



Recommended Annual

Instruction Time

in Full-time Compulsory Education

in Europe

2018/19

Eurydice – Facts and Figures

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INTRODUCTION

The amount of instruction time available to students is an important factor in their learning process. Existing evidence suggests that the quality of instruction and the time available for learning can have a positive effect on student achievement and can compensate for weaknesses in other areas such as students' capabilities or willingness to learn ⁽¹⁾. Research has also shown how the increase in the amount of instruction time allocated to a specific discipline can help to raise students' interest levels in that subject, and subsequently improve performance ⁽²⁾.

The correlation between instruction time and performance is not, however, unequivocal as other important elements must be factored into the equation; these include the quality of instruction and the time available for learning outside school. The positive relationship between increased instruction time and student achievement is, in effect, more apparent when the increase is accompanied by other support measures and directed at disadvantaged students, for instance, those who have a less favourable home learning environment.

Lavy (2015) examined the correlation between the PISA test scores of students from the same school in different subjects and the instruction time spent on those subjects. He found that the differences between subjects in student achievement were associated with differences in the available school instruction time for each subject, particularly with respect to pupils from families with low levels of education and the children of second-generation immigrants ⁽³⁾. 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⁾. Moreover, Battistin and Meroni (2016) analysed the impact of increasing instruction time in low achieving schools in Italy within the framework of the Quality and Merit Project, concluding that the intervention raised scores in mathematics for students from the least advantaged backgrounds. In contrast, targeting the best students with extra activities in language came at the cost of lowering their performance in mathematics ⁽⁵⁾. Aucejo and Romano (2016) observed that gains in maths and reading scores were more significant when intervening to reduce absenteeism (and, therefore, levelling the amount of learning time students received) than when increasing the number of instruction days in the school year ⁽⁶⁾.

⁽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. Carroll, J. B., 1989. The Carroll Model: A 25-years retrospective and prospective view. *Educational Researcher*, 18 (1), pp. 26-31. 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>.

⁽²⁾ 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.

⁽³⁾ Lavy, V., 2015. Do differences in schools' instruction time explain international achievement gaps? Evidence from developed and developing countries. *The Economic Journal*, vol. 125(588), pp. F397-F424. <https://www.nber.org/papers/w16227.pdf>

⁽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⁾ Battistin, E. and Meroni, E. C., 2016. Should we increase instruction time in low achieving schools? Evidence from Southern Italy. *Economics of Education Review*, 55, pp. 39-56.

⁽⁶⁾ Aucejo, E. and Romano, T. F., 2016. Assessing the effect of school days and absences on test score performance. *Economics of Education Review*, 55, pp. 70-87.

This report concerns the recommended minimum instruction time in full-time compulsory general education (i.e. from the first year of primary education until the end of full-time compulsory education for all students) in the school year 2018/19 in 43 European education systems (7). Data have been collected jointly by the European Commission's Eurydice and the OECD's NESLI networks. Secondary education programmes with vocational profiles and programmes specifically designed for students with special needs are out of the scope of this study.

For the Netherlands, Austria and Liechtenstein, the information is broken down into the different pathways or programmes that start at lower secondary level in general education (8). In the French Community of Belgium, Bulgaria, Hungary, Italy, Romania and Turkey, data for upper secondary education (ISCED level 34) only refer to the general programme in which the largest proportion of students are enrolled.

This publication focuses on the recommended minimum instruction time for the compulsory curriculum specified in the regulations or policy documents of the education authorities, i.e., the minimum instruction time normally received by students. However, in certain countries, this minimum time may not apply to all schools or geographical areas. Furthermore, in some countries, schools may be required to make available additional instruction time, but students are free to decide whether or not to take advantage of it. This additional time is often offered in the form of programmes aimed at disadvantaged or low-achieving students. The non-compulsory curriculum is beyond the scope of the comparative analysis but further details can be found in the appendix and the country-specific notes of the countries concerned.

This report is organised as follows:

Part I consists of a comparative analysis on the recommended minimum annual instruction time and its distribution across the curriculum subjects, with a special focus on reading, writing and literature, mathematics, natural sciences and social studies. These areas have been selected in the context of the benchmark set by the Council of the European Union for reading, mathematics and science, which states that by 2020 the proportion of 15-year-olds with low achievement should be less than 15 % (9). Furthermore, the Council's recent recommendation on promoting common values, inclusive education, and the European dimension of teaching includes, as priorities, the promotion of citizenship education, democratic values, civic participation and an understanding of the origins and working of the European Union; these elements of the curriculum usually belong to the area of social studies (10).

The comparative analysis comprises eight sections:

- Section 1 shows how the minimum instruction time within compulsory education is related to the number of years concerned.
- Section 2 compares the recommended annual instruction time across countries by education level.
- Section 3 describes the main changes that have taken place over the last year.

(7) Although one or more grades of pre-primary education are compulsory in 17 European countries, this education level is beyond the scope of this data collection (see European Commission/EACEA/Eurydice, 2019. *Key Data on Early Childhood Education and Care in Europe – 2019 Edition*. Luxembourg: Publications Office of the European Union).

(8) In secondary education in the Netherlands, there are three different pathways, VWO, HAVO and VBMO. 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 pathways in Liechtenstein, *Gymnasium*, *Oberschule* and *Realschule*.

(9) Council Conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'). 2009/C 119/02: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:en:PDF>

(10) Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching. Brussels, 17/01/2018. COM(2018) 23 final: <https://ec.europa.eu/education/sites/education/files/recommendation-common-values-inclusive-education-european-dimension-of-teaching.pdf>.

- Section 4 looks into the flexibility that local authorities and schools have in allocating the recommended instruction time across grades and/or subjects, or to choose the subjects that they offer.
- Section 5 examines the minimum instruction time for reading, writing and literature in primary and full-time compulsory general secondary education.
- Section 6 focuses on the minimum instruction time allocated to mathematics in primary and full-time compulsory general secondary education.
- Section 7 looks into the minimum instruction time recommended for natural sciences in primary and full-time compulsory general secondary education.
- Section 8 examines the importance of social studies in the curriculum in terms of instruction time,

Part II is divided into five sections. Section 1 consists of a reading guide to the diagrams (national data sheets), including a list of the acronyms and abbreviations used. The diagrams are shown in Section 2 (Instruction time by country) and Section 3 (Instruction time by subject). Section 4 contains an appendix with the diagrams for some subject categories (i.e. languages 4 and 5) and for the non-compulsory curriculum. The country-specific notes are available in Section 5.

The definitions and the codes used can be found in the glossary at the end of the report.

PART I: COMPARATIVE ANALYSIS

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1. The minimum instruction time for compulsory education is related to the number of grades covered

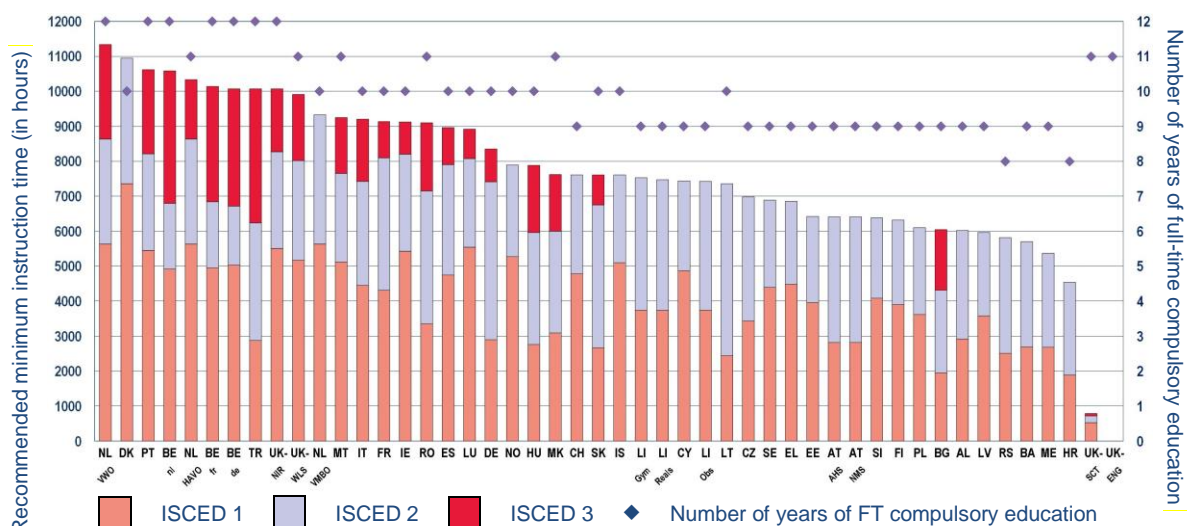
Full-time compulsory general education (as defined in this study) may last from 8 to 12 years depending on the country. In 20 education systems, it covers primary and general lower secondary education (i.e. ISCED levels 1 and 2). In the other 23, it also includes one or more grades of general upper secondary education or ISCED 3. The total instruction time recommended for the whole of full-time compulsory general education in each country is usually related to the number of grades involved: the more grades covered, the higher the number of hours.

The total number of recommended hours in full-time compulsory general education is below 7 700 in 22 education systems and, in almost all of these, it spans only eight or nine years. In Croatia and Serbia, it spans eight years. In 16 education systems, it spans nine years. Of these, the lowest number of recommended hours can be found in Bulgaria, Latvia, Albania, Bosnia and Herzegovina, and Montenegro. Lithuania, Slovakia and Iceland also recommend fewer than 7 700 hours, although full-time compulsory general education spans 10 years. Finally, this is the case of North Macedonia where the length of full-time compulsory education is 11 years for the whole school population taken as a whole while it amounts to 13 years for those in general education programmes.

In 13 of the education systems/pathways where full-time compulsory general education spans 10 years, between 7 356 and 10 960 hours of instruction time are recommended. At the head of this group, Denmark clearly stands out with 10 960 hours, which is 1 620 hours more than the next highest, which is the Netherlands (VMBO – 9 340 hours).

In the remaining education systems/pathways where full-time compulsory general education spans 11 or 12 years, between 7 620 (North Macedonia) and 11 340 hours (NL VWO) of instruction time are the norm.

Figure 1: Number of years of full-time compulsory education (in primary and secondary education) and total recommended instruction time (in hours) for the compulsory curriculum, 2018/19



Source: Eurydice.

Minimum instruction time in hours for the compulsory curriculum for each education level, 2018/19

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV
ISCED 1	4 956	5 040	4 916	1 949	3 434	7 360	2 896	3 964	5 430	4 488	4 750	4 320	1 890	4 455	4 872	3 589
ISCED 24	1 888	1 680	1 890	2 367	3 550	3 600	4 526	2 468	2 772	2 374	3 161	3 784	2 651	2 970	2 570	2 381
ISCED 34	3 304	3 360	3 781	1 728			937		924		1 054	1 036		1 782		
	LT	LU	HU	MT	NL			AT		PL	PT	RO	SI	SK	FI	SE
ISCED 1	2 441	5 544	2 769	5 128	5 640			2 820		3 619	5 460	3 360	4 091	2 678	3 905	4 400
					HAVO	VMBO	VWO	AHS	NMS							
ISCED 24	4 915	2 535	3 204	2 527	3 000	3 700	3 000	3 600	3 600	2 488	2 754	3 800	2 298	4 073	2 423	2 490
ISCED 34		845	1 917	1 604	1 700		2 700				2 414	1 949		865		
	UK-ENG	UK-WLS	UK-NIR	UK-SCT	AL	BA	CH	IS	LI			ME	MK	NO	RS	TR
ISCED 1	*	5 168	5 510	532	2 927	2 700	4 782	5 100	3 740			2 682	3 096	5 272	2 511	2 880
									Gym	Obs	Reals					
ISCED 24	*	2 850	2 765	190	3 098	3 008	2 836	2 516	3 795	3 686	3 740	2 698	2 904	2 622	3 314	3 360
ISCED 34	*	1 900	1 799	63									1 620			3 840

* = No minimum instruction time defined

Source: Eurydice.

Country-specific notes (Figure 1)

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 (reference year 2017/18).

Spain: The data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2018/19). 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 and Vocational Training (reference year 2016/17).

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

United Kingdom (ENG): There is no prescribed minimum time for individual subjects or in total. However, all schools must provide sufficient lesson time to deliver a broad and balanced curriculum that includes all statutory requirements.

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*).

North Macedonia: The length of compulsory education is not defined by the education authorities but all students must successfully complete secondary education. The general programme at ISCED level 34 (the Gymnasium) spans four years but the vocational programmes may cover fewer years.

The total instruction time in Figure 1 for the United Kingdom (Scotland) is particularly low because, with the exception of a minimum of 2 hours per week for physical education, the Scottish Curriculum for Excellence does not specify any instruction time for the curriculum areas that must be taught. Similarly, there is no centrally defined minimum instruction time in the United Kingdom (England) (see Section 4).

Primary education usually covers more years and includes more instruction time than lower secondary education

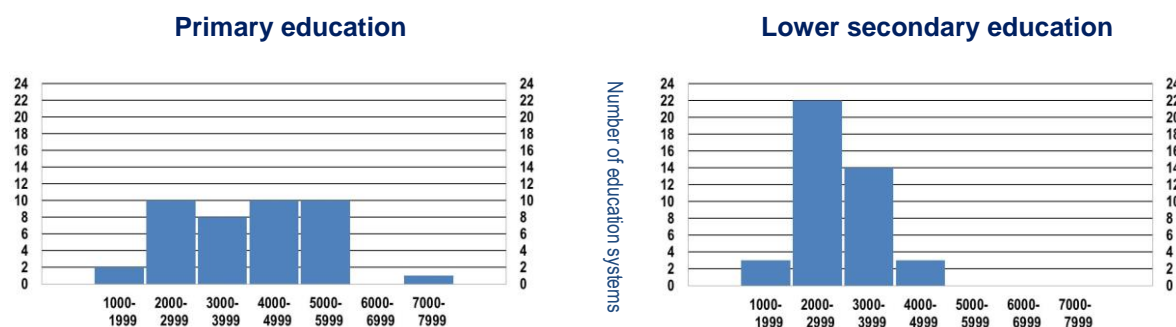
Primary education tends to cover more years than lower secondary education and the total instruction time provided is consequently higher in many countries.

Primary education spans from four to seven years depending on the country, covering five or six years in two thirds of the education systems. In contrast, lower secondary education spans four years or less in all but three education systems.

In line with this, primary education covers 4 000 hours or more in half of the education systems, while lower secondary education includes 4 000 hours or more only in three education systems. On average, primary education covers at least 4 062 hours of instruction, and general lower secondary education 2 956.

As Figure 2 shows, the variation between countries in the recommended instruction time for a level of education is greater in primary than in lower secondary education. Compulsory general lower secondary education ranges from 2 000 to 4 000 hours of instruction in the great majority of education systems, with only six outside this range. At primary level, the dispersion of the number of hours of instruction time is much larger.

Figure 2: Distribution of the education systems according to the total instruction time (hours) allocated at primary and lower secondary level, 2018/19



2. Compulsory general secondary education tends to have more annual hours of instruction

Even though primary education usually includes more instruction time overall, the annual instruction time is often higher at secondary level. General lower secondary education tends to span a fewer number of grades, but these grades usually include more hours of instruction than at primary level. This is also the case at upper secondary level in countries where this level encompasses one or more grades of full-time compulsory general education. This suggests a tendency in education policy of increasing learning time according to students' age, with younger students spending less time in class. Indeed, the first grades of primary education often include fewer hours of instruction.

Figure 3 shows the minimum instruction time per notional year, which is calculated by dividing the total instruction time recommended for primary, lower secondary and upper secondary education respectively by the number of years covered by each education level.

In primary education, the average minimum instruction time per notional year is 735 hours – the lowest of the three education levels⁽¹¹⁾. The annual instruction time ranges from below 500 hours in countries such as Bulgaria and Croatia, to more than 900 hours in Denmark, Ireland, Luxembourg, the Netherlands and Portugal. In three quarters of the education systems, the recommended instruction time per notional year is less than 840 hours.

In general lower secondary education, the average minimum instruction time per notional year is 874, ranging from 663 hours in Croatia and 674 in North Macedonia up to 1 000 hours or more in Denmark, Spain and the Netherlands (HAVO and VWO). In about half the countries, the recommended annual instruction time (per notional year) is more than 845 hours.

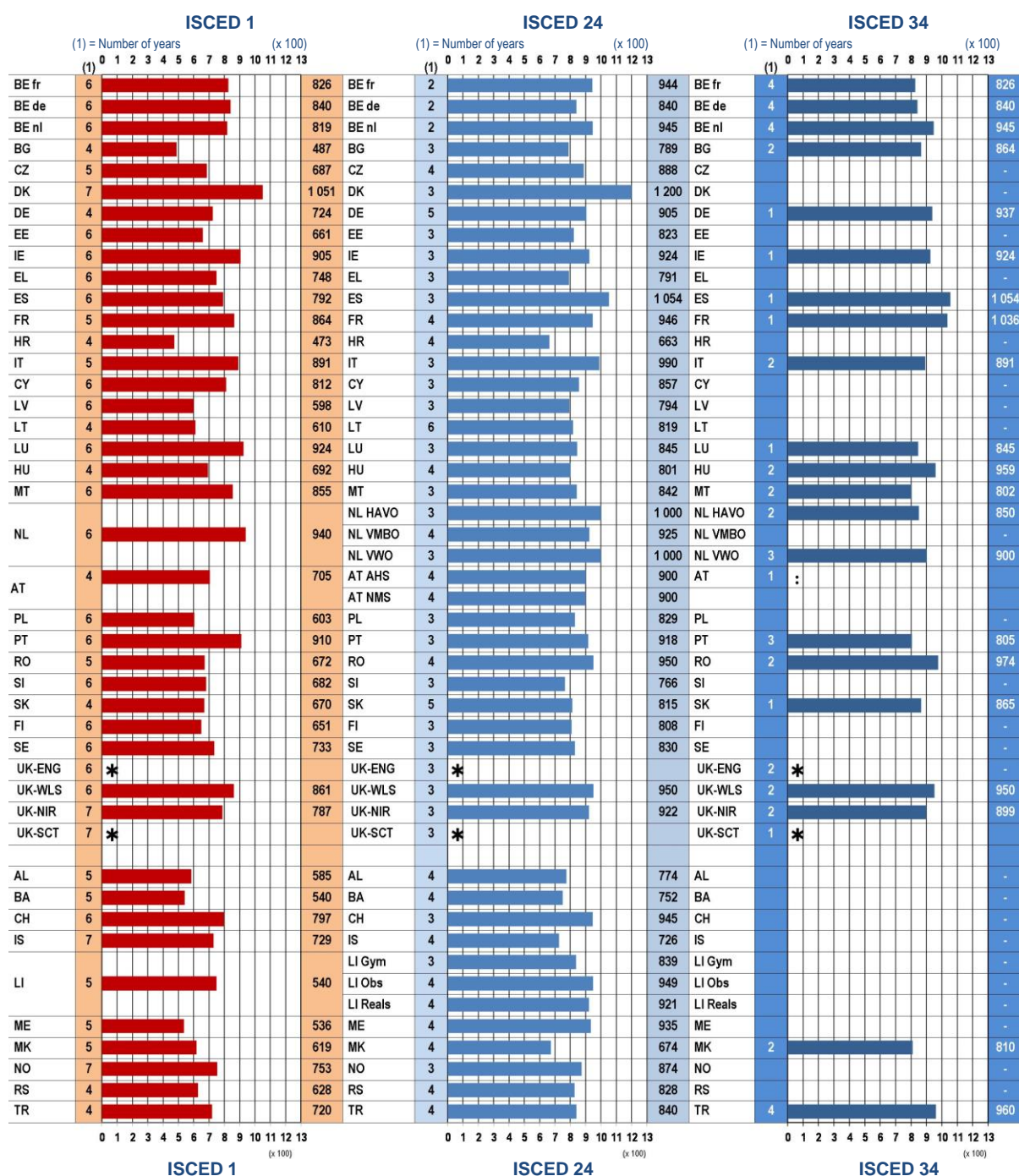
In nearly all education systems, the minimum instruction time per notional year in lower secondary education is higher than in primary education. The difference is more than 225 hours in Spain, Poland and Romania; and more than 300 hours in Bulgaria and Montenegro. Only in Luxembourg, Malta, the Netherlands (VMBO) and Iceland, is the recommended annual minimum instruction time slightly

⁽¹¹⁾ The United Kingdom (England and Scotland) are not included in the calculations.

higher in primary education than in lower secondary education. In the German-speaking Community of Belgium, it is the same at both education levels.

In 23 education systems, at least one grade of ISCED level 34 (which normally coincides with general upper secondary education) is compulsory. The average recommended instruction time per notional year at this education level is 904, ranging from 802 hours in Malta to over 1 000 hours in Spain and France (12).

Figure 3: Recommended minimum instruction time for the compulsory curriculum, in hours, per notional year and by ISCED level, 2018/19



* = No minimum instruction time defined

Source: Eurydice.

(12) Austria and the United Kingdom (England and Scotland) are not included in the calculations. For the Netherlands, only VWO is included in the calculations.

Explanatory note (Figure 3)

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 for the three education levels.

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

The column for ISCED 34 only captures information for the countries where full-time compulsory general education includes one or more grades of upper secondary 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 (reference year 2017/18).

Spain: The data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2018/19). 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 and Vocational Training (reference year 2016/17).

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

United Kingdom (ENG): There is no prescribed minimum time for individual subjects or in total. However, all schools must provide sufficient lesson time to deliver a broad and balanced curriculum that includes all statutory requirements.

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 (*Studenten/tafeln/grilles horaires*).

North Macedonia: The length of compulsory education is not defined by the education authorities but all students must successfully complete secondary education. The general programme at ISCED level 34 (the Gymnasium) spans four years but the vocational programmes may cover fewer years.

3. In the past year, the minimum instruction time has remained unchanged in most European countries

In 25 education systems, there were no changes in the minimum instruction time in 2018/19 compared with 2017/18 (see Figure 4).

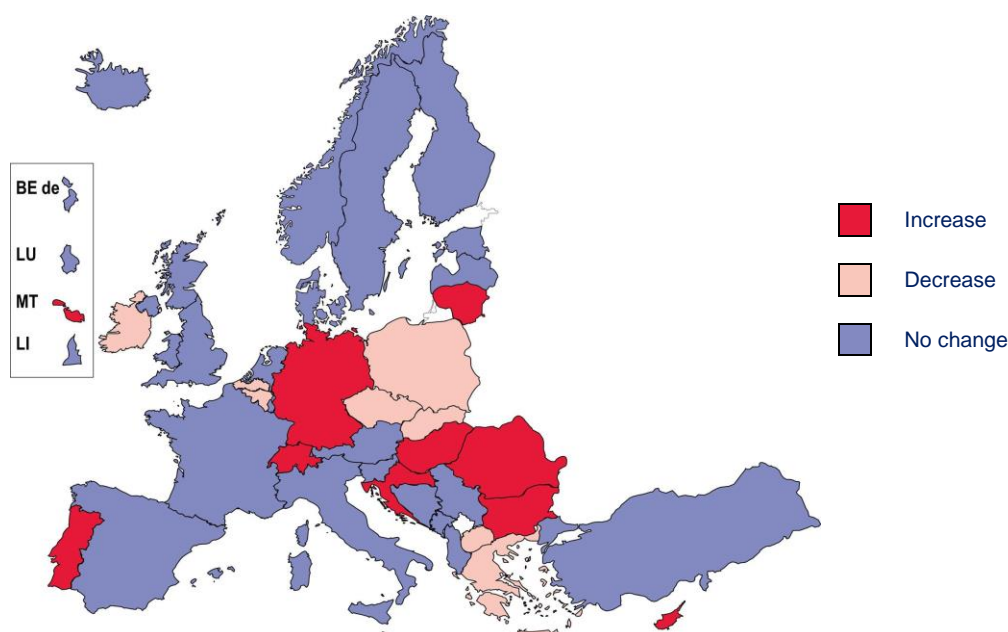
Broad curriculum reforms, being phased in over several years, account for the variations in the recommended instruction time in Bulgaria and Portugal (increase) and Ireland and Poland (decrease). In Romania, the increase can be explained by methodology changes (see country-specific note).

In Croatia, the change is due to the introduction of ICT as a compulsory subject in grades 5 and 6. In Malta, the removal of school-based half-yearly examinations in grades 4, 5, 7 and 8 substantially increases instruction time in these grades. In addition, the gradual introduction of the 40 lessons per week timetable in 2014/15 has been completed this year; in this context, the instruction time for compulsory flexible subjects decided by the school has been shifted to physical education in year 11. Finally, in Switzerland, new legislation introduced by some Cantons has modified the number of instruction hours.

In a few other countries, minor changes in the minimum instruction time were due to fluctuations in the number of instruction days, depending for instance on when the holidays fell throughout the year and the specific arrangement of the school year. This year, there was an extra day or more in Cyprus, Lithuania and Hungary. Therefore, the total instruction time increased in these countries. Conversely, there were fewer instruction days in the school year – and the instruction time slightly decreased – in Belgium (French and Flemish Communities), Czechia, Greece and Slovakia.

Data for Germany, Spain and Switzerland consist of weighted averages, which tend to vary every year. In Spain, however, this variation is less than 1 hour and is not shown.

Figure 4: Changes in the recommended minimum instruction time for full-time compulsory general education between 2017/18 and 2018/19



Variation in the number of hours of instruction time between 2017/18 and 2018/19

	BE fr	BE nl	BG	CZ	DE	IE	EL	HR	CY	LT	HU	MT	PL	PT	RO	SK	CH	MK
ISCED 1	-56.0	-15.6	42.7	-35.2	92.5	-30.0	-25.5	0.0	0.0	94.3	15.3	133.0	-94.2	455.8	1072.1	-28.8	9.0	0.0
ISCED 24	-21.3	-5.9	72.0	-36.8	-55.4	0.0	0.0	105.0	16.0	105.2	17.7	170.5	6.3	78.9	662.4	-43.8	29.0	0.0
ISCED 34	-37.3	-11.9	0.0		-25.6	0.0					10.7	33.0		0.0	334.5	-9.3		-702

Source: Eurydice.

Explanatory note (Figure 4)

Changes of less than 1 hour are not shown.

Country-specific notes

Germany and Spain: The data correspond to the weighted averages of the minimum instruction time defined by each of the *Länder* and the Autonomous Communities respectively. These vary from one year to another due to fluctuations in the student population.

Romania: The change in the total number of hours is due to modifications in the methodology used to collect the data.

Sweden: The instruction time has been divided into three stages; *Lågstadie* (lower stage) grades 1-3 (ISCED 1), *Mellanstadiet* (middle stage) grades 4-6 (ISCED 1) and *Högstadiet* (higher stage) grades 7-9 (ISCED 2). Total instruction time, however, remains unchanged.

Switzerland: The intended instruction time is based on the 26 cantonal timetables (*Stundentafeln/grilles horaires*) for ISCED levels 1 and 24 in 2018/19. The calculation is provided by the Swiss Conference of Cantonal Ministers of Education (EDK).

North Macedonia: Changes are due to modifications in the methodology used to collect the data.

4. In a few countries, schools have the flexibility to allocate the recommended time across subjects and/or grades

In most countries, the official steering documents define how the recommended minimum instruction time should be allocated across grades and 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 or even to choose which subjects to offer. This flexibility gives schools some scope to tailor education to the specific needs of their students. It may also reinforce the need for better coordination across grade levels and disciplines. This section examines the type and degree of flexibility that schools and local authorities are granted for allocating instruction time through grades (vertical flexibility) or across subjects (horizontal flexibility) and for teaching subjects of their own choice (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 the minimum instruction time for all subjects is defined in Estonia, Lithuania (primary education), the Netherlands, Finland, Sweden, Iceland and Norway (see Figure 5). In Lithuania, at secondary level, about half of the recommended instruction time is subject to vertical flexibility. Also in Czechia, vertical flexibility applies to more than 80 % of the recommended instruction time.

Vertical flexibility does not always operate in the same way. In some cases, the total instruction time is indicated for a complete level of education, in others it applies to a group of grades within a level. In Czechia and the Netherlands, the instruction time is indicated for the whole level of education. In Estonia, Sweden and Iceland, at primary level (ISCED 1), grades are split into two groups. In Lithuania, the minimum instruction time is given for each group of two grades at both primary and secondary level. In Finland and Norway, the number of grades combined varies depending on the subject ⁽¹³⁾.

In Poland, the minimum instruction time in the new education system is given by grade (and no longer by groups of grades, as was the case in the past). In Ireland, education reform is gradually introducing vertical flexibility in lower secondary education, but this cannot be reflected in the data provided until the new system has been completely phased in.

There are differences in the way that vertical flexibility is applied in countries in terms of whether it is mandatory to teach one or more subjects in every grade of a group.

In **Czechia**, some subjects must be taught in all grades ('reading, writing and literature', 'mathematics', 'natural sciences', 'social studies' and arts education), whereas this is not the case for other subjects (namely, ICT and technology).

In the **Netherlands**, schools have the discretion to determine which subjects to teach in each grade.

In **Finland**, schools can start teaching any compulsory subject with vertical flexibility from grade 1, but they must introduce the first foreign language by grade 3 at the latest; the second foreign language by grade 6; social studies by grade 4; and home economics, guidance and counselling (practical and vocational skills) by grade 7.

In **Sweden**, the minimum instruction time is recommended/guaranteed for *Lågstadiet* (lower stage), *Mellanstadiet* (middle stage) and *Högstadiet* (higher stage) in compulsory education and schools decide how to distribute the instruction time within each stage, but with some limitations: the number of hours for a subject or group of subjects may be reduced by at most 20 % to accommodate school options in each stage, except for English, mathematics, Swedish and Swedish as a second language.

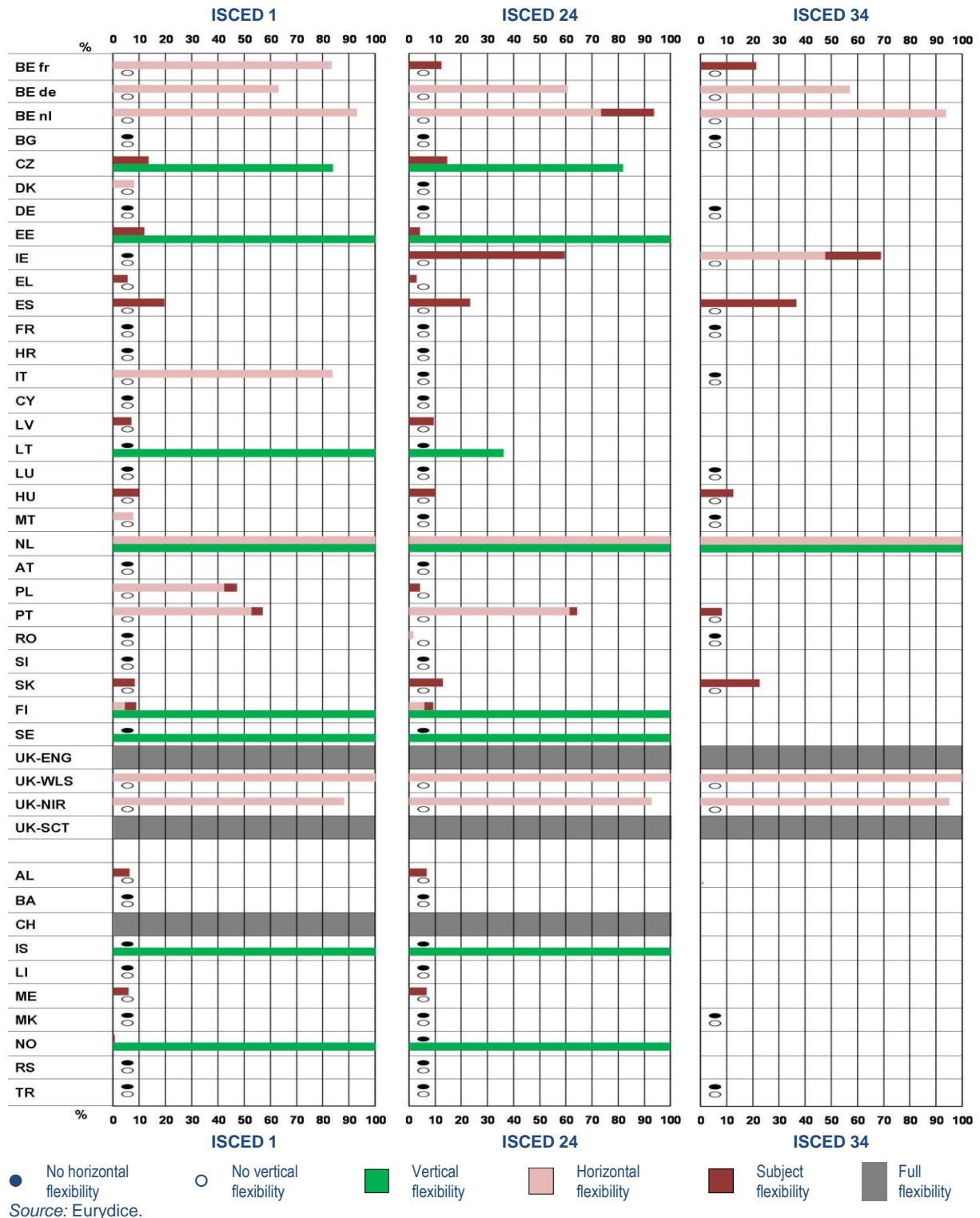
Horizontal flexibility occurs when the central education authorities set a total number of teaching hours for a combination of compulsory subjects within the same grade. The local authorities or the schools themselves have then to decide how much time to allocate to each subject. In two education systems, there is full horizontal flexibility. In the United Kingdom (Wales), the Welsh Government recommends 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 in allocating it across subjects and grades.

Schools have horizontal flexibility in allocating a significant proportion of the centrally defined minimum instruction time across compulsory subjects in the French Community of Belgium and Italy (primary

⁽¹³⁾ Additional information on the subjects affected by vertical flexibility in the different education systems can be found in Part II, National diagrams, Section 2. Some countries provide a more detailed description in Section 5: Country-specific notes.

education), the German-speaking and Flemish Communities of Belgium and the United Kingdom (Northern Ireland) (full-time compulsory education). In Portugal, the extent of horizontal flexibility greatly varies depending on the grade. In Denmark, there is only horizontal flexibility in grade 1, and in Poland, in grades 1-3. In Ireland, horizontal flexibility applies to many subjects in grade 10 (upper secondary education) (14).

Figure 5: Time and subject flexibility, % of the total instruction time per ISCED level, 2018/19



(14) Additional information on the subjects affected by horizontal flexibility in the different education systems can be found in Part II, National diagrams, Section 2. A more detailed description is available in Section 5: Country-specific notes.

Explanatory note (Figure 5)

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

Horizontal 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 ⁽¹⁵⁾.

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 ⁽¹⁶⁾.

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

The graph only shows subject flexibility when the subjects are compulsory. Instruction time dedicated to subjects offered as options are not shown in the figure. In the same way, the figure does not show subject flexibility when the subjects chosen by schools are subject to horizontal flexibility.

Country-specific note

Poland: A new single structure (8-year primary school) is being phased in while a separate lower secondary school (3-year *gimnazjum*) is being phased out. The new system was introduced in grades 1, 4 and 7 in 2017/18 and subsequently in grades 2, 5 and 8 in 2018/19. Hence in the 2018/19 school year, the second year of reform, the two systems are operating in parallel. Grades 3, 6 and 9, which operate under the 'old' system, are still affected by vertical flexibility, but this is not shown in the figure. In grades 1, 2, 4, 5, 7 and 8, the reform has already been implemented and the number of compulsory hours are defined per grade and subject. Full implementation of the new structure and the new outline timetables will take place in 2019/20 and vertical flexibility will disappear.

In a few other cases, there is some horizontal flexibility but this affects a small proportion of the curriculum. In Malta, in primary education, and in Romania at secondary level, 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 Finland, schools can distribute some additional centrally defined time between music, visual arts, crafts, physical education and home economics.

Schools can also be granted some flexibility to provide instruction time for subjects of their own choice or from a predefined list. In comparison with vertical and horizontal flexibility, **subject flexibility** usually applies to a smaller percentage (less than 23 %) of the total instruction time. It can be found in 16 education systems. Schools can use this additional flexible time defined by the education authorities to provide more instruction time for compulsory and elective subjects, to offer subjects of their own choice such as sports, foreign languages, religion and moral education, ICT and technologies, or to organise special weeks around a specific theme. The examples below show how subject flexibility is applied in different education systems.

In the **French Community of Belgium**, secondary schools have some flexibility to decide which elective subjects to offer to students.

In **Czechia**, schools can use flexible subject time to increase the instruction time for compulsory or elective subjects, to start teaching a foreign language in grades 1-2, to teach a second foreign language or swimming in primary education or to teach additional foreign languages.

In **Estonia**, schools usually use their flexible subject time to offer religion and moral education and information and communication technologies.

In **Ireland**, the phasing-in of the new specifications for the Junior cycle (lower secondary education) has meant increased flexibility for schools to design their own programmes of learning.

In **Greece**, flexible subject time is used to implement cross-thematic programmes (e.g. on environmental education, health education, culture and arts) at primary level. In lower secondary education, it refers to the thematic week.

In **Spain**, this flexible time is to be allocated by the Autonomous Communities on subjects of their choice (normally from a predefined list).

In **Latvia**, the education authorities recommend that schools devote this additional flexible subject time to sports.

⁽¹⁵⁾ Corresponds with the category 'compulsory subjects with flexible timetable', Part II, National diagrams.

⁽¹⁶⁾ Corresponds with the category 'compulsory flexible subjects chosen by the school', Part II, National diagrams.

In **Hungary**, schools can increase the time spent on compulsory subjects or offer other subjects of their choice. One lesson per week must be either 'drama-dance' or 'homeland' and peoples in grade 5, and either 'drama-dance' or 'media' in grade 9.

In **Poland**, schools may include any subject from the compulsory curriculum.

In **Slovakia**, schools may increase the instruction time for compulsory subjects or they may offer a second or third language, technology or other subjects such as transport education, sex education and minority languages.

In **Finland**, schools can offer any subject.

In **Albania**, the subjects chosen by schools can include environment education at primary level and foreign languages in secondary education.

In **Montenegro**, this time includes the two-week instruction time that schools devote to culture, technical activities, sports, outdoor education and school trips.

The highest degree of local decentralisation and school autonomy can be found in the United Kingdom (England and Scotland) and Switzerland. In the United Kingdom (England), the Department for Education has not established a minimum instruction time since 2011, 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 subject (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 predefined 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 (at the level of language-regions) and intended instruction time (at cantonal level).

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

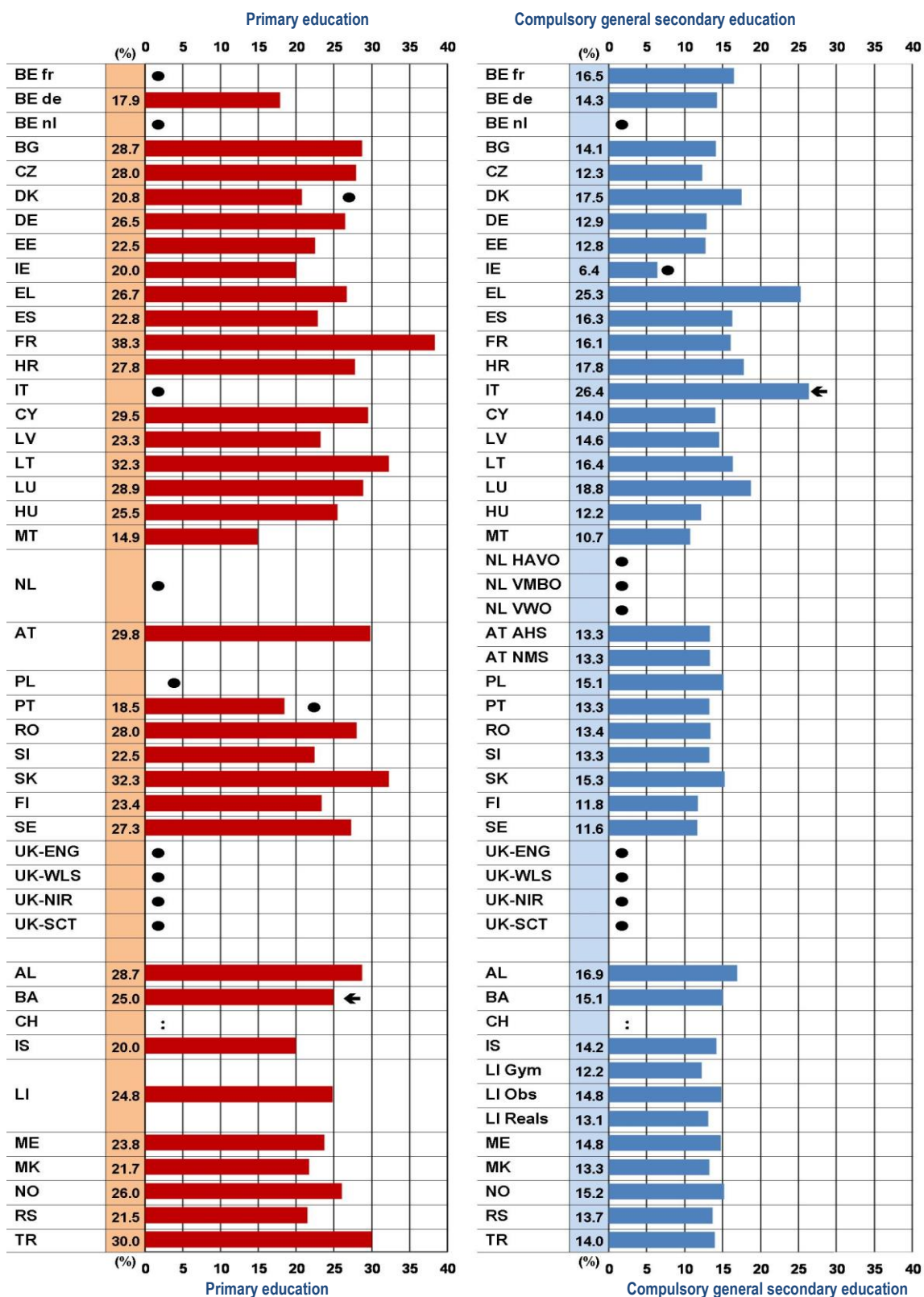
This section examines the relative importance of 'reading, writing and literature' (in the main language of instruction or language 1) ⁽¹⁷⁾. The bar chart in Figure 6 shows the proportion of total instruction time allocated to this subject area in primary and full-time compulsory general secondary education. The number of hours by education level is indicated in the table below.

Reading, writing and literature is the subject area that generally 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 25 % of the curriculum, ranging from 15 % to 38 % depending on the country ⁽¹⁸⁾. In the German-speaking Community of Belgium (18 %), Ireland (20 %) and Malta (15 %), the percentages are relatively low compared with other countries, but the teaching of a second language also takes up a similar share of the curriculum at primary level – and it is significantly higher than in other countries. In all the other education systems, it covers 20 % or more of the curriculum at this education level. In France, Cyprus, Lithuania, Austria, Slovakia and Turkey, it accounts for 30 % or more.

⁽¹⁷⁾ 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 are categorised as 'language 2', 'language 3', 'language 4' and 'language 5'. These usually refer to foreign languages but could also be official languages in some countries. In this text, 'other languages' refers to languages other than language 1.

⁽¹⁸⁾ 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. Also, when 'reading, writing and literature' includes instruction time for another subject or, alternatively, is included in the instruction time for another subject in more than one grade of an educational level, the data is excluded when calculating the European average. At primary level, BE fr, BE nl, IT, NL, PL, PT, UK and CH are excluded. In full-time compulsory general secondary education, BE nl, IT, NL, UK and CH are excluded (see country-specific notes).

Figure 6: Percentage of the recommended minimum instruction time allocated to READING, WRITING AND LITERATURE in primary and full-time compulsory general secondary education, 2018/19



● Compulsory subject area with time flexibility ← Includes instruction time dedicated to other subjects for one or more grades

Source: Eurydice.

Minimum instruction time in hours as defined centrally for reading, writing and literature, per education level, 2018/19

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV		
Primary	●	900	●	560	960	1 530 ●	768	893	1 086	1 197	1 085	1 656	525	●	1 438	835		
Secondary	856	720	●	579	437	630	703	315	237 ●	600	686	774	473	1 254 ←	361	347		
	LT	LU	HU	MT	NL			AT	PL	PT	RO	SI	SK	FI	SE			
Primary	788	1 601	706	765	●			840	●	1 008 ●	941	919	865	912	1 200			
Secondary	805	634	623	443	● HAVO	● VMBO	● VWO	480 AHS	480 NMS	377	686	769	305	753	285	290		
	UK- ENG	UK- WLS	UK- NIR	UK- SCT	AL	BA	CH	IS		LI	ME	MK	NO	RS	TR			
Primary	●	●	●	●	840	675 ←	:	1 020	928			638	672	1 372	540	864		
Secondary	●	●	●	●	525	453	:	357	464 Gym	546 Obs	491 Reals	399	600	398	453	1 008		

Source: Eurydice.

Explanatory note (Figure 6)

This figure only concerns 'reading, writing and literature' as a compulsory subject in general education. The percentage is obtained by dividing the total time allocated to this subject area in primary and full-time compulsory general secondary education by the minimum total instruction time provided for the respective education level (and multiplying by 100).

Where there is a 'compulsory subject area with time flexibility' (see Glossary), the instruction time is not reported for the grades or levels concerned (see also the country-specific notes).

Left arrow: The instruction time for other subjects is included in that for 'reading, writing and literature' for one or more grades (see country-specific notes).

Country-specific notes

Denmark: In grade 1, reading, writing and literature is a compulsory subject area with time flexibility, and the instruction time for this grade is therefore not included.

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 (reference year 2017/18).

Ireland: Schools in practice offer more instruction time on reading, writing and literature from the time that they have at their discretion to distribute across the compulsory subjects. At secondary level, data refer only to ISCED 2. In grade 10 (ISCED 34), English is a compulsory subject with time flexibility.

Spain: The data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2018/19). 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 and Vocational Training (reference year 2016/17).

Italy: In grades 6-8, the instruction time for social studies is included in reading, writing and literature.

Austria: Data are not available for grade 9, but this grade is part of full-time compulsory general education.

Poland: In grades 1-3 of primary education, reading, writing and literature is a compulsory subject area with time flexibility. In grades 4-6, the curriculum defines instruction time for this subject area. In those grades, the percentage of instruction time for reading, writing and literature is 19.5 %.

Portugal: In grades 5-6 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.

Bosnia and Herzegovina: In grade 1, reading, writing and literature includes the instruction time for mathematics.

In full-time compulsory general secondary education, reading, writing and literature covers an average of 14 % of the curriculum, similar to the weight of other core subject areas such as mathematics and natural sciences. Only in Greece does it account for more than 20 % of the total instruction time for this education level.

In Ireland, in grade 10, the last grade of full-time compulsory education, English is a compulsory subject with time flexibility; instruction time is therefore not reported on the chart. In Italy, in grades 6-8, the minimum instruction time recommended for reading, writing and literature includes the teaching of social studies.

Reading, writing and literature is the subject area allocating the largest number of hours in nearly all countries at primary level. The average number of hours of instruction allocated to this subject area across the whole of primary education is 949 hours, ranging from 525 hours in Croatia to 1 656 in France. In half of the education systems (where there is a minimum instruction time defined for this subject area), the recommended instruction time includes at least 883 hours. Countries where primary education spans fewer years tend to be among the countries with the lowest number of hours.

On average, 535 hours are allocated to reading, writing and literature for the whole of full-time compulsory general secondary education. This substantial difference is partly due to the fact that primary education usually spans more years. Nevertheless, generally, there is less emphasis on this subject area in the curriculum at secondary level.

6. Maths takes up the second largest share of the curriculum in primary education but its relative importance decreases in compulsory general secondary education

Mathematics, as a compulsory subject represents the second largest share of instruction time in primary education. As with 'reading, writing and literature', its share in the curriculum also decreases at secondary level in favour of other subjects such as natural sciences or foreign languages.

In primary education, around 17 % of the minimum instruction time is allocated on average to mathematics, varying from 12 % in Denmark and 14 % in Greece to 22 % in Croatia and Serbia. In Denmark, in grade 1, mathematics is a compulsory subject area with time flexibility, and consequently instruction time for that grade is not reported in the chart ⁽¹⁹⁾.

In about two thirds of the education systems, mathematics takes between 17 % and 19 % of the curriculum. Its weight in the curriculum of primary education is especially high in Germany, Croatia, Serbia, and Bosnia and Herzegovina.

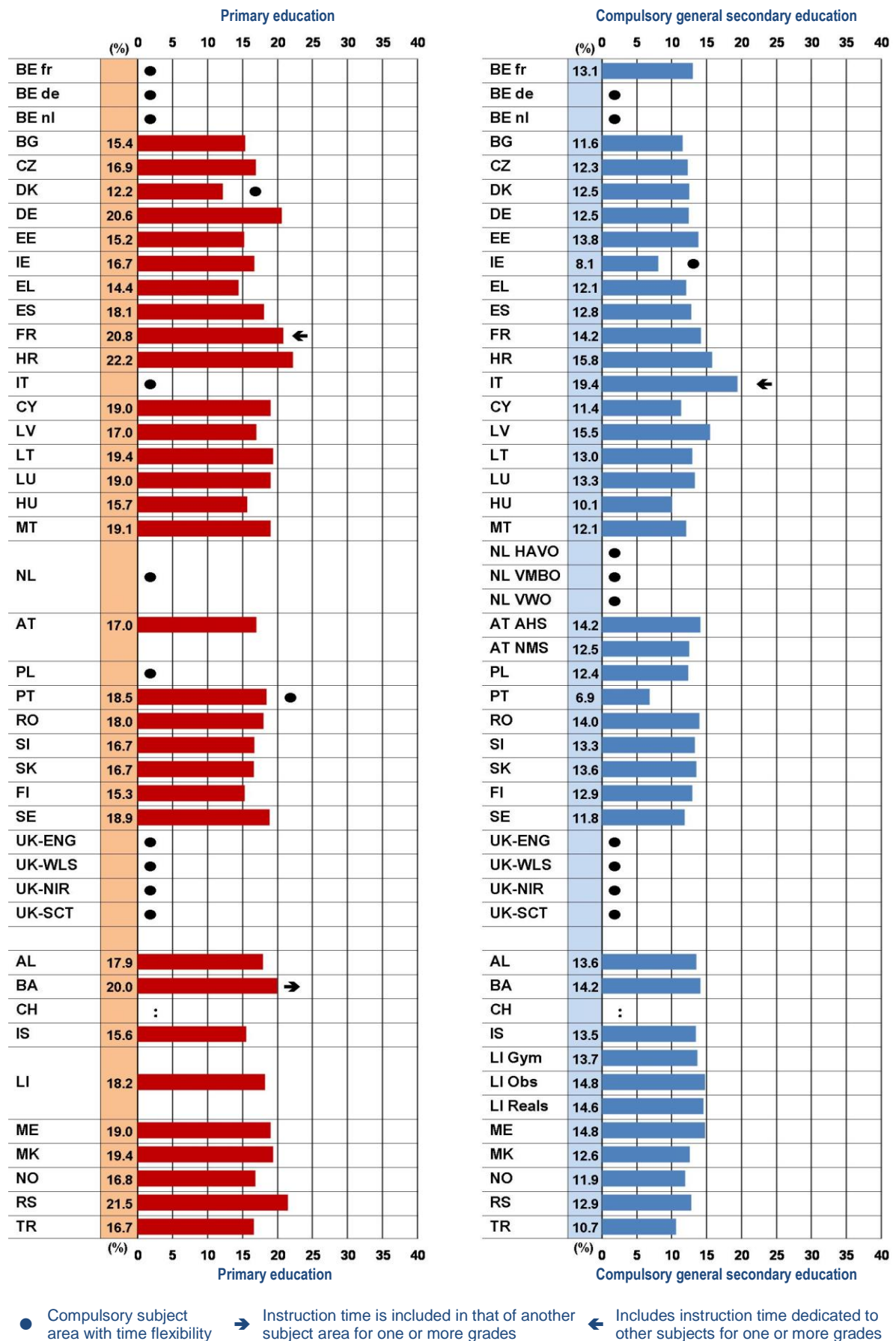
In full-time compulsory general secondary education, mathematics takes between 10 and 16 % of the total instruction time recommended for this education level in nearly all countries. Within this narrow range, the highest percentage can be found in Croatia and Latvia, and the lowest in Hungary. There are, however, a few exceptions to this pattern.

In Ireland, mathematics is a compulsory subject with time flexibility in the last grade of full-time compulsory education (grade 10). In Portugal, it is an optional subject in the last three grades of full-time compulsory education. In Italy, the figure reaches 19 % because, at lower secondary level, it includes the teaching of natural sciences (grades 6-8) and ICT (grades 9-10).

On average, nearly 628 hours are allocated to maths in primary education, 321 hours less than reading, writing and literature. The number of hours ranges from 300 hours in Bulgaria to 1 056 in Luxemburg. In a little more than half of the education systems (where there is a minimum instruction time defined for this subject area), the recommended instruction time is at least 600 hours. At secondary level, 469 hours are allocated on average to this subject area, 66 hours less than reading, writing and literature.

⁽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. Also, when 'mathematics' includes instruction time for another subject or is included in the instruction time for another subject in more than one grade at an educational level, this data is excluded when calculating the European average. At primary level, BE, IT, FR, NL, PL, PT, UK and CH are excluded. In full-time compulsory general secondary education, BE de, BE nl, IT, NL, UK and CH are excluded (see country-specific notes).

Figure 7: Percentage of the recommended minimum instruction time allocated to MATHEMATICS in primary and full-time compulsory general secondary education, 2018/19



Source: Eurydice.

Minimum instruction time in hours as defined centrally for maths, per education level, 2018/19

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV
Primary	●	●	●	300	582	900●	598	604	906	648	858	900←	420	●	928	609
Secondary	679	●	●	474	437	450	683	341	299●	288	541	684	420	924←	293	369
	LT	LU	HU	MT	NL			AT		PL	PT	RO	SI	SK	FI	SE
Primary	473	1 056	434	977	●			480		●	1 008●	605	683	446	599	830
Secondary	638	451	515	501	● HAVO	● VMBO	● VWO	510 AHS	450 NMS	307	356	802	306	670	314	295
	UK-ENG	UK-WLS	UK-NIR	UK-SCT	AL	BA	CH	IS	LI			ME	MK	NO	RS	TR
Primary	●	●	●	●	525	540→	:	793	683			510	600	888	540	480
Secondary	●	●	●	●	420	426	:	340	519 Gym	546 Obs	546 Reals	399	570	313	426	768

Source: Eurydice.

Explanatory note (Figure 7)

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

Where it is a 'compulsory subject area with time flexibility' (see Glossary), the instruction time is not reported for the grades or levels concerned (see also the country-specific notes).

Right arrow: The instruction time for mathematics is included in that of another subject area for one or more grades (see country-specific notes).

Left arrow: The instruction time for other subjects is included in that for mathematics in one or more grades (see country-specific notes).

Country-specific notes

Denmark: In grade 1, maths is a compulsory subject area with time flexibility, and the instruction time for this grade is therefore not included.

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 (reference year 2017/18).

Ireland: At secondary level, data refer only to ISCED 2. In grade 10 (ISCED 34), mathematics is a compulsory subject with time flexibility.

Spain: The data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2018/19). 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 and Vocational Training (reference year 2016/17).

France: The instruction time for maths includes the teaching of ICT in grades 4 and 5 at primary level.

Italy: The instruction time for maths includes the teaching of natural sciences in grades 6-8 (lower secondary education) and the teaching of ICT in grades 9-10.

Austria: Data are not available for grade 9, but this grade is part of full-time compulsory general education.

Poland: In grades 1-3 of primary education, maths is a compulsory subject area with time flexibility. In grades 4-6, the curriculum defines instruction time for this subject area. In those grades, the percentage of instruction time for maths is 15.3 %.

Portugal: In grades 5-6 of primary education, mathematics is a compulsory subject area with time flexibility, and the instruction time for these grades is therefore not included. At secondary level, data refer to lower secondary education. In grades 10-12, mathematics is a compulsory option that students may choose.

Bosnia and Herzegovina: In grade 1, instruction time for mathematics is included in that devoted to reading, writing and literature.

7. Natural sciences represent a small proportion of the curriculum in primary education but become more important at secondary level

Natural sciences include subjects such as science, physics, chemistry, biology, environmental sciences and ecology. In many countries, the minimum instruction time devoted to this subject area often includes that for other subjects such as social studies, technology or ICT, particularly at primary level.

The minimum instruction time recommended for natural sciences includes the teaching of social studies in eight countries: Czechia (grades 1-5), France (grades 1-3), Croatia (grades 1-4), Austria (grades 1-4), Bosnia and Herzegovina (grades 1-4), Liechtenstein (in primary education and in secondary education in *Oberschule* and *Realschule*), Montenegro (grades 1-3) and Serbia (grades 1-4).

In six education systems, it includes the teaching of technology: Ireland (grades 1-6), France (grades 1-6), Cyprus (grades 1-4), Malta (grades 1-6), Austria (grades 1-4) and Montenegro (grades 1-4).

In France, it includes the teaching of ICT (grades 1-3).

In contrast to the areas of 'reading, writing and literature' and mathematics, the teaching of natural sciences becomes more important in compulsory general secondary education. On average, 7 % of the minimum instruction time provided for primary education is allocated to this subject area, while the percentage goes up to 13 % at secondary level (similar to mathematics) ⁽²⁰⁾.

In most education systems, natural sciences represent 7 % or less of the curriculum in primary education. In contrast, natural sciences take up between 10 and 12 % of the primary curriculum in Finland and Greece respectively. In other countries where the percentage is also 10 % or more (Czechia, Croatia, Austria, Bosnia and Herzegovina, and Liechtenstein), this area includes the instruction time for other subjects such as social studies and/or technology.

In compulsory general secondary education, the proportion of instruction time for natural sciences in the curriculum increases considerably, representing 7 % or more of the curriculum in all countries. In more than half of the education systems, it accounts for 12 % or more. At this education level, the importance of natural sciences is particularly high in Czechia, Romania, Slovenia, and especially in Estonia, where the percentage goes up to 21 %.

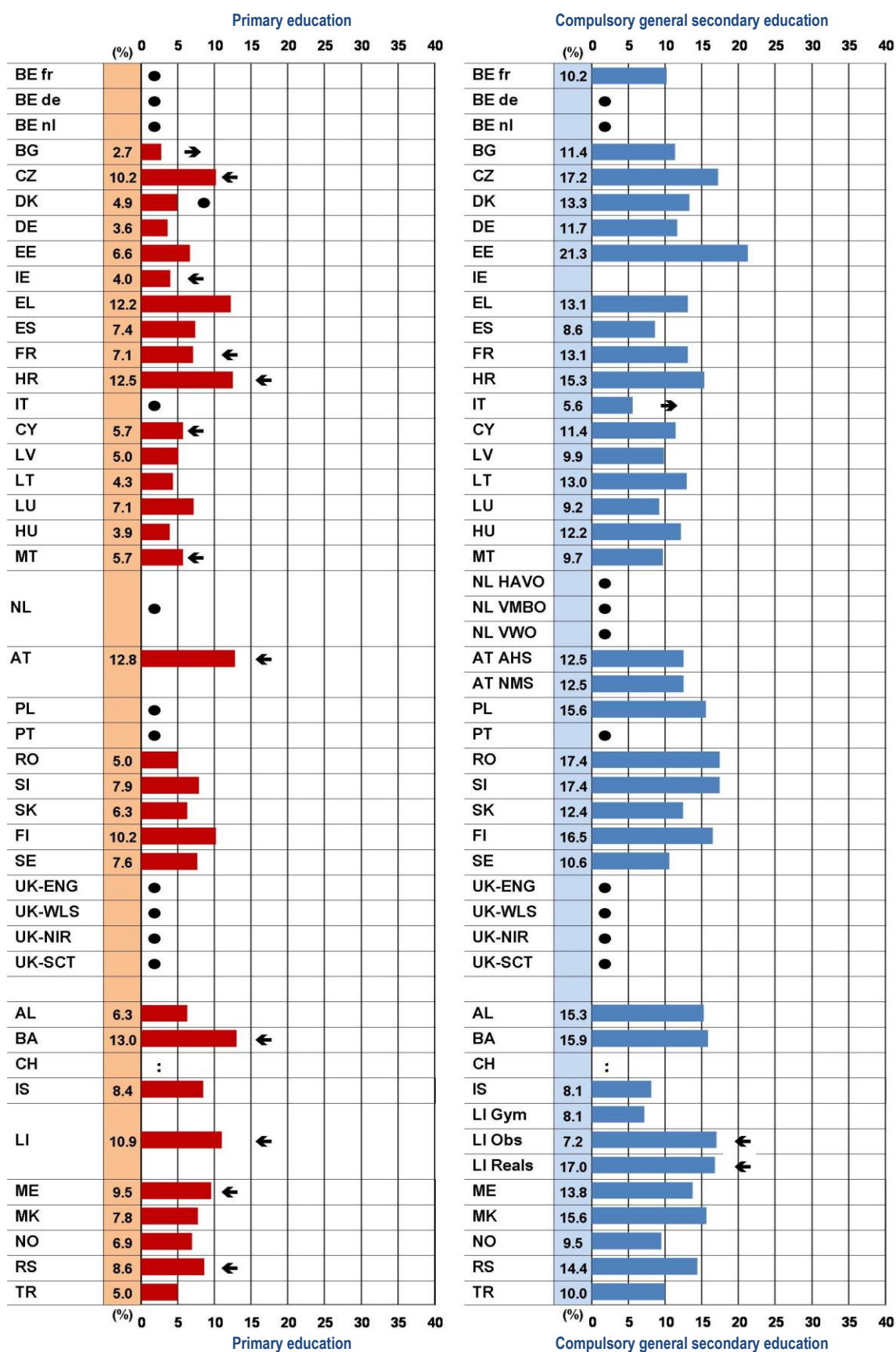
In Italy, where instruction time for natural sciences is below 7 %, it is included in the instruction time for mathematics in grades 6-8.

