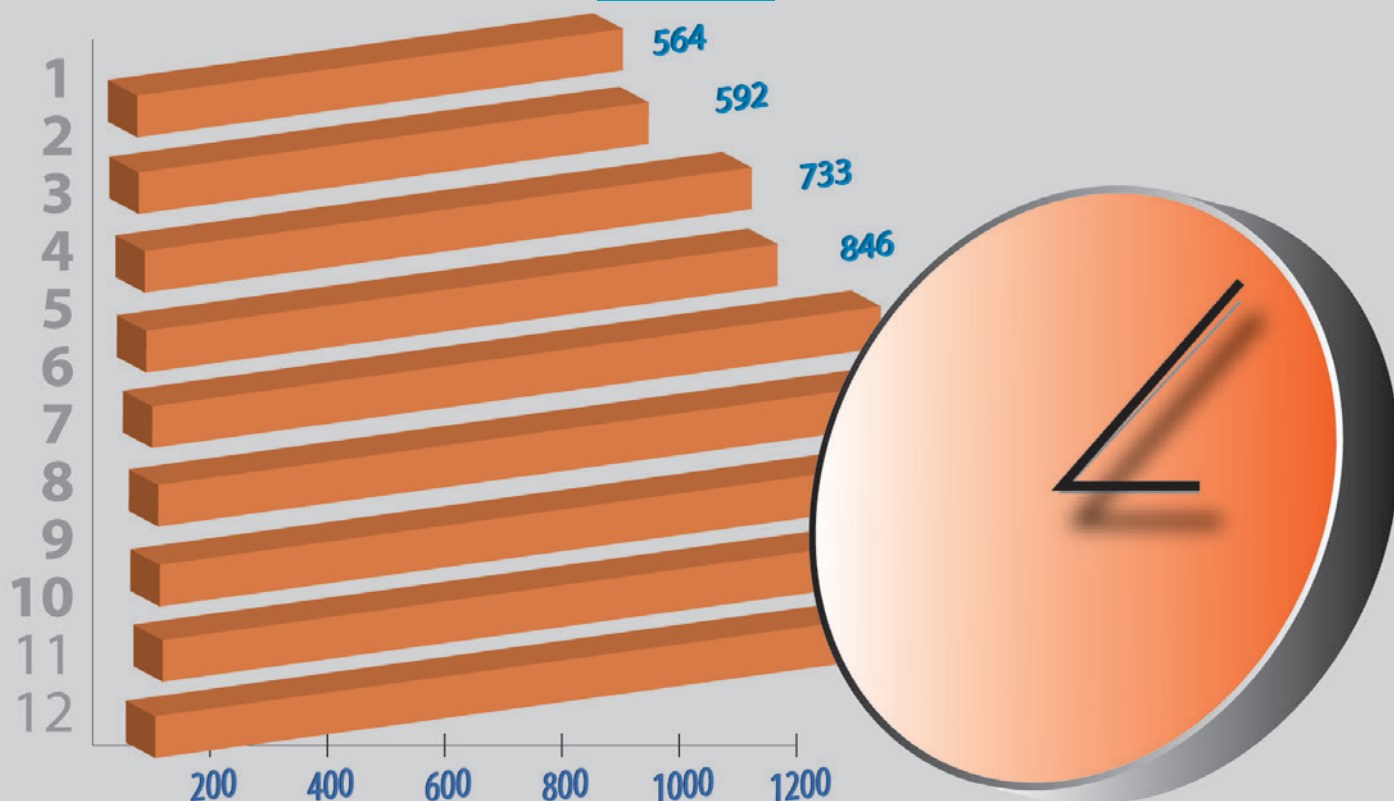




European
Commission



Recommended Annual Instruction Time in Full-time Compulsory Education in Europe 2014/15

Eurydice – Facts and Figures

Education
and Training



Recommended Annual

Instruction Time

in Full-time Compulsory Education

in Europe

2014/15

Eurydice – Facts and Figures

*Education
and Training*

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INTRODUCTION

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

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

This publication provides information on instruction time in various forms: national data sheets, indicators and country specific notes. Part I defines the scope of the document and offers relevant definitions. Part II contains a comparative analysis that covers various instruction time indicators. Part III begins with a reading guide to the diagrams (national data sheets). This guide briefly explains what the diagrams show and how to read them, and lists the acronyms and abbreviations they use. The diagrams are located in Part III Section 2 (Instruction time by country), and Part III Section 3 (Instruction time by subject). Part III Section 4 contains an appendix to the diagrams, that includes diagrams on instruction time for subjects or curriculum categories that are only present in a small number of curricula in European countries (i.e. instruction time for the third and the fourth foreign languages (languages 4 and 5) as compulsory subjects and for the non-compulsory curriculum). Part III Section 5 provides country specific notes complementary to the information provided in the diagrams.

PART I: SCOPE AND DEFINITIONS

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

Instruction time

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

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

National data sheets (Part III, Sections 2 and 3) present data as **annual instruction time in hours of 60 minutes per grade** bearing in mind the number of instruction days per week and per year and the number and length of periods ⁽¹⁾. When the data collected from the national policy document is presented in periods (usually between 35 and 50 minutes), per week or per year, calculations are done in order to obtain standard annual data in hours.

Education levels and programmes

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

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

Reference year

The reference year is **2014/15** or otherwise stated in the country specific notes.

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

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

⁽³⁾ For more information on the situation in each country, see the brochure 'Structure of European education systems 2014/15: schematic diagrams': <http://bookshop.europa.eu/en/the-structure-of-the-european-education-systems-2014-15-pbECAL15001/>

Definitions of subject categories

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

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

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

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

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

Definitions of curriculum categories

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

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

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

Curriculum categories	Definitions
Compulsory subject	Subject that must be studied by all students.
Compulsory options chosen by the students	Includes the total amount of instruction time on one or more subjects that pupils have to select (from a set of subjects that are compulsory for schools to offer) in order to cover part of their compulsory instruction time. For example, students may be able to choose between studying another language or computer science or economics, but to attend one of these options is compulsory.
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 maths enrichment course or to study an additional language, above the compulsory hours of instruction. Students are not required to choose one of these elective subjects, but all public schools are expected to offer this possibility.

PART II: COMPARATIVE ANALYSIS

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Introduction

Many stakeholders in education, such as students, parents and employers have a strong interest in the curriculum. They want to know what subjects are taught in school, whether the curriculum is putting enough emphasis on sciences and languages, and, more generally, they want to know if students are gaining the knowledge and skills they need to either get a job or carry on studying at a higher level. Information on the amount of time dedicated to teaching a particular subject or 'instruction time' can be a useful indicator of the value placed on a subject and its relative importance in the curriculum.

Five indicators are presented and discussed in this brief comparative analysis: Based on a notional school year, the first indicator shows the minimum instruction time, in hours, for the compulsory curriculum. The second indicator shows the instruction time dedicated to reading, writing and

literature; mathematics; sciences; and languages ⁽¹⁾ as compulsory subjects in primary education. The third indicator shows the instruction time dedicated to the same subjects in the compulsory phase of secondary education. The fourth and the fifth indicators show whether schools can decide at least partly on the subjects to include in the curriculum, and whether they have some liberty in how they allocate compulsory instruction time across the grades or the subjects. All indicators refer only to general education. They concern full-time compulsory education, excluding grades of pre-primary education when they are part of compulsory education.

Instruction time for the compulsory curriculum varies a great deal between European countries

The length of full-time compulsory education varies a great deal between European countries. It ranges from eight years in Croatia to twelve years in Hungary, the Netherlands (*Voorbereidend Wetenschappelijk Onderwijs*), Portugal, the United Kingdom (Northern Ireland) and Turkey ⁽²⁾. Consequently, it is quite meaningless to compare total instruction time for the compulsory curriculum in different countries during compulsory education.

Figure 1, therefore, shows the minimum instruction time for the whole compulsory curriculum divided by the number of years of compulsory education. This simple mathematical operation eliminates variations resulting from the differences in the number of grades in compulsory education. Yet, the situation still varies a great deal across Europe. Instruction time in a notional year reaches or exceeds 900 (hours) in Denmark, Ireland, France, Italy, the Netherlands, and the United Kingdom (Wales). It is close to 900 in a few other countries: Belgium (German-speaking Community) (895) Spain (899) and Luxembourg (892). At the other end of the scale, instruction time for the compulsory curriculum in a given year corresponds to 555 in Croatia; is between 600 and 650 in Serbia (603) and in Bulgaria (644); and is around the 700 mark in Romania (692), Poland (693), Slovenia (698) and Finland (703). The United Kingdom stands out: In England, the Department for Education no longer provides guidance on minimum weekly lesson time. However, the requirement remains for schools to allow sufficient instruction time to deliver a broad and balanced curriculum that includes all statutory requirements; In Scotland, the Scottish Curriculum for Excellence does not specify any subjects to be taught or any instruction time, except a minimum of 2 hours per week for 'physical education'.

In the Netherlands ⁽³⁾, Austria ⁽⁴⁾, and Liechtenstein ⁽⁵⁾, different types of secondary schools exist, but there is very little or, in the case of Austria, no difference between these school types in the recommended amount of instruction time. More substantial variations between school types (or

⁽¹⁾ In this comparative analysis as in the rest of the document, 'Reading, writing and literature' is considered as 'Language 1'. Additional languages learnt by students – known as foreign languages in nearly all countries-, are categorized as 'Language 2', 'Language 3', 'Language 4' and 'Language 5'. In this text, 'languages' refers to languages other than "Reading; writing and literature" (Language 1).

⁽²⁾ For detailed information on the length of full-time compulsory education, please consult the following Eurydice publication: <http://bookshop.europa.eu/en/compulsory-education-in-europe-2014-15-pbECAP15001/>

⁽³⁾ Students must choose from three different types of schools at the end of primary education: VMBO (*Voorbereidend Middelbaar Beroepsonderwijs*), HAVO (*Hoger Algemeen Voortgezet Onderwijs*) and VWO (*Voorbereidend Wetenschappelijk Onderwijs*). After grade 10 of VMBO and grade 11 of HAVO, students normally continue vocational education, which is excluded from this data collection. For that reason, the number of grades of general compulsory education varies according to the tracks.

⁽⁴⁾ Students must choose between three types of schools at the end of primary education: *Allgemeinbildende höhere Schulen*, *Hauptschulen* and *Neue Mittelschulen*. After four years, students in the last two can choose between different tracks. Students can choose from different programmes of study for year 9 to complete compulsory education. As these programmes could not be all presented, no data for that particular year were included.

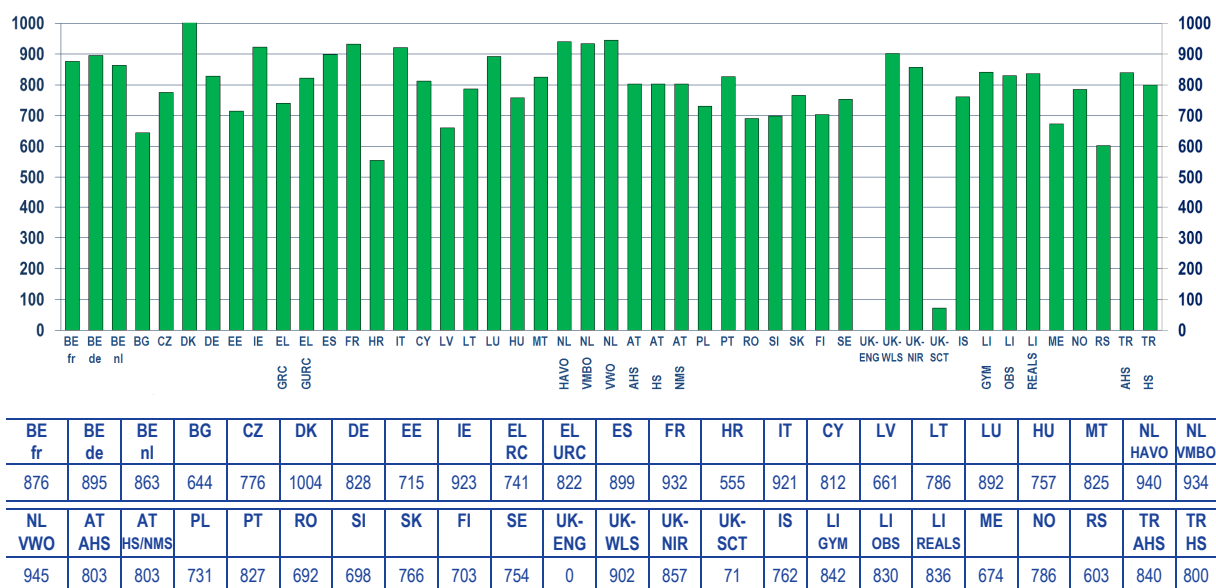
⁽⁵⁾ Students must choose between three types of schools at the end of primary education: *Gymnasium*, *Realschulen* and *Oberschulen*.

curricula) do exist in Turkey ⁽⁶⁾ and Greece. In these five countries (except Greece), the curriculum is the same for all students at primary level but changes either when they start lower secondary education (the Netherlands, Austria and Liechtenstein) or upper secondary education (Turkey).

In Greece, there are two types of public primary school (for more information, see Part III, Section 5. Country specific notes) with different curricula accounting for the differences in instruction time shown in Figure 1: those implementing the unified revised curriculum (URC), accommodating 53 % of all primary pupils and those implementing the regular curriculum (RC), accommodating the rest of the primary school population. The unified revised curriculum started as a pilot programme in 2010. The objective is to gradually replace the regular programme with the unified revised curriculum in all schools. Pupils attending schools operating the RC may benefit from additional instruction time as part of the non-compulsory curriculum, which brings their total instruction time to the same number of hours as the URC.

In a dozen countries, schools are strongly recommended to provide additional instruction time to that required for the compulsory curriculum, but students are free to decide whether to take it up (see the appendix).

Figure 1: Recommended minimum instruction time in hours for the compulsory curriculum in a notional year during full-time compulsory education, 2014/15



Source: Eurydice.

Explanatory note

This figure only concerns general education. Grades at pre-primary level are excluded even if they are part of full-time compulsory education. For each country, the minimum instruction time in hours for the compulsory curriculum has been divided by the number of grades of full-time compulsory education.

Country specific note

For detailed information on countries' specific data collection methodology (including definitions) and their collected data, please refer to Part III, Section 5 (Country specific notes).

⁽⁶⁾ Upper secondary students must choose from different tracks. The presented data concern High Schools and Anatolia High Schools, which accommodate 91 % of all students of that level.

At primary level, the main focus is on reading, writing and literature

Reading, writing and the study of literature, mathematics and sciences are all key subject areas of school curricula in Europe. Literacy, basic mathematics and sciences also provide the foundations for further learning. For these reasons, the Council of the European Union has set EU benchmarks for 2020 in reading, mathematics and sciences: by 2020, the proportion of 15-year-olds with low achievement in reading, mathematics and science should be less than 15 % ⁽⁷⁾. Language skills too are essential for European students, given the diverse linguistic landscape of the European Union and the key role of language competences in the mobility and employability of European citizens ⁽⁸⁾.

Figure 2 focuses on these four subject categories and looks at the instruction time spent on each, as a proportion of the recommended minimum instruction time for the compulsory curriculum at primary level. In most countries, the instruction time allocated to these compulsory subject categories corresponds to a percentage varying from 50 % to 60 % of the recommended minimum instruction time. France and Croatia stand out, as the proportion of time attributed to these subject categories exceeds 70 %.

Countries where the percentage reaches slightly more than 60 % for the four subject categories are the Czech Republic, Malta, Austria, Portugal, Montenegro and Serbia. At the other end of the scale, Denmark, Cyprus and Island allocates less than 50 % of the minimum instruction time for the teaching of these four subjects.

In all countries, except Malta, the instruction time spent on reading, writing and literature takes the largest share of minimum instruction time. In most countries, this proportion corresponds to about 25 % of the total amount. In Malta, the largest proportion of instruction time is dedicated to mathematics. In all countries, except Malta, Portugal and the Republic of Serbia, mathematics takes the second largest share of total instruction time, at around 15 %. Portugal and Serbia are the only countries where the proportion of time spent on reading, writing and literature is the same as on mathematics. In Ireland, Poland and Island, the curriculum also gives equal or nearly equal importance to these two subject categories, as the proportion of instruction time spent on each is very close (the difference being less than 5 percentage points).

The instruction time dedicated to natural sciences and language 2 is proportionally and substantially lower than that for reading, writing and literature, or mathematics in all countries. In most cases, students spend around 10 % or less on each of these two subjects. In Denmark, Greece (URC) Poland, Serbia and Turkey, the percentage of time spent on the two subjects is the same. The number of countries where proportionally more time is spent on natural sciences is roughly the same as for language 2. In most countries though, the difference in percentage points is not very high (no more than 5). However, in the case of Ireland, Malta, and Austria the difference is greater than 10 percentage points. In Austria, the proportion of instruction time dedicated to natural sciences is significantly higher than that dedicated to language 2. In Ireland and Malta, the inverse is true. In both cases, the language learnt is the second national language, which explains the relative high proportion of instruction dedicated to it.

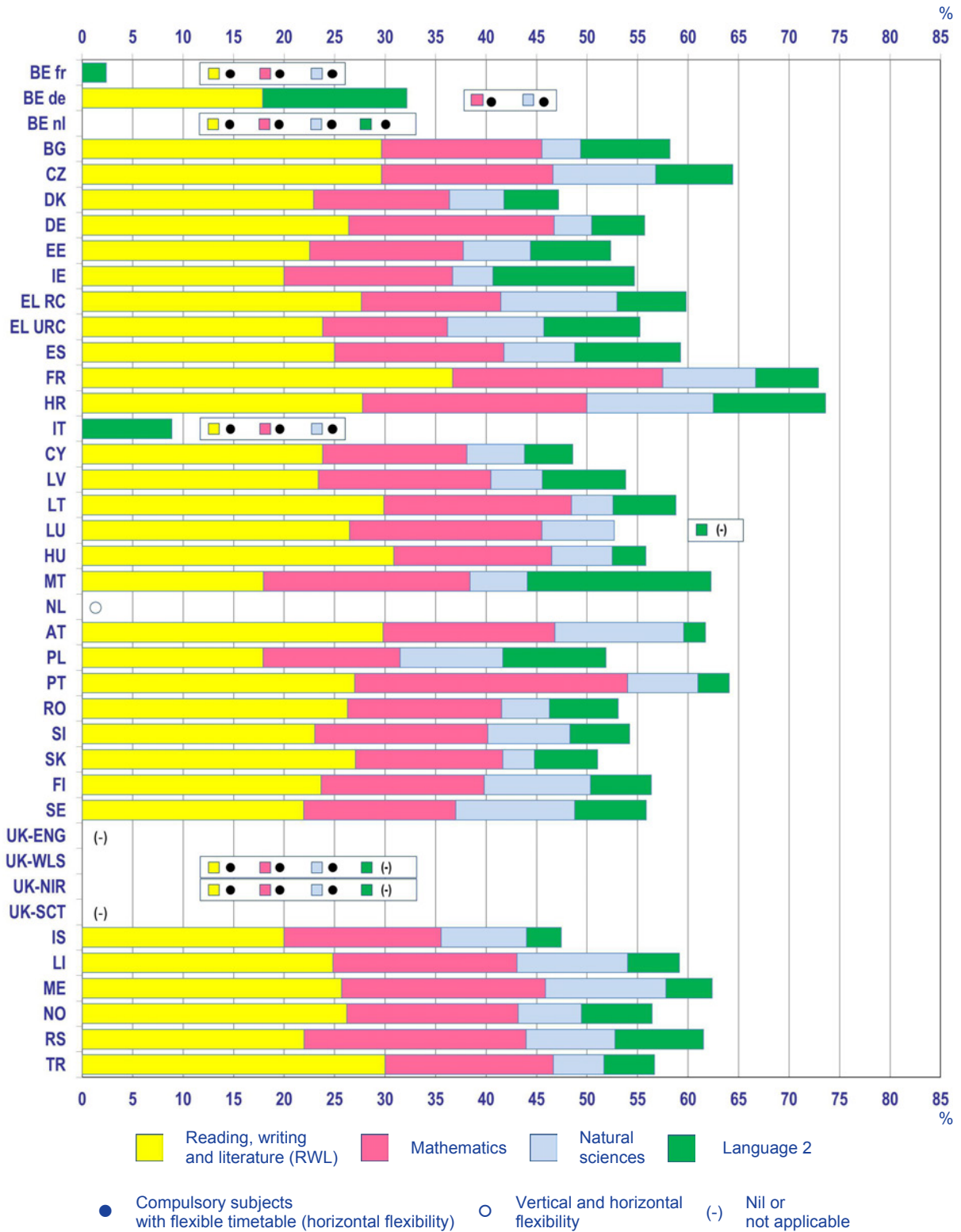
In about half of the countries studied, learning language 2 as a compulsory subject does not start from the first grade of primary education ⁽⁹⁾, this partly explains the relatively low percentage of instruction time attributed to language 2 in a few countries (below 5 %).

⁽⁷⁾ See the May 2009 Council Conclusions on a strategic framework for European co-operation in education and training: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:en:PDF>

⁽⁸⁾ Council Conclusions on multilingualism and the development of language competences http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142692.pdf

⁽⁹⁾ For more information, see Part III, Section 3 Instruction time by subject.

Figure 2: Percentage of the recommended minimum instruction time allocated to reading, writing and literature; mathematics; sciences; and the second language as compulsory subjects in primary education, 2014/15



Source: Eurydice.

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL RC	EL URC	ES	FR	HR	IT	CY	LV	LT	LU	HU
RWL	●	17.9	●	29.6	29.7	22.9	26.4	22.5	20.0	27.6	23.8	25.0	36.7	27.8	●	23.8	23.4	29.9	26.5	30.8
Maths	●	●	●	15.9	16.9	13.5	20.3	15.2	16.7	13.8	12.4	16.8	20.8	22.2	●	14.3	17.1	18.6	19.0	15.7
Nat Sc	●	●	●	3.8	10.2	5.4	3.7	6.6	4.0	11.5	9.5	7.0	9.2	12.5	●	5.7	5.1	4.1	7.1	6.0
Lang 2	2.4	14.3	●	8.8	7.6	5.4	5.2	7.9	14.0	6.9	9.5	10.5	6.3	11.1	8.9	4.8	8.2	6.2	(-)	3.3
	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	IS	LI	ME	NO	RS	TR
RWL	17.9	○	29.8	17.9	27.0	26.3	23.0	27.1	23.7	22.0	(-)	●	●	(-)	20.0	24.8	25.7	26.2	22.0	30.0
Maths	20.4	○	17.0	13.5	27.0	15.2	17.1	14.6	16.2	15.0	(-)	●	●	(-)	15.6	18.2	20.2	17.0	22.0	16.7
Nat Sc	5.7	○	12.8	10.2	7.0	4.7	8.1	3.1	10.5	11.8	(-)	●	●	(-)	8.4	10.9	11.9	6.3	8.8	5.0
Lang 2	18.2	○	2.1	10.2	3.1	6.8	5.9	6.3	6.0	7.1	(-)	(-)	(-)	(-)	3.4	5.1	4.6	7.0	8.8	5.0

● Compulsory subjects with flexible timetable ○ Vertical and horizontal flexibility (-) Nil or not applicable

Explanatory note

Grades at pre-primary level are excluded even if they are part of full-time compulsory education. The percentage for each subject is obtained by dividing the time allocated to individual compulsory subjects for the entire period of primary education by the total number of hours for the compulsory curriculum at primary level (and multiplying by 100).

Compulsory subjects with flexible timetable (horizontal flexibility): Central education authorities do not indicate the instruction time to be allocated to a specific subject, but only the total instruction time for a group of subjects. Regional authorities, local authorities, schools or teachers are then free to decide how much time to allocate to individual subjects.

Vertical flexibility: Central education authorities do not indicate the instruction time for a specific subject in a particular grade, but only the total instruction time for several grades or even for the whole of compulsory education. Schools/local authorities are then free to decide how much time to allocate to each grade.

Country specific notes

Belgium (BE de): Data for natural sciences include instruction time for technology in grades 1-8.

Bulgaria: Data for natural sciences include instruction time for social studies in grade 2.

Czech Republic: Data for natural sciences include instruction time for social studies in grades 1-5.

Ireland and Malta: Data for natural sciences include instruction time for technology in grades 1-6.

France: Data for natural sciences include instruction time for social studies in grades 1-2, for ICT in grades 1-5 and for technology in grades 3-5.

Ireland: All students must learn the two national languages (English and Irish). Instruction time for these two languages are recorded under the categories of 'RWL' and 'Language 2'.

Croatia and Lithuania: Data for natural sciences include instruction time for social studies in grades 1-4.

Luxembourg: Data for reading, writing and literature also include data for language 2 as a compulsory subject in grades 1-6, German which is one of the three national languages (along with French and Luxembourgish).

Austria: Data for natural sciences include instruction time for social studies in grades 1-4, and for technology in grades 1-4.

Poland: Data exclude the first three years of primary education for which a large proportion of the time allocated to compulsory subjects is flexible.

Sweden: Data for natural sciences include instruction time for technology in grades 1-9.

United Kingdom: There is no language 2 as a compulsory subject.

Liechtenstein: Data for natural sciences include instruction time for social studies in grades 1-4. In *Oberschule* and *Realschule*, data for natural sciences include instruction time for social studies in grades 5-9.

Montenegro: Data for natural sciences include instruction time for social studies in grades 1-3, and technology in grades 1-4.

Serbia: Data for natural sciences include instruction time for social studies in grades 1-4.

For detailed information on countries' specific data collection methodology (including definitions) and their collected data, please refer to Part III, Section 5 (Country specific notes).

In some countries, some of the subject categories mentioned are broader, and the instruction time allocated is used to teach other subjects as well. This is the case in Luxembourg where instruction time on reading, writing and literature also includes that for language 2 (German). In seven countries, instruction time for science includes time for social studies in some grades only or in all grades at primary level. At this level of education, technology is also part of the science curriculum in six countries in some or all grades (see the diagrams in Part III, Sections 2 and 3). In France for example, one subject area (*découverte du monde*) includes several specific subjects such as natural sciences,

social studies, ICT during the first two grades of primary education. At that stage, teaching content rather than disciplines in science structures the curriculum.

The percentage of instruction time allocated to different subjects cannot be provided for some countries. In Belgium, Italy and the United Kingdom (Wales and Northern Ireland), central (top-level) regulations or standards do not specify the time to be allocated to specific subjects but only to groups of subjects or to the curriculum as a whole. Schools are therefore free to decide how much time to allocate to specific subjects in any given grade. In the Netherlands, central education authorities determine an overall amount of instruction time that schools can allocate between grades and curriculum subjects as they wish. Finally, in the United Kingdom (England), the central education authority does not provide guidance on the minimum time to be allocated to the curriculum, either for individual subjects or for the curriculum as a whole. In the United Kingdom (Scotland), central education authorities do not determine curriculum subjects to be taught by schools, with the exception of a minimum number of mandated hours for physical education.

Many countries put a relatively strong focus on languages at secondary level

Figure 3 focuses on the same four compulsory subject categories in the compulsory grades of secondary education. In many countries, compulsory education finishes at the end of lower secondary education. However, in some countries, one or more upper secondary grades are also part of compulsory education.

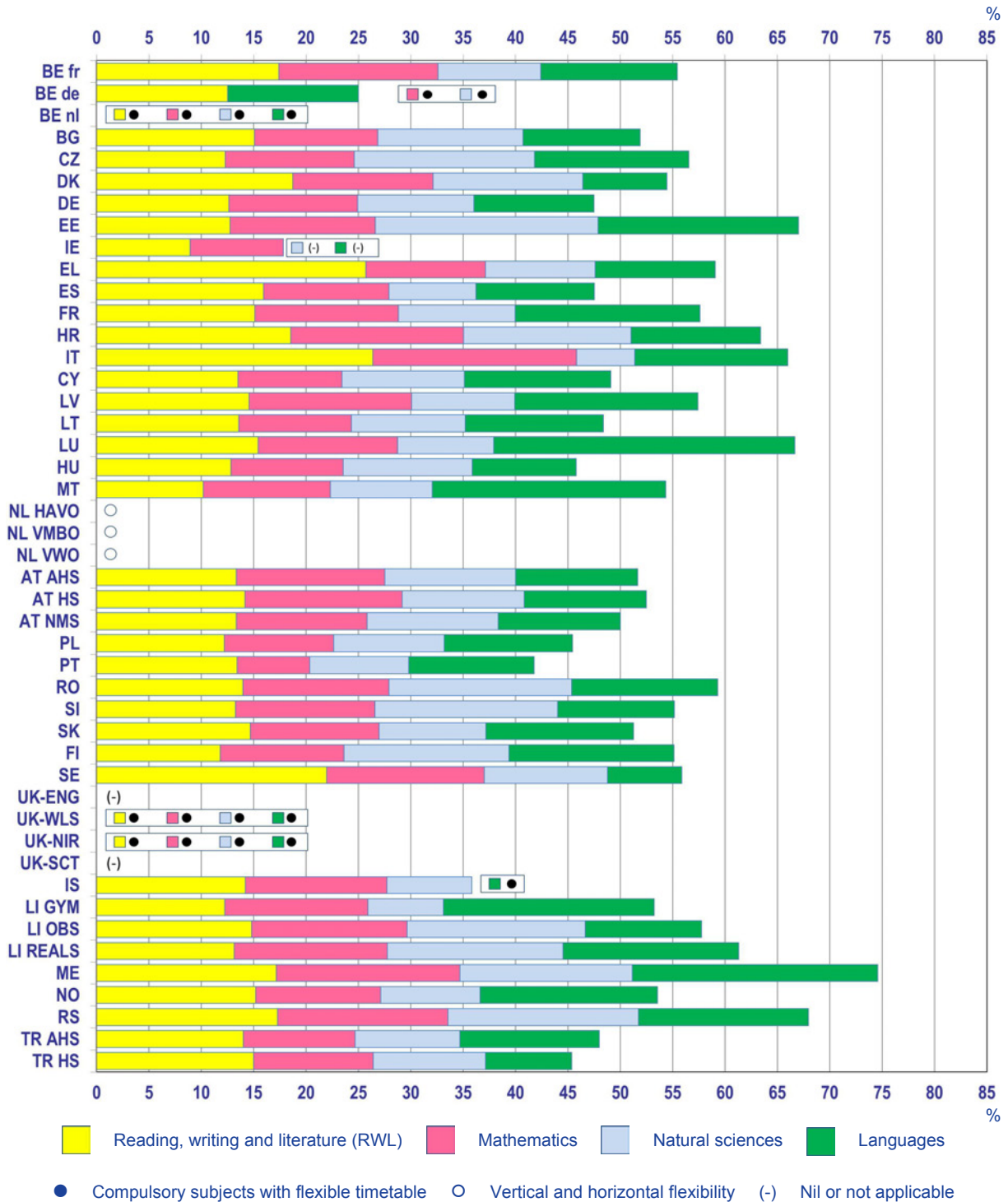
At secondary level, especially in the upper grades, some subjects cease to be compulsory for all students and become options students can choose from. This feature can explain the lower share of some subjects in some countries.

In the Netherlands and the United Kingdom (Wales and Northern Ireland), as it is already the case at primary level, schools are free to decide how to allocate instruction time between all curriculum subjects. In Ireland, this freedom applies only to the last grade of compulsory education, which is the first grade of the upper secondary level; subjects such as natural sciences and languages are only offered as compulsory options. In the United Kingdom (Scotland), similarly to what was observed at primary level, central education authorities do not determine most of the subjects to be taught by schools.

The pattern at secondary level is quite different from the one shown at primary level. There is a much more equal distribution of instruction time between the four subject categories in question, although slight differences in percentage points still exist in all countries.

In slightly less than half of the countries studied, the largest proportion of instruction time is still spent on reading, writing and literature in compulsory secondary education. Greece stands out as a country where a great proportion of total instruction time is dedicated to reading, writing and literature (25.7 %). In contrast, mathematics, sciences and languages receive only between 10.5 and 11.4 %. A similar but less pronounced pattern can also be observed in Italy and Sweden. In most other countries, this percentage on reading, writing and literature is around 15 %.

Figure 3: Percentage of recommended minimum instruction time allocated to reading, writing and literature; mathematics; sciences; and languages as compulsory subjects in compulsory secondary education, 2014/15



Source: Eurydice.

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU	HU	MT	NL HAVO	NL VMBO	NL VWO
RWL	17.4	12.5	●	15.1	12.3	18.8	12.6	12.8	8.9	25.7	15.9	15.1	18.6	26.4	13.5	14.6	13.6	15.4	12.8	10.2	○	○	○
Maths	15.2	●	●	11.8	12.3	13.4	12.3	13.8	8.9	11.4	12.0	13.7	16.5	19.4	9.9	15.5	10.8	13.3	10.7	12.1	○	○	○
Nat Sc	9.8	●	●	13.9	17.2	14.3	11.1	21.3	(-)	10.5	8.3	11.2	16.0	5.6	11.7	9.9	10.9	9.2	12.3	9.7	○	○	○
Lang	13.0	12.5	●	11.2	14.8	8.0	11.5	19.1	(-)	11.4	11.3	17.6	12.4	14.6	14.0	17.5	13.2	28.8	9.9	22.3	○	○	○
	AT AHS	AT HS	AT NMS	PL	PT	RO	SI	SK	FI	SE	UK- ENG	UK- WLS	UK- NIR	UK- SCT	IS	LI GYM	LI OBS	LI REALS	ME	NO	RS	TR AHS	TR HS
RWL	13.3	14.2	13.3	12.2	13.4	14.0	13.3	14.7	11.8	22.0	(-)	●	●	(-)	14.2	12.2	14.8	13.1	17.2	15.2	17.3	14.0	15.0
Maths	14.2	15.0	12.5	10.4	6.9	14.0	13.3	12.3	11.8	15.0	(-)	●	●	(-)	13.5	13.7	14.8	14.6	17.5	11.9	16.2	10.7	11.4
Nat Sc	12.5	11.7	12.5	10.6	9.5	17.4	17.4	10.2	15.8	11.8	(-)	●	●	(-)	8.1	7.2	17.0	16.8	16.5	9.5	18.2	10.0	10.7
Lang	11.7	11.7	11.7	12.2	12.0	14.0	11.1	14.1	15.8	7.1	(-)	●	●	(-)	●	20.1	11.1	16.8	23.4	16.9	16.2	13.3	8.2

● Compulsory subjects with flexible timetable ○ Vertical and horizontal flexibility (-) Nil or not applicable

Explanatory note

This figure only concerns general education. The percentage for each subject is obtained by dividing the time allocated to individual compulsory subjects during the compulsory period of secondary education by the total number of hours for the compulsory curriculum as a whole at secondary level (and multiplying by 100).

Compulsory subjects with flexible timetable (horizontal flexibility): Central education authorities do not indicate the instruction time to be allocated to a specific subject, but only the total time for a group of subjects. Regional authorities, local authorities, schools or teachers are then free to allocate time to individual subjects.

Vertical flexibility: Central education authorities do not indicate the instruction time for a specific subject in a particular grade, but only the total instruction time for several grades, or even for the whole of compulsory education. Schools/local authorities are then free to decide how much time to assign to each grade.

Country specific notes

Belgium (BE de): In the last year of full-time compulsory education, schools enjoy horizontal flexibility for language 3 as a compulsory subject. Therefore, data for that year has not been reported.

Ireland: In the last year of compulsory education (first year of upper secondary), schools enjoy horizontal flexibility for some subjects such as reading, writing and literature; and mathematics. Consequently, instruction for that year is not reported.

Italy: Data for reading, writing and literature also include data for social studies in grades 6-8; data for mathematics include instruction time for natural sciences in grades 6-8 (data for natural sciences only concern grades 9-10), and for ICT in grades 9-10.

Luxembourg: Data for reading, writing and literature also include also for language 3 as a compulsory subject in grades 7-10.

Sweden: See note under Figure 2.

Liechtenstein: See note under Figure 2.

For detailed information on countries' specific data collection methodology (including definitions) and their collected data, please refer to Part III, Section 5 (Country specific notes).

In a significant number of countries, the largest proportion of instruction time is used by students to learn languages: France, Cyprus, Latvia, Luxembourg, Malta, Liechtenstein (*Gymnasium*), Montenegro and Norway. In Finland and Liechtenstein (*Realschulen*), languages share this position with natural sciences. In some other countries, the share of the time devoted to languages is very similar (less than one percentage point difference) to that allocated to reading, writing and literature; this is the case in Belgium (German-speaking Community), Lithuania, Slovakia, and Turkey (Anatolia High Schools). In all these countries, instruction time as shown in the figure is used to learn two and, in a few cases, three languages as compulsory subjects in some or all grades of secondary education⁽¹⁰⁾. A special comment must be made with regard to Luxembourg and Malta where the instruction time dedicated to languages is proportionally much higher in comparison with other subjects (especially reading, writing and literature). Students in these two countries start learning languages from an early age in school and with some intensity as they need to have a very high level of proficiency because these languages subsequently become languages of instruction⁽¹¹⁾.

⁽¹⁰⁾ For detailed information on instruction time dedicated to the first, second, third and fourth foreign languages as compulsory subjects for each grade of compulsory education, see the diagrams in Part III, Section 3.

⁽¹¹⁾ German and French in the case of Luxembourg and English in the case of Malta.

Mathematics takes up around 15 % of total instruction time in most countries. It is rarely the subject taking the largest share of total instruction time; this is only the case in Austria (*Allgemeinbildende höhere Schulen* – science branch (*Realgymnasium*) and *Hauptschulen*). In this country, however, the differences in percentage points between the four subjects are very small. In two countries (Cyprus and Portugal), students spend the least amount of time on mathematics in comparison to the other three subjects, but again the difference with the closest contender is not great (about two percentage points). In Portugal's case the low figure is explained by the fact that mathematics is an optional subject chosen by the student in the final three years of compulsory instruction time.

In a bit less than half of the countries studied, the lowest proportion of total instruction time is allocated to sciences. The difference with other subjects is the greatest in Belgium (French Community), Italy, Latvia, Luxembourg, Iceland and Liechtenstein (*Gymnasium*), where it equals or is greater than five percentage points in relation to at least two other subjects. In Italy, in some grades, instruction time for mathematics includes instruction for natural sciences, which explains the relatively low percentage for the latter subject. In contrast, natural sciences take up the largest share of total instruction time in six countries (Czech Republic, Estonia, Romania, Slovenia, Liechtenstein (*Oberschulen*) and Serbia). This proportion, however, is only higher by a few percentage points (between two and four depending on the country).

As observed at primary level, the instruction time dedicated to the four subject categories in the compulsory grades of secondary education varies between 50 % and 60 % of total instruction time, depending on the country.

Flexibility of subject is a feature of compulsory instruction time in nearly all countries

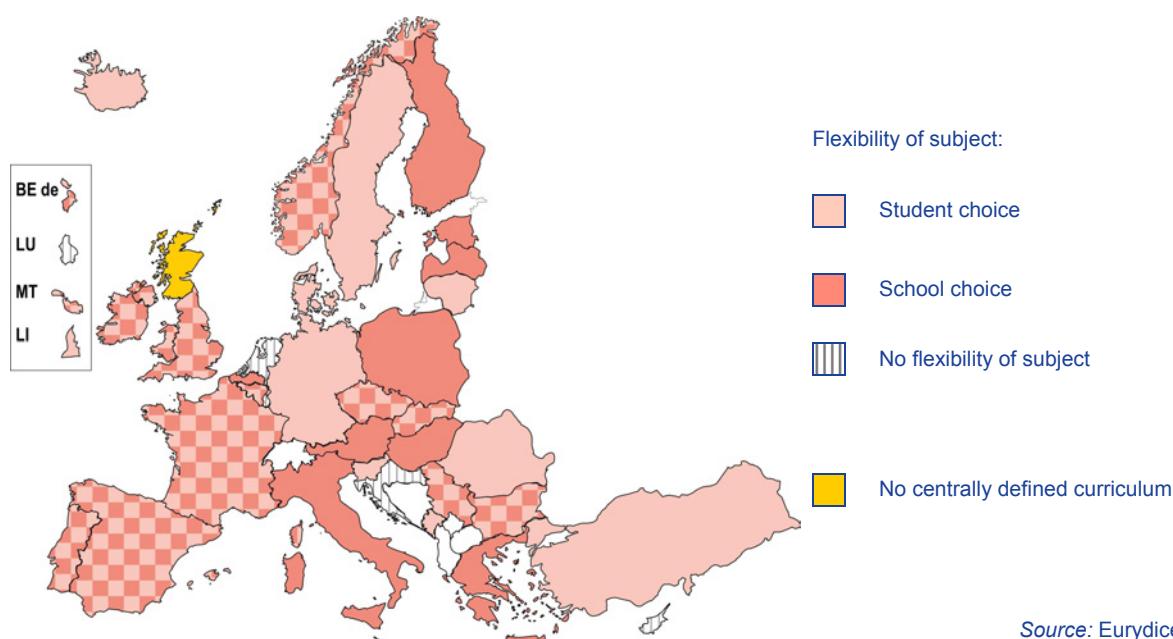
Countries' compulsory instruction time is set out and defined by steering documents defined by central education authorities. This is true of all European education systems, with the exceptions of Scotland and England. England's central education authority determines the curriculum subjects which must be taught, but they do not determine the number of hours to be spent on these compulsory subjects. Scotland has no centrally defined curriculum at all, and only has a minimum number of hours of physical education mandated per week, in addition to an unspecified number of hours of RE (see Part III, Section 5, country specific notes.)

While central education authorities provide steering for compulsory instruction time, there can still be room for manoeuvring within these centrally defined curriculum frameworks. Flexibility is the phenomenon where local authorities, schools, or pupils have varying degrees of freedom to choose the subjects and or/the time allocation of the centrally defined compulsory instruction time.

Flexibility of subject occurs when schools/local authorities, or students, have the ability to choose – within parameters defined by central steering documents- a certain number of subjects to be studied as part of the compulsory instruction time.

Two main categories have been identified; flexibility of subject where the school or local authority chooses a subject for study, which is then compulsory for the students to take, and flexibility where the student has a freedom to choose a subject (from a set of subjects that are compulsory for schools to offer).

Figure 4: Flexibility of subject in compulsory instruction time. Full-time compulsory education, 2014/15



Explanatory note

For detailed information on countries' specific data collection methodology (including definitions) and their collected data, please refer to Part III, Section 5 (Country specific notes).

Country specific notes

Belgium (BE nl): The Flemish Community of Belgium only features flexibility of subject chosen by the student in the final year of full-time compulsory instruction time, as flexibility of subject chosen by the student is not a feature for the majority of years it has not been included on the map.

As illustrated in Figure 4, nearly all European countries offer some form of flexibility of subject. A little over a third of all European education systems feature both flexibility of subject chosen by the schools, and flexibility of subject chosen by the students. Approximately a third feature only flexibility of subject chosen by the students, and another third features only flexibility of subject chosen by the schools. The only countries to not feature any flexibility of subject whatsoever are Croatia, Cyprus, Luxembourg, and the Netherlands.

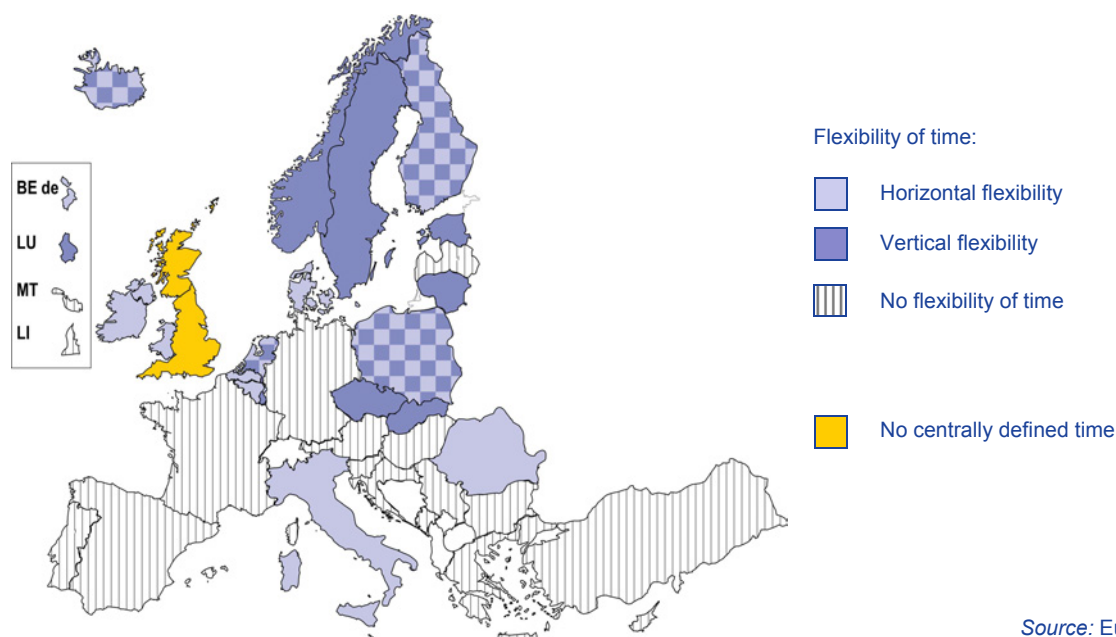
Flexibility of subject is a feature that predominately occurs at higher ISCED levels (lower secondary, and upper secondary). There are exceptions, flexible subjects chosen by the students occurs at ISCED 1 (primary education) in roughly a third of countries. Flexibility of subject chosen by schools occurs at primary level in approximately a fifth of countries.

Flexibility of time occurs far less frequently in compulsory instruction time than flexibility of subject

Flexibility of time occurs when schools have a set total time that needs to form part of the curriculum, but they have various forms of leeway in deciding how these hours are distributed.

Two main categories of flexibility have been identified; horizontal and vertical flexibility of time. Vertical flexibility occurs when central education authorities indicate a total number of hours that need to be taught for a specific subject across more than one grade, without specifying how the hours should be distributed across grades. For example, in Sweden central education authorities set out 1 020 hours for mathematics to be taught across grades 1-9. It is then up to schools/local authorities to decide how exactly to spread those 1 020 hours across the grades.

Figure 5: Flexibility of time in compulsory instruction time. Full-time compulsory education, 2014/15



Explanatory note

For detailed information on countries' specific data collection methodology (including definitions) and their collected data, please refer to Part III, Section 5 (Country specific notes).

Country specific notes

Italy: Horizontal flexibility only occurs at primary level.

Iceland: Horizontal flexibility only applies to language subjects.

Horizontal flexibility occurs when the central education authorities set out a certain number of total teaching hours, for a certain number of compulsory subjects, but only within one grade. For example in Italy, there is horizontal flexibility for all grades at primary. Central education authorities set out 792 hours at grade 1 to be taught for reading, writing and literature, mathematics, natural sciences, social studies, PE, art, and technology. It is up to the school/local authority to decide exactly how to divide up the hours for those subjects. For grade 2 there are 759 hours set out for those same subjects, while at grade 3 there are 726 hours.

Just over half of European education systems feature at least one form of flexibility of time. It is present in all of the Nordic and Benelux countries, in large parts of Central Europe, in Italy, Ireland and the United Kingdom (Wales, and Northern Ireland). England and Scotland differ as time is not centrally defined, even though in England's case curriculum subjects are still defined centrally. Countries that do offer flexibility of time usually feature either vertical or horizontal flexibility. Only the Netherlands, Finland, Iceland, and Poland feature both horizontal and vertical flexibility in their systems.

When flexibility of time is a feature of an education system, it is usually present at both primary and secondary levels. Of the countries with horizontal flexibility of time, approximately two thirds offer it across both primary and secondary education. Of the countries with vertical flexibility, almost three quarters offer it across both primary and secondary education. This suggests that flexibility of time is a major structural characteristic of education systems, and that when the compulsory curriculum offers it, it concerns most grades.

PART III: NATIONAL DIAGRAMS

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

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

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

The diagrams also show specific features of instruction time allocation:

- Responsible education authorities do not specify instruction time for each subject, but only indicate instruction time schools have to provide for a group of subjects or for the whole curriculum. Hence, schools have the autonomy to decide how to allocate instruction time between curriculum subjects. This 'horizontal' flexibility enjoyed by schools is indicated by a **dark 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 amalgamated 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 given to the curriculum subject for which the biggest value is expected, and a country specific note specify the subjects concerned. A reference to this value is provided by the diagram presenting the data of the other subject. When the two subjects are fully integrated and that no difference in terms of instruction time can be made between the two, the value for the two subjects is still attributed to one subject (with a note specifying the two subjects concerned), while the other one refers to it.

