

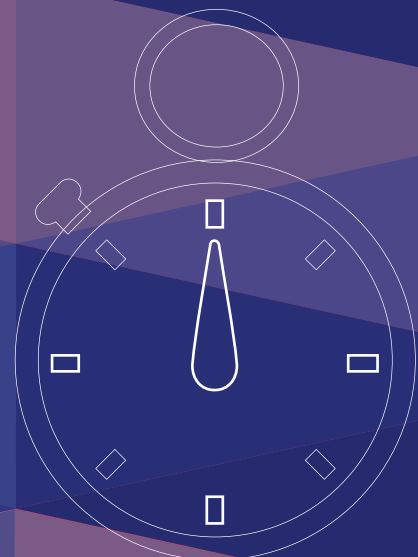


European
Commission

Recommended Annual Instruction Time in Full-time Compulsory Education

*in Europe
2015/16*

Eurydice – Facts and Figures



Education and
Training



Recommended Annual

Instruction Time

in Full-time Compulsory Education

in Europe

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*Education
and Training*

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INTRODUCTION

The Eurydice network has been collecting data on instruction time for more than two decades. These data have been published in many Eurydice publications, notably all editions of the 'Key data on education in Europe'. Since 2010, annually updated data on instruction time has been available on the Eurydice website.

Since 2013, the Eurydice network has been collecting data on instruction time jointly with the OECD (the NESLI network). For many years too, the OECD has been collecting such data through the INES network for the collection and adjudication of system-level descriptive information on educational structures, policies and practices (NESLI, previously Network C). Given the great similarities between the two data collections, the OECD and Eurydice networks have decided to produce one single data collection tool and conjointly manage the data collection on instruction time. This shared work avoids inconsistencies and overlaps between similar sets of internationally comparable data.

This publication provides information on instruction time in various forms: national data sheets, indicators and country specific notes.

Part I defines the scope of the document and offers relevant definitions.

Part II contains a comparative analysis that covers various instruction time indicators. Part III begins with a reading guide to the diagrams (national data sheets). This guide briefly explains what the diagrams show and how to read them, and lists the acronyms and abbreviations they use.

The diagrams are located in Part III Section 2 (Instruction time by country), and Part III Section 3 (Instruction time by subject). Part III Section 4 contains an appendix to the diagrams that includes diagrams on instruction time for subjects or curriculum areas that only exist in a few European countries (i.e. instruction time for the third and the fourth foreign languages (languages 4 and 5) as compulsory subjects and for the non-compulsory curriculum). Part III Section 5 provides country specific notes complementary to the information provided in the diagrams.

PART I: SCOPE AND DEFINITIONS

This publication presents **recommended minimum annual instruction time in full-time compulsory general education**. In other words, it concerns the notional workload for the students as it is based on regulations or standards of the central (or top-level) education authorities or as established as a set of recommendations at regional level.

Instruction time

The intended instruction time includes the time a public school is expected to provide instruction to students on all the subjects integrated in the compulsory and non-compulsory curriculum in the school premises or in out-of school activities which are formal parts of the compulsory programmes. The instruction time excludes:

- Breaks between classes or other types of interruptions.
- Non-compulsory time outside the school day.
- Time dedicated to homework activities.
- Individual tutoring or private study.
- Days when schools are closed for festivities, such as national holidays, and days when students are not expected to be at school because of teacher development days or examination periods.

National data sheets (Part III, Sections 2 and 3) present data 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 ⁽¹⁾. When the data collected from the national policy document is presented in periods (usually between 35 and 50 minutes), per week or per year, calculations are done in order to obtain standard annual data in hours.

Education levels and programmes

In many countries, full-time compulsory education coincides with the end of ISCED level 2 ⁽²⁾. In nearly all countries, full-time compulsory education starts with the first grade of ISCED level 1. Pre-primary education (ISCED 0), even if compulsory, is not within the scope of this document ⁽³⁾.

This publication focuses on **general education programmes** in public sector schools; secondary education programmes with vocational profiles and programmes specifically designed for students with special needs are out of the scope of this document. In some countries where more than one type of schools for general education exists in parallel, instruction time distribution for each type of schools are indicated (see Part III, Section 1).

Reference year

The reference year is **2015/16** or otherwise stated in the country specific notes.

⁽¹⁾ All figures are rounded up to the next complete number and for this reason some non correspondence between individual subjects and total annual figures might exist. For more information on ISCED classifications, see: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>

⁽²⁾ For more information on ISCED classifications, see: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>

⁽³⁾ For more information on the situation in each country, see the brochure: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:The_Structure_of_the_European_Education_Systems_2015/16:_Schematic_Diagrams

Definitions of subject categories

The subjects taught during full-time compulsory education in Europe vary depending on the countries. It is therefore necessary to group them according to more general subject categories, in order to be able to compare the information or produce trends. Most subject categories cover several subjects (e.g. natural sciences: physics, chemistry or biology).

The category 'reading, writing and literature' is also considered as 'language 1'. Additional languages learnt by students – known as foreign languages in nearly all countries, are categorised as 'language 2', 'language 3', 'language 4' and 'language 5'.

The following table defines the subject categories which are included in the national data sheets.

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

Subject categories	Definitions
Practical and vocational skills	Includes vocational skills (preparation for a specific occupation), accountancy, business studies, career education, clothing and textiles, driving and road security, home economics, nursing, secretarial studies, tourism and hospitality, woodwork, metalwork and sewing.
Other subjects	This category includes different subjects that cannot be classified within the other groups or which specifically reflect national concerns. In this category, the following types of subjects may be included: classical languages and minority languages which the curriculum does not consider to be other languages, personal development/well-being.

Definitions of curriculum categories

The intended instruction time might be composed of a compulsory curriculum and a non-compulsory curriculum. The compulsory curriculum refers to the amount and allocation of instruction time that has to be provided in almost every public school and must be attended by almost all public sector students.

The compulsory curriculum contains compulsory subjects defined as such by central education authorities and taught to all pupils. It may also be flexible in various ways as local authorities, schools, teachers and/or students may have varying degrees of freedom to choose the subjects and/or the allocation of compulsory instruction time.

The following table defines the curriculum categories which are included in the information presented in the national data sheets.

Curriculum categories	Definitions
Compulsory subject	Subject that must be studied by all students.
Compulsory options chosen by the students	Includes the total amount of instruction time for subjects that are chosen by students, where there is a list of subjects that school must offer and each student must choose one or more from the list.
Compulsory flexible subjects chosen by schools	Includes the total amount of compulsory instruction time indicated by the central authorities, which regional authorities, local authorities, schools or teachers allocate to subjects of their choice (or subjects they chose from a list defined by central education authorities). For example, schools may be able to choose between offering religious education or more science, or art, etc., but to offer one of these subjects is compulsory for the school and students must study it.
Compulsory subjects with flexible timetable (total time devoted to ...)	Includes the total amount of instruction time indicated by the central authorities for a given group of subjects, which regional authorities, local authorities, schools or teachers allocate to individual subjects. There is flexibility in the time spent on a subject, but not in the subjects to be taught. For example, central authorities may define the total number of hours that students should be studying reading, writing and literature, mathematics, science and modern foreign languages per year and schools may choose how to distribute this time between these individual subjects.
Non-compulsory curriculum	Includes the total amount of instruction time to which students are entitled beyond the compulsory hours of instruction and that almost every public school is expected to provide. Subjects can vary from school to school or from region to region and take the form of elective subjects. For example, students may have the possibility to take a mathematics enrichment course or to study an additional language, above the compulsory hours of instruction. Students are not required to choose one of these elective subjects, but all public schools are expected to offer this possibility.

PART II: COMPARATIVE ANALYSIS

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Introduction

Effective learning depends on many factors, but undoubtedly the amount of instruction time available to students affects the learning process ⁽¹⁾. Existing evidence suggests that good management of the quality of instruction and the time available for learning can make amends for shortcomings in other areas such as students' capabilities and willingness to learn (Carroll 1989) ⁽²⁾.

International surveys and reports on educational achievement and school quality have stimulated the academic and policy debate surrounding on how the amount of instruction time and the organisation of the curriculum contribute to student performance and school effectiveness. In a study correlating the PISA test scores of students from the same school across subjects and the instruction time spent on these subjects, Lavy (2010) found that differences between subjects in students' achievement were associated with differences in the available instruction time for these subjects at school ⁽³⁾. This positive relationship was especially significant for pupils from families with low levels of education and for children of second-generation immigrants. Dobbie and Fryer (2013) observed that an index of five policies (increased instructional time, frequent teacher feedback, the use of data to guide instruction, 'high-dosage' tutoring and high expectations) could explain around 45 % of the variation in students' results and schools' effectiveness in charter schools in New York ⁽⁴⁾. Other scholars have focused their attention on the effect that variations in the time spent in teaching a specific discipline can have on students' performance and interest ⁽⁵⁾.

This report analyses the recommended minimum instruction time and its allocation across subjects in full-time general compulsory education in 42 European education systems. For four of them, Greece, the Netherlands, Austria and Liechtenstein, the information is broken down into the different tracks or programmes that coexist in general education at different levels in these countries ⁽⁶⁾. The data only refer to the minimum requirements set by the central education authorities for the compulsory curriculum, and, therefore, the total instruction time available to students is often higher ⁽⁷⁾. In the United Kingdom (England and Scotland), there are no centrally defined minimum requirements for total instruction time.

⁽¹⁾ Gettinger, M., 1985. Time allocated and time spent relative to time needed for learning as determinants of achievement. *Journal of Educational Psychology*, 77, pp. 3-11.

⁽²⁾ Carroll, J. B., 1989. The Carroll Model: A 25-Years retrospective and prospective view. *Educational Researcher*, 18 (1), pp. 26-31. See also, Kidron, Y., and Lindsay, J., 2014. The effects of increased learning time on student academic and non-academic outcomes: Findings from a meta-analytic review (REL 2014-015). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. <http://ies.ed.gov/ncee/edlabs>.

⁽³⁾ Lavy, V., 2010. Do differences in schools' instruction time explain international achievement gaps? Evidence from developed and developing countries. Working Paper 16227, National Bureau of Economic Research. <http://www.nber.org/paper/w16227>.

⁽⁴⁾ Dobbie, W. and Fryer R. G., 2013. Getting beneath the veil of effective schools: Evidence from New York City. *American Economic Journal: Applied Economics* 2013, 5(4), pp. 28-60.

⁽⁵⁾ Traphagen, K., 2011. Strengthening science education: The power of more time to deepen inquiry and engagement. Washington, DC: National Center on Time and Learning. Blank, Rolf K., 2013. Science instructional time is declining in elementary schools: What are the implications for student achievement and closing the gap? *Science Education*, 97, pp. 830-847. Fitchett, P.G.; Heafner, T.L., Vanfossen, P., 2014. An analysis of time prioritization for Social studies in elementary school classrooms. *Journal of Curriculum & Instruction*. 8 (2), pp. 7-35.

⁽⁶⁾ In Greece, some schools continue implementing the Regular Curriculum (RC) in primary education, whereas others are starting to implement the Unified Revised Curriculum (*Enieo Anamorfomeno Ekpaideftiko Programma* - EAEP). In secondary education in the Netherlands, there are three different tracks, VWO, HAVO and VBO. In Austria, the data for secondary education concerns the *Neue Mittelschule* (new secondary school, NMS) and *Allgemeinbildende höhere Schule* (academic secondary school, AHS). Also at secondary level, there are three tracks in Liechtenstein, *Gymnasium*, *Oberschule* and *Realschule*.

⁽⁷⁾ Some countries (e.g. Belgium, Portugal and Italy in secondary education) report the minimum instruction time possible, even though the recommended instruction time may be higher in some schools or programmes. In many countries schools are also expected to provide additional instruction time for elements that are not compulsory for students to take (non-compulsory curriculum). The scope of the non-compulsory curriculum across education systems is described in the annex, Part III: National Diagrams. Further details can be found in section 5: Country Specific Notes.

Section 1 examines the recommended minimum total instruction time in compulsory education in all these European countries in 2015/16 and identifies the main changes that have taken place in recent years. Section 2 looks into the degree of flexibility that local authorities and schools have to decide on the amount of instruction time and the curriculum subjects. Sections 3 to 7 focus on the instruction time that is centrally defined for teaching the four core subject areas i.e. reading, writing and literature of language 1 (the language of instruction), mathematics, natural sciences and languages other than language 1. Finally, section 8 describes how the importance of these core subject areas in the curriculum has changed in recent years.

1. The annual minimum instruction time tends to increase with the education level, and differences between countries become less significant

Recommended minimum instruction time per notional year

The number of years of full-time general compulsory education varies across European countries: rising from eight years in Croatia and Serbia to twelve years in Belgium, Portugal, the former Yugoslav Republic of Macedonia and Turkey. In the majority of cases, compulsory education covers only primary and general lower secondary education, which normally correspond with ISCED levels 1 and 24 respectively. However, in 22 of the 42 education systems covered by this report, compulsory education also includes one or more grades of ISCED level 34 (general upper secondary education in most cases).

To improve comparability across countries, Figure 1 shows the minimum instruction time per notional year. This has been calculated by dividing the recommended total instruction time by the number of years in each education level. The minimum total instruction time is shown in the table beneath.

In primary education, the average recommended minimum instruction time per notional year is 740 hours, 133 hours less than in general lower secondary education⁽⁸⁾. Variations between countries are more significant at this education level. The minimum instruction time per notional year ranges from 469 hours in Bulgaria to 1 051 in Denmark i.e. more than double. The standard deviation from the average value is 138 hours. In four countries (Denmark, Ireland, Luxemburg and the Netherlands), the minimum instruction time exceeds 900 hours. In contrast, in Bulgaria, Croatia, Latvia, Lithuania, Romania, Bosnia and Herzegovina, and Montenegro, it is less than 600 hours. It is worth noting that in some countries, all grades at primary level have a similar number of hours, whereas in a dozen countries, the amount of instruction time increases progressively with the grade⁽⁹⁾.

The average recommended minimum instruction time per notional year in general lower secondary education⁽¹⁰⁾, 873 hours, is higher than in primary education. Variations between countries, however, are less significant. The standard deviation from the average value is 105 hours. The minimum instruction time at this education level ranges from 637 hours in Croatia to 1 200 hours in Denmark. In Spain, the Netherlands (HAVO and VWO) and the United Kingdom (Northern Ireland), the minimum instruction time per notional year is also 1 000 hours or more. In the great majority of the education systems, the recommended minimum instruction time per notional year at this education level is higher than at primary level, 23 % on average. In Bulgaria and Romania, it is over 60 % higher. Only in four cases (Greece [EAEP], Luxembourg, Malta and the Netherlands [VMBO]), is the recommended

⁽⁸⁾ Only the education systems for which there are data on minimum total instruction time have been taken into account in the calculations. United Kingdom (Scotland) is not included.

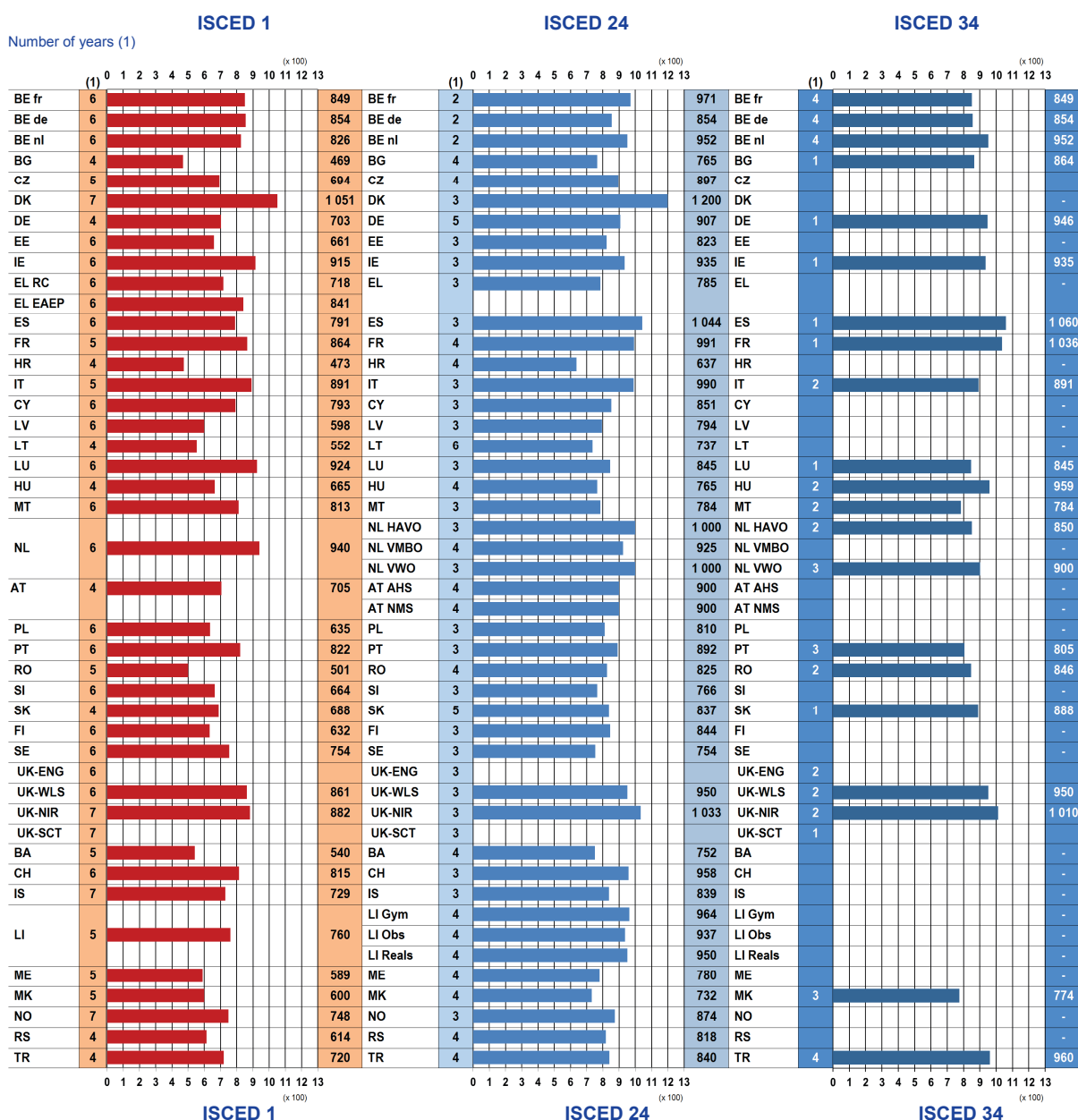
⁽⁹⁾ Mainly in Bulgaria, Germany, Greece (RC), Latvia, Romania, Slovenia, Slovakia, Bosnia and Herzegovina, Switzerland, Liechtenstein, Montenegro and the former Yugoslav Republic of Macedonia. Instruction time is also higher in the last years of primary education in Denmark, Austria, the United Kingdom (Wales and Northern Ireland) and Serbia. See Part III: National Diagrams, Section 2 for the distribution of the total minimum instruction time across grades.

⁽¹⁰⁾ General lower secondary education usually coincides with ISCED level 24, although for instance in Spain, it also includes a grade belonging to ISCED level 34.

annual minimum instruction time higher in primary education than in lower secondary education. In the German-speaking Community of Belgium, it is the same at both education levels; whereas in Sweden, the instruction time is prescribed for the whole of compulsory education (not per education level).

In 22 education systems, at least one grade of ISCED level 34 (which normally coincides with the general upper secondary education) is compulsory. Excluding the United Kingdom (England and Scotland), where the minimum instruction time is not centrally defined, the average recommended per notional year at this education level is 903 hours, 30 hours higher than in general lower secondary education. In Spain, France and the United Kingdom (Northern Ireland), it exceeds 1 000 hours. The lowest amount of instruction time per notional year at this education level is 774 hours in the former Yugoslav Republic of Macedonia, which is still 22 % higher than the lowest value in general lower secondary education, and 65 % higher than the lowest value in primary education. The variation between countries also decreases at this education level; the standard deviation from the average value is 79 hours.

Figure 1: Recommended minimum instruction time in hours per notional year and by ISCED level, 2015/16



Minimum instruction time in hours for the compulsory curriculum for each education level, 2015/16

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL		ES	FR	HR	IT	CY
ISCED 1	5 096	5 124	4 956	1 875	3 469	7 360	2 812	3 964	5 490	4 309 RC	5 044 EAEP	4 746	4 320	1 890	4 455	4 760
ISCED 24	1 941	1 708	1 904	3 060	3 587	3 600	4 536	2 468	2 806	2 356		3 132	3 964	2 546	2 970	2 554
ISCED 34	3 397	3 416	3 808	864			946		935			1 060	1 036		1 782	
	LV	LT	LU	HU	MT	NL			AT		PL	PT	RO	SI	SK	FI
ISCED 1	3 589	2 208	5 544	2 661	4 876	5 640			2 820		3 807	4 932	2 503	3 986	2 750	3 794
ISCED 24	2 381	4 424	2 535	3 059	2 351	3 000 HAVO	3 700 VMBO	3 000 VWO	3 600 AHS	3 600 NMS	2 430	2 675	3 300	2 298	4 183	2 533
ISCED 34			845	1 917	1 567	1 700 HAVO		2 700 VWO				2 414	1 692		888	
	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	BA	CH	IS	LI			ME	MK	NO	RS	TR
ISCED 1	4 523		5 168	6 175	532	2 700	4 887	5 100	3 802			2 943	3 000	5 234	2 457	2 880
ISCED 24	2 262		2 850	3 098	190	3 008	2 874	2 516	3 857 Gym	3 746 Obs	3 802 Reals	3 120	2 928	2 622	3 273	3 360
ISCED 34			1 900	2 021	63								2 322			3 840

Source: Eurydice.

Explanatory note

The bar chart shows the recommended minimum instruction time (number of hours) per notional year. For each country, the minimum instruction time in hours for the compulsory curriculum for each ISCED level has been divided by its duration in years. The number of compulsory years per education level is shown before each bar. The table below shows the total recommended minimum instruction time (number of hours) recommended for the duration of each ISCED level.

This figure only covers primary and general secondary education. Grades at pre-primary level are excluded even if they are part of full-time compulsory education.

Country specific notes

Germany: The data represent the weighted average instruction time for the compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* on the basis of the number of students enrolled in the different types of school.

Spain: The data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2015/16). To calculate the weighted averages, statistics were used on the number of students per grade and Autonomous Community, as reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2013/14).

Austria: Data for grade 9 are not available although this grade is part of compulsory education.

Finland: The minimum instruction time for compulsory subjects is given not for a year but for a group of grades. For the groups that include grades pertaining to more than one ISCED level, the instruction time has been artificially divided in proportion to the number of years concerned.

Sweden: The minimum instruction time is centrally defined for the nine years of compulsory education. It has been artificially allocated to ISCED level 1 and 24 proportionally to the number of years that comprise each education level (6 and 3 respectively).

United Kingdom (ENG): The Department for Education no longer provides guidance on minimum weekly lesson time. However, the requirement remains for schools to allow sufficient instruction time to deliver a broad and balanced curriculum that includes all statutory requirements, including the number of days that schools must be open to teach students.

United Kingdom (SCT): The Scottish Curriculum for Excellence does not specify any instruction time for the curriculum areas that must be taught, except a minimum of 2 hours per week for 'physical education'.

Switzerland: With the exception of a minimum number of lessons for physical education, there is no standard curriculum and no standard instruction time defined at national level. Curricula and intended instruction time are determined by the 26 Cantons. The figures represent weighted averages of the cantonal requirements for each grade and the total of instruction time as given by the cantonal timetables (*Stundentafeln/grilles horaires*).

Recommended minimum instruction time per level of education

The minimum instruction time recommended per notional year is higher in general lower secondary education, but it is primary education that, on the whole, has more hours of instruction time, mainly due to the fact that in most education systems it spans a greater number of years. On average, primary education includes at least 4 089 hours of instruction, and general lower secondary education (ISCED 24) 3 011. In countries where primary education only spans four years (Bulgaria, Germany, Croatia, Hungary, Lithuania, Austria, Slovakia, Serbia and Turkey), the recommended minimum is higher for general lower secondary education than for primary⁽¹⁾. This is also the case in a few other countries where, despite primary education spanning more years than general lower secondary

⁽¹⁾ ISCED 34 is excluded from the analysis because in many countries it is not part of compulsory education and, where it is, the number of grades that are compulsory varies across countries.

education, the recommended minimum for the first grades of primary is particularly low (the Czech Republic, Romania, Bosnia and Herzegovina, and Montenegro).

Similarly, the lowest number of hours for general lower secondary education can be found in those countries where this education level only covers two (Belgium) or three years (Estonia, Greece, Latvia, Luxembourg, Malta, Poland, Slovenia, Finland, Sweden and Iceland). The recommended minimum instruction time for the whole of compulsory education is usually higher in countries where it lasts longer (11 or 12 years), namely, Belgium (the three Communities), the Netherlands (VWO and HAVO), Portugal, the United Kingdom (Northern Ireland) and Turkey. Nevertheless, the recommended minimum in Denmark is the third highest despite compulsory education only lasting ten years, whereas Romania and the former Yugoslav Republic of Macedonia show particularly low values even though the period of compulsory education is relatively long.

As with the instruction time per notional year, variations in the total recommended minimum instruction time are also higher at primary level. In primary education, the figure varies from 1 875 hours in Bulgaria and 1 890 in Croatia to 7 360 in Denmark; and the standard deviation from the average value is 1 269 hours. In general lower secondary education (ISCED 24), the figure varies from 1 708 in the German-speaking Community of Belgium to 4 536 in Germany; and the standard deviation from the average is 660 hours.

2. Little change in the recommended minimum annual instruction time over the last five years

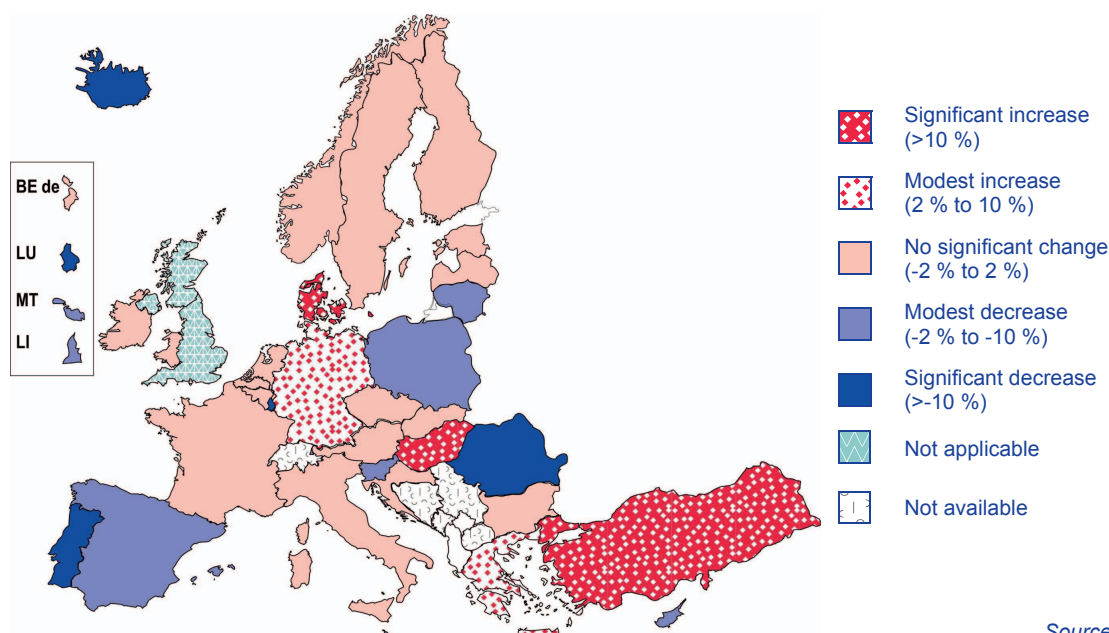
As shown in Figure 2, in 18 of the 34 education systems for which there are data available, there have been no significant changes in the minimum annual instruction time since 2010/11. In most of the other 16 education systems variations have rarely been due to policy changes. Specific reforms targeting or affecting the minimum instruction time have been few but where they have occurred they have usually resulted in an increase in the number of recommended hours.

This has been the case in Denmark, Hungary and Turkey, where there has been a significant increase in the minimum number of hours of instruction per year following recent reforms. In Turkey, compulsory education now spans four more years (12 in total), and the minimum instruction time per notional year has increased by nearly 17 %. In Hungary, despite the reduction in the length of compulsory education (from 12 to 10 years), the minimum instruction time per notional year has increased by around 14 %. Denmark has seen the greatest percentage increase (nearly 36 %) in the recommended minimum annual instruction time.

A more modest increase (between 2 % and 10 %) is observed in two other countries. In Greece, it is mainly due to differences in the number of instruction days per year, and not to changes in the legislative provisions. In Germany, the data represent weighted averages of the minimum instruction time set by the *Länder* and, therefore, changes in individual *Länder* regulations may lead to an increase or decrease in the overall figures.

The minimum number of hours of instruction per notional year has decreased by over 10 % in Luxembourg, Portugal, Romania and Iceland. A smaller decrease can be observed in Spain, Cyprus, Lithuania, Malta, Poland, Slovenia and Liechtenstein. In most cases, the decrease is due to changes in the school calendar (i.e. there have been fewer instruction days in the 2015/16 school year) and other methodological issues, but there have been no legislative changes on minimum instruction time. In Slovenia, the gradual introduction of a compulsory second foreign language in grades 7-9, which had started in 2008, was interrupted in 2011. In Spain, fresh legislation adopted in 2013 gave more autonomy to regional governments affecting the minimum total instruction time.

Figure 2: Changes in the recommended minimum instruction time per notional year in full-time compulsory education, 2010/11 – 2015/16



Source: Eurydice.

% change in the minimum instruction time per notional year

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	
Total	0.0	0.5	0.6	0.0	0.0	35.8	3.2	-0.8	0.0	2.4	:	-5.4	0.1	0.0	0.0	-2.2
Primary	0.0	0.5	0.6	0.0	0.0	39.4	8.4	0.0	0.0	3.9 RC	EAEP	-9.6	0.0	0.0	0.0	-2.9
Secondary	0.0	0.5	0.6	0.0	0.0	29.0	0.7	-2.1	0.0	-0.3	:	-0.2	0.2	0.0	0.0	-0.9
	LV	LT	LU	HU	MT	NL			AT	PL	PT	RO	SI	SK	FI	
Total	-1.6	-6.5	-11.7	14.5	-3.6	-1.0	-0.8	-0.8	0.0	:	338	682	697	305	774	299
Primary	-1.7	-1.5	-8.3	16.2	-3.0	0.0			0.0	:						
Secondary	-1.5	-11.0	-16.7	16.1	-4.2	-2.5 HAVO	-2.1 VMBO	-2.1 VWO	0.0 AHS	:	383	1 310	665	919	888	898
	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	BA	CH	IS	LI		ME	MK	NO	RS	TR	
Total	1.8	⊗	0.0	⊗	⊗	:	:	-15.0	-4.8	-5.1	-4.8	:	:	0.7	:	16.7
Primary	1.8	⊗	0.0	⊗	⊗	:	:	-15.0	-5.1			:	:	0.0	:	0.0
Secondary	1.8	⊗	0.0	⊗	⊗	:	:	-15.0	-4.4 Gym	-5.1 Obs	-4.4 Reals	:	:	2.2	:	25.0

⊗ Not applicable

Source: Eurydice.

Explanatory note

Figure 2 shows the changes in the recommended minimum instruction time per notional year between 2010/11 and 2015/16, for those countries for which there are data available and comparison is possible. The calculations are based on the data in table 1 in the annex.

Country specific notes

Greece: The Unified Revised Curriculum (EAEP) started as a pilot programme in Greece in 2010 and, therefore, there are no data available for that year.

Austria: Grade 9 is not included although this grade is part of compulsory education.

Hungary: Compulsory education covered 12 years in 2010/11, 10 years in 2015/16.

United Kingdom (ENG): The Department for Education no longer provides guidance on minimum weekly lesson time. However, the requirement remains for schools to allow sufficient instruction time to deliver a broad and balanced curriculum that includes all statutory requirements, including the number of days that schools must be open to teach students.

United Kingdom (NIR): Data not comparable with previous reference years due to a change in the methodology, but no change in the regulations has taken place.

United Kingdom (SCT): The Scottish Curriculum for Excellence does not specify any instruction time for the curriculum areas that must be taught, except a minimum of 2 hours per week for 'physical education'.

Bosnia and Herzegovina, Switzerland, Montenegro, the former Yugoslav Republic of Macedonia and Serbia: These countries did not take part in the Eurydice data collection on instruction time in 2010/11.

Turkey: Compulsory education covered 8 years in 2010/11, 12 years in 2015/16.

3. More flexibility is allowed for allocating the recommended minimum instruction time than for choosing curriculum subjects

In most countries, the official steering documents define how the recommended minimum instruction time should be allocated across subjects. In some countries, however, there are fewer centrally defined requirements, and local authorities and schools enjoy greater flexibility to decide on the amount of instruction time to devote to the different compulsory subjects and, sometimes, they may have some flexibility in choosing which subjects to teach. This gives schools some scope to tailor education to the specific needs of its students and may contribute to coordination across grade levels and disciplines. This section, therefore, examines the type and degree of flexibility that schools and local authorities are granted for allocating instruction time and choosing curriculum subjects.

Local authorities or schools themselves may have some flexibility in allocating the time to be spent on specific subjects (time flexibility). Time flexibility can extend upwards through grades (vertical flexibility) or across subjects (horizontal flexibility). In some countries, there is also some freedom to choose curriculum subjects (subject flexibility).

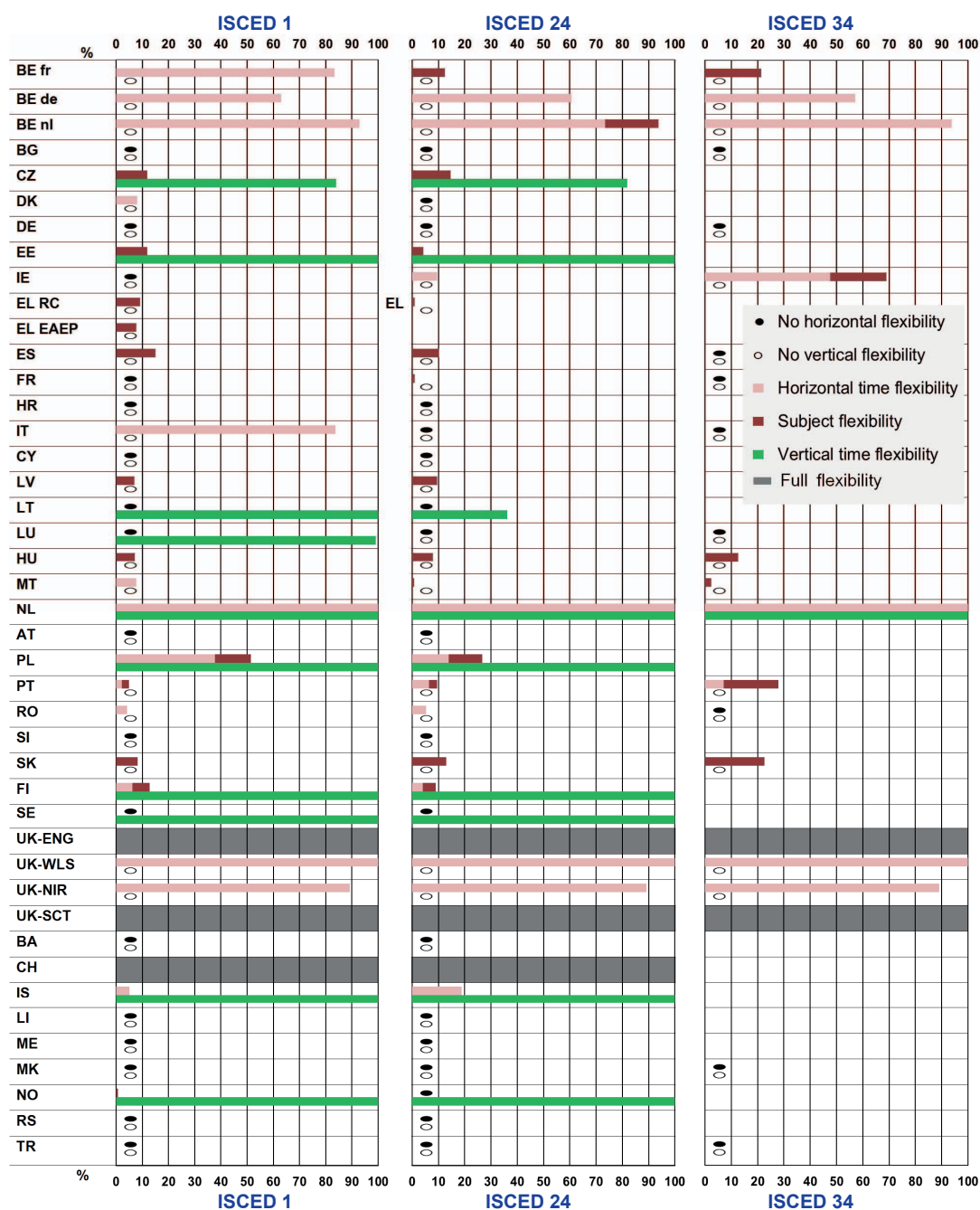
Vertical flexibility occurs when central education authorities indicate the total number of hours for a specific subject to be taught across more than one grade, without specifying how these hours should be distributed. This is how all the minimum instruction time is defined in Estonia, the Netherlands, Poland, Finland, Sweden and Norway (see Figure 3). In some cases, i.e. the Netherlands and Norway, the instruction time is indicated for all grades at the same education level. In Estonia and Poland, in primary education, it is indicated separately for grades 1 to 3 and 4 to 6. In Finland, the combination of grades varies depending on the subject, and, sometimes, it spans different education levels. In Sweden, the minimum instruction time for compulsory subjects is set for the duration the compulsory education, without distinguishing between ISCED levels.

In other countries, they have a high degree (but not full) vertical flexibility. In the Czech Republic, the largest proportion of the minimum instruction time is distributed across subjects for a combination of grades at both education levels. Some of the subjects to which vertical flexibility applies must be taught in all the related grades but this obligation does not apply to all subjects, consequently, schools may decide not teach them in some grades⁽¹²⁾. In Lithuania, they have full vertical flexibility in primary education, but at secondary level it only concerns around one third of the total recommended instruction time. In Luxembourg, there is vertical flexibility only at primary level.

Horizontal flexibility occurs when the central education authorities set a total number of teaching hours for a combination of compulsory subjects within the same grade. The local authorities or the schools themselves have then to decide how much time to allocate to each subject. In two education systems there is full horizontal flexibility, and in five others schools have a significant amount of flexibility. In the United Kingdom (Wales), the Welsh Government sets the minimum total instruction time for each grade but it is for schools to decide how much time to allocate to individual subjects. The Netherlands has full flexibility with respect to time allocation (horizontal and vertical). The minimum requirements for instruction time are set per education level, and schools have full flexibility to allocate it across subjects and grades. Schools have horizontal flexibility to allocate the majority of the centrally defined number of hours per grade across compulsory subjects in the Flemish and German-speaking Communities of Belgium, the United Kingdom (Northern Ireland), and in the French Community of Belgium and Italy at primary level.

⁽¹²⁾ Additional information on the subjects affected by vertical flexibility in the different education systems can be found in Part III, National diagrams, Section 2. A more detailed description is sometimes included in Section 5: Country Specific Notes.

Figure 3: Time flexibility (vertical and horizontal) and subject flexibility, % of the total instruction time per ISCED level, 2015/16



Source: Eurydice.

Explanatory note

Vertical time flexibility: Central education authorities indicate the total instruction time for several grades or for the whole period of compulsory education. Schools/local authorities are then free to decide how much time to allocate to each grade.

Horizontal time flexibility: Central education authorities indicate the total instruction time for a group of subjects within a specific grade. Schools/local authorities are then free to decide how much time to allocate to individual subjects⁽¹³⁾.

Subject flexibility: Regional/local authorities or schools choose their own subjects (in some cases from a list defined by central education authorities) and allocate the time defined by the central authorities for this purpose⁽¹⁴⁾.

Full flexibility: Central education authorities do not define the standard curriculum or the minimum instruction time. Regional authorities, local authorities or schools are free to decide how much time to allocate to individual subjects and grades.

⁽¹³⁾ It corresponds with the category 'compulsory subjects with flexible timetable', Part III, National diagrams.

⁽¹⁴⁾ It corresponds with the category 'compulsory flexible subjects chosen by the school', Part III, National diagrams.

In some other countries, there is some horizontal flexibility but this affects a smaller proportion of the curriculum. In Malta, in primary education, and in Romania at both education levels, in addition to the minimum instruction time established for each subject, schools have the flexibility to allocate a few additional hours across the compulsory subjects. In Denmark, horizontal flexibility only applies to some subjects in the first grade of primary education. Poland, Finland and Iceland have full vertical flexibility and also a degree of horizontal flexibility ⁽¹⁵⁾.

In addition to time flexibility, schools can also be granted some flexibility to select a number of compulsory subjects either as an open choice or from a predefined list. Subject flexibility can be found in a similar number of countries but it affects a smaller percentage of the total instruction time in all cases (between 1 % and 23 %). Some countries combine vertical time flexibility with some subject flexibility (the Czech Republic, Estonia, Poland, Finland and, to a small degree, Norway). The French and Flemish Communities of Belgium, as well as Ireland and Portugal combine at some education levels horizontal time flexibility with some subject flexibility. Some subject flexibility (with no time flexibility) can also be found in Greece, Spain, Latvia, Hungary and Slovakia (and to a lesser degree in France and Malta at secondary level).

The highest degree of local decentralization and school autonomy can be found in the United Kingdom and Switzerland. In the United Kingdom (England), the Department for Education no longer establishes minimum instruction time but the requirement remains for schools to allow sufficient instruction time in each year to deliver the statutory curriculum areas. In the United Kingdom (Scotland), the *Curriculum for Excellence* does not establish any minimum instruction time overall for the curriculum or for any subjects (with the exception of 'physical education') but it states that the Broad General Education Phase (grades 1-10) should include all of the experiences and outcomes across eight curriculum areas. In Switzerland, at national level, only education standards (basic competences) for core subjects are defined. There is no standard curriculum and no pre-defined instruction time (with the exception of a minimum number of hours for physical education) at national level. Within the framework of the education standards, at regional level, the Cantons are free to determine curricula and intended instruction time.

⁽¹⁵⁾ Additional information on the subjects affected by horizontal flexibility in the different education systems can be found in Part III, National diagrams, Section 2. A more detailed description is sometimes included in Section 5: Country Specific Notes.

4. Reading, writing and literature takes up the largest share of the curriculum especially in primary education

The Council of the European Union has set EU benchmarks for 2020 in reading, mathematics and sciences: by 2020, the proportion of 15-year-olds with low achievement in reading, mathematics and science should be less than 15 %⁽¹⁶⁾. Language skills too are essential for European students, given the diverse linguistic landscape of the European Union and the key role of language competences in the mobility and employability of European citizens⁽¹⁷⁾.

This section examines the importance of the core subject areas of reading, writing and literature (associated with language 1)⁽¹⁸⁾, maths, natural sciences and other languages. Figures 4 to 7 show the percentage of the minimum instruction time that is specifically allocated to each of these subject areas in primary (ISCED level 1) and compulsory general secondary education (ISCED 24, plus 34 where applicable). The total number of hours is indicated in the tables below the bar charts.

Reading, writing and literature is the core subject area that accounts for the largest proportion of instruction time at all education levels, being especially dominant in primary education. At this level, the minimum instruction time recommended for this subject area covers an average of more than 25 % of the curriculum, ranging from 15 % to 37 % depending on the country⁽¹⁹⁾. Reading, writing and literature accounts for 30 % or more of the total instruction time recommended for this education level in Bulgaria, the Czech Republic, France, Cyprus, Lithuania, Austria, Slovakia and Turkey. Only in two education systems (the German-speaking Community of Belgium and Malta) does it take less than 20 % of the instruction time provided for primary education.

The average number of hours recommended for reading, writing and literature for the whole of primary education is 958 hours, ranging from 525 hours in Croatia to 1 584 in France. In 14 other education systems (the German-speaking Community of Belgium, the Czech Republic, Denmark, Ireland, Greece, Spain, Cyprus, Luxembourg, Portugal, Slovenia, Sweden, Iceland, Liechtenstein and Norway), it is also over 900 hours. Only seven countries allocate less than 700 hours to teaching this subject at primary level.

In compulsory general secondary education, the minimum instruction time recommended for reading, writing and literature covers on average 15 % of the curriculum, varying from 9 % in Ireland to 26 % in Greece and Italy. In Ireland, it is a compulsory subject with time flexibility in grade 10 and this instruction time has not been included, accounting for 12 % of the total instruction time for grades 7-9⁽²⁰⁾. The Czech Republic, Hungary, Malta, Finland and Liechtenstein (*Gymnasium*) also show percentages below 13 %. In seven countries (the French Community of Belgium, Denmark, Greece, Spain, Italy, Croatia and Sweden), reading, writing and literature takes up 16 % or more of the minimum instruction time at this education level.

On average, 560 hours are allocated to reading, writing and literature overall for compulsory general secondary education, around 41 % less than at primary level. Indeed, primary education spans more years and takes up a greater amount of the total instruction time in most countries. The instruction time allocated to this subject at secondary level exceeds 900 hours in Italy and Turkey. Twenty-seven countries provide for less than 700 hours.

⁽¹⁶⁾ See the May 2009 Council Conclusions on a strategic framework for European co-operation in education and training: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:en:PDF>

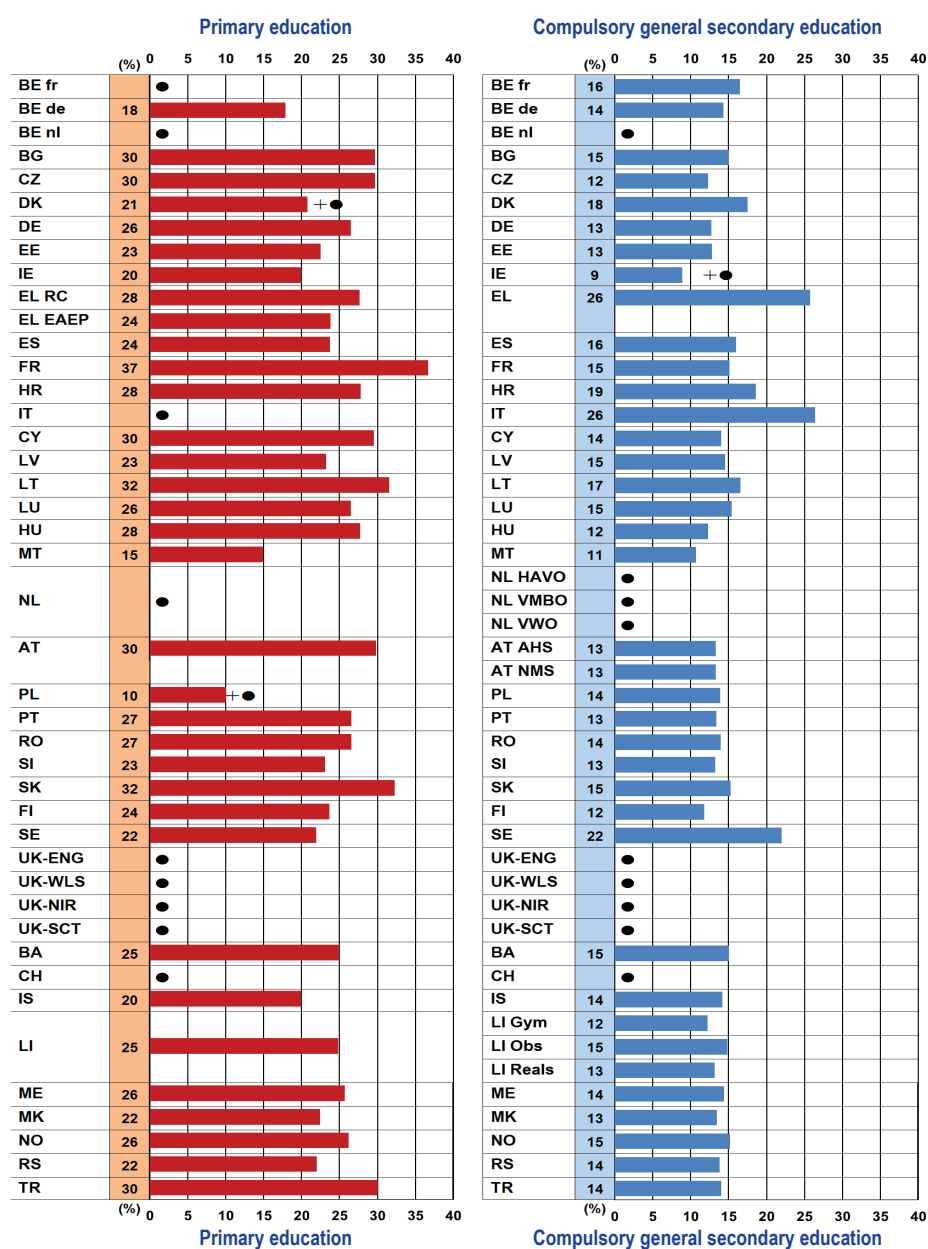
⁽¹⁷⁾ Council Conclusions on multilingualism and the development of language competences http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142692.pdf

⁽¹⁸⁾ In this comparative analysis as in the rest of the document, 'reading, writing and literature' pertains to 'language 1', which is the language of instruction. Additional languages learnt by students – known as foreign languages in nearly all countries, are categorized as 'language 2', 'language 3', 'language 4' and 'language 5'. In this text, 'other languages' refers to languages other than language 1.

⁽¹⁹⁾ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been taken into account in the calculations. Poland is not included. The particularly low percentage shown in this country is mainly due to the fact that the instruction time is only defined for grades 4-6 ('reading, writing and literature' is a compulsory subject with time flexibility in grades 1-3) but the total instruction time refers to the six grades of primary education.

⁽²⁰⁾ Post-primary schools are also expected to promote the cross-curricular development of literacy at ISCED levels 24 and 34.

Figure 4: Percentage of the recommended minimum instruction time allocated to READING, WRITING AND LITERATURE in primary and compulsory general secondary education, 2015/16



● Compulsory subject area with time flexibility

Minimum instruction time in hours as defined centrally for reading, writing and literature, per education level, 2015/16

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	
Primary	●	915	●	556	1 029	1 530	744	893	1 098	1 191 RC	1 201 EAEP	1 125	1 584	525	●	1 405
Secondary	880	732	●	591	441	630	698	315	334	606	671	756	473	1 254	358	
	LV	LT	LU	HU	MT	NL			AT	PL	PT	RO	SI	SK	FI	
Primary	835	696	1 469	737	727	●			840	383	1 310	665	919	888	898	
Secondary	347	732	521	612	418	● HAVO	● VMBO	● VWO	480 AHS	480 NMS	338	682	697	305	774	299
	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	BA	CH	IS	LI			ME	MK	NO	RS	TR
Primary	993	●	●	●	●	675	●	1 020	944			756	672	1 372	540	864
Secondary	497	●	●	●	●	453	●	357	472 Gym	555 Obs	500 Reals	450	708	398	453	1 008

Source: Eurydice.

Explanatory note

This figure only concerns general education. The percentage for each subject is obtained by dividing the total time allocated to this subject in primary and compulsory general secondary education by the minimum total instruction time provided for the respective education level (and multiplying by 100).

Country specific notes

Austria: For grade 9, data are not available but this grade is part of compulsory education.

Denmark: The figure does not include the time provided for grade 1 because, for this year, reading, writing and literature is a compulsory subject area with time flexibility.

Germany: The data represent the weighted average instruction time in compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* on the basis of the number of student enrolled in the different types of school.

Spain: The data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2015/16). To calculate the weighted averages, statistics were used on the number of students per grade and Autonomous Community, as reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2013/14).

Poland: In grades 1-3 of primary education, reading, writing and literature is a compulsory subject area with time flexibility, and the instruction time for these grades is therefore not included. The percentage shown in the figure is particularly low because it is calculated on the basis of the six years of primary education (including grades 1-3).

Sweden: The recommended minimum instruction time is a total for the nine years of compulsory education. It has been artificially allocated to ISCED level 1 and 24 proportionally to the number of years at each education level (6 and 3 respectively).

5. At primary level, maths is also allocated a large share of the minimum instruction time

Maths represents the second largest share of the instruction time in primary education, and nearly equals that of reading, writing and literature in compulsory general secondary education. On average, nearly 18 % of the total instruction time in primary education is allocated to maths, varying from 12 % of the total time in Denmark to 27 % in Portugal ⁽²¹⁾. Only five countries allocate less than 16 % of the total instruction time at primary level for teaching this subject (Denmark, Estonia, Greece, Hungary and Sweden).

On average, nearly 670 hours are allocated to this subject in primary education, ranging from 298 hours in Bulgaria to 1 056 in Luxembourg and 1 310 in Portugal. Denmark, Ireland, Spain, France, Cyprus, Malta, Iceland and Norway also provide for 700 hours or more.

In compulsory general secondary education, the minimum instruction time recommended for maths covers on average around 13 % of the curriculum, ranging from 7 % in Portugal and 9 % in Ireland up to 19 % in Italy. In Ireland and Portugal, however, the instruction time devoted to maths in the compulsory grades of general upper secondary education is not included in the percentage ⁽²²⁾. In all the other countries, maths takes up between 10 and 16 % of the instruction time provided for this education level ⁽²³⁾.

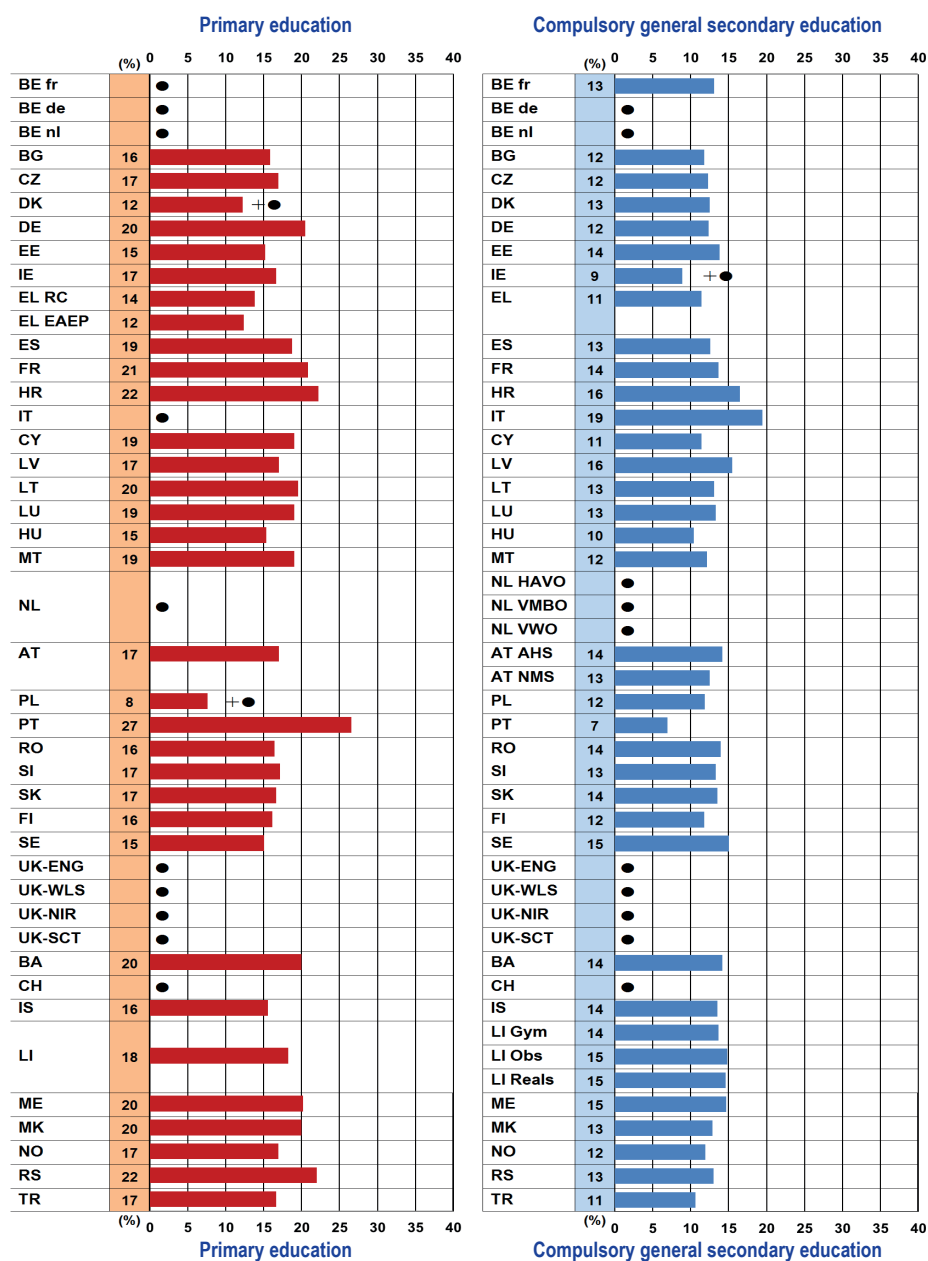
On average, 483 hours are allocated to this subject category at secondary level, only 77 hours less than those devoted to Reading, writing and literature. Only Italy and Turkey provide for more than 700 hours.

⁽²¹⁾ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been taken into account in the calculations. Poland is not included. The particularly low percentage shown in this country is mainly due to the fact that the instruction time is only defined for grades 4-6 (maths is a compulsory subject with time flexibility in grades 1-3) but the total instruction time refers to the six grades of primary education.

⁽²²⁾ In Ireland, in grade 10, maths is a compulsory subject with time flexibility. In Portugal, in grades 10-12, maths is a compulsory option that students can choose to take (the definition of the subject categories can be found in Part I).

⁽²³⁾ Also in Ireland, maths accounts for 12 % of the total instruction time for grades 7-9. Post-primary schools are also expected to promote the cross-curricular development of numeracy at ISCED levels 24 and 34.

Figure 5: Percentage of the recommended minimum instruction time allocated to MATHS in primary and compulsory general secondary education, 2015/16



● Compulsory subject area with time flexibility

Minimum instruction time in hours as defined centrally for maths, per education level, 2015/16

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	
Primary	●	●	●	298	588	900	576	604	916	595 RC 625 EAEP	890	900	420	●	907	
Secondary	698	●	●	462	441	450	678	341	334	269	526	684	420	924	291	
		LV	LT	LU	HU	MT	NL		AT	PL	PT	RO	SI	SK	FI	
Primary	609	432	1 056	409	929		●		480	289	1 310	411	683	458	613	
Secondary	369	581	451	517	475	●	●	●	510 AHS 450 NMS	289	353	697	306	688	299	
		SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	BA	CH	IS	LI		ME	MK	NO	RS	TR
Primary	680	●	●	●	●	540	●	793		694	594	600	888	540	480	
Secondary	340	●	●	●	●	426	●	340	527 Gym	555 Obs	555 Reals	459	675	313	426	768

Source: Eurydice.

Explanatory note

This figure only concerns general education. The percentage for each subject is obtained by dividing the total time allocated to this subject in primary and secondary compulsory education by the minimum total instruction time provided for the respective education level (and multiplying by 100).

Country specific notes

Austria: For grade 9, data are not available but this grade is part of compulsory education.

Denmark: The figure does not include time provided for grade 1 because, for this year, maths is a compulsory subject with time flexibility.

Germany: The data represent the weighted average instruction time in compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* on the basis of the number of students enrolled in the different types of school.

Spain: The data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2015/16). To calculate the weighted averages, statistics were used on the number of students per grade and Autonomous Community, as reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2013/14).

Poland: In grades 1-3 of primary education, maths is a compulsory subject with time flexibility, and the instruction time in these grades is therefore not included. The percentage shown in the figure is particularly low because it is calculated on the basis of the six years of primary education (including grades 1-3).

Sweden: The recommended minimum instruction time is a total for the nine years of compulsory education. It has been artificially allocated to ISCED level 1 and 24 proportionally to the number of years at each education level (6 and 3 respectively).

6. The focus on natural sciences increases considerably in secondary education

In contrast to the other two core subject areas, natural sciences account for a larger share of the curriculum at secondary level than at primary level. On average, less than 8 % of the minimum instruction time provided for primary education is allocated to this subject area. The relative weight of natural sciences in the curriculum ranges from 4 % in Bulgaria, Germany, Ireland and Lithuania, to 13 % in Croatia, Austria and Bosnia and Herzegovina ⁽²⁴⁾. In 23 countries, this subject accounts for less than 10 % of the total time at primary level.

On average, 295 hours are provided for natural sciences in primary education, around a third of the average time spent on reading, writing and literature and less than half the time spent on maths. While the number exceeds 400 hours in Greece, Iceland and Liechtenstein, it is less than 300 hours in 15 countries. Moreover, natural sciences include social studies in eight countries (Bulgaria, the Czech Republic, France, Croatia, Malta, Austria, Liechtenstein and Montenegro), and technology in other five (Ireland, France, Austria, Sweden and Montenegro).

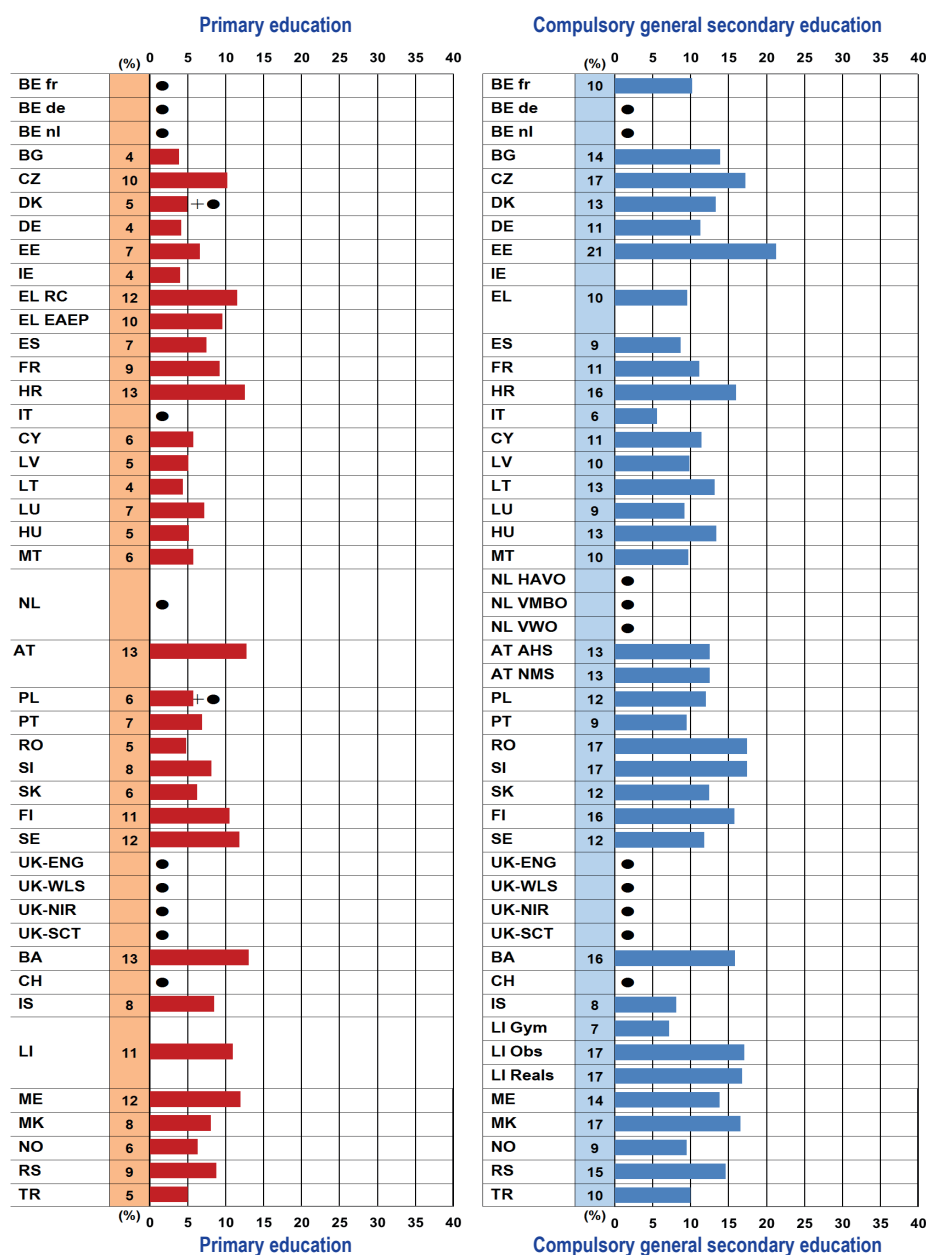
The time devoted to natural sciences increases considerably at secondary level, accounting for an average share of 13 % of the total time provided for this education level. It is the same percentage as maths and a similar figure to that for reading, writing and literature. Natural sciences account for 21 % of the minimum time defined for compulsory general secondary education in Estonia, and around 17 % in the Czech Republic, Romania, Slovenia, Liechtenstein (*Realschulen* and *Oberschulen*) and the former Yugoslav Republic of Macedonia.

On average, 468 hours are allocated to natural sciences for the compulsory general secondary education overall, 59 % more than in primary education. This instruction time is very similar to that defined for maths at secondary level. In eight countries (Greece, Italy ⁽²⁵⁾, Cyprus, Latvia, Poland, Iceland, Liechtenstein [*Gymnasium*] and Norway), it is below 300 hours. In Romania, the former Yugoslav Republic of Macedonia and Turkey, it exceeds 700 hours.

