-primary) From 31 December 2016, as stated in the Child Care Act (Early Years Services) Regulations 2016, all staff working directly with children are required to hold a minimum of Level 5 Major Award on the National Framework of Qualifications in Early Childhood Care and Education. The State pays a capitation fee to playschools and daycare services participating in the Early Childhood Care and Education scheme. In return, they provide a pre-school service free of charge to all children within the qualifying age range for a set number of hours over a set period of weeks. For Preschool Services participating in the ECCE scheme, room leaders are required to hold a minimum QQI Level 6 Major Award in Early Childhood Care and Education (or equivalent) from December 2016. A higher capitation is also available to Preschool Services where the Preschool Leader has achieved a major award in early childhood care and education at Level 7 on the National Framework of Qualifications (NFQ) and where the assistants have achieved the minimum Level 5 Award.

(Primary) These are the minimum qualifications for entry to teaching in accordance with the teaching qualification pathway followed by the teacher i.e concurrent teacher education programme or consecutive education programme. The salary for teachers with minimum qualifications is for teachers who entered teaching from 2011, as effective from 1 September 2019. Under this revised payscale for new entrants to teaching from 2011, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2011 has incorporated qualification allowances previously provided for separately. This increase of 8.4% is because teachers are now on point 13 after 10 years rather than point 11.

(Lower secondary) These are the minimum qualifications for entry to teaching in accordance with the teaching qualification pathway followed by the teacher i.e concurrent teacher education programme or consecutive education programme. The salary for teachers with minimum qualifications is for teachers who entered teaching from 2012, as effective from 1 September 2019. Under this revised payscale for new entrants to teaching from 2012, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2012 has incorporated qualification allowances previously provided for separately.

(Upper secondary) These are the minimum qualifications for entry to teaching in accordance with the teaching qualification pathway followed by the teacher i.e concurrent teacher education programme or consecutive education programme. The salary for teachers with minimum qualifications is for teachers who entered teaching from 2012, as effective from 1 September 2019. Under this revised payscale for new entrants to teaching from 2012, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2012 has incorporated qualification allowances previously provided for separately.

Notes on interpretation: (pre-primary) Salaries for practitioners in early childhood settings are set by the owners of the settings which are private entities. The only requirement on the settings is that the practitioners are paid at least the national minimum wage for an experienced adult employee in accordance with the National Minimum Wage Act. Since 1st January 2019, the national minimum wage was EUR 9.80 per hour which increased to EUR 10.10 per hour for an experienced adult worker on 1st January 2020.

(Pre-primary) From 31 December 2016, as stated in the Child Care Act (Early Years Services) Regulations 2016, all staff working directly with children are required to hold a minimum of Level 5 Major Award on the National Framework of Qualifications in Early Childhood Care and Education. The State pays a capitation fee to playschools and daycare services participating in the Early Childhood Care and Education scheme. In return, they provide a pre-school service free of charge to all children within the qualifying age range for a set number of hours over a set period of weeks. For Preschool Services participating in the ECCE scheme, room leaders are required to hold a minimum QQI Level 6 Major Award in Early Childhood Care and Education (or equivalent) from December 2016. A higher capitation is also available to Preschool Services where the Preschool Leader has achieved a major award in early childhood care and education at Level 7 on the National Framework of Qualifications (NFQ) and where the assistants have achieved the minimum Level 5 Award.

Comments on qualification of teachers:

(Pre-primary) From 31 December 2016, as stated in the Child Care Act (Early Years Services) Regulations 2016, all staff working directly with children are required to hold a minimum of Level 5 Major Award on the National Framework of Qualifications in Early Childhood Care and Education. The State pays a capitation fee to playschools and daycare services participating in the Early Childhood Care and Education scheme. In return, they provide a pre-school service free of charge to all children within the qualifying age range for a set number of hours over a set period of weeks. For Preschool Services participating in the ECCE scheme, room leaders are required to hold a minimum QQI Level 6 Major Award in Early Childhood Care and Education (or equivalent) from December 2016. A higher capitation is also available to Preschool Services where the Preschool Leader has achieved a major award in early childhood care and education at Level 7 on the National Framework of Qualifications (NFQ) and where the assistants have achieved the minimum Level 5 Award.

(Primary) These are the minimum qualifications for entry to teaching in accordance with the teaching qualification pathway followed by the teacher i.e concurrent teacher education programme or consecutive education programme. The salary for teachers with minimum qualifications is for teachers who entered teaching from 2011, as effective from 1 September 2019. Under this revised payscale for new entrants to teaching from 2011, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2011 has incorporated qualification allowances previously provided for separately. This increase of 8.4% is because teachers are now on point 13 after 10 years rather than point 11.

(Lower secondary) These are the minimum qualifications for entry to teaching in accordance with the teaching qualification pathway followed by the teacher i.e concurrent teacher education programme or consecutive education programme. The salary for teachers with minimum qualifications is for teachers who entered teaching from 2012, as effective from 1 September 2019. Under this revised payscale for new entrants to teaching from 2012, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2012 has incorporated qualification allowances previously provided for separately.

(Upper secondary) These are the minimum qualifications for entry to teaching in accordance with the teaching qualification pathway followed by the teacher i.e concurrent teacher education programme or consecutive education programme. The salary for teachers with minimum qualifications is for teachers who entered teaching from 2012, as effective from 1 September 2019. Under this revised payscale for new entrants to teaching from 2012, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2012 has incorporated qualification allowances previously provided for separately.
teaching from 2012, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2012 has incorporated qualification allowances previously provided for separately. The salary for teachers with minimum qualifications is for teachers who entered teaching from 2012 as effective from 1 January 2018. Under this revised payscale for new entrants to teaching from 2012, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2012 has incorporated qualification allowances previously provided for separately.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The salaries of teachers with other minimum qualifications are applicable to teachers who entered teaching prior to 1 January 2011 and include minimum qualification allowances in addition to their base salaries. At ISCED 1, the salary includes salary at relevant point on common salary scale for teachers (EUR 51,312 at 12th point of scale after 10 years; EUR 57,154 at 17th point of scale after 15 years; EUR 64,302 at top of scale) + allowance for Bachelor Education (Pass) Degree (EUR 1,842). At ISCED 24 and ISCED 34, the salary includes the salary at the relevant point on the common salary scale (EUR 52,720 at 13th point of scale after 10 years; EUR 57,154 - at 18th point of scale after 15 years; EUR 64,302 at top for scale) + allowance of EUR 1,842 for primary degree (pass) and allowance of EUR 591 for Post Graduate Diploma in Education (Pass). Teachers at the top of their career after 10 years also receive a long service allowance of EUR 2,324. The salaries of teachers with the most prevalent qualification at each stage in the career (for primary and secondary at 10 years or more experience) are applicable to teachers who entered teaching prior to 1 January 2011 and include qualification allowances in addition to their base salaries. At ISCED 1, the salary includes salary at relevant point on common salary scale for teachers (EUR 50,430 - at 12th point of scale after 10 years; EUR 56,171 at 17th point of scale after 15 years; EUR 63,196 at top of scale) + allowance for Bachelor Education (Honours) Degree (EUR 4,918). At ISCED 24 and ISCED 34, the salary includes the salary at the relevant point on the common salary scale (EUR 51,813 at 13th point of scale after 10 years; EUR 56,171 - at 18th point of scale after 15 years; EUR 63,196 at top for scale) + allowance of EUR 4,918 for primary degree (Honours) and allowance of EUR 591 for Post Graduate Diploma in Education (Pass). Teachers at the top of their career after 10 years also receive a long service allowance of EUR 2,324. The salaries of teachers who are not. All new teachers who join the education system receive their salaries according to the wage is an average between the salaries of the F.T.E. teachers included in the reform and the salaries of the FTE teachers who are not. All new teachers who join the education system receive their salaries according to the terms and conditions of the "Oz Letmura Reform". For the upper secondary education, the reported salary for teachers with minimum qualifications is for teachers who entered teaching from 2012 as minimum ISCED 6 first-degree qualification. Since 2011, the minimum level of qualification for kindergarten teachers is also ISCED 6.

Israel:

Notes on coverage and methodology: Since 2009, in pre-primary, primary and lower secondary education, there has been a significant change in teachers' salaries. This change is due to the implementation of the New Horizon Reform in these levels of education. Since the new reforms, a starting teacher begins with an ISCED 6 first-degree qualification (BA) minimum. Since 2009, all school teachers, whatever their years of experience, need a minimum ISCED 6 first-degree qualification. Since 2011, the minimum level of qualification for kindergarten teachers is also ISCED 6.

Comments on salary scales: Since the new reforms, a starting teacher begins with an ISCED 6 first degree qualification (BA) minimum. In 2019/20, the New Horizon reform implementation in all levels of education exceeded about 99% of the F.T.E. teachers position. In upper secondary education, 83% of the teachers worked under the terms and conditions of the "Oz Letmura Reform". For the upper secondary education, the reported wage is an average between the salaries of the F.T.E. teachers included in the reform and the salaries of the FTE teachers who are not. All new teachers who join the education system receive their salaries according to the terms of the new reforms. The wage table of the "New Horizon Reform" is based on nine promotional levels; each level represents a 7.5% increase in salary.

Notes on interpretation: Annual statutory teacher salary is based on salary tables according to the Wage Agreements and includes necessary adjustments and supplements paid one time a year to all the teachers, like bonus for vacation, clothing and "Long School Day". The remuneration for subjects/level coordination is cancelled for new teachers in the first year teaching, with the assumption that new teachers will not receive such duty.

The actual salary includes all the bonuses and allowances even if few teachers only received them. For the statutory salary we reported only the basic salary, the bonuses and allowances paid to all the teachers.

Comments on qualifications of teachers: All teachers with a minimum and a most prevalent qualification in Israel hold a bachelor's degree (ISCED 6) and a teaching certificate. Since the start of the implementation of the New Horizon Reform, the minimum and most prevalent qualifications are very similar, as teachers expect and require to be promoted in accordance to seniority and qualification. At the top of the salary scale, the only differences between minimum and most prevalent qualification come from professional development activities. Teachers with most prevalent qualifications have higher professional development. Professional development activities come with higher remuneration.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Vacation/Clothing/Jubilee Grant. The remuneration for subjects/level coordination is cancelled for new teachers in the first year teaching, with the terms and conditions of the "Oz Letmura Reform". For the upper secondary education, the reported salary for teachers with minimum qualifications is for teachers who entered teaching from 2012 as minimum ISCED 6 first-degree qualification. Since 2009, all school teachers, whatever their years of experience, need a minimum ISCED 6 first-degree qualification. Since 2011, the minimum level of qualification for kindergarten teachers is also ISCED 6.

Notes on coverage and methodology: Since 2009, in pre-primary, primary and lower secondary education, there has been a significant change in teachers' salaries. This change is due to the implementation of the New Horizon Reform in these levels of education. Since the new reforms, a starting teacher begins with an ISCED 6 first-degree qualification (BA) minimum. Since 2009, all school teachers, whatever their years of experience, need a minimum ISCED 6 first-degree qualification. Since 2011, the minimum level of qualification for kindergarten teachers is also ISCED 6.

Notes on interpretation: Annual statutory teacher salary is based on salary tables according to the Wage Agreements and includes necessary adjustments and supplements paid one time a year to all the teachers, like bonus for vacation, clothing and "Long School Day".

The remuneration for subjects/level coordination is cancelled for new teachers in the first year teaching, with the assumption that new teachers will not receive such duty.

The actual salary includes all the bonuses and allowances even if few teachers only received them. For the statutory salary we reported only the basic salary, the bonuses and allowances paid to all the teachers.

Comments on qualifications of teachers: All teachers with a minimum and a most prevalent qualification in Israel hold a bachelor's degree (ISCED 6) and a teaching certificate. Since the start of the implementation of the New Horizon Reform, the minimum and most prevalent qualifications are very similar, as teachers expect and require to be promoted in accordance to seniority and qualification. At the top of the salary scale, the only differences between minimum and most prevalent qualification come from professional development activities. Teachers with most prevalent qualifications have higher professional development. Professional development activities come with higher remuneration.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Vacation/Clothing/Jubilee Grant. The remuneration for subjects/level coordination is cancelled for new teachers in the first year teaching, with the terms and conditions of the "Oz Letmura Reform". For the upper secondary education, the reported salary for teachers with minimum qualifications is for teachers who entered teaching from 2012 as minimum ISCED 6 first-degree qualification. Since 2009, all school teachers, whatever their years of experience, need a minimum ISCED 6 first-degree qualification. Since 2011, the minimum level of qualification for kindergarten teachers is also ISCED 6.

Notes on coverage and methodology: Since 2009, in pre-primary, primary and lower secondary education, there has been a significant change in teachers' salaries. This change is due to the implementation of the New Horizon Reform in these levels of education. Since the new reforms, a starting teacher begins with an ISCED 6 first-degree qualification (BA) minimum. Since 2009, all school teachers, whatever their years of experience, need a minimum ISCED 6 first-degree qualification. Since 2011, the minimum level of qualification for kindergarten teachers is also ISCED 6.

Notes on interpretation: Annual statutory teacher salary is based on salary tables according to the Wage Agreements and includes necessary adjustments and supplements paid one time a year to all the teachers, like bonus for vacation, clothing and "Long School Day".

The remuneration for subjects/level coordination is cancelled for new teachers in the first year teaching, with the assumption that new teachers will not receive such duty.

The actual salary includes all the bonuses and allowances even if few teachers only received them. For the statutory salary we reported only the basic salary, the bonuses and allowances paid to all the teachers.

Comments on qualifications of teachers: All teachers with a minimum and a most prevalent qualification in Israel hold a bachelor's degree (ISCED 6) and a teaching certificate. Since the start of the implementation of the New Horizon Reform, the minimum and most prevalent qualifications are very similar, as teachers expect and require to be promoted in accordance to seniority and qualification. At the top of the salary scale, the only differences between minimum and most prevalent qualification come from professional development activities. Teachers with most prevalent qualifications have higher professional development. Professional development activities come with higher remuneration.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Vacation/Clothing/Jubilee Grant. The remuneration for subjects/level coordination is cancelled for new teachers in the first year teaching, with the terms and conditions of the "Oz Letmura Reform". For the upper secondary education, the reported salary for teachers with minimum qualifications is for teachers who entered teaching from 2012 as minimum ISCED 6 first-degree qualification. Since 2009, all school teachers, whatever their years of experience, need a minimum ISCED 6 first-degree qualification. Since 2011, the minimum level of qualification for kindergarten teachers is also ISCED 6.
Notes on qualifications of teachers: (pre-primary) the minimum qualification consists of a specific master on education (ITE). Pre-primary school teachers, after the completion of their specific ITE, have to pass a public competition at national level to entry to the profession. After being assigned to a teaching position, teachers are required to pass a one-year probationary period, in order to become fully qualified teachers.

(Primary) the minimum qualification consists of a specific master on education (ITE). Primary school teachers, after the completion of their specific ITE, have to pass a public competition at national level to entry to the profession. After being assigned to a teaching position, teachers are required to pass a one-year probationary period, in order to become fully qualified teachers.

(Lower secondary) To become a qualified teacher, HEIs graduates have to pass a competition. To be admitted to this competition, the candidates have to complete 24 ECTS in anthropo - psycho - pedagogical subjects as well as in teaching methodologies and technologies. These 24 ECTS can be obtained during master's degree programmes (if included) or after the completion of master's degree programmes (if not included). Those who pass the competitions are hired with permanent contracts and, after being hired, will follow an induction period of one year.

(Uppers secondary) To become a qualified teacher, HEIs graduates have to pass a competition. To be admitted to this competition, the candidates have to complete 24 ECTS in anthropo - psycho - pedagogical subjects as well as in teaching methodologies and technologies. These 24 ECTS can be obtained during master's degree programmes (if included) or after the completion of master's degree programmes (if not included). Those who pass the competitions are hired with permanent contracts and, after being hired, will follow an induction period of one year.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: 13th month, Professional Salary Profit (three class of years of service - the same to ISCED), contractual allowances: Back to main table for this Indicator

Japan:
Notes on coverage and methodology: Statutory salaries are described based on the model salary schedule for reference placed in ordinance in many prefectures.

Additional payments that all teachers receive on top of their base salaries that are included in statutory salaries: Terminal allowance, special allowance for compulsory education staff

Notes on interpretation: Comments on qualifications of teachers: The most prevalent qualification of teachers is defined as the required qualification to comply with the requirements to enter to the teaching profession in the public sector. In this sense, minimum and most prevalent qualifications of teachers are the same. In Japan, teachers have to obtain an “educational personnel certificate”, defined by the Education Personnel Certification act, to be licenced teachers, in addition to having a given ISCED level of attainment. An educational attainment, such as a bachelor's degree, is part of the basic requirements to be a certified teacher. The typical level of attainment in Japan is an ISCED-A 660 qualification except for pre-primary education. Teachers in pre-primary school can be holders of an ISCED 540 or 660 qualifications. In order to receive the teacher certificate ISCED-A 660 graduates need more credit points than ISCED-A 540 graduates. Teachers' certificates for pre-primary education are awarded to graduates with ISCED-A 540 and 660 but the proportions vary every year.

Comments on social benefits of teachers: Teachers in Japan are as well as non-teaching staff working for public schools as civil servants and they are covered by the same social security system, whereas other workers in the private sector are covered by a different one. Back to main table for this Indicator

Korea:
Notes on coverage and methodology: Salaries are calculated on the basis of the law and regulations as well as a typical teacher’s career. The Cabinet of Ministers issues the regulation where minimum (lowest) monthly salary rate for teachers is defined.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Allowance for good attendance, Holiday bonuses, Allowances for meals and transportation expenses, Allowance for the teaching profession.

Notes on interpretation: Comments on qualifications of teachers: In Korea, teachers have to hold a teaching certificate to be fully qualified teachers. Most often, teachers with 15 years of experience and most prevalent qualification, teaching in all levels of education, hold the First Class Teacher Certificate.

In terms of their level of attainment, teachers with most prevalent qualification at pre-primary level hold ISCED 6 qualifications. In primary and lower secondary education the majority of teachers hold an ISCED 6 qualification. In what concerns the minimum qualifications of teachers, these are all identical as the most prevalent qualifications expect for teachers in pre-primary education, where the minimum is an ISCED 5 qualification, although the proportion of teachers with this level of attainment is very low (about 5%). Back to main table for this Indicator
Notes on coverage and methodology: The Regulation only sets the minimum monthly salary rate. School heads decide on the teachers' salaries depending on their workload and performance and on the school budget. Salaries can be higher but not lower than the minimum defined in the Regulation.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The Regulation says that a teacher receives his/her monthly remuneration for working time in astronomical hours, including breaks between the lessons. A teacher's workload includes teaching of lessons, preparation of lessons, and individual work with pupils/students, marking/correcting of student's papers, responsibilities of class (group) teacher, methodology work, project management, and other activities related to the development of education institution.

Notes on interpretation: The regulation on teachers' work remuneration sets only minimum monthly salary rate. In compliance with the teachers salary increase schedule, with September 2019 the minimum salary rate for all ISCED 0-3 teachers was EUR 750 for one work-load per month.

Notes on qualifications of teachers: The Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Pedagogues (2014) defines requirements for necessary education and professional qualifications for teachers working at pre-primary, primary, secondary and tertiary education level. These requirements are necessary for all teachers to work in the teaching profession, without specifying teachers or making a distinction on minimal, maximal or most prevalent qualifications. The requirements refer to a higher education qualification (Bachelor or Master level) and a professional teacher's qualification.

According to the regulation a prospective student teacher in his/her final year(s) of initial teacher education may already work in school or pre-school as a teacher. These young teachers are referred here as starting teachers with minimum level of qualification. The actual percentage of such teachers is derived from the State Education Information System.

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Lithuania:

Compared to previous year data, statutory salaries at pre-primary, primary and secondary levels increased by 30% to 43% (depending on the stage of the career) due to the combination of an increase in salaries of teachers and an increase of taxes included in gross salaries reported.

Notes on coverage and methodology: Procedure of salary Payment to the Staff of Educational Institutions and Educational Staff of Other Institutions, approved by Minister of Education and Science (order No. XIII-198, 2017 January 17). Teachers qualification depends on years of experience.

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Luxembourg:

Compared to previous year data, the part of the social security and the pension scheme paid by the employers are excluded from the reported statutory salaries (-2.8% for social security and -8% for pension scheme compared to the reported statutory salaries the previous years), as required by the guidelines of the data collection.

Notes on coverage and methodology: Statutory salaries are calculated on the basis of point indiciaire assigned to public servants, including teachers, during their career with the value of one point indiciaire taking account of adjustments for cost of living. This gives the gross salary per month before any deductions or allowances. This amount is then annualised and included the 13th salary at the end of a year (a bonus paid as part of annual salary to all teachers, as stated in the relevant legislation). The points indiciaires increase with years of experience, and according to career progression (at different rates for ISCED 1 and ISCED 2 and 3).

Actual salary data are derived the statutory amounts. The average reported for all teachers is equivalent to the sum of the annual salary at the beginning and end of the career, divided by 2.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Payments on social security and pension scheme are included (including part paid by the employee, excluding part paid by the employer). Due to restrictions regarding privacy, actual salaries of teachers cannot be accessed and therefore statutory salaries are reported.

Notes on interpretation: Comments on qualifications of teachers: In Luxembourg the minimum level of qualification is equal to the most prevalent qualification level of qualification of teachers for all levels of education. The minimum qualification is a bachelor degree for a primary or primary teacher and a Master degree for a teacher in the secondary level.

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Mexico:

Notes on coverage and methodology: Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Christmas bonus, Vacation bonus, Extraordinary payment for curricular services, Assignment for the organisation of the school year, End-of-year compensation, Assignment of cultural activities, Days of permanence for support in education, Compensation for strengthening temporary and compatible compensation, Help transportation, Extraordinary annual payment, National single compensation.
Comments on salary scales: Programme of magisterial career for ISCED levels 02, 1 and 24: The magisterial career is a horizontal promotion system in which teachers participate voluntarily and individually. They have the possibility of promoting themselves to the following level. They must meet the requirements and are evaluated according to normative rules. A teacher’s career starts for all participants at the traditional level. The programme consists of five stimulus levels or scales (see salary scales). A teacher must stay in each level for a given period of time before being promoted to the next level. This programme has three categories: classroom teachers (1st), personnel with directive or supervisory functions (2nd), and teachers who develop technical or pedagogical activities (3rd). The objective is to help improve the quality of education by recognising and stimulating the work of the best teachers. It also reinforces interest in the continuing improvement of teachers; it enhances the teaching vocation and encourages teachers to remain in the teaching profession. It also supports teachers who work in underdeveloped areas in the country.

Notes on qualifications of teachers: Starting teacher with most prevalent level of qualification: level of payment Traditional. Teacher with most prevalent level of qualification and 10 years of experience: level of payment K1A (10 years old at work) Teacher with most prevalent level of qualification and 15 years of experience: level of payment K1B (15 years old at work) Teacher with most prevalent level of qualification at top of salary scale: level of payment K1C (15 years old at work).

Notes on interpretation: Comments on qualifications of teachers: Starting teacher with most prevalent level of qualification: level of payment Traditional. Teacher with most prevalent level of qualification and 10 years of experience: level of payment K1A (10 years old at work) Teacher with most prevalent level of qualification and 15 years of experience: level of payment K1B (15 years old at work) Teacher with most prevalent level of qualification at top of salary scale: level of payment K1C (15 years old at work).

Notes on coverage and methodology: The statutory salary reported in the data collection is the total statutory salary of a year (allowances included), weighted by the ratio in salary scales on 1 October 2019 for all the categories if applicable. ISCED 02 and 1: Weighted salary 10 years and 15 years is: (71,4/100 x L10) + (28,1/100 x L11) + (0,5 x L12). Two changes in contrast to previous years: First change the start salary is weighted between L10 and L11 because it is possible to start in either. Second change is dat maximum-salary from L11 to L12, because of the increase in population from 0,4% to 0,5%, rounded with zero decimals to 1%. The salaries of the three salary scales are the same country-wide. ISCED 24 and 34: Weighted salary start, 10 years and 15 years is: (41,5/100 x LB) + (33,1/100 x LC) + (25,4/100 x LD). Unweighted maximum salary is LD. The salaries of the three salary scales are the same country-wide. In the Randstad area (Urban region in the western part of the Netherlands) more teachers have a higher salary scale (Randstadregeling). Unweighted maximum-salary (scale LD) and the weighted one for the start and 10 years (scales LB, LC and LD). Most of the teachers in secondary education teach at ISCED level 2 and ISCED level 3.

The salary ranges and the proportion of teachers who are in each range can be found in Table X3.D3.5.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: holiday pay (8%), year-end allowances (7.1% in ISCED 0,2 and 1 and 8% in ISCED 24 and 34)

Notes on interpretation: ISCED 02 and 1: Since 2018 salaryscales have been renamed, LA is now L10, LB is L11 and LC is L12 ISCED02: only teachers in primary schools (group 1 and 2, children in age group 4 and 5 at the start of the schoolyear). Daycare is excluded. ISCED24/34: A second degree qualification is required for teachers in lower secondary education and a first degree qualification for teachers in upper secondary (general) education. This qualification level is related to the initial teacher preparation. Generally teachers in upper secondary education have more often salary scale LD and teachers in lower secondary education have more often LB or LC. But the distribution of teachers between these different scales at these ISCED levels is not exactly known. A related problem is that this classification does not correspond with the bachelor/master classification. For example the master Special Educational Needs does not result in a first degree qualification.

Comments on social benefits of teachers: In the Netherlands, pension and/or social security system differ for teachers compared to other workers in the private sector.

New Zealand:

Compared to previous year, statutory salaries for teachers and school heads increased as a consequence of a new collective agreement agreed in 2019 and implemented in 2019.

Notes on coverage and methodology: The New Zealand Education System does not have a separate explicit ISCED 24 system. ISCED level 24, “Lower secondary” covers Years 7-10 in the New Zealand system. Year 7-8 are part of New Zealand’s “primary” system and years 9-10 are part of New Zealand’s “secondary” system. Data for lower secondary level salaries reflects an average of two scales as data for ISCED 24 is the average of ISCED levels 1 and 34.

Comments on salary scales: There is only one pay scale in New Zealand. The gross salaries at the top of the scale are given for ISCED 1 and 34 only. Teachers, who work in schools that teach ISCED24, are paid in accordance with one of the two collective teaching contracts.
Notes on interpretation: In New Zealand, primary school is from year 1 to 8, and secondary school is from year 9 to 13. For Education at a Glance reporting, ISCED 1, primary education, covers years 1 to 6, and ISCED 34, upper secondary, covers years 11 to 13. ISCED 24, lower secondary education figures are the averages of primary education and upper secondary education. The teachers of the first two years of ISCED 24 (years 7 and 8) have the same salary conditions as those for ISCED 1, while the last two years of ISCED 24 (year 9 and 10) have the same salary and as those for ISCED 34. Therefore the ISCED 1 figure applies to Years 7 and 8 of ISCED 24. The ISCED 34 figure applies to Years 9 and 10 of ISCED 24. The reported ISCED 24 figure is an average of these two. Caution should be used in interpreting the figures because this average does not reflect any real situation in New Zealand. The last increase in the teachers base scale salary was effective on July 2020.

Further changes to the information published in previous years do not reflect a real change as well, but a reporting revision. Therefore caution should be used when interpreting the figures.

Teachers reach the top of the scale typically after 7 years; hence statutory salaries will be the same for all three time point: 10 years, 15 years, and the typical point when they reach the top of the scale. Therefore in New Zealand, any teacher who has been teaching for 10 years is considered to be at the top of the salary scale. Progression is on an annual basis subject to competent performance (a test situation against national professional standards), so a teacher would be expected to progress one step each year. Entry points differ according to the level of qualification upon entry into the service. In addition, the number of years it takes teachers to progress to the maximum salary step is dependent upon their qualifications.

Comments on qualifications of teachers: There are different types of qualifications that are linked to the educational level, which again determines the statutory salary level of the teachers:

a) Bachelor's Degree (180 ECTS)
b) Bachelor's Degree (240 ECTS)
c) Bachelor's Degree (300 ECTS)
d) Master's Degree (300 ECTS)
e) Master's Degree (360 ECTS or more)

At the pre-primary (ISCED 0) level, there is no difference between the minimum and maximum level of qualification. Thus, the most prevalent qualification is the minimum level, which is a) At the primary (ISCED 1), lower secondary (ISCED 24) and upper secondary (ISCED 34) level; the minimum required level of education is b). However, the most prevalent qualification varies between the ISCED levels. At the primary and lower secondary level, the most prevalent level of education is c). At the upper secondary level, the most prevalent level of education is e) The salary level in primary, lower secondary and upper secondary education depends on the level of education; i.e. a teacher in primary education has the same statutory salary level as a teacher in upper secondary education if both of them have the same level of education and the same years of experience.

Comments on social benefits of teachers: The pension system for teachers in Norway does not differ significantly to the one of other workers in the public sector, but it does differ from workers in the private sector.

Norway:

Notes on coverage and methodology: The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers' unions determines statutory minimum salaries. The local authorities are free to set the wages higher than the minimum wages in the collective agreement.

Notes on interpretation: Comments on qualifications of teachers: There are different types of qualifications that are linked to the educational level, which again determines the statutory salary level of the teachers:

a) Bachelor's Degree (180 ECTS)
b) Bachelor's Degree (240 ECTS)
c) Bachelor's Degree (300 ECTS)
d) Master's Degree (300 ECTS)
e) Master's Degree (360 ECTS or more)

At the pre-primary (ISCED 0) level, there is no difference between the minimum and maximum level of qualification. Thus, the most prevalent qualification is the minimum level, which is a) At the primary (ISCED 1), lower secondary (ISCED 24) and upper secondary (ISCED 34) level; the minimum required level of education is b). However, the most prevalent qualification varies between the ISCED levels. At the primary and lower secondary level, the most prevalent level of education is c). At the upper secondary level, the most prevalent level of education is e) The salary level in primary, lower secondary and upper secondary education depends on the level of education; i.e. a teacher in primary education has the same statutory salary level as a teacher in upper secondary education if both of them have the same level of education and the same years of experience.

Comments on social benefits of teachers: The pension system for teachers in Norway does not differ significantly to the one of other workers in the public sector, but it does differ from workers in the private sector.

Poland:

There were two increases in teachers' base salaries since last year on 1 January 2019 basic salaries increased by 5% and on 1 September 2019 basic salary increased by 9.6%
Notes on coverage and methodology: Annual statutory teacher salaries include additional payments that constitute a regular part of the annual base salary such as the seniority allowance, the 13th pay and holiday benefits.

In case of teachers with 10 years of experience calculation was based on the salary of teachers who are classified as 'appointed teachers' on the professional promotion scale.

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.

Notes on interpretation: The amended Teachers' Charter (adoption on the 18th of February 2000) has introduced four grades in the teaching career (steps on the professional advancement scale): - trainee teacher- contract teacher- appointed teacher- chartered teacher. There are no differences in the remuneration systems between teachers teaching in general and vocational programmes. Any possible differences in scheduled gross annual salaries of teachers in vocational and general programmes may be due to different minimum qualifications required from these teachers. Salaries of educational personnel who may not have pedagogical qualifications (that may happen in the case of professional personnel who teach vocational subjects) cannot be higher than a salary of the teacher with the highest promotion grade (chartered teacher). Only a small percentage of professional personnel does not have pedagogical qualifications (around 1%) in the population of all teachers/professional personnel teaching vocational subjects at the ISCED levels from 3-5. In Poland the number of teachers with the lowest qualifications is negligible, so the results for this group are not representative and should not be published. Due to the educational reform in Poland implemented since the beginning of 2017, 3-year lower secondary school called gimnazjum (ISCED 24) ceased to operate in 2019 after the last cohort of students completed this type of school. The main assumptions of the education reform are the liquidation of lower secondary schools and the return to the eight-year primary school, as well as the modification of vocational education by replacing basic vocational schools with stage I sectoral vocational schools. One of the objectives of the reform is also to extend the cycle of education in general secondary schools from three to four years and in technical secondary schools from four to five years. Since school year 2019/20 ISCED 1 includes 4 years of primary school (grades 1-4) and ISCED 2 includes another 4 years of primary school (grades 5-8). Following the above changes, the minimum requirements for teachers at ISCED level 2 have been adjusted (Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)). The new ISCED division in primary school grades (ISCED 1 - grades 1-4; ISCED 2 -grades 5-8) has resulted in a reduction of the required level of teacher qualification at ISCED level 2. This has its influence into the calculation of minimum statutory salaries, which depend on qualifications.

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Portugal:

Notes on coverage and methodology: Data refers to full-time equivalent teachers from public schools under the tutelage of the Ministry of Education, excluding vocational schools. However, at secondary level, teachers may teach general and/or vocational courses. Regardless of the entry qualifications and the education level, all teachers are paid on the same salary range, which consists of ten levels of four years each, except the 5th level which lasts two years.

The criteria ruling salary progression include participation in professional development activities and quotas. Lower and upper secondary teachers belong to the same formal group (i.e.professores do 3.º ciclo do ensino básico e do ensino secundário). For this data collection, each teacher has been classified in the ISCED level in which his/her teaching load is higher.

In Portugal, the teachers career is unicategorical (e.g., the same, for all ISCED levels). It is composed by ten levels, all with the duration of 4 years, except the 5th level with 2 years. The progression is dependent on a set of rules, from participation in professional development activities, to the setting of quotas.

As a large proportion of upper secondary teachers teach both General courses and Vocational ones (and often at the same institution), Portugal reports aggregated data for upper secondary teachers in "General" (34) and "Vocational" (35). A teacher who does not teach scientific-humanistic courses in a given school year, may teach these courses in the following year.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Teachers are paid overtime work for the hours they teach beyond the statutorily established. The cost per hour depends on the position in the teaching career and the number of overtime hours (25% for the first hour and 50% for the second or more hours).

Notes on interpretation: In Portugal, regardless of the admissible teaching entry qualifications, all the teachers are paid accordingly to the same salary range.

Comments on qualifications of teachers: In Portugal minimum, most prevalent and maximum qualification of teachers can be considered as the same. Therefore the most prevalent qualification of teachers with 15 years of experience is a pre-bologna Licenciatura/post-Bologna Mestrado degree (ISCED 2011 level 7) and being a fully qualified teacher (e.g. approving provisional periods and other criteria). In addition, they have to undergo a
certain length of service and approve periodical evaluations. To become a teacher they must have pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions); Back to main table for this Indicator

Scotland (United Kingdom):
Notes on coverage and methodology: The salary scales for different levels of teaching staff are agreed nationally and pay scales are set by the Scottish Negotiating Committee for Teachers (SNCT, see http://www.sntc.org.uk/wiki/index.php?title=Appendix_2.1). SNCT is a tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. Data was cross-checked with Scottish Government officials responsible for the Scottish Negotiating Committee for Teachers and Early Learning and Childcare. Teachers' statutory salaries refer to the main grade scale.

As of April 2019, the starting salary is GBP 32 034 and goes to GBP 40 206 after 5 years.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: School teachers receive holiday pay.

Notes on interpretation: Comments on qualifications of teachers: "Pre-primary" is interpreted as Early Learning and Childcare (see http://www.gov.scot/Topics/People/Young-People/early-years/parenting-early-learning/childcare). "Entry to the teaching profession" is interpreted as having met the Standard for Full Registration, before which teachers will have met the Standard for Provisional Registration (see http://www.gtcs.org.uk/professional-standards/standards-for-registration.aspx

All teachers need a graduate degree or equivalent plus a teaching qualification to gain Qualified Teacher Status. Teaching qualifications include undergraduate degrees (BEd, BA, BSc; ISCED 6) and postgraduate qualifications (PGDE; ISCED 7). The Standard for Provisional Registration (SPR) specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with the General Teaching Council for Scotland (GTCS). Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers.

Comments on social benefits of teachers: Teachers occupational pensions are different from other workers. However, social security arrangements are standard for all workers (both public and private sectors). The quoted salaries are gross salaries. Back to main table for this Indicator

Slovak Republic:
Notes on interpretation: Moreover in the salary schedules of the Slovak Republic a higher level of qualification can increase the salary more than the years of experience, thus the differences in salaries for teachers with a minimum qualification and most prevalent qualification differ by around 10% in the categories salary after 15 years of experience and top scale but there is no difference between salaries for teachers with minimum qualification and most prevalent qualification in the categories starting salaries and salaries after 10 years of experience. Another explanation for the fact that there is no significant difference between both types of qualification, for starting salaries and salaries after 10 years of experience, is that sometimes minimum qualification is the same as most prevalent qualification.

Comments on qualifications of teachers: Slovak teachers in public schools are public servants. It is obligatory to have an attainment at ISCED 7 as the minimum qualification for teachers in public schools to teach at ISCED 1, ISCED 24 or ISCED 34. Kindergarten teachers need a minimum qualification of ISCED 34, but they can also have ISCED levels 6 or 7. For this reason, the difference between minimum qualification and most prevalent qualification of teachers in Slovak Republic is negligible.

Comments on social benefits of teachers: In the Slovak Republic the pension and social security system is exactly the same for teachers as for civil/public servants and for civil/public and private sector workers Back to main table for this Indicator

Slovenia:
Notes on coverage and methodology: Legislation and collective agreements specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades. Until the end of October 2019, teachers at ISCED levels 1 to 2 and teachers in general programmes at ISCED 34 level were placed in grades 31 to 44, and since November 2019, 32 to 45. Pre-school teachers (ISCED level 0) were placed until the end of October 2019 in grades 31 to 42, and, since November 2019, 32 to 43. Primary and lower secondary education (ISCED 1 and 2) are provided in the same schools in an integrated programme, and ISCED 01 and 02 as well.

Comments on annual statutory salaries of teachers with minimum qualification: Teachers' annual statutory salaries include: (I) basic salary of a teacher which is determined by the salary grade into which the post is classified or the teacher has acquired through salary progression, (II) length of service bonus (years of
employment; 0.33% of basic salary per year), (III) holiday bonus (EUR 940.58) and (IV) reimbursement for meals during work (on average EUR 3.98 per working day - for 10.5 months).

Each category of teachers is also classified in a particular salary grade according to the promotion of salary grades depending on years of experience and performance appraisal and to the promotion of professional title (three promotions on the teaching career ladder are possible: Mentor, Advisor and Councillor). The criteria for reporting the annual statutory teacher compensation for a teacher with minimum level of qualification includes the following characteristics:

**ISCED level 0:**
- Starting salary: 30. Salary grade (4 months); 31. salary grade (8 months) + holiday bonus + reimbursement for meals during work;
- Salary after 10 years’ experience: holding professional title Mentor (mentor), 34. Salary grade (4 months); 35. salary grade (8 months) + length of service bonus for 10 years of employment + holiday bonus + reimbursement for meals during work;
- Salary after 15 years’ experience: holding professional title Advisor (svetovalec), 39. Salary grade (4 months); 40. salary grade (8 months) + length of service bonus for 15 years of employment + holiday bonus + reimbursement for meals during work;
- Salary at the top of the range: holding professional title Councillor (svetnik), 41. Salary grade (4 months); 42. salary grade (8 months) + length of service bonus for 40 years of employment + holiday bonus + reimbursement for meals during work.

**ISCED levels 1, 24 and 34:**
- Starting salary: 30. Salary grade (4 months); 31. salary grade (8 months) + holiday bonus + reimbursement for meals during work;
- Salary after 10 years’ experience: holding professional title Mentor (mentor), 35. Salary grade (4 months); 36. salary grade (8 months) + length of service bonus for 10 years of employment + holiday bonus + reimbursement for meals during work;
- Salary after 15 years’ experience: holding professional title Advisor (svetovalec), 40. Salary grade (4 months); 41. salary grade (8 months) + length of service bonus for 15 years of employment + holiday bonus + reimbursement for meals during work;
- Salary at the top of the range: holding professional title Councillor (svetnik), 43. Salary grade (4 months); 44. salary grade (8 months) + length of service bonus for 40 years of employment + holiday bonus + reimbursement for meals during work.

**Notes on qualifications:** In Slovenia, teachers may enter the teaching profession after acquiring initial teacher education (starting salary). After at least 5 months of experience they have to pass the state professional examination that fully qualifies them for teaching. A fully qualified teacher is: ISCED level 0: First cycle higher education degree in pre-school education (ISCED 6) and state professional examination; ISCED levels 1, 24 and 34: Adequate second cycle higher education degree (ISCED 7), state professional examination.

Prior to year 1996, the required minimum level of attainment of teachers at ISCED level 1 and 2 was adequate short-cycle higher education degree (ISCED 5). Due to policy change the qualification requirements raised, but reported data includes also teaching staff with attainment at ISCED level 5. Similarly, before 1996 the required qualification of teachers at ISCED 0 was adequate upper secondary (ISCED 3) or short-cycle higher education degree (ISCED 5), after that the qualification requirements increased (ISCED 6). These teachers receive salary that is one or two salary grades lower than it would be if they had the required level of attainment.

**Spain:**

**Notes on coverage and methodology:** The data provided are weighted average teachers’ statutory salaries, which have been calculated from the regional educational departments based on the salaries in different Autonomous Communities weighted by the number of teachers in each one of them.

In Spain, decisions regarding teachers’ and school heads’ salaries are made by the Central Government and by the education authorities of the 17 Autonomous Communities (top-level authorities). The Central Government establishes the basic salary, the amount for seniority (triennios, as term use in Spanish)) and the allowance related to the level of the civil servant position held; the Autonomous Communities, by their part, establish the allowances related to the teaching profession, to in-service training (sexenios, as term use in Spanish) as Continuous Professional Development (CDP), and other salary supplements. The basic extra pays are established by the Central Government, but its specific amounts are decided by the Autonomous Communities.

**Additional payments that all teachers receive on top of their base salaries and included in statutory salaries:** Teachers receive two extra payments per year. Each extra payment amounts to less than one month's basic salary plus part of the bonus linked to length of service. In addition, the extra payment, in most of the Autonomous Communities, includes all of the allowances.
Sweden:

Notes on coverage and methodology: There are not statutory salaries. The reported salaries refer to to actual salaries including bonuses and allowances for the calendar year 2019. All salaries refer to full-time salaries, which means that part-time salaries have been calculated on a full-time basis.

Salaries on upper secondary general programmes (ISCED 34) also include salaries for upper secondary vocational programmes (ISCED 35). Teachers who teach mathematics in a general programme and/or in a vocational programme are included. Note that the data does not include salaries for teachers teaching vocational subjects. Teachers on ISCED level 0 were included in the register in 1999. Therefore, the data on this level is not as reliable as for other ISCED levels. Data for teachers on ISCED 0 only include teachers in pre-school class and leisure time centres. This applies when data on teachers' salaries is reported on basis of work experience, since Sweden lack information about work experience for pre-school teachers.

Salaries on upper secondary level (ISCED 34) also include salaries for ISCED 35, vocational education.

Notes on interpretation: Salary scales do not exist in Sweden. Salaries and workings conditions are stipulated in the country-wide collective agreement between teacher’s union and the Swedish Association of Local Authorities and interpreted on a local level. Pay and working conditions are governed by collective agreements between the teacher unions and the employers’ organisation the Swedish Association of Local Authorities. These stipulate minimum salaries and general working conditions. The more specific salary and working conditions of individual teachers are determined locally (i.e. at school level) in an individual-based pay system.

Starting teacher has been interpreted as teachers having worked for 1-2 years and Minimum level of training as teachers with pedagogical qualifications. In both cases, the median salary value is reported for the teachers in this category and therefore there are no data on which percentage of all teachers receiving this salary. Top of salary scale has been interpreted as teachers belonging to the 90th percentile, which means that 10% of teachers have higher or the same salary. Most prevalent qualifications have been interpreted as teachers with minimum level of training, i.e. fully qualified teachers with pedagogical education. Data on maximum qualifications are not available for Sweden. Data are not reliable enough to be reported yet, due to the fact, that registers only contain the extent of studies included in degrees from 1995 onwards.

Comments on qualifications of teachers: Salary scales do not exist in Sweden. "Starting teacher" has been interpreted as teachers having worked for 1-2 years. The median value of these teachers' salaries is reported and therefore there are no data on which percentage of all teachers receiving this salary. "Minimum level of training" has been interpreted as teachers with pedagogical qualifications. The median values of these teachers' salaries are reported and therefore there are no data on which percentage of all teachers receiving this salary.

Data on "maximum qualifications" are not available for Sweden. Data are not reliable enough to be reported yet, due to the fact, that registers only contain the extent of studies included in degrees from 1995 onwards.

"Top of salary scale" has been interpreted as teachers belonging to the 90 percentile, which means that 10 % of teachers have higher or the same salary as the 90 percentile. Therefore there are no data on which percentage of all teachers receiving this salary.

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

To be qualified to teach at a school, a teacher should be registered and qualified for certain subjects and grades. Registration is required for a teacher to be able to independently set grades and to be a mentor to new teachers. Only registered teachers are qualified for permanent employment. A teacher can apply to be registered after a degree in initial teacher training. Generally, newly employed teachers must also complete an introductory period. The introduction should be adapted if the newly employed is newly graduated or has previous professional experience. The teacher will develop his/her teaching for a minimum of one academic year with the support of a mentor. Back to main table for this Indicator

Switzerland:

Notes on coverage and methodology: Teacher compensation is determined by the 26 cantons at the regional level. Figures for the statutory salaries per grade represent the weighted average of the cantonal legal requirements taking into account the number of full-time equivalents (in 2018/19).

Notes on interpretation: The differences between the cantons have to be interpreted in the context of their economic conditions, tax systems, living costs and wage levels.

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

Comments on qualifications of teachers: Teacher training in Switzerland underwent a change in the first decade of the years 2000. Newly trained pre-primary and primary school teachers have now qualifications at ISCED 64. The training programmes for teachers at the lower secondary level lead now to qualifications at ISCED 74.
Before the change of the training system, lower secondary teachers needed, depending on the performance track in which they taught, to have either qualification at ISCED 34 or at ISCED 64. Back to main table for this Indicator

Turkey:

Notes on coverage and methodology: Teachers are provided with an expense fee at the beginning of the educational year.

There was an increase in the salaries of the teachers and school heads because of the regular increase for all public service employees. Each year the government determines how much to increase salaries of public service employees.

Notes on interpretation: Calculations of teacher salaries are based on maximum teaching hours (30 lessons per week).

Comments on qualifications of teachers: In Turkey the minimum level of qualification is equal to the most prevalent qualification level of qualification of teachers for all levels of education. Back to main table for this Indicator

United States:

Notes on coverage and methodology: In the United States, most teacher compensation issues are decided at the school district level. However, 17 of 50 states currently make use of state-wide teacher salary schedules to guarantee some level of minimum pay for teachers based on qualifications and years of experience. For more detailed information on state teacher salary schedules, please see this policy analysis written by the Education Commission of the States: http://www.ecs.org/ec-content/uploads/State-Teacher-Salary-Schedules-1.pdf. The methodology for weighting departmentalized teachers differs between 2000 data and data for 2005-2013. Beginning in 2004, teachers were asked to indicate a grade level for each period taught and they were weighted using the grade for each period/class taught and counting the number of classes taught in each education level and using this to adjust the ISCED level weights. In 2000, teachers were not asked to specify grade levels for each period taught, so a question is used which asked teachers to indicate, overall, whether they taught students in each grade level. Each grade teachers indicated they taught was weighted equally to distributed teachers into ISCED levels for 2000.

Teachers’ salaries are decided at the local level and vary across local areas and states. There is no national salary scale in the United States. In reporting data for this survey, the U.S. relied on a nationally representative sample survey of schools, teachers and principals. Data on statutory salaries are reported for median salaries based on teacher’s reported base salaries.

Data on starting teachers are based on the median salary amounts earned by teachers with 2 or fewer years of teaching experience, in order to have larger sample sizes and more robust estimates. Across all ISCED levels, this represents about 10% of the teacher sample. In order to have larger sample sizes and more robust estimates, data on 10 years of teaching experience are based on the median salary amounts of teachers with 9, 10, and 11, years of teaching experience. Similarly, data on 15 years of teaching experience are based on the median salary amounts earned by teachers with 14, 15, or 16 years of teaching experience. Data on teachers at the top of the salary scale are based on the median salary amounts earned by teachers with 30 or more years of teaching experience.

Salary data comes from a sample survey of schools, teachers, and principals. Estimates from 2017-18 survey inflated to 2019-20 constant dollars using the Consumer Price Index (CPI)

Notes on interpretation: Comments on qualifications of teachers: The award given to teachers at the end of their initial teacher education, (typically) a bachelor’s degree, is not the same as the most prevalent qualification (for most ISCED levels and data years) but as the minimum qualification.

Data on salaries of teachers with most prevalent qualifications at the level of education are based on the median salary of all teachers with the qualification held by the largest proportion of teachers at each ISCED level (not necessarily the majority; but the most common qualification). For EAG 2020, the most prevalent qualification for pre-primary teachers was a bachelor’s degree; for primary, lower secondary and upper secondary teachers the most prevalent qualification was a master’s degree. Data on salaries of teachers with most prevalent qualifications at different points in teachers’ careers are based on the median salary of all teachers with the qualification held by the largest proportion of teachers at the career point at each ISCED level (not necessarily the majority; but the most common qualification). For EAG 2020, the most prevalent qualification for starting teachers was a bachelor’s degree at all ISCED levels; the most prevalent qualification of teachers with 10 or 15 years of experience or at the top of the salary range was a master’s degree.

Note that the methodology for minimum and most prevalent qualification was revised for some categories in 2015 and this should be considered when comparing EAG estimates to data previously published before 2015.

Comment teachers’ salaries: Teachers’ salaries at the pre-primary level only includes pre-primary teachers in schools which have at least one grade above the pre-primary level; thus, teachers who teach in stand-alone pre-
primary institutions are not included and these data are not representative of all pre-primary teachers in public institutions.

Teacher base salary does include employee contributions to the federal social security system which are withheld from employee wages throughout the year. This is true for all employees in the United States. Back to main table for this Indicator.
Table X3.D3.3. Definition of minimum and most prevalent qualification level for teachers (2020)

<table>
<thead>
<tr>
<th>Country</th>
<th>Minimum qualification</th>
<th>Most prevalent qualification</th>
<th>Maximum qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching, ISCED 6</td>
<td>A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching, ISCED 6</td>
<td>A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching, ISCED 6</td>
</tr>
<tr>
<td>Austria</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Belgium (Flemish Community)</td>
<td>Bachelor for education : pre-primary (ISCED 6)</td>
<td>Bachelor for education : pre-primary (ISCED 6)</td>
<td>Bachelor for education : pre-primary (ISCED 6)</td>
</tr>
<tr>
<td>Belgium (French Community)</td>
<td>Pre-primary Teacher Bachelor degree (ISCED 6)</td>
<td>Pre-primary Teacher Bachelor degree (ISCED 6)</td>
<td>Master in educational science (ISCED 7) or Teaching Master degree (ISCED 7) or Master degree (ISCED 7) + Upper secondary teaching diploma (AESS = Agrégation de l'enseignement secondaire supérieur)</td>
</tr>
<tr>
<td>Brazil</td>
<td>Upper secondary (ISCED 3)</td>
<td>Upper secondary (ISCED 3)</td>
<td>Upper secondary (ISCED 3)</td>
</tr>
<tr>
<td>Canada</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Chile</td>
<td>A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.</td>
<td>A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.</td>
<td>A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.</td>
</tr>
<tr>
<td>Colombia</td>
<td>CINE 4 (ISCED 4)</td>
<td>CINE 6 (ISCED 6)</td>
<td>CINE 7 (ISCED 7)</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Bachelor’s degree (ISCED 6) - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taking the category called KAU1 for pre-school</td>
<td>The KT-3 group is formed by doctors and graduates in Education Sciences, with a specialisation in Pre-school;</td>
<td>The KT-3 group is formed by doctors and graduates in Education Sciences, with a specialisation in Pre-school;</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Certificate on completing upper secondary education with Maturita examination in a field aimed specially at pre-primary school teacher training (ISCED 354)</td>
<td>Certificate on completing upper secondary education with Maturita examination in a field aimed specially at pre-primary school teacher training (ISCED 354)</td>
<td>Certificate on completing upper secondary education with Maturita examination in a field aimed specially at pre-primary school teacher training (ISCED 354)</td>
</tr>
<tr>
<td>Denmark</td>
<td>Professional Bachelor’s Degree (BA) of Social Education (ISCED 6)</td>
<td>Professional Bachelor’s Degree (BA) of Social Education (ISCED 6)</td>
<td>Professional Bachelor’s Degree (BA) of Social Education (ISCED 6)</td>
</tr>
<tr>
<td>Estonia</td>
<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive</td>
<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive</td>
<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive</td>
</tr>
<tr>
<td>Country</td>
<td>Pre-primary</td>
<td>Minimum qualification</td>
<td>Most prevalent qualification</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>France</td>
<td>Professeur des écoles: Master’s Degree (ISCED 7) + competitive examination</td>
<td>Professeur des écoles: Master’s Degree (ISCED 7) + competitive examination</td>
<td>Professeur des écoles: Master’s Degree (ISCED 7) + competitive examination</td>
</tr>
<tr>
<td>Germany</td>
<td>Qualification of Kindergarten teacher training program (3 years, ISCED 6)</td>
<td>Qualification of Kindergarten teacher training program (3 years, ISCED 6)</td>
<td>Qualification of Kindergarten teacher training program (3 years, ISCED 6)</td>
</tr>
<tr>
<td>Greece</td>
<td>Relevant Bachelor’s degree (ISCED 6) - plus examination (Supreme Council for Civil Personnel Selection (ASEP)) for permanent positions.</td>
<td>Relevant Bachelor’s degree (ISCED 6) - plus examination (Supreme Council for Civil Personnel Selection (ASEP)) for permanent positions.</td>
<td>Relevant Bachelor’s degree (ISCED 6) - plus examination (Supreme Council for Civil Personnel Selection (ASEP)) for permanent positions.</td>
</tr>
<tr>
<td>Hungary</td>
<td>BA (ISCED 6) óvodapedagus/kindergarten teacher</td>
<td>BA (ISCED 6) óvodapedagus/kindergarten teacher</td>
<td>BA (ISCED 6) óvodapedagus/kindergarten teacher</td>
</tr>
<tr>
<td>Iceland</td>
<td>Master’s of Education (ISCED 7)</td>
<td>Master’s of Education (ISCED 7)</td>
<td>Master’s of Education (ISCED 7)</td>
</tr>
<tr>
<td>Ireland</td>
<td>Major Award at Level 5 on the National Framework of Qualifications or equivalent (ISCED 4)</td>
<td>Major Award at Level 5 on the National Framework of Qualifications or equivalent (ISCED 4)</td>
<td>Major Award at Level 5 on the National Framework of Qualifications or equivalent (ISCED 4)</td>
</tr>
<tr>
<td>Israel</td>
<td>BA (ISCED 6), teaching certificate and teaching traineeship</td>
<td>BA (ISCED 6), teaching certificate and teaching traineeship</td>
<td>DR (PhD - ISCED 8), teaching certificate and teaching traineeship</td>
</tr>
<tr>
<td>Italy</td>
<td>Master’s degree in education (ISCED 7) plus competitive examination</td>
<td>Master’s degree in education (ISCED 7) plus competitive examination</td>
<td>Master’s degree in education (ISCED 7) plus competitive examination</td>
</tr>
<tr>
<td>Japan</td>
<td>Educational personnel certificates which are defined by the Education Personnel Certification Act</td>
<td>Educational personnel certificates which are defined by the Education Personnel Certification Act</td>
<td>Educational personnel certificates which are defined by the Education Personnel Certification Act</td>
</tr>
<tr>
<td>Korea</td>
<td>Pre-primary teachers are required to have a teaching certificate with a major in early childhood education and pedagogical training at ISCED 5. Passing a competitive national examination is also required to be fully qualified.</td>
<td>Pre-primary teachers are required to have a teaching certificate with a major in early childhood education and pedagogical training at ISCED 5. Passing a competitive national examination is also required to be fully qualified.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Latvia</td>
<td>Short-cycle tertiary (college level (ISCED 5)) education in pedagogy and professional teacher’s qualification, which include completion of in-school placement, final examinations and diploma thesis. For foreign language teachers, music teachers and sports teachers, ISCED 6 level respective qualification is necessary.</td>
<td>Short-cycle tertiary (college level (ISCED 5)) education in pedagogy and professional teacher’s qualification, which include completion of in-school placement, final examinations and diploma thesis. For foreign language teachers, music teachers and sports teachers, ISCED 6 level respective qualification is necessary.</td>
<td>The Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Pedagogues (2014) defines requirements for necessary education and professional qualifications for teachers working at pre-primary, primary, secondary and tertiary education level. These requirements are mandatory for all teachers to be eligible to work in teaching profession (without specifying or making distinction on minimal, maximal or typical qualifications).</td>
</tr>
<tr>
<td>Lithuania</td>
<td>Bachelor’s degree in education (ISCED 6), no qualification category</td>
<td>Higher education (Bachelor degree ISCED 6), with a pedagogical qualification</td>
<td>Higher education (Bachelor degree ISCED 6), with qualification category.</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>Bachelor’s degree in education (ISCED 6) plus competitive examination</td>
<td>Bachelor’s degree in education (ISCED 6) plus competitive examination</td>
<td>Bachelor’s degree (ISCED 6) plus competitive examination</td>
</tr>
<tr>
<td>Mexico</td>
<td>Bachelor’s degree (ISCED 6)</td>
<td>Bachelor’s degree (ISCED 6)</td>
<td>Bachelor’s degree (ISCED 6)</td>
</tr>
<tr>
<td>Netherlands</td>
<td>Teacher training program (ISCED 6)</td>
<td>Teacher training program (ISCED 6)</td>
<td>Teacher training program (ISCED 6)</td>
</tr>
<tr>
<td>Country</td>
<td>Minimum qualification</td>
<td></td>
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<td>------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>Bachelor's degree (3 yrs.) – ISCED 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norway</td>
<td>Minimum - Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poland</td>
<td>Bachelor's degree (3 yrs.) – ISCED 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td>Pre-Bologna &quot;Licenciatura&quot; or Post-Bologna &quot;Mestrado&quot; (ISCED 7), initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions); compliance with physical and psychical health requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scotland</td>
<td>Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>Upper secondary vocational education (ISCED 354)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slovenia</td>
<td>Bachelor's degree (ISCED 6) in pre-school education, at least 5 months experience, and the state professional examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>Bachelor degree (Grado) in Pre-Primary Education (ISCED 6, 240 ECTS). Before adaption to the European Higher Education Area (EHEA), it was a short-cycle education university degree (Magisterio).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>Teacher with pedagogical education for the pre-primary level (ISCED 5 qualification)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switzerland</td>
<td>Bachelor's degree (ISCED 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td>Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td>Bachelor's degree (ISCED 6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Most prevalent qualification changes with level of experience
<table>
<thead>
<tr>
<th>Country</th>
<th>Minimum qualification</th>
<th>Most prevalent qualification</th>
<th>Maximum qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching, ISCED 6</td>
<td>A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching, ISCED 6</td>
<td>A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching, ISCED 6</td>
</tr>
<tr>
<td>Austria</td>
<td>Bachelor of Education (ISCED 6)</td>
<td>Bachelor of Education (ISCED 6)</td>
<td>Bachelor of Education (ISCED 6)</td>
</tr>
<tr>
<td>Belgium (Flemish Community)</td>
<td>Primary Teacher Bachelor degree (ISCED 6)</td>
<td>Primary Teacher Bachelor degree (ISCED 6)</td>
<td>Master in educational science (ISCED 7) or Teaching Master degree (ISCED 7) or Master degree (ISCED 7) + Upper secondary teaching diploma (AESS = Agrégation de l’enseignement secondaire supérieur)</td>
</tr>
<tr>
<td>Belgium (French Community)</td>
<td>Bachelor for education : primary (ISCED 6)</td>
<td>Bachelor for education : primary (ISCED 6)</td>
<td>Bachelor for education : primary (ISCED 6)</td>
</tr>
<tr>
<td>Brazil</td>
<td>Upper secondary (ISCED 3)</td>
<td>Upper secondary (ISCED 3)</td>
<td>Upper secondary (ISCED 3)</td>
</tr>
<tr>
<td>Canada</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Chile</td>
<td>A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.</td>
<td>A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.</td>
<td>A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.</td>
</tr>
<tr>
<td>Colombia</td>
<td>CINE 4 (ISCED 4)</td>
<td>CINE 6 (ISCED 6)</td>
<td>CINE 7 (ISCED 7)</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Bachelor’s degree (ISCED 6) - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taking the category called PAU1 for primary.</td>
<td>The PT-6 group forms the doctors and graduates in Educational Sciences, with specialisation in primary;</td>
<td>The PT-6 group forms the doctors and graduates in Educational Sciences, with specialisation in primary;</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Master’s degree (ISCED 746 or 747) and pedagogical qualification</td>
<td>Master’s degree (ISCED 746 or 747) and pedagogical qualification</td>
<td>Master’s degree (ISCED 746 or 747) and pedagogical qualification</td>
</tr>
<tr>
<td>Denmark</td>
<td>Teachers at grade 2-7: Professional Bachelor’s Degree of Education (ISCED 6). Teachers at grade 1 (børnehaveklasseledere). Professional Bachelor s Degree of Social Education (ISCED 6)</td>
<td>Teachers at grade 2-7: Professional Bachelor’s Degree of Education. (ISCED 6). Teachers at grade 1 (børnehaveklasseledere). Professional Bachelor s Degree of Social Education (ISCED 6)</td>
<td>Teachers at grade 2-7: Professional Bachelor’s Degree of Education. (ISCED 6). Teachers at grade 1 (børnehaveklasseledere). Professional Bachelor s Degree of Social Education (ISCED 6)</td>
</tr>
<tr>
<td>England</td>
<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive</td>
<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive</td>
<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive</td>
</tr>
<tr>
<td>Estonia</td>
<td>Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame Basic school teacher qualification requirements working with special education pupils: master degree (ISCED 7) or qualification corresponding to it, teacher training and special pedagogical competences.</td>
<td>Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame Basic school teacher qualification requirements working with special education pupils: master degree (ISCED 7) or qualification corresponding to it, teacher training and special pedagogical competences.</td>
<td>Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame Basic school teacher qualification requirements working with special education pupils: master degree (ISCED 7) or qualification corresponding to it, teacher training and special pedagogical competences.</td>
</tr>
<tr>
<td>Finland</td>
<td>Masters-level qualification with education science as major. ISCED 7 concurrent.</td>
<td>Masters-level qualification with education science as major. ISCED 7 concurrent.</td>
<td>Masters-level qualification with education science as major. ISCED 7 concurrent.</td>
</tr>
<tr>
<td>Country</td>
<td>Minimum qualification</td>
<td>Most prevalent qualification</td>
<td>Maximum qualification</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>France</td>
<td>Professeur des écoles: Master’s Degree (ISCED 7) + competitive examination (&quot;concours de recrutement de professeur des écoles&quot; (CRPE))</td>
<td>Professeur des écoles: Master’s Degree (ISCED 7) + competitive examination (&quot;concours de recrutement de professeur des écoles&quot; (CRPE))</td>
<td>Professeur des écoles: Master’s Degree (ISCED 7) + competitive examination (&quot;concours de recrutement de professeur des écoles&quot; (CRPE))</td>
</tr>
<tr>
<td>Germany</td>
<td>Master of Education or Equivalent (ISCED level 7 or 8) plus preparatory service (12-24 months)</td>
<td>Master of Education or Equivalent (ISCED level 7 or 8) plus preparatory service (12-24 months)</td>
<td>Master of Education or Equivalent (ISCED level 7 or 8) plus preparatory service (12-24 months)</td>
</tr>
<tr>
<td>Greece</td>
<td>Relevant Bachelor’s degree (ISCED 6) (or bachelor’s degree plus further qualifications on teaching and pedagogy) + ASEP examination for permanent positions.</td>
<td>Relevant Bachelor’s degree (ISCED 6) (or bachelor’s degree plus further qualifications on teaching and pedagogy) + ASEP examination for permanent positions.</td>
<td>Relevant Bachelor’s degree (ISCED 6) (or bachelor’s degree plus further qualifications on teaching and pedagogy) + ASEP examination for permanent positions.</td>
</tr>
<tr>
<td>Hungary</td>
<td>BA (ISCED 6) tanító/primary teacher</td>
<td>BA (ISCED 6) tanító/primary teacher</td>
<td>BA (ISCED 6) tanító/primary teacher</td>
</tr>
<tr>
<td>Iceland</td>
<td>Bachelor of Education (pass degree) (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)</td>
<td>Bachelor of Education (pass degree) (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)</td>
<td>Bachelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)</td>
</tr>
<tr>
<td>Ireland</td>
<td>BA (ISCED 6), teaching certificate and teaching traineeship</td>
<td>BA (ISCED 6), teaching certificate and teaching traineeship</td>
<td>DR (PhD - ISCED 8), teaching certificate and teaching traineeship</td>
</tr>
<tr>
<td>Italy</td>
<td>Master’s degree in education (ISCED 7) plus competitive examination</td>
<td>Master’s degree in education (ISCED 7) plus competitive examination</td>
<td>Master’s degree in education (ISCED 7) plus competitive examination</td>
</tr>
<tr>
<td>Japan</td>
<td>Educational personnel certificates which are defined by the Education Personnel Certification Act</td>
<td>Educational personnel certificates which are defined by the Education Personnel Certification Act</td>
<td>Educational personnel certificates which are defined by the Education Personnel Certification Law</td>
</tr>
<tr>
<td>Korea</td>
<td>Primary teachers are required to have a teaching certificate with a major in primary education and pedagogical training at the University of Education (ISCED 6). Passing a competitive national examination is also required to be fully qualified.</td>
<td>Primary teachers are required to have a teaching certificate with a major in primary education and pedagogical training at the University of Education (ISCED 6). Passing a competitive national examination is also required to be fully qualified.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Latvia</td>
<td>Bachelor level (ISCED 6) in pedagogy or in a field of teaching subject and professional teacher’s qualification in respective teaching subject area, including completion of in-school placement, final examinations and diploma thesis.</td>
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<td>The Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Pedagogues (2014) defines requirements for necessary education and professional qualifications for teachers working at pre-primary, primary, secondary and tertiary education level. These requirements are mandatory for all teachers to be eligible to work in teaching profession (without specifying or making distinction on minimal, maximal or typical qualifications).</td>
</tr>
<tr>
<td>Lithuania</td>
<td>Bachelor’s degree in education (ISCED 6), no qualification category</td>
<td>Higher education (Bachelor degree ISCED 6), with a pedagogical qualification</td>
<td>Higher education (Bachelor degree ISCED 6), with qualification category.</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>Bachelor’s degree in education (ISCED 6) plus competitive examination</td>
<td>Bachelor’s degree in education (ISCED 6) plus competitive examination</td>
<td>Bachelor’s degree (ISCED 6)</td>
</tr>
<tr>
<td>Mexico</td>
<td>Bachelor’s degree (ISCED 6)</td>
<td>Bachelor’s degree (ISCED 6)</td>
<td>Bachelor’s degree (ISCED 6)</td>
</tr>
<tr>
<td>Country</td>
<td>Primary Minimum qualification</td>
<td>Primary Most prevalent qualification</td>
<td>Primary Maximum qualification</td>
</tr>
<tr>
<td>------------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>Netherlands</td>
<td>Teacher training program (ISCED 6)</td>
<td>Teacher training program (ISCED 6)</td>
<td>Teacher training program (ISCED 6)</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Bachelor of Teaching (ISCED 6)</td>
<td>Bachelor degree (ISCED 6) and a recognised teaching qualification</td>
<td>A teaching qualification with a Masters degree (ISCED 7) or Doctorate (ISCED 8)</td>
</tr>
<tr>
<td>Norway¹</td>
<td>Bachelor degree (4 yrs) - ISCED 6</td>
<td>5 years of education (bachelor degree) - ISCED 6</td>
<td>Master's degree (6 yrs) - ISCED 7</td>
</tr>
<tr>
<td>Poland</td>
<td>Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)</td>
<td>Master's degree with pedagogical training (ISCED-A 760)</td>
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<tr>
<td>Portugal</td>
<td>Pre-Bologna &quot;Licenciatura&quot; or Post-Bologna &quot;Mestrado&quot; (ISCED 7), initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions); compliance with physical and psychological health requirements.</td>
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<tr>
<td>Scotland</td>
<td>Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).</td>
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</tr>
<tr>
<td>Slovak Republic</td>
<td>Master's degree in pedagogy (ISCED 7)</td>
<td>Master's degree in pedagogy (ISCED 7)</td>
<td>Master's degree (ISCED 760)</td>
</tr>
<tr>
<td>Slovenia</td>
<td>Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination</td>
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<td>Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination</td>
</tr>
<tr>
<td>Spain</td>
<td>Bachelor degree (Grado) in Primary Education (ISCED 6, 240 ECTS). Before adaption to the European Higher Education Area (EHEA), it was a short-cycle education university degree (Magisterio).</td>
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<tr>
<td>Sweden</td>
<td>Teacher with pedagogical education for grades 1-6 (ISCED 5 qualification)</td>
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<td>Switzerland</td>
<td>Bachelor's degree (ISCED 6)</td>
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<tr>
<td>Turkey</td>
<td>Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education</td>
<td>Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education</td>
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<td>United States²</td>
<td>The minimum qualification varies by state, but for the purposes here it is an ISCED 6 qualification. This category excludes less than BA, which can make up 1-3% of the sample by ISCED and experience level.</td>
<td>Master's degree (ISCED 7)</td>
<td>MA or higher (ISCED 7/8)</td>
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¹ Most prevalent qualification changes with level of experience
<table>
<thead>
<tr>
<th>Country</th>
<th>Minimum qualification</th>
<th>Most prevalent qualification</th>
<th>Maximum qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching, ISCED 6</td>
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<td>Austria</td>
<td>Bachelor of Education (ISCED 6)/ Master degree (ISCED 7) - The bachelor is the minimum requirement but within 5 years from the start of employment, teachers have to attain a master degree otherwise their employment ends. Attaining a master degree has no influence on the salary level.</td>
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<td>Bachelor of Education (ISCED 6) / Master’s degree (ISCED 7) + 1 year induction programme</td>
</tr>
<tr>
<td>Belgium (Flemish Community)</td>
<td>Bachelor for education : secondary education (ISCED 6)</td>
<td>Bachelor for education : secondary education (ISCED 6)</td>
<td>Bachelor for education : secondary education (ISCED 6)</td>
</tr>
<tr>
<td>Belgium (French Community)</td>
<td>Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = Agrégation de l’enseignement secondaire inférieur)</td>
<td>Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = Agrégation de l’enseignement secondaire inférieur)</td>
<td>Master in educational science (ISCED 7) or Teaching Master degree (ISCED 7) or Master degree (ISCED 7) + Upper secondary teaching diploma (AESS = Agrégation de l’enseignement secondaire supérieur)</td>
</tr>
<tr>
<td>Brazil</td>
<td>Bachelor’s degree (ISCED 6)</td>
<td>Bachelor’s degree (ISCED 6)</td>
<td>Bachelor’s degree (ISCED 6)</td>
</tr>
<tr>
<td>Canada</td>
<td>ISCED 6</td>
<td>ISCED 6</td>
<td>m</td>
</tr>
<tr>
<td>Chile</td>
<td>A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/her professional service begins at the minimum level of qualification: Beginner level.</td>
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</tr>
<tr>
<td>Colombia</td>
<td>Bachelor’s degree (ISCED 6) - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law.</td>
<td>The MT6 group is formed by those who, in addition to the title of professor of secondary education or State, have the title of academic doctor in their specialty. Likewise, those who hold the following three degrees: teacher of primary education, teacher of secondary education and graduate in the specialty.</td>
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</tr>
<tr>
<td>Czech Republic</td>
<td>Master’s degree (ISCED 7 46 or 747) and pedagogical qualification.</td>
<td>Master’s degree (ISCED 746 or 747) and pedagogical qualification.</td>
<td>Master’s degree (ISCED 746 or 747) and pedagogical qualification.</td>
</tr>
<tr>
<td>Denmark</td>
<td>Professional Bachelor Degree’s (BA) of Teacher Education (ISCED 6)</td>
<td>Professional Bachelor Degree’s (BA) of Teacher Education (ISCED 6)</td>
<td>Professional Bachelor Degree’s (BA) of Teacher Education (ISCED 6)</td>
</tr>
<tr>
<td>England</td>
<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) concurrent or consecutive</td>
<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) concurrent or consecutive</td>
<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) concurrent or consecutive</td>
</tr>
<tr>
<td>Country</td>
<td>Minimum Qualification</td>
<td>Most Prevalent Qualification</td>
<td>Maximum Qualification</td>
</tr>
<tr>
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</tr>
<tr>
<td>Estonia</td>
<td>Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame. Basic school teacher qualification requirements working with special education pupils: master degree (ISCED 7) or qualification corresponding to it, teacher training and special pedagogical competences.</td>
<td>Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame. Basic school teacher qualification requirements working with special education pupils: master degree (ISCED 7) or qualification corresponding to it, teacher training and special pedagogical competences.</td>
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</tr>
<tr>
<td>Finland</td>
<td>Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive</td>
<td>Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive</td>
<td>Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive</td>
</tr>
<tr>
<td>France</td>
<td>Professeur certifiés: Master’s Degree (ISCED 7) + competitive examination (“concours du certificat d’aptitude au professorat de l’enseignement du second degré” (CAPES))</td>
<td>Professeur certifiés: Master’s Degree (ISCED 7) + competitive examination (“concours du certificat d’aptitude au professorat de l’enseignement du second degré” (CAPES))</td>
<td>Professeur agrégés: Master’s Degree (ISCED 7) + competitive examination (“concours d’agrégation”)</td>
</tr>
<tr>
<td>Germany</td>
<td>Master of Education or Equivalence (ISCED level 7 or 8) plus preparatory service (12-24 months)</td>
<td>Master of Education or Equivalence (ISCED level 7 or 8) plus preparatory service (12-24 months)</td>
<td>Master of Education or Equivalence (ISCED level 7 or 8) plus preparatory service (12-24 months)</td>
</tr>
<tr>
<td>Greece</td>
<td>Relevant Bachelor’s degree (ISCED 6) (or bachelor’s degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.</td>
<td>Relevant Bachelor’s degree (ISCED 6) (or bachelor’s degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.</td>
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</tr>
<tr>
<td>Hungary</td>
<td>MA (ISCED 7) tanár/teacher</td>
<td>BA (ISCED 6)</td>
<td>MA (ISCED 7)</td>
</tr>
<tr>
<td>Iceland¹</td>
<td>Master’s of Education (ISCED 7)</td>
<td>Master’s of Education (ISCED 7)</td>
<td>Master’s of Education (ISCED 7)</td>
</tr>
<tr>
<td>Ireland¹</td>
<td>Primary Degree (pass) (ISCED 6) and Higher Diploma in Education (Pass) (ISCED 6)</td>
<td>Bachelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)</td>
<td>Bachelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)</td>
</tr>
<tr>
<td>Israel¹</td>
<td>BA (ISCED 6), teaching certificate and teaching traineeship</td>
<td>BA (ISCED 6), teaching certificate and teaching traineeship</td>
<td>DR (PhD - ISCED 8), teaching certificate and teaching traineeship</td>
</tr>
<tr>
<td>Italy</td>
<td>Master’s degree in education (ISCED 7) + 24 ECTS + competitive examination</td>
<td>Master’s degree in education (ISCED 7) + 24 ECTS + competitive examination</td>
<td>Master’s degree in education (ISCED 7) + 24 ECTS + competitive examination</td>
</tr>
<tr>
<td>Japan</td>
<td>Educational personnel certificates which are defined by the Education Personnel Certification Act</td>
<td>Educational personnel certificates which are defined by the Education Personnel Certification Act</td>
<td>Educational personnel certificates which are defined by the Education Personnel Certification Act</td>
</tr>
<tr>
<td>Korea</td>
<td>Secondary teachers are required to have a teaching certificate and to complete pedagogical courses at a general university (ISCED 6). Passing a competitive national examination is also required to be fully qualified.</td>
<td>Lower secondary teachers with higher than minimum qualifications hold a teaching certificate and have completed pedagogical courses at a teacher’s college (ISCED 6). Passing a competitive national examination is also required to be fully qualified.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Country</td>
<td>Minimum qualification</td>
<td>Most prevalent qualification</td>
<td>Maximum qualification</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------</td>
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<td>Latvia</td>
<td>Bachelor level (ISCED 6) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective teaching subjects' area, including completion of in-school placement, final examinations and diploma thesis.</td>
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<tr>
<td>Lithuania</td>
<td>Bachelor's degree in education (ISCED 6) no qualification category</td>
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<td>Luxembourg</td>
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<td>Mexico</td>
<td>Bachelor's degree (ISCED 6)</td>
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<tr>
<td>Netherlands</td>
<td>Teacher training program (ISCED 6 or ISCED 7)</td>
<td>Teacher training program (ISCED 6 or ISCED 7)</td>
<td>Teacher training program (ISCED 6 or ISCED 7)</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Bachelor of Teaching (ISCED 6) (grade 6-7); L7 qualification on the NZ Qualifications Framework and a recognised teaching qualification (grades 9-10) - The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system.</td>
<td>Bachelor degree (ISCED 6) and a recognised teaching qualification</td>
<td>A teaching qualification with a Masters degree (ISCED 7)</td>
</tr>
<tr>
<td>Norway</td>
<td>4 years of education (bachelor degree – ISCED 6)</td>
<td>5 years of education (bachelor degree – ISCED 6)</td>
<td>master degree (6 yrs) - ISCED 7</td>
</tr>
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<td>Poland</td>
<td>Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)</td>
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<td>Portugal</td>
<td>Pre-Bologna &quot;Licenciatura&quot; or Post-Bologna &quot;Mestrado&quot; (ISCED 7), initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions); compliance with physical and psychical health requirements.</td>
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<td>Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).</td>
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<td>Doctorate (ISCED 8)</td>
</tr>
<tr>
<td>Country</td>
<td>Lower secondary, general programmes</td>
<td>Minimum qualification</td>
<td>Most prevalent qualification</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------</td>
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<td>Spain</td>
<td>Master degree on Compulsory Secondary Education and Bachillerato (ISCED 7, 60 ECTS + 240 ECTS ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long-cycle university degree plus a Certificate of Pedagogical Aptitude (CAP, based on its Spanish acronym) was required.</td>
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<td>Sweden</td>
<td>Teacher with pedagogical education for grades 7-9 (ISCED 5 qualification)</td>
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<td>Switzerland</td>
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<tr>
<td>Turkey</td>
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</tr>
<tr>
<td>Belgium (Flemish Community)</td>
<td>Bachelor for education : secondary education (ISCED 6)</td>
<td>Master’s (ISCED 7) in the specified content of the course and certificate of teaching competence</td>
<td>Master’s (ISCED 7) in the specified content of the course and certificate of teaching competence</td>
</tr>
<tr>
<td>Belgium (French Community)</td>
<td>Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESS = Agrégation de l’enseignement secondaire inférieur)</td>
<td>Teaching Master degree (ISCED 7) or Master and upper secondary teaching diploma (AESS = Agrégation de l’enseignement secondaire supérieur)</td>
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<td>Chile</td>
<td>A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.</td>
<td>A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.</td>
<td>A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.</td>
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<td>CINE 6 (ISCED 6)</td>
<td>CINE 7 (ISCED 7)</td>
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<td>Bachelor’s degree (ISCED 6) - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taken the category called MAU1 for secondary (lower and upper).</td>
<td>The MT6 group is formed by those who, in addition to the title of professor of secondary education or State, have the title of academic doctor in their specialty. Likewise, those who hold the following three degrees: teacher of primary education, teacher of secondary education and graduate in the specialty.</td>
<td>The MT6 group is formed by those who, in addition to the title of professor of secondary education or State, have the title of academic doctor in their specialty. Likewise, those who hold the following three degrees: teacher of primary education, teacher of secondary education and graduate in the specialty.</td>
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<td>Master’s degree (ISCED 746 or 747) and pedagogical qualification</td>
<td>Master’s degree (ISCED 746 or 747) and pedagogical qualification</td>
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<td>Master’s Degree (ISCED 7)</td>
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<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive</td>
<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive</td>
<td>Bachelor’s Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive</td>
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<td>Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame For Gymnasium optional courses: higher education (ISCED 5 or higher)</td>
<td>Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame For Gymnasium optional courses: higher education (ISCED 5 or higher)</td>
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<td>Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive</td>
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<td>Germany</td>
<td>Upper secondary, general programmes</td>
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<td>Relevant Bachelor’s degree (ISCED 6) (or bachelor’s degree plus additional qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.</td>
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<td>BA (ISCED 6), teaching certificate and teaching traineeship</td>
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<td>Master’s degree in education (ISCED 7) + 24 ECTS + competitive examination</td>
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<td>Educational personnel certificates which are defined by the Education Personnel Certification Law</td>
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<td>Secondary teachers are required to have a teaching certificate and complete pedagogical courses at a general university (ISCED 6). Passing a competitive national examination is also required for a permanent position.</td>
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<td>Bachelor level (ISCED 6) in pedagogy or in a field of teaching subject and professional teacher’s qualification in respective field of teaching subject, including completion of in-school placement, final examinations and diploma thesis.</td>
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<td>Luxembourg</td>
<td>Master’s degree in education (ISCED 7) plus competitive examination</td>
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<tr>
<th>Country</th>
<th>Minimum qualification</th>
<th>Upper secondary, general programmes</th>
<th>Most prevalent qualification</th>
<th>Maximum qualification</th>
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<td>Mexico(^1)</td>
<td>Bachelor's degree (ISCED 6)</td>
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<td>Teacher training program (ISCED 7)</td>
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<td>L7 qualification on the NZ Qualifications Framework and a recognised teaching qualification (ISCED 6)</td>
<td>12</td>
<td>L7 qualification on the NZ Qualifications Framework and a recognised teaching qualification (ISCED 6)</td>
<td>A teaching qualification with a Masters degree (ISCED 7) or Doctorate (ISCED 8)</td>
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<td>Bachelor degree (4 yrs.) - ISCED 6</td>
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<td>Master's degree (6 yrs) - ISCED 7</td>
<td>Master's degree (6 yrs) - ISCED 7</td>
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<td>Master's degree with pedagogical training (ISCED-A 760)</td>
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<td>Master's degree with pedagogical training (ISCED-A 760)</td>
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<td>Portugal</td>
<td>Pre-Bologna &quot;Licenciatura&quot; or Post-Bologna &quot;Mestrado&quot; (ISCED 7), initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions); compliance with physical and psychological health requirements.</td>
<td>11</td>
<td>Pre-Bologna &quot;Licenciatura&quot; or Post-Bologna &quot;Mestrado&quot; (ISCED 7), initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions); compliance with physical and psychological health requirements.</td>
<td>Pre-Bologna &quot;Licenciatura&quot; or Post-Bologna &quot;Mestrado&quot; (ISCED 7), initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions); compliance with physical and psychological health requirements.</td>
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<td>Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).</td>
<td>11</td>
<td>Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).</td>
<td>Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).</td>
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<td>Master's degree in pedagogy or a bachelor plus complementary qualification on teaching (ISCED 7)</td>
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<td>Master's degree in pedagogy or a bachelor plus complementary qualification on teaching (ISCED 7)</td>
<td>Master's degree (ISCED 760)</td>
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<td>Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination</td>
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<td>Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination</td>
<td>Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination</td>
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<tr>
<td>Spain</td>
<td>Master degree on Compulsory Secondary Education and Bachillerato (ISCED 7, 60 ECTS + 240 ECTS ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long-cycle university degree plus a Certificate of Pedagogical Aptitude (CAP, based on its Spanish acronym) was required.</td>
<td>11</td>
<td>Master degree on Compulsory Secondary Education and Bachillerato (ISCED 7, 60 ECTS + 240 ECTS ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long-cycle university degree plus a Certificate of Pedagogical Aptitude (CAP, based on its Spanish acronym) was required.</td>
<td>Master degree on Compulsory Secondary Education and Bachillerato (ISCED 7, 60 ECTS + 240 ECTS ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long-cycle university degree plus a Certificate of Pedagogical Aptitude (CAP, based on its Spanish acronym) was required.</td>
</tr>
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<td>Sweden</td>
<td>Teacher with pedagogical education for the upper secondary level (ISCED 5 qualification)</td>
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<td>Teacher with pedagogical education for the upper secondary level (ISCED 5 qualification)</td>
<td>Teacher with pedagogical education for the upper secondary level (ISCED 5 qualification)</td>
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<td>Bachelor's Degree (ISCED 6) in the relevant field, obtained from a faculty of education</td>
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<td>Bachelor's Degree (ISCED 6) in the relevant field, obtained from a faculty of education</td>
<td>MA or PhD (ISCED 7 or 8) in the field; an Official proof of skills in foreign language (up to three languages)</td>
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<td>United States(^1)</td>
<td>The minimum qualification varies by state, but for the purposes here it is an ISCED 6 qualification. This category excludes less than BA, which can make up 1-3% of the sample by ISCED and experience level.</td>
<td>11</td>
<td>Master's degree (ISCED 7)</td>
<td>MA or higher (ISCED 7/8)</td>
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1. Most prevalent qualification changes with level of experience
### Table X3.D3.4. Reporting of social/pension contributions in teachers’ statutory salaries (2020)

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<tr>
<th>Inclusion of social security and pensions scheme contributions</th>
<th>Paid by the employers</th>
<th>Paid by the employees</th>
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<td>Flemish Comm. (Belgium)</td>
<td>No</td>
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</tbody>
</table>

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

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

Table X3.D3.5. Number of salary scales used for teachers, by level of education (2020)

<table>
<thead>
<tr>
<th>Country</th>
<th>ISCED 02</th>
<th>ISCED 1</th>
<th>ISCED 24</th>
<th>ISCED 34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>1 scale</td>
<td>1 scale</td>
<td>1 scale</td>
<td>1 scale</td>
</tr>
<tr>
<td>Austria</td>
<td>2 scales: Old service act (87%) New service act (14%)</td>
<td>2 scales: Old service act (92%) New service act (8%)</td>
<td>2 scales: Old service act (98%) New service act (2%)</td>
<td></td>
</tr>
<tr>
<td>Belgium (French Community)</td>
<td>12 scales: 301 (99%) 501 (1%) 174 (0%) 30A (0%)</td>
<td>12 scales: 301 (94%) 501 (3%) 182 (1%) 30A (1%)</td>
<td>15 scales: 301 (85%) 501 (7%) 30A (3%) 30B (1%)</td>
<td>15 scales: 501 (81%) 346 (7%) 50A (4%) 34B (2%)</td>
</tr>
<tr>
<td>Chile</td>
<td>3 scales Schools with more than 60% of vulnerable students, but less than 80% of vulnerable students (m) Schools with more than 80% of vulnerable students (m)</td>
<td>3 scales Schools with more than 60% of vulnerable students, but less than 80% of vulnerable students (m) Schools with more than 80% of vulnerable students (m)</td>
<td>3 scales Schools with more than 60% of vulnerable students, but less than 80% of vulnerable students (m) Schools with more than 80% of vulnerable students (m)</td>
<td>3 scales Schools with more than 60% of vulnerable students, but less than 80% of vulnerable students (m) Schools with more than 80% of vulnerable students (m)</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>1 scale 8th pay category (10%) 9th pay category (29%) 10th pay category (37%)</td>
<td>1 scale 11th pay category (7%) 12th pay category (23%) 13th pay category (31%)</td>
<td>1 scale 11th pay category (4%) 12th pay category (16%) 13th pay category (29%)</td>
<td>1 scale 11th pay category (6%) 12th pay category (24%) 13th pay category (38%)</td>
</tr>
<tr>
<td>England</td>
<td>4 scales: Unqualified Teachers (1%) Main Pay Range (60%) Upper Pay Range (39%) Pay Range for Leading Practitioners (0%)</td>
<td>4 scales: Unqualified Teachers (1%) Main Pay Range (60%) Upper Pay Range (39%) Pay Range for Leading Practitioners (0%)</td>
<td>4 scales: Unqualified Teachers (1%) Main Pay Range (40%) Upper Pay Range (57%) Pay Range for Leading Practitioners (2%)</td>
<td>4 scales: Unqualified Teachers (1%) Main Pay Range (40%) Upper Pay Range (57%) Pay Range for Leading Practitioners (2%)</td>
</tr>
<tr>
<td>Estonia</td>
<td>4 scales: Younger teacher (8%) Teacher (77%) Senior teacher (7%) Teacher educationalist (expert in methods) (0%)</td>
<td>1 scale</td>
<td>1 scale</td>
<td>1 scale</td>
</tr>
<tr>
<td>France</td>
<td>1 scale Professeurs des écoles (99%)</td>
<td>1 scale Professeurs des écoles (99%)</td>
<td>1 scale Professeurs certifiés (83%)</td>
<td>1 scale Professeurs certifiés (66%)</td>
</tr>
<tr>
<td>Germany</td>
<td>The 16 federal states (Länder) are responsible for the remuneration of teachers/civil servants.</td>
<td>The 16 federal states (Länder) are responsible for the remuneration of teachers/civil servants.</td>
<td>The 16 federal states (Länder) are responsible for the remuneration of teachers/civil servants.</td>
<td>The 16 federal states (Länder) are responsible for the remuneration of teachers/civil servants.</td>
</tr>
<tr>
<td>Israel</td>
<td>2 scales Scale applicable before the reform (1%) New Horizon (99%)</td>
<td>2 scales Scale applicable before the reform (1%) New Horizon (99%)</td>
<td>2 scales Scale applicable before the reform (2%) New Horizon (98%)</td>
<td>2 scales Scale applicable before the reform (19%) Oz Letmura (81%)</td>
</tr>
</tbody>
</table>
## Mexico

### ISCED 02
- 7 scales:
  - Tradicional
  - K1A
  - K1B
  - K1F
  - K1C
  - K1D
  - K1E

### ISCED 1
- 7 scales:
  - Tradicional
  - K1A
  - K1B
  - K1F
  - K1C
  - K1D
  - K1E

### ISCED 24
- 6 scales:
  - Tradicional
  - K1A
  - K1B
  - K1F
  - K1C
  - K1D
  - K1E

### ISCED 34
- 3 scales:
  - Profesor titular “A”
    - (Tiempo completo)
  - Profesor titular “B”
    - (Tiempo completo)
  - Profesor titular “C”
    - (Tiempo completo)

## Netherlands

### ISCED 02
- 3 scales:
  - L10 (72%)
  - L11 (28%)
  - L12 (0%)

### ISCED 1
- 3 scales:
  - L10 (72%)
  - L11 (28%)
  - L12 (0%)

### ISCED 24
- 3 scales:
  - LB (43%)
  - LC (32%)
  - LD (26%)

### ISCED 34
- 3 scales:
  - LB (43%)
  - LC (32%)
  - LD (26%)

## Slovak Republic

### ISCED 02
- 1 scale
  - Pay Scale for pedagogues (100%)

### ISCED 1
- 1 scale
  - Pay Scale for pedagogues (100%)

### ISCED 24
- 1 scale
  - Pay Scale for pedagogues (100%)

### ISCED 34
- 1 scale
  - Pay Scale for pedagogues (100%)

## Spain

### ISCED 02
- All teachers belong to the same national category, being the basic components of salaries established by the central government. The Autonomous Communities can only modify some components.

### ISCED 1
- All teachers belong to the same national category, being the basic components of salaries established by the central government. The Autonomous Communities can only modify some components.

### ISCED 24
- All teachers belong to the same national category, being the basic components of salaries established by the central government. The Autonomous Communities can only modify some components.

### ISCED 34
- All teachers belong to the same national category, being the basic components of salaries established by the central government. The Autonomous Communities can only modify some components.
Actual salaries of teachers and school heads: Table D3.2, D3.3, D3.5, and D3.7.

Methodology and interpretation

Australia:
Notes on coverage and methodology: Data are based on weighted averages of state and territory education department responses.
Notes on interpretation: The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres. Back to main table for this Indicator

Austria:
Notes on coverage and methodology for teachers: The actual average salaries were calculated for full-time equivalent teachers. Headmasters, deputies and assistants as well as heads of departments are excluded. Pre-primary education is largely provided in kindergartens, for which there are no data available. The remaining minority of pre-primary schools are integrated in primary schools. Data on these teachers are the same as for ISCED 1. At ISCED 34, vocational programmes are included.
Notes on coverage and methodology for school heads: Mean of the schoolheads monthly compensations over a school year. At ISCED 34, vocational programmes are included. Back to main table for this Indicator

Belgium (Flemish Community):
Notes on coverage and methodology for teachers: The sources are the staff payment database and the staff assignment database of the policy domain of education and training. Full time personnel aged 25 to 64 years in general subjects and required qualifications are included in the calculations and the scales mentioned in public regular pre-primary, primary and general secondary schools on 15 January of the reference year. The allowances and additional payments are included
Notes on coverage and methodology for school heads: The source is the staff payment database of the policy domain of education and training. Full time personnel aged 25 to 64 years and required qualifications are included in the calculations and the scales mentioned in public regular pre-primary, primary and secondary schools on 15 January of the reference year. The allowances and additional payments are included.
Notes on interpretation for teachers: Government-dependent private schools are included.
Notes on interpretation for school heads: For lower and upper secondary, only those schools that reflect the structure of ISCED level 2 and ISCED level 3 are included. Government-dependent private schools are included. Back to main table for this Indicator

Belgium (French Community):
Notes on coverage and methodology: Average salary scale at ISCED level including the annual gross salary, end of the year bonus and vacation pay.
Notes on interpretation: The statutory teacher's salary is about the same as the actual salary, except for teachers with the minimum level of qualification at the upper secondary level, whose actual salary is much lower. Moreover their level of qualification is lower than the typical level of qualification of lower secondary teachers. Back to main table for this Indicator

Brazil:
Notes on coverage and methodology: In Brazil teachers can teach at different levels of education but it is not possible to provide the proportion of teaching time at each level. For that reason, teachers that teach at different levels of education were equally divided at each ISCED (if teachers teach at ISCED 1, ISCED 2 and ISCED 3, then these teachers were considered as 0.33 when computing the proportion of teachers by attainment level at ISCED 1, 0.33 when computing the proportion of teachers by attainment level at ISCED 2 and 0.33 when computing the proportion of teachers by attainment level at ISCED 3). Average annual actual teachers' salaries were calculated using full-time equivalent teachers. Actual salaries were calculated according to a study that can be find in Portuguese at the following link:

Chile:
Notes on coverage and methodology for teachers: Estimated by adding monthly salary payments to teachers in 2019, and dividing by the number of teachers in each category. In case of missing data of salary payments in a given month, the expected salary was imputed by estimating the monthly payment each teacher should receive, given the average value of the payments that were in fact received in the year.
The average annual payments per ISCED level is estimated by accounting in the calculations all teachers that declare teaching at a given level.

Salary payments do not include pension contributions, health insurance or unemployment benefits paid by employers.

Notes on coverage and methodology for school heads: Estimated by adding monthly salary payments to school heads in 2019, and dividing by the number of heads in each category. In case of missing data of salary payments in a given month, the expected salary was imputed by estimating the monthly payment each school head should receive, given the average value of the payments that were in fact received in the year.

The average annual payments per ISCED level is estimated by accounting in the calculations all school heads that had enrolled students at a given level.

Salary payments do not include pension contributions, health insurance or unemployment benefits paid by employers.

Notes on interpretation: Data presented for 2017 Salaries was estimated using the same methodology. 

Costa Rica:

Notes on coverage and methodology: The data for the month of October 2020 are extracted, and extrapolated for the calculation of annual amounts.

Czech Republic:


Notes on coverage and methodology for school heads: Estimated data. Basic schools include primary and lower secondary education. Therefore, salaries for the ISCED level 1 and 24 are the same. It is not possible to separate lower grades of multi-years gymnazia (ISCED 24) and vocational programmes of secondary education (ISCED 35), thus they are included in upper secondary (ISCED 34).

Denmark:

Notes on coverage and methodology for teachers: The reported actual salaries refer to all teachers by ISCED level. The part of pension contributions paid by employers has been excluded.

Notes on interpretation for teachers: The statistical databases containing actual salary data for teachers do not provide salary data excluding the part of pension contributions paid by employers, and including the part of pension contributions paid by employees. This distinction is without any practical importance in the Danish salary system because both parts are transferred to the teacher's account for pension. So the actual salary data are therefore presented in the databases either with the total pension contribution included, or without pension contributions as a whole. The pension contribution paid by the employee has been calculated as 1/3 of the total pension contribution and added to the salaries.

Please note that teachers in schools for students with special needs are not included, even though these schools are also public. This exclusion ensures the consistency with the method used in previous years.