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

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

Acronyms, abbreviations and symbols

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

Codes	Subjects	Abbreviations and symbols
RWL	Reading, Writing and Literature (L1)	VWO <i>Vorbereidend Wetenschappelijk Onderwijs</i>
Math	Mathematics	HAVO <i>Hoger Algemeen Voortgezet Onderwijs</i>
NatSc	Natural Sciences	VMBO <i>Vorbereidend Middelbaar Beroepsonderwijs</i>
SocSt	Social Studies	Volksschule +AHS <i>Volksschule (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 + HS <i>Volksschule (primary school – grades 1-4) + Hauptschule (general secondary school – grades 5-8)</i>
PhysEd_H	Physical Education and Health	Volksschule + NMS <i>Volksschule (primary school – grades 1-4) + Neue Mittelschule (new secondary school – grades 5-8)</i>
ArtsEd	Arts Education	EAEP The unified revised curriculum
Rel_ethics	Religion/ethics/moral education	RC Schools with regular curriculum
ICT	Information and Communication Technologies (ICT)	:
Tech	Technology	a
P_Vs	Practical and Vocational skills	Missing data
Others	Other subjects	Not applicable
TMinCCurr	Total Minimum Compulsory Curriculum	
COcbS	Compulsory Options chosen by the Students	
CFScbSch	Compulsory Flexible Subject chosen by the Schools	
NCCurr	Non Compulsory Curriculum	

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

Section 2. Instruction time by country

Belgium – French Community	26	Austria – <i>Volksschule and Hauptschule</i>	51
Belgium – German-speaking Community	27	Austria – <i>Volksschule and Neue Mittelschule</i>	52
Belgium – Flemish Community	28	Poland	53
Bulgaria	29	Portugal	54
Czech Republic	30	Romania	55
Denmark	31	Slovenia	56
Germany	32	Slovakia	57
Estonia	33	Finland	58
Ireland	34	Sweden	59
Greece – <i>RC (primary) and lower secondary</i>	35	United Kingdom – England	60
Greece – <i>EAEP (primary) and lower secondary</i>	36	United Kingdom – Wales	61
Spain	37	United Kingdom – Northern Ireland	62
France	38	United Kingdom – Scotland	63
Croatia	39	Iceland	64
Italy	40	Liechtenstein – <i>Primary and Gymnasium</i>	65
Cyprus	41	Liechtenstein – <i>Primary and Oberschule</i>	66
Latvia	42	Liechtenstein – <i>Primary and Realschule</i>	67
Lithuania	43	Montenegro	68
Luxembourg	44	Norway	69
Hungary	45	Serbia	70
Malta	46	Turkey – <i>Primary and lower secondary + Anatolia High School</i>	71
The Netherlands – <i>Primary and HAVO</i>	47	Turkey – <i>Primary and lower secondary + High School</i>	72
The Netherlands – <i>Primary and VMBO</i>	48		
The Netherlands – <i>Primary and VWO</i>	49		
Austria – <i>Volksschule and AHS (Realgymnasium)</i>	50		

BELGIUM – FRENCH COMMUNITY



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

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

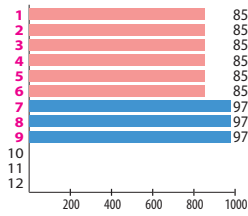
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

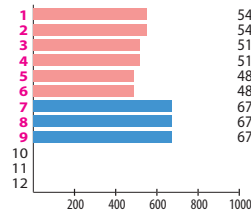
Source: Eurydice.

BELGIUM – GERMAN-SPEAKING COMMUNITY

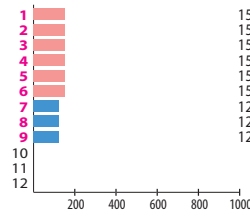
Total minimum compulsory curriculum



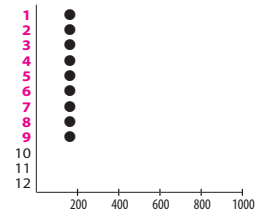
Compulsory subjects with flexible timetable



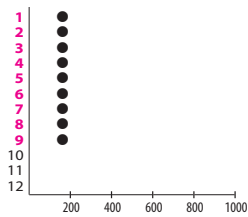
Reading, writing and literature



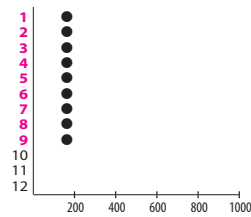
Mathematics



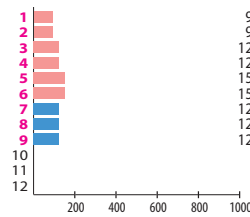
Natural sciences



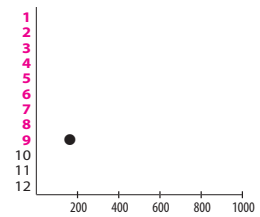
Social studies



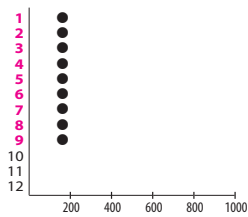
Language 2



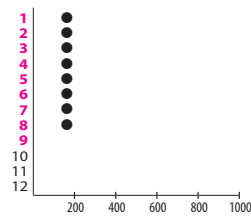
Language 3



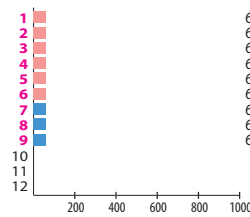
Physical education and health



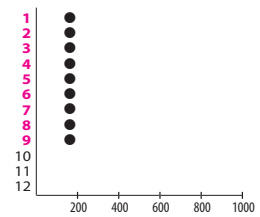
Arts education



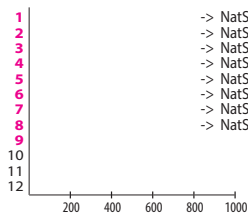
Religion/ethics/moral education



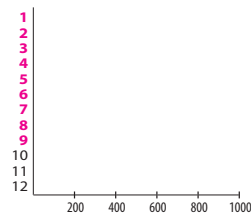
ICT



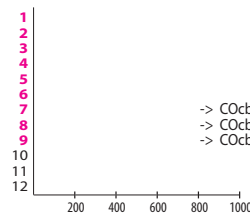
Technology



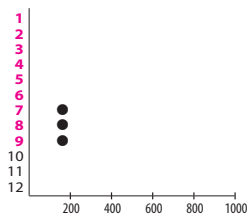
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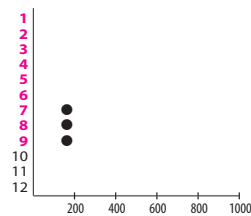
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

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

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

Source: Eurydice.

BELGIUM – FLEMISH COMMUNITY



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

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

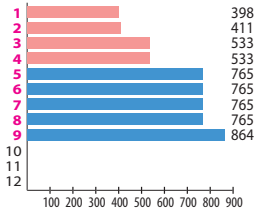
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

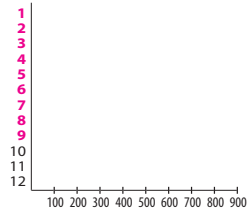
Source: Eurydice.

BULGARIA

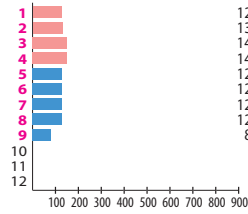
Total minimum compulsory curriculum



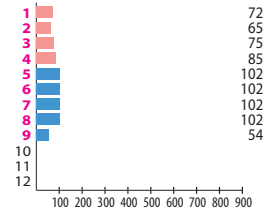
Compulsory subjects with flexible timetable



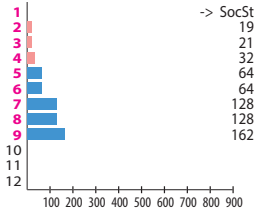
Reading, writing and literature



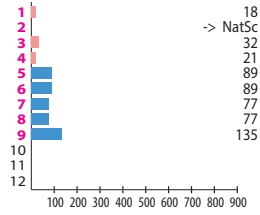
Mathematics



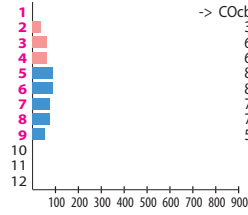
Natural sciences



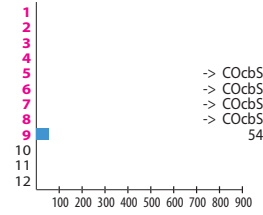
Social studies



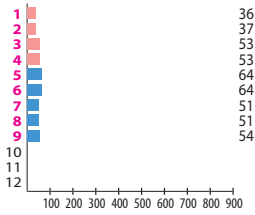
Language 2



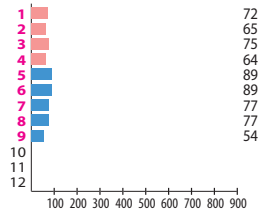
Language 3



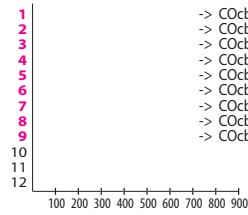
Physical education and health



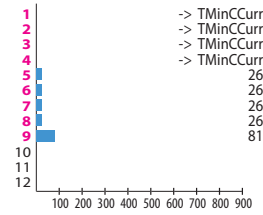
Arts education



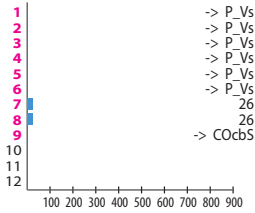
Religion/ethics/moral education



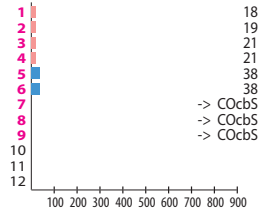
ICT



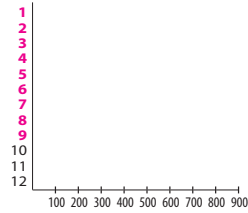
Technology



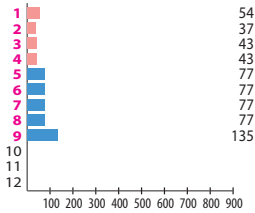
Practical and vocational skills



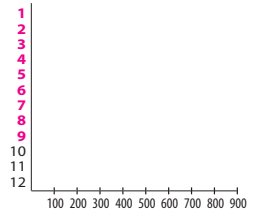
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

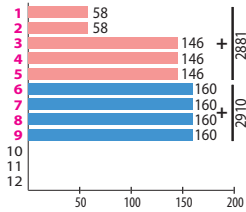
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

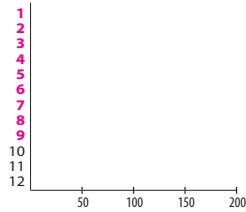
Source: Eurydice.

CZECH REPUBLIC

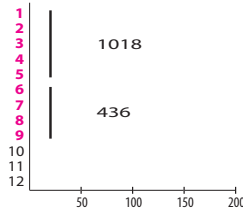
Total minimum compulsory curriculum



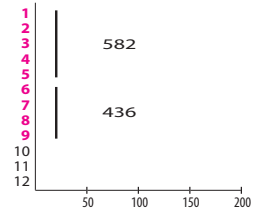
Compulsory subjects with flexible timetable



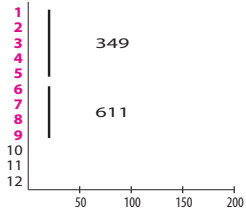
Reading, writing and literature



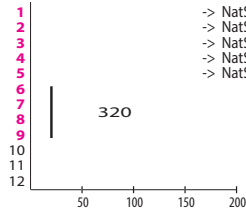
Mathematics



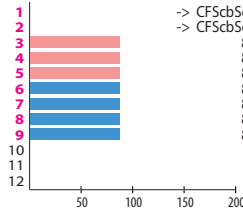
Natural sciences



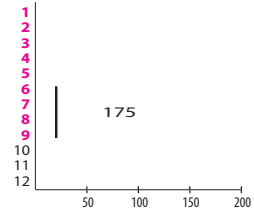
Social studies



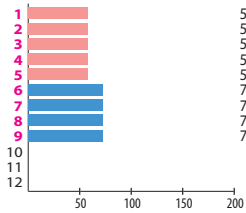
Language 2



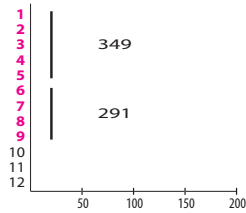
Language 3



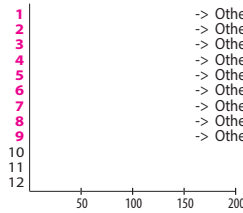
Physical education and health



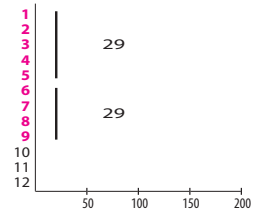
Arts education



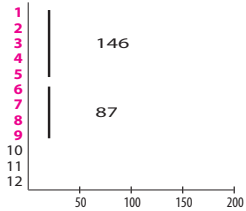
Religion/ethics/moral education



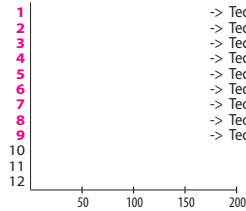
ICT



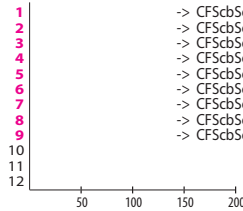
Technology



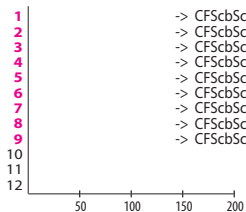
Practical and vocational skills



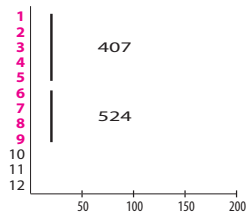
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

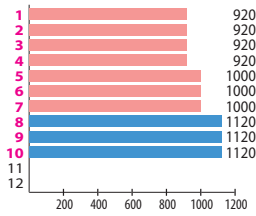
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

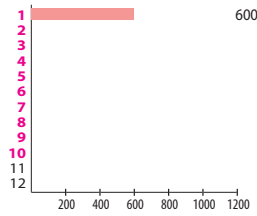
Source: Eurydice.

DENMARK

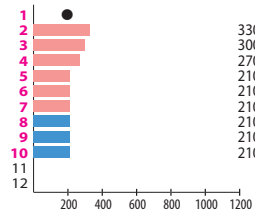
Total minimum compulsory curriculum



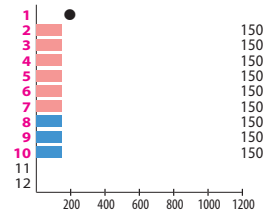
Compulsory subjects with flexible timetable



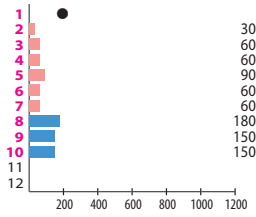
Reading, writing and literature



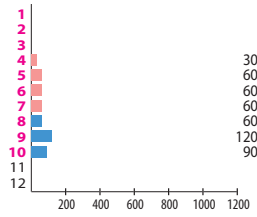
Mathematics



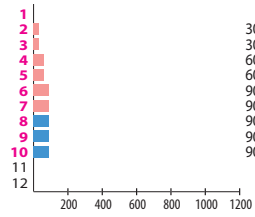
Natural sciences



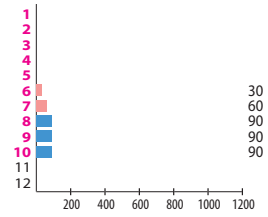
Social studies



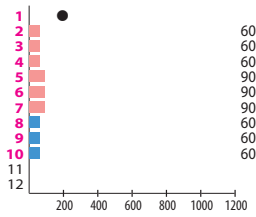
Language 2



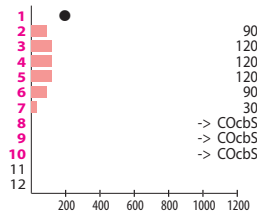
Language 3



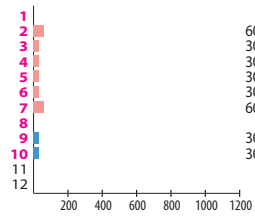
Physical education and health



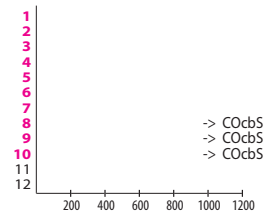
Arts education



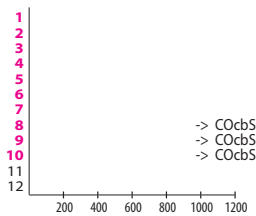
Religion/ethics/moral education



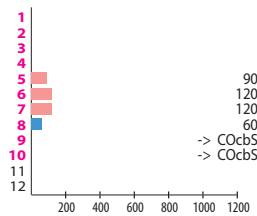
ICT



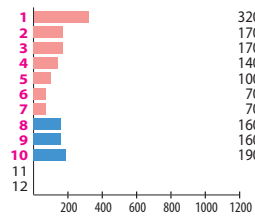
Technology



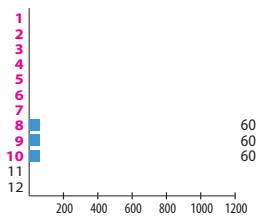
Practical and vocational skills



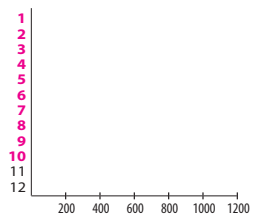
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

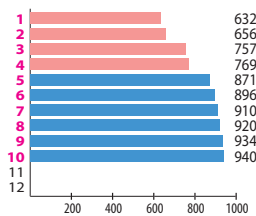
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

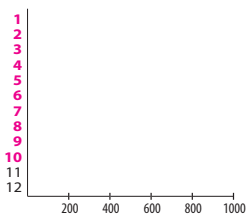
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GERMANY

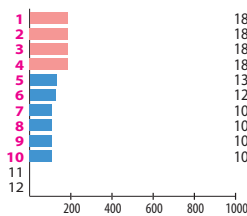
Total minimum compulsory curriculum



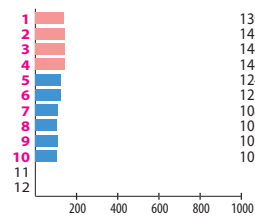
Compulsory subjects with flexible timetable



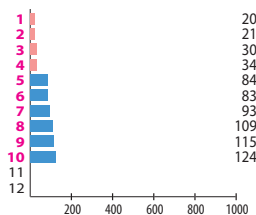
Reading, writing and literature



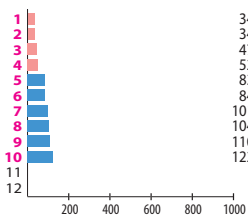
Mathematics



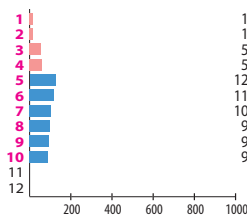
Natural sciences



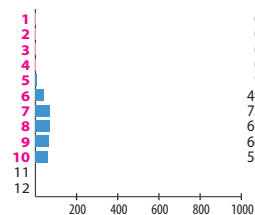
Social studies



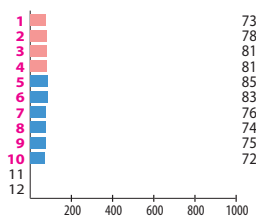
Language 2



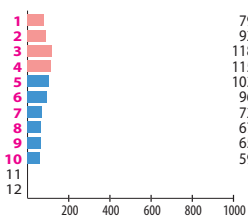
Language 3



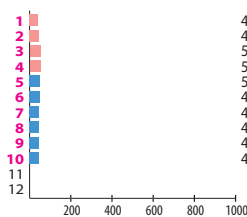
Physical education and health



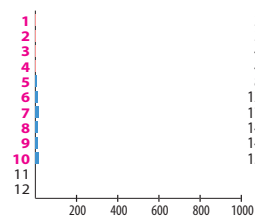
Arts education



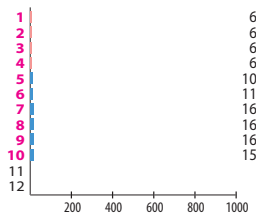
Religion/ethics/moral education



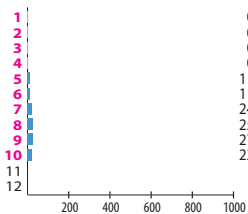
ICT



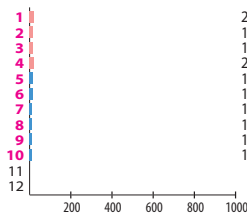
Technology



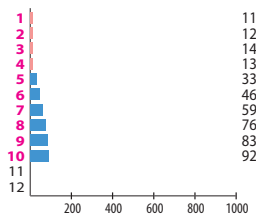
Practical and vocational skills



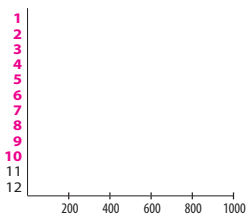
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

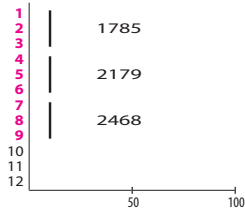
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

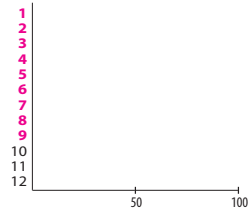
Source: Eurydice.

ESTONIA

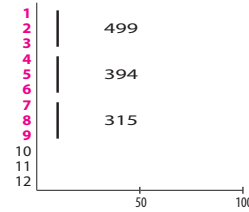
Total minimum compulsory curriculum



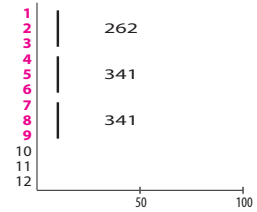
Compulsory subjects with flexible timetable



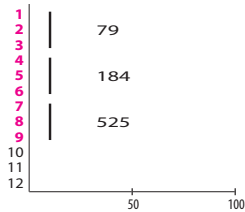
Reading, writing and literature



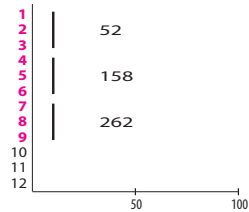
Mathematics



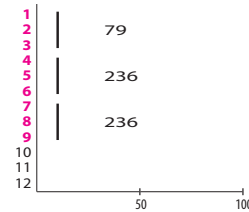
Natural sciences



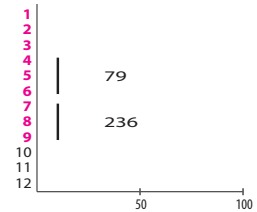
Social studies



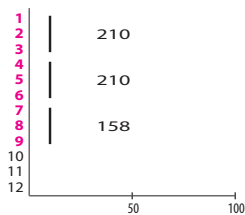
Language 2



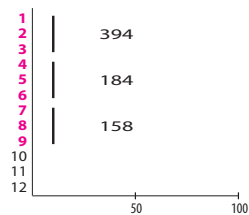
Language 3



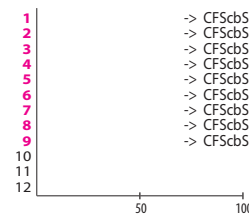
Physical education and health



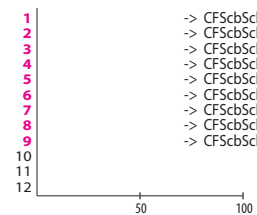
Arts education



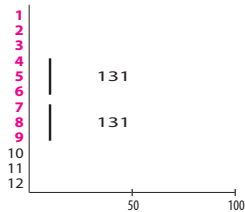
Religion/ethics/moral education



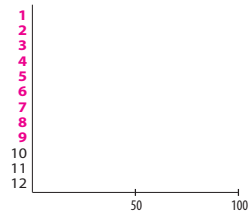
ICT



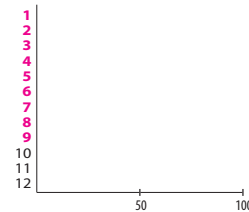
Technology



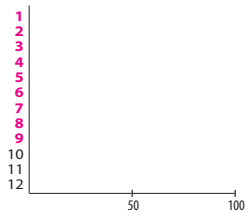
Practical and vocational skills



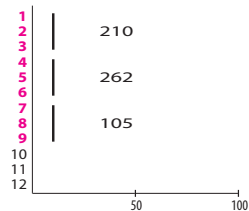
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

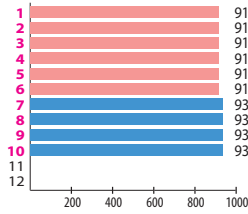
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

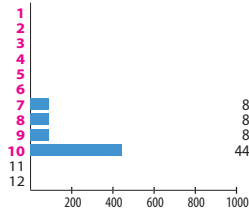
Source: Eurydice.

IRELAND

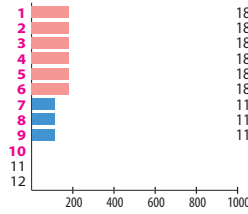
Total minimum compulsory curriculum



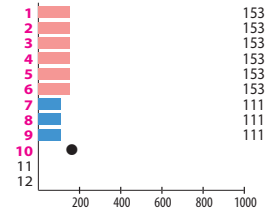
Compulsory subjects with flexible timetable



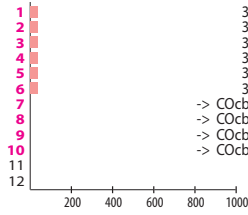
Reading, writing and literature



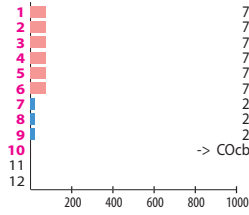
Mathematics



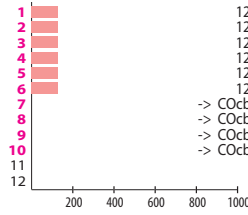
Natural sciences



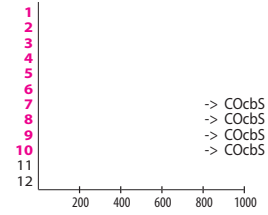
Social studies



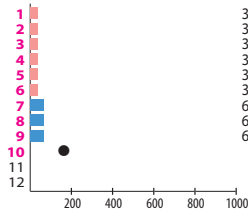
Language 2



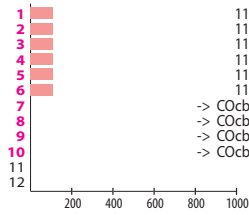
Language 3



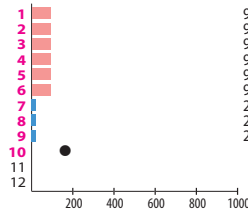
Physical education and health



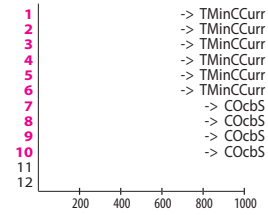
Arts education



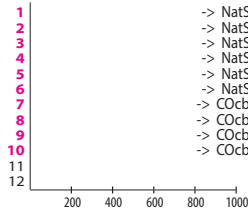
Religion/ethics/moral education



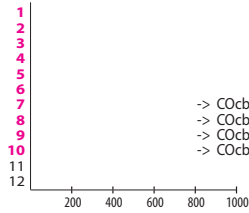
ICT



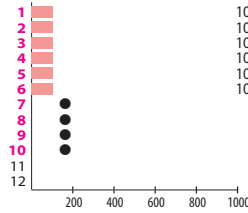
Technology



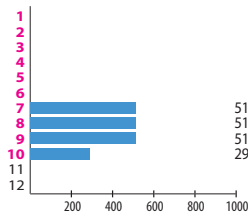
Practical and vocational skills



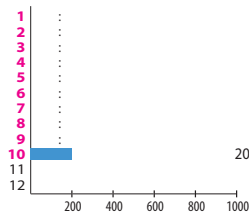
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

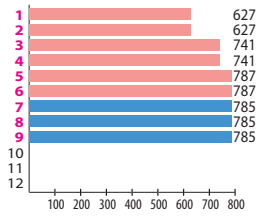
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

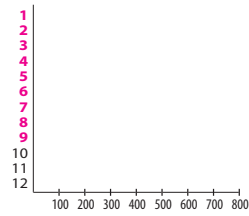
Source: Eurydice.

GREECE – RC (PRIMARY) AND LOWER SECONDARY

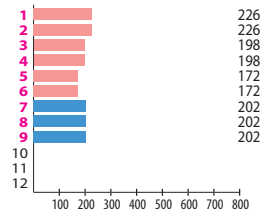
Total minimum compulsory curriculum



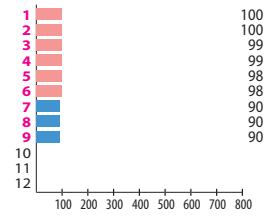
Compulsory subjects with flexible timetable



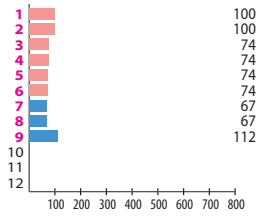
Reading, writing and literature



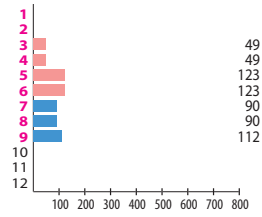
Mathematics



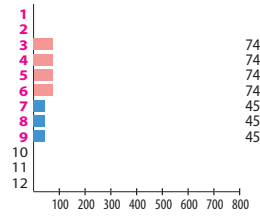
Natural sciences



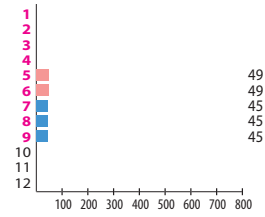
Social studies



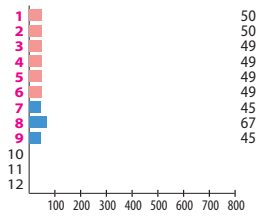
Language 2



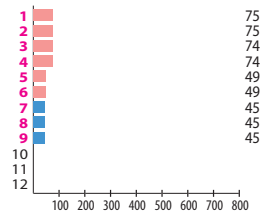
Language 3



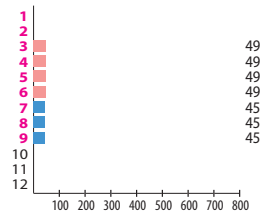
Physical education and health



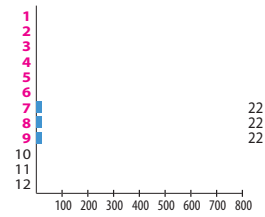
Arts education



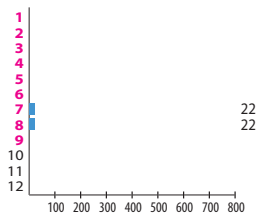
Religion/ethics/moral education



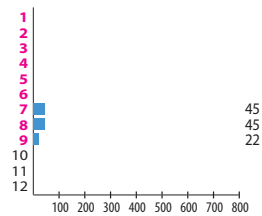
ICT



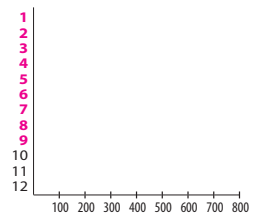
Technology



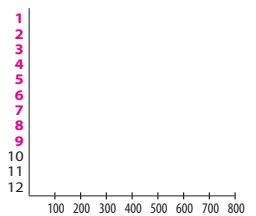
Practical and vocational skills



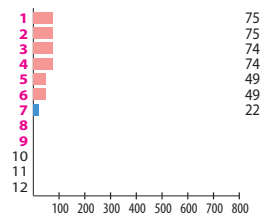
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

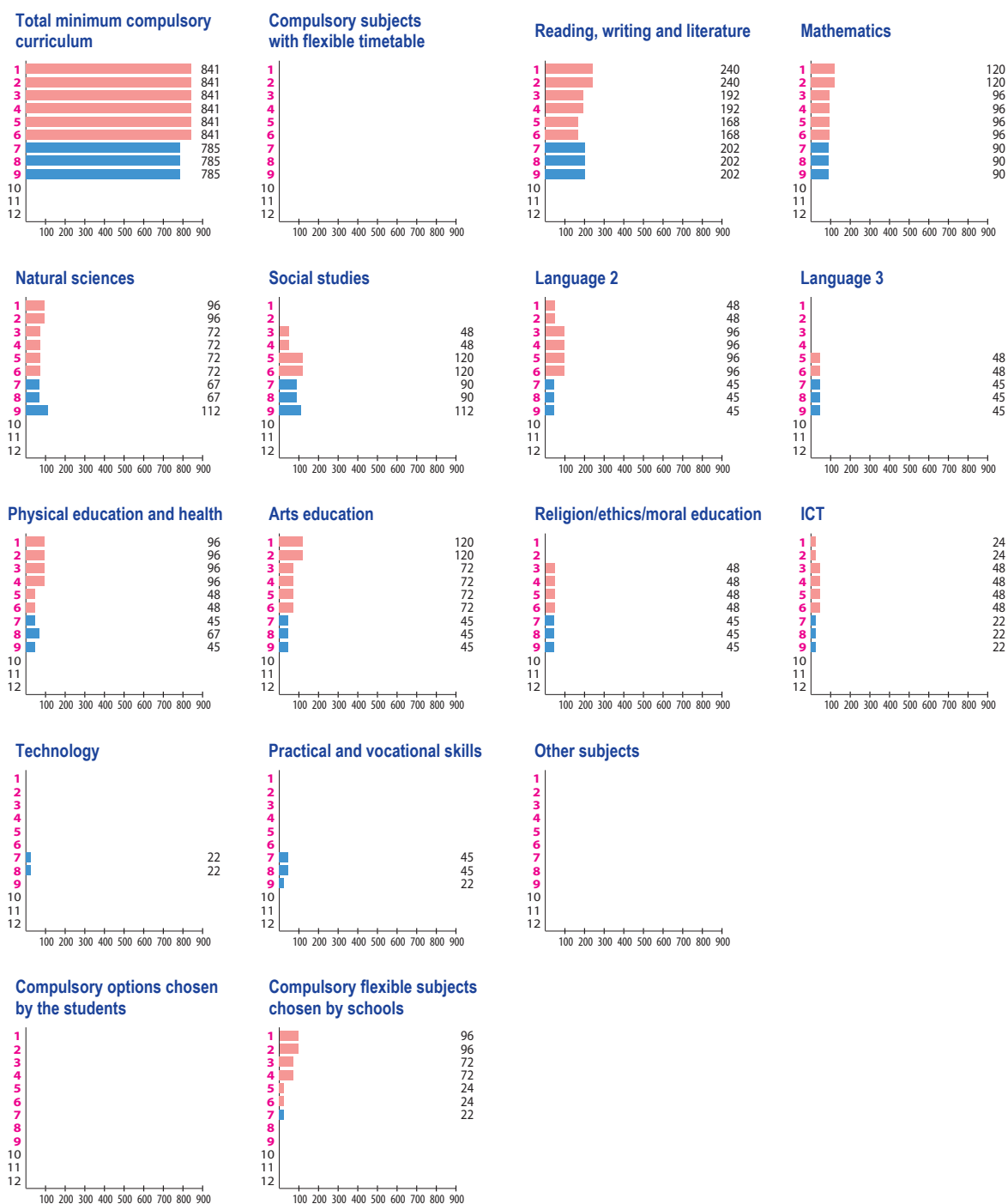
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

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

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

Source: Eurydice.

GREECE – EAEP (PRIMARY) AND LOWER SECONDARY



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

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

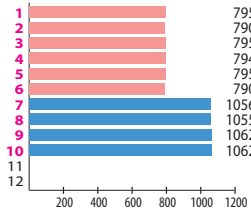
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

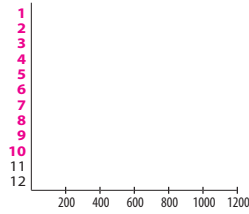
Source: Eurydice.

SPAIN

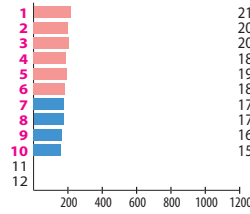
Total minimum compulsory curriculum



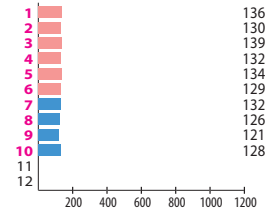
Compulsory subjects with flexible timetable



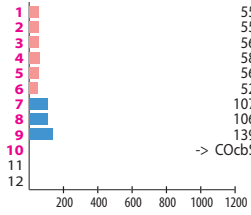
Reading, writing and literature



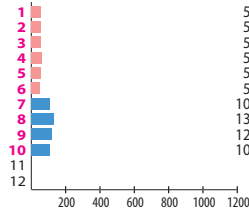
Mathematics



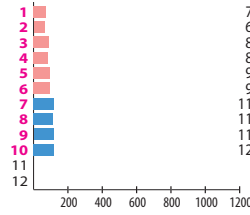
Natural sciences



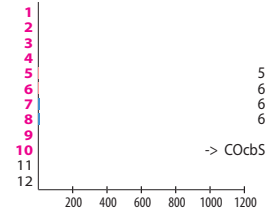
Social studies



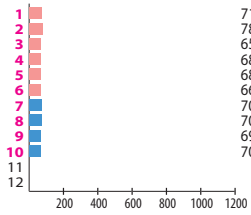
Language 2



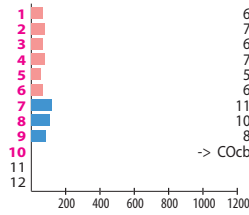
Language 3



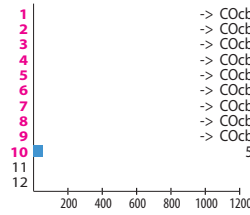
Physical education and Health



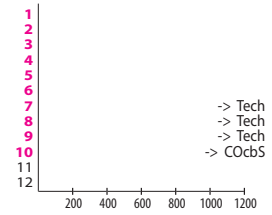
Arts education



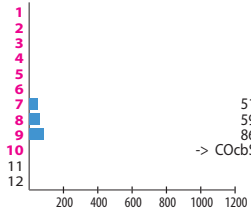
Religion/ethics/moral education



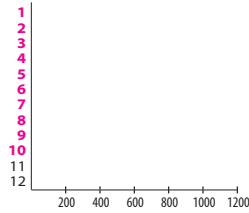
ICT



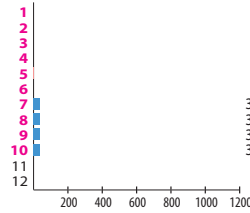
Technology



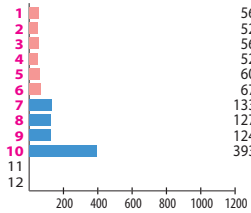
Practical and vocational skills



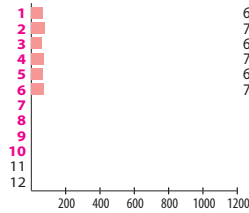
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

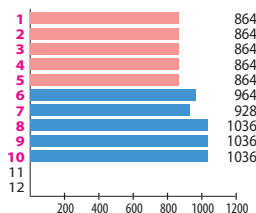
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

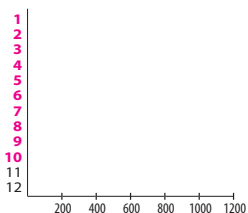
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FRANCE

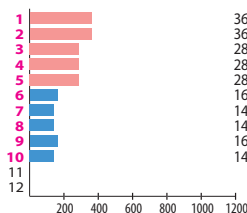
Total minimum compulsory curriculum



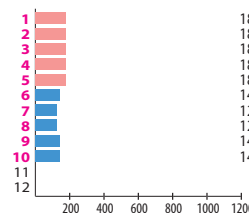
Compulsory subjects with flexible timetable



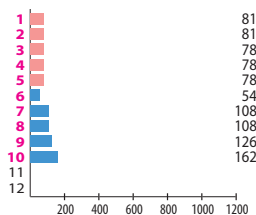
Reading, writing and literature



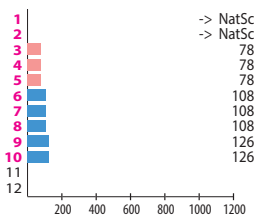
Mathematics



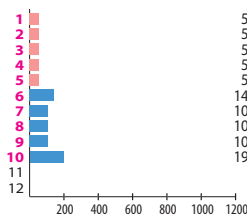
Natural sciences



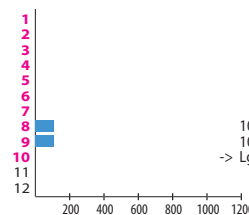
Social studies



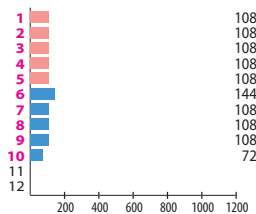
Language 2



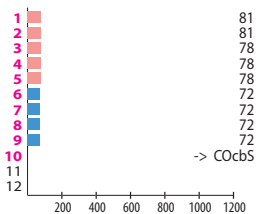
Language 3



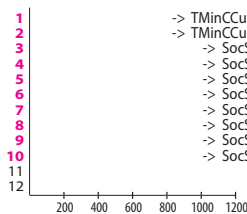
Physical education and health



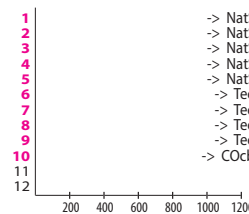
Arts education



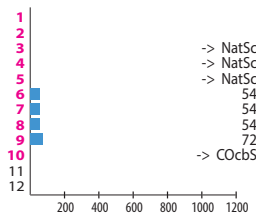
Religion/ethics/moral education



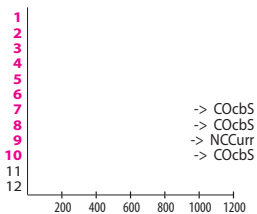
ICT



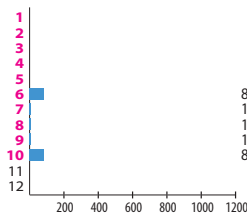
Technology



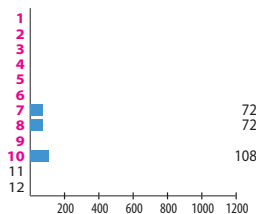
Practical and vocational skills



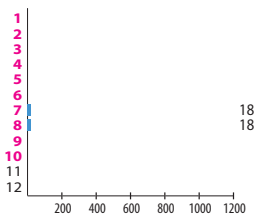
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

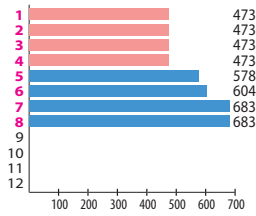
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

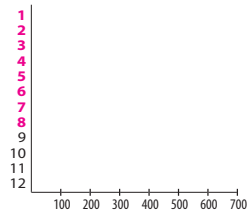
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CROATIA

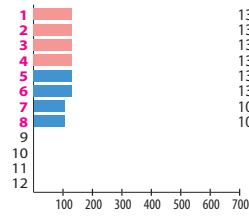
Total minimum compulsory curriculum



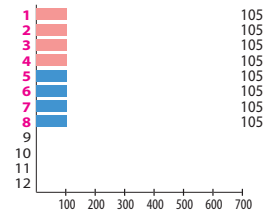
Compulsory subjects with flexible timetable



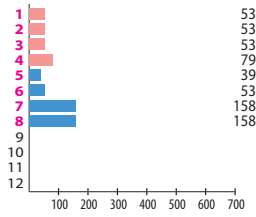
Reading, writing and literature



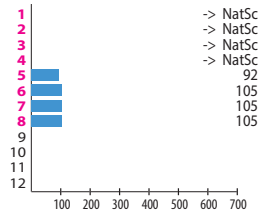
Mathematics



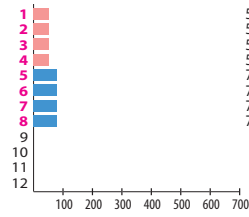
Natural sciences



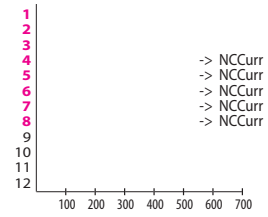
Social studies



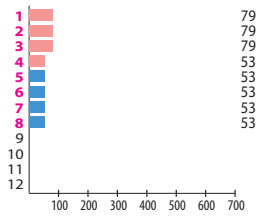
Language 2



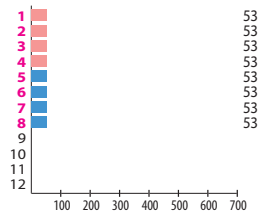
Language 3



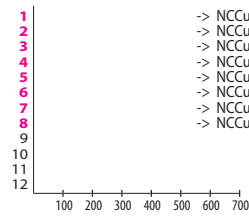
Physical education and health



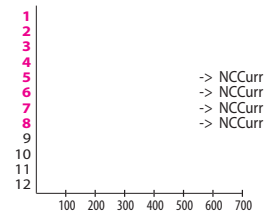
Arts education



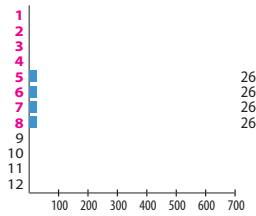
Religion/ethics/moral education



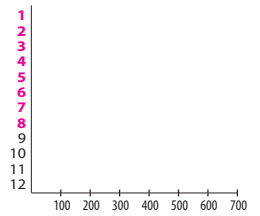
ICT



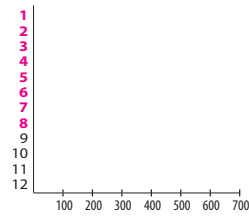
Technology



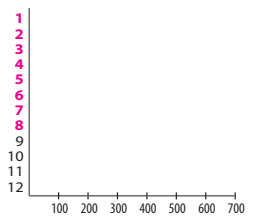
Practical and vocational skills



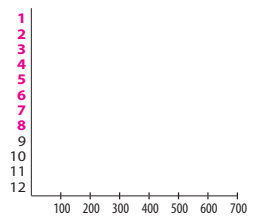
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

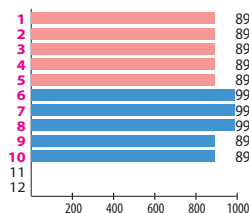
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

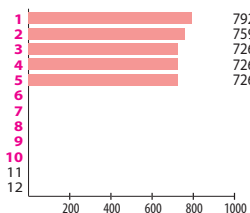
Source: Eurydice.

