

Recommended annual instruction time in full-time compulsory education *in Europe* 2024/2025

Eurydice – Facts and Figures

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European Education and Culture Executive Agency

Platforms, Studies and Analysis

Boulevard Simon Bolivar 34 (Unit A6)

BE-1049 Brussels

E-mail: eacea-eurydice@ec.europa.eu

Website: <https://eurydice.eacea.ec.europa.eu/>

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Codes

Country codes

EU/EU-27	European Union	MT	Malta
BE	Belgium	NL	Netherlands
BE fr	Belgium – French Community	AT	Austria
BE de	Belgium – German-speaking Community	PL	Poland
BE nl	Belgium – Flemish Community	PT	Portugal
BG	Bulgaria	RO	Romania
CZ	Czechia	SI	Slovenia
DK	Denmark	SK	Slovakia
DE	Germany	FI	Finland
EE	Estonia	SE	Sweden
IE	Ireland		
EL	Greece	EEA and Candidate countries	
ES	Spain	AL	Albania
FR	France	BA	Bosnia and Herzegovina
HR	Croatia	CH	Switzerland
IT	Italy	IS	Iceland
CY	Cyprus	LI	Liechtenstein
LV	Latvia	ME	Montenegro
LT	Lithuania	NO	Norway
LU	Luxembourg	RS	Serbia
HU	Hungary	TR	Türkiye

Statistical codes

: Data not available (*) Break in series (–) Not applicable

Acronyms and abbreviations

LU	Class	<i>Enseignement secondaire classique</i>
	Gen1	<i>Enseignement secondaire général – voie d'orientation</i>
	Gen2	<i>Enseignement secondaire général – voie de préparation</i>
NL	HAVO	<i>Hoger algemeen voortgezet onderwijs</i>
	VMBO	<i>Vorbereidend middelbaar beroepsonderwijs</i>
	VWO	<i>Vorbereidend wetenschappelijk onderwijs</i>

AT	AHS	<i>Allgemeinbildende höhere Schule</i>
	MS	<i>Mittelschule</i>

LI	Gym	<i>Gymnasium</i>
	Obs	<i>Oberschule</i>
	Real	<i>Realsschule</i>

Introduction

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

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

Lavy (2015) examined the correlation between the PISA test scores of students from the same school in different subjects and the instruction time spent on those subjects. He found that the differences between subjects in student achievement were associated with differences in the available school instruction time for each subject, particularly with respect to students from families with low levels of education and the children of second-generation immigrants ⁽³⁾. Dobbie and Fryer (2013) observed that an index of five policies (increased instructional time, frequent teacher feedback, the use of data to guide instruction, 'high-dosage' tutoring and high expectations) could explain around 45% of the variation in students' results and schools' effectiveness in charter schools in New York ⁽⁴⁾. Moreover, Battistin and Meroni (2016) analysed the impact of increasing instruction time in low achieving schools in Italy within the framework of the Quality and Merit Project, concluding that the intervention raised scores in mathematics for students from the least advantaged backgrounds. In contrast, targeting the best students with extra activities in language came at the cost of lowering their performance in mathematics ⁽⁵⁾. Aucejo and Romano (2016) observed that gains in maths and reading scores were more significant when intervening to reduce absenteeism (and, therefore, levelling the

⁽¹⁾ Gettinger, M., 1985. Time allocated and time spent relative to time needed for learning as determinants of achievement. *Journal of Educational Psychology*, 77, pp. 3-11. Carroll, J. B., 1989. The Carroll Model: A 25-years retrospective and prospective view. *Educational Researcher*, 18 (1), pp. 26-31. Kidron, Y., and Lindsay, J., 2014. The effects of increased learning time on student academic and non-academic outcomes: Findings from a meta-analytic review (REL 2014-015). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia..

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

⁽³⁾ Lavy, V., 2015. Do differences in schools' instruction time explain international achievement gaps? Evidence from developed and developing countries. *The Economic Journal*, vol. 125(588), pp. F397-F424. <https://www.nber.org/papers/w16227.pdf> [Accessed 26 May 2025].

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

⁽⁵⁾ Battistin, E. and Meroni, E. C., 2016. Should we increase instruction time in low achieving schools? Evidence from Southern Italy. *Economics of Education Review*, 55, pp. 39-56.

amount of learning time students received) than when increasing the number of instruction days in the school year ⁽⁶⁾.

This report concerns the recommended minimum instruction time in full-time compulsory general education (i.e. from the first year of primary education until the end of full-time compulsory education for all students) in the school year 2024/2025 in 38 European education systems ⁽⁷⁾. Grades at pre-primary level are excluded, even if they are part of full-time compulsory education. Data have been collected jointly by the European Commission's Eurydice and the OECD's NESLI networks. Secondary education programmes with vocational profiles and programmes specifically designed for students with special needs are out of the scope of this report.

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

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

This report is organised as follows:

Part I consists of a comparative analysis on the recommended minimum annual instruction time and its distribution across the curriculum subjects, with a special focus on reading, writing and literature, mathematics, natural sciences and social sciences. These areas have been selected in the context of the benchmark set by the Council of the European Union for reading, mathematics and science, which states that by 2030 the proportion of 15-year-olds with low achievement should be less than 15% ⁽⁹⁾. Furthermore, the Council's recent recommendation on promoting common values, inclusive education, and the European dimension of teaching includes, as priorities, the promotion of citizenship education, democratic values, civic participation and an understanding of the origins and working of the European Union; these elements of the curriculum usually belong to the area of social sciences ⁽¹⁰⁾.

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

⁽⁷⁾ Although one or more grades of pre-primary education are compulsory in 17 European countries, this education level is beyond the scope of this data collection (see European Commission/EACEA/Eurydice, 2025. *Key Data on Early Childhood Education and Care in Europe – 2025 Edition*. Luxembourg: Publications Office of the European Union). Available at <https://eurydice.eacea.ec.europa.eu/publications/key-data-early-childhood-education-and-care-europe-2025> [Accessed 26 May 2025].

⁽⁸⁾ In secondary education in the Netherlands, there are three different pathways, HAVO, VBO and VWO. In Luxembourg the three pathways are *enseignement secondaire classique* (Class), *enseignement secondaire général – voie d'orientation* (Gen1) and *enseignement secondaire général – voie de préparation* (Gen2). In Austria, the data for secondary education concerns *Allgemeinbildende höhere Schule* (academic secondary school, AHS) and the *Mittelschule* (compulsory secondary school, MS). Also at secondary level, there are three pathways in Liechtenstein: *Gymnasium* (Gym), *Oberschule* (Obs) and *Realschule* (Real).

⁽⁹⁾ Council Resolutions on a strategic framework for European cooperation in education and training towards the European Education Areas and beyond (2021 – 2030). 2021/C 66/01: <https://op.europa.eu/o/oportal-service/download-handler?identifier=b004d247-77d4-11eb-9ac9-01aa75ed71a1&format=pdfa2a&language=en&productionSystem=cellar&part=>

⁽¹⁰⁾ Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching. Brussels, 17/01/2018. COM(2018) 23 final: eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018DC0023&rid=2f

The comparative analysis comprises eight sections:

- Section 1 shows how the minimum instruction time within compulsory education is related to the number of years concerned.
- Section 2 compares the recommended annual instruction time across countries by education level.
- Section 3 describes the main changes that have taken place over the last two years.
- Section 4 looks into the flexibility that local authorities and schools have in allocating the recommended instruction time across grades and/or subjects, or to choose the subjects that they offer.
- Section 5 examines the minimum instruction time for reading, writing and literature in primary and full-time compulsory general secondary education.
- Section 6 focuses on the minimum instruction time allocated to mathematics in primary and full-time compulsory general secondary education.
- Section 7 looks into the minimum instruction time recommended for natural sciences in primary and full-time compulsory general secondary education.
- Section 8 examines the importance of social sciences in the curriculum in terms of instruction time,

Part II consists of country-specific notes, with additional information related to instruction time and organisation of the curriculum.

Part III consists of national data sheets showing recommended minimum instruction time by grade. The Information is organised by country (Section 2) and by subject (Section 3 and appendix).

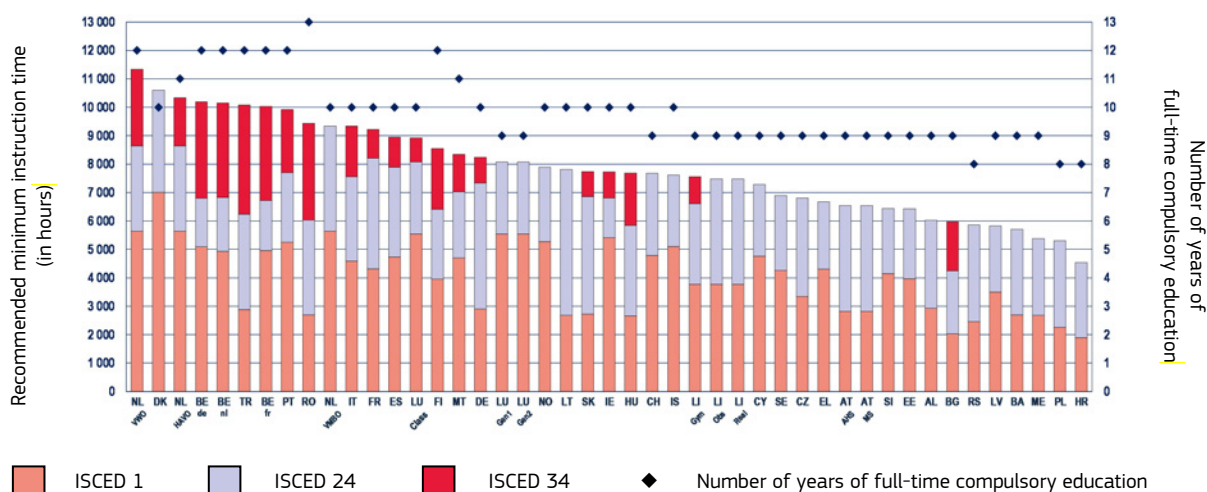
Part I: Comparative analysis

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

Full-time compulsory general education (as defined in this report) lasts from 8 to 13 years depending on the country. In 19 education systems, it covers only primary and general lower secondary education (i.e. ISCED levels 1 and 24). In 19 education systems, it also includes one or more grades of general upper secondary education (ISCED level 34). In Luxembourg, the number of levels depends on the pathway (ISCED 1-24 for the two tracks in *enseignement secondaire général*; and ISCED 1-34 for *enseignement secondaire classique*). The situation is similar in the Netherlands: ISCED 1-24 for VMBO and ISCED 1-34 for HAVO and VWO. In Liechtenstein, the *Gymnasium* includes one grade of ISCED 34, while *Oberschule* and *Realsschule* only cover ISCED 1 and ISCED 24. The total instruction time recommended for the whole of full-time compulsory general education in each country is, with some exceptions, related to the number of grades involved: the more grades covered, the higher the number of hours (see Figure 1).

The average of the total number of recommended hours in full-time compulsory general education is 7 868. The total is below average in 22 education systems. In almost all of these, full-time compulsory general education spans only eight or nine years, except in Ireland, Lithuania, Hungary, Slovakia and Iceland where it lasts 10 years.

Figure 1: Number of years of full-time compulsory education (in primary and secondary education) and total recommended instruction time (in hours) for the compulsory curriculum, 2024/2025



Minimum instruction time in hours for the compulsory curriculum for each education level, 2024/2025

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY
ISCED 1	4 956	5 096	4 928	2 028	3 345	7 000	2 901	3 964	5 415	4 310	4 733	4 320	1 890	4 587	4 760
ISCED 24	1 770	1 699	1 899	2 219	3 459	3 600	4 432	2 468	1 395	2 373	3 158	3 890	2 651	2 970	2 522
ISCED 34	3 304	3 397	3 323	1 728			908		918		1 058	1 008		1 782	
	LV	LT	LU			HU	MT	NL			AT		PL	PT	RO
ISCED 1	3 496	2 678	5 544			2 663	4 701	5 640			2 820		2 255	5 245	2 700
ISCED 24	2 334	5 137	2 535 Class	2 535 Gen1	2 535 Gen2	3 184	2 330	3 000 HAVO	3 700 VMBO	3 000 VWO	3 720 AHS	3 720 MS	3 049	2 455	3 335
ISCED 34			845 Class			1 836	1 316	1 700 HAVO		2 700 VWO				2 218	3 403
	SI	SK	FI	SE	AL	BA	CH	IS	LI			ME	NO	RS	TR
ISCED 1	4 144	2 722	3 962	4 256	2 927	2 700	4 790	5 100	3 767			2 682	5 272	2 457	2 880
ISCED 24	2 298	4 139	2 451	2 634	3 098	3 008	2 890	2 516	2 839 Gym	3 713 Obs	3 713 Real	2 698	2 622	3 407	3 360
ISCED 34		879	2 138						956 Gym						3 840

Source: Eurydice.

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* based on the number of students enrolled in the different types of school (reference year 2023/2024).

Spain: Data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2024/2025). To calculate the weighted averages, statistics on the number of students per grade and autonomous community reported by the Statistics Office of the Ministry of Education and Vocational Training were used (reference year 2022/2023).

Netherlands: The figure shows data for students at VWO, HAVO and VMBO. For those, general compulsory education lasts in total 12 years in VWO, 11 years in HAVO, or 10 years in VMBO.

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

Finland: Compulsory education finishes at the age of 18, or when upper secondary level qualification is completed, which typically is during the year 12 of studies (third year of ISCED 34). ISCED 34 is based on study units (defined as certain number of credits) with no year-specific classes. The students complete a minimum of 150 credits, and one credit is equivalent to an average of 14.25 hours of teaching time.

Switzerland: Except for a minimum number of lessons for physical education, no standard curriculum and no standard instruction time are 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 instruction time, as provided in cantonal timetables (*Stundentafeln / grilles horaires*).

In the 13 education systems where full-time compulsory general education lasts for 10 years, the recommended instruction time spans between 7 616 hours in Iceland and 10 600 hours in Denmark.

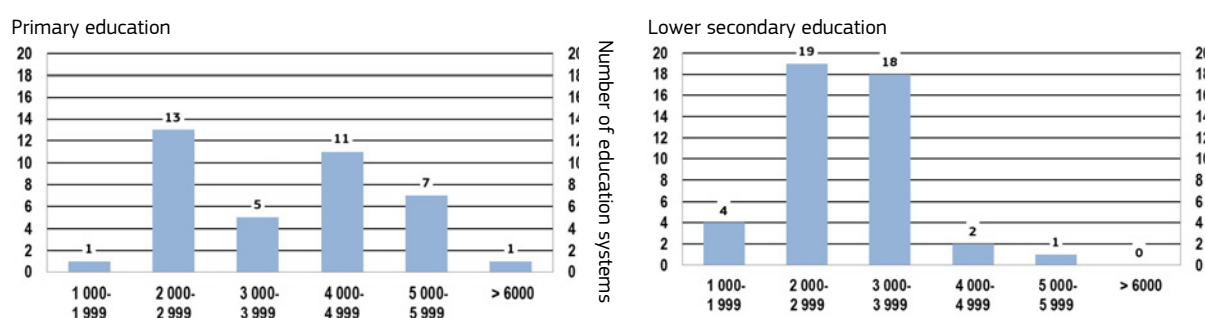
In the eight education systems/pathways where full-time compulsory general education spans 11 or 12 years, the minimum instruction time ranges between 8 346 hours in Malta and 11 340 hours in the Netherlands (VWO). Finally, Romania has the longest period of compulsory general education (13 years) with 9 438 hours for instruction time.

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

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

Primary education spans from four to seven years depending on the country, covering five or six years in two thirds of the education systems. In contrast, lower secondary education spans four years or fewer in all but three education systems (five years in Germany and Slovakia; six years in Lithuania).

Figure 2: Distribution of the education systems according to the total instruction time (hours) allocated at primary and lower secondary level, 2024/2025



Source: Eurydice.

In line with this, primary education covers 4 000 hours or more in half of the education systems, while lower secondary education includes 4 000 hours or more in only three education systems (Germany, Lithuania and Slovakia). On average, primary education covers 3 938 hours of instruction and general lower secondary education covers 2 951 hours of instruction.

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

In countries where upper secondary education is part of compulsory education (see Figure 1), this education level covers 1 963 hours of instruction on average.

Compulsory general secondary education tends to have more annual hours of instruction than primary education

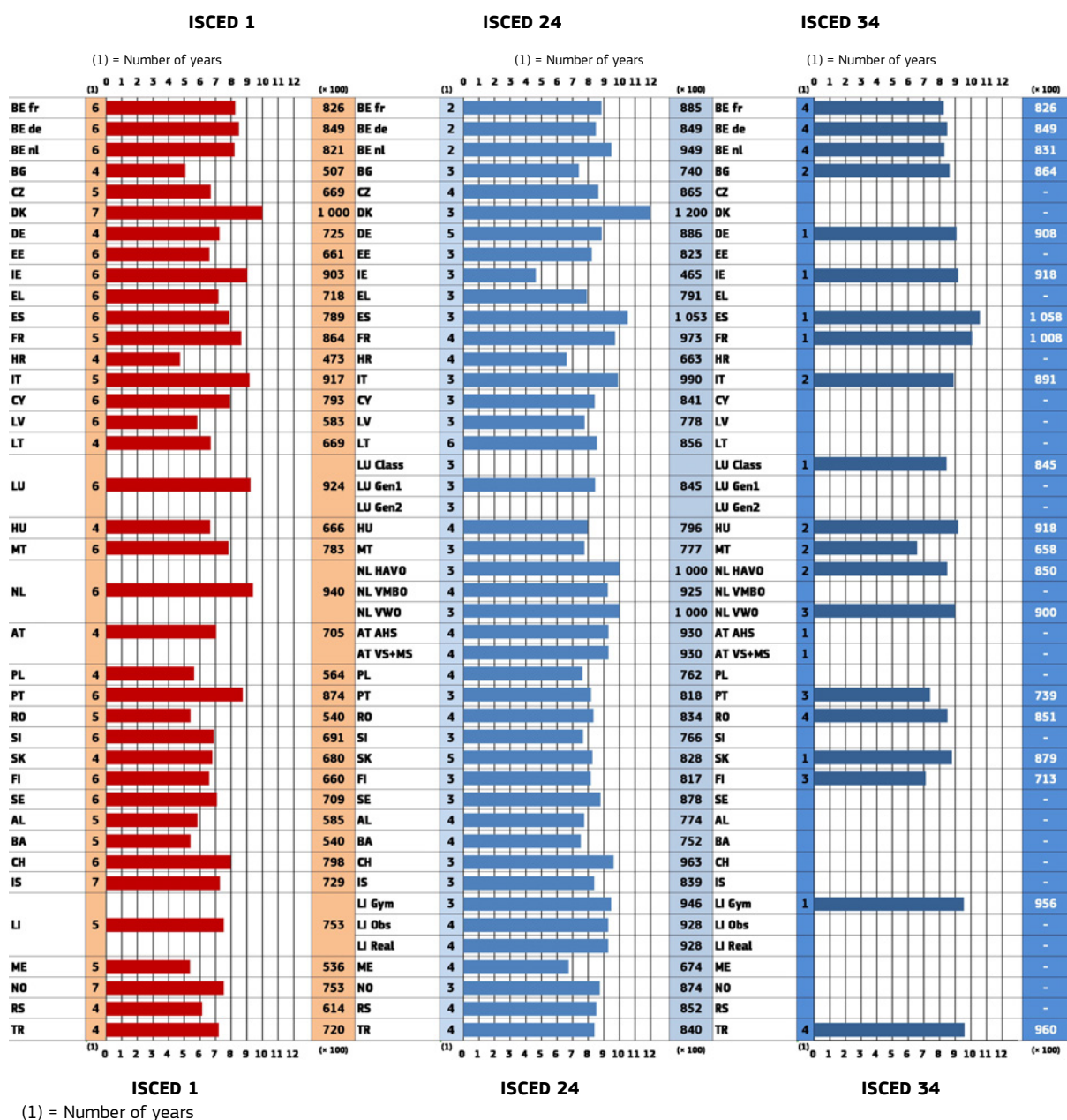
Even though primary education usually includes more instruction time overall, the annual instruction time is often higher at secondary level. General lower secondary education tends to span a fewer number of grades, but these grades usually include more hours of instruction than at primary level. This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

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

In primary education – the lowest of the three education levels – the average minimum instruction time per notional year is 725 hours. The annual instruction time ranges from below 500 hours in Croatia to 1 000 hours in Denmark. The recommended instruction time per notional year is less than 900 hours in more than three quarters of the education systems.

In general lower secondary education, the average minimum instruction time per notional year is 857 hours, ranging from 465 hours in Ireland to 1 000 hours or more in Denmark, Spain and the Netherlands (HAVO and VWO). In about one third of the countries, the recommended annual instruction time (per notional year) is more than 900 hours.

Figure 3: Recommended minimum instruction time for the compulsory curriculum, in hours, per notional year and by ISCED level, 2024/2025



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 for the three education levels.

This figure covers only primary and full-time compulsory general secondary education.

The column for ISCED 34 captures information only for the countries where full-time compulsory general education includes one or more grades of upper secondary education.

Country-specific notes

Germany: The data represent the weighted average instruction time for the compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* based on the number of students enrolled in the different types of school (reference year 2023/2024).

Spain: Data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2024/2025). To calculate the weighted averages, statistics on the number of students per grade and autonomous community reported by the Statistics Office of the Ministry of Education and Vocational Training were used (reference year 2022/2023).

Netherlands: The figure shows data for students at VWO, HAVO and VMBO. For those, general compulsory education lasts in total 12 years in VWO, 11 years in HAVO, or 10 years in VMBO.

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

Finland: Compulsory education finishes at the age of 18, or when upper secondary level qualification is completed, which typically is during the year 12 of studies (third year of ISCED 34). ISCED 34 is based on study units (defined as certain number of credits) with no year-specific classes. The students complete at minimum of 150 credits, and one credit is equivalent to an average of 14.25 hours of teaching time.

Switzerland: Except for a minimum number of lessons for physical education, no standard curriculum and no standard instruction time are 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 instruction time, as provided in cantonal timetables (*Stundentafeln / grilles horaires*).

In nearly all education systems, the minimum instruction time per notional year in general lower secondary education is higher than in primary education. The difference is 200 hours or more in Bulgaria, Denmark, Spain, Austria, Romania, Bosnia and Herzegovina and Serbia. Only in Ireland, Luxembourg, Malta, the Netherlands (VMBO) and Portugal is the recommended annual minimum instruction time higher in primary education than in lower secondary education. In the German-speaking Community of Belgium, the minimum instruction time is the same at both education levels.

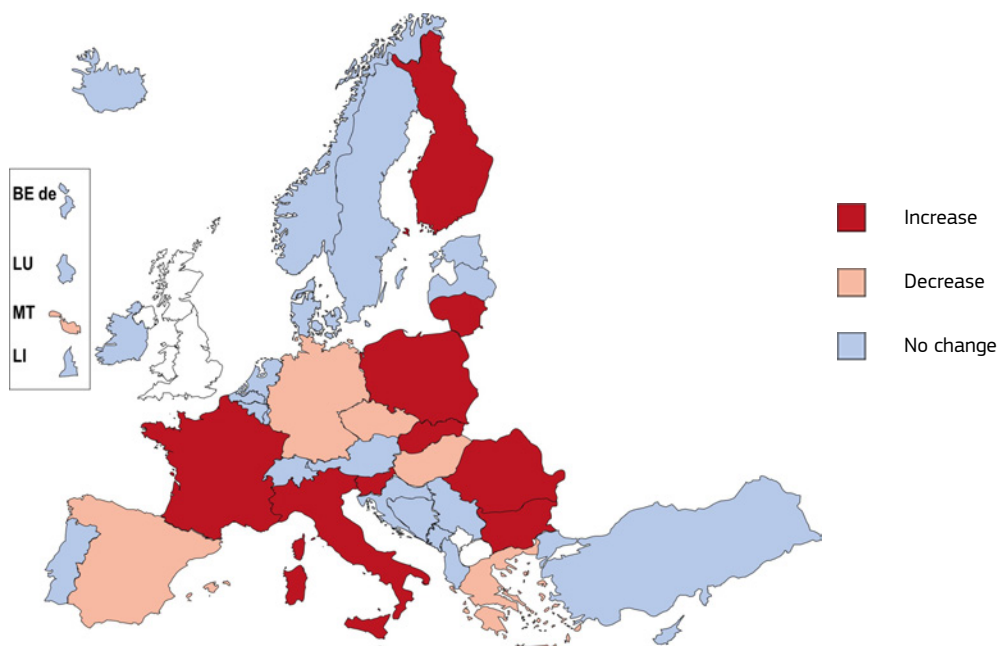
In 19 education systems, at least one grade of ISCED level 34 (which normally coincides with general upper secondary education) is compulsory. The average recommended instruction time per notional year at this education level is 871 hours, ranging from 658 hours in Malta to over 1 000 hours in Spain and France ⁽¹¹⁾.

⁽¹¹⁾ Austria is not included in the calculations. For the Netherlands, only VWO is included in the calculations.

Instruction time changed in almost half of the countries between 2022/2023 and 2024/2025

Almost half of the education systems changed their total minimum instruction time within compulsory education between 2022/2023 and 2024/2025. In 23 education systems, there were no changes in the minimum instruction time (see Figure 4).

Figure 4: Changes in the recommended minimum instruction time for full-time compulsory general education between 2022/2023 and 2024/2025



Source: Eurydice.

Variation in the number of hours of instruction time between 2022/2023 and 2024/2025

	BG	CZ	DE	EL	ES	FR	IT	LT
ISCED 1	0	-89	5	-73	-22	0	66	-102
ISCED 24	12	-91	-48	-84	-14	18	0	125
ISCED 34	0		-26		-3	0	0	
	HU	MT	PL	RO	SI	SK	FI	
ISCED 1	-55	-35	25	0	53	14	0	
ISCED 24	-27	-23	34	0	0	22	29	
ISCED 34	0	9		30		5	0	

Source: Eurydice.

Explanatory note

The map shows the overall change (total of all ISCED levels). Changes of 1 hour or less are not shown.

Country-specific notes

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

Luxembourg: For secondary education, only the *enseignement secondaire classique* is concerned. In 2022/2023, data for the two tracks in *enseignement secondaire général* were aggregated.

Netherlands: The figure takes into account the years of general compulsory education at ISCED level 34 in VWO and HAVO.

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

In **Bulgaria**, an increased number of hours for teaching ICT was gradually introduced in lower secondary education between the 2020/2021 and the 2023/2024 school year.

In **France**, two new initiatives were introduced in lower secondary education. In grade 6, the compulsory 'homework done' programme (supervised homework) was introduced (circa 36 hours per year) – compensated by the suppression of hours for technology in the same grade. In grade 7, up to 18 hours per year have been allocated for student involvement and participation in citizenship, media and information education projects. This new area will gradually be extended to higher grades of ISCED 24 until 2026/2027.

In **Italy**, 66 yearly hours of motor education were introduced in grade 4 of primary education in 2023/2024, adding up to the 66 yearly hours already introduced in grade 5 in 2022/2023.

In **Lithuania**, the number of hours for teaching ICT in grades 7-8 (lower secondary education) has increased. Besides, the number of hours devoted to 'life skills' (self-knowledge and personal development goals; relationships and collaboration; responsible decisions and behaviour; safe and healthy person and community) has increased in lower secondary education. In primary education, the number of hours dedicated to practical and vocational skills is reduced.

In **Hungary**, the total number of instruction hours slightly decreased in the last grades of primary and lower secondary education (respectively -2 and -1 period a week).

In **Romania**, one additional period a week in social sciences is dedicated to a new topic, called 'History of the Jewish people. The holocaust', in grade 12 of upper secondary education.

In **Slovenia**, the first foreign language (language 2) is now taught as of the first grade of primary education.

In **Finland**, the number of yearly periods for the second language has slightly increased in lower secondary education.

Other minor changes in the minimum instruction time were due to fluctuations in the number of instruction days – depending, for instance, on when holidays fell throughout the year and the specific arrangement of the school year (in Czechia, Greece, Malta, Poland and Slovakia).

Data for Germany, Spain and Switzerland consist of weighted averages, which tend to vary every year

In some countries, schools have some flexibility to allocate the recommended time across subjects and/or grades

In most countries, the official steering documents define how the recommended minimum instruction time should be allocated across grades and subjects. In some countries, however, there are fewer centrally defined requirements, and regional or local authorities and schools enjoy greater flexibility in deciding on the amount of instruction time to devote to the different compulsory subjects or even in choosing which subjects to offer. This flexibility gives schools some scope to tailor education to the specific needs of their students. It may also reinforce the need for better coordination across grade levels and disciplines. This section examines the type and degree of flexibility granted to schools and local authorities for allocating instruction time across grades (vertical flexibility) or across subjects (horizontal flexibility) and for teaching subjects of their own choice (subject flexibility).

Vertical flexibility occurs when central education authorities indicate the total number of hours to be allocated to a specific subject to be taught across more than one grade, without specifying how these hours should be distributed. The minimum instruction time for all subjects is defined in this way for all ISCED levels in Estonia, Latvia, Malta, the Netherlands, Finland, Sweden, Iceland and Norway (see Figure 5). It is also the case in Lithuania in primary education, and in Ireland in lower secondary. In Czechia, at primary and secondary levels, vertical flexibility applies to more than 80% of the recommended instruction time. There is also a large proportion of vertical flexibility in secondary education in Lithuania (24%).

Vertical flexibility does not always operate in the same way. In some cases, the total instruction time is indicated for a complete level of education; in others, it applies to a group of grades within a level. In Czechia, Ireland, Malta and the Netherlands, the instruction time is indicated for a complete level of education. In Estonia, Latvia, Lithuania, Sweden and Iceland, at primary level, the grades are split into groups.

In Finland and Norway, the number of grades that are combined depends on the subject.

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

In **Lithuania**, schools may choose how to allocate the minimum instruction at secondary level between grades for some subjects. In grades 7-8, this flexibility applies to natural sciences and technology. In grades 9-10, it applies to the same subjects, as well as to reading, writing and literature; and social sciences.

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

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

In **Sweden**, the minimum instruction time is recommended/guaranteed for grades 1-3 (*lågstadiet*), grades 4-6 (*mellanstadiet*) and grades 7-9 (*högstadiet*) in compulsory education and schools decide how to distribute the instruction time within each stage, but with some limitations. The number of hours for a subject or group of subjects may be reduced by at most 20% to accommodate school options at each stage. This possible reduction does not apply to core subjects such as Swedish (or Swedish as a second language), English, other languages, and mathematics.

In **Norway**, the level of vertical flexibility in primary education depends on the subject. The minimum number of hours is specified separately for grades 1-4 and grades 5-7 for reading, writing and literature; mathematics; natural sciences; and language 2. However, schools have full autonomy to distribute the minimum instruction time for primary education (grades 1-7) concerning social sciences; physical education and health; arts education; religion/ethics and moral education; and practical and vocational skills.

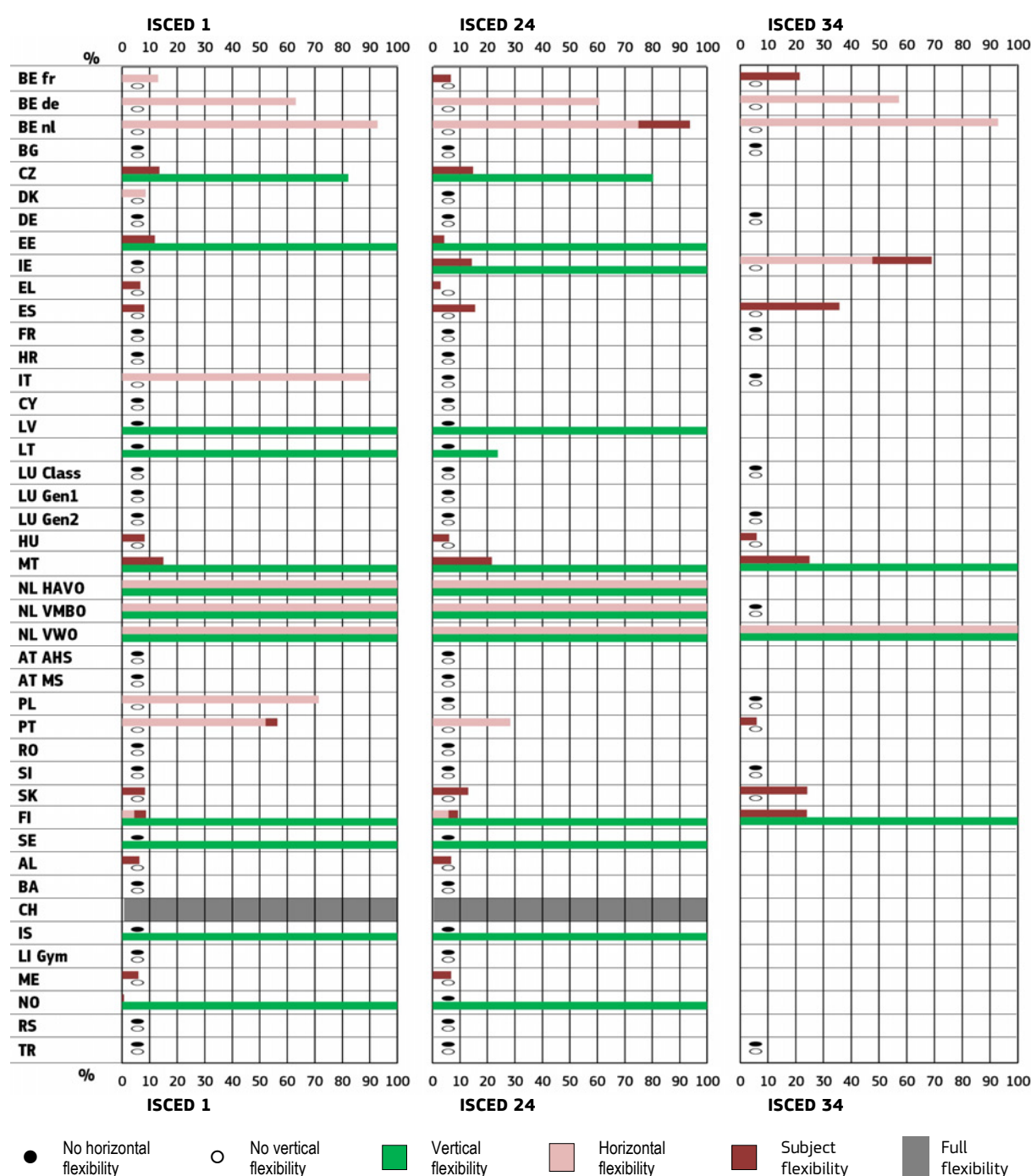
Horizontal flexibility occurs when the central education authorities set a total number of teaching hours for a combination of compulsory subjects within the same grade. The local authorities or the schools themselves can then decide how much time to allocate to each subject. The Netherlands have full horizontal flexibility with respect to time allocation. Schools have horizontal flexibility in allocating a large proportion of the centrally defined minimum instruction time across compulsory subjects in the German-speaking and Flemish Communities of Belgium (full-time compulsory education) and in Italy (primary education). In Portugal, the extent of horizontal flexibility varies depending on the grade. Horizontal flexibility is possible only in grade 1 in Denmark, and in grades 1-3 in Poland. In Ireland, horizontal flexibility applies to many subjects in grade 10 (upper secondary education). In the French Community of Belgium, flexibility is still possible for grade 6 (primary education) in the reference year, but the reform of the common core curriculum will be fully implemented in 2025/2026 with recommendations on the distribution of the minimum instruction time for all grades. In Finland, schools can distribute some additional centrally defined time between music, visual arts, crafts, physical education and home economics.

Schools can also be granted some flexibility to provide instruction time for subjects of their own choice or from a predefined list. In comparison with vertical and horizontal flexibility, **subject flexibility** usually applies to a relatively small percentage (less than one third) of the total instruction time. It is found in 14 education systems. Schools can use this additional flexible time defined by the education authorities to provide more instruction time for compulsory and elective subjects, offer subjects of their own choice, such as sports, foreign languages, religious and moral education, ICT and other technology subjects, or organise

special weeks around particular themes. For more information, see the information on compulsory flexible subjects chosen by schools in 'Part II: Country-specific notes'.

The highest degree of local decentralisation and school autonomy can be found in Switzerland. At national level, only education standards (basic competences) for core subjects are defined. There is no standard curriculum and no predefined instruction time at national level (except for a minimum number of hours for physical education). Within the framework of the education standards, at regional level, the cantons are free to determine the curricula (at the level of language regions) and intended instruction time (at cantonal level).

Figure 5: Time and subject flexibility, % of the total instruction time per ISCED level, 2024/2025



Source: Eurydice.

Explanatory note

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

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

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.

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

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

Country-specific notes

Spain: National regulations allow for vertical flexibility across two-year cycles for all subjects (grades 1-6) in primary education, as well as throughout the three years of lower secondary education (grades 7-9). However, only about half of the autonomous communities include provisions in their recommended instruction time frameworks enabling schools to apply vertical flexibility in primary education.

Netherlands: The figure shows data for students at VWO, HAVO and VMBO. For those, general compulsory education lasts in total 12 years in VWO, 11 years in HAVO, or 10 years in VMBO.

Reading, writing and literature takes up the largest proportion of the curriculum, especially in primary education

This section examines the relative importance of reading, writing and literature (in the main language of instruction or language 1 ⁽¹²⁾). Figure 6 shows the proportions of total instruction time allocated to this subject area in primary and full-time compulsory general secondary education by country.

Reading, writing and literature is the subject area that generally accounts for the largest proportion of instruction time at all education levels, being especially dominant in primary education. At this level, the minimum instruction time recommended for this subject area covers, on average, 26% of the curriculum, ranging from 18% to 38% depending on the country ⁽¹³⁾. In France, Slovakia and Türkiye, reading, writing and literature accounts for 30% or more of the curriculum.

In full-time compulsory general secondary education, reading, writing and literature covers an average of 14% of the curriculum, which is similar to the weight of other core subject areas such as mathematics and natural sciences. Only in Greece does it account to up to 25% of the total instruction time at this education level.

Reading, writing and literature is the subject area to which the largest number of hours is allocated in primary education in nearly all countries. On average, 951 hours of instruction are allocated to this subject area across the whole of primary education, ranging from 525 hours in Croatia to 1 656 hours in France. In half of the education systems (where a minimum instruction time is defined for this subject area), the recommended instruction time includes at least 900 hours. Countries where primary education spans fewer years tend to be among the countries with the lowest number of hours allocated.

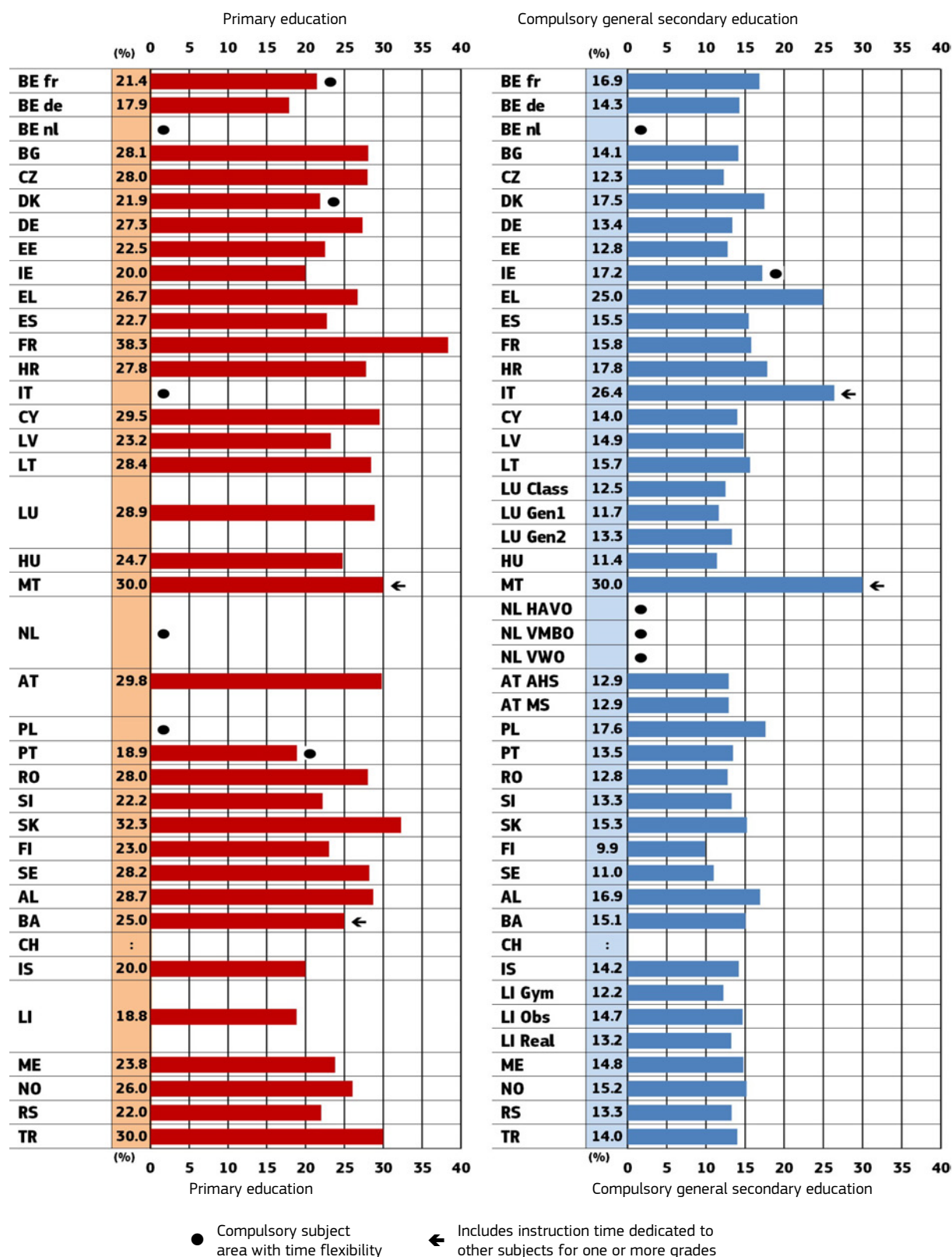
On average, 517 hours are allocated to reading, writing and literature for the whole of full-time compulsory general secondary education. Part of the reason for the substantial difference in allocated hours between

⁽¹²⁾ In this comparative analysis, as in the rest of the document, reading, writing and literature pertains to language 1, which is the language of instruction. Additional languages learnt by students are categorised as language 2, language 3, language 4 and language 5. These usually refer to foreign languages but could also be official languages for some countries. In this report, 'other languages' refers to languages other than language 1.

⁽¹³⁾ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been included in the calculations. In addition, when reading, writing and literature includes instruction time for another subject or, alternatively, is included in the instruction time for another subject in more than one grade of an education level, these data are excluded when calculating the European average. At primary level, BE nl, IT, MT, NL, PL, PT and CH are excluded. At the level of full-time compulsory general secondary education, BE nl, IT, MT, NL and CH are excluded (see the country-specific notes to the figure).

primary and secondary education is because primary education usually spans more years. Nevertheless, there is usually less emphasis on this subject area in the curriculum at secondary level.

Figure 6: Percentage of the recommended minimum instruction time allocated to READING, WRITING AND LITERATURE in primary and full-time compulsory general secondary education, 2024/2025



Minimum instruction time in hours as defined centrally for READING, WRITING AND LITERATURE, per education level, 2024/2025

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY
Primary	1 062 ●	910	●	569	936	1 530 ●	792	893	1 083	1 149	1 077	1 656	525	●	1 405
Secondary	856	728	●	558	425	630	714	315	240 ●	593	653	774	473	1 254 ←	354
	LV	LT	LU			HU	MT	NL			AT		PL	PT	RO
Primary	812	761	1 601			659	1 410 ←	●			840		●	991 ●	756
Secondary	347	805	423 Class	296 Gen1	338 Gen2	573	1 094 ←	● HAVO	● VMBO	● VWO	480 AHS	480 MS	537	630	862
	SI	SK	FI	SE	AL	BA	CH	IS	LI			ME	NO	RS	TR
Primary	919	879	912	1 200	840	675 ←	:	1 020	710			638	1 372	540	864
Secondary	305	765	456	290	525	453	:	357	464 Gym	546 Obs	491 Real	399	398	453	1 008

Source: Eurydice.

Explanatory note

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

Where it is a compulsory subject with flexible timetable (see the glossary), the instruction time is not reported for the grades or levels concerned.

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

Country-specific notes

Belgium (French Community): In grade 6 of primary education, reading, writing and literature is a compulsory subject area with time flexibility and the instruction time for this grade is therefore not included.

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

Germany: The data represent the weighted average instruction time for the compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* based on the number of students enrolled in the different types of school (reference year 2023/2024).

Ireland: In practice, schools provide more instruction time for reading, writing and literature than the time they have at their discretion to distribute across the compulsory subjects. At secondary level, data refer only to ISCED 24. In grade 10 (ISCED 34), English is a compulsory subject with time flexibility and the instruction time for this grade is therefore not included.

Spain: Data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2024/2025). To calculate the weighted averages, statistics on the number of students per grade and autonomous community reported by the Statistics Office of the Ministry of Education and Vocational Training were used (reference year 2022/2023).

Italy: In grades 6–8 (ISCED 24), the instruction time for social sciences is included in the time for reading, writing and literature.

Malta: Reading, writing and literature includes the instruction time for language 2.

Netherlands: The figure shows data for students at VWO, HAVO and VMBO. For those, general compulsory education lasts in total 12 years in VWO, 11 years in HAVO, or 10 years in VMBO.

Austria: data for grade 9 (ISCED 34) are not available, even though this grade is part of full-time compulsory general education.

Poland: In grades 1–3 of primary education, reading, writing and literature is a compulsory subject area with time flexibility. In the last grade of primary education (grade 4), the curriculum defines instruction time for this subject area.

Portugal: In grades 5 and 6 of primary education, reading, writing and literature is a compulsory subject area with time flexibility and the instruction time for these grades is therefore not included.

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

Switzerland: Apart from a minimum number of lessons for physical education, no standard curriculum and no standard instruction time are defined at national level. Curricula and the intended instruction time are determined by the 26 cantons at regional level.

Mathematics takes up the second largest proportion of the curriculum in primary education, with relatively less importance in compulsory secondary education

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

In primary education, around 18% of the minimum instruction time is allocated, on average, to mathematics, varying from 13% in Denmark to 22% in Croatia and Serbia (see Figure 7) ⁽¹⁴⁾.

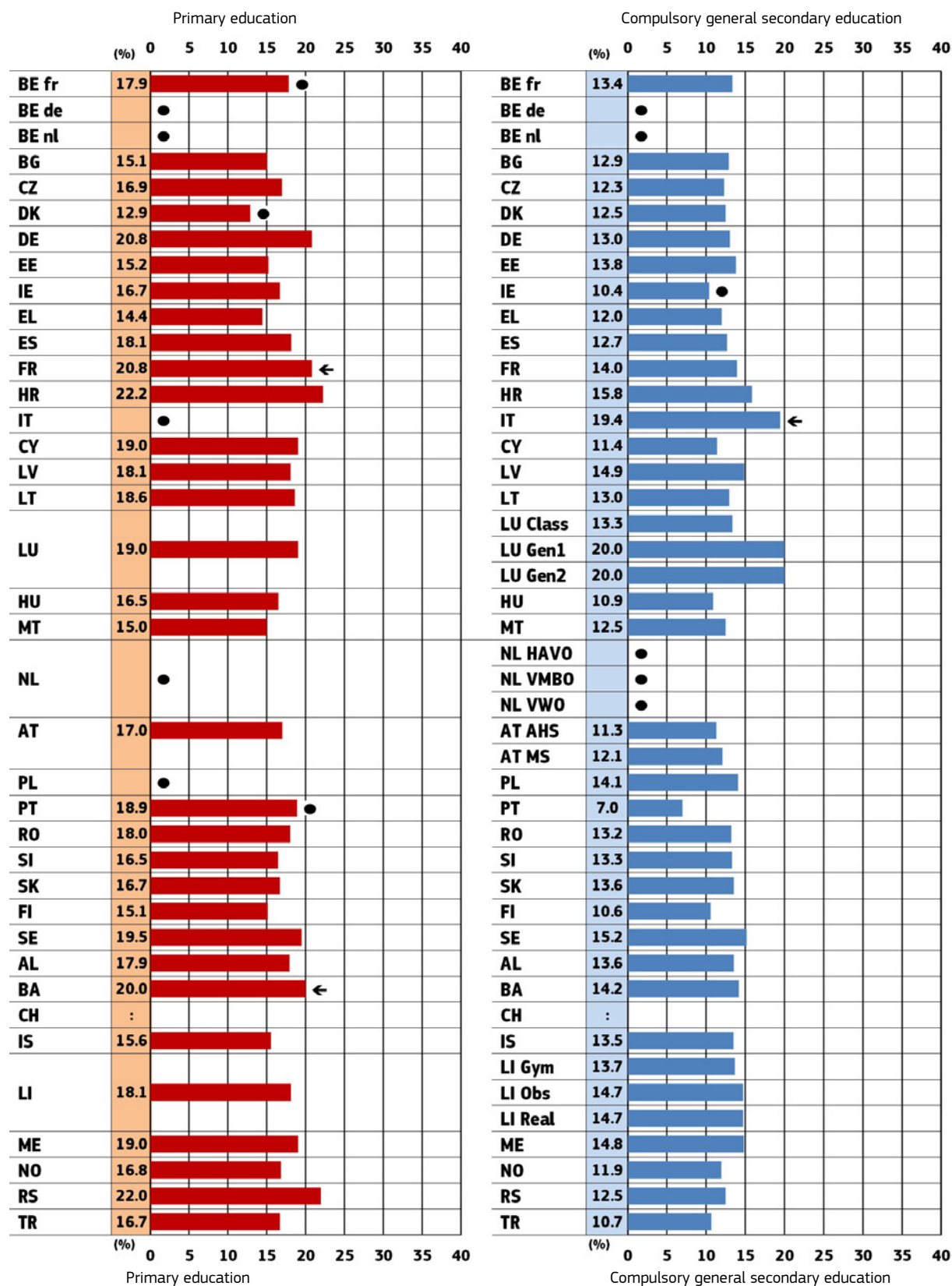
In about two thirds of the education systems, mathematics covers between 16% and 19% of the curriculum in primary education.

In full-time compulsory general secondary education, mathematics generally covers between 10% and 16% of the total instruction time recommended for this education level in nearly all countries. In Portugal, mathematics cover only 7%. Only in Luxembourg does it cover a higher share (20% in the two tracks of *enseignement général*).

On average, 645 hours are allocated to mathematics in primary education, circa 300 hours fewer than for reading, writing and literature. The number of hours allocated ranges from 305 hours in Bulgaria to 1 056 hours in Luxembourg (*enseignement général – voie d'orientation*). In half of the education systems – where there is a minimum instruction time defined for this subject area –, the recommended instruction time is at least 600 hours. At secondary level, 472 hours are allocated on average to this subject area, 45 hours fewer than for reading, writing and literature.

⁽¹⁴⁾ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been included in the calculations. In addition, when the time allocated to mathematics includes instruction time for another subject, or mathematics is included in the instruction time for another subject in more than one grade of an education level, these data are excluded when calculating the European average. At primary level, BE de, BE nl, FR, IT, NL, PL, PT, and CH are excluded. At the level of full-time compulsory general secondary education, BE de, BE nl, IT, NL, PT and CH are excluded (see the country-specific notes to the figure).

Figure 7: Percentage of the recommended minimum instruction time allocated to MATHEMATICS in primary and full-time compulsory general secondary education, 2024/2025



Minimum instruction time in hours as defined centrally for MATHEMATICS, per education level, 2024/2025

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY
Primary	885 ●	●	●	305	567	900 ●	603	604	903	622	859	900 ◀	420	●	907
Secondary	679	●	●	509	425	450	696	341	240 ●	285	534	684	420	924 ◀	288
	LV	LT	LU			HU	MT	NL			AT		PL	PT	RO
Primary	632	499	1056			439	705	●			480		●	991 ●	486
Secondary	347	666	451 Class	507 Gen1	507 Gen2	546	456	● HAVO	● VMBO	● VWO	420 AHS	450 MS	430	327	892
	SI	SK	FI	SE	AL	BA	CH	IS	LI			ME	NO	RS	TR
Primary	683	454	599	830	525	540 ◀	:	793	683			510	888	540	480
Secondary	306	680	485	400	420	426	:	340	519 Gym	546 Obs	546 Real	399	313	426	768

Source: Eurydice.

Explanatory note

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

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

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

Country-specific notes

Belgium (French Community): In grade 6 of primary education, mathematics is a compulsory subject area with time flexibility and the instruction time for this grade is therefore not included.

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

Germany: The data represent the weighted average instruction time for the compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* based on the number of students enrolled in the different types of school (reference year 2023/2024).

Ireland: At secondary level, data refer only to ISCED 24. In grade 10 (ISCED 34), mathematics is a compulsory subject with time flexibility and the instruction time for this grade is therefore not included.

Spain: Data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2024/2025). To calculate the weighted averages, statistics on the number of students per grade and autonomous community reported by the Statistics Office of the Ministry of Education and Vocational Training were used (reference year 2022/2023).

France: The instruction time for mathematics includes the teaching of ICT in grades 4 and 5 (ISCED 1).

Italy: The instruction time for mathematics includes the teaching of natural sciences in grades 6–8 (ISCED 24) and the teaching of ICT in grades 9 and 10 (ISCED 34).

Netherlands: The figure shows data for students at VWO, HAVO and VMBO. For those, general compulsory education lasts in total 12 years in VWO, 11 years in HAVO, or 10 years in VMBO.

Austria: Data for grade 9 (ISCED 34) are not available, even though this grade is part of full-time compulsory general education.

Poland: In grades 1–3 of primary education, mathematics is a compulsory subject area with time flexibility. In the last grade of primary education (grade 4), the curriculum defines instruction time for this subject area.

Portugal: In grades 5 and 6 of primary education, mathematics is a compulsory subject area with time flexibility and the instruction time for these grades is therefore not included. At secondary level, data refer to lower secondary education. In grades 10–12 (ISCED 34), mathematics is a compulsory option that students may choose.

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

Switzerland: Apart from a minimum number of lessons for physical education, no standard curriculum and no standard instruction time are defined at national level. Curricula and the intended instruction time are determined by the 26 cantons at regional level.

Türkiye: In grades 11 and 12 (ISCED 34), mathematics is a compulsory flexible subject chosen by schools.

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

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

The minimum instruction time recommended for natural sciences includes the teaching of **social sciences** in nine countries: **Czechia** (grades 1–5), **France** (grades 1–3), **Croatia** (grades 1–4), **Austria** (grades 1–4), **Slovakia** (grades 1–2), **Bosnia and Herzegovina** (grades 1–4), **Liechtenstein** (in primary education and in secondary education except in grade 9 in *Gymnasium*), **Montenegro** (grades 1–3) and **Serbia** (grades 1–4). In secondary education, **geography** – classified as social sciences according to the definitions – is included in natural sciences in **Czechia** and **Estonia**.

In seven education systems, natural sciences includes the teaching of **technology**: **Ireland** (grades 1–6), **France** (grades 1–5), **Cyprus** (grades 1–4), **Malta** (all grades), **Austria** (grades 1–4), **Liechtenstein** (grades 6–8 in *Gymnasium*; grades 6–9 in *Oberschule* and *Realschule*) and **Montenegro** (grades 1–4).

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

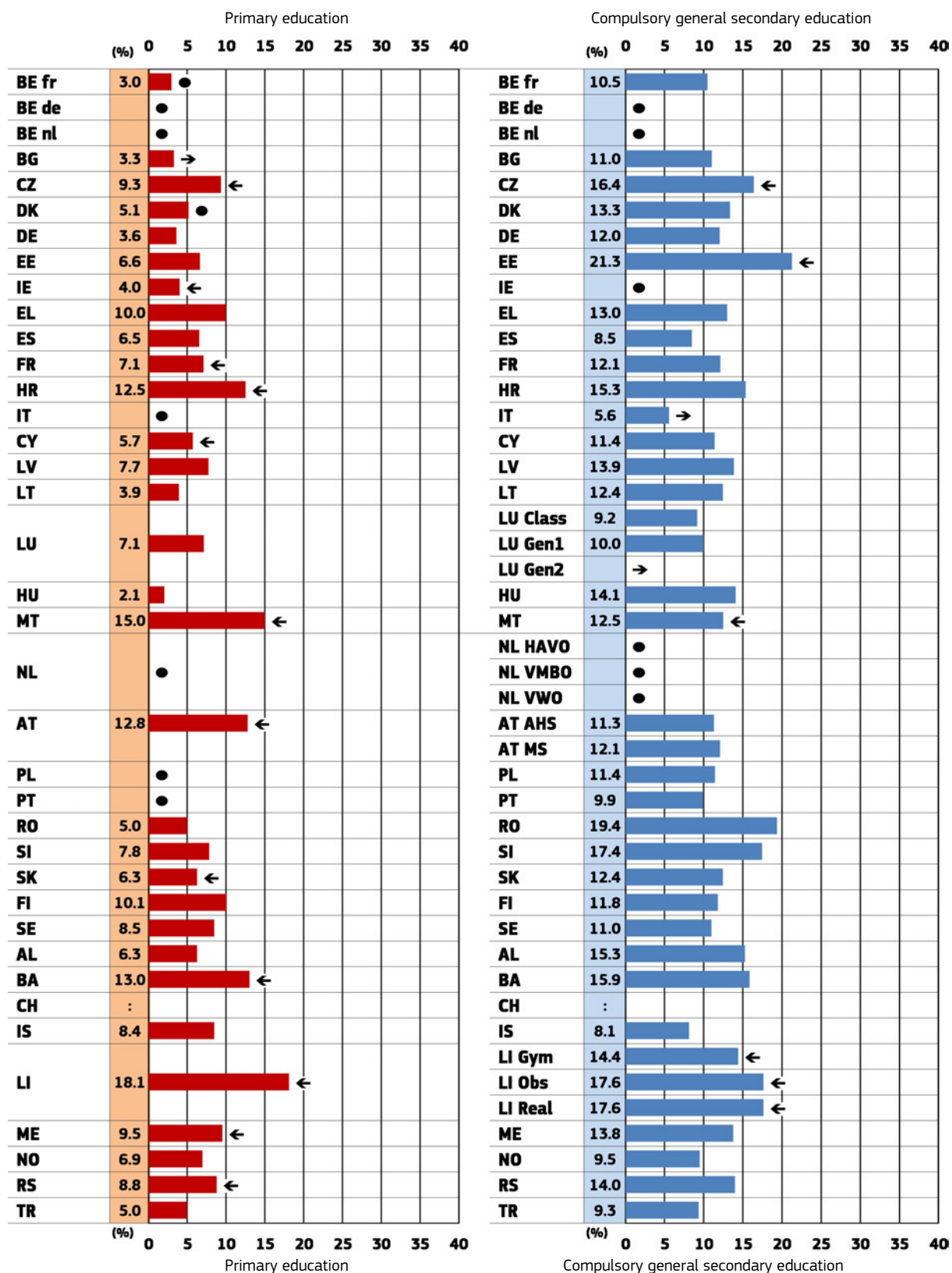
In nearly half of the education systems, natural sciences represents 7% or less of the curriculum in primary education. In contrast, natural sciences takes up to 10% of the primary curriculum in Greece and Finland. In other countries where the percentage is also 10% or more, this area includes the instruction time for other subjects such as social sciences and technology (Croatia, Malta, Austria, Bosnia and Herzegovina and Liechtenstein) (see Figure 8).

In full-time compulsory general secondary education, on average 12% of the minimum instruction time is allocated to this subject area ⁽¹⁵⁾. In more than half of the education systems, it accounts for 13% or more of the curriculum. The importance of natural sciences in secondary education is especially high in Romania (19%).

In contrast to the areas of reading, writing and literature and mathematics, the teaching of natural sciences becomes more important in compulsory general secondary education in terms of hours dedicated to it. On average, 273 hours of instruction are provided for natural sciences across the whole period of primary education, which represents 29% of the average time spent on reading, writing and literature (951 hours), and 42% of the average time spent on mathematics (645 hours). However, at secondary level, the number of hours allocated to this subject area (466) is almost that for mathematics (472) and only slightly lower than that for reading, writing and literature (517).

⁽¹⁵⁾ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been included in the calculations. In addition, when the time allocated to natural sciences includes instruction time for another subject or natural sciences is included in the instruction time for another subject in more than one grade at an education level, these data are excluded when calculating the European average. At primary level, BE de, BE nl, BG, CZ, IE, FR, HR, IT, CY, MT, NL, AT, PL, PT, SK, BA, CH, LI, ME and RS are excluded. At the level of full-time compulsory general secondary education, BE de, BE nl, CZ, EE, IT, LU (Gen2), MT, NL, PT, CH and LI are excluded (see the country-specific notes to the figure).

Figure 8: Percentage of the recommended minimum instruction time allocated to NATURAL SCIENCES in primary and full-time compulsory general secondary education, 2024/2025



Minimum instruction time in hours as defined centrally for NATURAL SCIENCES, per education level, 2024/2025

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY
Primary	148 ●	●	●	67 ➔	312 ◀	360 ●	105	263	217 ◀	431	309	306 ◀	236 ◀	●	272 ◀
Secondary	531	●	●	436	567 ◀	480	643	525 ◀	●	309	358	594	407	264 ➔	288
	LV	LT	LU			HU	MT	NL			AT		PL	PT	RO
Primary	271	105	396			55	705 ◀	●			360 ◀		●	●	135
Secondary	324	638	310 Class	254 Gen1	➔ Gen2	708	456 ◀	● HAVO	● VMBO	● VWO	420 AHS	450 MS	349	464	1304
	SI	SK	FI	SE	AL	BA	CH	IS	LI			ME	NO	RS	TR
Primary	323	170 ◀	399	361	184	351 ◀	:	431	683 ◀			255 ◀	366	216 ◀	144
Secondary	401	624	542	289	473	477	:	204	546 Gym	655 ◀ Obs	655 ◀ Real	371	249	477	672

Source: Eurydice.

Explanatory note

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

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

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

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

Country-specific notes

Belgium (French Community): In grade 6 of primary education, natural sciences is a compulsory subject area with time flexibility and the instruction time for this grade is therefore not included.

Bulgaria: Instruction time for grades 1 and 2 (ISCED 1) is included in that for social sciences.

Czechia: At primary level, the instruction time for natural sciences includes that for social sciences. At secondary level, it includes geography (classified as social sciences according to the definitions).

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

Germany: The data represent the weighted average instruction time for the compulsory core curriculum subjects, calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* based on the number of students enrolled in the different types of school (reference year 2023/2024).

Estonia: At secondary level, natural sciences includes geography (classified as social sciences according to the definitions).

Ireland: At primary level, the instruction time for natural sciences includes that for technology. At secondary level, natural sciences is either a compulsory flexible subject chosen by schools (grades 7–9) or a compulsory option chosen by students (grade 10) (see the glossary).

Spain: Natural sciences is not a compulsory subject in year 10, but belongs to the 'core option subjects', which regional authorities or schools can decide whether to introduce into their curriculum. Data for this grade are therefore not reported, although this subject is taught in this grade in a great number of Spanish schools. Data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2024/2025). To calculate the weighted averages, statistics on the number of students per grade and autonomous community reported by the Statistics Office of the Ministry of Education and Vocational Training were used (reference year 2022/2023).

France: In grades 1–3, the instruction time for natural sciences includes that for social sciences and the teaching of ICT; in grades 1–5 (ISCED 1), it includes the teaching of technology.

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

Italy: Data for secondary education refer only to ISCED 34. Instruction time at ISCED 24 is included in that for mathematics.

Cyprus: The instruction time for natural sciences includes that for technology in grades 1–4.

Luxembourg: In *enseignement secondaire général – voie de préparation*, instruction time for ISCED 24 is included in that for social sciences.

Hungary: No instruction time is defined for this subject area at ISCED 1, grades 1–2.

Malta: The instruction time for natural sciences includes that for technology in all grades.

Netherlands: The figure shows data for students at VWO, HAVO and VMBO. For those, general compulsory education lasts in total 12 years in VWO, 11 years in HAVO, or 10 years in VMBO.

Austria: At primary level, the instruction time for natural sciences includes that for technology and social sciences. Data are not available for grade 9 (ISCED 34), even though this grade is part of full-time compulsory general education.

Poland: In grades 1–3 of primary education, natural sciences is a compulsory subject area with time flexibility. In the last grade of primary education (grade 4), the curriculum defines instruction time for this subject area.

Portugal: In primary education, natural sciences is a compulsory subject area with time flexibility. In general upper secondary education, it is compulsory in the science & technology track shown here (students may choose two subjects between biology, geology, physics and chemistry), but not in the remaining three tracks.

Slovakia: In grades 1–2, the instruction time for natural sciences includes that of social sciences.

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

Switzerland: Apart from a minimum number of lessons for physical education, no standard curriculum and no standard instruction time are defined at national level. Curricula and the intended instruction time are determined by the 26 cantons at regional level.

Liechtenstein: The instruction time for natural sciences includes that for social sciences except for grade 9 in *Gymnasium*. It also includes that for technology (grades 6–8 in *Gymnasium*; grades 6–9 in *Oberschule* and *Realschule*).

Montenegro: In grades 1–3, the instruction time for natural sciences includes that for social sciences and that for religion/ethics and moral education; in grades 1–4, it includes that for technology.

Türkiye: No instruction time is defined for this subject area at ISCED 1, grades 1–2.

Social sciences in primary education: specific instruction time allocated in one or more grades in half of the education systems

Social sciences includes subjects such as history, geography, community studies, social and political instruction, philosophy and civic education. Citizenship education is generally included in this subject area as a separate subject or is integrated into one or more of the other subjects ⁽¹⁶⁾.

In about half of the education systems, at primary level, a specific amount of instruction time is not allocated for social sciences. In some cases, this is because there is time flexibility and in other cases it is because the time allocated covers a broader range of subjects.

In several education systems, social sciences is a compulsory subject area with time flexibility.

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

Social sciences may also be combined with other subjects.

The instruction time for social sciences is part of that of **natural sciences** at all levels in **Liechtenstein** (except in grade 9 in *Gymnasium*), and in primary education in **Czechia, Croatia, Austria** and **Serbia**. This is the case for specific grades in primary education in **France** (grades 1–3), **Slovakia** (grades 1–2), **Bosnia and Herzegovina** (grades 1–4) and **Montenegro** (grades 1–3). In **Luxembourg**, social sciences includes instruction time for **natural sciences** in grades 7–9 of *enseignement secondaire général – voie de préparation*.

The instruction time for social sciences is included in that for **reading, writing and literature** in **Italy** (ISCED 24).

The instruction time for social sciences is combined with that for **religion/ethics and moral education** in **Slovenia, Iceland** and **Montenegro** for both primary and secondary education, as well as in **Luxembourg** for grades 1–4 of primary education.

In upper secondary education in **Malta**, it is combined with that for religion/ethics and moral education, as well as that for **arts education**.

In the remaining half of the education systems, the average percentage of time spent on social sciences is at 7% in primary education. The proportion of time spent on social sciences is below 5% in Denmark, Lithuania, Romania, and Finland. Sweden and Türkiye stand out, with 13% of time spent on social sciences ⁽¹⁷⁾ (see Figure 9).