⁽²⁴⁾ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been taken into account in the calculations. Poland is not included since the instruction time for this subject is only set for grades 4-6 (natural science is a compulsory subject with time flexibility in grades 1-3) but the total instruction time refers to the six grades of primary education.

⁽²⁵⁾ In Italy, the number of hours does not include the instruction time for natural sciences in grades 6-8, which is reported in the figure for maths.

Figure 6: Percentage of the recommended minimum instruction time allocated to NATURAL SCIENCES in primary and compulsory general secondary education, 2015/16



● Compulsory subject area with time flexibility

Minimum instruction time in hours as defined centrally for natural sciences, per education level, 2015/16

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL RC	EL EAEP	ES	FR	HR	IT	CY
Primary	●	●	●	72	353	360	117	263	220	496	480	352	396	236	●	272
Secondary	546	●	●	545	617	480	620	525	0	224		363	558	407	264	291
	LV	LT	LU	HU	MT	NL			AT	PL	PT	RO	SI	SK	FI	
Primary	181	96	396	137	277	●			360	218	338	120	323	172	399	
Secondary	235	584	310	667	381	● HAVO	● VMBO	● VWO	450 AHS	450 NMS	293	482	871	401	630	399
	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	BA	CH	IS	LI			ME	MK	NO	RS	TR
Primary	533	●	●	●	●	351	●	431	416			351	240	328	216	144
Secondary	267	●	●	●	●	477	●	204	278 Gym	638 Obs	638 Reals	432	870	249	477	720

Source: Eurydice.

Explanatory note

This figure only concerns general education. The percentage for each subject is obtained by dividing the total time allocated to this subject in primary and secondary compulsory education by the minimum total instruction time provided for the respective education level (and multiplying by 100).

Country specific notes

Austria: For grade 9, data are not available but this grade is part of compulsory education.

Denmark: The figure does not include the time provided for grade 1 because, for this year, natural sciences is a compulsory subject area with time flexibility.

Germany: The data represent the weighted average instruction time in compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* on the basis of the number of students enrolled in the different types of school.

Ireland: At secondary level, the instruction time for natural sciences is captured in the 'compulsory options chosen by the students'.

Spain: The data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2015/16). To calculate the weighted averages, statistics were used on the number of students per grade and Autonomous Community, as reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2013/14).

Italy: Instruction time for natural sciences is included in the figure for maths in grades 6-8 (lower secondary education).

Poland: In grades 1-3 of primary education, natural sciences is a compulsory subject area with time flexibility. The instruction time devoted to this subject in these grades is therefore not included, but the percentage is calculated in relation to the minimum instruction time defined for the six years of primary education.

Sweden: The recommended minimum instruction time is a total for the nine years of compulsory education. It has been artificially allocated to ISCED level 1 and 24 proportionally to the number of years at each education level (6 and 3 respectively). In reality, the number of hours devoted to natural sciences in primary education is much lower.

7. The time allocated to the teaching of additional languages at secondary level is similar to that for reading, writing and literature

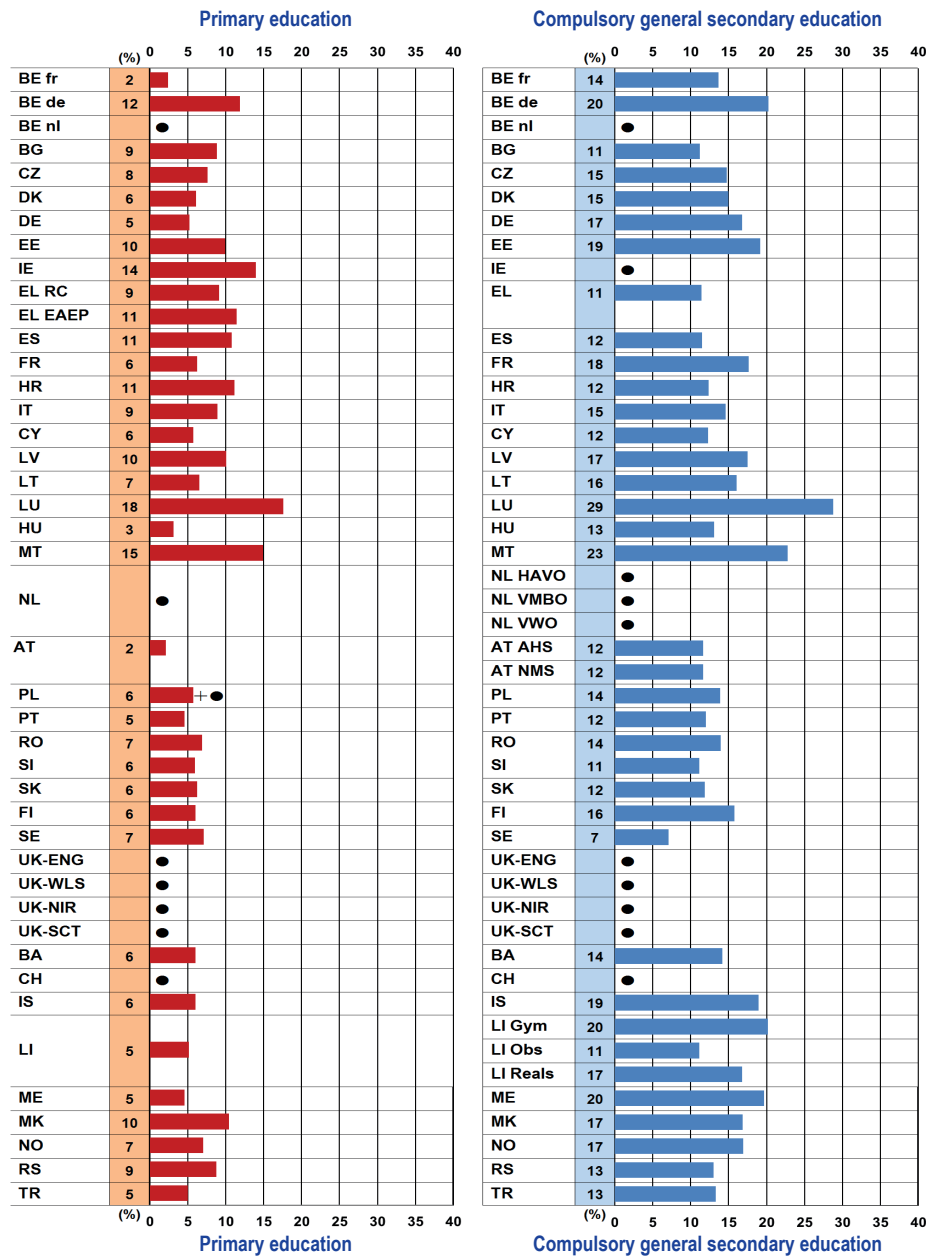
As with natural sciences, the total time allocated for the teaching of other languages i.e. not including reading, writing and literature of language 1 (the language of instruction) is greater at secondary than at primary level. This is partly due to the fact that learning a second language as a compulsory subject does not start from the first grade of primary education in many countries and so there may be fewer years of learning. Furthermore, it is not common for a third or fourth language to be taught at primary level. Conversely, the teaching of a second language is almost universal at all grades in compulsory general secondary education and, in many countries, students also have to study further languages at this level of education. This section focuses on the minimum instruction time allocated to teaching languages other than the language of instruction as a compulsory subject. The study of foreign languages can also be offered as an optional subject to students or in the framework of a CLIL-type programme, but this instruction time has not been taken into account ⁽²⁶⁾.

Around 8 % of the minimum instruction time provided for primary education is allocated on average to teaching languages other than the language of instruction ⁽²⁷⁾, ranging from 2 % in Austria and the French Community of Belgium up to 18 % in Luxembourg. In ten education systems (the German-speaking Community of Belgium, Estonia, Ireland, Greece [EAEP], Spain, Croatia, Latvia, Luxembourg, Malta and the former Yugoslav Republic of Macedonia), teaching one or more additional languages takes at least 10 % of the total time recommended for this education level. In contrast, this subject area accounts for 6 % or less in 16 education systems.

⁽²⁶⁾ Content and Language Integrated Learning (CLIL)

⁽²⁷⁾ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been taken into account in the calculations. Poland is not included since the instruction time for this subject is only set for grades 4-6 (language 2 is a compulsory subject with time flexibility in grades 1-3) but the total instruction time refers to the six grades of primary education.

Figure 7: Percentage of the recommended minimum instruction time allocated to OTHER LANGUAGES in primary and compulsory general secondary education, 2015/16



● Compulsory subject area with time flexibility

Minimum instruction time in hours as defined centrally for other languages, per education level, 2015/16

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL RC	EL EAEP	ES	FR	HR	IT	CY
Primary	121	610	●	165	265	450	147	394	769	394	576	511	270	210	396	272
Secondary	728	1 037	●	440	529	540	920	473	●	269		482	882	315	693	314
	LV	LT	LU	HU	MT	NL			AT	PL	PT	RO	SI	SK	FI	
Primary	362	144	974	83	727	●			60	218	223	172	236	172	228	
Secondary	416	710	972	652	893	●	●	●	420	420	338	609	697	256	602	399
	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	BA	CH	IS	LI			ME	MK	NO	RS	TR
Primary	320	●	●	●	●	162	●	306	194			135	312	366	216	144
Secondary	160	●	●	●	●	426	●	476	777	416	638	614	885	444	426	960
									Gym	Obs	Reals					

Source: Eurydice.

Explanatory note

This figure only concerns general education. The percentage for each subject is obtained by dividing the total time allocated to this subject area in primary and secondary compulsory education by the minimum total instruction time provided for the respective education level (and multiplying by 100).

Country specific notes

Austria: For grade 9, data are not available but this grade is part of compulsory education.

Belgium (BE fr): The minimum instruction time in primary education for the teaching of other languages in the Brussels-Capital Region and in the communes with special linguistic regime is higher.

Germany: The data represent the weighted average instruction time in compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* on the basis of the number of students enrolled in the different types of school.

Spain: The data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2015/16). To calculate the weighted averages, statistics were used on the number of students per grade and Autonomous Community, as reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2013/14).

Poland: In grades 1-3 of primary education, language 2 is a compulsory subject with time flexibility. The instruction time devoted to this subject in these grades is therefore not included, but the percentage is calculated in relation to the minimum instruction time defined for the six years of primary education.

Sweden: The recommended minimum instruction time is a total for the nine years of compulsory education. It has been artificially allocated to ISCED level 1 and 24 proportionally to the number of years at each education level (6 and 3 respectively). In reality, the number of hours devoted to foreign languages in general lower secondary education is much higher.

On average, 317 hours are recommended for this subject area for the whole of primary education. Luxembourg (974), Ireland (769) and Malta (727) provide for the highest number of hours. In these three cases, the second language is also an official language of the country. In the German-speaking Community of Belgium, Denmark, Greece (EAEP) and Spain, the minimum instruction time recommended for other languages also exceeds 400 hours. In 20 education systems, it is below 300 hours.

The share for other languages increases noticeably at secondary level. In compulsory general secondary education, the teaching of additional languages takes the same share of the total instruction time as the language of instruction – reading, writing and literature (15 %). Variations between countries are also significant at this education level, with the percentage ranging from 11 % in Bulgaria, Greece and Slovenia to 29 % in Luxembourg. The relative weight of this subject in the curriculum of secondary education is also high in the German-speaking Community of Belgium, Estonia, France, Malta, Iceland, Liechtenstein (*Gymnasium*) and Montenegro.

The average number of hours provided in general secondary education for teaching other languages (573) is the highest of the four core subject areas, with ten education systems providing for more than 700 hours (the French and German-speaking Communities of Belgium, Germany, France, Lithuania, Luxembourg, Malta, Liechtenstein (*Gymnasium*), the former Yugoslav Republic of Macedonia and Turkey).

8. The trend in the last five years is for instruction time in the core subject areas to increase

This section examines the main changes in the instruction time allocated to the core subject areas (reading, writing and literature in the language of instruction, maths, natural sciences and other languages) in compulsory education over recent years. Figure 8 shows the changes in the minimum instruction time per notional year for each subject area between 2010/11 and 2015/16 ⁽²⁸⁾. Where changes have occurred, the trend is for the minimum instruction time to increase.

In seven of the 30 education systems for which comparison is possible (the French and German-speaking Communities of Belgium, Bulgaria, France, Austria, Finland and Norway), there have been no changes in the minimum instruction time centrally defined for the core subject areas in these five years. In Slovenia, there has been a decrease in the number of hours provided for the teaching of foreign languages in grades 7-9, with the minimum instruction time otherwise remaining stable ⁽²⁹⁾.

Recent reforms in Denmark and Spain have increased the recommended minimum instruction time in all four subject areas, whereas in Slovakia and Turkey the minimum instruction time has increased for three of them. An increase in two of the core subject areas (reading, writing and literature, and maths) can be observed in Ireland. In four education systems, the minimum instruction time allocated to one of the core subject categories (i.e. other languages in the Czech Republic, natural sciences in Estonia and Croatia, and maths in Sweden) has increased, while not changing for the other core subject areas. In Greece, there has been an increase in the number of hours allocated to reading, writing and literature, whereas the small decrease shown in the other subject areas is due to the lower number of instruction days in the school year 2015/16 at primary level. In Cyprus, the number of hours provided for the teaching of other languages has also increased substantially, while the apparent decrease in reading, writing and literature is mainly due to the fact that, in 2010/11, this category included instruction time in ancient Greek and this is no longer the case in 2015/16 ⁽³⁰⁾.

In Hungary, the minimum instruction time per notional year has increased for natural sciences, declining slightly in the case of reading, writing and literature and other languages ⁽³¹⁾. In Latvia and Portugal, the minimum annual number of hours provided for natural sciences has decreased. In Luxembourg, there is a decrease in the minimum instruction time in maths and other languages. In Lithuania, Malta, Poland, Romania, Iceland and Liechtenstein, the decrease observed in most subject areas is mainly due to the lower number of instruction days in the school year 2015/16 (at one or both education levels depending on the country) rather than to changes in the policy documents. The substantial decrease observed in natural sciences in Liechtenstein (*Gymnasium*) is due to the fact that social studies were included in this subject area in 2010/11 but not in 2015/16. In Germany, reading, writing and literature and maths were compulsory subjects with time flexibility in grades 1-2 in 2010/11 and, therefore, the reported instruction time is higher in 2015/16 ⁽³²⁾. The minimum instruction time for natural sciences and other languages has decreased in this country ⁽³³⁾.

⁽²⁸⁾ The reason to compare the number of hours per notional year and not the relative weight of each subject in the curriculum is that changes in the latter can be the result either of a change in the number of hours provided for that particular subject or a change in the total instruction time. For instance, a reduction of the total instruction time would increase the share of a subject in the curriculum despite the number of hours remaining constant.

⁽²⁹⁾ In Slovenia, the gradual introduction of a compulsory second foreign language in grades 7-9, which had started in 2008, was interrupted in 2011.

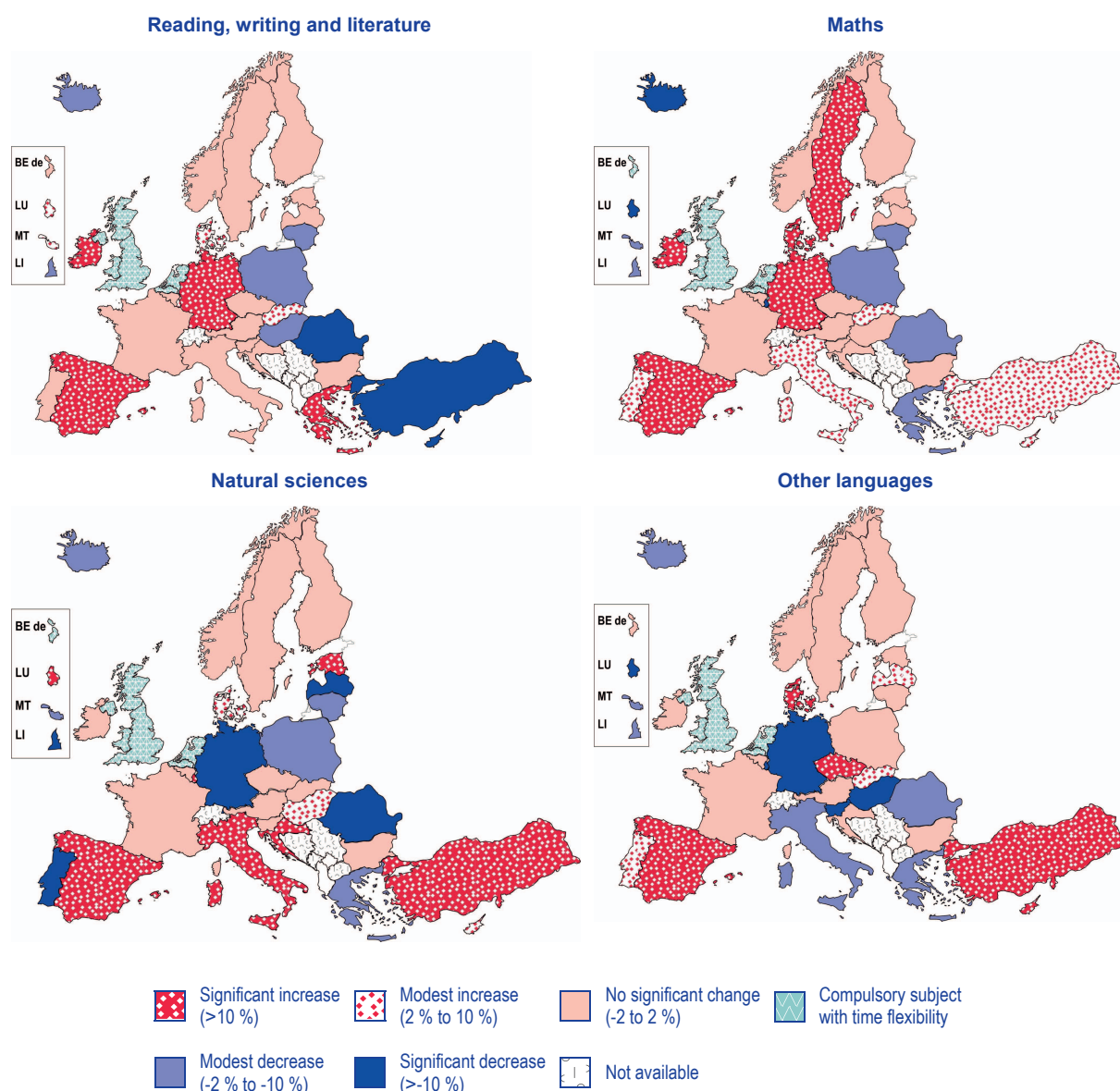
⁽³⁰⁾ In 2015/16, ancient Greek is included in the category 'other subjects'.

⁽³¹⁾ The significant percentage decrease in other languages is in part due to the fact that a different number of years (10 and 12 respectively) are taken into account in the calculations.

⁽³²⁾ In 2015/16, the minimum instruction time is provided for each individual subject.

⁽³³⁾ The data represent the weighted average instruction time for the compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* on the basis of the number of students enrolled in the different types of school.

Figure 8: Variations in the minimum instruction time recommended for the core subject areas per notional year in full-time compulsory education, 2010/11 – 2015/16



% variation in the minimum instruction time recommended for the core subject areas per notional year

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL (1)	EL (2)	ES	FR	HR	IT	CY
Reading	0.0	0.5	●	0.0	0.0	9.1	42.1	0.0	18.1	15.7	:	33.0	0.0	0.0	0.0	-24.3
Maths	0.0	●	●	0.0	0.0	15.4	39.0	0.0	25.8	-4.0	:	50.0	0.0	0.0	3.7	2.8
Sciences	0.0	●	●	0.0	0.0	7.7	-15.8	20.0	0.0	-3.9	:	50.3	0.0	22.9	33.3	5.2
Languages	0.0	0.5	●	0.0	28.6	73.7	-32.4	0.0	0.0	-6.9	:	23.4	0.0	0.0	-2.7	17.1
	LV	LT	LU	HU	MT	NL (1)	NL (2)	NL (3)	AT (1)	AT (2)	PL	PT	RO	SI	SK	FI
Reading	-1.7	-3.8	5.1	-4.3	4.1	●	●	●	0.0	:	-8.7	-1.2	-12.6	0.0	8.0	0.0
Maths	-1.7	-3.2	-11.0	0.2	-7.3	●	●	●	0.0	:	-7.9	8.1	-5.2	0.0	3.1	0.0
Sciences	-31.4	-3.6	17.4	9.5	-8.6	●	●	●	0.0	:	-6.6	-32.9	-10.2	0.0	0.5	0.0
Languages	4.4	1.6	-17.7	-12.2	-7.7	●	●	●	0.0	:	-1.3	5.4	-4.4	-23.7	4.4	0.0
	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	BA	CH	IS	LI (1)	LI (2)	LI (3)	ME	MK	NO	RS	TR
Reading	0.0	●	●	●	●	:	:	-4.4	-5.1	-5.1	-5.1	:	:	0.00	:	-17.5
Maths	13.3	●	●	●	●	:	:	-15.0	-5.1	-5.1	-5.1	:	:	0.00	:	8.3
Sciences	0.0	●	●	●	●	:	:	-8.5	-35.9	-5.1	-5.1	:	:	-1.2	:	20.0
Languages	0.0	●	●	●	●	:	:	-5.4	-2.3	-5.1	-1.9	:	:	-1.2	:	70.4

● Compulsory subject area with time flexibility

Source: Eurydice.

Explanatory note

This figure shows the variations between 2010/11 and 2015/16 in the recommended minimum instruction time (number of hours) per notional year for the core subject areas, i.e. reading, writing and literature (language 1), maths, natural sciences and other languages. In each case, the minimum instruction time in hours has been divided by the duration of compulsory education. The data on which the calculations are based can be found in the annex (see Table 2).

Country specific notes

Belgium (BE fr): Reading, writing and literature, maths and natural sciences are compulsory subject areas with time flexibility in primary education. For these subjects, the values in the figure only refer to secondary education.

Germany: Reading, writing and literature and maths were compulsory subjects with time flexibility in grades 1-2 in 2010/11.

Greece: (1) RC + secondary. (2) EAEP + secondary. The Unified Revised Curriculum (EAEP) started as a pilot programme in Greece in 2010 and, therefore, there are no data available for that year.

Ireland: For natural sciences and other languages, the data only refer to primary education. At secondary level, the instruction time for natural sciences is captured in the "compulsory options chosen by the students", whereas other languages is a compulsory subject with time flexibility and a compulsory option.

Italy: Reading, writing and literature, maths and natural sciences are compulsory subjects with time flexibility in primary education. For these subjects, the values in the figure only refer to secondary education.

Hungary: Compulsory education covered 12 years in 2010/11 and only 10 years in 2015/16, which amplifies the percentage decrease in the minimum instruction time per notional year for other languages.

Netherlands: (1) Primary + HAVO; (2) Primary + VMBO; (3) Primary + VWO.

Austria: (1) Primary + AHS; (2) Primary + NMS. At secondary level, comparison is only possible for *Allgemeinbildende höhere Schule* (academic secondary school, AHS), grades 5-8. Nevertheless, grade 9 is part of compulsory education in this country.

Poland: In grades 1-3 of primary education, reading, writing and literature, maths, natural sciences and other languages are compulsory subjects with time flexibility. This time is therefore not included.

United Kingdom (ENG and SCT): The four core subjects are compulsory subject areas but there is no centrally defined minimum instruction time.

Bosnia and Herzegovina, Switzerland, Montenegro, the former Yugoslav Republic of Macedonia and Serbia: These countries did not take part of Eurydice data collection on instruction time in 2010/11.

Liechtenstein: (1) Primary + *Gymnasium*; (2) Primary + *Oberschule*; (3) Primary + *Realschule*.

Turkey: Compulsory education covered 8 years in 2010/11 and 12 years in 2015/16.

ANNEX

Annex 1: Recommended minimum total instruction time

	Primary education						Secondary general compulsory education						TOTAL					
	2015/16			2010/11			2015/16			2010/11			2015/16			2010/11		
	Instruction time	Number of years	Hours per notional year	Instruction time	Number of years	Hours per notional year	Instruction time	Number of years	Hours per notional year	Instruction time	Number of years	Hours per notional year	Instruction time	Number of years	Hours per notional year	Instruction time	Number of years	Hours per notional year
BE fr	5096	6	849	5096	6	849	5339	6	890	5339	6	890	10435	12	870	10435	12	870
BE de	5124	6	854	5096	6	849	5124	6	854	5096	6	849	10248	12	854	10192	12	849
BE nl	4956	6	826	4928	6	821	5712	6	952	5680	6	947	10668	12	889	10608	12	884
BG	1875	4	469	1875	4	469	3924	5	785	3924	5	785	5799	9	644	5799	9	644
CZ	3469	5	694	3469	5	694	3587	4	897	3587	4	897	7056	9	784	7056	9	784
DK	7360	7	1051	5280	7	754	3600	3	1200	2790	3	930	10960	10	1096	8070	10	807
DE	2812	4	703	2594	4	649	5482	6	914	5443	6	907	8294	10	829	8037	10	804
EE	3964	6	661	3964	6	661	2468	3	823	2520	3	840	6431	9	715	6484	9	720
IE	5490	6	915	5490	6	915	3741	4	935	3741	4	935	9231	10	923	9231	10	923
EL	RC 4309	6	718	RC 4148	6	691	2356	3	785	2363	3	788	6665	9	741	6510	9	723
	EAEP 5044	6	841	EAEP :	:	:	2356	3	785	:	:	:	7400	9	822	:	:	:
ES	4746	6	791	5250	6	875	4191	4	1048	4200	4	1050	8938	10	894	9450	10	945
FR	4320	5	864	4320	5	864	5000	5	1000	4990	5	998	9320	10	932	9310	10	931
HR	1890	4	473	1890	4	473	2546	4	637	2546	4	637	4436	8	555	4436	8	555
IT	4455	5	891	4455	5	891	4752	5	950	4752	5	950	9207	10	921	9207	10	921
CY	4760	6	793	4900	6	817	2554	3	851	2577	3	859	7314	9	813	7477	9	831
LV	3589	6	598	3652	6	609	2381	3	794	2418	3	806	5970	9	663	6070	9	674
LT	2208	4	552	2243	4	561	4424	6	737	4143	5	829	6632	10	663	6386	9	710
LU	5544	6	924	6048	6	1008	3380	4	845	4056	4	1014	8924	10	892	10104	10	1010
HU	2661	4	665	2289	4	572	4976	6	829	5715	8	714	7637	10	764	8004	12	667
MT	4876	6	813	5028	6	838	3918	5	784	4091	5	818	8793	11	799	9119	11	829
NL	5640	6	940	7520	8	940	HAVO 4700	5	940	HAVO 4820	5	964	10340	11	940	12340	13	949
							VMBO 3700	4	925	VMBO 3780	4	945	9340	10	934	11300	12	942
							VWO 5700	6	950	VWO 5820	6	970	11340	12	945	13340	14	953
AT	2820	4	705	2820	4	705	AHS 3600	4	900	AHS 3600	4	900	6420	8	803	6420	8	803
							NMS 3600	4	900	NMS :	:	:	6420	8	803	:	:	:
PL	3807	6	635	3972	6	662	2430	3	810	2559	3	853	6237	9	693	6531	9	726
PT	4932	6	822	5625	6	938	5090	6	848	6037	6	1006	10022	12	835	11662	12	972
RO	2503	5	501	2537	4	634	4992	6	832	5074	6	846	7494	11	681	7611	10	761
SI	3986	6	664	3986	6	664	2298	3	766	2451	3	817	6284	9	698	6437	9	715
SK	2750	4	688	2736	4	684	5071	6	845	4988	6	831	7821	10	782	7724	10	772
FI	3794	6	632	3794	6	632	2533	3	844	2533	3	844	6327	9	703	6327	9	703
SE	4523	6	754	4443	6	741	2262	3	754	2222	3	741	6785	9	754	6665	9	741
UK-ENG	:	6	:	5168	6	861	:	5	:	4636	5	927	:	11	:	9804	11	891
UK-WLS	5168	6	861	5168	6	861	4750	5	950	4750	5	950	9918	11	902	9918	11	902
UK-NIR	6175	7	882	:	:	:	5118	5	1024	:	:	:	11293	12	941	:	:	:
UK-SCT	532	7	76	:	7	:	254	4	63	:	4	0	786	11	71	:	11	:
BA	2700	5	540	:	:	:	3008	4	752	:	:	:	5708	9	634	:	:	:
CH	4887	6	815	:	:	:	2874	3	958	:	:	:	7761	9	862	:	:	:
IS	5100	7	729	6000	7	857	2516	3	839	2960	3	987	7616	10	762	8960	10	896
LI	3802	5	760	4007	5	801	Gym 3857	4	964	4037	4	1009	7659	9	851	8044	9	894
							Obs 3746	4	926	3949	4	987	7548	9	839	7956	9	884
							Reals 3802	4	940	3978	4	995	7604	9	845	7985	9	887
ME	2943	5	589	:	:	:	3120	4	780	:	:	:	6063	9	674	:	:	:
MK	3000	5	600	:	:	:	5250	7	750	:	:	:	8250	12	688	:	:	:
NO	5234	7	748	5234	7	748	2622	3	874	2566	3	855	7856	10	786	7800	10	780
RS	2457	4	614	:	:	:	3273	4	818	:	:	:	5730	8	716	:	:	:
TR	2880	4	720	3600	5	720	7200	8	900	2160	3	720	10080	12	840	5760	8	720

Source: Eurydice.

Explanatory note

Data for the reference year 2010/11 has been taken from the Eurydice data collection 2010/11 (*Recommended annual taught time in full-time compulsory education in Europe, 2010/11*). The data for Belgium, the Czech Republic, Ireland, France, Italy, Austria, Poland and Finland have been revised in order to ensure consistency in the comparison with 2015/16.

Annex 2: Recommended minimum instruction time for the core subject areas

	Number of years		READING, WRITING AND LITERATURE				MATHS				NATURAL SCIENCES				OTHER LANGUAGES			
			2015/16		2010/11		2015/16		2010/11		2015/16		2010/11		2015/16		2010/11	
	2015/16	2010/11	Instruction time	Hours per notional year	Instruction time	Hours per notional year	Instruction time	Hours per notional year	Instruction time	Hours per notional year	Instruction time	Hours per notional year	Instruction time	Hours per notional year	Instruction time	Hours per notional year	Instruction time	Hours per notional year
BE fr	12 (6)	12 (6)	880	147	880	147	698	116	698	116	546	91	546	91	849	71	849	71
BE de	12	12	1647	137	1638	137	●	●	●	●	●	●	●	●	1647	137	1638	137
BE nl	12	12	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
BG	9	9	1147	127	1147	127	760	84	760	84	617	69	617	69	605	67	605	67
CZ	9	9	1470	163	1470	163	1029	114	1029	114	970	108	970	108	794	88	617	69
DK	10	10	2160+●	216+●	1980	198	1350+●	135+●	1170	117	840+●	84+●	780	78	990	99	570	57
DE	10	10	1443	144	1015	102	1254	125	902	90	736	74	874	87	1067	107	1579	158
EE	9	9	1208	134	1208	134	945	105	945	105	788	88	656	73	866	96	866	96
IE	10(6)	10(6)	1432+●	143+●	1212	121	1249+●	125+●	993	99	220	37	220	37	769	128	769	128
EL (1)	9	9	1797	200	1553	173	864	96	900	100	721	80	750	83	663	74	713	79
EL (2)	9		1807	201	:	:	894	99	:	:	705	78	:	:	846	94	:	:
ES	10	10	1796	180	1351	135	1416	142	944	94	715	72	476	48	993	99	805	81
FR	10	10	2340	234	2340	234	1584	158	1584	158	954	95	954	95	1152	115	1152	115
HR	8	8	998	125	998	125	840	105	840	105	643	80	523	65	525	66	525	66
IT	10(5)	10(5)	1254	251	1254	251	924	185	891	178	264	53	198	40	1089	109	1122	112
CY	9	9	1764	196	2331	259	1198	133	1165	129	563	63	535	59	586	65	500	56
LV	9	9	1181	131	1201	133	979	109	995	111	415	46	606	67	778	86	745	83
LT	10	9	1428	143	1336	148	1013	101	941	105	680	68	634	70	854	85	756	84
LU	10	10	1990	199	1893	189	1507	151	1693	169	706	71	601	60	1945	195	2363	236
HU	10	12	1349	135	1692	141	926	93	1109	92	804	80	881	73	735	73	1004	84
MT	11	11	1146	104	1101	100	1404	128	1515	138	658	60	720	65	1621	147	1757	160
NL (1)*	11	13	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
NL (2)*	10	12	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
NL (3)*	12	14	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
AT (1)*	8	8	1320	165	1320	165	990	124	990	124	810	101	810	101	480	60	480	60
AT (2)*	8	:	1320	165	:	:	930	116	:	:	810	101	:	:	480	60	:	:
PL	9	9	720+●	80+●	789+●	88+●	578+●	64+●	627+●	70+●	510+●	57+●	546+●	61+●	556+●	62+●	563+●	63+●
PT	12	12	1992	166	2016	168	1664	139	1539	128	820	68	1222	102	833	69	790	66
RO	11	10	1362	124	1416	142	1108	101	1062	106	990	90	1003	100	869	79	826	83
SI	9	9	1224	136	1224	136	989	110	989	110	724	80	724	80	492	55	645	72
SK	10	10	1662	166	1539	154	1146	115	1112	111	802	80	798	80	774	77	741	74
FI	9	9	1197	133	1197	133	912	101	912	101	798	89	798	89	627	70	627	70
SE	9	9	1490	166	1490	166	1020	113	900	100	800	89	800	89	480	53	480	53
UK ENG	11	11	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
UK WLS	11	11	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
UK NIR	12	:	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
UK SCT	11		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
BA	9		1128	125	:	:	966	107	:	:	828	92	:	:	588	65	:	:
CH	9		●	●	:	:	●	●	:	:	●	●	:	:	●	●	:	:
IS	10	10	1377	138	1440	144	1133	113	1333	133	635	63	693	69	782	78	827	83
LI (1)	9	9	1415	157	1492	166	1221	136	1287	143	694	77	1082	120	971	108	995	111
LI (2)	9	9	1499	167	1580	176	1249	139	1316	146	1055	117	1112	124	611	68	644	72
LI (2)	9	9	1443	160	1521	169	1249	139	1316	146	1055	117	1112	124	833	93	848	94
ME	9		1206	134	:	:	1053	117	:	:	783	87	:	:	749	83	:	:
MK	12		1380	115	:	:	1275	106	:	:	1110	93	:	:	1197	100	:	:
NO	10	10	1770	177	1770	177	1201	120	1201	120	577	58	584	58	810	81	820	82
RS	8		993	124	:	:	966	121	:	:	693	87	:	:	642	80	:	:
TR	12	8	1872	156	1512	189	1248	104	768	96	864	72	480	60	1104	92	432	54

● Compulsory subject area with time flexibility

Source: Eurydice.

Explanatory note

Data for 2010/11 has been taken from the Eurydice data collection 2010/11 (*Recommended annual taught time in full-time compulsory education in Europe, 2010/11*). The data for Belgium, Ireland, France, Italy, Luxembourg, Austria, Poland and Finland have been revised in order to ensure consistency in the comparison with 2015/16. For reading, writing and literature, maths and natural sciences in Belgium (BE fr) and Italy, only secondary education is considered (number of years in brackets). For natural sciences and other languages in Ireland, only compulsory primary education is considered (number of years in brackets). In other languages, the minimum instruction time has been divided by the number of years of full-time compulsory education, despite the fact that in some education systems they are not taught in all grades.

Country specific notes

Greece: (1) RC + secondary. (2) EAEP + secondary.

Netherlands: (1) Primary + HAVO; (2) Primary + VMBO; (3) Primary + VWO.

Austria: (1) Primary + AHS; (2) Primary + NMS.

Liechtenstein: (1) Primary + *Gymnasium*; (2) Primary + *Oberschule*; (3) Primary + *Realschule*.

PART III: NATIONAL DIAGRAMS

Section 1. Reading guide to national data sheets and acronyms and abbreviations

National data sheets present data on recommended instruction time in two ways: by countries (Part III, Section 2) and by curriculum categories (Part III, Section 3). With Section 2, the reader is able to compare annual instruction time in hours of 60 minutes between curriculum categories in each country and for each grade. Section 3 allows a comparison between all countries for each curriculum category and for each grade.

Grades are shown on the vertical axis of each diagram. **Those in red** are part of full-time compulsory general education. The horizontal axis indicates the number of hours (in hours, i.e. 60 minutes) per year devoted to curriculum subjects or curriculum categories.

The diagrams also show specific features of instruction time allocation:

- Responsible education authorities do not specify instruction time for each subject, but only indicate instruction time schools have to provide for a group of subjects or for the whole curriculum. Hence, schools have the autonomy to decide how to allocate instruction time between curriculum subjects. This 'horizontal' flexibility enjoyed by schools is indicated by a **black bullet**.
- Responsible education authorities specify instruction time for curriculum subjects for several grades together, one education level or the whole of full time compulsory education. Schools are thus free to decide how to allocate instruction time across the grades. This 'vertical' flexibility given to schools is represented by a **vertical black bar**.
- One single value for instruction time is provided for two curriculum subjects together. This is the case when two subjects (social studies and natural sciences for example) are integrated into one single subject in the national curriculum. It might also be the case that one particular subject, ICT for example, is taught when teaching another subject, natural sciences for instance. The value for instruction time for these two subjects is allocated to the subject area for which the biggest value is expected, and a reference to this subject (following an arrow symbol) is made in the other subject concerned.

For four countries, instruction time is provided for different education programmes.

- **Greece:** a) The unified revised curriculum (primary school) + lower secondary school; b) Schools with regular curriculum (primary school) + lower secondary school.
- **The Netherlands:** a) Primary school + *Vorbereidend Wetenschappelijk Onderwijs*; b) Primary school + *Hoger Algemeen Voortgezet Onderwijs*; c) Primary school + *Vorbereidend Middelbaar Beroepsonderwijs*.
- **Austria:** a) *Volkschule* (primary school – grades 1-4) + *Allgemeinbildende höhere Schule* (AHS; academic secondary school – science branch: *Realgymnasium* – grades 5-8); b) *Volkschule* (primary school – grades 1-4) + *Neue Mittelschule* (new secondary school – grades 5-8).
- **Liechtenstein:** a) Primary school + *Gymnasium*; b) Primary schools + *Realschule*; c) Primary school + *Oberschule*.

Acronyms, abbreviations and symbols

The following table contains all the **acronyms and abbreviations** used in the National Data Sheets.

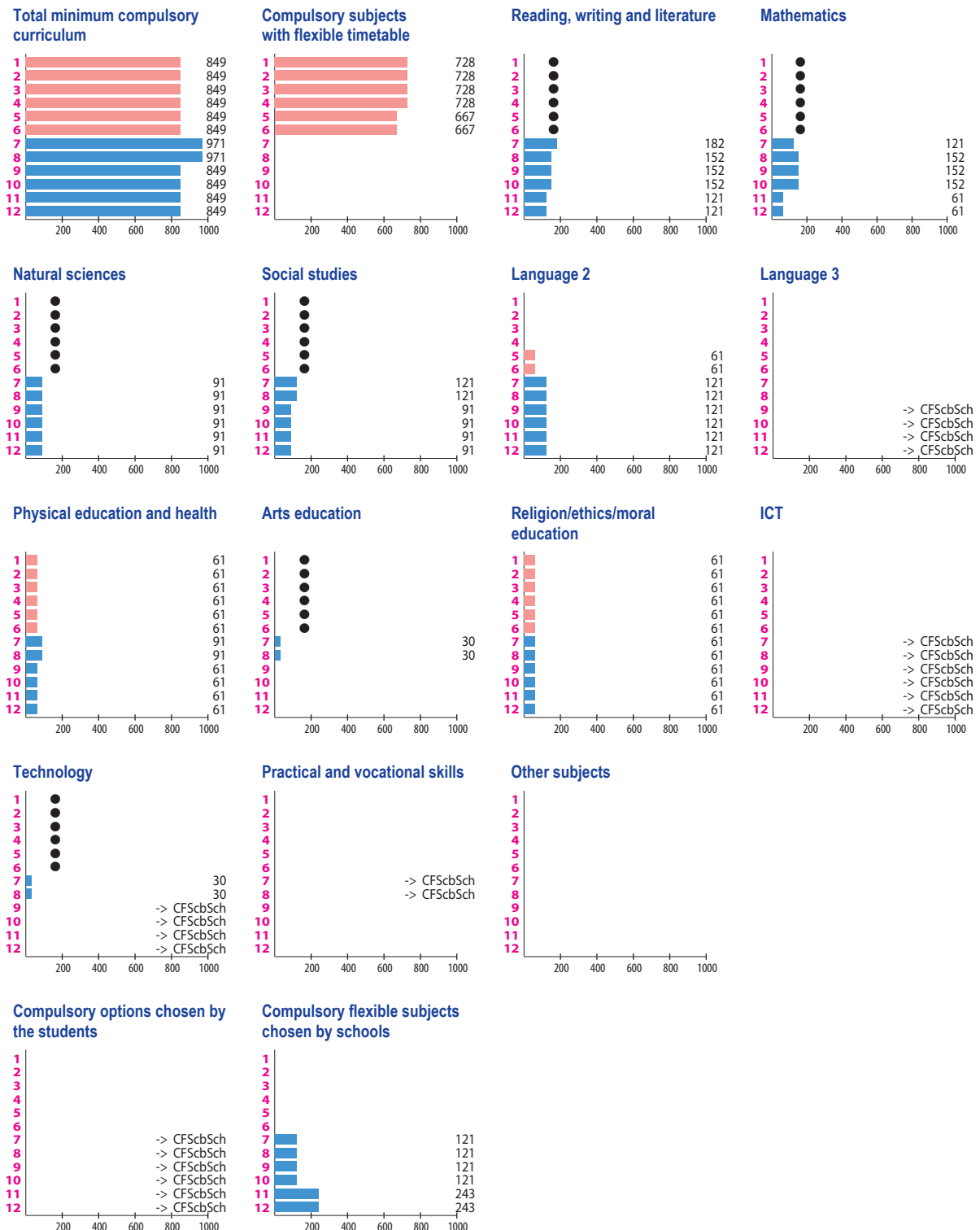
Codes	Subjects	Abbreviations and symbols	
RWL	Reading, Writing and Literature (L1)	VWO	<i>Vorbereidend Wetenschappelijk Onderwijs</i>
Math	Mathematics	HAVO	<i>Hoger Algemeen Voortgezet Onderwijs</i>
NatSc	Natural Sciences	VMBO	<i>Vorbereidend Middelbaar Beroepsonderwijs</i>
SocSt	Social Studies	Volksschule +AHS	<i>Volksschule</i> (primary school – grades 1-4) + <i>Allgemeinbildende höhere Schule</i> (academic secondary school – science branch: <i>Realgymnasium</i> – grades 5-8)
Lg (+ number)	Languages (L 2-5)	Volksschule + NMS	<i>Volksschule</i> (primary school – grades 1-4) + <i>Neue Mittelschule</i> (new secondary school – grades 5-8)
PhysEd_H	Physical Education and Health	EAEP	Greece: The unified revised curriculum
ArtsEd	Arts Education	RC	Greece: Schools with regular curriculum
Rel_ethics	Religion/ethics/moral education		
ICT	Information and Communication Technologies (ICT)		
Tech	Technology		
P_Vs	Practical and Vocational skills		
Others	Other subjects		
TMinCCurr	Total Minimum Compulsory Curriculum		
COcbS	Compulsory Options chosen by the Students		
CFScbSch	Compulsory Flexible Subject chosen by the Schools		
CSwFT	Compulsory Subjects with Flexible Timetable		

Complementary information to the diagrams is provided in Section 3. This information is structured by country. It focuses on the scope and methodology used if they differ from those set for the data collection, and the subjects included in some curriculum categories.

Section 2. Instruction time by country

Belgium – French Community	40	Austria – <i>Volksschule and AHS (Realgymnasium)</i>	64
Belgium – German-speaking Community	41	Austria – <i>Volksschule and Neue Mittelschule</i>	65
Belgium – Flemish Community	42	Poland	66
Bulgaria	43	Portugal	67
Czech Republic	44	Romania	68
Denmark	45	Slovenia	69
Germany	46	Slovakia	70
Estonia	47	Finland	71
Ireland	48	Sweden	72
Greece – RC (primary) and lower secondary	49	United Kingdom – England	73
Greece – EAEP (primary) and lower secondary	50	United Kingdom – Wales	74
Spain	51	United Kingdom – Northern Ireland	75
France	52	United Kingdom – Scotland	76
Croatia	53	Bosnia and Herzegovina	77
Italy	54	Switzerland	78
Cyprus	55	Iceland	79
Latvia	56	Liechtenstein – Primary and <i>Gymnasium</i>	80
Lithuania	57	Liechtenstein – Primary and <i>Oberschule</i>	81
Luxembourg	58	Liechtenstein – Primary and <i>Realschule</i>	82
Hungary	59	Montenegro	83
Malta	60	Former Yugoslav Republic of Macedonia	84
The Netherlands – Primary and HAVO	61	Norway	85
The Netherlands – Primary and VMBO	62	Serbia	86
The Netherlands – Primary and VWO	63	Turkey	87

BELGIUM – FRENCH COMMUNITY



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

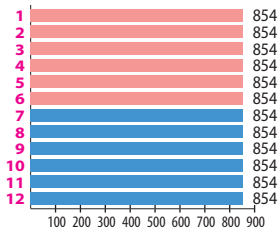
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

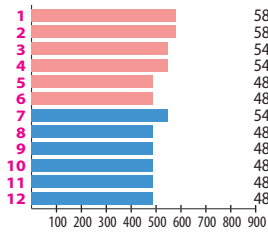
Source: Eurydice.

BELGIUM – GERMAN-SPEAKING COMMUNITY

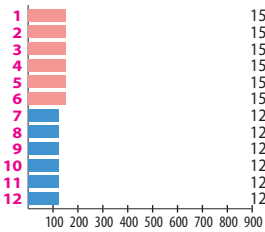
Total minimum compulsory curriculum



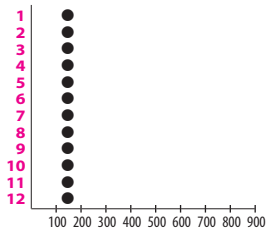
Compulsory subjects with flexible timetable



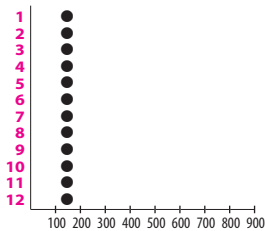
Reading, writing and literature



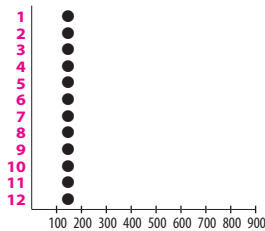
Mathematics



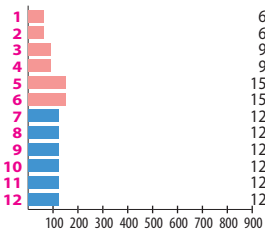
Natural sciences



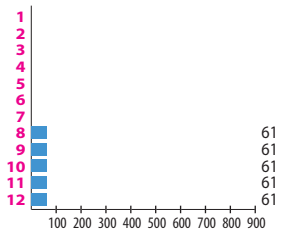
Social studies



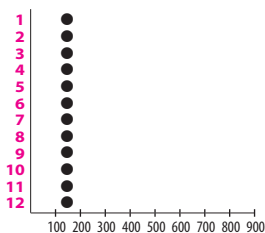
Language 2



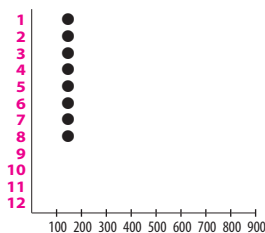
Language 3



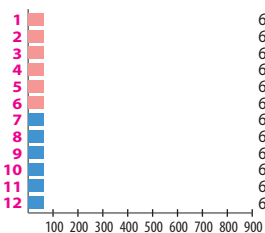
Physical education and health



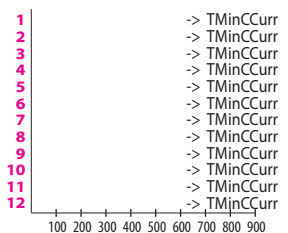
Arts education



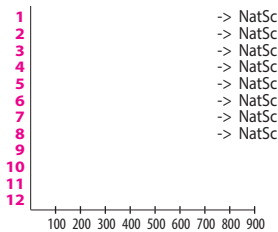
Religion/ethics/moral education



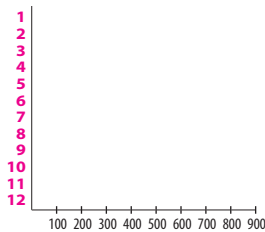
ICT



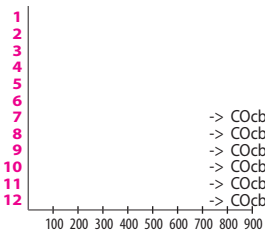
Technology



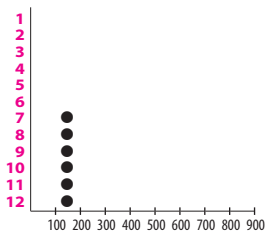
Practical and vocational skills



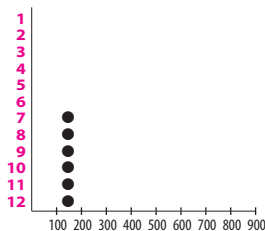
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

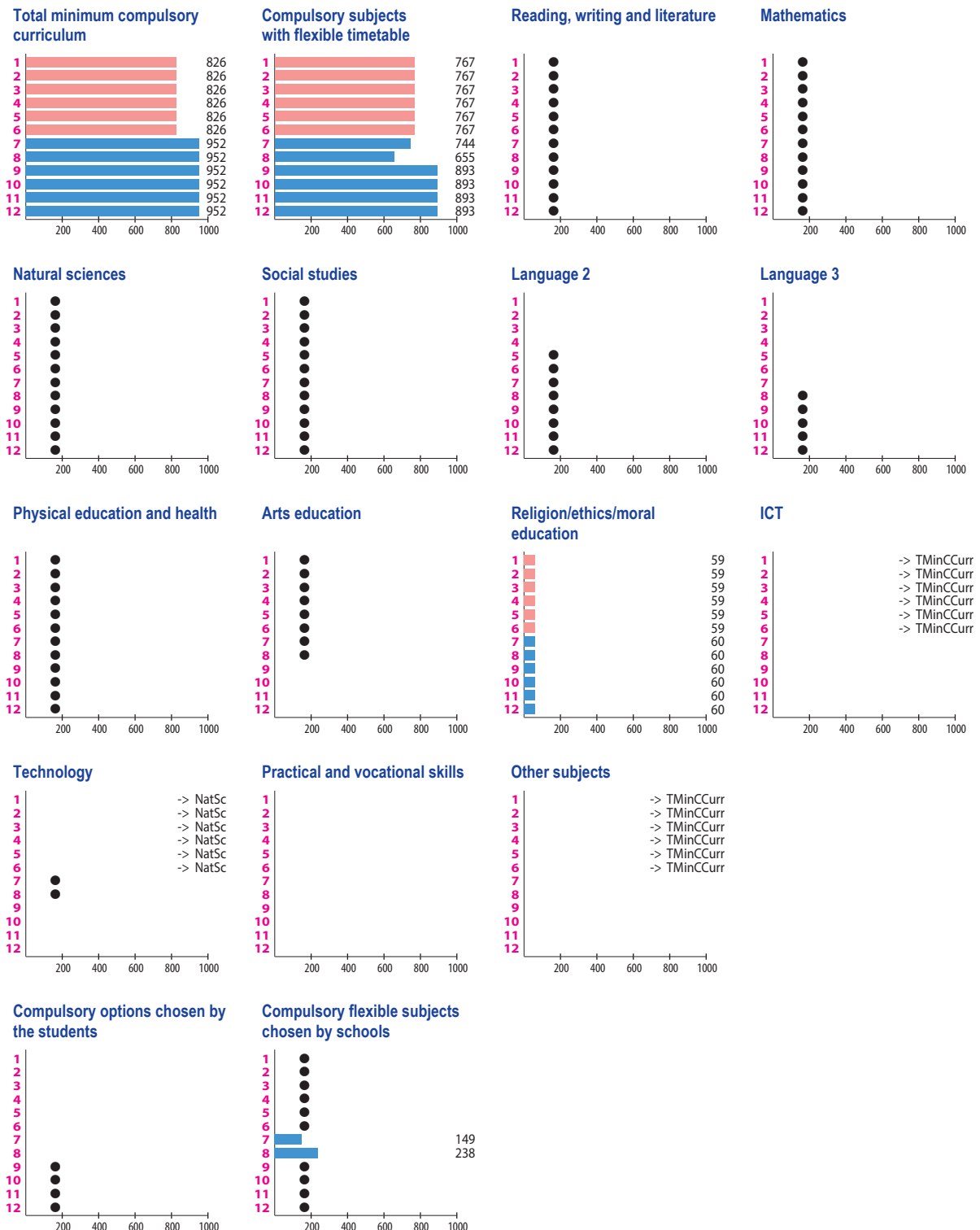
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

Source: Eurydice.

BELGIUM – FLEMISH COMMUNITY



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

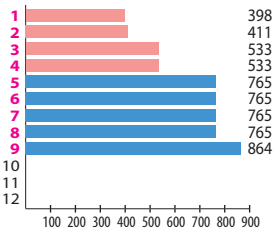
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

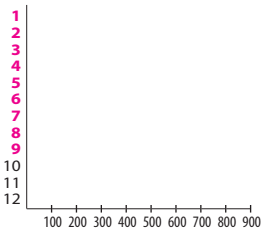
Source: Eurydice.

BULGARIA

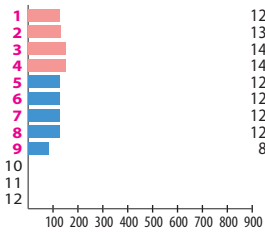
Total minimum compulsory curriculum



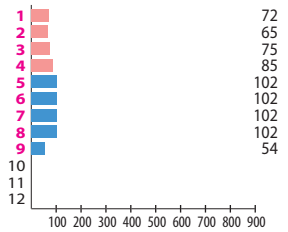
Compulsory subjects with flexible timetable



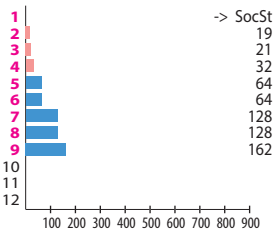
Reading, writing and literature



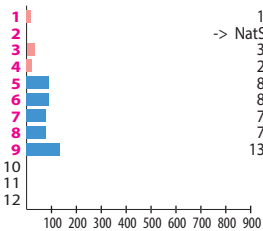
Mathematics



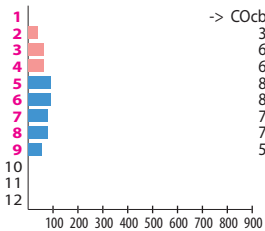
Natural sciences



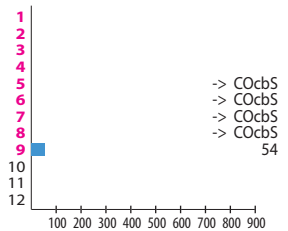
Social studies



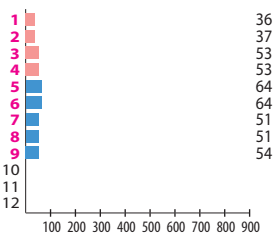
Language 2



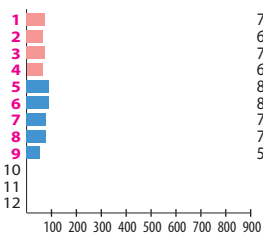
Language 3



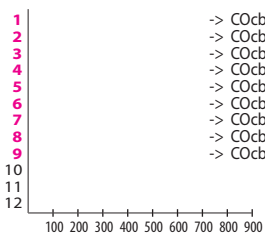
Physical education and health



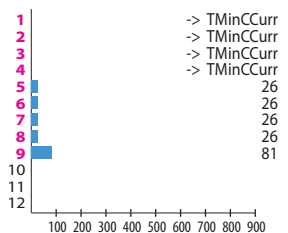
Arts education



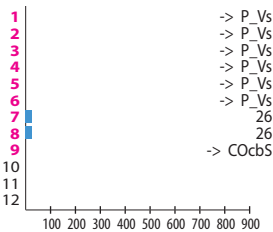
Religion/ethics/moral education



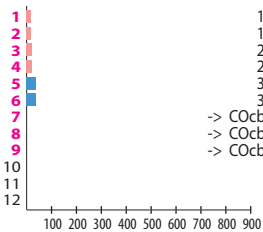
ICT



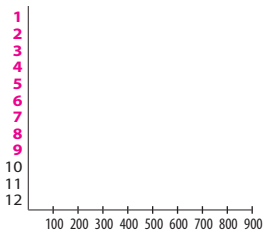
Technology



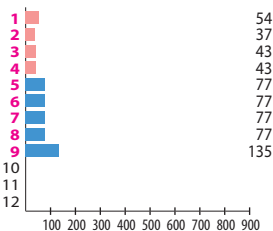
Practical and vocational skills



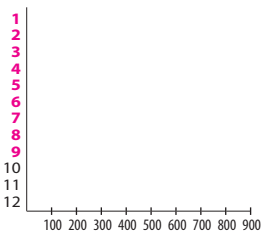
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

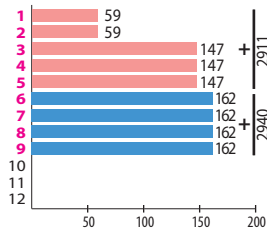
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

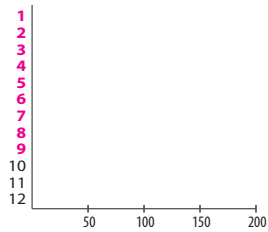
Source: Eurydice.

CZECH REPUBLIC

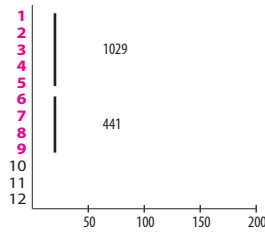
Total minimum compulsory curriculum



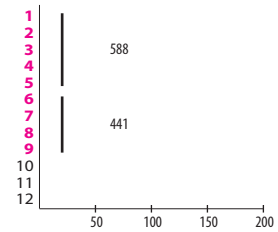
Compulsory subjects with flexible timetable



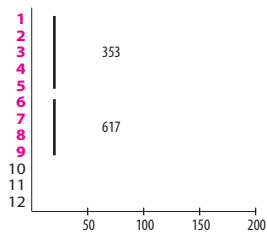
Reading, writing and literature



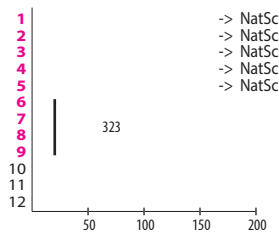
Mathematics



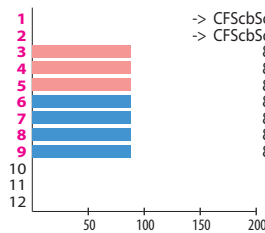
Natural sciences



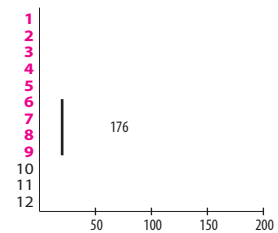
Social studies



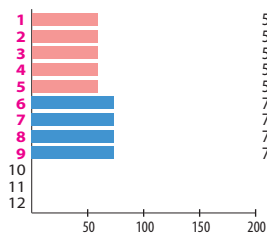
Language 2



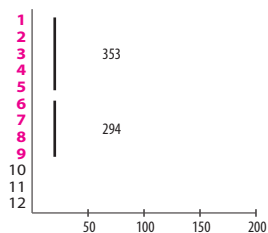
Language 3



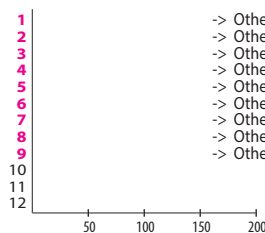
Physical education and health



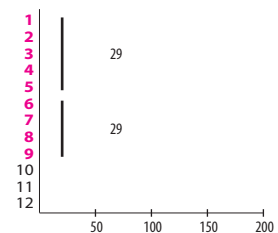
Arts education



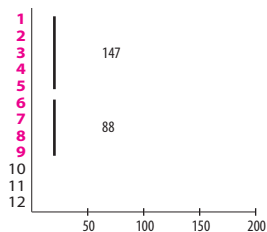
Religion/ethics/moral education



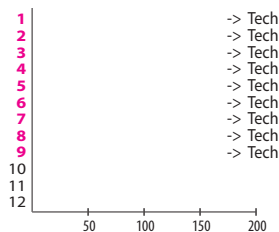
ICT



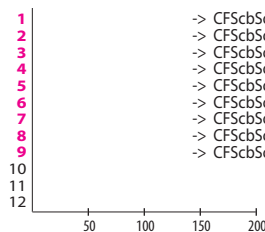
Technology



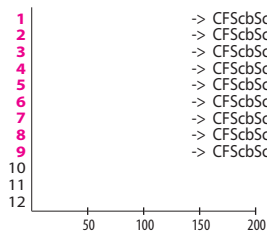
Practical and vocational skills



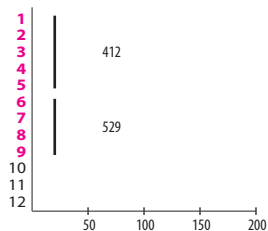
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

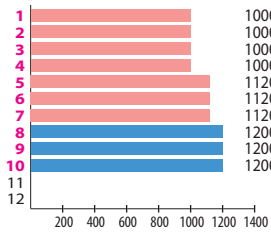
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

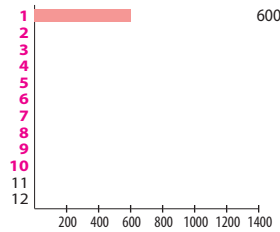
Source: Eurydice.

DENMARK

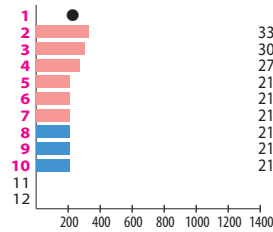
Total minimum compulsory curriculum



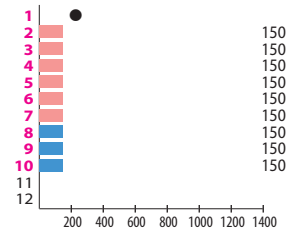
Compulsory subjects with flexible timetable



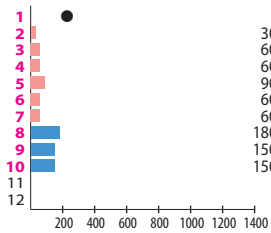
Reading, writing and literature



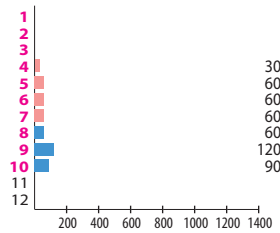
Mathematics



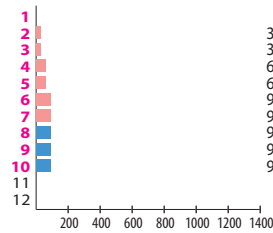
Natural sciences



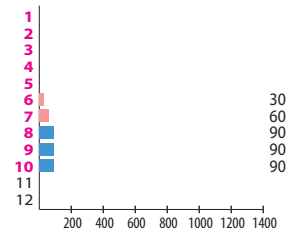
Social studies



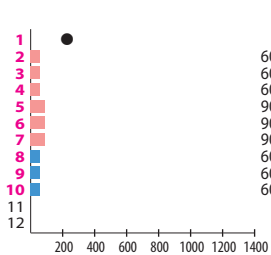
Language 2



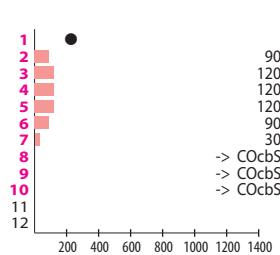
Language 3



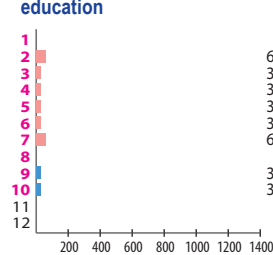
Physical education and health



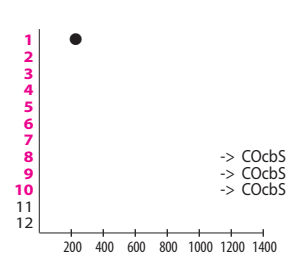
Arts education



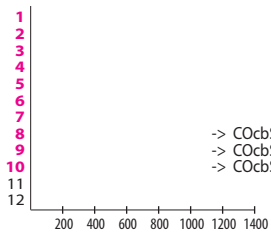
Religion/ethics/moral education



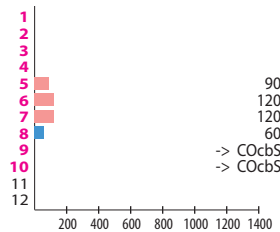
ICT



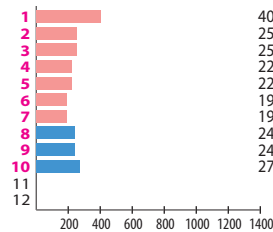
Technology



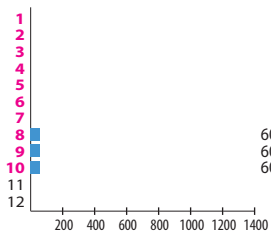
Practical and vocational skills



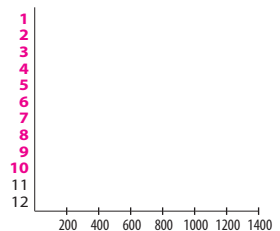
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

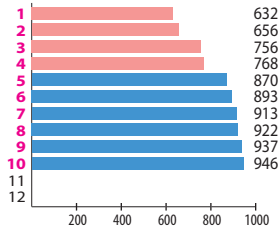
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

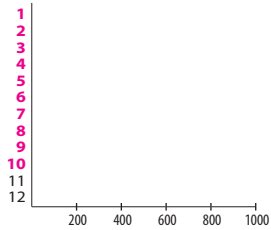
Source: Eurydice.

