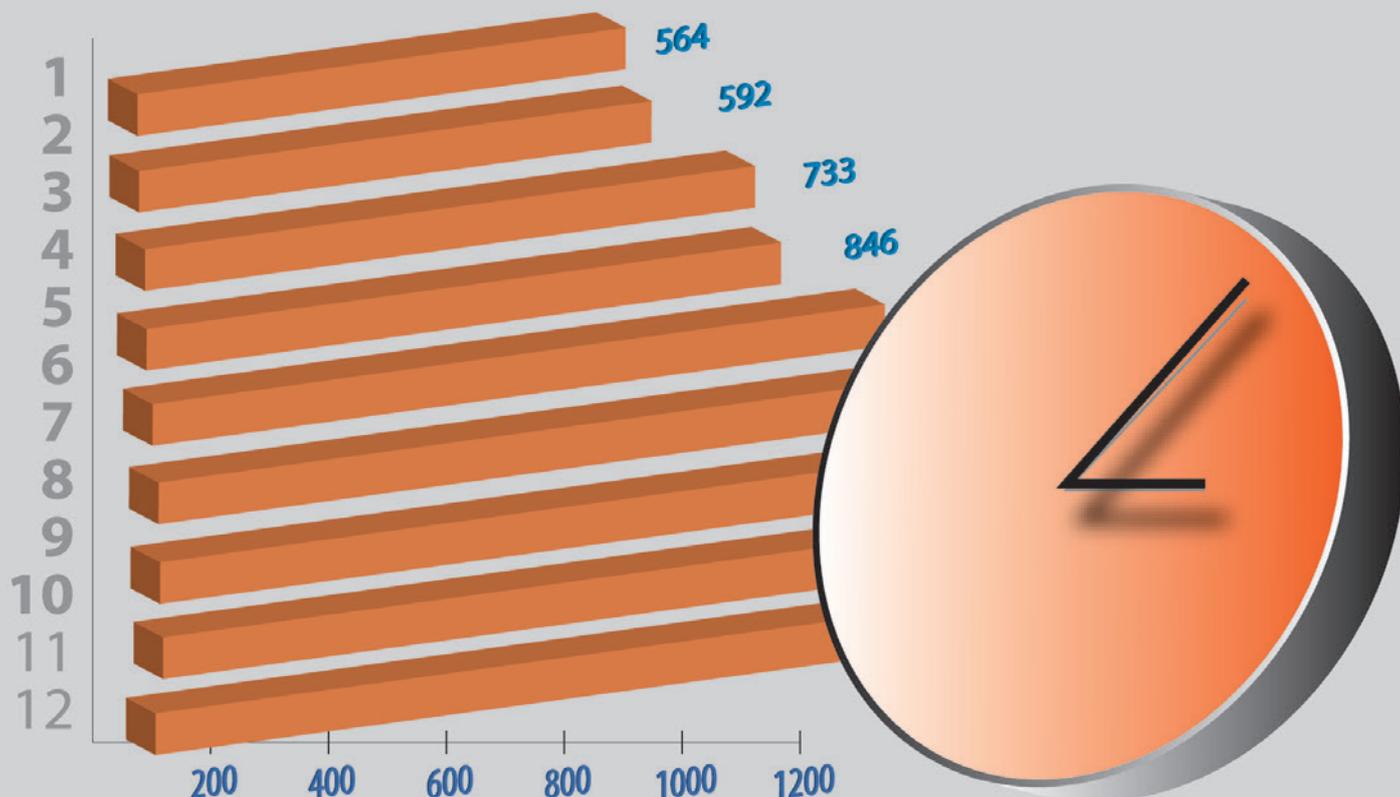




European
Commission



Recommended Annual Instruction Time in Full-time Compulsory Education in Europe 2013/14

Eurydice – Fact and Figures

Education
and Training



Recommended Annual

Instruction Time

in Full-time Compulsory Education

in Europe

2013/14

Eurydice – Fact 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.

The first section defines the scope of this publication and provides relevant definitions. The second contains a reading guide to the national data sheets (diagrams). This guide briefly explains what the diagrams show and how to read them, and lists the acronyms and abbreviations they use. The third provides country specific notes complementary to the information provided in the diagrams.

These diagrams are located in Part II (Instruction time by country) and in Part III (Instruction time by subject). The annexes include 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 as compulsory subjects and for the non-compulsory curriculum).

Section 1. 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 II and III) 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. 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 (²).

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 exist in parallel, instruction time distribution for each type of schools are indicated (see Section 2).

Reference year

The reference year is **2013/14** 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.

(²) For more information on the situation in each country, see the brochure 'Structure of European education systems 2013/14: schematic diagrams': http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/education_structures_EN.pdf

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

Subject categories	Definitions
Reading, writing and literature	Covers skills such as spelling, reading, and writing in the language of instruction and includes subjects such as grammar, the language itself and literature. 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 are 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.
Foreign languages	Includes subjects that develop students' knowledge of a language viewed as 'foreign' (or modern) in the curriculum. This definition is educationally based and unrelated to the political status of languages. Therefore, some languages which from a political perspective are regarded as regional and minority languages may be classified in the curriculum as foreign languages.
Physical education and health	Includes subjects such as education in sports and health enhancing physical activities, as well as time devoted to instruction in competitive and traditional games, gymnastics, swimming, athletics, dance or other activities that develop pupils' physical and social competences (including knowledge, skills, psychomotor coordination, cooperation and leadership) and an active healthy lifestyle.
Arts education	Includes subjects such as arts, history of arts, music, visual arts, drama, music and dance performance, photography, and creative handicraft.
Religion/ethics/moral education	Includes subjects whose aim is to teach the principles and history of one or more religions, and subjects such as ethics whose aim is to determine how to live and behave in accordance with human and social principles.
Information and communication technologies (ICT)	Includes subjects such as informatics, information and communication technologies or computer science. These subjects include a wide range of topics concerned with the new technologies used for the processing and transmission of digital information, including computers, computerised networks (including the Internet), microelectronics, multimedia, software and programming, etc.
Technology	Includes subjects that provide knowledge on the practical use of scientific or technological discoveries that use specific instruments and processes. For example, construction, electricity, electronics, graphics and design, etc.
Practical and vocational skills	Includes vocational skills (preparation for a specific occupation), accountancy, business studies, career education, clothing and textiles, driving and road security, home economics, nursing, secretarial studies, tourism and hospitality, woodwork, metalwork and sewing.
Other subjects	This category includes different subjects that cannot be classified within the other groups or which specifically reflect national concerns. In this category, the following types of subjects may be included: classical languages and minority languages which the curriculum does not consider to be foreign 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 a second foreign 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 foreign 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.

Section 2. 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 II) and by curriculum categories (Part III). With Part II, the reader is able to compare annual instruction time in hours of 60 minutes between curriculum categories in each country and for each grade. Part III 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	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>
ForLang	Foreign Languages	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)	: Missing data
Tech	Technology	
P_Vs	Practical and Vocational skills	
Others	Other subjects	
TMinCCurr	Total Minimum Compulsory Curriculum	
COcbS	Compulsory Options chosen by the Students	
CFScbSch	Compulsory Flexible Subject chosen by the Schools	

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 3. Country specific notes

Belgium (French Community)

Data only show the minimum number of hours defined by the law. It is compulsory for students to attend full-time education up to the age of 15 or 16. However, those in general education must continue until they are 18.

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

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 second foreign language is taught three periods per week in third and fourth grade and five periods per week in fifth and sixth grade.

Compulsory options (grades 7 and 8): subjects concerned belong to four areas: French (Latin, theatre, writing workshops, initiation to the culture of antiquity, etc.); foreign language (conversation, culture, etc.); sciences, mathematics, training in social and economic matters, education through technology (informatics, technical drawing, social services, etc.); and artistic or sport activities.

Belgium (German-speaking Community)

It is compulsory for students to attend full-time education up to the age of 15 or 16. However, those in general education must continue until they are 18.

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).

It is compulsory for students to attend full-time education up to the age of 15 or 16. However, those in general education must continue until they are 18.

The intended instruction time is the mean of the values indicated in the timetables provided by the umbrella organisations of the public schools (municipal education, provincial education and Community education). For the umbrella organisation of the schools run by the provincial authorities, the number of class sessions recommended by the umbrella organisation of the municipal education has been taken into account.

ISCED level 2, first grade: Number of periods for the 'eerste leerjaar A'; second grade, for the umbrella organisation of the municipal education: number of periods for the following tracks: the 'Agro-en biotechnieken', 'Artistieke vorming', 'Bouw-en houttechnieken', 'Handel', 'Hotel-voeding', 'Industriële wetenschappen', 'Latijn', 'Mechanica-Elektriciteit', 'Moderne wetenschappen', 'Sociale en technische vorming'; for the umbrella organization of the Flemish Community education: number of periods for the following tracks: the 'Artistieke vorming', 'Grieks-Latijn', 'Handel', 'Latijn', 'Maritieme technieken', 'Moderne wetenschappen', 'Topsport'.

ISCED level 3, for the umbrella organisation of the municipal education, number of periods for the following tracks: 'Economie', 'Humane wetenschappen', 'Latijn', 'Sportwetenschappen', 'Wetenschappen', 'Economie-Moderne talen', 'Economie-Wiskunde', 'Latijn-Moderne talen', 'Latijn-Wetenschappen', 'Latijn-Wiskunde', 'Moderne talen-Wetenschappen', 'Moderne talen-Wiskunde', 'Wetenschappen-Topsport', 'Wetenschappen-Wiskunde', 'Yeshiva'. For the umbrella organisation of the Flemish Community education the number of periods for the following tracks: 'Economie', 'Grieks', 'Grieks-Latijn', 'Humane wetenschappen', 'Latijn', 'Sportwetenschappen', 'Wetenschappen', 'Economie-

moderne talen', 'Economie-wetenschappen', 'Economie-wiskunde', 'Grieks-moderne talen', 'Grieks-wetenschappen', 'Grieks-wiskunde', 'Latijn-moderne talen', 'Latijn-wetenschappen', 'Latijn-wiskunde', 'Moderne talen-wetenschappen', 'Moderne talen-wiskunde', 'Wetenschappen-wiskunde'.

Other subjects: Latin.

Compulsory options: grades 8-9: ICT and Latin; grade 8: practical and vocational skills.

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

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; 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 1-9: 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 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.

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.

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.

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 foreign language 1 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.

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.

Denmark

Compulsory options: grades 8-10: 'foreign language 2', 'arts education', 'ICT' and 'technology'; grades 9-10: practical and vocational skills.

Grades 9-10: compulsory flexible subjects chosen by schools can be arts education, ICT, technology and practical and vocational skills.

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).

Integrated subjects: data for each foreign language are not available. Data for all foreign languages are reported in the category 'foreign language 1'. The reported starting grade for learning the second, third and fourth foreign language is the earliest possible in Germany (as it varies across *Länder*). The second foreign language is only compulsory for education courses leading to the *Allgemeine Hochschulreife* (general higher education entrance qualification), independently of the type of school. Latin and ancient Greek can be also compulsory first foreign languages.

Grades 1-10: ICT is part of technology.

Estonia

In schools with the language of instruction other than Estonian, foreign language 2 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.

Since January 2012, all schools at ISCED 1 have been required to increase the time spent on the development of literacy skills, particularly in the first language of the school, by one hour per week for all classes that form part of compulsory education at this level. At ISCED 1, schools have also been required to increase the time spent on mathematics by 70 minutes per week. Schools make provision for these arrangements through a combination of approaches such as integrating literacy and numeracy with other curriculum areas; using some or all of discretionary curriculum time (two hours) for literacy and numeracy activities; re-allocating time spent on other subjects in the curriculum to the development of literacy and numeracy. For the purposes of this data collection, the increased time has been drawn from discretionary time (compulsory subjects with flexible timetable). The remaining additional 10 minutes for mathematics is drawn from 'other curricular areas'.

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

At ISCED 1, 2 and 3, both English and Irish as national languages are taught to all students although some students with special educational needs and students born abroad 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 'other subjects' includes either English or Irish depending on which is the second language of the school. The category 'other subjects' also includes Social Personal and Health Education (SPHE) and, at ISCED 1, the legacy time allocated for assembly and roll call.

At ISCED 2 and 3, 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. This explains why instruction time for the total compulsory curriculum is so low. 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. Schools have the flexibility to offer a range of other subjects. Further curricular changes beginning in September 2014 at ISCED 2 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.

At ISCED 2, 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, science and social studies (history and geography) as mentioned above.

The first year of ISCED 3 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 attending primary schools implementing the unified revised curriculum (EAEP) amount to 52 % of all pupils enrolled in primary education. Student attending day lower secondary schools (years 6-9) represent 92 % of all lower secondary school students. Overall, students enrolled in the above types of schools (grades 1-9) represent 66 % of all compulsory education students.

Pupils attending primary schools with regular curriculum (including all day schools of this kind) amount approximately to 46 % of all students in primary education. Students attending day lower secondary schools (grades 6-9) represent 92 % of all lower secondary school students. Overall, students enrolled in these types of schools (grades 1-9) represent 62 % of all compulsory education students.

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 fulfill 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.

In lower secondary education, from school year 2013/14 onwards, a reformed timetable is being implemented for the 1st grade (year 7). It will be gradually applied from school year 2014/15 and 2015/16 in the 2nd and 3rd grades (years 8 and 9), respectively.

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', '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 2013/14). 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 2011/12), were used.

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

'Foreign language 2': the data provided in this category is very low as this subject is compulsory only in a few Autonomous Communities in some grades from 5 to 10.

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

'Other subjects': in 2013/14, breaks (87.5 hours per year) are no longer reported in the total instruction time as they fall out of the scope of the data collection, although this time is defined by Autonomous Communities' legislation as compulsory instruction time'. In grades 7-10, 'other subjects' includes a weekly group tutorial session, which is compulsory for all the students.

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' and 'classical culture' that 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' and 'technology'.

'Natural sciences' and 'social studies': in Spain, in primary education, these subjects are 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 our general subject was divided by two. The 'social studies' category includes 'Citizenship and human rights education' in grades 5 and 8. In primary education, the Autonomous Communities can decide to teach this subject in grade 5 or 6, but the most common situation is to teach it in grade 5, and this is why the hours corresponding to this subject have been allocated to grade 5. It is the same at lower secondary education, where this subject can be taught in grades 7 8 or 9, but most Autonomous Communities decide to teach it in grade 8.

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 foreign language 2 includes foreign languages 1 and 2.

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, 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 or arts activities can be chosen if not yet taken as compulsory options.

Italy

Grades 1-4: instruction time is calculated according to the weekly timetable of 27 hours for 33 weeks (891 hours), which is the most common. The minimum weekly timetable is 24 hours for 33 weeks, while some schools also offer the 40-hour timetable.

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. 36 %).

Instruction time for the second foreign language can be used for additional teaching of the first foreign language.

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.

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.

Other subjects: 'class hour' or 'education', 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.

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.

Non-compulsory subjects: instruction time can be dedicated to singing in chorus, dance, brass bands, theatre classes, 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).

Other subjects: health & safety and career education.

Grades 1-4: 'natural sciences' and 'social studies' are taught as an integrated subject; grades 1-4: 'technology' and 'art education' are taught as an integrated subject.

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 foreign language 1.

Grade 2-6: German is a language of instruction and is also considered as foreign language 1. French is foreign language 2. 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 foreign language 2. German is foreign language 1. English is foreign language 3.

Hungary

Education is compulsory until students are 16 years old. 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 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 years (grades) 10 and 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 two years of compulsory education.

Data are underestimated as they do not include instruction time for the month of June (summer timetable). During this month, 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 and social 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 'foreign language 1'.

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 foreign language 1, 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.

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

Grade 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: $7520/8*6 = 5640$.

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 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 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 as a compulsory subject.

Austria

Data on curricula for *Volksschule* (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.

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.

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

The curricular reform has been introduced gradually. Although the reform did not reach grade 6 in 2013/14, data for that grade is presented as if it referred to the 2014/15 school year.

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⁽³⁾; 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).

⁽³⁾ One period is of 45 minutes duration.

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 grade 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 27h/week (instead of 25.5h 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.

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 (2 and 3), arts education, reading, writing and literature, social studies; grade 12: mathematics, natural sciences, social studies, foreign languages (1, 2 and 3), 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 curricular enrichment activities (these activities may include English or other languages, sports, arts education, sciences, 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 and grades 3 and 4 (respectively grades 4 and 5 in the data collection) in 2015/16. 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

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, religion and ethics, social studies, natural sciences, etc.

Grades 1-9: instruction time for 'religion/ethics and moral education' is included in 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 subjects: grades 1-9: participation in interest activities, supplementary classes; grades 7-9: additional lessons of optional subjects.

This is only a small part of the extended basic school programme, which all schools at ISCED 1 and 2 have to offer to their pupils. Beside those activities, after school classes include also physical and creative activities, homework, individual learning, lunch and relaxation. Morning care and after school classes 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 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

Recommended instruction time is based on the requirement that schools must allow enough time to deliver a broad and balanced curriculum that includes all statutory requirements and, in the case of academies, any curriculum requirements set out in the funding agreement. The Department for Education no longer provides guidance on minimum weekly lesson time.

Parents have the right to withdraw their children from sex education apart from where it falls under the National Curriculum for science. Parents have the right to withdraw their children from religious education.

Other subjects: PSHE (Personal, Social and Health Education), sex and relationships; general studies; media studies; combined arts/humanities/social studies; other subjects.

Compulsory options: grades 10-11: arts (art & design, music, dance, drama and media arts); design & technology; modern foreign languages; the humanities (geography and history).

The curriculum requirement for ICT is that pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects.

United Kingdom – Wales

Schools must allow enough instruction time to deliver a broad and balanced curriculum that includes all statutory requirements. Schools may provide more than the minimum if they wish and instruction time will therefore vary across schools.

Parents have the right to withdraw their children from religious education if they wish. Parents have the right to withdraw their children from sex education apart from where it falls under the National Curriculum for science

Other subjects: personal and social education, Welsh (compulsory for all students and not an alternative to a foreign language; it is used in some schools as a language of instruction, especially at ISCED 1).

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, other than for religious education, which must have at least one half hour (30 minutes) per day. Pupils aged eight and over must be under instruction for four and a half hours a day, other than for religious education. Religious education must have at least one half hour (30 minutes) per day in grades 5-7, at least 3 periods a week in grades 8-10 and at least 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.

Schools must allow enough instruction time to deliver a broad and balanced curriculum that includes all statutory requirements. Schools may provide more than the minimum if they wish and instruction time will therefore vary across schools.

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

Other subjects: grades 1-7: personal development and mutual understanding; 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, developing skills and capabilities.

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.

Integrated subjects through each area of learning, pupils in grades 1 to 11 develop their cross curricular skills (communication, using mathematics and using ICT). In Grades 8 – 12 the 'Other Skills' (being creative, working with others, self-management, managing information, thinking, problem-solving and decision making) are also developed.

United Kingdom – Scotland

The Scottish Curriculum for Excellence does not prescribe total annual instruction time or instruction time by subjects with except 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, 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 (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.

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 2) as a whole (grades 8-10). At primary education, the number of lessons in core subjects reading, writing and literature, mathematics and foreign language 1 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 in lower secondary education in 2012/13. The first year, it was only introduced in the 8th grade, and in 2013/14 it was expanded to also include the 9th grade. By the school year 2014/15, it will be fully implemented in the 10th grade.

Turkey

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

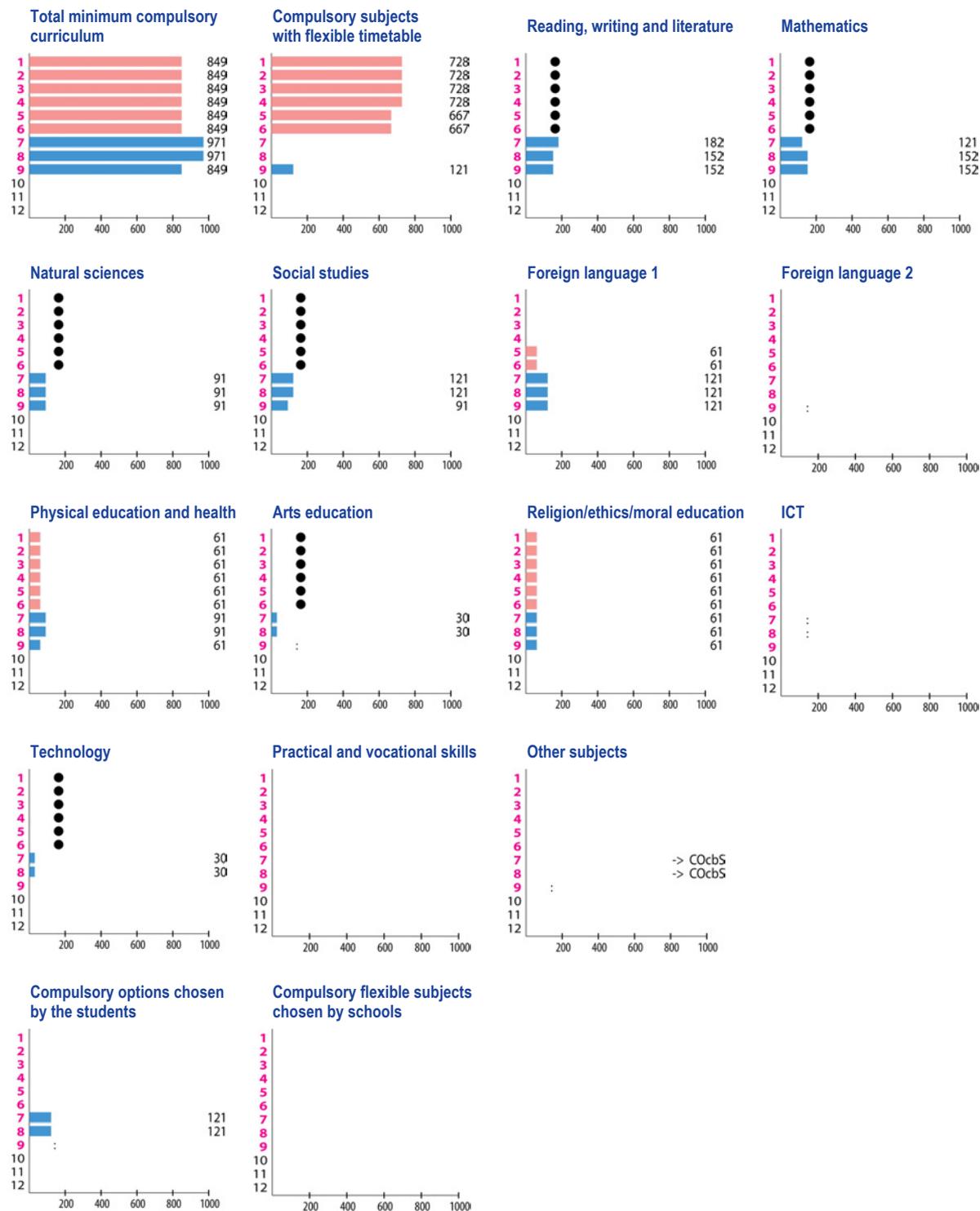
Other subjects: grades 1-3: free activities.

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.

Part II: Instruction Time by Country

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

BELGIUM – FRENCH COMMUNITY



For specific national information, see Part I, Section 3: Country Specific Notes.

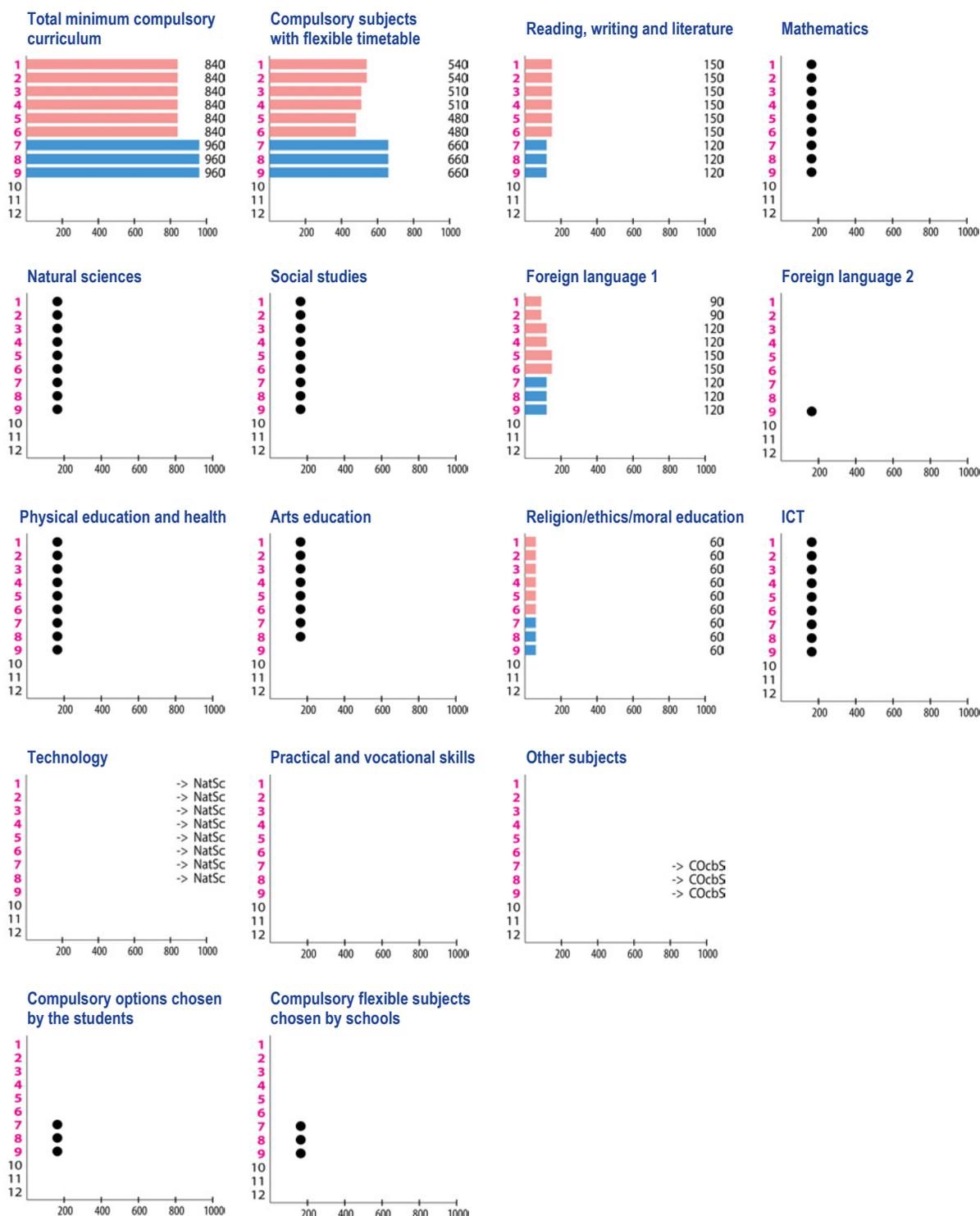
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTcG

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

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

Source: Eurydice.

BELGIUM – GERMAN-SPEAKING COMMUNITY



For specific national information, see Part I, Section 3: Country Specific Notes.

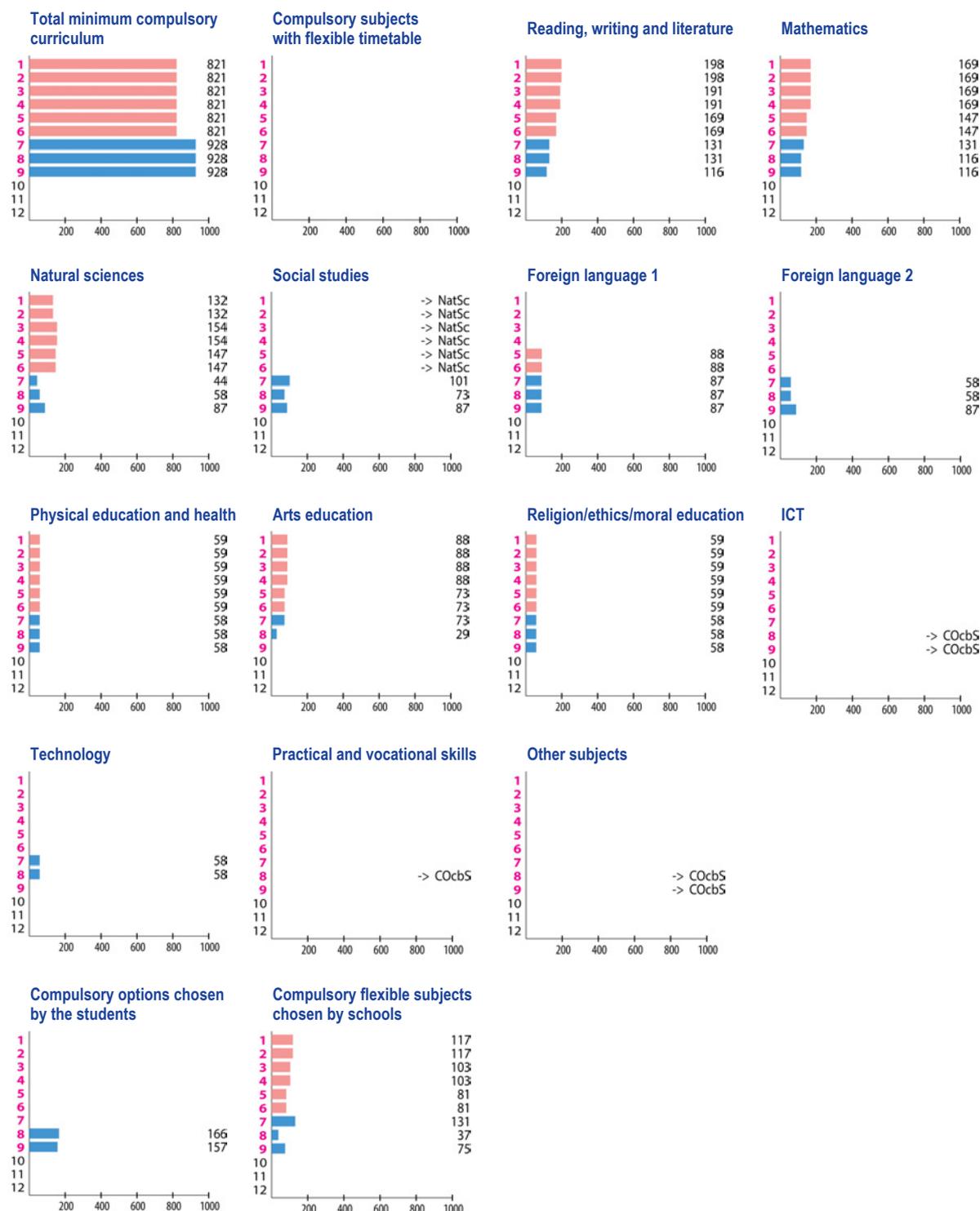
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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

Source: Eurydice.

BELGIUM – FLEMISH COMMUNITY



For specific national information, see Part I, Section 3: Country Specific Notes.

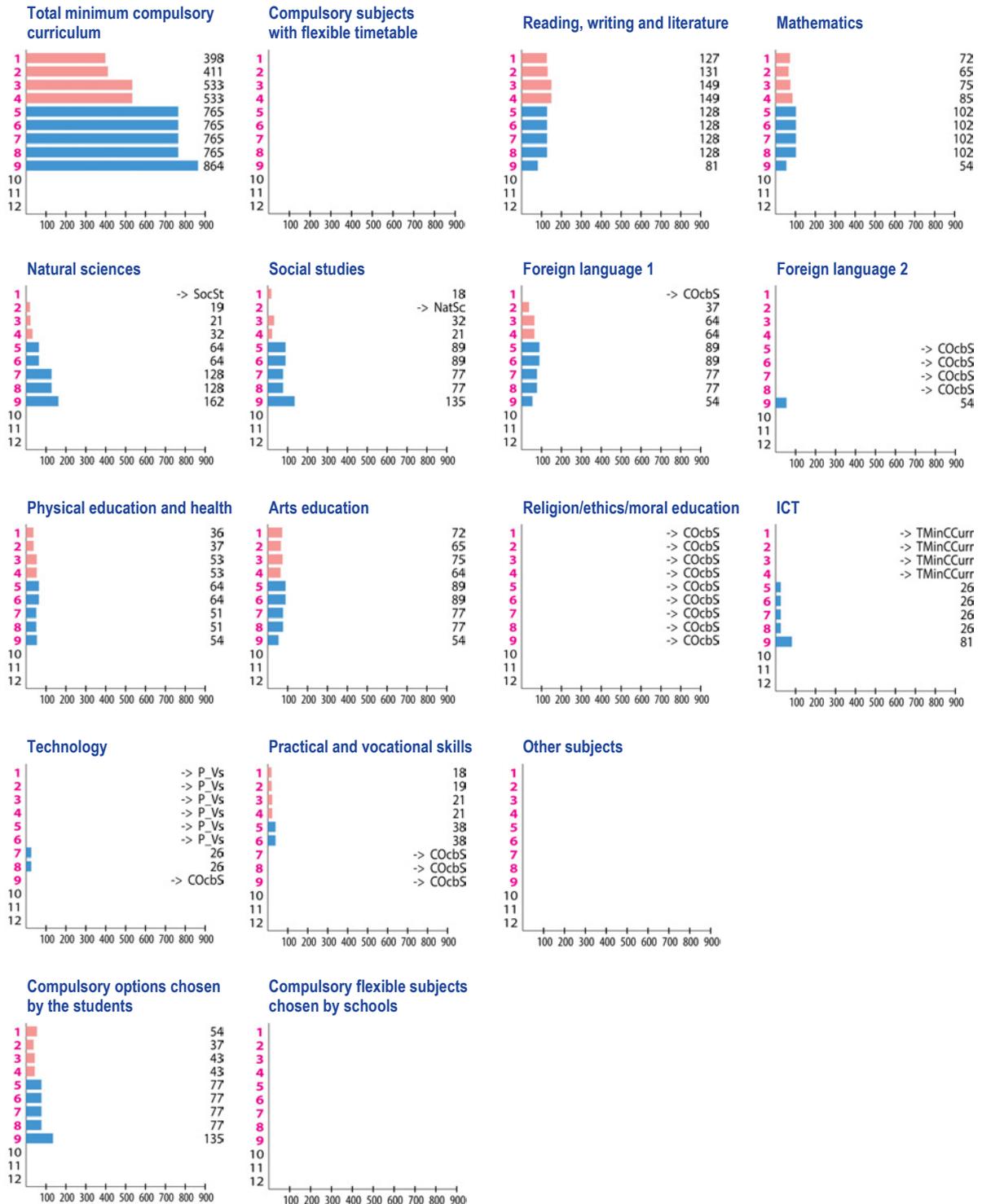
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FT CG

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.

BULGARIA



For specific national information, see Part I, Section 3: Country Specific Notes.

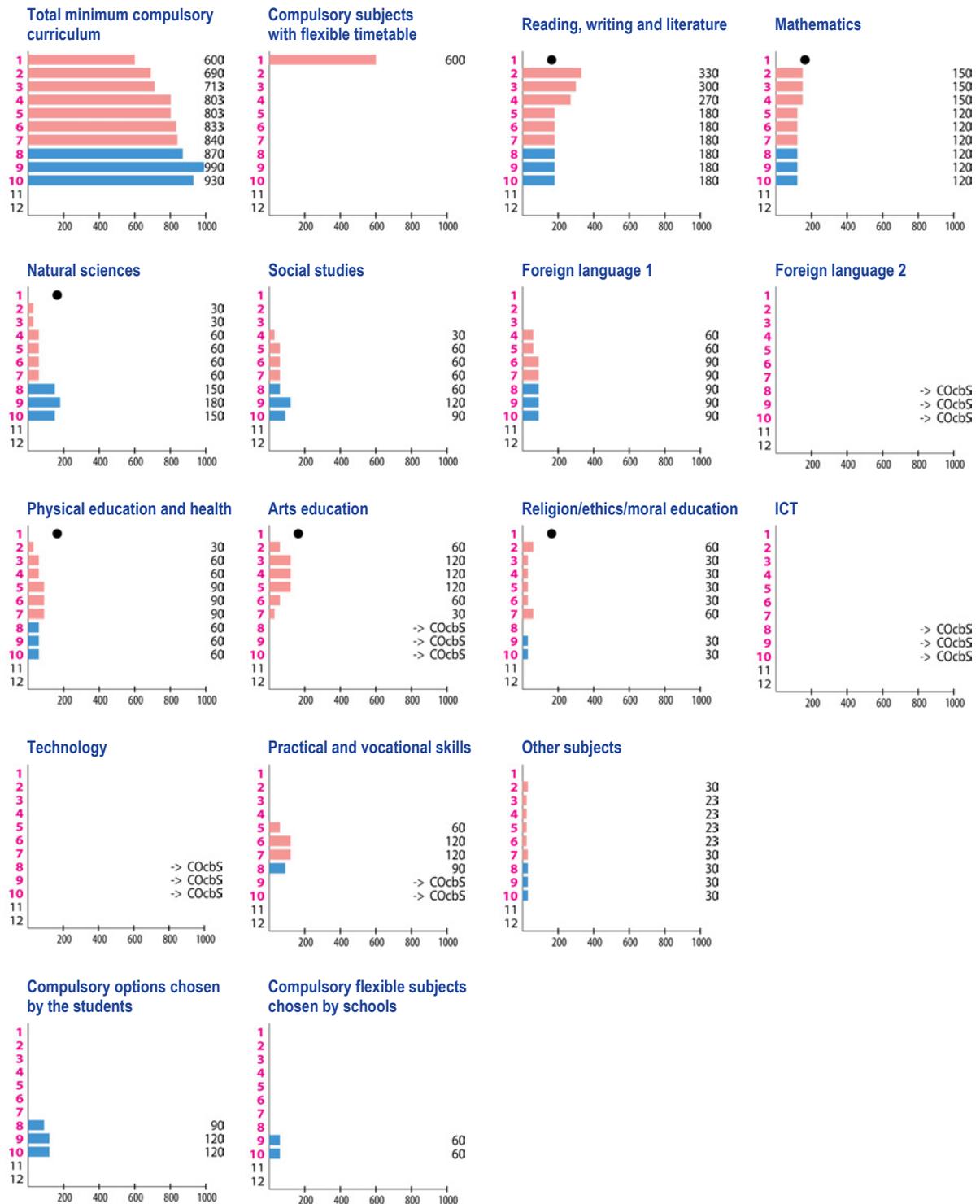
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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.

DENMARK



For specific national information, see Part I, Section 3: 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.

GERMANY



For specific national information, see Part I, Section 3: Country Specific Notes.

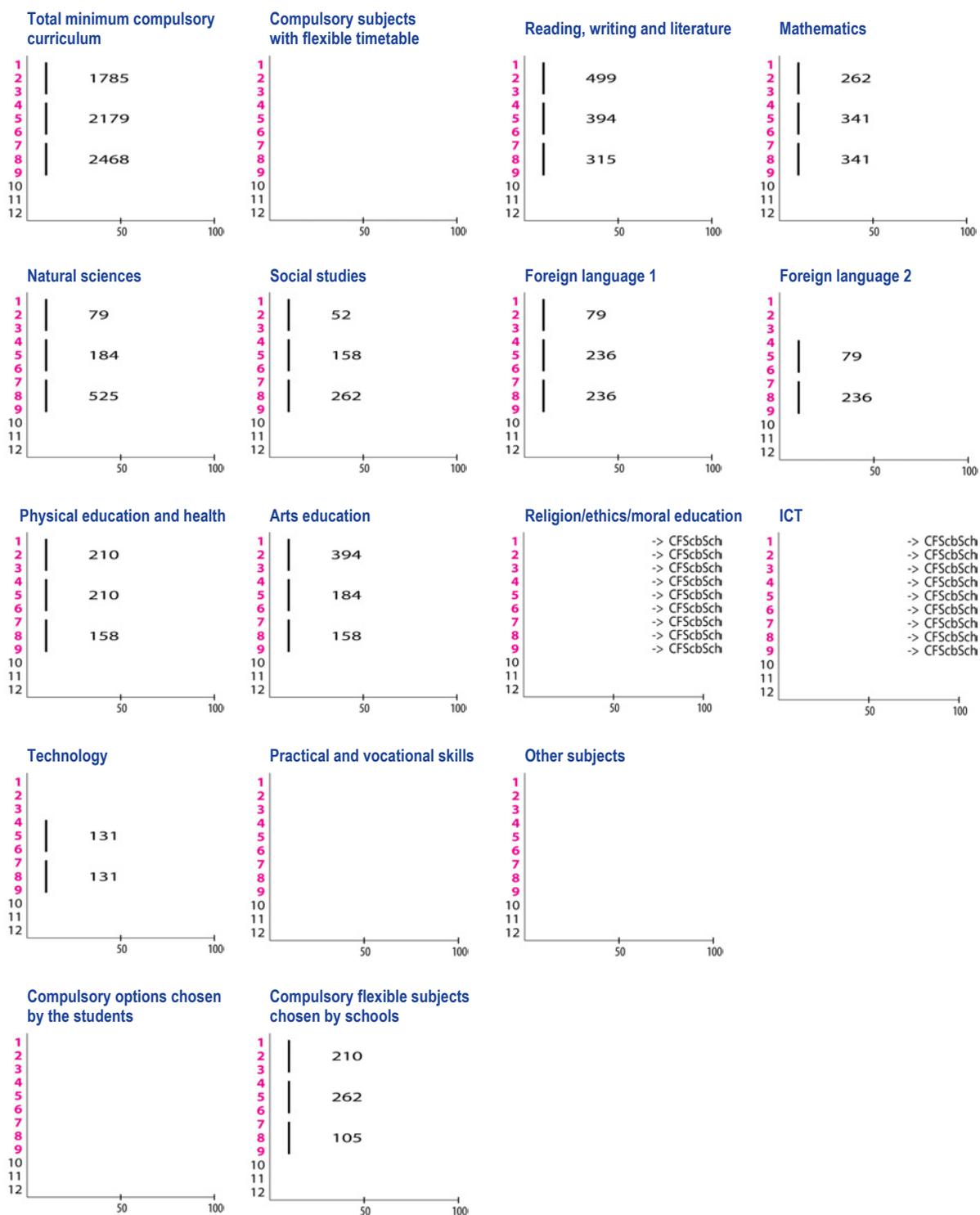
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FT CG

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.

ESTONIA



For specific national information, see Part I, Section 3: Country Specific Notes.

