

# Recommended Annual Instruction Time 

## in Full-time Compulsory Education

in Europe<br>2015/16

Eurydice - Facts and Figures

European
Commission

## Recommended Annual

## Instruction Time

# in Full-time Compulsory Education 

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

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

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

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

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

## PART I: SCOPE AND DEFINITIONS

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

## Instruction time

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

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

National data sheets (Part III, Sections 2 and 3) present data as annual instruction time in hours of 60 minutes per grade bearing in mind the number of instruction days per week and per year and the number and length of periods $\left({ }^{1}\right)$. 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 $2\left({ }^{2}\right)$. In nearly all countries, full-time compulsory education starts with the first grade of ISCED level 1. Pre-primary education (ISCED 0), even if compulsory, is not within the scope of this document $\left({ }^{3}\right)$.

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

## Reference year

The reference year is $\mathbf{2 0 1 5 / 1 6}$ or otherwise stated in the country specific notes.

[^0]
## Definitions of subject categories

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

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

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

## Subject categories

## Reading, writing and literature (L1)

Mathematics

## Natural sciences

## Social studies

Languages (L 2-5)

## Physical education

 and healthArts education

## Religion/ethics/

 moral education
## Information and communication technologies (ICT)

Definitions

Covers skills such as spelling, reading, and writing in the language of instruction and includes subjects such as grammar, language of instruction and literature. It can be considered as the first language taught to students. If there are two languages of instruction in almost every public school, then hours allocated to reading, writing and literature in both languages of instruction should be reported.

Covers all numeracy skills and subjects such as arithmetic, algebra, geometry, statistics, etc.
Includes subjects such as science, physics, chemistry, biology, environmental sciences and ecology.

Includes subjects such as history, geography and all related studies. May also include community studies, social and political instruction, philosophy or civics education.

Includes subjects that develop students' knowledge of a language viewed in the curriculum as 'foreign' (or modern) languages, other national languages and/or regional and minority languages. This definition of languages in the curriculum is educationally based and unrelated to the political status of languages.

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.

Includes subjects such as arts, history of arts, music, visual arts, drama, music and dance performance, photography, and creative handicraft.

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.

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.

Includes subjects that provide knowledge on the practical use of scientific or technological discoveries that use specific instruments and processes. For example, construction, electricity, electronics, graphics and design, etc.

## Subject categories

Practical and vocational skills

Other subjects This category includes different subjects that cannot be classified within the other groups or which specifically reflect national concerns.
In this category, the following types of subjects may be included: classical languages and minority languages which the curriculum does not consider to be other languages, personal development/well-being.

## Definitions of curriculum categories

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

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

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

## Curriculum categories

## Definitions

Compulsory subject
Compulsory options
chosen by the students

## Compulsory flexible subjects chosen by schools

Compulsory subjects
with flexible timetable
(total time devoted
to ...) curriculum

Non-compulsory Includes the total amount of instruction time to which students are entitled beyond the
Subject that must be studied by all students.
Includes the total amount of instruction time for subjects that are chosen by students, where there is a list of subjects that school must offer and each student must choose one or more from the list.

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.
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. compulsory hours of instruction and that almost every public school is expected to provide. Subjects can vary from school to school or from region to region and take the form of elective subjects. For example, students may have the possibility to take a mathematics enrichment course or to study an additional language, above the compulsory hours of instruction. Students are not required to choose one of these elective subjects, but all public schools are expected to offer this possibility.

## PART II: COMPARATIVE ANALYSIS

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## Introduction

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

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

This report analyses the recommended minimum instruction time and its allocation across subjects in full-time general compulsory education in 42 European education systems. For four of them, Greece, the Netherlands, Austria and Liechtenstein, the information is broken down into the different tracks or programmes that coexist in general education at different levels in these countries $\left({ }^{6}\right)$. The data only refer to the minimum requirements set by the central education authorities for the compulsory curriculum, and, therefore, the total instruction time available to students is often higher $\left({ }^{7}\right)$. In the United Kingdom (England and Scotland), there are no centrally defined minimum requirements for total instruction time.
$\left({ }^{1}\right)$ Gettinger, M, 1985. Time allocated and time spent relative to time needed for learning as determinants of achievement. Journal of Educational Psychology, 77, pp. 3-11.
( ${ }^{2}$ ) Carroll, J. B., 1989. The Carroll Model: A $25-Y e a r s ~ r e t r o s p e c t i v e ~ a n d ~ p r o s p e c t i v e ~ v i e w . ~ E d u c a t i o n a l ~ R e s e a r c h e r, ~ 18 ~(1), ~$ pp. 26-31. See also, Kidron, Y., and Lindsay, J., 2014. The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review (REL 2014-015). Washing-ton, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. http://ies.ed.gov/ncee/edlabs.
$\left(^{3}\right)$ Lavy, V., 2010. Do differences in schools' instruction time explain international achievement gaps? Evidence from developed and developing countries. Working Paper 16227, National Bureau of Economic Research. http://www.nber.org/paper/w16227.
$\left({ }^{4}\right)$ Dobbie, W. and Fryer R. G., 2013. Getting beneath the veil of effective schools: Evidence from New York City. American Economic Journal: Applied Economics 2013, 5(4), pp. 28-60.
$\left({ }^{5}\right)$ Traphagen, K., 2011. Strengthening science education: The power of more time to deepen inquiry and engagement. Washington, DC: National Center on Time and Learning. Blank, Rolf K., 2013. Science instructional time is declining in elementary schools: What are the implications for student achievement and closing the gap? Science Education, 97, pp. 830-847. Fitchett, P.G.; Heafner, T.L., Vanfossen, P., 2014. An analysis of time prioritization for Social studies in elementary school classrooms. Journal of Curriculum \& Instruction. 8 (2), pp. 7-35.
$\left({ }^{6}\right)$ In Greece, some schools continue implementing the Regular Curriculum (RC) in primary education, whereas others are starting to implement the Unified Revised Curriculum (Enieo Anamorfomeno Ekpaideftiko Programma - EAEP). In secondary education in the Netherlands, there are three different tracks, VWO, HAVO and VBMO. In Austria, the data for secondary education concerns the Neue Mittelschule (new secondary school, NMS) and Allgemeinbildende höhere Schule (academic secondary school, AHS). Also at secondary level, there are three tracks in Liechtenstein, Gymnasium, Oberschule and Realschule.
$\left(^{7}\right)$ Some countries (e.g. Belgium, Portugal and Italy in secondary education) report the minimum instruction time possible, even though the recommended instruction time may be higher in some schools or programmes. In many countries schools are also expected to provide additional instruction time for elements that are not compulsory for students to take (noncompulsory curriculum). The scope of the non-compulsory curriculum across education systems is described in the annex, Part III: National Diagrams. Further details can be found in section 5: Country Specific Notes.

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

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

## Recommended minimum instruction time per notional year

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

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

In primary education, the average recommended minimum instruction time per notional year is 740 hours, 133 hours less than in general lower secondary education $\left({ }^{8}\right)$. Variations between countries are more significant at this education level. The minimum instruction time per notional year ranges from 469 hours in Bulgaria to 1051 in Denmark i.e. more than double. The standard deviation from the average value is 138 hours. In four countries (Denmark, Ireland, Luxemburg and the Netherlands), the minimum instruction time exceeds 900 hours. In contrast, in Bulgaria, Croatia, Latvia, Lithuania, Romania, Bosnia and Herzegovina, and Montenegro, it is less than 600 hours. It is worth noting that in some countries, all grades at primary level have a similar number of hours, whereas in a dozen countries, the amount of instruction time increases progressively with the grade $\left({ }^{9}\right)$.

The average recommended minimum instruction time per notional year in general lower secondary education $\left({ }^{10}\right), 873$ hours, is higher than in primary education. Variations between countries, however, are less significant. The standard deviation from the average value is 105 hours. The minimum instruction time at this education level ranges from 637 hours in Croatia to 1200 hours in Denmark. In Spain, the Netherlands (HAVO and VWO) and the United Kingdom (Northern Ireland), the minimum instruction time per notional year is also 1000 hours or more. In the great majority of the education systems, the recommended minimum instruction time per notional year at this education level is higher than at primary level, 23 \% on average. In Bulgaria and Romania, it is over 60 \% higher. Only in four cases (Greece [EAEP], Luxembourg, Malta and the Netherlands [VMBO]), is the recommended

[^1]annual minimum instruction time higher in primary education than in lower secondary education. In the German-speaking Community of Belgium, it is the same at both education levels; whereas in Sweden, the instruction time is prescribed for the whole of compulsory education (not per education level).

In 22 education systems, at least one grade of ISCED level 34 (which normally coincides with the general upper secondary education) is compulsory. Excluding the United Kingdom (England and Scotland), where the minimum instruction time is not centrally defined, the average recommended per notional year at this education level is 903 hours, 30 hours higher than in general lower secondary education. In Spain, France and the United Kingdom (Northern Ireland), it exceeds 1000 hours. The lowest amount of instruction time per notional year at this education level is 774 hours in the former Yugoslav Republic of Macedonia, which is still 22 \% higher than the lowest value in general lower secondary education, and $65 \%$ higher than the lowest value in primary education. The variation between countries also decreases at this education level; the standard deviation from the average value is 79 hours.

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

ISCED 1
Number of years (1)

ISCED 24


ISCED 24

ISCED 34


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

|  | BE fr | BE de | BE nl | BG | CZ | DK | DE | EE | IE | EL |  | ES | FR | HR | IT | CY |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ISCED 1 | 5096 | 5124 | 4956 | 1875 | 3469 | 7360 | 2812 | 3964 | 5490 | $\begin{gathered} 4309 \\ \text { RC } \end{gathered}$ | $\begin{aligned} & 5044 \\ & \text { EAEP } \end{aligned}$ | 4746 | 4320 | 1890 | 4455 | 4760 |
| ISCED 24 | 1941 | 1708 | 1904 | 3060 | 3587 | 3600 | 4536 | 2468 | 2806 | 2356 |  | 3132 | 3964 | 2546 | 2970 | 2554 |
| ISCED 34 | 3397 | 3416 | 3808 | 864 |  |  | 946 |  | 935 |  |  | 1060 | 1036 |  | 1782 |  |
|  | LV | LT | LU | HU | MT | NL |  |  | AT |  | PL | PT | RO | SI | SK | FI |
| ISCED 1 | 3589 | 2208 | 5544 | 2661 | 4876 | 5640 |  |  | 2820 |  | 3807 | 4932 | 2503 | 3986 | 2750 | 3794 |
| ISCED 24 | 2381 | 4424 | 2535 | 3059 | 2351 | $\begin{aligned} & 3000 \\ & \text { HAVO } \end{aligned}$ | $\begin{gathered} 3700 \\ \text { VMBO } \end{gathered}$ | $\begin{aligned} & 3000 \\ & \text { VWO } \end{aligned}$ | $\begin{aligned} & 3600 \\ & \text { AHS } \end{aligned}$ | $\begin{aligned} & 3600 \\ & \text { NMS } \end{aligned}$ | 2430 | 2675 | 3300 | 2298 | 4183 | 2533 |
| ISCED 34 |  |  | 845 | 1917 | 1567 | $\begin{aligned} & 1700 \\ & \text { HAVO } \end{aligned}$ |  | $\begin{aligned} & 2700 \\ & \text { VWO } \end{aligned}$ |  |  |  | 2414 | 1692 |  | 888 |  |
|  | SE | UK-ENG | UK-WLS | UK-NIR | UK-SCT | BA | CH | IS | LI |  |  | ME | MK | NO | RS | TR |
| ISCED 1 | 4523 |  | 5168 | 6175 | 532 | 2700 | 4887 | 5100 | 3802 |  |  | 2943 | 3000 | 5234 | 2457 | 2880 |
| ISCED 24 | 2262 |  | 2850 | 3098 | 190 | 3008 | 2874 | 2516 | $\begin{gathered} 3857 \\ \text { Gym } \end{gathered}$ | $\begin{array}{\|c\|} \hline 3746 \\ \text { Obs } \end{array}$ | $\begin{aligned} & 3802 \\ & \text { Reals } \end{aligned}$ | 3120 | 2928 | 2622 | 3273 | 3360 |
| ISCED 34 |  |  | 1900 | 2021 | 63 |  |  |  |  |  |  |  | 2322 |  |  | 3840 |

Source: Eurydice.