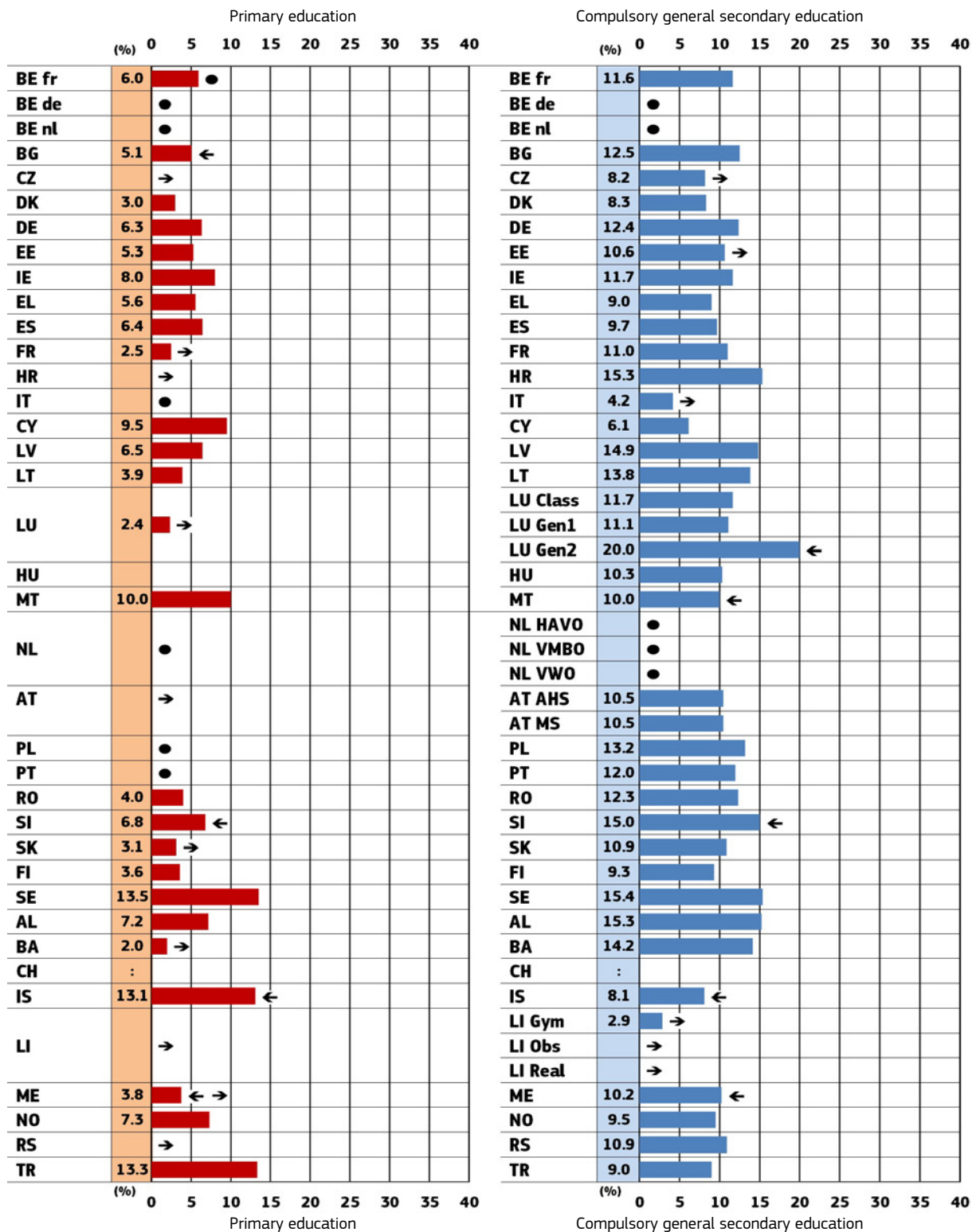
The importance of social sciences increases in full-time compulsory general secondary education. The time allocated in average to this subject area (12%) is the same as for natural sciences and only slightly lower than mathematics (13%). The share of instruction time devoted to social sciences is relatively small in Cyprus (only 6%). In contrast, four countries give relatively more importance to social sciences in terms of instruction time at this education level, with around 15% of the total instruction time (Croatia, Latvia, Sweden, and Albania).

On average, 290 and 438 hours are provided for social sciences respectively for the duration of primary education and compulsory general secondary education, respectively.

⁽¹⁶⁾ European Commission, Education Audiovisual and Culture Executive Agency, and Eurydice, *Citizenship Education at School in Europe – 2017*, Eurydice report, Publications Office of the European Union, Luxembourg, 2017. Available at <https://data.europa.eu/doi/10.2797/536166> [Accessed 26 May 2025].

⁽¹⁷⁾ Only the education systems for which the minimum instruction time is centrally defined for this subject area have been included in the calculations. In addition, when the time allocated to social sciences includes instruction time for another subject or social sciences is included in the instruction time for another subject for more than one grade at an education level, these data are excluded when calculating the European average. At primary level, BE de, BE nl, BG, CZ, FR, HR, IT, LU, HU, NL, AT, PL, PT, SI, SK, BA, CH, IS, LI, ME and RS are excluded. At the level of full-time compulsory general secondary education, BE de, BE nl, CZ, EE, IT, LU (Gen2), MT, NL, SI, CH, IS, LI and ME are excluded (see the country-specific notes to the figure).

Figure 9: Percentage of the recommended minimum instruction time specifically allocated to SOCIAL SCIENCES in primary and full-time compulsory general secondary education, 2024/2025



Minimum instruction time in hours as defined centrally for SOCIAL SCIENCES, per education level, 2024/2025

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY
Primary	295 ●	●	●	103 ←	→	210	184	210	433	239	305	108 →	→	●	453
Secondary	590	●	●	493	284 →	300	661	263 →	270	213	409	540	407	198 →	155
	LV	LT	LU			HU	MT	NL			AT		PL	PT	RO
Primary	226	105	132 →				470	●			→		●	●	108
Secondary	347	711	394 Class	282 Gen1	507 Gen2	518	365 ←	● HAVO	● VMBO	● VWO	390 AHS	390 MS	403	559	831
	SI	SK	FI	SE	AL	BA	CH	IS	LI			ME	NO	RS	TR
Primary	282 ←	85 →	143	575	210	54 →	:	669 ←	→			102 ↔	385	→	384
Secondary	345 ←	546	428	405	473	426	:	204 ←	109 → Gym	→ Obs	→ Real	276 ←	249	372	648

Source: Eurydice.

Explanatory note

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

In some countries, the minimum instruction time for the education level covers all the grades but specific instruction time is defined for social sciences for only a few grades.

Where it is a compulsory subject area with time flexibility (see the glossary), the instruction time for the grades or level concerned is not reported (see country-specific notes to the figure).

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

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

Country-specific notes

Belgium (French Community): In grade 6 of primary education, social sciences is a compulsory subject area with time flexibility and the instruction time for this grade is therefore not included.

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

Czechia: In primary education, social sciences is integrated into natural sciences. At secondary level, geography – classified as social science according to the definitions – is integrated into natural sciences.

Denmark: In primary education, the minimum instruction time for social sciences refers to grades 4–7. No instruction time is defined for this subject area in grades 1–3.

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* based on the number of students enrolled in the different types of school (reference year 2023/2024).

Estonia: At secondary level, geography – classified as social science according to the definitions – is integrated into natural sciences.

Ireland: In secondary education, data refer only to ISCED 24. In grade 10 (ISCED 34), the instruction time for History and Civic, Social and Political Education is included in 'compulsory subjects chosen by schools'.

Greece: In primary education, the minimum instruction time for social sciences refers to grades 3–6. No instruction time is defined for this subject area in grades 1 and 2.

Spain: Data on intended instruction time are based on national and regional regulations on the curriculum and school calendars (reference year 2024/2025). To calculate the weighted averages, statistics on the number of students per grade and autonomous community reported by the Statistics Office of the Ministry of Education and Vocational Training were used (reference year 2022/2023).

France: In primary education, the minimum instruction time for social sciences refers to grades 4–5. In grades 1–3, social sciences are integrated into natural sciences.

Croatia and Serbia: In primary education, social sciences is integrated into natural sciences.

Italy: In secondary education, data in the figure refer only to ISCED 34. At ISCED 24, the instruction time for social sciences is included in that for reading, writing and literature.

Luxembourg: In primary education, the minimum instruction time for social sciences refers to grades 5 and 6. In grades 1–4, social sciences is integrated into religion, ethics and moral education. In *enseignement secondaire général – voie de préparation* (ISCED 24), instruction time includes that for natural sciences, and religion, ethics and moral education.

Hungary: There is no instruction time defined for social sciences at primary level (grades 1–4), but other subjects include some elements of social sciences.

Malta: At ISCED 34, the minimum instruction time includes that for arts education, and religion, ethics and moral education.

Netherlands: The figure shows data for students at VWO, HAVO and VMBO. For those, general compulsory education lasts in total 12 years in VWO, 11 years in HAVO, or 10 years in VMBO.

Austria: In primary education, social sciences is included in natural sciences. Data for grade 9 (ISCED 34) are not available, even though this grade is part of full-time compulsory general education.

Poland: In grades 1–3 of primary education, social sciences are a compulsory subject area with time flexibility. In the last grade of primary education (grade 4), the curriculum defines instruction time for this subject area.

Portugal: In grades 10–12 (ISCED 34), social sciences is compulsory in social & economics track. Students may choose two subjects between economics, history, and geography – and other social sciences in grade 12. In humanities track, only history is compulsory.

Romania: In primary education, the minimum instruction time for social sciences refers to grades 4 and 5. No instruction time is defined for this subject area in grades 1–3.

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

Slovakia: In grades 1–2 of primary education, social sciences is integrated into natural sciences.

Finland: In primary education, the minimum instruction time for social sciences refers to grades 4–6. No instruction time is defined for this subject area in grades 1–3.

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

Switzerland: Apart from a minimum number of lessons for physical education, no standard curriculum and no standard instruction time are defined at national level. Curricula and the intended instruction time are determined by the 26 cantons at regional level.

Liechtenstein: In full-time compulsory general education, social sciences are integrated into natural sciences, except at ISCED 34 in *Gymnasium*.

Montenegro: In primary education, the minimum instruction time for social sciences refers to grades 4 and 5. In grades 1–3, social sciences is integrated into natural sciences. The instruction time for social sciences includes religion, ethics and moral education in the last grades of ISCED 1 (grades 4–5) and in secondary education.

Part II: Country-specific notes

Belgium (French Community)

Full-time compulsory education starts in the last year of pre-primary education at the age of 5 years. The first year in pre-primary education is out of the scope of this data collection. Compulsory education lasts until the age of 18. In vocational education, from the age of 15, students may opt for a structured learning path combining part-time school-based education with part-time training in the workplace.

Data show the minimum number of hours in public institutions. However, the curriculum in government-dependent private institutions is similar.

Students who have successfully passed the certificate at the end of primary education (CEB – *certificat d'études de base*; 86.07% of students) undertake the curriculum described in the data collection. For the others, a specific programme is organised (*1er degré différencié*) to support them in completing this certificate.

In general upper secondary education (*enseignement de transition*), two pathways are organised:

- general transition stream (*enseignement général de transition*), with 86.4% of students. Only this track is reported in this publication.
- Technical and artistic transition stream (*enseignement technique et artistique de transition*), with 13.6% of students.

In accordance with the Pact for Excellence in Teaching (see below), a schedule of reference was established by decree to which all schools should comply as much as possible. Data reflect instruction time as specified in this schedule of reference.

Since September 2022, a new course called 'language awareness' (language 2) was introduced in the two first years of primary education (1 weekly period). This course offers an opening to a diversity of languages and does not only focus on languages traditionally taught in schools in the French Community of Belgium. This period is taught by the class teacher.

The teaching of a first language other than the instruction language (language 2) starts in grade 3. The regulations for primary education vary depending on the school location concerning the number of weekly periods devoted to teaching this language and the offer:

- In the Walloon Region, schools must dedicate at least two weekly periods per week in grades 3-6. The language chosen can be Dutch, English or German, depending on the school provision.
- In the 19 municipalities of Brussels-Capital Region and the Walloon communes with special linguistic status, schools must provide at least three periods per week in grades 3-4, and five periods per week in grades 5-6. Only in the Brussels Capital-Region, the first foreign language must be Dutch.

The other subjects category in primary education (grades 1-5) consists of 'personalised support time' with a co-teacher to support differentiation and individualised support practices.

In lower secondary education (grades 7-8), the compulsory options offered to students relate to seven areas: French (Latin, theatre, introduction to the culture of antiquity, writing or reading workshops, ...); a foreign language (conversation, culture, ...); sciences and mathematics (informatics, sciences, mathematics, logic, ...); social studies (economic matters, civic life, ...); artistic and/or musical activities (music, arts, etc.); technical

activities (activities to hone the skills developed in education through technology); and physical activities (initiation to other sports, education in cooperation and citizenship through sports games).

In upper secondary education (grades 9-12), the compulsory options chosen by students may consist of different subjects such as Latin, social sciences, additional foreign languages.

The regulations prescribe three days for the professional development of teachers, which have been deducted from the number of instruction days in the school year. They also specify a maximum number of examination days, but not a compulsory number of examination days. These days have therefore not been deducted.

Recent reform

The Pact for Excellence in Teaching is a set of reforms that concerns all aspects of education from pre-primary to secondary education, including the content of the curriculum and the organisation of courses. The main principle of the common core curriculum is allowing students to follow their school path at their own pace, thanks to methods of teaching differentiation.

The reform of the common core curriculum started in 2022/2023 with grades 1-2 students. In 2023/2024, it concerned students in grades 3-4 and, in the reference year, grade 5 students. The reform will be fully implemented in primary education as of 2025/2026.

A schedule of reference was established by decree, to which all schools should comply as much as possible. It will apply to grade 6 as of 2025/2026.

To support differentiation and personalised support practices, additional supervision resources have been provided under the Pact for Excellence in Teaching. These additional supervision resources, known as 'personalised support periods', will enable class groups to benefit from a co-teacher for several hours a week.

Belgium (German-speaking Community)

The scope includes both public and government-dependent private institutions. Full-time compulsory education starts at the age of 5 and lasts until the age of 18. The first year is in pre-primary education and is therefore not considered.

Two different programmes exist in general upper secondary: one for general education (*Allgemeinbildender Unterricht*; with 85.5% of students), and one to prepare for technical education in tertiary education (*Technischer Übergangsunterricht*; with 14.5% of students).

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

In grades 1–8, technology is integrated into natural sciences. ICT is integrated into all other subjects in all grades.

In secondary education, schools must provide between 28 and 36 hours of instruction a week. The minimum, i.e. 28 hours a week, has been reported for the compulsory curriculum, although most schools provide more instruction time. Schools can provide different programmes with different instruction times for different subjects. The total number of hours of instruction varies across programmes. Students can decide which programme to follow.

Belgium (Flemish Community)

Full-time compulsory education starts in the last year of pre-primary education at the age of 5 years. The first year in pre-primary education is out of the scope of this data collection. Compulsory education lasts until the age of 18. In vocational education, from age 15, students may opt for a structured learning path combining part-time school-based education with part-time training in the workplace.

Data show the minimum number of hours in public institutions. The main difference with government-dependent institutions is that, although government-dependent private institutions must provide instruction time in their curricula for religion/ethics/moral education, no minimum number of periods is indicated. In the Flemish Community of Belgium, around two-thirds of students in primary and secondary education are enrolled in government-dependent private institutions.

In lower secondary education, two different pathways exist:

- the general A-stream programme (2 years; with 83.7% of students in the reference school year);
- the B-stream programme (2 years; with 16.3% of students in the reference school year).
The instruction time is similar to that in the general A-stream, except that: a) there is no second foreign language (language 3); b) in grade 8, the total minimum compulsory instruction time - 32 periods; same as for the A-stream - consists of a common curriculum of at least 20 weekly periods (instead of at least 25); and a minimum of 12 weekly periods for compulsory flexible subjects chosen by schools (instead of 7).

In upper secondary education, two different pathways exist in general education (ISCED 34):

- general secondary education (ASO – *algemeen secundair onderwijs*)
- secondary education in the arts (KSO – *kunstsecundair onderwijs*).

A total minimum instruction time of 28 periods (of 50 minutes) per week per school year is stipulated for primary and upper secondary education. The weekly instruction time is more strongly regulated in grades 7-8, with a minimum instruction time of 32 periods for each of these two grades. In secondary education, schools are free to offer additional hours, and they often do so.

The basic curriculum is linked to the minimum goals that children must achieve at the end of each grade. These minimum goals were derived from 16 key competences that reflect the competences required for personal development and societal functioning. Schools may choose which subjects, clusters of subjects, or cross-curricular projects they offer, if the minimum goals are achieved at the end of each grade.

In grades 1-6, the other subjects category refers to learning to learn and social skills. These subjects and ICT are integrated as transversal subjects in primary education. In grades 7-12, the other subjects category refers to environmental education, personal development and well-being.

In grades 7-8 (lower secondary education), the total minimum compulsory instruction time (32 hours periods of 50 minutes) consists of a) a basic curriculum – respectively 27 and 25 periods –, and b) a minimum number of weekly periods for compulsory flexible subjects chosen by schools (respectively 5 and 7 periods).

There are no deductions for examination days in the total number of days per year as there are no national or otherwise officially regulated examination days in Flanders.

Bulgaria

Fulltime compulsory education begins in the year in which the child turns 4 years old, with 2 or 3 years of pre-primary education not considered here. Usually, basic education starts at the age of 7. However, at the discretion of the parents, a child can start in the year in which he turns 6. School education is compulsory until the age of 16.

General upper secondary education is organised in profile high schools (*profilirana gimnazia*) in four different tracks:

- intensive foreign language learning with the following profiles: foreign languages; social sciences; humanities; music; arts; entrepreneurial education; or physical education and sports;
- intensive foreign language learning with the following profiles: mathematics; software and hardware sciences; economic development; or natural sciences;
- advanced study of foreign;
- without intensive nor advanced language learning.

The compulsory options chosen by students are a foreign language in grade 1; religion in grades 1-9; a second foreign language (language 3) in grades 5-8; practical and vocational skills in grades 7-9; technology in grade 9; mother tongue in grades 1-9; choreography; subjects in the field of global, civic, health and intercultural education; entrepreneurship; personal finance management and programming; protection of the homeland; population and environment; subjects that form national self-esteem; patriotic spirit and patriotism in students, by expanding and supplementing content that is integrated in other subjects.

Subjects in the non-compulsory curriculum may consist of the mother tongue, religion, choreography and/or a foreign language other than those specified in the state educational standard for general education and in the state educational standard for specialised training.

Recent reform

A gradual increase of hours per year dedicated to ICT has been implemented in lower secondary education between 2021/2022 and 2023/2024. In the reference year, it affects the last year in this education level (grade 7).

Czechia

At primary level (ISCED 1), all students fulfil compulsory school attendance at *základní škola* (ZŠ). At lower secondary level (ISCED 24), students can fulfil compulsory school attendance at a ZŠ or in lower grades of a six-year or eight-year *gymnázium* (ISCED 24). At both types of educational institutions, compulsory education is provided according to the Framework educational programme for basic education (FEP BE). Schools create their own school educational programmes (SEPs), based on it.

Compulsory education at ISCED level 24 can also be undertaken in the relevant stage of an eight-year dance conservatoire or in a bilingual *gymnázium* (first two grades corresponding to the last two years of compulsory education – ISCED 24). As the proportion of students in these programmes is less than 1%, these types of provision are not considered here.

Instruction time for social sciences is integrated into that for natural sciences in grades 1-5. It consists of the 'people and the world' educational area in the framework educational programme (FEP). In grades 6-9, social sciences consists of history and citizenship education. At this level, natural sciences include physics, chemistry, biology and a social sciences subject: geography.

In grades 1-2, the first foreign language (language 2) is a compulsory flexible subject chosen by schools. From grade 3, it is a compulsory subject for all students. A minimum instruction time for the second foreign language (language 3) is provided in grades 6-9. A second foreign language is taught from grade 8 at the

latest, but it can also be taught in lower grades. Since 1 September 2023, students-foreigners are allowed to substitute second foreign language (language 3) by education in Czech (the Curriculum of Czech as a second language for basic education can be used). It is up to the school head to offer this option to eligible students; it is not an automatic measure.

At primary level (grades 1–5), two lessons per week are allocated for physical education in each grade. This time allocation can be extended during two consecutive years when compulsory swimming lessons are provided, using the lessons available from the compulsory flexible subjects chosen by schools. At this level, health education is integrated into natural sciences and social sciences ('people and the world'). At lower secondary level (grades 6–9), two lessons per week are allocated for physical education in each grade. At this level, health education can either be provided as a subject in its own right or be integrated into other subjects such as natural sciences or physical education, with two lessons per week for the whole 'people and health' education area. These may focus on various topics from the area of health education, or the time for physical education can be increased. Schools decide in which grades the individual topics are included.

Practical and vocational skills are integrated into the area of technology (grades 1–9).

The compulsory flexible subjects chosen by schools include the flexible periods established by the FEP BE, 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 in grades 1–2, swimming within physical education at ISCED level 1, ICT in grades 1–3, elective and cross-curricular subjects: personal and social education; education for democratic citizenship; education towards thinking in the European and global context; multicultural education; environmental education; and media studies. Schools can offer ethics as a compulsory, optional or non-compulsory subject. They can also offer a second foreign language at ISCED level 1 and a third and a fourth foreign language at ISCED levels 1 and 24, although this is not included in the FEP BE. Religion is taught as a non-compulsory subject in schools established by a municipality or a union of municipalities if at least seven students in the school request it.

Denmark

The number of instruction hours for each grade and subject in basic education is decided upon by the local municipality within a framework set by national authorities (parliament and government). The Danish Ministry of Education provides figures for the minimum requirement and the recommended number of instruction hours. Data reported here combine the minimum and recommended requirements, i.e. a minimum for the instruction language and mathematics for each grade, the accumulated compulsory instruction time for each grade, and recommended instruction time for each single subject at each grade. The exact number of hours for actual instruction time is not available, but data collected from the schools by the Ministry of Education indicate that schools usually follow the recommendations.

For all 10 grades, other subjects include exercise and physical activity, assisted learning activities and free class. Forty-five minutes of exercise and physical activity must be organised every day as part of the other compulsory subjects or the assisted learning activities. Assisted learning activities and the free class aim to develop students' receptiveness to teaching by working with them on their social competences, individual development, motivation and well-being, and by helping them develop a better approach to work in the future.

In grades 8–10 (ISCED 24), the compulsory options chosen by students include the third and fourth foreign languages (German, French and Spanish, and immigrant languages for students with appropriate prior knowledge of the language), arts education (fine art, media, film knowledge, drama, music) and practical and vocational skills (craft and design, working knowledge and food knowledge).

Germany

Full-time compulsory education starts at the age of 6 years. General compulsory education for all lasts nine years (10 years in five of the *Länder*).

The other subjects category includes open learning and instruction time devoted to learning skills and competences that are important for living and working in society, such as social skills. In some *Länder*, this category may also include instruction time for integrated subjects (a combination of two or three subjects).

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

Methodology

The data represent the weighted average instruction times for the compulsory core curriculum subjects calculated by the Secretariat of the Ministers of Education and Cultural Affairs of the *Länder* based on the numbers of students enrolled in the different types of school (reference year: N⁻¹). The averages are weighted by the number of students across each type of school. Data from Lower Saxony and North-Rhine-Westphalia are missing in the calculation for primary education.

For grade 10, the data provided by the *Länder* do not differentiate between general lower secondary programmes (ISCED 24) and general upper secondary programmes (ISCED 34). Grade 10 is either the first year of upper secondary education, where general education is not compulsory for all, or the last year of compulsory general education for all in lower secondary education. As a clear allocation to the ISCED levels is not possible, data on this grade are not reported.

Instruction time includes teacher development days and examination periods. These periods of time cannot be deducted, as regulations vary between the *Länder*.

Estonia

Data reported concern students following instruction organised according to the national curriculum of basic schools. About 2% of all students follow some type of simplified curriculum.

Reading, writing, literature comprises Estonian or Russian language and literature, depending on the language of instruction of the school (literature begins in grades 4-6).

Natural sciences in grades 7-9 includes geography.

Social sciences comprise in grades 1-3 personal, social and health education (PSH); and in grades 4-6 and 7-9, history, PSH, citizenship education.

The first foreign language (language 2) must be taught from grade 3 at the latest, but schools may start teaching this language in grades 1 and 2. The second foreign language (language 3) must be taught from grade 6 at the latest, but schools may start teaching this language in grades 4 and 5. In schools where the language of instruction is not Estonian, students must study Estonian as language 2 and English, German or French as language 3 (Russian is excluded from the list of foreign languages in Russian-speaking schools).

Arts education comprises in grades 4-9 technology studies, handicraft and home economics.

Religion, ethics and moral education as well as ICT are often compulsory flexible subjects chosen by schools.

Ireland

Compulsory education starts at the age of 6. The two first years of primary education for 4- and 5-year-olds (referred to in Ireland as infant classes) are not compulsory, and therefore not included in the data collection.

English is regarded as the first language (language 1) and Irish as the second language (language 2) in English-medium schools, while, in Irish-medium schools, language 1 is Irish and language 2 is English. The reading, writing and literature category includes time for either English or Irish, depending on the first language of the school; the instruction time for the other language is included under language 2. In primary and secondary education, both English and Irish as national languages are taught to all students, although some students with special educational needs, students who received their primary education outside the state and students living abroad up to the age of 12 years may receive an exemption from studying Irish, in line with Department Circulars CL0054/2022 and CL0055/2022.

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

At ISCED level 24, the other subjects category corresponds to SPHE. The following subjects are included as compulsory flexible subjects chosen by schools: science, business studies, modern foreign languages (languages 3 and 4), visual arts, music, geography and home economics, technology subjects (technology, wood technology, engineering and technical graphics), classics, Jewish studies and religious education.

The first year of ISCED level 34 is also the last year of compulsory education for most students. Many students follow a *Transition Year Programme* (TY) at this point, with less emphasis on academic subjects and more time given to practical and self-directed learning. TYs usually include a wide range of co-curricular and extracurricular activities, such as educational tours, field trips, work experience, musicals and drama performances. Every school is free to develop its own TY and decide which subjects are offered; hence, the data provided for the transition year are indicative only.

At primary level, students generally attend school for five full days each week. For the compulsory years of primary, the full day for students (including breaks) is 5 hours and 40 minutes. The duration of lessons may vary but the average is 30 minutes. Schools are typically required to be open to students for a minimum of 180.5 days.

In general programmes of lower and upper secondary levels, the organisation of the school week is generally the same, although schools may construct the week differently from each other. Lesson periods (generally 40 minutes each) may be configured as a combination of eight or nine per day, or sometimes a school may have nine periods on four days of the week and a shorter (half-day) of six periods on one day to allow for extracurricular activities. Schools are typically required to be open to students for a minimum of 164 days.

Greece

In Greece, compulsory education begins at the age of 4 with 2 years of pre-primary education (*nipiagogeio*).

Data for ISCED level 1 provide information on the programme for 'unified all-day primary school' that applies to all primary schools with at least six class teachers.

Geography has been classified as natural sciences due to its content. At ISCED level 2, this subject (geography-geology) is taught by teachers of natural sciences. Social sciences cover history, and civic and social sciences.

Compulsory flexible subjects chosen by schools consist of the 'skill labs', which are part of the curriculum since 2020/2021. Their aim is to enhance the development of both fundamental life skills related to health, safety, and social interactions, as well as more elaborate skills related to education and life-long learning.

Special emphasis is placed on the '4Cs of 21st century skills' – communication, collaboration, critical thinking, and creativity – along with digital skills.

The 'skills labs' are designed to promote and bring into effect the UN Sustainable Development Goals, with particular emphasis to Goal 4.7. They have gathered significant attention from international bodies such as UNESCO. It was awarded the Global Education Network Europe (GENE) Global Education Award (2020/2021).

The non-compulsory curriculum category in primary education covers ICT, English, physical education, arts, music, drama and cultural activities. In lower secondary education, it covers remedial instruction in mathematics, modern and ancient Greek, physics, chemistry and English, as well as project-based activities on culture, ecology, health issues, career options and entrepreneurship.

Spain

Data on intended instruction time are based on national and regional regulations concerning the curriculum and school calendars (reference year 2024/2025). To calculate the weighted averages, statistics on the number of students per grade and autonomous community, as reported by the Statistics Office of the Ministry of Education, Vocational Training, and Sports, were used (reference year 2022/2023). Slight changes in the number of hours compared to the previous edition are due to the changes in the number of students registered in 2022/2023. The new Education Act (LOMLOE), approved in 2020 and replacing the previous Education Act (LOMCE, 2013 introduced changes to instruction time, granting greater autonomy to regional and school authorities in allocating time among subjects.

National regulations allow for vertical flexibility across two-year cycles for all subjects (grades 1-6) in primary education, as well as throughout the three years of lower secondary education (grades 7-9). However, only about half of the autonomous communities include provisions in their recommended instruction time frameworks enabling schools to apply vertical flexibility in primary education.

The reading, writing, and literature category includes instruction time for the co-official language in the autonomous communities, where applicable. In general, autonomous communities with a co-official language allocate approximately 10% of the total school timetable for teaching this language. However, this percentage may vary slightly depending on the regional regulations.

The LOMLOE specifies that music and/or visual arts are compulsory between grades 7 to 9 – in the arts education category –, while in grade 10, these subjects are offered as compulsory flexible subjects chosen by schools'.

Education in civic and ethical values is compulsory, with a minimum of 50 hours to be taught between grades 5 and 6 in primary education and 35 hours between grades 7 and 9 in secondary education.

Religion lessons must be offered in grades 1 to 10 during school hours. Schools are also required to provide an alternative educational option for students who do not attend religion classes. In most autonomous communities, this alternative subject is called 'educational attention' (*atención educativa*) and consists of parallel sessions with activities aimed at reinforcing transversal aspects of the curriculum.

The other subjects category in grades 7-10 includes a weekly group tutoring session, which is compulsory for all students. In grades 1-6, tutoring is also included when mentioned in regional regulations.

In primary education (grades 1 to 6), students do not have optional subjects to choose from, except for religion and 'educational attention'.

In secondary education (grades 7 to 10), schools must comply with the LOMLOE requirements, offering students a selection of optional subjects. These may include projects or community service. In grade 10, students are required to select a combination of core subjects, specific subjects, and optional subjects proposed by the school. All these subjects fall under the category of compulsory flexible subjects chosen by schools.

In the compulsory flexible subjects chosen by schools, the reported data reflect the number of hours allocated by autonomous communities for these subjects, as well as hours designated for school projects or general subjects.

In primary education, a second foreign language subject is compulsory in some grades and some regions, while in others, it is at the discretion of individual schools. These hours are included in flexible subjects chosen by schools.

In secondary education (grades 7 to 9), schools must include 'classical culture'; a subject focused on developing digital competence; and a second foreign language. The corresponding instruction time is reported in the compulsory subjects chosen by schools category.

In grade 10, as defined by central education authorities, students must choose three subjects from the following list: biology and geology; digitalisation; economy and entrepreneurship; arts; physics and chemistry; personal and vocational training and guidance; Latin; music; a second foreign language; technology.

Additionally, students must select one or two optional subjects according to the framework established by the regional educational administrations. These are referred to as 'specific and optional subjects'.

Recent reform

The new Education Act (LOMLOE, 2020), which replaced the previous Education Act (LOMCE, 2013) was fully implemented in the 2023/2024 school year. It aimed at providing greater adaptability to meet the diverse educational contexts, and student needs across different regions and schools. To this end, autonomous communities and schools were granted a higher degree of autonomy in allocating time to different subjects. The act establishes that the central education administration determines a percentage of the minimum educational provision and curricula. This minimum provision corresponds to 50% to 60% of school timetables, depending on whether the region has a co-official language or not. The national law sets the minimum instruction time for core subjects, while the autonomous communities publish regional legislation to regulate the curriculum and instruction time. Schools are granted some flexibility within this framework.

France

Full-time compulsory education starts at the age of 3, with usually 3 years of pre-primary education (not reported here) and ends at the age of 16.

Natural sciences: In grades 1-3, it refers to the field of study called 'questioning the world' which covers notions of science, history, geography, technology and ICT. In grades 4-5, it includes technology.

Mathematics: In grades 4-5, it includes ICT (notions of programming).

Social sciences: In grades 4-5, it covers history and geography. In grade 10, it also includes social and economic studies.

ICT: In grades 1-3, it is integrated in natural sciences. In grades 4-5, it is integrated in mathematics and includes notions of programming. In grades 6-9, ICT is mainly integrated in technology and mathematics, but it is also a transversal subject. In grade 10, ICT includes technology.

The practical and vocational skills consist of career guidance. The specified time is only indicative: it depends on students' needs and the guidance arrangements in place at the school.

The other subjects category includes:

- In grade 6: the compulsory 'homework done' programme (supervised homework – see 'recent changes' below).
- In grade 7, up to 18 hours per year for student involvement and participation in citizenship, media and information education projects (see 'recent changes' below).

- In grade 6-9: 10 hours per year of 'form time' and 10 hours per year dedicated to bullying prevention.

Total compulsory curriculum: In grades 6-9, interdisciplinary projects (*enseignements pratiques interdisciplinaires*) are included in total compulsory instruction time as transversal subjects. In grades 8-9, tailored teaching and support to all students including children with special needs (*accompagnement personnalisé*) is included when needed, within the limit of two hours a week. In grades 8 or 9, one week is devoted to close observation of the professional environment during instruction time – no additional time. In grade 10, form time is included – no additional time – and methodological support/tailored teaching (*accompagnement personnalisé*) – time determined according to the students' need. In this grade, the total compulsory curriculum includes a 2-week work shadowing placement in the world of work (*séquence d'observation en milieu professionnel*). It can also include a minimum of 10 hours per year dedicated to bullying prevention.

Non-compulsory curriculum: It is possible to cumulate several optional courses within the limits of what the school can offer, within the limits imposed by the organisation of timetables and the use of the teaching hours each school is allocated.

Possible non-compulsory curriculum subjects that schools may offer are:

- In grade 6 (up to 216 hours/year): choral singing (up to 2 hours a week); a second foreign or a regional language (up to 2 hours a week); it cannot exceed 6 hours a week when it is combined with the first foreign language; an introductory course to a regional language ('regional languages and cultures': up to 2 hours a week).
- In grade 7 (up to 252 hours/year): choral singing (up to 2 hours a week); 'languages and cultures from Antiquity' (Latin and ancient Greek) (between 1 and 2 hours a week); a regional language ('regional languages and cultures', up to 2 hours a week); and/or a course on 'European languages and cultures', based on one of the two foreign languages studied (up to 2 hours a week).
- In grades 8-9 (up to 324 hours/year): choral singing (up to 2 hours a week); 'languages and cultures from Antiquity' (between 2 and 3 hours a week); a regional language (up to 2 hours a week); and/or a course on 'European languages and cultures', based on one of the two foreign languages studied (up to 2 hours a week).
- In grade 10, students can choose to take one or two additional subjects (*enseignements optionnels*): one from a list of general education subjects (3 hours a week), including a third foreign modern language (foreign or regional language 4); 'languages and cultures from Antiquity'; French sign language; arts education (visual arts, film/audio-visual media, dance, history of arts, music or drama), physical education and circus arts (6 hours a week). The second optional subject can be chosen from a list of technological education subjects (1.5 hours a week), including management; health and social studies; biotechnologies; sciences and laboratory; engineering sciences; technological creation and innovation; artistic workshop (72 hours/year) and creation and culture – design (6 hours a week). 'Languages and cultures from Antiquity' (i.e. Latin and/or ancient Greek) can also be chosen on top of the two optional subjects. Depending on the additional optional subjects chosen, instruction time could theoretically increase by up to 648 hours/year. In practice, 216 hours per year are unlikely to be exceeded.
- In grades 6-9, the 'homework done' programme is organised to allow willing students to do their homework under supervision.

Besides, non-compulsory curriculum in grades 6 to 9 can include up to a maximum of two hours a week of support devoted to the mastery of fundamental knowledge (basic skills) for students in difficulty.

Recent reforms

Two new initiatives were introduced in the curriculum in lower secondary education:

- In grade 6: the compulsory 'homework done' programme (supervised homework). An indicative time of 36 hours per year is indicated as the time allocated is decided by the school head (usually one hour per week).
- In grade 7, since the 2024/2025 school year, up to 18 hours per year for student involvement and participation in citizenship, media and information education projects. This measure will be extended to grade 8 as of 2025/2026, and grade 9 as of 2026/2027.

Croatia

The non-compulsory curriculum includes instruction time for religion, ethics and moral education (grades 1–8), a second foreign language (grades 4–8) and ICT (grades 1–4 and grades 7 and 8). It also includes 'form time' (*sat razrednika*). Each class teacher develops their own 'form time' programme and chooses appropriate teaching methods based on the ages and needs of the students. Form time can cover topics such as health education, children's rights and prejudices. In addition, students can participate in additional tuition (*dopunska nastava*), additional lessons for gifted students (*dodatna nastava*) and extracurricular activities (*izvannastavne aktivnosti*). Form time activities are delivered over 35 teaching sessions per year, with one teaching session of 45 minutes per week.

Citizenship education, 'personal and social development', health, sustainable development, learning to learn, entrepreneurship and the use of ICT are taught as cross-curricular topics.

Students in grades 1–4 (ISCED 1) take a maximum of 25 weekly lessons of 45 minutes; these include compulsory lessons, tutor time and non-compulsory education (optional subjects, additional tuition, additional lessons for gifted students, extracurricular activities). Students in grades 5–8 (ISCED 24) take a maximum of 30 weekly lessons of 45 minutes.

Italy

According to regulations, schools are required to provide instruction for at least 5 days a week and for at least 200 days per year. The annual instruction time is calculated based on an average of 33 weeks. Schools have autonomy in the distribution of the timetable over the week. In upper secondary education, lessons are more often distributed over 6 days.

In primary education (grades 1–5), the reported instruction time corresponds to 99.36% of students. The total minimum yearly instruction hours (891 hours) may be organised in three different weekly timetables: 27 hours (28.99% of students), 28–30 hours (27.67%) and 40 hours (42.70%). A small proportion of students (0.64%) have a weekly timetable of 24 hours, with a different total amount of time and distribution by subject. The recent introduction of two additional weekly hours of motor education increases the timetables of all the possible weekly organisations for grade 4 – since 2023/2024 – and grade 5 – since 2022/2023 –, except in the 40-hour organisation.

In lower secondary education (grades 6–8), the reported instruction time corresponds to a weekly timetable of 30 hours; this applies to almost 84.22% of students at this level. This timetable also applies to students following the music pathway (8.76%), with 99 additional hours per year for the teaching of the musical instrument and music theory. Some students have a different programme with a higher number of hours per week (7.02%). Social sciences are integrated into reading, writing and literature; and natural sciences are integrated into mathematics. Upon families' request and according to school autonomy, schools can use the instruction time planned for the second foreign language (language 3) to provide additional instruction time for English (language 2) or for the teaching of Italian to foreign students.

In upper secondary education (grades 9-10), there are six types of *liceo*, which are devoted either to scientific studies (44.79% of students; with three sub-sections: *liceo scientifico*; *liceo scientifico – option ‘applied sciences’*; and *liceo scientifico – sports section*), human sciences (19.44%), foreign languages (14.27%), classical studies (10.58%), arts studies (arts; music and dance: 10.88%), and a new branch created in 2024/2025 for ‘made in Italy’ (0.03%). The information reported for grades 9 and 10 corresponds to the *liceo scientifico* (in which the highest percentage of students is enrolled, i.e. 24.87%).

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

In both primary and secondary education, civic education is a transversal subject: the instruction hours are distributed across the total compulsory curriculum and are therefore not accounted as part of the social sciences category. Although this subject is transversal, the allocated instruction hours (33 hours per year) must be respected, and it is assessed as a separate subject.

The other subjects category includes Latin language and literature, and – for *liceo classico* only –, ancient Greek language and literature.

Cyprus

Full-time compulsory education starts at the age of 4 years and 6 months. Primary education starts at the age of 6 years. The years in kindergarten are not covered by this data collection. In lower secondary education, 98.3% of students are in general education. The remaining 1.2% are in special education schools.

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

In grades 1-4, ‘design and technology’ is included in natural sciences. First aid is included in physical education.

The other subjects category includes life education in grades 1-4; environmental education – education for sustainable development in grades 5-6; classical studies and ancient Greek in grades 7-9.

Latvia

Full-time compulsory education is compulsory as of the age of 5. The two first years of compulsory education at ISCED level 02 are not considered here.

The Education Law provides for a transition period to render the state language – Latvian – the language of instruction in all schools as of 2025/2026 school year. In 2024/2025, ethnic minority students may still have instruction in a different language in grades 3, 6, and 9 (Lithuanian, Estonian, Polish, Ukrainian, Hebrew and Russian). These students will however still be able to study subjects of their own language and culture on an optional basis.

Vertical flexibility was gradually introduced between 2020/2021 and 2022/2023.

The other subjects category includes form time, which is devoted to discussing values, communication culture, civic education, road safety, healthy lifestyles, personal development, leadership, critical thinking, creative thinking, financial literacy, entrepreneurship skills and career guidance.

In addition, schools must offer optional lessons for groups of students on a voluntary basis (e.g. choir, dance, drama, religion, sports, ethnic minority or foreign languages), individual lessons and prolonged-day groups. However, no data is available for the non-compulsory curriculum category.

A school may reduce or increase the number of lessons in a subject according to the priorities defined in the development plan by not exceeding 10% of the total number of lessons within three years in the subject in which the number of lessons is changed, except for the State grammar school (*valsts ģimnāzija*), which according to the priorities defined in the development plan may reduce or increase the number of lessons in the subject in grades 7-9 by not exceeding 25% of the total number of lessons within three years in the

subject in which the number of lessons is changed. A school may determine the subjects which are fully or partly implemented in a school year in any of the official languages of the European Union in conformity with the conditions of the State education standard.

Lithuania

The reported curriculum refers to schools where the instruction language is Lithuanian; these schools enrol over 90% of all students. The remaining students attend schools where instruction is provided in the language of one of the national minorities (Russian, Polish, Belarusian, Ukrainian).

The compulsory full-time education starts at the age of 6. A child usually has one-year of compulsory education in pre-primary education (out of the scope of the data collection) and starts primary education at the age of 6 (90.5%) or start attending the first grade at school when he reaches the age of 6 (8.2%), according to parents' wish. The data collection reflects the situation of a child starting basic education at the age of 6.

In grades 7 and 8, schools can choose to teach natural sciences in an integrated way or separately: physics and biology in grade 7 (55.5 hours for biology, and 27.75 hours for physics); biology, physics, and chemistry in grade 8 (27.75 hours for biology, 55.5 hours for physics, and 55.5 hours for chemistry). In grades 5-10, at least 30% of the time should be spent on experimental and practical activities.

The content of social sciences varies depending on the grades. In grades 5, it includes history; in grades 6-10, history and geography; in grades 9 and 10, history, citizenship, geography, economics and business. In grades 5-10, 7.5 hours per year are devoted to civic education. History must be taught for a minimum of 55.5 hours in each grade.

The other subjects category covers 'life skills' (self-knowledge and personal development goals; relationships and collaboration; responsible decisions and behaviour; safe and healthy person and community).

Students can choose additional lessons from the non-compulsory curriculum, which varies across schools. These lessons can be used to provide teaching support for low achievers and personalised teaching and learning for talented students.

The school can decide to implement part of the educational process remotely: up to 10% of the time allocated to the educational process during the school year in grades 5-8; up to 30% in grades 9-10. The duration of continuous synchronous learning is 90 minutes.

Recent reform

Since 2022/2023, the total number of instruction hours at ISCED level 1 slightly decreased, but time devoted to mathematics increased. At ISCED level 24, the number of lessons related to 'life skills' increased.

Luxembourg

Full time compulsory education starts at the age of 4. The first two years in pre-primary education (*éducation préscolaire*) are not considered in this data collection.

In Luxembourg, there are three official national languages: German, Luxembourgish and French:

- In grades 1–6, German and Luxembourgish are both languages of instruction. Both are included in reading, writing and literature (L1). French is language 2.
- In grades 7–9, German is the language of instruction (L1), French is language 2 and English is language 3.
- In grade 10 of the classical secondary education track, French is the medium of instruction, German is language 2 and English remains language 3.

A relatively important part of students is in public European or International schools (6.6% in primary education; 16.8% in lower secondary education). Students may choose between two programmes: the European curriculum – offered in French, German, or English sections (language 1), with Portuguese, Italian, or Spanish as Students Without a Language Section (SWALS) as first foreign language (language 2) – or the Cambridge International Curriculum in English. Both programmes are available from primary to secondary education. There is also the possibility to enrol in the International Baccalaureate Diploma Programme in English or French in secondary education.

In secondary level, 3 different pathways co-exist in general education:

- classical secondary education, lasting 7 years and preparing mostly for university studies.
- integrated technical secondary education (orientation pathway) consisting of 3 years of general education.
- technical secondary education (preparation pathway): consisting of 3 years of general education.

The vocational years in general secondary education are out of the scope of this data collection.

In lower secondary education, 30.6% of the students are in classical secondary education, 40.3% in general secondary education – orientation pathway and 12.3% in the preparation pathway.

In classical secondary education, the compulsory options chosen by the students consist of English, Latin and Mandarin.

Recent reform

A new course called ‘digital sciences’ (ICT) was introduced in lower secondary education: in grades 7-8 in 2023/2024 and in grade 9 in 2024/2025.

Hungary

Full-time compulsory education starts at the age of 3 with three years in pre-primary education (ISCED 02), which are not considered here. It ends at the age of 16; grades 11 and 12 of ISCED level 34 are therefore excluded.

For secondary education, data refer to the upper grades of basic schools (*általános iskola*, ISCED 24) and to upper secondary schools (*gimnázium*, ISCED 34). Data for the 6- and 8-year programmes for integrated lower and upper secondary education organised in *gimnázium* and bilingual programmes are excluded.

In Hungary, there is a three-level structure of curricular regulation:

- Level 1: The National Core Curriculum (NCC) defines the weekly compulsory minimum and maximum number of lessons by grade. It also specifies the basic time allocated to a subject area by 2-year cycles. The NCC provides recommendations for the distribution of time by subject area and by grade.
- Level 2: The National Framework Curricula (NFC) embody the principles, objectives, development tasks, and cultural content defined in the NCC. They determine the compulsory subjects and the minimum time allocation by grade, by week and by subject. The data collection is based on the NFC, which is compulsory for all grades.
- Level 3: At institutional level, schools develop their own curriculum based on existing top-level regulations.

The new NCC and the related NFC were gradually implemented since 2020/2021 and applied to all grades since the 2024/2025 school year. The reform aimed at developing key competencies aligned with EU recommendations, such as learning, communication, digital, and entrepreneurial skills, while emphasizing ‘development fields’ such as ethics, national identity, and sustainability. It sought to improve learning effectiveness, reduce student workload, and ensure that the curriculum reflects current pedagogical research and societal values.

The other subjects category consists of form time.

The compulsory flexible subjects chosen by schools can be used to increase the time allocated to the prescribed subjects or for new subjects (within the NFC adopted by the minister responsible for education) of their own choice. In addition, schools must include the 'homeland and people' subject between grade 5 and grade 8 (one lesson per week). It is recommended to allocate subjects such as national and folk studies in grade 6 and drama and theatre in grade 7, one hour a week respectively.

Malta

The data collection covers both public and government-dependent private institutions. However, these country-specific notes apply to state schools, which cater for 59.4% of the student population, and might not reflect the situation in government-dependent church schools, which cater for 26.9% of the student population. The remaining 13.7% of total enrolments attend independent schools.

In state schools, the five-year secondary cycle is made up of two distinct phases: during the first two years, students attend a *middle school* (classified as ISCED 24), while during the last three years, they attend a *secondary school* (first year classified as ISCED 24, and the last two years, as ISCED 34). The secondary cycle of government-dependent church schools is made up of one single five-year phase.

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

The compulsory flexible subjects chosen by schools in primary education corresponds to time that can be allocated for different subjects chosen by the school as deemed necessary.

In *middle schools* (grades 7-8), the compulsory flexible subjects chosen by schools category mainly consists in a foreign language. Students must choose one of the following languages: Arabic, French, German, Italian, and Spanish, and – in some schools – Russian or Chinese. On top of this, some middle schools also offer rotational teaching of subjects such as arts, design and technology, home economics, and music.

In *secondary schools* (grades 9-11), the compulsory flexible subjects chosen by schools category consists of different options out of which students must choose two subjects: Arabic; French; German; Italian; Spanish; accounting; art; biology; business studies; chemistry; computing; design and technology; European studies; geography; graphical communication; history; home economics; music; physical education; King's Trust International (KTI) Achieve; social studies; sports career development program; agribusiness; engineering technology; fashion and textiles; hairdressing and beauty; health and social care; hospitality; information technology; media literacy and retail.

Methodology

Between September and May, the weekly instruction time correspond to 5.25 hours per day in primary education (26.25 weekly hours) and 5.5 hours per day in secondary education (27.5 weekly hours). In June, schools open for half-days, and the total instruction time for each grade in compulsory education is 3.5 hours per day (17.5 weekly hours). The total number of hours by grade is calculated according to the yearly school calendar, withdrawing from each grade the days dedicated to assessment or examination, as well as teacher professional development days.

Netherlands

Basic education starts at the age of 4 years and consists of 2 years in pre-primary education (ISCED 02) and 6 years in primary education (ISCED 1). Full time compulsory education starts at the age of 5 years and include one year of compulsory pre-primary education, which is not considered here. Students who have not obtained a qualification at MBO-2 or HAVO/VWO level, are legally obliged to stay in school until they are 18 years old.

Concerning general education, three different pathways co-exist, with different durations:

- VMBO (pre-vocational secondary education) ends after 4 years in secondary education. There are 4 different learning pathways in VMBO: basic vocational programme (VMBO-B); middle-management vocational programme (VMBO-K); combined programme (VMBO-G); and theoretical programme (VMBO-T).
- HAVO (senior general secondary education) prepares student for higher professional education and ends after 5 years in secondary education (3 at ISCED 24; 2 at ISCED 34).
- VWO (pre-university education) prepares students for higher professional education and ends after 6 years in secondary education (3 at ISCED 24; 3 at ISCED 34).

After grade 10 of VMBO or grade 11 of HAVO, students normally continue their education in a university of applied sciences or a vocational school. As vocational education is outside the scope of this report, data for these grades are not provided.

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

Methodology

National regulations indicate a total compulsory instruction time of 7 520 hours for both pre-primary and primary education (8 years). It is left to the discretion of schools as to how these hours are distributed between the grades. For this data collection, the instruction time for grades 1–6 of primary education was calculated as follows: $7\,520/8 \times 6 = 5\,640$.

Grades 3–8 have a 5-day school week. Primary schools are allowed to schedule a 4-day school week a maximum of 7 times per year. This is in addition to the weeks that are already 4-day because the school is closed due to a public holiday. This leads to an average of approximately of 195 school days per year.

National regulations also provide for some vertical flexibility between ISCED 24 and 34: between grades 7 and 11 in VWO, and between grades 7 and 10 in HAVO. The instruction time for these cycles was artificially prorated by the number of years concerned per ISCED level.

For lower secondary education, weighted averages of the instruction time in the three different tracks are reported (VMBO, HAVO and VWO). As the number of grades in lower secondary education is 3 or 4 years depending on the track, the fourth year of VMBO was excluded from the calculation.

For upper secondary education, weighted averages of HAVO (2 years) and VWO (3 years) are reported. Instruction time in grade 12 only refers to instruction time for VWO.

Austria

Compulsory education – usually in a kindergarten – starts when a child reaches the age of 5 years by 31 August of a given year. This one-year period is not considered here. Compulsory schooling in primary education starts for all children on 1 September following their sixth birthday and lasts for nine years.

General lower secondary education is organised in two pathways:

- *Compulsory secondary schools* (MS – *Mittelschulen*; 64.87% of students at ISCED 24) leading to vocational or to a one-year pre-vocational programme at ISCED 34 (PS – *Polytechnische Schule*).
- *Academic secondary schools* (AHS – *Allgemeinbildenden höheren Schulen*; 35.14% of students at ISCED 24). This type of school covers both lower and upper secondary education (4 in lower secondary education and 4 in upper secondary education). The curriculum is the same until grade 6. As of grade 7, students can choose between 3 different branches:
 - the scientific section (*Realgymnasium*; 15.82% of students at ISCED 24)
 - the grammar school (*Gymnasium*; 12.63% of students at ISCED 24)
 - the economics section (*Wirtschaftskundliches Realgymnasium*; 6.69% of students at ISCED 24).

This report shows data for the scientific section.

In grade 9, students can choose from different programmes. As these programmes could not all be presented, no data for that particular year are included. The last three years are not part of full-time compulsory education and therefore not considered here.

Compulsory secondary schools and academic secondary schools can opt to follow a discretionary school timetable, which provides more autonomy to decide which subjects to offer.

In primary school, social sciences and technology are part of an integrated subject called '*Sachunterricht*', which covers introduction to natural sciences.

ICT is integrated into all subjects at all grades in all pathways.

The other subject categories consist of modern foreign language teaching in grades 1-2 (32 periods of 50 minutes) and remedial education in grades 1-4.

Poland

The new organisation of general full-time compulsory education was fully implemented in 2020/2021. Instead of the former model with six years of primary education and three years of lower secondary education, the new school system is organised in one single structure and last eight years. Instruction time is now defined by grade and there is no more flexibility across grades. There is also one year of compulsory pre-primary education, which is not considered here.

In grades 1-3 of primary education (first stage of education – *early school education*), the distribution of hours in each grade into individual compulsory educational activities (Polish studies, mathematics education, social education, natural science education, arts education, technical education, computer science education, music education and language education – a modern foreign language) is made by the teacher conducting these activities. Arts education, ICT, music, physical education and modern foreign languages can also be taught by teachers with relevant qualifications, rather than by the teacher responsible for *early school education*. In such exceptional cases, the weekly number of hours per grade is one hour for arts education, ICT and music; two hours for modern foreign languages; and three hours for physical education.

The other subjects category includes form time in grades 4-8 and 'education for safety' in grade 8. Practical and vocational skills include vocational guidance in grades 7 and 8. The non-compulsory curriculum includes 'education for family life' in grades 4-8 and religion and/or ethics in grades 1-8.

School governing bodies, at the request of school heads, may additionally grant up to three hours a week to each class in a given school year to enable a periodic or annual increase in the number of hours of instruction for selected compulsory subjects. This regulation allows school heads to influence the actual number of compulsory teaching hours. These hours are not considered in this data collection.

Portugal

Maximum and minimum instruction times are set for each subject. Each school chooses the time to allocate by subject within the established limits: the minimum amount of time per subject and the total amount of time per year.

Schools can manage up to 25% of the school programme timetable by school year, provided they comply with the syllabuses, the core curriculum competences, the curriculum learning outcomes and the curriculum guidelines, in each grade and for each subject.

Schools can even manage more than 25% of the school programme timetable by school year, provided they submit an innovation plan, approved by the Ministry of Education.

With the new curriculum, fully implemented since 2021/2022, schools have greater autonomy to establish the area of 'citizenship and development' (*cidadania e desenvolvimento*), according to the national strategy for citizenship education; decide on necessary support for studying and artistic education (grades 5-6, ISCED 1); create areas of curricular autonomy by combining subjects; integrate school projects into the curriculum; alternate periods of disciplinary functioning with periods of multidisciplinary functioning, through collaborative work; develop practical or experimental work by splitting classes or organising them in alternative ways; organise how subjects are run (by term or in some other way); and enable upper secondary school students to choose some subjects in order to create their own educational pathway. Thus, schools can adapt programmes to specific contexts and the needs of their students, to promote quality learning for all.

In upper secondary education, compulsory options chosen by students vary according to their selected educational pathway, although students can customise their own educational pathway by selecting any optional subject. As the choice of options is individual, data show the lowest of all the minimum instruction times. The available options are mathematics, natural sciences, foreign languages (languages 2, 3, and 4), arts education, and only for grade 12: social sciences, technology and ICT.

Other subjects correspond to monitored studies (*apoio ao estudo*) in primary education and school offer (*oferta de escola*) at upper secondary level.

The non-compulsory curriculum corresponds to 'enrichment activities' (*atividades de desenvolvimento curricular*), which all schools can develop according to their scope and educational plans. The amount of time dedicated to these activities is especially important in the first cycle of primary education (grades 1-4). In some cases, schools may allocate one hour to moral and religious education.

Romania

In 2024/2025, the last two years in ECEC – not considered in this data collection – became compulsory.

Primary education starts at the age of 6 years and, for students in general education, it is compulsory until the age of 19. At upper secondary level, students may choose between a scientific curriculum, as described in this report (58% of students) or a curriculum, related to humanities (42% of the students).

For the 'humanities' curriculum, language 4 consists of Latin in grades 10-11.

The other subjects category includes music and movement (in grades 1-5); personal development (in grades 1-3); counselling and guidance (in grades 6-9); elements of the Latin language and Romanic culture (in grade 8); and entrepreneurship education (in grade 11).

Recent reforms

Since 2024/2025, one additional period a week (50 min per week) is allocated to social sciences in grade 12 for the new subject 'history of the Jewish people: the holocaust'.

After the full implementation as of 2020/2021 of a new curriculum in primary and lower secondary education, the new framework plan for upper secondary was adopted on 20 June 2025 and will progressively

be implemented in upper secondary education between 2026/2027 and 2029/2030. It aims to contribute to greater flexibility of the school path in upper secondary education, by increasing the share of subjects chosen by students and providing greater flexibility to schools to decide on subjects and options. The new curriculum has three main components: a common core curriculum, subjects specific to the school and subjects chosen by the student.

Slovenia

Compulsory education is provided in a single structure that covers nine years. The reported curriculum is followed by 94.9% of students. In areas where Italian and Hungarian ethnic minorities live, schools implement adapted curricula, which include two more lessons per week and a slightly different allocation of the instruction time between subjects, as students must learn two languages – Slovenian and Italian or Hungarian. The adapted curriculum is followed by 3.9% of students in public schools. The remaining 1.2% of students follow an adapted curriculum in government-dependent private schools, which is out of the scope of this data collection.

In grades 1–8, the school year consists of 38 weeks (190 school days) organised in 35 weeks of teaching days and 3 weeks of ‘activity days’ (*dnevi dejavnosti*). In grade 9, the school year consists of 35 weeks (175 school days) organised in 32 weeks of teaching days and 3 weeks of ‘activity days’. ‘Activity days’ are carried out according to the school’s annual work plan (school curriculum). They aim to allow students to consolidate and connect knowledge gained in teaching lessons through practical learning in the context of cooperation and responding to current events in both the immediate and broader societal environments.

In grades 1–3, ‘learning about the environment’ (3 lessons a week) encompasses natural sciences (1.25 lessons a week), social sciences (1.25 lessons a week) and technology (0.5 lessons a week). In the 2024/2025 school year, the first foreign language (language 2) has been implemented as compulsory for all schools in grade 1. In grades 4 and 5, three lessons a week are devoted to natural sciences, of which two lessons are devoted to natural sciences and one lesson a week to technology.

In grades 7 and 8, ‘patriotic and citizenship culture and ethics’ (one lesson per week) is reported under social sciences. The annual compulsory additional 15 days of activities in the arts, natural sciences, physical education and technology have been included in the respective categories.

In grades 1–9, religion, ethics and moral education are integrated into social sciences. In grades 7–9, this can also be a compulsory option. ICT is integrated into all subjects in grades 1–9. In grades 6–8, it is integrated into technology and, in grades 7–9, it can also be a compulsory option.

The other subjects category includes form time.

The compulsory options in grades 7–9 include subjects in the fields of social studies and humanities and natural sciences and technology, such as ICT, technology, language 3, language 4, religion, ethics and moral education, social studies, physical education, practical skills, arts education and natural sciences. Schools have to offer at least three subjects from each field, including a mandatory foreign language, rhetoric, and religion and ethics in the field of social sciences and humanities. Students can be exempted from taking compulsory options if they attend a music school within an accredited programme.

Schools must provide the following non-compulsory subjects:

- In grades 4–6: a second foreign language (17.3% of students), arts (8.3% of students), ICT (17.6% of students), physical education (27.3% of students) and technology (9.2% of students)
- In grades 7–9: a foreign language (3.2% of students) and an additional lesson of compulsory options.
- In grades 1–9: the non-compulsory curriculum also includes student interest activities, supplementary lessons and remedial education.

- In grades 1-5: 86.0% of students are enrolled in after-school activities, which are implemented according to official guidelines and are taught by qualified teachers.
- In grade 1: 77.5% of students also attend morning care.

Recent reform

The Act amending the Basic school act (*Zakon o spremembah in dopolnitvah Zakona o osnovni šoli*), introduced the revision of the basic school extended programme concept. According to the Basic school act (*Zakon o osnovni šoli*), the non-compulsory curriculum consisted of after-school classes, remedial and supplementary lessons, individual and group learning support and non-compulsory elective subjects. Since 2024/2025, the new non-compulsory curriculum is gradually implemented superseding former activities. Its content is organised in three areas: 1) movement and health for good physical and mental well-being, 2) culture and civic education and 3) learning to learn. The areas are divided into content sets, which define the recommended content. Schools must provide the following non-compulsory activities: support and assistance in learning (grades 1-9); content activities in the fields of ICT, technology, arts and a second foreign language (grades 4-6); a second foreign language (grades 7-9); and activities before the compulsory curriculum (grade 1).

The reform will be gradually implemented until 2028/2029, with up to 80 schools per year integrating the change. Schools that are not including the reform will be offering the old non-compulsory curriculum until 2027/2028. In 2024/2025, approximately 1/3 of schools offer non-curriculum activities organised according to the new act. Data for the reference year was provided according to the regulation before the reform.

Slovakia

Full-time compulsory education starts at the age of 5 year old and ends at the age 16. The first year in pre-primary education (ISCED 02) is not considered here.

Data do not cover:

- basic education programmes (ISCED 1-24) provided in schools piloting the new curriculum (6.8% at ISCED 1; see recent reform below);
- educational programmes in minority languages of instruction (Hungarian, Ukrainian, German, Russian, Ruthenian, and Bulgarian), representing 6% of students at ISCED 1, 6.1% at ISCED 24, and 5.6% at ISCED 34;
- the alternative general education pathway organised as an 8-year *gymnasium*, starting at the age of 11, instead of 10 (3.9% of students at ISCED 24 and 16.7% at ISCED 34). This provision is organised in two 4-year cycles, each corresponding to a specific ISCED level (ISCED 24 and ISCED 34; at ISCED 34, only the first year is compulsory). At ISCED 24, the main differences with the described pathway are: vertical flexibility, a compulsory third language, no compulsory time for practical and vocational skills, and different instruction time allocated to compulsory flexible subjects chosen by schools.

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

The other subjects category refers, among others, to traffic education, personal and social development, education for marriage and parenthood, environmental education, media education, multicultural education, life and health protection, economy, astronomy, etc.

Methodology

The state education programmes set the minimum instruction time for basic education (ISCED 1-24) per grade. At ISCED level 34, the minimum instruction time is prescribed for the four years of upper secondary education (vertical flexibility). Given that only the first year (grade 10) is compulsory, a quarter of the time devoted to the whole ISCED 34 has been included in each subject category.

Recent reform

In 2023, the Ministry of Education approved a new curriculum for primary and lower secondary education. Schools will gradually implement this reform as of 2026/2027, starting with grade 1. Pilot implementation has already begun in selected schools. The changes are part of the curriculum reform which focuses on meeting the 21st century educational needs – critical thinking, digital, and soft skills. The curriculum introduces specific education targets, school leaver profiles, or framework educational plans. The performance and content standards define what students should know at the end of each education cycle, that is at grades 3, 5, and 9 of basic education.

Finland

Compulsory full-time education starts at the age of 6 years with one year in pre-primary education, which is not in the scope of this data collection. At upper secondary education, 52% of students are in general education. For the others: 41% are in vocational upper secondary education and training; 6% are in educational programmes that do not lead to a qualification; and 1% did not immediately continue the trainings listed before.

Primary and lower secondary education

In primary and lower secondary education, schools and education providers can start teaching any flexible compulsory subject using vertical flexibility from grade 1. They are obliged to introduce the following subjects by the grades specified: the first foreign language by the spring term of grade 1; the second foreign language by grade 6; social sciences by grade 4; and home economics, guidance and counselling (practical and vocational skills) by grade 7.

The compulsory subject area 'artistic and practical elective subjects' with a flexible timetable include music, visual arts, crafts, physical education and home economics.

The compulsory subjects chosen by schools can include any subject.

In these education levels, the non-compulsory curriculum refers to an optional foreign language.

General upper secondary education

General upper secondary education is based on study units (defined as a given number of credits) with no year-specific classes. The studies can be completed within two and four years, but most students graduate in three years. Therefore, the theoretical instruction time during compulsory general upper secondary education is 3 years.

The scope of a study unit is defined as credits. A student should complete at least 150 credits. One credit is equivalent to an average of 14.25 hours of teaching time. General upper secondary students plan their own individual learning path according to this structure. It is possible for students to study more than the compulsory 150 credits over a maximum of four years.

There are compulsory and optional studies:

- compulsory studies consist of 94 or 102 credits depending on student's choice: the basic mathematics syllabus or the advanced mathematics syllabus.
- optional studies are divided into national elective and school-specific elective studies.

The other subjects category at upper secondary education corresponds to psychology.

The compulsory flexible subjects chosen by schools category can include any subject.

Geography is included in instruction time for natural sciences at all education levels.

For the compulsory flexible subjects chosen by schools and non-compulsory curriculum categories, the allocation of yearly hours per ISCED level has been calculated based on the prorate of the number of years concerned in each of these levels.

Recent reform

Since 2024/2025, the total number of hours for a second foreign language at lower secondary level has been increased by 28 hours.

Sweden

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

Primary education starts at the age of 7 years. Compulsory education starts at the age of 6, with one year in pre-schools (minimum of 525 instruction hours). Pre-schools are not considered in this data collection.

The minimum instruction time is organised based on three stages: grades 1-3 (*lower stage*; ISCED 1); grades 4-6 (*middle stage*; ISCED 1); and grades 7-9 (*higher stage*; ISCED 24). It is up to each school to distribute the instruction time of each subject within these three stages.

The schools have a total of 600 instruction hours to allocate to one or more subjects of their choice over the grades at ISCED 1 and ISCED 24. As a result, each school has the option to reduce the instruction time for each subject by up to 20%. This possible reduction does not apply to core subjects such as reading, writing and literature (Swedish, or Swedish as a second language), English, other languages and mathematics.

The practical and vocational skill category consists of 130 hours of 'home and consumer knowledge' and 330 hours of education in crafts. At ISCED 1, this time consists of 50 hours of education in crafts to be distributed across grades 1-3; 140 hours across grades 4-6; and 40 hours of 'home and consumer knowledge' across grades 1-6. Time for 'home and consumer knowledge' has been artificially equally distributed between grade 1-3 and grades 4-6.

Natural sciences consist of biology, physics, and chemistry with a minimum of 60 hours each in *middle stage* and 80 hours each in *higher stage*.

Social sciences consist of geography (*middle stage*: 75 hours, *higher stage*: 80 hours), history (*middle stage*: 90 hours, *higher stage*: 100 hours), religion (*middle stage*: 75 hours, *higher stage*: 80 hours), and civics (*middle stage*: 75 hours, *higher stage*: 90 hours). Hours within brackets indicate the minimum number of instruction hours.

The compulsory options chosen by the students' category includes a second foreign language – usually German, French or Spanish – or sign language, a home language, advanced Swedish or English. The municipalities decide how to organise home language instruction for students speaking another language than Swedish at home (or students considered as belonging to one of the five Swedish national minorities (Jews, Roma, Sami, Swedish Finns and Tornedalians).

Recent reform

The distribution of instruction time has changed between 2022/2023 and 2024/2025, although the total number of instruction hours remains the same. The compulsory options chosen by the students was suppressed (-177 hours), except for the hours dedicated to a second foreign language or some alternative (see above). Instead, the total number of hours of instruction time increased for some other subjects: social sciences (+95 hours), natural sciences (+50 hours), arts education (+20 hours), and practical and vocational skills (+12 hours).

Albania

The compulsory subjects chosen by schools include in grades 1-5 modules on the environment and other activities at elementary level, and grades 6-9 usually a second foreign language (e.g. German, French or Italian).

Teachers' development days are at the discretion of the school and therefore cannot be excluded.

Bosnia and Herzegovina

The compulsory subjects chosen by schools include in grades 1-5 modules on the environment and other activities at elementary level, and grades 6-9 usually a second foreign language (e.g. German, French or Italian).

Teachers' development days are at the discretion of the school and therefore cannot be excluded.

Switzerland

Except for a minimum number of lessons for physical education, no standard curriculum and no standard instruction time are defined at national level. Curricula and the intended instruction time are determined by the 26 cantons at regional level. The definition and the number of both compulsory and non-compulsory subjects, as well as the total instruction time and its distribution between subjects, vary considerably across cantons. Therefore, only data on the total instruction time per grade and ISCED level can be presented. The total compulsory instruction time for the six years at primary level varies between a minimum of 4 509 hours and a maximum of 5 189 hours across cantons. The total compulsory instruction time for the three years in lower secondary education varies between a minimum of 2 602 hours and a maximum of 3 062 hours. The scope includes only public institutions. The figures present weighted averages of the cantonal requirements for each grade and the total instruction time as provided in 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 2022/2023. For Ticino, with five years of primary education and four years of lower secondary education in 2024/2025, calculations are based on six years of primary and three years of lower secondary education for reasons of comparability. The instruction time provided for lower secondary education is the mean of the different pathways (basic and advanced requirements; not including baccalaureate schools in grade 9).

Compulsory education includes two years of pre-primary education (ISCED 02) – not reported here – and lasts 11 years in total.

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

Iceland

Compulsory full-time education starts at the age of 6 years, with 7 years in basic education, organised in three stages: grades 1-4 and 5-7 (ISCED 1), grades 8-10 (ISCED 24).

Practical and vocational skills is integrated into arts education, and religion, ethics and moral education are integrated into social sciences. The reference timetable also allows some flexibility in each of the three compulsory stages within core subjects: Icelandic (Icelandic as a second/or sign language), mathematics, English, Danish/other Nordic languages, arts and crafts, natural sciences, physical education, social sciences, equal rights affairs, religious studies, life skills and information and communication technology. It is up to each school to determine if a specific subject is taught as a separate or integrated subject.