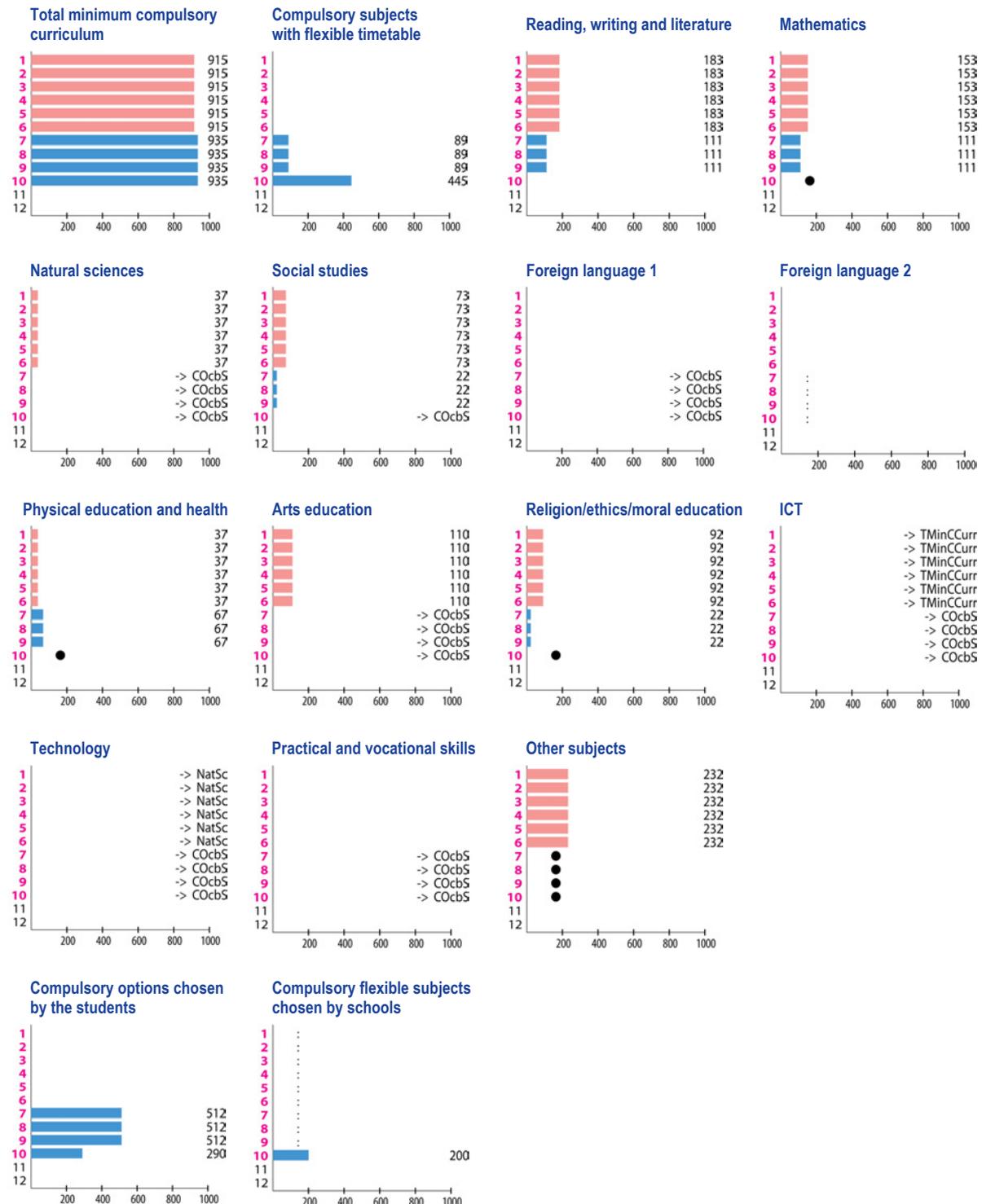
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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

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

Source: Eurydice.

IRELAND



For specific national information, see Part I, Section 3: Country Specific Notes.

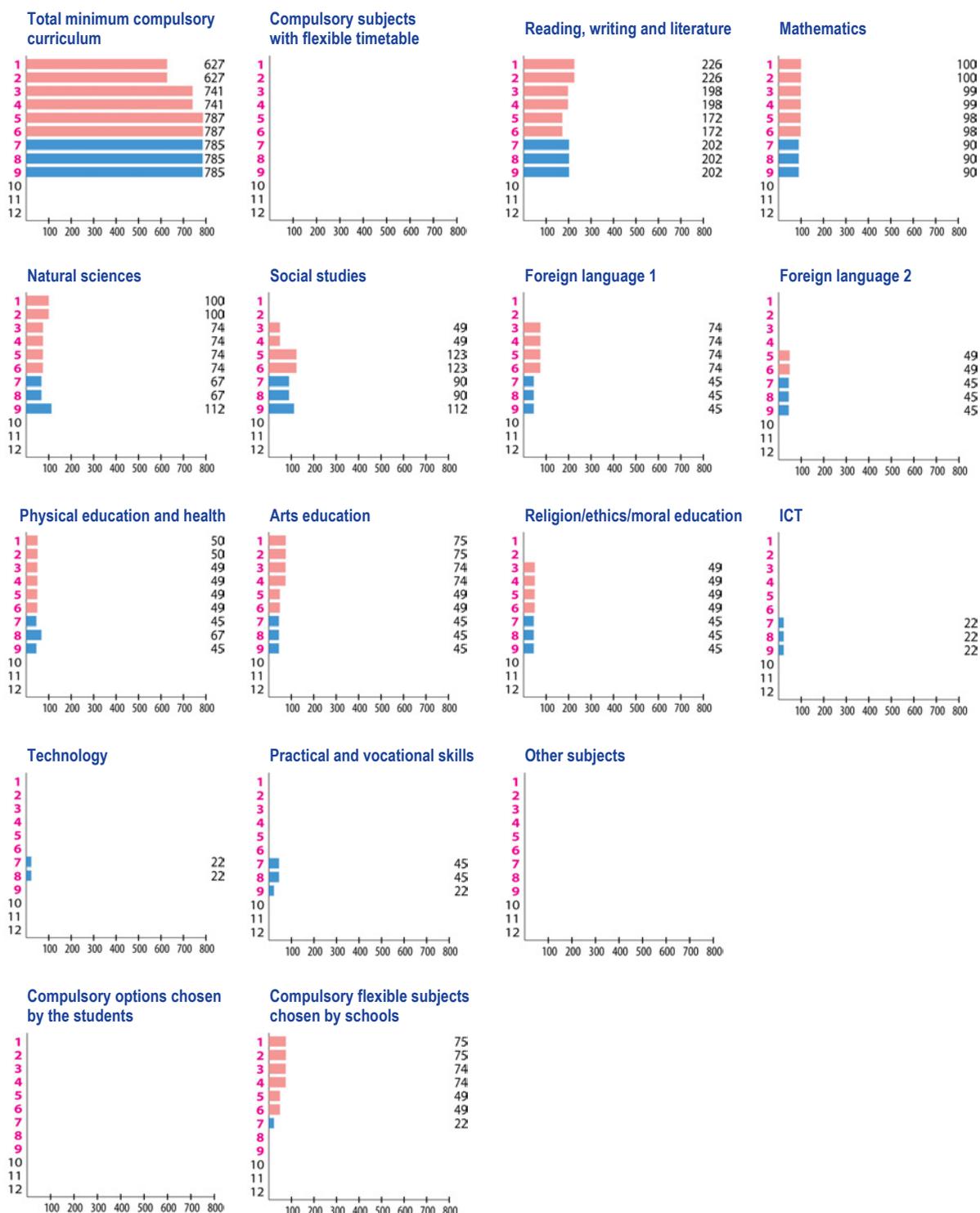
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ● Grades in FTCG

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.

GREECE – RC (PRIMARY) AND LOWER SECONDARY



For specific national information, see Part I, Section 3: Country Specific Notes.

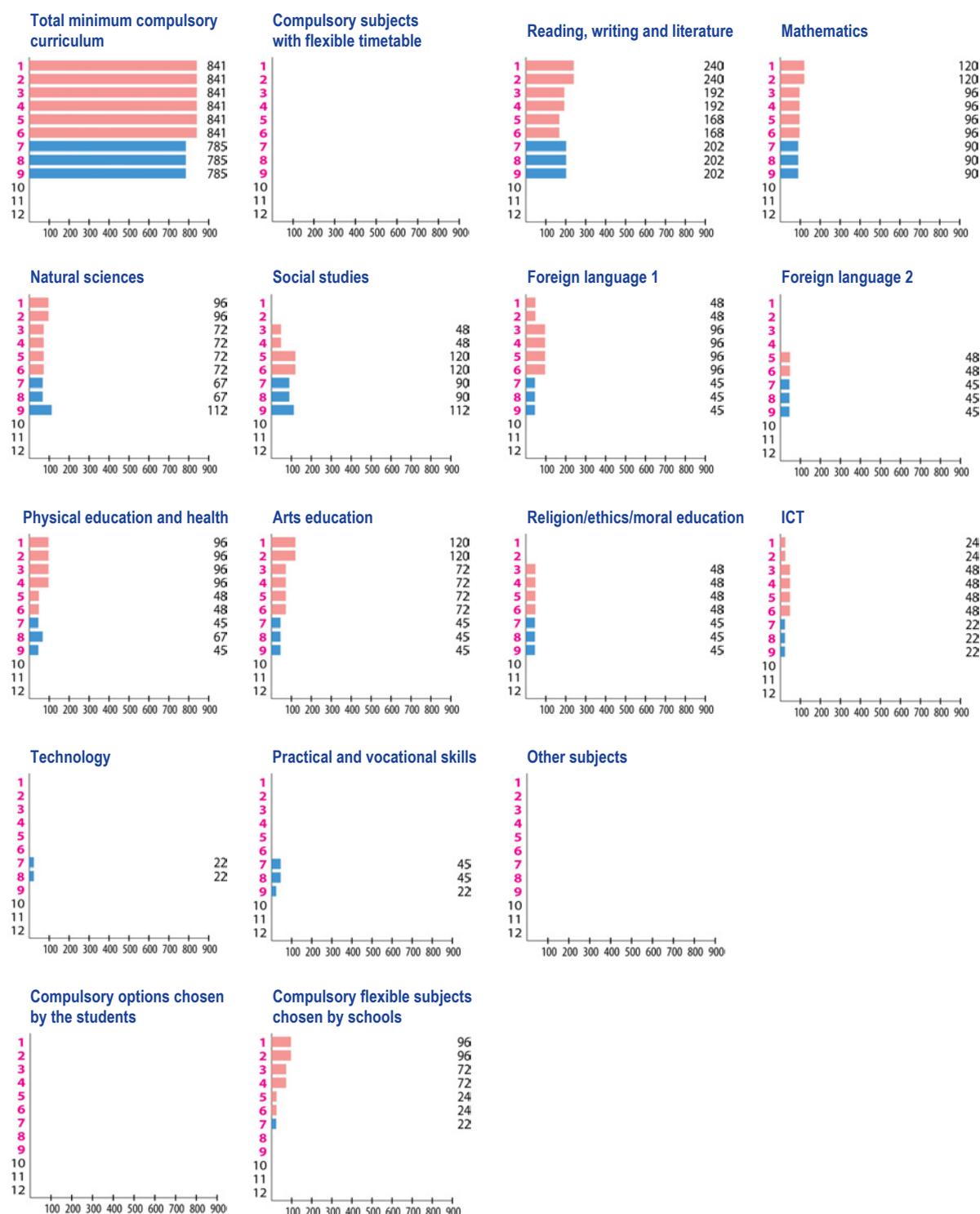
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCC

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.

GREECE – EAEP (PRIMARY) AND LOWER SECONDARY



For specific national information, see Part I, Section 3: Country Specific Notes.

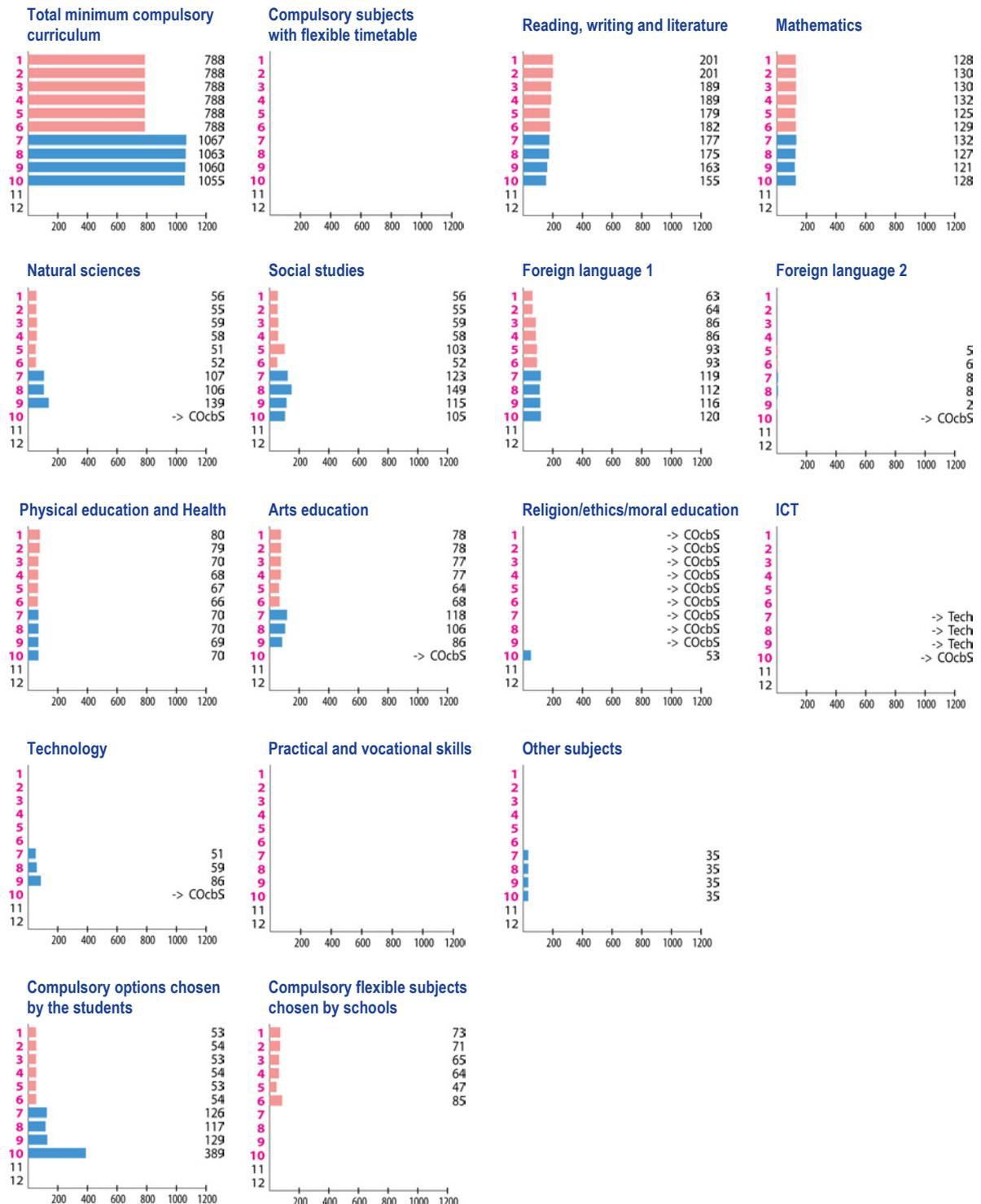
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FT CG

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.

SPAIN



For specific national information, see Part I, Section 3: 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.

FRANCE



For specific national information, see Part I, Section 3: 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.

CROATIA



For specific national information, see Part I, Section 3: Country Specific Notes.

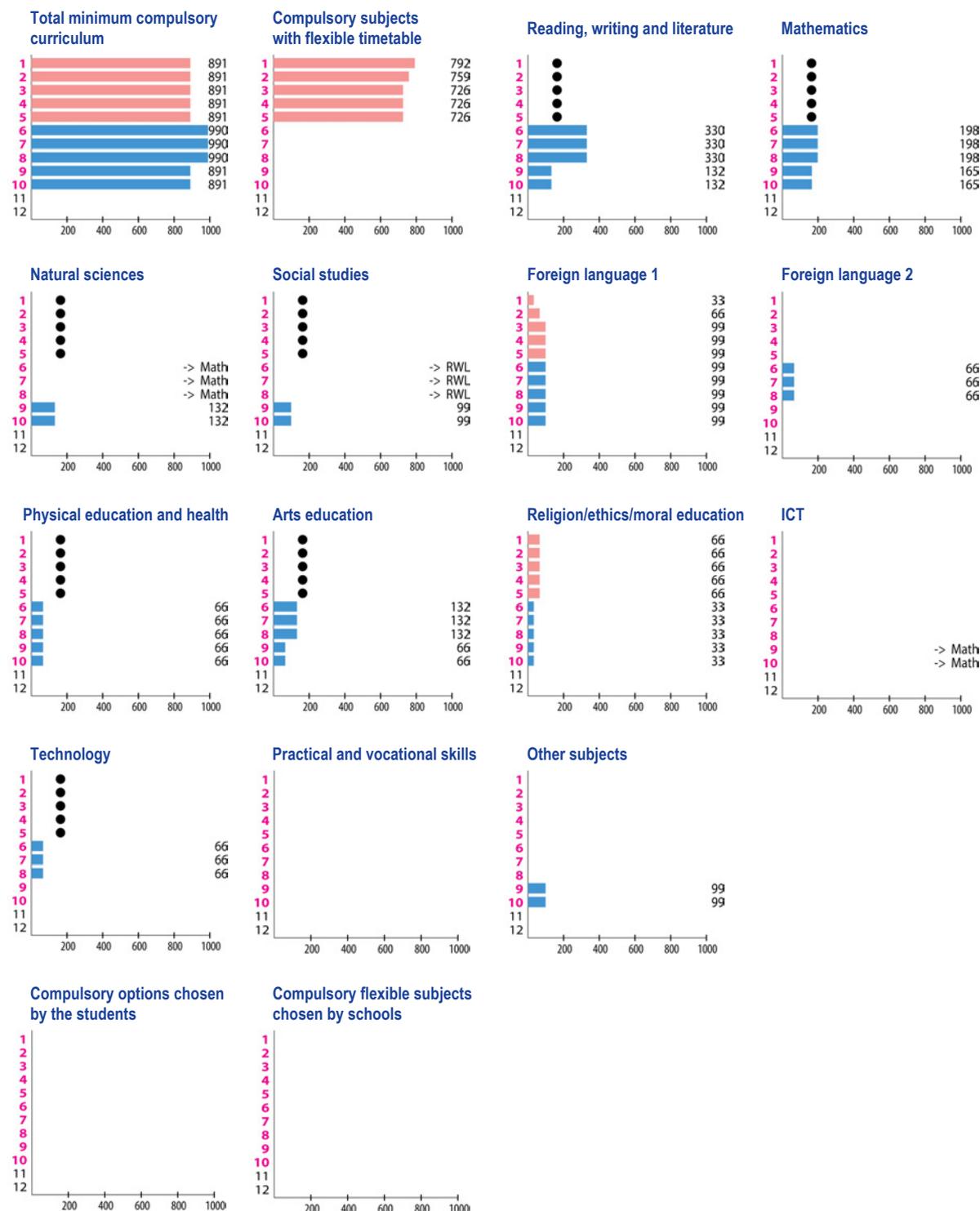
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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.

ITALY



For specific national information, see Part I, Section 3: 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.

CYPRUS



For specific national information, see Part I, Section 3: Country Specific Notes.

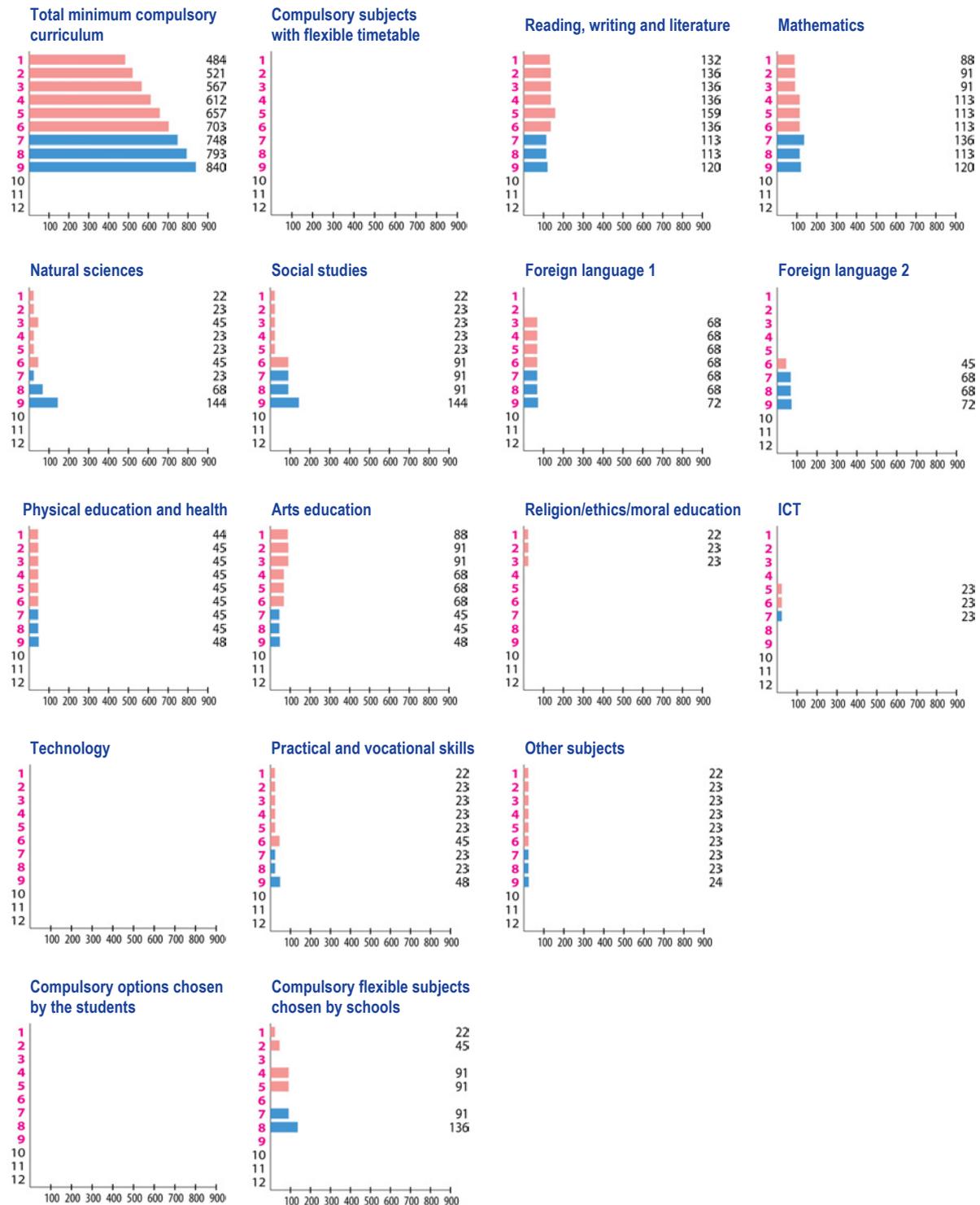
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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.

LATVIA



For specific national information, see Part I, Section 3: Country Specific Notes.

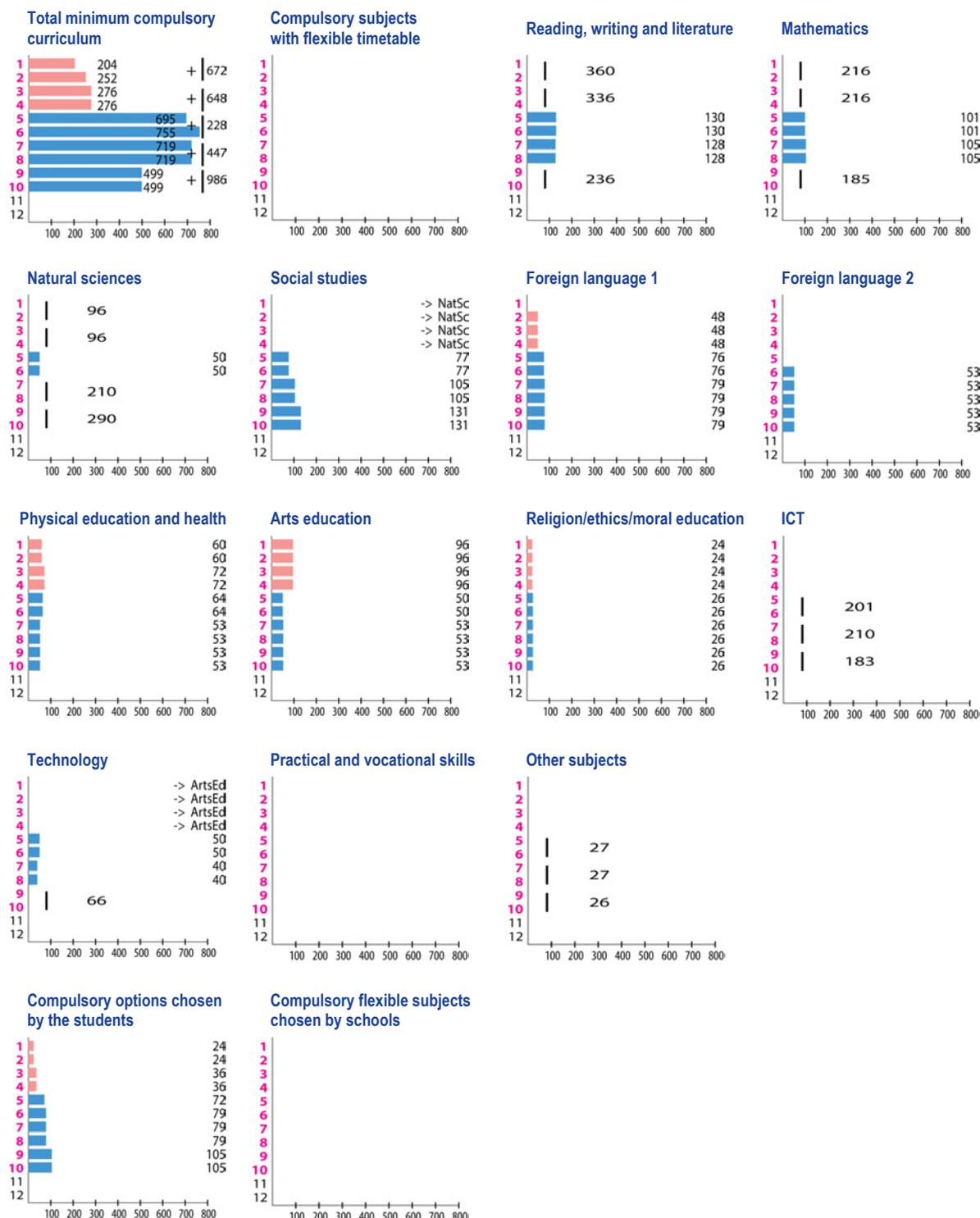
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ■ Grades in FT CG

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.

LITHUANIA



For specific national information, see Part I, Section 3: Country Specific Notes.

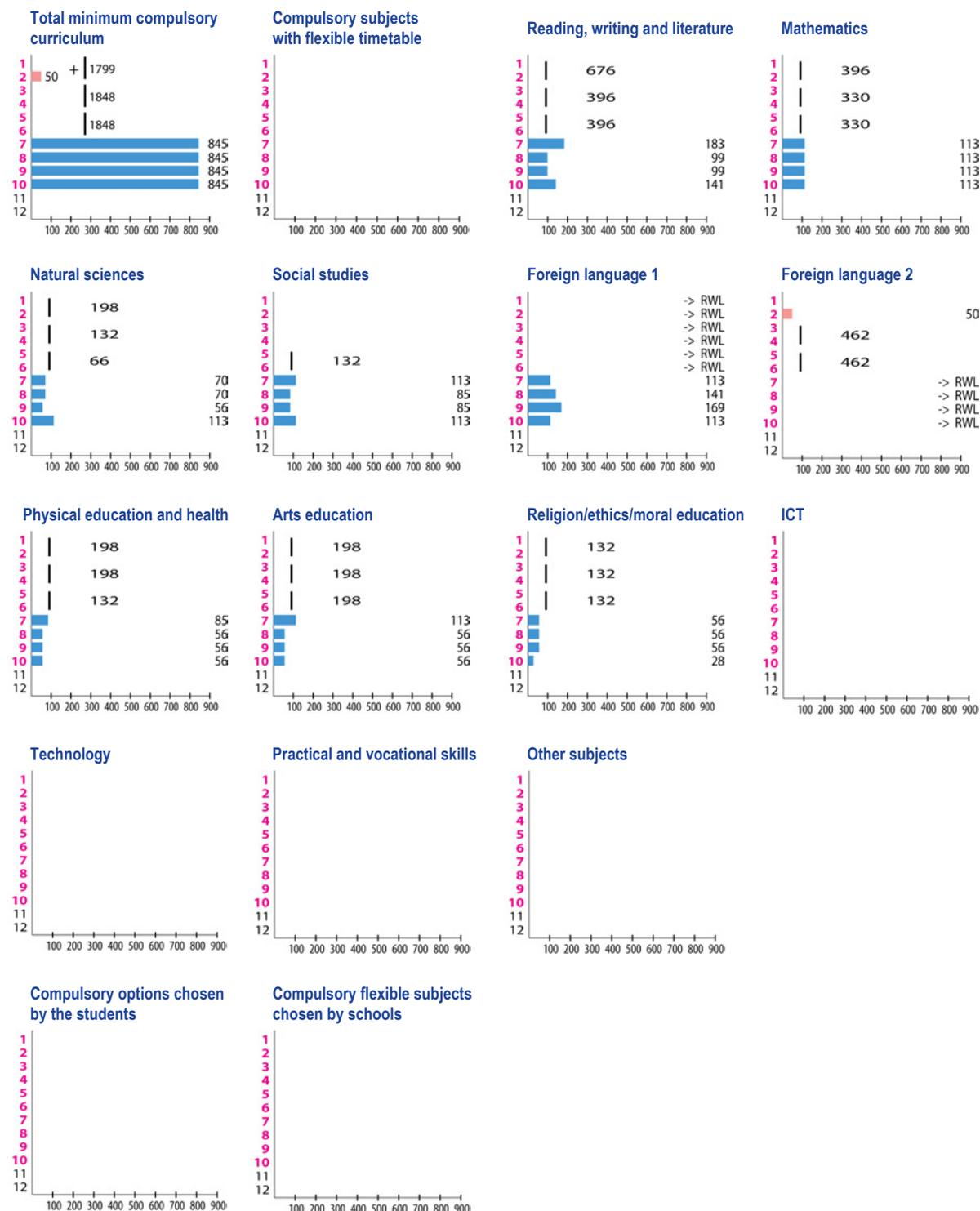
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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.

LUXEMBOURG



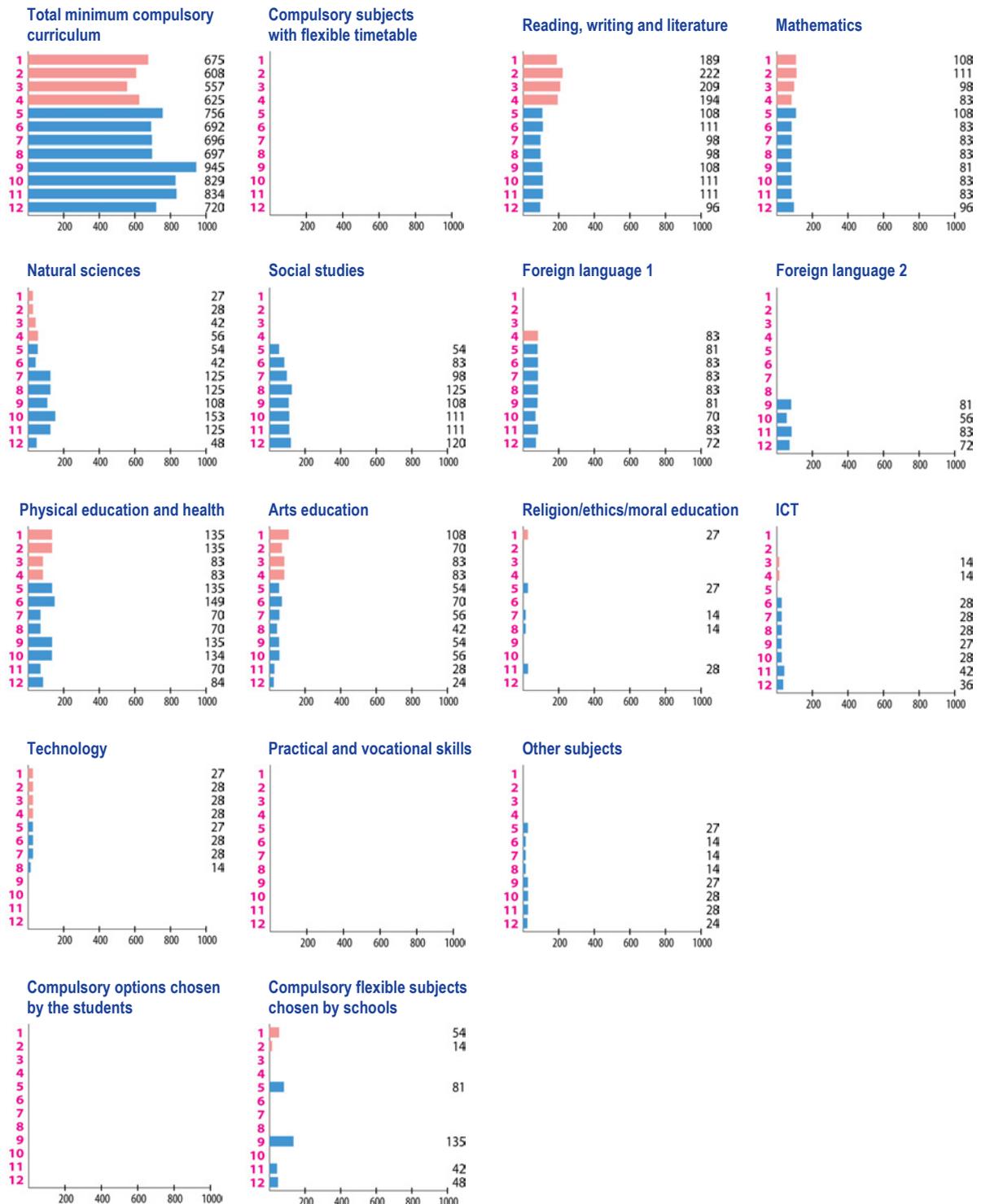
For specific national information, see Part I, Section 3: Country Specific Notes.

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.

HUNGARY



For specific national information, see Part I, Section 3: Country Specific Notes.

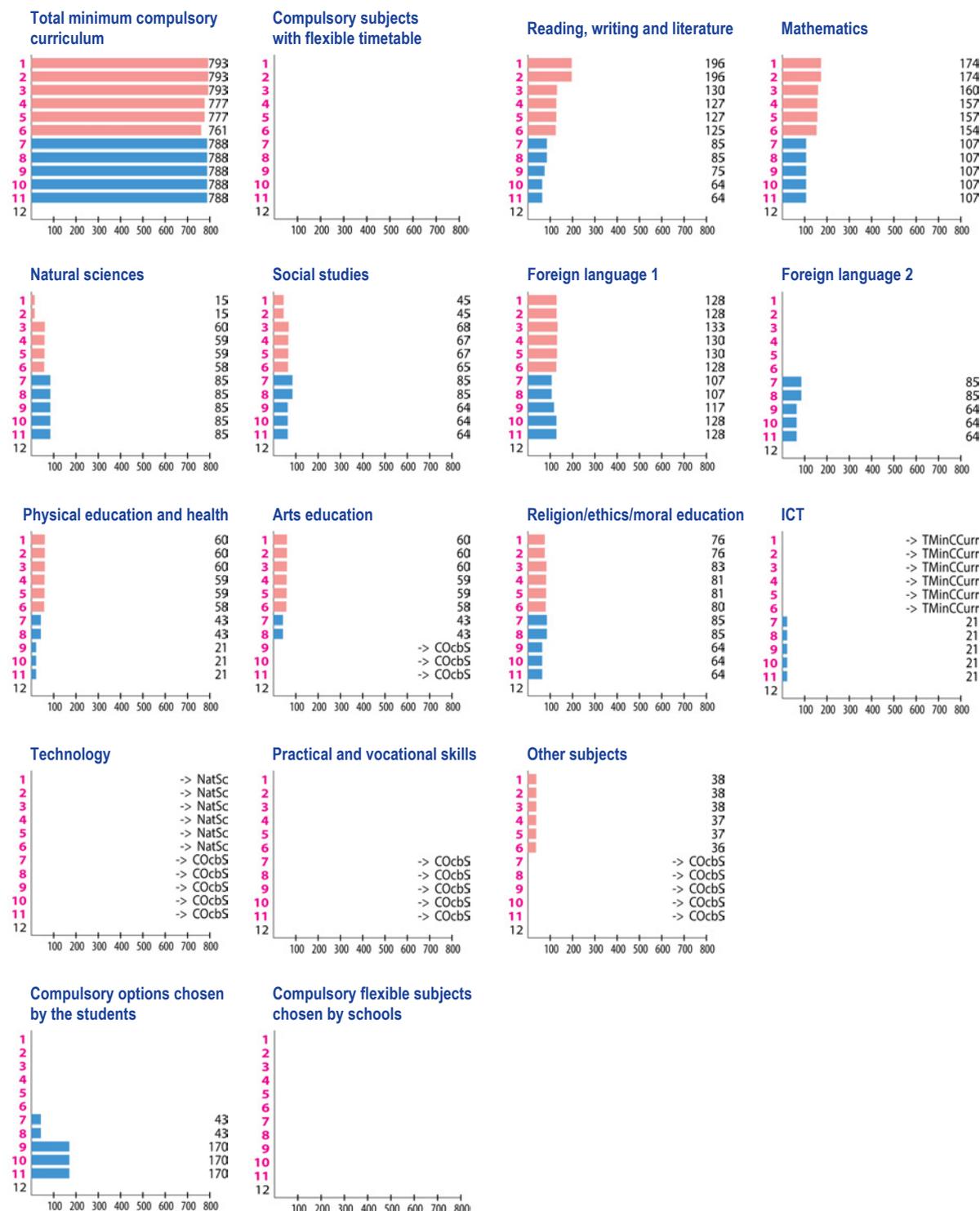
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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.

MALTA



For specific national information, see Part I, Section 3: Country Specific Notes.

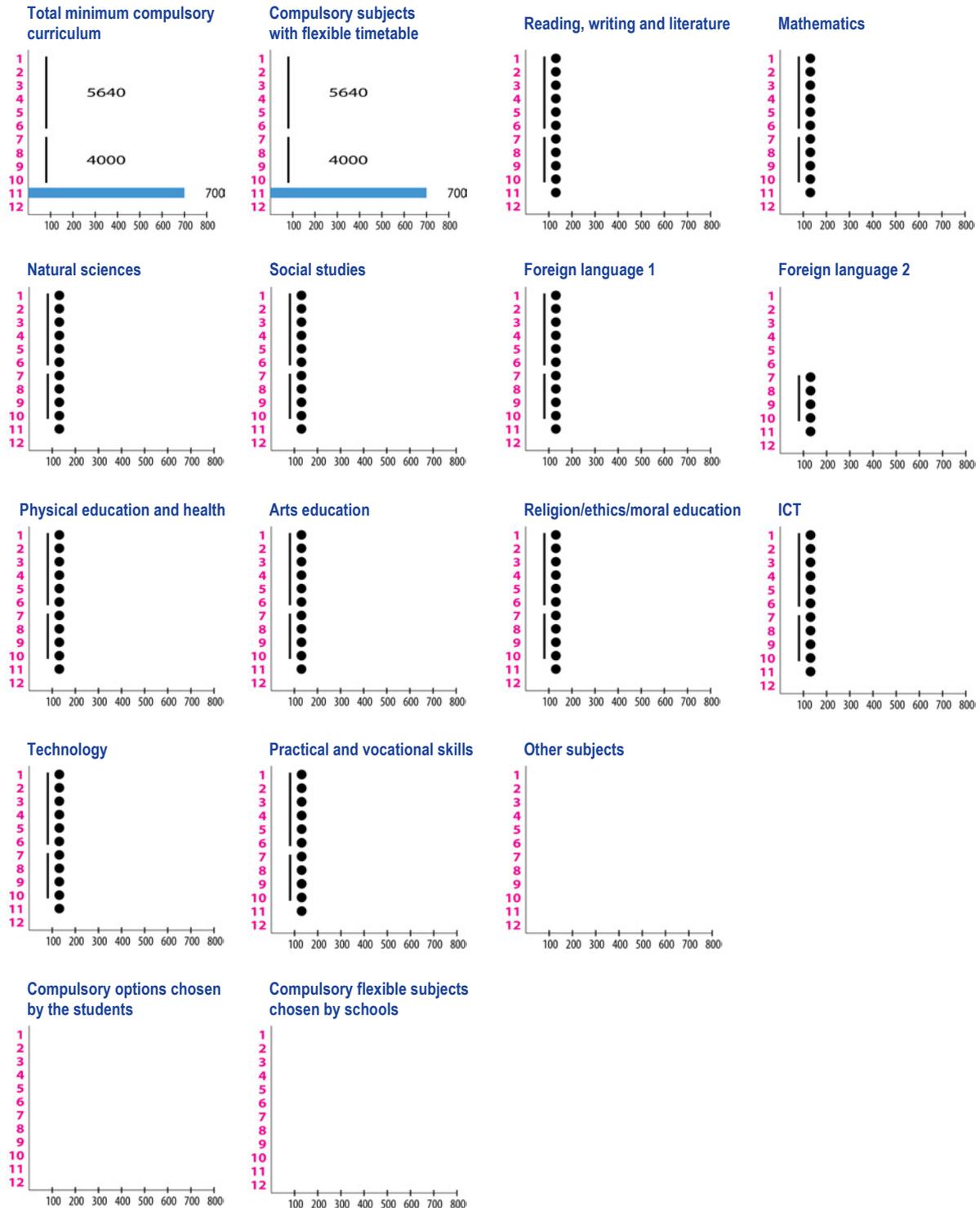
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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



For specific national information, see Part I, Section 3: Country Specific Notes.