## Explanatory note

The bar chart shows the recommended minimum instruction time (number of hours) per notional year. For each country, the minimum instruction time in hours for the compulsory curriculum for each ISCED level has been divided by its duration in years. The number of compulsory years per education level is shown before each bar. The table below shows the total recommended minimum instruction time (number of hours) recommended for the duration of each ISCED level.
This figure only covers primary and general secondary education. Grades at pre-primary level are excluded even if they are part of full-time compulsory education.

## Country specific notes

Germany: The data represent the weighted average instruction time for the compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the Länder on the basis of the number of students enrolled in the different types of school.
Spain: The data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2015/16). To calculate the weighted averages, statistics were used on the number of students per grade and Autonomous Community, as reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2013/14).
Austria: Data for grade 9 are not available although this grade is part of compulsory education.
Finland: The minimum instruction time for compulsory subjects is given not for a year but for a group of grades. For the groups that include grades pertaining to more than one ISCED level, the instruction time has been artificially divided in proportion to the number of years concerned.
Sweden: The minimum instruction time is centrally defined for the nine years of compulsory education. It has been artificially allocated to ISCED level 1 and 24 proportionally to the number of years that comprise each education level ( 6 and 3 respectively).
United Kingdom (ENG): The Department for Education no longer provides guidance on minimum weekly lesson time. However, the requirement remains for schools to allow sufficient instruction time to deliver a broad and balanced curriculum that includes all statutory requirements, including the number of days that schools must be open to teach students.
United Kingdom (SCT): The Scottish Curriculum for Excellence does not specify any instruction time for the curriculum areas that must be taught, except a minimum of 2 hours per week for 'physical education'.
Switzerland: With the exception of a minimum number of lessons for physical education, there is no standard curriculum and no standard instruction time defined at national level. Curricula and intended instruction time are determined by the 26 Cantons. The figures represent weighted averages of the cantonal requirements for each grade and the total of instruction time as given by the cantonal timetables (Stundentafeln/grilles horaires).

## Recommended minimum instruction time per level of education

The minimum instruction time recommended per notional year is higher in general lower secondary education, but it is primary education that, on the whole, has more hours of instruction time, mainly due to the fact that in most education systems it spans a greater number of years. On average, primary education includes at least 4089 hours of instruction, and general lower secondary education (ISCED 24) 3 011. In countries where primary education only spans four years (Bulgaria, Germany, Croatia, Hungary, Lithuania, Austria, Slovakia, Serbia and Turkey), the recommended minimum is higher for general lower secondary education than for primary $\left({ }^{11}\right)$. This is also the case in a few other countries where, despite primary education spanning more years than general lower secondary
$\left({ }^{11}\right)$ ISCED 34 is excluded from the analysis because in many countries it is not part of compulsory education and, where it is, the number of grades that are compulsory varies across countries.
education, the recommended minimum for the first grades of primary is particularly low (the Czech Republic, Romania, Bosnia and Herzegovina, and Montenegro).

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

As with the instruction time per notional year, variations in the total recommended minimum instruction time are also higher at primary level. In primary education, the figure varies from 1875 hours in Bulgaria and 1890 in Croatia to 7360 in Denmark; and the standard deviation from the average value is 1269 hours. In general lower secondary education (ISCED 24), the figure varies from 1708 in the German-speaking Community of Belgium to 4536 in Germany; and the standard deviation from the average is 660 hours.

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

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

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

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

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

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


Significant increase
(>10 \%)
Modest increase
(2 \% to $10 \%$ )
No significant change
(-2 \% to $2 \%$ )
Modest decrease
(-2 \% to -10 \%)
Significant decrease
(>-10 \%)
Not applicable
Not available
\% change in the minimum instruction time per notional year

|  | BE fr | BE de | BE nl | BG | CZ | DK | DE | EE | IE | EL |  | ES | FR | HR | IT | CY |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 0.0 | 0.5 | 0.6 | 0.0 | 0.0 | 35.8 | 3.2 | -0.8 | 0.0 | 2.4 | . | -5.4 | 0.1 | 0.0 | 0.0 | -2.2 |
| Primary | 0.0 | 0.5 | 0.6 | 0.0 | 0.0 | 39.4 | 8.4 | 0.0 | 0.0 | $\begin{aligned} & 3.9 \\ & \text { RC } \end{aligned}$ | EAEP | -9.6 | 0.0 | 0.0 | 0.0 | -2.9 |
| Secondary | 0.0 | 0.5 | 0.6 | 0.0 | 0.0 | 29.0 | 0.7 | -2.1 | 0.0 | -0.3 | . | -0.2 | 0.2 | 0.0 | 0.0 | -0.9 |
|  | LV | LT | LU | HU | MT | NL |  |  | AT |  | PL | PT | RO | SI | SK | FI |
| Total | -1.6 | -6.5 | -11.7 | 14.5 | -3.6 | -1.0 | -0.8 | -0.8 | 0.0 | . | 338 | 682 | 697 | 305 | 774 | 299 |
| Primary | -1.7 | -1.5 | -8.3 | 16.2 | -3.0 | 0.0 |  |  | 0.0 | . |  |  |  |  |  |  |
| Secondary | -1.5 | -11.0 | -16.7 | 16.1 | -4.2 | $\begin{gathered} -2.5 \\ \text { HAVO } \end{gathered}$ | $\begin{gathered} -2.1 \\ \text { VMBO } \end{gathered}$ | $\begin{gathered} \hline-2.1 \\ \text { VWO } \end{gathered}$ | $\begin{gathered} 0.0 \\ \text { AHS } \end{gathered}$ | NMS | 383 | 1310 | 665 | 919 | 888 | 898 |
|  | SE | UK-ENG | UK-WLS | UK-NIR | UK-SCT | BA | CH | IS | LI |  |  | ME | MK | NO | RS | TR |
| Total | 1.8 | $\otimes$ | 0.0 | $\otimes$ | $\otimes$ | : | : | -15.0 | -4.8 | -5.1 | -4.8 | : | : | 0.7 | : | 16.7 |
| Primary | 1.8 | $\otimes$ | 0.0 | $\otimes$ | $\otimes$ | : | : | -15.0 | -5.1 |  |  | . | . | 0.0 | : | 0.0 |
| Secondary | 1.8 | $\otimes$ | 0.0 | $\otimes$ | $\otimes$ | : | : | -15.0 | $\begin{array}{\|c\|} \hline-4.4 \\ \text { Gym } \\ \hline \end{array}$ | $\begin{aligned} & -5.1 \\ & \text { Obs } \end{aligned}$ | $\begin{gathered} -4.4 \\ \text { Reals } \end{gathered}$ | : | : | 2.2 | : | 25.0 |

$\otimes \quad$ Not applicable
Source: Eurydice.

## Explanatory note

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

## Country specific notes

Greece: The Unified Revised Curriculum (EAEP) started as a pilot programme in Greece in 2010 and, therefore, there are no data available for that year.
Austria: Grade 9 is not included although this grade is part of compulsory education.
Hungary: Compulsory education covered 12 years in 2010/11, 10 years in 2015/16.
United Kingdom (ENG): The Department for Education no longer provides guidance on minimum weekly lesson time. However, the requirement remains for schools to allow sufficient instruction time to deliver a broad and balanced curriculum that includes all statutory requirements, including the number of days that schools must be open to teach students.
United Kingdom (NIR): Data not comparable with previous reference years due to a change in the methodology, but no change in the regulations has taken place.
United Kingdom (SCT): The Scottish Curriculum for Excellence does not specify any instruction time for the curriculum areas that must be taught, except a minimum of 2 hours per week for 'physical education'.
Bosnia and Herzegovina, Switzerland, Montenegro, the former Yugoslav Republic of Macedonia and Serbia: These countries did not take part in the Eurydice data collection on instruction time in 2010/11.
Turkey: Compulsory education covered 8 years in 2010/11, 12 years in 2015/16.

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

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

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

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

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

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

[^2]Figure 3: Time flexibility (vertical and horizontal) and subject flexibility, \% of the total instruction time per ISCED level, 2015/16


Source: Eurydice.

## Explanatory note

Vertical time flexibility: Central education authorities indicate the total instruction time for several grades or for the whole period of compulsory education. Schools/local authorities are then free to decide how much time to allocate to each grade.
Horizontal time flexibility: Central education authorities indicate the total instruction time for a group of subjects within a specific grade. Schools/local authorities are then free to decide how much time to allocate to individual subjects $\left({ }^{13}\right)$.
Subject flexibility: Regional/local authorities or schools choose their own subjects (in some cases from a list defined by central education authorities) and allocate the time defined by the central authorities for this purpose $\left({ }^{14}\right)$.
Full flexibility: Central education authorities do not define the standard curriculum or the minimum instruction time. Regional authorities, local authorities or schools are free to decide how much time to allocate to individual subjects and grades.

[^3]In some other countries, there is some horizontal flexibility but this affects a smaller proportion of the curriculum. In Malta, in primary education, and in Romania at both education levels, in addition to the minimum instruction time established for each subject, schools have the flexibility to allocate a few additional hours across the compulsory subjects. In Denmark, horizontal flexibility only applies to some subjects in the first grade of primary education. Poland, Finland and Iceland have full vertical flexibility and also a degree of horizontal flexibility $\left({ }^{15}\right)$.

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

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

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

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

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

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

The average number of hours recommended for reading, writing and literature for the whole of primary education is 958 hours, ranging from 525 hours in Croatia to 1584 in France. In 14 other education systems (the German-speaking Community of Belgium, the Czech Republic, Denmark, Ireland, Greece, Spain, Cyprus, Luxembourg, Portugal, Slovenia, Sweden, Iceland, Liechtenstein and Norway), it is also over 900 hours. Only seven countries allocate less than 700 hours to teaching this subject at primary level.

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

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

[^5]Figure 4: Percentage of the recommended minimum instruction time allocated to READING, WRITING AND LITERATURE in primary and compulsory general secondary education, 2015/16


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

|  | BE fr | BE de | BE nl | BG | CZ | DK | DE | EE | IE | EL |  | ES | FR | HR | IT | CY |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Primary | $\bullet$ | 915 | $\bullet$ | 556 | 1029 | 1530 | 744 | 893 | 1098 | $\begin{array}{\|c\|} \hline 1191 \\ R C \end{array}$ | $\begin{aligned} & 1201 \\ & \text { EAEP } \end{aligned}$ | 1125 | 1584 | 525 | $\bigcirc$ | 1405 |
| Secondary | 880 | 732 | - | 591 | 441 | 630 | 698 | 315 | 334 | 606 |  | 671 | 756 | 473 | 1254 | 358 |
|  | LV | LT | LU | HU | MT | NL |  |  | AT |  | PL | PT | RO | SI | SK | FI |
| Primary | 835 | 696 | 1469 | 737 | 727 | $\bigcirc$ |  |  | 840 |  | 383 | 1310 | 665 | 919 | 888 | 898 |
| Secondary | 347 | 732 | 521 | 612 | 418 | HAVO | $\underset{\text { VMBO }}{\bullet}$ | $\stackrel{\bullet}{\text { VWO }}$ | $\begin{gathered} \hline 480 \\ \text { AHS } \end{gathered}$ | $\begin{gathered} \hline 480 \\ \text { NMS } \end{gathered}$ | 338 | 682 | 697 | 305 | 774 | 299 |
|  | SE | UK-ENG | UK-WLS | UK-NIR | UK-SCT | BA | CH | IS | LI |  |  | ME | MK | NO | RS | TR |
| Primary | 993 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 675 | $\bigcirc$ | 1020 | 944 |  |  | 756 | 672 | 1372 | 540 | 864 |
| Secondary | 497 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 453 | $\bigcirc$ | 357 | $\begin{aligned} & \hline 472 \\ & \text { Gym } \end{aligned}$ | $\begin{aligned} & \hline 555 \\ & \text { Obs } \end{aligned}$ | 500 <br> Reals | 450 | 708 | 398 | 453 | 1008 |

Source: Eurydice.