In Spain, according to the curriculum, natural sciences is not a compulsory subject in year 10, but belongs to the 'core option subjects', which regional authorities or schools can decide to introduce into their curriculum. Data for this grade is therefore not reported, although this subject is taught in this grade in a great number of Spanish schools.

On average, 272 hours are provided for natural sciences across the whole period of primary education, which is not even one third of the average time spent on reading, writing and literature, and less than half the average for mathematics. However, at secondary level, the number of hours allocated to this subject area is similar to that for mathematics, and only slightly lower than that for reading, writing and literature.

⁽²⁰⁾ 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. Also, when 'natural sciences' includes instruction time for another subject or is included in the instruction time for another subject, in more than one grade at an educational level, the data is excluded when calculating the European average. At primary level, BE, BG, CZ, IE, FR, HR, CY, IT, MT, NL, AT, PL, PT, UK, BA, CH, LI, ME and RS are excluded. In full-time compulsory general secondary education, BE de, BE nl, IE, IT, NL, PT, UK, CH, and LI (*Oberschule* and *Realschule*) are excluded (see country-specific notes).

Figure 8: Percentage of the recommended minimum instruction time allocated to NATURAL SCIENCES in primary and full-time compulsory general secondary education, 2018/19



- Compulsory subject area with time flexibility
- ➔ Instruction time is included in that of another subject area for one or more grades
- ⬅ Includes instruction time dedicated to other subjects for one or more grades

Source: Eurydice.

Minimum instruction time in hours as defined centrally for natural sciences, per education level, 2018/19

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV
Primary	●	●	●	53→	349←	360●	104	263	217←	549	349	306←	236←	●	278←	181
Secondary	531	●	●	465	611	480	638	525		312	363	630	407	264→	293	235
	LT	LU	HU	MT	NL			AT		PL	PT	RO	SI	SK	FI	SE
Primary	105	396	109	291←	●			360 ←		●	●	168	323	167	399	336
Secondary	638	310	623	401	● HAVO	● VMBO	● VWO	450 AHS	450 NMS	388	●	1 003	401	614	399	264
	UK- ENG	UK- WLS	UK- NIR	UK- SCT	AL	BA	CH	IS	LI		ME	MK	NO	RS	TR	
Primary	●	●	●	●	184	351←	:	431	410 ←		255←	240	366	216←	144	
Secondary	●	●	●	●	473	477	:	204	273 Gym	628← Obs	628← Reals	371	708	249	477	720

Source: Eurydice.

Explanatory note (Figure 8)

This figure concerns natural sciences as a compulsory subject in general education. The percentage is obtained by dividing the total time allocated to natural sciences in primary and full-time compulsory general secondary education by the minimum total instruction time provided for the respective education level (and multiplying by 100).

Where there is a 'compulsory subject area with time flexibility' (see Glossary), the instruction time for the grades or levels concerned is not reported (see also the country-specific notes).

Right arrow: The instruction time for natural sciences is included in that of another subject area for one or more grades (see country-specific notes).

Left arrow: The instruction time for other subjects is included in that for natural sciences for one or more grades (see country-specific notes).

Country-specific notes

Bulgaria: Instruction time for grades 1-2 is included in social studies.

Czechia, Croatia, and Serbia: At primary level, the instruction time for natural sciences includes that for social studies.

Denmark: In grade 1, natural sciences is a compulsory subject area with time flexibility, and the instruction time for this grade is therefore not included.

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 (reference year 2017/18).

Ireland: At primary level, the natural sciences include the teaching of technology. At secondary level, the natural sciences are either a 'compulsory flexible subject chosen by schools' (grades 7-9) or a 'compulsory option chosen by students' (grade 10).

Spain: The data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2018/19). 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 and Vocational Training (reference year 2016/17).

France: In grades 1-3, the instruction time for natural sciences includes that for social studies; in grades 1-6, it includes the teaching of technology; in grades 1-3, it includes the teaching of ICT.

Italy: Data in this figure only refer to ISCED level 3. Instruction time for ISCED 2 is included in mathematics.

Cyprus and Malta: Natural sciences include the teaching of technology in grades 1-4 and grades 1-6 respectively.

Austria: At primary level, natural sciences include the teaching of technology and social studies. Data are not available for grade 9, but this grade is part of full-time compulsory general education.

Poland: In grades 1-3 of primary education, natural sciences is a 'compulsory subject area with time flexibility'. In grades 4-6, the curriculum defines instruction time for this subject area. In those grades, the percentage of instruction time for natural sciences is 7.6 %.

Portugal: In grades 1-9, natural sciences is a 'compulsory subject area with time flexibility'. In grades 10-12, it is a 'compulsory option' that students may choose.

Bosnia and Herzegovina: In grades 1-4, instruction time for natural sciences includes that for social studies.

Liechtenstein: At primary level, instruction time for natural sciences includes that for social studies. The same applies to *Realschule* and *Oberschule* at secondary level.

Montenegro: In grades 1-3, the instruction time for natural sciences includes that for social studies; in grades 1-4, it includes the teaching of technology.

8. Instruction time for social studies is combined with another subject in one or more grades at primary level in about one third of education systems

Social studies include subjects such as history, geography, community studies, social and political instruction, philosophy, and civics education. Citizenship education is generally included in this subject area either as a separate subject or it is integrated into one or more of the other subjects ⁽²¹⁾.

In about half of the education systems, at primary level, a specific amount of instruction time is not allocated for social studies. In some cases this is because there is time flexibility and in others because the time allocated covers a broader range of subjects. There may also be differences between grades.

In Belgium (French, Flemish and German-speaking Communities), Italy, the Netherlands, Portugal and the United Kingdom, social studies is a compulsory subject area with time flexibility for the whole of the primary level. In Poland, this is the case in the first three years of primary education.

The instruction time for social studies is combined with that for natural sciences at primary level in Czechia, Croatia, Austria, Liechtenstein and Serbia. This is the case for specific grades in primary education in France (grades 1-3), in Bosnia-Herzegovina (grades 1-4) and Montenegro (grades 1-3). In Luxembourg, the instruction time for social studies is combined with 'religion/ethics and moral education' (grades 1-4).

In the remaining half of the education systems, the percentage of time spent on social studies ranges between 3 % and 13 %. It is below 5 % in Denmark, Lithuania, Romania, Slovakia and Finland. In these countries, except for Lithuania, social studies is not taught in some grades at primary level. Conversely, Sweden and Turkey stand out with a percentage higher than 10 % ⁽²²⁾.

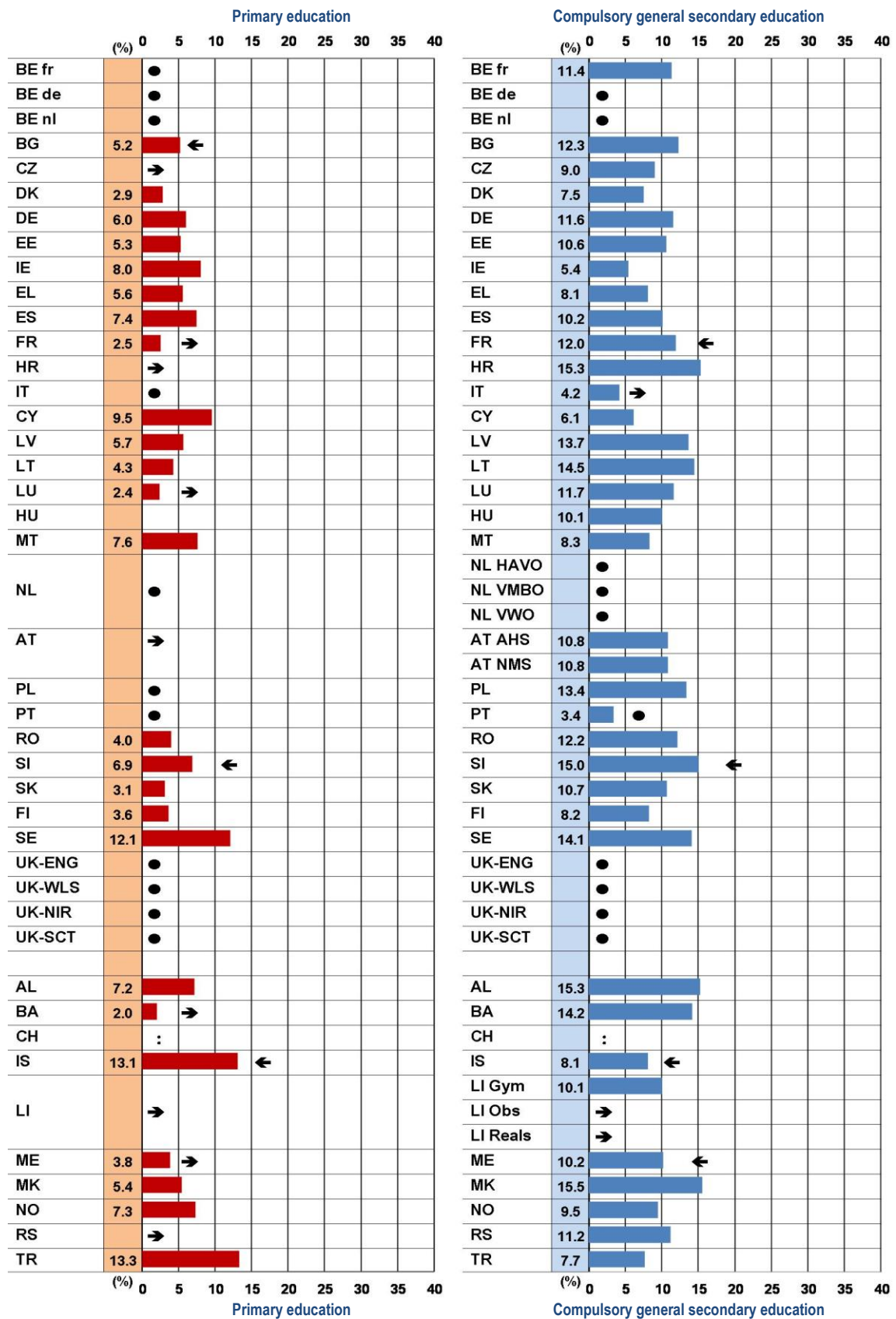
The importance of social studies increases at secondary level, but the time allocated to this subject area is still lower than that devoted to mathematics or natural sciences. In more than two thirds of the education systems with a defined minimum instruction time for social studies, it takes up 10 % or more of the total instruction time for compulsory general secondary education. In Ireland and Cyprus, it represents less than 7 %. In Ireland, social studies is an optional subject in the last grade of full-time compulsory education. Croatia, Albania and North Macedonia are the countries where social studies are given relatively more importance in terms of instruction time at this education level with 15 %.

On average, 410 hours are provided for social studies for the duration of compulsory general secondary education; 268 for primary education.

⁽²¹⁾ European Commission/EACEA/Eurydice, 2017. *Citizenship Education at School in Europe – 2017*. Eurydice Report. Luxembourg: Publications Office of the European Union.

⁽²²⁾ 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. Also, when, 'social studies' includes instruction time for another subject or is included in the instruction time for another subject for more than one grade at an educational level, the data is excluded when calculating the European average. At primary level, BE, BG, CZ, FR, HR, IT, LU, HU, NL, AT, PL, PT, SI, UK, BA, CH, IS, LI, ME and RS are excluded. In full-time compulsory general secondary education, BE de, BE nl, FR, IT, NL, PT, SI, UK, CH, IS, LI (*Oberschule* and *Realschule*) and ME are excluded (see country-specific notes).

Figure 9: Percentage of the recommended minimum instruction time specifically allocated to SOCIAL STUDIES in primary and full-time compulsory general secondary education, 2018/19



- Compulsory subject area with time flexibility
- Instruction time is included in that of another subject area for one or more grades
- ← Includes instruction time dedicated to other subjects for one or more grades

Source: Eurydice.

Minimum instruction time in hours as defined centrally for social studies, per education level, 2018/19

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV
Primary	●	●	●	101 ←	→	210	174	210	434	249	353	108 →	→	●	464	203
Secondary	590	●	●	503	320	270	633	263	200	192	428	576 ←	407	198 →	158	325
	LT	LU	HU	MT	NL			AT		PL	PT	RO	SI	SK	FI	SE
Primary	105	132 →		390	●			→		●	●	134	282 ←	84	143	533
Secondary	711	394	515	343	● HAVO	● VMBO	● VWO	390 AHS	390 NMS	334	178 ●	701	345 ←	530	200	352
	UK-ENG	UK-WLS	UK-NIR	UK-SCT	AL	BA	CH	IS	LI		ME	MK	NO	RS	TR	
Primary	●	●	●	●	210	54 →	:	669 ←	→		102 →	168	385	→	384	
Secondary	●	●	●	●	473	426	:	204 ←	382 Gym	→ Obs	→ Reals	276 ←	702	249	372	552

Source: Eurydice.

Explanatory note (Figure 9)

This figure concerns social studies as a compulsory subject in general education. The percentage is obtained by dividing the total time allocated to social studies in primary and full-time compulsory general secondary education by the minimum total instruction time provided for the respective education level (and multiplying by 100). In some countries, the minimum instruction time for the education level covers all the grades but only in a few grades there is specific instruction time defined for social studies

Where there is a 'compulsory subject area with time flexibility' (see Glossary), the instruction time for the grades or level concerned is not reported (see country-specific notes).

Right arrow: The instruction time for social studies is included in that of another subject area for one or more grades (see country-specific notes).

Left arrow: The instruction time for other subjects is included in that for social studies for one or more grades (see country-specific notes).

Country-specific notes

Bulgaria: Instruction time for grades 1-2 includes that for natural sciences.

Czechia, Croatia and Serbia: In primary education, social studies are integrated into natural sciences.

Denmark: At primary level, the minimum instruction time for social studies refers to grades 4-7. There is no instruction time defined for this subject area in grades 1-3.

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 (reference year 2017/18).

Greece: At primary level, the minimum instruction time for social studies refers to grades 3-6. There is no instruction time defined for this subject area in grades 1-2.

Ireland: At secondary level, data refer only to ISCED 2. In grade 10 (ISCED 34), social studies is an optional subject. Following the curriculum reform at ISCED 24, in grades 7 and 8, 'social studies' no longer includes 'history and geography', which is now part of the 'compulsory flexible subjects chosen by schools'.

Spain: The data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2018/19). 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 and Vocational Training (reference year 2016/17).

France: At primary level, the minimum instruction time for social studies refers to grades 4-5. In grades 1-3, social studies are integrated into natural sciences. In full-time compulsory general secondary education, the instruction time for social studies includes religion/ethics/moral education.

Italy: Data in this figure only refer to ISCED level 3. In grades 6-8, the instruction time for social studies is included in reading, writing and literature.

Luxembourg: At primary level, the minimum instruction time for social studies refers to grades 5-6. In grades 1-4, social studies are integrated into religion, ethics and moral education.

Hungary: There is no instruction time defined for this subject area at primary level (grades 1-4).

Austria: In primary education, social studies are integrated into natural sciences. Data are not available for grade 9, but this grade is part of full-time compulsory general education.

Poland: In grades 1-3 of primary education, social studies is a compulsory subject area with time flexibility. In grades 4-6, the curriculum defines instruction time for this subject area. In those grades, the percentage of instruction time for social studies is 6.9 %.

Portugal: In grades 7-9, social studies is a compulsory subject area with time flexibility, and the instruction time for these grades is therefore not included. In grade 12, social studies is an optional subject.

Romania: At primary level, the minimum instruction time for social studies refers to grades 4-5. There is no instruction time defined for this subject area in grades 1-3.

Slovenia and Iceland: In full-time compulsory general education, the instruction time for social studies includes religion/ethics/moral education.

Slovakia: At primary level, the minimum instruction time for social studies refers to grades 3-4. There is no instruction time defined for this subject area in grades 1-2.

Finland: At primary level, the minimum instruction time for social studies refers to grades 4-6. There is no instruction time defined for this subject area in grades 1-3.

Bosnia and Herzegovina: At primary level, the minimum instruction time for social studies refers to grade 5. In grades 1-4, social studies are integrated into natural sciences.

Liechtenstein: In primary education and in *Oberschule* and *Realschule*, social studies are integrated into natural sciences.

Montenegro: At primary level, the minimum instruction time for social studies refers to grades 4-5. In grades 1-3, social studies are integrated into natural sciences. In full-time compulsory general education, the instruction time for social studies includes religion/ethics/moral education.

PART II: NATIONAL DIAGRAMS

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

National data sheets present data on recommended minimum instruction time in two ways: by countries (Section 2) and by curriculum categories (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 three countries, instruction time is provided for different education programmes.

- **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 school + *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>Voorbereidend Wetenschappelijk Onderwijs</i>
Math	Mathematics	HAVO <i>Hoger Algemeen Voortgezet Onderwijs</i>
NatSc	Natural Sciences	VMBO <i>Voorbereidend Middelbaar Beroepsonderwijs</i>
SocSt	Social Studies	Volksschule +AHS <i>Volksschule (primary school – grades 1-4) + Allgemeinbildende höhere Schule (academic secondary school – science branch: Realgymnasium – grades 5-8)</i>
Lg (+ number)	Languages (L 2-5)	Volksschule + NMS <i>Volksschule (primary school – grades 1-4) + Neue Mittelschule (new secondary school – grades 5-8)</i>
PhysEd_H	Physical Education and Health	
ArtsEd	Arts Education	
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	

Section 2. Instruction time by country

Belgium – French Community	34	Poland	59
Belgium – German-speaking Community	35	Portugal	60
Belgium – Flemish Community	36	Romania	61
Bulgaria	37	Slovenia	62
Czechia	38	Slovakia	63
Denmark	39	Finland	64
Germany	40	Sweden	65
Estonia	41	United Kingdom – England	66
Ireland	42	United Kingdom – Wales	67
Greece	43	United Kingdom – Northern Ireland	68
Spain	44	United Kingdom – Scotland	69
France	45	Albania	70
Croatia	46	Bosnia and Herzegovina	71
Italy	47	Switzerland	72
Cyprus	48	Iceland	73
Latvia	49	Liechtenstein – Primary and <i>Gymnasium</i>	74
Lithuania	50	Liechtenstein – Primary and <i>Oberschule</i>	75
Luxembourg	51	Liechtenstein – Primary and <i>Realschule</i>	76
Hungary	52	Montenegro	77
Malta	53	North Macedonia	78
Netherlands – Primary and HAVO	54	Norway	79
Netherlands – Primary and VMBO	55	Serbia	80
Netherlands – Primary and VWO	56	Turkey	81
Austria – <i>Volksschule</i> and AHS (<i>Realgymnasium</i>)	57		
Austria – <i>Volksschule</i> and <i>Neue Mittelschule</i>	58		

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

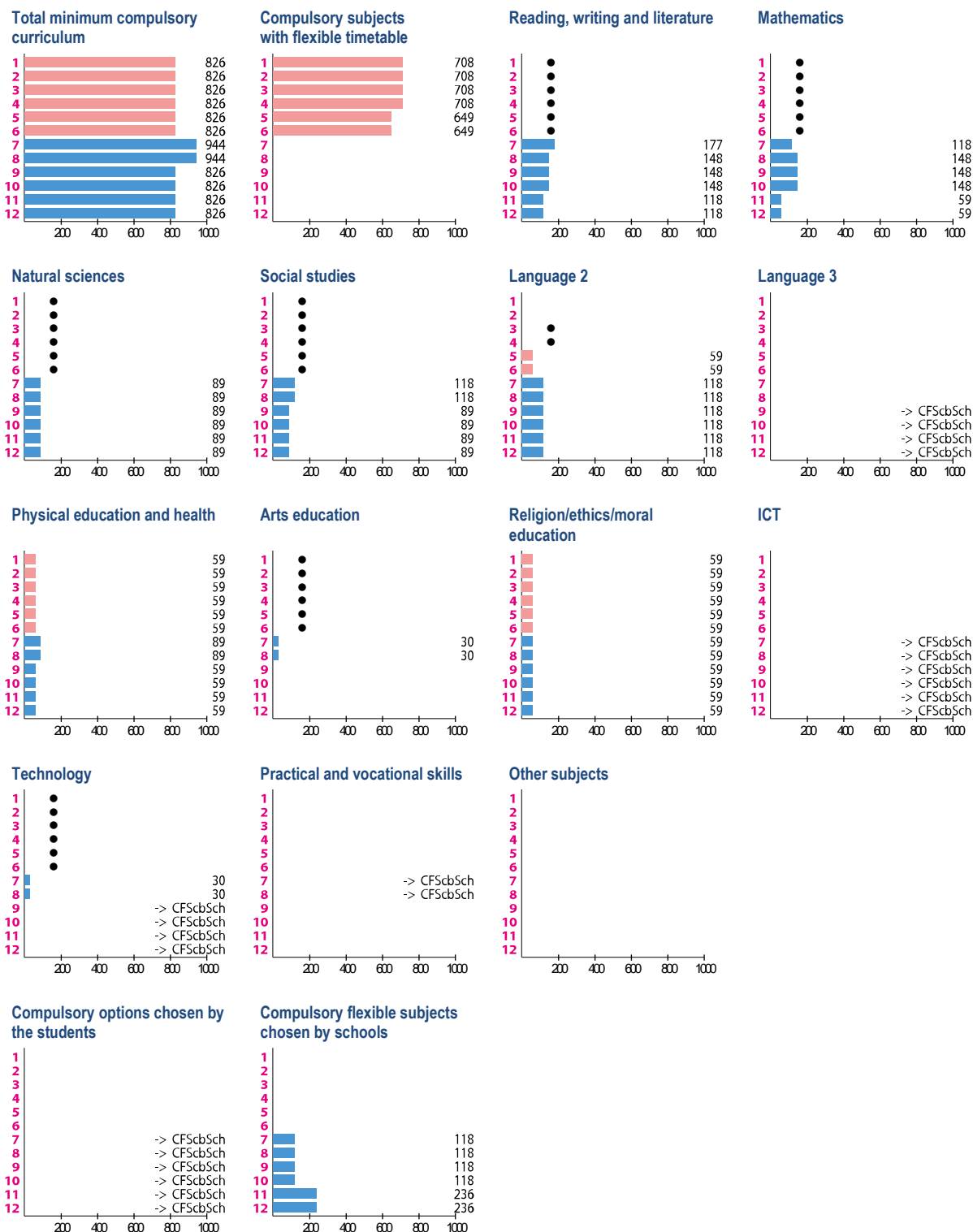
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FCG

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.

BELGIUM – FRENCH COMMUNITY



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

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

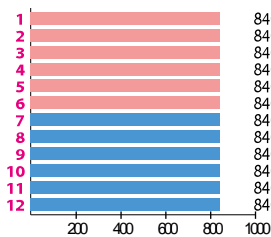
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-> category Instruction time included in another category (see Reading guide) x Number of hours distributed between various school years

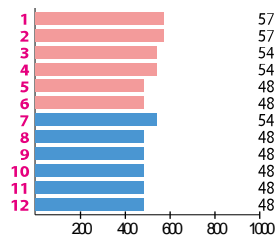
Source: Eurydice.

BELGIUM – GERMAN-SPEAKING COMMUNITY

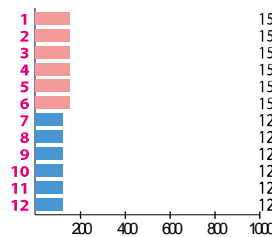
Total minimum compulsory curriculum



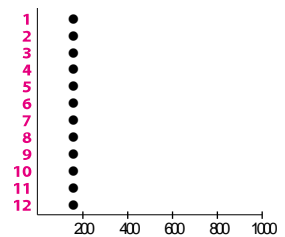
Compulsory subjects with flexible timetable



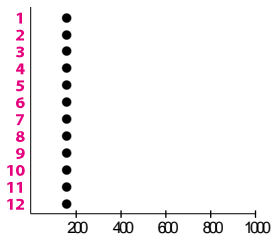
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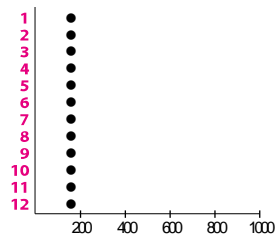
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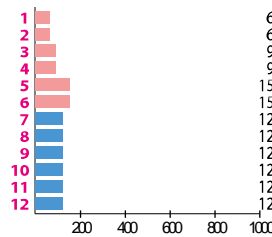
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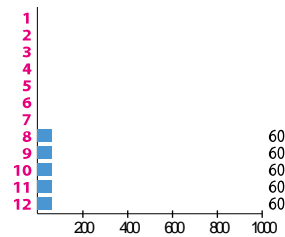
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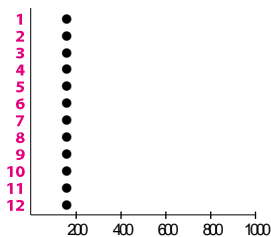
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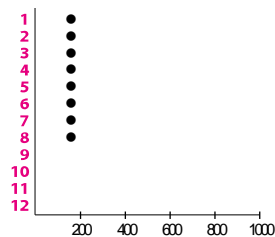
Language 3



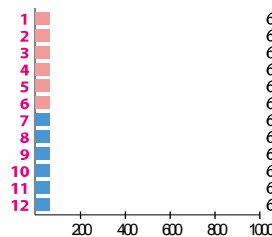
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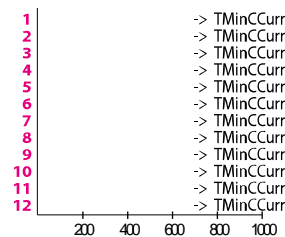
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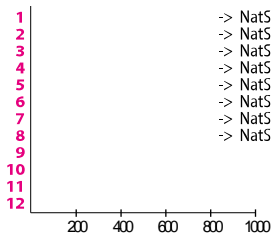
Religion/ethics/moral education



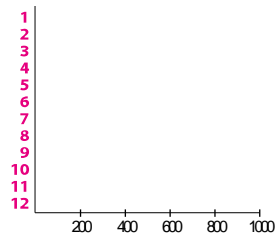
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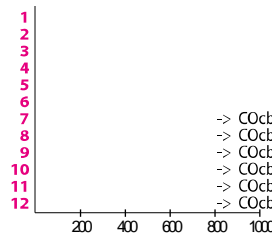
Technology



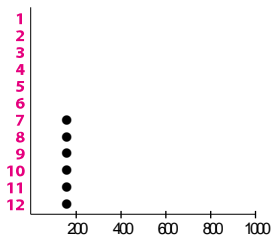
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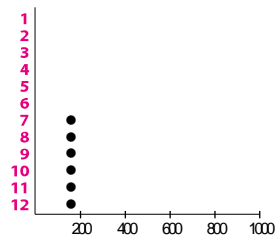
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



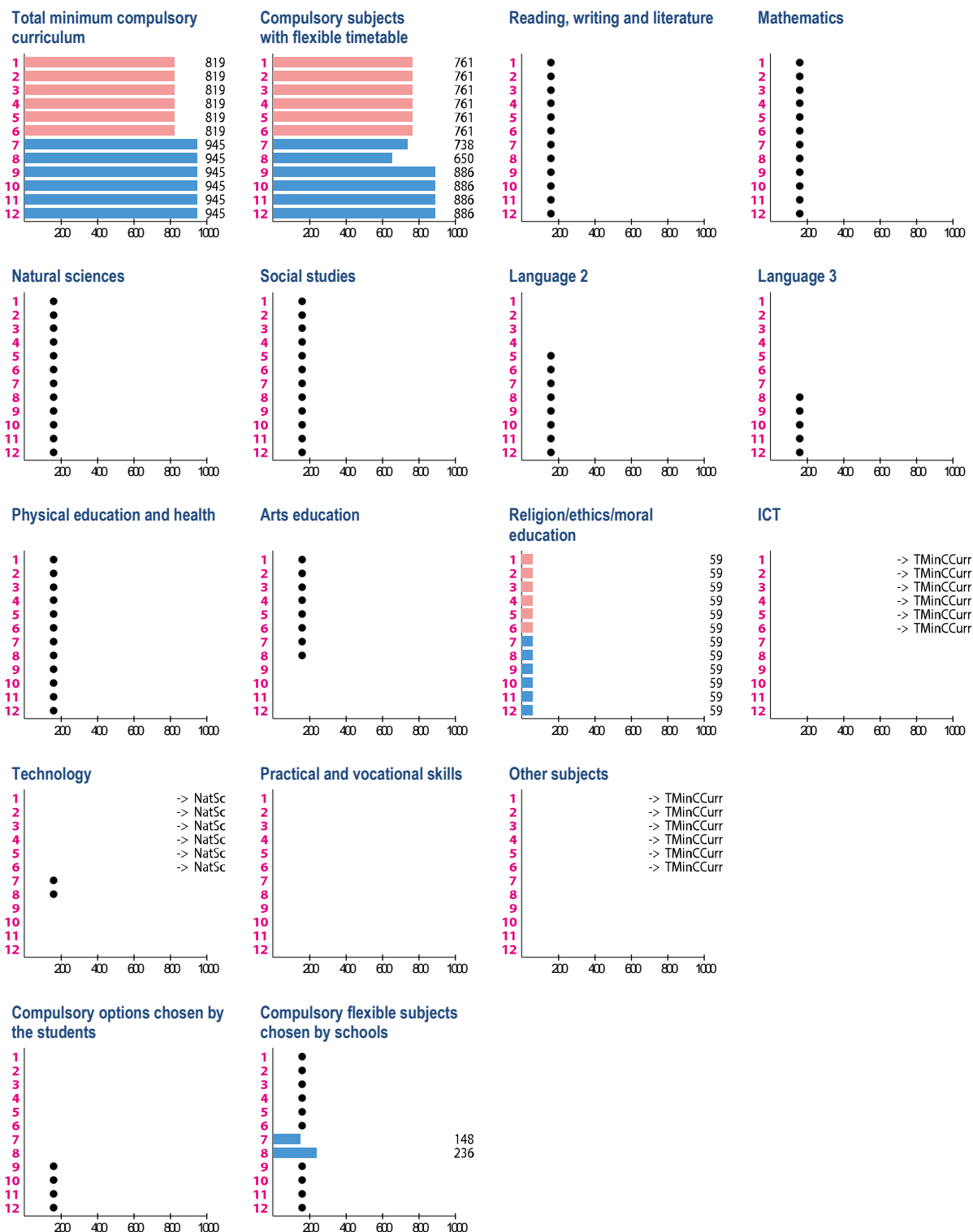
For specific national information, see Part II, Section 5: Country-specific notes.

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.

BELGIUM – FLEMISH COMMUNITY



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

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

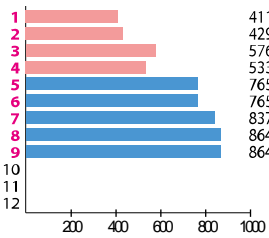
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-> category Instruction time included in another category (see Reading guide) x Number of hours distributed between various school years

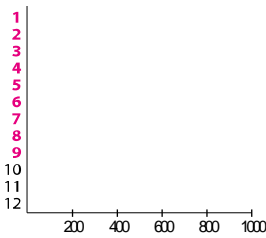
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BULGARIA

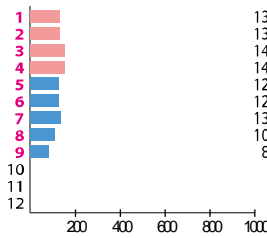
Total minimum compulsory curriculum



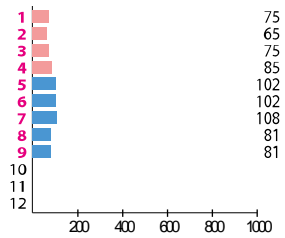
Compulsory subjects with flexible timetable



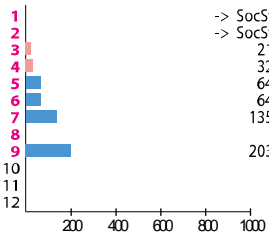
Reading, writing and literature



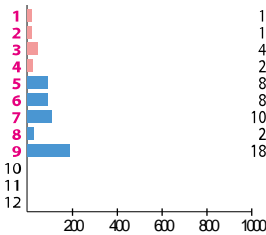
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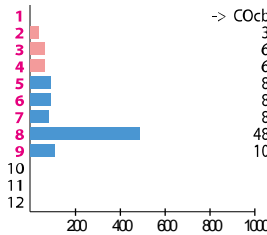
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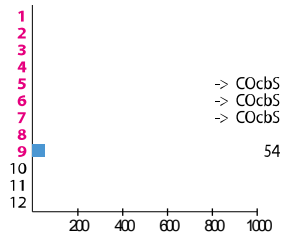
Social studies



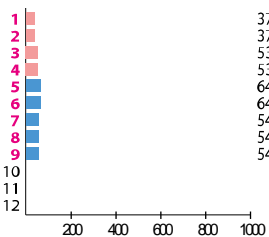
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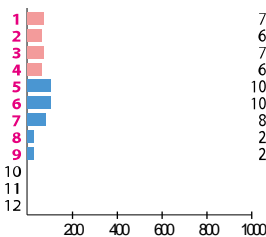
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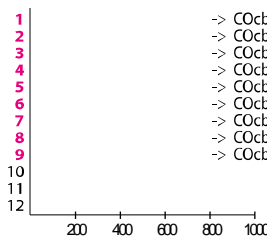
Physical education and health



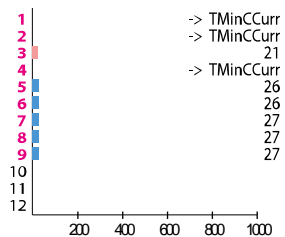
Arts education



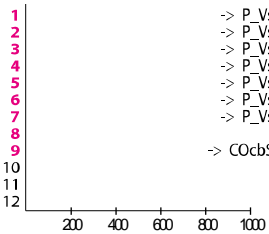
Religion/ethics/moral education



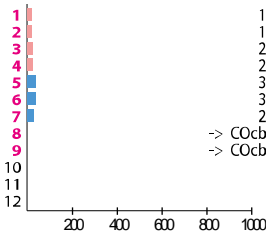
ICT



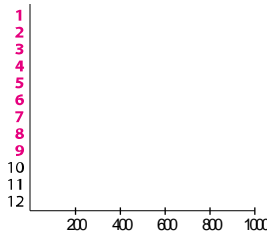
Technology



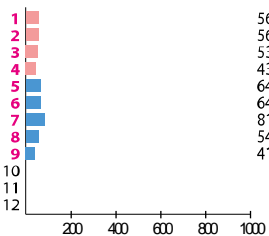
Practical and vocational skills



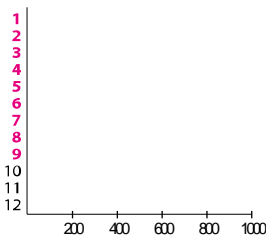
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

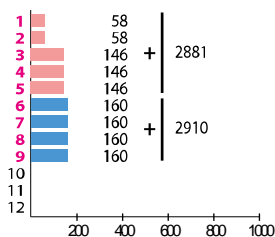
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

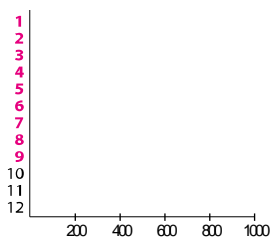
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CZECHIA

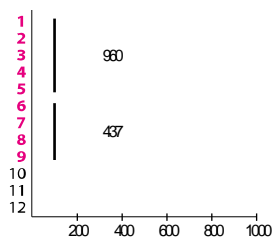
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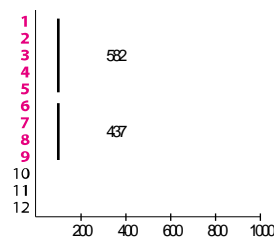
Compulsory subjects with flexible timetable



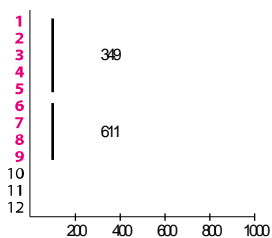
Reading, writing and literature



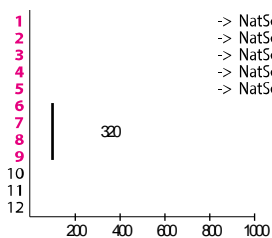
Mathematics



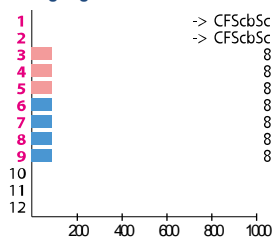
Natural sciences



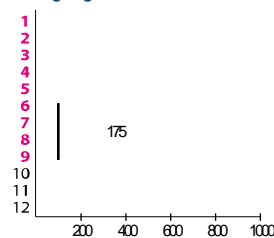
Social studies



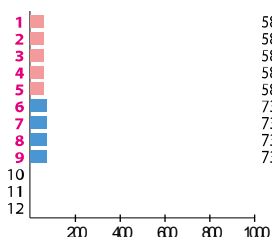
Language 2



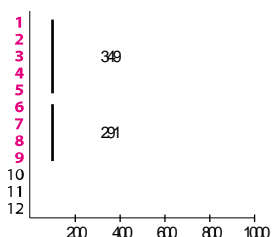
Language 3



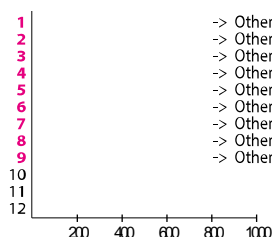
Physical education and health



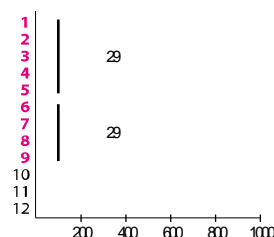
Arts education



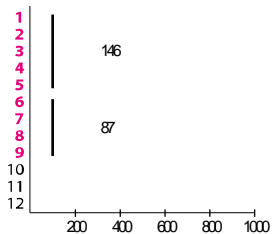
Religion/ethics/moral education



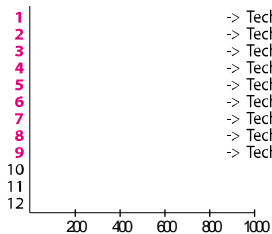
ICT



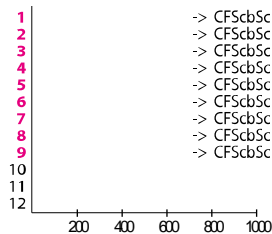
Technology



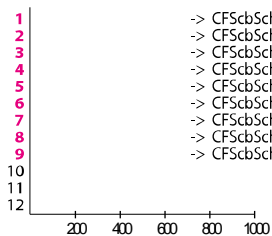
Practical and vocational skills



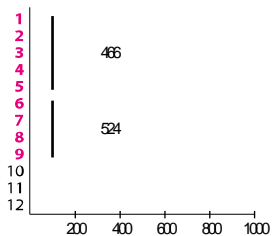
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

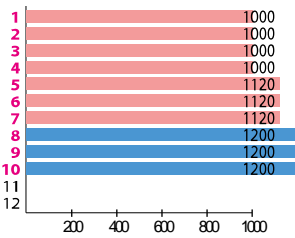
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

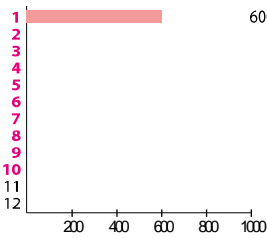
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DENMARK

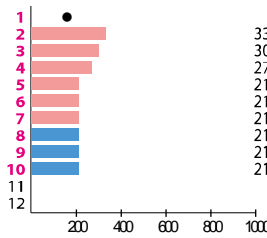
Total minimum compulsory curriculum



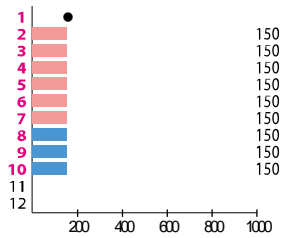
Compulsory subjects with flexible timetable



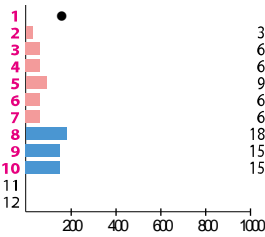
Reading, writing and literature



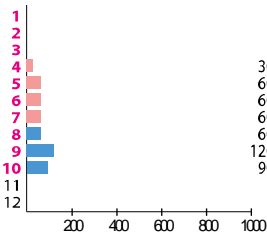
Mathematics



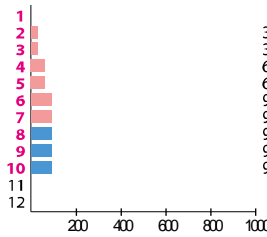
Natural sciences



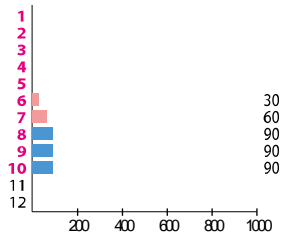
Social studies



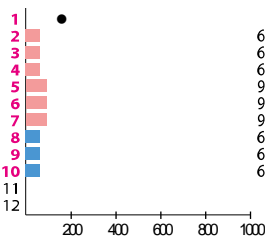
Language 2



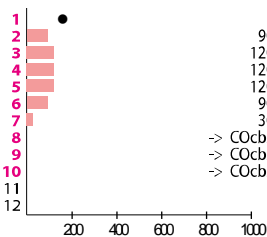
Language 3



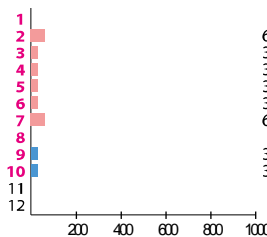
Physical education and health



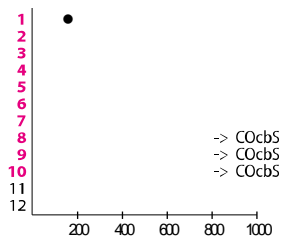
Arts education



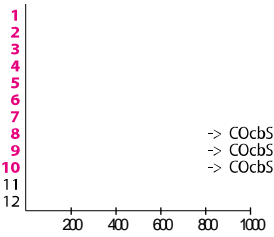
Religion/ethics/moral education



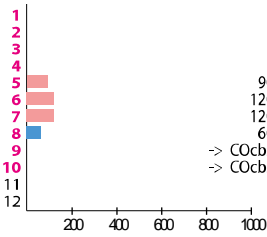
ICT



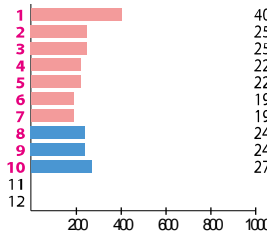
Technology



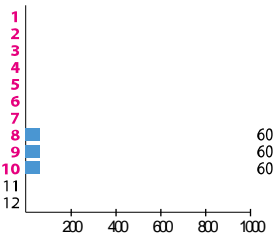
Practical and vocational skills



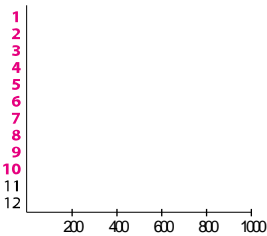
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

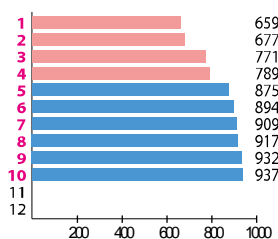
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

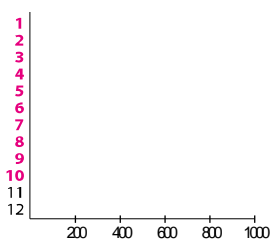
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GERMANY

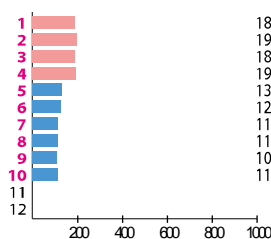
Total minimum compulsory curriculum



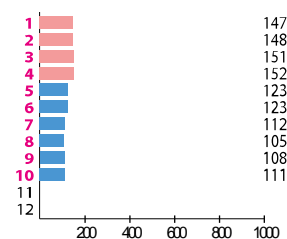
Compulsory subjects with flexible timetable



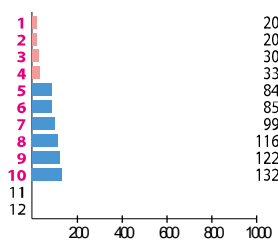
Reading, writing and literature



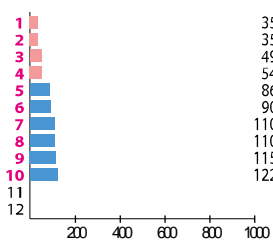
Mathematics



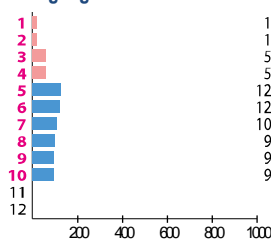
Natural sciences



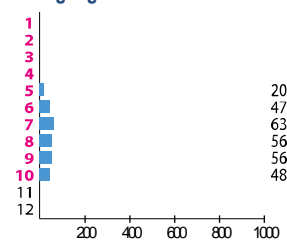
Social studies



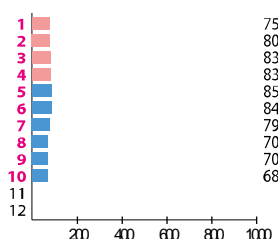
Language 2



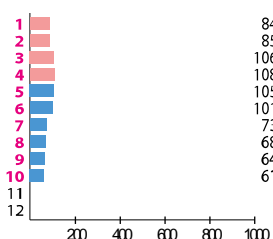
Language 3



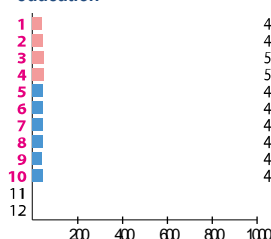
Physical education and health



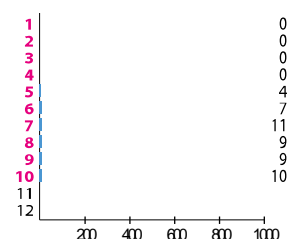
Arts education



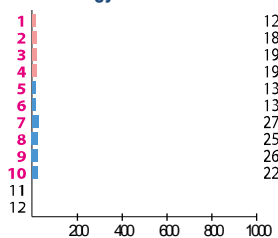
Religion/ethics/moral education



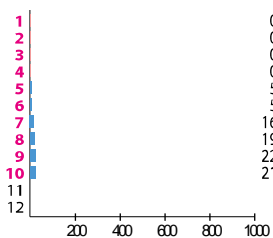
ICT



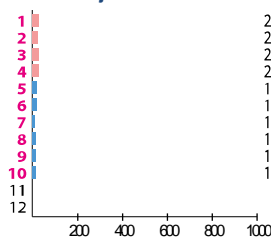
Technology



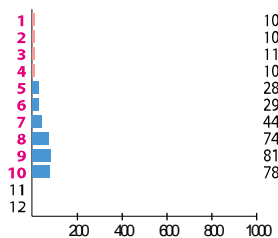
Practical and vocational skills



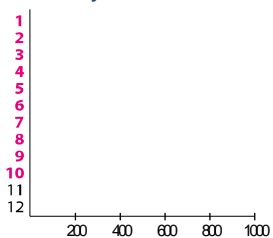
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

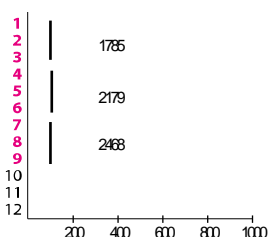
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

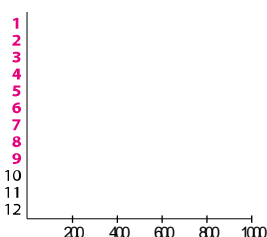
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ESTONIA

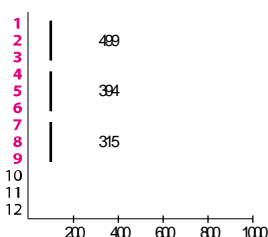
Total minimum compulsory curriculum



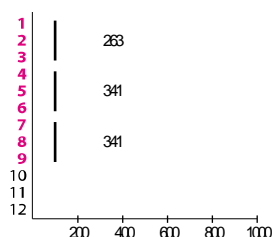
Compulsory subjects with flexible timetable



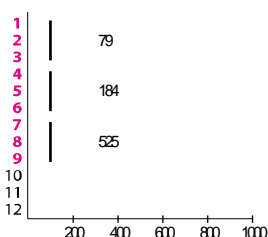
Reading, writing and literature



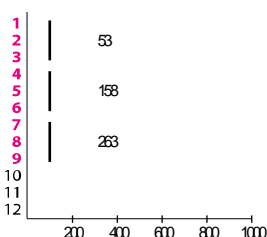
Mathematics



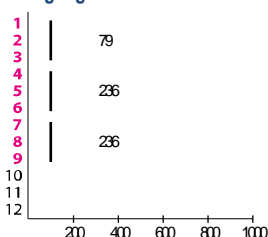
Natural sciences



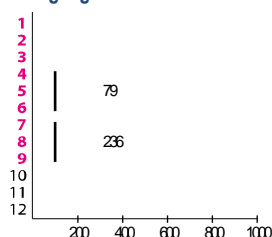
Social studies



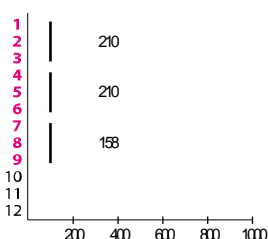
Language 2



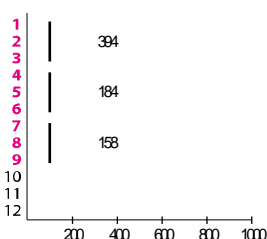
Language 3



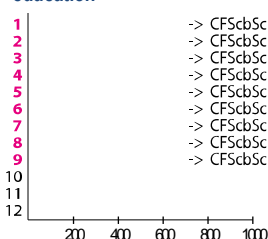
Physical education and health



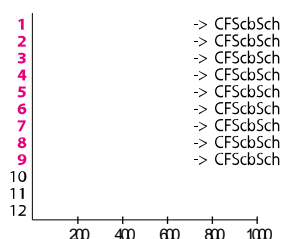
Arts education



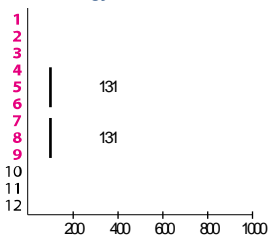
Religion/ethics/moral education



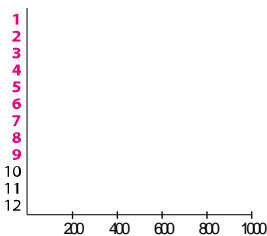
ICT



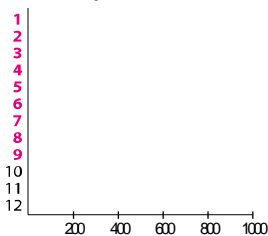
Technology



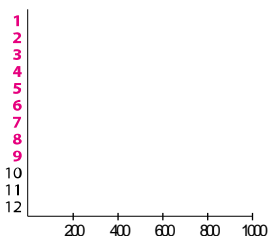
Practical and vocational skills



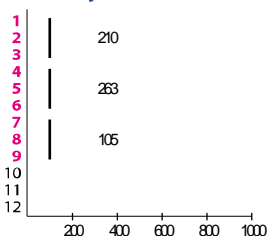
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

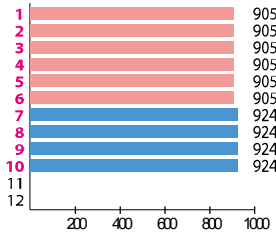
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

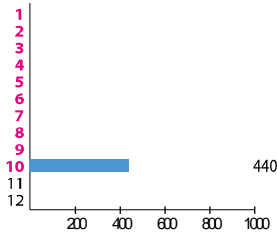
Source: Eurydice.

IRELAND

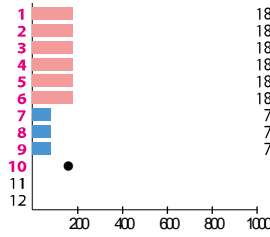
Total minimum compulsory curriculum



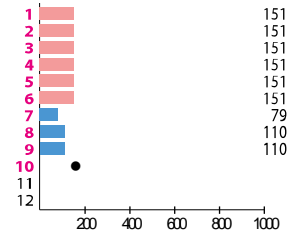
Compulsory subjects with flexible timetable



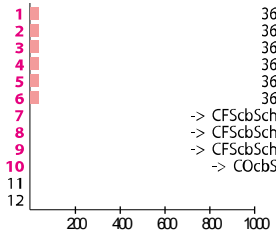
Reading, writing and literature



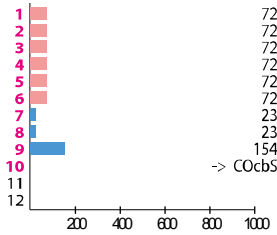
Mathematics



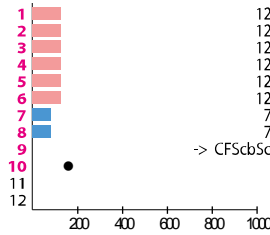
Natural sciences



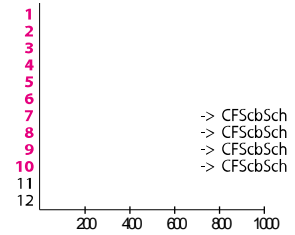
Social studies



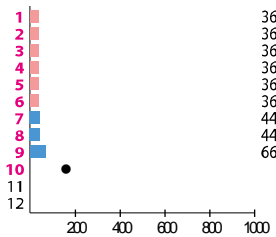
Language 2



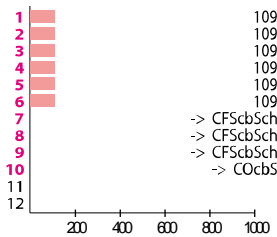
Language 3



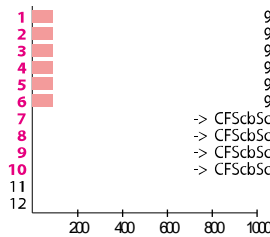
Physical education and health



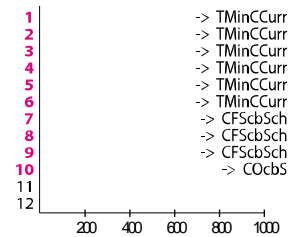
Arts education



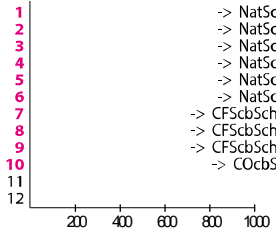
Religion/ethics/moral education



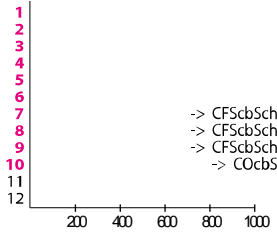
ICT



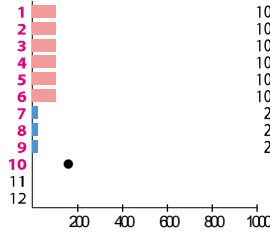
Technology



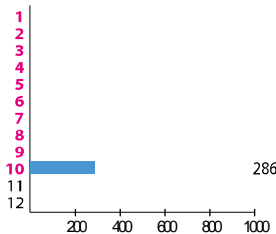
Practical and vocational skills



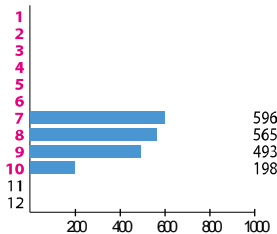
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

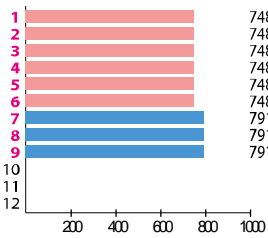
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

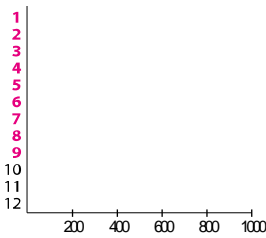
Source: Eurydice.