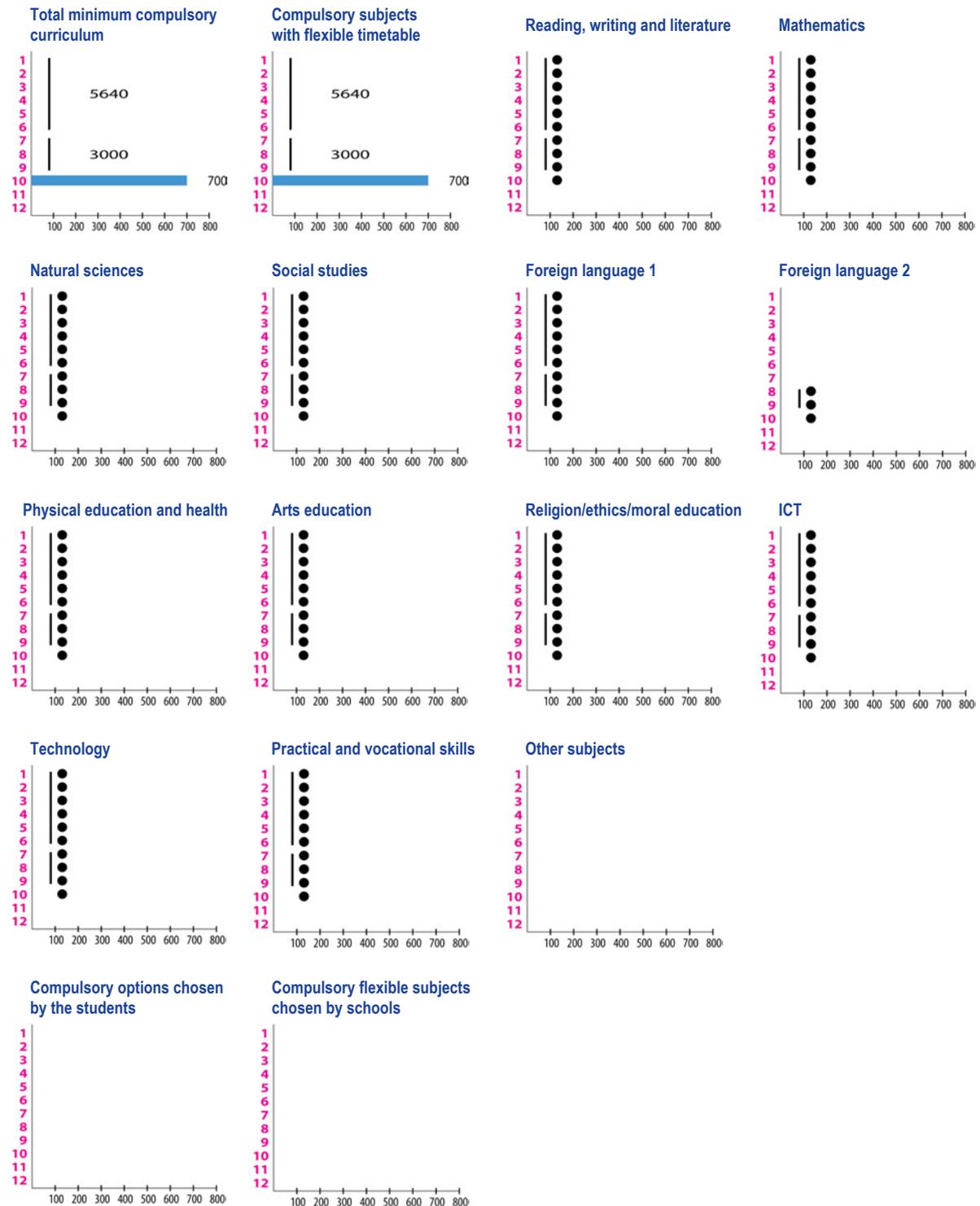
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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

Source: Eurydice.

THE NETHERLANDS – PRIMARY AND VMBO



For specific national information, see Part I, Section 3: Country Specific Notes.

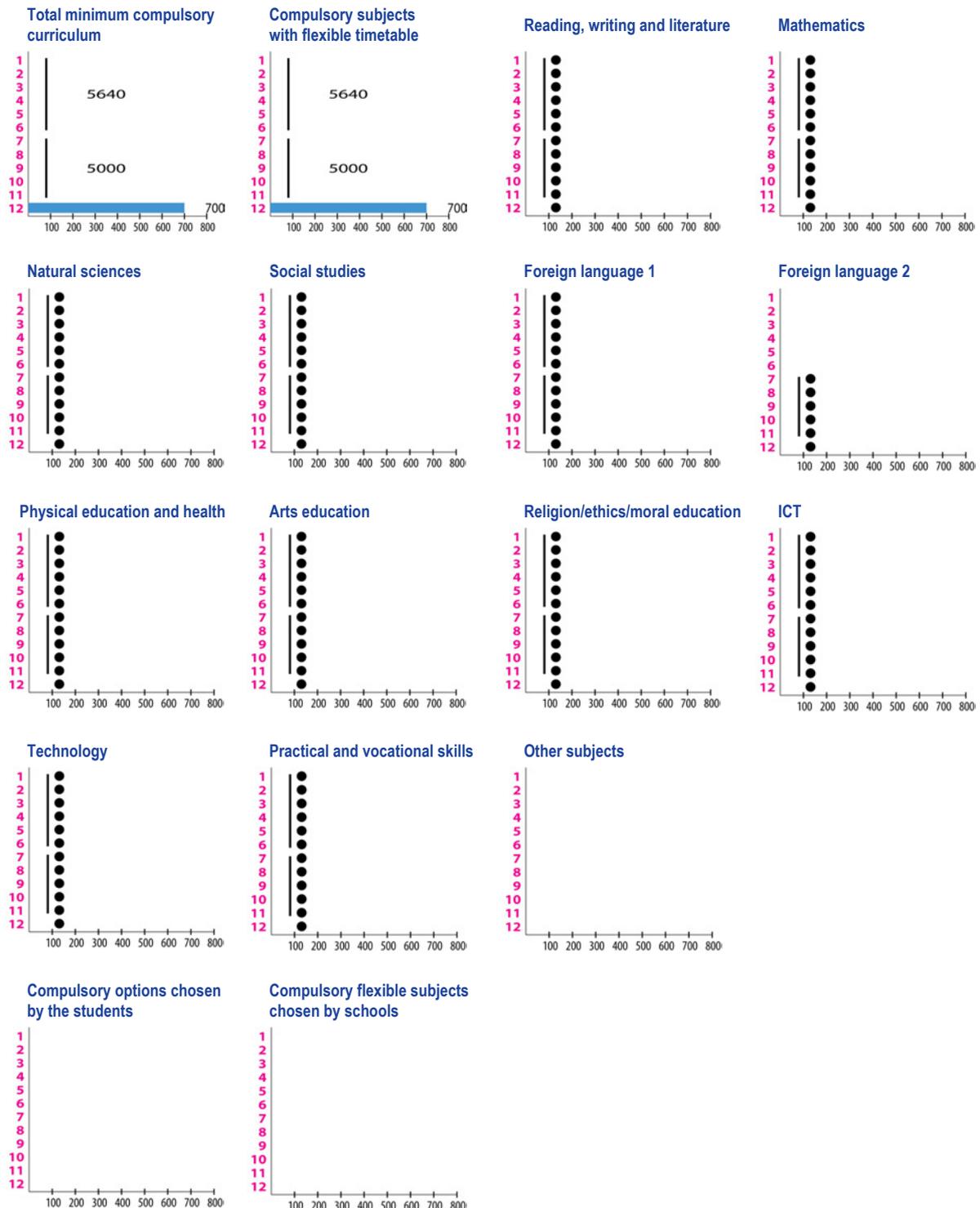
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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

Source: Eurydice.

THE NETHERLANDS – PRIMARY AND VWO



For specific national information, see Part I, Section 3: Country Specific Notes.

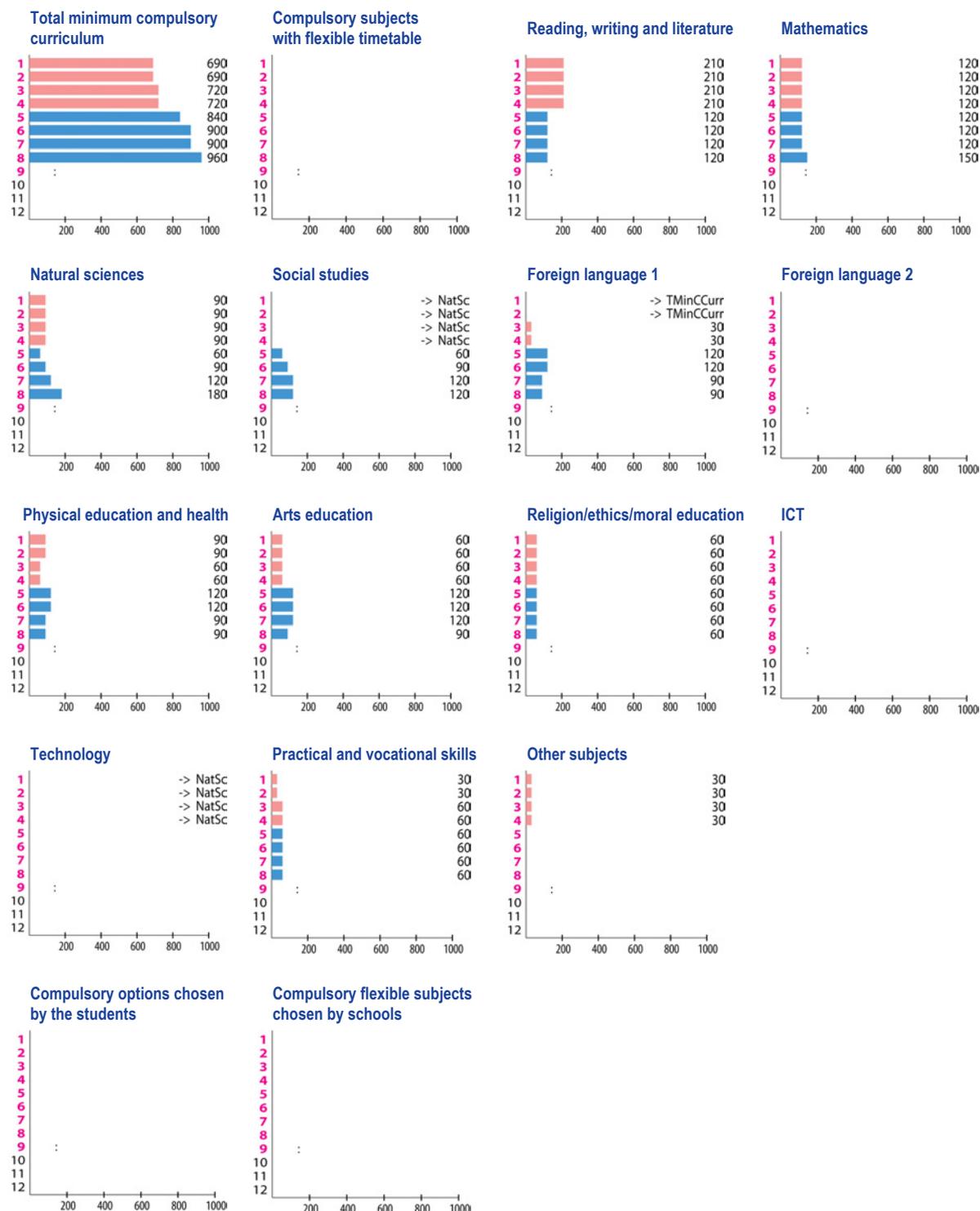
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTGG

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.

AUSTRIA – VOLKSSCHULE AND AHS (REALGYMNASIUM)



For specific national information, see Part I, Section 3: Country Specific Notes.

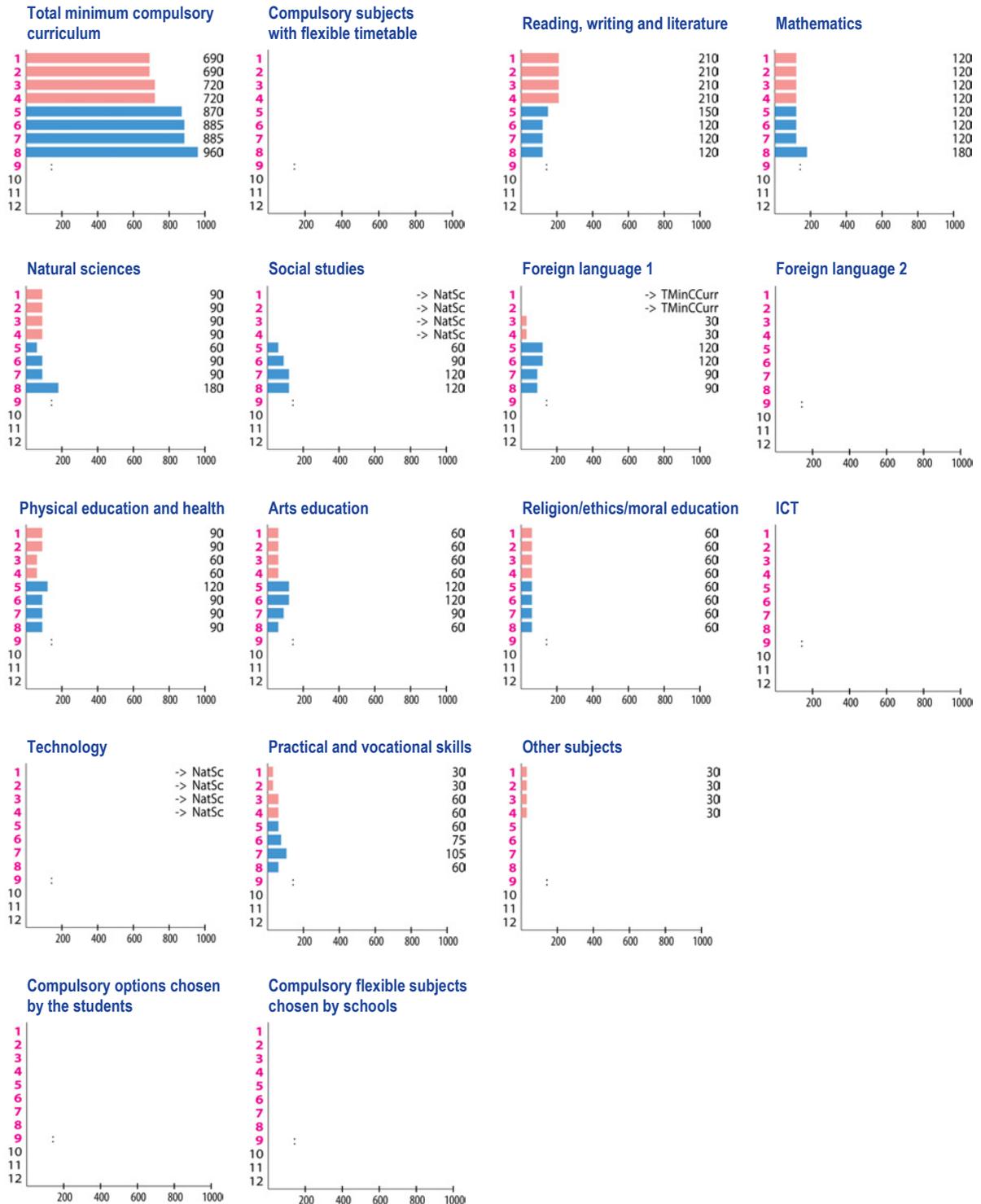
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FT CG

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 HAUPTSCHULE



For specific national information, see Part I, Section 3: Country Specific Notes.

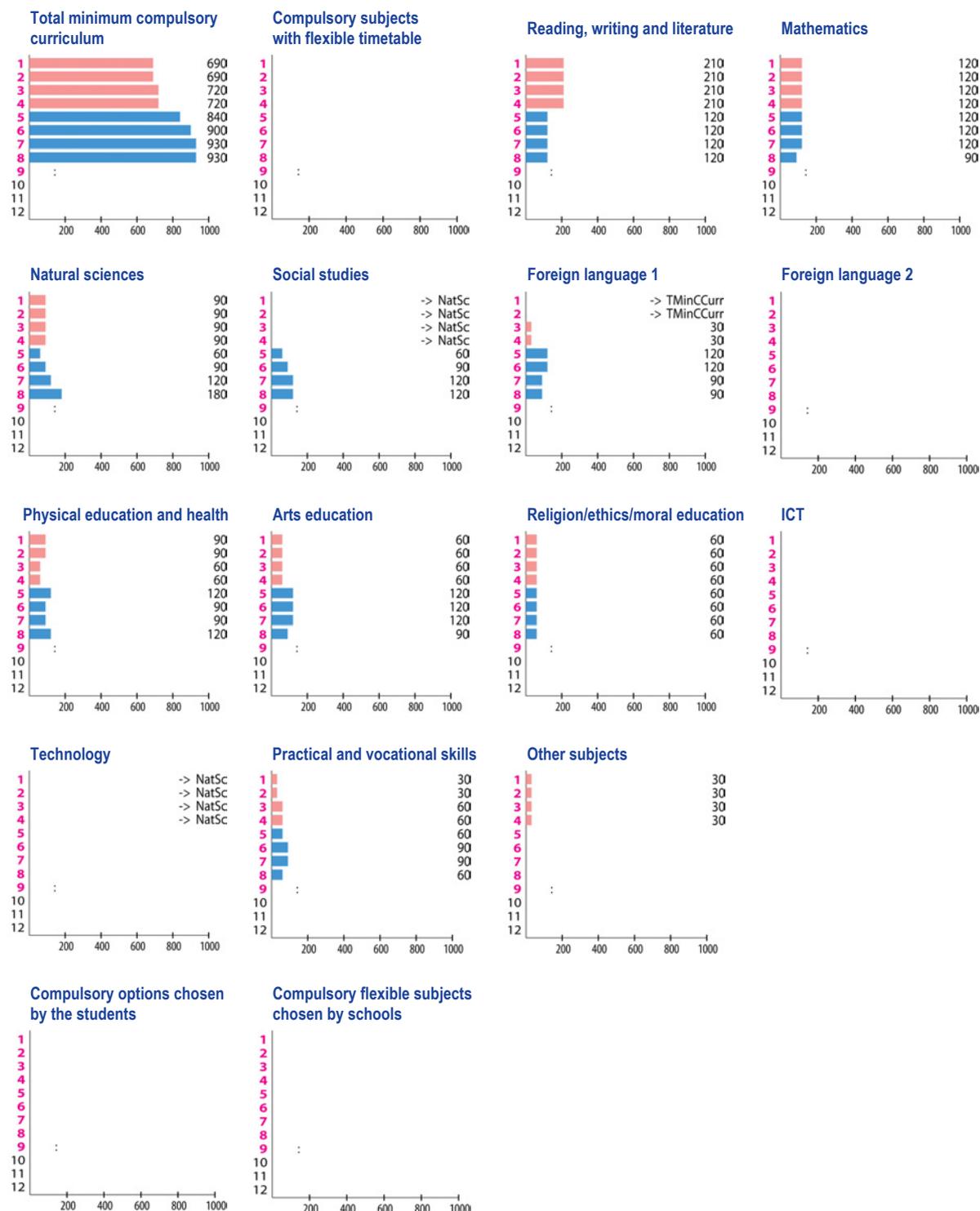
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ● Grades in FTCCG

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.

AUSTRIA – VOLKSSCHULE AND NEUE MITTELSCHULE



For specific national information, see Part I, Section 3: Country Specific Notes.

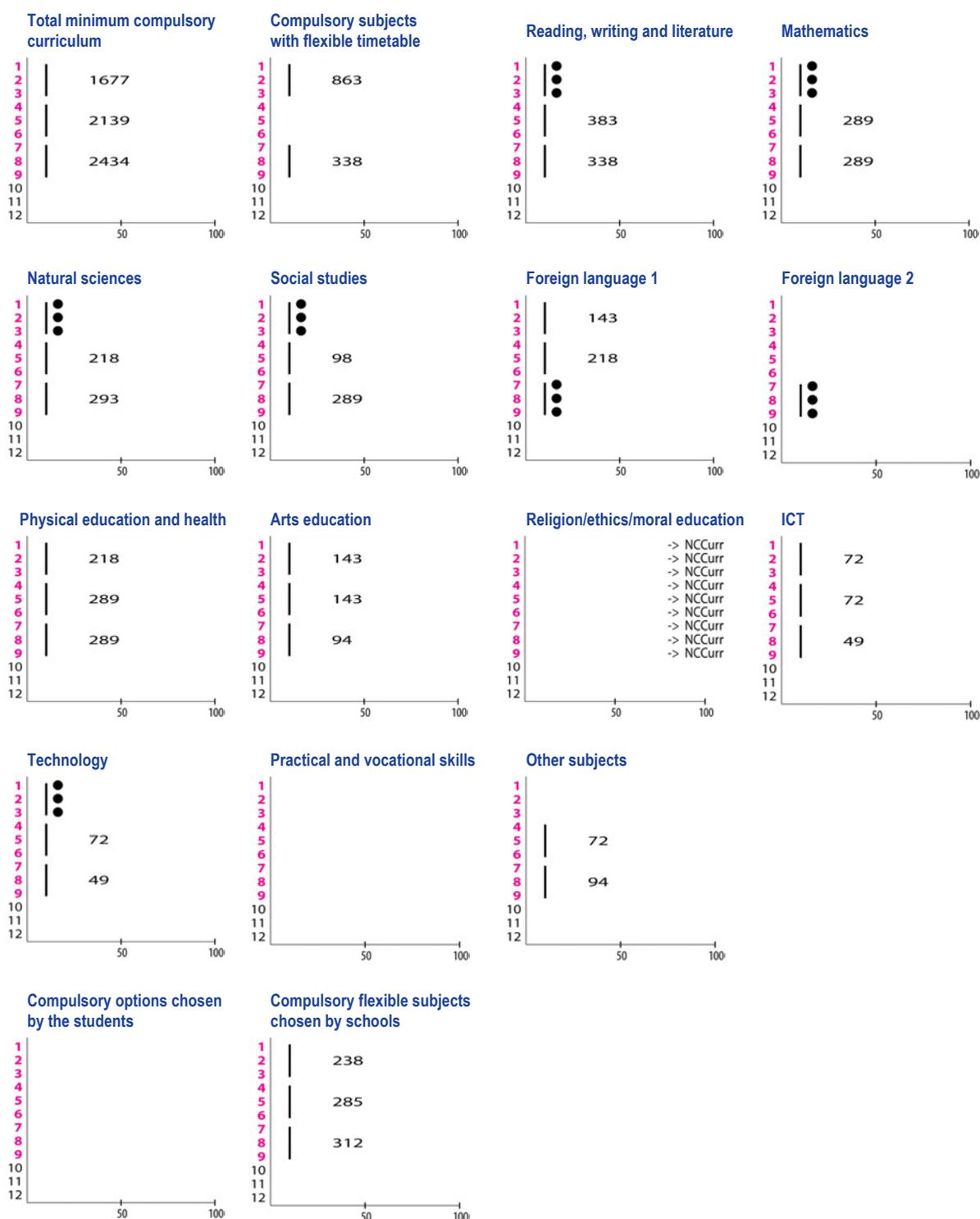
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

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

Source: Eurydice.

POLAND



For specific national information, see Part I, Section 3: Country Specific Notes.

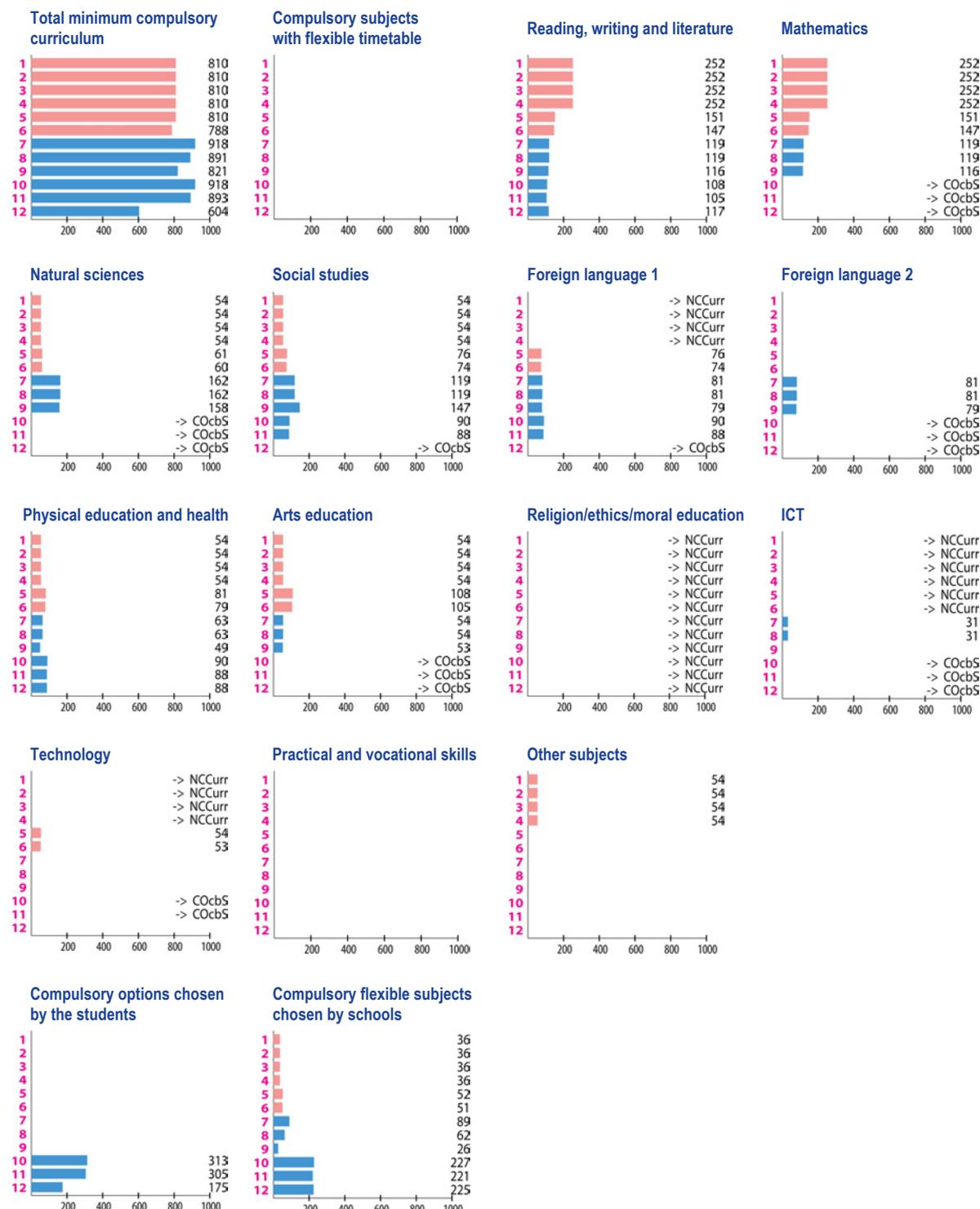
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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

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

Source: Eurydice.

PORTUGAL



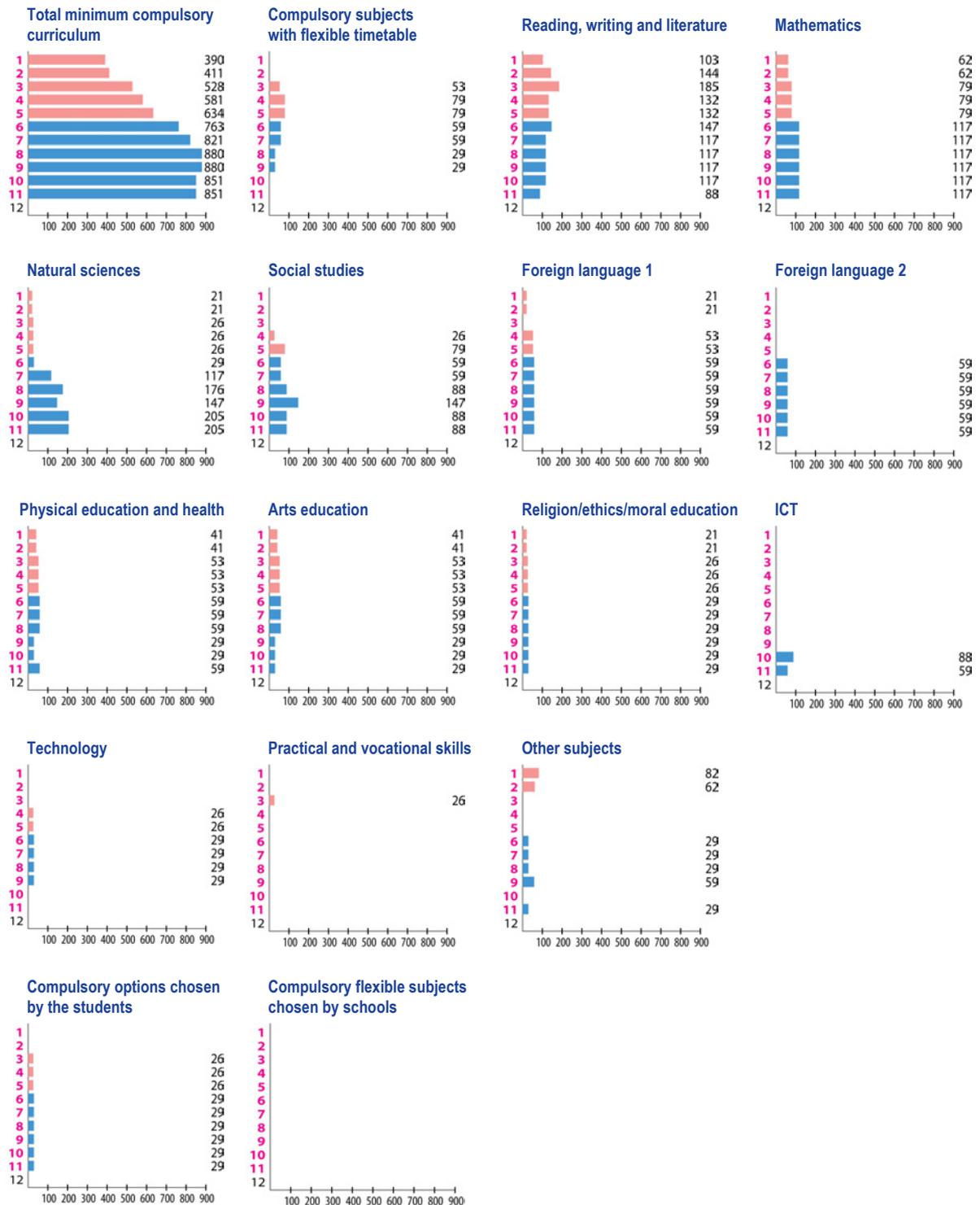
For specific national information, see Part I, Section 3: Country Specific Notes.

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.

ROMANIA



For specific national information, see Part I, Section 3: 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.

SLOVENIA



For specific national information, see Part I, Section 3: Country Specific Notes.

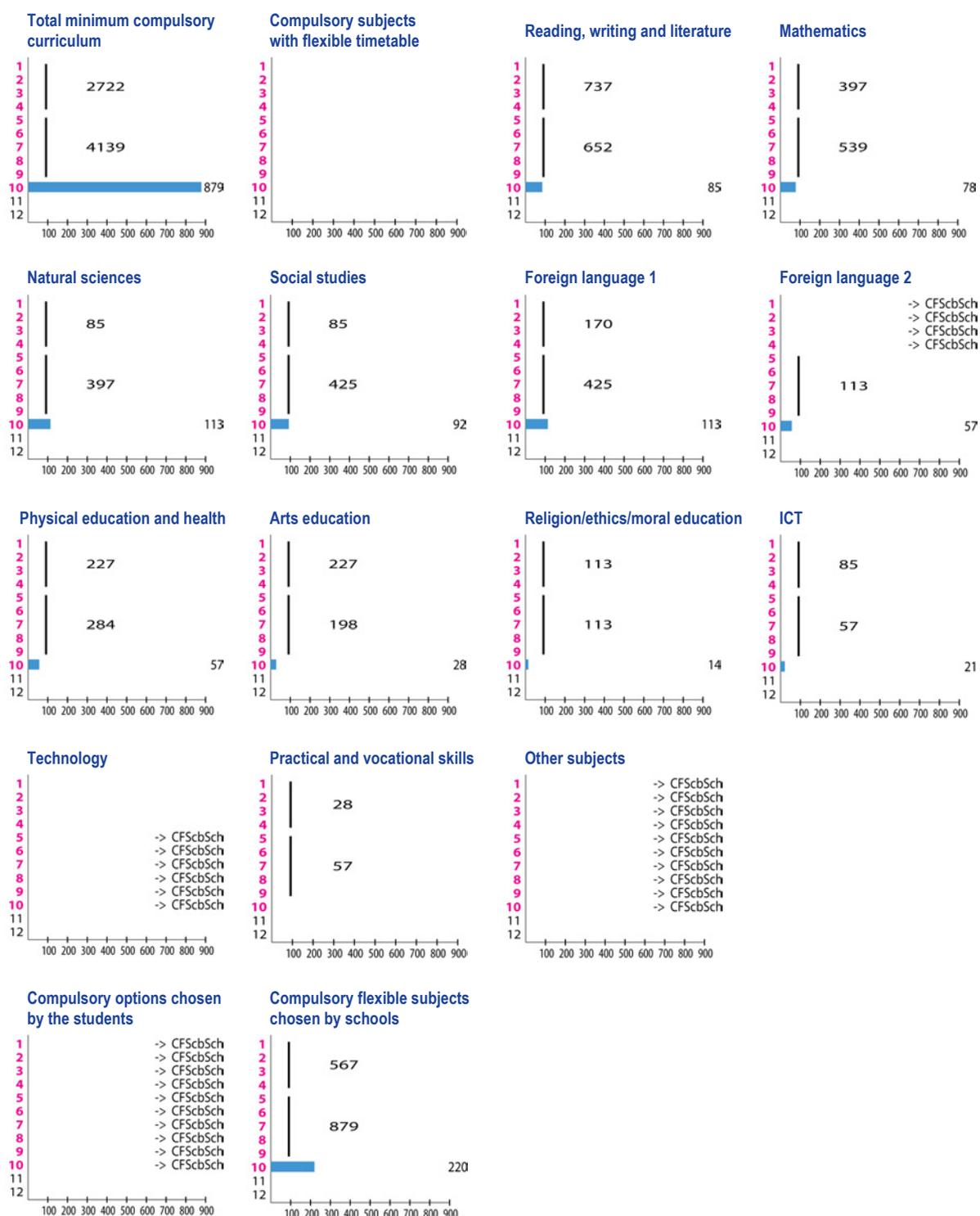
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level ● Grades in FT CG

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.

SLOVAKIA



For specific national information, see Part I, Section 3: Country Specific Notes.

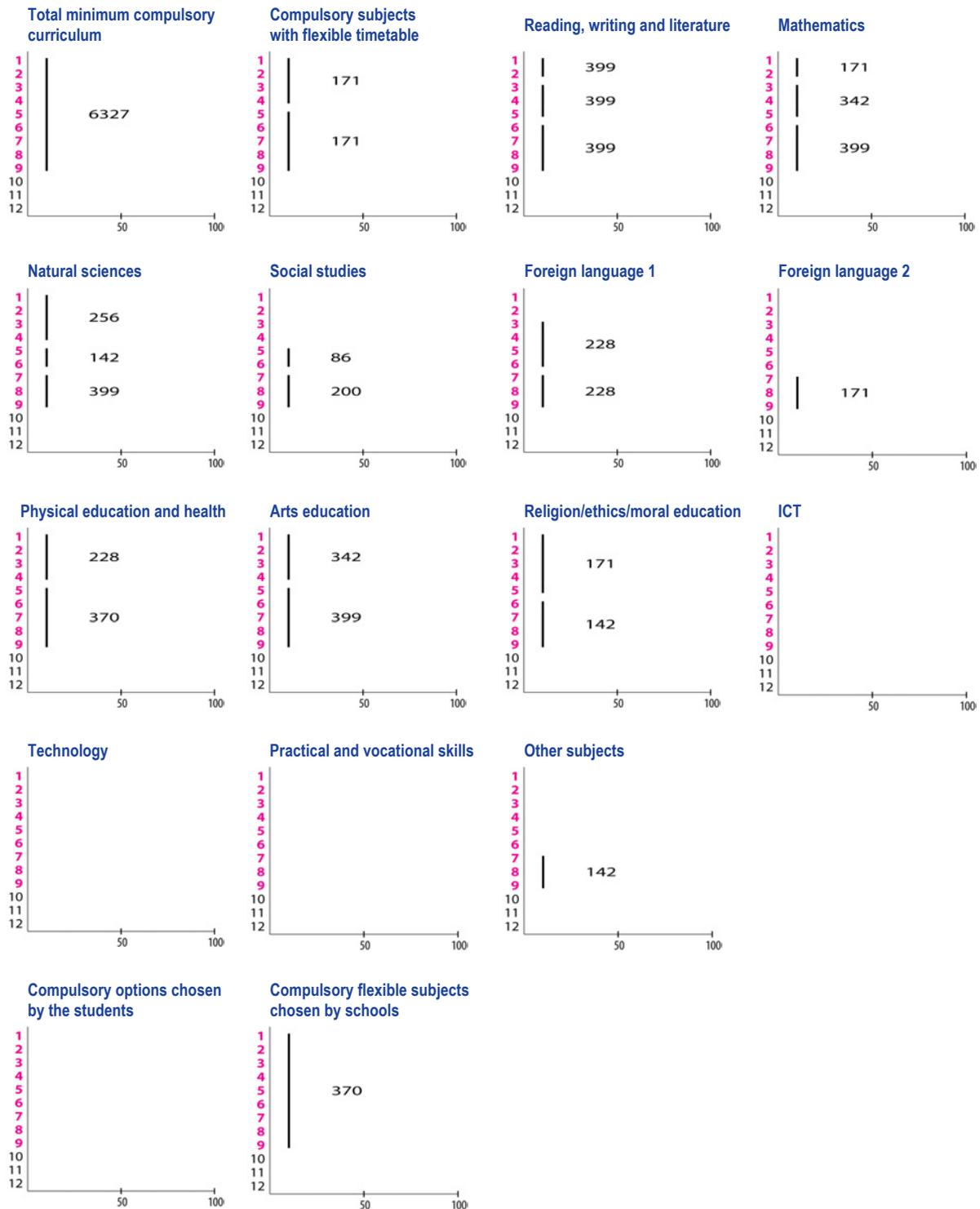
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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.

FINLAND



For specific national information, see Part I, Section 3: Country Specific Notes.

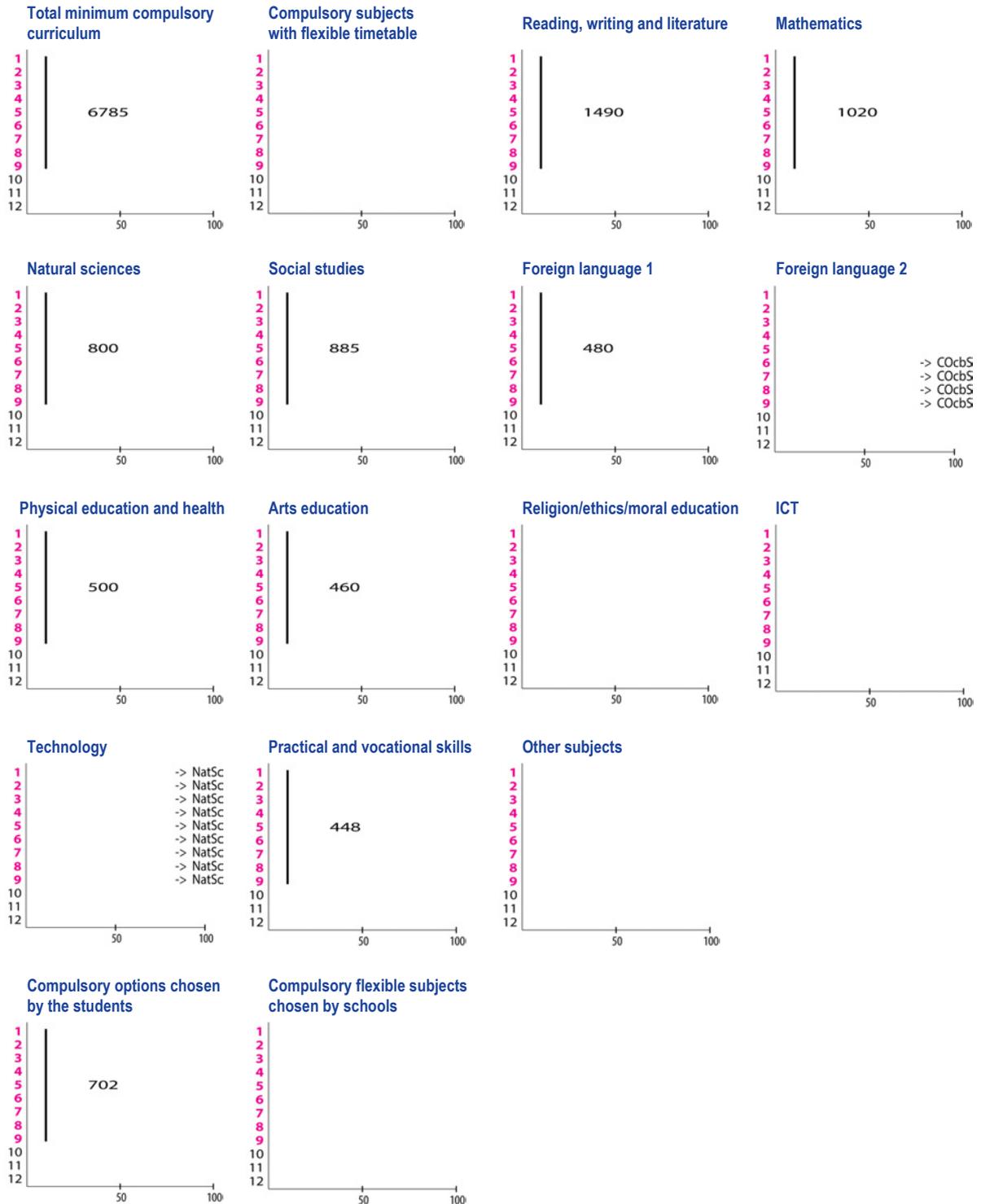
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FCG

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.

SWEDEN



For specific national information, see Part I, Section 3: Country Specific Notes.