Notes on coverage and methodology for school heads: The reported actual salaries refer to all school heads by ISCED level. The part of pension contributions paid by employers has been excluded. Data on school heads at ISCED 34 has been reported as missing because of poor data quality in 2020. We expect this to be fixed in 2021 for the next questionnaire.

Notes on interpretation for school heads: The statistical databases containing actual salary data for school heads do not provide salary data excluding the part of pension contributions paid by employers, and including the part of pension contributions paid by employees. This distinction is without any practical importance in the Danish salary system because both parts are transferred to the school heads account for pension. So the actual salary data are therefore presented in the databases either with the total pension contribution included, or without pension contributions as a whole. The pension contribution paid by the employee has been calculated as 1/3 of the total pension contribution and added to the salaries.

England:

Notes on coverage and methodology for teachers: The population of teachers covered by the actual salary figures includes full-time classroom teachers aged between 25 and 64 who are employed in maintained schools and academies. The population includes teachers paid on the unqualified teacher pay range, who are following an employment-based route to Qualified Teacher Status (QTS), and teachers paid the main, upper and leading practitioner pay ranges. It includes teachers paid on all four geographical pay ranges in the framework.
Notes on coverage and methodology for school heads: The population of head teachers covered by the actual salary figures includes full-time head teachers aged between 25 and 64 who are employed in maintained schools and academies. The population includes head teachers paid on the head teacher pay ranges Group 1-8. It includes teachers paid on all four geographical pay ranges in the framework. Executive headteachers, that is to say headteachers who are responsible for more than one school, have been excluded.

Notes on interpretation: Percentage of teachers with attainment at ISCED level 5 or lower/level 6/levels 7 or 8: The figures do not add up to 100% because there are a minority of teachers for whom the ISCED level is unknown.

Both maintained schools and academies are publicly funded, but whereas maintained schools classify as public schools, academies classify as publicly funded independent schools. Academies are not required to follow the statutory pay ranges for maintained schools. Both maintained schools and academies are included in the actual salary figures.

ISCED 02 and ISCED 1: The actual salary figures provided for ISCED 02 and ISCED 1 are combined. A significant proportion of provision of ISCED 02 is provided in settings other than schools. The figures are only for teachers of pupils in nurseries and primary schools and do not apply to other ISCED 02 settings.

ISCED 24 and 34: The actual salary figures provided for ISCED 24 and 34 are combined. A significant proportion of provision at ISCED 34 is provided in further education colleges, including sixth form colleges. The figures are only for teachers of pupils in schools and do not apply to further education colleges. Back to main table for this Indicator

Estonia:

Notes on coverage and methodology for teachers: The data of average annual actual teacher compensation are not only for the group of 25-64, but for all teachers. We do not have salaries information by age or by gender. 92% of public preschool teachers and 90% of public general education teachers are aged between 25-64. Percentage of teachers aged 25-64 by ISCED level of attainment: % of teachers in full-time equivalent.

Notes on coverage and methodology for school heads: The data of average gross annual salary of school heads are not only for the group of 25-64, but for all heads. We do not have salaries information by age or by gender. Percentage of school heads aged 25-64 by ISCED level of attainment - percentage heads in full-time equivalent. 91% of public preschool heads and 93% of public general education teachers are aged between 25-64. Percentage of school heads aged 25-64 by ISCED level of attainment: Primary + lower secondary + upper secondary programmes: the number of heads in full-time equivalent is divided between different ISCED levels according to the share of pupils between the ISCED levels.

Notes on interpretation: The data of average annual actual teacher/school head compensation are not only for the group of 25-64, but for all teachers/school heads. We do not have salaries information by age or by gender. 92% of public preschool teachers and 91% of public general education teachers are aged between 25-64. Percentage of teachers/school heads aged 25-64 by ISCED level of attainment: percentage of teachers in full-time equivalent. Back to main table for this Indicator

Finland:

Notes on coverage and methodology: Data from October of the reference year. Monthly actual salary with the holiday bonus which is 4-6% of the salary. The data on pre-primary teachers includes the salary data of kindergarten teachers who are the majority of teachers at ISCED 02.

Notes on interpretation: For the years 2017-2019 holiday pay was cut due to a nationwide competitiveness pact. This reduced the holiday pay roughly 30%. This is why, there are negative changes in average gross annual earnings between the school years 2016/17 and 2017/18. As of 2020 the holiday pay cut does not apply anymore, the holiday pay has returned into its normal level. Back to main table for this Indicator

France:

Notes on coverage and methodology for teachers and school heads: The data are from the database for public services (Siasp), produced by INSEE. The Siasp database uses monthly payroll records of the state for the majority of their public servants (fonction publique d'Etat - FPE). This source is based on the concept of "position" periods, aggregating the periods the employee served at one workplace.

The data reported on teachers' and school heads' actual salaries refer to full-time teachers and school heads (employed for more than 95% of the statutory number of hours of work for a full-time employee over a complete school year) from ISCED 02-34 who have passed through a competitive examination and are civil servants.

Data covers the whole France (excluding Mayotte), and only the public sector. Trainees and VET programmes are excluded from the scope.

The gross actual salary is obtained by adding to gross salary indexes, the residence allowance (IR), the family allowance (SFT) and further bonuses and allowances such as the NBI (new salary bonus), overtime, and other bonuses depending on the specific education or particular tasks.
**Note on interpretation for teachers**: The scope of teachers’ actual salaries is broader than the one of teachers’ statutory salaries: it includes teachers with maximum qualifications (“professeurs agrégés”) at ISCED 2-3. At ISCED 02-1 levels teachers with a partial release from their teaching obligations accounting for 50% or more of the full teaching time are excluded from the teachers’ scope but included in the school heads’ scope at ISCED 02-1 levels. Concerning the percentage of teachers by ISCED level of attainment: the available data do not enable to differentiate teachers of ISCED 02 level from those of ISCED 1 level and teachers of ISCED 24 level from those of ISCED 34 level.

**Note on interpretation for school heads**: The actual salaries for school heads at ISCED 02-1 levels and at ISCED 2-3 levels are aggregated data for these levels. [Back to main table for this Indicator](#).

**Germany**: 

**Notes on coverage and methodology for teachers**: Salaries represent a weighted average of the data available at Länder level for civil servants and include general post allowances where applicable and special annual payments. Holiday pay is included. The figures provided for the actual salaries are estimations. In addition to the figures provided, the family allowance must be taken into account for which, however, no data are available. The family allowance varies according to the salary group and the family circumstances of the civil servant. Level 1 relates to the family situation of the civil servant, while levels 2 and above relate to the number of children he or she has. The family allowance also varies across the Länder. [Back to main table for this Indicator](#).

**Notes on coverage and methodology for school heads**: Data for ISCED 1 include school heads in pre-primary schools (for children aged 4-5) supervised by the Hellenic Ministry of Education and Religious Affairs and in special needs education. Data for ISCED 34 include school heads in lower secondary education, special needs education, vocational education and adult education programmes for attainment of ISCED 24 level.

**Notes on interpretation for teachers**: Gross salaries include base salaries, and allowances given to individual teachers depending on their circumstances (e.g. number of dependent children, allowance for teaching in remote areas, etc.) before taxation and including all contributions paid by teachers for pension, insurance, solidarity, etc. Data for ISCED 1 include teachers in pre-primary schools (for children aged 4-5) supervised by the Hellenic Ministry of Education and Religious Affairs and in special needs education. Data for ISCED 34 include school heads in lower secondary education, special needs education, vocational education and adult education programmes for attainment of ISCED 24 level.

**Notes on interpretation for teachers**: Gross salaries include base salaries and allowances given to individual teachers depending on their circumstances (e.g. number of dependent children, allowance for teaching in remote areas, etc.) before taxation and including all contributions paid by teachers for pension, insurance, solidarity, etc. This must be taken into consideration when these average salaries are compared to average teachers’ salaries of countries that report net salaries instead of gross, or in the case of countries that report only average base salaries. Salaries of teachers who do not teach full-time as specified in relevant legislation (Law 3848/2010, art.5 para. 1) or teachers who are school heads or teachers who serve as school councilors or directors or regional directors etc. have not been included. Salaries of pre-primary teachers refer only to teachers in Kindergartens (for children aged 4-5) of the Hellenic Ministry of Education, Research and Religious Affairs.

Statutory salary grades and scales do not distinguish between male and female teachers. Also, they do not distinguish between teachers in general programmes and teachers in vocational upper secondary programmes or special needs education programmes or adult education programmes.

These payroll data are given with reservation as they include salaries of teachers who were recruited with permanent contracts at the end of the school year in August and it was not possible to exclude these.

ISCED 02 and ISCED1: administrative data from 53 394 teachers with permanent contracts and 22 655 full-time substitute teachers have been used including teachers serving in special needs education schools, as their exclusion from the data was not possible. ISCED 24 and ISCED 34: administrative data from 55 693 teachers with permanent contracts and 11 311 full-time substitute teachers have been used including teachers in vocational secondary schools, adult education programmes (for completion of ISCED 2), and special needs education schools, as their exclusion from the data was not possible.

All ISCED levels: Average salaries of teachers aged 25-64 and the average salaries by gender do not include teachers older than 64 and younger than 25 this year. Attainment level statistics exclude categories of substitute teachers for whom full attainment level data were not available, so they are based on attainment statistics for 53 880 teachers for ISCED 02 and ISCED 1, and 62 357 teachers for ISCED 24 and 34. Attainment data are given with reservation, as they are not collected and updated systematically by the payroll system, and it is possible that part of the data have not been updated (especially data on attainment at ISCED levels 7 or 8).

**Notes on interpretation for school heads**: Gross salaries include base salaries, the school head allowance, and allowances given to school heads depending on their circumstances (e.g. number of dependent children, allowances for working in remote areas, etc.) before taxation and including all contributions paid by the school.
heads for pension, insurance, solidarity, etc. This must be taken into consideration when these average salaries are compared to average school heads' salaries of countries that report net salaries instead of gross, or in the case of countries that report only average base salaries. The salaries reported refer to all school heads including school heads with more than minimum qualifications requirements. School head attainment data are given with reservation, as attainment data are not collected systematically by the payroll system, and it is possible that a part of the data (on school heads with attainment at ISCED level 7 or 8) have not been updated.

Administrative payroll data have been used. In ISCED 02 and ISCED 1 school heads' average salary data, school heads serving in special needs education schools have also been included, as their exclusion from the data was not possible. In ISCED 2 and ISCED 3 school heads' average salary data, school heads serving in special needs education schools have also been included, as well as school heads in vocational secondary schools, adult education programmes (for completion of ISCED 2), due to the fact that their exclusion from the data was not possible. Average salaries of school heads aged 25-64 and the average salaries by gender include school heads older than 64 and younger than 25. Attainment data are given with reservation, as they are not collected and updated systematically by the payroll system, and it is possible that part of the data have not been updated (especially data on attainment at ISCED levels 7 or 8). Back to main table for this Indicator

Hungary:

Notes on coverage and methodology for teachers: Pre-primary data include teachers in NACE 85.1 and ISCO 2342. Primary and lower secondary teachers include teachers in NACE 85.2, 85.3 and ISCO 2341. The actual salary figures shown under primary level refer to teachers teaching at primary and lower secondary levels with no distinction between education level. Upper secondary school teachers include teachers in NACE 85.3 and ISCO 2350. Data refers to the actual annual average gross values of teachers' earnings in HUF (Hungarian Forint). Data are based on the Hungarian Structure of Earnings Survey. The individual wage/earnings survey has been carried out according to the EU requirements for the Structure of Earnings Survey in Hungary since 2002. The circle of data suppliers includes all institutions in the public sector. The survey covers full-time, as well as part-time employees. The survey is carried out for the reference month of May. Monthly gross earnings are calculated for the reference month including regular earnings elements and 1/12th of the total amount of non-monthly bonuses and rewards received in the previous year. The methodology of the calculation assures that gross earnings for May represent an average monthly earning in the surveyed year. Therefore gross monthly earnings can be used to calculate gross annual earnings.

Notes on coverage and methodology for school heads: Pre-primary data include educational managers in NACE 85.1 and ISCO 1345. Primary and lower secondary educational managers include teachers in NACE 85.2 and ISCO 1345. The actual salary figures shown under primary education refer to school heads in single structure primary and lower secondary schools. Upper secondary school heads include teachers in NACE 85.3 and ISCO 1345. Furthermore ISCO 1345 consist of other occupations than Educational Manager. Actual salaries at upper secondary level include actual school head salaries in 4-, 6- and 8-year gimnázium.

Notes on interpretation for teachers: Therefore, we can not provide separate data about primary and lower secondary education. Primary schools in Hungary provide education from age 6 to age 14. Teachers teaching in these schools are classified as primary school teachers, although these teachers teach in lower secondary grades as well. Teachers teaching at ISCED 2 in 8-and 6-year gimnázium are in the primary category.

Notes on interpretation for school heads: We can not separate educational managers in primary education and lower secondary education for single structure primary and lower secondary schools. Therefore, at primary level school head salaries of single structure primary and lower secondary (which provide education from age 6 to age 14) school heads are shown. Educational manager working in these schools are classified as primary school teachers, although these educational managers work in lower secondary grades as well. Values at upper secondary level also include school heads of 6- and 8-year gimnázium, which cover ISCED 2 (at least partly) and ISCED 3. Back to main table for this Indicator

Iceland:

Notes on coverage and methodology: Data on salaries is from the Icelandic Survey on Wages, Earnings and Labour Costs that is a sample survey. Means are weighted means according to the survey design. In pre-primary about 50% of employees working with caring and teaching of children are classified as teachers aids and are not included in the data. Pre-primary also include teachers in ISCED 01. It is not possible to distinguish between primary and lower secondary school teachers. Upper secondary also include teachers in ISCED 35 (vocational programmes).

Notes on interpretation: The period is the academic school year from August 2019 to July 2020. Salaries are rounded to the nearest thousand ISK. In pre-primary schools it is not possible to distinguish between teachers with ISCED level 6 and 7. Thus, some teachers in pre-primary schools that have ISCED level 7 are included in ISCED level 6. Back to main table for this Indicator
Israel:
Notes on coverage and methodology for teachers: According to the manual, actual salary is based on annual salary of all the FTE that is 90% or more of full time statutory job. In each level of education, the actual salary is calculated by dividing the total wages of those positions by the number of FTE, according to necessary adjustments and supplements paid one time a year, like bonus for vacation, clothing and "Long School Day".

Notes on coverage and methodology for school heads:
1) According to the manual, actual salary is based on annual salary of all the FTE that is 90% or more of full time statutory job. In each level of education, the actual salary is calculated by dividing the total wages of those positions by the number of FTE, according to necessary adjustments and supplements paid one time a year, like bonus for vacation or clothing.
2) The data reported in the table are for school heads working full-time (over 90% statutory definition of a local job in Israel), by setting the OECD guidelines.
3) In 2008 begin the realization of the New Horizon Reform in the preprimary, primary and lower secondary education. All the school heads in the primary and lower secondary education are working under the conditions of the reform. There are no school heads in the pre-primary education.

Notes on interpretation: For the average actual teachers' salaries (including bonuses and allowances) there is no statistically significant data for male teachers at ISCED 02 as there are less than 50 male kindergarten teachers in the system.
The distribution of salary data by age and gender for teachers in upper secondary school is not available.

Notes on interpretation for school heads: The school heads whose level of attainment is ISCED6 or lower, are school heads in post for a long time. Today, in all the education levels, a new school head needs at least a MA (ISCED 7) to receive the job. Back to main table for this Indicator

Italy:
The decrease of actual salaries of around 1% is due to hiring of large number of part time teachers. Many of them were older than the entry level salary age, so they entered, with basic salary in higher salary classes. This mismatch among age and seniority caused in every class decreasing of weighted mean.

Notes on coverage and methodology for teachers: Weighted average of salaries between classes of teachers during the school year from September 2019 to August 2020.
Teachers at ISCED 0 and ISCED 1 level have the same qualification and remuneration, therefore the value refers to an aggregate of the two levels.

Notes on coverage and methodology for school heads: Weighted average annual salary of school heads by age group during the school year from September 2019 to August 2020.

Notes of interpretation for school heads: As each school generally comprises several ISCED levels, it is not possible to give actual figures separately for each level. Compared to last year salaries are lower because new school heads have been employed and so the number of regent school heads has decreased. Indeed, at the regent school head is paid an integration of allowances (80% of the variable part). Moreover, due to this integration, the actual average salary is higher than the statutory salary. Back to main table for this Indicator

Korea
Notes on interpretation: For ISCED 02, only public kindergarten (governed by the Ministry of Education) is included in the data collection; public child care (governed by the Ministry of Health and Welfare) is not included in the data collection as no data is available. Back to main table for this Indicator

Latvia:
Notes on coverage and methodology for teachers: Actual salaries are calculated together from all funding sources (state and local government). Only salaries of teachers working 0.9 of one workload and more are included. Average actual salaries of full-time teachers are calculated according to their age groups.

Notes on coverage and methodology for school heads: Information about incidental/occasional additional payments to teachers is not included; however other allowances are included. State Education Information System contains data whether a teacher has higher (not below ISCED 5 for pre-primary teachers, and not below ISCED 6 for primary to upper-secondary teachers) education or not. Data are not differentiated further whether a teacher has actually ISCED 6, and 7, or ISCED 8 level of attainment.

Notes on interpretation: Information about incidental/occasional additional payments to teachers/school heads is not included; however other allowances are included.
State Education Information System contains data whether a teacher has higher (not below ISCED 6) education or not. Data are not differentiated further whether a teacher has actually ISCED 6, or ISCED 7, or ISCED 8 level of attainment. (Note: there are no male teachers working full-time in primary education, only part-time employees). Back to main table for this Indicator
Lithuania:

Notes on coverage and methodology for teachers: Actual data include all teachers, working in state companies. It is average statutory salary including allowances and taxes.

Netherlands:

Notes on coverage and methodology for teachers: The actual salary figures are calculated as from the pay scales and allowances stipulated in the collective agreement weighted to the number of teachers paid on each salary scale and step (according to data provided by the school boards), including part-time teachers (converted to full-time equivalents). Additional allowances that school boards may grant are not included.

Notes on methodology for school heads: The actual salaries are the weighted average for the FTE's for each scale and period times the statutory salary for each combination of scale and period. The level of attainment is acquired by questionnaires.

Notes on interpretation: Teachers hired via employment agencies are excluded. These data are not available.

New Zealand:

Notes on methodology: Average salary calculations are based on teachers that worked over 90% of the February-November period, given that December-January is the summer holiday period.

Notes on interpretation for teachers: The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system. The last increase in the school heads base scale salary was effective on July 2020.

Data supplied for these tables for ISCED schools includes all teachers at Intermediate (Year 7 & 8) and Restricted Composite (Year7-10) schools, as well as Teachers on a Primary Contract at Secondary (year 7-15 or 9-15) Schools, and Teachers on a Secondary Contract at Composite (Year 1-15) schools.

Notes on interpretation for school heads: The New Zealand Education System does not have an separate explicit ISCED 24 system. The first two years years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system. The last increase in the school heads base scale salary was effective on July 2020. Data supplied in this worksheet for ISCED schools includes all Principals at Intermediate (Year 7 & 8), Restricted Composite (Year 7-10) schools, Composite (Year 1-15) and Correspondence School.

Norway:

Notes on coverage and methodology: The municipalities submit information on actual wages to The Norwegian Association of Local and Regional Authorities (KS) once a year. The reference date is December 1st each year. The municipalities shall state the salary earned in November and paid in December. The municipalities shall provide information on all of their employees, except employees with a very loose (volatile) employment. KS reviews the data and the municipalities must, if necessary, correct the data.

Notes on interpretation: The figures for the percentage of teachers aged 25-64 by ISCED level of attainment do not include employees with unknown education. For some employees it is hard or impossible to determine their ISCED level of attainment. Therefore, the figures reported this year do not include these employees.

Poland:

Notes on coverage and methodology for teachers: Due to the ongoing coronavirus epidemic, temporary limitation of the functioning of education system units in school-year 2019/2020 (not all teachers were fully paid - some teachers were not entitled to all allowances or received demurrage wages), as well as the method of collecting data on teachers' salaries in School Education Information System database (8-month and annual settlement), it is not possible to present the actual salaries of teachers for year 2019/20. Incomplete calculation results may lead to misinterpretation of the survey.

Notes on coverage and methodology for school heads: Due to the ongoing coronavirus epidemic, temporary limitation of the functioning of education system units in school-year 2019/2020 (not all teachers were fully paid - some teachers were not entitled to all allowances or received demurrage wages), as well as the method of collecting data on teachers' salaries in School Education Information System database (8-month and annual settlement), it is not possible to present the actual salaries of teachers for year 2019/20. Incomplete calculation results may lead to misinterpretation of the survey.

Notes on interpretation: Due to the educational reform in Poland implemented since the beginning of 2017, 3-year lower secondary school called gimnazjum (ISCED 24) ceased to operate in 2019 after the last cohort of students completed this type of school. The main assumptions of the education reform are the liquidation of lower secondary schools and the return to the eight-year primary school, as well as the modification of vocational education by replacing basic vocational schools with stage I sectoral vocational schools. One of the
objectives of the reform is also to extend the cycle of education in general secondary schools from three to four years and in technical secondary schools from four to five years. Since school year 2019/20 ISCED 1 includes 4 years of primary school (grades 1-4) and ISCED 2 includes another 4 years of primary school (grades 5-8). Back to main table for this Indicator

**Portugal:**

Notes on coverage and methodology for teachers: The average annual gross salary has been calculated on the basis of salaries paid in May 2018. Allocation of teachers in lower or upper secondary education has been made according to their respective teaching load.

Notes on interpretation: Explanation of the differences between the data that is now reported, and the data reported and published in the past, by Eurydice Network:

- All the teachers were considered by Eurydice Network, regardless of age;
- The same average gross annual salary for lower and upper secondary teachers was reported, since in Portugal these teachers can teach lower and/or upper secondary programmes.

Actual salaries must exclude the part of social security and pension scheme contributions paid by the employers. If they are included, please indicate and justify: In Portugal, in public schools under the tutelage of the Ministry of Education, lower secondary and upper secondary teachers (ISCED 2 and 3) may have part of his/her weekly teaching time allocated to vocational programmes. However, the differences are not significant.

Notes on methodology for school heads: Average annual gross salaries have been calculated on the basis of the salaries paid in May 2018. As the same school/school cluster could teach programmes of various ISCED levels, the same value was considered to all ISCED levels.

Notes on interpretation: In Portugal, most schools are grouped in school clusters, which contain schools teaching courses in various ISCED levels. In these cases, the school head may be from any ISCED level taught at any of the schools belonging to that school cluster, and are paid similarly. Principals, deputy principals and accessors receive an increase in salary during the assignment for the position and according to the total number of students enrolled in their respective clustered and non-clustered schools. Back to main table for this Indicator

**Slovak Republic:**

Notes on interpretation: The collected data on average salary refers to average salaries for ISCED 1 and ISCED 24. Both categories are pooled together and cannot be separated. The actual salaries for school year 2019/20 are not available. The data are collected by statistical questionnaires by the Slovak Centre of Scientific and Technical Information and could be available around February - March 2021. Back to main table for this Indicator

**Slovenia:**

Notes on coverage and methodology for teachers: Data on the average annual actual teachers’ salaries refer to: ISCED 02 level - include pre-school teachers at ISCED 01 and 02; ISCED 1 level - generalist (class) teachers; ISCED 2 level - subject specialist teachers; ISCED 34 level - general subjects teachers (in general and vocational upper secondary schools) and educators at residence halls for students.

At ISCED 1, 2 and 34 levels, the reported actual salaries include the average of three monthly salaries in 2017 and nine in 2018 (provisional data). The calculations are based on the payments to teachers who worked full-time for the same employer the entire year (SURS). At ISCED 02, the reported actual salaries correspond to the sum of the average salaries of teachers at ISCED 01 and 02 in the school year 2018/19. Data include teachers of all ages (ISPAP).

Notes on coverage and methodology for school heads: Data on the average actual shool heads’ salaries is composed of a sum of average salaries received in school year 2018/19. Data include head techers of all ages. At ISCED 02 level, data refer to school heads of kindergartens that provide ISCED 01 and 02 levels (kindergartens provide both levels and are headed by one school head). At ISCED 1 and 24, data refer to school heads of basic schools that provide both educational levels (single structure basic school is headed by one school head). At ISCED 34, data refer to school heads (directors (direktorji) and head teachers (ravnatelji) of schools, school centres and organisational units of schools/centres which provide general educational programme.

Notes on interpretation: Data on the average annual actual teachers’/school head’s salaries include additional payments and allowances except the annual holiday bonus, reimbursement for meals during work, reimbursement of travel expenses, long-service award (jubilejna nagrada). Back to main table for this Indicator

**Spain:**

Notes on coverage and methodology: The national salaries provided are calculated as means of the salaries of each Autonomous Community/City weighted by the number of teachers in public schools in each Autonomous Comunity/City. Back to main table for this Indicator
**Sweden:**

*Notes on coverage and methodology for teachers:* Actual teachers’ salary are based on data of teachers with pedagogical qualifications from Statistics Sweden (SCB) and include bonuses and allowances. Salaries on upper secondary level (ISCED 34) also include salaries for ISCED 35, vocational education (but exclude the salaries of teachers teaching vocational subjects).

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

*Notes on coverage and methodology for school heads:* First, a joint table was created from the Register of teaching personnel 2019 and the Register of personnel in pre-primary 2019. Duplicates were corrected. (If an individual appear both as a teacher and a school head, he/she is considered as principal if the scope of school head service is > 50 %, otherwise he/she will be counted as a teacher. However, if the service scope for the teacher service and the school head service is high (50/50 or 65/65), the individual was counted as a teacher. This has historical reasons, before the collection of school head’s salaries in OECD teachers with a teacher service and a school head serve of (for example of 50/50 or 65/65) was only counted as teacher.

Second, a match was made to the Register of wage and salary structures and employment in the primary municipalities 2018, to retrieve data on salary, age and gender. Then the groupings were made according to the instruction. Allowances are included.

*Notes on interpretation for teachers:* Teachers on ISCED level 0 were included in the register in 1999. Therefore, the data on this level is not as reliable as for other ISCED levels. Data for teachers on ISCED 0 only include teachers in pre-school class and leisure time centres. This applies when data on teachers salaries is reported on basis of work experience, since Sweden lack information about work experience for pre-school teachers.

*Notes on interpretation for school heads:* It is not possible to distinguish the salaries between school heads on ISCED 1 and ISCED 24, therefore the same salary is reported. Data is missing for school heads on ISCED 34 aged 25-34 because of too few observations. [Back to main table for this Indicator](#)

**United States:**

*Notes on methodology:* In reporting data for this survey, the U.S. relied on a nationally representative sample survey of schools, teachers and principals. Data reported for actual salaries of teachers include median teacher earnings from base pay, extracurricular activities, and merit/bonus pay. Data reported for actual salaries of school heads are the same as reported for statutory salaries - median salaries based on school head's reported base salaries - but include only salaries of school heads ages 25 to 64.

Please note that other combinations of earnings are also possible with the inclusion of pay from teaching summer school, non-teaching jobs at school during the summer, and non-school jobs.

*Notes on interpretation:* Data reported for actual salaries of teachers include median teacher earnings from base pay, extracurricular activities, and merit/bonus pay. Data reported for actual salaries of school heads are the same as reported for statutory salaries - median salaries based on school head's reported base salaries - but include only salaries of school heads ages 25 to 64. [Back to main table for this Indicator](#)
Criteria and decision level for various types of salary payments for teachers: Tables D3.8, D3.9, D3.10, and D3.11.

**Interpretation**

**Australia:**

*Notes on interpretation:* The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres.

*Allowances related to students counselling, special tasks:* Collective bargaining as set out in the Enterprise Agreement for each jurisdiction. Information on amount of allowance and how it is calculated has not been provided by jurisdictions.

*Allowances related to other tasks and responsibilities of teacher:* Rural and remote incentive schemes may (not mandatory) incorporate a range of incentive options, including (but not limited to): subsidised accommodation, concessional travel arrangements, education assistance for dependents, additional leave entitlements, additional learning and development entitlements and priority transfer following a period of service. Information on amount of allowance and how it is calculated has not been provided by jurisdictions. [Back to main table for this Indicator]

**Austria**

*Allowances related to participation in school or other management in addition to teaching duties:* Head of department: 67% of head's allowance; Administrative support of head: 33% or 50% of head’s allowance depending on the type of school;

*Allowances related to teaching more classes or hours than required by full-time contract:* 1.3% of the monthly salary per teaching-hour;

*Allowances related to students counselling:* EUR 81 to EUR 323 per month depending on the school-size;

*Allowances related to special tasks:* Coordination of teachers: EUR 86 to EUR 103 per month depending on the school-size;

*Allowances related to class teacher/form teacher:* Between EUR 95 to EUR 210 per month depending on level of education/type of school for 10 month a year;

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* Between EUR 120 and EUR 201 per month depending on the number of starting teachers [Back to main table for this Indicator]

**Belgium (Flemish Community):**

*Notes on interpretation:* Most representative salary scale at ISCED level including the annual gross salary, end of the year bonus and vacation pay.

*Allowances related to teaching more classes or hours than required by full-time contract:* Lessons in addition to a full time schedule (= ancillary function) represent only 0.0035% of total hours worked at ISCED levels 02, 1, 24 and 34. Additional teaching hours are paid on the minimum salary scale and don't entitle to holiday benefits nor to thirteen month benefits.

*Allowances related to special tasks:* The amount vary according to the level in which the training student is doing his trainee;

- EUR 2.61 per period (of 50 minutes) if the student does his trainee at ISCED 02, 1 or 2, with a maximum of 40 days per year and per teacher.
- EUR 3.86 per period (of 50 minutes) if the student does his trainee at ISCED 3, with a maximum of 160 days per year and per teacher.

*Allowances related to further formal qualifications:* Teachers at ISCED 02, 1 and 24 who, in addition to the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc. From EUR 45.82173 to EUR 137.488 per month for the successful completion of specific education leading to certain certificates and diplomas. [Back to main table for this Indicator]

**Belgium (French Community):**

*Notes on interpretation:* Most representative salary scale at ISCED level including the annual gross salary, end of the year bonus and vacation pay.

*Allowances related to teaching more classes or hours than required by full-time contract:* Lessons in addition to a full time schedule (= ancillary function) represent only 0.0035% of total hours worked at ISCED levels 02, 1, 24 and 34. Additional teaching hours are paid on the minimum salary scale and don't entitle to holiday benefits nor to thirteen month benefits.

*Allowances related to special tasks:* The amount vary according to the level in which the training student is doing his trainee;

- EUR 2.61 per period (of 50 minutes) if the student does his trainee at ISCED 02, 1 or 2, with a maximum of 40 days per year and per teacher.
- EUR 3.86 per period (of 50 minutes) if the student does his trainee at ISCED 3, with a maximum of 160 days per year and per teacher.

*Allowances related to further formal qualifications:* Teachers at ISCED 02, 1 and 24 who, in addition to the minimum qualification (bachelor), hold a master's degree in educational science, are paid at scale 501 (the most common scale at ISCED 34) instead of the scale 301. At the beginning of career, they are paid EUR 39 817 instead of EUR 32 010 (scale 301). [Back to main table for this Indicator]
Braz

Notes on Interpretation: Brazil has a decentralised system, therefore each one of the 27 states and more than 5 thousand municipalities has its own teachers career plan. Back to Main Table for this Indicator

Chile:

Allowances related to participation in school or other management in addition to teaching duties: Additional compensation for management and technical-pedagogical responsibilities benefit teachers that serve superior functions at the school and will reach the following minimum percentages calculated on the minimum national basic remuneration: 25% in the case of school heads, to 20% in the case of other directives and heads of technical-pedagogical units, and to 15% in the case of other personnel of the technical-pedagogical units.

Allowances related to teaching more classes or hours than required by full-time contract: Must be authorised by the competent authority of the teacher. Payments for extraordinary teaching hours are regulated by the Labour Code. Each extraordinary hour worked is valued as 1.5 times more than the hourly wage, which is determined by dividing the monthly wage by the number of regular hours worked in a given month, as established by contract. The hourly wage is then multiplied by the 1.5 surcharge, and then again multiplied by the total of extraordinary hours worked to determine the total compensation (Office of the Comptroller General of the Republic, Ruling 644 of 2009).

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Mentoring was established as mandatory for all new teachers in the first and second year of professional practice, in which the Government makes a payment to both mentor and beginner teacher for participation in mentoring.

Allowances related to outstanding performance in teaching: A national evaluation system was established where teachers must be evaluated every 4 years. They must take a test of specific knowledge and a portfolio that certifies teaching competences, according to these teachers are assigned to levels of professional development, and receive an assignment (Assignment of teaching professional development) associated with their performance.

Allowances related to teaching in a disadvantaged, remote or high cost area: There is an allocation that rewards teachers who work in schools with a high concentration of vulnerable students, which is higher as teachers have a better certification (they have been assigned to advanced levels of Teacher Development). Therefore, it is an incentive for teachers with better teaching skills to move to schools with high vulnerability. Teachers also receive an allocation by area that is a percentage set by law on basic minimum teacher remuneration. Back to Main Table for this Indicator

Colombia:

Notes on Interpretation: For this report we used information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute. Therefore, the percentages are measured in relation to this scale.

Allowances related to participation in school or other management in addition to teaching duties: All the teaching positions go out to public contest and have defined the functions and their salary is determined by national law. There are directive positions called coordinators, but these are not teachers and do not have teaching obligations. Teachers cannot assume management responsibilities.

Allowances related to teaching more classes or hours than required by full-time contract: The value of overtime is determined in the salary law.

Allowances related to engaging in extracurricular activities: It is voluntary at the discretion of individual teachers or heads of schools. No additional payment.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: it is not required.

Allowances related to further formal qualifications: The entrance to the teaching career is carried out through a merit contest and salary range is in accordance with the teacher's qualification. A teacher enters at a specific salary range, and when he/she finishes a postgraduate program, must hand in formally the corresponding documents, to receive an increase in their salary, according to the increment established by the salary law.

Allowances related to successful completion of (continuing) professional development activities: Having analysed the definition of “professional development activities” in the manual, it became clear that there is no direct salary increase or allowance for having participated in these activities. These are offered by the national and local governments, and may give points during promotion merit contests, so this is to be considered an allowance.

Allowances related to outstanding performance in teaching: The exercise of the teaching career will be linked to the permanent evaluation. Education professionals are personally responsible for their performance in the
corresponding work, and as such they must submit to the evaluation processes of their work. But Colombia has not established monetary incentives for outstanding performance or evaluation results.

There will be at least the following types of evaluation:

a. Trial period evaluation.

b. Periodic regular evaluation of annual performance.

c. Competency evaluation.

Allowances related to teaching in a disadvantaged, remote or high cost area: The salary law establishes an increase in the base salary as a set percentage for teachers who work in areas that are difficult to access (for geographical or violence-based reasons)

Allowances related to residence allowance: Transportation and food aid is paid to teachers who earn up to a certain salary level. Back to main table for this Indicator

Costa Rica:

Allowances related to participation in school or other management in addition to teaching duties: Teachers get this allowance when working with specific functions for example the assessment committee.

Allowances related to students counselling: In primary, some teachers have an extra payment for working in two specific technical committees. There is a position for a specific teacher to deal with these activities in secondary education.

Allowances related to special tasks: In primary, teachers who are leaders get an additional 25% of salary in order to provide technical support to others teachers. There also other leader teachers to tutor children to make them improve their grades. These teachers get an additional 25% in their salaries as well.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: In primary, teachers who are leaders get an additional 25% of salary in order to provide technical support to others teachers.

Allowances related to outstanding performance in teaching: The evaluation shall be taken into account in any "Personnel Action" that benefits the server and as a factor that will be considered for transfers, increases in salaries, licenses and, in general, for the other purposes stated in this law and other applicable laws and regulations.

The evaluation and qualification of services shall be given to officials, regular or interim that during the school year perform work in the same institution, provincial, official or department, for at least four months, continuously or alternatively. The result of the qualification will be given in order of merit according to the following concepts: Excellent, Very Good, Good, Insufficient and Unacceptable.

As a matter of interest, it is estimated that more than 95% of public servants get Excellent or Very Good scores.

Allowances related to teaching students with special educational needs (in mainstream classes): There are teachers exclusively trained for this purpose, so they receive a base salary for attending this student population. Back to main table for this Indicator

Czech Republic:

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Leadership of other employees set in a percentage of the highest salary steps in the given category: 5-50% according to the level of leadership. School heads set the criteria for assigning the exact amount.

Allowances related to teaching more classes or hours than required by full-time contract: An allowance for direct teaching above a specified range for teachers is equal to a double of the hourly average earnings for every hour of direct teaching. Overtime pay for work above the statutory weekly working hours is at least 25% of the hourly average earnings.

Allowances related to students counselling: School prevention specialist in the area of social-risky behaviour prevention (further qualifications is required) receives CZK 1 000-2 000 monthly. School head decides on the exact amount. For school advisor performing specialised methodical activities and more complicated counselling activities (further qualification is required), this position allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of teachers who perform the function of a school advisor is reduced by 1-5 lessons a week, depending on the school size.

Allowances related to engaging in extracurricular activities: Individual allowance, up to 50% (in exceptional cases up to 100%) of the highest salary steps in the given range (usually the individual allowance amounts to 3% of the gross salary). Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfilling of a larger range of work tasks than other employees (e.g. administration of a school library, checking school materials, organising school competitions, mentoring and support for other teachers). Performance is evaluated by school head. School head decides on exact amount.
Allowances related to special tasks: See Allowances related to engaging in extracurricular activities.

Allowances related to class teacher/form teacher: Allowance for a 'class teacher': CZK 500-1 300 monthly. School head sets the criteria for assigning the exact amount.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Individual allowance, up to 50 % (in exceptional cases up to 100 %) of the highest salary steps in the given range. Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfillment of a larger range of work tasks than other employees. Performance is evaluated by school head. School head decides on exact amount.

Allowances related to other tasks and responsibilities of teachers: Remuneration for the successful completion of an extraordinary or exceptionally important work task. School head decides on the exact amount.

Allowances related to successful completion of (continuing) professional development activities: Performance of specialised activities which requires further qualifications (co-ordination in the area of ICT, developing and co-ordination of School Framework Programmes, prevention of socially pathologic phenomena and activities related to the environmental education and activities of special education teachers related to the spatial orientation of visually disabled children and pupils or to those with speech difficulties ): CZK 1 000-2 000 monthly. School heads set the criteria for assigning the exact amount. The weekly direct teaching activity of a teacher who works as an ICT methodologist is reduced by 1 to 5 lessons.

Allowances related to outstanding performance in teaching: The individual allowance can also be paid for the continuing excellent performance at work. The teacher performance is evaluated by the school head.

Other allowances related to teachers' qualifications, training and performance: Specialised methodological activity in pedagogy and psychology which requires further qualification - study for school advisors. The position allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of teachers who perform the function of a school advisor is reduced by 1-5 lessons a week, depending on the school size.

Allowances related to teaching students with special educational needs (in mainstream classes): Teachers working in classes with pupils of different age: CZK 750-2 500 monthly. School heads set the criteria for assigning the exact amount.

Other: Teachers working with pupils/students with special educational needs in special schools, classes or groups (i.e. in those specially designed for these pupils/students): CZK 750-2 500 monthly. School heads set the criteria for assigning the exact amount.

Allowances related to family status: No allowances are paid on the base of family status only. In case of bad socio-economic situation the teacher (as any other) can apply for children’s benefits.

Other allowances: Among the forms of support for teachers can also be included a possibility to grant employees a special pay (pay completely outside the salary system) to appraise their work by employers, e.g. at an anniversary. Back to main table for this Indicator

Denmark:

Applicable to all criteria: The compensation system are negotiated and decided by collective agreements between, on the one hand, the teachers' unions (e.g. BUPL/LC/akademikerne) and, on the other hand, the national employers' authorities, i.e Ministry of Finance (Minister of Innovation) and Local Government Denmark (KL). Decisions on pay scales, grades and steps, payment for pension and general allowances are a part of the agreements. It is also a part of the collective agreements that a part of the total salary has to be decided at local level. This part of the salary has been growing over the last 10-20 years.

ISCED 34: On a national level, it has been decided collectively that the specific entitlement criteria and amounts will be decided locally. Thus, the national collective agreements puts out the framework (pay scales, grades and steps, payment for pension etc.) under which local (school-level) negotiations take place. Category 6 (collective agreement) is used for all task categories in column nr. 1, with the caveat that the specific regulation is administered on a local level (at school level). For each task category the text columns specifies what is meant by this.

The responses shown in Tables D3.17 and D3.19 are those that that seem fitting for ISCED 02,1 + 2. The reason for this choice is that the authority level differs between these ISCED levels and ISCED34. In the cases, where there are differences to ISCED34, ISCED34 is reported as the exception to the rule, and an explanation is provided on the differences with other levels. Often the only difference will be that the local authority level is different.

Allowances related to participation in school or other management in addition to teaching duties: At primary and lower secondary level where the teacher who handles the deputy function at schools where no deputy is employed is granted a supplement of DKK 15 400 .

At upper secondary level (ISCED 34) the job as deputy school leader is regulated by special collective agreement like the agreement for school leaders. The salary for deputy school leaders will typical be higher than the top salary for teachers, but lower than the principal's salary.
The highest ranked management posts, where teachers participate in management, i.e. deputy school leader or head of department, are compensated with additional pay and regulated by collective agreements.

A larger number of teachers with subordinate management tasks such as project managers, managers of professional groups will typically be compensated with time reduction and/or additional payment. Decision on this is typically taken at the local school level by the school leader.

**Allowances related to students counselling:** The collective agreement stipulates that the municipality/school management at ISCED 1 and 2, and the school management at ISCED 34, will decide on these allowances.

**Allowances related to engaging in extracurricular activities:** This task is not typically carried out by the schools, but instead it is local sports/game/drama-clubs/organizations that organize these events/activities.

**Allowances related to special tasks:** The collective agreement stipulates that the municipality/school management at ISCED 02, 1 and 2, and the school management at ISCED 34, will decide on these allowances.

At ISCED levels 01, 1 and 24, an additional payment of DKK 10 000 can be payed as a ‘teaching guidance allowance’.

**Allowances related to class teacher/form teacher:** At ISCED 1 and 2, the municipality/school management can take the specific decisions locally, but there is no additional payment for doing this task.

At ISCED 34, it is decided through collective agreement that the school management can take the specific decisions locally.

**Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:** At ISCED 02, 1 and 2, the municipality/school management can take the specific decisions locally, but there is typically no additional payment for doing this task, although some at some schools extra payment is a possibility.

At ISCED 34, it is decided through collective agreement that the school management can take the specific decisions locally.

Teachers usually have a reduction in the teaching time although an extra payment may also be possible.

**Allowances related to further formal qualifications:** At upper secondary level, the school management may grant an additional payment to teachers having a higher qualification than the minimum.

**Allowances related to successful completion of (continuing) professional development activities:** The collective agreement stipulates that the municipality/school management at ISCED 02, 1 and 2, and the school management at ISCED 34, will decide on this allowance.

**Allowances related to outstanding performance in teaching:** The collective agreement stipulates that the municipality/school management at ISCED 02, 1 and 2, and the school management at ISCED 34, will decide on this allowance.

The typical compensation nature is regular payments, which teachers can receive through assessment of teaching skills, personal skills etc.

**Allowances related to teaching students with special educational needs (in mainstream classes):** At ISCED 02, 1 and 2, it is decided through collective agreement that the municipality/school management can take the specific decisions locally, but normally no allowance is paid.

At ISCED 34, it is to the discretion of the school management.

**Allowances related to teaching in a disadvantaged, remote or high cost area:** The collective agreement stipulates that the municipality/school management at ISCED 02, 1 and 2, and the school management at ISCED 34, will decide on this allowance.

The payroll for teachers gives a little higher salary in high-cost areas. In order to attract teachers to areas where it is difficult to attract teachers, a higher salary is sometimes paid. Decisions about this are taken locally.

**England:**

**Notes on interpretation:** The framework for pay, which is set at central level and published in the School Teachers’ Pay and Conditions Document (STPCD), allows for an allowance to be awarded for an additional responsibility which has the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. Such allowances are called “teaching and learning responsibility” payments (TLR). TLRs are not subject to the geographical variations that apply to statutory salary ranges.

Before awarding any TLR the relevant body must be satisfied that the teacher’s duties include a significant responsibility that is not required of all classroom teachers and that:

a) is focused on teaching and learning;

b) requires the exercise of a teacher’s professional skills and judgement;

c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and

e) involves leading, developing and enhancing the teaching practice of other staff.

The relevant body (the school's governing body or local authority) determines whether to award an allowance and its level.

a) First teaching and learning responsibility (TLR1): May be awarded when a teacher takes on "sustained additional responsibility" that "includes line management responsibility for a significant number of people" (STPCD 2018, p. 25-26). The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value for a TLR1 must be no less than GBP 7,853 and no greater than GBP 13,288.

b) Second teaching and learning responsibility payment (TLR2): May be awarded when a teacher takes on "sustained additional responsibility" that does not include line management duties for a significant number of people (STPCD 2018, p. 25-26). The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value for a TLR2 must be no less than GBP 2,721 and no greater than GBP 6,646.

c) Third teaching and learning responsibility payment (TLR3): May be awarded when a teacher takes on "additional responsibility" for "clearly time-limited school improvement projects or one-off externally driven responsibilities" (STPCD 2018, p. 25-26). Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3. The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value must be no less than GBP 540 and no greater than GBP 2,683.

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): The framework for pay allows for additional payments to be made for 'participation in out-of-school hours learning activity agreed between the teacher and the headteacher'. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

Allowances related to students counselling: The relevant body (the school's governing body or local authority) determines whether to award a TLR for students counselling and its level. See above for types and amounts.

Allowances related to engaging in extracurricular activities: Participation in out-of-school hours learning activity agreed between the teacher and the headteacher can be awarded as an (occasional) additional payment. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level. If a TLR is awarded, the payment is regular (see above).

Allowances related to special tasks: Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school can be awarded as an (occasional) additional payment. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: The relevant body (the school's governing body or local authority) determines whether to award a TLR for participating in mentoring programmes and supporting new teachers and its level. See above for types and amounts.

Allowances related to other tasks and responsibilities of teachers: The framework for pay which is set at central level, allows for payments for residential duties to be made. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

Allowances related to further formal qualifications: When determining the salary for a post, the relevant body (the school's governing body or local authority) has discretion to take into account a range of factors, including the level of qualifications, skills and experience required.

Allowances related to successful completion of (continuing) professional development activities: When determining the salary for a post, the relevant body (the school's governing body or local authority) has discretion to take into account a range of factors including the level of qualifications, skills and experience required.

Allowances related to outstanding performance in teaching: The framework for pay, which is set at central level, determines the minimum and maximum for each pay range and requires that all progression is linked to performance. The relevant body (the school's governing body or local authority) determines the number and distribution of pay points within each range, and the range and level of evidence used to judge performance.

Allowances related to teaching students with special educational needs (in mainstream classes): The framework for pay allows for teaching pupils with special educational needs to be included in a teacher's normal duties. A SEN allowance may be awarded to a mainstream classroom teacher: "in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;

- "who teaches pupils in one or more designated special classes or units in a school;

- "in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
i. involves a substantial element of working directly with children with SEN;
ii. requires the exercise of a teacher’s professional skills and judgement in the teaching of children with SEN; and
iii. has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service."

Where the criteria are met, the relevant body must award the allowance. The relevant body (the school’s governing body or local authority) determines the value of the allowance in accordance with its pay policy. The annual value must be no less than GBP 2,149 and no greater than GBP 4,242.

*Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance):* There are separate geographical pay ranges for teachers employed in different areas: Inner London Area, Outer London Area, the Fringe Area, England and Wales (excluding the London Area). This is to reflect the cost of living in different areas of England.

*Other allowances:* The framework for pay allows for payments to be made as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. The relevant body (the school’s governing body or local authority) determines whether to award a payment and its level. Back to main table for this Indicator

**Estonia:**

*Notes on interpretation:* Teachers wage components (allowances related to other tasks and responsibilities) are not regulated in any regulation; teacher’s wage is an agreement between the head of school and the teacher; if a teacher is working full-time, his/her wage can’t be smaller than the minimum wage stated in regulation (The Regulation of Basic Schools and Upper Secondary Schools Teacher Minimum Salary).

*Allowances related to class teacher/form teacher:* Form teachers receive a higher base salary or an additional payment.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* Teachers with mentoring responsibilities receive a higher base salary or an additional payment.

*Allowances related to outstanding performance in teaching:* Teachers may get rewarded at local and school level. At national level, teachers awarded in the event “Aasta õpetaja gala” (The Teacher of The Year) get a financial reward.

*Allowances related to teaching students with special educational needs (in mainstream classes):* Schools get additional resources, but the allocation of funds is within the discretion of the school head. Back to main table for this Indicator

**Finland:**

*All criteria:* For pre-primary education (ISCED 02), data is reported on the majority, i.e. the kindergarten teachers.

*Allowances related to participation in school or other management in addition to teaching duties:* The reduction of statutory teaching time varies from 1-16 weekly lessons depending on the size of school.

*Allowances related to teaching more classes or hours than required by full-time contract:* The compensation per extra lesson is calculated based on the statutory salary and statutory teaching time. The teachers’ individual salary is multiplied by 0.83 and then divided this by the statutory teaching time of the individual teacher. The teaching time differs based on type of post- class teacher or subject teacher- as well the subject taught (for subject teachers).

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or class teacher/form teacher: The compensation is calculated based on the statutory salary and statutory teaching time. The statutory minimum for one extra lesson per week is EUR 90.22 per month (x12 months) and EUR 129.92 per month (x12 months) for a lower secondary teacher.

*Allowances related to class teacher/form teacher:* The compensation is calculated based on the statutory salary and statutory teaching time. For ISCED 3 definition under local autonomy. The statutory minimum for extra lesson per week is EUR 90.22 per month (x12 months), EUR 129.92 for a lower secondary teacher.

*Allowances related to outstanding performance in teaching:* The definition of the calculation is under local autonomy. The decision is generally made by the school head that is responsible for the appraisal. Compensation for performance is not widely used.

*Allowances related to Teaching in a disadvantaged, remote or high-cost area (location allowance):* Two different pay scales. Finland is divided into two ”cost areas. The difference amounts to 1% of the statutory base salary. Back to main table for this Indicator
France:

**All criteria:** Concerning the data of "Which authority level decides on the entitlement criteria and amounts for allowances" "Central authorities" include decentralised administration. For an overview on the territorial organisation of the Ministry of Education in France, see: [http://www.education.gouv.fr/cid3/les-rectorats-services-departementaux-education-nationale.html](http://www.education.gouv.fr/cid3/les-rectorats-services-departementaux-education-nationale.html).

**Allowances related to participation in school or other management in addition to teaching duties:** For particular tasks, the amount vary according to the tasks assigned (to EUR 312 to EUR 3 750).

**Allowances related to teaching more classes or hours than required by full-time contract: Heures Supplémentaires Annuelles (HSA):** from EUR 1 143 to EUR 1 257 for *professeurs certifiés* and from EUR 1 658 to EUR 1 824 for *professeurs agrégés*.

**Allowances related to students counselling:** Fixed annual salary bonus named:

- "ISAE (Indemnité de suivi et d’accompagnement des élèves)" at ISCED 02-1 (EUR 1 200)
- “ISOE (Indemnité de suivi et d’orientation des élèves)” at ISCED 24-34 (EUR 1 214).

**Allowances related to engaging in extracurricular activities:** Pre-primary and primary teachers may be in charge of extracurricular activities which are paid between EUR 22 and EUR 27 per hour (maximum rates)

**Allowances related to special tasks (e.g. training student teachers and providing support to other teachers.) or participation in mentoring programmes and/or supporting new teachers in induction programmes:** Allowance for tutoring, master trainer:

- ISCED 02-1: EUR 1 250 (professeurs maîtres formateurs)
- ISCED 24-34: EUR 834 (professeurs formateurs académiques)

**Allowances related to class teacher/form teacher:** Variable portion of the "ISOE" allowance only given to the class teachers: EUR 906 to EUR 1 426.

**Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:** Allowance for tutoring, master trainer: EUR 1 250.

**Allowances related to other tasks and responsibilities of teachers: Heures Supplémentaires Effectives (HSE):** only ponctual hours. Each is paid 1/36th of one HSA with an indemnity equal to a 25% surcharge.

**Successful completion of (continuing) professional development activities:** On the initiative of the competent authority or after its agreement, teaching staff benefits from professional training actions during the periods of vacancy of the classes, for 5 days per year maximum. Decree n° 2019-935 from september sixth, 2019 : [https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000039061144](https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000039061144)

**Outstanding performance in teaching:** Teachers benefit from 3 career advancement meetings (Rendez-vous de carrière) that allow them to progress to a better position on the salary scale. These meetings consist of an evaluation in a professional situation and an interview with an inspector (and with the head school for teachers of secondary schools).

**Allowances related to teaching students with special educational needs (in mainstream classes):** All = allowance for teachers in charge of children with special needs (EUR 2 500). All = allowance for specialised teacher (EUR 844 to EUR 2 609).

**Allowances related to teaching in a disadvantaged, remote or high cost area:** Allowance for teachers teaching in disadvantaged area (REP and REP+ allowance) : REP = EUR 1 734; REP+ = EUR 4 646 (Decree of July 23th, 2019 - NOR: MENH1919173A)

**Allowances related to residence allowance (not dependent on a particular location):** It is the "Indemnité de résidence" payed each month. The amount depends on the area. [https://www.service-public.fr/particuliers/vosdroits/F32511](https://www.service-public.fr/particuliers/vosdroits/F32511).

**Allowances related to family status (e.g. married, number of children):** It is the "SFT" (family supplement) payed each month. The amount depends on the number of children. [https://www.service-public.fr/particuliers/vosdroits/F32513](https://www.service-public.fr/particuliers/vosdroits/F32513).

**Other allowances:** Bonus for entering in the teaching profession, only at the fist certification: EUR 1 500 (paid in two instalments). [Back to main table for this Indicator](#)

**Germany:**

**Allowances related to family status (e.g. married, number of children):** The family allowance varies according to the salary group and the family circumstances of the civil servant. Level 1 relates to the family situation of the civil servant, while levels 2 and above relate to the number of children he or she has. The family allowance also varies across the Länder.

**Other allowances:** General post allowance for Studienräte in salary group A13. A fixed amount that varies between the Länder. The general post allowance may not exceed 75% of the difference between the final base
salary of the salary group the public servant is in and the final base salary of the next higher salary group. Back to main table for this Indicator

**Greece:**

**Allowances related to teaching more classes or hours than required by full-time contract:** There is overtime compensation when a teacher teaches more hours than required in normal situations. The compensation depends on the number of extra hours s/he teaches per week. It is EUR 10 gross per extra teaching hour, and it must not be for more than 20 hours per month.

**Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):** These tasks are performed by teachers but no allowance is granted.

**Allowances related to class teacher/form teacher:** Teachers in Greece who take on the responsibilities of a class teacher, are required to do this by law and do not receive an allowance for performing these responsibilities.

**Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:** It is a teacher's responsibility to co-operate with students training to be teachers and teachers participating in in-service training programmes in order to conduct teaching sessions in his/her classroom that will be viewed for training purposes or to arrange teaching sessions in his/her classroom for the participants of training programmes to teach.

**Allowances related to other tasks and responsibilities of teachers:** It is teachers' duty to participate in the school's teachers' board, that has a wide range of responsibilities in school administration (e.g. programming educational activities, school evaluation, safeguarding student health and safety, spotting needs for further teacher training and proposing to school counsellors topics of training programmes for serving teachers). Teachers must also perform administrative tasks related to the functioning of the school, which are not compensated economically.

**Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):** The initial educational qualification is a Bachelor's degree, the possession of a relevant Master's or PhD degree is considered as additional years of experience as a teacher. The recognised additional years of service result in a higher salary grade.

**Allowances related to Successful completion of (continuing) professional development activities:** Professional development is a teacher's responsibility but the legislation does not include provisions for monitoring teachers' successful completion and participation in professional development activities, and teachers do not receive an allowance.

**Allowances related to teaching students with special educational needs (in mainstream classes):** Teachers in Greece may teach students with mild special educational needs (e.g. dyslexia, autism) in mainstream classes following the decisions and instructions of KEDDY (Centre of Differential Diagnosis, Diagnosis and Support of persons with special educational needs) or they may teach students with more severe educational needs without the support of a special needs education teacher because of financial constraints. No allowance is granted for performing these tasks.

**Allowances related to Teaching in a disadvantaged, remote or high-cost area (location allowance):** The allowance for serving in a disadvantaged or borderline region is EUR 100 gross per month.

**Allowances related to family status (e.g. married, number of children):** The family allowance received by all civil servants including teachers is EUR 50 gross per month for one dependent child, EUR 70 gross per month for two dependent children, EUR 120 gross per month for three dependent children, EUR 170 gross per month for four dependent children and for more than four children EUR 70 for each child above the four children (e.g. EUR 240 gross per month for five dependent children). Back to main table for this Indicator

**Hungary:**

According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance (for a bachelor’s degree it is HUF 182 700 per month and for a master’s degree it is HUF 203 000 a month). The percentages vary according to the task/responsibility. Therefore the monetary value of the salary is dependent on the qualification of the actual teacher. In summary, the base salary differs depending on the qualification of the teacher. The percentages of the allowances are legally regulated.

**Allowances related to participation in school or other management in addition to teaching duties:** According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance (for a bachelor’s degree it is HUF 182 700 and for a master’s degree it is HUF 203 000 a month). The percentages vary according to the task/responsibility:

- deputy school head/s: 20-40%,
- team leaders of working groups of teachers: 5-10%
- school/kindergarten division head/s: 20-40%
- deputy head/s of school/kindergarten division/s: 20%.
Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Regulation stipulates a framework amount of lessons, if the maximum is exceeded, extra payment is given. Amount is up to the maintainer of individual schools.

Allowances related to engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): It is included in the base salary if it is in the compulsory teaching time (22-26 lessons a week [45 minutes]). If it is above, the teacher receives overtime compensation.

Allowances related to class teacher/form teacher: According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance. This percentage varies from 10% to 30%.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: No extra payment. The school head may decide on it as part of the compulsory non-teaching time at school (up to 32 hours).

Allowances related to other tasks and responsibilities of teachers: Allowance for teaching ethnic minority classes in an ethnic minority language: varying from 10% to 40% of the base salary of the degree of the teacher.

Outstanding performance in teaching: Local authorities may raise the base salary of teachers for their outstanding performance.

Other allowances related to teachers’ qualifications, training and performance: Every six years, teachers may sit on an exam to be promoted to the next career level, namely Teacher II or Master teacher, with better salary ranges.

Allowances related to teaching students with special educational needs (in mainstream classes): 5-10% of the base salary.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): 10-30% of the base salary.

Other allowances: Allowance for former school heads (for 10 years or more) that continue teaching at the same school: 25% of his/her former school head allowance.

Iceland:

All criteria: All answers refer to public schools. Different answers may apply to private schools. However, they are also dependent on payment from local authorities and government so the same answers apply in most cases.

Allowances related to participation in school or other management in addition to teaching duties: Base salary increased by 5.6% for ISCED 02-24.

Allowances related to teaching more classes or hours than required by full-time contract: or engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): ISCED 3: overtime is calculated as 1.2 hours of a specific salary level. ISCED 0, 1, 2 overtime is calculated as 1.0385% of the employee's monthly salary.

Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Schools are required to hire student counsellors with specialist training and qualifications. Student counsellors are placed in a specific step in the pay scale. Student counselling is not part of classroom teachers’ responsibilities.

Allowances related to special tasks: Teachers at ISCED 02, 1 and 24 who serve as “Leiðsagnarkennari” get an ad hoc salary increase of 5.6% (2 salary steps) for the school year.

Class teacher/form teacher: ISCED 1-2: Two steps higher on the pay scale, which amounts to 5.6% pay rise.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Reduction in teaching time, 40 minutes each week.

Allowances related to successful completion of (continuing) professional development activities: continuing professional development (CPD) is already a part of teachers total annual working time. However specialised CPD may contribute to further pay rises.

Allowances related to teaching students with special educational needs (in mainstream classes): ISCED 02-24: Two steps on the pay scale, which amounts to 5.6% pay rise.

Ireland:

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): At ISCED 1, deputy principals of schools with up to 23 teachers have a full complement of teaching duties i.e. responsibility for a mainstream class setting or a cohort of pupils with special educational needs. The allowance for deputy principals at ISCED 1 with teaching duties ranges from EUR 3 769 to EUR 13 051 in accordance with the number of teachers in the school. Schools at ISCED 1 with 24 mainstream teachers or more (i.e. 637 pupils or more) have administrative deputy principals who are not required to have teaching duties. The allowance for deputy principals at ISCED 1 without teaching duties ranges from EUR 13 051 to EUR 18 966. At ISCED 24 and ISCED 34, deputy principals in schools with 1- 400 students have teaching duties which vary in accordance with student enrolment, The allowance for Deputy Principal Teachers with teaching duties at ISCED 24 and 34 ranges from EUR 3 769 to EUR 15 878 in accordance with the
teacher Whole Time Equivalents in the school based on student enrolment. For example, deputy principals in schools with student enrolment between 300 and 400 students may have up to 25% of their time allocated to teaching duties. Deputy principals in schools of more than 400 students (21 teacher Whole Time Equivalents or more) typically do not have teaching duties. The allowance for such Deputy Principals ranges from EUR 17 088 to EUR 27 217 in accordance with the teacher Whole Time Equivalents based on student enrolment. There is a set allowance of EUR 8 520 and EUR 3 769 respectively for assistant principal and special duties teachers at ISCED 1, ISCED 24 and ISCED 34 who have a full complement of teaching duties.

**Allowances related to other tasks and responsibilities of teachers:** At ISCED 1, there are two payment options available to permanent qualified primary teachers who are: a) Registered in the primary sector and b) Teaching in the primary sector during the July Programme which is an extension of the school year for children with special needs. Option 1: Additional salary to include allowances where payable, and calculated on the basis of each day worked. Option 2: The qualified primary hourly rate for each standard full school day (5 hours and 40 minutes) of the programme, Monday to Friday only. At ISCED 1, the hourly rate for qualified teachers who work in the July provision is EUR 37.29.

At ISCED 24 and ISCED 34, there are two payment options available to permanent qualified post primary teachers who are: a) Registered in the post primary sector and b) Teaching in the post primary sector during the July Programme. Option 1: Additional salary to include allowances where payable and calculated on the basis of each day worked. Option 2: The qualified post primary hourly rate for each standard full school day of the programme, Monday to Friday only. At ISCED 24 & 34, the hourly rate for qualified teachers who work in the July provision is EUR 44.84.

**Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):** Teachers currently in the teaching profession that entered the system prior to 2011 (77.2% at ISCED 1; 77.7% at ISCED 24 & 34) get specific qualification allowances. For primary degree (Honours), EUR 4 918; at secondary level, additional EUR 591 for a Post Graduate Diploma in Education (Pass). Teachers at the top of the salary scale after 10 years also receive a long service allowance of EUR 2 324. These allowances are not included in the salaries of teachers who commenced teaching from or on 1 January 2011. Back to main table for this Indicator

**Allowances related to outstanding performance in teaching:** Teachers currently in the teaching profession that entered the system prior to 2011 (at ISCED 1; at ISCED 24 & 34) get specific qualification allowances. For primary degree (Honours), EUR 4 918; at secondary level, additional EUR 591 for a Post Graduate Diploma in Education (Pass). Teachers at the top of the salary scale after 10 years also receive a long service allowance of EUR 2 324. These allowances are not included in the salaries of teachers who commenced teaching from or on 1 January 2011.

**Other:** Teaching on an island; For teachers at ISCED 1, ISCED 24 and ISCED 34 who started teaching prior to January 2011, the annual allowance for teaching in an island school is EUR 1 842, the allowance for teaching in an Irish speaking area (Gaeltacht) is EUR 3 063, and the allowance for teaching through Irish in an Irish-medium school outside of the Gaeltacht is EUR 1 583. These allowances are not included in the salaries of teachers who commenced teaching from or on 1 January 2011. Back to main table for this Indicator

**Israel:**

**Allowances related to participation in school or other management in addition to teaching duties:** Vice-principals receiving additional fees for administration hours. (Does not affect on the working hours of full-time. They must teach too). At the upper secondary education, the maximum payment refers to the max vice-principal management remuneration (depending on the size of the school). Back to main table for this Indicator

**Allowances related to teaching more classes or hours than required by full-time contract:** Subject to the allocation of hours for the school and to the principal's decision (the obligation for the teacher is to one FTE), with the teacher's consent.

**Allowances related to students counselling:** MA is the minimal condition for the consultant role, and have to be consultant in his formation. The teacher receives remuneration for consulting and besides that he is committed to teach third of FTE. In the prep primary education, most of the counselling is for the parents.

**Allowances related to engaging in extracurricular activities:** In the last years a summer school for the pupils in the primary education take place in the summer vacation. With authorization of the Ministry of Education, a teacher can participate, according to his choice, in activities for young pupils in the summer vacation or in the afternoon after school (in this case for pupils in the first two grades only). The teacher will be paid as additional work by the local authority and not by the Ministry of Education.

**Allowances related to special tasks:** 1. Ministry of Education authorizes teachers to guide qualified teachers. 2. The principal chooses trainers for training and mentoring student teachers, it is voluntary. For special tasks, like level coordinator, professional coordinator or training for teaching students, a teacher receives a percentage reward. In kindergartens, the head teacher can guide the kindergarten assisting staff and other substitute teachers as part of her ongoing work.
Allowances related to class teacher/form teacher: 11.5% for the first grade and 10% for the others. Teachers receive preschool management fees ranging from 17% to 21% of salary (except for a minority of teachers who work as part of a garden cluster)

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Percentage monthly payment, 12 months a year, 2.4% for each supported new teacher, up to 3 per mentor.

Allowances related to further formal qualifications: A higher degrees such as MA/PhD changes the base salary (in percentage).

Allowances related to successful completion of (continuing) professional development activities: Compliance with other conditions (such as the completion of the seminar duty hours, accumulated seniority, and for progress in the highest salary scales, has to be evaluated by the Supervisor). The addition payment will increase the base salary scale

Allowances related to outstanding performance in teaching: In the reform in upper secondary school - an annual bonus and extra percentages (promotion in rank). All other levels of education, compensation exists only for the high levels teachers (The teacher have to get assessment by the principal).

Allowances related to teaching in a disadvantaged, remote or high cost area: The maximum payment for required teachers is very rare and is based on an individual contract

Allowances related to residence allowance: There is a special grant for teachers in peripheral communities who receive a rent refund. This rent refund is limited.

Allowances related to family status: In the pre-primary education, the teachers have the possibility to receive a payment defined as a percentage of statutory base salary. Supplement in NIS for daycare centres, according to the children up to age 5. A teacher aged more than 50 and a mother with children up to age 14 can benefit of a reduction in working time.

Italy:

Allowances related to participation in school or other management in addition to teaching duties: Annual payment. The head teacher in cooperation with the teachers’ assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to teaching more classes or hours than required by full-time contract: Teachers on a full teaching load may be requested, where necessary, to take on up to 6 extra hours of teaching a week in their subject for the school year. In these cases, they receive a monthly additional payment.

Allowances related to students counselling: The head teacher with the collaboration of the teachers assembly decide as regards the criteria for assigning teachers to these roles, but the criteria regarding the awarding of additional payments are determined through negotiations with T.U. at the school level.

Allowances related to engaging in extracurricular activities: Annual payment. The head teacher in cooperation with the teachers’ assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to special tasks: Annual payment. The head teacher in cooperation with the teachers’ assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Annual payment. The head teacher in cooperation with the teachers’ assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to outstanding performance in teaching: The Reward Scheme for teachers was abolished through the 2020 Budget Law, which provides that the resources included in the fund for the improvement of the educational offer, are used by the supplementary bargaining in favour of the entire school staff, without specific restrictions. These resources are used on the basis of the criteria defined in the school’s supplementary bargaining for the benefit of both teachers and non-teaching staff.

Japan:

Notes on interpretation: National schools are excluded.

Allowances related to teaching more classes or hours than required by full-time contract: There are no appropriate options to express Japanese circumstance.

Korea:

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): KRW 70 000 (monthly).
Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Overtime compensation is defined as a percentage of statutory base salary paid to teacher and Incidental/Occasional additional payment. Calculation method: 55% of base salary × 1/209 × 1.5.

Allowances related to engaging in extracurricular activities: Financial compensation applies to ISCED 1 to 3 for teachers who engage in extracurricular activities; the amount of compensation differs depending on the program.

Allowances related to special tasks: Financial compensation (KRW 400,000 per month) is offered to Master teachers who are in charge of mentoring, providing professional development, and designing curriculum for other teachers.

Class teacher/form teacher: KRW 130,000 (monthly).

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Further formal qualification increment compensation within the salary range after obtaining a higher professional teaching certificate.

Other: Teachers of practical courses (such as mechanics and engineering) are entitled to additional compensation. Back to main table for this Indicator

Latvia:

Notes on interpretation: Information refers to public institutions only (private institutions may have set some other allowances autonomously).

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Methodology work, project management, and other activities related to the development of the school are included in teachers' work. Teachers holding an administrative post such as deputy head or head of department have no teaching duties (except for a maximum of 7 hours) but do not get an additional compensation.

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Teachers may work more than one workload (30 hours per week), but no more than 40 hours per week. However, if a teacher does additional teaching work (not included in his/her job description), school head decides about allowance up to 30% from salary for additional hours.

Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Individual and group work with students, and counselling is part of a teacher's workload.

Allowances related to engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): If a teacher runs extracurricular activities of an educational interest, this extra time is included in the calculation of his/her workload and salary. Pre-primary school may organise extracurricular activities. Participation is voluntary and parents also pay contributions to these classes. Salary of the instructors may come from municipality or private sources.

Allowances related to special tasks (e.g. training student teachers and providing support to other teachers): According to the agreement with teachers' training institution, or with a head of the school. There is an institutional autonomy.

Allowances related to class teacher/form teacher: Class/form teacher duties are included in the teachers' workload.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Institutional autonomy or according to agreement within a project or initiative.

Allowances related to successful completion of (continuing) professional development (CPD) activities: CPD is professional duty of teachers and regulation says that it should take place 36 hours every three years. However, it is not described by regulation that this duty and formation of base salary is linked.

Allowances related to outstanding performance in teaching: Teachers with the 1st, 2nd and 3rd quality level (professional activity quality evaluation system) receive allowance of EUR 45, EUR 114, and EUR 140 respectively in relation to one teaching work rate.

Other allowances related to teachers' qualifications, training and performance: A teacher may receive allowance for outstanding personal contribution. Bonuses and allowances paid from the state budget for a teacher in one year cannot exceed 120% of teacher monthly salary, but total (state and municipality sources) in one year cannot exceed 175% of teacher's monthly salary.

Allowances related to teaching students with special educational needs (in mainstream classes): 10% of the monthly salary.

Other allowances: Teachers working in the state gymnasiuums and vocational education competence centres receive an allowance of 10% of monthly salary. Back to main table for this Indicator
Lithuania:

*Allowances related to participation in school or other management in addition to teaching duties:* Basic statutory salary increased 1-15%. Allowances related to teaching more classes or hours than required by full-time contract: Basic statutory salary increased 1-15%.

*Allowances related to students counselling:* Basic statutory salary increased 1-15%.

*Allowances related to engaging in extracurricular activities:* Basic statutory salary increased 1-15%.

*Allowances related to special tasks:* Basic statutory salary increased 1-15%.

*Allowances related to class teacher/form teacher:* Basic statutory salary increased 1-15%.

*Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:* Basic statutory salary increased 1-15%.

*Allowances related to other tasks and responsibilities of teachers:* The school head can grant allowances for other tasks and responsibilities up to a 20% of the basic salary. In the event of more than one allowance, the total increase cannot be more than 25% of the basic statutory salary.

*Teaching students with special educational needs (in mainstream classes):* Basic statutory salary increased 1-20%.

*Other allowances:* The basic statutory salary may increase from 1 to 15% teaching in International Baccalaureate classes, in multilingual environment and in a national minority language, and teaching ill students at home.

Luxembourg:

Allowances related to teaching more classes or hours than required by full-time contract: 1/173 of the monthly salary is paid for every supplementary hour of work.

*Allowances related to further formal qualifications:* When Teachers have a higher degree as the Minimum required they get an higher number of p.i. (point indiciaire) as the normal teachers if their higher qualification is recognized. For example a doctorate is paid 20 p.i. more then normal qualifications.

*Allowances related to successful completion of (continuing) professional development activities:* In order to advance in the career teachers have to fulfill a certain number of professional development activities, they are regulated in the law.

*Allowances related to residence allowance:* Teachers can ask une "indemnité de rou te" for travels they have to do as well as an reduction of taxes if their workplace is different then the location where they live.

*Allowances related to family status:* Married Teachers as well as for each child they have, get an allowance.

Mexico

*Allowances related to further formal qualifications:* ISCED 1, 2: Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession does not affect the base salary or additional payments for the new entrant teachers. With years in service this quality acquires importance.

ISCED 3: This criterion is considered by the Evaluation Programme and Assignment of teacher Performance. Named subfactor "Academic grade", maximum score 100. Amount of the allowance is not available.

*Allowances related to successful completion of (continuing) professional development activities:* ISCED 1, 2: This criterion forms part of the Professional Background, corresponds to the knowledge required by the teacher to perform his/her duties. Amount of the allowance is not available.

*Allowances related to outstanding performance in teaching:* ISCED 1, 2: Academic achievement: Evaluates the learning achievement of the students in the classroom or subject. ISCED 3: This criterion is considered by the Evaluation Programme and Assignment of Teacher Performance. Named subfactor "Instructor Factor Supply Instruction Dedication", 100 maximum score. A high percentage of teachers participate. Amount of the allowance is not available.

*Allowances related to teaching in a disadvantaged, remote or high cost area:* ISCED 1, 2: Teachers that work in low development areas in the country. ISCED 3: This criterion is applied to teachers who carry out their Sabatical in low development areas in the country; they benefit from a fellowship of "the Commission", fellowship of CONACyT (National Conseil of Sciences and Technology) or a fellowship of COSNET (Conseil of the National System of Technological Education). Amount of the allowance is not available.

Netherlands:

*Notes on interpretation:* The allowances specified in the collective agreement for certain steps in the pay scales are included in the actual salaries. School boards may grant additional allowances, although it is not a widely spread practice.
Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): It is impossible to specify the amount of the allowances. It’s the responsibility of the individual school board how this is arranged.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): This depends on an agreement between school heads and teachers and is only possible until a maximum of 1.20 full-time equivalent workload.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Other tasks than teaching are determined by the school head and the teachers. It’s up to the school (leader) to decide if this teacher can get an allowance (or higher salary scale).

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): Other tasks than teaching are determined by the school heads and the teachers. Summer schools are not the responsibility of the school (not applicable).

Special tasks (e.g. training student teachers and providing support to other teachers): Other tasks than teaching are determined by the school heads and the teachers.

Class teacher/form teacher: Other tasks than teaching are determined by the school head and the teachers. It is up to the school heads to decide whether a teacher can get an allowance (or higher salary scale).

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Other tasks than teaching are determined by the school heads and the teachers. School heads decide whether a teacher can get an allowance (or higher salary scale).

Explanatory notes: The promotion criteria for a higher salary scale are established in consultation with the teacher’s representatives of the school (board). As a consequence there are (small) differences in criteria between boards. However, the social partners have made some recommendations.

Allowances related to teachers’ qualifications, training and performance:
It’s up to the school (leader) to decide whether a teacher can get an allowance (or higher salary scale)

Allowances related to teaching students with special educational needs (in mainstream classes): It’s up to the school (leader) to decide if this teacher can get an allowance (or higher salary scale).

Teaching in a disadvantaged, remote or high-cost area (location allowance): Schools with special high SES students get more money. It’s up to the school how this will be spent.

Residence allowance: No difference in payment. Back to main table for this Indicator

New Zealand:
Although there do exist allowances for teachers, these are complex and we have not yet had the time to work through supplying these. Back to main table for this Indicator

Norway:
Allowances related to teaching more classes or hours than required by full-time contract: 50% overtime premium.
Allowances related to students counselling: An annual compensation of minimum NOK 12 000.
Allowances related to special tasks: Training student teachers is rewarded with an occasional additional payment. Performing other special tasks may entitle to regular additional payments.
Allowances related to class teacher/form teacher: An annual compensation of minimum NOK 12 000.
Allowances related to further formal qualifications: This is based on five different types of qualifications that are linked to the educational level, which again determines the statutory salary level of teachers.
• Bachelor's Degree (180 ECTS)
• Bachelor's Degree (240 ECTS)
• Bachelor's Degree (300 ECTS)
• Master's Degree (300 ECTS)
• Master's Degree (360 ECTS or more)
Allowances related to outstanding performance in teaching: It is not very common, but it is possible for local authorities to give additional regular payments for teachers based on performance. Criteria are decided locally.
Allowances related to teaching students with special educational needs (in mainstream classes): It is not very common, but it is possible for local authorities to give additional regular payments for teachers teaching students with special needs. Criteria are decided locally.
Allowances related to teaching in a disadvantaged, remote or high cost area: Local authorities can give additional regular payments for teachers teaching in remote areas where it is difficult to get qualified teachers.
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Poland:

**Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation) or participation in mentoring programmes and/or supporting new teachers in induction programmes:** Entitlement is decided at the central level, but the amount of additional payments are specified in the regulations adopted by the local authorities.

**Allowances related to class teacher/form teacher:** Entitlement is decided at the central level, but the amount is decided by local authorities. Since school year 2019/2020, the minimum amount of the allowance (300 PLN) for ISCED 1-3 is decided at the central level (relevant provisions in Act of 26 January 1982 - The Teachers’ Charter). For ISCED 0 level, the amount of allowance is decided by local authorities.

**Allowances related to outstanding performance in teaching:** Teachers’ performance is evaluated by a school head on the basis of observations carried out during the teacher’s classes and results achieved by his/her pupils. The school head can ask the parents’ council and the pupils’ self-government for an opinion on a given teacher.

**Other allowances related to teachers’ qualifications, training and performance:** Motivation incentive for teaching and pedagogical achievements, introducing effective teaching innovations, involvement in the teaching work, outstanding performance of duties, and implementation of the educational priorities of the school governing body in accordance with local education policy into the school life. The amount is defined at local level and the decision is taken by the school head.

**Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance):** 10% of the base salary paid to teacher monthly for teaching in rural areas or towns with no more than 5,000 inhabitants.

**Other:** Service anniversary award: the amount of the service anniversary award depends on the period of teacher’s work and is as follows: for 20 years of work - 75% of monthly remuneration; for 25 years of work - 100% of monthly remuneration; for 30 years of work - 150% of monthly remuneration; for 35 years of work - 200% of monthly remuneration; for 40 years of work - 250% of monthly salary.

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Portugal:

**Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):** Deputy heads, heads of curricular departments, class coordinators and teachers with other management responsibilities have their teaching time reduced during the time they hold the position. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

**Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation):** Teachers are paid overtime work for the hours they teach beyond the statutorily established. The cost per hour depends on the position in the teaching career and the number of overtime hours (25% for the first hour and 50% for the second or more hours).

**Allowances related to students counselling:** Teachers responsible for “specific tutorial support” to students have their teaching time reduced. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

**Allowances related to engaging in extracurricular activities:** Teachers running extra-curricular activities may receive a reduction in teaching time. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

**Allowances related to special tasks (e.g. training student teachers and providing support to other teachers):** Teacher trainers receive a reduction in teaching time, during the time they hold the task. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

**Allowances related to class teacher/form teacher:** 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 amount of time statutorily defined among these and other additional tasks and responsibilities.

**Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:** Teachers responsible for mentoring/induction programmes have their teaching time reduced during the time they hold the position. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

**Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):** All teachers who enter the teaching profession have ISCED 7 qualifications and begin at level 1 (Index 167). Teachers who obtain a masters or a doctoral degree after entering the profession and get an evaluation score of “Good” or higher are rewarded with a bonus corresponding to 1 year or 2 years, respectively, in career progression.

**Allowances related to successful completion of (continuing) professional development activities:** In order to progress in the career, teachers have to complete a certain amount of CPD. Salary progression occurs every four
year and 50 hours of CPD is a requirement for that, except progression from level 5 to level 6 which requires just 2 years and 25 CPD hours (Decree-law 41/2012, 21 February). In case of non-successful completion, the teacher will not progress in the teaching career.

**Allowances related to outstanding performance in teaching:** Teachers that are appraised with Excellent (Excelente) or Very Good (Muito Bom) may progress faster in their careers.

**Allowances related to residence allowance (not dependent on a particular location):** It is stressed that this is not a national policy, but a support made available to teachers by some municipalities. Back to main table for this Indicator

**Scotland:**

**Allowances related to teaching in a disadvantaged, remote or high cost area:**

The Remote Schools Allowance from 1 April 2019 is: GBP 1,515 per annum for payments in accordance with paragraph 1.3(a) GBP 2,841 per annum for payments in accordance with paragraph 1.3(b). See [http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5_Annex_A](http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5_Annex_A).

The Distant Islands Allowance from 1 October 2019 is GBP 2,235 per annum.

Explanatory notes: Where a teacher is employed in a remote school the council will pay, in addition to the teacher’s normal salary, the remote school allowance and/or the Distant Island allowance as stipulated by the SNCT (http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5). Back to main table for this Indicator

**Slovak Republic:**

**Allowances related to other tasks and responsibilities of teachers:**

**Allowances related to special tasks (e.g. training student teachers and providing support to other teachers.):** The amount of compensation depends on number of guided students.

**Allowances related to class teacher/form teacher:** 5% of salary with 40 years of experience in 1 class, 10% if two classes.

**Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:** 4% of salary with 40 years of experience for 1 new teacher, 8% for 2 new teachers.

**Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):** Moving up a grade in the pay scale.

**Allowances related to outstanding performance in teaching:** The nature of the compensation can be monetary or not, like a moral valuation. Teachers’ performance is evaluated based on good student achievement. The performance allowance may go up to 100% of the salary.

**Allowances related to teaching students with special educational needs (in mainstream classes):** Between 1 and 5% of the salary if there are 30% or more students with special educational needs in the class.

**Allowances related to residence allowance:** From EUR 1–EUR 200 depending on distance from home to work, paid only in the first year. Back to main table for this Indicator

**Slovenia:**

**Notes on interpretation:** Allowances are specified by law and collective agreement. The decision to assign a particular allowance to a particular teacher is made at school level.

**Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):** The head of a smaller kindergarten or branch unit of basic school can get 5–12% of the basic salary.

**Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation):** Allowances paid are a 130% of the basic salary hour rate per teaching hour. Payment is extremely rare and in exceptional cases only. According to the Article 144 of the Employment Relationship Act I only happens in exceptional cases upon the head teacher’s request, the teacher is obliged to perform work exceeding full working time – overtime work.

**Allowances related to engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school):** (I) Workshops, sports and other extracurricular activities for pupils: ISCED 1 and 2: EUR 11.94 per teaching hour; ISCED 34: school receives EUR 0.24 per student and (4) head teacher decides on the entitlement (II) Outdoor education: 20% of the basic salary for 6 hours per day.

**Allowances related to class teacher/form teacher:** Form teachers are placed one salary grade higher than the teachers without this task.

**Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes:** There is a mentorship allowance: 20% of the basic salary for 4 teaching hours per week (10 months for teacher in induction or 2 months for teacher beginner).
**Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):** (I) Fixed amounts per month for attained: 1) academic specialization: EUR 23.27; 2) research master’s degree: EUR 36.21; 3) doctor’s degree: EUR 59.47. The Public Sector Salary System Act and the collective agreement include an allowance for holding an educational qualification in three or more different subjects of 3% of the basic salary hour rate for teaching hours (ISCED levels 1, 2 and 3).

**Allowances related to successful completion of (continuing) professional development activities:** CPD is a professional duty and right according to the Organisation and Financing of Education Act and the Collective Agreement for Education in Republic of Slovenia.

**Allowances related to outstanding performance in teaching:** Work performance from increased workload (additional teaching within full-time contract) according to the Article 124 of the Organisation and Financing of Education Act, the head teacher may assign a teacher extra weekly teaching time but not for more than five lesson a week (not more than 38 weeks in school year; 100-130% of the basic salary hour rate per teaching hours). Regular work performance allowances (based on appraisal) are provisionally taken out of teachers’ salaries due to the austerity measures.

**Allowances related to teaching students with special educational needs (in mainstream classes):** Additional teaching assistance offered to students with special education needs integrated in mainstream class or to migrant students allows to benefit from an allowance of EUR 11.94 per teaching hour.

**Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance):** Reimbursement of transportation cost from home to the school and back can be given to teachers (if the distance is more than 2 km), This includes cost of public transport for days at work.

**Other:** (I) Bilingual schools or schools with Italian language: Top-level regulations set out an allowance for giving bilingual classes or classes in Italian language of 12-15% of the basic salary. The Public Sector Salary System Act and the collective agreement include an allowance for teaching at in-hospital classes of 7% of the basic salary hour rate for teaching hours (ISCED 0, 1 and 2) and an allowance for teaching in multi-grade classes of 7-10% of the basic salary hour rate salary for teaching hours (ISCED 1 and 2). (II) Risky situations, hazards and special burdens (e.g. war danger, terrorist attacks, natural disaster, epidemics, especially above average at risk for own health or overburdened due to epidemic control): not more than 100% of the basic salary hour rate per hour. The amount of the allowance is determined by the school head. The allowance is determined by the Public Sector Salary System Act and the collective agreement for public sector and additionally with the Act Determining the Intervention Measures to Contain the COVID-19 Epidemic and Mitigate its Consequences for Citizens and the Economy.

**Other allowances:** Long-service award (jubilejna nagrada) corresponds to payment for teachers for years of employment in public sector (10 years: EUR 288.76; 20 years: EUR 433.13; 30 and 40 years: EUR 577.51), the award is 20% higher for teachers who are members of trade union. Back to main table for this Indicator

**Spain:**

**Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers):** Complementary salary (fixed amounts) for school government ownership responsibilities such as head teacher, deputy head teacher, secretary, head of department and, in some Autonomous Communities, additional responsibilities at school level (e.g. coordination of bilingual programs, bilingual teaching, school library, etc.). Teachers can also receive a productivity complement in their salaries for extraordinary services such as the elaboration of normative proposals, curriculum development, testing and evaluation materials. Responsibilities related to coordinate or manage ICT or bilingual program, or participating in the management of the library can be compensated with teaching time reductions instead of allowances.

**Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation):** Fixed amounts are given to teachers working extra time (in the evening) for different activities as reinforcement/support classes, health programs, compulsory training courses outside working hours, etc.

**Allowances related to students counselling (including student supervising, virtual counselling, career guidance and delinquency prevention):** Fixed amounts are given to teachers for class tutoring responsibilities and to teachers working extra time for activities aimed at improving school life.

**Allowances related to special tasks:** Fixed compensations for the supply of extraordinary services in some Autonomous Communities (e.g. training and mentoring for the assessment and accreditation of teaching staff, creation of e-learning materials for the learning management platform, preparation and correction of test to obtain an specific degree, etc.).

**Allowances related to class teacher/form teacher:** In 10 over 17 autonomous communities this task has a specific financial compensation. In some communities, class teacher position is only paid to ISCED 2-3 teachers.
Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Fixed compensation for the supply of extraordinary services in some Autonomous Communities (e.g. training and mentoring for the assessment and accreditation of teaching staff).

Allowances related to other tasks and responsibilities of teachers: Fixed amounts for teachers that support in school transport and educational attention to students in the school canteen (e.g. caring children in the school transport and during the school meals).

Allowances related to successful completion of (continuing) professional development (CPD) activities: Fixed amounts as extra-salary supplement for Continuous Professional Learning (CPL) reward per six-year terms (sexenios, as term used in Spanish). Every teacher needs to certificate at least a minimum number of hours of recognised lifelong learning activities. This supplement varies from period to period (a maximum of five periods) and the Autonomous Community/City. It is expected that a teacher completes about 17 hours per year (100 hours in 6 years), but the real training time average has been calculated to be around 36.6 hours per year.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): Fixed amounts. Geographical location refers to the Autonomous Communities of Canarias and Illes Balears and the Cities of Ceuta and Melilla as well as to some remote areas in the whole country. They consist of allowances given to all teachers working in those regions or areas, but not of personal allowances.

**Sweden:**

**Notes on interpretation:** Teachers working in the public sector are salaried employees of municipalities. Salaries and working conditions are stipulated in a collective agreement and interpreted on a local level. Pay and working conditions are governed by collective agreements between the teacher unions and the employers' organisation the Swedish Association of Local Authorities and Regions (SALAR). These stipulate minimum salaries and general working conditions. The more specific salary and working conditions of individual teachers are determined locally (i.e. at school level) in an individual-based pay system. The types of compensation reported are not exhaustive for Sweden and other types of compensation may apply. However, allowances determined at local level only concern a minority of teachers.

**Allowances related to participation in school or other management in addition to teaching duties, or teaching more classes or hours than required by full-time contract or students counselling (including student supervising, virtual counselling, career guidance and delinquency prevention) or engaging in extracurricular activities: or special tasks or being a class/form teacher or participation in mentoring programmes and/or supporting new teachers in induction programmes:** The nature of compensation is determined individually for each teacher.

**Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.):** The decision is made by the central government (The Swedish National Agency for Education) based on an application decided by the teacher's employer. Through government grants, the monthly salary can be increased by approximately SEK 10 000 for a lecturer (senior subject teacher). [https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-2019-20](https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-2019-20).

**Outstanding performance in teaching:** The decision is made by the central government (The Swedish National Agency for Education) based on an application decided by the teacher's employer. Through government grants, the monthly salary can be increased by approximately SEK 5 000 for a lead teacher (senior master). [https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-2019-20](https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-2019-20).

**Allowances related to teachers' qualifications, training and performance:** The school organizer can apply for a government grant in order to provide highly qualified teachers or preschool teachers higher salaries (statsbidrag för lärarlönelyftet 2019/20). The monthly salary increase by approx. SEK 2500-3500 is only directed to teachers and preschool teachers with a national teaching certificate, issued by the National Agency for Education. [https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-lararloneftet-2019-20](https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-lararloneftet-2019-20).

**Explanatory notes:** The decision to be assigned to the position of 'lecturer' (senior subject teacher) or 'lead teacher' (senior master) is made by teacher’s employer (after certain criteria’s are met). The teacher’s employer then has to apply to the central government (the Swedish National Agency for Education) for the grant. The central government reviews the application to check that all criteria are met, the application is either granted or dismissed. If the application is granted, the government grant is paid out.

**Allowances related to teaching conditions:** The nature of compensation is determined individually for each teacher.

**Allowances related to teaching in a disadvantaged, remote or high cost area:** It is possible for the school organizer to apply for a government grant to set up additional career positions, 'lecturer' (senior subject teacher) or 'lead teacher' (senior master), in schools located in disadvantaged areas. The disadvantaged areas are defined by Statistics Sweden by using SAMS-codes (Small Areas for Market Statistics) and are stipulated in ordinance; 'Förordning (2014:145) om extra statsbidrag till skolhuvudmän som inrättar karriärsteg för lärare i förskoleklasser och grundskolor i utanförskapsområden'. Only applies for ISCED02 (pre-school class) ISCED 1 and ISCED 2. The teacher’s employer then has to apply to the central government (the Swedish National Agency for Education)
for the grant. The central government reviews the application to check that all criteria’s are meet, the application is either granted or dismissed. If the application is granted, the government grant is paid out. https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-i-utanforskapssomraden-2019-20

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Switzerland:
The data provided are an estimation of the most common practices in the 26 Cantons.

Allowances related to participation in school or other management in addition to teaching duties: Reduction in teaching time.

Allowances related to teaching more classes or hours than required by full-time contract: Teachers are usually not payed if they work overtime.

Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Part of the tasks

Allowances related to special tasks: The canton decides on the amount and type of financial compensation

Allowances related to class teacher/form teacher: Reduction in teaching time.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Usually reduction in teaching time.

Allowances related to further formal qualifications: Continuing education for the professional development are compulsory.

Allowances related to successful completion of (continuing) professional development activities: Continuing education for the professional development are compulsory and part of the cantonal employment conditions.

Allowances related to outstanding performance in teaching: Teachers performance is typically evaluated cantonal bodies. In some cantons, teachers are assessed within the context of the evaluation of schools. The method generally involves classroom observation and an interview with the teacher. Practice varies greatly across and within cantons in terms of the frequency, methodology, inspectors’ qualifications and instruments for assessment. Often the school head is directly involved in the feedback that is provided to teachers.

Allowances related to teaching students with special educational needs (in mainstream classes): Students or classes receive more resources (additional lessons).

Allowances related to teaching in a disadvantaged, remote or high cost area: The state government (cantonal authorities) can provide additional lessons.

Allowances related to residence allowance: The canton decides on the amounts.

Allowances related to family status: The canton decides on the amounts. Back to main table for this Indicator

Turkey:

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Classroom teachers are to teach 18 hours per week, as part of their contract. Field teachers (English, physics, etc) have to teach 15 hours accordingly. Overtime teaching (up to 30 hours per week) is paid based on the number of extra class hours monthly. Teachers are paid TRY 116.7 for each extra class they teach.

Special tasks (e.g. training student teachers and providing support to other teachers.): Student teachers are sent by the higher education institutions to the Ministry schools under a bachelor course entitled 'Practicum' and 'School Experience'. Mentor teachers receive a certain amount of additional payment as ‘extra teaching hours.’

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Teachers’ salaries are commonly identified in terms of their major (whether the teacher is a classroom teacher or field teacher) and in terms of their year of experience. In this respect, additional education such as master degrees and PHD offers one and three additional years of experience successively.

Outstanding performance in teaching: According to the regulation Certification of Success, Higher Success and Award for the Personnel of the Ministry of National Education”, local governors can reward outstanding performance of teachers by granting them a "success certificate". After receiving three "success certificates", a teacher gets a Higher Success Certificate and may be offered a financial compensation, which is calculated by referring to the core salary of the highest ranked state official. The award can be offered up to 200% of the core salary (around TRY 2 800 in 2018).

Other: Teachers are also given an allowance for getting prepared for the school year, such as purchasing stationary and relevant items. (TRY 1 108 for 2019). Knowledge of a foreign language (Amount is between TRY 30 and TRY 140 per month depending on the language proficiency score.)

Allowances related to family status (e.g. married, number of children): Based on the 657th Civil Personnel Act, teachers, as civil servants, are provided with an additional allowance depending on the number and age of their siblings. In addition, teachers receive an additional payment if their wife/husband is unemployed. possessing
kid(s) (Amounts: For the first child, the amount is TRY 49 (for those younger than 72 months) and TRY 77 (for those older than 72 months), for the second child it is TRY 99 (for those younger than 72 months) and TRY 153 (for those older than TRY 72 months), and for the third one it is TRY 157 (for those younger than 72 months) and TRY 238 (those older than 72 months) per month). Back to main table for this Indicator

United States:

Applicable to all criteria: Teachers’ salaries are decided at the local level and vary across local areas and states. There is no national salary scale in the United States; the USA reports median base salaries instead of statutory salaries. A distinction cannot be made between tasks for which teachers may acquire additional payments beyond their base salary and those tasks which are considered required for their base salary. Back to main table for this Indicator

Metadata on teachers and their compensation system (in public institutions)

Interpretation

Australia:

Structure of the compensation system: Most jurisdictions have an incremental salary scale where teachers progress a salary step on the completion of each year. There are 8 increments and there is a hard barrier to an additional level which is performance based and requires certification as a Highly Accomplished Teacher or Lead Teacher.

Criteria for salary progression: Salary progression for employees paid in accordance with standards based remuneration is based on teachers achieving accreditation by the relevant accreditation authority and being employed for a minimum number of years at each band/step. Progression is also subject to satisfactory performance. For more information, please visit –

Process to establish salaries: The Department of Education in each jurisdiction is subject to the Wages Policy of that jurisdiction’s government. Prior to collective bargaining, the Department must have its bargaining parameters approved by the Treasury.

Status of teacher: Most teachers in Australia have a teacher-specific salary scale.

Pathways to enter the teaching profession: A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. Back to main table for this Indicator.

Austria:

Structure of the compensation system: In line with their qualification and employment, there are five service groups for teachers in public service (L 3, L 2b 1, L 2a 1, L 2a 2, L 1). The specified service groups are divided into salary levels and the pay groups into pay levels, within which the teacher progresses by one level every two years (time advancement). Classification into a specific salary level (pay level) is conducted based on specific aspects when the teacher starts service. For teachers at compulsory schools it is mainly service group L 2 or pay group L 2, in the upper secondary sector service group is L 1 or pay group L 1.

The new legislation on employment and payment being implemented from September 2015 onwards concerns new entrants to the profession. Beginning with 2019/20, it fully applies to all new teachers (pay group "pd").