GREECE

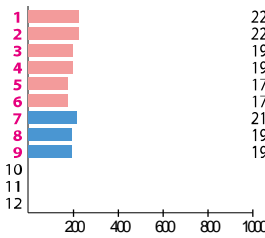
Total minimum compulsory curriculum



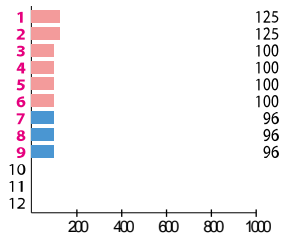
Compulsory subjects with flexible timetable



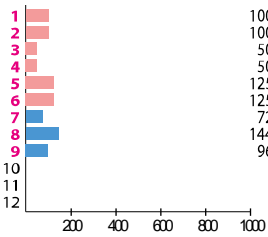
Reading, writing and literature



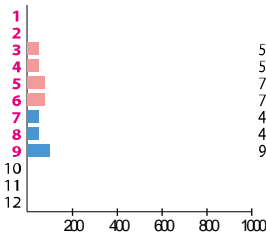
Mathematics



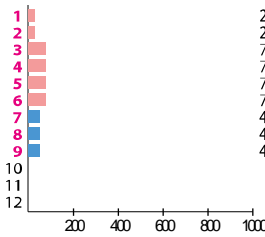
Natural sciences



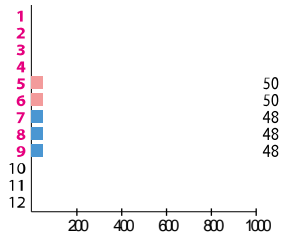
Social studies



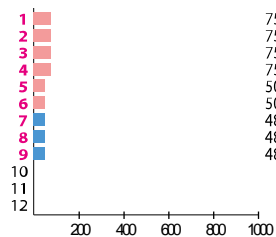
Language 2



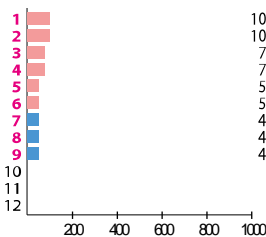
Language 3



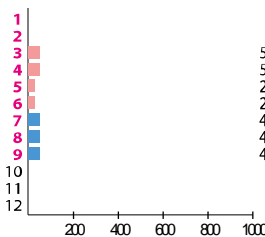
Physical education and health



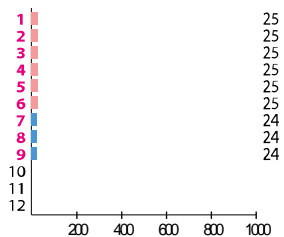
Arts education



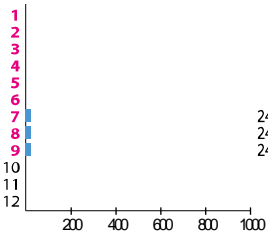
Religion/ethics/moral education



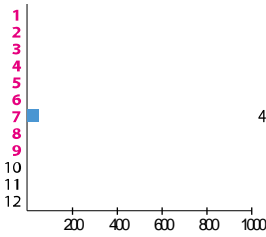
ICT



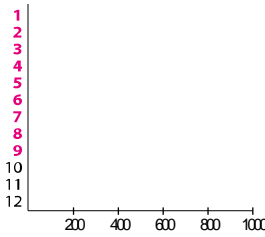
Technology



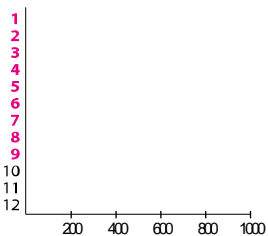
Practical and vocational skills



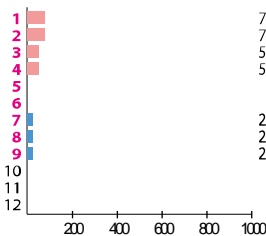
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

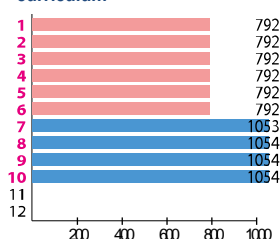
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

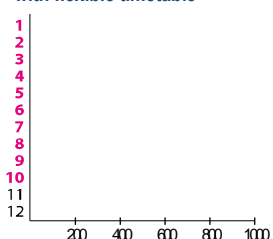
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SPAIN

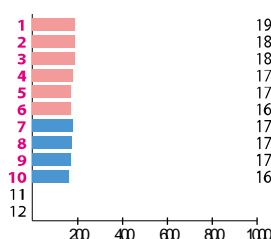
Total minimum compulsory curriculum



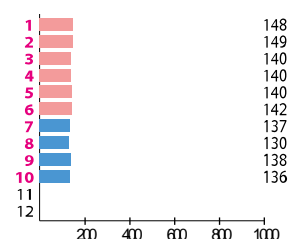
Compulsory subjects with flexible timetable



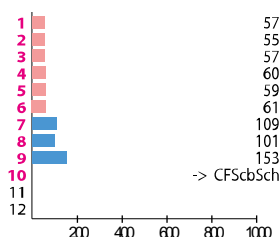
Reading, writing and literature



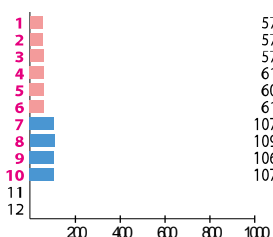
Mathematics



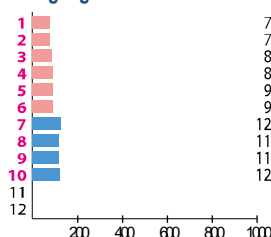
Natural sciences



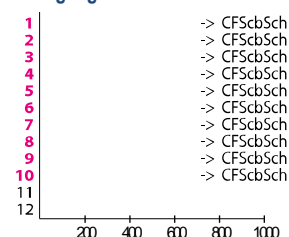
Social studies



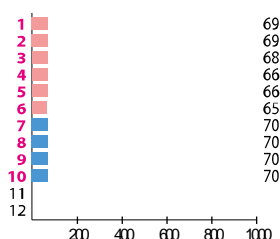
Language 2



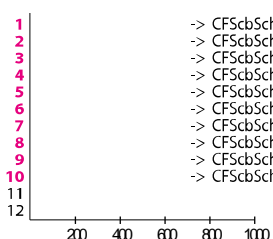
Language 3



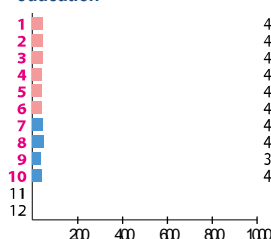
Physical education and Health



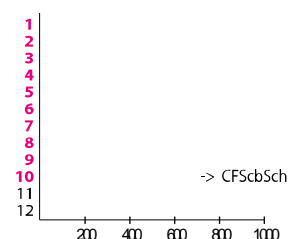
Arts education



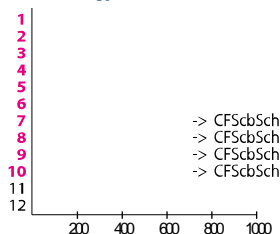
Religion/ethics/moral education



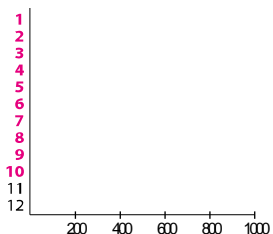
ICT



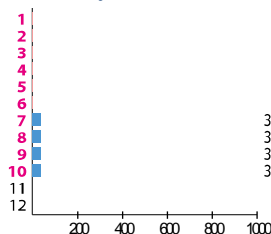
Technology



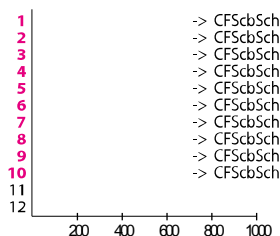
Practical and vocational skills



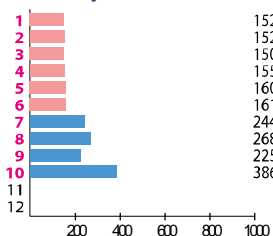
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

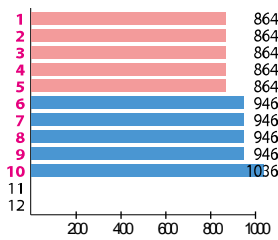
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

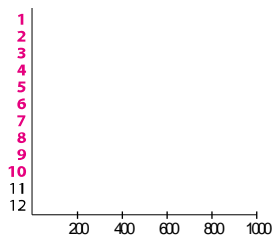
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FRANCE

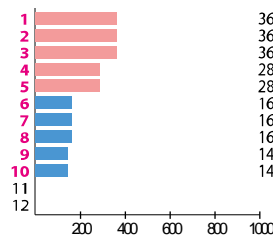
Total minimum compulsory curriculum



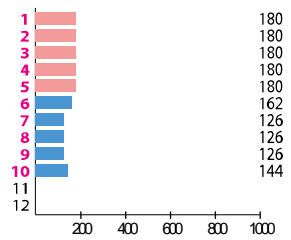
Compulsory subjects with flexible timetable



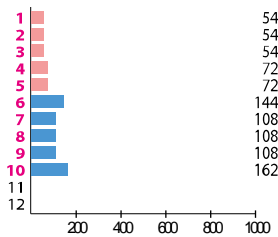
Reading, writing and literature



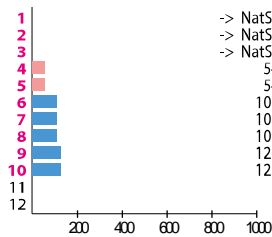
Mathematics



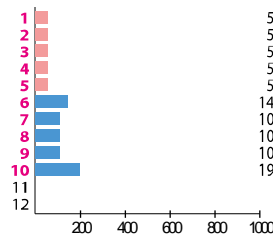
Natural sciences



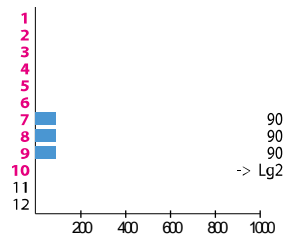
Social studies



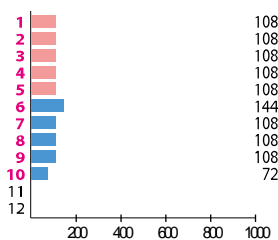
Language 2



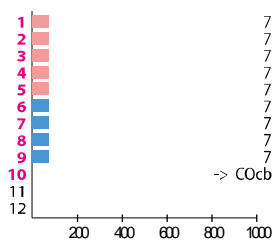
Language 3



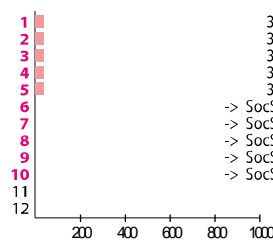
Physical education and health



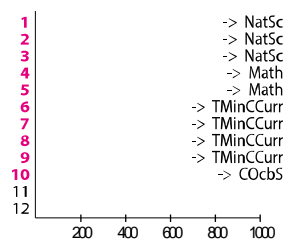
Arts education



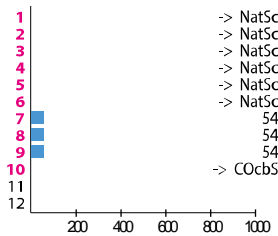
Religion/ethics/moral education



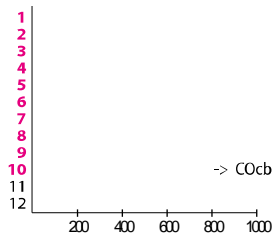
ICT



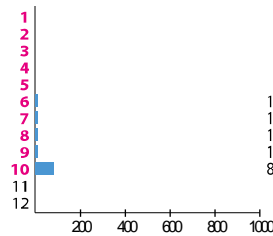
Technology



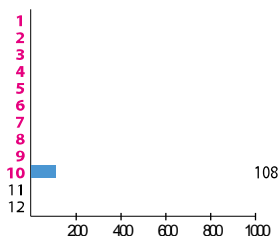
Practical and vocational skills



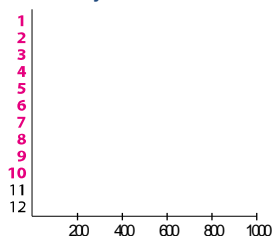
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

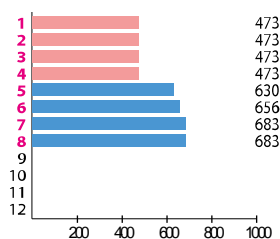
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

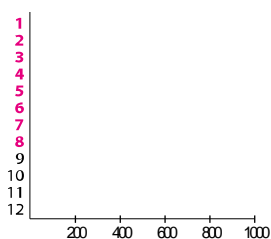
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CROATIA

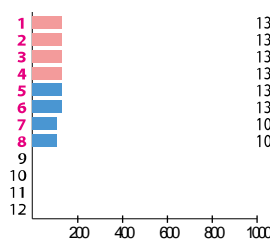
Total minimum compulsory curriculum



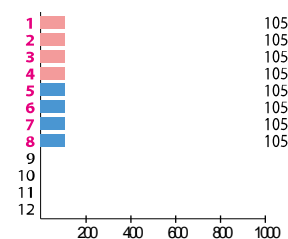
Compulsory subjects with flexible timetable



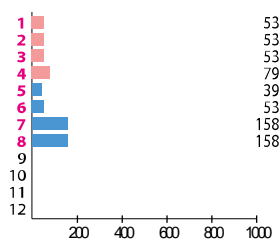
Reading, writing and literature



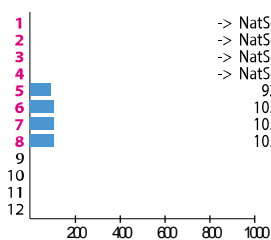
Mathematics



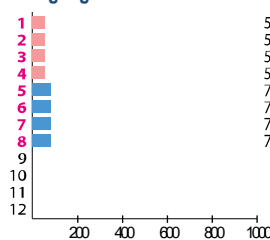
Natural sciences



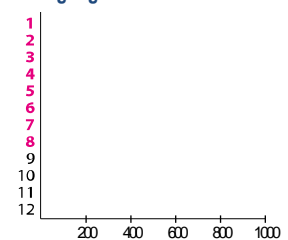
Social studies



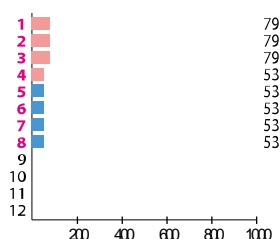
Language 2



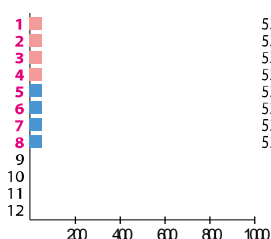
Language 3



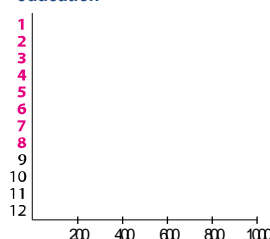
Physical education and health



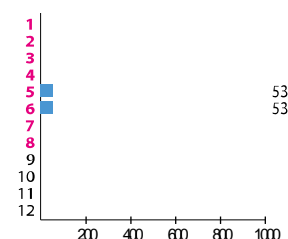
Arts education



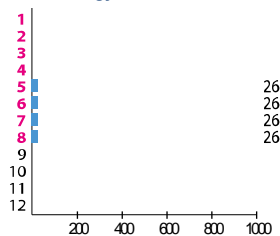
Religion/ethics/moral education



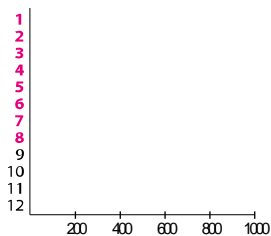
ICT



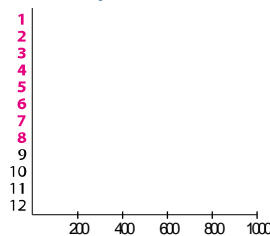
Technology



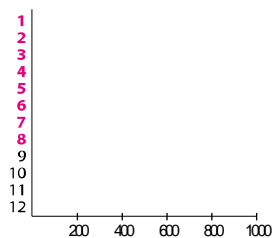
Practical and vocational skills



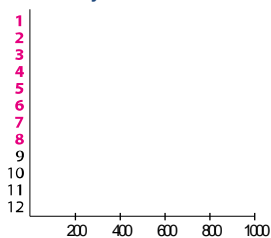
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

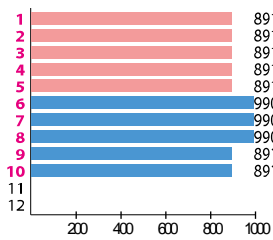
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

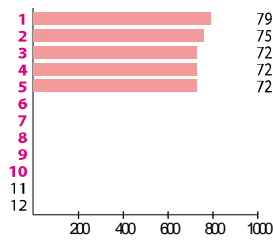
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ITALY

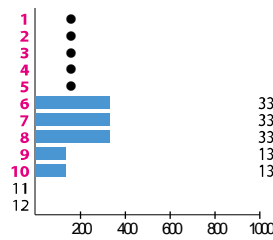
Total minimum compulsory curriculum



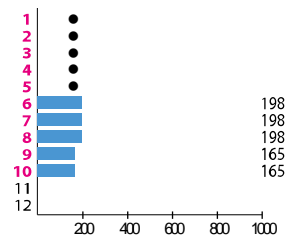
Compulsory subjects with flexible timetable



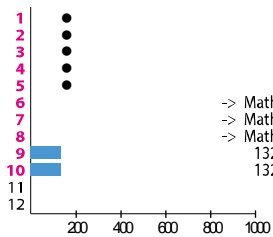
Reading, writing and literature



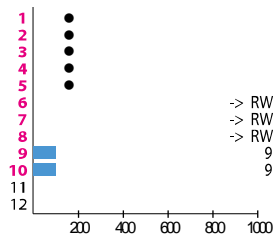
Mathematics



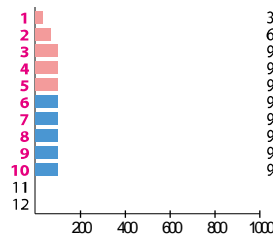
Natural sciences



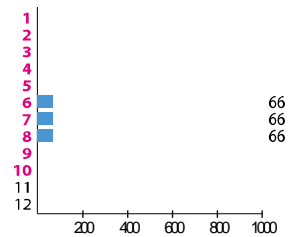
Social studies



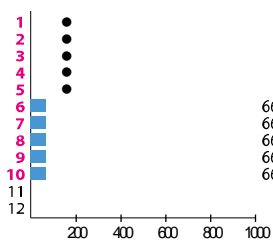
Language 2



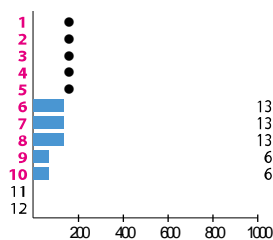
Language 3



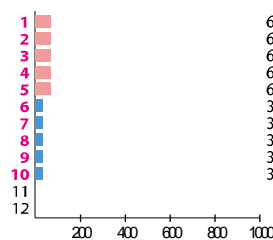
Physical education and health



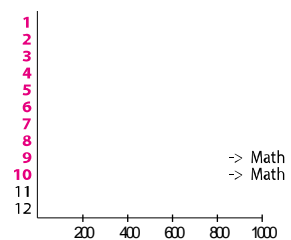
Arts education



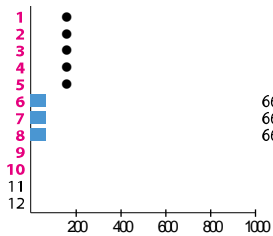
Religion/ethics/moral education



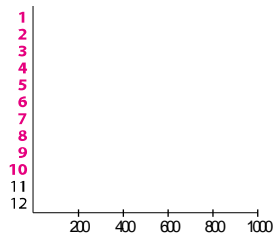
ICT



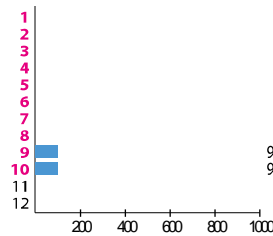
Technology



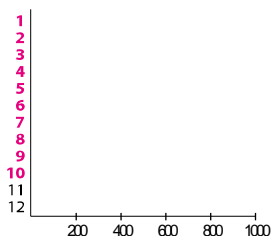
Practical and vocational skills



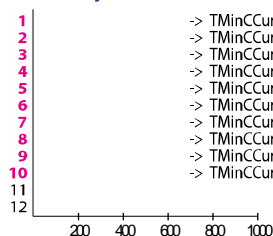
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

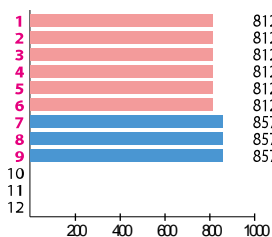
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

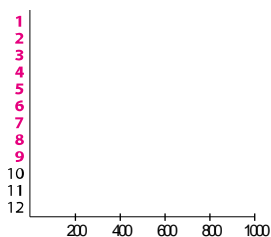
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CYPRUS

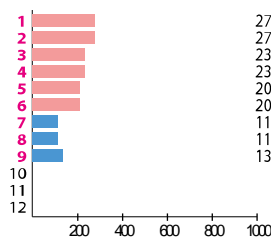
Total minimum compulsory curriculum



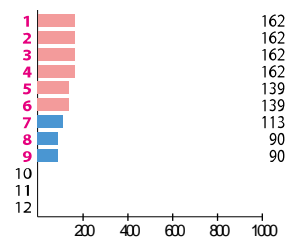
Compulsory subjects with flexible timetable



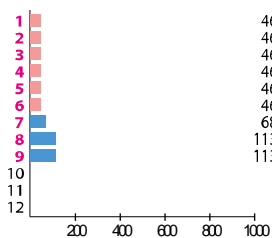
Reading, writing and literature



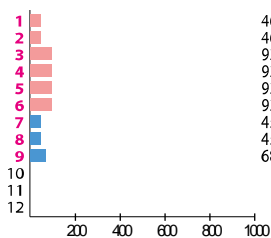
Mathematics



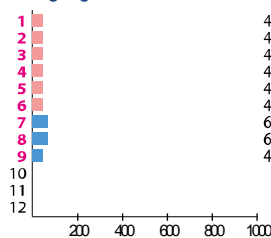
Natural sciences



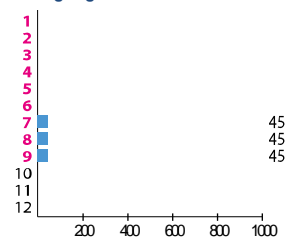
Social studies



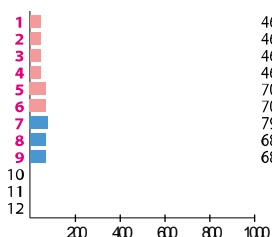
Language 2



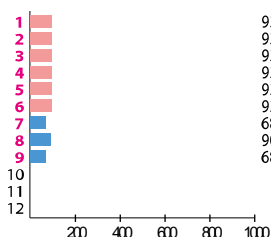
Language 3



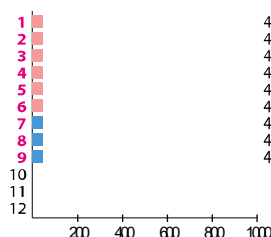
Physical education and health



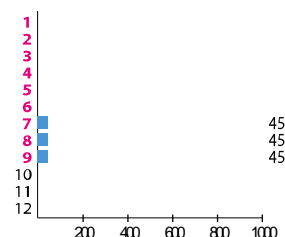
Arts education



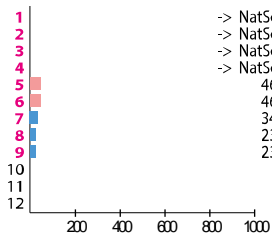
Religion/ethics/moral education



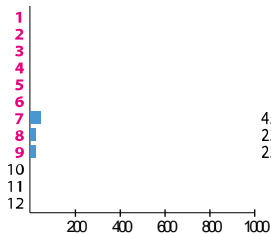
ICT



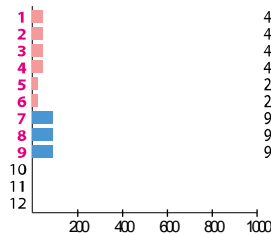
Technology



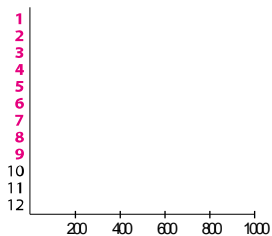
Practical and vocational skills



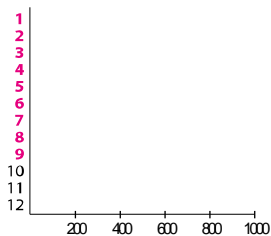
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

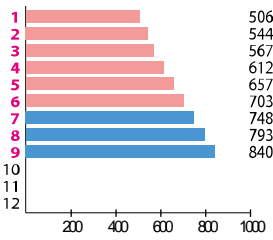
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

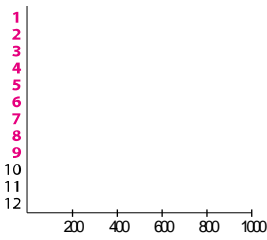
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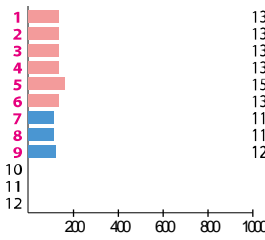
Total minimum compulsory curriculum



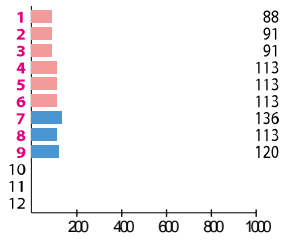
Compulsory subjects with flexible timetable



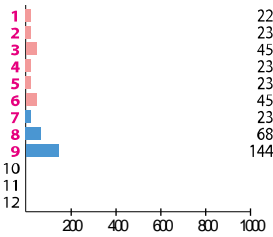
Reading, writing and literature



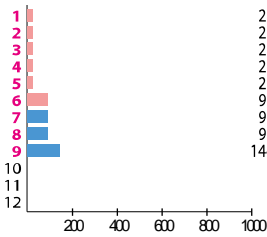
Mathematics



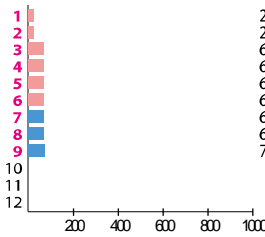
Natural sciences



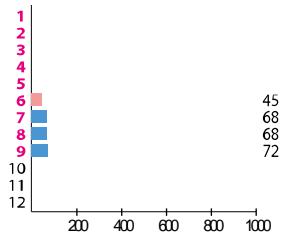
Social studies



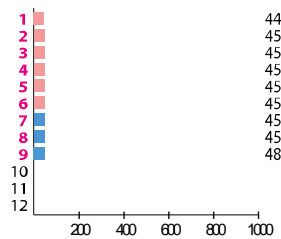
Language 2



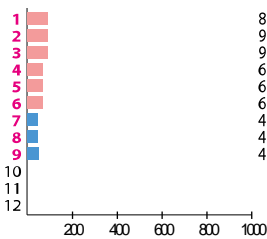
Language 3



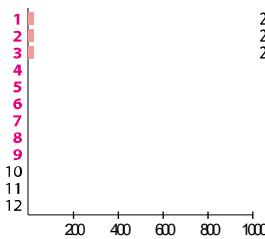
Physical education and health



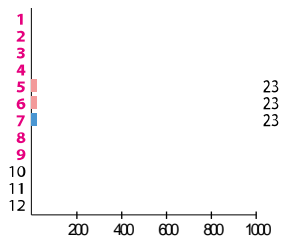
Arts education



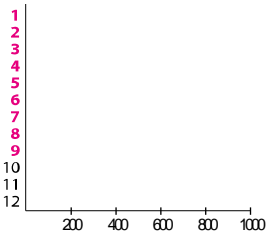
Religion/ethics/moral education



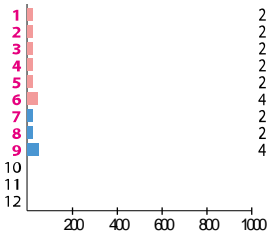
ICT



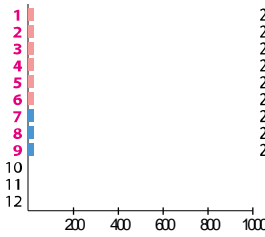
Technology



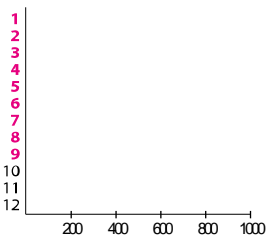
Practical and vocational skills



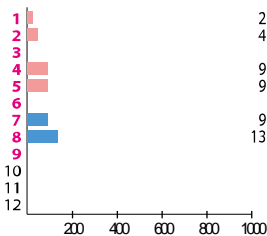
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

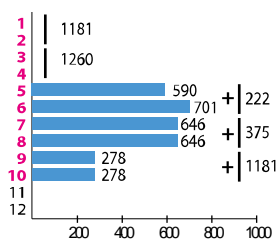
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

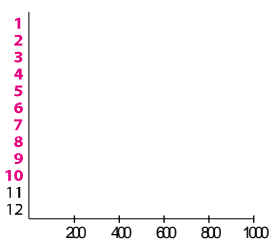
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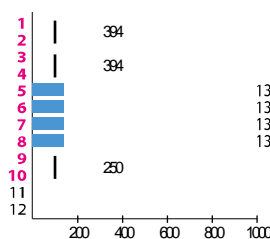
Total minimum compulsory curriculum



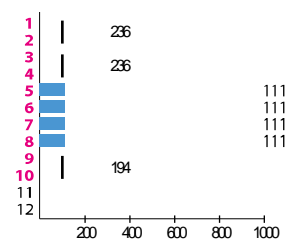
Compulsory subjects with flexible timetable



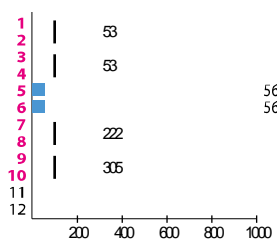
Reading, writing and literature



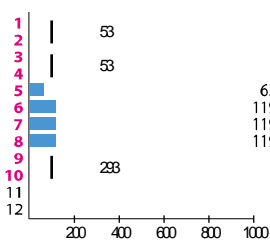
Mathematics



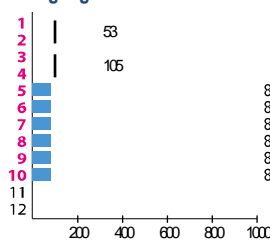
Natural sciences



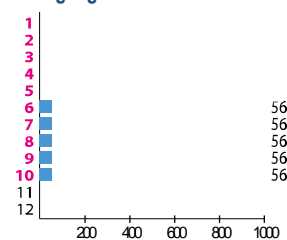
Social studies



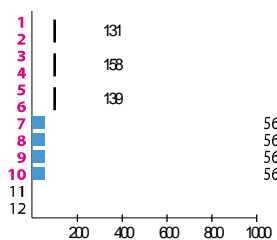
Language 2



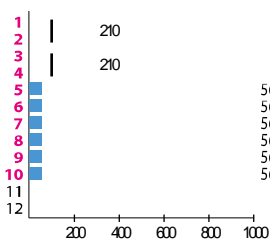
Language 3



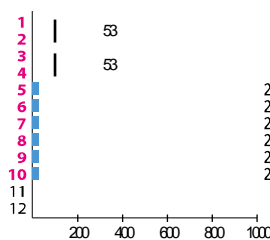
Physical education and health



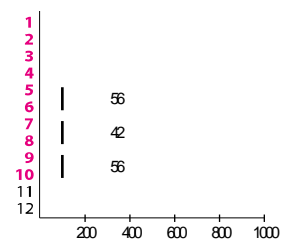
Arts education



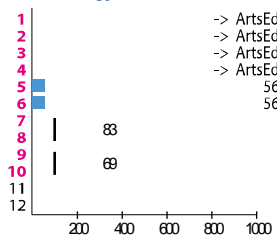
Religion/ethics/moral education



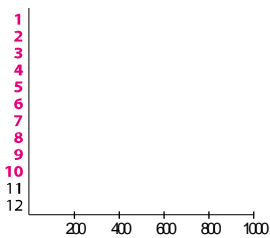
ICT



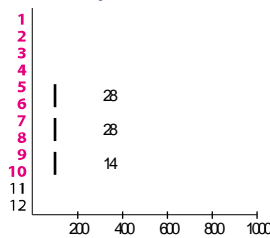
Technology



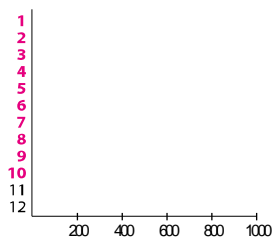
Practical and vocational skills



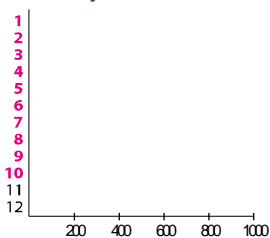
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

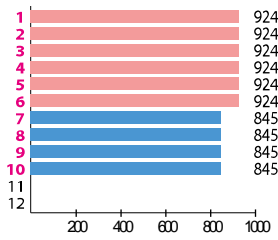
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

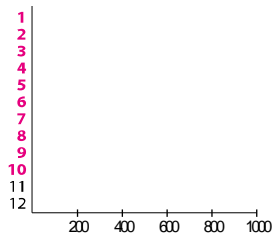
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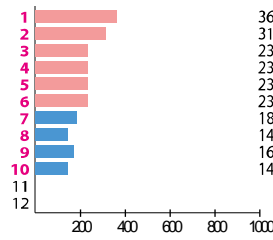
Total minimum compulsory curriculum



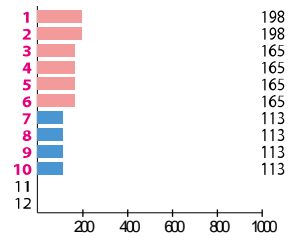
Compulsory subjects with flexible timetable



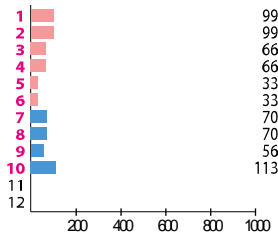
Reading, writing and literature



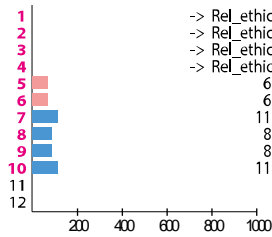
Mathematics



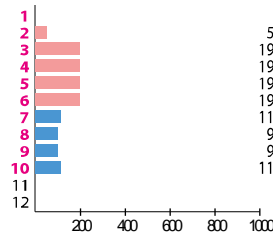
Natural sciences



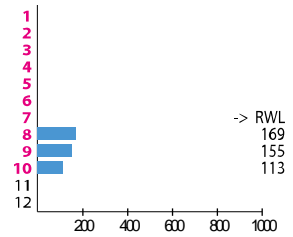
Social studies



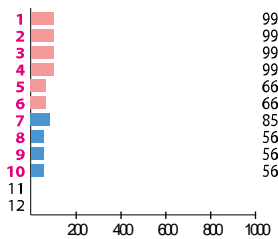
Language 2



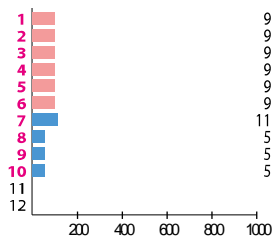
Language 3



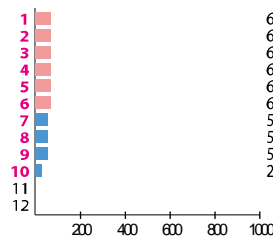
Physical education and health



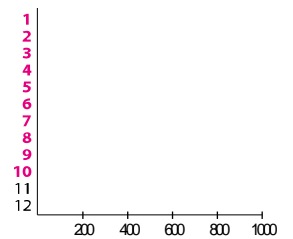
Arts education



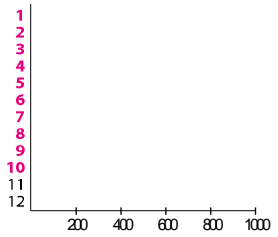
Religion/ethics/moral education



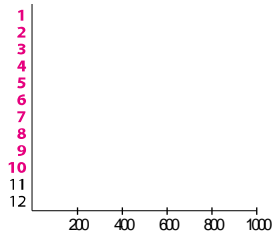
ICT



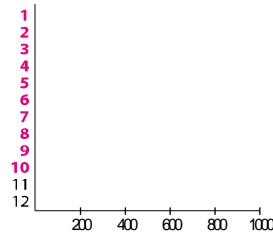
Technology



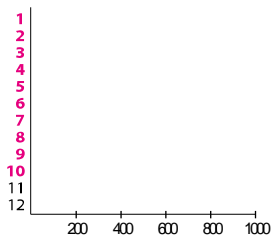
Practical and vocational skills



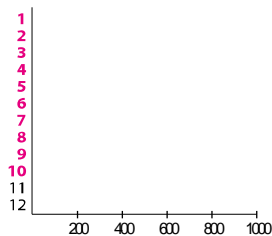
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

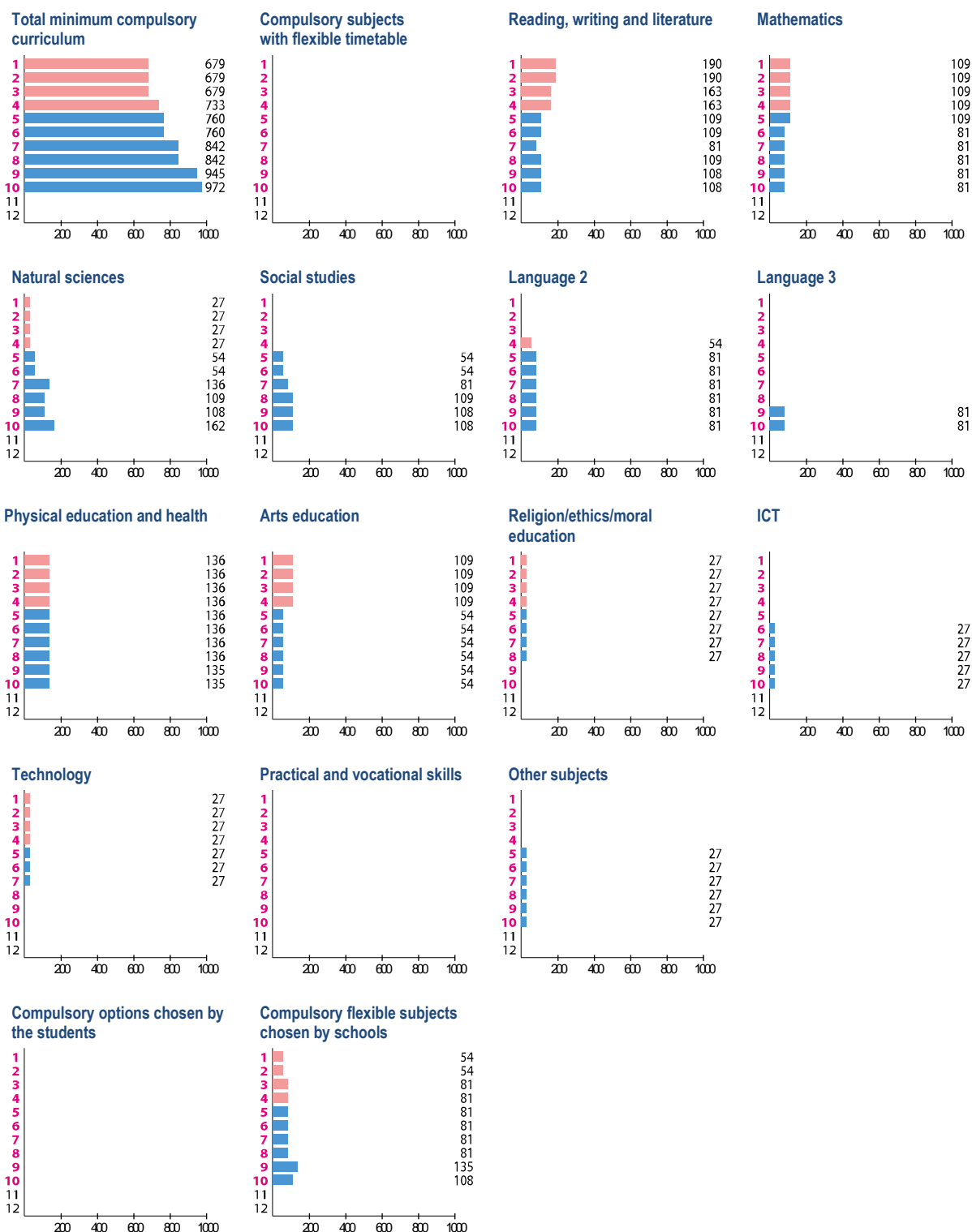
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

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.

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

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

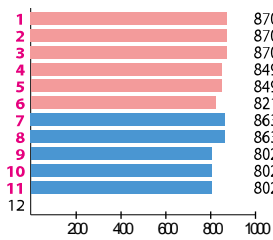
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

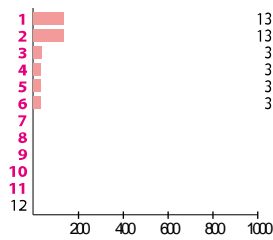
Source: Eurydice.

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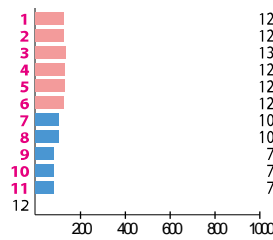
Total minimum compulsory curriculum



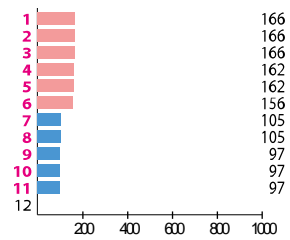
Compulsory subjects with flexible timetable



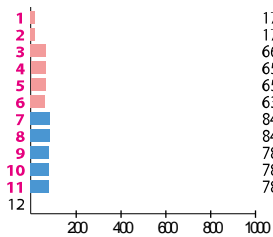
Reading, writing and literature



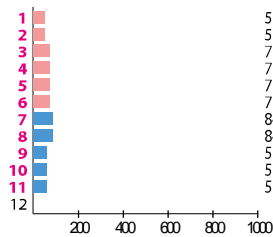
Mathematics



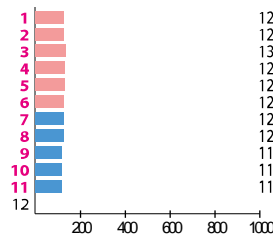
Natural sciences



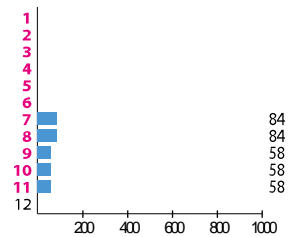
Social studies



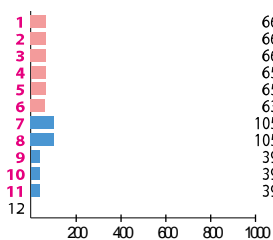
Language 2



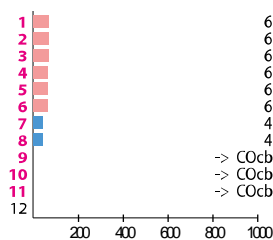
Language 3



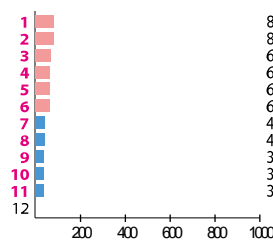
Physical education and health



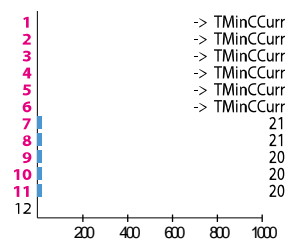
Arts education



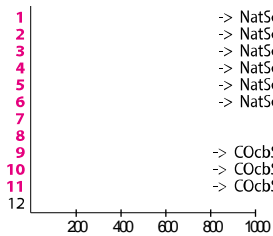
Religion/ethics/moral education



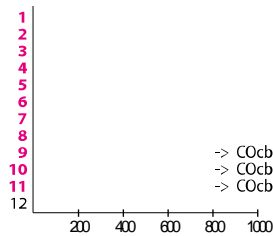
ICT



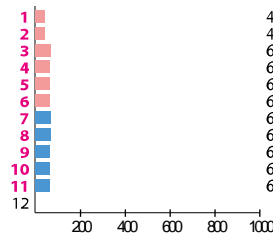
Technology



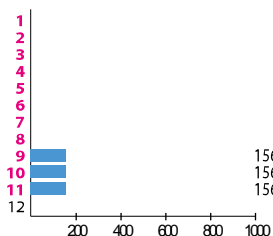
Practical and vocational skills



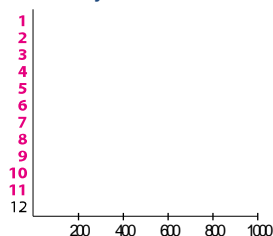
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

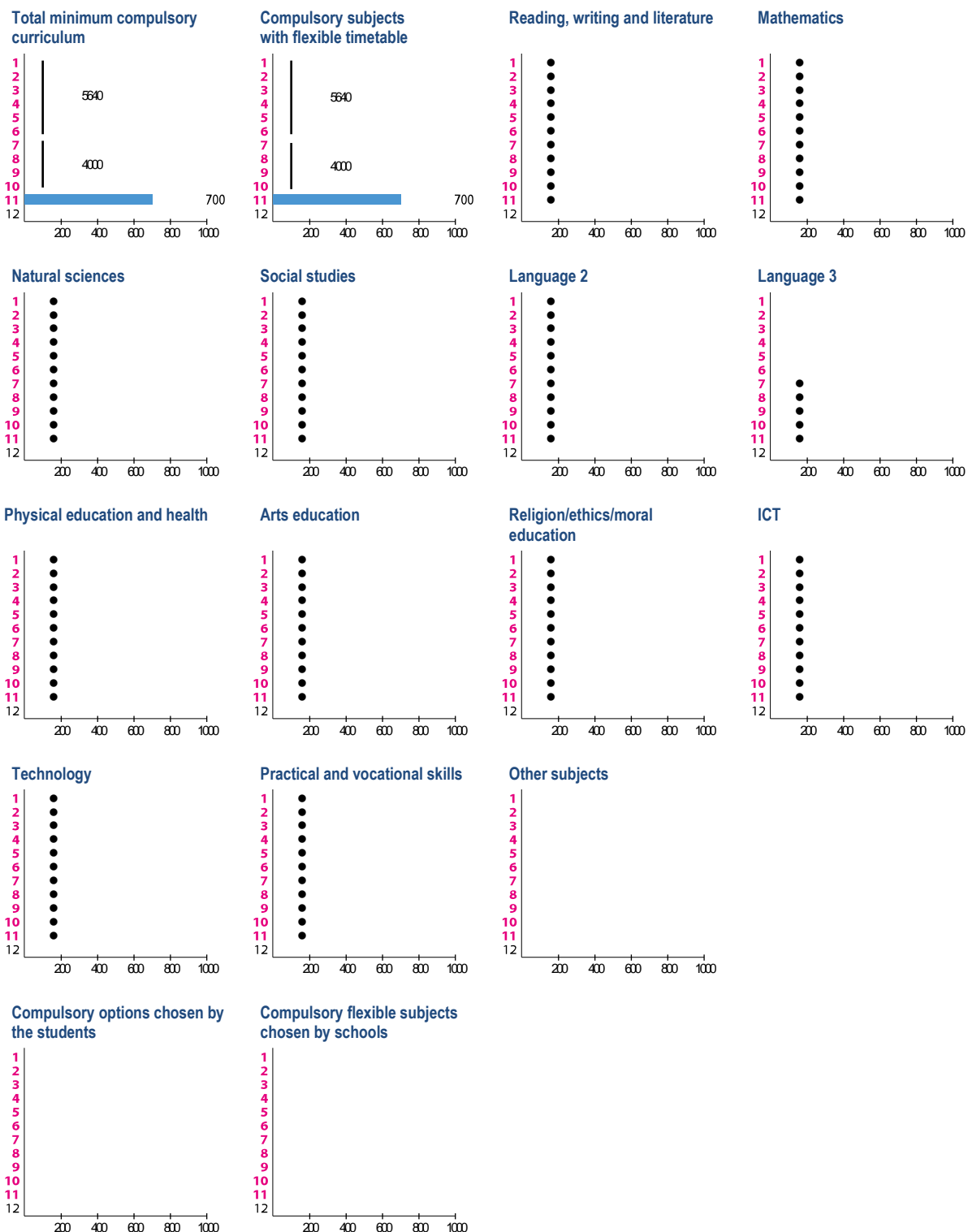
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

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.

NETHERLANDS – PRIMARY AND HAVO



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

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

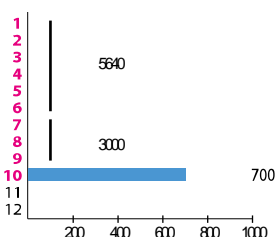
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

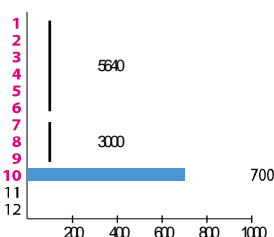
Source: Eurydice.

NETHERLANDS – PRIMARY AND VMBO

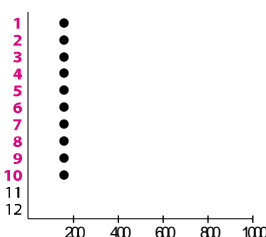
Total minimum compulsory curriculum



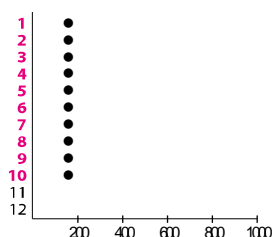
Compulsory subjects with flexible timetable



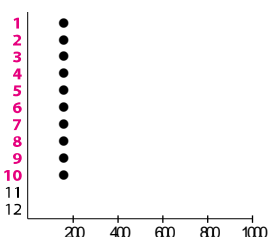
Reading, writing and literature



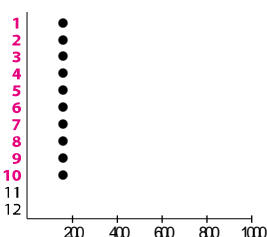
Mathematics



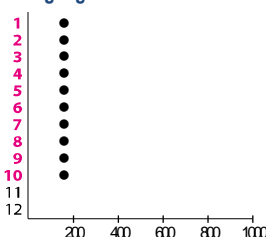
Natural sciences



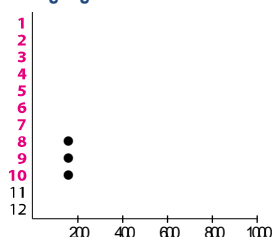
Social studies



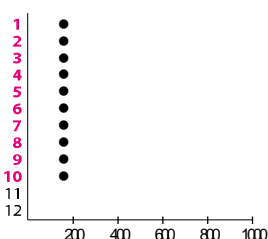
Language 2



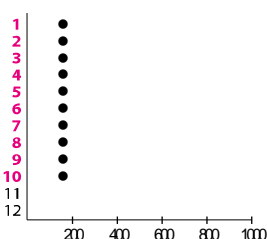
Language 3



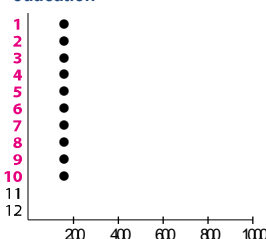
Physical education and health



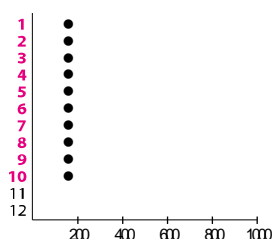
Arts education



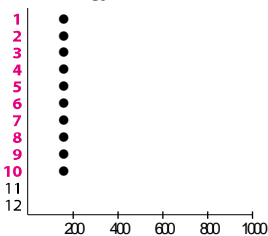
Religion/ethics/moral education



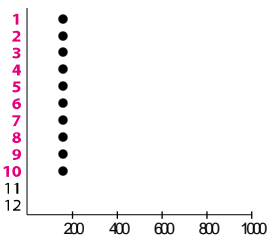
ICT



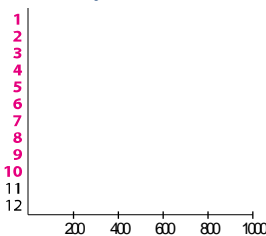
Technology



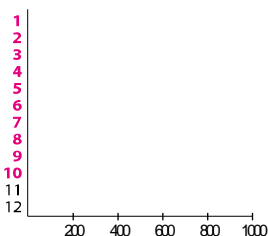
Practical and vocational skills



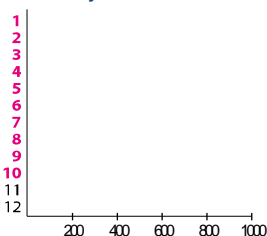
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part II, 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.

NETHERLANDS – PRIMARY AND VWO



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

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

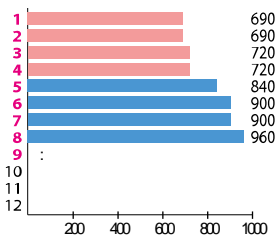
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

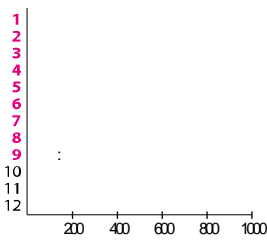
Source: Eurydice.

AUSTRIA – VOLKSSCHULE AND AHS (REALGYMNASIUM)

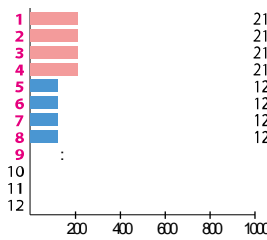
Total minimum compulsory curriculum



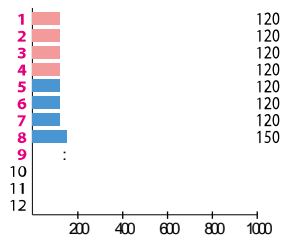
Compulsory subjects with flexible timetable



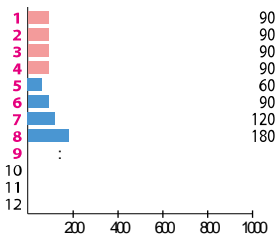
Reading, writing and literature



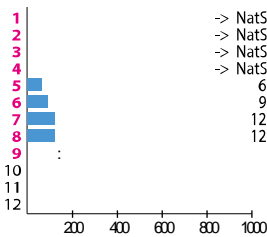
Mathematics



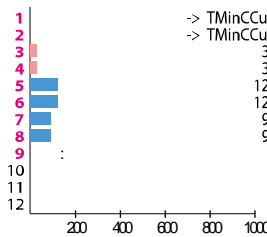
Natural sciences



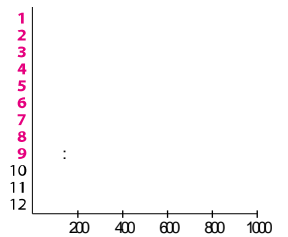
Social studies



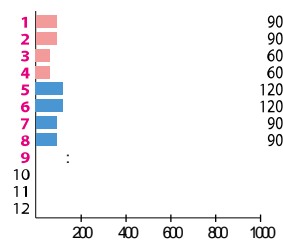
Language 2



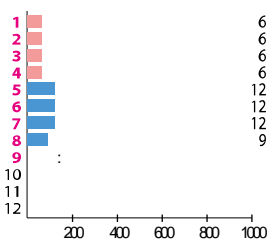
Language 3



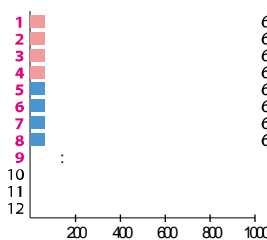
Physical education and health



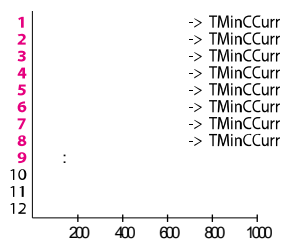
Arts education



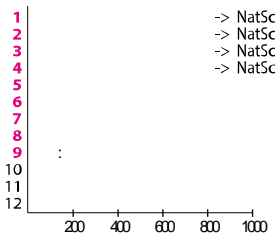
Religion/ethics/moral education



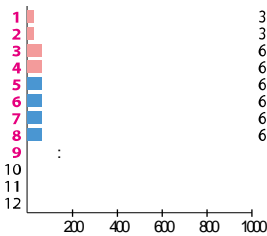
ICT



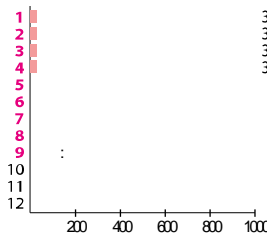
Technology



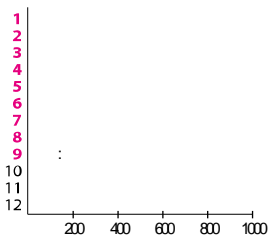
Practical and vocational skills



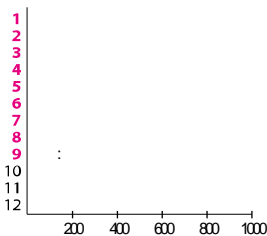
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

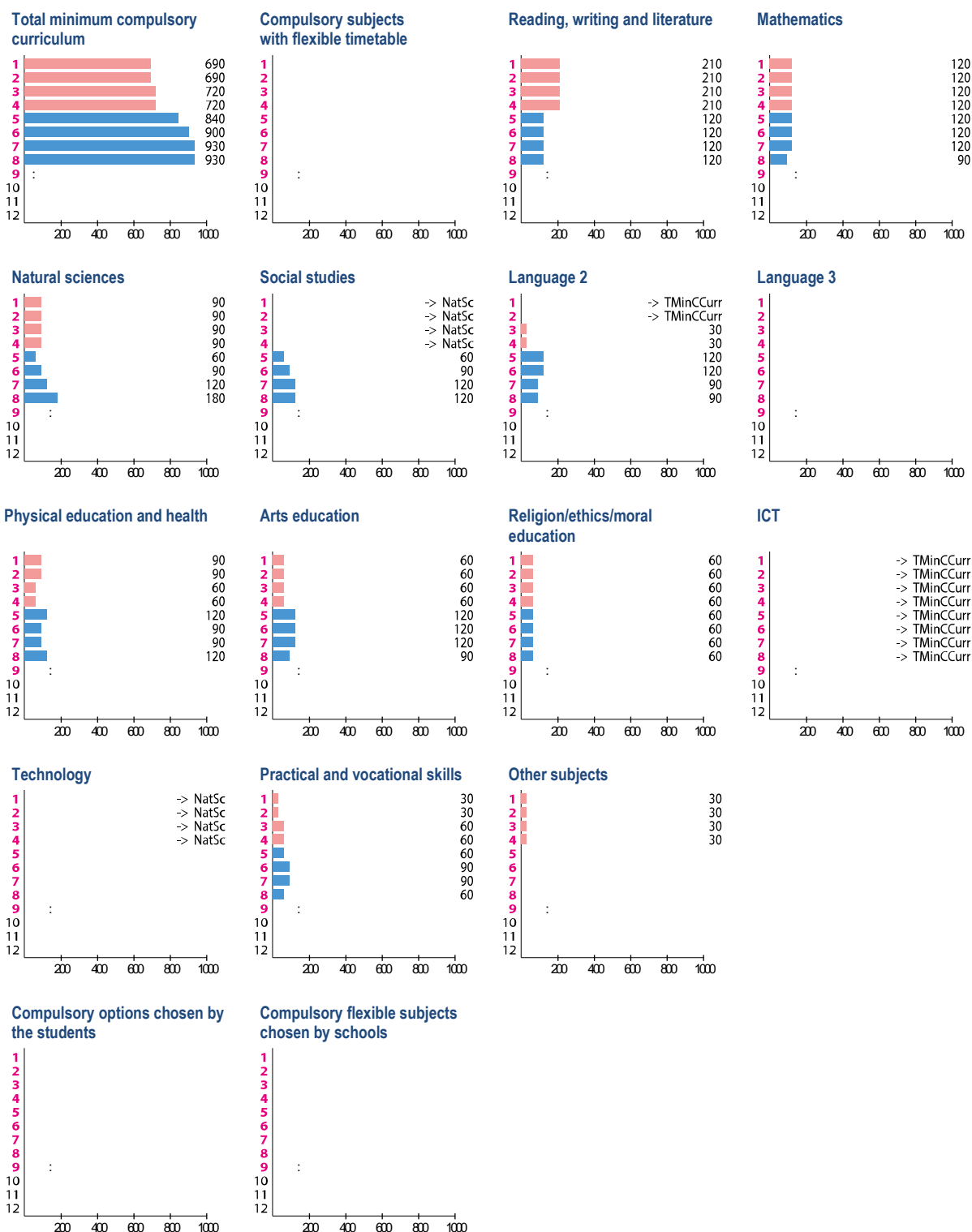
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

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 NEUE MITTELSCHULE



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

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

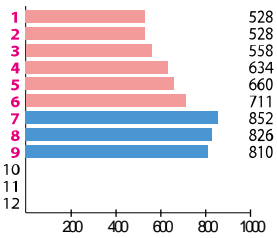
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

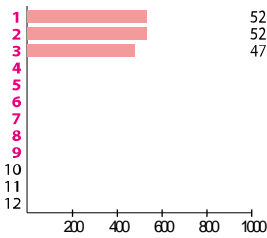
Source: Eurydice.