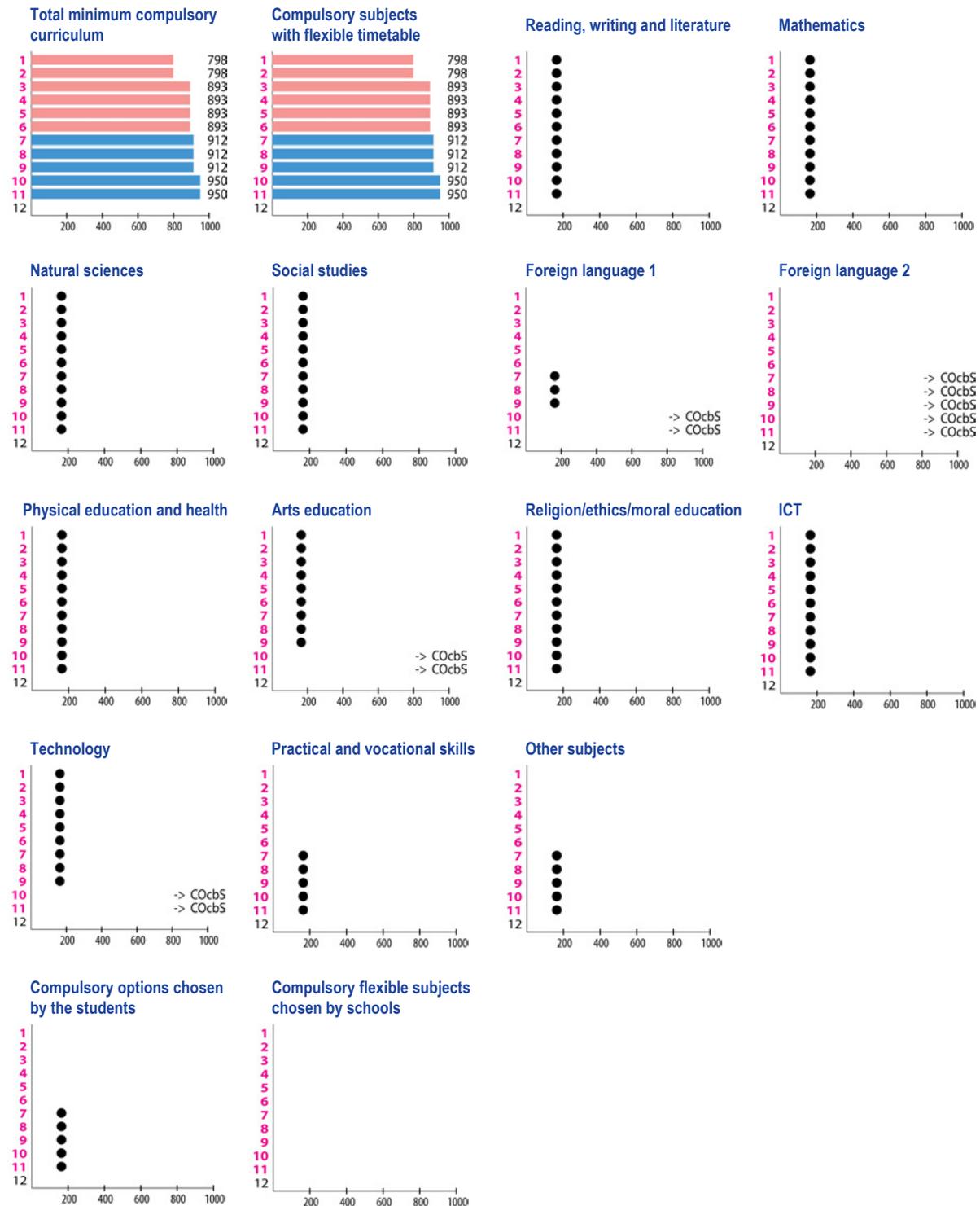
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FT CG

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.

UNITED KINGDOM – ENGLAND



For specific national information, see Part I, Section 3: Country Specific Notes.

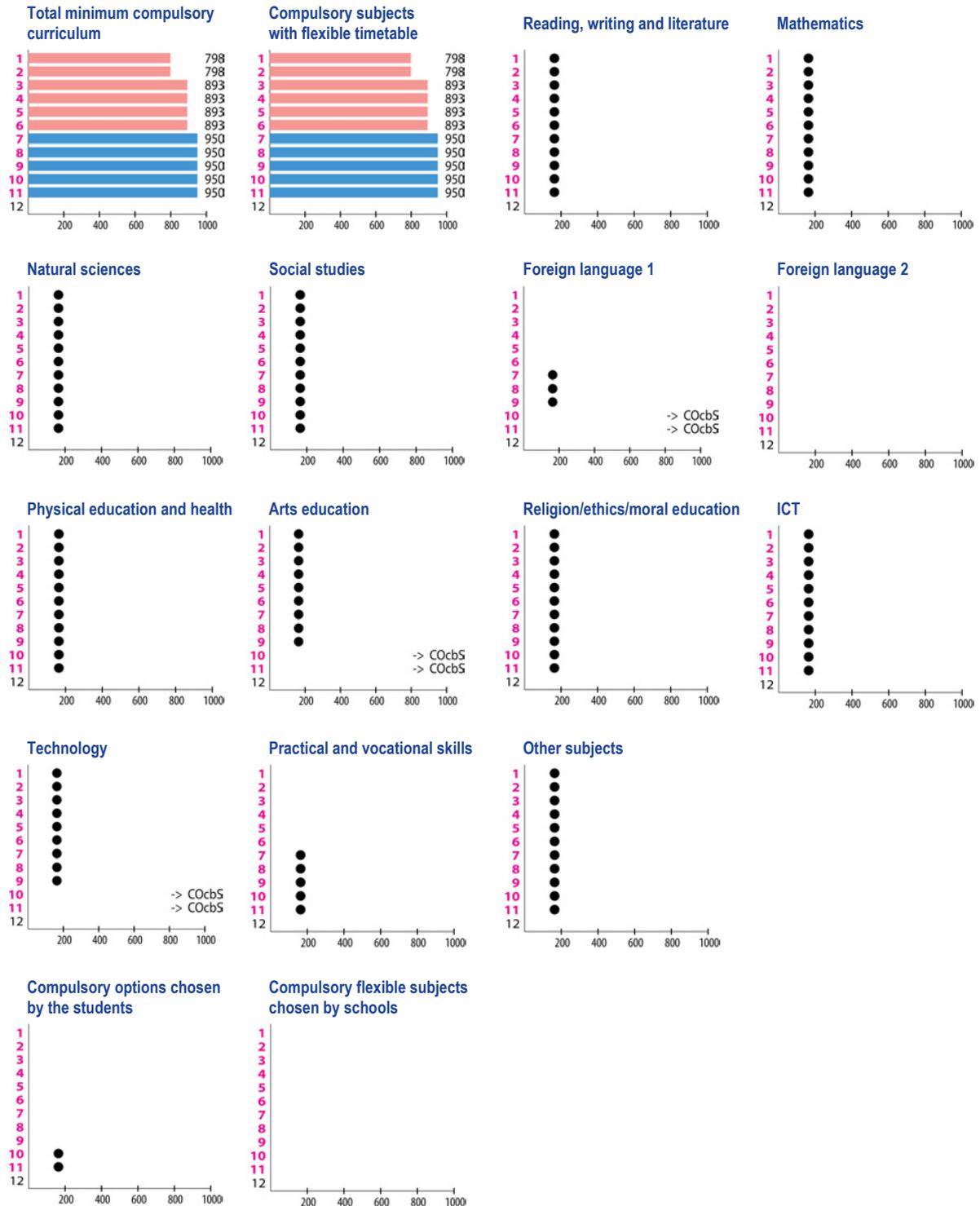
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTGG

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.

UNITED KINGDOM – WALES



For specific national information, see Part I, Section 3: Country Specific Notes.

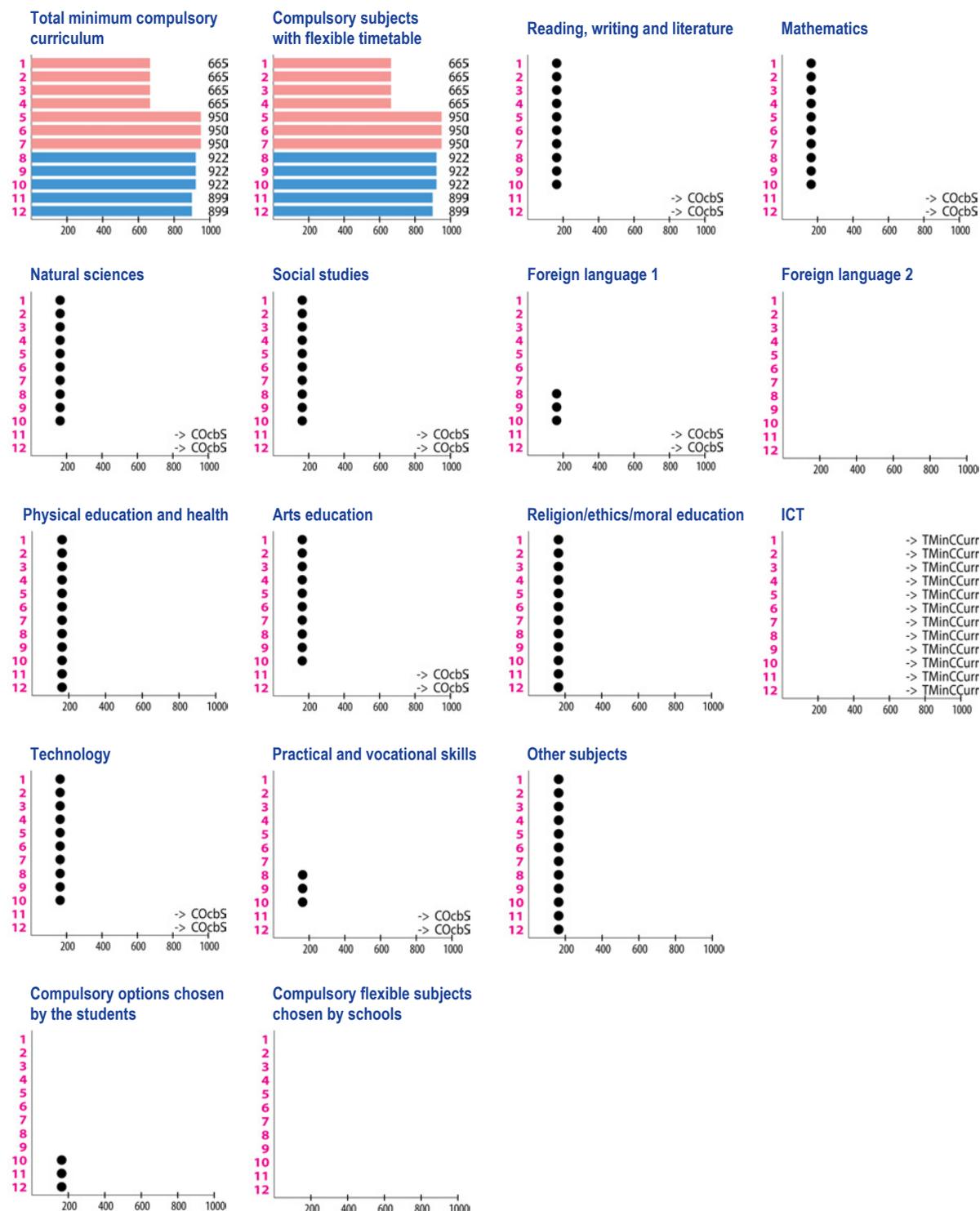
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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

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

Source: Eurydice.

UNITED KINGDOM – NORTHERN IRELAND



For specific national information, see Part I, Section 3: Country Specific Notes.

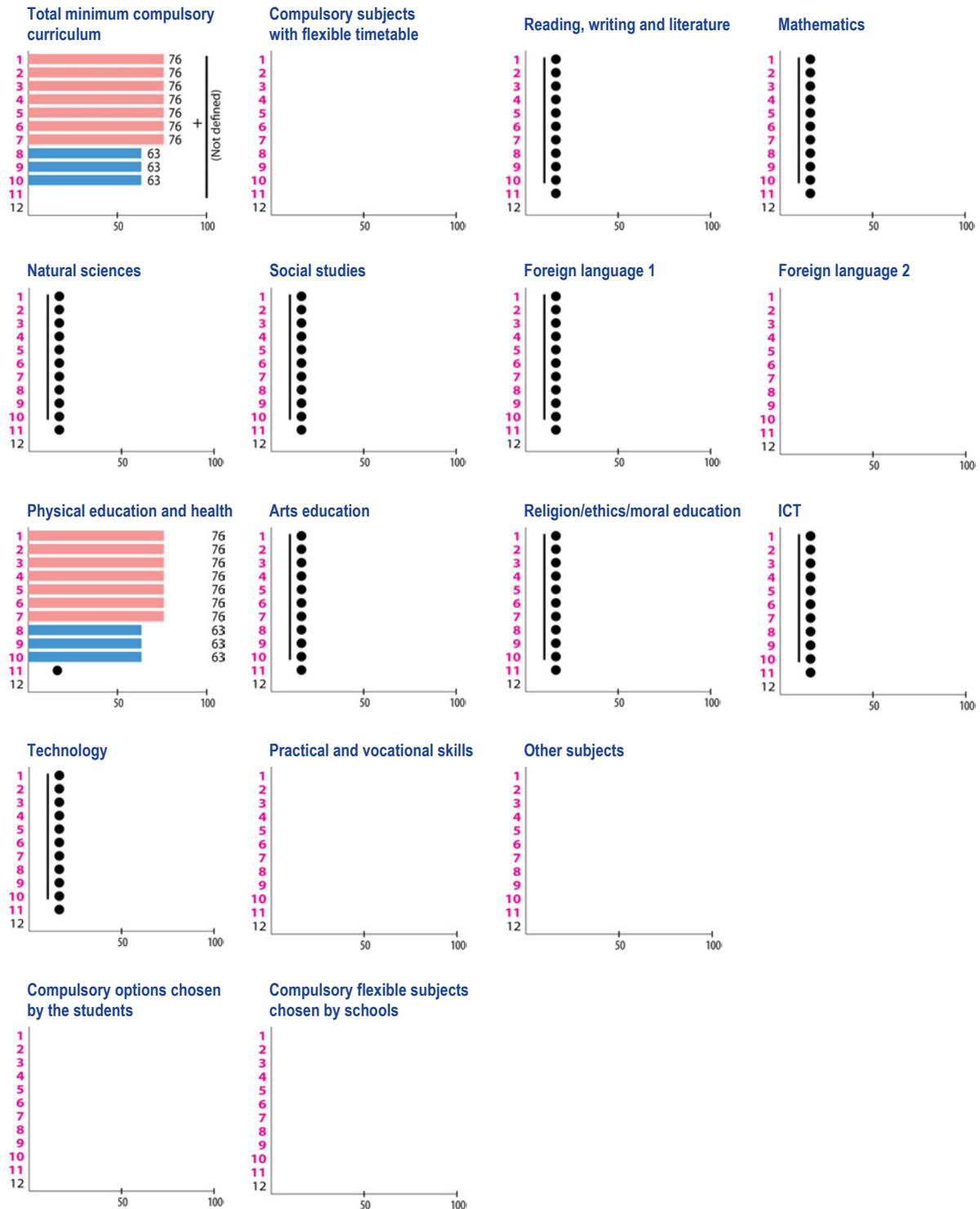
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FT CG

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.

UNITED KINGDOM – SCOTLAND



For specific national information, see Part I, Section 3: Country Specific Notes.

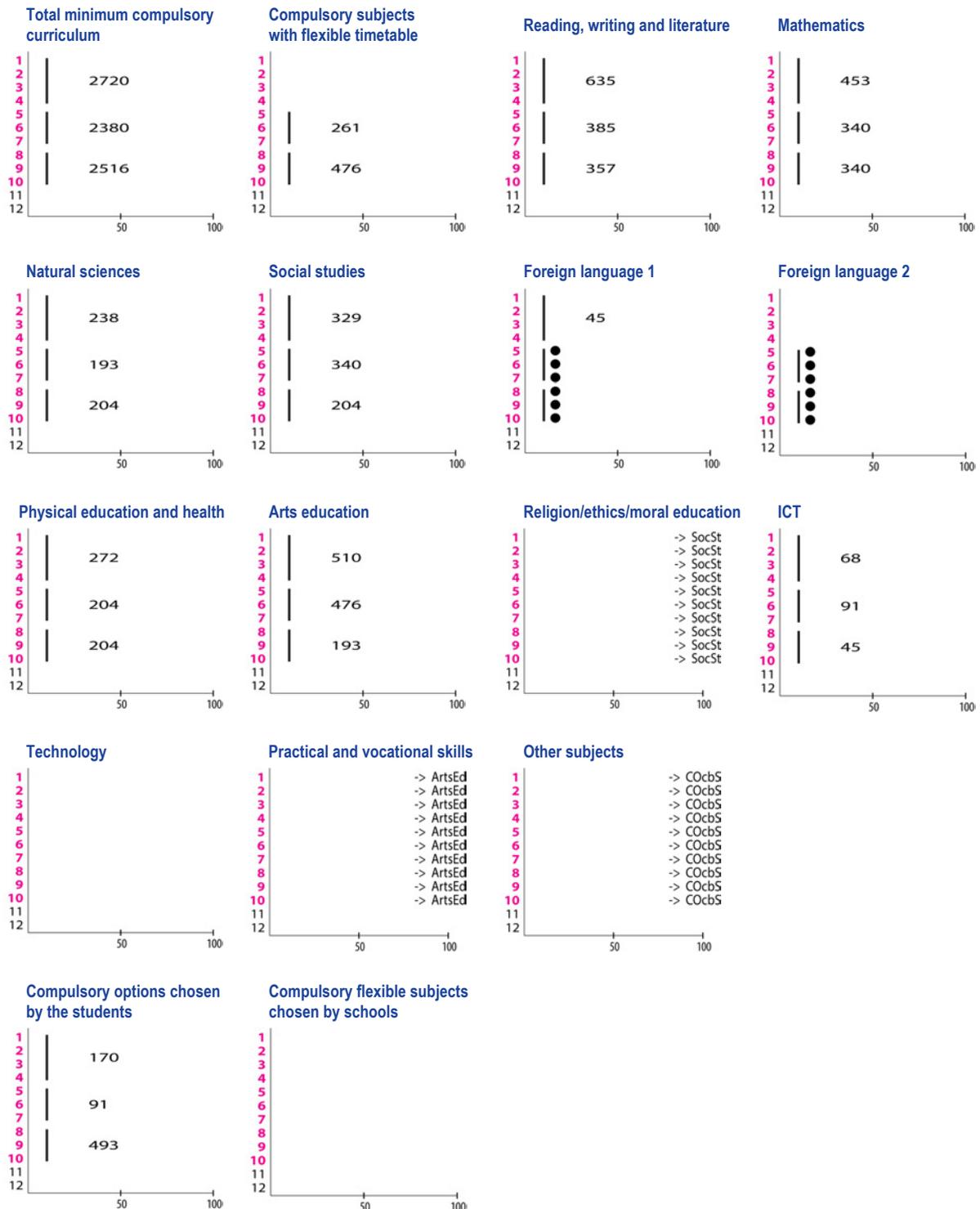
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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 I, Section 3: Country Specific Notes.

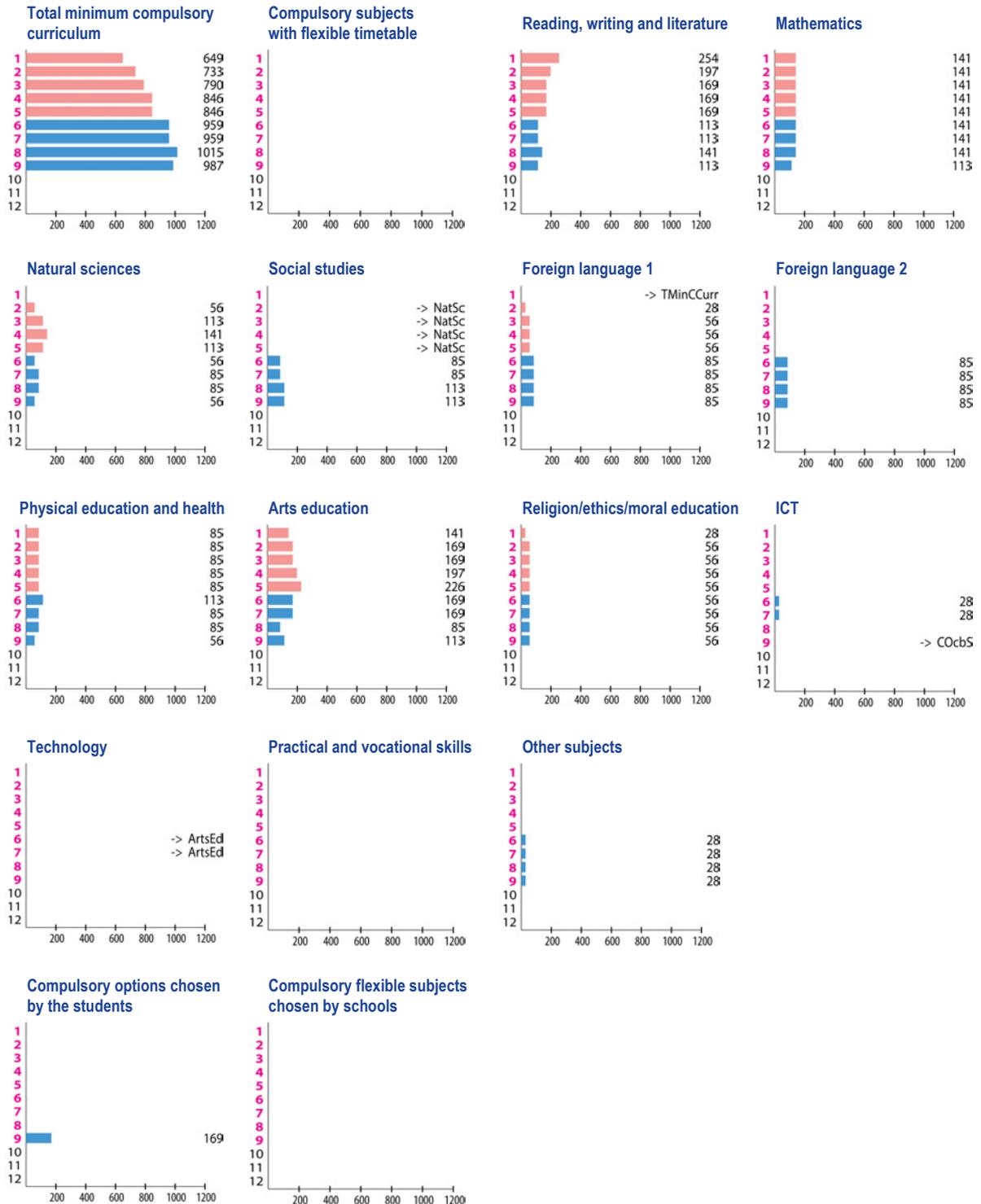
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FT CG

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.

LIECHTENSTEIN – PRIMARY AND GYMNASIUM



For specific national information, see Part I, Section 3: Country Specific Notes.

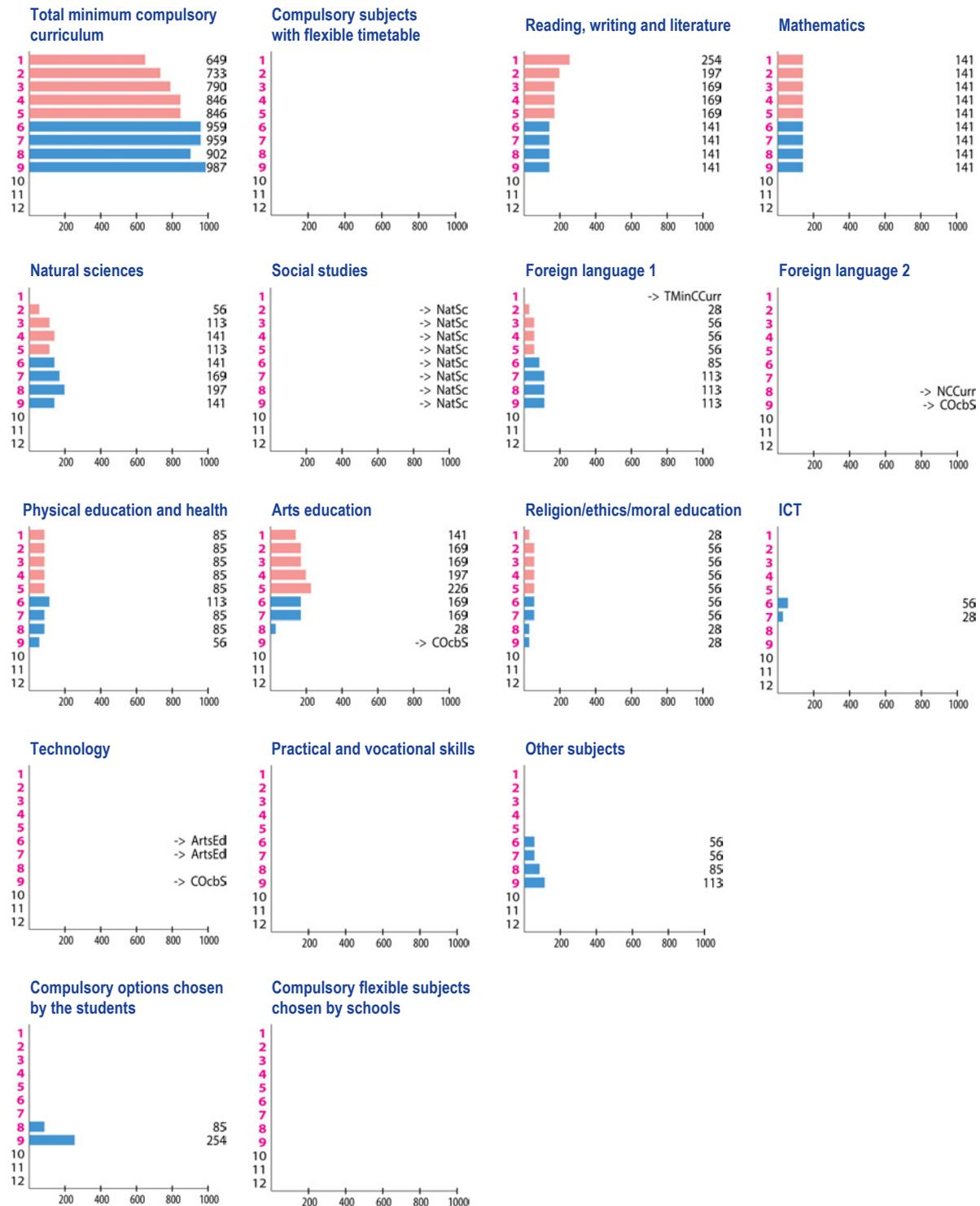
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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 I, Section 3: 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.

LIECHTENSTEIN – PRIMARY AND REALSCHULE



For specific national information, see Part I, Section 3: Country Specific Notes.

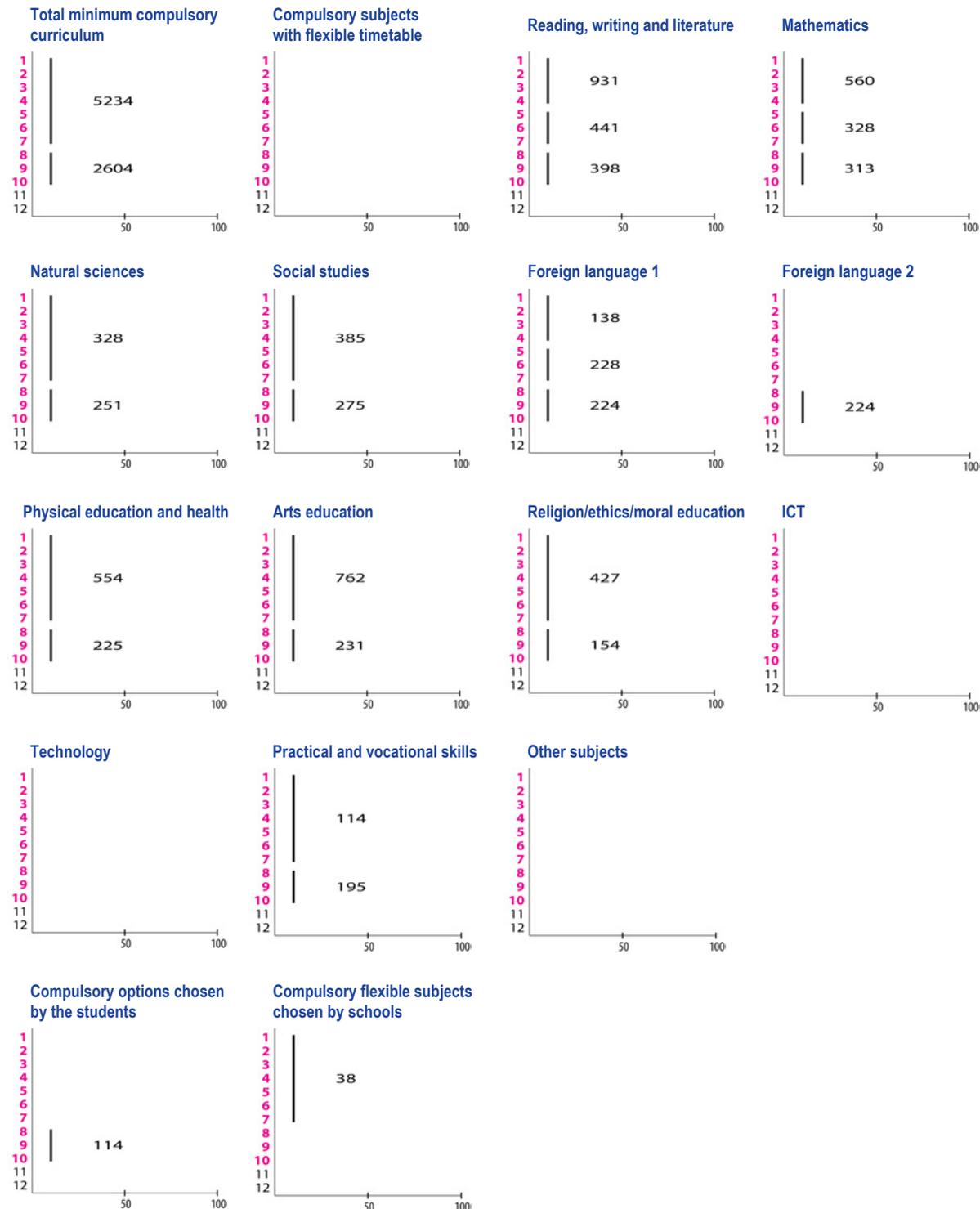
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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.

NORWAY



For specific national information, see Part I, Section 3: Country Specific Notes.

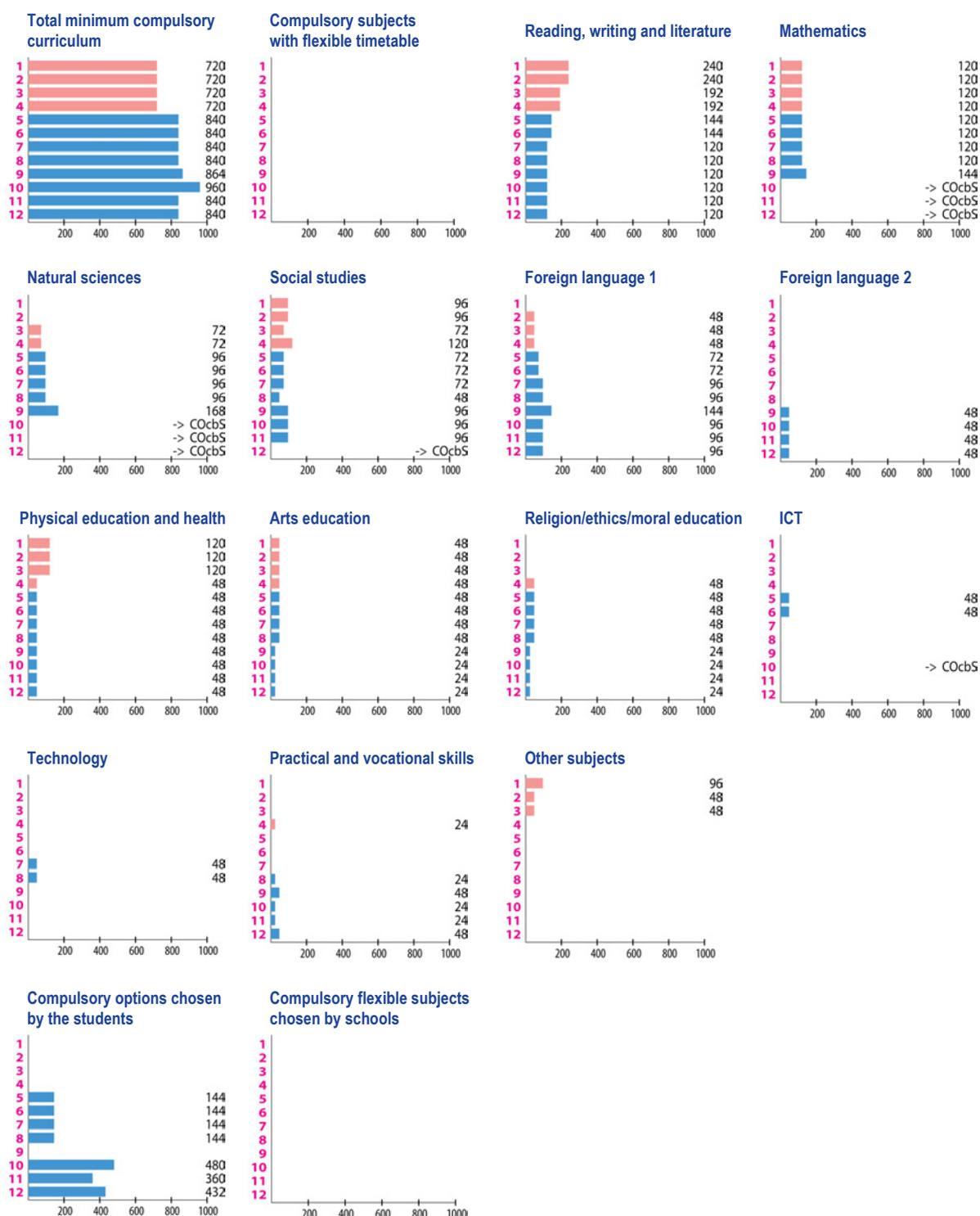
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FT CG

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.

TURKEY – PRIMARY AND LOWER SECONDARY + ANATOLIA HIGH SCHOOL



For specific national information, see Part I, Section 3: Country Specific Notes.

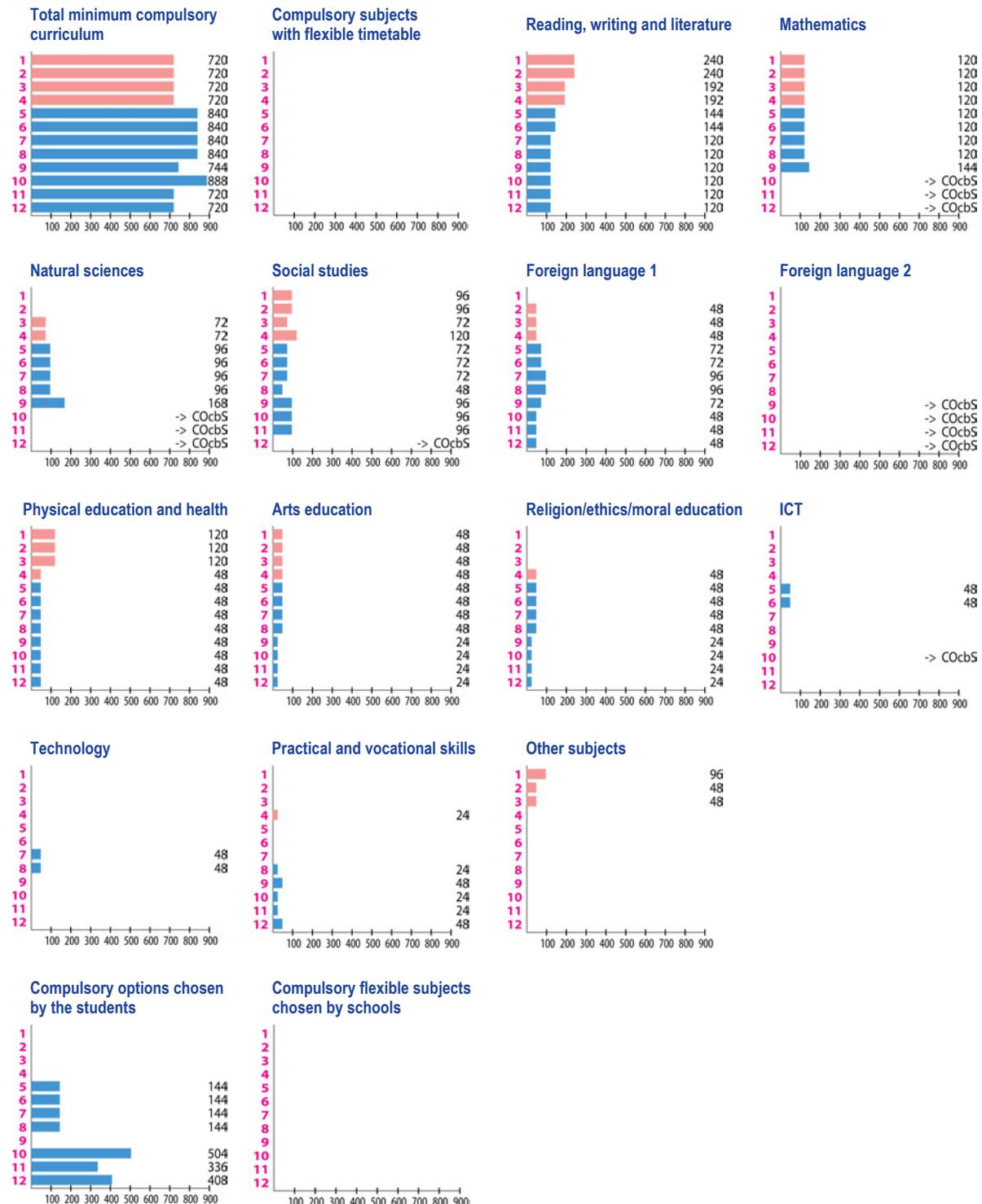
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCCG

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 + HIGH SCHOOL



For specific national information, see Part I, Section 3: 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

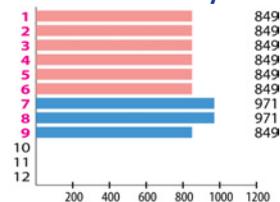
Source: Eurydice.

Part III: Instruction Time by Subject

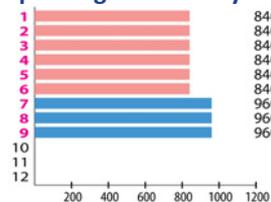
Total minimum compulsory curriculum	74
Compulsory subjects with flexible timetable	76
Reading, writing and literature	78
Mathematics	80
Natural sciences	82
Social studies	84
Foreign language 1	86
Foreign language 2	88
Physical education and health	90
Arts education	92
Religion/ethics/moral education	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

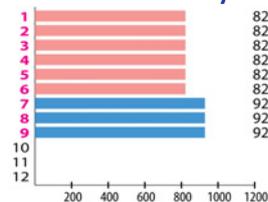
Belgium – French Community



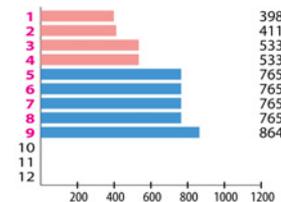
Belgium – German-speaking Community



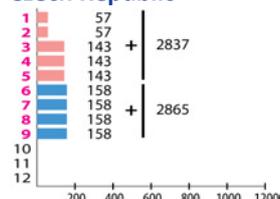
Belgium – Flemish Community



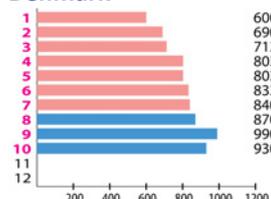
Bulgaria



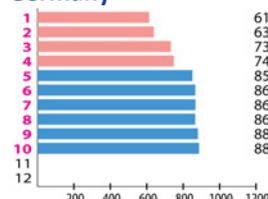
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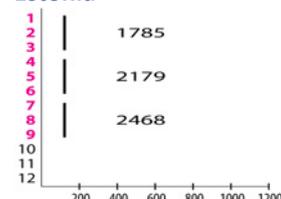
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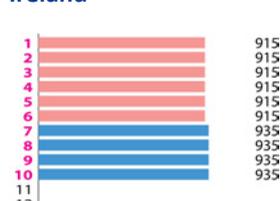
Germany



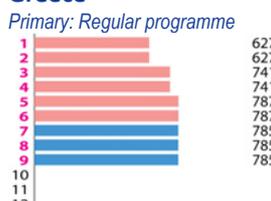
Estonia



Ireland



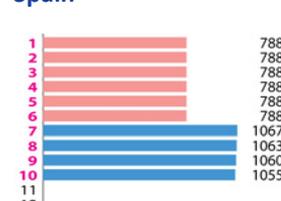
Greece



Greece *Primary: unified revised curriculum (EAEP)*



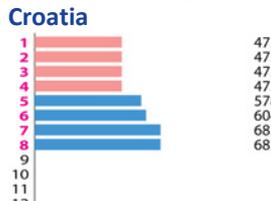
Spain



France



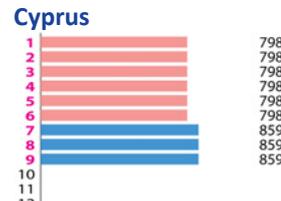
Croatia



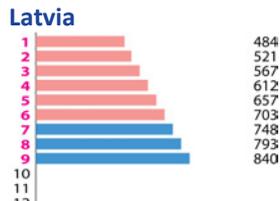
Italy



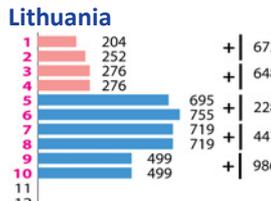
Cyprus



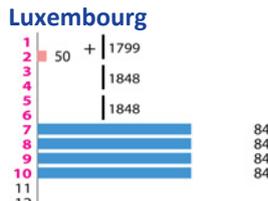
Latvia



Lithuania



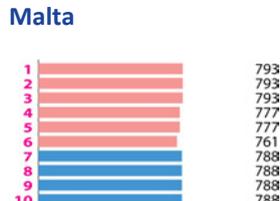
Luxembourg



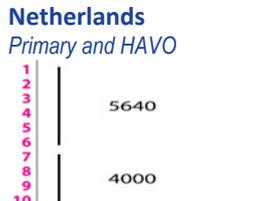
Hungary



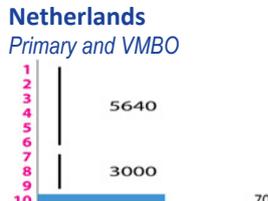
Malta



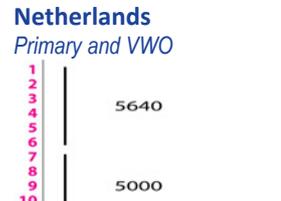
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

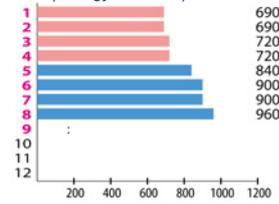
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

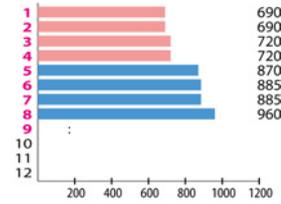
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

TOTAL MINIMUM COMPULSORY CURRICULUM

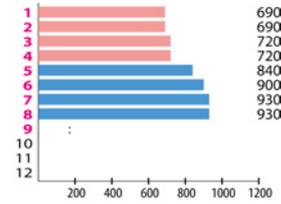
Austria Volksschule and AHS (Realgymnasium)



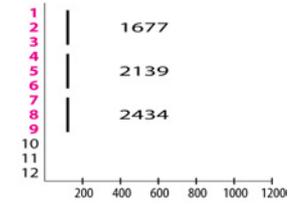
Austria Volksschule and HS



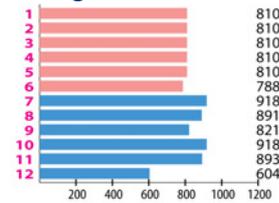
Austria Volksschule and NMS



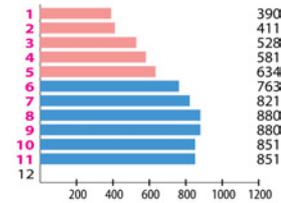
Poland



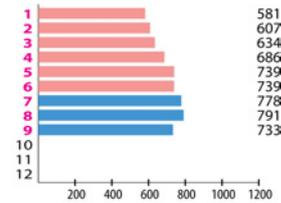
Portugal



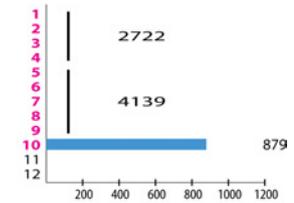
Romania



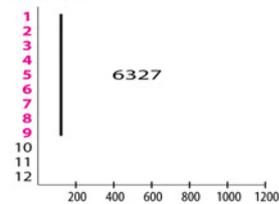
Slovenia



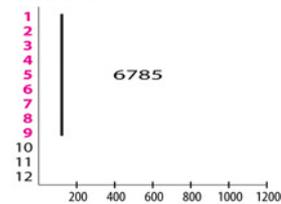
Slovakia



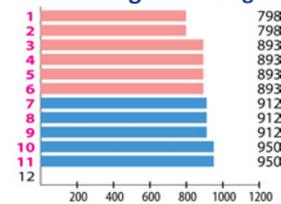
Finland



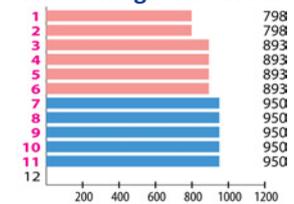
Sweden



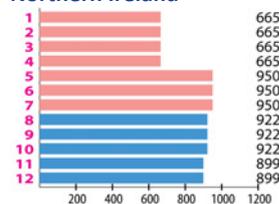
United Kingdom – England



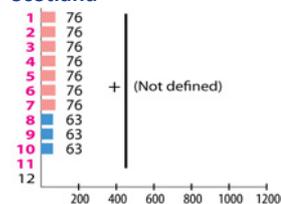
United Kingdom – Wales



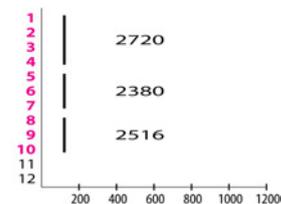
United Kingdom – Northern Ireland



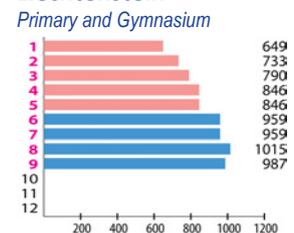
United Kingdom – Scotland



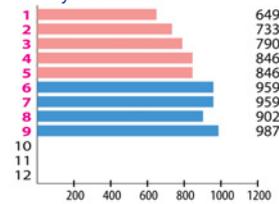
Iceland



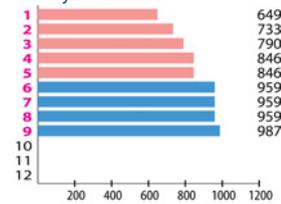
Liechtenstein



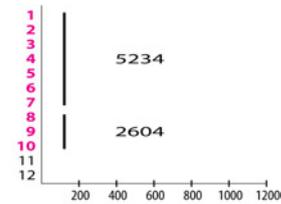
Liechtenstein Primary and Oberschule



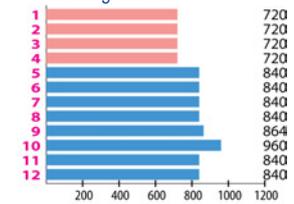
Liechtenstein Primary and Realschule



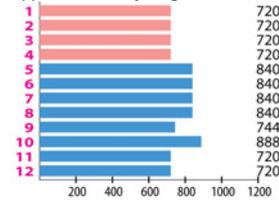
Norway



Turkey Upper secondary: Anatolia High School



Turkey Upper secondary: High School



For specific national information, see Part I, Section 3: Country Specific Notes.