ITALY

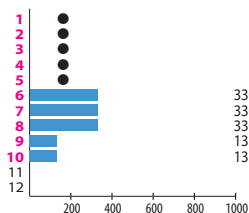
Total minimum compulsory curriculum



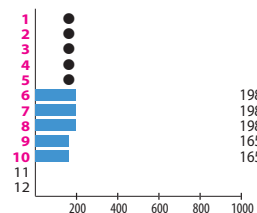
Compulsory subjects with flexible timetable



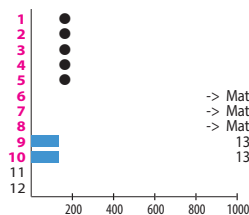
Reading, writing and literature



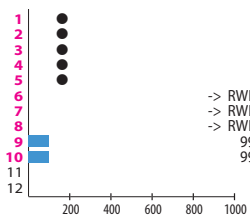
Mathematics



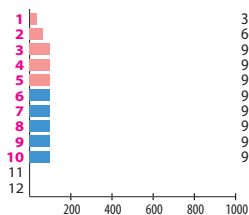
Natural sciences



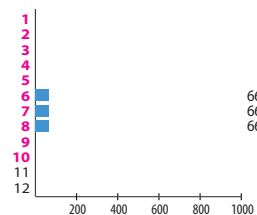
Social studies



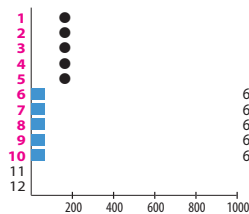
Language 2



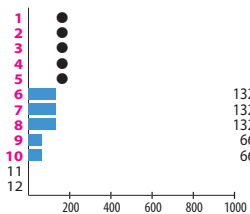
Language 3



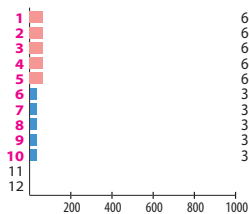
Physical education and health



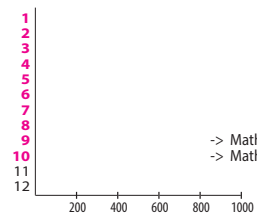
Arts education



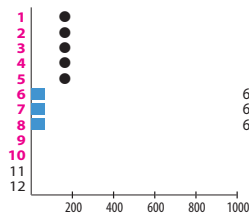
Religion/ethics/moral education



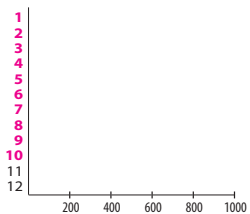
ICT



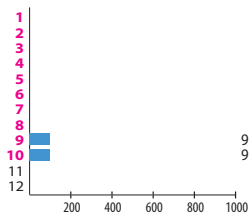
Technology



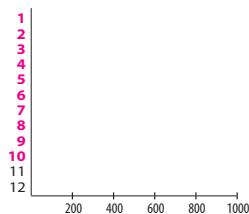
Practical and vocational skills



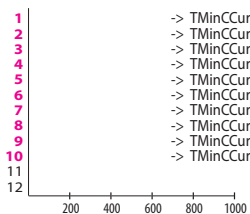
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

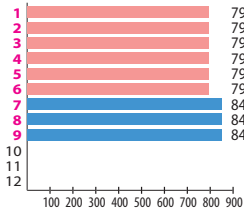
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

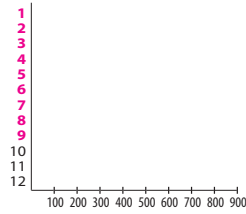
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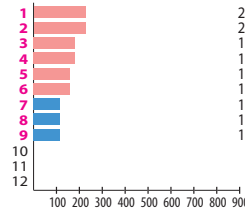
Total minimum compulsory curriculum



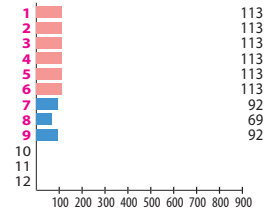
Compulsory subjects with flexible timetable



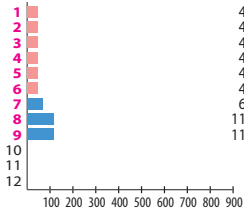
Reading, writing and literature



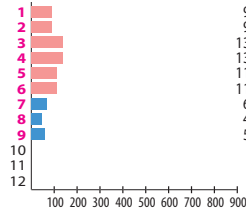
Mathematics



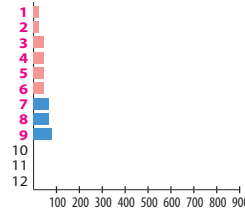
Natural sciences



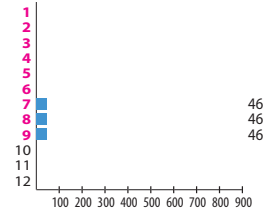
Social studies



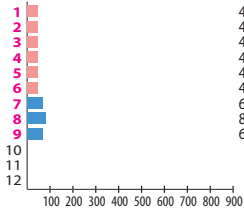
Language 2



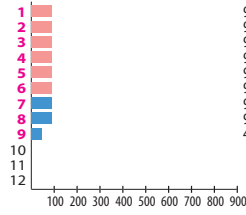
Language 3



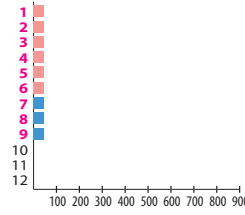
Physical education and health



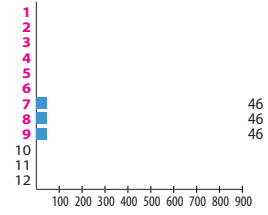
Arts education



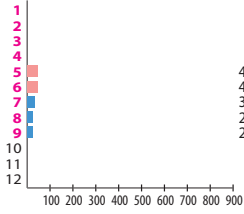
Religion/ethics/moral education



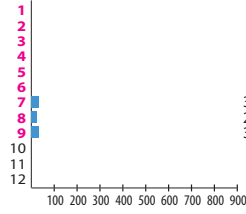
ICT



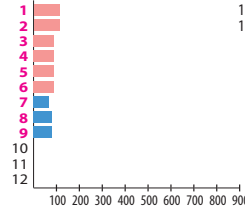
Technology



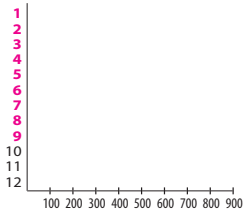
Practical and vocational skills



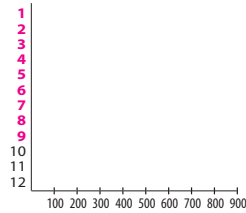
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

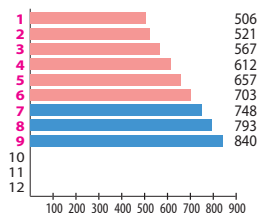
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

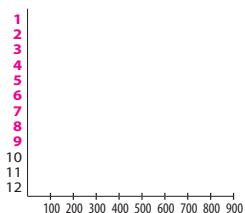
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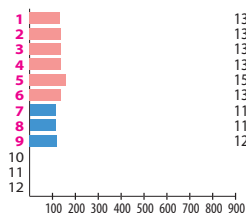
Total minimum compulsory curriculum



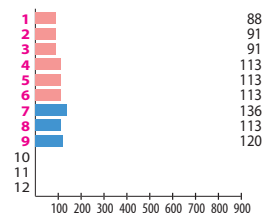
Compulsory subjects with flexible timetable



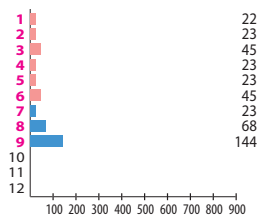
Reading, writing and literature



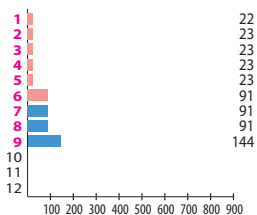
Mathematics



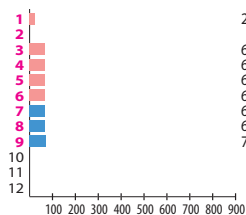
Natural sciences



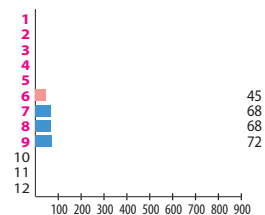
Social studies



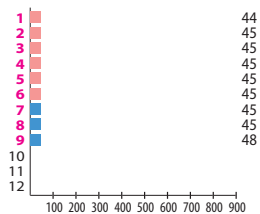
Language 2



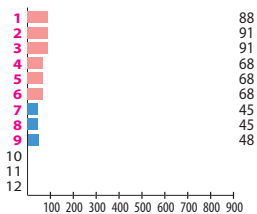
Language 3



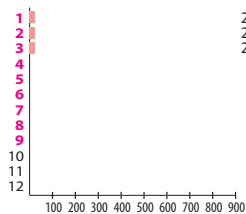
Physical education and health



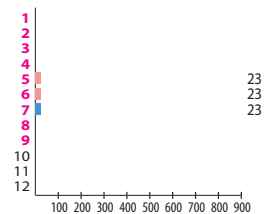
Arts education



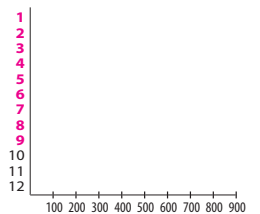
Religion/ethics/moral education



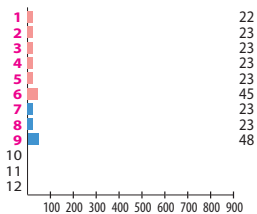
ICT



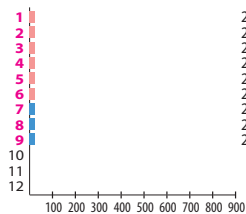
Technology



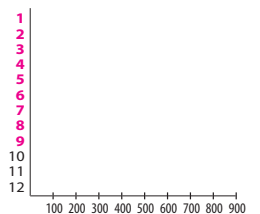
Practical and vocational skills



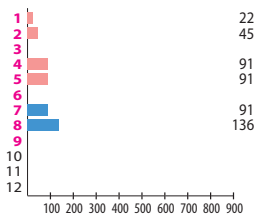
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

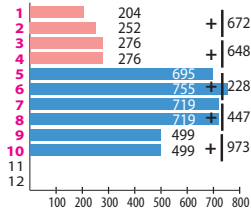
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

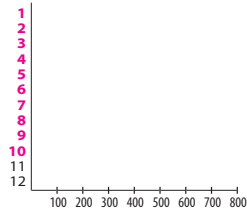
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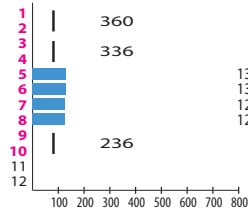
Total minimum compulsory curriculum



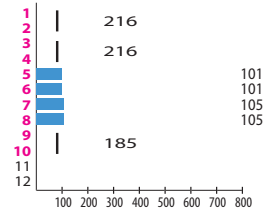
Compulsory subjects with flexible timetable



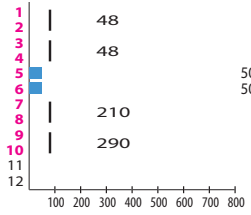
Reading, writing and literature



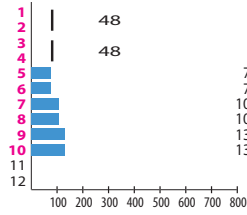
Mathematics



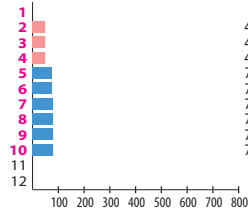
Natural sciences



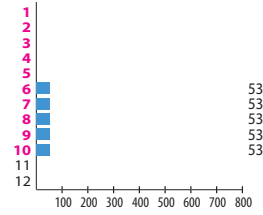
Social studies



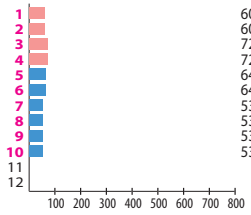
Language 2



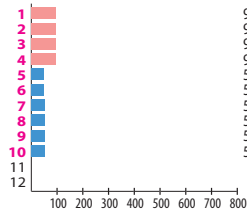
Language 3



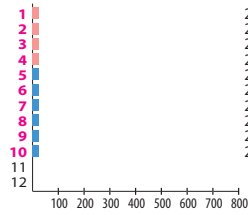
Physical education and health



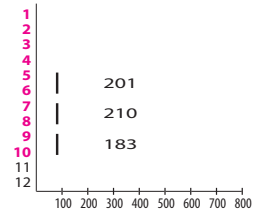
Arts education



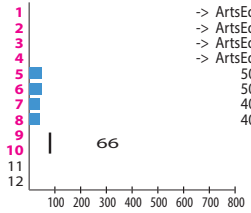
Religion/ethics/moral education



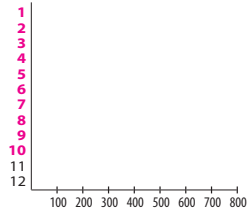
ICT



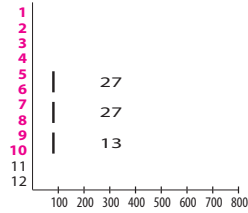
Technology



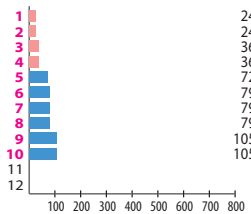
Practical and vocational skills



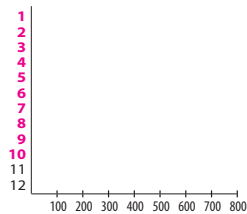
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

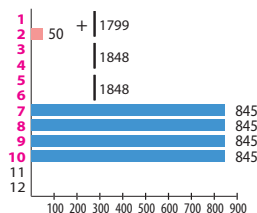
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

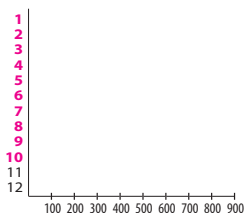
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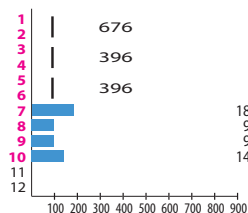
Total minimum compulsory curriculum



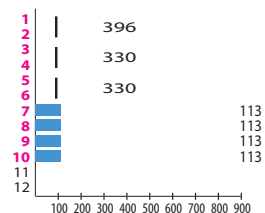
Compulsory subjects with flexible timetable



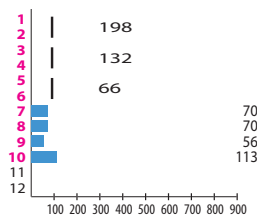
Reading, writing and literature



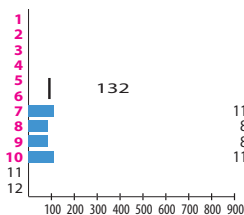
Mathematics



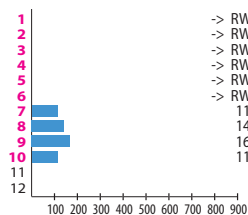
Natural sciences



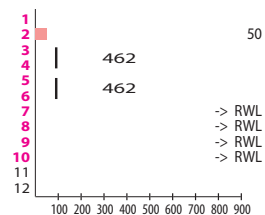
Social studies



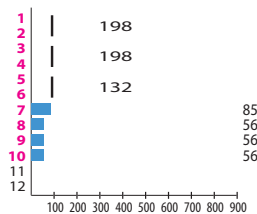
Language 2



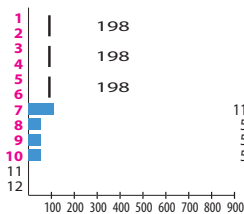
Language 3



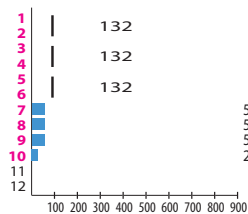
Physical education and health



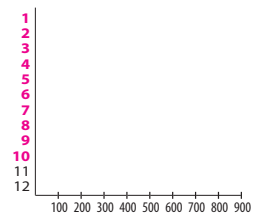
Arts education



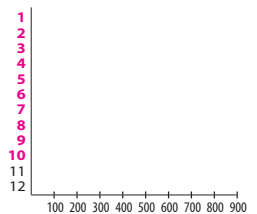
Religion/ethics/moral education



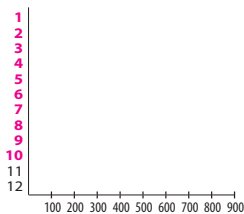
ICT



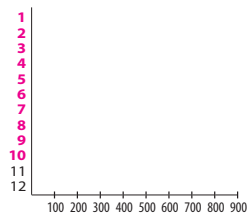
Technology



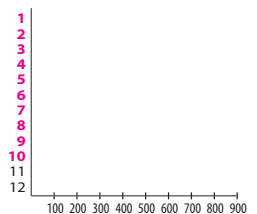
Practical and vocational skills



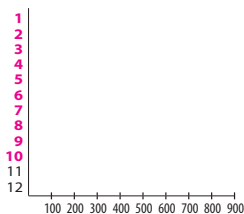
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

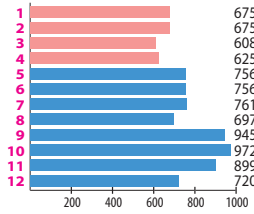
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

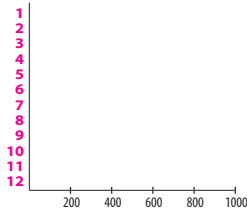
Source: Eurydice.

HUNGARY

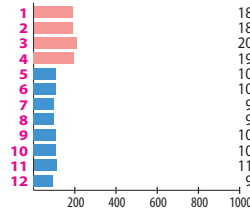
Total minimum compulsory curriculum



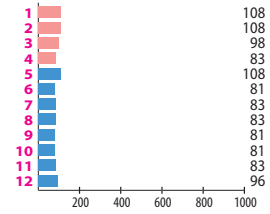
Compulsory subjects with flexible timetable



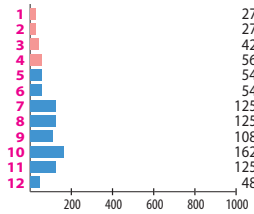
Reading, writing and literature



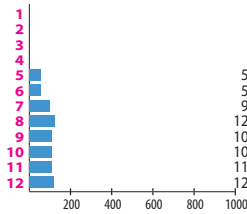
Mathematics



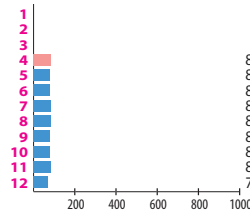
Natural sciences



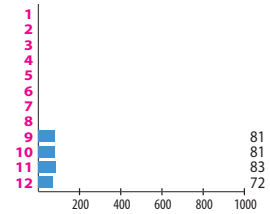
Social studies



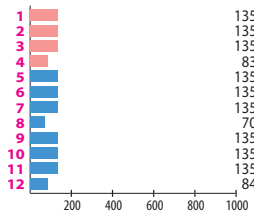
Language 2



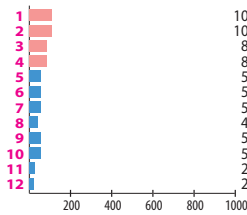
Language 3



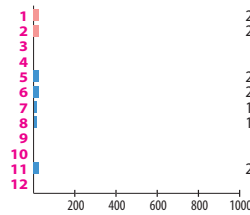
Physical education and health



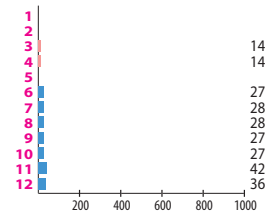
Arts education



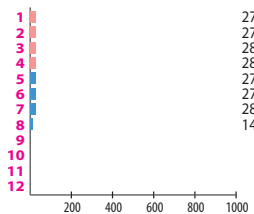
Religion/ethics/moral education



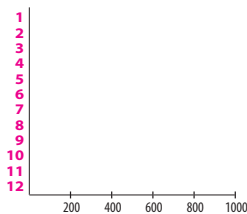
ICT



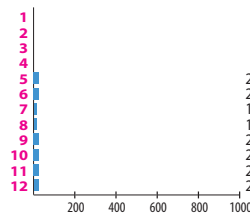
Technology



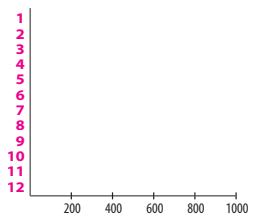
Practical and vocational skills



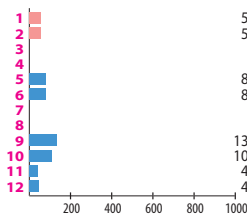
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

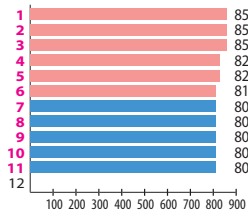
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

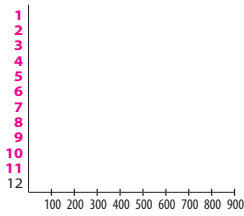
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MALTA

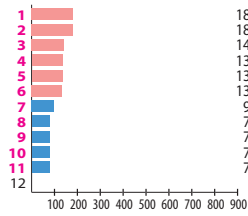
Total minimum compulsory curriculum



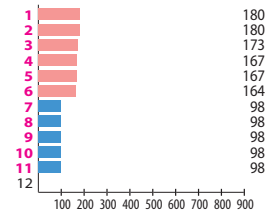
Compulsory subjects with flexible timetable



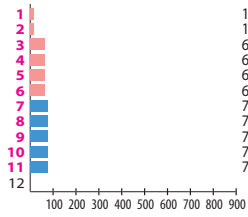
Reading, writing and literature



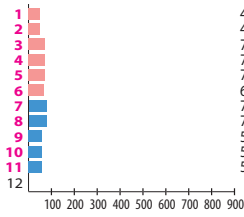
Mathematics



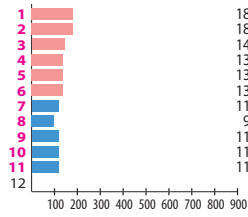
Natural sciences



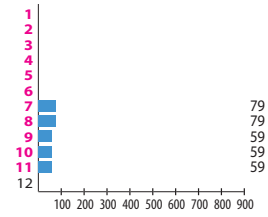
Social studies



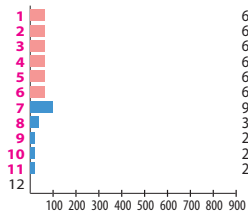
Language 2



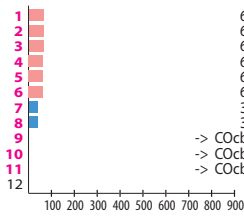
Language 3



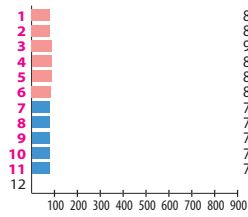
Physical education and health



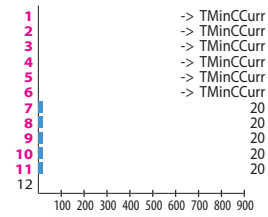
Arts education



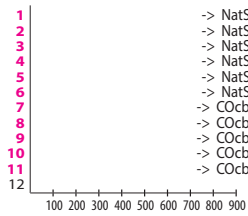
Religion/ethics/moral education



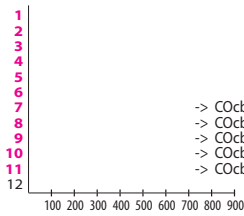
ICT



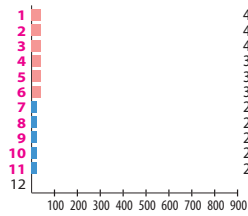
Technology



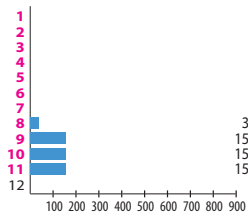
Practical and vocational skills



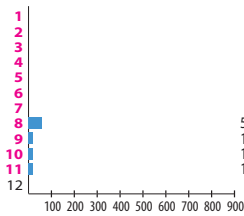
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

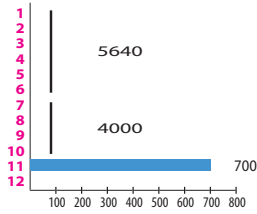
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

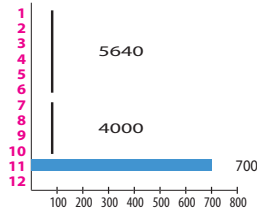
Source: Eurydice.

THE NETHERLANDS – PRIMARY AND HAVO

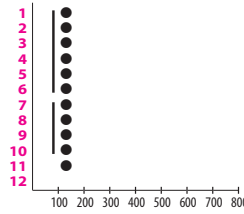
Total minimum compulsory curriculum



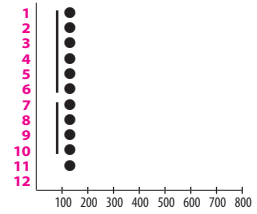
Compulsory subjects with flexible timetable



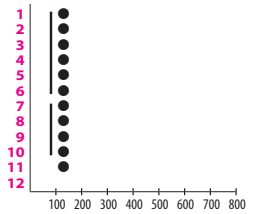
Reading, writing and literature



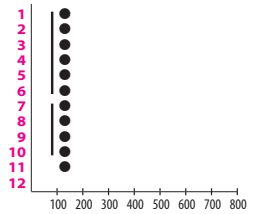
Mathematics



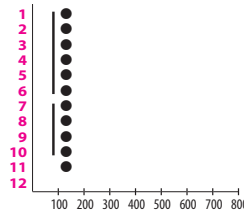
Natural sciences



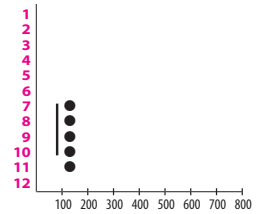
Social studies



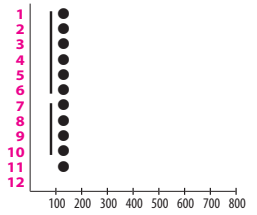
Language 2



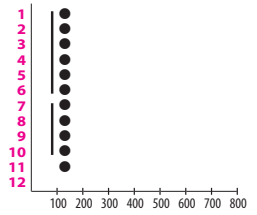
Language 3



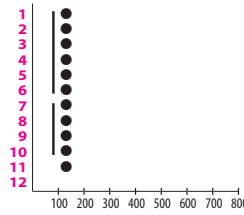
Physical education and health



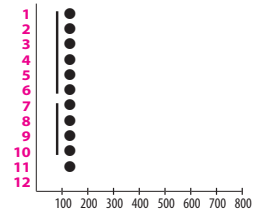
Arts education



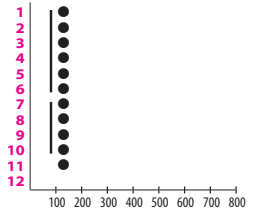
Religion/ethics/moral education



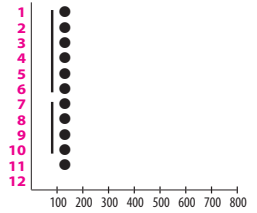
ICT



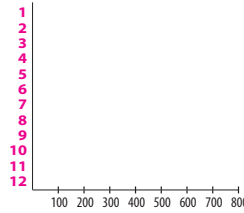
Technology



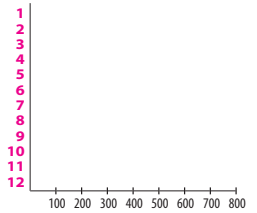
Practical and vocational skills



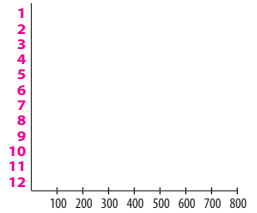
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

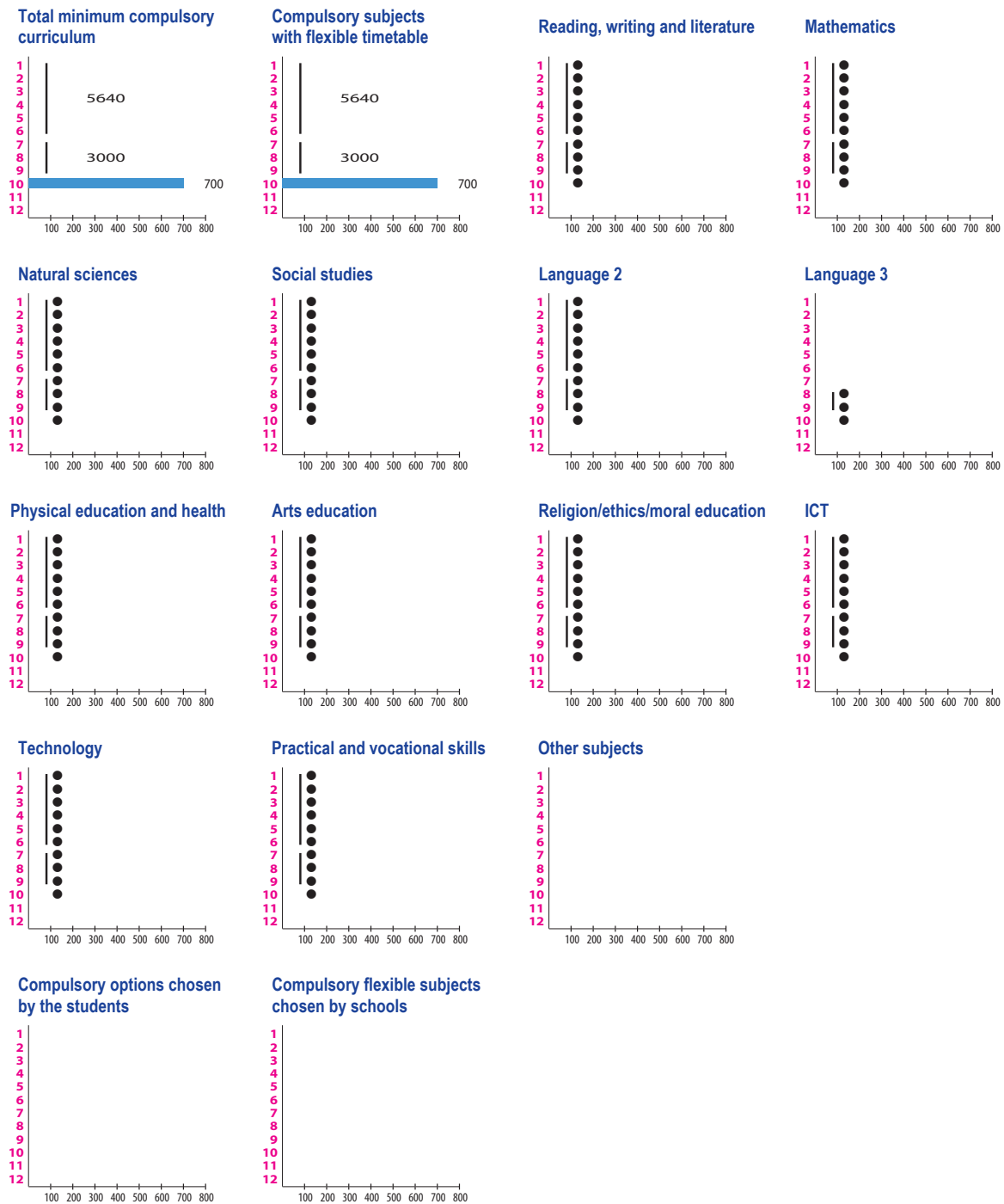
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

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

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

Source: Eurydice.

THE NETHERLANDS – PRIMARY AND VMBO



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

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

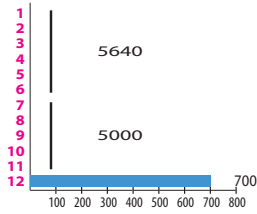
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

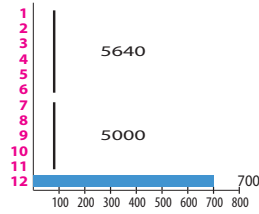
Source: Eurydice.

THE NETHERLANDS – PRIMARY AND VWO

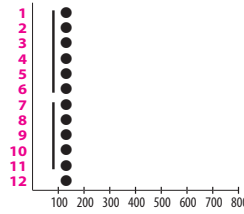
Total minimum compulsory curriculum



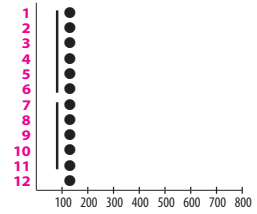
Compulsory subjects with flexible timetable



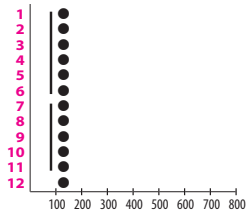
Reading, writing and literature



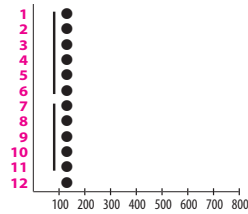
Mathematics



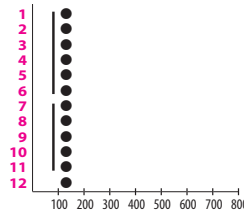
Natural sciences



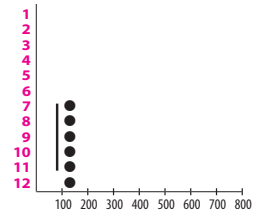
Social studies



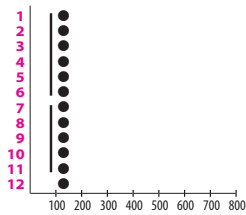
Language 2



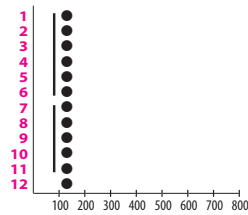
Language 3



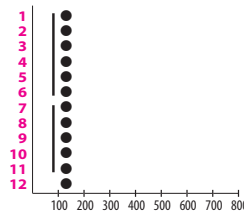
Physical education and health



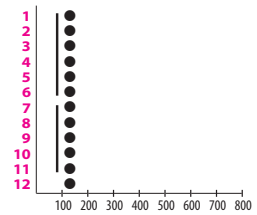
Arts education



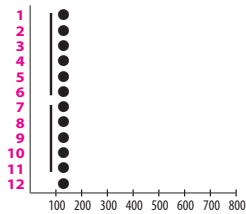
Religion/ethics/moral education



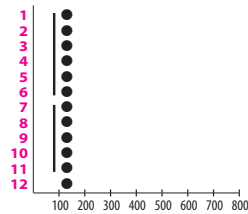
ICT



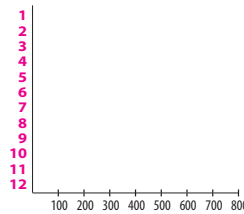
Technology



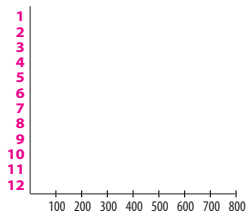
Practical and vocational skills



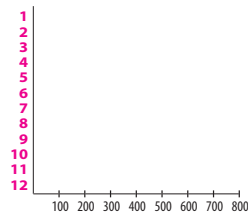
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

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

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

Source: Eurydice.

AUSTRIA – VOLKSSCHULE AND AHS (REALGYMNASIUM)



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

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

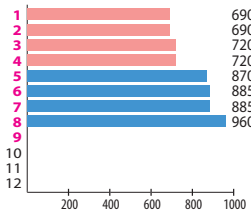
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

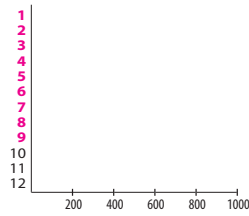
Source: Eurydice.

AUSTRIA – VOLKSSCHULE AND HAUPTSCHULE

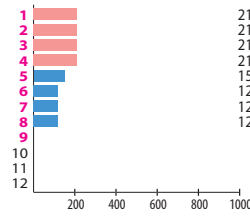
Total minimum compulsory curriculum



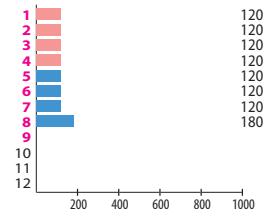
Compulsory subjects with flexible timetable



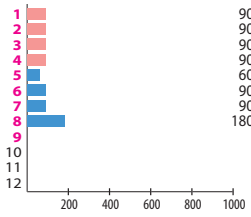
Reading, writing and literature



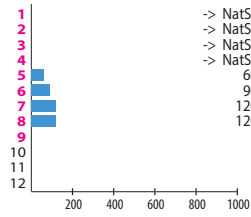
Mathematics



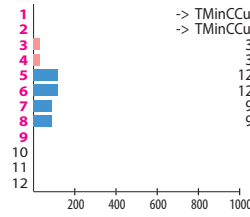
Natural sciences



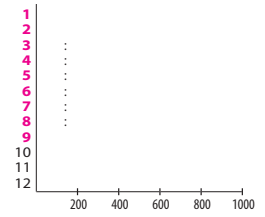
Social studies



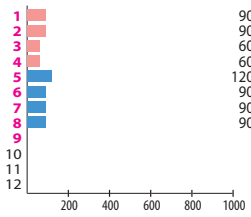
Language 2



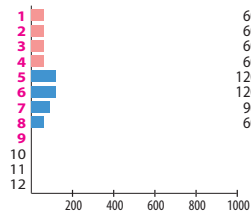
Language 3



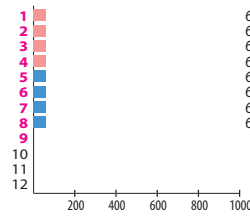
Physical education and health



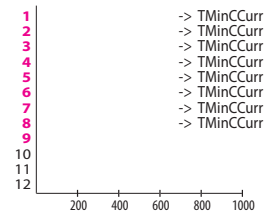
Arts education



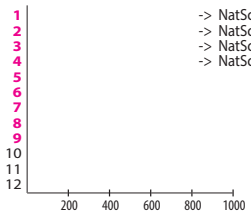
Religion/ethics/moral education



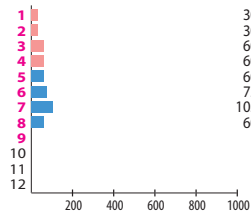
ICT



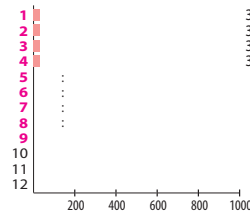
Technology



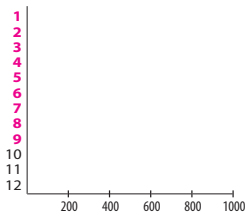
Practical and vocational skills



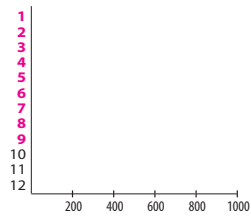
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

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

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

Source: Eurydice.

AUSTRIA – VOLKSSCHULE AND NEUE MITTELSCHULE



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

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

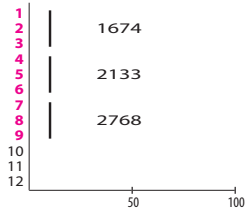
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

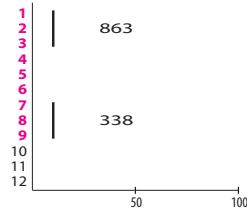
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POLAND

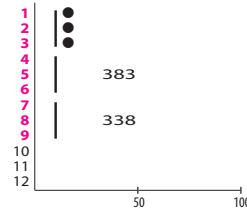
Total minimum compulsory curriculum



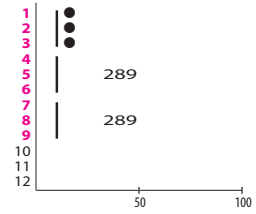
Compulsory subjects with flexible timetable



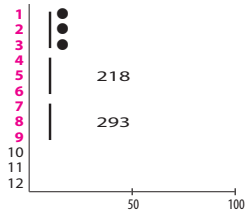
Reading, writing and literature



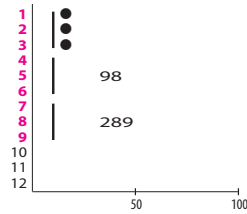
Mathematics



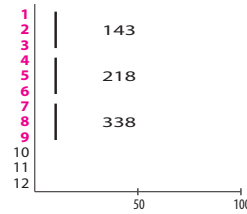
Natural sciences



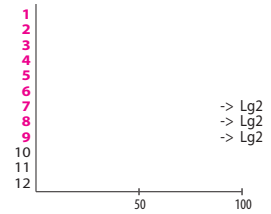
Social studies



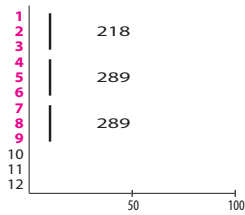
Language 2



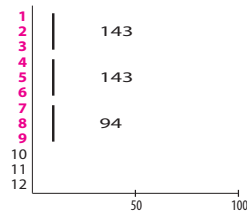
Language 3



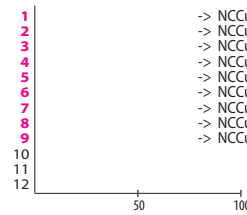
Physical education and health



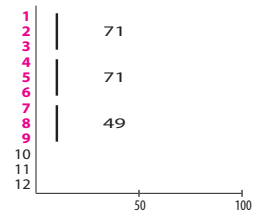
Arts education



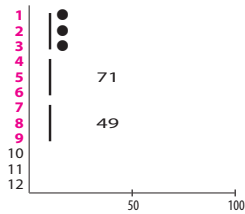
Religion/ethics/moral education



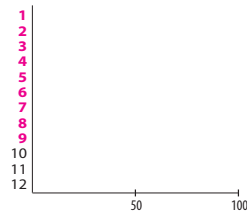
ICT



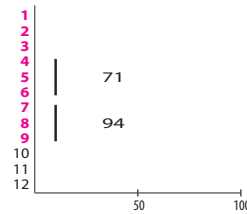
Technology



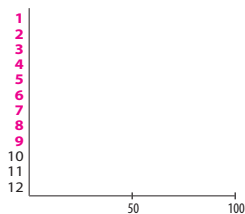
Practical and vocational skills



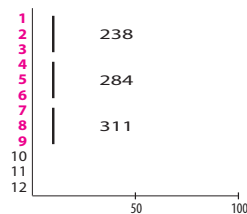
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

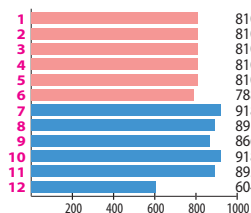
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

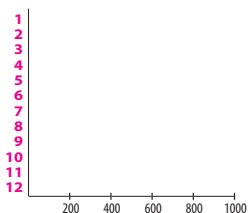
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PORTUGAL

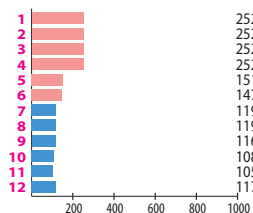
Total minimum compulsory curriculum



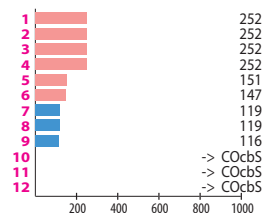
Compulsory subjects with flexible timetable



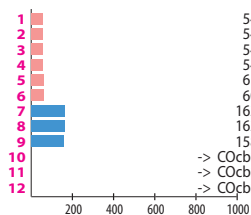
Reading, writing and literature



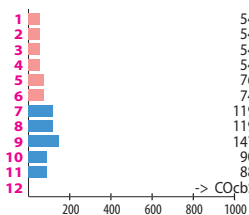
Mathematics



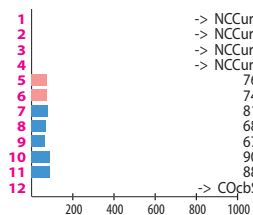
Natural sciences



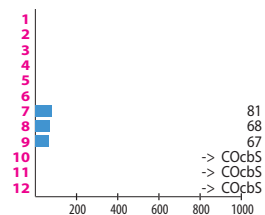
Social studies



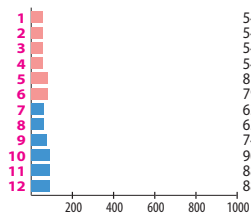
Language 2



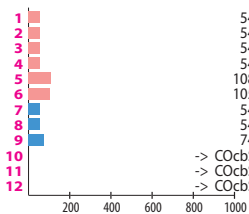
Language 3



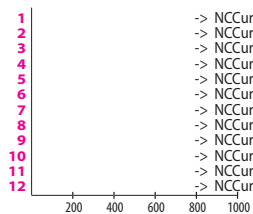
Physical education and health



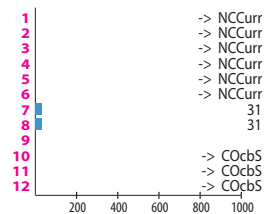
Arts education



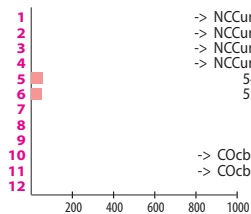
Religion/ethics/moral education



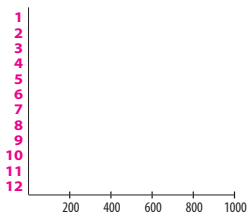
ICT



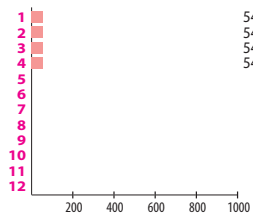
Technology



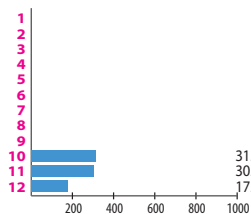
Practical and vocational skills



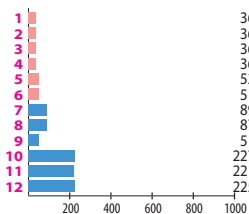
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

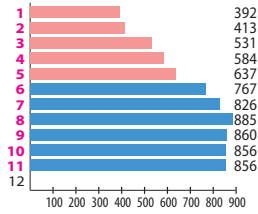
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

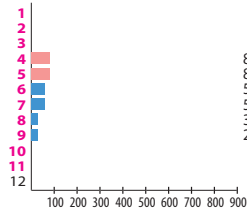
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ROMANIA

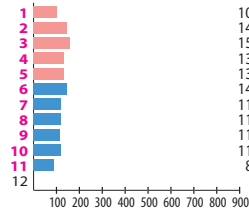
Total minimum compulsory curriculum



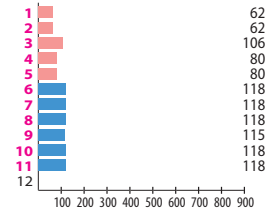
Compulsory subjects with flexible timetable



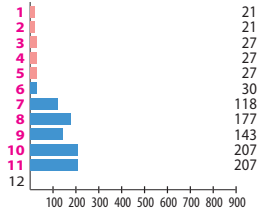
Reading, writing and literature



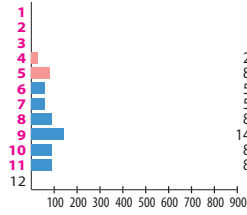
Mathematics



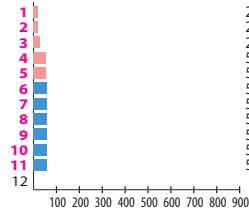
Natural sciences



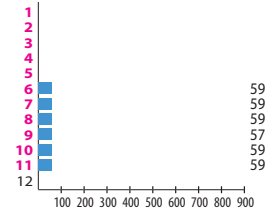
Social studies



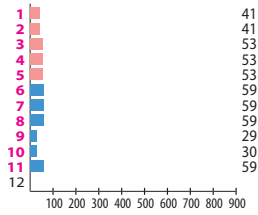
Language 2



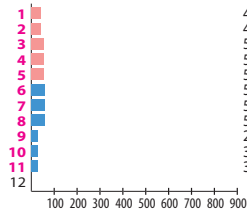
Language 3



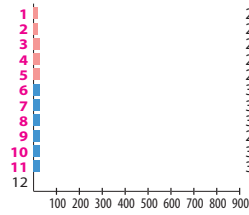
Physical education and health



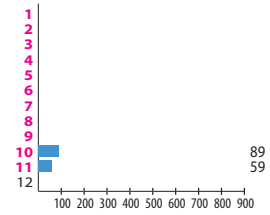
Arts education



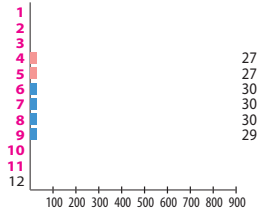
Religion/ethics/moral education



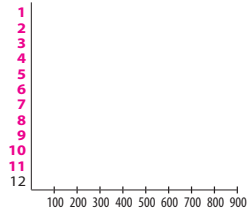
ICT



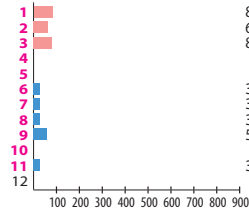
Technology



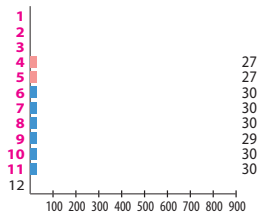
Practical and vocational skills



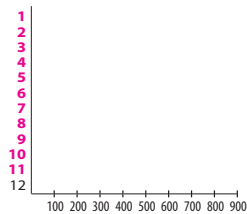
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

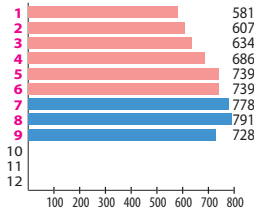
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

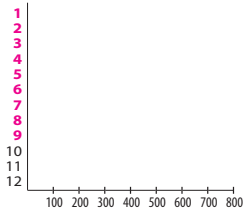
Source: Eurydice.

SLOVENIA

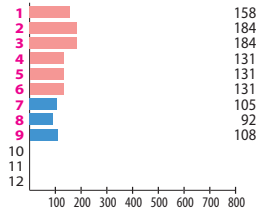
Total minimum compulsory curriculum



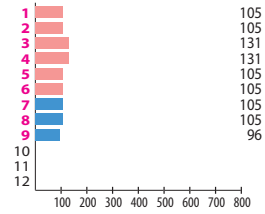
Compulsory subjects with flexible timetable



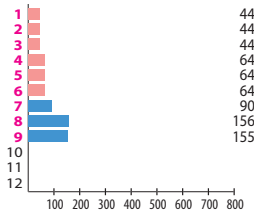
Reading, writing and literature



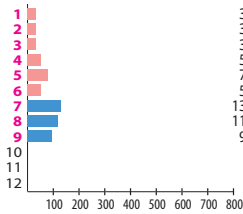
Mathematics



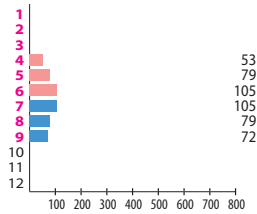
Natural sciences



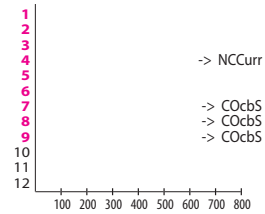
Social studies



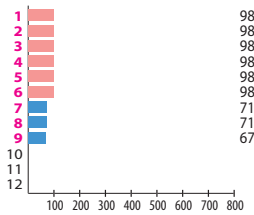
Language 2



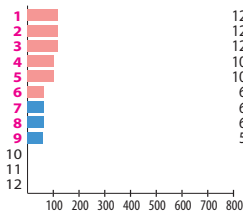
Language 3



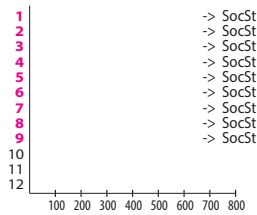
Physical education and health



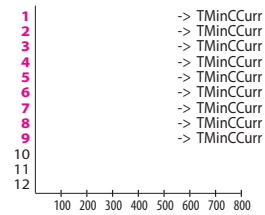
Arts education



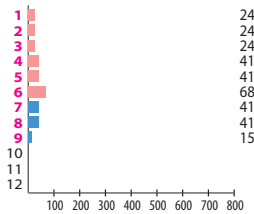
Religion/ethics/moral education



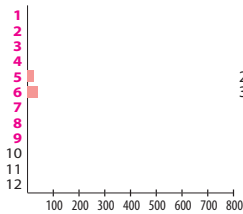
ICT



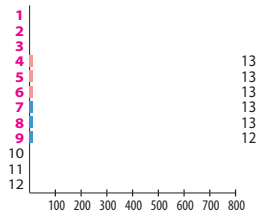
Technology



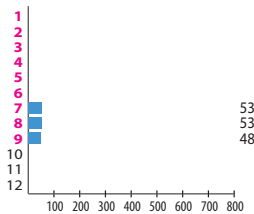
Practical and vocational skills



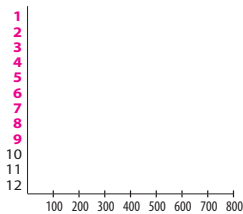
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

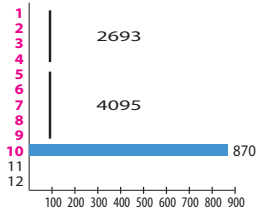
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

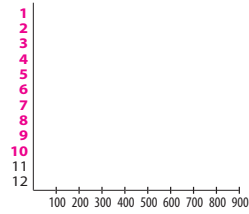
Source: Eurydice.