POLAND

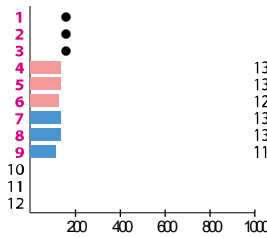
Total minimum compulsory curriculum



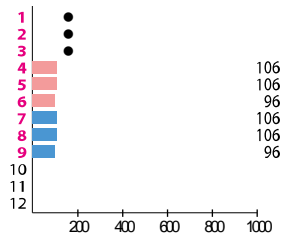
Compulsory subjects with flexible timetable



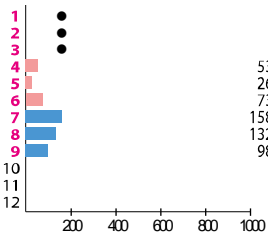
Reading, writing and literature



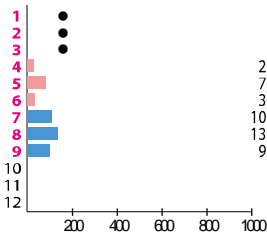
Mathematics



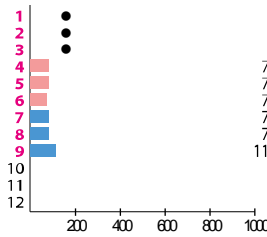
Natural sciences



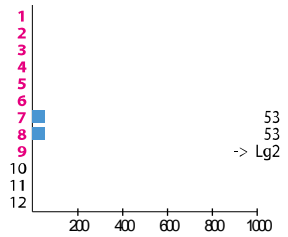
Social studies



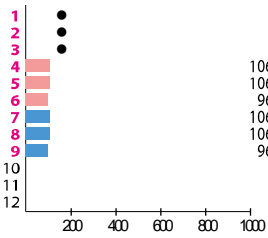
Language 2



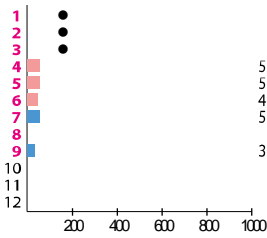
Language 3



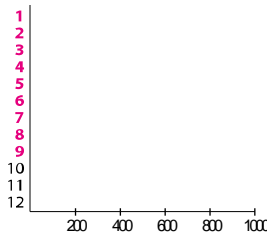
Physical education and health



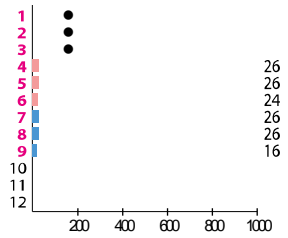
Arts education



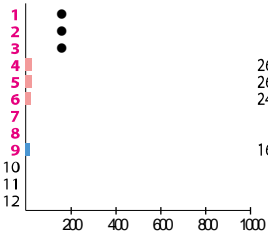
Religion/ethics/moral education



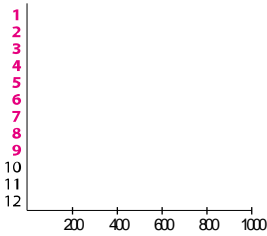
ICT



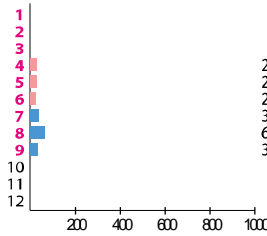
Technology



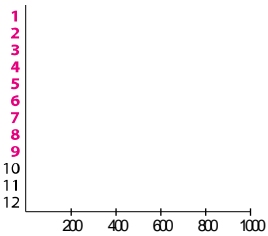
Practical and vocational skills



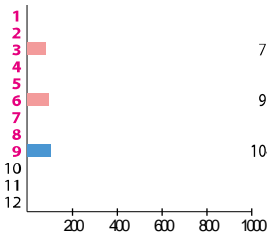
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

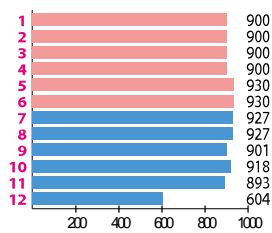
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

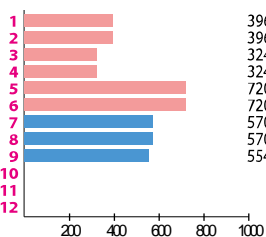
Source: Eurydice.

PORTUGAL

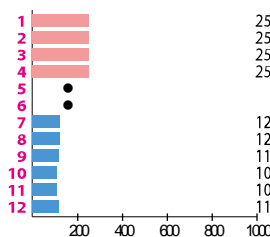
Total minimum compulsory curriculum



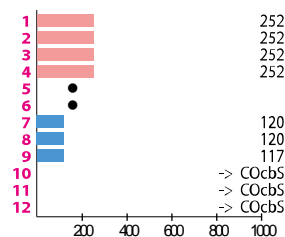
Compulsory subjects with flexible timetable



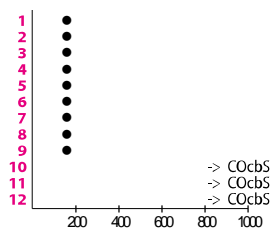
Reading, writing and literature



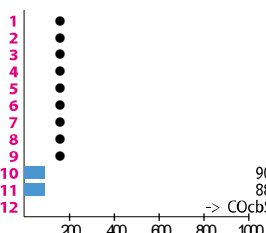
Mathematics



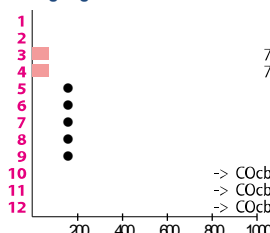
Natural sciences



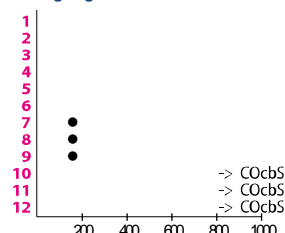
Social studies



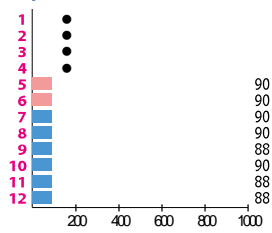
Language 2



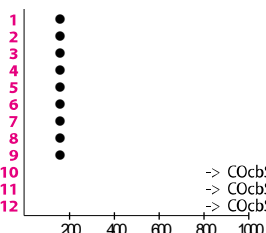
Language 3



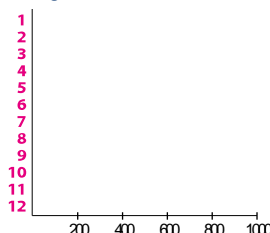
Physical education and health



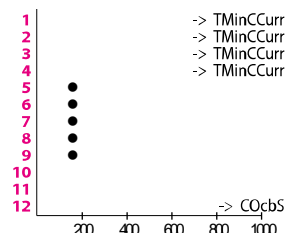
Arts education



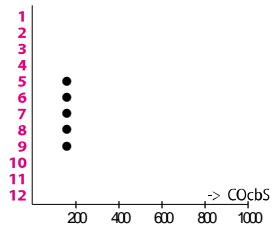
Religion/ethics/moral education



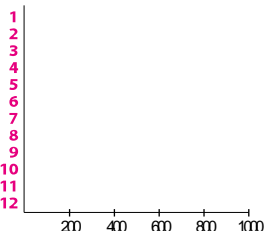
ICT



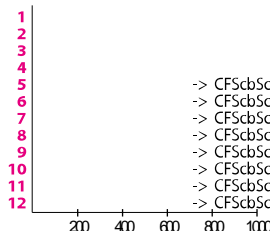
Technology



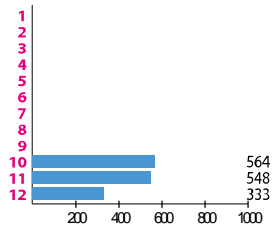
Practical and vocational skills



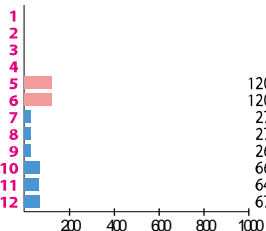
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

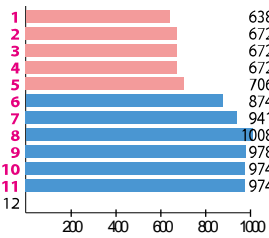
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

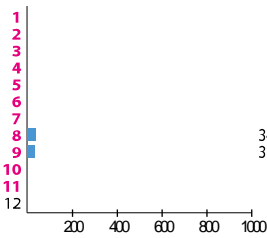
Source: Eurydice.

ROMANIA

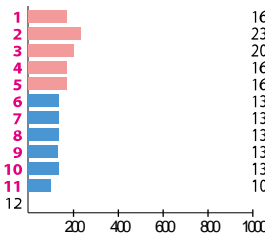
Total minimum compulsory curriculum



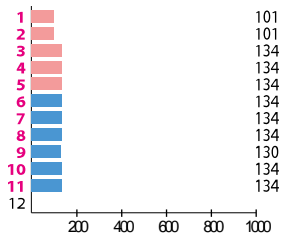
Compulsory subjects with flexible timetable



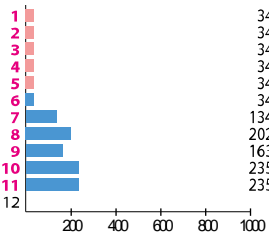
Reading, writing and literature



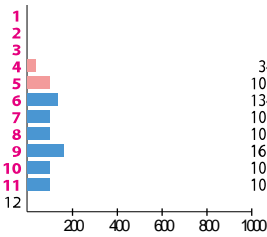
Mathematics



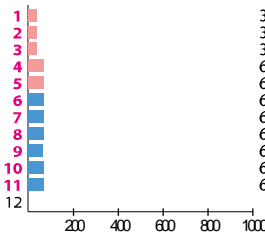
Natural sciences



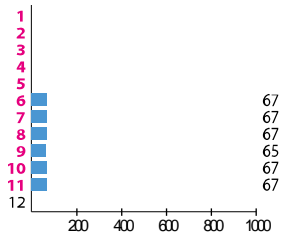
Social studies



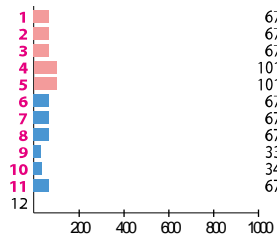
Language 2



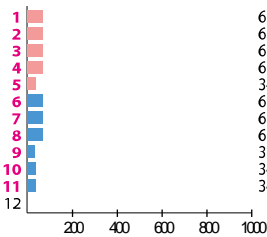
Language 3



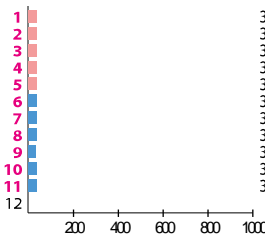
Physical education and health



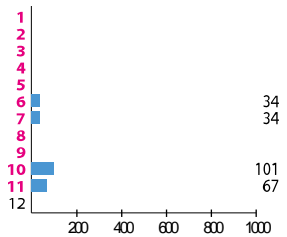
Arts education



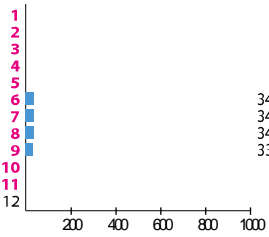
Religion/ethics/moral education



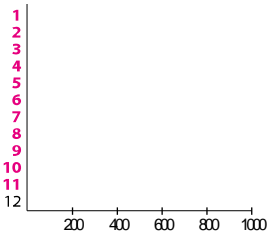
ICT



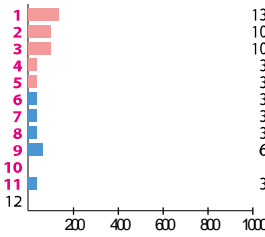
Technology



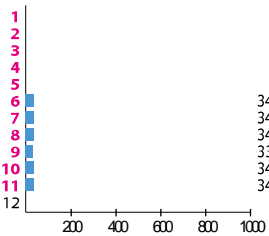
Practical and vocational skills



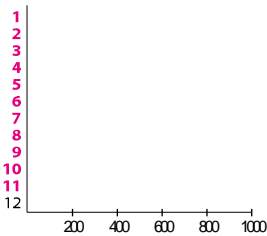
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

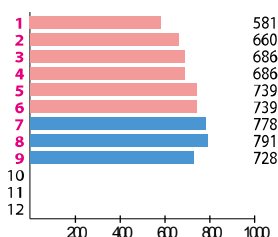
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

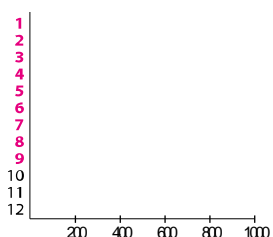
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SLOVENIA

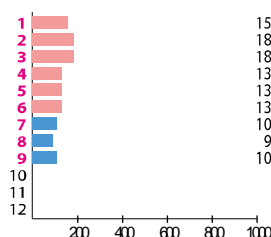
Total minimum compulsory curriculum



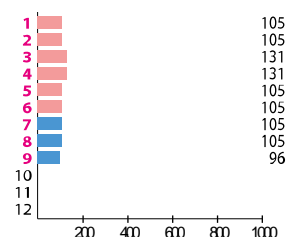
Compulsory subjects with flexible timetable



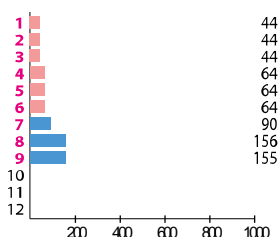
Reading, writing and literature



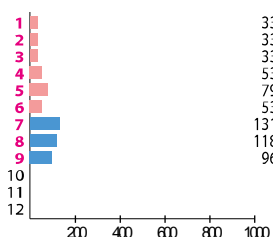
Mathematics



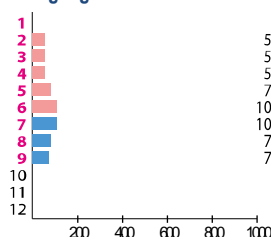
Natural sciences



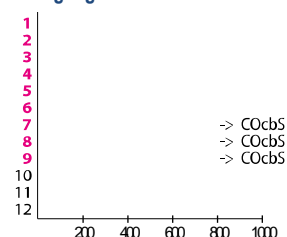
Social studies



Language 2

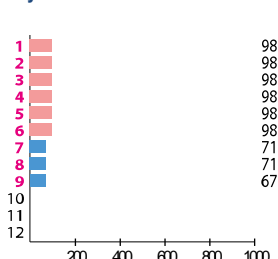


Language 3

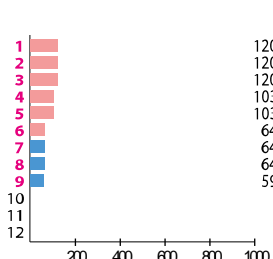


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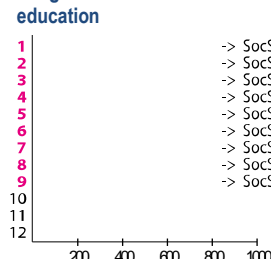
Physical education and health



Arts education

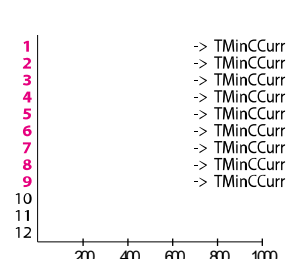


Religion/ethics/moral education



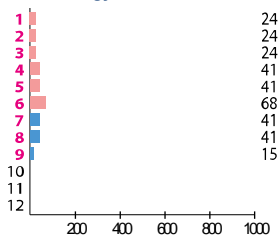
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ICT

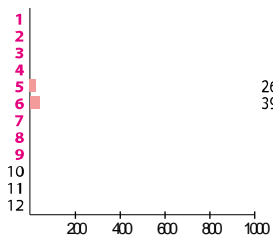


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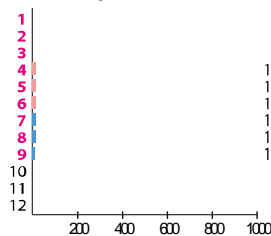
Technology



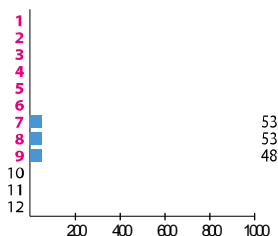
Practical and vocational skills



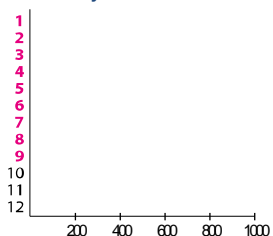
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

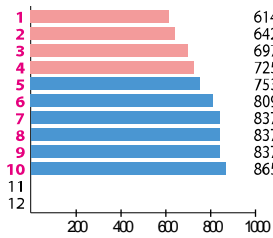
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

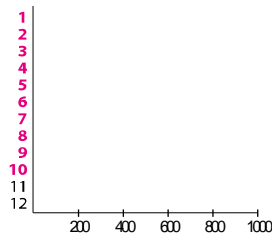
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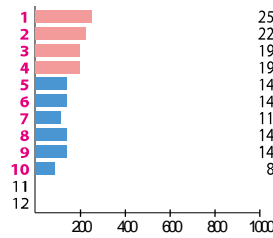
Total minimum compulsory curriculum



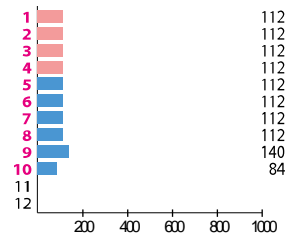
Compulsory subjects with flexible timetable



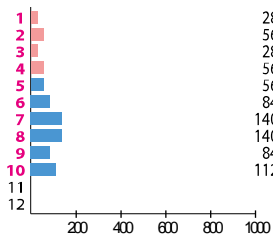
Reading, writing and literature



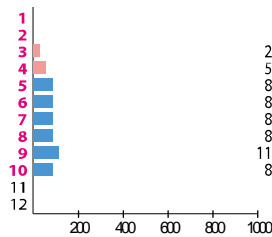
Mathematics



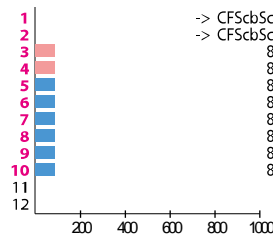
Natural sciences



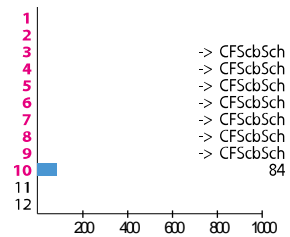
Social studies



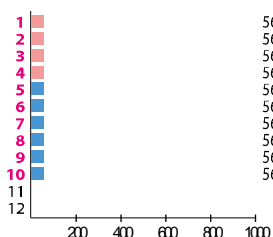
Language 2



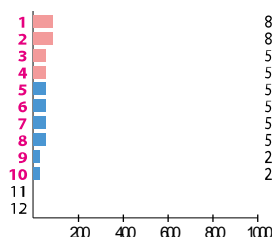
Language 3



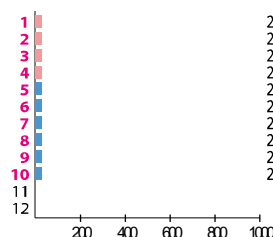
Physical education and health



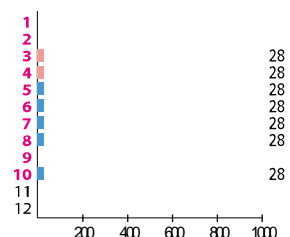
Arts education



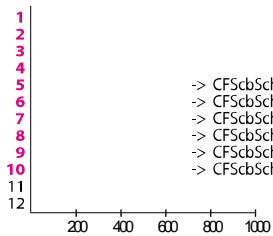
Religion/ethics/moral education



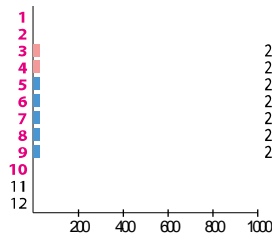
ICT



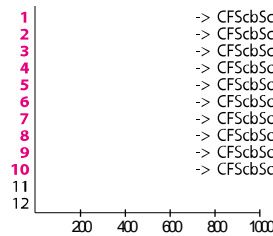
Technology



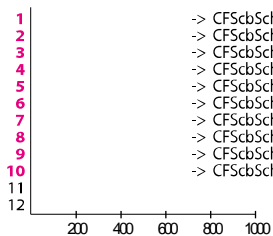
Practical and vocational skills



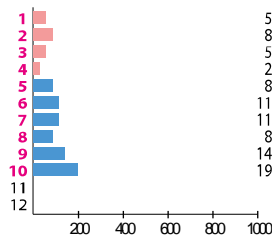
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

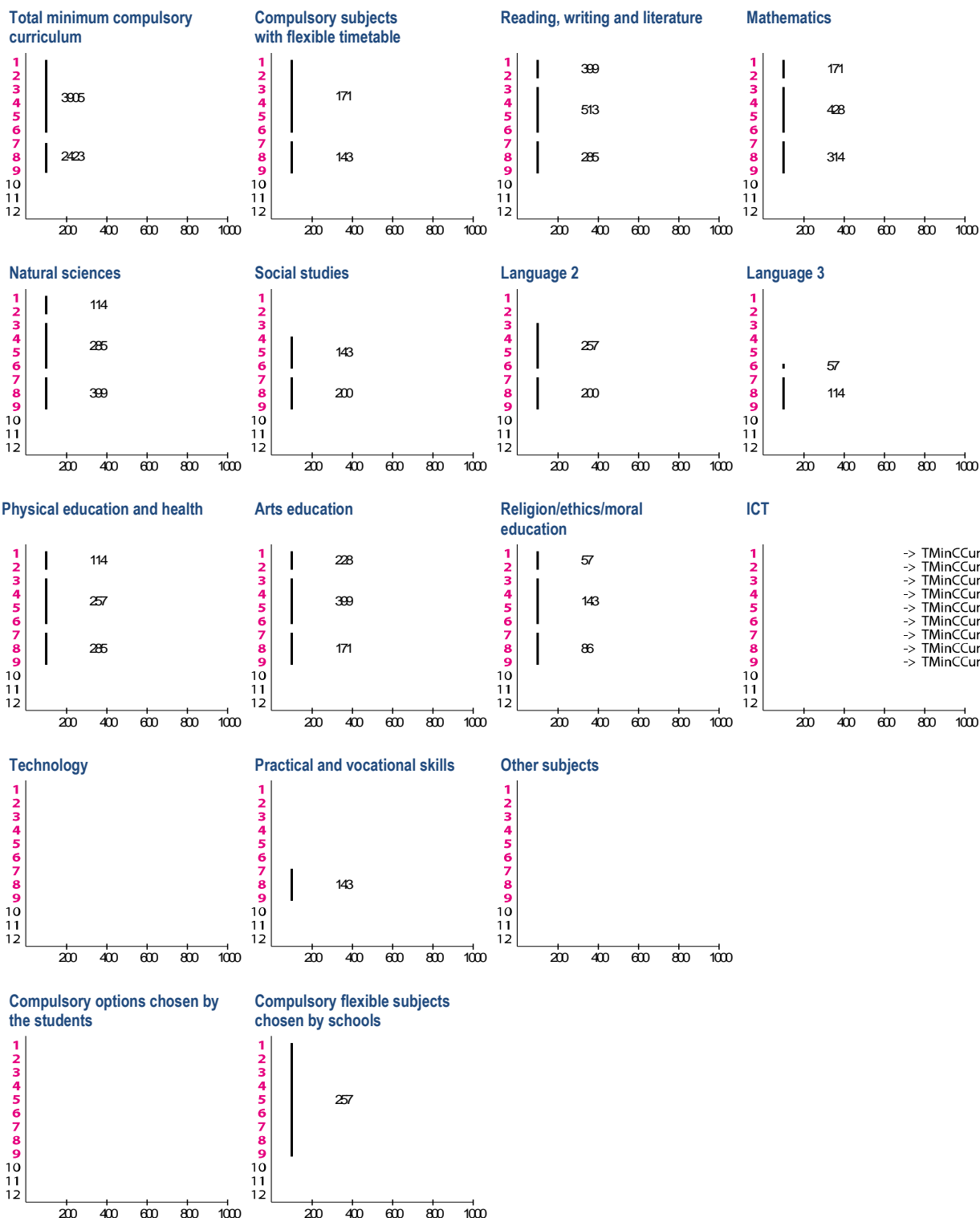
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

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.

FINLAND



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

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

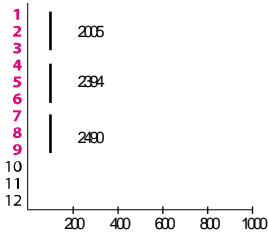
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

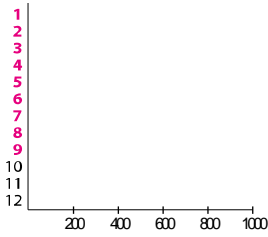
Source: Eurydice.

SWEDEN

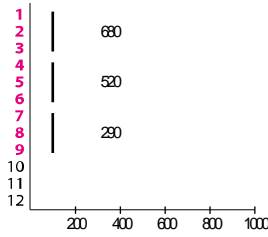
Total minimum compulsory curriculum



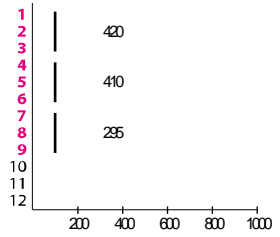
Compulsory subjects with flexible timetable



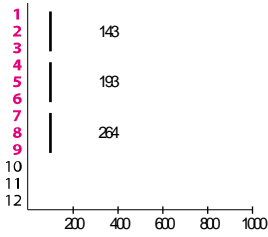
Reading, writing and literature



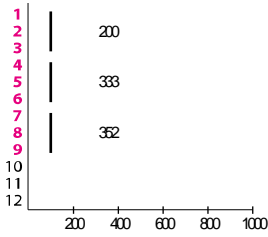
Mathematics



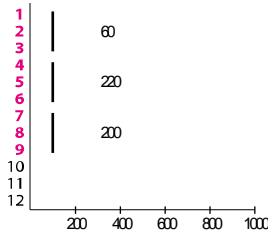
Natural sciences



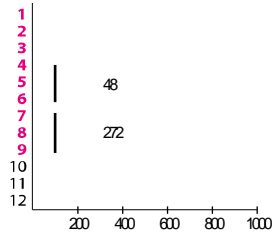
Social studies



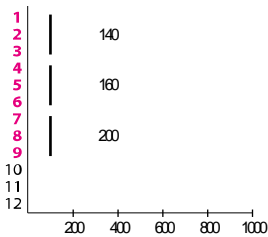
Language 2



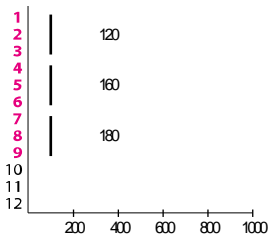
Language 3



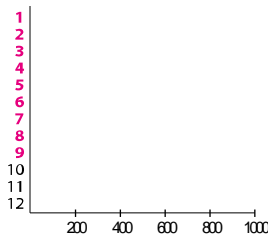
Physical education and health



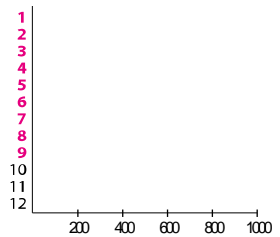
Arts education



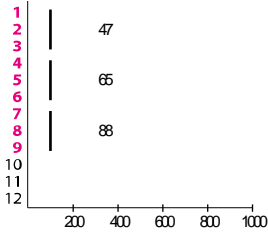
Religion/ethics/moral education



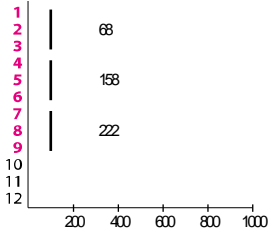
ICT



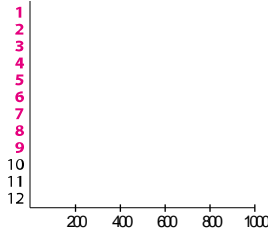
Technology



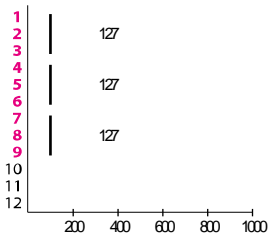
Practical and vocational skills



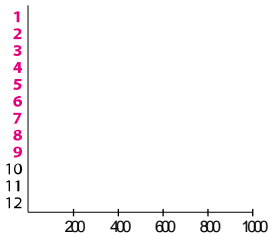
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part II, 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

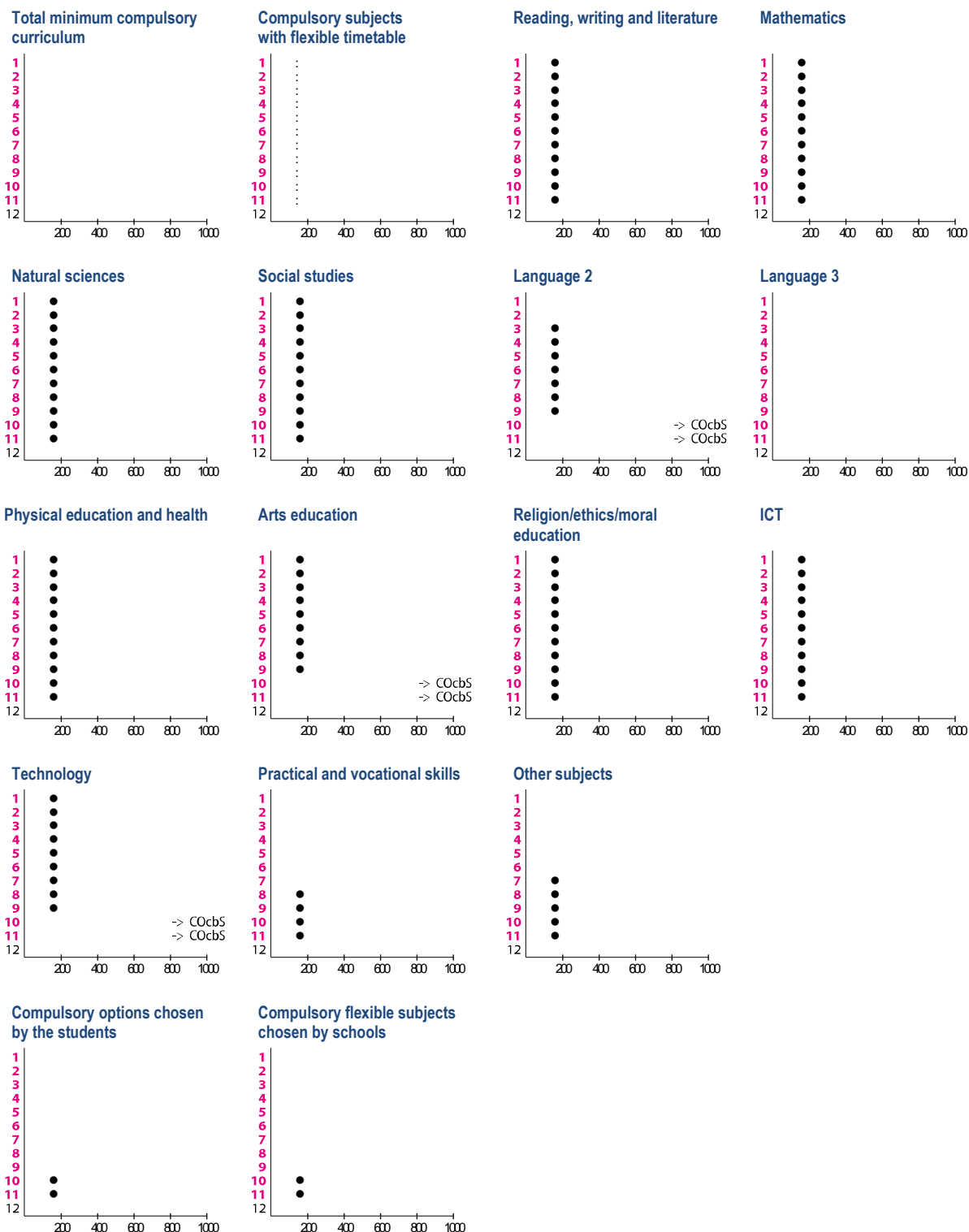
● Flexible time

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

■ x Number of hours distributed between various school years

Source: Eurydice.

UNITED KINGDOM – ENGLAND



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

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

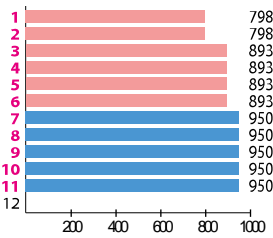
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

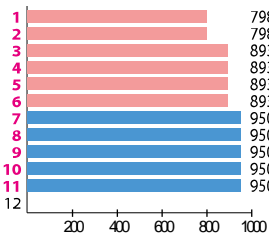
Source: Eurydice.

UNITED KINGDOM – WALES

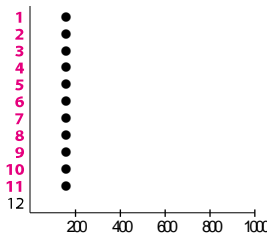
Total minimum compulsory curriculum



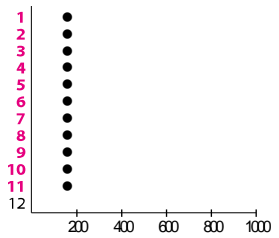
Compulsory subjects with flexible timetable



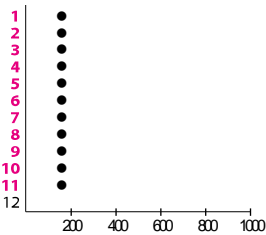
Reading, writing and literature



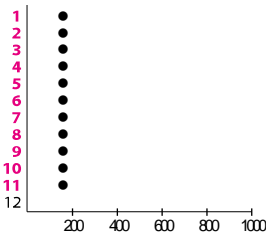
Mathematics



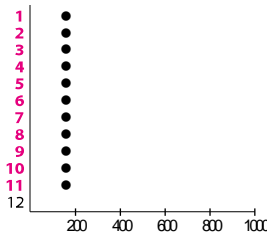
Natural sciences



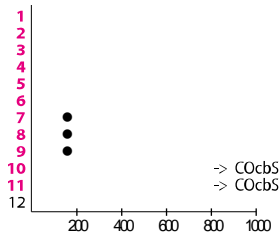
Social studies



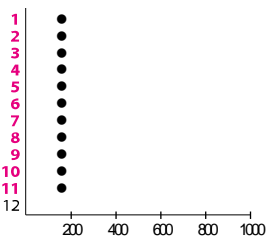
Language 2



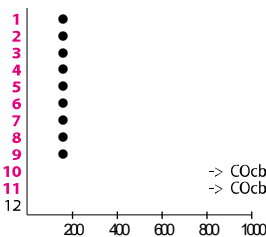
Language 3



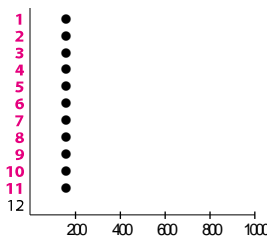
Physical education and health



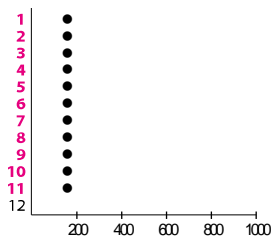
Arts education



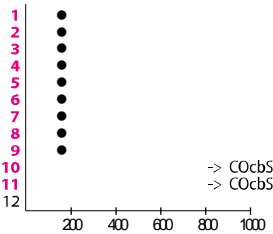
Religion/ethics/moral education



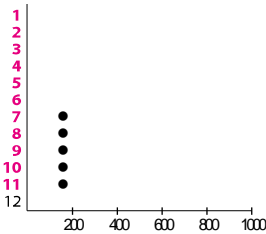
ICT



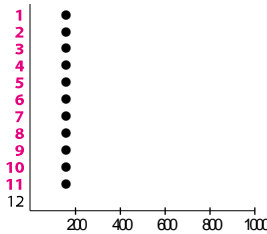
Technology



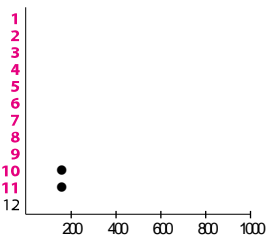
Practical and vocational skills



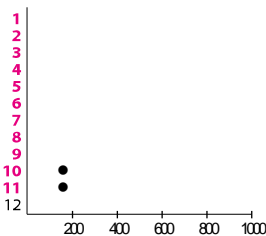
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

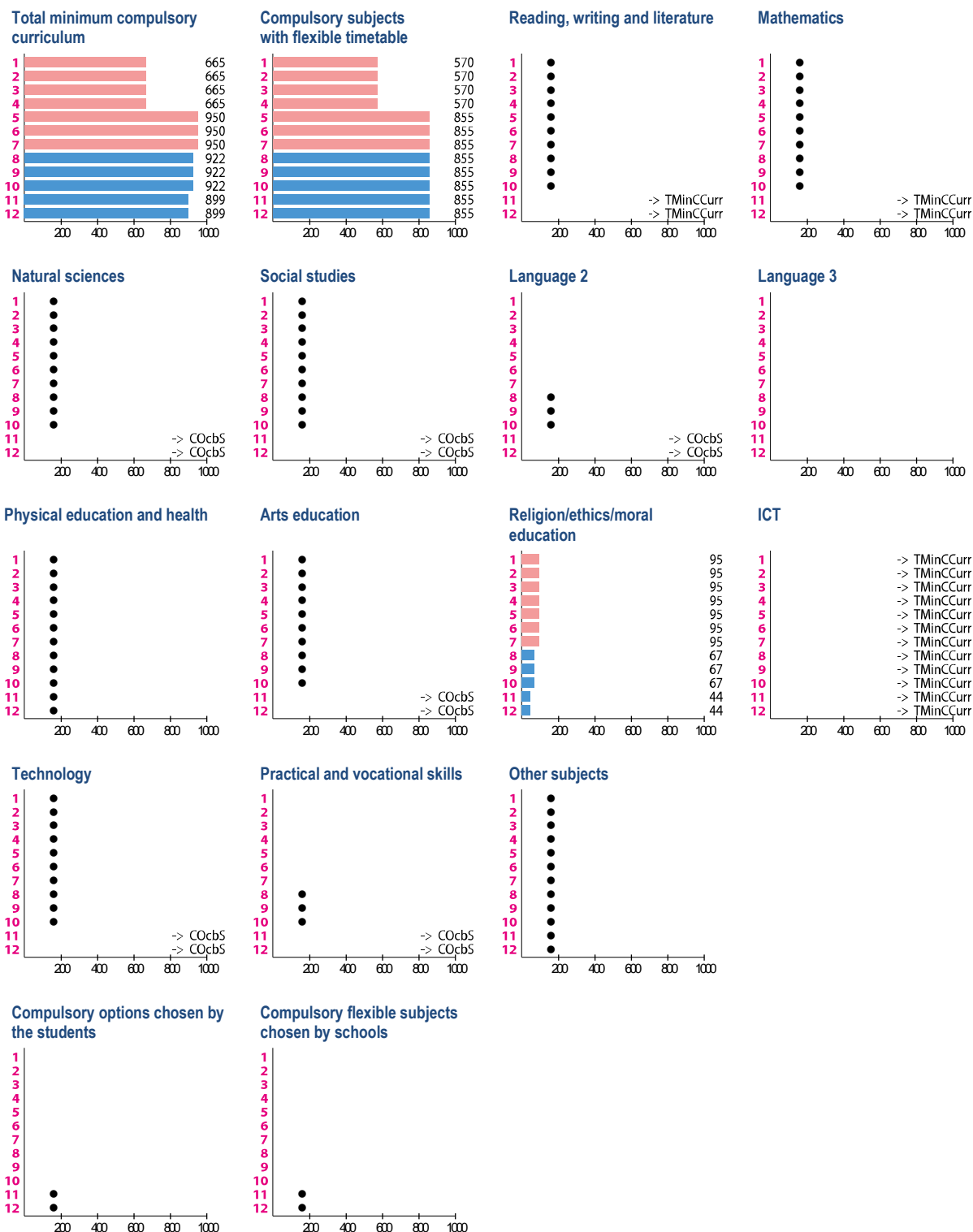
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

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 – NORTHERN IRELAND



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

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

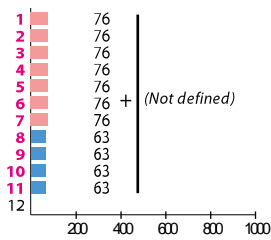
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

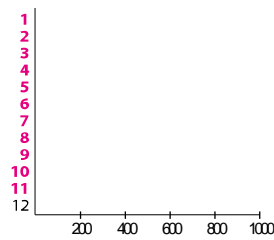
Source: Eurydice.

UNITED KINGDOM – SCOTLAND

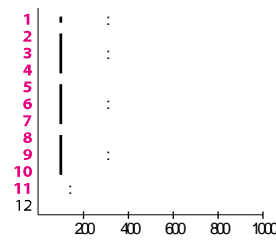
Total minimum compulsory curriculum



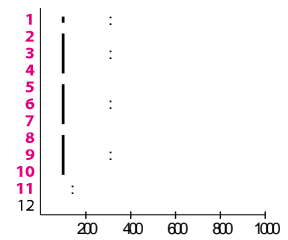
Compulsory subjects with flexible timetable



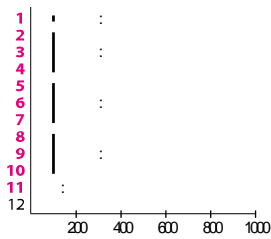
Reading, writing and literature



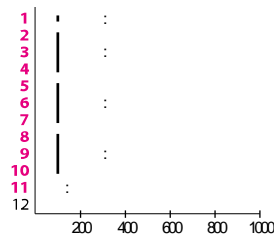
Mathematics



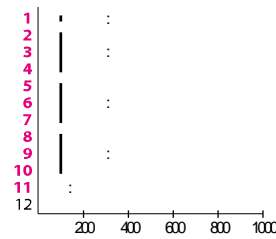
Natural sciences



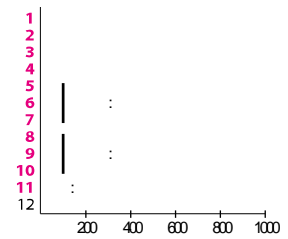
Social studies



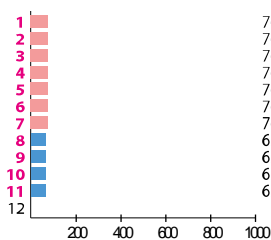
Language 2



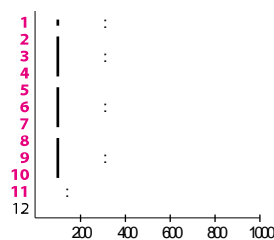
Language 3



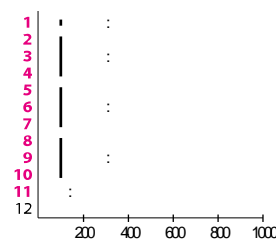
Physical education and health



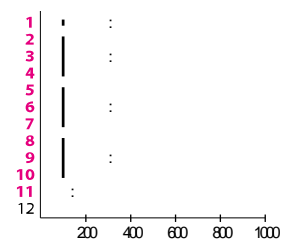
Arts education



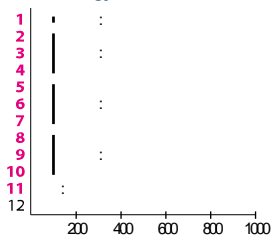
Religion/ethics/moral education



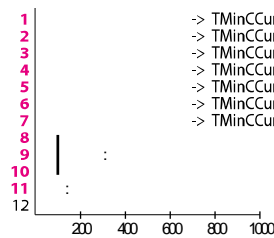
ICT



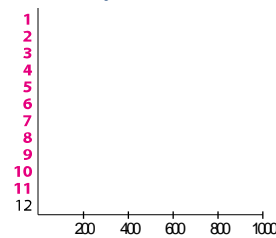
Technology



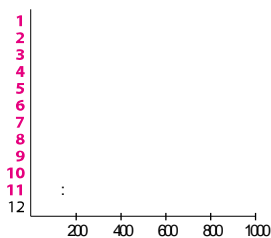
Practical and vocational skills



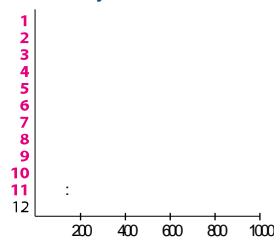
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

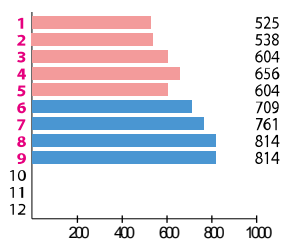
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

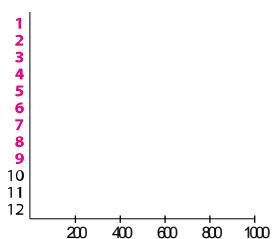
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ALBANIA

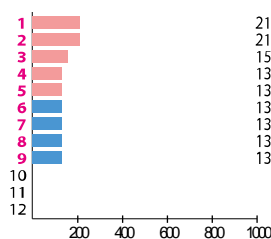
Total minimum compulsory curriculum



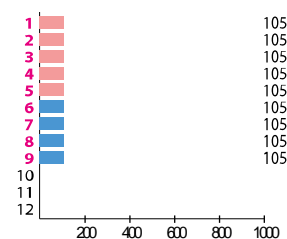
Compulsory subjects with flexible timetable



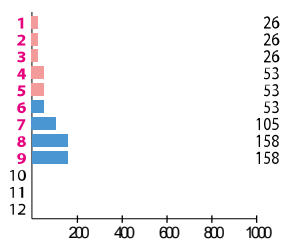
Reading, writing and literature



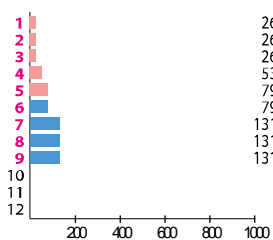
Mathematics



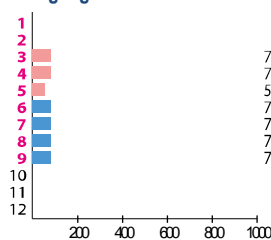
Natural sciences



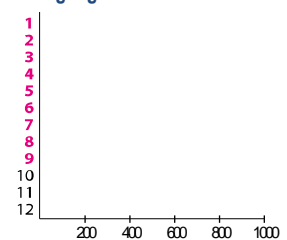
Social studies



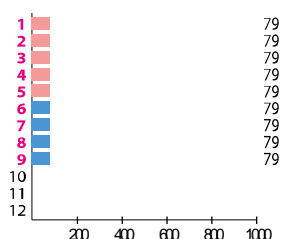
Language 2



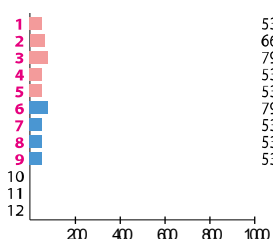
Language 3



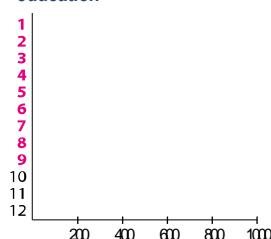
Physical education and health



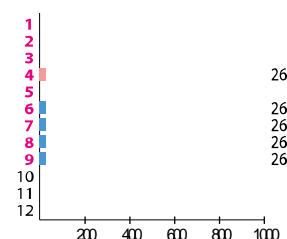
Arts education



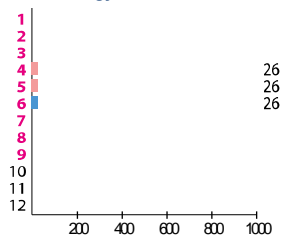
Religion/ethics/moral education



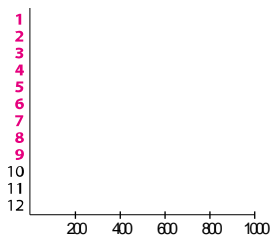
ICT



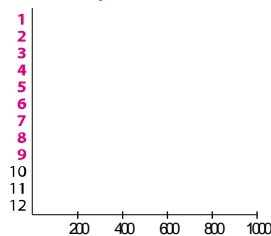
Technology



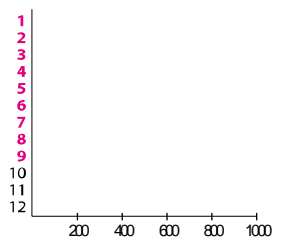
Practical and vocational skills



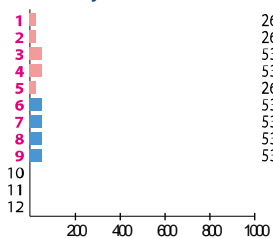
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

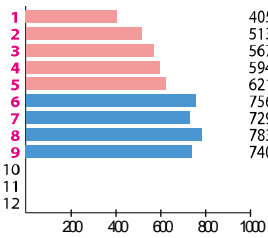
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

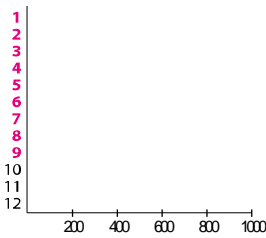
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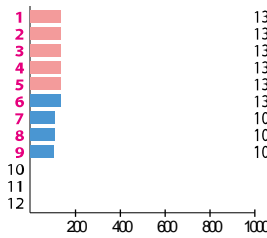
Total minimum compulsory curriculum



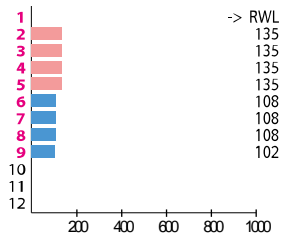
Compulsory subjects with flexible timetable



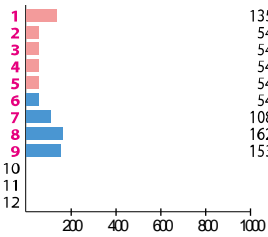
Reading, writing and literature



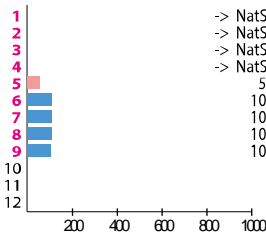
Mathematics



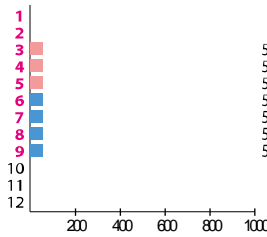
Natural sciences



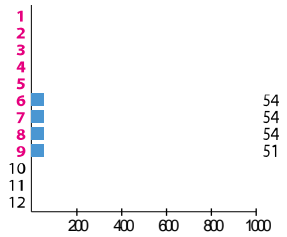
Social studies



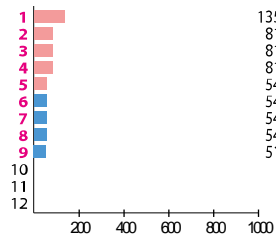
Language 2



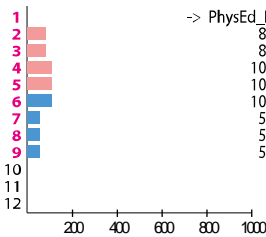
Language 3



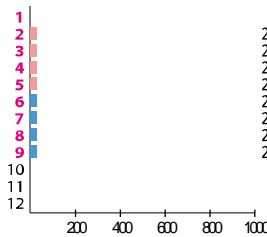
Physical education and health



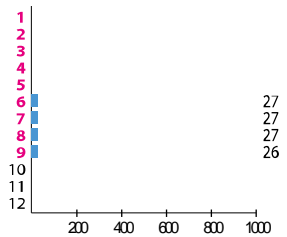
Arts education



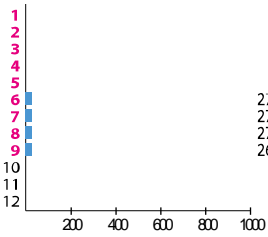
Religion/ethics/moral education



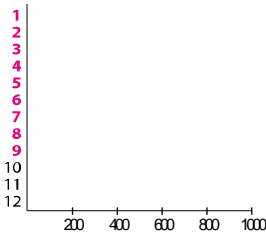
ICT



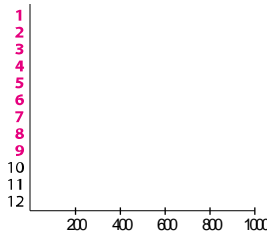
Technology



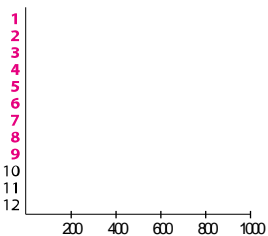
Practical and vocational skills



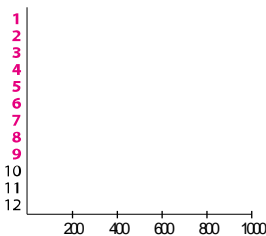
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

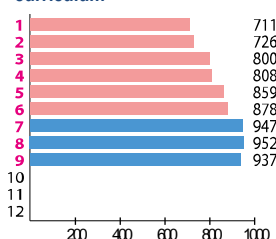
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

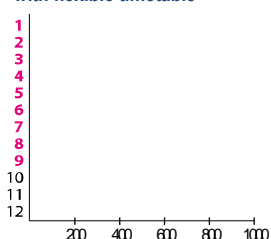
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SWITZERLAND

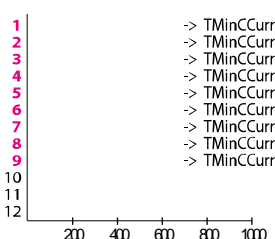
Total minimum compulsory curriculum



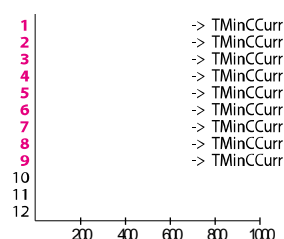
Compulsory subjects with flexible timetable



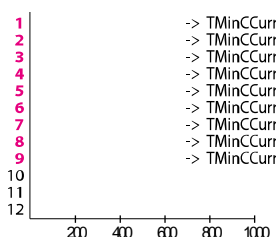
Reading, writing and literature



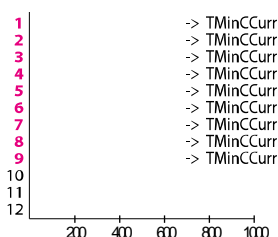
Mathematics



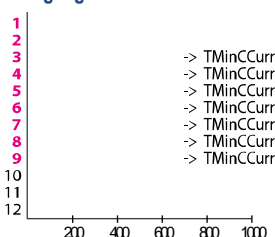
Natural sciences



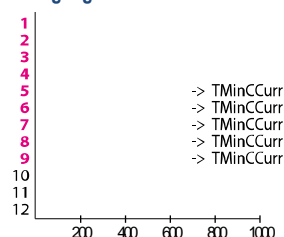
Social studies



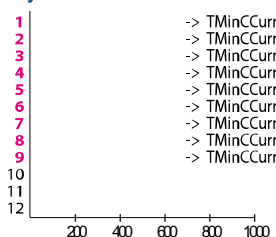
Language 2



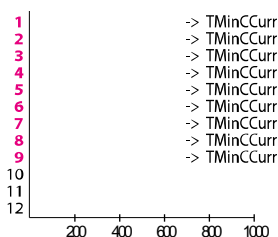
Language 3



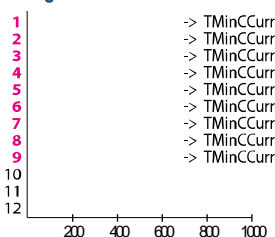
Physical education and health



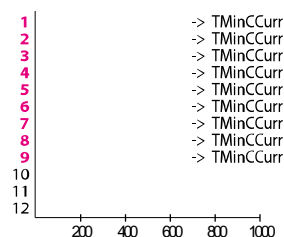
Arts education



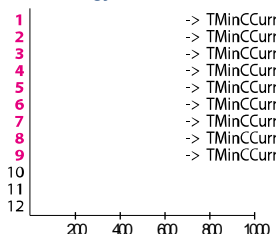
Religion/ethics/moral education



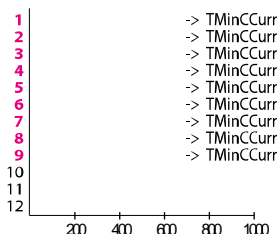
ICT



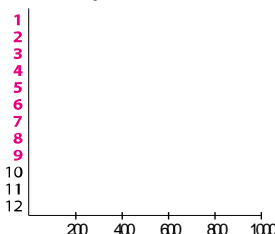
Technology



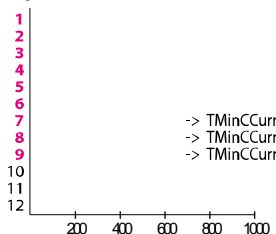
Practical and vocational skills



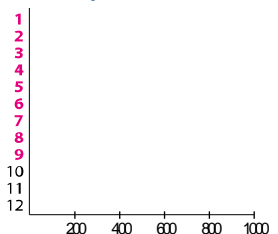
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

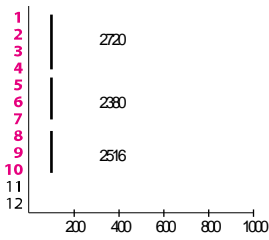
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

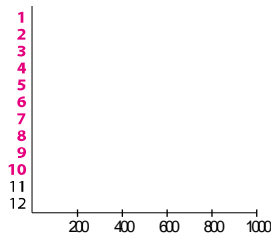
Source: Eurydice.

ICELAND

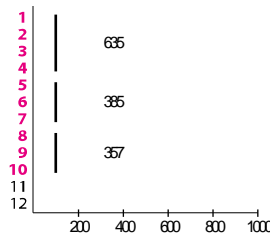
Total minimum compulsory curriculum



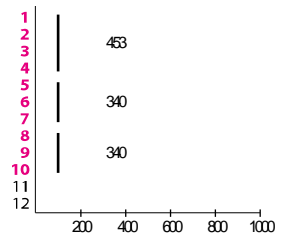
Compulsory subjects with flexible timetable



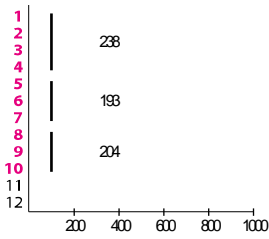
Reading, writing and literature



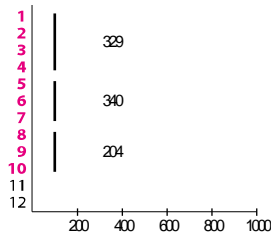
Mathematics



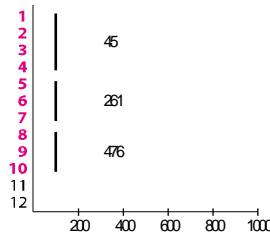
Natural sciences



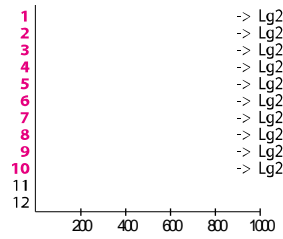
Social studies



Language 2

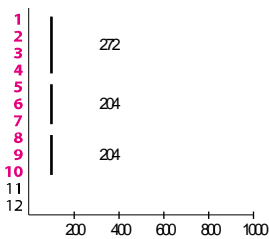


Language 3

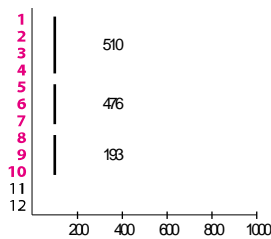


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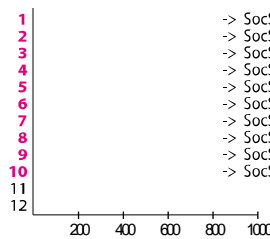
Physical education and health



Arts education

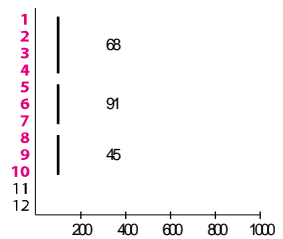


Religion/ethics/moral education

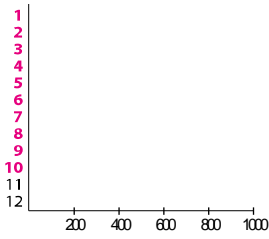


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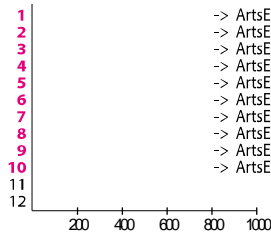
ICT



Technology

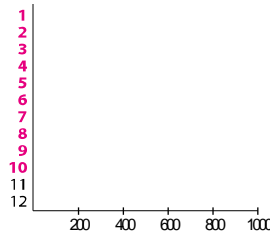


Practical and vocational skills

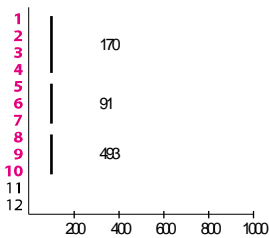


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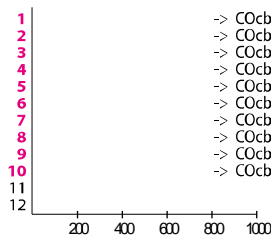
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

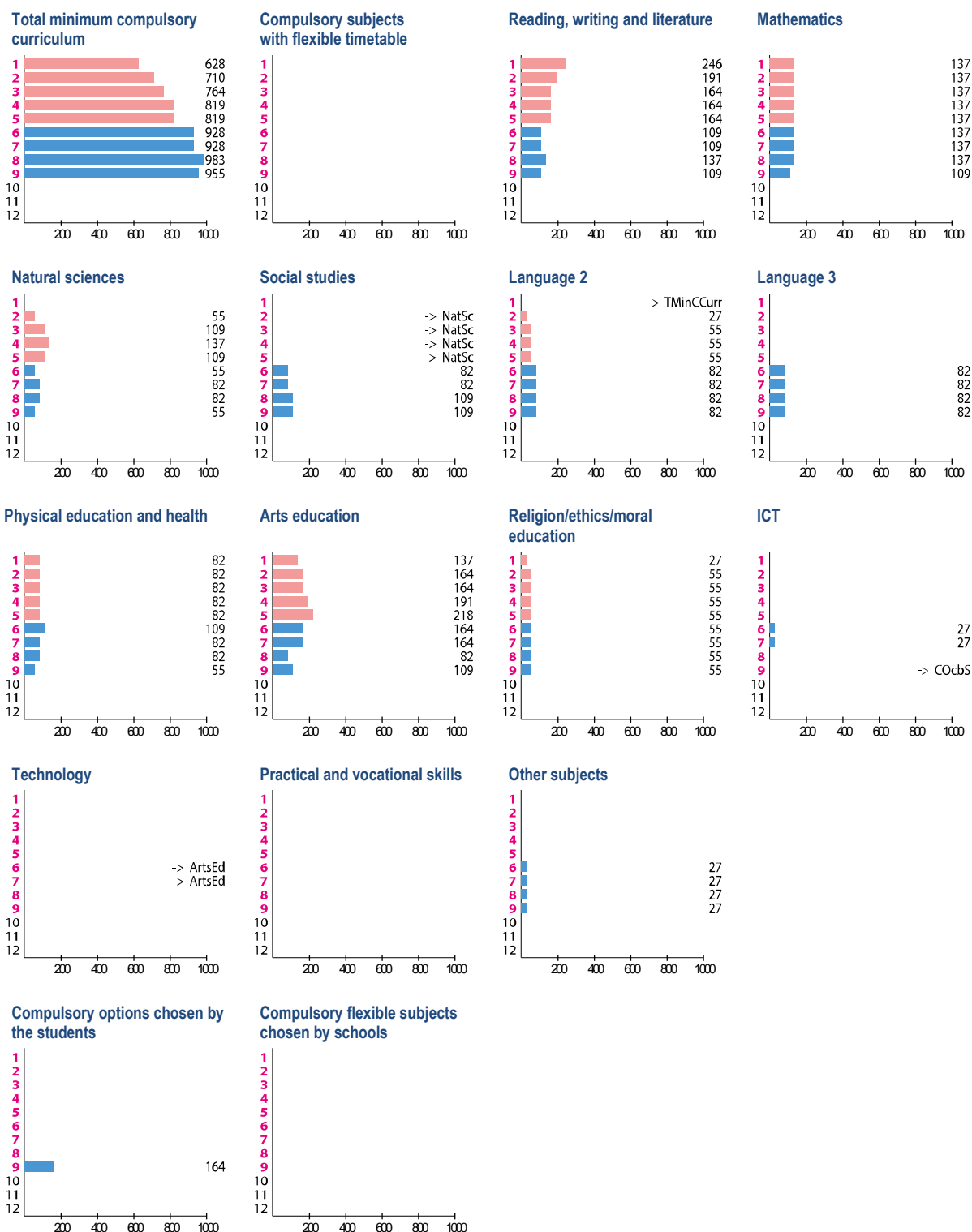
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

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.