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

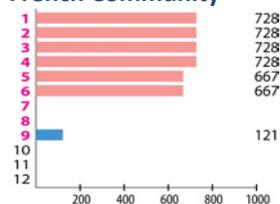
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

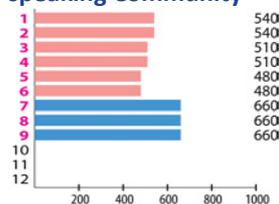
Source: Eurydice.

COMPULSORY SUBJECTS WITH FLEXIBLE TIMETABLE

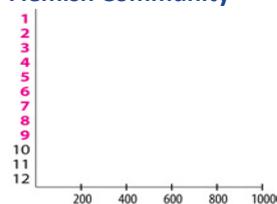
Belgium – French Community



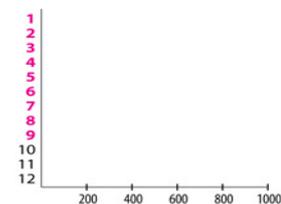
Belgium – German-speaking Community



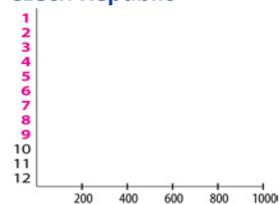
Belgium – Flemish Community



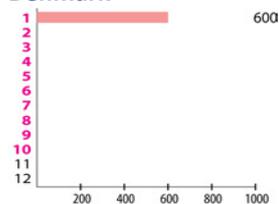
Bulgaria



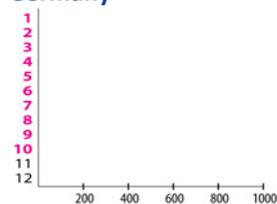
Czech Republic



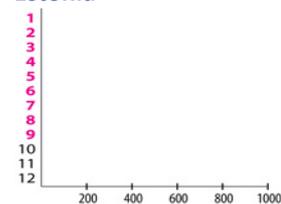
Denmark



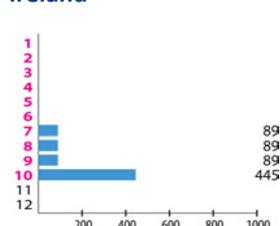
Germany



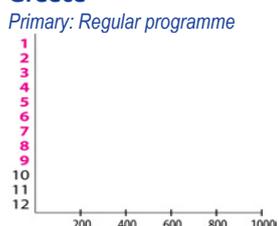
Estonia



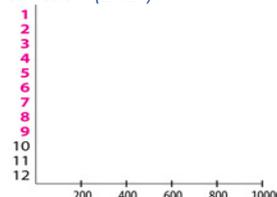
Ireland



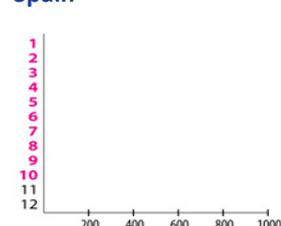
Greece



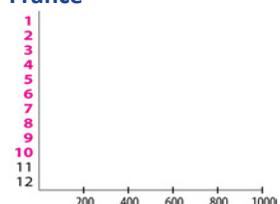
Greece *Primary: unified revised curriculum (EAEP)*



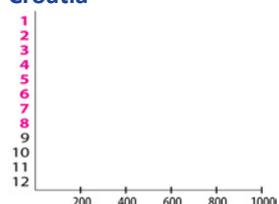
Spain



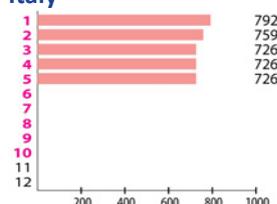
France



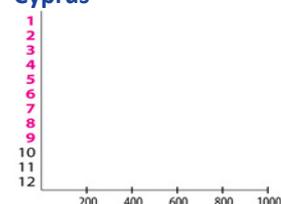
Croatia



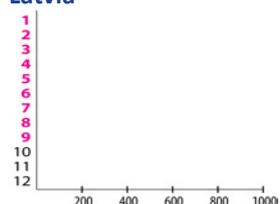
Italy



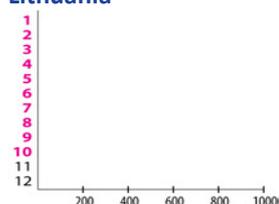
Cyprus



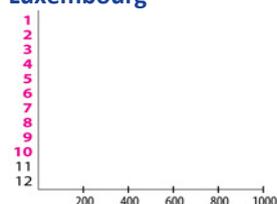
Latvia



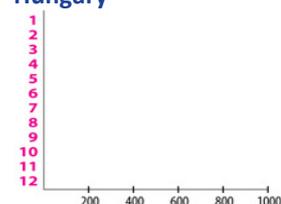
Lithuania



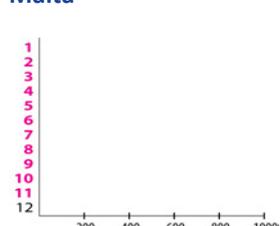
Luxembourg



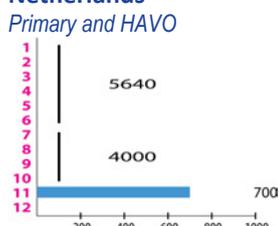
Hungary



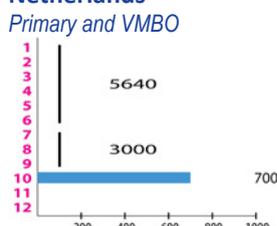
Malta



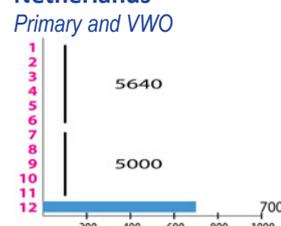
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

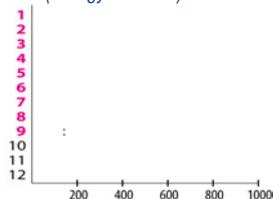
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

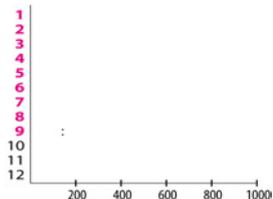
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

COMPULSORY SUBJECTS WITH FLEXIBLE TIMETABLE

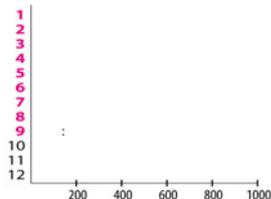
Austria Volksschule and AHS (Realgymnasium)



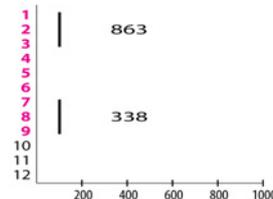
Austria Volksschule and HS



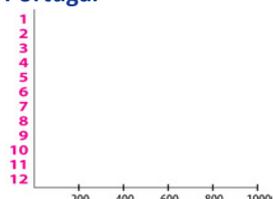
Austria Volksschule and NMS



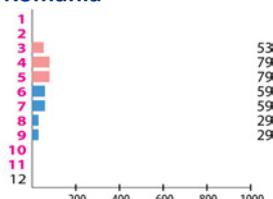
Poland



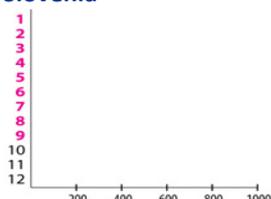
Portugal



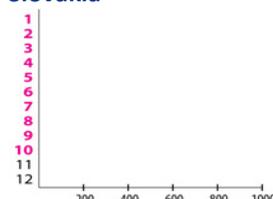
Romania



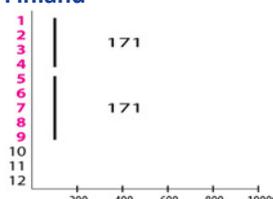
Slovenia



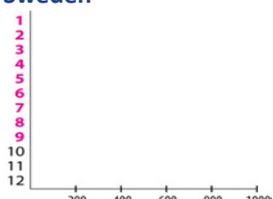
Slovakia



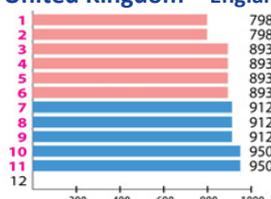
Finland



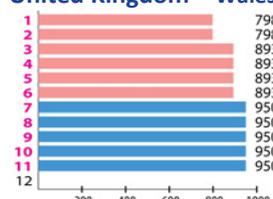
Sweden



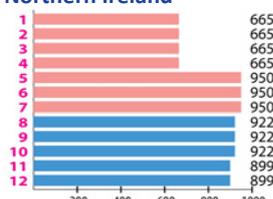
United Kingdom – England



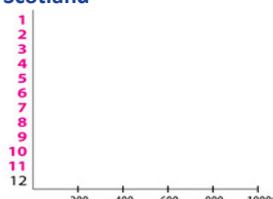
United Kingdom – Wales



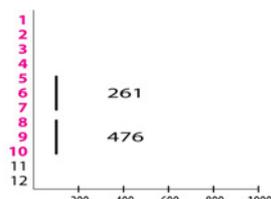
United Kingdom – Northern Ireland



United Kingdom – Scotland



Iceland



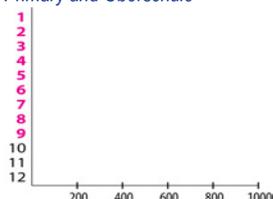
Liechtenstein

Primary and Gymnasium



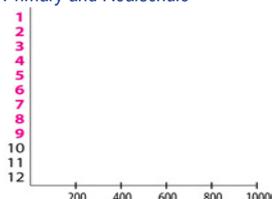
Liechtenstein

Primary and Oberschule

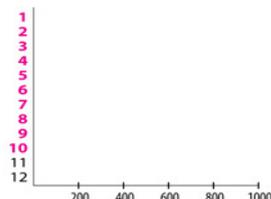


Liechtenstein

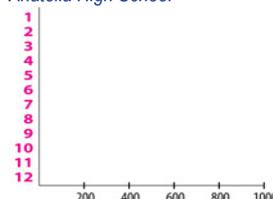
Primary and Realschule



Norway

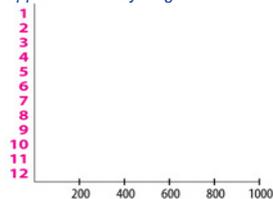


Turkey Upper secondary: Anatolia High School



Turkey

Upper secondary: High School



For specific national information, see Part I, Section 3: Country Specific Notes.

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

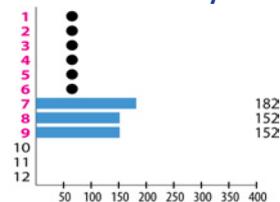
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

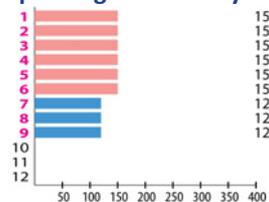
Source: Eurydice.

READING, WRITING AND LITERATURE

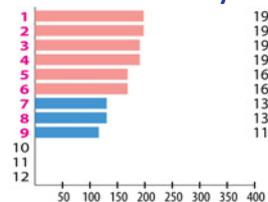
Belgium – French Community



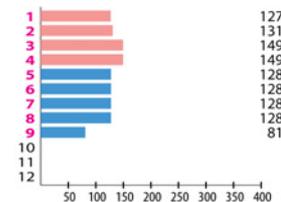
Belgium – German-speaking Community



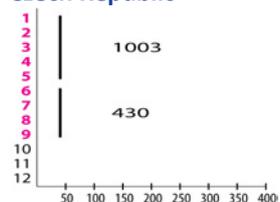
Belgium – Flemish Community



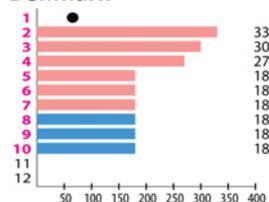
Bulgaria



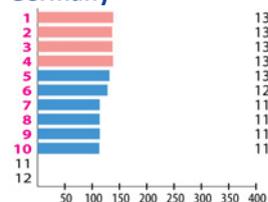
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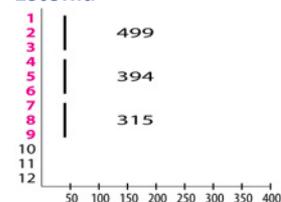
Denmark



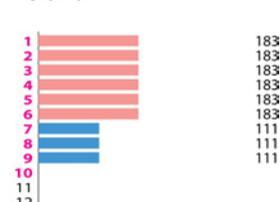
Germany



Estonia



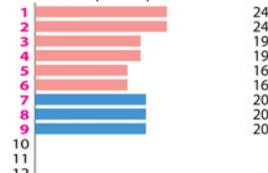
Ireland



Greece



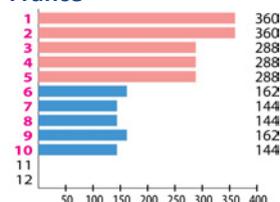
Greece Primary: unified revised curriculum (EAEP)



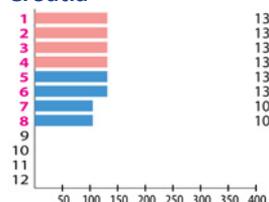
Spain



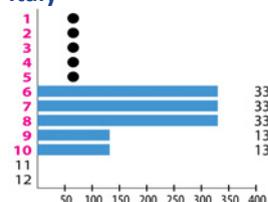
France



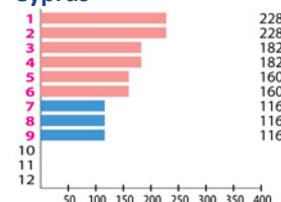
Croatia



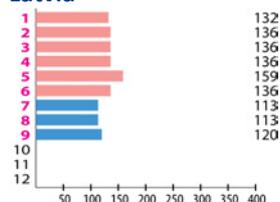
Italy



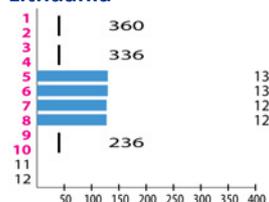
Cyprus



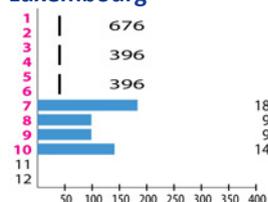
Latvia



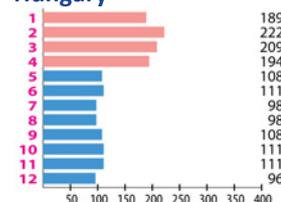
Lithuania



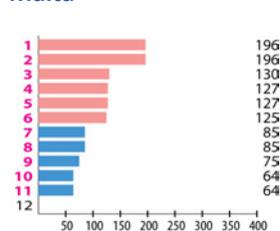
Luxembourg



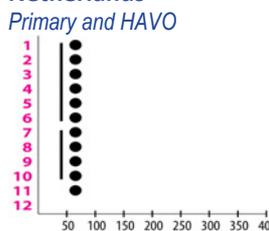
Hungary



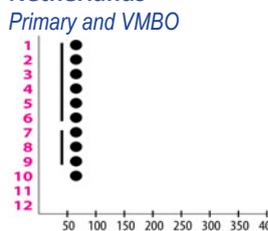
Malta



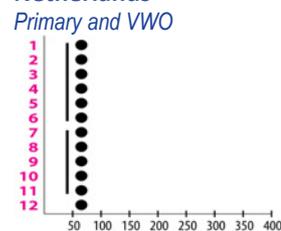
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

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

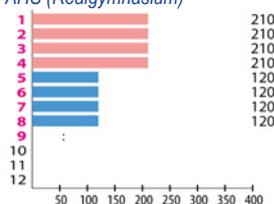
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

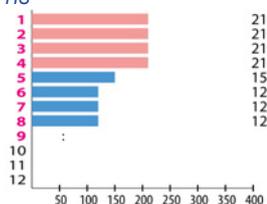
Source: Eurydice.

READING, WRITING AND LITERATURE

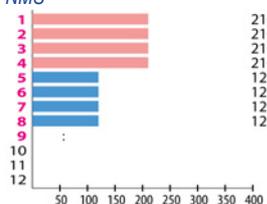
Austria Volksschule and AHS (Realgymnasium)



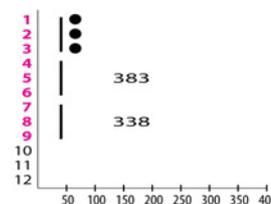
Austria Volksschule and HS



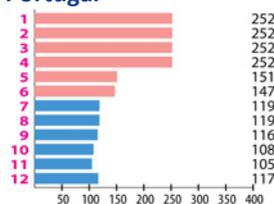
Austria Volksschule and NMS



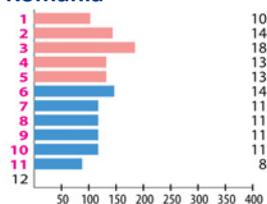
Poland



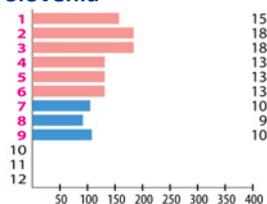
Portugal



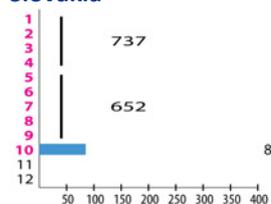
Romania



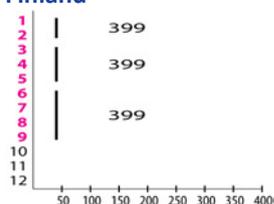
Slovenia



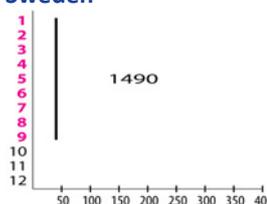
Slovakia



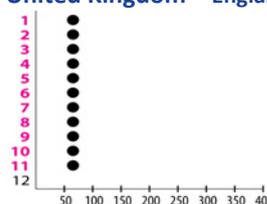
Finland



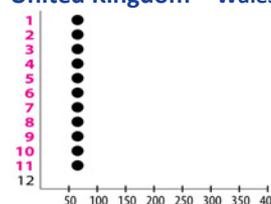
Sweden



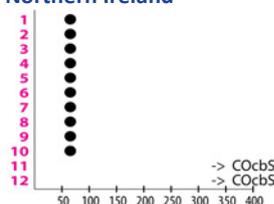
United Kingdom – England



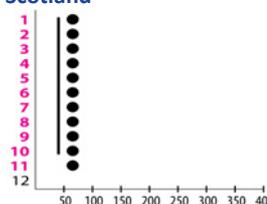
United Kingdom – Wales



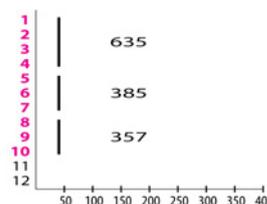
United Kingdom – Northern Ireland



United Kingdom – Scotland

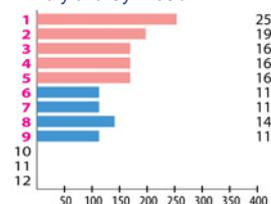


Iceland



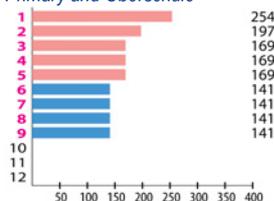
Liechtenstein

Primary and Gymnasium



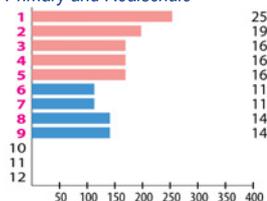
Liechtenstein

Primary and Oberschule

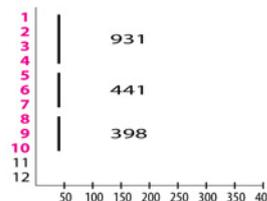


Liechtenstein

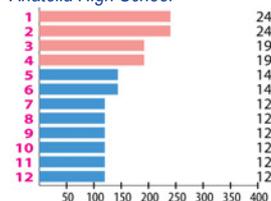
Primary and Realschule



Norway

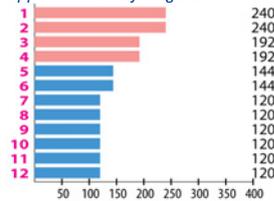


Turkey Upper secondary: Anatolia High School



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 I, Section 3: Country Specific Notes.

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

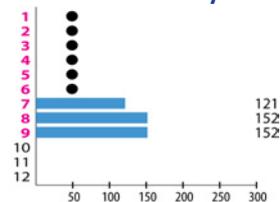
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

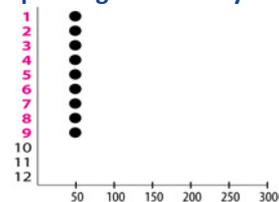
Source: Eurydice.

MATHEMATICS

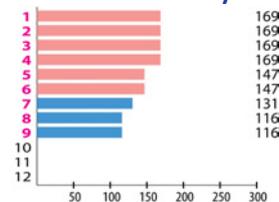
Belgium – French Community



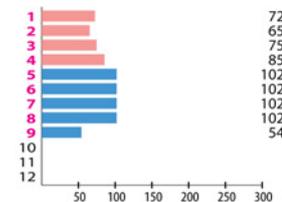
Belgium – German-speaking Community



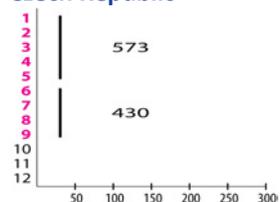
Belgium – Flemish Community



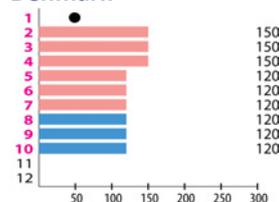
Bulgaria



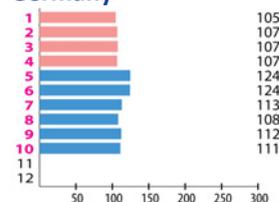
Czech Republic



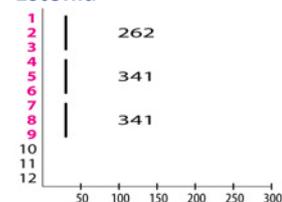
Denmark



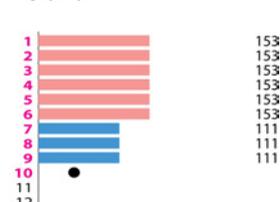
Germany



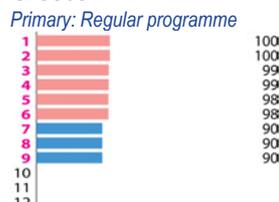
Estonia



Ireland



Greece



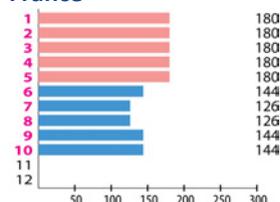
Greece Primary: unified revised curriculum (EAEP)



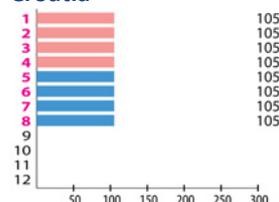
Spain



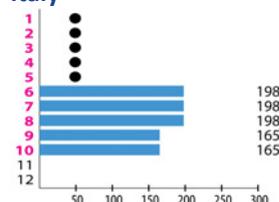
France



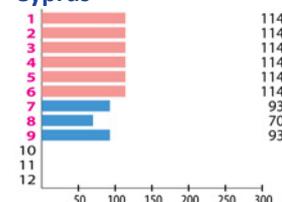
Croatia



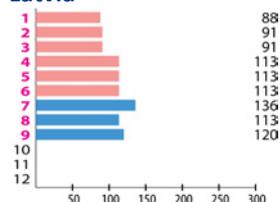
Italy



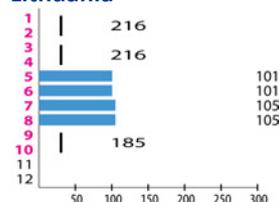
Cyprus



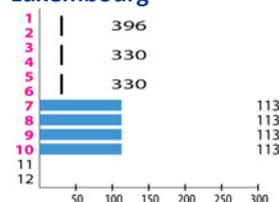
Latvia



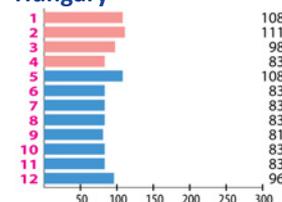
Lithuania



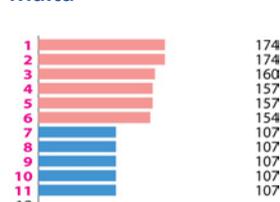
Luxembourg



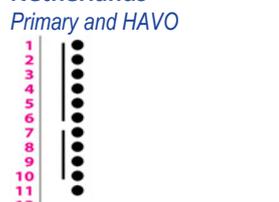
Hungary



Malta



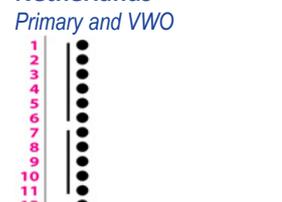
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

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

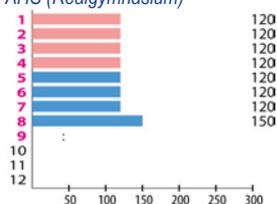
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

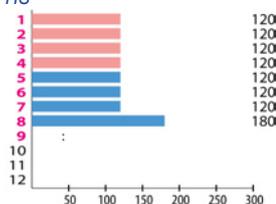
Source: Eurydice.

MATHEMATICS

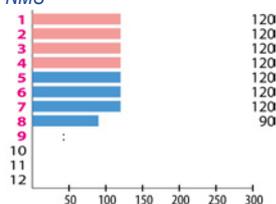
Austria Volksschule and AHS (Realgymnasium)



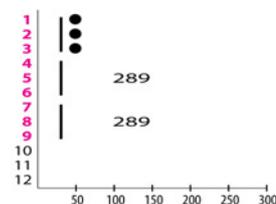
Austria Volksschule and HS



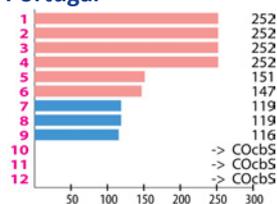
Austria Volksschule and NMS



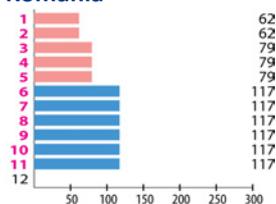
Poland



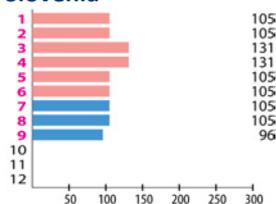
Portugal



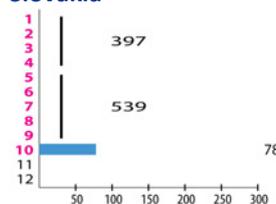
Romania



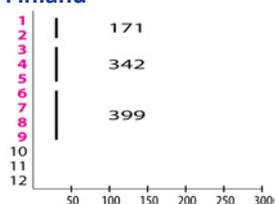
Slovenia



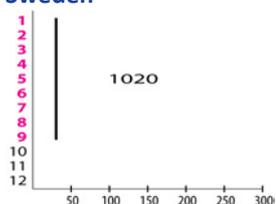
Slovakia



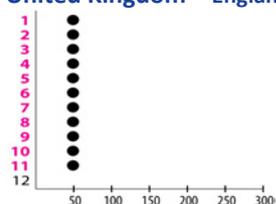
Finland



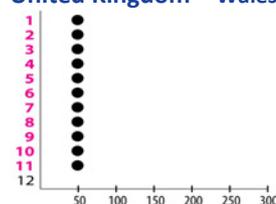
Sweden



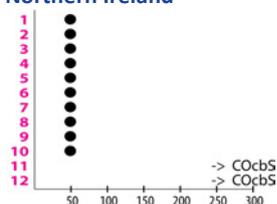
United Kingdom – England



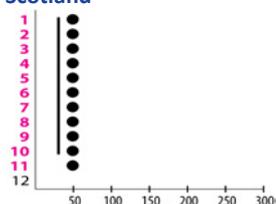
United Kingdom – Wales



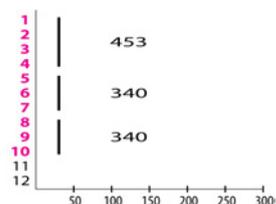
United Kingdom – Northern Ireland



United Kingdom – Scotland

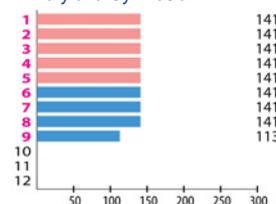


Iceland



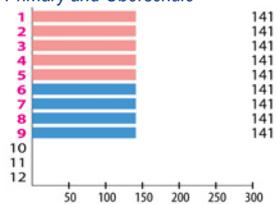
Liechtenstein

Primary and Gymnasium



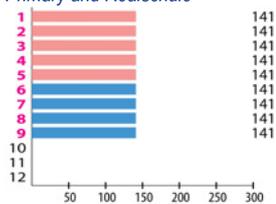
Liechtenstein

Primary and Oberschule

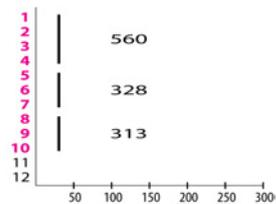


Liechtenstein

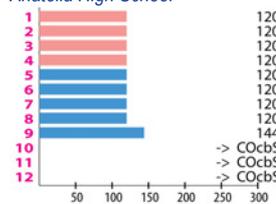
Primary and Realschule



Norway

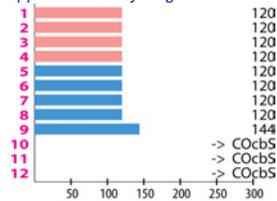


Turkey Upper secondary: Anatolia High School



Turkey

Upper secondary: High School



Country specific note

Italy: Data include instruction time for natural sciences in grades 6-8, and for ICT in grades 9-10.

For specific national information, see Part I, Section 3: Country Specific Notes.

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

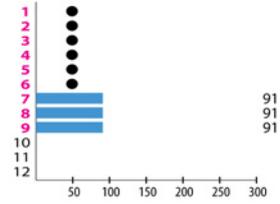
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

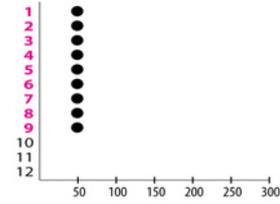
Source: Eurydice.

NATURAL SCIENCES

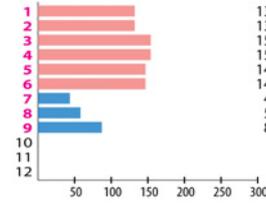
Belgium – French Community



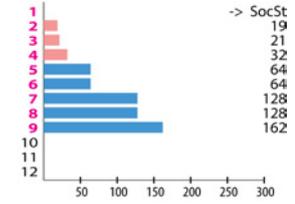
Belgium – German-speaking Community



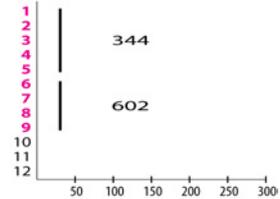
Belgium – Flemish Community



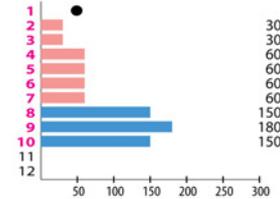
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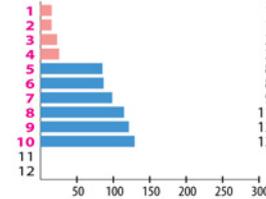
Czech Republic



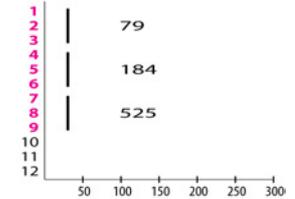
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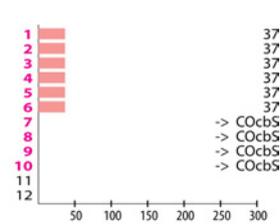
Germany



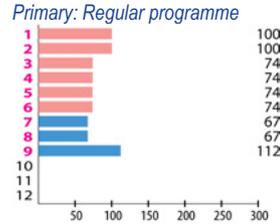
Estonia



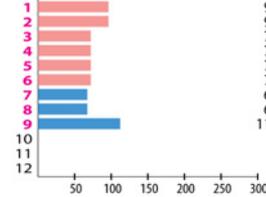
Ireland



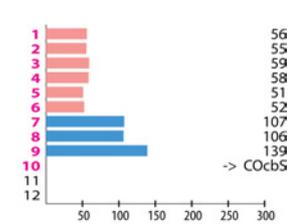
Greece



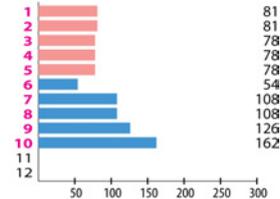
Greece Primary: unified revised curriculum (EAEP)



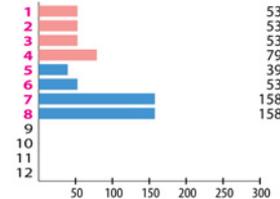
Spain



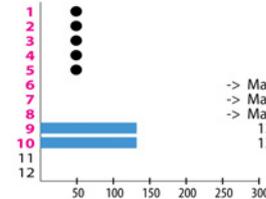
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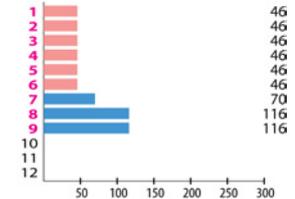
Croatia



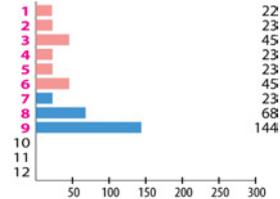
Italy



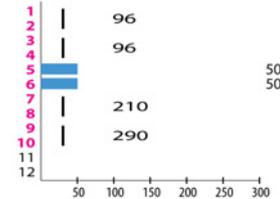
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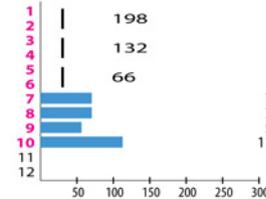
Latvia



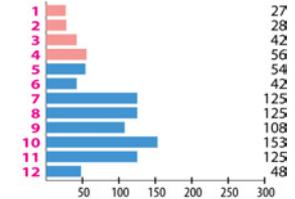
Lithuania



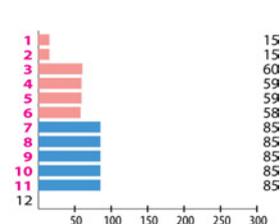
Luxembourg



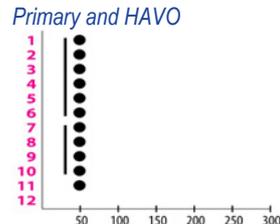
Hungary



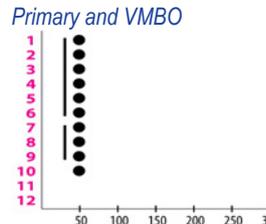
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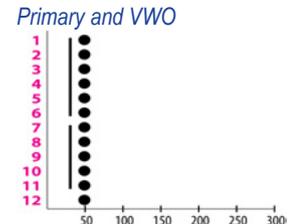
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

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

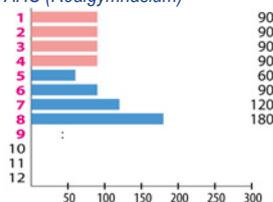
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

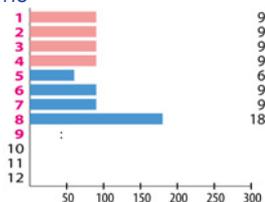
Source: Eurydice.

NATURAL SCIENCES

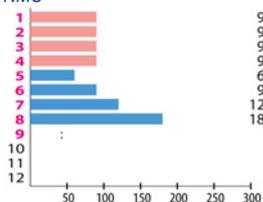
Austria Volksschule and AHS (Realgymnasium)



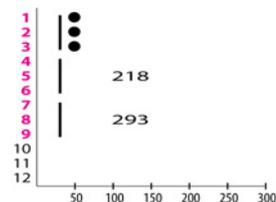
Austria Volksschule and HS



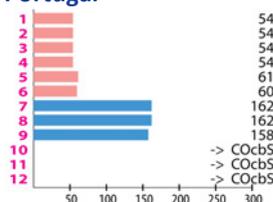
Austria Volksschule and NMS



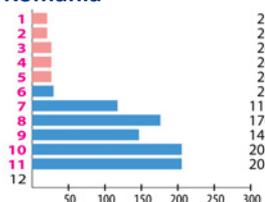
Poland



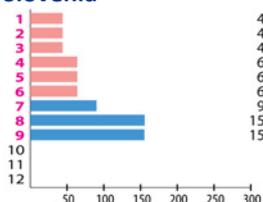
Portugal



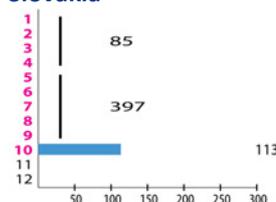
Romania



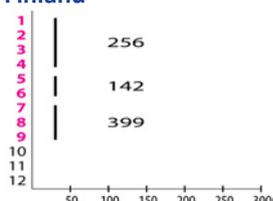
Slovenia



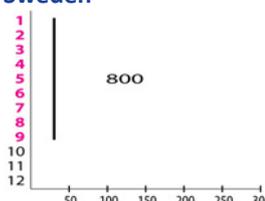
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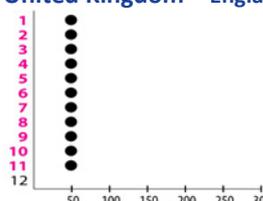
Finland



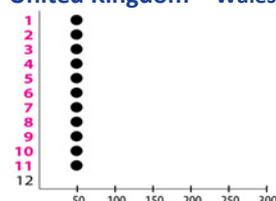
Sweden



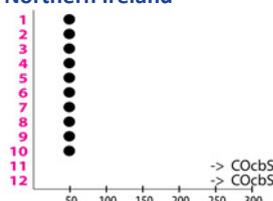
United Kingdom – England



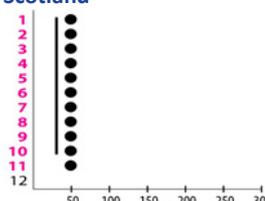
United Kingdom – Wales



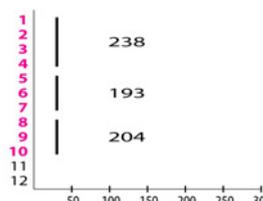
United Kingdom – Northern Ireland



United Kingdom – Scotland

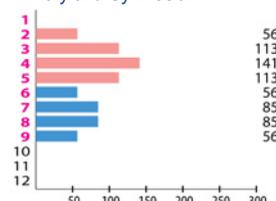


Iceland



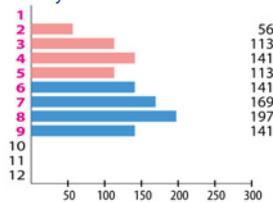
Liechtenstein

Primary and Gymnasium



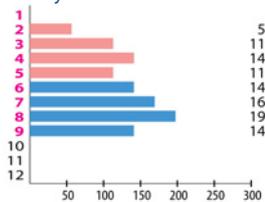
Liechtenstein

Primary and Oberschule

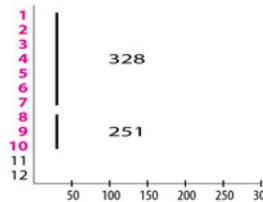


Liechtenstein

Primary and Realschule

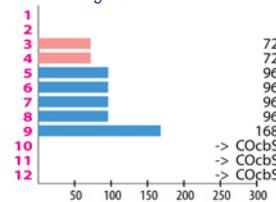


Norway



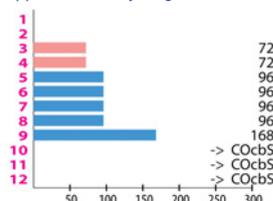
Turkey Upper secondary:

Anatolia High School



Turkey

Upper secondary: High School



Country specific notes

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

For specific national information, see Part I, Section 3: Country Specific Notes.