Criteria for salary progression: Years in service, general pay rise for public servants (result of collective bargaining)

Process to establish salaries: Result of collective bargaining between public service union and the government.

Status of teacher: Public employees, civil servants (status no longer granted). There are different pay schemes available for these groups.

Pathways to enter the teaching profession: In July 2013, the Federal Framework Law concerning the Introduction of a New Teacher Training Scheme created the legal foundations to implement ‘New teacher training’. The new teacher training scheme provides for the following cornerstones. Training is geared towards the pupils’ age brackets (primary level, secondary level). Master’s degree programme, 2-3 semesters, 60 to 90 ETCS points. The master's degree programmes can be completed on a part-time basis. One-year professional entry phase (induction), supported by experienced pedagogues as mentors. During the induction phase, students can complete the master's degree programmes. Back to main table for this Indicator

Belgium (Flemish Community):

Structure of the compensation system:

The compensation system is based on qualifications and years of service. There are required, sufficient and other qualifications. The required qualifications differ from the sufficient qualifications in the fact that they have a
content specific qualification. The salary however is the same in both cases, The other qualifications don't give access to tenure and a job is only possible for a limited time; in this case the teacher also receives a lower salary. The qualification is linked to a pay scale. There are several steps in the pay scales due to the years of service. These steps are non linear because the first three steps are annual and differ from the fourth and following steps by the fact that from the fourth step on the steps are two yearly and are higher than for the first three steps. If the index of consumer prices reaches a certain threshold, than the salaries are increased with 2% for the living costs.

Example of the difference between required and sufficient qualifications: a bachelor for education: primary education (required) and a bachelor for education: primary education (sufficient).

For pre-primary, primary and lower secondary: The first, second and third year of the career the teacher receives an additional payment that is equal for these three years. From the fifth year on of the career the teacher receives every 2 years an additional amount. This amount is higher than that of the first, second and third year. The teacher receives this amount in the 5th year, in the 7th year. This during 12 times. This leads to the 27 years to grow from minimum to maximum salary.

For upper secondary: The first, second and third year of the career the teacher receives an additional payment that is equal for these three years. From the fifth year on of the career the teacher receives every 2 years an additional amount. This amount is higher than that of the first, second and third year. The teacher receives this amount in the 5th year, in the 7th year. This during 11 times. This leads to the 25 years to grow from minimum to maximum salary.

Criteria for salary progression: The criterion is years in service.

Pre-primary, primary and lower secondary: During the first, second and third year of his career, a teacher receives an additional payment that is equal for these three years. From the fifth year on, the teacher receives every 2 years an additional amount. This amount is higher than that of the first, second and third year. The teacher receives this amount in the 5th year, in the 7th year, etc. this during 12 times. This leads to 27 years to grow from minimum to maximum salary.

Upper secondary: same than above except that it only last 11 times, thus it leads to 25 years to grow from minimum to maximum salary.

Process to establish salaries: There is an automatic mechanism of the index and there are collective (bargaining) agreements, but the Flemish Community decides and designs decrees and resolutions wherein the pay scales are regulated.

Status of teacher: The teachers are civil servants but have a specific status, based on their own decrees and resolutions within the group of civil servants.

Pathways to enter the teaching profession: Graduates from initial teacher education can start teaching directly.

There are no additional requirements to start teaching. It is at the discretion of the schools to choose their teachers. (See Education at a Glance 2014, p. 514, Table D6.5c). The compensation system is based on qualifications and years of service. There are required, sufficient and other qualifications. The required qualifications differ from the sufficient qualifications in the fact that they require a content specific qualification. The salary however is the same in both cases, the other qualifications do not give access to tenure and a job is only possible for a limited time; in this case, the teacher also receives a lower salary.

Other comments: The same remunerations exist for public and government-dependent schools.

Belgium (French Community):

Structure of the compensation system: Linear for the fixed part of the salary. For the holiday benefits and thirteen month benefits, it's a fixed part + a percentage of the salary.

Criteria for salary progression: Years in service + further formal qualifications

Process to establish salaries: Salaries levels are based on the number of years in service, qualification levels and the cost of living adjustments.

Status of teacher: Teachers are civil servants

Pathways to enter the teaching profession: Qualification level

For pre-primary: Pre-primary Teacher Bachelor degree (ISCED 6). For primary: Primary Teacher Bachelor degree (ISCED 6). For lower secondary: Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = Agrégation de l'enseignement secondaire inférieur). For Upper secondary: Teaching Master degree (ISCED 7) or Master and upper secondary teaching diploma (AESS = Agrégation de l'enseignement secondaire supérieur).

Brazil:

Status of teachers: Most public school teachers are hired with a specific career plan, corresponding to civil servants.
Canada:

Structure of the compensation system: Provinces and territories have different pay scales based on credentials/education level (usually 1 or 3-6 pay scales), and steps within those pay scales based on years of experience (typically 10 steps). Salary is based on a teacher’s pay scale and step.

Criteria for salary progression: Salary progression is based on moving through classes (increasing credentials) and/or steps (gaining an additional year of experience).

Process to establish salaries: For the majority of provinces and territories salaries are negotiated through a collective bargaining process between the provincial/territorial government, teachers’ associations, and education boards. These agreements are typically valid for a 2-5 year period and are then re-negotiated.

Status of teacher: For 7 of the 10 submitting provinces/territories (AB, NS, ON, PEI, QC, SK, NWT), teachers are members of provincial/territorial teachers’ unions/school boards and not members of the civil service. In 3 of the provinces, (BC, NB, NL), teachers are considered public servants.

Pathways to enter the teaching profession: The typical pathway is by obtaining a bachelor's degree in Education. Each province/territory also has other options/pathways. Back to main table for this Indicator

Chile:

Structure of the compensation system: The New System of Teacher Education and Professional Development Law (2016) develop a career and a new pay structure for teachers. The new career structure sets 5 career levels, including 3 compulsory levels (Beginner, Intermediate and Advanced) as well as two optional levels (Expert I and Expert II). These levels are associated with a salary scale, and there are also certain additional monetary allowances to encourage teachers to work in schools with a high concentration of vulnerable students. These allowances also increase as the teacher progresses in the career.

The allowances for each level are stated in the DFL 1 of 1996, in its article 49: "teachers shall have the right to receive an Assignment for a Professional Development Level, whose monthly amount will be determined based on the following components: a) Experience Component: It will be applied on the base of the minimum national basic remuneration that the law determines and will consist of a percentage of this, corresponding to a 3.38% for the first two years of teaching service and a 3.33% for every two additional years, duly accredited, with a cap and maximum amount of 50% of the basic national minimum remuneration for those professionals who total 30 years of services. b) Component of Progression: Teacher’s monthly amount will depend on the stage in which the teacher is and the biennium’s of professional experience. The maximum value will correspond to the following for a contract of 44 hours and 15 biennium’s: i) Level Beginner USD 13,076; ii) Level Intermediate USD 43,084; iii) Level advanced USD 86,714; iv) Level Expert I USD 325,084; and v) Level Expert II USD 699,593.

Criteria for salary progression: Teachers progress between levels through an evaluation, called "Recognition System" (every 4 years), which implies the taking of a standardized test (about pedagogical and disciplinary knowledge) and the presentation of a portfolio. Teachers in level Beginner must overcome this level in a maximum period of 2 recognition processes (8 years). If the teacher does not succeed, he or she must leave the teaching profession. Those teachers in level Intermediate, must overcome this level and reach the level "Advanced" in a maximum of 12 years (3 recognition processes), however, this will be mandatory only for teachers who enter the teaching profession by 2026.

Process to establish salaries: All career allowances are subject to the readjustment of the public sector.

Status of teacher: Teachers working in public schools are considered civil or public servants

Pathways to enter the teaching profession: According to DFL 1 (1996) Article 2, the requirements to enter the teaching career are “to hold a degree of teacher or educator, granted by Normal Schools and Universities. Also, people legally enabled to exercise the teaching function and those authorised to perform it according to the current law. In the same way, qualified professionals are those persons who are in possession of a title of teacher or educator granted by Professional Institutes recognised by the State, in accordance with the regulations in force at the time of their granting.”. Back to main table for this Indicator

Colombia:

Structure of the compensation system: Teachers take a merit contest and enter the teaching career with NORMALISTAS a degree program in education or professional with different degrees and pedagogy, with a master's degree or doctorate in an area related to their specialty or performance, or in a training area that is considered fundamental within the teaching-learning process of students. They also need to approve the skills assessment defined for this level.

The teaching career has a legal regime that protects the exercise of the teaching profession in the public sector. It is based on the professional character of the educators; it depends on the suitability in the performance of its management and the demonstrated competences; guarantees the equality in the possibilities of access to the function for all the citizens apt for the effect; and considers merit as the main foundation for income, permanence, promotion in service and promotion in the career ladder.
**Criteria for salary progression:** The ladder consists of three grades, each of which is composed of four salary levels (A, B, C and D). For level or grade promotion, training requirements and competency evaluations are defined. To move from one level to another you must have 3 years of experience and overcome the promotion contest.

Increases from the lower to the higher remuneration, according to salary level and qualification, have an exponential growth approximately.

It is important to mention that under this scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a great weight to reach the top salary. In some cases the salary of 10 years is equal to the 15 years.

**Process to establish salaries:** Collective bargaining and the cost of living.

**Status of teachers:** Teachers and teaching directors at the service of state education are public servants and have a special status.

**Pathways to enter the teaching profession:** Colombia counts with the educational statute Decree 1278 of 2002 which establishes the conditions for entry, exert, stability, promotion and retirement of persons who perform the teaching profession at different levels and modalities that make up the national education system.

It is through a meritocratic competition that a teacher can enter into the state education service. This competition for entering into the state education service is the process by which, through the evaluation of, experience, basic skills, interpersonal relationships and personality of the applicants, their inclusion to the list of eligible aspirants to the teaching career is determined.

The teacher profession is linked to ongoing evaluation. By evaluating the performance of their functions, levels of competence, quality and efficiency it's possible to justify: permanency, promotion in rank and salary levels relocations.

There are different types of evaluation:
- a. Trial period evaluation.
- b. Periodic ordinary annual performance evaluation.

**Costa Rica:**

**Structure of the compensation system:** Wage categories are dependent on the level of training of the individual, and although there are several categories within a wage class, it is important to keep in mind that an individual can enter directly into the highest wage category, since the only thing you need to complete is an academic requirement.

This means that the salary scale is not a ladder that each teacher must cross to ascend in their teaching profession, but directly can be placed in the highest category of their professional group. The base salary is, so to speak, the minimum amount of money that the Government offers in that particular job. But the system of remuneration in Costa Rica ensures that every civil servant receives, in addition to that base salary, several additional salary bonuses, none based on efficiency or productivity. For example, there is the plus called annuity, which increases the base salary to the individual by about an additional 2% for each year worked, and for this reason a person with 30 years of service would receive about 60% additional salary on the base salary simply for each additional year, since the evaluation system (as seen earlier) is not optimal: it neither rewards productivity nor punishes incompetence.

**Process to establish salaries:** Every six months the Directorate-General of Civil Service updates the list of base salaries, taking into account the cumulative inflation of the last six months.

**Status of teacher:** The General Directorate of Civil Service divides public servants into different categories called "Titles". All the teaching staffs is within the so-called "Title II".

**Pathways to enter the teaching profession:** (i) To complete a relevant university career, (ii) Register as a bidder in the General Directorate of Civil Service, (iii) Obtain a score based on your reports, training, years of experience and others, (iv) Wait to be called to fill a position (the higher the score, the more likely to be called), (v) Accept or decline the job offer.

**Czech Republic:**

**Structure of the compensation system:** For the education staff, a special salary scale system has been set. The members of education staff are paid according to this scale system with regard to work they perform. The tariff system for education staff consists of 11 salary categories (4th–14th) and 7 salary grades within each category relating to the number of years in service.

For teachers, the salary categories 8th - 13th are designed, 8th–10th for ISCED 02 teachers and 11th–13th for ISCED 1, 24, 34 teachers. Teachers are assigned to the salary categories according to the most demanding work he/she is required to perform within the provisions of their contract of service and the relevant qualification requirements. The salary grades within each category relate to the length of professional experience.
However, the specifications and extent of the professional experience credited for this purpose in up to the
decision of the school head, within basic rules set by the Government regulation.

Criteria for salary progression: Teachers’ salary progression is predominantly limited to gradual progress of the
pay grades, along with the increasing length of professional experience.

The salary system do not allow pay advancement by gaining further qualifications, with the exception of school
counsellor (ISCED 1, 24 and 34) and education management staff. Performing of these positions is conditioned
by having completed the prescribed in-service training. Those who fulfil this further qualification are entitled to
progression to higher pay category (at ISCED 1 - 3, from the 12th to the 13th pay category). Furthermore, some
other additional responsibilities and management activities of teachers are paid by the system of allowances

Process to establish salaries: The salary scale for education staff is part of the Government regulation on pay
terms of employees in public services and administration (No. 341/2017, Coll.) which is updated in irregular
intervals. The government approves the amendment of this regulation on the proposal of the ministries. Salary
growth is not automatically linked to any other indicator (e.g. inflation rate, average salaries in other sectors);
the increase of salaries thus is not regular.

Status of teacher: Teachers are included among education staff. Teachers are persons who perform direct
educational and training activities or special educational or educational-psychological activities (in summary
educational activity) and provide education and training on the basis of the Education Act. A teacher is an
employee of a legal entity which carries out activities of a school or school-facility. Education staff in public
schools are employed on a contractual basis. The employment contract is concluded between the teaching
candidate and the school and the applicants are recruited via open recruitment procedure. Their statutory
salaries are calculated on the basis of salary scales and additional allowances. The conditions of service of
teachers are generally similar to those of other employee groups covered by the Labour Code (No. 262/2006
Coll.). The basic service conditions, including the remuneration of all employees, are set in the Labour Code, as
well as general salary regulations for public service employees. However, the detailed salary scale system
specifically dedicated to education staff as well as the related salary terms are set by the Government Regulation
on Pay Terms of Employees in Public Services and Administration (No. 341/2017, Coll.).

Pathways to enter the teaching profession: There are two models of teacher training - the concurrent (academic
and pedagogical education is combined) or the consecutive (graduates of the academic fields fulfil their
pedagogical qualification in Bachelor's study or in further education).

Pre-primary level: Teachers must have at least a certificate of completion of upper secondary education with
maturita examination. Teachers for pre-primary level of education can acquire their qualification at upper
secondary schools (ISCED 354), tertiary professional schools (ISCED 655) or at faculties of education of higher
education institutions (at least ISCED 645), by studying programmes (fields) aimed specially at pre-primary
school teacher training.

Individuals who completed at least Bachelors’ study programme of special education can also teach at pre-
primary level.

Graduates of study programme in Teacher Training for Primary Schools (ISCED 100) or Training for Educational
Childcare Staff, Training for Teachers of Leisure Activities or the study programme Pedagogy or a field of study
for training educational childcare staff at tertiary professional schools can attain the qualification of pre-primary
school teacher in lifelong study programme specialised in training pre-primary school teachers.

Primary level: Teachers must have a Master's qualification. The responsibility for the preparatory education of
teachers rests solely with the faculties of education. Graduates are qualified to teach all of the subjects at the
first stage of a basic school.

Persons who completed a Master’s study programme in special pedagogy within which they gained knowledge in
methodology of the first stage subjects can also teach at primary level. These programmes are also offered by
other than faculties of education.

Graduates of Master’s study field of Pedagogy or Bachelor’s/Master's study programmes in educational sciences
intended for training of pre-primary teachers, educational childcare staff or teachers of leisure activities can
attain the qualification for teaching at primary level in lifelong study programme aiming at preparation of
primary teachers which is organised at higher education institutions.

Teachers may follow other qualification pathways for teaching-specific subjects (foreign languages, artistic
subjects, religion).

Secondary level: Teachers at the lower secondary level must have a Master’s qualification.

The most important institutions for the initial training of teachers are the faculties of education. The teachers can
also gain their qualification at other faculties, e.g. of art, of natural sciences, mathematics and physics, or at
faculties of physical education and sports, in the fields of Teacher Training for secondary schools (this
qualification is also valid for the second stage of the basic school).

Teachers may also qualify by studying for a Master’s degree in the field of study which corresponds to the
subject to be taught (and not focused on teacher training), and by consecutive higher education study in a
Bachelor's study programme or in a lifelong learning programme in pedagogical sciences which trains teachers of general subjects for the required school level. A professional qualification for Physical Education can also be obtained by the completion of the Master's study programme aimed at physical education and sport. Teachers of foreign languages, physical education, arts subjects, and religion may gain their qualification in other ways. Back to main table for this Indicator

**Denmark:**

**Structure of the compensation system:** The compensation system is negotiated and decided by collective agreements between, on the one hand, the teachers' unions (e.g. BUPL/LC/akademikerne) and, on the other hand, the national employers' authorities, i.e. Ministry of Finance (Minister of Innovation) and Local Government Denmark (KL). Decisions on pay scales, grades and steps, payment for pension and general allowances are a part of the agreements. It is also a part of the collective agreements that a part of the total salary has to be decided at local level. This part of the salary has been growing over the last 10-20 years.

**Criteria for salary progression:** The general criteria for salary progression are decided by collective agreements. The criteria for progression on pay scales are the number of years in service. It is also decided by collective agreements that a part of the teacher allowances has to be decided at local level. Typically there is no general progression in this salary decided at local level. The criteria for this part of the teacher's salary are most prevalent qualification, function and performance of each single teacher, which are negotiated and decided annually at the local level.

**Process to establish salaries:** Teachers' salaries, including general allowances, are negotiated and decided by collective agreements. The negotiations of collective agreements take place every 2 or 3 years. The latest negotiations were in the spring of 2018 when the negotiating partners agreed on percentage adjustments (increases) that are implemented each year in general wage increases until the end of the agreement in 2020.

**Status of teacher:** Teachers of today are not employed as civil servants. It ended in 1993. However, among the current teachers at primary and lower secondary school level, few still hold positions as civil servants until retirement. In the coming ten years this will stop. There is no extra job protection included in the teaching profession. The job protection conditions are the same as for every other category of public employees.

**Pathways to enter the teaching profession:** It is a basic requirement for being a teacher at all ISCED levels that you have completed upper secondary education. Upper secondary education is necessary to enter a tertiary education that grants access to the teaching profession. There are two pathways to access tertiary education:

Quota 1: To access higher education it is required to have a general upper secondary exam degree (ISCED 34) with an average grade that meets the specific requirements of the individual educational institution.

Quota 2: Applicants to higher education who has a different access basis than a general upper secondary can be admitted after selection criteria set by the individual educational institution.

As a newly appointed teacher in upper secondary general education, the teacher must complete pedagogy (Pedagogikum) over the first year. Back to main table for this Indicator

**England:**

**Structure of the compensation system:** The same pay framework applies to all school teachers employed to teach all phases of education. Salary progression is implemented by pay increments through the pay ranges. The relevant body (the governing board or local authority) must adopt a policy that sets out the basis on which it determines teachers' pay and the date by which it will determine teachers' annual pay reviews.

Academies (government-dependent private schools) are not required to follow the national pay ranges set out in the STPCD. However, many do, as academy budgets are comparable with those in maintained schools and because staff employed by a maintained school who transfer to an academy if the school converts are entitled to retain their original terms and conditions under the Transfer of Undertakings (Protection of Employment) Regulations 2006.

**Criteria for salary progression:** The criteria for salary progression through the main and upper pay ranges are based on performance. The relevant body (the school’s governing body or local authority) must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

The School Teachers’ Pay and Conditions Document (STPCD) 2018 outlines the criteria for progression: the relevant body must decide how pay progression will be determined, subject to the following:

a) The decision whether or not to award pay progression must be related to the teacher's performance, as assessed through the school's appraisal arrangements in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012;
b) A recommendation on pay must be made in writing as part of the teacher’s appraisal report, and in making its decision the relevant body must have regard to this recommendation;

d) Continued good performance as defined by an individual school’s pay policy should give a classroom or unqualified teacher an expectation of progression to the top of their respective pay range;

The relevant body must set out clearly in the school’s pay policy how pay progression will be determined. (p. 23-24)

Teachers paid on the main range may apply to be paid on the upper pay range. Applications are assessed against the following criteria:

a) the teacher is highly competent in all elements of the relevant standards; and  
b) the teacher’s achievements and contribution to an educational setting or settings are substantial and sustained. (p. 21)

The leading practitioner pay range is for teachers employed in posts which have the primary purpose of modelling and leading improvement of teaching skills, although there are no statutory national criteria for appointment to such posts. The relevant body shall determine in accordance with its pay policy an individual pay range within the leading practitioner pay range. The relevant body must ensure that there is appropriate scope within an individual pay range to allow for performance related progress over time (p. 21).

**Process to establish salaries:** Minimum and maximum values for teachers’ pay ranges in maintained schools are determined annually by the Secretary of State for Education, taking into account the recommendations of the School Teachers’ Review Body’s (STRB) annual report. The salary ranges and guidance on their application are published in the School Teachers’ Pay and Conditions Document (STPCD). There are four separate geographical pay ranges for teachers employed in different areas: ‘Inner London Area’, ‘Outer London Area’, the ‘Fringe Area’, ‘England and Wales (excluding London Area) area’. This is to reflect the cost of living in different areas of England and Wales.

**Status of teacher:** Teachers are not civil servants. The same general employment law applies to all teachers.

**Pathways to enter the teaching profession:** There are various pathways to enter the teaching profession. There are higher education institutions (HEI)-led training routes and there are school institution-led training routes. The HEI-led training routes are split into undergraduate (concurrent) programmes and postgraduate (consecutive) programmes. The school institution-led training routes are split into school-centred initial teacher training (SCITT) programmes, School Direct Training Programmes (salaried and non-salaried) and the Teach First (salaried) programme.

A fully-qualified teacher, having achieving Qualified Teacher Status (QTS) via a HEI-led training route or a non-salaried school institution-led training route, is paid on the main pay range. An unqualified teacher employed on an employment-based teacher training scheme following a route to Qualified Teacher Status (QTS), via a salaried school institution-led training route, is paid on the unqualified teacher pay range. 

**Estonia:**

**Structure of the compensation system:** Only minimum wage is determined.

Pre-primary level: The representatives of local governments and the representatives of teachers from pre-school institutions shall agree on the minimum salaries of teachers at pre-school institutions.

Primary and secondary level: On the conditions and in accordance with the procedure provided for in the Collective Agreements Act, the minimum wage of teachers will be agreed on: 1) as the representatives of employers, by the minister responsible for the field, authorised representatives of national associations of local authorities, authorised representatives of local authorities and authorised representatives of private legal persons that manage private schools, and 2) as the representatives of employees: authorised representatives of registered associations of teachers. (2) On the basis of the agreement specified in subsection (1), the Government of the Republic will establish the minimum wage of teachers by a regulation.

**Criteria for salary progression:** There are no criteria stated in regulations concerning salary progression in general education schools. It is a decision of a school head. Pre-school child care institutions conduct an evaluation in order to decide on the professional skills and professional competence of teacher and his/her level of qualification. The evaluation conditions and procedure shall be approved by regulation of the minister responsible for the area. There are four qualification levels and the higher the level, the higher the salary as a common practice.

**Process to establish salaries:** It is a political decision. To increase teacher salary has been one of the top priorities of our recent governments.

**Status of teacher:** Teachers in Estonia are employees and usually work under employment contract (sometimes teachers work under contracts for provision of services).
Pathways to enter the teaching profession: There are two pathways to become a teacher:

Pre-primary level: (i) by graduating formal teacher training or (ii) if one has acquired higher education in some other field and has also acquired pedagogical competences through in-service training.

Primary and secondary level: *(i) by graduating formal teacher training or (ii) if one has acquired a master degree in some other field and also has acquired teacher qualification according to the qualification frame.*

Finland:

**Structure of the compensation system:** The salaries of teachers comprises the following elements: requirements and duties, personal component, work experience and performance (the last one is not widely used). This structure applies for ISCED 0-3.

**Criteria for salary progression:** As the salary is individualised, it changes with the different roles and duties of the teacher. The most common is of course the compensation that comes with work experience as these have been defined in the collective agreement.

**Process to establish salaries:** A minimum statutory salary and the "age increments" have been defined in the collective agreement. The rest, the salary based on the roles and duties of the teacher (how demanding the job is) as well as the performance-based part, are negotiated between the teacher and the principal.

**Status of teacher:** Teachers are mostly municipal civil servants.

Pathways to enter the teaching profession: The most common pathway to teaching is completing a concurrent teacher education with pedagogical studies and practical training done at the same time as the other studies. A consecutive model also exists, providing a pathway for those who want to pursue a teacher career later. In this case the prospective teachers complete so-called separate pedagogical studies of 60 ECTS.

France:

**Structure of the compensation system:** A new system of career progression for civil servants (*fonctionnaires civils*) and military workers is being put in place progressively: the ‘*Parcours professionnels, carrières et rémunérations, PPCR*’. The decree n°2017-789 of May 5th, 2017 and the decree n°2017-1737 of December 21st, 2017 set the new salary scales for teachers and the dates for their application. With the PPCR system, the career progression is based on seniority and is automatic. In addition, three careers’ meetings (*rendez-vous de carrière*) are organised during which the professional value is recognised. The first two meetings can lead to a one year acceleration of the process. During the last meeting occurring after around 20 years of career, teachers can access another category (grade): the ‘*hors-classe*’ category.

**Criteria for salary progression:** As for every civil servant, the teacher’s basic remuneration increases as he climbs the ladder (called *échelons*) inside his scale; each level of the ladder corresponds to an index which defines the amount of the basic remuneration. With ‘PPCR’ the increases are fixed and regular.

**Process to establish salaries:** Index point, ajusted each year with prices. Between 2010 and 2016, it was frozen. It has climbed on the 1st july of 2016 (+0,6%) plus on the 1st february of 2017 (+0,6%). It has been frozen since the 1st February 2017.

**La Garantie Individuelle du Pouvoir d’Achat (GIPA)** introduced by the government with the decree 2008-539 provides for an allowance whose amount equals the difference between the salary of the teacher and inflation based on a determined reference period. In 2017, salary scales were revised (highest remuneration indices). Since 2017, remuneration scales have been revised (highest remuneration indices + premium’s transfer in index points).

**Status of teacher:** Teachers are civil servants.

Pathways to enter the teaching profession: Competitive examination + 2-year master's programmes in INSPE.

Professeurs des écoles (ISCED 02-1): see section “Statutory salaries of teachers”

Professeurs certifiés (ISCED 2-3): see section “Statutory salaries of teachers”

People who want to become teachers at all levels of ISCED (02-3) must obtain a master's degree and pass a competitive examination. Those who passed the competition have to complete a one-year paid traineeship as a trainee civil servant, at the end of which a jury will determine whether or not they can be officially granted the status of teacher and become civil servants.

At ISCED 02-1, teachers who want to become "*professeurs des écoles*” have to pass the competitive examination "*concours de recrutement de professeurs des écoles*”. The specifically designed 2-year master’s programmes for teachers (introduced in 2015) are currently being redesigned. The Law for a School of trust (2019) created the Higher National Institutes of Professorship and Education (INSPE), in charge of providing this new teacher training.

At ISCED 2-3, candidates who want to become "*professeur certifié*” (minimum and most common qualification) have to pass the competitive examination "*concours du certificat d'aptitude au professorat de l'enseignement du*
second degré. The specifically designed 2-year master’s programmes for teachers (introduced in 2015) are currently being redesigned. The Law for a School of trust (2019) created the Higher National Institutes of Professorship and Education (INSPE), in charge of providing this new teacher training. 

**Germany:**

**Structure of the compensation system:** As civil servants, teachers as a rule are classified depending on their training under the higher or senior service. Following their studies and the Vorbereitungsdienst (preparatory service), teachers are usually placed on scales A 12 or A 13. The general allocation of salary groups and possibilities of promotion is as follows:

There is no scope for promotion for teachers at primary schools and teachers at Hauptschulen who are allocated to salary group A12. There is no scope for promotion for teachers at Realschulen and teachers at special schools who are allocated to salary group A13. Teachers at Gymnasien and vocational schools have scope for promotion from Studienrat (salary group A12) to Oberstudienrat (salary group A13) and finally to Studiendirektor (salary group A14).

There are teachers in some Länder who are not trained for a particular type of school but for a certain school level (primary, lower secondary and upper secondary). These teachers are as a rule allocated to the salary groups as follows:

Teachers at lower secondary level may have scope for promotion from salary group A12 to salary group A13. For teachers at upper secondary level there is scope for promotion from Studienrat (salary group A12) to Oberstudienrat (salary group A13) and finally to Studiendirektor (salary group A14).

At pre-primary level, Erzieherinnen and Erzieher (state recognised youth or child-care workers) are generally paid in remuneration group S6 of the Collective Agreement for the Public Sector (Tarifvertrag für den öffentlichen Dienst - TVöD), with the salary levels of this remuneration group being based on professional experience. Erzieherinnen and Erzieher who already have professional experience are allocated to level 2 as a rule.

**Criteria for salary progression:** Teacher at secondary schools may be promoted to Oberstudienrat or Studiendirektor. As a rule, nobody can be promoted to a higher scale or salary group without a change in his responsibilities or position.

As a rule, among others the following functions are linked to promotion to Oberstudienrat:

- Co-ordination of subject areas or subjects
- Planning and performance of career guidance for pupils
- Implementation of the school-specific programme
- Participation in the process of producing timetables and replacement plans
- Procurement and management of teaching aids

As a rule, among others the following functions are linked to promotion to Studiendirektor:

- Co-ordination of subject areas or subjects
- Co-ordination of the orientation stage
- Co-ordination of the lower secondary level
- Co-ordination of the upper secondary level
- Administrative functions

**Process to establish salaries:** Collective bargaining in irregular intervals.

**Status of teacher:** For teachers at both general education and vocational schools as well as across ISCED levels the proportion of teachers with civil servant status is 75 per cent and the proportion of teachers with public employee status is 25 per cent. This information does not apply to the pre-primary sector and government-dependent private schools.

**Pathways to enter the teaching profession:** Initial teacher education and training. Teacher training is basically divided into two stages, a course of higher education including periods of practical training and practical training in a school setting. The decision as to whether teacher training study programmes are concluded with the state examination or follow the graduated structure of higher education studies lies with the Länder. In Länder which have a consecutive study structure for teacher training, the Master’s degree replaces the First State Examination as a rule. The (Second) State Examination must, however, be taken after the preparatory service. This information does not apply to the pre-primary sector. As a rule, pedagogic staffs in early childhood education and care are trained at Fachschulen for youth and community work that are assigned to the tertiary level. Over recent years, the number of courses of study leading to a first-degree and further courses of study for pedagogic staff has increased. Particularly at the levels of administration, management and counselling in the elementary sector, further courses of study are available to qualified pedagogic staff in co-operation between Fachschulen and Fachhochschulen.
Greece:

Structure of the compensation system: After the severe salary cuts and the freezing of salaries implemented in 2012 (Law 4024/2011, Law 4093/2012), a reclassification on the pay scale of all civil servants (including teachers) has been introduced by Law 4354/2015. The introductory pay scale is MK1 (0-2 years of service) and the final one is MK19 (36-38 years of service).

However, due to fiscal constraints teachers were placed in the new salary scales in 2016 but they did not receive the salaries specified by Law 4354/2015. More specifically, and according to the directions for the implementation of Law 4354/2015, a month’s salary in 2017 was the sum of the base salary of the frozen salary scales of 2011 and two quarters (2/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Likewise, a month’s salary in 2018 was the sum of the base salary of the frozen salary scales of 2011 and three quarters (3/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. In 2019 and 2020 there is not calculation of difference between the salaries of Law 4354/2015 and the salaries specified in previous legislation (Law 4024/2011, Law 4093/2012).

So, in the reference year 2019-20 salaries are implemented according to the provisions of Law 4354/2015 and the provision that work experience gained during the calendar years 2016 and 2017 does not count as work experience valid for progression to the next salary pay scale, thus a salary freezing is imposed.

Criteria for salary progression: Completion of two years of service per salary scale allows a teacher to enter the next salary scale. However, due to a new salary freezing service provided in the calendar years 2016 and 2017 does not count as service used for salary progression.

Process to establish salaries: Due to fiscal constraints teachers’ salaries as well as all civil servants’ salaries are determined centrally.

Status of teacher: Teachers serving in public schools with permanent contracts are civil servants.

Pathways to enter the teaching profession: A relevant degree (ISCED 6) from a HEI is the minimum requirement for eligibility in the examination of Supreme Council for Civil Personnel Selection (ASEP) for teachers (Law 3848/2010), as teachers’ vacant positions as well as operational needs in Primary and Secondary Education are covered by candidate teachers achieving a passing score in this examination. For candidate teachers with degrees whose curriculum does not include theoretical and practical training in pedagogy and teaching, further qualifications in pedagogy and teaching are required (Law 4186/2013). Due to fiscal constraints the last ASEP examination for teachers took place in 2008. In the reference year 2019-2020 only few teachers who had passed the examination of 2008 and were not recruited earlier were given permanent teacher’s positions with a probation period (Law 4589/2019 (G.G. 13/A’/2019) art. 73). However these teachers did not cover the needs, so substitute teachers with contracts for one teaching year or less were recruited (Ministerial Decision 131407/E1/24-8-2019 (G.G. 3283/B’/27-08-2019)).

Hungary:

Structure of the compensation system: There is a wage matrix (15 items of a time scale -from 0 years to 44 years-and 5 categories of professional development).

Criteria for salary progression: Criteria are the number of years spent in teaching profession and the examination which allows the change in professional categories.

Process to establish salaries: There is no upgrade but every three years the teacher changes his/her payment scale category and the salary increases.

Status of teacher: Teachers are civil servants in public schools and employees in non-public schools. The Act on general education and the government decree 326/2013 define the calculation methods and set the statutory salary of teachers in public schools. The maintainer of the public school can offer slightly higher amounts. To private government-dependent schools and private independent schools, the Act on general education, the government decree 326/2013 and the Labour Code apply. For this reason, the statutory salaries set by the Act and government decree are only the compulsory minimum; the maintainer of these schools is free to set higher amounts.

Pathways to enter the teaching profession: There is only one pathway; a teacher must be qualified by a HEI.

Iceland:

Structure of the compensation system: The compensation system is outlined in a document that is part of an agreement between teacher unions and local/central authorities. The pay scale is a table that consists of several grades and steps for each grade. Different types of teacher are assigned a certain grade for basic minimum pay. Progression, i.e. extra grade or step increase in salary, is defined in the agreement.

For pre-primary, primary and lower secondary teachers The pay scale has 30 grades and 9 steps. Each grade is approximately 2.5% increase and each step is a 2% increase. Educational qualifications and experience lead to added grades or steps on the pay scale. Staff are paid according to certain starting pay grade depending on their
duties. Every 30 ECTS in further education leads to 2% step increase in salary. 5 years experience adds two pay grades, 10 years adds two more years, and 15 years adds a further two grades.

The pay scale for upper secondary teachers is a combination of a general pay scale and a compensation system that is decided on an institutional basis. Therefore, there is no single pay scale for all teachers in general programmes. The general pay scale is a basis on which further compensation is added through an institutional agreement. Criteria for compensation and progression may differ depending on institutions. The statutory salary reported is based on a representative agreement of one particular upper secondary school. 18 grades and 8 steps, 5% for each grade 2.5% for each step

Criteria for salary progression: Criteria for salary progression include further education (represented by ECTS credits), experience (on a 5 year increment), duties and responsibilities within the school.

Process to establish salaries: Teacher salaries and pay scales are decided through collective bargaining between teacher unions and educational authorities (local for ISCED 0 through 2, central for ISCED 3). The period of the collective agreement is decided beforehand and salary increases may occur throughout the period. There is no fixed period for the duration of an agreement, and typically they may last from one to four years.

Status of teachers: Teachers have a specific status defined in legislation. The law states the qualification requirements and terms of employment.

Pathways to enter the teaching profession: Teachers are required to complete a university education, the equivalent of a masters degree for all school levels.

Ireland:

Structure of the compensation system: A common base salary scheme operates for all teachers in the state sector at ISCED 1, ISCED 24 and ISCED 34. This provides for the incremental increase in teachers’ salary in accordance with years of teaching. As of 1 October 2019, there are two applications of this common base salary scheme in the system. These two applications are:

(i) For teachers who commenced teaching prior to 2011 which constitutes the majority of teachers (i.e. 77.2% at ISCED 1; 77.7% at ISCED 24 and ISCED 34)

(ii) For teachers who commenced teaching on or after 1 January 2011. (i.e. 22.8% at ISCED 1; 22.3% at ISCED 24 and ISCED 34)

Up to October 2018, there had been two separate applications of the common base salary scheme for teachers who commenced teaching on or after 1 January 2011. Two related to teachers who entered teaching between 1st January 2011 and 31 January 2012. This cohort of teachers received qualification allowances but did not receive other allowances as such teaching on an island allowance and started on a lower point of the salary scale in use for entrants to teaching prior to January 2011. The number of teachers on this salary scale was very small. The second salary scale related to teachers who commenced teaching from February 2012 which constituted over 16% of the teaching population in 2016/2017.

This salary scale incorporated qualification allowances that had previously been included as an additional payment to the base salary in teachers’ statutory salaries. From 1 January 2018, the separate salary scale for teachers appointed between January 2011 and February 2012 has been merged with the salary scale for teachers appointed after February 2012. The salary scale for post February 2012 entrants to teaching incorporates allowances for teacher qualifications that were previously separate to a teacher’s base salary and included in the calculation of a teacher’s statutory salary. Teachers who entered teaching between January 2011 and February 2012 and who are entitled to a qualification allowance above that accommodated in the new merged salary scale are paid the excess in the form of a qualification allowance on a personal-to-holder basis.

This new merged salary scale is that referred to at (ii) above and is outlined in Appendix 1 (b) Department of Education and Skills Circular 0083/2017. For entrants to teaching prior to 2011, the point of commencement on the incremental scale depended on the length of pre-service qualification/training. For example, qualified primary teachers with three years of primary teaching education commenced on Point 2 of the salary scale. Post-primary teachers who had four years of pre-service qualification/training commenced on Point 3 of the scale. Teachers entering teaching prior to 2011 were also awarded allowances, in addition to their base salary, for qualifications and other allowances such as teaching through Irish, teaching in an Irish speaking area and teaching on an island school.

Criteria for salary progression: For teachers appointed before January 2011, progression in the salary of teachers is primarily contingent on the years of satisfactory service and qualification levels. Some additional allowances are also payable on a discrete basis to teachers working in an island school, in a school that teaches through Irish and in a school in an Irish speaking area (*Gaeltacht*). From 1 January 2011, progression in the salary of teachers is contingent on years of satisfactory service only. An increment is awarded annually at each point of the incremental scale for each year of satisfactory service. All teachers with a post of responsibility or middle management position are paid an allowance.

Process to establish salaries: The main process to establish salaries is collective bargaining as part of National Pay Agreements. Benchmarking has also been used on occasion.
Reform in the pre-primary, primary and lower secondary education and the Oz Letmura reform in the upper secondary education. These reforms require a bachelor degree and increase the teachers’ salaries and the teachers' working time.

Each new teacher begins to work under the new conditions. Today, more than 83% of the teachers in the upper secondary education are working under the new conditions and about 99% in the other levels of education.

The teachers' salary is dependent on wage agreements between the central authorities and the teachers in the pre-primary, primary and lower secondary education and between the local government and the teachers’ organisations, with the approval of the central authorities, in the upper secondary education. The teachers' salary rises with seniority and with the professional development. In addition, the teacher receives supplements for certain activities, such as out-of-school trips, attending school management, classroom tutoring.

In the last years began the implementation of new reforms in the education system in Israel: the New Horizon strategy, the duration of these consecutive programmes have been extended from one to two years and they now have the status of a Postgraduate Masters in Education. The concurrent programmes have increased from three to four years. Back to main table for this Indicator

Israel:

Structure of the compensation system: The annual increase in salary is less differentiated over the whole teaching career up to a maximum of 36 years (during the first 7 years, the salary increased by 2% each year and between the 8th and the 36th years, the salary increased by 1% each year). The new wage table is also based on nine promotional levels; each level represents a 7.5% increase in salary. In Oz Letmura Reform in upper secondary education, there were no changes after this reform in the salary scales; therefore, the salary increases are not linear: during the first 7 years, the salary increases by 5% each year; between the 1st and the 25th years, the salary increases by 2% each year; and then, between the 25th and the 36th years, the salary increases by 1% each year.

The teachers’ salaries are depending on wage agreements between the central authorities and the teachers organisations in the pre-primary, primary and lower secondary education and between the local government and the teachers’ organisations, with the approval of the central authorities, in the upper secondary education. The teachers’ salary rises with seniority and with the professional development. In addition, the teacher receives supplements for certain activities, such as out-of-school trips, attending school management, classroom tutoring.

In the last years began the implementation of new reforms in the education system in Israel: the New Horizon reform in the pre-primary, primary and lower secondary education and the Oz Letmura reform in the upper secondary education. These reforms require a bachelor degree and increase the teachers’ salaries and the teachers working time.

Each new teacher begins to work under the new conditions. Today, more than 83% of the teachers in the upper secondary education are working under the Oz Letmura conditions and about 99% in the other levels of education under the New Horizon conditions.

Criteria for salary progression:

- The annual increase in salary is less differentiated over the whole teaching career up to a maximum of 36 years (during the first 7 years, the salary increased by 2% each year and between the 8th and the 36th years, the salary increased by 1% each year). The new wage table is also based on nine promotional levels; each level represents a 7.5% increase in salary. In Oz Letmura Reform in upper secondary education, there were no changes after this reform in the salary scales; therefore, the salary increases are not linear: during the first 7 years, the salary increases by 5% each year; between the 1st and the 25th years, the salary increases by 2% each year; and then, between the 25th and the 36th years, the salary increases by 1% each year.
• The teachers' salary rises with seniority and with the professional development. In addition, the teacher receives supplements for certain activities, such as out-of-school trips, attending school management, classroom tutoring.

*Process to establish salaries:* The teachers' salaries are depending on wage agreements between the central authorities and the teachers organisations in the pre-primary, primary and lower secondary education and between the local government and the teachers' organisations, with the approval of the central authorities, in the upper secondary education. The teachers' salary rises with seniority and with the professional development. In addition, the teacher receives supplements for certain activities, such as out-of-school trips, attending school management, classroom tutoring.

In the last years begin the implementation of new reforms in the education system in Israel: the New Horizon reform in the pre-primary, primary and lower secondary education and the Oz Letmura reform in the upper secondary education. These reforms require a BA degree and increase the teachers salaries and the teachers working time. Each new teacher begins to work under the new conditions. Today, more than 83% of the teachers in the upper secondary education are working under the Oz Letmura conditions and about 99% in the other levels of education under the New Horizon conditions.

*Status of teachers:* A teacher is a civil servant in all levels of education, except upper secondary's teachers.

*Pathways to enter the teaching profession:* BA, teaching certificate and teaching traineeship.

**Italy:**

*Structure of the compensation system:* Compensation structure is organised by level. The structure is the same for all ISCED level and is composed of six levels of seniority. In addition to the salary there is a "Professional teacher retribution", the same for all ISCED levels and dependent on the years of service (3 level of seniority).

*Criteria for salary progression:* Salary progression consider only years in service

*Process to establish salaries:* The statutory salaries are defined by the National teachers' Collective Contract. Changes to the level of teachers' salary is possible only by collective bargain. Last update was in 2018. Pending the renewal of the national collective agreement, an allowance for the contractual empty is paid.

*Status of teacher:* It depends on the type of institution. In public schools the teachers are civil servants.

*Pathways to enter the teaching profession:* Currently the law requires all teachers to have ISCED 7 level education.

**Japan:**

*Structure of the compensation system:* Salaries for teachers in public schools cannot be dealt with sweepingly, because they are decided by each prefectural ordinance. In the model salary schedule for reference, placed in ordinance in many prefectures, which is described as the statutory salaries in this research table, the schedule applied for teachers in elementary school and junior high school differs from that applied for high school teachers, and both schedules are divided into 5 stages (lecturer, teacher, chief teacher, head teacher and vice-principal, principal). Starting salaries are decided in consideration of years of teaching experience as of employment, and the salary is raised regularly every year.

*Criteria for salary progression:* Though the standard for salary raise cannot be dealt with sweepingly because it is decided by each prefectural ordinance, the salary raise will be carried out if work performance has been good for a year in personnel assessment in each prefecture.

*Process to establish salaries:* Each prefectural personnel committee make recommendations about salaries considering the balance to private enterprise, and based on it, each prefectural assembly decide the salaries on passing through collective bargain.

*Status of teacher:* Teacher is public servant, and their salary is decided in each prefectural assembly.

*Pathways to enter the teaching profession:* Many applicants learn required subjects in university or college, get an educational personnel certificate, and take teaching staff examination in each prefecture.

**Korea:**

*Structure of the compensation system:* A teachers’ salary is subject to the regulations pursuant to a public servant’s salary specified under the presidential decree, which is on a single pay scale. With respect to salary progression, salary is linearly adjusted based on the number of years in service.

*Criteria for salary progression:* Number of years in service and achievement of a higher professional teaching certificate.

*Process to establish salaries:* Once a year, the Ministry of Finance determines the appropriate level of wage increases for public servants based on the official measures of the inflation rate.
**Status of teacher:** Permanent contract teachers employed at public schools are classified as special civil servants (e.g. public educational officials). Thus, teachers’ salaries are subject to the policies specified by the National Public Service Law, the Civil Servant Act, and the Public Officials' Remuneration Regulations.

**Pathways to enter the teaching profession:** In order to enter the teaching profession, it is necessary to obtain a Teacher’s Certificate. A Teacher’s Certificate is granted to those who complete a minimum of 50 credits in subject-related courses, as well as a minimum of 22 credits in pedagogical courses at undergraduate or graduate schools.

Pre-primary level: To earn a teacher’s certificate, a candidate is required to complete the mandatory subject-related and pedagogical courses at one of the following institutions: a 3-year college, a 4-year general university, or a 4-year teacher’s college.

Primary level: To earn a teacher’s certificate, a candidate is required to complete the mandatory subject area and pedagogical courses at a University of Education (4 years).

Secondary level: A candidate is required to complete the requisite subject area and pedagogical courses at a general university or a teacher’s college (4 years) or to complete the requisite subject area and pedagogical courses at a graduate school of education after completing prerequisite courses at an undergraduate university.

**Other comments:** Candidates are eligible to enter the teaching profession once they have obtained a teaching certificate. However, in order to become a permanent teacher employed at a public school as a civil servant, they must pass a competitive national examination.

**Latvia:**

**Structure of the compensation system:** Monthly salary of teacher is paid for working regular hours (including breaks between lessons) according to a workload of the teacher. The Regulation by the Cabinet of Ministers sets the lowest monthly work salary rate. Head of education institution evaluates work intensity and personal contribution of the teacher according to the criteria approved by the school. Based on this evaluation and in the framework of state budget grant, the school head has the right to define the monthly salary rate of teacher up to minimum salary rate defined by the regulation.

**Criteria for salary progression:** In the school year 2019/2020, some teachers with 1st, 2nd and 3rd quality level of professional activity performance evaluation system continued to receive allowances of EUR 45, 114, and 140 respectively for one teaching work rate (the teaching performance quality evaluation system changed since 1st of January 2017 and the 3rd, 4th, and 5th quality levels were changed to the 1st, 2nd and 3rd levels, also since 2017 schools may decide freely on the amount of allowance). In addition, when defining teachers monthly work salary rate the school head may take into account the length of service of the teacher.

**Process to establish salaries:** Minimum teachers’ salary level was updated in 2016. Average salary of public sector employees in 2015 for similar amount of working hours per week was taken as a reference point. Public sector employees work 40 hours per week, but teacher’s workload comprises 30 hours per week as of the 1st of September 2016. Therefore, public sector average salary is reduced for them to 30 work hours (for example: 40 hours = EUR 1 000, 30 hours = EUR 700).

**Status of teacher:** In Latvia teachers do not have civil servant status. General labour regulation applies to teachers. The employment status of teachers is contractual. According to the Labour law, schools must sign permanent contracts with teachers.

**Pathways to enter the teaching profession:** To access to profession, teachers must have the required education and a teacher qualification in the respective level of education. Starting in 2003/04, only teachers with higher education are entitled to work in schools, thus only teachers with academic degree in pedagogy or higher professional qualifications obtained at levels ISCED 6 or ISCED 7 are employed. Various possibilities are provided for the teachers who in accordance with these provisions, are not entitled to teach. Teacher may acquire the necessary qualification through in-service training, e.g. teachers may work also if they have obtained academic or professional degree in the respective field of science and only a teacher's qualification have to be obtained yet. In that case, they have to start teacher's qualification acquisition within two years after they started to work as teachers. The latter option was introduced in order to enlarge competition as well as to fill vacancies in the teaching of certain subjects due to the ageing of teaching staff. Taking into account the lack of pre-primary school teachers, the recent amendments also prescribe primary school teachers as eligible to teach in pre-primary institutions. In Latvia, more than 40% of teachers are above the age of 50. A nationwide education programme “Mission Possible” has been addressing the relevant issue of young teachers entering school system since 2008. In the framework of this programme, every year around 20 students with a non-pedagogic Bachelor or Master degree become new teachers following the opportunity to study pedagogy along with working at school. “Mission Possible” as part of global network of similar organisations “Teach For All”, recruit and teach these students and career changers, supervise the process of in-school work in the two first years and support different choices of alumni. Until 2015 only approximately half of “Mission Possible” alumni continued their work at school; general regulations for acquiring teacher qualification required to complete a study programme in pedagogy. In 2015, the Ministry of Education and Science confirmed that the procedure for granting teacher qualification set out in the Regulations of the Cabinet of Ministers “Regulations on the Necessary Academic and
Professional Qualifications of Pedagogues and Professional Competence Development Procedures for Pedagogues” allows alumni of “Mission Possible” to be automatically awarded with a teacher qualification if they only hold a qualification in an area related to the subject taught. It is expected that the number of these highly motivated teachers staying at school will increase. Back to main table for this Indicator

Lithuania:
Structure of the compensation system: There are several pay scales: Teachers working in pre-primary programmes:
• For not-yet-qualified teachers with up to 3 years’ service, 3 -10 years' service, 10 -15 years' service and more than 15 years' service;
• For teachers with qualification level with up to 10 years’ service, 10 -15 years' service and more than 15 years' service;
• For senior teachers with up to 10 years’ service, 10 -15 years' service and more than 15 years' service;
• For teacher supervisors with up 10 years’ service, 10 -15 years' service and more than 15 years' service;
• For teacher experts with up to 10 years’ service, 10 -15 years' service and more than 15 years' service; Teachers working in primary, lower secondary, upper secondary programmes: - For not-yet-qualified teachers with up to 2 years’ service, 2 -5 years' service, 5 -10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service;
• For teachers with qualification level up to 2 years’ service, 2 -5 years' service, 5 -10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service;
• For senior teachers with 2-5 years' service, 5-10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service;
• For teacher supervisors with 5 -10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service;
• For teacher experts with 5 - 10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service;
(Pre-primary) 5-20% for all pre-school teachers due to complexity of activities: pupils with SEN are integrated in mainstream groups; other cases determined by the heard of the institution. In case of 2 or more criteria, basic statutory salary could be increased totally up to 25%.
(Primary) 1-15% teaching SEN students in mainstream classes; 1-15% students are teaching in multilingual environment and learning in Lithuanian; 1-15% students are studying in national minority language; 1-15% teaching students at home due to illness; up to 20% other cases determined by the institution's pay system. In case of 2 or more criteria, basic statutory salary could be increased totally up to 25%.
(Lower secondary) 1-15% teaching SEN students in mainstream classes; 1-15% students are teaching in multilingual environment and learning in Lithuanian; 1-15% students are studying in national minority language; 1-15% teaching students at home due to illness; up to 20% other cases determined by the institution's pay system. In case of 2 or more criteria, basic statutory salary could be increased totally up to 25%.
(Upper secondary) 1-15% International Baccalaureate classes; 1-15% teaching SEN students in mainstream classes; 1-15% students are teaching in multilingual environment and learning in Lithuanian; 1-15% students are studying in national minority language; 1-15% teaching students at home due to illness; up to 20% other cases determined by the institution's pay system. In case of 2 or more criteria, basic statutory salary could be increased totally up to 25%.
Process to establish salaries: Salaries changes when the regulation is changed.
Status of teachers: Teachers do not have specific status.
Pathways to enter the teaching profession: Teacher must have a higher pedagogical education. Back to main table for this Indicator

Luxembourg:
Structure of the compensation system: There are the same grades for all teachers according to the years of service, as well as a linear increase of the salary
Criteria for salary progression: Years of service after a successful completion of implemented continuing education.
Process to establish salaries: The salaries are adjusted to the costs of living, when they raise 2.5%, the salaries are adjusted by 2.5%.
Status of teacher: All the teachers concerned by this report are civil servants. They are all being paid by the government and therefore their salaries are regulated the same way.
Pathways to enter the teaching profession:
A specific bachelor/master degree is needed as well as a successful completion of a probationary period after a competitive examination.

Other Comments:
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Mexico:
Structure of the compensation system: The salary scale was based on the Carrier Magisterial Program. All the teachers have to begin at a traditional level of salary, it is the same for all of them, and the only requirement is to have ISCED 6. To have more qualification does not drive to other salary level at the beginning of the carrier.
Program of Magisterial Career for ISCED 0123, this program has three categories to participate:
1st. It is for Classroom Teachers.
2nd. It is for Personnel with directive functions, or supervision functions.
3rd. It is for teachers that develop technical or pedagogical activities.
Magisterial Career is a horizontal promotion system for teachers. The Programme consists of six stimuli salary levels: K1A, K1B, K1C, K1D, K1E and K1F. The aim of the program is to improve the quality of education; recognising and stimulates the work of the best teachers. Also, it reinforces the interest in the permanent improvement of teachers; stimulating the natural vocation and the teachers’ permanence in the teaching activity. Finally, It also supports teachers who work in low development areas.
Criteria for salary progression: The new criteria enabling salary progression through the career of teachers is missing at the moment.
Process to establish salaries: We are establishing the new process to establish salaries. At the moment we cannot report any information.
Status of teacher: For public education the teachers are civil servants and their status depends on the New Educative Model.
Pathways to enter the teaching profession: This is done through the "Evaluation for the entrance to the professional service teacher in basic and upper secondary education for the 2018-19 school cycles. Back to main table for this Indicator

Netherlands:
Structure of the compensation system: System is the same for every level but salary differences per education level.
Pre-primary and primary level: The salary increases with every step until 15 steps. The increase with each step is not the same: for example, it starts for scale L10 with about EUR 80 and ends with about EUR 130.
Secondary level: The salary increases with every step till 12 steps. The increase with each step is not the same: for example, it starts for scale LB with about EUR 70 and ends with about EUR 220.
Criteria for salary progression: Progression through the steps within a salary scale is usually based on years in service. Progression to a different salary scale is at the discretion of the school. The promotion criteria for a higher salary scale are determined with teacher representatives of the school (board). There are manuals (framework) in the collective labour agreement.
Process to establish salaries: The government determines the budget (arbeidsvoorwaardenruimte) annually. Teacher salaries are determined by the social partners (Respectively the Councils for primary and secondary education (PO-Raad and the VO-raad) and the unions). The councils for primary and secondary education negotiate with the unions about the terms and conditions of employment. There is no regularity in the time period. This changes regularly.
Status of teacher: Until 1 January 2020 about one-third of the teacher population were civil servants, about two-thirds were not. Staff in public-authority schools and institutions were formally public-sector personnel; they were public servants within the meaning of the Central and Local Government Personnel Act. The same did not apply to staff in the private (but publicly funded) sector who sign a contract with the board of the legal person, governed by private law, whose employment they enter. They fall under the provisions of the civil law, insofar as the relevant educational legislation and the regulations based thereon do not differ from these provisions. Private sector staff could be deemed to share the status of public sector personnel in respect of those conditions of service that are determined by the government. Differences between publicly-run and privately-run (publicly funded) education. The salaries in collective labour agreement are the same. There was only a difference in appointment and unemployment arrangements.
As of 1 January 2020, the legal position of teachers in public education has been normalized. This means that they are no longer civil servant and that civil law has become applicable. As far as the legal position of teachers is
concerned, there is no longer any difference between teaching staff of public and private institutions. Their legal position has been completely equalized.

**Pathways to enter the teaching profession:** For primary education a bachelor degree is required (*pabo-diploma*). For lower secondary education the minimum qualification level is a second degree (initial teacher preparation) required this is a bachelor degree. For upper secondary education a first-grade initial preparation level is required. This is mostly comparable with a master degree (but not always). [Back to main table for this Indicator]

**New Zealand**

**Structure of the compensation system:** (Primary and secondary) Teachers are placed in a position on a salary band based on the years of experience they have and their qualifications.

Each year a teacher moves through an additional step of the salary band, until they reach the maximum point for their level of qualification.

**Criteria for salary progression:** (Primary and secondary) Teachers progress to the next step annually provided they meet professional standards.

**Process to establish salaries:** (Primary and secondary) The Secretary for Education, acting under delegation from the State Service Commissioner as per s23 and s74(5) of the State Sector Act 1988, negotiates collective agreements with the applicable union(s)

**Pathways to enter the teaching profession:** (Primary and secondary) Teachers must gain a teaching qualification in New Zealand or an approved overseas teaching qualification and be issued with a practising certificate from the New Zealand Teaching Council. [Back to main table for this Indicator]

**Norway:**

**Structure of the compensation system:** The general collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers’ unions specifies minimum salaries for teachers. Local authorities are free to set the salaries higher than the minimum salaries in the general collective agreement.

**Criteria for salary progression:** The minimum salaries depend on level of/years of education and years of experience. The minimum salaries for teachers with a bachelor degree (3, 4 and 5 years of higher education) are considerable lower than the minimum salaries for teachers with a master degree (6 years of higher education). There is also a considerable increase in the minimum salaries from 10 to 16 years of experience. The minimum salary increases every additional two years of experience up until 10 years of experience

**Process to establish salaries:** Collective bargaining between The Norwegian Association of Local and Regional Authorities (KS) and the teachers’ unions, which results in an increase of the minimum salaries for all, takes places once a year.

**Status of teacher:** Teachers are ordinary public employees.

**Pathways to enter the teaching profession:** For primary and Lower Secondary Teacher Education (4 yrs). In 2017, the teacher education changed from being a 4 year-long education at bachelor level to a 5 year-long education at master degree level. Ordinary university studies in different subjects (bachelor/master degree), and finally 1 year of practical-pedagogical studies. [Back to main table for this Indicator]

**Poland:**

**Structure of the compensation system:** All teachers fall within one remuneration system. The amount of teacher’s basic salary is set by the regulation by the Minister of National Education. Remuneration depends on the level of education of the given teacher and his/her position on the professional advancement scale (trainee, contract, appointed or chartered teacher).

**Criteria for salary progression:** The teacher's salary increases with acquiring a higher level of education and with progress to the following step on the professional advancement scale. Moreover, teachers receive a seniority bonus amounting to 1% of a basic salary for each year in employment (starting with year 4 in employment), a maximum amount of the seniority bonus is set at 20% of basic salary.

**Process to establish salaries:** The process of establishing teachers’ salaries is based on the Government priorities prepared in co-operation with the Teachers’ Trade Unions.

**Status of teacher:** Teaching profession is regulated in a separate legislative act which, among others, defines the remuneration rules. Teachers employed on the basis of The Teachers’ Charter regulations, are not the subject of Civil Service Act in Poland. Apart from basic salary, Teachers’ Charter regulations provide additional allowances.

**Pathways to enter the teaching profession:** In order to start a teaching career a person should hold a diploma of completing education in a teacher training college or a foreign language teacher training college at a minimum. Pre-primary and primary level: Minimum - Teacher training college diploma or foreign language teacher training college diploma (ISCED-A 550).

Lower Secondary level: Minimum - Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)
Upper Secondary level: Minimum - Master's degree with pedagogical training (ISCED-A 760). Back to main table for this Indicator

Portugal:

Structure of the compensation system: Teachers are paid overtime work for the hours they teach beyond the statutorily established. This situation occurs mostly due to difficulties in matching the individual teaching load and the curriculum hours of the classes assigned to the teacher. The cost per hour depends on the position in the teaching career and the number of overtime hours (12.5% for the first hour and 18.75% for the second or more hours).

Criteria for salary progression: The teaching career is based on a unique salary range. It is composed by ten levels, all with the duration of 4 years, except the 5th level with 2 years. The progression is dependent on a set of rules, from participation in professional development activities to the setting of quotas.

In order to progress in the career, teachers have to complete a certain amount of professional development credits, awarded by means of in-service training.

On average, it is required to do 25 hours of in-service training per year.

In case of non-successful completion, the teacher will not progress in the teaching career and the salary will not increase.

In addition to the requirement of a University degree:
- Teachers who hold a master's degree and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 1 year in the career progression;
- Teachers who hold a doctorate and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 2 years in the career progression.

Progress through these conditions is frozen since 31/12/2010.

Process to establish salaries: Collective bargaining; and financial constraints.

Status of teacher: Teachers are civil servants, under the Teachers’ Career Statute.

Pathways to enter the teaching profession: All teachers who enter the teaching profession have ISCED 7 qualifications and begin at level 1 (Index 167). They need to have a teacher certification and having successfully been selected in the first phase of the assignment contest. Back to main table for this Indicator

Scotland:

Structure of the compensation system: All teachers, other than those in promoted posts or who have an entitlement to a conserved salary or who are on the Chartered Teacher Spine, are placed on the Main Grade Scale, which is structured in 7 levels (incremental points from 0 to 6).

Criteria for salary progression: All teachers, other than those in promoted posts or who have an entitlement to a conserved salary or who are on the Chartered Teacher Spine, are placed on the Main Grade Scale. Teachers during their probationary period are placed on Point 0 of the Main Grade Scale. Following full registration with the General Teaching Council for Scotland (GTCS) teachers are moved on to Point 1 of the Main Grade Scale or to a higher point if additional salary points are awarded. Progression along the salary scale is commensurate with qualifying periods of teaching service, which comprises 26 weeks or more of teaching service obtained within a salary year. A salary point is awarded for each qualifying period of teaching service. The process is repeated, as necessary, for any remaining salary years in the teacher’s record of service. The chartered teacher programme has been discontinued and personal pay protection applies to those on that spine.

Process to establish salaries: The salary scales for different levels of teaching staff are agreed nationally and pay scales are set by the Scottish Negotiating Committee for Teachers (SNCT, see http://www.snct.org.uk/wiki/index.php?title=Appendix_2.1). The SNCT is a tripartite body comprising teacher’s representatives, representatives of the Scottish Government and local authority representatives drawn from the Convention of Scottish Local Authorities (COSLA). The Teachers’ Side of the SNCT has 11 seats which are determined annually by recognised unions and which are based on union membership size. All teacher salaries are set according to the National Scheme of Salaries and Conditions of Service for Teachers and Associated Professionals.

Status of teacher: Teachers are not civil servants. They are employed as teachers by Local Authorities. All teachers, other than those in promoted posts or who have an entitlement to a conserved salary or who are on the Chartered Teacher Spine, are placed on the Main Grade Scale.

Pathways to enter the teaching profession: The Standard for Provisional Registration (SPR) specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with the General Teaching Council for Scotland (GTCS). Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. Back to main table for this Indicator
Slovenia: 
Structure of the compensation system: In Slovenia teachers' salaries are determined by the Public Sector Salary System Act and with the Collective Agreement for Public Sector and other regulations based on the Act and Collective Agreement, which specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades.

Pre-primary level: Until the end of 2018, teachers were classified from 30 to 41 salary grade, from January to October 2019, from 31 to 42 salary grade and since November 2019, from 32 to 43 salary grade. Primary and lower secondary level: Until the end of 2018, teachers were classified from 30 to 43 salary grade, from January to October 2019, from 31 to 44 salary grade and since November 2019, from 32 to 45 salary grade.

Criteria for salary progression: Salary progression depends on time spent at a particular grade, but also a positive service performance assessment. Generally public servants may be promoted by one or two salary grades every three years. In addition, according to the Organisation and Financing of Education Act teachers can be promoted to professional titles Mentor, Advisor and Councillor. The rules issued by the Minister of Education determine the conditions of promotion, criteria for evaluation of conditions and procedures. The conditions include a certain number of years of experience, performance at work, in-service training and additional professional work. The Minister, following a proposal by the head teacher, decides on the promotion. Promotion to title results in progression on salary scale as well.

Process to establish salaries: The Public Sector Salary System Act regulates the rules for stipulating, calculating and paying salaries, as well as rules for earmarking the amounts of fund for salaries and stipulates also that collective agreement defines classification of posts and titles into salary scale, salary grades' values and their annual adjustments, annual funds for regular work performance allowances, amounts of allowances (e.g. length of service, mentorship, further formal qualifications, less favourable working conditions, dangers and special burdens, working during less convenient hours). The process of collective bargaining and the responsible authorities are also determined by the Act. The process of collective bargaining is annual; it commences in May and shall finish in time to have its results adopted by budgetary planning. The Act also stipulates that Council for the public sector salary system is established to implement the Act, to monitor the public sector salary system policy. It includes representatives of state and local authorities' bodies and public sector trade unions.

Status of teacher: In Slovenia, teachers working in public schools and kindergartens (which are public institutions) are civil servants and are directly employed by the school/ kindergarten. According to the article 1 of the Civil Servants Act, civil servants are individuals employed in the public sector which includes also public schools and kindergartens.

Pathways to enter the teaching profession: The route for entry into teaching is through initial teacher education (ITE), which is organised according to consecutive and/or concurrent models. There are no alternative pathways to teaching profession in Slovenia. Teachers enter the profession in two ways: applying for open recruitment trainee job positions (induction system - pripravništvo) advertised by the Ministry of Education or by applying for open recruitment job positions advertised by schools. To be fully qualified, teachers, after having at least 5 months of teaching experience (as part of induction or independently), have to pass the state professional examination. Induction is not compulsory.

Spain: 
Structure of the compensation system: In public educational institutions, teacher salaries are rewarded according to: teacher’s group or subgroup assignment within the specific professional classification body of civil servant to which they belong to; the seniority valued by 3-years periods in service in terms of bonus; category or
professional level (additional amount attached to a professional position); performances and responsibilities carried out (as a specific additional remuneration).

Teacher salaries are conditioned by the career civil servant teacher’s classification that determine the group or subgroup (A1 or A2) they belong to and the level or professional category reached by a civil servant within the Spanish administrative career system (levels 21, 24 or 26).

Pre-primary and Primary level: Teachers belong to the subgroup A2. Regarding to professional category, they have the level 21. These level determine the additional remuneration attached to a post (salary according to the category or professional level reached by a civil servant within the administrative career system)

Secondary level: teachers belong to the subgroup A1. Regarding to the professional category, the have the level 24 or 26 (senior professors body). These level determine the additional remuneration attached to a post (salary according to the category or professional level reached by a civil servant within the administrative career system)

**Criteria for salary progression:** Salary progression is determined by the following criteria:

- The category or professional level reached by a civil servant within the administrative career system.
- Specific conditions associated with responsibilities or positions performed, such as unipersonal governing bodies (school head, secretary, etc.), singular teaching posts or education inspectorate functions.
- A teaching function supplement which comprises two components that vary according to each Autonomous Community/City: a general component applicable to all teachers whose amount depends on the body or teacher scale which they belong to, and a singular component linked to the particular conditions of each position.
- Fixed amounts as extra-salary supplement for Continuous Professional Learning (CPL) reward per six-year terms (sexenios, as term use in Spanish). Every teacher needs to certificate at least a minimum number of hours of recognised lifelong learning activities. This supplement varies from period to period (a maximum of five periods) and the Autonomous Community/City.

**Process to establish salaries:** Increases in teachers’ salaries are established in the General Budget Law adopted by the central government and in the Budget Law of the Autonomous Communities annually. The applied increase is decided in The General Negotiating Table of Public Authorities. It is chaired by the General State Administration and is constituted by representatives of the Autonomous Communities, the Autonomous Cities of Ceuta and Melilla, the Spanish Federation of Municipalities and Provinces and the most representative labour organisations. All the issues susceptible to be regulated at State level with a nature of basic regulations are negotiated in this Table and, more specifically, the global increase of the salary of the staff at the service of the corresponding Public Authorities to be included in the Project of the yearly Spanish Budget Act.

**Status of teacher:** In the case of public school teachers, there are wage differences when the teacher has the status of interim. Interim teachers are those applicants who have completed the competition process but have not been obtained the civil servant teacher’s condition. Interim teachers are candidates that work as temporary teachers.

The general regime of career civil servant teachers is applied to this staff (is regulated by The Basic Statute of the Public Employee), although the contractual relationship with the education authority lasts an academic year as a maximum. Interim teachers receive the same salaries as a general teacher, including the seniority corresponding to the group, subgroup and the professional category in which they have been appointed as interim and the additional remuneration corresponding to the post of work. Nevertheless, Interim civil servants cannot receive salary supplements associated with the progression reached by the official within the administrative career system (because of their status, they cannot opt for further positions and progress in their administrative career).

In addition, public educational schools could have exceptionally hired teaching staff on a contract basis. The remuneration of this teaching staff depends on the status of workers, the collective agreements of the sector and what is stipulated in each work contract.

**Pathways to enter the teaching profession:** Initial teacher training required in public institutions.

The current university Bachelor and Master degrees (in accordance with the European Higher Education Area (EHEA) studies organisation) coexist with the previous study programmes which are practically extinct at university portfolio.

The grade of qualification required to enter to teaching profession differ by the education level:

- Pre-primary and primary education: Teacher of Pre-Primary and Primary Education that refers to first cycle of university teacher training studies completion or bachelor degree (Grado, as term use in Spanish) on Pre-Primary Education and the bachelor degree in Primary Education (240 ECTS) in accordance with the organisation of university studies adapted to the European Higher Education Area (EHEA). At least one degree is
required. In order to start teaching as a civil servant, graduates need to take a competitive examination and participate in a merit-based selection.

- Lower and upper secondary education: Long first-degree university qualification or bachelor degree, plus certificate of pedagogical aptitude (CAP, based on its Spanish acronym) or an official master degree such as Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education (ISCED 7, 60 ECTS + 240 ECTS ISCED 6) in accordance with the organisation of university studies adapted to the European Higher Education Area (EHEA). At least two degrees are required, a Bachelor plus a Master to accreditate pedagogical aptitude. In order to start teaching as a civil servant, graduates need to take a competitive examination and participate in a merit-based selection.

In public educational institutions, overcome a selection process to entry in the teaching profession is required: Candidates participates in a competition established for each civil servant teacher bodies that consist in pass a merit-based selection and a competitive examination. Candidates are expected to overcome the following phases:

Competitive examination phase: Specific knowledges of the teaching speciality are evaluated, as well as the pedagogic aptitude and the mastery of the necessary techniques for the teaching exercise.

Merit-based selection phase: Candidates’ prior teaching experience, academic education and other merits are evaluated in accordance with the scales established in the different calls to gain access to the body of school teachers (according to Autonomous Community), secondary education teachers (according to Autonomous Community) and technical teachers of vocational training.

Traineeship period: It aims at checking the aptitude for teaching of the selected applicants. Back to main table for this Indicator

Sweden:

Structure of the compensation system: According to the country-wide collective agreement between teacher’s union and the Swedish Association of Local Authorities and Regions (SALAR) salaries should be individual and differentiated and reflect achieved goals and results by the individual.

Criteria for salary progression: According to the country-wide collective agreement between teacher’s union and the Swedish Association of Local Authorities salaries should be individual and differentiated and reflect achieved goals and results by the individual.

Process to establish salaries: Collective bargaining.

Status of teacher: To work as a teacher or preschool teacher in Sweden, you require a teaching certification in most cases. Application for the teaching certification is made to the Swedish National Agency of Education. You need to have a diploma of education for teachers or preschool teachers in order to apply for a certification. The data submitted to the survey includes teachers with a pedagogical qualification, in the submitted data both teachers with a certification and teachers with no certification are included.

Pathways to enter the teaching profession: The current teacher education programmes in Sweden include four different professional degrees:
- a degree in preschool education
- a degree in primary school education
- a degree in subject education
- a degree in vocational education. Back to main table for this Indicator

Switzerland:

Structure of the compensation system: The 26 cantons have different pay systems which differ considerably. This differences do not only concern the starting salaries, but also the progression of the wages. There are cantons with a fixed linear increment and others with a flexible salary progression.

Criteria for salary progression: Compensation is related to a very limited number of aspects – in effect, the type of initial teacher education and years of experience. Rewards for extra responsibilities or additional duties are not provided, with a few exceptions (e.g. management roles).

Process to establish salaries: The formal employer of teachers is either the canton or his communes. Accordingly, the determination of salary scales and conditions of employment are made by one of these two authorities.

Status of teacher: Teachers have not a specific status. More information you may find here: https://www.varkeyfoundation.org/teacherindex.

Pathways to enter the teaching profession: The education and training of teaching staff for all educational levels is provided by university institutions. The admission requirement of universities of teacher education for the primary and secondary levels (lower and upper) is generally an academic Matura. For pre-school teachers, the requirement is a specialised Matura, a vocational Matura or an academic Matura. The degree programs in teacher education and training provide professional qualifications and include scientific components, teaching-
specific components, educational science components and practical training components. The duration of studies depends on the selected degree program. Teacher training courses for the pre-school and primary levels last 3 years and are completed with a Bachelor's degree. To teach at the lower secondary level, teachers need a Master's degree. Teaching at the upper secondary level requires not only a degree from a university of teacher education, but also a Master's degree in the subject(s) that are to be taught. Studies in special needs education are given at the Master's level. 

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Turkey:

Structure of the compensation system: In Turkish educational system, there is not a well-structured policy or system for teachers working in the Ministry of National Education in terms of compensation system. There is, though, a series of dimensions that identify how salary progression is implemented. First, different pay scales are determined based on the several aspects. Second, pay increment is based on the general increase of civil servants each year. The criteria that identifies salary progression are given in the next question.

Criteria for salary progression: Salary progression is based on the following criteria: 1) Years of service, 2) Generalist (classroom) teacher or field teacher (Maths, History, etc), 3) Knowledge of a foreign language (up to three), 4) Marital Status (in case the spouse is unemployed). These criteria (excluding 2) are valid for all levels of education.

Process to establish salaries: The increase in the salaries, for all educational levels concerned, are identified by the government to be applied to the salaries twice per year, in January and in June. The salaries are identified by a committee in which the representatives of the government and civic organisations carry out certain negotiations and collective bargaining. A referee body is also responsible for the process in case a decision cannot be taken in the negotiations. The salary increases should also be compensated in each term provided that the percentage of increase is exceeded by the annual inflation rates.

Basically, in order to update the levels of teacher salaries, there are certain mechanisms that operate. First, as years of service increase, teachers get more. Second, if they prove that they know a foreign language evidenced by YDS (Foreign Language Examination), their salaries increase. Third, in case the spouse is unemployed and they have children, their salaries increase as well. Finally, in line with the negotiations between the association of civil servants and the relevant ministries, their salaries increase in accordance with the expenses in the country.

Status of teacher: Teachers work as full-time employees and benefit from all legislative rights of the civil servants, including health care, retirement plans, holidays and alike. All teachers working in the ministry of national education are civil servants, and they do not have different status. However, they are not paid the same as any civil servants.

Pathways to enter the teaching profession: There are commonly two major ways to entry: 1) Candidate teachers must be a graduate of faculties of education, and they need to succeed in a high-stakes examination entitled 'Public Personnel Selection Examination', in which a field specific examination is also provided for teachers in line with their field. 2) Graduates of specific programs of faculties of sciences/letters can become a full-time teacher in the Ministry schools provided that they hold a 'Pedagogic Formation Certificate', a short-term general course on education provided by certain faculties of education. Similarly that group of candidates need to take the Public Personal Selection Examination to be appointed to a post in state schools.

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United States:

Structure of the compensation system: Salary decisions are made at the school, district, and/or state level.

Criteria for salary progression: Salary decisions are made at the school, district, and/or state level.

Process to establish salaries: Salary decisions are made at the school, district, and/or state level.

Status of teacher: In the United States, public school teachers are civil servants.

Pathways to enter the teaching profession: In the United States, teachers’ must meet education and licensing/certification requirements that vary by state. In 2017-18, 90% of U.S. teachers held a regular certification, 8% held another type of certification (probationary; provisional or temporary; or waiver or emergency certification), and 2% held no certification. 20% of U.S. teachers in 2017-18 had entered the teaching profession through an alternative route to certification program, which are programs that are designed to expedite the transition of nonteachers to a teaching career (for example, a state, district, or university alternative route to certification program). The United States cannot provide detailed information on national policies on alternative pathway/routes to the teaching profession, as such policies are set by individual states.

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Statutory salaries of school heads: Tables D3.4

Interpretation
Australia:
The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres. Back to main table for this Indicator

Austria:
ISCED 02: Pre-primary education is largely provided in kindergartens, for which there are no data available. The remaining minority of pre-primary schools are integrated in primary schools. Data on these school heads are the same as for ISCED 1. At ISCED 34, vocational programmes are included.
School heads’ allowances are determined by size of school and time of service. Concerning the size of schools there are, depending on the type of school, 5 or 6 ranges. For filling in the salary ranges, the allowance for the smallest schools (Range A) and for large schools (Range B) were used to define the range of salaries paid to school heads. Therefore the percentage of heads paid exactly that allowance (A or B) cannot be stated. For extraordinary large schools the allowance of Range B is increased up to 25% (more than 60 classes). Back to main table for this Indicator

Belgium (Flemish Comm.)
From the school year 2018/19 only one salary scale (the highest) is used for school heads in elementary education. Before, there were three salary scales. Government-dependent private schools are included.
Statutory salaries include end of year bonus and holiday bonus. Back to main table for this Indicator

Brazil
Brazil has a decentralised system, each one of the 27 states and more than 5 thousand municipalities has their own school heads career plan. Because of that, the salaries can be determined by central government, regional authorities or local authorities, depending of which school network is the teacher working for. Differently from school teachers, school heads do not have a minimum national salary. Back to main table for this Indicator

Canada
The methodology for calculating the Canada-level response for quantitative indicators uses two criteria to determine whether there is enough consensus to provide this response:

1) At least seven (50%) provinces and territories provide a response, and
2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Like the quantitative methodology, the qualitative methodology for calculating the Canada-level response is to use two criteria to determine whether there is enough consensus to provide this response.

1) At least seven (50%) provinces and territories provide the same response, and
2) That the reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

If the two criteria above are met, the Canada-level average is weighted by the number of full-time student enrolments (from combined elementary, lower secondary and upper secondary levels) for all jurisdictions who submitted figures for the 2020 joint Eurydice-OECD salaries of teachers and school heads data collection survey.

Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. Where cells are left blank, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response. Back to main table for this Indicator

Chile:
Simulations for teacher working 44 hours, according to years of experience, level assigned and an estimate of the management responsibility allowance. These simulations are the official estimates of the Centre for perfecting, experimentation and pedagogical investigations (CPEIP) of Chile, based on the salary components stated in the Law of the New System of Teacher Education and Professional Development (Law 20.903).

Colombia:
Data on salaries correspond to the regulated by the statute teacher 1278/2002 and not include compensations or additional bonuses.

Data on percentage of teachers are obtained from the Information System SINEB and corresponds to the participation of teachers with respect to the total of the corresponding educational level. The new teachers are those linked within the year to the official sector, but does not imply that they are newly graduates.

The teaching experience is counted from the date of recruitment in the public sector.
For this report we used information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute Therefore, the percentages are measured in relation to this scale.

It is important to mention that under this scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a great weight to reach the top salary. This means that in all cases the salary of 10 years is equal to that of 15 years.

The salaries do not include social security paid by the employer. 

**Costa Rica:**
Additional payments included in statutory salaries reported 1 - Teaching incentive; 2 - Extended hours; 3 - Double or triple day; 4 - Exclusive dedication; 5 - One year of annuity; 6 - Thirteenth month; 7 - School salary (fourteenth month).

**Czech Republic:**
The annual gross statutory salary is calculated combining two different salary tables from the Government Regulation on Pay Terms of Employees in Public Services and Administration, one valid from September 2019 to December 2019 (4 months in school year 2019/2020) and the second from January 2020 to August 2020 (8 months in school year 2019/2020). School heads can be assigned to 5 pay categories (9th-11th for pre-primary school heads, 12th-13th for primary and secondary school heads) and 7 pay grades according to the length of their professional experience (0-2 years, 2-6 years, 6-12 years, 12-19 years, 19-27 years, 27-32 years, 32+ years). The reported statutory salaries are estimates combining the salary tables with data on number of school heads in each pay category and pay grade according to the database ISS 2018 and ISS 2019 (reference year 2018/19).

A special salary scale system is established for education staff. School heads can be assigned to 5 salary categories (9th-11th for pre-primary school heads, 12th-13th for primary and secondary school heads) and 7 salary grades according to the length of their professional experience (0-2 years, 2-6 years, 6-12 years, 12-19 years, 19-27 years, 27-32 years, 32+ years). Qualification requirements for salary purpose:

- 9th pay category: tertiary professional education (ISCED 655) or secondary education with a school-leaving examination in a field aimed specially at pre-primary school teacher training (ISCED 354);
- 10th pay category: Bachelor’s degree (ISCED 645) or tertiary professional education (ISCED 655);
- 11th – 12th pay category: Master’s degree (ISCED 746, 747) or Bachelor’s degree (ISCED 645);
- 13th pay category: Master’s degree (ISCED 746, 747).

A school head can only be a person who has obtained experience while performing direct educational activity (teaching), or activities for which the same or similar specialized knowledge is necessary, or while performing management activities, or activities in research and development. The length of practice required for school heads depends on ISCED level:

- the head of a nursery school (ISCED 02): 3 years
- the head of a basic school (ISCED 1, 24): 4 years
- the head of a upper secondary school (ISCED 34): 5 years

There is another qualification requirement for school heads of public schools. The headmaster of a public school may only be a person who, in addition to the qualification requirements referred above, has acquired, within 2 years from the day when he/she started to work as a headmaster, knowledge in the field of school management by completing his/her studies for headmasters within the in-service training of education staff.

The obligation to complete a study programme does not apply to the school heads that have studied school management in an accredited higher education course in School Management, or completed a life-long learning programme on the organisation and management of education run by a higher education institution. Additional payments included in statutory salaries reported above:

In the Czech Republic, all school heads receive an additional allowance for managing the school; however, it is not possible to include additional allowance for managing the school in the annual statutory salaries for school heads. The Labour Code sets only the range, which is very wide (5 to 60% of a teachers’ salary according to the level of leadership). The statutory authority decides about the amount of the allowance for managing for individual school head. Moreover, the allowance for managing are usually set as percentage from the pay categories assigned for a school head, which may also differ (9, 10 and 11 for ISCED 02; 12 and 13 pay category for ISCED 1, 24, 34).

**Denmark:**
At ISCED 02, 1 and 2, the national salary scale and additional national salary regulations are decided by collective agreements between the national unions and the national authorities for public employers, i.e. Local Government Demark (KL) and the Ministry of Finance (Public Sector Innovation). In addition to the reported statutory salaries, in accordance with the general salary scale in the collective agreement, each head will typically be
granted personal bonuses that are decided by local authorities or by collective agreements at local level. These personal bonuses are not included in the reported statutory salaries.

At ISCED 34, the new collective agreement stipulated that as from January 2019 school heads shall not receive a statutory salary but negotiate with the school board a total salary, including allowances.

The statutory salaries reported for school heads exclude the part of social security and pension scheme contributions paid by the employers but includes the part paid by the employees. At ISCED 34, we do not have an estimate on the proportion of school heads paid according to this new agreement.

Which authority level determine the statutory salaries: (ISCED 02 and 34) More than one authority level. (ISCED 1 and 24) Collective agreement. Back to main table for this Indicator

England:
Pay ranges: The term for school heads in England is 'headteacher'. The statutory salary figures apply to school heads in maintained schools paid on Groups 1-8 of the headteacher pay ranges. Executive headteachers, that is, headteachers who are responsible for more than one school, have been excluded. The governing board for academies, which classify as publicly funded independent schools and make up around three quarters of secondary schools and a third of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges.

The statutory salary figures reported are weighted averages of the four geographical pay ranges (Inner London Area, Outer London Area, the Fringe Area, England and Wales).

A significant proportion of provision of ISCED 02 (65% of provision for 3-year-olds) is provided in settings other than schools. The salary figures provided for ISCED 02 and ISCED 1 are combined. The figures are only for school heads of pupils in nursery and primary schools and do not apply to other ISCED 02 settings.

School heads of students at ISCED 34 are employed in both schools and further education colleges. The actual salary figures provided for ISCED 24 and 34 are combined. The figures are only for school heads of pupils in schools and do not apply to further education colleges.

Proportion of school heads paid according to this salary range: The population of headteachers used as the denominator is full-time headteachers paid on Groups 1-8 of the headteacher pay ranges aged between 25 and 64 who are employed in maintained schools and academies.

Range A (the range with the lowest minimum salaries): Range A refers to the statutory salary figures for school heads paid on the Group 1 head teacher pay range. School heads are paid on this pay range when the school has a total unit score of up to 1,000 (calculated in accordance with paragraphs 6.1 to 6.5 of the STPCD, p. 11-12). The minimum salary figure for Range A refers to a weighted average of the minimum salary points on the Group 1 headteacher pay range across all four geographical pay ranges. The maximum salary figure for Range A refers to a weighted average of the maximum salary points on the Group 1 headteacher pay range across all four geographical pay ranges.

Range B (the range with the highest minimum salaries): Range B refers to the statutory salary figures for school heads paid on the Group 8 head teacher pay range. School heads are paid on this pay range when the school has a total unit score of 17,001 and over (calculated in accordance with paragraphs 6.1 to 6.5 of the STPCD 2017, p. 11-12). The minimum salary figure for Range B refers to a weighted average of the minimum salary points on the Group 8 headteacher pay range across all four geographical pay ranges. The maximum salary figure for Range B refers to a weighted average of the maximum salary points on the Group 8 headteacher pay range across all four geographical pay ranges.

Proportion of school heads paid according to this salary range: The population of headteachers used as the denominator is full-time headteachers paid on Groups 1-8 of the headteacher pay ranges aged between 25 and 64 who are employed in maintained schools and academies.

Public schools: The statutory pay ranges apply only to maintained schools, that is, local authority-maintained schools. The governing body for academies, which classify as government-dependent private schools and make up around three-quarters of secondary schools and a quarter of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges.

ISCED 02: A significant proportion of provision of ISCED 02 (63% of provision for 3-year-olds) is provided in settings other than schools. The statutory salary figures provided apply only to school heads of pupils in schools and do not apply to other ISCED 02 settings.

ISCED 34: School heads of students at ISCED 34 are employed in both schools and further education colleges. The statutory salary figures provided apply only to teachers of pupils in schools and do not apply to further education colleges. Back to main table for this Indicator

Estonia:
The minimum or maximum amounts of school heads' salaries have not been set by statute. Back to main table for this Indicator
Finland:
The data for pre-primary education is for heads of kindergarten/day-care institutions who are the majority. Statutory salaries include bonus holiday pay. It is 4% for starting teachers, 5% for teachers with 10 years of experience and 6% for teachers with at least 15 years of experience. Bonus holiday pay is temporarily reduced by 30% in 2017 - 2019. [Back to main table for this Indicator]

France:
Notes on coverage and methodology: Statutory salaries of school head at ISCED 02-1 levels: Gross index salary plus a scale bonus (Bonus Indiciaire + Nouveau Bonus Indiciaire) + residence allowance + allowance for follow-up and tutoring (indemnité de suivi et d'accompagnement des élèves : ISAE) + special head allowance (Indemnité de sujétion spéciale de direction; the reference is the one for schools with 10 classes or more). Statutory salaries of school head at ISCED 24-34 levels: gross salary plus a scale bonus (Bonus Indiciaire + Nouveau Bonus Indiciaire) + residence allowance + allowance for functions, responsibility and results (indemnité de fonctions, de responsabilité et de résultats: IF2R) [Back to main table for this Indicator]

Greece:
For the calculation of the base salary that comprise part of the school heads’ annual salary, the freezing of salaries is taken into consideration. Following the directions for the implementation of Law 4354/2015, a month's salary in 2018 is the sum of the base salary of the frozen salary scales of 2011 and three quarters (3/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Whereas, a month’s salary in 2019 refers to the full salaries provisioned in Law 4325/2015 (G.G. 47/A), or a month’s salary in 2019 is the sum of the base salary of the frozen salary scales of 2011 and four quarters (4/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. From 1st January 2018 salary progression has been activated.

Data on gross annual statutory salaries are reported on the basis that school heads complete certain years of work experience on 1st September 2018. The freezing of salaries is also taken into consideration. Following the directions for the implementation of Law 4354/2015, a month’s salary in 2018 is the sum of the base salary of the frozen salary scales of 2011 and three quarters (3/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Whereas, a month’s salary in 2019 refers to the full salaries provisioned in Law 4325/2015 (G.G. 47/A), or a month’s salary in 2019 is the sum of the base salary of the frozen salary scales of 2011 and four quarters (4/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. The salaries for school heads in Pre-Primary schools include only teachers working in Pre-Primary Education Schools that are supervised by the Ministry of Education, Research and Religious Affairs.

The additional payments that all school heads receive on top of their base is the school head's allowance, varies depending on the category of school they serve. ISCED 02 and ISCED 1: in schools with 1, 2 or 3 classes the school head allowance is EUR 150 gross per month for 12 months (in total EUR 1 800 gross per year). ISCED 02 and ISCED 1: in schools with 4 or more classes and less than 120 students the school head allowance is EUR 250 gross per month (in total EUR 3 000 gross per year). ISCED 02 and ISCED 1: in schools with 4 or more classes and 120 or more students, the school head's allowance is EUR 300 gross per month (in total EUR 3 600 gross per year). ISCED 24: In schools with less than 120 students, the school head's allowance is EUR 250 gross per month (in total EUR 3 000 gross per year). In schools with 120 or more students, the school head's allowance is EUR 300 gross per month (EUR 3 600 gross per year). ISCED 34: EUR 300 gross per month for 12 months (in total EUR 3 600 gross) in schools with less than 120 students, EUR 350 gross per month for 12 months (in total EUR 4 200 gross per year) in schools with 120 or more students. In Greece civil servants including school heads and teachers do not receive a 13th month or a holiday allowance. [Back to main table for this Indicator]

Hungary:
At ISCED 02 and 1, the minimum is the salary of a teacher with 4 years of experience and the 40% of the salary base for a bachelor's degree (HUF 182 700) and the maximum is the salary of a "Researcher Teacher" with at least 42 years of experience plus the 80% of the salary base for a bachelor's degree (HUF 182 700). At ISCED 24, the minimum is the the salary of a teacher with 4 years of experience and the 40% of the salary base for a bachelor's degree (HUF 182 700) and the maximum is the salary of a "Researcher Teacher" with at least 42 years of experience plus the 80% of the salary base for a master's degree (HUF 203 000). At ISCED 34, the minimum is the the salary of a teacher with 4 years of experience and the 40% of the salary base for a master's degree (HUF 203 000)  and the maximum is the salary of a "Researcher Teacher" with at least 42 years of experience plus the 80 % of the salary base for a master's degree (HUF 203 000)  [Back to main table for this Indicator]

Iceland:
At ISCED 34, the data concern around 30 school heads of public upper secondary schools, which are run directly by central government. Each school head negotiates an individual contract with the Icelandic Ministry of Education. The salaries of ISCED 34 school heads are the actual minimum and maximum pay.

Notes on interpretation: Salaries of school heads at ISCED 3 are no longer decided by an independent committee in accordance with statutory guidelines. From 2019 school heads sign a contract with the Icelandic Ministry of
Education, according to an arrangement that applies to all heads of government agencies. Previous guidelines do not apply and information on the present guidelines are not available at this time. Statutory salaries at upper secondary level in 2019/20 are estimates based on statutory salaries of 2018/2019. Back to main table for this Indicator

Ireland:
Data have been provided on the salaries of principals in the smallest sized schools, the largest sized schools and schools of average size.
Primary school head statutory salaries in salary range A are determined according to the new common salary scale of teachers appointed after Feb 2012. All the other salaries (including primary school heads in salary ranges B and C, and secondary school head statutory salaries in salary ranges A, B, C) are determined according to the common salary scale for teachers who entered teaching prior to 2011. In calculating the maximum salaries, the Masters allowance has been taken into account. Back to main table for this Indicator

Italy:
The statutory salary is composed of a fixed part, the same for everyone, plus a variable part that varies between regions. For the calculation of the variable part we used the weighted average
The amount of the allowance is variable between regions. The contract provides that the general criteria for allowances and related to the characteristics of schools are established during the negotiation and concern:
1. dimension (number of students, number of teachers)
2. Complexity (presence of different ISCED levels)
3. Background (areas of particular social/territorial need). Back to main table for this Indicator

Japan:
Statutory salaries are described based on the model salary schedule for reference placed in ordinance in many prefectures. National schools are excluded from statutory salary data.
Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: terminal allowance, special allowance for compulsory education staff, administrative allowance Back to main table for this Indicator

Korea:
The annual statutory salaries of school heads are calculated based on the law and regulations for the salary of public education officials.
Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: allowance for management, maintenance allowance for position, research allowance. Back to main table for this Indicator

Latvia:
Information compiled from the central level regulations: The Regulations only defines the minimum monthly salary rate. There are nine salary groups for heads depending on the size of the school.:
Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: If a school head is involved in teaching lessons too, and have received 1st, 2nd and 3rd quality level of professional activity performance evaluation system, he or she receive allowance proportionally to the teaching work rate. Back to main table for this Indicator

Lithuania:
Statutory salaries of school heads depend on the number of groups (pre-primary education) or students (primary and secondary education), the qualification level, the managerial experience and the number of years in service. Back to main table for this Indicator

Luxembourg
There are no school heads in pre-primary and primary schools. Salary reported includes 13th month:
Part of social security and pension scheme paid by employers are excluded in this report (-2.8% for social security, -8% for pension scheme compared to previous years). Back to main table for this Indicator

Mexico:
Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: Christmas bonus, vacation bonus, extraordinary payment for curricular services, assignment for the organization of the school year, End-of-year compensation, assignment of cultural activities, days of permanence for support in education, Compensation for strengthening temporary and compatible compensation, help transportation, extraordinary annual payment, national single compensation. Back to main table for this Indicator
Netherlands:
ISCED 01 and 2: With the new collective agreement the additional school head allowance has been made a part of the statutory salary.

Statutory salaries include the additional payments that all school heads receive on top of their base salaries and that constitute a regular part of the annual base salary: 13 month, holiday pay, inkomenstoelage, bindingstoelage, incidentele uitkering. Back to main table for this Indicator

New Zealand:
The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system. Back to main table for this Indicator

Poland:
Starting/minimum statutory salary includes the base salary, the additional annual remuneration, the years in service allowance (6%), the holiday allowance and the post-related allowance (average amount of post-related allowance according to School Education Information System (SIO)).

The maximum statutory salaries of school heads was calculated as the sum of basic salary and bonuses that constitute a regular part of the annual basic salary like seniority allowance, thirteenth month and holiday benefits. The actual data on position allowances for school heads is collected in the administrative database (School Education Information System, SIO).

Due to the educational reform in Poland implemented since the beginning of 2017, 3-year lower secondary school called gimnazjum (ISCED 24) ceased to operate in 2019 after the last cohort of students completed this type of school. The main assumptions of the education reform are the liquidation of lower secondary schools and the return to the eight-year primary school, as well as the modification of vocational education by replacing basic vocational schools with stage I sectoral vocational schools. One of the objectives of the reform is also to extend the cycle of education in general secondary schools from three to four years and in technical secondary schools from four to five years. Since school year 2019/20 ISCED 1 includes 4 years of primary school (grades 1-4) and ISCED 2 includes another 4 years of primary school (grades 5-9).

Statutory salaries include the additional payments that all school heads receive on top of their base salaries and that constitute a regular part of the annual base salary: additional yearly salary, holiday allowance, seniority bonus. Back to main table for this Indicator

Portugal:
In Portugal, a “school head” is a teacher in the position and with the duties of a “principal”, not existing any differences between school heads at different ISCED levels. Principals, deputy principals and acessors receive an increase in salary during the assignment for the position and according to the total number of students in their respective clustered and non-clustered schools.

The school head's gross salary is made of two main subjects:
the sum received as a school teacher, calculated according to the career position (roughly, the number of years’ service); this amount is paid 14 times a year – 12 months, holiday and end of the year payments;
the “school head” allowance, calculated according to the number of students enrolled in the school or school cluster, paid monthly 12 times a year; the allowance varies between EUR 200 per month (schools/schools clusters with less than 301 students enrolled) to EUR 750 per month, for schools/schools clusters with more than 1 500 students enrolled).