## Explanatory note

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

## Country specific notes

Austria: For grade 9, data are not available but this grade is part of compulsory education.
Denmark: The figure does not include the time provided for grade 1 because, for this year, reading, writing and literature is a compulsory subject area with time flexibility.
Germany: The data represent the weighted average instruction time in compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the Länder on the basis of the number of student enrolled in the different types of school.
Spain: The data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2015/16). To calculate the weighted averages, statistics were used on the number of students per grade and Autonomous Community, as reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2013/14).
Poland: In grades 1-3 of primary education, reading, writing and literature is a compulsory subject area with time flexibility, and the instruction time for these grades is therefore not included. The percentage shown in the figure is particularly low because it is calculated on the basis of the six years of primary education (including grades 1-3).
Sweden: The recommended minimum instruction time is a total for the nine years of compulsory education. It has been artificially allocated to ISCED level 1 and 24 proportionally to the number of years at each education level ( 6 and 3 respectively).

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

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

On average, nearly 670 hours are allocated to this subject in primary education, ranging from 298 hours in Bulgaria to 1056 in Luxembourg and 1310 in Portugal. Denmark, Ireland, Spain, France, Cyprus, Malta, Iceland and Norway also provide for 700 hours or more.

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

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

[^6]Figure 5: Percentage of the recommended minimum instruction time allocated to MATHS in primary and compulsory general secondary education, 2015/16


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

|  | BE fr | BE de | BE nl | BG | CZ | DK | DE | EE | IE | EL |  | ES | FR | HR | IT | CY |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Primary | - | $\bigcirc$ | $\bigcirc$ | 298 | 588 | 900 | 576 | 604 | 916 | $\begin{aligned} & 595 \\ & R C \end{aligned}$ | $\begin{gathered} 625 \\ \text { EAEP } \end{gathered}$ | 890 | 900 | 420 | $\bigcirc$ | 907 |
| Secondary | 698 | $\bigcirc$ | $\bigcirc$ | 462 | 441 | 450 | 678 | 341 | 334 | 269 |  | 526 | 684 | 420 | 924 | 291 |
|  | LV | LT | LU | HU | MT | NL |  |  | AT |  | PL | PT | RO | SI | SK | FI |
| Primary | 609 | 432 | 1056 | 409 | 929 | $\bigcirc$ |  |  | 480 |  | 289 | 1310 | 411 | 683 | 458 | 613 |
| Secondary | 369 | 581 | 451 | 517 | 475 | HAVO |  | VWO | $\begin{array}{\|c} \hline 510 \\ \text { AHS } \end{array}$ | $\begin{gathered} 450 \\ \text { NMS } \end{gathered}$ | 289 | 353 | 697 | 306 | 688 | 299 |
|  | SE | UK-ENG | UK-WLS | UK-NIR | UK-SCT | BA | CH | IS | LI |  |  | ME | MK | NO | RS | TR |
| Primary | 680 | - | $\bigcirc$ | $\bigcirc$ | - | 540 | $\bigcirc$ | 793 | 694 |  |  | 594 | 600 | 888 | 540 | 480 |
| Secondary | 340 | $\bigcirc$ | $\bigcirc$ | $\bullet$ | $\bigcirc$ | 426 | $\bigcirc$ | 340 | $\begin{aligned} & 527 \\ & \text { Gym } \end{aligned}$ | $\begin{aligned} & 555 \\ & \text { Obs } \end{aligned}$ | $\begin{gathered} 555 \\ \text { Reals } \end{gathered}$ | 459 | 675 | 313 | 426 | 768 |

[^7]
## Explanatory note

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

## Country specific notes

Austria: For grade 9, data are not available but this grade is part of compulsory education.
Denmark: The figure does not include time provided for grade 1 because, for this year, maths is a compulsory subject with time flexibility.
Germany: The data represent the weighted average instruction time in compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the Länder on the basis of the number of students enrolled in the different types of school.
Spain: The data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2015/16). To calculate the weighted averages, statistics were used on the number of students per grade and Autonomous Community, as reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2013/14).
Poland: In grades 1-3 of primary education, maths is a compulsory subject with time flexibility, and the instruction time in these grades is therefore not included. The percentage shown in the figure is particularly low because it is calculated on the basis of the six years of primary education (including grades 1-3).
Sweden: The recommended minimum instruction time is a total for the nine years of compulsory education. It has been artificially allocated to ISCED level 1 and 24 proportionally to the number of years at each education level ( 6 and 3 respectively).

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

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

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

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

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

[^8]Figure 6: Percentage of the recommended minimum instruction time allocated to NATURAL SCIENCES in primary and compulsory general secondary education, 2015/16


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

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

[^9]
## Explanatory note

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

## Country specific notes

Austria: For grade 9, data are not available but this grade is part of compulsory education.
Denmark: The figure does not include the time provided for grade 1 because, for this year, natural sciences is a compulsory subject area with time flexibility.
Germany: The data represent the weighted average instruction time in compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the Länder on the basis of the number of students enrolled in the different types of school.
Ireland: At secondary level, the instruction time for natural sciences is captured in the 'compulsory options chosen by the students'.
Spain: The data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2015/16). To calculate the weighted averages, statistics were used on the number of students per grade and Autonomous Community, as reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2013/14).
Italy: Instruction time for natural sciences is included in the figure for maths in grades 6-8 (lower secondary education).
Poland: In grades 1-3 of primary education, natural sciences is a compulsory subject area with time flexibility. The instruction time devoted to this subject in these grades is therefore not included, but the percentage is calculated in relation to the minimum instruction time defined for the six years of primary education.
Sweden: The recommended minimum instruction time is a total for the nine years of compulsory education. It has been artificially allocated to ISCED level 1 and 24 proportionally to the number of years at each education level ( 6 and 3 respectively). In reality, the number of hours devoted to natural sciences in primary education is much lower.

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

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

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

[^10]Figure 7: Percentage of the recommended minimum instruction time allocated to OTHER LANGUAGES in primary and compulsory general secondary education, 2015/16


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

|  | BE fr | BE de | BE nl | BG | CZ | DK | DE | EE | IE | EL |  | ES | FR | HR | IT | CY |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Primary | 121 | 610 | $\bullet$ | 165 | 265 | 450 | 147 | 394 | 769 | $\begin{aligned} & \hline 394 \\ & \text { RC } \end{aligned}$ | $\begin{gathered} \hline 576 \\ \text { EAEP } \end{gathered}$ | 511 | 270 | 210 | 396 | 272 |
| Secondary | 728 | 1037 | - | 440 | 529 | 540 | 920 | 473 | $\bigcirc$ | 269 |  | 482 | 882 | 315 | 693 | 314 |
|  | LV | LT | LU | HU | MT | NL |  |  | AT |  | PL | PT | RO | SI | SK | FI |
| Primary | 362 | 144 | 974 | 83 | 727 | $\bigcirc$ |  |  | 60 |  | 218 | 223 | 172 | 236 | 172 | 228 |
| Secondary | 416 | 710 | 972 | 652 | 893 | $\underset{\text { HAVO }}{\bullet}$ | VMBO | VWO | $\begin{gathered} 420 \\ \text { AHS } \end{gathered}$ | $\begin{gathered} \hline 420 \\ \text { NMS } \end{gathered}$ | 338 | 609 | 697 | 256 | 602 | 399 |
|  | SE | UK-ENG | UK-WLS | UK-NIR | UK-SCT | BA | CH | IS | LI |  |  | ME | MK | NO | RS | TR |
| Primary | 320 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 162 | $\bigcirc$ | 306 | 194 |  |  | 135 | 312 | 366 | 216 | 144 |
| Secondary | 160 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 426 | - | 476 | $\begin{aligned} & 777 \\ & \text { Gym } \end{aligned}$ | $\begin{aligned} & 416 \\ & \text { Obs } \end{aligned}$ | $\begin{gathered} 638 \\ \text { Reals } \end{gathered}$ | 614 | 885 | 444 | 426 | 960 |

[^11]
## Explanatory note

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

## Country specific notes

Austria: For grade 9, data are not available but this grade is part of compulsory education.
Belgium (BE fr): The minimum instruction time in primary education for the teaching of other languages in the Brussels-Capital Region and in the communes with special linguistic regime is higher.
Germany: The data represent the weighted average instruction time in compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the Länder on the basis of the number of students enrolled in the different types of school.
Spain: The data on intended instruction time are based on national and regional regulations on curriculum and school calendars (reference year 2015/16). To calculate the weighted averages, statistics were used on the number of students per grade and Autonomous Community, as reported by the statistics office of the Ministry of Education, Culture and Sport (reference year 2013/14).
Poland: In grades $1-3$ of primary education, language 2 is a compulsory subject with time flexibility. The instruction time devoted to this subject in these grades is therefore not included, but the percentage is calculated in relation to the minimum instruction time defined for the six years of primary education.
Sweden: The recommended minimum instruction time is a total for the nine years of compulsory education. It has been artificially allocated to ISCED level 1 and 24 proportionally to the number of years at each education level ( 6 and 3 respectively). In reality, the number of hours devoted to foreign languages in general lower secondary education is much higher.

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

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

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

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

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

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

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

In Hungary, the minimum instruction time per notional year has increased for natural sciences, declining slightly in the case of reading, writing and literature and other languages ( ${ }^{31}$ ). In Latvia and Portugal, the minimum annual number of hours provided for natural sciences has decreased. In Luxembourg, there is a decrease in the minimum instruction time in maths and other languages. In Lithuania, Malta, Poland, Romania, Iceland and Liechtenstein, the decrease observed in most subject areas is mainly due to the lower number of instruction days in the school year 2015/16 (at one or both education levels depending on the country) rather than to changes in the policy documents. The substantial decrease observed in natural sciences in Liechtenstein (Gymnasium) is due to the fact that social studies were included in this subject area in 2010/11 but not in 2015/16. In Germany, reading, writing and literature and maths were compulsory subjects with time flexibility in grades 1-2 in 2010/11 and, therefore, the reported instruction time is higher in $2015 / 16\left({ }^{32}\right)$. The minimum instruction time for natural sciences and other languages has decreased in this country $\left({ }^{33}\right)$.
$\left({ }^{28}\right)$ The reason to compare the number of hours per notional year and not the relative weight of each subject in the curriculum is that changes in the latter can be the result either of a change in the number of hours provided for that particular subject or a change in the total instruction time. For instance, a reduction of the total instruction time would increase the share of a subject in the curriculum despite the number of hours remaining constant.
$\left({ }^{29}\right)$ In Slovenia, the gradual introduction of a compulsory second foreign language in grades 7-9, which had started in 2008, was interrupted in 2011.
$\left({ }^{30}\right)$ In 2015/16, ancient Greek is included in the category 'other subjects'.
$\left({ }^{31}\right)$ The significant percentage decrease in other languages is in part due to the fact that a different number of years (10 and 12 respectively) are taken into account in the calculations.
$\left({ }^{32}\right)$ In 2015/16, the minimum instruction time is provided for each individual subject.
$\left({ }^{33}\right)$ The data represent the weighted average instruction time for the compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the Länder on the basis of the number of students enrolled in the different types of school.

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

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

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

Source: Eurydice.