LIECHTENSTEIN – PRIMARY AND GYMNASIUM



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

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

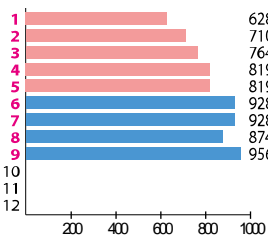
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

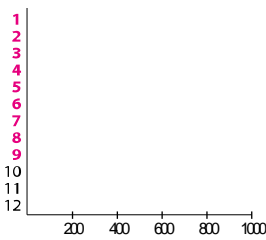
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LIECHTENSTEIN – PRIMARY AND OBERSCHULE

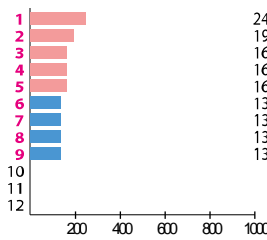
Total minimum compulsory curriculum



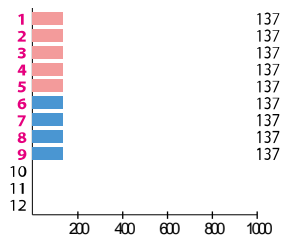
Compulsory subjects with flexible timetable



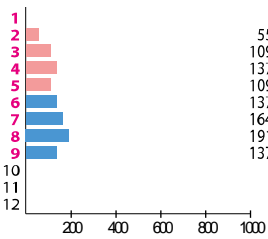
Reading, writing and literature



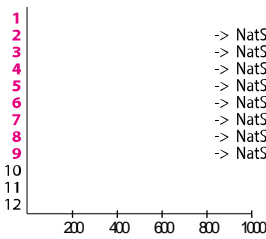
Mathematics



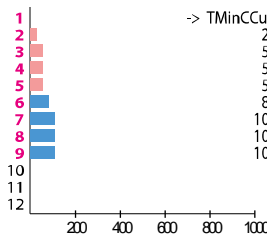
Natural sciences



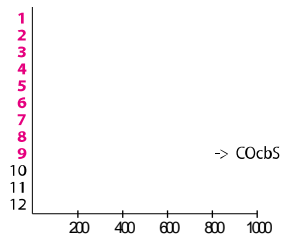
Social studies



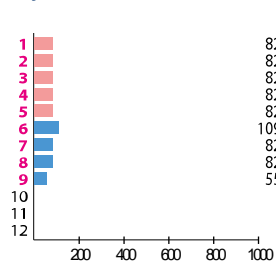
Language 2



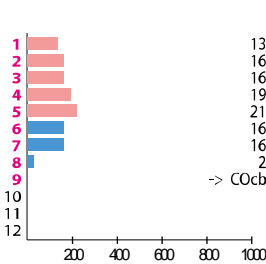
Language 3



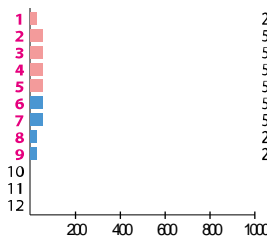
Physical education and health



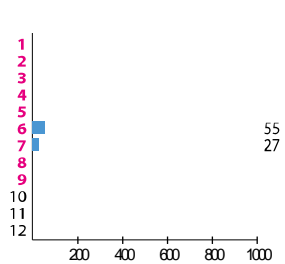
Arts education



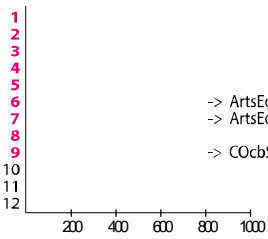
Religion/ethics/moral education



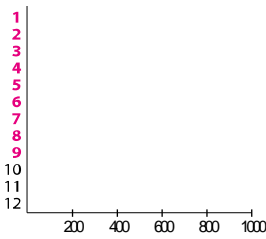
ICT



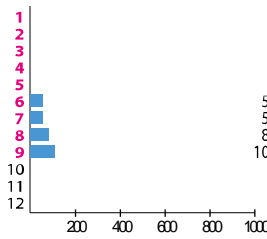
Technology



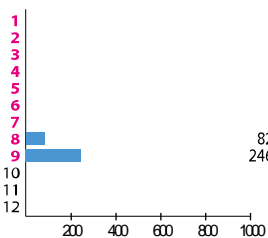
Practical and vocational skills



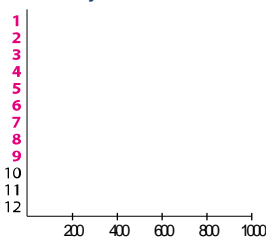
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

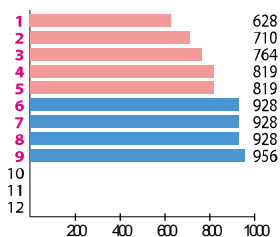
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

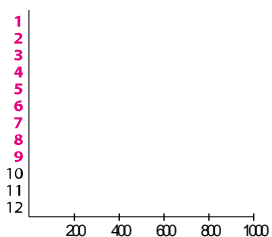
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LIECHTENSTEIN – PRIMARY AND REALSCHULE

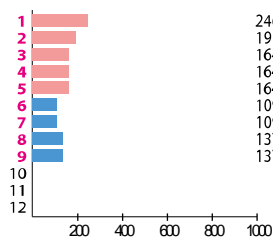
Total minimum compulsory curriculum



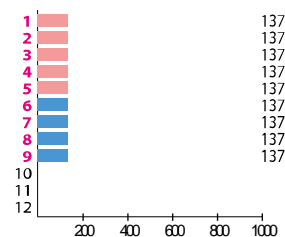
Compulsory subjects with flexible timetable



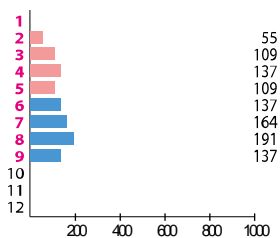
Reading, writing and literature



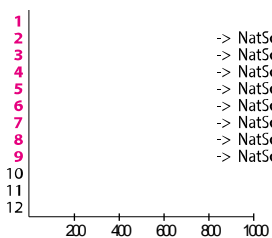
Mathematics



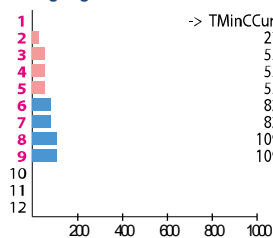
Natural sciences



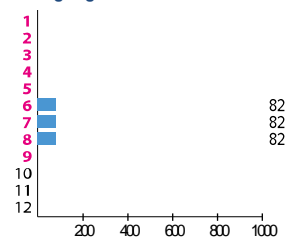
Social studies



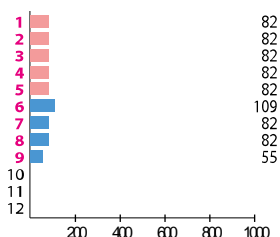
Language 2



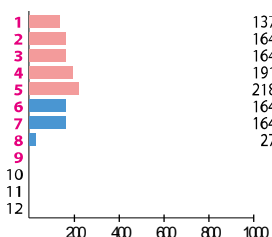
Language 3



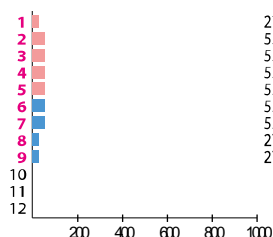
Physical education and health



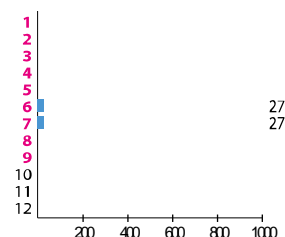
Arts education



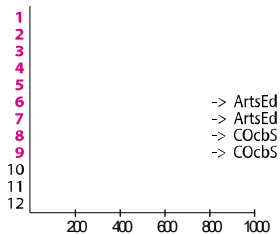
Religion/ethics/moral education



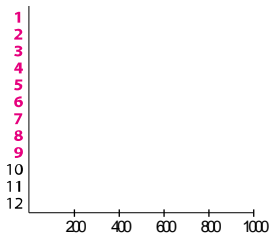
ICT



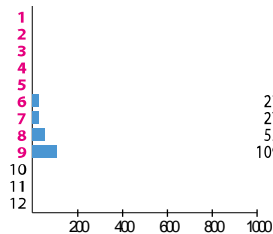
Technology



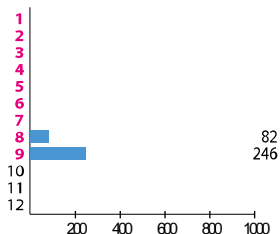
Practical and vocational skills



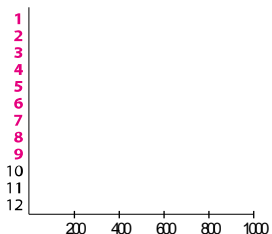
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

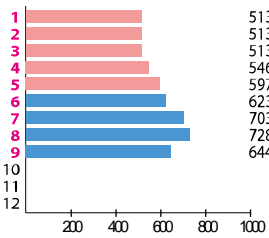
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

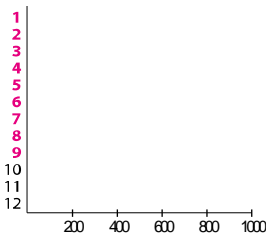
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MONTENEGRO

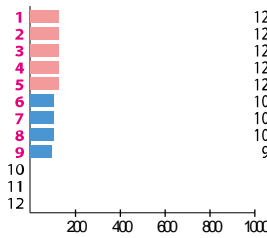
Total minimum compulsory curriculum



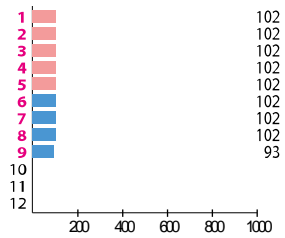
Compulsory subjects with flexible timetable



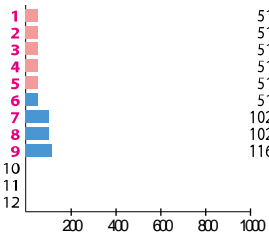
Reading, writing and literature



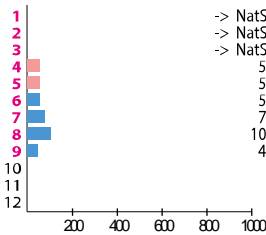
Mathematics



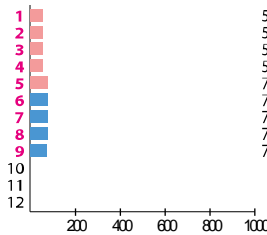
Natural sciences



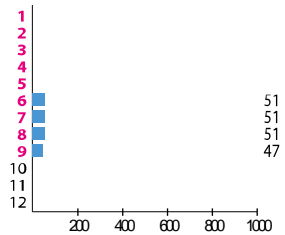
Social studies



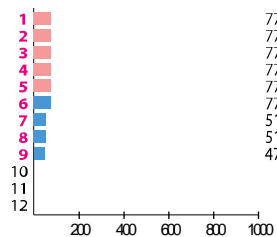
Language 2



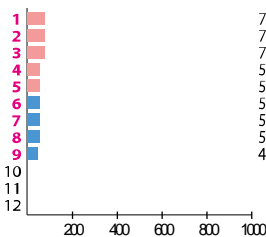
Language 3



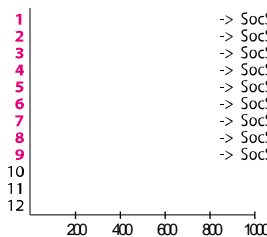
Physical education and health



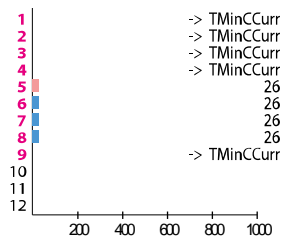
Arts education



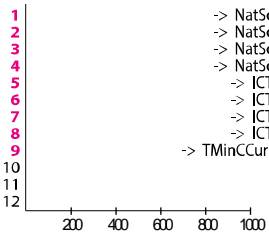
Religion/ethics/moral education



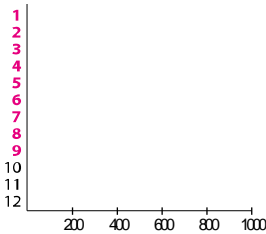
ICT



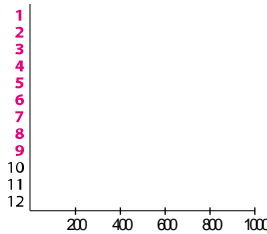
Technology



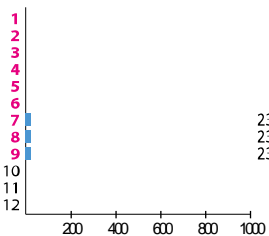
Practical and vocational skills



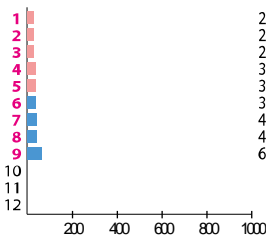
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

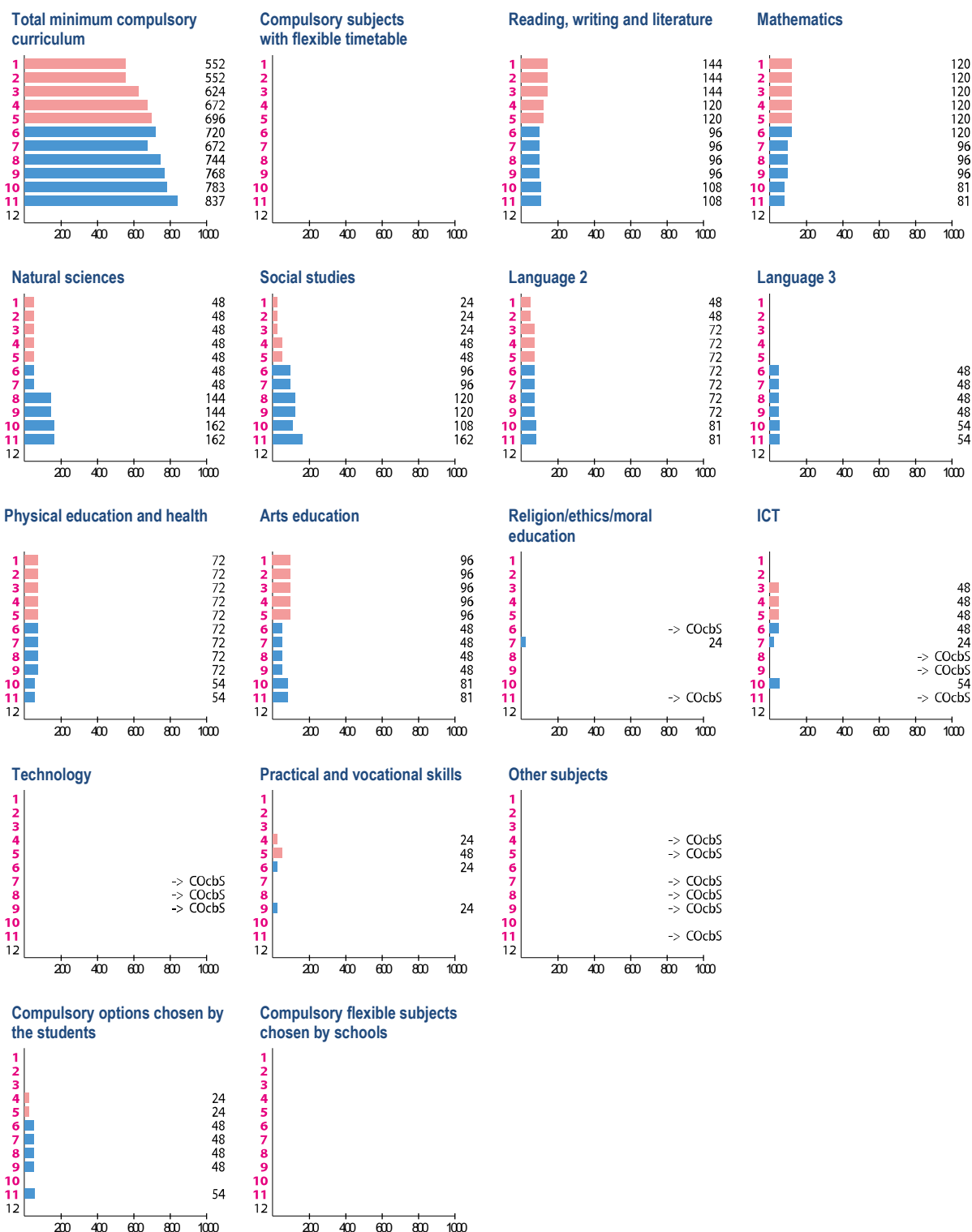
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

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.

NORTH MACEDONIA



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

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

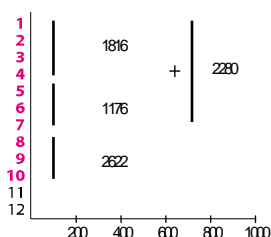
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

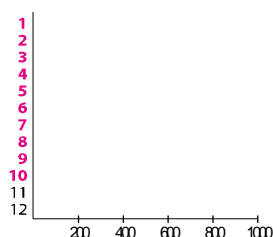
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NORWAY

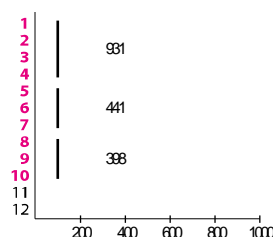
Total minimum compulsory curriculum



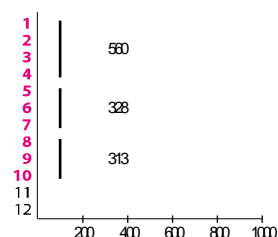
Compulsory subjects with flexible timetable



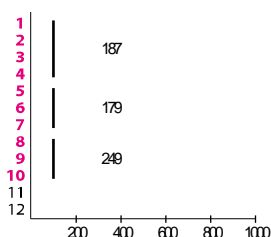
Reading, writing and literature



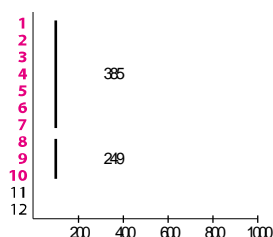
Mathematics



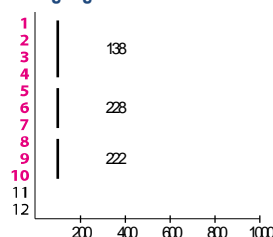
Natural sciences



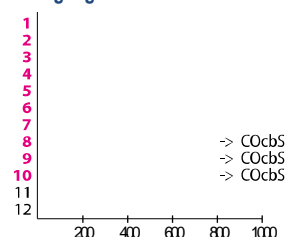
Social studies



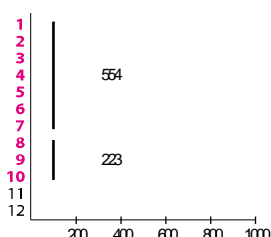
Language 2



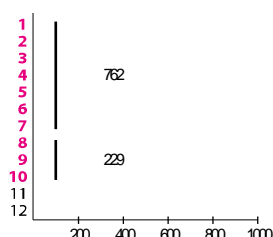
Language 3



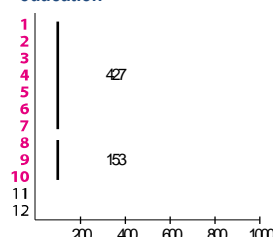
Physical education and health



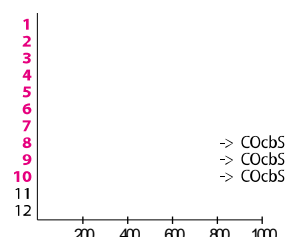
Arts education



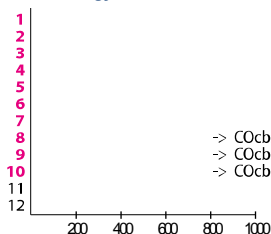
Religion/ethics/moral education



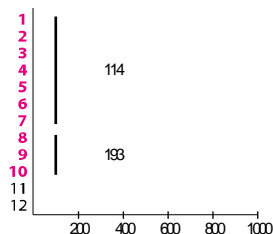
ICT



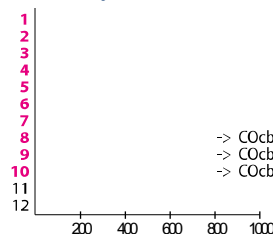
Technology



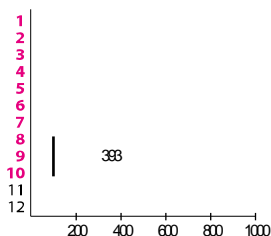
Practical and vocational skills



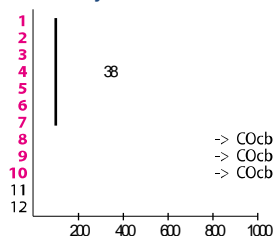
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

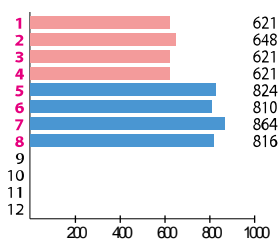
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

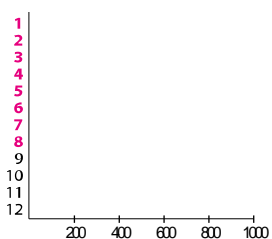
Source: Eurydice.

SERBIA

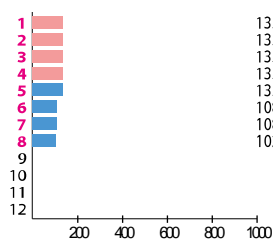
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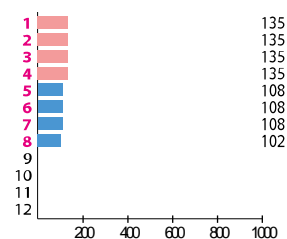
Compulsory subjects with flexible timetable



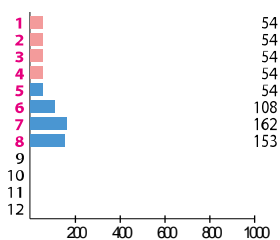
Reading, writing and literature



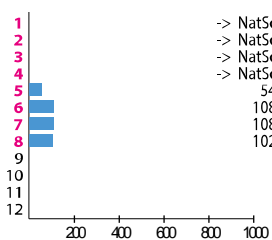
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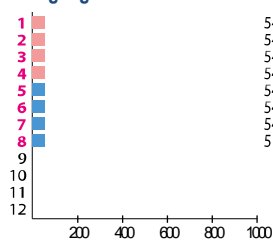
Natural sciences



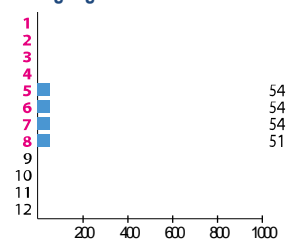
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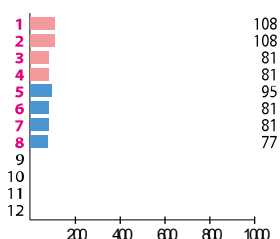
Language 2



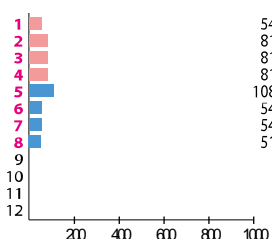
Language 3



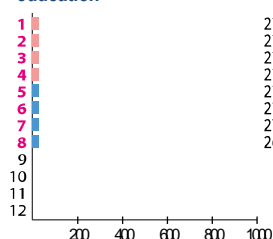
Physical education and health



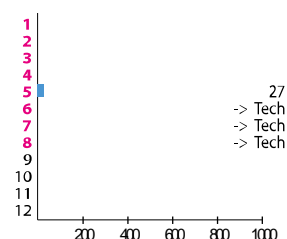
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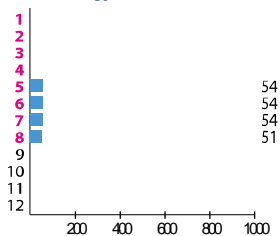
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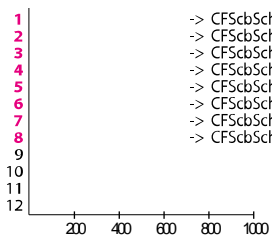
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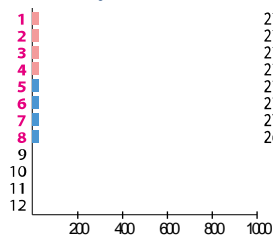
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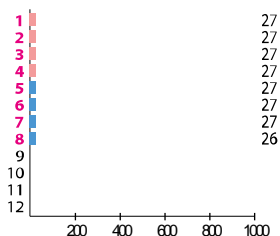
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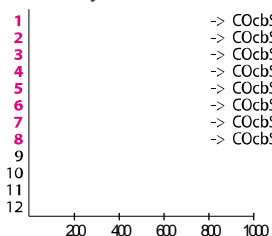
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

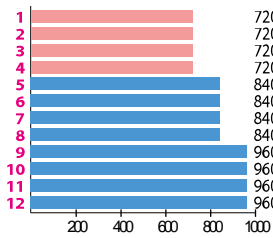
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

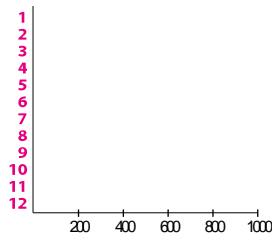
Source: Eurydice.

TURKEY

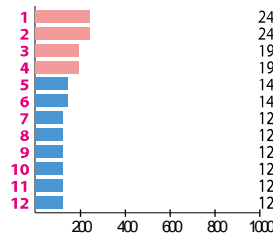
Total minimum compulsory curriculum



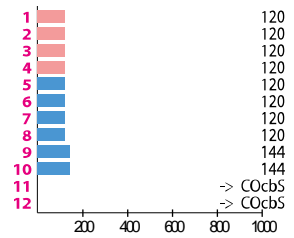
Compulsory subjects with flexible timetable



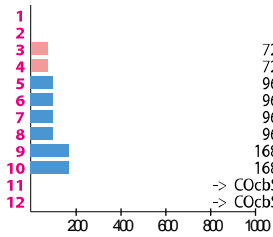
Reading, writing and literature



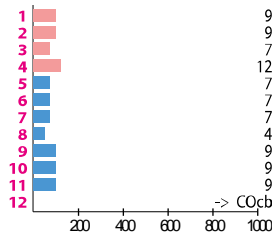
Mathematics



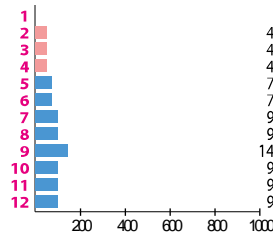
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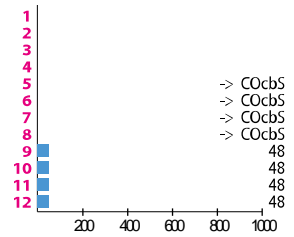
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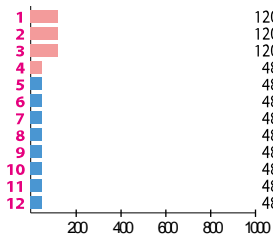
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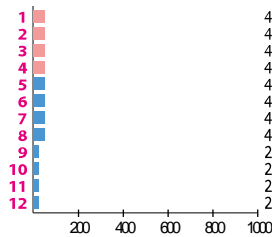
Language 3



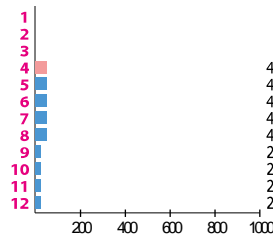
Physical education and health



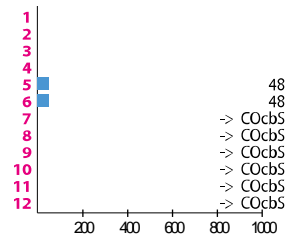
Arts education



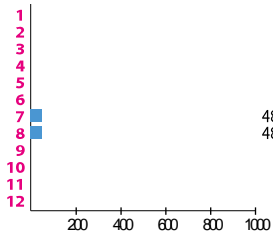
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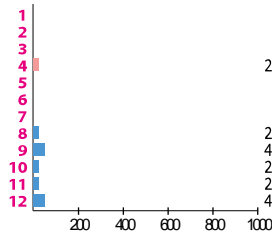
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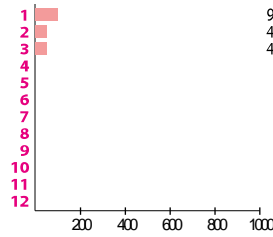
Technology



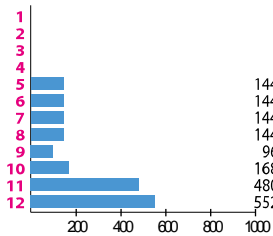
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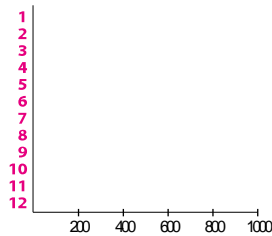
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



For specific national information, see Part II, 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 II, 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.

Section 3. Instruction time by subject

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Mathematics	90
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Physical education and health	100
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ICT	106
Technology	108
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Language 4 (compulsory curriculum)	118
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For specific national information, see Part II, Section 5: Country-specific notes.

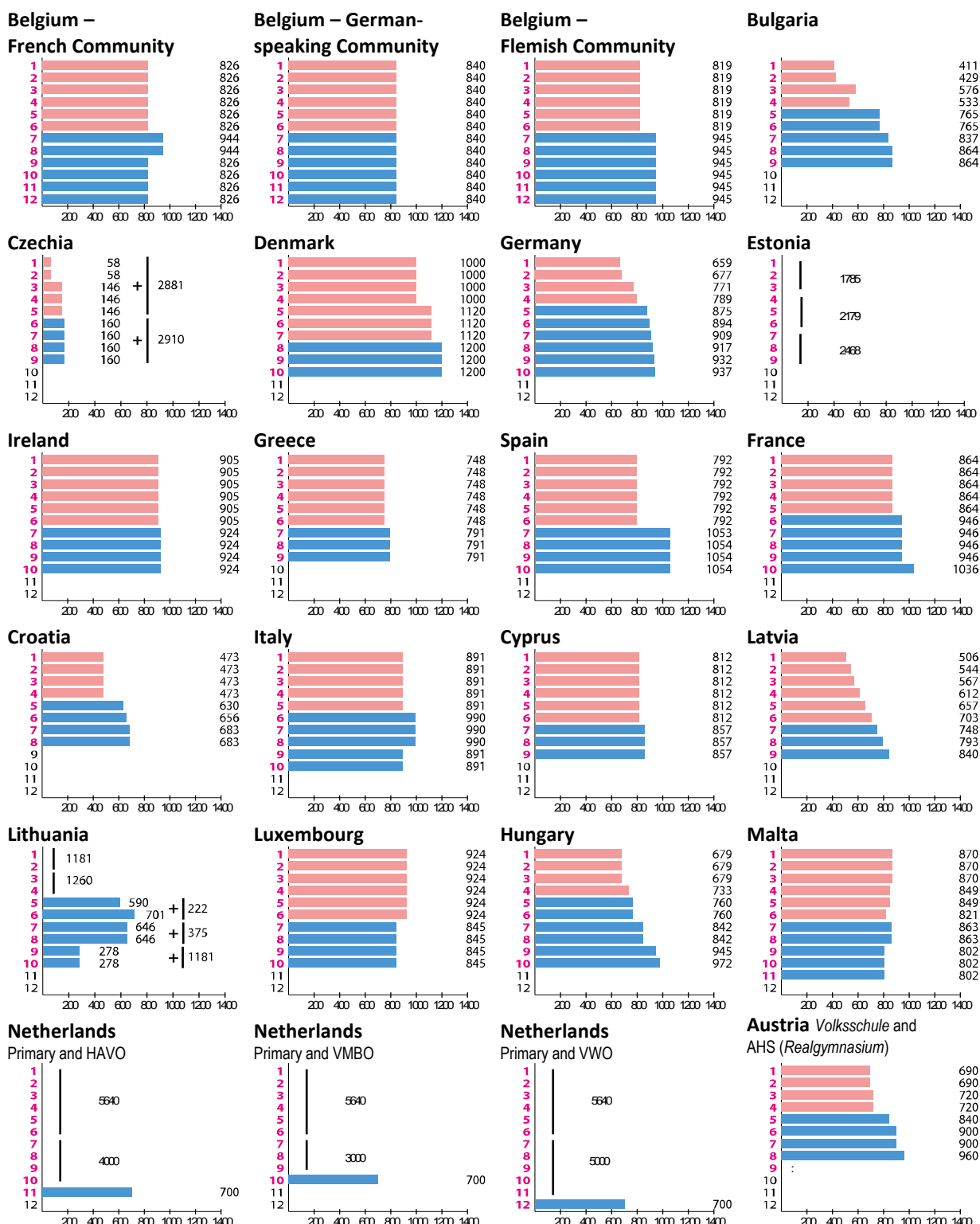
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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Source: Eurydice.

TOTAL MINIMUM COMPULSORY CURRICULUM



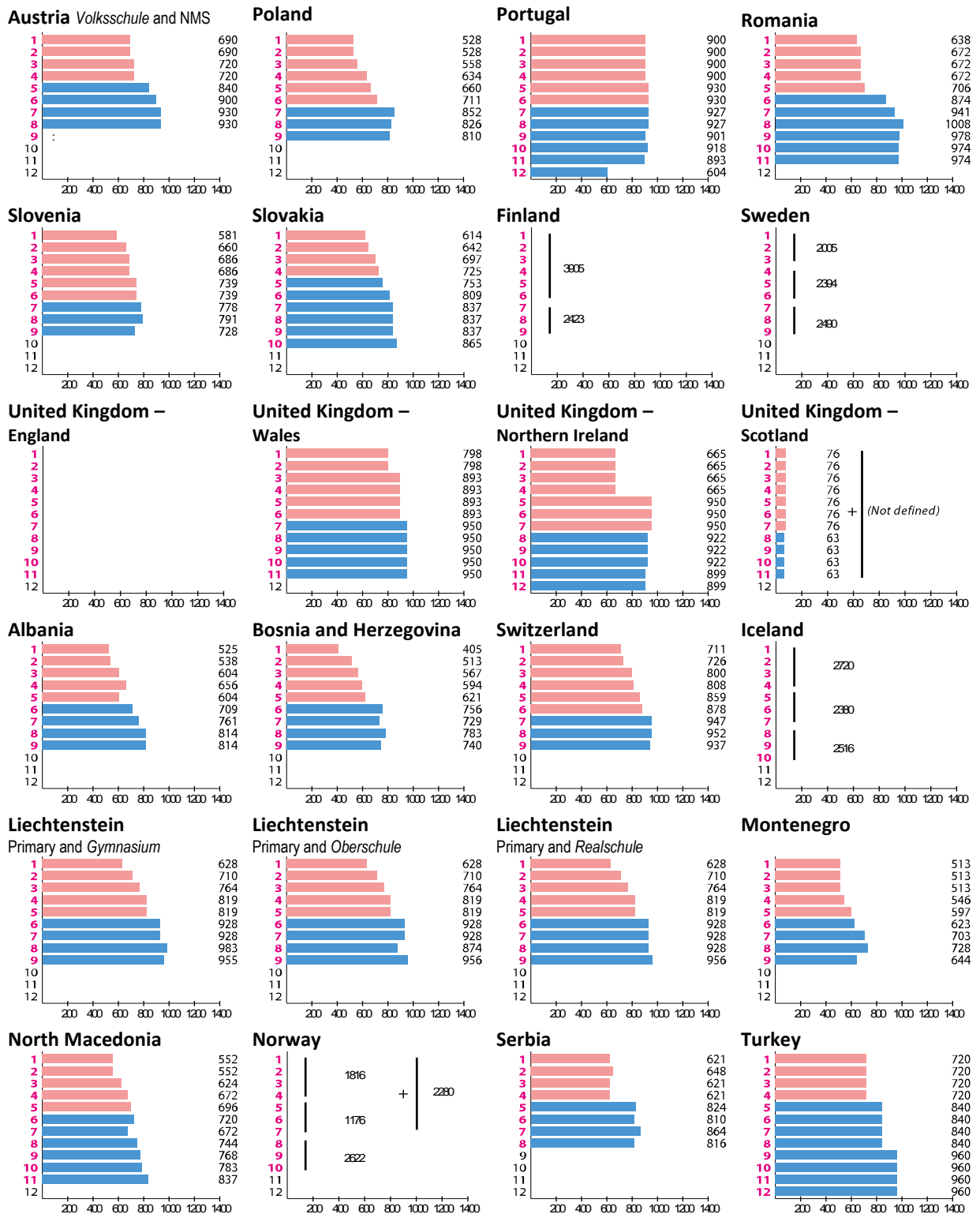
For specific national information, see Part II, Section 5: Country-specific notes.

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.



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

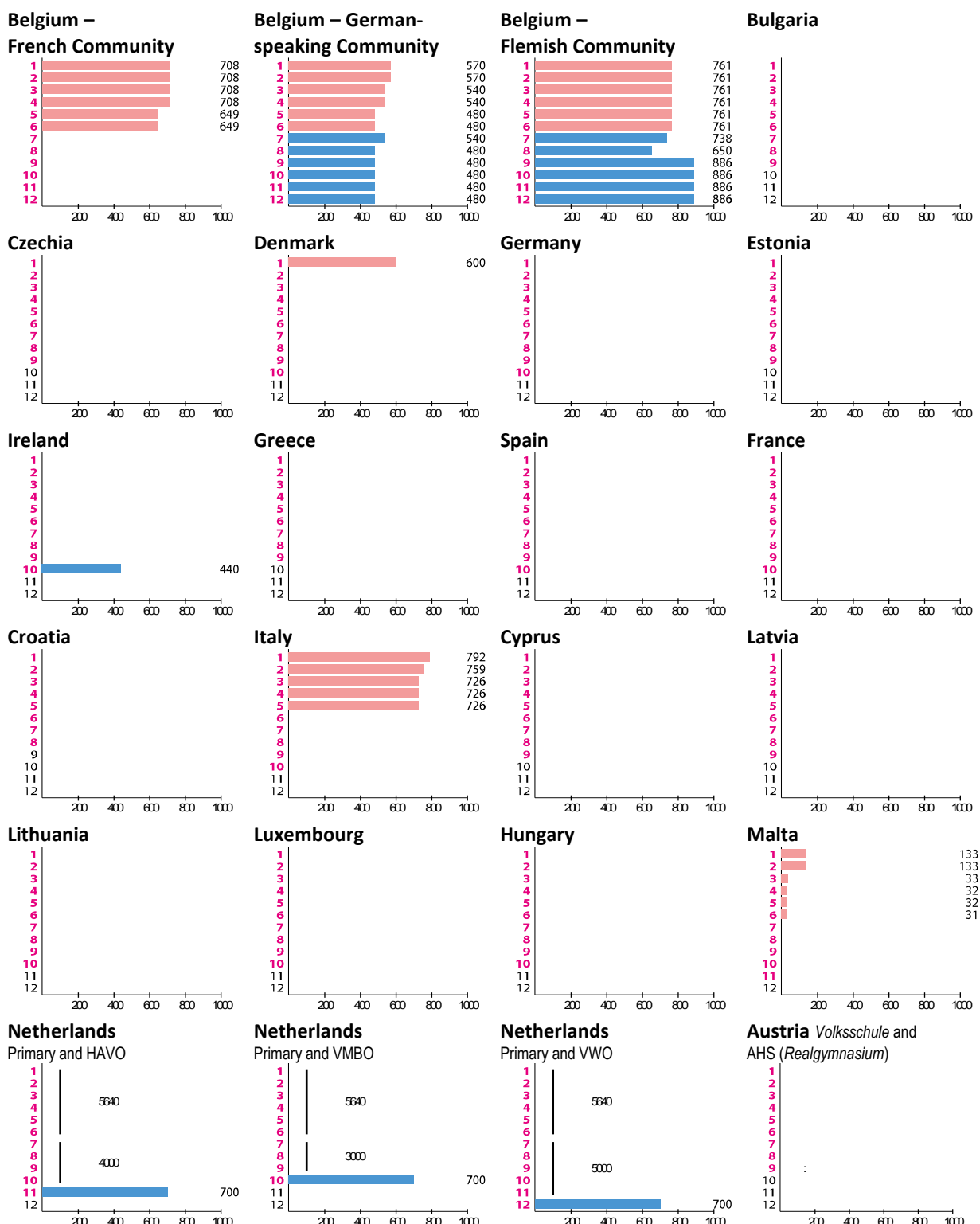
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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.

COMPULSORY SUBJECTS WITH FLEXIBLE TIMETABLE



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

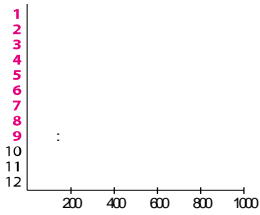
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

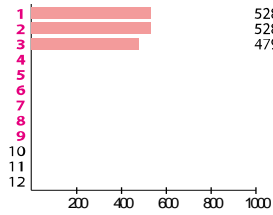
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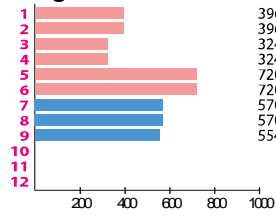
Austria Volksschule and NMS



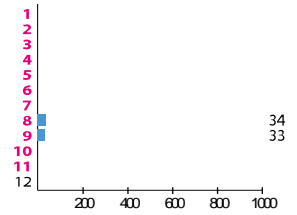
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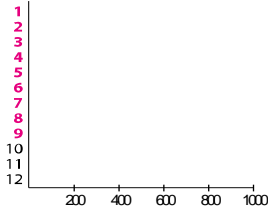
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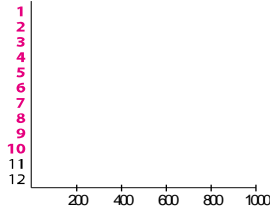
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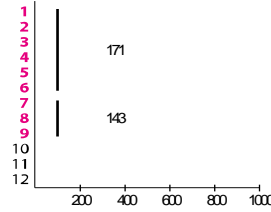
Slovenia



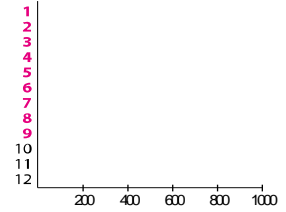
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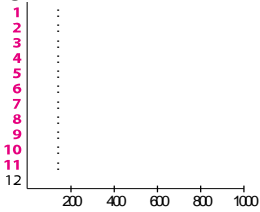
Finland



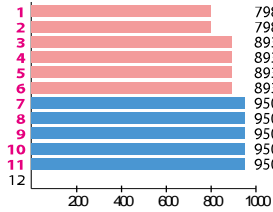
Sweden



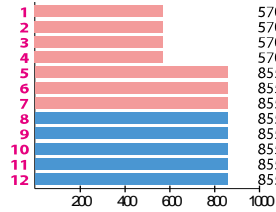
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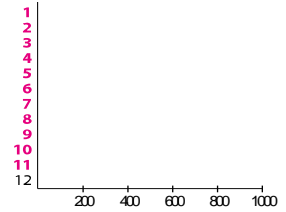
United Kingdom – Wales



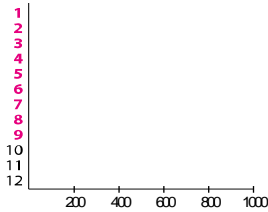
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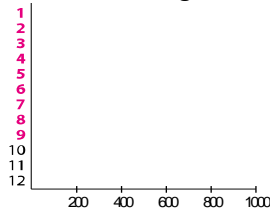
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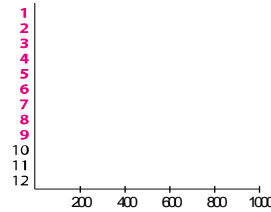
Albania



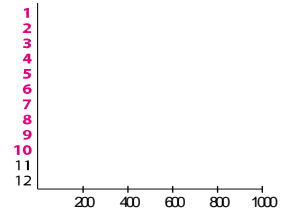
Bosnia and Herzegovina



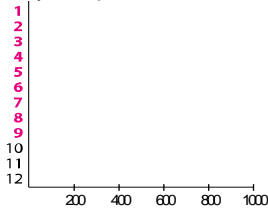
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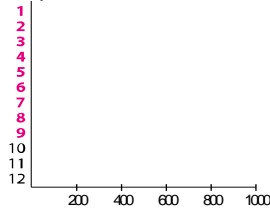
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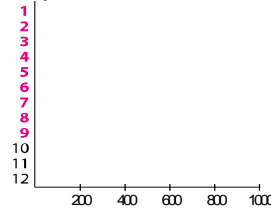
Liechtenstein
Primary and *Gymnasium*



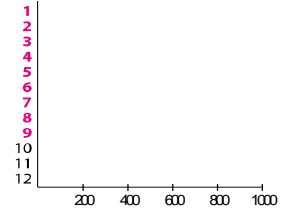
Liechtenstein
Primary and *Oberschule*



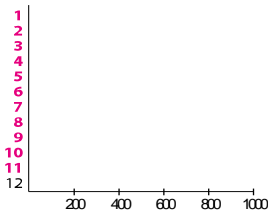
Liechtenstein
Primary and *Realschule*



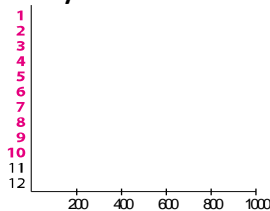
Montenegro



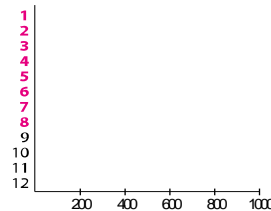
North Macedonia



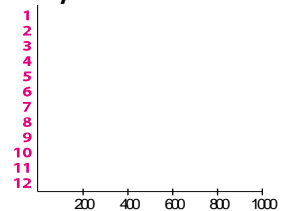
Norway



Serbia



Turkey



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

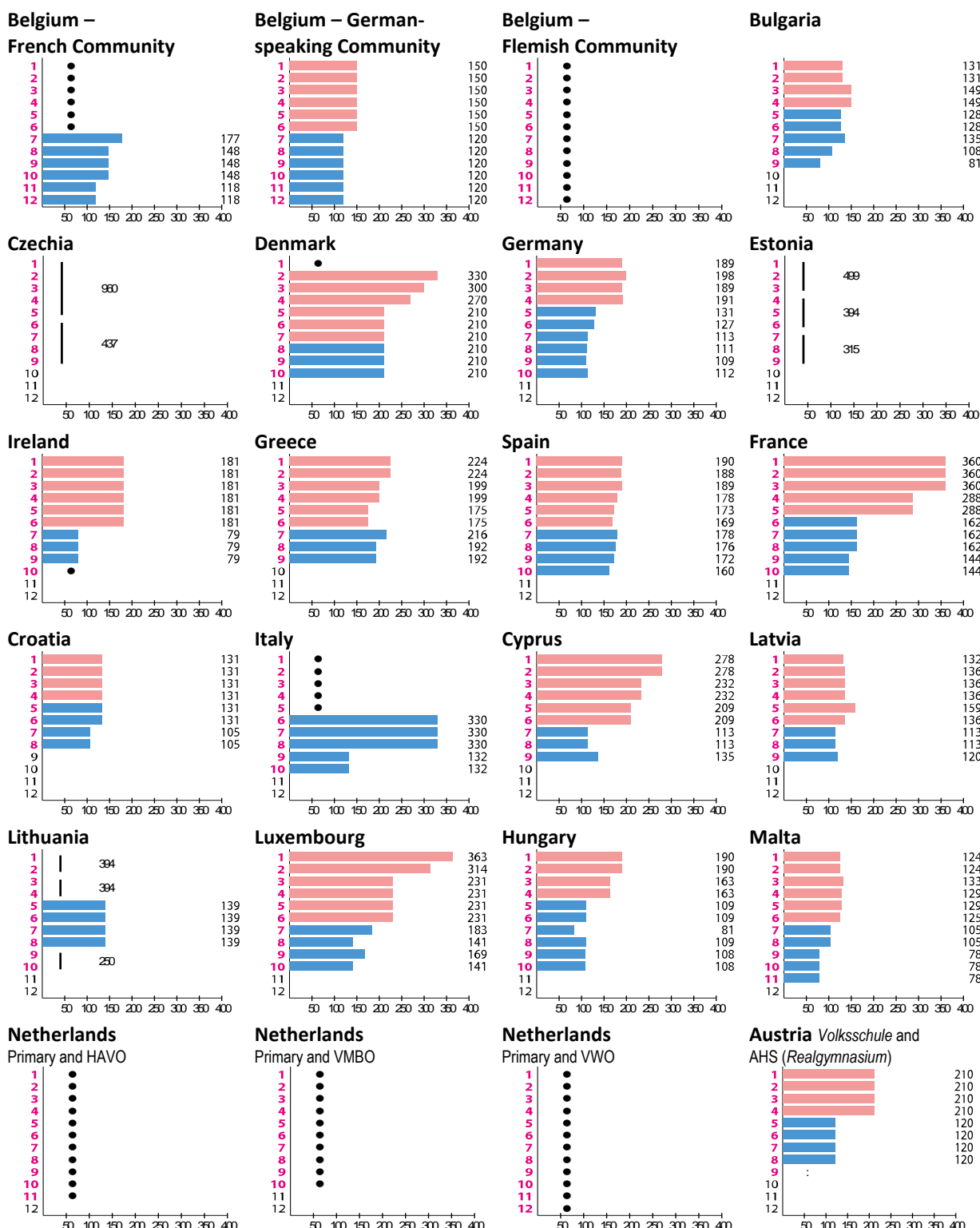
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

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



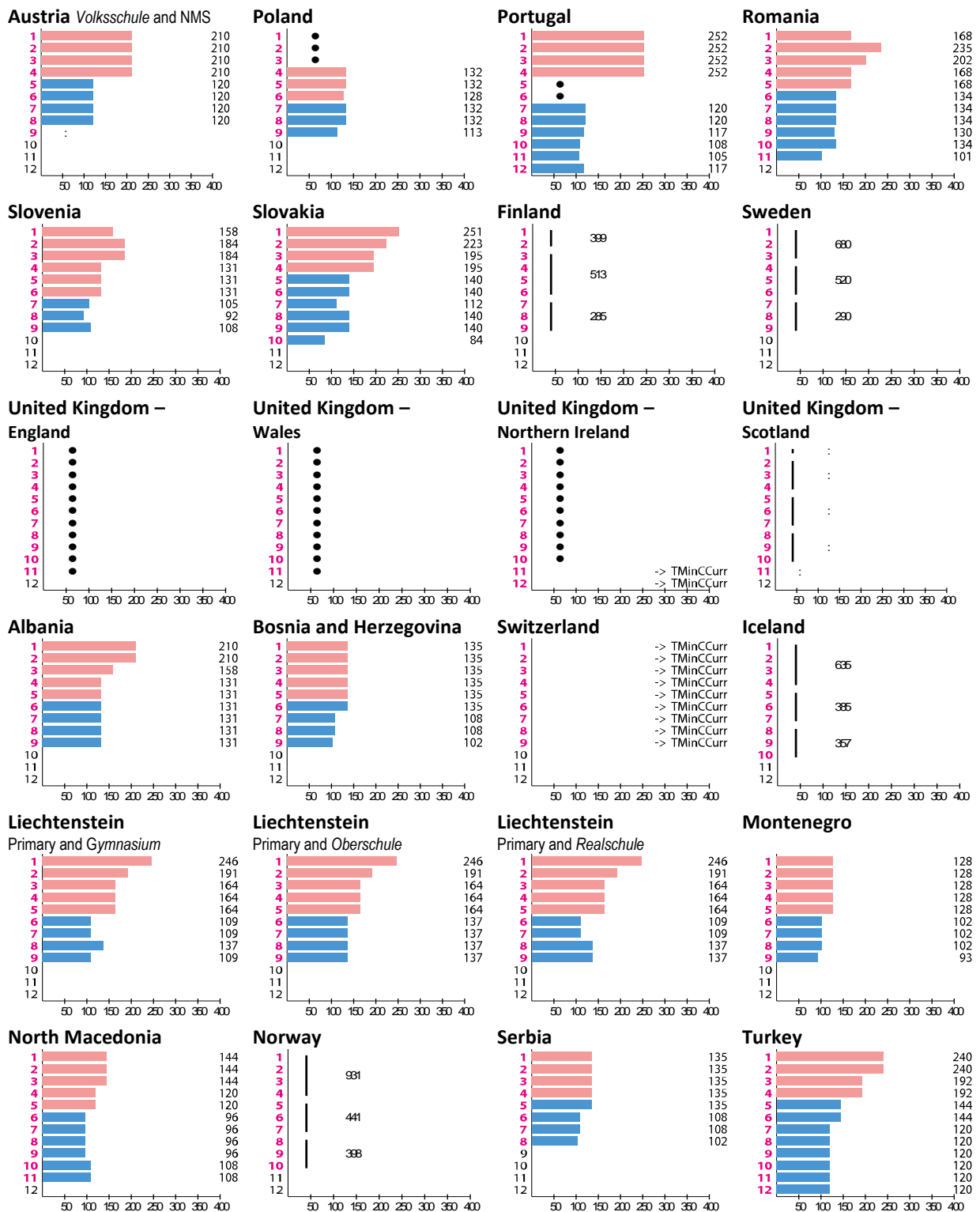
For specific national information, see Part II, Section 5: Country-specific notes.

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

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Source: Eurydice.



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

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

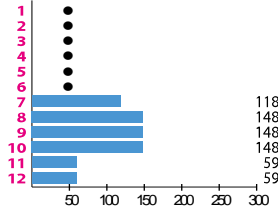
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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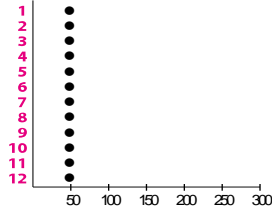
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MATHEMATICS

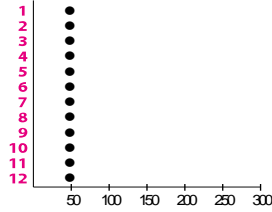
Belgium – French Community



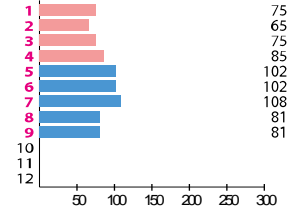
Belgium – German-speaking Community



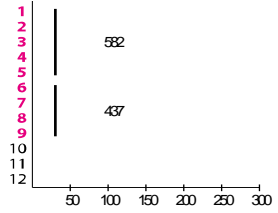
Belgium – Flemish Community



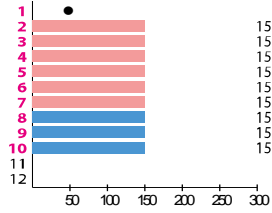
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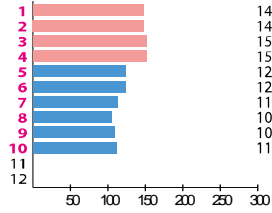
Czechia



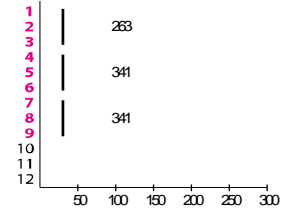
Denmark



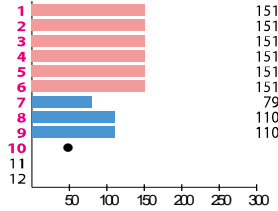
Germany



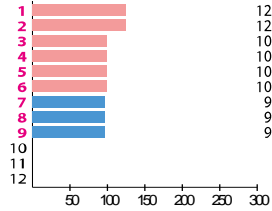
Estonia



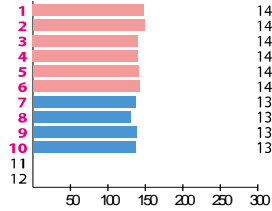
Ireland



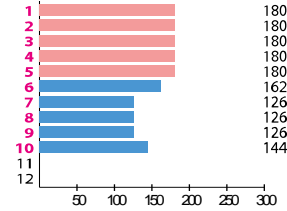
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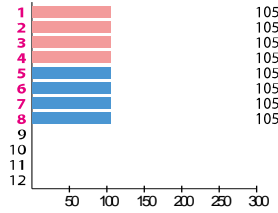
Spain



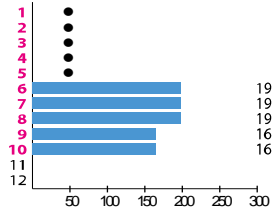
France



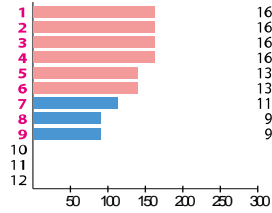
Croatia



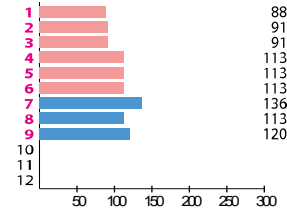
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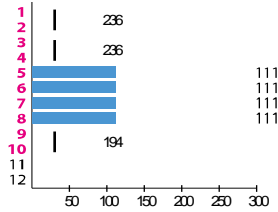
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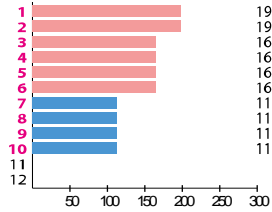
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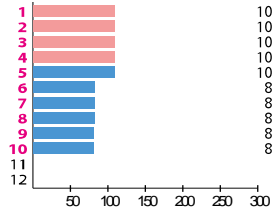
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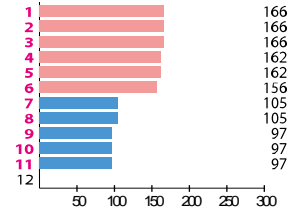
Luxembourg



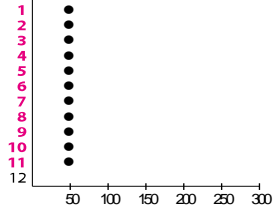
Hungary



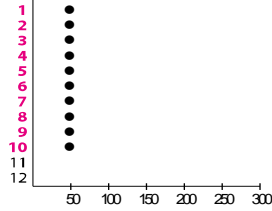
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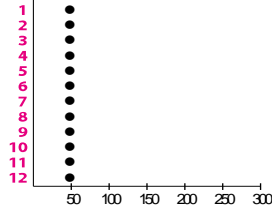
Netherlands Primary and HAVO



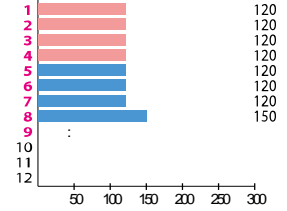
Netherlands Primary and VMBO



Netherlands Primary and VWO



Austria Volksschule and AHS (Realgymnasium)



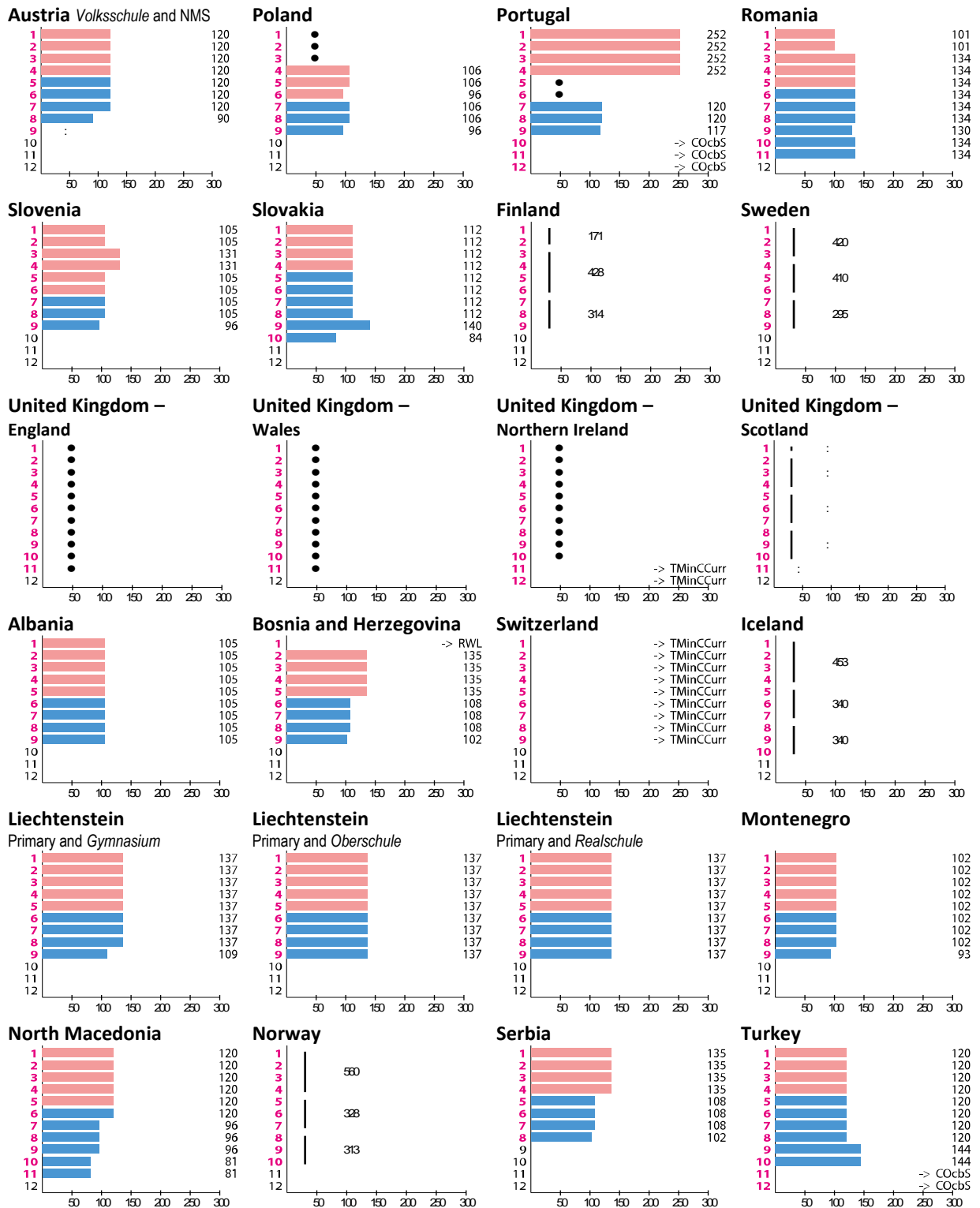
For specific national information, see Part II, Section 5: Country-specific notes.