The table illustrates the school heads salaries, in the school year 2019/2020.

<table>
<thead>
<tr>
<th>Students enrolled in the school/school cluster</th>
<th>Statutory teacher salary</th>
<th>School head allowance</th>
<th>School head salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min</td>
<td>Max</td>
<td>Min</td>
</tr>
<tr>
<td>300 or less students</td>
<td>25 030</td>
<td>48 245</td>
<td>2 400</td>
</tr>
<tr>
<td>301 to 600 students</td>
<td>25 030</td>
<td>48 245</td>
<td>3 600</td>
</tr>
<tr>
<td>601 to 900 students</td>
<td>25 030</td>
<td>48 245</td>
<td>5 400</td>
</tr>
<tr>
<td>901 to 1200 students</td>
<td>25 030</td>
<td>48 245</td>
<td>7 800</td>
</tr>
<tr>
<td>1201 to 1500 students</td>
<td>25 030</td>
<td>48 245</td>
<td>8 400</td>
</tr>
<tr>
<td>more than 1500 students</td>
<td>25 030</td>
<td>48 245</td>
<td>9 000</td>
</tr>
</tbody>
</table>

Back to main table for this Indicator
Scotland:
In "pre-primary" (Early Learning and Childcare) settings, "school head" is interpreted as manager of day-care services. Statutory salaries of school heads refer to the Headteacher and Deputy Headteacher spine. Back to main table for this Indicator

Slovenia:
At ISCED 02 level, data refer to school heads of kindergartens that provide ISCED 01 and 02 levels. At ISCED 1 and 24, data refer to school heads of basic schools that provide both educational levels. At ISCED 34, data refer to school heads (directors (direktorji) and head teachers (ravnatelji)) of schools, school centres and organisational units of schools/centres which provide general educational programme.

School heads may be placed in grades 47 to 53 of the salary scale at ISCED 0, 1 and 2, and 46 to 55 at ISCED 34. Legislation and collective agreements specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades.

School heads are classified on a salary scale: ISCED 0 and ISCED 1 and 2 - from 47 to 53; ISCED 34 - from 46 to 55.

Statutory salaries include basic salary which is determined by the salary grade into which the school head of a kindergarten/school/centre/organisational unit is classified, length of service bonus (10 years for minimum salary and 40 years for maximum salary; 0.33% of basic salary per year), holiday bonus (EUR 886.63) and reimbursement for meals during work (on average EUR 3.86 per working day - for 10.25 months). Back to main table for this Indicator

Spain:
School heads receive two extra payments per year. Each extra payment amounts to one month's basic salary plus the bonus linked to length of service and part of the allowance linked to the level of the civil servant position held. Back to main table for this Indicator

Sweden:
In Sweden salary levels are not regulated by law and salary tariffs does not exist. Actual teachers' salaries, including bonuses and allowances. Thus, no reference to regulation or official document can be provided. Instead we use data from the national registers.

“Starting/minimum salaries” has been interpreted as school heads having worked for 1-2 years. The median value of these salaries are reported. Salaries at the top of the range/maximum salaries” has been interpreted as school heads belonging to the 90 percentile, which means that 10 % of them have higher or the same salary as the 90 percentile. Allowances are included.

First, a joint table was created from the Register of teaching personnel 2019 and the Register of personnel in pre-primary 2019. Duplicates were corrected. (If an individual appear both as a teacher and a school head, he/she is considered as principal if the scope of school head service is > 50 %, otherwise he/she will be counted as a teacher. However, if the service scope for the teacher service and the school head service is high (50/50 or 65/65), the individual was counted as a teacher. This has historical reasons, before the collection of school head's salaries in OECD teachers with a teacher service and a school head service of (for example of 50/50 or 65/65) was only counted as teacher.

Second, a match was made to the Register of wage and salary structures and employment in the primary municipalities 2019, to retrieve data on salary, age and gender. Then the groupings were made according to the instruction. Back to main table for this Indicator

United States:
In the United States, most school head compensation issues are decided at the school district level.
School heads' salaries are decided at the local level and vary across local areas and states. There is no national salary scale in the United States. In reporting data for this survey, the U.S. relied on a nationally representative sample survey of schools, teachers and principals. Data on statutory salaries are reported for median salaries based on school head's reported base salaries.

For salaries of school heads with minimum qualifications: Minimum salary refers to the most prevalent qualification (master's degree) with 2 or fewer years of experience and maximum salary refers to the most prevalent qualification (master's degree) with 15 or more years experience. For salaries of school heads with maximum qualifications: Minimum salary refers to the most prevalent qualification (master's degree) with 2 or fewer years of experience and maximum salary refers to the highest qualification (education specialist or doctoral degree) with 15 or more years experience. Back to main table for this Indicator
Interpretation

Australia:

Notes on interpretation: The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres.

Schools with students with special educational needs (in mainstream classes): Taken into account in Principal classification outcome.

School in a disadvantaged, remote or high cost area (location allowance): Taken into account in Principal classification outcome. Back to main table for this Indicator.

Belgium (Flemish community)

Allowances related to participation in school or other management in addition to teaching duties: Allowances for general director (‘algemeen directeur’), coordinating director (‘coördinerend directeur’) or director coordinator (‘directeur coördinatie’) in school clusters/groups of schools: min EUR 707.33 per month and max EUR 990.26 per month.

Allowances related to further formal qualifications: Different fixed amounts according to different qualifications: min EUR 45.82 per month; max EUR 137.49 per month.

School heads that got the qualification after 1 September 2010 do not get the allowances anymore. If they got it before 1 September 2010, the allowance can still be granted. Back to main table for this Indicator.

Chile:

Allowances related to qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): School heads are required to be qualified in level Advanced in the Teachers’ professional development System. However, they can potentially be qualified in higher levels, which would mean an extra amount in his/her base salary.

Other criteria: The only additional allowances of the School Heads are the Collective Performance Allowance (ADECO), which is set in relation to the achievement of the school goals, in agreement with the Ministry of Education. This has to be approved by both the school and the provincial management. It can be 10 to 20% of the base salary. On the other hand, a school head who takes hours in the classroom could participate in the evaluation process and eventually be assigned in a better level in the teaching career, opting for better salaries. Back to main table for this Indicator.

Colombia

Notes on interpretation: For this report we used information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute Therefore, the percentages are measured in relation to this scale.

Allowances related to special tasks: It is voluntary at the discretion of individual teachers o head teachers. No additional payment.

Allowances related to further formal qualifications: The entrance to the teaching career is carried out through a merit contest and salary range is in accordance with the teacher’s qualification. A teacher enters at a specific salary range, and when he/she finishes a postgraduate program, must hand in formally the corresponding documents, to receive an increase in their salary, according to the increment established by the salary law.

Allowances related to successful completion of (continuing) professional development activities: Having analysed the definition of “professional development activities” in the manual, it became clear that there is no direct salary increase or allowance for having participated in these activities. These are offered by the national and local governments, and may give points during promotion merit contests, so this is considered an allowance.

Allowances related to outstanding performance in teaching: The teaching director who complies with the management indicator, both in the student retention component, and in the quality component, and reports on time the information in the defined system, receives an additional recognition equivalent to his last basic monthly salary at the end of the school year.

Allowances related to teaching in a disadvantaged, remote or high cost area: The salary law establishes an increase in the base salary as a set percentage for teachers who work in areas that are difficult to access (for geographical or violence-based reasons)
Allowances related to residence allowance: Transportation and food aid is paid to teachers who earn up to a certain salary level. [Back to main table for this Indicator]

Costa Rica
Allowances related to participation in school or other management in addition to teaching duties: There is no additional payment for extra duties. Participation in other duties is asked from regional or national offices.
Allowances related to teaching more classes or hours than required by full-time contract: It depends on the work load and the duties of the position.
Allowances related to students counselling: It is part of the position duties according to the students needs and school context.
Allowances related to engaging in extracurricular activities: Extracurricular activities do not include an additional payment. They are defined by regional or national offices.
Allowances related to special tasks: It is part of the duties of the position and by collaboration
Allowances related to class teacher/form teacher: It is only for multigrade schools or for schools DEGB 1 which have around 100 student population each.
Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: These duties come with the position.
Allowances related to outstanding performance in teaching: The evaluation shall be taken into account in any “Personnel Action” that benefits the server and as a factor that will be considered for transfers, increases in salaries, licenses and, in general, for the other purposes stated in this law and other applicable laws and regulations.
The evaluation and qualification of services shall be given to officials, regular or interim that during the school year perform work in the same institution, provincial, official or department, for at least four months, continuously or alternatively. The result of the qualification will be given in order of merit according to the following concepts: Excellent, Very Good, Good, Insufficient and Unacceptable.
As a matter of interest, it is estimated that more than 95% of public servants get Excellent or Very Good scores.
Allowances related to teaching students with special educational needs (in mainstream classes): There are teachers exclusively trained for this purpose, so they receive a base salary for attending this student population. [Back to main table for this Indicator]

Czech Republic:
Allowances related to other tasks and responsibilities as school heads (not to teaching duties):
Participation in other management in addition to school head duties: Leadership of other employees set in a percentage of the highest salary steps in the given category: 5-60 % according to the level of leadership.
Working overtime: Overtime pay for work above the statutory weekly working hours is at least 25% of the hourly average earnings.
Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): For school prevention specialist, further qualifications are required. CZK 1 000-2 000 monthly (further qualification required). School head decides on exact amount.School counsellor performing specialized methodical and complex counselling activities provided that he/she has fulfilled the further qualification defined by law is entitled to progression to higher salary category (see below).
Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or Participation in mentoring programmes and/or supporting new teachers in induction programmes: Individual allowances can be paid for performing additional tasks such as administration of a school library, checking school materials, organising school competitions, mentoring and support for other teachers. The individual allowance can amount to 50 % (in some cases up to 100 %) of the pay rate of the highest pay grade of the pay category.
Class teacher/form teacher: Allowance for a 'class teacher': CZK 500-1 300 monthly.
Other: Remuneration for the successful completion of an extraordinary or exceptionally important work task.
Allowances related to qualifications, training and performance:
Successful completion of (continuing) professional development activities: Performance of specialised activities which requires further qualifications (co-ordination in the area of ICT, developing and co-ordination of School Framework Programmes, prevention of socially pathologic phenomena and activities related to the environmental education and to the spatial orientation of visually disabled children and pupils): CZK 1 000-2 000 monthly. The weekly direct teaching activity of a teacher who works as an ICT methodologist is reduced by 1 to 5 lessons.
Outstanding performance: Individual allowance, up to 50 % (in exceptional cases up to 100 %) of the highest salary steps in the given range. Individual allowance may be granted as appreciation of long-term achievement of
very good work results or fulfilment of a larger range of work tasks than other employees. Performance is evaluated by school head.

*Other:* Specialised methodological activity in pedagogy and psychology which requires further qualification - study for school advisors. The position allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of school heads that perform the function of a school advisor is reduced by 1-5 lessons a week, depending on the school size.

*Family status (e.g. married, number of children):* There are no school heads allowances related to the family status. According to general legislation, however, he or she as every citizen can apply for child benefits - the criteria are based on family income. [Back to main table for this Indicator](#)

**Denmark**

*Notes on interpretation:* ISCED 34 General: In Denmark, all public ISCED 34 general institutions are self-governing. Therefore, the authority level is typically the school-board. The school-board is the employer of the school head and all wage negotiations for school heads employed in accordance with the new collective agreement (Modst. nr. 045-19) are therefore carried out between the school-board and the school head. However, at the time of the employment, the Danish Ministry for Education has to approve the negotiated salary for a school head. All subsequent allowances (bonuses and non-regular allowances etc.) do not have to be approved by the Ministry of Education.

We have provided responses that seem fitting for ISCED 02, 1 and 2. The reason for this choice is that the authority level differs between these ISCED levels and ISCED34. In the cases, where there are differences to ISCED34, we have reported ISCED34 as the exception to the rule with an explanation below. Often the only difference will be that the local authority level is different.

*Allowances related to participation in school or other management in addition to teaching duties:* At ISCED 02, 1 and 2, the allowance is usually rewarded with a one-off payment although a regular payment is also possible. At ISCED34, it is at the discretion of the school board.

*Allowances related to teaching more classes or hours than required by full-time contract:* At ISCED 02, 1 and 2, local authorities may compensate school heads for overtime with an incidental additional payment. At ISCED34, it is to the discretion of the school board.

*Allowances related to further formal qualifications:* At ISCED 02, 1 and 2, local authorities may compensate school heads for further formal qualifications with a regular additional payment. At ISCED34, it is to the discretion of the school board (not the local authority).

*Allowances related to successful completion of (continuing) professional development activities:* At ISCED 02, 1 and 2, local authorities may compensate school heads for the successful completion of CPD activities with an incidental additional payment. At ISCED34, it is to the discretion of the school board (not the local authority).

*Allowances related to outstanding performance in teaching:* Primary and lower secondary schools must deliver every second year to the municipality's school department a comprehensive description of the quality of the school. Accordingly, a development contract with areas of action to be taken or continued at the school is concluded (typically for 2 years) as well as a performance contract for the school leader. An annual assessment of the results may entitle the school head to get an annual allowance.

At ISCED 34, the decision is taken by the school board. Usually, results-based-contracts are negotiated for the school head at the start of the school year. The contract typically states that if the school head fulfils a goal set up by the school board, then the school head will be rewarded with a bonus.

*Allowances related to teaching students with special educational needs (in mainstream classes):* ISCED 02: In ECEC facilities, all children are enrolled no matter their special needs.

ISCED 1 and 2: It is very normal for schools to have students with special educational needs enrolled in mainstream classes, but no extra allowance is granted to the school head for this reason.

ISCED 34: Typically, all students at ISCED 34 general programmes have the basic proficiencies/skills to start on the education because there are academic requirements that need to be met in order to be enrolled.

*Allowances related to teaching in a disadvantaged, remote or high cost area:* In order to attract school heads to areas where it is difficult to attract school heads, a higher salary is sometimes paid. [Back to main table for this Indicator](#)

**England (United Kingdom)**

*Notes on interpretation:* The structure of the salary framework for school heads, which consist of ranges for eight headteacher groups, is designed to enable the governing board to take account of the responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. There are no separate allowances or additional payments other than separate geographical pay ranges for headteachers employed in different areas: Inner London Area; Outer London Area; the Fringe Area; England and Wales (excluding the London Area). This is to reflect the cost of living in different areas of England.
Allowances related to teaching in a disadvantaged, remote or high cost area: There are separate geographical pay ranges for teachers employed in different areas: Inner London Area, Outer London Area, the Fringe Area, England and Wales (excluding the London Area). This is to reflect the cost of living in different areas of England. Back to main table for this Indicator

Estonia:
These allowances are not stated in any regulation: which authority level decides on the entitlement to the following allowances are based on common practice. Back to main table for this Indicator

Finland:
Allowances related to qualifications, training and performance:

Outstanding performance: Payable as a lump sum amount. Negotiated with the school head's employer, the local authorities. Appraisal is also done by the representative of the local authority, most commonly head of local education department

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): Percentage of base salary: Two different pay scales - Finland is divided into two “cost areas. The difference amounts to 1% of the statutory base salary. Back to main table for this Indicator

France:
Allowances related to other tasks and responsibilities as school heads (not to teaching duties):

Students counselling: Fixed annual salary bonus: EUR 1 200€ (ISAE)

Engaging in extracurricular activities: School head may be in charge of extracurricular activities which are paid between EUR 22 and EUR 27 per hour (maximum rates).

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Allowance for tutoring, master trainer: EUR 1 250

Outstanding performance: For school heads at ISCED 2-3 levels, a part of the "indemnité de fonctions, de responsabilités et de résultats" takes into account the results of the professional interview and is paid every 3 years. It is determined using a coefficient ranging from 0 to 3 applied to a reference amount of EUR 2 000 for the three school years covered by the school head's "lettre de mission" (engagement letter).

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance):

All ISCED levels: allowance for working in disadvantaged area (REP and REP+ allowance) : REP = EUR 1 734 ; REP+ = EUR 4 646 (Arrêté du 23 juillet 2019 - NOR: MENH1919173A)
ISCED 02-1: the special head allowance (ISS: indemnité de sujétion spéciale de direction) is higher when working in disadvantage schools: REP: 20% increase in the ISS; REP+: 50% increase in the ISS

Residence allowance (not dependent on a particular location): Same as for teachers (see section “Criteria and decision level for various types of salary payments”)

Family status (e.g. married, number of children): Same as for teachers see section “Criteria and decision level for various types of salary payments”). Back to main table for this Indicator

Greece:
Allowances related to students counselling: School heads are responsible in collaboration with the teachers for maintaining discipline, but this task is not compensated with an allowance.

Allowances related to special tasks: School heads have the duty to support other teachers including new teachers and substitute teachers, but they do not receive an allowance.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: School heads have the duty to take up initiatives in collaboration with school counsellors for supporting new teachers and organising in-service training seminars for teachers of their school, but they do not receive an allowance.

Allowances related to other tasks and responsibilities of teachers: School heads have additional duties relating to the school board, the school counsellors, the Head of the Education Directorate, the school community, the school committee, the students' parents and guardians, and citizens, but these duties are not compensated with an allowance.

Allowances related to further formal qualifications: The initial educational qualification is a Bachelor’s degree, the possession of a relevant Master's or Phd degree is considered as additional years of experience as a teacher. The recognised additional years of service result in a higher salary grade.

Allowances related to teaching in a disadvantaged, remote or high cost area: The allowance for serving in a remote or borderline region is EUR 100 gross per month.
Allowances related to family status: The family allowance received by all civil servants including school heads is EUR 50 gross per month for one dependent child, EUR 70 for two dependent children, EUR 120 for three, EUR 170 for four, and EUR 70 for each child above four. Back to main table for this Indicator

Hungary:
School heads as teachers receive allowances.

Allowances related to working conditions:

Schools with students with special educational needs (in mainstream classes): As teachers, school heads teaching students with special educational needs (in mainstream classes) also receive 5-10 % of the base salary.

School in a disadvantaged, remote or high cost area (location allowance): As teachers, school heads also receive 10-30 % of the base salary.

Other allowances related to working conditions: As teachers, school heads teaching ethnic minority classes in an ethnic minority language receive 10-40 % of the base salary. Back to main table for this Indicator

Iceland:
Allowances related to teaching more classes or hours than required by full-time contract: ISCED 3: 1.2 hours of a specific salary level. ISCED 0, 1, 2: 1.0385 % of the employee's monthly salary.

Allowances related to further formal qualifications: Local authorities decide on this allowance, except for ISCED3 schools where it is determined by an independent board. Back to main table for this Indicator

Ireland:
Allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Other: Co-ordinating provision in July for pupils/students with autism. School heads at ISCED 1, 24 and 34 who co-ordinate July provision receive an additional salary that is calculated on the basis of each day worked and at a rate that is linked to their existing salary as principal.

Allowances related to qualifications, training and performance

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): Similar to teachers, principals who entered the teaching profession prior to 2011 and who prior to 2011, gained additional qualifications other than the minimum qualifications are paid allowances for the additional qualifications.

Other: For principals at ISCED 1, ISCED 24 and ISCED 34 who started teaching prior to 2011, the allowance for teaching in an island school is EUR 1842, the allowance for teaching in an Irish speaking area (Gaeltacht) is EUR 3063, and the allowance for teaching through Irish in an all Irish school outside of the Gaeltacht is EUR 1583. Back to main table for this Indicator

Israel:
Notes on interpretation: In most cases, kindergartens in Israel include one class. Most of the main teacher's work is not devoted to management.

Allowances related to teaching more classes or hours than required by full-time contract: Since the complete application of the New Horizon Reform to the school heads in the primary and lower secondary education, the school heads cannot work overtime, by the collective agreements. In the upper secondary education, after the Oz Letmura reform, in big schools, school head can work more than 100% with the approval of the Ministry of Education and the decision of the school's owners. The manager salary will increase respectively (but it's very rare).

Allowances related to other tasks and responsibilities as school heads (not to teaching duties):

Special tasks (e.g. training student teachers and providing support to other teachers.): A school head can support another school head, and not a teacher, for a supplementary payment. Part of the principal's ongoing work is to support teachers and it is included his basic salary.

Class teacher/form teacher: Only in the upper secondary education a school head can receive main teacher reward and allowance for managing

Allowances related to qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): Not relevant in pre-schools in primary and lower secondary schools - a separate salary table with no management compensation. In the primary and lower secondary education, after the New Horizon reform, a school head doesn't receive a supplementary payment for education degree and teaching seniority. In the upper secondary education a school head receive allowance for MA and PhD, for professional development and teaching seniority.

Allowances related to successful completion of (continuing) professional development activities: Impact on the salaries: in the primary and lower secondary education, after the New Horizon reform, personal management
ranks (A-D), and in the upper secondary education, after the Oz Letmura reform, supplement for professional development as a percentage of the base salary

Outstanding performance: In the upper secondary education, a school head can receive between ILS 3,119 to ILS 8,318 for school performance. The school owners can add a separate grant for successful schools.

Allowances related to teaching students with special educational needs (in mainstream classes): In the primary and lower secondary education, impact on the complexity level and on the head school salary table.

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): the nature of compensation is percentages and monthly payments as home rent. Incentives for managers - very negligible

Other criteria:

Residence allowance (not dependent on a particular location): Negligible. Rent home for the school heads in Eilat and for some Druze and Bedouin school heads who work in farther areas.

Family status (e.g. married number of children): Additional dormitories having children under 5 years old reduced working hours for having children under age 14.

Italy:

Allowances related to qualifications, training and performance

Outstanding performance (based on high student achievement, annual appraisals, independent assessment of teaching/management skills, etc.): An evaluation system for school heads was set up. Each region shares among school managers 15-85% of the yearly amount available at regional level to compensate school principals for the pursuit of the school improvement objectives set a regional level. An integration of the variable part of result compensation

Back to main table for this Indicator

Latvia:

Notes on interpretation: Information refers to public institutions only (private institutions may have set some other allowances autonomously). Local authorities (municipalities) are employers of school heads for most schools in Latvia.

Allowances related to other tasks and responsibilities as school heads (not to teaching duties):

Participation in other management in addition to school head duties: Depends on local authority.

Working overtime: Depends on local authority.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Student counselling is part of his/her duties as a teacher, but these tables are about allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): If a school head performs also duties of interest-related education teacher (extracurricular activities teacher) he or she receives salary for respective workload. However, these tables are about allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Special tasks (e.g. training student teachers and providing support to other teachers): Depends on local authority.

Class teacher/form teacher: If a school head performs also duties of class teacher. However, these tables are about allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Depends on local authority.

Allowances related to qualifications, training and performance:

Successful completion of (continuing) professional development activities: CPD is professional duty of teachers and school heads (all pedagogical staff) and regulation says that it should take place 36 hours in every three years. However, it is not described by regulation that this duty and formation of base salary is linked.

Outstanding performance: As a school head he/she may receive additional allowances from the school founder (local authority). If a school head performs also duties of a teacher, he/she is eligible to participate in performance quality evaluation (voluntarily) and to receive additional allowance related to the teaching quality performance. Teachers with the 1st, 2nd, and 3rd quality level (professional activity quality evaluation system) receive allowance of EUR 45, EUR 114, and EUR 140 respectively in relation to one teaching work rate.

Allowances related to working conditions:

Schools with students with special educational needs (in mainstream classes): 10% of the monthly salary.

Other: Heads of state gymnasiums are eligible to receive 10% allowance. Back to main table for this Indicator
Lithuania:

**Allowances related to other tasks and responsibilities as school heads (not to teaching duties):**

**Working overtime:** Basic salary increase up to 20%

**Allowances related to other tasks and responsibilities of teachers:** Basic salary may increase to 20% in other cases determined by local authorities. In the event of more than one allowance, the total increase cannot be more than 25% of the basic statutory salary.

**Allowances related to working conditions:**

*Schools with students with special educational needs (in mainstream classes):* Basic salary may increase from 5 to 20% for leading a school with SEN students or school with a unit with SEN students. 5-10% for leading a school with 10 and more with SEN students. [Back to main table for this Indicator]

Luxembourg

Allowances related to teaching more classes or hours than required by full-time contract: 1/173 of the monthly salary is paid for every supplementary hour of work

[Back to main table for this Indicator]

Mexico

Allowances related to special tasks: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to class teacher/form teacher: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to further formal qualifications: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to successful completion of (continuing) professional development activities: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to outstanding performance in teaching: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to teaching in a disadvantaged, remote or high cost area: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

[Back to main table for this Indicator]

Netherlands:

Notes on interpretation: School boards decide on these allowances. [Back to main table for this Indicator]

New Zealand:

Notes on interpretation: The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system.

Although there do exist allowances for school heads, these are complex and we have not yet had the time to work through supplying these. [Back to main table for this Indicator]

Norway:

**Allowances related to other tasks and responsibilities as school heads (not to teaching duties):**

**Working overtime:** Local authorities decide whether a school head is covered by the overtime regulations or not. When school heads are, they receive a 50% overtime premium.

**Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention):** An annual compensation of minimum NOK 12 000

**Class teacher/form teacher:** An annual compensation of minimum NOK 12 000

**Allowances related to qualifications, training and performance**

**Outstanding performance:** Salaries are decided locally, normally based on management skills, school size and complexity etc.

[Back to main table for this Indicator]
Poland:

Allowances related to qualifications, training and performance:

Outstanding performance: The amounts of the awards are specified in regulations determined/adopted by the central, regional and local authorities. The school head is assessed for achievements in professional work (achievement of a high level of education, by, for example, creating conditions for developing students’ aptitudes and abilities, providing support to teachers in carrying out their tasks, ensuring safety for students and teachers). The evaluation of a school head is carried out by the body in charge of pedagogical supervision in agreement with the local authority.

Other: The motivation incentive (management performance appraisal): The allowance specified in central regulations and the amount of it determined/adopted by the local authorities.

In March 2018 the actual average value of the motivation incentive for all Polish school heads amounted to PLN 593 per month

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): 10% of the base salary (without any additional payments) paid to school head monthly for working in rural areas or towns with no more than 5,000 inhabitants.

Other criteria:

Other: Service anniversary award. The amount of the service anniversary award depends on the period of school head’s work and is as follows: for 20 years of work - 75% of monthly remuneration; for 25 years of work - 100% of monthly remuneration; for 30 years of work - 150% of monthly remuneration; for 35 years of work - 200% of monthly remuneration; for 40 years of work - 250% of monthly salary.

Portugal:

In Portugal, most schools are organised in school clusters, which contain schools teaching courses in various ISCED levels.

In these cases, the school head may be from any ISCED level taught at any of the schools belonging to that school cluster, and are paid similarly.

Principals, deputy principals and accessors receive an increase in salary during the assignment for the position and according to the total number of students enrolled in their respective clustered and non-clustered schools.

Scotland:

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): Where a headteacher or depute headteacher resides at a residential special school, or in such close proximity that they can undertake immediate action in respect of management and supervisory tasks arising outwith teaching hours, and responsibility for such tasks is an accepted part of the duties of the post, the salary for the post will be increased by GBP 19,932 for a headteacher and GBP 16,059 for a depute headteacher per annum from 1 April 2019.

Allowances related to teaching in a disadvantaged, remote or high-cost area: The Remote Schools Allowance from 1 April 2019 is GBP 1,515 per annum for payments in accordance with paragraph 1.3(a) and GBP 2,841 per annum for payments in accordance with paragraph 1.3(b).

Explanatory notes: Where a teacher is employed in a remote school the council will pay, in addition to the teacher’s normal salary, the remote school allowance and/or the Distant Islands allowance as stipulated by the SNCT (http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5).

Slovak Republic:


Allowances related to other tasks and responsibilities as school heads (not to teaching duties):

Class teacher/form teacher: 5% of salary with 32 years of experience in 1 class, 10% of salary with 32 years of experience in 2 classes.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: 4% of salary with 32 years of experience for 1 new teacher, 8% of salary with 32 years of experience for 2 new teachers.

Allowances related to qualifications, training and performance:

Outstanding performance (based on high student achievement, annual appraisals, independent assessment of teaching/management skills, etc.): Nature of compensation can be monetary or not. School heads’ performance is evaluated based on good student achievement.
Allowances related to working conditions:

Schools with students with special educational needs (in mainstream classes): 1%-2.5% of salary if in class, there are 30% or more students with special educational needs.

Residence allowance (not dependent on a particular location): Paid only in the first year. Back to main table for this Indicator

Slovenia:
Notes on interpretation: Allowances are specified by law and collective agreement.

Allowances related to qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): Fixed amounts per month for attained level: 1) academic specialisation: EUR 23.27; 2) (pre-Bologna) Master in Science: EUR 36.21; 3) doctor’s degree: EUR 59.47.

Outstanding performance: ISCED 1, 2, 3: (I) Work performance from increased workload (additional teaching within full-time contract - not more than 5 lessons per week) - every additional hour of teaching is paid at 130% of the the basic salary hour rate, namely the basic salary specified for the post of a teacher who holds the same professional title the head teacher holds.

All ISCED levels: (II) Regular work performance allowances (based on appraisal) are provisionally taken out of head teachers’ salaries due to austerity measures.

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): Reimbursement of transportation cost from home to the school and back for school heads (if the distance is more than 2 km) – cost of public transport for days at work.

Other: Bilingual schools or schools with Italian language: 6% of basic salary

Other criteria:

Other: Long-service award: payment to school heads for years of employment in public sector (10 years: EUR 288.76; 20 years: EUR 433.13; 30 and years: EUR 577.51). Back to main table for this Indicator

Spain:

Allowances related to other tasks and responsibilities of teachers: In some Autonomous Communities, fixed amounts for school heads that support in school transport and educational attention to students in the school canteen (e.g. caring children in the school transport and during the school meals).

Allowances related to qualifications, training and performance:

Successful completion of (continuing) professional development (CPD) activities: Fixed amounts as extra-salary supplement, every five-six year periods, for teachers who have done at least a minimum number of hours of recognised lifelong learning activities as Continuous Professional Development (CPD). This supplement varies from period to period (a maximum of five periods) and may be different according to the educational level. To receive this supplement, teacher apply for and accredit the relevant requirements.

Outstanding performance: Fixed amounts. School heads are assessed at the end of their term of office. Those who have a positive assessment, have a personal and professional recognition, and also an economic recognition consisting of part of the school heads’ allowance (depending on the number of years they have been school heads) for the rest of their active life. The Autonomous Communities regulate the performance evaluation of the directors of the schools. In general, this evaluation is aimed at analysing the development of the management tasks. This evaluation has as referent the competences and tasks that the legislation attribute for this position.

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): Head teachers receive a specific amount depending on the type of school and the number of registered students enrolled each year. Geographical location refers to the Autonomous Communities of Canarias and Illes Balears, the Cities of Ceuta and Melilla, the spanish schools abroad as well as to some areas with a specific dialect. Fixed amounts (they may be different for each level of education) that consist of allowances given to all teachers working in those regions or areas, but not of personal allowances.

Other criteria:

Other: In some Autonomous Communities, fixed amounts for school heads that support in school transport and educational attention to students in the school canteen (e.g. caring children in the school transport and during the school meals). Back to main table for this Indicator

Sweden:

The nature of compensation is determined individually for each school head. Schools who operate under particularly challenging circumstances can apply for a national government grant ("statsbidrag för skolledare
och extra karriärtjänster’) to cover increased salary costs related to employment of specially skilled school leaders.

If granted, the school could increase the salary of the school head by SEK 10,000 per month. (https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-skolledare-och-extra-karriartjanster-2019-20).

Back to main table for this Indicator

Switzerland:
Allowances related to other tasks and responsibilities as school heads (not to teaching duties):
Participation in other management in addition to school head duties or engaging in extracurricular activities or students counselling or special tasks (e.g. training student teachers and providing support to other teachers) or being a class/form teacher or participation in mentoring programmes and/or supporting new teachers in induction programmes: Not part of the tasks.
Working overtime: School heads are usually not paid if they work overtime.
Allowances related to qualifications, training and performance: Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): Continuing education for the professional development are compulsory.
Outstanding performance: Evaluation by cantonal authorities (school superintendent) and school board
Allowances related to working conditions: Schools with students with special educational needs (in mainstream classes): Students or classes receive more resources (additional lessons).
School in a disadvantaged, remote or high-cost area (location allowance): The state government (cantonal authorities) can provide additional lessons
Other criteria:
Residence allowance (not dependent on a particular location): The canton decides on the amounts
Family status (e.g. married, number of children): The canton decides on the amounts

Back to main table for this Indicator

Turkey:
Allowances related to other tasks and responsibilities as school heads (not to teaching duties):
Working overtime: School heads are paid 20 hours per month for their administrative services.
Other criteria:
Family status (e.g. married number of children): Based on the 657th Civil Personnel Act, teachers, as civil servants, are provided with an additional allowance depending on the number and age of their siblings. In addition, teachers receive an additional payment if their wife/husband is unemployed having kid(s) (Amounts: For the first kid, the amount is TRY 49 (for those younger than 72 months) and TRY 77 (for those older than 72 months), for the second is TRY 99 (for those younger than 72 months) and TRY 153 (for those older than 72 months), and third one is TRY 157 (for those younger than 72 months) and TRY 238 (those older than 72 months) per month). Back to main table for this Indicator
## INDICATOR D4: How much time do teachers and school heads spend teaching and working?

(Back to chapter D)

### Methodology

<table>
<thead>
<tr>
<th>Source</th>
<th>Participation in subnational data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>D4.1, D4.2 and Trend Coverage, methodology and interpretation</td>
<td>D4.4 and D4.5 Interpretation</td>
</tr>
</tbody>
</table>

### OECD

<table>
<thead>
<tr>
<th>Country</th>
<th>Methodology</th>
<th>Source</th>
<th>Participation in subnational data collection</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>United States</td>
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</table>

### Partner

<table>
<thead>
<tr>
<th>Country</th>
<th>Methodology</th>
<th>Source</th>
<th>Participation in subnational data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
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<td>Indonesia</td>
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<td>Russian Federation</td>
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<tr>
<td>Saudi Arabia</td>
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<tr>
<td>South Africa</td>
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</tbody>
</table>
Methodology

The indicator presents teaching and working time of full-time teachers and school heads in public institutions as well as activities and tasks requirements for teachers and school heads in these public institutions.

Data refer to statutory teaching and working time of teachers and school heads, as well as actual teaching time of teachers. Teaching time is calculated as the net contact time for instruction, i.e. excluding both time allocated for lunch breaks or short morning or afternoon breaks and days that the school is closed for holidays (both individual public holidays and seasonal school holidays/vacations). To have a comparable measure of teaching time, teaching periods must be transformed into hours of 60-minutes. Statutory working time refers to the annual number of hours that a full-time teacher or school head is expected to work as set by policy.

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Sources

The indicator draws on data from the annual system-level data collection of the INES NESLI Network on teaching and working time of teachers. Sources for these data are displayed in the Table X3.D4.1.

Table X3.D4.1. Sources and reference period (school year) for teaching and working time of teachers and school heads

<table>
<thead>
<tr>
<th>Country</th>
<th>Sources</th>
<th>Reference period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td><strong>Statutory time:</strong> State submissions. Activities and tasks requirement: Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award.</td>
<td>2020</td>
</tr>
<tr>
<td>Austria</td>
<td><strong>Statutory data:</strong> Legal documents (Civil Service Code).</td>
<td>2019/20</td>
</tr>
<tr>
<td>Belgium (FL)</td>
<td><strong>Statutory time of teachers:</strong> Decree and decisions of the Flemish Government (Related links: <a href="#">link1</a> link2 link3 link4). <strong>Statutory time of school heads:</strong> Legislation (for the holidays and the tasks of school heads) (Related links: <a href="#">link1</a> link2 link3). Activities and tasks requirement: Decree and decisions of the Flemish Government (Related links: <a href="#">link1</a> link2 link3 link4).</td>
<td>2019/20</td>
</tr>
<tr>
<td>Brazil</td>
<td><strong>Statutory data:</strong> National Education Law n.9394/1996 (Art. 13; Art. 24 - I; Art. 31 - II); Law n. 14.040/2020; Educational Census.</td>
<td>2020</td>
</tr>
<tr>
<td>Canada</td>
<td><strong>Statutory data:</strong> Acts and Regulations of the provincial and territorial governments. In some jurisdictions, that is informed by additions in Collective Agreements.</td>
<td>2019/20</td>
</tr>
<tr>
<td>Chile</td>
<td><strong>Statutory data:</strong> Law N° 19 070 “Teacher Statute”; Law N° 20 903 of New System of Teacher Education and Professional Development; information from the National Centre for Improvement, Experimentation and Pedagogical Research (CPEIP).</td>
<td>2020</td>
</tr>
<tr>
<td>Country</td>
<td>Sources</td>
<td>Reference period</td>
</tr>
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<tr>
<td>Czech Republic</td>
<td><strong>Statutory data:</strong> Act on Education Staff and on the Amendment to Some Other Acts (563/2004, as amended); Act on Pre-primary, Basic, Secondary, Tertiary Professional and Other Education (Education Act, 561/2004, as amended); Labour Code (262/2006, as amended); Government Regulation on Determination of Direct Educational, Special Needs, and Educational and Psychological Activities of Educational Staff (75/2005); Government Regulation on Catalogue of Administrative Activities (302/2014); Decree which settles Work Rules for the Staff of Schools and School Facilities established by the Ministry of Education, Youth and Sports, Region, Municipality or Voluntary Union of Municipalities (263/2007); Decree on pre-primary education (14/2005); Government Regulation on the Salaries of Employees in Public Services and Administration (341/2017, as amended); Criteria for Evaluation of Conditions, Course and Results of Education and School Services (Czech School Inspectorate, 2019) ([link]); Framework Educational Programme for Pre-primary Education (Ministry of Education, Youth and Sports, 2004, updated version 2010) ([link]); in Czech.</td>
<td>2019/20</td>
</tr>
<tr>
<td>Denmark</td>
<td><strong>Statutory data:</strong> Collective agreements between teachers’ unions (LC) and Ministry of Finance (Minister for Public Sector Innovation) or Local Government Denmark (KL), Danish Ministry of Education.</td>
<td>2019/20</td>
</tr>
<tr>
<td>England (UK)</td>
<td><strong>Statutory data:</strong> School Teachers Pay and Conditions Document (STPCD) 2019 ([link]).</td>
<td>2019/20</td>
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<tr>
<td>Estonia</td>
<td><strong>Statutory data:</strong> Legislative acts (Employment Contracts Act, Working time of educational staff regulation by the Government of the Republic), Estonian Education Information System (EHIS). <strong>Actual data:</strong> Estonian Education Information System (EHIS).</td>
<td>2019/20</td>
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<tr>
<td>Finland</td>
<td><strong>Statutory data:</strong> Collective agreement for municipal personnel 2018-2019 ([link]) and collective agreement for education personnel 2018-2019 ([link]).</td>
<td>2019/20</td>
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<tr>
<td>Germany</td>
<td><strong>Statutory data:</strong> Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.</td>
<td>2019/20</td>
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<tr>
<td>Greece</td>
<td>No data.</td>
<td>-</td>
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<tr>
<td>Hungary</td>
<td><strong>Statutory data:</strong> Act CXC of 2011 on Public Education; Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions; Government decree 277/1997. (XII. 22.) on teacher in-service training, teacher examination and on the benefits and reductions provided for participants in in-service training; Ministerial decree 20/2012. (VIII. 31.) (Ministry of Human Resources) on the operation of public education institutions and on the use of names of public education institutions; Local regulations; Ministerial decree No 11/2019 (VII.3.).</td>
<td>2019/20</td>
</tr>
<tr>
<td>Iceland</td>
<td>No data.</td>
<td>-</td>
</tr>
<tr>
<td>Country</td>
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<tr>
<td>Israel</td>
<td><strong>Statutory data</strong>: Employment Agreement between teachers’ unions and the Ministry of Education and its departments and the publications of the Ministry’s General Manager.</td>
<td>2019/20</td>
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<tr>
<td>Japan</td>
<td><strong>Statutory data</strong>: Act on Working Hours, Leaves, etc. for National Public Officers Engaged in Regular Services. <em>Activities and tasks requirement</em>: Urgent measure for work style reforms in schools (determined by the Minister of Education, Culture, Sports, Science and Technology on 26 December 2017). <em>Actual data</em>: The Survey on Curriculum Formulation and Implementation in public elementary schools and lower secondary schools; The Survey on Curriculum Formulation and Implementation in public upper secondary schools; School Teachers Survey; School Basic Survey.</td>
<td>2019/20</td>
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<tr>
<td>Latvia</td>
<td><strong>Statutory time</strong>: General Education Law (1999); Regulation on Pedagogues’ Work Remuneration (the Regulation of the Cabinet of Ministers, entered into force on 1 September 2016). <em>Actual data</em>: State Education Information System (Valsts izglītības informācijas sistēma).</td>
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<td>Country</td>
<td>Sources</td>
<td>Reference period</td>
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<td>Mexico</td>
<td><strong>Statutory data:</strong> Secretariat of Public Education (SEP).</td>
<td>2019/20</td>
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<td>Netherlands</td>
<td><strong>Statutory data:</strong> Collective labour agreement for primary education (cao PO); collective labour agreement for general secondary education (cao VO); collective labour agreement for vocational education (cao MBO).</td>
<td>2019/20</td>
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</tbody>
</table>
| New Zealand    | **Statutory data:** Primary Teachers’ Collective Agreements, Secondary Teachers’ Collective Agreements, Primary Principals’ Collective Agreement, Secondary Principals’ Collective Agreement.  
**Actual data:** Teaching and Learning International Survey (TALIS). | 2020/20          |
| Norway         | **Statutory data:** The collective agreement between the Norwegian Association of Local and Regional Authorities (KS) and the teachers’ unions; Education Act; the central agreement on teacher’s working hours [link]. | 2019/20          |
| Poland         | **Statutory data:** The Act of 26 January 1982 – Teachers’ Charter (with further amendments); Regulation by the Minister of National Education and Sport of 11 August 2017 on the organisation of the school year.  
**Actual data:** Education Information System database (SIO) administered by the Ministry of National Education. | 2018/19          |
**Actual data:** Administrative database. | 2018/19          |
| Russian Federation | **Activities and tasks requirement:** Ministry of education.  
**Actual data:** Ministry of education. | 2019/20          |
| Scotland (UK)  | **Statutory data:** Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service, Part 2, Section 3 [link]. | 2019/20          |
| Slovak Republic | **Statutory data:** Decree of the government. | 2019/20          |
| Slovenia       | **Statutory data:** Regulations on pre-school, basic and upper secondary education (Ministry of Education, Science and Sport).  
**Actual data:** Electronic database on staff in education for primary and lower secondary levels (Ministry of Education, Science and Sport). | 2019/20          |
<p>| Spain          | <strong>Statutory data:</strong> General Act on the Improvement of the Education Quality 8/2013 (LOMCE, 2013); General Act of Education 2/2006 (LOE, 2006); Royal Decree-law 14/2012, of urgent measures for rationalisation of public expenditure on education (consolidated version); Ministry Order of June 29th 1994, by which instructions regulating management and operation of pre-primary and primary school are approved (consolidated version); Ministry Order of June 29th 1994, by which instructions regulating management and operation of high school are approved (consolidated version); Law 4/2019, May 7th 2019 of Improvement on the conditions for teaching and schooling performance in non university education; all regional legislative laws and instructions to complete the teachers and head of school schedules. | 2019/20          |</p>
<table>
<thead>
<tr>
<th>Country</th>
<th>Sources</th>
<th>Reference period</th>
</tr>
</thead>
</table>
| Sweden  | **Statutory data:** National level collective agreement between the teachers' unions and the Swedish Association of Local Authorities and Regions (SALAR).  
**School heads data:** National level collective agreement between trade unions and the Swedish Association of Local Authorities and Regions (SALAR). | 2019/20 |
| Switzerland | **Statutory data:** School Staff Statistics (SSP), Swiss Federal Statistical Office (FSO); Work Volume Statistics (AVOL), Swiss Federal Statistical Office; Berufsauftrag für Lehrpersonen der obligatorischen Schule, Fachbericht Stundentafel d-EDK, Swiss Conference of Cantonal Ministers of Education (EDK) ([link](#)).  
**Actual data:** School Staff Statistics, Swiss Federal Statistical Office. | 2019/20 |
| Turkey  | **Statutory data:** Law No. 657 on Civil Servants; MoNE (Ministry of National Education) Regulation of Pre-primary and Primary Education Institutions; MoNE Regulation of Upper Secondary Institutions; MoNE Decision on Salaried Teaching Hours of Teachers and Administrators; MoNE General Directorate of Secondary Education Circular 2019/7 on Working Calendar for School Year 2019-2020, MoNE 2019 September and November Teachers’ Professional Working Programs, MoNE 2020 August Teachers’ Professional Working Program; No. 2006/11350 Council of Ministers Decision of MoNE Administrators’ and Teachers’ Lessons and Extra Lesson Hours; 4th Period Labor Agreement Part 2 Article 10. | 2019/20 |
| United States | **Actual data:** National Teacher and Principal Survey (NTPS) 2015-16 ([link](#)). | 2015/16 |

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### Subnational data

Table X3.D4.2. Participation in subnational data collection on teaching and working time of teachers and working time of school heads

<table>
<thead>
<tr>
<th>Country</th>
<th>Teaching/working time of teachers (Tables D4.1, D4.2)</th>
<th>Working time of school heads (Table D4.3)</th>
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<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
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<td>Yes</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
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<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
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<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
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<td>No</td>
<td>The Czech Republic is a unitary country with small differences among regions.</td>
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<td>No</td>
<td>No</td>
<td>Not relevant as a small country with less than 6 million people and limited distances.</td>
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<td>Estonia</td>
<td>Missing</td>
<td>Missing</td>
<td>Not relevant as teaching and working time is regulated at the national level.</td>
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<td>Finland</td>
<td>No</td>
<td>No</td>
<td>Not relevant as working time of teachers and school heads are defined to a great extent in the national collective agreements for state and municipal civil servants for the educational sector. National regulations and collective agreements leave some room for flexibility at local level but municipal level data are not available.</td>
</tr>
<tr>
<td>France</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with few differences at subnational level (there is no “regional decision makers” as understood by some more decentralised countries).</td>
</tr>
<tr>
<td>Germany</td>
<td>No</td>
<td>No</td>
<td>The Länder have the data on teaching and working time of teachers but have decided not to publish them. This applies to both the national and the international level. Data for school heads are not available.</td>
</tr>
<tr>
<td>Greece</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Hungary</td>
<td>Missing</td>
<td>Missing</td>
<td>Not relevant due to a small population, of which two-thirds live in the capital area.</td>
</tr>
<tr>
<td>Iceland</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no geographical or subnational variation.</td>
</tr>
<tr>
<td>Ireland</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a small country with less than 6 million people and limited distances.</td>
</tr>
<tr>
<td>Israel</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Italy</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Japan</td>
<td>No</td>
<td>No</td>
<td>Appropriate data to fill the subnational questionnaire are not available.</td>
</tr>
<tr>
<td>Korea</td>
<td>Yes</td>
<td>No</td>
<td>No difference in working time of school heads at the subnational level.</td>
</tr>
<tr>
<td>Latvia</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Lithuania</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to relatively small population number and a centralised education system with no specific and fundamental differences between the 10 counties.</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Mexico</td>
<td>No</td>
<td>No</td>
<td>Not relevant as there is no significant difference at the subnational level.</td>
</tr>
<tr>
<td>Netherlands</td>
<td>No</td>
<td>No</td>
<td>Not relevant because of the relatively small size of the country and the centralised organisation of the education system.</td>
</tr>
<tr>
<td>New Zealand</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Norway</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Poland</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Portugal</td>
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<td>Missing</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Slovenia</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a small country with only two statistical NUTS regions that do not differ in terms of governance.</td>
</tr>
<tr>
<td>Spain</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level. According to the national legislation, the total working time of full-time school heads cannot exceed 40 hours per week and does not vary by location.</td>
</tr>
<tr>
<td>Sweden</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Switzerland</td>
<td>No</td>
<td>No</td>
<td>Relevant data on teaching and working time of teachers are not available as the organisation of teachers' teaching and working time in general and vocational programmes are recorded very differently at regional or cantonal level.</td>
</tr>
<tr>
<td>Turkey</td>
<td>No</td>
<td>No</td>
<td>Not relevant due to a centralised education system with no difference at the subnational level.</td>
</tr>
<tr>
<td>Country</td>
<td>Teaching/working time of teachers (Tables D4.1, D4.2)</td>
<td>Working time of school heads (Table D4.3)</td>
<td>Comment</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>Yes</td>
<td>Yes</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>United States</td>
<td>No</td>
<td>No</td>
<td>There is not a source for teaching time and working time at the state level in the United States.</td>
</tr>
<tr>
<td>Partners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>No</td>
<td>No</td>
<td>No data neither in national or subnational level.</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>Missing</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
</tbody>
</table>

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Notes on specific countries

Statutory teaching and working time of teachers: Tables D4.1, D4.2 and OECD.stat database on trend data.

Coverage, methodology and interpretation

For notes on the nature of the reported data on teaching time and working time of teachers for the different countries, see Table X3.D4.3.

Certain kinds of professional development days and student examination days should be excluded from statutory teaching time of teachers, when the schools are closed for instruction on these days. For notes on the reporting practice related to days of teachers’ professional development and student examination days in teachers’ statutory teaching time data, see Table X3.D4.4.

Other comments for each country are listed below. Back to main table for this Indicator

Australia:

Data specifications on teaching time: Data on teachers’ teaching time includes professional development days and time dedicated to student examination days.

Notes on methodology: Quantitative data reported are weighted averages from the jurisdictions that provided data. The weight used is the number of full-time equivalent teachers in each jurisdiction. For the purposes of reporting, one jurisdiction was excluded for the data on vocational programmes due to inconsistency. Qualitative responses are collated from the jurisdictions to be representative of the nation.

Notes on interpretation of teaching time trends: Responses may vary from previous years due to variations in which jurisdictions respond to the survey. Back to main table for this Indicator

Austria:

Data specifications on teaching time: At primary (ISCED 1) level, the number of hours per day a teacher spends supervising pupils have been calculated and are included in the teachers’ scheduled teaching time. In pre-primary and primary schools teachers have to supervise the pupils: (a) during the breaks (except the break between morning and afternoon, which is a part of additional working time), (b) 15 minutes before the beginning of an actual school day; and (c) after the school day while the pupils are leaving the school building. The supervision can be dropped if the pupils have the maturity, which is not the case in pre-primary and primary schools. In these schools, the class teachers supervise their own class during the breaks. The length of the breaks is decided at the school level. Usually breaks last mainly 5 or 10 minutes, making up about 20 to 30 minutes per day. The calculated time a teacher spends supervising pupils during these short breaks include only the supervision during the breaks (see above (a)) and disregard the all-day schools. The amount is dependent on the particular school time per day.

Notes on methodology: Data for pre-primary education (ISCED 02) are marked ‘missing’ because no representative data can be obtained for reporting. In Austria, the large majority of pre-primary education takes place at kindergartens. However, there are no data available for kindergarten teachers. The remaining minority of pre-primary schools are not an independent entity but integrated into the schools at primary level (ISCED 1). There is no difference in any teacher-related matter between these two levels (working time, salaries etc.).

For all the teachers at different ISCED levels, the teaching time is defined in legal documents. Since 2015/16, teachers could be subject to either the old or the new employment law for teachers.

Teaching times are weighted means based on the distribution of the teachers in two different systems in secondary level (ISCED 24 and 34). The legal frameworks for teachers at the compulsory school system and for teachers at the medium and advanced schools are different. In the compulsory school system, the teaching time (and the total working time) is defined on a yearly basis under the old employment law. The teachers in the medium and advanced schools under the old employment law and the teachers under the new employment law are employed based on a weekly-defined teaching time (but there is no total working time defined). Both systems occur at all levels of education.

Working time at school is not defined in neither of the two systems.

Total working time is defined for teachers working in the compulsory school system only under the old employment law. Thus it is answered ‘not applicable’ at all levels of education. In the previous years, the data referred to the old employment law.

Notes on interpretation of teaching time trends: Since 2019/20, starting teachers are employed compulsorily under the new employment law for teachers, which was optional since 2015/16. At the time of reporting, about 10% of all teachers are employed under the new employment law. The number of teaching hours per week differ
from the old employment law, depending on the type of school. As a result, number of statutory teaching hours increased in 2019/20 compared to the previous years. [Back to main table for this Indicator]

**Belgium (Flemish Community):**

*Notes on methodology:* Reported annual teaching hours at pre-primary and primary levels are the statutory minimum hours of teaching time. Reported annual teaching hours at secondary levels are weighted averages of the statutory minimum hours of teaching time for each level of education, weighted by the number of teachers subject to different statutory teaching time requirements. The teaching hours are set formally. The government defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education.

For pre-primary education (ISCED 02), teaching time consists of a minimum of 24 and a maximum of 26 periods (of 50 minutes) per week. The school assignment consists of a maximum of 26 hours (of 60 minutes) per week.

For primary education (ISCED 1), teaching time consists of a minimum of 24 and a maximum of 27 periods (of 50 minutes) per week. The school assignment (all the duties performed within the school context) consists of a maximum of 26 hours (of 60 minutes) per week.

For lower secondary level (ISCED 24), teaching time consists of a minimum of 22 and a maximum of 23 periods (of 50 minutes) per week.

For general programmes at upper secondary level (ISCED 34), teaching time consists of a minimum of 21 and a maximum of 22 periods (of 50 minutes) per week in the first two years of general upper secondary education (the so-called “second stage”). In the last two years (“third stage”), teaching time consists of a minimum of 20 and a maximum of 21 periods (of 50 minutes) per week. The numbers 21/22 in the second stage become 20/21 when the person involved has at least a half assignment in the third stage.

Vocational programmes at upper secondary level consist of general subjects (algemene vakken), vocational theory subjects (technische vakken) and vocational practice subjects (praktische vakken). The teaching time in vocational programmes at upper secondary level (ISCED 35) incorporates the teaching time of all three types of subjects. The teaching time of the general subjects and vocational theory subjects in vocational programmes is the same as the teaching time of teachers in general programmes. Vocational theory courses provide the theoretical preparation for the profession. Teachers of practice courses in vocational programmes at upper secondary level, the teaching time is minimum 29 and maximum 30 lessons. The vocational practice courses refer to practical preparation of the profession in the school-based part.

*Notes on interpretation:* Professional development days included in what is called the one-day educational seminar in the Flemish Community. This one-day educational seminar consists of a professional development in the form of a conference.

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.

*Notes on methodology of teaching time trends:* Since 2019/20, reported teaching hours at pre-primary and primary levels are statutory minimum teaching hours. In the previous years, the reported values at these levels represented simple average of statutory minimum and maximum teaching hours.

Since 2019/20, reported teaching hours at lower and upper secondary levels are weighted averages of statutory minimum teaching hours weighted by the number of teachers subject to different statutory teaching hour requirements. In the previous years, the reported values at these levels represented simple average of different statutory teaching hours. [Back to main table for this Indicator]

**Belgium (French Community):**

*Notes on methodology:* In upper secondary education (ISCED 34 and 35), (full-time equivalent) teacher’s weekly teaching periods (of 50-minutes) are defined by the type of subjects they teach and by the grade they teach: for teachers of general subjects, 22 periods if they teach grade 9 and 20 periods if they teach grades 10-12; for teachers of vocational subjects: 28 periods. Reported teaching hours in upper secondary education are weighted averages of types of teachers, weighted by the numbers of full-time teachers of each type.

*Notes on interpretation:* Teachers are regulated to teach 178 days over 37 weeks. In a usual school curriculum, a school year consists of 182 days of classes spread over 37 weeks. However, the government may define the number of class days between 180 and 184. (set at 181 days for 2019/20) and, of these days, 3 days are devoted to compulsory continuing professional development activities.

There are no regulations on total working time (regarding lesson preparation, correction of tests and marking of students' papers, etc.) Total working time reported for pre-primary and primary levels only takes into account time on teaching, student monitoring and co-ordination time. The government defines the number of teaching periods (of 50 minutes each) per week at each level of education.

*Notes on methodology of teaching time trends:* Since 2019/20, reported teaching time is now an weighted average of different statutory requirements on teaching time by the numbers of full-time teachers of each type. See Notes
on methodology for more information. Previously, reported teaching time referred to a simple average of different statutory requirements on teaching time. Back to main table for this Indicator

Brazil:

Notes on interpretation due to COVID-19: In an exceptional pandemic context, for primary, lower secondary and upper secondary levels, subnational education systems are not required to cover the legal minimum of school days (200 days) of the school year, but only the minimum legal hours in the school year, possibly between 2020 and 2021. Thus, reported working time of teachers can be greatly changed as the pandemic situation evolves (Law nº 14.040 / 2020; accessed on 23 November 2020). Back to main table for this Indicator

Canada:

Data specifications on teaching time: Data on teachers’ teaching time includes student examination days for primary and general programmes of secondary levels.

Notes on methodology: The methodology for calculating the Canada-level response for quantitative indicators is to use two criteria to determine whether there is enough consensus to provide this response: (1) At least seven (50%) provinces and territories provide a response, and; (2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

If the two criteria above are met, the Canada-level average is weighted by the number of full-time student enrolments (from combined elementary, lower secondary and upper secondary levels) for all jurisdictions who submitted figures for the OECD-NESLI data collection on working time of teachers and school heads.

Like the quantitative methodology, the qualitative methodology for calculating the Canada-level response is to use two criteria to determine whether there is enough consensus to provide this response: (1) At least seven (50%) provinces and territories provide the same response, and; (2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Notes on interpretation: Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. For items left unanswered, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response.

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

For the pre-primary data in general, it is unfeasible to provide a national portrait because of the diversity of practices across the country. Back to main table for this Indicator

Chile:

Data specifications on teaching time: Data on teachers’ teaching time includes student examination days at all levels of education.

Notes on methodology: Information is based on the Law No. 20.903 of New System of Teacher Education and Professional Development. Both total working time and working time at school are defined under legal document as number of hours per annum. Teachers work maximum of 44 hours a week. Total working time (in hours per annum) is calculated as the number of weeks in the calendar year, minus teachers’ mandatory weeks of vacations (5 weeks) and days the school is closed for festivities, multiplied by weekly working hours. Working time of teachers (in hours per annum) is calculated as the number of weeks in the calendar year minus teachers’ mandatory and optional weeks of vacations (8 weeks) and days the school is closed for festivities, multiplied by weekly working hours. For the school year 2020, there are 8 days (1.6 weeks) the school is closed for festivities.

Notes on interpretation: Working time at school corresponds to working time of a full-time teacher.

Teachers in a 44-hour contract with less than 30 years of experience, teaching hours in classroom cannot exceed 28 hours and 30 minutes per week, excluding breaks. Teachers in a 44-hour contract with more than 30 years of experience (inclusive), teaching hours in classroom cannot exceed 24 hours per week.

Notes on interpretation of teaching time trends: In 2016, Article 2 of the transitional rules for Law No. 20.903 of New System of Teacher Education and Professional Development detailed that teaching hours would decrease over time. Back to main table for this Indicator

Colombia:

Data specifications on teaching time: Data on teachers’ teaching time includes time devoted to student examination days.

Notes on interpretation: The school day is the daily time that the educational institution dedicates to its students in the direct provision of the public educational service, in accordance with the norms in force on academic calendar and with the curriculum.

The schedule of the school day should allow students to meet the minimum weekly and annual hour intensity of pedagogical activities related to the compulsory and fundamental areas and to the optional subjects for each of
the levels. It will be counted in effective hours of 60 minutes: 800 hours in pre-school, 1 000 hours in primary education and 1 200 hours in basic secondary education.

The total time for the weekly academic assignment of each elementary and secondary education teacher shall be 22 effective hours of 60 minutes, which shall be distributed by the principal during class periods in accordance with the study plan.

Institutional development activities are the time devoted by teachers and directors to the formulation, development, evaluation, revision or adjustment of the institutional educational project, the elaboration, vision or adjustments of the institutional educational project, the development, monitoring and evaluation of the curriculum, research and pedagogical updating, annual institutional evaluation, and other coordination activities with agencies or institutions that have a direct or indirect impact on the provision of the educational service. These activities shall be conducted for five weeks of the academic calendar and shall be different from the 40 academic weeks of academic work with the students, established in the calendar. These 5 working weeks are included in the reported working time. (This was not included in the previous years following the old reporting guidelines.)

Notes on methodology of teaching time trends: Since 2018 data, days of school closure due to festivities are excluded from teaching time. Back to main table for this Indicator

Costa Rica:
Data specifications on teaching time: Short breaks of less than 10 minutes are included the teaching time data for pre-primary (ISCED 02) and primary (ISCED 1) teachers. The time spent on supervising pupils is determined by schedules organised by schools.

Data on teachers’ teaching time includes professional development activities for all levels of education and student examination days in primary and secondary levels (ISCED 1 and above).

Notes on interpretation: Costa Rica outperforms other countries in the number of teaching days per year, due to compliance with the Central American Convention on Basic Unification of Education of 1962, compliance required by the Constitutional Chamber in 2003. Back to main table for this Indicator

Czech Republic:
Data specifications on teaching time: Data on teachers’ teaching time includes time devoted to professional development activities at all levels of education and student examination days at upper secondary level.

Notes on methodology: In upper secondary education (general and vocational programmes), the reported data refer to the statutory teaching time for teachers in theoretical education, where teaching time is set to 21 lessons per week. Data on teachers in practical education is not reported.

Teachers at all levels of education are entitled to 8 weeks of leave (40 days) and excluded from the reported total working time. At pre-primary level (ISCED 02), nursery schools do not have school holidays, but may close or operate on limited hours in July and/or August in response to local conditions, after consultation with the organising body. So entitled leaves for pre-primary teachers should be taken preferably when schools do not operate. At primary and secondary levels (ISCED 1-3), entitled leaves should be taken preferably during students’ school holidays. The work obligation is valid for the remaining days of school holidays.

Notes on interpretation: Lower secondary vocational programmes (ISCED 25) are reported as “not applicable” because it includes only two fields of study designed for a small number of students with medium and serious intellectual disabilities. This programme is organised by upper secondary schools.

School head may declare up to 5 days of school closure for students due to organisational or technical reasons during one school year. These days can also be used for continuing professional development activities for teachers. However, it is at school's autonomy to use these days off.

Teachers at all levels of education are entitled up to 12 days of paid self-study leave per school year, which also should be taken preferably during students’ school holidays. However, number of days of the study leave that teachers use depends on the decision of the school head who takes into account the operation of the school. Also, there is no obligation for teachers to exhaust all the given days.

Legislation regulates extent of teaching duties in terms of the number of lessons per week. The duration of one lesson in pre-primary education is 60 minutes and teachers teach 31 lessons per week. In primary and secondary education, one lesson lasts 45 minutes. For primary and general lower secondary education, there are 22 lessons per week defined, with the exception of teachers teaching grade 1 (20 to 22 lessons per week).

Notes on interpretation due to COVID-19: Due to COVID-19 pandemic, the Government forbade the presence of students at primary, lower and upper secondary level from 11 March. (Many nursery schools were also closed at the discretion of regional/local authorities or school head.) From 11 May, voluntary on-site education in small groups was organised for students of final grades in lower and upper secondary education. From 25 May, this form of education was possible for students at primary level. Nevertheless, during the period of the school closure the distance education was provided. Neither the total working time, nor teaching time of teachers were reduced.
Notes on methodology of teaching time trend: Since 2020 data for primary and secondary education, a maximum of 5 days of school closure (used at discretion of individual schools) is no longer excluded from reported teaching (and working) time. Back to main table for this Indicator

Denmark:
Notes on methodology: Teaching time data of primary and lower secondary teachers is collected by the Ministry of Education. There is also a separate data collection for upper secondary teachers. There is no data collection at pre-primary level.

For primary and lower secondary education (ISCED 1 and 24), the schools reported number of hours scheduled for ordinary classroom/subject teaching (fagopdelt undervisning), which also includes compulsory assisted classroom teaching (understøttende undervisning).

The total working time reported is the number for the labour market in general regulated by agreements with the unions. More specifically, the regulations by the collective agreements state that teachers (and employees in general) should work 37 hours a week for 52 weeks. This implies a gross working time of 1 924 hours a year. Deducting entitled leaves and weekday holidays from the 1 924 hours, the average working time will be around 1 642.8 hours a year in 2019/20.

Notes on methodology of teaching time trend: Since 2015 data, the number of hours registered as teaching hours are not comparable with figures from the years before 2015, due to new regulations of teaching and lessons introduced by a reform on the Danish primary and lower secondary school (Folkeskolen). However, the 2015 data are including hours used by teachers for supervision of pupils during breaks and for individual consultation with pupils, which do not in all details following the definition of teaching hours of this data collection.

Since 2019 (since 2015 for upper secondary level), the calculation methods align more closely with the OECD guidelines. The latest methodology refer teaching time to net teaching time excluding vacations and national holidays. This was not the case in the previous years. Back to main table for this Indicator

England:
Notes on interpretation: There are vocational programmes at both lower and upper secondary level (ISCED 25 and 35), but statutory guidance does not cover provision in these settings.

The framework for pay and conditions (STPCD 2019) only stipulates on scheduled working time but has no stipulations on teaching time. The statutory requirements in the STPCD (2019) apply to public schools only.

Working days (STPCD, page 46): 51.2. A teacher employed full-time must be available for work for 195 days, of which: (a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and (b) 5 days must be days on which the teacher may only be required to perform other duties; and those 195 days must be specified by the employer or, if the employer so directs, by the headteacher.

Specified working hours (STPCD, pages 46-47): 51.5. A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the headteacher (or, where the teacher is not assigned to any one school, by the employer or the headteacher of any school in which the teacher may be required to work) for 1 265 hours, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

Professional responsibilities (STPCD, pages 44-45): The headteacher/employer has discretion over what duties teachers may/must perform and at what times and what places. The duties a teacher may be required to undertake are as follows: teaching; whole school organisation, strategy and development; health, safety and discipline; management of staff and resources; professional development; communication, and; working with colleagues and other relevant professionals. Back to main table for this Indicator

Estonia:
Data specifications on teaching time: Days of professional development for all educational levels and student examination days in secondary level are not excluded from teachers' teaching time.

Notes on interpretation: There are more public holidays in Estonia than the reported number of days per school year the school is closed for festivities. Most of the days off are in the same period as seasonal school holidays, which is why they are not counted here.

According to the Basic Schools and Upper Secondary Schools Act, there have to be at least 175 school days in a school year – so the period a teacher teaches in a school is actually half a week or a week longer (the number of weeks a teacher teaches per annum is a bit higher). Vocational Educational Institutions Act states that for pupils an academic year consists of at least 40 weeks of studies and at least eight weeks of holidays. According to Preschool Child Care Institutions Act, an academic year shall start on 1 September and the duration of an academic year is from the start of study in one calendar year until the start of study in the next calendar year. Back to main table for this Indicator
**Finland:**

*Data specifications on teaching time:* Data on teachers’ teaching time includes time devoted to student examination days in upper secondary general programmes. National matriculation examination involves all teachers in the school. Majority of teachers are involved in preliminary marking. These are a part of teaching load for teachers whose subjects are included in the examination.

*Notes on interpretation:* Data on teachers’ teaching time for vocational upper secondary programmes (ISCED 35) comprises teachers of vocational studies (the majority) in most fields.

For pre-primary education (ISCED 02), early childhood education and care (ECEC) teachers working in kindergartens have a weekly working time of 38 hours and 45 minutes. A minimum of 8% of that must be reserved for duties other than working with the groups of children. ECEC teachers, who work with so-called pre-primary instruction for 6-year-olds, are also entitled to time for developing the curriculum.

In pre-primary education for 6-year-olds provided in schools, the teachers' minimum teaching time is twenty-three 45-minute lessons per week. These teachers also have the same 114 hour scheduled non-teaching hours as primary and secondary level (ISCED 1-3) teachers. Only 20% of pre-primary education for 6-year-olds is provided in schools.

In the school year 2017/18, there was an increase in working time at school by 2.4 hours per annum for all teachers in Finland as a measure to increase the competitiveness of Finland. [Back to main table for this Indicator](#)

**France:**

*Data specifications on teaching time:* Data on teachers’ teaching time includes time a teacher spends supervising pupils during short breaks in pre-primary and primary levels (ISCED 02 and 1). These breaks are not less than 10 minutes.

*Notes on methodology:* In general secondary education (ISCED 24 and 34), there is a difference in the number of net teaching hours for the two categories of secondary school teachers (certifiés and agrégés). Here, only the number related to the most prevalent category (certifiés) at lower and upper secondary general programmes is taken into account. Teachers of the most prevalent category (certifiés) teach 18 statutory hours per week and mandatory overtime of 2 hour per week (heure supplémentaire annualisée; HSA) by all teachers on a regular basis.

*Notes on interpretation:* The average number of weeks a teacher teaches per annum is the same for all ISCED levels (36 weeks). School holidays have been excluded (16 weeks), but public holidays cannot be excluded, no more than from instruction time. The school must be composed of at least 36 weeks of work; the public holidays included in the current school year are not deducted.

Statutory teaching time for pre-primary and primary teachers consists of 864 hours of net teaching per year for all pupils (24 hours per week) and 36 hours per year for additional pedagogical activities (1 hour per week for activités pédagogiques complémentaires (APC) to limited groups of students identified as needing more hours of teaching). Therefore, reported number of teaching hour is 25 hours per week and 900 hours per year.

Statutory working time at school for pre-primary and primary teachers includes 900 hours of teaching time and 48 hours devoted to work in pedagogical teams, to relations with parents, to the elaboration and follow-up of personalised schooling projects for handicapped students, plus 6 hours of participation in compulsory school councils. The time designated to professional development activities (18 hours) is not included in the working time at school. Also at least half of these 18 hours has to be devoted to professional development activities.

Statutory teaching time for the most prevalent category (certifiés) in secondary education (ISCED 24, 34 and 35) consists of 18 statutory hours per week (648 hours per year over 36 weeks) and additional 2 hours per week worked on a regular basis (heure supplémentaire annualisée; HSA, meaning 72 hours per year on average). Teachers have to teach at least two regular hours exceeding the minimum statutory weekly teaching time. Other types of extra hours are not included in the reported statutory teaching time.

Statutory total working time per year refers to the legal working time of all employees (including civil servants) unless subject to exemptions or a specific collective agreement.

*Notes on interpretation of teaching time trends:* Regulations on statutory teaching time changed in 2015 for teachers at pre-primary and primary levels and in 2016 and 2019 for teachers at lower and upper secondary levels. [Back to main table for this Indicator](#)

**Germany:**

*Notes on methodology:* Data have been calculated in the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.

Data on teaching time of teachers is calculated based on the teaching hours that are contracted/scheduled with teachers and the number of full-time equivalent teacher will be adjusted for capacity gains or losses through age-related reductions of teaching time, special working time models for teachers, sabbaticals or for other reasons.
Notes on interpretation: At the pre-primary level (ISCED 02), data refers to pre-primary education for children from age 3 to the start of primary education (ISCED 1). Data for Schulkindergärten and Vorklassen are excluded. No comparisons with previous years are possible. The reported teaching time is the time pedagogic staff at ECEC institutions spent on education and care.

Notes on methodology of teaching time trends: From the school year 2018/19, new methodology is implemented that allows exclusion of professional development days and student examination days from teaching time data. This resulted in decrease on the number of hours a teacher teaches per day (12 to 15%) compared to the previous year. Back to main table for this Indicator

Hungary:
Notes on interpretation: The legal regulation stipulates annually the number of teaching days without festivities and breaks (between 179 and 181 teaching days depending on the school type for the reference year).

The kindergarten year (stipulated by the Public Education Act) starts on 1 September and ends on 31 August with 4+5 weeks of holiday, leading to 43 weeks of teaching. At pre-primary level (ISCED 02), the teacher has to be available 36 hours per week at kindergarten (of which 32 hours is teaching time). The principle decides about 4 hours in addition to the 32 regulated teaching hours (i.e. maximum of 36 hours).

For primary and secondary levels (ISCED 1 to 3), the legislation stipulates the beginning and the ending of the school year: the school year starts on the 1st September and ends on 15th June: 38 weeks, excluding the 3 weeks of holidays (one week each for autumn, winter and spring holiday). A teacher has teach 22 to 26 classes (of 45 minutes) per week. The maximum working time at school (set by law) is 32 hours (of 60-minutes) that he/she may be asked to be at school and perform tasks (including teaching).

For grade 12 in upper secondary level (ISCED 34 and 35), there are 6 weeks of preparatory time for the upper-secondary school-leaving examination. Teachers are still available and it is teaching time (for the rest of the school). There is no information (missing data) on what the teacher's task is (teaching or non-teaching availability) - as they have to be available (e.g. for substitution).

The working time of teachers is different to that of civil servants. In addition to the 21 days of holiday for civil servants, teachers have 25 additional days (of which 15 days can be used for school-related activities like in-service training, but this is rarely the case). In the year 2019/20, there are 252 working days (excluding festive days). Back to main table for this Indicator

Ireland:
Notes on interpretation: The typical length of the school year is 183 days at primary level (ISCED 1) and 167 days for general secondary levels (ISCED 24 and 34).

At primary level (ISCED 1), one statutory day is excluded from the number of teaching days due to the introduction of a new language curriculum.

At secondary level (ISCED 24 and 34), two statutory days are excluded for whole-school planning and professional development where each school was permitted to close to facilitate attendance of all teachers in the school. Schools may be permitted to close for these days that are decided on centrally on an annual basis and outlined in Department of Education and Skills circulars. One day is designated as Whole School Planning and School Self-Evaluation and another one day on subject specific continuing professional development (CPD) as a part of curriculum reform at lower secondary level (ISCED 24).

Teachers may take additional professional development days during school time. While such additional professional development events are approved for attendance by teachers during school time, teacher participation is at the discretion of school management. Schools are not permitted to close to facilitate attendance by an individual teacher/teachers at these additional events and school management is required to ensure that alternative arrangements are in place for the pupils whose teachers are attending the event. Individual teachers may, on an optional basis, seek to attend conferences that are relevant to their work during annual working time but may only do so at the discretion of school management.

Full-time teachers involved in the delivery of Junior Cycle (ISCED 24 and 34) are now entitled to 22 hours of professional time over the course of the school year. These hours are also excluded from teaching time in hours.

Teaching time for secondary level (ISCED 24 and 34) does not include fifteen days, set aside for State Examination taken by the final year students of lower and upper secondary general programmes. Schools are closed at this time and teachers can apply to be contracted by the State Examinations Commission to supervise these examinations and correct scripts.

Short breaks at primary level (ISCED 1) are not included in the reporting teaching time data. A teacher spends about 43 hours per annum on supervising pupils during these short breaks.

For more information on breakdown of teachers' working time, see Table X3.D4.7.

Notes on interpretation due to COVID-19: Due to COVID-19 restrictions, there were some changes in the actual practices on teaching in classrooms and on student examination days.
The number of working hours for teachers remained the same for 2019/20. However, all schools at all levels of education were instructed to close from Friday 13 March 2020 until the end of the academic year (June 2020). Teaching and learning moved online during this period of school closure.

At lower secondary level (ISCED 24), school-based assessments replaced State Examinations for Junior Cycle. At upper secondary level (ISCED 34), State Examinations (the Leaving Certificate Examination) scheduled in June were postponed until November 2020. In May 2020, final year students were also offered an option to apply for a calculated grades system.

Notes on interpretation of teaching time trends: Since the implementation of a new curriculum at lower secondary level (ISCED 24) under an agreement with unions in 2015, teachers have been assigned professional time to support professional development, assessment, reporting for and attendance at moderation meetings, and the administration of particular tasks associated with the state examination at this level. This professional time amounts to 22 hours per year. Consequently, teaching time for teachers in lower secondary general programmes (ISCED 24) is now 704 hours per year. This allocation of professional time is mandated in the Circular Letter 0079/2018, and reflected in the teaching time data since the school year 2018/19.

Israel:

Notes on methodology: Number of days per school year when the school is closed for festivities refers to the number of days between the beginning of the school year and the summer holidays during which the school is closed, for either religious festivals or holidays. School holidays for festivities that are at least one week long were added to the holidays and only individual days are reported as festivities: about 8 single holy days were counted. A sixth of these days is teachers' weekly day off (working 5 out of 6 days), therefore the number was reduced by a sixth (i.e. 6.7 days after reduction).

A teacher working full-time teaches five days a week. In pre-primary (ISCED 02) and primary (ISCED 1) education, a teacher teaches 36.3 weeks, while a teacher in lower secondary education (ISCED 2) and in upper secondary education (ISCED 3) 34.8 weeks. This average is based on year calendar. In secondary education (ISCED 2 and 3), the school year ends 10 days before.

An average class session lasts 47 minutes. Some class sessions last 50 minutes, others 45 minutes.

In 2008, the New Horizon Reform began to be implemented in the pre-primary (ISCED 02), primary (ISCED 1) and lower secondary (ISCED 2) education. This reform changes the structure of teachers’ working hours and salaries. This year, the New Horizon reform implementation in all levels of education exceeded about 99%. The numbers reported in the table are averages of the full-time equivalent teachers concerned by the New Horizon Reform and those who are not.

Before the New Horizon Reform, teachers’ working time at school included 5-6 hours per week during which they did not teach (e.g. during breaks between classes). After the full implementation of the New Horizon Reform, teachers’ working time in primary (ISCED 1) and lower secondary (ISCED 2) schools will include respectively 11 and 14 non-teaching working hours per week. The calculation of teaching hours for teachers in the New Horizon Reform includes group-teaching hours, for groups of 1-5 students.

In 2019/20, the Oz Letmura Reform continues to be implemented in upper secondary education (ISCED 3), concerning about 83% of the full-time equivalent. According to this reform, teachers should work more hours and receive a better salary, which can further increase with professional development. The reform stipulates that teachers should teach more hours and stay more hours at school.

Since the education system in Israel is undergoing a period of transition to the reform Oz Letmura in upper secondary education (ISCED 3), teachers’ working hours in this level of education are an average in 2019/20 of the teachers who are not included in the reform (whose working time includes 15 teaching hours and 5 non-teaching working hours at school) and of the teachers totally included in the reform (whose working time includes 19 teaching hours and 20 non-teaching working hours at school).

Italy:

Data specifications on teaching time: Short breaks (of less than 10 minutes) are included the teaching time data at pre-primary and primary levels (ISCED 02 and 1).

Notes on methodology: The school year, as a rule, is spread over 33.3 weeks (33 weeks by convention), which is obtained by dividing 200 days, the least number of school days for students, by 6 days, the number of days teachers work per week. In 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 schools (until the end of June).

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

Up to 80 hours of scheduled non-teaching collegial work at school per annum are dedicated to attività funzionali all’insegnamento (activities related to teaching) and they are compulsory hours as set by the National Contract. Of these 80 hours, up to 40 hours of compulsory work time per year are dedicated to meetings of the Teachers’ Assembly, staff planning meetings and meetings with parents to report on student progress. Up to a further compulsory 40 hours (out of the 80) are dedicated to planned class councils that work according to a timetable and criteria set by the teachers’ assembly. Other attività funzionali all’insegnamento are related to student and class assessment meetings, the administration of national exams at the end of lower and upper secondary school and to individual activities such as lesson preparation, marking, etc., for which there are no contract work-time specifications. In addition, the primary school will add 66 more hours per annum (2 hours per week for 33 weeks) for planning activities. Back to main table for this Indicator

Notes on methodology: Data on teachers’ teaching time are obtained from a survey on average planned teaching time in each school at the beginning of the school year. Teachers who are temporarily absent are excluded from the total number of teachers to avoid the impact on teaching time per week.

National schools, College of Technology (course of the first to the third grade) established by regional or local governments and Upper Secondary Course of Specialised Training College (upper secondary specialised training school) are excluded from teaching time data.

Notes on interpretation: The latest survey shows the estimated number of instruction days per year in public schools. The number of weeks of instruction can be calculated with that number and the number of instruction days per week (calculated based on five instruction days per week).

The same contents and numerical values are provided for general programmes and vocational programmes of upper secondary education (ISCED 3) because data are not available according each programme at the upper secondary level. For technical reasons, it is not possible to separate data between general and vocational programmes. Back to main table for this Indicator

Notes on methodology: Data on teachers' teaching time are refer to the average amount of planned teaching time assigned to teachers in each school at the beginning of each semester. Data on number of teaching hours per week is calculated as follows: total number of classes per week divided by total number of teachers. Here, teachers who were temporarily absent are excluded from the total number of teachers as their teaching time was calculated as 0 hours.

Teaching time data does not include non-school-based examinations, when school attendance is not compulsory for all students (e.g. College Scholastic Aptitude Test (CSAT)).

Total working time is estimated by multiplying the daily working time for civil servants (8 hours per day) by the minimum number of school days for a school year stipulated by relevant regulations (180 days at pre-primary level and 190 days at primary and secondary levels).

Notes on interpretation: For pre-primary level, only public kindergarten (governed by the Ministry of Education) is included. Public childcare (governed by the Ministry of Health and Welfare) is not included as there is no data available.

Many teachers do not work at school during school vacations and holidays. Instead, they participate in official and/or self-regulated professional development outside of school. Educational personnel can participate in professional development outside of school during school vacations and holidays. [Educational Officials Act Article 41 (Training in Other Places Than Training Institutions and Offices): Public educational officials may undergo training in facilities or places other than designated training institutions or offices with approval from the heads of their administrative agencies, as long as such training does not interfere with classes.] Since working time at school and/or professional development days during school vacations and holidays differ on an individual basis, these hours are not included in the data.

Notes on methodology of teaching time trends: Teaching time data for pre-primary education (ISCED 02) after 2018 is not comparable with data on previous years. It is due to change in length of one teaching period used for conversion into hours of 60-minutes, from 40 minutes per period to 60 minutes per period. In addition, short breaks are included since 2018 data. Back to main table for this Indicator
**Latvia:**

*Notes on methodology:* Data on number of teaching hours are actual teaching time data that come from the State Education Information System schools provide information on teachers’ age, gender, their workload and salary. All information relates to full-time (starting with 0.9 workload) classroom teachers.

For primary and secondary school teachers (ISCED 1 to 3), teaching time is not defined by relevant regulations. Therefore, reported numbers of teaching hours per annum come from actual teaching time data of the school year 2018/19.

*Notes on interpretation:* According to the amendment (Aug 14, 2018) of the Regulation on Pedagogues Work Remuneration, workload of a pre-primary teacher (ISCED 02) is 40 hours per week, of which 36 hours is teaching time. Total annual workload for a pre-primary teacher is 1,760 hours per annum. According to the Pre-school Education Guidelines (ISCED 0), teachers provide teaching and learning through play throughout the day for 11 months per year.

For primary and secondary school teachers (ISCED 1 to 3), only total weekly workload is defined (30 hours per week) without regulated teaching time. Total annual workload amounts to 1,320 hours per annum.

*Notes on interpretation of teaching time trends:* For 2019 data, there were increases in the reported actual teaching time in primary and secondary levels compared to the previous year: 12% at primary level, 24% at lower secondary level and 4% at upper secondary level. These increases are related to the changes of school network: schools were merged to make some schools bigger while some schools closed down. Teachers had the opportunity to work in schools with increased number of students, allowing teachers to work full-time workloads and more.

*Notes on methodology of teaching time trends:* For primary and secondary levels (ISCED 1 to 3), regular improvement of the functionality of the State Education Information System allows since 2018 to calculate teaching time of teachers, excluding other pedagogical tasks as individual work with students, consultations, preparation for lessons, etc. This exclusion of other pedagogical tasks was not possible in previous data collections. [Back to main table for this Indicator](#)

**Lithuania:**

*Notes on methodology:* Reported data are solely based on national policy documents.

*Notes on interpretation:* At pre-primary level (ISCED 02), there is no regulation on how teaching time should be organised because pre-primary programmes are provided in institutions with a very different organisation of their work. The regulation only says that the pre-primary school year consists of not less than 640 hours per year.

For vocational programmes at the secondary level of education (ISCED 25 and 35), there is no regulation in legal documents or agreements on how teaching time should be organised. The regulation only says that the school year in vocational education consists of not less than 1,032 hours per year.

The regulation says that for the general and vocational programme teachers the maximum total working time is 1,512 hours per year.

*Notes on methodology of teaching time trends:* Since 2019, teaching hours at primary and secondary level (in both general and vocational programmes) refer to the maximum teaching time requirement, which previously was reported as typical teaching time. It is because net statutory contact time in public institutions has increased since the end of 2018 due to transition to a full-time teacher pay system. [Back to main table for this Indicator](#)

**Mexico:**

*Data specifications on teaching time:* Data on teachers’ teaching time includes student examination days at all levels. [Back to main table for this Indicator](#)

**Netherlands:**

*Data specifications on teaching time:* Data on teachers’ teaching time at pre-primary and primary levels (ISCED 02 and 1) includes short breaks. There is no further information on whether these breaks are less than 10 minutes nor the number of hours per day a teacher spends supervising pupils during these short breaks.

*Notes on interpretation:* In the Netherlands, primary education refers to group 1-8. Group 3-8 is part of primary education (ISCED 1) and group 1-2 is part of pre-primary education (ISCED 02). Therefore, data provided for pre-primary level (ISCED 02) are only based on teachers in the first two years of primary school (group 1-2 of basisonderwijs); childcare is excluded.

Full-time primary school teachers (ISCED 1) work about 41.5 weeks a year. They can spend about 1.5 week for other activities. Since the school year 2015/16, primary school teachers have a 40-hour working week. Full-time teachers have 428 hours of vacation per year (Christian holidays included). Students in primary schools have 12 weeks of vacation per year.

Teachers in upper secondary vocational programmes (ISCED 35) have a 40-hour working week.
Every year before the summer break, employer (school head) makes agreements with individual teachers about the working days, the number of teaching hours or lesson-related and/or treatment tasks, professional development and other tasks.

Notes on interpretation of teaching time trends: Reported teaching time of teachers in secondary education have decreased compared to previous years. In the new collective labour agreement 2018-2019, it has been agreed that teachers will have 50 hours of "development time" per annum from 1 August 2019. This implies a reduction of teaching time by 30 hours per annum (moreover, preparation time decrease by 20 hours per annum). In practice, this may lead to 1 hour less teaching time per week. Teachers choose themselves in consultation with each other, and their supervisors, how they will spend this "development time".

In 2019/20, a change in regulation resulted in increase of annual teaching hours by 10 hours.

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New Zealand:

Notes on methodology: The New Zealand Education System does not have an explicit lower secondary level (ISCED 2) and all secondary level educational programmes are general. Thus, lower secondary level (ISCED 24) is estimated by averaging primary (ISCED 1) and upper secondary levels (ISCED 34). However, it should be noted that this average does not reflect any real situation in New Zealand.

In general, teachers who teach the first two years of lower secondary education (Years 7-8) have the same salary and working time conditions as those who teach primary level, while the teachers’ teaching the last two years of lower secondary education (Years 9-10) have the same salary and working time conditions as those who teach upper secondary level. Thus, the number of days a teacher teaches per annum and the number of scheduled non-teaching hours at school per annum for lower secondary level (ISCED 2) are averaged values of primary (ISCED 1) and upper secondary levels (ISCED 34).

Notes on interpretation: Regarding the working time at school, which refers to the number of hours per year for which full-time teachers are required to be available at school for teaching and non-teaching duties, the given figure for upper secondary education reflects the maximum timetabled hours per year, rather than the maximum hours required to be at work. The collective agreement does not specify the number of hours beyond the timetables hours, just what duties are expected. This also applies for the Years 9-10 component of the average given for lower secondary education.

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Norway:

Notes on methodology: The number of hours a teacher teaches per day, per week and per annum for lower and upper secondary education (ISCED 2 and 3) is an average depending on the subject taught. For primary education (ISCED 1), the number of hours a teacher teaches per day is regulated.

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

The length of the school year is minimum (190 days and 38 weeks) and maximum (225 days and 45 weeks) with 190 days and 38 weeks being the most typical.

Total working time per annum for pre-primary programmes (ISCED 02) is not applicable because total (net) working time is not specified in legal documents and agreements for pre-primary teachers. Gross working time is 1 950 hours including holidays, etc. Total working time (for primary and secondary school teachers) may include working time outside teaching weeks for some teachers. During the time teachers can work outside of school (the difference between total working time and working time at school), teachers decide for themselves whether they work outside teaching weeks or during teaching weeks.

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Poland:

Data specifications on teaching time: Number of hours a teacher teaches only includes short breaks in grades 1-3 of primary education (ISCED 1). At the beginning of primary school (grades 1-3; ISCED 1), one teacher is responsible for both teaching and taking care of children during the breaks, playing the role of the classroom and the form teacher at the same time. The number of hours a teacher spends supervising pupils during these breaks varies by teacher, as it is not regulated.

Notes on methodology: Number of hours a pre-primary teacher teaches per day does not include teachers of the compulsory pre-school education in charge of six-year-old children. The weekly number of hours of the statutory teaching time for pre-school education teachers is 25 hours, except for teachers working with groups of six-year-olds (22 hours).

In accordance with the law, the total working time of teachers is up to 40 hours per week. As teachers cannot work over 40 hours per week, teaching hours above the weekly compulsory number of teaching hours should be covered within the regulated number of total working hours.

Education reform was implemented since the beginning to 2017. The main assumptions of the education reform are the liquidation of lower secondary schools and the return to the eight-year primary school, as well as the
modification of vocational education by replacing basic vocational schools with stage I sectoral vocational schools. One of the objectives of the reform is also to extend the cycle of education in general secondary schools from three to four years and in technical secondary schools from four to five years.

**Notes on interpretation:** The Teachers’ Charter states that an overall working time of teacher is up to 40 hours per week. However, only teaching and education activities are registered and controlled. The remaining working time available for performing statutory duties at school or in a different place specified by the school headmaster is not registered (teachers are obliged, for example, to hold meetings with parents at school, participate in teachers’ meetings or prepare and participate in school events planned in Educational School Programme). Headmaster is entitled to establish additional days off from didactic and educational activities in a given school year. However, the number of these days depends on the type of school. The time off may be established on days of eighth grade exam, matriculation examination and examination confirming qualifications in the profession. The headmaster may also define a day-off for religious holidays that are not statutory holidays or any other day that it is justified by the organisation of the school work or the needs of the local community. As majority of schools use the maximum number of days off (8 days at primary and lower secondary level and 10 days at upper secondary level), these days are not included in the reported number of teaching days.

According to regulations, teachers may be required by the director to perform the following activities during students’ school holidays: (1) conducting examinations; (2) work related to the end of the school year and preparation of the new school year; and (3) developing a school set of programs and participating in professional development. These activities may not take more than 7 days in total.

**Notes on interpretation of teaching time trend:** Due to the educational reform implemented since the beginning of 2017, 3-year gimnazjum (lower secondary school; ISCED 24) phased out from September 2017 and ceased to operate in 2019 after the last cohort of students completed this type of school. Since school year 2019/20, primary education (ISCED 1) includes 4 years of primary school (grades 1-4) and lower secondary education (ISCED 24) includes another 4 years of primary school (grades 5-8). Previously, primary education covered grades 1-6. So teaching time in primary education appear to have changed only because it now covers teaching time of grades 1-4 (not grades 1-6 as in previous years), although teachers’ scheduled teaching time for teachers in primary school remains unchanged from previous years. Back to main table for this Indicator

**Portugal:**

**Notes on methodology:** The calculation of the number of instruction days is based on the intended 177 days in pre-primary to upper secondary education (ISCED 02 to 3). Most teachers teach more than one grade. In the 'least demanding 15 years programme', it is compulsory that teachers fulfil the statutory amount of time allocated to each subject. In pre-primary (ISCED 02) and grades 1-4 of primary education (First cycle of ISCED 1; age 6-9), teachers’ scheduled teaching time is 25 hours per week, whereas in grades 5-6 of primary (ISCED 1) and secondary education (ISCED 2 and 3) teachers teach 22 hours a week. Reduced teaching workload, due to teachers’ age, years in the profession and for doing extracurricular activities at school (Maths clubs, etc.), are not considered.

Total working hours per annum is calculated is based on 227 working days for pre-primary to upper secondary levels (ISCED 02 to 3).

**Notes on interpretation:** Supervision of pupils during short breaks between classes in primary and lower secondary schools (ISCED 1 and 2) is performed by personnel for pedagogical support. Short breaks for primary schools range from 15 to 20 minutes.

Secondary school teachers (ISCED 2 and 3) with reduced teaching time (due to age and number of years in the profession, or those who have a managerial role) very often have their teaching schedule distributed through 4 days a week.

The reported working time at school is the maximum number of hours a teacher is required to be at school for teaching and non-teaching duties but is usually lower than that due to the possibility of having working hours’ reduction due to their age, years in the profession and for doing extracurricular activities at school (Maths clubs, etc.).

Teaching time for teachers in primary education (ISCED 1) includes time for pedagogical support and curricular enrichment and complement (part of the teaching time). Teaching time for secondary school teachers (ISCED 2 and 3) includes time for pedagogical support (part of the teaching time).

Teachers have their own working time, but only in the sense that is structured differently. Their total working time is the same as general civil servants time; the difference is that certain non-teaching time tasks like preparing lessons and reviewing classwork are not required to be done at school. During inaction days, before, during and after the students’ school year, teachers have non-teaching duties. (After the ending of the instruction days of the school year, primary and secondary teachers have to fulfil a number of tasks, such as the preparation of the internal classifications class marks report, verification of the national examinations class scores report, meetings over the internal classifications and national examinations results for their classes, preparing class schedules for the next school year, preparing school recovery plans for students who need them, administrative
work, preparing classrooms for national examinations, and ensuring the monitoring of the national examinations. Their allocation to those tasks is done, case by case, by their school. Global data is not available.) Non-teaching hours at school during inaction days may vary greatly according to the specific needs of each school.

**Notes on interpretation due to COVID-19:** Teachers from all ISCED levels had the same number of instruction weeks in 2019/20, due to a reschedule of the national examinations dates (190 days (38 weeks) minus 13 holidays and inaction days during weekdays for the school year 2019/20). Increase in the number of instruction weeks consequently caused increase in the annual number of teaching hours: 5% in pre-primary and primary education and 7% in secondary education.

**Notes on methodology of teaching time trends:** The registered change in net teaching time in 2019 at pre-primary education reflects, among other factors, the progressive approximation of the school year calendar of pre-primary - and its theoretical duration - to the school year calendar of primary and secondary education.

**Notes on interpretation of teaching time trends:** Refer to the Notes on interpretation due to COVID-19.

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**Scotland:**

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

**Slovak Republic:**

**Data specifications on teaching time:** Data on teachers’ teaching time may include professional development days at all levels and student examination days in primary and secondary levels.

Data on teachers’ teaching time include short breaks at pre-primary (ISCED 02) and primary levels (ISCED 1). These short breaks are less than 10 minutes. A teacher spends one hour a day on supervising pupils during these short breaks.

**Notes on methodology:** Total working time of teachers in hours per annum is obtained by multiplying the number of mandatory working hours and the number of net working days (number of working days less the number of leave days). **Back to main table for this Indicator**

**Slovenia:**

**Data specifications on teaching time:** Data on teachers’ teaching time includes student examination days at primary and general lower secondary education. At the end of grades 6 and 9, pupils’ knowledge in three subjects is evaluated with the mandatory national assessment. Each day only assessment in one subject may take place. The testing of one subject usually takes 45 minutes (it is determined that it should last between 45 to 90 minutes). At that time, other pupils in school have regular lessons and teachers teach or supervise tested pupils. After testing, pupils usually stay in school.

The Matura (and Vocational Matura) at upper secondary levels are excluded from teaching time data. Matura is the national external examination awarding upper secondary educational qualification. It is composed of exams in five subjects: three compulsory and two elective. The exams are taken in written and/or oral form and/or in the form of presenting a seminar paper or practical laboratory work. The form of exam is specified with the subject exam catalogue. Each exam is held on a separate day. Each student sits examinations for 8-10 effective days. The written examinations (5 subjects) take up to 1 050 minutes and oral exams up to 175 minutes. The duration of exams are maximum of 210 minutes for written test and maximum of 35 minutes for oral test. Matura examination is held in spring and autumn examination periods. The spring examination period starts after the instruction at the end of May and ends in the middle of June. The autumn examinations from last week of August to middle of September.

Vocational matura is national examination held at the end of upper secondary technical education. It consists of exams in four subjects: two compulsory (mother tongue and specialisation subjects), elective (mathematics or foreign language) and practical work (seminar, product or service) with oral presentation. Exams may be composed of written, oral and practical parts. Upper secondary vocational education is concluded with school leaving examination of two parts: exam in mother tongue and final assignment (product or service with an oral presentation). The school leaving examination is school designed. In addition to examinations that have a function of awarding educational qualification, students may take other types of exams.