GERMANY

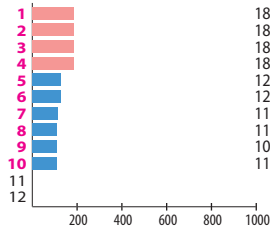
Total minimum compulsory curriculum



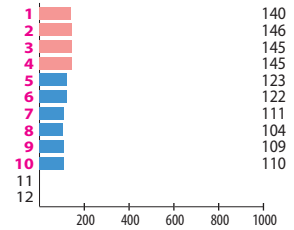
Compulsory subjects with flexible timetable



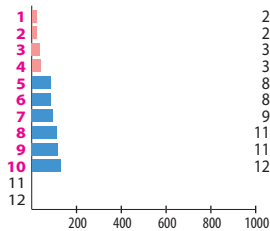
Reading, writing and literature



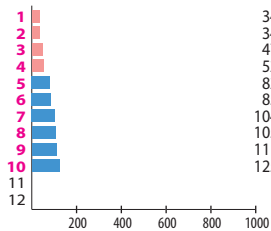
Mathematics



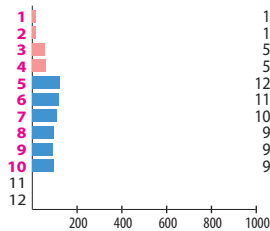
Natural sciences



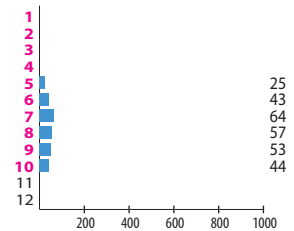
Social studies



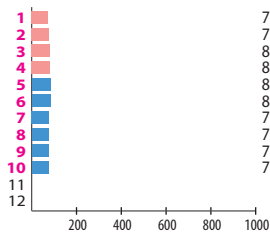
Language 2



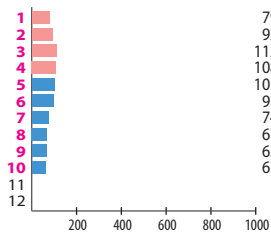
Language 3



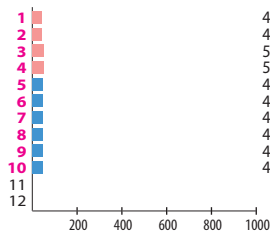
Physical education and health



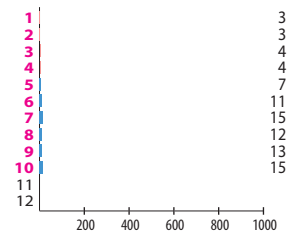
Arts education



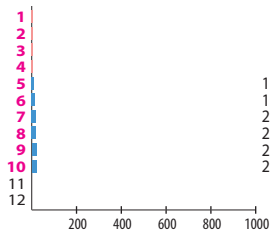
Religion/ethics/moral education



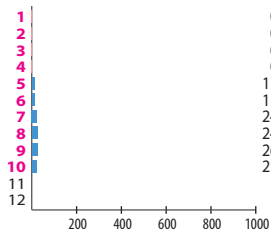
ICT



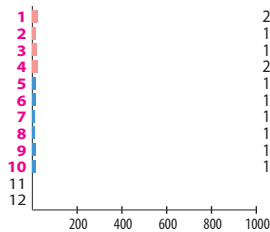
Technology



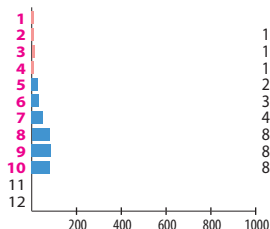
Practical and vocational skills



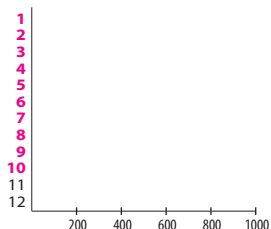
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

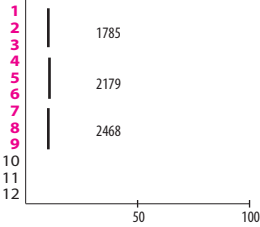
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

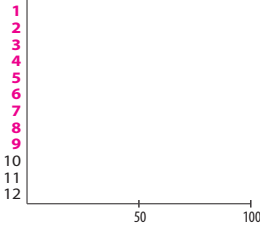
Source: Eurydice.

ESTONIA

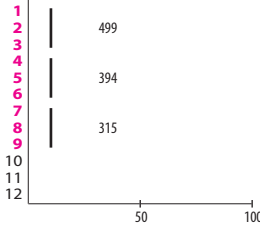
Total minimum compulsory curriculum



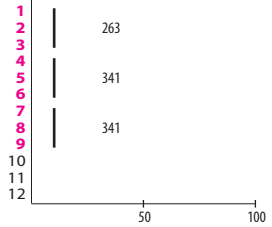
Compulsory subjects with flexible timetable



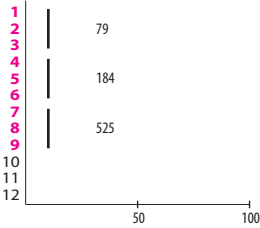
Reading, writing and literature



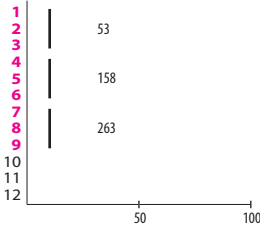
Mathematics



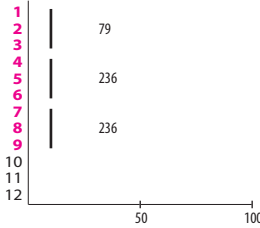
Natural sciences



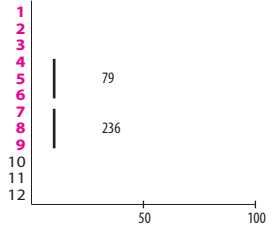
Social studies



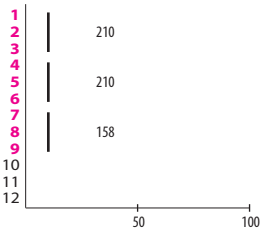
Language 2



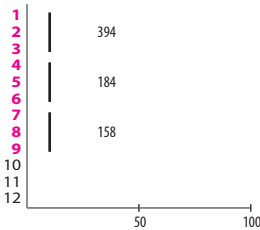
Language 3



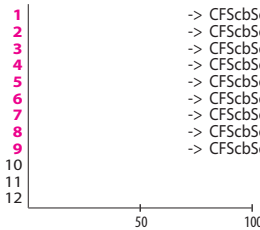
Physical education and health



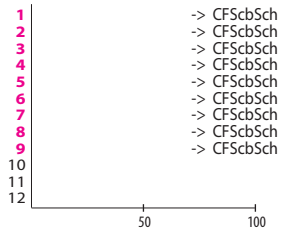
Arts education



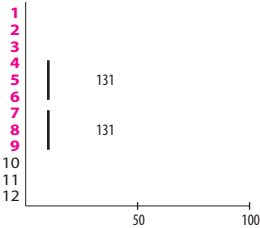
Religion/ethics/moral education



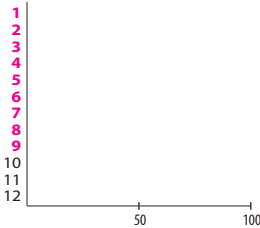
ICT



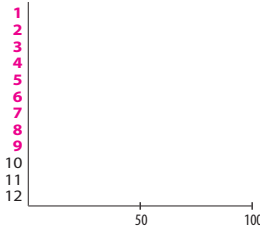
Technology



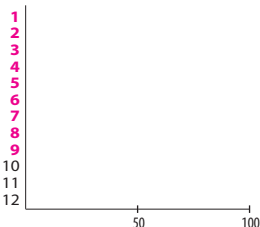
Practical and vocational skills



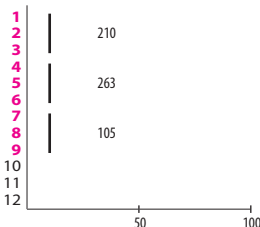
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

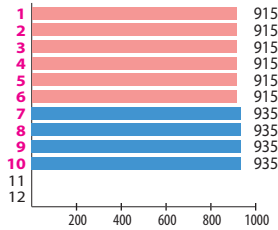
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

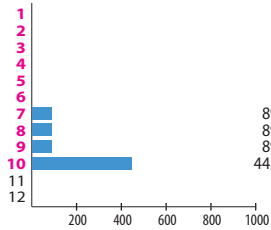
Source: Eurydice.

IRELAND

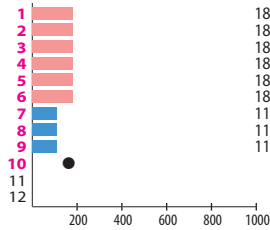
Total minimum compulsory curriculum



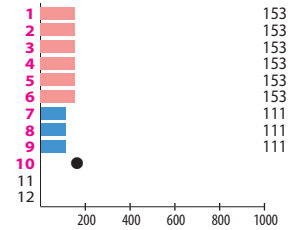
Compulsory subjects with flexible timetable



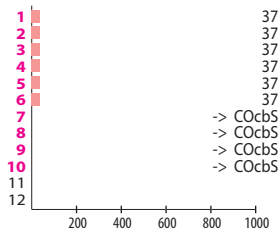
Reading, writing and literature



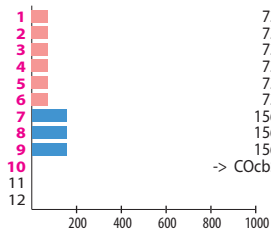
Mathematics



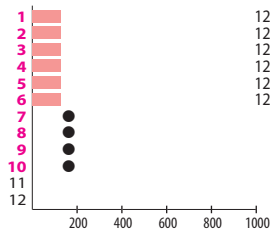
Natural sciences



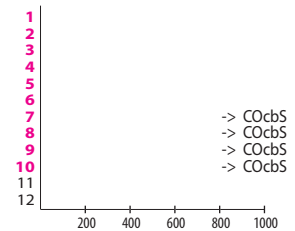
Social studies



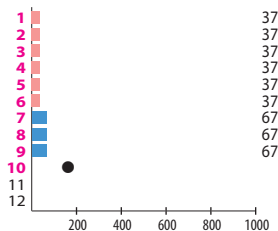
Language 2



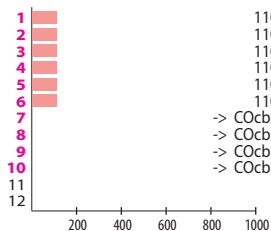
Language 3



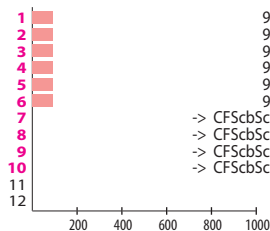
Physical education and health



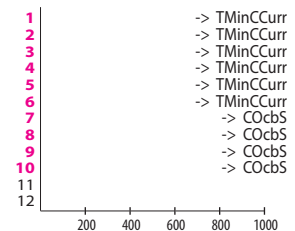
Arts education



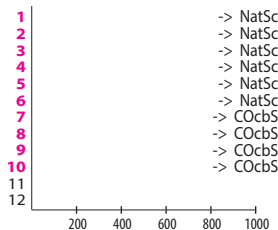
Religion/ethics/moral education



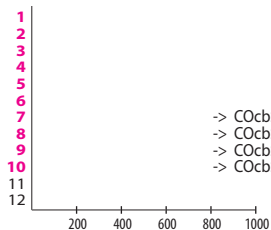
ICT



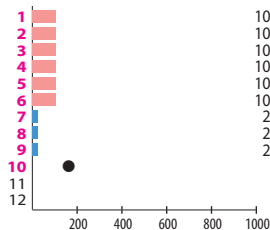
Technology



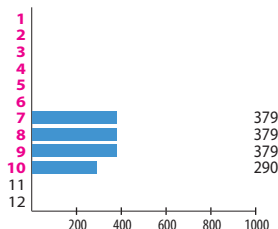
Practical and vocational skills



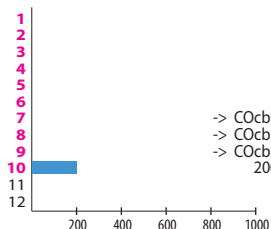
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

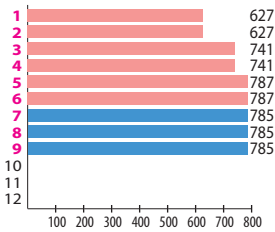
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

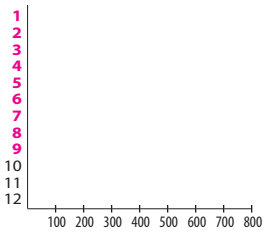
Source: Eurydice.

GREECE – RC (PRIMARY) AND LOWER SECONDARY

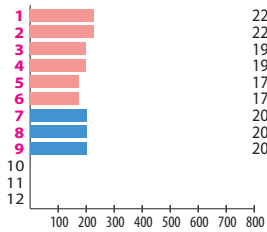
Total minimum compulsory curriculum



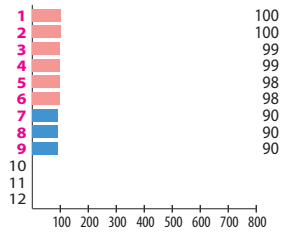
Compulsory subjects with flexible timetable



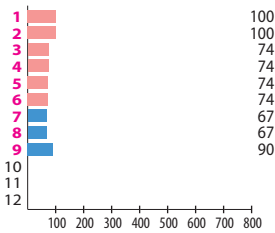
Reading, writing and literature



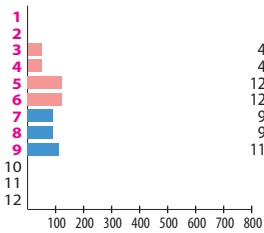
Mathematics



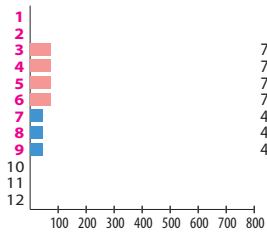
Natural sciences



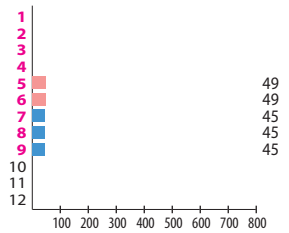
Social studies



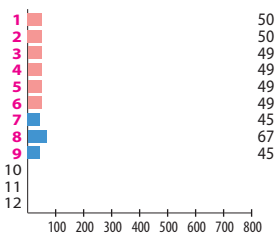
Language 2



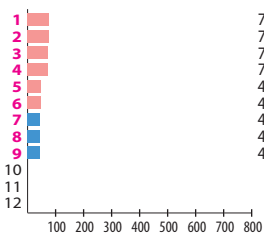
Language 3



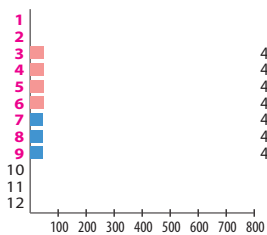
Physical education and health



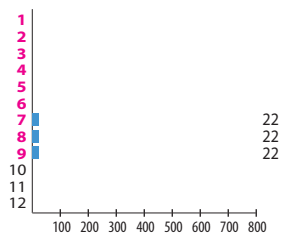
Arts education



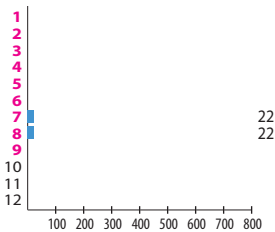
Religion/ethics/moral education



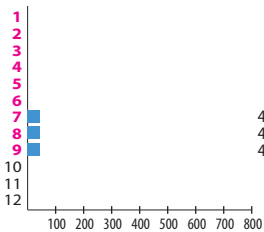
ICT



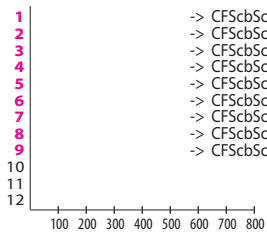
Technology



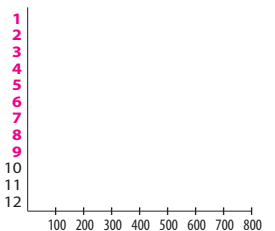
Practical and vocational skills



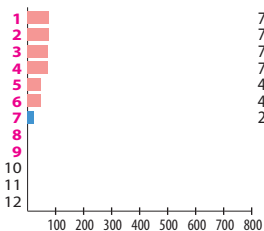
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

Horizontal axis: Number of hours per school year

Vertical axis: Grades

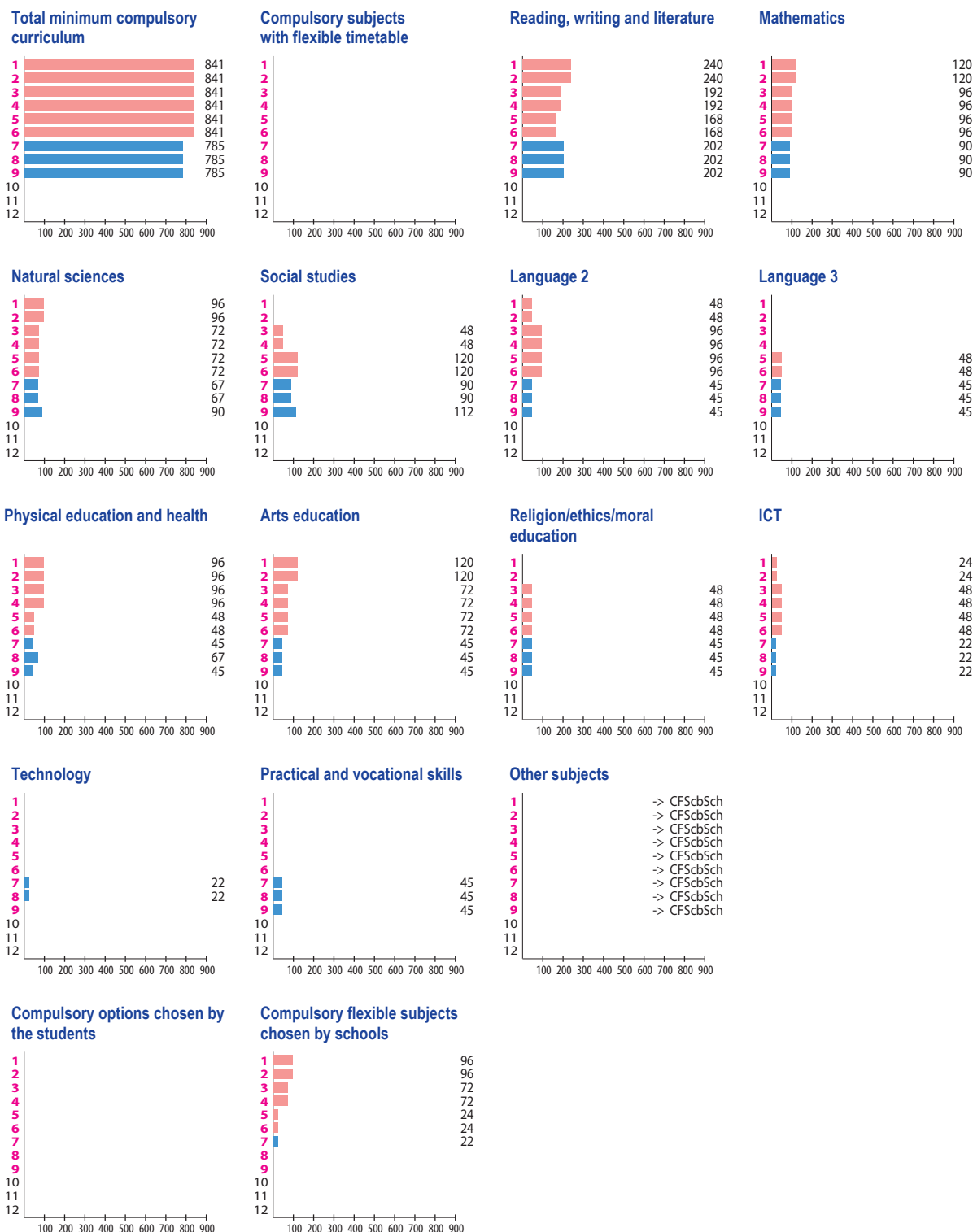
● Flexible time

-> category Instruction time included in another category (see Reading Guide)

✘ Number of hours distributed between various school years

Source: Eurydice.

GREECE – EAEP (PRIMARY) AND LOWER SECONDARY



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ● Grades in FTCG

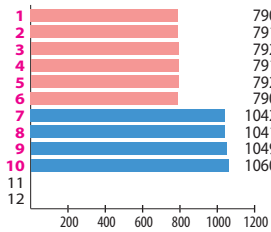
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

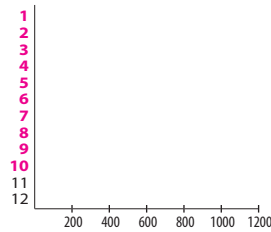
Source: Eurydice.

SPAIN

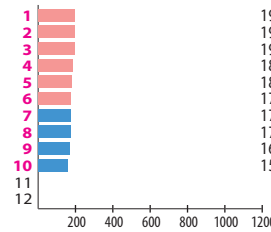
Total minimum compulsory curriculum



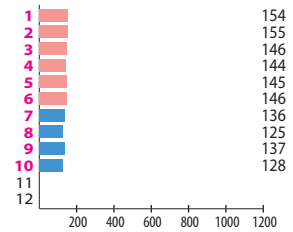
Compulsory subjects with flexible timetable



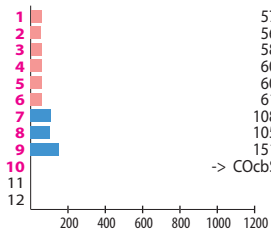
Reading, writing and literature



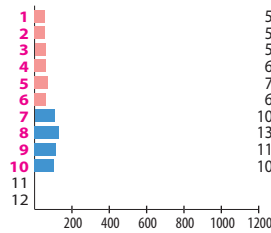
Mathematics



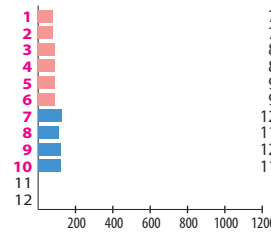
Natural sciences



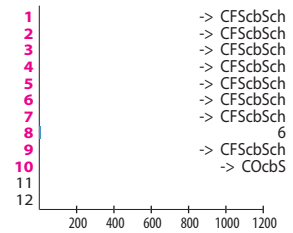
Social studies



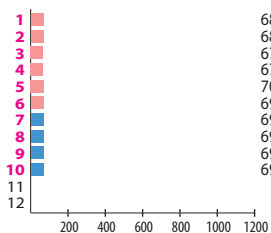
Language 2



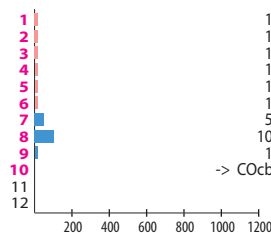
Language 3



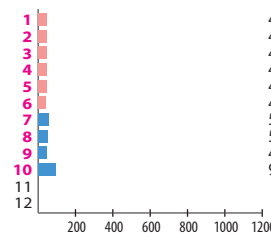
Physical education and Health



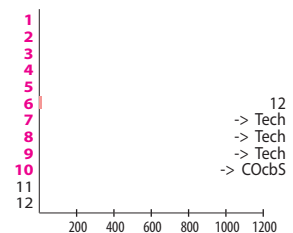
Arts education



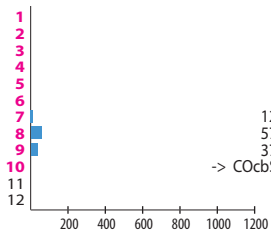
Religion/ethics/moral education



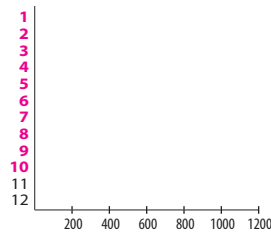
ICT



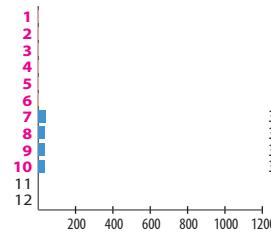
Technology



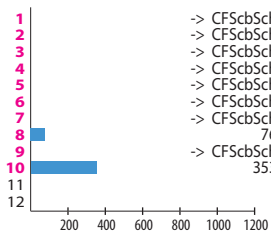
Practical and vocational skills



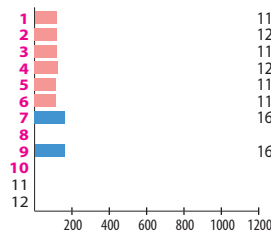
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

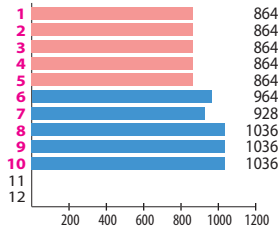
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

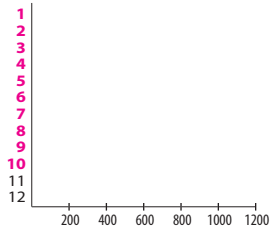
Source: Eurydice.

FRANCE

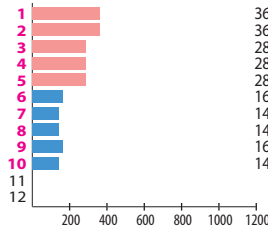
Total minimum compulsory curriculum



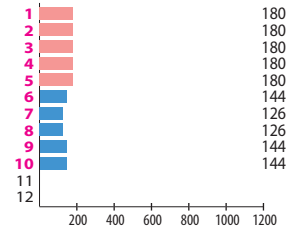
Compulsory subjects with flexible timetable



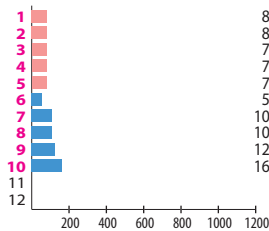
Reading, writing and literature



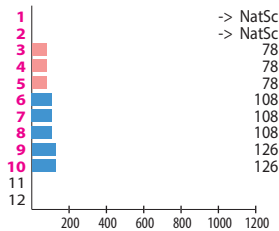
Mathematics



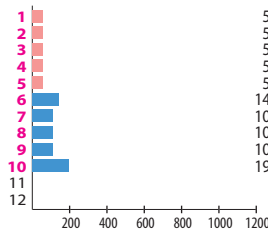
Natural sciences



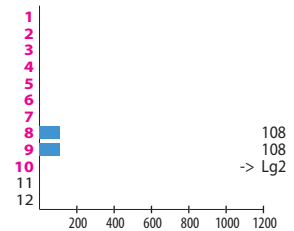
Social studies



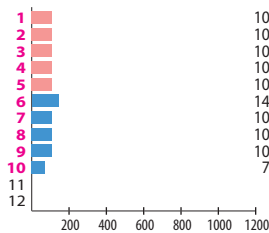
Language 2



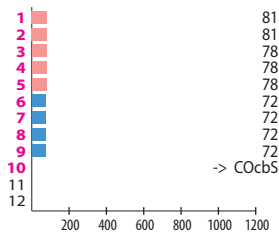
Language 3



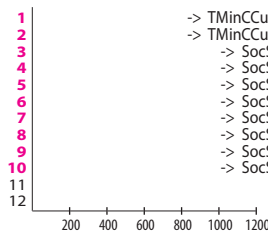
Physical education and health



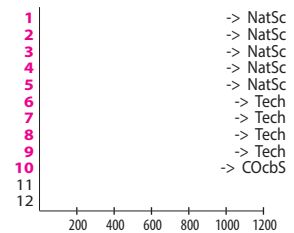
Arts education



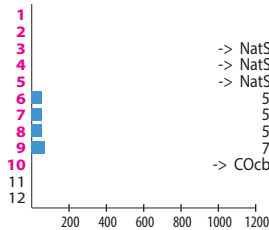
Religion/ethics/moral education



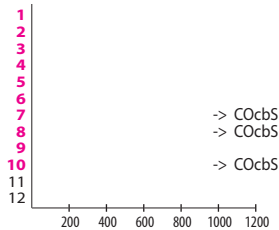
ICT



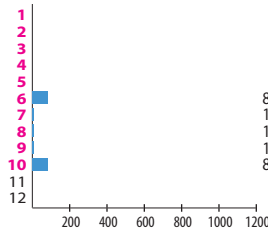
Technology



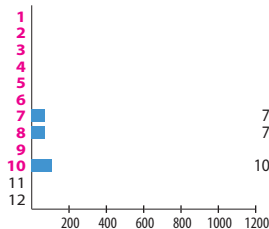
Practical and vocational skills



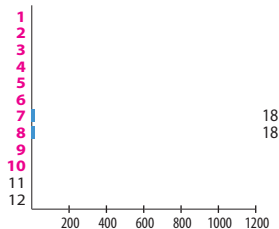
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

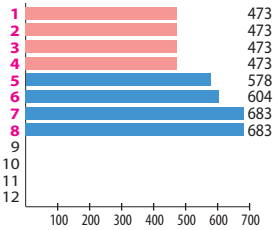
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

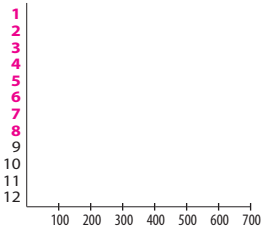
Source: Eurydice.

CROATIA

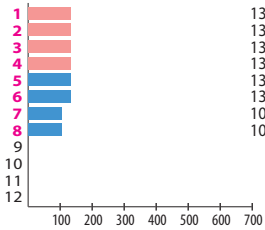
Total minimum compulsory curriculum



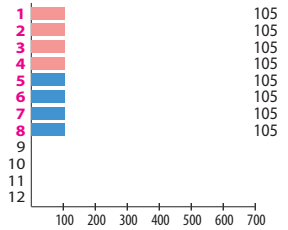
Compulsory subjects with flexible timetable



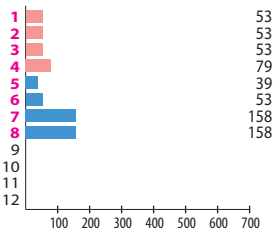
Reading, writing and literature



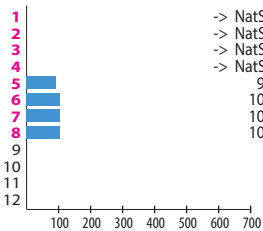
Mathematics



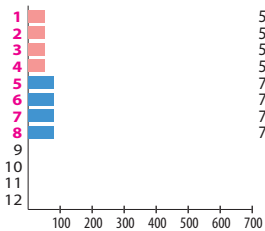
Natural sciences



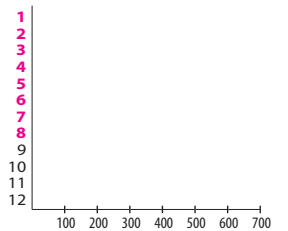
Social studies



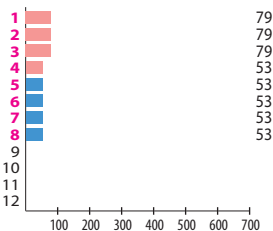
Language 2



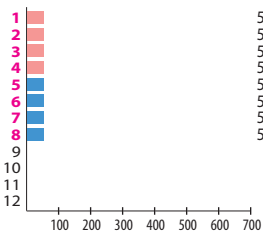
Language 3



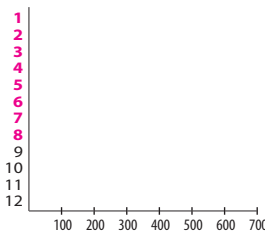
Physical education and health



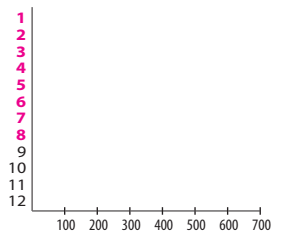
Arts education



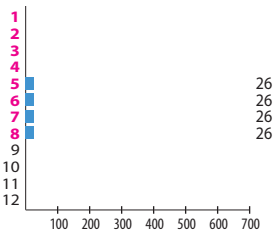
Religion/ethics/moral education



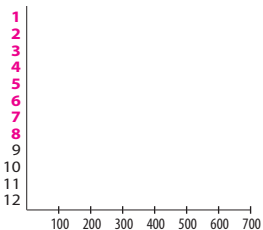
ICT



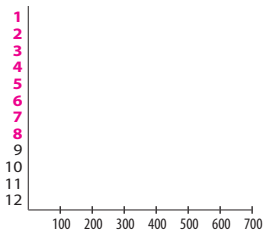
Technology



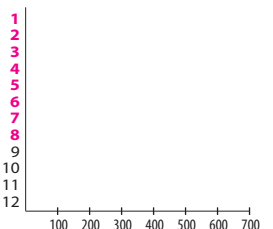
Practical and vocational skills



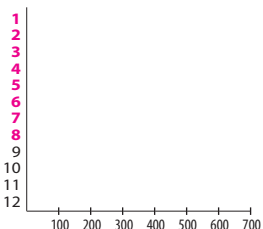
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

Horizontal axis: Number of hours per school year

Vertical axis: Grades

● Flexible time

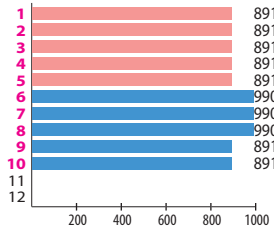
-> category Instruction time included in another category (see Reading Guide)

X Number of hours distributed between various school years

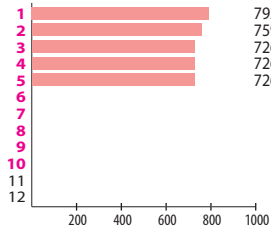
Source: Eurydice.

ITALY

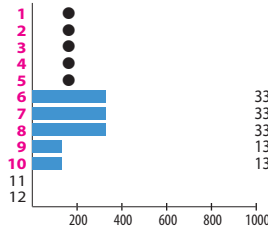
Total minimum compulsory curriculum



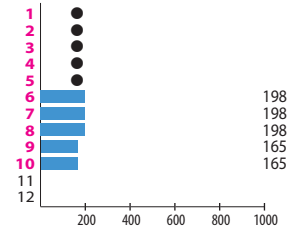
Compulsory subjects with flexible timetable



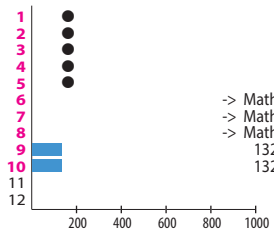
Reading, writing and literature



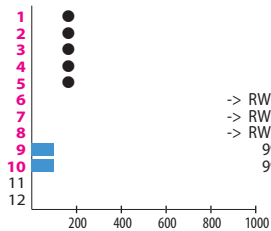
Mathematics



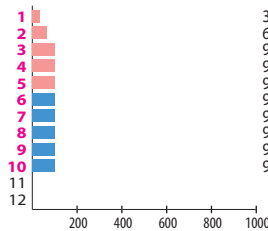
Natural sciences



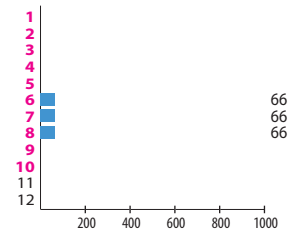
Social studies



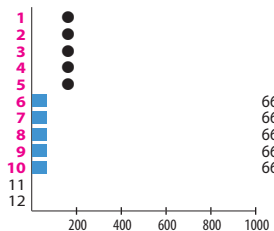
Language 2



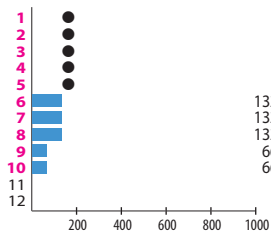
Language 3



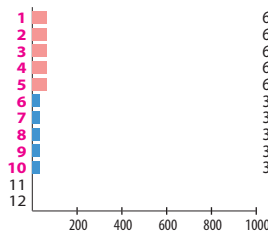
Physical education and health



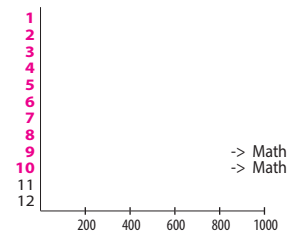
Arts education



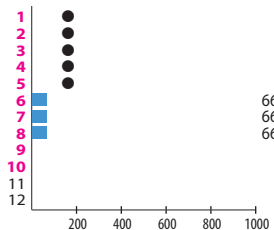
Religion/ethics/moral education



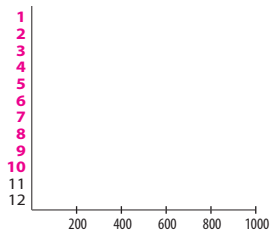
ICT



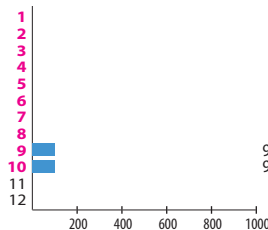
Technology



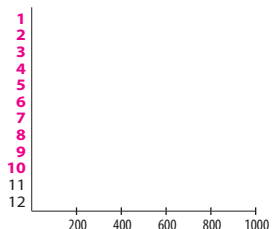
Practical and vocational skills



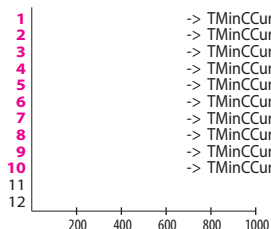
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

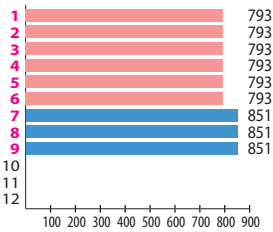
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

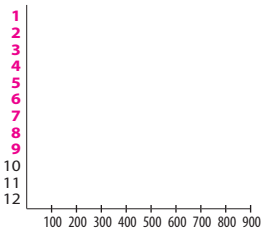
Source: Eurydice.

CYPRUS

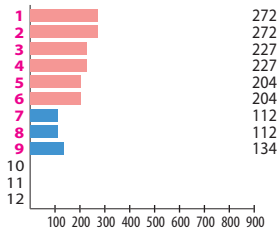
Total minimum compulsory curriculum



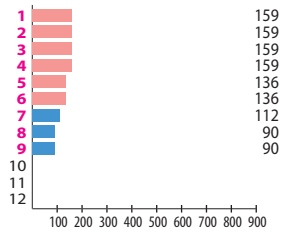
Compulsory subjects with flexible timetable



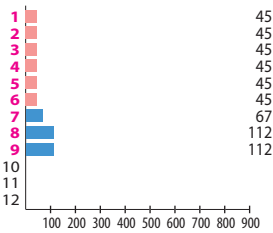
Reading, writing and literature



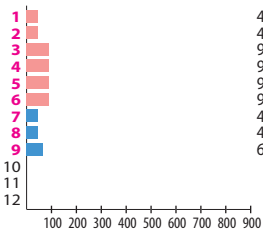
Mathematics



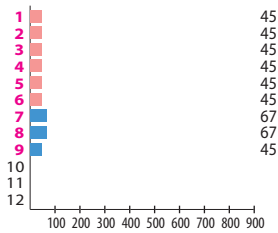
Natural sciences



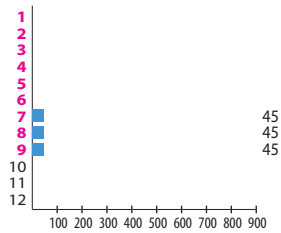
Social studies



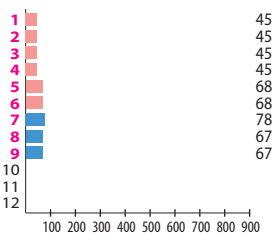
Language 2



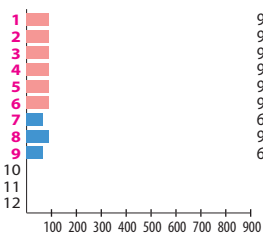
Language 3



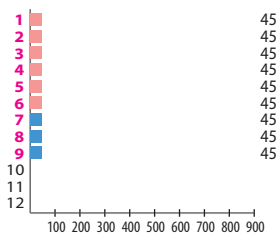
Physical education and health



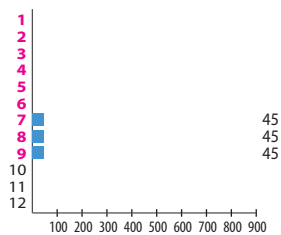
Arts education



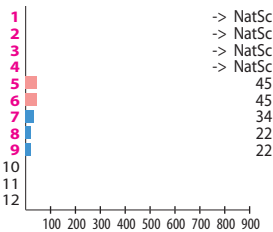
Religion/ethics/moral education



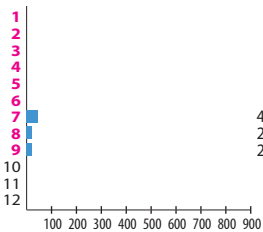
ICT



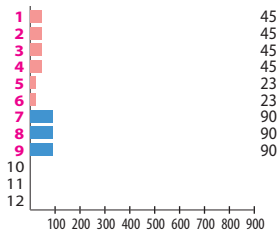
Technology



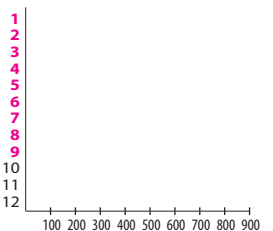
Practical and vocational skills



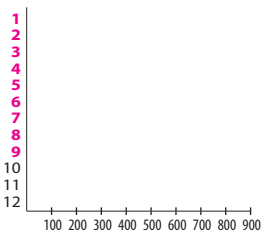
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

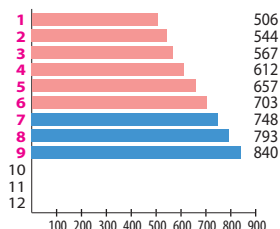
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

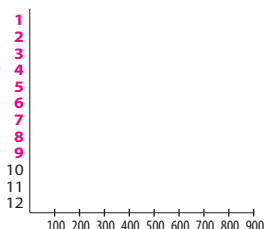
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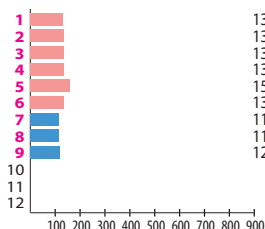
Total minimum compulsory curriculum



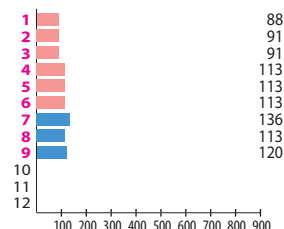
Compulsory subjects with flexible timetable



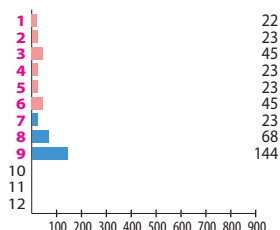
Reading, writing and literature



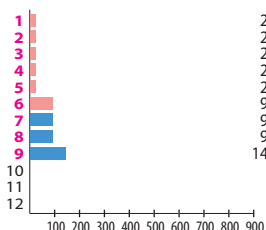
Mathematics



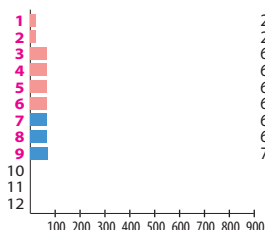
Natural sciences



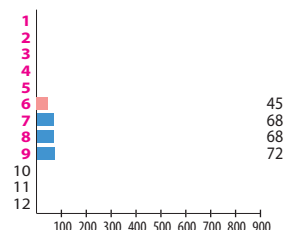
Social studies



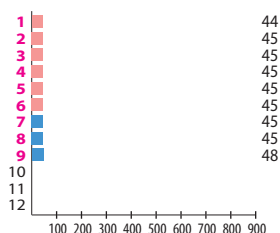
Language 2



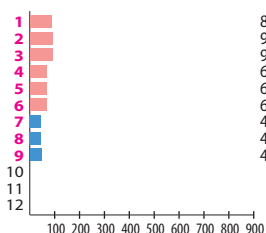
Language 3



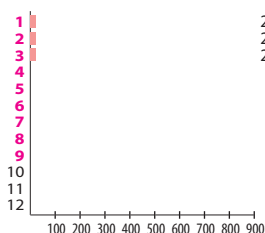
Physical education and health



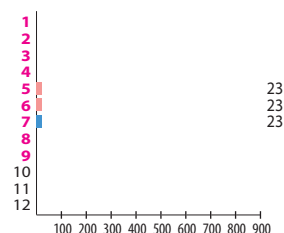
Arts education



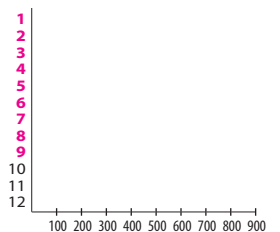
Religion/ethics/moral education



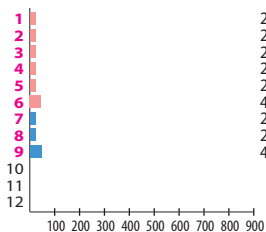
ICT



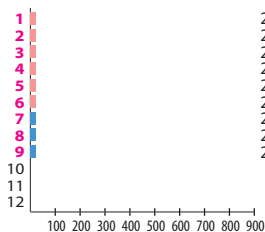
Technology



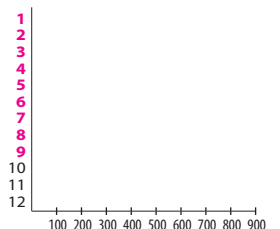
Practical and vocational skills



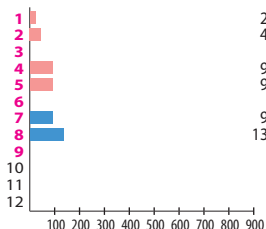
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

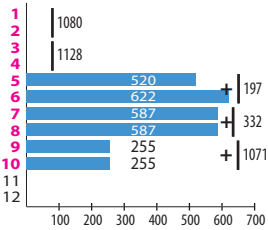
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

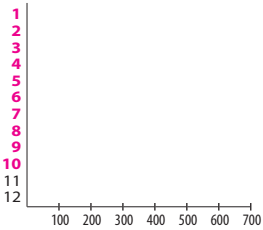
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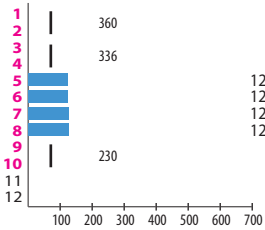
Total minimum compulsory curriculum



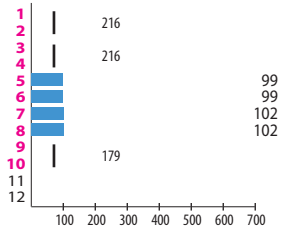
Compulsory subjects with flexible timetable



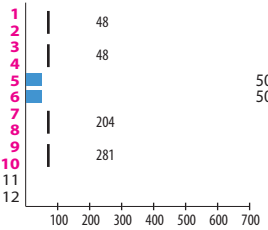
Reading, writing and literature



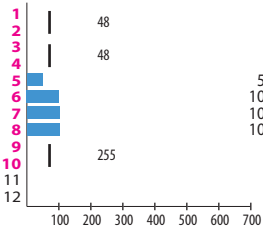
Mathematics



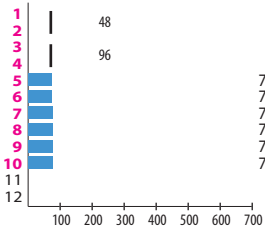
Natural sciences



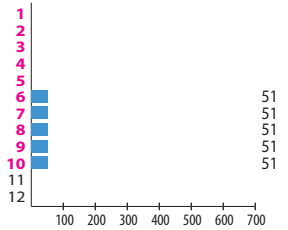
Social studies



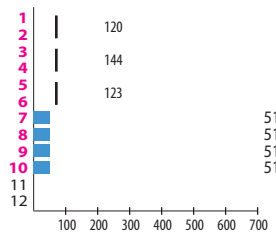
Language 2



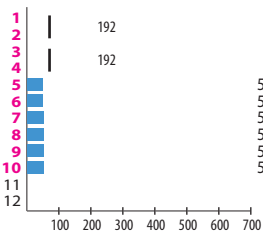
Language 3



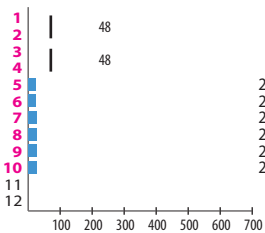
Physical education and health



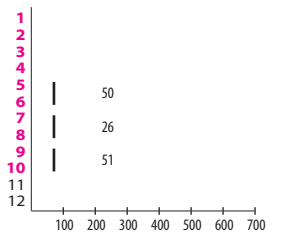
Arts education



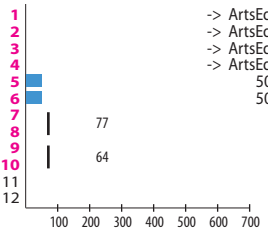
Religion/ethics/moral education



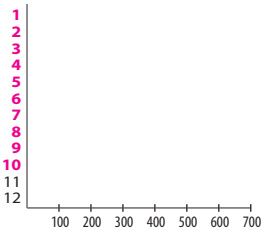
ICT



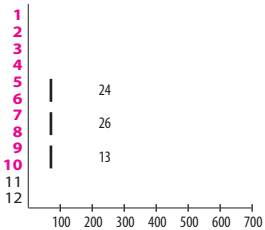
Technology



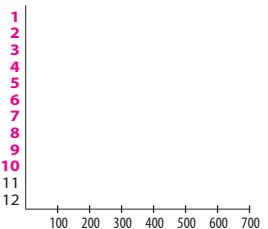
Practical and vocational skills



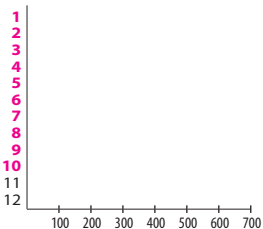
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

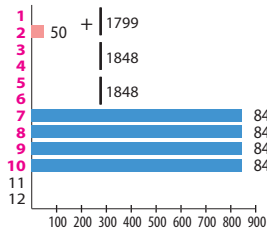
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

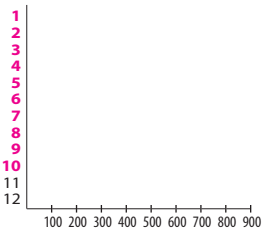
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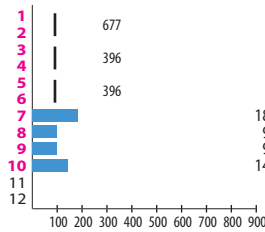
Total minimum compulsory curriculum



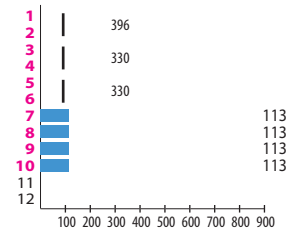
Compulsory subjects with flexible timetable



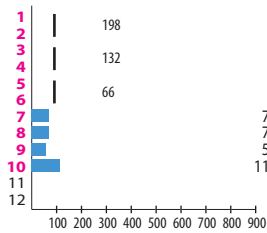
Reading, writing and literature



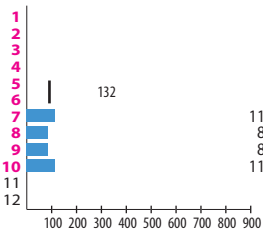
Mathematics



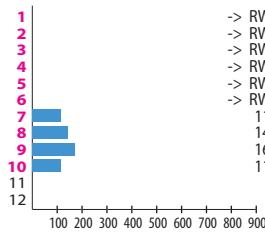
Natural sciences



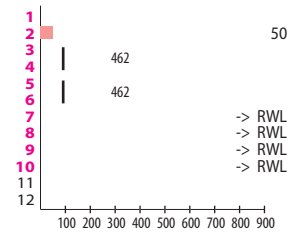
Social studies



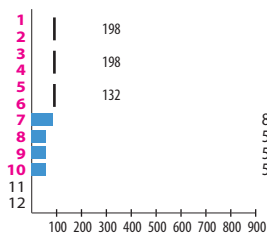
Language 2



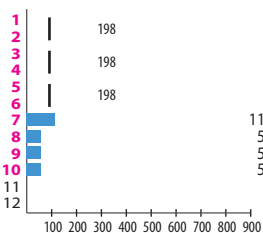
Language 3



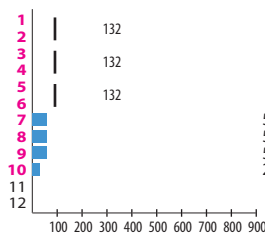
Physical education and health



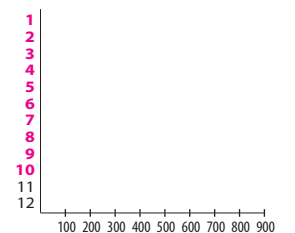
Arts education



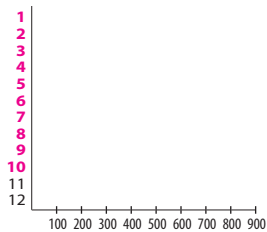
Religion/ethics/moral education



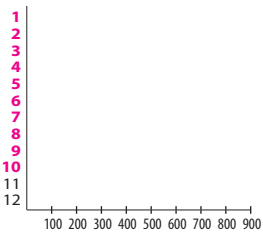
ICT



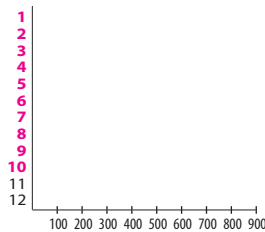
Technology



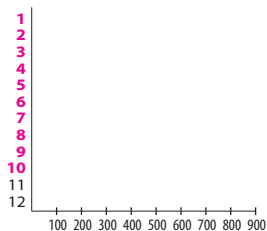
Practical and vocational skills



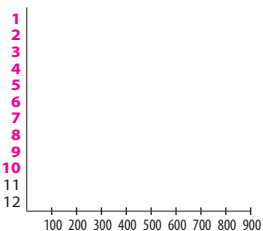
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

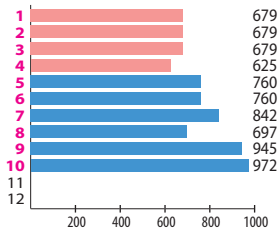
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

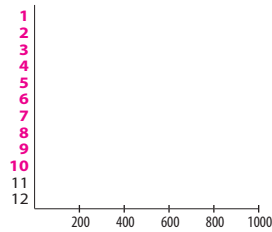
Source: Eurydice.

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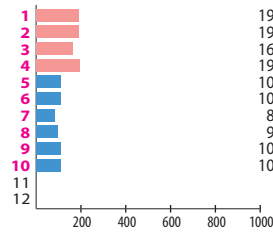
Total minimum compulsory curriculum



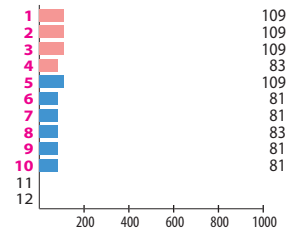
Compulsory subjects with flexible timetable



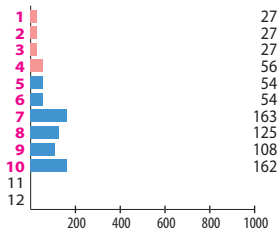
Reading, writing and literature



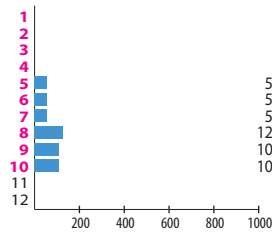
Mathematics



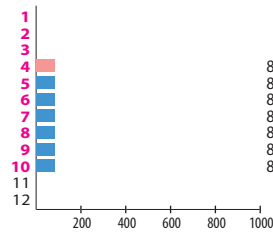
Natural sciences



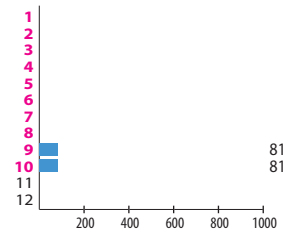
Social studies



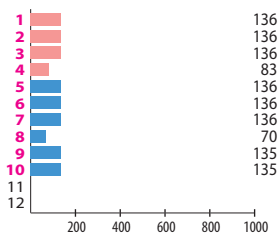
Language 2



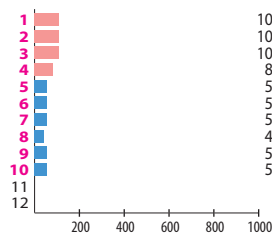
Language 3



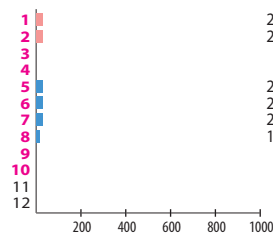
Physical education and health



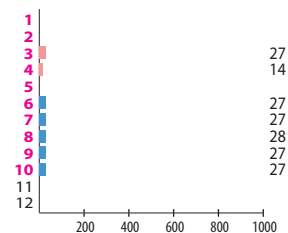
Arts education



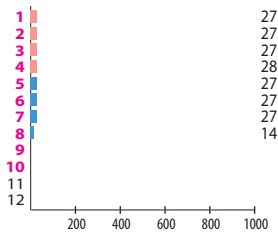
Religion/ethics/moral education



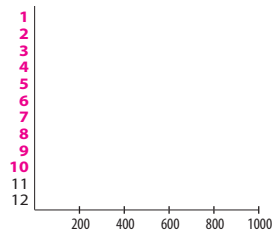
ICT



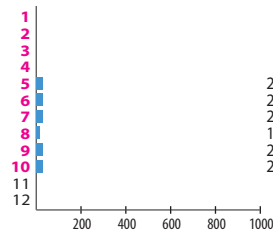
Technology



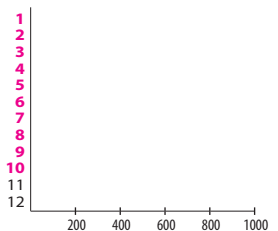
Practical and vocational skills



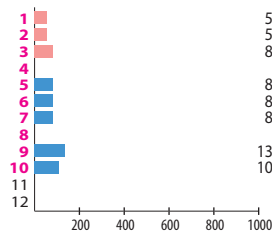
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

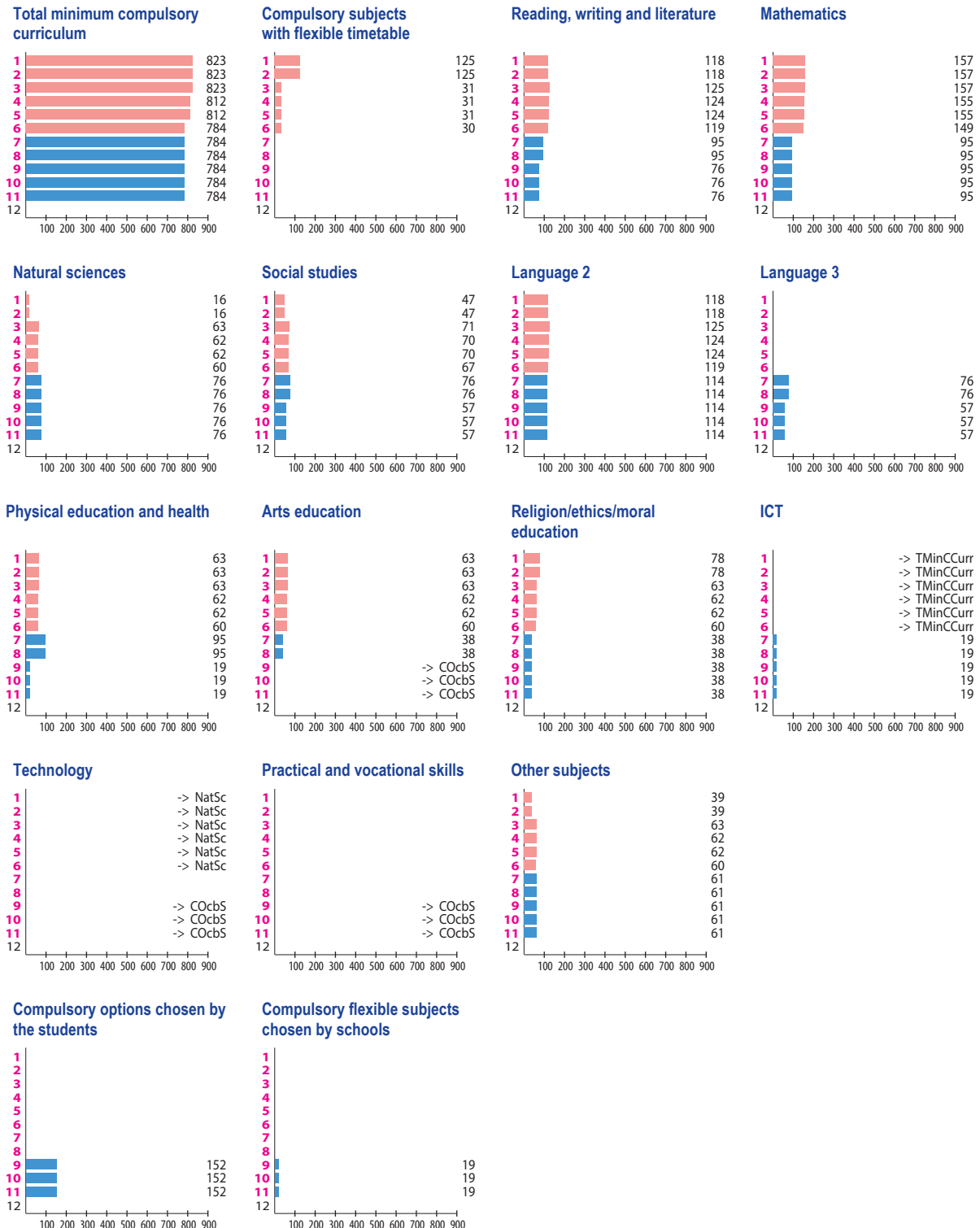
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

Source: Eurydice.

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For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

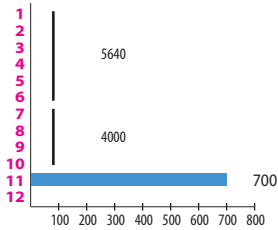
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

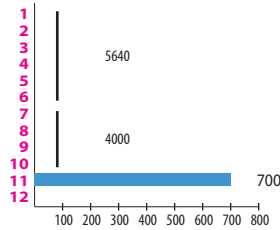
Source: Eurydice.

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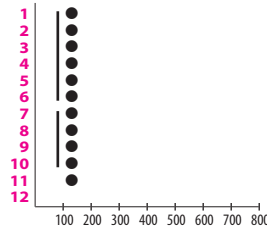
Total minimum compulsory curriculum



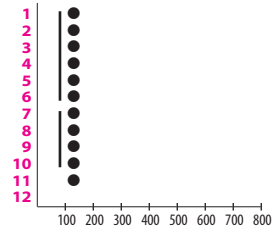
Compulsory subjects with flexible timetable



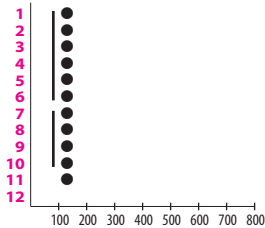
Reading, writing and literature



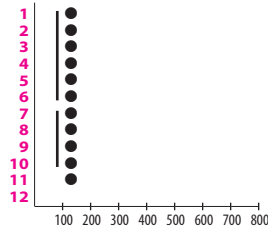
Mathematics



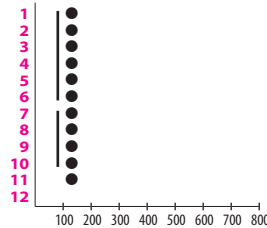
Natural sciences



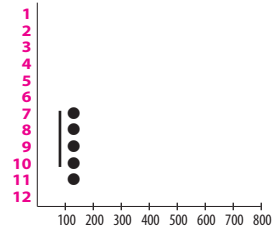
Social studies



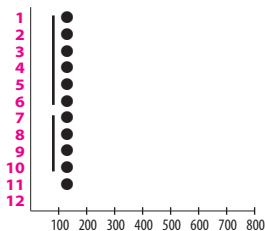
Language 2



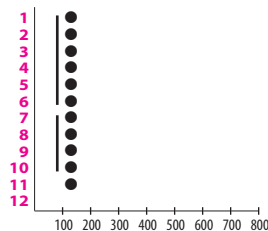
Language 3



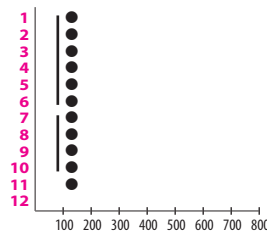
Physical education and health



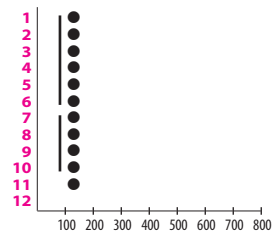
Arts education



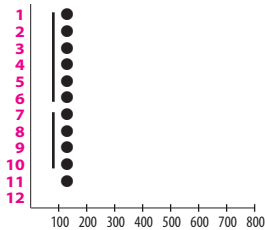
Religion/ethics/moral education



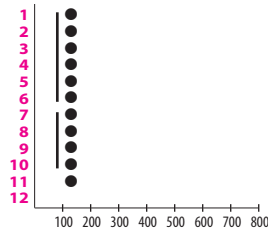
ICT



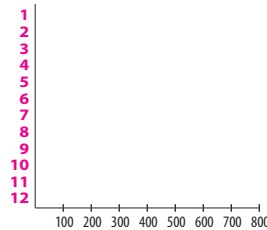
Technology



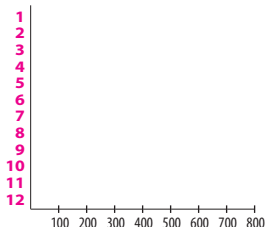
Practical and vocational skills



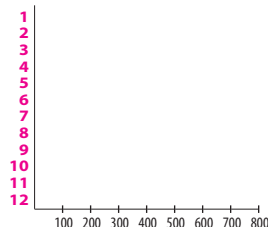
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

Source: Eurydice.