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 II, Section 5: Country-specific notes.

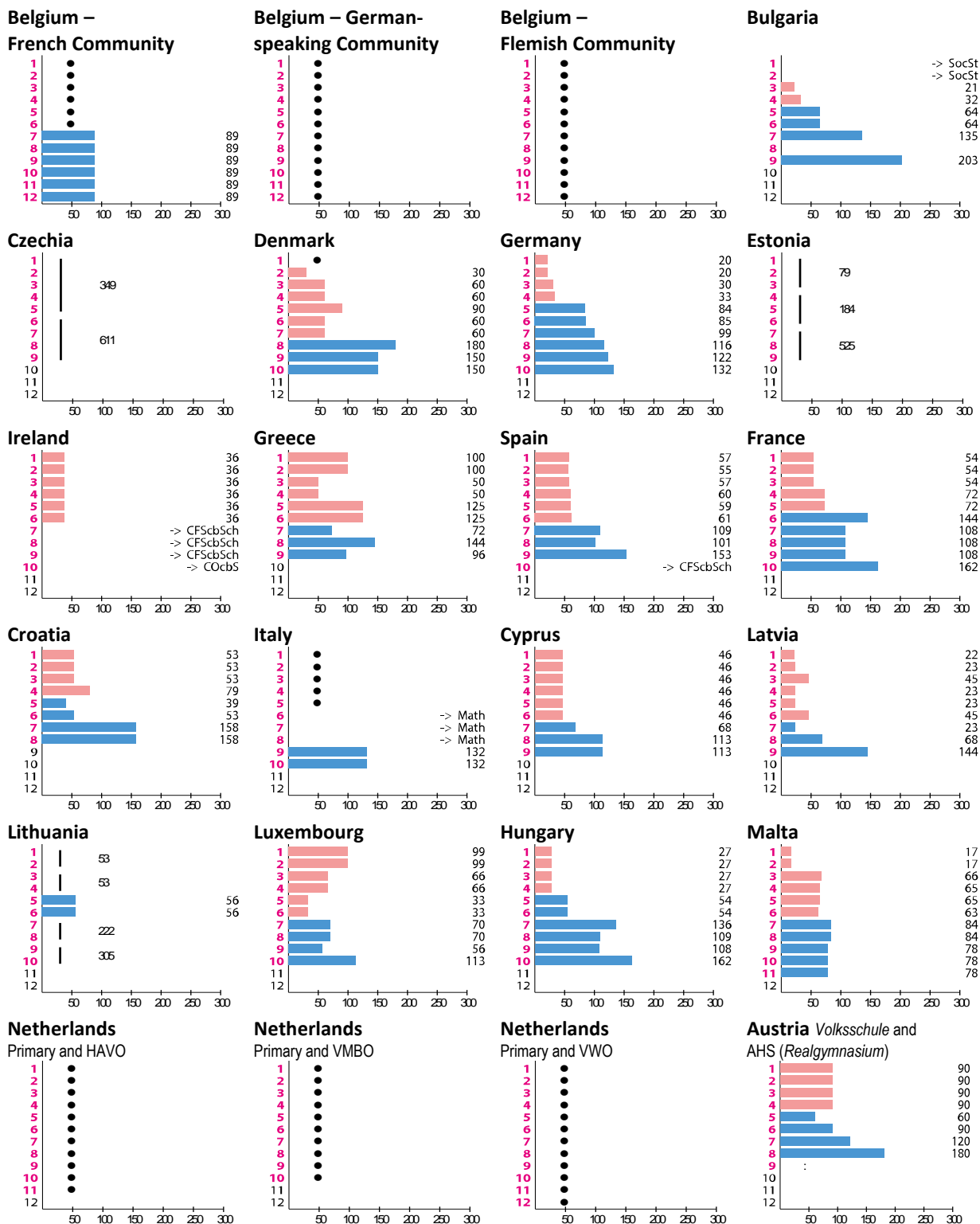
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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.

NATURAL SCIENCES



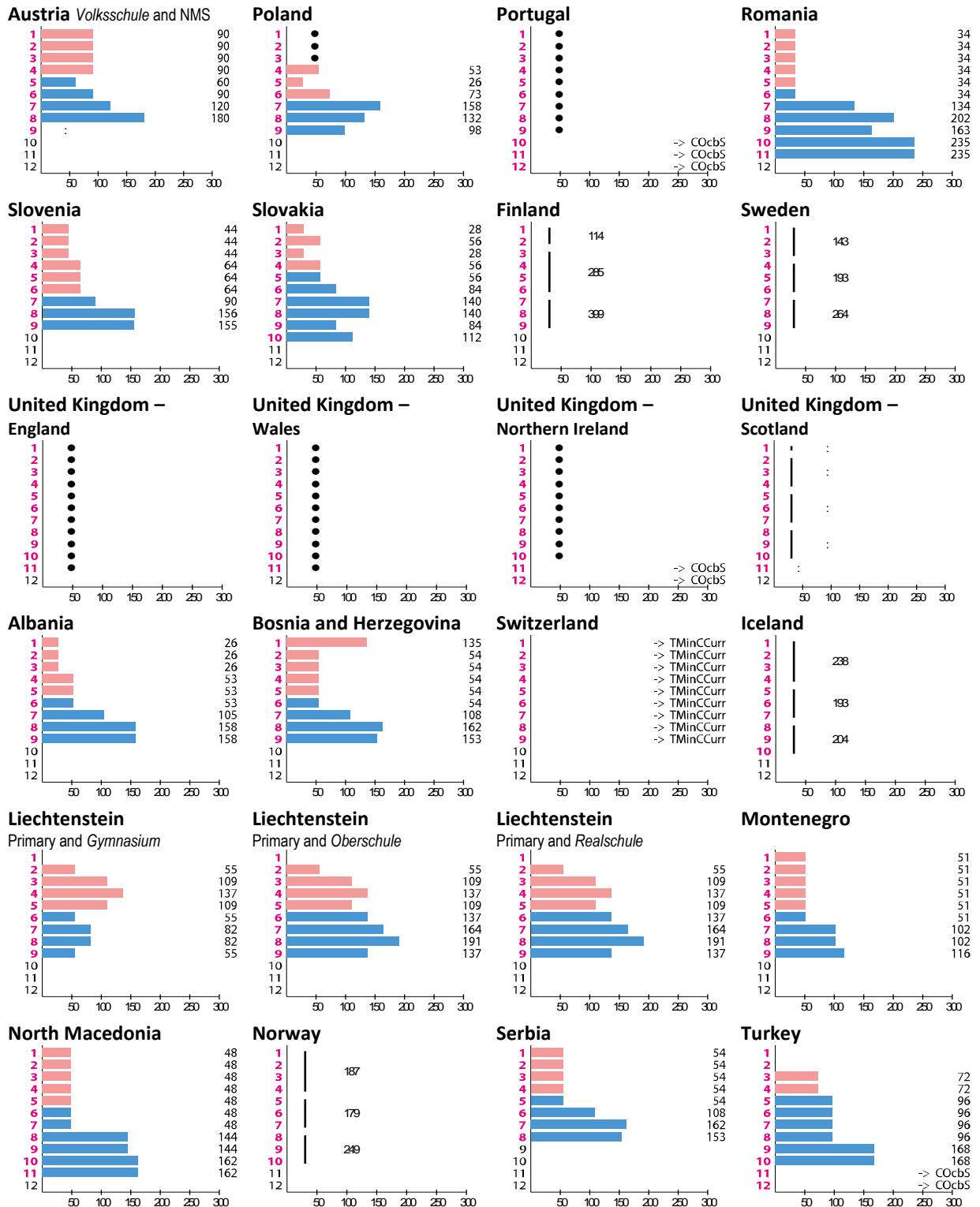
For specific national information, see Part II, Section 5: Country-specific notes.

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.



Country-specific notes: German-speaking Community of Belgium: Data include instruction time (< IT) for technology in grades 1-8. Flemish Community of Belgium: < IT for technology in grades 1-6. Czechia: < IT for social studies in grades 1-5. Ireland: < IT for technology in grades 1-6. France: < IT for social studies and ICT in grades 1-3 and for technology in grades 1-6. Croatia: < IT for social studies in grades 1-4. Cyprus: < IT for technology in grades 1-4. Malta: < IT for technology in grades 1-6. Austria: < IT for social studies and technology in grades 1-4. Sweden: < IT for technology in grades 1-9. Bosnia and Herzegovina: < IT for social studies in grades 1-4. Liechtenstein: < IT for social studies (primary education *Oberschule* and *Realschule*). Montenegro: < IT for social studies in grades 1-3 and technology grades 1-4. Serbia: < IT for social studies in grades 1-4.

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

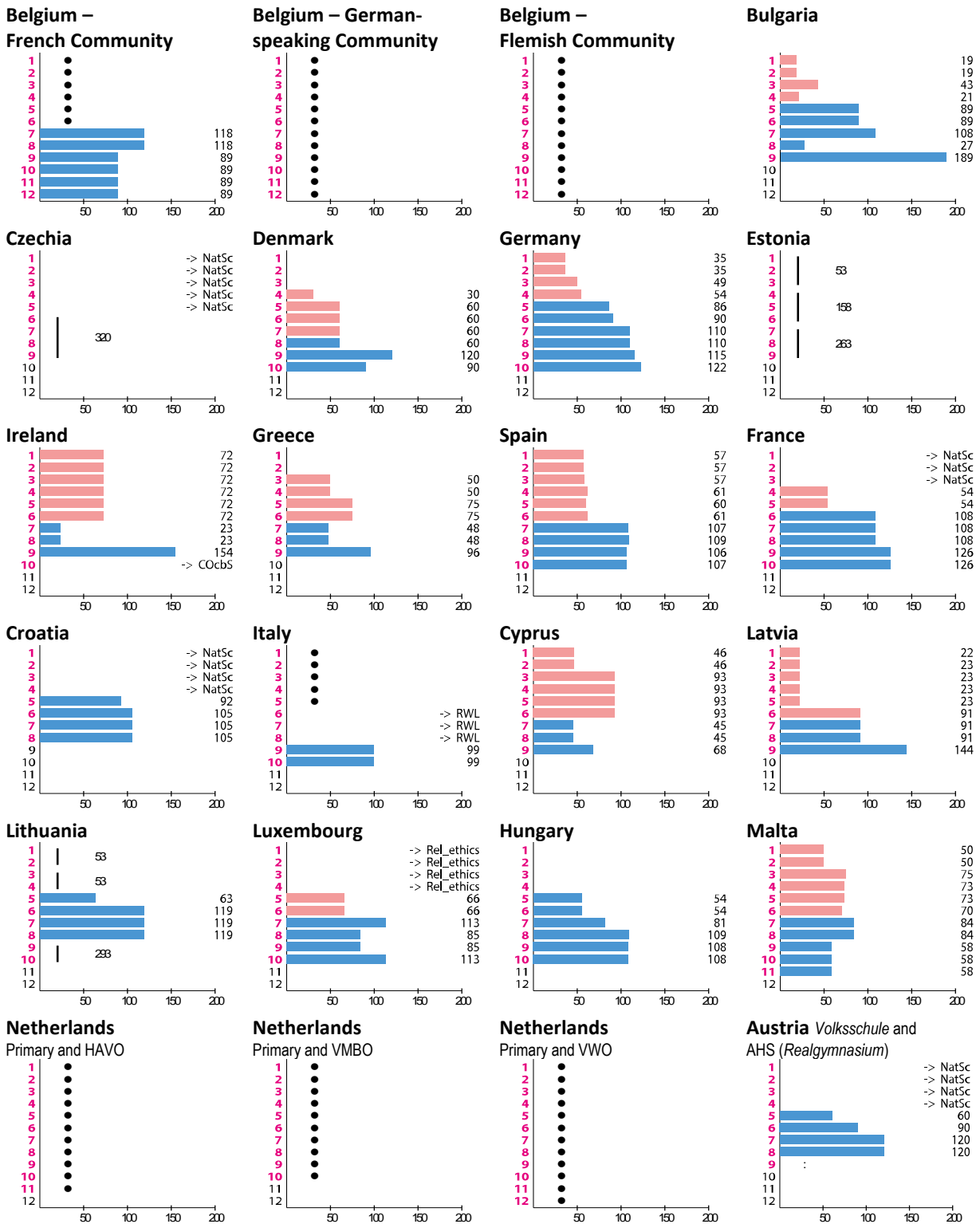
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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.

SOCIAL STUDIES



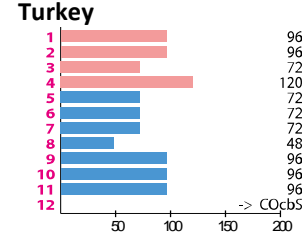
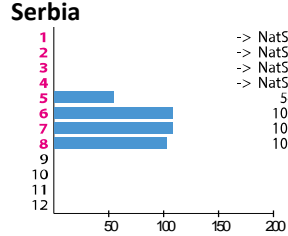
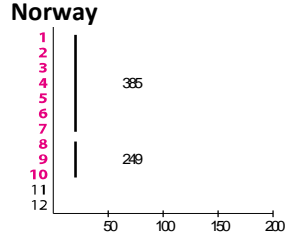
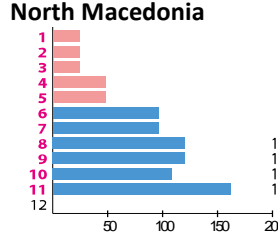
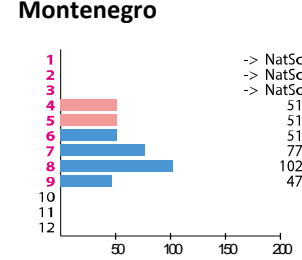
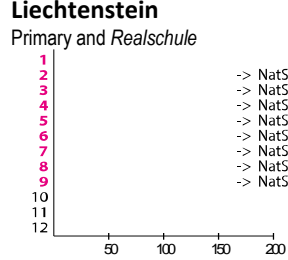
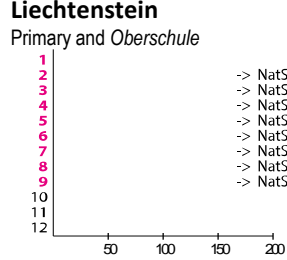
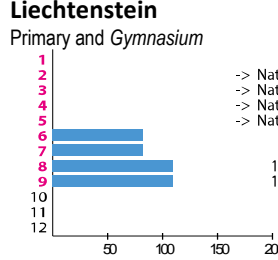
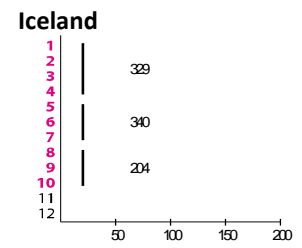
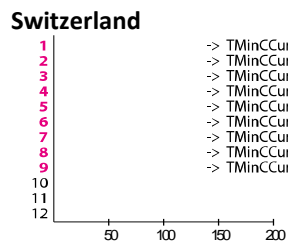
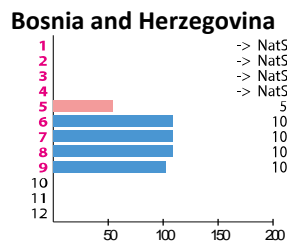
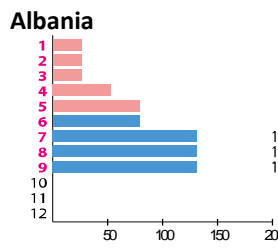
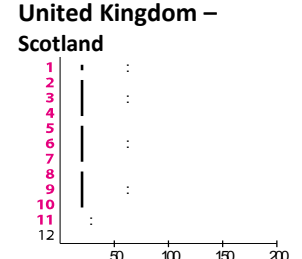
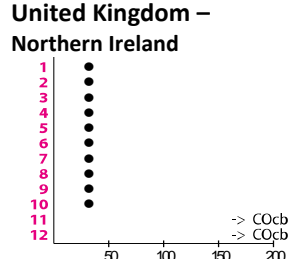
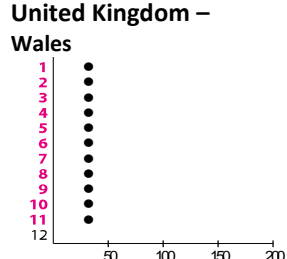
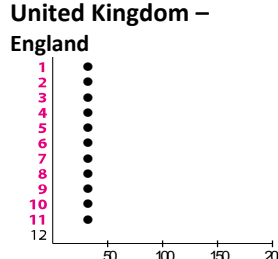
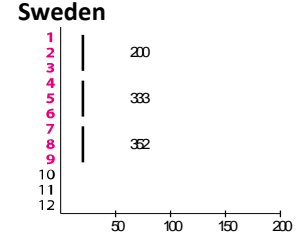
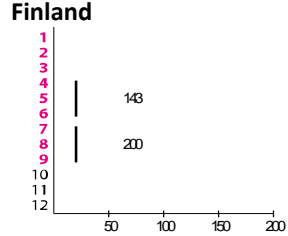
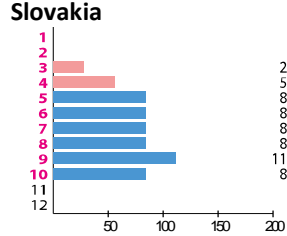
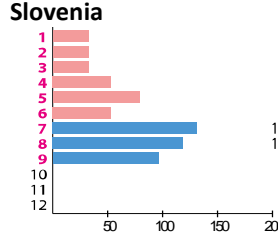
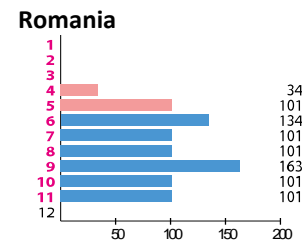
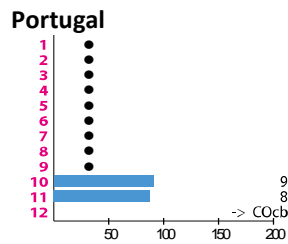
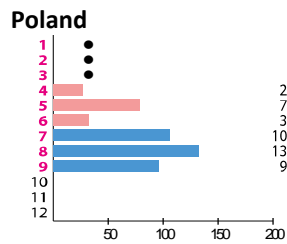
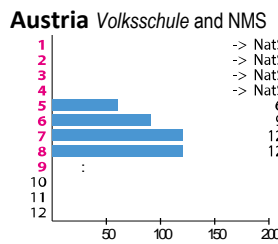
For specific national information, see Part II, Section 5: Country-specific notes.

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.



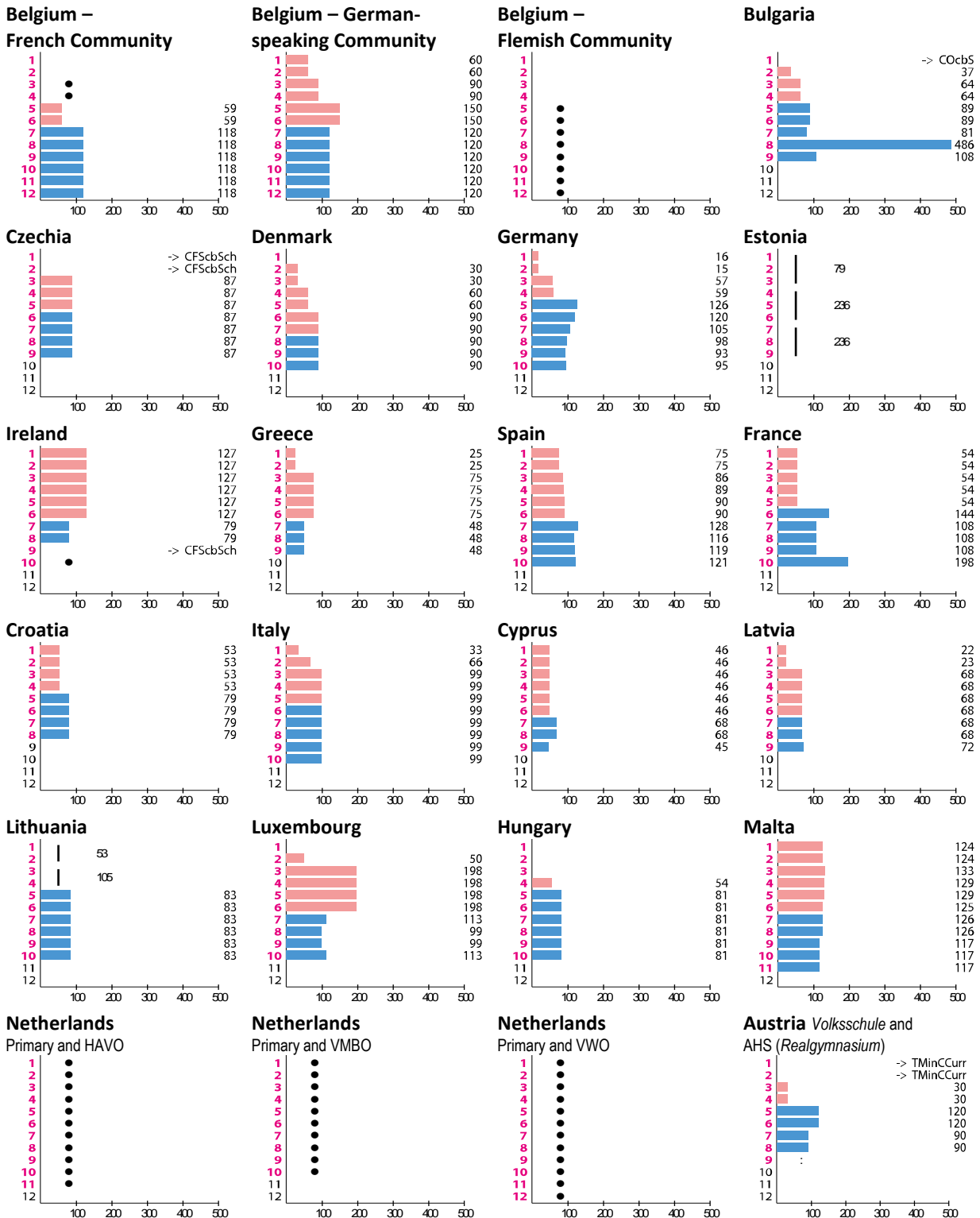
For specific national information, see Part II, Section 5: Country-specific notes.

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.

LANGUAGE 2



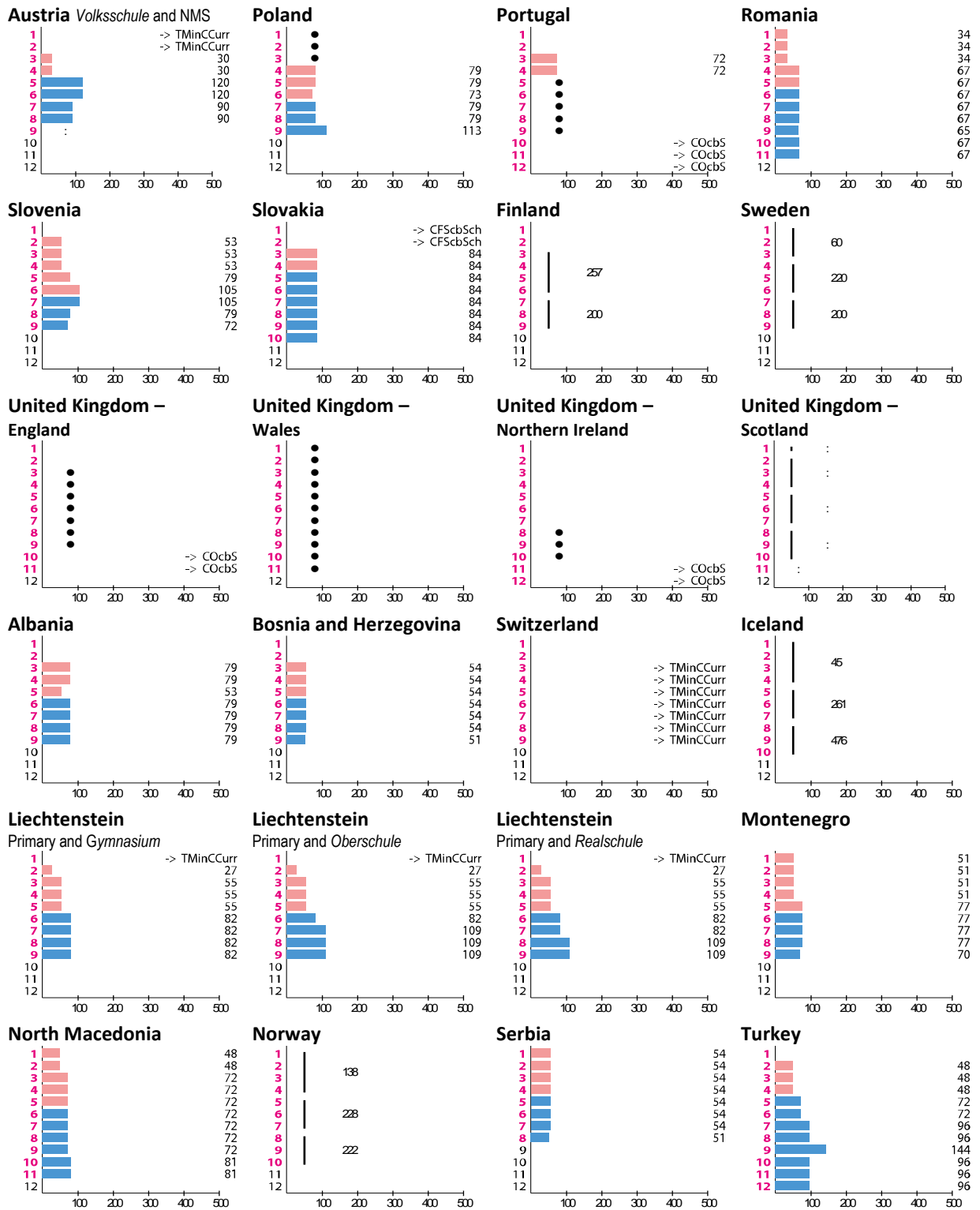
For specific national information, see Part II, Section 5: Country-specific notes.

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.



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

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

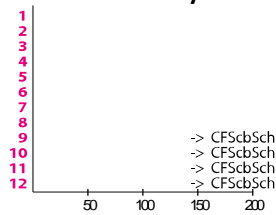
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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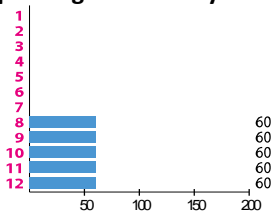
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LANGUAGE 3

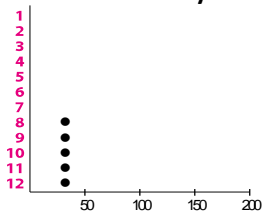
Belgium – French Community



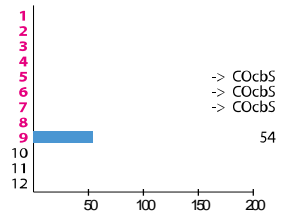
Belgium – German-speaking Community



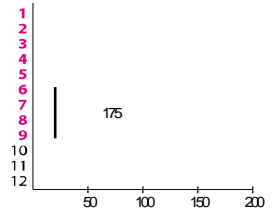
Belgium – Flemish Community



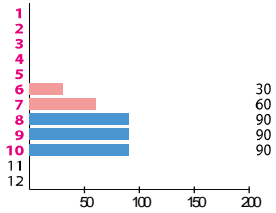
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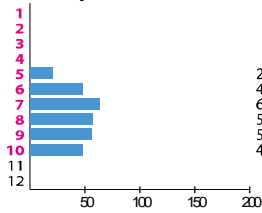
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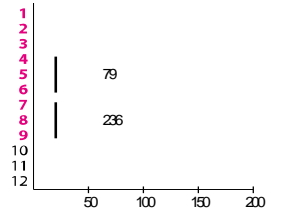
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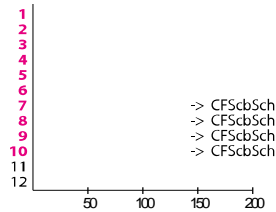
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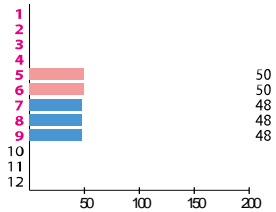
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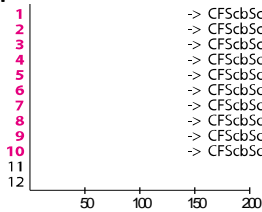
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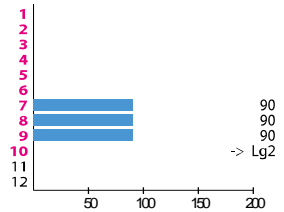
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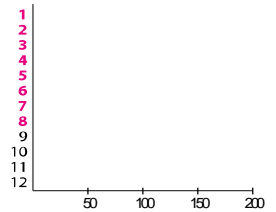
Spain



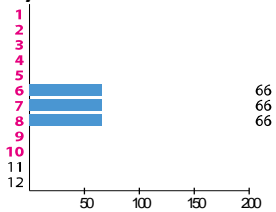
France



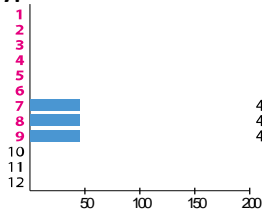
Croatia



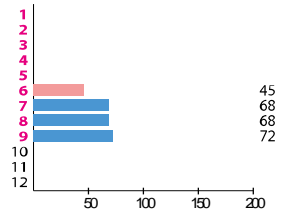
Italy



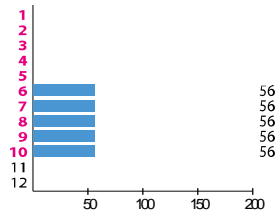
Cyprus



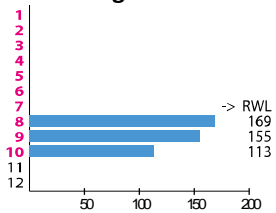
Latvia



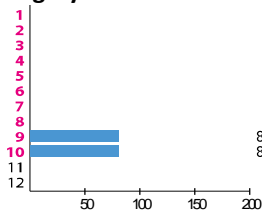
Lithuania



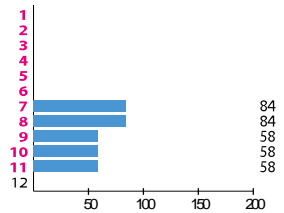
Luxembourg



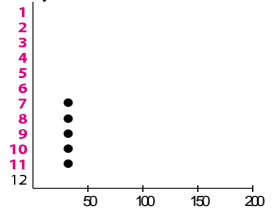
Hungary



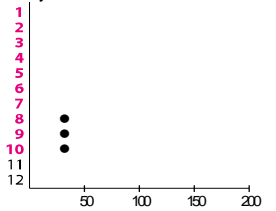
Malta



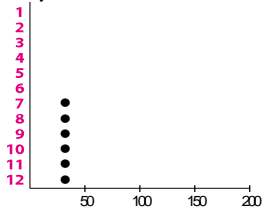
Netherlands Primary and HAVO



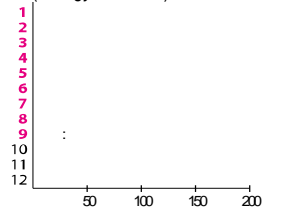
Netherlands Primary and VMBO



Netherlands Primary and VWO



Austria Volksschule and AHS (Realgymnasium)



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

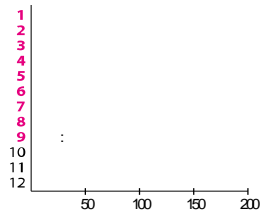
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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

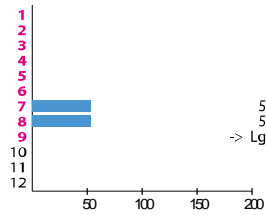
-> category Instruction time included in another category (see Reading guide) x Number of hours distributed between various school years

Source: Eurydice.

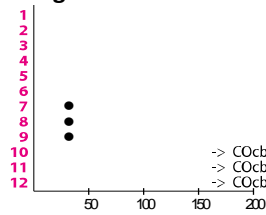
Austria *Volksschule* and NMS



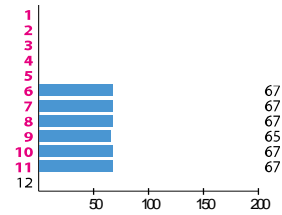
Poland



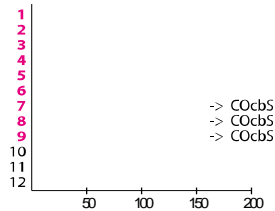
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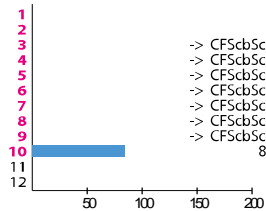
Romania



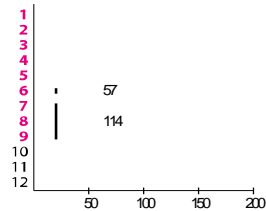
Slovenia



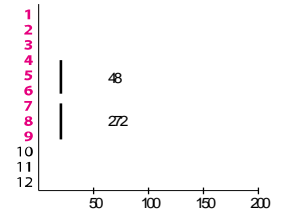
Slovakia



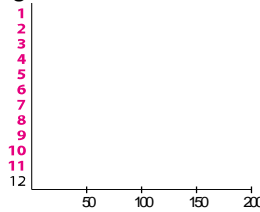
Finland



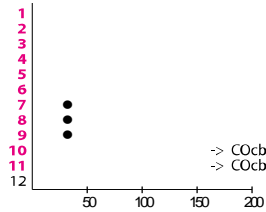
Sweden



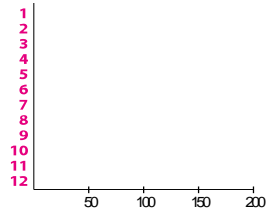
United Kingdom – England



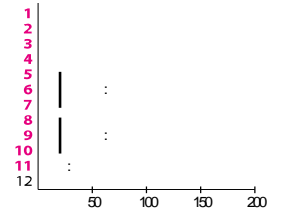
United Kingdom – Wales



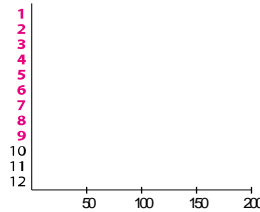
United Kingdom – Northern Ireland



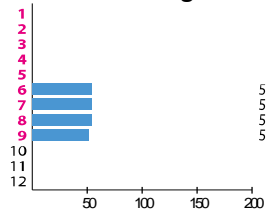
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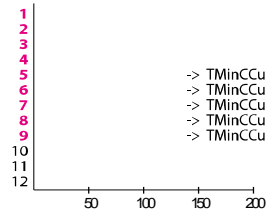
Albania



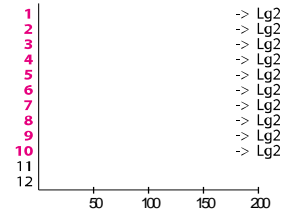
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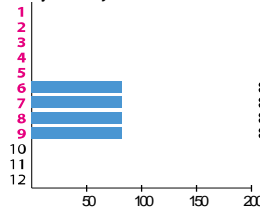
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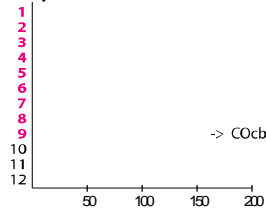
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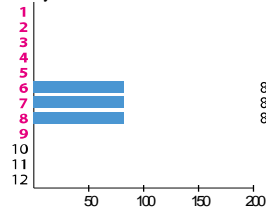
Liechtenstein
Primary and *Gymnasium*



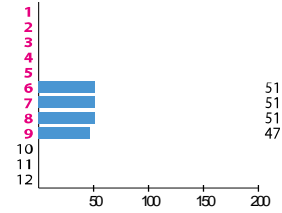
Liechtenstein
Primary and *Oberschule*



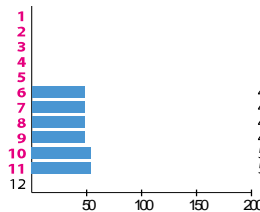
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Primary and *Realschule*



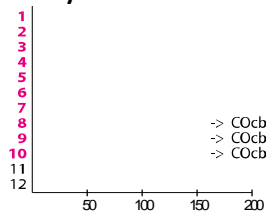
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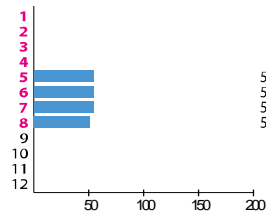
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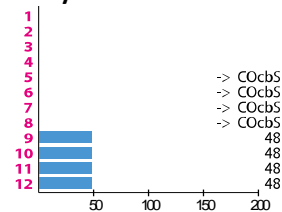
Norway



Serbia



Turkey



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

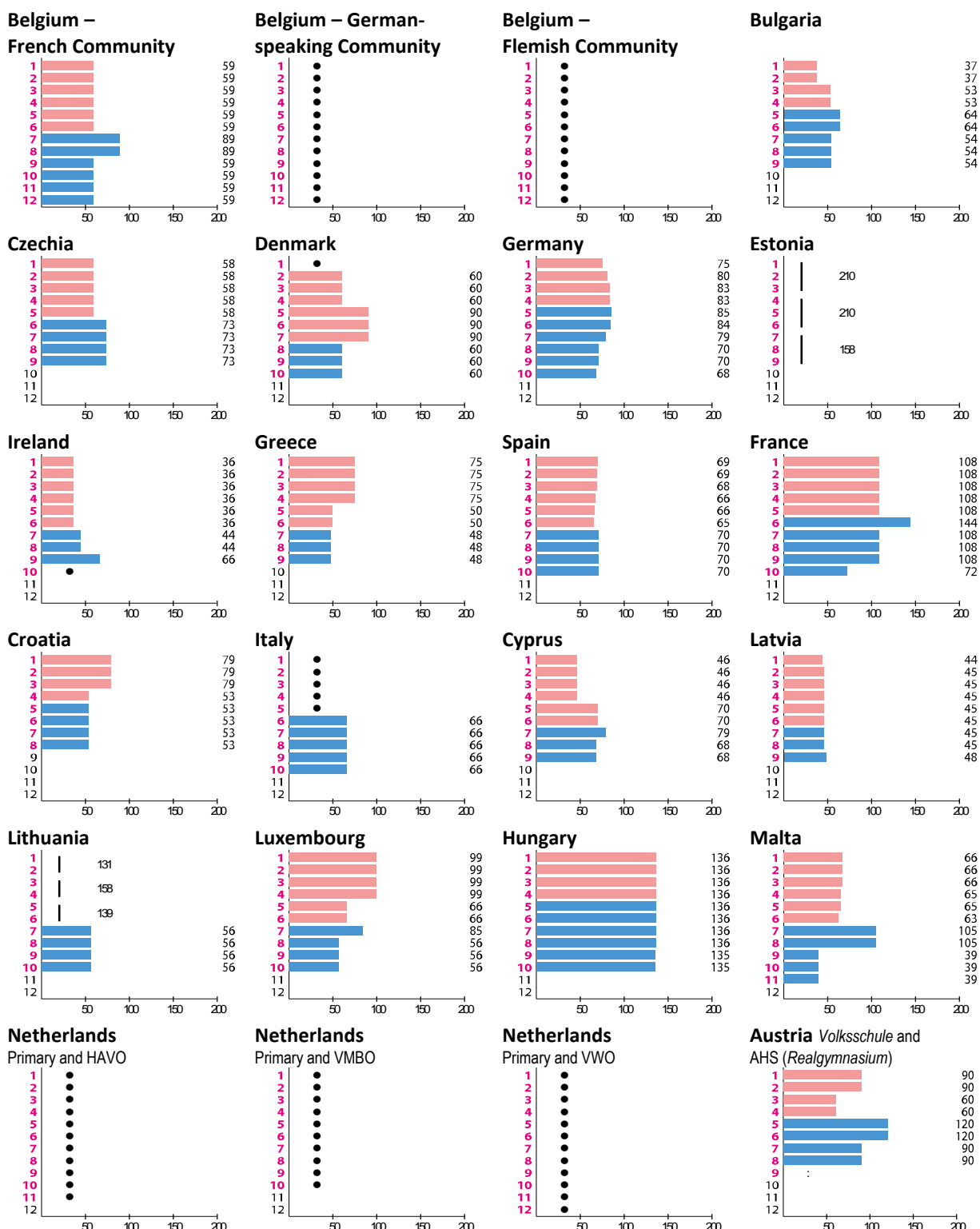
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

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.

PHYSICAL EDUCATION AND HEALTH



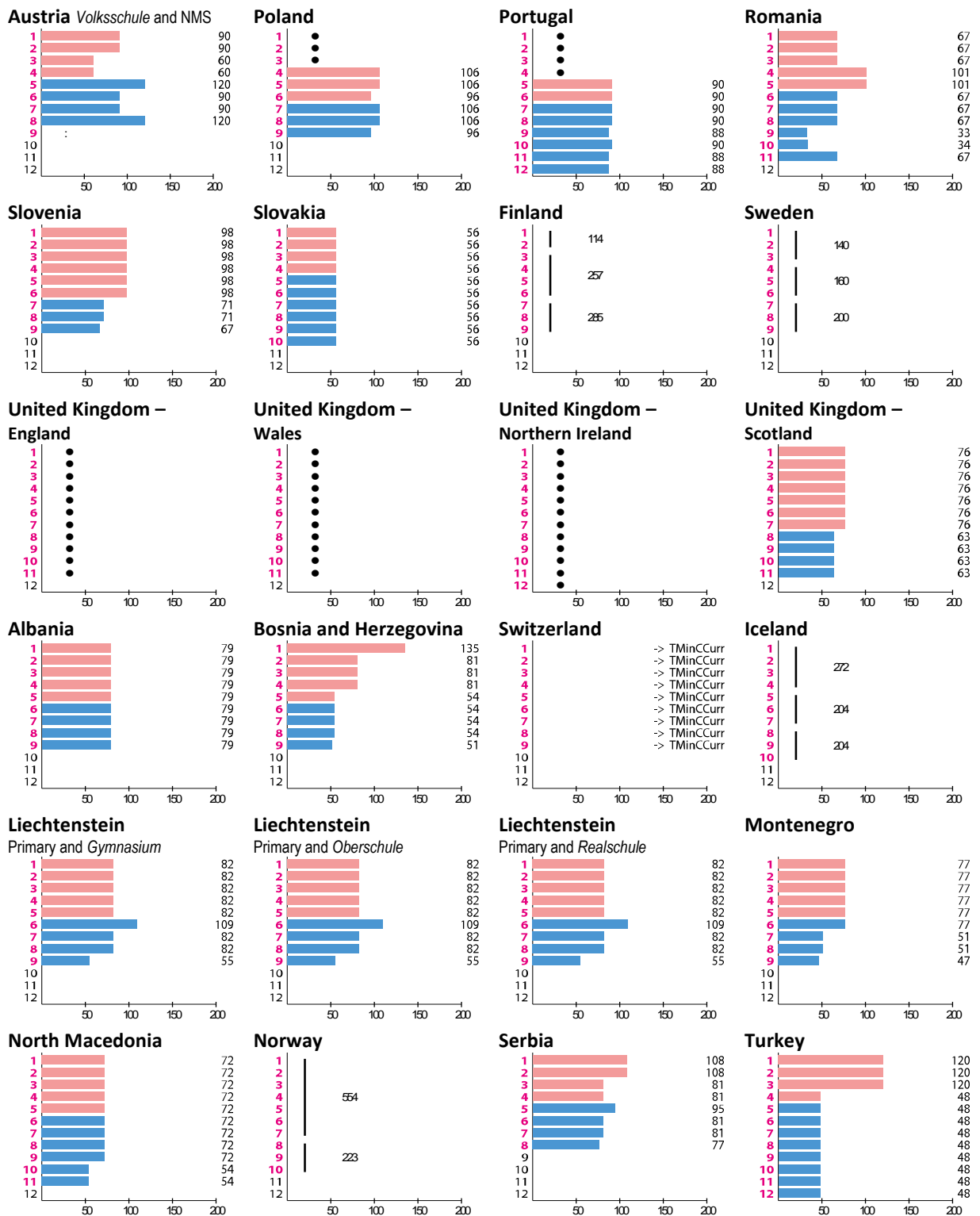
For specific national information, see Part II, Section 5: Country-specific notes.

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.



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

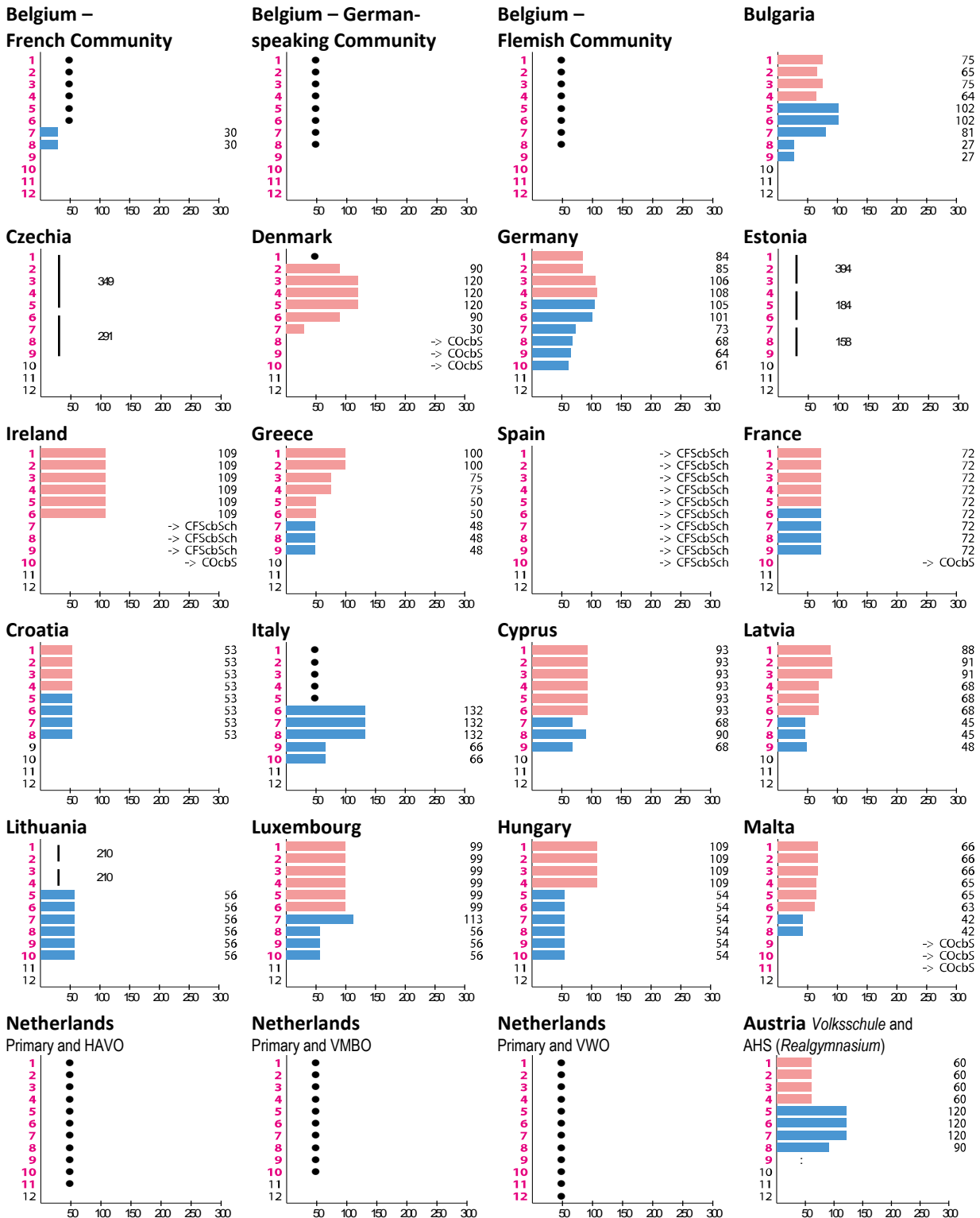
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ● Grades in FTCG

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



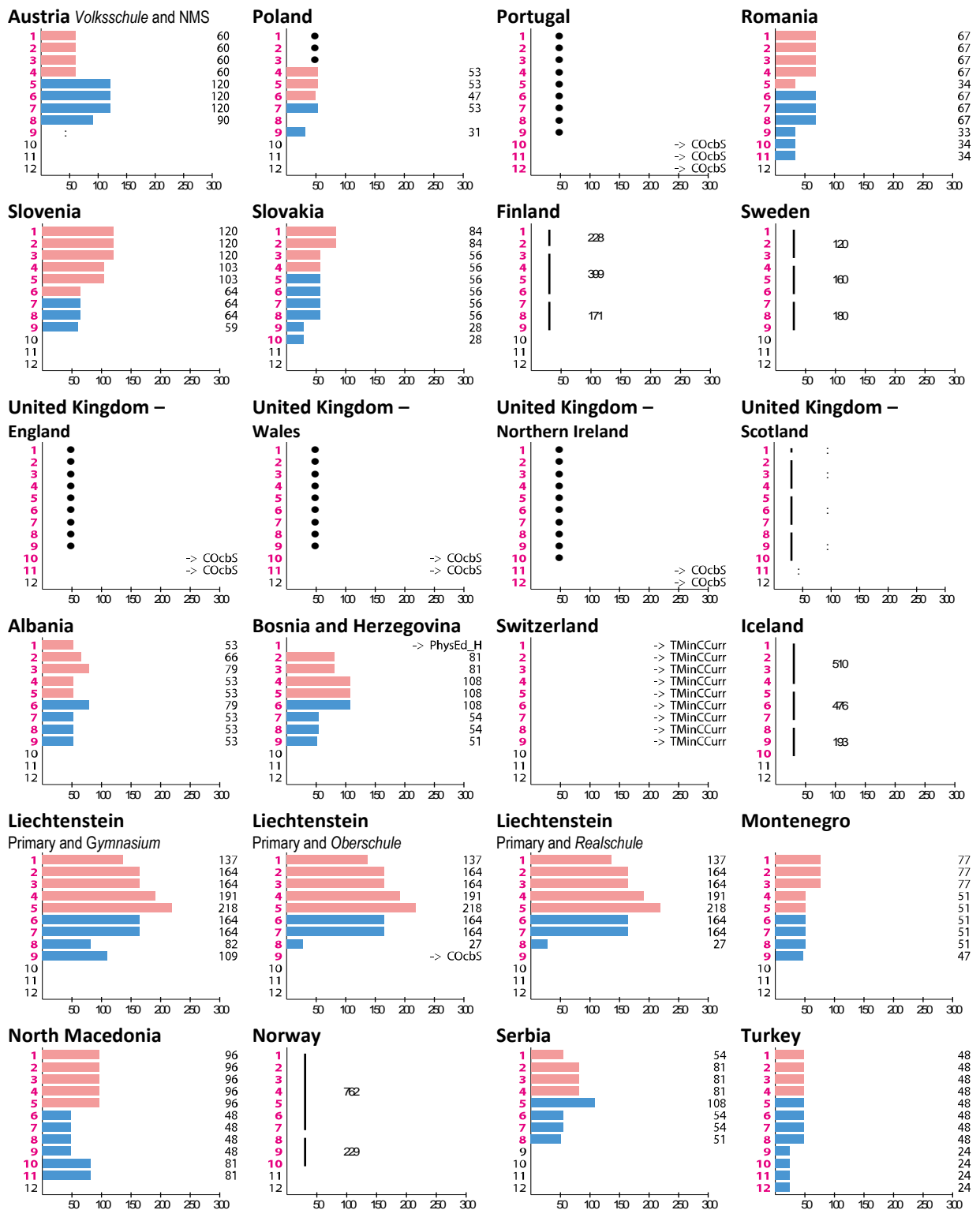
For specific national information, see Part II, Section 5: Country-specific notes.

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.