## Explanatory note

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

## Country specific notes

Belgium (BE fr): Reading, writing and literature, maths and natural sciences are compulsory subject areas with time flexibility in primary education. For these subjects, the values in the figure only refer to secondary education.
Germany: Reading, writing and literature and maths were compulsory subjects with time flexibility in grades 1-2 in 2010/11.
Greece: (1) RC + secondary. (2) EAEP + secondary. The Unified Revised Curriculum (EAEP) started as a pilot programme in Greece in 2010 and, therefore, there are no data available for that year.
Ireland: For natural sciences and other languages, the data only refer to primary education. At secondary level, the instruction time for natural sciences is captured in the "compulsory options chosen by the students', whereas other languages is a compulsory subject with time flexibility and a compulsory option.
Italy: Reading, writing and literature, maths and natural sciences are compulsory subjects with time flexibility in primary education. For these subjects, the values in the figure only refer to secondary education.
Hungary: Compulsory education covered 12 years in 2010/11 and only 10 years in $2015 / 16$, which amplifies the percentage decrease in the minimum instruction time per notional year for other languages.
Netherlands: (1) Primary + HAVO; (2) Primary + VMBO; (3) Primary + VWO.
Austria: (1) Primary + AHS; (2) Primary + NMS. At secondary level, comparison is only possible for Allgemeinbildende höhere Schule (academic secondary school, AHS), grades 5-8. Nevertheless, grade 9 is part of compulsory education in this country.
Poland: In grades 1-3 of primary education, reading, writing and literature, maths, natural sciences and other languages are compulsory subjects with time flexibility. This time is therefore not included.
United Kingdom (ENG and SCT): The four core subjects are compulsory subject areas but there is no centrally defined minimum instruction time.
Bosnia and Herzegovina, Switzerland, Montenegro, the former Yugoslav Republic of Macedonia and Serbia: These countries did not take part of Eurydice data collection on instruction time in 2010/11.
Liechtenstein: (1) Primary + Gymnasium; (2) Primary + Oberschule; (3) Primary + Realschule.
Turkey: Compulsory education covered 8 years in 2010/11 and 12 years in 2015/16.

## ANNEX

Annex 1: Recommended minimum total instruction time

|  | Primary education |  |  |  |  | Secondary general compulsory education |  |  |  |  |  | TOTAL |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2015/16 |  | 2010/11 |  |  | 2015/16 |  |  | 2010/11 |  |  | 2015/16 |  |  | 2010/11 |  |  |
|  |  |  |  |  |  | $\begin{aligned} & \text { © } \\ & \text { 든 } \\ & \text { 은 } \\ & \text { 릉 } \\ & \text { 듣 } \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |
| $\overline{B E ~ f r}$ | 5096 | 6849 | 5096 | 6 | 849 | 5339 | 6 | 890 | 5339 | 6 | 890 | 10435 | 12 | 870 | 10435 | 12 | 870 |
| BE de | 5124 | 6854 | 5096 | 6 | 849 | 5124 | 6 | 854 | 5096 | 6 | 849 | 10248 | 12 | 854 | 10192 | 12 | 849 |
| BE nl | 4956 | 6826 | 4928 | 6 | 821 | 5712 | 6 | 952 | 5680 | 6 | 947 | 10668 | 12 | 889 | 10608 | 12 | 884 |
| BG | 1875 | 4469 | 1875 | 4 | 469 | 3924 | 5 | 785 | 3924 | 5 | 785 | 5799 | 9 | 644 | 5799 | 9 | 644 |
| CZ | 3469 | 5694 | 3469 | 5 | 694 | 3587 | 4 | 897 | 3587 | 4 | 897 | 7056 | 9 | 784 | 7056 | 9 | 784 |
| DK | 7360 | $7 \quad 1051$ | 5280 | 7 | 754 | 3600 | 3 | 1200 | 2790 | 3 | 930 | 10960 | 10 | 1096 | 8070 | 10 | 807 |
| DE | 2812 | 4703 | 2594 | 4 | 649 | 5482 | 6 | 914 | 5443 | 6 | 907 | 8294 | 10 | 829 | 8037 | 10 | 804 |
| EE | 3964 | 6661 | 3964 | 6 | 661 | 2468 | 3 | 823 | 2520 | 3 | 840 | 6431 | 9 | 715 | 6484 | 9 | 720 |
| IE | 5490 | 6915 | 5490 | 6 | 915 | 3741 | 4 | 935 | 3741 | 4 | 935 | 9231 | 10 | 923 | 9231 | 10 | 923 |
| EL | RC 4309 | 6718 | RC 4148 | 6 | 691 | 2356 | 3 | 785 | 2363 | 3 | 788 | 6665 | 9 | 741 | 6510 | 9 | 723 |
|  | EAEP 5044 | 6841 | EAEP |  |  | 2356 | 3 | 785 |  | : |  | 7400 | 9 | 822 |  | : |  |
| ES | 4746 | 6791 | 5250 | 6 | 875 | 4191 | 4 | 1048 | 4200 | 4 | 1050 | 8938 | 10 | 894 | 9450 | 10 | 945 |
| FR | 4320 | 5864 | 4320 | 5 | 864 | 5000 | 5 | 1000 | 4990 | 5 | 998 | 9320 | 10 | 932 | 9310 | 10 | 931 |
| HR | 1890 | 4473 | 1890 | 4 | 473 | 2546 | 4 | 637 | 2546 | 4 | 637 | 4436 | 8 | 555 | 4436 | 8 | 555 |
| IT | 4455 | 5891 | 4455 | 5 | 891 | 4752 | 5 | 950 | 4752 | 5 | 950 | 9207 | 10 | 921 | 9207 | 10 | 921 |
| CY | 4760 | 6793 | 4900 | 6 | 817 | 2554 | 3 | 851 | 2577 | 3 | 859 | 7314 | 9 | 813 | 7477 | 9 | 831 |
| LV | 3589 | 6598 | 3652 | 6 | 609 | 2381 | 3 | 794 | 2418 | 3 | 806 | 5970 | 9 | 663 | 6070 | 9 | 674 |
| LT | 2208 | 4552 | 2243 | 4 | 561 | 4424 | 6 | 737 | 4143 | 5 | 829 | 6632 | 10 | 663 | 6386 | 9 | 710 |
| LU | 5544 | 6924 | 6048 | 6 | 1008 | 3380 | 4 | 845 | 4056 | 4 | 1014 | 8924 | 10 | 892 | 10104 | 10 | 1010 |
| HU | 2661 | 4665 | 2289 | 4 | 572 | 4976 | 6 | 829 | 5715 | 8 | 714 | 7637 | 10 | 764 | 8004 | 12 | 667 |
| MT | 4876 | 6813 | 5028 | 6 | 838 | 3918 | 5 | 784 | 4091 | 5 | 818 | 8793 | 11 | 799 | 9119 | 11 | 829 |
| NL | 5640 | 6940 | 7520 | 8 | 940 | HAVO 4700 | 5 | 940 | HAVO 4820 | 5 | 964 | 10340 | 11 | 940 | 12340 | 13 | 949 |
|  |  |  |  |  |  | VMBO 3700 | 4 | 925 | VMBO 3780 | 4 | 945 | 9340 | 10 | 934 | 11300 | 12 | 942 |
|  |  |  |  |  |  | VWO 5700 | 6 | 950 | VWO 5820 | 6 | 970 | 11340 | 12 | 945 | 13340 | 14 | 953 |
| AT | 2820 | 4705 | 2820 | 4 | 705 | AHS 3600 | 4 | 900 | AHS 3600 | 4 | 900 | 6420 | 8 | 803 | 6420 | 8 | 803 |
|  |  |  |  |  |  | NMS 3600 | 4 | 900 | NMS : |  |  | 6420 | 8 | 803 | : | : |  |
| PL | 3807 | 6635 | 3972 | 6 | 662 | 2430 | 3 | 810 | 2559 | 3 | 853 | 6237 | 9 | 693 | 6531 | 9 | 726 |
| PT | 4932 | 6822 | 5625 | 6 | 938 | 5090 | 6 | 848 | 6037 | 6 | 1006 | 10022 | 12 | 835 | 11662 | 12 | 972 |
| RO | 2503 | 5501 | 2537 | 4 | 634 | 4992 | 6 | 832 | 5074 | 6 | 846 | 7494 | 11 | 681 | 7611 | 10 | 761 |
| SI | 3986 | 6664 | 3986 | 6 | 664 | 2298 | 3 | 766 | 2451 | 3 | 817 | 6284 | 9 | 698 | 6437 | 9 | 715 |
| SK | 2750 | 4688 | 2736 | 4 | 684 | 5071 | 6 | 845 | 4988 | 6 | 831 | 7821 | 10 | 782 | 7724 | 10 | 772 |
| FI | 3794 | $6 \quad 632$ | 3794 | 6 | 632 | 2533 | 3 | 844 | 2533 | 3 | 844 | 6327 | 9 | 703 | 6327 | 9 | 703 |
| SE | 4523 | $6 \quad 754$ | 4443 | 6 | 741 | 2262 | 3 | 754 | 2222 | 3 | 741 | 6785 | 9 | 754 | 6665 | 9 | 741 |
| UK-ENG | : | 6 | 5168 | 6 | 861 | : | 5 |  | 4636 | 5 | 927 |  | 11 |  | 9804 | 11 | 891 |
| UK-WLS | 5168 | 6861 | 5168 | 6 | 861 | 4750 | 5 | 950 | 4750 | 5 | 950 | 9918 | 11 | 902 | 9918 | 11 | 902 |
| UK-NIR | 6175 | 7882 | : | : |  | 5118 | 5 | 1024 |  | : | : | 11293 | 12 | 941 | : | : | : |
| UK-SCT | 532 | 776 | : | 7 |  | 254 | 4 | 63 |  | 4 | 0 | 786 | 11 | 71 | . | 11 | . |
| BA | 2700 | 5540 |  | : |  | 3008 | 4 | 752 |  |  |  | 5708 | 9 | 634 | . | : |  |
| CH | 4887 | 6815 | : | : | . | 2874 | 3 | 958 | . | . |  | 7761 | 9 | 862 | . | . | . |
| IS | 5100 | $7 \quad 729$ | 6000 | 7 | 857 | 2516 | 3 | 839 | 2960 | 3 | 987 | 7616 | 10 | 762 | 8960 | 10 | 896 |
| LI | 3802 | 5760 | 4007 | 5 | 801 | Gym 3857 | 4 | 964 | 4037 | 4 | 1009 | 7659 | 9 | 851 | 8044 | 9 | 894 |
|  |  |  |  |  |  | Obs 3746 | 4 | 926 | 3949 | 4 | 987 | 7548 | 9 | 839 | 7956 | 9 | 884 |
|  |  |  |  |  |  | Reals 3802 | 4 | 940 | 3978 | 4 | 995 | 7604 | 9 | 845 | 7985 | 9 | 887 |
| ME | 2943 | $5 \quad 589$ | : | : |  | 3120 | 4 | 780 |  | : |  | 6063 | 9 | 674 | : | : | : |
| MK | 3000 | 5600 | : | . |  | 5250 | 7 | 750 |  | . |  | 8250 | 12 | 688 | . | : |  |
| NO | 5234 | $7 \quad 748$ | 5234 | 7 | 748 | 2622 | 3 | 874 | 2566 | 3 | 855 | 7856 | 10 | 786 | 7800 | 10 | 780 |
| RS | 2457 | 4614 | : | : |  | 3273 | 4 |  |  | : |  | 5730 | 8 | 716 | : | : |  |
| TR | 2880 | 4720 | 3600 | 5 | 720 | 7200 | 8 | 900 | 2160 | 3 | 720 | 10080 | 12 | 840 | 5760 | 8 | 720 |

Source: Eurydice.