According to the national curriculum for compulsory schools, two foreign languages are compulsory, English and Danish. English is defined as the first foreign language (language 2) and Danish – in some cases Norwegian or Swedish – as the second foreign language (language 3). Schools are free to decide how much time should be assigned to the first and second foreign languages, within the limits of the intended curriculum for foreign languages. Additional foreign language instruction is included in the ‘compulsory options chosen by students’ category.

The national curriculum guidelines allocate time for compulsory options. All schools use this time for extra teaching time both for compulsory subjects and for subjects that students may choose. Schools may offer elective subjects that are the same as the core subjects, e.g. languages and mathematics. The guidelines instruct schools to keep a balance between academic and more vocational subjects. It is recommended that schools offer subjects in the arts and practical/vocational subjects, especially in grades 8-10.

Liechtenstein

General compulsory education starts at the age of 6 and last 9 years. After 5 years in primary education, lower secondary education is organised in three different pathways:

- *Gymnasium* (first stage): this type of provision organised in 2 stages – ISCED 24 + ISCED 34 – prepare for studies at a higher education institution (23.6% of students at ISCED 24).
- *Oberschule* aiming at preparing students for the working life (28% of students at ISCED 24).
- *Realschule* aiming at preparing students for more demanding educational options at vocational or for general upper secondary level (48.4% of students at ISCED 24).

In grade 1, English is taught as an integrated subject. It is up to teachers to decide how this is done.

Technology is integrated into natural sciences in lower secondary education. ICT is taught as a transversal subject.

The other subjects category includes – in all three pathways – life sciences and ‘class hour’ (with topics such as personal development, sex education, career guidance and form time). In *Oberschulen* and *Realschulen*, this category also includes home economics.

Compulsory options chosen by students depend on the track they choose in grade 9 of *Gymnasium*. They may include Latin; Spanish; Italian and Latin; art, music and pedagogy; economics and law; mathematics; and natural sciences. In *Realschulen* and *Oberschulen*, they include technical drawing, crafts and design, arts, music, physical education, a second foreign language (language 3: French).

In *Oberschulen* and *Realschulen* (grades 6-9), the non-compulsory curriculum consists of lessons for remedial teaching (including additional lessons in German for migrants) and specific support lessons for high achievers to prepare them for moving to a different type of school. In grade 9, they are especially used to prepare students (individually) for further general or vocational education. In *Gymnasien*, the non-compulsory curriculum consists of subjects aiming to develop interdisciplinary activities and students’ individual interests.

Montenegro

Almost all students (99%) are in the described programme. A couple of schools have a programme for the Albanian minority (with 1% of students). In these schools, students have more instruction hours: in addition to study their mother tongue (5 lessons a week in grades 1-5 and 4 lessons a week in grades 6-9), they have two additional lessons of Montenegrin language a week in grades 1-9.

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

Religion, ethics and moral education are integrated into social sciences throughout compulsory education.

ICT is a separate subject in grades 5-8. In the other grades, it is taught as a transversal subject.

Technology is integrated into natural sciences in grades 1-4 and into ICT in grades 5-8. In grade 9, it is a transversal subject.

In grades 4-9, the other subjects category corresponds to one period per week of the recommended instruction time that must be devoted to form time.

In grades 7-9, students must choose one compulsory subject (one period per week). Schools must offer a minimum of five subjects from a list of 20 approved by the National Council for Education.

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

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

Norway

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

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

At primary and lower secondary levels, schools may reallocate up to 5% of the total ordinary instruction time for each subject to other curriculum subjects. For instance, each school may allocate 5% of the intended instruction time in mathematics for grades 1-4 (0.05×560 hours = 28 hours) to other subject(s). Subject time can be reallocated only within the same stage, i.e. grades 1-4, 5-7 and 8-10.

Regarding compulsory options chosen by students, in grades 8-10 of lower secondary education (ISCED 24), students can choose between 16 subjects for a total of 171 hours. Students in lower secondary education (ISCED 24) with sufficient knowledge may choose subjects from the upper secondary (ISCED 34) curriculum as part of their compulsory options. Every school must offer at least two different subjects as compulsory options. In addition, students can choose between a second foreign language (language 3) and in-depth studies for a total number of 222 hours. The in-depth studies give students the opportunity to develop their competences in English, reading, writing and literature, Sami, mathematics or work-related training. Schools can decide which subjects to offer as in-depth studies and how to organise them, but they must offer at least one in addition to language 3. In 2023/2024, 67% of students chose language 3 while 13% chose in depth-studies in other languages and 19% chose in-depth studies in mathematics or work-related training.

Serbia

Compulsory education starts at the age of 5.5 years old with a first year in ECEC, which is not reported here.

Municipalities with an official minority language (Bosnian, Bulgarian, Czech, Montenegrin, Croatian, Hungarian, Macedonian, Romany, Romanian, Rusyn, Slovak, Albanian) can organise classes in this language. Schools in which Serbian is the language of instruction can offer a minority language with national culture elements as a non-compulsory subject, which students from minority populations can choose or not (72 lessons a year).

In grades 1-4, social sciences are integrated into natural sciences, and technology is integrated into ICT.

In grade 1, students must choose between religion and civic education – categorised as religion, ethics and moral education. Students can follow the same subject during grades 2-8 or switch in grade 5.

The other subjects category includes form time (classroom meeting).

In grades 5-8, schools offer at least four compulsory flexible subjects out of which students must choose one. These subjects can be related to the following topics: nature conservation, everyday life in the past, drawing, painting, sculpting, choir and orchestra, chess, etc.

The compulsory options chosen by students may also consist of elective activities that are a relevant part of all school plans in the school programme and the annual work plan. The Ministry introduced a Framework for Elective Activities with six elective subjects that have been prepared and introduced by the Institute for the Improvement of Education: exercise for health; life skills; and media literacy for students in grades 5-6; entrepreneurship, 'my environment'; and arts for students in grades 7-8.

Besides, six programmes have been prepared and introduced by professional associations: home economics; drawing; painting and sculpting; 'nature guardians'; 'living with music'; and 'save our planet' offered to students in grades 5-6, and 'philosophy with children' offered to students in grades 7-8. In 2023/2024, one additional elective activity was introduced: 'values and virtues as a life compass I and II'. It is offered to students in grades 5-8 under the condition that they can only choose it once in the second cycle (I for students in grade 5 or 6; II for students in grade 7 or 8).

The non-compulsory curriculum consists of additional classes and extracurricular activities (volunteering, humanitarian activities, cultural activities, sports, etc.). The minority language with national culture elements is another optional subject for students from minority populations.

Türkiye

In lower secondary education, 86.6% of lower secondary school students are enrolled in general lower secondary schools, while 13.4% are enrolled in 'imam and preacher' lower secondary schools. This report refers to students in general lower secondary schools.

In upper secondary education, there are five general education programmes: Anatolian high schools (91% of students), science high schools (6%), social sciences high schools (2%), sports high schools, and fine arts high schools. Instruction time for upper secondary education corresponds to the Anatolian high School curriculum.

In grades 1-3 of primary education, the other subjects category includes free activities.

In lower secondary education, students must choose three subjects per grade. Compulsory options include subjects relating to religion, ethics and moral education, reading, writing and literature, mathematics, natural sciences, social sciences, arts education, sports and foreign languages. In upper secondary education, among possible options: language, Turkish literature, maths, geometry, physics, chemistry, biology, history, geography, psychology, sociology and foreign languages.

Recent reform

Since 2024/2025, the second language has become optional in grades 9-10 of upper secondary education.

Part III: National diagrams

Section 1. Reading guide to national data sheets

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

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

The diagrams also show specific features of instruction time allocation:

- Responsible education authorities do not specify instruction time for each subject, but only indicate instruction time schools have to provide for a group of subjects or for the whole curriculum. Hence, schools have the autonomy to decide how to allocate instruction time between curriculum subjects. This 'horizontal' flexibility enjoyed by schools is indicated by a **black bullet**.
- Responsible education authorities specify instruction time for curriculum subjects for several grades together, one education level or the whole of full-time compulsory education. Schools are thus free to decide how to allocate instruction time across the grades. This 'vertical' flexibility given to schools is represented by a **vertical black bar**.
- One single value for instruction time is provided for two curriculum subjects together. This is the case when two subjects (social sciences 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: Luxembourg, the Netherlands, Austria and Liechtenstein (see acronyms and abbreviations, p. 7).

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

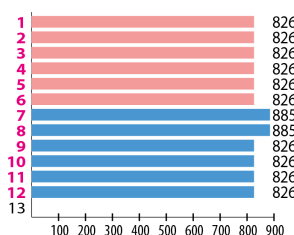
Codes	Subjects	Codes	Subjects
RWL	R eading, W riting and L iterature (L1)	P_Vs	P ractical and V ocational s kills
Math	M athematics	Others	Other subjects
NatSc	N atural S ciences	TMinCCurr	T otal M inimum C ompulsory C urriculum
SocSc	S ocial S ciences	COcbS	C ompulsory O ptions c hosen b y the S tudents
Lg (+ number)	L anguages (L 2–5)	CFScbSch	C ompulsory F lexible S ubject c hosen b y the S chools
PhysEd_H	P hysical E ducation and H ealth	CSwFT	C ompulsory S ubjects w ith F lexible T imetable
ArtsEd	A rts E ducation		
Rel_ethics	R eligion/ e thics/moral education		
ICT	I nformation and C ommunication T echnologies (ICT)		
Tech	T echnology		

Section 2. Instruction time by country

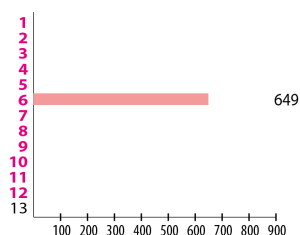
Belgium – French Community	61	Austria – <i>Volksschule</i> and	
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Belgium – Flemish Community	63	Austria – <i>Volksschule</i> and <i>Mittelschule</i>	87
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BELGIUM – FRENCH COMMUNITY

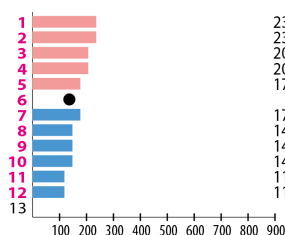
Total minimum compulsory curriculum



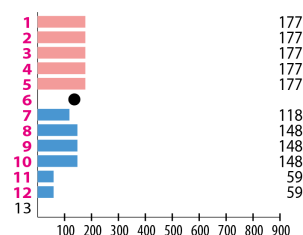
Compulsory subjects with flexible timetable



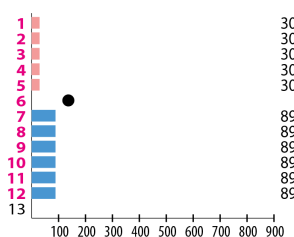
Reading, writing and literature



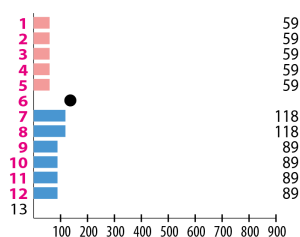
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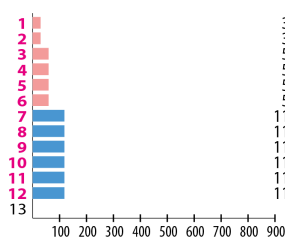
Natural sciences



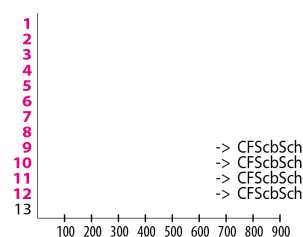
Social sciences



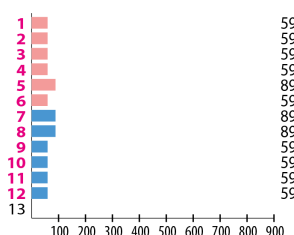
Language 2



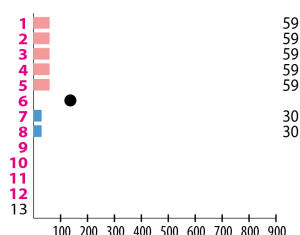
Language 3



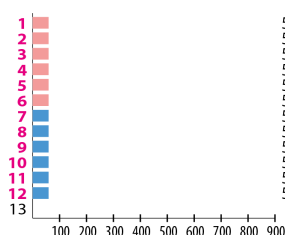
Physical education and health



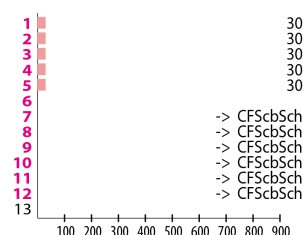
Arts education



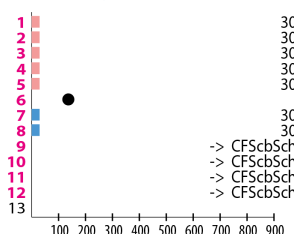
Religion/ethics/moral education



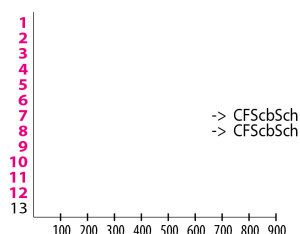
ICT



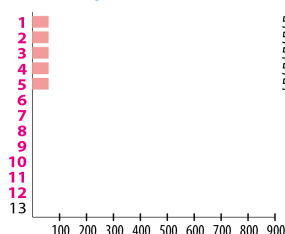
Technology



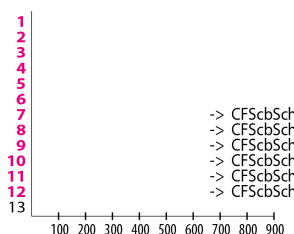
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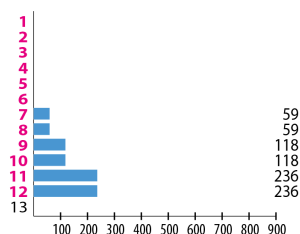
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level

n Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



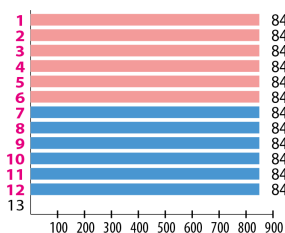
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Number of hours distributed between various school years

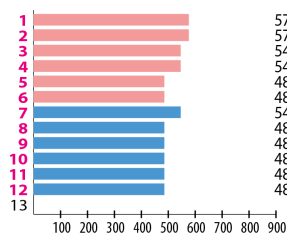
Source: Eurydice.

BELGIUM – GERMAN-SPEAKING COMMUNITY

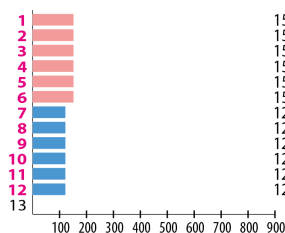
Total minimum compulsory curriculum



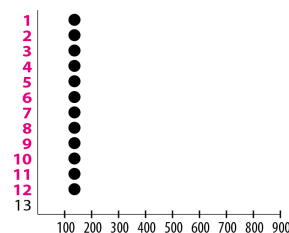
Compulsory subjects with flexible timetable



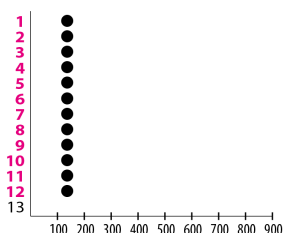
Reading, writing and literature



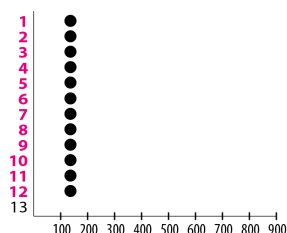
Mathematics



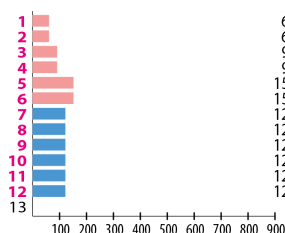
Natural sciences



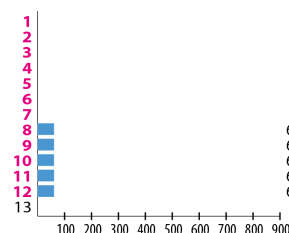
Social sciences



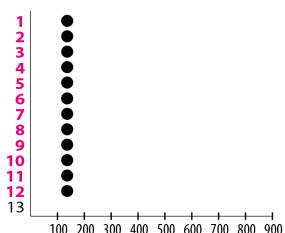
Language 2



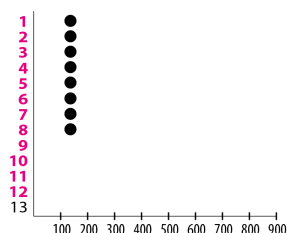
Language 3



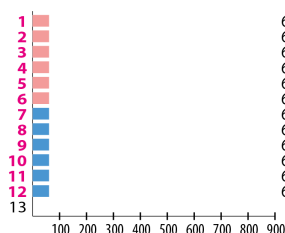
Physical education and health



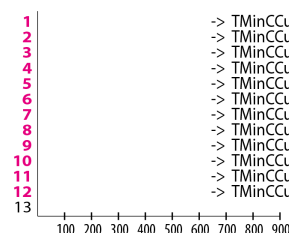
Arts education



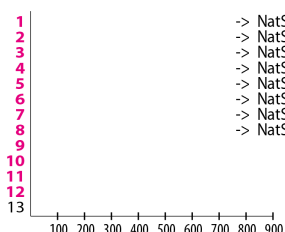
Religion/ethics/moral education



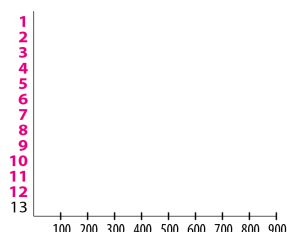
ICT



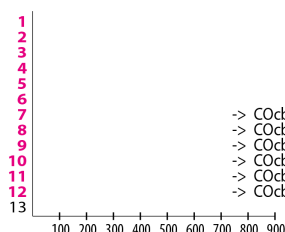
Technology



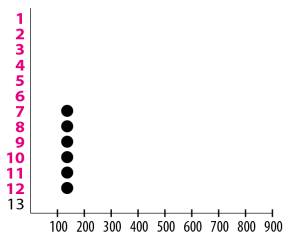
Practical and vocational skills



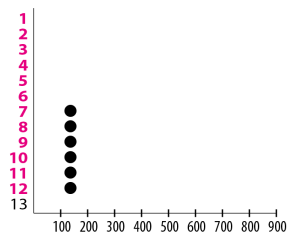
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



n Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

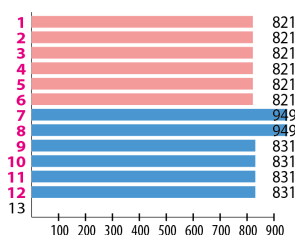


Number of hours distributed between various school years

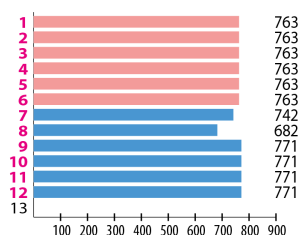
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BELGIUM – FLEMISH COMMUNITY

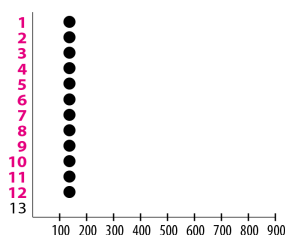
Total minimum compulsory curriculum



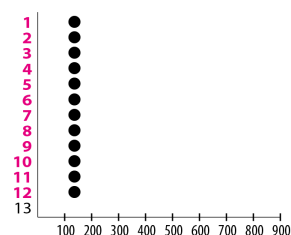
Compulsory subjects with flexible timetable



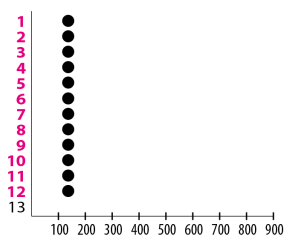
Reading, writing and literature



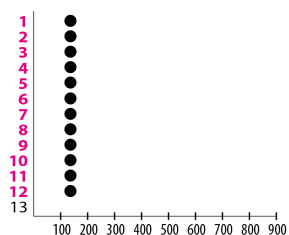
Mathematics



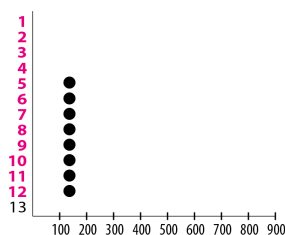
Natural sciences



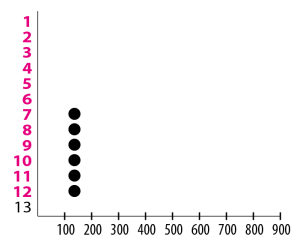
Social sciences



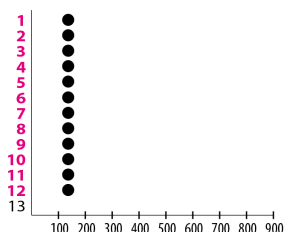
Language 2



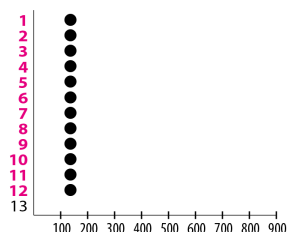
Language 3



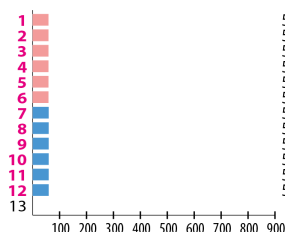
Physical education and health



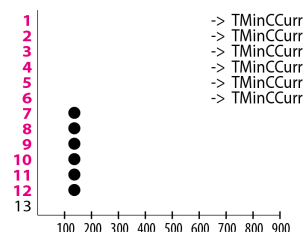
Arts education



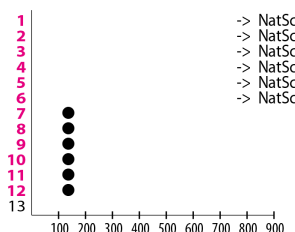
Religion/ethics/moral education



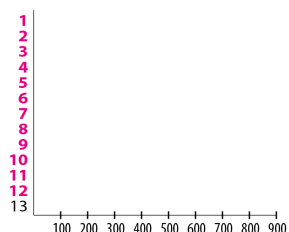
ICT



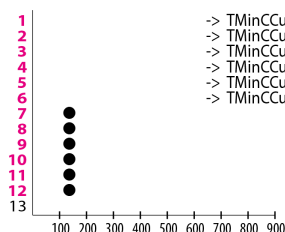
Technology



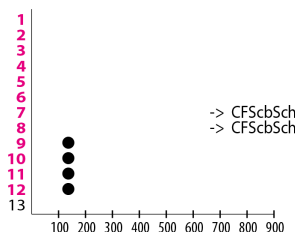
Practical and vocational skills



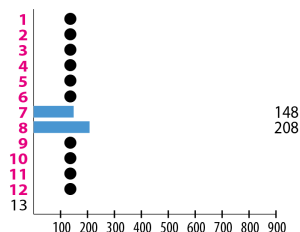
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level

n Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

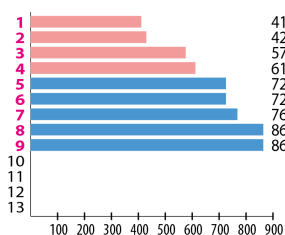


Number of hours distributed between various school years

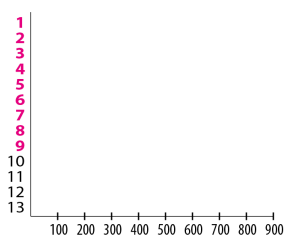
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BULGARIA

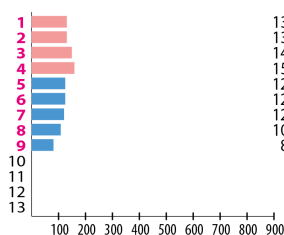
Total minimum compulsory curriculum



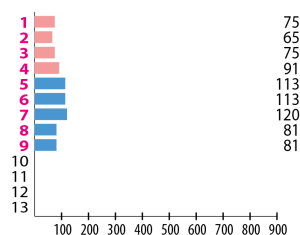
Compulsory subjects with flexible timetable



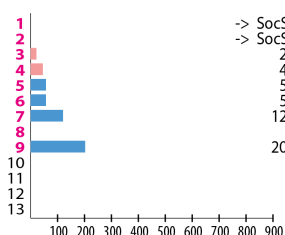
Reading, writing and literature



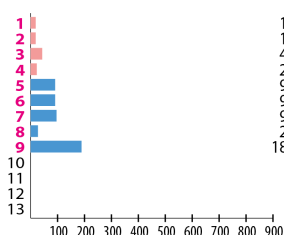
Mathematics



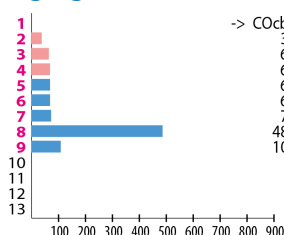
Natural sciences

-> SocSc
-> SocSc

Social sciences

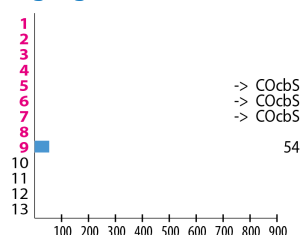


Language 2

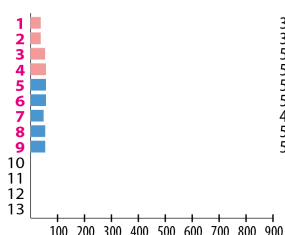


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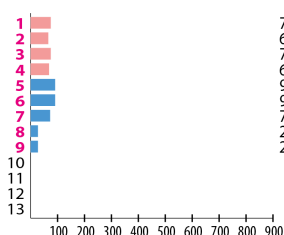
Language 3

-> COcbS
-> COcbS
-> COcbS

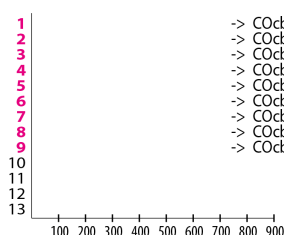
Physical education and health

37
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54

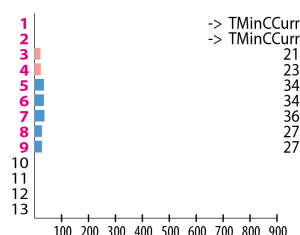
Arts education



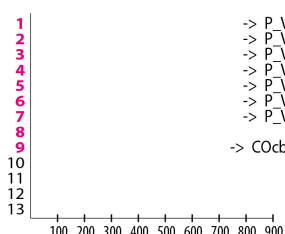
Religion/ethics/moral education

-> COcbS
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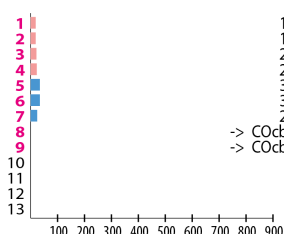
ICT

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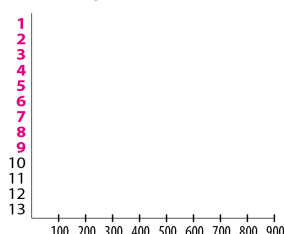
Technology

-> P_Vs
-> P_Vs
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-> COcbS

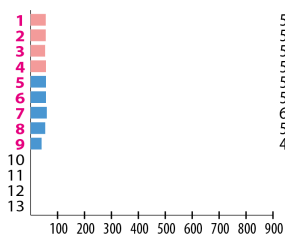
Practical and vocational skills

-> COcbS
-> COcbS

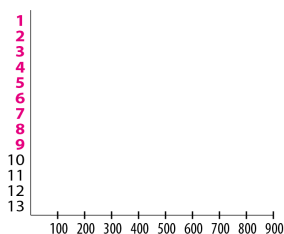
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

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

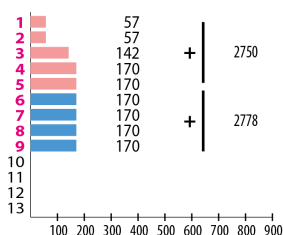


Number of hours distributed between various school years

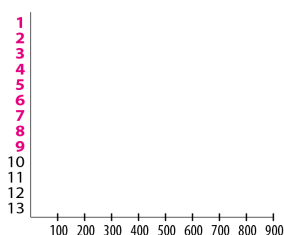
Source: Eurydice.

CZECHIA

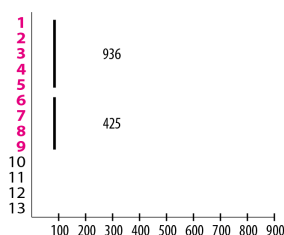
Total minimum compulsory curriculum



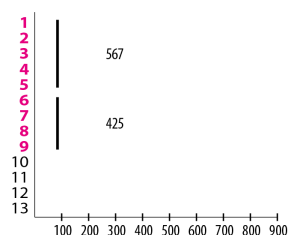
Compulsory subjects with flexible timetable



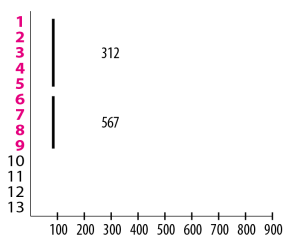
Reading, writing and literature



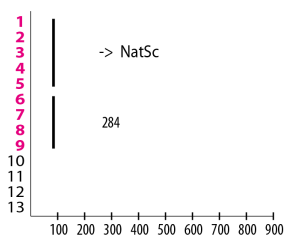
Mathematics



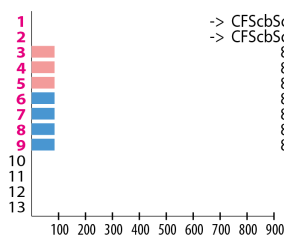
Natural sciences



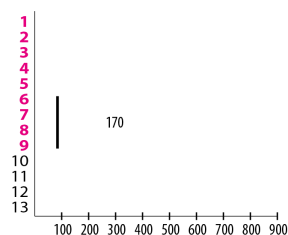
Social sciences



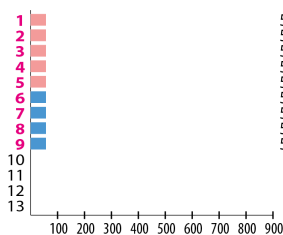
Language 2



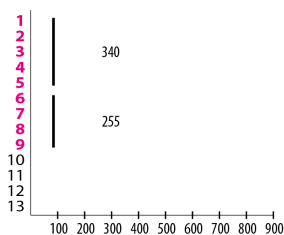
Language 3



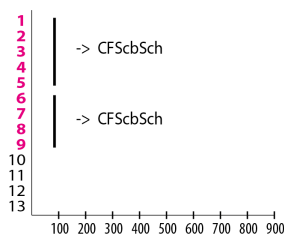
Physical education and health



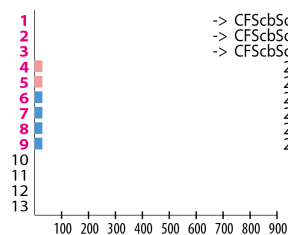
Arts education



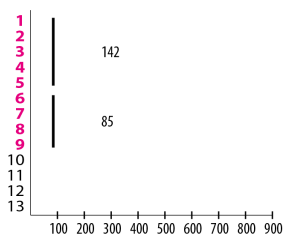
Religion/ethics/moral education



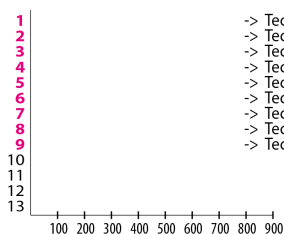
ICT



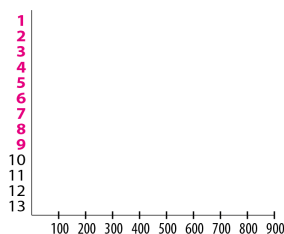
Technology



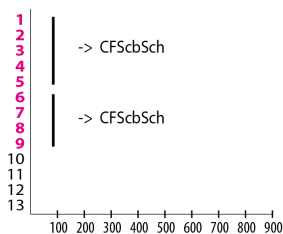
Practical and vocational skills



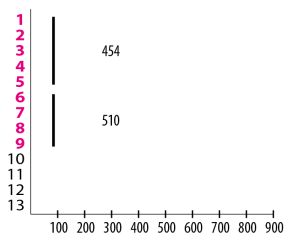
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

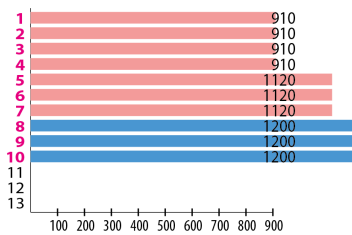


Number of hours distributed between various school years

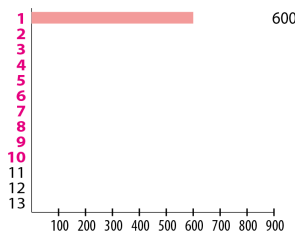
Source: Eurydice.

DENMARK

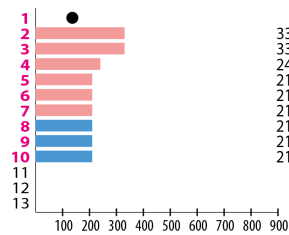
Total minimum compulsory curriculum



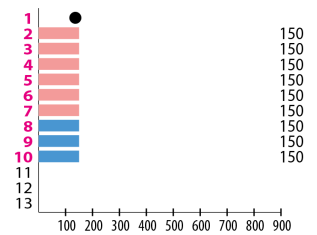
Compulsory subjects with flexible timetable



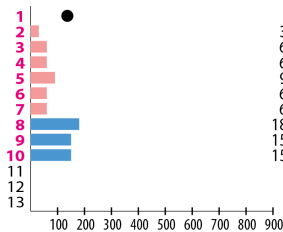
Reading, writing and literature



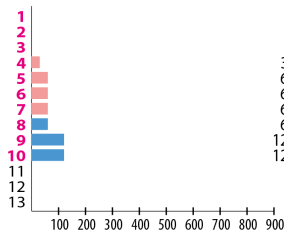
Mathematics



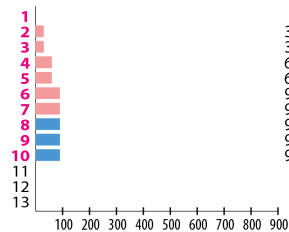
Natural sciences



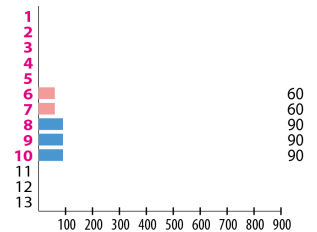
Social sciences



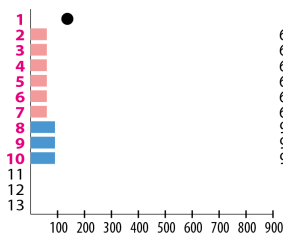
Language 2



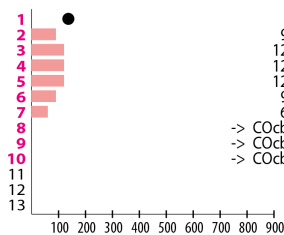
Language 3



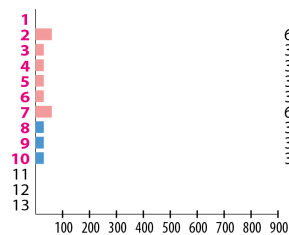
Physical education and health



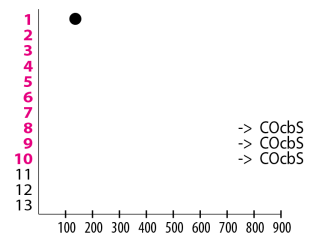
Arts education



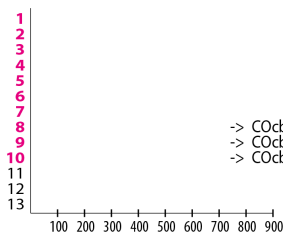
Religion/ethics/moral education



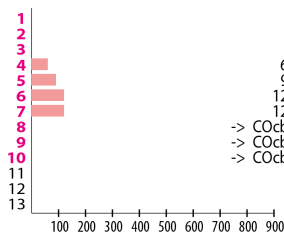
ICT



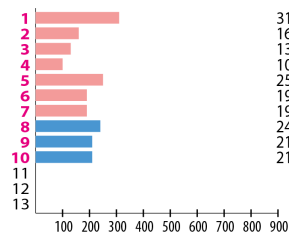
Technology



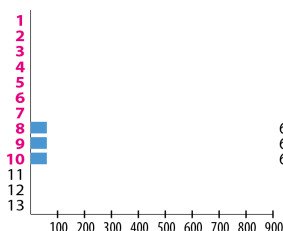
Practical and vocational skills



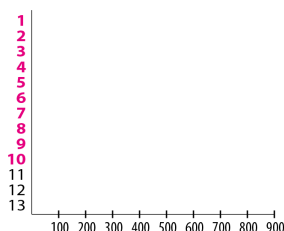
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):

Primary level

Secondary level

n Grades in FTCG

Horizontal axis: Number of hours per school year

Vertical axis: Grades

● Flexible time

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

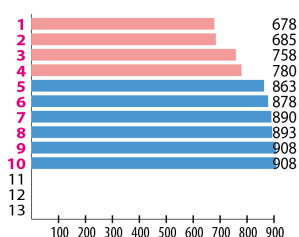
X

Number of hours distributed between various school years

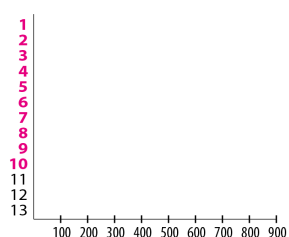
Source: Eurydice.

GERMANY

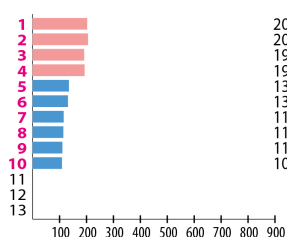
Total minimum compulsory curriculum



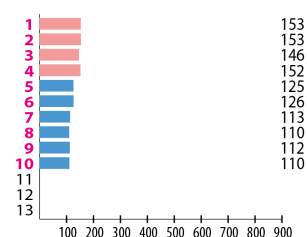
Compulsory subjects with flexible timetable



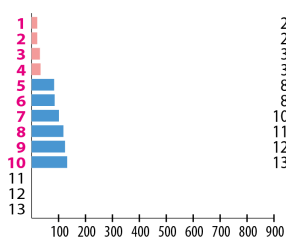
Reading, writing and literature



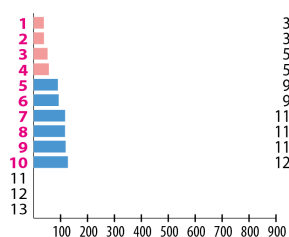
Mathematics



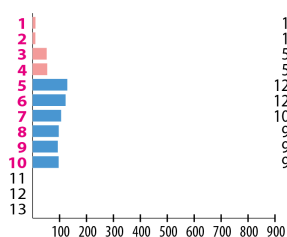
Natural sciences



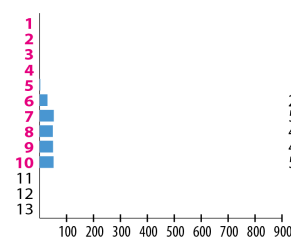
Social sciences



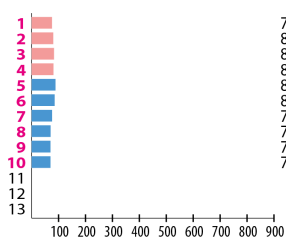
Language 2



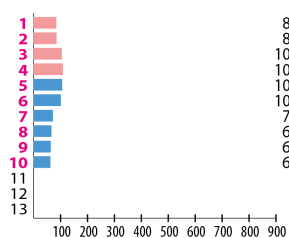
Language 3



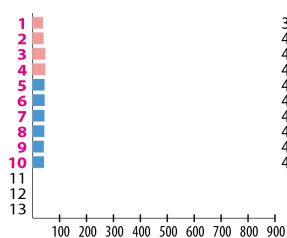
Physical education and health



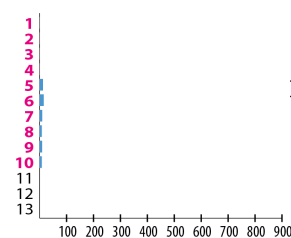
Arts education



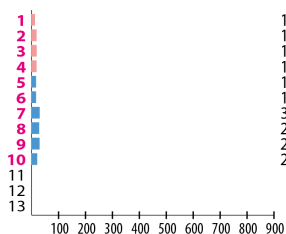
Religion/ethics/moral education



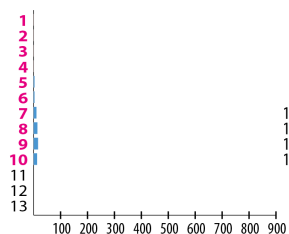
ICT



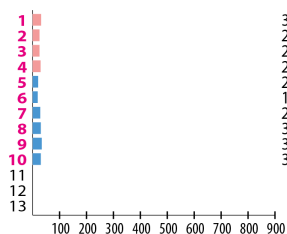
Technology



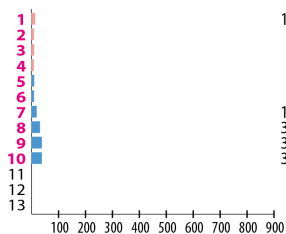
Practical and vocational skills



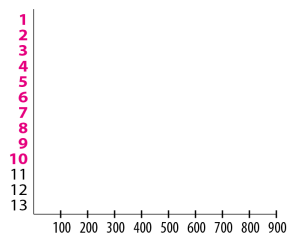
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

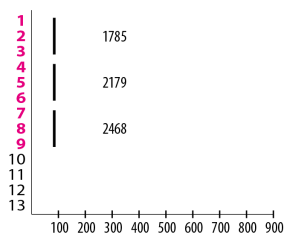


Number of hours distributed between various school years

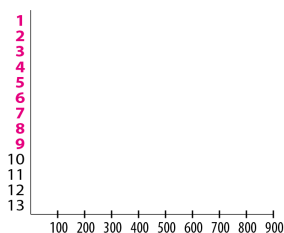
Source: Eurydice.

ESTONIA

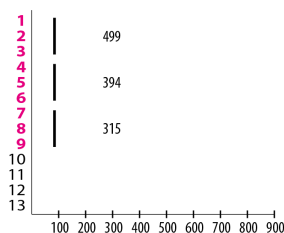
Total minimum compulsory curriculum



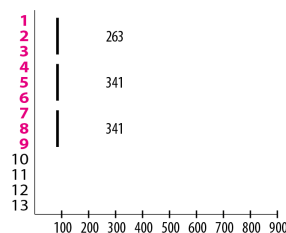
Compulsory subjects with flexible timetable



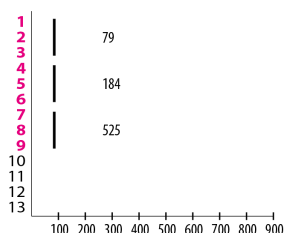
Reading, writing and literature



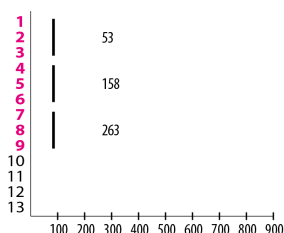
Mathematics



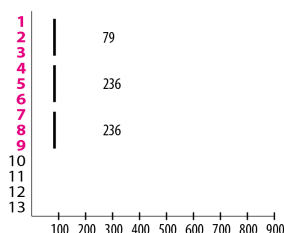
Natural sciences



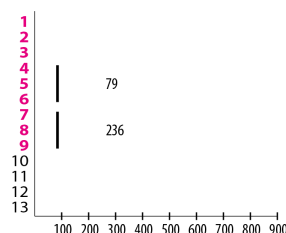
Social sciences



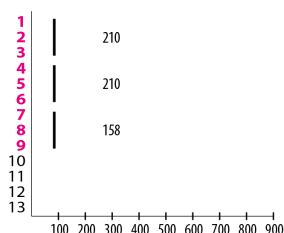
Language 2



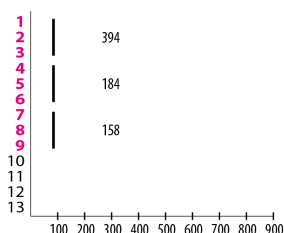
Language 3



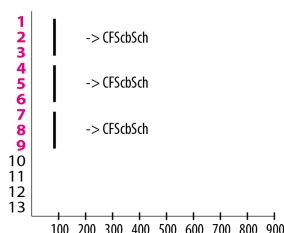
Physical education and health



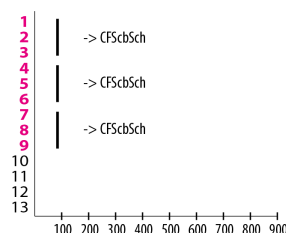
Arts education



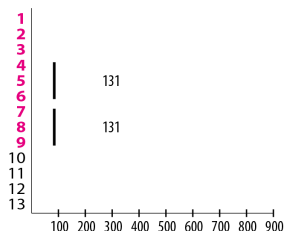
Religion/ethics/moral education



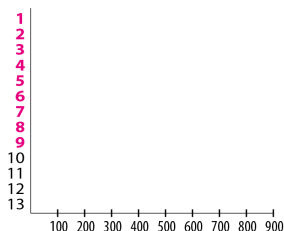
ICT



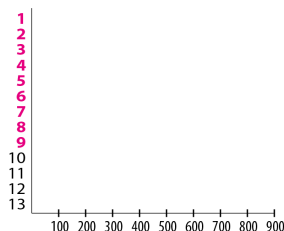
Technology



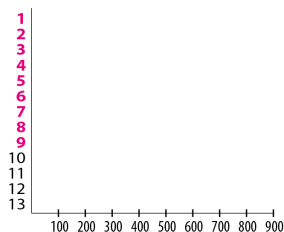
Practical and vocational skills



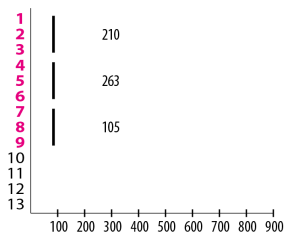
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



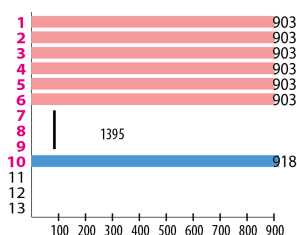
X

Number of hours distributed between various school years

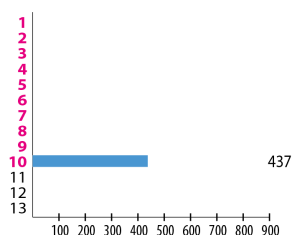
Source: Eurydice.

IRELAND

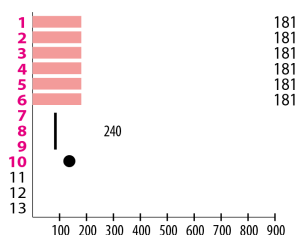
Total minimum compulsory curriculum



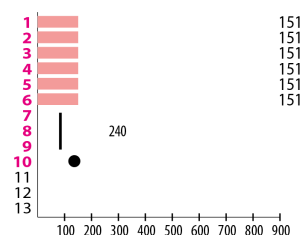
Compulsory subjects with flexible timetable



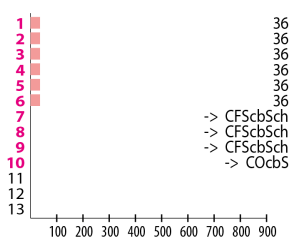
Reading, writing and literature



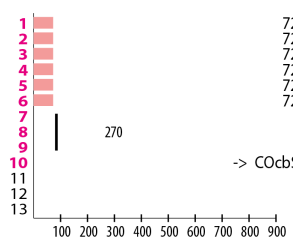
Mathematics



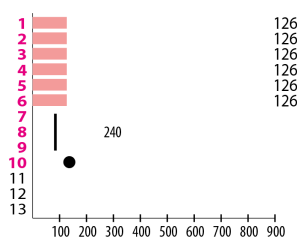
Natural sciences



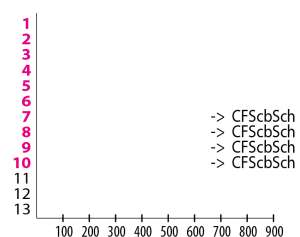
Social sciences



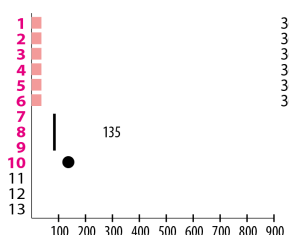
Language 2



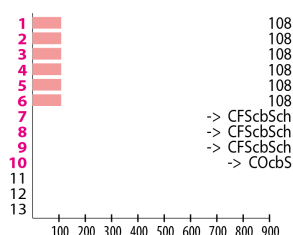
Language 3



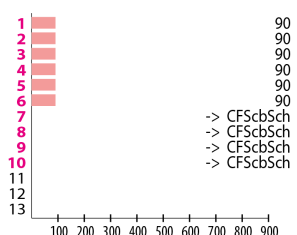
Physical education and health



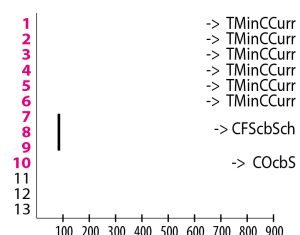
Arts education



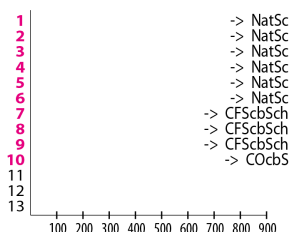
Religion/ethics/moral education



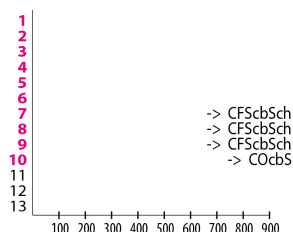
ICT



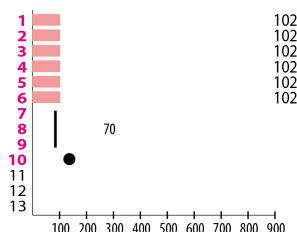
Technology



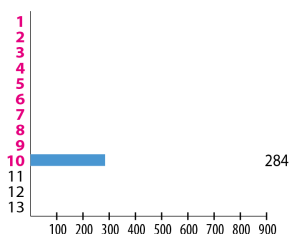
Practical and vocational skills



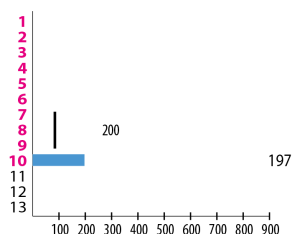
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

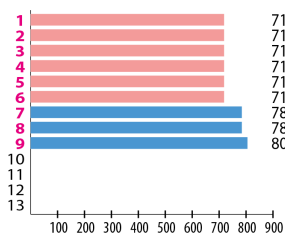


Number of hours distributed between various school years

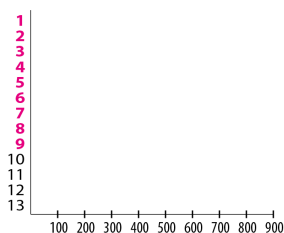
Source: Eurydice.

GREECE

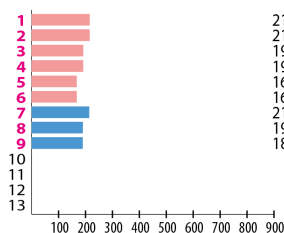
Total minimum compulsory curriculum



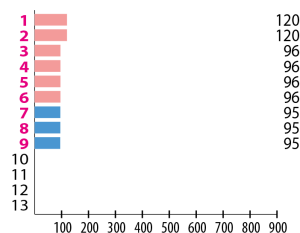
Compulsory subjects with flexible timetable



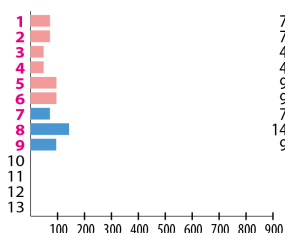
Reading, writing and literature



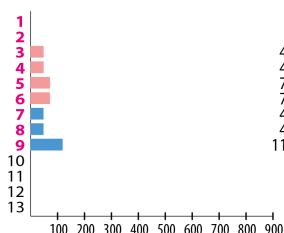
Mathematics



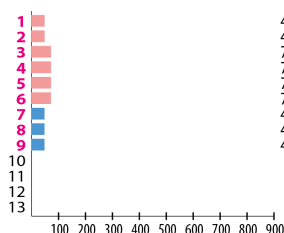
Natural sciences



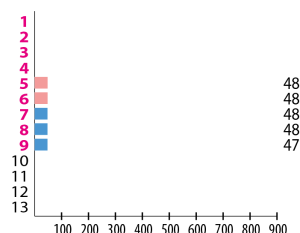
Social sciences



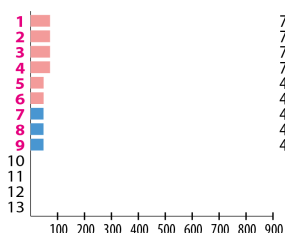
Language 2



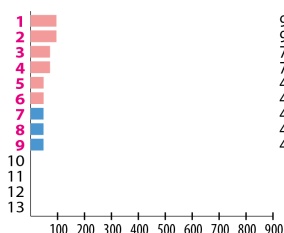
Language 3



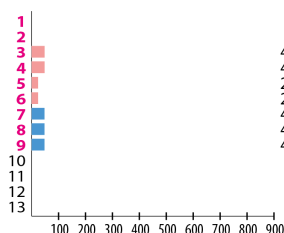
Physical education and health



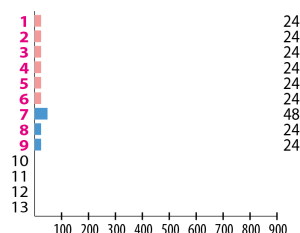
Arts education



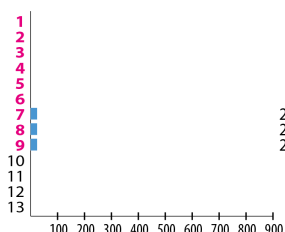
Religion/ethics/moral education



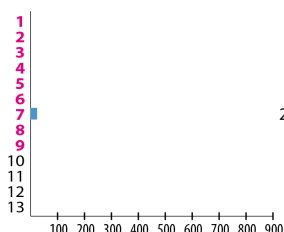
ICT



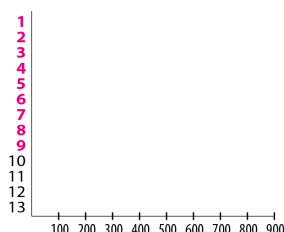
Technology



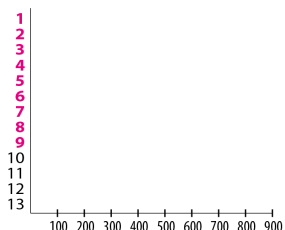
Practical and vocational skills



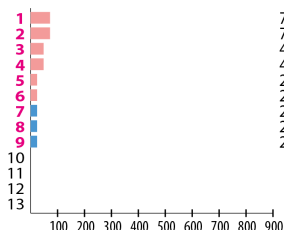
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

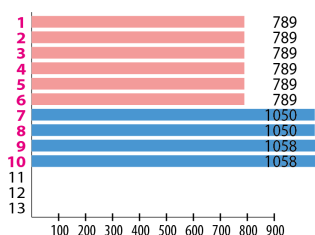


Number of hours distributed between various school years

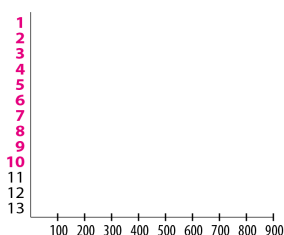
Source: Eurydice.

SPAIN

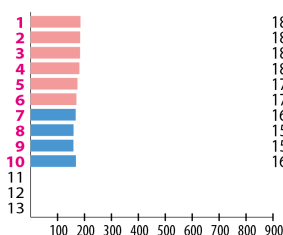
Total minimum compulsory curriculum



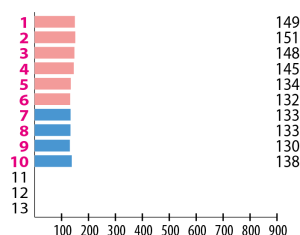
Compulsory subjects with flexible timetable



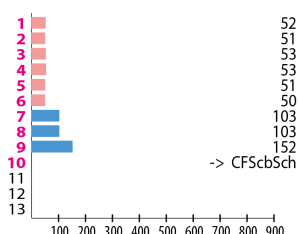
Reading, writing and literature



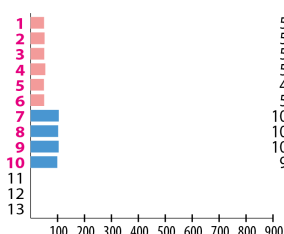
Mathematics



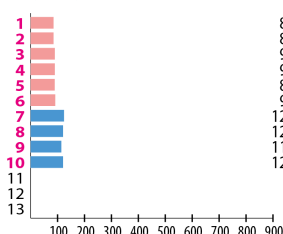
Natural sciences



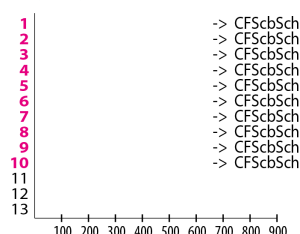
Social sciences



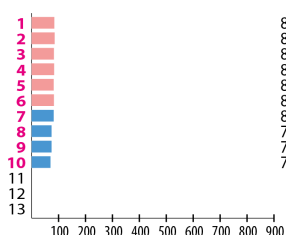
Language 2



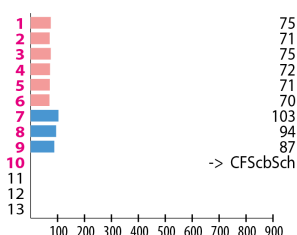
Language 3



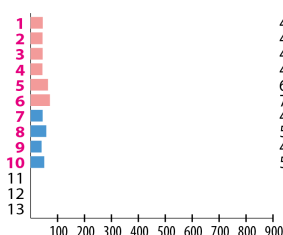
Physical education and Health



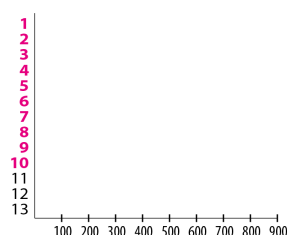
Arts education



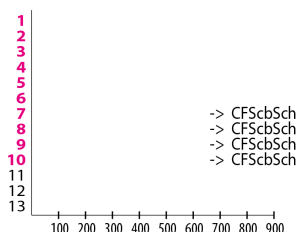
Religion/ethics/moral education



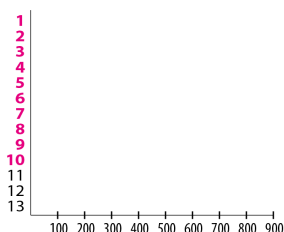
ICT



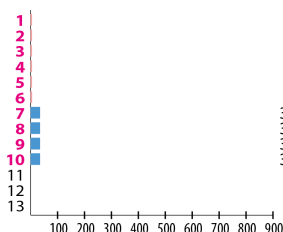
Technology



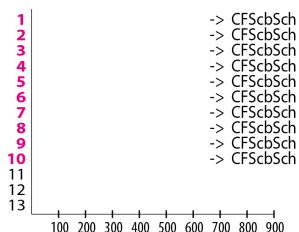
Practical and vocational skills



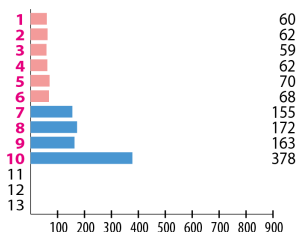
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



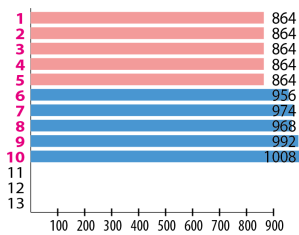
X

Number of hours distributed between various school years

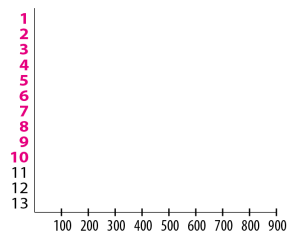
Source: Eurydice.

FRANCE

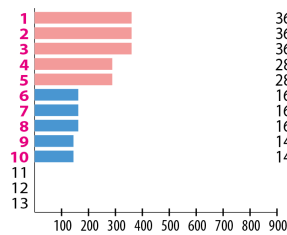
Total minimum compulsory curriculum



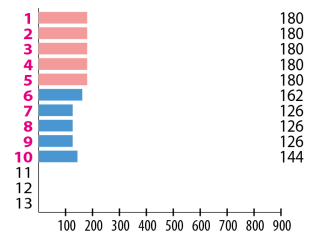
Compulsory subjects with flexible timetable



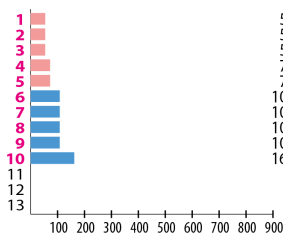
Reading, writing and literature



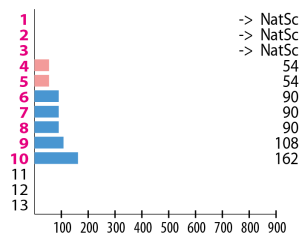
Mathematics



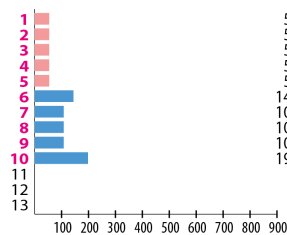
Natural sciences



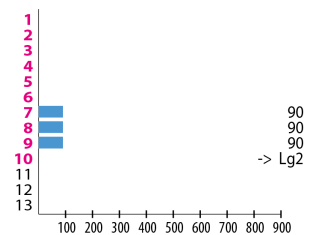
Social sciences



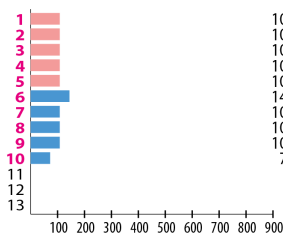
Language 2



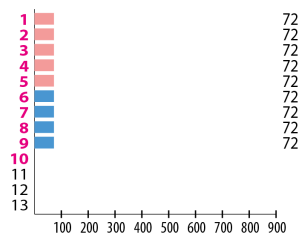
Language 3



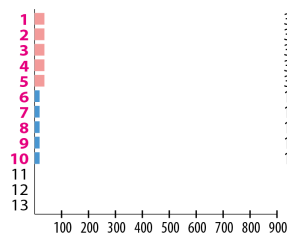
Physical education and health



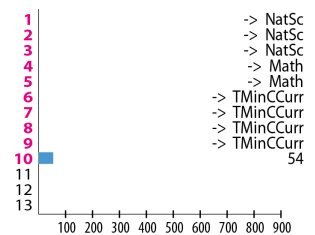
Arts education



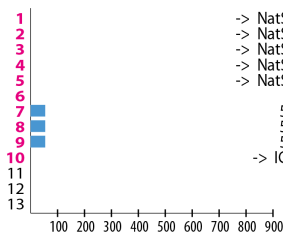
Religion/ethics/moral education



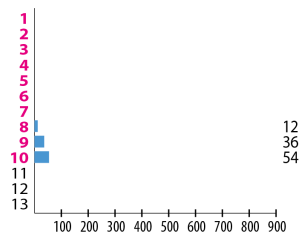
ICT



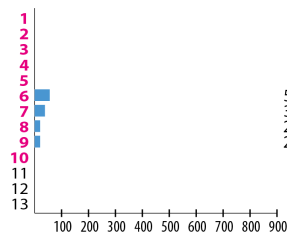
Technology



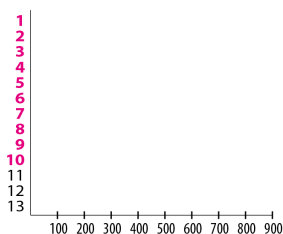
Practical and vocational skills



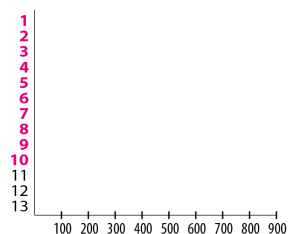
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

Flexible time

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

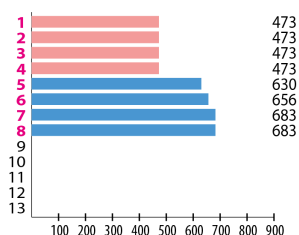


Number of hours distributed between various school years

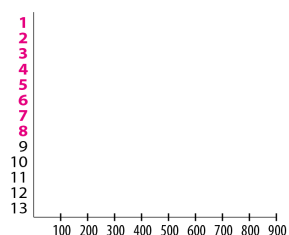
Source: Eurydice.

CROATIA

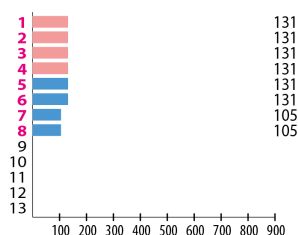
Total minimum compulsory curriculum



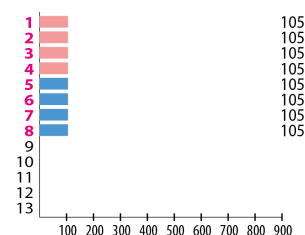
Compulsory subjects with flexible timetable



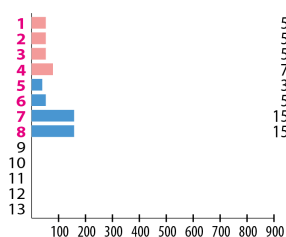
Reading, writing and literature



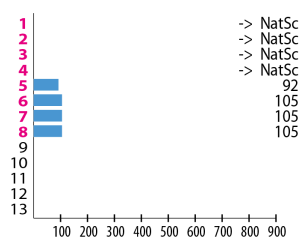
Mathematics



Natural sciences

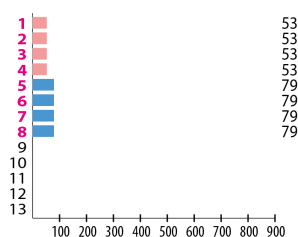


Social sciences

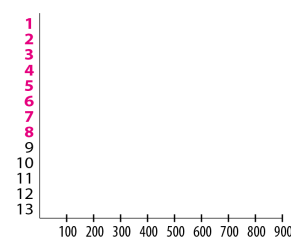


-> NatSc
-> NatSc
-> NatSc
-> NatSc

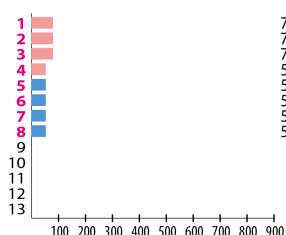
Language 2



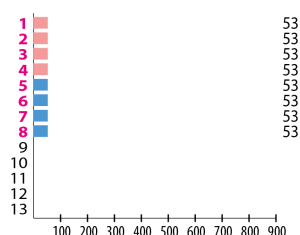
Language 3



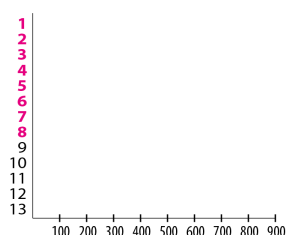
Physical education and health



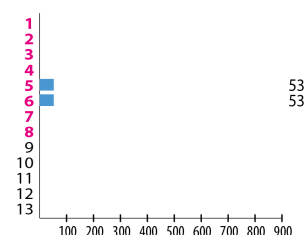
Arts education



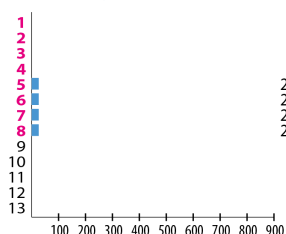
Religion/ethics/moral education



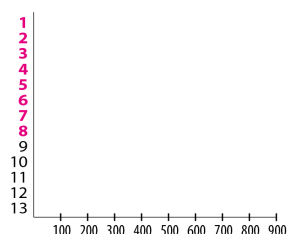
ICT



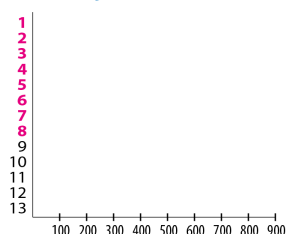
Technology



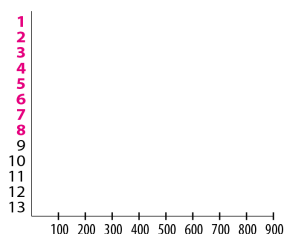
Practical and vocational skills



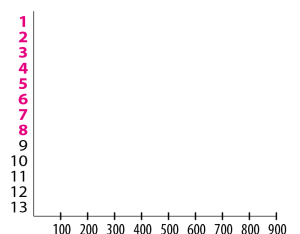
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



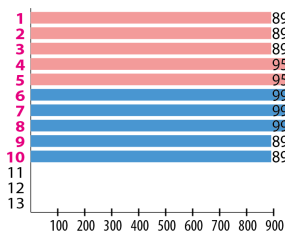
x

Number of hours distributed between various school years

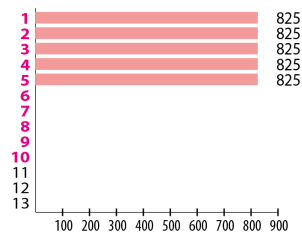
Source: Eurydice.