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

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

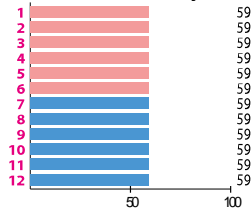
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

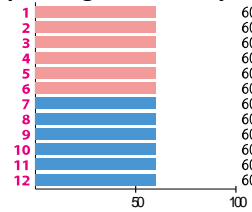
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RELIGION/ETHICS/MORAL EDUCATION

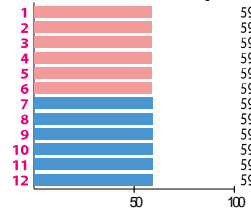
Belgium – French Community



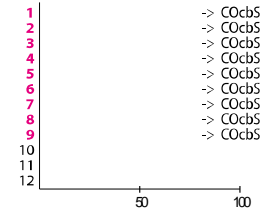
Belgium – German-speaking Community



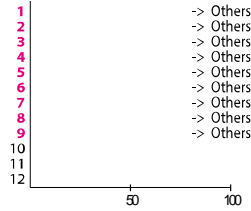
Belgium – Flemish Community



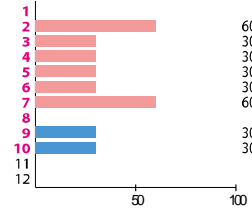
Bulgaria



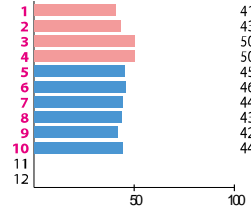
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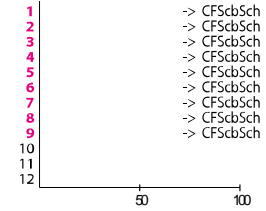
Denmark



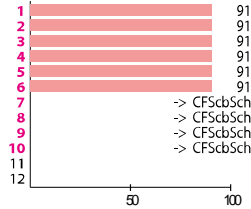
Germany



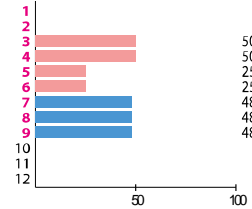
Estonia



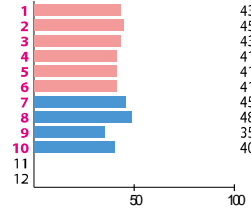
Ireland



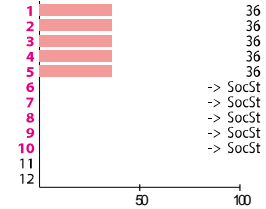
Greece



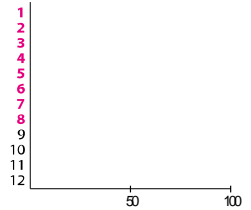
Spain



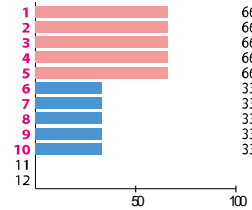
France



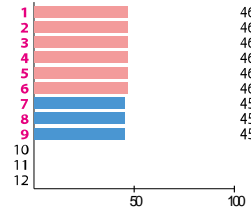
Croatia



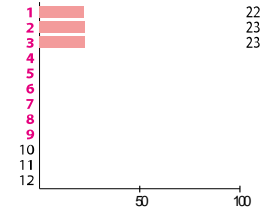
Italy



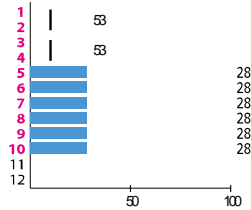
Cyprus



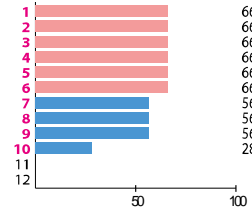
Latvia



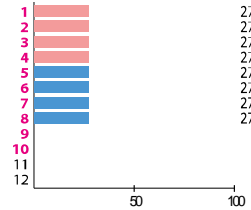
Lithuania



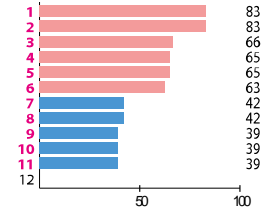
Luxembourg



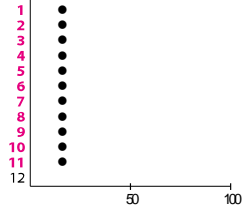
Hungary



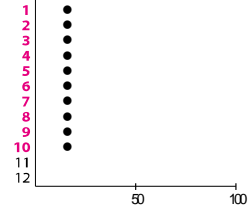
Malta



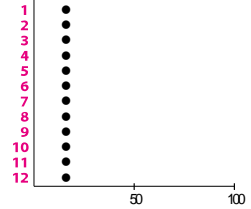
Netherlands Primary and HAVO



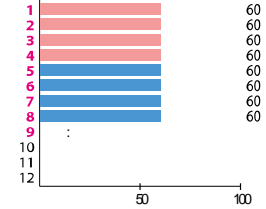
Netherlands Primary and VMBO



Netherlands Primary and VWO



Austria Volksschule and AHS (Realgymnasium)



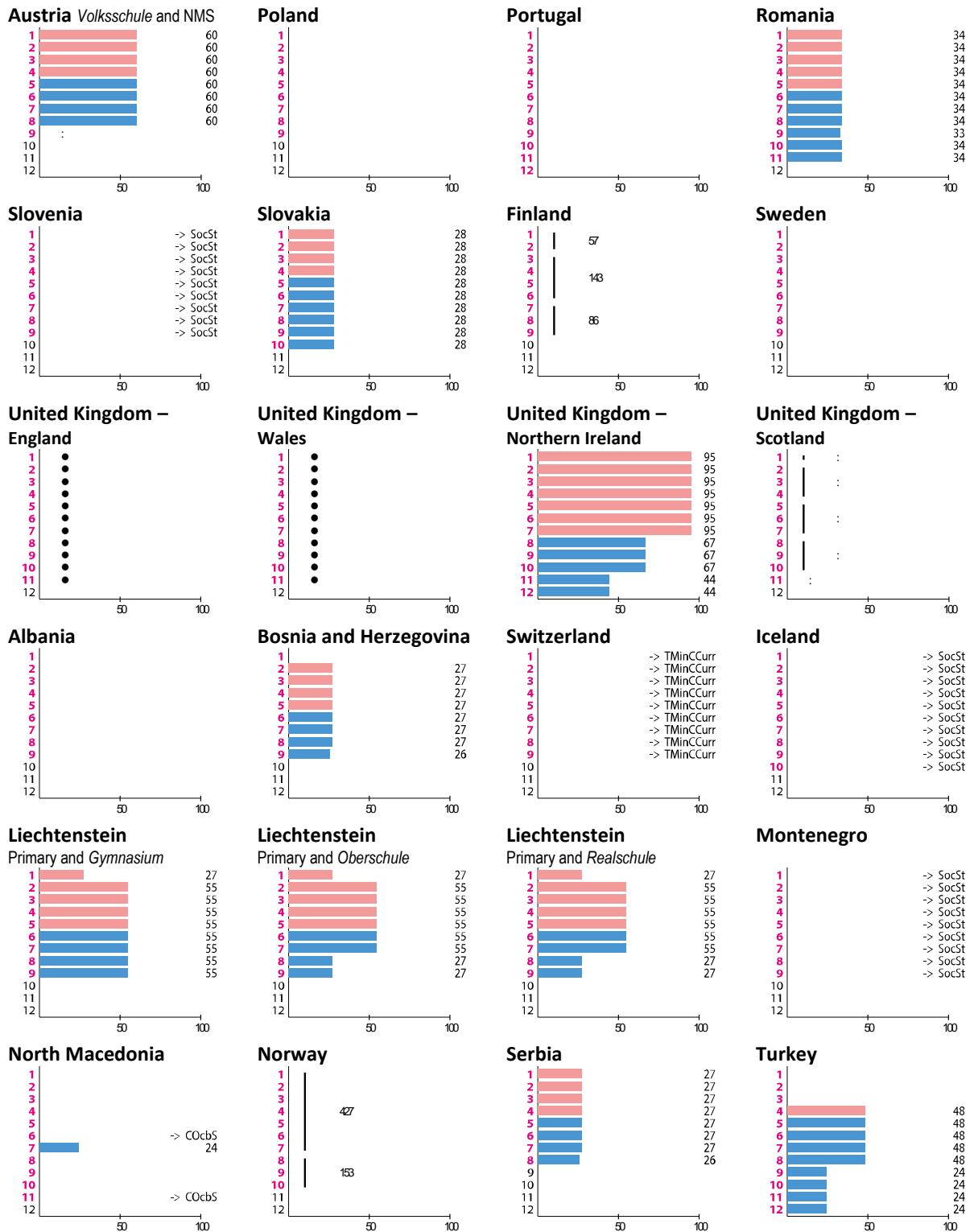
For specific national information, see Part II, Section 5: Country-specific notes.

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.



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

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

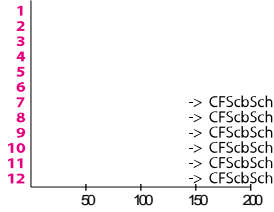
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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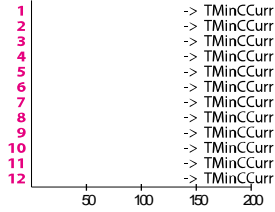
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ICT

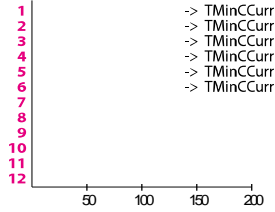
Belgium – French Community



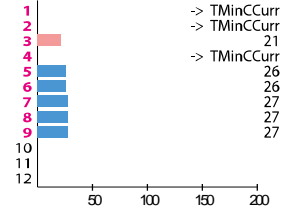
Belgium – German-speaking Community



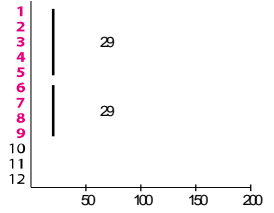
Belgium – Flemish Community



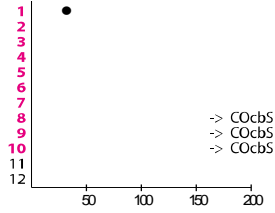
Bulgaria



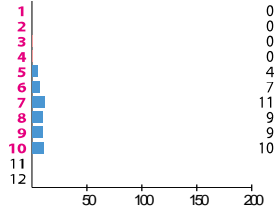
Czechia



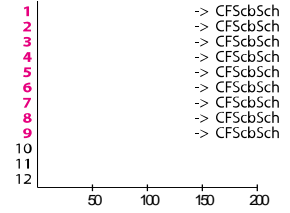
Denmark



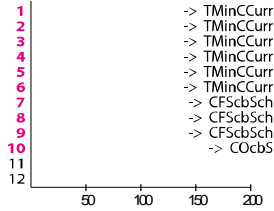
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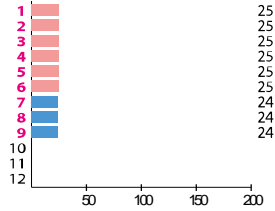
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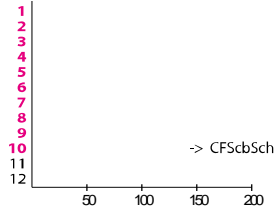
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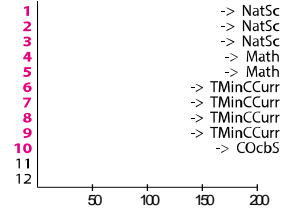
Greece



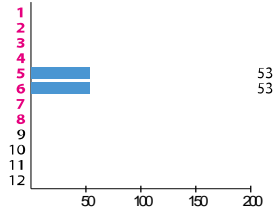
Spain



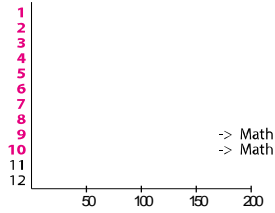
France



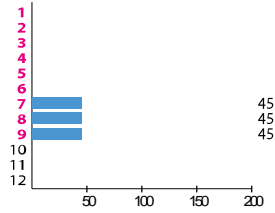
Croatia



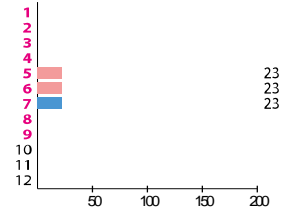
Italy



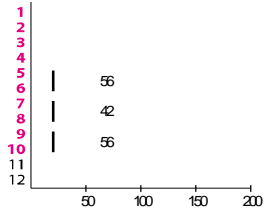
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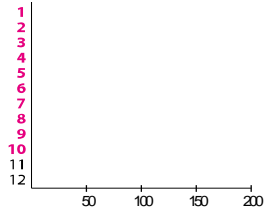
Latvia



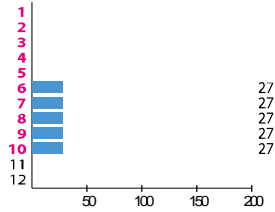
Lithuania



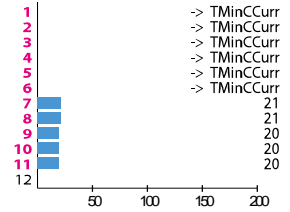
Luxembourg



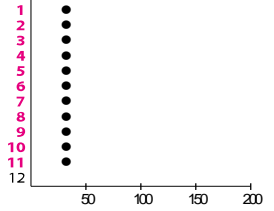
Hungary



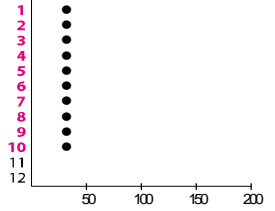
Malta



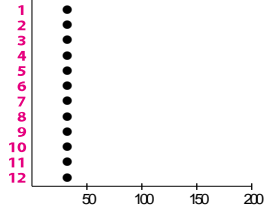
Netherlands Primary and HAVO



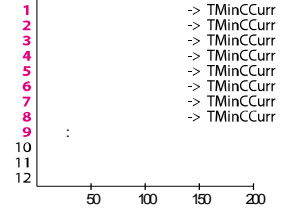
Netherlands Primary and VMBO



Netherlands Primary and VWO



Austria Volksschule and AHS (Realgymnasium)



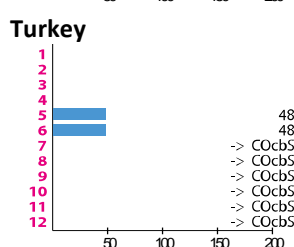
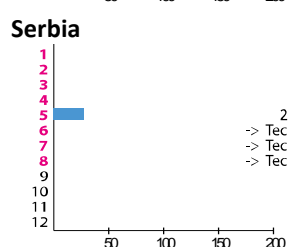
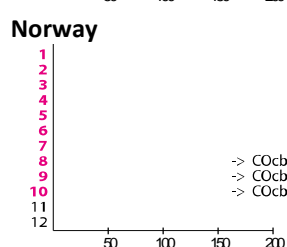
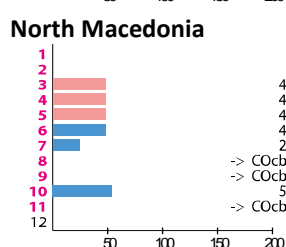
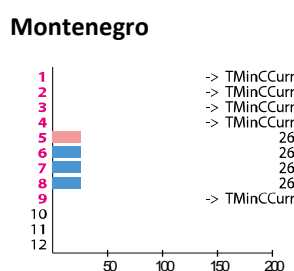
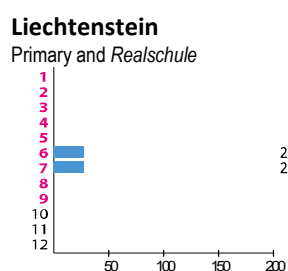
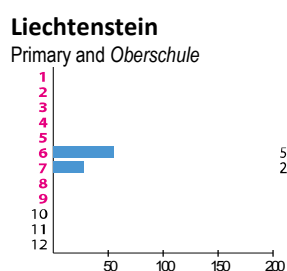
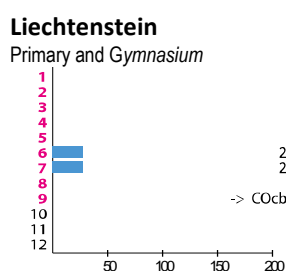
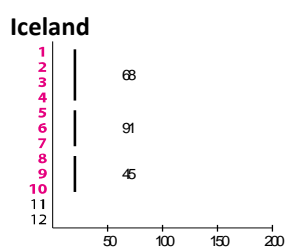
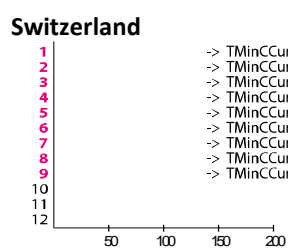
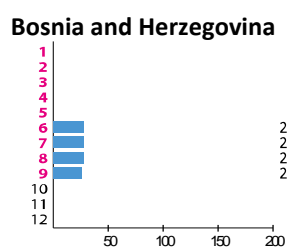
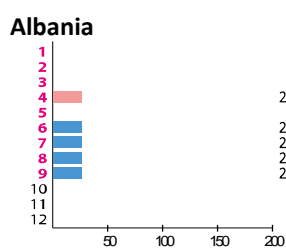
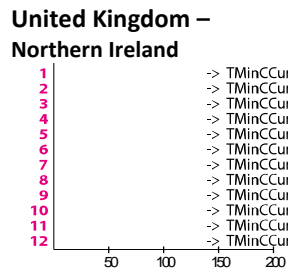
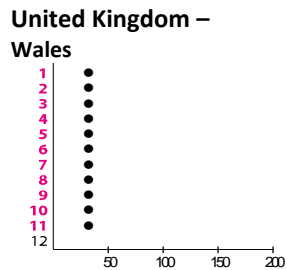
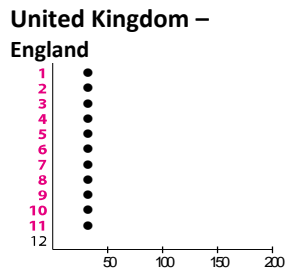
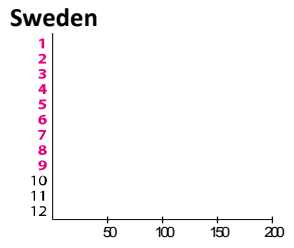
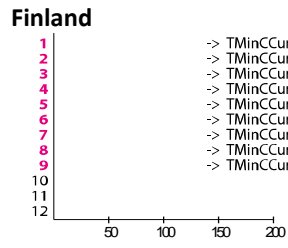
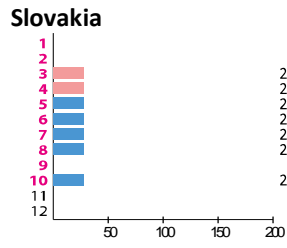
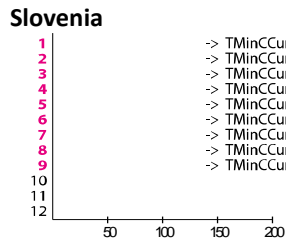
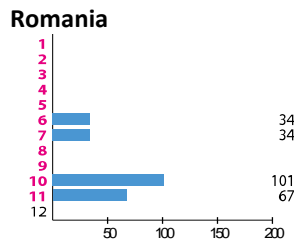
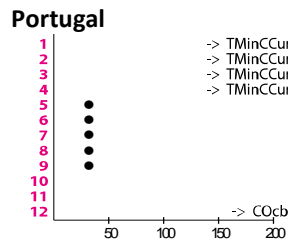
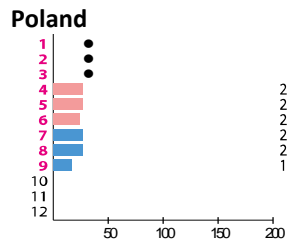
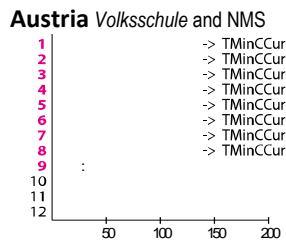
For specific national information, see Part II, Section 5: Country-specific notes.

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.



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

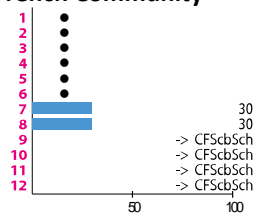
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

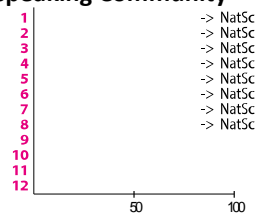
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TECHNOLOGY

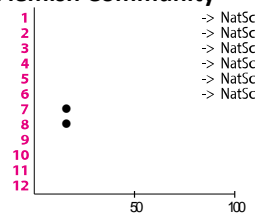
Belgium – French Community



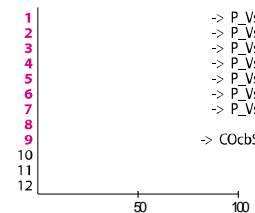
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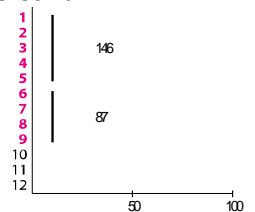
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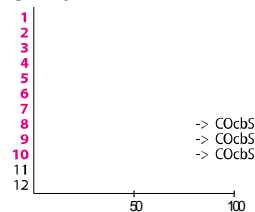
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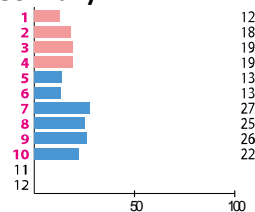
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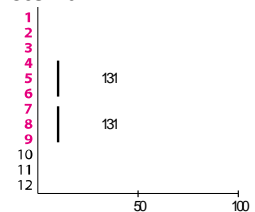
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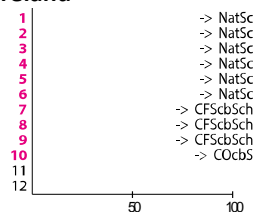
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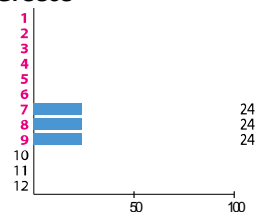
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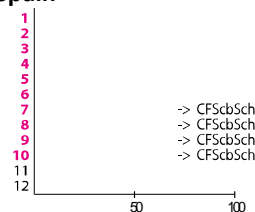
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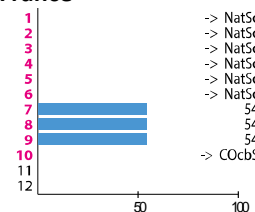
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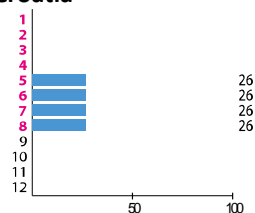
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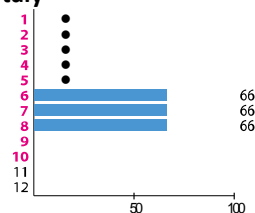
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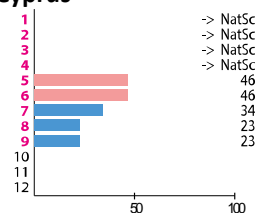
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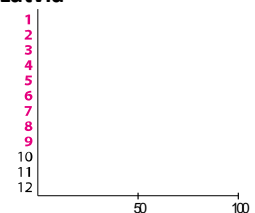
Italy



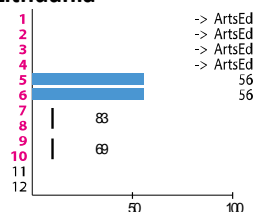
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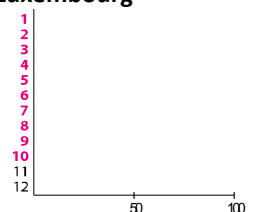
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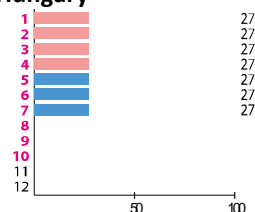
Lithuania



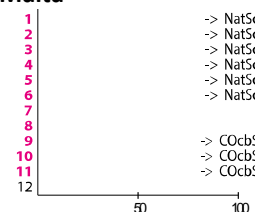
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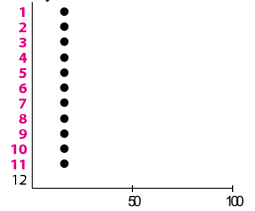
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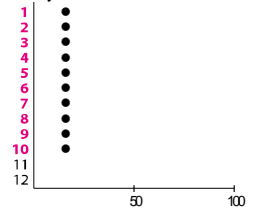
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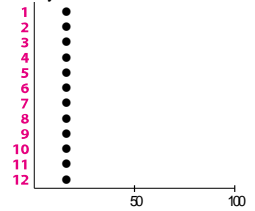
Netherlands Primary and HAVO



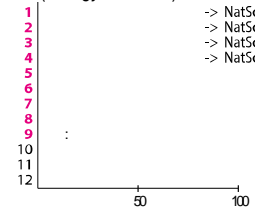
Netherlands Primary and VMBO



Netherlands Primary and VWO



Austria Volksschule and AHS (Realgymnasium)



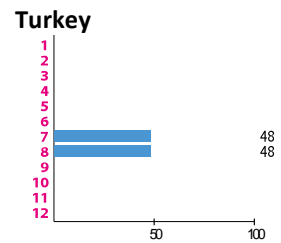
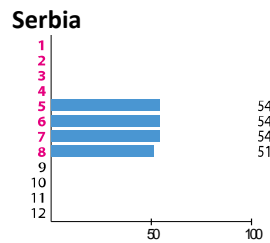
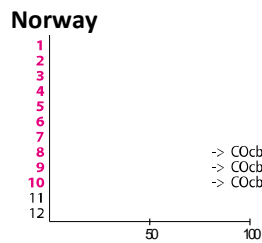
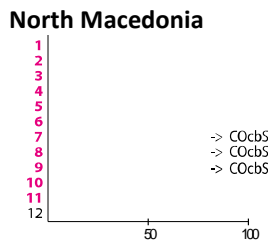
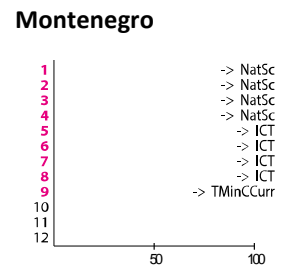
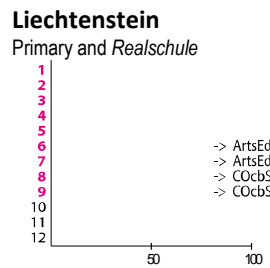
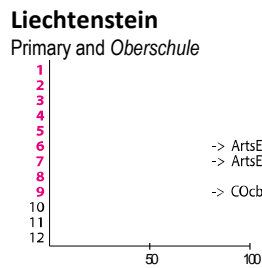
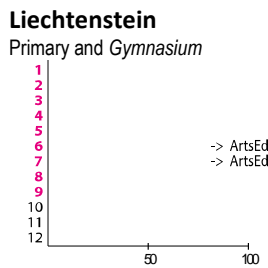
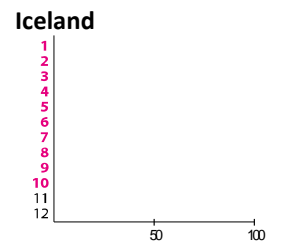
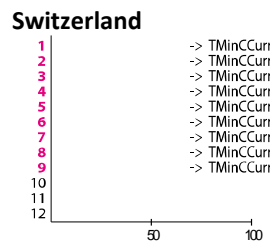
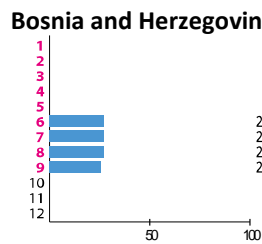
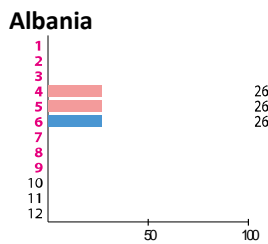
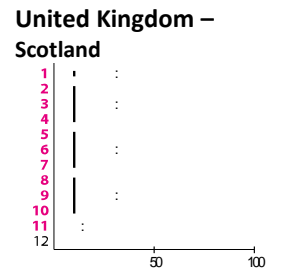
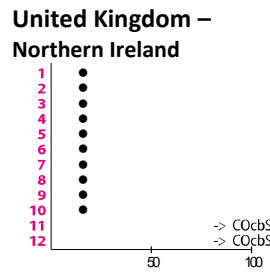
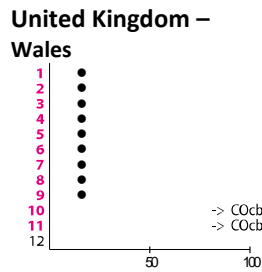
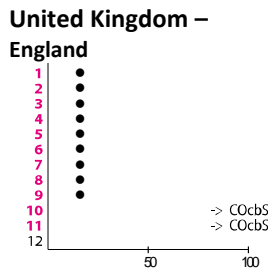
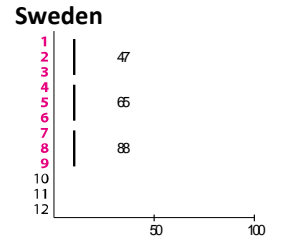
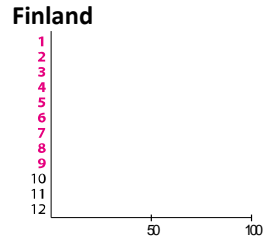
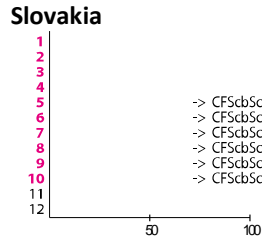
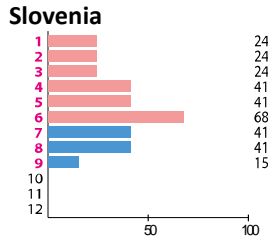
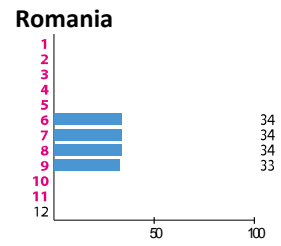
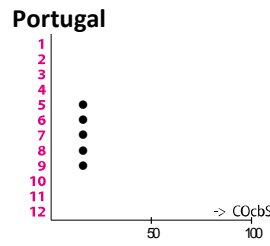
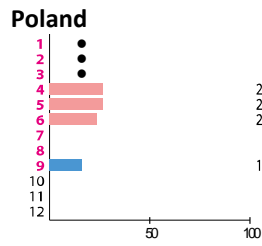
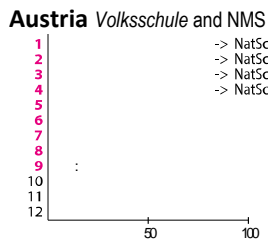
For specific national information, see Part II, Section 5: Country-specific notes.

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.



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

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

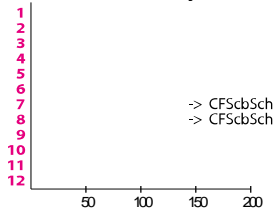
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

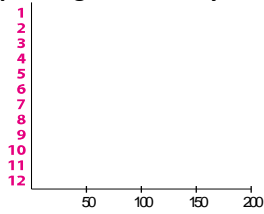
Source: Eurydice.

PRACTICAL AND VOCATIONAL SKILLS

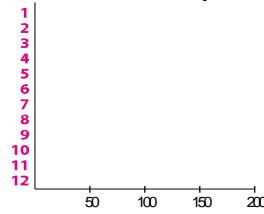
Belgium – French Community



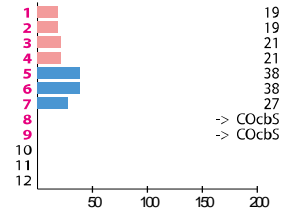
Belgium – German-speaking Community



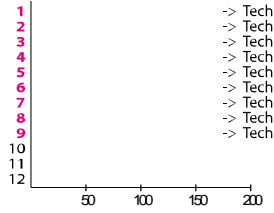
Belgium – Flemish Community



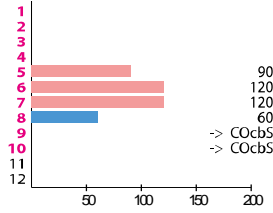
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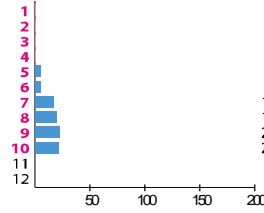
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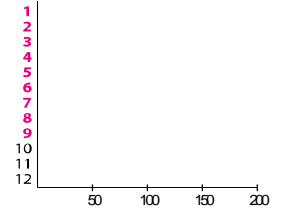
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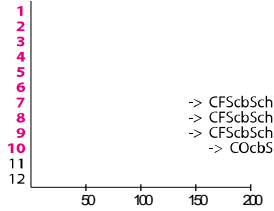
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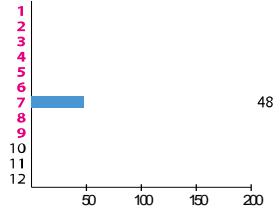
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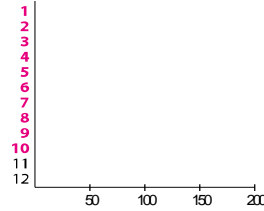
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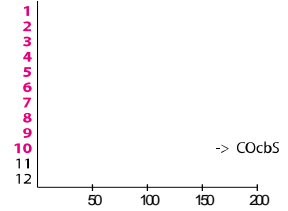
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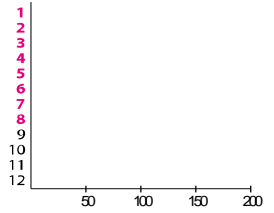
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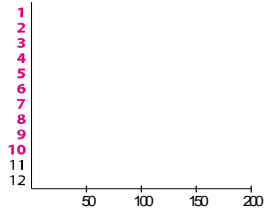
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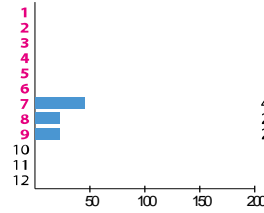
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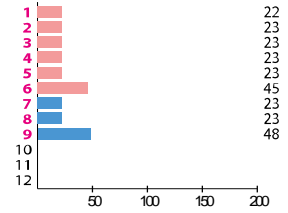
Italy



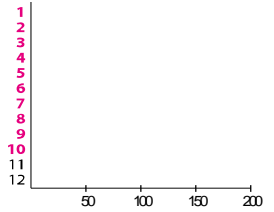
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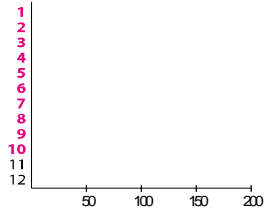
Latvia



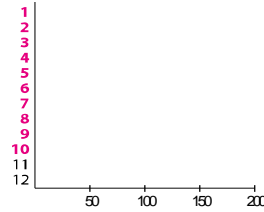
Lithuania



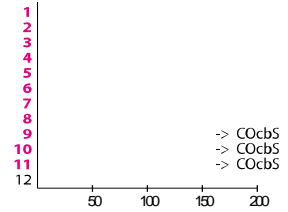
Luxembourg



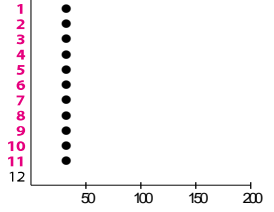
Hungary



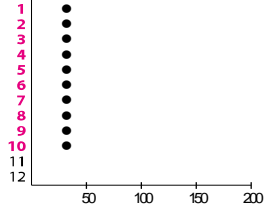
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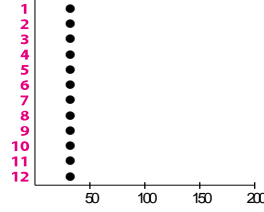
Netherlands Primary and HAVO



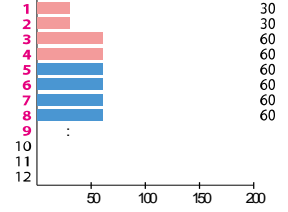
Netherlands Primary and VMBO



Netherlands Primary and VWO



Austria Volksschule and AHS (Realgymnasium)



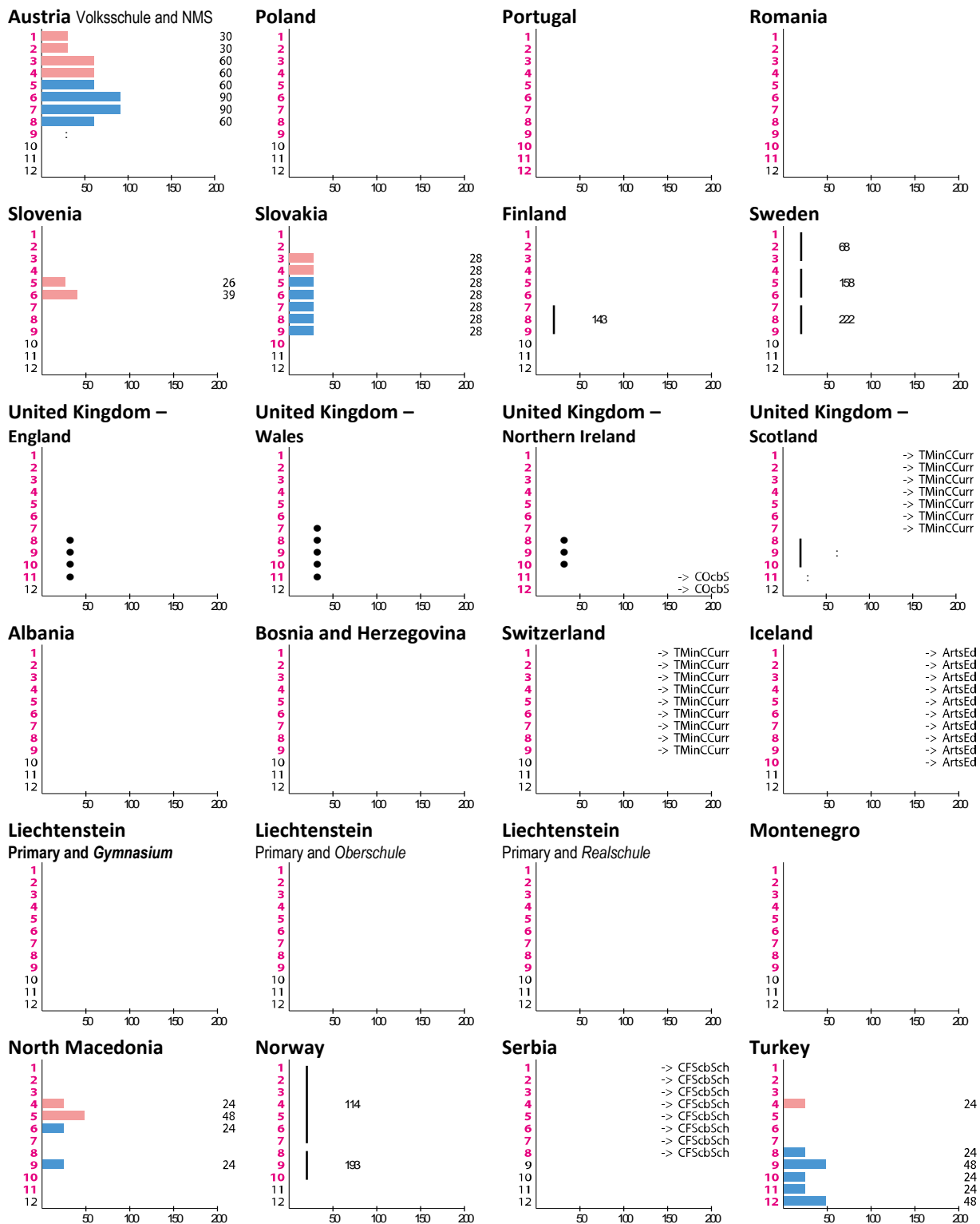
For specific national information, see Part II, Section 5: Country-specific notes.

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 II, Section 5: Country-specific notes.

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

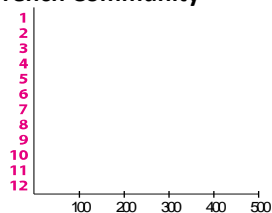
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

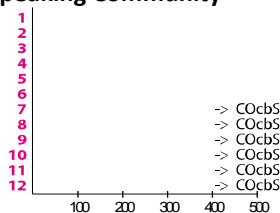
Source: Eurydice.

OTHER SUBJECTS

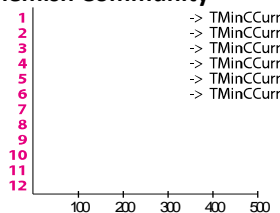
Belgium – French Community



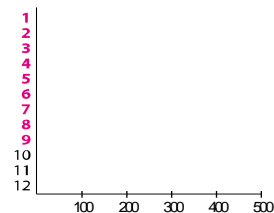
Belgium – German-speaking Community



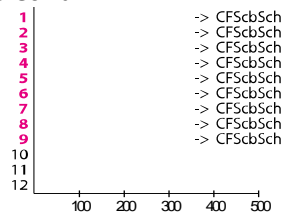
Belgium – Flemish Community



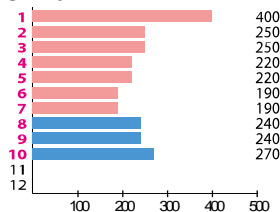
Bulgaria



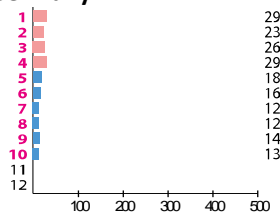
Czechia



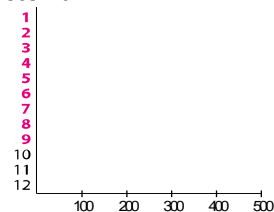
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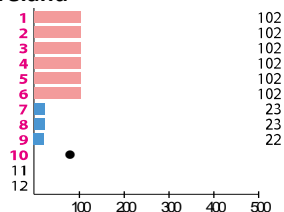
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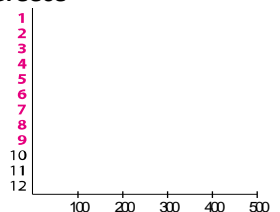
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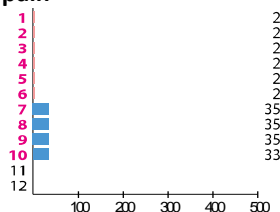
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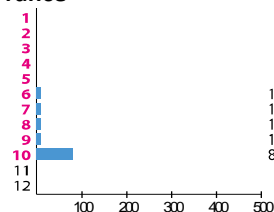
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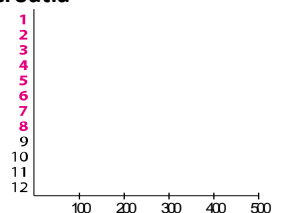
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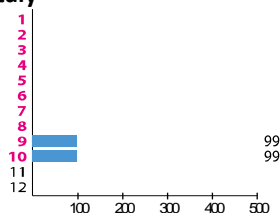
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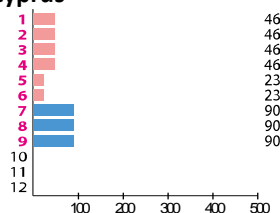
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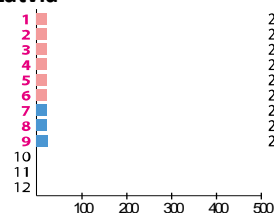
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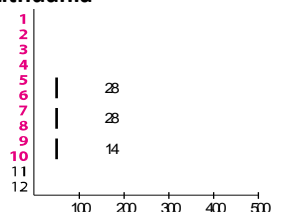
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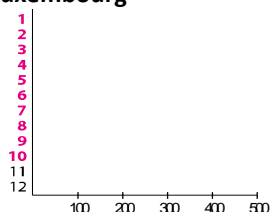
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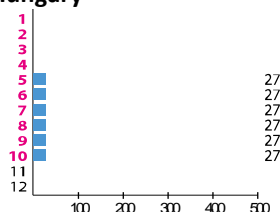
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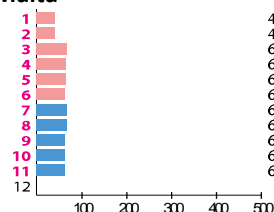
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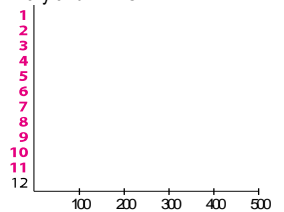
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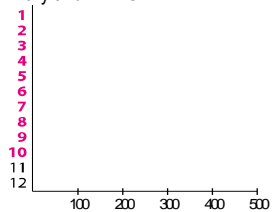
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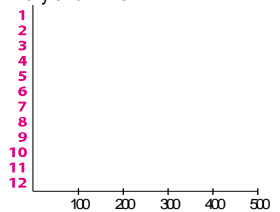
Netherlands Primary and HAVO



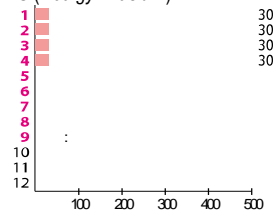
Netherlands Primary and VMBO



Netherlands Primary and VWO



Austria Volksschule and AHS (Realgymnasium)



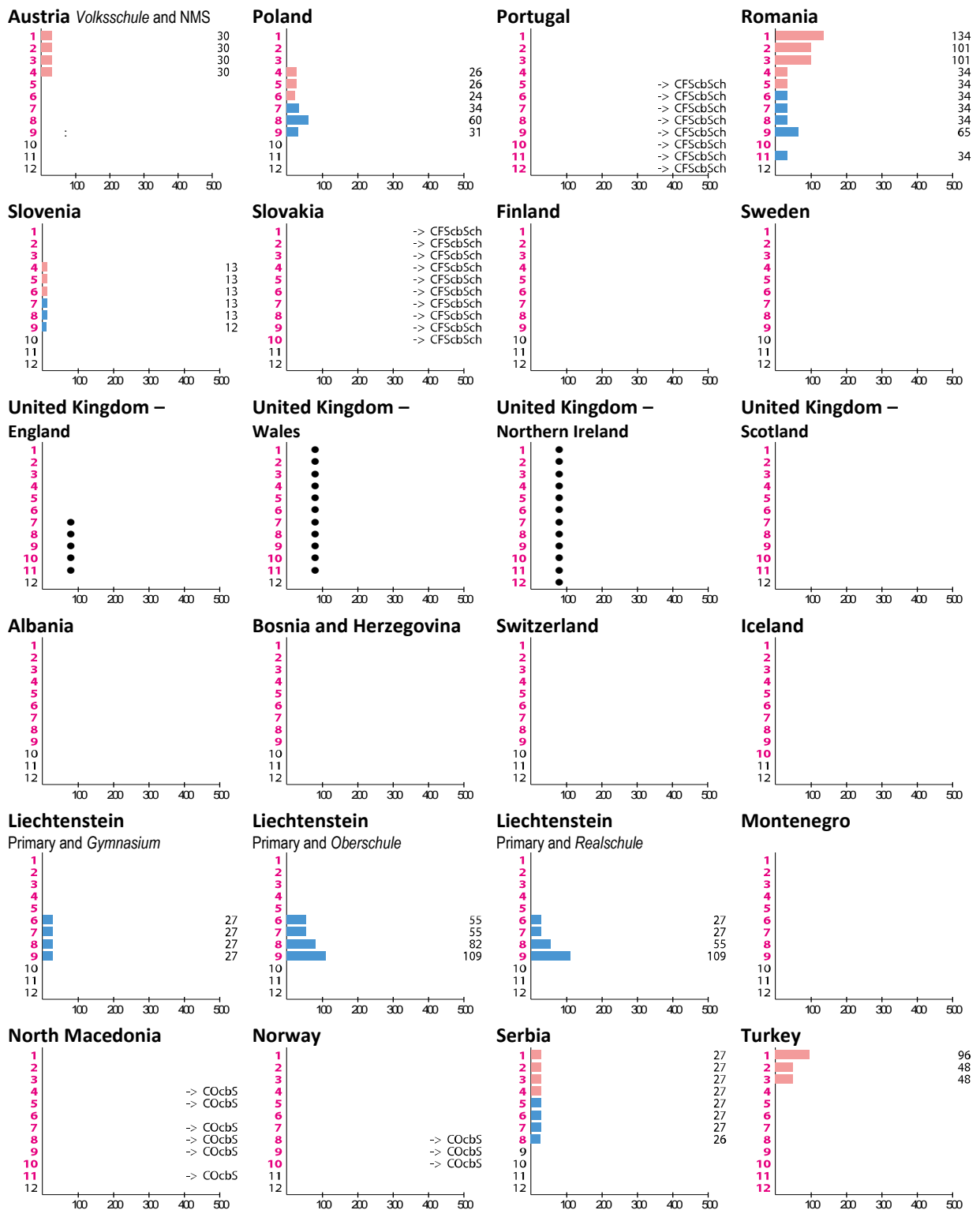
For specific national information, see Part II, Section 5: Country-specific notes.

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.



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

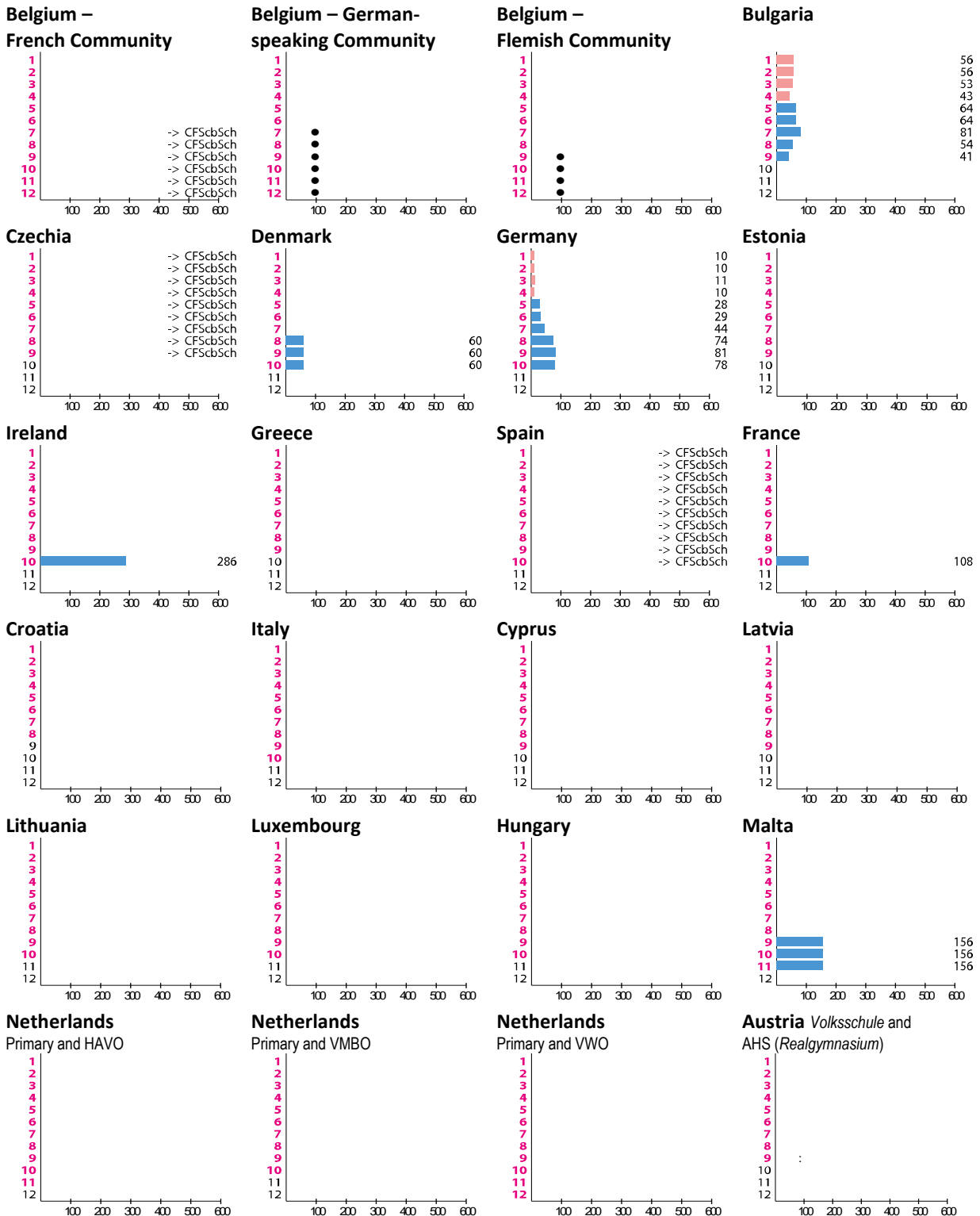
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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Source: Eurydice.

COMPULSORY OPTIONS CHOSEN BY THE STUDENTS



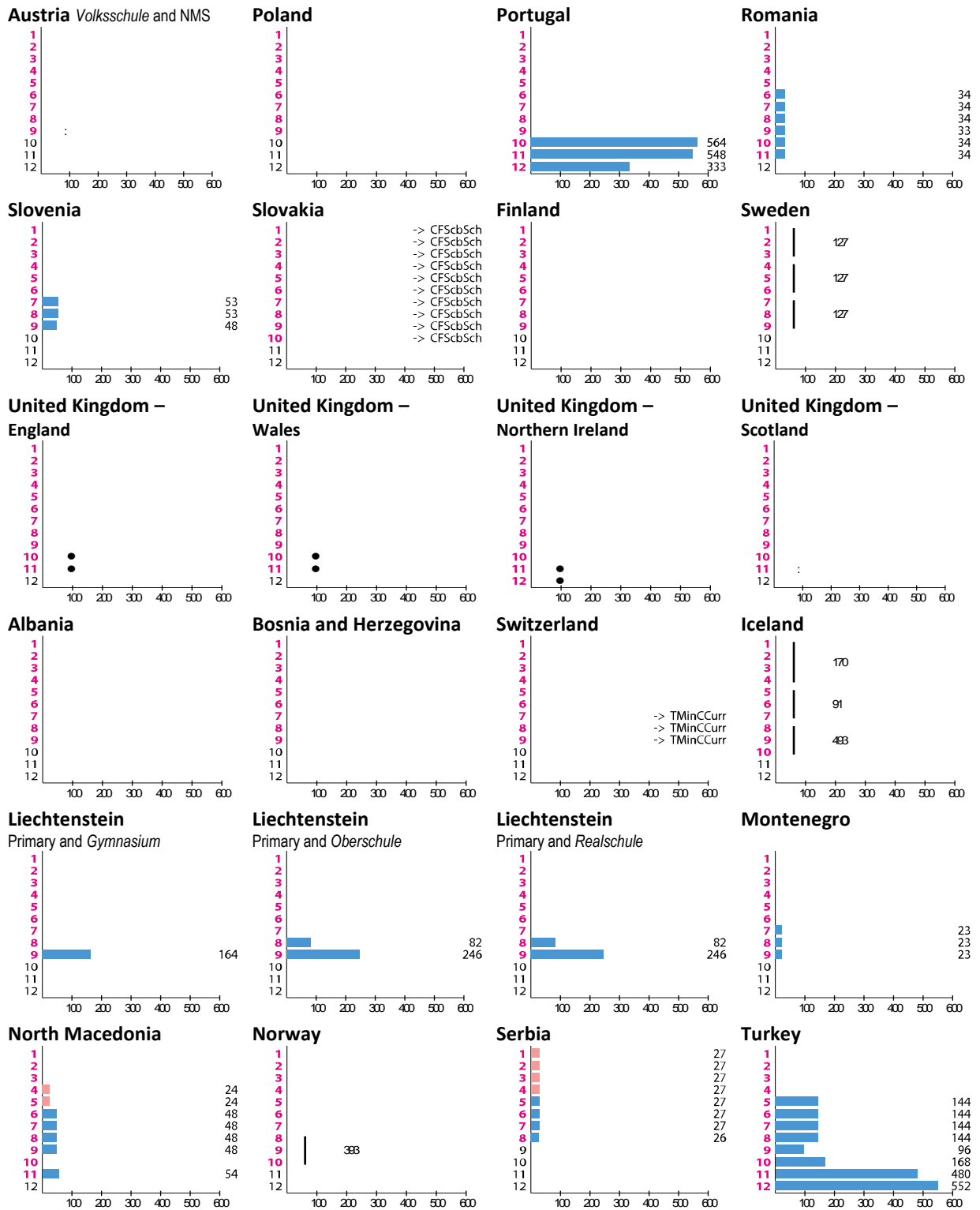
For specific national information, see Part II, Section 5: Country-specific notes.

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

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

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Source: Eurydice.



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

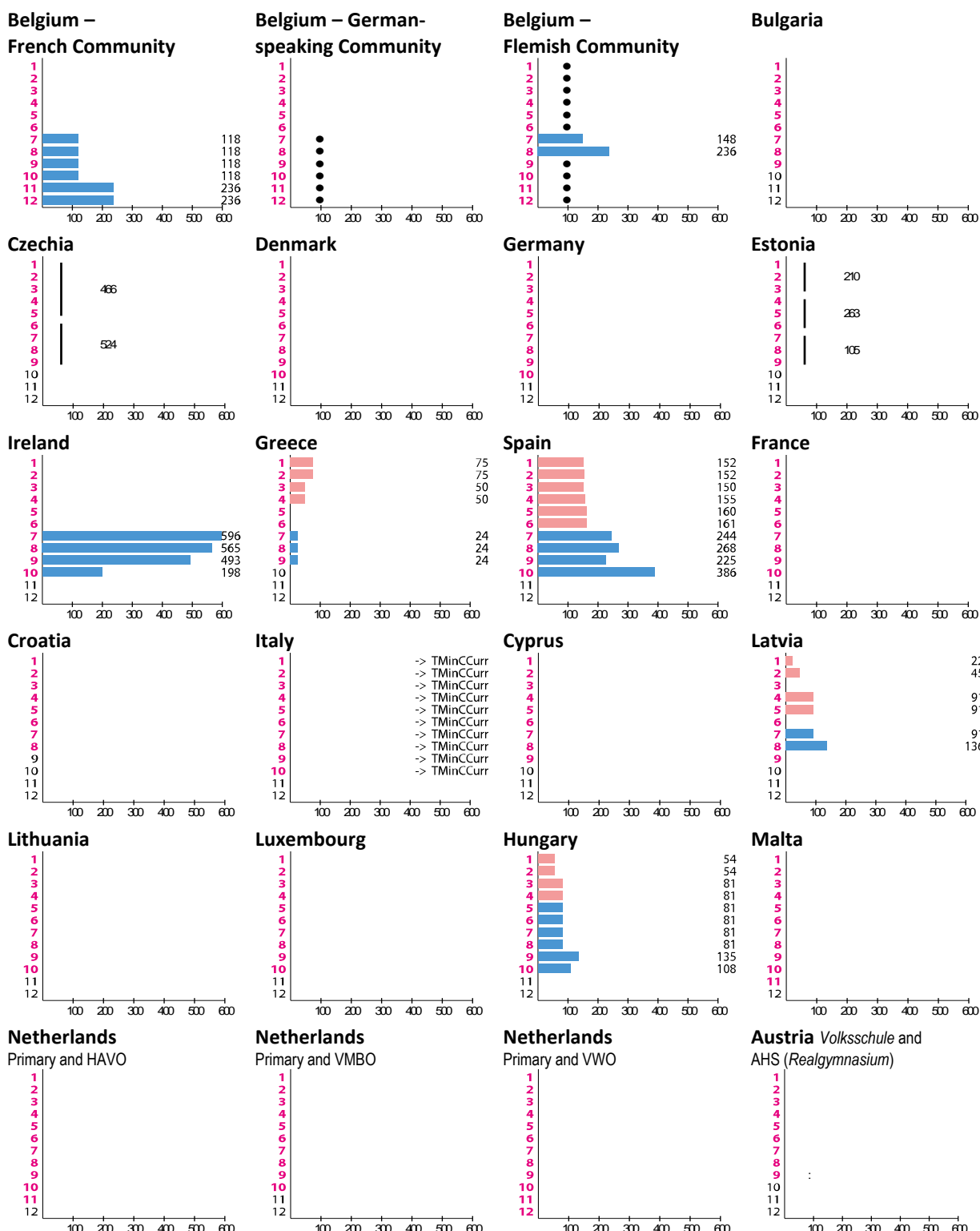
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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Source: Eurydice.

COMPULSORY FLEXIBLE SUBJECTS CHOSEN BY SCHOOLS



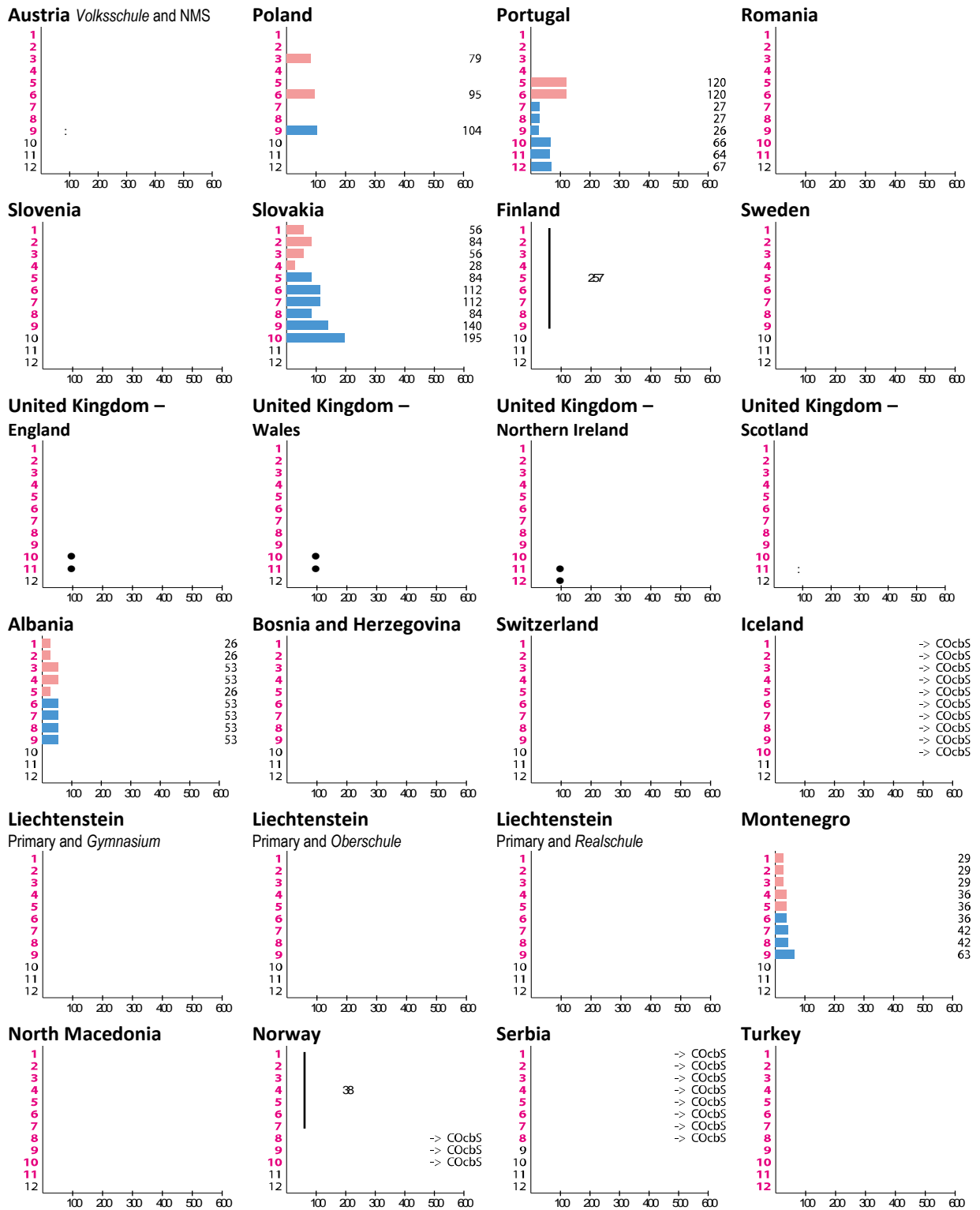
For specific national information, see Part II, Section 5: Country-specific notes.

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.