## Explanatory note

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

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

|  | Number of years |  | READING, WRITING AND LITERATURE |  |  |  | MATHS |  |  |  | NATURAL SCIENCES |  |  |  | OTHER LANGUAGES |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 2015/16 |  | 2010/11 |  | 2015/16 |  | 2010/11 |  | 2015/16 |  | 2010/11 |  | 2015/16 |  | 2010/11 |  |
|  | $\begin{aligned} & \stackrel{0}{i} \\ & \stackrel{i}{2} \\ & \end{aligned}$ | $\stackrel{\underset{ }{\circ}}{\stackrel{\rightharpoonup}{N}}$ |  |  |  |  | $\begin{aligned} & \text { 은 } \\ & \text { 른 } \\ & \text { 릉 튼 } \\ & \hline \end{aligned}$ |  |  |  |  |  | $\begin{aligned} & \text { 은 } \\ & \text { 릉 } \\ & \text { 읃 } \end{aligned}$ |  |  |  |  |  |
| BE fr | 12 (6) | 12 (6) | 880 | 147 | 880 | 147 | 698 | 116 | 698 | 116 | 546 | 91 | 546 | 91 | 849 | 71 | 849 | 71 |
| BE de | 12 | 12 | 1647 | 137 | 1638 | 137 | - | - | - | $\bullet$ | - | $\bullet$ | $\bullet$ | $\bullet$ | 1647 | 137 | 1638 | 137 |
| BE nl | 12 | 12 | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | - | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ |
| BG | 9 | 9 | 1147 | 127 | 1147 | 127 | 760 | 84 | 760 | 84 | 617 | 69 | 617 | 69 | 605 | 67 | 605 | 67 |
| CZ | 9 | 9 | 1470 | 163 | 1470 | 163 | 1029 | 114 | 1029 | 114 | 970 | 108 | 970 | 108 | 794 | 88 | 617 | 69 |
| DK | 10 | 10 | 2160+ | $216+\bullet$ | 1980 | 198 | $1350+$ | $135+\bullet$ | 1170 | 117 | 840+ | $84+$ - | 780 | 78 | 990 | 99 | 570 | 57 |
| DE | 10 | 10 | 1443 | 144 | 1015 | 102 | 1254 | 125 | 902 | 90 | 736 | 74 | 874 | 87 | 1067 | 107 | 1579 | 158 |
| EE | 9 | 9 | 1208 | 134 | 1208 | 134 | 945 | 105 | 945 | 105 | 788 | 88 | 656 | 73 | 866 | 96 | 866 | 96 |
| IE | 10(6) | 10(6) | 1432+ | $143+\bullet$ | 1212 | 121 | 1249+• | 125+ | 993 | 99 | 220 | 37 | 220 | 37 | 769 | 128 | 769 | 128 |
| EL (1) | 9 | 9 | 1797 | 200 | 1553 | 173 | 864 | 96 | 900 | 100 | 721 | 80 | 750 | 83 | 663 | 74 | 713 | 79 |
| EL (2) | 9 |  | 1807 | 201 | : | : | 894 | 99 | : |  | 705 | 78 | : | : | 846 | 94 | : |  |
| ES | 10 | 10 | 1796 | 180 | 1351 | 135 | 1416 | 142 | 944 | 94 | 715 | 72 | 476 | 48 | 993 | 99 | 805 | 81 |
| FR | 10 | 10 | 2340 | 234 | 2340 | 234 | 1584 | 158 | 1584 | 158 | 954 | 95 | 954 | 95 | 1152 | 115 | 1152 | 115 |
| HR | 8 | 8 | 998 | 125 | 998 | 125 | 840 | 105 | 840 | 105 | 643 | 80 | 523 | 65 | 525 | 66 | 525 | 66 |
| IT | 10(5) | 10(5) | 1254 | 251 | 1254 | 251 | 924 | 185 | 891 | 178 | 264 | 53 | 198 | 40 | 1089 | 109 | 1122 | 112 |
| CY | 9 | 9 | 1764 | 196 | 2331 | 259 | 1198 | 133 | 1165 | 129 | 563 | 63 | 535 | 59 | 586 | 65 | 500 | 56 |
| LV | 9 | 9 | 1181 | 131 | 1201 | 133 | 979 | 109 | 995 | 111 | 415 | 46 | 606 | 67 | 778 | 86 | 745 | 83 |
| LT | 10 | 9 | 1428 | 143 | 1336 | 148 | 1013 | 101 | 941 | 105 | 680 | 68 | 634 | 70 | 854 | 85 | 756 | 84 |
| LU | 10 | 10 | 1990 | 199 | 1893 | 189 | 1507 | 151 | 1693 | 169 | 706 | 71 | 601 | 60 | 1945 | 195 | 2363 | 236 |
| HU | 10 | 12 | 1349 | 135 | 1692 | 141 | 926 | 93 | 1109 | 92 | 804 | 80 | 881 | 73 | 735 | 73 | 1004 | 84 |
| MT | 11 | 11 | 1146 | 104 | 1101 | 100 | 1404 | 128 | 1515 | 138 | 658 | 60 | 720 | 65 | 1621 | 147 | 1757 | 160 |
| NL (1)* | 11 | 13 | $\bullet$ | $\bullet$ | - | $\bullet$ | - | $\bullet$ | - | $\bullet$ | $\bullet$ | $\bullet$ | - | $\bullet$ | $\bullet$ | $\bullet$ | - | $\bullet$ |
| NL (2)* | 10 | 12 | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | - | $\bullet$ | - | - | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | - | $\bullet$ | - | $\bullet$ |
| NL (3)* | 12 | 14 | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ |
| AT (1)* | 8 | 8 | 1320 | 165 | 1320 | 165 | 990 | 124 | 990 | 124 | 810 | 101 | 810 | 101 | 480 | 60 | 480 | 60 |
| AT (2)* | 8 | : | 1320 | 165 | : | : | 930 | 116 | : |  | 810 | 101 | : | : | 480 | 60 |  |  |
| PL | 9 | 9 | 720+ | 80+ | 789+ | $88+\bullet$ | 578+ | 64+ $\bullet$ | 627+ | 70+ | 510+ | 57+ | 546+ | $61+\bullet$ | 556+ | $62+\bullet$ | 563+ | $63+\bullet$ |
| PT | 12 | 12 | 1992 | 166 | 2016 | 168 | 1664 | 139 | 1539 | 128 | 820 | 68 | 1222 | 102 | 833 | 69 | 790 | 66 |
| RO | 11 | 10 | 1362 | 124 | 1416 | 142 | 1108 | 101 | 1062 | 106 | 990 | 90 | 1003 | 100 | 869 | 79 | 826 | 83 |
| SI | 9 | 9 | 1224 | 136 | 1224 | 136 | 989 | 110 | 989 | 110 | 724 | 80 | 724 | 80 | 492 | 55 | 645 | 72 |
| SK | 10 | 10 | 1662 | 166 | 1539 | 154 | 1146 | 115 | 1112 | 111 | 802 | 80 | 798 | 80 | 774 | 77 | 741 | 74 |
| FI | 9 | 9 | 1197 | 133 | 1197 | 133 | 912 | 101 | 912 | 101 | 798 | 89 | 798 | 89 | 627 | 70 | 627 | 70 |
| SE | 9 | 9 | 1490 | 166 | 1490 | 166 | 1020 | 113 | 900 | 100 | 800 | 89 | 800 | 89 | 480 | 53 | 480 | 53 |
| UK ENG | 11 | 11 | $\bullet$ | $\bullet$ | - | $\bullet$ | $\bullet$ | $\bullet$ | - | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | - | $\bullet$ | $\bullet$ | $\bullet$ |
| UK WLS | 11 | 11 | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | - | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ |
| UK NIR | 12 | : | $\bullet$ | $\bullet$ | - | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | - | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ |
| UK SCT | 11 |  | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | - | $\bullet$ | - | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ | $\bullet$ |
| BA | 9 |  | 1128 | 125 | : | : | 966 | 107 | : | : | 828 | 92 | : | : | 588 | 65 | : |  |
| CH | 9 |  | $\bullet$ | $\bullet$ | : | : | $\bullet$ | $\bullet$ | : |  | $\bullet$ | $\bullet$ | : | : | $\bullet$ | $\bullet$ | : |  |
| IS | 10 | 10 | 1377 | 138 | 1440 | 144 | 1133 | 113 | 1333 | 133 | 635 | 63 | 693 | 69 | 782 | 78 | 827 | 83 |
| LI (1) | 9 | 9 | 1415 | 157 | 1492 | 166 | 1221 | 136 | 1287 | 143 | 694 | 77 | 1082 | 120 | 971 | 108 | 995 | 111 |
| LI (2) | 9 | 9 | 1499 | 167 | 1580 | 176 | 1249 | 139 | 1316 | 146 | 1055 | 117 | 1112 | 124 | 611 | 68 | 644 | 72 |
| LI (2) | 9 | 9 | 1443 | 160 | 1521 | 169 | 1249 | 139 | 1316 | 146 | 1055 | 117 | 1112 | 124 | 833 | 93 | 848 | 94 |
| ME | 9 |  | 1206 | 134 | : | : | 1053 | 117 |  |  | 783 | 87 | : | : | 749 | 83 | . | : |
| MK | 12 |  | 1380 | 115 | : | : | 1275 | 106 | : |  | 1110 | 93 | : | : | 1197 | 100 | : |  |
| NO | 10 | 10 | 1770 | 177 | 1770 | 177 | 1201 | 120 | 1201 | 120 | 577 | 58 | 584 | 58 | 810 | 81 | 820 | 82 |
| RS | 8 |  | 993 | 124 | : | : | 966 | 121 | : |  | 693 | 87 | : | : | 642 | 80 | : |  |
| TR | 12 | 8 | 1872 | 156 | 1512 | 189 | 1248 | 104 | 768 | 96 | 864 | 72 | 480 | 60 | 1104 | 92 | 432 | 54 |

## Explanatory note

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

## Country specific notes

Greece: (1) RC + secondary. (2) EAEP + secondary.
Netherlands: (1) Primary + HAVO; (2) Primary + VMBO; (3) Primary + VWO.
Austria: (1) Primary + AHS; (2) Primary + NMS.
Liechtenstein: (1) Primary + Gymnasium; (2) Primary + Oberschule; (3) Primary + Realschule.

## PART III: NATIONAL DIAGRAMS

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

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

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

The diagrams also show specific features of instruction time allocation:

- Responsible education authorities do not specify instruction time for each subject, but only indicate instruction time schools have to provide for a group of subjects or for the whole curriculum. Hence, schools have the autonomy to decide how to allocate instruction time between curriculum subjects. This 'horizontal' flexibility enjoyed by schools is indicated by a black bullet.
- Responsible education authorities specify instruction time for curriculum subjects for several grades together, one education level or the whole of full time compulsory education. Schools are thus free to decide how to allocate instruction time across the grades. This 'vertical' flexibility given to schools is represented by a vertical black bar.
- One single value for instruction time is provided for two curriculum subjects together. This is the case when two subjects (social studies and natural sciences for example) are integrated into one single subject in the national curriculum. It might also be the case that one particular subject, ICT for example, is taught when teaching another subject, natural sciences for instance. The value for instruction time for these two subjects is allocated to the subject area for which the biggest value is expected, and a reference to this subject (following an arrow symbol) is made in the other subject concerned.
For four countries, instruction time is provided for different education programmes.
- Greece: a) The unified revised curriculum (primary school) + lower secondary school; b) Schools with regular curriculum (primary school) + lower secondary school.
- The Netherlands: a) Primary school + Voorbereidend Wetenschappelijk Onderwijs; b) Primary school + Hoger Algemeen Voortgezet Onderwjis; c) Primary school + Voorbereidend Middelbaar Beroepsonderwijs.
- Austria: a) Volkschule (primary school - grades 1-4) + Allgemeinbildende höhere Schule (AHS; academic secondary school - science branch: Realgymnasium - grades 5-8); b) Volkschule (primary school - grades 1-4) + Neue Mittelschule (new secondary school - grades 5-8).
- Liechtenstein: a) Primary school + Gymnasium; b) Primary schools + Realschule; c) Primary school + Oberschule.