Students in both general and vocational programmes may take the subject exam to advance before schedule (extraordinarily), improve their final grade or to transfer to another education programme. Students who fail to obtain the final grade in a specific subject take remedial exams, and students do retakes if they fail a class. During spring term, students may only take up to two exams, and only one or even partial exam per day. The school calendar for upper secondary education specifies examination periods: spring (after the instruction ends), autumn (from 16 August to 20 October), and winter (from 1 February to 1 March).
**Notes on interpretation:** The number of weeks teacher teaches per year takes into account average 6 weeks of paid leave. Kindergartens (ISCED 02) work all around the year and do not close for holidays. The number of weeks a teacher teaches per annum at primary and secondary levels includes one day the schools close for festivities. At primary and lower secondary levels (ISCED 1 and 24), the number of weeks a teacher teaches per annum includes compulsory days of activities. In upper secondary education, the number of weeks a teacher teaches per annum includes compulsory elective contents (ISCED 34) and compulsory interest activities (ISCED 35).

The reported data for upper secondary vocational programmes (ISCED 35) pertains to teachers of general and technical subjects (3 hours per day). Teaching obligation for teachers of practical lessons is set at 3.75 hours per day.

Working time of teachers is defined by the Organisation and Financing of Education Act (ZOFVI) and the Collective agreement for the education sector in the Republic of Slovenia. Teachers’ working time per week is 40 hours, of which they can work 10 hours outside the institution. The workload of a teacher includes teaching and other forms of organised work with students, preparation of lessons, assessing and grading of student work, and other work necessary for implementing the education programme. The ZOFVI, as well as Kindergarten Act and other regulations specify tasks mandatory for teachers (if so assigned). The Collective agreement refers to working time of teachers as "unevenly" spread across the year though the working time of teachers is theoretically 40 hours per week during the teaching weeks (40 hours per week is the average working time from 1 September to 31 August as stated in the Collective agreement article 44.a). The teachers need to compensate for their longer leave during the holidays by fulfilling more than 40 hours per week in practice during the teaching weeks. Therefore, it would be impossible to calculate since the number would differ on individual basis depending on the length of the teacher’s annual leave and how individuals distribute their working time.

According to the Organisation and Financing of Education Act, teachers have a right and obligation to participate in professional development. The Collective Agreement for the Education Sector in the Republic of Slovenia determines that the employer must provide for at least 5 days for professional development per year or 15 days per three years. At primary and lower secondary levels, the Basic School calendar rules specify that for each teacher the school has to plan in the annual work plan two days of compulsory professional development (CPD) activities during autumn or winter holidays and three days of CPD activities during summer holidays or on non-working Saturdays. For pre-primary and upper secondary levels, the regulations do not specify exact terms of CPD activities, but it is customary to organise them outside instruction time.

**Spain:**

Data specifications on teaching time: Data on teachers’ teaching time includes student examination days at primary level (ISCED 1) and secondary general programmes (ISCED 24 and 34). Diagnostic assessments at grades 3 and 6 and at grade 10 are included in the statutory teaching time. The duration of these assessments varies across regions, and usually ranges from 1 to 4 days. Teachers themselves can administer these examinations. Characteristics and people administering these examinations vary widely across regions. In the school year 2019/20, these non-school-based national examinations were not conducted due to COVID-19.

Notes on methodology: Number of hours a teacher teaches per week at all ISCED levels is a weighted average of the typical number of hours per week according to the regional regulations, weighted by the number of teachers in every single autonomous region. For example, in secondary education (ISCED 2-3), if the minimum is established as 18 hours per week and the maximum 21 hours per week (as an exceptional measure) and it is difficult to estimate the percentage of teachers teaching 21 hours per week, then it is considered that some teachers have some other duties that reduces their number of hours of teaching per week. Thus, the typical number should be closer to 19 hours.

Notes on interpretation: Teachers are expected to work one week in addition to regular class weeks and the same working hour (working time at school of 30 hours per week, total working time of 37.5 hours per week) applies. Requirement of 100 hours of professional development every six years is not compulsory, but is the minimum requirement for the teachers who want to earn the salary complement. For those teachers who complete these hours, no pattern is established on how many hours are completed per annum.

Notes on interpretation of teaching time trends: The changes from 2018 to 2019 is mainly due to modification in the legislation of the autonomous regions that reduced the required teaching time.

**Switzerland:**

Data specifications on teaching time: Short breaks are included in teaching time of teachers at pre-primary (ISCED 02) level. These short breaks are less than 10 minutes.

Data specifications on working time: The reported total working time of teachers includes working time during students' school holiday.

Notes on methodology: The collective agreement is established on the national level, but interpreted on local levels.
Notes on interpretation: Local agreements may differ, especially in the förskoleklassen (pre-school class), which is the last year of pre-primary school. The usual agreement for förskoleklassen is the same as the national agreement for primary schools. Back to main table for this Indicator

Switzerland:

Data specifications on teaching time: Data on teachers’ (actual) teaching time include professional development days. For teachers in pre-primary and primary education, short breaks are included in teaching time. In general, there are two big breaks of 20-25 minutes (one in the morning and one in the afternoon) and several small breaks of 5 minutes.

Notes on methodology: Number of weeks a teacher teaches per annum is based on the guideline published by the Swiss Conference of Cantonal Ministers of Education (EDK). As it varies between 38 and 39 weeks across all Swiss cantons and levels of education, an average of 38.5 weeks is reported for all levels of education.

Data on the number of hours a teacher is scheduled to teach (net teaching time) is taken from the School Staff Statistics. The data refer to weekly lessons for 100% enrolment in compulsory school and sec II. Age reductions in the number of hours, corresponding to a full-time activity, are taken into account. The School Staff Statistics is an annual census based on individual data and gathers information on persons working in schools within the Swiss territory, as well as on the content of the activities they carry out. The survey covers all educational levels: from primary to tertiary (excluding higher education institutions). Data from 26 cantons are harmonised at national level.

Total working time per annum and its specification are based on the Work Volume Statistics (AVOL-statistics). Only full-time teachers with 100% employment, permanent contracts or at least 12 months contract duration are considered. The Work Volume Statistics is an annual summary statistics. The Swiss Labour Force Survey (SLFS) is the main source used to compile work volume. In order to calculate the volume of work according to the domestic concept, information is drawn from other sources such as the Central Information Service on Migration (CISM). Finally, for certain types of absences, information is drawn from other sources, such as statistics from the State Secretariat for Economic Affairs (SECO) on reduced work schedules and Labour Disputes Survey (KASE).

Notes on interpretation: Teachers’ scheduled working time at school is not available. It is generally not specified whether the teachers spend the non-teaching hours at school or outside the school.

In Switzerland, only 1 August at federal level is designated as a public holiday for the entire country. The regulation of all other holidays is solely a matter for the cantons. Due to this fact, there are only three more days besides the national celebration, which are also recognised throughout Switzerland: New Year, driveway and the first Christmas holiday. Good Friday, Easter Monday, Whit Monday and St. Stephen’s Day (Christmas Day) are also celebrated in large parts of the country.

Notes on methodology of teaching time trends: Methodological changes between 2018 and 2019 data are (1) revision in counting the number of days of festivities schools are closed; and (2) adjustments in how to report number of teaching weeks. Back to main table for this Indicator

Turkey:

Data specifications on teaching time: Data on teachers’ teaching time includes professional development days and student examination days at all levels of education.

Short breaks are included in teaching time of teachers at pre-primary (ISCED 02) level. The length of these short breaks vary significantly. In pre-primary education, the duration of one class session is 50 minutes and there are no specified short breaks. Based on the flexible programme implemented at this level, rest time is provided to students at the discretion of the teacher.

Notes on methodology: Teaching times are calculated based on the compulsory hours as specified in the related laws and regulations (i.e. 30 class sessions for classroom and 21 class sessions for branch teachers per week).

For the number of hours a teacher teaches at primary level (ISCED 1), only teaching time of classroom teachers is considered.

Total working time is determined by deducting teachers' holidays, festivals and school term breaks from the official working time of civil servants (as indicated in Law No. 657 on Civil Servants).

Notes on interpretation: An orientation training was held on 5-6 September 2019 to help students adapt to their new educational environment in a short time in pre-primary, first grades of primary and lower secondary and upper secondary schools.

Teachers are present at school on national holidays when students attend the ceremonies during the school days.

Notes on methodology of teaching time trends: Since 2019 data, calculation methodology of pre-primary teachers’ teaching time revised to six continuous event hours (of 50-minutes) in a day, which amounts to 5 hours per day. Previously, six continuous event hours a day was reported as 6 hours (of 60-minutes) per day. There was no change in legislation. Back to main table for this Indicator
United States:

Data specifications on teaching time: Teachers are asked to report on teaching and working time during a "typical full week". They are not instructed to exclude professional development activities, so days for professional development may be included in the estimates. It is uncertain whether teachers are excluding student examination days from the reported teaching and working time.

Notes on methodology: Data on teaching and working time are based on the National Teacher and Principal Survey (NTPS) that is a sample survey administered every 2 years and representative of public school teachers in the United States.

The number of teaching hours includes the number of hours teachers deliver instruction during a typical full week (of the hours they are contracted to work). These are self-reported by teachers.

Total working time is no longer reported. Up until the 2019 edition, the reported number of total working hours included hours spent before, after, during the school day and on the weekends. These were teacher self-reported hours spent working and not specified in legal documents. Due to the nature of the survey item, it is considered not comparable to data from other countries.

Notes on interpretation: The United States is a federal country and states and local jurisdictions are responsible for setting the number of required school days. Typically, public schools meet for 180 days a year. However, the number of required school days varies by local jurisdiction and state. At primary, lower and upper secondary levels, school is held 5 days a week for full days. Back to main table for this Indicator.
Table X3.D4.3. Nature the reported data on teaching time and working time of teachers (2020)

<table>
<thead>
<tr>
<th>Countries</th>
<th>Number of days a teacher teaches per school year</th>
<th>Number of hours a teacher teaches per school year</th>
<th>Number of hours a teacher works at school per school year</th>
<th>Total annual working hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Regulations/ planned/ contracted, (A)actual or (M)ixed)</td>
<td>(MAX)imum, (MIN)imum, or (T)ypical</td>
<td>Do you think it is higher or lower than actual time (rated 1-5)?</td>
<td>(Regulations/ planned/ contracted, (A)actual or (M)ixed)</td>
<td>Do you think it is higher or lower than actual time (rated 1-5)?</td>
</tr>
<tr>
<td>OECD</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>Australia</td>
<td>M</td>
<td>T</td>
<td>3</td>
<td>M</td>
</tr>
<tr>
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<td>3</td>
<td>M</td>
</tr>
<tr>
<td>Canada</td>
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<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Chile</td>
<td>M</td>
<td>MIN</td>
<td>c</td>
<td>M</td>
</tr>
<tr>
<td>Colombia</td>
<td>M</td>
<td>T</td>
<td>2</td>
<td>M</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>R</td>
<td>T</td>
<td>c</td>
<td>R</td>
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<tr>
<td>Denmark</td>
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<td>R</td>
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<td>France</td>
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<td>T</td>
<td>c</td>
<td>R</td>
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<td>Germany</td>
<td>M</td>
<td>T</td>
<td>3</td>
<td>R</td>
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<tr>
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<td>m</td>
<td>m</td>
<td>m</td>
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<tr>
<td>Hungary</td>
<td>R</td>
<td>MAX</td>
<td>2</td>
<td>R</td>
</tr>
<tr>
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<td>m</td>
<td>m</td>
<td>m</td>
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<tr>
<td>Ireland</td>
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<td>T</td>
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<td>T</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>Italy</td>
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<td>3</td>
<td>R</td>
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<td>R</td>
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<td>2</td>
<td>R</td>
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<td>m</td>
<td>m</td>
</tr>
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<td>T</td>
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<td>R</td>
</tr>
<tr>
<td>Netherlands</td>
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<td>a</td>
<td>a</td>
<td>R</td>
</tr>
<tr>
<td>New Zealand</td>
<td>R</td>
<td>T</td>
<td>4</td>
<td>R</td>
</tr>
<tr>
<td>Norway</td>
<td>R</td>
<td>T</td>
<td>c</td>
<td>R</td>
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<td>Poland</td>
<td>R</td>
<td>MAX</td>
<td>c</td>
<td>R</td>
</tr>
<tr>
<td>Portugal</td>
<td>R</td>
<td>MAX</td>
<td>3</td>
<td>R</td>
</tr>
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<td>Slovak Republic</td>
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<td>T</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>Slovenia</td>
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<td>T</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>Spain</td>
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<td>T</td>
<td>3</td>
<td>R</td>
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<tr>
<td>Sweden</td>
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<td>T</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>Switzerland</td>
<td>M</td>
<td>T</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>Turkey</td>
<td>R</td>
<td>T</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>United States</td>
<td>A</td>
<td>a</td>
<td>a</td>
<td>R</td>
</tr>
</tbody>
</table>

Notes:
- Do you think it is higher or lower than actual time (rated 1-5)?
- (R)egulations (M)ixed, (A)ctual or (MIN)imum, (T)ypical
- Number of hours a teacher works at school per school year
- (MAX)imum, (MIN)imum, or (T)ypical
- Do you think it is higher or lower than actual time (rated 1-5)?
### Number of days a teacher teaches per school year

<table>
<thead>
<tr>
<th>Economies</th>
<th>Regulations/planned, contracted (MAX)</th>
<th>Do you think it is higher or lower than actual time (rated 1-5)?</th>
<th>(A)ctual or (M)ixed</th>
<th>Number of hours a teacher teaches per school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flemish Comm. (Belgium)</td>
<td>R T 3</td>
<td>M MIN 4</td>
<td>M MIN c</td>
<td>Total annual working hours</td>
</tr>
<tr>
<td>French Comm. (Belgium)</td>
<td>R T 3</td>
<td>M T 3</td>
<td>a a a</td>
<td></td>
</tr>
<tr>
<td>England (UK)</td>
<td>R MAX c</td>
<td>a a a</td>
<td>a a a</td>
<td></td>
</tr>
<tr>
<td>Scotland (UK)</td>
<td>R MAX c</td>
<td>R MAX c</td>
<td>R MIN 5</td>
<td></td>
</tr>
</tbody>
</table>

### Number of hours a teacher works at school per school year

<table>
<thead>
<tr>
<th>Economies</th>
<th>Regulations/planned, contracted (MAX)</th>
<th>Do you think it is higher or lower than actual time (rated 1-5)?</th>
<th>(A)ctual or (M)ixed</th>
<th>Number of hours a teacher works at school per school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>M MIN 5</td>
<td>m m m</td>
<td>a a a</td>
<td></td>
</tr>
<tr>
<td>Russian Federation</td>
<td>A a a</td>
<td>A a a</td>
<td>a a a</td>
<td></td>
</tr>
</tbody>
</table>

### Total annual working hours

<table>
<thead>
<tr>
<th>Economies</th>
<th>Regulations/planned, contracted (MAX)</th>
<th>Do you think it is higher or lower than actual time (rated 1-5)?</th>
<th>(A)ctual or (M)ixed</th>
<th>Number of hours a teacher works at school per school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>M MIN 5</td>
<td>m m m</td>
<td>a a a</td>
<td></td>
</tr>
<tr>
<td>Russian Federation</td>
<td>A a a</td>
<td>A a a</td>
<td>a a a</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** See Definitions and Methodology sections for more information. For information on the nature of data on school heads, please see Table X3.D4.8.

1. The following ratings are used: 1 = Much higher; 2 = A little higher; 3 = About the same; 4 = A little lower; 5 = Much lower; and, c = Insufficient data/knowledge to make a reliable judgement.

**Source:** OECD (2021).

*Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.*

**Back to main table for this Indicator**
### Table X3.D4.4. Impact of days of professional development and non-school based student examinations on teachers’ statutory teaching time data (2020)

<table>
<thead>
<tr>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Not possible to exclude student examination days from the national data because individual state and territory practices differ.</td>
</tr>
<tr>
<td>Austria</td>
<td>m</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>m</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Upper secondary (gen. prog.); in the final grade, school leaving exams occur for 3-4 days for written part and 1 day for oral part. For any teaching time missed due to the exams is conducted at another time.</td>
</tr>
<tr>
<td>Canada</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>Missing.</td>
<td>m m</td>
<td>m</td>
<td>m</td>
<td>m m</td>
<td>m</td>
<td>Missing.</td>
<td>m m</td>
<td>m m</td>
<td>It is not possible to exclude the &quot;days for non-school-based examinations&quot;, because it is a particular decision of each educational institution to recover these days or hours of teaching at a later date.</td>
</tr>
<tr>
<td>Chile</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>m</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Primary and lower secondary: national assessments (grades 3, 5 and 9) are always scheduled during class hours, and students of other grades must attend school as usual. Upper secondary: the SABER 11th test, which is always scheduled on Sundays to guarantee the attendance of all students and people who show up on their own, as well as the unit of analysis.</td>
</tr>
<tr>
<td>Colombia</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>m</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Primary and secondary: these days may vary depending on the educational modality, especially in secondary education.</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Primary and secondary: these days may vary depending on the educational modality, especially in secondary education.</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Yes</td>
<td>Yes</td>
<td>a</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>Yes</td>
<td>Yes</td>
<td>Pre-primary, primary and lower secondary: no examinations. Upper secondary: Arrangement of the teaching time during the examinations is at the discretion of the school head. Usually, they take place at the time of school hours. Data are not available. Teachers on average dedicate a negligible amount of time for examinations, as only grade 9 attend examinations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>CPD is organised and carried out in many different ways at the local level and not included in the reported teaching time.</td>
</tr>
</tbody>
</table>

OECD Countries

- **Australia**: Yes, Yes, Yes, Yes, Yes, Yes. There are five school development days each year: the first day of the school year, the first day of Terms 2 and 3, and the last two days of Term 4.

- **Austria**: m, No, No, a, No, No. **Primary and secondary**: 15 hours per annum.

- **Canada**: m, m, m, m, m, m. Missing.

- **Chile**: No, No, No, a, No, No. Missing.

- **Colombia**: No, No, No, a, No, No. The professional development of teachers is carried out within the working day (8 hours a day), but outside the time of academic assignment (teaching). The time of professional teacher development cannot be determined, because each certified Territorial Entity establishes the Territorial Training Plan for Teachers and Teaching Directors (PTFD) in service, which contains specific training programs and actions for teachers.

- **Costa Rica**: Yes, Yes, Yes, Yes, Yes, Yes. Depending on the planning of the Professional Development Institute of the Ministry of Public Education, and correspond to monthly plans (not anticipated annually).

- **Czech Republic**: Yes, Yes, a, Yes, Yes. **Primary and secondary**: School head may declare up to 5 days of school closure for pupils, of which can be used for teachers' CPD. Schools are free to use these days off.

- **Denmark**: a, No, No, a, No, No. CPD is organised and carried out in many different ways at the local level and not included in the reported teaching time.
### Is reported statutory teaching time biased due to professional development days?

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Estonia</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>The number of hours per annum dedicated to student examinations is not stated in regulations. Pre-primary and primary: Not applicable. Lower secondary and upper secondary (gen. prog.): if it is needed, a teacher has to be an observer in the exam or has to take the exam. Upper secondary (voc. prog.): depending on specific curriculum, the duration of the examination varies; an exam usually consists of two parts - theoretical and practical part.</td>
</tr>
<tr>
<td>Finland</td>
<td>m</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>Primary, lower secondary and upper secondary (voc. prog.): no national examinations or assessments. Upper secondary (gen. prog.): the supervision and preliminary assessment of national matriculation examinations (not compulsory) is part of the teachers' teaching load for teachers whose subjects are included in the examination. The exam days are normal schools days for the grades that do not take the exams.</td>
</tr>
<tr>
<td>France</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>Missing.</td>
</tr>
<tr>
<td>Germany</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>Primary and lower secondary: minimum 45 minutes per year. The Länder are free to make schools test more than one subject or content area at both Vergleichsarbeiten(VERA)-3 (in grade 3) and Vergleichsarbeiten(VERA)-8 (in grade 8). The duration of the assessment may vary accordingly. Upper secondary: it is not possible to determine the duration of the Abiturprüfung (at the end of grade 12).</td>
</tr>
<tr>
<td>Greece</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>Missing.</td>
</tr>
<tr>
<td>Hungary</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>When there is an examination day for some students (e.g. national assessments in grades 6, 8 and 10 (lower secondary), and matriculation examinations for grade 12 (upper secondary) whose school year finishes earlier than other grades), teachers have to work, mostly they substitute those teachers who are involved in the examination itself (examiner, tutor, etc.). Examination days are not days off for the teachers of students taking exams.</td>
</tr>
<tr>
<td>Iceland</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>Missing.</td>
</tr>
<tr>
<td>Is reported statutory teaching time biased due to professional development days?</td>
<td>Is reported statutory teaching time biased due to non-school based student examinations?</td>
<td></td>
<td></td>
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<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
<td>(7)</td>
<td>(8)</td>
</tr>
<tr>
<td>Ireland</td>
<td>m</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>m</td>
<td>Primary: one statutory day (devoted to the introduction of a new language curriculum) is excluded. Secondary (gen. prog.): two statutory days (devoted to whole school planning and professional development related to curriculum reform at ISCED 24) are excluded. In addition, 22 hours per annum deducted for professional time to support professional development, assessment, reporting, preparation for and attendance at moderation meetings, and the administration of particular tasks associated with the state examination at ISCED 24.</td>
</tr>
<tr>
<td>Israel</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>Professional development is conducted in the afternoon within the school compound. In addition, teachers receive one day off during the week during which they can participate in professional development courses outside the school. Additional courses are held during the summer vacation and the teacher's sabbatical year.</td>
</tr>
<tr>
<td>Italy</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>Professional development is included in the educational plan of the institute prepared by the teaching staff based on the instruction of the head teacher. It is not mandatory to do a certain number of hours per year, but to respect the contents of this plan.</td>
</tr>
<tr>
<td>Japan</td>
<td>m</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>Missing.</td>
<td>Professional development activities occur outside the teaching time. A teacher is generally expected to complete 60 hours of professional development per year; however, this is not compulsory, so the number of hours per annum dedicated to professional development differs among teachers.</td>
</tr>
<tr>
<td>Korea</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>Missing.</td>
</tr>
<tr>
<td>Latvia</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>m</td>
<td>No</td>
<td>m</td>
<td>Primary and secondary: teachers' duty is to participate in 36 hours of CPD activities in 3-year period. According to the Regulation, CPD activities are planned in the time of students' holidays.</td>
</tr>
<tr>
<td>Lithuania</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>There is no requirement for compulsory CPD. However, 40 hours per annum is the maximum for every teacher for free professional development guaranteed by law.</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>Missing.</td>
</tr>
</tbody>
</table>

**Comments:**
- **m:** Mandatory
- **No:** No requirement
- **a:** Advisory
- **Missing:** Not specified or missing information
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>40 hours per annum.</td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td>Uncertain</td>
<td>Uncertain</td>
<td>Uncertain</td>
<td>Uncertain</td>
<td>Uncertain</td>
<td>Pre-primary, primary and lower secondary: Non-school-based student examinations are part of teachers' teaching load. It is at the discretion of individual teachers to apply these events in their work schedule.</td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Pre-primary: employees shall be granted a minimum of two days and a maximum of seven working days per year as negotiated between the employer and employee for paid professional development leave. Primary: School Boards of Trustees may require employees to attend school or elsewhere, when the school is closed for instruction (except on weekends or public holidays unless by agreement) for up to ten days per school year (or the equivalent) for all or any of the following purposes – school administration, school preparation and co-ordination, pre-term planning, curriculum and/or technical refreshment and/or professional development. Lower secondary: refer to primary and upper secondary levels. Upper secondary: the employer may require teachers to participate in professional development opportunities at times when the school is not open for instruction provided that no teacher shall be required to attend for more than five days or equivalent per annum.</td>
<td></td>
</tr>
<tr>
<td>Norway</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>45 hours per annum (6 working days outside teaching weeks) are reserved for planning and CPD. The school head decides how these hours are used.</td>
<td></td>
</tr>
<tr>
<td>Poland</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>Number of hours is not determined.</td>
<td></td>
</tr>
<tr>
<td>Is reported statutory teaching time biased due to professional development days?</td>
<td>Is reported statutory teaching time biased due to non-school based student examinations?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pre-Primary</strong></td>
<td><strong>Pre-Primary</strong></td>
<td><strong>Primary</strong></td>
<td><strong>Primary</strong></td>
<td><strong>Lower secondary, general prog.</strong></td>
<td><strong>Lower secondary, general prog.</strong></td>
<td><strong>Lower secondary, vocational prog.</strong></td>
<td><strong>Lower secondary, vocational prog.</strong></td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
<td>(7)</td>
<td>(8)</td>
</tr>
<tr>
<td>Portugal</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>Uncertain</td>
<td>Uncertain</td>
<td>Uncertain</td>
<td>Uncertain</td>
<td>No information is collected when a teacher attends a course.</td>
<td>No</td>
<td>Uncertain</td>
</tr>
<tr>
<td>Slovenia</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>5 days per annum.</td>
<td>No</td>
</tr>
<tr>
<td>Spain</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Completion of at least 100 hours of professional development (courses, seminars and group work, institutional activities, online training and personal homologated training) every six years is expected for accessing the training salary complemen, which means about 16.7 hours per year.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Is reported statutory teaching time biased due to professional development days?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Primary</th>
<th>Primary</th>
<th>Lower secondary, general prog.</th>
<th>Lower secondary, vocational prog.</th>
<th>Upper secondary, general prog.</th>
<th>Upper secondary, vocational prog.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Primary</td>
<td>m</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>a</td>
<td>(1)</td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2)</td>
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<tr>
<td>Lower secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td>General prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(4)</td>
</tr>
<tr>
<td>Vocational prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>(5)</td>
</tr>
</tbody>
</table>

This time is a part of teachers' scheduled working time at school. According to the collective agreement, professional development should aim to be 104 hours per annum for every full-time equivalent. Professional development can vary between every individual and from year to year.

### Is reported statutory teaching time biased due to non-school based student examinations?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Primary</th>
<th>Primary</th>
<th>Lower secondary, general prog.</th>
<th>Lower secondary, vocational prog.</th>
<th>Upper secondary, general prog.</th>
<th>Upper secondary, vocational prog.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Primary</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>(7)</td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(8)</td>
</tr>
<tr>
<td>Lower secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(9)</td>
</tr>
<tr>
<td>General prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(10)</td>
</tr>
<tr>
<td>Vocational prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(11)</td>
</tr>
</tbody>
</table>

### Notes

This table presents information on whether statutory teaching time is reported as a percentage of the working time of teachers, and whether professional development days and non-school based student examinations are included in the reported number of teaching days.

#### Definitions and Methodology

- **Professional development days**: These can take place during teaching time.
- **Upper secondary**: 2-3 development days per annum in several cantons.
- **Pre-primary, primary and lower secondary (gen. prog.)**: No examinations.
- **Upper secondary**: Most teachers are involved in the exams.

#### Source

OECD (2021).

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

Back to main table for this Indicator
### Table X3.D4.5. Definition of working time of teachers (2020)

<table>
<thead>
<tr>
<th>Countries</th>
<th>Total working time</th>
<th>Are teachers required to work during students’ seasonal school holidays?</th>
<th>Working time at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costa Rica</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chile</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colombia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Czech Republic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OECD Countries**

<table>
<thead>
<tr>
<th>Countries</th>
<th>Total working time</th>
<th>Are teachers required to work during students’ seasonal school holidays?</th>
<th>Working time at school</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total working time</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

<p>| Chile             | Total working time is defined under legal documents as the number of annual work hours, regardless of whether teachers’ presence is required at the school. For 2020, teachers have maximum 44 hours of work a week, with 5 weeks of mandatory vacations and 1.6 weeks of national holidays. Additionally, teachers are required to work for 3 weeks during students’ school vacations. | Yes, maximum of 15 days (660 hours) per year. | Missing.                               |
| Costa Rica        | Total working time is not defined. | Not applicable. | Only teaching time is defined. |
| Czech Republic    | The Labour Code regulates working time as 40 hours per week and 8 weeks of statutory leave. Pre-primary: The leave should be taken preferably during the period when operation of nursery school can close or operate on limited hours in July or August (in response to local conditions, after consultation with the organising body). Primary and secondary: The leave should be taken preferably during the students’ holidays. | Pre-primary: no school holidays at this level. Primary and secondary: yes, 18 days per year. | The school head decides the working time of teachers at school. According to the Act on Educational Staff, the teachers should be at the workplace during their teaching hours, supervision of students, supply teaching and other case set by the school head (in accordance with Labour Code). In other cases, the teacher can decide the place where he/she works. |
| Denmark           | Working hours are regulated under agreements with unions. A working day consists of 7.4 hours. Every teacher has 6 holiday weeks. As the distribution of holiday/vacations is based on agreements with the school head, data on how school heads choose to distribute the 6 weeks across the school year is not available. | Yes. | Pre-primary: not applicable. Primary and secondary: the central working time rules state that full attendance at school is required. However, this can be negotiated in local agreements and by agreement with the school leader. |</p>
<table>
<thead>
<tr>
<th>Country</th>
<th>Total working time</th>
<th>Are teachers required to work during students’ seasonal school holidays?</th>
<th>Working time at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estonia</td>
<td>Regulation by the Government of the Republic defines that full-time working time of 7 hours a day or 35 hours in a 7-day period applies to preschool childcare institution teachers, basic school class teachers, upper secondary single subject teachers and vocational education institution teachers. All other conditions are agreed for each teacher in their contract.</td>
<td>Pre-primary: no school holidays at this level. Primary and secondary: yes.</td>
<td>Pre-primary: teachers need to be available at their workplace for entire working time.</td>
</tr>
<tr>
<td>Finland</td>
<td>Pre-primary: kindergarten teachers only have one specification for their working time, which is 38 hours and 45 minutes per week. Primary and secondary: under the Collective agreement, total working time is defined as teaching hours and hours they are required to be at school for co-operation and development activities.</td>
<td>Not applicable.</td>
<td>Primary and secondary: defined as teaching hours and hours they are required to be at school for co-operation and development activities.</td>
</tr>
<tr>
<td>France</td>
<td>The legal working time of all teachers (as of school heads) is the same as that of all employees (and not just civil servant) unless there are exemptions or a specific collective agreement. As a result, it does not say much about the specific working time of teachers.</td>
<td>Yes, on the initiative of the competent authority or after its agreement, teaching staff benefits from professional training actions during the periods of vacancy of the classes, for a maximum of 5 days per year (Décret n°2019-935 du 6 septembre 2019).</td>
<td>Pre-primary and primary: the regulated working time of teachers at school (954 hours per annum) consists of teaching and other duties. Professional development (18 hours per annum) is excluded from working time at school (in Table D4.2). Secondary: not applicable because non-teaching duties are not specified in policy documents.</td>
</tr>
<tr>
<td>Germany</td>
<td>The working time of teachers is regulated by either the civil service regulations of the Länder (for civil servants) or by collective wage agreements (for salaried employees). For civil servants the number of hours per week varies between 40 and 41 depending on the Land, for salaried employees the number of hours varies between 39.4 and 41.</td>
<td>Pre-primary: no school holidays at this level. Primary and secondary: missing.</td>
<td>Depending on the regulations of the individual Land, the school head may be authorised to direct that teachers are obliged to be present at school outside teaching hours for certain periods of time. We have no statistical record of these periods of teachers’ obligatory presence at school outside teaching hours.</td>
</tr>
<tr>
<td>Hungary</td>
<td>Act I of 2012 on Labour Code; 92§ (1) stipulates that the total daily working time is eight hours.</td>
<td>Yes, partially.</td>
<td>Pre-primary: Act CXC of 2011 on Public Education 62§ (8) stipulates that “Fixed working time in kindergarten institutions shall be spent on direct activities with the children covering the complete spectrum of kindergarten life. In the remaining time frame, a maximum of four extra hours can be allocated by the head of the institution for preparatory work and other pedagogical activities related to education, for the work done in teaching staff, for the professional help provided for trainees, and for occasional substitution of colleagues.” Primary and secondary: Act CXC of 2011 on Public Education 62§ (5) stipulates that “Teachers working in teacher position in educational institutions shall devote 80% of their total working hours to the fulfilment of tasks defined by the head of the institution, within the framework of this Act, while the use and the schedule of the remaining working time shall be arranged by the teacher his/herself.”</td>
</tr>
<tr>
<td>Country</td>
<td>Total working time</td>
<td>Are teachers required to work during students’ seasonal school holidays?</td>
<td>Working time at school</td>
</tr>
<tr>
<td>---------</td>
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<td>-----------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Ireland</td>
<td>There is no defined limit to teacher working time beyond the responsibility imposed on employers by the EU’s Working Time Directive. There is an expectation that teachers will spend an undefined amount of discretionary time on teaching-related duties such as planning and preparation, correction of students’ work etc. The Croke Park Agreement requires schools to engage in an additional 36 hours per year for activities to take place outside of school time, some of which may be planning activities. Primary: teachers in primary education are required to produce long-term planning, short-term planning and a monthly report detailing the progress achieved in the implementation of the curricular programme. Secondary (gen. prog.): teachers are expected to engage fully with both the whole-school and subject department planning processes in place in their schools. The amount of time allocated to this is undefined and varies from school to school. In addition, teachers are provided with 40 minutes of professional time per week as part of curricular reform in ISCED 24 which is expected to be used for whole-school professional activities, individual teacher and subject department professional activities, preparation for and attendance at moderation meetings, and administration of assessment tasks for the State Examinations. There is no other time allocation within the working week/year for individual planning.</td>
<td>Not applicable.</td>
<td>Working time at school is regulated under the relevant Circulars. Primary: 909 hours of teaching per annum plus 158 hours per annum of non-teaching working time (i.e. 122 hours for non-teaching activity during school hours including 43 hours for supervision of students; 36 “Croke Park Agreement” hours after-school hours for non-teaching essential activities such as school planning, policy development, continuous professional development and staff meetings; and 5 hours and 40 minutes for teacher professional development relating to introduction of new language curriculum). Secondary: 704 hours of teaching per annum plus 106.8 hours per annum of non-teaching working time (i.e. 43 hours for supervision of students; 33 “Croke Park Agreement” hours for non-teaching essential activities such as school planning, policy development, continuous professional development and staff meetings and 8.8 hours for whole-school planning and teacher professional development relating to curriculum reform at lower secondary (general programmes); 22 hours of teacher professional time for whole-school professional activities, individual teacher and subject department professional activities, moderation meetings, preparation for moderation meetings, and administration of assessment tasks related to state examinations).</td>
</tr>
<tr>
<td>Israel</td>
<td>Employee agreements between teachers unions and the Ministry of Education define total working time of teachers. Total working hours differ depending on which educational level they are subject to and various other aspects (as teachers who are older or are mothers work less hours).</td>
<td>No.</td>
<td>Total working time of teachers and working time of teachers at school are the same.</td>
</tr>
<tr>
<td>Italy</td>
<td>Total working time is not explicitly defined under the National Collective Contract.</td>
<td>Not applicable.</td>
<td>The National Collective Contract establishes the teaching hours per week as hours per week, differently for each level of education. In addition, there are up to 80 hours of non-teaching collegial work at school per annum, for activities related to teaching and are compulsory as set by the National Contract. Of these 80 hours, up to 40 hours of compulsory work time per year are dedicated to meetings of the Teachers’ Assembly, staff planning meetings and meetings with parents to report on student progress. Up to a further compulsory 40 hours (out of the 80 hours) are dedicated to planned class councils that work according to a timetable and criteria set by the Teachers' Assembly. Pre-primary: 25 hours of teaching per week. Primary: 22 hours of teaching per week and 66 hours per year for planning activities. Secondary: 18 hours of teaching per week.</td>
</tr>
<tr>
<td>Japan</td>
<td>Total working time of teachers shall be determined by local governments in accordance with the Local Public Service Act (Article 24, Paragraph 5).</td>
<td>Yes.</td>
<td>Working time of teachers at school shall be determined by local governments in accordance with the Local Public Service Act (Article 24, Paragraph 5). There is no regulation defining working time at school.</td>
</tr>
<tr>
<td>Korea</td>
<td>School teachers are subject to the civil servants’ working time regulations (8 hours per day, 5 days per week). Pre-primary: the minimum number of school days per school year is stipulated as 180 days in the Early Childhood Education Act. Primary and secondary: the minimum number of school days per school year is stipulated as 190 days in the Elementary and Secondary Education Act.</td>
<td>No, but teachers may participate in professional development activities at their own discretion.</td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td>Total working time</td>
<td>Are teachers required to work during students’ seasonal school holidays?</td>
<td>Working time at school</td>
</tr>
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<td>---------</td>
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<td>---------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Latvia</td>
<td>Pre-primary: total working time is one full workload for preschool teachers (40 hours per week) defined by the Regulation on Pedagogues’ Work Remuneration (the Regulation of the Cabinet of Ministers, entered into force on 1 September 2016). Primary and secondary: total working time is one pedagogical workload of 30 hours per week under teachers’ salary regulations, with maximum working time 40 hours per week defined by the Labour Law. Teachers, if possible, work more than one workload, but not exceeding the maximum. Pre-primary and secondary (voc. prog.): no school holidays. Primary and secondary (gen. prog.): yes, about 45 days per year.</td>
<td>Pre-primary and secondary (voc. prog.): no school holidays. Primary and secondary (gen. prog.): yes, about 45 days per year.</td>
<td>Pre-primary: there is no school year at pre-primary level, so pre-primary teachers are involved in teaching at pre-primary institution all the time. Primary and secondary (gen. prog.): teachers’ working time at school is equal to students’ school year. According to the law, the school year is 35 weeks long. Secondary (voc. prog.): there is no school year defined for vocational education. Vocational education and training teachers have annual workload of 1 320 hours and are involved in teaching/training at school for 44 weeks.</td>
</tr>
<tr>
<td>Lithuania</td>
<td>The Labour Code indicates that working time for teachers is reduced. The total working time of 36 hours per week is defined on the resolution on reduced working time limits and payment by the Government of the Republic of Lithuania No 534, 28 June 2017. Yes, estimated as 38 days per year at primary level and 29 days per year at secondary level (gen. prog.).</td>
<td></td>
<td>Pre-primary: working time for pre-primary teachers is based on the Rules of the Payment of the Pedagogical Staff and Other Employees in Educational Institutions (Order of Minister for Education and Science No V-1254, 19 December 2013). Primary and secondary: by the full-time payment system, all the working time of teachers is divided into three baskets: (1) contact hours, (2) non-contact hours, and (3) working hours for school community. All non-contact hours must not be spent at school (Order of Minister for Education and Science No V-689, 3 August 2018).</td>
</tr>
<tr>
<td>Mexico</td>
<td>No official document specifies working time or non-teaching time.</td>
<td>Not applicable.</td>
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<tr>
<td>Netherlands</td>
<td>Collective labour agreements for primary education and secondary education define annual working time for a full-time job as 1659 hours per annum (about 41.5 week a year). No, but it is at individual schools’ discretion to decide (for meetings, preparation of timetable, other non-teaching activities etc.).</td>
<td></td>
<td>Working time (teaching time, professional development and/or additional tasks during the school year) is based on an agreement between the school leader and the teacher.</td>
</tr>
</tbody>
</table>
## Education at a Glance 2021

### Annex 3

<table>
<thead>
<tr>
<th>All levels of education</th>
<th>Total working time</th>
<th>Are teachers required to work during students' seasonal school holidays?</th>
<th>Working time at school</th>
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<tbody>
<tr>
<td><strong>New Zealand</strong></td>
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<tr>
<td>Pre-primary: the ordinary hours of work for qualified and certified teachers shall not exceed 40 hours per week or 8 hours per day, to be worked from Monday to Friday inclusive between the hours of 7:00 a.m. and 6:00 p.m., plus additional time for staff meetings.</td>
<td></td>
<td>Not applicable.</td>
<td>Primary: the number of working days each year is set by the Minister of Education and is not contained in the Primary Teachers' Collective Agreement. Generally, the number of working days each year is set between 192 and 196. Lower secondary: refer to primary and upper secondary. Upper secondary: the Secondary Teachers' Collective Agreement states that except where reduced by any lawful decision of the employer to close the school to students, the length of the school year for each school shall be determined according to the requirement that schools are required to be open for instruction at least 380 half-days in any one calendar year.</td>
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<tr>
<td>Primary: the Primary Teachers' Collective Agreement states that “as far as practical” teachers should work 40 hours a week, though overtime is possible. However, School Boards of Trustees may require employees to attend school or elsewhere, when the school is closed for instruction (except on weekends or public holidays unless by agreement) for up to 10 days per school year (or the equivalent) for all or any of the following purposes – school administration, school preparation and co-ordination, pre-term planning curriculum and/or technical refreshment and/or professional development. The number of working days each year is set by the Minister of Education and is not contained in the Primary Teachers' Collective Agreement. Generally, the number of working days each year is set between 192 and 196. Lower secondary: refer to primary and upper secondary. Upper secondary: the Secondary Teachers' Collective Agreement states that students are expected to have 25 hours of instruction time per week, and teachers are expected to have 20 hours of contact time a week. The employer may require teachers to participate in professional development opportunities at times when the school is not open for instruction provided that no teacher shall be required to attend for more than five days or equivalent per annum. Except where reduced by any lawful decision of the employer to close the school to students, the length of the school year for each school shall be determined according to the requirement that schools are required to be open for instruction at least 380 half-days in any one calendar year.</td>
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<td>Norway</td>
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<td>Pre-primary: teachers in pre-primary programmes work 37.5 hours per week (full-time). They have, like all other public employees in Norway, 5 weeks of holiday, in addition to up to maximum 10 days of public holidays. Primary and secondary: in the collective agreement, teachers have a net total working time of 1 687.5 hours per year.</td>
<td>Primary and secondary: yes, 45 hours per year.</td>
<td>Pre-primary: all working time for teachers is at school. Primary: in the collective agreement, teachers have 1 300 hours of working time at school per annum, i.e. about 33 hours per week. Lower secondary: in the collective agreement, teachers have 1 225 hours of working time at school per annum, i.e. about 31 hours per week. Upper secondary: in the collective agreement, teachers have 1 150 hours of working time at school per annum, i.e. about 29 hours per week.</td>
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<td>Poland</td>
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<td>According to the Teachers' Charter, total working time cannot exceed 40 hours per week. Within 40 hours per week, teachers are obliged to fulfil their duties related to: didactic and educational activities, other activities resulting from the statutory tasks of the school according to children's interests, self-education, and professional development. Also, a teacher employed in a school, where school holidays are provided, is entitled to vacation leave during students' holidays. Primary and secondary: there are additional days of work during spring and winter breaks when teachers can be required by the director to be available at school for non-teaching duties.</td>
<td>No, but it is at individual schools’ discretion to decide at primary and secondary levels (non-teaching activities).</td>
<td>There are no defined hours for working time at school. However, they should be more than the regulated teaching time and less than the total working time.</td>
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<tr>
<td>Country</td>
<td>Total working time</td>
<td>Are teachers required to work during students’ seasonal school holidays?</td>
<td>Working time at school</td>
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<td>Portugal</td>
<td>Civil servants working time is limited to 35 hours per week, and in the case of teachers, their working time is also bound by their weekly/daily teaching time schedules. Additionally, teachers’ non-teaching time at school during inaction days varies greatly according to the specific needs of each school.</td>
<td>Yes, by estimation.</td>
<td>Full-time teachers are required to be at school for most of their total working time defined, except for certain non-teaching tasks (e.g. preparing lessons, reviewing classwork) which are not required to be done at school. In some cases, individual teachers’ working time at school can be reduced based on their ages, years in the profession and for doing extra-curricular activities at school (maths clubs etc.). School statutes stipulate that working time at school is at least 5.5 hours per day. In the remaining time teacher can perform indirect educational and training activities outside the workplace according to school principal’s decision.</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>Government decrees define mandatory daily working time (teaching time and non-teaching working time) as 8 hours.</td>
<td>No.</td>
<td>Primary and secondary: the Collective agreement stipulates that teachers’ working hours are unevenly distributed. Due to this uneven distribution of working time, full-time work obligation is to be taken as the average work obligation in the 12 months of the current school year (i.e. from 1 September in the current calendar year to 31 August in the following calendar year). The school head has to organise the work of each teacher with an individual annual work plan so that the average full-time work is offset at the end of the reference period. Furthermore, according to the Collective agreement for the education sector in the Republic of Slovenia, teachers’ work obligations comprise 7 hours per week of other work obligations and 33 hours per week of work obligations pertaining to teaching (teaching obligation, preparation of lessons, marking, etc.). Ten hours of the 33 hours can be conducted outside of the school premises. Working time at school is 30 hours per week as stated in national and regional regulations.</td>
</tr>
<tr>
<td>Slovenia</td>
<td>The working time of teachers is defined by the Organization and Financing of Education Act and the Collective agreement for the education sector in the Republic of Slovenia. Teachers’ working time per week is 40 hours.</td>
<td>Missing.</td>
<td>Primary and secondary: the Collective agreement stipulates that teachers’ working hours are unevenly distributed. Due to this uneven distribution of working time, full-time work obligation is to be taken as the average work obligation in the 12 months of the current school year (i.e. from 1 September in the current calendar year to 31 August in the following calendar year). The school head has to organise the work of each teacher with an individual annual work plan so that the average full-time work is offset at the end of the reference period. Furthermore, according to the Collective agreement for the education sector in the Republic of Slovenia, teachers’ work obligations comprise 7 hours per week of other work obligations and 33 hours per week of work obligations pertaining to teaching (teaching obligation, preparation of lessons, marking, etc.). Ten hours of the 33 hours can be conducted outside of the school premises. Working time at school is 30 hours per week as stated in national and regional regulations.</td>
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<tr>
<td>Spain</td>
<td>Total working time is legislated as 37.5 hours per week.</td>
<td>Yes, estimated as 14 days (approximately 105 hours) per year.</td>
<td>Working time at school is 30 hours per week as stated in national and regional regulations.</td>
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<tr>
<td>Sweden</td>
<td>Pre-primary: there is no defined total number of working hours for pre-primary teachers. However, there may be local agreements that differ from this, especially in &quot;förskoleklassen&quot; (preschool class), which is the last year of pre-primary school. The usual agreement for &quot;förskoleklassen&quot; is the same as the national agreement for the primary school. Primary and secondary: total working time consists of two parts: 1 360 hours of regulated working time per year and 407 hours of non-regulated working hours/unmeasured time. The regulated working time can thus be used for all types of tasks that fit into a teachers’ employment, including teaching. For example, it could be used for: participation in development and curriculum work, professional development days, planning, co-operation (in teams, with school management, authorities, other staff, business etc.), evaluation, documentation, information, marketing, administration (scheduling, ordering, purchasing, student assignments, grade administration etc.), management tasks, participation in the placement studies as a part of teacher training, supervision of other teachers, teacher assistants, etc., co-ordination (subjects and institutional work, collaboration with parents) etc. This is not an exhaustive list of tasks a teacher can do. The non-regulated hours are primarily intended for before and after work. The non-regulated working hours can also be used spontaneously for pupil and parenting contacts and time for own development.</td>
<td>Yes, the number of days teachers work during school holidays is determined locally by the responsible authority or at school level. However, it is unusual that teachers are required to work during these periods to any great extent. The working time during school holidays also varies among teachers due to flexible arrangement of non-regulated working hours.</td>
<td>Pre-primary: working time at school is the same as teaching time. Primary and secondary: regulated working time (1 360 hours per annum) within total working time is considered as working time at school.</td>
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<tr>
<td>All levels of education</td>
<td>Working time at school</td>
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<tr>
<td><strong>Total working time</strong></td>
<td><strong>Are teachers required to work during students’ seasonal school holidays?</strong></td>
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<td>Switzerland</td>
<td>Yes, estimated number of hours per year are: Pre-primary: 126 hours. Primary: 127 hours. Lower secondary: 114 hours. Upper secondary (gen. prog.): 147 hours. Upper secondary (voc. prog.): 143 hours.</td>
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<td>In addition to the scheduled teaching time, it is not specified whether the teachers spend the non-teaching hours at school or outside the school. For special tasks, for example, conferences, IT support, etc. teachers are required to be available at school.</td>
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<tr>
<td>Turkey</td>
<td>Yes, 60 hours of professional working programs.</td>
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<td></td>
<td>The working time of teachers at school is determined by the Council of Ministers Decision of Ministry of National Education Regulation of Administrators’ and Teachers’ Lessons and Extra Lesson Hours.</td>
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<tr>
<td>United States</td>
<td>Missing.</td>
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<td></td>
<td>Pre-primary, primary and secondary (gen. prog.): the reported number of working hours at school includes the number of hours teachers are required to work during a typical full week according to their contract. These hours are self-reported by teachers in the data source.</td>
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</tbody>
</table>

**Economies**

**Flemish Comm. (Belgium)**
- It is a free choice of the teacher as long as their teaching duties are fulfilled.
- Not applicable.
- It is a collaborative decision between the school head and the teachers. Pre-primary and primary: there is the limitation that the 26 hours per week foreseen by the legislation for a teacher working full-time.

**French Comm. (Belgium)**
- Pre-primary and primary: a teacher works 1 560 minutes per week for 37 weeks (i.e. 962 hours a year). It covers class work (teaching), compulsory supervision (during breaks) foreseen in the "Service to the School and Students" and possibly collective "Service to the School and Students" assignments. Secondary: there are no regulations on total working time. The Government defines the working load as (1) work in class (i.e. teaching time); (2) work for the class (e.g. lesson preparation, correction of tests and marking of students’ papers etc.); (3) Service to the School and Students (meetings with colleagues, with parents etc.); (4) continuing professional development (3 days per year); and (5) collaborative work (with a pedagogical aim). In addition to the teaching time defined, at least 60 periods of collaborative work per school year are required.
- Pre-primary and primary: no. Secondary: not applicable.
- No working time at school is required. Only teaching time is regulated. Pre-primary: 26 teaching periods per week. Primary: 24 teaching periods per week. Lower secondary: 22 teaching periods per week. Upper secondary (gen. prog.): 20 teaching periods per week. Upper secondary (voc. prog.): 20 teaching periods per week for teachers of theoretical lessons and 28 teaching periods per week for teachers of practical lessons.
<table>
<thead>
<tr>
<th></th>
<th>Total working time</th>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>All levels of education</strong></td>
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<tr>
<td><strong>England (UK)</strong></td>
<td>1 265 hours</td>
<td>No, but teachers are required to be available for five additional days when pupils are not present.</td>
<td>The specified working hours set out in the STPCD only stipulate that a teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the headteacher. The headteacher/employer has discretion over what duties teachers may/must perform and at what times and what places.</td>
</tr>
<tr>
<td><strong>Scotland (UK)</strong></td>
<td>35 hours</td>
<td>Yes, teachers are required to be available for five additional days when pupils are not present.</td>
<td>Teachers are expected to be in school 1 045 hours per year, but this excludes 5 in-service days per year where there is no class teaching but need to be in school.</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td></td>
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<tr>
<td><strong>Brazil</strong></td>
<td>Missing</td>
<td>Not applicable.</td>
<td>The working hours of teachers at school are defined by each education network at subnational levels. There is no consolidated data to represent this information nationally yet. The educational census does not provide this information.</td>
</tr>
</tbody>
</table>

**Note:** See Definitions and Methodology sections for more information. For information on the definition of school heads’ working time, please see Table X3.D4.9.

**Source:** OECD (2021).

*Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.*

[Back to main table for this Indicator]
Tasks and responsibilities of teachers: Tables D4.4 and D4.5.

Interpretation

Data from previous edition of *Education at a Glance* referred to teachers’ tasks and responsibilities considered as criteria to define their salary, while data for the 2018 edition only refers to tasks and activities required to teachers, with no mention to their influence on salaries. Since 2019 edition, Tables D4.4 and D4.5 now incorporates existence of teaching time reduction and/or financial compensation for tasks and responsibilities. For further information on additional allowances and payments to teachers for performing certain responsibilities in the different countries listed in Table D4.5, see comments related to Allowances for teachers of Indicator D3. [Back to main table for this Indicator]

Australia:

*Notes on interpretation:* Information may vary from year to year based on the jurisdictions that provided input. Primary school teachers are entitled to two hours of relief from face to face teaching per week. Secondary school teachers work a maximum of 28 by 40 minute classes per week (or time equivalent), and are on duty for the remainder of the day.

*Teaching more classes or hours than required by full-time contract:* Full-time secondary school teachers can be required to take up to six alternate periods each term to cover the classes of other absent teachers.

*Financial compensation on Table D4.5:* See notes in Allowances for teachers of Indicator D3. [Back to main table for this Indicator]

Belgium (Flemish Community):

*Other tasks:* Following tasks are mandatory for some teachers at the discretion of individual schools at all ISCED levels: graadcoördinator, voorzitter vakwerkgroep and beleidsondersteuning.

*Participation in school or other management in addition to teaching duties:* This task belongs to the limited school-related assignments that a school may request a staff member. If this task is requested from the teacher, this task is integrated in the function description of the teacher.

*Special tasks:* Refer to the note in Participation in school or other management in addition to teaching duties.

*Participation in professional development activities:* Refer to the note in Participation in school or other management in addition to teaching duties. [Back to main table for this Indicator]

Belgium (French Community):

*Special tasks:* Teachers may receive a financial compensation for training student teachers, but not for supporting other teachers.

*Financial compensation on Table D4.5:* See notes in Allowances for teachers of Indicator D3. [Back to main table for this Indicator]

Brazil:

*Notes on interpretation:* The responsibility for provision of formal public education in Brazil is shared by three administrative levels: federal (responsible for tertiary level), states (secondary) and local/municipal (pre-primary, primary and lower secondary). According to the National Education Law, these entities shall set up their educational systems in a collaborative way. Therefore, the fact that the different potential activities of teachers are mandatory or voluntary may vary depending on the organisation level. Each one of the more than 5 000 municipalities has their own autonomy to implement in their own way, but there is a general law giving general recommendation for educational system. This includes the following activities of teachers: teaching, individual planning or preparation of lessons and participation in professional development activities.

[Back to main table for this Indicator]

Canada:

*Notes on methodology:* The methodology for deciding on the Canada-level qualitative response uses two criteria to determine whether there is enough consensus to provide this response: (1) At least seven (50%) provinces and territories provide the same response, and; (2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

*Notes on interpretation:* Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. For items left unanswered, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response. [Back to main table for this Indicator]
Chile:

Notes on methodology: Reported information is revised and approved by the chief of the National Centre for Improvement, Experimentation and Pedagogical Research (CPEIP).

Notes on interpretation: The relationship between teaching and non-teaching time is legally regulated in article 69 of the decree with force of law Nº 1, of 1996, of the Ministry of Education. Weekly teaching in classroom cannot exceed 28 hours and 30 minutes, excluding breaks, in cases where the teacher had been designated in a 44-hour contract. The remaining hours should be used for non-teaching curricular activities. The distribution of the working day schedule should ensure that non-teaching hours are allocated in blocks of time for teachers to develop all their extra tasks involved in the teaching and learning process. A percentage of at least 40% of the non-teaching hours will be allocated to activities of class preparation and evaluation, as well as other professional activities relevant to the school determined by the school head, after consulting with the Board of Teachers. Under this order, it is the responsibility of the school head to assign the teaching and non-teaching hours. Therefore, the reduction of teaching hours of a teacher beyond the maximum established by law is attribution of the school head of the establishment.

Communication and co-operation with parents or guardians: At upper secondary levels, this task can also be voluntarily performed at the discretion of individual teachers.

Team work and dialogue with colleagues at school or elsewhere: At upper secondary levels, this task can also be voluntarily performed at the discretion of individual teachers.

Teaching more classes or hours than required by full-time contract: The Labour Directorate has established in its administrative jurisprudence, Official Ordinary Document 1366, of 08.04.03, that the maximum daily workday by education professionals who work in public schools cannot exceed 10 hours. In accordance with the provisions of the Labour Code, extra teaching hours must be previously authorised by the respective employer.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Mentoring is mandatory for all new teachers between the first and second year of professional practice. The State makes a payment to both mentor (who participates voluntarily) and mentee for participation in mentoring.

Financial compensation on Table D4.5: See notes in Allowances for teachers of Indicator D3.

Colombia:

Participation in school or other management in addition to teaching duties: All the teaching positions go out to public contest, have defined functions and their salary is determined by national law. There are directive positions called coordinators, but these are not teachers and do not have teaching obligations. Teachers cannot assume management responsibilities.

Participation in professional development activities: Subnational entities establishes the Territorial Training Plan for Teachers and Teaching Directors (PTFD) in service, and the individual schools implement it specifically for their need at all levels of education.

Financial compensation on Table D4.5: See notes in Allowances for teachers of Indicator D3.

Costa Rica:

Individual planning or preparation of lessons either at school or elsewhere: In secondary level, teaching time is reduced when planning and teaching students with special needs.

Marking/correcting of student work: In secondary level, providing feedback in the classroom reduces teaching time.

General administrative work: In pre-primary and primary level, this task can be mandatory if requested by the school principal (as duties related to the job) and teaching time is reduced to complete documents. There should be a day to complete paper work at the end of each term. The reduced teaching time varies depending on school and teacher, but there is no available data to estimate the extent. For secondary level teachers, they receive financial compensation when they have assigned administrative work like sending parent reports, reporting on advances of committees and commissions, and organising activities.

Communication and co-operation with parents or guardians: In secondary level, sending parent reports and meeting with parents to give grade reports and disciplinary actions for misconduct reduce teaching time. Teaching time can be reduced for four hours in a period of three months (2 lessons per term).

Supervision of students during breaks: In pre-primary and primary level, English teachers do not have classroom and they use the time of recess to move from one room to another, carry many materials, start pasting things and test sound if are using technology to take advantage of time.

Team work and dialogue with colleagues at school or elsewhere: In pre-primary and primary, teaching time is reduced because most of the time they cannot share with colleagues because they are busy when others are
working. At secondary level, participating in organizing committees for fairs and festivals reduces teaching time. Time is distributed according to the event teacher participate in (e.g. fairs, sports events and festivals).

**Participation in school or other management in addition to teaching duties:** Some teachers are assigned administrative tasks apart from teaching. They are paid for this.

**Students counselling:** In academic day schools, teaching time is not reduced because lessons for counselling are assigned and teachers are paid. However, in night schools, there are no lessons assigned for this purpose, so teaching time could be reduced. Data on reduced teaching time in night schools is not available.

**Special tasks:** At secondary level, teachers are asked to help student teachers and new teachers. Teaching time is reduced depending on the activity in which teachers participate in.

**Participation in mentoring programmes and/or supporting new teachers in induction programmes:** Mentoring is a project to be carried out in 2020. Five mentoring lessons per week will be proposed (3.5 hours per week).

**Participation in professional development activities:** For pre-primary and primary school teachers, Professional Development Institute (IDP) provide the financial support for hiring experts. This offers teachers, who want to grow as a professional, possibility to enrol in online courses while no teaching time is reduced. There should be a virtual platform with extensive courses where teachers can choose the ones they want to be upgraded. Secondary school teachers get financial compensation every time they finish courses that are organised, certified or recognised by the Ministry of Public Education (MEP). For all levels of education, teaching time is reduced depending on the permanent professional development processes (a training can be 8 hours or 40 hours).

**Notes on interpretation:** For teaching-related activities, the legislation either sets the obligation to all teachers, or assigns the responsibilities to school head. When assigned to the school head, the obligation for teachers is set in other official documents (mainly the Criteria for Evaluation). For other responsibilities (participation in school or other management in addition to teaching duties, students counselling, special tasks and participation in mentoring programmes and/or supporting new teachers in induction programmes), the school head can entrust some teachers with given responsibilities or position, but teachers are not obliged to accept. But class teacher responsibility can be ordered.

**Individual planning or preparation of lessons either at school or elsewhere:** Planning and preparation of lessons is included among the criteria defined for external school evaluation by the Czech School Inspectorate (see Criteria for Evaluation). The criterion 4.1 states that: "Teachers systematically think about and prepare teaching in accordance with the knowledge, skills and attitude goals defined in the school’s curricular documents, and in accordance with the needs of students."

**Marking/correcting of student work:** Correcting of student work is included among the criteria defined for external school evaluation by the Czech School Inspectorate (see Criteria for Evaluation). The criterion 4.3 states that: "Teachers systematically monitor the educational progress of each pupil/ and regularly provide pupils/students with effective feedback on their work."

**General administrative work:** Schools are obliged to keep documentation required by law. Related records and documentation provided by individual teachers are prerequisite for this duty. General administritative work is also a prerequisite for monitoring and evaluation of students’ learning progress (for example criterion 5.4: "The school effectively evaluates the success of students during and completing their education at all levels of management of the pedagogical process, the school is able to document the processes and results of this evaluation.")., see Criteria for Evaluation), and for suitable support measures taking into account the individual students’ characteristics.

**Communication and co-operation with parents or guardians:** According to the Education Act, teachers are obliged to provide information related to education and training to pupils, students, parents and legal guardians. Communication and cooperation with parents or guardians is also included among the criteria for school evaluation set by the Czech School Inspectorate, for example criterion 3.2: "Teachers consistently apply a friendly, respectful approach when communicating with students, parents and colleagues."

**Supervision of students during breaks:** According to the Education Act, the school head is responsible for ensuring the supervision of students. The Work Rules stipulates that teachers perform the supervision during breaks according to the "timetable of supervision". Furthermore, the Act on Educational Staff requires teachers to be present at school during the time set in the timetable.

**Team work and dialogue with colleagues at school or elsewhere:** According to the Education Act, the school head establishes the Pedagogical Council whose members are all pedagogical staff. Furthermore, the Labour Code states that all employees are obliged to cooperate with colleagues. The teamwork is also one of the criteria for school evaluation set by the Czech School Inspectorate, criterion 3.3: "Teachers actively cooperate and provide mutual support and feedback..." (see Criteria for Evaluation).

**Participation in school or other management in addition to teaching duties:** The school head may entrust the teacher (with his/her consent) to lead other employees. According to the Government Regulation, the teaching
time is reduced for deputy school heads depending on the size of a school. It is not reduced for other management staff.

**Teaching more classes or hours than required by full-time contract:** According to the Act on Education Staff, the school head can order the teachers to teach up to 4 lessons above the stipulated number of teaching hours. With the consent of the teacher they can arrange even more teaching hours.

**Student counselling:** The Education Act guarantees parents/students the right to counselling services provided by school. At nursery schools, the positions of school counsellor and/or school prevention specialist are generally not established. The organisation of counselling services is upon the responsibility of the school head. In primary and secondary education, the school head is obliged to ensure guidance and counselling services by teachers with specific training - the school counsellor (výchovný poradce) and school prevention specialist (školní metodik prevence). Their tasks are defined by the Decree on Guidance and Counselling in Education.

In primary and general programmes of secondary education, the extent of weekly direct teaching activity of teachers who perform the function of a school adviser is reduced by 1 to 5 lessons (of 45 minutes) a week, depending on the school size. For the school prevention specialist, the teaching time is not reduced.

**Class teacher/form teacher:** The position of the class teacher is not defined by the law. Nevertheless, the Government Regulation stipulates special allowance for class teachers. Even if the regulation does not specify the educational levels, the position is generally established only at primary and secondary level.

**Participation in professional development activities:** Continuing professional development (CPD) is a professional duty of teachers embedded in the Czech legislation. Teachers professional development activities are organised in accordance with the CPD plan. Completing the plan of CPD for teachers is within the autonomy of the school/school head. When setting the plan it is necessary to take into account the teachers’ interests, the school’s needs and its budget. The CPD is generally organised during the working time and the teachers thus receive regular salary. They can also take up to 12 days of self-study leave, preferably during the school holidays (school closure), and compensated at the same level as regular salary. Achieving some special qualifications in further education enables a teacher to perform specialised activities where allowances can be provided. See Allowances for teachers of Indicator D3 on allowances related to successful completion of (continuing) professional development activities.

**Financial compensation on Table D4.5:** See notes in Allowances for teachers of Indicator D3.

**Notes on interpretation:** The basic conditions of service for teachers are regulated by collective agreements between the unions and national authorities for employers (the Ministry of Finance (Minister for Public Sector Innovation) and Local Governments Denmark (KL)). The individual school head determines the duties to be handled by the teachers, e.g. to decide on the number of classes to teach, number of hours for teaching, extra duties to take care of etc. Decisions like these are typical taken in dialogue with the teachers, but the competence to decide is at the school head.

The collective agreement does not specifically state that teachers have to teach, but it is an implied expectation in the Danish school system, that the teachers have teaching roles. This also applies to preparation time, where it is expected that the teachers prepare for lessons. There exists some variation between schools, because it is decided on a local level how much each teacher has to teach and how many extra tasks/activities that the teacher has to fulfill. In practice, most teachers at most schools will probably carry out the same tasks. Therefore, the reported data indicates the typical behaviour of teachers.

**Teaching:** In pre-primary education (ISCED 02), the concept of formal teaching does not apply. However, it is mandatory for all teachers to actively support the development of children aged 3-5. In primary and lower secondary education (ISCED 1 and 24), teachers receive a regular allowance for teaching. The national collective agreement regulates the hourly payment to teacher teaching more than 750 hours per year (835 hours per year for grade 1 (børnehaveklasseleder)).

**Individual planning or preparation of lessons either at school or elsewhere:** In pre-primary education (ISCED 02), all ECEC facilities develop a pedagogical curriculum based on a national curriculum framework. It is typically required by pedagogues to plan the day for the children, but teaching lessons are not prepared as there is no teaching in an academic sense. Instead, teachers (pedagogues) work to actively support the development and learning of the children. In upper secondary education, the individual principal/director has the right to manage the workforce in accordance with the collective bargaining agreements. This includes the teachers working time and how it is used.

**Marking/correcting of student work:** Children at pre-primary level (ISCED 02) do not hand in work/assignments for the pedagogues to correct, and likewise, it is not a part of the job for pedagogues to correct student work. As stated earlier, the focus is on development and learning. In primary and lower secondary education (ISCED 1 and 24), it is normal that teachers correct the assignments/work that students hand in, but in grade 0 (children aged 6), it is not typical.
**General administrative work:** In pre-primary, primary and lower secondary education (ISCED 02, 1 and 24), working as pedagogical staff involves administrative work.

**Communication and co-operation with parents or guardians:** In pre-primary, primary and lower secondary education (ISCED 02, 1 and 24), the pedagogical curriculum requires to have a close cooperation and communication with parents. In upper secondary education (ISCED 3), teachers only have contact with parents or guardians when there is a specific reason or need for it. It is fairly rare in practice that teachers have regular contact with the students’ parents or guardians.

**Supervision of students during breaks:** In pre-primary education (ISCED 02), there is no concept of lessons as well as breaks. Thus, pedagogues supervise the children for most of the time. In primary and lower secondary schools (ISCED 1 and 24), teachers perform this task at the discretion of individual schools.

**Team work and dialogue with colleagues at school or elsewhere:** In all levels of education, it is widely practiced and very common for schools in Denmark to organise the work in teams. Communication between colleagues is natural. In pre-primary education (ISCED 02), each municipality has the freedom to organize their ECEC facilities in ways that meet local needs. In primary and lower secondary education (ISCED 1 and 24), there is still a variation at school level in the amount of communication and team work, but a lot of development is being done in this area. In addition, a special compensation can be reached when teachers work in autonomous work teams, typically when teachers plan their own schedules in teams.

**Participation in school or other management in addition to teaching duties:** In upper secondary education (ISCED 3), reduction of teaching time depends on local agreements.

**Teaching more classes or hours than required by full-time contract:** Denmark has no regulated teaching time. In primary and lower secondary education (ISCED 1 and 24), nevertheless, the national collective agreement regulates that a teacher teaching more than 750 hours per year (835 hours per year for grade 1 (børnehaveklasseleder)) receives an extra payment of 125.18 DKK per hour.

**Students counselling:** This is not applicable to the pedagogues in charge of ECEC children of ages 3-5 (ISCED 02), as the role of the pedagogue is to naturally develop the children. In upper secondary education (ISCED 3), reduction of teaching time depends on local agreements.

**Engaging in extracurricular activities:** This responsibility is not typically carried out by schools. Instead, it is local sports/game/drama-clubs/organisations that organise these events/activities.

**Special tasks:** In upper secondary education (ISCED 3), reduction of teaching time depends on local agreements.

**Class teacher/form teacher:** The concept of ‘class teachers’ is not relevant in pre-primary education (ISCED 02).

**Participation in professional development activities:** In upper secondary education (ISCED 3), reduction of teaching time depends on local agreements.

**Financial compensation on Table D4.5:** See notes in [Allowances for teachers](#) of Indicator D3.

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**England:**

**Notes on interpretation:** The activities reported “mandatory” or “school req.” in task requirement columns indicate that the headteacher/employer has discretion over what duties teachers may/must perform and at what times and what places in a teacher’s 1 265 hours of directed time under either the section on professional responsibilities of a teacher or overarching rights conferred to teachers stipulated in the School Teachers’ Pay and Conditions Document (STPCD).

The activities/responsibilities reported ‘Yes (always)’ for reduction in teaching time are stipulated in the STPCD under the section on overarching rights conferred to teachers. Examples include the activities and responsibilities that are included under Preparation and Assessment (PPA) and training time. For all other activities and responsibilities, it is at the discretion of the headteacher/employer what duties teachers may/must perform and at what times and what places in a teacher’s 1 265 hours of directed time (i.e. how many hours are for teaching and for other duties).

The activities/responsibilities reported ‘Yes (sometimes)’ for financial compensation are stipulated in the STPCD under the section on allowances and other payments for classroom teachers. Also, in England pay is related to performance, but within ranges set out in the STPCD. It is at the discretion of the relevant body in schools to determine whether any of the activities/responsibilities listed are factors schools consider when assessing performance.

More details on the framework for pay and conditions (STPCD 2019) are presented below. The statutory requirements in the STPCD (2019) apply to public schools only.

**Teachers - professional responsibilities (STPCD, pages 44-45):** The duties a teacher may be required to undertake are as follows:
- Teaching: Plan and teach lessons to the classes they are assigned to teach within the context of the school’s plans, curriculum and schemes of work; Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils; Participate in arrangements for preparing pupils for external examinations.
- Whole school organisation, strategy and development: Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures in such a way as to support the school’s values and vision; Work with others on curriculum and/or pupil development to secure co-ordinated outcomes; Supervise and as far as practicable teach any pupils where the person timetabled to take the class is not available to do so.
- Health, safety and discipline: Promote the safety and well-being of pupils; Maintain good order and discipline among pupils.
- Management of staff and resources: Direct and supervise support staff assigned to them and, where appropriate, other teachers; Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff; Deploy resources delegated to them.
- Professional development: Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff; Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Communication: Communicate with pupils, parents and carers.
- Working with colleagues and other relevant professionals: Collaborate and work with colleagues and other relevant professionals within and beyond the school.

The overarching rights conferred to teachers (STPCD, pages 49-50):
- Guaranteed planning and preparation time: All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of their specified working hours. PPA time must be provided in units of not less than half an hour during the school’s timetabled teaching week and must amount to not less than 10% of the teacher’s timetabled teaching time. A teacher must not be required to carry out any other duties during the teacher’s PPA time.
- Management time: A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.
- Administration and external examinations: A teacher should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher's professional skills and judgment, including those associated with the arrangements for preparing pupils for external examinations such as invigilation.
- Training and development: All teachers in the school should have access to advice, training and developmental opportunities appropriate to their needs, including needs identified in objectives or in appraisal statements or reports.

Allowances and other payments for classroom teachers (STPCD, pages 25-30):
- Teaching and learning responsibility (TLR) payments: The relevant body may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. TLR 1 (includes line management): the annual value of a TLR1 must be no less than GBP 8 069 and no greater than GBP 13 654; TLR 2: the annual value of a TLR2 must be no less than GBP 2 796 and no greater than GBP 6 829; TLR 3 (fixed term): The annual value of an individual TLR3 must be no less than GBP 555 and no greater than GBP 2 757.
- Additional payments: The relevant body may make such payments as it sees fit to a teacher, other than a headteacher, in respect of continuing professional development undertaken outside the school day/activities relating to the provision of initial teacher training as part of the ordinary conduct of the school/participation in out-of-school hours learning activity agreed between the teacher and the headteacher/additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

Pay progression linked to performance (STPCD, page 24): The relevant body must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges set out in paragraphs 13, 14, 16 and 17.

Financial compensation on Table D4.5: See notes in Allowances for teachers of Indicator D3.

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Estonia:

Notes on interpretation: Specific circumstances where teaching time is reduced and/or financial compensation is given indicate that such decision is made at school-level.
Participation in school or other management in addition to teaching duties: For vocational programmes, this includes leading teachers.

Students counselling: This task at pre-primary level refers to developmental conversation with a student, parents and teacher.

Class teacher/form teacher: There are no class teachers in vocational programmes. Instead, there may be teachers guiding some groups of students, usually these are teachers whose working load as vocational education teachers is already smaller and coaching a group enables them to get the full position at school. As a rule, it does not mean that their workload as a subject teacher has been diminished.

Other responsibilities: Teachers are required at the discretion of individual schools to develop digital skills. Teaching time can be reduced for teachers under specific circumstances in vocational programmes at secondary level. Financial compensation applies underspecific circumstances at all levels of education.

Financial compensation on Table D4.5: See notes in Allowances for teachers of Indicator D3.

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Finland:

Participation in school or other management in addition to teaching duties: The reduction of statutory teaching time varies from 1-16 weekly lessons depending on the size of the school. If the teaching time is not reduced, the corresponding financial compensation is defined in the Collective agreement.

Class teacher/form teacher: For upper secondary level, the definition of the compensation is decided at local/school level.

Financial compensation on Table D4.5: See notes in Allowances for teachers of Indicator D3.

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France:

Notes on interpretation: The information entered concerns all permanent teaching staff in pre-primary, primary and secondary education in the public sector, all categories combined.

In accordance with Decree No. 2014-940 of 20 August 2014 (on the service obligations and missions of teaching staff working in a public secondary education establishment) and Decree No. 93-55 of 15 January 1993 (instituting a pupil monitoring and guidance allowance for secondary education teaching staff), preparation work and personal research necessary for the teaching hours, help and follow-up of the students' personal work, their evaluation, advice to students in the choice of their orientation project, relations with parents, work within teaching teams are within the scope of the fixed part of ISOE (indemnité de suivi et d’orientation des élèves).

Participation in school or other management in addition to teaching duties: Teachers can have specific missions of a subject or the coordination of teaching cycle grouping several grades. At pre-primary and primary levels, teachers who have school management responsibilities (pedagogical steering, school functioning) have their teaching time partially or totally reduced. For the 2019-2020 school year, the reduction in teaching time corresponds to 11 402 full-time equivalents (FTE). Financial compensation (indemnité pour mission particulière) applies for ISCED 02 to 35. However, teachers of ISCED 0 and 1 who receive bonus for school direction are considered as "school heads" in this data collection.

Teaching more classes or hours than required by full-time contract: In secondary education (ISCED 24, 34 and 35), the first two overtime hours (heure supplémentaire année; HSA) is "mandatory" (a teacher cannot refuse these hours). The other supplementary overtime hours are at the discretion of individual teachers. At pre-primary and primary levels, only substitute teachers can, under specific circumstances, teach more hours than the maximum but have to teach less hours on another week to balance.

Students counselling: At primary level, all teachers receive a fixed annual salary bonus named ISAE (Indemnité de suivi et d’accompagnement des élèves). At secondary level, teachers guide pupils in their academic and career choice. This responsibility is included in the fixed part of the ISOE allowance (Indemnité de suivi et d’orientation des élèves). Moreover, "professeur principal" (class teacher; provided with the flexible part of the ISOE) could take on this responsibility at their own discretion.

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): The hours devoted to the school sport clubs (3 hours per week), within the framework of the Union Nationale du Sport Scolaire (UNSS), are taken into account in the obligations of service for physical education teachers.

Special tasks: Teachers who provide training are entirely or partially relieved of their teaching time. At pre-primary and primary levels (ISCED 02 and 1), the reduction of teaching time for the "professeurs des écoles
maîtres formateurs" represents 943 FTE. At secondary levels (ISCED 2 and 3), the "professeurs formateurs académiques" have their teaching time reduced from 3 to 6 hours per week; this reduction of teaching time represents 189 FTE.

**Class teacher/form teacher:** In secondary education, class teacher do not have a reduction of their teaching time. Instead, they receive higher ISOE allowance (indemnité de suivi et d'orientation des élèves) as the flexible part of the ISOE allowance is only given to class teachers (professeur principal).

**Participation in professional development activities:** Some professional development activities are not mandatory. On the initiative of the competent authority or after its agreement, teaching staff benefits from professional training actions during the periods of vacancy of the classes, for 5 days per year maximum (by Decree n° 2019-935 from 6 September 2019 [link]).

**Financial compensation on Table D4.5:** See notes in Allowances for teachers of Indicator D3.

**Notes on interpretation:**
- For the performance of the other tasks and responsibilities, the individual teaching obligation can be reduced by so-called credit hours (Anrechnungsstunden). The specific circumstances under which credit hours may be granted are laid down in regulations of the Länder and vary. As a rule, the school principal decides on the allocation of credit hours. The principal may also have only a limited number of credit hours at her/his disposal. It is therefore not possible to provide information on the number of credit hours allocated.

**Participation in school or other management in addition to teaching duties:** In some Länder under certain circumstances, allowances may be provided for certain extra responsibilities, such as service on committees or staff bodies. This is mainly relevant for secondary schools with a huge number of students.

**Teaching more classes or hours than required by full-time contract:** Individual Länder have recently introduced financial compensation for teaching more hours than required. In the majority of Länder, however, this is not the case.

**Germany:**

**Notes on interpretation:** For example, reduction of deputy school heads' teaching time varies depending on the size of school and level of education. (Act CXC of 2011 on public education (Annex 5))

For deputy school heads in kindergartens (ISCED 02), out of the 32 hours of teaching time for classroom teachers, 6 hours are deducted in kindergartens with less than 50 children, 8 hours in kindergartens with 50-199 children, 10 hours in kindergartens with 200-449 children and up to 12 hours in kindergartens with at least 450 children.

For deputy school heads in kindergartens (ISCED 02), out of the 32 hours of teaching time for classroom teachers, 6 hours are deducted in kindergartens with less than 50 children, 8 hours in kindergartens with 50-199 children, 10 hours in kindergartens with 200-449 children and up to 12 hours in kindergartens with at least 450 children.

In basic schools and upper secondary schools (ISCED 1 to 3), deputy school heads are designated with less number of classes. For deputy school heads, out of 22 to 26 classes (of 45-minutes) for classroom teachers, 10 classes is required in schools with less than 50 students, 8 classes in schools with 50-199 students, 6 classes in schools with 200-449 students and 4 classes in schools with at least 450 students.

**Teaching more classes or hours than required:** If a teacher takes the extra role of a school inspector expert or pedagogical advisor, the obligatory number of teaching classes (22 to 26 classes) is reduced to no more than 18 classes. For teachers in kindergarten, it is reduced from 32 to no more than 25.

**Class teacher/form teacher:** Reduction of 2 classes for form teachers.

**Participation in professional development activities:** The school has to organise the participation of a teacher in continuing professional development activities, which is mostly in working time. There is no stipulated number of teaching classes for reduction. This is school autonomy.

**Ireland:**

**Notes on interpretation:** Data is not collected for pre-primary level.

Salary scales of full-time classroom teachers implicitly require teachers to perform the following tasks: teaching; planning and preparation of lessons; assessment and correction of students' work; administrative work; communication with parents, and; team work, collaborative school planning and discussion.

**Supervision of students during breaks:** This task is a part of the work of full-time teachers. The conditions relating to supervision for teachers at primary level (ISCED 1) are set out in Department Circular 33/2013 and at secondary level (ISCED 24 and 34) in Department Circular 0006/2014. From the beginning of the 2013/14 school year, each teacher at primary and general lower and upper secondary levels (ISCED 1, 24 and 34) has been required to provide 43 hours supervision per annum to include substitution cover for particular teacher absences (e.g. uncertified sick leave absences). At primary level, the provision of this 43 hours supervision is part of the non-teaching work required of all teachers during school hours. At general secondary education (ISCED 24 and 34), the provision of this 43 hours supervision is the only non-teaching work that is required of all full-time teachers at primary level (ISCED 1) are set out in Department Circular 33/2013 and at secondary level (ISCED 24 and 34) in Department Circular 0006/2014.
teachers during school hours. At secondary level, there was an opt out arrangement as per Circular 0006/2014 for teachers not to participate in the supervision of students which involved a reduction in their salary.

**Teamwork and dialogue with colleagues at school or elsewhere:** Collaborative work in School Self-Evaluation is a requirement for all teachers.

**Participation in school or other management in addition to teaching duties:** School management may assign management duties in addition to teaching duties to individual teachers who have been appointed to hold special duties posts. The arrangements for making appointments to posts of responsibility at primary level (ISCED 1) are outlined in Circular 0070/2018 and at secondary level (ISCED 2 and 3) in Circular Letter 0003/2018.

**Class teacher/form teacher:** At primary level (ISCED 1), it is the norm for school management to assign teachers to assume full responsibility for individual classes as part of their normal teaching duties. At secondary level (ISCED 24 and 34), a school may assign Year Head duties to a teacher who has been assigned additional special duties or management duties.

**Participation in mentoring programmes and/or supporting new teachers in induction programmes:** Droichead (The Integrated Professional Induction Framework) was introduced into all primary and post-primary schools on a phased basis from 2016 to 2020.

During 2019/20, the management of each special education school, mainstream primary schools with administrative principals and 7 teachers or more, and post-primary schools with 200 students or more were required to establish a Professional Support Team (PST) of mentors for newly qualified teachers working in their school. Teachers in other mainstream schools were trained and assigned as mentors to newly qualified teachers on an optional basis and at the discretion of school management as part of the National Induction Programme for Newly Qualified teachers. Mandatory participation in the mentoring of newly qualified teachers has been extended to all schools in 2020/21. As schools are included in the school-based induction programme, it will be at the discretion of senior management in each school to assign individual teachers to the PST in the role of mentors. However, participation by individual teachers in this role is on a voluntary basis. The principal may involve teachers from outside the school if it is not possible to form the team from within the school staff.

Supporting a newly qualified teacher during Droichead is always a collaborative process, although the roles and responsibilities of PST members may vary in different school contexts, and are therefore agreed before the Droichead process commences.

**Participation in professional development activities:** Apart from continuing professional development (CPD) provided at national level where schools have to close schools to facilitate attendance by staff, CPD is not mandatory. There may be a reduction of teaching time as there are circumstances (e.g. programmes of national CPD) where schools may have to close to facilitate attendance by all staff or a large number of staff at the training.

**Financial compensation on Table D4.5:** See notes in [ Allowances for teachers of Indicator D3.](#)

**Israel:**

**Notes on methodology:** The New Horizon Reform and the Oz Letmura Reform resulted in various changes in working hours and non-teaching hours and implemented for majority of teachers. For more information on the Reforms, refer to [Notes on methodology on Table D4.1.](#)

**Teaching:** Teachers in pre-primary education do not teach in front of children, as life-long learning (e.g. playing, music etc.) is considered important.

**General administrative work:** Primary and secondary teachers perform this duty during working hours at school.

**Communication and co-operation with parents or guardians:** It includes parents meetings, preparation of year-end parties and ceremonies for the holidays (18 hours per semi-annual).

**Supervision of students during breaks:** Pre-primary teacher must be with the children all day long.

**Teamwork and dialogues with colleagues at school or elsewhere:** Primary and secondary teachers perform this duty during working hours at school.

**Participation in school or other management in addition to teaching duties:** Vice-principals must teach and teaching time is not reduced for this task.

**Teaching more classes or hours than required by full-time contract:** It is subject to the allocation of hours for the school and to the principal’s decision. The obligation for the teacher is up to one full-time equivalent.

**Students counselling:** Master of Arts is the minimal condition for the consultant role and have to be consultant in his formation. For teachers performing this responsibility, they are committed to teach one-third of full-time equivalent with remuneration. The principal can ask teachers to engage in student counselling, and in this case, teachers will not receive a financial compensation.

**Engaging in extracurricular activities:** With authorization of the Ministry of Education, a teacher can participate, at his own discretion, in activities for young pupils in the summer vacation (e.g. summer schools) or in the
afternoon after school (for pupils in the first two grades only). However, the teacher take this responsibility separately from his regular role as a classroom teacher. The teacher will be paid for this additional work by the local authority and not by the Ministry of Education.

**Special tasks:** Ministry of Education authorises teachers to guide qualified teachers. The principal chooses trainers for training and mentoring student teachers, where remuneration is provided.

**Class teacher/form teacher:** Teacher in lower secondary level can teach 2 hours a week less from the account of teaching hours to small groups of students. In the upper secondary education, the reduction of teaching time is about 3 hours per week, from the teaching time in front of the class.

**Participation in professional development activities:** There is a high awareness of the importance of professional development, taking considerable part in both reforms, the New Horizon and the *Oz Letmura*. Though professional development is not mandatory, majority of the teachers participate in the course to increase their salary (move to a higher salary level) by a substantial percentage or maybe move to a higher position.

These two reforms have a different effect on the teacher's professional development. In the New Horizon Reform (from kindergarten to grade 9) a teacher receives a professional promotion and an increase in his salary on the base of the hours of professional development he took part. In the *Oz Letmura* Reform (grades 10-12), the teacher is learning at school two hours a week as part of his professional activities and of his post. Moreover, the rest of the courses in which he participates is taken in the PISGA centers or in one of the universities. According to the number of hours, he will receive a “unit of courses”, one of the maximum 18 “units” that he can receive during his career. A teacher is entitled to receive one “unit” a year.

**Financial compensation on Table D4.5:** See notes in *Allowances for teachers* of Indicator D3.

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**Italy:**

**Financial compensation on Table D4.5:** See notes in *Allowances for teachers* of Indicator D3.

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**Japan:**

**Notes on interpretation:** College of Technology (course of the first to third grade) established by regional or local governments and Upper Secondary Course of Specialised Training College (upper secondary specialised training school) are excluded.

**Teaching more classes or hours than required by full-time contract:** There is no appropriate option to express Japanese circumstance for existence of financial compensation. **Back to main table for this Indicator**

**Korea:**

**Notes on interpretation:** For pre-primary level, only public kindergarten (governed by the Ministry of Education) is included. Public childcare (governed by the Ministry of Health and Welfare) is not included as there is no data available.

**General administrative work:** Teachers assigned to the Educational Administration Task Force occasionally receive a reduction in teaching time to allow them to support their schools' administrative affairs. This reduction in teaching time is at the discretion of individual schools.

**Participation in school or other management in addition to teaching duties:** Teaching time of managerial teachers may be reduced at the discretion of individual schools, depending on the school's circumstances.

**Students counselling:** Teaching time is typically reduced by 10 periods or less per week for teachers in charge of career guidance and college admission counselling. For teachers in charge of preventing school violence and delinquency, teaching time is reduced at the discretion of individual schools.

**Special tasks:** Master teachers, who are in charge of mentoring, providing professional development and designing curriculum for other teachers, receive a 50% reduction in teaching time compared to general teachers with financial compensation for research expenses.

**Participation in mentoring programmes and/or supporting new teachers in induction programmes:** See note on Master teachers in **Special tasks**.

**Financial compensation on Table D4.5:** See notes in *Allowances for teachers* of Indicator D3.

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**Latvia:**

**Marking/correcting of student work:** At pre-primary level, there is no written marking/correcting of works but a teacher expresses appraisal (appreciation) of children work by words. It is teacher's responsibility according to the pre-school education guidelines. Parents or guardians of a child receive written information from a pre-primary institution on achievements of the child after completion of pre-school education programme.
Participation in school or other management in addition to teaching duties: Methodology work at school, project management and other activities related to the development of school are part of teacher's workload. However, if a teacher performs duties of head of department, he or she receives a salary for this administrative work. Working in full-time administrative position, teacher may have up to 7 additional teaching hours.

Participation in professional development activities: Participation in 36 hours of compulsory professional development activities in three-year period is a teacher's duty and is a part of statutory salary. However, there may be financial compensation to cover necessary expenses to attend these activities (e.g. travel expenses to the capital (Riga)).

Financial compensation on Table D4.5: See notes in Allowances for teachers of Indicator D3.

Lithuania:
Notes on interpretation: “No financial compensation” indicate that the task is included in the statutory description and does not give extra payment.

Financial compensation on Table D4.5: See notes in Allowances for teachers of Indicator D3.

Mexico:
General administrative work: Financial compensation is applied at pre-primary, primary and lower secondary (general programmes) levels to achieve a better, fixed salary level. Back to main table for this Indicator

Netherlands:
Notes on interpretation: Every year before the summer break, employer (school head) makes agreements with individual teachers about the working days, the number of teaching hours or lesson-related and/or treatment tasks, professional development and other tasks.

In the vocational programmes of upper secondary education (MBO), education personnels mainly work in teams. The members make mutual agreements about their work.

Data is based on tasks and responsibilities of a classroom teacher, not a teacher in general.

Supervision of students during breaks: At upper secondary vocational programmes, breaks are responsibilities of students. For other level of education, it is at the discretion of individual schools to decide on task requirement.

Financial compensation on Table D4.5: See notes in Allowances for teachers of Indicator D3.

New Zealand:
Notes on interpretation: The New Zealand Education System does not have an explicit lower secondary level (ISCED 24) and all secondary level educational programmes are general. So for descriptive responses, both the responses for primary (ISCED 1) and upper secondary (ISCED 34) levels have been provided. Where there are two responses for lower secondary level, Years 7-8 of lower secondary level (ISCED 24) follow primary level (ISCED 1) and Years 9-10 of lower secondary level follow upper secondary level (ISCED 34).

Data on reduction in teaching time and existence of financial compensation cannot be provided at a national level as Ministry of Education (MOE) does not employ teachers. Schools are responsible for employing and deploying teachers and are not required to report to MOE. Back to main table for this Indicator

Norway:
Communication and co-operation with parents or guardians: It is the task of the class teacher/form teacher. See notes on Class teacher/form teacher.

Participation in school or other management in addition to teaching duties: Depending on the extent of the additional responsibility, teachers may have a reduction in teaching time and an additional compensation at the discretion of the school head.

Students counselling: It is the task of the class teacher/form teacher. See notes on Class teacher/form teacher.

Special tasks: Teacher who are responsible of training teacher students, gets a reduction in teaching time and an additional compensation when the student teachers are practice teachers (under supervision).

Class teacher/form teacher: Teachers, who have this task, teaches one hour less each week.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Depending on the extent of the additional responsibility, teachers may have a reduction in teaching time and an additional compensation at the discretion of the school head.

Participation in professional development activities: Teachers may apply to participate in professional development activities, which result in a reduction of teaching time for one year, and which may result in an increase in the base salary.
Notes on interpretation: Due to the educational reform, since the school year 2019/20, primary education (ISCED 1) includes 4 years of primary school (grades 1-4) and lower secondary education (ISCED 24) includes another 4 years of primary school (grades 5-8). For more information on the education reform, refer to Notes on interpretation on Table 4.1.

Supervision of students during breaks: There is no break in the kindergarten activities. The teacher exercises constant supervision over children.

Financial compensation on Table D4.5: See notes in Allowances for teachers of Indicator D3.

Notes on interpretation: Due to the educational reform, since the school year 2019/20, primary education (ISCED 1) includes 4 years of primary school (grades 1-4) and lower secondary education (ISCED 24) includes another 4 years of primary school (grades 5-8). For more information on the education reform, refer to Notes on interpretation on Table 4.1.

Notes on interpretation: All tasks in the second cycle of ISCED 1 are identical to those of ISCED 2 and 3. Bonuses are given on a monthly basis and they usually last for the whole school year.

Individual planning or preparation of lessons either at school or elsewhere: Teachers in ISCED 0 who teach children aged 5 years old, coordinate with the teachers of the first grade in ISCED 1.

Participation in school or other management in addition to teaching duties: Deputy heads, heads of curricular departments, class coordinators and teachers with other management responsibilities have their teaching time reduced during the time they hold the position. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): This situation occurs mostly due to difficulties in matching the individual teaching load and the curriculum hours of the classes assigned to the teacher. Teachers are paid overtime work for the hours they teach beyond the statutorily established. The cost per hour depends on the position in the teaching career and the number of overtime hours (25% for the first hour and 50% for the second or more hours).

Students counselling: Teachers who teach primary education or grades 1-4 of primary education are not required to do students counselling. Teachers responsible for “specific tutorial support” to students (grades 5-6 of primary education; lower secondary education) have their teaching time reduced. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Engaging in extracurricular activities: Teachers running extra-curricular activities may receive a reduction in teaching time. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Special tasks: This task is performed at the discretion of individual schools at all levels of education from pre-primary to upper secondary. This task is done with the accordance of the teacher. Teacher trainers receive a reduction in teaching time during the time they hold the task. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Class teacher/form teacher: 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 amount of time statutorily defined among these and other additional tasks and responsibilities.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: This task is performed at the discretion of individual schools at all levels of education from pre-primary to upper secondary. This task is done with the accordance of the teacher. Teachers responsible for mentoring/induction programmes have their teaching time reduced during the time they hold the position. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Participation in professional development activities: It is not compulsory, but in order to progress in the career, teachers have to complete a certain amount of professional development credits, awarded by means of in-service training. On average, it is required to do 25 hours of in-service training per year. In case of non-successful completion, the teacher will not progress in the teaching career and the salary will not increase.

Financial compensation on Table D4.5: See notes in Allowances for teachers of Indicator D3.

Communication and co-operation with parents or guardians: Communication with parents does not reduce teaching time, but is built into teachers’ working time agreements. This time is in addition to their pupil contact time, but within their overall contractual hours. Scottish education authorities are placed under a legal requirement to involve parents via the Scottish Schools (Parental Involvement) Act 2006. Communication with
parents is one of the aspects of involvement. In practice, head teachers and class teachers may discharge this responsibility on a day-to-day basis but the requirement is not placed directly on class teachers. Liaison with parents is part of a teacher’s terms and conditions as set out in the “National Agreement - A Teaching Profession for the 21st Century” (link). Back to main table for this Indicator

Slovenia:

Notes on interpretation: Working time of teachers is defined by the Organisation and Financing of Education Act (ZOFVI) and the Collective agreement for the education sector in the Republic of Slovenia. The workload of a teacher includes teaching and other forms of organised work with students, preparation of lessons, assessing and grading of student work, and other work necessary for implementing the education programme. The ZOFVI, as well as Kindergarten Act and other regulations specify mandatory tasks for teachers (if so assigned).

Participation in school or other management in addition to teaching duties: In upper secondary education (ISCED 3), the following roles results in reduction of teaching time: secretary of the school committee for matura or leaving examination, coordinator of elective content or interest activities, pedagogical or sport coordinator in sport classes, organiser of school meals. Reduction of teaching time depends on the task and on the number of students/classes (from 0.5 to 16 lessons per week).

Teaching more classes or hours than required by full-time contract: For primary and secondary levels, (ISCED 1, 2 and 3), the head teacher may assign a teacher extra weekly teaching time (additional teaching within full-time contract) but not for more than five lesson a week (not more than 38 weeks in school year) according to the Article 124 of the Organisation and Financing of Education Act. This is paid as Work performance from increased workload (refer to Indicator D3).

Class teacher/form teacher: For primary and secondary levels (ISCED 1, 24, 34 and 35), there is a reduction of one teaching hour per week in the first and in the final year and by 0.5 hours in all other years of basic and upper secondary education.

Other responsibilities: The Kindergarten Act specifies participation in the organisation of life and activities at a kindergarten that is in detail defined with the with its annual action plan in addition to other tasks for preschool teachers (ISCED 0). These are at the discretion of the individual schools and has no financial compensation.

The Organization and Financing of Education Act (Article 119) specifies among other tasks for teachers also: collecting and processing data related to performing educational and other work; maintaining study rooms, collections, school workshops, sports halls, playgrounds, gardens, etc.; organising cultural, sports and other generally beneficial and humanitarian activities to involve students; other duties and responsibilities specified in the annual work plan. These are mandatory for teachers in primary and secondary education (ISCED 1 to 3) and has no financial compensation nor reduction in teaching hours.

Membership in a subject testing committee for national assessment of knowledge in basic school (ISCED 1 and 24) is performed voluntarily at the discretion of individual teachers. Reduction in teaching time is possible.

Financial compensation on Table D4.5: See notes in Allowances for teachers of Indicator D3.

Back to main table for this Indicator

Spain:

Notes on interpretation: The information provided is based on the general national and regional regulations to report an average of the different answers collected from education departments of all autonomous communities. Some notes are provided to explain possible differences among communities.

Supervision of students during breaks: At secondary level, it is a task required for some teachers at the discretion of individual schools.