THE NETHERLANDS – PRIMARY AND VMBO



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

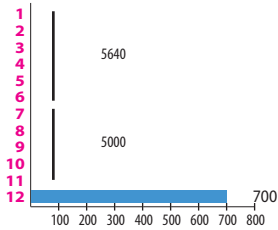
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

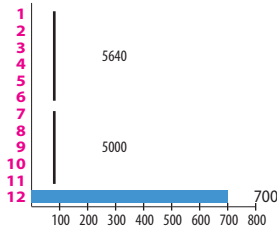
Source: Eurydice.

THE NETHERLANDS – PRIMARY AND VWO

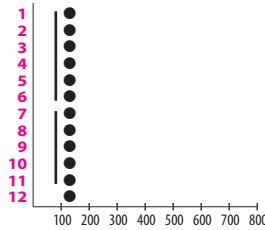
Total minimum compulsory curriculum



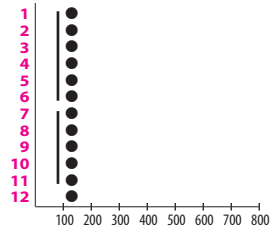
Compulsory subjects with flexible timetable



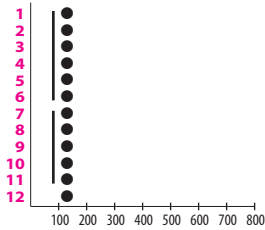
Reading, writing and literature



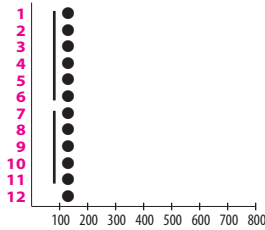
Mathematics



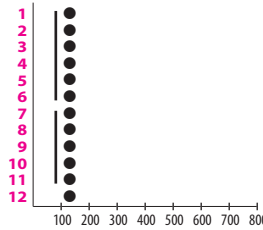
Natural sciences



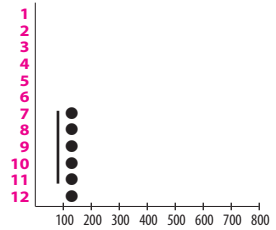
Social studies



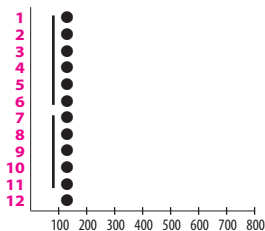
Language 2



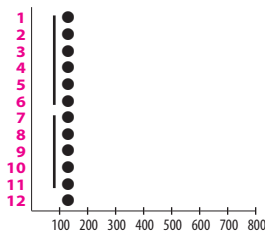
Language 3



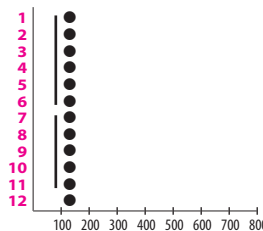
Physical education and health



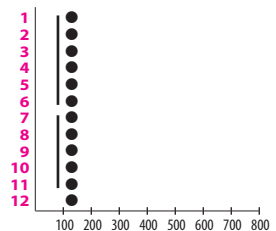
Arts education



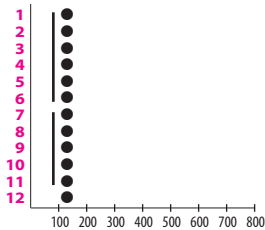
Religion/ethics/moral education



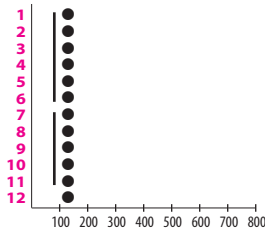
ICT



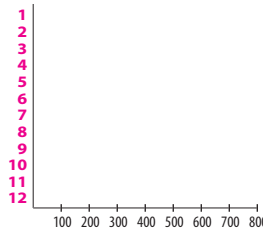
Technology



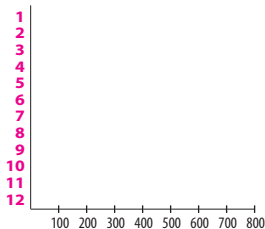
Practical and vocational skills



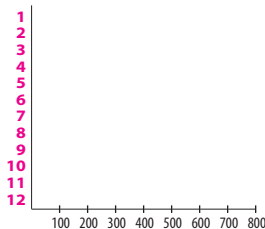
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

Horizontal axis: Number of hours per school year

Vertical axis: Grades

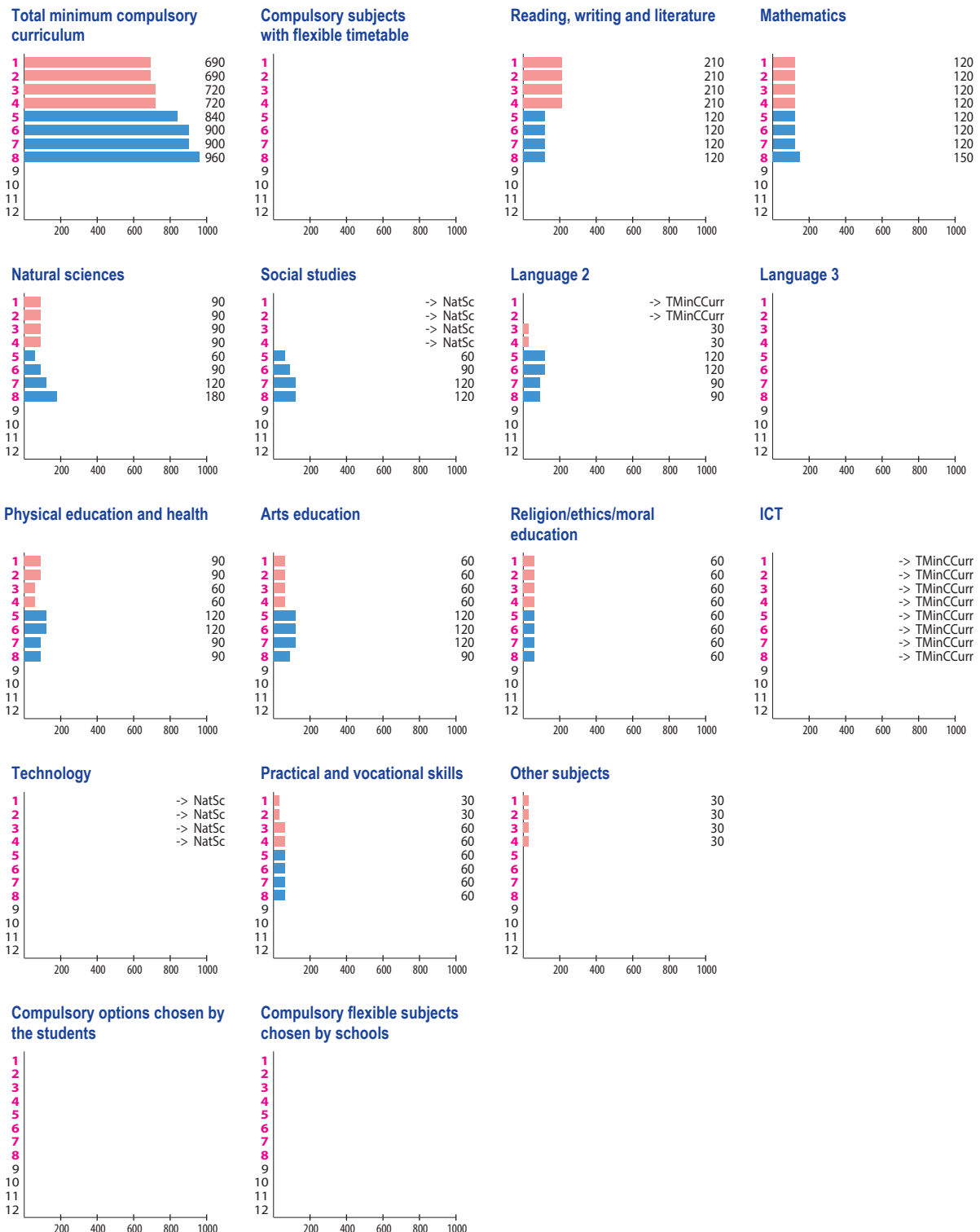
● Flexible time

-> category Instruction time included in another category (see Reading Guide)

■ x Number of hours distributed between various school years

Source: Eurydice.

AUSTRIA – VOLKSSCHULE AND AHS (REALGYMNASIUM)



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

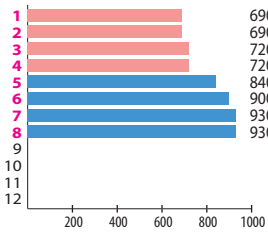
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

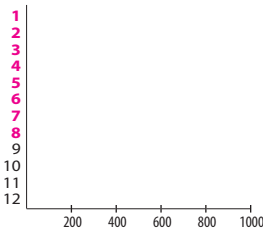
Source: Eurydice.

AUSTRIA – VOLKSSCHULE AND NEUE MITTELSCHULE

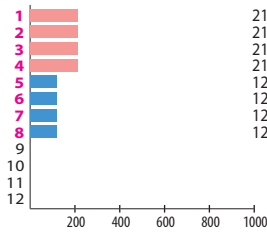
Total minimum compulsory curriculum



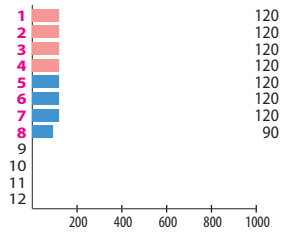
Compulsory subjects with flexible timetable



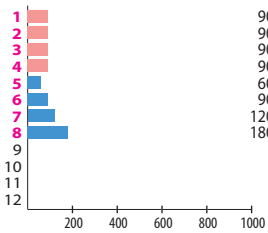
Reading, writing and literature



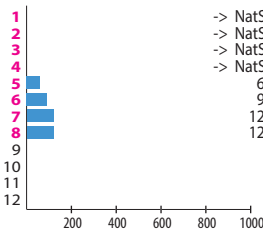
Mathematics



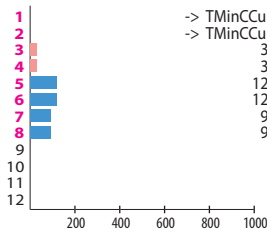
Natural sciences



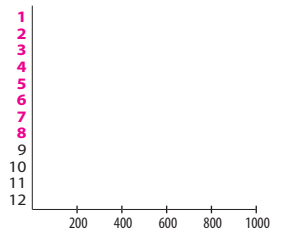
Social studies



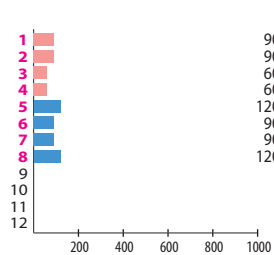
Language 2



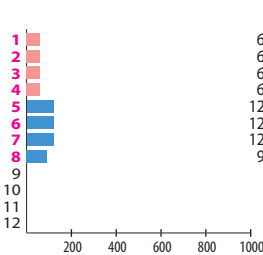
Language 3



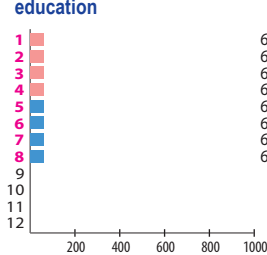
Physical education and health



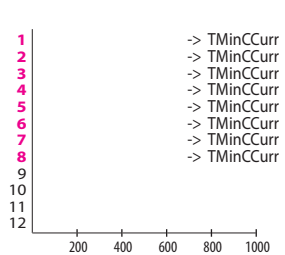
Arts education



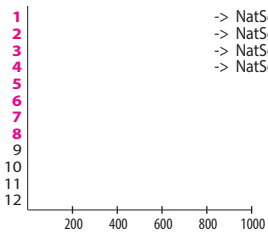
Religion/ethics/moral education



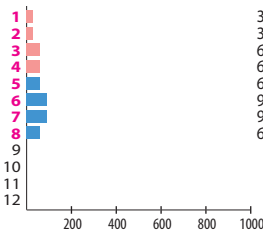
ICT



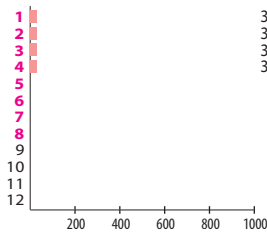
Technology



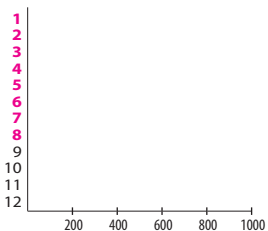
Practical and vocational skills



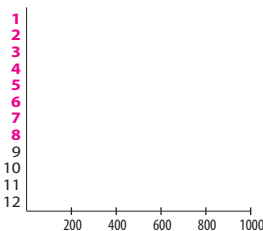
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

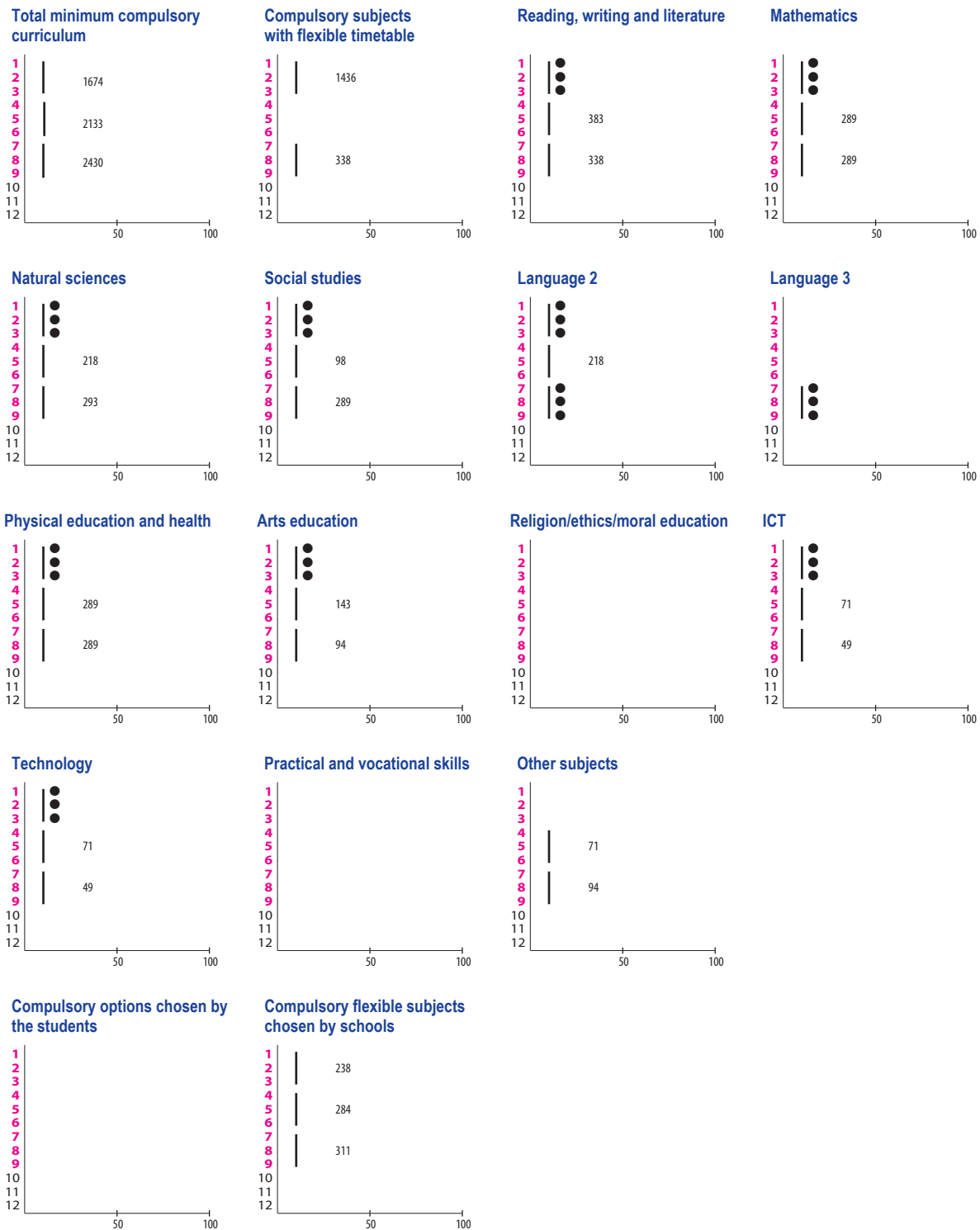
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

Source: Eurydice.

POLAND



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

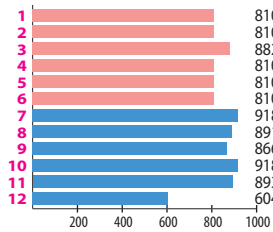
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

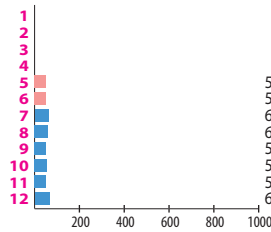
Source: Eurydice.

PORTUGAL

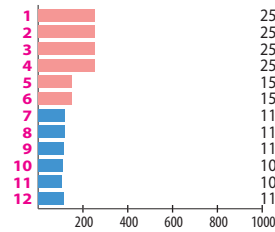
Total minimum compulsory curriculum



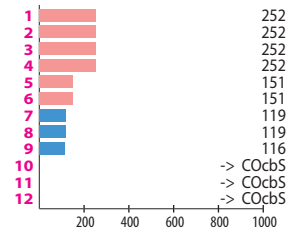
Compulsory subjects with flexible timetable



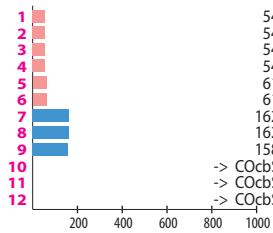
Reading, writing and literature



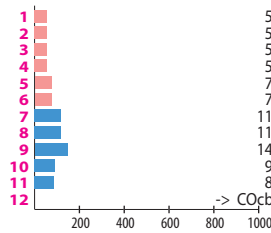
Mathematics



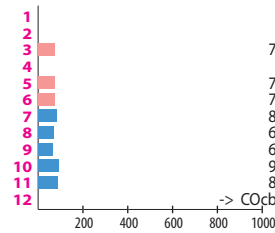
Natural sciences



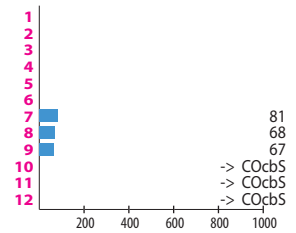
Social studies



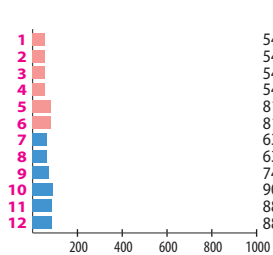
Language 2



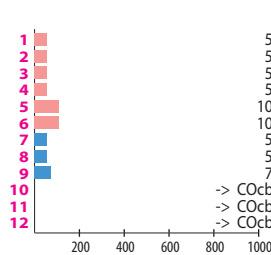
Language 3



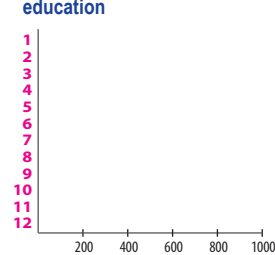
Physical education and health



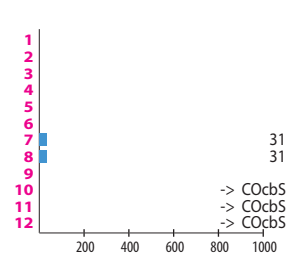
Arts education



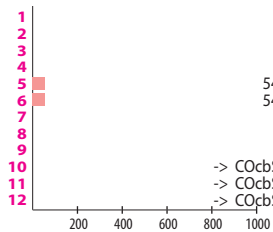
Religion/ethics/moral education



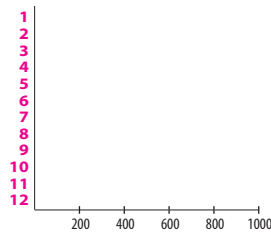
ICT



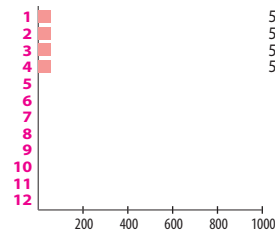
Technology



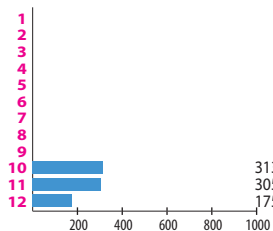
Practical and vocational skills



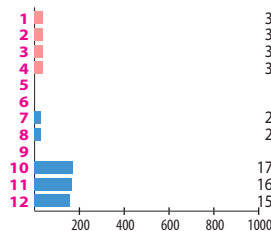
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

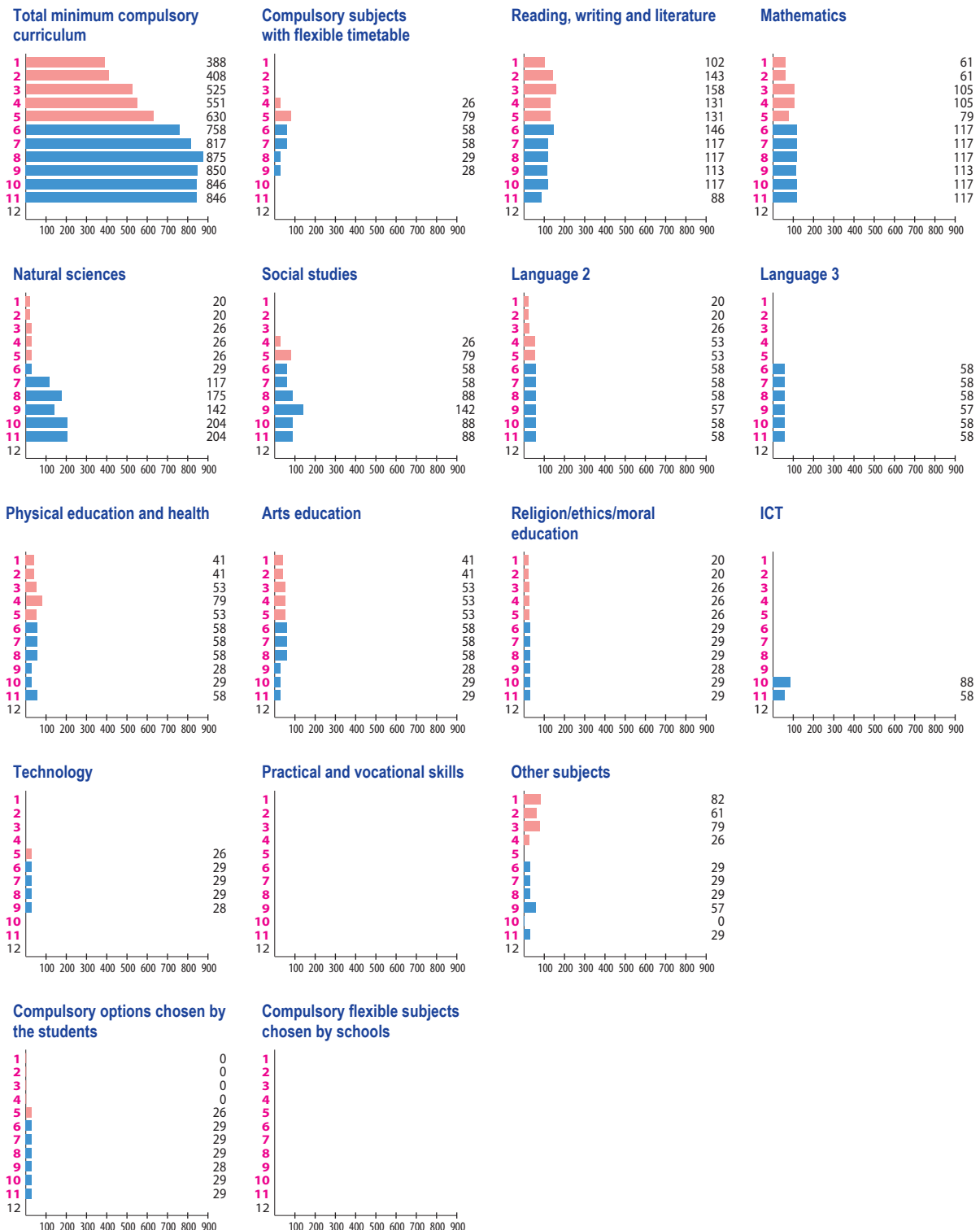
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

Source: Eurydice.

ROMANIA



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

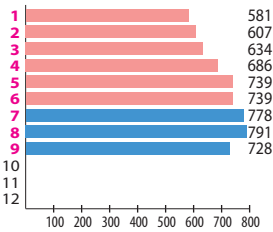
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

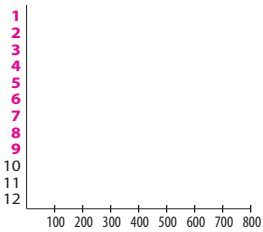
Source: Eurydice.

SLOVENIA

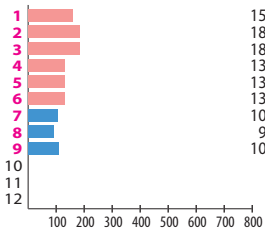
Total minimum compulsory curriculum



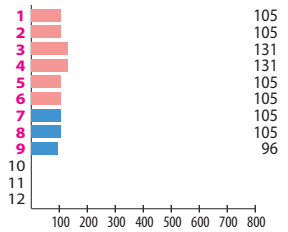
Compulsory subjects with flexible timetable



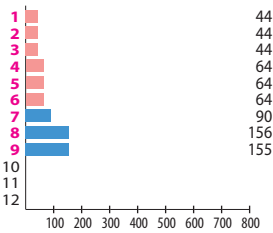
Reading, writing and literature



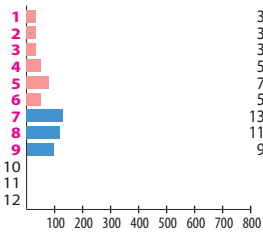
Mathematics



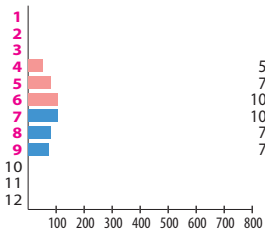
Natural sciences



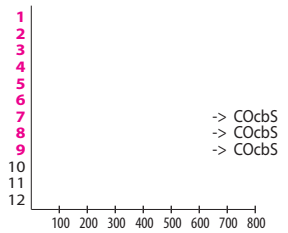
Social studies



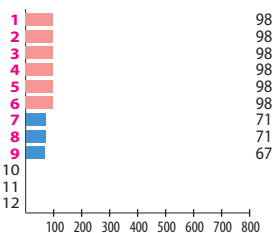
Language 2



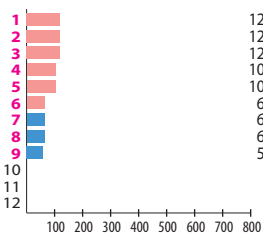
Language 3



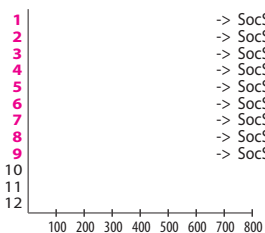
Physical education and health



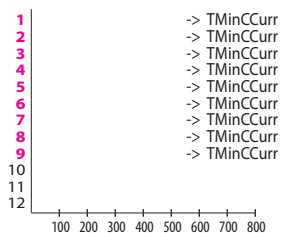
Arts education



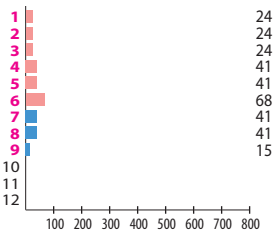
Religion/ethics/moral education



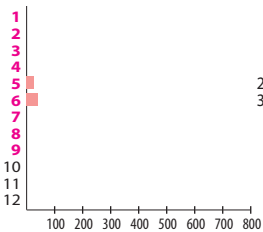
ICT



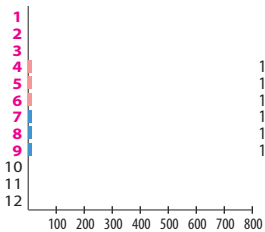
Technology



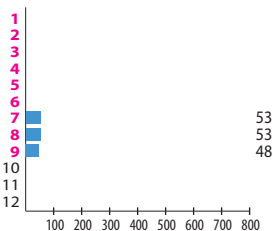
Practical and vocational skills



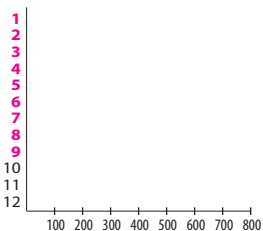
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

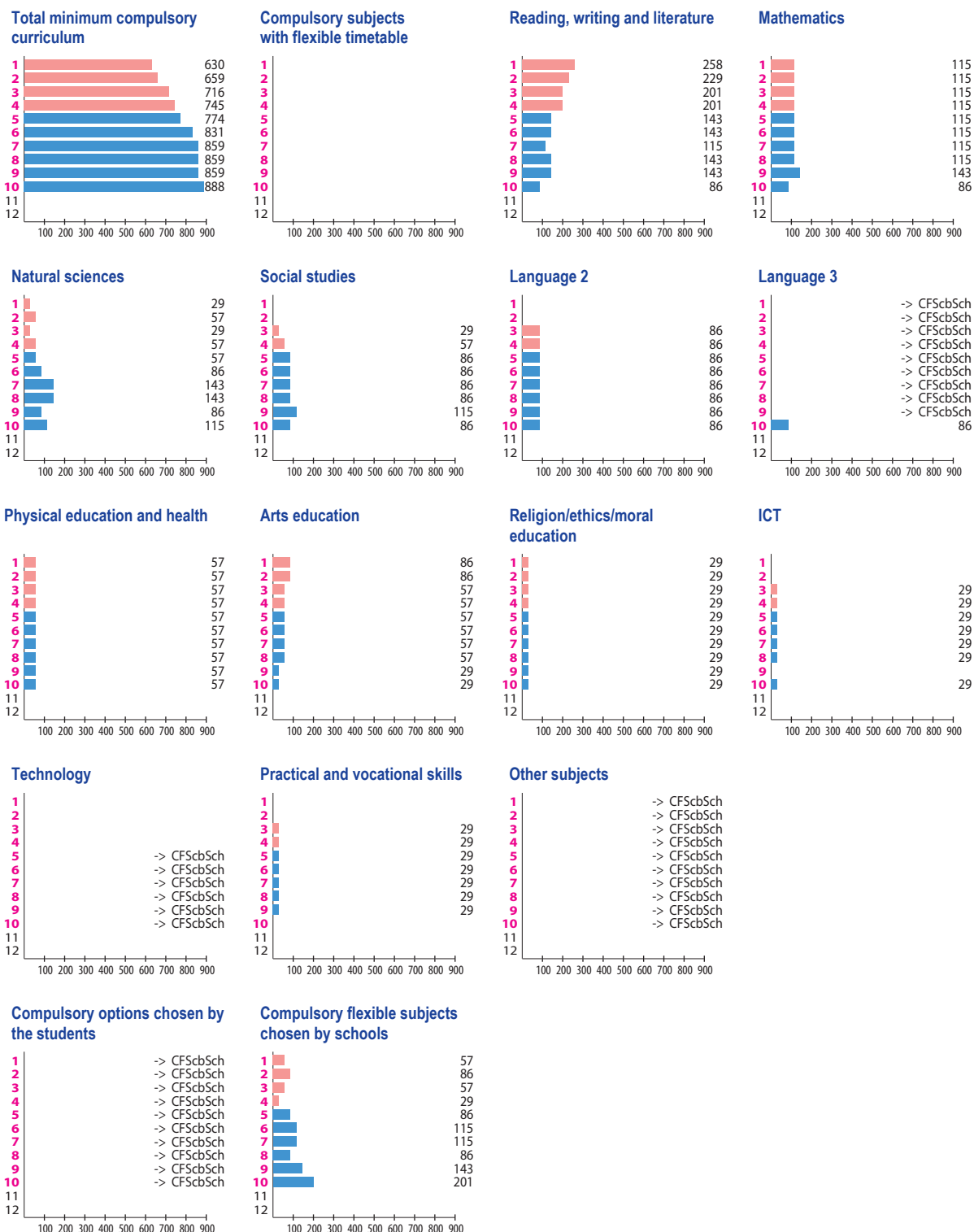
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

Source: Eurydice.

SLOVAKIA



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

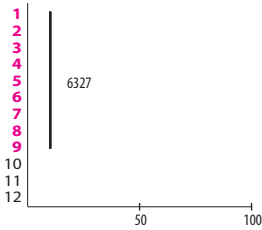
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

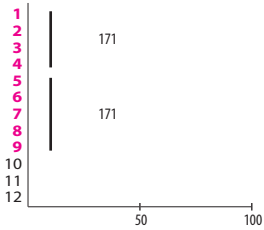
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FINLAND

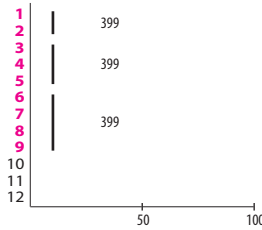
Total minimum compulsory curriculum



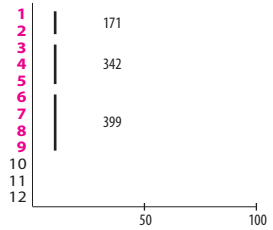
Compulsory subjects with flexible timetable



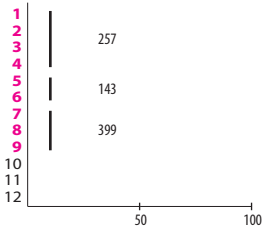
Reading, writing and literature



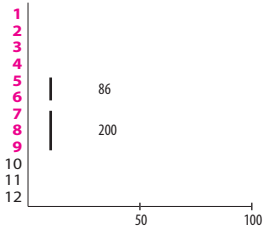
Mathematics



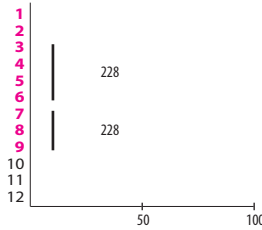
Natural sciences



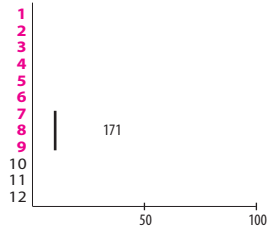
Social studies



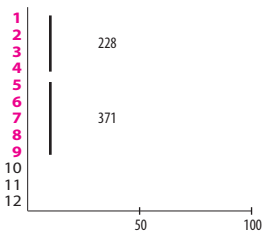
Language 2



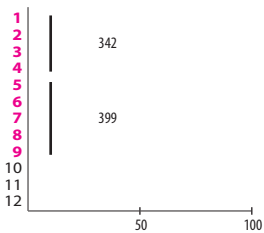
Language 3



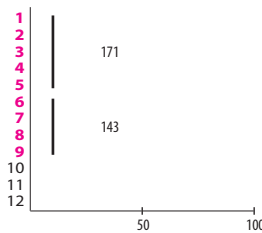
Physical education and health



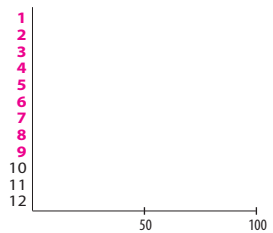
Arts education



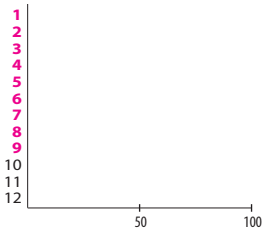
Religion/ethics/moral education



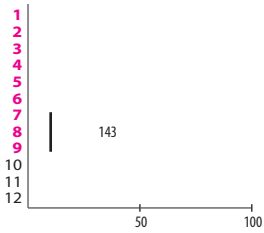
ICT



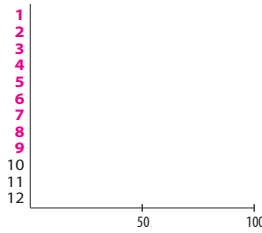
Technology



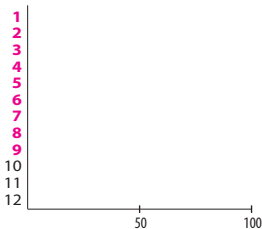
Practical and vocational skills



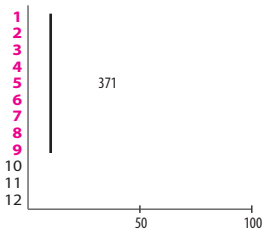
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

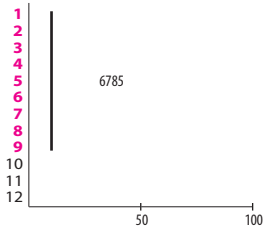
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

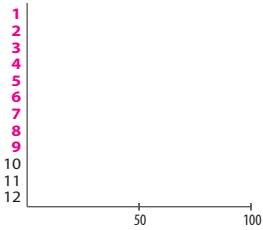
Source: Eurydice.

SWEDEN

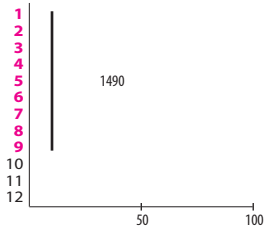
Total minimum compulsory curriculum



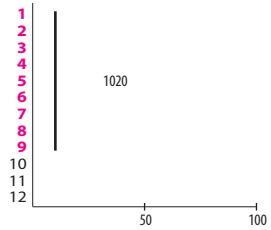
Compulsory subjects with flexible timetable



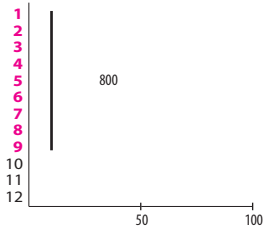
Reading, writing and literature



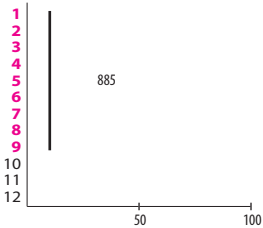
Mathematics



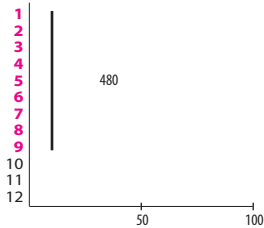
Natural sciences



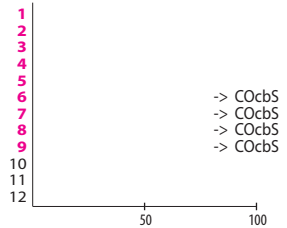
Social studies



Language 2

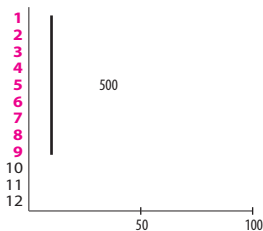


Language 3

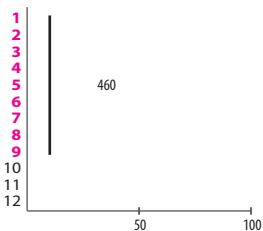


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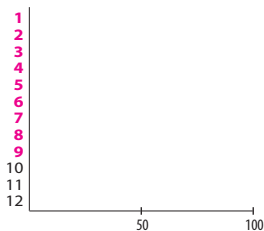
Physical education and health



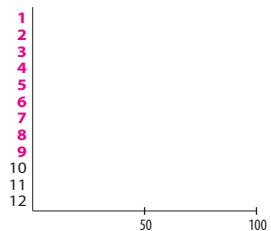
Arts education



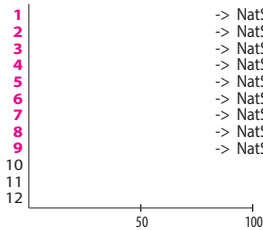
Religion/ethics/moral education



ICT

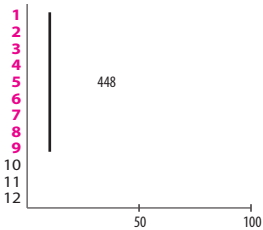


Technology

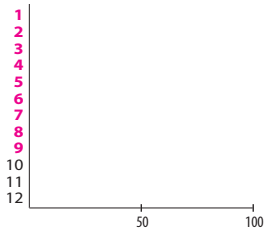


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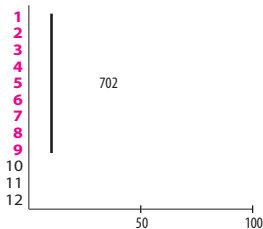
Practical and vocational skills



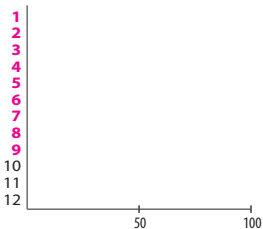
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

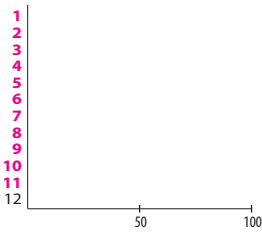
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

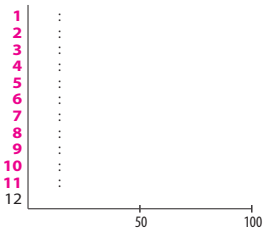
Source: Eurydice.

UNITED KINGDOM – ENGLAND

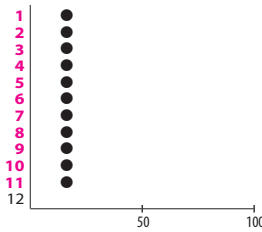
Total minimum compulsory curriculum



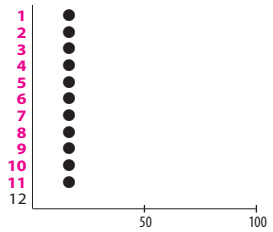
Compulsory subjects with flexible timetable



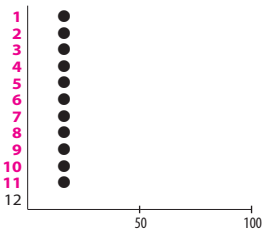
Reading, writing and literature



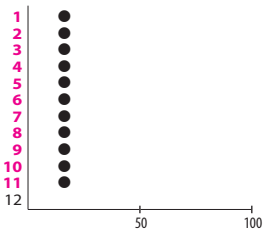
Mathematics



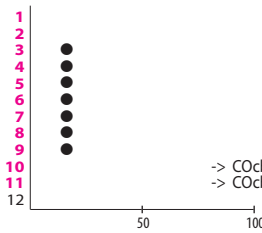
Natural sciences



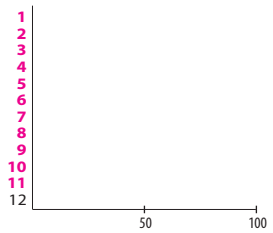
Social studies



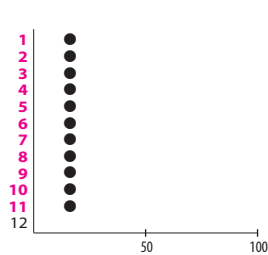
Language 2



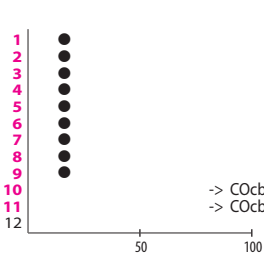
Language 3



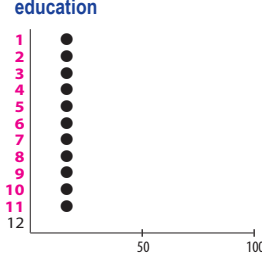
Physical education and health



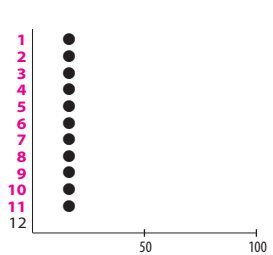
Arts education



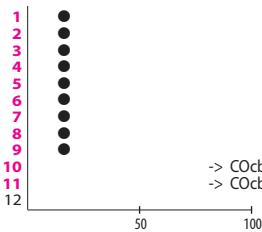
Religion/ethics/moral education



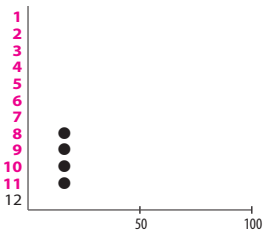
ICT



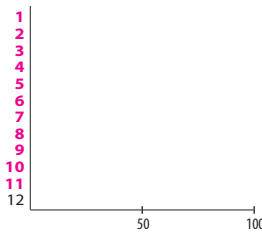
Technology



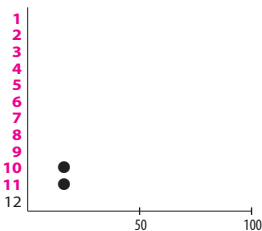
Practical and vocational skills



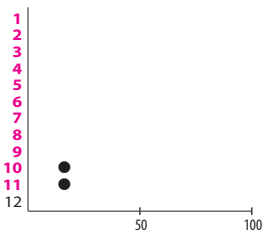
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

Source: Eurydice.

UNITED KINGDOM – WALES



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

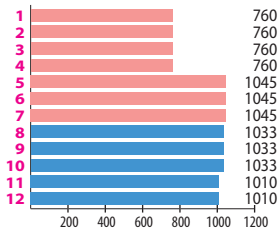
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

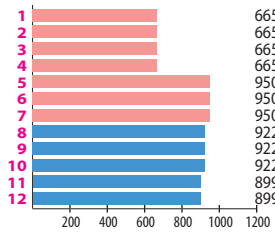
Source: Eurydice.

UNITED KINGDOM – NORTHERN IRELAND

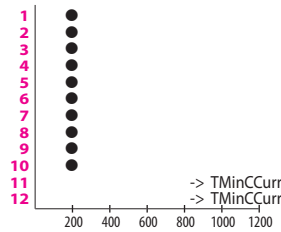
Total minimum compulsory curriculum



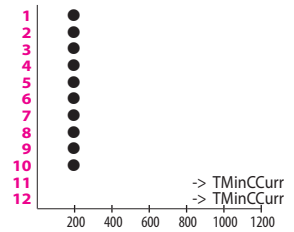
Compulsory subjects with flexible timetable



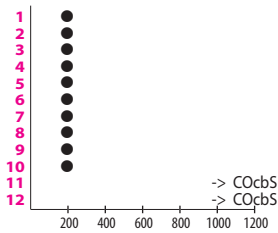
Reading, writing and literature



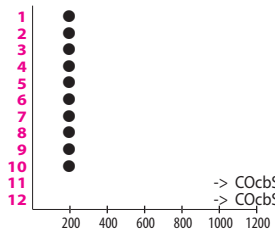
Mathematics



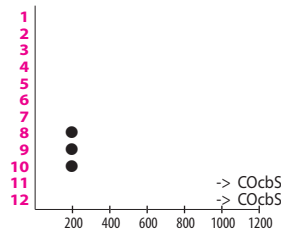
Natural sciences



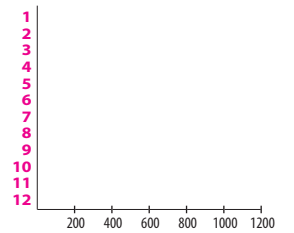
Social studies



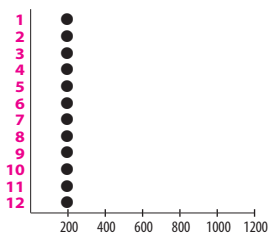
Language 2



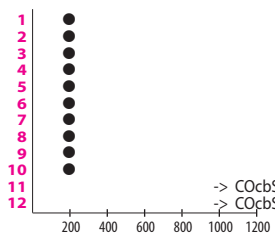
Language 3



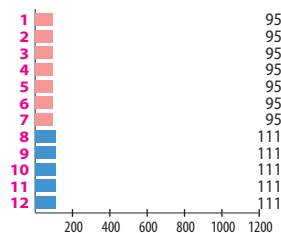
Physical education and health



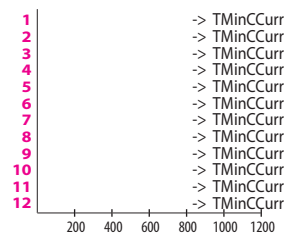
Arts education



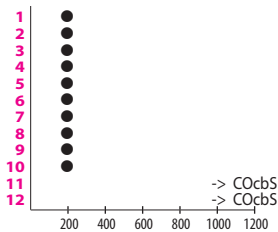
Religion/ethics/moral education



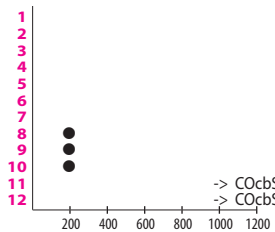
ICT



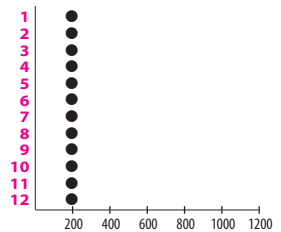
Technology



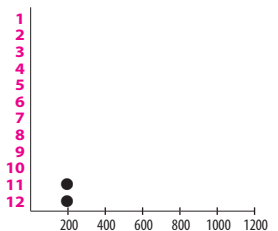
Practical and vocational skills



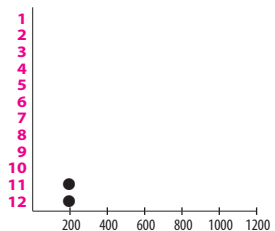
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

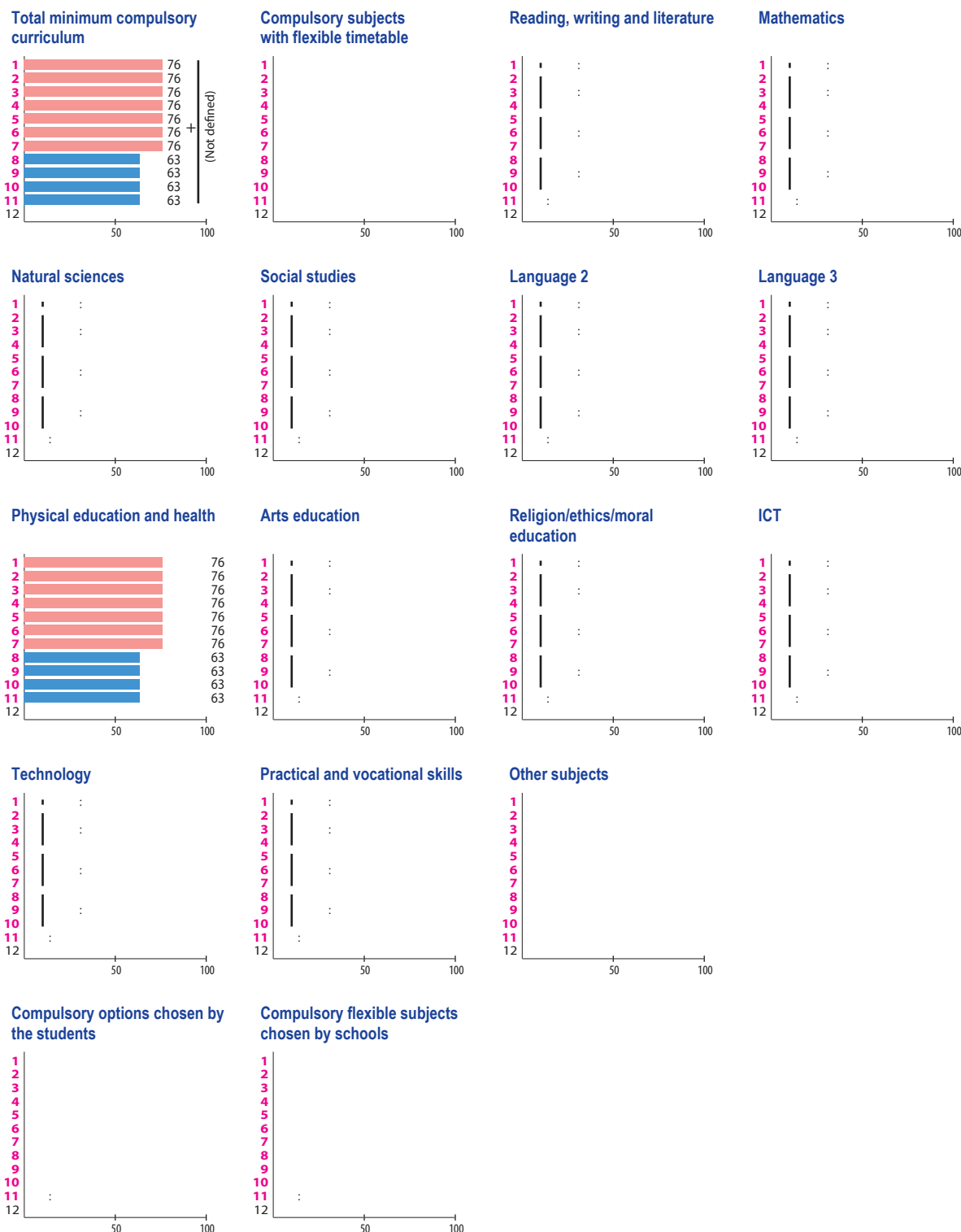
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

Source: Eurydice.

UNITED KINGDOM – SCOTLAND



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

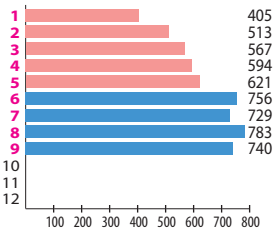
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

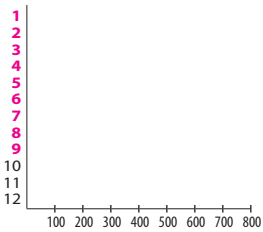
Source: Eurydice.

BOSNIA AND HERZEGOVINA

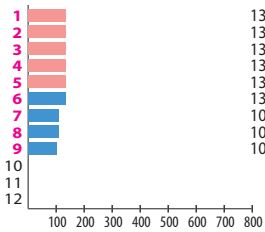
Total minimum compulsory curriculum



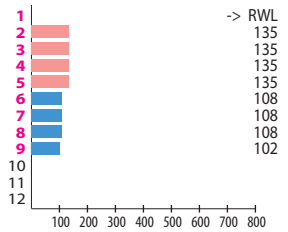
Compulsory subjects with flexible timetable



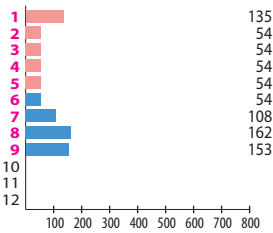
Reading, writing and literature



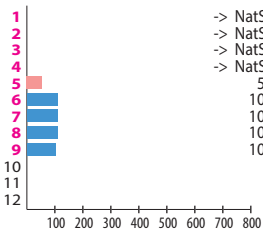
Mathematics



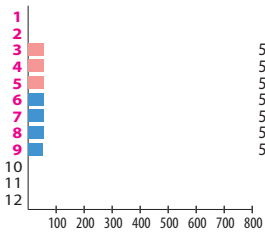
Natural sciences



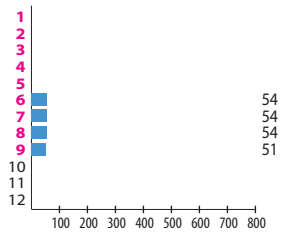
Social studies



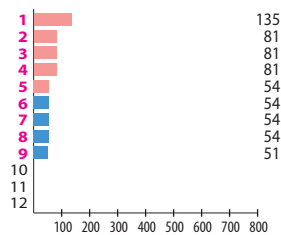
Language 2



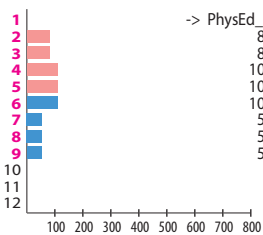
Language 3



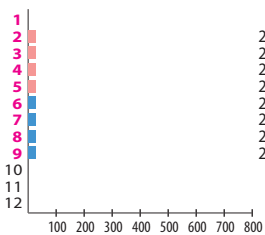
Physical education and health



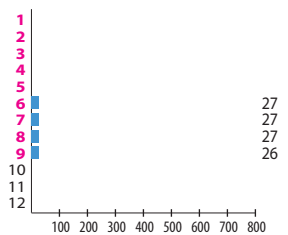
Arts education



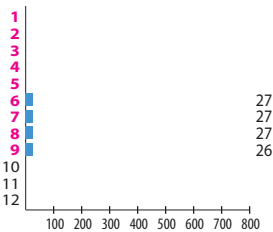
Religion/ethics/moral education



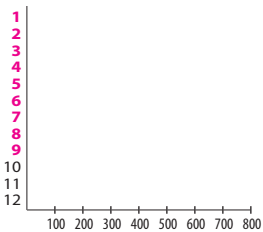
ICT



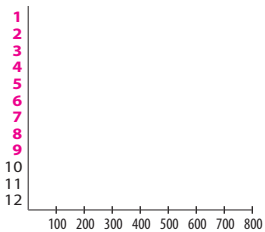
Technology



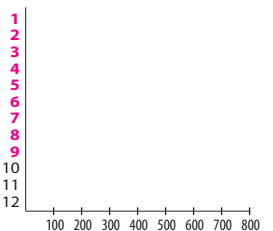
Practical and vocational skills



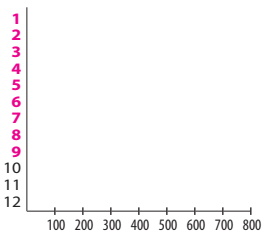
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

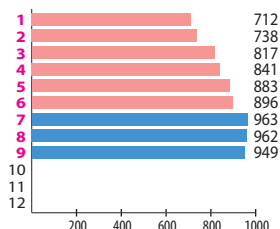
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

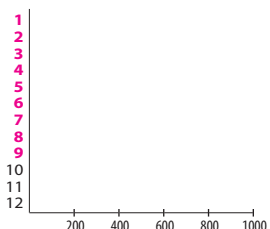
Source: Eurydice.

SWITZERLAND

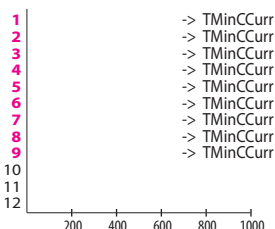
Total minimum compulsory curriculum



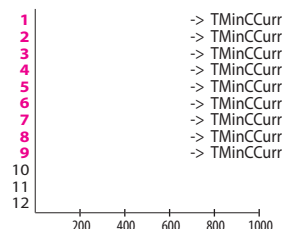
Compulsory subjects with flexible timetable



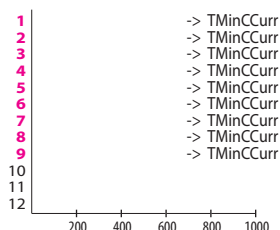
Reading, writing and literature



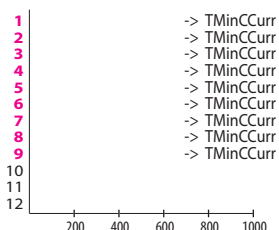
Mathematics



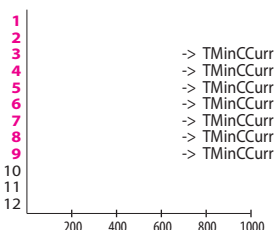
Natural sciences



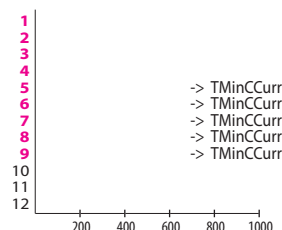
Social studies



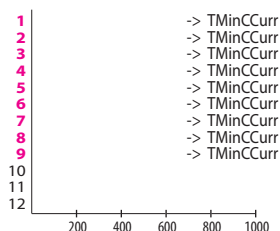
Language 2



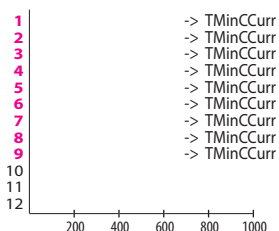
Language 3



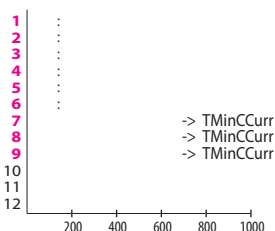
Physical education and health



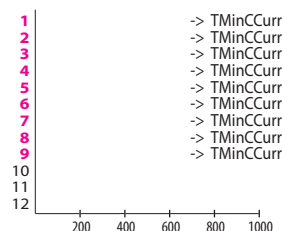
Arts education



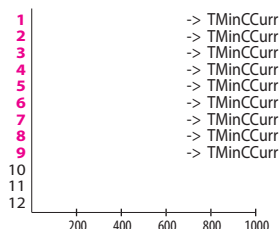
Religion/ethics/moral education



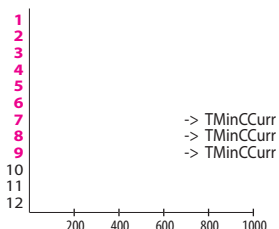
ICT



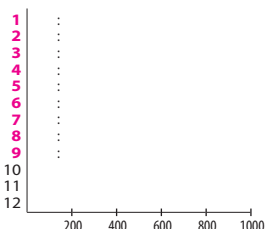
Technology



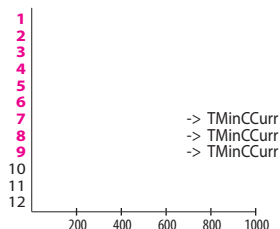
Practical and vocational skills



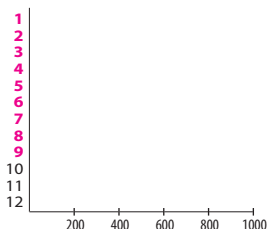
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

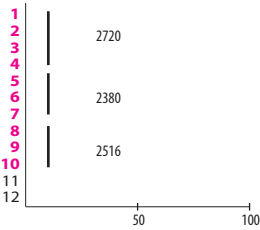
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

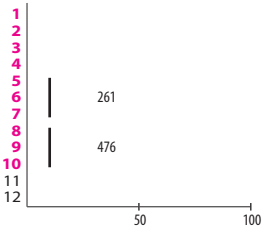
Source: Eurydice.