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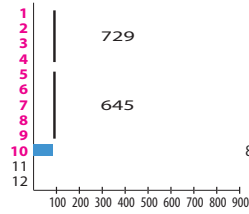
Total minimum compulsory curriculum



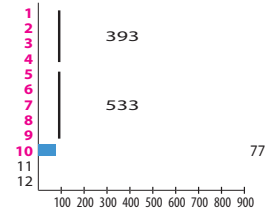
Compulsory subjects with flexible timetable



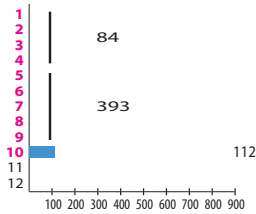
Reading, writing and literature



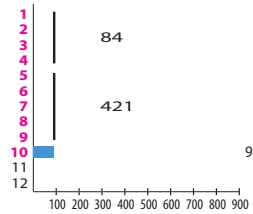
Mathematics



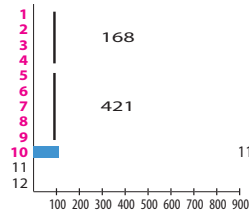
Natural sciences



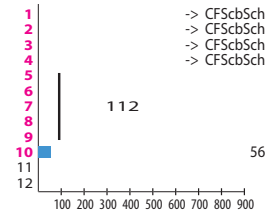
Social studies



Language 2

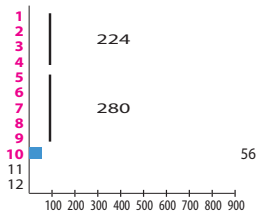


Language 3

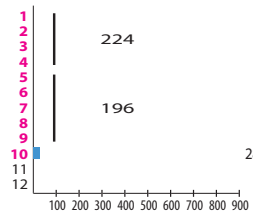


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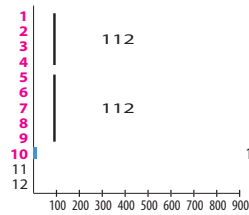
Physical education and health



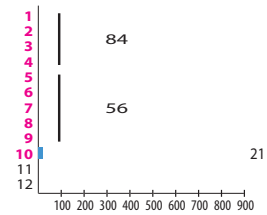
Arts education



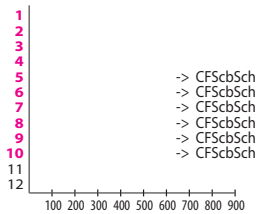
Religion/ethics/moral education



ICT

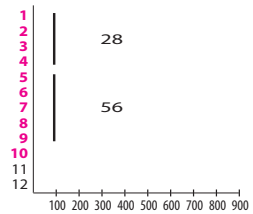


Technology

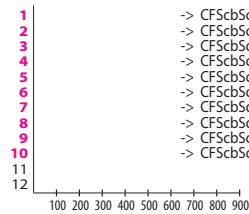


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Practical and vocational skills

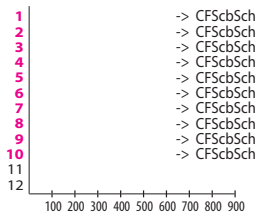


Other subjects



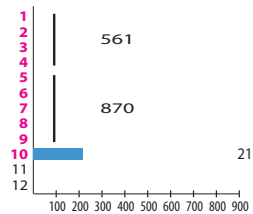
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Compulsory options chosen by the students



-> CFScbSch
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Compulsory flexible subjects chosen by schools



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

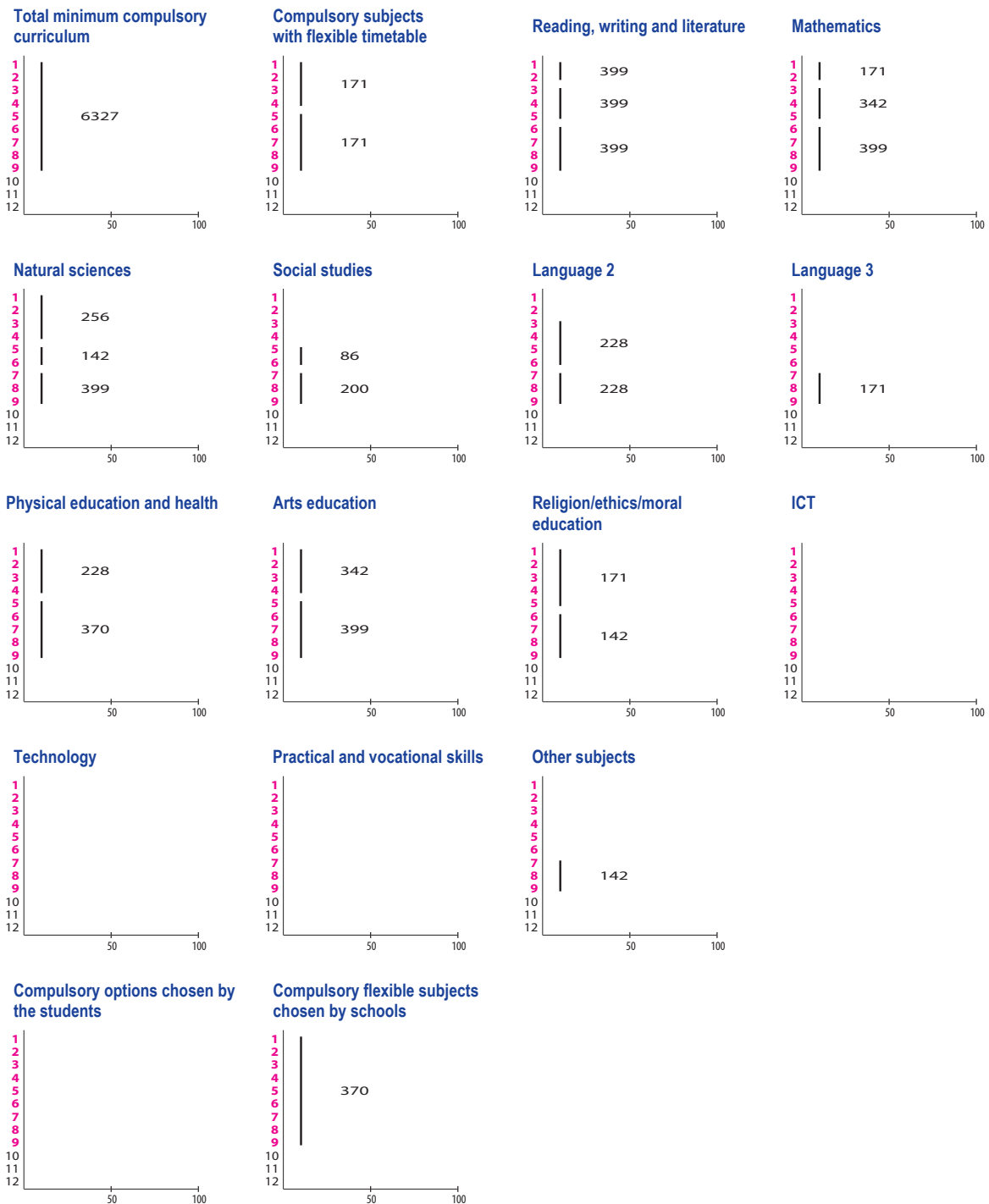
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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

Source: Eurydice.

FINLAND



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

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

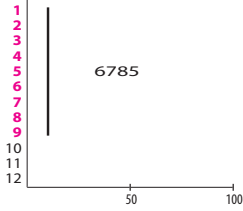
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

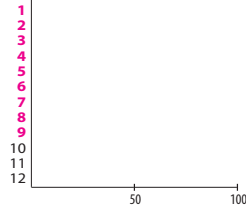
Source: Eurydice.

SWEDEN

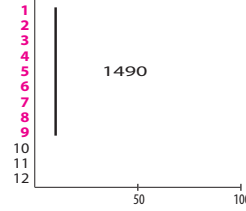
Total minimum compulsory curriculum



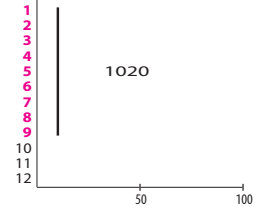
Compulsory subjects with flexible timetable



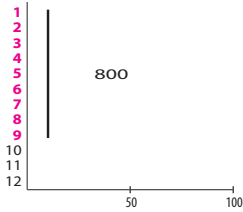
Reading, writing and literature



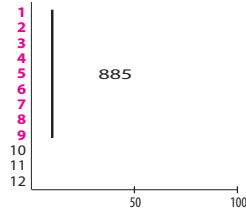
Mathematics



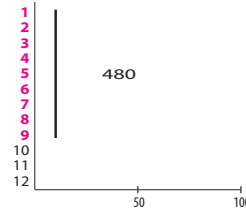
Natural sciences



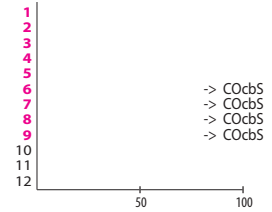
Social studies



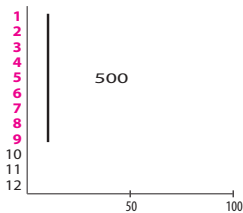
Language 2



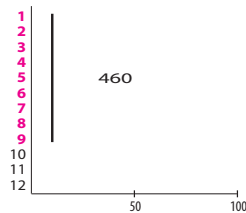
Language 3



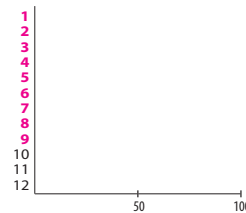
Physical education and health



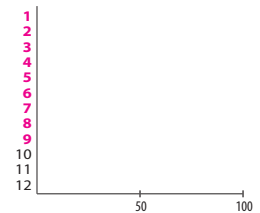
Arts education



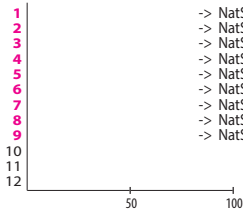
Religion/ethics/moral education



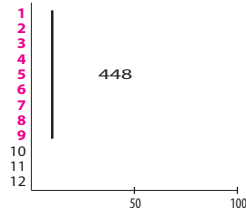
ICT



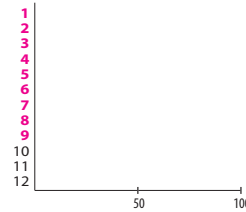
Technology



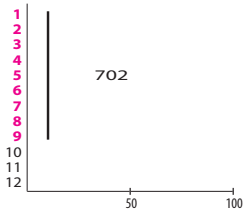
Practical and vocational skills



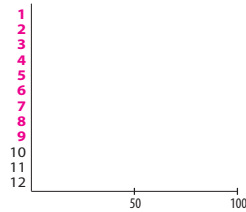
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

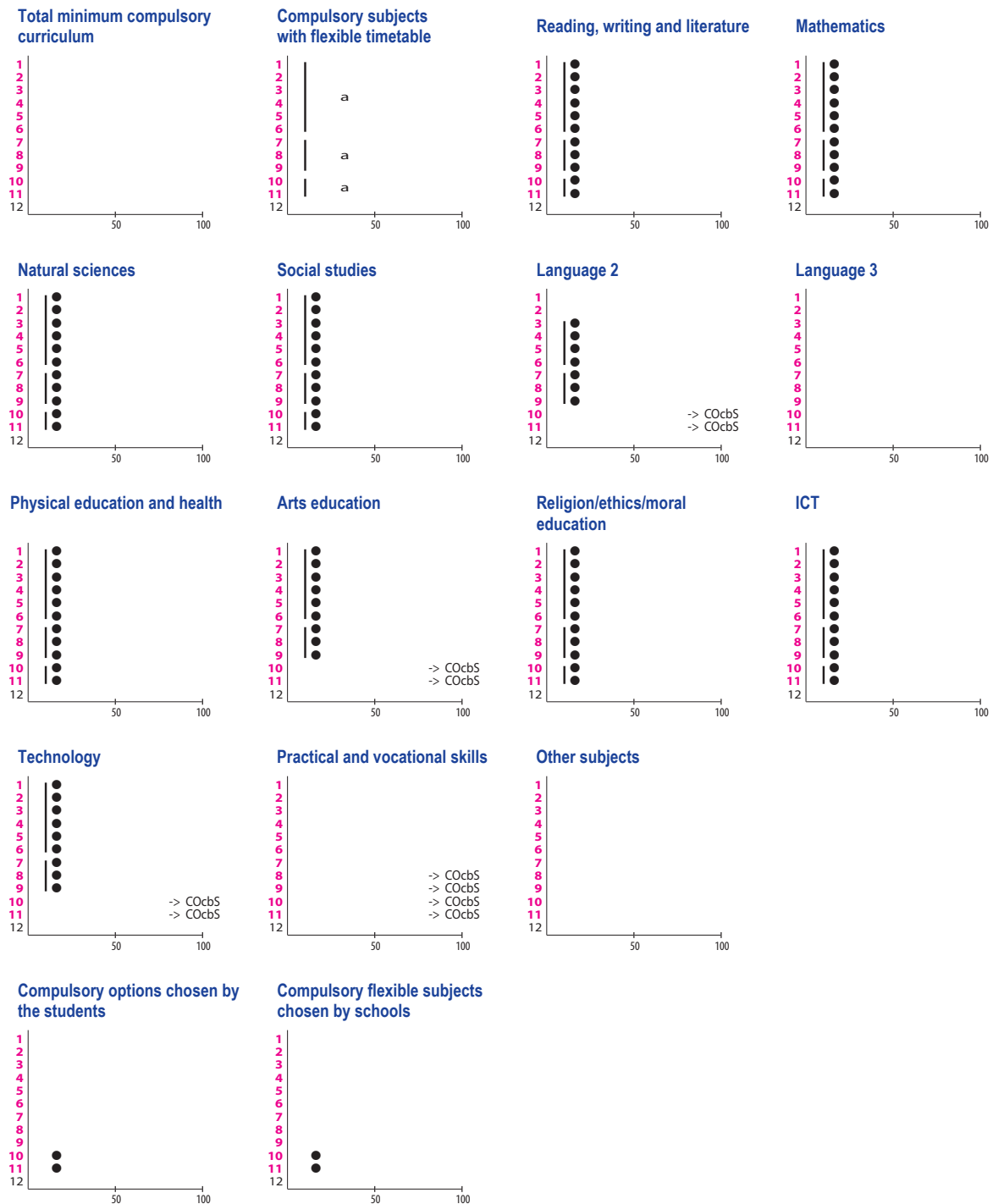
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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

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

Source: Eurydice.

UNITED KINGDOM – ENGLAND



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

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

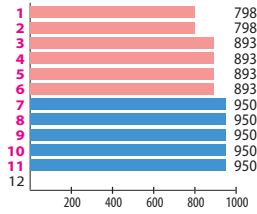
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

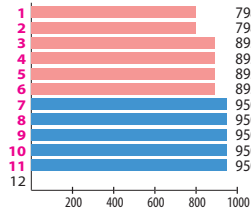
Source: Eurydice.

UNITED KINGDOM – WALES

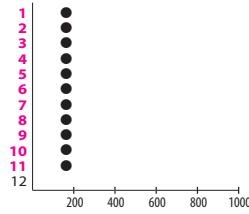
Total minimum compulsory curriculum



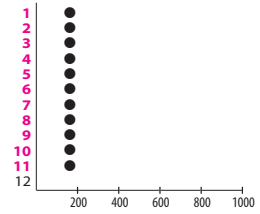
Compulsory subjects with flexible timetable



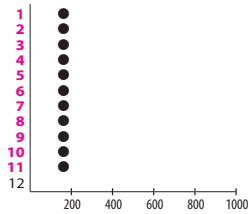
Reading, writing and literature



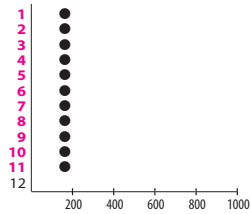
Mathematics



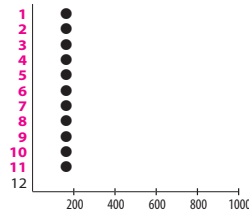
Natural sciences



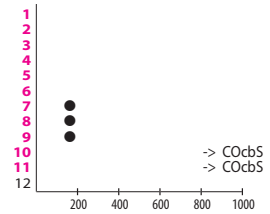
Social studies



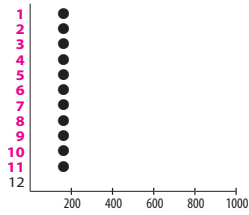
Language 2



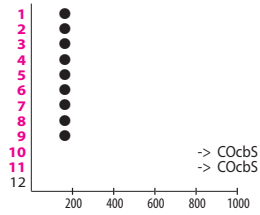
Language 3



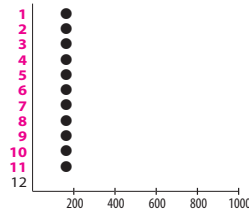
Physical education and health



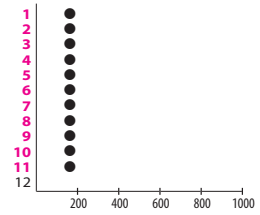
Arts education



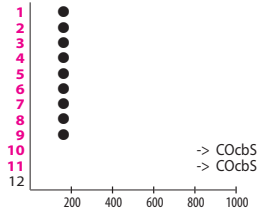
Religion/ethics/moral education



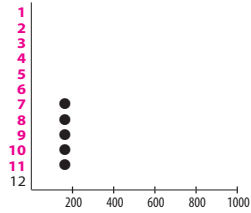
ICT



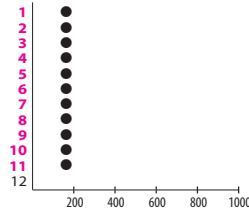
Technology



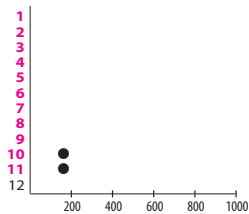
Practical and vocational skills



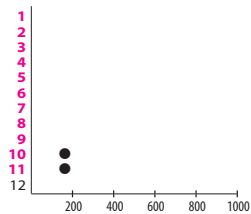
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

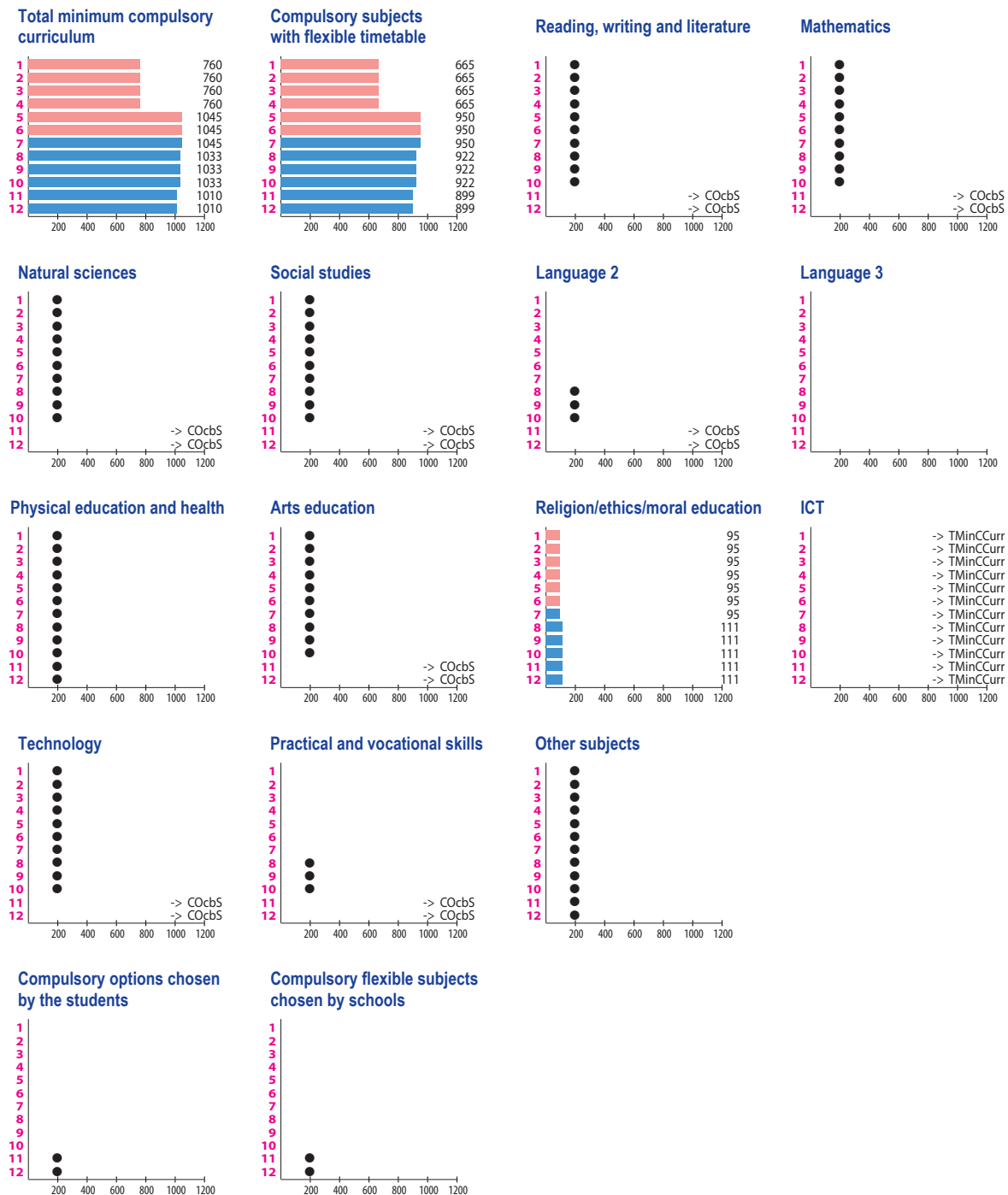
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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

Source: Eurydice.

UNITED KINGDOM – NORTHERN IRELAND



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

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

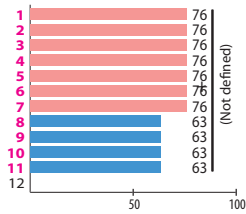
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

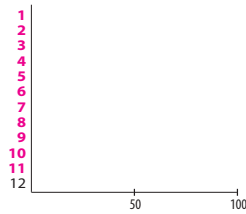
Source: Eurydice.

UNITED KINGDOM – SCOTLAND

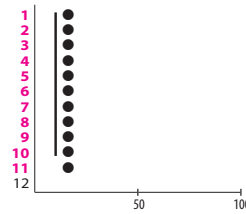
Total minimum compulsory curriculum



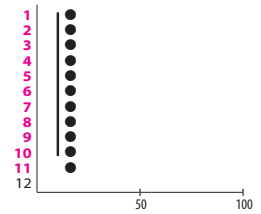
Compulsory subjects with flexible timetable



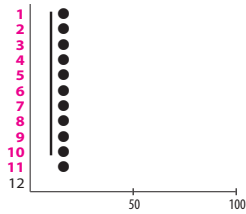
Reading, writing and literature



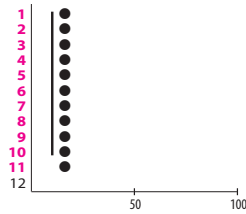
Mathematics



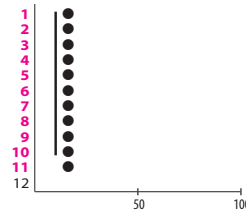
Natural sciences



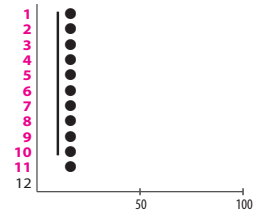
Social studies



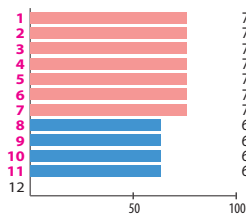
Language 2



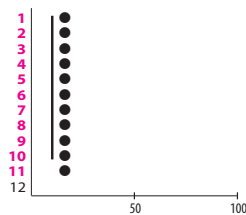
Language 3



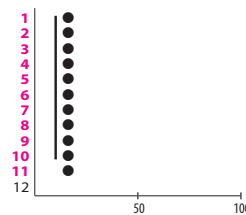
Physical education and health



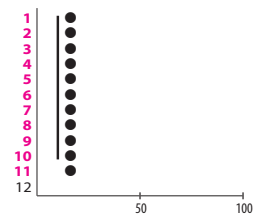
Arts education



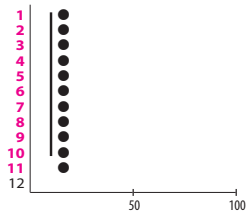
Religion/ethics/moral education



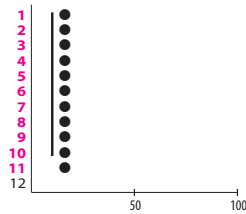
ICT



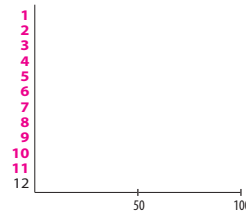
Technology



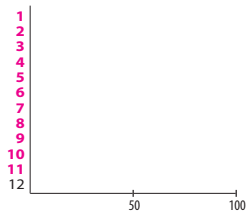
Practical and vocational skills



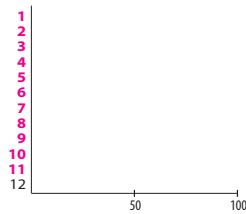
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

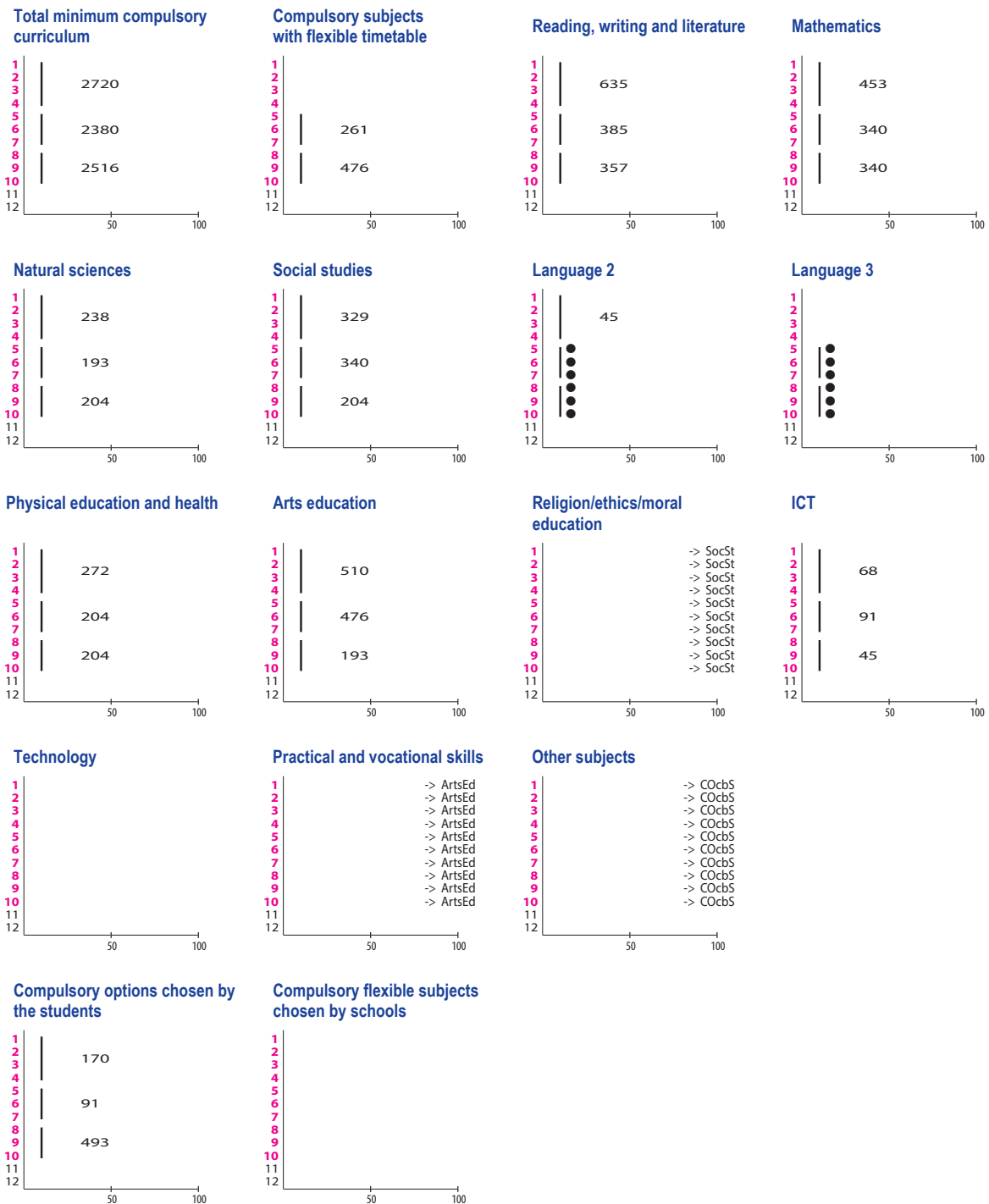
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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

Source: Eurydice.

ICELAND



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

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

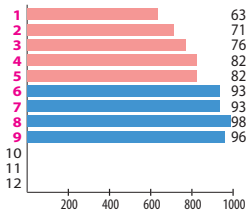
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

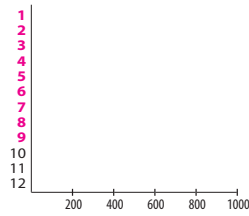
Source: Eurydice.

LIECHTENSTEIN – PRIMARY AND GYMNASIUM

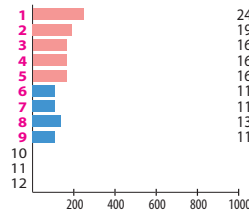
Total minimum compulsory curriculum



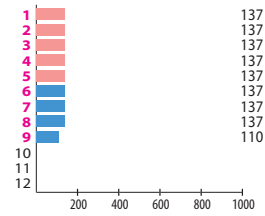
Compulsory subjects with flexible timetable



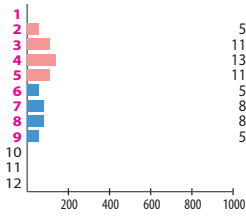
Reading, writing and literature



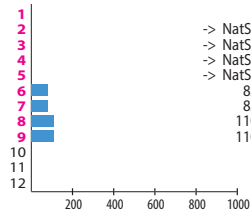
Mathematics



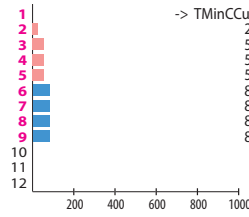
Natural sciences



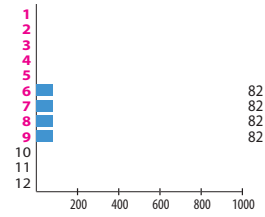
Social studies



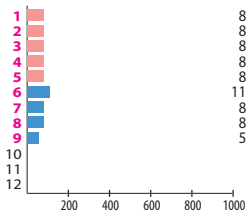
Language 2



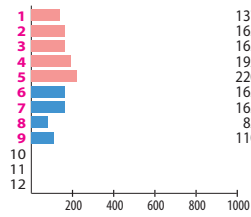
Language 3



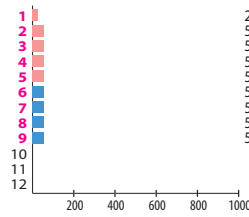
Physical education and health



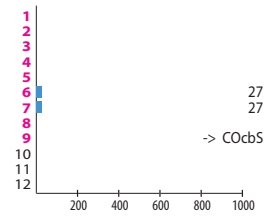
Arts education



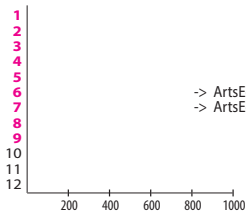
Religion/ethics/moral education



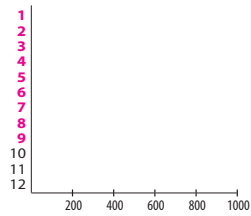
ICT



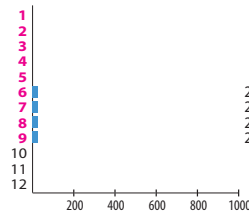
Technology



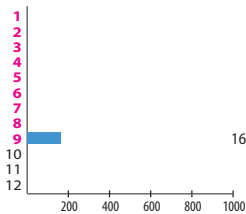
Practical and vocational skills



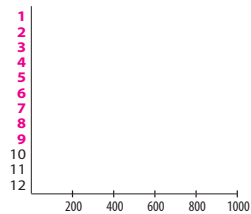
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

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

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

Source: Eurydice.

LIECHTENSTEIN – PRIMARY AND OBERSCHULE



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

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

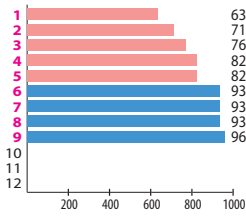
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

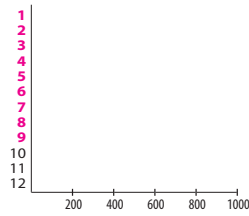
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LIECHTENSTEIN – PRIMARY AND REALSCHULE

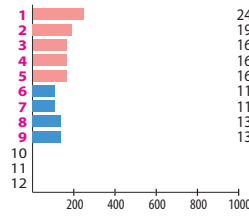
Total minimum compulsory curriculum



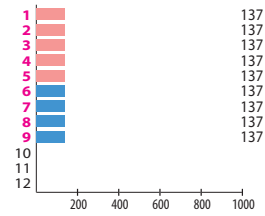
Compulsory subjects with flexible timetable



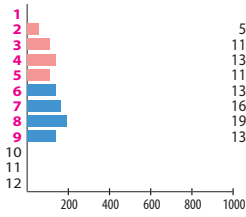
Reading, writing and literature



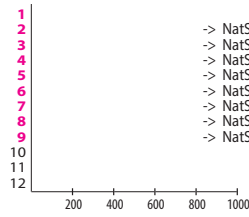
Mathematics



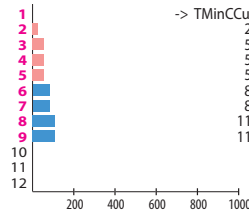
Natural sciences



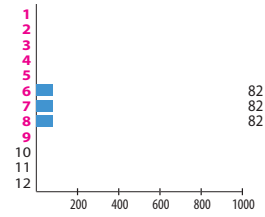
Social studies



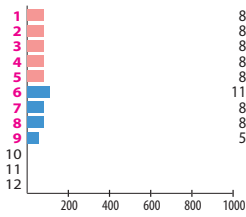
Language 2



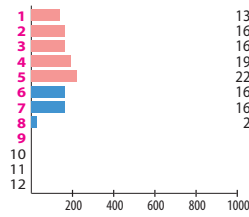
Language 3



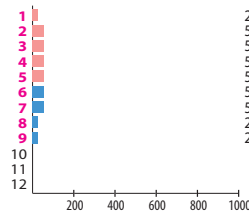
Physical education and health



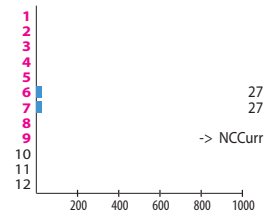
Arts education



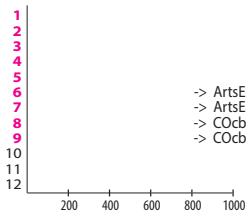
Religion/ethics/moral education



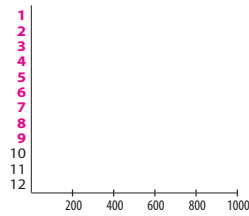
ICT



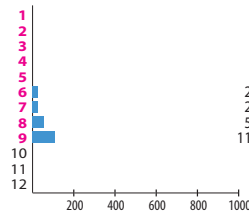
Technology



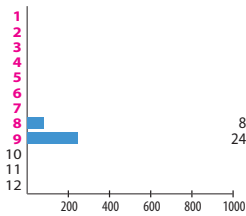
Practical and vocational skills



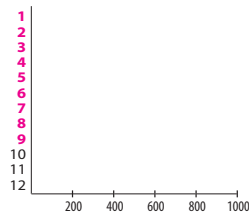
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

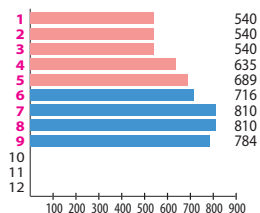
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

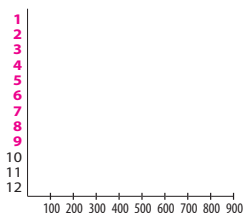
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MONTENEGRO

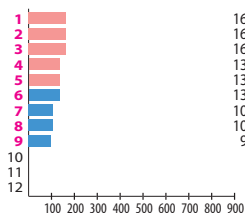
Total minimum compulsory curriculum



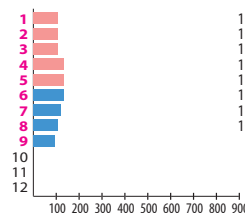
Compulsory subjects with flexible timetable



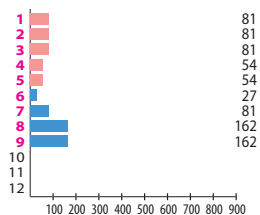
Reading, writing and literature



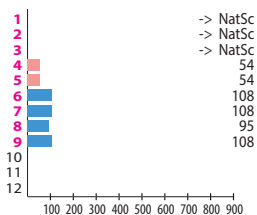
Mathematics



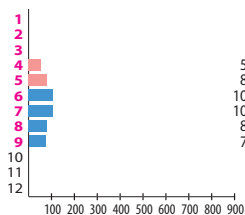
Natural sciences



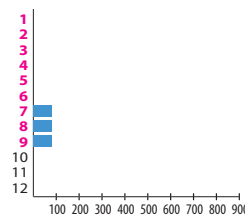
Social studies



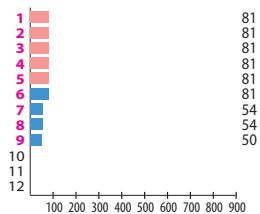
Language 2



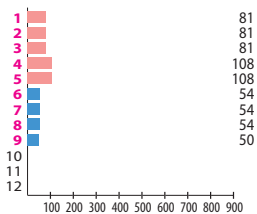
Language 3



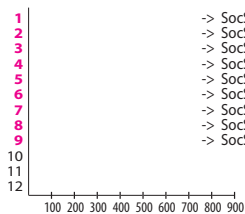
Physical education and health



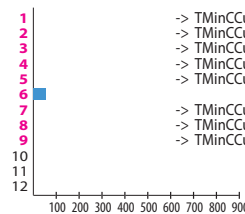
Arts education



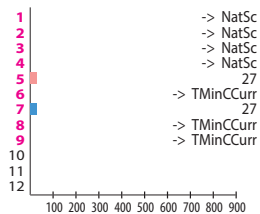
Religion/ethics/moral education



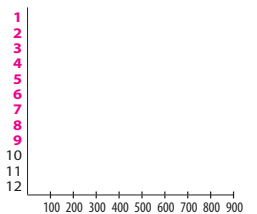
ICT



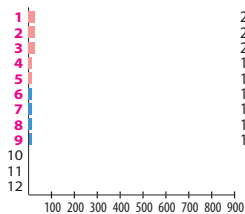
Technology



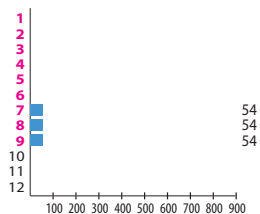
Practical and vocational skills



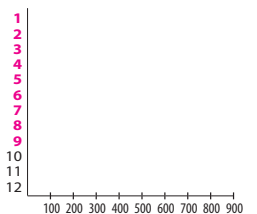
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

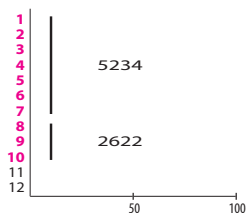
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

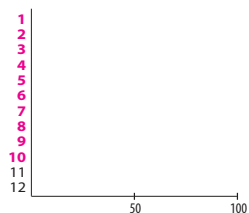
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NORWAY

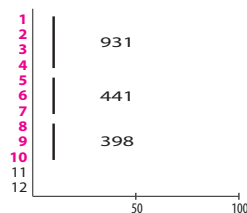
Total minimum compulsory curriculum



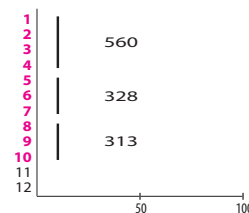
Compulsory subjects with flexible timetable



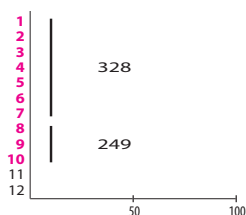
Reading, writing and literature



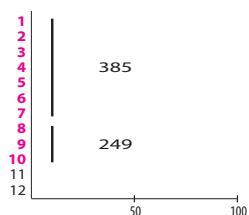
Mathematics



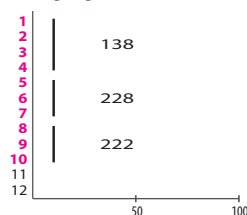
Natural sciences



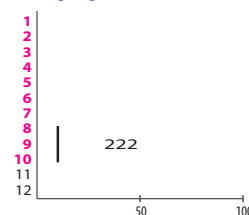
Social studies



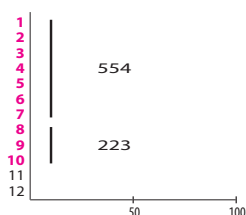
Language 2



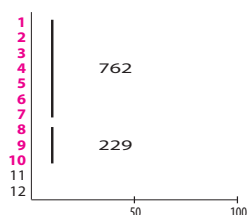
Language 3



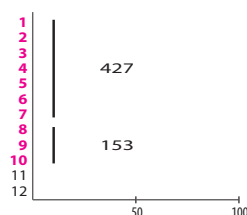
Physical education and health



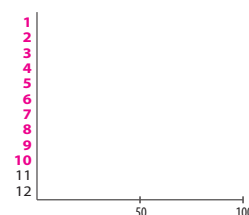
Arts education



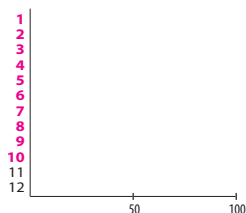
Religion/ethics/moral education



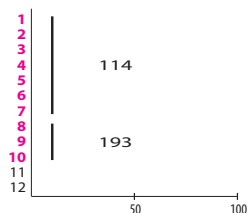
ICT



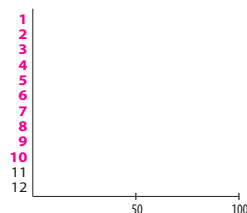
Technology



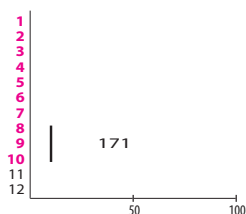
Practical and vocational skills



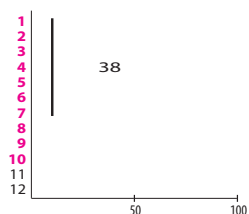
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

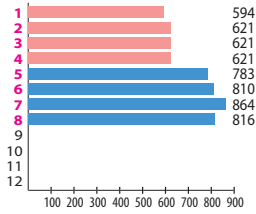
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

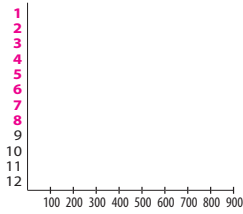
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SERBIA

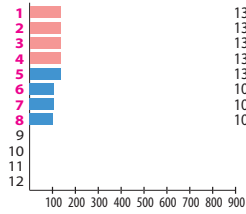
Total minimum compulsory curriculum



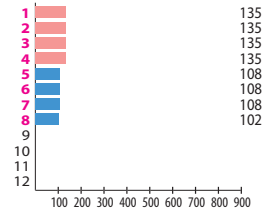
Compulsory subjects with flexible timetable



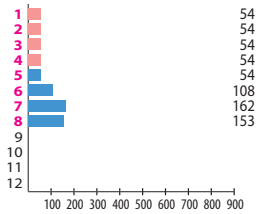
Reading, writing and literature



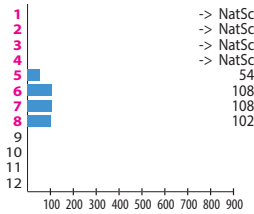
Mathematics



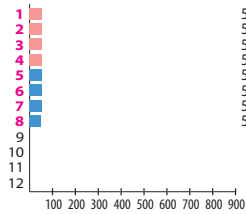
Natural sciences



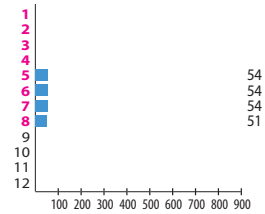
Social studies



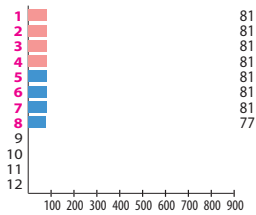
Language 2



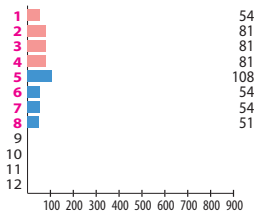
Language 3



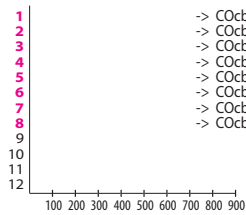
Physical education and health



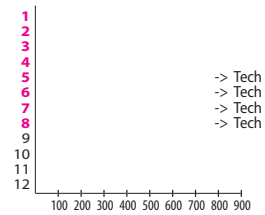
Arts education



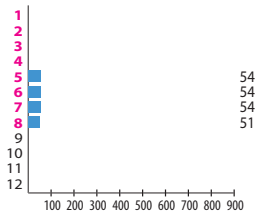
Religion/ethics/moral education



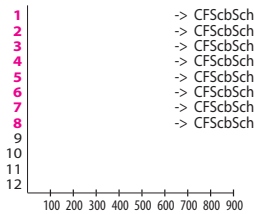
ICT



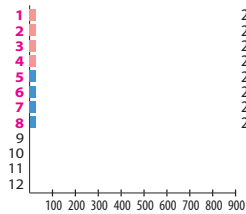
Technology



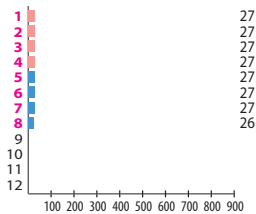
Practical and vocational skills



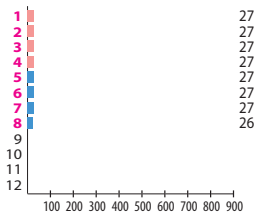
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

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

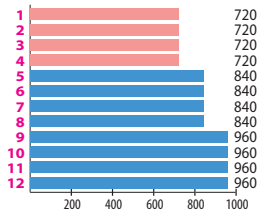
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

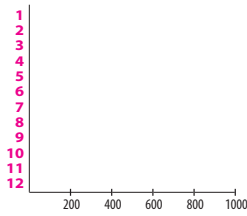
Source: Eurydice.