ITALY

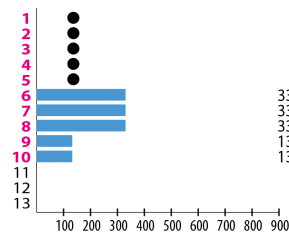
Total minimum compulsory curriculum



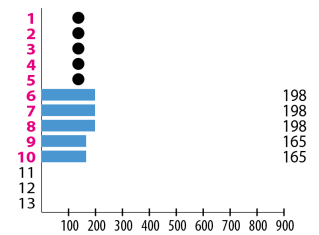
Compulsory subjects with flexible timetable



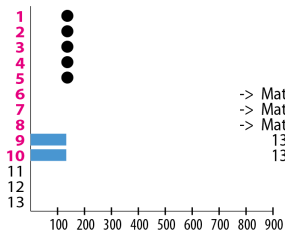
Reading, writing and literature



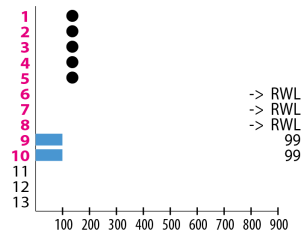
Mathematics



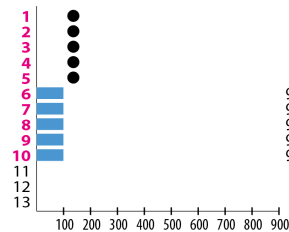
Natural sciences



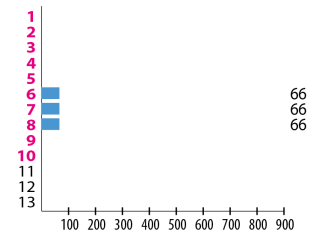
Social sciences



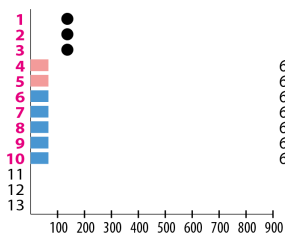
Language 2



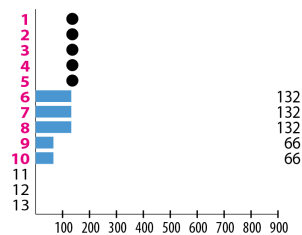
Language 3



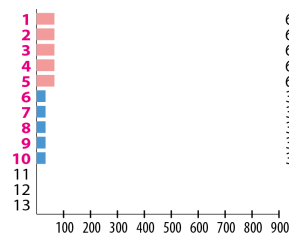
Physical education and health



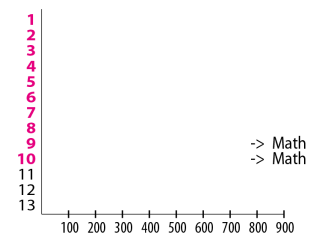
Arts education



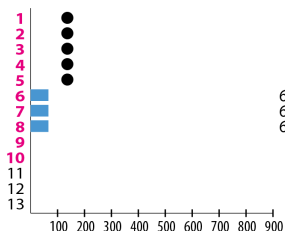
Religion/ethics/moral education



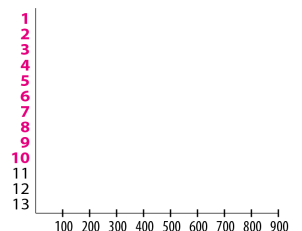
ICT



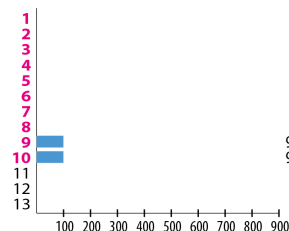
Technology



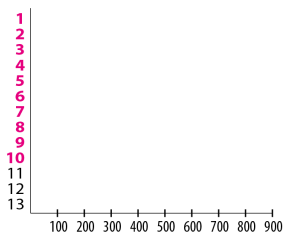
Practical and vocational skills



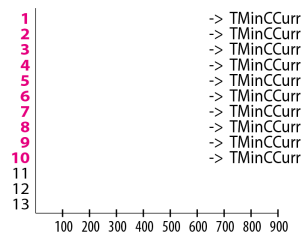
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis:

Grades

Flexible time

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

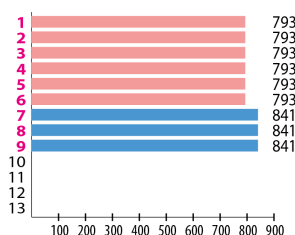


Number of hours distributed between various school years

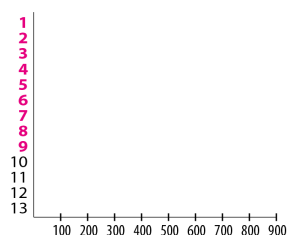
Source: Eurydice.

CYPRUS

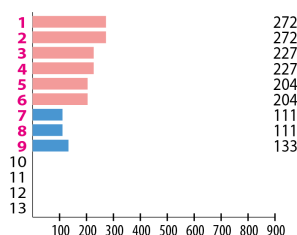
Total minimum compulsory curriculum



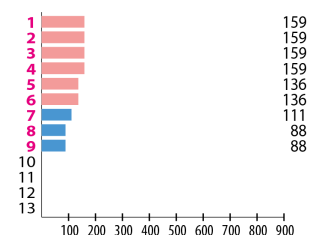
Compulsory subjects with flexible timetable



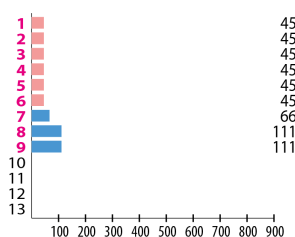
Reading, writing and literature



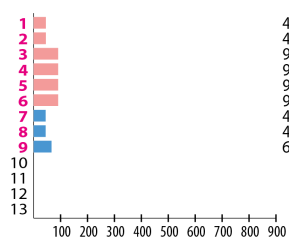
Mathematics



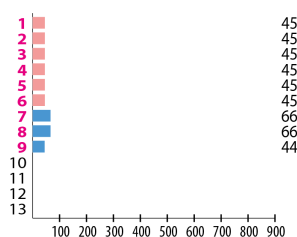
Natural sciences



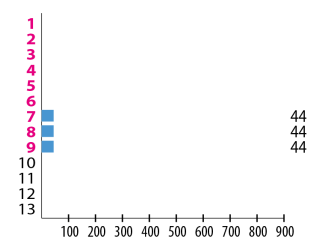
Social sciences



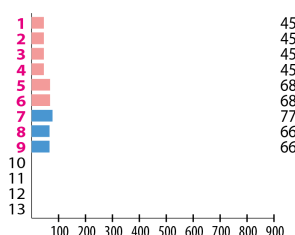
Language 2



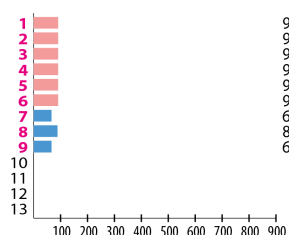
Language 3



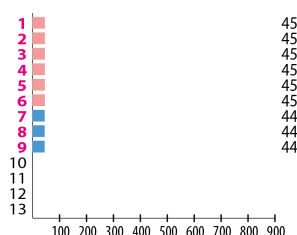
Physical education and health



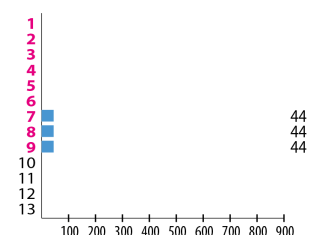
Arts education



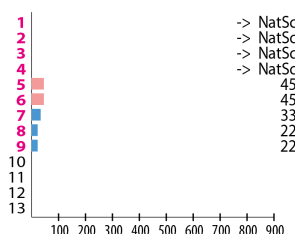
Religion/ethics/moral education



ICT

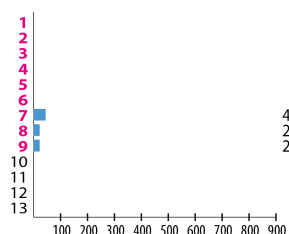


Technology

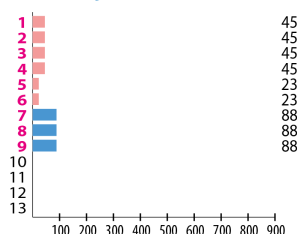


-> NatSc
-> NatSc
-> NatSc
-> NatSc

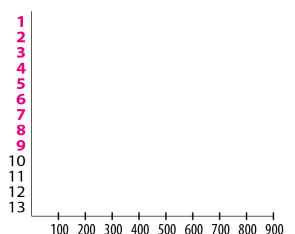
Practical and vocational skills



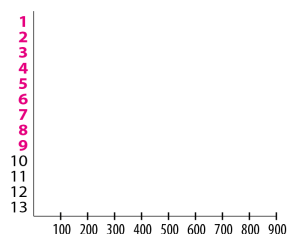
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

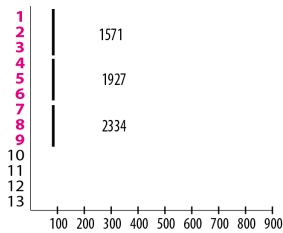


Number of hours distributed between various school years

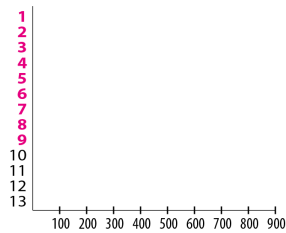
Source: Eurydice.

LATVIA

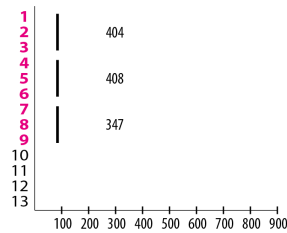
Total minimum compulsory curriculum



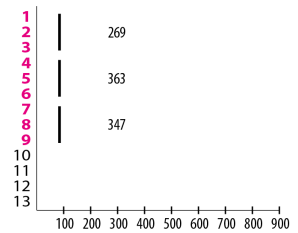
Compulsory subjects with flexible timetable



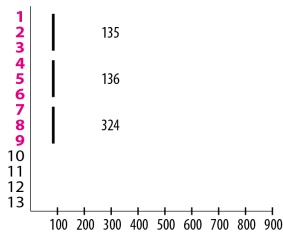
Reading, writing and literature



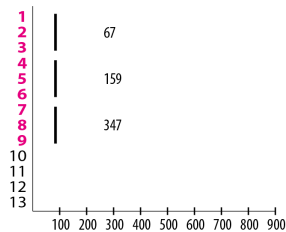
Mathematics



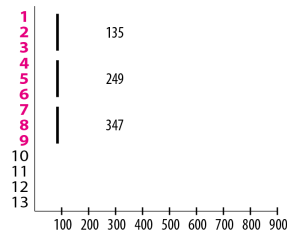
Natural sciences



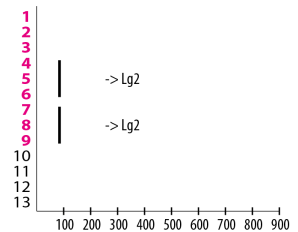
Social sciences



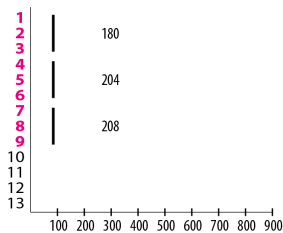
Language 2



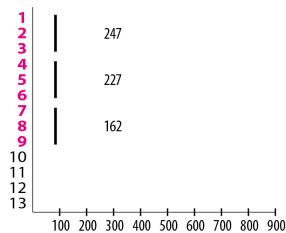
Language 3



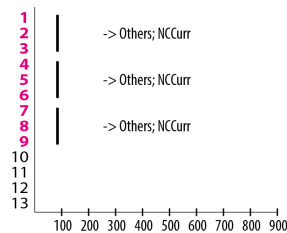
Physical education and health



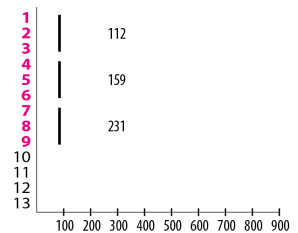
Arts education



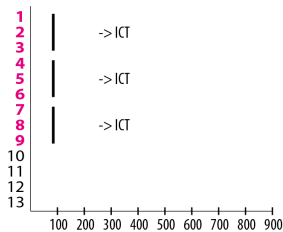
Religion/ethics/moral education



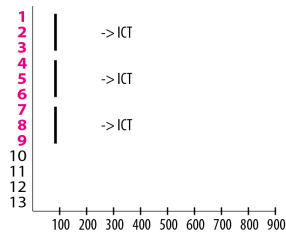
ICT



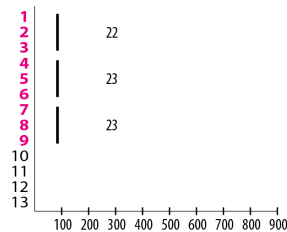
Technology



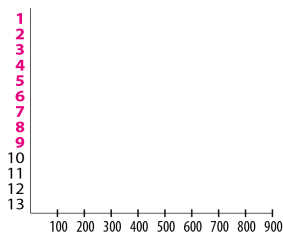
Practical and vocational skills



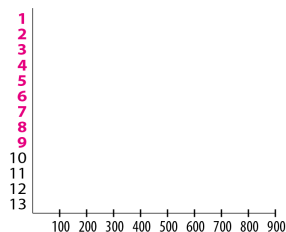
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

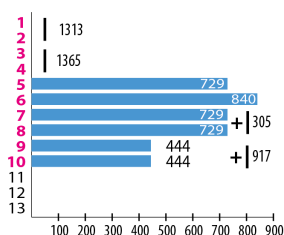


Number of hours distributed between various school years

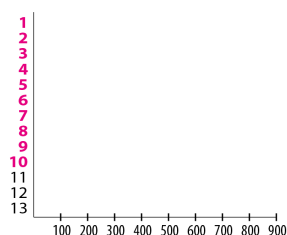
Source: Eurydice.

LITHUANIA

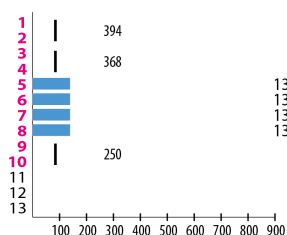
Total minimum compulsory curriculum



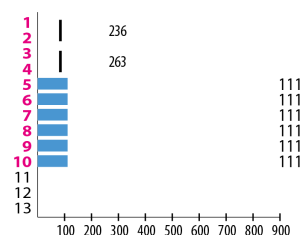
Compulsory subjects with flexible timetable



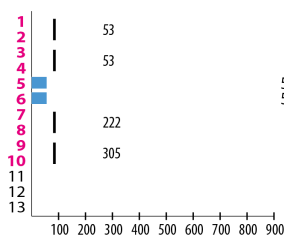
Reading, writing and literature



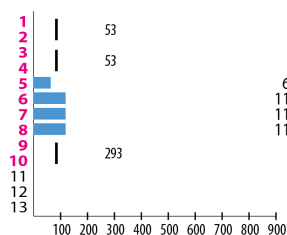
Mathematics



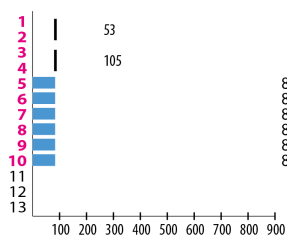
Natural sciences



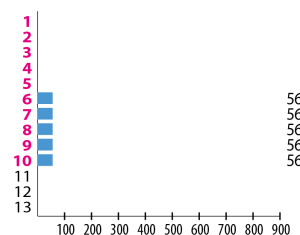
Social sciences



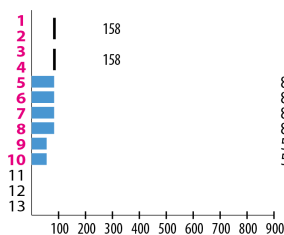
Language 2



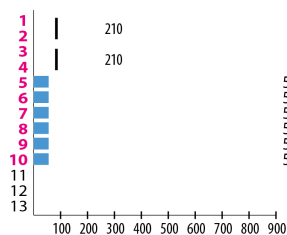
Language 3



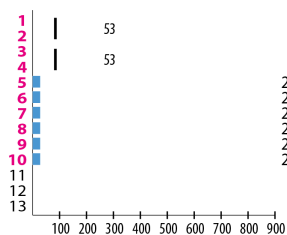
Physical education and health



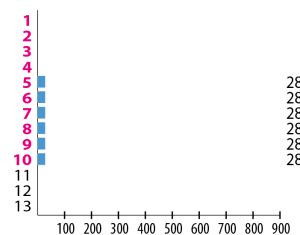
Arts education



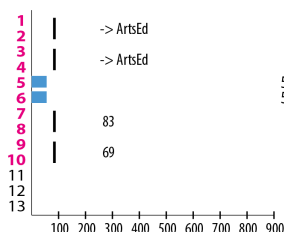
Religion/ethics/moral education



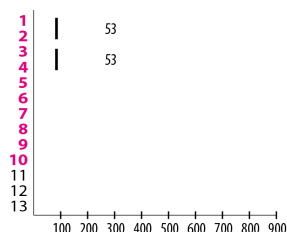
ICT



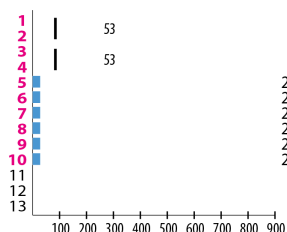
Technology



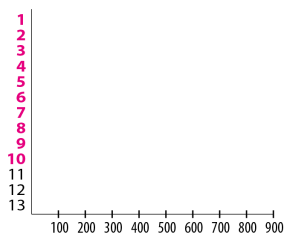
Practical and vocational skills



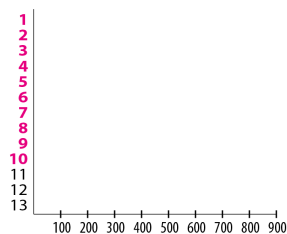
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



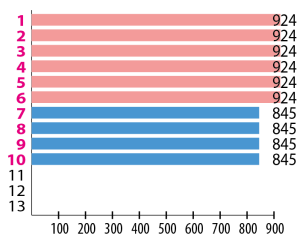
x

Number of hours distributed between various school years

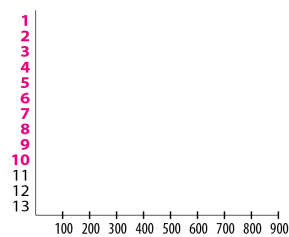
Source: Eurydice.

LUXEMBOURG – PRIMARY AND *ENSEIGNEMENT SECONDAIRE CLASSIQUE*

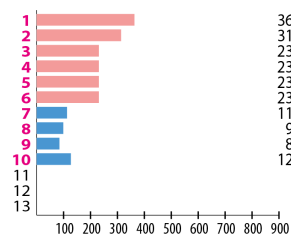
Total minimum compulsory curriculum



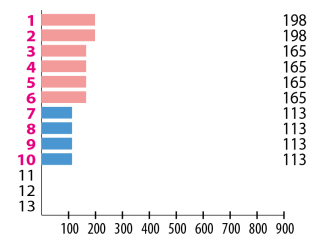
Compulsory subjects with flexible timetable



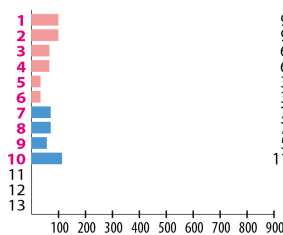
Reading, writing and literature



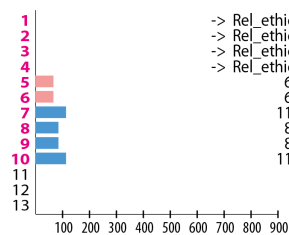
Mathematics



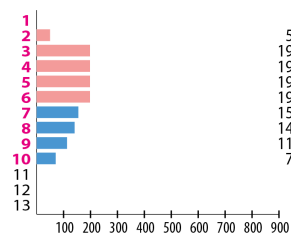
Natural sciences



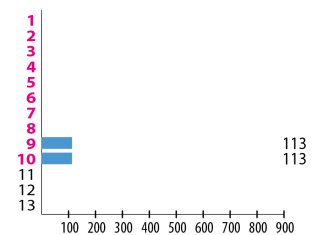
Social sciences



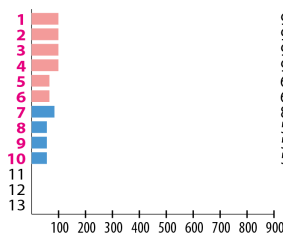
Language 2



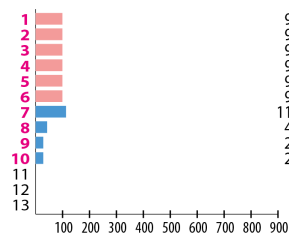
Language 3



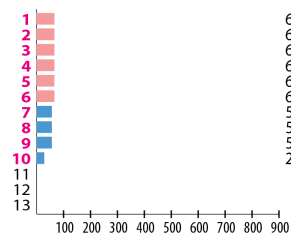
Physical education and health



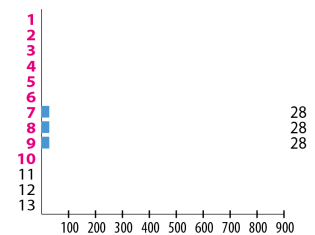
Arts education



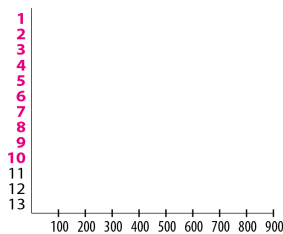
Religion/ethics/moral education



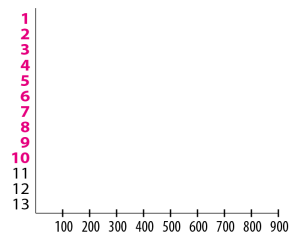
ICT



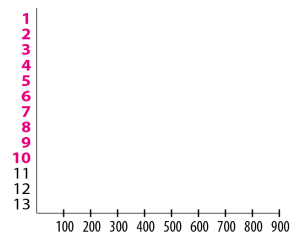
Technology



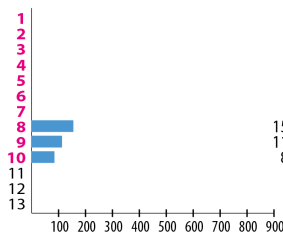
Practical and vocational skills



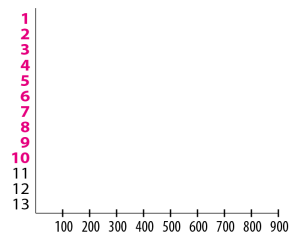
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

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



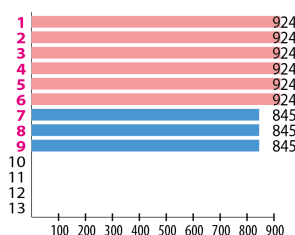
X

Number of hours distributed between various school years

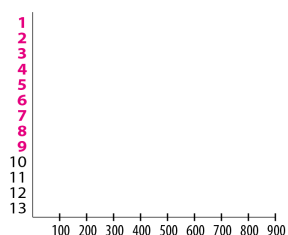
Source: Eurydice.

LUXEMBOURG – PRIMARY AND *ENSEIGNEMENT SECONDAIRE GÉNÉRAL* (GEN1)

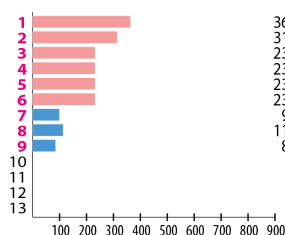
Total minimum compulsory curriculum



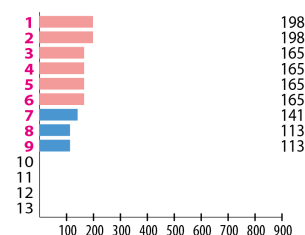
Compulsory subjects with flexible timetable



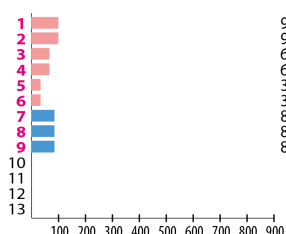
Reading, writing and literature



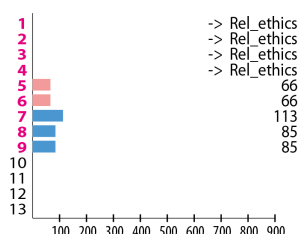
Mathematics



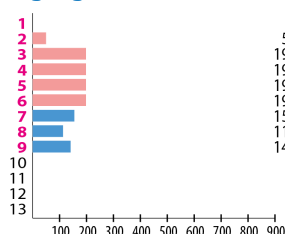
Natural sciences



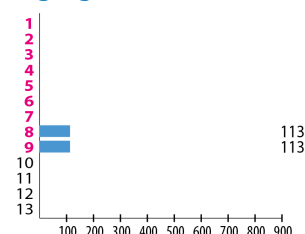
Social sciences



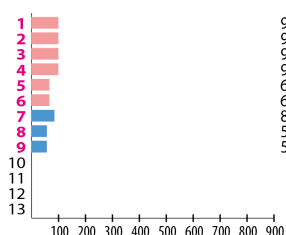
Language 2



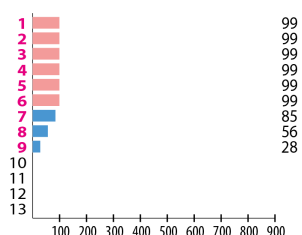
Language 3



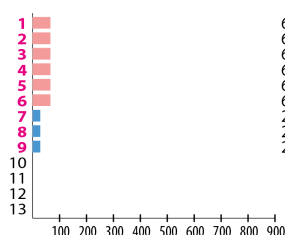
Physical education and health



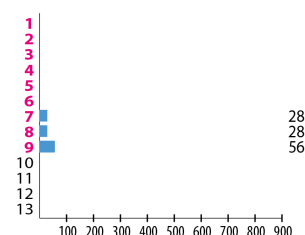
Arts education



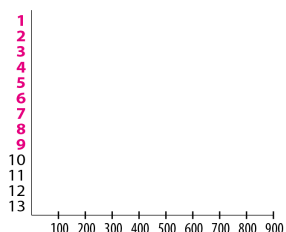
Religion/ethics/moral education



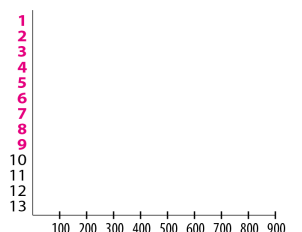
ICT



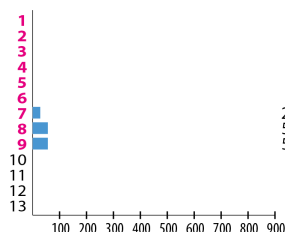
Technology



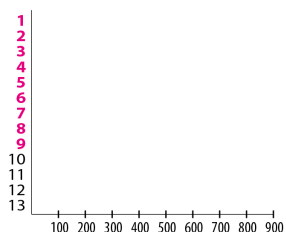
Practical and vocational skills



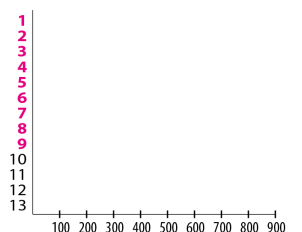
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level

n Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

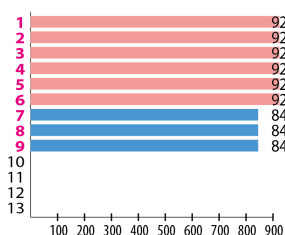


Number of hours distributed between various school years

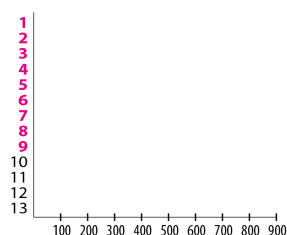
Source: Eurydice.

LUXEMBOURG – PRIMARY AND *ENSEIGNEMENT SECONDAIRE GÉNÉRAL* (GEN2)

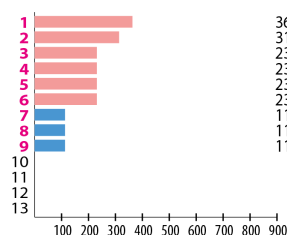
Total minimum compulsory curriculum



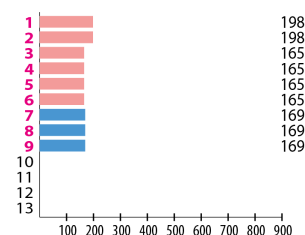
Compulsory subjects with flexible timetable



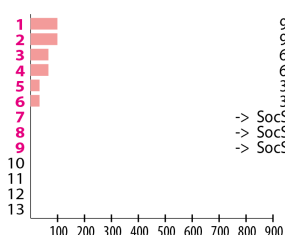
Reading, writing and literature



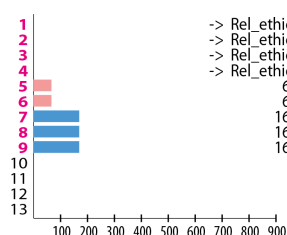
Mathematics



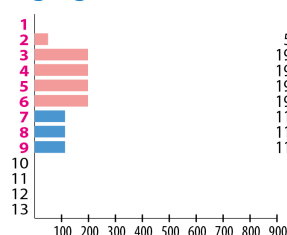
Natural sciences



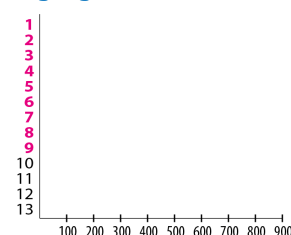
Social sciences



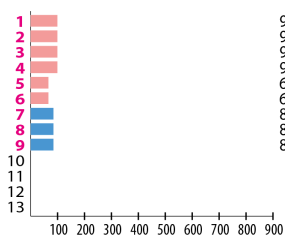
Language 2



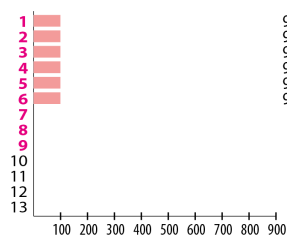
Language 3



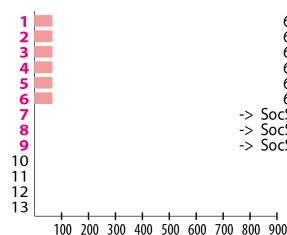
Physical education and health



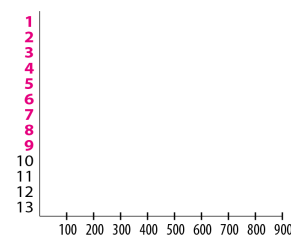
Arts education



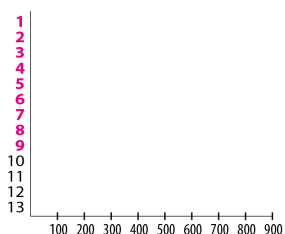
Religion/ethics/moral education



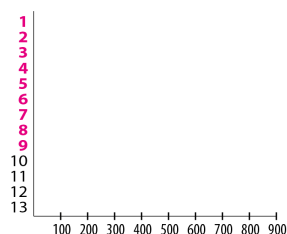
ICT



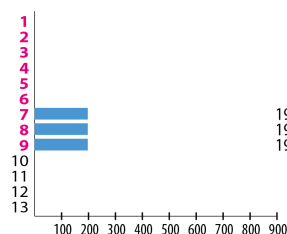
Technology



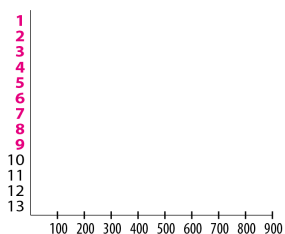
Practical and vocational skills



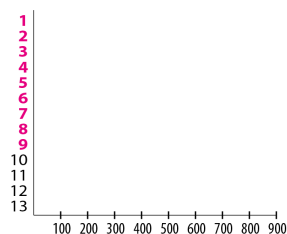
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

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

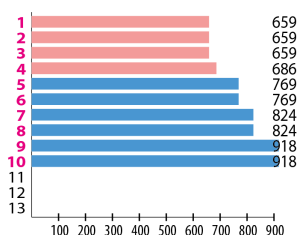


X Number of hours distributed between various school years

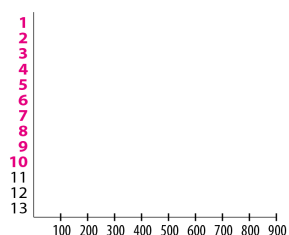
Source: Eurydice.

HUNGARY

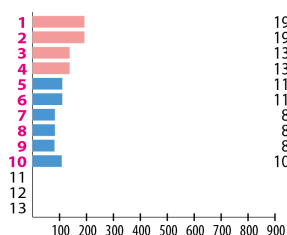
Total minimum compulsory curriculum



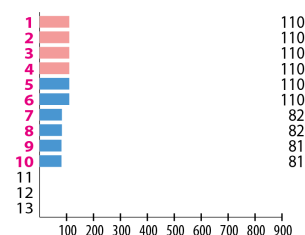
Compulsory subjects with flexible timetable



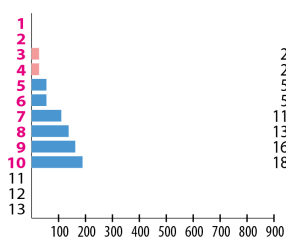
Reading, writing and literature



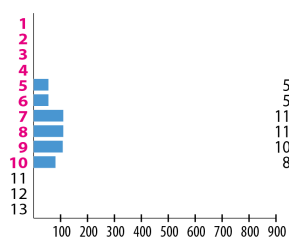
Mathematics



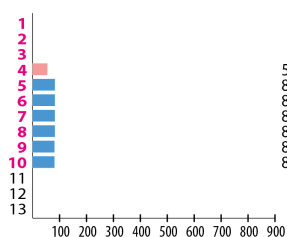
Natural sciences



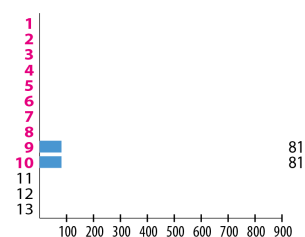
Social sciences



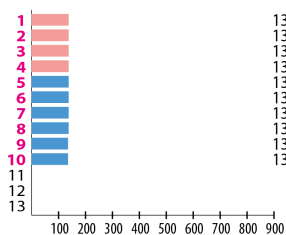
Language 2



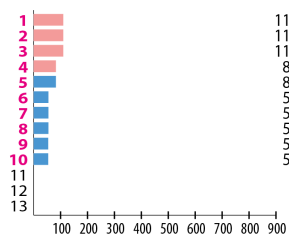
Language 3



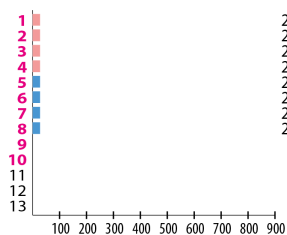
Physical education and health



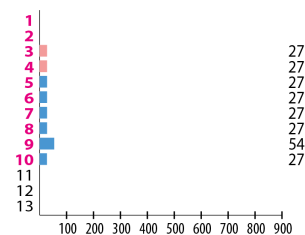
Arts education



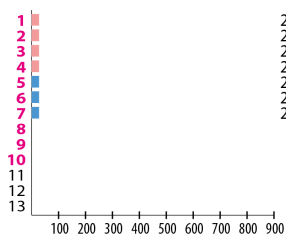
Religion/ethics/moral education



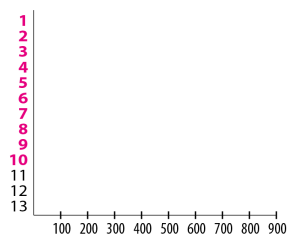
ICT



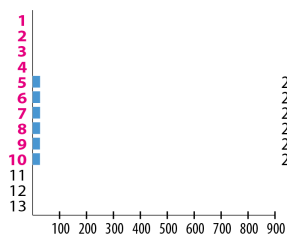
Technology



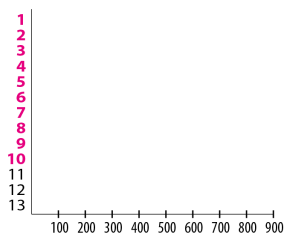
Practical and vocational skills



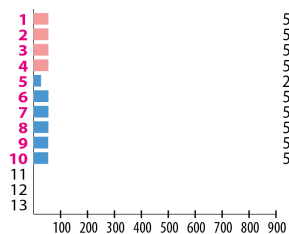
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

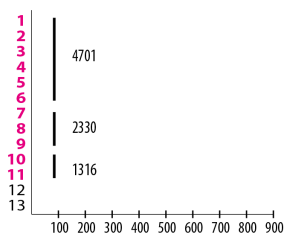


Number of hours distributed between various school years

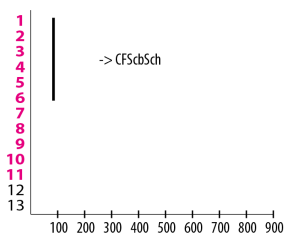
Source: Eurydice.

MALTA

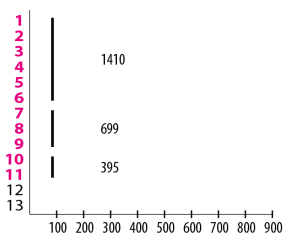
Total minimum compulsory curriculum



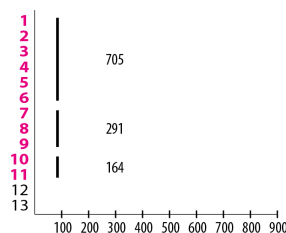
Compulsory subjects with flexible timetable



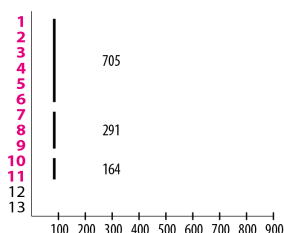
Reading, writing and literature



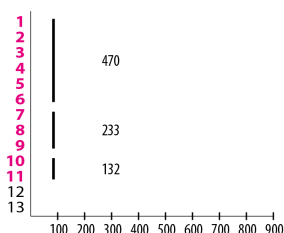
Mathematics



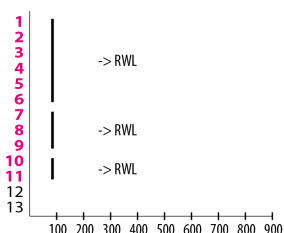
Natural sciences



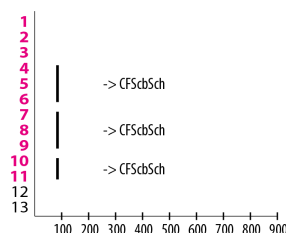
Social sciences



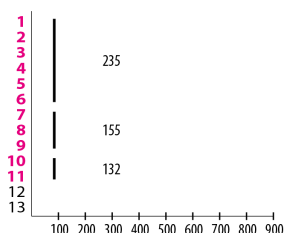
Language 2



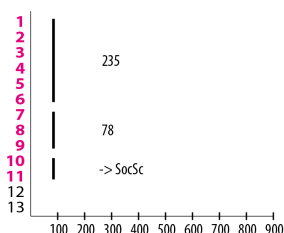
Language 3



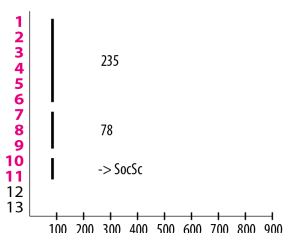
Physical education and health



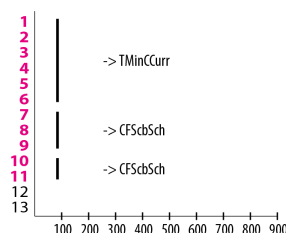
Arts education



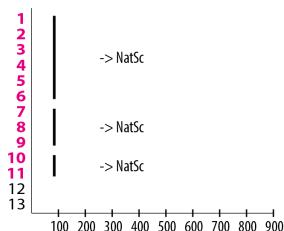
Religion/ethics/moral education



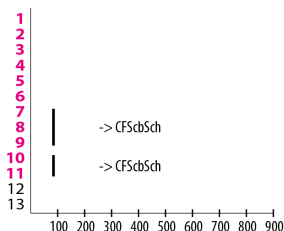
ICT



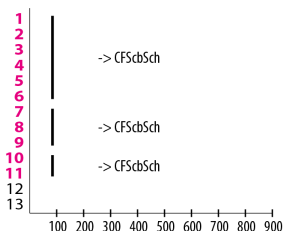
Technology



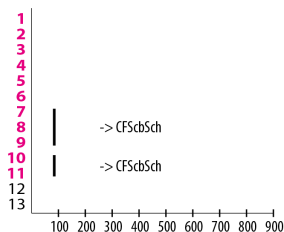
Practical and vocational skills



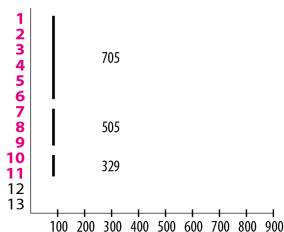
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTGG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



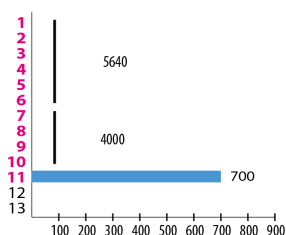
X

Number of hours distributed between various school years

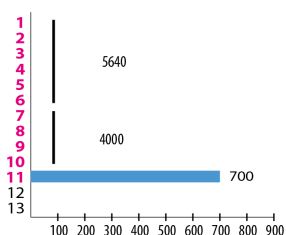
Source: Eurydice.

THE NETHERLANDS – PRIMARY AND HAVO

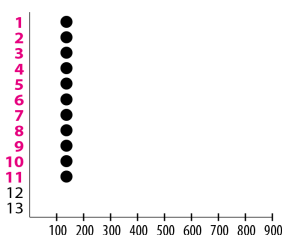
Total minimum compulsory curriculum



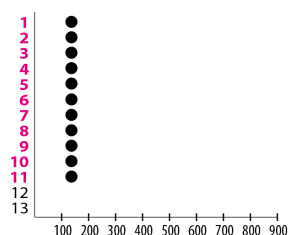
Compulsory subjects with flexible timetable



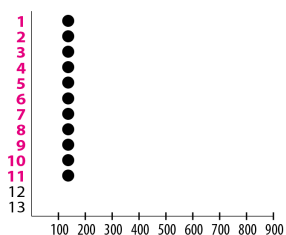
Reading, writing and literature



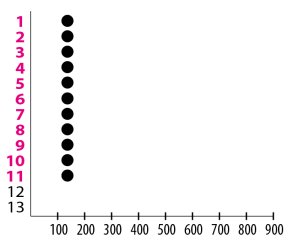
Mathematics



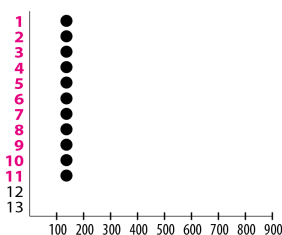
Natural sciences



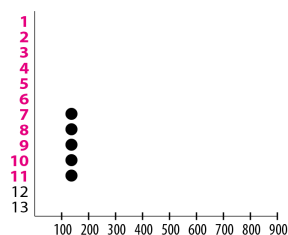
Social sciences



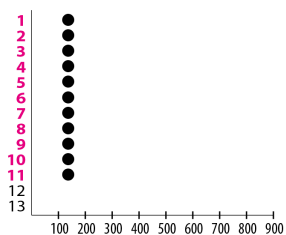
Language 2



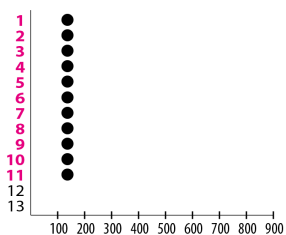
Language 3



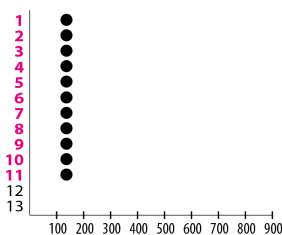
Physical education and health



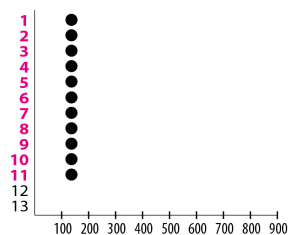
Arts education



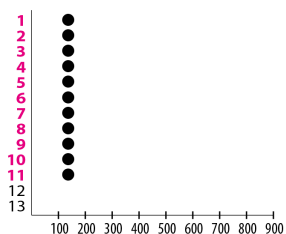
Religion/ethics/moral education



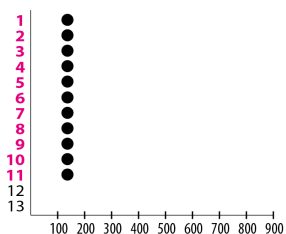
ICT



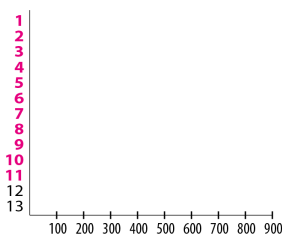
Technology



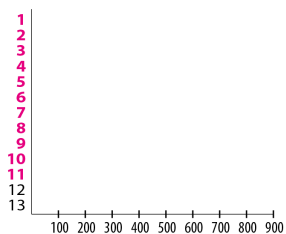
Practical and vocational skills



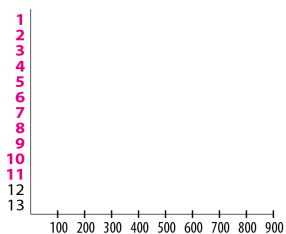
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level

n Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

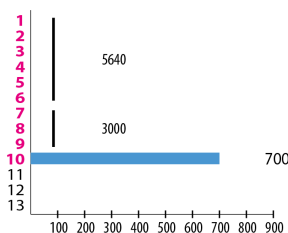


x Number of hours distributed between various school years

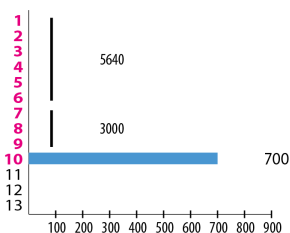
Source: Eurydice.

THE NETHERLANDS – PRIMARY AND VMBO

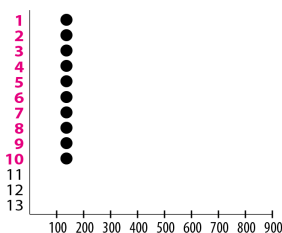
Total minimum compulsory curriculum



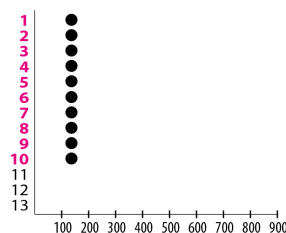
Compulsory subjects with flexible timetable



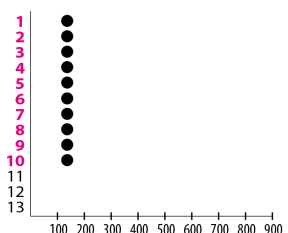
Reading, writing and literature



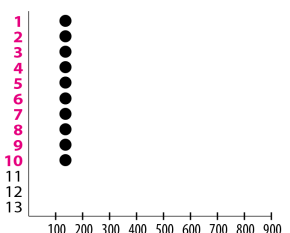
Mathematics



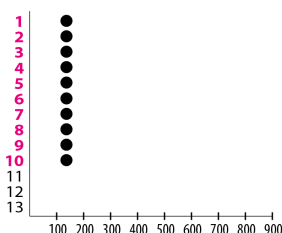
Natural sciences



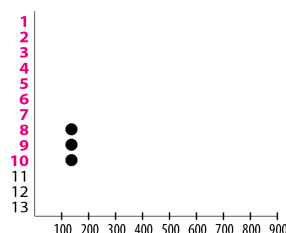
Social sciences



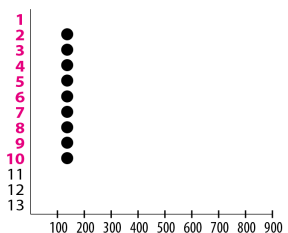
Language 2



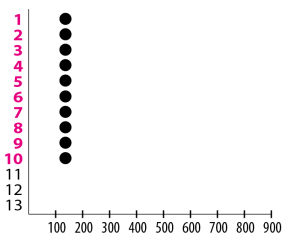
Language 3



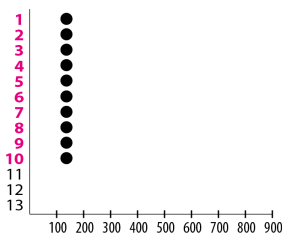
Physical education and health



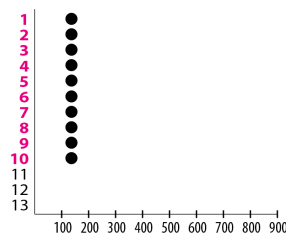
Arts education



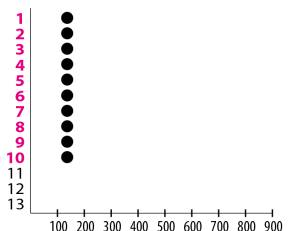
Religion/ethics/moral education



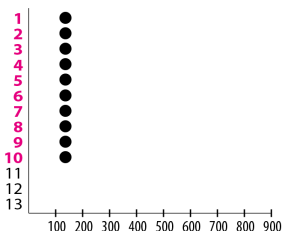
ICT



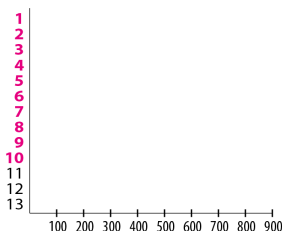
Technology



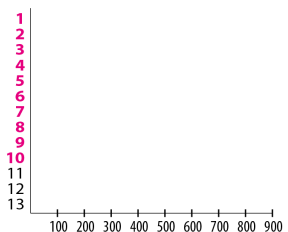
Practical and vocational skills



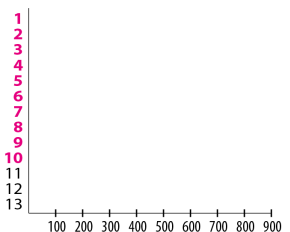
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis:

Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

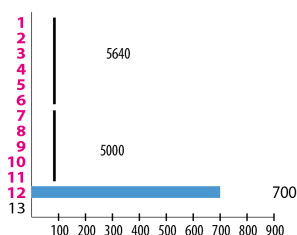


Number of hours distributed between various school years

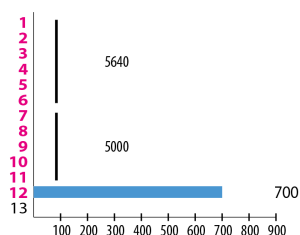
Source: Eurydice.

THE NETHERLANDS – PRIMARY AND VWO

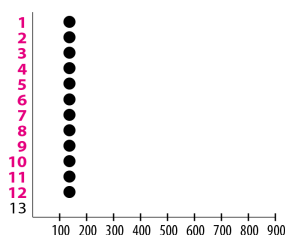
Total minimum compulsory curriculum



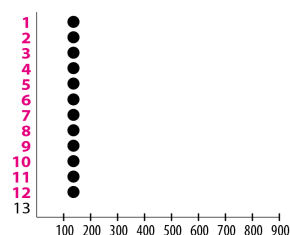
Compulsory subjects with flexible timetable



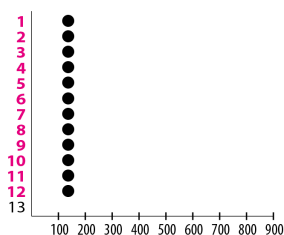
Reading, writing and literature



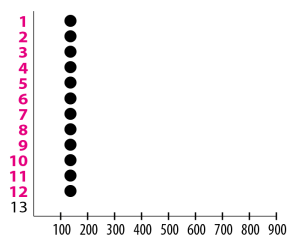
Mathematics



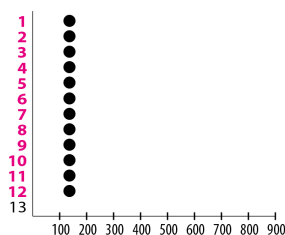
Natural sciences



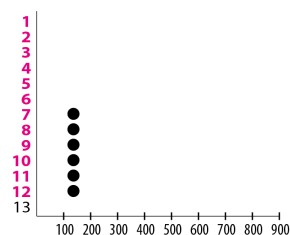
Social sciences



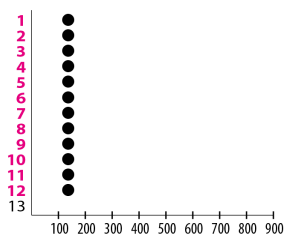
Language 2



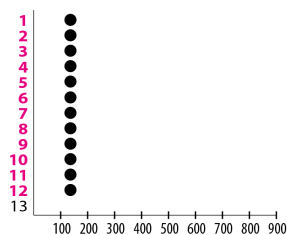
Language 3



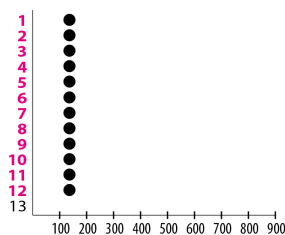
Physical education and health



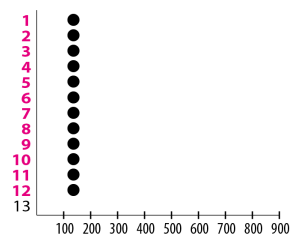
Arts education



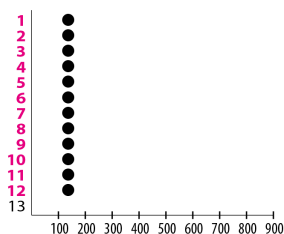
Religion/ethics/moral education



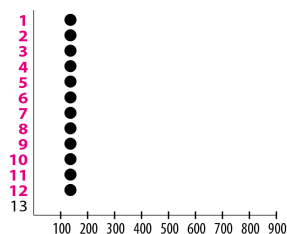
ICT



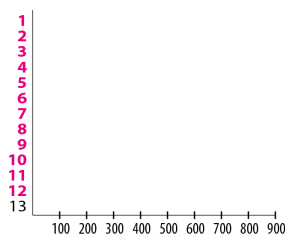
Technology



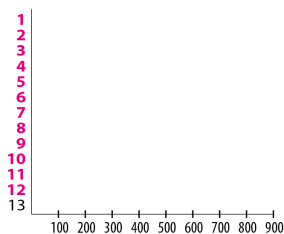
Practical and vocational skills



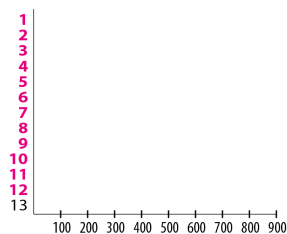
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level

n Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



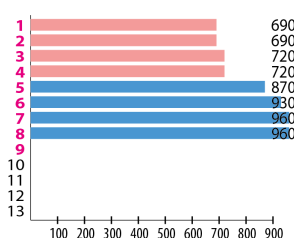
x

Number of hours distributed between various school years

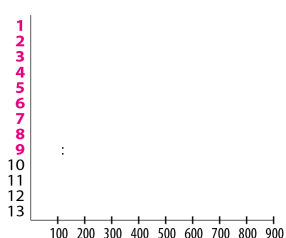
Source: Eurydice.

AUSTRIA – VOLKSSCHULE AND ALLGEMEINBILDENDE HÖHERE SCHULE

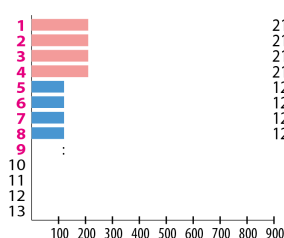
Total minimum compulsory curriculum



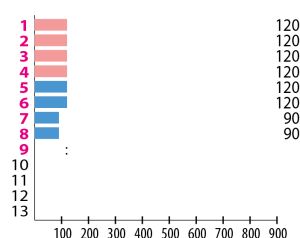
Compulsory subjects with flexible timetable



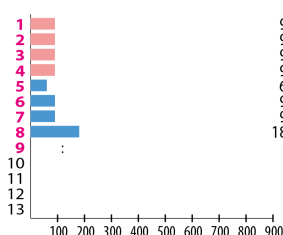
Reading, writing and literature



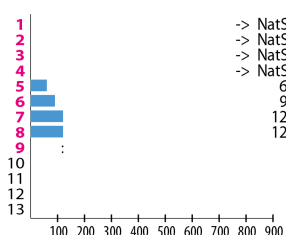
Mathematics



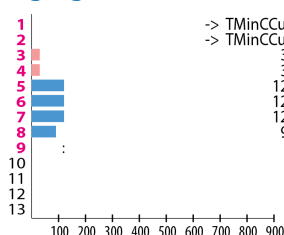
Natural sciences



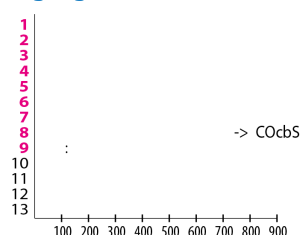
Social sciences



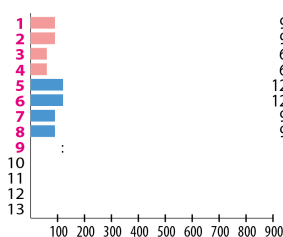
Language 2



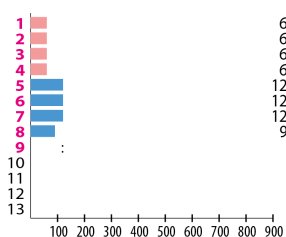
Language 3



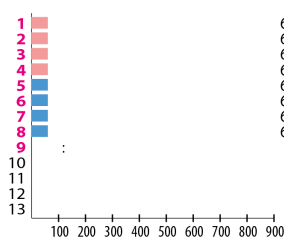
Physical education and health



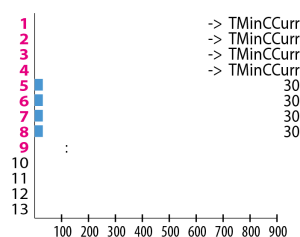
Arts education



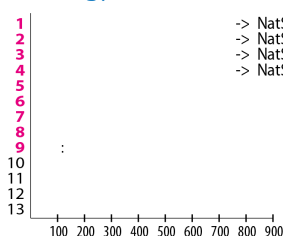
Religion/ethics/moral education



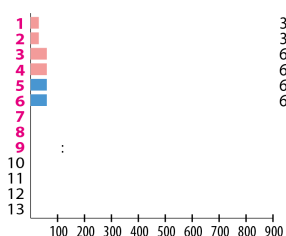
ICT



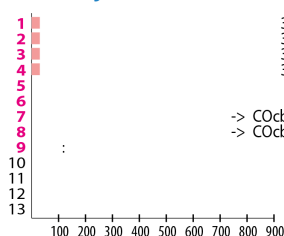
Technology



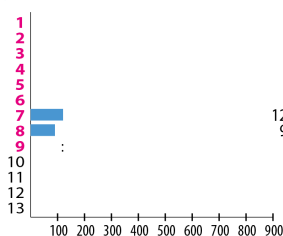
Practical and vocational skills



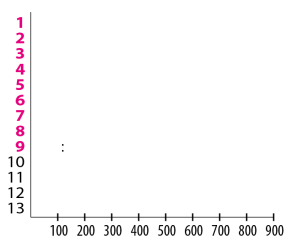
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

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

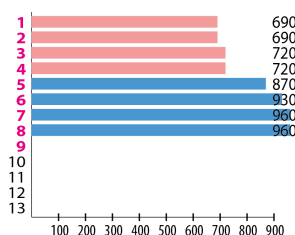


Number of hours distributed between various school years

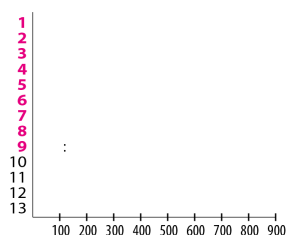
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AUSTRIA – VOLKSSCHULE AND MITTELSCHULE

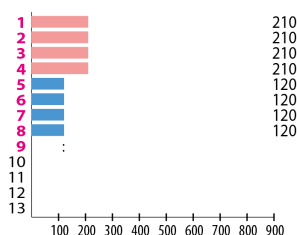
Total minimum compulsory curriculum



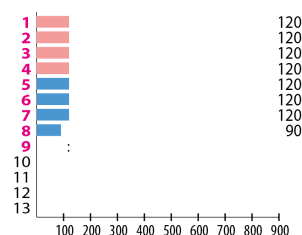
Compulsory subjects with flexible timetable



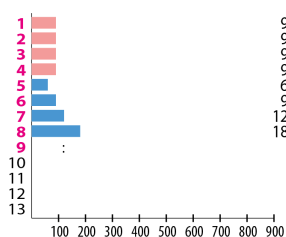
Reading, writing and literature



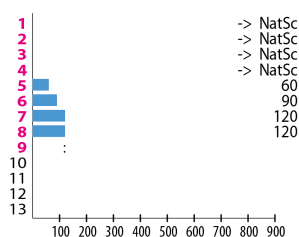
Mathematics



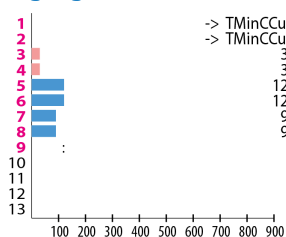
Natural sciences



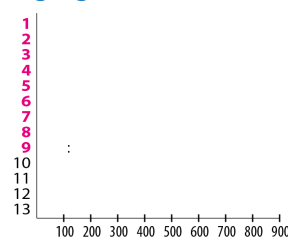
Social sciences



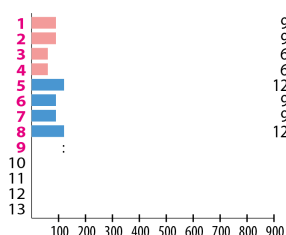
Language 2



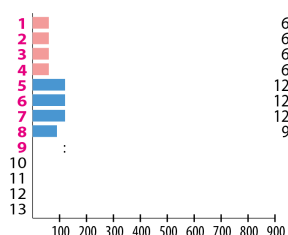
Language 3



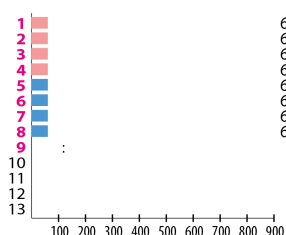
Physical education and health



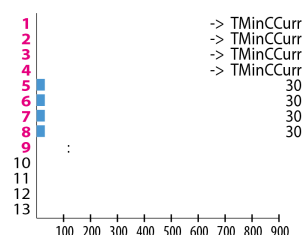
Arts education



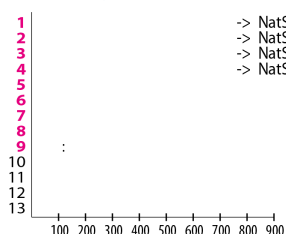
Religion/ethics/moral education



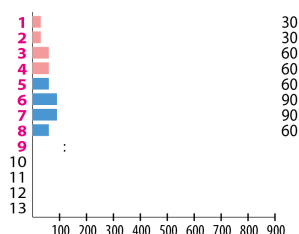
ICT



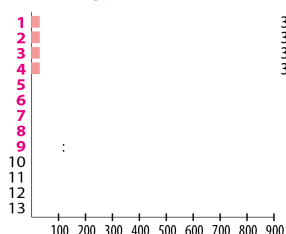
Technology



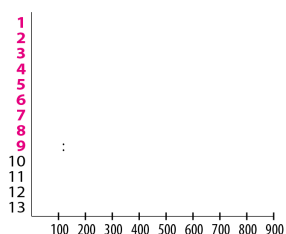
Practical and vocational skills



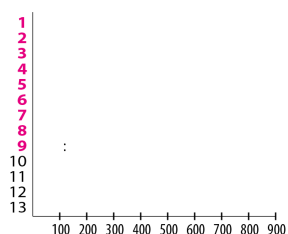
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



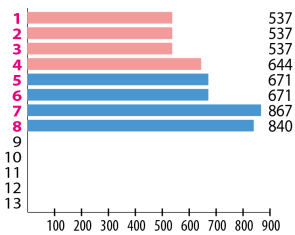
X

Number of hours distributed between various school years

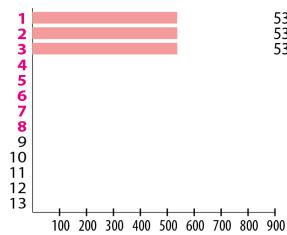
Source: Eurydice.

POLAND

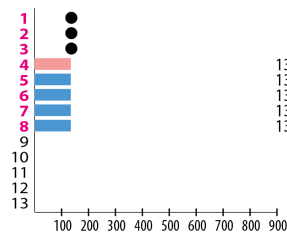
Total minimum compulsory curriculum



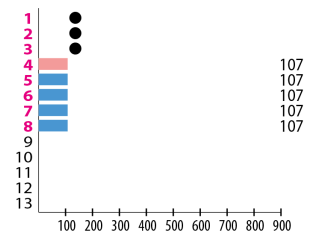
Compulsory subjects with flexible timetable



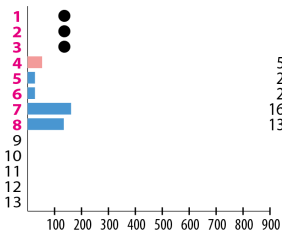
Reading, writing and literature



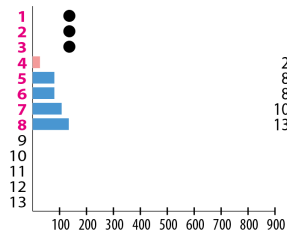
Mathematics



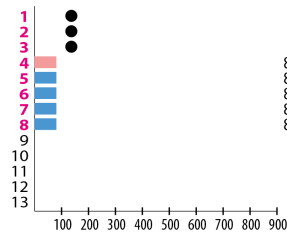
Natural sciences



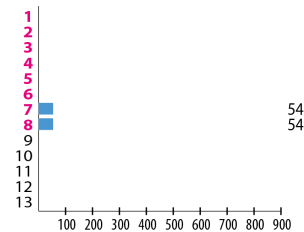
Social sciences



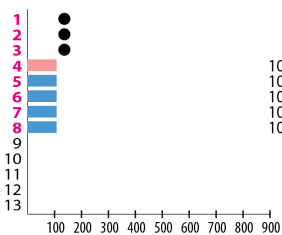
Language 2



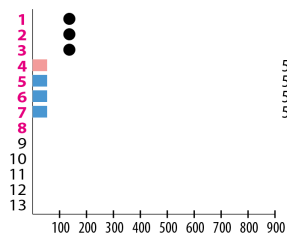
Language 3



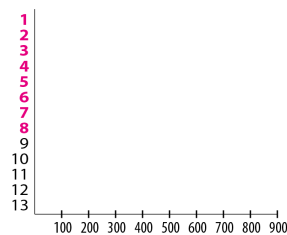
Physical education and health



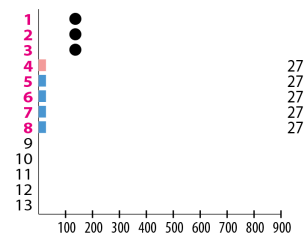
Arts education



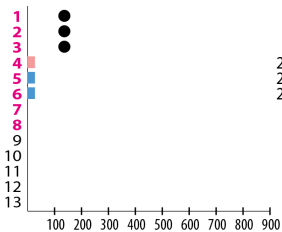
Religion/ethics/moral education



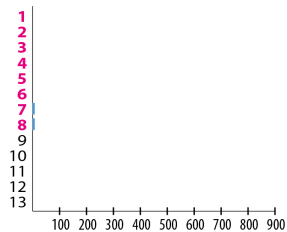
ICT



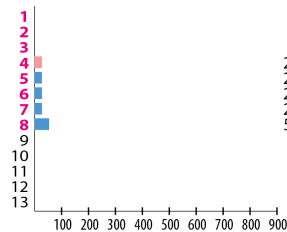
Technology



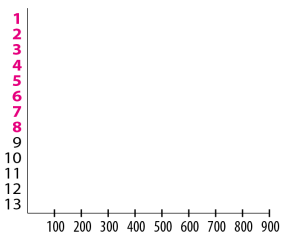
Practical and vocational skills



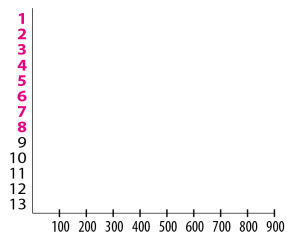
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FT CG

Horizontal axis:

Number of hours per school year

Vertical axis:

Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



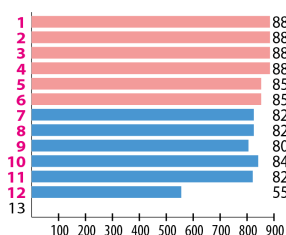
x

Number of hours distributed between various school years

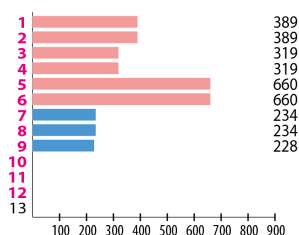
Source: Eurydice.