ICELAND

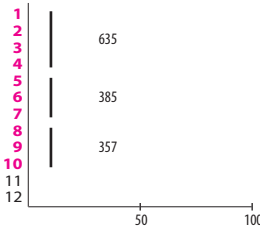
Total minimum compulsory curriculum



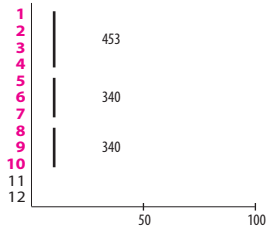
Compulsory subjects with flexible timetable



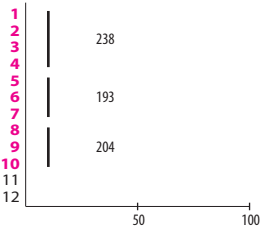
Reading, writing and literature



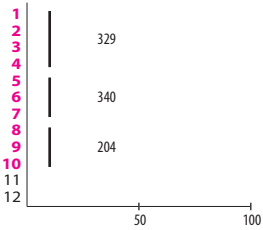
Mathematics



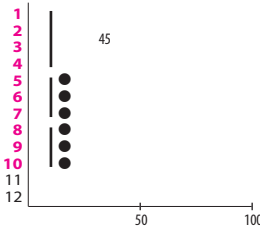
Natural sciences



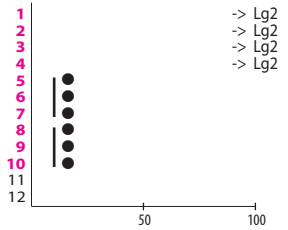
Social studies



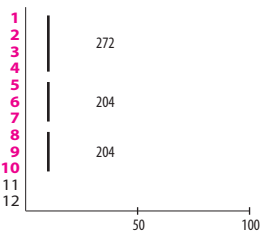
Language 2



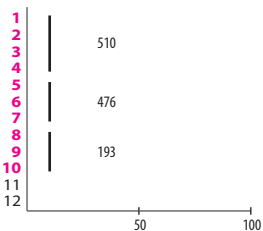
Language 3



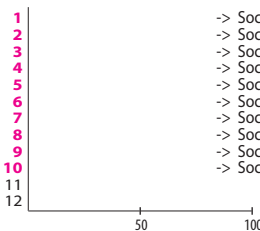
Physical education and health



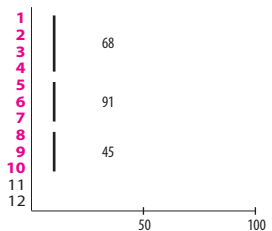
Arts education



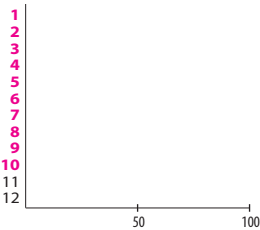
Religion/ethics/moral education



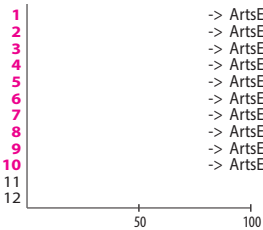
ICT



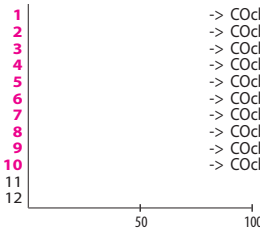
Technology



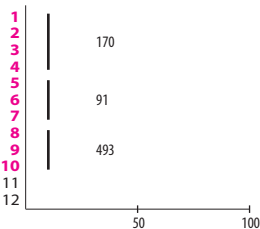
Practical and vocational skills



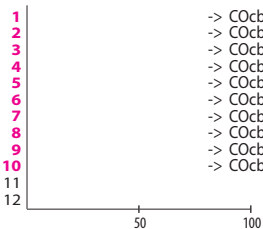
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

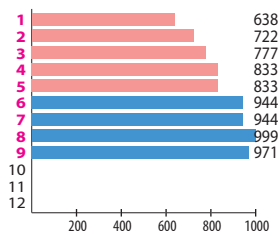
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

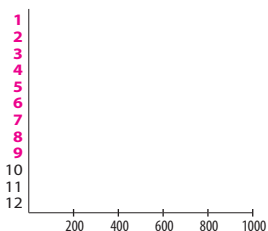
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LIECHTENSTEIN – PRIMARY AND GYMNASIUM

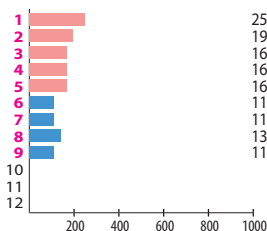
Total minimum compulsory curriculum



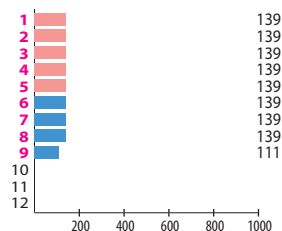
Compulsory subjects with flexible timetable



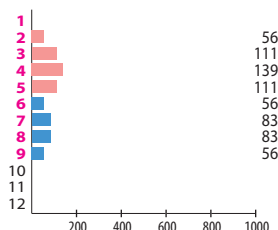
Reading, writing and literature



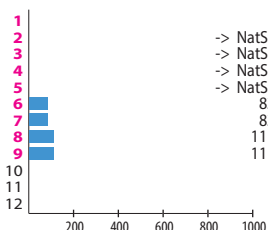
Mathematics



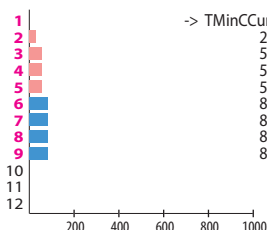
Natural sciences



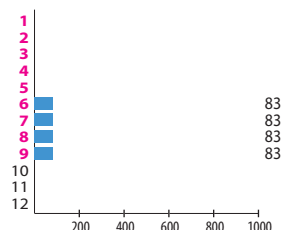
Social studies



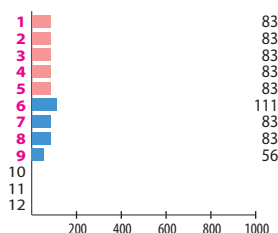
Language 2



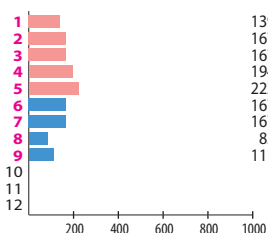
Language 3



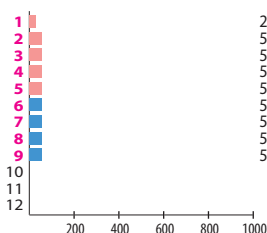
Physical education and health



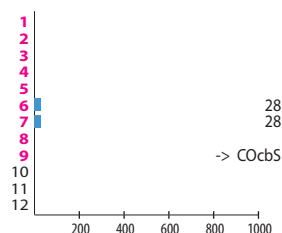
Arts education



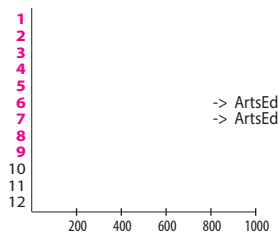
Religion/ethics/moral education



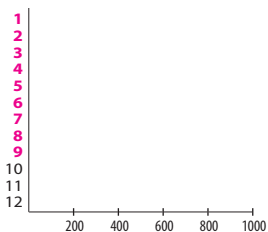
ICT



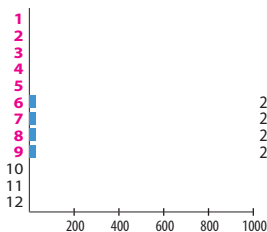
Technology



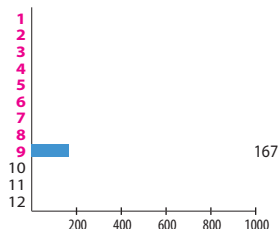
Practical and vocational skills



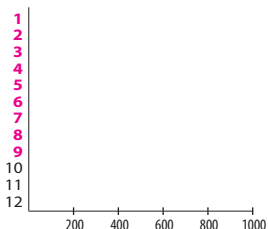
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

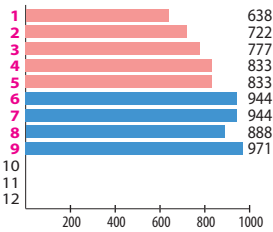
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

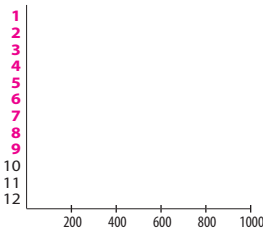
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LIECHTENSTEIN – PRIMARY AND OBERSCHULE

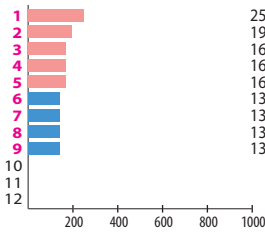
Total minimum compulsory curriculum



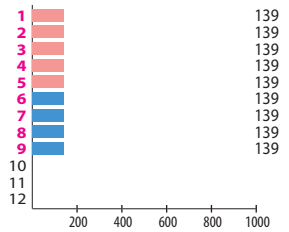
Compulsory subjects with flexible timetable



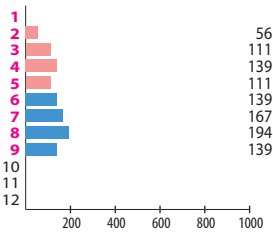
Reading, writing and literature



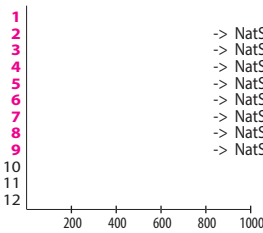
Mathematics



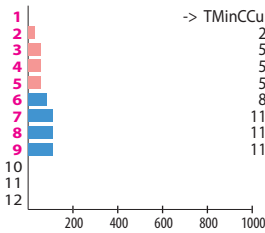
Natural sciences



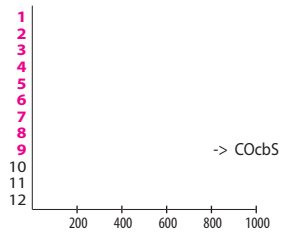
Social studies



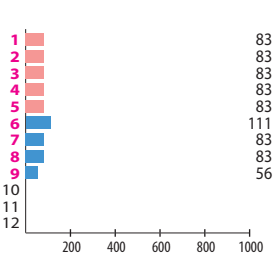
Language 2



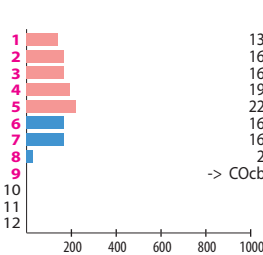
Language 3



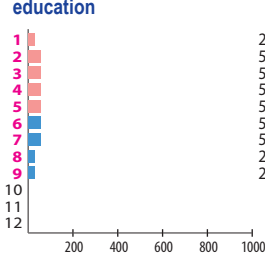
Physical education and health



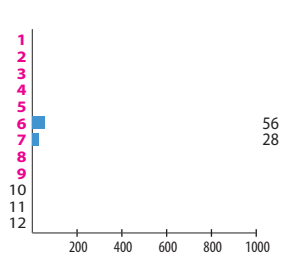
Arts education



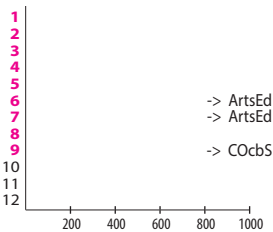
Religion/ethics/moral education



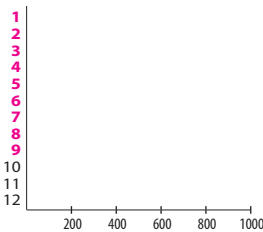
ICT



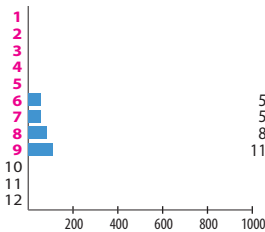
Technology



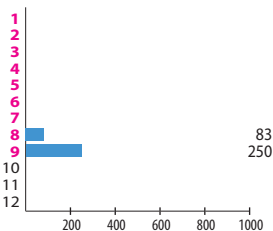
Practical and vocational skills



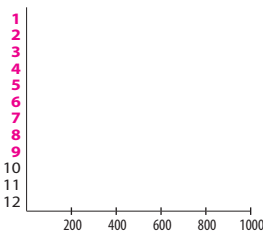
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

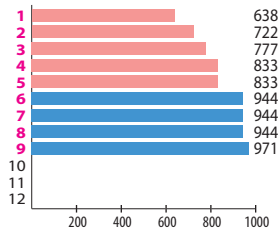
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

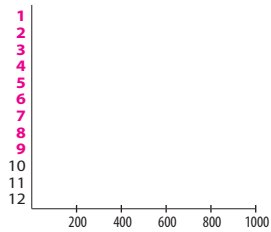
Source: Eurydice.

LIECHTENSTEIN – PRIMARY AND REALSCHULE

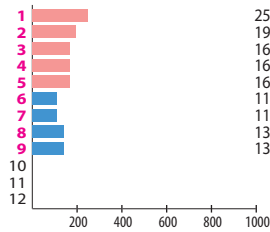
Total minimum compulsory curriculum



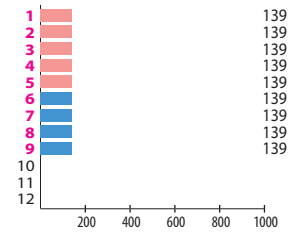
Compulsory subjects with flexible timetable



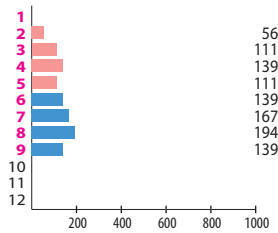
Reading, writing and literature



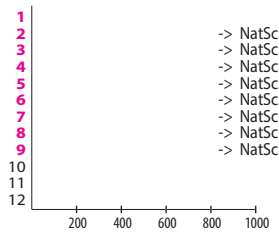
Mathematics



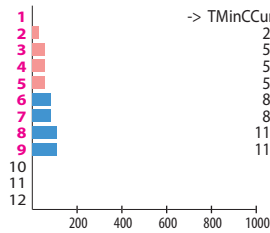
Natural sciences



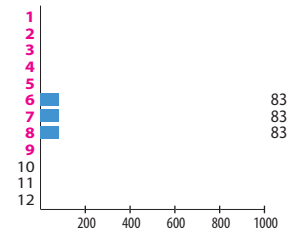
Social studies



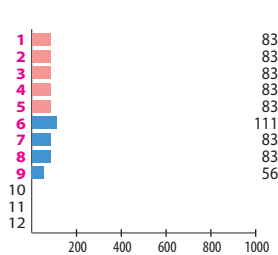
Language 2



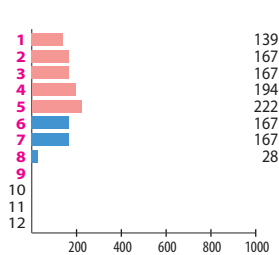
Language 3



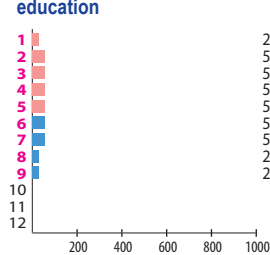
Physical education and health



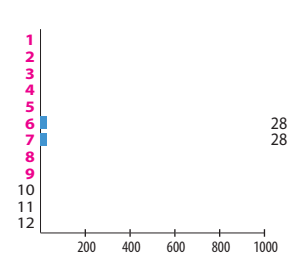
Arts education



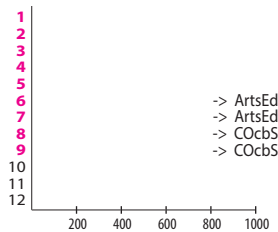
Religion/ethics/moral education



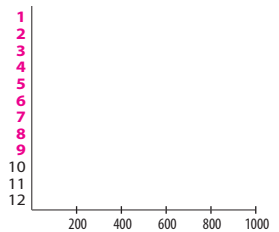
ICT



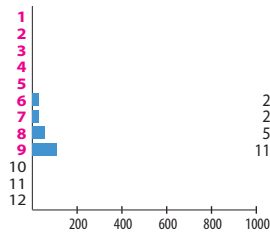
Technology



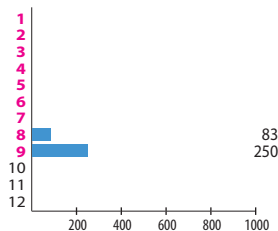
Practical and vocational skills



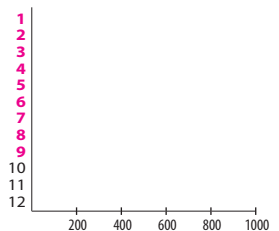
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

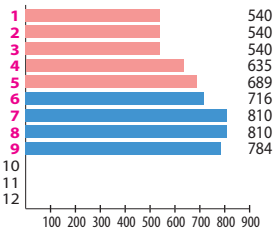
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

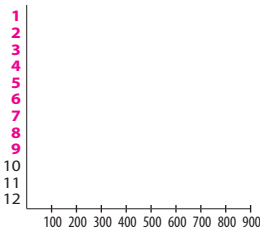
Source: Eurydice.

MONTENEGRO

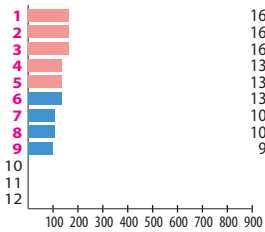
Total minimum compulsory curriculum



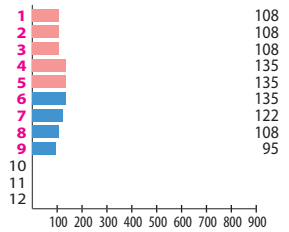
Compulsory subjects with flexible timetable



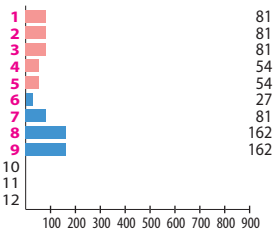
Reading, writing and literature



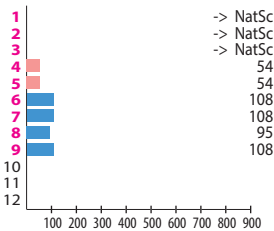
Mathematics



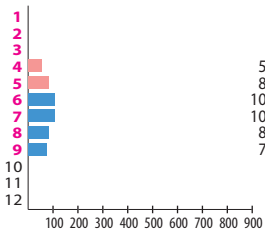
Natural sciences



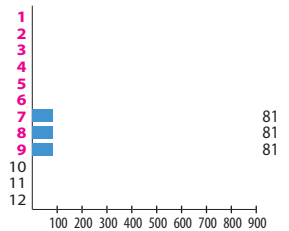
Social studies



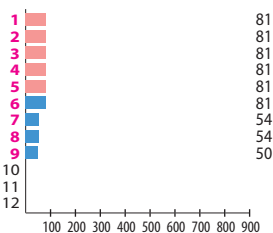
Language 2



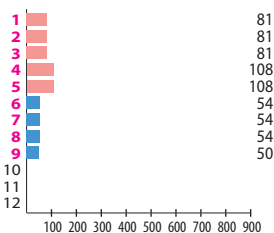
Language 3



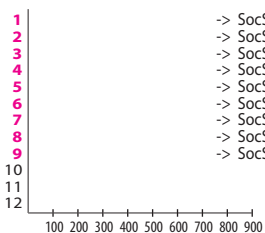
Physical education and health



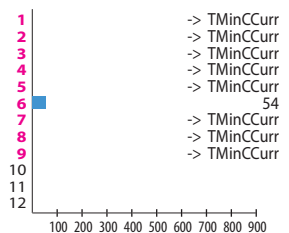
Arts education



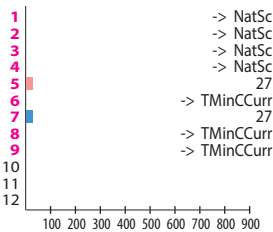
Religion/ethics/moral education



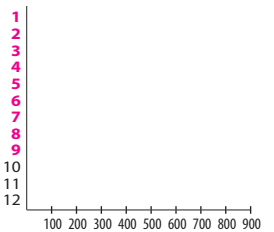
ICT



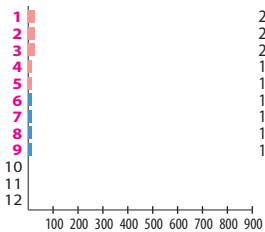
Technology



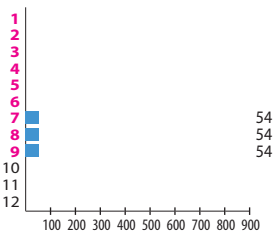
Practical and vocational skills



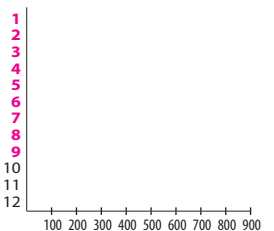
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

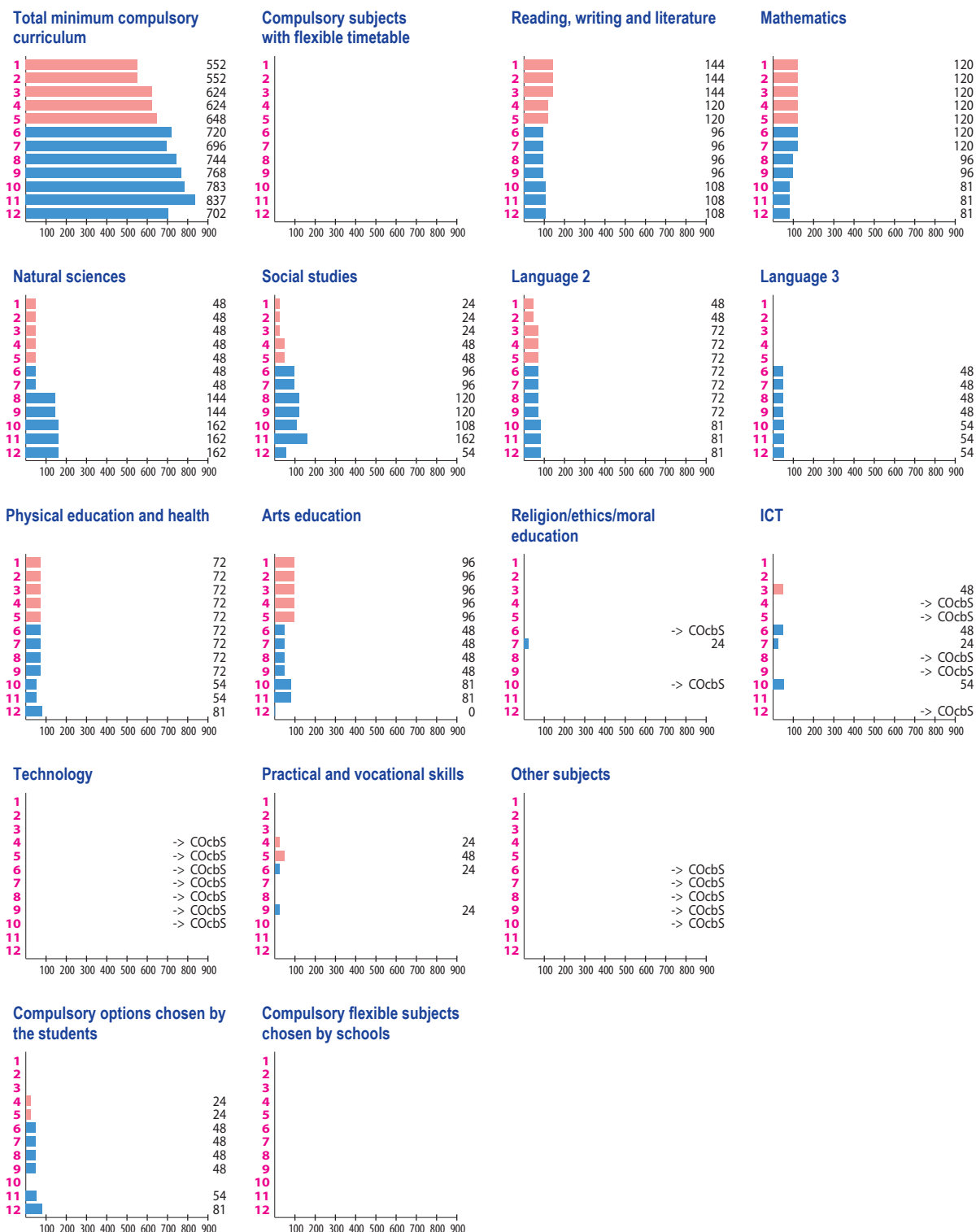
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

Source: Eurydice.

FORMER YUGOSLAV REPUBLIC OF MACEDONIA



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

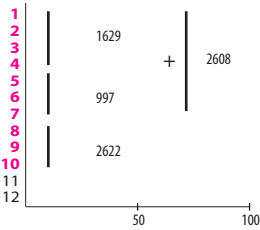
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

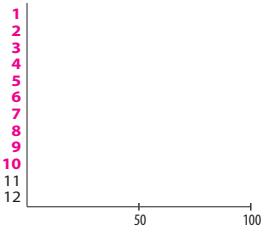
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NORWAY

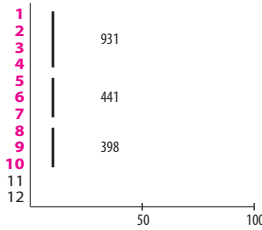
Total minimum compulsory curriculum



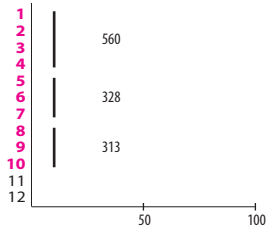
Compulsory subjects with flexible timetable



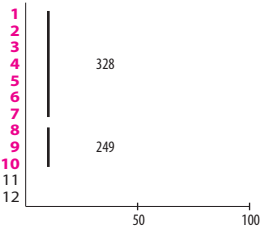
Reading, writing and literature



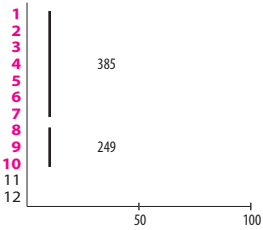
Mathematics



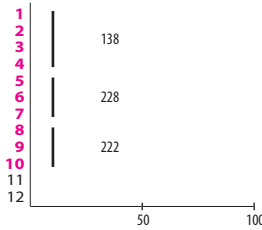
Natural sciences



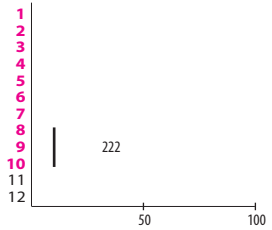
Social studies



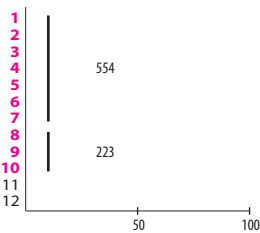
Language 2



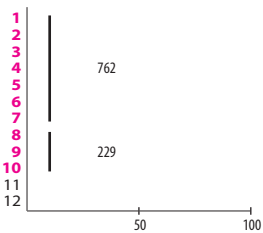
Language 3



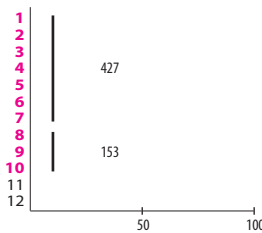
Physical education and health



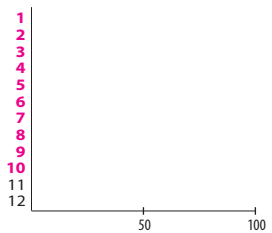
Arts education



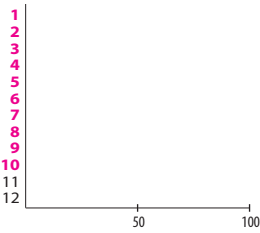
Religion/ethics/moral education



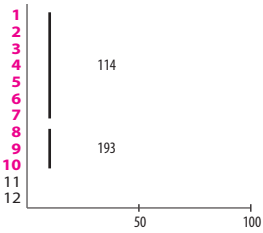
ICT



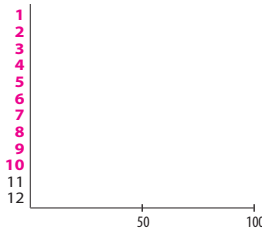
Technology



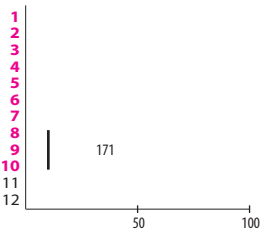
Practical and vocational skills



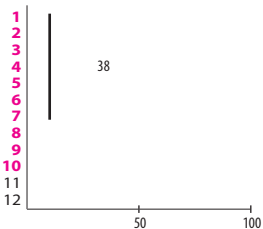
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

Horizontal axis: Number of hours per school year

Vertical axis: Grades

● Flexible time

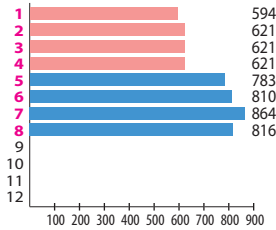
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✘ Number of hours distributed between various school years

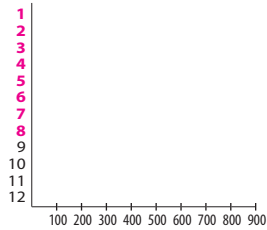
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SERBIA

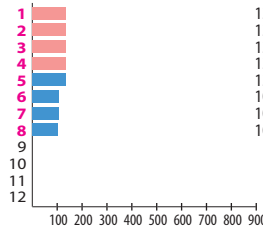
Total minimum compulsory curriculum



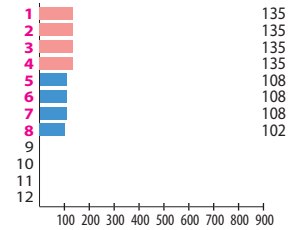
Compulsory subjects with flexible timetable



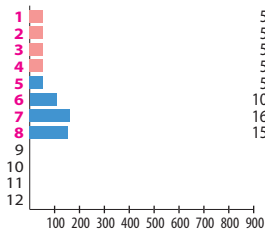
Reading, writing and literature



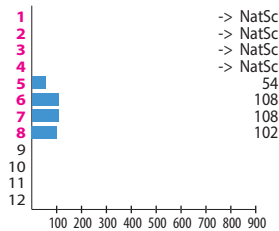
Mathematics



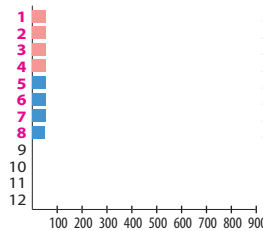
Natural sciences



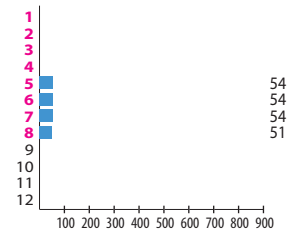
Social studies



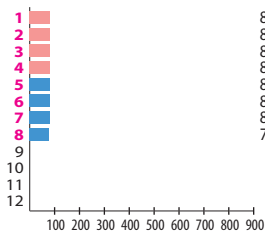
Language 2



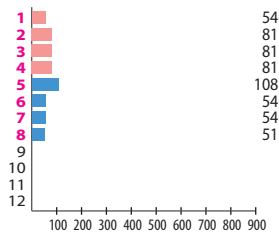
Language 3



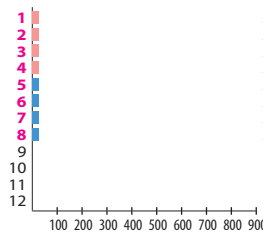
Physical education and health



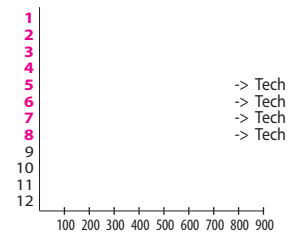
Arts education



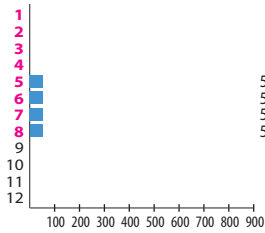
Religion/ethics/moral education



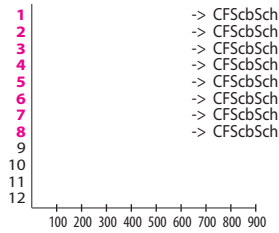
ICT



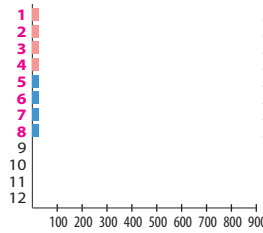
Technology



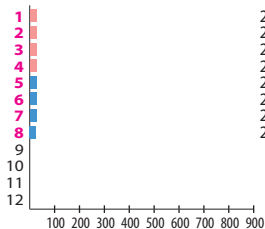
Practical and vocational skills



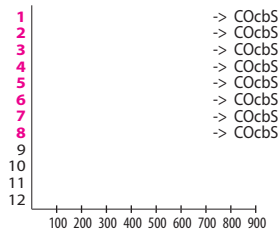
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

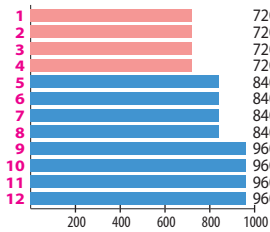
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

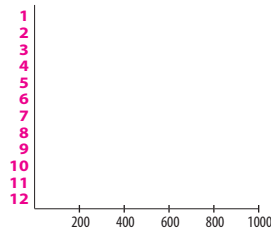
Source: Eurydice.

TURKEY

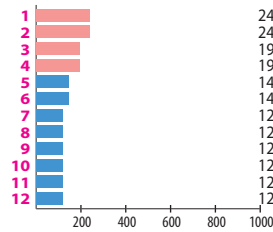
Total minimum compulsory curriculum



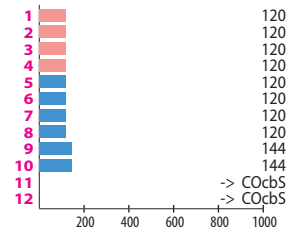
Compulsory subjects with flexible timetable



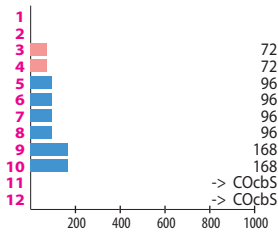
Reading, writing and literature



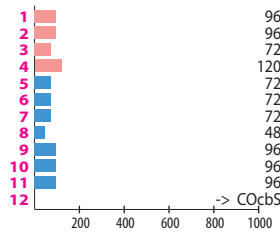
Mathematics



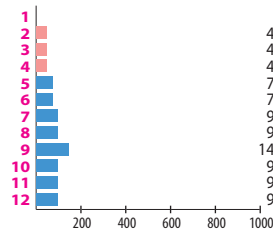
Natural sciences



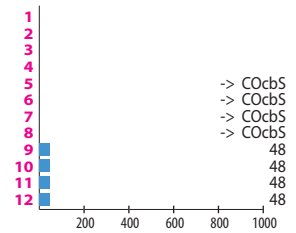
Social studies



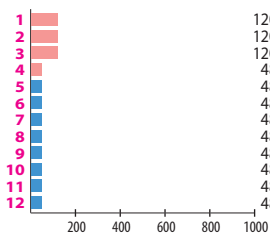
Language 2



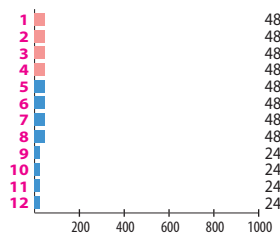
Language 3



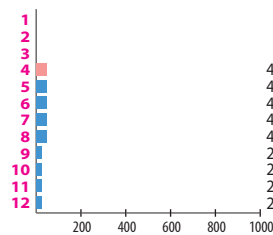
Physical education and health



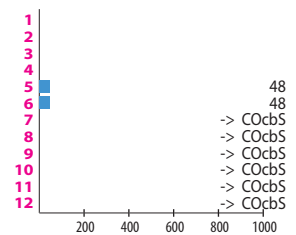
Arts education



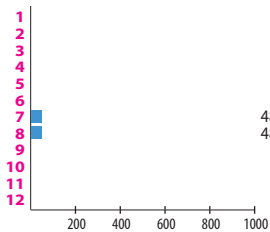
Religion/ethics/moral education



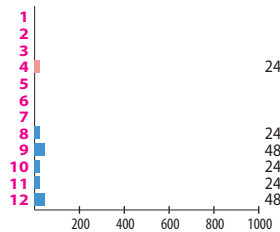
ICT



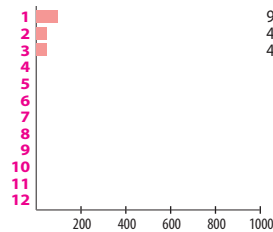
Technology



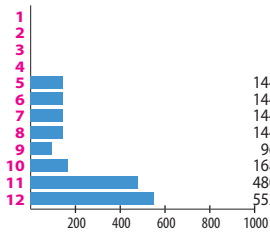
Practical and vocational skills



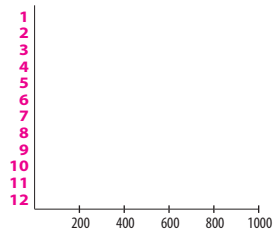
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

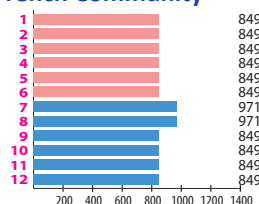
Source: Eurydice.

Section 3. Instruction time by subject

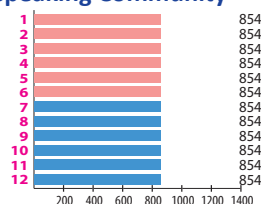
Total minimum compulsory curriculum	90
Compulsory subjects with flexible timetable	92
Reading, writing and literature	94
Mathematics	96
Natural sciences	98
Social studies	100
Language 2	102
Language 3	104
Physical education and health	106
Arts education	108
Religion/ethics/moral education	110
ICT	112
Technology	114
Practical and vocational skills	116
Other subjects	118
Compulsory options chosen by the students	120
Compulsory flexible subjects chosen by schools	122

TOTAL MINIMUM COMPULSORY CURRICULUM

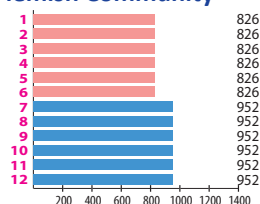
Belgium – French Community



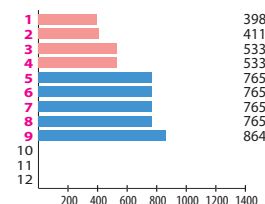
Belgium – German-speaking Community



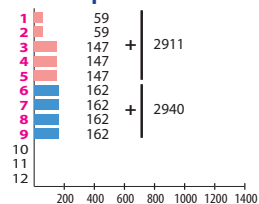
Belgium – Flemish Community



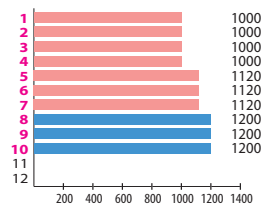
Bulgaria



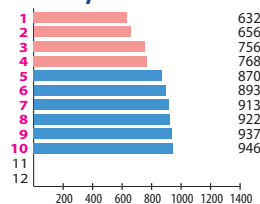
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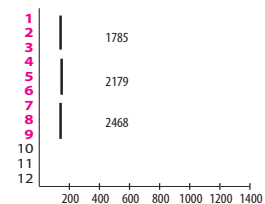
Denmark



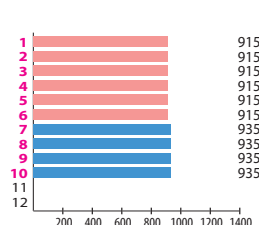
Germany



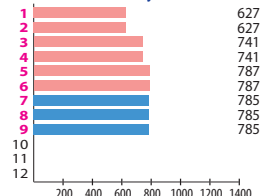
Estonia



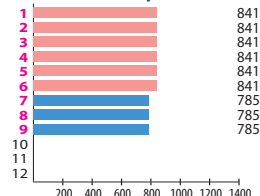
Ireland



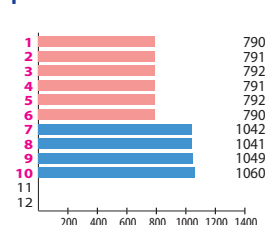
Greece RC (primary) and lower secondary



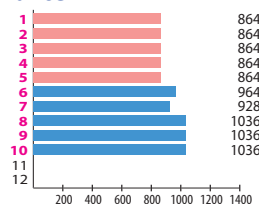
Greece EAEP (primary) and lower secondary



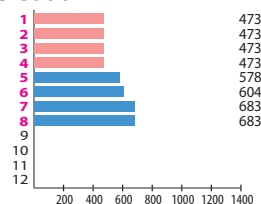
Spain



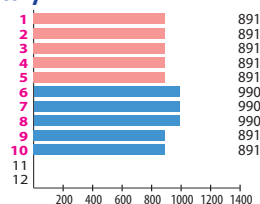
France



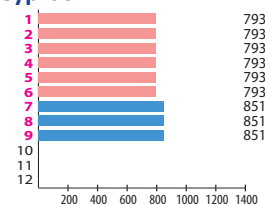
Croatia



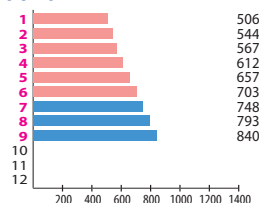
Italy



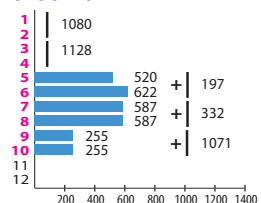
Cyprus



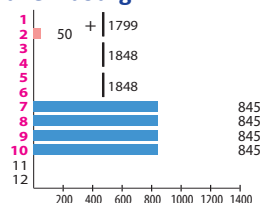
Latvia



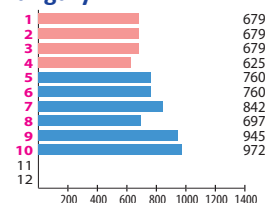
Lithuania



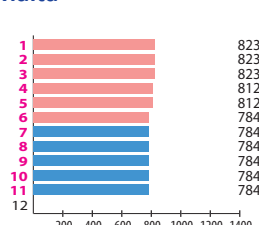
Luxembourg



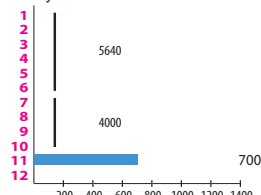
Hungary



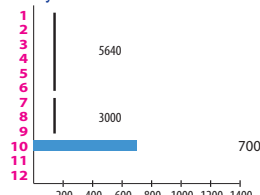
Malta



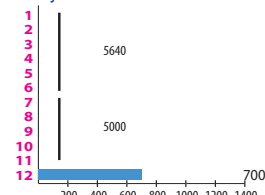
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



For specific national information, see Part III, Section 5: Country specific notes.

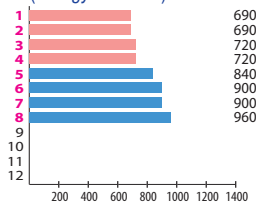
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

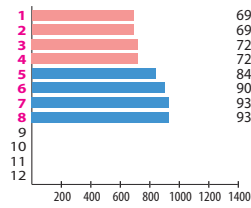
-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

Source: Eurydice.

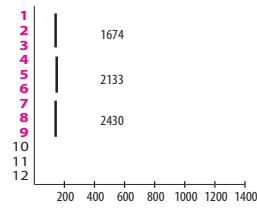
Austria Volksschule and AHS (Realgymnasium)



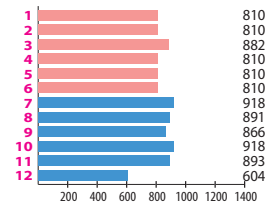
Austria Volksschule and NMS



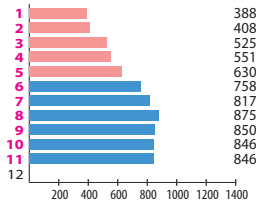
Poland



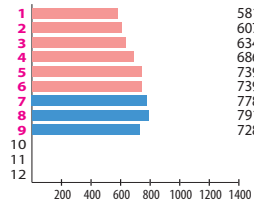
Portugal



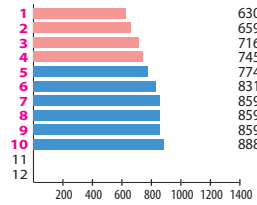
Romania



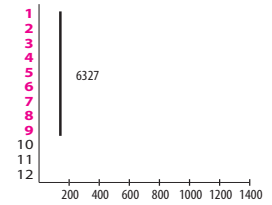
Slovenia



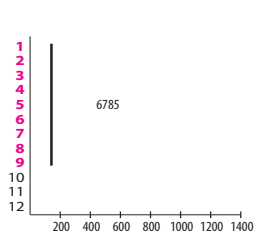
Slovakia



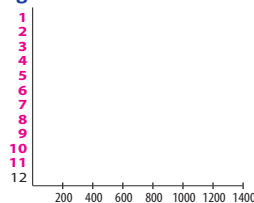
Finland



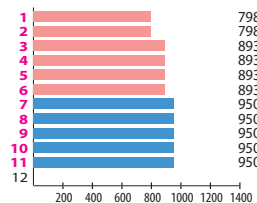
Sweden



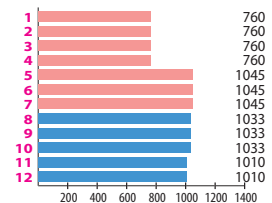
United Kingdom – England



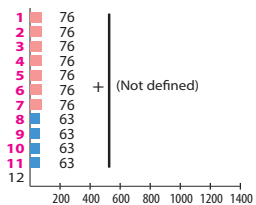
United Kingdom – Wales



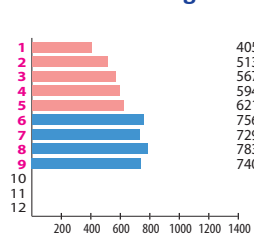
United Kingdom – Northern Ireland



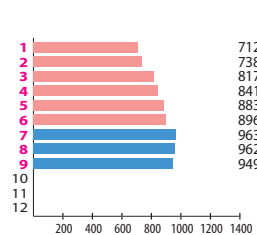
United Kingdom – Scotland



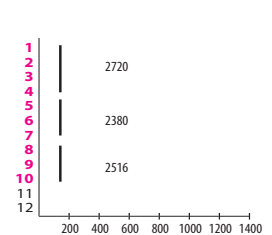
Bosnia and Herzegovina



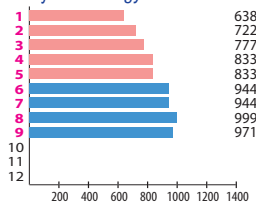
Switzerland



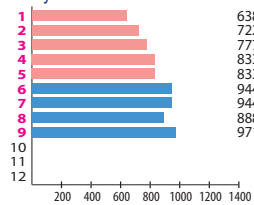
Iceland



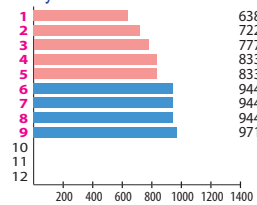
Liechtenstein Primary and Realgymnasium



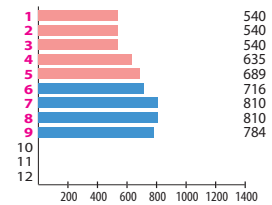
Liechtenstein Primary and Oberschule



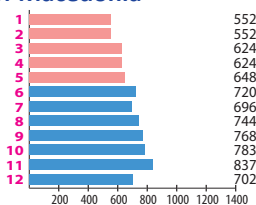
Liechtenstein Primary and Realschule



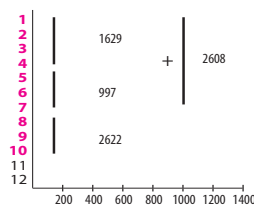
Montenegro



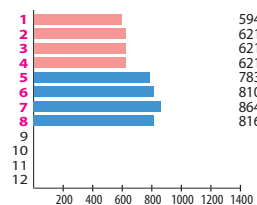
Former Yugoslav Republic of Macedonia



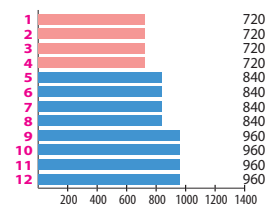
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ● Grades in FCG

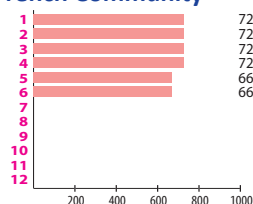
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years

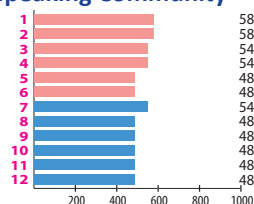
Source: Eurydice.

COMPULSORY SUBJECTS WITH FLEXIBLE TIMETABLE

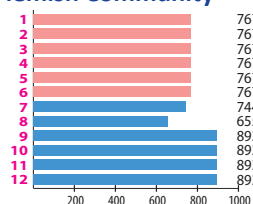
Belgium – French Community



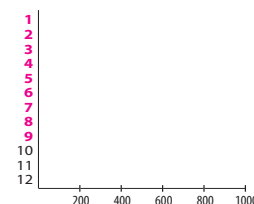
Belgium – German-speaking Community



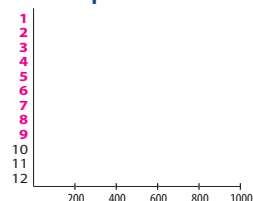
Belgium – Flemish Community



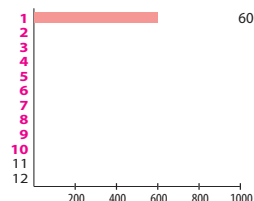
Bulgaria



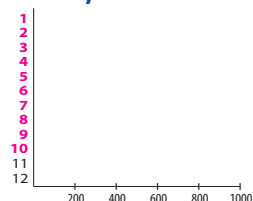
Czech Republic



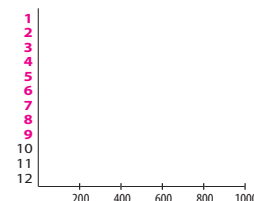
Denmark



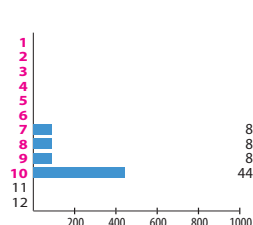
Germany



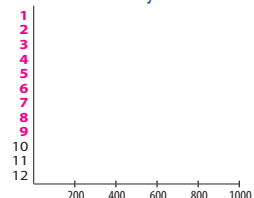
Estonia



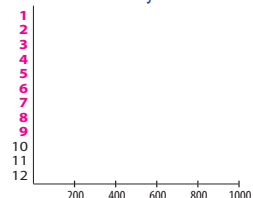
Ireland



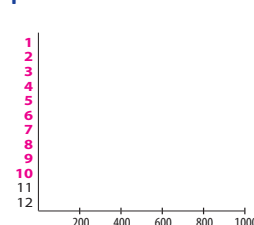
Greece RC (primary) and lower secondary



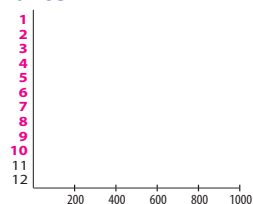
Greece EAEP (primary) and lower secondary



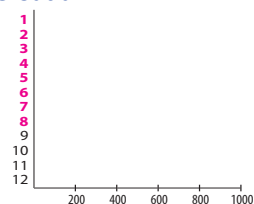
Spain



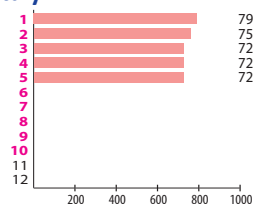
France



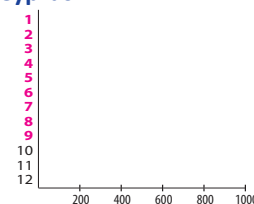
Croatia



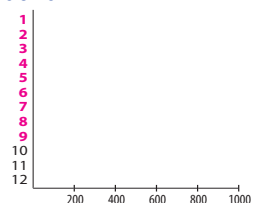
Italy



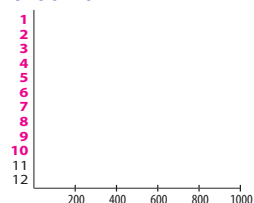
Cyprus



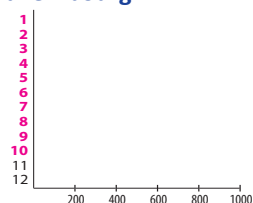
Latvia



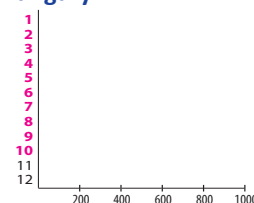
Lithuania



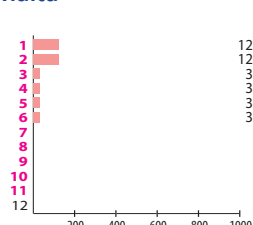
Luxembourg



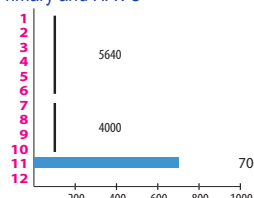
Hungary



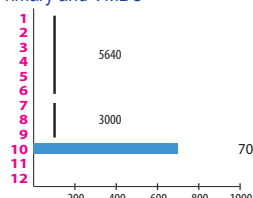
Malta



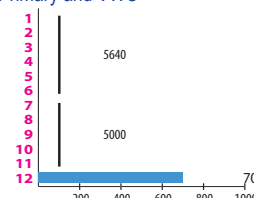
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



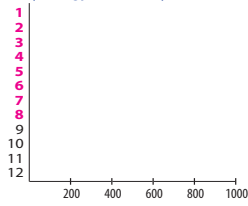
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

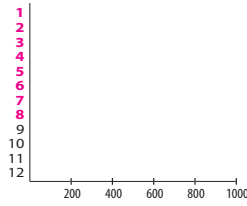
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years Source: Eurydice.

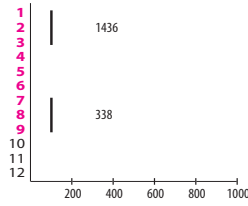
Austria Volksschule and AHS (Realgymnasium)



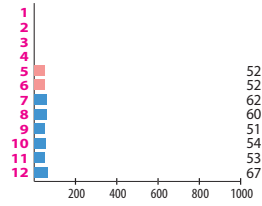
Austria Volksschule and NMS



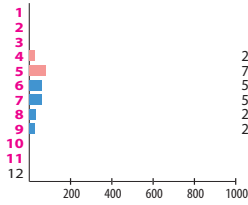
Poland



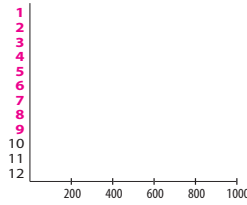
Portugal



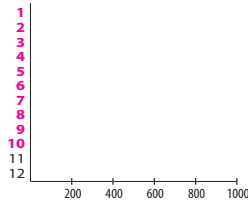
Romania



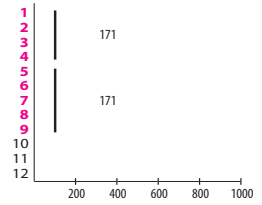
Slovenia



Slovakia



Finland



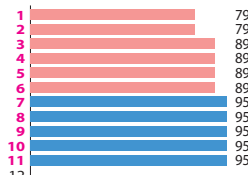
Sweden



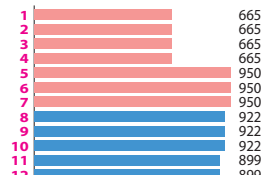
United Kingdom – England



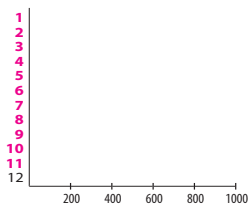
United Kingdom – Wales



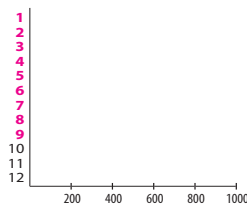
United Kingdom – Northern Ireland



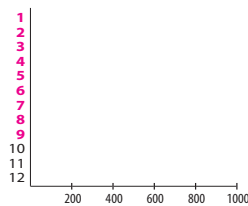
United Kingdom – Scotland



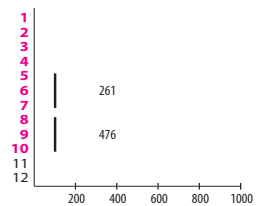
Bosnia and Herzegovina



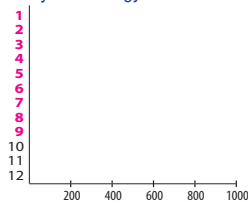
Switzerland



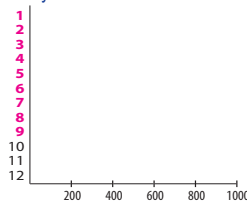
Iceland



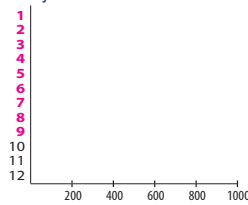
Liechtenstein Primary and Realgymnasium



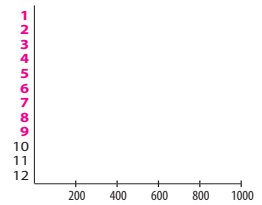
Liechtenstein Primary and Oberschule



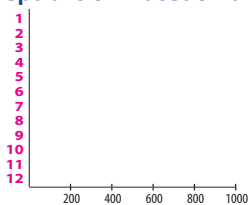
Liechtenstein Primary and Realschule



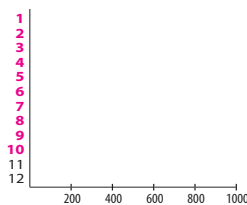
Montenegro



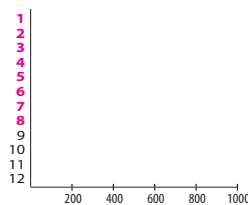
Former Yugoslav Republic of Macedonia



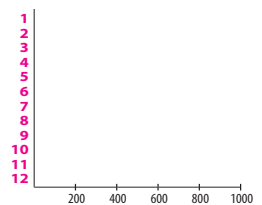
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

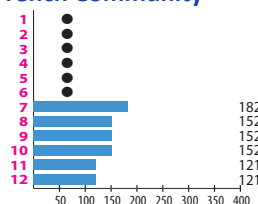
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

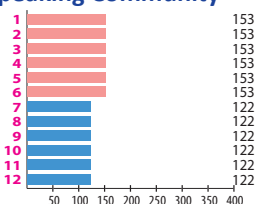
Source: Eurydice.

READING, WRITING AND LITERATURE

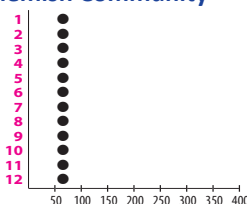
Belgium – French Community



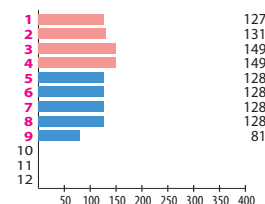
Belgium – German-speaking Community



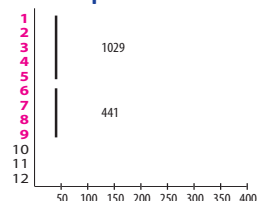
Belgium – Flemish Community



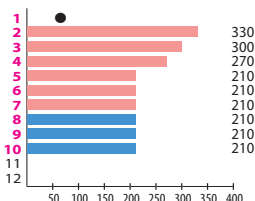
Bulgaria



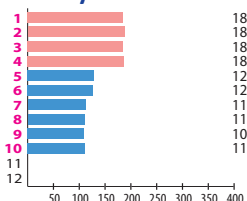
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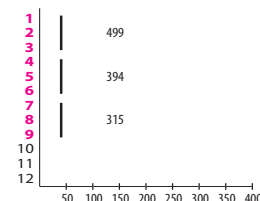
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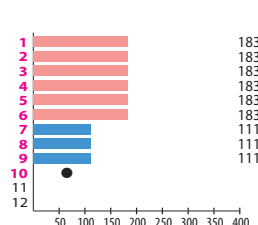
Germany



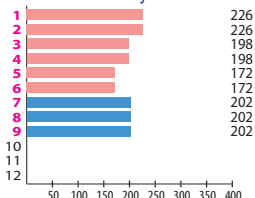
Estonia



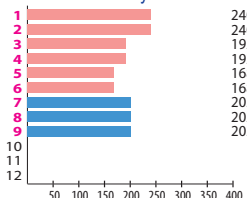
Ireland



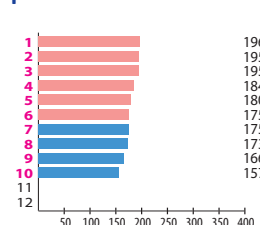
Greece RC (primary) and lower secondary



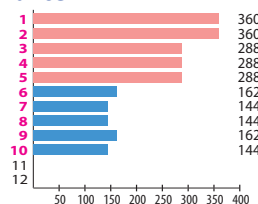
Greece EAEP (primary) and lower secondary



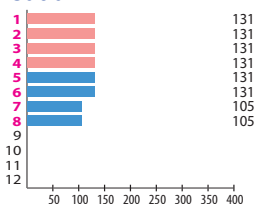
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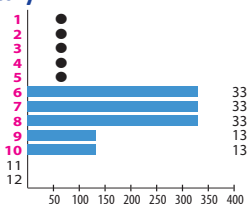
France



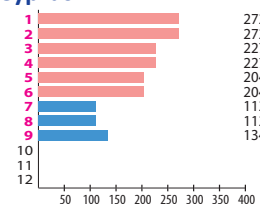
Croatia



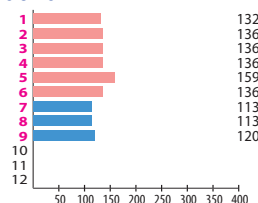
Italy



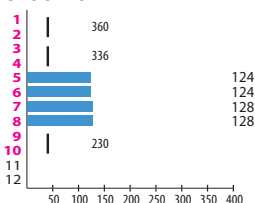
Cyprus



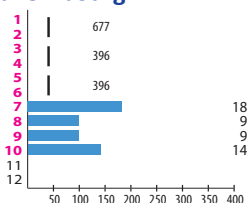
Latvia



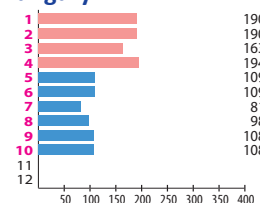
Lithuania



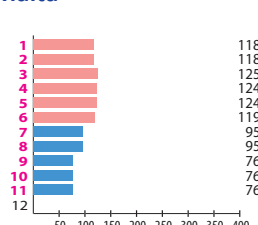
Luxembourg



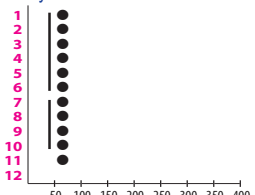
Hungary



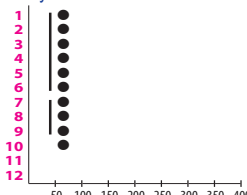
Malta



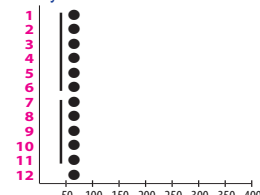
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



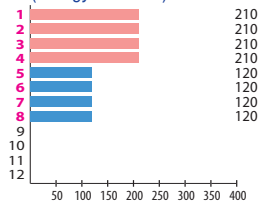
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

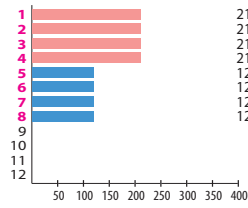
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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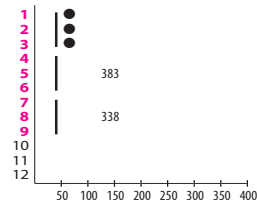
Austria Volksschule and AHS (Realgymnasium)



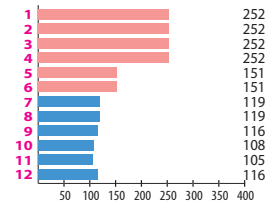
Austria Volksschule and NMS



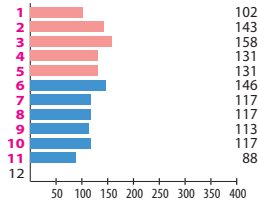
Poland



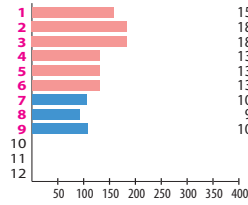
Portugal



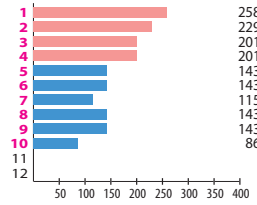
Romania



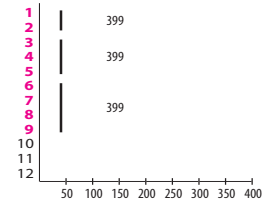
Slovenia



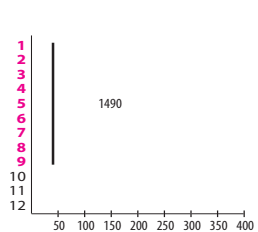
Slovakia



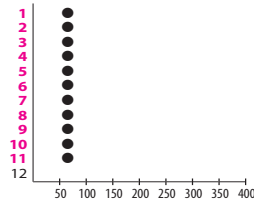
Finland



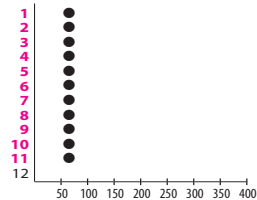
Sweden



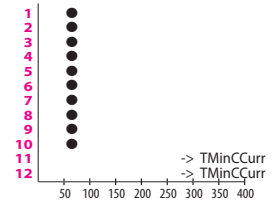
United Kingdom – England



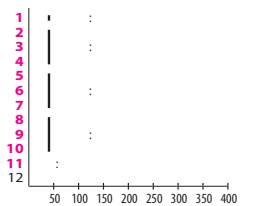
United Kingdom – Wales



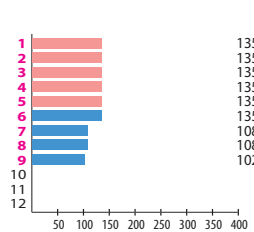
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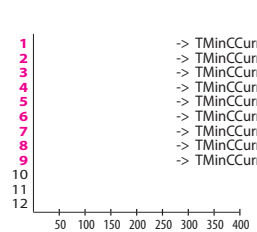
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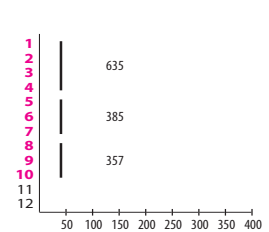
Bosnia and Herzegovina



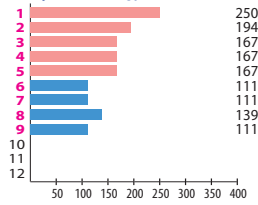
Switzerland



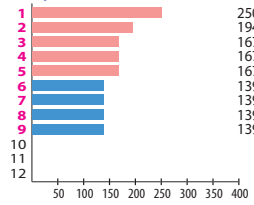
Iceland



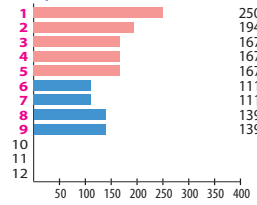
Liechtenstein Primary and Realgymnasium



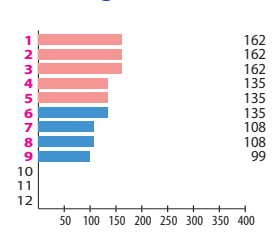
Liechtenstein Primary and Oberschule



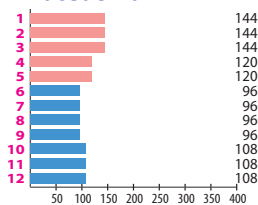
Liechtenstein Primary and Realschule



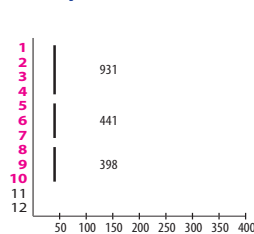
Montenegro



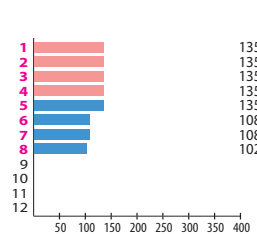
Former Yugoslav Republic of Macedonia



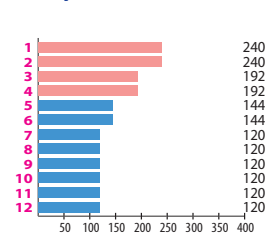
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCG

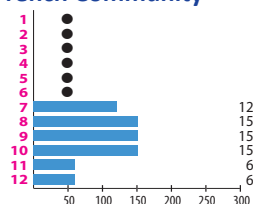
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

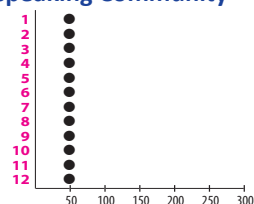
Source: Eurydice.