Participation in school or other management in addition to teaching duties: Department Head position results in a reduction of teaching time of 2-3 hours depending on the autonomous community. There are other coordinator positions in schools, in some regions, that can also result in reduction of teaching and/or financial compensation: ICT coordinator, bilingual program coordinator, extracurricular activities coordinator, etc.

Department Head task at secondary level has financial compensation, but co-ordinator task at pre-primary and primary levels do not have financial compensation. There are also other co-ordinator positions in schools varying in the regions that can also result in reduction of teaching time and/or financial compensation (e.g. ICT coordinator, bilingual program coordinator, extracurricular activities coordinator etc.).

Teaching more classes or hours than required by full-time contract: Teaching extra hours in the year schedule has compensation. This compensation is reduction in time in school. There are some special activities (reinforce/support classes, health programs, compulsory training courses outside working hours, etc.) with out-of-contract teaching time and fixed regular additional payments. Teachers volunteer for these tasks.

Special tasks: Fixed compensations for the supply of extraordinary services in some Autonomous Communities (e.g training and mentoring for the assessment and accreditation of teaching staff, creating of e-learning materials for the learning management platform, preparing and correcting test to obtain a specific degree, etc.).
**Class teacher/form teacher:** According with regulations, class teacher is a task that is mandatory if it is required for teachers. Time spent on class teacher task is part of the teaching time. In 10 over 17 autonomous communities this task has an specific financial compensation. In some communities, class teacher position is only paid to secondary teachers (ISCED 2 and 3).

**Participation in mentoring programmes and/or supporting new teachers in induction programmes:** Fixed compensations for the supply of extraordinary services in some Autonomous Communities (e.g. training and mentoring for the assessment and accreditation of teaching staff).

**Participation in professional development activities:** Teachers can voluntarily complete, at least, 100 hours dedicated to professional development every six years (*sexenios*) for accessing to the training salary compliment. Also some regional legislations require teachers to participate in compulsory continuing professional development activities every year. Then it is expected that a teacher completes about 17 hours per year (100 hours in 6 years), but the real training time average has been calculated to be around 36.6 hours per year.

**Other tasks and responsibilities:** Supporting in school transport and educational attention to students in the school canteens (e.g. caring children in the school transport and during the school meals) is mandatory for some teachers at the discretion of individual schools at all levels of education. There is a fixed amount of financial compensation for this task.

**Financial compensation on Table D4.5:** See notes in Allowances for teachers of Indicator D3.

**Sweden:**
*Notes on interpretation:* Though collective agreement is made on a national level, it is interpreted and decided locally at the school-level. Therefore it is not possible to determine if a performed task or responsibility leads to a reduction in teaching time or financial compensation.

There may be local agreements that differ from the information reported, especially in förskoleklassen (pre-school class), which is the last of the pre-primary school. The usual agreement for förskoleklassen is the same as the national agreement for the primary school.

**Marking/correcting of student work:** It does not apply for pre-primary level.

**Students counselling:** It does not apply for pre-primary level.

**Switzerland:**
*Notes on methodology:* The annual statutory working time of school heads is regulated by the states (canton) and may vary by state (similar to teachers). There is no nationally representative data available.

**Turkey:**
*Individual planning or preparation of lessons either at school or elsewhere:* An additional one hour course fee (not exceeding 3 hours per week) for preparation and planning duties is paid to teachers working at every level and formal and non-formal education institutions affiliated to the Ministry, in return for each 10 hours of lessons which they actually teach for salary and additional course fee. (Item 11 of No. 2006/11350 Council of Ministers Decision of MoNE Administrators' and Teachers' Lessons and Extra Lesson Hours)

**Marking/correcting of student work:** Teachers in pre-primary perform this task during teaching time because there is no official break time. In other levels of education, teachers can perform this task during teaching time or during the breaks.

**General administrative work:** This task is mandatory only for trainee teachers.

**Students counselling:** There are psychological, counselling and guidance services at every level of education.

**Participation in professional development:** Additional course fee is provided when teachers participate in the professional work (school seminars), for no more than two weeks, before and after the school year. However, teachers attend other professional development activities (e.g. in-service training, seminars, conferences, courses etc.) voluntarily without any financial compensation.

**United States:**
*Notes on interpretation:* Existence of reduction of teaching time and/or financial compensation is at the discretion of individual schools.
### Actual teaching time

#### Table X3.D4.6. Actual teaching time (2019)

*Actual average teaching hours, over the school year, in public institutions*

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**Note:** See Definitions and Methodology sections for more information.

1. Estimate based on teaching time planned at each school in the beginning of the school year.
2. Scope different from that for statutory data. Please refer to Annex 3 for more information.

**Source:** OECD (2021).

*Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.*

[Back to main table for this Indicator]
**Coverage, methodology and interpretation**

Professional development and student examination days should be excluded from actual teaching time of teachers. For notes on the reporting practice related to days of professional development and student examination days in teachers' actual teaching time, see Table X3.D4.7.

Other comments for each country are listed below.

**England:**

*Notes on methodology:* The Teacher Workload Survey (TWS, 2019) is an online survey administered in 2019 to a sample of teachers, middle leaders and senior leaders in primary, secondary and special schools across England. The TWS provides the average teaching hours of full-time teachers and middle leaders during the reference week (TWS, page 37) during the reference week as well as the average total working hours of teachers and middle leaders during the reference week (TWS, page 28). Teachers and middle leaders are both defined as “teachers” under the UOE guidance.

Average annual teaching time is the average teaching hours of full-time teachers and middle leaders reported based on a reference week in March 2019 in the TWS multiplied by 38 teaching weeks (190 days a teacher may be required to teach). In addition, teachers in public schools are required to undertake five in-service training days (INSET).

Figures for pre-primary represent working time for teachers of reception classes in primary schools (for pupils aged 4-5) only, as this forms part of the early years (ISCED 0) phase in England. Working time for teachers of pre-primary programmes in other settings are not available.

The survey uses a probability proportionate to size (PPS) method. More details on survey methodology can be found in the technical report: https://www.gov.uk/government/publications/teacher-workload-survey-2019

*Notes on interpretation:* There are vocational programmes at both lower and upper secondary level (ISCED 25 and 35), but there is no data, so they are indicated as ‘missing’. [Back to main table for this Indicator](#)

**Estonia:**

*Notes on methodology:* The total number of lessons (according to Estonian Education Information System - EHIS) teachers teach in a week is divided with the number of teachers in full-time equivalent separately at all three ISCED levels (general education). The academic lessons are converted into astronomic hours. Since 2013/14, the division of full-time equivalent between different ISCED levels is not available because of the changes in Basic Schools and Upper Secondary Schools Act. Since 2014/15, the number of teachers in full-time equivalent at all three ISCED levels is based on the proportion of lessons teachers teach at all three ISCED levels.

Table X3.D4.7 shows the total number of hours teachers (the number of lessons was converted into astronomic hours) attended in professional development courses in the academic year 2018/19. Not all teachers who worked in the academic year 2018/19 took part in professional development courses in the same academic year. Teachers temporarily not at work are excluded.

*Notes on interpretation:* The average actual teacher’s teaching time in hours per annum refer to actual teaching time as of 10 November 2018 (Estonian Education Information System). As teachers of general programmes usually teach at more than one ISCED level, the same number of hours teachers attended in professional development courses is shown at primary and general programmes of secondary levels. For vocational programmes, teachers cannot be differentiated between lower and upper secondary education, therefore how many hours these teachers took part in professional development in academic year 2018/19 is not known.

In Table X3.D4.7, the same number of hours for teachers participated in professional development courses is shown at every educational (ISCED) level because teachers in general schools usually teach at more than one educational (ISCED) level. [Back to main table for this Indicator](#)

**Japan:**

*Notes on methodology:* Data on teachers' teaching time refers to average planned teaching time in each school at the beginning of the school year. For more information, see notes on statutory data (Table D4.1).

*Notes on interpretation:* National schools, College of Technology (course of the first to third grade) established by regional or local governments and Upper Secondary Course of Specialised Training College (upper secondary specialised training school) are excluded. [Back to main table for this Indicator](#)

**Latvia:**

*Notes on methodology:* Data are taken from the State Education Information System where schools provide information about teachers - age, gender, their workload and salary. All information relates to full-time (starting with 0.9 workload) classroom teachers. For more information, see notes on statutory data (Table D4.1). [Back to main table for this Indicator](#)
Lithuania:

*Notes on interpretation:* Student examinations take approximately one day only for teachers teaching language and mathematics. However, a small part of language exam occurs during class hour, which is approximately 2 hours for language teachers only and is understandable as a part of teaching and learning process (included into regulated teaching time).

*Difference in the population of teachers covered for statutory teaching time:* Actual data includes those who are not full-time teachers. Full-time staff covers only about one-third of all teachers.

New Zealand:

*Notes on methodology:* Actual teaching time in hours per annum is obtained by multiplying actual teaching time during the reference week in the school year 2017 (TALIS 2018) and 40 weeks.

The New Zealand Education System does not have an explicit lower secondary level (ISCED 2) and all secondary level educational programmes are general. So lower secondary level (ISCED 24) is estimated by averaging primary (ISCED 1) and upper secondary levels (ISCED 34). However, it should be noted that this average does not reflect any real situation in New Zealand.

*Difference in the population of teachers covered for statutory teaching time:* There may be slight difference between the scope of the statutory data (the OECD-NESLI data collection on teaching and working time of teachers and school heads) and the actual data (TALIS 2018). Data supplied for primary schools (ISCED 1) includes full primary and intermediate schools. Secondary schools (ISCED 34) includes composite and secondary schools.

Poland:

*Notes on methodology:* Data include extra hours that are paid additionally and exclude hours related to the paid temporary substitutions.

Teaching time of teachers of the compulsory pre-school education (covers six year-old children) are not included in actual teaching time of pre-primary teachers.

Short breaks are included only in grades 1-3 of primary education (ISCED 1). At the beginning of primary school (grades 1-3) one teacher is responsible for both teaching and taking care of the children during the breaks, playing at the same time the role of the classroom and the form teacher.

*Notes on interpretation:* Due to the educational reform, since the school year 2019/20, primary education (ISCED 1) includes 4 years of primary school (grades 1-4) and lower secondary education (ISCED 24) includes another 4 years of primary school (grades 5-8). For more information on the education reform, see notes on statutory data (Table D4.1).

Portugal:

*Notes on methodology:* Average annual teaching time in hours is based on the data reported by public schools and on the admitted number of teaching days.

*Notes on interpretation:* After the ending of the instruction days of the school year, teachers have to fulfil a number of tasks, such as the preparation of the internal classifications class marks report, verification of the national examinations class scores report, meetings over the internal classifications and national examinations results for their classes, preparing class schedules for the next school year, preparing school recovery plans for students who need them, administrative work, preparing classrooms for national examinations, and ensuring the monitoring of the national examinations. Their allocation to those tasks is done, case by case, by their school. Global data is not available.

*Difference in the population of teachers covered for statutory teaching time:* The calculations include all teachers (full and part-time) who teach at public schools under the tutelage of the Ministry of Education and are not school heads.

Slovenia:

*Difference in the population of teachers covered for statutory teaching time:* Actual data includes all teachers, even those who are not fully qualified. The same population of teachers is reported in data on primary and lower secondary levels (ISCED 1 and 24) as they are in single structure basic schools.

Switzerland:

*Data specifications on teaching time:* Data on teachers’ actual teaching time include professional development days. For teachers in pre-primary and primary education, short breaks are included in teaching time.

*Notes on methodology:* Data on the number of hours a teacher is scheduled to teach (net teaching time) is taken from the School Staff Statistics. The data refer to weekly lessons for 100% enrolment in compulsory school and sec II. Age reductions in the number of hours, which correspond to a full-time activity, are taken into account.
more information on the School Staff Statistics and how this is converted to annual number of hours, see notes on statutory data (Table D4.1). Back to main table for this Indicator

**United States:**

*Notes on methodology:* Data on actual teaching time is based on the National Teacher and Principal Survey (NTPS) that is a sample survey administered every 2 years and representative of public school teachers in the United States. For more information on National Teacher and Principal Survey (NTPS), see notes on statutory data (Table D4.1).

The number of teaching hours includes the number of hours teachers deliver instruction during a typical full week (of the hours they are contracted to work). These hours are self-reported by teachers.

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Table X3.D4.7. Impact of days of professional development and non-school based student examinations on teachers’ actual teaching time data (2020)

<table>
<thead>
<tr>
<th>Countries</th>
<th>Pre-Primary</th>
<th>Primary</th>
<th>Lower secondary, general prog.</th>
<th>Lower secondary, vocational prog.</th>
<th>Upper secondary, general prog.</th>
<th>Upper secondary, vocational prog.</th>
<th>Comments</th>
<th>Is reported actual teaching time biased due to professional development days?</th>
<th>Is reported actual teaching time biased due to non-school based student examinations?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estonia</td>
<td>m</td>
<td>No</td>
<td>m</td>
<td>m</td>
<td>No</td>
<td>m</td>
<td>It is estimated to be 24 hours per teacher on average.</td>
<td>m No Yes m</td>
<td>m No a No m</td>
<td>Missing.</td>
</tr>
<tr>
<td>Japan</td>
<td>m</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>Pre-primary: teachers are replaced by other colleagues, methodologists, or head of institution in time of their CPD activities as there are no holidays for children at pre-primary level. Primary and secondary (gen. prog.): according to the regulation, teachers’ duty is to participate in 36 hours of CPD activities in 3-year period. Normally, these activities take place during students’ holidays.</td>
<td>m No No a No No</td>
<td>m No m</td>
<td>Final examinations at the end of lower and upper secondary education (grades 9 and 12) take place after the regular school year (ending 31 May) for grades 1-8 and 10-11, and are therefore excluded from the reported teaching time.</td>
</tr>
<tr>
<td>Latvia</td>
<td>m</td>
<td>No</td>
<td>No</td>
<td>m</td>
<td>No</td>
<td>m</td>
<td>Based on Teacher Career Statute, in order to progress in their teaching career, teachers have to successfully complete professional development courses with a minimum duration of 25 hours per annum, during, at least, the first half of the duration of each level in the teaching career (the 5th level has 2 years and all the other levels have 4 years). Progression in teaching careers is currently frozen due to financial constraints.</td>
<td>m No No m</td>
<td>m No No m</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Lithuania</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Not applicable.</td>
<td>No No m No No No No</td>
<td>Missing.</td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>m</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>m</td>
<td>Number of hours is not determined.</td>
<td>No No a No m</td>
<td>No No a No No m</td>
<td>Number of hours is not determined.</td>
</tr>
<tr>
<td>Poland</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>After the ending of the instruction days of the school year, teachers have to fulfill a number of tasks, such as the preparation of the internal classifications class marks report, verification of the national examinations class scores report, meetings over the internal classifications and national examinations results for their classes, preparing class schedules for the next school year, preparing school recovery plans for students who need them, administrative work, preparing classrooms for national examinations, and ensuring the monitoring of the national examinations. Their allocation to those tasks is done, case by case, by their school. Global data are not available.</td>
<td>No No a No No No No</td>
<td>No No a No No</td>
<td>No No a No No</td>
</tr>
<tr>
<td>Portugal</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Number of hours is not determined.</td>
<td>No No a No No</td>
<td>No No a No No</td>
<td>Number of hours is not determined.</td>
</tr>
<tr>
<td>Slovenia</td>
<td>m</td>
<td>No</td>
<td>a</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>Primary and lower secondary: 5 days (equivalent to 16.5 hours).</td>
<td>No No a m m</td>
<td>No No a m m</td>
<td>Primary and lower secondary: mandatory national assessment in three subjects at the end of grades 6 and 9. Dates and hours of the assessment is nationally determined. Assessment in only one subject may take place each day, usually 45 minutes long (should last 45 to 90 minutes). Other pupils in school have regular lessons and teachers teach or supervise tested pupils. After assessment, pupils usually stay in school.</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>These can take place during teaching time.</td>
<td>No No a No No No</td>
<td>No No a No No</td>
<td>Pre-primary, primary and lower secondary (gen. prog.): no examinations. Upper secondary: most teachers are involved in the exams.</td>
</tr>
<tr>
<td>----------------</td>
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<td>--------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>a</td>
<td>Yes</td>
<td>a</td>
<td>A nationally represented sample survey of teachers is used to gather estimates of teaching and working time in the United States. This survey asked teachers to report on teaching and working time during a &quot;typical full week&quot; and did not specifically instruct teachers to exclude professional development activities, so it is assumed these hours are included in the estimates provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>England (UK)</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>a</td>
<td>No</td>
<td>a</td>
<td>Missing.</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>m</td>
<td>Uncertain</td>
<td>Uncertain</td>
<td>m</td>
<td>Uncertain</td>
<td>m</td>
<td>Missing.</td>
</tr>
</tbody>
</table>

Note: See Definitions and Methodology sections for more information. For information on the biases in teachers’ statutory teaching time data, please see Table X3.D4.4.


Please refer to the Reader’s Guide for information concerning symbols for missing data and abbreviations.

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Statutory working time and teaching requirements of school heads: Tables D4.3 and D4.6.

Coverage, methodology and interpretation

For notes on the nature of the reported data on working time for the different countries, see Table X3.D4.8.

Other comments for each country are listed below. Back to main table for this Indicator

Australia:
Notes on methodology: Quantitative data reported are weighted averages from the jurisdictions that provided data. Qualitative responses are collated from the jurisdictions to be representative of the nation.

Notes on interpretation: Teaching time is defined as the time spent delivering face-to-face classes.

Responses may vary from previous years due to variations in which jurisdictions provided input.

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Austria:
Notes on methodology: No representative data on school heads is available for pre-primary level. A large majority of pre-primary education (ISCED 02) in Austria takes place at kindergartens, but there is no data available for kindergarten school heads. The remaining minority of pre-primary schools are not an independent entity but integrated into primary schools (ISCED 1), where there is no difference in any teacher-related matter between these two levels (working time, salaries etc.).

In contrast to teachers, school heads in lower secondary academic schools are taken into account with school heads in upper secondary academic schools, because lower secondary academic schools are always attached to upper secondary academic schools.

The reported working time relate to the "old employment law" for teachers, which still is applicable for all school heads and will be applicable for the vast majority of school heads for the next couple of years.

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Belgium (Flemish Community):
Notes on interpretation: There is no legislation concerning the working time of school heads. The government leaves this issue totally up to the discretion of the school board.

A school head can be the head of lower and upper secondary together, and this could also include both general and vocational programmes. There is no vocational programme at lower secondary level.

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Belgium (French Community):
Notes on interpretation: Legal documents do not precisely indicate working time at school of school heads, but a minimum schedule corresponding to the weekly workload.

A school head can be the head of lower and upper secondary school together, and this could also include both general and vocational programmes. There is no vocational programme at lower secondary level.

School heads at secondary level can voluntarily perform teaching at his/her own discretion (e.g. in the cases where teachers are absent due to illness), though this is not explicit in relevant documents.

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Brazil:
Notes on interpretation due to COVID-19: In an exceptional pandemic context, for primary, lower secondary and upper secondary levels, subnational education systems are not required to cover the legal minimum of school days (200 days) of the school year, but only the minimum legal hours in the school year, possibly between 2020 and 2021. Thus, reported working time of school heads can be greatly changed as the pandemic situation evolves (Law nº 14.040/2020; accessed on 23 November 2020). Back to main table for this Indicator

Canada:
Notes on methodology: The methodology for calculating the Canada-level response for quantitative indicators uses two criteria to determine whether there is enough consensus to provide this response: (1) At least seven (50%) provinces and territories provide a response, and; (2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

If the two criteria above are met, the Canada-level average is weighted by the number of full-time student enrolments (from combined elementary, lower secondary and upper secondary levels) for all jurisdictions who submitted figures for the OECD-NESLI data collection on working time of teachers and school heads.
Like the quantitative methodology, the qualitative methodology for calculating the Canada-level response is to use two criteria to determine whether there is enough consensus to provide this response: (1) At least seven (50%) provinces and territories provide the same response, and; (2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

**Notes on interpretation:** Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. Where cells are left blank, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response.

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**Chile:**

*Notes on methodology:* Total working time is calculated as the number of weeks in the calendar year, minus school heads' mandatory weeks of vacations (5 weeks) and public holidays (1.6 weeks for the year 2020), multiplied by 44 hours of work a week. 

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**Czech Republic:**

*Notes on methodology:* In upper secondary education (general and vocational programmes), the reported teaching time requirement data refer to the statutory teaching time in theoretical education. Data for practical education is not reported.

School heads at all levels of education are entitled to 8 weeks of leave (40 days) and excluded from the reported total working time. At pre-primary level (ISCED 02), nursery schools do not have school holidays, but may close or operate on limited hours in July and/or August in response to local conditions, after consultation with the organising body. So entitled leaves for pre-primary school heads should be taken preferably when schools do not operate. At primary and secondary levels (ISCED 1-3), entitled leaves should be taken preferably during students' school holidays. The work obligation is valid for the remaining days of school holidays.

*Notes on interpretation:* Lower secondary vocational programmes (ISCED 25) are reported as "not applicable" because it includes only two fields of study designed for a small number of students with medium and serious intellectual disabilities. This programme is organised by upper secondary schools.

School heads at all levels of education are entitled up to 12 days of paid self-study leave per school year, which also should be taken preferably during students' school holidays. However, number of days of the study leave that teachers use depends on the decision of the school head who takes into account the operation of the school. Also there is no obligation for teachers to exhaust all the given days.

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**England:**

*Notes on interpretation:* The framework for pay and conditions (STPCD 2019) has no stipulations on working time for headteachers. The specified working hours and working days for teachers in Table D4.2 do not apply for headteachers: Paragraph 51.4 (STPCD, page 46). The provisions of paragraphs 51.2 to 51.12 do not apply to headteachers, deputy headteachers, assistant headteachers, teachers on the pay range for leading practitioners or teachers in receipt of an acting allowance for carrying out the duties of a headteacher, deputy headteacher or assistant headteacher pursuant to paragraph 23.

Professional responsibilities is listed in the STPCD (pages 42-43): A headteacher may be required to undertake the following duties: Whole school organisation, strategy and development; Teaching; Health, safety and discipline; Management of staff and resources; Professional development; Communication, and; Work with colleagues and other relevant professionals.

The statutory requirements in the STPCD (2019) apply to public schools only.

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**Estonia:**

*Notes on interpretation:* School heads may teach some lessons. The contract usually states that the school head may teach some lessons.

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**Finland:**

*Notes on methodology:* The number of weeks and days a school head works per year is calculated by deducting the number of days for holiday allowances from 52 weeks of a calendar year. For school heads of ECEC institutions, deduction of maximum additional 5 days is also reflected in the reported number of working weeks per year.

*Notes on interpretation:* Data on pre-primary education (ISCED 02) refer to school heads who are under the collective agreement for municipal personnel. Data on vocational upper secondary programmes (ISCED 35) comprise school heads of the biggest vocational fields.

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France:  Notes on methodology: In order to be consistent with the scope of school heads' salaries, data reported on school heads at pre-primary and primary levels (ISCED 02 and 1) only refer to the teaching personnel with at least 50% reduction of teaching time (who teach 450 hours per annum or less). The overall minimal reduction of teaching time would be 25% (which means that they teach 675h per annum), but only teachers with at least 50% reduction of teaching time are counted as school heads.

More information on the requirements on teaching time of school heads at pre-primary and primary levels here.

Notes on interpretation: Statutory total working time per year refers to the legal working time of all employees (including civil servants) unless subject to exemptions or a specific collective agreement.

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Germany:

Notes on methodology: Data have been calculated in the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.

Notes on interpretation: At the pre-primary level (ISCED 02), data refers to pre-primary education for children from age 3 to the start of primary education (ISCED 1). Data for Schulkindergärten and Vorklassen are excluded.

Information on total working time of school heads is not defined in most Länder.

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Ireland:

Data specifications on total working time: Working time of school heads does not include time worked during students' seasonal school holidays or before or after normal school working hours. Though school heads may work during at least a part of students' school holidays, this is not stated in the regulations.

Notes on interpretation due to COVID-19: The number of working hours for school heads remained the same for 2019/20. However, all schools at all levels of education were instructed to close from Friday 13 March 2020 until the end of the academic year (June 2020). Teaching and learning moved online during this period of school closure.

Notes on interpretation: Same contractual obligations on working time apply to school heads as to teaching time of teachers (for more information, refer to Notes on interpretation of Table D4.1), although significantly more working time may be undertaken by school heads in reality. For school heads in secondary education (ISCED 24 and 34), most heads are involved in administration and do not teach.

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Israel:

Notes on methodology: For methodology on deduction of the number of days when the school is closed for festivities, refer to Notes on methodology of Table D4.1.

An average class session lasts 47 minutes. Some class sessions last 50 minutes, others 45 minutes.

In 2008, the New Horizon Reform began to be implemented in the pre-primary (ISCED 02), primary (ISCED 1) and lower secondary (ISCED 2) education. All the principals in the primary and in the lower secondary education are working under the conditions of the New Horizon reform.

In the school year 2019/20, the Oz Letmura Reform continues to be implemented in upper secondary education (concerning more than 91% of the principals). Since upper secondary education in Israel is undergoing a period of transition to the Reform, principals' working hours in this level of education are an average in 2019/20 of the principals who are not included in the Reform and of the principals totally included in the Reform.

There is a reduction of working hours for principals who are mothers or are over certain ages. In primary and lower secondary education, a female principal who is a mother works 2 hours a week less and a principal over age 50 works 2 hours a week less. In upper secondary education, a female principal who is a mother works 2.4 hours a week less, a principal over age 50 works 1 hour a week less and a principal over age 55 works 2 hour a week less. Considering these reductions, statutory working hours per week is reported as 39 hours per week (reduction of 1 hour, on average, for mother hours and age hours).

Notes on interpretation: There are no principals in kindergartens. In most cases, kindergartens in Israel include one class. Most of the main teacher's work is not devoted to management.

Officially in all education levels, principals work 8 hours a day for 5 days a week, a total of 40 hours a week. They also work another month during of July and August, in the summer holidays; in total, about 40.9 weeks per year in the primary education and 39.4 weeks per year in the secondary education.

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Italy:
Notes on interpretation: Working time is not defined as school heads organise the times and methods of their own activities autonomously. School heads in primary or lower secondary education also administer schools at pre-primary level. Back to main table for this Indicator

Japan:
Notes on methodology: National schools, College of Technology (course of the first to the third grade) established by regional or local governments and Upper Secondary Course of Specialised Training College (upper secondary specialised training school) are excluded. Back to main table for this Indicator

Korea:
Notes on methodology: Total working days per annum is estimated by deducting national holidays falling on working days and 21 days of annual leave from the number of weekdays in the calendar year. Working days during the students’ school holidays can be estimated by deducting the minimum number of school days per annum in relevant regulations (180 days at pre-primary level and 190 days at primary and secondary levels) from total working days per annum.

Notes on interpretation: School heads typically work during school vacations, since they are responsible for school administration. Many teachers, in contrast, do not work at school during students' school vacations. For pre-primary level, only public kindergarten (governed by the Ministry of Education) is included. Public childcare (governed by the Ministry of Health and Welfare) is not included as there is no data available. Back to main table for this Indicator

Latvia:
Notes on interpretation: In pre-primary education, there are no school holidays. In primary and general secondary education, school heads are estimated to work 9 weeks (45 days) during students' seasonal school holidays. It is because the length of school year varies by grade: 34 weeks (grade 1) and 35 weeks (grades 2-6) in primary education; 35 weeks (grades 7-8) and 37 weeks (grade 9) in lower secondary general education; and 35 weeks (grades 10-11) and 38 weeks (grade 12) in upper secondary general education. Back to main table for this Indicator

Netherlands:
Notes on interpretation: The formal working time of a full-time employee (100%) in primary education is 40 hours per week. It is at the school’s discretion to decide on the exact amount of hours for school heads in primary, secondary and vocational education to spend in working, but school heads are payed for a maximum of 1 659 hours though they might occasionally work overtime at their own discretion. Back to main table for this Indicator

New Zealand:
Notes on methodology: The New Zealand Education System does not have an explicit lower secondary level (ISCED 2) and all secondary level educational programmes are general. So lower secondary level (ISCED 24) is estimated by averaging primary (ISCED 1) and upper secondary levels (ISCED 34). However, it should be noted that this average does not reflect any real situation in New Zealand.

Notes on interpretation: Principals from rural schools usually have teaching responsibilities. However, this is not explicitly stated in the collective agreement for principals. Principals work same week per year as teachers. Back to main table for this Indicator

Norway:
Notes on interpretation: Figures refer to the central agreement. In some municipalities, there are variations based on local agreements. Back to main table for this Indicator

Poland:
Notes on interpretation: Due to the educational reform, since the school year 2019/20, primary education (ISCED 1) includes 4 years of primary school (grades 1-4) and lower secondary education (ISCED 24) includes another 4 years of primary school (grades 5-8). For more information on the education reform, refer to Notes on interpretation on Table 4.1. Back to main table for this Indicator

Portugal:
Notes on interpretation: School heads theoretically are subject to the civil servants' working time of 35 hours per week. However, they have an exemption from working fixed hours and in practice work more hours than their nominal weekly working time.
Teaching time corresponds to the length of the time period that each school defines as a teaching unit, in accordance with the weekly workload defined in the curricular matrixes. The definition is the same for both school heads and teachers that are not school heads. Back to main table for this Indicator

Slovenia:

Notes on interpretation: The number of weeks school heads working per year takes into account average 7 weeks of paid leave. School heads work all around the year, even during the students' school holidays. The number of days school heads working per annum excludes days when the schools are closed for festivities and includes students' holidays.

In Slovenia, no school heads in kindergartens have teaching obligation, as all kindergartens have more than 14 groups. (School heads in kindergartens with 14 or more groups do not have any teaching obligations.) This has been the case for a very long time and it seems that it will stay that way, since the kindergartens have been growing in size due to increased participation of children. Back to main table for this Indicator

Spain:

Notes on interpretation: School heads, compared to regular teachers, work in school two more weeks at pre-primary and primary levels and four more weeks at secondary level. Depending on the school year calendar, school heads at pre-primary and primary levels work one week before the beginning of the school year and three weeks after the end of the school year. It is estimated that school heads work 10 days more than regular teachers. At secondary level, school heads work one week before the beginning of the school year and four weeks after the end of the school year, estimated to work 20 days more than regular teachers.

Teaching time is hours of teaching with a complete group of students teaching a subject of the curriculum. The head of school needs to be the regular teacher for these group of students of a level. Back to main table for this Indicator

Sweden:

Notes on interpretation: A general collective agreement on national level applies and it is not specific to the profession.

Local agreements may differ, especially in the förskoleklassen (pre-school class), which is the last year of pre-primary school. School heads that are responsible for educational programmes within ISCED 1 are often also responsible for the last year of the pre-primary school (pre-school class "förskoleklassen") within ISCED 02.

The entitled annual leaves for school heads varies by age. School heads are entitled to 31 days of vacation by the age of 40 and 32 days by the age of 50. The majority of school heads aged 40 or older and are therefore entitled to at least 31 holiday days per year. Back to main table for this Indicator

Turkey:

Notes on interpretation: School heads are present at school on national holidays when students attend the ceremonies during the school days. Back to main table for this Indicator

United States:

Notes on methodology: Data on working time are based on the National Teacher and Principal Survey (NTPS) that is a sample survey administered every 2 years and representative of public school principals in the United States. The number of weeks a school head works per year are based on principal self-reports of average days covered per year by their contract. There are no federally available data that can provide a national average of school heads' working time or teaching hours.

Notes on interpretation: The number of days a school head works per year may include days during students’ school vacations depending on principal contracts set at the state or district level.

Teaching duty may be mandatory for some principals at the discretion of individual schools and/or subnational entities. Back to main table for this Indicator
Table X3.D4.8. Nature the reported data on working time of school heads (2020)

<table>
<thead>
<tr>
<th>OECD Countries</th>
<th>Number of days a school head works per year</th>
<th>Total annual working hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(R)egulations/planned/contracted, (A)ctual or (M)ixed, (M)imum, (M)inimum, or (T)ypical</td>
<td>Do you think it is higher or lower than actual time (rated 1-5)?</td>
</tr>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>Australia</td>
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</tr>
<tr>
<td>Austria</td>
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<tr>
<td>Canada</td>
<td>m m</td>
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<tr>
<td>Chile</td>
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<tr>
<td>Colombia</td>
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<tr>
<td>Costa Rica</td>
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<tr>
<td>Czech Republic</td>
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<tr>
<td>Denmark</td>
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<td>Estonia</td>
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<tr>
<td>Finland</td>
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<td>MAX</td>
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<td>France</td>
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<td>Germany</td>
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<td>Greece</td>
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<td>Hungary</td>
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<td>Iceland</td>
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<tr>
<td>Israel</td>
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<tr>
<td>Japan</td>
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<tr>
<td>Korea</td>
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<td>MAX</td>
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<tr>
<td>Latvia</td>
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<tr>
<td>Lithuania</td>
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<tr>
<td>Luxembourg</td>
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<tr>
<td>Mexico</td>
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<tr>
<td>Netherlands</td>
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<tr>
<td>New Zealand</td>
<td>R</td>
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</tr>
<tr>
<td>Norway</td>
<td>R</td>
<td>MAX</td>
</tr>
<tr>
<td>Poland</td>
<td>R</td>
<td>MAX</td>
</tr>
<tr>
<td>Portugal</td>
<td>A</td>
<td>a a</td>
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<tr>
<td>Slovak Republic</td>
<td>R</td>
<td>T</td>
</tr>
<tr>
<td>Slovenia</td>
<td>M</td>
<td>T</td>
</tr>
<tr>
<td>Spain</td>
<td>R</td>
<td>T</td>
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<tr>
<td>Sweden</td>
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<tr>
<td>Switzerland</td>
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<tr>
<td>Turkey</td>
<td>R</td>
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<tr>
<td>United States</td>
<td>A</td>
<td>a a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economies</th>
<th>Number of days a school head works per year</th>
<th>Total annual working hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(R)egulations/planned/contracted, (A)ctual or (M)ixed, (M)imum, (M)inimum, or (T)ypical</td>
<td>Do you think it is higher or lower than actual time (rated 1-5)?</td>
</tr>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>Flemish Comm. (Belgium)</td>
<td>a a a a</td>
<td>a a a a</td>
</tr>
<tr>
<td>French Comm. (Belgium)</td>
<td>a</td>
<td>a a</td>
</tr>
<tr>
<td>England (UK)</td>
<td>a a</td>
<td>a a</td>
</tr>
<tr>
<td>Scotland (UK)</td>
<td>R</td>
<td>MAX</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partners</th>
<th>Number of days a school head works per year</th>
<th>Total annual working hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>m m m m</td>
<td>m m m m</td>
</tr>
</tbody>
</table>

Note: See Definitions and Methodology sections for more information. For information on the nature of data on teachers, please see Table X3.D4.3. 1. The following ratings are used: 1 = Much higher; 2 = A little higher; 3 = About the same; 4 = A little lower; 5 = Much lower; and, c = Insufficient data/knowledge to make a reliable judgement.


Please refer to the Reader’s Guide for information concerning symbols for missing data and abbreviations.

Back to main table for this Indicator
Table X3.D4.9. Definition of school heads’ working time (2020)

<table>
<thead>
<tr>
<th>OECD Countries</th>
<th>All levels of education</th>
<th>Do school heads work during students’ seasonal school holidays?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>Primary and lower secondary: working hours (defined annually) are allocated for teaching and supervising pupils, time for preparation of lessons and correction of work, and time for school administration. Upper secondary: only the teaching time requirement (in hours per week) is regulated.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td></td>
<td>Definition varies by jurisdiction.</td>
<td>Yes, during summer; 6 days at primary and lower secondary levels and 5 days at upper secondary level.</td>
</tr>
<tr>
<td>Canada</td>
<td>Total working time of school heads is defined under legal documents as the number of annual work hours, regardless if teachers’ presence is required at the school. Teachers have maximum 44 hours of work a week with 5 weeks of mandatory vacations.</td>
<td>Yes, 5 weeks.</td>
</tr>
<tr>
<td>Chile</td>
<td>Total working time of school heads is defined through the Guidelines on Schedules for the different cycles, levels, offers and modalities of the Costa Rican educational system.</td>
<td>Yes. 5 weeks.</td>
</tr>
<tr>
<td>Colombia</td>
<td>School heads have to be available at school premises for a total of 8 hours a day, to fulfill their obligations, during 40 weeks of academic work and 5 weeks of institutional development days.</td>
<td>Yes. approx. 16 days.</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Total working time of school heads is defined through the Guidelines on Schedules for the different cycles, levels, offers and modalities of the Costa Rican educational system.</td>
<td>Pre-primary: no school holidays at this level. Primary and secondary: Yes, 18 days.</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>The Labour Code regulates working time as 40 hours per week and 8 weeks of statutory leave. Pre-primary: The leave should be taken preferably during the period when operation of nursery school can close or operate on limited hours in July or/August (in response to local conditions, after consultation with the organising body). Primary and secondary: The leave should be taken preferably during the students’ holidays.</td>
<td>Missing.</td>
</tr>
<tr>
<td>Denmark</td>
<td>Working time is regulated under agreements with unions: a working day consists of 7.4 hours with 6 weeks of holiday leave. There is no data collecting how school heads choose to distribute the 6 weeks across the school year.</td>
<td>Missing.</td>
</tr>
<tr>
<td>Estonia</td>
<td>School head’s working time is based on the regulations stated in Employment Contracts Act. A school head works 40 hours over a period of seven days (full-time work), presumed to work 8 hours a day. According to a regulation concerning educational staff vacations, school heads’ vacation last 42 days at pre-primary level and 56 days at primary and secondary (general and vocational) levels.</td>
<td>Yes.</td>
</tr>
<tr>
<td>Finland</td>
<td>Pre-primary: the working time of heads in ECEC is defined as total working hours of 38 hours 45 minutes per week. The collective agreement for ECEC entitles them to a maximum of 5 days deduction in working days in addition to days entitled for holidays allowance. Primary and secondary: school heads’ working time is defined as working time in the office, as 36 hours and 45 minutes per week.</td>
<td>Yes.</td>
</tr>
<tr>
<td>France</td>
<td>The legal working time of all school heads (as of all teachers) is the same as that of all employees (and not just civil servant) unless there are exemptions or a specific collective agreement.</td>
<td>Missing.</td>
</tr>
<tr>
<td>Germany</td>
<td>Not defined in most Länder.</td>
<td>Missing.</td>
</tr>
<tr>
<td>Greece</td>
<td>Missing.</td>
<td>Missing.</td>
</tr>
<tr>
<td>Hungary</td>
<td>School heads are required to work 40 hours per week.</td>
<td>Yes, partially.</td>
</tr>
<tr>
<td>Iceland</td>
<td>Missing.</td>
<td>Missing.</td>
</tr>
<tr>
<td>Ireland</td>
<td>There is no defined limit to working time for school heads beyond the responsibility imposed on employers by the European Union’s Working Time Directive.</td>
<td>Yes, while heads may work during at least part of the students’ holidays, this is not stated in the regulations.</td>
</tr>
<tr>
<td>Israel</td>
<td>Principals work 8 hours a day for 5 days a week, a total of 40 hours a week. They also work additionally about a month during July and August during the students’ summer holidays. There are reductions for female principals who are mothers and principals over certain ages (see notes on school heads’ data).</td>
<td>Yes. about 4 weeks.</td>
</tr>
<tr>
<td>Italy</td>
<td>Working time is not defined as school heads organise the times and methods of their own activity autonomously.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Japan</td>
<td>Total working time of school heads shall be determined by local governments in accordance with the Local Public Service Act (Article 24, Paragraph 5).</td>
<td>Yes.</td>
</tr>
<tr>
<td>Korea</td>
<td>School heads are expected to work 8 hours per day and 5 days per week and are entitled to 21 days of annual leave pursuant to the State Public Officials Service Regulations. As public officials and school administrators, school heads are required to work during students’ seasonal school vacations and holidays.</td>
<td>Yes, estimated to be 48 days at pre-primary level and 38 days at primary and secondary levels.</td>
</tr>
<tr>
<td>Latvia</td>
<td>Total working hours of school heads are defined as 8 hours per working day under the General labour legislation.</td>
<td>Pre-primary and secondary (voc. prog.): no school holidays. Primary and secondary (gen. prog.): Yes, about 45 days.</td>
</tr>
<tr>
<td>Country</td>
<td>All levels of education</td>
<td>Do school heads work during students' seasonal school holidays?</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Total working time</strong></td>
<td><strong>(1)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>(2)</strong></td>
<td></td>
</tr>
<tr>
<td>Lithuania</td>
<td>The ordinary duration of 40 hours per week is regulated by Labour Code.</td>
<td>Yes, 38 days at primary level and 29 days in secondary general programmes.</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Mexico</td>
<td>Pre-primary, primary and lower secondary: school heads are required to start work 30 minutes before school starts and end work 30 minutes after students leave school.</td>
<td>Yes, 3 weeks at pre-primary, primary and lower secondary levels, and 5 weeks at upper secondary level.</td>
</tr>
<tr>
<td></td>
<td>Upper secondary: school heads follow working time requirement of civil servants.</td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td>Total working time of school heads is not specifically defined, other than the maximum of 1 659 hours per annum.</td>
<td>An employer can order a school head to work for one week during students' school holiday in special circumstances.</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Pre-primary: the ordinary hours of work for head teachers (and senior teachers, assistant teacher, head teachers, home-based team leaders and home-based visiting teachers) shall not exceed 40 hours per week or 8 hours per day, to be worked from Monday to Friday inclusive, plus additional time for staff meetings. Primary: the Primary Principals' Collective Agreement states that &quot;as far as practical&quot; principals should work 40 hours a week. However, it is acknowledged that principals are often required to undertake duties outside of the hours that the school is open for instruction. The number of working days each year is set by the Minister of Education and is not contained in the Primary Principals' Collective Agreement. Generally, the number of working days each year is set between 192 and 196. Lower secondary: refer to primary and upper secondary levels. Upper secondary: the Secondary Principals' Collective Agreement states that &quot;as far as practical&quot; principals should work 40 hours a week. However, it is recognised that this may necessitate more than 40 hours per week. The number of working days each year is set by the Minister of Education and is not contained in the Secondary Principals' Collective Agreement. Generally, the number of working days each year is set between 192 and 196.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Norway</td>
<td>Pre-primary: statutory working time is defined as 37.5 hours per week. Primary and secondary: an annual working time of 1 687.5 hours is explicitly defined in the central working agreement for school heads.</td>
<td>Yes, about 7 weeks.</td>
</tr>
<tr>
<td></td>
<td>According to the national legislation, the total working time of full-time school heads cannot exceed 40 hours per week.</td>
<td>Yes, about 7 weeks.</td>
</tr>
<tr>
<td>Portugal</td>
<td>Total working time of school heads nominally corresponds to the 7 hours per day during the total number of working days in that school year. However, school heads are exempted from fixed working hours and in practice work more hours than their nominal weekly working time.</td>
<td>Yes.</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>Decrees of the government define mandatory daily working time (teaching time and non-teaching working time) as 7.5 hours.</td>
<td>No, school heads have enough annual leaves for school vacation.</td>
</tr>
<tr>
<td>Slovenia</td>
<td>Working time of school heads is defined by the Organization and Financing of Education Act (ZOFVI) and the Collective agreement for the education sector in the Republic of Slovenia. School heads' working time per week is 40 hours.</td>
<td>Yes, estimated 35 days at all levels of education.</td>
</tr>
<tr>
<td>Spain</td>
<td>Total working time is legislated as 37.5 hours per week.</td>
<td>Yes, estimated 10 days at pre-primary and primary levels, and 20 days at secondary level.</td>
</tr>
<tr>
<td>Sweden</td>
<td>The total working time of school heads (40 hours per week) is defined in a general collective agreement on national level, not specific to the profession. The collective agreement is interpreted on a local level. The number of holidays varies according to the age of the school heads (see notes on school heads’ data).</td>
<td>Yes, estimated 50 days.</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Missing</td>
<td>Missing.</td>
</tr>
<tr>
<td>Turkey</td>
<td>According to Civil Servants Law, total working time of school heads is defined as full-time service in regular work hours of a civil servant (40 hours a week). School heads work 48 weeks while schools are open for 37 weeks.</td>
<td>Yes, about 11 weeks.</td>
</tr>
<tr>
<td>United States</td>
<td>Pre-primary, primary and secondary (gen. prog.): school heads’ total working time in hours, as specified in legal documents, varies based on the requirements set forth in school head contracts at the subnational (state or district) level in the United States. There are no federally available data that can provide a national average of school heads’ required total working time as specified in legal documents.</td>
<td>Missing.</td>
</tr>
<tr>
<td>Economies</td>
<td>Flemish Comm. (Belgium) There is no legislation concerning the working time of school heads. The government leaves this issue totally to the discretion of the school board.</td>
<td>Yes, 42 days (about 5 weeks).</td>
</tr>
<tr>
<td>Country</td>
<td>Total working time</td>
<td>Do school heads work during students' seasonal school holidays?</td>
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<tr>
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<tr>
<td>French Comm.</td>
<td>Yes, 5 weeks.</td>
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<tr>
<td>(Belgium)</td>
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</tr>
<tr>
<td>England (UK)</td>
<td>Not applicable.</td>
<td></td>
</tr>
<tr>
<td>Scotland (UK)</td>
<td>Yes, 5 days.</td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>Missing.</td>
<td></td>
</tr>
<tr>
<td>Russian Federation</td>
<td>Missing.</td>
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</tr>
</tbody>
</table>

Table X3.D4.9. (continued)

<table>
<thead>
<tr>
<th>OECD Countries</th>
<th>Tasks and responsibilities (as defined in official documents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Pre-primary, primary, secondary (gen prog.): educational leadership, school management, responsibility for welfare and development of students.</td>
</tr>
<tr>
<td>Austria</td>
<td>Primary, lower and upper secondary (gen. prog): school-management and administration, quality management, development of teaching, leadership and personnel development, external relations.</td>
</tr>
<tr>
<td>Canada</td>
<td>Missing. The regulation on working time of school heads varies at subnational levels.</td>
</tr>
<tr>
<td>Chile</td>
<td>By law, school heads are in charge of managing, supervising and co-ordinating the provision of the education service, being fully responsible for the teaching and non-teaching staff. Moreover, heads must lead the school educational project, and secure the participation of everyone in the school community. Additionally, they must manage the school in line the requirements by law; formulate and evaluate the school study plan; organise the technical pedagogical work; provide opportunities for professional development of the staff; and secure the regular communication of the institution's operations and student's progress to parents and guardians. In addition, they have the following specific administrative and financial responsibilities:</td>
</tr>
<tr>
<td></td>
<td>- Administrative: organising and evaluating of the teaching and non-teaching staffs' work under the law No. 19.464; proposing to the school sponsor the termination of up to 5% of staff members' contracts per annum, provided that they have been poorly evaluated according to article 70 of the law; proposing the hiring of new permanent and temporary staff; designating or removing the personnel under the roles of Deputy Director, General Inspector, and Chief of the pedagogical technical unit of the institution, according to article 34C of the law; being consulted in the designation of teaching staff in the educational institution they lead; proposing to the school sponsor the increase of the regular and special allowances listed in article 47 of the law; and promoting an adequate school environment.</td>
</tr>
<tr>
<td></td>
<td>- Financial: allocation, management and supervision of resources that were endowed to the educational institution they lead, in line with the legal requirements.</td>
</tr>
<tr>
<td></td>
<td>Directing, planning, programming, organising, co-ordinating, orientation, follow-up and evaluation activities.</td>
</tr>
<tr>
<td>Colombia</td>
<td>Missing. School heads shall decide upon all matters concerning the provision of education and school services unless stated otherwise by a rule of law; perform tasks of a statutory body of a legal entity (school as a legal entity), this includes areas such as personnel policy or operational matters, including financial matters; be liable for the school or school facility providing education and school services in compliance with Education Act and educational programmes; be responsible for the professional and pedagogical level of education and school services; create conditions for inspections to be carried out by the Czech School Inspectorate and shall adopt measures resulting from such inspections; be responsible for ensuring the supervision of children and minor pupils at schools.</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Missing.</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Missing.</td>
</tr>
<tr>
<td>Denmark</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Estonia</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Finland</td>
<td>School heads are responsible for the operation of their institutions.</td>
</tr>
<tr>
<td>France</td>
<td>Pre-primary and primary: split students into classes/distribute students to classes; allocate teaching resources; organise the reception and supervision of students; manage the communication and discussion with the students' families; lead the team of teachers; represent the school in relations with local authorities.</td>
</tr>
<tr>
<td></td>
<td>Secondary: legally represent their establishment; ensure the function of payment mandate issuers (manage the school's accounts); manage all the staff assigned to the school (teachers, administrative staff); ensure the quality of the teaching and learning; and the educational counselling of students.</td>
</tr>
<tr>
<td>Germany</td>
<td>Missing.</td>
</tr>
<tr>
<td>Greece</td>
<td>Missing.</td>
</tr>
<tr>
<td>Country</td>
<td>Tasks and responsibilities (as defined in official documents)</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Hungary</strong></td>
<td>Public Education Act (CXC of 2011) § 69, for example, states that school heads are responsible for: professional and legal operation; the careful use of properties; proper management if applicable; employers’ rights if applicable; drafting school regulation defined by law; validating the pedagogical programme of the school; representing school; professional work; leading the teacher staff; preparing, implementing and controlling the decisions of the teaching staff; the organisation of the celebration of national festive days; providing child and youth protection tasks specified by law; co-ordinating tasks related to the child protection warning system; health and safety issues of the given institution/s; co-ordinating work with employee representation bodies, school board, parents’ union, student union and parents’ organisation; preventing student accidents; organising regular students’ health checks specified by law; and ensuring teacher ethical standards. The school head may initiate professional inspection at school.</td>
</tr>
<tr>
<td><strong>Iceland</strong></td>
<td>Missing.</td>
</tr>
<tr>
<td><strong>Ireland</strong></td>
<td>There is an expectation that school heads will spend an undefined amount of time on managing and leading schools in a wide range of areas, including but not limited to, teacher recruitment, school self-evaluation, curriculum planning, administration, school discipline, student care, leading teaching and learning, staff meetings, and work with governmental agencies.</td>
</tr>
<tr>
<td><strong>Israel</strong></td>
<td>Principals take care of the proper planning and functioning of the teaching and of the educational activity at the school, the administrative matters, the school arrangements, the application of the regulations and everything that takes place at school. They are responsible for the design of the school future vision. Principal’s tasks are many and varied, and the school principal has to devote his time to pedagogic work and administration. The pedagogical work will include annual and half-yearly planning (e.g. preparation of the school budget, preparation of the timetables). The principal should visit classes taught by other teachers. The proper handling of school instruction includes directing and instructing teachers to carry out the curriculum and adapting it to the level and needs of the students, according to the classes or study groups. In addition, the principal is responsible for preparing a new course for the implementation of new curricula or the introduction of changes in existing programmes, with the approval of the Supervisor of the School. Other responsibilities include monitoring students’ academic achievements, checking teachers’ work plans and monitoring their performance, handling requests from parents, handling suppliers, administration, management, auxiliary workers and more.</td>
</tr>
<tr>
<td><strong>Italy</strong></td>
<td>Not applicable.</td>
</tr>
<tr>
<td><strong>Japan</strong></td>
<td>School heads co-ordinate and organise school affairs and supervise all staff working at their schools.</td>
</tr>
<tr>
<td><strong>Korea</strong></td>
<td>The principal of a school shall take overall control of school affairs, supervise their school personnel and educate students, as stipulated by the Elementary and Secondary Education Act.</td>
</tr>
<tr>
<td><strong>Latvia</strong></td>
<td>According to the General Education Law, the school head is responsible for: (1) the implementation of educational programmes, (2) the provision of the educational institution with teachers, (3) noting the special needs of students and their education in conformity with special educational programmes, (4) ensuring the operations of the educational institution and the execution of the tasks of the institution, (5) the rational utilisation of the financial and material resources of the educational institution, (6) the conformity with the laws and regulations in the operations of the educational institution.</td>
</tr>
<tr>
<td><strong>Lithuania</strong></td>
<td>Preparation of a strategic plan and annual action plans of the educational institution, and direct their implementation; appointment and dismissal of teachers, other persons involved in the education process, and service personnel; analysis the state of operational and management resources of the educational institution.</td>
</tr>
<tr>
<td><strong>Luxembourg</strong></td>
<td>Missing.</td>
</tr>
<tr>
<td><strong>Mexico</strong></td>
<td>Not applicable.</td>
</tr>
<tr>
<td><strong>Netherlands</strong></td>
<td>Not applicable.</td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
<td>Not applicable.</td>
</tr>
<tr>
<td><strong>Norway</strong></td>
<td>Not applicable.</td>
</tr>
<tr>
<td><strong>Poland</strong></td>
<td>Within the working time (40 hours per week) school heads are obliged to fulfil their duties related to: tasks resulting from the managerial function; didactic and educational activities; other activities resulting from the statutory tasks of the school according to children’s interests; self-education, professional development; and teaching, education and care conducted directly with pupils/students (may vary according to the type of institution, type of school and the position held).</td>
</tr>
<tr>
<td><strong>Portugal</strong></td>
<td>Competencies of School Heads (Principal): (i) to submit for approval by the School’s General council, the education project approved by the School’s Pedagogical Council; (ii) after hearing the School’s Pedagogical Council, it is the responsibility of the principal to: (ii.a) elaborate and submit for approval to the School’s General Council the internal regulation, annual and pluriannual activity plans, and the annual activity report; (ii.b) approve the teaching and non-teaching staff’s training and updating plan; (iii) it is a specific competence of the principal to: (iii.a) define the school cluster’s / non-clustered school’s operating regulations; (iii.b) prepare the school’s budget draft; (iii.c) oversee the creation of classes and preparation of work schedules; (iii.d) distribute the teaching and non-teaching duties; (iii.e) appoint school / pre-school institution co-ordinators (the public school network is organised in school clusters); (iii.f) ensure the implementation of School Social Action activities; (iii.g) manage installations, spaces and equipment; (iii.h) celebrate co-operation or association agreements with other schools, training institutions and municipalities; (iii.i) ensure the necessary conditions for the performance appraisal of teaching and non-teaching staff; and (iii.j) supervise the administrative, technical and technical-pedagogic services; (iv) to represent the school; and (v) the Principal exercises the competences delegated to them by the educational administration and the municipality where the school is located.</td>
</tr>
<tr>
<td><strong>Slovak Republic</strong></td>
<td>Responsibility for the elaboration and observance of the school curriculum; responsibility for the annual evaluation of pedagogical and professional staff; decision on admission of a pupil to school; decision to exempt a pupil from the obligation to attend school; permission to complete compulsory education outside the territory of the Slovak Republic; permission to enable the pupil to study according to an individual curriculum; proposals for enrollment and class numbers; proposal for the introduction of fields of study or training and their focus; responsibility for the budget, funding and efficient use of funds to support the school’s activities; responsibility for the proper management of the property managed or owned by the school; etc.</td>
</tr>
<tr>
<td>Economies</td>
<td>Tasks and responsibilities (as defined in official documents)</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Slovenia</strong></td>
<td>The ZOFVI, as well as Kindergarten Act and other regulations specify tasks mandatory for school heads (if so assigned). The school heads' tasks are:</td>
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<tr>
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<td>- organise, plan and manage the work at the kindergarten or school</td>
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<td></td>
<td>- draft the programme of development of a kindergarten or school</td>
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<td></td>
<td>- draft the proposal of the annual work plan and be responsible for its implementation</td>
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<td></td>
<td>- be responsible for exercising the rights of children and the rights and obligations of pupils, apprentices, upper secondary or highly vulnerable (HVC) students, and adults</td>
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<tr>
<td></td>
<td>- manage the work of the assembly of preschool or school teachers and lecturers</td>
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<td></td>
<td>- develop a proposal for above-standard programmes</td>
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<td></td>
<td>- promote the professional education and training of education staff</td>
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<td></td>
<td>- organise mentorship for trainees</td>
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<td></td>
<td>- be present in the educational work of preschool or school teachers, monitor their work and offer advice</td>
</tr>
<tr>
<td></td>
<td>- propose the promotion of education staff to titles</td>
</tr>
<tr>
<td></td>
<td>- decide on the promotion of employees to higher salary grades</td>
</tr>
<tr>
<td></td>
<td>- supervise the work of the counselling service</td>
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<td></td>
<td>- facilitate co-operation between the institution and parents (parent meetings, parent-teacher meetings and other forms of co-operation)</td>
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<td></td>
<td>- inform parents about the work of the kindergarten or school and amendments to the rights and obligations of pupils, apprentices and upper secondary students</td>
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<tr>
<td></td>
<td>- encourage and supervise the work of communities of pupils, apprentices, upper-secondary students or HVC students</td>
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<td></td>
<td>- decide on corrective measures</td>
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<td></td>
<td>- ensure the execution of decisions adopted by state authorities</td>
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<td></td>
<td>- represent the kindergarten or school and be responsible for the legality of its work</td>
</tr>
<tr>
<td></td>
<td>- define the staffing structure of posts</td>
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<td></td>
<td>- decide on the establishment of employment relationships and the disciplinary accountability of employees</td>
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<tr>
<td></td>
<td>- ensure co-operation between the school and school healthcare service</td>
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<td></td>
<td>- ensure and determine quality through self-evaluation and an annual report on the self-evaluation of the school or kindergarten</td>
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<td></td>
<td>- perform other tasks in accordance with an Act and other regulations.</td>
</tr>
<tr>
<td><strong>Spain</strong></td>
<td>Pre-primary and primary: the head of school team (Principal, Secretary and head of studies) has the following tasks: taking care of the good of all educational community, encourage internal assessment of activities and projects, choosing the budget criteria, elaborating and developing the educational project, annual general programme and final memory of the school year and so on (Chapter III. Article 25. Royal Decree-law 82/1996, 26 January, to approve the Organic Policies at ISCED 02-1 Schools).</td>
</tr>
<tr>
<td></td>
<td>Secondary: some tasks of principals are to represent the Official Educational Administration in the school, coach and co-ordinate all the school activities, school human resources, manage the school resources and budget, lead the school head team, encourage and co-ordinate participation of all educational community. Within the head of school team, principals need to elaborate, develop and assess the school educational project, and so on (Chapter III, Article 30. Royal Decree-Law 83/1996, 26 January, to approve the Organic Policies of High Schools).</td>
</tr>
<tr>
<td><strong>Sweden</strong></td>
<td>Not applicable.</td>
</tr>
<tr>
<td><strong>Switzerland</strong></td>
<td>Missing.</td>
</tr>
<tr>
<td><strong>Turkey</strong></td>
<td>Pre-primary and primary: preschool and primary education institutions are managed by the school head together with other employees in accordance with the provisions of the relevant legislation. School heads shall ensure that all kinds of education and training of the students and management affairs of the school (including scholarship, mobile education, boarding, accrual, movable property, security, nutrition, care, protection, cleaning, public relations, educational and social events, correspondence, staff etc.) are fulfilled.</td>
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<tr>
<td></td>
<td>Secondary: school heads are primarily responsible for the effective and efficient use of all resources, management and representation with a team spirit in order to realise the objectives of the school in accordance with the general objectives and basic principles of Turkish national education. School head manages the school in co-operation with the boards, commissions and teams within the school. The school head makes the division of labour; examines and approves the annual and weekly lesson plans, keeps the classrooms, information technology class, laboratory, workshop, library, tools and equipment and other facilities ready for education and training; and determines and meets the needs of the school. The school head conducts the performance management and disciplinary work of the personnel and the student reward and disciplinary works, proposes rewards for the personnel who carry out their duties with great success; and warns those who do not perform their duties properly. The school head also prepares strategic plans and budget proposals; and realises and monitors the budget expenditures within his/her authority.</td>
</tr>
<tr>
<td><strong>United States</strong></td>
<td>Missing.</td>
</tr>
<tr>
<td><strong>Economies</strong></td>
<td>For example, assistance and evaluation of personnel; use of school budget; temporary appointment of staff; implementation of renewal projects.</td>
</tr>
<tr>
<td><strong>French Comm. (Belgium)</strong></td>
<td>School heads exercise their general mission and their specific missions in accordance with the content of the work contract and their engagement letter.</td>
</tr>
<tr>
<td></td>
<td>In general, school heads implement the educational project of his organising authority within schools following the framework of the educational policy of the French Community. They have general power over the organisation of school. They regularly analyses the situation of the school and promote the necessary adaptations.</td>
</tr>
<tr>
<td></td>
<td>School heads also work on specific tasks: manage and co-ordinate the educational team; are responsible for the school's relations with students, parents and stakeholders; represent their school externally; organise the schedules and assignments of staff members within the framework of existing legislation; manage the files of students and staff members; manage the material and financial resources of the school; ensure the application of safety and health regulations within the school; manage the school's educational and pedagogical plan; are responsible for implementing the school project; and ensure that there is a good harmony among learning, core skills, learning outcome, training plans and curriculum or pedagogical files.</td>
</tr>
<tr>
<td>Partners</td>
<td>Tasks and responsibilities (as defined in official documents)</td>
</tr>
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</tr>
</tbody>
</table>
| England (UK) | The School Teachers' Pay and Conditions Document (STPCD) specifies the professional duties a headteacher may be required to undertake, these are as follows:  
- whole school organisation, strategy and development  
- teaching  
- health, safety and discipline  
- management of staff and resources  
- professional development  
- communication  
- work with colleagues and other relevant professionals. |
| Scotland (UK) | Headteachers are to promote high quality learning and teaching to secure improved educational outcomes for the benefit of pupils and the community, under the direction of the local Council. |
| Brazil | The regulation concerning the tasks and responsibilities varies across states and municipalities. |
| Russian Federation | Missing. |

Note: See Definitions and Methodology sections for more information. For information on the definition of teachers' working time, please see Table X3.D4.5.


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

Back to main table for this Indicator
<table>
<thead>
<tr>
<th>OECD Countries</th>
<th>All levels of education</th>
<th>Teaching requirement of school heads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Pre-primary and primary: there is no minimum requirement on teaching time.</td>
<td></td>
</tr>
<tr>
<td>Austria</td>
<td>Legal documents (Civil Service Code) defines teaching time according to the size of the school.</td>
<td></td>
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<tr>
<td>Canada</td>
<td>Missing.</td>
<td></td>
</tr>
<tr>
<td>Chile</td>
<td>Though not stated in relevant legal documents, it is possible that school heads could be required to teach at the discretion of individual schools. The maximum teaching time corresponds to the maximum established by law for teachers (28.5 hours per week; or 24 hours per week for school heads with experience of 30 years or more). It is at the discretion of individual schools to determine in which circumstances the school heads are subject to fulfill the maximum teaching time.</td>
<td></td>
</tr>
<tr>
<td>Colombia</td>
<td>Not required to teach.</td>
<td></td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Only school heads of DEGB1 (a school of 31-90 students) at primary level have teaching time of 14 hours and 40 minutes. School heads in other levels of education are not required to teach. This is defined through the Guidelines on Schedules for the different cycles, levels, offers and modalities of the Costa Rican educational system.</td>
<td></td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Pre-primary: Teaching time is defined in 60-minute lessons on a weekly basis by the Government Regulation. The main criterion of the number of teaching hours required is the size of the school (the other range of hours apply on nursery schools operating on a residential basis and schools with special education center, where the minimum is 5 hours per week). Primary and lower secondary: Teaching time is defined in 45-minute lessons on a weekly basis by the Government Regulation; there is a possibility of uneven distribution of teaching time - settlement period lasts 5 consecutive months. The main criterion of the number of teaching hours required is the size of the school (the other range of hours apply on special schools, the minimum is 3 hours per week). Upper secondary: Teaching time is defined in 45-minute lessons on a weekly basis by the Government Regulation; there is a possibility of uneven distribution of teaching time - settlement period lasts 5 consecutive months. The criterion of the number of teaching hours required is size of the school.</td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td>Teaching is not a typical task for school heads to perform. However, it is possible for school heads to perform teaching tasks voluntarily.</td>
<td></td>
</tr>
<tr>
<td>Estonia</td>
<td>A school head (or a vocational education institution head) has a right to teach some lessons, if it would not prevent him/her from fulfilling duties as a school head. Teaching is not paid separately and is to be performed during working time. If he/she is teaching, this would be regulated in the employment contract of school head. Primary and secondary (voc. prog.): teaching by school heads is the usual case, but it may vary from school to school.</td>
<td></td>
</tr>
<tr>
<td>Finland</td>
<td>Pre-primary: school heads are required to teach, but there is no defined number of hours for teaching duty. Primary: minimum required number of lessons (of 45-minutes) per week depend on the size of the school. It ranges up to maximum of 12 lessons per week. Lower secondary (gen. prog.): minimum required number of lessons (of 45-minutes) per week depend on the size of the school. It ranges up to maximum of 11 lessons per week. Upper secondary (gen. prog.): required number of teaching hours depend on the size of the school and other relevant circumstances, ranging from 152 hours per annum to 456 hours per annum.</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>Pre-primary and primary: teachers with school head functions have a reduction of teaching time depending on size and nature of school (25% to 100% of teaching time required from a full-time teacher). Data reported, however, only refers to those with at least 50% reduction in teaching time. Secondary: teaching is not required.</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>Not defined in most Länder.</td>
<td></td>
</tr>
<tr>
<td>Greece</td>
<td>Missing.</td>
<td></td>
</tr>
<tr>
<td>Hungary</td>
<td>Teaching hour requirements vary by level of education and the number of students in the schools. Pre-primary: variation from 6 periods (of 45-minutes) per week in the kindergarten with at least 450 children to 12 periods (of 45-minutes) per week in the kindergarten with less than 50 children. Primary and secondary: variation from 2 classes (of 45-minutes) per week in the schools with at least 450 students and up to 8 classes (of 45-minutes) per week in the schools with less than 50 students.</td>
<td></td>
</tr>
<tr>
<td>Iceland</td>
<td>Missing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All levels of education</td>
<td>Teaching requirement of school heads</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Ireland</strong></td>
<td>Primary: the majority of heads have teaching duties. Those with no teaching duties are appointed as administrative heads based on school enrolment and category of school. In ordinary and Irish language medium primary schools, an administrative head is appointed at a threshold of 176 pupils. These categories of schools can appoint an administrative head at 113 pupils if the school has a specialist autism unit. Schools which are designated to meet the needs of social disadvantage (DEIS schools) can appoint an administrative head at 116 pupils (61 with an autism unit) in Band 1 DEIS schools and at 143 pupils (113 with autism unit) in Band 2 schools. Teaching heads in schools of 175 pupils or less are granted &quot;release days&quot; to undertake administrative tasks, on a graduated scale based on the number of teachers in the school. This reduction in teaching time of school heads (based on annual allocation of 905 hours for a teacher and reduction of 5 teaching hours for each release day) is as follows: - less than 2 teachers: 17 release days per year (85 non-teaching hours, 820 hours remain for teaching) - 3-4 teachers: 23 release days per year (115 non-teaching hours, 790 hours remain for teaching) - 5-6 teachers: 29 release days per year (145 non-teaching hours, 760 hours remain for teaching). Secondary (gen. prog.): required teaching time is decided at the discretion of the school's board of management in the context of the particular needs of the school. Circular letter 0081/2007 sets out the maximum teaching time per week for school heads in schools in the Education and Training Board (ETB) sector based on the number of teachers in the school. - 1-3 teachers: 18 hours per week - 4-6 teachers: 13 hours per week - 7-10 teachers: 8 hours per week - more than 11 teachers: 5 hours per week. However, it should be noted that heads in the ETB and Community &amp; Comprehensive sectors are almost always administrative heads with minimal or no teaching hours. There are no Department guidelines regarding the maximum number of teaching hours for school heads in the Voluntary Secondary Sector, apart from those regarding teachers. Considering teachers are now entitled to 22 hours of professional time over the course of the school year, this gives a maximum number of teaching hours of 704 hours per year in the Voluntary Secondary Sector. However, principals in the Voluntary Secondary Sector are almost always administrative heads, with, at most, very limited teaching duties.</td>
<td>Teaching heads in schools of 175 pupils or less are granted &quot;release days&quot; to undertake administrative tasks, on a graduated scale based on the number of teachers in the school. This reduction in teaching time of school heads (based on annual allocation of 905 hours for a teacher and reduction of 5 teaching hours for each release day) is as follows: - less than 2 teachers: 17 release days per year (85 non-teaching hours, 820 hours remain for teaching) - 3-4 teachers: 23 release days per year (115 non-teaching hours, 790 hours remain for teaching) - 5-6 teachers: 29 release days per year (145 non-teaching hours, 760 hours remain for teaching). Secondary (gen. prog.): required teaching time is decided at the discretion of the school's board of management in the context of the particular needs of the school. Circular letter 0081/2007 sets out the maximum teaching time per week for school heads in schools in the Education and Training Board (ETB) sector based on the number of teachers in the school. - 1-3 teachers: 18 hours per week - 4-6 teachers: 13 hours per week - 7-10 teachers: 8 hours per week - more than 11 teachers: 5 hours per week. However, it should be noted that heads in the ETB and Community &amp; Comprehensive sectors are almost always administrative heads with minimal or no teaching hours. There are no Department guidelines regarding the maximum number of teaching hours for school heads in the Voluntary Secondary Sector, apart from those regarding teachers. Considering teachers are now entitled to 22 hours of professional time over the course of the school year, this gives a maximum number of teaching hours of 704 hours per year in the Voluntary Secondary Sector. However, principals in the Voluntary Secondary Sector are almost always administrative heads, with, at most, very limited teaching duties.</td>
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<tr>
<td><strong>Israel</strong></td>
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<td>Teaching duty of school heads is voluntary. According to the regulation, directors and deputys of general, vocational and interest education institutions, heads of departments, education methodologists, sports organizers, librarians of education institutions, heads of preschools, their deputies and pre-school methodologists, if their workload corresponds to one salary rate, in addition to their job duties they may carry out other teaching activities for up to seven hours a week at an additional allowance.</td>
</tr>
<tr>
<td><strong>Japan</strong></td>
<td>Not required to teach.</td>
<td></td>
</tr>
<tr>
<td><strong>Korea</strong></td>
<td>According to the Early Childhood Education Act and the Elementary and Secondary Education Act, school heads can teach children/students at their discretion, but the acts do not stipulate minimum nor maximum teaching time. School heads sometimes substitute for regular teachers who are temporarily unavailable (e.g. due to sick leave or vacation). Pre-primary: in the rare case where an institution has a shortage of teachers, the school head might teach classes regularly. Primary and secondary: school heads can voluntarily take responsibility for particular classes each semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Latvia</strong></td>
<td>Teaching heads in schools of 175 pupils or less are granted &quot;release days&quot; to undertake administrative tasks, on a graduated scale based on the number of teachers in the school. This reduction in teaching time of school heads (based on annual allocation of 905 hours for a teacher and reduction of 5 teaching hours for each release day) is as follows: - less than 2 teachers: 17 release days per year (85 non-teaching hours, 820 hours remain for teaching) - 3-4 teachers: 23 release days per year (115 non-teaching hours, 790 hours remain for teaching) - 5-6 teachers: 29 release days per year (145 non-teaching hours, 760 hours remain for teaching). Secondary (gen. prog.): required teaching time is decided at the discretion of the school's board of management in the context of the particular needs of the school. Circular letter 0081/2007 sets out the maximum teaching time per week for school heads in schools in the Education and Training Board (ETB) sector based on the number of teachers in the school. - 1-3 teachers: 18 hours per week - 4-6 teachers: 13 hours per week - 7-10 teachers: 8 hours per week - more than 11 teachers: 5 hours per week. However, it should be noted that heads in the ETB and Community &amp; Comprehensive sectors are almost always administrative heads with minimal or no teaching hours. There are no Department guidelines regarding the maximum number of teaching hours for school heads in the Voluntary Secondary Sector, apart from those regarding teachers. Considering teachers are now entitled to 22 hours of professional time over the course of the school year, this gives a maximum number of teaching hours of 704 hours per year in the Voluntary Secondary Sector. However, principals in the Voluntary Secondary Sector are almost always administrative heads, with, at most, very limited teaching duties.</td>
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</tr>
<tr>
<td><strong>Lithuania</strong></td>
<td>Not required to teach.</td>
<td></td>
</tr>
<tr>
<td><strong>Luxembourg</strong></td>
<td>Missing.</td>
<td></td>
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<tr>
<td><strong>Mexico</strong></td>
<td>Not required to teach.</td>
<td></td>
</tr>
<tr>
<td><strong>Netherlands</strong></td>
<td>(Some) school heads teach on a voluntary basis. But this is not explicitly mentioned in an (collective labour) agreement.</td>
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<tr>
<td><strong>New Zealand</strong></td>
<td>Principals from rural schools usually have teaching responsibilities. However, this is not explicitly stated in the principals' collective agreements.</td>
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<tr>
<td><strong>Norway</strong></td>
<td>Teachers may teach voluntarily.</td>
<td></td>
</tr>
<tr>
<td><strong>Poland</strong></td>
<td>According to the Teachers’ Charter, the weekly compulsory number of mandatory teaching hours for the school head, deputy of a school head, teacher holding a management position at school, as well as teacher who performs managerial duties on behalf of the teacher entrusted with management position, can be reduced (depending on the size and type of school and working conditions) or released. The decision on the reduction or release is individually issued by governing authority which also defines the size and rules of granting reduction. Pre-primary: mandatory teaching hours is usually 25 hours per week or 22 hours per week (6-year-olds). Primary and secondary: mandatory teaching hours is usually 18 hours per week.</td>
<td></td>
</tr>
<tr>
<td><strong>Portugal</strong></td>
<td>A school head can voluntarily choose his/her own teaching time (Article 26 of Decree-Law No 137/2012). The law designates the school head as the head of the teaching staff, so all provisions on teaching staff also apply to him or her. The teaching time is based on the number of classes in the school.</td>
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</tbody>
</table>
### Table X3.D4.10. (continued)

<table>
<thead>
<tr>
<th>All levels of education</th>
<th>Teaching requirement of school heads</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1)</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slovenia</th>
<th>Pre-primary: teaching obligation in kindergartens is determined by the Rules on standards to conduct pre-school education activities. School heads have following teaching obligations in kindergartens with:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- 14 or more groups: none</td>
</tr>
<tr>
<td></td>
<td>- 12-13 groups: 1.5 hours per week</td>
</tr>
<tr>
<td></td>
<td>- 10-11 groups: 3 hours per week</td>
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<tr>
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<td>School heads can do other work as a teaching obligation (e.g. consulting work). In Slovenia, no school heads in kindergartens have teaching obligation, because all kindergartens have more than 14 groups.</td>
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<td>Primary and secondary: teaching obligation in schools is determined by the Rules on norms and standards for the implementation of the primary school programme (or educational programmes in secondary education). School heads have following teaching obligations in schools with:</td>
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<td>- more than 16 classes: none</td>
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<td>- 16-15 classes: 1.5 hours per week</td>
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<td>- 14-13 classes: 2.25 hours per week</td>
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<td>- 12-11 classes: 3 hours per week</td>
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<td>- 10-9 classes: 3.75 hours per week</td>
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<td>- 8 classes or less: 4.5 hours per week</td>
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<td>School heads can do other work in place of teaching obligation (e.g. counselling). In addition to the prescribed teaching obligation, school heads may have an additional 3.75 hours of increased teaching time per week, upon which they decide voluntarily. The hours of instruction given by the school heads over the prescribed teaching obligation shall be specified in the employment contract.</td>
</tr>
<tr>
<td>Spain</td>
<td>Autonomous Communities regulate the teaching time for school heads depending on the school size.</td>
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<td>Pre-primary and primary: Ministry Order of 29 June 1994 establishes the general frame which depends on the number of students units in the school. Teaching time are:</td>
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<td>- 6-8 units: 15 hours per week</td>
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<td>- 9-17 units: 12 hours per week</td>
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<td>- 18-27 units: 9 hours per week</td>
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<td></td>
<td>- 28 or more: 6 hours per week</td>
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<td>Secondary: Ministry Order of 29 June 1994 establishes the general frame which depends on the size and complexity of the school. The teaching time is 6-9 teaching periods, as established in national legislation. The number of teaching periods is assigned based on the number of students in the school or the number of units, according to what each autonomous community establishes in its legislation. In some cases, the number of teaching periods is shared among the members of the management team at the decision of the schools.</td>
</tr>
<tr>
<td>Sweden</td>
<td>Teaching is very uncommon but does occur. According to the official statistics, approximately 5% of the school heads (ISCED 1-2) performed some amount of teaching in the school year 2019/20. This can be the case in smaller schools (in terms of the number of pupils) and decided locally at the school level.</td>
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<td>Switzerland</td>
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<td>Turkey</td>
<td>Principals of formal education institutions are paid for minimum 2 hours to maximum 6 hours (of 40-minutes) according to No. 2006/11350 Council of Ministers Decision of the Ministry of National Education Administrators’ and Teachers’ Lessons and Extra Lesson Hours and 4th Period Labor Agreement.</td>
</tr>
<tr>
<td>United States</td>
<td>Pre-primary, primary and secondary (gen. prog.): In the United States, it may be mandatory for some principals (at the discretion of individual schools and/or subnational entities).</td>
</tr>
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</table>

### Economies

<table>
<thead>
<tr>
<th>Flemish Comm. (Belgium)</th>
<th>Pre-primary and primary: there is no legislation concerning the teaching time of school heads. The government leaves this issue entirely up to the discretion of the school board, becoming a collaborative decision of the school head and the school board.</th>
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<tbody>
<tr>
<td></td>
<td>Secondary: teaching time requirement are determined under certain conditions:</td>
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<td>(a) In an ordinary full-time secondary education, a full-time duty of school head is assigned to a school with at least 83 regular pupils on the count date.</td>
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<td>(b) A school, with only a first stage or first and second stages and which is recognised for subsidising from 1 September 1989 onwards, has a full-time duty of school head if the school has at least 120 regular pupils on the count date.</td>
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<td>(c) If the minimum number of pupils is not reached, 7 out of 22 periods per week of teaching time is assigned.</td>
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<tr>
<td>French Comm. (Belgium)</td>
<td>Pre-primary and primary: schools heads have varying teaching hour requirement (in periods of 50-minutes) based on the number of pupils in the school:</td>
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<tr>
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<td>- at most 50 pupils: 18 periods per week</td>
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<td>- 50 or more and less than 130 pupils: 12 periods per week</td>
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<td></td>
<td>- 130 or more and less than 180 pupils: 6 periods per week</td>
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<td>- 180 or more pupils: no requirement</td>
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<td>Secondary: no teaching required , but can be done voluntarily in exceptional circumstances (e.g. teachers are absent due to illness).</td>
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<tr>
<td>England (UK)</td>
<td>Headteachers have no specified working or teaching time/hours set out in the School Teachers’ Pay and Conditions Document (STPCD). The STPCD only specifies the professional duties a headteacher may have to undertake, of which teaching is one.</td>
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<tr>
<td>Scotland (UK)</td>
<td>Not applicable.</td>
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### Partners

<table>
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<tr>
<th>Brazil</th>
<th>Russian Federation</th>
<th>There is no national legislation about teaching time of school heads.</th>
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</table>

### OECD

| Australia | Not applicable. | Not applicable. |

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<table>
<thead>
<tr>
<th>Country</th>
<th>Primary and lower secondary (gen. prog.): no teaching duty in schools with at least 8 classes. Upper secondary (gen. prog.): no teaching duty in schools with at least 23 classes.</th>
<th>Primary: 15 hours per week in schools with 1 class. Lower secondary (gen. prog.): 13.75 hours per week in schools with 1 class. Upper secondary (gen. prog.): 9.06 hours per week no teaching duty in schools with 1-3 classes.</th>
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<td>Colombia</td>
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<tr>
<td>Costa Rica</td>
<td>Pre-primary: 6 hours per week in schools with 11 and more classes.</td>
<td>Pre-primary: 20 hours per week in schools with 1-2 classes. Pre-primary: 9 hours per week in schools having only primary education with 11 and more classes. Lower secondary: 9 hours per week in schools with up to 9 classes.</td>
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<tr>
<td>Czech Republic</td>
<td>Primary: no teaching duty.</td>
<td>Primary: minimum 12 lessons per week. Lower secondary (gen. prog.): minimum 11 lessons per week. Upper secondary (gen. prog.): 456 hours per year. Upper secondary (voc. prog.): 456 hours per year for institutions with one field of study.</td>
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<tr>
<td>Denmark</td>
<td>Not applicable.</td>
<td>Not applicable.</td>
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<tr>
<td>Estonia</td>
<td>Lower secondary (gen. prog.): no teaching duty.</td>
<td>Lower secondary (gen. prog.): minimum 11 lessons per week. Primary: no teaching duty in schools with at least 8 classes.</td>
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<tr>
<td>Finland</td>
<td>Upper secondary (gen. prog.): 152 hours per annum.</td>
<td>Upper secondary (voc. prog.): minimum is not defined.</td>
</tr>
<tr>
<td>France</td>
<td>100% reduction in teaching time.</td>
<td>50% reduction in teaching time. Pre-primary: schools with 9-12 classes. Primary: schools with 10-13 classes.</td>
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<td>Hungary</td>
<td>Pre-primary: kindergartens with at least 450 children.</td>
<td>Pre-primary: kindergartens with less than 50 children. Primary: schools with 50 students.</td>
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<td>Iceland</td>
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<td>Ireland</td>
<td>Primary: no teaching duty for school heads of (1) ordinary and Irish-medium schools of 176 or more pupils; (2) schools of 113 or more pupils and a specialist autism unit; or (3) schools which are designated to meet the needs of social disadvantage (DEIS schools) with 116 or more pupils (81 or more with an autism unit) in Band 1 DEIS schools and 143 or more pupils (113 or more with autism unit) in Band 2 schools. Secondary (gen. prog.): minimum amount of hours teaching is decided by the school's board of management and is not governed by central regulations at ISCED 24 and ISCED 34. School needs and allocations may fluctuate from year to year and the need for the head to teach would be informed by this. It is very rare for a head in a post-primary school to teach for anything other than a short period of time.</td>
<td>Primary: 17 release days per year for school heads in schools less than 176 pupils and with less than 2 teachers. Secondary (gen. prog.): reported data refer to maximum teaching time for school heads in the Education and Training Board (ETB) sector. There are no Department guidelines regarding the maximum number of teaching hours for school heads in the Voluntary Secondary Sector, apart from those regarding teachers (estimated to be 704 hours per annum).</td>
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<tr>
<td>Israel</td>
<td>Primary and lower secondary: 6 periods per week for the eighth level of complexity.</td>
<td>Primary and lower secondary: 9 periods per week for the first level of complexity. Not applicable.</td>
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<td>Norway</td>
<td>At the discretion of governing authority depending on the size and type of school and working conditions.</td>
<td>At the discretion of governing authority depending on the size and type of school and working conditions.</td>
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<td>Portugal</td>
<td>Not applicable.</td>
<td>Not applicable.</td>
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<tr>
<td>Slovak Republic</td>
<td>Pre-primary: 6 hours per week in schools with 19 or more classes. Primary and lower secondary: no teaching required in schools with 29 or more classes. Upper secondary: no teaching required in schools with 23 or more classes.</td>
<td>Pre-primary: 23 hours per week in schools with 1 class. Primary and lower secondary: 13.5 hours per week in schools with 1 class. Upper secondary: 6 hours in schools with 5 or less classes.</td>
</tr>
<tr>
<td>Economies</td>
<td>Slovenia</td>
<td>Spain</td>
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<td>Pre-primary: no teaching obligation in kindergartens with 14 or more groups. Primary and secondary: no teaching obligation in schools with more than 16 classes.</td>
<td>Pre-primary and primary: 6 hours per week in schools with 28 or more student units. Secondary: 6 teaching periods (may vary by each autonomous community on the basis of decision: number of students or number of units).</td>
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</table>

**Note:** See Definitions and Methodology sections for more information.

**Source:** OECD (2021).

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

[Back to main table for this Indicator](#)
INDICATOR D5: Who are the teachers? (Back to chapter D)

Please, refer to Indicator D2: What is the student-teacher ratio and how big are classes? for further information regarding Tables D5.1., D5.2. and D5.3.
**INDICATOR D6: How are public funds allocated to schools?**

(Back to chapter D)

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</table>
Definitions

The descriptors of proportions/shares of funding below are qualitative in nature and are concerned with how funding is allocated, not how it is transferred to sub-national entities, schools or the lowest level of governance. The data provided relates to the point of view of the government body or bodies that are allocating the funds rather than those that receive these funds. Numerical limits are provided as a guide and should not be interpreted strictly.

Proportion of funding allocated by funding formulas (Table D6.2.)

- All of the public funding allocated to public schools is allocated by funding formulas: all (or nearly all) of the funds allocated by this level of government depend on one or more funding formulas to decide the allocation to the lower level of government (or school).
- Most of the public funding allocated to public schools is allocated by funding formulas: at least half (but not all) of the funds allocated by this level of government depend on one or more funding formulas to decide the allocation to the lower level of government (or school).
- Some of the public funding allocated to public schools is allocated by funding formulas: less than half of funds allocated by this level of government depend on one or more funding formulas to decide the allocation to the lower level of government (or school).
A negligible amount of the public funding allocated to public schools is allocated by funding formulas: a very small (typically less than 5%) share of funds allocated by this level of government depend on one or more funding formulas to decide the allocation to the lower level of government (or school).

**Importance of equity criteria (Table D6.3.)**

- **A large share of total funding depends on this criteria:** this criteria has a substantial effect on the amount of funding allocated by this level of government. This will typically at least half of the funding provided by this level of government to schools (or the most local level of governance) depends on this criterion.
- **A mid-sized share of total funding depends on this criteria:** this criteria has a moderate effect on the amount of funding allocated by this level of government. This will mean that at least 10% (approximatively) but less than half of the funding provided by this level of government to schools (or the most local level of governance) depends on this criterion.
- **A small share of total funding depends on this criteria:** this criteria has a minimal effect on the amount of funding allocated by this level of government. This is typically less than 10% of the funding provided by this level of government to schools (or the most local level of governance) depends on this criterion.
- **An unknown share of funding depends on this criteria:** this criteria is used to allocate funding but it is not known how much funding depends on it.
- **This criteria is not used**

**Coverage**

**Australia**

Students who are home schooled are not captured in the information provided. [Back to main table for this Indicator](#)

**Austria**

The schools covered in the questionnaire are primary school and lower secondary school (*Mittelschule*), but not the lower level of academic secondary school, which is funded differently. [Back to main table for this Indicator](#)

**French Comm. (Belgium)**

Pupils who are home schooled are not reported (as they are not funded by public authorities excepted the school allowances) [Back to main table for this Indicator](#)

**Brazil**

The Fundeb is the main fund used for the maintenance of the basic education in Brazil. There are other sources to provide financial resources for the public education but the Fundeb has the most coverage (in 2020, it represents 63% of the public expenditure on basic education - ISCED 0 to 4. Source: Senado Federal). As a Federative Republic is possible that at the regional and local level may exist other types of legal mechanisms to provide financial support to education but we will focus on the Fundeb as main source for this survey. [Back to main table for this Indicator](#)

**Denmark**

An estimate from 2018 says that less than 300 children in Denmark were home schooled. [Back to main table for this Indicator](#)

**England (UK)**

The information supplied concerns funding for 5-16 year-olds but not early years (pre-5) or further education (post-16). Some primary schools will have pupils in the former age group and some secondary schools the latter. While the information provided here has overlap with the funding arrangements for those age groups, it has only been provided in context of 5 to 16-year-olds. The information also does not cover pupils educated in Alternative Provision or Pupil Referral Units. [Back to main table for this Indicator](#)
Estonia

Funding systems covers public schools which are owned by local governments. Most of the general education schools in Estonia are owned by local governments. In academic year 2019/20 there were 530 general education schools in total and 440 of them were owned by local governments. Back to main table for this Indicator

Ireland

(a) Home Schooling The percentage of primary pupils home-schooled in Ireland by their parents or guardians is 0.22% of the population enrolled in public primary schools (Education Statistics 2019). In addition to this, there are also pupils who receive home-tuition by the Department of Education and Skills because they are unable to attend school; in these instances the Department of Education and Skills provides pupils with a tutor. The purpose of this Home Tuition Scheme is to provide a temporary educational measure for a child who is temporarily without a school place, or without the offer of a school place and for whom a school place is being actively sought in a school recognised by the Department of Education.

(b) Education and Training Board - Community National Schools (Primary). There is a very small number of primary schools (0.69%) under the direct management of a regional Education and Training Board (ETB) with all other public primary schools funded directly by the Department of Education. Because this is such a small percentage of the overall total, this is not recorded under section B relating to 'Funding Flows'. However, there are 243 community colleges at post-primary level that come under the remit of regional Education and Training Boards (ETBs) and these are included in the 'Funding Flows' for secondary schools.

(c) Private State-Aided Fee Charging Schools: Not included in this questionnaire are the 51 private state-aided schools (7% of all secondary schools) that charge fees. Schools that charge fees have teaching resources and other funding allocated to them on a different basis from schools in the Free Education Scheme. In the academic year 2019/2020, those 51 schools had 26 000 students enrolled. Annual day fees are on average between EUR 4 000 to EUR 8 000. However, the cost of boarding can increase these fees significantly. Department of Education figures show that during 2018, the State paid just over EUR 91 million on salaries for teachers employed in fee-charging schools. In addition, capital expenditure funding, ICT and sports grants for private schools amounted to more than EUR 1 million. State subsidies for fee-charging schools were reduced during austerity era cost-cutting which saw these schools given an inferior pupil-teacher ratio (23:1) compared with schools in the free scheme (19:1). This was on the basis that private schools could use their own resources to hire additional subject teachers or ancillary staff. A report commissioned by the Department of Education into the income of private schools, published in 2013, estimated that private schools had more than €80 million extra a year to invest in additional support and facilities for their students, thanks to the income from fees. Back to main table for this Indicator

Israel

Information refers to the budgeting processes. This does not indicate the availability of data on the rates of transfers, budget transfers, etc. Back to main table for this Indicator

Japan

Information refers to schools established by local authorities Back to main table for this Indicator

Korea

In Korea, there are two types of public schools: public schools and national schools. The mechanisms described only apply to public schools, not national schools. For national schools, the Ministry of Education directly executes school funding. Back to main table for this Indicator

Latvia

There is no separate funding mechanism for pupils who are home schooled. Although published in 2015, the diagram of the financial flows for general schools published in Eurydice report 'Financing Schools in Europe: Mechanisms, Methods and Criteria in Public Funding' (https://op.europa.eu/en/publication-detail/-/publication/466e2c2d-97aa-4753-b854-6ef9b88379d4/language-en) is still relevant for Latvia (Page 68). Back to main table for this Indicator

Netherlands

Pupils who are home schooled are not reported (as they are not funded by public authorities excepted the school allowances) Back to main table for this Indicator
Slovenia

The data do include funding frameworks for the provision of basic school for adults programme (less than 1 000 students). The programme was provided by 22 public adult education organisations in the year 2019. Back to main table for this Indicator

Sweden

The Sami schools and the special schools are financed directly by the state. There are five Sami schools with in total 172 pupils (2019/20), and five national and five regional state-run special schools with in total 699 pupils (year 2019/20). In 2019/20 roughly 15% of the pupils in compulsory schools attended independent schools (schools run by government-dependent private institutions). Among the 4 805 compulsory comprehensive schools in 2019/20, 17% were independent schools. The proportion of pupils in independent schools varies among the municipalities, with much larger proportions in large cities and suburban areas. When the municipalities distribute resources to schools the so-called "principle of of equal treatment" (likabehandlingsprincipen) must be applied, which means that municipal and independent schools must have equal conditions. Back to main table for this Indicator

Switzerland

The information cover nearly all pupils in public education. Very few children in compulsory school are home schooled (about 0.002%). Back to main table for this Indicator

United States

Home schooled children and children in private schools typically do not receive general public funds. Private schools can receive free and reduced price lunch funds, funding for special education students, and in some states, student transportation funds. Some jurisdictions may provide other types of funds. There are wide variations across the United States in state and local funding formulas. Information on typical practices has been provided rather than an exhaustive list of all types of formulas used. This site presents discussions and comparisons of various funding mechanisms (picusoddenn.com/state-school-funding-formulas/). This site provides a more systematic perspective on the general funding formulas in each state: https://www.ecs.org/50-state-comparison-k-12-funding/. Back to main table for this Indicator

Notes on specific countries

Basis used to allocate public funding to public primary and lower secondary educational institutions: Tables D6.1 and D6.4

Coverage, methodology and interpretation

Australia

General funding

Formula based allocation methods are used at both the Central and State government levels. Each level has their own allocation methodology.

Funding for teaching staff

Formula based allocation methods are used at both the Central and State government levels. Each level has their own allocation methodology.

Funding for non-teaching staff

Formula based allocation methods are used at both the Central and State government levels. Each level has their own allocation methodology.

Funding for other current expenditure

Formula based allocation methods are used at both the Central and State government levels. Each level has their own allocation methodology.

Funding for capital expenditure

At a state government level, capital expenditure is allocated based on assessed need of each school as well any funding submissions received from a school. Back to main table for this Indicator
**French Comm. (Belgium)**

*Funding for teaching staff*

Funding formula: Dedicated grant

*Funding for non-teaching staff*

Funding formula (based on the staff scale). According to the staff status: Dedicated grant (statutory staff directly paid by State level) or earmarked grant (contractual staff paid by subsidized schools: provincial and local schools).

*Funding for other current expenditure*

Funding formula (based on number of pupils). Restricted block grant (mainly) and "earmarked grant" (at least 20% dedicated to school maintenance).

*Funding for capital expenditure*

Funding Formula (equipment) and Administrative discretion (building) [Back to main table for this Indicator](#)

**Brazil**

*General funding*

The Fundeb is a special fund, of an accounting nature and of provincial/regional and local scope (a fund by Federal Units, for a total of 27 funds), formed, almost entirely, for taxes and transfers funds from the subnational entities (federal units and municipalities). In addition to these resources, the federal government provides supplementary funds of 10% of them, to provide a minimum national amount per student/year. The Fundeb has the characteristic of distributing resources (from taxes and fees) automatically (without the need for budgetary authorization or agreements for that purpose) and periodically, by crediting the specific account of each Federal Units and municipal government.

The Formula funding used for the distribution of resources is established annually, based on the national minimum amount per student.

From this minimum value, the distribution of resources is made based on the number of enrolments applying the following weighting factors (referring to the year 2019):

- Public day care in extended school day = 1.30
- Government-dependent private institutions day care in extended school day = 1.10
- Pre-school in extended school day = 1.30
- Public day care in non-extended school day = 1.15
- Government-dependent private institution day care in non-extended school day = 0.80
- Pre-school in non-extended school day = 1.05
- Urban Primary school = 1.00
- Rural Primary school = 1.15
- Urban Lower secondary school = 1.10
- Rural Lower secondary school = 1.20
- Primary or Lower secondary in extended school day = 1.30
- Urban High School = 1.25
- Rural High school = 1.30
- High school in extended school day = 1.30
- Integrated Technical Course (Integrated High School with Professional Education) = 1.30
- Education for students with disabilities = 1.20
- Indigenous and quilombola education = 1.20
- Youth and Adult Education (with evaluation in the process) = 0.80
- Youth and Adult Education integrated with Professional Education of the High School = 1.20

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

**Chile**

*General funding*

General funding is covered by the School Basic Grant (Subvención Base de Escolaridad, Article 9° of Decree with force of Law N° 2 of 1998 and Law N° 19.933), which is allocated to school providers through formula funding.
The total grant results from multiplying the Unit of School Grant (Unidad de Subvención Educativa, or USE, which is established by law) by the number of students attending the school, adjusted by (ISCED) level, type of education (regular, adult, special education) and whether the school is on full day schedule (Jornada Completa). Furthermore, in accordance to the Law N°20.845 of School Inclusion, there will be an increment per each student in adult and special education, that is equivalent to 0,45 of the Unit School Grant.

There are additional grants to complement the basic general funding for operation costs, depending on:

- The location of the school, according to the additional assignation set for public sector employees. In this case, the assignation increases with the remoteness of the location (zone assignation)
- Whether the school is located on a rural area/low density urban area (rural increment). The schools are entitled to an increment to the school basic grant, with a minimum floor established by law, to alleviate the higher cost per person of early childhood education in rural areas and that changes according to the number of students attending (up to a maximum of 90 students). It includes schools located in urban spaces that do not exceed 5,000 inhabitants and that have a population density of no more than 2 inhabitants per square kilometer.