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

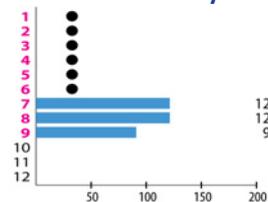
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

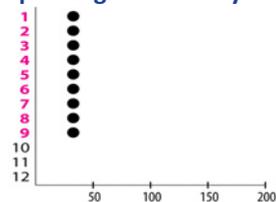
Source: Eurydice.

SOCIAL STUDIES

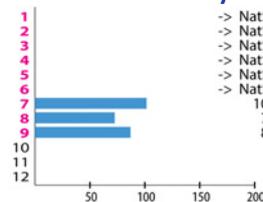
Belgium – French Community



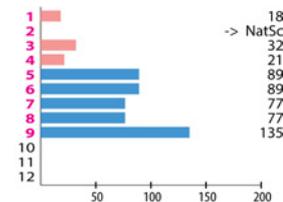
Belgium – German-speaking Community



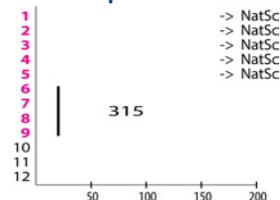
Belgium – Flemish Community



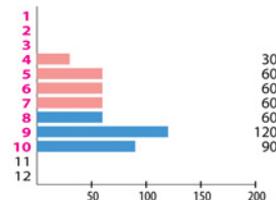
Bulgaria



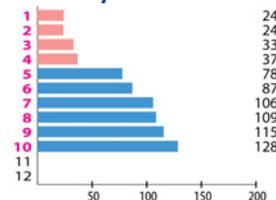
Czech Republic



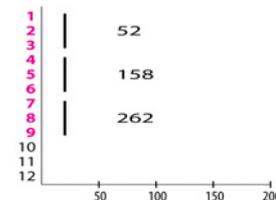
Denmark



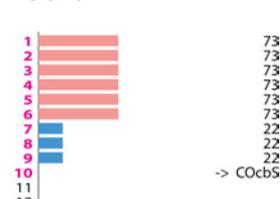
Germany



Estonia



Ireland



Greece



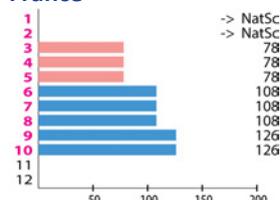
Greece Primary: unified revised curriculum (EAEP)



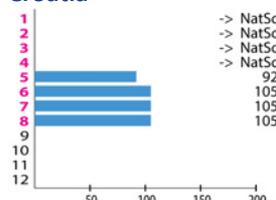
Spain



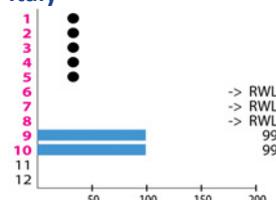
France



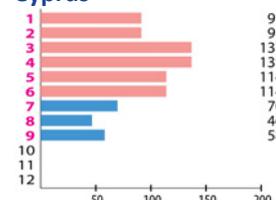
Croatia



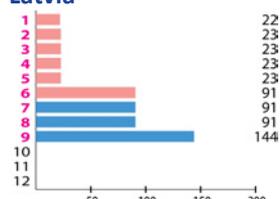
Italy



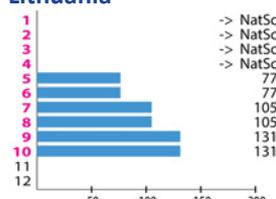
Cyprus



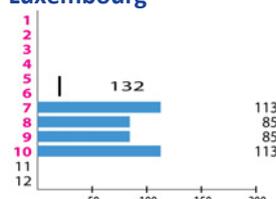
Latvia



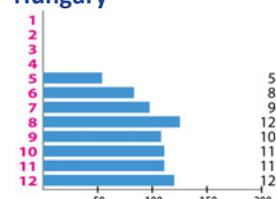
Lithuania



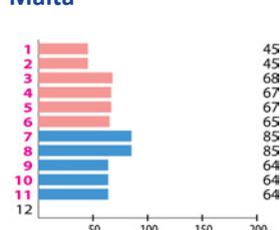
Luxembourg



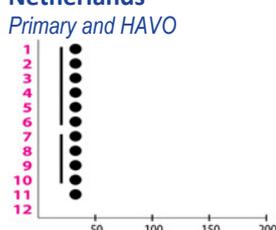
Hungary



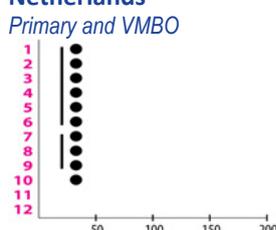
Malta



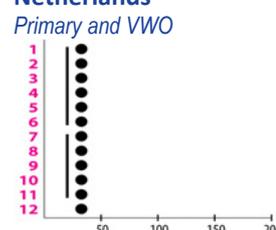
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

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

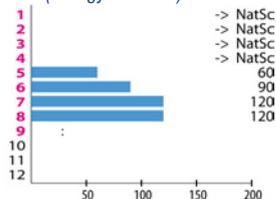
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

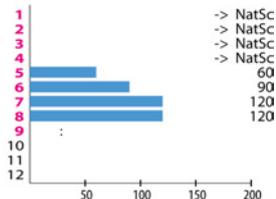
Source: Eurydice.

SOCIAL STUDIES

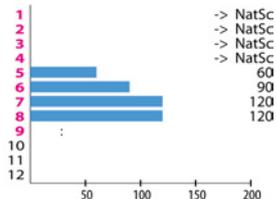
Austria Volksschule and AHS (Realgymnasium)



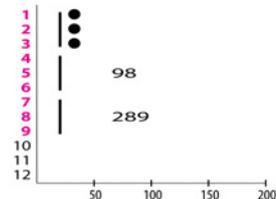
Austria Volksschule and HS



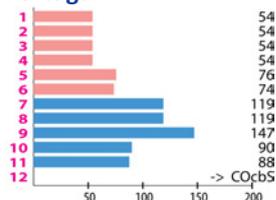
Austria Volksschule and NMS



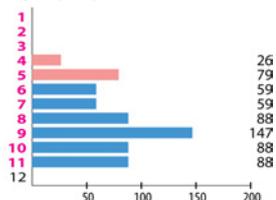
Poland



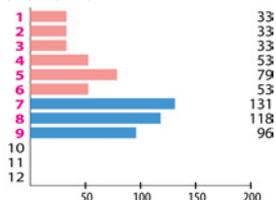
Portugal



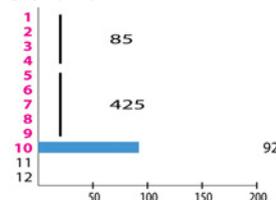
Romania



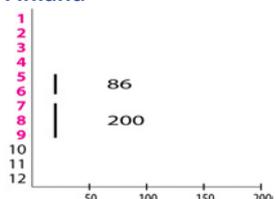
Slovenia



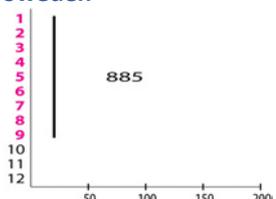
Slovakia



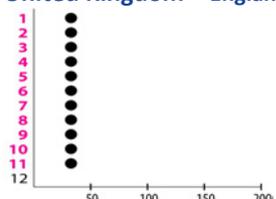
Finland



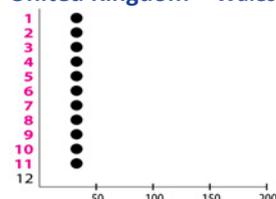
Sweden



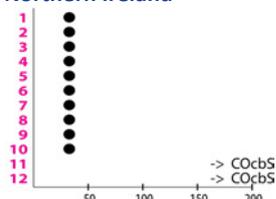
United Kingdom – England



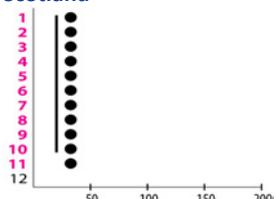
United Kingdom – Wales



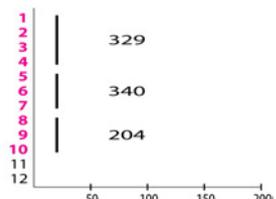
United Kingdom – Northern Ireland



United Kingdom – Scotland

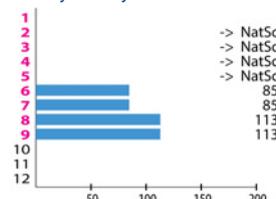


Iceland



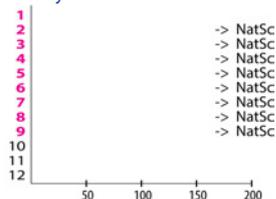
Liechtenstein

Primary and Gymnasium



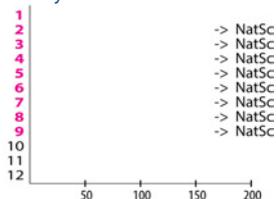
Liechtenstein

Primary and Oberschule

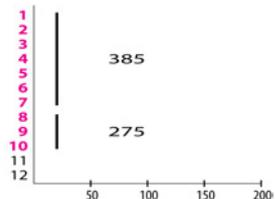


Liechtenstein

Primary and Realschule

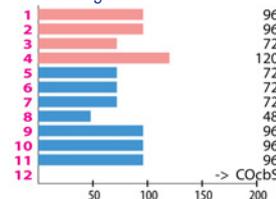


Norway



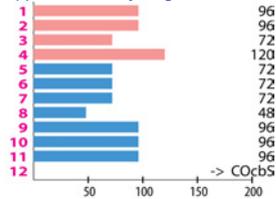
Turkey Upper secondary:

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 and Slovakia: 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.

For specific national information, see Part I, Section 3: Country Specific Notes.

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

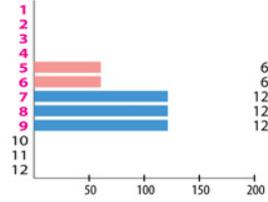
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

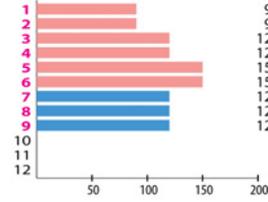
Source: Eurydice.

FOREIGN LANGUAGE 1

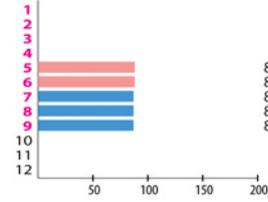
Belgium – French Community



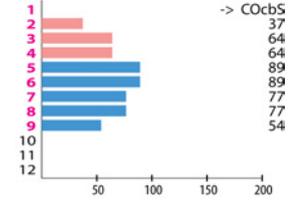
Belgium – German-speaking Community



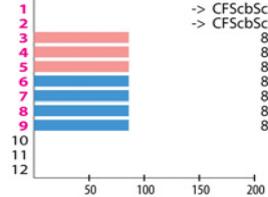
Belgium – Flemish Community



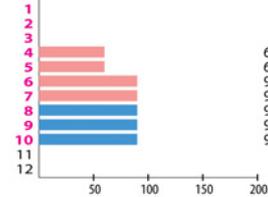
Bulgaria



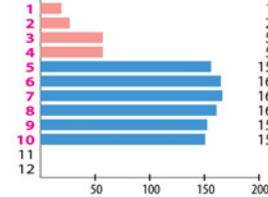
Czech Republic



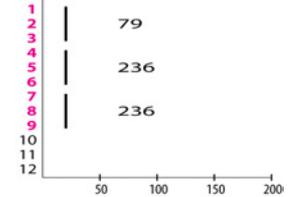
Denmark



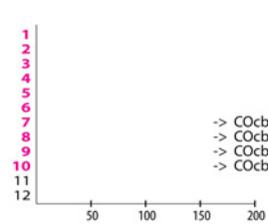
Germany



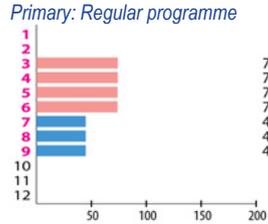
Estonia



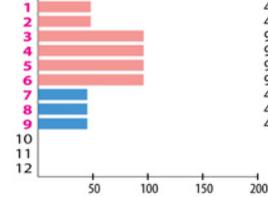
Ireland



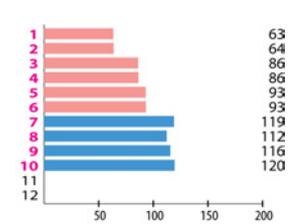
Greece



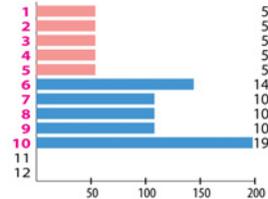
Greece Primary: unified revised curriculum (EAEP)



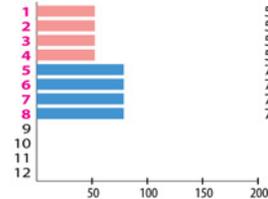
Spain



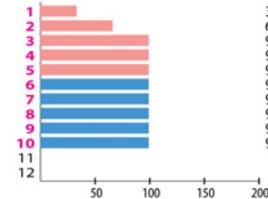
France



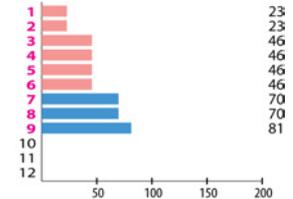
Croatia



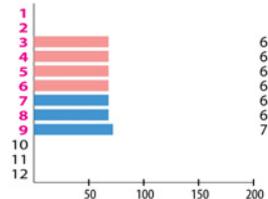
Italy



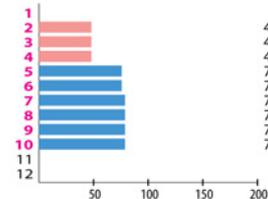
Cyprus



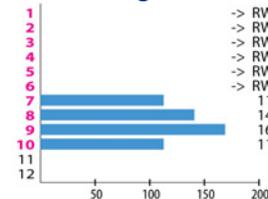
Latvia



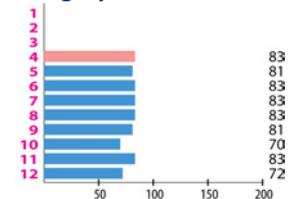
Lithuania



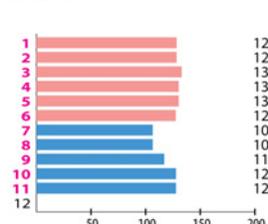
Luxembourg



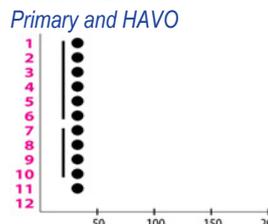
Hungary



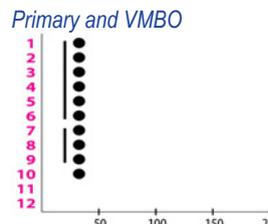
Malta



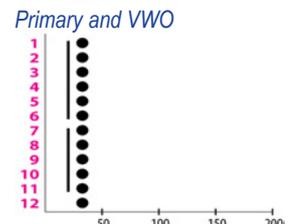
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

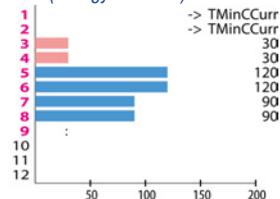
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

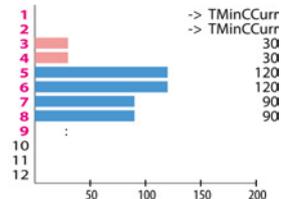
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

FOREIGN LANGUAGE 1

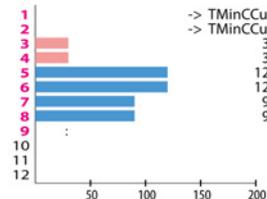
Austria Volksschule and AHS (Realgymnasium)



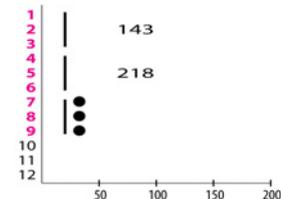
Austria Volksschule and HS



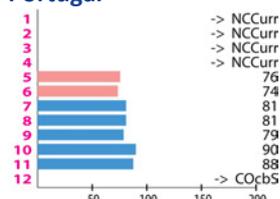
Austria Volksschule and NMS



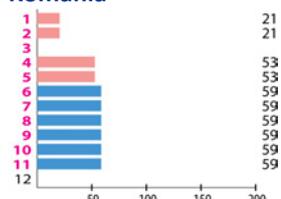
Poland



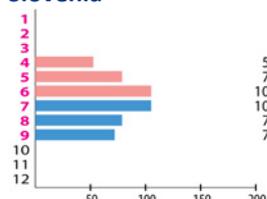
Portugal



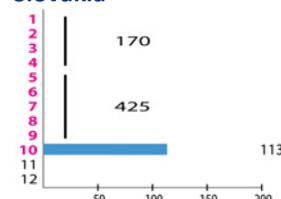
Romania



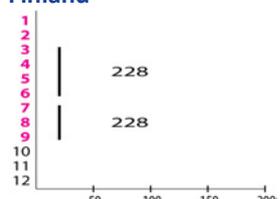
Slovenia



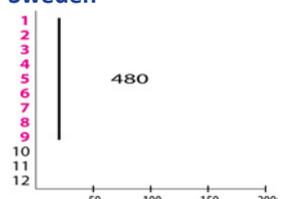
Slovakia



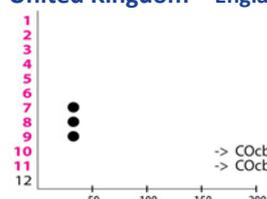
Finland



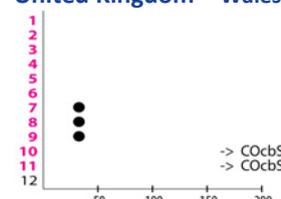
Sweden



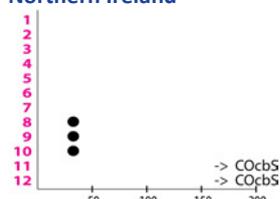
United Kingdom – England



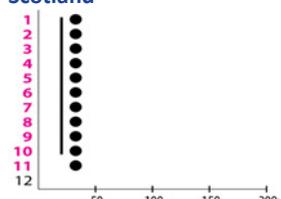
United Kingdom – Wales



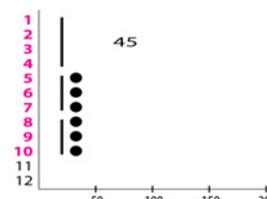
United Kingdom – Northern Ireland



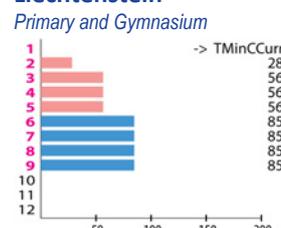
United Kingdom – Scotland



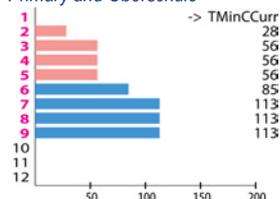
Iceland



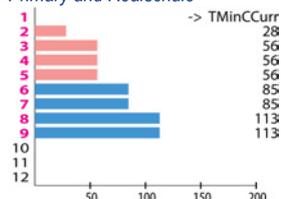
Liechtenstein



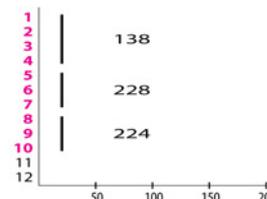
Liechtenstein Primary and Oberschule



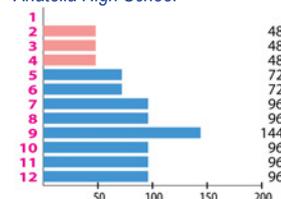
Liechtenstein Primary and Realschule



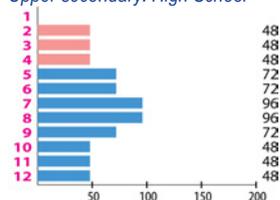
Norway



Turkey Upper secondary: Anatolia High School



Turkey Upper secondary: High School



Country specific notes

Germany: Data include instruction time for foreign language 2 in grades 5-10.
France: Data include instruction time for foreign language 2 in grade 10.

For specific national information, see Part I, Section 3: Country Specific Notes.

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

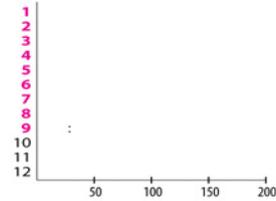
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

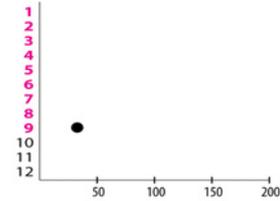
Source: Eurydice.

FOREIGN LANGUAGE 2

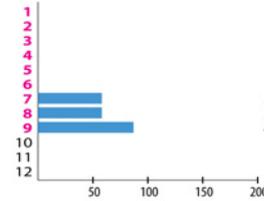
Belgium – French Community



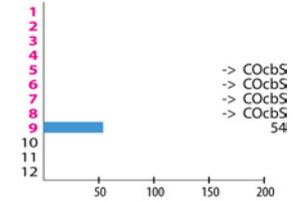
Belgium – German-speaking Community



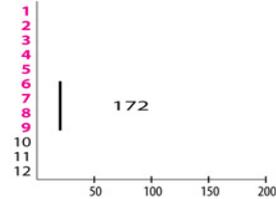
Belgium – Flemish Community



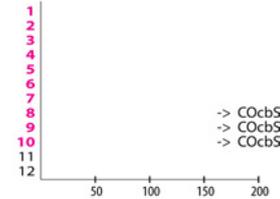
Bulgaria



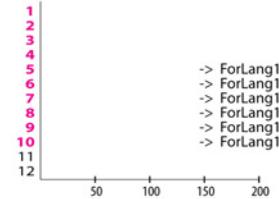
Czech Republic



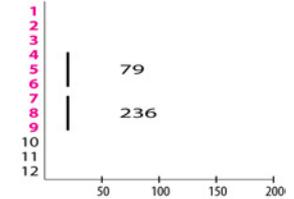
Denmark



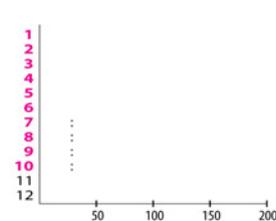
Germany



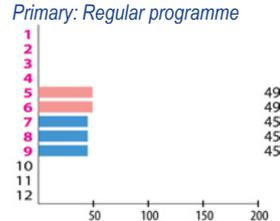
Estonia



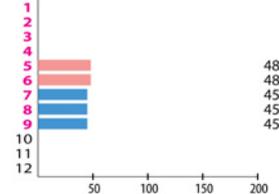
Ireland



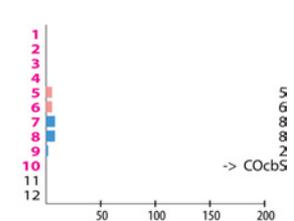
Greece



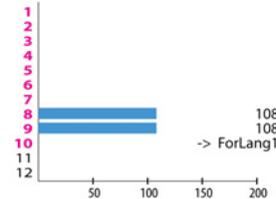
Greece Primary: unified revised curriculum (EAEP)



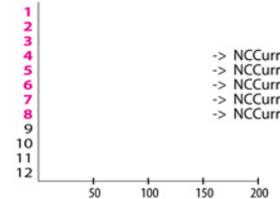
Spain



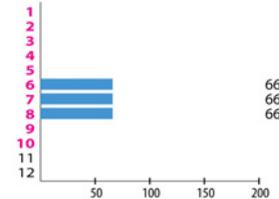
France



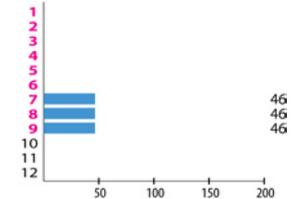
Croatia



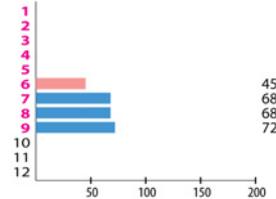
Italy



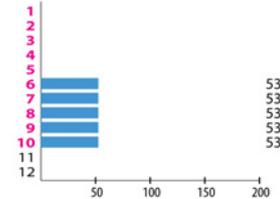
Cyprus



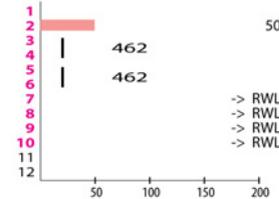
Latvia



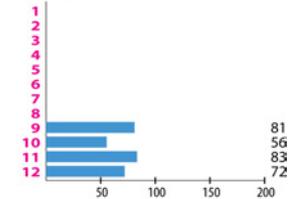
Lithuania



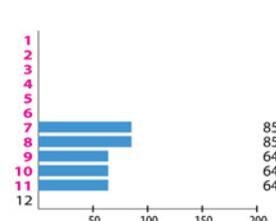
Luxembourg



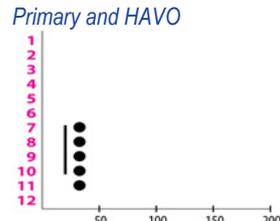
Hungary



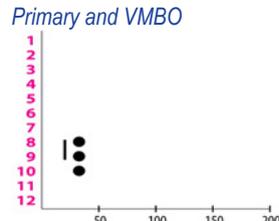
Malta



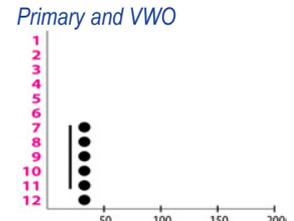
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

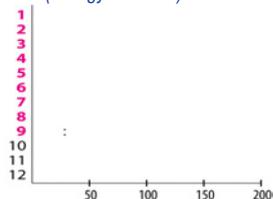
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

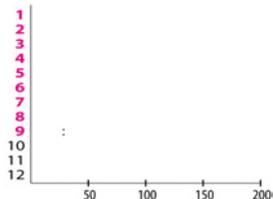
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

FOREIGN LANGUAGE 2

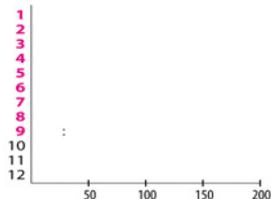
Austria Volksschule and AHS (Realgymnasium)



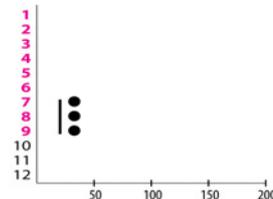
Austria Volksschule and HS



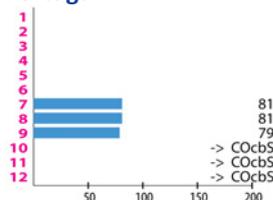
Austria Volksschule and NMS



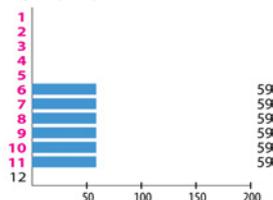
Poland



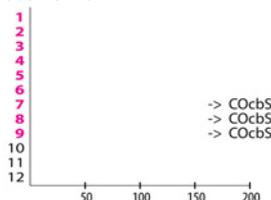
Portugal



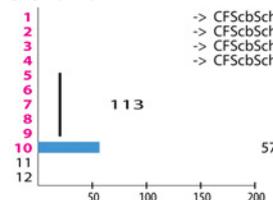
Romania



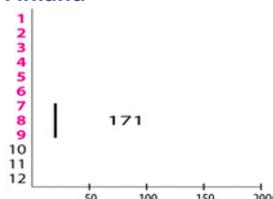
Slovenia



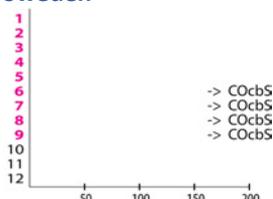
Slovakia



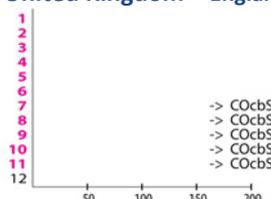
Finland



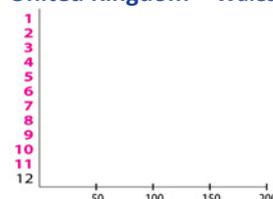
Sweden



United Kingdom – England



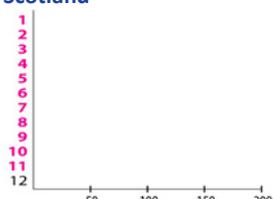
United Kingdom – Wales



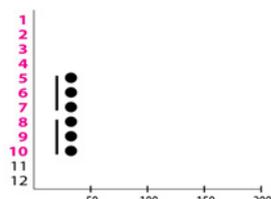
United Kingdom – Northern Ireland



United Kingdom – Scotland

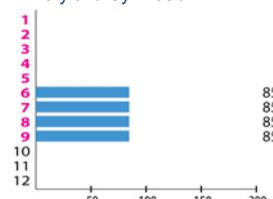


Iceland



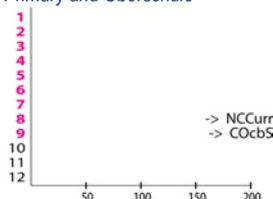
Liechtenstein

Primary and Gymnasium



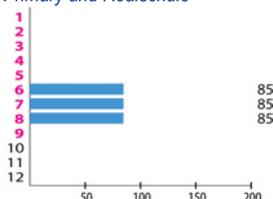
Liechtenstein

Primary and Oberschule

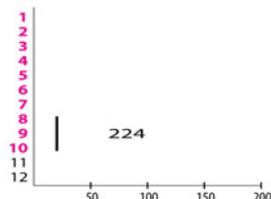


Liechtenstein

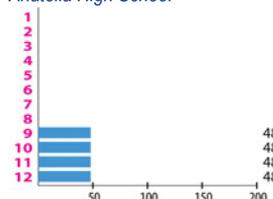
Primary and Realschule



Norway

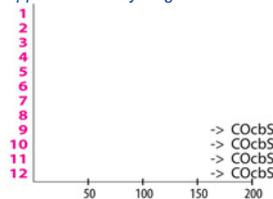


Turkey Upper secondary: Anatolia High School



Turkey

Upper secondary: High School



For specific national information, see Part I, Section 3: 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

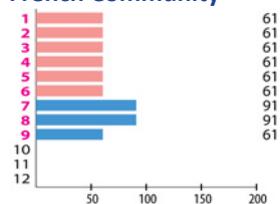
● Flexible time

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

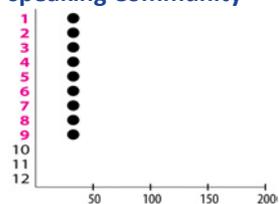
Source: Eurydice.

PHYSICAL EDUCATION AND HEALTH

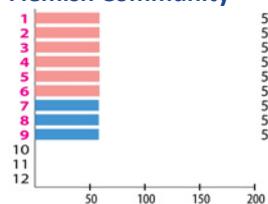
Belgium – French Community



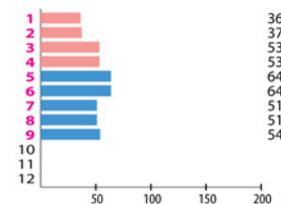
Belgium – German-speaking Community



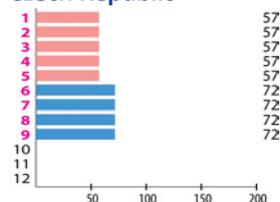
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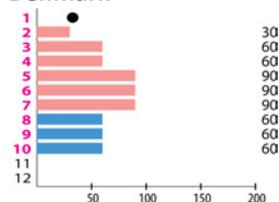
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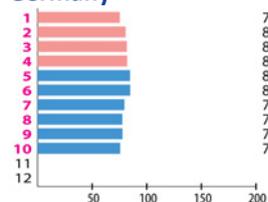
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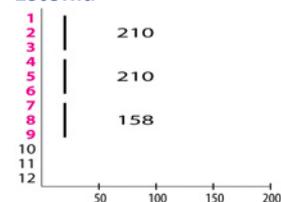
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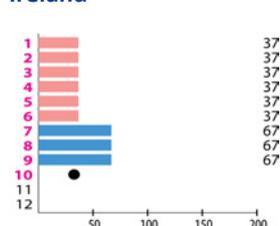
Germany



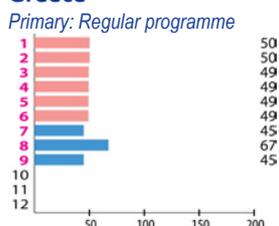
Estonia



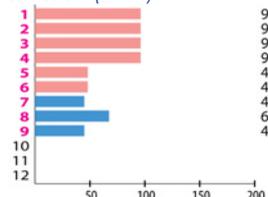
Ireland



Greece



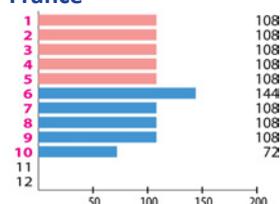
Greece Primary: unified revised curriculum (EAEP)



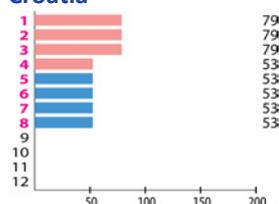
Spain



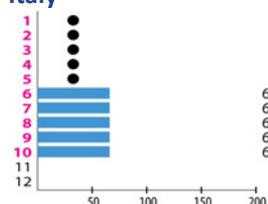
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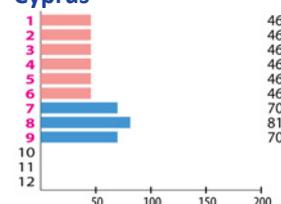
Croatia



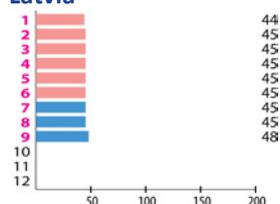
Italy



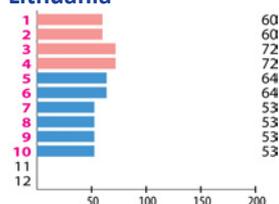
Cyprus



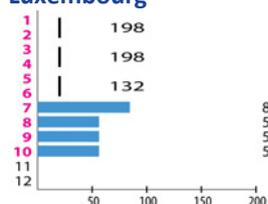
Latvia



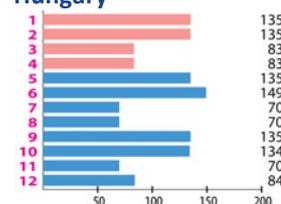
Lithuania



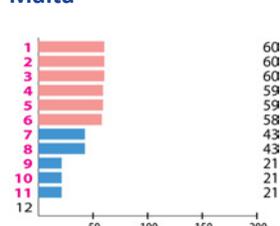
Luxembourg



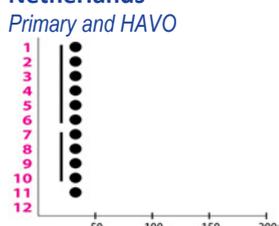
Hungary



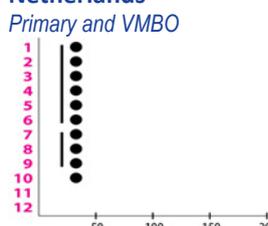
Malta



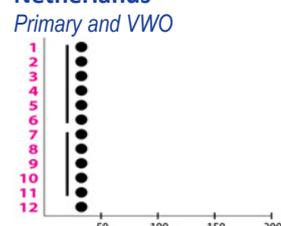
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

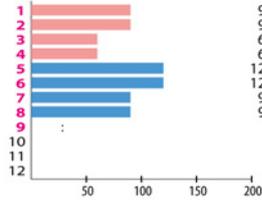
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

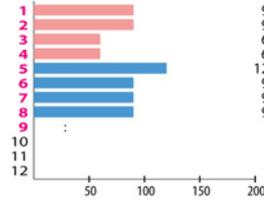
-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years Source: Eurydice.

PHYSICAL EDUCATION AND HEALTH

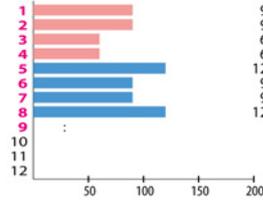
Austria Volksschule and AHS (Realgymnasium)



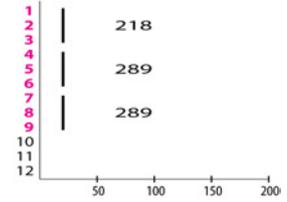
Austria Volksschule and HS



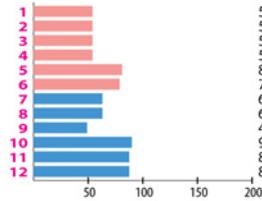
Austria Volksschule and NMS



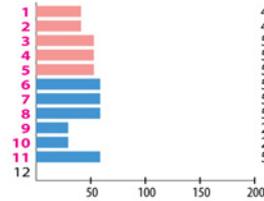
Poland



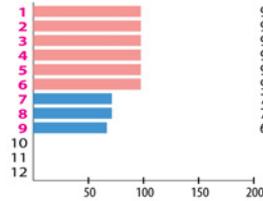
Portugal



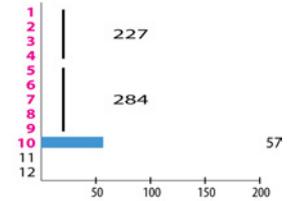
Romania



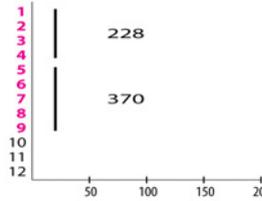
Slovenia



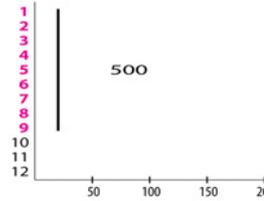
Slovakia



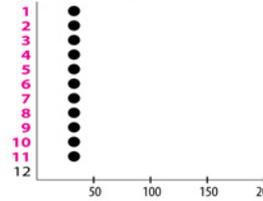
Finland



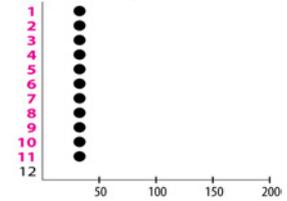
Sweden



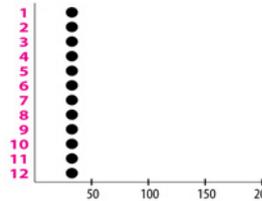
United Kingdom – England



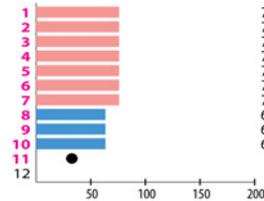
United Kingdom – Wales



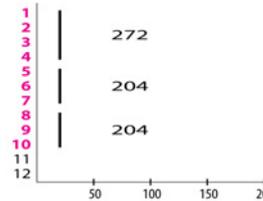
United Kingdom – Northern Ireland



United Kingdom – Scotland

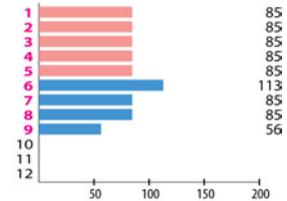


Iceland



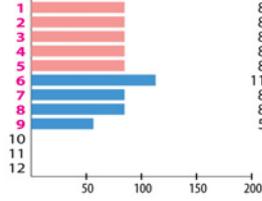
Liechtenstein

Primary and Gymnasium



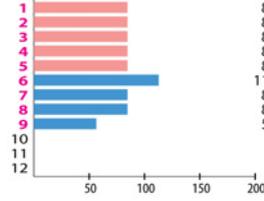
Liechtenstein

Primary and Oberschule

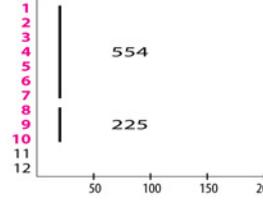


Liechtenstein

Primary and Realschule

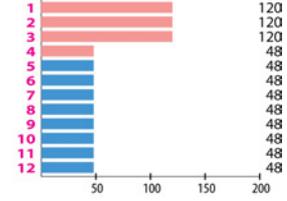


Norway



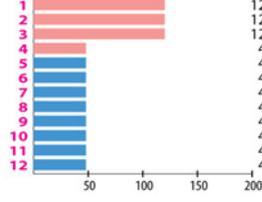
Turkey Upper secondary:

Anatolia High School



Turkey

Upper secondary: High School



For specific national information, see Part I, Section 3: Country Specific Notes.

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

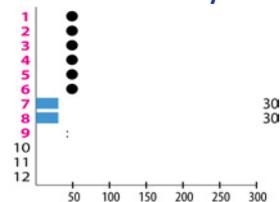
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

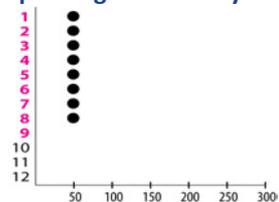
Source: Eurydice.