MATHEMATICS

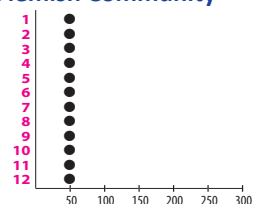
Belgium – French Community



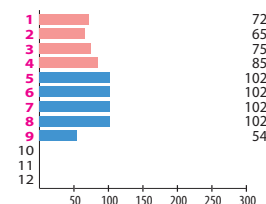
Belgium – German-speaking Community



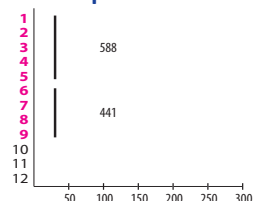
Belgium – Flemish Community



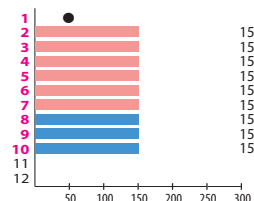
Bulgaria



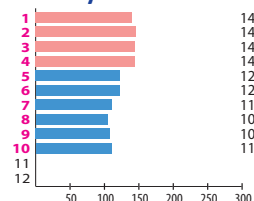
Czech Republic



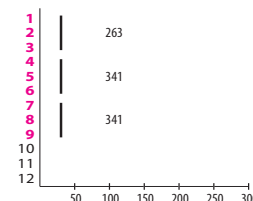
Denmark



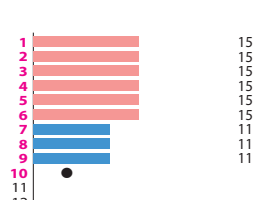
Germany



Estonia



Ireland



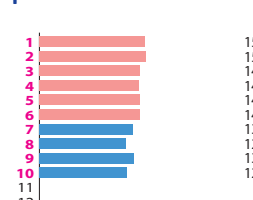
Greece RC (primary) and lower secondary



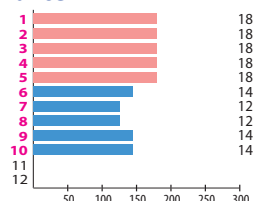
Greece EAEP (primary) and lower secondary



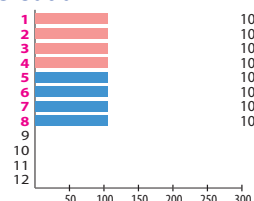
Spain



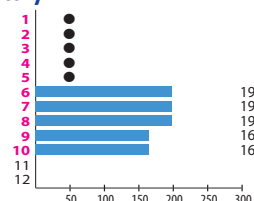
France



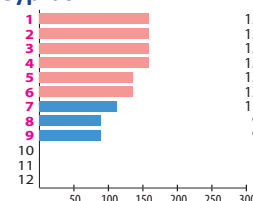
Croatia



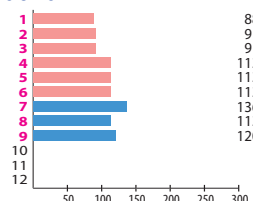
Italy



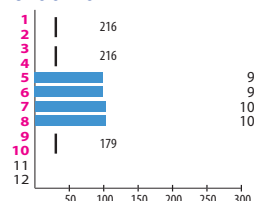
Cyprus



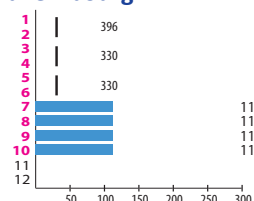
Latvia



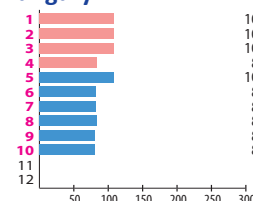
Lithuania



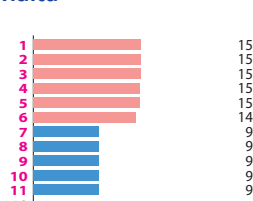
Luxembourg



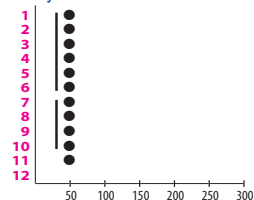
Hungary



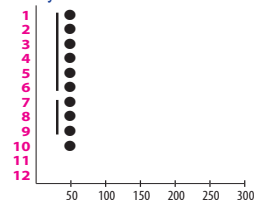
Malta



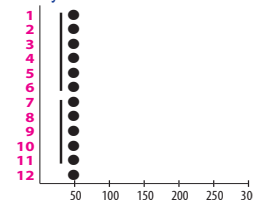
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



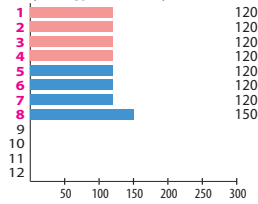
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

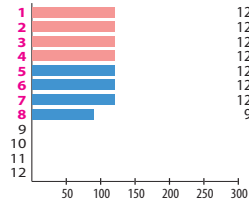
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years Source: Eurydice.

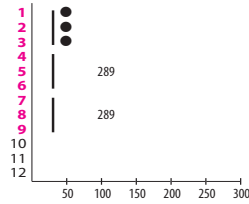
Austria Volksschule and AHS (Realgymnasium)



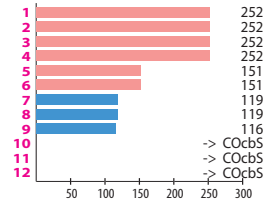
Austria Volksschule and NMS



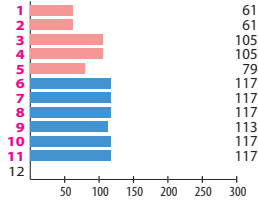
Poland



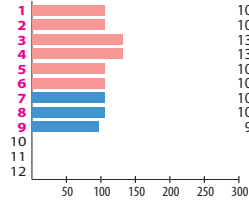
Portugal



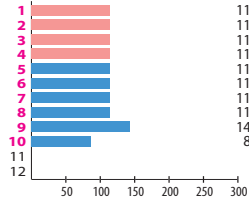
Romania



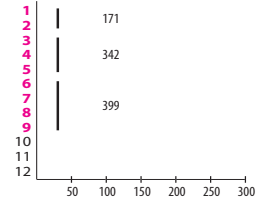
Slovenia



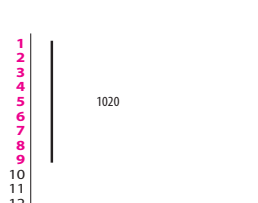
Slovakia



Finland



Sweden



United Kingdom – England



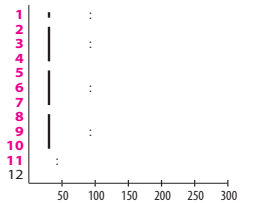
United Kingdom – Wales



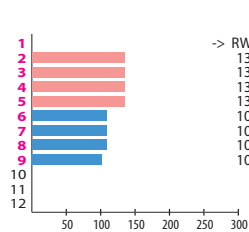
United Kingdom – Northern Ireland



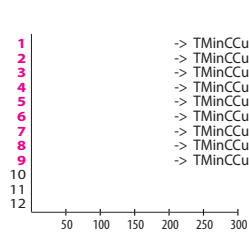
United Kingdom – Scotland



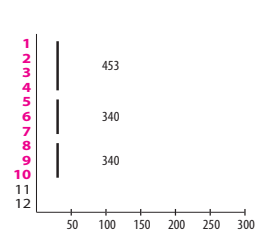
Bosnia and Herzegovina



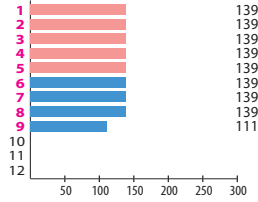
Switzerland



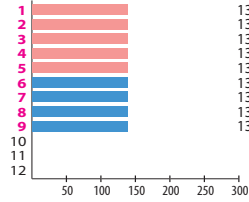
Iceland



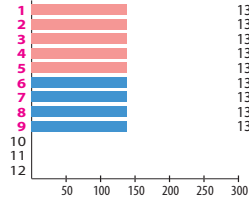
Liechtenstein Primary and Realgymnasium



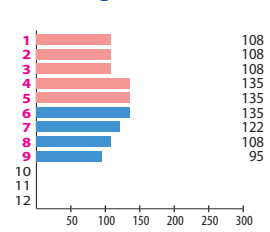
Liechtenstein Primary and Oberschule



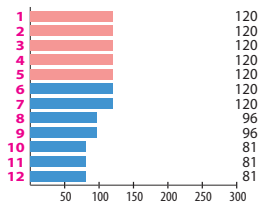
Liechtenstein Primary and Realschule



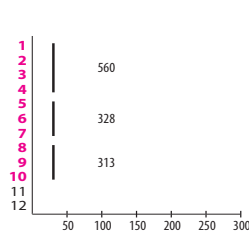
Montenegro



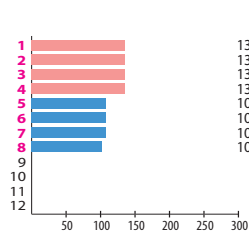
Former Yugoslav Republic of Macedonia



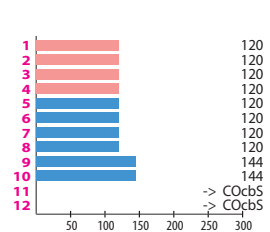
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCCG

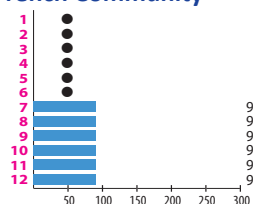
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

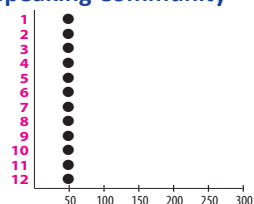
Source: Eurydice.

NATURAL SCIENCES

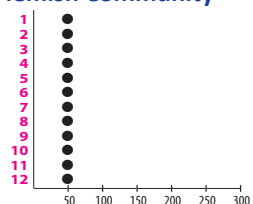
Belgium – French Community



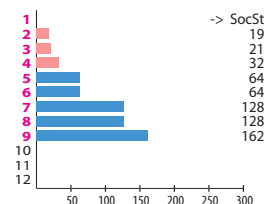
Belgium – German-speaking Community



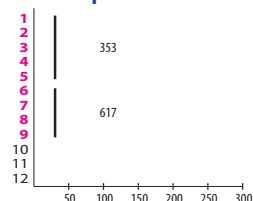
Belgium – Flemish Community



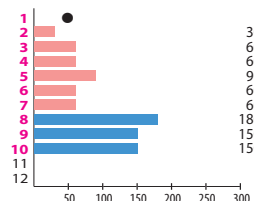
Bulgaria



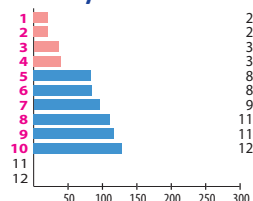
Czech Republic



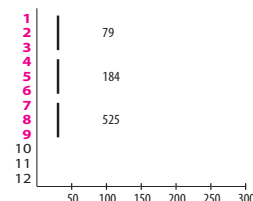
Denmark



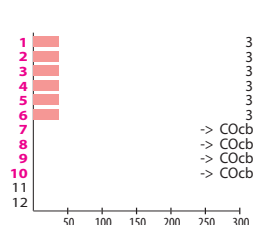
Germany



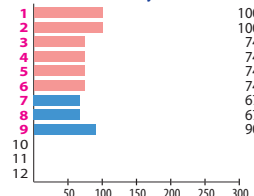
Estonia



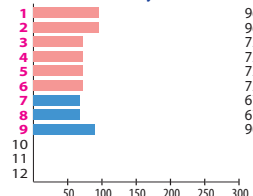
Ireland



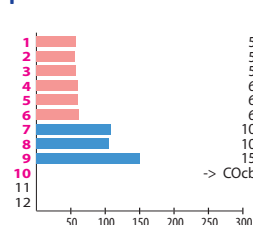
Greece RC (primary and lower secondary)



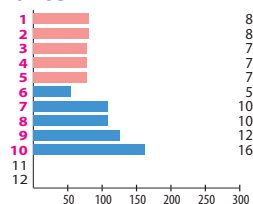
Greece EAEP (primary and lower secondary)



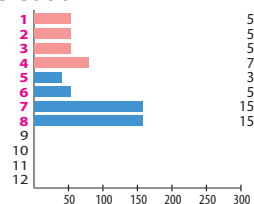
Spain



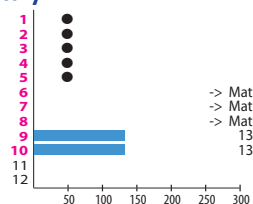
France



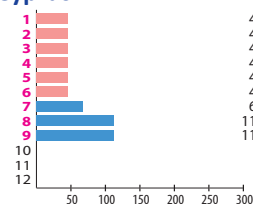
Croatia



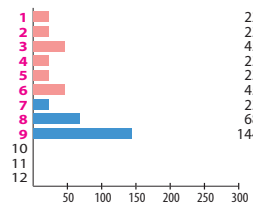
Italy



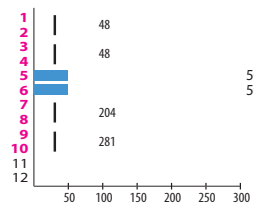
Cyprus



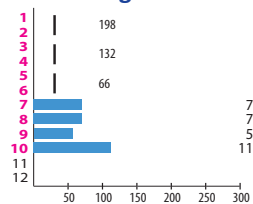
Latvia



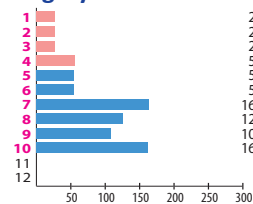
Lithuania



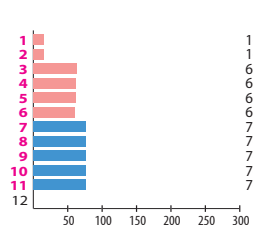
Luxembourg



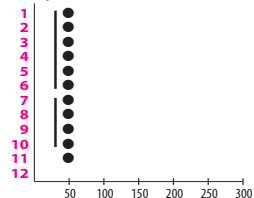
Hungary



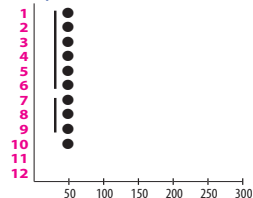
Malta



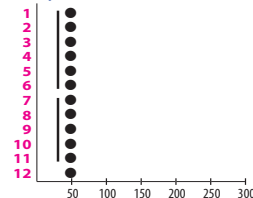
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



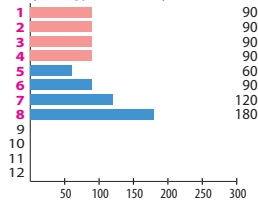
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

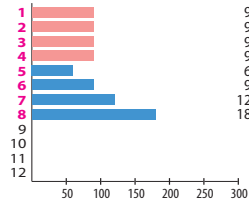
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years Source: Eurydice.

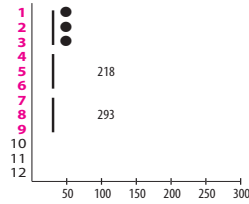
Austria Volksschule and AHS (Realgymnasium)



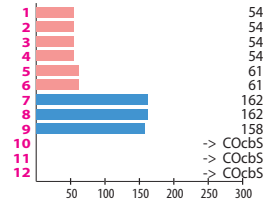
Austria Volksschule and NMS



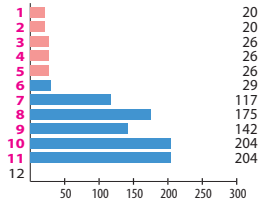
Poland



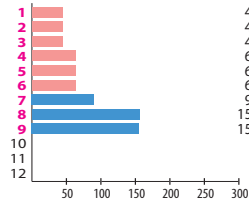
Portugal



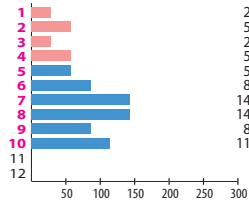
Romania



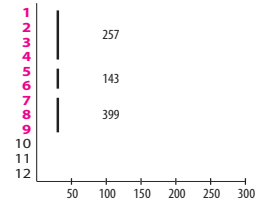
Slovenia



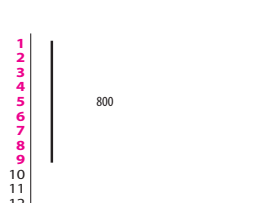
Slovakia



Finland



Sweden



United Kingdom – England



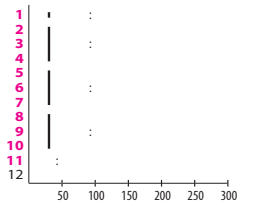
United Kingdom – Wales



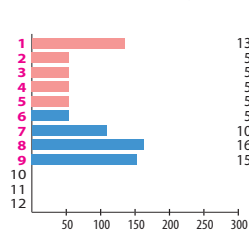
United Kingdom – Northern Ireland



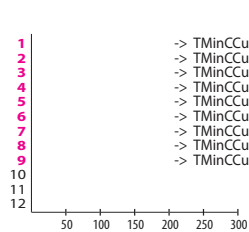
United Kingdom – Scotland



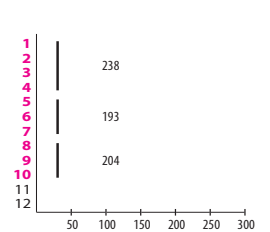
Bosnia and Herzegovina



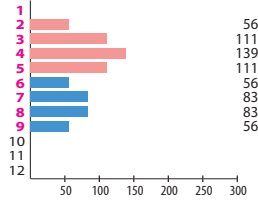
Switzerland



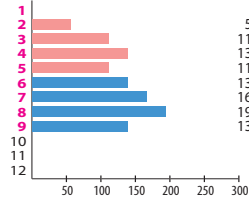
Iceland



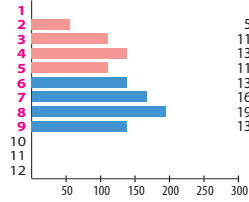
Liechtenstein Primary and Realgymnasium



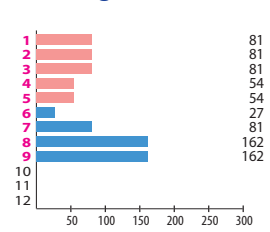
Liechtenstein Primary and Oberschule



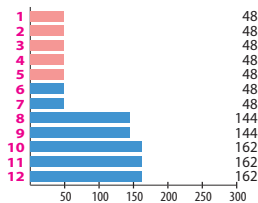
Liechtenstein Primary and Realschule



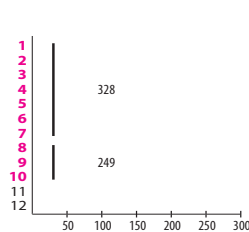
Montenegro



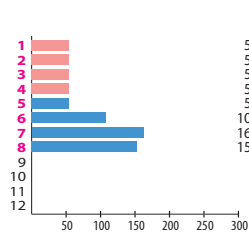
Former Yugoslav Republic of Macedonia



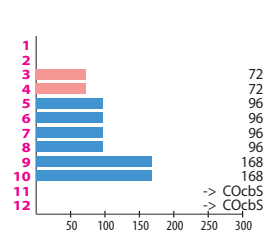
Norway



Serbia



Turkey



Country specific notes: Belgium (BE de): Data include instruction time (≠ IT) for technology in grades 1-8. Belgium (BE nl): ≡ IT for social studies in grades 1-6, ≡ technology for social studies in grades 1-6. Bulgaria: ≡ IT for social studies in grade 2. Czech Republic: ≡ IT for social studies in grades 1-5. Ireland and Malta: ≡ IT for technology in grades 1-6. France: ≡ IT for social studies in grades 1-2, for ICT in grades 1-5 and for technology in grades 3-5.

For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCG

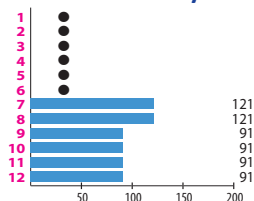
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years

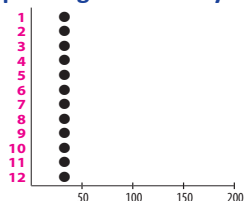
Source: Eurydice.

SOCIAL STUDIES

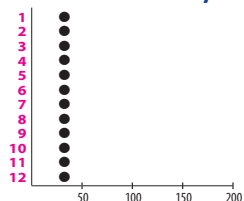
Belgium – French Community



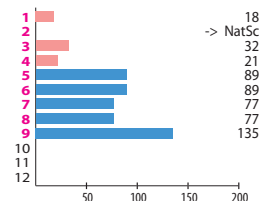
Belgium – German-speaking Community



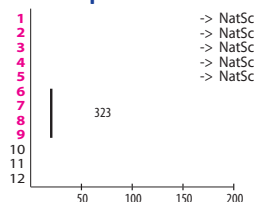
Belgium – Flemish Community



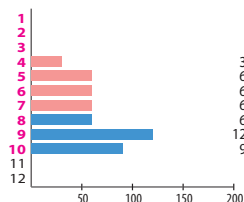
Bulgaria



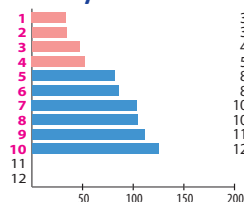
Czech Republic



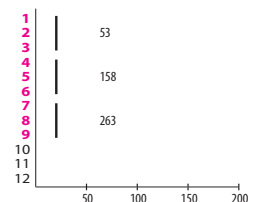
Denmark



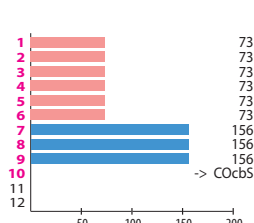
Germany



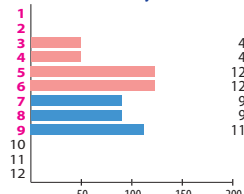
Estonia



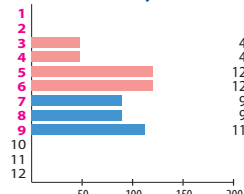
Ireland



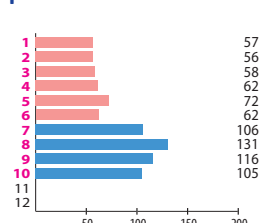
Greece RC (primary and lower secondary)



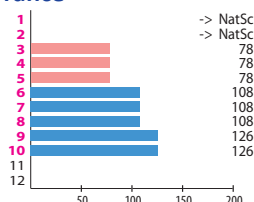
Greece EAEP (primary and lower secondary)



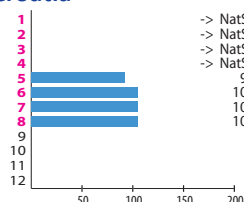
Spain



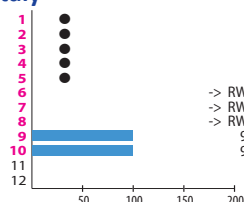
France



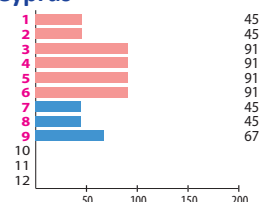
Croatia



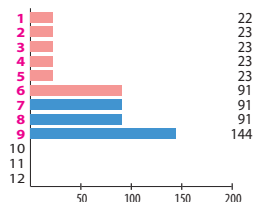
Italy



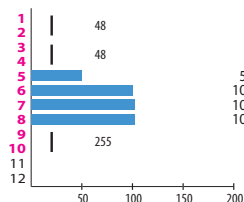
Cyprus



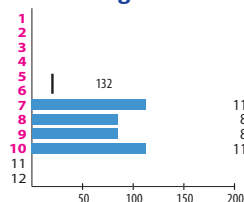
Latvia



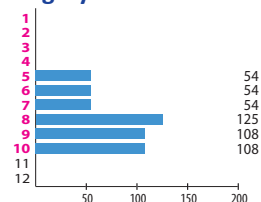
Lithuania



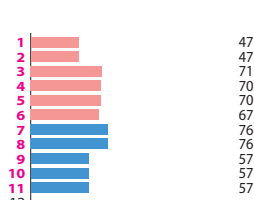
Luxembourg



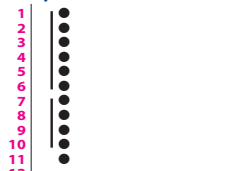
Hungary



Malta



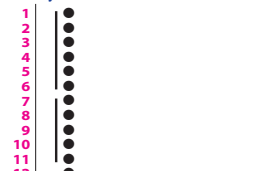
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



For specific national information, see Part III, Section 5: Country specific notes.

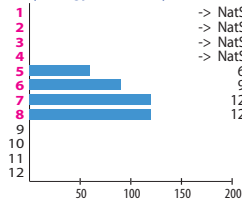
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

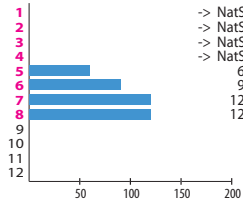
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

Source: Eurydice.

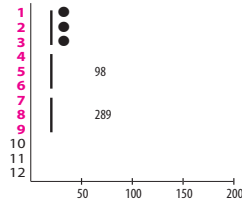
Austria Volksschule and AHS (Realgymnasium)



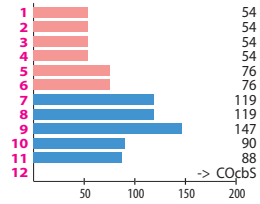
Austria Volksschule and NMS



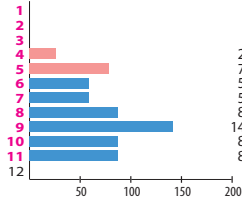
Poland



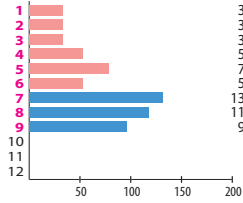
Portugal



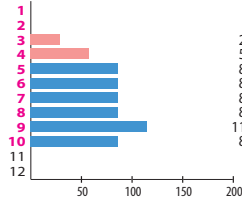
Romania



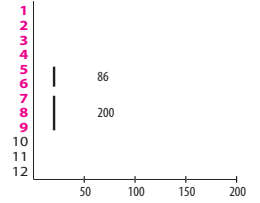
Slovenia



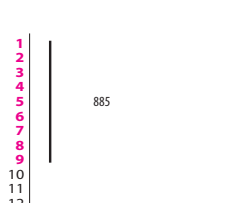
Slovakia



Finland



Sweden



United Kingdom – England



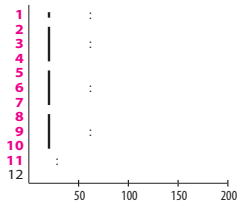
United Kingdom – Wales



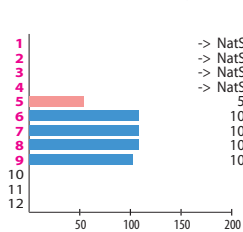
United Kingdom – Northern Ireland



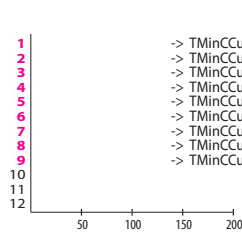
United Kingdom – Scotland



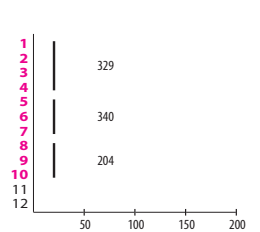
Bosnia and Herzegovina



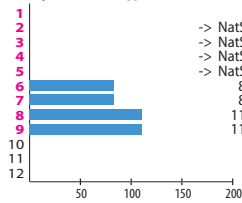
Switzerland



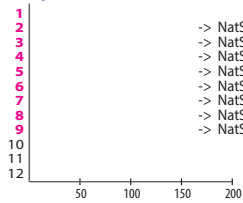
Iceland



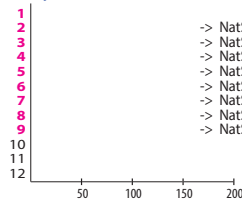
Liechtenstein Primary and Realgymnasium



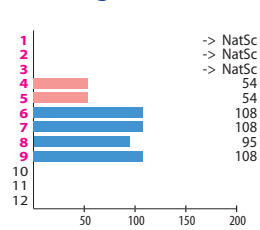
Liechtenstein Primary and Oberschule



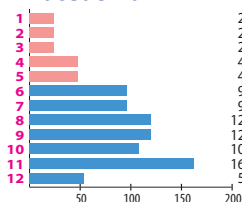
Liechtenstein Primary and Realschule



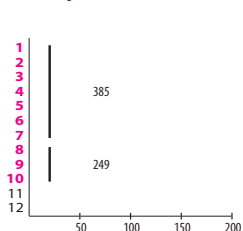
Montenegro



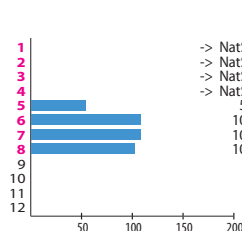
Former Yugoslav Republic of Macedonia



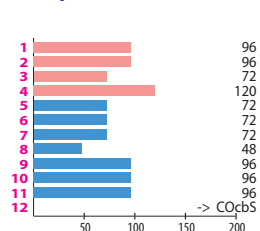
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCG

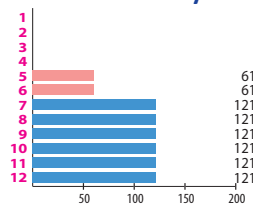
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years

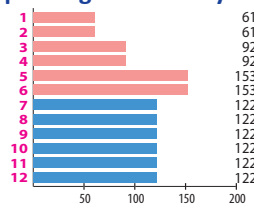
Source: Eurydice.

LANGUAGE 2

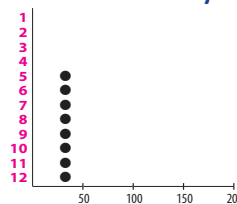
Belgium – French Community



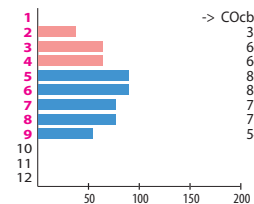
Belgium – German-speaking Community



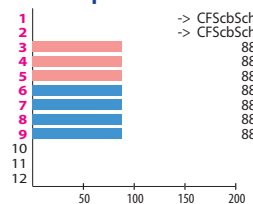
Belgium – Flemish Community



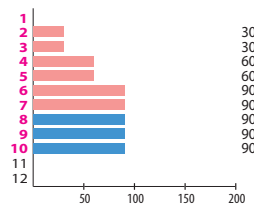
Bulgaria



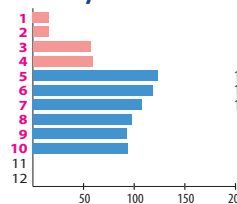
Czech Republic



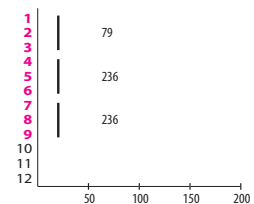
Denmark



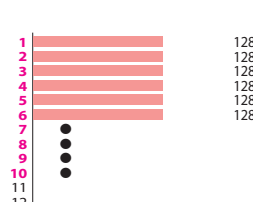
Germany



Estonia



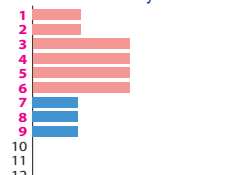
Ireland



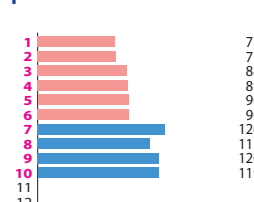
Greece RC (primary) and lower secondary



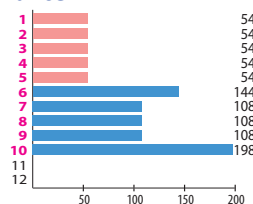
Greece EAEP (primary) and lower secondary



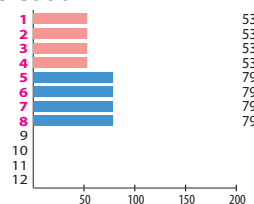
Spain



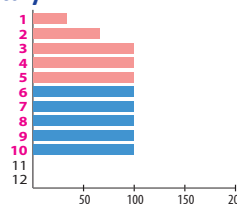
France



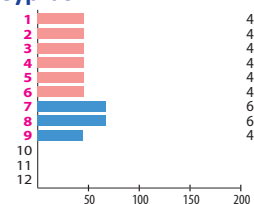
Croatia



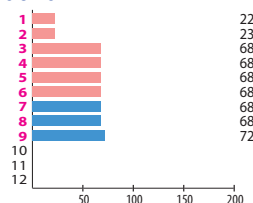
Italy



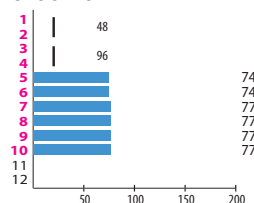
Cyprus



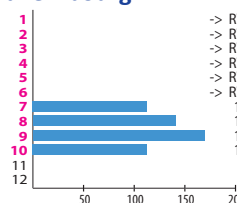
Latvia



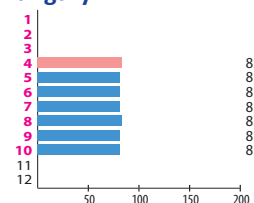
Lithuania



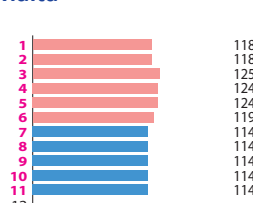
Luxembourg



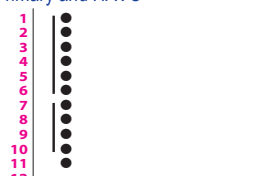
Hungary



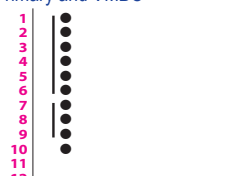
Malta



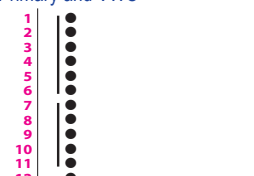
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



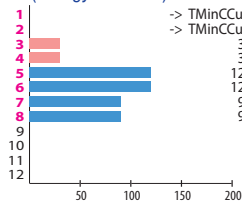
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

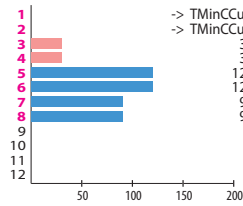
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

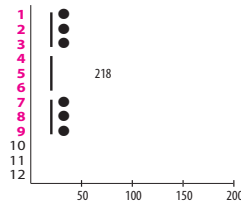
Austria Volksschule and AHS (Realgymnasium)



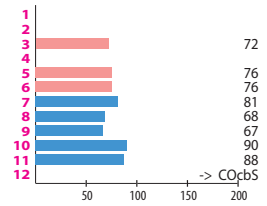
Austria Volksschule and NMS



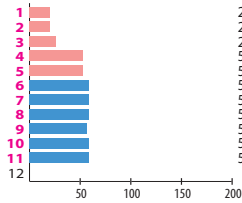
Poland



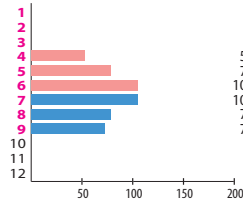
Portugal



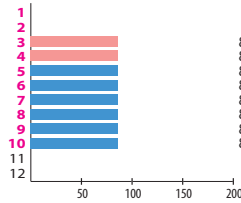
Romania



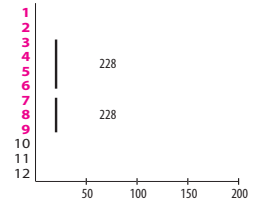
Slovenia



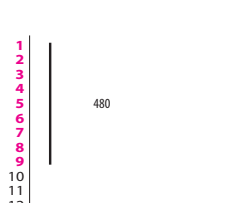
Slovakia



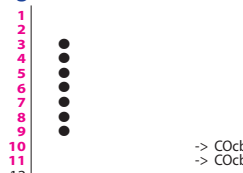
Finland



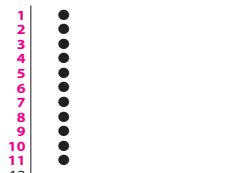
Sweden



United Kingdom – England



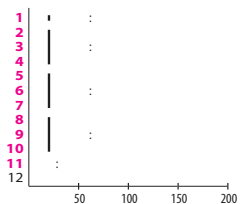
United Kingdom – Wales



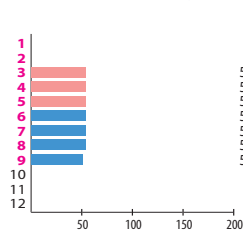
United Kingdom – Northern Ireland



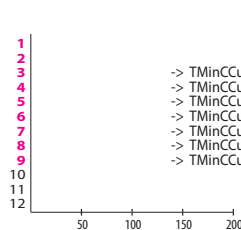
United Kingdom – Scotland



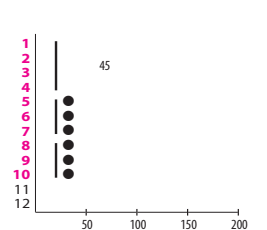
Bosnia and Herzegovina



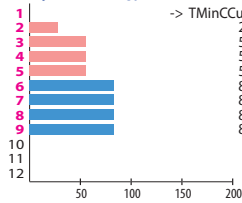
Switzerland



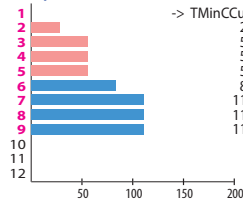
Iceland



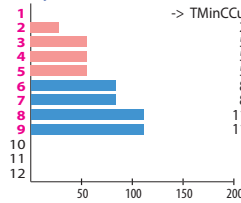
Liechtenstein Primary and Realgymnasium



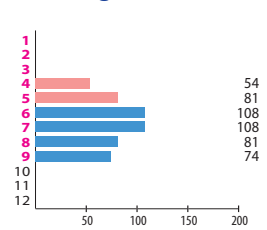
Liechtenstein Primary and Oberschule



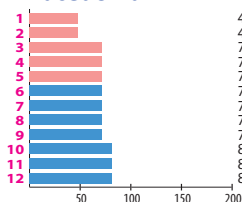
Liechtenstein Primary and Realschule



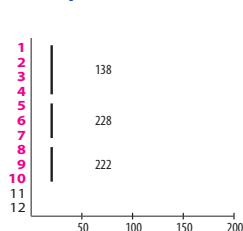
Montenegro



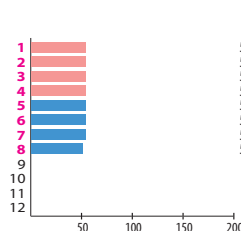
Former Yugoslav Republic of Macedonia



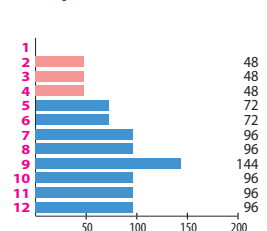
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FCG

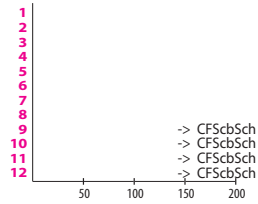
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years

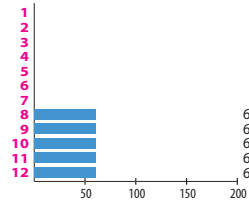
Source: Eurydice.

LANGUAGE 3

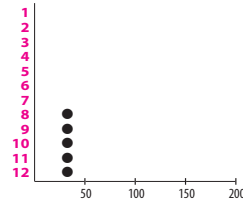
Belgium – French Community



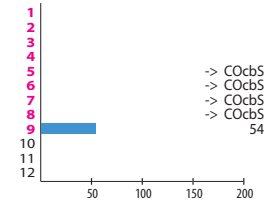
Belgium – German-speaking Community



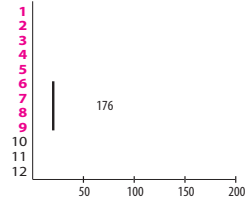
Belgium – Flemish Community



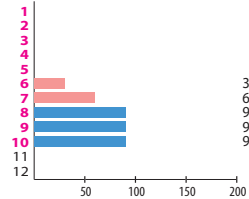
Bulgaria



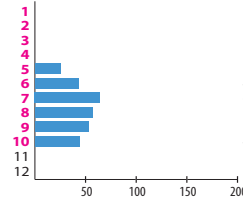
Czech Republic



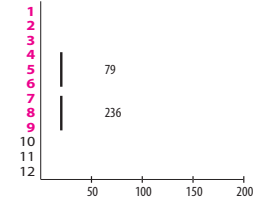
Denmark



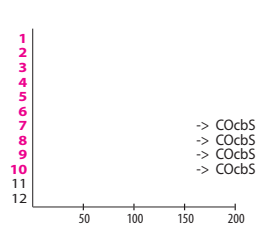
Germany



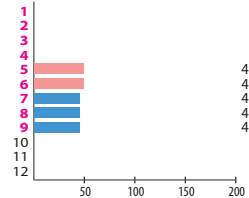
Estonia



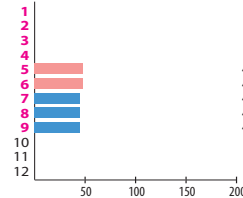
Ireland



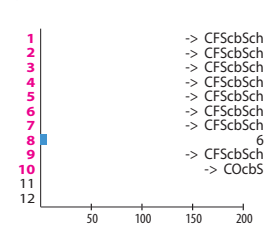
Greece RC (primary) and lower secondary



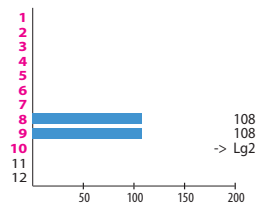
Greece EAEP (primary) and lower secondary



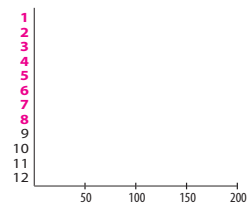
Spain



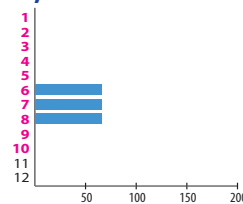
France



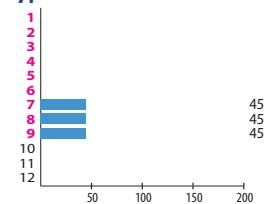
Croatia



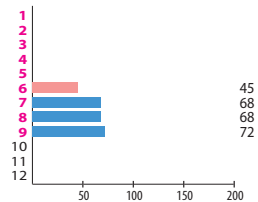
Italy



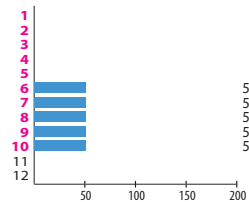
Cyprus



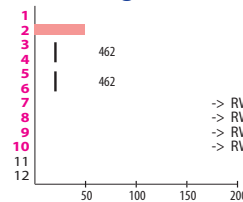
Latvia



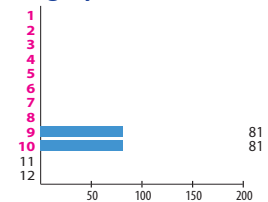
Lithuania



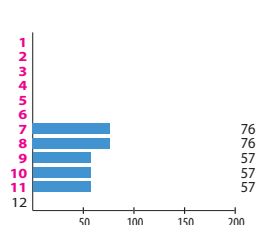
Luxembourg



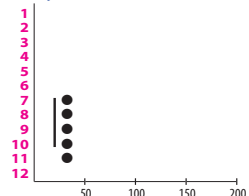
Hungary



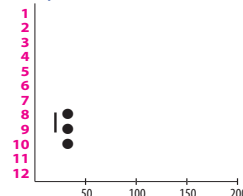
Malta



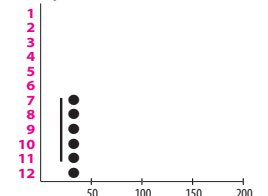
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



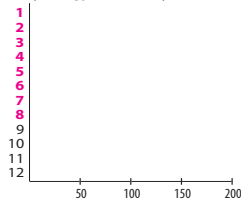
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

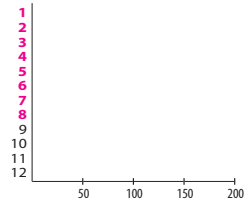
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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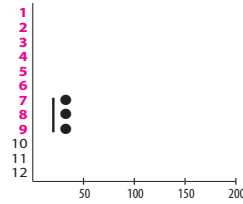
Austria Volksschule and AHS (Realgymnasium)



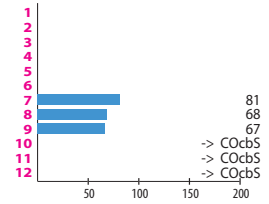
Austria Volksschule and NMS



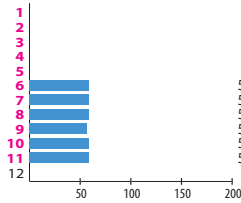
Poland



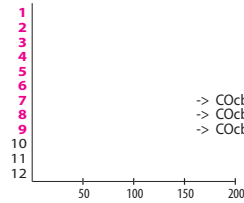
Portugal



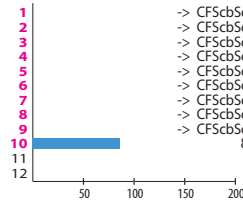
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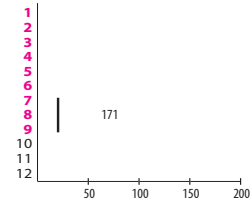
Slovenia



Slovakia



Finland



Sweden



United Kingdom – England



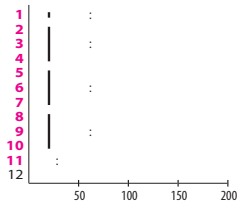
United Kingdom – Wales



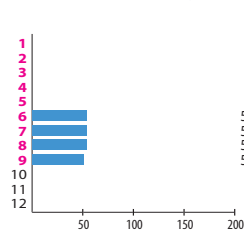
United Kingdom – Northern Ireland



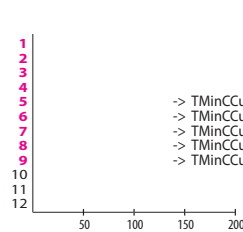
United Kingdom – Scotland



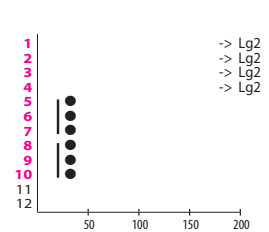
Bosnia and Herzegovina



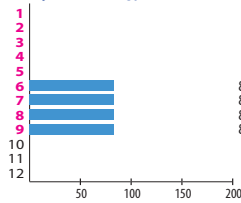
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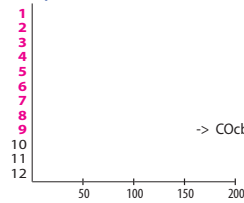
Iceland



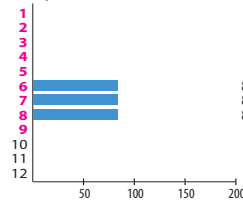
Liechtenstein Primary and Realgymnasium



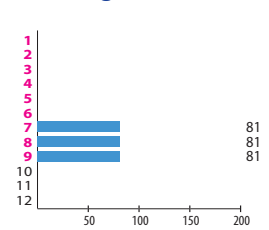
Liechtenstein Primary and Oberschule



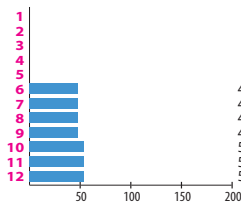
Liechtenstein Primary and Realschule



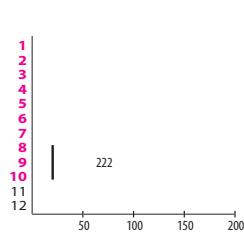
Montenegro



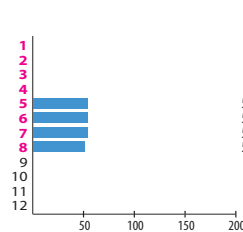
Former Yugoslav Republic of Macedonia



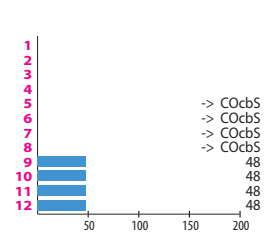
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

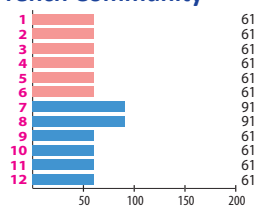
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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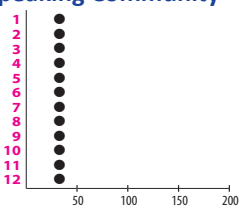
Source: Eurydice.

PHYSICAL EDUCATION AND HEALTH

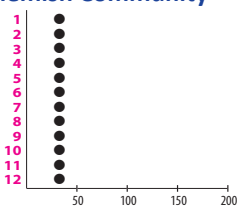
Belgium – French Community



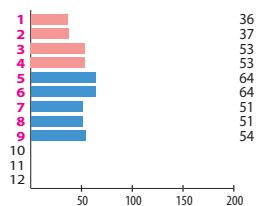
Belgium – German-speaking Community



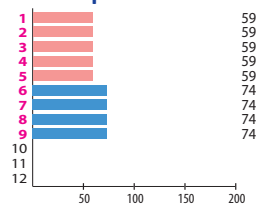
Belgium – Flemish Community



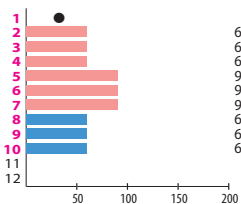
Bulgaria



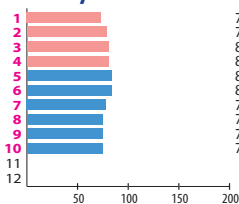
Czech Republic



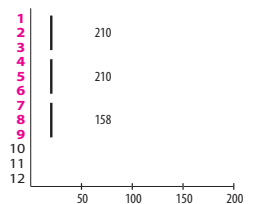
Denmark



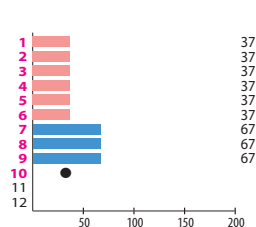
Germany



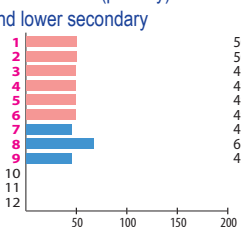
Estonia



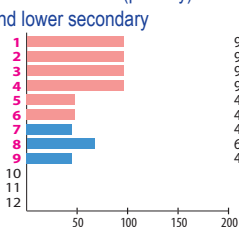
Ireland



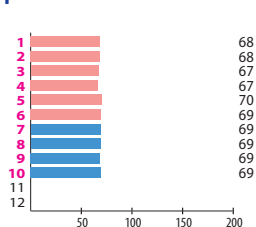
Greece RC (primary) and lower secondary



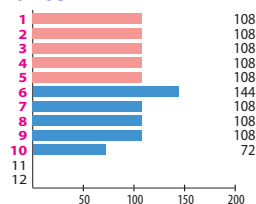
Greece EAEP (primary) and lower secondary



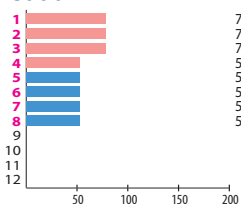
Spain



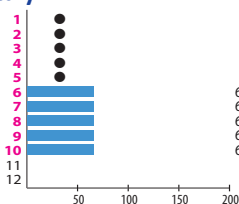
France



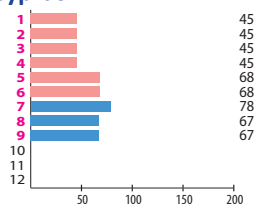
Croatia



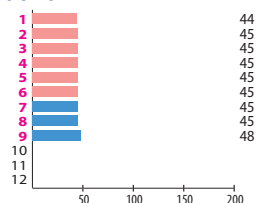
Italy



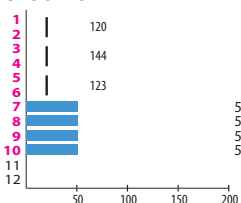
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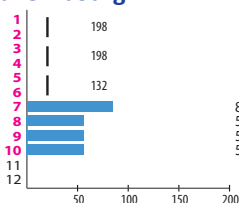
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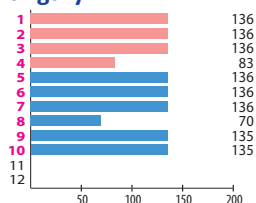
Lithuania



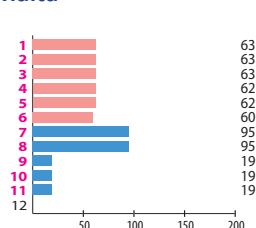
Luxembourg



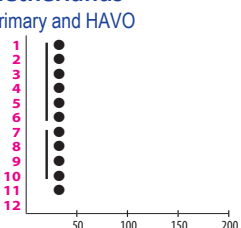
Hungary



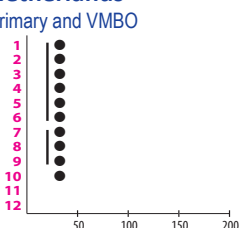
Malta



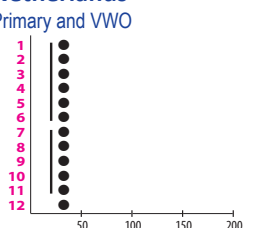
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



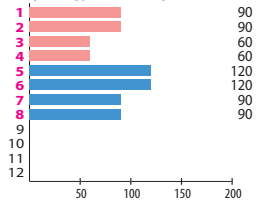
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

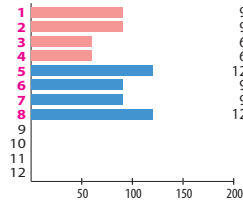
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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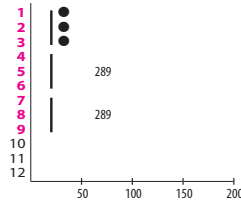
Austria Volksschule and AHS (Realgymnasium)



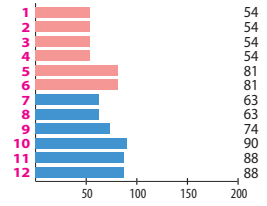
Austria Volksschule and NMS



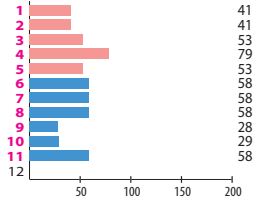
Poland



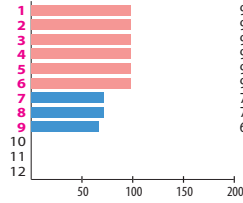
Portugal



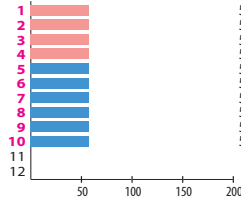
Romania



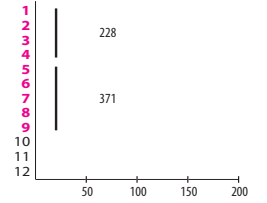
Slovenia



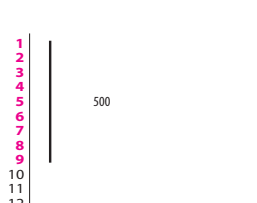
Slovakia



Finland



Sweden



United Kingdom – England



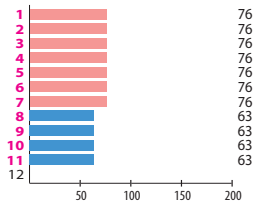
United Kingdom – Wales



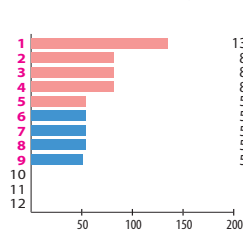
United Kingdom – Northern Ireland



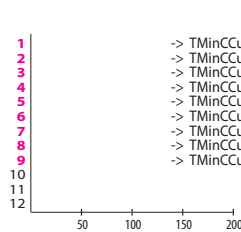
United Kingdom – Scotland



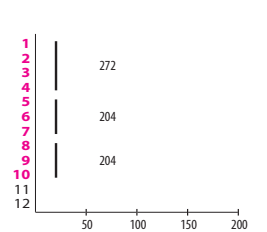
Bosnia and Herzegovina



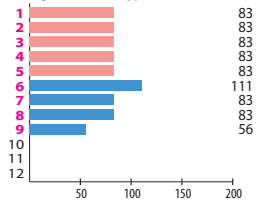
Switzerland



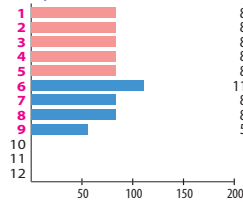
Iceland



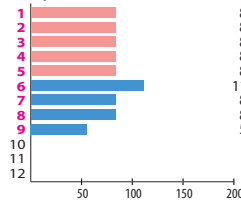
Liechtenstein Primary and Realgymnasium



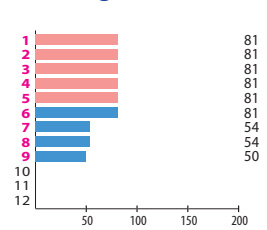
Liechtenstein Primary and Oberschule



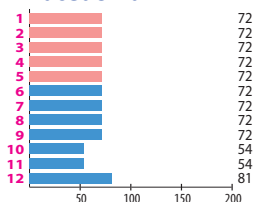
Liechtenstein Primary and Realschule



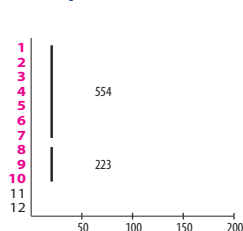
Montenegro



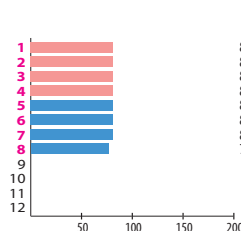
Former Yugoslav Republic of Macedonia



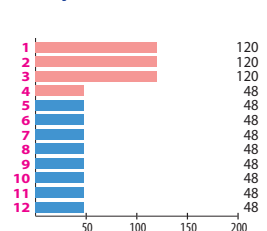
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCG

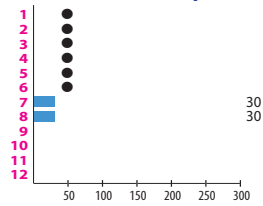
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years

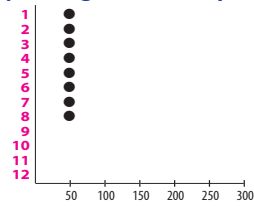
Source: Eurydice.

ARTS EDUCATION

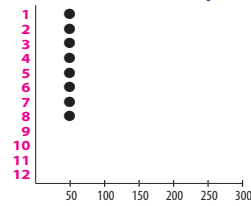
Belgium – French Community



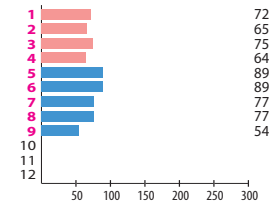
Belgium – German-speaking Community



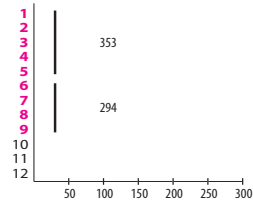
Belgium – Flemish Community



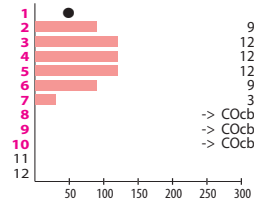
Bulgaria



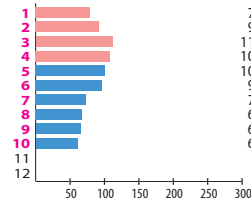
Czech Republic



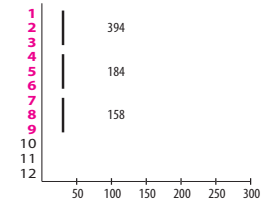
Denmark



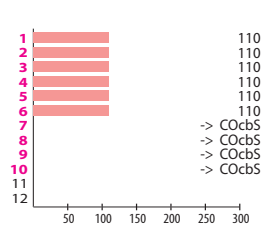
Germany



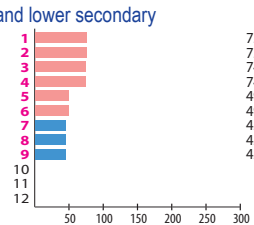
Estonia



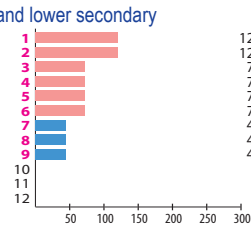
Ireland



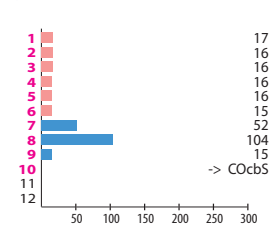
Greece RC (primary) and lower secondary



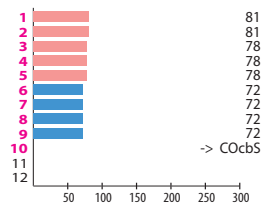
Greece EAEP (primary) and lower secondary



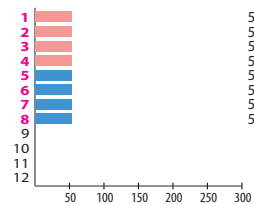
Spain



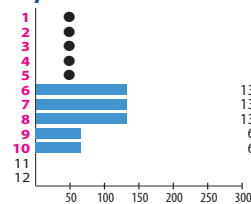
France



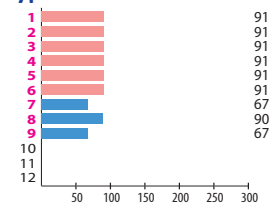
Croatia



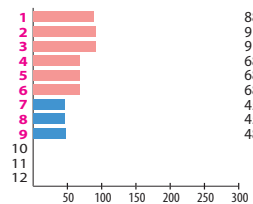
Italy



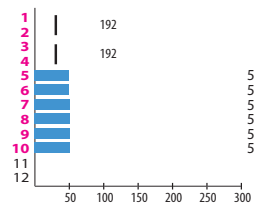
Cyprus



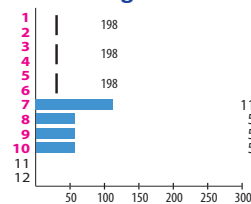
Latvia



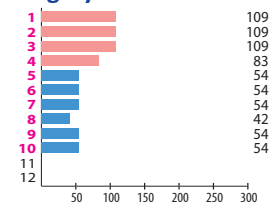
Lithuania



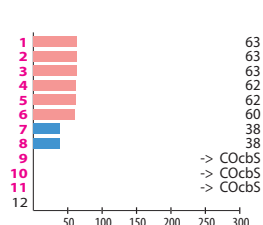
Luxembourg



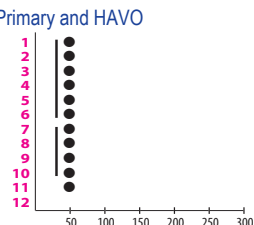
Hungary



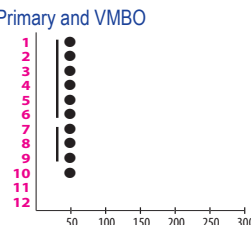
Malta



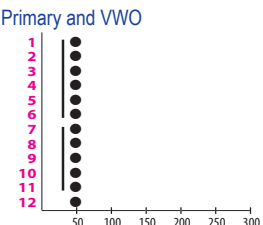
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



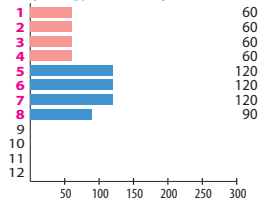
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

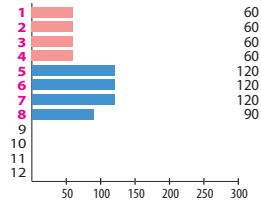
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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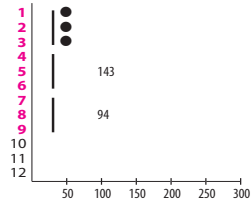
Austria Volksschule and AHS (Realgymnasium)



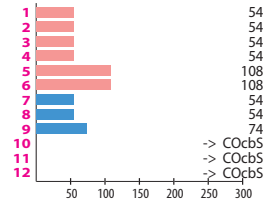
Austria Volksschule and NMS



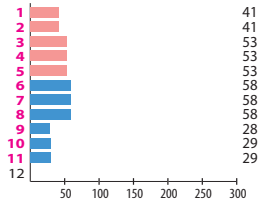
Poland



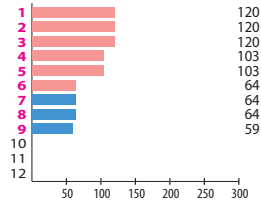
Portugal



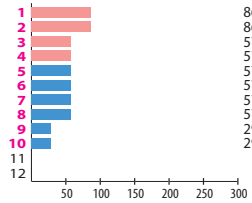
Romania



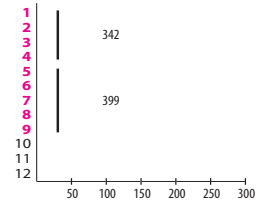
Slovenia



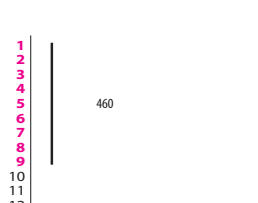
Slovakia



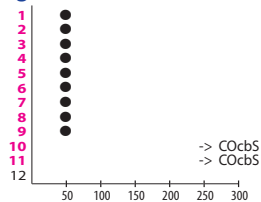
Finland



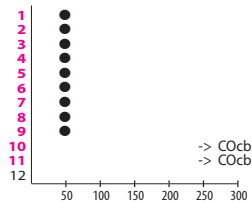
Sweden



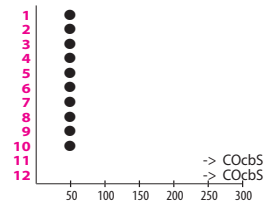
United Kingdom – England



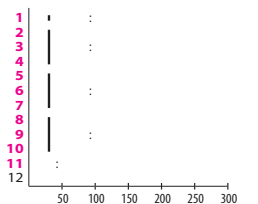
United Kingdom – Wales



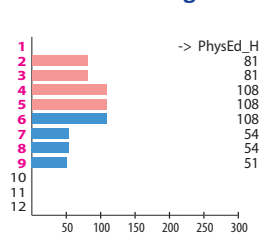
United Kingdom – Northern Ireland



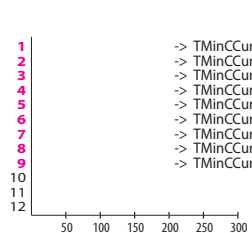
United Kingdom – Scotland



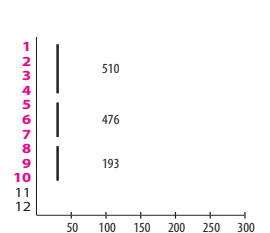
Bosnia and Herzegovina



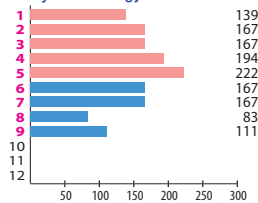
Switzerland



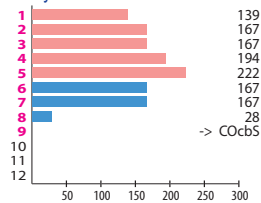
Iceland



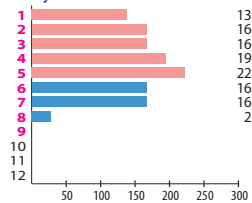
Liechtenstein Primary and Realgymnasium



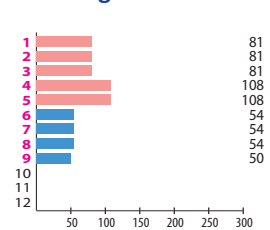
Liechtenstein Primary and Oberschule



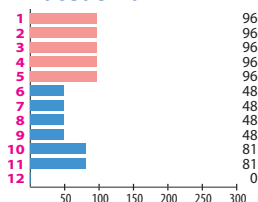
Liechtenstein Primary and Realschule



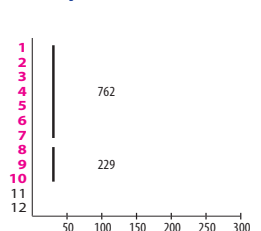
Montenegro



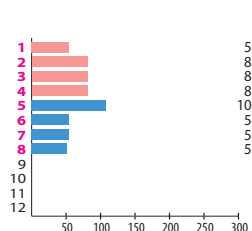
Former Yugoslav Republic of Macedonia



Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCCG

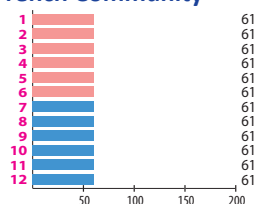
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years

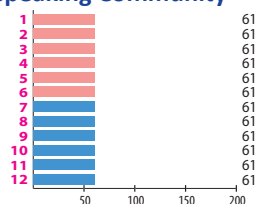
Source: Eurydice.