PORTUGAL

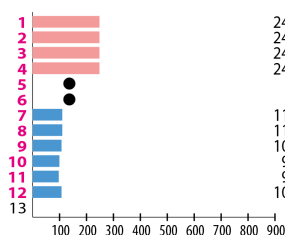
Total minimum compulsory curriculum



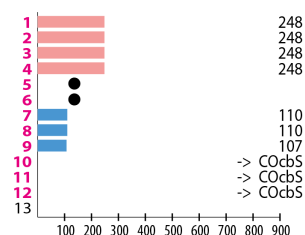
Compulsory subjects with flexible timetable



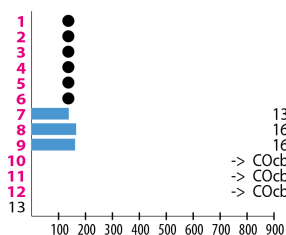
Reading, writing and literature



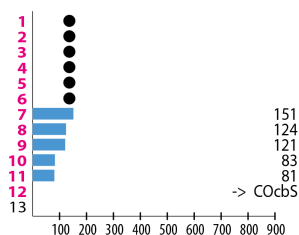
Mathematics



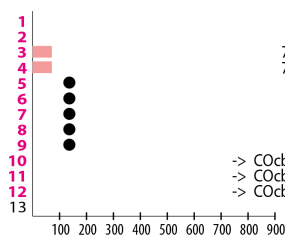
Natural sciences



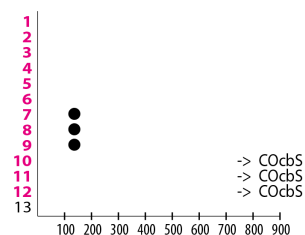
Social sciences



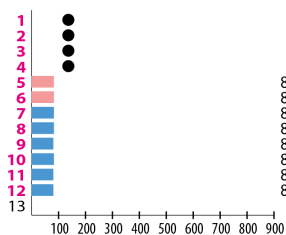
Language 2



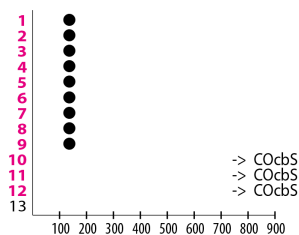
Language 3



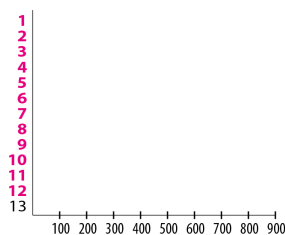
Physical education and health



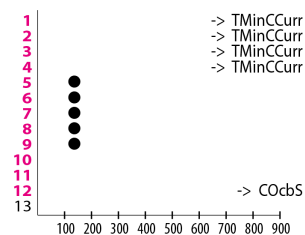
Arts education



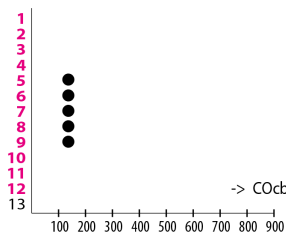
Religion/ethics/moral education



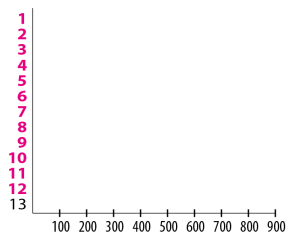
ICT



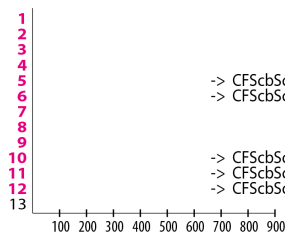
Technology



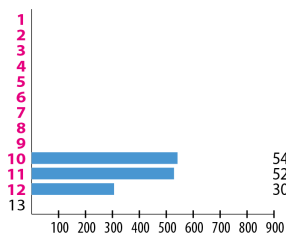
Practical and vocational skills



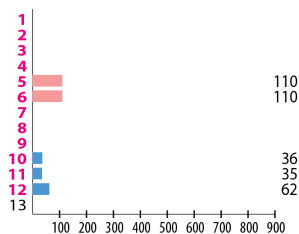
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

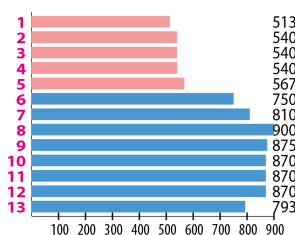


Number of hours distributed between various school years

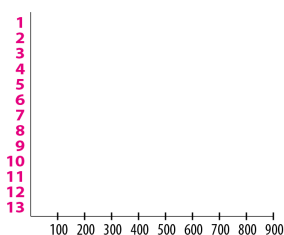
Source: Eurydice.

ROMANIA

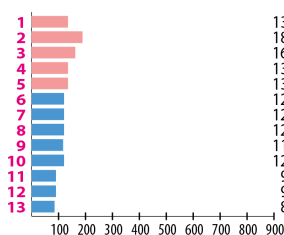
Total minimum compulsory curriculum



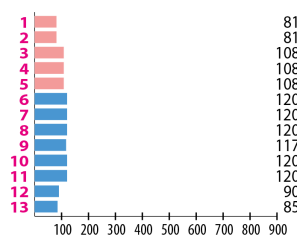
Compulsory subjects with flexible timetable



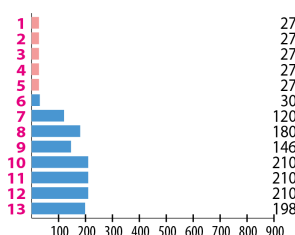
Reading, writing and literature



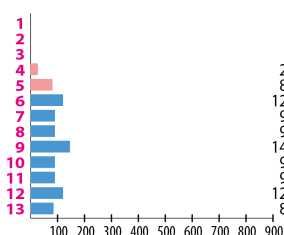
Mathematics



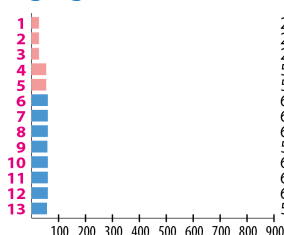
Natural sciences



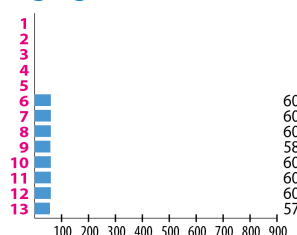
Social sciences



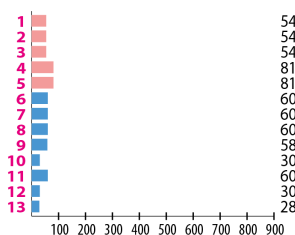
Language 2



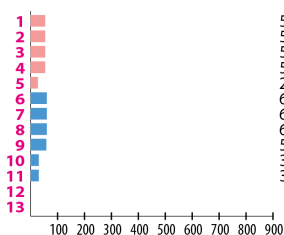
Language 3



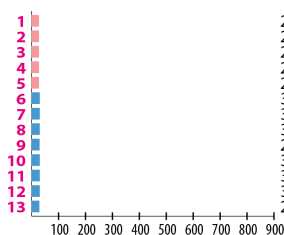
Physical education and health



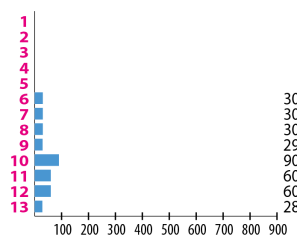
Arts education



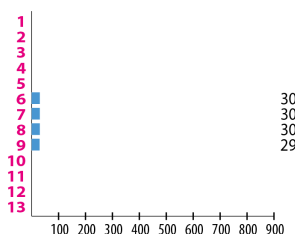
Religion/ethics/moral education



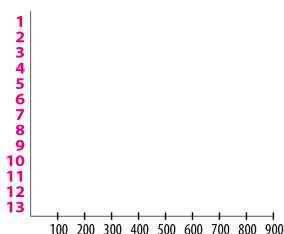
ICT



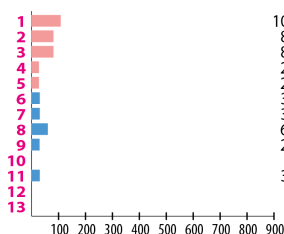
Technology



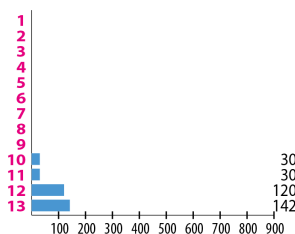
Practical and vocational skills



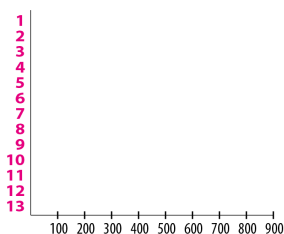
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

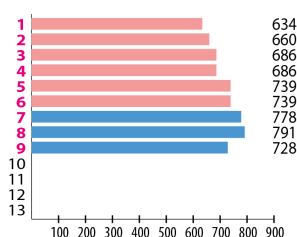


X Number of hours distributed between various school years

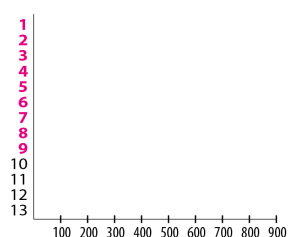
Source: Eurydice.

SLOVENIA

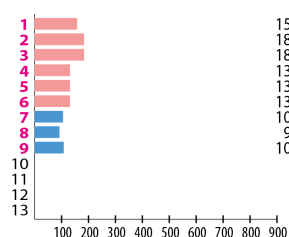
Total minimum compulsory curriculum



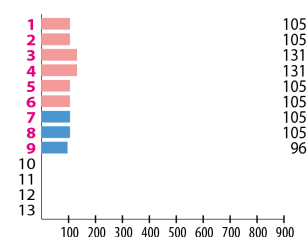
Compulsory subjects with flexible timetable



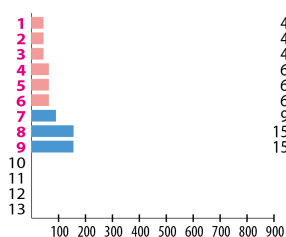
Reading, writing and literature



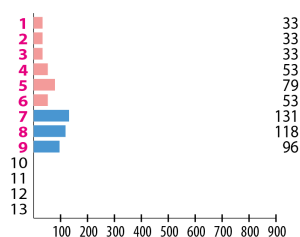
Mathematics



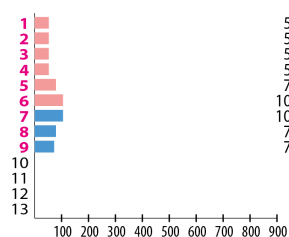
Natural sciences



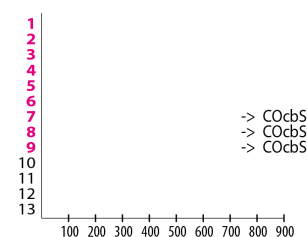
Social sciences



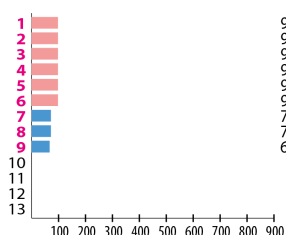
Language 2



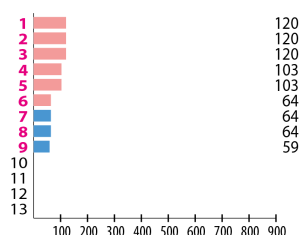
Language 3



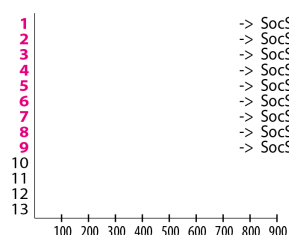
Physical education and health



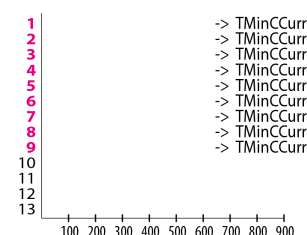
Arts education



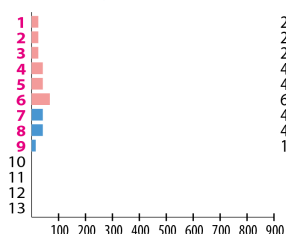
Religion/ethics/moral education



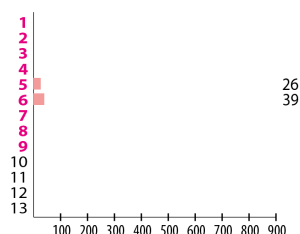
ICT



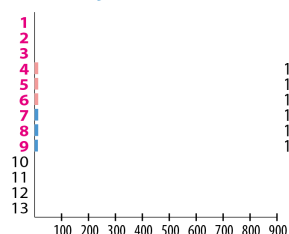
Technology



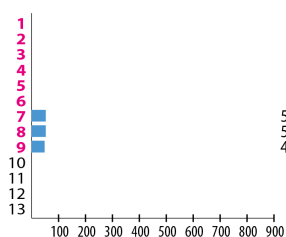
Practical and vocational skills



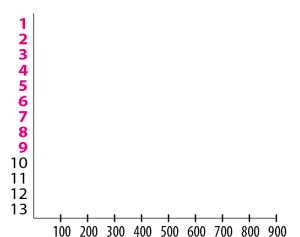
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

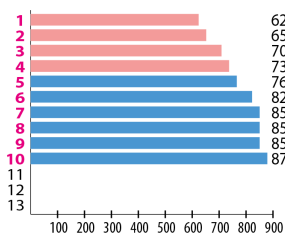


Number of hours distributed between various school years

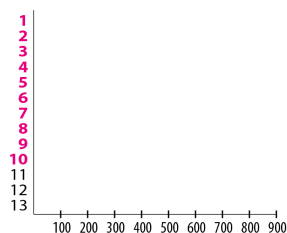
Source: Eurydice.

SLOVAKIA

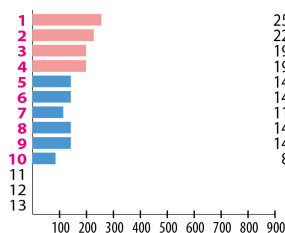
Total minimum compulsory curriculum



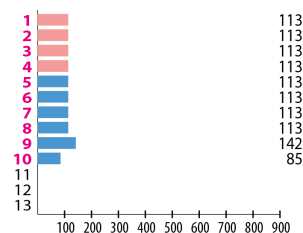
Compulsory subjects with flexible timetable



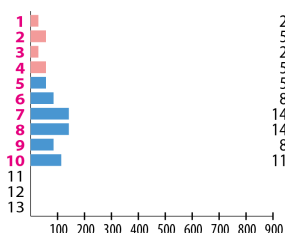
Reading, writing and literature



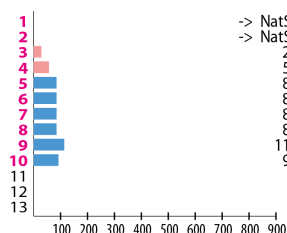
Mathematics



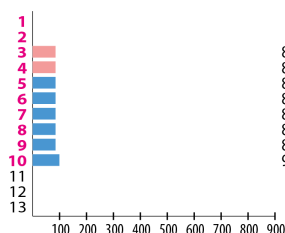
Natural sciences



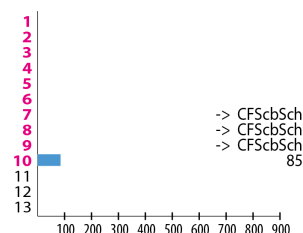
Social sciences



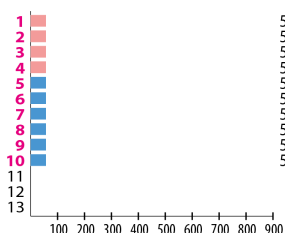
Language 2



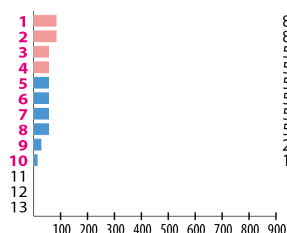
Language 3



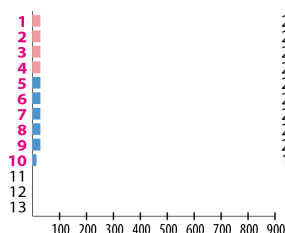
Physical education and health



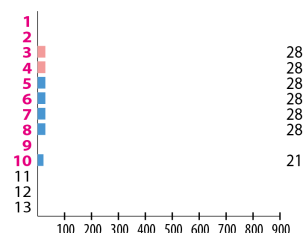
Arts education



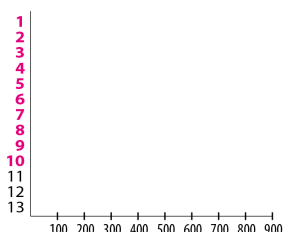
Religion/ethics/moral education



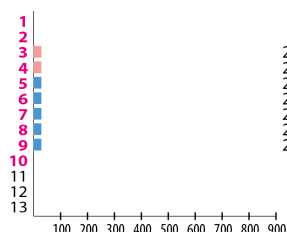
ICT



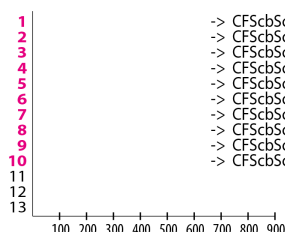
Technology



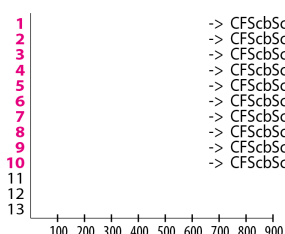
Practical and vocational skills



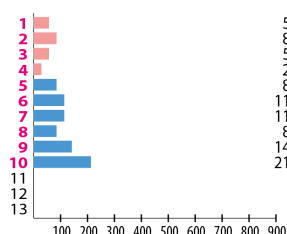
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



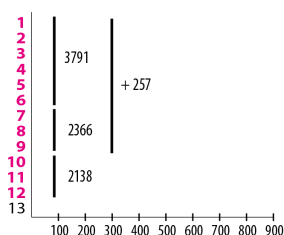
X

Number of hours distributed between various school years

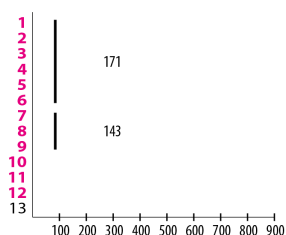
Source: Eurydice.

FINLAND

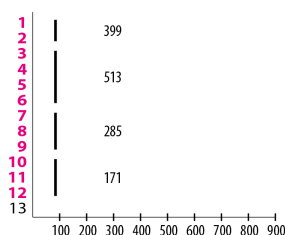
Total minimum compulsory curriculum



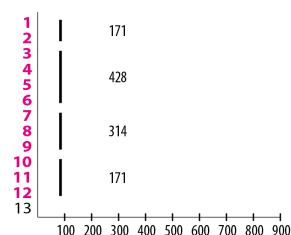
Compulsory subjects with flexible timetable



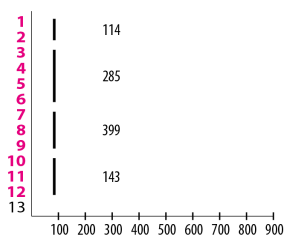
Reading, writing and literature



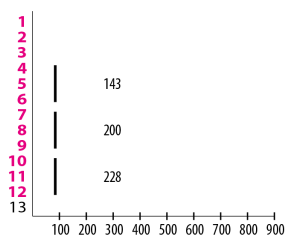
Mathematics



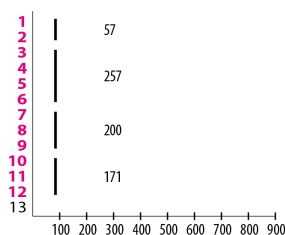
Natural sciences



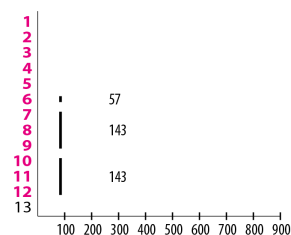
Social sciences



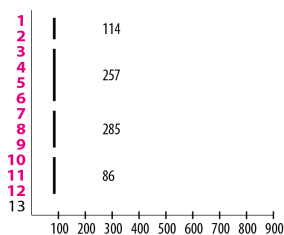
Language 2



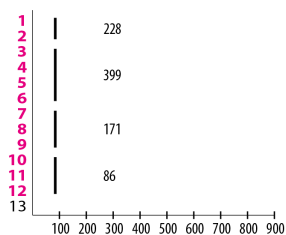
Language 3



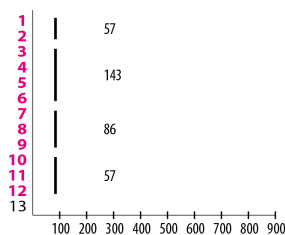
Physical education and health



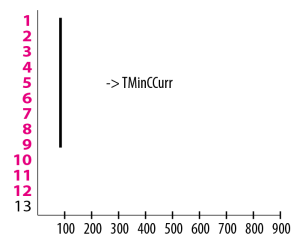
Arts education



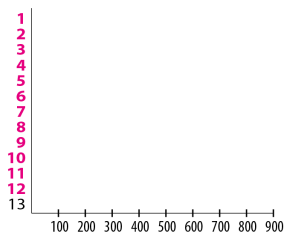
Religion/ethics/moral education



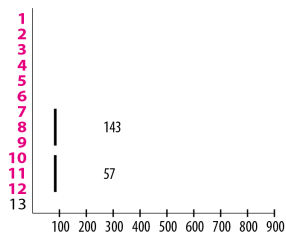
ICT



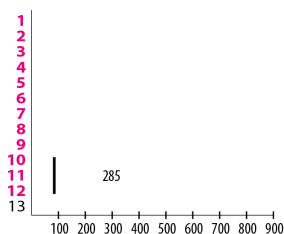
Technology



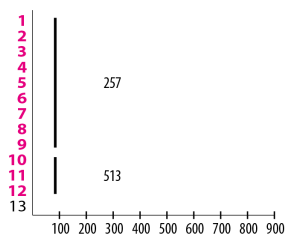
Practical and vocational skills Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



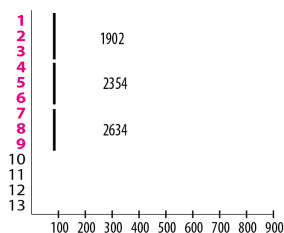
x

Number of hours distributed between various school years

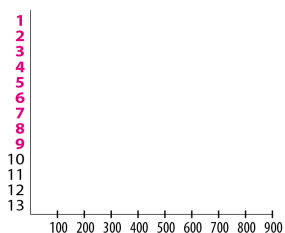
Source: Eurydice.

SWEDEN

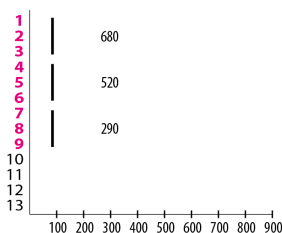
Total minimum compulsory curriculum



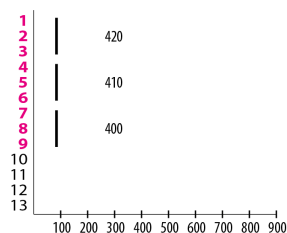
Compulsory subjects with flexible timetable



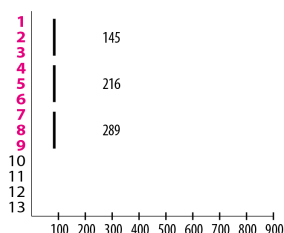
Reading, writing and literature



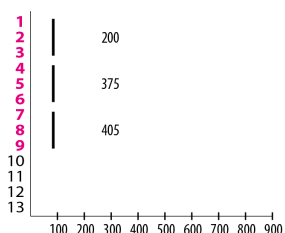
Mathematics



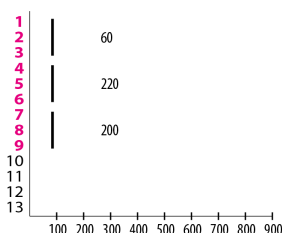
Natural sciences



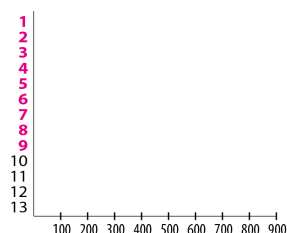
Social sciences



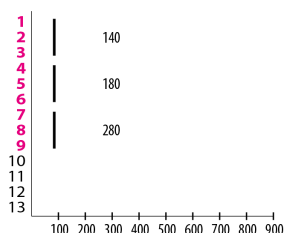
Language 2



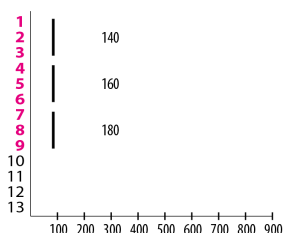
Language 3



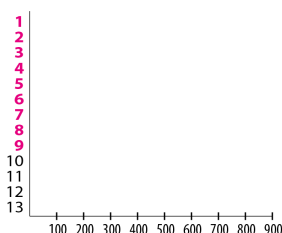
Physical education and health



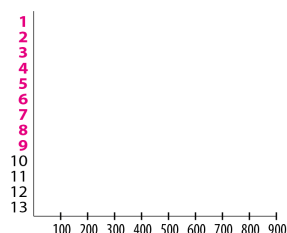
Arts education



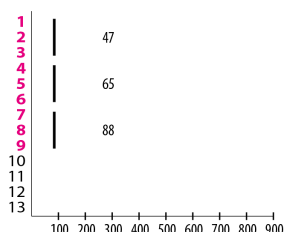
Religion/ethics/moral education



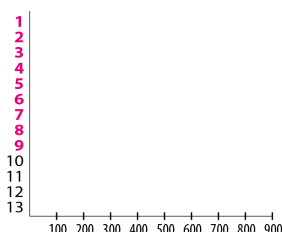
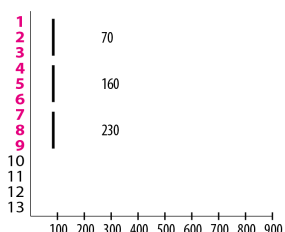
ICT



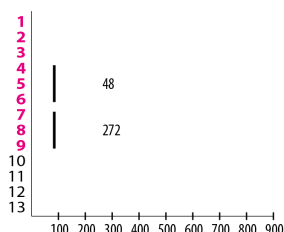
Technology



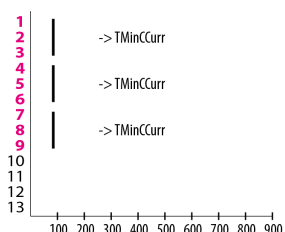
Practical and vocational skills Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

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

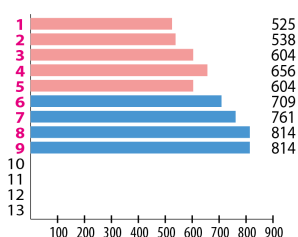


x Number of hours distributed between various school years

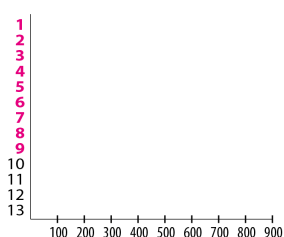
Source: Eurydice.

ALBANIA

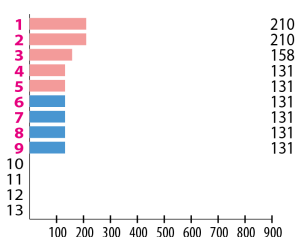
Total minimum compulsory curriculum



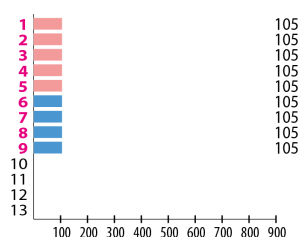
Compulsory subjects with flexible timetable



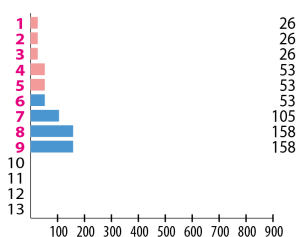
Reading, writing and literature



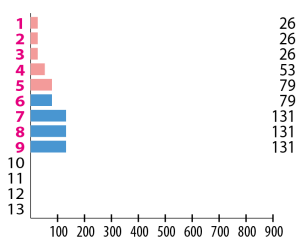
Mathematics



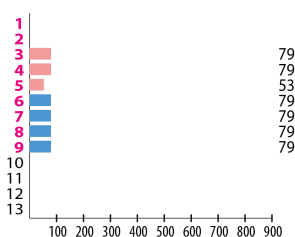
Natural sciences



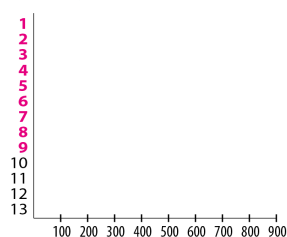
Social sciences



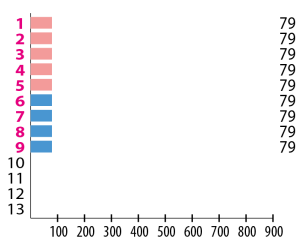
Language 2



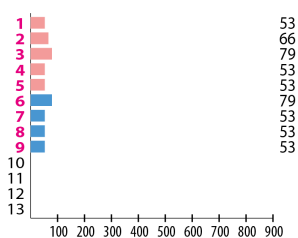
Language 3



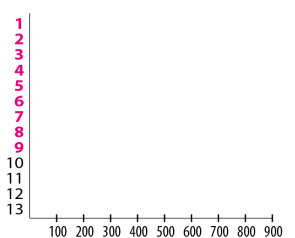
Physical education and health



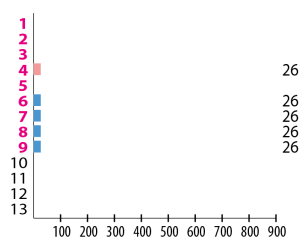
Arts education



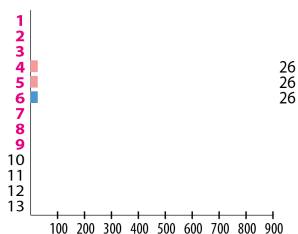
Religion/ethics/moral education



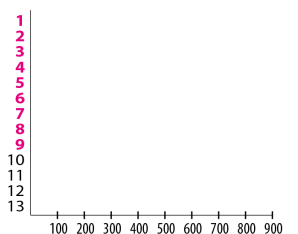
ICT



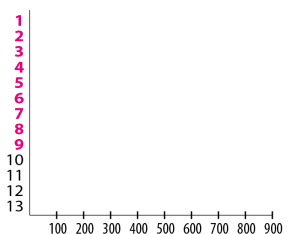
Technology



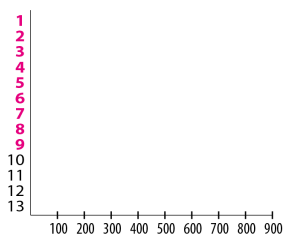
Practical and vocational skills



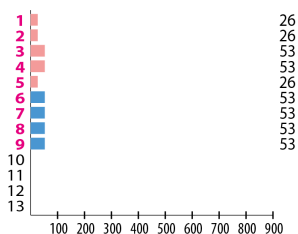
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):

Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



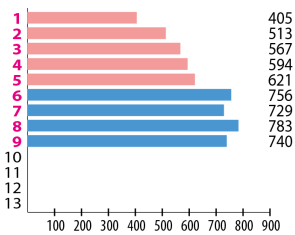
x

Number of hours distributed between various school years

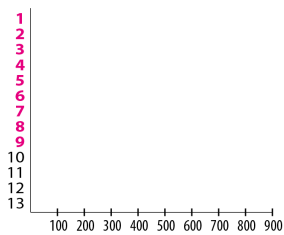
Source: Eurydice.

BOSNIA AND HERZEGOVINA

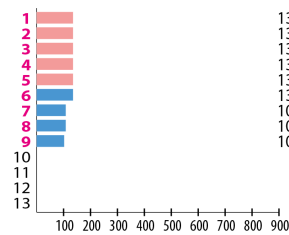
Total minimum compulsory curriculum



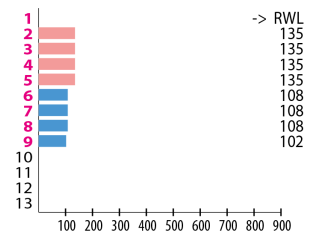
Compulsory subjects with flexible timetable



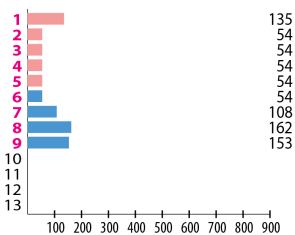
Reading, writing and literature



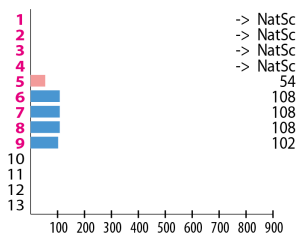
Mathematics



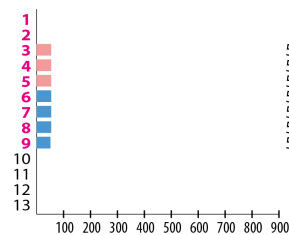
Natural sciences



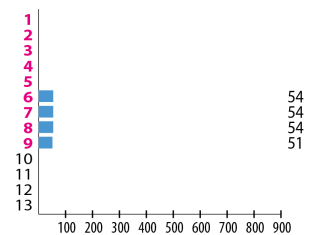
Social sciences



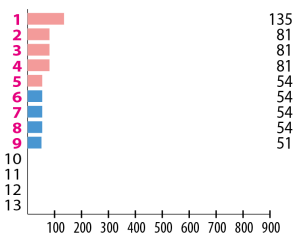
Language 2



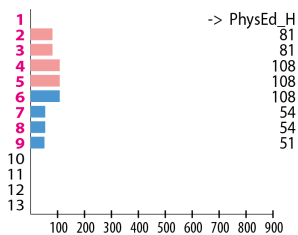
Language 3



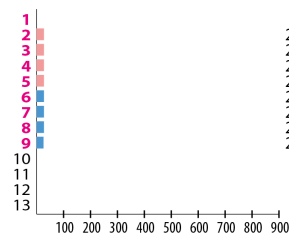
Physical education and health



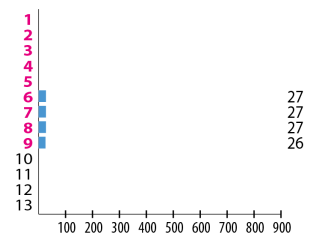
Arts education



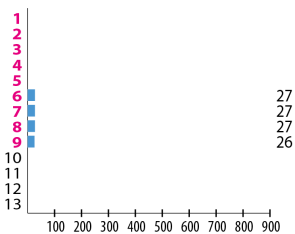
Religion/ethics/moral education



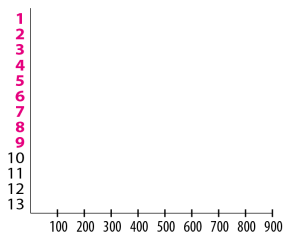
ICT



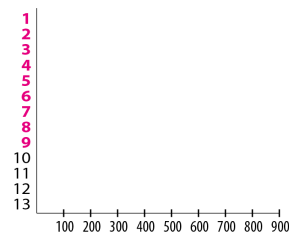
Technology



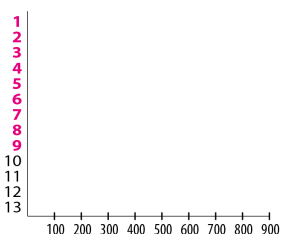
Practical and vocational skills



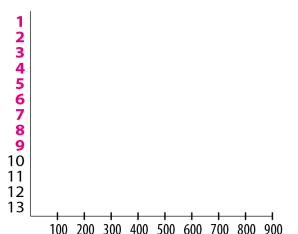
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

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

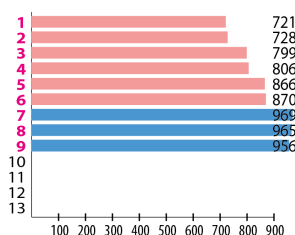


Number of hours distributed between various school years

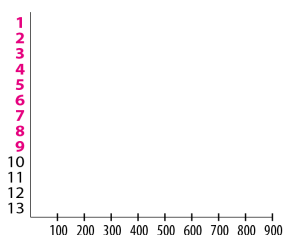
Source: Eurydice.

SWITZERLAND

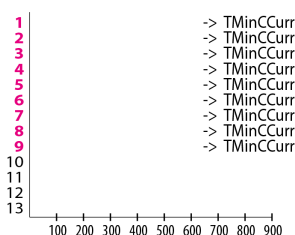
Total minimum compulsory curriculum



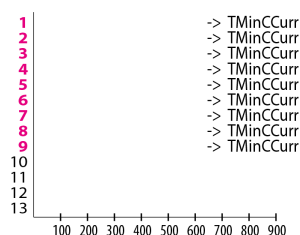
Compulsory subjects with flexible timetable



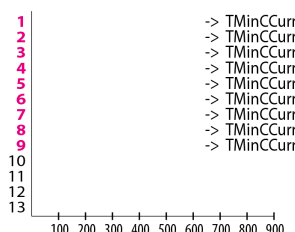
Reading, writing and literature



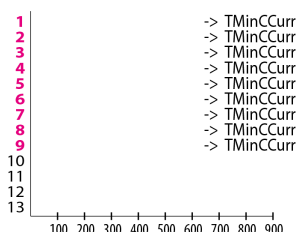
Mathematics



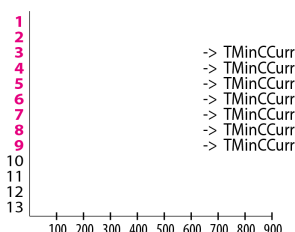
Natural sciences



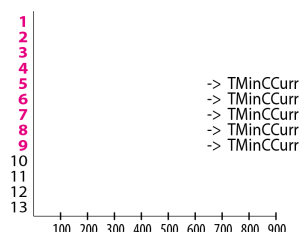
Social sciences



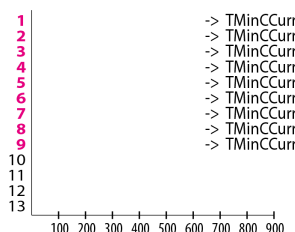
Language 2



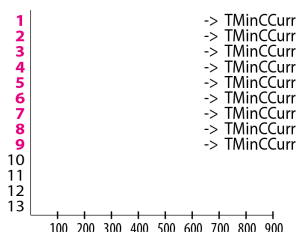
Language 3



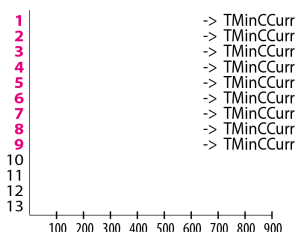
Physical education and health



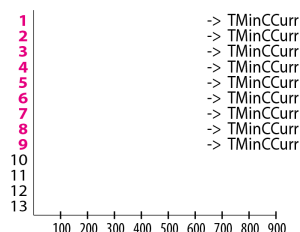
Arts education



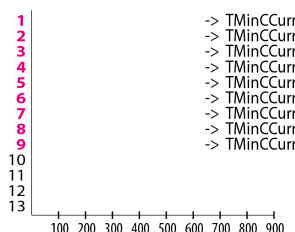
Religion/ethics/moral education



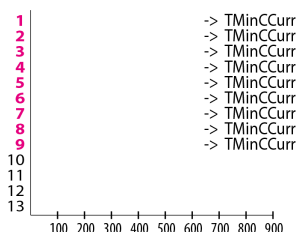
ICT



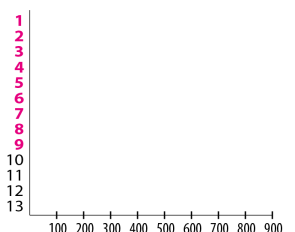
Technology



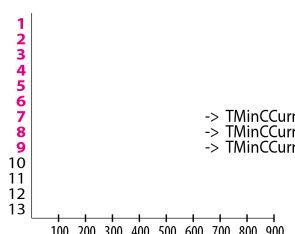
Practical and vocational skills



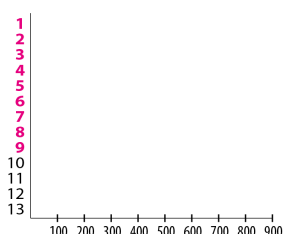
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level

n Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

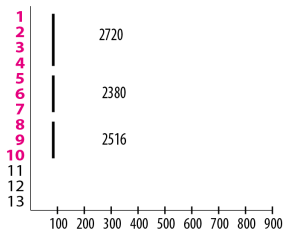


Number of hours distributed between various school years

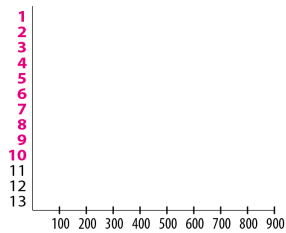
Source: Eurydice.

ICELAND

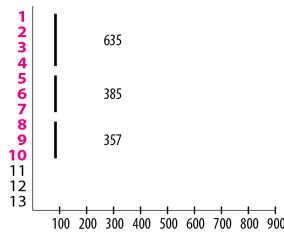
Total minimum compulsory curriculum



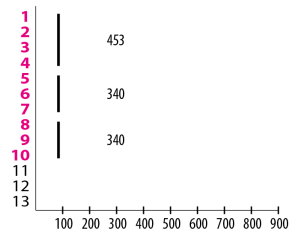
Compulsory subjects with flexible timetable



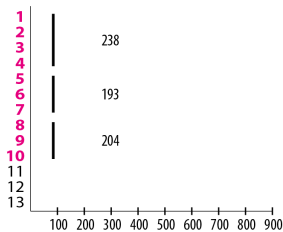
Reading, writing and literature



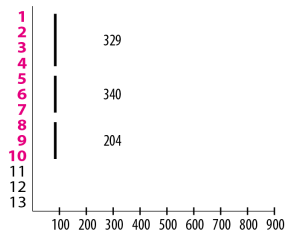
Mathematics



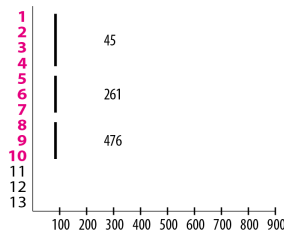
Natural sciences



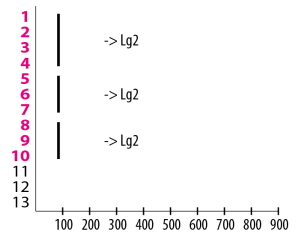
Social sciences



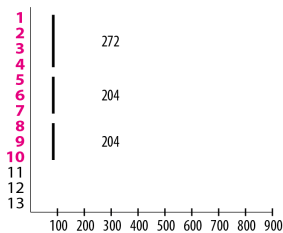
Language 2



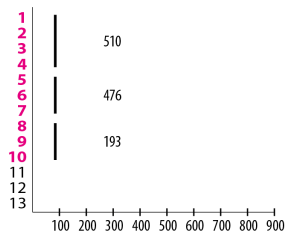
Language 3



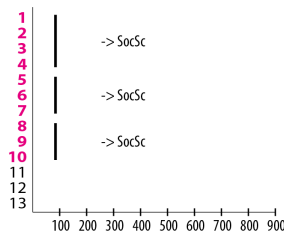
Physical education and health



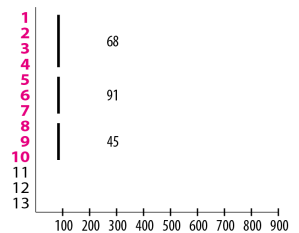
Arts education



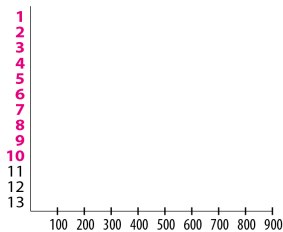
Religion/ethics/moral education



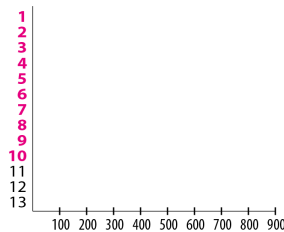
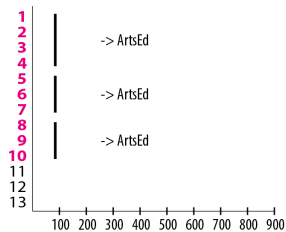
ICT



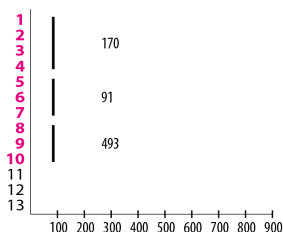
Technology



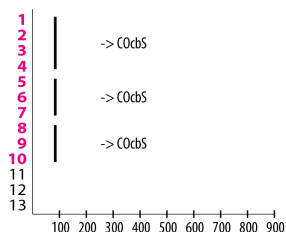
Practical and vocational skills Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)



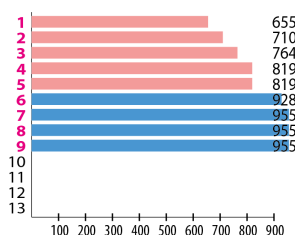
X

Number of hours distributed between various school years

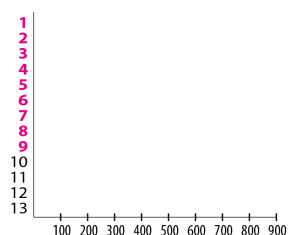
Source: Eurydice.

LIECHTENSTEIN – PRIMARY AND GYMNASIUM

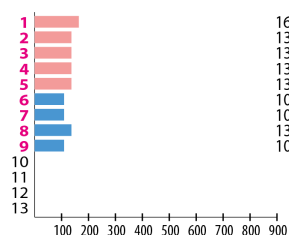
Total minimum compulsory curriculum



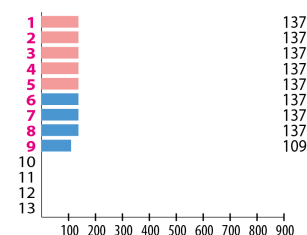
Compulsory subjects with flexible timetable



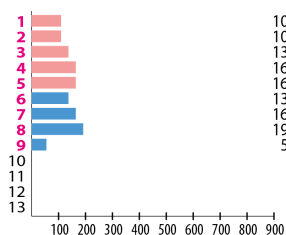
Reading, writing and literature



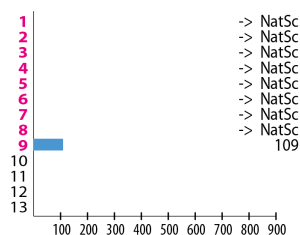
Mathematics



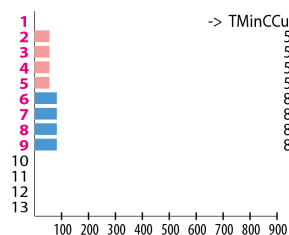
Natural sciences



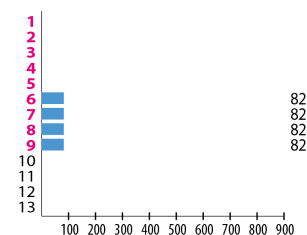
Social sciences



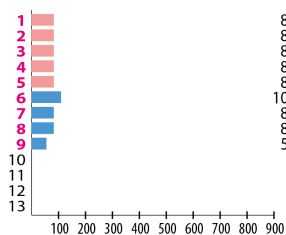
Language 2



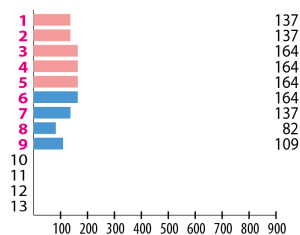
Language 3



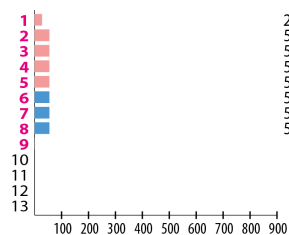
Physical education and health



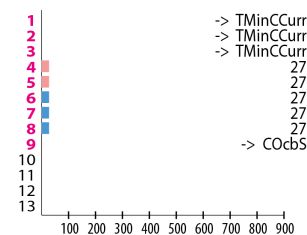
Arts education



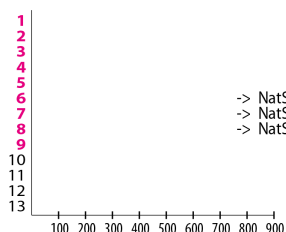
Religion/ethics/moral education



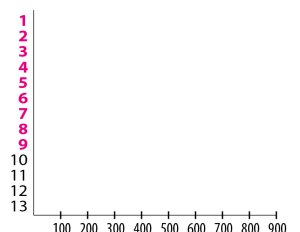
ICT



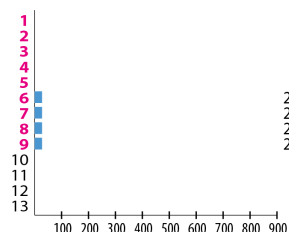
Technology



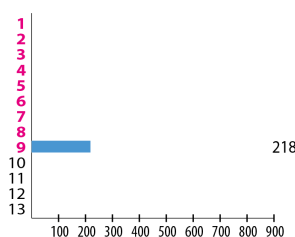
Practical and vocational skills



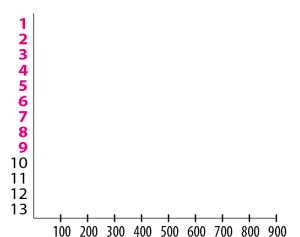
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

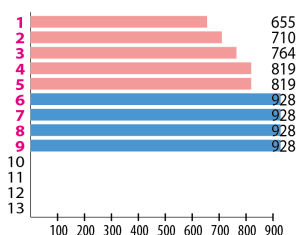


Number of hours distributed between various school years

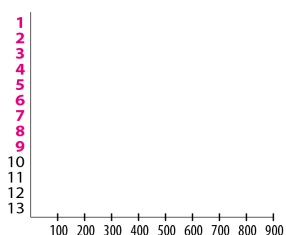
Source: Eurydice.

LIECHTENSTEIN – PRIMARY AND OBERSCHULE

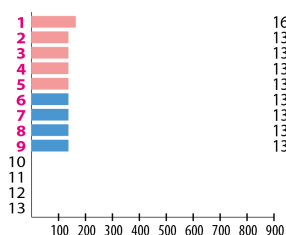
Total minimum compulsory curriculum



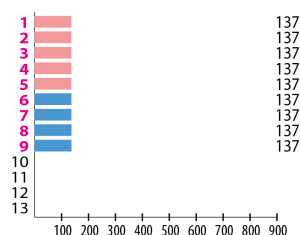
Compulsory subjects with flexible timetable



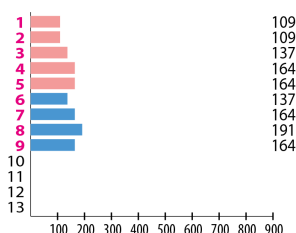
Reading, writing and literature



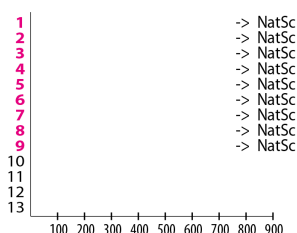
Mathematics



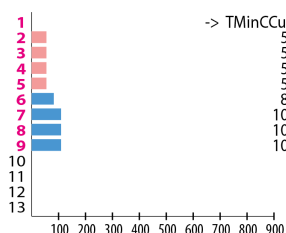
Natural sciences



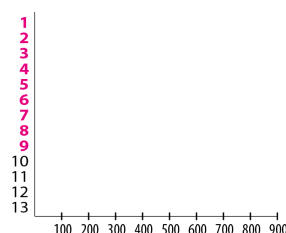
Social sciences



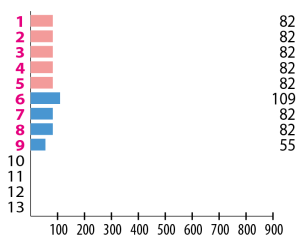
Language 2



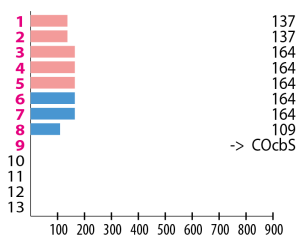
Language 3



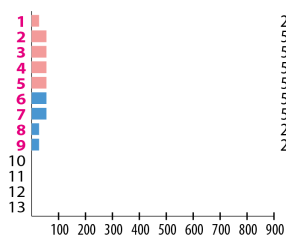
Physical education and health



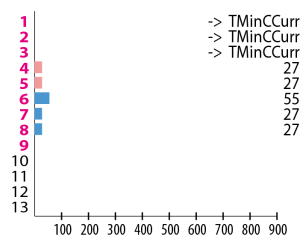
Arts education



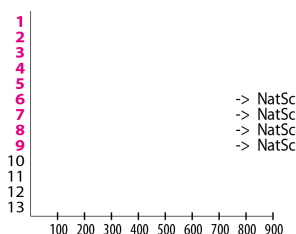
Religion/ethics/moral education



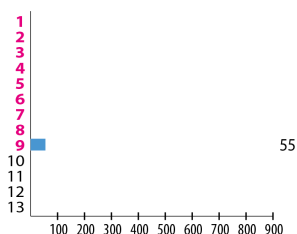
ICT



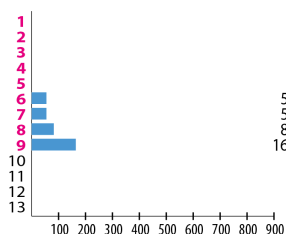
Technology



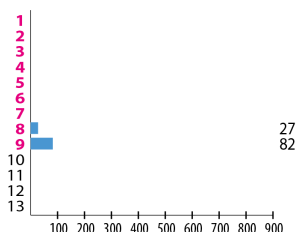
Practical and vocational skills



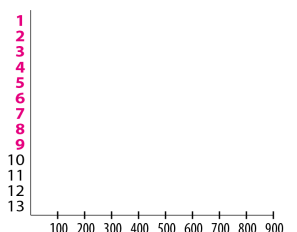
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



n Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

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

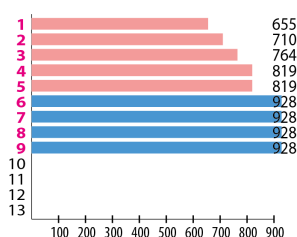


x Number of hours distributed between various school years

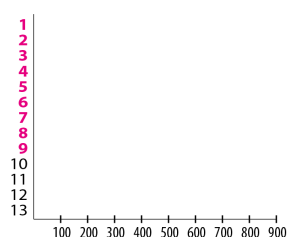
Source: Eurydice.

LIECHTENSTEIN – PRIMARY AND REALSCHULE

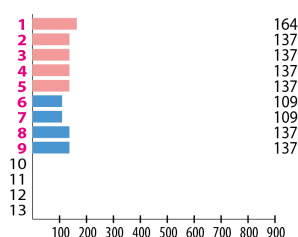
Total minimum compulsory curriculum



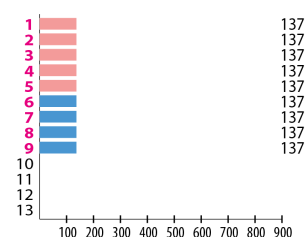
Compulsory subjects with flexible timetable



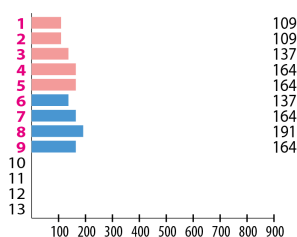
Reading, writing and literature



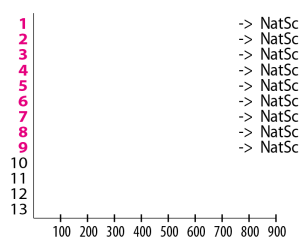
Mathematics



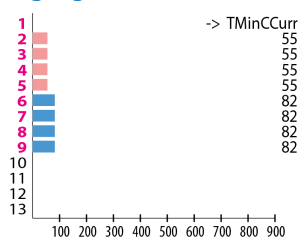
Natural sciences



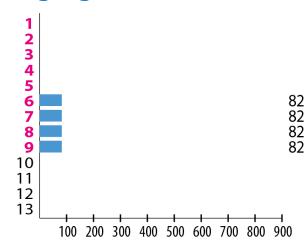
Social sciences



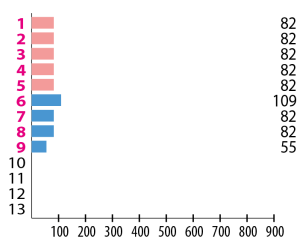
Language 2



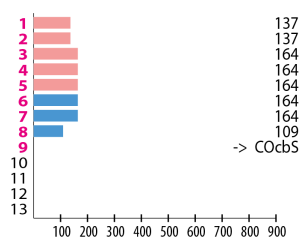
Language 3



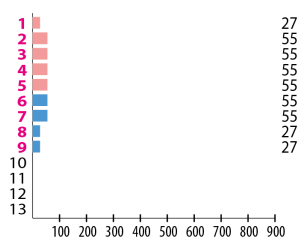
Physical education and health



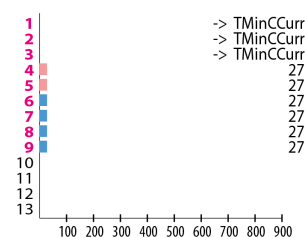
Arts education



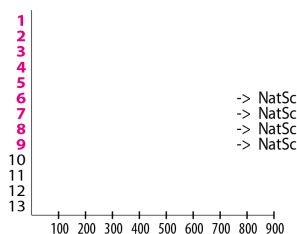
Religion/ethics/moral education



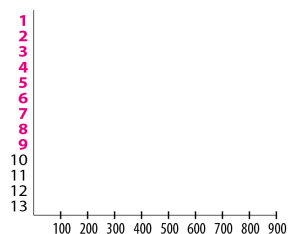
ICT



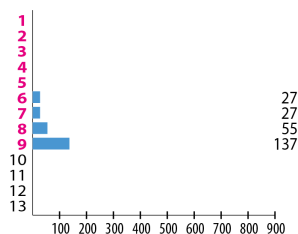
Technology



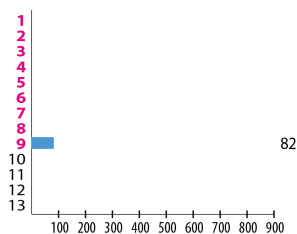
Practical and vocational skills



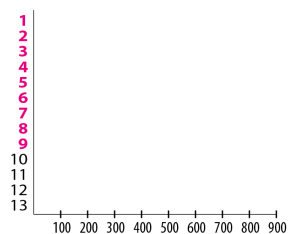
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

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

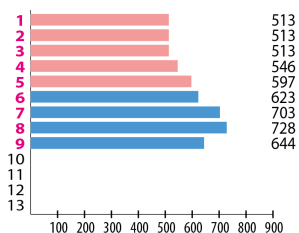


Number of hours distributed between various school years

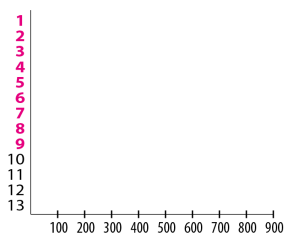
Source: Eurydice.

MONTENEGRO

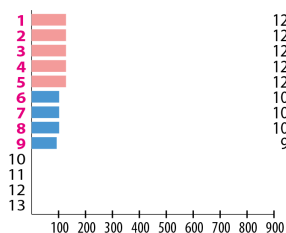
Total minimum compulsory curriculum



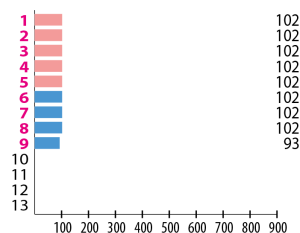
Compulsory subjects with flexible timetable



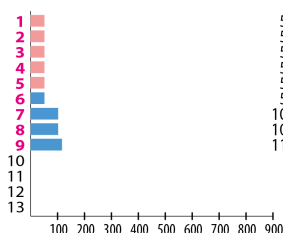
Reading, writing and literature



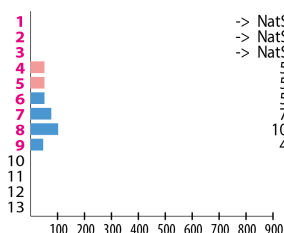
Mathematics



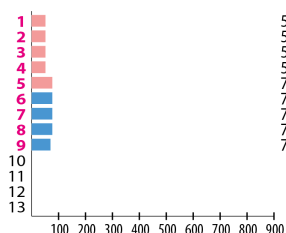
Natural sciences



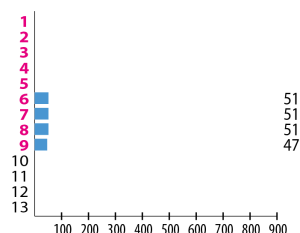
Social sciences



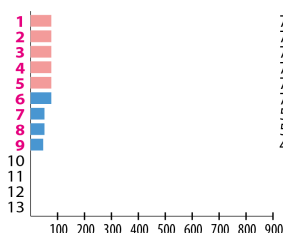
Language 2



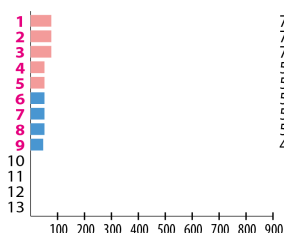
Language 3



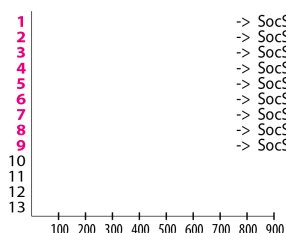
Physical education and health



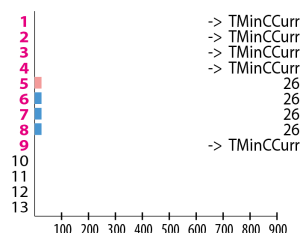
Arts education



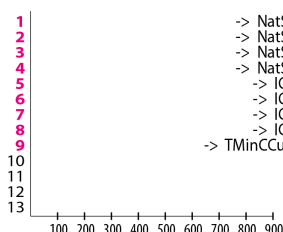
Religion/ethics/moral education



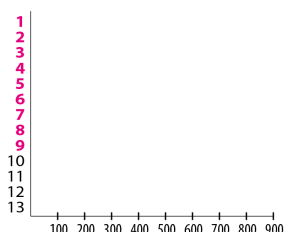
ICT



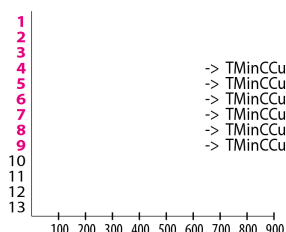
Technology



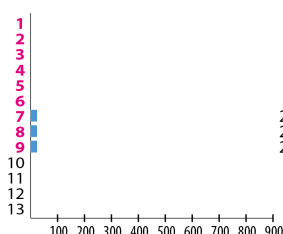
Practical and vocational skills



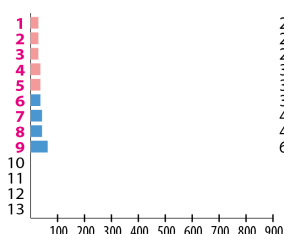
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

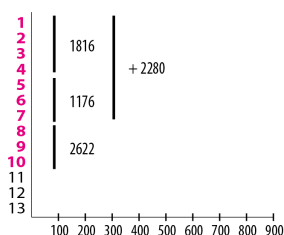


Number of hours distributed between various school years

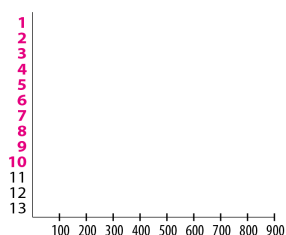
Source: Eurydice.

NORWAY

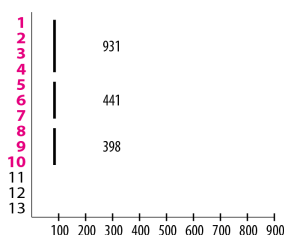
Total minimum compulsory curriculum



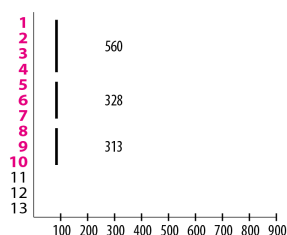
Compulsory subjects with flexible timetable



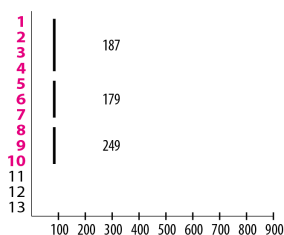
Reading, writing and literature



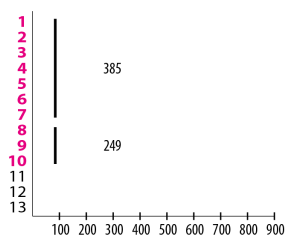
Mathematics



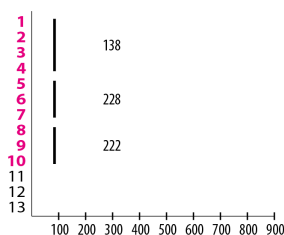
Natural sciences



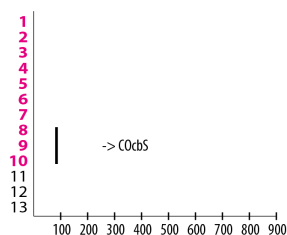
Social sciences



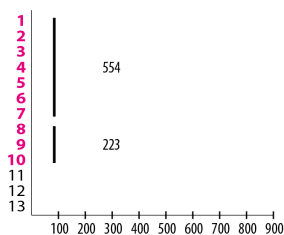
Language 2



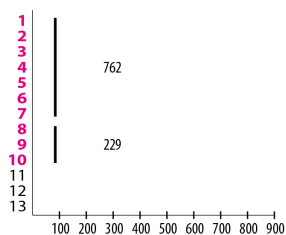
Language 3



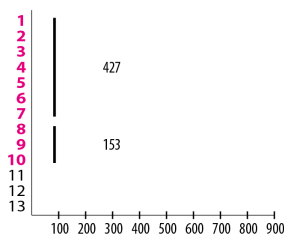
Physical education and health



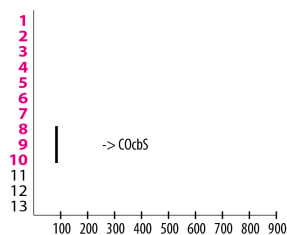
Arts education



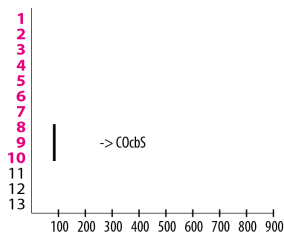
Religion/ethics/moral education



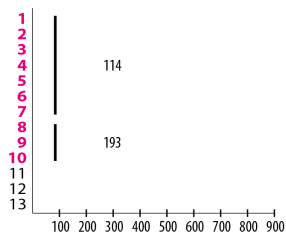
ICT



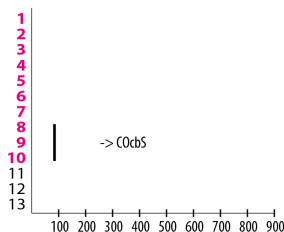
Technology



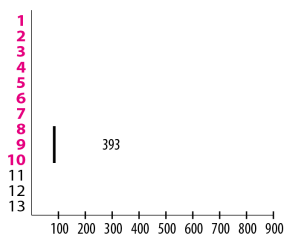
Practical and vocational skills



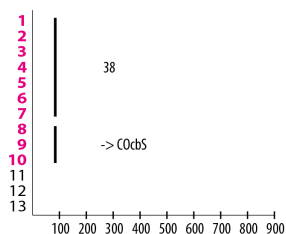
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

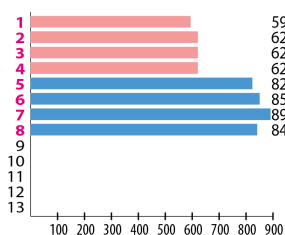


Number of hours distributed between various school years

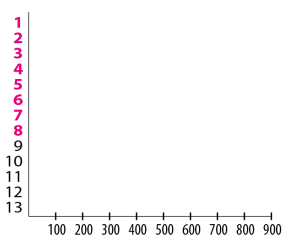
Source: Eurydice.