TURKEY – PRIMARY AND LOWER SECONDARY + ANATOLIA HIGH SCHOOL

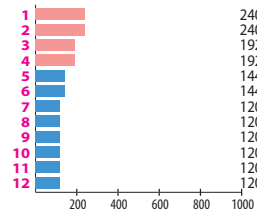
Total minimum compulsory curriculum



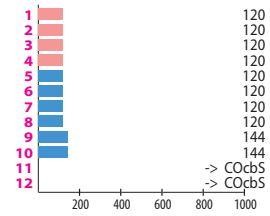
Compulsory subjects with flexible timetable



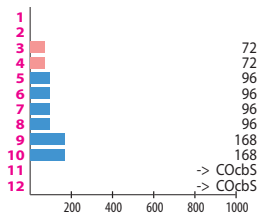
Reading, writing and literature



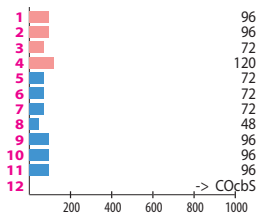
Mathematics



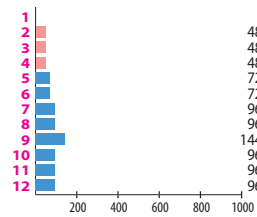
Natural sciences



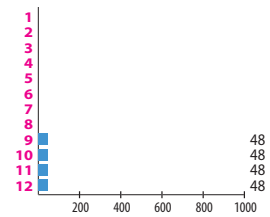
Social studies



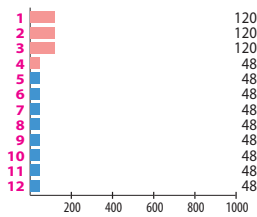
Language 2



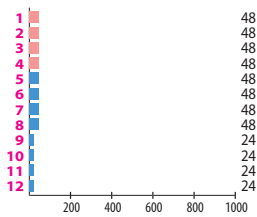
Language 3



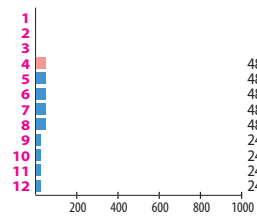
Physical education and health



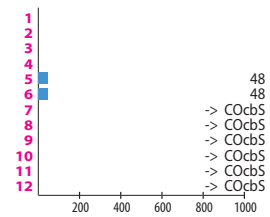
Arts education



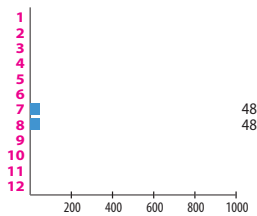
Religion/ethics/moral education



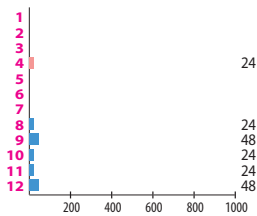
ICT



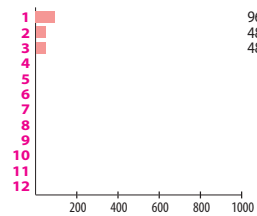
Technology



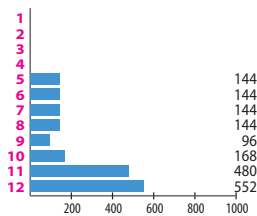
Practical and vocational skills



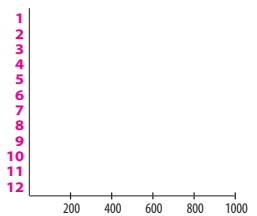
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

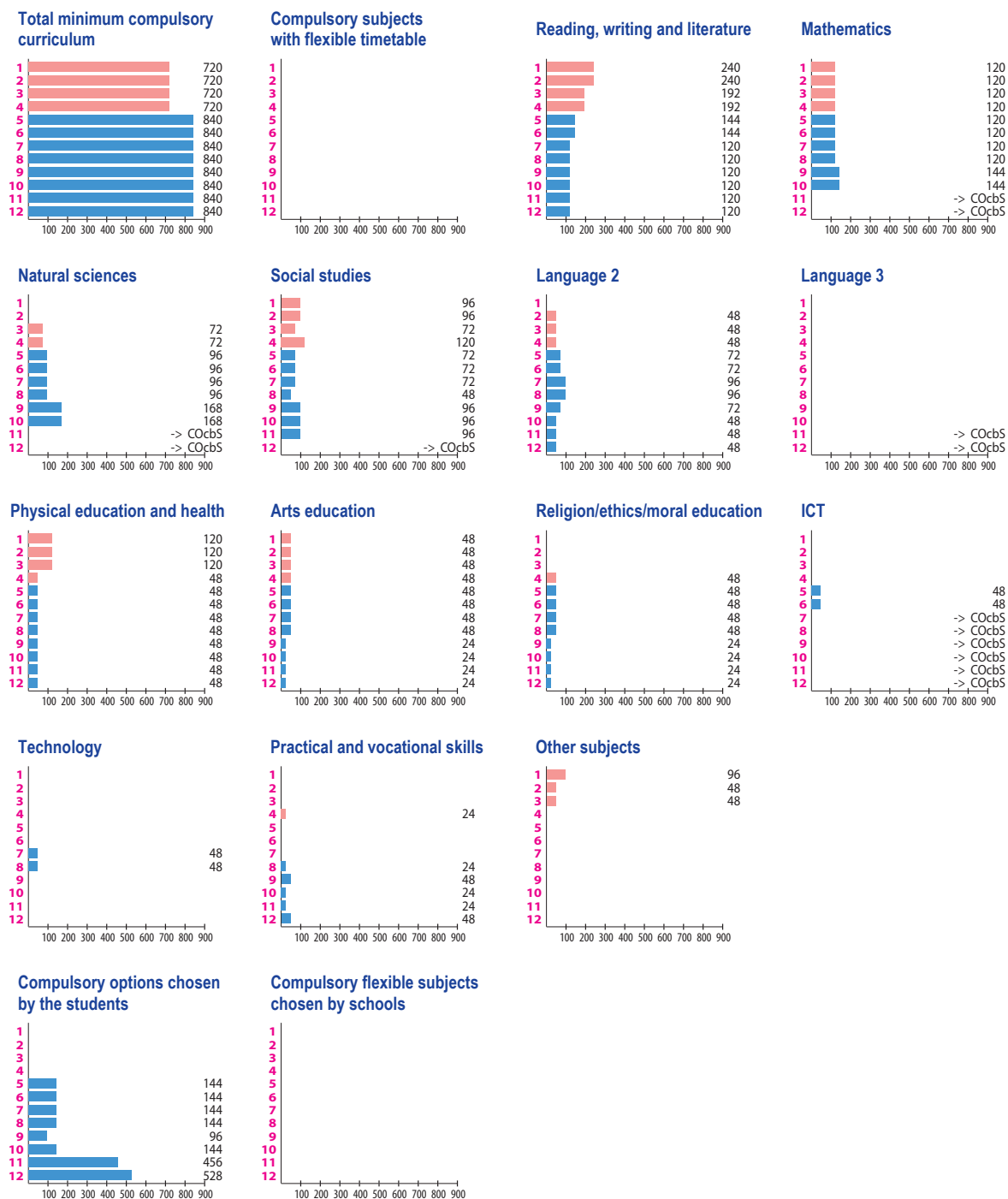
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

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

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

Source: Eurydice.

TURKEY – PRIMARY AND LOWER SECONDARY + HIGH SCHOOL



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

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

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

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

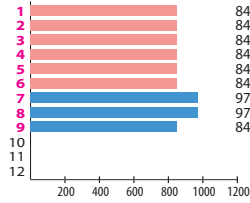
Source: Eurydice.

Section 3. Instruction time by subject

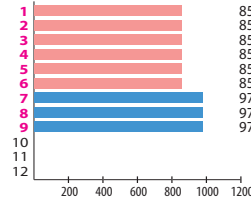
Total minimum compulsory curriculum	74
Compulsory subjects with flexible timetable	76
Reading, writing and literature	78
Mathematics	80
Natural sciences	82
Social studies	84
Language 2	86
Language 3	88
Physical education and health	90
Arts education	92
Religion/ethics/moral education	94
ICT	96
Technology	98
Practical and vocational skills	100
Other subjects	102
Compulsory options chosen by the students	104
Compulsory flexible subjects chosen by schools	106

TOTAL MINIMUM COMPULSORY CURRICULUM

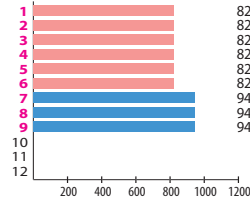
Belgium – French Community



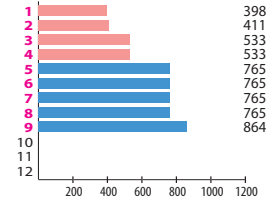
Belgium – German-speaking Community



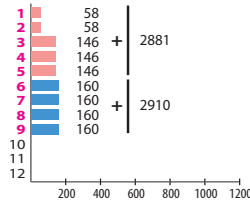
Belgium – Flemish Community



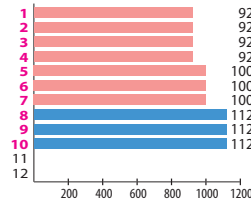
Bulgaria



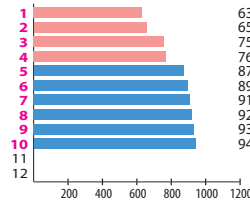
Czech Republic



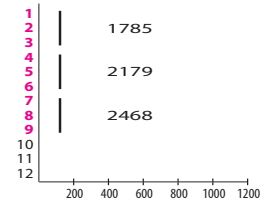
Denmark



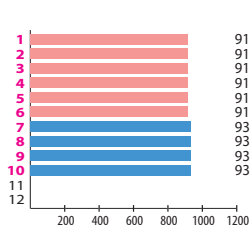
Germany



Estonia

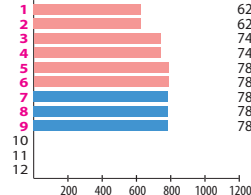


Ireland

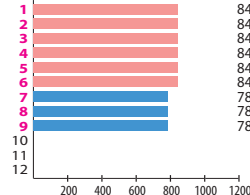


Greece

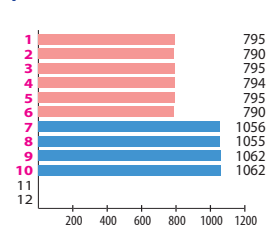
Primary: Regular programme



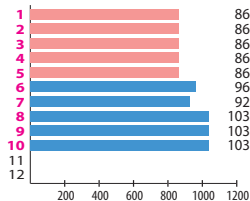
Greece *Primary: unified revised curriculum (EAEP)*



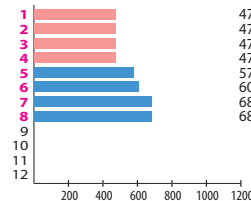
Spain



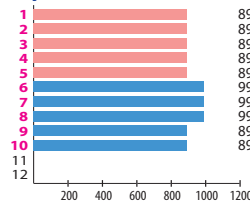
France



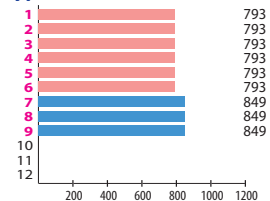
Croatia



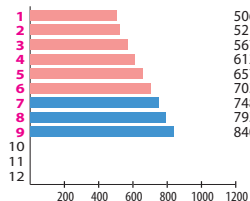
Italy



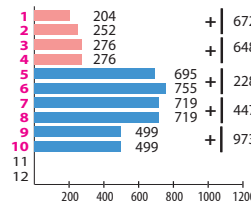
Cyprus



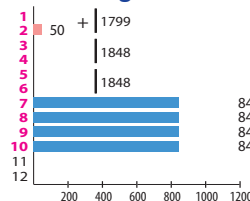
Latvia



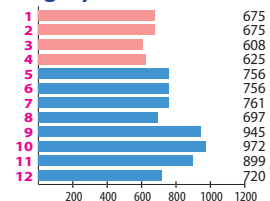
Lithuania



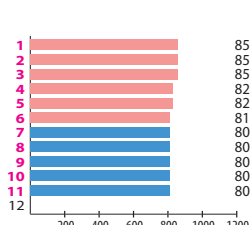
Luxembourg



Hungary

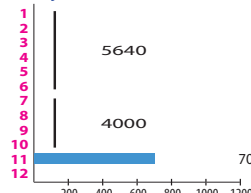


Malta



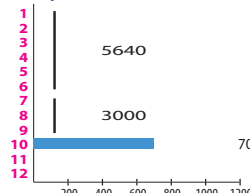
Netherlands

Primary and HAVO



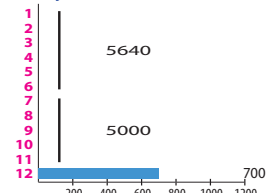
Netherlands

Primary and VMBO



Netherlands

Primary and VWO



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

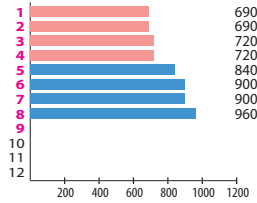
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

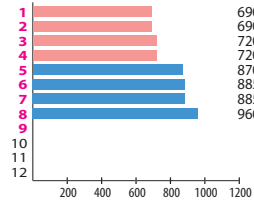
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

TOTAL MINIMUM COMPULSORY CURRICULUM

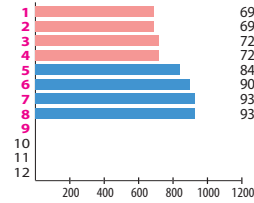
Austria Volksschule and AHS (Realgymnasium)



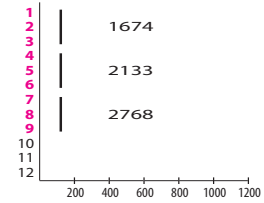
Austria Volksschule and HS



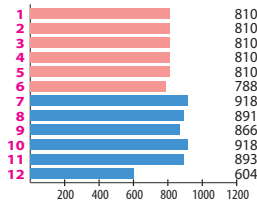
Austria Volksschule and NMS



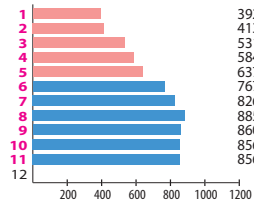
Poland



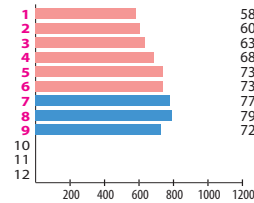
Portugal



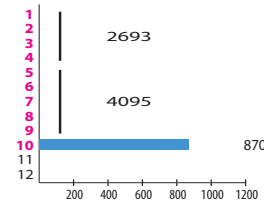
Romania



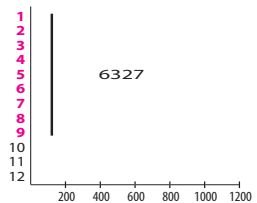
Slovenia



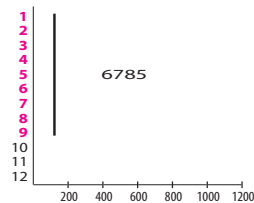
Slovakia



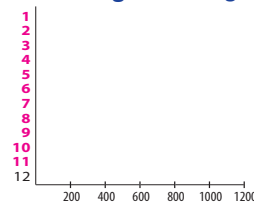
Finland



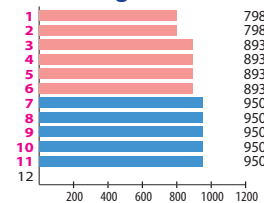
Sweden



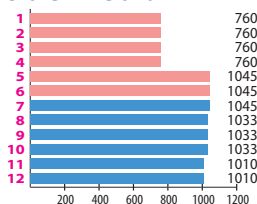
United Kingdom – England



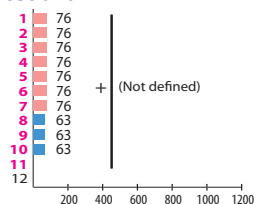
United Kingdom – Wales



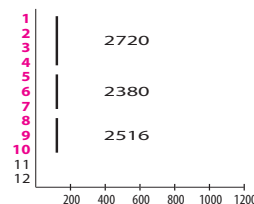
United Kingdom – Northern Ireland



United Kingdom – Scotland

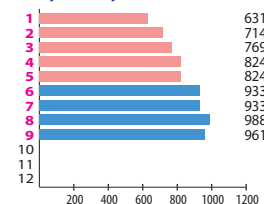


Iceland



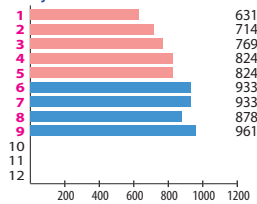
Liechtenstein

Primary and Gymnasium



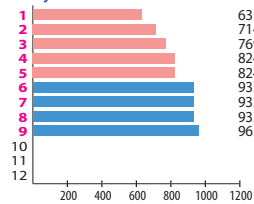
Liechtenstein

Primary and Oberschule

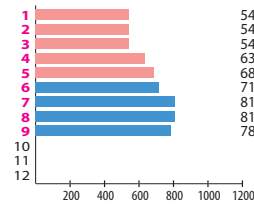


Liechtenstein

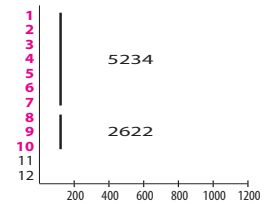
Primary and Realschule



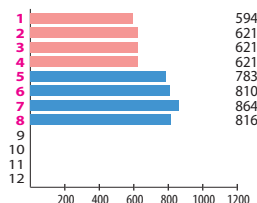
Montenegro



Norway

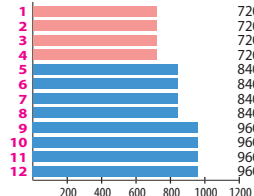


Serbia



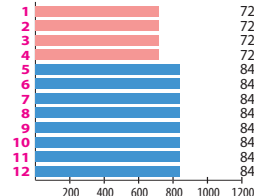
Turkey Upper secondary:

Anatolia High School



Turkey

Upper secondary: High School



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

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

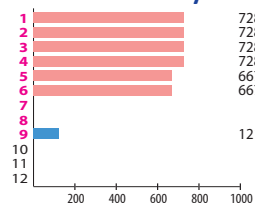
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

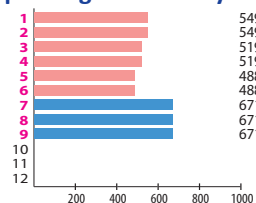
Source: Eurydice.

COMPULSORY SUBJECTS WITH FLEXIBLE TIMETABLE

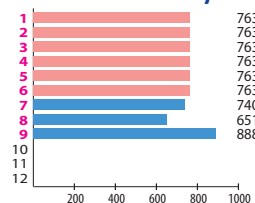
Belgium – French Community



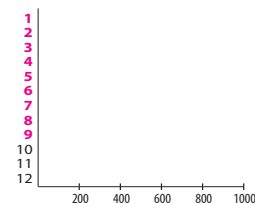
Belgium – German-speaking Community



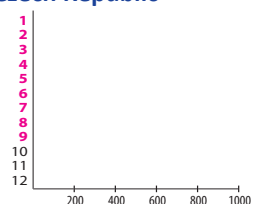
Belgium – Flemish Community



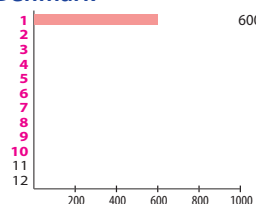
Bulgaria



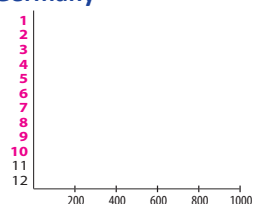
Czech Republic



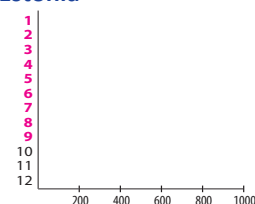
Denmark



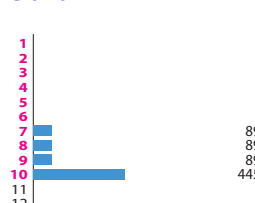
Germany



Estonia

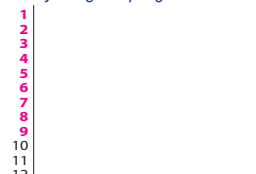


Ireland



Greece

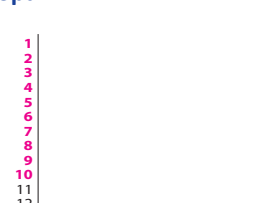
Primary: Regular programme



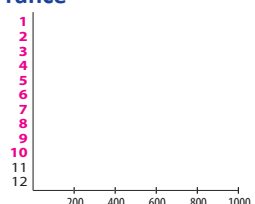
Greece Primary: unified revised curriculum (EAEP)



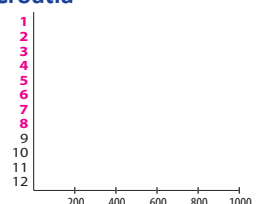
Spain



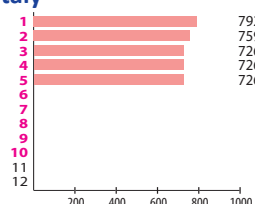
France



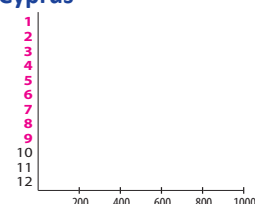
Croatia



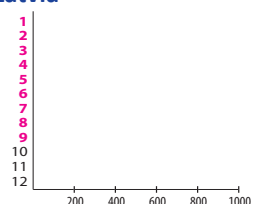
Italy



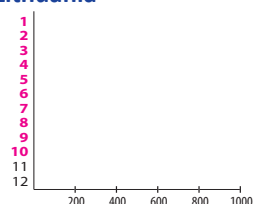
Cyprus



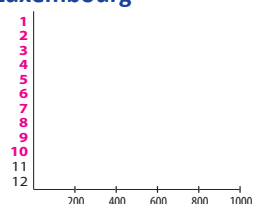
Latvia



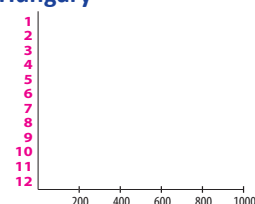
Lithuania



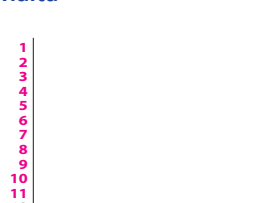
Luxembourg



Hungary

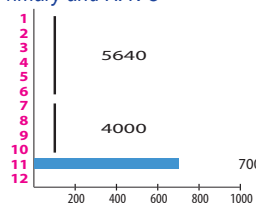


Malta



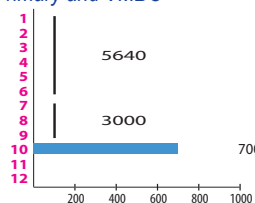
Netherlands

Primary and HAVO



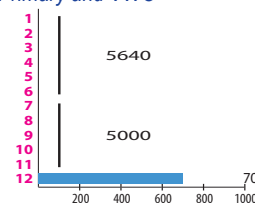
Netherlands

Primary and VMBO



Netherlands

Primary and VWO



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

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

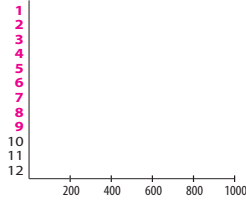
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

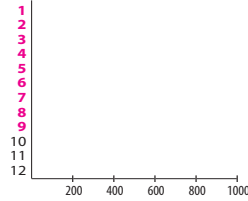
Source: Eurydice.

COMPULSORY SUBJECTS WITH FLEXIBLE TIMETABLE

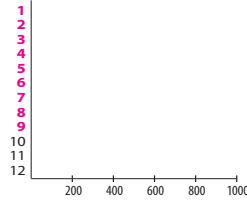
Austria Volksschule and AHS (Realgymnasium)



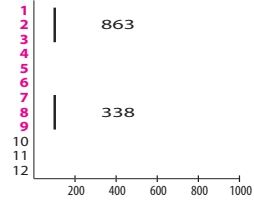
Austria Volksschule and HS



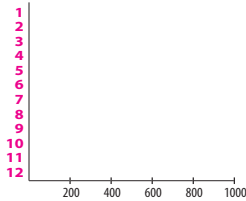
Austria Volksschule and NMS



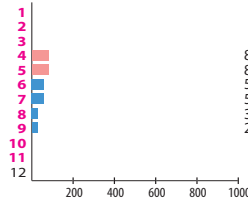
Poland



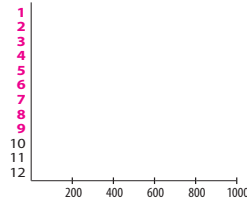
Portugal



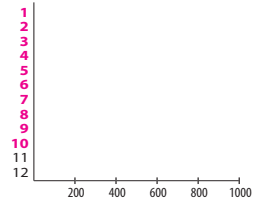
Romania



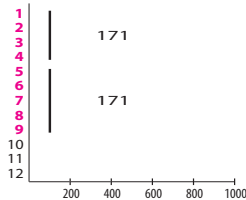
Slovenia



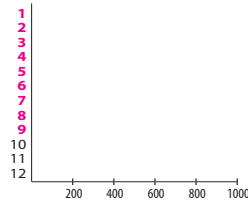
Slovakia



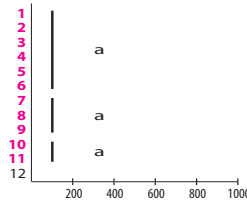
Finland



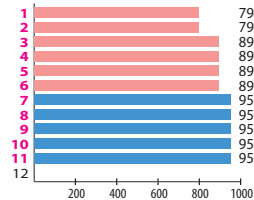
Sweden



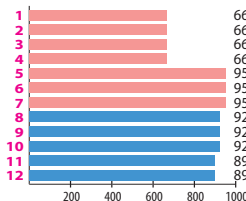
United Kingdom – England



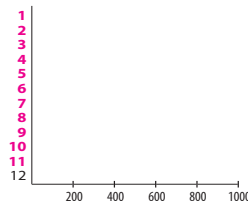
United Kingdom – Wales



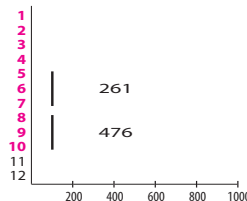
United Kingdom – Northern Ireland



United Kingdom – Scotland

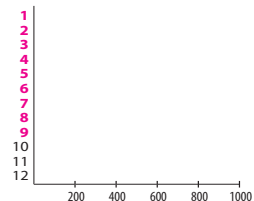


Iceland



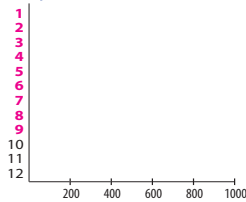
Liechtenstein

Primary and Gymnasium



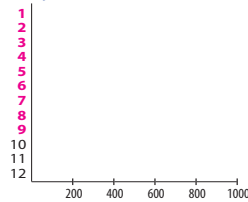
Liechtenstein

Primary and Oberschule

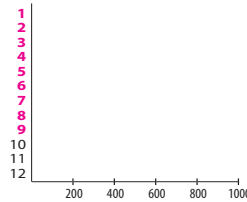


Liechtenstein

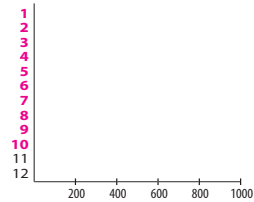
Primary and Realschule



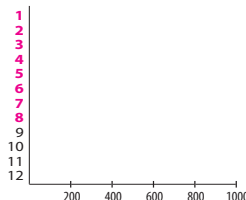
Montenegro



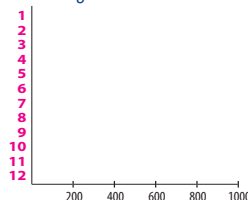
Norway



Serbia

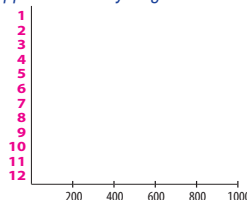


Turkey Upper secondary: Anatolia High School



Turkey

Upper secondary: High School



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

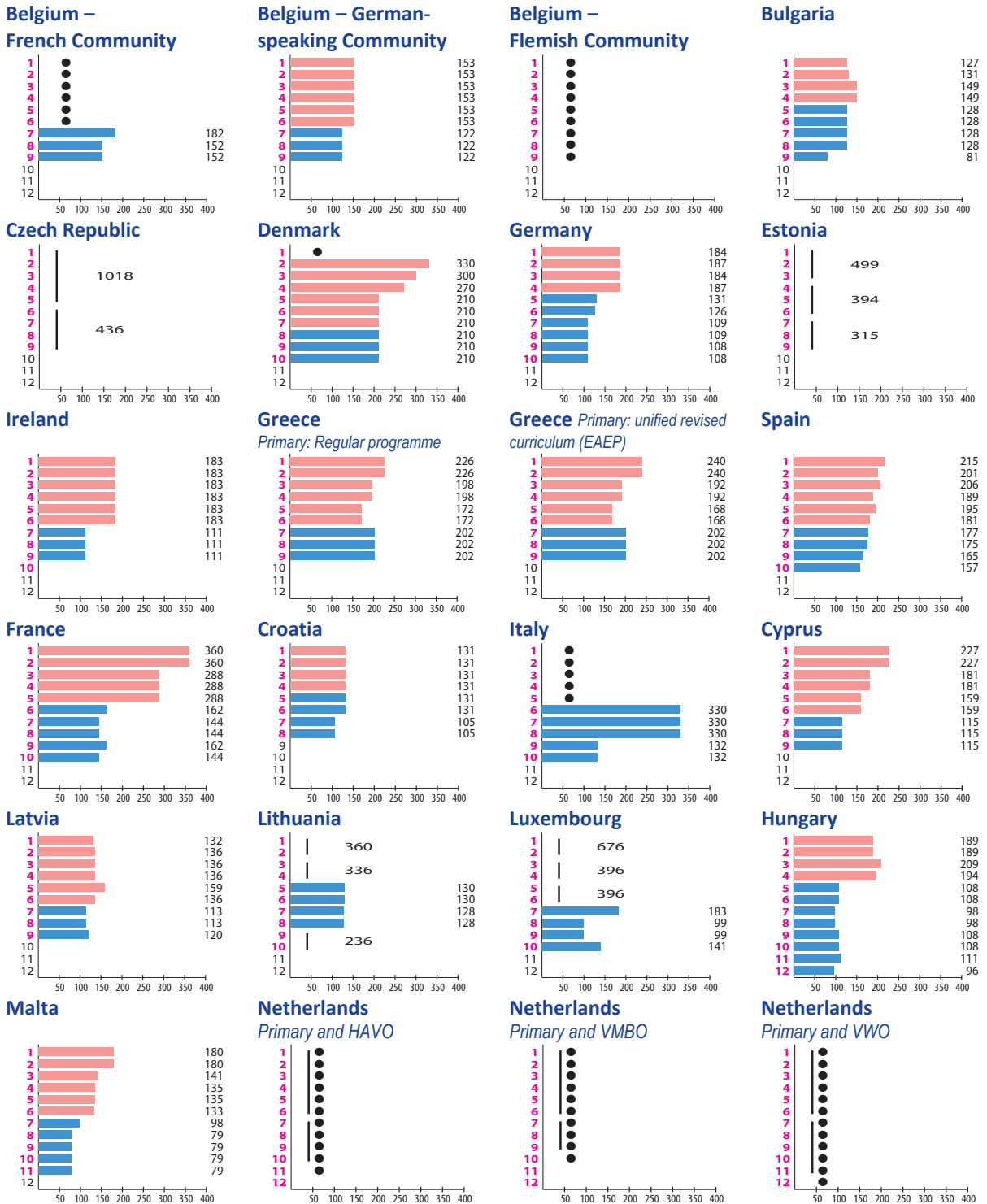
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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

Source: Eurydice.

READING, WRITING AND LITERATURE



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

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

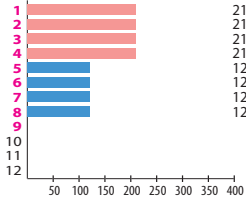
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

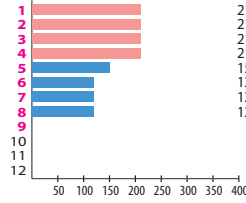
Source: Eurydice.

READING, WRITING AND LITERATURE

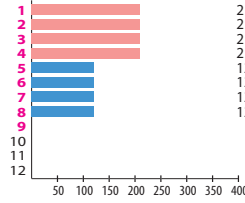
Austria Volksschule and AHS (Realgymnasium)



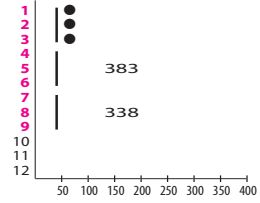
Austria Volksschule and HS



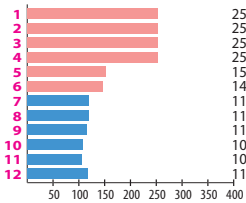
Austria Volksschule and NMS



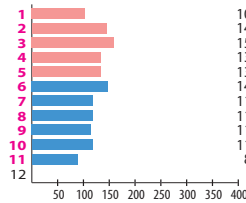
Poland



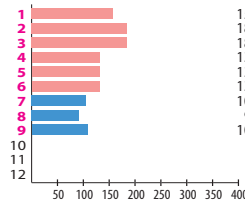
Portugal



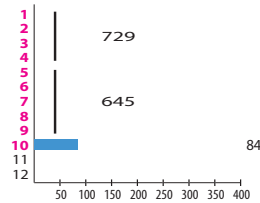
Romania



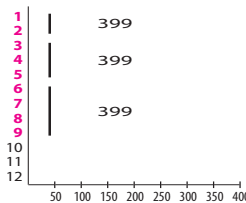
Slovenia



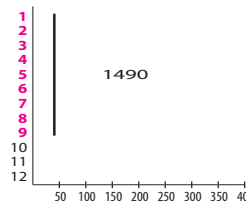
Slovakia



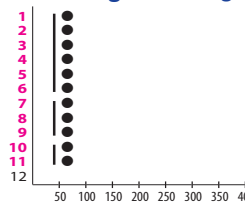
Finland



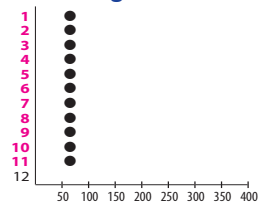
Sweden



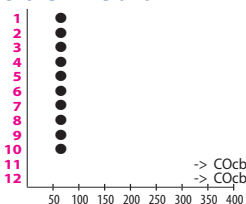
United Kingdom – England



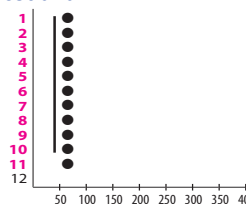
United Kingdom – Wales



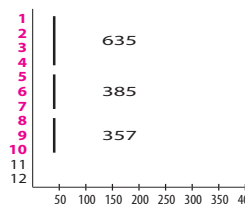
United Kingdom – Northern Ireland



United Kingdom – Scotland

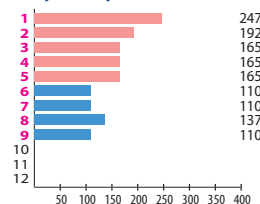


Iceland



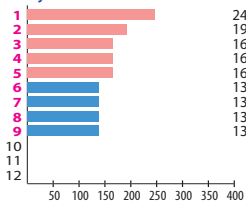
Liechtenstein

Primary and Gymnasium



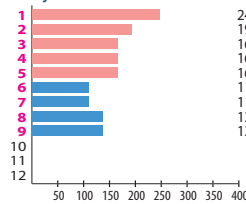
Liechtenstein

Primary and Oberschule

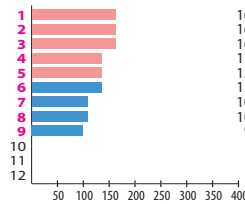


Liechtenstein

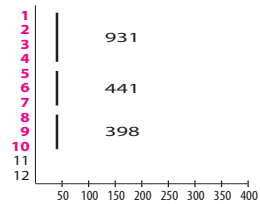
Primary and Realschule



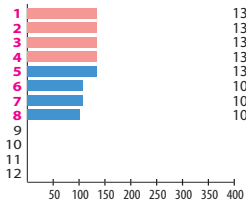
Montenegro



Norway

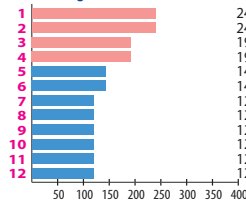


Serbia



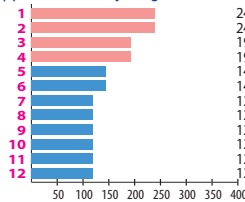
Turkey Upper secondary:

Anatolia High School



Turkey

Upper secondary: High School



Country specific notes

Italy: Data include instruction time for social studies in grades 6-8.

Luxembourg: Data include instruction time for foreign language 1 in grades 1-6, and for foreign language 2 in grades 7-10.

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

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

Horizontal axis: Number of hours per school year

Vertical axis: Grades

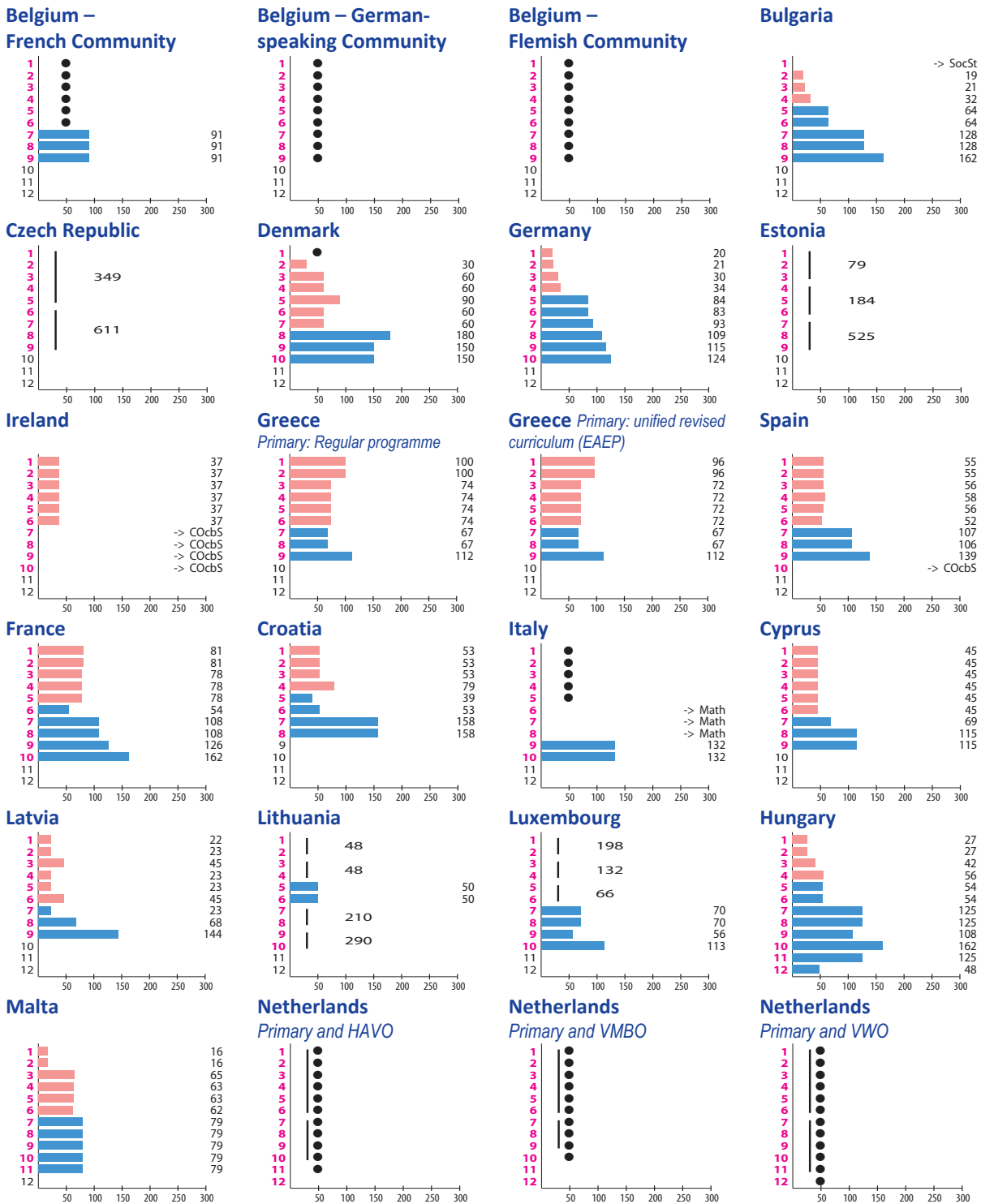
● Flexible time

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

✕ Number of hours distributed between various school years

Source: Eurydice.

NATURAL SCIENCES



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

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

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

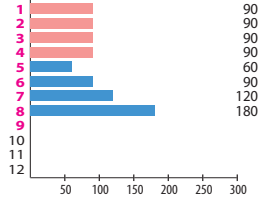
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

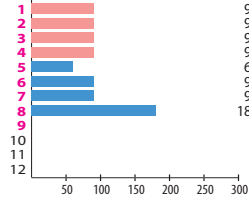
Source: Eurydice.

NATURAL SCIENCES

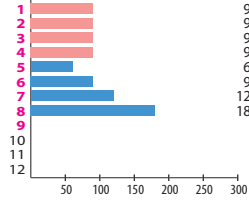
Austria Volksschule and AHS (Realgymnasium)



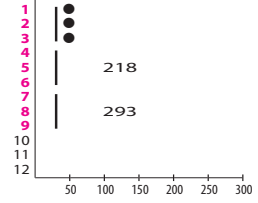
Austria Volksschule and HS



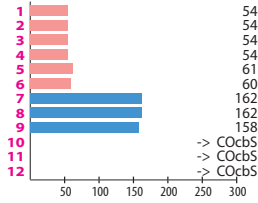
Austria Volksschule and NMS



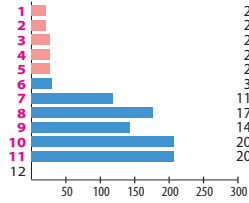
Poland



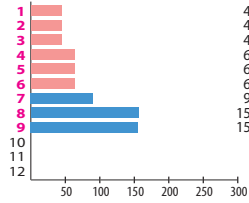
Portugal



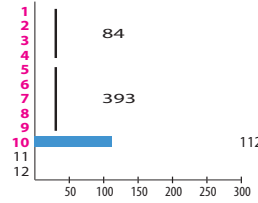
Romania



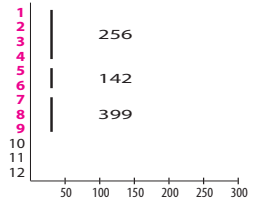
Slovenia



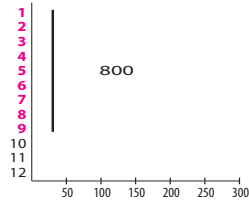
Slovakia



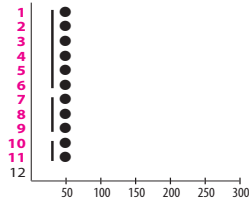
Finland



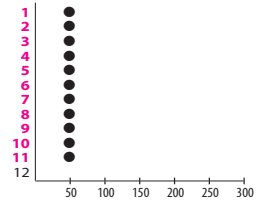
Sweden



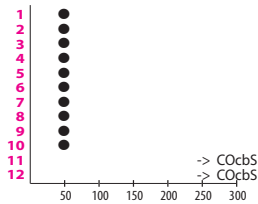
United Kingdom – England



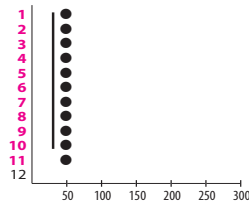
United Kingdom – Wales



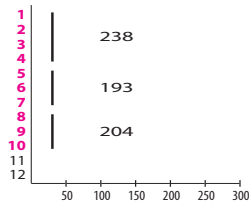
United Kingdom – Northern Ireland



United Kingdom – Scotland

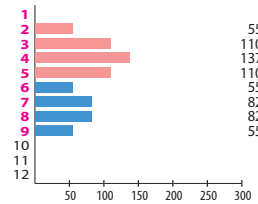


Iceland



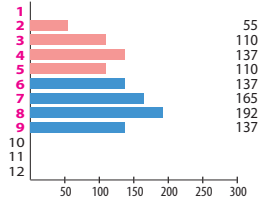
Liechtenstein

Primary and Gymnasium



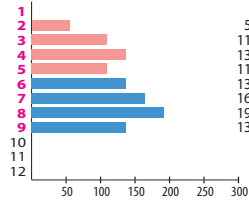
Liechtenstein

Primary and Oberschule

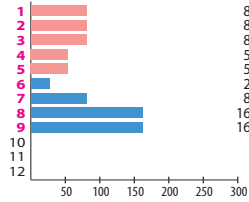


Liechtenstein

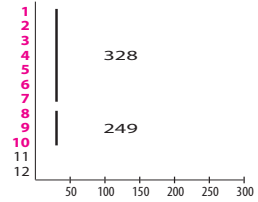
Primary and Realschule



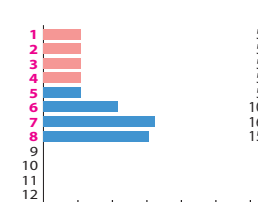
Montenegro



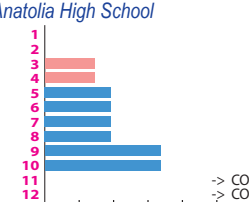
Norway



Serbia

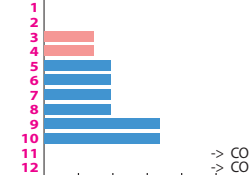


Turkey Upper secondary: Anatolia High School



Turkey

Upper secondary: High School



Country specific notes: Croatia and Lithuania: < IT for social studies in grades 1-4. – Austria: < IT for social studies in grades 1-4, and for technology in grades 1-4. – Sweden: < IT for technology in grades 1-9. – Liechtenstein: In primary education, < IT for social studies in grades 1-4; in *Oberschule* and *Realschule*, < IT for social studies in grades 5-9. Montenegro: < IT for social studies in grades 1-3, and technology in grades 1-4. Serbia: < IT for social studies in grades 1-4.

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

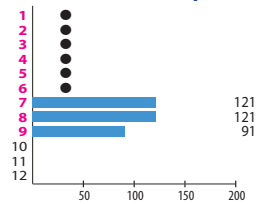
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCG

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

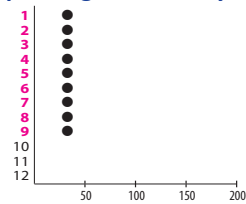
-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years Source: Eurydice.