RELIGION/ETHICS/MORAL EDUCATION

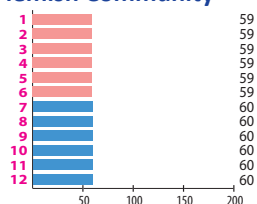
Belgium – French Community



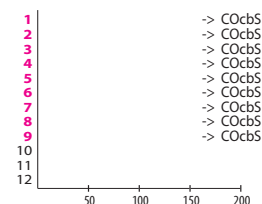
Belgium – German-speaking Community



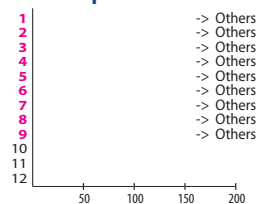
Belgium – Flemish Community



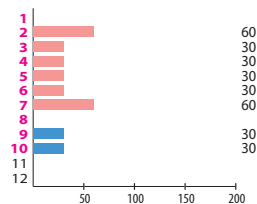
Bulgaria



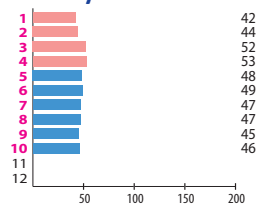
Czech Republic



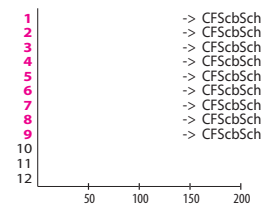
Denmark



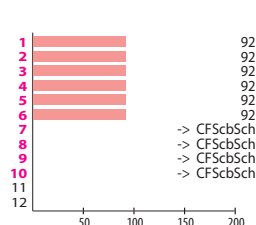
Germany



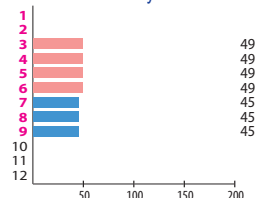
Estonia



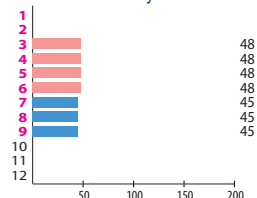
Ireland



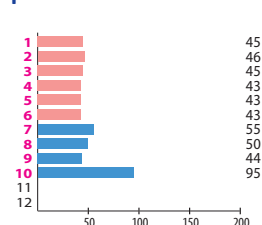
Greece RC (primary) and lower secondary



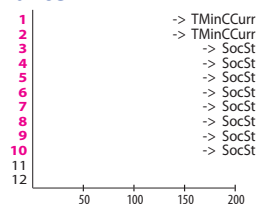
Greece EAEP (primary) and lower secondary



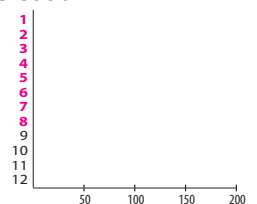
Spain



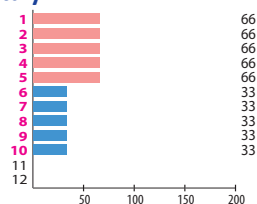
France



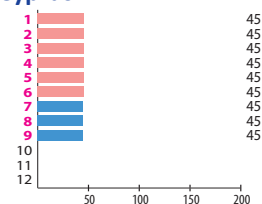
Croatia



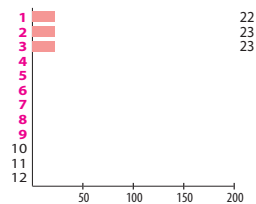
Italy



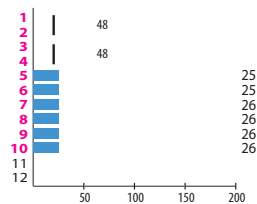
Cyprus



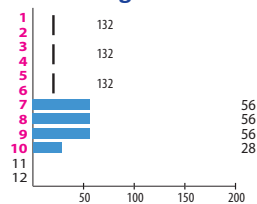
Latvia



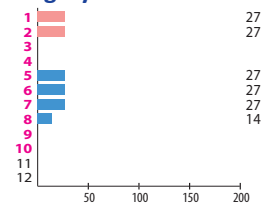
Lithuania



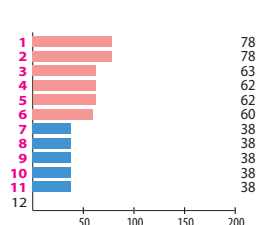
Luxembourg



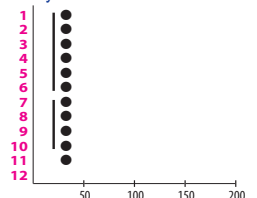
Hungary



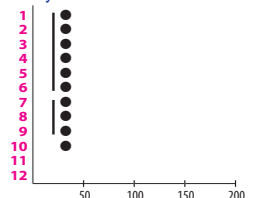
Malta



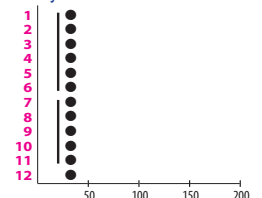
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



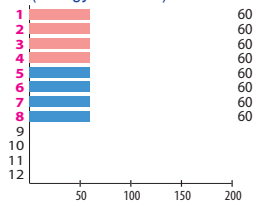
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

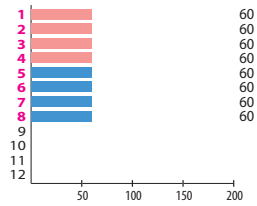
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

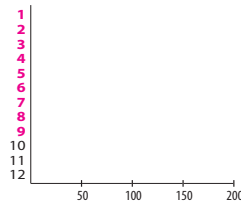
Austria Volksschule and AHS (Realgymnasium)



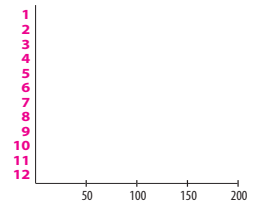
Austria Volksschule and NMS



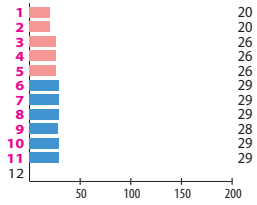
Poland



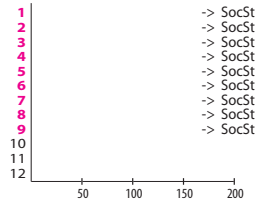
Portugal



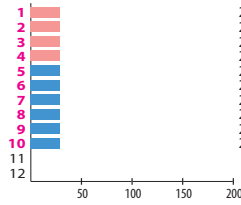
Romania



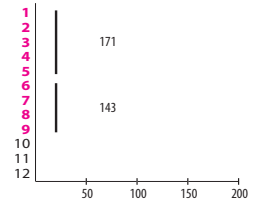
Slovenia



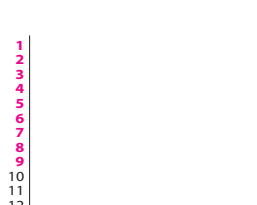
Slovakia



Finland



Sweden



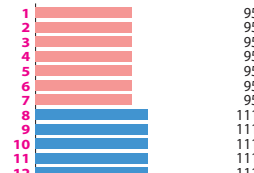
United Kingdom – England



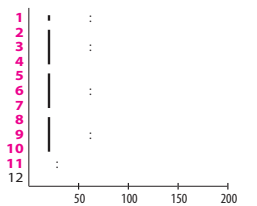
United Kingdom – Wales



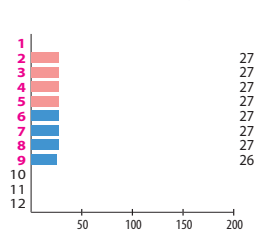
United Kingdom – Northern Ireland



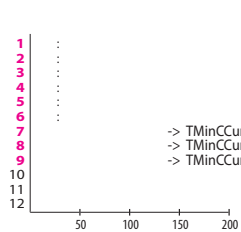
United Kingdom – Scotland



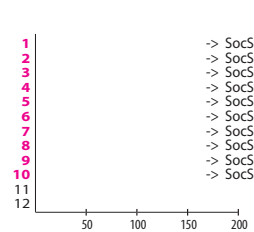
Bosnia and Herzegovina



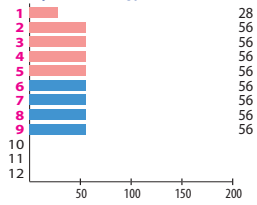
Switzerland



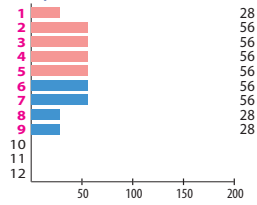
Iceland



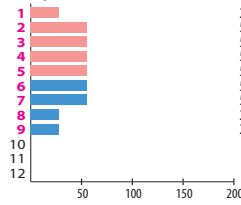
Liechtenstein Primary and Realgymnasium



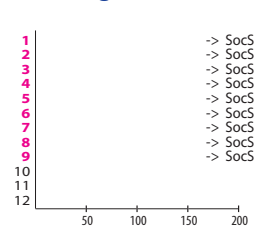
Liechtenstein Primary and Oberschule



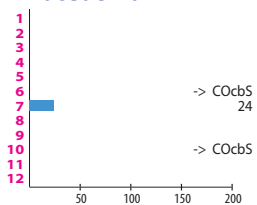
Liechtenstein Primary and Realschule



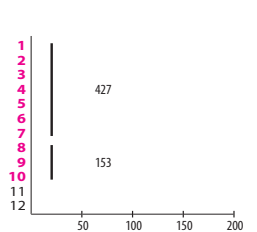
Montenegro



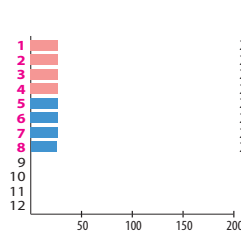
Former Yugoslav Republic of Macedonia



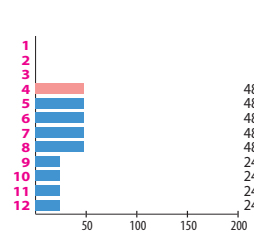
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCG

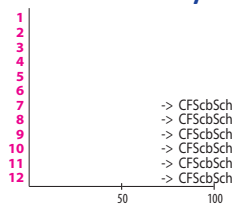
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

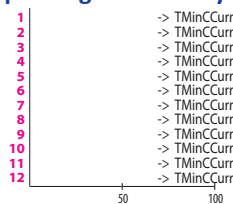
Source: Eurydice.

ICT

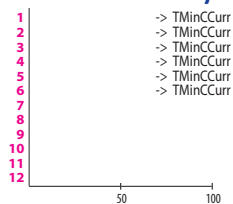
Belgium – French Community



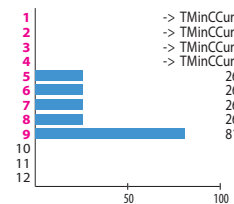
Belgium – German-speaking Community



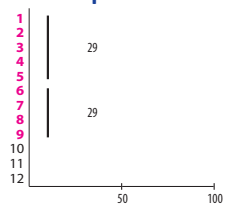
Belgium – Flemish Community



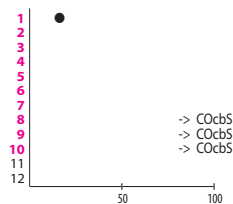
Bulgaria



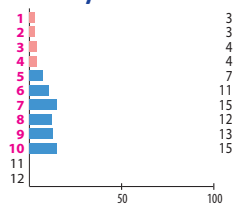
Czech Republic



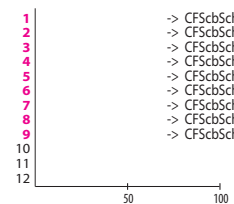
Denmark



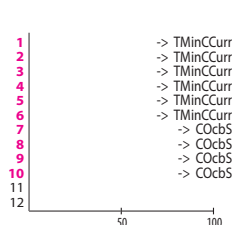
Germany



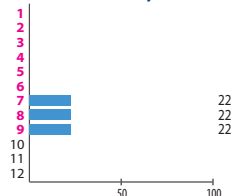
Estonia



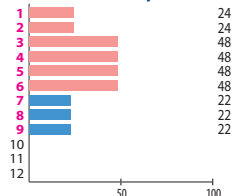
Ireland



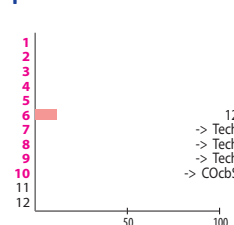
Greece RC (primary) and lower secondary



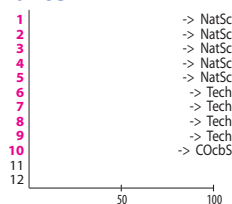
Greece EAEP (primary) and lower secondary



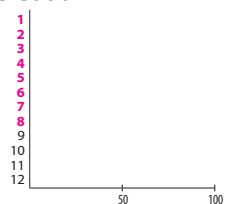
Spain



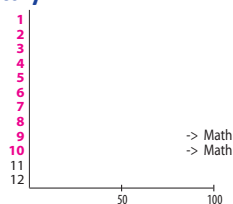
France



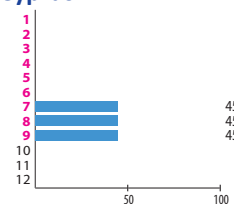
Croatia



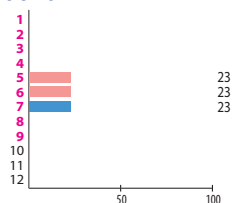
Italy



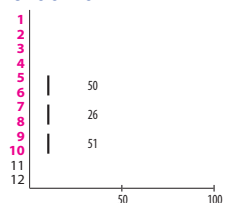
Cyprus



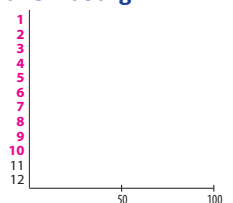
Latvia



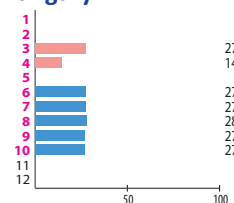
Lithuania



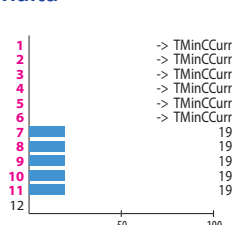
Luxembourg



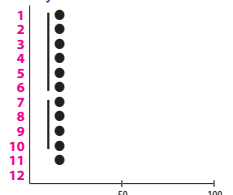
Hungary



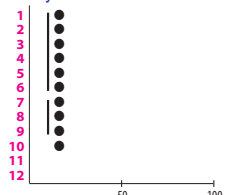
Malta



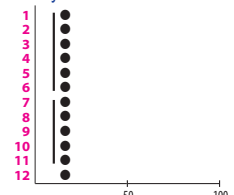
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



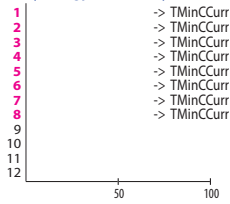
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

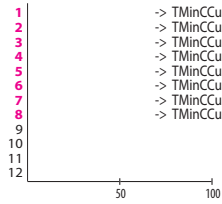
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

Austria Volksschule and AHS (Realgymnasium)



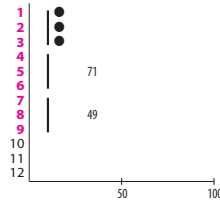
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Austria Volksschule and NMS



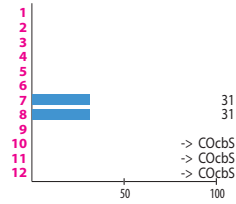
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Poland



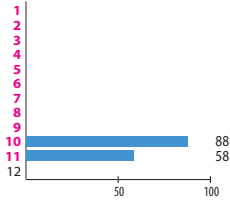
71
49

Portugal

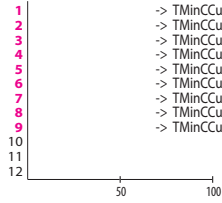


31
31
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Romania

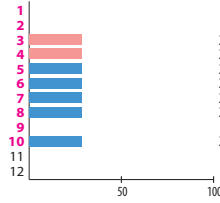


Slovenia

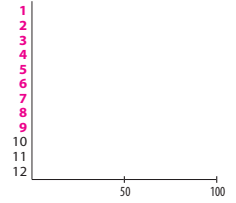


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Slovakia



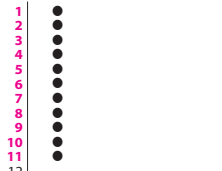
Finland



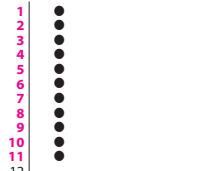
Sweden



United Kingdom – England



United Kingdom – Wales

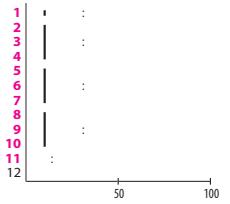


United Kingdom – Northern Ireland

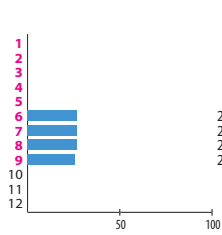


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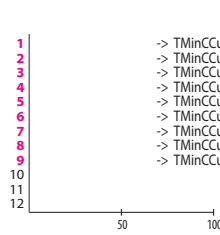
United Kingdom – Scotland



Bosnia and Herzegovina

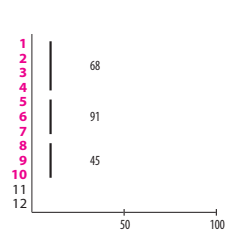


Switzerland

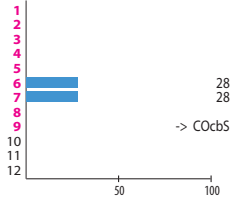


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Iceland

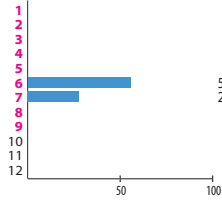


Liechtenstein Primary and Realgymnasium

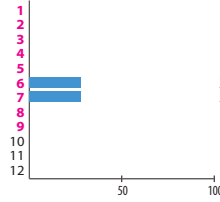


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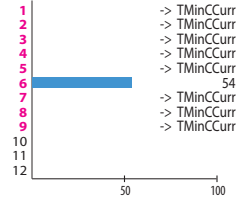
Liechtenstein Primary and Oberschule



Liechtenstein Primary and Realschule

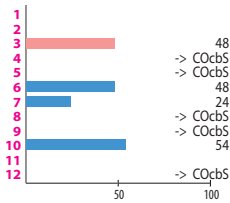


Montenegro



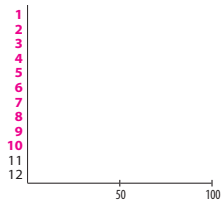
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Former Yugoslav Republic of Macedonia

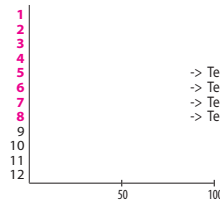


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Norway

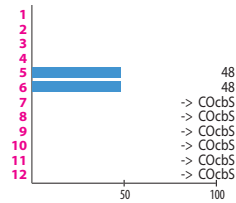


Serbia



-> Tech
-> Tech
-> Tech

Turkey



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For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

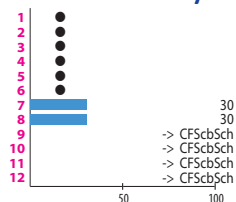
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

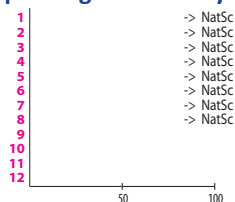
Source: Eurydice.

TECHNOLOGY

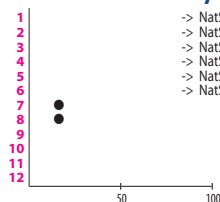
Belgium – French Community



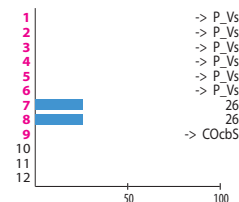
Belgium – German-speaking Community



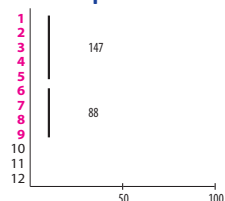
Belgium – Flemish Community



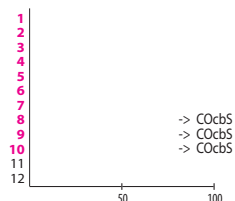
Bulgaria



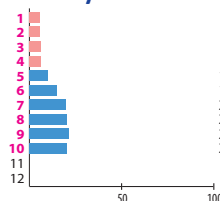
Czech Republic



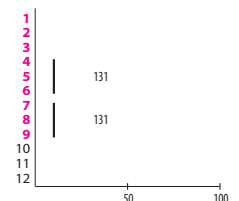
Denmark



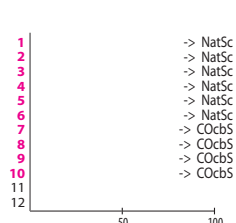
Germany



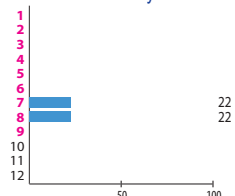
Estonia



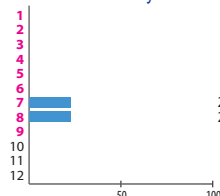
Ireland



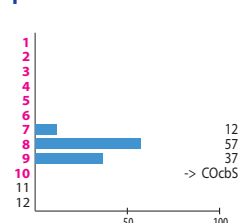
Greece RC (primary) and lower secondary



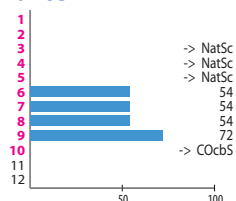
Greece EAEP (primary) and lower secondary



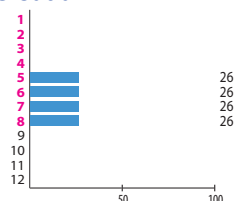
Spain



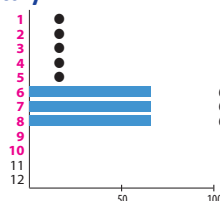
France



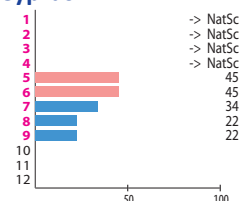
Croatia



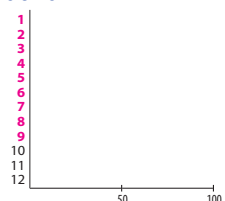
Italy



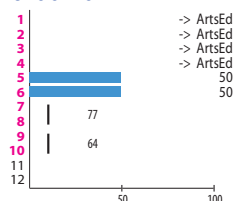
Cyprus



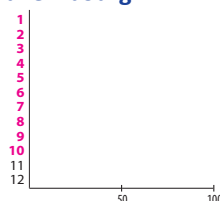
Latvia



Lithuania



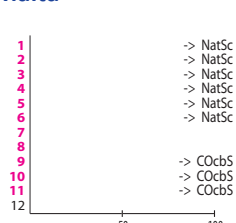
Luxembourg



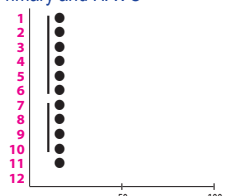
Hungary



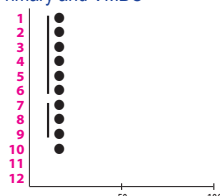
Malta



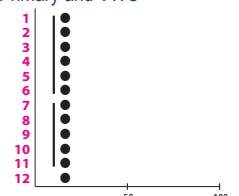
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



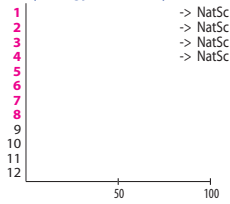
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

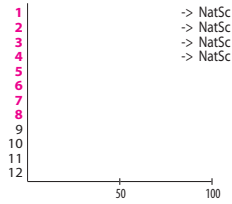
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

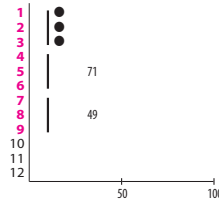
Austria Volksschule and AHS (Realgymnasium)



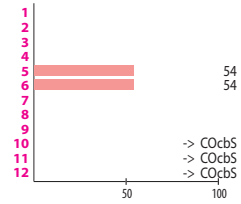
Austria Volksschule and NMS



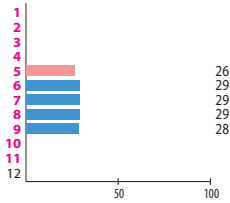
Poland



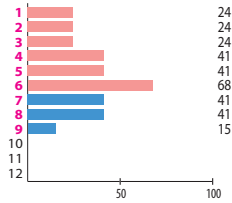
Portugal



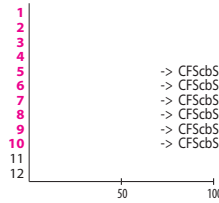
Romania



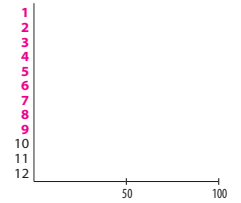
Slovenia



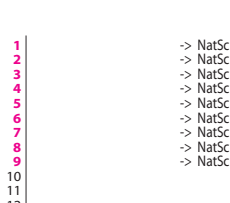
Slovakia



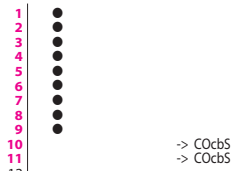
Finland



Sweden



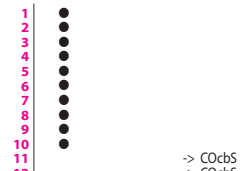
United Kingdom – England



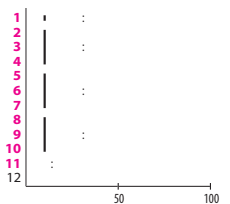
United Kingdom – Wales



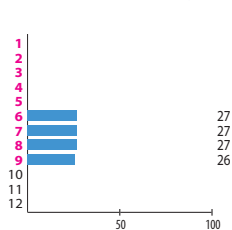
United Kingdom – Northern Ireland



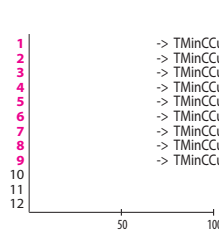
United Kingdom – Scotland



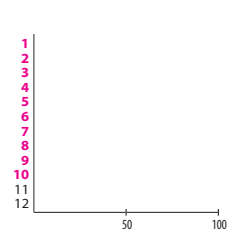
Bosnia and Herzegovina



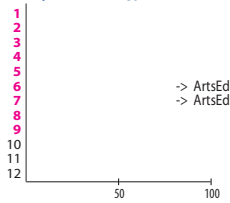
Switzerland



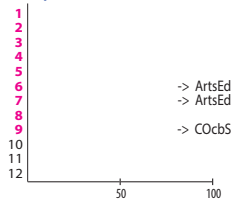
Iceland



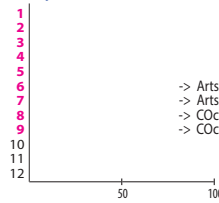
Liechtenstein Primary and Realgymnasium



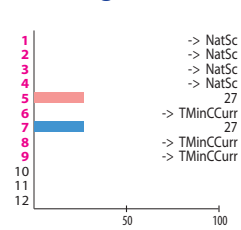
Liechtenstein Primary and Oberschule



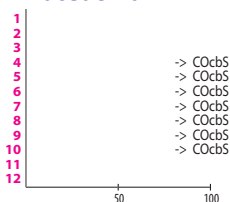
Liechtenstein Primary and Realschule



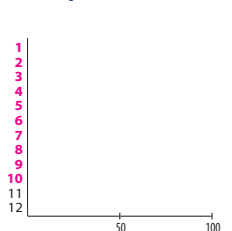
Montenegro



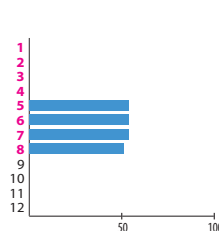
Former Yugoslav Republic of Macedonia



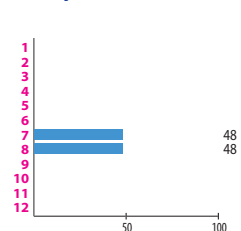
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCG

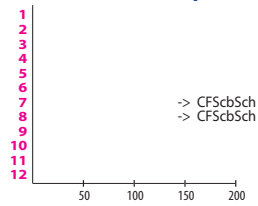
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

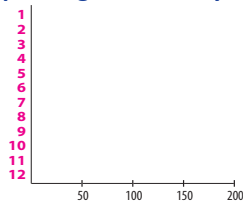
Source: Eurydice.

PRACTICAL AND VOCATIONAL SKILLS

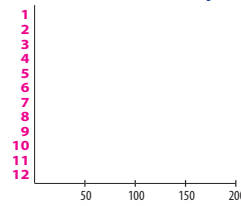
Belgium – French Community



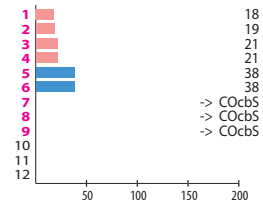
Belgium – German-speaking Community



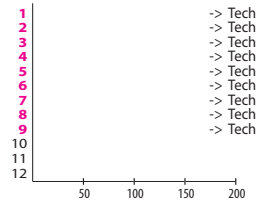
Belgium – Flemish Community



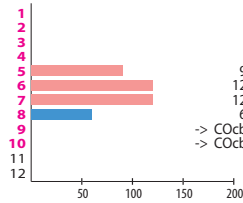
Bulgaria



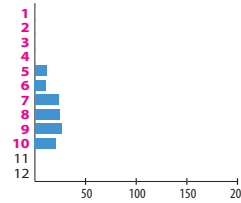
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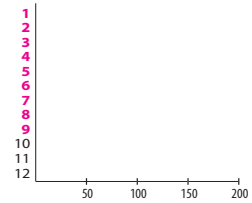
Denmark



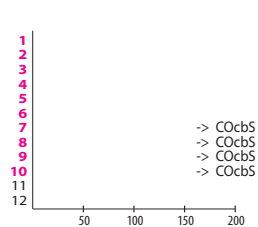
Germany



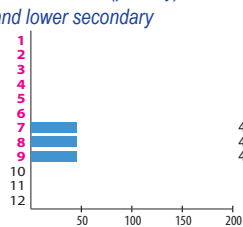
Estonia



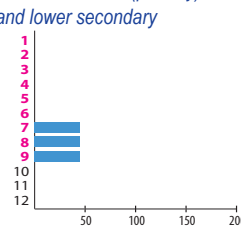
Ireland



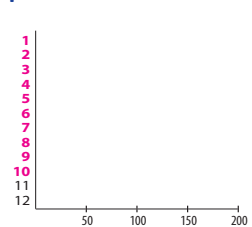
Greece RC (primary and lower secondary)



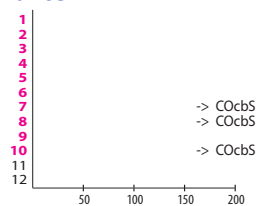
Greece EAEP (primary and lower secondary)



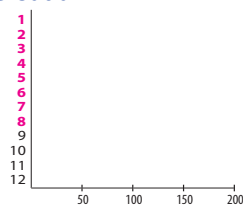
Spain



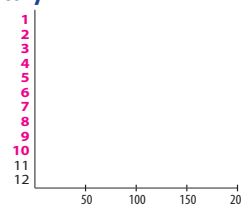
France



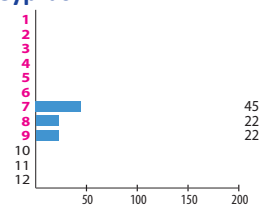
Croatia



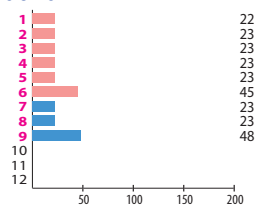
Italy



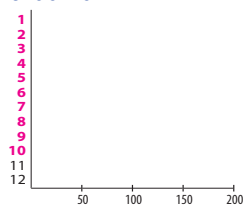
Cyprus



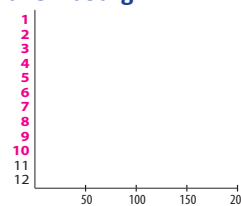
Latvia



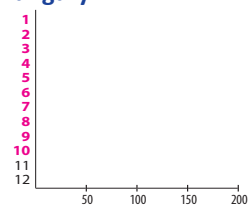
Lithuania



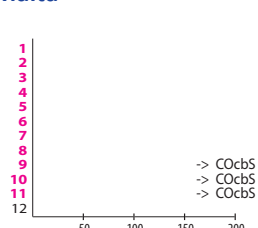
Luxembourg



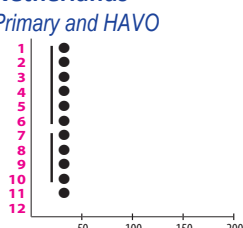
Hungary



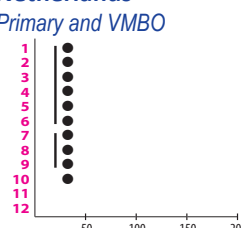
Malta



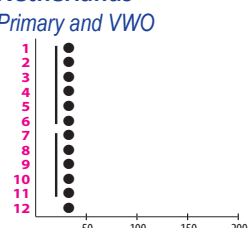
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



For specific national information, see Part III, Section 5: Country specific notes.

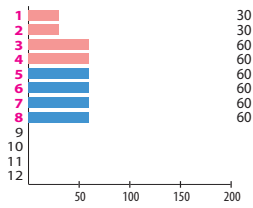
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FT CG

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

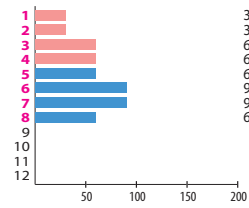
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

Source: Eurydice.

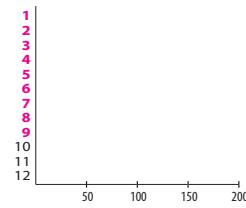
Austria *Volksschule and AHS (Realgymnasium)*



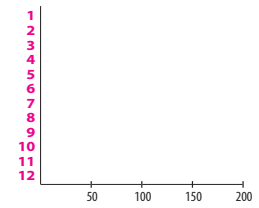
Austria *Volksschule and NMS*



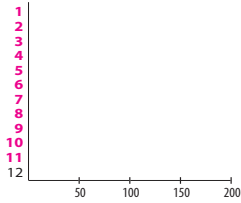
Poland



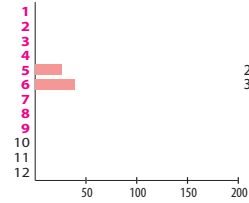
Portugal



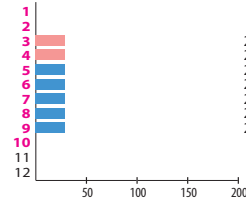
Romania



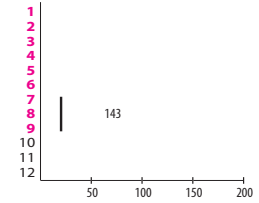
Slovenia



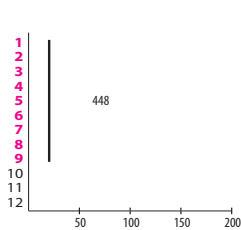
Slovakia



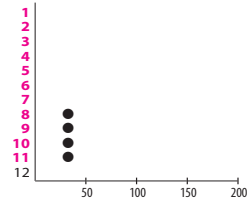
Finland



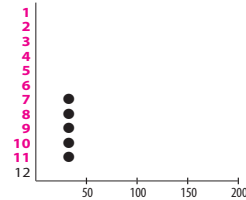
Sweden



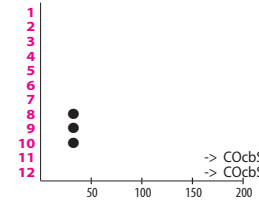
United Kingdom – England



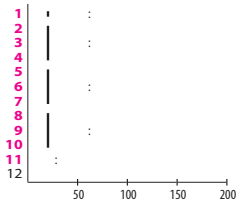
United Kingdom – Wales



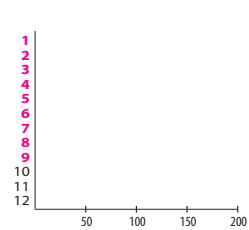
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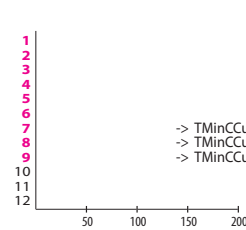
United Kingdom – Scotland



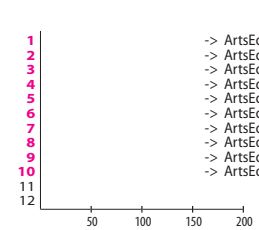
Bosnia and Herzegovina



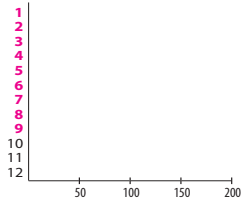
Switzerland



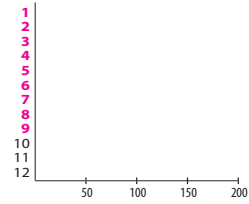
Iceland



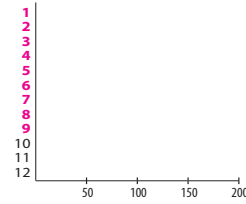
Liechtenstein *Primary and Realgymnasium*



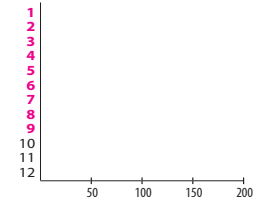
Liechtenstein *Primary and Oberschule*



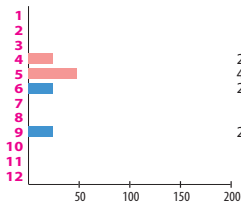
Liechtenstein *Primary and Realschule*



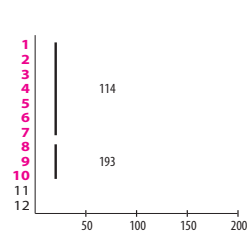
Montenegro



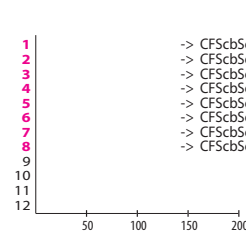
Former Yugoslav Republic of Macedonia



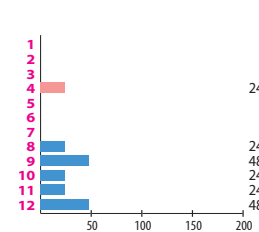
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

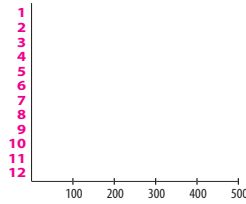
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

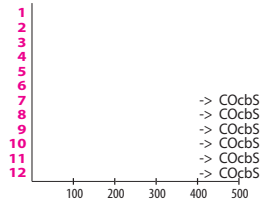
Source: Eurydice.

OTHER SUBJECTS

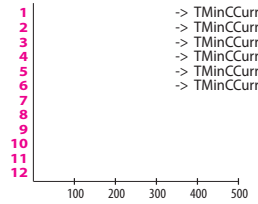
Belgium – French Community



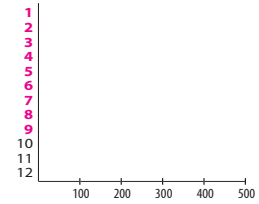
Belgium – German-speaking Community



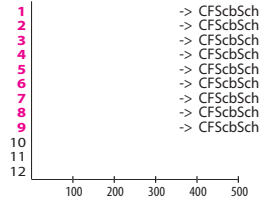
Belgium – Flemish Community



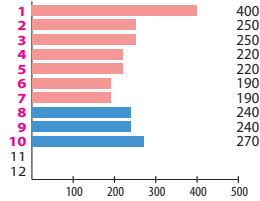
Bulgaria



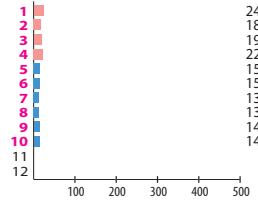
Czech Republic



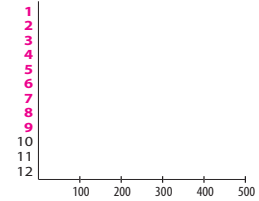
Denmark



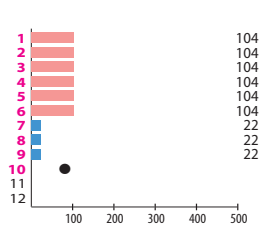
Germany



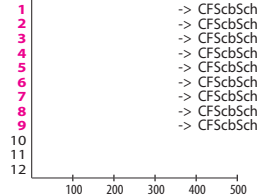
Estonia



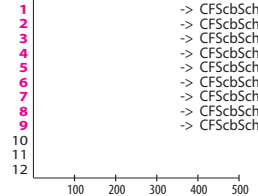
Ireland



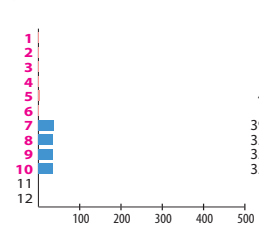
Greece RC (primary) and lower secondary



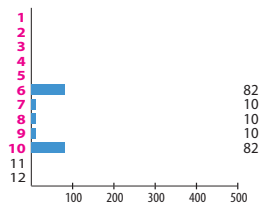
Greece EAEP (primary) and lower secondary



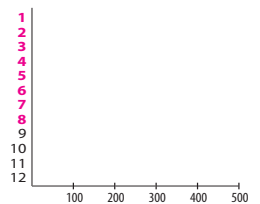
Spain



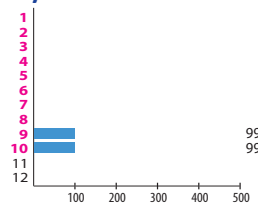
France



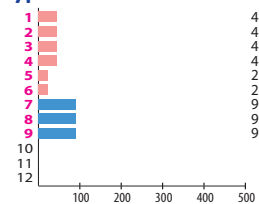
Croatia



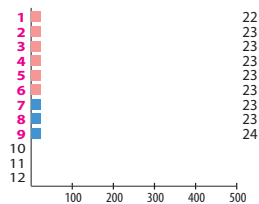
Italy



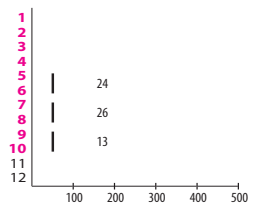
Cyprus



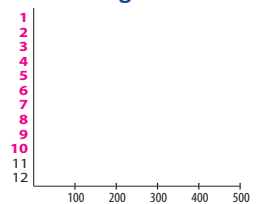
Latvia



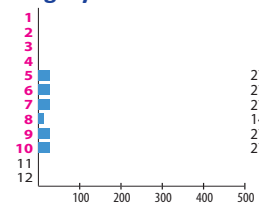
Lithuania



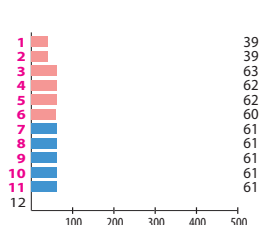
Luxembourg



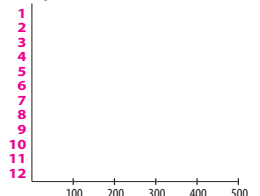
Hungary



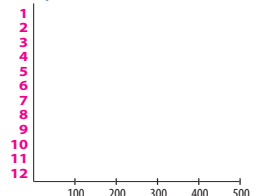
Malta



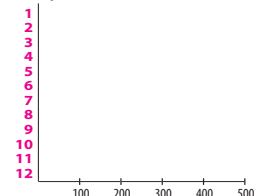
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



For specific national information, see Part III, Section 5: Country specific notes.

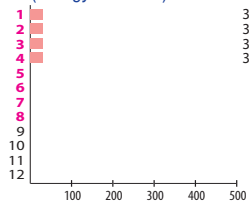
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

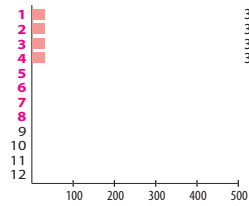
-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years

Source: Eurydice.

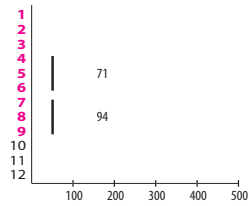
Austria Volksschule and AHS (Realgymnasium)



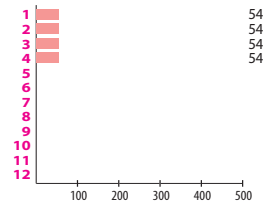
Austria Volksschule and NMS



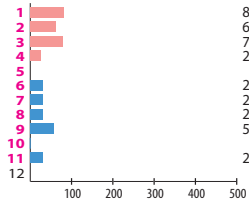
Poland



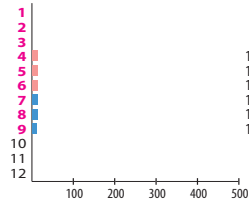
Portugal



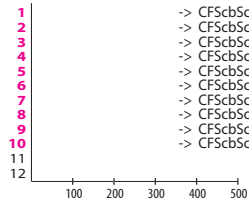
Romania



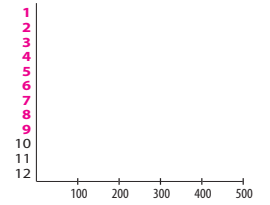
Slovenia



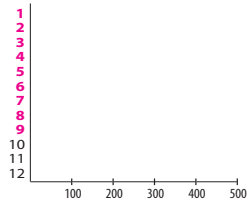
Slovakia



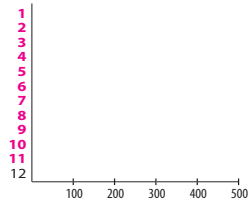
Finland



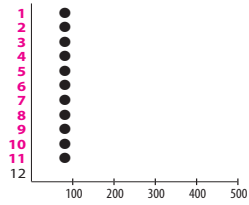
Sweden



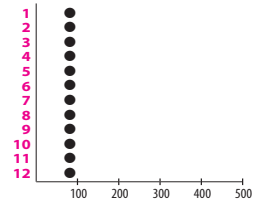
United Kingdom – England



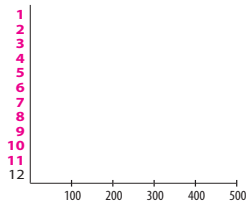
United Kingdom – Wales



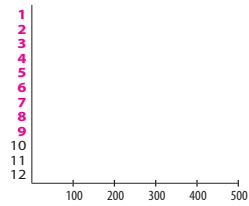
United Kingdom – Northern Ireland



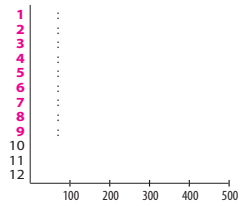
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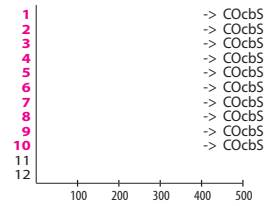
Bosnia and Herzegovina



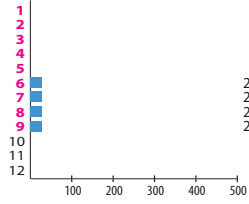
Switzerland



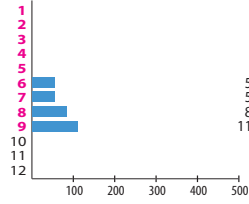
Iceland



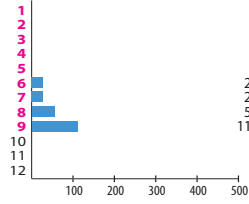
Liechtenstein Primary and Realgymnasium



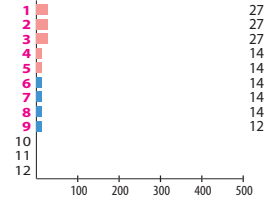
Liechtenstein Primary and Oberschule



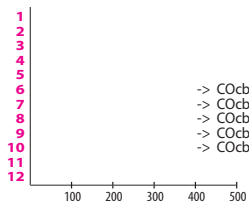
Liechtenstein Primary and Realschule



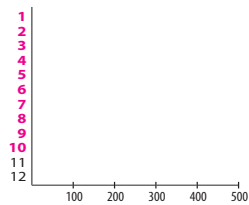
Montenegro



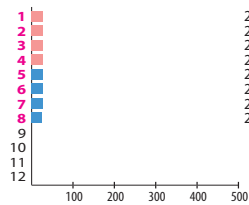
Former Yugoslav Republic of Macedonia



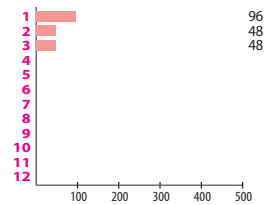
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCG

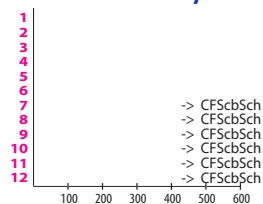
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

Source: Eurydice.

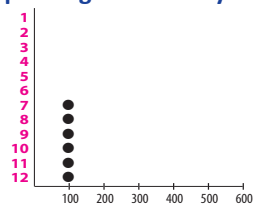
COMPULSORY OPTIONS CHOSEN BY THE STUDENTS

Belgium – French Community

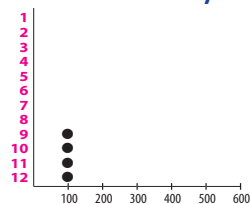


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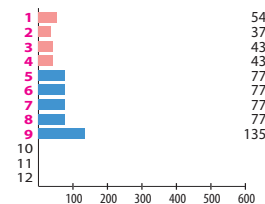
Belgium – German-speaking Community



Belgium – Flemish Community

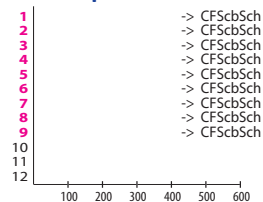


Bulgaria



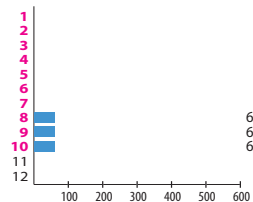
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Czech Republic

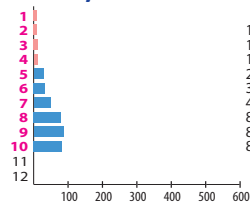


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Denmark

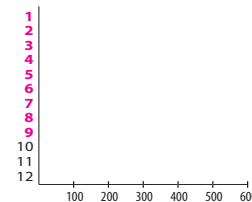


Germany

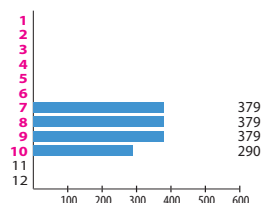


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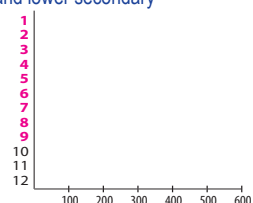
Estonia



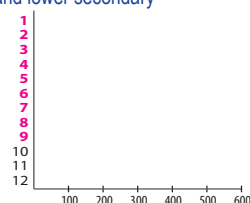
Ireland



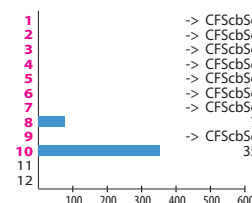
Greece RC (primary) and lower secondary



Greece EAEP (primary) and lower secondary

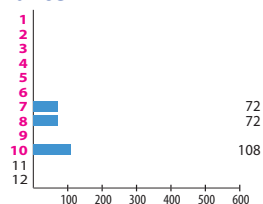


Spain

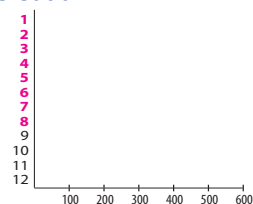


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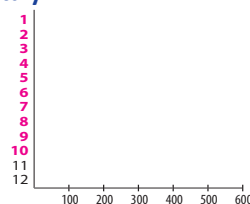
France



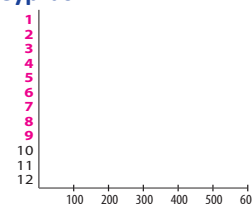
Croatia



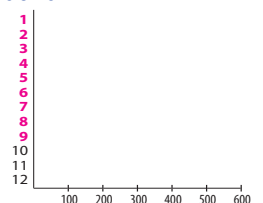
Italy



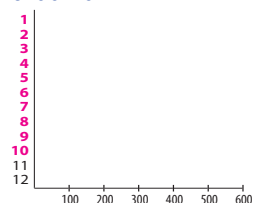
Cyprus



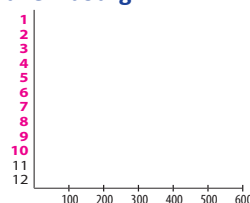
Latvia



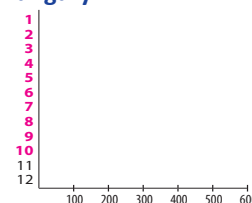
Lithuania



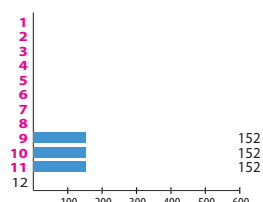
Luxembourg



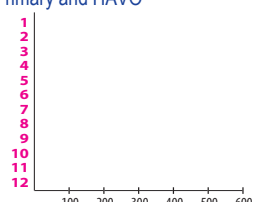
Hungary



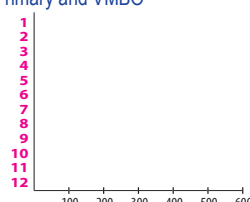
Malta



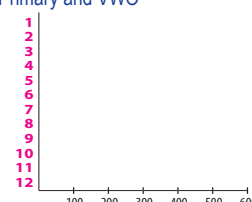
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



For specific national information, see Part III, Section 5: Country specific notes.

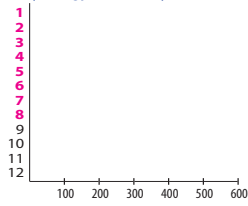
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FT CG

Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

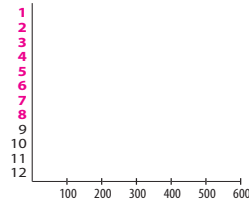
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

Source: Eurydice.

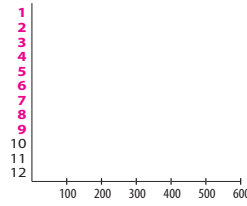
Austria Volksschule and AHS (Realgymnasium)



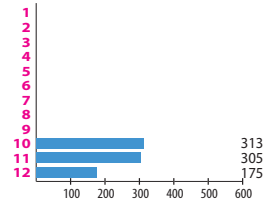
Austria Volksschule and NMS



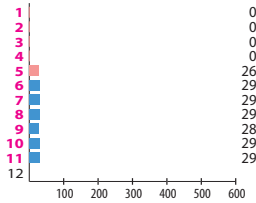
Poland



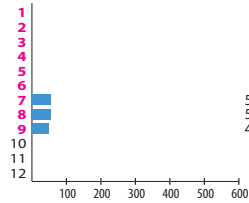
Portugal



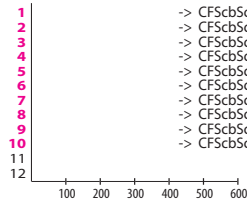
Romania



Slovenia

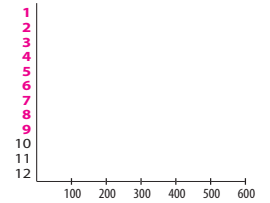


Slovakia

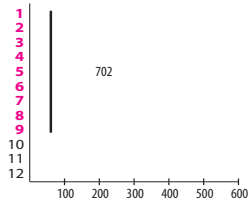


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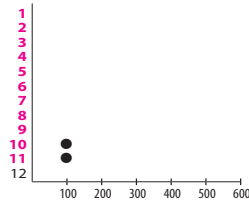
Finland



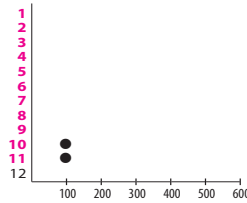
Sweden



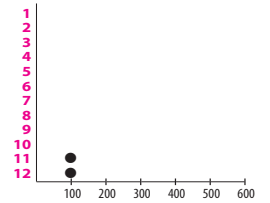
United Kingdom – England



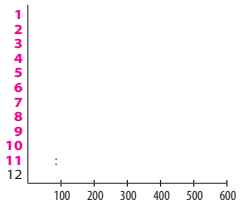
United Kingdom – Wales



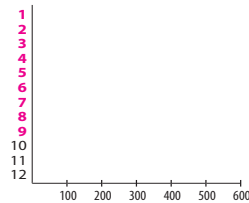
United Kingdom – Northern Ireland



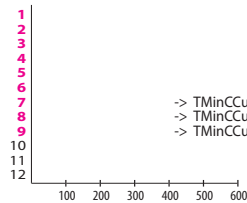
United Kingdom – Scotland



Bosnia and Herzegovina

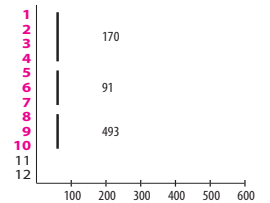


Switzerland

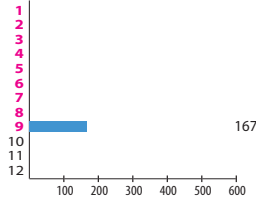


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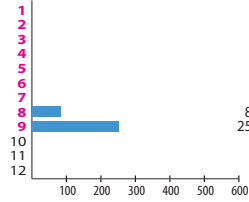
Iceland



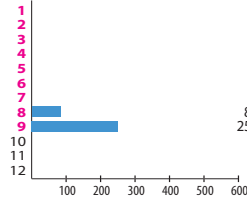
Liechtenstein Primary and Realgymnasium



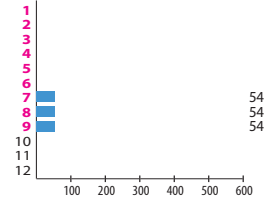
Liechtenstein Primary and Oberschule



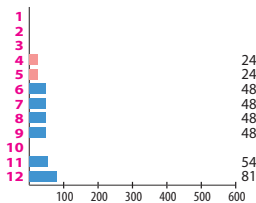
Liechtenstein Primary and Realschule



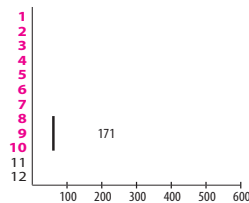
Montenegro



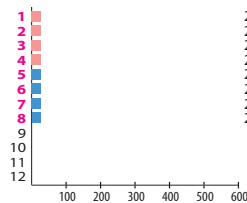
Former Yugoslav Republic of Macedonia



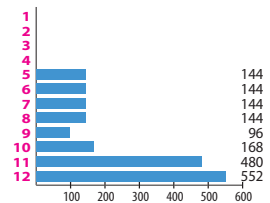
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCG

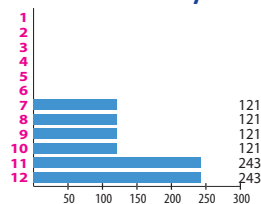
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

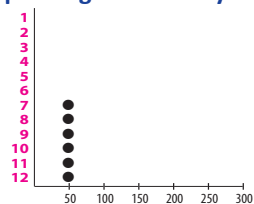
Source: Eurydice.