## Acronyms, abbreviations and symbols

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

| Codes | Subjects |
| :---: | :---: |
| RWL | Reading, Writing and Literature (L1) |
| Math | Mathematics |
| NatSc | Natural Sciences |
| SocSt | Social Studies |
| Lg (+ number) | Languages (L 2-5) |
| PhysEd_H | Physical Education and Health |
| ArtsEd | Arts Education |
| Rel_ethics | Religion/ethics/moral education |
| ICT | Information and Communication Technologies (ICT) |
| Tech | Technology |
| P_Vs | Practical and Vocational skills |
| Others | Other subjects |
| TMinCCurr | Total Minimum Compulsory Curriculum |
| COcbS | Compulsory Options chosen by the Students |
| CFScbSch | Compulsory Flexible Subject chosen by the Schools |
| CSwFT | Compulsory Subjects with Flexible Timetable |


| Abbreviations and symbols |  |
| :--- | :--- |
| VWO | Voorbereidend Wetenschappelijk <br> Onderwijs |
| HAVO | Hoger Algemeen Voortgezet Onderwjis |
| VMBO | Voorbereidend Middelbaar <br> Beroepsonderwijs |
| Volkschule | Volkschule (primary school - grades 1-4) <br> + Allgemeinbildende höhere Schule <br> (academic secondary school - science <br> branch: Realgymnasium - grades 5-8) |
| Volkschule | Volkschule (primary school - grades 1-4) <br> + Neue Mittelschule (new secondary <br> school - grades 5-8) |
| + NMS | Greece: The unified revised curriculum |
| EAEP | Greece: Schools with regular curriculum |
| RC |  |

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

## Section 2. Instruction time by country

| Belgium - French Community |
| :--- |
| Belgium - German-speaking Community |
| Belgium - Flemish Community |
| Bulgaria |
| Czech Republic |
| Denmark |
| Germany |
| Estonia |
| Ireland |
| Greece - RC (primary) and lower secondary |
| Greece - EAEP (primary) and lower secondary |
| Spain |
| France |
| Croatia |
| Italy |
| Cyprus |
| Latvia |
| Lithuania |
| Luxembourg |
| Hungary |
| Malta |
| The Netherlands - Primary and HAVO |
| The Netherlands - Primary and VMBO |
| The Netherlands - Primary and VWO |


| 40 | Austria - Volksschule and AHS (Realgymnasium) | 64 |
| :---: | :---: | :---: |
| 41 | Austria - Volksschule and Neue Mittelschule | 65 |
| 42 | Poland | 66 |
| 43 | Portugal | 67 |
| 44 | Romania | 68 |
| 45 | Slovenia | 69 |
| 46 | Slovakia | 70 |
| 47 | Finland | 71 |
| 48 | Sweden | 72 |
| 49 | United Kingdom - England | 73 |
| 50 | United Kingdom - Wales | 74 |
| 51 | United Kingdom - Northern Ireland | 75 |
| 52 | United Kingdom - Scotland | 76 |
| 53 | Bosnia and Herzegovina | 77 |
| 54 | Switzerland | 78 |
| 55 | Iceland | 79 |
| 56 | Liechtenstein - Primary and Gymnasium | 80 |
| 57 | Liechtenstein - Primary and Oberschule | 81 |
| 58 | Liechtenstein - Primary and Realschule | 82 |
| 59 | Montenegro | 83 |
| 60 | Former Yugoslav Republic of Macedonia | 84 |
| 61 | Norway | 85 |
| 62 | Serbia | 86 |
| 63 | Turkey | 87 |

## BELGIUM - FRENCH COMMUNITY



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

# BELGIUM - GERMAN-SPEAKING COMMUNITY 



For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG):
Primary level
Secondary level
n Grades in FTCG

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |  |
| :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\mathbf{X}$Number of hours distributed <br> between various school years | Source: Eurydice. |

## BELGIUM - FLEMISH COMMUNITY



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

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

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |  |
| :--- | :--- | :---: | :---: | :---: |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

## BULGARIA



For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG):
Primary level
Secondary level
n Grades in FTCG

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\mathbf{X}$Number of hours distributed <br> between various school years | Source: Eurydice. |

## CZECH REPUBLIC

Total minimum compulsory curriculum



Physical education and health



Compulsory options chosen by the students


Compulsory subjects with flexible timetable



Arts education


Practical and vocational skills


Compulsory flexible subjects chosen by schools


Reading, writing and literature



Religion/ethics/moral education


Other subjects


## Mathematics




ICT


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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## DENMARK



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

Full-time compulsory general education (FTCG):

> Primary level

Secondary level n Grades in FTCG
Horizontal axis: Number of hours per school year Vertical axis: Grades Flexible time

| -> category | Instruction time included in <br> another category (see Reading Guide ) |
| :--- | :--- |

X $\begin{aligned} & \text { Number of hours distributed } \\ & \text { between various school }\end{aligned}$ between various school years

Source: Eurydice.

## GERMANY



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## ESTONIA



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

## IRELAND

Total minimum compulsory curriculum


Natural sciences


Physical education and health

```
M1:
```

```
M1:
```




Compulsory subjects with flexible timetable


Social studies


Arts education


Practical and vocational skills


Compulsory flexible subjects chosen by schools


Reading, writing and literature


Language 2


Religion/ethics/moral education


Other subjects


Mathematics




ICT
153
153
153
153
153
153
111
111
111
1


nCCurr
COcbs
COcbS

## GREECE - RC (PRIMARY) AND LOWER SECONDARY



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

Full-time compulsory general education (FTCG):
Primary level
Secondary level
n Grades in FTCG
Horizontal axis: Number of hours per school year

## GREECE - EAEP (PRIMARY) AND LOWER SECONDARY



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## SPAIN



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

Full-time compulsory general education (FTCG):

> Primary level

Secondary level n Grades in FTCG

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $\rightarrow$ category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

FRANCE


Physical education and health

```
l\⿴囗⿱一一⿱⿴囗十丌
```

```
l\⿴囗⿱一一⿱⿴囗十丌
```



Compulsory options chosen by the students


Compulsory subjects with flexible timetable

Arts education


Practical and vocational skills


Compulsory flexible subjects chosen by schools


## Reading，writing and literature



Language 2


Religion／ethics／moral education


Other subjects


$$
\begin{aligned}
& 82 \\
& 10 \\
& 10 \\
& 10 \\
& 82
\end{aligned}
$$

Mathematics



ICT


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

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

| Horizontal axis： | Number of hours per school year | Vertical axis：Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| －＞category | Instruction time included in <br> another category（see Reading Guide ） | $\times$Number of hours distributed <br> between various school years | Source：Eurydice． |

## CROATIA



For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG): $\square$
Primary level

Secondary level
n Grades in FTCG
Horizontal axis: Number of hours per school year

| -> category | Instruction time included in <br> another category (see Reading Guide ) |
| :--- | :--- |

X $\begin{aligned} & \text { Number of hours distributed } \\ & \text { between various school years }\end{aligned}$

- Flexible time

[^12]Source: Eurydice.

ITALY


Physical education and health

## 

Technology


Compulsory options chosen by the students


Compulsory subjects with flexible timetable


Social studies


Arts education


## Practical and vocational skills



Compulsory flexible subjects chosen by schools


Reading, writing and literature



Religion/ethics/moral education


Other subjects


Mathematics



ICT

)

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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## CYPRUS



For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG):
Primary level
Secondary level
n Grades in FTCG

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\mathbf{X}$Number of hours distributed <br> between various school years | Source: Eurydice. |



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## LITHUANIA

Total minimum compulsory curriculum


Natural sciences


Physical education and health


Technology


Compulsory options chosen by the students


Compulsory subjects with flexible timetable


Social studies


Arts education


Practical and vocational skills


Compulsory flexible subjects chosen by schools


$$
\begin{array}{lllllll}
100 & 200 & 300 & 400 & 500 & 600 & 700
\end{array}
$$

## Reading，writing and literature




Religion／ethics／moral education

$100 \quad 200 \quad 300 \begin{array}{llllll}100 & 500 & 600 & 700\end{array}$


Language 3


ICT


## －ローコー

Other subjects


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

Full－time compulsory general education（FTCG）：
Primary level
Secondary level $\mathbf{n}$ Grades in FTCG
Horizontal axis：Number of hours per school year Vertical axis：Grades Flexible time

[^13]X $\begin{aligned} & \text { Number of hours distributed } \\ & \text { between various school years }\end{aligned}$
between various school years
Source：Eurydice．

## LUXEMBOURG



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | ○lexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## HUNGARY



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

Full-time compulsory general education (FTCG):Primary level
Secondary level $n$ Grades in FTCG
Horizontal axis: Number of hours per school year Vertical axis: Grades Flexible time

| -> category | Instruction time included in <br> another category (see Reading Guide ) |
| :--- | :--- |

X $\begin{aligned} & \text { Number of hours distributed } \\ & \text { between various school years }\end{aligned}$ between various school years

Source: Eurydice.

## MALTA



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

# THE NETHERLANDS - PRIMARY AND HAVO 



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

Full-time compulsory general education (FTCG): $\square$ Primary level
Secondary level
n Grades in FTCG
Horizontal axis: Number of hours per school year
$\qquad$
Vertical axis: Grades

- Flexible time

| -> category | Instruction time included in <br> another category (see Reading Guide ) |
| :--- | :--- |

X $\begin{aligned} & \text { Number of hours distributed } \\ & \text { between various school years }\end{aligned}$
Source: Eurydice.

## THE NETHERLANDS - PRIMARY AND VMBO




## Physical education and health



| Technology |  |
| :---: | :---: |
| 1 | 1 - |
| 2 | - |
| 3 | - |
| 4 | - |
| 5 | - |
| 6 | 1 |
| 7 | - |
| 8 | - |
| 9 | 1 |
| 10 | - |
| 11 |  |
| 12 |  |
|  |  |

Compulsory options chosen by the students


Compulsory subjects with flexible timetable



Arts education


Practical and vocational skills


Compulsory flexible subjects chosen by schools


Reading, writing and literature





Other subjects


Mathematics


Language 3


ICT


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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## THE NETHERLANDS - PRIMARY AND VWO



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

Full-time compulsory general education (FTCG): $\square$ 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 $\begin{aligned} & \text { Number of hours distributed } \\ & \text { between various school years }\end{aligned}$
Source: Eurydice.

## AUSTRIA - VOLKSSCHULE AND AHS (REALGYMNASIUM)



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

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

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |  |
| :--- | :--- | :---: | :---: | :---: |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

AUSTRIA - VOLKSSCHULE AND NEUE MITTELSCHULE


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

Full-time compulsory general education (FTCG):

> Primary level

Secondary level n Grades in FTCG
Horizontal axis: Number of hours per school year

## POLAND



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $\rightarrow$ category | Instruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

## PORTUGAL



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

Full-time compulsory general education (FTCG):Primary level
Secondary level $n$ Grades in FTCG
Horizontal axis: Number of hours per school year Vertical axis: Grades Flexible time

| -> category | Instruction time included in <br> another category (see Reading Guide ) |
| :--- | :--- |

[^14]Source: Eurydice.

## ROMANIA



For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG):
Primary level
Secondary level
n Grades in FTCG

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

## SLOVENIA



For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG):
Primary level
Secondary level
n Grades in FTCG

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\mathbf{X}$Number of hours distributed <br> between various school years | Source: Eurydice. |

## SLOVAKIA



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## FINLAND




Physical education and health


Technology


Compulsory options chosen by the students


Compulsory subjects with flexible timetable



Arts education


Practical and vocational skills


Compulsory flexible subjects chosen by schools

Reading, writing and literature


 education





ICT


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

Full-time compulsory general education (FTCG):Primary level
Secondary level
n Grades in FTCG
Horizontal axis: Number of hours per school year Vertical axis: Grades Flexible time

[^15]X Number of hours distributed between various school years

Source: Eurydice.

## SWEDEN



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

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

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |  |
| :--- | :--- | :---: | :---: | :---: |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

## UNITED KINGDOM - ENGLAND



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## UNITED KINGDOM - WALES



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

## UNITED KINGDOM - NORTHERN IRELAND



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## UNITED KINGDOM - SCOTLAND



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

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

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |  |
| :--- | :--- | :---: | :---: | :---: |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

## BOSNIA AND HERZEGOVINA



For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG):
Primary level
Secondary level $n$ Grades in FTCG
Horizontal axis: Number of hours per school year

| -> category | Instruction time included in <br> another category (see Reading Guide ) |
| :--- | :--- |

X $\begin{aligned} & \text { Number of hours distributed } \\ & \text { between various school years }\end{aligned}$ between various school years

Source: Eurydice.