SERBIA

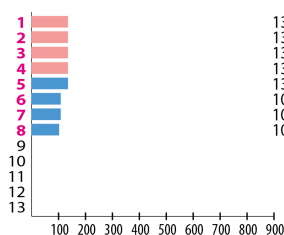
Total minimum compulsory curriculum



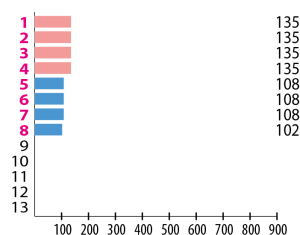
Compulsory subjects with flexible timetable



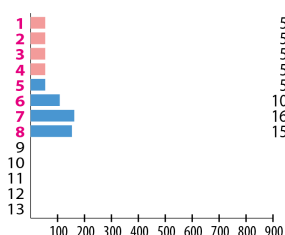
Reading, writing and literature



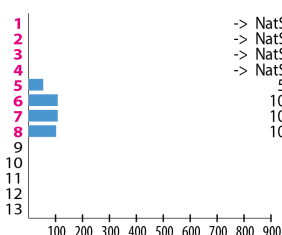
Mathematics



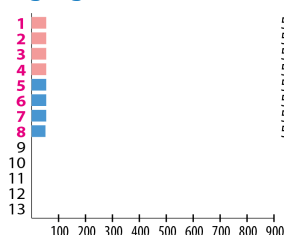
Natural sciences



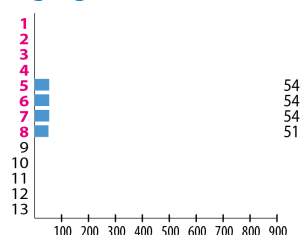
Social sciences



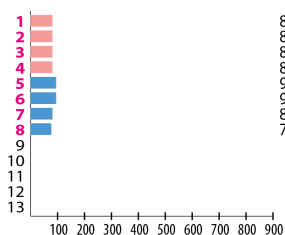
Language 2



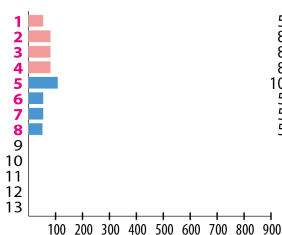
Language 3



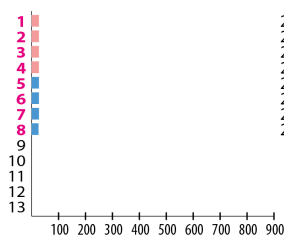
Physical education and health



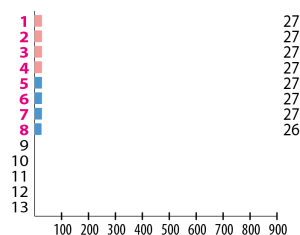
Arts education



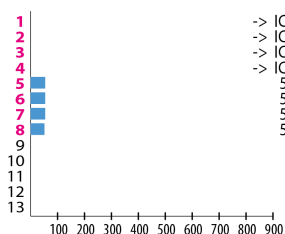
Religion/ethics/moral education



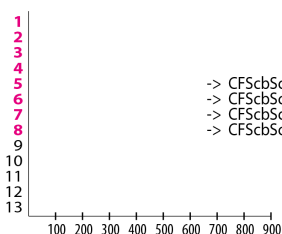
ICT



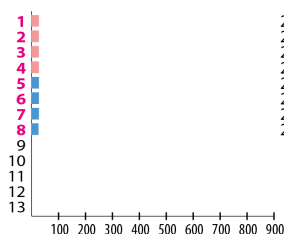
Technology



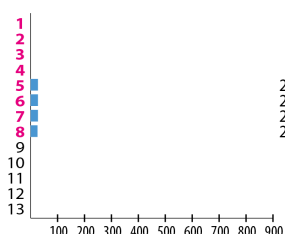
Practical and vocational skills



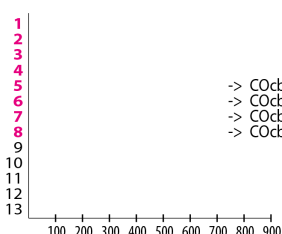
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

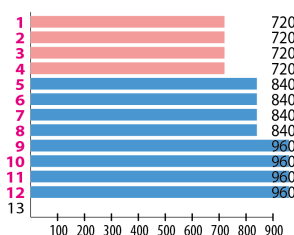


Number of hours distributed between various school years

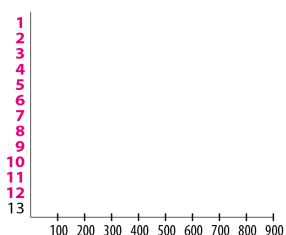
Source: Eurydice.

TÜRKİYE

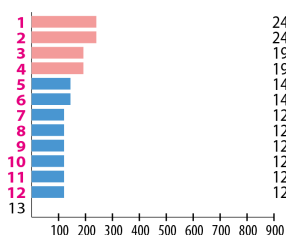
Total minimum compulsory curriculum



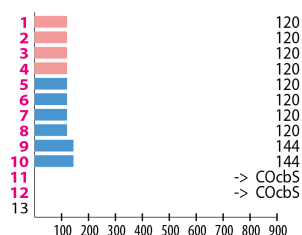
Compulsory subjects with flexible timetable



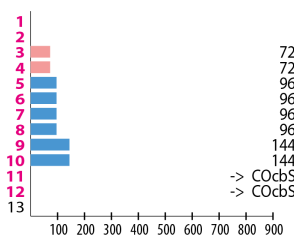
Reading, writing and literature



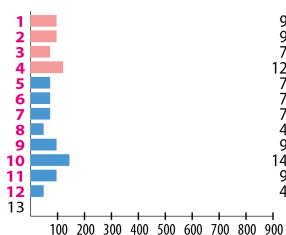
Mathematics



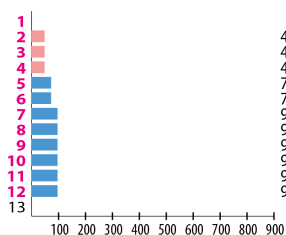
Natural sciences



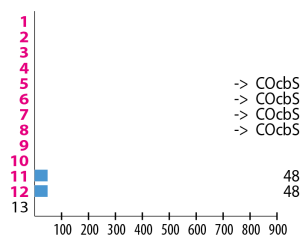
Social sciences



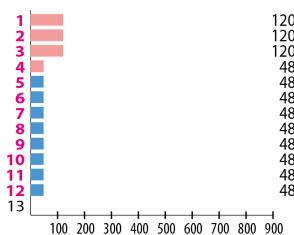
Language 2



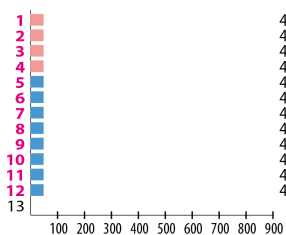
Language 3



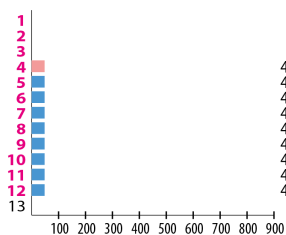
Physical education and health



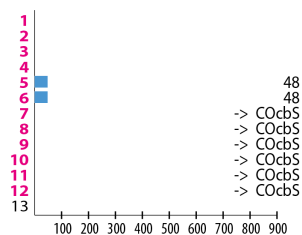
Arts education



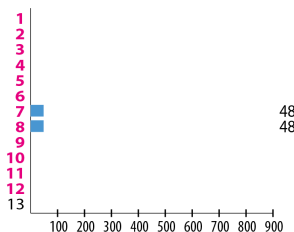
Religion/ethics/moral education



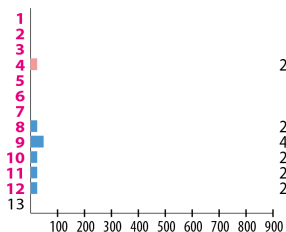
ICT



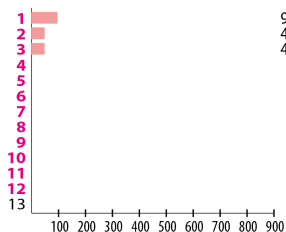
Technology



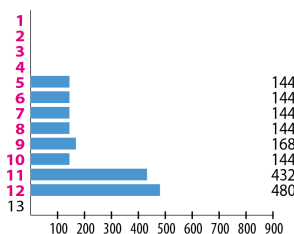
Practical and vocational skills



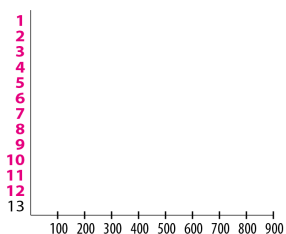
Other subjects



Compulsory options chosen by the students



Compulsory flexible subjects chosen by schools



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCS

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

Flexible time

-> category

Instruction time included in another category (see Reading guide)



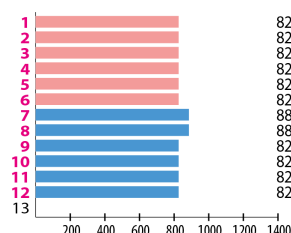
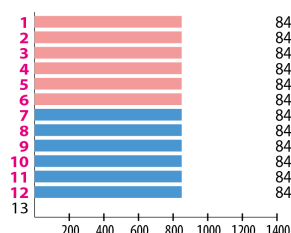
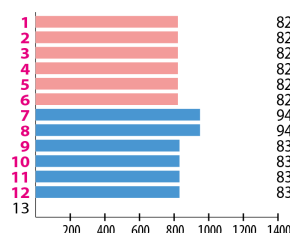
Number of hours distributed between various school years

Source: Eurydice.

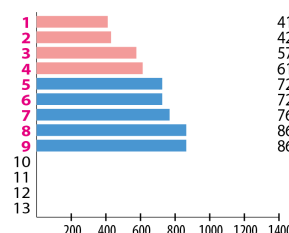
Section 3. Instruction time by subject

Total minimum Compulsory Curriculum	108
Compulsory subjects with flexible timetable	110
Reading, Writing and Literature	112
Mathematics	114
Natural sciences	116
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Language 2	120
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Physical Education and Health	124
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Compulsory options chosen by the students	138
Compulsory flexible subjects chosen by schools	140

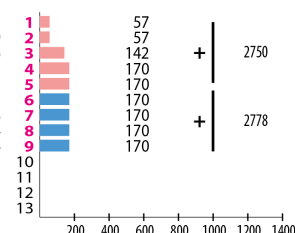
TOTAL MINIMUM COMPULSORY CURRICULUM

Belgium –
French CommunityBelgium – German-
speaking CommunityBelgium –
Flemish Community

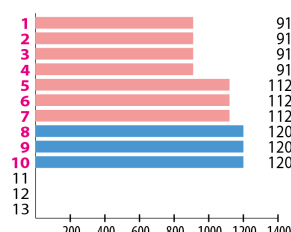
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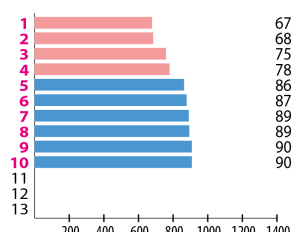
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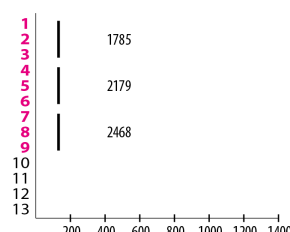
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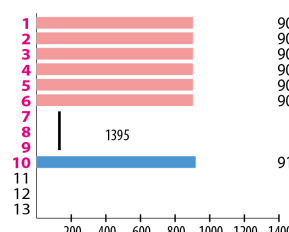
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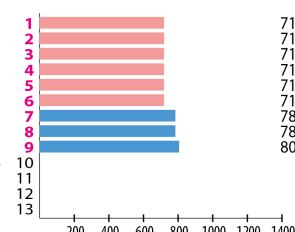
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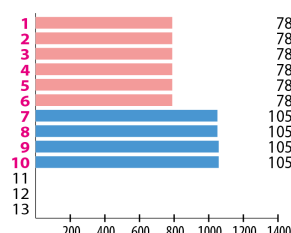
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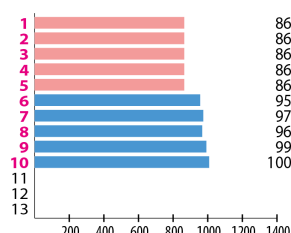
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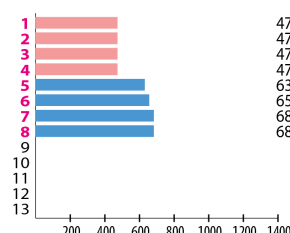
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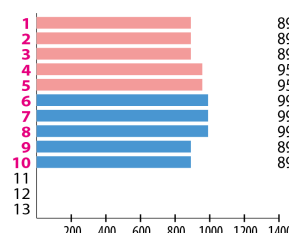
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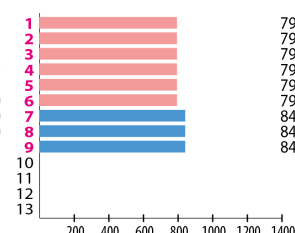
Croatia



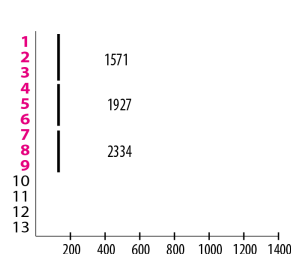
Italy



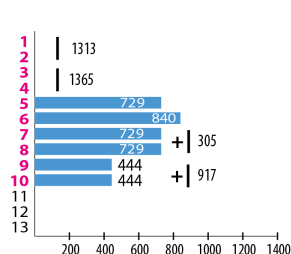
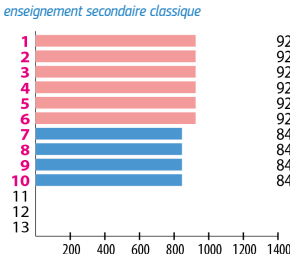
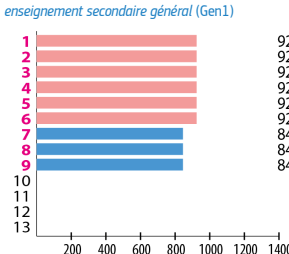
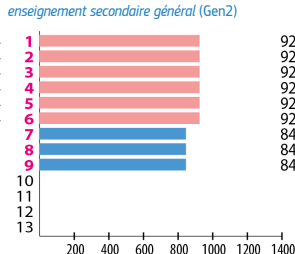
Cyprus



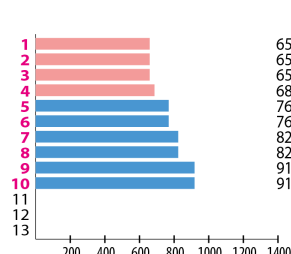
Latvia



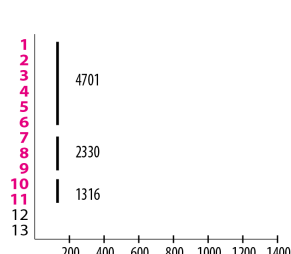
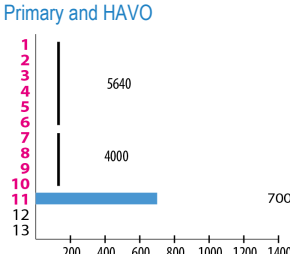
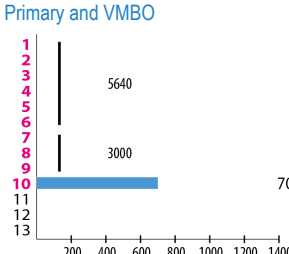
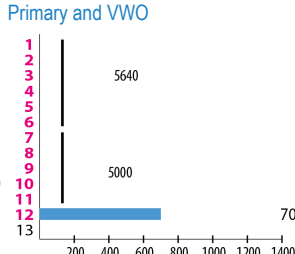
Lithuania

Luxembourg Primary and
enseignement secondaire classiqueLuxembourg Primary and
enseignement secondaire général (Gen1)Luxembourg Primary and
enseignement secondaire général (Gen2)

Hungary



Malta

Netherlands
Primary and HAVONetherlands
Primary and VMBONetherlands
Primary and VWO

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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

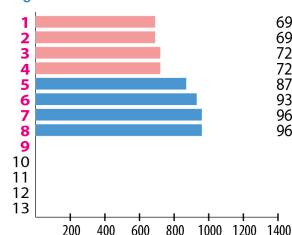
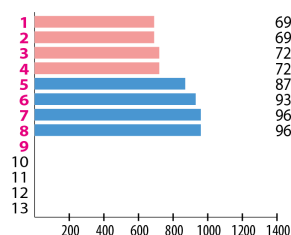
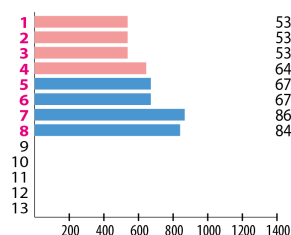
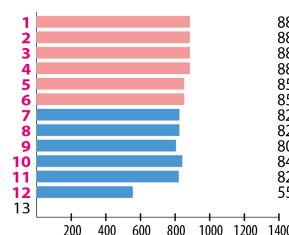
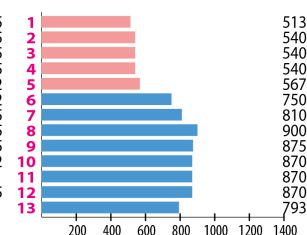
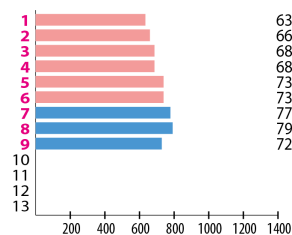
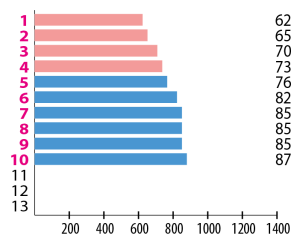
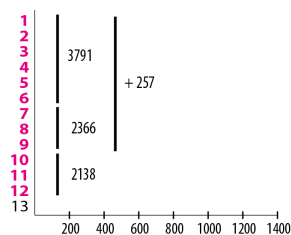
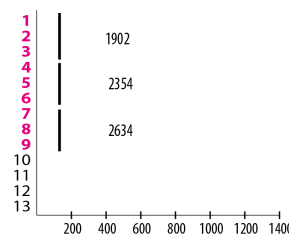
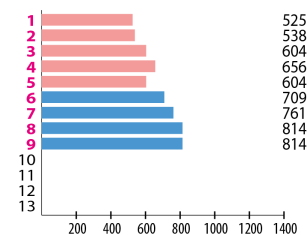
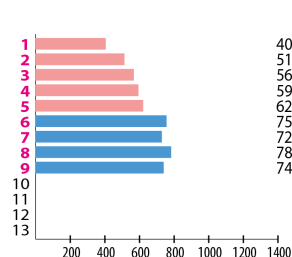
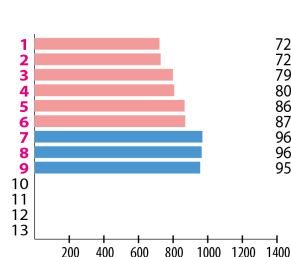
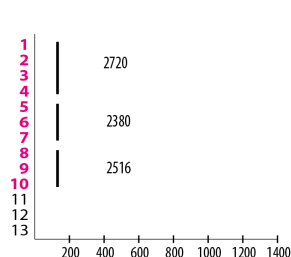
-> category

Instruction time included in
another category (see Reading guide)

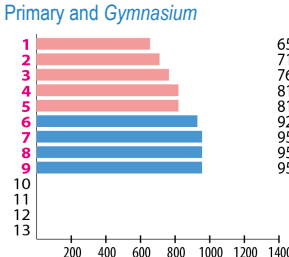
x

Number of hours distributed
between various school years

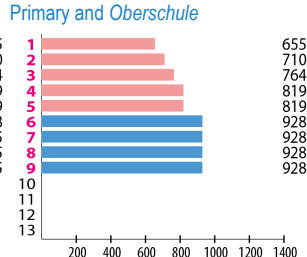
Source: Eurydice.

Austria Volksschule and
Allgemeinbildende Höhere Schule**Austria** Volksschule and
Mittelschule**Poland****Portugal****Romania****Slovenia****Slovakia****Finland****Sweden****Albania****Bosnia and Herzegovina****Switzerland****Iceland****Liechtenstein**

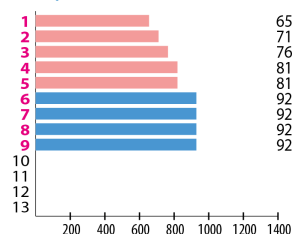
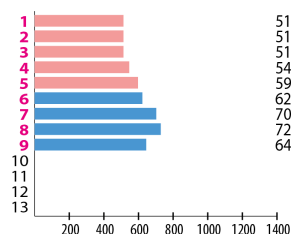
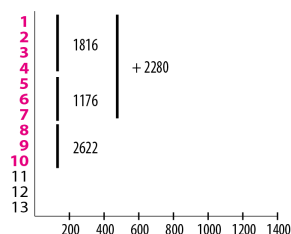
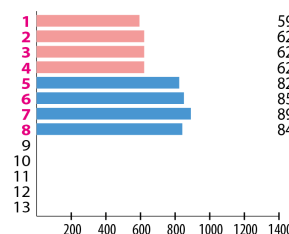
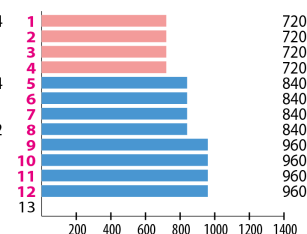
Primary and Gymnasium

**Liechtenstein**

Primary and Oberschule

**Liechtenstein**

Primary and Realschule

**Montenegro****Norway****Serbia****Türkiye**

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

Full-time compulsory general education (FTCG):

Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in
another category (see Reading guide)

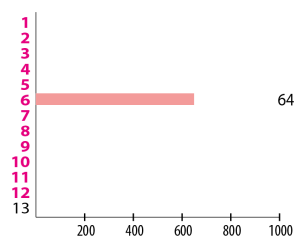
X

Number of hours distributed
between various school years

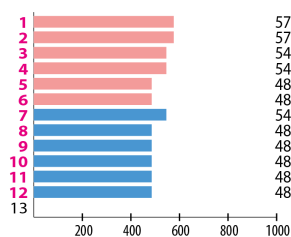
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COMPULSORY SUBJECTS WITH FLEXIBLE TIMETABLE

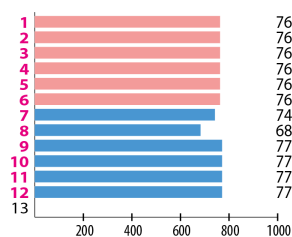
Belgium –
French Community



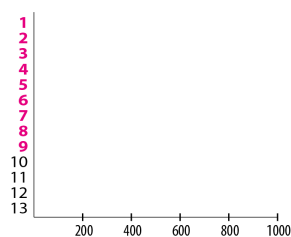
Belgium – German-speaking Community



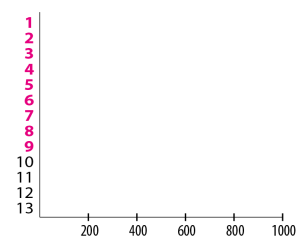
Belgium – Flemish Community



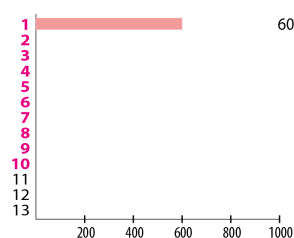
Bulgaria



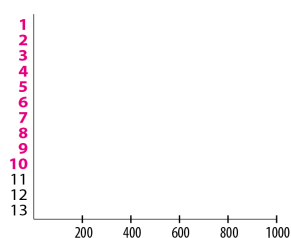
Czechia



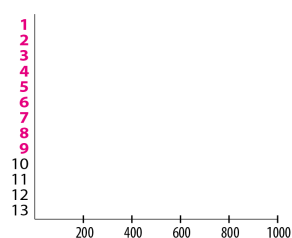
Denmark



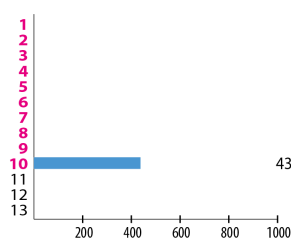
Germany



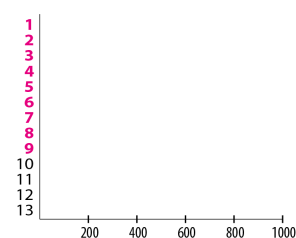
Estonia



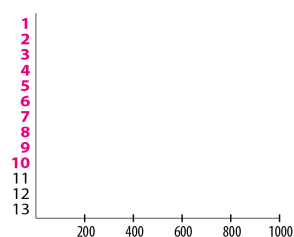
Ireland



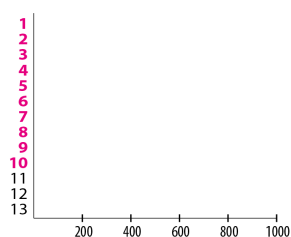
Greece



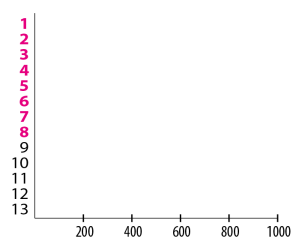
Spain



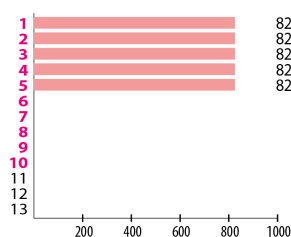
France



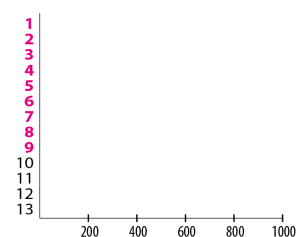
Croatia



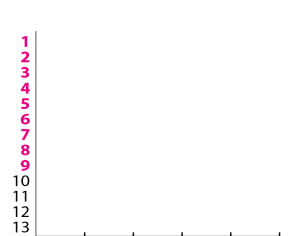
Italy



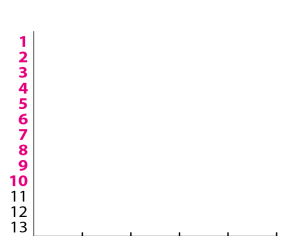
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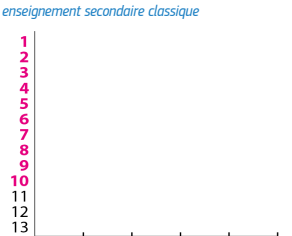
Latvia



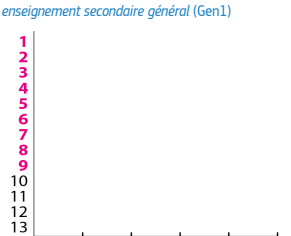
Lithuania



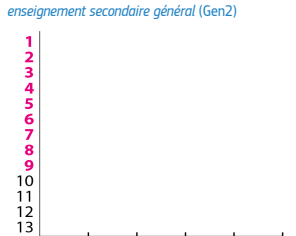
Luxembourg Primary and
enseignement secondaire classique



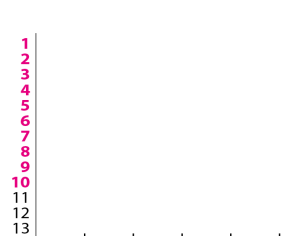
Luxembourg Primary and
enseignement secondaire général (Gen1)



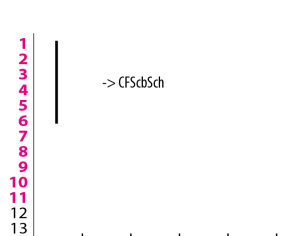
Luxembourg Primary and
enseignement secondaire général (Gen2)



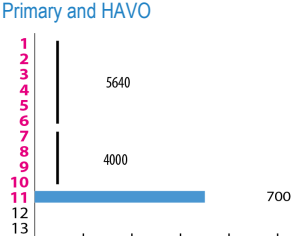
Hungary



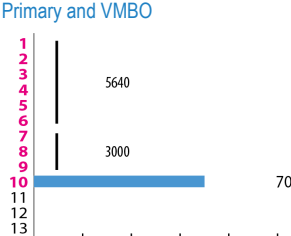
Malta



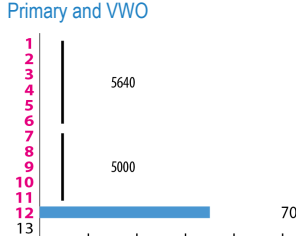
Netherlands
Primary and HAVO



Netherlands
Primary and VMBO



Netherlands
Primary and VWO



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

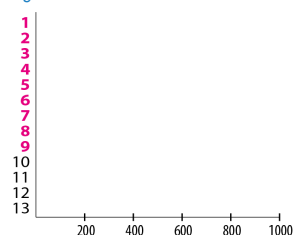
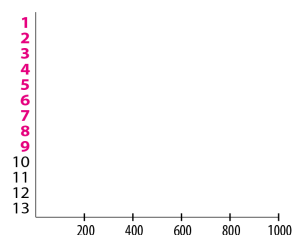
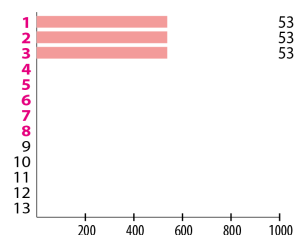
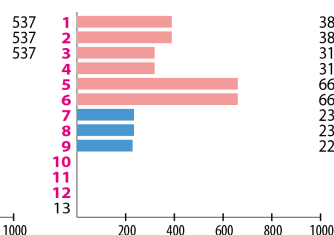
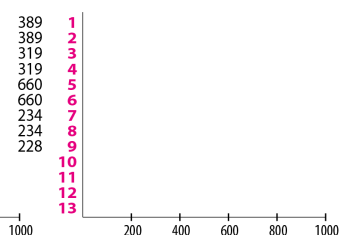
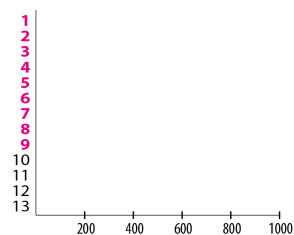
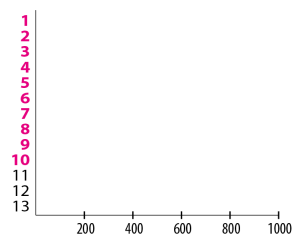
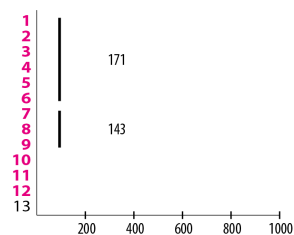
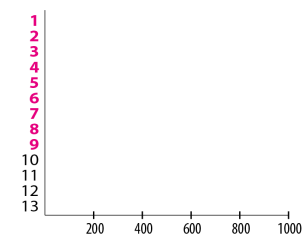
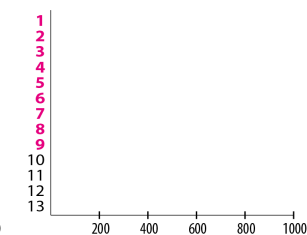
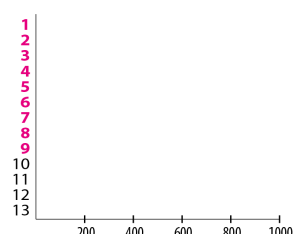
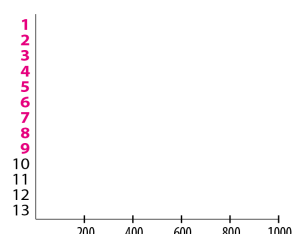
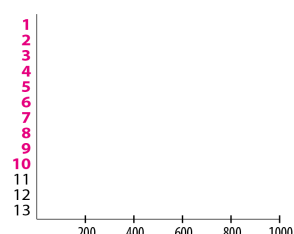
Instruction time included in
another category (see Reading guide)



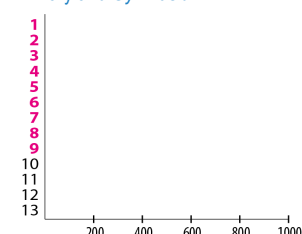
x

Number of hours distributed
between various school years

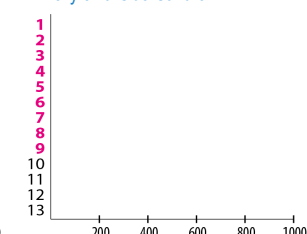
Source: Eurydice.

Austria Volksschule and
Allgemeinbildende Höhere Schule**Austria** Volksschule and
Mittelschule**Poland****Portugal****Romania****Slovenia****Slovakia****Finland****Sweden****Albania****Bosnia and Herzegovina****Switzerland****Iceland****Liechtenstein**

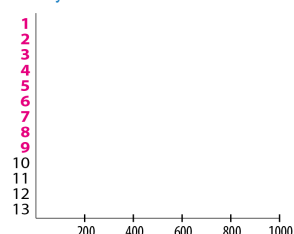
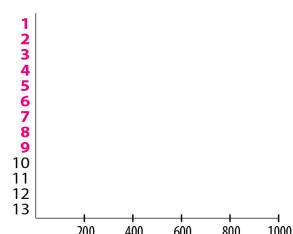
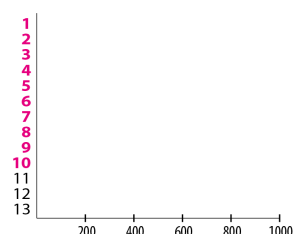
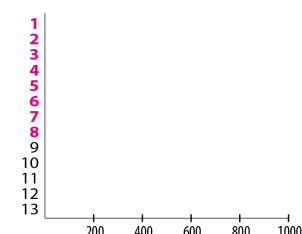
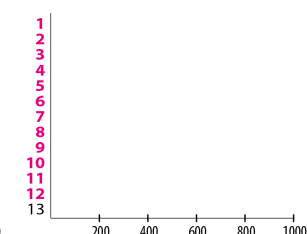
Primary and Gymnasium

**Liechtenstein**

Primary and Oberschule

**Liechtenstein**

Primary and Realschule

**Montenegro****Norway****Serbia****Türkiye**

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

Full-time compulsory general education (FTCG):

Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

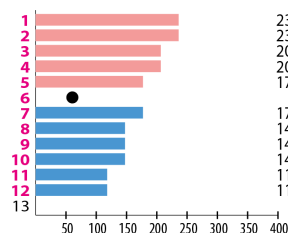
-> category

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

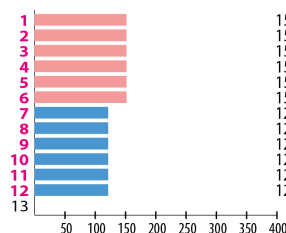
Source: Eurydice.

READING, WRITING AND LITERATURE

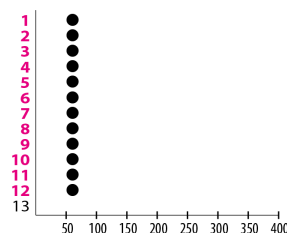
Belgium – French Community



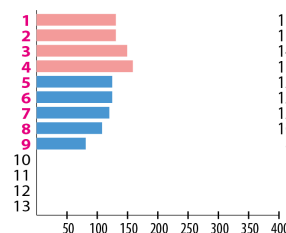
Belgium – German-speaking Community



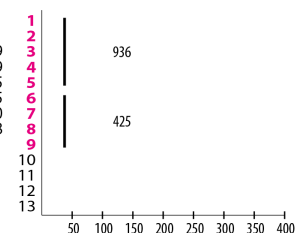
Belgium – Flemish Community



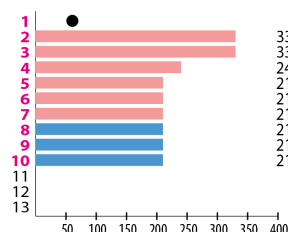
Bulgaria



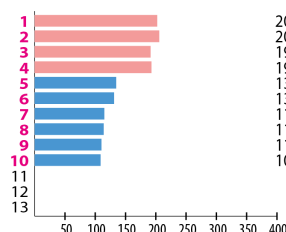
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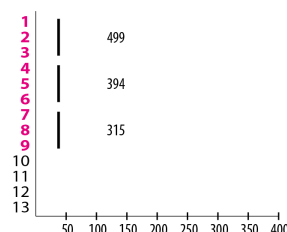
Denmark



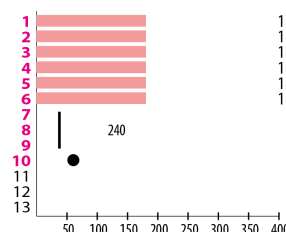
Germany



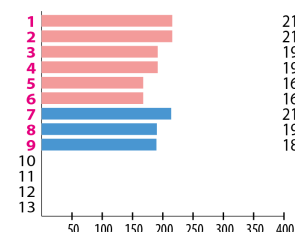
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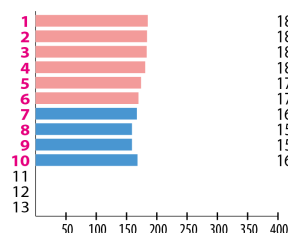
Ireland



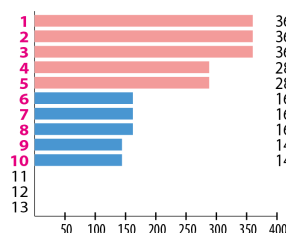
Greece



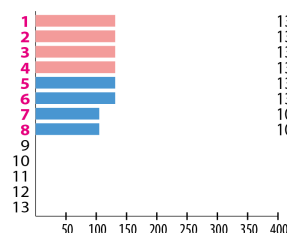
Spain



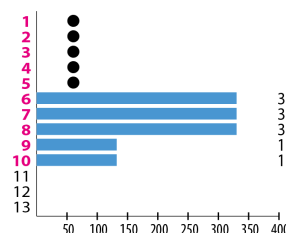
France



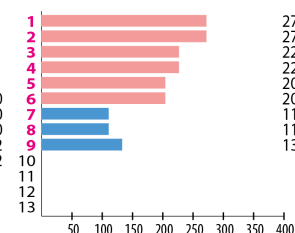
Croatia



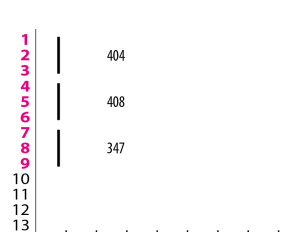
Italy



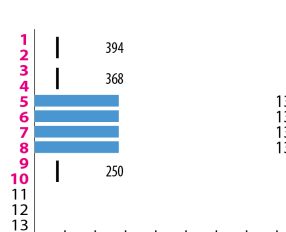
Cyprus



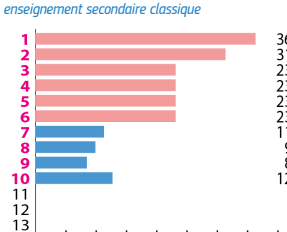
Latvia



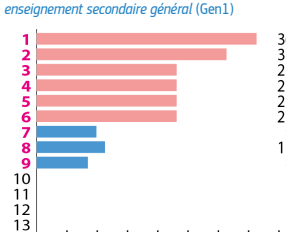
Lithuania



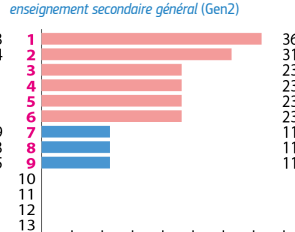
**Luxembourg Primary and
enseignement secondaire classique**



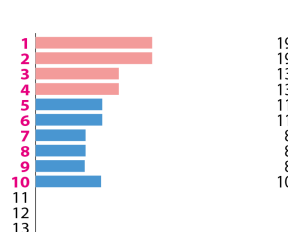
**Luxembourg Primary and
enseignement secondaire général (Gen1)**



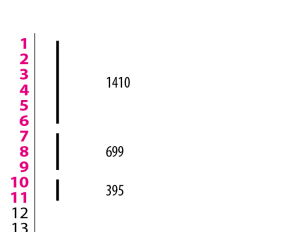
**Luxembourg Primary and
enseignement secondaire général (Gen2)**



Hungary

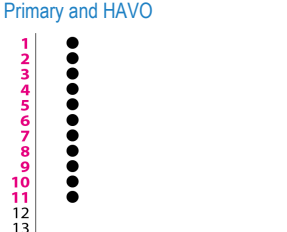


Malta



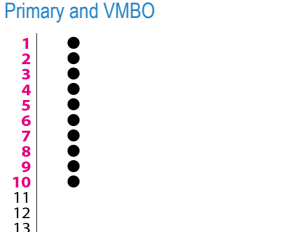
Netherlands

Primary and HAVO



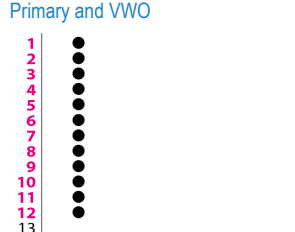
Netherlands

Primary and VMBO



Netherlands

Primary and VWO



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

Full-time compulsory general education (FTCG):

Primary level

Secondary level

n Grades in FTCG

Horizontal axis:

Number of hours per school year

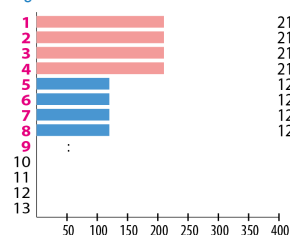
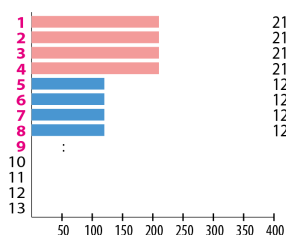
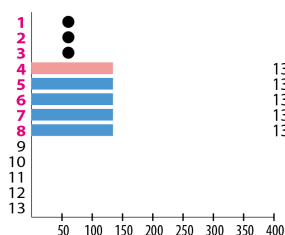
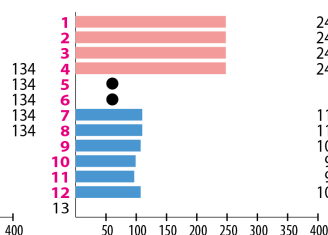
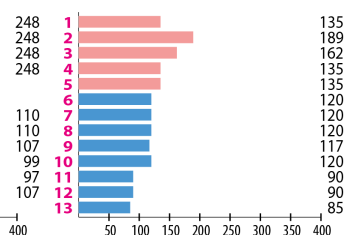
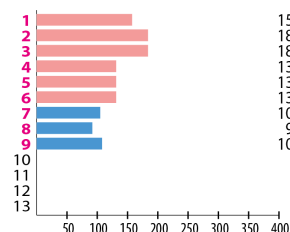
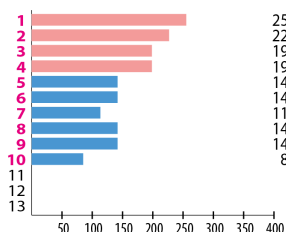
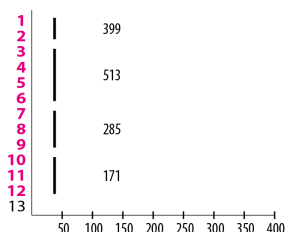
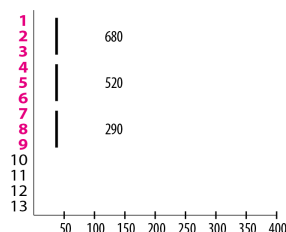
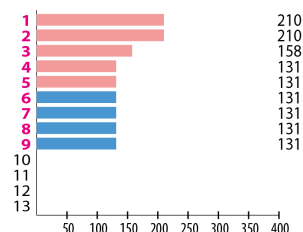
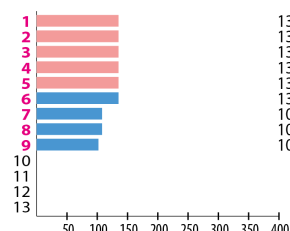
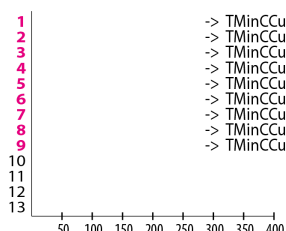
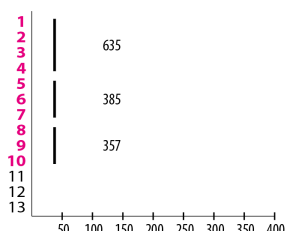
Vertical axis: Grades

● Flexible time

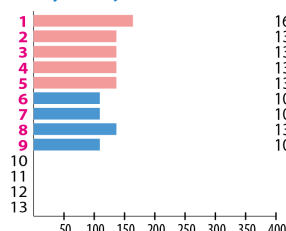
-> category Instruction time included in another category (see Reading guide)

X Number of hours distributed between various school years

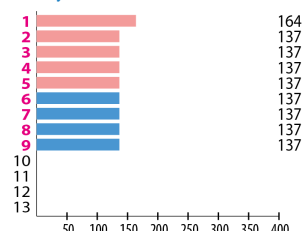
Source: Eurydice.

Austria Volksschule and
Allgemeinbildende Höhere Schule**Austria** Volksschule and
Mittelschule**Poland****Portugal****Romania****Slovenia****Slovakia****Finland****Sweden****Albania****Bosnia and Herzegovina****Switzerland****Iceland****Liechtenstein**

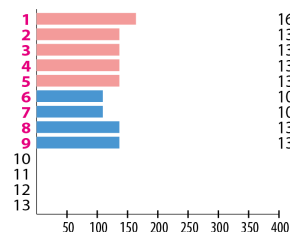
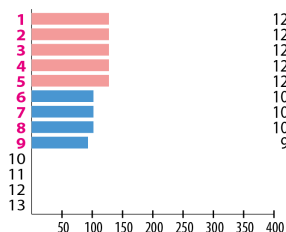
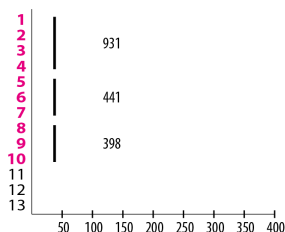
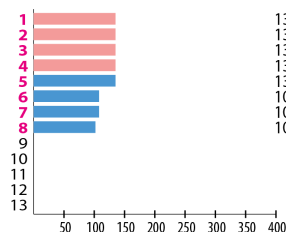
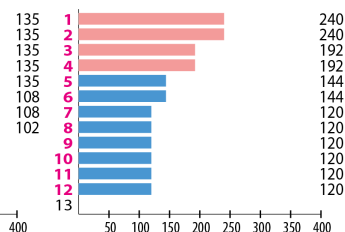
Primary and Gymnasium

**Liechtenstein**

Primary and Oberschule

**Liechtenstein**

Primary and Realschule

**Montenegro****Norway****Serbia****Türkiye**

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

Full-time compulsory general education (FTCG):

Primary level



Secondary level

n Grades in FTCTG**Horizontal axis:**

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in
another category (see Reading guide)

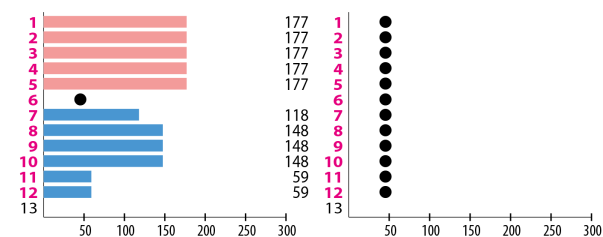
x

Number of hours distributed
between various school years

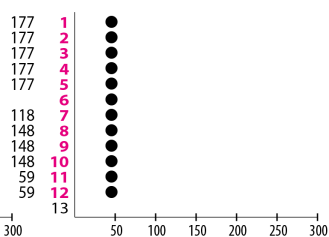
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MATHEMATICS

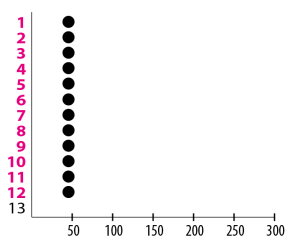
Belgium – French Community



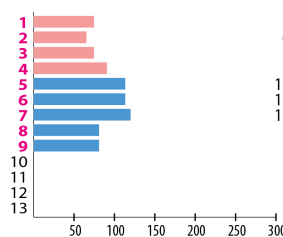
Belgium – German-speaking Community



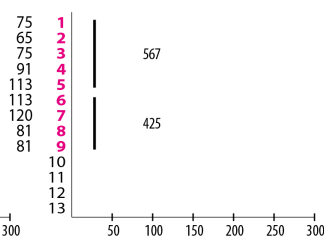
Belgium – Flemish Community



Bulgaria



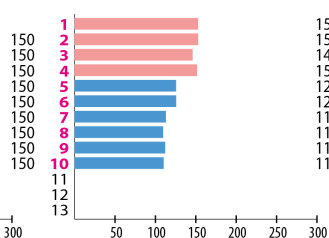
Czechia



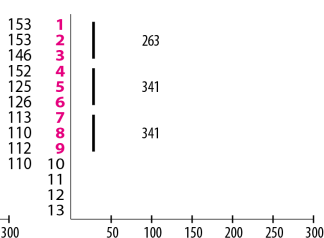
Denmark



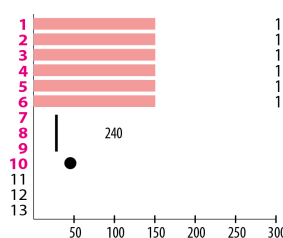
Germany



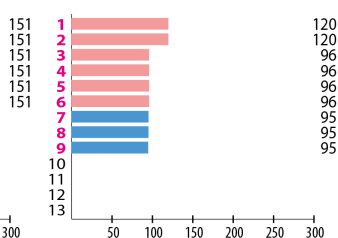
Estonia



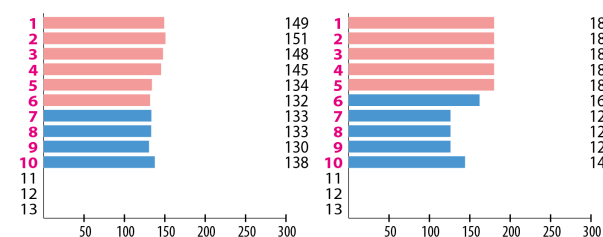
Ireland



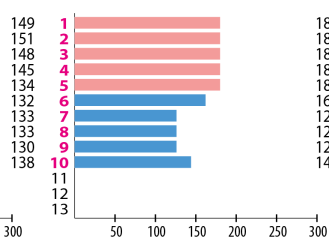
Greece



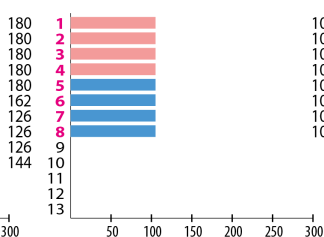
Spain



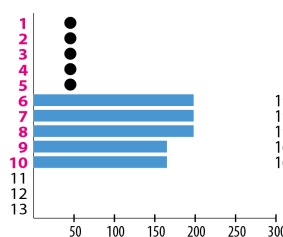
France



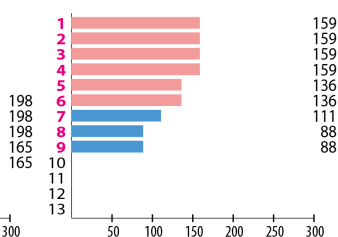
Croatia



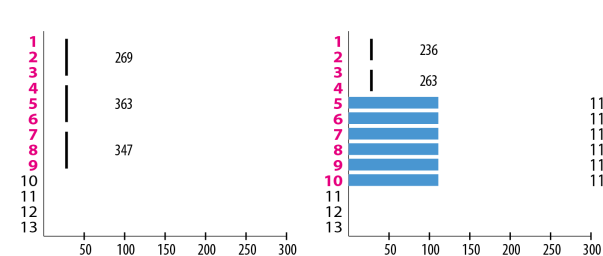
Italy



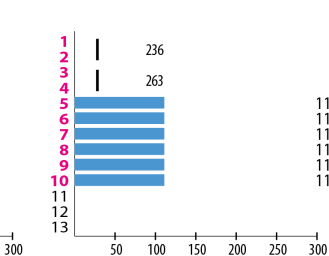
Cyprus



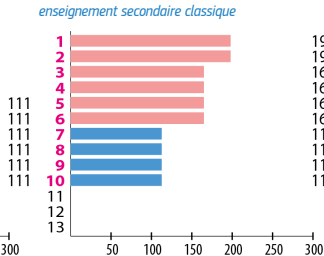
Latvia



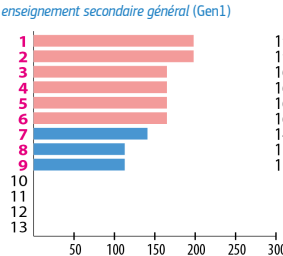
Lithuania



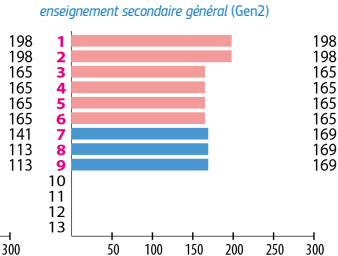
Luxembourg Primary and enseignement secondaire classique



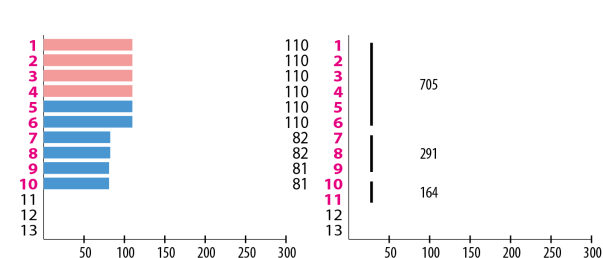
Luxembourg Primary and enseignement secondaire général (Gen1)



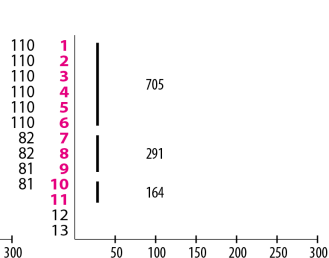
Luxembourg Primary and enseignement secondaire général (Gen2)



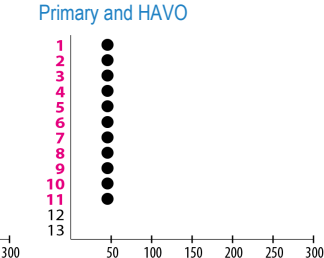
Hungary



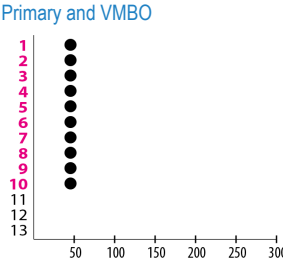
Malta



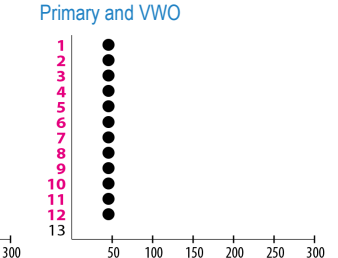
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



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

Full-time compulsory general education (FTCG):

Primary level Secondary level n Grades in FTCG

Horizontal axis: Number of hours per school year

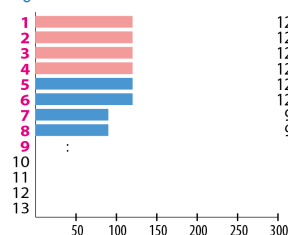
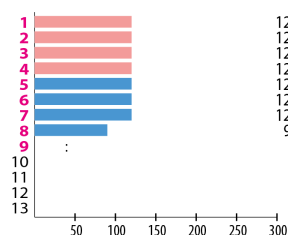
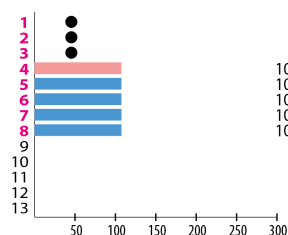
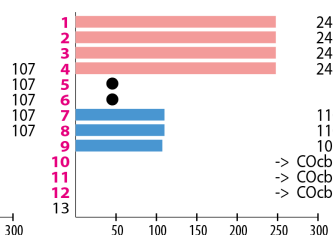
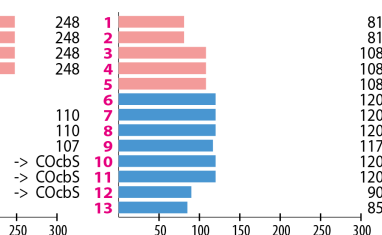
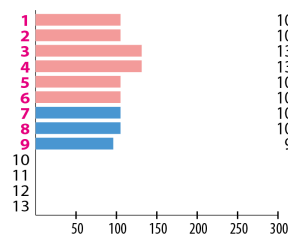
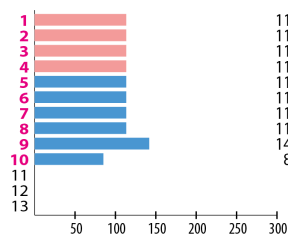
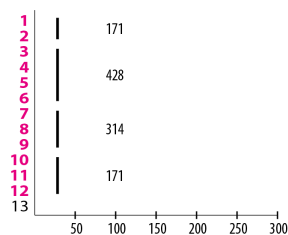
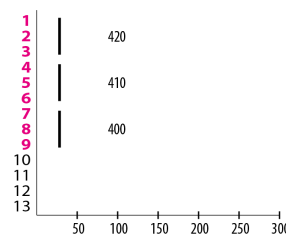
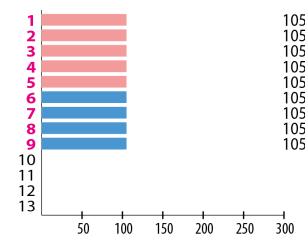
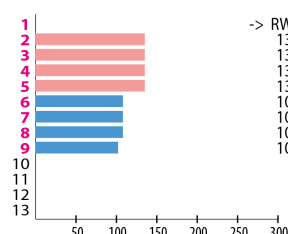
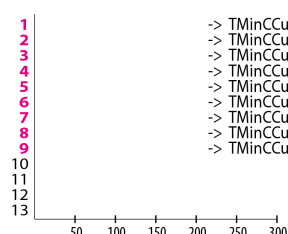
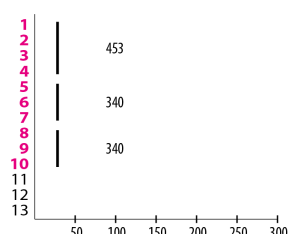
Vertical axis: Grades

● Flexible time

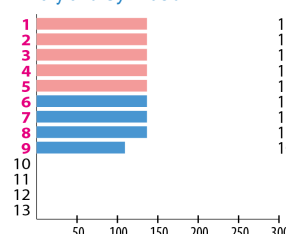
-> category Instruction time included in another category (see Reading guide)

x Number of hours distributed between various school years

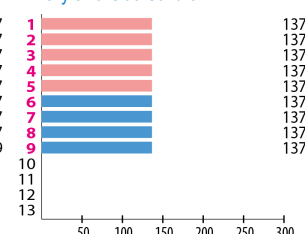
Source: Eurydice.

Austria Volksschule and
Allgemeinbildende Höhere Schule**Austria** Volksschule and
Mittelschule**Poland****Portugal****Romania****Slovenia****Slovakia****Finland****Sweden****Albania****Bosnia and Herzegovina****Switzerland****Iceland****Liechtenstein**

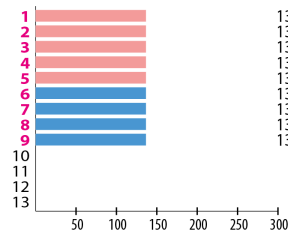
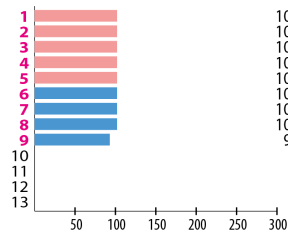
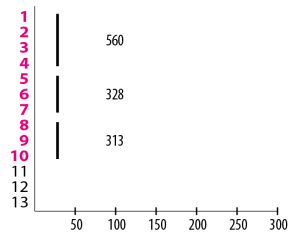
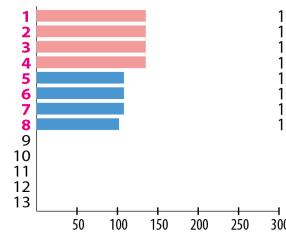
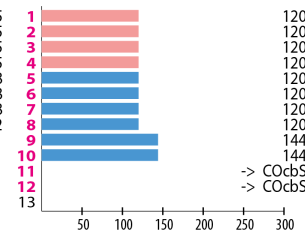
Primary and Gymnasium

**Liechtenstein**

Primary and Oberschule

**Liechtenstein**

Primary and Realschule

**Montenegro****Norway****Serbia****Türkiye**

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

Full-time compulsory general education (FTCG):

Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in
another category (see Reading guide)

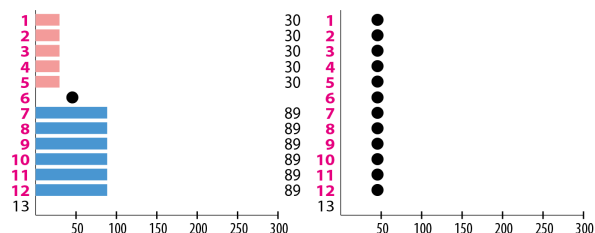
X

Number of hours distributed
between various school years

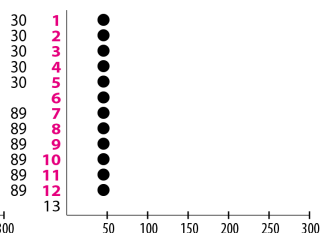
Source: Eurydice.

NATURAL SCIENCES

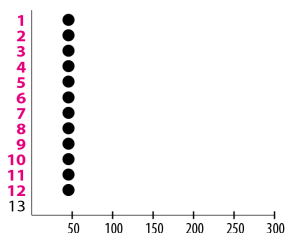
Belgium – French Community



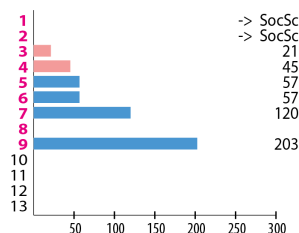
Belgium – German-speaking Community



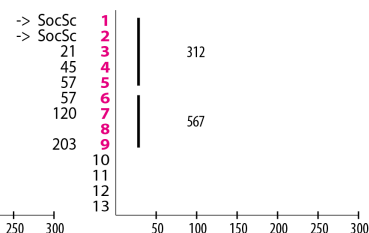
Belgium – Flemish Community



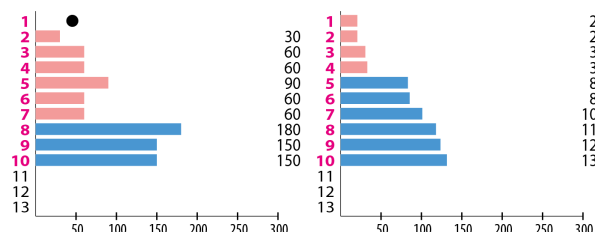
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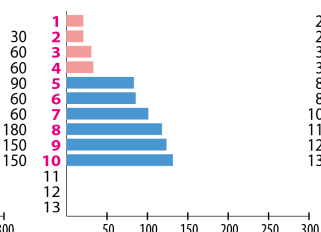
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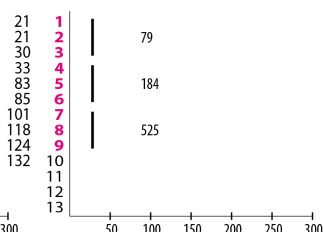
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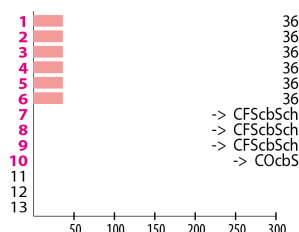
Germany



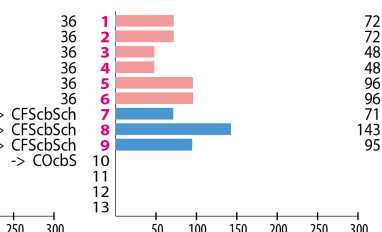
Estonia



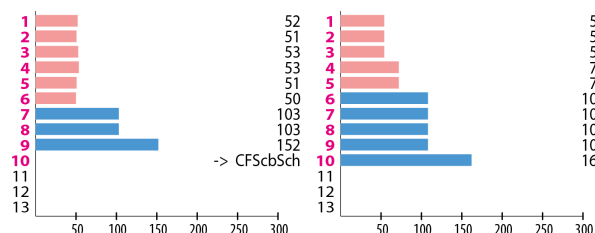
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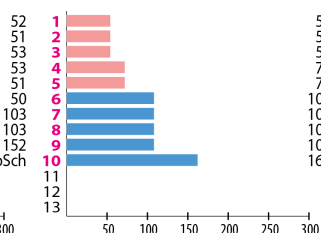
Greece



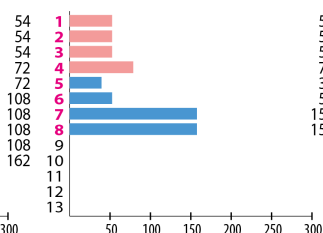
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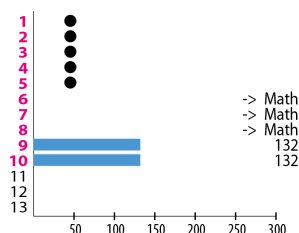
France



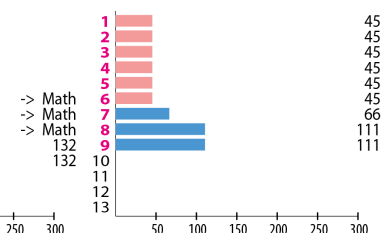
Croatia



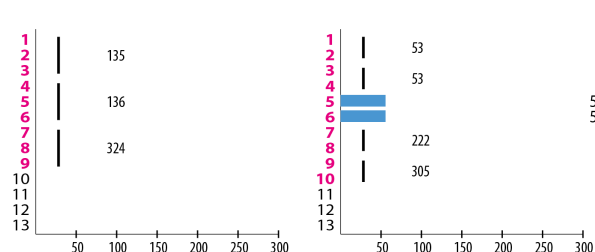
Italy



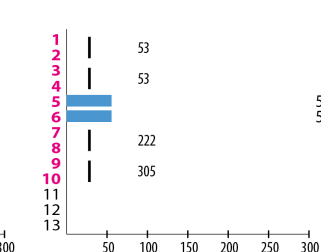
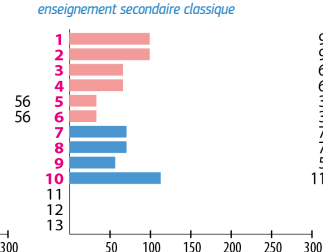
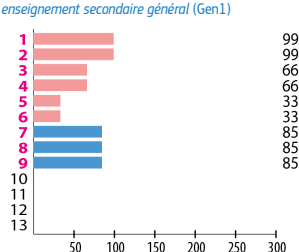
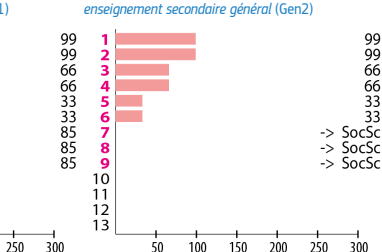
Cyprus



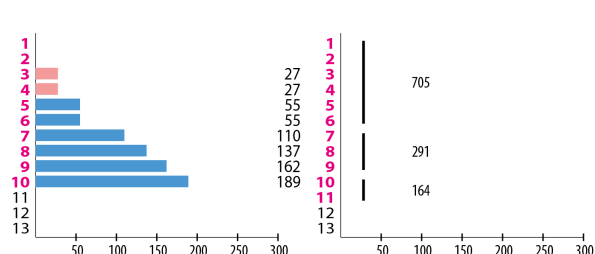
Latvia



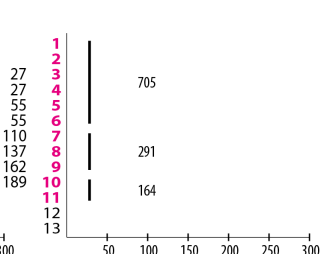
Lithuania

Luxembourg Primary and
enseignement secondaire classiqueLuxembourg Primary and
enseignement secondaire général (Gen1)Luxembourg Primary and
enseignement secondaire général (Gen2)

Hungary

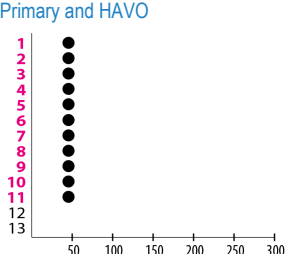


Malta



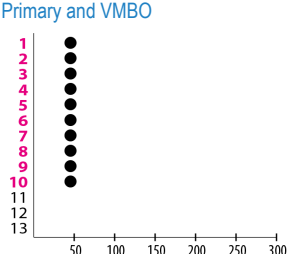
Netherlands

Primary and HAVO



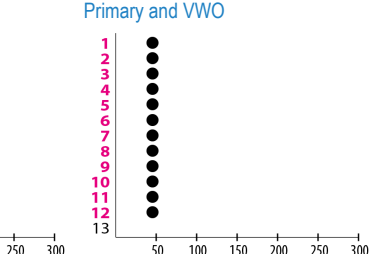
Netherlands

Primary and VMBO



Netherlands

Primary and VWO



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

Full-time compulsory general education (FTCG):

Primary level

Secondary level

n Grades in FTCG

Horizontal axis:

Number of hours per school year

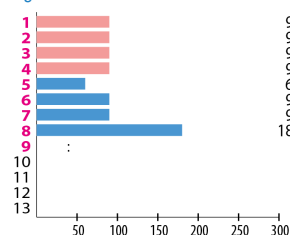
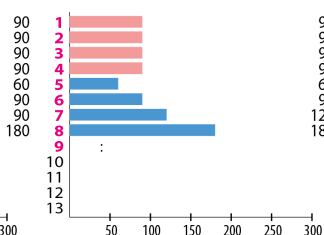
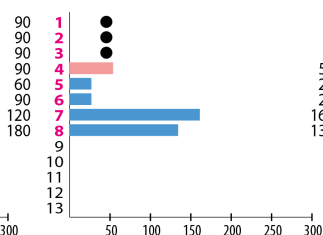
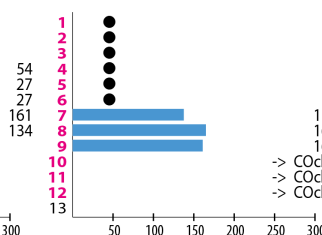
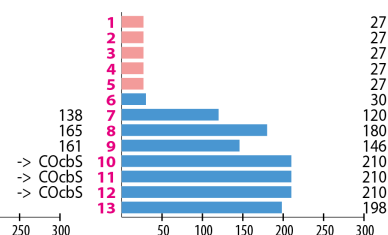
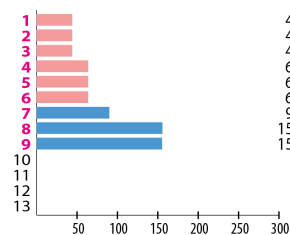
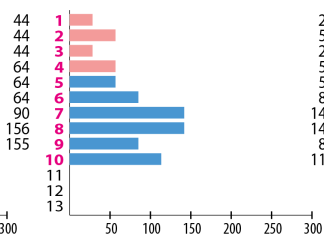
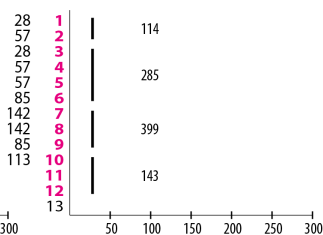
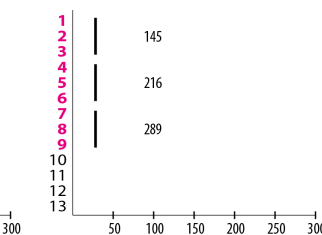
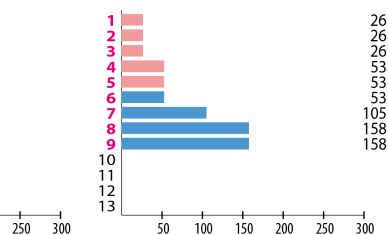
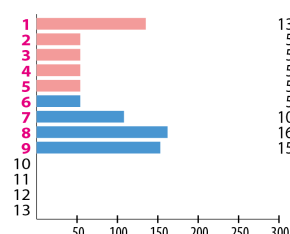
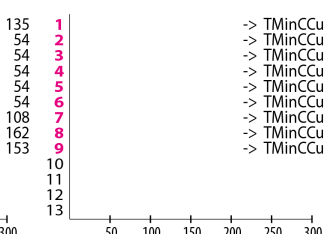
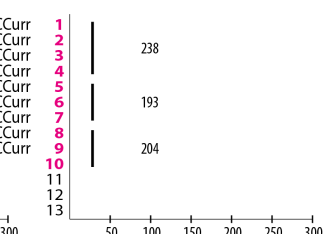
Vertical axis: Grades

● Flexible time

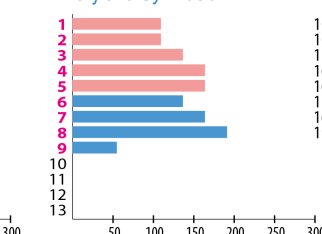
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x Number of hours distributed between various school years

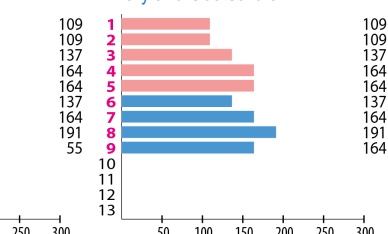
Source: Eurydice.