For specific national information, see Part II, 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

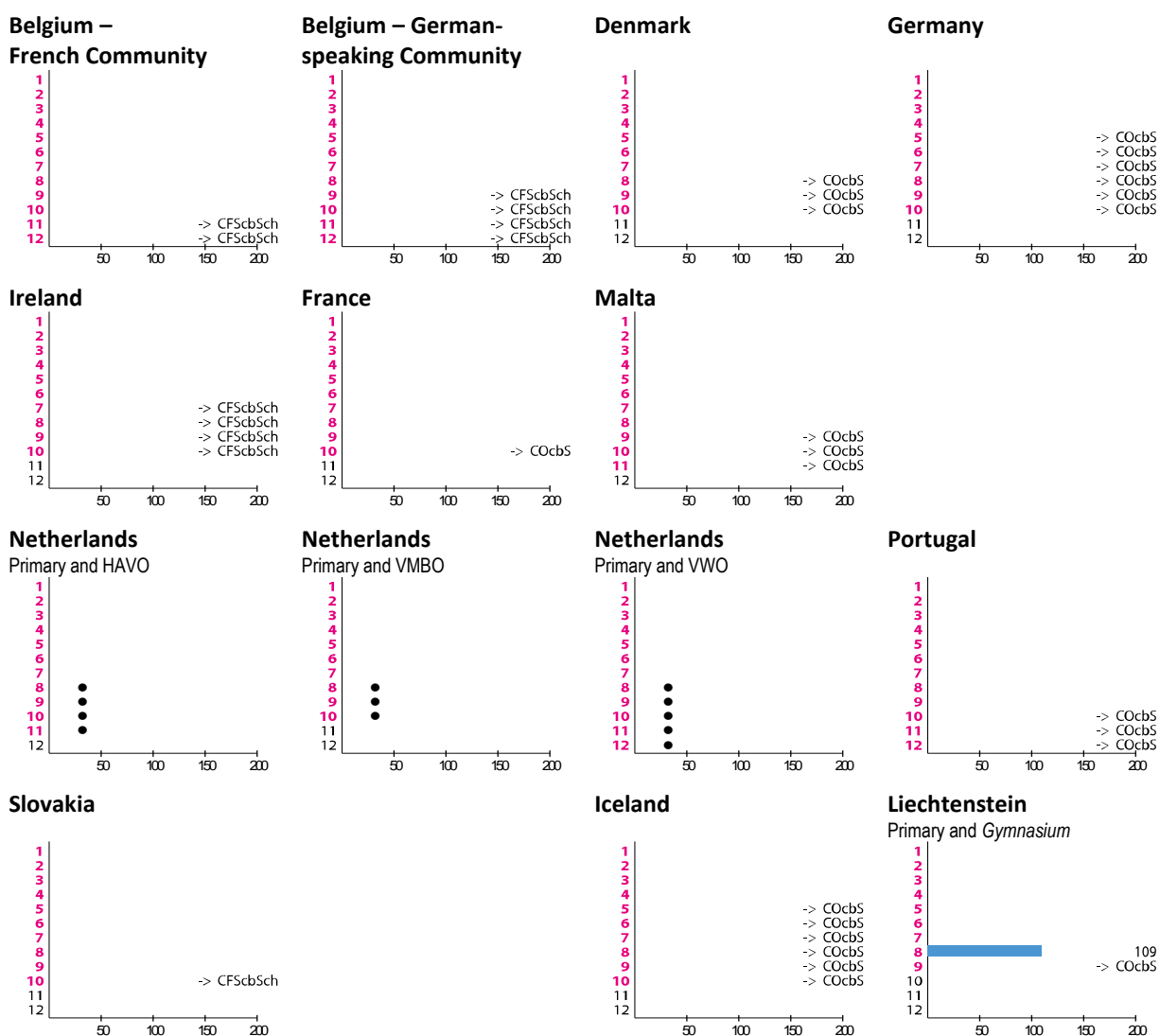
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Source: Eurydice.

Section 4. Appendix

Language 4 (compulsory curriculum)	118
Language 5 (compulsory curriculum)	119
Non-compulsory curriculum	119

LANGUAGE 4 (COMPULSORY CURRICULUM)



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

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

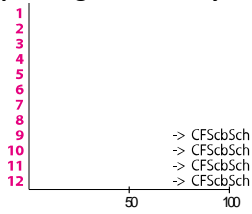
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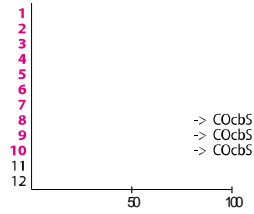
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LANGUAGE 5 (COMPULSORY CURRICULUM)

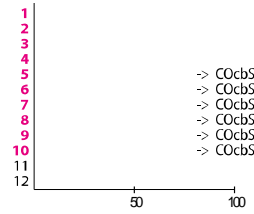
Belgium – German-speaking Community



Denmark

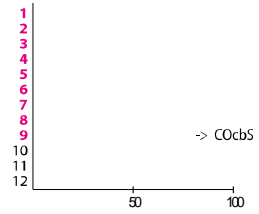


Germany



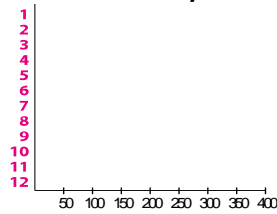
Liechtenstein

Primary and *Gymnasium*

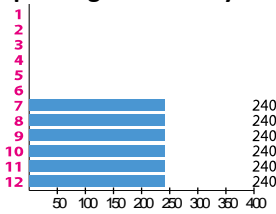


NON-COMPULSORY CURRICULUM

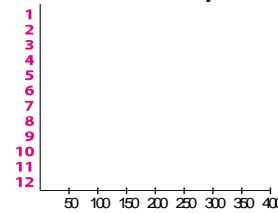
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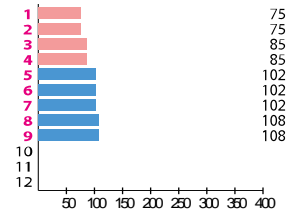
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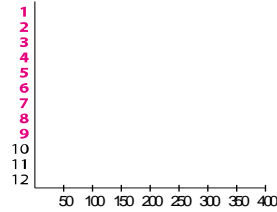
Belgium – Flemish Community



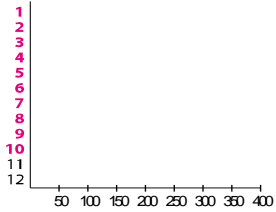
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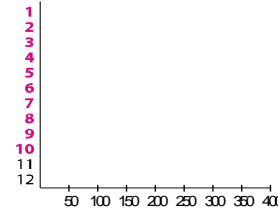
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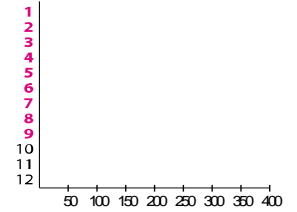
Denmark



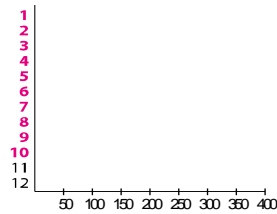
Germany



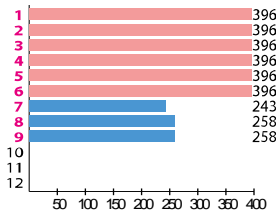
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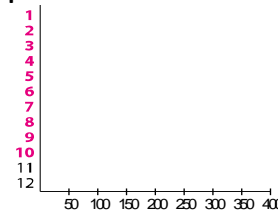
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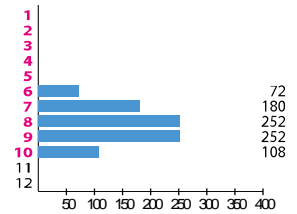
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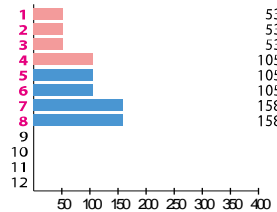
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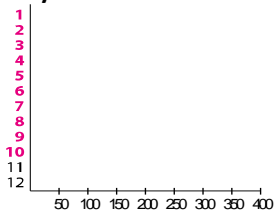
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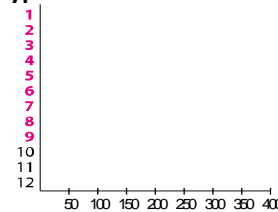
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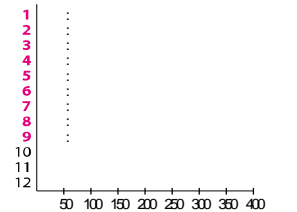
Italy



Cyprus



Latvia



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

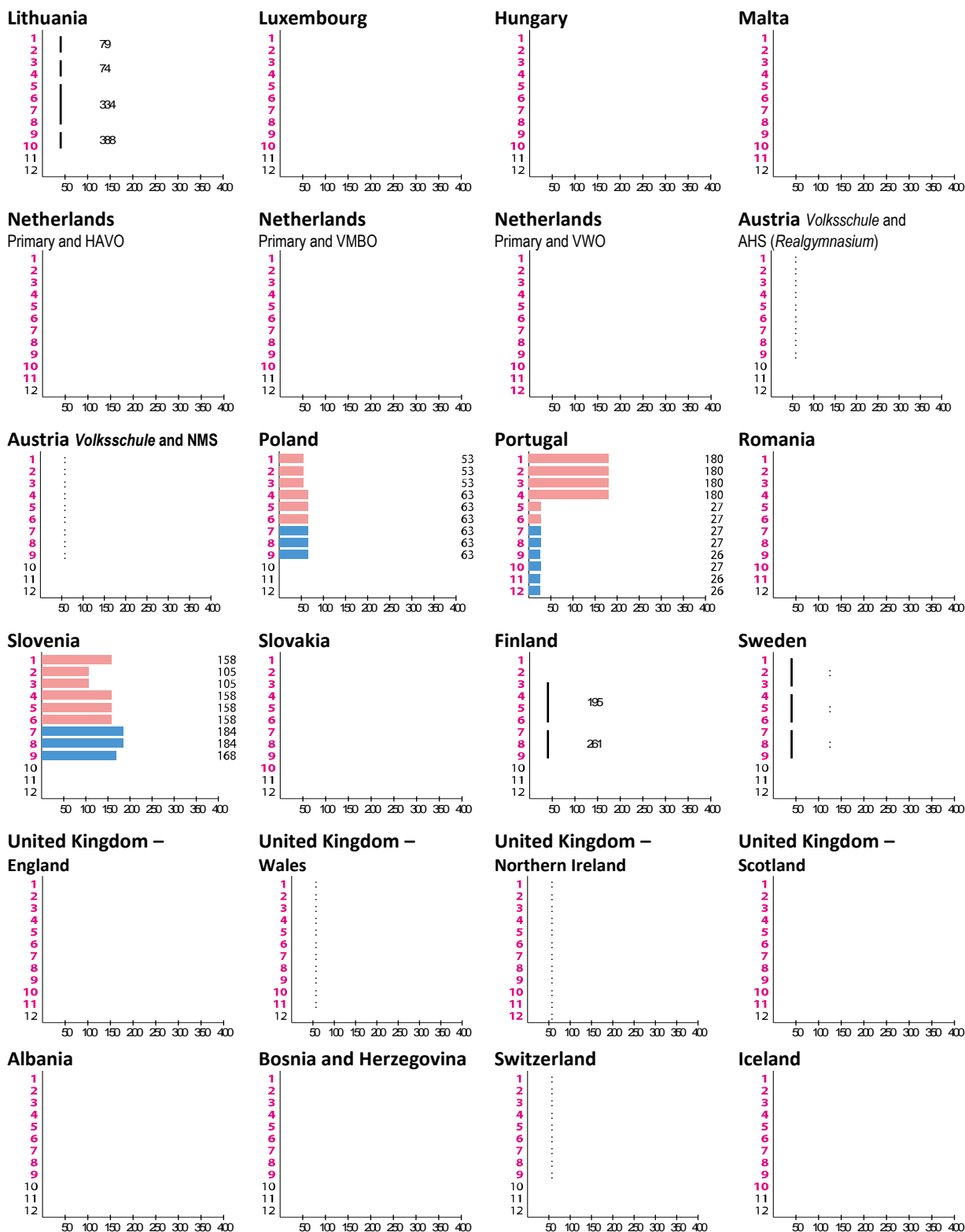
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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.

NON-COMPULSORY CURRICULUM



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

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

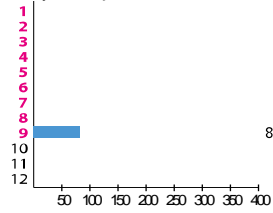
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

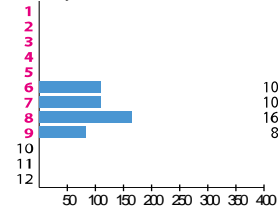
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NON-COMPULSORY CURRICULUM

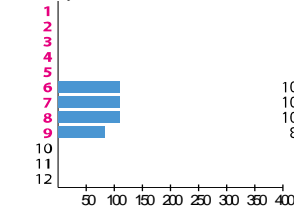
Liechtenstein
Primary and *Gymnasium*



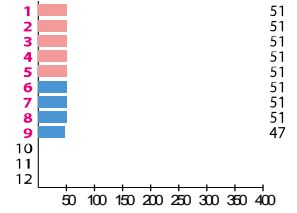
Liechtenstein
Primary and *Oberschule*



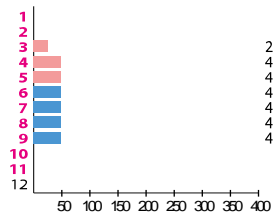
Liechtenstein
Primary and *Realschule*



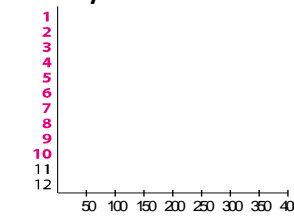
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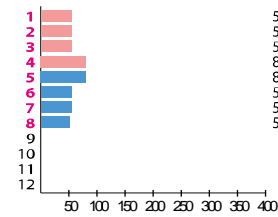
North Macedonia



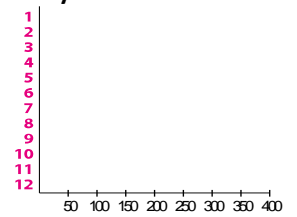
Norway



Serbia



Turkey



For specific national information, see Part II, 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.

Section 5. Country-specific notes

Belgium (French Community)

The scope includes both public and government-dependent private institutions, whose programmes only slightly differ. Therefore, data only show the minimum number of hours in public institutions. 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 in the workplace.

Education authorities prescribe three days for the professional development of teachers, which have been deducted from the number of instruction days in the school year, but the recommended minimum instruction time has not varied compared with previous years. Legislation provides a maximum number of examination days, but not a compulsory number of examination days. These days have therefore not been deducted.

In primary education, the legislation stipulates a combined total instruction time for 'reading, writing and literature', 'mathematics', 'natural sciences', 'social studies', 'arts education' and 'technology'. A first foreign language can also be part of this combined total instruction time. It is left to the school's discretion as to how this time is allocated between the different subjects. In grades 5-6, in the Walloon Region, schools have to offer at least two 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 for at least three periods per week in grades 3-4, and five 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 from which students can choose include: French (Latin, drama, introduction to the ancient world, etc.); a 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.); and sport activities.

General education (*enseignement de transition*) has two pathways: *enseignement général (de transition)* and *enseignement technique et artistique (de transition)*. The vast majority of students 85.75 % at ISCED 34 are on the *enseignement général* pathway. Only this track is reported in this publication.

In grades 9-12, students must choose at least one foreign language with four periods a week.

Since 1 September 2016 for primary schools, and 1 September 2017 for those secondary schools offering a choice between religion and moral studies, at least one of the two lessons per week allocated to these subjects should be devoted to 'philosophy and citizenship'. Instruction on this subject is part of the compulsory curriculum. In the other schools, the content and objectives of philosophy and citizenship must be acquired through all subjects.

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.

Education authorities have prescribed three days for the professional development of teachers in this school year. These have been deducted from the number of instruction days, but the recommended minimum instruction time has not varied compared with previous years. For many subject areas, the legislation only stipulates the total instruction time ('compulsory subjects with flexible timetable'). It is left to the school's discretion as to how this time is allocated between the different subjects.

From grade 1 to 8, 'technology' is integrated within 'natural sciences'. ICT is integrated into all other subjects in all grades.

In secondary education, schools must offer between 28 and 36 hours a week. The minimum, i.e. 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. In vocational education, from age 15, students may opt for a structured learning path combining part-time school-based education with part-time training in the workplace.

For many subject areas, the legislation only stipulates the total instruction time ('compulsory subjects with flexible timetable'). It is left to the school's discretion as to how this time is allocated between the different subjects.

From grade 1 to 6, 'technology' is integrated into 'natural sciences'. The 'other subjects' refer to learning to learn and social skills. These subjects and ICT are integrated into the rest of the subjects. Examination days are not excluded because there are no national or other official regulated examination days in Flanders.

Bulgaria

In the 2018/19 school year, the changes in instruction time in grades 3, 7 and 9 are due to newly enacted legislation for the new school curriculum. In the third grade, coding has been introduced as a separate subject for the first time. In grades 1-2, 'natural sciences' and 'social studies' are taught as an integrated subject. In grades 1-4, ICT is integrated into all subjects. In grades 1-7, technology is integrated into '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. Subjects in the non-compulsory curriculum are usually the same as in the compulsory curriculum, but can also be others such as folk dance, robotics, etc.

Czechia

Grades 1-5: Time for 'social studies' is integrated into 'natural sciences'. Instruction time is set for the curriculum area 'people and the world'. In grades 6-9, geography is integrated into 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 minimum instruction time for

the second foreign language (language 3) is given for grades 6-9. It is taught from grade 8 at the latest, but it can be taught also in lower grades.

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 combined. 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 into '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 it.

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 language at ISCED levels 1 and 2, although the FEP does not state this.

There are two types of vertical flexibility. Some subjects must 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', 'assisted learning activities' and 'free class'. Forty-five minutes of exercise and physical activity must be organised every day as part of the other compulsory subjects or of the assisted learning activities. Assisted learning activities and the free class aim to develop pupils' receptiveness to teaching by working with them on their social competences, individual development, motivation and well-being, and by helping them develop a better approach to work in the future.

Grades 8-10: The 'compulsory options chosen by pupils' include the third and fourth foreign language (German, French, Spanish and immigrant languages for pupils 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 learning skills and competences that are important for living and working 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

The first foreign language must be taught from grade 3 at the latest but schools may start in grades 1 and 2. The second foreign language must be taught from grade 6 at the latest but schools may start in grades 4 and 5.

In schools where the language of instruction is other than Estonian, students have to study Estonian as language 2 and English, German or French as language 3 (Russian being excluded from the list of foreign languages in Russian-speaking schools).

'Reading, writing, and 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 4- and 5-year-olds which are not compulsory and are not included in the data collection.

At ISCED 1, technology (designing and making) is integrated into natural sciences and visual art education. At this level, the category 'other subjects' includes social, personal and health education (SPHE) and the time allocated for school assembly and roll call.

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 to the age of 11 years 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.

Curriculum reform at ISCED 24 commenced in 2014 and is being implemented on a phased basis up to 2021. Phase 1 involved a new specification for English introduced to first year students at ISCED 24 in 2014. Phase 2 saw new specifications for science and business studies introduced to first year students at ISCED 24 in 2016. Phase 3 included new specifications for Irish, modern languages and art, craft & design introduced to first year students at ISCED 24 in 2017. Phase 4 involved the introduction of new specifications for mathematics, home economics, history, music and geography introduced to first year students at ISCED 24 in 2018. In addition, a compulsory area called 'wellbeing' was introduced in 2017. Physical education, Civic, Social and Political Education (CSPE) and Social Personal and Health Education (SPHE) are required components of this area. History and geography, are included for ISCED 24 Year 1 and Year 2 in 'compulsory flexible subjects chosen by schools' rather than in 'social studies' as previously.

The curriculum reform gives schools considerable flexibility to design their learning programmes at ISCED 24 in accordance with 24 Statements of Learning, and taking account of the school's circumstances and the students' learning needs and interests. At ISCED 24, Year 1 and Year 2, a greater proportion of time is now reported under 'compulsory flexible subjects chosen by schools.'

The curriculum reform at ISCED 24 provides for vertical flexibility within individual subjects across the three years of this level. It is only when the curriculum reform at ISCED 24 is fully implemented in 2021 that it will be possible to accurately represent the vertical flexibility envisaged in the curriculum reform.

At ISCED 24, a new Junior Cycle specification has been introduced for English and is now implemented for each of the three years of ISCED 24. At this level, new specifications (syllabuses) have been introduced for science and business studies for each of the first two years of ISCED 24 which provide an intended minimum of 200 hours of instruction time. Both science and business studies are now included as 'compulsory flexible subjects chosen by the schools'.

New specifications for Irish (L2), modern languages (L3 and L4) and for art, craft & design have been introduced for ISCED 24 Year 1 and Year 2 students. The new specification for Irish (L2) provides for a minimum of 240 hours instruction time over three years. As there is now a prescribed minimum instruction time for Irish, the instruction time for the subject is now specified under L2. The new specifications for modern languages and art, craft & design now provide for a minimum of 200 hours of instruction time over three years. New specifications for ISCED 24 Year 1 students have been introduced in mathematics, home economics, history, music and geography. The new specification for mathematics provides for a minimum of 240 hours instruction time over three years. The new specifications for home economics, history, music and geography provide for a minimum of 200 hours instruction time over three years.

While the curriculum reform at ISCED level 24 gives schools considerable flexibility in the design of their programmes, English (L1 in the majority of schools), Irish (L2 in the majority of schools), mathematics and now also wellbeing are compulsory in all schools. As part of the new compulsory subject 'wellbeing' with its minimum provision of 300 hours over the three years of ISCED 24, schools are required to include provision for physical education (135 hours minimum over the course of three years), CSPE (70 hours minimum) and SPHE (70 hours minimum). The required minimum instruction time for physical education is now reduced to 1.35 hours per week for ISCED 24 Year 1 and Year 2. Physical education continues to be reported under 'physical education'. Instruction time for CSPE continues to be included in 'social studies'. SPHE continues to be included in 'other subjects'.

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 the transition year is indicative only.

Schools at ISCED 1 are typically required to be open to pupils to receive instruction for a minimum of 183 days. During 2018/19, individual schools were permitted to close for two days to facilitate whole teaching staff engagement in continuing professional development in support of the introduction of a new language curriculum.

At ISCED 24 and 34, schools are typically required to be open to pupils to receive instruction for a minimum of 167 days. During 2018/19, individual schools are permitted to close for two days to facilitate whole school planning and continuing professional development for teachers in support of the introduction of new curriculum and assessment arrangements at ISCED 24.

Greece

In the 'Unified All-day Primary School', the programme of sessions taught per subject/per week pertains to primary schools that have at least six teachers (Presidential Decree 79/2017 par. 1, ch. A, art. 11, G.G. 109/A/1-8-2017). Changes in the intended instruction time are due to the fact that, as from the 2018/19 school year, schools are closed on 30 January according to Article 32, par. 3a of Law 4521/2018 (Government Gazette 38/Issue A/2-3-2018).

In grades 5-6, geography is included in natural sciences. Social studies refer to history, and civic and social studies.

English is taught in all grades (1-9) of compulsory education as from 2017/18. Students can choose between French and German as a second foreign language in grades 5-9. In grades 7-9, Italian is also a choice in few schools.

In grade 7, practical and vocational skills refer to home economics.

In primary education, the 'compulsory flexible subjects chosen by the schools' refer to the cross-thematic teacher initiated programmes, which can include activities relating to environmental education, health education, culture and arts, etc. In lower secondary education, it includes the thematic week, for which schools are expected to organise their own learning activities around a list of proposed themes.

All-day primary schools can include an all-day school programme (a morning session from 7 am to 8 am and an afternoon session from 13.20 to 16.00) while the daily compulsory timetable is from 8.10 to 13.15. Parents have to apply to enrol their children in the all-day programme at the beginning of the school year (Ministerial Circular 71858/Δ1/3-5-2017). This instruction time is captured in the non-compulsory curriculum category and may cover subjects as ICT, English, physical education, art, music, drama and cultural activity clubs at primary level. In lower secondary school, non-compulsory curriculum includes remedial instruction in mathematics, modern and ancient Greek, physics, chemistry, and English, as well as project-based activities on culture, ecology, health issues, career options and entrepreneurship.

Spain

Data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2018/19). 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 and Vocational Training (reference year 2016/17).

The General Act on the Improvement of the Quality of Education (LOMCE, 2013) introduced changes affecting instruction time, including a higher degree of autonomy at regional level in the allocation of time to different subjects. In 2014/15, they were introduced in grades 1, 3 and 5 (primary education); in 2015/16, they were introduced in grades 2, 4 and 6 (primary education) and in grades 7 and 9 (secondary education); and in 2016/17, they were introduced in grades 8 and 10 (secondary education).

'Reading, writing and literature': this category includes the instruction time for the co-official language in the Autonomous Communities, where applicable.

Religion/ethics/moral education: in primary education (grades 1-6), students must choose between 'religion' and 'social and civic values'. In secondary education (grades 7-10), students must choose between 'religion' and 'ethical values'.

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

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

Compulsory flexible subjects chosen by schools: the 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. For grades 7-9 of secondary education, the central education authorities have defined the following as optional subjects from which regional authorities or schools can choose: classical culture; plastic, visual and audio-visual education; music; introduction to entrepreneurial and business activity; and technology, religion or ethical values. In grade 10, some academic core subjects (biology and geology, economics, physics and chemistry, and Latin) and applied core subjects (science applied to professional activity, introduction to entrepreneurship and business activity and technology) are designated by the central education authorities as the 'core optional subjects' from which regional authorities or schools can choose. Performing arts and dance; scientific culture; classical culture; plastic, visual and audio-visual education; philosophy; music; a second foreign language; information and communication technologies; religion or ethical values are also 'specific and optional subjects' from which regional authorities or schools can choose.

France

In grades 1-3, the category 'natural sciences' refers to 'questioning the world' which covers notions of science, history/geography, technology and ICT. This subject also includes 'civic and moral education', although this time has been captured in the category 'religion, ethics and moral education'. In grades 4-6, 'natural sciences' includes technology.

In grades 4-10, 'social studies' cover history/geography and civic and moral education (although in grades 4 and 5 this time is captured in the category 'religion, ethics and moral education'). In grade 10, it also includes legal and social studies.

In grades 1-3, 'ICT' is integrated into 'natural sciences', and, in grades 4-5, in mathematics (including notions of computer science (programming)). In grades 6-9, 'ICT' is mainly integrated into 'technology' and 'mathematics', but it can be taught as part of any compulsory subject.

In grades 6-9, the category 'other subjects' includes form time, and, in grade 10, form time and the *accompagnement personnalisé* (i.e. tailored teaching including individual support, methodological aid, knowledge enhancement and careers guidance).

In grades 6-9, the *accompagnement personnalisé* and the interdisciplinary projects (*enseignements pratiques interdisciplinaires*) are included in compulsory instruction time and integrated into all subjects. In grade 9, the total compulsory curriculum also includes a week for the close observation of the work environment.

In grade 10, 'language 3' i.e. the second foreign language and 'language 2' are reported together.

In grade 10, students have to take two options (*enseignements d'exploration*) from a list, including economics, a third foreign language (language 4), arts education, ICT, technology, and practical and vocational skills. This time is captured in the category 'compulsory options chosen by the students'. Depending on the options chosen, the instruction time can increase by up to 162 hours/year.

The 'non-compulsory curriculum' includes:

- In grade 6, a second foreign language or a regional language (regional languages and cultures) that cannot exceed six hours per week when combined with the first foreign language. Each school is free to choose the distribution of the six hours according to their needs.
- In grade 7, one hour a week of languages and cultures from antiquity (Latin and ancient Greek), two hours a week of a regional language (regional languages and cultures) and two hours a week of a European languages and culture course based on one of the two foreign languages studied.
- In grades 8-9, three hours a week of languages and cultures from antiquity (Latin and ancient Greek), two hours a week of a regional language (regional languages and cultures) and two hours a week of a 'European languages and cultures' course based on one of the two foreign languages studied. In grade 9, it also includes 'discovery of the world of work'.
- In grade 10, a third foreign language (language 4; up to 108 hours per year) or arts activities (up to 72 hours) can be chosen if not yet taken as compulsory options.

In grades 6-9, the non-compulsory curriculum also includes the 'homework done' programme, which allows willing students to do their homework under supervision.

The percentage of students attending non-compulsory courses (data is provided for the 2017/18 academic year) is:

- Grade 7: Latin (18.6 %); introductory course to Latin & ancient Greek (0.4 %).
- Grade 8: Latin (17.4 %); ancient Greek (0.1 %); introductory course to Latin & ancient Greek (0.3 %).
- Grade 9: Latin (14.1 %); ancient Greek (2.0 %); introductory course to Latin & ancient Greek (0.4 %).

Croatia

The instruction time for religion, ethics and moral education is included in the non-compulsory curriculum (grades 1-8). This category also includes the instruction time for a second foreign language (grades 3-8) and ICT (grades 7-8). In the 2018/19 school year, the subject 'informatics' (part of the ICT subject area) was introduced as a compulsory subject in two grades (grades 5-6), thus reducing the instruction time for the non-compulsory curriculum and increasing the instruction time for the compulsory curriculum. The total number of hours for the compulsory and non-compulsory curriculum stayed the same.

The experimental programme 'School for life', implemented in the 2018/19 school year in 48 primary schools, introduced instruction time for the subject 'informatics' in the 1st grade (ISCED 1). The experimental programme is being implemented in a total of 74 schools (48 primary schools and 26 upper secondary schools). Based on the Curriculum Decision for Informatics in Primary and General Secondary Education in the Republic of Croatia (*Odluka o donošenju kurikuluma za nastavni predmet Informatike za osnovne škole i gimnazije u Republici Hrvatskoj*, Official Gazette, 22/2018), 'informatics' will be implemented as a separate and optional subject at ISCED level 1 (grades 1-4) starting in the 2020/21 school year.

In addition to the minimum instruction time reported for subject teaching, there is further direct contact time with students, as part of the non-compulsory curriculum. This includes 'form time' (*sat*

razrednika). Every class teacher develops their own form time programme and chooses appropriate teaching methods based on the age and needs of students. Form time may cover topics such as health education, children's rights, prejudices, etc. In addition, students can participate in additional tuition (*dopunska nastava*), additional lessons for gifted students (*dodatna nastava*) and extra-curricular activities (*izvannastavne aktivnosti*). The above-mentioned activities are delivered in 35 teaching sessions per year, one teaching session per week, which lasts 45 minutes. Students in grades 1-4 (ISCED 1) take a maximum of 25 lessons evenly distributed across the week, which include compulsory lessons, tutor time and non-compulsory education (optional subjects, additional tuition, additional lessons for gifted students, extra-curricular activities); and students in grades 5-8 (ISCED 2) can be enrolled in a maximum of 30 lessons evenly distributed across the week. Information is based on the Primary and Secondary School Education Act (*Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi*, Official Gazette, 89/2008, 86/2010, 92/2010, 105/2010, 90/2011, 5/2012, 16/2012, 86/2012, 126/2012, 94/2013, 152/2014, 07/2017, 68/2018) and State Pedagogical Standard of Primary Education System (*Državni pedagoški standard osnovnoškolskog sustava odgoja i obrazovanja*, Official Gazette 63/2008, 90/2010).

Citizenship education is taught as a cross-curricular topic.

Italy

In grades 1-5 (ISCED 1), the reported instruction time corresponds to a weekly timetable of 27 hours over 33 weeks (891 hours), and applies to 36.31 % of students. The other possible weekly timetables are 24 hours (0.54 % students), 28-30 hours (26.67 %) and 40 hours (36.48 %).

In grades 6-8 (ISCED 24), the reported instruction time corresponds to a timetable of 30 hours weekly, which applies to almost 88.8 % of students at this ISCED level. This timetable also includes students following the music pathway (5.4 %), as their timetable has the same number of hours plus an additional hour per instrument they play – they can learn up to three instruments. 'Social studies' are integrated into 'reading, writing and literature', and 'natural sciences' are integrated into 'mathematics'. The instruction time for the second foreign language (language 3) can be used for teaching the first foreign language.

In grades 9-10 (ISCED 34), there are six types of *licei* devoted to arts subjects, classical studies, scientific studies, foreign languages, music and dance, and human sciences. The information reported for grades 9 and 10 is for the *liceo scientifico* (which has the highest percentage of students enrolled in all *licei*, i.e. 28.1 %). In these grades, ICT is 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 up to 20 % of the annual timetable by changing the allocation of instruction time across subjects, or by 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 72 % of students in public schools. The other 28 % of students (reference year 2017/18) 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 form time, which is devoted to discussing values, communication culture, civic education, road safety, healthy lifestyle, personal development, 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 that this time is devoted to physical education (sports).

Additionally, schools must offer optional lessons for groups of pupils on a voluntary basis (e.g. choir, dance, drama, sports, or a foreign language), lessons for individual work with students and prolonged-day groups. 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 over 90 % of all students. The remaining students attend schools where instruction is provided in 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 166.5 hours between physics and biology. In grade 8, 55.5 hours should be devoted to teaching chemistry.

In grades 9-10, social studies include history, citizenship, geography, economics and business. History must be taught for a minimum of 55.5 hours at each grade, 111 in total. Schools have the autonomy to decide how to distribute 166.5 hours among the other social studies subjects.

In grades 5-10, 7.5 hours per year are devoted to civic education. This instruction time is included in the total number of hours for social studies.

The 'other subjects' refer to human safety.

Students have the option 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 grades 1-6, German and Luxembourgish are both languages of instruction and both are included in 'reading, writing and literature'. French is considered to be 'language 2'.

In grades 7-10, French is the medium of instruction, German is 'language 2', and English 'language 3'. In grade 10, the data only refers to 30.6 % of students – those following the general secondary

education programme (approximately 60 % follow vocational secondary education and 10 % are in preparatory classes; in both education programmes, the curriculum varies a lot depending on the classes attended).

Hungary

According to the Act on Public Education, students who started grade 9 in 2011/12 or earlier had to finish their compulsory education at the end of the school year in which they turned 18. However, this no longer applies and compulsory education ends at 16, so grades 11 and 12 are excluded from the report.

The 'other subjects' include form time.

The instruction time included in the 'compulsory flexible subjects chosen by schools' may be used by schools to increase the time allocated to 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. The Ministerial Decree No 13/2018 (VI. 14.) (EMMI rendelet) stipulates the number of school days for all types of schools. For ISCED level 34, the data in this report refer to *gimnázium*.

Malta

The scope includes both public and government-dependent private institutions. These country-specific notes apply to state schools in Malta which cater for 59 % of the student population but might not reflect the situation in government-dependent church schools which cater for around 28.5 % 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 years 1-2, the four hours per week that schools have to devote to handwriting, storytelling, reading sessions and 'talk about sessions' have been included in the category 'compulsory flexible subjects chosen by schools'. 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 years 1-6, science and technology are integrated into one subject with the emphasis being on science.

In years 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 years 7-11, the 'other subjects' category includes the subject personal, social and career development as well as a daily 10-minute morning assembly/form period.

In grades 9-11, students 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, accounting, computer studies; engineering, health and care, hospitality, information technology; agribusiness, design and technology, graphical communication, home economics and textile studies and physical education. These options are included in the category 'compulsory options chosen by students'.

Netherlands

The total compulsory instruction time for pre-primary and primary education (8 years) is 7 520 hours. It is left to the school's discretion as to how these hours are distributed between the grades. 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 into three.

In grade 7 (VMBO), a second foreign language (language 3) is compulsory for students following three of the four programmes (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 all be 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 into other subjects and has been reported in the 'total minimum compulsory curriculum'. ICT is taught as an integrated subject in all four grades. Compulsory instruction time for remedial education has been included in the category 'other subjects'.

For secondary education, the data refers to 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: the scientific branch (*Realgymnasium*), the grammar school (*Gymnasium*) and the 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 integrated into all subjects at all grades in all pathways.

Poland

Since 2017/18, a new system is being phased in. In the old system, general full-time compulsory education comprised six years of primary education, three years of lower secondary education and three (to four) years of upper secondary education. Instruction time was defined in cycles of three years (i.e. there was vertical flexibility). In the new system, general full-time compulsory education includes eight years in one single structure, which covers both ISCED 1 and 2, and four (to five) more years of secondary school (ISCED 3). In the new system, instruction time is defined by grade; there is no longer vertical flexibility. The new system was introduced in grades 1, 4 and 7 in 2017/18 and subsequently in grades 2, 5 and 8 in 2018/19. The data reported for these grades (1, 2, 4, 5, 7 and 8) correspond to the new system. For the other grades (3, 6 and 9), the data correspond to the old system, although it was not possible to reflect the vertical flexibility. Grades 1 and 2 of the former *Gymnasium* no longer exist. Grades 7 and 8 (ISCED 24) is taught now in primary schools. The school

management body can decide to provide up to three additional hours per week of instruction (these data are not included in the report).

Under the new system currently being phased in, there is no such subject as 'natural sciences' (*Przyroda*) in grades 5-8. Instead, biology and geography have been introduced in grades 5-6, and chemistry and physics in grades 7 (and 8). In 2018/19, *Przyroda* is still taught in grades 4 and 6 due to the continued existence of both (old and new) systems. The instruction time for geography is included in 'social studies', although in Poland, this subject is considered to belong to the 'natural sciences'.

In grades 7 and 8, languages 2 and 3 are no longer 'compulsory subjects with a flexible timetable', since a specific period of instruction time is defined for these subjects.

The 'other subjects' include form time in grades 4-9, 'education for safety' in grades 8-9 and vocational guidance in grades 7 and 8. The compulsory flexible subjects chosen by schools may include any subject from the compulsory curriculum (only for grades 3, 6 and 9 of the old system which is being phased out).

The non-compulsory curriculum includes in grades 4-9 the subject 'education for family life' and in grades 1-9 religion and/or ethics.

In the 2018/19 school year, in grades 1, 2, 4, 5, 7 and 8 (which operate on the basis of 'new' time tables), hours left to the school head's discretion (indicated in the questionnaire as compulsory flexible subject chosen by schools) can be used solely for classes in which students develop their own interests. In the remaining grades (3, 6 and 9), the school head makes a decision on whether these hours are devoted to compulsory classes or to students' own interests.

Portugal

In primary education, the figures show the minimum instruction time. In grades 1, 2, 3 and 4, the weekly instruction time is 25 hours. The non-compulsory curriculum is five 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.

The instruction time for each subject has also a set maximum and minimum. Each school chooses the time to allocate to each subject within the established limits: the minimum per subject and the total per year.

According to newly enacted legislation (Decree-Law no. 55/2018, of 6 July; Ministerial Implementation Order no. 223-A/2018, of 3 August; and Ministerial Implementation Order no. 226-A/2018, of 7 August), schools may manage up to 25 % of the curriculum in a flexible way, provided they comply with the syllabi, the core curriculum competences per subject and year of schooling, the curriculum learning outcomes and the curriculum guidelines, in each grade and for each subject.

All schools may develop *Atividades de Desenvolvimento Curricular* (curricular enrichment activities), within the scope of their options and their educational plan. In the 1st cycle (grades 1-4), five non-compulsory weekly hours are allocated to these activities. In some cases, schools may withdraw one-hour to allocate to *Educação Moral e Religiosa* (moral and religious education).

The introduction of both ICT and *Cidadania e Desenvolvimento* (citizenship and development) in the curriculum (from grade 1 until grade 9) is also underlined. These subjects are transversal in primary education (grades 1-4) and become compulsory from grade 5 until grade 9. In upper secondary education, the school decides how to implement the compulsory component of *Cidadania e Desenvolvimento* (citizenship and development).

Educação Física (physical education) is included in the curriculum of primary and secondary education. Attendance at *Educação Moral e Religiosa* (moral and religious education) is optional in primary and secondary education.

The abovementioned Decree-Law takes effect from the school year of:

- 2018/19, with respect to the 1st, 5th, 7th and 10th grades;
- 2019/20, for the 2nd, 6th, 8th and 11th grades;
- 2020/21, for the 3rd, 9th and 12th grades;
- 2021/22, with respect to the 4th grade.

The 'compulsory options' that students may choose in upper secondary education vary according to education pathway. In grades 10-12, they may include: 'mathematics', 'natural sciences', 'foreign languages' (languages 2, 3, and 4), 'arts education', 'social studies' (only in grade 12), and 'technology and ICT' (only in grade 12).

In upper secondary education, students must be given the opportunity to create their own personal pathway by being allowed to choose options from various school pathways.

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 subjects vary between the different pathways. Data in this report refer to the scientific pathway. Changes in the methodology used to report the data in 2018/19 explain the increase in instruction time in all grades of primary education in comparison to 2017/18.

The Framework Plan approved in 2013 is being progressively implemented. In the current school year, all grades in primary education are now based on this Framework Plan. Schools can decide to provide one additional period per week.

The Framework Plan for lower secondary education (grades 6-9), approved in 2016, started to be implemented in 2017-2018 in grade 6 and from 2018-2019 it will cover grade 7. The new Framework Plan will continue to be implemented over the next two school years: in 2019/20 it will be applied to grade 8, and in 2020/21 to grade 9).

The new Framework Plan for the gymnasium brings the following innovations for the 7th grade (the 6th grade in the Romanian educational system): introducing the compulsory subject 'informatics and ICT' (one hour a week); increasing the number of hours allocated to 'social studies' by one hour per week and introducing a compulsory option to be chosen by students. For these options, students may choose from the optional subjects proposed by the school, or by local or top-level education authorities.

The 'other subjects' category includes: in grades 1-5 (preparatory and grades 1-4 in the Romanian system), 'music and movement'; in grades 1-3 (preparatory and grades 1-2 in the Romanian system), personal development; in grades 6-9 (5-8 in the Romanian system), counselling and personal development; 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 95.2 % 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 between subjects, given that students have to learn two languages – Slovenian, and Italian or the Hungarian language. The adapted curriculum is followed by 3.9 % of pupils.

In grades 1-3, the subject learning about the environment (3 lessons a week) encompasses different subjects: '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 technology (3 lessons a week) includes natural sciences (2 lessons a week) and technology (1 lesson a week). In grades 7-8, the subject 'patriotic and citizenship culture and ethics' (1 lesson per week) is reported in the category social studies. The annual compulsory additional 15 days of activities in the arts, natural sciences, physical education and technology have been included in the respective categories.

In grades 1-9, religion/ethics/moral education is integrated into social studies. In grades 7-9, it can also be a compulsory option. ICT is integrated into all the subjects in grades 1-9. In grades 6-8, it is 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 a mandatory foreign language, rhetoric, and religions and ethics in the field of social sciences and humanities. Students may be exempted from attending 'compulsory options' for attending music school with an accredited programme.

Schools must provide the following non-compulsory subjects: in grade 1, first foreign language (attended by 91.4 % of students); in grades 4-6: second foreign language (attended by 21.8 % of students), arts (attended by 7.4 % of students), ICT (attended by 18.6 % of students), sports (attended by 23.6% of students) and techniques (attended by 13.8 % of students); in grades 7-9, a foreign language (attended by 6.5 % of students); in grades 7-9, an additional lesson of compulsory options. The 'non-compulsory curriculum' (grades 1-9) also includes student interest activities, supplementary lessons and remedial education. In grade 1, 72 % of students also attend 'morning care', and, in grades 1-5, 84 % 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 since 2015/16 set the minimum instruction time for primary and lower secondary education per grade. However, the instruction time for ISCED 34 is prescribed for the four years of upper secondary education (vertical flexibility). Given that only the first year (grade 10) is compulsory, a quarter of this time has been included in each subject category.

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

Finland

Schools and education providers can start teaching any compulsory subject with vertical flexibility from grade 1. They are obliged to introduce the following subjects by the grades specified at the latest: the first foreign language, by grade 3; the second foreign language, by grade 6; social studies, by grade 4; and home economics, guidance and counselling (practical and vocational skills), by grade 7.

Instruction time for geography is included into instruction time for natural sciences.

The compulsory subjects with flexible timetable include music, visual arts, crafts, physical education and home economics.

The compulsory subjects chosen by schools can be any subject.

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

Sweden

The scope includes both public and grant-aided independent schools (*Sw. fristående skola*).

The minimum instruction time is recommended/guaranteed for *Lågstadiet* (lower stage), *Mellanstadiet* (middle stage) and *Högstadiet* (higher stage) in compulsory education, and schools decide how to distribute the instruction time in each stage, although with some limitations. The number of hours for a subject or group of subjects may be reduced by at most 20 % to accommodate school options in each stage; however, English, mathematics, Swedish and Swedish as a second language are excluded.

The 'compulsory options chosen by students' include the 'pupil's choice' (*Elevens val*) with an instruction time of 382 hours. In the 'pupil's choice', the pupil can deepen or broaden their knowledge of one or more subjects. The hours in this compulsory option can be freely distributed between the lower stage, middle stage or the higher stage, for comparability reasons the hours in the 'pupil's choice' have been equally distributed across each stage in the 'intended instruction time'.

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

In practical and vocational skills, the subject 'home and consumer studies' has a total instruction time of 118 hours – 36 hours in the lower and middle stages, and 82 hours in the higher stage. For comparability reasons, in the 'intended instruction time', 36 hours has been put in the middle stage for the subject 'home and consumer studies'. Practical and vocational skills also consists of 330 hours of handiwork, 50 hours in the lower stage, 140 hours in the middle stage and 140 hours in the higher stage.

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

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

The 'non-compulsory curriculum' includes mother tongue tuition for children with a mother tongue other than Swedish. Municipalities can decide how to organise this tuition and how long it lasts.

Pupils starting grades 7, 8 or 9 in the school year 2018/19 follow the old rules for instruction time (see data for the school year 2017/18).

Pre-school class (which is the last year of ISCED 02) becomes compulsory in the year the child turns six. Pre-school class lasts one year.

United Kingdom – England

The data in the figures applies to pupils in maintained schools only. It does not apply to pupils in academies (government-dependent private institutions), for which subject requirements are set by individual funding agreements with the Secretary of State. However all academy funding agreements include a requirement for a broad and balanced curriculum that includes English, mathematics, science and religious education.

For maintained schools, legislation sets requirements for the subjects to be taught, but does not specify instruction time, either for individual subjects or in total. Schools must, however, provide sufficient lesson time to deliver a broad and balanced curriculum that includes all statutory requirements.

- Language 2 refers to any modern or ancient foreign language in grades 3-6 and to any modern foreign language in grades 7-9.
- Religion: schools are required to provide for the teaching of religious education and for a daily act of collective worship. Parents have the right to withdraw their child from religious education and from collective worship.
- Practical and vocational skills: schools are required to secure access to independent and impartial careers advice and guidance for pupils in grades 8-11.
- Other subjects: schools are required to provide for the teaching of sex and relationships education to all pupils in grades 7-11. Parents have the right to withdraw their child from this teaching.
- Compulsory options chosen by students: pupils in grades 10 and 11 must be offered options in foreign languages, arts, technologies and social sciences.

Schools may also require pupils to study subjects that are not part of the compulsory curriculum, for example, foreign languages, arts, technologies, or social sciences in grades 10 and 11.

After the end of grade 11, there is an additional legal requirement for pupils to engage in full- or part-time education or training from age 16 to 18.

United Kingdom – Wales

The data in the figures applies to pupils in maintained schools.

Minimum weekly lesson times 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.

Legislation sets requirements for the subjects to be taught, but does not specify instruction time for these subjects.

- Language 2 refers to Welsh and language 3 to modern foreign languages (a European or world language).
- Religion: schools are required to provide for the teaching of religious education and for a daily act of collective worship. Parents have the right to withdraw their child from religious education and from collective worship.
- Practical and vocational skills: an introduction to careers and the world of work is compulsory for pupils in grades 7-11.
- Other subjects: Personal and social education (PSE) forms part of the basic curriculum for all grades. Schools are also required to provide for the teaching of sex education to all pupils in grades 7-11. Parents have the right to withdraw their child from this teaching.

Schools may also require students to study subjects that are not part of the compulsory curriculum, for example, foreign languages, arts education, or technology in grades 10 and 11.

United Kingdom – Northern Ireland

Schools must provide sufficient lesson time to deliver a broad and balanced curriculum that includes all statutory requirements. Schools may provide more than the minimum if they wish.

- In grades 1-4, pupils are required to be under instruction for a minimum of 3 hours per day, excluding religious education, for which an additional 2.5 hours per week is allocated.
- In grades 5-7, pupils are required to be under instruction for 4.5 hours a day, excluding religious education, for which an additional 2.5 hours per week is allocated.
- In grades 8-12, pupils are required to be under instruction for 4.5 hours a day, excluding religious education. Time allocated for religious education is expressed in periods: three periods a week in grades 8-10 and two 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.

Legislation sets requirements for the subjects to be taught, but does not specify instruction time for these subjects, other than for religious education.

- Language 2 refers to any official language of the European Union other than English and, in Irish-speaking schools, other than Irish.
- Religion: schools are required to provide for the teaching of religious education and for a daily act of collective worship. Parents have the right to withdraw their child from religious education and from collective worship.
- Practical and vocational skills: learning for life and work is compulsory in grades 8-12. This includes employability, local and global citizenship, and personal development (including relationships and sexuality education, RSE). For grades 8-10, it also includes home economics.
- Other subjects: Personal development and mutual understanding (PDMU) is compulsory in grades 1-7. This includes personal understanding and health (incorporating emotional development, learning to learn, health, relationships and sexuality education); and mutual understanding in the local and global community.

The compulsory curriculum for grades 1-12 also includes 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.

In grades 11-12, the Entitlement Framework provides flexibility for pupils to choose from the wider range of general and applied subjects that schools have to provide access to.

Schools may also require pupils to study subjects that are not part of the compulsory curriculum.

United Kingdom – Scotland

The Scottish Curriculum for Excellence does not prescribe any minimum instruction time with the exception of 2 hours per week for physical education, but it states the 'experiences and outcomes' that the five levels of the Broad General Education Phase – which span several grades each – must include across eight curriculum areas. Local authorities and schools are responsible for agreeing to the specific subjects and the time allocated to them in each grade. National curriculum guidance produced by Education Scotland sets out that all children and young people within the Broad General Education phase have an entitlement to learning within each of the eight curriculum areas.

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.

With regard to languages: The Scottish curriculum has eight curriculum areas – one of which is languages. National curriculum guidance produced by Education Scotland sets out that all children and young people within the Broad General Education (ages 3-16) have an entitlement to learning within each of the eight curriculum areas. The languages curriculum area includes literacy and English, literacy and Gàidhlig, modern languages, Gaelic (learners), classical languages and Scots. These span different subject categories in this study. While learning in these areas is not 'compulsory' in the strict sense of being set out in legislation, there is an expectation that this will be delivered by local authorities and state schools. The Scottish Government currently has a policy – the 1+2 Languages policy – which requires that every child and young person is entitled to a second language (L2) from grades 1-10, and then an experience of one or more third language(s) (L3) at the latest from grades 6-10. This entitlement will be fully implemented by 2021.

Albania

The compulsory subjects chosen by schools include: modules in environment or different activities in elementary level/grades 1-5; grades 6-9, mostly second foreign language, e.g. German, French, Italian, etc.

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

In grades 1-4, 'social studies' are integrated into '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 at national level. Curricula and the 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 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 total of compulsory instruction time for six years at primary level varies between a minimum of 4 452 and a maximum of 5 255 hours between Cantons. The total compulsory instruction time for the three years at lower secondary level varies between a minimum of 2 341 and a maximum of 3 060 hours.

The scope includes only public institutions. The figures represent weighted averages of the cantonal requirements for each grade and the total 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 2016/17. For the Canton Ticino with five years of primary education and four years of lower secondary education in 2018/19, calculations are based on six years of primary and three years of lower secondary education for reasons of comparability. The instruction time indicated in lower secondary education is the mean of the different pathways (basic and advanced requirements; without baccalaureate schools in grade 9).

Compulsory education includes 2 years of pre-primary education (ISCED 02) and lasts 11 years in total.

The length of holiday periods and the number of public holidays also vary between cantons. The number of instruction days per school year is presented as an average of the number of school weeks per year (varying between 36.5 and 40 weeks) minus an estimated average of five public holidays. Teacher development days are at the discretion of the school and therefore cannot be excluded. The length of a period varies between 45 (in the majority of the Cantons) and 50 minutes.

Iceland

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

According to the National Curriculum for Compulsory Schools, two foreign languages are compulsory, English and Danish. English is defined as the first foreign language (language 2) and Danish (in some cases Norwegian or Swedish) as the second foreign language (language 3). Schools are free to decide how much time should be assigned for the first and the second foreign language (languages 2 and 3), within the limits of the intended curriculum for foreign languages. Additional foreign language instruction is included in the 'compulsory options chosen by the students'. The National Curriculum Guidelines allocate time for compulsory options. All schools use this time for both extra teaching time for compulsory subjects and other subjects that pupils may choose.

The 'compulsory options chosen by students' include 'elective subjects' chosen by each individual school. Schools may offer elective subjects that are the same as the core subjects, e.g. language and mathematics, if they want to provide more extensive education in those subject fields. The guidelines instruct schools to keep a balance between academic and more vocational subjects. It is recommended that schools offer subjects in the arts and practical/vocational subjects, especially in grades 8-10.

Liechtenstein

In grade 1, English is taught as an integrated subject (CLIL). It is up to teachers to decide how this is done. It is reported as one lesson integrated into the total instruction time.

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

The category 'other subjects' includes (in the three pathways) 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 the *Gymnasium* depend on the track 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 school. In grade 9, they are used particularly to prepare students (individually) for their further general or vocational education career. In the *Gymnasium*, the non-compulsory subjects aim to promote topics across different subjects (interdisciplinary) and students' individual interests.

Montenegro

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

Religion/ethics/moral education is integrated into 'social studies' throughout compulsory education.

Technology is integrated into 'natural sciences' in grades 1-4, and into ICT in grades 5- 8. In grade 9, both technology and ICT are integrated into the compulsory subjects. Besides being studied as a separate subject, 'ICT' is integrated into all other subjects.

In schools where the Montenegrin language is taught as a non-mother tongue language, the number of lessons is higher. In addition to studying their mother tongue (four lessons a week), children have two additional lessons of Montenegrin language a week from the 1st to 9th grade.

One period per week (of the recommended instruction time per year) must be devoted to form time.

In grades 7-9, students have to choose one compulsory subject (one lesson per week). Schools are obliged to offer a minimum of five subjects from a list of 20 approved by the national council for education.

The compulsory flexible subjects chosen by schools cover two weeks of instruction time that schools devote to culture, technical activities, sports, outdoor education and school trips.

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

Norway

Instruction time per subject for the 10-year compulsory education programme 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, the instruction time for the core subjects 'reading, writing and literature', 'mathematics', 'natural sciences' 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 between the relevant grades. 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.

At primary and lower secondary level, the school owner (schools) may reallocate up to 5 percent of the total ordinary instruction time in each subject to other curriculum subjects. For instance, each school may allocate 5 percent of the intended instruction time in mathematics for grades 1-4 ($0.05 * 560 \text{ hours} = 28 \text{ hours}$) to other subject(s), for example natural sciences. The reallocation of subject time may only be done within the individual main grades, i.e. 1-4, 5-7 and 8-10.

On compulsory options chosen by the students:

In grades 8 to 10 of lower secondary education (ISCED 24), students can choose between 15 subjects (from 2017/18 the subject 'programming' was introduced) as compulsory options for a total number of 171 hours. Students in lower secondary (ISCED 24) with sufficient expertise, may choose subjects from the upper secondary (ISCED 34) curriculum as a part of their compulsory options. Every school must offer at least two different subjects as compulsory options. In addition, a student can choose between a second foreign language (language 3) and in-depth studies or work-related training for a total number of 222 hours. The in-depth studies give students the opportunity to develop their competences in English, 'reading writing and literature', Sami, mathematics or work-related training instead of starting a new foreign language subject. Schools can decide which subjects to offer as in-depth studies and how to organise them, but they must offer at least one in addition to language 3. In 2017/18, 73 % of the students had language 3 while only 15 % chose in depth-studies in other languages and 12 % in-depth studies in mathematics or work-related training.

Serbia

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

In grades 1-4, 'social studies' is integrated into 'natural sciences'. In grades 6-8, ICT is integrated into 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 form time (classroom meeting).

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.

The non-compulsory curriculum consists of supplementary classes, additional classes and different kinds of extra-curricular activities (volunteering, humanitarian activities, cultural activities, sports, etc.).

North Macedonia

Primary education is compulsory, lasts nine years, and is organised in three educational stages: from first to third grade, from fourth to sixth grade and from seventh to ninth grade. According to the ISCED classification, this level of education is equivalent to ISCED level 1 (primary education) and ISCED level 23 (lower secondary education). Primary education is provided by municipal and state primary schools.

The subject 'innovations' is included in the category practical and vocational skills in grade 9.

In grades 4-5, the subject 'creative handicraft' is included in the category 'other subjects'. In grade 6, pupils have to choose one of the following elective subjects: 'ethics of religions', 'introduction to religions' or 'classical culture of European civilisation'. In grades 7-9, pupils have to choose one of the following elective subjects: 'homeland culture', 'environmental education', 'research on our homeland', 'folk dance', 'projects in music', 'projects in fine arts', 'technical education', 'projects in informatics', sport, health, 'skills for living'. In grade 8-9, one additional subject is added to the list of electives, 'computer programming'. In grades 3-9, students can decide to follow (with parental approval) one of the following non-compulsory subjects: 'language and culture of Aromanians', 'language and culture of the Roma people' or 'language and culture of Bosnians'.

Secondary education is part of compulsory education and is provided in secondary schools that are either public secondary schools (municipal or state secondary schools) or private high schools. According to the ISCED classification, this level of secondary education is equivalent to ISCED level 3 (upper secondary education). Although the law on secondary education does not stipulate the minimum number of years to be spent in secondary education (it can be from 2 to 4 years in vocational education schools or 4 years in general secondary schools), ISCED 3 is mandatory for all students. When considering the student population as a whole, the minimum number of years of compulsory education is 11 years. However, it lasts 13 years for those students following the general secondary education programme.

General secondary programmes at ISCED level 34 are provided in the *gymnasium*. Upper secondary general education in the *gymnasium* lasts four years.

The data in this report only show the first two years (grades 10 and 11) of upper secondary general education. For the third year of the *gymnasium* or grade 12, the minimum instruction time for the total compulsory curriculum is 621 hours a year (108 hours for 'reading, writing and literature', 162 hours for natural sciences', 81 hours for 'mathematics', the first foreign language, and 'physical education and health,' and 54 hours for the second foreign language and 'social studies'). For the fourth year of *gymnasium* or grade 13, the minimum instruction time for the total compulsory curriculum is 540 hours a year (108 hours for reading, writing and literature; 81 hours for mathematics, social studies, the first foreign language and physical education and health; and 54 hours for the second foreign language and business and entrepreneurship).

Turkey

Instruction time for ISCED 34 in this report only relates to the Anatolian high schools. There are four general education programmes at ISCED level 3 in Turkey: Anatolian high school (80 % of students), high school (11 %), science high school (5 %) and Anatolian teacher training high school (4 %). High schools and Anatolian teacher training high schools are gradually been transformed into Anatolian high schools. High schools still enrol approximately 40 % of students in grade 12. Nevertheless, the curricula of high schools and Anatolian high schools in this grade are very similar, with the main exception being the 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 education, '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.

GLOSSARY

Definition of instruction time

The intended instruction time includes the time a public school is expected to provide instruction to students on all the subjects of 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 II, Sections 2 and 3) present data as **annual instruction time in hours of 60 minutes per grade**, taking into account the number of instruction days per week and per year and the number and length of periods ⁽²³⁾. When the data collected from the national policy document is provided 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.

Definition of subject categories

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

The category 'reading, writing and literature' is associated with 'language 1'. Additional languages learnt by students – usually but not necessarily foreign languages, are referred to 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.

⁽²³⁾ 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>

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.
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.

Definition 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.

Country codes

EU/EU-28	European Union	PL	Poland
BE	Belgium	PT	Portugal
BE fr	Belgium – French Community	RO	Romania
BE de	Belgium – German-speaking Community	SI	Slovenia
BE nl	Belgium – Flemish Community	SK	Slovakia
BG	Bulgaria	FI	Finland
CZ	Czechia	SE	Sweden
DK	Denmark	UK	United Kingdom
DE	Germany	UK-ENG	England
EE	Estonia	UK-WLS	Wales
IE	Ireland	UK-NIR	Northern Ireland
EL	Greece	UK-SCT	Scotland
ES	Spain		
FR	France	EEA and Candidate countries	
HR	Croatia	AL	Albania
IT	Italy	BA	Bosnia and Herzegovina
CY	Cyprus	CH	Switzerland
LV	Latvia	IS	Iceland
LT	Lithuania	LI	Liechtenstein
LU	Luxembourg	ME	Montenegro
HU	Hungary	MK	North Macedonia
MT	Malta	NO	Norway
NL	Netherlands	RS	Serbia
AT	Austria	TR	Turkey

Statistical codes

: Data not available

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