## SWITZERLAND

Total minimum compulsory curriculum



## Physical education and health




Compulsory options chosen by the students


Compulsory subjects with flexible timetable


Social studies


Arts education


Practical and vocational skills


Compulsory flexible subjects chosen by schools


Reading, writing and literature



Religion/ethics/moral education


Mathematics





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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## ICELAND



Physical education and health






Arts education


Practical and vocational skills


Compulsory flexible subjects chosen by schools


## Reading, writing and literature



 education


Other subjects


Mathematics


Language 3


ICT


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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## LIECHTENSTEIN - PRIMARY AND GYMNASIUM



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## LIECHTENSTEIN - PRIMARY AND OBERSCHULE



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 <br> another category (see Reading Guide ) |
| :--- | :--- |

X $\begin{aligned} & \text { Number of hours distributed } \\ & \text { between various school years }\end{aligned}$ between various school years

Source: Eurydice.

## LIECHTENSTEIN - PRIMARY AND REALSCHULE




Physical education and health


Compulsory subjects with flexible timetable



Arts education

## Reading, writing and literature




Religion/ethics/moral education


Other subjects


Mathematics



ICT

28
28

$$
10
$$



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools

$\begin{array}{lllll}200 & 400 & 600 & 800 & 1000\end{array}$

## Practical and vocational skills



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

## MONTENEGRO



For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG):
Primary level
Secondary level
n Grades in FTCG

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- | :--- |
| $\rightarrow$ category | Instruction time included in <br> another category (see Reading Guide ) | $\mathbf{X}$Number of hours distributed <br> between various school years | Source: Eurydice. |

## FORMER YUGOSLAV REPUBLIC OF MACEDONIA



Physical education and health




Compulsory subjects with flexible timetable


## Social studies



Arts education


Practical and vocational skills


Compulsory flexible subjects chosen by schools


Reading, writing and literature


Language 2


Religion/ethics/moral education


Other subjects


Mathematics



ICT


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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## NORWAY



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

Full-time compulsory general education (FTCG): $\square$ Primary level
Secondary level
n Grades in FTCG
Horizontal axis: Number of hours per school year Vertical axis: Grades Flexible time

[^16]X Number of hours distributed between various school years

Source: Eurydice.

## SERBIA



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## TURKEY



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## Section 3. Instruction time by subject

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

## TOTAL MINIMUM COMPULSORY CURRICULUM

Belgium -
French Community


## Czech Republic



Ireland


France


Latvia


Malta


Belgium - Germanspeaking Community


Denmark


Greece RC (primary)
and lower secondary


Croatia


Netherlands
Primary and HAVO


Belgium -
Flemish Community


## Germany



Greece EAEP (primary)
and lower secondary


Italy


Netherlands
Primary and VMBO


Bulgaria


Estonia
 Spain


Cyprus


Hungary


Netherlands
Primary and VWO


For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG): $\quad$ Primary level $\quad$ Secondary level $n$ Grades in FTCG

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :---: | :---: | :---: |
| $\rightarrow$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



Romania


Sweden


United Kingdom -
Scotland


Liechtenstein
Primary and Realgymnasium


Former Yugoslav Republic
of Macedonia


Austria Volksschule and NMS


Slovenia


United Kingdom England

Poland


Slovakia


United Kingdom -

## Wales



Switzerland


## Liechtenstein

Primary and Realschule


Serbia


## Portugal



Finland


United Kingdom Northern Ireland


Iceland


Montenegro


Turkey


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

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

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## COMPULSORY SUBJECTS WITH FLEXIBLE TIMETABLE



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



For specific national information, see Part III, Section 5: Country specific notes.
Horizontal axis: Number of hours per school year

Vertical axis: Grades

- Flexible time

[^17]x Number of hours distributed
between various school years
Source: Eurydice.

READING, WRITING AND LITERATURE


For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG):

Primary level
Secondary level
n
Grades in FTCG

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



For specific national information, see Part III, Section 5: Country specific notes.
Horizontal axis: Number of hours per school year

MATHEMATICS


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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Olexible time |
| :--- | :--- | :---: | :---: | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



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

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |

## NATURAL SCIENCES



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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :---: | :---: |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



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

For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG): $\quad$ Primary level $\quad$ Secondary level $n \quad$ Grades in FTCG

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |  |
| :--- | :--- | :--- | :--- | :--- |
| -> categoryInstruction time included in <br> another category (see Reading Guide ) | X | Number of hours distributed <br> between various school years | Source: Eurydice. |

## SOCIAL STUDIES



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

| Full-time compulsory general education (FTCG): | Primary level | Secondary level | n |
| :--- | :--- | :--- | :--- |
| Grades in FTCG |  |  |  |
| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



For specific national information, see Part III, Section 5: Country specific notes.
Horizontal axis: Number of hours per school year

[^18]X Number of hours distributed
between various school years
Source: Eurydice.

## LANGUAGE 2



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

| Full-time compulsory general education (FTCG): | Primary level | Secondary level | n |
| :--- | :---: | :---: | :---: |
| Grades in FTCG |  |  |  |
| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |  |
| -> categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



For specific national information, see Part III, Section 5: Country specific notes.
Horizontal axis: Number of hours per school year

[^19]x Number of hours distributed
between various school years
Source: Eurydice.

## LANGUAGE 3



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |

## PHYSICAL EDUCATION AND HEALTH



For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG):

Primary level
Secondary level
n
Grades in FTCG

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



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

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

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | ○lexible time |
| :--- | :--- | :---: | :---: | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

## ARTS EDUCATION



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

| Horizontal axis: | Number of hours per school year |  | Vertical axis: Grades | - Flexible time |
| :---: | :---: | :---: | :---: | :---: |
| $\text { -> category } \begin{array}{ll} \text { Instr } \\ \text { anot } \end{array}$ | tion time included in category (see Reading Guide ) | X | of hours distributed n various school years | Source: |



For specific national information, see Part III, Section 5: Country specific notes.
Horizontal axis: Number of hours per school year

## RELIGION/ETHICS/MORAL EDUCATION



For specific national information, see Part III, Section 5: Country specific notes.
Full-time compulsory general education (FTCG):

Primary level
Secondary leve
n Grades in FTCG

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



For specific national information, see Part III, Section 5: Country specific notes.
Horizontal axis: Number of hours per school year


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

| Full-time compulsory general education (FTCG): | Primary level | Secondary level | n | Grades in FTCG |
| :--- | :--- | :---: | :---: | :---: |
| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |  |  |
| -> categoryInstruction time included in <br> another category (see Reading Guide $)$ | $\mathbf{X}$Number of hours distributed <br> between various school years | Source: Eurydice. |  |  |



For specific national information, see Part III, Section 5: Country specific notes.
Horizontal axis: Number of hours per school year

## TECHNOLOGY



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

| Full-time compulsory general education (FTCG): | Primary level | Secondary level | n |
| :--- | :--- | :---: | :---: |
| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | FTCG | Flexible time |
| -> categoryInstruction time included in <br> another category (see Reading Guide $)$ | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



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

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

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

## PRACTICAL AND VOCATIONAL SKILLS



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

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

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |



For specific national information, see Part III, Section 5: Country specific notes.
Horizontal axis: Number of hours per school year

## OTHER SUBJECTS



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



For specific national information, see Part III, Section 5: Country specific notes.
Horizontal axis: Number of hours per school year

## COMPULSORY OPTIONS CHOSEN BY THE STUDENTS



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

Full-time compulsory general education (FTCG):
Primary level
Secondary leve
n Grades in FTCG
Horizontal axis: Number of hours per school year

Vertical axis: Grades

- Flexible time

[^20]X Number of hours distributed
between various school years
Source: Eurydice.


For specific national information, see Part III, Section 5: Country specific notes.
Horizontal axis: Number of hours per school year

## COMPULSORY FLEXIBLE SUBJECTS CHOSEN BY SCHOOLS



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| $->$ categoryInstruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |  |



For specific national information, see Part III, Section 5: Country specific notes.
Horizontal axis: Number of hours per school year

## Section 4. Appendix

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## LANGUAGE 4 (compulsory curriculum)



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\mathbf{X}$Number of hours distributed <br> between various school years | Source: Eurydice. |

## LANGUAGE 5 (compulsory curriculum)



## NON-COMPULSORY CURRICULUM



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\times$Number of hours distributed <br> between various school years | Source: Eurydice. |



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

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

| Horizontal axis: $\quad$ Number of hours per school year | Vertical axis: Grades | Flexible time |  |
| :--- | :--- | :--- | :--- | :--- |
| -> category | Instruction time included in <br> another category (see Reading Guide ) | $\mathbf{X}$Number of hours distributed <br> between various school years | Source: Eurydice. |



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

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

| Horizontal axis: | Number of hours per school year | Vertical axis: Grades | Flexible time |
| :--- | :--- | :---: | :---: | :---: | :---: |
| $->$ category | Instruction time included in <br> another category (see Reading Guide ) | XNumber of hours distributed <br> between various school years | Source: Eurydice. |

## Section 5. Country specific notes

## Belgium (French Community)

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

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

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

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

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

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

## Belgium (German-speaking Community)

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

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

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

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

## Belgium (Flemish Community)

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

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

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

## Bulgaria

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

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

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

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

## Czech Republic

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

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

In grades 6-9, 'health education' can either be provided as a subject in its own right or integrated into other subjects such as natural sciences or physical education. For this data collection, instruction time dedicated to health education and physical education has been put together. Schools are free to allocate this time as they wish between the grades. For this data collection, this time has been distributed equally between the four grades. However, two periods must be dedicated to physical education in every grade, as a minimum.
'Practical and vocational skills' are integrated in 'technology' (grades 1-9).
The 'other subjects' include the cross-curricular subjects: Personal and social education; education for democratic citizenship; education towards thinking in the European and global context; multicultural education; environmental education; and media studies. Religion/ethics/moral education has also been included here, although it is not part of the compulsory curriculum defined at national level. Schools can decide to offer 'ethics' as a compulsory, optional or non-compulsory subject. Religion is taught as a non-compulsory subject at schools established by a municipality or a union of municipalities, if at least seven pupils of the school request so.

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

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

## Denmark

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

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

## Germany

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

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

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

## Estonia

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

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

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

## Ireland

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

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

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

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

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

The number of compulsory options that students can choose varies depending on the school. Schools may draw the 'compulsory options' from the following subjects: science, social studies (history and geography), a first and second foreign language (French, German, Italian, Spanish), arts education (music, art-craft-design), religious education, technology, practical and vocational skills (home economics, materials technology (wood), metalwork, technical graphics, business studies) and 'other subjects' such as Latin, ancient Greek, classical studies, Jewish studies and environmental studies.

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

## Greece

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

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

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

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

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

The 'non-compulsory curriculum' covers:

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


## Spain

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

The Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) introduced some changes affecting instruction time, including a higher degree of autonomy at regional level in the allocation of time to different subjects. These new regulations affecting instruction time are being phased in. In 2014/15, they were introduced in grades 1, 3 and 5 (primary education) and in 2015-16 they are introduced in grades 2, 4 and 6 (primary education) and in grades 7 and 9 (secondary education).

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

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

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

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

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

## France

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

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

In grade 6, the annual instruction time for 'reading, writing and literature' can reach up 180 hours.
In grade 10, the second foreign language (language 3 ) is reported together with 'language 2'.
The 'other subjects' (grades 6-10) include Form Time, Tutor Group Activities and Tutoring for Children with Special Needs. In grade 9, the 'other subjects' category also includes a week for the close observation of the professional environment.

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

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

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

## Croatia

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

## Italy

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

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

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

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

## Cyprus

Geography is included in 'social studies' in grades 1-6, and in 'natural sciences' in grades 7-9.
In grades 1-4, design/technology is included in 'natural sciences'. In grades 5-6, 'design and technology' includes life education.