Austria Volksschule and
Allgemeinbildende Höhere Schule**Austria** Volksschule and
Mittelschule**Poland****Portugal****Romania****Slovenia****Slovakia****Finland****Sweden****Albania****Bosnia and Herzegovina****Switzerland****Iceland****Liechtenstein**

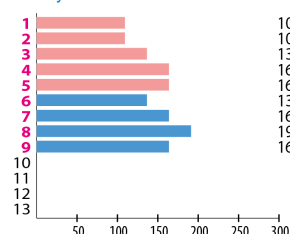
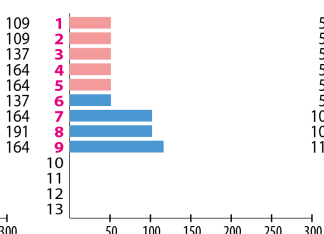
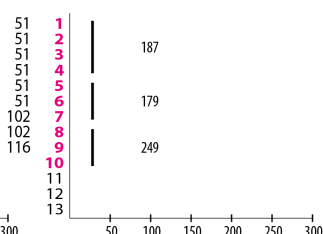
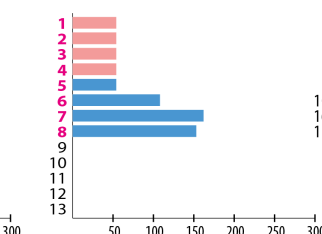
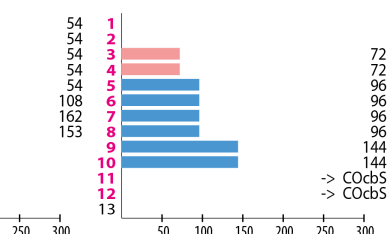
Primary and Gymnasium

**Liechtenstein**

Primary and Oberschule

**Liechtenstein**

Primary and Realschule

**Montenegro****Norway****Serbia****Türkiye**

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

Full-time compulsory general education (FTCG):

Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in
another category (see Reading guide)

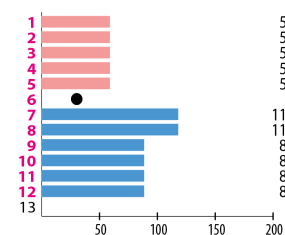
X

Number of hours distributed
between various school years

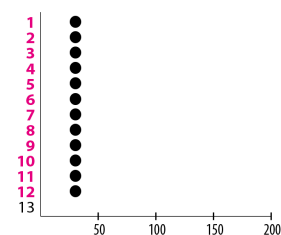
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SOCIAL SCIENCES

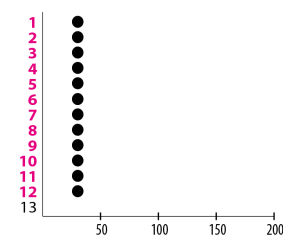
Belgium – French Community



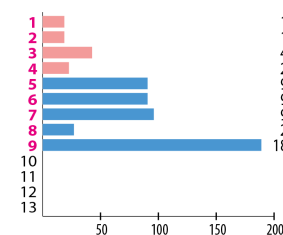
Belgium – German-speaking Community



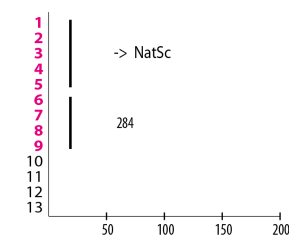
Belgium – Flemish Community



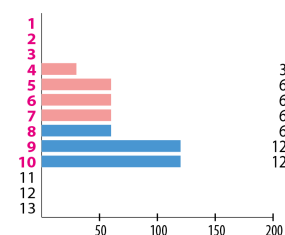
Bulgaria



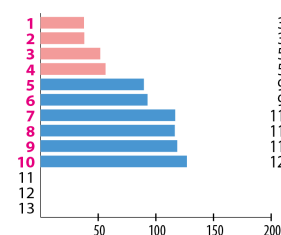
Czechia



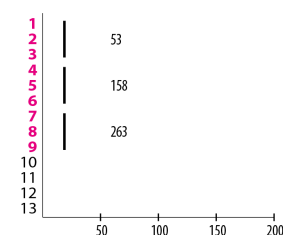
Denmark



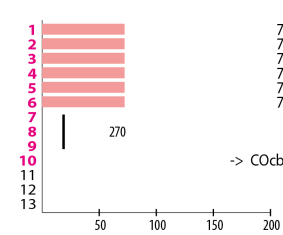
Germany



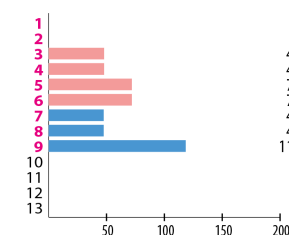
Estonia



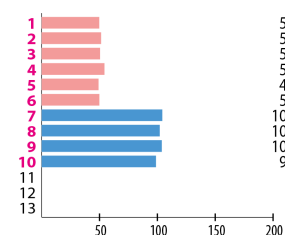
Ireland



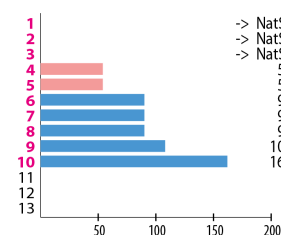
Greece



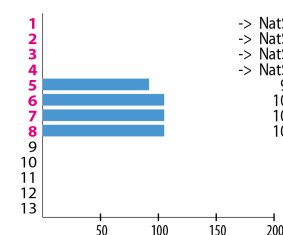
Spain



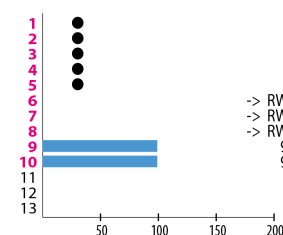
France



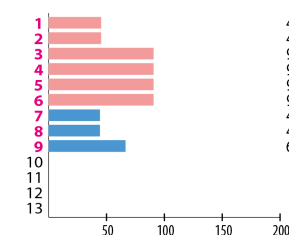
Croatia



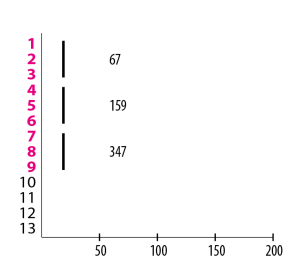
Italy



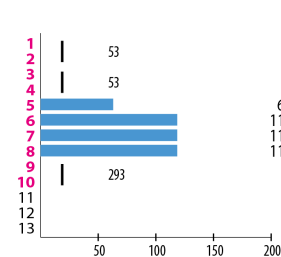
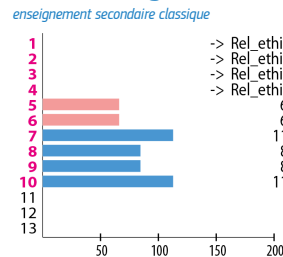
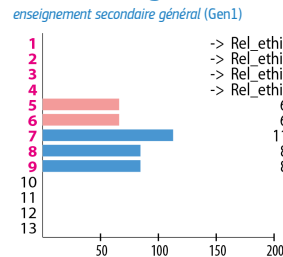
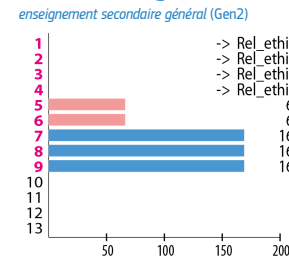
Cyprus



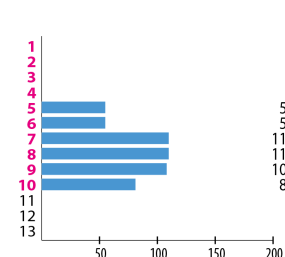
Latvia



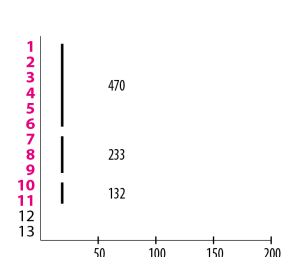
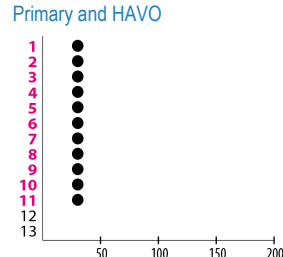
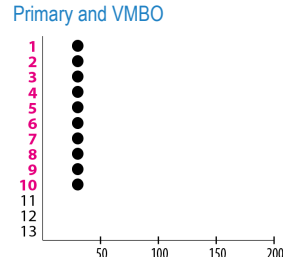
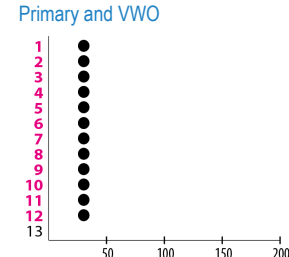
Lithuania

Luxembourg Primary and
enseignement secondaire classiqueLuxembourg Primary and
enseignement secondaire général (Gen1)Luxembourg Primary and
enseignement secondaire général (Gen2)

Hungary



Malta

Netherlands
Primary and HAVONetherlands
Primary and VMBONetherlands
Primary and VWO

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

Full-time compulsory general education (FTCG):

Primary level

Secondary level

n Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

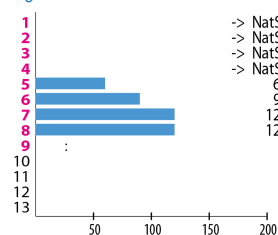
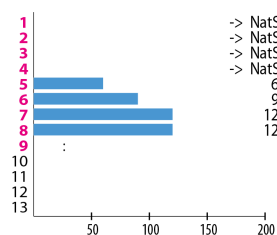
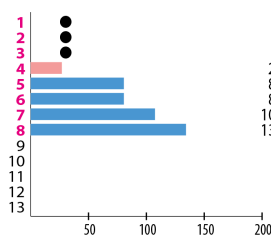
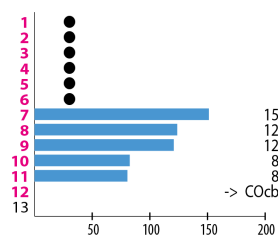
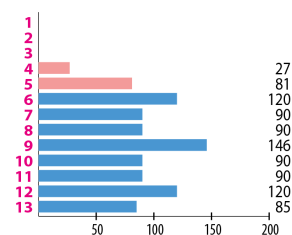
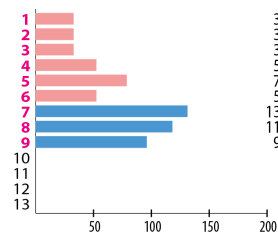
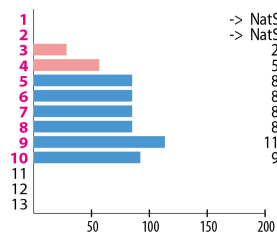
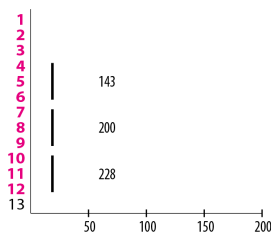
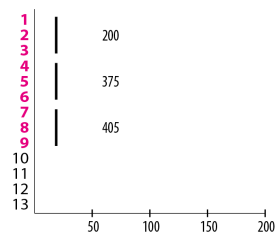
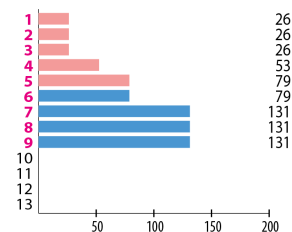
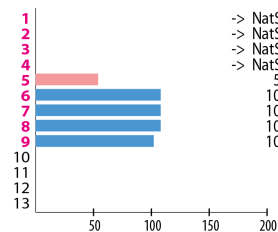
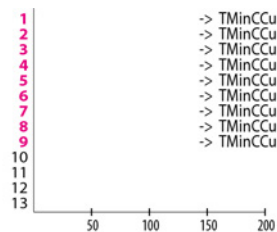
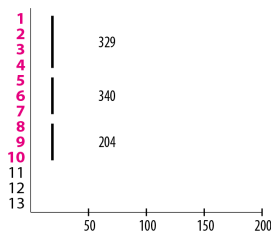
-> category

Instruction time included in
another category (see Reading guide)

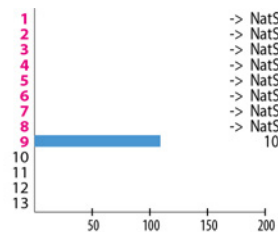
X

Number of hours distributed
between various school years

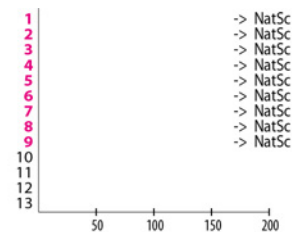
Source: Eurydice.

Austria Volksschule and
Allgemeinbildende Höhere Schule

Austria Volksschule and
Mittelschule

Poland

Portugal

Romania

Slovenia

Slovakia

Finland

Sweden

Albania

Bosnia and Herzegovina

Switzerland

Iceland

Liechtenstein

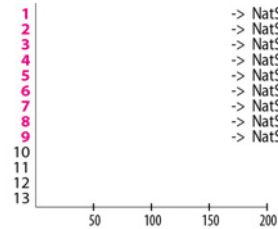
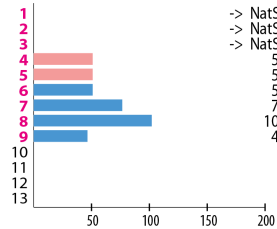
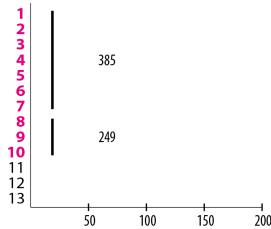
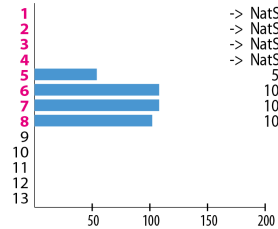
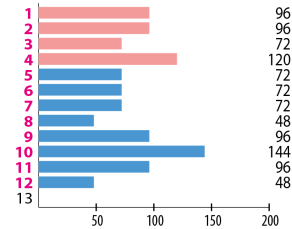
Primary and Gymnasium


Liechtenstein

Primary and Oberschule


Liechtenstein

Primary and Realschule


Montenegro

Norway

Serbia

Türkiye


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

Full-time compulsory general education (FTCG):


Primary level



Secondary level



Grades in FCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

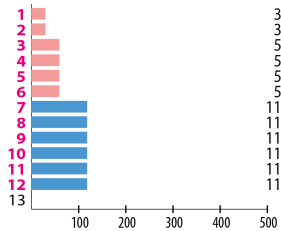
 Instruction time included in
another category (see Reading guide)

 X Number of hours distributed
between various school years

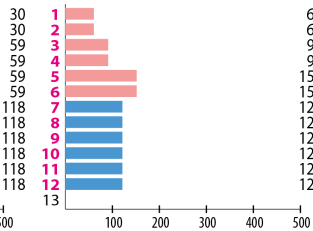
Source: Eurydice.

LANGUAGE 2

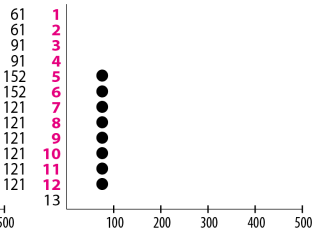
Belgium – French Community



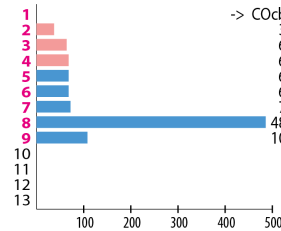
Belgium – German-speaking Community



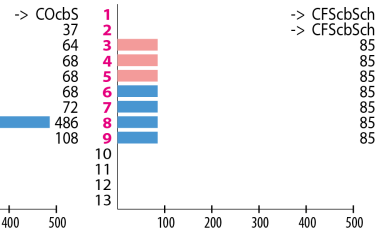
Belgium – Flemish Community



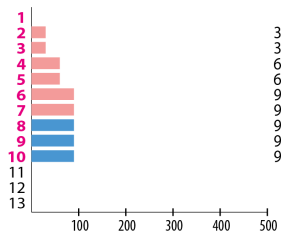
Bulgaria



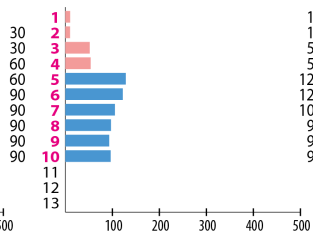
Czechia



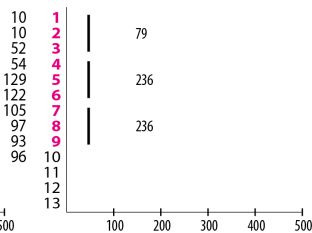
Denmark



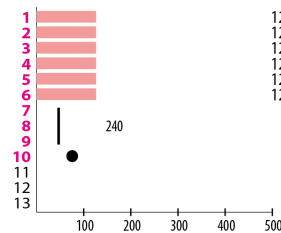
Germany



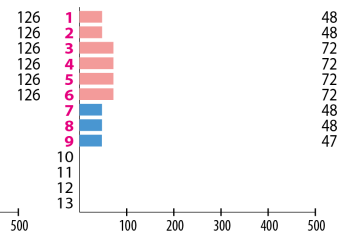
Estonia



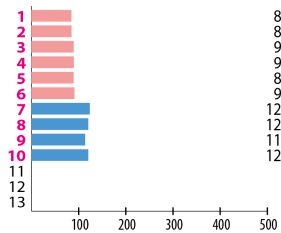
Ireland



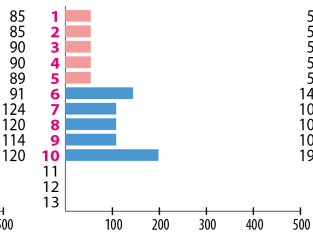
Greece



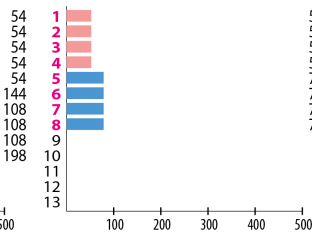
Spain



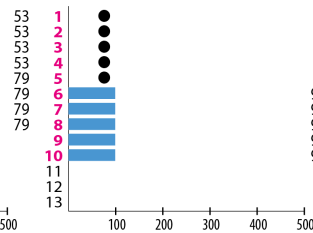
France



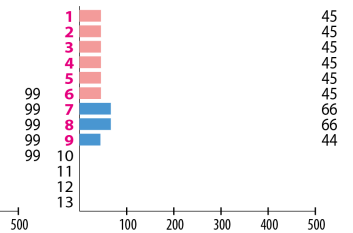
Croatia



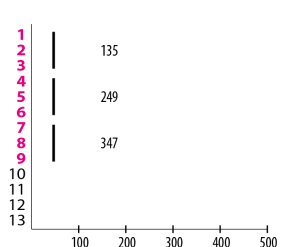
Italy



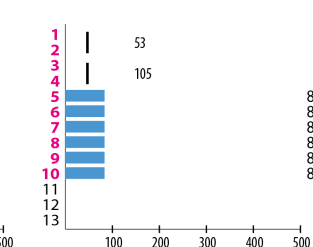
Cyprus



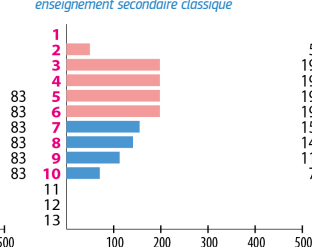
Latvia



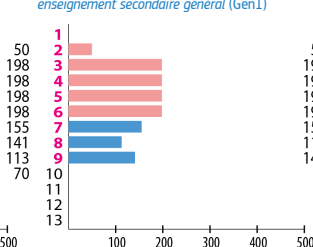
Lithuania



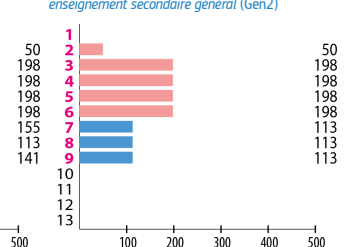
Luxembourg Primary and enseignement secondaire classique



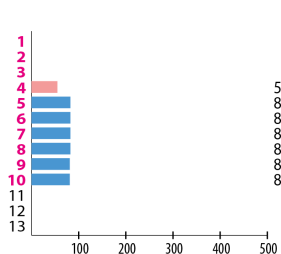
Luxembourg Primary and enseignement secondaire général (Gen1)



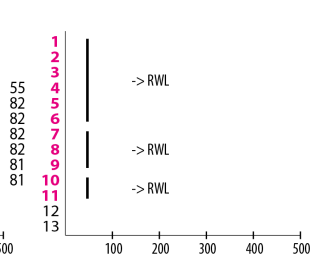
Luxembourg Primary and enseignement secondaire général (Gen2)



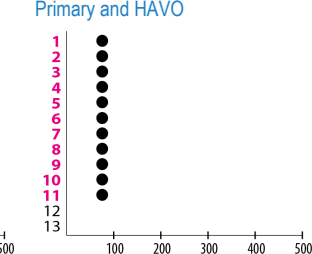
Hungary



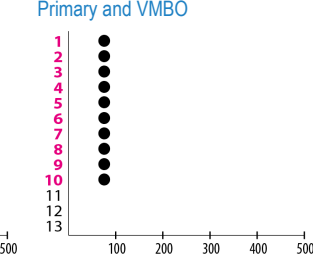
Malta



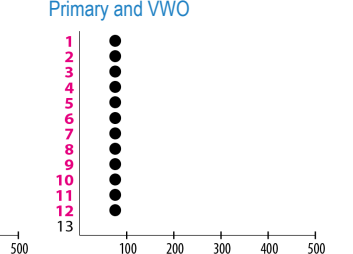
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis:

Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

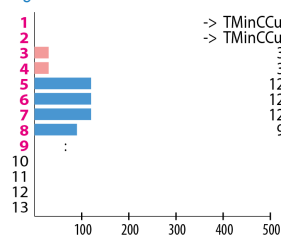


X

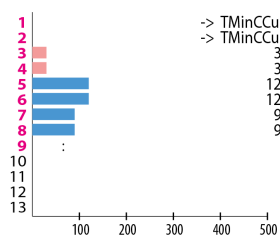
Number of hours distributed between various school years

Source: Eurydice.

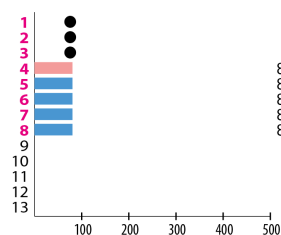
Austria Volksschule and
Allgemeinbildende Höhere Schule



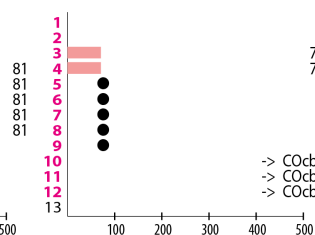
Austria Volksschule and
Mittelschule



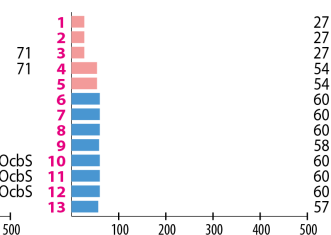
Poland



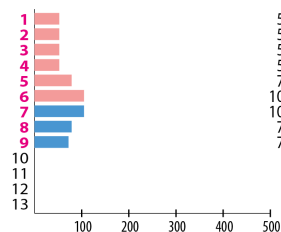
Portugal



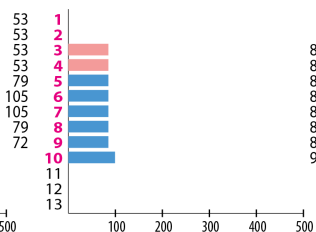
Romania



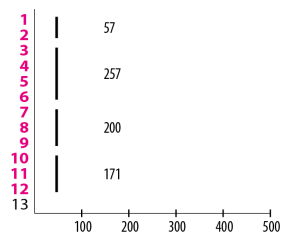
Slovenia



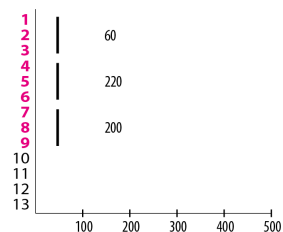
Slovakia



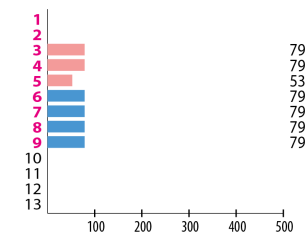
Finland



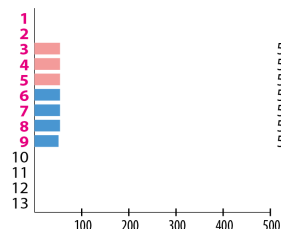
Sweden



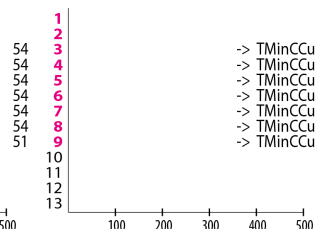
Albania



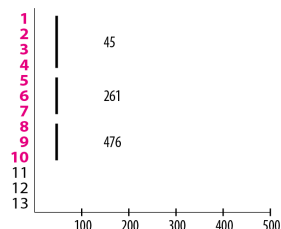
**Bosnia and
Herzegovina**



Switzerland

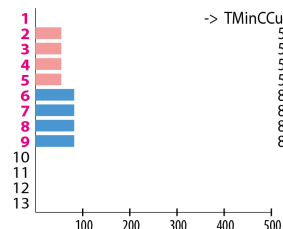


Iceland



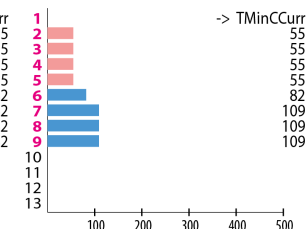
Liechtenstein

Primary and Gymnasium

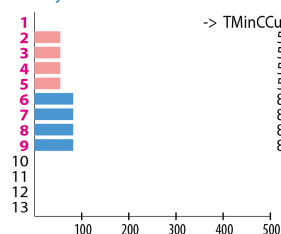


Liechtenstein

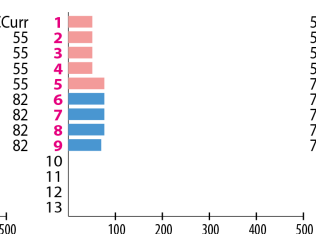
Primary and Oberschule



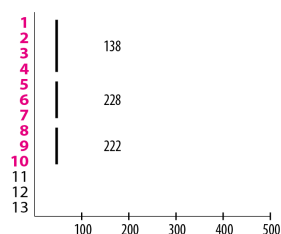
Liechtenstein
Primary and Realschule



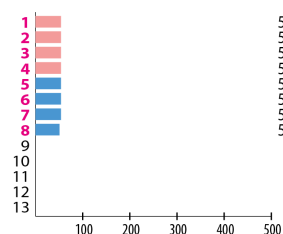
Montenegro



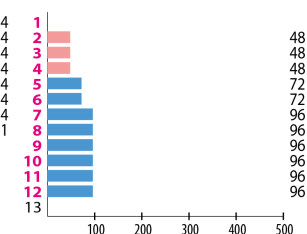
Norway



Serbia



Türkiye



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in
another category (see Reading guide)

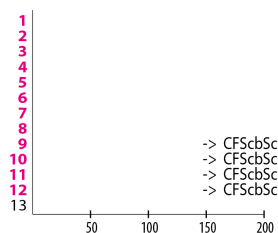


X Number of hours distributed
between various school years

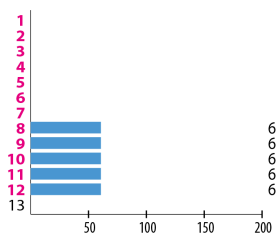
Source: Eurydice.

LANGUAGE 3

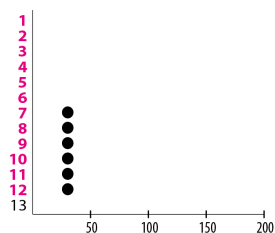
Belgium – French Community



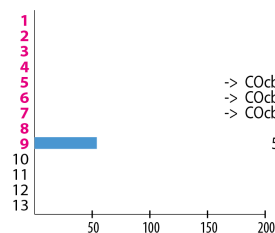
Belgium – German-speaking Community



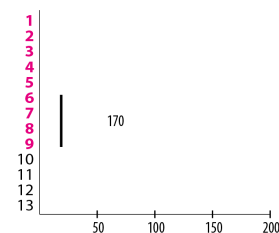
Belgium – Flemish Community



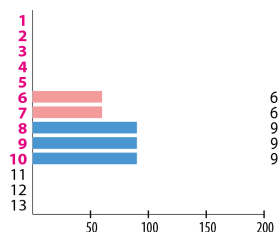
Bulgaria



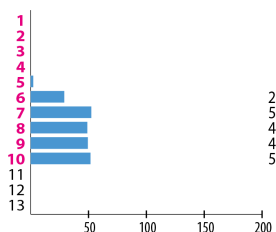
Czechia



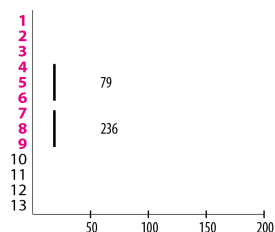
Denmark



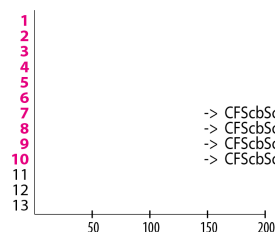
Germany



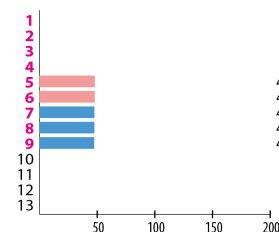
Estonia



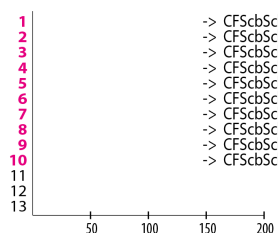
Ireland



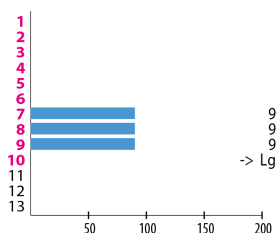
Greece



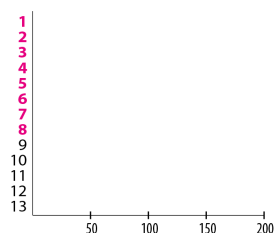
Spain



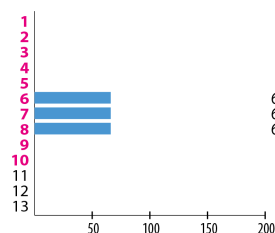
France



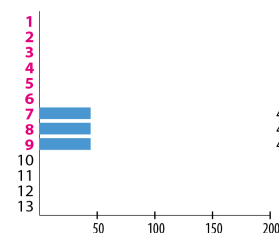
Croatia



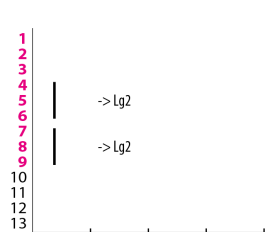
Italy



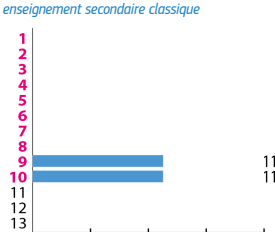
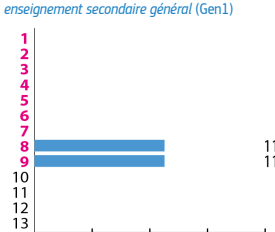
Cyprus



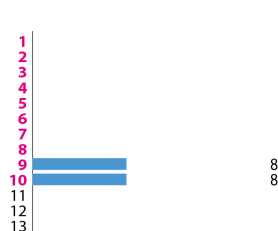
Latvia



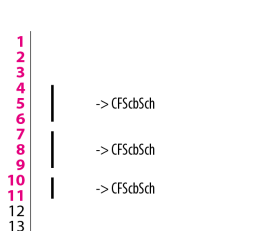
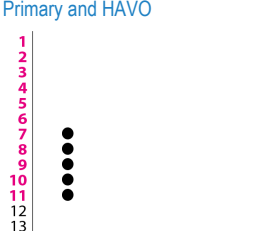
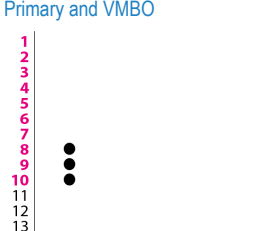
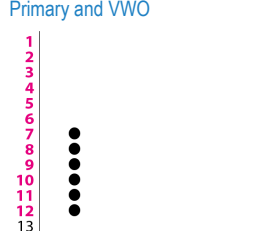
Lithuania

Luxembourg Primary and
enseignement secondaire classiqueLuxembourg Primary and
enseignement secondaire général (Gen1)Luxembourg Primary and
enseignement secondaire général (Gen2)

Hungary



Malta

Netherlands
Primary and HAVONetherlands
Primary and VMBONetherlands
Primary and VWO

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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

→ category

Instruction time included in another category (see Reading guide)

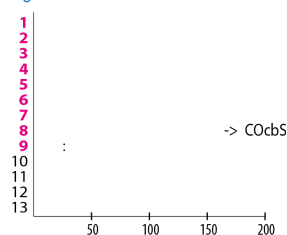


X

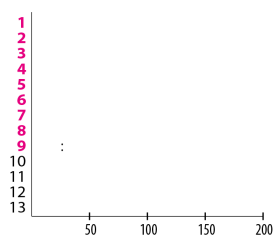
Number of hours distributed between various school years

Source: Eurydice.

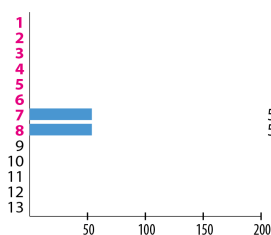
Austria Volksschule and
Allgemeinbildende Höhere Schule



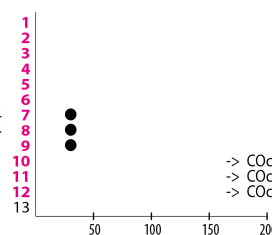
Austria Volksschule and
Mittelschule



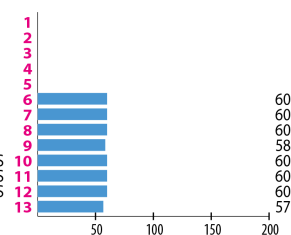
Poland



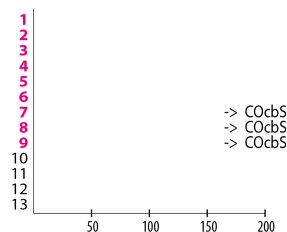
Portugal



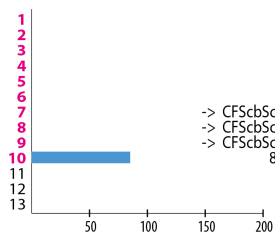
Romania



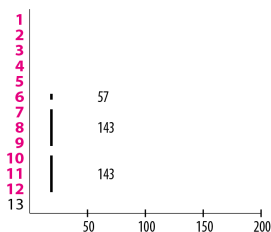
Slovenia



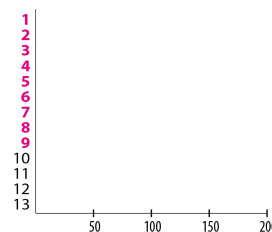
Slovakia



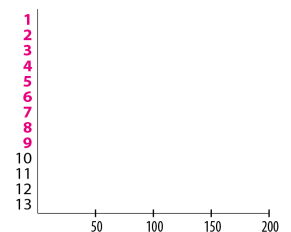
Finland



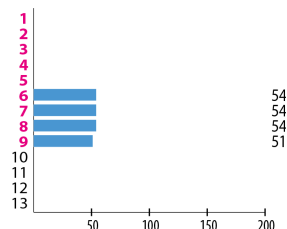
Sweden



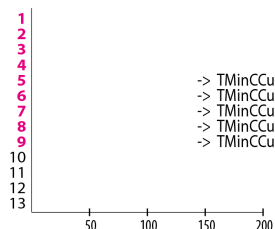
Albania



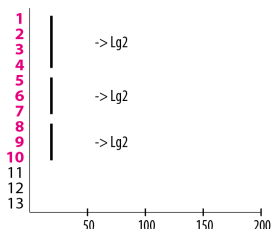
**Bosnia and
Herzegovina**



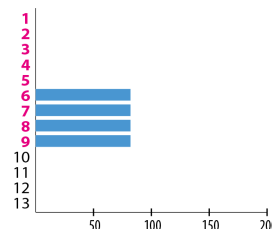
Switzerland



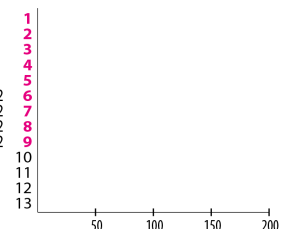
Iceland



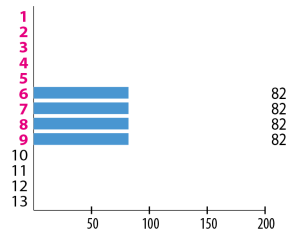
Liechtenstein
Primary and Gymnasium



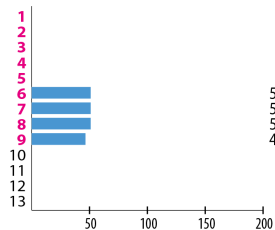
Liechtenstein
Primary and Oberschule



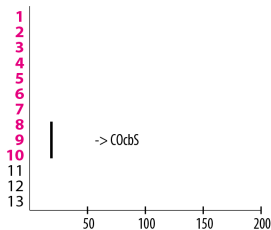
Liechtenstein
Primary and Realschule



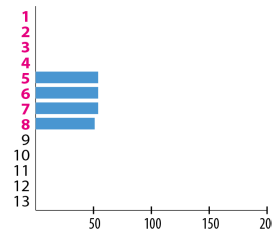
Montenegro



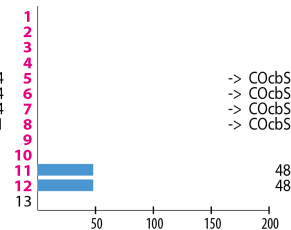
Norway



Serbia



Türkiye



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in
another category (see Reading guide)

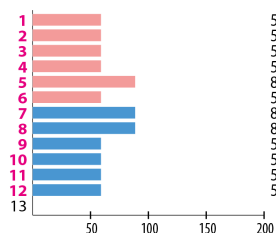


Number of hours distributed
between various school years

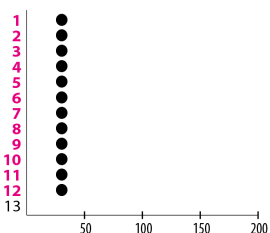
Source: Eurydice.

PHYSICAL EDUCATION AND HEALTH

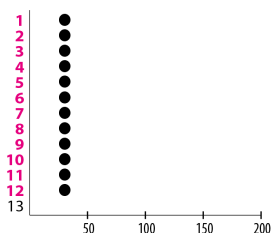
Belgium – French Community



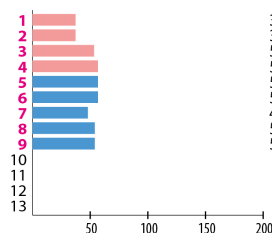
Belgium – German-speaking Community



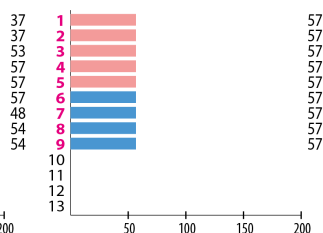
Belgium – Flemish Community



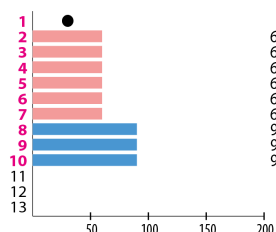
Bulgaria



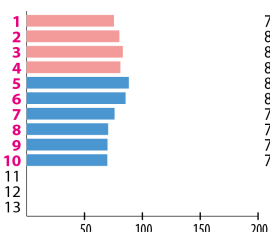
Czechia



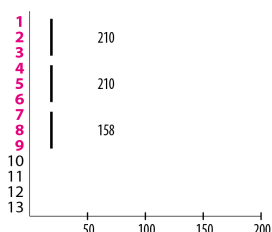
Denmark



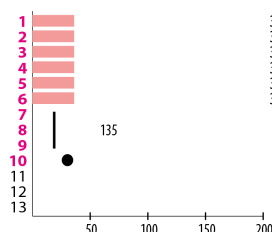
Germany



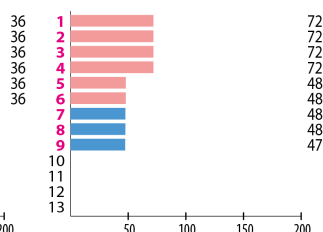
Estonia



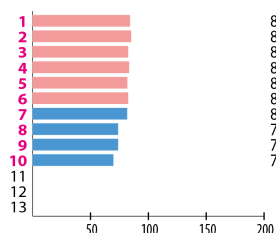
Ireland



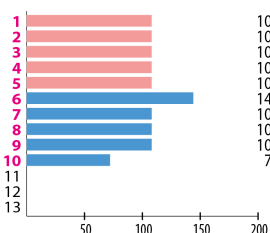
Greece



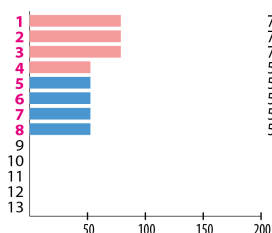
Spain



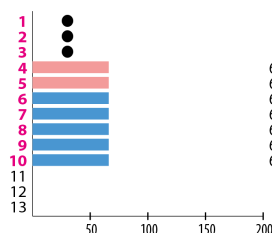
France



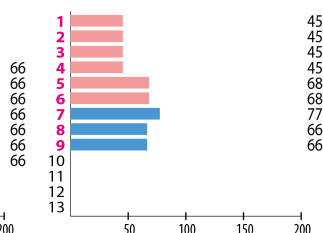
Croatia



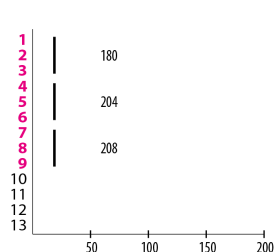
Italy



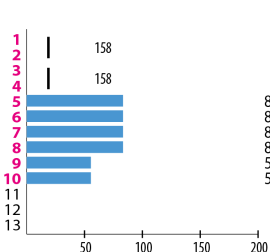
Cyprus



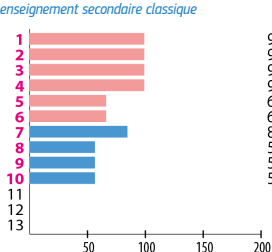
Latvia



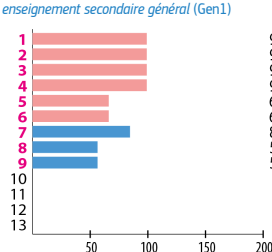
Lithuania



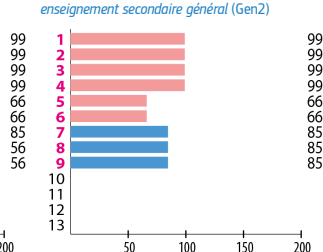
Luxembourg Primary and enseignement secondaire classique



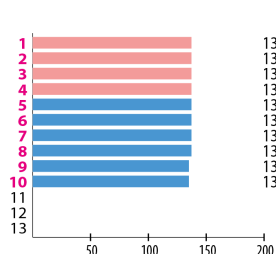
Luxembourg Primary and enseignement secondaire général (Gen1)



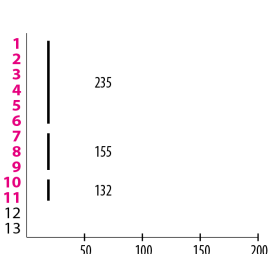
Luxembourg Primary and enseignement secondaire général (Gen2)



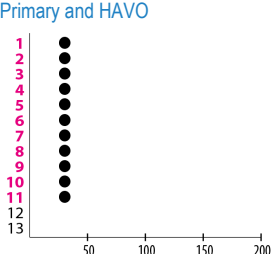
Hungary



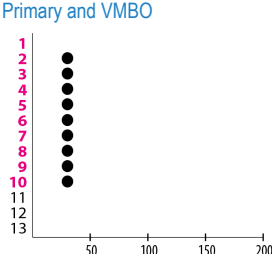
Malta



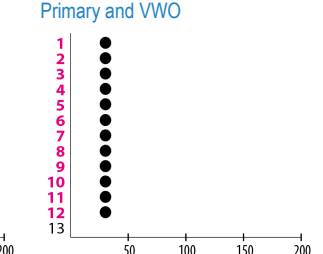
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



n Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

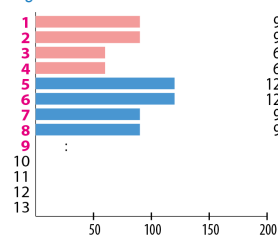
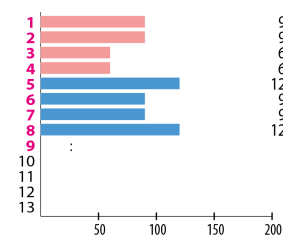
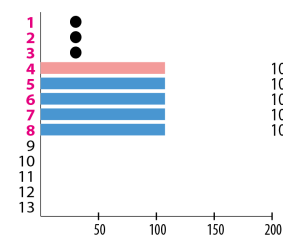
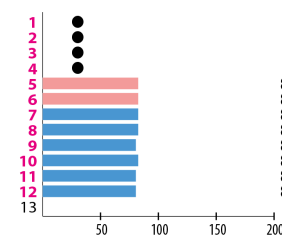
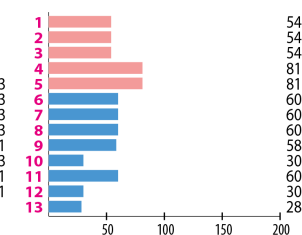
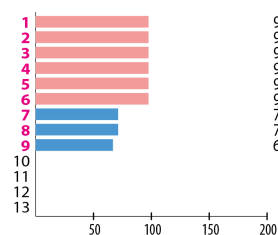
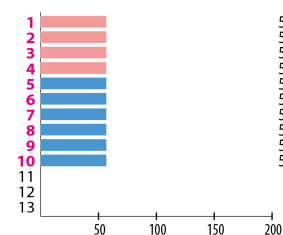
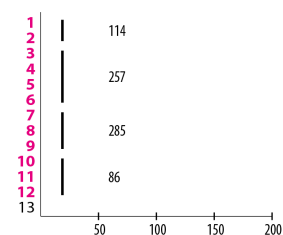
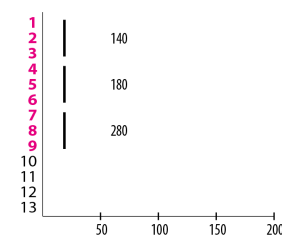
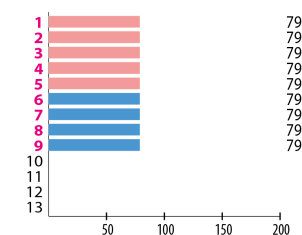
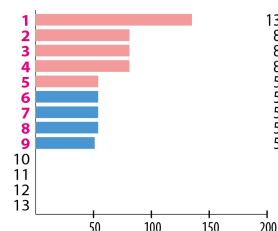
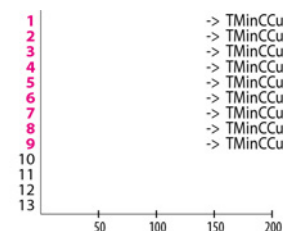
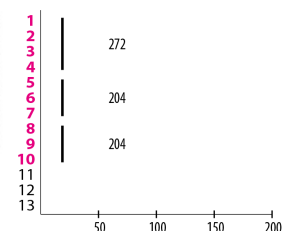
Instruction time included in another category (see Reading guide)



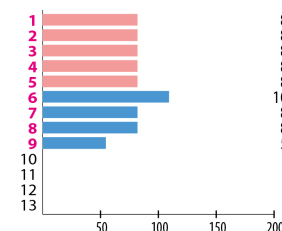
x

Number of hours distributed between various school years

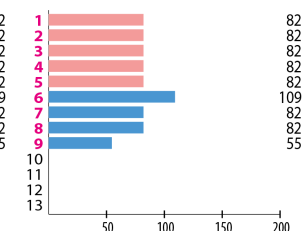
Source: Eurydice.

Austria Volksschule and
Allgemeinbildende Höhere Schule

Austria Volksschule and
Mittelschule

Poland

Portugal

Romania

Slovenia

Slovakia

Finland

Sweden

Albania

Bosnia and Herzegovina

Switzerland

Iceland

Liechtenstein

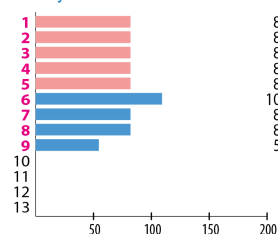
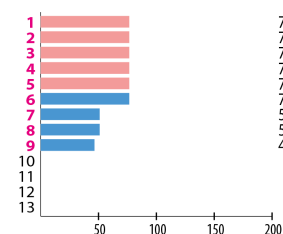
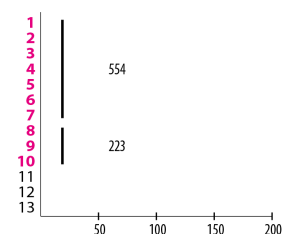
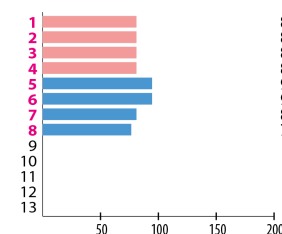
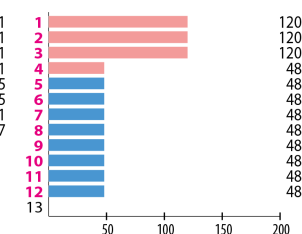
Primary and Gymnasium


Liechtenstein

Primary and Oberschule


Liechtenstein

Primary and Realschule


Montenegro

Norway

Serbia

Türkiye


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

Full-time compulsory general education (FTCG):


Primary level



Secondary level

n

Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

 Instruction time included in
another category (see Reading guide)

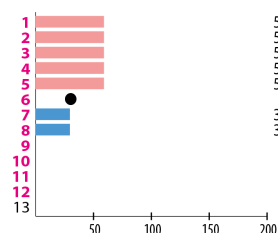

x

 Number of hours distributed
between various school years

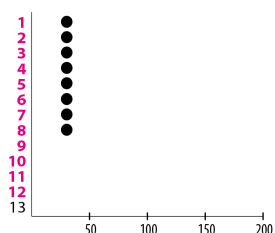
Source: Eurydice.

ARTS EDUCATION

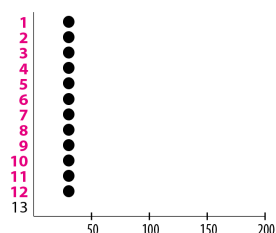
Belgium – French Community



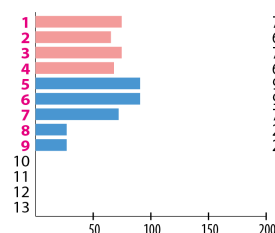
Belgium – German-speaking Community



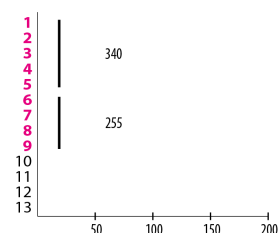
Belgium – Flemish Community



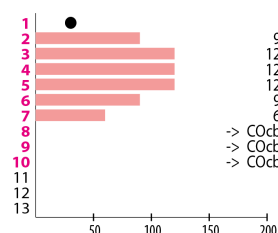
Bulgaria



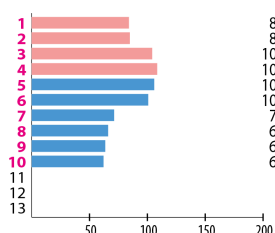
Czechia



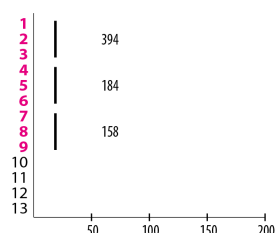
Denmark



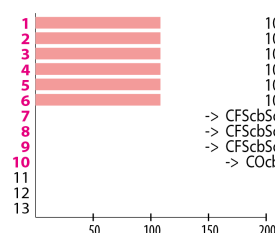
Germany



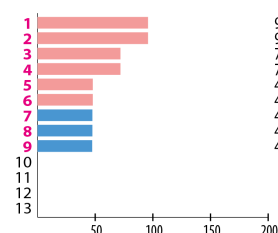
Estonia



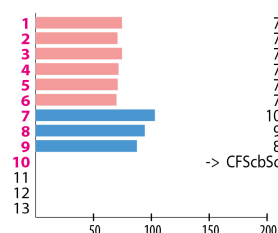
Ireland



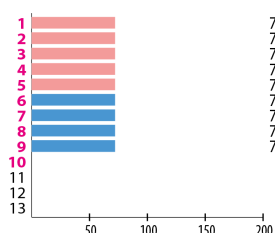
Greece



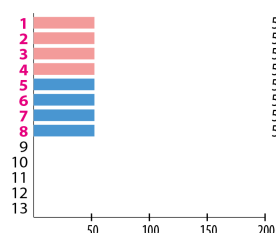
Spain



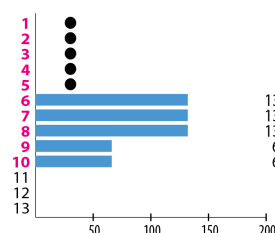
France



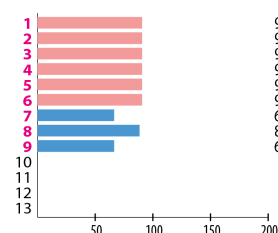
Croatia



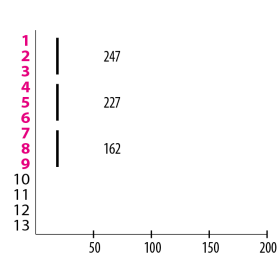
Italy



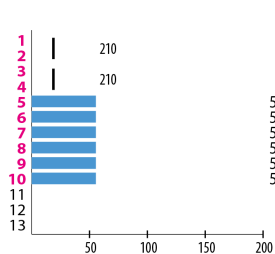
Cyprus



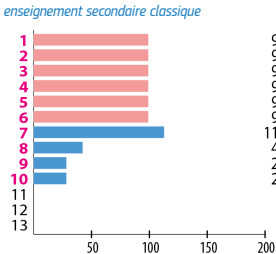
Latvia



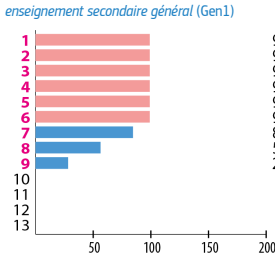
Lithuania



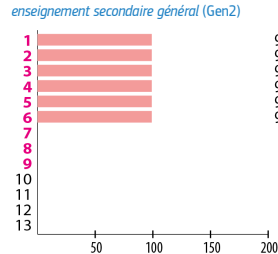
Luxembourg Primary and enseignement secondaire classique



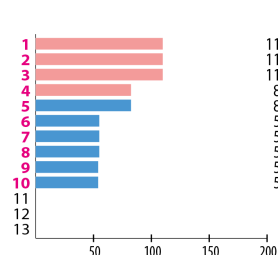
Luxembourg Primary and enseignement secondaire général (Gen1)



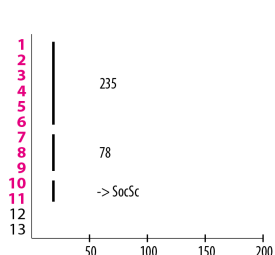
Luxembourg Primary and enseignement secondaire général (Gen2)



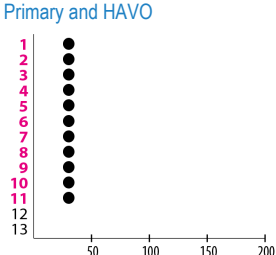
Hungary



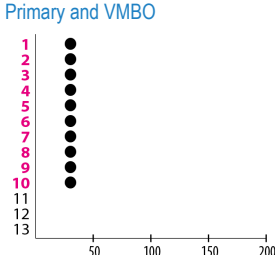
Malta



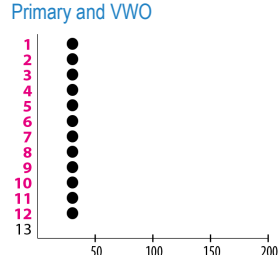
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis:

Grades



Flexible time

-> category

Instruction time included in another category (see Reading guide)

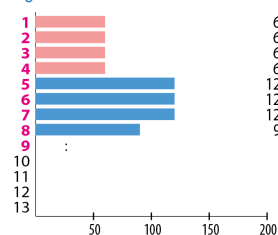


X

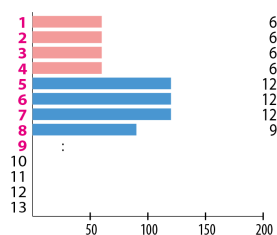
Number of hours distributed between various school years

Source: Eurydice.

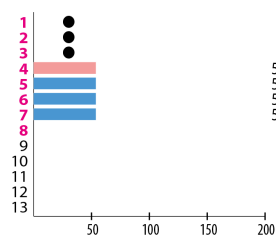
Austria Volksschule and
Allgemeinbildende Höhere Schule



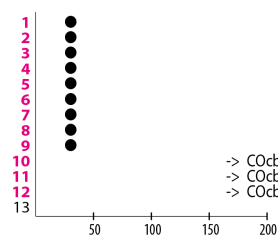
Austria Volksschule and
Mittelschule



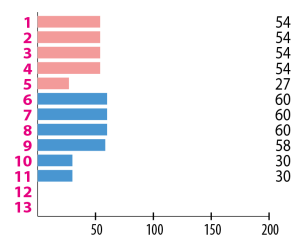
Poland



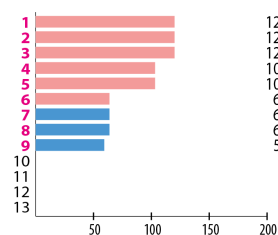
Portugal



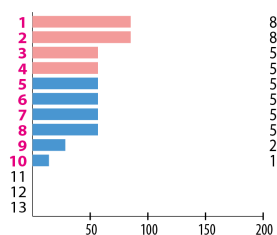
Romania



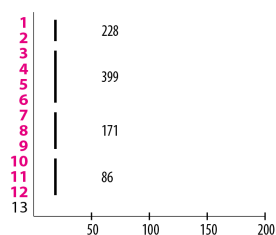
Slovenia



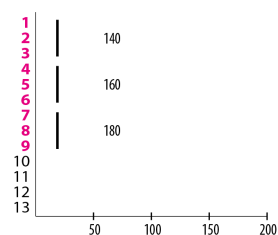
Slovakia



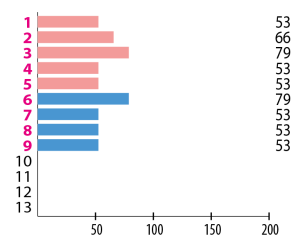
Finland



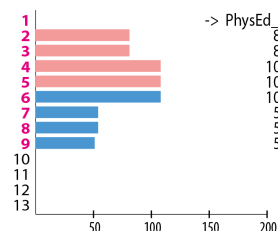
Sweden



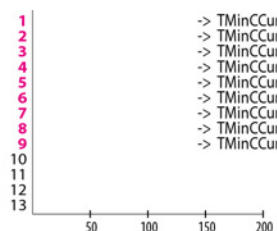
Albania



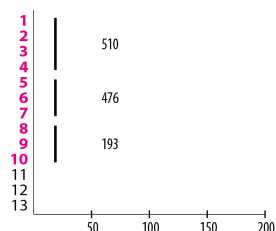
Bosnia and Herzegovina



Switzerland

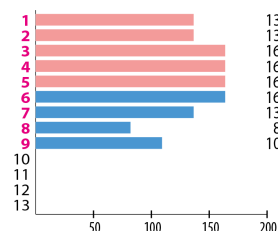


Iceland



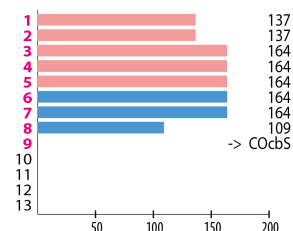
Liechtenstein

Primary and Gymnasium



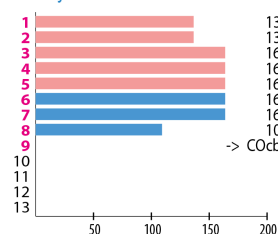
Liechtenstein

Primary and Oberschule

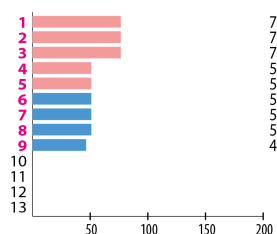


Liechtenstein

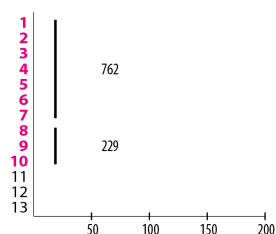
Primary and Realschule



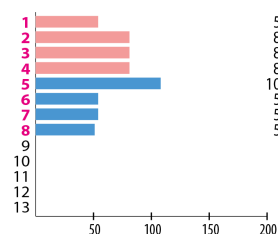
Montenegro



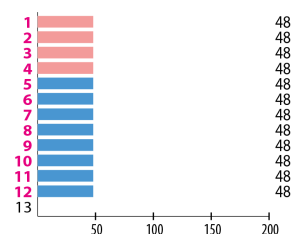
Norway



Serbia



Türkiye



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level

n Grades in FTCS

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in
another category (see Reading guide)



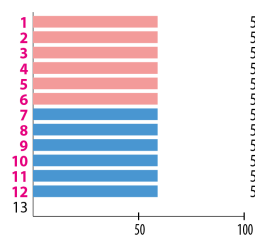
X

Number of hours distributed
between various school years

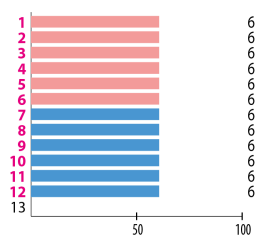
Source: Eurydice.