In addition, there are other grants that impact general funding such as the following:

- Grant for the School Integration Programme (PIE, for its name in Spanish Programa de Integración Escolar, Decree N°170 of 2009 from the Ministry of Education): assignment for schools developing an integration project under the school integration programme (Article 9° of Decree with Force of Law N° 2 of 1998 from the Ministry of Education and Law N° 19.933). The schools are entitled to an increment to the school basic grant, and that varies according to the number of students with special needs education, their level of education and the value of the Unit of School Grant in the year in question. It includes the additional monetary assignment destined to teaching staff considered in Law N°19.933.
- Preferential School Grant (SEP, for its name in Spanish Subvención Escolar Preferencial, from law N°20.248): Additional monetary assignment that varies with the number of students identified as a “priority” or “preferential”, their level of education, the value of the Unit of School Grant in the year in question, and the performance level of schools in schools that have signed an agreement with the Ministry of Education, for the implementation of an Educational Improvement Plan. This plan must contain actions that will be carried out during the school period, which must be associated with learning outcomes and the improvement of institutional management, along with technical and pedagogical support to improve academic performance of low-achieving students. This assignment considers the use part of the general Grant to cover higher administration costs of school providers in case they manage two or more schools. An additional assignment on top of the preferential school Grant can be given to schools classified as middle to low performing in the Ministry’s assessments (or emerging schools), with the aim to finance the (re)design of the Educational Improvement Plan, or to schools with insufficient performance according to the Ministry’s assessment (schools in recovery).

Moreover, in accordance to the Law N°20.845 of School Inclusion, there will be an increment per each student in regular education, that is equivalent to 0,45 of the Unit School Grant, for are implementing an Educational Improvement Plan in the context of the Preferential School Grant.

These additional grants are also subject to the formula for funding used in the School Basic Grant.

**Funding for teaching staff**

The following grants are destined to improve salaries of teaching staff, according to their performance, experience, context in which they work, responsibilities, and whether they are formally integrated into the Professional Development System of Teachers.

These grants are a complement to the National Minimum Basic Remuneration (RBMN for its name in Spanish, Remuneración Básica Mínima Nacional) per hour of contract set by law for each level (Decree with the Force of Law N° 1 of 1997 from the Ministry of Education), and are all allocated based through formula funding.

- Assignment for professional development (article 49, Decree with the Force of Law N° 1 from 1996 of the Ministry of Education, modified by article 1°, N° 32 of Law N° 20.903): additional monetary assignment that varies according to the level of professional development reached by each teacher, which aims to promote teacher professional development and to recognize the progress made in the teaching career.
- Assignment for performance in difficult conditions (Decree with Force of Law N°1 of 1997, for teachers that are not integrated in the Professional Development System): additional monetary assignment
given to education professionals under the Teacher’s professional development system for working in schools classified as of “difficult performance” due to geographic location, marginalization, extreme poverty or other comparable characteristics. This Assignment may reach up to 30% of the minimum national basic remuneration.

- **Assignment for teaching in schools with a high concentration of priority students (article 50° of the Decree with the Force of Law N° 1 of 1996, from the Ministry of Education, modified by the article N° 33 of the Law N°20.903):** additional monetary assignment given to education professionals according to their level of professional development in the teaching career and the proportion of high priority students attending the school in which they teach.

- **Assignment for directive and technical-pedagogical responsibility (Law N° 19.933):** additional monetary assignment aimed toward education professionals exercising managerial functions, such as school managing in the case of school heads, and technical pedagogical planning and development. These assignments may reach different %ages that are calculated based on the minimum national basic remuneration, with 25% for school principals, 20% for other directors and other technical-pedagogical officers and 15% for other technical-pedagogical professionals.

- **Professional Recognition Bonuses (BRP for their name in Spanish, Bonificación de Reconocimiento Profesional, from Law 20.158):** additional monetary assignment for teachers working in public schools given their professional title and specialisation.

- **Variable Individual Performance Assignment (AVDI for its name in Spanish, Asignación Variable de Desempeño Individual, from Law N° 19.933, for teachers that are not integrated in the Professional Development System):** additional monetary assignment given to teachers working in municipal schools who have reached the levels of outstanding or competent in the Teaching Assessment. Education professionals, who receive this allocation, while working in establishments with a high concentration of priority students, will receive an increased amount by 30%.

- **Teaching Excellence Assignment (AEP, for its name in Spanish Asignación de Excelencia Pedagógica, from Law N°19.715, for teachers that are not integrated in the Professional Development System):** additional monetary assignment given to teachers who voluntarily demonstrate their knowledge, skills and competencies of excellence in their professional exercise through categorized levels of achievement. This applies to teachers working in the municipal and private subsidised sector. It is a fixed amount by level of achievement, and it may increase according to the level of vulnerability of the students. AEP certification is also related to the income of the Teachers of Teachers Network.

- **Assignment determined by the National Performance Evaluation System (SNED, Sistema Nacional de Evaluación del Desempeño from Decree with the Force of Law N° 2 of 1998):** additional monetary assignment for education professionals of schools with the best performance within a comparable group in each region, which also concentrates up to 35% of the enrolment. It annually represents about 0.75 times the average monthly salary of a teacher.

- **Monthly Proportional Bonus (Law N° 19.410):** additional monetary assignment to increase the base salary of teachers in public schools, proportional to their contract hours.

- **Compensatory Bonus (article N°3 of Law N° 19.200):** additional monetary assignment to increase the base salary of teachers in public schools that are still part of the former national social security fund.

- **Unit of Professional Improvement Assignation (UMP, for its name in Spanish Unidad de Mejoramiento Profesional, from Law N° 19.278, for teachers that are not integrated in the Professional Development System):** additional monetary assignment to increase the base salary of teachers in public schools, proportional to the Unit of School Grant.

- **Bonus for Teachers in Charge (Law N° 19.715):** additional monetary assignment for classroom teachers in charge of managing rural schools without a school head.

In addition, for the performance of those positions that imply the development of directive teaching and pedagogical technical functions, the Assignment of Directive Responsibility and the Assignment of Pedagogical Technical Responsibility are awarded.

### Funding for non-teaching staff

The following grants are exclusively destined to improve salaries of non-teaching staff, which are allocated based through formula funding.

- **Monthly Proportional Bonus (Law N° 19.464):** additional monetary assignment to increase the base salary of non-teaching staff in public schools, that varies with their function, contract hours and level of education they support.
• Assignment for performance in difficult conditions (Decree with Force of Law N°1 of 1997, and Law N°21.126): additional monetary assignment given to non-teaching staff for working in schools classified as of “difficult performance” due to geographic location, marginalisation, extreme poverty, or other comparable characteristics.

• Compensatory Bonus (article N°3 of Law N° 19.200): additional monetary assignment to increase the base salary of non-teaching staff that is still part of the former national social security fund.

• Assignment determined by the National Performance Evaluation System (SNED, Sistema Nacional de Evaluación del Desempeño from Law N° 20.244 and Law N°21.109): additional monetary assignment for non-teaching staff of schools with the best performance within a comparable group in each region, which also concentrates up to 35% of the enrolment. This assignment is given in proportion to their contract hours.

• Assignment for teaching in schools with a high concentration of priority students (article 44 of Law N° 21.109): additional monetary assignment given to education professionals according to their contract hours, percentage of high priority students attending the school they work in, and whether the school is classified as rural.

Funding for other current expenditure

The following grants are exclusively destined to finance other current expenditure needed to implement educational projects at the school level and are allocated based through formula funding:

• Grant for school housing (Decree with the Force of Law of 1998 from the Ministry of Education): Additional monetary assignment dedicated to cover the cost of school housing and meals, that vary with the number of students that are in need of these services, their attendance levels in a given month, their level of education, the region in which their school is located and the value of the Unit of School Grant in the year in question.

• Preferential School Grant (SEP, for its name in Spanish Subvención Escolar Preferencial, from law N°20.248): Additional monetary assignment that varies with the number of students identified as a “priority” or “preferential”, their level of education, the value of the Unit of School Grant in the year in question, and the performance level of schools in schools that have signed an agreement with the Ministry of Education, for the implementation of an Educational Improvement Plan. This plan must contain actions that will be carried out during the school period, which must be associated with learning outcomes and the improvement of institutional management, along with technical and pedagogical support to improve academic performance of low-achieving students. This assignment considers the use part of the general Grant to cover higher administration costs of school providers in case they manage two or more schools. An additional assignment on top of the preferential school Grant can be given to schools classified as middle to low performing in the Ministry’s assessments (or emerging schools), with the aim to finance the (re)design of the Educational Improvement Plan, or to schools with insufficient performance according to the Ministry’s assessment (schools in recovery).

Moreover, in accordance to the Law N°20.845 of School Inclusion, there will be an increment per each student in regular education, that is equivalent to 0.45 of the Unit School Grant, for are implementing an Educational Improvement Plan in the context of the Preferential School Grant.

• Grant for the retention of students (Law N° 19.873): additional monetary assignment destined for the incorporation and permanence of compulsory education of students in lower secondary to upper secondary, and are enrolled in programmes from the Securities and Opportunities Subsystem of the Social Protection System (Subsistemas Igualdades y Oportunidades). This Grant is payed after the successful completion of the previous school year, and its value increases with the educational level/grade.

• Fund for the Support of Public Education (FAEP, for its name in Spanish Fondo de Apoyo a la Educación Pública, Resolution N°11 of 2019 from the Ministry of Education): additional Grant for the financing of operations to provide educational services in public schools in the following specific areas: (1). Improvement of management skills; (2) Investment of pedagogical resources and student support; (3) Administration and standardization of educational establishments; (4) Debt servicing; (5) School transportation and support services; (6) Participation of the educational community. This fund is given to School Providers with a specific work plan that has been approved by the Ministry’s regional authority, and that is formally embodied in a performance agreement. While there is a fixed amount that is divided in equal parts for all participating schools, the remaining amount varies with the proportion of
students enrolled the school, relative to the national enrolment level, and with the sociodemographic characteristics of the municipality in which the school is located.

The following grant is allocated through bidding and bargaining:

- Rural School Transportation grant (supreme decree n°118): given to school providers in rural areas, through an annual project competition, to cover the transportation costs of students between their home and the school where they are enrolled.

**Funding for capital expenditure**

The following grants exclusively destined to finance capital expenditure needed for the implementation of educational projects. The basis used to allocate funding varies as it follows:

**Grants implemented through formula funding:**

- Grant for annual maintenance support (article 37, Decree with the Force of Law Nº2 of 1998, from the Ministry of Education): this grant is to guarantee the permanent operation of educational establishments, by alleviating the expenses of conservation, repair and replacement of infrastructure. The amount of the grant varies with the average number of students that attend the school in the previous year, their level and type of education and the value of the Unit of School Grant if the year in question.

- Fund for the support of Public Education (FAEP, for its name in Spanish Fondo de Apoyo a la Educación Pública, Resolution N°11 of 2019 from the Ministry of Education): additional Grant for the financing of infrastructure and equipment to enhance the provision of education services in public schools. This fund is given to School Providers with a specific work plan that has been approved by the Ministry\'s regional authority, and that is formally embodied in a performance agreement. While there is a fixed amount that is divided in equal parts for all participating schools, the remaining amount varies with the proportion of students enrolled the school, relative to the national enrolment level, and with the sociodemographic characteristics of the municipality in which the school is located.

**Grants implemented through bidding and bargaining:**

- Grant for the Improvement of Public School Infrastructure from the Programme for the Strengthening Public Education (Law Nº21.040 and Decree Nº254 of 2018, from the Ministry of Education): Corresponds to additional budget funds given by Ministry of Education to purchase infrastructure to school providers, via public tender. The funds are awarded to applicants from highest to lower score until budget is allocated (with at least one project per region). The score is determined by the degree of deterioration of infrastructure, the level of education and the %age of vulnerable students (as determined by the National Board of School Aid and Scholarships, JUNAEB)

**Colombia**

The main source of funding for educational services in the preschool, primary and secondary levels is the General Participation System, which is part of the Nation\'s General Budget. The Colombian Constitution establishes the basic distribution rules, regarding the general percentage that is distributed to the local level, and the distribution between sectors. This is further regulated by laws 715 of 2001 and 1176 of 2007 (where it is established, among other items, that 58.5% of what the local governments receive must go to education). These laws establish specific formulas for said distribution. Article 16 of Law 715 establishes three criteria to distribute these resources: population attended by the education system, population not attended, and equity. The participation of education within the General Participation System is divided in service provision and quality (quality-enrolment and quality-gratuity).

**General funding**

The resources for service provision are allocated by the criterion of population attended, and quality resources by the equity criterion.

**Funding for teaching staff**

The resources for service provision are allocated by the criterion of population attended. These resources are transferred to the certified territorial entities (departments and certified municipalities) and are managed and executed directly by them. For the case of non-certified municipalities, the municipal authorities must coordinate with the departmental authorities.
Funding for non-teaching staff

The resources for non-teaching staff, which are a part of the resources for service provision, are allocated by the criterion of population attended. These resources are transferred to the certified territorial entities (departments and certified municipalities) and are managed and executed directly by them. For the case of non-certified municipalities, the municipal authorities must coordinate with the departmental authorities.

Funding for other current expenditure

Quality-enrolment resources are transferred to the certified territorial entities (departments and certified municipalities) and are managed and executed directly by them. Quality-gratuity resources are distributed by the equity criterion and, although formally they are a part of the municipality budget (independently if they are certified or not), they are sent directly from the national government to a budget fund managed by the schools, and the schools execute those funds directly.

In the case of specific programs or projects from the current government, these may be at administrative discretion from said government, given the identified needs and priorities.

Funding for capital expenditure

The main source of funding for educational services in the preschool, primary and secondary levels is the General Participation System, which is part of the Nation’s General Budget. The Colombian Constitution establishes the basic distribution rules, regarding the general percentage that is distributed to the local level, and the distribution between sectors. This is further regulated by laws 715 of 2001 and 1176 of 2007 (where it is established, among other items, that 58.5% of what the local governments receive must go to education). These laws establish specific formulas for said distribution. Regarding capital expenditure, maintenance and adaptation of infrastructure is part of the expenses that are explicitly mentioned in these laws. Back to main table for this Indicator

Czech Republic

Funding for capital expenditure

Project financing Back to main table for this Indicator

Denmark

General funding

The government at the national level allocates funding to municipalities on a yearly basis. In addition, municipalities have an income from taxes on its residents. Ultimately, the municipalities are responsible for their school finances with certain budget limitations set by government. Back to main table for this Indicator

England (UK)

General funding

Schools Block funding

- Formula funding: The overwhelming majority of funding that is allocated to local authorities is done so on the basis of a formula - the schools National Funding Formula (NFF). The same applies to funding allocated by local authorities to schools - through local funding formulae, which must be designed within certain parameters according to national government guidelines. Some discretion is given to local authorities when designing local funding formulae, in consultation with schools, to best meet needs locally.
- Incremental costs: A small proportion (2%) of total funding allocated through the NFF is based on historic spend of schools for premises related costs.

High Needs Block funding

- Formula funding: Funding to support children and young people with special educational needs & disabilities (SEND) is allocated by government to local authorities on the basis of a formula - the high needs National Funding Formula.
- Incremental costs: Some of the funding through the formula is based on local authorities’ historic spend on supporting pupils with SEND (c.50% in 2019).
- Administrative discretion: Local authorities oversee SEND need in schools in their areas and can provide schools additional funding beyond the first £6,000 of any additional costs they may face related to a child with SEND. The government does not prescribe in detail how local authorities should allocate their
high needs funding, but local authorities and schools have statutory duties under the Children and Families Act 2014 to support children and young people with SEND.

Funding for other current expenditure

The two substantive grants outside 'general funding' for schools in England are the Pupil Premium (PP) grant and Free School Meals (FSM) grant. Both grants are allocated based on objective criteria which is consistently applied to all schools.

Funding for capital expenditure

Capital funding for maintained schools flows from central government to local authorities and schools via various routes:

- School Condition Allocations (SCA) - formulaic allocations to local authorities, multi-academy trusts and dioceses which they can use for maintaining school buildings.
- Devolved Formula Capital (DFC) - formulaic allocations to schools for any (small) capital project. For maintained schools (our ‘public’ schools) (excluding voluntary aided schools) this is normally routed via local authorities, but they are required to pass it on directly and in full to schools.
- Basic need funding - formulaic allocations to local authorities to support them in their statutory duty to provide sufficient school places in their area.
- Special Provision Capital Fund (SPCF) - formulaic allocations to local authorities to support them to create places for pupils with special educational needs and disabilities (SEND).
- Condition Improvement Fund (CIF) – academy trusts and Voluntary Aided schools (a type of state school) that are not part of larger bodies eligible for a direct SCA allocation can apply to this bid-based programme for funding to maintain/improve school buildings.

In addition, central government delivers the Priority School Building Programme which rebuilds and refurbishes selected buildings in poor condition. A new ten-year rebuilding programme was also announced in 2020.

There are also other smaller, targeted capital funding streams that some maintained schools may be eligible for.

Estonia

General funding

Incremental costs combined with formula funding: Upon covering the operating expenses, the amount of the operating expenses of a student place in the school where a student is enrolled is relied upon, which is obtained by dividing the amount of the operating expenses set in the budget of the school by the number of students of the school. Upon establishing the limit of the monthly operating expenses of a student place, it is relied on the total of the operating expenses of municipal schools in the second-to-last budgetary year and the number of students as of November 10 in the year preceding the budgetary year.

Funding for teaching staff; Funding for non-teaching staff; and Funding for other current expenditure

From central government to local governments based on formula funding; local governments distribute grants between their schools based on administrative discretion.

Funding for capital expenditure

Administrative discretion

Finland

General funding

Central government funding: Formula funding Local authorities: Full autonomy in allocating funding

France

Funding for teaching staff

Teachers’ salaries mainly vary according to their status, working time, body and grade and the school location (eg: overseas, priority education network).

Funding for non-teaching staff Formula funding apply for non-teaching staff directly paid by central government. In primary education, the majority of non-teaching staff is managed by municipalities, according various criteria
including local factors, many formulas can apply. In lower secondary education, the majority of non-teaching staff is managed by the départements, according various criteria including local factors, many formulas can apply.

**Other current expenditure**

Bidding and bargaining can apply for maintenance works. In primary education, other current expenditure are mainly managed by municipalities, according various criteria including local factors, many formulas can apply. In lower secondary education, other current expenditure is mainly managed by the départements, according to various criteria including local factors, many formulas can apply. Back to main table for this Indicator

**Germany**

**General funding**

Formula funding.

**Funding for non-teaching staff**

The amount of funding may be determined by the budget of the responsible authority and may also be based on formulas.

**Funding for other current expenditure**

The amount of funding is determined by the budget of the responsible authority and may also be based on formulas.

**Funding for capital expenditure**

Lump-sum funding may be based on formulas. In some Länder, financial support may be granted only to financially weak local authorities. Back to main table for this Indicator

**Ireland**

**General funding**

The items included in this heading relate to recurring funding for general expenditure.

**Primary:** The distinction made between the funding under this category and what is recorded for funding under 'Other Current Expenditure' is that schools have greater discretion on how funding in this category is spent. Capitation funding is the main general funding received by the school. This grant is used to meet the cost of items such as heating, lighting, cleaning, insurance and general upkeep in schools. A proportion of the grant is intended to be used by schools to assist with the purchase of teaching materials and resources. This grant is determined by the number of pupils in a school with a fixed amount available to the smallest of schools equivalent to the grant for 60 pupils. Enhanced capitation rates are payable in respect of pupils attending special schools and special classes and traveller pupils attached to mainstream schools to assist with the extra costs associated with the running costs of classrooms with a small number of pupils requiring specialist provision. These rates depend on the particular level of need involved. Enhanced capitation rates are also payable in respect of pupils attending schools through the medium of the Irish language.

**Lower Secondary:** Capitation funding is the main general funding received by the school and is based on the current school year’s September enrolments. Capitation funding is intended to contribute to the day-to-day running costs of schools such as heating, lighting, cleaning, insurance and general upkeep. A proportion of the grant is intended to be used by schools to assist with the purchase of teaching materials and resources. Capitation funding provided for general running costs and funding provided for caretaking and secretarial services may be regarded as a common grant from which the board of management can allocate according to its own priorities. Enhanced capitation rates are payable in respect of students attending special classes and traveller students attached to mainstream schools. Although some special schools cater for students up to eighteen years of age they are funded as part of the primary school sector. Enhanced capitation rates are payable in respect of schools that are designated disadvantaged under the DEIS (Delivering Equality of Opportunity In Schools) scheme. This grant is based on the level of disadvantage and enrolment.

**Funding for teaching staff**

A salary scale directs the salary for teachers and school principals (head teachers). The number of teachers a school is entitled to is determined by the number of pupils in the school with an enhanced pupil-teacher ratio applying in schools designated as disadvantaged, catering for pupils with recognised special educational needs (including classes for such pupils in mainstream schools) and teaching through the medium of the Irish language. All schools located on Islands are entitled to an additional ex-quota teaching position.
**Primary:** A very small number of other primary schools may also be entitled to an ex quota teaching position where there is a particular designated need arising from a particular learning need of a cohort of pupils or a particular kind of education; these ex-quotas positions may be reviewed on a yearly basis.

**Funding for non-teaching staff**

Funding for non-teaching staff is determined through public sector pay procedures and mechanisms.

**Funding for other current expenditure**

**Primary:** The funding in this category is being recorded under 'current expenditure' rather than 'general funding' because there are more specific requirements attaching to this funding in comparison to the funding recorded in A1 under 'general funding'. In some instances, this funding relates to role i.e. ancillary staff; in other instances, this funding relates to school context e.g. socio-economically disadvantaged. Ancillary grants are intended to assist those primary schools that have not been provided with secretarial and caretaking assistance under the 1978/1979 schemes by which certain schools receive the benefit of a full-time secretary or caretaker whose salary is fully funded by the Department. This salary is determined through the usual public service salary mechanisms. A Book Grant is intended to provide schools with financial assistance to provide textbooks for pupils. This grant is determined by the number of pupils in a school with a fixed amount available to the smallest schools equivalent to the grant for 60 pupils. Under the Assistive Technology scheme, funding is provided to schools towards the cost of computers and specialist equipment, which are required for educational purposes. Equipment is provided under this scheme for children with more complex disabilities who, in order to access the school curriculum, require essential specialist equipment which they do not already have, or which cannot be provided for them through the school's existing IT provision. The criteria for the Department's Assistive Technology scheme are set out in Department Circular 0010/2013. In addition to the assistive technology scheme, there are other grant schemes to support provision for pupils with special educational needs; these include the Home Tuition Grant Scheme, the Irish Sign Language Scheme and Typing Scheme. The ASD grant is a particular grant available for schools setting up a unit for pupils with Autistic Spectrum Disorder (ASD). The Digital Strategy for Schools provides funding for the purchase of ICT infrastructure to enable schools to embed the use of digital technology in teaching and learning. Delivering Equality of Opportunity in Schools (DEIS) the Action Plan for Educational Inclusion is the Department of Education's main policy instrument to address educational disadvantage providing funding and support for schools designated as socio-economically disadvantaged at either of two bands with more extensive support funding available to schools in Band One. The Gaeltacht Recognition Scheme is a policy to support schools in certain Irish speaking regions who wish to opt in for additional financial resources and supports to assist them with the provision of education through Irish within the cultural context of Irish as a living language.

**Lower Secondary:** The funding in this category is being recorded under 'current expenditure' rather than 'general funding' because there are more specific requirements attaching to this funding in comparison to the funding recorded in A1 under 'general funding'. In some instances, this funding relates to role i.e. ancillary staff; in other instances, this funding relates to school context e.g. socio-economically disadvantaged. Ancillary grants such as the School Services Support Fund (SSSF) are intended to assist those secondary schools that have not been provided with secretarial and caretaking assistance under the 1978/1979 schemes by which certain schools receive the benefit of a full-time secretary or caretaker whose salary is fully funded by the Department. This salary is determined through the usual public service salary mechanisms. To qualify for the basic secretary and caretaker grants, a school must have an enrolment figure of at least 200 students. A Book Grant is intended to provide schools with financial assistance to provide textbooks for students. This grant is determined by the number of students in a school. Other grants available to all secondary schools include Programme Grants which are payable for each student participating in the Junior Certificate Schools Programme, Transition Year and Leaving Certificate Applied programmes. A grant to promote the teaching of Physics and Chemistry in schools is also available. Under the Assistive Technology scheme, funding is provided to schools towards the cost of computers and specialist equipment, which are required for educational purposes. Equipment is provided under this scheme for children with more complex disabilities who, in order to access the school curriculum, require essential specialist equipment which they do not already have, or which cannot be provided for them through the school's existing IT provision. The criteria for the Department's Assistive Technology scheme are set out in Department Circular 0010/2013. In addition to the assistive technology scheme, there are other grant schemes to support provision for students with special educational needs; these include the Home Tuition Grant Scheme, the Irish Sign Language Scheme and Typing Scheme. The ASD grant is a particular grant available for schools setting up a unit for students with Autistic Spectrum Disorder (ASD). The Digital Strategy for Schools provides significant funding for the purchase of ICT infrastructure to enable schools to embed the use of digital technology in teaching and learning. Delivering Equality of Opportunity in Schools (DEIS) the Action Plan for Educational Inclusion is the Department of Education's main policy instrument to address educational disadvantage providing funding and support for schools designated as socio-economically disadvantaged at either of two bands with more extensive support funding available to schools in Band One. The Gaeltacht Recognition Scheme is a policy to support schools in certain Irish speaking regions who wish to opt in for additional financial resources and supports to assist them with the provision of education through Irish within the cultural context of Irish as a living language.
resources and supports to assist them with the provision of education through Irish within the cultural context of Irish as a living language.

**Funding for capital expenditure**

**Primary**: New schools will be built where a need arises; new schools are built with a specific population size in mind. Bespoke accommodation is provided for pupils in special schools, units and classes. Capital grants are provided for school repairs and any requests for refurbishment and school extension will take into account need and existing and prospective school populations.

**Lower Secondary**: New schools will be built where a need arises; new schools are built with a specific population size in mind. Student enrolments at secondary level have been growing steadily and are set to reach a record high in 2024. Nineteen new schools (a mixture of primary and secondary schools) were scheduled to be completed by Autumn 2019 to meet the growing demand for school places in particular locations. In some cases, the Department provides for the building of new schools under a Public Private Partnership which helps to ease the immediate financial pressure on the exchequer, as it spreads the costs over twenty-five years. Bespoke accommodation is provided for students in special schools, units and classes. Capital grants are provided for school repairs and any requests for refurbishment and school extension will take into account need and existing and prospective school populations. Department schemes such as Summer Works, Minor Works and Emergency Works allow schools and ETBs to apply for funding to carry out necessary repairs and refurbishments to school buildings. [Back to main table for this Indicator]

**Israel**

*General funding; Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure and Funding for capital expenditure*

[Formula Funding Back to main table for this Indicator]

**Japan**

*Funding for teaching staff; Funding for non-teaching staff; Funding for capital expenditure*

No information available on the basis used to allocate funding in local and regional governments. [Back to main table for this Indicator]

**Korea**

*General funding*

Funding from Central Government to Ministry of Education: Formula funding. Formula funding: 20.79% of Internal tax + some of the National education tax, exclusive of transfers to the account for pre-primary education

Funding from Ministry of Education to Provincial and Regional Government Offices of Education: Formula funding. Formula funding: Each Provincial and Regional Government Offices of Education calculates "Standard finance demand - Standard finance income = Differences" and requests the MOE to grant funding of which the amount is equal to the differences calculated.

Funding from Provincial Government to Provincial and Regional Government Offices of Education: Formula funding. Administrative discretion. Formula funding: A funding formula is used to define the portion of local taxes (e.g., tobacco tax, local education tax, etc.) that should be transferred from the Provincial Government to the Provincial and Regional Government Offices of Education. Administrative discretion: For other cases (using transferred money from Provincial Governments), administrative discretion is granted based on negotiations between organizations.

Funding from Provincial and Regional Government Offices of Education to Schools: Formula funding. Bidding and bargaining. Formula funding: Basic operation funding is distributed to each Provincial and Regional Government Offices of Education based on expenses per school/class/student. Bidding and bargaining: For certain regional educational projects, grants are distributed via bidding.

*Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure; Funding for capital expenditure*

N/A [Back to main table for this Indicator]

**Latvia**

*General funding*
According to the Education Law, local governments themselves determine the procedures how the schools are financed from local government's budget. Local governments allocate their budget resources to educational institutions and control their use.

**Funding for teaching staff**

Funding is allocated according to the funding formula of the Cabinet of Ministers Regulation "On the State Budget Earmarked Grant for the Salary of Teachers in Municipal General Education Institutions and General Secondary Education Institutions established by State Higher Education Institutions".

**Funding for non-teaching staff**

Administrative discretion is the main basis used to allocate this type of funding.

**Funding for other current expenditure**

State co-funding of teaching aides and materials is calculated by formula (costs per student). State co-funding for meals of 1-4 grade students is calculated per student, number of days and cost per meal.

**Funding for capital expenditure**

Administrative decision. [Back to main table for this Indicator]

**Lithuania**

**General funding**

The fixed state subsidy to cover teaching costs contain: 1) funds for the implementation of an education plan; 2) funds for reducing the difference between education funding needs between schools; 3) funds for other education needs. Additionally, through differed programmes, the state can allocate investment funds for the development of education.

**Funding for teaching staff**

(see row 28) [Back to main table for this Indicator]

**Mexico**

**General funding; Funding for other current expenditure and Funding for capital expenditure**

Administrative discretion and historical expenditure of the region [Back to main table for this Indicator]

**Netherlands**

**General funding; Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure; and Funding for capital expenditure**

Formula funding with use of objective criteria with a universally applied rule to establish the amount of resources to which each school is entitled. For personnel and material funding. [Back to main table for this Indicator]

**Norway**

**General funding**

The lump sum grant to municipalities are based on a funding formula with several components. Municipalities decide how funding is allocated to schools. [Back to main table for this Indicator]

**Poland**

**General funding**

The division of school education subsidy between individual units of local government is made using an appropriate algorithm. The main factor differentiating the amount of subsidy is: the number of students, types of schools, special education.

**Funding for other current expenditure; and Funding for capital expenditure**

The distribution of subsidies is carried out by appropriate regulations (act, regulation). [Back to main table for this Indicator]

**Russian Federation**

**General funding**
Number of students

Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure

Regionally established norms

Funding for capital expenditure

The school building status, requirements for equipment and its upgrade. Back to main table for this Indicator

Slovenia

Funding for teaching staff and Funding for non-teaching staff

The level of funding for salaries for teaching and non-teaching staff is determined on the basis of systemisation of posts (sistemizacija delovnih mest) and the number of occupied posts in a school; they must comply with relevant regulations and collective agreements. It is calculated according to the Rules on the Norms and Standards for Performing of the Basic School Programme. The Rules are issued by the Minister of Education upon prior consultations with the National Council of Experts for General Education and unions.

- Teaching staff: The norms and standards cover teaching hours of teachers and other educational staff, and the classroom and grouping criteria.
- Non-teaching staff: The norms and standards cover criteria for the provision of the counselling service, libraries, administrative, account-keeping and technical services, and the classroom and grouping criteria.

Funding for other current expenditure

The level of funding of the material costs is determined according to the annual Minister’s Decision in accordance with the criteria for allocation of funds in accordance with the Rules on the criteria and methods for the valuation of the material expenses of basic school programmes and basic schools with special curricula (http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV13073). Local governments have administrative discretion over the allocation of funds for other current expenditure. The Ministry retrieves annual data on the number of students, endangered by wildlife on their route to school, and their distance from the school and calculates the cost of funds for transport of students due to wildlife threats.

Funding for capital expenditure

It is within municipalities’ administrative discretion to allocate capital investment funds to schools. Funds allocated to municipalities for capital expenditure from the central government are on the base of administrative discretion. Funds allocated to schools for capital expenditure from the central government are allocated on the base of administrative discretion, normally taking into account incremental cost. In cases of purchase of ICT equipment, the ministry may publish public calls to co-finance purchase of equipment for schools. Back to main table for this Indicator

Spain

General funding

Every school year, the Departments of Education in every Autonomous Community (the Ministry of Education and Vocational Training as to both Ceuta and Melilla) establish the material and human resources for each school, which vary depending mainly on the educational stage, number of units, school size, opening hours and the supplementary services provided. The allocation techniques vary in the different Autonomous Communities.

Therefore, although the amount of resources is fixed by the regional authorities (the central authority as to Ceuta and Melilla) without them having to refer its decision to any other authority (as in discretionary determination), a mathematical procedure or formula to calculate the amounts awarded may be used. Even though the estimation of the needs takes into account the characteristics of each school, we cannot conclude that it takes place on a case-by-case basis.

At primary level, local authorities or municipalities also establish their own allocation criteria and techniques. There are no regulations, official recommendations or policy documents issued by central education authorities that can account for the criteria and techniques used at a local level.

Funding for teaching staff

The allocation of teaching staff depends on the limits established by the legislation in relation to “teaching hours” per teacher and “maximum number of pupils per unit” (a unit is a group of students being collectively and simultaneously taught by a teacher on an ordinary basis).
For special purposes as COVID-19 pandemic or foreign language reinforcement can be open competitions for additional teaching staff.

**Funding for non-teaching staff**

The Ministry of Education and Vocational Training (central authority) as to the two Autonomous Cities of Ceuta and Melilla and the Departments of Education (regional authority) in every of the seventeen Autonomous Communities determine the number of professionals for each school, each year.

At the primary level, the Local authorities (municipalities) determine the number of professionals for each school, each year (building operations and maintenance staff, and cleaning).

**Funding for other current expenditure**

The Ministry of Education and Vocational Training as to the two Autonomous Cities of Ceuta and Melilla and the Departments of Education in every of the seventeen Autonomous Communities make transfers to schools in order to finance the current expenditure. The amount allocated to each school is determined each year.

At the primary level, the Local authorities (municipalities) are responsible for the management and funding of building maintenance, electricity, water, heating, as well as minor building repairs. These costs are directly paid by the municipalities, and not transferred to the schools.

**Funding for capital expenditure**

The Ministry of Education and Vocational Training as to the two Autonomous Cities of Ceuta and Melilla and the Departments of Education in every of the seventeen Autonomous Communities make transfers to schools to finance the capital expenditure. The amount allocated to each school is determined each year.

**Sweden**

**General funding**

Local politicians in the city council and on child and education committees control which resources are set aside and how they are allocated to activities and individual schools given the local conditions and needs. It is not possible to give an general answer regarding the basis used by the 290 municipalities to allocate funding to the schools. The main basis used to allocate funding is formula funding and incremental costs.

**Switzerland**

**Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure; and Funding for capital expenditure**

Combination of administrative discretion and incremental costs

**United States**

**General funding**

Federal programs are typically based on some sort of student count in the relevant population. The main state formula mechanisms for the key programs are illustrated here: [http://b5.caspio.com/dp.asp?AppKey=b7f93000695b3d0d5abb4b68bd148&id=a0y70000000CboYAAS](http://b5.caspio.com/dp.asp?AppKey=b7f93000695b3d0d5abb4b68bd148&id=a0y70000000CboYAAS). The most common approach for states is to use a foundation formula. For states with a foundation formula, their school districts receive a base funding per student with additional funds added to meet the needs of designated student populations. Each state uses a range of formulas to allocate funding for various education activities. This document summarizes major U.S. funding formulas: [https://schoolfinancesdav.files.wordpress.com/2014/04/aefp-50-stateaidsystems.pdf](https://schoolfinancesdav.files.wordpress.com/2014/04/aefp-50-stateaidsystems.pdf). This older site contains a PDF file that describes the various funding formulas in each of the states and in Canadian provinces ([https://nces.ed.gov/edfin/state_financing.asp](https://nces.ed.gov/edfin/state_financing.asp)). Even though most of the information is nearly 20 years old, it is very helpful in systematically describing the complexity, diversity, and depth of school funding mechanisms for each of the states.

**Funding for teaching staff; Funding for non-teaching staff**

Typically considered part of general funding.

**Funding for other current expenditure**

See information provided in the section of this annex on Levels of Government.
Funding for capital expenditure

Local determination of funding need approved by voters. Back to main table for this Indicator

**Main funding mechanisms used to distribute public funding to public primary and lower secondary educational institutions: Tables D6.5 and D6.6**

**Coverage, methodology and interpretation**

**Australia**

*General funding; Funding for teaching staff; Funding for non-teaching staff; and Funding for other current expenditure*

The main funding mechanism used to disperse funding is via a block allocation grant for funds passing from Central Government to State Government. Funding for schools from State Government is via a restricted block grant.

*For Funding for teaching staff*, the majority of teaching staff costs are paid for by the state government on behalf of schools; however, schools have the discretion to purchase additional teaching staff resources from other funding they have been allocated.

*Funding for capital expenditure*

School specific funding to schools to undertake capital works. Capital works are managed centrally at a state government level. Back to main table for this Indicator

**French Comm. (Belgium)**

*Funding for teaching staff*

Teachers are paid directly by the State Level. The teachers (and school heads) of the organic framework are paid directly by the French Community (Fédération Wallonie-Bruxelles), regardless of the network to which they belong. However, exceptionally, a teacher can be hired outside an organic framework (as defined by decree on the basis of the number of pupils and other objective criteria), directly by the local authority. In this case, the teacher is considered a "municipal employee" and is paid by the municipality or the province, at their expense.

*Funding for non-teaching staff*

Part of the non-teaching staff is remunerated by the State Level, another by the Local level. The workers are automatically remunerated at the expense of the organising authority of their school, either the French community, or the provinces or municipalities (at charge of their operating subsidies from the French community or from their own funds). The other members of the staff (administrative, educational auxiliaries, etc.) are, like the teachers, directly paid by the French community if they are part of the organic framework and by their organizing power if they have been hired directly by their school (outside the organic framework).

*Funding for other current expenditure*

The operating resources are transferred to the schools by the organising authority (French community or Municipalities and Provinces).

*Funding for capital expenditure*

For the “light” equipment part, same mechanism as for operating expenses. For the part “construction and renovations” of school infrastructure, in general French community schools: receive grants from the School Buildings Fund if they meet the grant criteria. Provincial and municipal schools receive grants from the School Buildings Fund if they meet the grant criteria (grants up to 60% and intervention with the remaining 40% coming from guaranteed loans for the purchase and construction, works...). They can receive funds from the Provinces and Municipalities (and from the regional level: Cocof or the Brussels-Capital Region).

All the funding relating to school buildings is based on decrees (February 5, 1990, initially, then were added the alternative funding of the Priority Works Program (PPT), Phase 3 and, most recently, creation of places). For the official network organised by the French community, the decree rather fixes the obligations and the means at the disposal of the French community for the purposes of maintaining and fitting out buildings which it owns (public company for the administration of school buildings called "SPABS") or even carry out construction. When work must be carried out in school buildings belonging to the Walloon Region but for which the French Community manages the maintenance, the Technical Service of the School Building Funds is responsible for drawing up a technical plan in order to work according to the decisions and amounts determined by the SPABS. For the official
subsidised network, the grant award procedure is self-articulated. Based on a process of granting a promise in principle, a firm promise, upon adjudication, the choices are made by the Minister on the basis of an analysis of functional services. Phase 3 was decided by the government.

The creation of places are chosen on the basis of a call for projects from Organising Authorities federations and the choices are made according to very specific criteria (zone with demographic tension), a ranking of requests is made by the administration and the projects retained after passage in Government.

For the PPT, the projects are selected following again proposals from the Organising Authorities federations, which are supposed each year to submit a list of eligible projects, the proposals are validated after analysis of the administration by the inter-character commission and then proposed to the government. The projects appearing in the lists can then be proposed by the POs requesting assistance. Back to main table for this Indicator

**Brazil**

*General funding*

The Fundeb has the characteristic of distributing resources (from taxes and fees) automatically (without the need for budgetary authorization or agreements for that purpose) and periodically, by crediting the specific account of each Federal Units and municipal government. The application of resources is the responsibility of each school system (federal, state or municipal), however the Fund establishes that at least 60% must be used to pay public school teachers' salaries. Back to main table for this Indicator

**Chile**

*General funding*

The School Basic Grant, along with the additional increments, are allocated through a restricted block grant to cover operation costs, including the amount assigned by Law No° 19.933 for the payment to education professionals. In addition, the central authorities transfer to the sub-central authorities some Earmarked Grants.

*Funding for teaching staff*

The assignments destined for teaching staff considered in this section are allocated as Restricted block grants, and some assignment like Professional Recognition Bonuses (BRP for their name in Spanish, Bonificación de Reconocimiento Profesional, from Law 20.158), are allocated as Dedicated grants.

*Funding for non-teaching staff*

The assignments destined for non-teaching staff considered in this section are allocated as Restricted block grants.

*Funding for other current expenditure*

The assignments destined for other current expenditure considered in this section are allocated as Restricted block grants and earmarked grants.

*Funding for capital expenditure*

All assignments destined for other current expenditure considered in this section are allocated as earmarked grants. Back to main table for this Indicator

**Colombia**

*General funding*

For the resources for service provision based on population attended (allocated by a formula based on the number of students), the regulations mentioned before establish explicitly for what areas these resources must go. Therefore they are dedicated grant. The remaining resources (equity and out-of-school children), are earmarked, which means they are more flexible.

*Funding for teaching staff*

The resources for teaching staff are part of the service provision funds based on population attended, which are from dedicated grants.

*Funding for non-teaching staff*

The resources for non-teaching staff are part of the service provision funds based on population attended, which are from dedicated grants.

*Funding for other current expenditure*
Some of the funds for these expenditures are from dedicated grants, but others can also be from earmarked grants.

**Funding for capital expenditure**

Some funds are from dedicated grants, and others from earmarked grants. [Back to main table for this Indicator](#)

**Czech Republic**

**Funding for teaching staff**

From state budget per student, from budget of the owner (region, municipality) according to cost of operation.

**Funding for non-teaching staff**

From state budget per student, from budget of the owner (region, municipality) according to local needs.

**Funding for other current expenditure**

From state budget per student, from budget of the owner (region, municipality) according to cost of operation. [Back to main table for this Indicator](#)

**Denmark**

**General funding**

When funding comes from government, it is directed at Local Government Denmark (KL) which then sends a share to each municipality, typically according to the number of inhabitants in every municipality. [Back to main table for this Indicator](#)

**England (UK)**

**General funding**

Restricted block grants: Local authorities are required to spend the majority of the funding they receive through the Schools Block and High Needs Block on those two respective areas. They can transfer up to 0.5% of their funding for schools to high needs, with approval of their schools forum (a group consisting of local stakeholders).

Lump sum: General, or schools' 'core', funding can be spent in the way that school leaders thinks best meets the needs of their pupils.

**Funding for other current expenditure**

School-specific grants: This grant funding is paid to schools via local authorities in the case of maintained schools and academy trusts in the case of academies, but allocations are calculated at school level and local authorities and academy trusts are required to pass exact amounts of funding for these grants on to schools.

Lump sum: The aim of the grants is made clear. In the case of the PP grant, this is funding to help schools to improve the attainment of their disadvantaged pupils. In the case of the FSM grant, this is funding to provide free school meals to disadvantaged pupils who are aged between 5 and 16 years old. Steps are taken to ensure accountability and transparency of expenditure of each grant, but it is ultimately up to school leaders to decide how to spend the grant funding to meet these aims.

**Funding for capital expenditure**

School Condition Allocations (SCA) - Earmarked Grant

Devolved Formula Capital (DFC) - School Specific Grant

Condition Improvement Fund (CIF) - School Specific Grant

Basic Need Funding - Earmarked Grant

Special Provision Capital Fund (SPCF) - Earmarked Grant [Back to main table for this Indicator](#)

**Estonia**

**General funding**

Local governments submit monthly invoices to other local governments to the extent of 1/12 of the cost of the operating expenses of a student place.
Earmarked grants

**Funding for capital expenditure**

School-specific grants [Back to main table for this Indicator]

**Finland**

**General funding**

Central government funding: Lump sum. Local authorities have Full autonomy in allocating funding. [Back to main table for this Indicator]

**France**

**Funding for other current expenditure**

School-specific grants not included in earmarked grants can apply for school transports for example. [Back to main table for this Indicator]

**Germany**

**Funding for teaching staff**

Teachers are payed directly by the central authority/state (Land).

**Funding for non-teaching staff**

Non-teaching staff is payed directly by the school-maintaining bodies.

**Funding for capital expenditure**

The funding may come in the form of earmarked grants or lump sums from the Land to the local authority. [Back to main table for this Indicator]

**Ireland**

**General funding**

**Primary**: All funding is issued centrally. The overall capitation grant is paid based on the current school year's September enrolments and is paid in two instalments, January and June of each year. The grant paid to small schools is based on a minimum enrolment of 60 mainstream pupils. The amounts allocated in other grants are determined annually by Department of Education funding priorities, and previous commitments in terms of roll-over grants.

**Lower Secondary**: Funding is issued centrally through the Department of Education. Voluntary secondary schools, community schools and comprehensive schools receive their funding directly from the Department of Education. There are 243 community colleges at post-primary level that come under the remit of regional Education and Training Boards (ETB). The ETB for each region is funded directly by the Department of Education; the ETBs allocate the funds to ETB schools in their area. The overall capitation grant is paid based on the current school year's September enrolments and is paid to community and comprehensive schools in four instalments. In the case of voluntary secondary schools, it is paid in three instalments, in September, January and April. Student enrolments at secondary school level have been increasing steadily in recent years including 2019, with a corresponding incremental increase in education expenditure. Secondary school enrolments are expected to peak and reach a record high in 2024.

**Funding for teaching staff**

**Primary**: Teachers and school principals (head teachers) are paid fortnightly and directly by the Department of Education. Teacher salaries are determined by public sector pay mechanisms. The numbers of teaching staff is determined according to the information that has been provided above under “the basis used to allocate funding”.

**Lower Secondary**: The main funding mechanism used to disperse funding: Teachers and school principals (head teachers) in voluntary secondary, comprehensive and community schools are paid fortnightly and directly by the Department of Education. Teachers and school principals working in ETB schools are paid by the relevant Education and Training Board. Teacher salaries are determined by public sector pay mechanisms. The number of teaching staff is determined according to the information that has been provided above under ‘the basis used to allocate funding’.

**Funding for non-teaching staff**
**Primary:** Salaries are paid directly by the Department of Education.

**Lower Secondary:** In most cases salaries are paid directly by the Department of Education to non-teaching staff, such as special needs assistants. Secretaries and caretakers who are employed under the Department’s 1978/79 scheme, in voluntary secondary, comprehensive and community schools, are paid directly by the Department. Other non-teaching staff such as caretakers and school secretaries who have an employment contract with the school’s board of management are paid by the board by means of an ancillary grant funded by the Department of Education. Staff in the 243 ETB schools are paid by the relevant Education and Training Board, with funding received from the Department of Education.

**Funding for other current expenditure**

**Primary:** Funding is dispersed by central government through the Department of Education.

**Lower Secondary:** Funding is dispersed by central government through the Department of Education. The Department funds a majority of secondary schools directly. In the case of ETB schools the funding is paid to the relevant ETB for dispersal to its schools. The book grant is paid in June. Special education and Traveller education grants are paid in December. Schools teaching through the medium of Irish receive their grant in May. The amounts allocated in other grants are determined annually by Department of Education funding priorities, and previous commitments in terms of roll-over grants. The specific rates payable in respect of all the grants are outlined in Department Circular 0033/2019.

**Funding for capital expenditure**

**Primary:** Direct payment to schools.

**Lower Secondary:** Direct payment is made by the Department to most schools, except in the case of ETB schools, where the funding is usually paid directly to the ETB. Back to main table for this Indicator

**Israel**

**General funding**

Earmarked grants, school-specific grants, lump sum funding

**Funding for teaching staff**

Dedicated grant

**Funding for non-teaching staff**

Earmarked grants

**Funding for other current expenditure**

Earmarked grants, school-specific grants, dedicated grants, lump sum funding

**Funding for capital expenditure**

Restricted block grants, earmarked grants, school-specific grants, dedicated grants Back to main table for this Indicator

**Japan**

**Funding for teaching staff; and Funding for non-teaching staff**

As for Dedicated grants, there are no appropriate options to express Japanese circumstance. Some of the funding for teaching staff are Dedicated grants and others are not. Back to main table for this Indicator

**Korea**

**General funding**

Funding from Central Government to Ministry of Education: Lump sum transfer, Earmarked grants. Lump-sum transfer: Lump sum payments are allocated to the Ministry of Education based on the Act of Grants for Local Education. Earmarked grant: National Government Grants are distributed in the form of earmarked grants.

Funding from Ministry of Education to Provincial and Regional Government Offices of Education: Lump sum transfer. Lump-sum transfer: Lump sum payments are allocated to every Provincial and Regional Government Office of Education based on the standard funding formula (Lump-sum grant = Standard finance demand - Standard finance income)
Funding from Provincial Government to Provincial and Regional Government Offices of Education: Lump sum transfer, Earmarked grants. Lump-sum transfer: Lump sum payments are allocated to every Provincial and Regional Government Office of Education based on the Act of Local Education Autonomy. Earmarked grants: Grants for school site, accounting expenses, and aid for Education Benefit Program, etc are distributed in the form of earmarked grants.

Funding from Provincial and Regional Government Offices of Education to Schools: Lump sum transfer, Dedicated grants, School-specific grants. Lump-sum transfer: It is allocated to individual schools based on the standard funding formula of each Provincial and Regional Government Office of Education. Dedicated grants: Funding for teaching staff is distributed by each Provincial and Regional Government Offices of Education based on the dedicated grant. This funding is not transferred to individual schools, but to teaching staff directly. School-specific grant: School-specific grant is also used for programs run by the Educational Special Grants and for certain regional educational projects.

Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure; and Funding for capital expenditure

N/A Back to main table for this Indicator

Latvia

Funding for teaching staff and Funding for non-teaching staff

Earmarked grants. Back to main table for this Indicator

Lithuania

General funding and Funding for teaching staff

The state allocates approximately 80% of its education funds to the school, the rest to municipalities. All the funds allocated to schools are used for salaries and for schools’ other education needs. Municipalities allocate the rest 20% of these funds according to their set rules. Still, the state provides certain requirements that must be set out in these rules. Back to main table for this Indicator

Mexico

General funding; Funding for other current expenditure; and Funding for capital expenditure

Dedicated grants by level of education Back to main table for this Indicator

Netherlands

General funding; Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure; and Funding for capital expenditure

Almost everything is lump sum funding. A small part is earmarked grants for improving the quality of education. Back to main table for this Indicator

Poland

General funding

The method of calculation of overall State-budget school education subsidy is determined by the educational subsidy allocation algorithm. The structure of the algorithm consists of a system of measures and weights (over 70 weights) that differentiates the amount of subsidy per student.

Funding for other current expenditure; and Funding for capital expenditure

The overall State-budget school education subsidy. Back to main table for this Indicator

Slovenia

Funding for teaching staff; and Funding for non-teaching staff

The Ministry of Education, Science and Sport assigns earmarked grant to schools.

Funding for other current expenditure

Restricted block grants by central government in line with the Rules on the criteria and methods for the valuation of the material expenses of basic school programmes and basic schools with special curricula. The municipalities are autonomous in choice of main funding mechanism they use to cover the current expenditure. The main mechanism used to fund transport of students due wildlife threats is a school specific grant, flowing
form the central government to the municipalities. The municipality then organises the transport of students in question through a dedicated grant to the transport provider.

**Funding for capital expenditure**

The municipalities are autonomous in deciding the main mechanism to fund capital investment, they may pay the investment directly to the providers not to school (dedicated grants), or alternatively may cover costs with an earmarked grant to schools. The central government provides funding for capital investment to municipalities as school-specific grants. The central government may provide (co)funding for ICT equipment at schools through earmarked grants, while some software or hardware may be purchased with dedicated grants directly from providers and distributed to schools. [Back to main table for this Indicator](#)

**Spain**

**General funding**

* Dedicated grants, earmarked grants and others. The most important funding mechanism is dedicated grants. Salaries for teachers and non-academic staff or the operating cost of the buildings are not administered by the schools. Earmarked grants are required for specific elements/items of current expenditure. Every school needs to design and estimate a budget with different items determined by the education authority. Every single item has a different funding depending on the characteristics of the school. Other funds transfer mechanisms are also used.

**Funding for teaching staff; and Funding for non-teaching staff**

Dedicated grants.

**Funding for other current expenditure**

* Dedicated grants and Earmarked grants. The main funding mechanism used to disperse funding is dedicated grants not administrated by the school for building maintenance. Earmarked grants are required to use for the specific items. The school budget is divided in different current expenditures.

**Funding for capital expenditure**

Restricted block, earmarked or school-specific grants, depending on the context of the need or the project, are the main funding mechanisms. [Back to main table for this Indicator](#)

**Sweden**

**General funding**

The main funding mechanism used is lump sum transfer. The Swedish schools have a high degree of autonomy for allocation of resources, such as teaching and non-teaching staff, material and equipment, professional development activities and so on. The municipalities can also apply for earmarked government grants with particular purposes (e.g., teacher professional development, salary increases for teachers with outstanding performance of teaching). A single school cannot apply for earmarked government grants, only the municipalities as in turn disperse funding to the schools in its jurisdiction. Resources dedicated to student health, native language teaching or pupils in need of special support are often centrally controlled by the municipalities and not transferred to individual schools. [Back to main table for this Indicator](#)

**Switzerland**

**Funding for teaching staff; and Funding for capital expenditure**

Dedicated grant

**Funding for non-teaching staff**

Dedicated grant (e.g. school psychologist) and earmarked grants (e.g. caretaker, social worker)

**Funding for other current expenditure**

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

**Turkey**

**General funding**

School-specific grants include donations that are collected by parent-school associations in schools.

**Funding for non-teaching staff**
The salaries of cleaning staff, security guards etc. are paid by parent-school associations. Back to main table for this Indicator

**United States**

**General funding**

The largest single type of allocation is probably a foundation program. For states with a foundation formula, their school districts receive a base funding per student with additional funds added to meet the needs of designated student populations. While there are generalizations that can be made across states, it is important to note that each of the 50 states has their own specific formulas and regulations. For example, local governments typically use property taxes to raise school funds; this can be the majority of school funds in some states. In these cases, local governments would be the primary decision makers on the allocation of funds to public schools.

*Funding for teaching staff; Funding for non-teaching staff*

Typically considered part of general funding.

*Funding for other current expenditure*

Some elements may be considered part of general funding, but some elements such as student transportation often have their own funding formulas. For example, student transportation formulas may involve numbers of students transported, potentially with various factors for total distances travelled. Heating, air conditioning, electricity, and maintenance expenditures for a local school may be funded through an incremental cost function developed by a local school district.

*Funding for capital expenditure*

Smaller capital projects, particularly those conducted by school district maintenance staff, are likely to draw on general funding. Major building projects would typically be funded by local determination involving local approval of loan amounts through the election process. Back to main table for this Indicator

**Levels of government involved in funding public primary and lower secondary educational institutions: Tables D6.7 and D6.8**

**Coverage, methodology and interpretation**

**Australia**

*General funding; Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure*

Central Government and State Government

*Funding for capital expenditure*

State Government Back to main table for this Indicator

**Austria**

*Funding for teaching staff*

Regional government pays teachers, but the salary sums have to be reimbursed by law by the central level.

Provincial schools (primary schools, lower secondary schools) are financed by the provinces and municipalities using funds which are, however, to a significant extent raised at the federal level and transferred to the provinces in accordance with the general Fiscal Adjustment Act (*Finanzausgleichsgesetz*) based on a negotiated distribution coefficient.

Municipalities and regional associations of municipalities are the largest providers of provincial schools. As such, they are responsible for the construction and maintenance of school buildings and other properties as well as for the provision of non-pedagogical staff (e.g. school caretakers, cleaning and supervisory staff, etc.).

The funding of schools is mainly input-based. It is determined by the class sizes and demographics. The number of required classes and teachers is derived from these framework conditions. A small part of the funding is used for the further development of the school system. For example, funds are made available to finance additional teaching staff. This aims to reduce class sizes, promote language support classes and expand day care in schools, for instance.

This is regulated in the Austrian School Organisation Act, § 8a, subparagraph 3:
The individual schools shall be allocated a framework for the weekly teaching hours that can be used, which shall in any case be based on the number of pupils, the education offered, the socio-economic background and the support needs of the pupils, as well as on their language used in everyday life and on regional needs. For public compulsory schools, with the exception of practical schools and the schools referred to in Art. V nos. 1 and 2 of the 5th SchOg amendment, Federal Law Gazette No. 323/1975, each province shall be entitled to the funds provided for in the provisions of Art. IV of the Federal Constitution Act, Federal Law Gazette No. 215/1962, shall be available for each province. For public compulsory schools, § 8 lit. k in conjunction with §§ 14, 21, 21h and 33, as well as §§ 27 and 51, in each case as amended on August 31, 2018, shall apply as the basis for calculating and allocating teaching staff resources to the schools. For the other public schools in their area of supervision, the education directorates shall be provided with a quota of teaching staff hours per week, the assessment of which shall take into account the existing legal bases. However, the school-autonomous design options introduced by Federal Law Gazette I No. 138/2017 with regard to the organization of instruction, in particular the determination of class pupil, opening and division numbers, may not lead to any change in this assessment. Sections 43, 57 and 71, in each case as in force on August 31, 2018, shall also apply as the basis for calculating and allocating teaching staff resources to schools.

**Funding for non-teaching staff**

The main Level of government involved is the local authority (municipality)

**Funding for capital expenditure**

The central level is only responsible for financing the school books and providing the schools with them.

The regional level assists the municipalities by operating regional school-construction funds.

**French Comm. (Belgium)**

**Funding for teaching staff**

Mainly State (French community) but, eventually Local authorities (see annex)

**Funding for non-teaching staff; Funding for other current expenditure**

State (French community) and Local authorities

**Funding for capital expenditure**

*Primary*: State (French community), Regional level and Local authorities Regional (Regions intervene mainly in terms of equipment and energy premiums).

*Lower Secondary*: State (French community), and Local authorities Remark: Regional (Walloon Region, Brussels-Capital Region/COCOF intervene by providing the expertise equipment for vocational education (skill centres) as well as digital skills (purchase of computers ...). [Back to main table for this Indicator](#)

**Brazil**

**General funding**

The Fund for Maintenance and Development of Basic Education and Valorization of Education Professionals (Fundeb) is an accounting fund destined to the federal units and municipalities that offer public basic education. The resources are determined mainly by the number of enrolments at each locality and are provided by resources from the three levels of government: Federal, Federal Units and Municipal.

Each level of government interacts with the fund as follows:

- Federal (Central government) - the Union allocates and distributes resources;
- Federal Units (Provincial/regional or sub-regional governments) - allocate, distribute, receive and apply resources;
- Municipalities (Local authorities or governments) - allocate, distribute, receive and apply resource.

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

**Chile**

**General funding; Funding for teaching staff; and Funding for non-teaching staff**
Central Government: Ministry of Education, through the National Coordination Office for the Payment of Government Grants (Coordinación Nacional de Subvenciones).

Public School Providers (Local authorities or governments) are legal entities in charge of the administration of public funds for the delivery of the education service to communities. These providers can be: (i) Public Education Local Services - Servicios Locales de Educación Pública; and (ii) Municipalities, under the figure of Municipal Corporations (ruled by private law) or the Municipal Department of Municipal Education (ruled by public law). The Public Education Local Services group several communes (the communes corresponds to the minor and basic administrative division of the country), and the Municipalities only one, but with the implementation of Law N°21.040 which creates the new System of Public Education, the provision of the education services will be progressively transferred from the municipal level to the 70 new Public Education Local Services. This transfer started in 2018 and is projected to be complete in 2025.

Funding for other current expenditure

Central Government: Ministry of Education, through the National Coordination Office for the Payment of Government Grants (Coordinación Nacional de Subvenciones) and the Directorate for Public Education (Dirección de Educación Pública - DEP).

Public School Providers: Public School Providers are legal entities in charge of the administration of public funds for the delivery of the education service to communities. These providers can be: (i) Public Education Local Services - Servicios Locales de Educación Pública; and (ii) Municipalities, under the figure of Municipal Corporations (ruled by private law) or the Municipal Department of Municipal Education (ruled by public law).

Funding for capital expenditure

Central Government: Ministry of Education, specifically the National Coordination Office for the Payment of Government Grants (Coordinación Nacional de Subvenciones) and the Directorate for Public Education (Dirección de Educación Pública - DEP).

Public School Providers: Public School Providers are legal entities in charge of the administration of public funds for the delivery of the education service to communities. These providers can be: (i) Public Education Local Services - Servicios Locales de Educación Pública; and (ii) Municipalities, under the figure of Municipal Corporations (ruled by private law) or the Municipal Department of Municipal Education (ruled by public law).

Colombia

General funding

Colombia has three levels of government: the central level (Ministry of Education and the National Planning Department), the regional level (Departments and departmental education authorities) and the local level (municipalities). In terms of distribution of funds and autonomy for its management, Colombia differentiates municipalities that are certified and those who are not. This certification depends on factors of population and others. All participate in general funding.

The central level takes the decisions regarding allocation of resources to the regional and local governments. Law 715 of 2001, Decree 2700 of 2004 and Decree 028 of 2008 establish the competencies of each level of government regarding resource allocation, use, destination, monitoring and control of the resources from the General Participation system (including those for education), and the principles of solidarity, complementarity and subsidiarity between levels.

Funding for teaching staff; and Funding for non-teaching staff

Colombia has three levels of government: the central level (Ministry of Education and the National Planning Department), the regional level (Departments and departmental education authorities) and the local level (municipalities). In terms of distribution of funds and autonomy for its management, Colombia differentiates municipalities that are certified and those who are not. This certification depends on factors of population and others. For funding of teaching and non-teaching staff, the main levels that participate are the national, the regional and the local authorities that are certified. For those municipalities that are not certified, the regional level assumes the funds management.

The central level takes the decisions regarding allocation of resources to the regional and local governments. Law 715 of 2001, Decree 2700 of 2004 and Decree 028 of 2008 establish the competencies of each level of government regarding resource allocation, use, destination, monitoring and control of the resources from the General Participation system (including those for education), and the principles of solidarity, complementarity and subsidiarity between levels.
Funding for other current expenditure

Colombia has three levels of government: the central level (Ministry of Education and the National Planning Department), the regional level (Departments and departmental education authorities) and the local level (municipalities). In terms of distribution of funds and autonomy for its management, Colombia differentiates municipalities that are certified and those who are not. This certification depends on factors of population and others. All participate in funding of other current expenditure.

The central level takes the decisions regarding allocation of resources to the regional and local governments. Law 715 of 2001, Decree 2700 of 2004 and Decree 028 of 2008 establish the competencies of each level of government regarding resource allocation, use, destination, monitoring and control of the resources from the General Participation system (including those for education), and the principles of solidarity, complementarity and subsidiarity between levels. In the national level, the legislative branch (Senate), also participates by approving the country’s general budget for the current government, in which specific programs and projects are set with investment expenses in the national development plan, which can be universal for the education system, but can also be specifically for some geographical territories or population groups. This applies also for local governments, in their local development plan.

Funding for capital expenditure

The central level takes the decisions regarding allocation of resources to the regional and local levels. Law 715 of 2001 and Decree 2700 of 2004 establishes de competencies of each level of government regarding resource allocation, use, destination, monitoring and control of the resources from the General Participation system (including those for education), and the principles of solidarity, complementarity and subsidiarity between levels. In the national level, the legislative branch (Senate), also participates by approving the country's general budget for the current government, in which specific programs and projects are set with investment expenses in the national development plan, which can be universal for the education system, but can also be specifically for some geographical territories or population groups. This applies also for local governments, in their local development plan. For capital expenditures, resources from oil and other mineral extraction royalties can also be used, which has its own rules and actors, both in the national as well as in the local governments. Back to main table for this Indicator

Czech Republic

General funding

State and regions (state part of joint model of public administration)

Funding for teaching staff; Funding for non-teaching staff; and Funding for other current expenditure

From state budget - state and regions (state part of joint model of public administration); regional government (as the owner of schools); municipalities (as the owner of schools)

Funding for capital expenditure

State only under specific programmes (EU + national) and funding capital SEN, regions and municipalities from their own budget as the owner of schools Back to main table for this Indicator

Denmark

General funding

Municipalities are responsible for running public schools. Back to main table for this Indicator

England (UK)

General funding

The Government of the United Kingdom allocates total funding for schools in England to local councils ('local authorities'), of which there are 150, through the Dedicated Schools Grant (DSG). The DSG consists of a Schools Block (funding for schools, aged 5-16), High Needs Block (funding for special educational needs provision), Central Schools Services Block (CSSB) (funding for services that local authorities provide to multiple schools in their area), and the Early Years Block (FY) (funding for those pre-5).

Local authorities use Schools Block funding to determine schools' final budgets through local funding formulae. Local authorities can also use the High Needs Block to provide schools with pupils with special educational needs extra funding on top of their core allocations through the Schools Block.

Funding for other current expenditure
As well as 'general funding', the government allocates grant funding. For 'maintained schools' (schools overseen by local authorities), the government allocates this funding to local authorities to pass directly to schools. For 'academies' (schools overseen by an academy trust), the government allocates this funding to academy trusts to pass directly to schools.

**Funding for capital expenditure**

The levels of government involved are central government and local government (local authorities). [Back to main table for this Indicator]

**Estonia**

**General funding**

From one local government to another local government: Other local governments participate in full in covering the operating expenses of a municipal school in proportion to the number of students enrolled in the school, whose place of residence, according to the population register, is located in the administrative territory of these local governments.

**Funding for teaching staff**

Earmarked education grant for teachers’ salaries and for professional training from central government (decision level) to local governments; local governments distributing grant between their schools.

**Funding for non-teaching staff**

Earmarked education grant for head teachers and school heads professional training and salaries from central government (decision level) to local governments; local governments distributing grant between their schools.

**Funding for other current expenditure**

Earmarked education grants for school lunches, study materials and operating expenses grant for covering the expenses regarding students with SEN from central government (decision level) to local governments; local governments distributing grants between their schools.

**Funding for capital expenditure**

From local governments (decision level) to their schools. [Back to main table for this Indicator]

**Finland**

**General funding**

Central government (25%) and Local authorities (75%). [Back to main table for this Indicator]

**France**

**Funding for teaching staff**

French central government directly pays the teachers’ salaries.

**Funding for non-teaching staff; Funding for other current expenditure; and Funding for capital expenditure**

*Primary*: Municipalities essentially (local authorities).

*Lower Secondary*: Départements essentially (sub-regional government). [Back to main table for this Indicator]

**Germany**

**General funding**

The school-maintaining bodies (sub-regional: *Landkreise, kreisfreie Städte*; local: municipalities) are responsible for general funding.

**Funding for teaching staff**

The cost of the teaching staff is borne by the central authority/state (*Land*).

**Funding for non-teaching staff**

The cost of the non-teaching staff is borne by the school-maintaining bodies.

**Funding for other current expenditure**
In some Länder, general grants which are calculated on the basis of projected pupil numbers and earmarked for the current expenditure of schools are provided from the Land to the school-maintaining bodies. For some categories of current expenditure (e.g. teaching aids, school transport) the school-maintaining bodies may, under certain circumstances, receive earmarked grants from the Land government, usually in the form of a lump-sum.

**Funding for capital expenditure**

In the majority of Länder, school-maintaining bodies may receive financial support from the Land for construction work, the purchase of buildings, renovations etc. [Back to main table for this Indicator]

**Ireland**

**General funding**

*Primary: Central Government.*

*Lower Secondary:* Central Government. The majority of secondary schools - voluntary secondary, comprehensive and community schools - receive their funding directly from the Department of Education. There are 243 community colleges at post-primary level that come under the remit of regional Education and Training Boards (ETBs). There are sixteen ETBs in Ireland and they are funded directly by the Department of Education. The ETBs allocate the funds on a pro-rata basis to each ETB school in their own region.

**Funding for teaching staff**

*Primary:* The levels of government involved (Central government).

*Lower Secondary:* Central Government. Salaries in the majority of secondary schools - voluntary secondary, comprehensive and community schools - are paid directly by the Department of Education. Salaries in the ETB schools at post-primary level are paid by the relevant ETB, with funds received from the Department of Education. The same salary scales are applied.

**Funding for non-teaching staff**

*Primary:* Salaries are determined through public-sector pay agreements generally and are dispersed by the Department of Education.

*Lower Secondary:* Salaries for non-teaching staff are determined through public-sector pay agreements generally and are funded by the Department of Education. Non-teaching staff who are employed under a Department of Education contract are paid directly by the Department. Other non-teaching staff who are employed under a contract from a secondary school or ETB are paid by the school’s board of management or ETB respectively. However all salaries are funded by the Department of Education.

**Funding for other current expenditure**

Central government

**Funding for capital expenditure**

Distributed centrally by the Department of Education arising from a dedicated Education budget determined by central government. [Back to main table for this Indicator]

**Israel**

**General funding; Funding for non-teaching staff; Funding for other current expenditure; and Funding for capital expenditure**

Central Authority and Local Authorities

**Funding for teaching staff**

Central Government [Back to main table for this Indicator]

**Korea**

**General funding**

Please see the figure below.

Funding Flow 1: Central Government to Ministry of Education, to Provincial and Regional Government Offices of Education (to Local Government Offices of Education) to Schools

Funding Flow 2: Provincial Government to Provincial and Regional Government Offices of Education(→Local Government Offices of Education) to Schools
Funding Flow 3: Central Government (Ministries other than MOE) or Provincial Government (the general governments) to Schools. Central Government (Ministries other than MOE) or Provincial Government can directly fund the schools, but this type of funding flow has a small proportion (less than 10%) of total funding. This questionnaire, therefore, is reported focusing on the flows of funding through the educational governments (Funding flow 1 and Funding flow 2).

In Korea, aside from general administrative governments, there is a separate body of governments that only concerns education. The general governments consist of Central Government > Provincial Government > Local Government, while educational governments include the Ministry of Education (that equals to Central Government) > Provincial and Regional Government Offices of Education (that equals to Provincial Government) > Local Government Offices of Education (that equals to Local Government) > Individual Schools.

Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure; and Funding for capital expenditure

<table>
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<th>Country</th>
<th>General funding</th>
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<td>Latvia</td>
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For this type of funding the central level is not involved. According to the Education Law, responsibility of local governments is allocation of budget resources to schools and maintenance of schools. Majority of schools in Latvia are established and maintained by municipalities.

Funding for teaching staff

Both central and local levels are involved. The Cabinet of Ministers determines the procedures for the payment of work remuneration to teachers and its amount, including the lowest monthly salary rate for a teacher. The Ministry of Education is responsible for the calculation of funding and transfer to local governments. Local governments ensure the transfer of the State budget resources allocated for salaries of teachers to the schools. Also, local governments may allocate additional funding for teachers' salaries.

Funding for non-teaching staff

A founder of a school ensures the work remuneration for the economic, technical, and medical employees of the school. Central level (the Ministry of Education) is involved in funding for non-teaching staff of schools established by the State (0.5% of schools). Local governments are involved in funding for non-teaching staff of municipal schools (91% in 2019/2020).

Funding for other current expenditure

Founder of the school is responsible for funding of other current expenditure. Both - central and local - levels are involved. The Ministry of Education organises State order for the preparation and publication of teaching aids, as well as organises the development of electronic educational resources and teaching aids conforming to the education standards. Also, State ensures co-financing for teaching aids and materials. Central level also co-funds meals for students of grades 1 - 4. Local governments funds meals for other grades' students.

Funding for capital expenditure

Founder of a school, either it is municipality, private entity or the State, is responsible for funding of capital expenditure. In the school year 2019/2020 there were 8.5% private schools, 91% local governments’ schools and 0.5% schools established by the State. So, yes, central government is involved in funding of 0.5% of schools.

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<td>Lithuania</td>
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In order to implement the education free of charge there is a fixed State subsidy to cover teaching costs. Each school’s owner - the State or Municipality - had to allocate housekeeping and other needed funds.

Funding for teaching staff

The amounts of teaching staff' salaries are set out by the Law on Remuneration of Employees of State and Municipal Institutions and Remuneration of Commission Members.

Funding for non-teaching staff
Salaries for some of the non-teaching staff (librarians, education or special aid specialists, etc) are allocated in the state funds for reducing the difference between education funding needs between schools. The municipalities also provide schools with housekeeping funds. These funds are used to pay the salaries of service staff.

**Funding for other current expenditure**

The other current expenditures are allocated in the state funds for reducing the difference between education funding needs between schools, and the state funds for other education needs. The municipalities also provide schools with housekeeping funds. These funds are used to cover the operating costs of the school such as heating, electricity and stationery supplies. In order to ensure that schools are accessible to all pupils, municipalities compensate transportation expenses.

**Funding for capital expenditure**

The state through differed programmes can allocate investment funds for the construction, renovation or restructuring of schools. Municipalities’ investment funds for the development of education are allocated in accordance with the programmes specified in the budgets approved by local government councils.

**Mexico**

*General funding; Funding for other current expenditure; and Funding for capital expenditure*

Central government to state government.

State government to local government.

*Funding for teaching staff; and Funding for non-teaching staff*

Payroll is paid centrally or by the regions with their own budget, there is not transfer of funds.

**Netherlands**

*General funding; Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure; and Funding for capital expenditure*

The central government provides schools with a lump sum funding. Without a specific goal school do not receive funding from regional or local governments. Local governments do take care of housing but do not provide funding.

**Norway**

*General funding*

Lump sum grant is transferred from national government to municipalities. Municipalities decide allocation of resources between sectors (health, social services, culture, local roads) and how funding is allocated to schools.

**Poland**

*General funding*

School education is funded mainly from the overall State-budget school education subsidy, targeted State-budget subsidies (for example, for preschool education, textbooks and learning resources, and financial support for pupils) distributed annually among the relevant local government units (LGUs), and LGUs’ own resources. There are also multiannual government programmes in specific areas (for example, development of infrastructure and ICT skills of pupils and teachers). In addition, local government units finance schools from the so-called own income (mainly shares in PIT and CIT).

*Funding for other current expenditure; and Funding for capital expenditure*

Targeted subsidies from the state budget for local government units for current expenses.

**Russian Federation**

*General funding*

Regional and local levels
Local level

Funding for capital expenditure

Regional level Back to main table for this Indicator

Slovenia

Funding for teaching staff

Salaries for basic school teaching staff are fully funded from the national budget in line with the 84 Article of the Organization and Financing of Education Act (http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO445 and https://zakonodaja.si.o.si/wp-content/uploads/sites/10/2011/08/OFEA_npb_170605.pdf for the translation), and according to the Rules on the Norms and Standards (see more on Rules on Norms and Standards bellow1111, http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV7972). Local authorities may fund additional teaching staff to provide above-standard service. This is within the local autonomy.

Funding for non-teaching staff

Salaries for basic school non-teaching staff are fully funded from the national budget in line with the 84 Article of the Organisation and Financing of Education Act and according to the Rules on the Norms and Standards (see below). Local authorities may fund additional non-teaching staff to provide above-standard service. This is within the local autonomy.

Funding for other current expenditure

Other current expenditure are funded from the Ministry of Education, Science and Sport and Municipality.

According to the 81 Article of The Organisation and Financing of Education Act, the central government provides funding for material costs of the programme, namely for teaching and learning materials; school trips; in-service training for staff; ICT and other means of instruction; functioning of school libraries; textbook subsidies, meals subsidies, outdoor school subsidies; pupils’ competitions and work with talented pupils, out-of-school activities of pupils; Roma children education; bilingual education; Slovenian language lessons and mother tongue lessons for foreigners.

According to the 82 Article of the Act, municipalities provide funding for the additional school activities (so-called above standard programme), transportation and care for children who need transport.

According to the 81 Article of the Act eligible municipalities receive additional funds from Ministry of Education, Science and Sport for transport of children due to wildlife threats.

According to the 81 Article of the Organisation and Financing of Education Act, for the institutions (schools) for the education of children with special needs, the central government provides funding for material costs of the programme and transport of children.

Funding for capital expenditure

According to the 82 Article of the Organisation and Financing of Education Act, municipalities provide funding for basic schools’ capital investments, pay maintenance costs and material costs for premises and equipment, and other material costs, material costs under Article 81 excluded.

According to the 81 Article of Organisation and Financing of Education Act, the funds for the capital investment of basic schools of national communities (schools with Italian language of instruction and bilingual schools – Slovenian and Hungarian language of instruction) and specialised SEN institutions, established by the state are provided by the Ministry responsible for education to the municipalities.

The Ministry for Education, Science and Sport may buy new technology equipment (capital goods) directly for schools. Back to main table for this Indicator

Spain

General funding

There are two levels of government involved in the management of schools:

- The Education Departments of each of the seventeen Autonomous Communities.
- The Ministry of Education and Vocational Training of the two Autonomous Cities of Ceuta and Melilla

At the primary level, the local authorities also cooperate, especially in the creation, construction and maintenance of these public schools.

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At the lower secondary level, the local authorities do not intervene in this level, except for those schools that combine both primary and lower secondary at the same premises. This is not common in the Spanish education system.

**Funding for teaching staff**

The Ministry of Education and Vocational Training as to the two Autonomous Cities of Ceuta and Melilla and the Departments of Education in every of the seventeen Autonomous Communities remunerate staff directly and determine the number of teachers for each school, each year.

The central government establishes the minimum criteria to be met by the Communities and the basic components of the teachers’ salaries. Nevertheless, the final management is carried out by the Autonomous Communities in their territories and the Ministry of Education and Vocational training in Ceuta and Melilla.

**Funding for non-teaching staff**

The Ministry of Education and Vocational Training as to the two Autonomous Cities of Ceuta and Melilla and the Departments of Education in every of the seventeen Autonomous Communities directly remunerate some categories of non-teaching staff.

At the primary level, the local authorities (municipalities) are responsible for the management and funding of services that involve part of the non-teaching staff (building maintenance and cleaning).

**Funding for other current expenditure**

The Ministry of Education and Vocational Training as to the two Autonomous Cities of Ceuta and Melilla and the Departments of Education in every of the seventeen Autonomous Communities.

At the primary level, the Local authorities (municipalities).

**Funding for capital expenditure**

The Ministry of Education and Vocational Training as to the two Autonomous Cities of Ceuta and Melilla and the Departments of Education in every of the seventeen Autonomous Communities make transfers to schools in order to finance some capital expenditure. The amount allocated to each school is determined by the Autonomous Community each year.

At the primary level, the local authorities also cooperate, especially in the creation, construction and maintenance of these public schools. [Back to main table for this Indicator](#)

**Sweden**

**General funding**

In Sweden the compulsory schools are mainly funded by the local municipalities (by local tax and by government grants, general and earmarked). State funds are paid to municipalities through what is called the general state grant. In addition the municipalities can apply for earmarked government grants, administrated by the Swedish National Agency of Education (NAE), with particular purposes, e.g. teacher professional development, extra funds for improving equity in education, extra funds for strengthening student health care etc. The NAE distribute about 70 different grants, which are normally paid for a limited period and under their own regulatory frameworks. Additional funding by the municipalities is sometimes required. The municipalities also receive government grants from other government agencies, e.g. the Swedish Migration Agency regarding children in school who have applied for asylum. [Back to main table for this Indicator](#)

**Switzerland**

**Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure; and Funding for capital expenditure**

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

**United States**

**General funding**

The federal government provides less than 10% of public education funding; federal funds are provided to states or school districts for categorical programs such as students with disabilities, English language learners, free/reduced price lunches, and students in poverty. These programs have regulations on types of activities upon which the funds can be spent. Generally, capital expenditures would not be eligible and free/reduced price lunch funds would not fund teaching staff. The restrictions on the spending do not align well with the OECD definitions for restrictions. States provide a little over 40% of school funds. The money would go into general
funds, but also there are many categorical funding streams, such as for children with disabilities, children in remote areas, English language learners, student transportation and many other specific programs. Also, state funds go to equalisation efforts to provide extra funding to local governments in high poverty areas, which are not able to raise adequate funds to support local education. Local governments also provide a little over 40% of public education funding and would provide general funds for most education activities.

**Funding for teaching staff; Funding for non-teaching staff**

Typically considered part of general funding.

**Funding for other current expenditure**

It is difficult to generalize these funding practices since such a wide range of supplies, equipment, and services may be purchased by schools. Also, there are funds for specific programs, which would also generally involve some teaching or non-teaching staff. For example a funding formula for student transportation would involve funding for transportation staff such as school bus drivers; however, it could involve teachers since teachers sometimes have extra duties for monitoring school bus arrivals and departures (according to the financial accounting manual, student monitoring activities are attributable to pupil transportation, not instruction). Alternatively, some districts contract for student transportation, so there is more limited school staff funding components. Similarly, janitorial, food services, professional development, and other school services may be contracted out and paid for by various funding streams. The OECD breakdown of funding for teaching staff, non-teaching staff, and "other current" is not relevant from a U.S. perspective since almost all school activities involve some staff participation.

**Funding for capital expenditure**

There is typically no federal funding for capital assets except in cases of disaster relief or for federal schools (i.e. schools for American Indians living on reservations and military base schools for children of active duty military personnel). Another exception may be retrofitting for health (such as COVID) or wiring for internet accessibility. Over the past two decades there have been more states getting involved in providing funds, but traditionally capital outlay projects have depended on local funding. Capital projects are typically undertaken by local districts based on their perceived needs and funded through loans in capital markets. Typically, the districts receive authorization through public votes conducted during elections to raise funds by issuing school bonds. State assistance for low income areas is becoming more common. Back to main table for this Indicator
### Table X3.D3.1 Names and numbers of decision-making units per decision-making level

<table>
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<tr>
<th>OECD Countries</th>
<th>Name of decision making unit</th>
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Notes:
- Central or State government
- Provincial/Regional or Sub-regional/inter-municipal authorities or governments
- Local authorities or governments

OECD Countries:
- Australia
- Austria
- Canada
- Chile
- Colombia
- Costa Rica
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Israel
- Italy
- Japan
- Korea
- Latvia
- Lithuania
- Luxembourg
- Mexico
- Netherlands

Number of decision-making units per decision-making level:
- (1) Central or State government
- (2) Provincial/Regional or Sub-regional/inter-municipal authorities or governments
- (3) Local authorities or governments

Number of units:
- (4) Central or State government
- (5) Provincial/Regional or Sub-regional/inter-municipal authorities or governments
- (6) Local authorities or governments
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<td>86 677</td>
<td>Public schools of lower secondary</td>
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<td>Primary and Lower Secondary Education;</td>
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**Economies**

<table>
<thead>
<tr>
<th>Country</th>
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<tr>
<td>Flemish comm. (Belgium)</td>
<td>Pouvoir organisateur</td>
</tr>
<tr>
<td>French comm. (Belgium)</td>
<td>Pouvoir organisateur</td>
</tr>
<tr>
<td>England (UK)</td>
<td>Primary schools, primary academies, academy trusts, nursery &amp; infant schools</td>
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<tr>
<td>Scotland (UK)</td>
<td>Secondary schools, secondary academies and academy trusts,</td>
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**Partners**

<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>m</td>
</tr>
<tr>
<td>Brazil</td>
<td>m</td>
</tr>
<tr>
<td>China</td>
<td>m</td>
</tr>
<tr>
<td>India</td>
<td>m</td>
</tr>
</tbody>
</table>
1. Provincial/Regional or Sub-regional/inter-municipal authorities or governments includes 18 Régions and 101 Départements
2. There are currently 119 Local governments but after an ongoing territorial reform it is planned to have 42 local governments in 2021.
3. At the central government level, the Ministry of Local Government and Modernisation is the responsible authority.
4. Provincial/Regional or Sub-regional/inter-municipal authorities or governments includes 16 Regions and 380 districts
5. Local authorities or governments includes 5 provinces and 281 communes
6. Lower secondary academic school level are not included in this indicator
7. Primary schools (écoles primaires) welcome pupils from preprimary and primary levels.
8. Latvia has integrated primary and lower secondary education (basic education) structure. In 2019/2020 there were 58 schools providing only primary education programmes, 265 school providing integrated primary and lower-secondary programmes, and 282 schools where all three education levels - primary, lower-secondary and upper-secondary - were provided. However, some schools (gymnasium-type, extramural and VET schools) provide lower-secondary education programmes separately from primary programmes, the number of these schools was 91.
9. Primary years can also be present in middle schools and all-through schools. Secondary year groups can also be present in middle schools and all-through schools, and colleges or other Further Education (FE) providers. 'Schools' and 'academies' are both publicly funded institutions. The former are overseen by local authorities and often referred to as 'maintained' schools (i.e., maintained by the local authority). The latter are overseen by academy trusts and independent of local authority oversight.
Use of funding formulas to allocate public funding to public primary and lower secondary institutions: Tables D6.2 and D6.9

Brazil

General funding

Central or State government, Provincial/ Regional or Sub-regional/ inter-municipal authorities or governments and Local authorities or governments

All Fundeb’s general public funding for public schools is allocated through financing formulas. For this questionnaire, we only filled in information about Fundeb, which is the main fund used for the maintenance of public basic education in Brazil, so this answer also only concerns Fundeb. However, there are other sources of financial resources for public education, but Fundeb is the one with the most coverage (in 2020, it represented 63% of public spending on basic education - ISCED 0 to 4. Source: Senado Federal). Back to main table for this Indicator

Chile

General funding; Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure, and Funding for capital expenditure

Central or State government: Around 27% of school funding for 2019 is financed from reliquidations, returns, extraordinary bonuses, fiscal contributions for retirement, income for specific training activities, schools own income and donations, among other non-specified income, thus are not considered in the analysis.

Local authorities or governments: This survey response does not consider contributions from regional or local government/ authorities to school funding, as it is negligible compared to contributions from Central Government

Czech Republic

Funding for capital expenditure

Central or State government: There are also EU funds (mainly ERDF), or specific grants on national level in order to help build new capacities mainly in suburbs Back to main table for this Indicator

England (UK)

General funding

Central or State government: While incremental costs determine some of schools' budgets (as per section A1), from the government’s point of view all of the general funding is allocated through funding formulae. Back to main table for this Indicator

Finland

General funding

Central or State government: Central government transfers from the Ministry of Finance cover 25 % of the costs of basic education. The central government funding is paid as a lump sum and it is not earmarked. In addition, the Ministry of Education and Culture provides minor share of central government transfers for education. That part of the funding is earmarked.

Local authorities/municipalities are responsible for 75 % of the funding. Local authorities have full autonomy to decide on the budget and allocation of the resources so it is not possible to specify how much funds are allocated to purposes A2b, A2c, A2e

Local authorities or governments: Autonomy for local authorities to decide on the budget and allocation of funds at local and school level
**Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure and Funding for capital expenditure**

**Local authorities or governments:** Autonomy for local authorities to decide on the budget and allocation of funds at local and school level. [Back to main table for this Indicator]

**France**

**Funding for teaching staff**

*Central or State government:* Teachers are directly paid by the central government, according to remuneration scales.

**Funding for non-teaching staff**

*Central or State government:* Some categories are directly paid by the central government, according to remuneration scales (e.g., educational advisor, staff management, health staff). [Back to main table for this Indicator]

**Israel**

*General funding; Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure; and Funding for capital expenditure*

**Local authorities or governments:** The Ministry of Education finances a part of education expenditure by local authorities. By law, the local authorities must complete the missing part of the expenditure. [Back to main table for this Indicator]

**Latvia**

*General funding; Funding for teaching staff; Funding for non-teaching staff; Funding for other current expenditure; and Funding for capital expenditure*

**Local authorities or governments:** According to the Education Law, local governments themselves determine the procedures how the schools are financed from local government's budget. Local governments allocate their budget resources to educational institutions and control their use. [Back to main table for this Indicator]

**Norway**

*General funding*

**Local authorities or governments:** This is a local decision in the municipality, see comments under The levels of government involved. [Back to main table for this Indicator]

**Sweden**

*General funding*

**Central or State government:** The municipalities can apply for earmarked government grants, administrated by the Swedish National Agency of Education (NAE), with particular purposes, e.g. teacher professional development, extra funds for improving equity in education, extra funds for strengthening student health care etc. The NAE distribute about 70 different grants which are normally paid for a limited period and under their own regulatory frameworks. The basis for allocation differs between the grants and depends on the purpose. Funding formulas, based on variables like student number and socio-economic characteristics of students, are used most frequently.

**Local authorities or governments:** According to a survey in 2018 made by the Swedish Association of Local Authorities and Regions (SALAR) "Socioekonomisk resursfördelning i skola och förskola" (2018) (Socioeconomic Resource Allocation in schools and preschools) nearly six out of ten municipalities take socioeconomic factors into account when allocating resources to compulsory schools. [Back to main table for this Indicator]

**Switzerland**

**Funding for non-teaching staff**

**Provincial/Regional or Sub-regional/inter-municipal authorities or governments:** The part the canton allocates (salaries of school psychologists) is completely distributed by funding formulas. [Back to main table for this Indicator]
United States

There are wide variations across the United States in state and local funding formulas. Information on typical practices has been provided rather than an exhaustive list of all types of formulas used. This site presents discussions and comparisons of various funding mechanisms (http://picusodden.com/state-school-funding-formulas/). This site provides a more systematic perspective on the general funding formulas in each state: https://www.ecs.org/50-state-comparison-k-12-funding/.

Equity criteria used in allocating public funding for public primary and lower secondary educational institutions: Tables D6.3, D6.10 and D6.11

Australia

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

General Funding; Funding for teaching staff; Funding for non-teaching staff; Funding of other current expenditure

The Schooling Resource Standard (SRS) is an estimate of how much total public funding a school needs to meet its students' educational needs. Up to 4 student loadings and 2 school-based loadings make up the total loading amount used to calculate a school's SRS. Loadings were developed by looking at how much funding in addition to the base amount was required to help students in priority cohorts achieve their full potential. The 4 student loadings are the student with disability loading, the Aboriginal and Torres Strait Islander loading, the socio-educational disadvantage loading and the low English proficiency loading. The school-based loadings are for school size and school location.

Funding of capital expenditure

Central Government does not provide capital funding for public schools. State government, equitable funding allocations are based on the location and age of the school as well as the facilities in place at that school. Consideration is given to the capacity of the school - in particular those reaching their maximum capacity.

Central or State government

- Schools (or most local level of governance) that are in remote or high cost locations/regions Source: https://www.dese.gov.au/quality-schools-package/fact-sheets/what-schooling-resource-standard-and-how-does-it-work

Austria

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

General Funding:

No general funding

Funding for teaching staff:

Equal formula to provide teaching staff to schools in all of Austria; extra-staff allocated following also formulas for special needs and German learning needs.

The funding of schools is mainly input-based. It is determined by the class sizes and demographics. The number of required classes and teachers is derived from these framework conditions. A small part of the funding is used for the further development of the school system. For example, funds are made available to finance additional teaching staff. This aims to reduce class sizes, promote language support classes and expand day care in schools, for instance.

This is regulated in the Austrian School Organisation Act, § 8a, subparagraph 3: https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009265
The individual schools shall be allocated a framework for the weekly teaching hours that can be used, which shall in any case be based on the number of pupils, the education offered, the socio-economic background and the support needs of the pupils, as well as on their language used in everyday life and on regional needs. For public compulsory schools, with the exception of practical schools and the schools referred to in Art. V nos. 1 and 2 of the 5th SchOG amendment, Federal Law Gazette No. 323/1975, each province shall be entitled to the funds provided for in the provisions of Art. IV of the Federal Constitution Act, Federal Law Gazette No. 215/1962, shall be available for each province. For public compulsory schools, § 8 lit. k in conjunction with §§ 14, 21, 21h and 33, as well as §§ 27 and 51, in each case as amended on August 31, 2018, shall apply as the basis for calculating and allocating teaching staff resources to the schools. For the other public schools in their area of supervision, the education directorates shall be provided with a quota of teaching staff hours per week, the assessment of which shall take into account the existing legal bases. However, the school-autonomous design options introduced by Federal Law Gazette I No. 138/2017 with regard to the organization of instruction, in particular the determination of class pupil, opening and division numbers, may not lead to any change in this assessment. Sections 43, 57 and 71, in each case as in force on August 31, 2018, shall also apply as the basis for calculating and allocating teaching staff resources to schools.

**Funding for non-teaching staff**

This is up to the municipality. In Austria not many non-teaching staff are employed (mainly school attendants and afternoon supervisors).

**Funding of other current expenditure**

This is up to the municipality.

**Funding of capital expenditure**

This is up to the municipality with the help of regional funds. [Back to main table for this Indicator](#)

**French Comm. (Belgium)**

*The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education*

**General Funding**

There are two type of public schools: “state school” (of the Fédération Wallonie-Bruxelles) and "Provincial or municipal schools" (subsidised by the Fédération Wallonie-Bruxelles). The numbers of teachers is defined by the number of pupils weighted by some criterias: socio-economic index; level and type (ordinary or special needs) of education (and orientation from ISCED 3); location of the school characteristics.

Additional resources are allocated to educational institutions benefiting from differentiated supervision (obtained according to the socio-economic index assigned to each school according to the socio-economic index of each student in the school). Concretely, each student is assigned a socioeconomic index according to his statistical sector of residence. This synthetic index was calculated on the basis of seven variables relating to the socioeconomic characteristics of the statistical sectors. The higher the ESI, the more students come from socio-economically advantaged sectors. Conversely, the lower it is, the more the pupils concerned come from less advantaged sectors on the socioeconomic level. In all pre-primary, primary and secondary education, the average ESI is equal to zero. The statistical sector is the smallest administrative entity for which socioeconomic and administrative data are available.

In application of the decree of June 19, 2017 of the Government of the French Community establishing the choice of variables and the formula for calculating the socio-economic index of each statistical sector, the socioeconomic index mobilizes the data of the households to which the members belong. students living there to measure the socioeconomic level of the sectors, namely the following 7 socioeconomic variables: (1) median income per consumption unit; (2) share of households whose highest qualification belongs to ISCED 5 or ISCED 6; (3) share of households whose highest qualification belongs to ISCED 1 or ISCED 2; (4) share of people over 18 years of age working in households; (5) share of households that obtained social assistance; (6) share of manual workers among persons in households who have a job; (7) share of people working in the lower tertiary sector among people in households who have a job. In other words, the ISE accurately measures the socioeconomic level of students in school although it is an indirect measure of this level via the sector of residence. The socioeconomic index used here was calculated for all the statistical sectors where, in 2018-19, at least one student was domiciled in an establishment of the French community opened in 2018-19 on the basis of aggregated individual data dating from calendar years of 2012 to 2018. This index has been normalised (mean of 0 and standard deviation of 1) at the level of student data, in order to guarantee the continuity of the analyses.

In addition, additional resources (to supervise) are allocated according to the origin of the children (newcomer, foreign language, etc.). Other grants are also paid for the organization of philosophical courses.
Central or State government

The number or proportion of students with an immigrant background

Several systems are set up within ordinary education (integrated systems) for the benefit of certain categories of students.

Some schools welcome a large number of students from foreign countries who find themselves without school background or knowledge of the French language within an education system that they do not know. These so-called "newcomer" pupils are accommodated in DASPA (Reception and schooling system for newcomer pupils) for a period of limited duration: they benefit from specific supervision allowing them to adapt and integrate into the Belgian socio-cultural and school system. They are then directed to the education that suits them best (decree of June 14, 2001).

On May 18, 2012, the Government of the French Community of Belgium voted a new decree aimed at optimizing the reception, integration and schooling of newcomers, aged two and a half to eighteen. The decree succeeds that of 2001 and makes the system more flexible. The main improvements made to the new decree are as follows:

Extension of the beneficiary target group: access is no longer limited to pupils newly arrived in Belgium or to pupils who have applied for or obtained refugee status. Access is now open to a larger number of pupils who have been on Belgian territory for less than a year (legally or not) and who do not have sufficient knowledge of French.

Greater flexibility in the administrative and practical organisation of the school system.

The term “bridging classes” used in the 2001 decree has disappeared. The process is now called “Reception and schooling system for newly arrived pupils - DASPA”. In 2015-2016, there were 32 DASPA schools for primary education and 37 DASPA schools for secondary education. Following the crisis and the arrival of many migrants in September 2015, new DASPAs were opened.

DASPA can now be organized where needed. Previously, they were only organized near reception centres for asylum seekers.

System evaluation is scheduled every 3 years.

The development of specific in-service training programs for DASPA teachers is planned.

An adaptation course to the language of instruction, aimed at the integration of pupils into the school system and the acquisition of French, can be organized at the rate of 3 periods per week, in primary schools which welcome pupils whose the mother tongue or usual language is not French and which also meet certain conditions (decree of July 13, 1998).

Within the framework of partnerships between the French Community and partner countries, pre-primary, primary education establishments and the first level of secondary education establishments can offer their students courses in languages and cultures of origin oriented towards the acquisition of skills. language and culture for pupils who so wish or intercultural openness for all pupils in the classes concerned (circular 5414 of September 16, 2016).