SOCIAL STUDIES

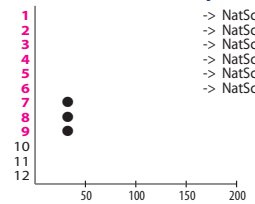
Belgium – French Community



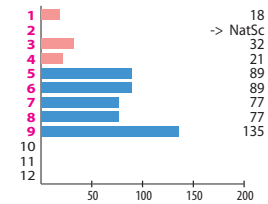
Belgium – German-speaking Community



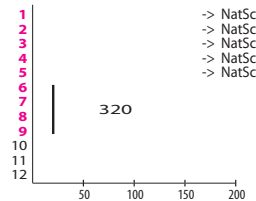
Belgium – Flemish Community



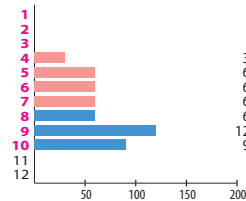
Bulgaria



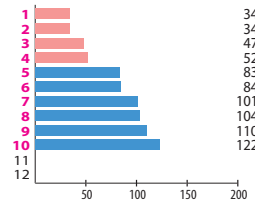
Czech Republic



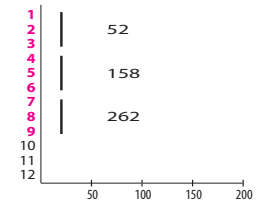
Denmark



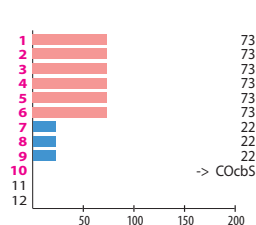
Germany



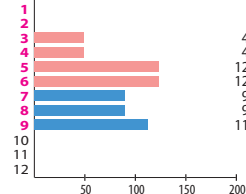
Estonia



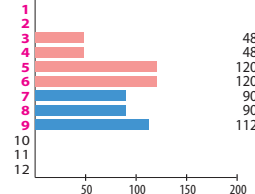
Ireland



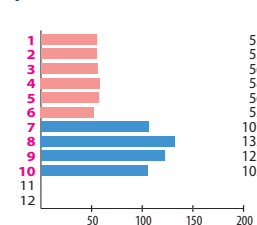
Greece ISCED 1: Regular programme



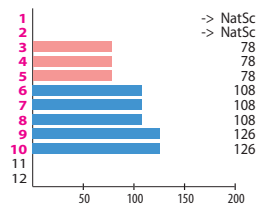
Greece Primary: unified revised curriculum (EAEP)



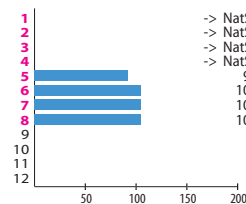
Spain



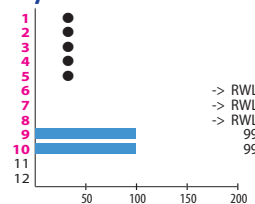
France



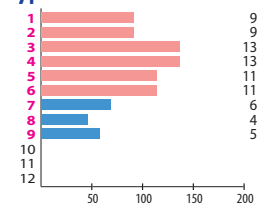
Croatia



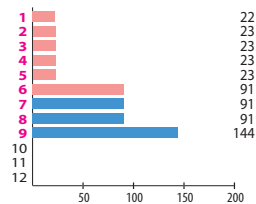
Italy



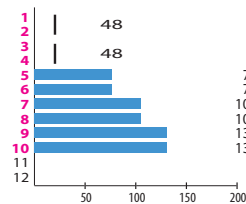
Cyprus



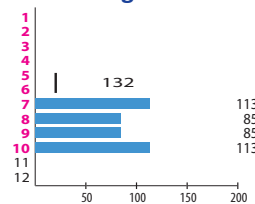
Latvia



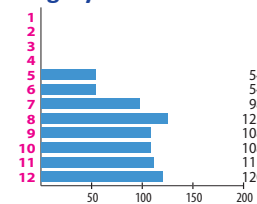
Lithuania



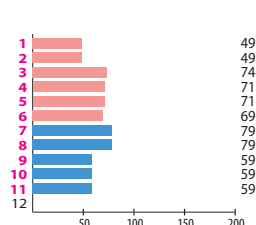
Luxembourg



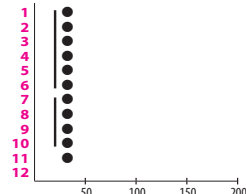
Hungary



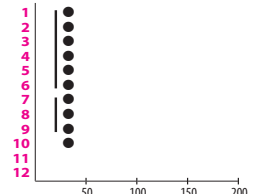
Malta



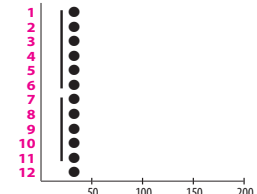
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



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

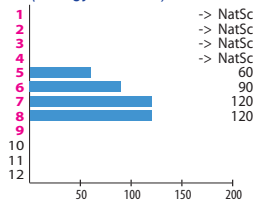
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

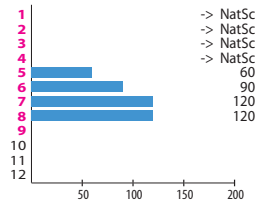
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

SOCIAL STUDIES

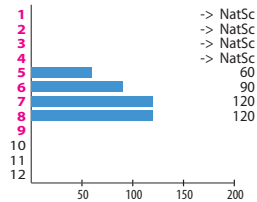
Austria Volksschule and AHS (Realgymnasium)



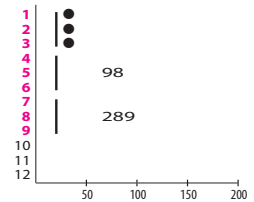
Austria Volksschule and HS



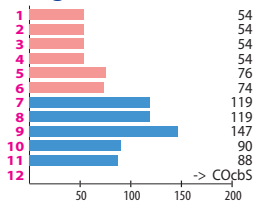
Austria Volksschule and NMS



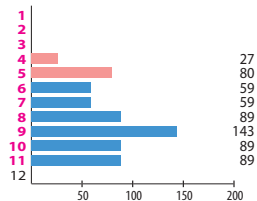
Poland



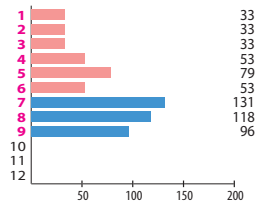
Portugal



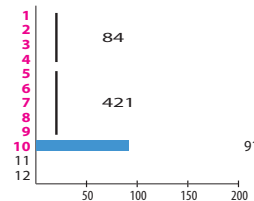
Romania



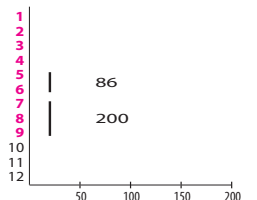
Slovenia



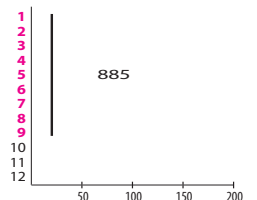
Slovakia



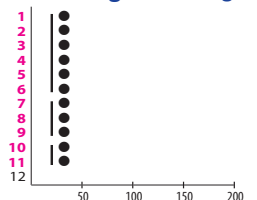
Finland



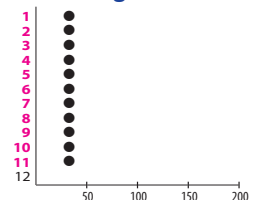
Sweden



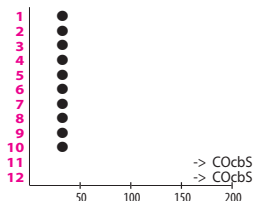
United Kingdom – England



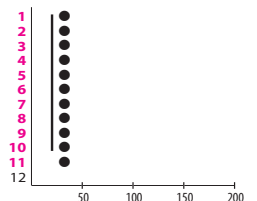
United Kingdom – Wales



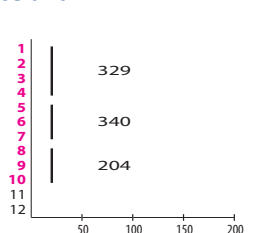
United Kingdom – Northern Ireland



United Kingdom – Scotland

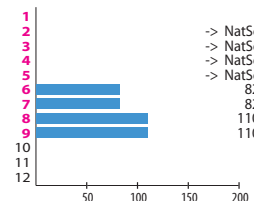


Iceland



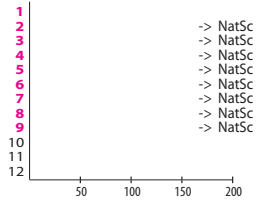
Liechtenstein

Primary and Gymnasium



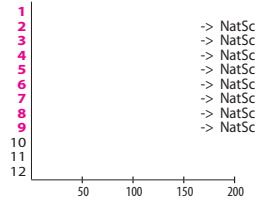
Liechtenstein

Primary and Oberschule

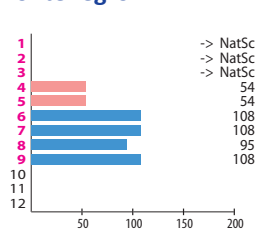


Liechtenstein

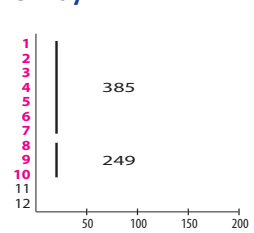
Primary and Realschule



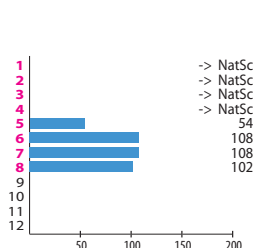
Montenegro



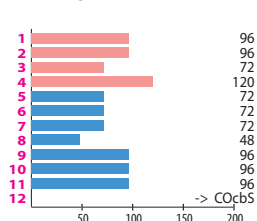
Norway



Serbia

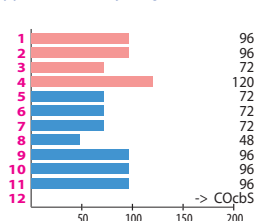


Turkey Upper secondary: Anatolia High School



Turkey

Upper secondary: High School



Country specific notes

- Bulgaria:** Data include instruction time for natural sciences in grade 1.
- France:** Data include instruction time for ethics/moral education in grades 3-10.
- Slovenia:** Data include instruction time for religion/ethics/moral education in grades 1-9.
- Iceland:** Data include instruction time for religion/ethics/moral education in grades 1-10.
- Montenegro:** Data include instruction time for religion/ethics/moral education in grades 1-9.

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

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

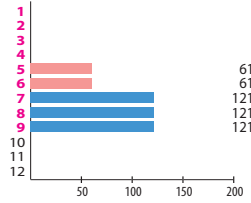
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

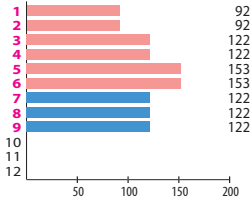
Source: Eurydice.

LANGUAGE 2

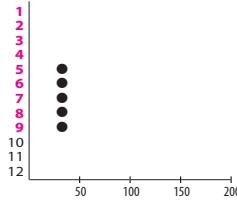
Belgium – French Community



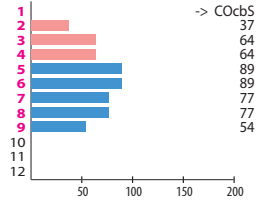
Belgium – German-speaking Community



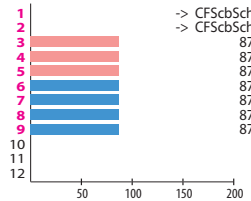
Belgium – Flemish Community



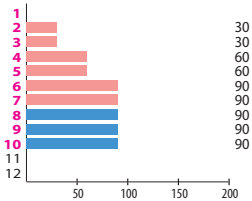
Bulgaria



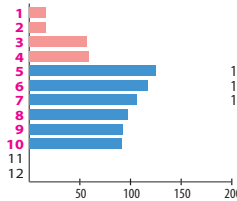
Czech Republic



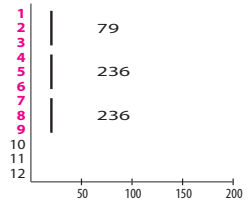
Denmark



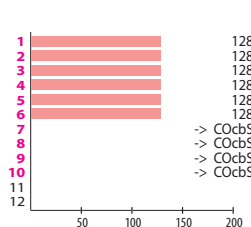
Germany



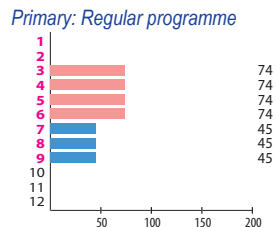
Estonia



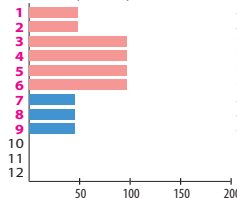
Ireland



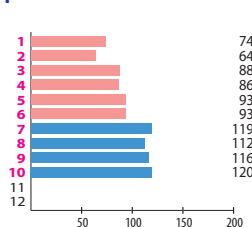
Greece



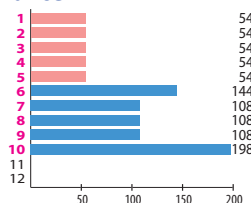
Greece Primary: unified revised curriculum (EAEP)



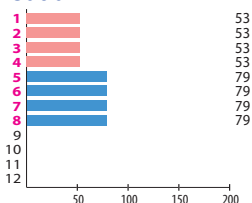
Spain



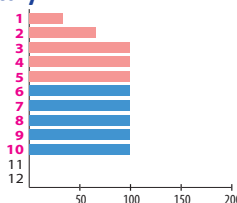
France



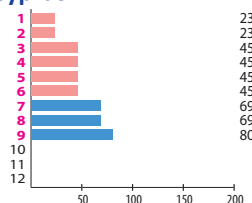
Croatia



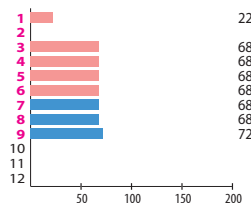
Italy



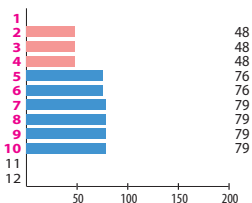
Cyprus



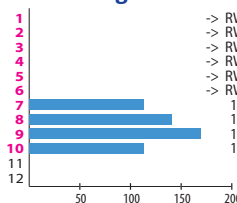
Latvia



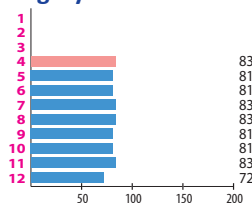
Lithuania



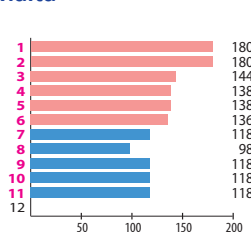
Luxembourg



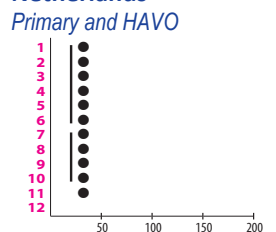
Hungary



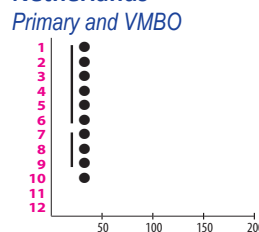
Malta



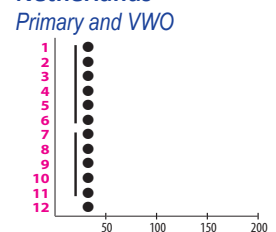
Netherlands



Netherlands



Netherlands



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

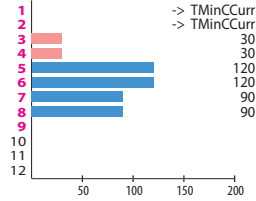
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

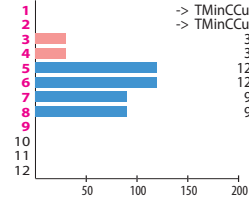
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

LANGUAGE 2

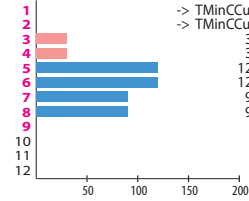
Austria Volksschule and AHS (Realgymnasium)



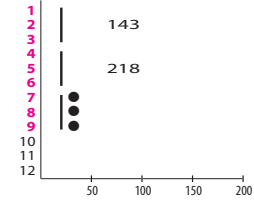
Austria Volksschule and HS



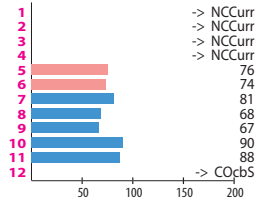
Austria Volksschule and NMS



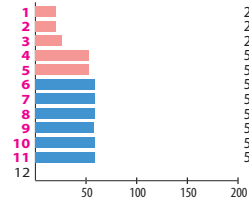
Poland



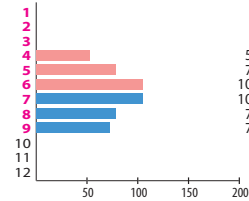
Portugal



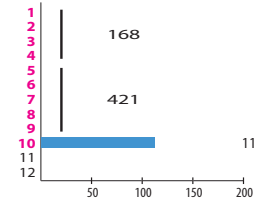
Romania



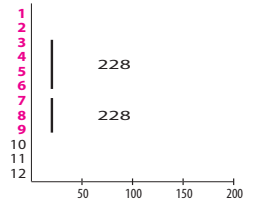
Slovenia



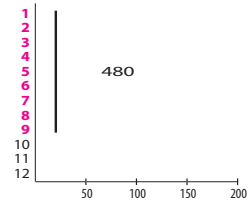
Slovakia



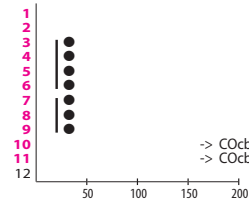
Finland



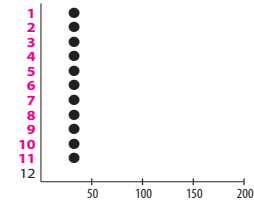
Sweden



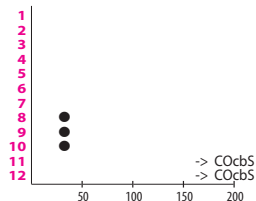
United Kingdom – England



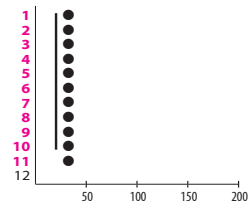
United Kingdom – Wales



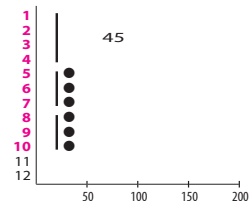
United Kingdom – Northern Ireland



United Kingdom – Scotland

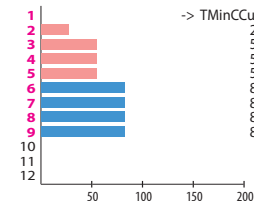


Iceland



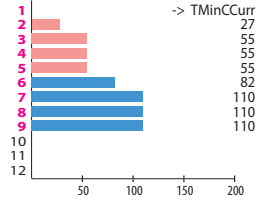
Liechtenstein

Primary and Gymnasium



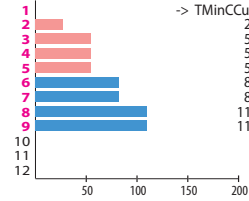
Liechtenstein

Primary and Oberschule

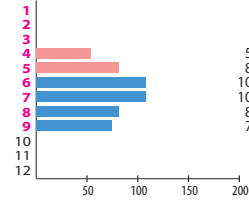


Liechtenstein

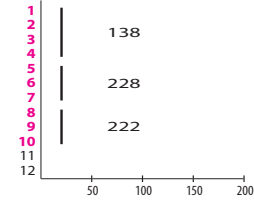
Primary and Realschule



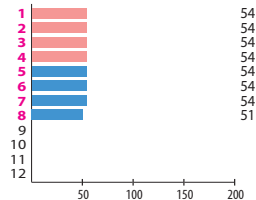
Montenegro



Norway

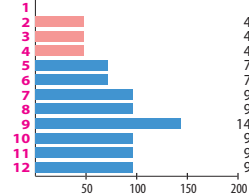


Serbia



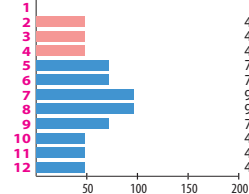
Turkey Upper secondary:

Anatolia High School



Turkey

Upper secondary: High School



Country specific notes

Germany: Data include instruction time for language 3 in grades 5-10.
France: Data include instruction time for language 3 in grade 10.
Poland: Data include instruction time for language 3 in grades 7-9.

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

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

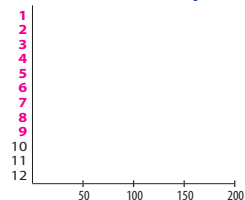
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

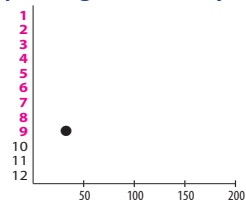
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LANGUAGE 3

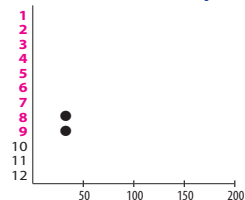
Belgium – French Community



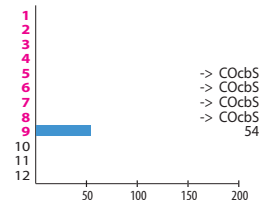
Belgium – German-speaking Community



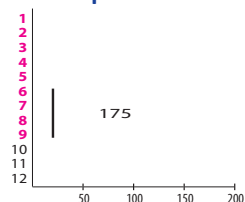
Belgium – Flemish Community



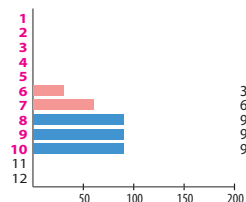
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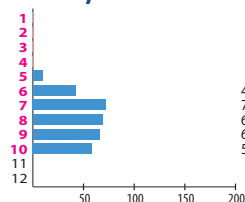
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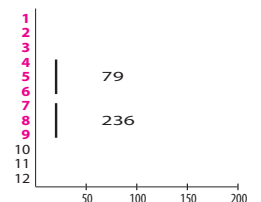
Denmark



Germany



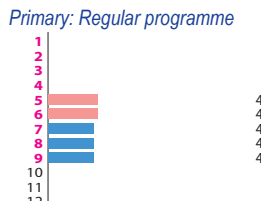
Estonia



Ireland



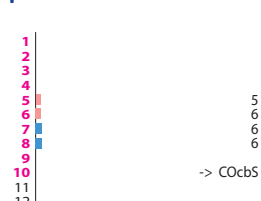
Greece



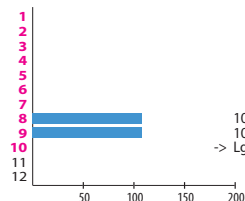
Greece Primary: unified revised curriculum (EAEP)



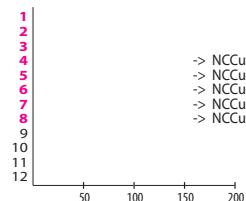
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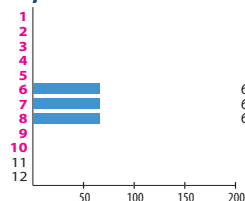
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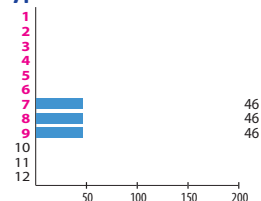
Croatia



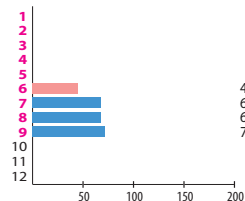
Italy



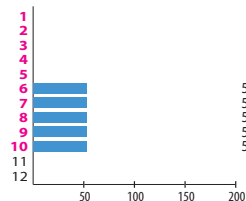
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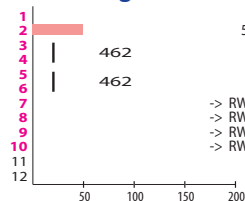
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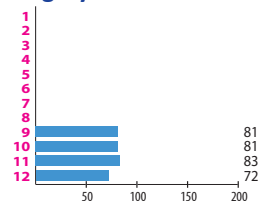
Lithuania



Luxembourg



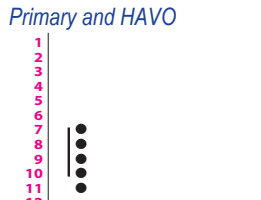
Hungary



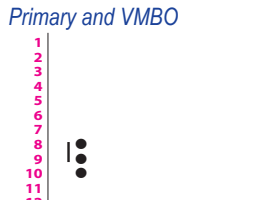
Malta



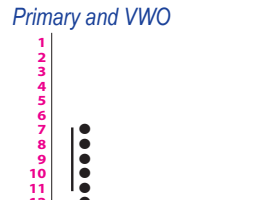
Netherlands



Netherlands



Netherlands



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

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

Horizontal axis: Number of hours per school year

Vertical axis: Grades

● Flexible time

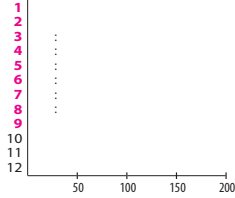
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✘ Number of hours distributed between various school years

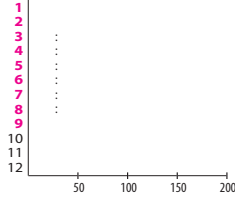
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LANGUAGE 3

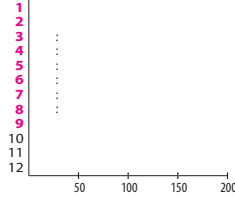
Austria Volksschule and AHS (Realgymnasium)



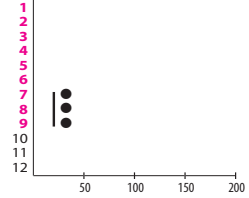
Austria Volksschule and HS



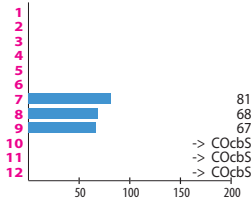
Austria Volksschule and NMS



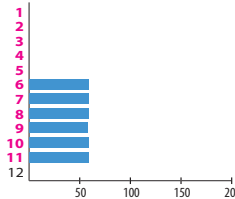
Poland



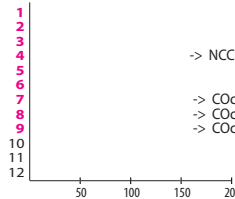
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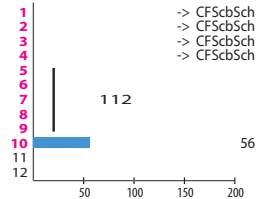
Romania



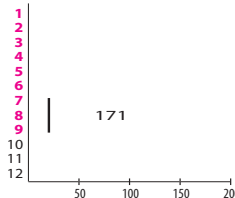
Slovenia



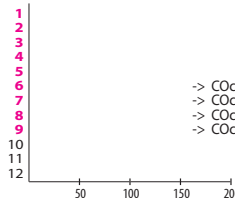
Slovakia



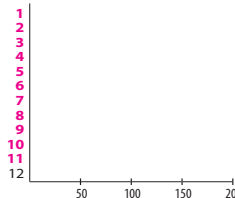
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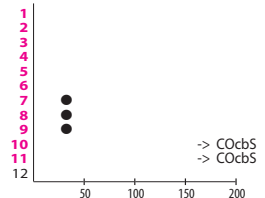
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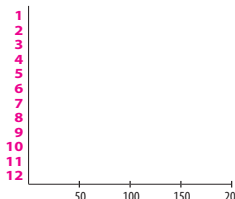
United Kingdom – England



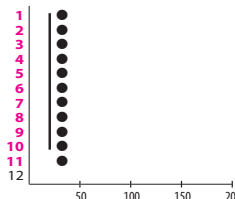
United Kingdom – Wales



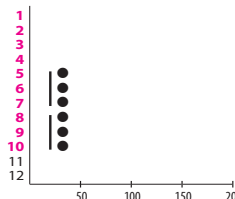
United Kingdom – Northern Ireland



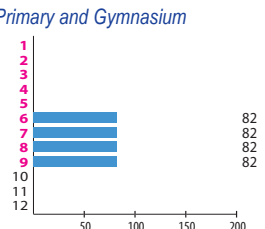
United Kingdom – Scotland



Iceland

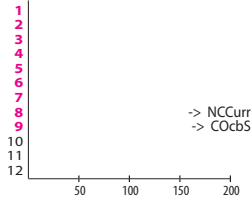


Liechtenstein



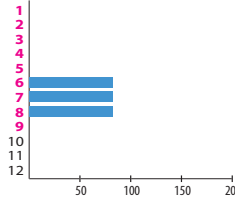
Liechtenstein

Primary and Oberschule

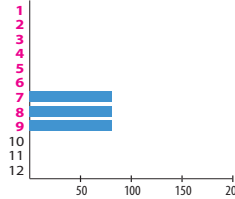


Liechtenstein

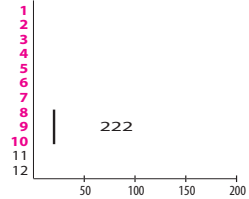
Primary and Realschule



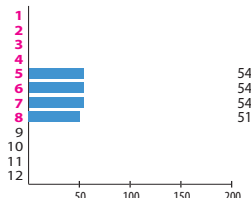
Montenegro



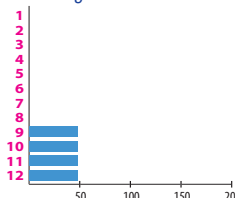
Norway



Serbia

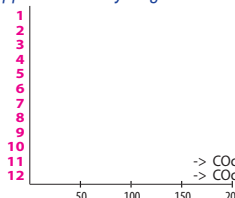


Turkey Upper secondary: Anatolia High School



Turkey

Upper secondary: High School



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

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

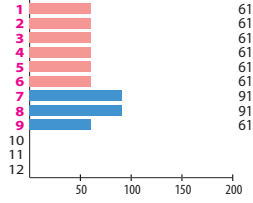
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

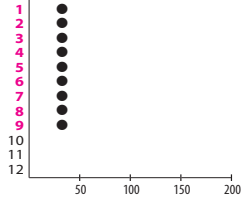
Source: Eurydice.

PHYSICAL EDUCATION AND HEALTH

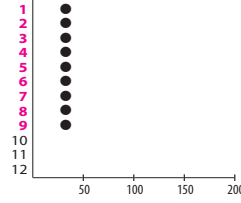
Belgium – French Community



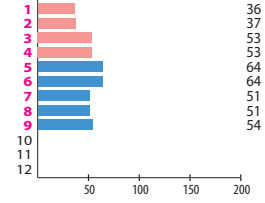
Belgium – German-speaking Community



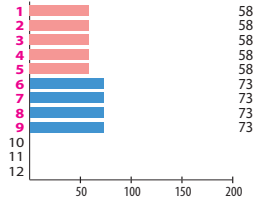
Belgium – Flemish Community



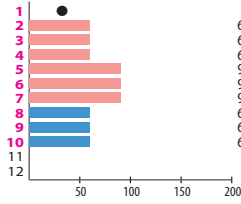
Bulgaria



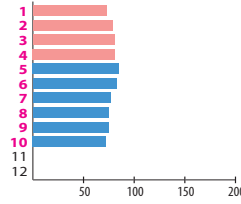
Czech Republic



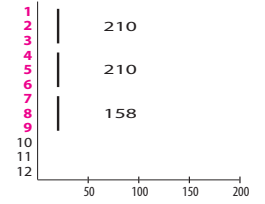
Denmark



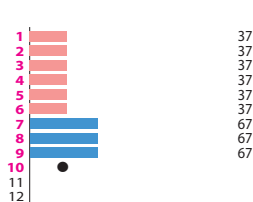
Germany



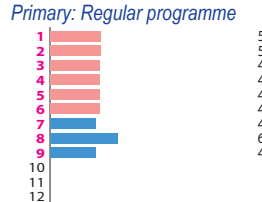
Estonia



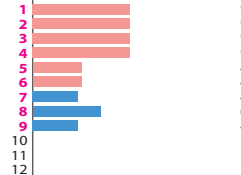
Ireland



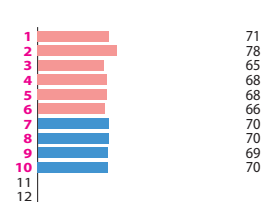
Greece



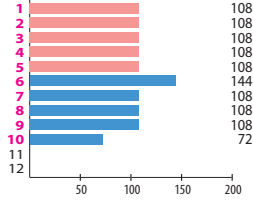
Greece Primary: unified revised curriculum (EAEP)



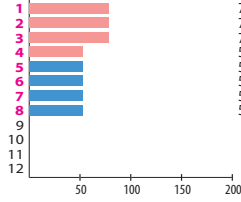
Spain



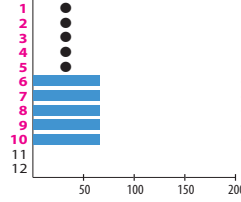
France



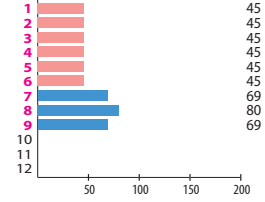
Croatia



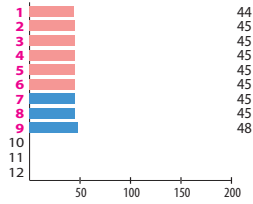
Italy



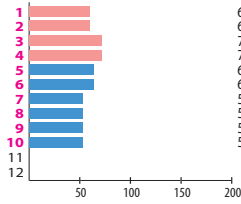
Cyprus



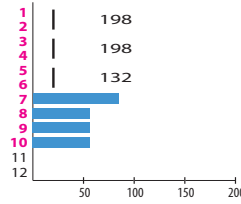
Latvia



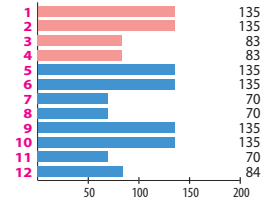
Lithuania



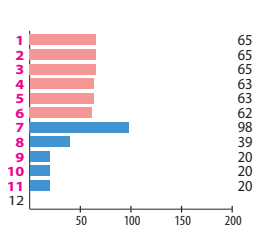
Luxembourg



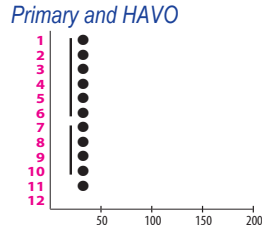
Hungary



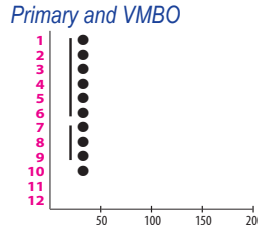
Malta



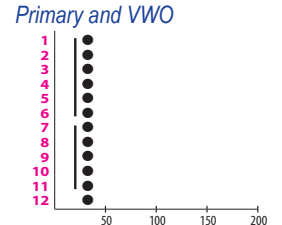
Netherlands



Netherlands



Netherlands



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

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

Horizontal axis: Number of hours per school year

Vertical axis: Grades

● Flexible time

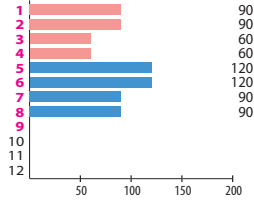
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⊗ Number of hours distributed between various school years

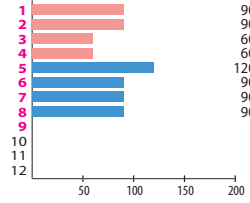
Source: Eurydice.

PHYSICAL EDUCATION AND HEALTH

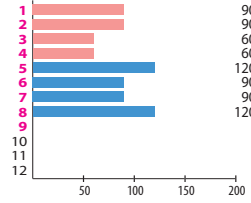
Austria Volksschule and AHS (Realgymnasium)



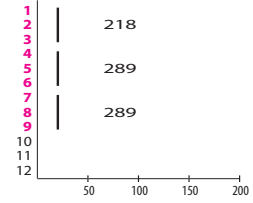
Austria Volksschule and HS



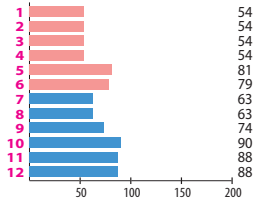
Austria Volksschule and NMS



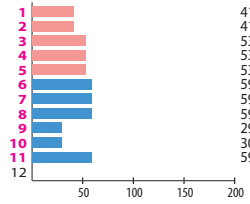
Poland



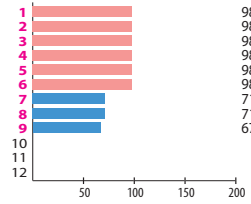
Portugal



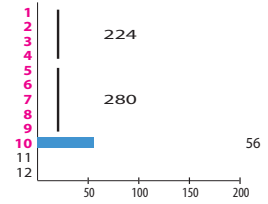
Romania



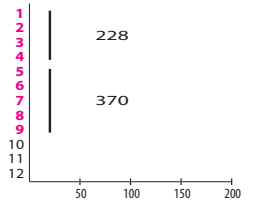
Slovenia



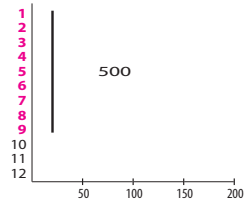
Slovakia



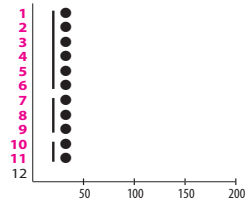
Finland



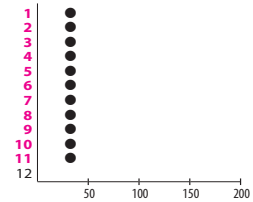
Sweden



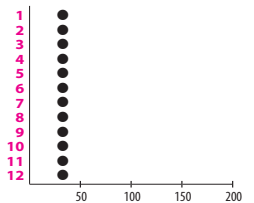
United Kingdom – England



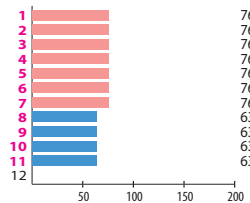
United Kingdom – Wales



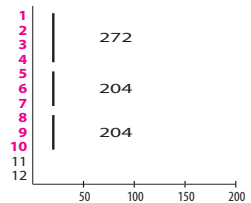
United Kingdom – Northern Ireland



United Kingdom – Scotland

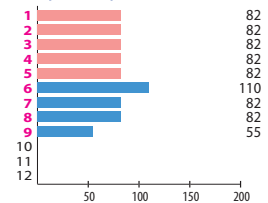


Iceland



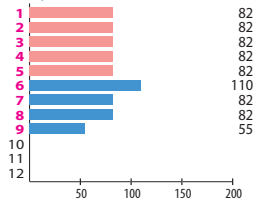
Liechtenstein

Primary and Gymnasium



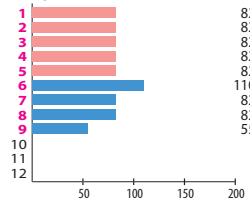
Liechtenstein

Primary and Oberschule

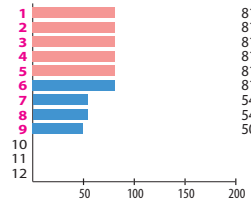


Liechtenstein

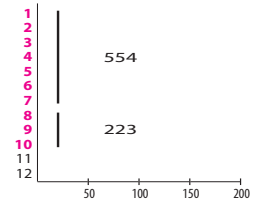
Primary and Realschule



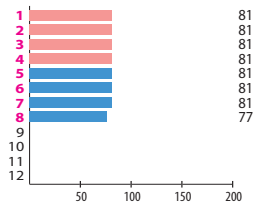
Montenegro



Norway

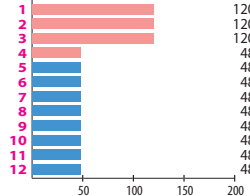


Serbia



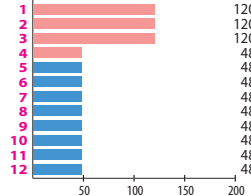
Turkey Upper secondary:

Anatolia High School



Turkey

Upper secondary: High School



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

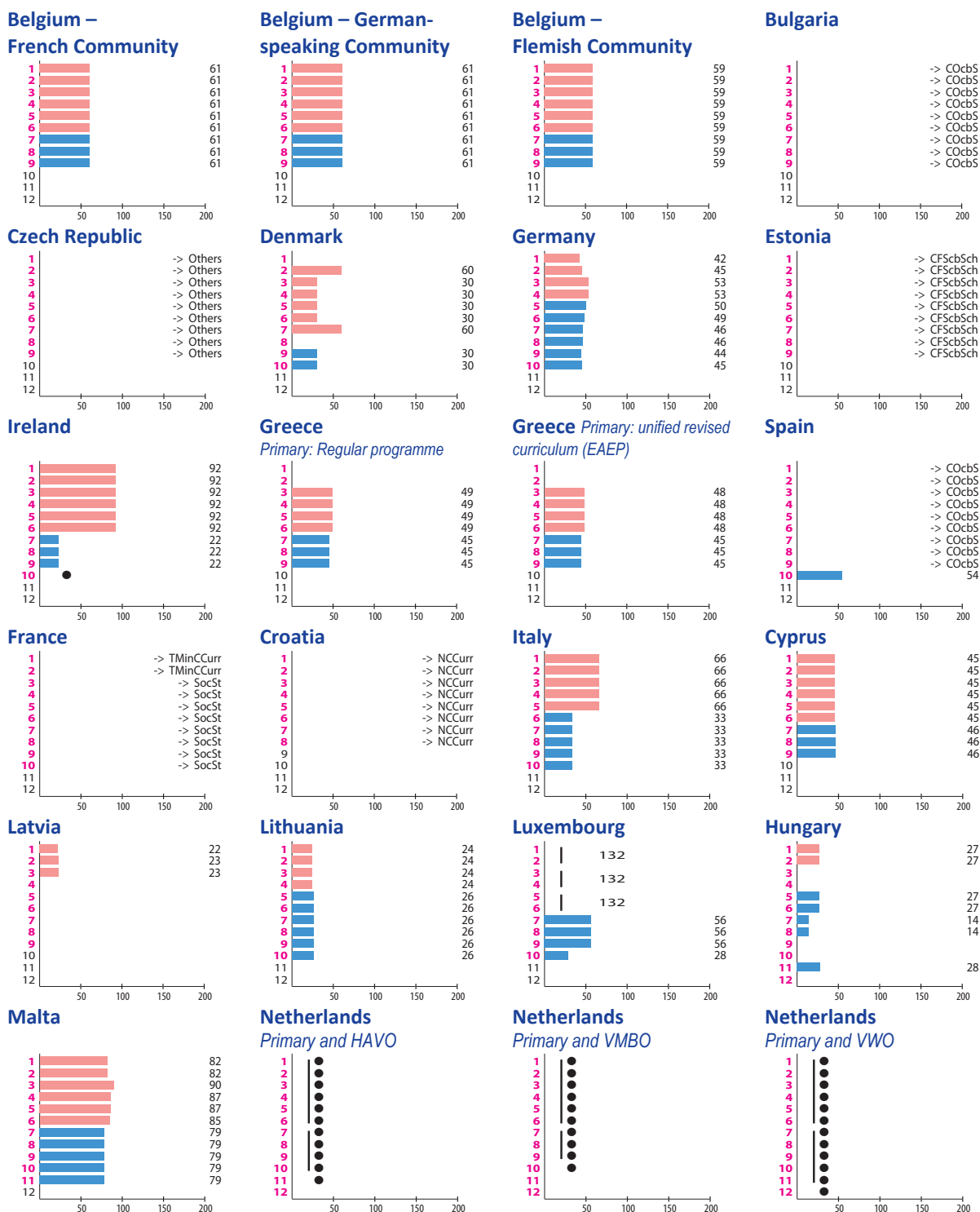
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FTCG

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

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

Source: Eurydice.

RELIGION/ETHICS/MORAL EDUCATION



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

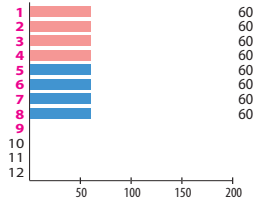
Full-time compulsory general education (FTCE): ■ Primary level ■ Secondary level ● Grades in FTCE

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

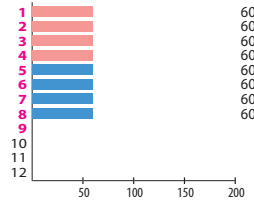
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

RELIGION/ETHICS/MORAL EDUCATION

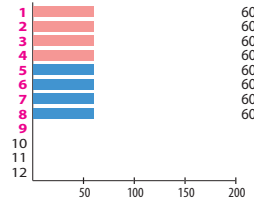
Austria Volksschule and AHS (Realgymnasium)



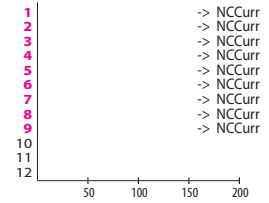
Austria Volksschule and HS



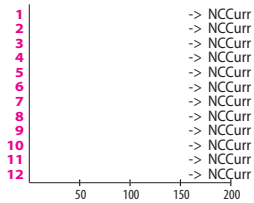
Austria Volksschule and NMS



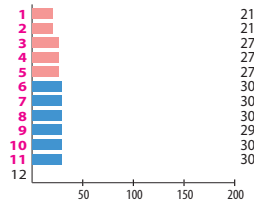
Poland



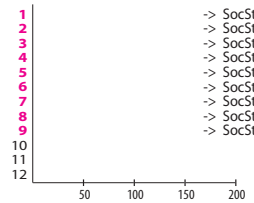
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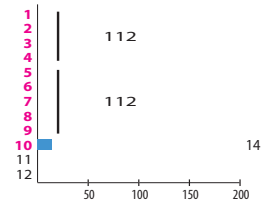
Romania



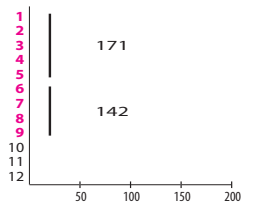
Slovenia



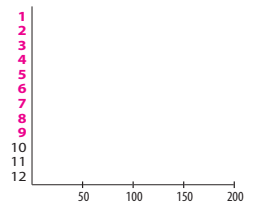
Slovakia



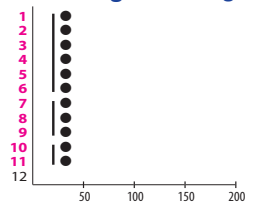
Finland



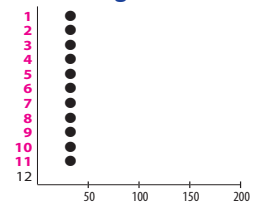
Sweden



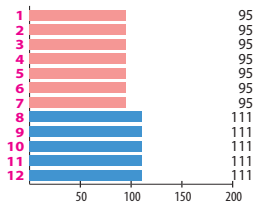
United Kingdom – England



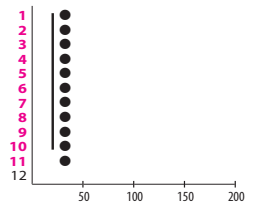
United Kingdom – Wales



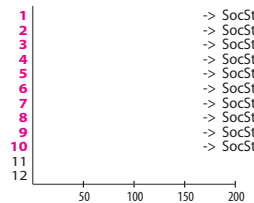
United Kingdom – Northern Ireland



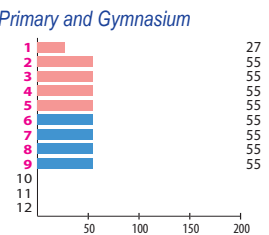
United Kingdom – Scotland



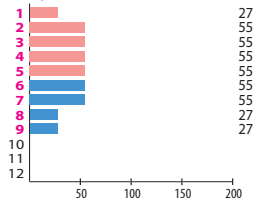
Iceland



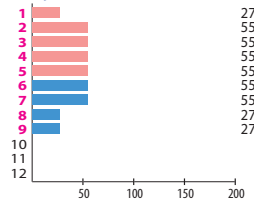
Liechtenstein



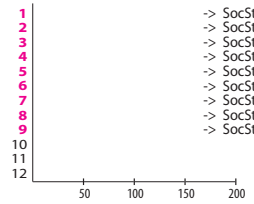
Liechtenstein Primary and Oberschule



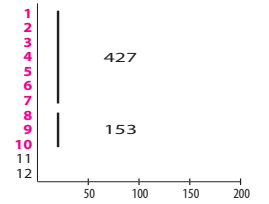
Liechtenstein Primary and Realschule



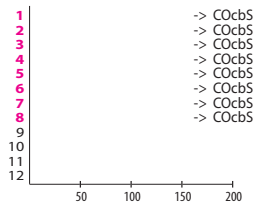
Montenegro



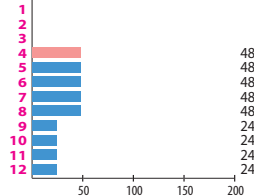
Norway



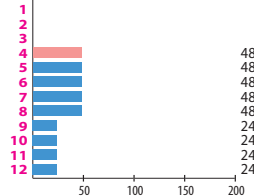
Serbia



Turkey Upper secondary: Anatolia High School



Turkey Upper secondary: High School



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

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

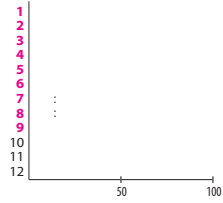
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

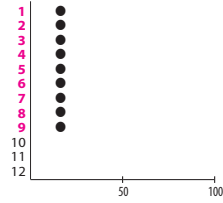
Source: Eurydice.