ARTS EDUCATION

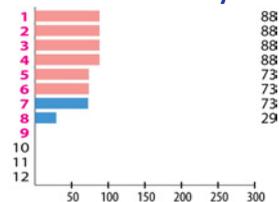
Belgium – French Community



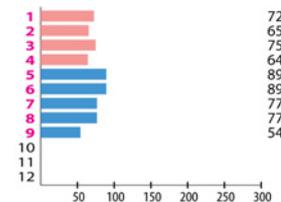
Belgium – German-speaking Community



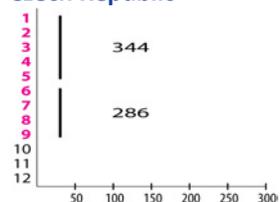
Belgium – Flemish Community



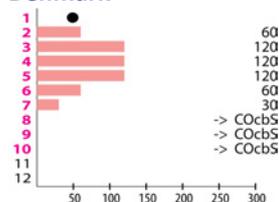
Bulgaria



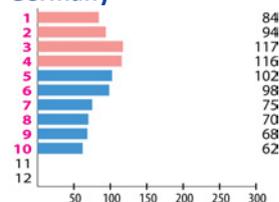
Czech Republic



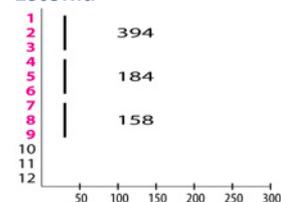
Denmark



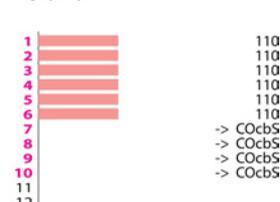
Germany



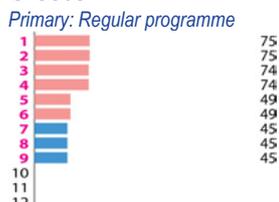
Estonia



Ireland



Greece



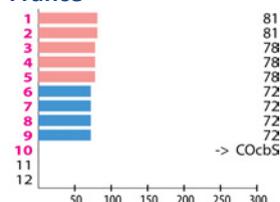
Greece Primary: unified revised curriculum (EAEP)



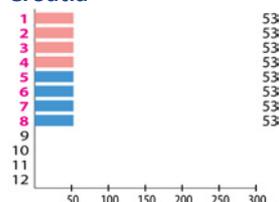
Spain



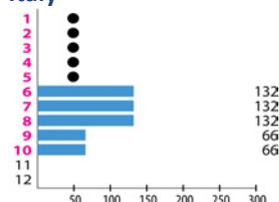
France



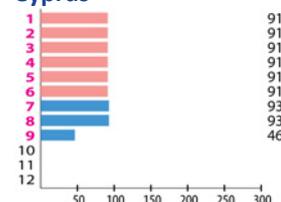
Croatia



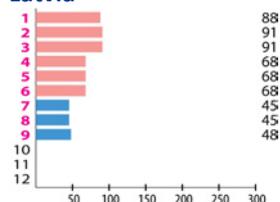
Italy



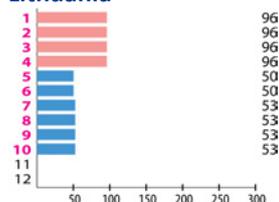
Cyprus



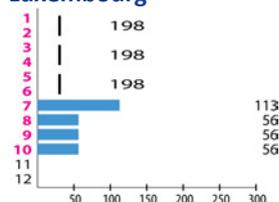
Latvia



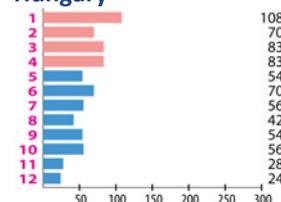
Lithuania



Luxembourg



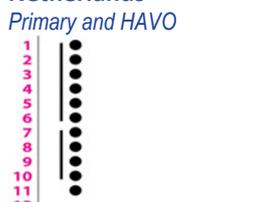
Hungary



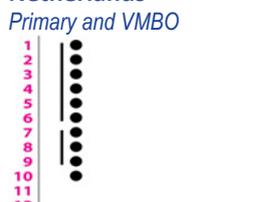
Malta



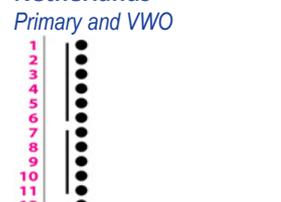
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

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

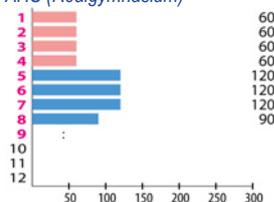
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

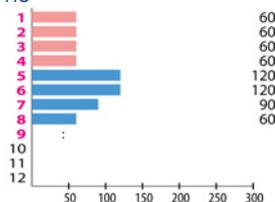
Source: Eurydice.

ARTS EDUCATION

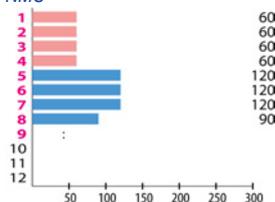
Austria Volksschule and AHS (Realgymnasium)



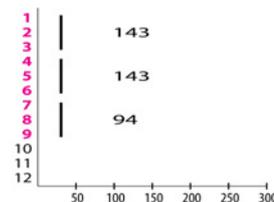
Austria Volksschule and HS



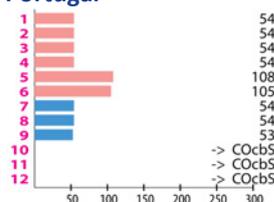
Austria Volksschule and NMS



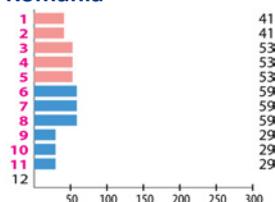
Poland



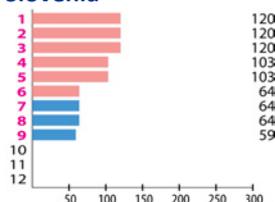
Portugal



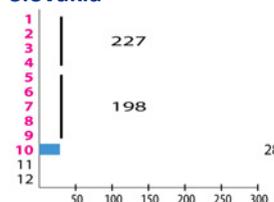
Romania



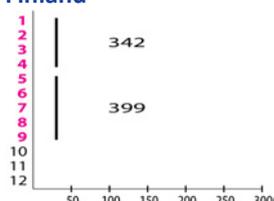
Slovenia



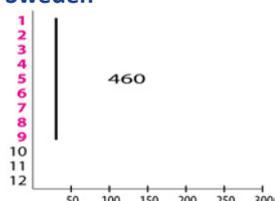
Slovakia



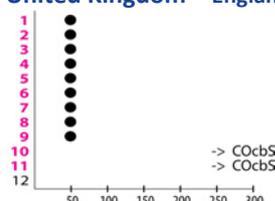
Finland



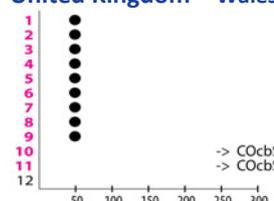
Sweden



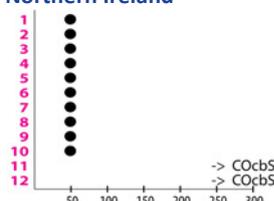
United Kingdom – England



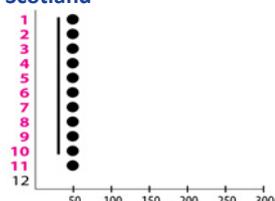
United Kingdom – Wales



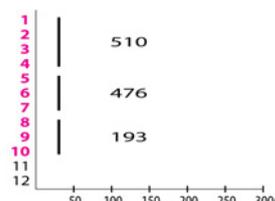
United Kingdom – Northern Ireland



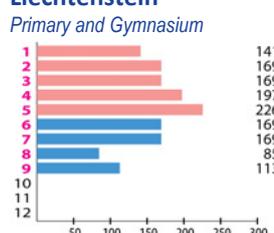
United Kingdom – Scotland



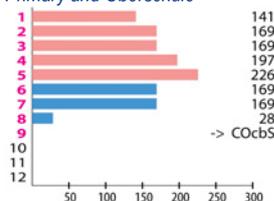
Iceland



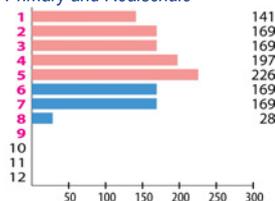
Liechtenstein



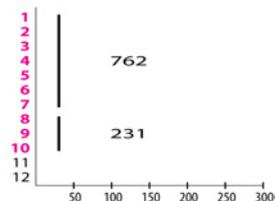
Liechtenstein
Primary and Oberschule



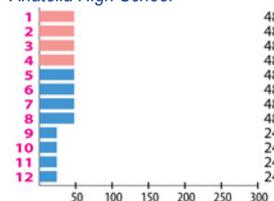
Liechtenstein
Primary and Realschule



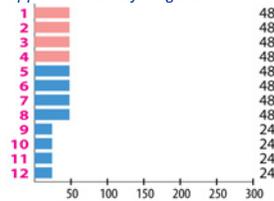
Norway



Turkey Upper secondary:
Anatolia High School



Turkey
Upper secondary: High School



Country specific notes

- Lithuania:** Data include instruction time for technology in grades 1-4.
- Iceland:** Data include instruction time for practical and vocational skills in grades 1-10.
- Liechtenstein:** data include instruction time for technology in grades 6-7.

For specific national information, see Part I, Section 3: Country Specific Notes.

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

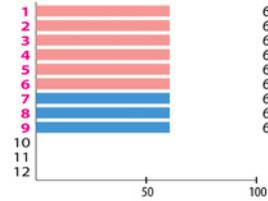
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

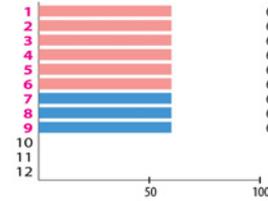
Source: Eurydice.

RELIGION/ETHICS/MORAL EDUCATION

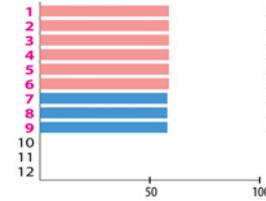
Belgium – French Community



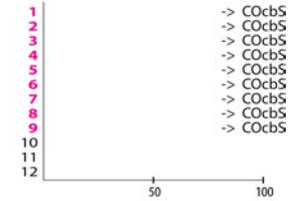
Belgium – German-speaking Community



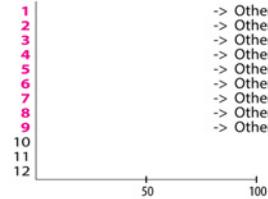
Belgium – Flemish Community



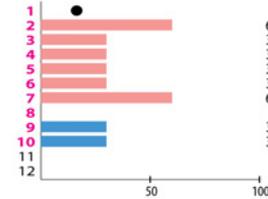
Bulgaria



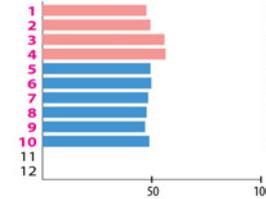
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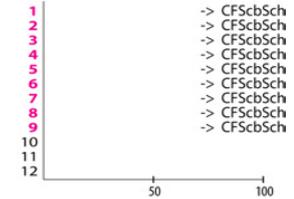
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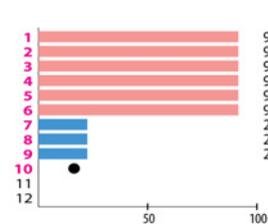
Germany



Estonia



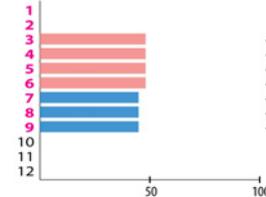
Ireland



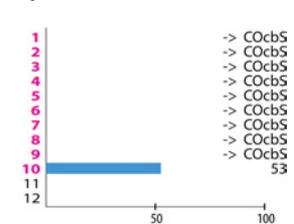
Greece



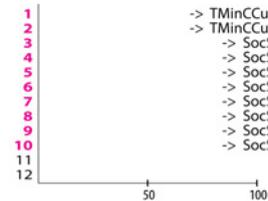
Greece Primary: unified revised curriculum (EAEP)



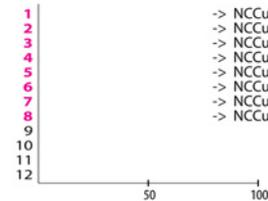
Spain



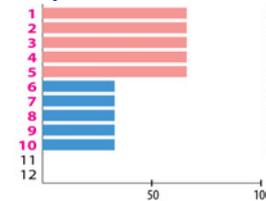
France



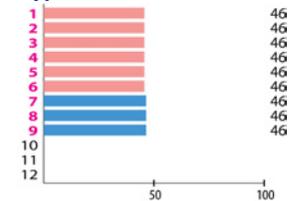
Croatia



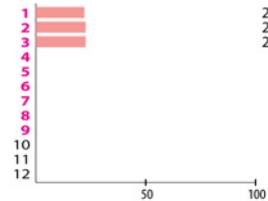
Italy



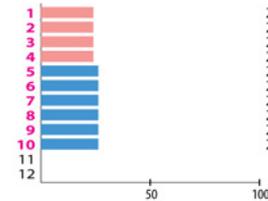
Cyprus



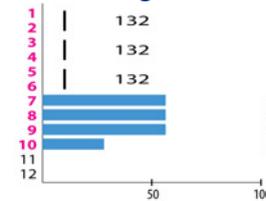
Latvia



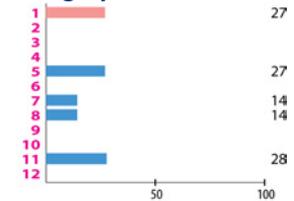
Lithuania



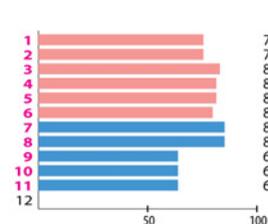
Luxembourg



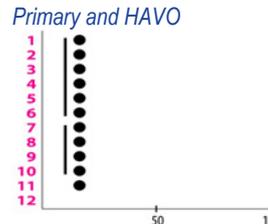
Hungary



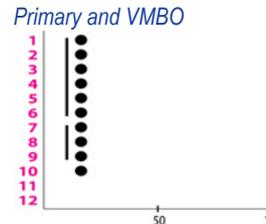
Malta



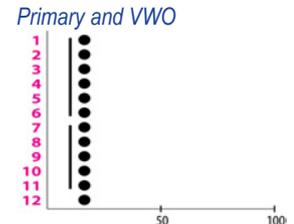
Netherlands



Netherlands



Netherlands



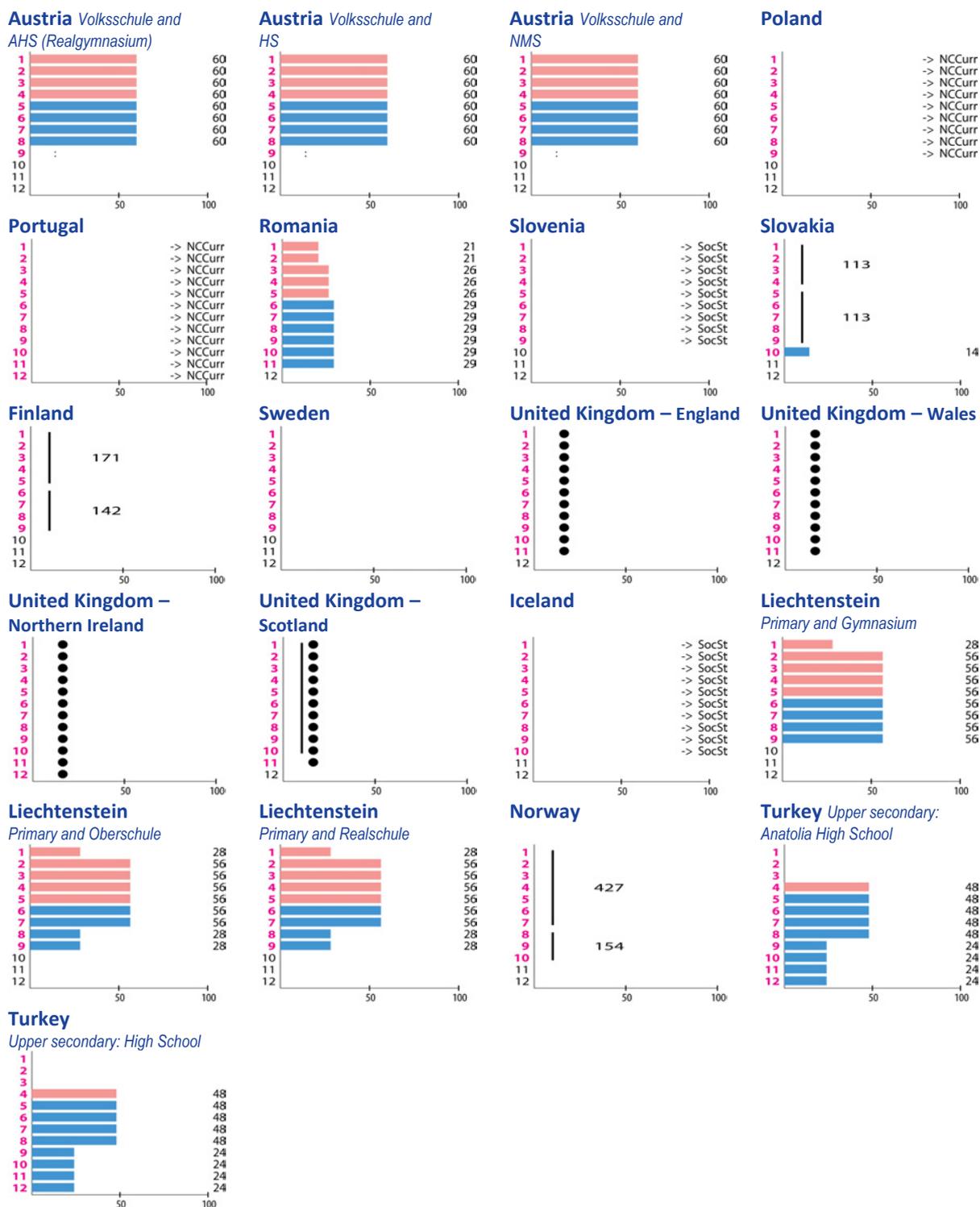
For specific national information, see Part I, Section 3: Country Specific Notes.

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.

RELIGION/ETHICS/MORAL EDUCATION



For specific national information, see Part I, Section 3: Country Specific Notes.

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

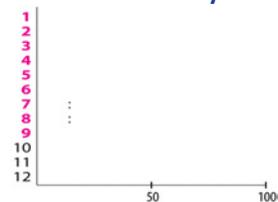
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

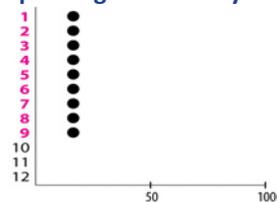
Source: Eurydice.

ICT

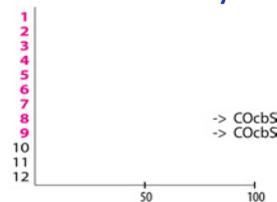
Belgium – French Community



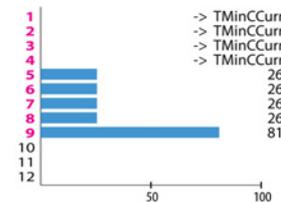
Belgium – German-speaking Community



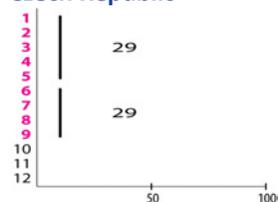
Belgium – Flemish Community



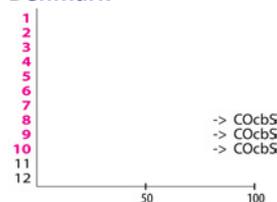
Bulgaria



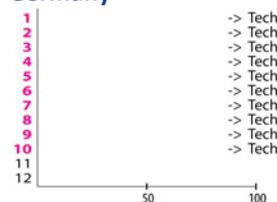
Czech Republic



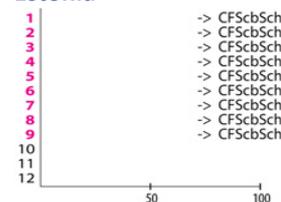
Denmark



Germany



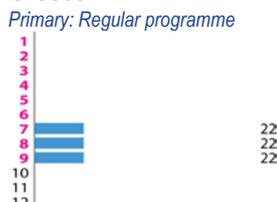
Estonia



Ireland



Greece



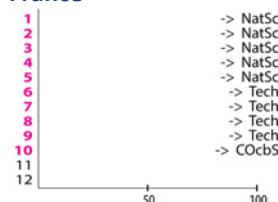
Greece Primary: unified revised curriculum (EAEP)



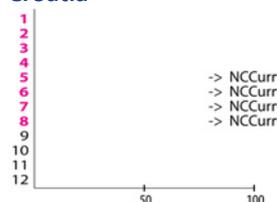
Spain



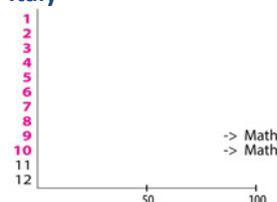
France



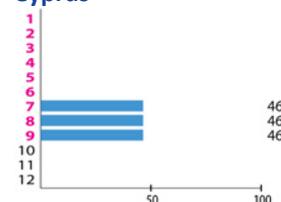
Croatia



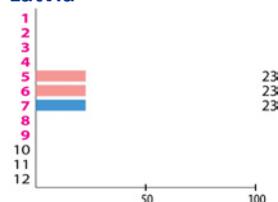
Italy



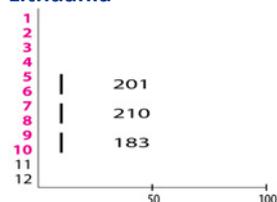
Cyprus



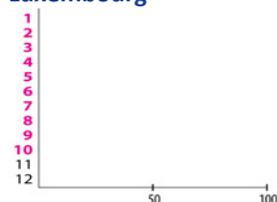
Latvia



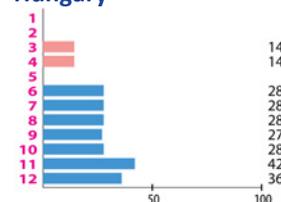
Lithuania



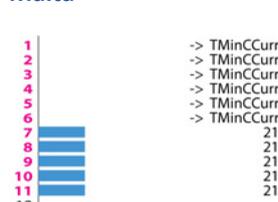
Luxembourg



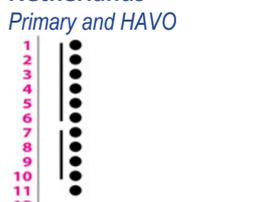
Hungary



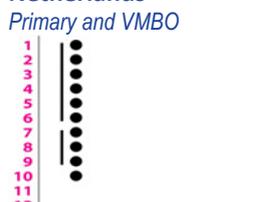
Malta



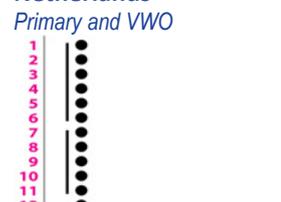
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

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

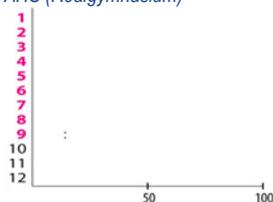
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

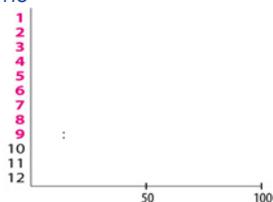
Source: Eurydice.

ICT

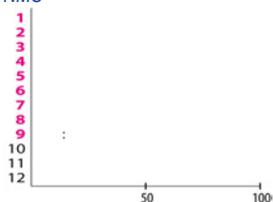
Austria Volksschule and AHS (Realgymnasium)



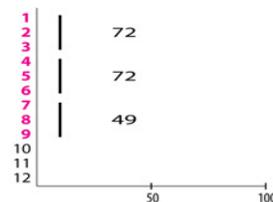
Austria Volksschule and HS



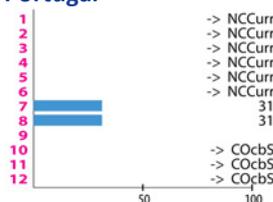
Austria Volksschule and NMS



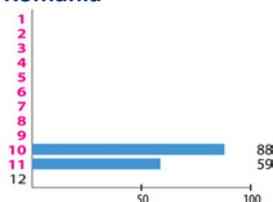
Poland



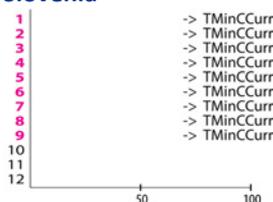
Portugal



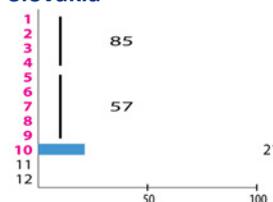
Romania



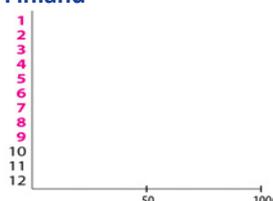
Slovenia



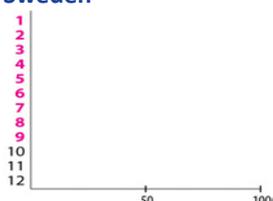
Slovakia



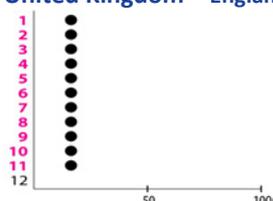
Finland



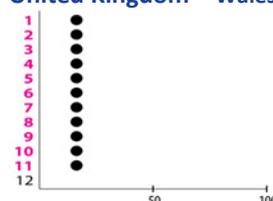
Sweden



United Kingdom – England



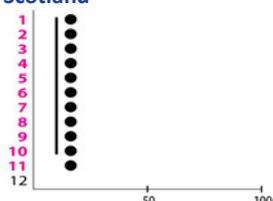
United Kingdom – Wales



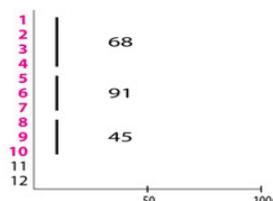
United Kingdom – Northern Ireland



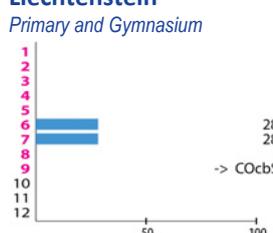
United Kingdom – Scotland



Iceland

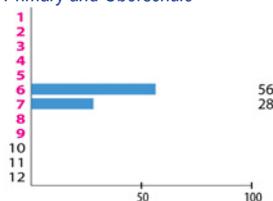


Liechtenstein



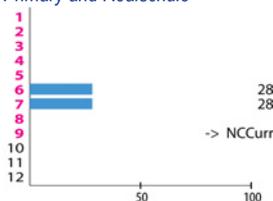
Liechtenstein

Primary and Oberschule

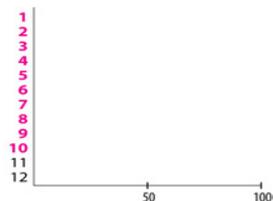


Liechtenstein

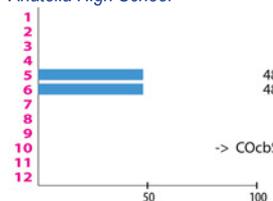
Primary and Realschule



Norway

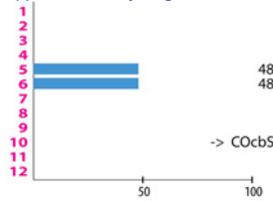


Turkey Upper secondary: Anatolia High School



Turkey

Upper secondary: High School



For specific national information, see Part I, Section 3: Country Specific Notes.

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

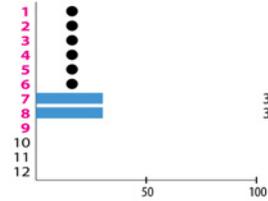
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

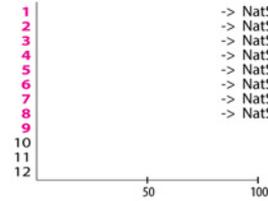
Source: Eurydice.

TECHNOLOGY

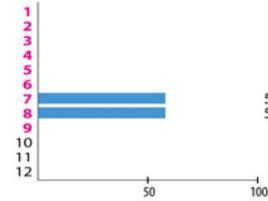
Belgium – French Community



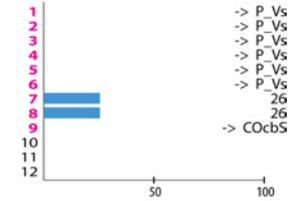
Belgium – German-speaking Community



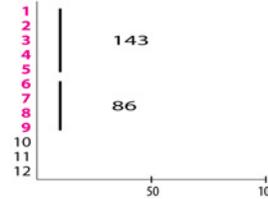
Belgium – Flemish Community



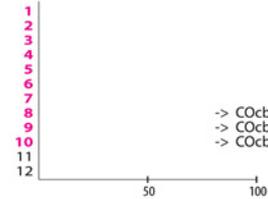
Bulgaria



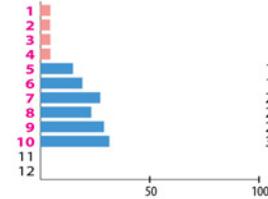
Czech Republic



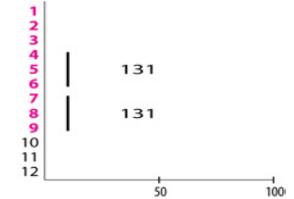
Denmark



Germany



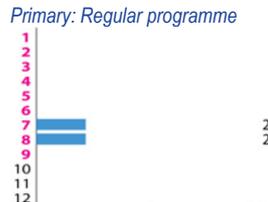
Estonia



Ireland



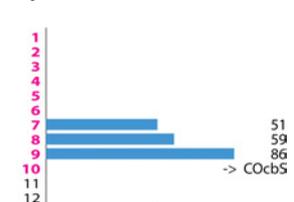
Greece



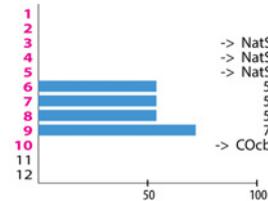
Greece Primary: unified revised curriculum (EAEP)



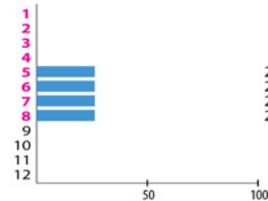
Spain



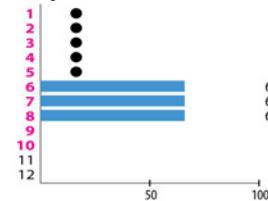
France



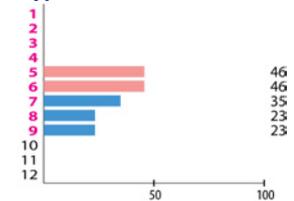
Croatia



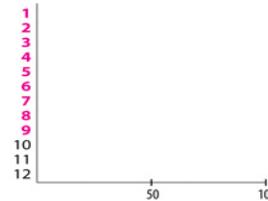
Italy



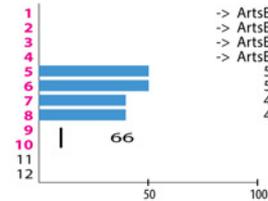
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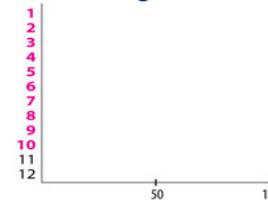
Latvia



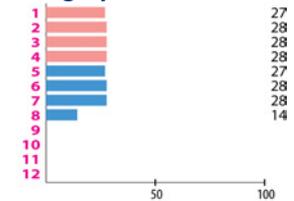
Lithuania



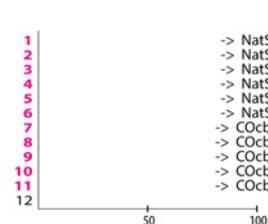
Luxembourg



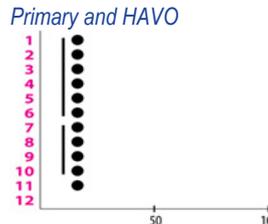
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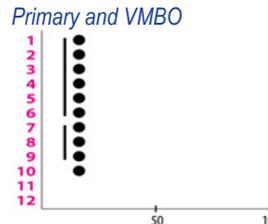
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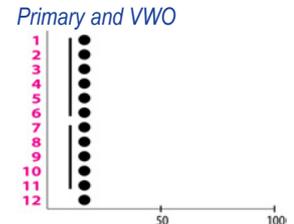
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

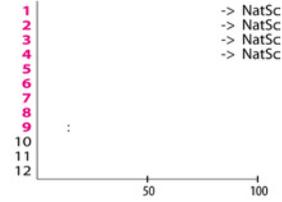
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

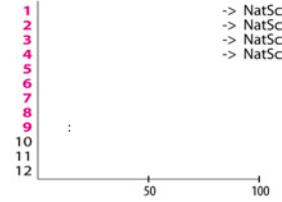
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

TECHNOLOGY

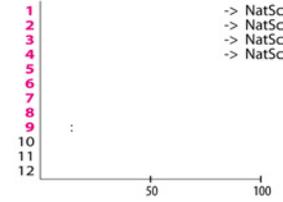
Austria Volksschule and AHS (Realgymnasium)



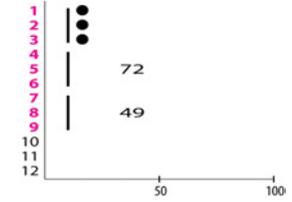
Austria Volksschule and HS



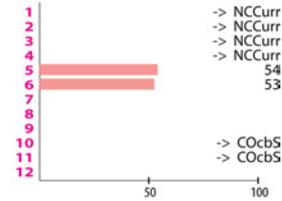
Austria Volksschule and NMS



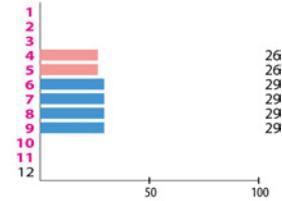
Poland



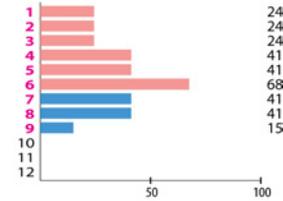
Portugal



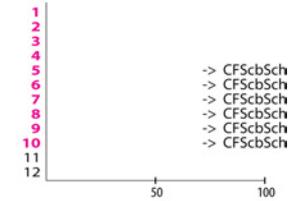
Romania



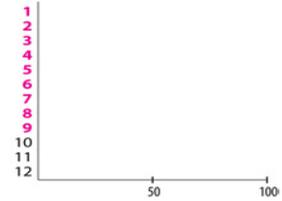
Slovenia



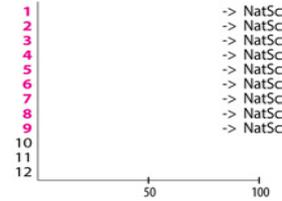
Slovakia



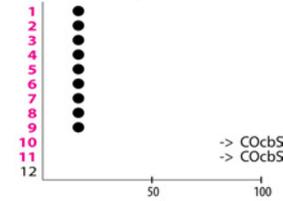
Finland



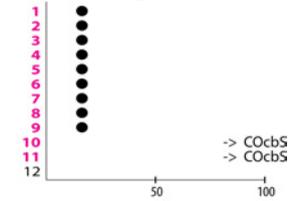
Sweden



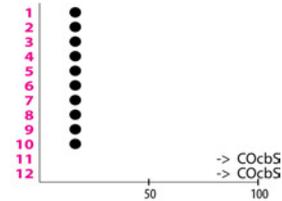
United Kingdom – England



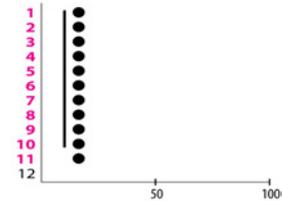
United Kingdom – Wales



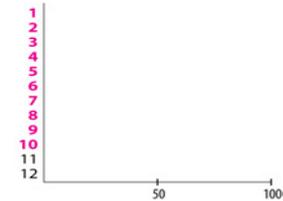
United Kingdom – Northern Ireland



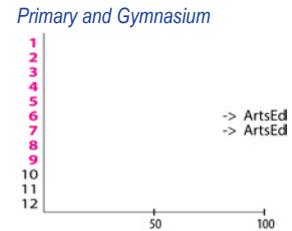
United Kingdom – Scotland



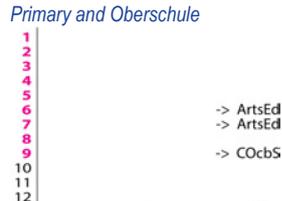
Iceland



Liechtenstein



Liechtenstein



Liechtenstein



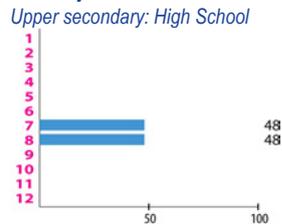
Norway



Turkey Upper secondary: Anatolia High School



Turkey



Country specific notes

Czech Republic: Data include instruction time for practical and vocational skills in grades 1-9.

Germany: Data include instruction time for ICT in grades 1-10.

Spain: Data include instruction time for ICT in grades 7-9.

France: Data include instruction time for ICT in grades 6-9.

For specific national information, see Part I, Section 3: Country Specific Notes.

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

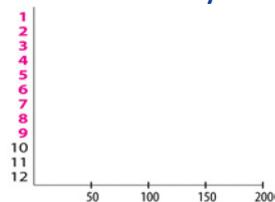
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

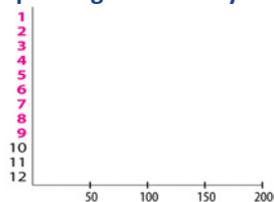
Source: Eurydice.

PRACTICAL AND VOCATIONAL SKILLS

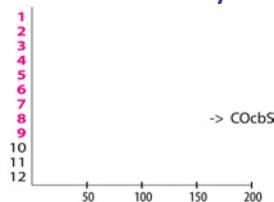
Belgium – French Community



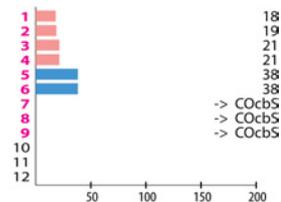
Belgium – German-speaking Community



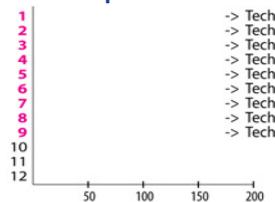
Belgium – Flemish Community



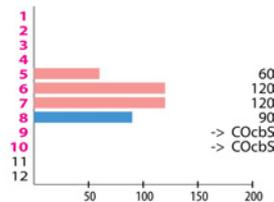
Bulgaria



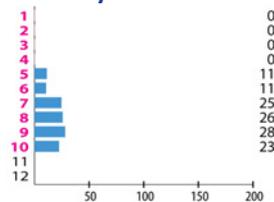
Czech Republic



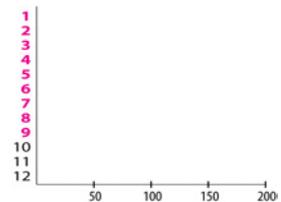
Denmark



Germany



Estonia



Ireland



Greece

Primary: Regular programme



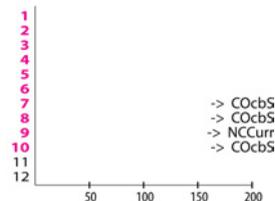
Greece Primary: unified revised curriculum (EAEP)



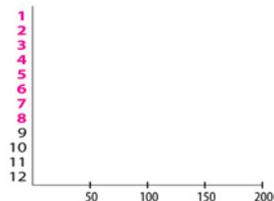
Spain



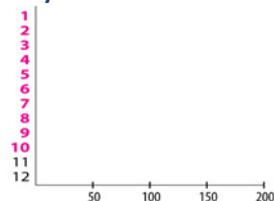
France



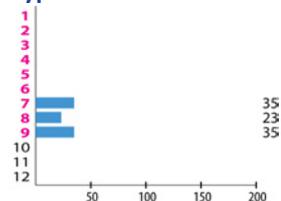
Croatia



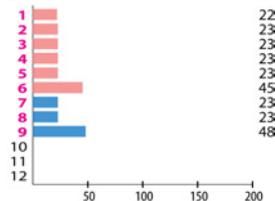
Italy



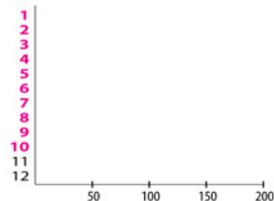
Cyprus



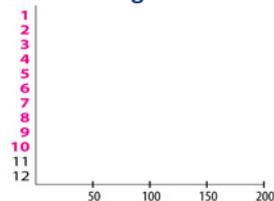
Latvia



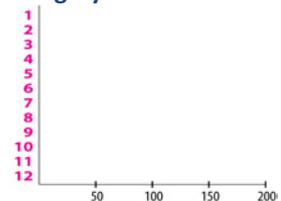
Lithuania



Luxembourg



Hungary

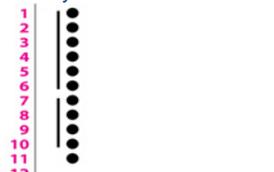


Malta



Netherlands

Primary and HAVO



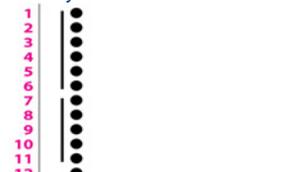
Netherlands

Primary and VMBO



Netherlands

Primary and VWO



For specific national information, see Part I, Section 3: Country Specific Notes.

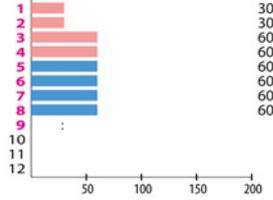
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

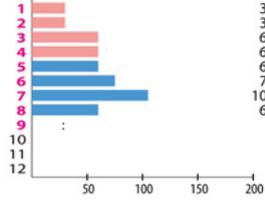
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

PRACTICAL AND VOCATIONAL SKILLS

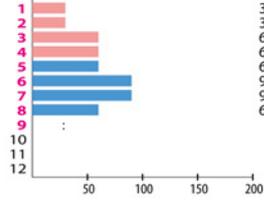
Austria Volksschule and AHS (Realgymnasium)



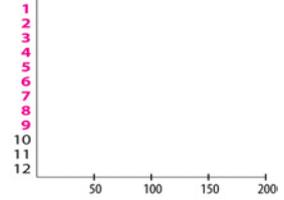
Austria Volksschule and HS



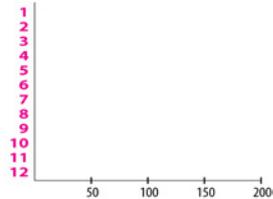
Austria Volksschule and NMS



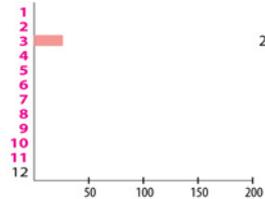
Poland



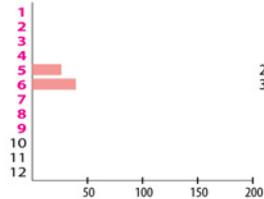
Portugal



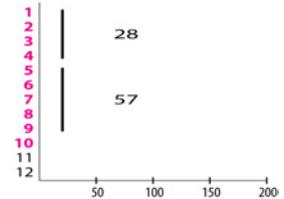
Romania



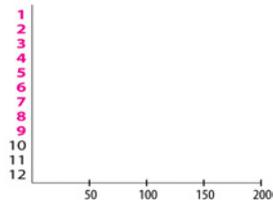
Slovenia



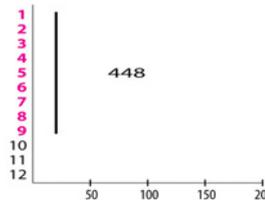
Slovakia



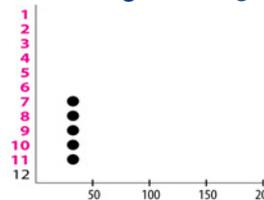
Finland



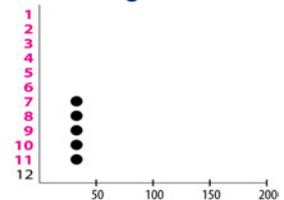
Sweden



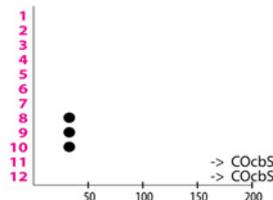
United Kingdom – England



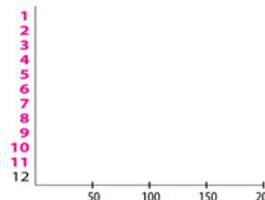
United Kingdom – Wales



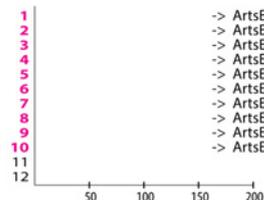
United Kingdom – Northern Ireland



United Kingdom – Scotland

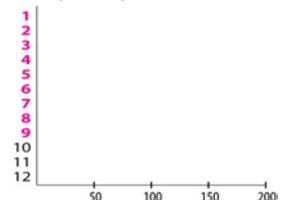


Iceland



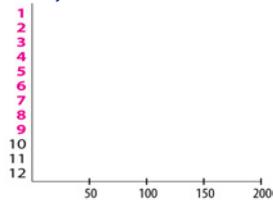
Liechtenstein

Primary and Gymnasium



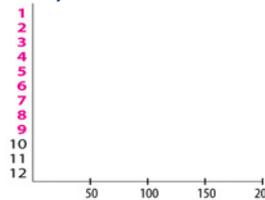
Liechtenstein

Primary and Oberschule

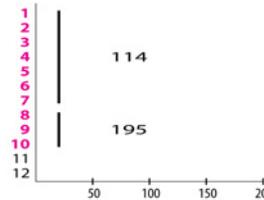


Liechtenstein

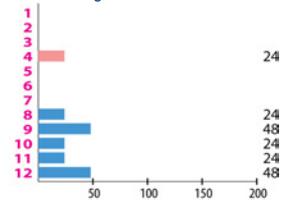
Primary and Realschule



Norway

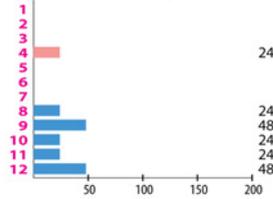


Turkey Upper secondary: Anatolia High School



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 I, Section 3: Country Specific Notes.