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

## Latvia

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

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

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

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

## Lithuania

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

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

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

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

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

## Luxembourg

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

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

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

## Hungary

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

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

## Malta

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

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

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

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

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

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

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

## Netherlands

The total compulsory instruction time for pre-primary and primary education (8 years) is 7520 hours. It is to the discretion of the school how to distribute these hours over the years. For this report, the instruction time for grades 1-6 has been calculated as follows: $7520 / 8^{*} 6=5640$.

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

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

## Austria

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

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

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

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

## Poland

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

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

The 'other subjects' include form time in grades 4-9, and safety education in grades 7-9.
The instruction time for 'compulsory subjects with flexible timetable' indicates the additional time that schools must offer on top of the recommended instruction time for the compulsory subjects.

Public schools in Poland are obliged to provide 62 periods per week (that is, 2232 a year) for grades 1-3; 79 periods per week (that is, 2844 a year) for grades 4-6; and 90 periods per week (that is, 3240 per year) for grades $7-9$. The difference between this time for each education cycle and the minimum instruction time prescribed for the compulsory subjects has been included in the category 'compulsory flexible subjects chosen by schools'. Schools can use this time to teach compulsory subjects of their choice and/or to organise classes which respond to the pupils' needs and interests.

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

## Portugal

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

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

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

The category 'other subjects' (grades 1-4) includes the compulsory time for supervised study.
The 'compulsory options' that students can choose in upper secondary education vary according to education pathways. In grades 10-12, they can include: 'mathematics', 'natural sciences', foreign languages (languages 3 and 4), 'arts education', 'reading, writing and literature', 'social studies', 'technology' and 'ICT'. In grades 10-11, language 2 is also a compulsory option.

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

## Romania

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

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

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

## Slovenia

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

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

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

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

The category 'other subjects' includes the form time.
The 'compulsory options' in grades 7-9 include subjects in the fields of social sciences and humanities, and natural sciences and technology such as 'ICT', 'technology', 'language 3', 'language 4', 'religion/ethics/moral education', 'social studies', 'physical education', 'practical skills', 'arts education' and 'natural sciences'. Schools have to offer at least three subjects from each field, including mandatorily a foreign language, rhetoric, and religions and ethics in the field of social sciences and humanities.

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

## Slovakia

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

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

## Finland

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

Schools and education providers can start the instruction of foreign languages already in grade 1.
In grades 7-9, home economics and educational and vocational guidance are included in 'practical and vocational skills'.

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

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

## Sweden

The scope includes both public and government-dependent private schools.
In Sweden, the minimum instruction time is recommended for the nine years of compulsory education and schools decide its distribution per year. For comparability purposes, the total instruction time has been divided between ISCED levels 1 and 24 proportionally to the number of years that each education level comprises ( 6 and 3 respectively) but it does not correspond to reality. The number of hours for a subject or group of subjects may be reduced by at most $20 \%$ to accommodate school options, except for English, mathematics, Swedish and Swedish as a second language.

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

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

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

## United Kingdom - England

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

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

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

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

## United Kingdom - Wales

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

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

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

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

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

## United Kingdom - Northern Ireland

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

Pupils aged eight and over must be under instruction for four and a half hours a day. This excludes religious education for which an additional 2.5 hours is allocated in grades $5-7$. For pupils in grades 812, the minimum time for religious instruction is expressed in periods: 3 periods a week in grades 8-10 and 2 periods a week in grades 11-12. The length of a period varies across schools but for the purpose of this report is estimated as 35 minutes.

Parents have the right to withdraw their children from religious education.
There is a further requirement on schools to allow sufficient instruction time to deliver a broad and balanced curriculum that meets all legal requirements; schools may provide a longer school day than the reported minimum time.

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

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

There are integrated subjects covered by each area of learning, through which pupils in grades 1 to 12 develop their cross curricular skills (communication, using mathematics and using ICT). In grades 110, the 'other skills' (thinking, problem solving and decision making, self-management, working with others, managing information, and being creative) and in grades 11-12 the 'other skills' (problem solving, self-management, and working with others) are also developed.

## United Kingdom - Scotland

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

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

## Bosnia and Herzegovina

There are three official languages in B\&H and classes are held in one of those languages.
In grade 1, 'mathematics' is integrated in 'reading, writing and literature' (and 'creation' in B\&H), and 'arts education' is integrated in 'physical education and sports'.

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

## Switzerland

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

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

The total of compulsory instruction time for six years on primary level varies between a minimum of 4446 and a maximum of 5275 hours. The total of compulsory instruction time for three years on lower secondary level varies between a minimum of 2399 and a maximum of 3218 hours

## Iceland

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

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

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

## Liechtenstein

In grade 1, the units of non-language subjects are taught through English. It is up to teachers to decide how this is done. This integrated lesson is counted as one lesson and is reported in the total instruction time.
'Social studies' is integrated in 'natural sciences' in grades 2-5. In Realschule and Oberschule, 'social studies' is also integrated in 'natural sciences' in grades 6-9. In grades 6-7, 'technology' is integrated in 'arts education' in all the tracks.

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

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

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

## Montenegro

'Social studies' are integrated in 'natural sciences' in grades 1-3.
'Religion/ethics/moral education' is integrated in 'social studies' in all the compulsory education.
'Technology is integrated in 'natural sciences' in grades 1-4. In grades 5 and 7 , it is an independent subject; and in grades 6, 8 and 9, it is integrated in the compulsory subjects. Except in grade 6, 'ICT' is integrated in the compulsory subjects.

The 'other subjects' include form time and supervised learning.
In grades 7-9, students can choose the compulsory options from a list of 35 subjects approved by the national council for education.

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

## Former Yugoslav Republic of Macedonia

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

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

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

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

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

## Norway

Instruction time per subject for the 10-year compulsory education is mainly established for primary schooling (ISCED 1) as a whole (grades 1-7), and for lower secondary schooling (ISCED 24) as a whole (grades 8-10).

In primary education, instruction time for the core subjects 'reading, writing and literature', 'mathematics' and the first foreign language (language 2) is prescribed for grades $1-4$, and for grades 4 to 7 . Schools can decide how to distribute this time among the relevant years. Schools must
provide 38 additional hours per year in compulsory subjects of their own choice, based on what is most advisable according to local needs.

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

## Serbia

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

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

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

## Turkey

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

In grades 1-3 the 'other subjects' category includes free activities.
In grades 5-8, students have to choose three subjects per grade. Compulsory options include subjects pertaining to 'religion/ethics/moral educations', 'reading, writing and literature', 'mathematics', 'natural sciences', 'social studies', 'arts education', sports and foreign languages. 'ICT' is a compulsory option in grades 7-12. In grades 9-12, schools can offer as compulsory options: language, Turkish literature, mathematics, geometry, physics, chemistry, biology, history, geography, psychology, sociology and a foreign language.

# EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY <br> <br> Education and Youth Policy Analysis 

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

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

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

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

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


Publications Office


[^0]:    $\left({ }^{1}\right) \quad$ All figures are rounded up to the next complete number and for this reason some non correspondence between individual subjects and total annual figures might exist. For more information on ISCED classifications, see: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf
    $\left({ }^{2}\right) \quad$ For more information on ISCED classifications, see: http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf
    $\left({ }^{3}\right)$ For more information on the situation in each country, see the brochure: https://webgate.ec.europa.eu/fpfis/mwikis/eurydic e/index.php/Publications:The_Structure_of_the_European_Education_Systems_2015/16:_Schematic_Diagrams

[^1]:    $\left(^{8}\right)$ Only the education systems for which there are data on minimum total instruction time have been taken into account in the calculations. United Kingdom (Scotland) is not included.
    $\left({ }^{9}\right)$ Mainly in Bulgaria, Germany, Greece (RC), Latvia, Romania, Slovenia, Slovakia, Bosnia and Herzegovina, Switzerland, Liechtenstein, Montenegro and the former Yugoslav Republic of Macedonia. Instruction time is also higher in the last years of primary education in Denmark, Austria, the United Kingdom (Wales and Northern Ireland) and Serbia. See Part III: National Diagrams, Section 2 for the distribution of the total minimum instruction time across grades.
    $\left({ }^{10}\right)$ General lower secondary education usually coincides with ISCED level 24 , although for instance in Spain, it also includes a grade belonging to ISCED level 34 .

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

[^3]:    $\left({ }^{13}\right)$ It corresponds with the category 'compulsory subjects with flexible timetable', Part III, National diagrams.
    $\left({ }^{14}\right)$ It corresponds with the category 'compulsory flexible subjects chosen by the school', Part III, National diagrams.

[^4]:    $\left({ }^{15}\right)$ Additional information on the subjects affected by horizontal flexibility in the different education systems can be found in Part III, National diagrams, Section 2. A more detailed description is sometimes included in Section 5: Country Specific Notes.

[^5]:    $\left({ }^{16}\right)$ See the May 2009 Council Conclusions on a strategic framework for European co-operation in education and training: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:en:PDF
    $\left({ }^{17}\right)$ Council Conclusions on multilingualism and the development of language competences http://www.consilium.europa.eu/uedocs/cms data/docs/pressdata/en/educ/142692.pdf
    $\left({ }^{18}\right)$ In this comparative analysis as in the rest of the document, 'reading, writing and literature' pertains to 'language 1 ', which is the language of instruction. Additional languages learnt by students - known as foreign languages in nearly all countries, are categorized as 'language 2', 'language 3 ', 'language 4 ' and 'language 5 '. In this text, 'other languages' refers to languages other than language 1 .
    $\left({ }^{19}\right)$ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been taken into account in the calculations. Poland is not included. The particularly low percentage shown in this country is mainly due to the fact that the instruction time is only defined for grades $4-6$ ('reading, writing and literature' is a compulsory subject with time flexibility in grades 1-3) but the total instruction time refers to the six grades of primary education.
    $\left.{ }^{20}\right)$ Post-primary schools are also expected to promote the cross-curricular development of literacy at ISCED levels 24 and 34.

[^6]:    $\left({ }^{21}\right)$ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been taken into account in the calculations. Poland is not included. The particularly low percentage shown in this country is mainly due to the fact that the instruction time is only defined for grades $4-6$ (maths is a compulsory subject with time flexibility in grades 1-3) but the total instruction time refers to the six grades of primary education.
    $\left(^{22}\right)$ In Ireland, in grade 10, maths is a compulsory subject with time flexibility. In Portugal, in grades 10-12, maths is a compulsory option that students can choose to take (the definition of the subject categories can be found in Part I).
    $\left({ }^{23}\right)$ Also in Ireland, maths accounts for $12 \%$ of the total instruction time for grades 7-9. Post-primary schools are also expected to promote the cross-curricular development of numeracy at ISCED levels 24 and 34 .

[^7]:    Source: Eurydice.

[^8]:    $\left({ }^{24}\right)$ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been taken into account in the calculations. Poland is not included since the instruction time for this subject is only set for grades 4-6 (natural science is a compulsory subject with time flexibility in grades 1-3) but the total instruction time refers to the six grades of primary education.
    $\left({ }^{25}\right)$ In Italy, the number of hours does not include the instruction time for natural sciences in grades 6-8, which is reported in the figure for maths.

[^9]:    Source: Eurydice.

[^10]:    $\left({ }^{26}\right)$ Content and Language Integrated Learning (CLIL)
    $\left({ }^{27}\right)$ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been taken into account in the calculations. Poland is not included since the instruction time for this subject is only set for grades 4-6 (language 2 is a compulsory subject with time flexibility in grades 1-3) but the total instruction time refers to the six grades of primary education.

[^11]:    Source: Eurydice.

[^12]:    -> category another category (see Reading Guide )

[^13]:    －＞category
    Instruction time included in
    another category（see Reading Guide ）

[^14]:    X Number of hours distributed
    between various school years

[^15]:    -> category
    Instruction time included in another category (see Reading Guide )

[^16]:    -> category
    Instruction time included in another category (see Reading Guide )

[^17]:    -> category
    Instruction time included in another category (see Reading Guide )

[^18]:    Instruction time included in another category (see Reading Guide )

[^19]:    Instruction time included in another category (see Reading Guide )

[^20]:    -> category
    Instruction time included in another category (see Reading Guide )