ICT

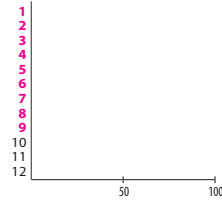
Belgium – French Community



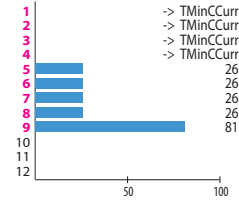
Belgium – German-speaking Community



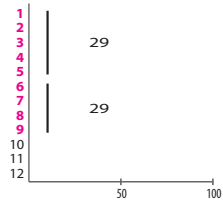
Belgium – Flemish Community



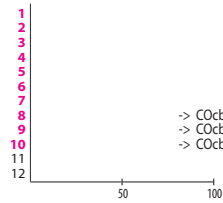
Bulgaria



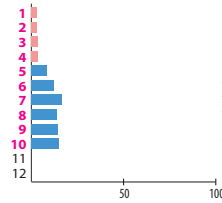
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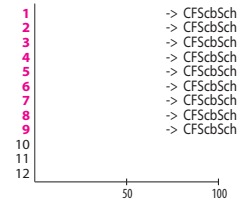
Denmark



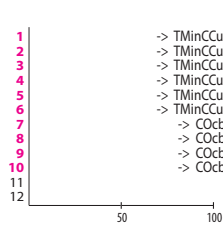
Germany



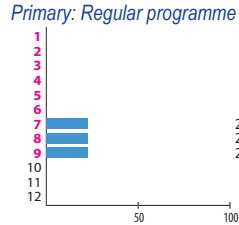
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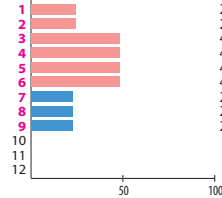
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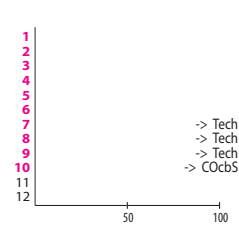
Greece



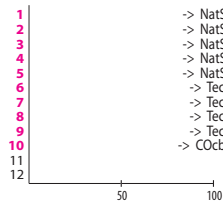
Greece Primary: unified revised curriculum (EAEP)



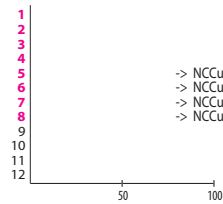
Spain



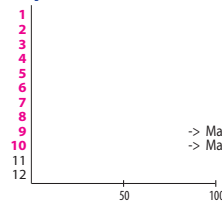
France



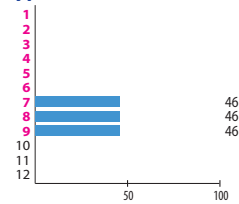
Croatia



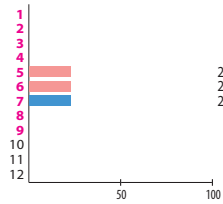
Italy



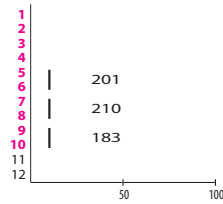
Cyprus



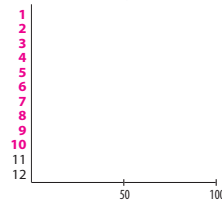
Latvia



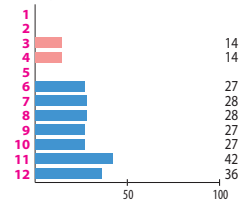
Lithuania



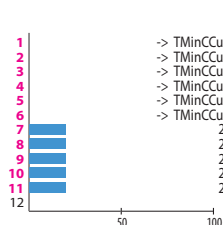
Luxembourg



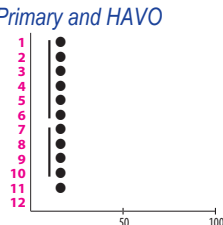
Hungary



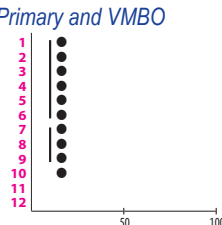
Malta



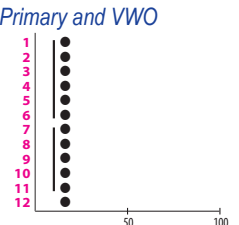
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



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

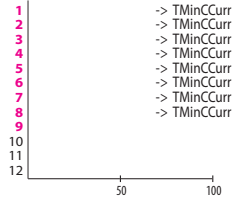
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

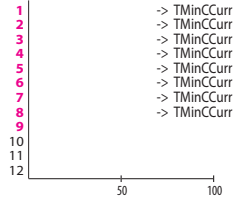
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

ICT

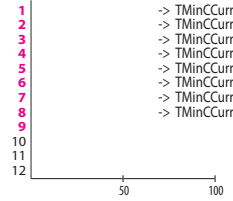
Austria Volksschule and AHS (Realgymnasium)



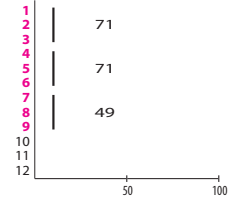
Austria Volksschule and HS



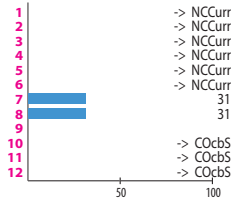
Austria Volksschule and NMS



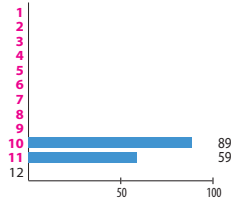
Poland



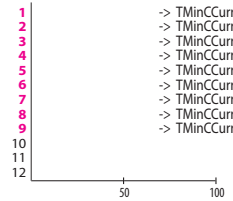
Portugal



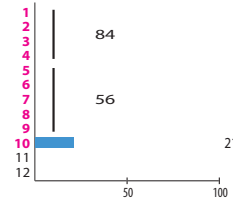
Romania



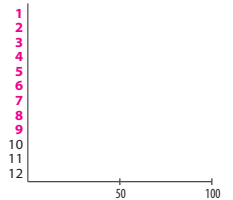
Slovenia



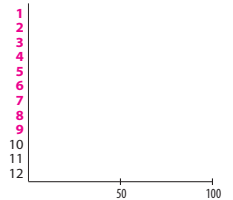
Slovakia



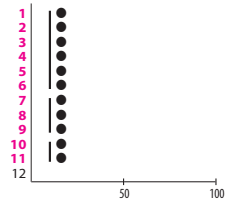
Finland



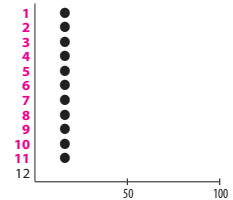
Sweden



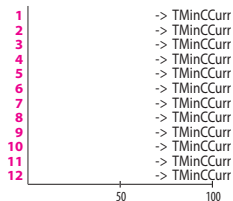
United Kingdom – England



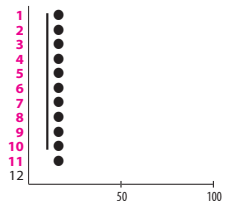
United Kingdom – Wales



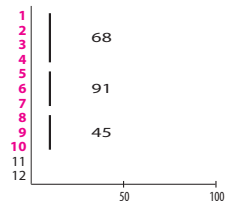
United Kingdom – Northern Ireland



United Kingdom – Scotland

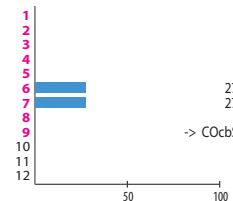


Iceland



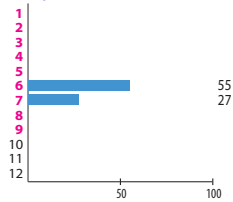
Liechtenstein

Primary and Gymnasium



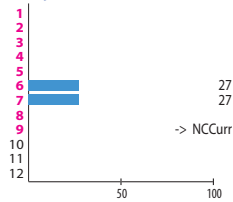
Liechtenstein

Primary and Oberschule

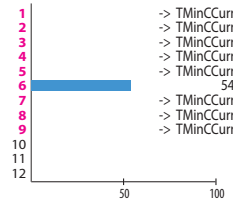


Liechtenstein

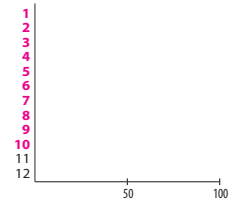
Primary and Realschule



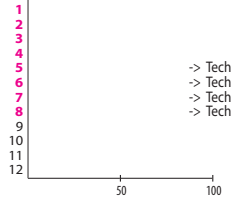
Montenegro



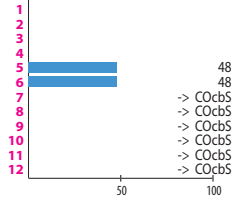
Norway



Serbia

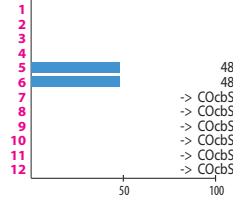


Turkey Upper secondary: Anatolia High School



Turkey

Upper secondary: High School



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

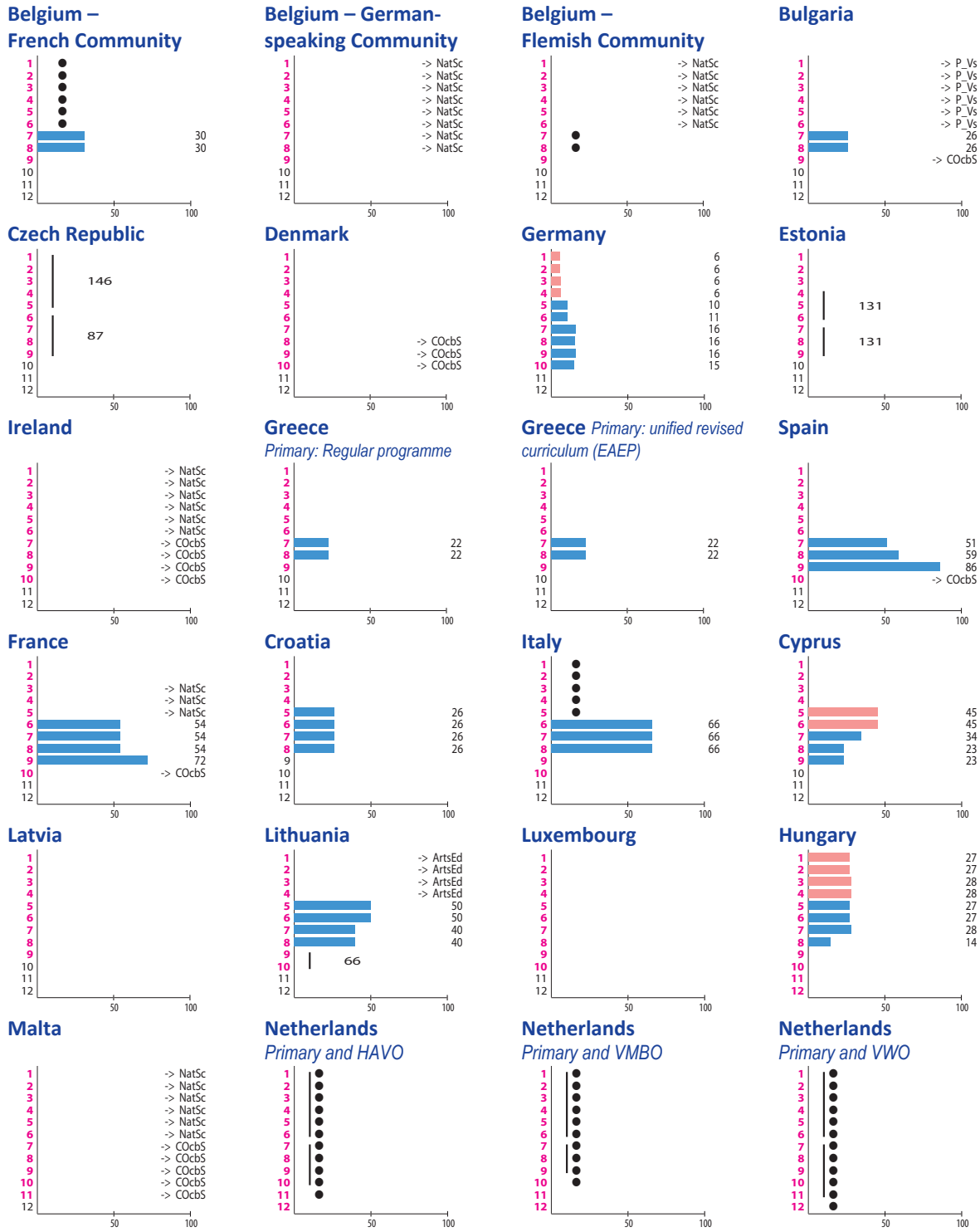
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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

Source: Eurydice.

TECHNOLOGY



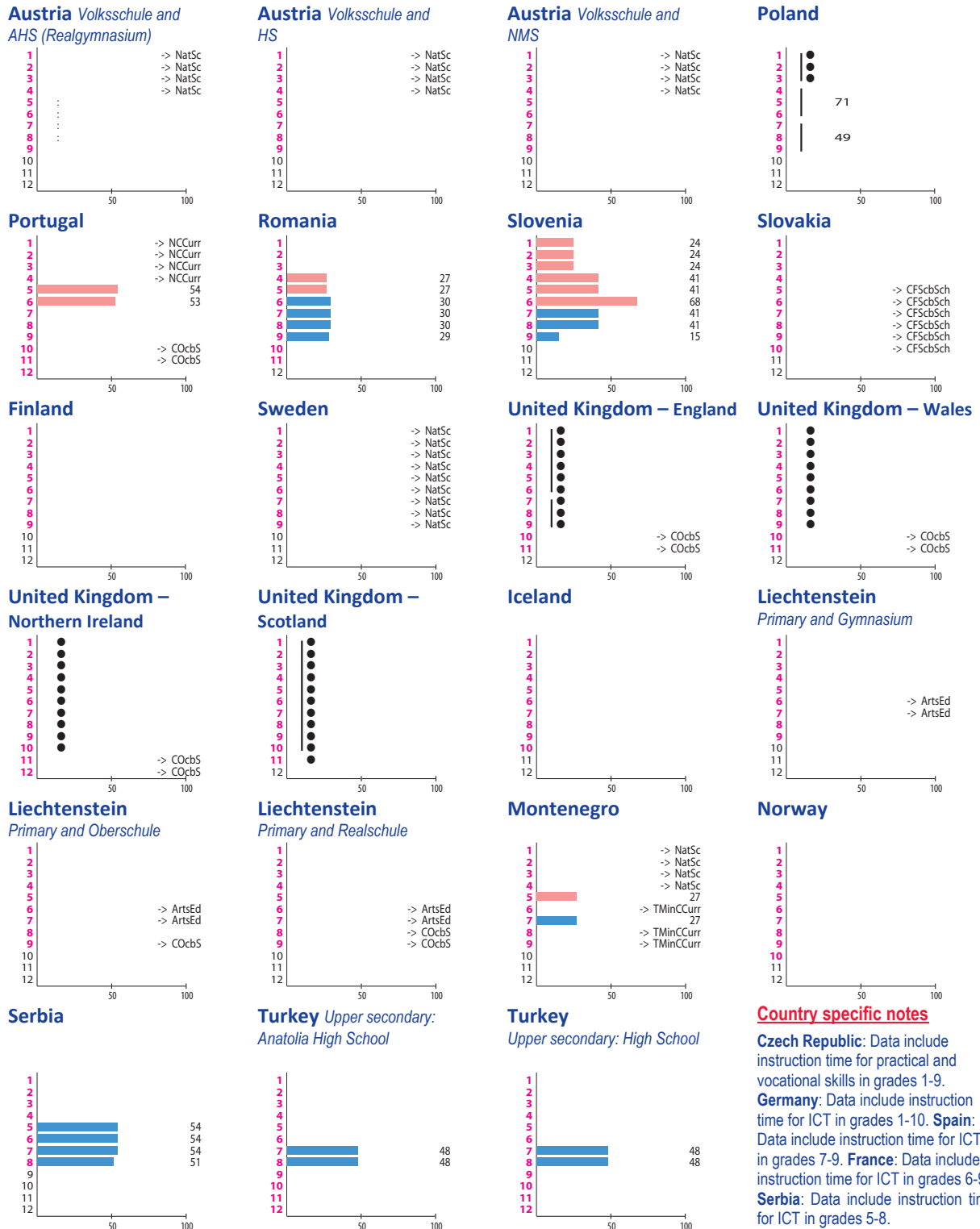
For specific national information, see Part III, Section 5: Country specific notes.

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

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

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

TECHNOLOGY



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

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

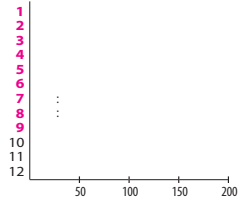
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

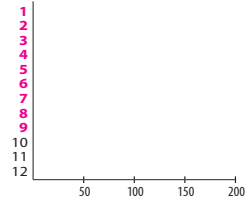
Source: Eurydice.

PRACTICAL AND VOCATIONAL SKILLS

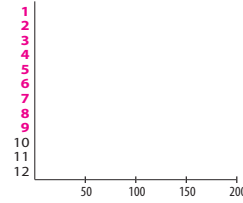
Belgium – French Community



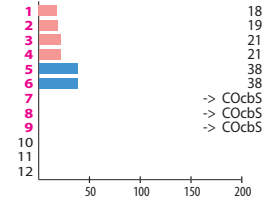
Belgium – German-speaking Community



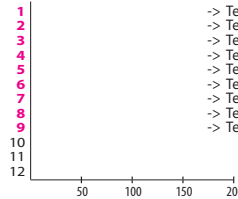
Belgium – Flemish Community



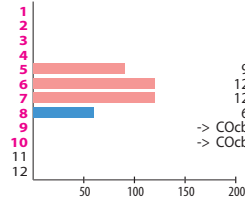
Bulgaria



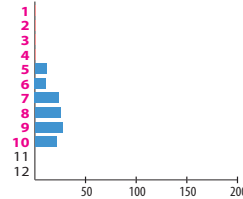
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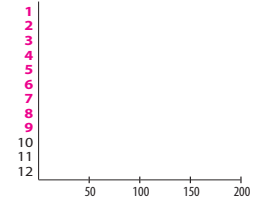
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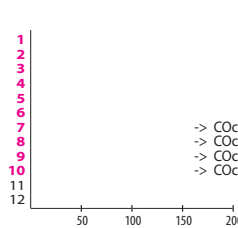
Germany



Estonia

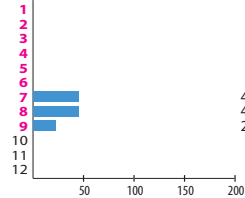


Ireland

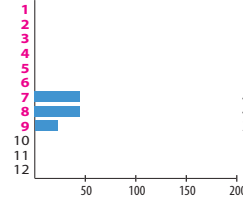


Greece

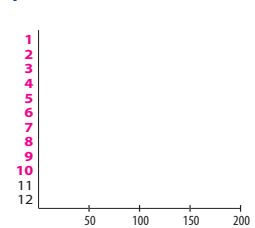
Primary: Regular programme



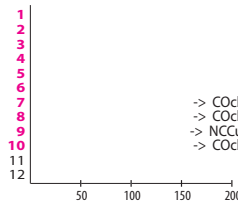
Greece Primary: unified revised curriculum (EAEP)



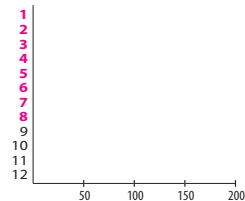
Spain



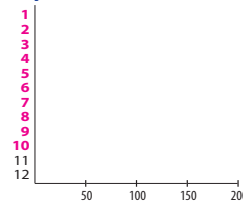
France



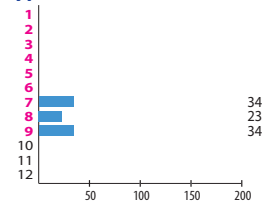
Croatia



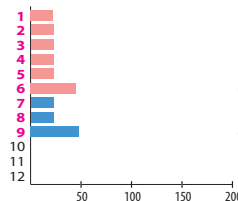
Italy



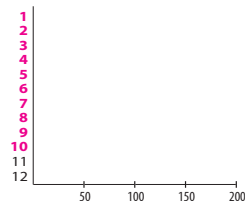
Cyprus



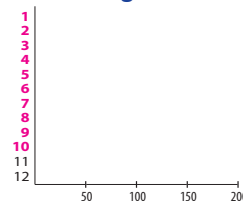
Latvia



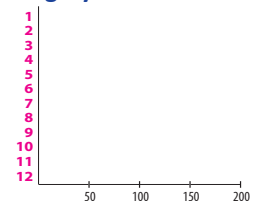
Lithuania



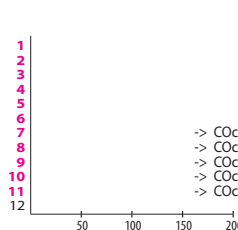
Luxembourg



Hungary

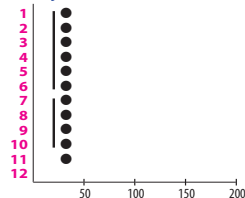


Malta



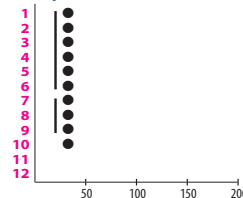
Netherlands

Primary and HAVO



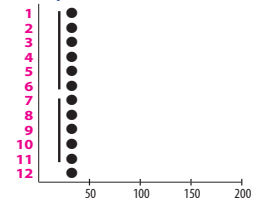
Netherlands

Primary and VMBO



Netherlands

Primary and VWO



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

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

Horizontal axis: Number of hours per school year

Vertical axis: Grades

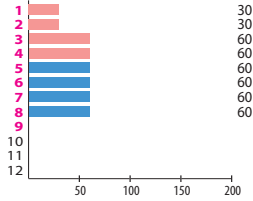
● Flexible time

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

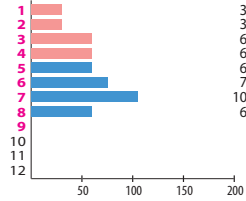
Source: Eurydice.

PRACTICAL AND VOCATIONAL SKILLS

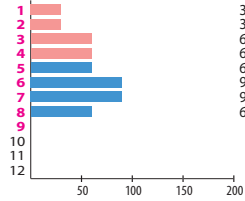
Austria Volksschule and AHS (Realgymnasium)



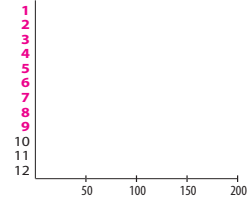
Austria Volksschule and HS



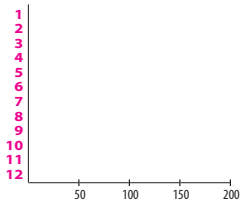
Austria Volksschule and NMS



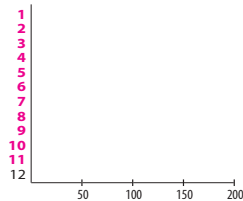
Poland



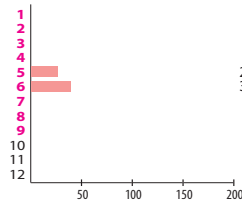
Portugal



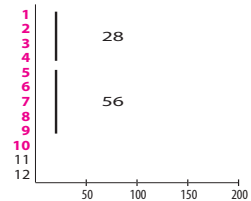
Romania



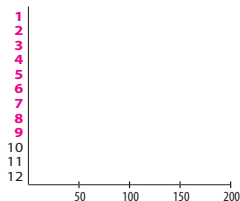
Slovenia



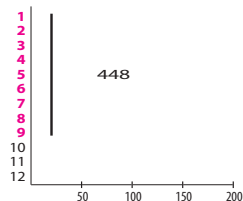
Slovakia



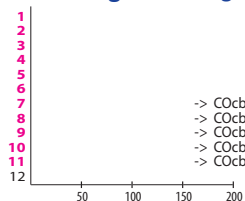
Finland



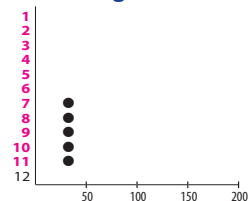
Sweden



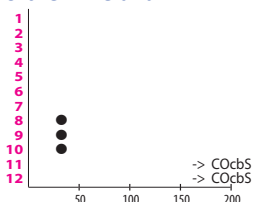
United Kingdom – England



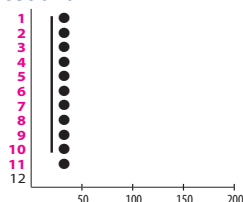
United Kingdom – Wales



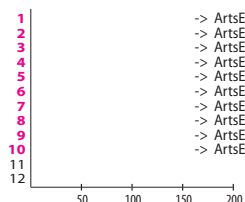
United Kingdom – Northern Ireland



United Kingdom – Scotland

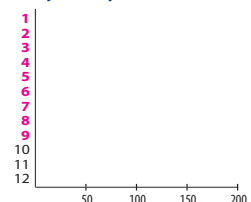


Iceland



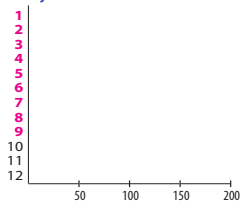
Liechtenstein

Primary and Gymnasium



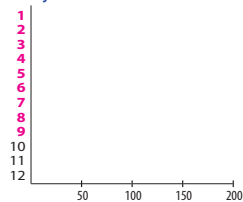
Liechtenstein

Primary and Oberschule

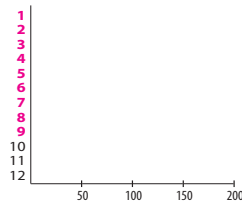


Liechtenstein

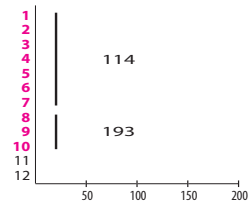
Primary and Realschule



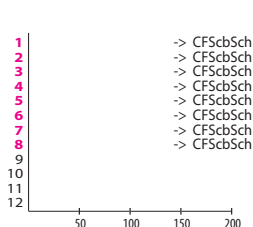
Montenegro



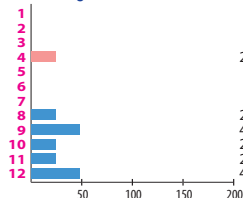
Norway



Serbia

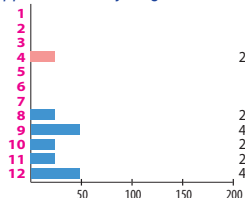


Turkey Upper secondary: Anatolia High School



Turkey

Upper secondary: High School



Country specific note

Bulgaria: Data include instruction time for technology in grades 1-6.

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

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

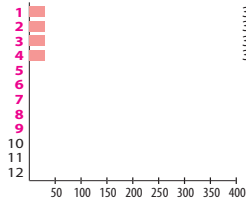
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

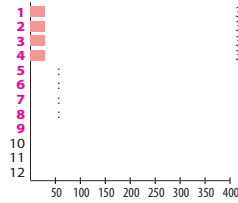
Source: Eurydice.

OTHER SUBJECTS

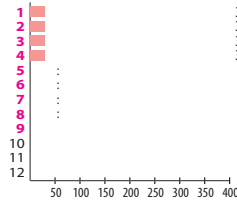
Austria Volksschule and AHS (Realgymnasium)



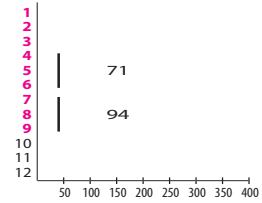
Austria Volksschule and HS



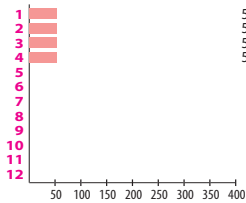
Austria Volksschule and NMS



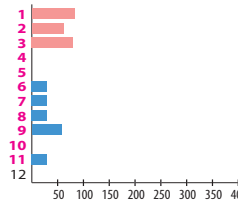
Poland



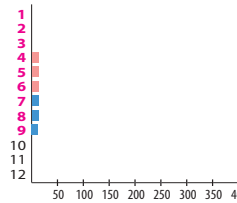
Portugal



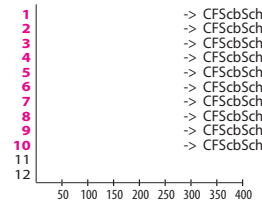
Romania



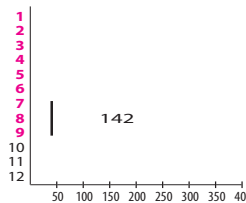
Slovenia



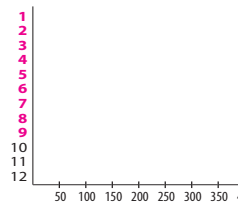
Slovakia



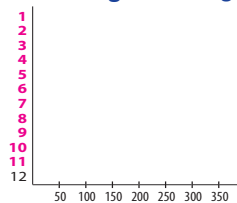
Finland



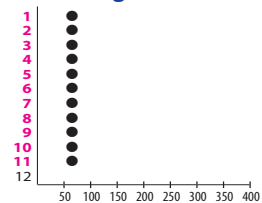
Sweden



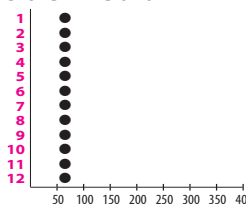
United Kingdom – England



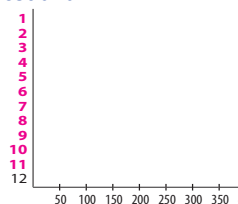
United Kingdom – Wales



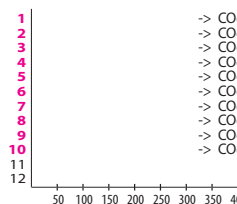
United Kingdom – Northern Ireland



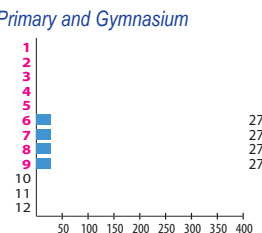
United Kingdom – Scotland



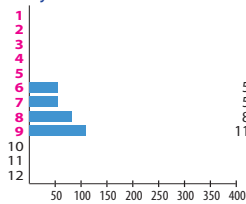
Iceland



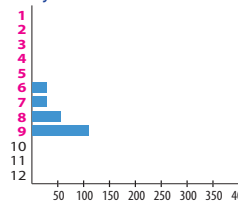
Liechtenstein



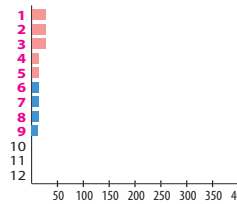
Liechtenstein
Primary and Oberschule



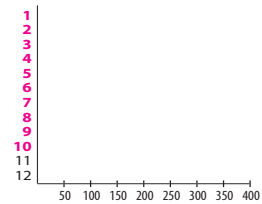
Liechtenstein
Primary and Realschule



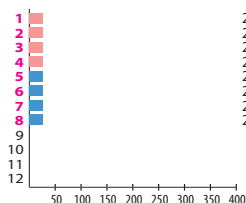
Montenegro



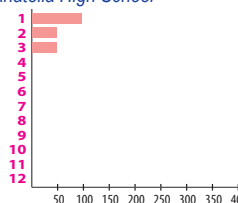
Norway



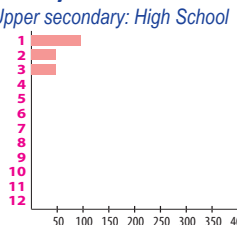
Serbia



Turkey Upper secondary:
Anatolia High School



Turkey



Country specific note

Czech Republic: Data include instruction time for religion/ethics/moral education in grades 1-9.

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

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

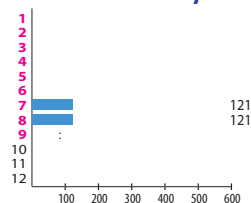
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

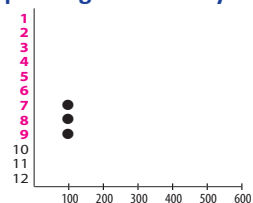
Source: Eurydice.

COMPULSORY OPTIONS CHOSEN BY THE STUDENTS

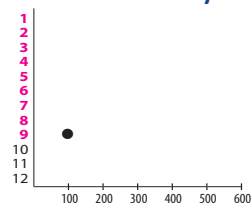
Belgium – French Community



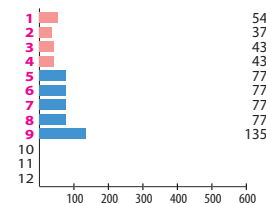
Belgium – German-speaking Community



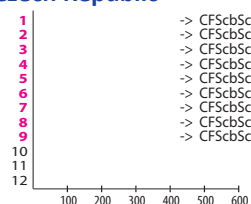
Belgium – Flemish Community



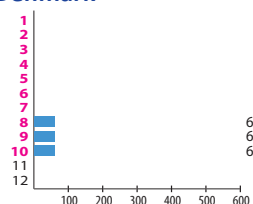
Bulgaria



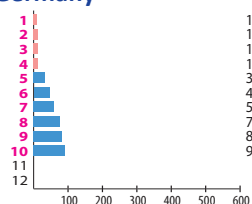
Czech Republic



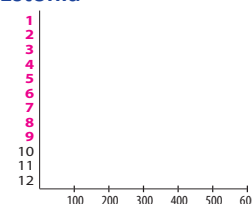
Denmark



Germany



Estonia

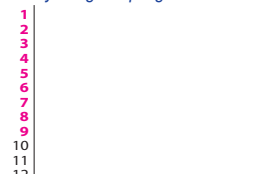


Ireland

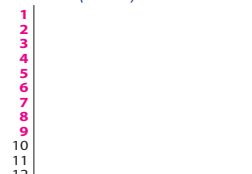


Greece

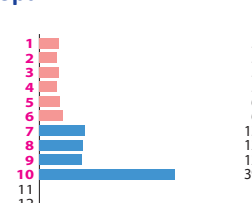
Primary: Regular programme



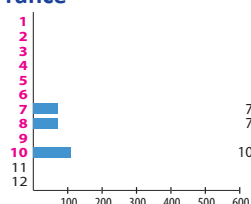
Greece Primary: unified revised curriculum (EAEP)



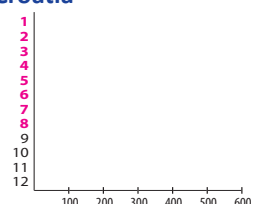
Spain



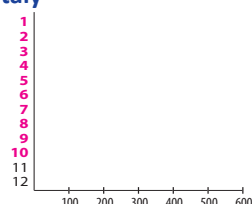
France



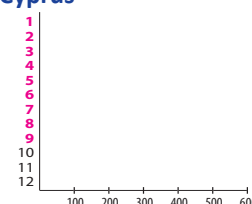
Croatia



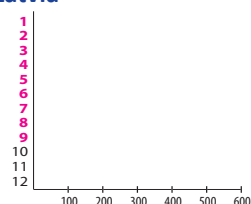
Italy



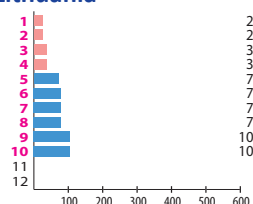
Cyprus



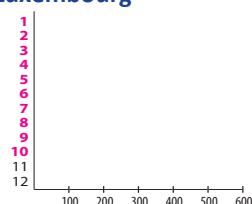
Latvia



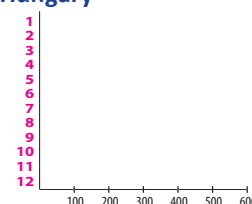
Lithuania



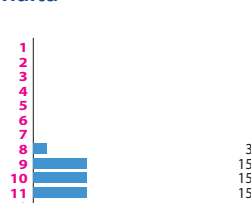
Luxembourg



Hungary

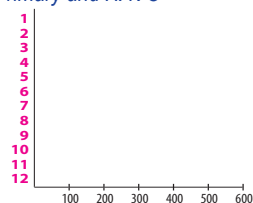


Malta



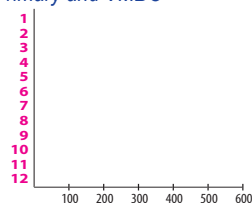
Netherlands

Primary and HAVO



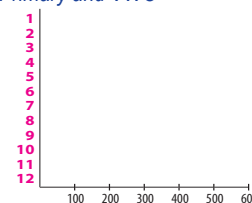
Netherlands

Primary and VMBO



Netherlands

Primary and VWO



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

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

Horizontal axis: Number of hours per school year

Vertical axis: Grades

● Flexible time

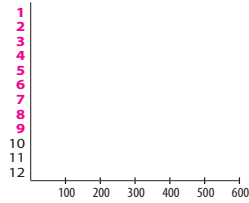
-> category Instruction time included in another category (see Reading Guide)

✕ Number of hours distributed between various school years

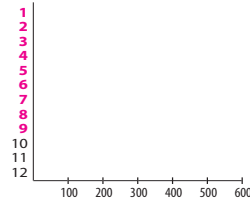
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COMPULSORY OPTIONS CHOSEN BY THE STUDENTS

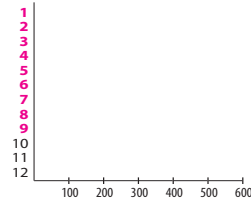
Austria Volksschule and AHS (Realgymnasium)



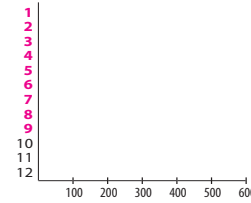
Austria Volksschule and HS



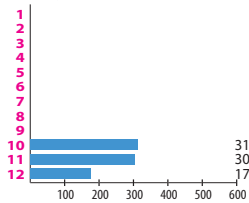
Austria Volksschule and NMS



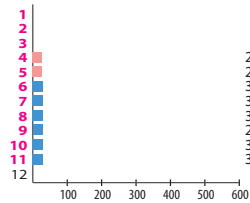
Poland



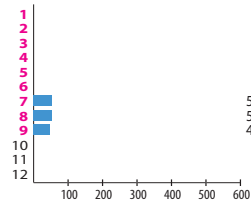
Portugal



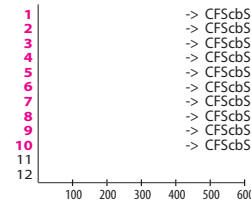
Romania



Slovenia

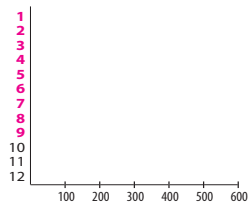


Slovakia

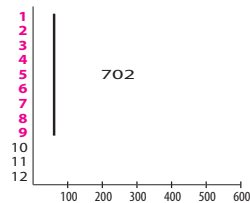


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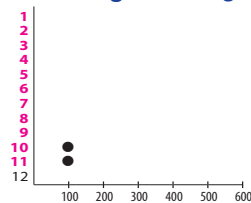
Finland



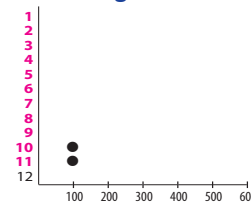
Sweden



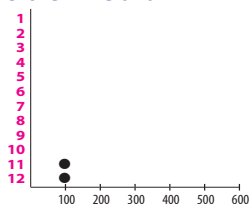
United Kingdom – England



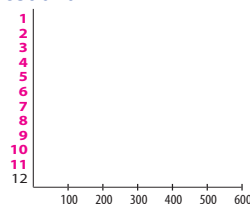
United Kingdom – Wales



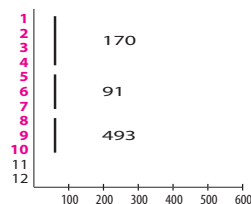
United Kingdom – Northern Ireland



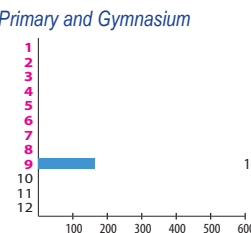
United Kingdom – Scotland



Iceland

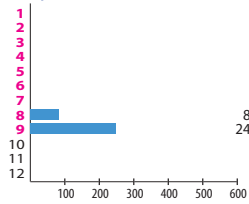


Liechtenstein



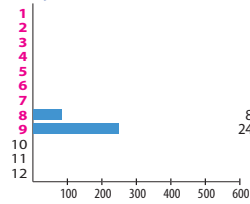
Liechtenstein

Primary and Oberschule

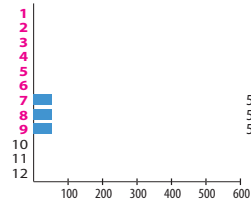


Liechtenstein

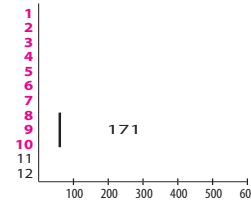
Primary and Realschule



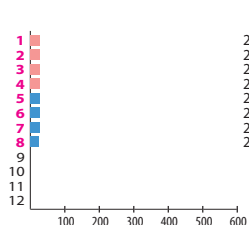
Montenegro



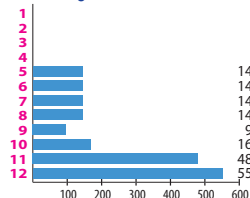
Norway



Serbia

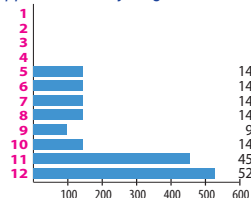


Turkey Upper secondary: Anatolia High School



Turkey

Upper secondary: High School



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

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

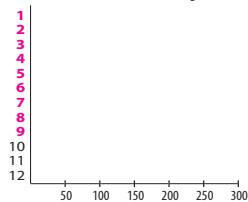
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

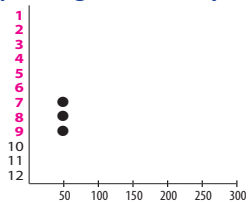
Source: Eurydice.

COMPULSORY FLEXIBLE SUBJECTS CHOSEN BY SCHOOLS

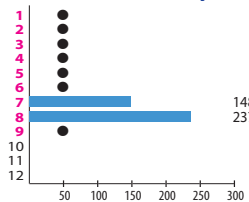
Belgium – French Community



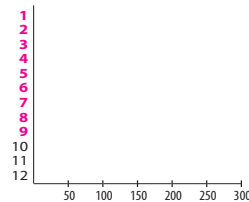
Belgium – German-speaking Community



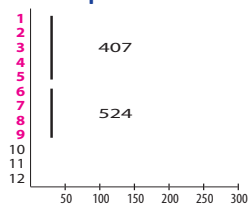
Belgium – Flemish Community



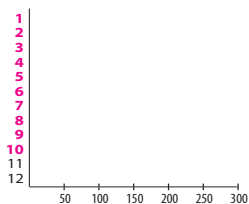
Bulgaria



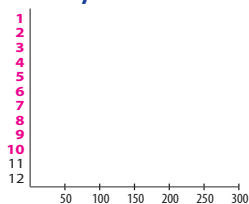
Czech Republic



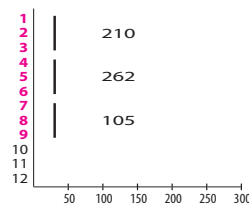
Denmark



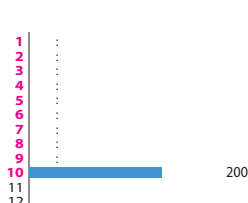
Germany



Estonia

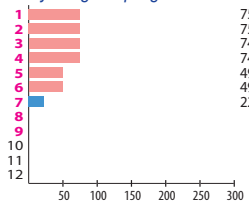


Ireland

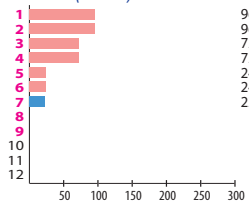


Greece

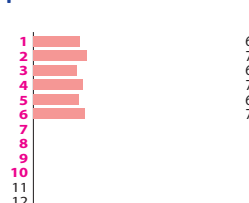
Primary: Regular programme



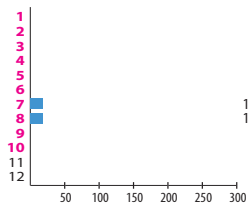
Greece *Primary: unified revised curriculum (EAEP)*



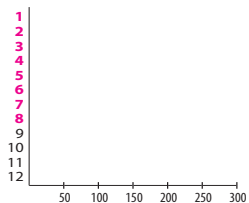
Spain



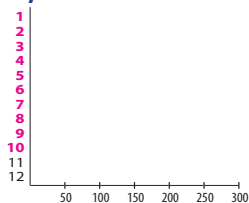
France



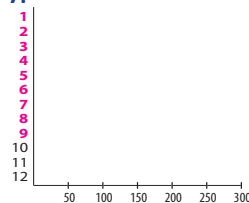
Croatia



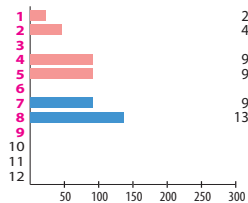
Italy



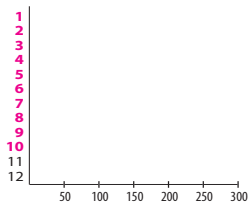
Cyprus



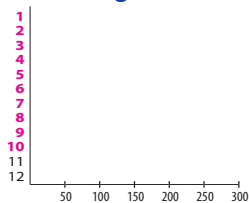
Latvia



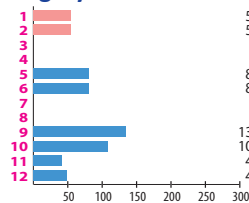
Lithuania



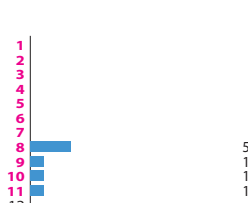
Luxembourg



Hungary

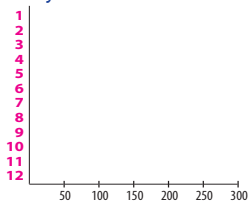


Malta



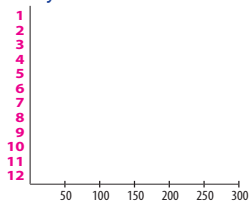
Netherlands

Primary and HAVO



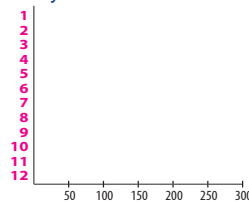
Netherlands

Primary and VMBO



Netherlands

Primary and VWO



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

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

Horizontal axis: Number of hours per school year

Vertical axis: Grades

● Flexible time

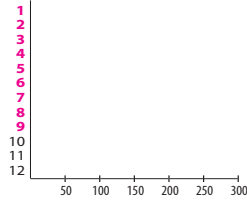
-> category Instruction time included in another category (see Reading Guide)

x Number of hours distributed between various school years

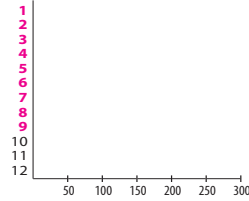
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COMPULSORY FLEXIBLE SUBJECTS CHOSEN BY SCHOOLS

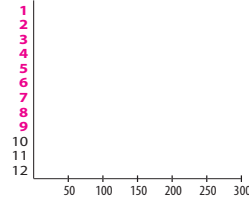
Austria Volksschule and AHS (Realgymnasium)



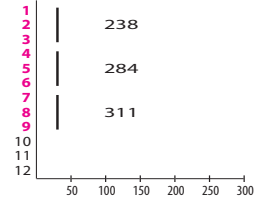
Austria Volksschule and HS



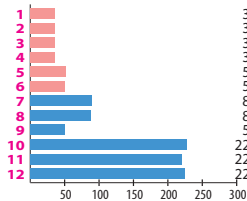
Austria Volksschule and NMS



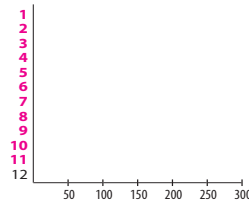
Poland



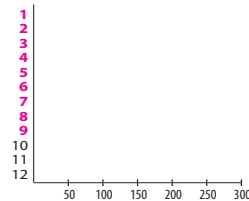
Portugal



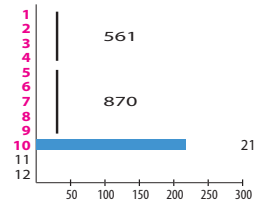
Romania



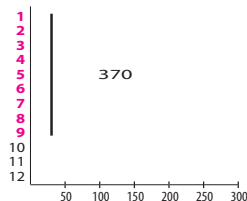
Slovenia



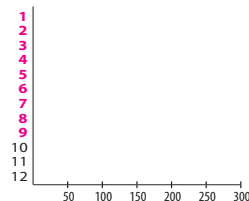
Slovakia



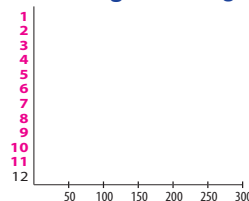
Finland



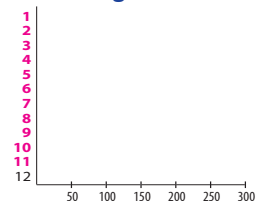
Sweden



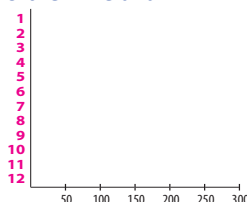
United Kingdom – England



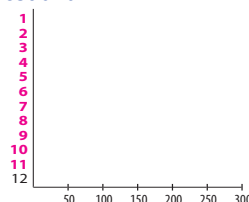
United Kingdom – Wales



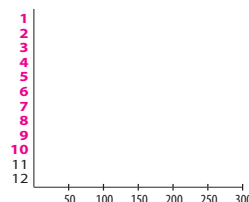
United Kingdom – Northern Ireland



United Kingdom – Scotland

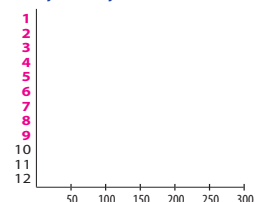


Iceland



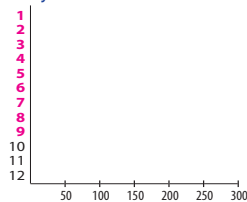
Liechtenstein

Primary and Gymnasium



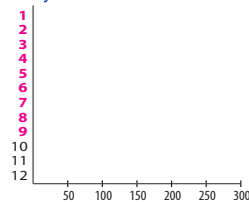
Liechtenstein

Primary and Oberschule

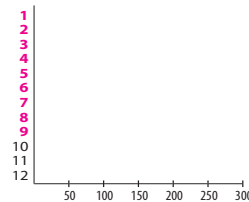


Liechtenstein

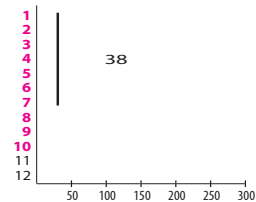
Primary and Realschule



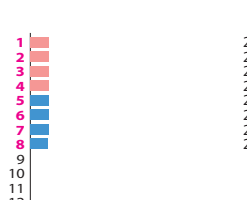
Montenegro



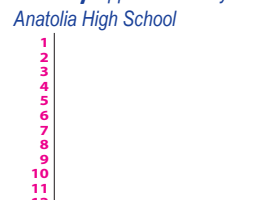
Norway



Serbia



Turkey Upper secondary:



Turkey

Upper secondary: High School



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

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

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

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

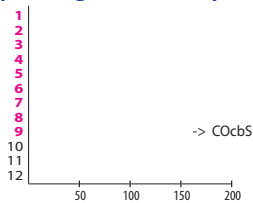
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Section 4. Appendix

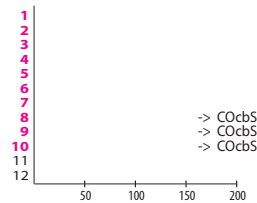
Language 4 (compulsory curriculum)	109
Language 5 (compulsory curriculum)	110
Non-compulsory curriculum	110

LANGUAGE 4 (compulsory curriculum)

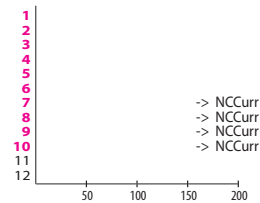
Belgium – German-speaking Community



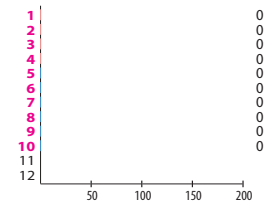
Denmark



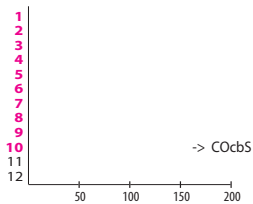
Ireland



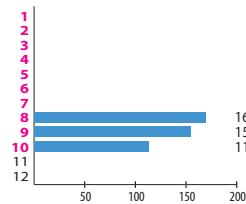
Germany



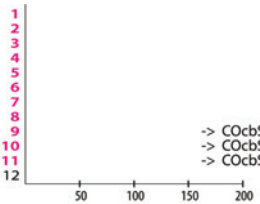
France



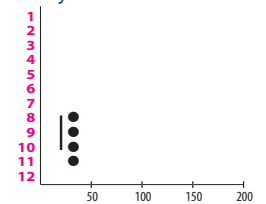
Luxembourg



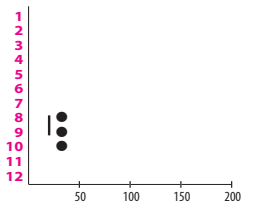
Malta



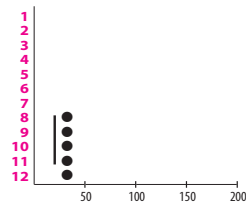
Netherlands Primary and HAVO



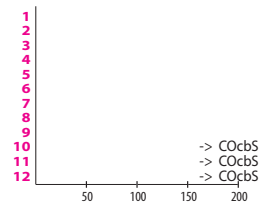
Netherlands Primary and VMBO



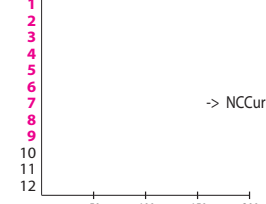
Netherlands Primary and VWO



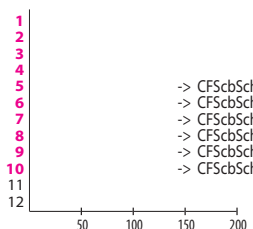
Portugal



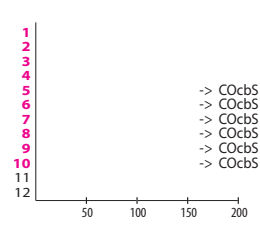
Slovenia



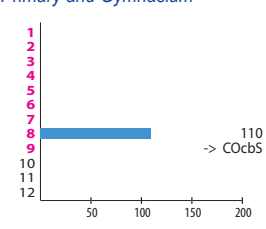
Slovakia



Iceland



Liechtenstein Primary and Gymnasium



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

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

Horizontal axis: Number of hours per school year

Vertical axis: Grades

● Flexible time

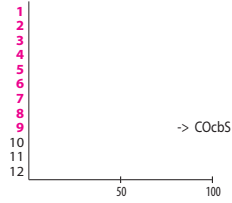
-> category Instruction time included in another category (see Reading Guide)

✘ Number of hours distributed between various school years

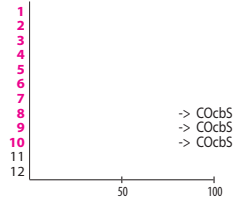
Source: Eurydice.