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

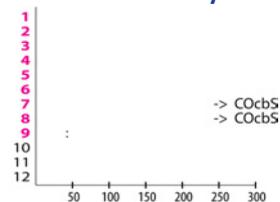
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

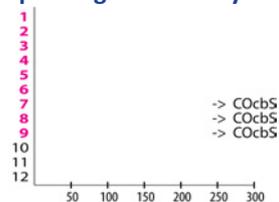
Source: Eurydice.

OTHER SUBJECTS

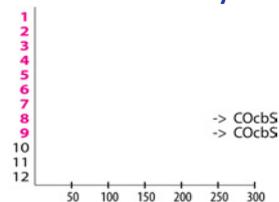
Belgium – French Community



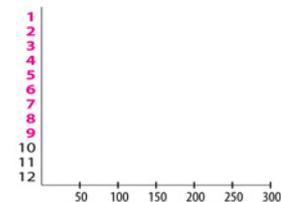
Belgium – German-speaking Community



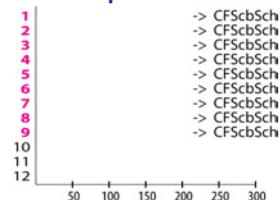
Belgium – Flemish Community



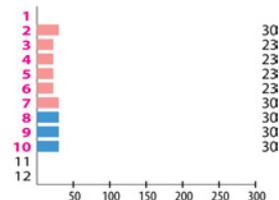
Bulgaria



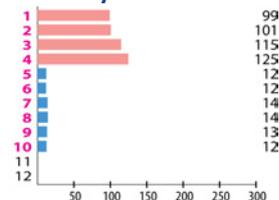
Czech Republic



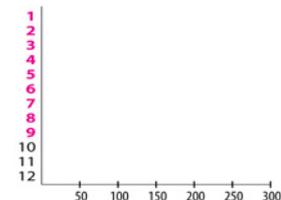
Denmark



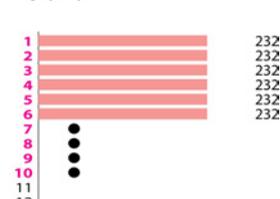
Germany



Estonia



Ireland



Greece



Greece Primary: unified revised curriculum (EAEP)



Spain



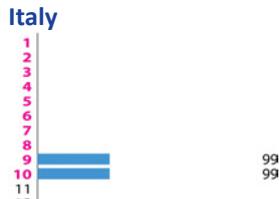
France



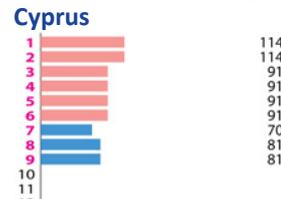
Croatia



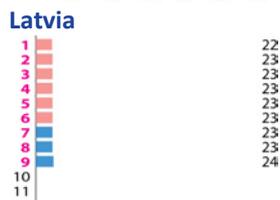
Italy



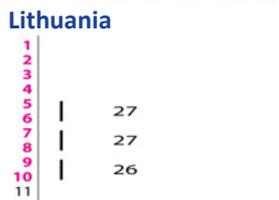
Cyprus



Latvia



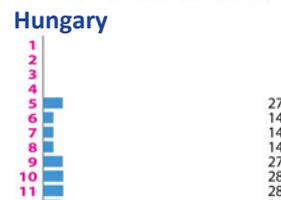
Lithuania



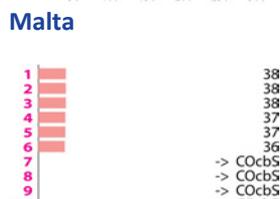
Luxembourg



Hungary



Malta



Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

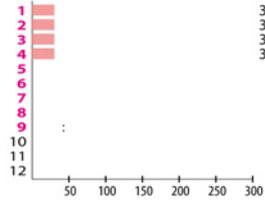
Full-time compulsory general education (FTCG): ■ Primary level ■ Secondary level n Grades in FTCG

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

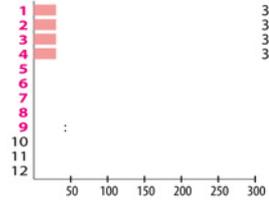
-> category Instruction time included in another category (see Reading Guide) x Number of hours distributed between various school years Source: Eurydice.

OTHER SUBJECTS

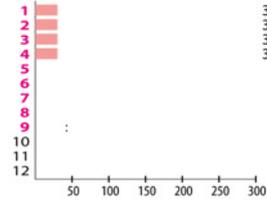
Austria Volksschule and AHS (Realgymnasium)



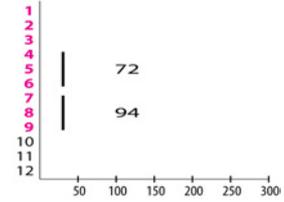
Austria Volksschule and HS



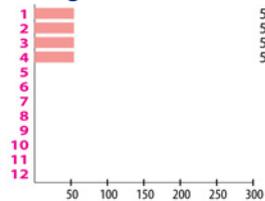
Austria Volksschule and NMS



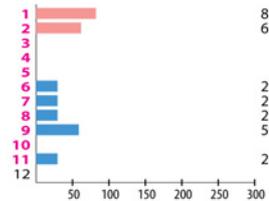
Poland



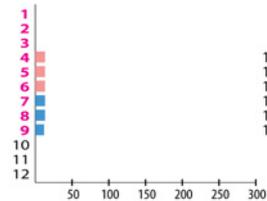
Portugal



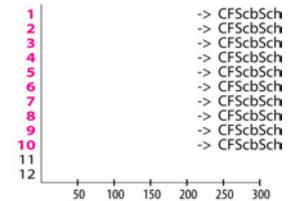
Romania



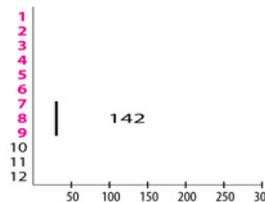
Slovenia



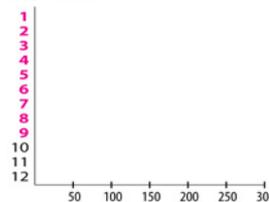
Slovakia



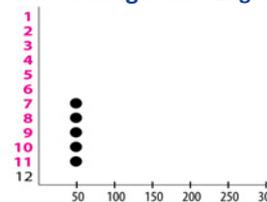
Finland



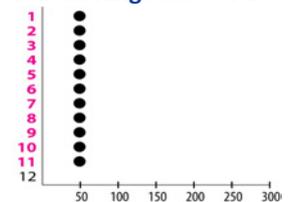
Sweden



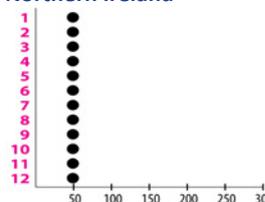
United Kingdom – England



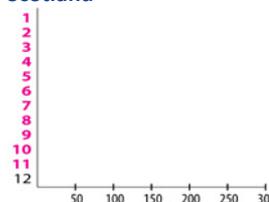
United Kingdom – Wales



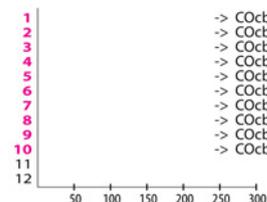
United Kingdom – Northern Ireland



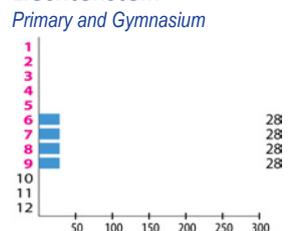
United Kingdom – Scotland



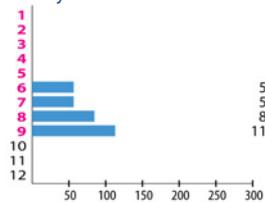
Iceland



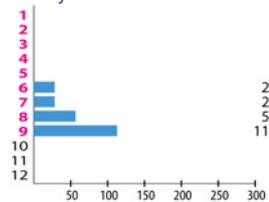
Liechtenstein



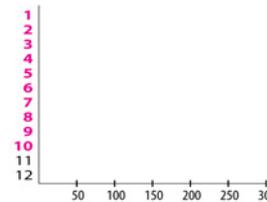
Liechtenstein
Primary and Oberschule



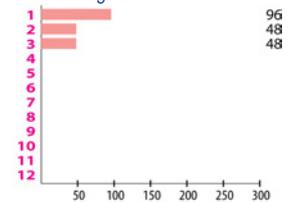
Liechtenstein
Primary and Realschule



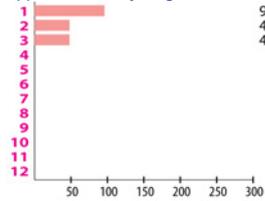
Norway



Turkey Upper secondary:
Anatolia High School



Turkey
Upper secondary: High School



Country specific note

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

For specific national information, see Part I, Section 3: Country Specific Notes.

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

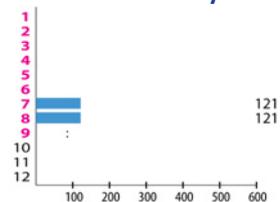
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

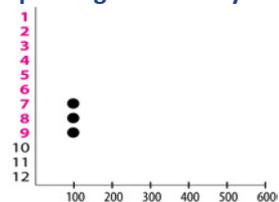
Source: Eurydice.

COMPULSORY OPTIONS CHOSEN BY THE STUDENTS

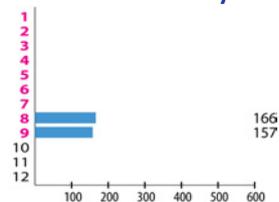
Belgium – French Community



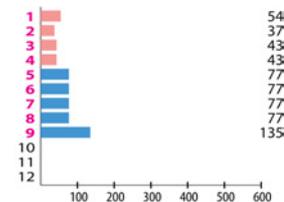
Belgium – German-speaking Community



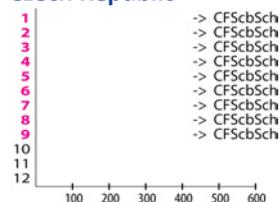
Belgium – Flemish Community



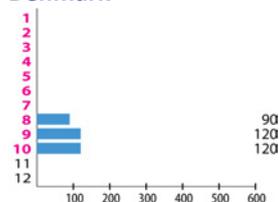
Bulgaria



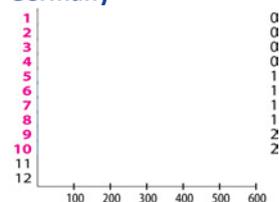
Czech Republic



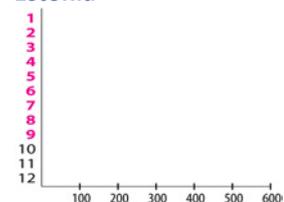
Denmark



Germany



Estonia



Ireland



Greece



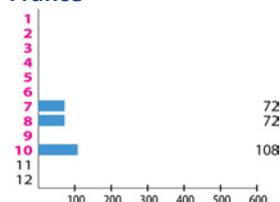
Greece Primary: unified revised curriculum (EAEP)



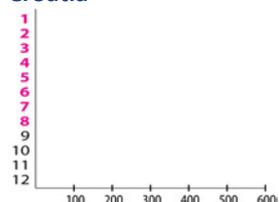
Spain



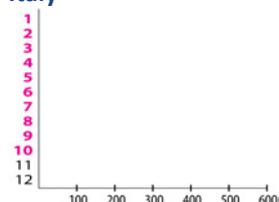
France



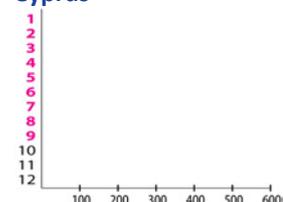
Croatia



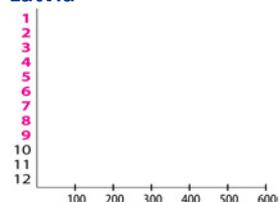
Italy



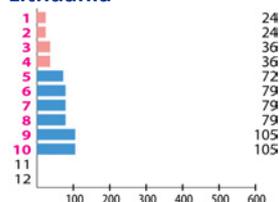
Cyprus



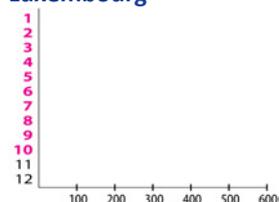
Latvia



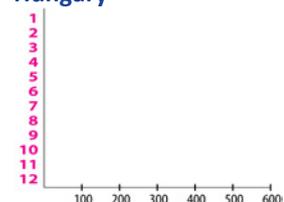
Lithuania



Luxembourg



Hungary



Malta



Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

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

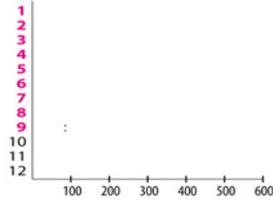
Horizontal axis: Number of hours per school year **Vertical axis:** Grades ● Flexible time

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

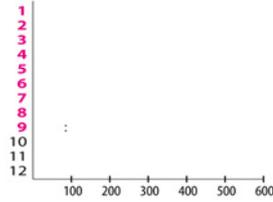
Source: Eurydice.

COMPULSORY OPTIONS CHOSEN BY THE STUDENTS

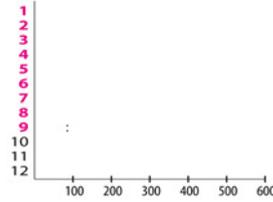
Austria Volksschule and AHS (Realgymnasium)



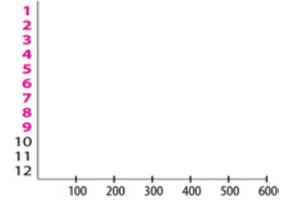
Austria Volksschule and HS



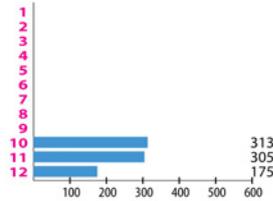
Austria Volksschule and NMS



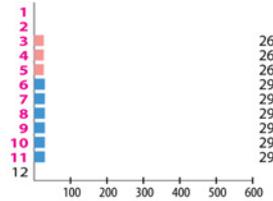
Poland



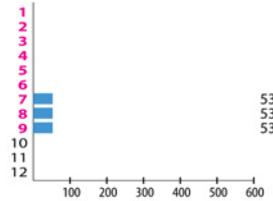
Portugal



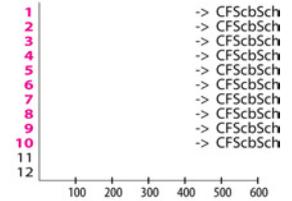
Romania



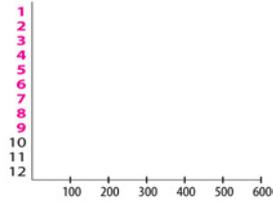
Slovenia



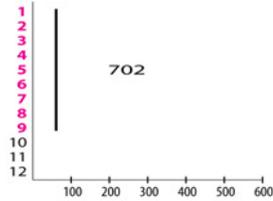
Slovakia



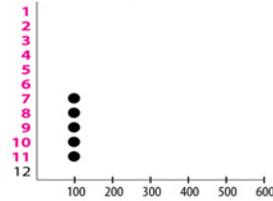
Finland



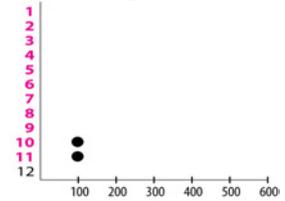
Sweden



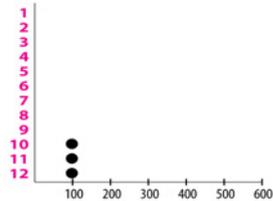
United Kingdom – England



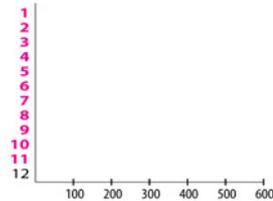
United Kingdom – Wales



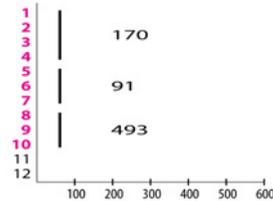
United Kingdom – Northern Ireland



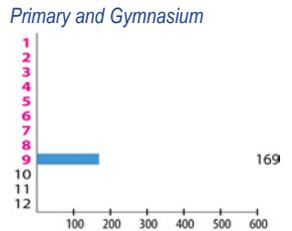
United Kingdom – Scotland



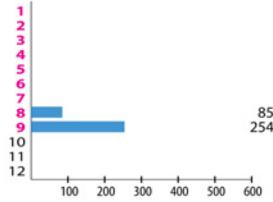
Iceland



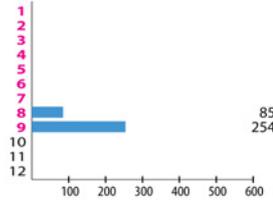
Liechtenstein



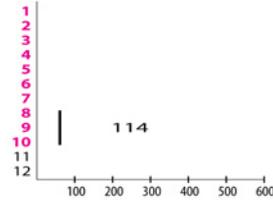
Liechtenstein
Primary and Oberschule



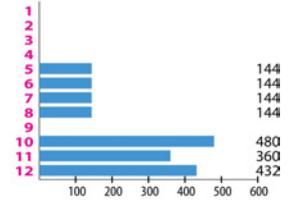
Liechtenstein
Primary and Realschule



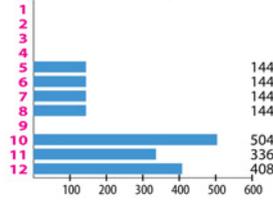
Norway



Turkey Upper secondary:
Anatolia High School



Turkey
Upper secondary: High School



For specific national information, see Part I, Section 3: 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

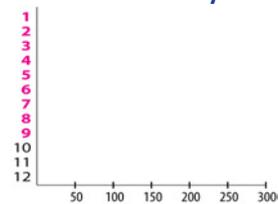
● Flexible time

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

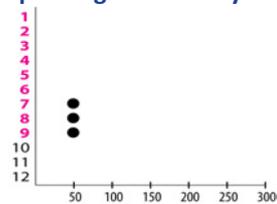
Source: Eurydice.

COMPULSORY FLEXIBLE SUBJECTS CHOSEN BY SCHOOLS

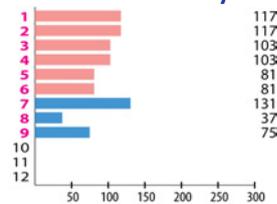
Belgium – French Community



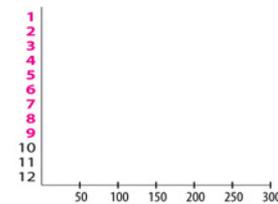
Belgium – German-speaking Community



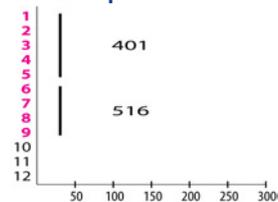
Belgium – Flemish Community



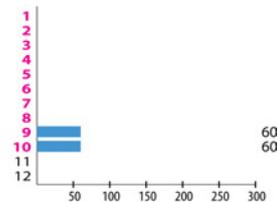
Bulgaria



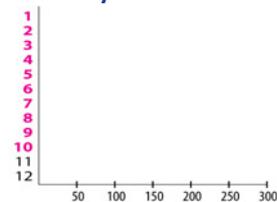
Czech Republic



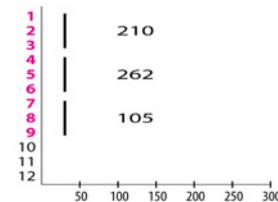
Denmark



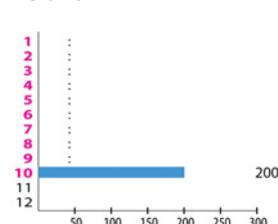
Germany



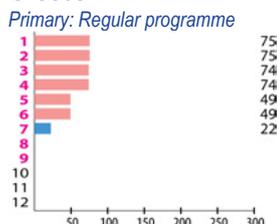
Estonia



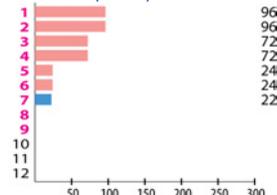
Ireland



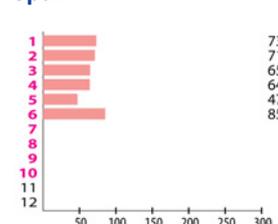
Greece



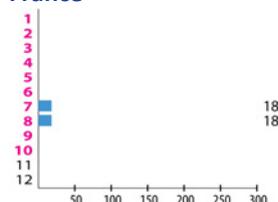
Greece Primary: unified revised curriculum (EAEP)



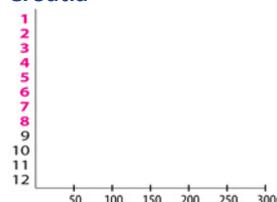
Spain



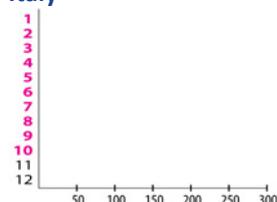
France



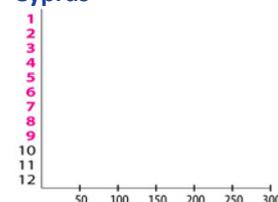
Croatia



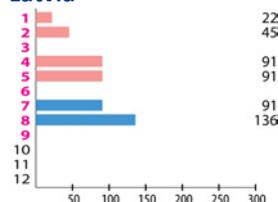
Italy



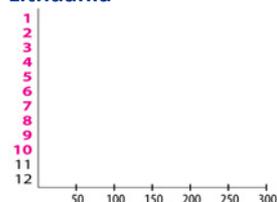
Cyprus



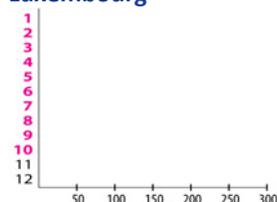
Latvia



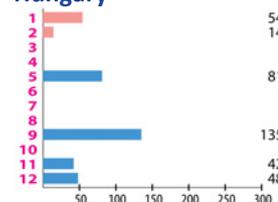
Lithuania



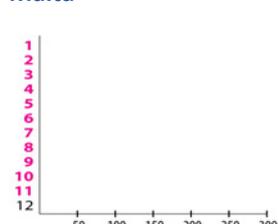
Luxembourg



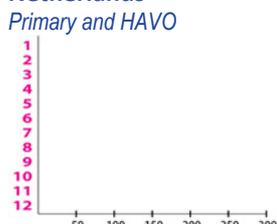
Hungary



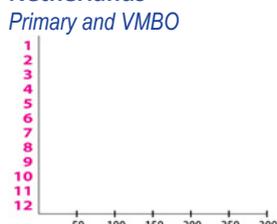
Malta



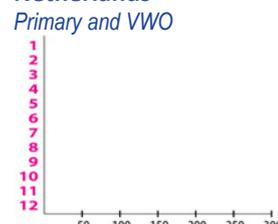
Netherlands



Netherlands



Netherlands



For specific national information, see Part I, Section 3: Country Specific Notes.

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

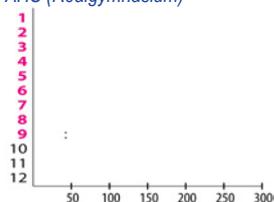
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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

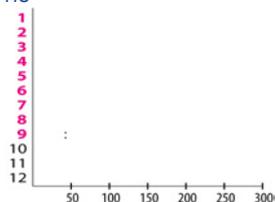
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COMPULSORY FLEXIBLE SUBJECTS CHOSEN BY SCHOOLS

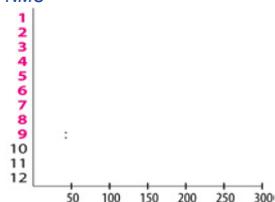
Austria Volksschule and AHS (Realgymnasium)



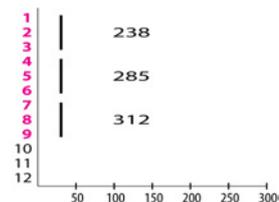
Austria Volksschule and HS



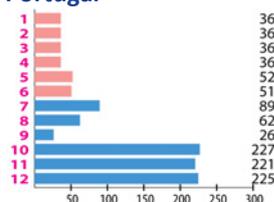
Austria Volksschule and NMS



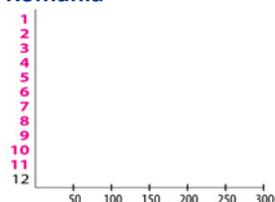
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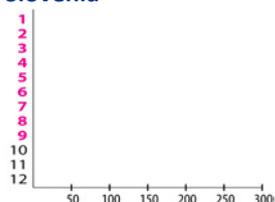
Portugal



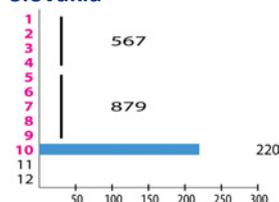
Romania



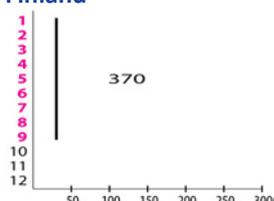
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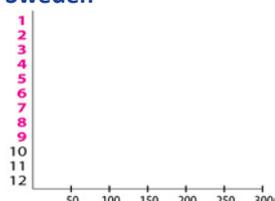
Slovakia



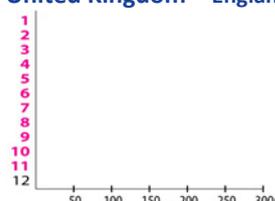
Finland



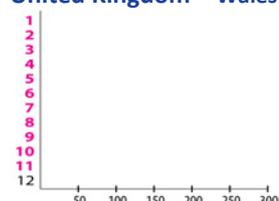
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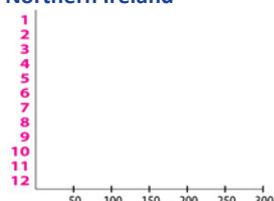
United Kingdom – England



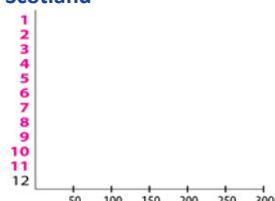
United Kingdom – Wales



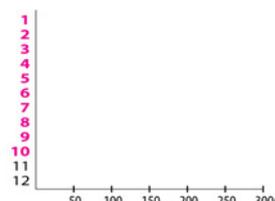
United Kingdom – Northern Ireland



United Kingdom – Scotland

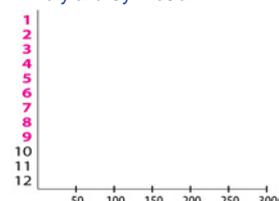


Iceland



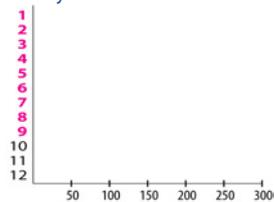
Liechtenstein

Primary and Gymnasium



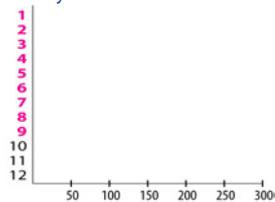
Liechtenstein

Primary and Oberschule

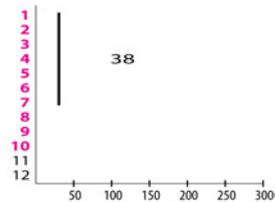


Liechtenstein

Primary and Realschule

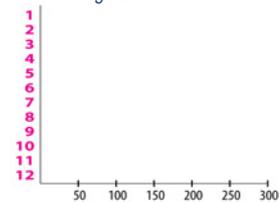


Norway



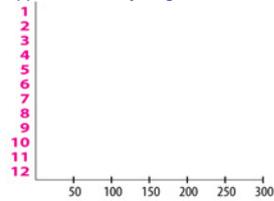
Turkey Upper secondary:

Anatolia High School



Turkey

Upper secondary: High School



For specific national information, see Part I, Section 3: 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

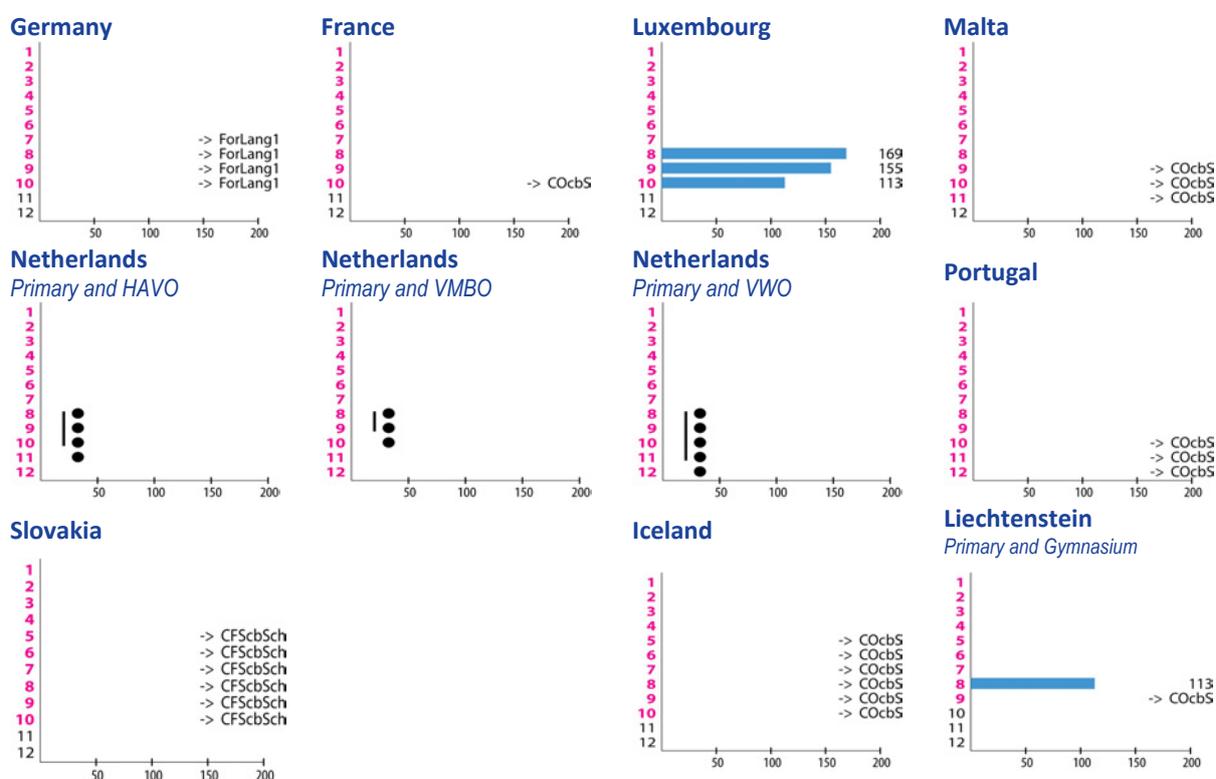
-> category Instruction time included in another category (see Reading Guide) | x Number of hours distributed between various school years

Source: Eurydice.

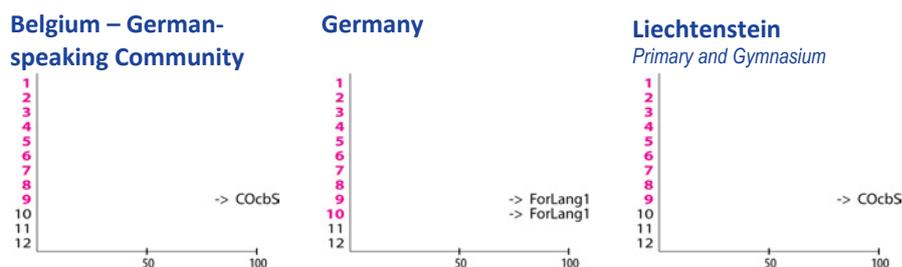
Annex

Foreign language 3 (compulsory curriculum)	109
Foreign language 4 (compulsory curriculum)	109
Non-compulsory curriculum	110

FOREIGN LANGUAGE 3 (compulsory curriculum)

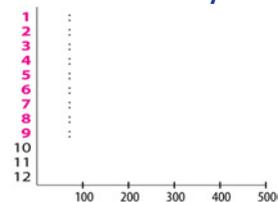


FOREIGN LANGUAGE 4 (compulsory curriculum)

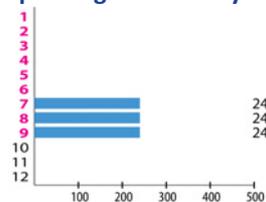


NON-COMPULSORY CURRICULUM

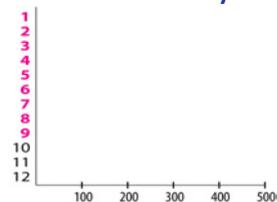
Belgium – French Community



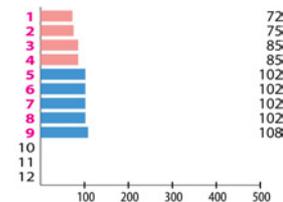
Belgium – German-speaking Community



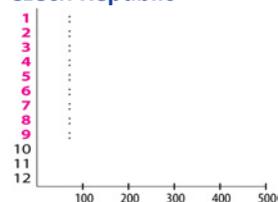
Belgium – Flemish Community



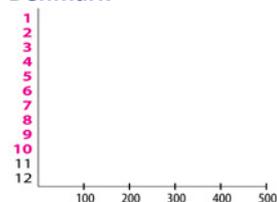
Bulgaria



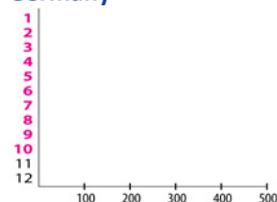
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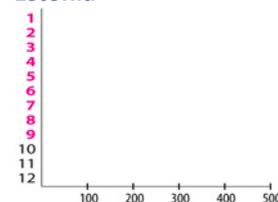
Denmark



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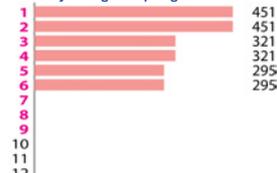
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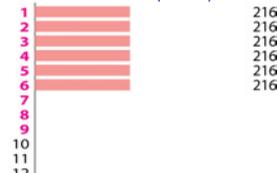
Ireland



Greece – Primary: Regular programme



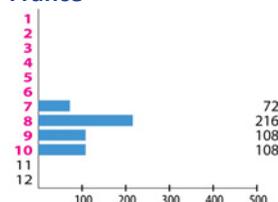
Greece – Primary: unified revised curriculum (EAEP)



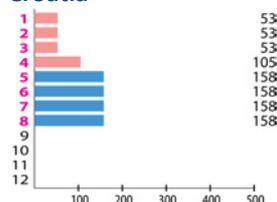
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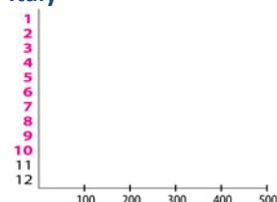
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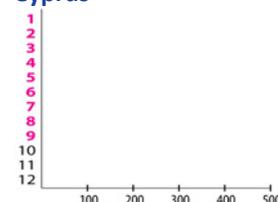
Croatia



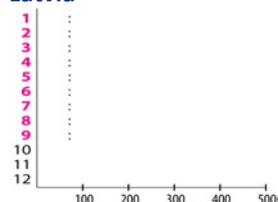
Italy



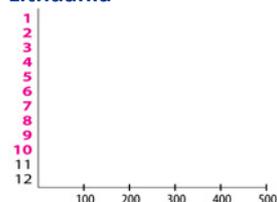
Cyprus



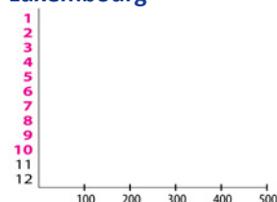
Latvia



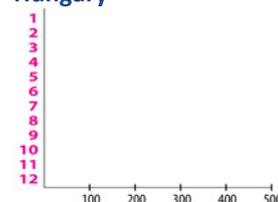
Lithuania



Luxembourg



Hungary



Malta



Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



For specific national information, see Part I, Section 3: Country Specific Notes.

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

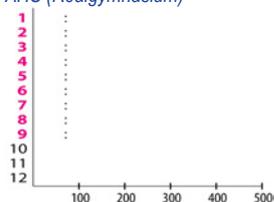
Horizontal axis: Number of hours per school year Vertical axis: Grades ● Flexible time

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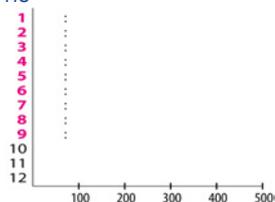
Source: Eurydice.

NON-COMPULSORY CURRICULUM

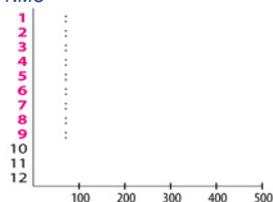
Austria Volksschule and AHS (Realgymnasium)



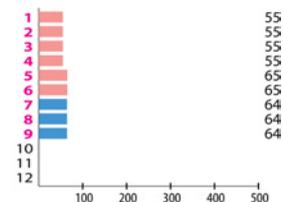
Austria Volksschule and HS



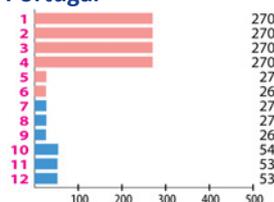
Austria Volksschule and NMS



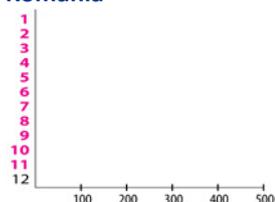
Poland



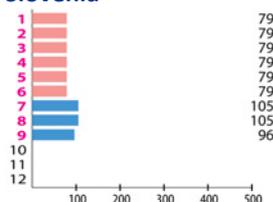
Portugal



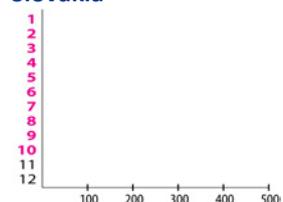
Romania



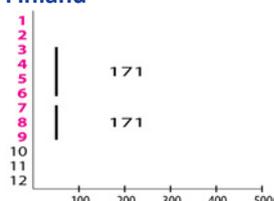
Slovenia



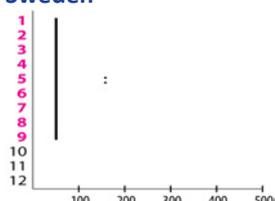
Slovakia



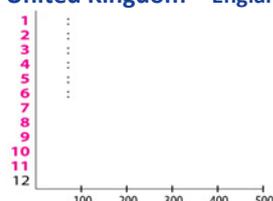
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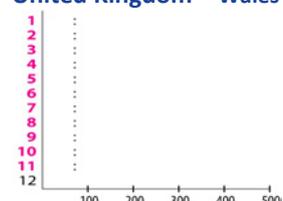
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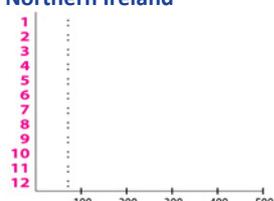
United Kingdom – England



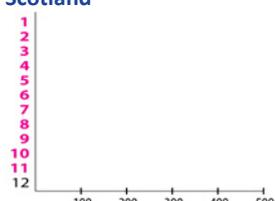
United Kingdom – Wales



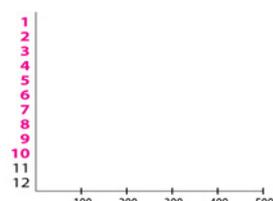
United Kingdom – Northern Ireland



United Kingdom – Scotland

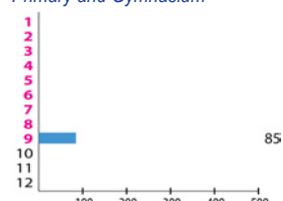


Iceland



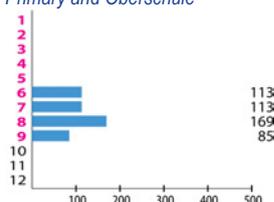
Liechtenstein

Primary and Gymnasium



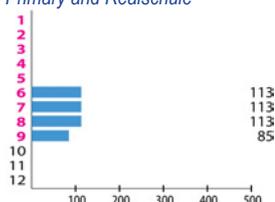
Liechtenstein

Primary and Oberschule

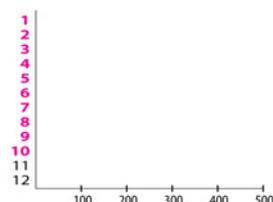


Liechtenstein

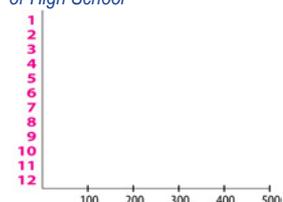
Primary and Realschule



Norway



Turkey : Anatolia High School or High School



For specific national information, see Part I, Section 3: Country Specific Notes.

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

Horizontal axis: Number of hours per school year

Vertical axis: Grades

● Flexible time

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

✘ Number of hours distributed between various school years

Source: Eurydice.

Acknowledgements

**EDUCATION, AUDIOVISUAL AND CULTURE
EXECUTIVE AGENCY**

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Dornacherstrasse 28A
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4501 Solothurn

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