In addition, as an extension of the positive discrimination policy initiated in 1998, a decree adopted on April 30, 2009 organizes differentiated supervision within full-service pre-primary, primary or ordinary secondary education establishments organized or subsidized by the French Community: Complementary and significant human and financial resources are granted to schools on the basis of objective and uniform socio-economic criteria with the aim of promoting complementary educational actions in schools which welcome a disadvantaged population. http://www.seignement.be/index.php?page=26823&do_id=7470

Schools (or most local level of governance) designated as serving poor or disadvantaged communities (program based funding, rather than pupil based)
Additional resources are allocated to establishments benefiting from differentiated supervision (obtained according to the socio-economic index assigned to each school according to the socio-economic index of each student)

**States/regions/provinces/municipalities in remote and/or rural locations**

The criterion of rurality is only for structural standards (e.g. opening/closing of schools), but not for standards of supervision.

**Provincial/ Regional or Sub-regional/ inter-municipal authorities or governments**

The number or proportion of low-income students

Not applicable in the sense that it is the "State level" which distributes the means of financing between all the schools (according to the criteria of equity)

**Local authorities or governments**

The number or proportion of low-income students

Not applicable in the sense that it is the "State level" which distributes the means of financing between all the schools (according to the criteria of equity)

**Brazil**

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

**General Funding**

The national minimum value per student/year defined by the National Fund for Basic Education allows a better redistribution of resources between education networks at subnational levels in Brazil.

The distribution of resources is based on the size (number of enrolment) of each educational network subnational, also considering the stages, modalities and types of offer (regular, students with disabilities, adult education, integral, indigenous and "quilombola").

**Central or State government**

- The number or proportion of students with disabilities: All students with disabilities have a weighting factor of 1.2 it represents 20% more than a weighting factor of a primary urban student.
- Schools (or most local level of governance) that are in remote or high cost locations/regions: Students from rural schools have a weighting factor 15% bigger for primary students and 9% bigger for lower secondary students compared to students from urban schools.
- Schools (or most local level of governance) with special subject offerings (i.e. minority language): Indigenous and quilombola. All indigenous and quilombola students have a weighting factor of 1.2, it represents 20% more than a weighting factor of ISCED level 2 urban student.

**Provincial/ Regional or Sub-regional/ inter-municipal authorities or governments**

- The number or proportion of students with disabilities: All students with disabilities have a weighting factor of 1.2 it represents 20% more than a weighting factor of a primary urban student.
- Schools (or most local level of governance) that are in remote or high cost locations/regions: Students from rural schools have a weighting factor 15% bigger for primary students and 9% bigger for lower secondary students compared to students from urban schools.
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**Local authorities or governments**

- The number or proportion of students with disabilities: All students with disabilities have a weighting factor of 1.2 it represents 20% more than a weighting factor of a primary urban student.
- Schools (or most local level of governance) that are in remote or high cost locations/regions: Students from rural schools have a weighting factor 15% bigger for primary students and 9% bigger for lower secondary students compared to students from urban schools.
• **Schools (or most local level of governance) with special subject offerings (i.e. minority language):** Indigenous and quilombola. All indigenous and quilombola students have a weighting factor of 1.2, it represents 20% more than a weighting factor of ISCED level 2 urban student.

[Back to main table for this Indicator]

**Chile**

*The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education*

**General Funding**

Equity in the assignment of general funding is addressed in three ways:

- Through the adjustment factor used per Unit of School Grant to estimate the total school basic grant. This factor varies with level and type of education in which the student is enrolled, and it is proportional to the complexity of the education service that is being provided as students progress in their life trajectories. For example, the factor used for estimating the basic grant in special education is higher for schools with full-day schedules (Jornada Escolar Completa), than the factor used in for regular primary education. Additionally, the Law N°20.845 of School Inclusion automatically awards an increment of the school basic grant for students in special and adult education, in line with the promotion of vertical equity in student funding.

- Through other grants related with specific characteristics of students such as as the Grant for the School Integration Programme, PIE (Students with SEN), and Preferential School Grant, SEP (socio-economic characteristics).

- Through additional grants that account for the higher cost of delivering education services in geographical areas where there are no economies of scale, higher living costs and/or low availability of trained human capital.

**Funding for teaching staff**

Equity in the funding of teaching staff is addressed in the assignments destined to increase their base salary according to their working conditions. That is, teaching staff working in schools classified as of “difficult performance” (due to geographic location, marginalization, extreme poverty or other comparable characteristics) or that have a high number of priority students due to their vulnerable socioeconomic condition. The aim of this increase is to provide the incentives for the most skilled teachers have an extrinsic motivation to teach in vulnerable schools, where it is expected that students will benefit the most.

**Funding for non-teaching staff**

Like teaching staff funding, equity in the funding of non-teaching staff is addressed in the assignments destined to increase their base salary according to their working conditions. That is, non-teaching staff working in schools classified as of “difficult performance” (due to geographic location, marginalization, extreme poverty or other comparable characteristics) or that have a high number of priority students. The aim of this increase is to provide the incentives for the non-teaching staff have an extrinsic motivation to improve his work in vulnerable schools, where it is expected that students will benefit the most.

**Funding of other current expenditure**

Equity in the funding of other current expenditure is address through the targeting of additional funding for the most vulnerable student population, recognizing the increased cost of educating students that face systemic barriers to learning, including special needs education, household income, parental educational attainment, housing conditions, among others.

The Grant for the School Integration Programme seeks to finance inclusive strategies in the school system, by providing support to students with Special Educational Needs, either transitory or permanent, securing their participation and progress in the learning of the national curriculum, and contributing to the improvement of teaching for all students.

The preferential School Grant (*Subvención de Escolar Preferencial*, SEP) constitutes one of the major mechanisms through which equity in school funding is addressed. It recognises that, as the socio-economic vulnerability of students increases, so does the cost of education.

First, funding is directed depending on the characteristics of students: A students is defined as a “priority student” if: (1) his or her household is enrolled in the Securities and Opportunities Subsystem of the Social Protection System (Subsistemas Igualdades y Oportunidades); or (2) his or her household belongs to the lowest
third of the socioeconomic distribution with the Household Social Registry; or (3) is in the most vulnerable group of beneficiaries of the National Health Fund (FONASA, for its name in Spanish Fondo Nacional de Salud). If none of the previous criteria is available, schools must assess students based on their household income, educational attainment of the responsible parent or guardian, poverty level of the commune where the student is addressed, and rural condition of his or her household. A student is defined as “preferential student” if they have not been classified as priority, but their household belongs to the 80% most vulnerable population at the national level, according to the Household Social Registry.

Second, funding varies with the performance level of the school and their commitment to engage in an improvement plan. The Ministry’s assessment can result in the following categories (Decree N°249 of 2009 from the Ministry of Education): High performance schools (autonomous), Low to middle performance schools (emerging), insufficient performance schools (in recovery). The criteria used to evaluate the performance level is based on:

- School performance in National Quality Assessment System (SIMCE, for its name in Spanish Sistema Nacional de Evaluación de la Calidad), relative to the performance of other comparable schools.
- Retention and approval rates of students.
- Integration of teachers, parents and guardians in the educational project of the school.
- School’s ability to incorporate educational innovations and support of external agents in its pedagogical work.
- Improvement of working conditions and proper operation of the establishment, and
- Evaluation of the teaching staff, in the case of the municipal sector.

The grant for school housing finances student accommodation and meals for students whose home to school trajectory is hindered their timely access to education services. That is, the student has permanent residence in a rural area (at least 3 km. away from the closest school the student wishes to attend) or is eligible under special circumstances determined by the Regional Secretary of Education. In all, student accommodation is be available on weekends and holidays only for students that have permanent residence at least 25 km. away from the school, or that must travel at least 2 hours to get to school from their residence in the means of transportation available.

The grant for the retention of students seeks to prevent the attrition of vulnerable students in lower secondary to upper secondary (as indicated by their family participation in Social Protection programmes), by providing additional financing of preventing actions and rewarding schools that are successful in achieving the minimum attendance and progression of students.

The Fund to Support Public Education (Fondo de Apoyo a la Educación Pública), was introduced to alleviate the budget deficit faced by many municipal school providers, which also serve the most vulnerable student population. Thus, a budgetary deficit implies a negative impact on the delivery of the educational service, affecting disproportionally the most vulnerable students. This fund is allocated according to the following criteria (Resolution N° 11 of 2019 from the Ministry of Education):

- A fixed amount established in the budget law is distributed in equal parts across all school providers with a performance agreement and according to proportion of enrolled students in the school out of all enrolled students at the national level.
- A fixed amount established in the budget law is distributed between school providers with early childhood education provision that have a deficit of contact staff.
- A fixed amount established in the budget law is distributed according to the schools that (1) received grant for school housing in the previous academic year, (2) are rural, with a progressive allocation to schools of most difficult access, (3) the degree of geographical dispersion of schools within the municipality and the dependency to the Municipal Common Fund (solidarity redistribution mechanism of autonomous municipal income between municipalities); (4) the number of preferential and priority students attending the schools administered by the provider.

Rural School Transportation grant, seeks to increase the budget of schools to secure the student attendance by financing the transportation of students to and from schools in rural/remote urban areas, and decreasing the probability of dropping out before completing the mandatory years of education.

Funding of capital expenditure

Like funding for other current expenditure, equity in the funding of capital expenditure is addressed through the targeting of additional funding for the most vulnerable student population, recognizing the increased cost of educating students that face systemic barriers to learning.

Similar to the School Basic Grant, the Grant for annual maintenance support considers an adjustment factor per Unit of School Grant, that varies with level and type of education in which the student is enrolled, as well as if the
school offers housing, and it is proportional to the complexity of the education service that is being provided as students progress in their life trajectories. For example, the factor used for estimating the basic grant in special education schools is around 3 times higher than the factor used in for regular primary education.

The Fund to Support Public Education (Fondo de Apoyo a la Educación Pública), was introduced to alleviate the budget deficit faced by many municipal school providers, which also serve the most vulnerable student population. Thus, a budgetary deficit implies a negative impact on the delivery of the educational service, affecting disproportionally the most vulnerable students. This fund is allocated according to the following criteria (Resolution N° 11 of 2019 from the Ministry of Education):

- A fixed amount established in the budget law is distributed in equal parts across all school providers with a performance agreement and according to proportion of enrolled students in the school out of all enrolled students at the national level.
- A fixed amount established in the budget law is distributed between school providers with early childhood education provision that have a deficit of contact staff.
- A fixed amount established in the budget law is distributed according to the schools that (1) received grant for school housing in the previous academic year, (2) are rural, with a progressive allocation to schools of most difficult access, (3) the degree of geographical dispersion of schools within the municipality and the dependency to the Municipal Common Fund (solidarity redistribution mechanism of autonomous municipal income between municipalities); (4) the number of preferential and priority students attending the schools administered by the provider.

Finally, the grant for the Improvement of Public School Infrastructure addresses equity by prioritising the award of funds to schools that can demonstrate an urgent need to purchase infrastructure to secure the continuity in the provision of education services. The scoring of projects proposed by school providers not only directly correlated with the degree of deterioration of the school premises, but also the degree of rurality of the school and vulnerability of their students. In this instance, vulnerability is assessed by the Index of Vulnerability, estimated by the National Board of School Aid and Scholarships, which classifies students in three priority levels: 1st priority, which groups students in extreme poverty conditions; 2nd priority, which groups students of low socioeconomic background that are at risk of low school performance; 3rd priority, which groups students of low socioeconomic background but at no risk of low school performance. Back to main table for this Indicator

**Colombia**

*The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education*

**By category of funding**

*General Funding:* The equality criterion in the General Participation System is used specifically to distribute the funds assigned to Quality (quality-enrolment and quality-gratuity). The formula for this criterion is based on Unsatisfied Basic Needs (UBN) of municipalities (established by national population Census). The higher the UBN rate, the more resources are allocated, and the improvement of this indicator implies decrease of these resources. The National Development Plan include policies and investment projects which are directly executed by the central level to promote student access and permanence in the education system, focalizing specific beneficiary groups and populations in most riks of being excluded.

*Funding for teaching staff, and Funding for non-teaching staff:* The resources of the General Participation System for service provision are distributed according to the attended student population. This criterion has equality implied, given that it serves to be able to attend all who demand the service, with no regard to specific characteristics and conditions.

*Funding of other current expenditure:* The equality criterion in the General Participation System is used specifically to distribute the funds assigned to Quality (quality-enrolment and quality-gratuity). The formula for this criterion is based on Unsatisfied Basic Needs (UBN) of municipalities (established by national population Census). The higher the UBN rate, the more resources are allocated, and the improvement of this indicator implies decrease of these resources.

*Funding of capital expenditure:* No equity criteria involved

**By level of government**

*Central or State government:* The number or proportion of students with disabilities. In this criterion is also included students with exceptional abilities.
States/regions/provinces/municipalities in remote and/or rural locations: Municipalities where a high proportion of students attend school in rural areas is one of the criteria used for distributing the service provision funds from the General Participation System. Back to main table for this Indicator

Czech Republic

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding: not applicable Back to main table for this Indicator

Denmark

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding: Municipalities are responsible for running public schools, including school finances.

By level of government

Local authorities or governments

- Schools (or most local level of governance) that are in remote or high cost locations/regions: Municipalities can decide to provide transportation for pupils who live far from their school.
- Schools (or most local level of governance) with special subject offerings (i.e. minority language): Municipalities may provide minority language classes for pupils of multilingual backgrounds.

States/regions/provinces/municipalities in remote and/or rural locations: Municipalities can decide to provide transportation for pupils who live far from their school. Back to main table for this Indicator

England (UK)

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding: Issues of equity are addressed through the school funding system in England in various ways:

- The schools NFF replaced a system under which the amount that each local authority received for its schools was based on historic data. The NFF distributes school funding on the basis of the individual needs and characteristics of every school in the country. This directs resources where they are needed most, and provides transparency and predictability for schools.
- Funding is provided to schools based on proxies of additional needs, indicated by measures of deprivation, low prior attainment, and English as an additional language. Therefore, schools with lots of pupils with pupils who evidence suggests are most likely to require extra support receive more funding.
- The low prior attainment (LPA) factor is an important way of getting funding to schools whose pupils are likely to need more help to catch up with their peers. The government allocated 7.4% of the total national funding formula to LPA in 2019-20.
- The English as an additional language (EAL) factor helps schools with increased costs as a result of having pupils with EAL. This recognises that there is a strong relationship between a pupil’s fluency in English and their educational attainment.

Funding for teaching staff; Funding for non-teaching staff: n/a

Funding of other current expenditure: The Pupil Premium grant provides schools with additional money to raise the attainment of disadvantaged pupils of all abilities. Its objective is to close the attainment gaps (at age 11 and 16) that persist between disadvantaged pupils in schools and the average attainment of non-disadvantaged pupils in England.

Funding of capital expenditure: Adjustments depending on the level of condition need in the estate (high condition need uplift to school condition allocations, and adjustment for modernisation).

- Pupil numbers weighted according to factors that are likely to effect the cost/complexity of capital works- age phase of pupils, type of pupil (e.g mainstream, special school, pupil referral unit or boarding), and school location.
Schools are selected for the Priority School Building Programme based on their level of condition need. Basic Need and SPCF are un-ringfenced grants to allow LAs to determine how best to use their funding allocations to meet local priorities.

By level of government

Central or State government

- The number or proportion of students with disabilities: To allocate funding to schools with pupils with SEND, proxies (such as low prior attainment, cell F36) are used to avoid perverse incentives that could arise from providing funding once a need is identified.
- Schools (or most local level of governance) that are in remote or high cost locations/regions
- Schools with higher salary costs receive more through an area cost adjustment. Schools in remote areas receive more through a sparsity factor.
- The number or proportion of low-income people in the state/region/province/municipality: The NFF’s Income Deprivation Affecting Children Index (IDACI) is an index which categories the relative deprivation of consistently sized areas (‘lower super output areas’) across the UK. Areas with schools with pupils from areas of relatively higher deprivation attract additional funding.
- States/regions/provinces/municipalities in remote and/or rural locations: Funding is provided to small, remote schools, which tend to be based in rural areas but funding is not allocated on the basis of their area’s rurality but rather the school’s remoteness.
- The number or proportion of people who belong to disadvantaged communities in the state/region/province/municipality

Local authorities or governments

- The number or proportion of students with disabilities: Local authorities oversee SEND need in schools in their areas and can provide schools additional funding beyond the first £6,000 of any additional costs they may face related to a child with SEND
- Schools (or most local level of governance) that are in remote or high cost locations/regions: The sparsity factor is optional, but most local authorities with small, remote schools (eligible for it) do use it.
- The number or proportion of low-income people in the state/region/province/municipality: The IDACI factor is optional in local authority’s local funding formulae. Most areas with schools with pupils from relatively more deprived backgrounds do use it.
- States/regions/provinces/municipalities in remote and/or rural locations: The sparsity factor is optional in local authority’s local funding formulae. Most areas that have sparse schools do use it.

Estonia

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding: Local governments participate in covering the operating expenses of a municipal school in other local governments where their students are enrolled. The amount of the operating expenses of the school depends on the number of students who receive enhanced or special support.

Funding for teaching staff: Additional components in central government funding model such as regional component and number of students with different special educational needs. Additional support for teachers salaries described C2.

Funding for non-teaching staff: Where the coverage of the labour expenses of the teachers is ensured the municipality may use the teachers salaries grant for covering the labour expenses of support specialists. There are equity components in funding for teachers salaries.

Funding of other current expenditure: Operating expenses grant for covering the expenses regarding students who receive enhanced or special support.

Funding of capital expenditure: Local governments allocate their own funds based on administrative discretion. Usually equity is not addressed in capital expenditure funding.

By level of government
Central or State government

- The number or proportion of students with disabilities: Component in teachers salary grant and operating expenses grant formulas.
- Schools (or most local level of governance) that are in remote or high cost locations/regions: Regional component in teachers salary support model.
- Schools (or most local level of governance) with special subject offerings (i.e. minority language): Additional teacher salary component for schools where are at least 10 students who want to learn their mother language (which is not Estonian)
- States/regions/provinces/municipalities in remote and/or rural locations: Regional component in teachers salary support model.
- The number or proportion of people who belong to minority communities in the state/region/province/municipality: Component in teachers salary support model for municipalities where are lots of Russian speaking students (Ida-Viru county).

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Finland

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding: Central government transfers (from the Ministry of Finance). To even out local differences following factors increase the statutory government transfers for municipalities: remote location of the municipality, number of foreign language speakers in a municipality, bilingual municipality, parents' level of education is low, population density in a municipality, prevalence/morbidity of the population in a municipality, municipality is located in an archipelago, number of unemployed inhabitants in a municipality, Sámi homeland (located in the northernmost part of Finland), workplace self-sufficiency in a municipality.

In addition to statutory governmental transfers (from the Ministry of Finance) the central government pays subsidies (from the Ministry of Education and Culture) to local authorities to support the implementation of education policy and development. The aim of these subsidies is to produce models and practices that can be adapted by other local authorities as well as support permanent improvements. The subsidies are ear-marked for certain purpose and they are granted on the basis of application. Subsidies are available for number of purposes, which may vary according to the emphasis of each Government program. Such purposes may be for example promoting pupil welfare, use of ICT, training for adult migrants and subsidies for positive discrimination.

Local authorities have full autonomy to address issues of equity in the funding of basic education. Some municipalities use, for example, positive discrimination funding, i.e. additional funding targeted at schools with more children from low-income and immigrant background families

By level of government

Local authorities or governments

- The number or proportion of low-income students: Local authorities have full autonomy to address issues of equity in the funding of basic education
- The number or proportion of students with disabilities: Local authorities have full autonomy to address issues of equity in the funding of basic education
- The number or proportion of students with an immigrant background: Local authorities have full autonomy to address issues of equity in the funding of basic education
- Schools (or most local level of governance) designated as serving poor or disadvantaged communities (programme based funding, rather than pupil based): Local authorities have full autonomy to address issues of equity in the funding of basic education
- Schools (or most local level of governance) that are in remote or high cost locations/regions: Local authorities have full autonomy to address issues of equity in the funding of basic education
- Schools (or most local level of governance) with special subject offerings (i.e. minority language): Local authorities have full autonomy to address issues of equity in the funding of basic education
- The number or proportion of low-income people in the state/region/province/municipality: Local authorities have full autonomy to address issues of equity in the funding of basic education
• The number or proportion of people with an immigrant background in the state/region/province/municipality: Local authorities have full autonomy to address issues of equity in the funding of basic education
• States/regions/provinces/municipalities in remote and/or rural locations: Local authorities have full autonomy to address issues of equity in the funding of basic education
• The number or proportion of people who belong to minority communities in the state/region/province/municipality: Local authorities have full autonomy to address issues of equity in the funding of basic education
• The number or proportion of people who belong to disadvantaged communities in the state/region/province/municipality: Local authorities have full autonomy to address issues of equity in the funding of basic education

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France

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding

• Adapted classes: "ULIS" (localized unit for inclusive education), “SEGPA” (adapted general and vocational education sections) and classes for allophone pupils.
• Priority education networks ("REP" and "REP+") for priority education network and priority education network strengthened)

Funding for teaching staff: Salaries are higher for teachers working overseas. There are more teachers in priority education networks ("REP", "REP+"): better teacher-pupils ratio, specific bonuses, lower class sizes.

Funding for non-teaching staff: Salaries are higher for non-teaching staff working overseas. There are specialized staff dedicated to inclusion and more non-teaching staff (education assistant, accompanying staff for pupils with disabilities) in priority education networks ("REP", "REP+"): better staff-pupils ratio, specific bonuses.

Funding of other current expenditure: Scholarships (social criteria), Equipment for adapted classes and priority education networks.

Funding of capital expenditure: Capital expenditures for adapted classes and priority education networks.

By level of government

Central or State government

• The number or proportion of low-income students: Scholarships
• The number or proportion of students with disabilities: Adapted classes dedicated to the inclusion of pupils with disabilities ("ULIS").
• The number or proportion of students with an immigrant background: Classes for allophone pupils;
  Schools (or most local level of governance) designated as serving poor or disadvantaged communities (programme based funding, rather than pupil based): Priority education networks ("REP", "REP+")
• Schools (or most local level of governance) that are in remote or high cost locations/regions: Overseas (valuing staff)
• Schools (or most local level of governance) with special subject offerings (i.e. minority language): For example: classes for allophone pupils

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Germany

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding: Whether and to what extent school authorities allocate additional teaching positions to schools in socially difficult situations ("hotspot schools"), especially schools with a high proportion of immigrants, in a targeted manner – for example, on the basis of a social index – varies from Land to Land. In general, the
allocation of funds to implement equity must be considered separately from the basic funding of schools. It is usually additional funding provided as part of initiatives or programmes, and the basic structure of funding allocation to schools is unaffected. In addition, the Federation government can provide financial support to the Länder to fund measures to increase equity.

There is no overview of the regulations and funding flows in the Länder. The question can therefore only be answered in summary.

Currently, initiatives in the following areas are relevant:

In the resolution "Integration as an Opportunity" (Integration als Chance) from 2007, various fields are mentioned in which structures or programmes are set up and implemented that also serve to improve equal opportunities. These include areas such as all-day education, early childhood education and care, Vocational Orientation (Berufliche Orientierung), digital education and programmes for individual support.

In recent years, the Standing Conference has adopted several programmes for individual support, which are funded from a wide variety of sources: Co-funding with the Federation, ESF funds, funds from the budget of the competent Land ministry, Länder funds, freely available funds, cooperation with foundations, etc.

Within the framework of the Federation-Länder initiative “School makes you strong” (Schule macht stark), the federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung – BMBF) and the Länder will provide a total of EUR 125 million in equal shares for the joint initiative over a period of 10 years. Over the entire term, the Länder will bear the costs of the necessary support for the participating schools and the transfer. In total, the Länder will provide funding of EUR 62.5 million (annual funding of EUR 5 million for the first phase and EUR 7.5 million for the second phase), at least half of which will be used to provide direct support to the participating schools. The BMBF will bear the costs of research funding and of support for supra-regional coordination by a project management agency and will also provide funding amounting to EUR 62.5 million over the entire term. Schools can be selected or included in programmes on the basis of socio-spatial data, administrative/school supervisory assessments, or school data, depending on availability.

### Hungary

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

**General Funding:** Legislation maximizes the number of students in a class. When determining class size, schools/maintainers count the following groups of children two times if their education is integrated: children with mild intellectual disabilities, speech-impaired children, and SEN children with mental health disorders causing development deficits. When determining class size, schools/maintainers count the following groups of children three times if their education is integrated: children with physical, sensory (visual and hearing) disabilities, children with moderate mental disabilities, children with autism spectrum disorder and multiply disabled children. Basic and secondary schools have to ensure the differentiated development of disadvantaged children and children with difficulties in school integration and learning and with behavioral difficulties in groups of one-three children. This provision can also be granted to children in grades 1-4 for further development.

**Funding for teaching staff:** Teachers working in schools in socioeconomically disadvantaged settlements receive additional specific allowance. Teachers working with SEN students also receive specific allowance (Gov. decree No 326/2013).

**Funding for non-teaching staff:** Personal supporting educational work in schools in socioeconomically disadvantaged settlements receive additional specific allowance. Personal supporting educational work with SEN students also receive specific allowance (Gov. decree No 326/2013).

**Funding of other current expenditure:** There are initiatives funded from central budget and also from EU development projects that aim at supporting socioeconomically and multiply disadvantaged students in school advancement (such as providing free or reduced priced meals in schools or operating drop out warning system).

### Ireland

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding
General Funding: From Department of Education budget with enhanced capitation rates payable in respect of pupils/students attending special schools and requiring additional specialist resources. The Department of Education operates a particular initiative for schools with proven levels of disadvantage providing these schools with additional resources and services.

Funding for teaching staff, and Funding for non-teaching staff: From Department of Education budget; there is no variation in salary level related to school context

Funding of other current expenditure: From Department of Education budget with additional resources and services funded for pupils with special needs and schools serving designated areas of disadvantage, remote islands or teaching through the medium of Irish.

Funding of capital expenditure: From Department of Education budget according to population need for new schools and according to refurbishment need for schools requiring capital repair or extension.

By level of government

Central or State government

- The number or proportion of low-income students: Delivery Equality of Opportunity for Schools is the Department of Education's main mechanism for supporting the education of pupils attending primary and post-primary schools designated as socio-economically disadvantaged. These schools were identified by the Department of Education through an analysis of school population. 890 schools are included in the DEIS programme. These compromise 692 primary schools (334 urban and 358 rural) and 198 post primary schools. This represents 22% of primary and post-primary schools. The Department of Education allocate EUR 125 million to DEIS.

- The number or proportion of people with an immigrant background in the state/region/province/municipality: In relation to Cell D 44, schools are asked to provide for children with immigrant background who have English as an Additional Language through their centrally allocated special educational needs allocation; there is no specific funding for minority communities

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Israel

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding: The central government allocates funding to local authorities, according to many transparent criteria and keys.

Funding for teaching staff: The government is paying the teachers salaries directly to the teachers. The teachers salaries are based on agreements with the teachers associations. The allocation of teachers to schools is based on transparent criteria (socio economic status, educational needs).

Funding for non-teaching staff: The Ministry of Education is paying to the local authorities a portion of non-teaching staff (like concierges, psychologists, etc.; the percentage changes with the service provided). If the local authority needs more, it will pay the supplement. But it can exist differences between local authorities in the possibility to pay this supplement. The allocation of teachers to schools is based on transparent criteria (socioeconomic status, educational needs).

Funding of other current expenditure: The allocation of teachers to schools is based on transparent criteria (socioeconomic status, educational needs).

Funding of capital expenditure: Construction of schools and classrooms multi-year plan based on forecasts by students, and the lack of existing buildings: the Ministry of Education funds the construction, the key is the number of classes, in accordance to price charts, local authorities are responsible for the execution.

By level of government

Central or State government

- Other student population characteristics: Parents education -used for the Youth at Risk schools/internals. Based on the composition of the school’s socioeconomic index.

- Schools (or most local level of governance) designated as serving poor or disadvantaged communities (programme based funding, rather than pupil based): The school’s socioeconomic index depends on the...
composition of its students, which is often influenced by the composition of the population in the locality in which it is located.

- Schools (or most local level of governance) that are in remote or high cost locations/regions: There is a special budgeting for the teachers with personal contracts who are teaching far away from home. There is another special budgeting for the schools in peripheral areas.

- The number or proportion of low-income people in the state/region/province/municipality: The school's socioeconomic index depends on the composition of its students, which is often influenced by the composition of the population in the locality in which it is located.

- States/regions/provinces/municipalities in remote and/or rural locations: Principally for transportation

- The number or proportion of people who belong to minority communities in the state/region/province/municipality: Mixed cities, peripheral cities.

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Japan

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

Funding of other current expenditure: Textbooks used in elementary, junior high schools, compulsory education schools, secondary schools (lower division) and the elementary and junior high school departments of schools for special needs education are given to each student free of charge at the start of each school year.

By level of government

Central or State government

- The number or proportion of low-income students: As for the answer of the criteria, we refer to the basis used to allocate funding for teaching and non-teaching staff.

- The number or proportion of students with disabilities: As for the answer of the criteria, we refer to the basis used to allocate funding for teaching and non-teaching staff.

- Schools (or most local level of governance) designated as serving poor or disadvantaged communities (programme based funding, rather than pupil based): As for the answer of the criteria, we refer to the basis used to allocate funding for teaching and non-teaching staff.

- Schools (or most local level of governance) that are in remote or high cost locations/regions: As for the answer of the criteria, we refer to the basis used to allocate funding for teaching and non-teaching staff, and capital expenditure.

- Schools (or most local level of governance) with special subject offerings (i.e. minority language): As for the answer of the criteria, we refer to the basis used to allocate funding for teaching and non-teaching staff.

- States/regions/provinces/municipalities in remote and/or rural locations: Central government provide a part of the funds for it if local authorities provide financial assistance for transportation costs to schools to each student who lives in remote location from school.

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Korea

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding

- Each Provincial and Regional Government Offices of Education calculates “Standard finance demand - Standard finance income = Differences” (see our answer in A1a), and lump-sum payments are allocated to them based on this calculation.

- In the formula that defines the “Standard Finance Demand,” there are some variables that concern certain underrepresented groups (e.g., disabled students, students from multi-cultural families, etc.) in their respective administrative divisions.

- Also, the fact that the MOE provides funding to concern the geographical characteristics (i.e., land area, schools in remote and/or rural locations) of each Provincial and Regional Government Offices of Education reflects the equity aspect, as it facilitates balanced development among local regions.
A similar mechanism is also used when the Provincial and Regional Government Offices of Education transfer funding to individual schools.

**By level of government**

**Central or State government**

- **The number or proportion of low-income students:** This criteria is used in funding formulas, but it is not known how much funding depends on it because there are various factors used in the calculations.
- **The number or proportion of students with disabilities:** The number or proportion of students with disabilities is not used separately in funding formulas. Special schools are, however, allocated more funding by receiving weighted allocations. This funding is distributed based on higher expenses per student/class/school. This criteria is used in funding formulas, but it is not known how much funding depends on it because there are various factors used in the calculations.
- **The number or proportion of students with an immigrant background:** This criteria is used in funding formulas, but it is not known how much funding depends on it because there are various factors used in the calculations.
- **Schools (or most local level of governance) that are in remote or high cost locations/regions:** Regional Government Offices of Education usually get more school funding compared to Provincial Government Offices of Education. This criteria is used in funding formulas, but it is not known how much funding depends on it because there are various factors used in the calculations.
- **States/regions/provinces/municipalities in remote and/or rural locations:** The criteria regarding remote or rural locations is used in formulas, but it is reflected focusing on student/school characteristics

**Provincial/ Regional or Sub-regional/ inter-municipal authorities or governments**

- **The number or proportion of low-income students:** This criteria is used in funding formulas, but it is not known how much funding depends on it. It is because there are various factors used in the calculations, and also regional differences.
- **The number or proportion of students with disabilities:** The number or proportion of students with disabilities is not used separately in funding formulas. Special classes are, however, allocated more funding by receiving weighted allocations. This criteria is used in funding formulas, but it is not known how much funding depends on it. It is because there are various factors used in the calculations, and also regional differences.
- **The number or proportion of students with an immigrant background:** This criteria is used in funding formulas, but it is not known how much funding depends on it. It is because there are various factors used in the calculations, and also regional differences.
- **Schools (or most local level of governance) that are in remote or high cost locations/regions:** This criteria is used in funding formulas, but it is not known how much funding depends on it. It is because there are various factors used in the calculations, and also regional differences.
- **States/regions/provinces/municipalities in remote and/or rural locations:** The criteria regarding remote or rural locations is used in formulas, but it is reflected focusing on student/school characteristics

**Latvia**

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

**By category of funding**

**General Funding:** According to the Education Law, responsibility of schools' founders is allocation of budget resources to schools and maintenance of schools. Majority of schools in Latvia are established and maintained by local governments. The Law does not mention issues of equity in the general funding of schools by local governments.

**Funding for teaching staff:** A founder of education institution, as well as the school head may take into account issues of equity in funding for teaching staff. For instance, from the financial resources allocated to the school for the provision of support measures for learners with special needs, the monthly salary rate may be increased for teachers who provide the support measures. Also, teachers who work with special needs students are receiving allowances 10%-30% in addition to their monthly salary.
Funding for non-teaching staff: As regards non-teaching staff, central level directly funds services of assistant in schools where students with physical disabilities are enrolled.

Funding of other current expenditure: Funding for the purchase of teaching aids in accordance with the Law on the State Budget for the current year is included in the approved earmarked grant for development and rehabilitation centers registered in the Register of Educational Institutions, municipal special pre-school institutions, boarding schools, special boarding schools for children with physical and mental disabilities.

Funding of capital expenditure: Issues of equity are addressed in the funding of capital expenditure – where school reconstruction and renovation projects are carried out funded by the central level (European Regional Development Fund) and local government – the constructions and buildings have to comply with needs of students with physical disabilities.

By level of government

Central or State government

- **The number or proportion of low-income students:** Funding from central level is provided, but not on systematic basis. Support of students from low-income families are provided through EU structural funds projects. There is a project for instance supporting students of grades 5 to 12 who are at risk of exclusion, drop-out or early school leaving risk because of disadvantaged background. Ongoing project takes place from 2017 to 2022 including. It is planned that about 95% of all schools will benefit from this ESF project.

- **Schools (or most local level of governance) designated as serving poor or disadvantaged communities (programme based funding, rather than pupil based):** Funding is provided for social correction education programme. The social correction educational programme is provided by the only one general education institution in Latvia founded by the Ministry of Education and Science for children aged 11 to 18, where students are placed for criminal offenses or administrative violations referred to in the Criminal Law.

- **Schools (or most local level of governance) with special subject offerings (i.e. minority language):** This is related to the regulation on teachers’ salaries: while calculating the state grant for teachers’ salaries the subject offering is taken into account as a quotient. Also, teachers of VET subjects can get allowance up to 20% in addition to their monthly salary.

- **States/regions/provinces/municipalities in remote and/or rural locations:** Funding for state earmarked grants for teachers’ salaries is calculated by applying the so-called density coefficient in some municipalities.

Local authorities or governments

- **The number or proportion of low-income students:** Local governments provide autonomous policy how they support students from low-income families.

- **The number or proportion of students with disabilities:** Local governments provide autonomous policy how they support students with disabilities.

- **The number or proportion of students with an immigrant background:** Local governments provide autonomous policy how they support students with immigrant background.

- **Schools (or most local level of governance) designated as serving poor or disadvantaged communities (programme based funding, rather than pupil based):** Local government autonomy

- **Schools (or most local level of governance) that are in remote or high cost locations/regions:** Local government autonomy

- **Schools (or most local level of governance) with special subject offerings (i.e. minority language):** Local governments can pay additional allowances to teachers according to criteria established and decisions made by the local government.

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Lithuania

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

**General Funding:** There is a Sate funds for reducing the difference between education funding needs between schools. These funds can be used to improve education quality and accessibility. In addition, municipalities can fund measures that are aimed to reduce learning differences for pupils from an adverse social, economic, cultural
environment. These funds are calculated by multiplying factors provided in the methodology for each group of education needs by the actual number of pupils.

Funding for teaching staff: The salary of teaching staff is increasing in the following cases: a) if one or more students are educated in their class due to medium, major or severe special educational needs; b) teaching a student who is being taught at home due to an illness or pathological condition; c) teaching students with an immigrant background or Lithuanian citizens who have come to live in Lithuania and do not speak the state language; d) teaching subjects in Lithuanian in the classes of general education schools where curriculum is taught in the national minority language.

By level of government

Central or State government

- The number or proportion of students with disabilities: For teachers the salary may increase.
- The number or proportion of students with an immigrant background: For teachers the salary may increase.
- Schools (or most local level of governance) with special subject offerings (i.e. minority language): For teachers the salary may increase.

Local authorities or governments

- The number or proportion of low-income students: Municipalities can fund measures that are aimed to reduce learning differences for pupils from an adverse social, economic, cultural environment.
- The number or proportion of students with disabilities: The council of a municipality takes a decision on the allocation of social assistance to pupils with SEN.

Netherlands

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding: As part of the lump sum schools receive extra funding for students with a risk of educational disadvantages. This educational disadvantage is measured based on several variables. And ‘special’ schools, with for example blind students, receive more lump sum funding than regular schools.

Funding for teaching staff: As part of the lump sum schools receive extra funding for students with a risk of educational disadvantages. This educational disadvantage is measured based on several variables. And ‘special’ schools, with for example blind students, receive more lump sum funding than regular schools.

Funding for non-teaching staff: As part of the lump sum schools receive extra funding for students with a risk of educational disadvantages. This educational disadvantage is measured based on several variables. And ‘special’ schools, with for example blind students, receive more lump sum funding than regular schools.

Funding of other current expenditure: As part of the lump sum schools receive extra funding for students with a risk of educational disadvantages. This educational disadvantage is measured based on several variables. And ‘special’ schools, with for example blind students, receive more lump sum funding than regular schools.

Funding of capital expenditure: As part of the lump sum schools receive extra funding for students with a risk of educational disadvantages. This educational disadvantage is measured based on several variables. And ‘special’ schools, with for example blind students, receive more lump sum funding than regular schools.

Norway

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding: Equity is addressed through the funding formula, see comments in A1a.

By level of government

Central or State government
The number or proportion of students with an immigrant background: Difficult to estimate the exact number, the rate is calculated based on estimated average cost.

Local authorities or governments

The number or proportion of students with an immigrant background: This is a local decision in the municipality, see comments under The levels of government involved.

Poland

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding: In the case of educational subsidy - Algorithm for the division of educational subsidy. System of measures and weights (over 70 weights) differentiating the amount of subsidy per student in a homogeneous manner for all local government units. In the case of targeted subsidies, the division is specified in detailed regulations (act, regulation).

Funding of capital expenditure: Targeted subsidies from the state budget for local government units for investment tasks. The distribution of subsidies is carried out according to the relevant regulations (act, regulation).

Russian Federation

By level of government

Central or State government

The number or proportion of low-income students: the support for low income students is provided through social protection system

Schools (or most local level of governance) that are in remote or high cost locations/regions: the support for the remote or high cost regions is provided by federal budget as an unmarked part of the total federal support of such regions

States/regions/provinces/municipalities in remote and/or rural locations: the support for the remote or high cost regions is provided by federal budget as an unmarked part of the total federal support of such regions

Slovenia

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

Funding for teaching staff: Schools receive funds from the national budget for teaching staff in line with the 84 Article of the Organization and Financing of Education Act and in accordance with the norms and standards for provision of basic school education. In accordance with the norms and standards, in schools in which students with special needs or Roma children are included in classes, more favourable norms regarding the size of classes and available teaching staff apply. Additional hours/teaching staff are also available when the school is attended by students with immigrant background. Schools of national communities (schools with Italian language of instruction and bilingual schools – Slovenian and Hungarian language of instruction) and educational institutions specialising in children with special needs also have more favourable norms with regard to size of classes and available staff than the mainstream basic schools. According to the 81 Article of the Organization and Financing of Education Act, schools receive funds for salaries for teaching staff in hospital classes.

Funding for non-teaching staff: Schools receive funds from the national budget for non-teaching staff in line with the 84 Article of the Organization and Financing of Education Act and in accordance with the norms and standards for provision of basic school education. Norms and standards include also the criteria for setting up a counselling service, library, administrative-accounting and technical service, and criteria for setting up departments and groups and for evaluating material costs and standards for space and equipment. In accordance with the norms and standards in schools of minorities (schools with Italian language of instruction and bilingual schools – Slovenian and Hungarian language of instruction) and in schools in which Roma children or students...
with special needs are included in the classes, more favourable standards regarding available non-teaching staff apply.

Funding of other current expenditure: According to the 81 Article of the Organization and Financing of Education Act, the 13 and 14 Article of the School Meals Act and the 6 Article of the Exercise of Rights from Public Funds Act schools receive funds for subsidizing school meals for socially disadvantaged students from the national budget. According to the 83 Article of the Organization and Financing of Education Act schools receive funds for subsidizing outdoor school for socially disadvantaged students from the national budget. According to the 81 Article of the Organization and Financing of Education Act schools receive funds for the implementation of treatment and guidance procedures for children and adolescents with special needs in accordance with the Act on the Guidance of Children with Special Needs from the national budget. According to the 81 Article of the Organization and Financing of Education Act, institutions (schools) for the education of children with special needs and publishers receive funds to subsidize purchase and production of textbooks with low circulation. According to the 81 Article of the Organization and Financing of Education Act schools receive funds for learning Slovene as a foreign language and resources for teaching the mother tongue for children with migrant background from the national budget. According to the 81 Article of the Organization and Financing of Education Act schools receive funds for Roma education. According to the 81 Article of the Organization and Financing of Education Act basic schools of minorities (schools with Italian language of instruction and bilingual schools – Slovenian and Hungarian language of instruction) receive funds for prepare and subsidize the price of textbooks and teaching materials for basic school. According to the 81 Article of the Organization and Financing of Education Act schools transport of students with special needs and of students, whose way to school is endangered by large carnivores is funded by the national budget.

Funding of capital expenditure: The state bear the responsibility of funding capital investment in basic schools of national communities and institutions for education of children with special needs established by the state. Capital investment of other basic schools is funded by municipalities.

By level of government

Central or State government

- The number or proportion of low-income students: According to the School Meals Act schools and in line with the Exercise of Rights from Public Funds Act schools receive funds for subsidizing school meals for socially disadvantaged students. Schools also receive funds for subsidizing outdoor school for socially disadvantaged students. Socially disadvantaged students are students who have been granted this right under the law governing the exercise of rights from public funds. There are no variations between levels of government and between levels of education. We have marked that a small proportion of total funding depends on this criteria. Nevertheless, the income of schools for subsidized meals represents a relevant share in the category of other current expenditure, namely in 2019 the cumulative amount received by schools for meals subsidies represents approximately 15% of the amount spent in other current expenditure (excluding teaching and non-teaching staff) by schools.

- The number or proportion of students with disabilities: According to the 12 Article of the Basic School Act students with special needs are students who need adapted implementation of basic school programs with additional professional assistance or adapted basic school programs or a special education program. Depending on the type and level of deficit, barriers or disorders, these students are defined in the law governing the placement of children with special needs. The majority of children with special needs attends mainstream schools. (In the school year 2018/19 students with SEN represented 6.4% of the mainstream basic school population). In accordance with the decision on in the law governing the placement of children with special needs education is adapted to their needs and they receive additional professional support. In classes with students with special needs lower norms concerning the number of students in the class apply. The educational institutions specialising in children with special needs also have more favourable norms with regard to size of classes and available staff than the mainstream basic schools. According to the 14 Article of the Rules on the Norms and Standards for Performing the Programme of Basic School and based on each specific decision on the placement of a physically handicapped student or blind student, a basic school systematizes the position of a permanent companion in order to provide physical assistance to the student. The scope of the work obligation and the duration of the permanent companion’s employment relationship are determined by the number of students provided with physical assistance and the number of hours of physical assistance, depending on the duration of classes. There are no variations between levels of government and between levels of education.

- The number or proportion of students with an immigrant background: According to the 8 Article of the Basic School Act for children residing in the Republic of Slovenia whose mother tongue is not Slovene,
Slovenian language lessons and culture are organized upon inclusion in compulsory education, and in cooperation with the countries of origin, lessons in their mother tongue and culture are organized. According to the 43 Article of the Rules on the Norms and Standards for Performing the Programme of Basic School schools for students whose mother tongue is not Slovene (foreign students), upon enrolment in a basic school in the Republic of Slovenia, the school organizes additional Slovene language classes in the first year. For foreign students who enrol in basic school in the first assessment period, the school organizes additional Slovene language classes in accordance with the following criteria: to 4 students 120 hours for the group, 5 to 8 students 160 hours for the group and 9 to 17 students 180 hours. For a foreign student who enrolls in basic school in the second assessment period, the school is granted funds for additional 35 hours of Slovene as a foreign language lessons in the relevant school year. The school may also include these students in the group in the following school year based on the before mentioned criteria. If, for the first time, nine or more foreign students are enrolled in basic school by the end of October of the current school year, the school may systematize the post of professional worker in accordance with the following criteria: 9 to 17 students 0.25 share of full time employment (FTE), 18 to 26 students 0.50 of FTE, 27 to 35 students 0.75 of FTE and 36 to 44 students 1 FTE. There are no variations between levels of government and between levels of education.

- **Schools (or most local level of governance) with special subject offerings (i.e. minority language):** Education in basic schools of minorities (schools with Italian language of instruction and bilingual schools – Slovenian and Hungarian language of instruction) is regulated by Act Regulating Special Rights of Members of the Italian and Hungarian Ethnic Communities in the Field of Education. See explanation above in lines 17, 19, 21 and 23. There are no variations between levels of government and between levels of education.

**Back to main table for this Indicator**

**Spain**

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

**By category of funding**

**General Funding:** State + Autonomous Communities > Autonomous Communities (Basic Public Services Guarantee Fund). The resources that constitute this Fund come from the Autonomous Communities (the 75% of their tax capacity) and from the State. The criteria for the distribution of this Fund among the different Autonomous Communities are specified in legislation. These criteria refer to a series of variables that determine the corrected population or unit of need, including the school-age population (population from 0 to 16):

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>30%</td>
</tr>
<tr>
<td>Surface</td>
<td>1.8%</td>
</tr>
<tr>
<td>Dispersion</td>
<td>0.6%</td>
</tr>
<tr>
<td>Insularity</td>
<td>0.6%</td>
</tr>
<tr>
<td>Protected population equivalent distributed in seven age-groups</td>
<td>38%</td>
</tr>
<tr>
<td>Population over 65</td>
<td>8.5%</td>
</tr>
<tr>
<td>Population from 0 to 16</td>
<td>20.5%</td>
</tr>
</tbody>
</table>

15 out of the 17 Autonomous Communities contribute along with the State to a common ‘Basic Public Services Guarantee Fund’. This fund ensures that all Autonomous Communities receive the same resources per inhabitant, in terms of corrected population or unit of need, for education, health and social services. The two other Communities, the Basque Country and Navarre, manage and fund their own education, health and social services, and make a contribution to the State to cover common costs.
Autonomous Communities > Schools

(in the Autonomous Cities of Ceuta and Melilla: Ministry of Education and Vocational Training (MEFP) > Schools)

Every school year, the Regional Departments of Education establish the material and human resources for each school, which vary depending mainly on the educational stage, number of units, school size, opening hours, the supplementary services provided and the characteristics of its population.

Nevertheless, the allocation criteria vary in the different Autonomous Communities and, therefore, it is not possible to fill in the table.

Funding for teaching staff: Most of the Autonomous Communities have a allocation criteria for the teaching staff. There you have the example of The Region of Murcia: Murcia, the Department of Education defines criteria to allocate teaching staff to secondary schools.

In the school year 2012/13, the teaching staff allocation to secondary schools was subject to the following criteria:

- Number of units (group of students being collectively and simultaneously taught by a teacher on an ordinary basis) in the school.
- Number of optional subjects (compulsory secondary education) and subjects specific to each branch (upper secondary education). These subjects will only be taught if there is a minimum of 15 students.
- Global school ratio of pupils per unit in compulsory secondary education (when this ratio is higher than 31 pupils, staff resources will allow more teaching hours).
- Tutoring periods, coordination activities, reinforcement and support mechanisms, groups splitting, etc.
- Number of pupils with Special Educational Needs (support teachers are supplied depending on the number of SEN pupils).

The composition of the management team also varies according to different criteria. In every secondary school there are a school head, a head of studies and a secretary. A deputy head of studies may be assigned to a school depending on the number of units, the school day (afternoon or evening classes), the offer of distance learning, and the existence of different buildings in different settings.

The total number of teachers also depends on the teaching hours of each teacher. For instance, teachers over 55 years may apply for a reduced working day. Also, teachers that belong to the management team, heads of departments and teachers responsible for computer equipment may have reduced teaching hours.

Sources: Resolution of June 15, 2012 of the General Secretariat of the Regional Ministry of Education, Training and Employment for which has the publication in the Official Gazette of the Region of Murcia the resolution adopted by the Governing Council of 15 June 2012 laying down the general criteria determining real needs of teachers in Secondary Schools, Integrated Vocational Training Schools and Adult Education Centres in 2012-2013 course, in those areas in which, being mandatory subject of bargaining, there was no agreement with the Trade Unions (Murcia Official Gazette 20-06-2012).


Funding of other current expenditure: Criteria exist to allocate funds to schools. They are established by the Autonomous Communities’ Regional Departments of Education (and the MEFP in the case of Ceuta and Melilla), but they are seldom specified in public official documents. The following examples can be provided:

- Andalusia, the criteria used to allocate funds to schools are not established in official documents. Nevertheless, the regional Court of Auditors (Cámara de Cuentas) has published a report on the operation expenditure of public schools.

According to this report, the Regional Ministry or Department of Education uses different criteria to allocate funds to schools. In primary and secondary schools, the funds allocated depend on the size of the school, the age of the building, the number of pupils, if the cleaning staff is hired directly or through external services...

Canary Islands, the regional legislation establishes criteria for the allocation of economic resources to secondary education schools.

The ordinary annual economic allocation to each school is the result of a fixed quota and a variable quota.

- The fixed quota is determined for each type of school.
- The variable quota depends on different aspects, among them: the number of groups or units (groups of students being collectively and simultaneously taught by a teacher on an ordinary basis), total number of students, level of occupation of the facilities, class size, number of languages taught, number of teachers and other professionals, offer of vocational education and training studies in the same facilities, support resources (e.g. special education classes), area of the facilities, etc.

The amount of this variable quota for a specific school is calculated by adding the value for each of the relevant aspects according to the criteria and coefficients established in legislation. For instance, the value for the concept "number of pupils" in a secondary education school is obtained by multiplying the number of pupils throughout the whole year by a quantity of Euros.

The amounts of the allocations depend on the funds available according to the annual budgets of the Canary Islands Autonomous Community.


Madrid, the Department of Education defines criteria to allocate funds to primary and secondary schools.

The ordinary annual economic allocation to each primary school is the result of a fixed quota and a variable quota.

- The fixed quota which is the same for all primary schools.
- The variable quota that depends on the number of students
- The ICT maintenance quota
- The SEN specialist quota

The funds allocated to each secondary school depend on:
- Facilities: The number, area and volume of the buildings
- Students: The number of pupils, the educational level, student needs.
- Special programs: Particular characteristics of the school, school day (regular daytime classes, evening classes) and unexpected expenses.


Sweden

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

By category of funding

General Funding: The Swedish Education Act (Skollagen 2010:800) states that all children shall have equal access to education and that all children shall enjoy this right regardless of gender, residence or social or economic factors. The curricula also stipulate that consideration shall be given to the different conditions and needs of the children and pupils. Since 2014 the Education Act also stipulate that every municipality shall consider the needs and conditions of the pupils when allocating resources. According to a survey in 2018 made by the Swedish Association of Local Authorities and Regions (SALAR) "Socioekonomisk resursfördelning i skola och förskola" (2018) (Socioeconomic Resource Allocation in schools and preschools) nearly six out of ten municipalities take socioeconomic factors into account when allocating resources to compulsory schools. In more segregated municipalities greater consideration is given to the children's socioeconomic background in the resource allocation. The majority of large cities and municipalities near larger cities have a model for resource allocation based on structural differences between compulsory schools whereas about half of the smaller towns/urban areas and rural municipalities have such a resource allocation model. The survey by SALAR also showed that the
proportion of the resources allocated to schools due to socioeconomic factors varied among the municipalities. In nearly five out of ten municipalities a maximum of 5% of the resources for compulsory school where allocated according to these principles. In three out of ten municipalities the proportion of the budget allocated based on socioeconomic factors was 6-10%. In addition the municipalities can apply for earmarked government grants, administrated by the Swedish National Agency for Education (NAE), to improve equity in education, e.g. "Statsbidrag för likvärdig skola". The NAE also offer targeted support to selected municipalities and schools, "Cooperation for better schools" and "targeted actions on new arrivals" ("Samverkan för bästa skola" and "Riktade insatser för nyanlända och flerspråkiga barn och elevers utbildning").

By level of government

**Central or State government**

- **The number or proportion of low-income students:** The municipalities can apply for earmarked government grants to improve equity in education, e.g. "Statsbidrag för likvärdig skola". The allocation of funding is determined by the number of pupils and a socioeconomic index, where the parent’s level of income is one of several variables included in the index calculation.

- **The number or proportion of students with an immigrant background:** Municipalities that have asylum-seeking children can apply for earmarked government grants to fund their education, "Statsbidrag för papperslösa barn". The grant is distributed proportionally according to the number of asylum-seeking children aged 6-17. In addition, for three years, a total of six semesters, The National Agency for Education (NAE) collaborate with municipalities to strengthen the quality of education for children and pupils who are new arrivals or have a mother tongue other than Swedish “targeted actions for new arrivals” ("Riktade insatser för nyanlända och flerspråkig barn och elevers utbildning"). Only selected municipalities can take part in this collaboration. The NAE makes the selection based on the socioeconomic factors of the municipalities, the proportion of children and pupils with a mother tongue other than Swedish and the proportion of newly arrived children and pupils. The measures taken, e.g. competence-developing initiatives regarding language and knowledge development teaching for school staff, are tailored to the different needs of the municipalities.

- **Schools (or most local level of governance) designated as serving poor or disadvantaged communities (programme based funding, rather than pupil based):** The municipalities can apply for a government grant to set up additional career positions, ‘lecturer’ (senior subject teacher’) or ‘lead teacher’ (senior master), in schools located in disadvantaged areas ("Statsbidrag för karriärtjänster i utanförskapsområden 2019/20"). The disadvantaged areas are defined by Statistics Sweden by using SAMS-codes (Small Areas for Market Statistics) and are stipulated in ordinance; "Förordning (2014:145) om extra statsbidrag till skolhuvudmän som inrättar karriärsteg för lärare i förskoleklasser och grundskolor i utanförskapsområden".

- **The number or proportion of people with an immigrant background in the state/region/province/municipality:** Reimbursement by the state regarding the number of asylum seekers and newly immigrated.

**Local authorities or governments**

- **The number or proportion of low-income students:** According to a survey in 2018 made by the Swedish Association of Local Authorities and Regions (SALAR) "Socioekonomisk resursfördelning i skola och förskola" (2018) (Socioeconomic Resource Allocation in schools and preschools) nearly six out of ten municipalities take socioeconomic factors into account when allocating resources to compulsory schools. The educational level of parents and the proportion of pupils with immigrant background are commonly used variables to determine the school budgets. Examples of other variables are the proportion of families with maintenance support, the proportion of pupils living with both guardians and the proportion of boys and girls.

- **The number or proportion of students with disabilities:** Resources are not allocated due to disabilities but to pupils in need of special support.

- **The number or proportion of students with an immigrant background:** According to a survey in 2018 made by the Swedish Association of Local Authorities and Regions (SALAR) "Socioekonomisk resursfördelning i skola och förskola" (2018) (Socioeconomic Resource Allocation in schools and preschools) nearly six out of ten municipalities take socioeconomic factors into account when allocating resources to compulsory schools. The educational level of parents and the proportion of pupils with immigrant background are commonly used variables to determine the school budgets. Examples of other variables are the proportion of families with maintenance support, the proportion of pupils living with both guardians and the proportion of boys and girls.
• **Schools (or most local level of governance) that are in remote or high cost locations/regions:** This may be the case for municipalities with schools in remote areas that need additional founding due to a low number of pupils and pupils in need of school transport.

• **The number or proportion of low-income people in the state/region/province/municipality:** Resource allocation based on structural differences in pupils characteristics is more common than resource allocation based on structural differences in population characteristics.

• **The number or proportion of people with an immigrant background in the state/region/province/municipality:** Resource allocation based on structural differences in pupils characteristics is more common than resource allocation based on structural differences in population characteristics.

• **States/regions/provinces/municipalities in remote and/or rural locations:** Resource allocation based on structural differences in pupils characteristics is more common than resource allocation based on structural differences in population characteristics.

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**Switzerland**

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

**By category of funding**

*Equity criteria* play a role by the attribution of the number of lessons to each school, which are relevant for funding. [Back to main table for this Indicator]

**Turkey**

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

**By category of funding**

*General Funding:* Funding is prepared by the central government. In this process personnel expenditures, capital expenditures, student expenses etc. are taken into account.

*Funding for teaching staff:* Funding for teaching staff is prepared by the central government.

*Funding for non-teaching staff:* Funding for teaching staff is prepared by the central government and also supported by parent-school associations.

*Funding of other current expenditure:* Funding of other current expenditure is prepared by the central government.

*Funding of capital expenditure:* Funding of capital expenditure is prepared by the central government. [Back to main table for this Indicator]

**United States**

The main mechanisms used to address issues of equity in the funding of public primary and lower secondary education

**By category of funding**

*General Funding:* The most typical model for school funding is the foundation grant (see notes and sources listed above). In a foundation grant model, the state determines the minimum amount that should be spent per student. The state uses a computation of each district’s ability to pay this basic amount, and fills in the gap. This is designed to ensure a minimum level of funding is available for each school district. Some states have additional features such as power equalization, which strives to support poor districts with low property tax bases, by providing additional funding based on their tax effort (based on tax rates, rather than tax basis). This study reviews the equity of education funding for each of the states and provides comparisons: https://edlawcenter.org/assets/files/pdfs/publications/Is_School_Funding_Fair_7th_Edition.pdf. Federal funds for Title I programs designed to assist low income students are allocated through a complex formula involving child counts and other factors (see: https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019016).

*Funding for teaching staff:* This is considered general funding.

*Funding for non-teaching staff:* This is considered general funding.
**Funding of other current expenditure**: This is considered general funding.

**Funding of capital expenditure**: Some states have programs to supplement capital funds, which are traditionally supported through local taxes and school bonds.

**By level of government**

**Central or State government**

- **The number or proportion of low-income students**: Based on total funding, not funding of specific categories.
- **The number or proportion of students with disabilities**: Based on total funding, not funding of specific categories.
- **The number or proportion of students with an immigrant background**: Based on total funding, not funding of specific categories. Immigrant background is not specifically used, it is count of children with limited English ability regardless of immigrant background.
- **Schools (or most local level of governance) designated as serving poor or disadvantaged communities (programme based funding, rather than pupil based)**: Based partly on school district counts of poor children.
- **Schools (or most local level of governance) that are in remote or high cost locations/regions**: Rural schools may participate in a specific program for Internet connectivity.
- **Schools (or most local level of governance) with special subject offerings (i.e. minority language)**: States receive funds based on number of children with limited English proficiency.
- **The number or proportion of low-income people in the state/region/province/municipality**: National allocations of federal education funds are typically based on child or school characteristics, rather than population characteristics.
- **The number or proportion of people with an immigrant background in the state/region/province/municipality**: National allocations of federal education funds are typically based on child or school characteristics, rather than population characteristics.
- **States/regions/provinces/municipalities in remote and/or rural locations**: National allocations of federal education funds are typically based on child or school characteristics, rather than population characteristics.
- **The number or proportion of people who belong to minority communities in the state/region/province/municipality**: National allocations of federal education funds are typically based on child or school characteristics, rather than population characteristics.
- **The number or proportion of people who belong to disadvantaged communities in the state/region/province/municipality**: National allocations of federal education funds are typically based on child or school characteristics, rather than population characteristics.

**Provincial/ Regional or Sub-regional/ inter-municipal authorities or governments**

- **The number or proportion of low-income students**: There is no way to quantify the dependence of the 50 state formulas for these various characteristics.
- **The number or proportion of students with disabilities**: There is no way to quantify the dependence of the 50 state formulas for these various characteristics.
- **The number or proportion of students with an immigrant background**: Funding is usually targeted to students by English proficiency rather than immigrant background (though there is high correlation). There is no way to quantify the dependence of the 50 state formulas for these various characteristics.
- **Schools (or most local level of governance) designated as serving poor or disadvantaged communities (programme based funding, rather than pupil based)**: There is no way to quantify the dependence of the 50 state formulas for these various characteristics.
- **Schools (or most local level of governance) that are in remote or high cost locations/regions**: There is no way to quantify the dependence of the 50 state formulas for these various characteristics.
- **Schools (or most local level of governance) with special subject offerings (i.e. minority language)**: There is no way to quantify the dependence of the 50 state formulas for these various characteristics.
- **The number or proportion of low-income people in the state/region/province/municipality**: State allocations of education funds are typically based on child or school characteristics, rather than population characteristics.
• The number or proportion of people with an immigrant background in the state/region/province/municipality: State allocations of education funds are typically based on child or school characteristics, rather than population characteristics.

• States/regions/provinces/municipalities in remote and/or rural locations: State allocations of education funds are typically based on child or school characteristics, rather than population characteristics.

• The number or proportion of people who belong to minority communities in the state/region/province/municipality: State allocations of education funds are typically based on child or school characteristics, rather than population characteristics.

• The number or proportion of people who belong to disadvantaged communities in the state/region/province/municipality: State allocations of education funds are typically based on child or school characteristics, rather than population characteristics.

Local authorities or governments

• The number or proportion of low-income students: There is no way to quantify the dependence of the 18,000+ local education agency formulas for these various characteristics.

• The number or proportion of students with disabilities: There is no way to quantify the dependence of the 18,000+ local education agency formulas for these various characteristics.

• The number or proportion of students with an immigrant background: Funding is usually targeted to students by English proficiency rather than immigrant background. There is no way to quantify the dependence of the 18,000+ local education agency formulas for these various characteristics.

• Schools (or most local level of governance) designated as serving poor or disadvantaged communities (programme based funding, rather than pupil based): There is no way to quantify the dependence of the 18,000+ local education agency formulas for these various characteristics.

• Schools (or most local level of governance) that are in remote or high cost locations/regions: There is no way to quantify the dependence of the 18,000+ local education agency formulas for these various characteristics.

• Schools (or most local level of governance) with special subject offerings (i.e. minority language): There is no way to quantify the dependence of the 18,000+ local education agency formulas for these various characteristics.

• The number or proportion of low-income people in the state/region/province/municipality: Local allocations of education funds are typically based on child or school characteristics, rather than population characteristics.

• The number or proportion of people with an immigrant background in the state/region/province/municipality: Local allocations of education funds are typically based on child or school characteristics, rather than population characteristics.

• States/regions/provinces/municipalities in remote and/or rural locations: Local allocations of education funds are typically based on child or school characteristics, rather than population characteristics.

• The number or proportion of people who belong to minority communities in the state/region/province/municipality: Local allocations of education funds are typically based on child or school characteristics, rather than population characteristics.

• The number or proportion of people who belong to disadvantaged communities in the state/region/province/municipality: Local allocations of education funds are typically based on child or school characteristics, rather than population characteristics.

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Funding Flow diagrams

Legend

Boxes
<table>
<thead>
<tr>
<th>Category</th>
<th>Number of higher education institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central or state government(s)</td>
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<tr>
<td>Regional or Provincial governments</td>
<td></td>
</tr>
<tr>
<td>Local governments</td>
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</tr>
</tbody>
</table>
Flows

Flow from central government to educational institution or lowest level of governance

Flow from regional or provincial government to educational institution or lowest level of governance

Flow from local government to educational institution or lowest level of governance

Flow from central government to another level of government

Flow from regional or provincial government to another level of government

Flow from local government to another level of government

Australia

Flows of public funding for public primary and lower secondary educational institutions in Australia

Federal Government

State or Territory Government

Teaching Staff
Non-teaching staff
Other current expenditure
Capital expenditure

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.
Austria

Flows of public funding for public primary and lower secondary educational institutions in Austria

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

1. The Federal Chancellery only provides funding for a few funding areas. The majority of funding comes from the Federal Ministry of Education.

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French comm. (Belgium)

Flows of public funding for public primary and lower secondary educational institutions in the French Community of Belgium

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Brazil

Flows of public funding for public primary and lower secondary educational institutions in Brazil

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows — flows may vary greatly in magnitude but this is not shown in the diagram.

1. This diagram only relates to funding from the Fund for Maintenance and Development of Basic Education and Valorization of Education Professionals (Fundeb). Fundeb is not used to fund non-teaching staff.

Chile

Flows of public funding for public primary and lower secondary educational institutions in Chile

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows — flows may vary greatly in magnitude but this is not shown in the diagram.
Colombia

Flows of public funding for public primary and lower secondary educational institutions in Colombia

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Czech Republic

Flows of public funding for public primary and lower secondary educational institutions in the Czech Republic

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

1. The diagram covers 99% of schools which have pupils at primary and lower secondary level. About 1% of schools (for pupils with special education needs) are directly founded by the Ministry of Education, Youth and Sports, and in this case, all categories (Teaching staff, Non-teaching staff, Other current expenditures, Capital expenditures) are directly paid from the "State".

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Denmark

Flows of public funding for public primary and lower secondary educational institutions in Denmark

- Government
- Municipalities (98)
- Teaching Staff
- Non-teaching staff
- Other current expenditure
- Capital expenditure

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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England (UK)

Flows of public funding for public primary and lower secondary educational institutions in England (UK)

- UK Government
- Local authorities (130)
- Teaching Staff
- Non-teaching staff
- Other current expenditure
- Capital expenditure

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Estonia

Flows of public funding for public primary educational institutions in Estonia

Central Government

Local Government (79)

Teaching Staff  Non-teaching staff  Other current expenditure  Capital expenditure

Flows of public funding for general programmes in public lower secondary educational institutions in Estonia

Central Government

Local Government (79)

Teaching Staff  Non-teaching staff  Other current expenditure  Capital expenditure
Flows of public funding for vocational programmes in public lower secondary educational institutions in Estonia

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Finland

Flows of public funding for public primary and lower secondary educational institutions in Finland

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Flows of public funding for public primary educational institutions in France

Flows of funding for lower secondary educational institutions in France

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Germany

Flows of public funding for public primary and lower secondary educational institutions in Germany

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Hungary

Flows of public funding for public primary and lower secondary educational institutions in Hungary

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Ireland

Flows of public funding for public primary and lower secondary educational institutions in Ireland

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Israel

Flows of public funding for public primary and lower secondary educational institutions in Israel

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Japan

Flows of public funding for public primary and lower secondary educational institutions in Japan

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Korea

Flows of public funding for public primary and lower secondary educational institutions in Korea

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

1. Central Government (Ministries other than MOE) or Provincial Government can directly fund the schools, but this type of funding flow has a small proportion (less than 10%) of total funding. This diagram, therefore, is reported focusing on the main flows of funding through the educational governments.

2. Although Local Government Offices of Education exist in Korea’s educational governance system, they do not have authority to plan or execute any school funding. Local Government Offices of Education considered as parts of Provincial and Regional Government Offices of Education (Regional Government)
Latvia

Flows of public funding for public primary and lower secondary educational institutions in Latvia

Central Government

Local Government (119)

Teaching Staff Non-teaching staff Other current expenditure Capital expenditure

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

Lithuania

Flows of public funding for public primary educational institutions in Lithuania

Central Government

Municipalities (60)

Teaching Staff Non-teaching staff Other current expenditure Capital expenditure
Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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**Mexico**

**Flows of public funding for public primary and lower secondary educational institutions in Mexico**

![Diagram showing flows of public funding in Mexico]

**Note:** The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram. 

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**Netherlands**

**Flows of public funding for public primary and lower secondary educational institutions in the Netherlands**

![Diagram showing flows of public funding in the Netherlands]

**Note:** The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram. 

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Norway

**Flows of public funding for public primary and lower secondary educational institutions in Norway**

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Poland

**Flows of public funding for public primary and lower secondary educational institutions in Poland**

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Russian Federation

Flows of public funding for public primary and lower secondary educational institutions in the Russian Federation

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Slovenia

Flows of public funding for public primary and lower secondary educational institutions in Slovenia

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Spain

**Flows of public funding for public primary educational institutions in Spain**

1. Flows from the central government indicates that the central government is responsible for funding educational institutions in the autonomous cities of Ceuta and Melilla.

**Flows of public funding for public lower secondary educational institutions in Spain**

*Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.*

1. Flows from the central government indicates that the central government is responsible for funding educational institutions in the autonomous cities of Ceuta and Melilla.

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Switzerland

Flows of public funding for public primary and lower secondary educational institutions in Switzerland

State Governments (Cantons)

Comunes
(around 2,000)

Teaching Staff
Non-teaching staff
Other current expenditure
Capital expenditure

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Sweden

Flows of public funding for public primary and lower secondary educational institutions in Sweden

State Government

Municipalities (kommuner)
(290)

Teaching Staff
Non-teaching staff
Other current expenditure
Capital expenditure

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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Turkey

Flows of public funding for public primary and lower secondary educational institutions in Turkey

Note: The diagram is indicative of the flows of public funding for public educational institutions between levels of government and the final education provider (which may be educational institutions or the most local level of governance). The size of the arrows is not representative of the magnitude of the flows - flows may vary greatly in magnitude but this is not shown in the diagram.

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INDICATOR D7: What proportion of teachers leave the teaching profession?  

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<tr>
<th>OECD</th>
<th>Australia</th>
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<td>Flemish Comm. (Belgium)</td>
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<td>South Africa</td>
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</table>

D7 Methodology Sources
Methodology

The indicator presents estimated attrition rates of teachers at pre-primary, primary and secondary levels of education (ISCED 02 to 3). At the secondary level, it covers teachers in both general and vocational programmes. It covers all teachers (full-time and part-time teachers) in both public and private institutions (where possible). It does not differentiate between teachers according to their employment contract (i.e. short term, or open-ending contract).

The main method used is an indirect method (proposed in the Sustainable Development Goal project), which measures teacher attrition using the total number of teachers from one year to the next along with data on the number of new entrant teachers into the teaching profession, estimating indirectly the number of teachers leaving the profession. This method does not take into account transfers between ISCED levels and will therefore lead to an over- or under-estimation of the actual attrition from the teaching profession. Therefore, this method only analyses at an aggregated ISCED level (ISCED 02 to 3 (pre-primary to upper secondary)).

\[
A_{(t-1,t)} = \frac{(N_{t-1} - N_{t}) + E_{(t-1,t)}}{N_{t-1}}
\]

As the indirect method cannot analyse for each level of education, the revised indirect method incorporates the extent of the transfers between ISCED levels to adjust for the over-estimation of the estimated attrition, and then estimate attrition for a specific level of education (or combined levels).

\[
A_{i,(t-1,t)} = \frac{(N_{i,t-1} - N_{i,t}) + E_{i,(t-1,t)} - L_{i,(t-1,t)} + E_{i*,(t-1,t)}}{N_{i,t-1}}
\]

Direct method measures teacher attrition using data on the total number of teachers and the actual number of teachers leaving the teaching profession obtained from source data.

\[
A_{i,(t-1,t)} = \frac{L_{i,(t-1,t)}}{N_{i,t-1}}
\]

Teacher attrition without the impact of teachers retiring from the profession can be done by taking out the number of teachers who leave the profession due to retirement.

\[
A_{i,(t-1,t)} = \frac{L_{i,(t-1,t)} - R_{i,(t-1,t)}}{N_{i,t-1}}
\]

Table X3.D7.1. Variables used in estimation methods for teacher attrition

<table>
<thead>
<tr>
<th>Variables</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(t)</td>
<td>Reference time point (when the total number of teachers are counted)</td>
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<tr>
<td>(I)</td>
<td>Level of education: pre-primary, primary, lower secondary, upper secondary, secondary combined</td>
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<tr>
<td>(A_{i,(t-1,t)})</td>
<td>Teacher attrition rate during the reference period (between time points (t) and (t-1)), for the ISCED level (i)</td>
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<tr>
<td>(N_{i,t})</td>
<td>Total number of teachers in the ISCED level (i) at the reference time point (t)</td>
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<tr>
<td>(E_{i,(t-1,t)})</td>
<td>Number of teachers entering the profession and to the ISCED level (i) during the reference period</td>
</tr>
<tr>
<td>(L^{*}_{i,(t-1,t)})</td>
<td>Number of teachers moving out of the ISCED level (i) to other ISCED level during the reference period</td>
</tr>
<tr>
<td>(E^{*}_{i,(t-1,t)})</td>
<td>Number of teachers moving into the ISCED level (i) from other ISCED level during the reference period</td>
</tr>
<tr>
<td>(L_{i,(t-1,t)})</td>
<td>Number of teachers leaving the profession at the ISCED level (i) during the reference period</td>
</tr>
<tr>
<td>(R_{i,(t-1,t)})</td>
<td>Number of teachers leaving the profession due to retirement at the ISCED level (i) during the reference period (i.e. (R_{i,(t-1,t)} \leq L_{i,(t-1,t)}))</td>
</tr>
</tbody>
</table>

Sources

The indicator draws on data from the 2020 OECD-INES NESLI survey on teacher attrition. Sources for these data are displayed in Table X3.D7.2.

Table X3.D7.2. Sources and reference period (school year) to estimate teacher attrition

<table>
<thead>
<tr>
<th>Country</th>
<th>Sources</th>
<th>Reference period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>Management Information System on civil servants of the Federation (Bund) (PM-SAP MIS); Information System on teachers of the federal states (Länder) (LiA).</td>
<td>2015/16</td>
</tr>
<tr>
<td>Flemish Comm. (Belgium)</td>
<td>Database on all payments of educational personnel.</td>
<td>2015/16</td>
</tr>
<tr>
<td>French Comm. (Belgium)</td>
<td>Payroll file.</td>
<td>2015/16</td>
</tr>
</tbody>
</table>
Country | Sources | Reference period
--- | --- | ---
Chile | Ministry of Education Database "Teachers by position". | 2016
Colombia | C600 EDUC Survey (Annex 3A of teachers and heads from the public sector). | 2018
England (UK) | School Workforce Census (SWC) [link]. | 2015/16
Estonia | Estonian Education Information System. | 2015/16
Finland | Statistics Finland (Employment statistics data). | 2016/17
Ireland | Payroll data (February); On-Line Claim System (OLCS); Pension file. | 2015/16
Israel | Central Bureau of Statistics (Administrative data on teachers). | 2015/16
Lithuania | Education Management Information System; Forecasting the teaching workforce in Lithuania, MOSTA report, 2018. | 2015/16
Netherlands | Pelidatumbestanden. | 2015/16
Norway | Statistics Norway (Register-based employment statistics). | 2015/16
Sweden | Register of teaching personnel (Registret över pedagogisk personal). | 2015/16
United States | National Teacher and Principal Survey (NTPS); Common Core of Data (CCD); Teacher Follow-up Survey; Schools and Staffing Survey (SASS). | 2015/16

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Notes on specific countries

Coverage, methodology and interpretation

For an overview of the definitions of teachers entering, leaving and retiring from the profession adapted to each country's source data, see Table X3.D7.3.

Austria:

Notes on coverage: Data covers teachers with an employment to the federation (directly paid by the Federation) in the competence of the Ministry of Education, including part-time, unpaid leave, fixed-term and replacement teachers. Pre-primary teachers, independent private school teachers, teachers at agricultural schools are excluded from the scope.

Notes on methodology: Full-time equivalent data is based on the extent of employment according to the appointment/contract (percentage compared to a full-time teacher), and overtime excluded.

Notes on interpretation: Teachers in both public and government-dependent private schools are civil servants of the federal states (Landeslehrpersonen).

Attrition rates without retiring teachers may probably be lower than estimated as the actual number of teachers who "retire" especially over the age of 60 is probably higher than reported.

Teachers at primary level are not qualified for secondary education and vice versa. Teachers for lower secondary compulsory schools were not qualified for academic schools and vice versa. Therefore, changes are unlikely between these levels and types of lower secondary schools. Secondary academic schools cover lower and upper secondary education and upper secondary vocational schools cover ISCED 3 and 5, so teachers in these schools flexibly change between levels.

Notes on retirement: Legal minimum retirement age is 65 year-old for all appointed civil servants (Beamte), and it is the end of their active career. For civil servants by contract (Vertragsbedienstete), it is 65 year-old for males and 60 year-old for females (will be equalised until 2033) and "retirement" (i.e. being entitled to the pension from the social security system) is one reason to resign. Nevertheless, they can resign out of other reasons and still make use of their pension. Back to main table for this Indicator

Flemish Comm. (Belgium):

Notes on coverage: Data on upper secondary education includes post-secondary non-tertiary education (ISCED 4).

Notes on methodology: The survey uses the number of teachers over 10 months of data, whereas the UOE data is based on the number of teachers for a particular month.

Notes on retirement: Legal minimum retirement age is not fixed and depends on the teachers’ age and the number of active employment years. There is a pre.retirement system (tbsvp) available for teachers who wishes to stop working earlier (refer to a similar scheme DPPR in the French Community of Belgium). The number of teachers on tbsvp has been included in the number of teachers retiring from the profession.
French Comm. (Belgium):

Notes on interpretation: Young teachers mostly have part-time jobs for different job positions and different ISCED levels or schools in the beginning of their teaching careers. It decreases the stability of the teaching profession.

Notes on retirement: Legal retirement age is 65 year-old.

From 2012, the new pre-retirement scheme (Disponibilité précédant la pension de retraite; DPPR) was introduced. It provides possibility to leave permanently full-time job postponed at age 58 and the duration of the leave related to the experience. During this period, teachers do not receive pension early (as it is not legally considered as retirement), instead paid redundancy payment/allowance. Once the decision to enter the pre-retirement scheme is made by teachers, this decision is irreversible and the post becomes permanently vacant for other teachers. Teachers will then retire on the earliest possible retirement date (P-date). Introduction of this scheme led to a decrease in the number of teachers leaving teaching. Then, in 2015, the number of teachers leaving permanently, under certain conditions, to enter in the pre-retirement system increased sharply, mainly because the first cohort of teachers subject to the new scheme had turned the age of 58. The number of teachers on DPPR was not included in the number of teachers retiring from the profession due to data unavailability.

Notes on methodology: As data on teachers’ workload is not available, it is assumed that all teachers are full-time teachers in the data in full-time equivalents.

Notes on retirement: Legal minimum retirement age is 57 year-old for women and 60 year-old for men. In addition to the minimum retirement age rule, teachers must also have 25 years of contributions to the social security system at the time of retirement. Back to main table for this Indicator

Brazil:

Notes on methodology: As data on teachers’ workload is not available, it is assumed that all teachers are full-time teachers in the data in full-time equivalents.

Notes on retirement: Legal minimum retirement age is 57 year-old for women and 60 year-old for men. In addition to the minimum retirement age rule, teachers must also have 25 years of contributions to the social security system at the time of retirement. Back to main table for this Indicator

Chile:

Notes on interpretation: A 2015 study conducted by the Research Center of the Ministry of Education of Chile concluded that the observed increased rates of entrants to the education system could be explained by the quality of the opportunities that the teaching profession offers in terms of working conditions (such as salaries, non-pecuniary benefits, diversity of job offers, among others). Additionally, this study also finds high mobility of teachers in the teaching career. First, regarding internal movements or rotations, generally within schools under the administered within the same school provider. Second, regarding early retirement from the career, which is found to be 7-8% per year, and that accumulates to the attrition of 40% of teachers by the time they reach the fifth year into the career (Centro de Estudios Ministerio de Educación, 2015; link). This is consistent with the findings by Valenzuela and Ávalos (2016; link), which study teacher attrition in Chile between 2000-2009: While 9-12% of teachers with one year of experience had left schools in the 2000–2004 period this rate had increased to 18-20% in the 2005–2006 period. The attrition rate of teachers with three years of experience had also increased from 22% in 2000 to 39% by the mid-2000.

In terms of school turnout, Valenzuela and Ávalos found that from the three cohorts of teachers considered for the period (2000, 2005 and 2007, on average one out of ten teachers had changed schools after their first year of teaching. Furthermore, for the 2005 and 2007 cohorts, the proportion of school changers increased to 14%. In general, two-thirds of teachers moved to schools within the same type of school administration, particularly within the government-dependent schools, possibly because these schools tend to contract and dismiss teachers more frequently than the municipal schools. In line with this finding, the Research Center study finds that public schools tend to have a higher ability to control the working conditions of teacher, thus offering more stable participation in the education system. Government dependent schools are subject to lower working conditions, attracting less qualified teachers, while government independent schools attract the most qualified teachers in the system.

As the main reasons for leaving the system (transitory or permanent), both studies highlight dissatisfaction with working conditions, perceived decrease of self-efficacy in pedagogical terms and emotional fatigue, due to the lack of technical tools and support to work with (most vulnerable) students.

In 2017, the Law 20.093 that creates the new Teacher Professional Development System (2016) came into operation. This new system is based on a progression scheme through which teachers must periodically participate in evaluations, by which they are ranked in one of the 5 career levels. These levels are associated with a salary scale and additional monetary allowances to encourage teachers to work in schools with a high concentration of vulnerable students. These allowances also increase as the teacher progresses in the career. According to Article 19 of the Law, this new system seeks to encourage the advancement of education professionals to an expected level of professional development, while offering an attractive career path to keep them teaching in the classroom. Thus, it is expected to affect both entrance and attrition rates of teachers. However, so far no impact evaluations to these measures have been conducted and a longer time series would be needed in order to identify if the System of Teacher Education is significantly related to teacher attrition rates.
Notes on retirement: Legal minimum retirement age is 65 year-old for men and 60 year-old for women.

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Colombia:

Notes on coverage: Data covers teachers with indefinite work contracts and teachers in trial period (who passed the public contest and are in the way to becoming teachers with indefinite contracts) in public education institutions. Data excludes temporary teachers: provisional teachers and those with service provision contracts to ensure data quality.

Notes on interpretation: All teachers work as full-time teachers in Colombia.

Notes on retirement: Legal retirement age is 57 year-old for women and 62 year-old for men, according to Law 797 of 2003. However, according to Law 1821 of 2016 (modified by Decree 321 of 2017), any public official may decide voluntarily to continue working until the age of 70. At age 70, they will be forced to retire.

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England (UK):

Notes on coverage: Public institutions refer to public institutions and government-dependent private institutions. Pre-primary level data have been included at the primary level.

Notes on methodology: Teachers with temporary licenses and their replacements are included in the number of teachers in the profession.

Head teachers have been included in teacher numbers (since they also may have teaching responsibilities) so that teachers moving to head positions are excluded from the attrition rate.

Notes on interpretation: There are several reasons explaining the level of teacher attrition in England. Teacher workload is the reason most often cited for teachers leaving the profession. The stresses of life as a teacher are increased significantly for teachers who work in less positive cultures: where pupil behaviour is poor, relationships with colleagues are strained, there is less investment in the development of staff or there is a ‘micro-managing’ culture with excessive data collection. Evidence suggests that teachers leaving the profession often go to jobs that pay less, in search of a better work-life balance. Teachers leaving the profession often move to flexible or part-time work – there appears to be unmet demand for part-time work in schools.

Notes on retirement: There are 3 retirement ages in the Teachers’ Pension Scheme: 60 year-old for those who joined before 2007, 65 year-old for those who joined between 2007 and 2012 and beyond 65 year-old or their state pension age for those who joined most recently. The government have announced that state pension age will rise to 68 year-old in the future. These are the ages at which accrued pension benefits are paid in full, though teachers have the flexibility to take (adjusted) pension benefits up to 10 years earlier.

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Estonia:

Notes on coverage: Only class teachers and teachers (active teaching work force) are under observation, and it does not include personnel temporarily not at work. Temporary replacements may be included in a rare way. Therefore, teachers temporarily away may be considered as an entrant teacher (when returning to the post) or leaving teacher (when temporarily leaving the post).

Notes on methodology: Only headcount numbers are reported.

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Finland:

Notes on coverage: Upper secondary education (ISCED 3) data includes post-secondary non-tertiary vocational education (ISCED 4), whereas in the regular UOE data collection, they are reported separately. In Finnish education system, post-secondary non-tertiary vocational education (ISCED 4) is provided in the same institutions as upper secondary vocational education (ISCED 35). The separation of these levels in teacher data in the regular UOE data collections is based on estimates.

Notes on methodology: Full-time equivalent numbers are converted from head-count numbers with a conversion factor of 1.0 (i.e. data is the same) as the source data does not include data on the full-time/part-time status of the teachers. However, it should be noted that there are part-time teachers in Finland.

Notes on interpretation: The proportion of teachers aged below age 25 is very small which makes the attrition rates more volatile than those in the older age groups. In Finland, the level of education required for teachers is high (at least ISCED 6 for pre-primary teachers and ISCED 7 for primary and secondary school teachers), meaning that the teachers are relatively old when they graduate and start their working career (the average age of graduation in Finland at ISCED 6 is 28 year-old and at ISCED 7 32 year-old).

Notes on retirement: Teachers’ retirement age is the same as general retirement age in Finland (63-65 year-old for those born before 1965). Retirement age is based on the year of birth, the older age groups are entitled for earlier retirement age. For older age groups, the retirement age of teachers may be, in some cases, 60 years (comprehensive school class teachers) and in some cases even 55 years (comprehensive school special
education class teachers). For younger age groups (born in 1965 or after), the general retirement age will increase gradually to exceed 65 year-old based on the year of birth and the life expectancy of the population.

**Ireland:**

*Notes on coverage:* Data includes all state paid primary teachers and post-primary teachers in secondary, community and comprehensive schools. Data is not available for teachers in Education and Training Board post-primary schools. Thus, the numbers for upper secondary (ISCED 3) and secondary education (ISCED 2-3 combined) only include the data for approximately two-thirds of schools at these levels.

*Notes on methodology:* Data on numbers of teachers comes from the second payroll of February, which is used to represent full academic year.

The data for each academic year in On-Line Claim System (OLCS) covers the whole year to exclude teachers from being identified as entrants because they were not on the February payroll of the previous year. If they appeared on the OLCS, then they were registered as a teacher at some point during the year – not included in the number of teachers entering the profession. Similarly, teachers leaving the profession exclude teachers taking leave in the following academic year who were not on the payroll in the February of the following year but were registered on the OLCS as taking leave that academic year.

*Notes on interpretation:* The UOE data for Ireland is based on full-time equivalent numbers drawn from the number of positions allocated to schools on an annual basis. For the teacher attrition survey, the payroll data is used instead because it allows for an analysis of entrants and leavers. It is formatted in headcounts but converted for the purposes of this survey into full-time equivalents.

Detailed analysis of teacher demand and supply in Ireland for years 2020-2036 is available online (link).

*Notes on retirement:* The earliest legal retirement age is 55 year-old, with at least 35 years of service.

**Israel:**

*Notes on interpretation:* Due to the increase in working hours in the last decade, attrition rate of teachers may have increased.

In Israel, there is a widespread phenomenon where teachers return to the teaching profession after leaving the system for several years.

*Notes on retirement:* Legal retirement age is 67 year-old for men and 62-64 year-old for women.

**Lithuania:**

*Notes on interpretation:* Relatively many teachers in Lithuania continue working after retirement mainly because pensions fail to meet their financial needs and the shortage of teachers, especially in rural areas.

Very small number of teachers in Lithuania are changing between levels of education at which they teach.

*Notes on retirement:* In 2016, Legal retirement age thresholds are 63 year-old and 4 months for men and 61 year-old and 8 months for women. There is a possibility for "Early pension" for those who are up to five years younger than the normal retirement age with at least 30.5 years of contributions (Law on state social insurance pensions of the Republic of Lithuania, 2011). The pension age currently is being gradually increased annually to reach the 65 year-old by the year 2026.

**Netherlands:**

*Notes on methodology:* There is a slight deviation with the UOE data on number of teachers reported for this study. Some data has been excluded when data on cannot be linked to the years preceding and following or when there is no response.

Teachers entering the profession refer to teachers starting the career in 2016, and were not working as teacher in 2015. Teachers leaving the profession refer to teachers with employment contracts in 2015, who no longer have any employment contract in 2016 and 2017. Teachers on temporary leave (including sick leave, pregnancy leave, and other longer term leave) are not registered as leaving teachers. These teachers will keep an employment contract with the schools. Only the teachers that no longer have any contract as employed teachers are registered as leaving teachers.

*Notes on retirement:* In 2018, the age for the AOW (a basic state pension provided by the Dutch government) is 66 year-old. However, a large part of the population of teacher will retire before this age, due to personal arrangements, or specific agreements and personal pensions. The attrition of older teachers due to the legal pension age is a small part in comparison with the attrition of older teachers.
Norway:

Notes on methodology: Individuals are counted on a reference week in November 2016. Total number of personnel in primary and lower secondary levels (ISCED 1 and 2) has been split personnel between the two levels: 68% to primary level (ISCED 1) and the remaining 32% to lower secondary level (ISCED 2). All teachers are included in the data, whereas the UOE data presents data for teachers aged 15-74.

Notes on retirement: Legal retirement age is 70 year-old, but the minimum retirement age with full pension entitlement is 62. [Back to main table for this Indicator]

Sweden:

Notes on coverage: Data for teachers at pre-primary level (ISCED 02) only includes teachers in pre-school class.

Notes on methodology: Date of reference is 15 October of each school year. The number of teachers includes teaching personnel temporarily not at work on the reference date.

Notes on interpretation: Primarily a national teacher certification is required for teachers in order to get a permanent employment. However, there is a higher proportion of men having a short-term contract and who also lack a pedagogical degree. It is also more common among younger age groups to have short-term contract. The fact that a high proportion of teachers in the youngest age group do not have a pedagogical degree may explain the relatively higher attrition observed for teachers less than age of 25.

In the school year 2015/16, about 15% of the teachers teaching pre-primary to upper secondary levels (ISCED 02-3) had a short-term contract. Among teachers leaving the teaching profession between 2015/16 and 2016/17, about 34% had a short-term contract and 36% of those who left the profession did not have a pedagogical degree. In 2016/17, about 16% of the teachers had a short-term contract and 80% had a pedagogical degree. Among the teachers entering the teaching profession between 2015/16 and 2016/17, about 55% had a short-term contract and only 39% had a pedagogical degree.

In the recent years, government strives to increase the attractiveness of the teaching profession. Since 2013, teachers who stand out as excellent in their practice can be appointed as First Teacher or Senior Subject Teacher or Lecturer, which are the positions that have additional responsibilities and a higher salary. Through government grants, the monthly salary can be increased by approximately SEK 5 000 for First Teachers and SEK 10 000 for Senior Subject Teachers.

Notes on retirement: The retirement age is flexible and the income-related pension can be claimed from 62 year-old at the earliest. The lowest age to receive income-related pension was raised from 61 year-old to 62 year-old on 1 January 2020. [Back to main table for this Indicator]

United States:

Notes on methodology: National Teacher and Principal Survey (NTPS) and Schools and Staffing Survey (SASS) are nationally representative sample surveys of U.S. public and private school teachers. Common Core of Data (CCD) is a national database of U.S. public schools and districts. Teacher Follow-up Survey is a survey of U.S. public and private school teachers sampled to follow up on year after the SASS 2011-12, collecting information about current and former teachers. For the teacher attrition survey, data only includes current and former public school teachers in ISCED 02 to ISCED 3.

Leaving teachers were identified using a follow up survey (TFS) in 2012-13 to a 2011-12 sample survey of U.S. teachers (SASS). Leavers are defined by an affirmative response for any of the following occupational status items: (a) working in the field of K-12 education but not as a regular classroom teacher; (b) working in the field of K-12 education but not in a school/district; working outside the field of education; (c) student at a college or university; caring for family members; (d) retired; (e) disabled; (f) unemployed; and (g) other. A leaving rate was calculated from that follow up survey and then applied to newer teacher counts from the 2015-16 NTPS. Reported leavers in public institutions include teachers who left a public school to teach at a private school.

Retiring teachers were identified using a follow up survey (TFS) in 2012-13 to a 2011-12 sample survey of U.S. teachers (SASS). A retiring rate was calculated from that follow up survey and then applied to newer data from the 2015-16 NTPS. There are 42 teachers who reported retiring under the age of 25. They are not included in the reported data due to the exclusion of that age bracket.

Notes on interpretation: Please consult these materials for more information on teacher attrition in the United States: Teacher Attrition and Mobility: Results From the 2012–13 Teacher Follow-up Survey (link) and Teacher Shortages: What We Know (link).

Notes on retirement: In the United States, the legal age for retirement eligibility for all workers is currently 67 for those born after 1960. This is the age at which workers are eligible to begin claiming federal social security benefits. Across subnational areas, legal retirement ages of teachers can vary widely making it difficult to report a national standard. [Back to main table for this Indicator]
### Table X3.D7.3. Definition of teachers entering, leaving and retiring from the profession in the data

<table>
<thead>
<tr>
<th>OECD Countries</th>
<th>Teachers entering the profession</th>
<th>Teachers leaving the profession</th>
<th>Teachers retiring from the profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>Teachers in 2017 data, who were never employed as a teacher in since 2007.</td>
<td>Not applicable.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Chile</td>
<td>Teachers in the 2016 data, but not in the 2014 and 2015.</td>
<td>Teachers in 2015 data, but not in the 2016 and 2017 data.</td>
<td>Teachers in 2015 data identified as retired in 2016.</td>
</tr>
<tr>
<td>Colombia</td>
<td>Teachers in 2019 data (of indefinite contracts and in trial period), who were never employed under indefinite contracts (or under trial period).</td>
<td>Teachers in 2018 data (of indefinite contracts and in trial period), but not appearing in 2019 and 2020 data.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Estonia</td>
<td>Teachers new in the 2016/17 data (including teachers returning to the workforce from leave).</td>
<td>Not applicable.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Finland</td>
<td>Teachers in 2017/18 data but not appearing in 2016/17 data.</td>
<td>Teachers in 2016/17 data not appearing in 2017/18 data.</td>
<td>Teachers leaving the profession who also were identified as retired in 2017/18 data.</td>
</tr>
<tr>
<td>Ireland</td>
<td>Teachers in 2016/17 data but not appearing in 2014/15 and 2015/16 data.</td>
<td>Teachers in 2015/16 data not appearing in 2016/17, 2017/18 and 2018/19 data.</td>
<td>Teachers leaving the profession who also were identified as retired in 2016/17 data.</td>
</tr>
<tr>
<td>Israel</td>
<td>Teachers in 2016/17 data but not appearing in 2014/15 and 2015/16 data.</td>
<td>Teachers in 2015/16 data not appearing in 2016/17, 2017/18 and 2018/19 data.</td>
<td>Teachers leaving the profession who also were identified as retired in 2016/17 data.</td>
</tr>
<tr>
<td>Lithuania</td>
<td>Teachers in 2016/17 data but not appearing in 2014/15 and 2015/16 data.</td>
<td>Teachers in 2015/16 data not appearing in 2016/17 and 2017/18 data.</td>
<td>Teachers leaving the profession who also were identified as retired in 2016/17 data.</td>
</tr>
<tr>
<td>Netherlands</td>
<td>Teachers identified as starting the profession in 2016/17 and not worked as teachers in 2015/16.</td>
<td>Teachers with employment contract in 2015/16, but no contract in 2016/17 and 2017/18.</td>
<td>Teachers leaving the profession who also were identified as retired in 2016/17 data.</td>
</tr>
<tr>
<td>Norway</td>
<td>Teachers in 2016/17 data, but not in 2014/15 and 2015/16 data.</td>
<td>Teachers in 2015/16 data, but not appearing in 2016/17 and 2017/18 data.</td>
<td>Teachers leaving the profession who also were identified as retired in 2016/17 data.</td>
</tr>
<tr>
<td>United States</td>
<td>See notes on methodology.</td>
<td>See notes on methodology.</td>
<td>See notes on methodology.</td>
</tr>
</tbody>
</table>

**Economies**

| Flemish Comm. (Belgium) | Teachers in 2016/17 data, but not in 2014/15 and 2015/16 data. | Teachers in 2015/16 data, but not appearing in 2016/17 and 2017/18 data. | Teachers in 2015/16 data identified as retired or entered tbsvp (see notes) in 2016/17 data. |
| French Comm. (Belgium) | Teachers in 2016/17 data, who were never employed as a teacher in the past 20 years. | Teachers in 2015/16 data, but not in the 2016/17 data. | Teachers in 2015/16 data identified as retired in 2016/17 data. |
| England (UK)          | Teachers in 2017/18 data but not appearing in 2015/16 and 2016/17 data. | Teachers in 2016/17 data not appearing in 2017/18 and 2018/19 data. | Teachers leaving the profession who also were identified as retired in 2016/17 data. |

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