LANGUAGE 5 (compulsory curriculum)

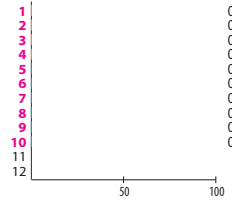
Belgium – German-speaking Community



Denmark

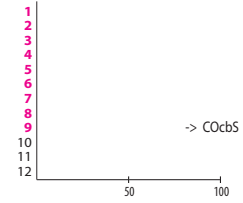


Germany



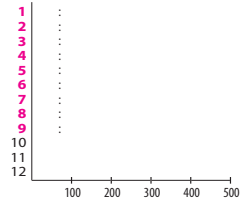
Liechtenstein

Primary and Gymnasium

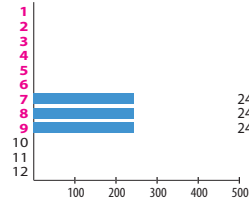


NON-COMPULSORY CURRICULUM

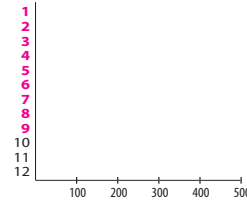
Belgium – French Community



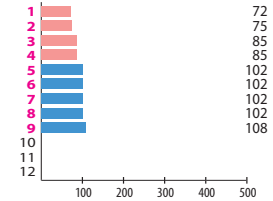
Belgium – German-speaking Community



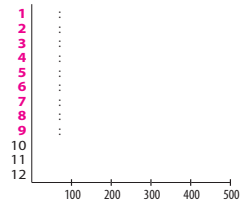
Belgium – Flemish Community



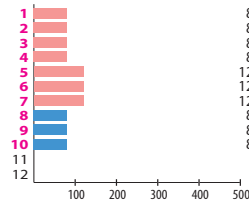
Bulgaria



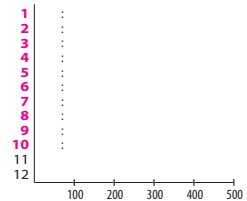
Czech Republic



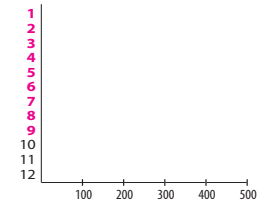
Denmark



Germany



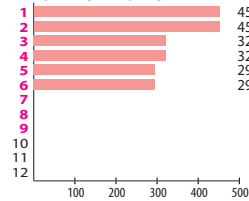
Estonia



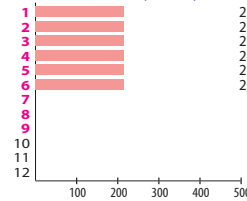
Ireland



Greece – Primary: Regular programme



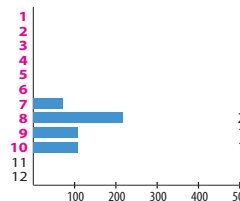
Greece – Primary: unified revised curriculum (EAEP)



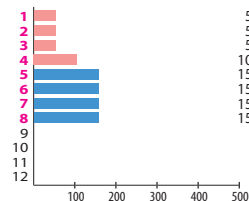
Spain



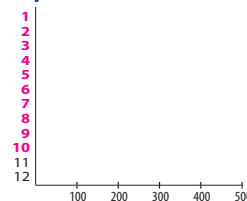
France



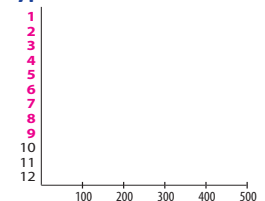
Croatia



Italy



Cyprus



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

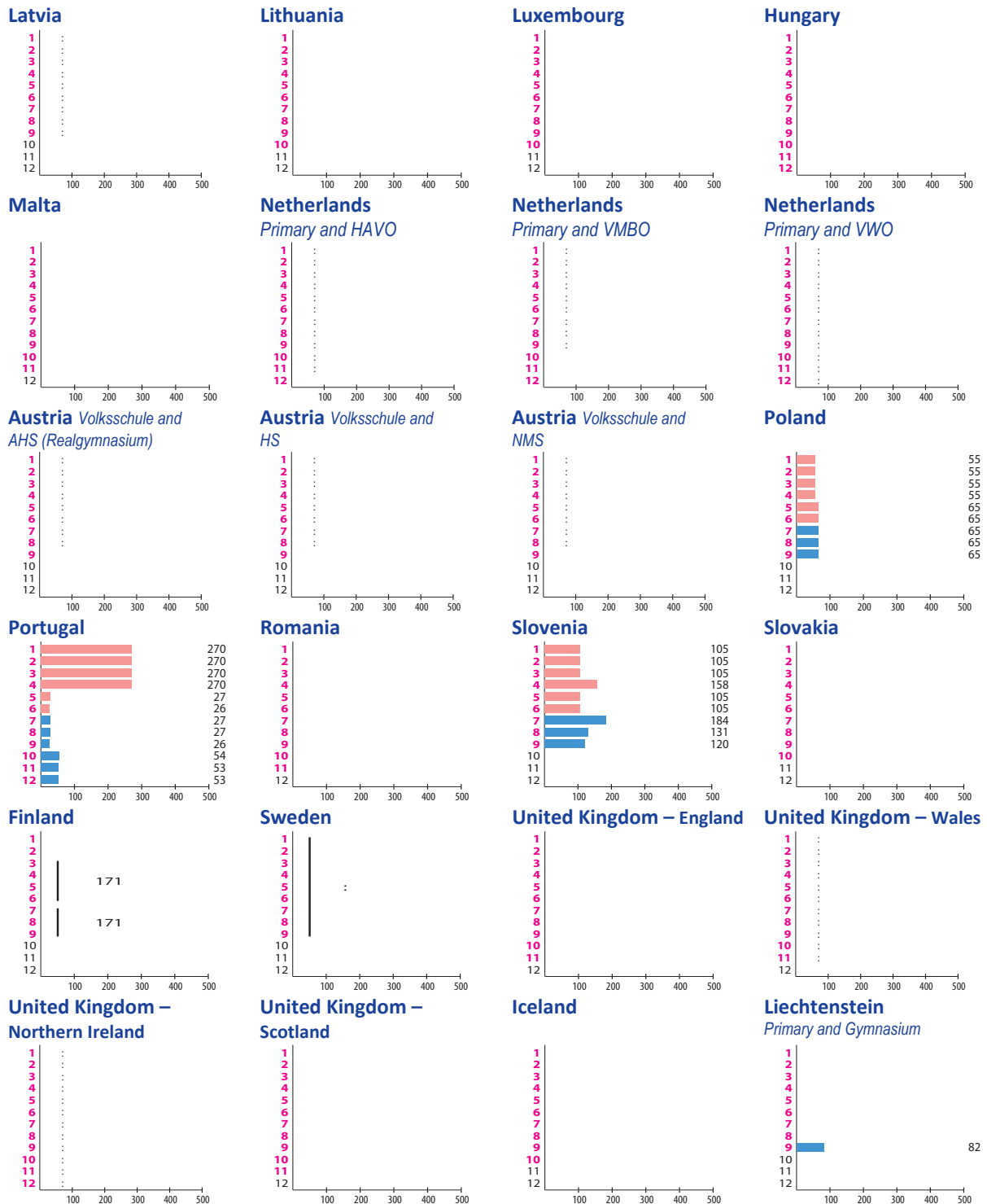
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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 III, Section 5: Country specific notes.

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

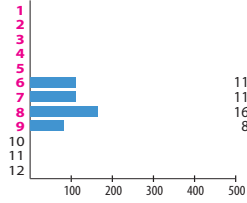
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

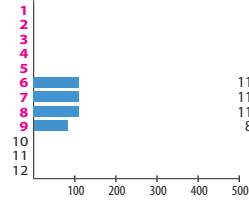
Source: Eurydice.

NON-COMPULSORY CURRICULUM

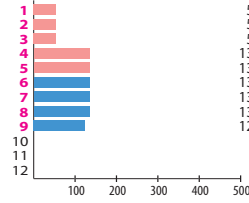
Liechtenstein
Primary and Oberschule



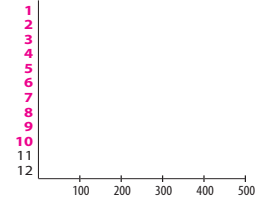
Liechtenstein
Primary and Realschule



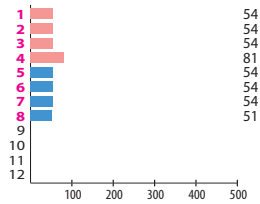
Montenegro



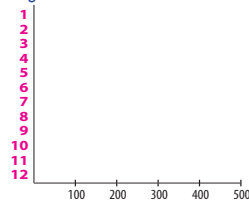
Norway



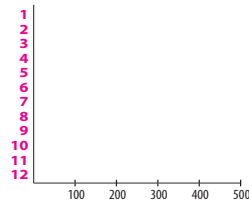
Serbia



Turkey : Anatolia High School or High School



Turkey : or High School



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

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

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

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

Source: Eurydice.

Section 5. Country specific notes

Belgium (French Community)

Data only show the minimum number of hours defined by the law. Compulsory education lasts until the age of 18. However from age 15, only part-time schooling is compulsory. Students are therefore allowed to opt for a structured learning path which combines part-time vocational education in an educational institution and part-time employment.

In primary education, reading, writing and literature, mathematics, natural sciences, social studies, arts education and technology are compulsory subjects with a flexible timetable.

At primary level, the teaching of compulsory foreign languages is significantly different in the Brussels-Capital Region and in the communes with a special linguistic regime where a first foreign language (language 2) is taught three periods per week in third and fourth grade and five periods per week in fifth and sixth grade. Moreover, in Brussels, the first foreign language is always Dutch and it starts at age 8 whereas in the other parts of the French Community, the first foreign language can be chosen (Dutch, English or German) and it begins at age 10.

Compulsory options (grades 7 and 8): subjects concerned belong to seven areas: French (Latin, theatre, initiation to the culture of antiquity, etc.); foreign language (conversation, culture, etc.); sciences and mathematics (informatics, sciences, mathematics, logic, etc.); social studies (economic matters, civic life, etc.); artistic activities (music, arts, etc.); technical activities (technical drawing, electricity, hairdressing, etc.); and sport activities (sport, physical education, body language, etc.).

Belgium (German-speaking Community)

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

Grades 7-9: instruction time for compulsory subjects with flexible timetable also includes instruction time for compulsory options with flexible timetable and compulsory flexible subjects chosen by schools. The total number of 32 hours/week in secondary education is an average. The total number of hours can vary from 28 to 36 hours/week, depending on the chosen options/subjects.

The 'other subjects' can vary from school to school. For example, they can be Latin, economics, Dutch, etc.

Grades 1-8: 'technology' is integrated in 'natural sciences'.

Belgium (Flemish Community)

Legislation only stipulates the total amount of instruction time without specifying how many hours must be dedicated to an individual subject (horizontal flexibility).

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

Grades 1-6: 'natural sciences' and 'social studies' and 'technology' are taught as an integrated subject.

The Education Parliamentary Act XXIII (adopted on 19 July 2013) provides for Content and Language Integrated Learning (CLIL). This allowed for a former pilot project to be implemented in all interested secondary schools from 1 September 2014 onwards. A school implementing CLIL may teach up to 20 % of all non-language subjects, such as geography, mathematics or physical education, in French, English or German.

Secondary education: days during which teachers are busy with discussing students' exams results have not been counted. During those days, schools still need to welcome students who want to come to school. They have to organise students' time and supervise their activities.

Bulgaria

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

Compulsory options: grades 1-9: religion/ethics/moral education; grades 5-8: second foreign language (language 3); grades 7-9: practical and vocational skills; grade 9: technology.

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

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

Czech Republic

Grades 1-5: 'social studies' is integrated into 'natural sciences'. Instruction time is set for the curriculum area 'People and the World' (including natural sciences and social studies) for grades 1-5. The school has full autonomy in deciding how to organise this instruction time.

Prior to grade 3, the first foreign language (language 2) is counted as a 'compulsory flexible option chosen by the school'. From grade 3 on it is a compulsory subject for all students.

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

The second foreign language (language 3) is taught from the eighth grade at the latest, but it can be taught also in lower grades.

Grades 1-9: 'practical and vocational skills' are integrated in 'technology'.

The Framework Educational Programme (FEP) sets a total number of flexible periods. Each school must provide these periods and can decide how to use them. They can be used to increase the time allocated to any subject (e.g. to teaching the first foreign language (language 2) in grades 1 and 2 or to teach swimming within physical education at ISCED level 1), and to teach subjects belonging to the 'other subjects' category.

Other subjects: religion/ethics/moral education and 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: ethics is not compulsory, but a school can decide to offer it 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 religion lessons. Pupils from several years of one school or more schools may be combined in one class, as long as the number of pupils in one class does not exceed 30.

Schools can offer a second foreign language (language 3) at ISCED level 1 and a third and a fourth languages at ISCED level 1 and 2 despite the Framework Education programme does not state it. The time can be allocated from the 'disposable lessons' or it could be offered as a non-compulsory subject, though in practice they are rarely offered.

Denmark

Compulsory options chosen by the students: grades 8-10: third and fourth foreign 'languages (German, French, Spanish and Immigrant languages for students with appropriate prior knowledge of the language); 'arts education' (Fine art, Media, Movies knowledge, Drama, Music), 'practical and vocational skills' (Crafts and Design, Working Knowledge and 'Madkundskab' – Food Knowledge).

Other subjects: grades 1-10, 'Exercise and Physical Activity', 'Supportive Learning Activities', and 'Free Class'.

Non-compulsory curriculum: grades 1-10: 'Academic in-depth Study and group Homework Assistance'.

Germany

The data represents weighted average instruction time of the compulsory core curriculum, calculated by the secretariat of Ministries of Education and Cultural Affairs of the *Länder*. In order to do so, the secretariat used the number of students across each type of school.

Other subjects: instruction time devoted to teaching skills and competences not necessarily developed through traditional subjects such as social skills for example, which are nevertheless important to develop to live and work in society. In some *Länder*, instruction time devoted to 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), independently of school type. For some of the federal *Länder*, data on the instruction time on compulsory 'foreign' (or modern) languages may also include ancient languages such as Latin and ancient Greek.

Estonia

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

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

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

Ireland

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

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

At ISCED 1, 24 and 34, both English and Irish as national languages are taught to all students although some students with special educational needs and students living abroad up the age of 11 may receive an exemption from studying Irish. English and Irish are generally given equivalence on school timetables although the time allocation may differ depending on which is the medium of instruction in the school. 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 category 'language 2' includes either English or Irish depending on which is the second language of the school. The category 'other subjects' includes Social Personal and Health Education (SPHE) and, at ISCED 1, the legacy time allocated for assembly and roll call.

At ISCED 24 and 34, the minimum time provision is stipulated for some subjects only (mainly mathematics and language of instruction in the school, SPHE and citizenship education). For most subjects, there is no prescribed instruction time set down but, foreign language study, social studies and natural sciences are included as part of the compulsory curriculum, as they are studied by circa 90 % of students or are considered to be essential for progression in the system. The times allocated to these areas are based on widely accepted and officially recommended norms. Schools have the flexibility to offer a range of other subjects. Further curricular changes from September 2014 at ISCED 24 will extend this flexibility further, although more specificity on the time required for delivery of such subjects will also be given over succeeding years as reform continues.

In Ireland, the vast majority of students at ISCED 24 study one foreign language (language 3) in addition to the two national languages (Irish and English). While some students do not study a foreign language at all at ISCED 24, it is also possible for students to study a language 4 as part of their curriculum, depending on the resources, subject options and other factors in individual school contexts.

At ISCED 24, the 'compulsory flexible curriculum' chosen by the students may include such subjects as an additional foreign language, music, art, technology subjects and ICT, in addition to a first foreign language (language 3), science and social studies (history and geography) as mentioned above.

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

Greece

There are two types of public primary schools (years 1-6) operating in Greek general education: primary schools implementing the regular curriculum and primary schools implementing the unified revised curriculum (EAEP). Both types of primary schools may offer a non compulsory curriculum as an extension of their daily compulsory timetable, becoming thus all day primary schools.

Pupils who attend primary schools that implement the unified revised curriculum (EAEP) amount approximately to 53 % of all pupils enrolled in primary education; whereas pupils who attend primary schools with regular curriculum (including all day schools of this kind) amount approximately to 43 % of all pupils in primary education. Finally, pupils attending day lower secondary schools (grades 6-9) represent 96 % of all lower secondary school pupils.

The decision about which primary schools should implement the unified revised curriculum is taken centrally by the Ministry of Education. The unified revised curriculum started as a pilot programme in 2010. The number of schools implementing the unified revised curriculum increases every year, and the objective is to gradually replace the regular programme with the unified revised curriculum in all schools.

Schools that offer non-compulsory curriculum as an extension of their daily compulsory timetable are called 'all day schools'. Pupils who wish to follow the non-compulsory programme (all-day programme) must fulfil certain social criteria and make an application in order to be accepted. Once accepted, attendance at the all day programme is compulsory, with certain subjects being compulsory options. For the implementation of the all day programme, a minimum number of 15 pupils is normally required.

From school year 2013/14 and onwards, in lower secondary education, a reformed timetable is being implemented for the 1st grade (year 7). It has been also applied from school year 2014/15 in the 2nd grade (year 8) while in school year 2015/16, it shall be applied in the 3rd grade (year 9).

Compulsory flexible subjects chosen by the schools: Cross-thematic teacher initiated programmes are developed:

- In primary schools implementing the regular curriculum, these programmes can be dedicated to activities pertaining to 'environmental education', 'health education', 'culture and arts', etc.
- In primary schools implementing the unified revised curriculum, one teaching hour is dedicated to activities pertaining to 'health education' in the 1st grade, to activities pertaining to 'eating habits' in the 2nd grade, to activities pertaining to 'traffic education' in the 3rd grade, and to 'environmental education' in the 4th grade.
- In lower secondary schools, the compulsory flexible subjects chosen by the schools include the so-called 'experiential activities – cross thematic creative activities-projects' (year 7); one hour of instruction time per week is dedicated to activities pertaining to either 'local history', 'environment and education for sustainable development', 'school vocational guidance', 'nature and exercise', 'culture and art activities' or 'school and social life'.

Non-compulsory subjects:

- In primary schools implementing the unified revised curriculum: the subjects taught are specified by a decision of the teachers' association, upon recommendation of the school head, taking also into account the school's capacity (pupils' interests and learning level, parents' preferences, material and technical infrastructure, hours available). Choices corresponding to two teaching periods/lessons per day and class can be made among the following options: 'study', 'sports', 'drama', 'information and computer technologies', 'English', 'music', 'second foreign language (language 3)', 'plastic arts' and 'cultural groups activities'.
- In primary schools implementing the regular curriculum: the subjects taught in the non-compulsory curriculum (all day programme) include 'study-preparation' (compulsory), 'ICT' (compulsory), 'English language' (compulsory) and 'sports' (compulsory), as well as two or one subjects as compulsory options for grades 1-4 and 5-6 respectively. The subjects as compulsory options that pupils can choose from include 'plastic arts', 'drama', 'music', 'dance' or 'sports'.

Spain

Data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2014/15). In order to calculate the weighted averages, statistics on the number of students per grade and Autonomous Community, reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2012/13), were used.

The Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) has introduced some changes affecting instruction time, and Autonomous Communities and schools have been given more autonomy to allocate time to subjects of their choice. These new regulations affecting instruction time are being phased in, and in the reference year 2014/15, they are introduced only in grades 1, 3 and 5 (primary education). Even though there have been no changes in curricula in all the other grades this year, when compared to the data provided last year, slight changes in the number of hours can be observed. These are due to the changes in the number of students registered in 2012/13, reference year used for the weighted averages in the present data collection. Three Autonomous Communities (Andalucía, Cataluña and País Vasco) have not adapted their curricula to the new legislation yet, so for these Communities we have kept the data from the reference year 2013/14, using the number of students registered in 2012/13 for the weighted averages.

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

Grades 7-9: ICT is integrated into 'technology'.

Second foreign language (language 3): the numbers provided in this category are very low as this subject is compulsory only in a few Autonomous Communities in some grades from 5 to 8.

'Religion/ethics/moral education': in grade 10, the reported instruction time in this category refers to the subject 'ethical-civic education'.

'Other subjects': in grades 7-10, 'other subjects' includes a weekly group tutorial session, which is compulsory for all the students, and the time allocated to 'Valencian Culture', which is compulsory for all students only in Comunitat Valenciana in grade 5.

Compulsory options chosen by students: this category includes 'religion' in grades 1-10. Schools must offer educational attention to those students not following 'religion', but it can never include the provision of curriculum contents. In grades 7-10, this category also includes the time allocated to 'elective' subjects chosen by the students. Schools can offer a range of subjects, among which 'second foreign language' (language 3) and 'classical culture' must always be included in grades 7-9. In grade 10, this category also includes 'core curriculum options'. All students must take three 'core curriculum options' from the following list of subjects: 'biology and geology'; 'plastic and visual education'; 'physics and chemistry'; 'computer science'; 'Latin'; 'music'; a second 'foreign language' (language 3) and 'technology'.

'Natural sciences' and 'social studies': in primary education, these subjects used to be joined in one single subject called 'natural, social and cultural environment'. To calculate the hours of 'natural sciences' and 'social studies', the total instruction time of this general subject was divided by two. However, the Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) provides for two separate subjects. In the school year 2014/15, this new curriculum organization only affects grades 1, 3 and 5.

'Social studies' includes 'citizenship and human rights education', which can be taught in grades 5 or 6 of primary education and in grades 7, 8 or 9 of secondary education; the most common situation is

that Autonomous Communities decided to teach it in grades 5 and 8 or 9, respectively. This school year, the changes introduced by the new legislation (LOMCE, 2013) affect grade 5, and 'citizenship and human rights education' is no longer included in that grade. In grades 7, 8 and 9, instruction time for this subject has been counted in each Autonomous Community in accordance with the grade providing it.

Compulsory flexible subjects chosen by schools: reported data reflect the number of hours that Autonomous Communities must allocate to the subject or subjects of their choice in order to comply with the established total instruction time.

France

Grades 1-2: civic and moral education is provided for by law but no instruction time and no subject in which this teaching would be included are specified. Grade 6: 'reading, writing and literature': the annual timetable can reach 180 hours. Grade 10: instruction time for the second foreign language (language 3) includes languages 2 and 3.

Other subjects: grades 6 to 10: time spent to discuss issues concerning the whole class; grades 6 and 10: tutoring organised for the whole class or targeted at children with special needs.

Compulsory options: grades 7 and 8: discovery route: students must take at least two subjects, notably practical and vocational skills; grade 10: large choice of options (notably a third foreign language (language 4), arts education, ICT, technology, practical and vocational skills); depending on the options chosen, the timetable can reach 162 hours/year.

Grades 1-2: social studies and natural sciences are part of one integrated subject; grades 1-2: ethics and moral education might theoretically be taught as part of several subjects; grades 3-10: ethics and moral education is integrated in social studies; grades 1-5: ICT is integrated in natural sciences and grades 6-10: ICT is integrated in technology; grades 3-5: technology is integrated in natural sciences.

Non-compulsory subjects: grade 7: Latin; grade 8: Latin and regional language; grade 9: 'discovery of the world of work', foreign or regional language or Latin or ancient Greek. Students having the maximum number of hours for the 'discovery of the world of work' do not have a second language as a compulsory subject; grade 10: the timetable can reach 72 hours/year if the student chooses arts activities. A third foreign language (language 4) or arts activities can be chosen if not yet taken as compulsory options.

Italy

Grade 1-5; instruction time is calculated according to the weekly timetable of 27 hours for 33 weeks (81 hours), which is the most common. The minimum weekly timetable is 24 hours for 33 weeks, which is the less common. The other two timetables, which are also quite common, are respectively 28-30 hours and 40 hours per 33 weeks.

Following the 2010/11 reform, there are six *licei*: arts subjects, classical studies, scientific studies, foreign languages, music and dance, human sciences. Information reported for grade 9 and grade 10 concerns the *Liceo Scientifico* (which has the highest percentage of students enrolled in all *Licei*, i.e. 31.74 %).

Instruction time for the second foreign language (language 3) can be used for additional teaching of the first foreign language (language 2).

Other subjects: Latin language and literature.

Grades 6-8: 'social studies' are integrated in 'reading, writing and literature'; 'natural sciences' are integrated in mathematics; grades 9-10: ICT is integrated in mathematics (ICT is taught as a separate subject in the applied sciences option of the *liceo scientifico*).

Cyprus

The curricula for primary schools concerns schools with at least six classes, which constitutes the majority of schools

Grades 1-6: social studies include the following subjects: history, geography and life education (health education/environmental education – education for sustainable development) in grades 1-4. In grades 5-6, environmental education – education for sustainable development is taught for one period as a separate subject, but is counted as social studies instruction time.

Grades 5 and 6: design and technology/health education and home economics are included in technology.

Grades 7-9: instruction time for geography cannot be separated from the instruction time for natural sciences. Therefore, it is included in the data for natural sciences. Grade 9: civics and vocational guidance subjects are included in social studies category; grade 8: first aid is included in physical education.

Other subjects: grades 1-6: instruction time dedicated to consolidating skills in and knowledge of curriculum subjects; grades 7-9: classical studies and ancient Greek.

Latvia

Intended instruction time for schools for ethnic minorities: according to regulations, one variant of sample plan for basic education programme for ethnic minorities foresees that the subjects 'literature' (grades 4-9, included in 'arts education'), 'mathematics' (grades 1-4) and 'ethics/introduction to Christianity' (grades 1-3) are taught in the ethnic minority language. All other subjects are taught in Latvian language.

In the first model for first variant of sample plan for basic education programme for ethnic minorities, the subject 'ethnic minority language' (grades 1-9) is taught in respective ethnic minority language.

Other subjects: 'class hour' or 'upbringing', organised by class teachers. Class hours are dedicated to the discussion of various themes like the values education, communication culture, patriotism and civil participation, road safety, handling extreme situations, healthy lifestyle, career guidance, etc.

Non-compulsory subjects: instruction time can be dedicated to arts, sports, foreign language lessons, etc.

Lithuania

In schools for national minorities, additional time is allocated for local minority languages (Polish, Russian, Byelorussian and German), which is equivalent to the instruction time for reading, writing and literature. In these schools, only one foreign language is compulsory. On the other hand, in primary national minority schools, only half the regular time is allocated to teaching official state language (Lithuanian).

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.

Other subjects: health & safety and career education.

Luxembourg

Grade 1: German and Luxembourgish are languages of instruction and their instructional time appears under reading, writing and literature. German is also considered as language 2.

Grade 2-6: German is a language of instruction and is also considered as language 2. French is language 3. Weekly distribution of lessons depends on the planning of the teaching staff of the cycle.

Grade 7-10: French is a language of instruction and is also considered as language 3. German is language 2. English is language 4.

Hungary

Education is compulsory until students are 16 years old. However, According to the Act on Public Education, students who began their studies in the 9th grade in the 2011/12 school year or earlier shall terminate their compulsory education at the end of the school year in which they turn 18.

Other subjects: form teachers' class.

Compulsory flexible subjects chosen by schools: schools allocate the amount of time to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes). In addition, schools have to choose one of two following subjects: drama-dance, and homeland and peoples (grade 5), drama-dance, and media (grade 9).

Malta

In Malta, a reform concerning secondary schools, which was initiated in September 2011, is currently being phased in. As from September 2011, the two previously existing types of schools (Junior Lyceums and Area Secondary Schools) are being phased out with only year (grade 11) still following the old system. After finishing primary school, students are now proceeding to College Secondary Schools. The diagram shows data for instruction time intended for College Secondary Schools, even if the timetable is not yet implemented in the last year of compulsory education.

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

In grades 1 to 6, religion as well as 'personal social and career development' are included in the category 'religion/ethics/moral education'.

Grades 1-2: 'handwriting', 'storytelling', 'reading sessions', 'talk about sessions' and 'choosing time' (together four hours per week) are included in the following categories: 'reading, writing and literature', 'mathematics' and 'language 2'.

Grades 3-6: teachers can use some instruction time (an hour per week) to prioritise learning. As this time is generally used for literacy, mathematics and language 2, this additional instruction time has been added to these subjects.

Other subjects: grades 1-6: this category refers to the daily 15-minute morning assembly; grades 3-6: development of entrepreneurial skills and thinking skills.

From grades 8 to 11 'Compulsory Flexible Subjects Chosen by schools' refer to additional time which is allocated to various subjects at the discretion of the head of school.

Compulsory options: students in grades 9 to 11 choose to study two of the following subjects (depending on teacher availability at the school they are attending): Arabic, French, German, Italian,

Russian, Spanish; biology, chemistry, geography; art, music; European studies, history, social studies; business studies, computer studies; engineering, health and care, hospitality, information technology; agribusiness, design and technology, graphical communication, home economics and textile studies and physical education.

Grades 1-6: science and technology are integrated as one subject with the emphasis being on science.

The Netherlands

Grades 1-6: 5 640 hours is an average. Total instruction time in pre-primary and primary schools (8 years) is 7 520 hours. It is the discretion of the individual school to distribute these hours over the years. Total flexible time for the grades 1-6 is calculated as follows: $7\ 520/8*6 = 5\ 640$.

After grade 10 of VMBO and grade 11 of HAVO, students normally continue vocational and not general education. As vocational education is out of scope of this data collection, data for these grades have not been provided. As it was not possible to show vertical flexibility for grades 10-12, instruction time for this cycle has been artificially divided in three.

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

Austria

Data on curricula for *Volkschule* (primary school), *Hauptschule* (general secondary school), *Neue Mittelschule* (new secondary school), *Allgemeinbildende höhere Schule* (AHS – academic secondary school – science branch: *Realgymnasium*).

Students in *Hauptschule*, *Neue Mittelschule* and AHS can choose from different programmes of study for year 9. As these programmes could not be all presented, no data for that particular year were included.

At lower secondary level *Hauptschule*, *Neue Mittelschule* and *Allgemeinbildende höhere Schule* schools have the option of utilizing a non-discretionary school timetable, where they have more autonomy in choosing subjects. When schools do not exercise this option, the officially decreed number of hours is instead followed.

Academic secondary school (AHS) is subdivided into a four-year lower level (for pupils aged 10 to 14 years) and a four-year upper level (for pupils aged 14 to 18). As they are phases of observation and orientation, there is no differentiation into school types in the first and second classes of the lower level of academic secondary school. From the first year onwards, one modern foreign language is taught. From the third and fourth years, three types of school are distinguished:

- Grammar school branch (*Gymnasium*) (with Latin or a modern foreign language);
- Science branch (*Realgymnasium*) (with geometric drawing, more mathematics and technical workshop);
- Economics branch (*Wirtschaftskundliches Realgymnasium*) (with more chemistry and technical workshop).

The subjects *technisches und textiles Werken* have been allocated to the category 'practical and vocational skills' although certain aspects of these subjects refer to 'arts education'.

Other subjects: *Volksschule*: remedial education.

ICT is taught as an integrated subject at all grades and in all tracks.

Volksschule: grades 1-4: 'natural sciences' and 'social studies' are taught as an integrated subject; 'technology' is taught as part of 'natural science'.

Volksschule: grades 1-2: 'modern foreign language teaching (32 periods of 50 minutes) is integrated in other subjects. This number of periods has been reported in the 'total minimum compulsory curriculum'.

Poland

Compulsory flexible subjects chosen by schools is calculated on the basis of the regulation on outline timetables in public schools using the formula $X*Y - Z$:

- X = the weekly instruction time (grades 1-3: 62 periods ⁽¹⁾; grades 4-6: 79 periods; grades 7-9: 90 periods).
- Y= actual number of weeks of compulsory classes for subsequent school years, which was assumed to be 36 (the average actual number of school weeks is ranging from 35 to 37).
- Z = minimum taught time assigned to a given educational cycle (grades 1-3: 1 915 periods; grades 4-6: 2 465 periods; grades 7-9: 2 825 periods).

In Poland, 'geography' is considered to be a natural science subject. For the purpose of this questionnaire, geography has been classified as a subject included in 'social studies'.

Other subjects: grades 4-9: time with class tutor, and grades 7-9: education for safety.

Non-compulsory subjects: grades 1-9: religion or ethics, religion and ethics.

Grades 5-9: education for family life.

Portugal

Primary schools: in grades 1-4, the total weekly instruction time may vary between 22.5 hours (minimum) and 25 hours (maximum). Figures show the minimum of instruction time. If a school decides to offer the maximum, then the non-compulsory curriculum decreases to 5 hours a week.

In grades 10-12, the minimum instruction time varies according to the different tracks. The figure shows the lowest of all minima (for example, in grades 10 and 11, the minimum can also be 27hours/week (instead of 25.5 hours as shown in the figure) in some tracks.

Schools have the autonomy to decide how to grant instruction time to specific subjects within curricula areas: in grades 5-9, minimum instruction time is only defined for Portuguese, maths and arts. They also have the autonomy to organise instruction time within cycles: e. g., literacy learning by the end of the lower secondary cycle must accomplish 600 min (100 hours) and is up to the school to decide the distribution of these hours in the three years.

⁽¹⁾ One period is of 45 minutes duration.

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

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

Other subjects: monitored study.

Compulsory options: depending on the tracks, grades 10-11: mathematics, natural sciences, foreign languages (languages 3 and 4), arts education, reading, writing and literature, social studies; grade 12: mathematics, natural sciences, social studies, foreign languages (languages 2, 3 and 4), arts education, reading, writing and literature, technology and ICT.

Compulsory flexible subjects chosen by the schools: instruction time corresponding to the difference between the minimum established for each subject/group of subjects and the total minimum taught time. In other words, this is not another subject but time to be distributed by the schools within existing subjects.

Non-compulsory curriculum includes religion and moral education, and curriculum enrichment activities (these activities may include English or other foreign languages, sports, arts education, sciences, information technology community and citizenship education).

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 the beginning of the 2012/13 school year, 40.85 % of high school students were enrolled in theoretical high-schools. Out of these, 25.24 % were enrolled in theoretical high schools/sciences whose curriculum and associated instruction time are shown by the diagrams.

The Framework Plan approved in 2013 is being progressively implemented: the preparatory grade and grade 1 (respectively grade 1 and 2 in the data collection) in 2013/14, grade 2 (grade 3 in the data collection) in 2014/15, grade 3 (grade 4 in the data collection) in 2015/16 and grade 4 (grade 5 in the data collection) in 2016/17. For this data collection (reference year 2013/14), information for grade 3 (in this data collection) onwards is based on the old framework.

As a general note, for grades 9 and 10 (lower cycle of Romanian high-schools), respectively grades 10 and 11 in this data collection, the number of hours allocated to school subjects, according to the Framework Plan in force, varies according to paths, profiles, and specialisations.

The minimum number of periods per week for the preparatory grade is 19, and for grade 1 it is 20. Schools may offer the maximum number of periods provided by law (20 periods for the preparatory grade and 21 for grade 1). When schools choose to do so, this period becomes compulsory for all pupils.

The subjects 'music and movement' (*Muzica si miscare*) and 'visual arts and practical abilities' (*Arte vizuale si abilitati practice*), reported as a subject or in the category 'other subjects', belong to the same curricular area, which has an interdisciplinary/transdisciplinary dimension.

Other subjects: grades 1-3 (this data collection): music and movement (*Muzică și mișcare*) and personal development (*Dezvoltare personală*); grades 6-9 (this data collection): counselling and guidance; grade 9 (this data collection): Latin; grade 11 (this data collection): entrepreneurship education.

Slovenia

Compulsory education is provided as a single structure basic education and has 9 grades. The reported curriculum is followed by 96 % of pupils. In areas where Italian and Hungarian ethnic minorities live, schools implement adapted curricula. The total number of lessons includes two lessons per week more than the reported curriculum and the distribution of hours between subjects is slightly different due to the fact that all pupils have to learn two languages – Slovenian, and Italian or Hungarian language.

In school year 2014/15, approximately 15 % of basic schools introduced the first foreign language as a compulsory subject (language 2) in grade 2. This is not shown in the diagrams. It should be compulsory for all in grade 2 in 2016/17. Also, in the frame of the non-compulsory curriculum, schools must provide some specific subjects in grades 4-6 and an additional foreign language in grades 7-9. Implementation which started in 2014/15 will be completed in 2016/17.

Grades 1-3: the subject 'environmental education' (three lessons a week) combines different subject categories: natural sciences 1.25 lessons a week, social studies 1.25 lessons a week and technology 0.5 lessons a week.

Grades 4-5: the subject 'natural sciences and technics' (three lessons a week) combines two different subject categories: natural sciences two lessons a week and technology one lesson a week.

Grades 7-8: the subject 'patriotic, civic culture and ethics' (one lesson per week) is reported in the category social studies.

The annual compulsory additional 15 days of activities in 'arts', 'sciences', 'physical education' and 'technology' are included in the respective category (five sport days in each grade and three to four days of activities in the field of culture, natural science and technology. Each day has five lessons of 45 minutes).

Other subjects: class discussion periods, devoted to setting and discussing rules of behaviour and other issues, and to determining how to live according to social principles.

Compulsory options: grades 7-9: ICT, foreign language 2 or 3, religion and ethics, social studies, natural sciences, etc.

Grades 1-9: Religion/ethic/moral education is integrated into social studies

Grades 1-9: ICT is integrated in all subjects.

Grades 6-9: ICT is integrated as a compulsory content of the subject 'technics and technology'.

Non-compulsory curriculum: grades 1-9: participation in interest activities, supplementary classes, remedial classes; grades 7-9: additional lessons of compulsory options chosen by the students; grade 4: subjects schools must provide (second foreign language – language 3, arts, ICT, sport and techniques); grade 7: additional foreign language (language 4). Pupils may choose and attend as many lessons and activities as they wish, with the exception of the subjects schools must offer and the second/additional foreign language for which there is an upper limit, namely two lessons per week.

Instruction time shown in this report is only a small part of the extended non-compulsory basic school programme, which all schools at ISCED 1 and 24 have to offer to their pupils. The report does not include time pupils spend in morning care (grade 1) and after school classes (grades 1-5). After school classes include also physical and creative activities, homework, individual learning, lunch and relaxation. Morning care (69 % of pupils in grade 1 participate) and after school classes (83 % of pupils in grades 1-5 participate) are guided by official guidelines for implementation and taught by qualified teachers.

Slovakia

Grade 10: there is vertical flexibility for ISCED 3. Since only grade 10 is compulsory, the instruction time for grade 10 is calculated as 1/4 of the time dedicated to ISCED 3.

Other subjects: see information for compulsory flexible subjects chosen by the schools.

Compulsory flexible subjects chosen by the schools: these subjects are compulsory options chosen by the students and/or compulsory subjects chosen by the school. Instruction time can be dedicated to separate new subjects such as additional foreign languages, transport education, sexual education, minority languages, etc. or to increasing the number of hours of compulsory subjects.

Finland

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

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

Other subjects: home economics, guidance and counselling.

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

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

Sweden

The number of hours for a subject or group of subjects may be reduced locally by at most 20 % to accommodate school options. However, the number of hours may not be reduced in English, mathematics and Swedish/Swedish as a second language.

Compulsory options: pupil's options, deepening or broadening pupil's knowledge of one or more subjects, Swedish/Swedish as a second language (provided pupils are already given education in this subject), English and sign language.

The starting grade for second foreign language (language 3) is not laid down in the steering documents. Schools decide when to introduce the second foreign language. The information presented is common practice. The total number of instruction hours for the second foreign language as a compulsory option is 320.

Grades 1-9: technology as a subject is taught as a part of the natural sciences subject.

Non-compulsory subjects: mother tongue tuition to children of other mother tongue than Swedish. There is no regulated number of instruction hours. The school head decides about the pupils' mother tongue tuition. The practice is one hour per week.

United Kingdom – England

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

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

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

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

United Kingdom – Wales

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

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

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

Compulsory options: grades 10-11: foreign languages, arts education and technology.

The United Kingdom – Northern Ireland

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

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

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

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

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

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

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

United Kingdom – Scotland

The Scottish Curriculum for Excellence does not prescribe total annual instruction time or instruction time by subjects with the exception of a minimum of 2 hours per week for 'physical education'. Local authorities and schools themselves are responsible for agreeing the subjects studied in schools.

Although there is no intended instruction time, the Education (Scotland) Act 1980, which reflects previous legislation dating back to 1972, imposes a statutory duty on local authorities to provide religious education in Scottish schools. In the case of religious education in Roman Catholic Schools – all Catholic schools are expected by the Bishops' Conference of Scotland to follow guidelines established by the Catholic Education Commission on the provision of adequate time for religious education within the school curriculum.

Iceland

English and Danish are compulsory foreign languages. 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.

Compulsory options: extra teaching time for compulsory subjects and other subjects which pupils can choose from (notably additional foreign language instruction).

Grades 1-10: instruction time for 'practical and vocation education' is integrated in 'arts education'; Instruction time for religion/ethics/moral education is integrated in 'social studies'.

Liechtenstein

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

Other subjects: life science/class hour: instruction time used for topics such as personal development, sex education, career guidance and study information, pupils' participation/class discussions, etc. in all types of schools. Home economics must be added to this list (*Oberschule* and *Realschule*).

Compulsory options: at the *Gymnasium* from year 9, students have to choose between different tracks, where a stronger focus is put on some subjects: Lingua Latin; modern languages: Spanish;

Italian or Latin; art, music and pedagogy: arts or music, pedagogy/psychology, choir singing; economics and law: accountings, economies and business administration, (political) economics; maths and natural sciences: additional lessons in maths, physics, biology, chemistry, ICT, geography. At the *Realschule* and *Oberschule*, students have to choose between the following compulsory options: technical drawing, crafts/design, arts, music, physical education, 2nd foreign language (language 3) (French), other subjects/life sciences/school projects (depending on individual schools' offers, aiming to prepare students for general or vocational upper secondary education (including career counselling programs) in the case of *Realschule* and vocational education in the case of *Oberschule*.

Social studies and natural sciences are taught as one single subject in primary education, during the whole of compulsory education (*Oberschule* and *Realschule*).

Lower secondary education (first two grades): technology is integrated in arts education.

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

Montenegro

Grades 1-3: 'technology' and 'social studies' are integrated into 'natural sciences'.

Grade 4: 'technology' is integrated into 'social studies'.

Grades 1-9: 'ICT' is integrated in all subjects. At grade 6, 'ICT' is a compulsory subject.

Grades 1-9: 'other subjects' consists of supervised learning. Students work individually on different subjects under the guided supervision of teacher, this is offered in grade 1. In grades 2-9, class discussion periods are organized.

Grades 7-9: compulsory options chosen by the students: students pick two or more subjects from a list of 35 compulsory options subjects approved by the national council for education.

Non-compulsory subjects: grades 1-9: participation in interest activities, supplementary classes of subjects included in the compulsory curriculum. Grades 7-9: additional lessons of subjects offered as compulsory options. This is only a small part of the extended basic school programme, which all schools at ISCED 1 and 24 have to offer to their pupils. Beside those activities, after-school classes also include physical and creative activities, homework, individual learning, lunch and relaxation.

Norway

Instruction time per subject for the 10-year compulsory education is mainly established for primary schooling (ISCED 1) as a whole (grades 1-7), and for lower secondary schooling (ISCED 24) as a whole (grades 8-10). At primary education, the number of lessons in core subjects reading, writing and literature, mathematics and the first foreign language (language 2) are prescribed for grades 1-4 as a whole and grades 4 to 7 as a whole.

Compulsory options chosen by the students were introduced gradually by grade in lower secondary education from school year 2012/13. School year 2014/15 was the first year compulsory options chosen by the students were fully implemented at all lower secondary grades.

Serbia

National minorities: in all municipalities where a minority language is in official use, there is a possibility of organizing classes in their native language. In schools where classes are held in Serbian, minority pupils may choose the minority language class from the list of optional classes, which adds 36 more classes to the total number of classes per year.

Grades 1-4: social studies is integrated into 'natural sciences'.

Grades 5-8: ICT is integrated into 'technology'.

Compulsory options chosen by the students: consists of religion and civic education. Pupils choose one of those options at the beginning of the first grade and continue with the same subject in following grades. In grade 5, they can switch to another subject or continue with same until the end of primary school.

Compulsory flexible subjects chosen by schools: For grades 1 to 4, each school has to offer at least three of these subjects: national tradition; hands in dough – discovering the world; nature keepers; creative writing; from toys to computers; native language/language with national culture elements; chess. Pupils have to choose one of these options. For grades 5 to 8, each school has to offer at least four of these subjects: nature keepers; everyday life in the past; drawing, painting and sculpting; choir and orchestra; ICT; native language/language with national culture elements; chess; crafts. Pupils have to choose one of these options.

Non-compulsory curriculum: consists of supplementary classes, additional classes and different kinds of extracurricular activities (volunteering, humanitarian activities, cultural activities, sports, etc.)

Turkey

For ISCED 3, the data reported concerned High Schools and Anatolia High Schools which accommodate 91 % of all pupils at that level.

Other subjects: grades 1-3: free activities.

Compulsory options: grades 5-8: students have to choose two subjects per grade. Possible options are: religion and ethics, subjects related to reading, writing and literature, foreign languages, subjects related to science and mathematics, subjects related to arts and sports, subjects related to social studies; grades 9-12: the number of subjects students have to choose vary according to the school type. Some possible options are: language, Turkish literature, mathematics, geometry, physics, chemistry, biology, history, geography, psychology, sociology and a foreign language.

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