COMPULSORY FLEXIBLE SUBJECTS CHOSEN BY SCHOOLS

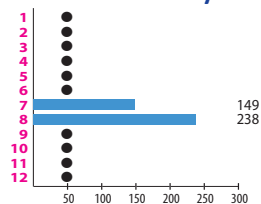
Belgium – French Community



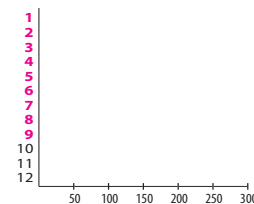
Belgium – German-speaking Community



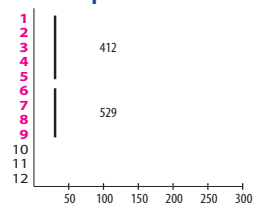
Belgium – Flemish Community



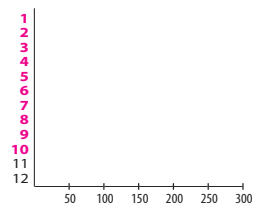
Bulgaria



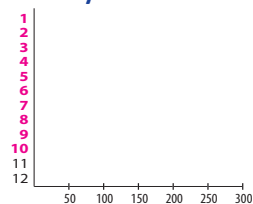
Czech Republic



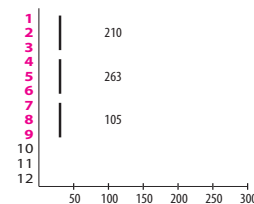
Denmark



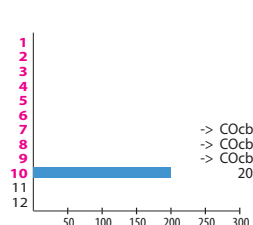
Germany



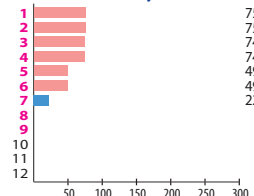
Estonia



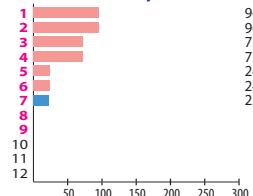
Ireland



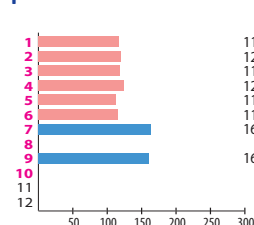
Greece RC (primary) and lower secondary



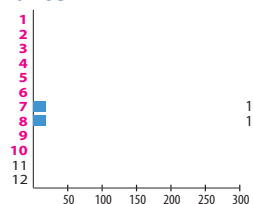
Greece EAEP (primary) and lower secondary



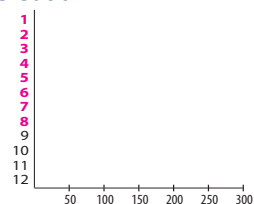
Spain



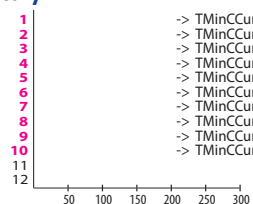
France



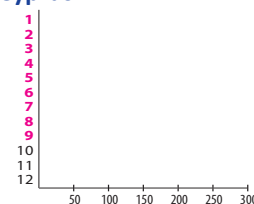
Croatia



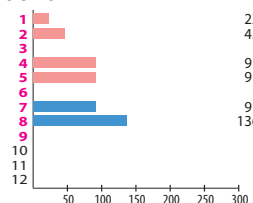
Italy



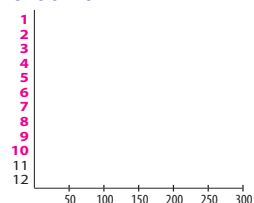
Cyprus



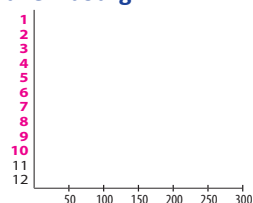
Latvia



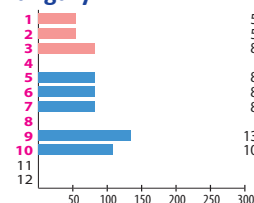
Lithuania



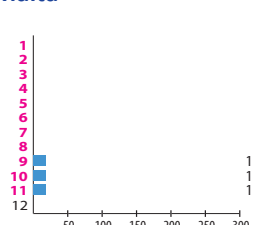
Luxembourg



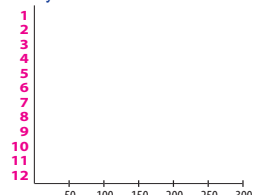
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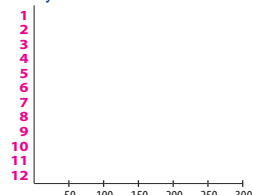
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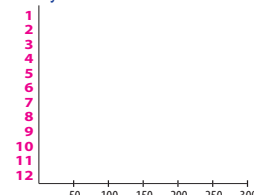
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



For specific national information, see Part III, Section 5: Country specific notes.

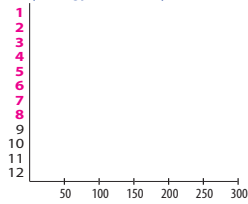
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FT CG

Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

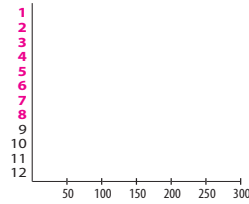
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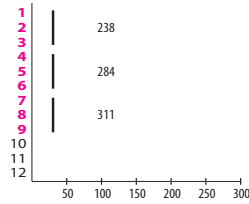
Austria Volksschule and AHS (Realgymnasium)



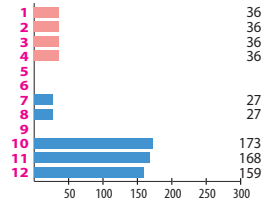
Austria Volksschule and NMS



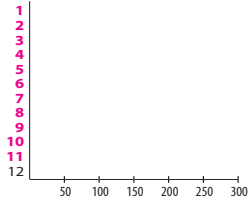
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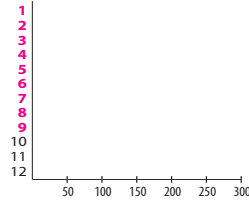
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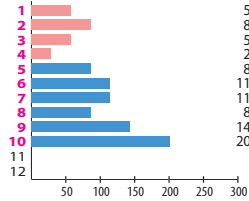
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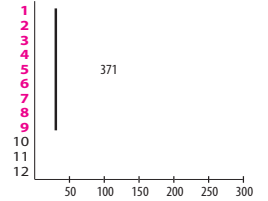
Slovenia



Slovakia



Finland



Sweden



United Kingdom – England



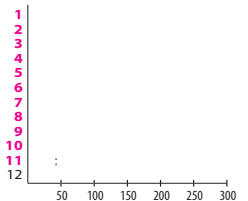
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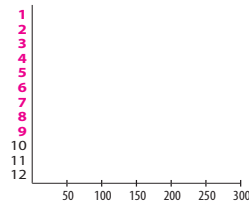
United Kingdom – Northern Ireland



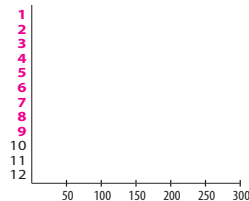
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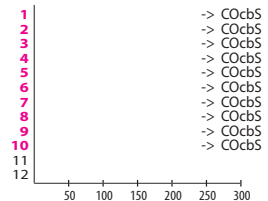
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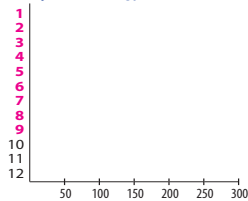
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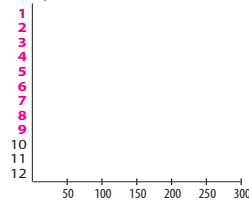
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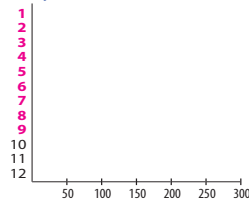
Liechtenstein Primary and Realgymnasium



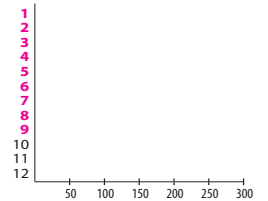
Liechtenstein Primary and Oberschule



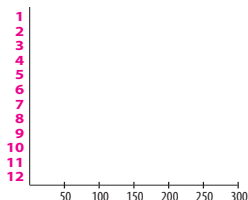
Liechtenstein Primary and Realschule



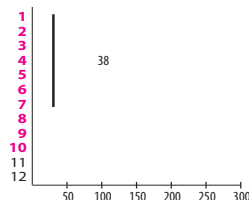
Montenegro



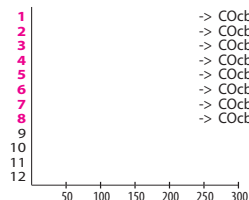
Former Yugoslav Republic of Macedonia



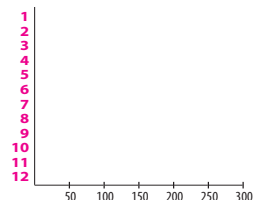
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years

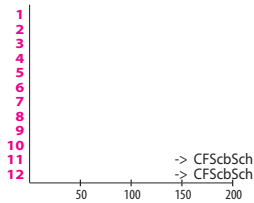
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Section 4. Appendix

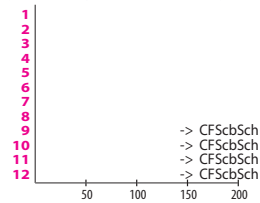
Language 4 (compulsory curriculum)	125
Language 5 (compulsory curriculum)	126
Non-compulsory curriculum	126

LANGUAGE 4 (compulsory curriculum)

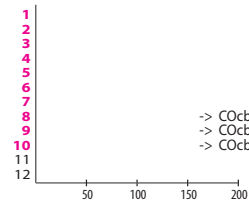
Belgium – French Community



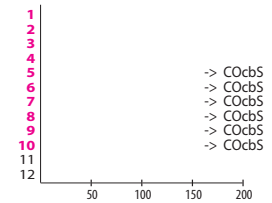
Belgium – German-speaking Community



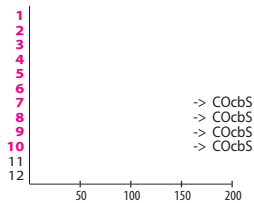
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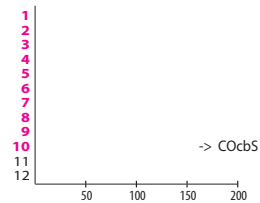
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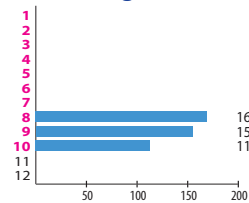
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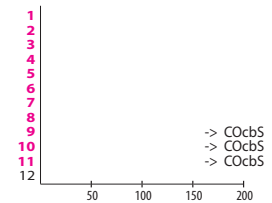
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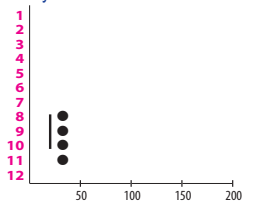
Luxembourg



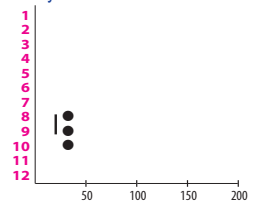
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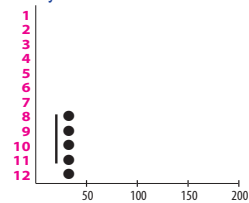
Netherlands Primary and HAVO



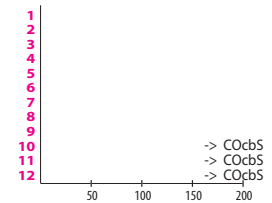
Netherlands Primary and VMBO



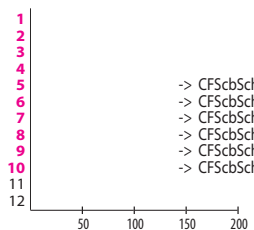
Netherlands Primary and VWO



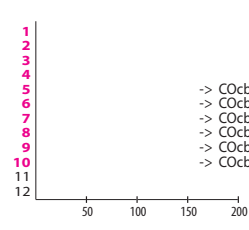
Portugal



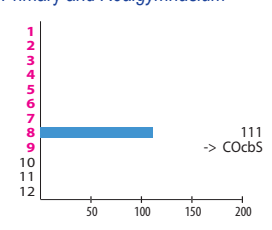
Slovakia



Iceland



Liechtenstein Primary and Realgymnasium



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

Horizontal axis: Number of hours per school year

Vertical axis: Grades

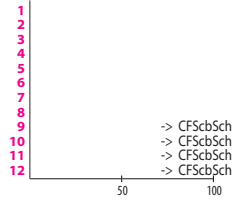
● Flexible time

-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years

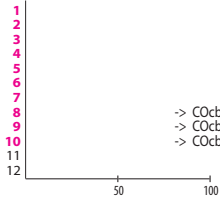
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LANGUAGE 5 (compulsory curriculum)

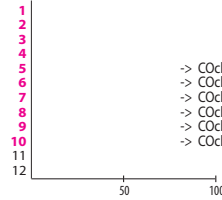
Belgium – German-speaking Community



Denmark

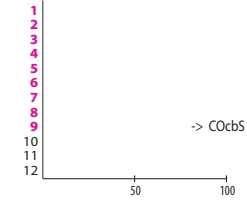


Germany



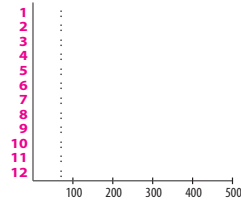
Liechtenstein

Primary and *Realgymnasium*

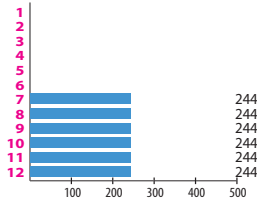


NON-COMPULSORY CURRICULUM

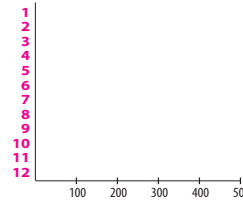
Belgium – French Community



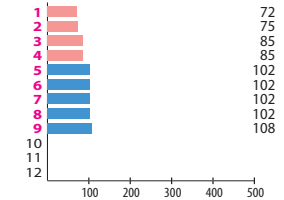
Belgium – German-speaking Community



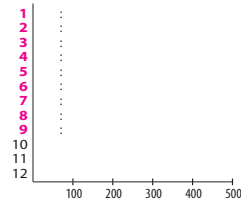
Belgium – Flemish Community



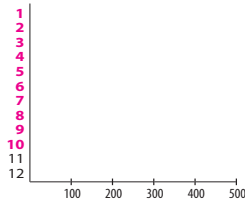
Bulgaria



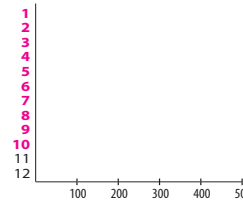
Czech Republic



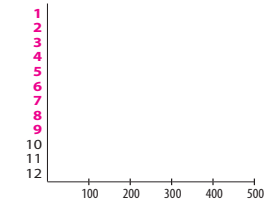
Denmark



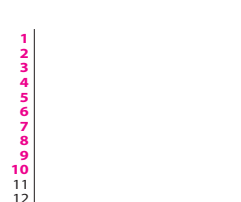
Germany



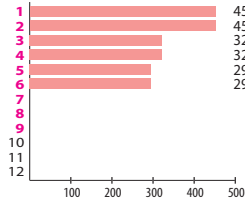
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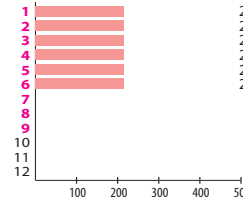
Ireland



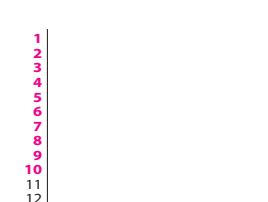
Greece RC (primary) and lower secondary



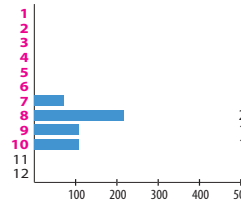
Greece EAEP (primary) and lower secondary



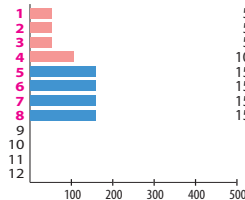
Spain



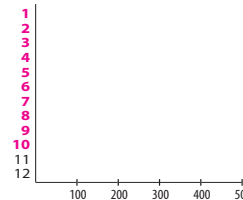
France



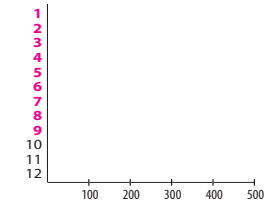
Croatia



Italy



Cyprus



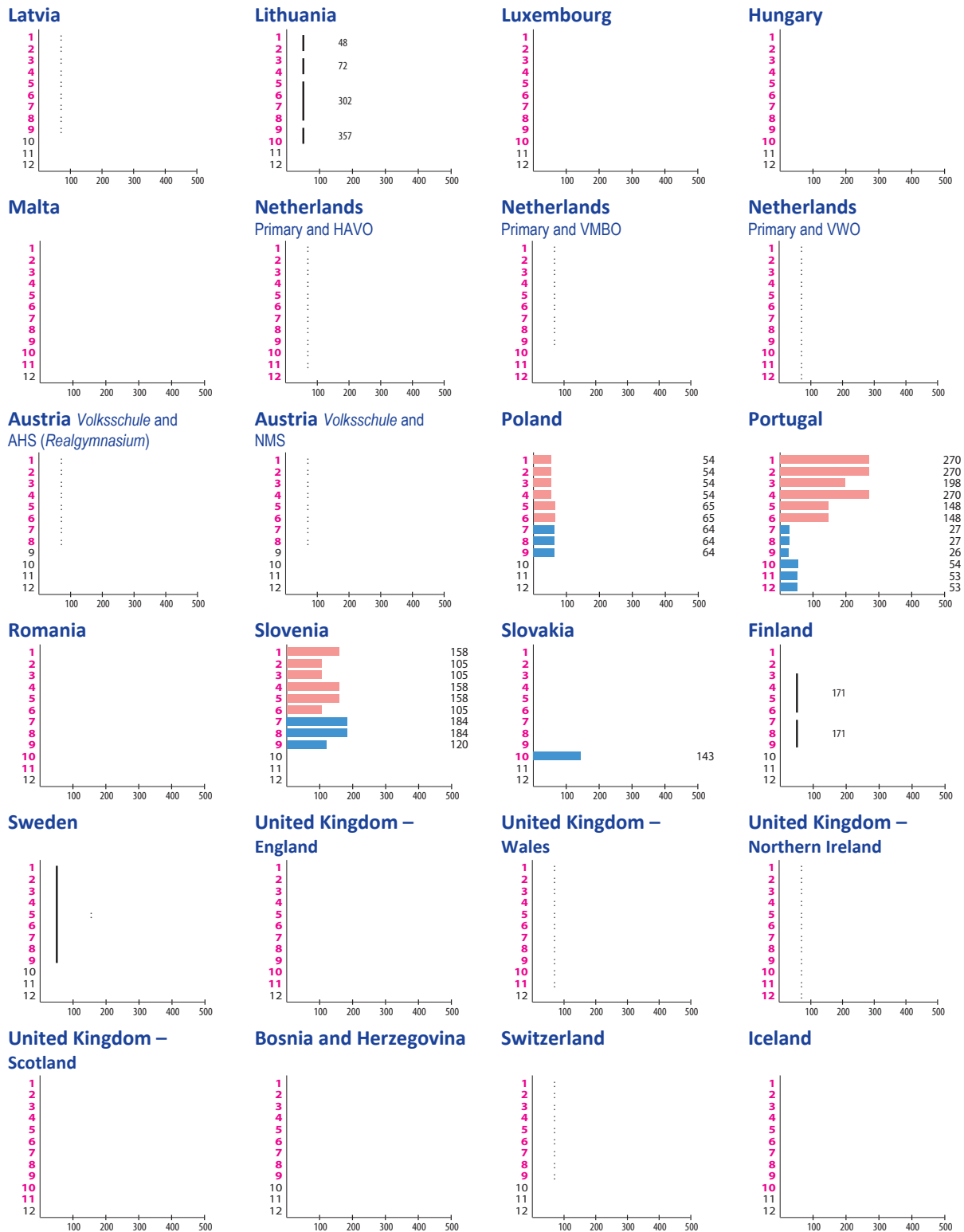
For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

Source: Eurydice.



For specific national information, see Part III, Section 5: Country specific notes.

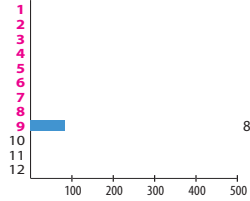
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

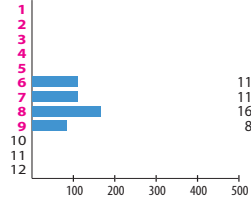
-> category Instruction time included in another category (see Reading Guide) X Number of hours distributed between various school years

Source: Eurydice.

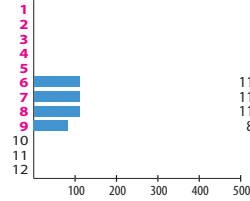
Liechtenstein
Primary and *Realgymnasium*



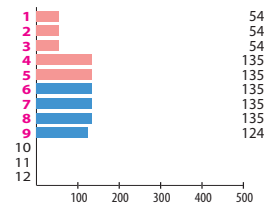
Liechtenstein
Primary and *Oberschule*



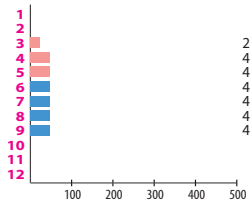
Liechtenstein
Primary and *Realschule*



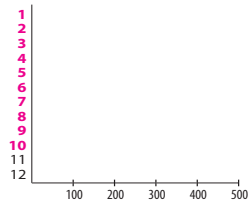
Montenegro



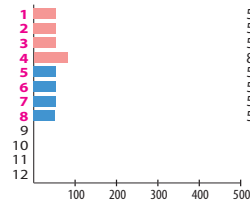
Former Yugoslav Republic of Macedonia



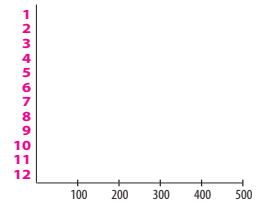
Norway



Serbia



Turkey



For specific national information, see Part III, Section 5: Country specific notes.

Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years

Source: Eurydice.

Section 5. Country specific notes

Belgium (French Community)

The scope includes both public and government-dependent private institutions. Compulsory education lasts until the age of 18 for every student. However, in vocational education, from age 15, school-based learning is compulsory only part time. Students may opt for a structured learning path which combines part-time vocational education at school with part-time training at a workplace.

In primary education, the legislation stipulates the total instruction time for 'reading, writing and literature', 'mathematics', 'natural sciences', 'social studies', 'arts education' and 'technology' altogether. It is to the discretion of the school how to allocate this time among the different subjects. In grades 5-6, in the Walloon Region, schools have to offer at least 2 periods (1 period = 50 minutes) per week of the second language, which can be Dutch, English or German. However, in the 19 municipalities of Brussels and the Walloon communes with special linguistic status, the first foreign language (language 2) must be taught at least for 3 periods per week in grades 3-4, and 5 periods per week in grades 5-6. In the Region Brussels-Capital, the first foreign language (language 2) must be Dutch.

In lower secondary education, grades 7-8, the compulsory options that students can choose include: French (Latin, theatre, initiation to the culture of antiquity, etc.); foreign language (conversation, culture, etc.); sciences and mathematics (informatics, sciences, mathematics, logic, etc.); social studies (economic matters, civic life, etc.); artistic activities (music, arts, etc.); technical activities (technical drawing, electricity, hairdressing, etc.); and sports (sport, physical education, body language, etc.).

In upper secondary education, there are four tracks. General education (*enseignement de transition*) concerns two tracks: *enseignement général (de transition)* and *enseignement technique et artistique (de transition)*. Among the *enseignement de transition*, 85.20 % of the students at ISCED 34 are in the track *enseignement général*. Only this track is reported in this publication.

In grades 9-12, it is compulsory for students to choose at least one foreign language with 4 periods a week.

In July 2015, a change on the teaching status of 'religion, ethics, moral education' at all education levels was introduced. An alternative educational support (EPA – *enseignement pédagogique alternatif*) shall be organised for students not taking this subject during 2 periods a week on areas such as: education to democracy, education to philosophical questioning, well-being and self-knowledge.

Belgium (German-speaking Community)

The scope includes both public and government-dependent private institutions. Compulsory education lasts until the age of 18 for every student. However, in vocational education, from age 15, school-based learning is compulsory only part time. Students may opt for a structured learning path that combines part-time vocational education at school with part-time training at a workplace.

For many subject areas, the legislation only stipulates the total instruction time ('compulsory subjects with flexible timetable'). It is to the discretion of the school how to allocate this time among the different subjects.

From grade 1 to 8, 'technology' is integrated in 'natural sciences'. ICT is taught integrated into the rest of the subjects in all the grades.

In secondary education, schools must offer from 28 to 36 hours a week. The minimum, 28 hours a week, has been reported in the compulsory curriculum, although most schools offer more instruction time. Schools can offer different programmes with different instruction times for the different subjects. The total number of hours varies across programmes. Students can decide which programme to follow. Schools can also offer 'other subjects' such as Latin and economics. The non-compulsory curriculum reflects the difference between the minimum and maximum instruction time that students can receive depending on the options that they choose.

Belgium (Flemish Community)

The scope includes both public and government-dependent private institutions. Compulsory education lasts until the age of 18 for every student. However, in vocational education, from age 15, school-based learning is compulsory only part time. Students may opt for a structured learning path that combines part-time vocational education at school with part-time training at a workplace.

For many subject areas, the legislation only stipulates the total instruction time ('compulsory subjects with flexible timetable'). It is to the discretion of the school how to allocate this time among the different subjects.

From grade 1 to 6, 'technology' is integrated in 'natural sciences'. The 'other subjects' refer to learning to learn and social skills. These subjects and ICT are taught integrated into the rest of the subjects.

Bulgaria

In grades 1-2, 'natural sciences' and 'social studies' are taught as an integrated subject. In grades 1-4, ICT is integrated in all subjects. In grades 1-6, technology is integrated in 'practical and vocational skills'.

The compulsory options that students can choose are: in grade 1, a foreign language; in grades 1-9, religion; in grades 5-8, a second foreign language (language 3); in grades 7-9, practical and vocational skills; and in grade 9, technology.

In the *Gimnazia* (starting from grade 9 – and 8 in some cases), the distribution of mandatorily elective instruction time depends on the specialisation of the school and students' choices.

Subjects in the non-compulsory curriculum are usually the same as in the compulsory curriculum, but can also be others such as folk dances, robotics, etc.

Czech Republic

Grades 1-5: Time for 'social studies' is integrated in 'natural sciences'. Instruction time is set for the curriculum area 'People and the World'. In grades 6-9, geography is integrated in natural studies (reported in the category 'natural sciences').

In grades 1-2, the first foreign language (language 2) is a 'compulsory flexible option chosen by the school'. As from grade 3, it is a compulsory subject for all students. The second foreign language (language 3) is taught from grade 8 at the latest, but it can be taught also in lower grades.

In grades 6-9, 'health education' can either be provided as a subject in its own right or integrated into other subjects such as natural sciences or physical education. For this data collection, instruction time dedicated to health education and physical education has been put together. Schools are free to allocate this time as they wish between the grades. For this data collection, this time has been distributed equally between the four grades. However, two periods must be dedicated to physical education in every grade, as a minimum.

'Practical and vocational skills' are integrated in 'technology' (grades 1-9).

The 'other subjects' include the cross-curricular subjects: Personal and social education; education for democratic citizenship; education towards thinking in the European and global context; multicultural education; environmental education; and media studies. Religion/ethics/moral education has also been included here, although it is not part of the compulsory curriculum defined at national level. Schools can decide to offer 'ethics' as a compulsory, optional or non-compulsory subject. Religion is taught as a non-compulsory subject at schools established by a municipality or a union of municipalities, if at least seven pupils of the school request so.

The 'compulsory flexible subjects chosen by schools' include the flexible periods established by the Framework Educational Programme (FEP), which must be provided by all schools to increase the time allocated to any subject. They can be used to teach the first foreign language (language 2) in grades 1-2, swimming within physical education at ISCED level 1, elective subjects and subjects belonging to the 'other subjects' category. Schools can also offer a second foreign language (language 3) at ISCED level 1 and a third and a fourth foreign languages at ISCED levels 1 and 2, although the FEP does not state it.

There are two types of vertical flexibility. Some subjects must necessarily be taught in all the related grades ('reading, writing and literature', 'mathematics', 'natural sciences', 'social studies' and 'arts education'), whereas for the other subjects (namely, 'ICT' and 'technology') this obligation does not exist.

Denmark

Grades 1-10: The 'other subjects' include *Exercise and Physical Activity*, *Supportive Learning Activities* and *Free Class*. Forty-five minutes of *Exercise and Physical Activity* must be organized every day as part of the other compulsory subjects or of the supportive learning activities. *Supportive learning activities* and *Free class* aim to develop the students' receptiveness to teaching by working with their social competences, diverse development, motivation and well-being, and by engaging them in developing the approach to future work.

Grades 8-10: The 'compulsory options chosen by the students' include the third and fourth foreign languages (German, French, Spanish and immigrant languages for students with appropriate prior knowledge of the language), 'arts education' (fine art, media, movies knowledge, drama, music) and 'practical and vocational skills' (crafts and design, working knowledge and 'Madkundskab' – food knowledge).

Germany

The data represent the weighted average instruction time for the compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* on the basis of the number of students enrolled in the different types of school.

The category 'other subjects' includes instruction time devoted to teaching skills and competences that are important to live and work in society, such as social skills. In some *Länder*, the category may also include instruction time in integrated subjects (combination of two or three subjects).

The second foreign language (language 3) is only compulsory for education courses leading to the *Allgemeine Hochschulreife* (general higher education entrance qualification). For some *Länder*, data on the instruction time in compulsory 'foreign' (or modern) languages may also include instruction time in Latin and ancient Greek.

Estonia

In schools with the language of instruction other than Estonian, the second foreign language (language 3) is not a compulsory subject; instead, students have to study Estonian as second language.

Reading, writing, literature: Estonian or Russian language and literature (as language of instruction); literature begins in grades 4-6.

Religion/ethics/moral education and ICT are often compulsory flexible subjects chosen by schools.

Ireland

At ISCED 1, the tables refer to the six years of compulsory education. There are also two years of primary education for four and five year olds which are not compulsory.

At ISCED 1, technology (designing and making) is integrated in natural sciences and visual art education.

At ISCED 1, 24 and 34, both English and Irish as national languages are taught to all students although some students with special educational needs and students living abroad up the age of 11 may receive an exemption from studying Irish. English is regarded as the first language (L1) and Irish as the second language (L2) in English medium schools whilst in Irish-medium schools, the L1 is Irish and the L2 is English. The category 'reading, writing and literature' includes time for either English or Irish depending on which is the first language of the school; the instruction time for the other is included in L2. In secondary education, language 2 (English or Irish depending on the medium of instruction in the school) is compulsory but there is not a minimum instruction time recommended at central level; schools can decide how much time to allocate to this subject.

At ISCED 1, the category 'other subjects' includes Social Personal and Health Education (SPHE) and the legacy time allocated for assembly and roll call.

In ISCED level 24, only English, Irish, mathematics, Civic, Social and Political Education (CSPE) and Social, Personal and Health Education (SPHE) are compulsory in all schools at this level. Instruction time for CSPE has been computed in 'social studies' and for SPHE in 'other subjects'.

The number of compulsory options that students can choose varies depending on the school. Schools may draw the 'compulsory options' from the following subjects: science, social studies (history and geography), a first and second foreign language (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) and 'other subjects' such as Latin, ancient Greek, classical studies, Jewish studies and environmental studies.

The first year of ISCED 34 is also the last year of compulsory education for most students. Many students take a Transition Year at this point, with less emphasis on academic subjects and more time given to practical and self-directed learning. Every school is free to develop its own transition year programme and decide on subjects. Hence, the data provided for Transition Year is indicative only.

Greece

There are two types of public primary schools (grades 1-6) in Greece: primary schools implementing the regular curriculum (47 % of the students) and primary schools implementing the unified revised curriculum (EAEP; 53 %). The decision about which primary schools should implement the unified revised curriculum is taken centrally by the Ministry of Education, Research and Religious Affairs. The unified revised curriculum started as a pilot programme in 2010 and the objective is to gradually replace the regular programme.

The 'compulsory flexible subjects chosen by the schools' in primary education include the Cross-thematic teacher initiated programmes:

- In primary schools implementing the regular curriculum, these programmes can be dedicated to activities pertaining to environmental education, health education, culture and arts, etc.
- In primary schools implementing the unified revised curriculum, 1 period per week is dedicated to health education in grade 1, eating habits in grade 2, traffic education in grade 3, and environmental education in grade 4.

In lower secondary schools, the 'compulsory flexible subjects chosen by the schools' include the so-called experiential activities – cross thematic creative activities-projects (grade 7). One period per week is dedicated to activities pertaining to local history, environment and education for sustainable development, school vocational guidance, nature and exercise, culture and arts or school and social life.

Both primary schools implementing the regular curriculum and primary schools implementing the unified revised curriculum may offer a non-compulsory curriculum as an extension of their daily compulsory timetable. Schools that offer the non-compulsory curriculum are called all day schools. Pupils who wish to follow the non-compulsory programme (all-day programme) must fulfil certain social criteria and make an application in order to be accepted. Once accepted, attendance at the all day programme is compulsory, with certain subjects being compulsory options.

The 'non-compulsory curriculum' covers:

- In primary schools implementing the regular curriculum, the subjects that all students must follow include study-preparation, ICT, English language and sports. Students can also choose between other subjects such as arts, drama, music, dance and sports.
- In primary schools implementing the unified revised curriculum, the subjects are decided by the teachers' association, upon recommendation of the school head. Choices corresponding to two teaching periods/lessons per day and class can be made among the following options: study, sports, drama, ICT, English, a second foreign language, music, arts and cultural group activities.

Spain

Data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2015/16). To calculate the weighted averages, statistics were used on the number of students per grade and Autonomous Community, as reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2013/14).

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 regional level in the allocation of time to different subjects. These new regulations affecting instruction time are being phased in. In 2014/15, they were introduced in grades 1, 3 and 5 (primary education) and in 2015-16 they are introduced in grades 2, 4 and 6 (primary education) and in grades 7 and 9 (secondary education).

Reading, writing and literature: this category includes the instruction time for the co-official language in the Autonomous Communities that have one.

Religion/ethics/moral education: in primary education (grades 1-6) students must choose between 'religion' or 'social and civic values'. In secondary education (grades 7 and 9), students must choose between 'religion' or 'ethical values'. In grade 10, the reported instruction time in this category refers to the subject ethical-civic education.

Other subjects: in grades 7-9, this category includes a weekly group tutorial session, which is compulsory for all the students. Tutoring is also included in grades 1-6 when it is specifically mentioned in regional regulations. 'Other subjects' also includes the time allocated to 'Valencian Culture', which is compulsory for all students only in Comunitat Valenciana in grade 5.

Compulsory options chosen by students: in primary education (grades 1-6), students must choose one of the 'specific subjects' offered by the educational Administrations in order to comply with the established total instruction time. In secondary education (grades 7 and 9), students must choose the number of 'specific subjects' and the 'subjects that are freely structured by the Autonomous Communities' determined by the educational Administrations.

Compulsory flexible subjects chosen by schools: reported data reflect the number of hours that Autonomous Communities have allocated to the subject or subjects of their choice in order to comply with the established total instruction time. According to the LOMCE, in primary education (grades 1 to 6), arts education and a second foreign language are optional subjects. In secondary education (grades 7 and 9 in this data collection), classical culture, arts, visual and audiovisual education, music, introduction to entrepreneurial and business activity and technology are the optional subjects in the list defined by the central education authorities, which regional authorities or schools can choose from. All these subjects are included in the category 'compulsory flexible subjects chosen by schools', with the exception of the hours in the Autonomous Communities that have not adapted their curricula to the LOMCE yet (Cataluña and País Vasco, and Andalucía in secondary education).

France

In grades 1-2, 'civic and moral education' is provided by law but no instruction time and no subject in which this teaching should be included are specified.

In grades 1-2, a unique subject covers both 'social studies' and 'natural sciences' in France. In grades 3-10, 'ethics and moral education' is integrated in 'social studies'. ICT is integrated in 'natural sciences' in grades 1-5, and in 'technology' in grades 6-10. In grades 3-5, 'technology' is integrated in 'natural sciences'.

In grade 6, the annual instruction time for 'reading, writing and literature' can reach up 180 hours.

In grade 10, the second foreign language (language 3) is reported together with 'language 2'.

The 'other subjects' (grades 6-10) include Form Time, Tutor Group Activities and Tutoring for Children with Special Needs. In grade 9, the 'other subjects' category also includes a week for the close observation of the professional environment.

In grades 7-8 (discovery route), students must take at least two 'compulsory options' mainly pertaining to 'practical and vocational skills'. In grade 10, there is a larger choice of options, notably: A third foreign language (language 4), 'arts education', 'ICT', 'technology', 'practical and vocational skills'. Depending on the options chosen, the timetable can increase up to 162 hours/year.

In grades 7-8, the 'compulsory flexible subjects chosen by schools' refers to the instruction time that schools can allocate in subjects of their choice.

The 'non-compulsory curriculum' includes Latin (grade 7), Latin and regional language (grade 8), discovery of the world of work, a foreign or regional language and Latin or ancient Greek (grade 9). Students having the maximum number of hours for 'discovery of the world of work' do not have a second language as a compulsory subject. In grade 9, this subject includes a week for the close observation of the professional environment. In grade 10, the timetable can reach up to 72 hours per year if the student chooses arts activities. A third foreign language (language 4) or arts activities can be chosen if not yet taken as compulsory options.

Croatia

The instruction time on religion, ethics and moral education is included in the 'non-compulsory curriculum' (grades 1-8). This category also includes the instruction time on a second foreign language (grades 3-8) and ICT (grades 5-8).

Italy

In grades 1-5 (ISCED 1), the reported instruction time corresponds to the weekly timetable of 27 hours for 33 weeks (891 hours), which is followed by 36.26 % of the students. The other possible timetables are 24 hours per week (0.6 % students), 28-30 hours (28.2 %) and 40 hours (34.9 %).

In grades 6-8 (ISCED 24), the reported instruction time corresponds to the 30 hours weekly timetable, which covers almost 80 % of the students at this ISCED level. 'Social studies' are integrated in 'reading, writing and literature', and 'natural sciences' are integrated in 'mathematics'. Instruction time for the second foreign language (language 3) can be used for teaching the first foreign language. 6.7 % of the students attend the music branch, where there is one more hour per week for each musical instrument (up to a maximum of 3 instruments). Therefore the weekly timetable in the music branch can go from 31 to 33 hours per week.

In grades 9-10 (ISCED 34), there are six *licei*: arts subjects, classical studies, scientific studies, foreign languages, music and dance, human sciences. Information reported for grade 9 and grade 10 concerns the *liceo scientifico* (which has the highest percentage of students enrolled in all *licei*, i.e. 31.7 %). In these grades, ICT is taught integrated into 'mathematics' (but it is taught as an independent subject in the applied sciences option of the *liceo scientifico*). The 'other subjects' include Latin language and literature.

At all ISCED levels, schools have the autonomy to modify the reported curriculum up to 20 % of the annual timetable, changing the allocation of instruction time across subjects, or introducing new subjects.

Cyprus

Geography is included in 'social studies' in grades 1-6, and in 'natural sciences' in grades 7-9.

In grades 1-4, design/technology is included in 'natural sciences'. In grades 5-6, 'design and technology' includes life education.

First aid is included in 'physical education'.

The 'other subjects' include: in grades 1-4, life education; in grades 5-6, environmental education – education for sustainable development; in grades 1-6, instruction time dedicated to consolidating skills in and knowledge of curriculum subjects; in grades 7-9, classical studies and ancient Greek.

Latvia

The reported curriculum refers to the basic education programme, which affects 71 % of the students in public schools. The other 29 % of the students follow the basic education programme for ethnic minorities, which includes the teaching of the ethnic minority language in grades 1-9. The following subjects are also taught in the minority language: 'literature' (grades 4-9), 'mathematics' (grades 1-4) and 'ethics/introduction to Christianity' (grades 1-3). The rest of the subjects are taught in Latvian.

The category 'other subjects' includes the form time, which is devoted to discuss values, communication culture, civic education, road safety, healthy lifestyle, development of personality, leadership, critical thinking, creative thinking, financial literacy, entrepreneurship skills and career guidance.

Schools must provide the additional instruction time indicated in the category 'compulsory flexible subjects chosen by the school'. The standard model recommends to devote this time to physical education (sports).

Additionally, schools must offer optional lessons for groups of pupils on a voluntary basis (e.g. choir, dance, drama, sports, foreign language), lessons for individual work with students and prolonged-day groups. This is shown in the category 'non-compulsory curriculum'.

Lithuania

The reported curriculum refers to schools where the medium of instruction is Lithuanian, which enrol 91.8 % of all the students. The other 8.2 % of the students are enrolled in schools where the medium of instruction is not Lithuanian (but the language of one of the national minorities).

In grades 1-4, 'natural sciences' and 'social studies' are taught as an integrated subject. To calculate the hours of 'natural sciences' and 'social studies', the total instruction time of the general subject was divided by two. 'Technology' and 'art education' are taught as an integrated subject.

In grades 7-8, natural sciences include biology, chemistry and physics. Schools have to allocate 153 hours between physics and biology. In grade 8, 51 hours should be devoted to teaching chemistry.

In grades 9-10, social studies include history, citizenship, geography, economy and business. History must be taught a minimum of 51 hours at each grade, 102 in total. Schools have the autonomy to decide how to distribute 153 hours among the other subjects.

The 'other subjects' include health and safety.

Students have the possibility to choose additional lessons from the non-compulsory curriculum, which varies across schools. These lessons might be used for teaching support for low achievers and for personalised teaching and learning for talented students. Schools often use these lessons for extra literacy and mathematics lessons.

Luxembourg

In grade 1, German and Luxembourgish are both languages of instruction and both are included in 'reading, writing and literature'. German is also considered 'language 2'.

In grades 2-6, German is the medium of instruction and is also considered 'language 2'. French is 'language 3'.

In grades 7-10, French is the medium of instruction and is also considered 'language 3'. German is 'language 2', and English 'language 4'.

Hungary

According to the Act on Public Education, students who started grade 9 in 2011/12 or earlier had to terminate their compulsory education at the end of the school year in which they would turn 18. Since this provision is no longer applicable, compulsory education ends at 16, and grades 11 and 12 are excluded from the report.

The 'other subjects' include form teachers' class.

Schools can devote the instruction time included in the 'compulsory flexible subjects chosen by schools' to increasing the time of the prescribed subjects or to new subjects of their own choice. In addition, they have to choose one of the two following subjects: drama-dance or homeland and peoples in grade 5; and drama-dance or media in grade 9.

Malta

The scope includes both public and government-dependent private institutions. These country specific notes apply to state schools in Malta which cater for 60 % of the student population and may not apply to government-dependent church schools which cater for around 29 % of the student population. In state schools the five-year secondary cycle is made up of two distinct phases: during the first two years students attend Middle Schools while during the last three years students attend secondary schools. The secondary cycle of government-dependent church schools is made up of one single five-year phase.

During the month of June, schools are on half days and the total instruction time for each grade in compulsory education amounts to 17.5 hours per week.

In grades 1-2, the four hours per week that schools have to devote to handwriting, storytelling, reading sessions, Talk about sessions and Choosing time have been included in the category 'compulsory subjects with a flexible timetable'. In grades 3-6, this category includes one hour per week that teachers have for consolidating learning. This time is usually used for literacy, mathematics and language 2.

In grades 1-6, science and technology are taught integrated into one subject with the emphasis being on science.

In grades 1-6, the 'other subjects' category includes the daily 15-minute morning assembly, and in grades 3-6 the subject personal social and career development.

In grades 9-11, the 'compulsory flexible subjects chosen by schools' refer to additional time which is allocated to various subjects at the discretion of the head of school.

Students also have to choose two of the following subjects (depending on teacher availability at the school they are attending): Arabic, French, German, Italian, Russian, Spanish; biology, chemistry, geography; art, music; European studies, history, social studies; business studies, computer studies; engineering, health and care, hospitality, information technology; agribusiness, design and technology, graphical communication, home economics and textile studies and physical education.

Netherlands

The total compulsory instruction time for pre-primary and primary education (8 years) is 7 520 hours. It is to the discretion of the school how to distribute these hours over the years. For this report, the instruction time for grades 1-6 has been calculated as follows: $7\,520/8 \times 6 = 5\,640$.

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 vertical flexibility for grades 10-12, instruction time for this cycle has been artificially divided in three.

In grade 7 (VMBO), a second foreign language (language 3) is compulsory for students following three of the four programmes (namely in the 1. middle-management vocational programme; 2. combined programme and 3. theoretical programme). A second foreign language (language 3) is not compulsory in the basic vocational programme. This means that in the Netherlands, 80 % of the students (VMBO) do have a second foreign language (language 3) as a compulsory subject.

Austria

Compulsory schooling starts for all children on 1st September, following the child's sixth birthday and comprises nine years. Students can choose from different programmes of study for year 9. As these programmes could not be all presented, no data for that particular year were included.

In primary school (*Volksschule*), grades 1-4: 'social studies' and 'technology' are part of an integrated subject called 'Sachunterricht', which covers initial natural sciences.

In grades 1-2, modern foreign language teaching (32 periods of 50 minutes) is integrated in the other subjects and has been reported in the 'total minimum compulsory curriculum'. ICT is taught as an integrated subject in the four grades. Compulsory instruction time for remedial education has been included in the category 'other subjects'.

For secondary education, the data concerns the curricula for *Neue Mittelschule* (new secondary school, NMS) and *Allgemeinbildende höhere Schule* (academic secondary school, AHS). In the AHS, grades 5 and 6 are common, whereas in grades 7 and 8 there are three branches: scientific branch (*Realgymnasium*), Grammar school (*Gymnasium*) and economics branch (*Wirtschaftskundliches Realgymnasium*). This report shows the data corresponding to the scientific branch (*Realgymnasium*). NMS and AHS schools can opt to follow a discretionary school timetable with more autonomy to decide on the subjects that they offer. The subjects *Technisches und Textiles Werken* are included in 'practical and vocational skills' although certain aspects of these subjects refer to 'arts education'. ICT is taught integrated into all the subjects at all grades in all tracks.

Poland

Instruction time for geography is included in 'social studies', although, in Poland, this subject is considered pertaining to 'natural sciences'.

From grade 7 to 9, a minimum of 450 periods a year must be devoted to teaching two foreign languages (languages 2 and 3). One teaching period equals 45 minutes. Schools can decide how to allocate this time between the two languages and the three school years (horizontal and vertical flexibility).

The 'other subjects' include form time in grades 4-9, and safety education in grades 7-9.

The instruction time for 'compulsory subjects with flexible timetable' indicates the additional time that schools must offer on top of the recommended instruction time for the compulsory subjects.

Public schools in Poland are obliged to provide 62 periods per week (that is, 2 232 a year) for grades 1-3; 79 periods per week (that is, 2 844 a year) for grades 4-6; and 90 periods per week (that is, 3 240 per year) for grades 7-9. The difference between this time for each education cycle and the minimum instruction time prescribed for the compulsory subjects has been included in the category 'compulsory flexible subjects chosen by schools'. Schools can use this time to teach compulsory subjects of their choice and/or to organise classes which respond to the pupils' needs and interests.

The 'non-compulsory curriculum' includes the subjects religion and ethics in grades 1-9 and education for family life in grades 5-9.

Portugal

In primary education, the figures show the minimum instruction time. In grades 1, 2 and 4, the weekly instruction time may vary between 22.5 hours (minimum) and 25 hours (maximum), and in grade 3, between 24.5 hours (minimum) and 27 hours (maximum). If a school decides to offer the maximum instruction time, then the non-compulsory curriculum decreases to 5 hours a week. In grades 10-12, the minimum instruction time varies according to the different education pathways. The figure shows the lowest of all the minima. In some pathways the minimum instruction time is higher.

The instruction time for each subject has also a maximum and a minimum predefined time. Each school chooses the time to allocate to each subject within the established limits: minimum per subject and total per year (or cycle for some subjects). The difference between the minimum instruction time established for each subject (or group of subjects) and the total minimum instruction time per year is indicated in the category 'compulsory subjects with flexible timetable'. This time must be allocated among the compulsory subjects at the discretion of schools.

Public schools with autonomy agreement may manage 25 % of the curriculum in a flexible way, provided they comply with the syllabi, the curriculum learning outcomes and the curriculum guidelines, in each grade and for each subject.

The category 'other subjects' (grades 1-4) includes the compulsory time for supervised study.

The 'compulsory options' that students can choose in upper secondary education vary according to education pathways. In grades 10-12, they can include: 'mathematics', 'natural sciences', foreign languages (languages 3 and 4), 'arts education', 'reading, writing and literature', 'social studies', 'technology' and 'ICT'. In grades 10-11, language 2 is also a compulsory option.

The 'non-compulsory curriculum' includes religion and moral education, as well as curriculum enrichment activities such as English or other foreign languages, sports, arts education, sciences, information and communications technology and education for citizenship.

Romania

In Romania, general compulsory education has 11 grades. It includes primary education (the preparatory grade and grades 1-4), *gimnaziu* education (grades 5-8) and the first two years of upper secondary education (grades 9-10). Grade 1 on the diagrams corresponds to the preparatory grade in the Romanian education system, grade 2 to grade 1, etc. At ISCED 34 level, the instruction time and the subjects vary across the different tracks. Data in this report concerns the scientific track.

The Framework Plan approved in 2013 has been progressively implemented since then. Grades 1-4 (preparatory and grades 1-3 in the Romanian education system), show the new curricula. Schools can decide to provide one additional period per week. Data for grades 5 and above (4-10 in the Romanian education system) are based on the old framework.

The 'other subjects' category includes: In grades 1-3 (preparatory and grades 1-2 in the Romanian system), music and movement and Personal development; in grade 4 (grade 3 in the Romanian system), music and movement; in grades 6-9 (5-8 in the Romanian system), counselling and guidance; in grade 9 (8 in the Romanian system), Latin; and in grade 11 (10 in the Romanian system), entrepreneurship education.

Slovenia

Compulsory education is provided in a single structure, which comprises 9 years. The reported curriculum is followed by 96 % of pupils. In areas where Italian and Hungarian ethnic minorities live, schools implement adapted curricula, which include two more lessons per week and a slightly different allocation of the instruction time among subjects, given that students have to learn two languages – Slovenian, and Italian or Hungarian language.

In the school year, 2015/16 the gradual introduction of the compulsory first foreign language (language 2) in grades 2 and 3 has continued in more than 30 % of the basic schools. This is not shown in the diagrams. It should be compulsory for all in grade 2 in 2016/17. As from 2015/16, the first foreign language can also be learnt as part of the non-compulsory curriculum in grade 1 (2 lessons per week), and 86 % of the students follow it.

In grades 1-3, the subject environmental education (3 lessons a week) concerns different subject categories: 'natural sciences' (1.25 lessons a week), 'social studies' (1.25 lessons a week) and 'technology' (0.5 lessons a week). In grades 4-5, the subject natural sciences and technics (3 lessons a week) includes the subjects 'natural sciences' (2 lessons a week) and 'technology' (1 lesson a week). In grades 7-8, the subject homeland culture, citizenship culture and ethics (one lesson per week) is reported in the category 'social studies'. The annual compulsory additional 15 days of activities in 'arts', 'sciences', 'physical education' and 'technology' have been included in the respective categories.

In grades 1-9, 'religion/ethics/moral education' is taught integrated into 'social studies'. In grades 6-9, it can also be a compulsory option. 'ICT' is taught integrated into all the subjects in grades 1-9. In grades 6-9, it is taught integrated into 'technology' and, in grades 7-9, it can also be a compulsory option.

The category 'other subjects' includes the form time.

The 'compulsory options' in grades 7-9 include subjects in the fields of social sciences and humanities, and natural sciences and technology such as 'ICT', 'technology', 'language 3', 'language 4', 'religion/ethics/moral education', 'social studies', 'physical education', 'practical 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.

Schools must provide the following non-compulsory subjects: in grade 1, first foreign language; in grades 4-5: second foreign language, arts, ICT, Sports and techniques; in grades 7-8, a third foreign language; in grades 7-9, an additional lesson of compulsory options. The 'non-compulsory curriculum' also includes (grades 1-9) interest activities, supplementary lessons and remedial education. In grade 1, 69 % of students attend as well the morning care, and, in grades 1-5, 83 % of the students are enrolled in the after-school activities, which follow official guidelines for their implementation and are taught by qualified teachers

Slovakia

The State Education Programmes in force as from 2015/16 set the minimum instruction time for primary and lower secondary education per grade, not for a group of grades (vertical flexibility) as in previous years. Still, instruction time for ISCED 34 is prescribed for the four years of upper secondary education. Given that only the first year (grade 10) is compulsory, 1/4 of this time has been included in each subject category.

The 'compulsory flexible subjects' that schools can offer are at the same time compulsory options for the students, and include a second and third language, technology, and 'other subjects' such as transport education, sexual education and minority languages. Schools can also decide to offer additional lessons for some compulsory subjects.

Finland

The compulsory subjects with flexible timetable refer to the additional lessons that schools must offer for physical education, arts, music or crafts.

Schools and education providers can start the instruction of foreign languages already in grade 1.

In grades 7-9, home economics and educational and vocational guidance are included in 'practical and vocational skills'.

The compulsory flexible subjects chosen by schools can be any subject.

In Finland, the minimum instruction time for the compulsory subjects is given not for a year but for a group of grades. For the groups that include years of both ISCED levels 1 and 2, the proportional instruction time has been assigned to each grade but this does not necessarily correspond with the reality.

The non-compulsory curriculum refers to an optional foreign language.

Sweden

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

In Sweden, the minimum instruction time is recommended for the nine years of compulsory education and schools decide its distribution per year. For comparability purposes, the total instruction time has been divided between ISCED levels 1 and 24 proportionally to the number of years that each education level comprises (6 and 3 respectively) but it does not correspond to reality. 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.

The 'compulsory options' that students have to choose from include: deepening or broadening pupil's knowledge of one or more subjects, Swedish, Swedish as a second language (provided that pupils are already given education in this subject), English and sign language. The total number of instruction hours for the second foreign language as a compulsory option is 320, but the steering documents do not lay down the starting grade. It is common practice that schools start in grade 6.

In grades 1-9, technology is a separate subject, as are the natural sciences subjects biology, physics, and chemistry. The total number of hours allocated to these four subjects is 800, but the number of hours for each subject is not specified in the regulations.

The 'non-compulsory curriculum' includes mother tongue tuition to children of other mother tongue than Swedish. Municipalities can decide how to organize this tuition and its duration. The regular practice is one hour per week.

United Kingdom – England

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

Information on subject allocation applies to maintained schools. For these schools:

- at ISCED levels 1, 24 and 34, although schools are required to provide for the teaching of religious education to all pupils, parents have the right to withdraw their children from this teaching;
- at ISCED 24 and 34, although schools are required to provide for the teaching of sex education to all pupils, parents have the right to withdraw their children from this teaching.

For academies, the minimum subject requirements are not set by legislation but by individual funding agreements with the Secretary of State. For all academies the funding agreement includes a requirement for a broad and balanced curriculum which includes English, mathematics, science and religious education.

United Kingdom – Wales

Minimum weekly lesson times (including religious education) are suggested in Welsh Office Management of the School Day Circular 43/90. There is a further requirement on schools to allow sufficient instruction time to deliver a broad and balanced curriculum that includes all statutory requirements. Schools may provide more than the minimum time if they wish.

At ISCED levels 1, 24 and 34, although schools are required to provide for the teaching of religious education to all pupils, parents have the right to withdraw their children from this teaching.

At ISCED 24 and 34, although schools are required to provide for the teaching of sex education to all pupils, parents have the right to withdraw their children from this teaching.

The category 'other subjects' includes personal and social education and Welsh (compulsory for all students as either first or second language and not an alternative to a foreign language; also used in some schools as a language of instruction).

In grades 10-11, the local curriculum must provide options in foreign languages, arts education and technology.

United Kingdom – Northern Ireland

Pupils under eight are required to be under instruction for a minimum of three hours each day. This excludes religious education, for which an additional 2.5 hours per week is allocated.

Pupils aged eight and over must be under instruction for four and a half hours a day. This excludes religious education for which an additional 2.5 hours is allocated in grades 5-7. For pupils in grades 8-12, the minimum time for religious instruction is expressed in periods: 3 periods a week in grades 8-10 and 2 periods a week in grades 11-12. The length of a period varies across schools but for the purpose of this report is estimated as 35 minutes.

Parents have the right to withdraw their children from religious education.

There is a further requirement on schools to allow sufficient instruction time to deliver a broad and balanced curriculum that meets all legal requirements; schools may provide a longer school day than the reported minimum time.

The 'other subjects' category includes Personal Development and Mutual Understanding (PDMU) in grades 1-7; Learning for Life and Work (made up of Employability, Personal Development, Local and Global Citizenship and Home Economics) in grades 8-10; and Learning for Life and Work (made up of Employability, Personal Development and Local and Global Citizenship) in grades 11-12.

In grades 11-12, the Entitlement Framework provides greater flexibility for pupils to choose from the wider range of general and applied subjects that schools have to provide access to. It sits alongside the reduced core curriculum of Learning for Life and Work, physical education, religious education and developing skills and capabilities.

There are integrated subjects covered by each area of learning, through which pupils in grades 1 to 12 develop their cross curricular skills (communication, using mathematics and using ICT). In grades 1-10, the 'other skills' (thinking, problem solving and decision making, self-management, working with others, managing information, and being creative) and in grades 11-12 the 'other skills' (problem solving, self-management, and working with others) are also developed.

United Kingdom – Scotland

The Scottish Curriculum for Excellence does not prescribe total annual instruction time or instruction time by subjects with the exception of a minimum of 2 hours per week for 'physical education' but it outlines eight curriculum areas that should be covered at each education stage. Local authorities and schools themselves are responsible for agreeing the subjects studied in schools.

Although there is no intended instruction time, the Education (Scotland) Act 1980, which reflects previous legislation dating back to 1972, 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.

Bosnia and Herzegovina

There are three official languages in B&H and classes are held in one of those languages.

In grade 1, 'mathematics' is integrated in 'reading, writing and literature' (and 'creation' in B&H), and 'arts education' is integrated in 'physical education and sports'.

In grades 1-4, 'social studies' are integrated in 'natural sciences'.

Switzerland

With the exception of a minimum number of lessons for physical education, there is no standard curriculum and no standard instruction time defined on national level. Curricula and intended instruction time are determined by the 26 Cantons at the regional level. The delimitation and the number of both compulsory and non-compulsory subjects, as well as the total of instruction time and its distribution between subjects, vary considerably across Cantons. Therefore, only the data for the total of instruction time per grade and ISCED level can be presented.

The figures represent weighted averages of the cantonal requirements for each grade and the total of instruction time as given by the cantonal timetables (*Studentafeln/grilles horaires*). The averages are weighted by the number of students per Canton in primary education (six years) and lower secondary education (three years) in 2013/14. For the three Cantons with five years of primary education and four years of lower secondary education in 2015/16, calculations are based on six years of primary and three years of lower secondary education for reasons of comparability, although this does not

correspond to reality. The instruction time indicated in lower secondary education is the mean of the different tracks (basic, medium and advanced requirements).

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

Iceland

In grades 1-10, the subject 'practical and vocational skills' is integrated in 'arts education', and 'religion/ethics/moral education' in 'social studies'.

Languages 2 and 3 can be English or Danish indistinctively. Both languages are compulsory in grades 1-10 but schools are free to decide how to allocate the recommended minimum instruction time between English and Danish.

The 'compulsory options chosen by students' can include extra teaching time for compulsory subjects and 'school electives'. In grades 5-10, students can also choose to follow a third foreign language (in addition to Danish and English).

Liechtenstein

In grade 1, the units of non-language subjects are taught through English. It is up to teachers to decide how this is done. This integrated lesson is counted as one lesson and is reported in the total instruction time.

'Social studies' is integrated in 'natural sciences' in grades 2-5. In *Realschule* and *Oberschule*, 'social studies' is also integrated in 'natural sciences' in grades 6-9. In grades 6-7, 'technology' is integrated in 'arts education' in all the tracks.

The category 'other subjects' includes (in the three tracks) Life science and class hour (which addresses topics such as personal development, sex education, career guidance and form time). In *Oberschule* and *Realschule*, the 'other subjects' also includes home economics.

In grade 9, the compulsory options for students in *Gymnasium* depend on the track that they choose, which can be: Latin; Spanish; Italian and Latin; art, music and pedagogy; economics and law; maths and natural sciences. In *Realschule* and *Oberschule*, the compulsory options include: technical drawing, crafts and design, arts, music, physical education, second foreign language (language 3) (French), other subjects/life sciences/school projects (in *Realschule*) and vocational education (in *Oberschule*).

In *Oberschule* and *Realschule* (grades 6-9), schools offer additional non-compulsory lessons for remedial teaching (including additional lessons in German for migrants) and specific support lessons for high achievers in order to move to another type of schools. In grade 9, they are especially used to prepare students (individually) for their further general or vocational education career. In *Gymnasium*, the non-compulsory subjects aim to promote topics across different subjects (interdisciplinary) and students' individual interests.

Montenegro

'Social studies' are integrated in 'natural sciences' in grades 1-3.

'Religion/ethics/moral education' is integrated in 'social studies' in all the compulsory education.

'Technology is integrated in 'natural sciences' in grades 1-4. In grades 5 and 7, it is an independent subject; and in grades 6, 8 and 9, it is integrated in the compulsory subjects. Except in grade 6, 'ICT' is integrated in the compulsory subjects.

The 'other subjects' include form time and supervised learning.

In grades 7-9, students can choose the compulsory options from a list of 35 subjects approved by the national council for education.

The 'non-compulsory curriculum' includes students' interest activities and extra time for compulsory subjects and options.

Former Yugoslav Republic of Macedonia

Primary education is implemented by municipal and state primary schools. State schools are established by the Government for students with special educational needs. There are also international public schools implementing the curricula in English, French, and German.

The subject innovations in grade 9, which was introduced as the result of the adoption and implementation of the Strategy for Entrepreneurship Education, has been included in the category 'practical and vocational skills'.

In grades 4-5, students have one of the following subjects: crafts, computers. In grade 6, students have to choose one of the following compulsory options: ethics of religions, introduction to religions and classical culture of the European civilization. In grades 7-9, students have to choose one of the following compulsory options: homeland culture, environmental education, local studies, folk dances, projects in musical art, projects in painting art, technical education, projects in informatics, sport, health, skills for living and computer programming (only in grades 8-9). In grades 3-9, students can decide to follow (upon consent of their parents) one of the following non-compulsory subjects: language and culture of Aromanians, language and culture of Roma people and language and culture of Bosnians.

Although there is not a maximum age set by the Government for compulsory education, ISCED 3 is mandatory for all citizens. The general programme at this ISCED level 34 is called Gymnasium and consists of four compulsory years. Nevertheless, data in this report only shows the three first years (10-12), given that compulsory education for students following the vocational programmes might end at an earlier age. For the fourth year of Gymnasium, the minimum instruction time for the total compulsory curriculum is 540 hours a year (108 for 'reading, writing and literature'; 81 for 'mathematics', 'social studies', the first foreign language and 'physical education and health'; and 54 for the second foreign language and for the subject business and entrepreneurship, which was introduced as the result of the adoption and implementation of the Strategy for Entrepreneurship Education).

In Gymnasium, students have to choose one of the following options: in grade 10, classical languages (Latin, ancient Greek), information technology, basic algebra and geometry, ethics, pronunciation and writing; in grade 11, linear algebra and analytical geometry, algebra; in grade 12, programming languages, mathematical analysis, physics.

Norway

Instruction time 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).

In primary education, instruction time for the core subjects 'reading, writing and literature', 'mathematics' and the first foreign language (language 2) is prescribed for grades 1-4, and for grades 4 to 7. Schools can decide how to distribute this time among the relevant years. Schools must

provide 38 additional hours per year in compulsory subjects of their own choice, based on what is most advisable according to local needs.

In lower secondary education (ISCED 24), students can choose between 14 subjects as compulsory options. Every school must offer at least two different subjects that students can choose from.

Serbia

The municipalities with an official minority language can organise classes in this language. In schools where Serbian is the medium of instruction may include a minority language as an option (36 lessons a year).

In grades 1-4, 'social studies' is integrated in 'natural sciences'. In grades 5-8, 'ICT' is integrated in 'technology'. In grade 1, students have to choose between religion and civic education, and they can follow the same subject during years 2-8 or switch in grade 5.

The 'other subjects' include the form time.

In grades 1-8, students have to choose one of the 'compulsory flexible subjects' offered by schools. In grades 1-4, schools have to offer at least three of the following 'compulsory flexible subjects': national tradition, hands in dough/discovering the world, nature keeper, creative writing, from toys to computers, native language/language with national culture elements and chess. In grades 5-8, schools have to offer at least three of the following 'compulsory flexible subjects': nature keepers, everyday life in the past, drawing, painting and sculpting, choir and orchestra, ICT, native language/language with national culture elements, chess and crafts.

Turkey

Instruction time for ISCED 34 in this report only concerns the Anatolia High Schools. There are four general education programmes at ISCED level 3 in Turkey: Anatolia High School (80 % of students), High School (11 %), Science High School (5 %) and Anatolia Teacher Training High School (4 %). High Schools and Anatolia Teacher Training High Schools are gradually been transformed into Anatolia High Schools. High Schools still enrol approximately 40 % of students in grade 12. Nevertheless, the curricula of High Schools and Anatolia High Schools in this grade are very similar, with the main exception of instruction time for foreign languages, which is lower in High Schools.

In grades 1-3 the 'other subjects' category includes free activities.

In grades 5-8, students have to choose three subjects per grade. Compulsory options include subjects pertaining to 'religion/ethics/moral educations', 'reading, writing and literature', 'mathematics', 'natural sciences', 'social studies', 'arts education', sports and foreign languages. 'ICT' is a compulsory option in grades 7-12. In grades 9-12, schools can offer as compulsory options: language, Turkish literature, mathematics, geometry, physics, chemistry, biology, history, geography, psychology, sociology and a foreign language.

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Recommended Annual Instruction Time in Full-time Compulsory Education in Europe 2015/16

Reading, writing and literature, mathematics, natural sciences and foreign languages are recognised as core subjects in all European countries. But how much time do students spend on those subjects at school, and how much does this instruction time vary across countries?

This report provides information about the recommended minimum instruction time across core subjects in full-time general compulsory education in 37 European countries participating in the Eurydice network. The reference year is 2015/16.

The publication offers a comparative overview of the differences between primary and compulsory general secondary education, and identifies the main changes since 2010/11. It also includes national diagrams and maps illustrating the data on minimum instruction time by country and by subject.

The Eurydice network's task is to understand and explain how Europe's different education systems are organised and how they work. The network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is co-ordinated by the EU Education, Audiovisual and Culture Executive Agency. For more information about Eurydice, see <http://ec.europa.eu/eurydice>.