RELIGION/ETHICS/MORAL EDUCATION

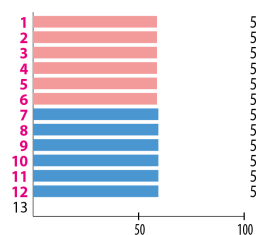
Belgium – French Community



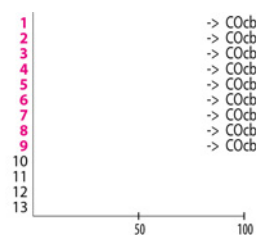
Belgium – German-speaking Community



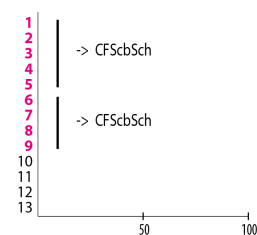
Belgium – Flemish Community



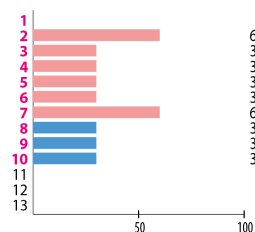
Bulgaria



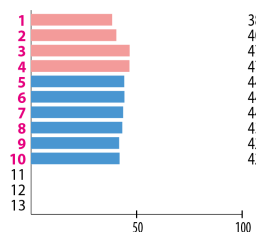
Czechia



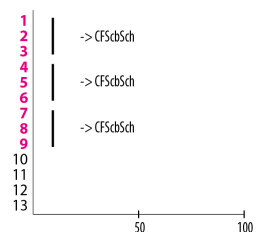
Denmark



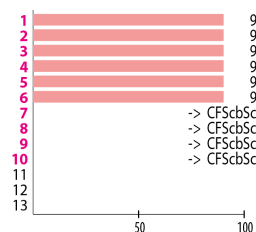
Germany



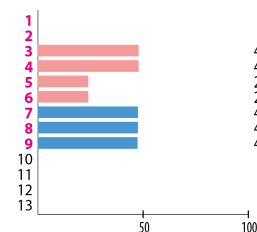
Estonia



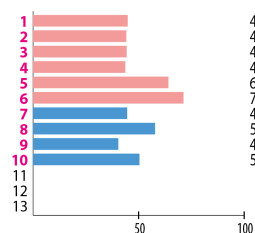
Ireland



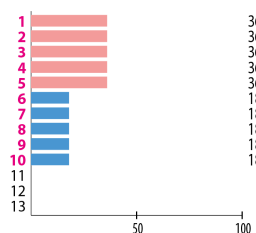
Greece



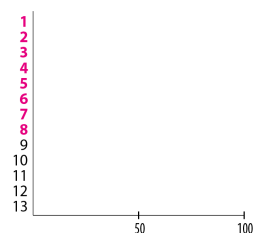
Spain



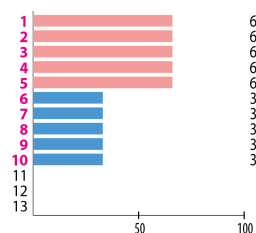
France



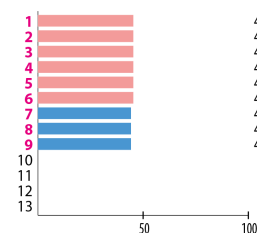
Croatia



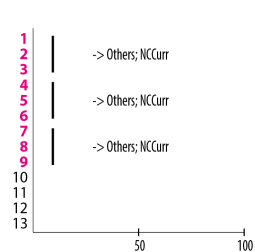
Italy



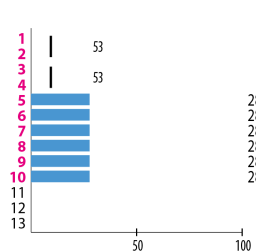
Cyprus



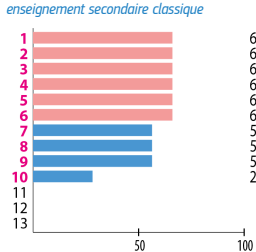
Latvia



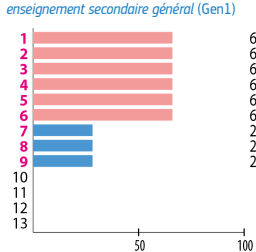
Lithuania



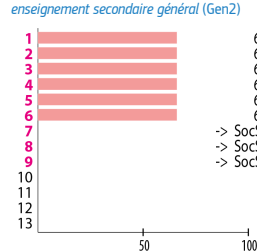
Luxembourg Primary and enseignement secondaire classique



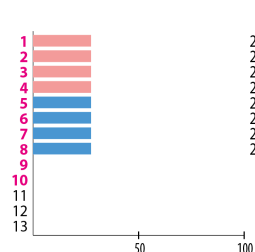
Luxembourg Primary and enseignement secondaire général (Gen1)



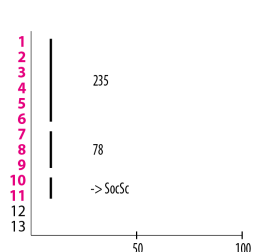
Luxembourg Primary and enseignement secondaire général (Gen2)



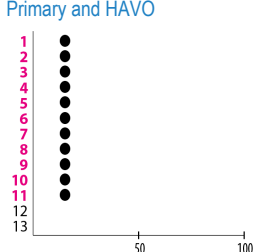
Hungary



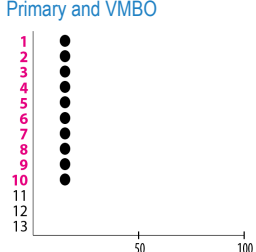
Malta



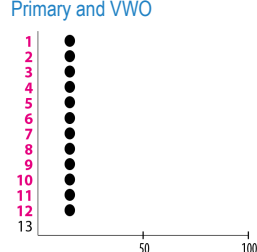
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis:

Grades

Flexible time

-> category

Instruction time included in another category (see Reading guide)

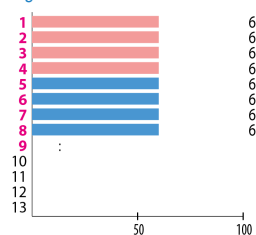


X

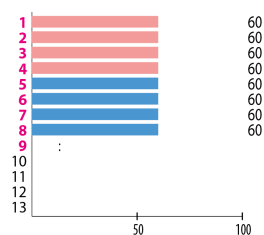
Number of hours distributed between various school years

Source: Eurydice.

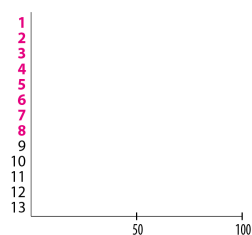
Austria Volksschule and
Allgemeinbildende Höhere Schule



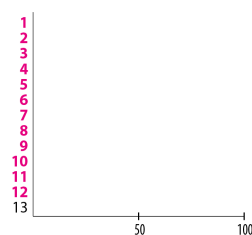
Austria Volksschule and
Mittelschule



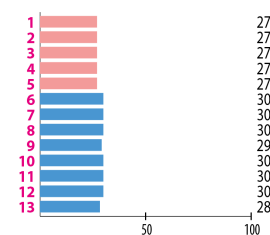
Poland



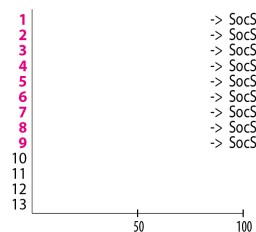
Portugal



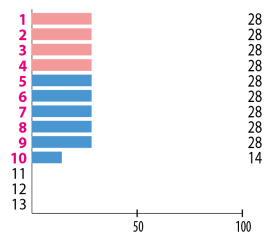
Romania



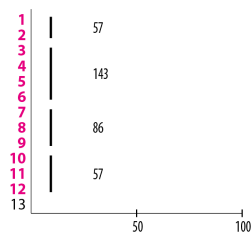
Slovenia



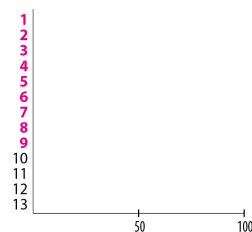
Slovakia



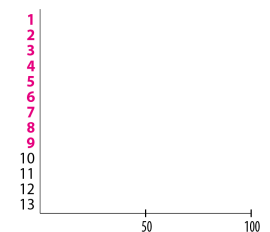
Finland



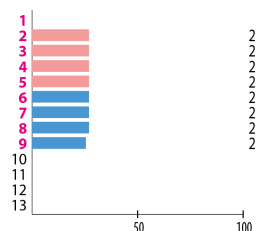
Sweden



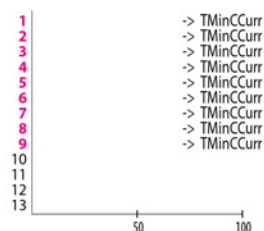
Albania



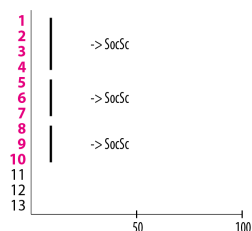
Bosnia and Herzegovina



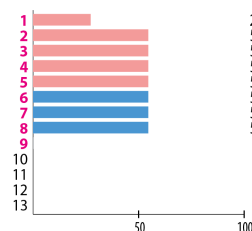
Switzerland



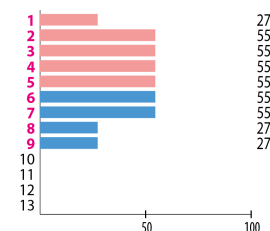
Iceland



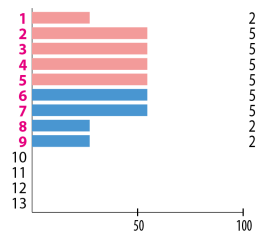
Liechtenstein
Primary and Gymnasium



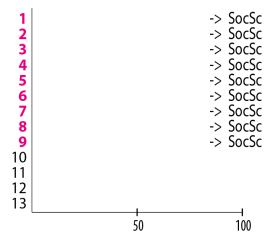
Liechtenstein
Primary and Oberschule



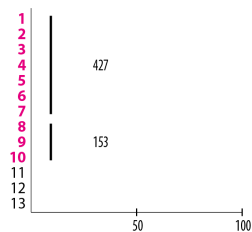
Liechtenstein
Primary and Realschule



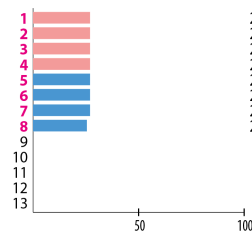
Montenegro



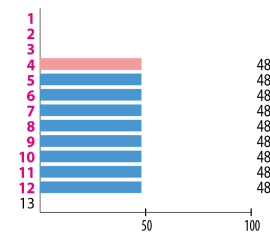
Norway



Serbia



Türkiye



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level

n Grades in FT CG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

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

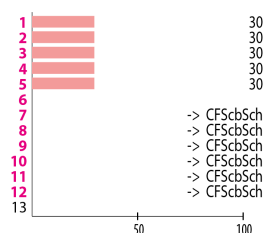


X Number of hours distributed between various school years

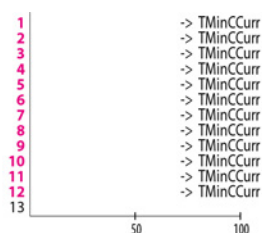
Source: Eurydice.

ICT

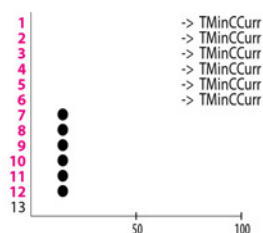
Belgium – French Community



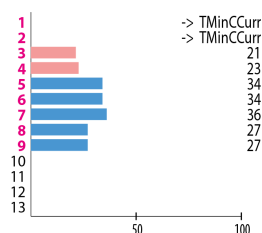
Belgium – German-speaking Community



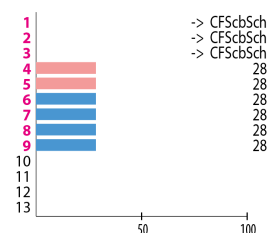
Belgium – Flemish Community



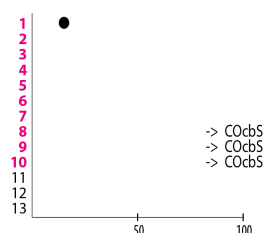
Bulgaria



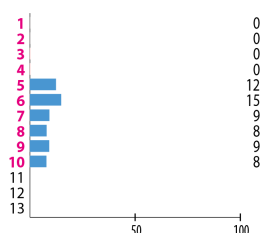
Czechia



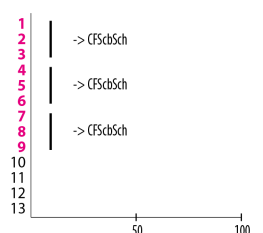
Denmark



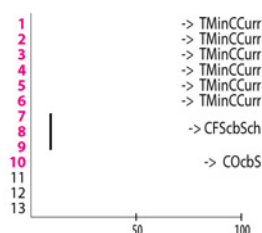
Germany



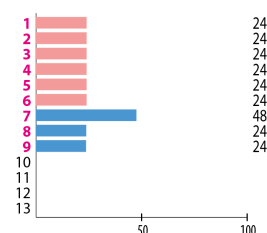
Estonia



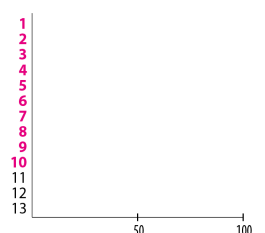
Ireland



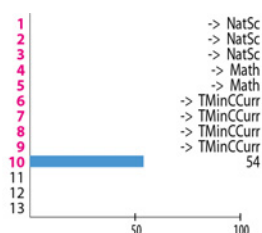
Greece



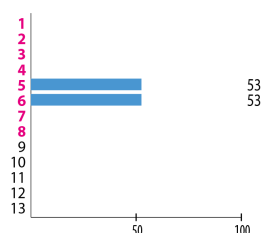
Spain



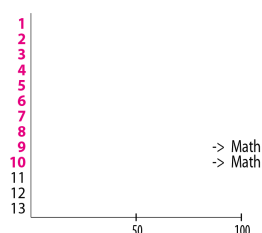
France



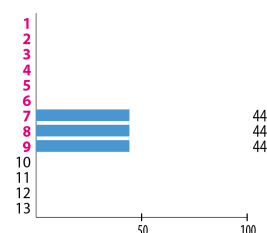
Croatia



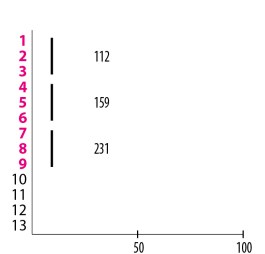
Italy



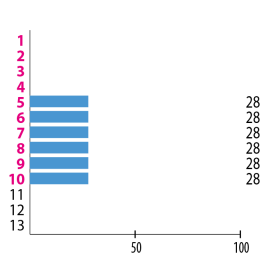
Cyprus



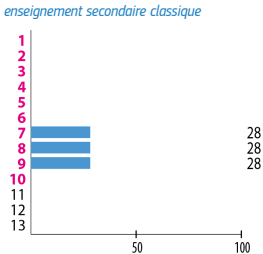
Latvia



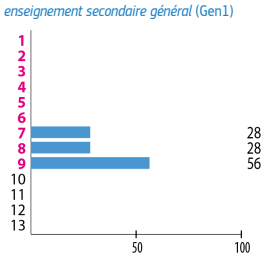
Lithuania



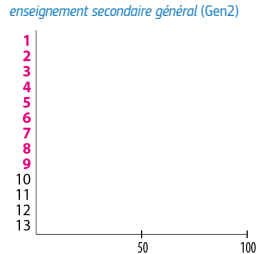
Luxembourg Primary and enseignement secondaire classique



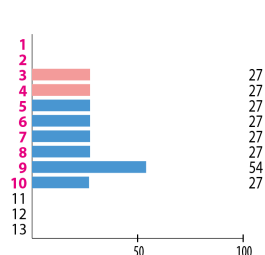
Luxembourg Primary and enseignement secondaire général (Gen1)



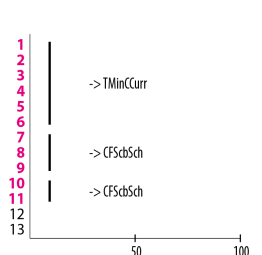
Luxembourg Primary and enseignement secondaire général (Gen2)



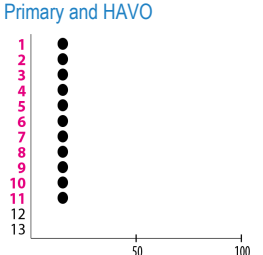
Hungary



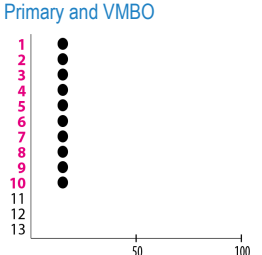
Malta



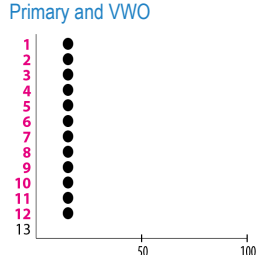
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

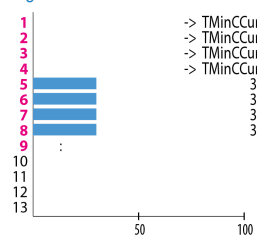
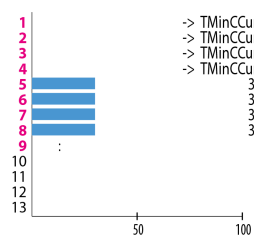
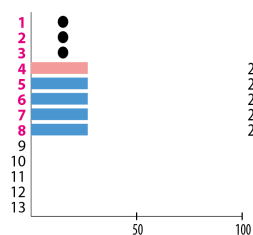
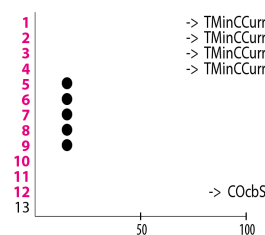
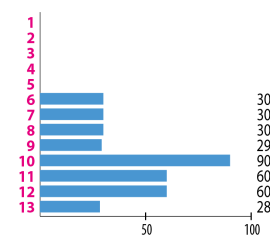
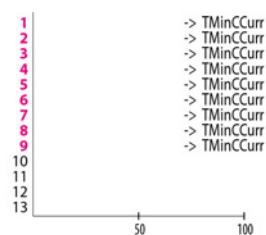
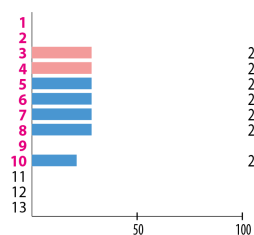
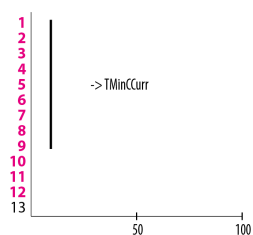
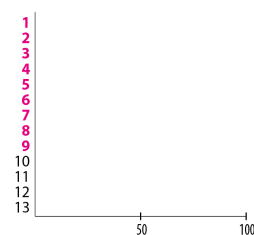
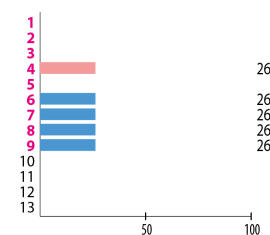
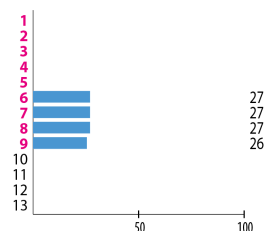
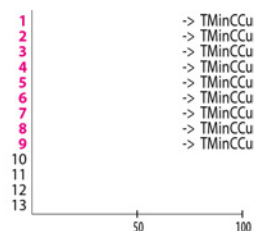
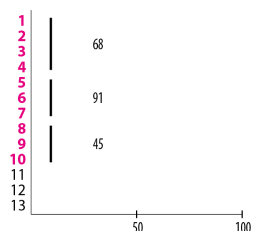
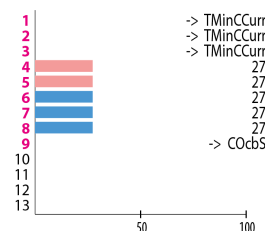
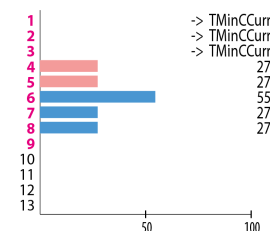
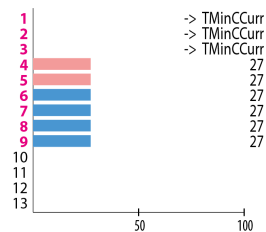
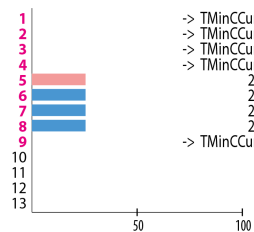
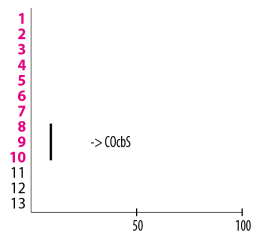
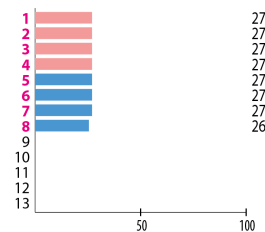
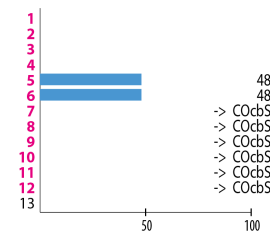
Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in another category (see Reading guide)

Austria Volksschule and
Allgemeinbildende Höhere Schule

Austria Volksschule and
Mittelschule

Poland

Portugal

Romania

Slovenia

Slovakia

Finland

Sweden

Albania

**Bosnia and
Herzegovina**

Switzerland

Iceland

Liechtenstein
Primary and Gymnasium

Liechtenstein
Primary and Oberschule

Liechtenstein
Primary and Realschule

Montenegro

Norway

Serbia

Türkiye


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

Full-time compulsory general education (FTCG):


Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

Flexible time

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

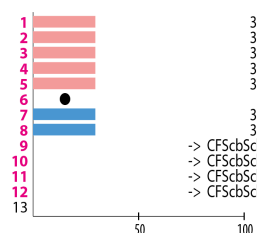


X Number of hours distributed
between various school years

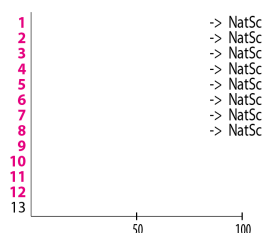
Source: Eurydice.

TECHNOLOGY

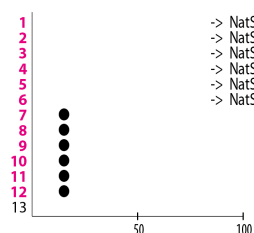
Belgium – French Community



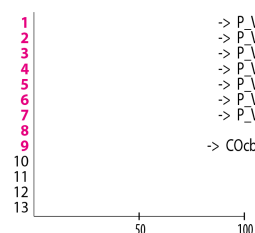
Belgium – German-speaking Community



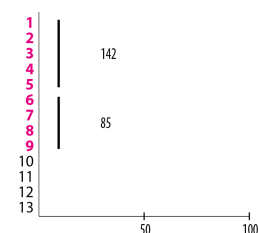
Belgium – Flemish Community



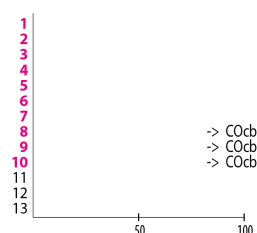
Bulgaria



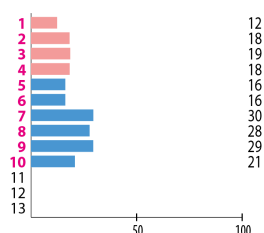
Czechia



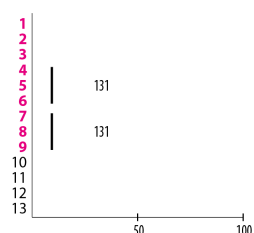
Denmark



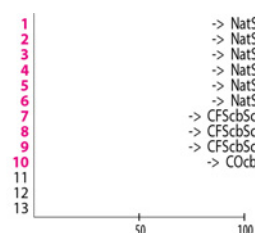
Germany



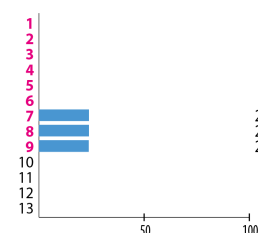
Estonia



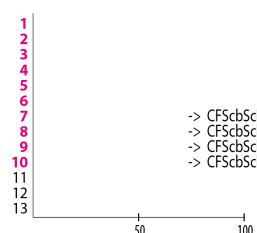
Ireland



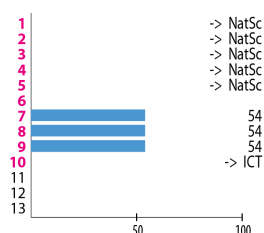
Greece



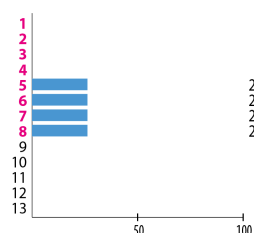
Spain



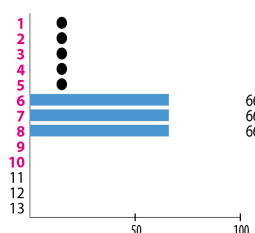
France



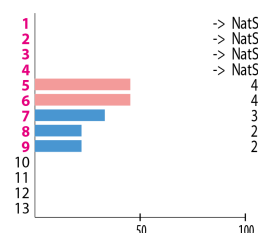
Croatia



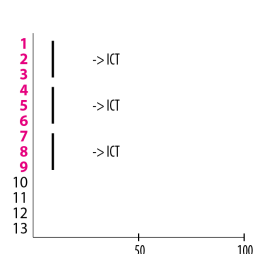
Italy



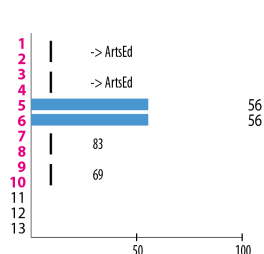
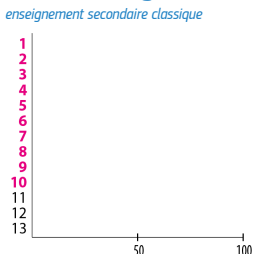
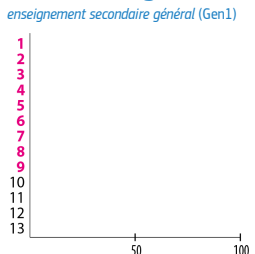
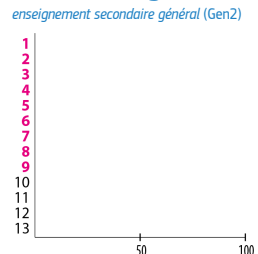
Cyprus



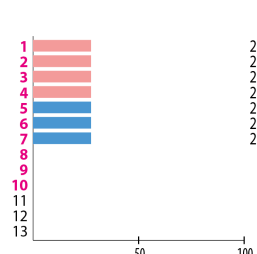
Latvia



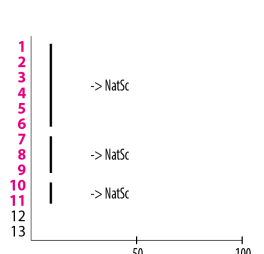
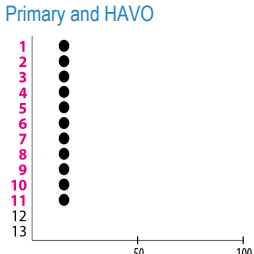
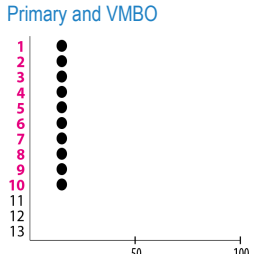
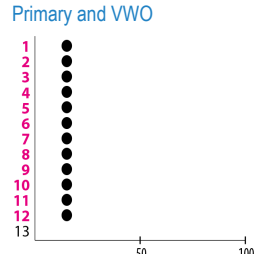
Lithuania

Luxembourg Primary and
enseignement secondaire classiqueLuxembourg Primary and
enseignement secondaire général (Gen1)Luxembourg Primary and
enseignement secondaire général (Gen2)

Hungary



Malta

Netherlands
Primary and HAVONetherlands
Primary and VMBONetherlands
Primary and VWO

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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis:

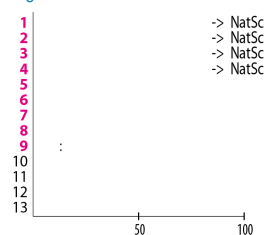
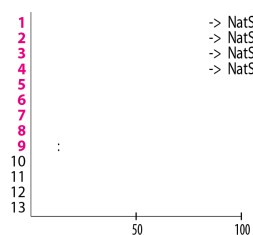
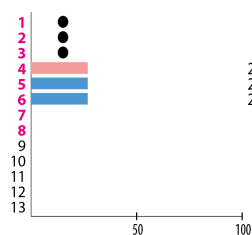
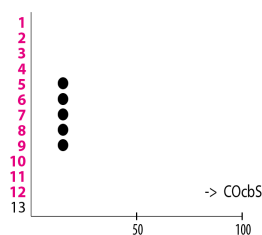
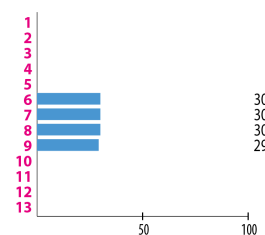
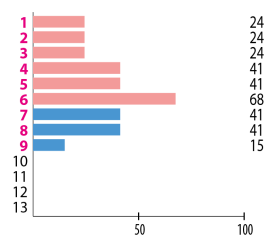
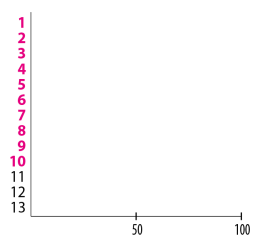
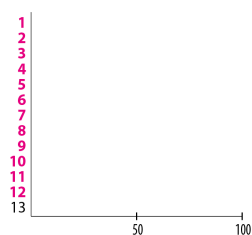
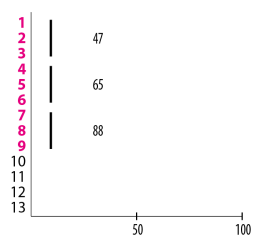
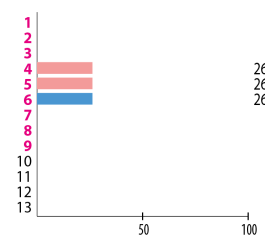
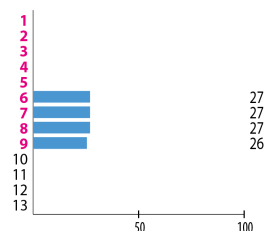
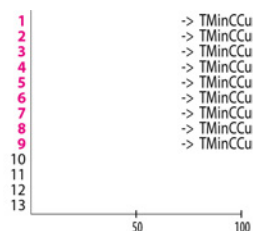
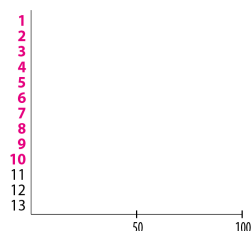
Grades

Flexible time

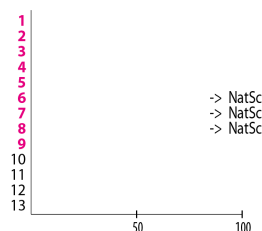
-> category

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

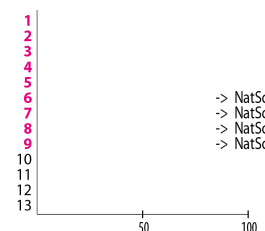
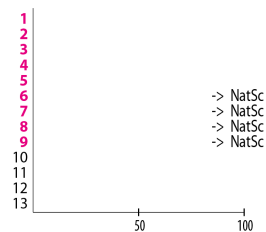
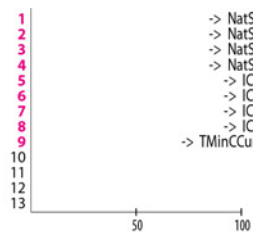
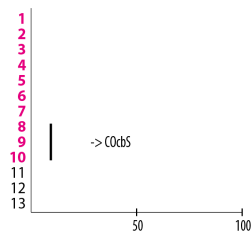
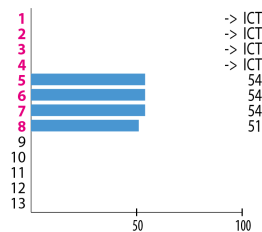
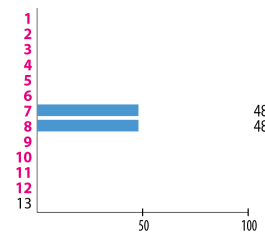
Source: Eurydice.

Austria Volksschule and
Allgemeinbildende Höhere Schule

Austria Volksschule and
Mittelschule

Poland

Portugal

Romania

Slovenia

Slovakia

Finland

Sweden

Albania

**Bosnia and
Herzegovina**

Switzerland

Iceland

Liechtenstein

Primary and Gymnasium


Liechtenstein

Primary and Oberschule


Liechtenstein
Primary and Realschule

Montenegro

Norway

Serbia

Türkiye


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

Full-time compulsory general education (FTCG):


Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis:

Grades

● Flexible time

-> category

 Instruction time included in
another category (see Reading guide)

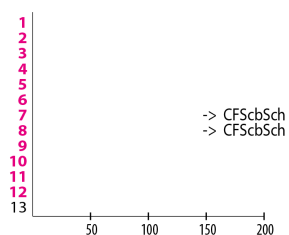

X

 Number of hours distributed
between various school years

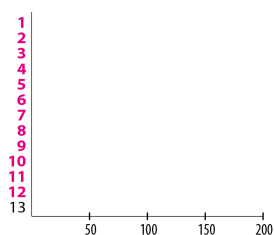
Source: Eurydice.

PRACTICAL AND VOCATIONAL SKILLS

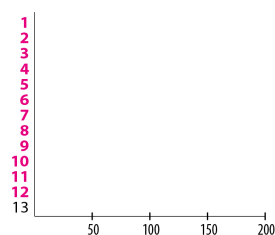
Belgium – French Community



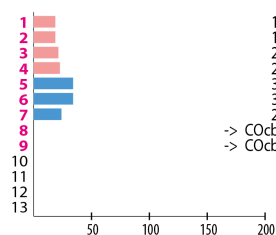
Belgium – German-speaking Community



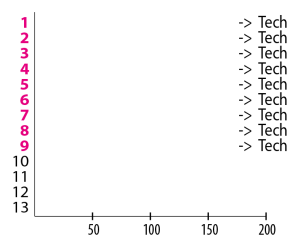
Belgium – Flemish Community



Bulgaria

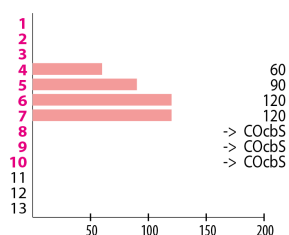


Czechia

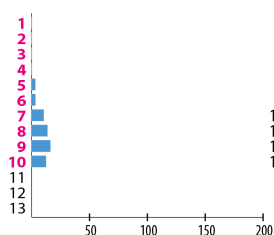


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-> Tech

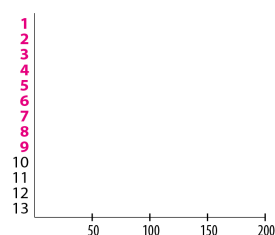
Denmark



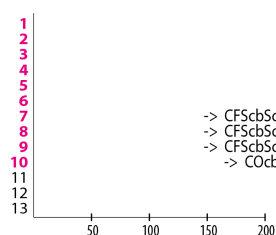
Germany



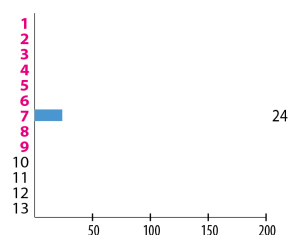
Estonia



Ireland

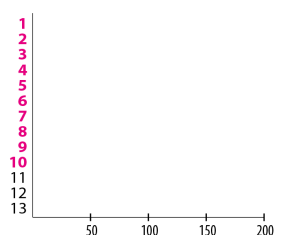


Greece

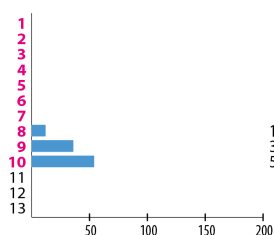


24

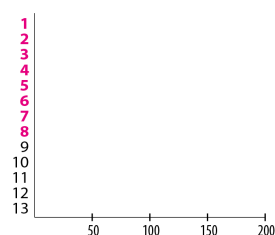
Spain



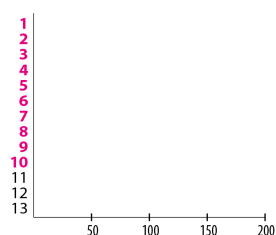
France



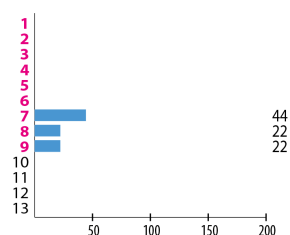
Croatia



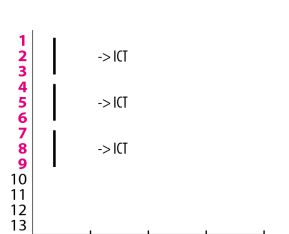
Italy



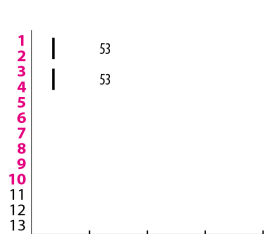
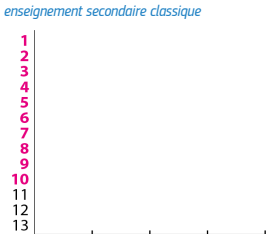
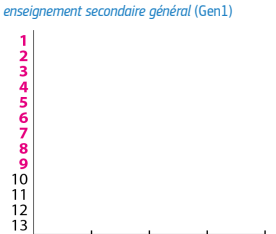
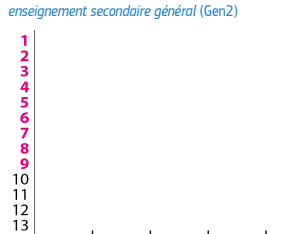
Cyprus

44
22
22

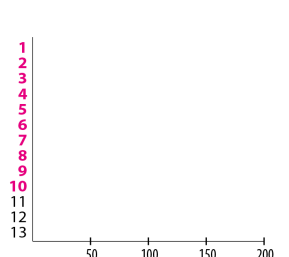
Latvia



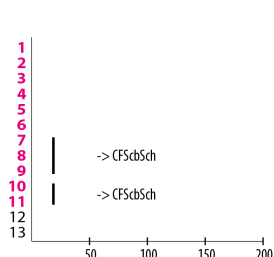
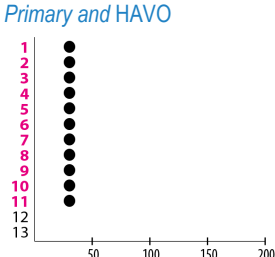
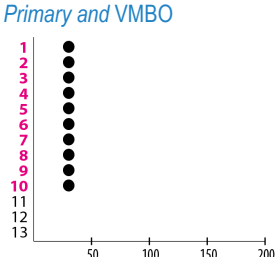
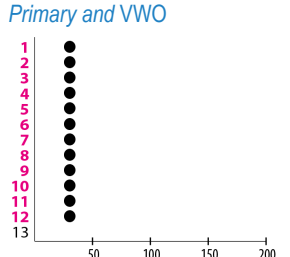
Lithuania

Luxembourg Primary and
enseignement secondaire classiqueLuxembourg Primary and
enseignement secondaire général (Gen1)Luxembourg Primary and
enseignement secondaire général (Gen2)

Hungary



Malta

Netherlands
Primary and HAVONetherlands
Primary and VMBONetherlands
Primary and VWO

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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

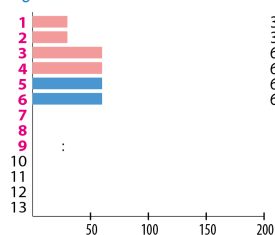
● Flexible time

-> category

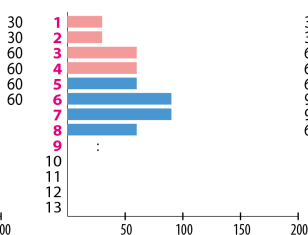
Instruction time included in
another category (see Reading guide)X Number of hours distributed
between various school years

Source: Eurydice.

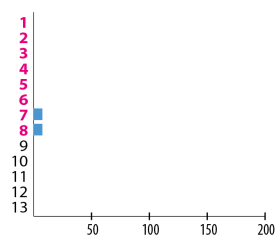
Austria Volksschule and
Allgemeinbildende Höhere Schule



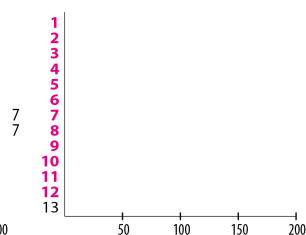
Austria Volksschule and
Mittelschule



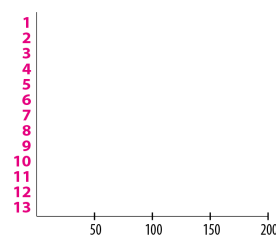
Poland



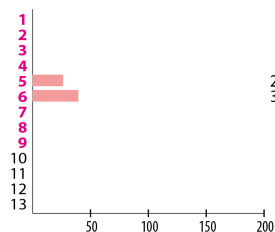
Portugal



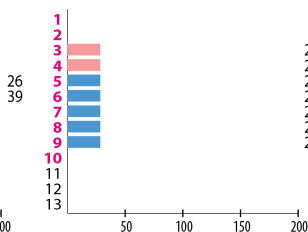
Romania



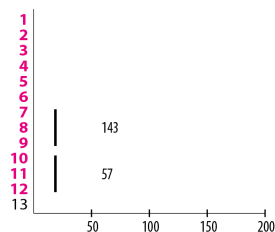
Slovenia



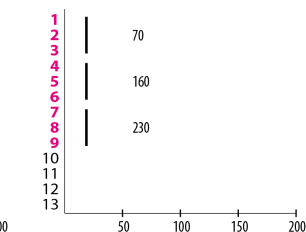
Slovakia



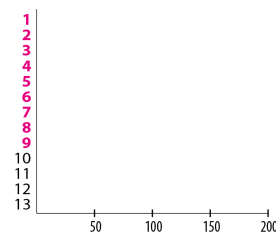
Finland



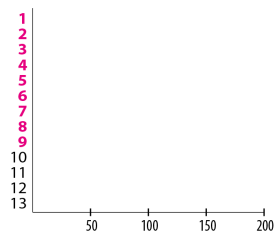
Sweden



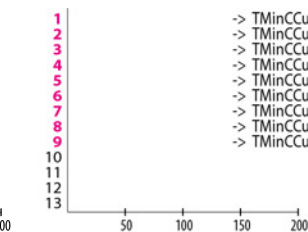
Albania



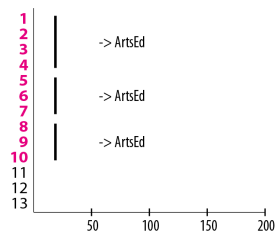
Bosnia and Herzegovina



Switzerland

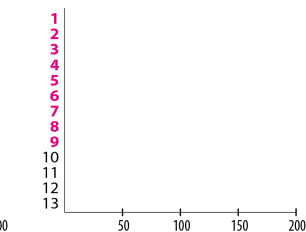


Iceland



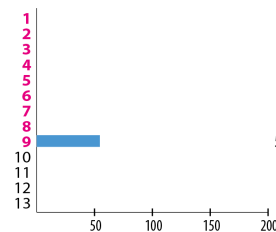
Liechtenstein

Primary and Gymnasium



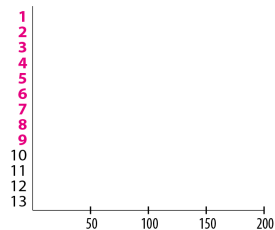
Liechtenstein

Primary and Oberschule

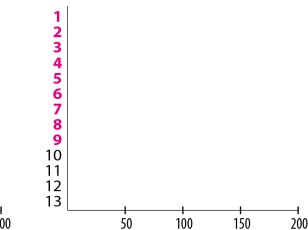


Liechtenstein

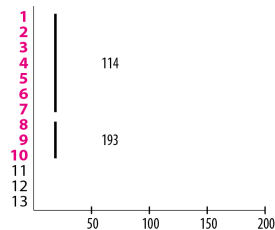
Primary and Realschule



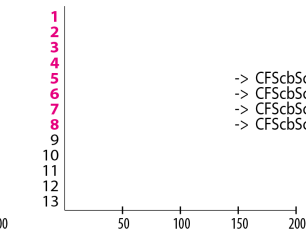
Montenegro



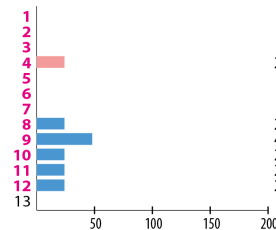
Norway



Serbia



Türkiye



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in
another category (see Reading guide)

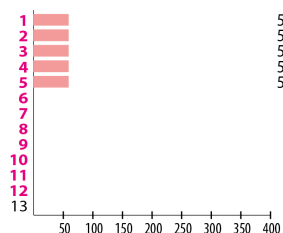


Number of hours distributed
between various school years

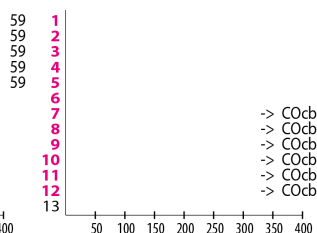
Source: Eurydice.

OTHER SUBJECTS

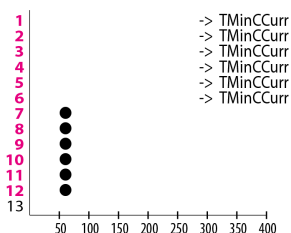
Belgium – French Community



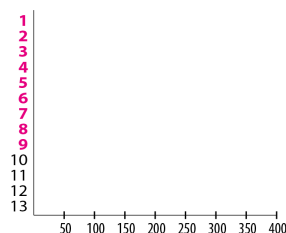
Belgium – German-speaking Community



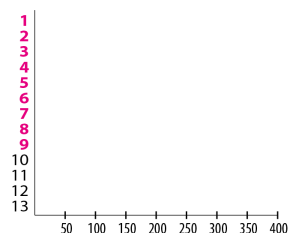
Belgium – Flemish Community



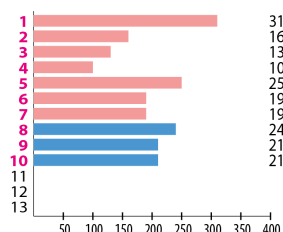
Bulgaria



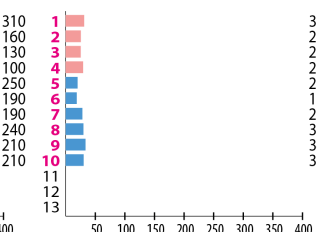
Czechia



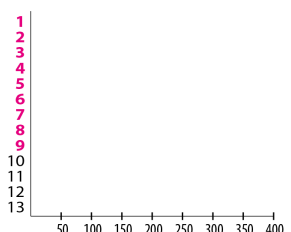
Denmark



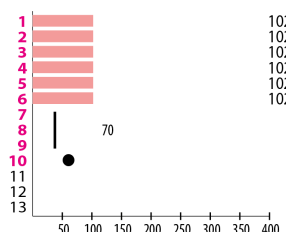
Germany



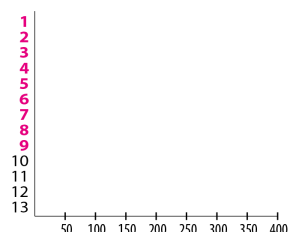
Estonia



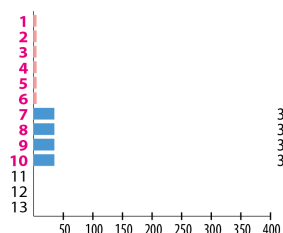
Ireland



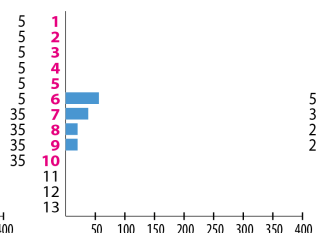
Greece



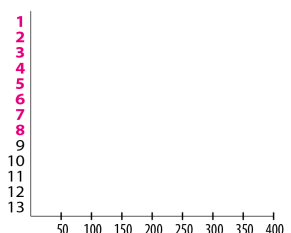
Spain



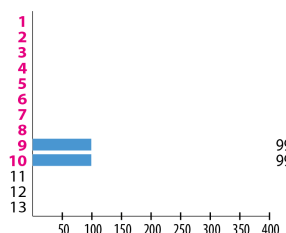
France



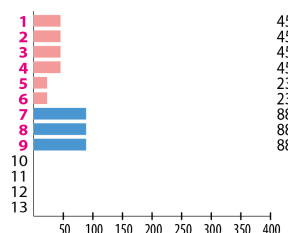
Croatia



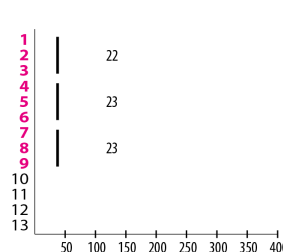
Italy



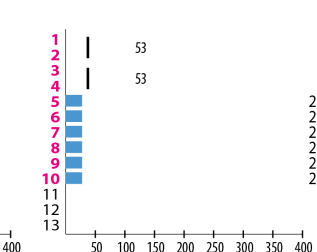
Cyprus



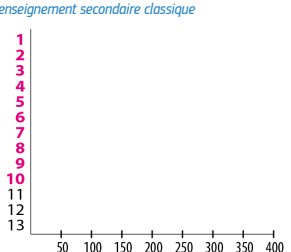
Latvia



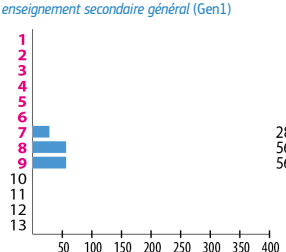
Lithuania



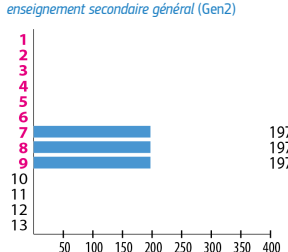
Luxembourg Primary and enseignement secondaire classique



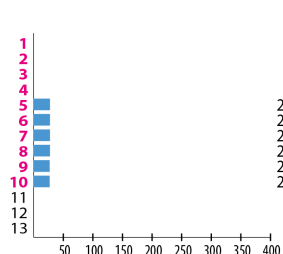
Luxembourg Primary and enseignement secondaire général (Gen1)



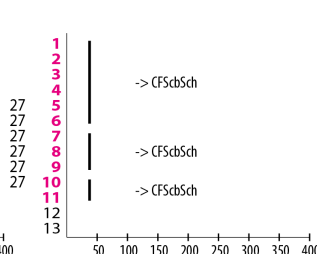
Luxembourg Primary and enseignement secondaire général (Gen2)



Hungary

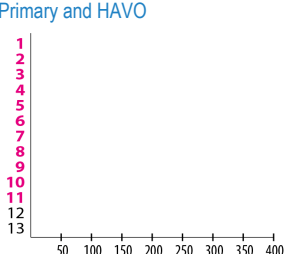


Malta



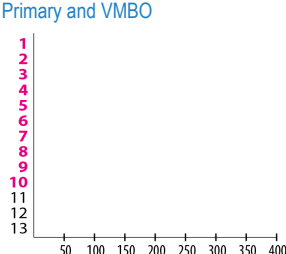
Netherlands

Primary and HAVO



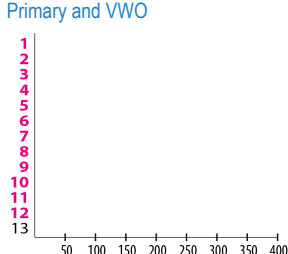
Netherlands

Primary and VMBO



Netherlands

Primary and VWO



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis:

Grades

Flexible time

-> category

Instruction time included in another category (see Reading guide)

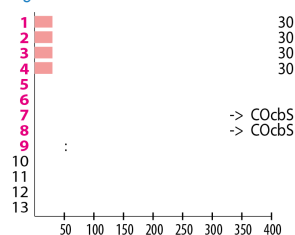


x

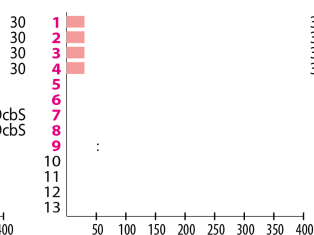
Number of hours distributed between various school years

Source: Eurydice.

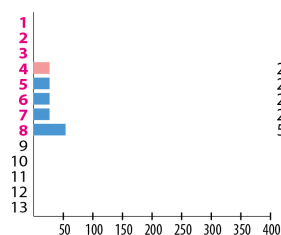
Austria Volksschule and
Allgemeinbildende Höhere Schule



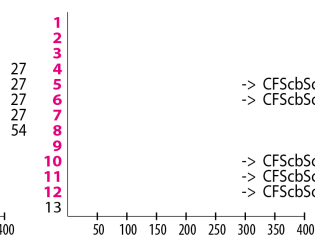
Austria Volksschule and
Mittelschule



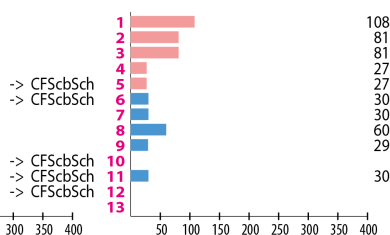
Poland



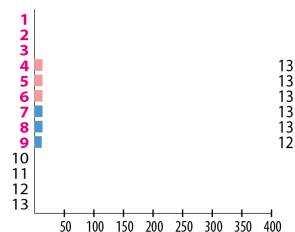
Portugal



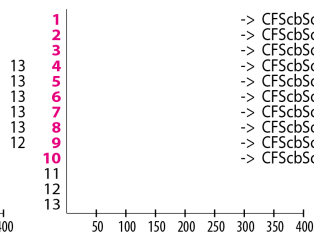
Romania



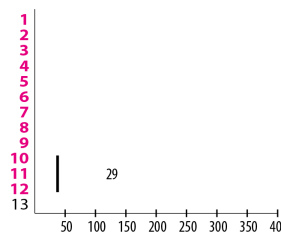
Slovenia



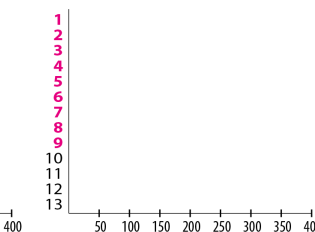
Slovakia



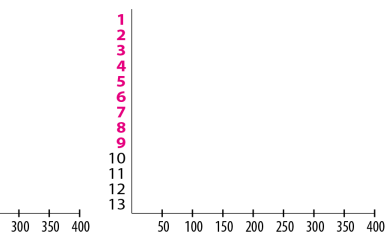
Finland



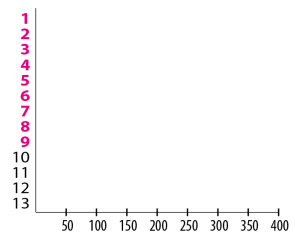
Sweden



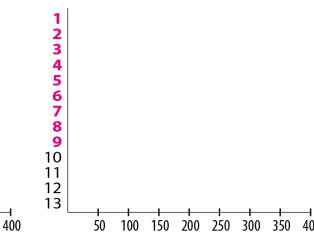
Albania



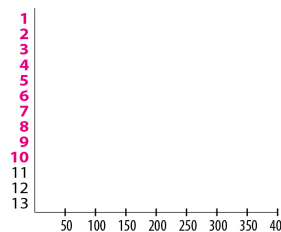
Bosnia and Herzegovina



Switzerland

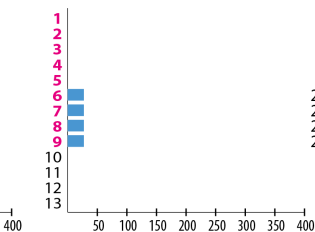


Iceland



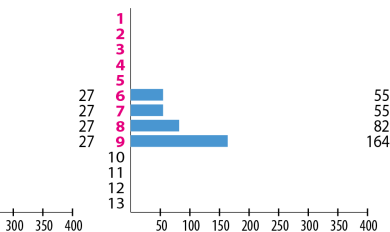
Liechtenstein

Primary and Gymnasium



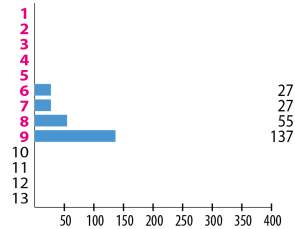
Liechtenstein

Primary and Oberschule

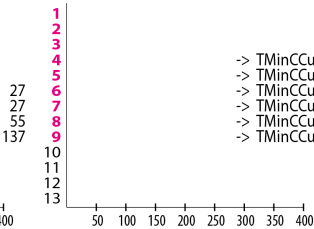


Liechtenstein

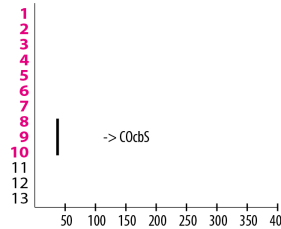
Primary and Realschule



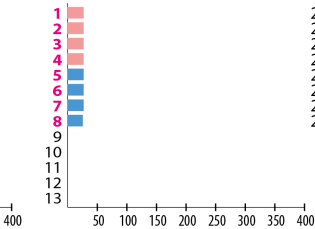
Montenegro



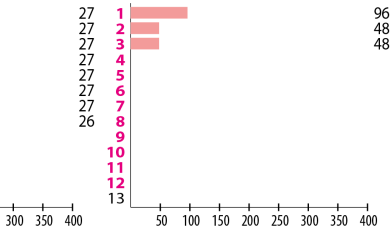
Norway



Serbia



Türkiye



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

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



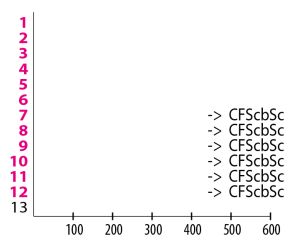
X

Number of hours distributed between various school years

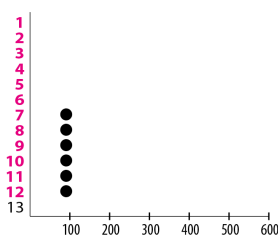
Source: Eurydice.

COMPULSORY OPTIONS CHOSEN BY THE STUDENTS

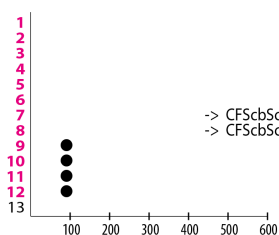
Belgium – French Community



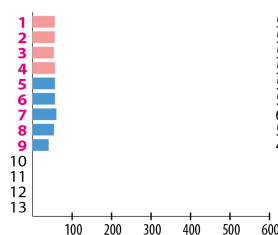
Belgium – German-speaking Community



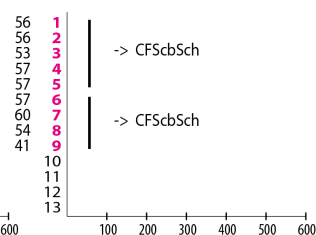
Belgium – Flemish Community



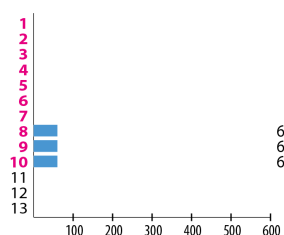
Bulgaria



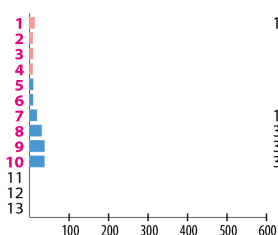
Czechia



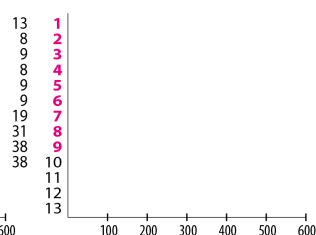
Denmark



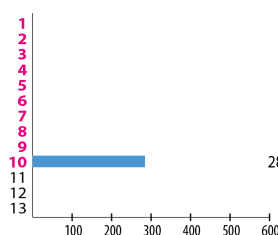
Germany



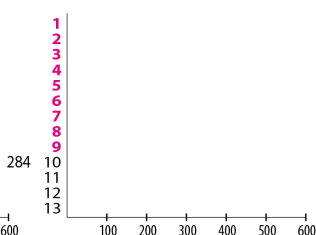
Estonia



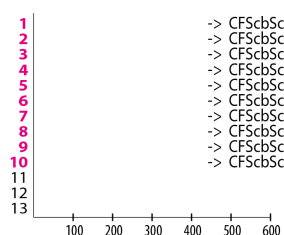
Ireland



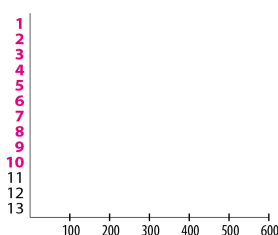
Greece



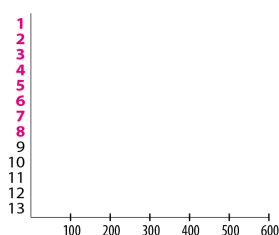
Spain



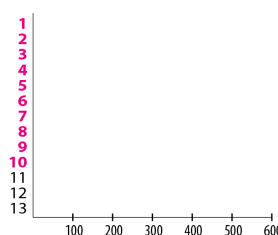
France



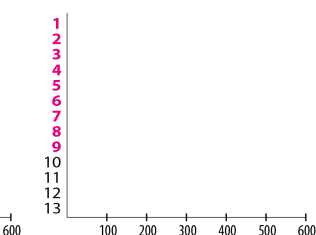
Croatia



Italy



Cyprus



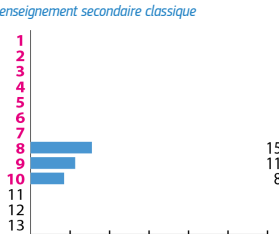
Latvia



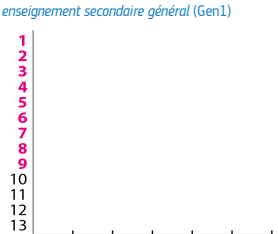
Lithuania



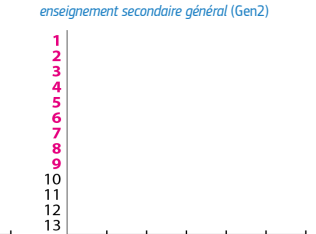
Luxembourg Primary and enseignement secondaire classique



Luxembourg Primary and enseignement secondaire général (Gen1)



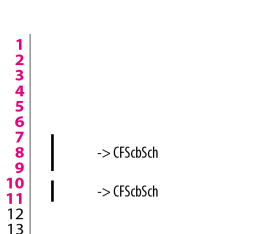
Luxembourg Primary and enseignement secondaire général (Gen2)



Hungary



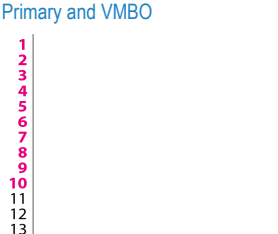
Malta



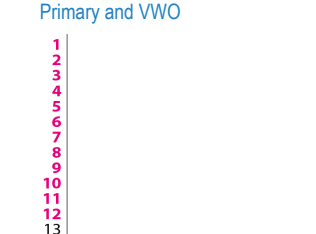
Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level

n Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

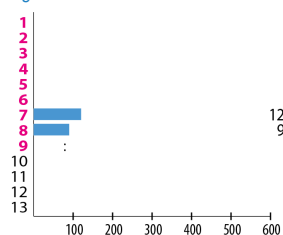
Instruction time included in another category (see Reading guide)



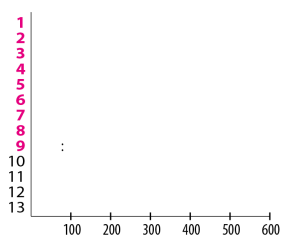
X Number of hours distributed between various school years

Source: Eurydice.

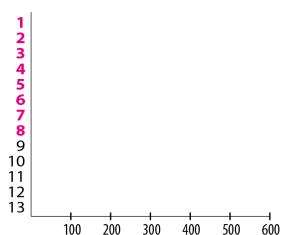
Austria Volksschule and
Allgemeinbildende Höhere Schule



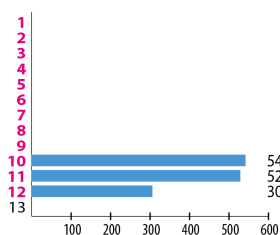
Austria Volksschule and
Mittelschule



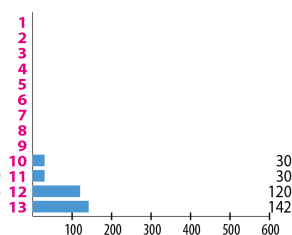
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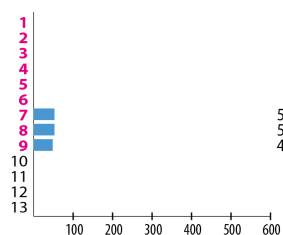
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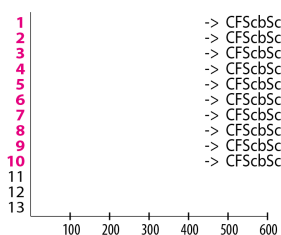
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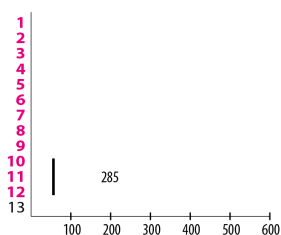
Slovenia



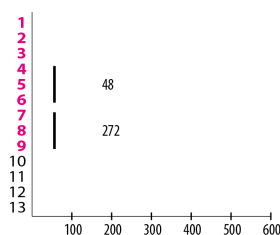
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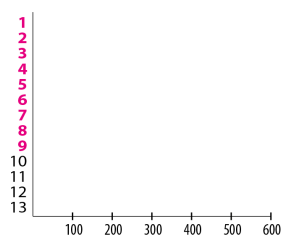
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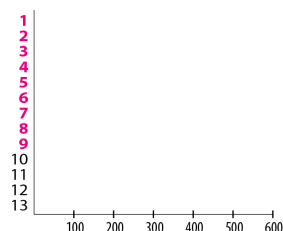
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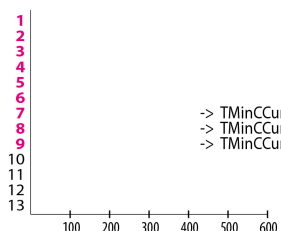
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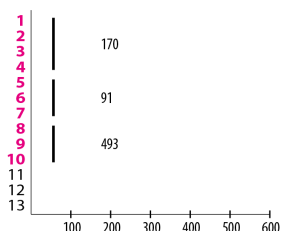
Bosnia and Herzegovina



Switzerland

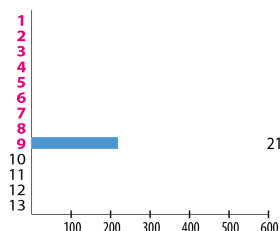


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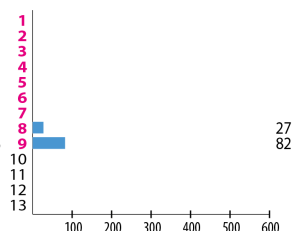
Liechtenstein

Primary and Gymnasium



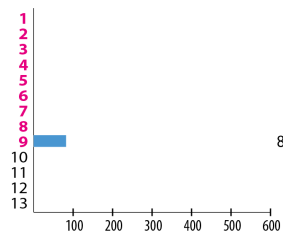
Liechtenstein

Primary and Oberschule

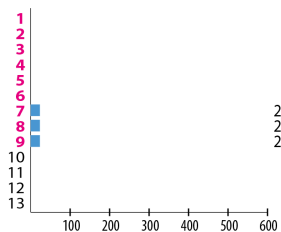


Liechtenstein

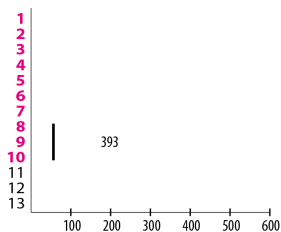
Primary and Realschule



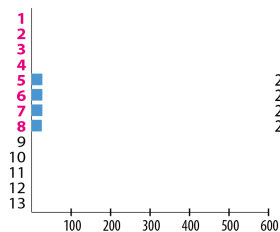
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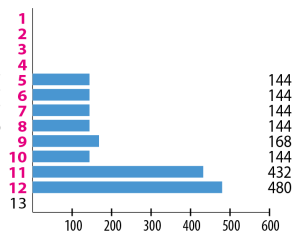
Norway



Serbia



Türkiye



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in
another category (see Reading guide)



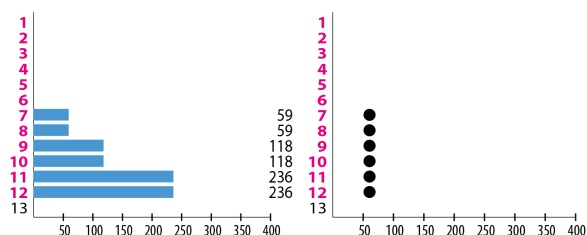
X

Number of hours distributed
between various school years

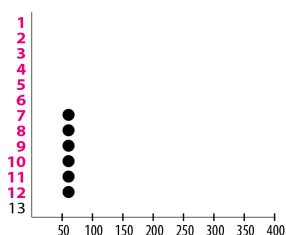
Source: Eurydice.

COMPULSORY FLEXIBLE SUBJECTS CHOSEN BY SCHOOLS

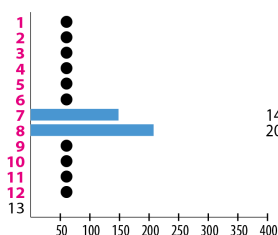
Belgium – French Community



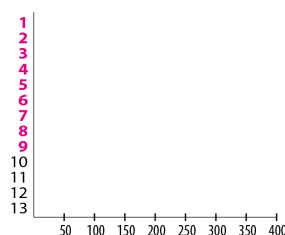
Belgium – German-speaking Community



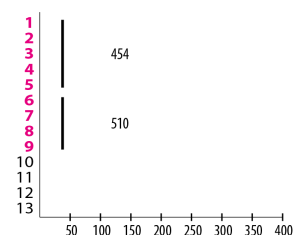
Belgium – Flemish Community



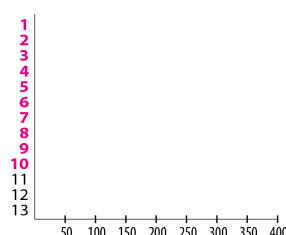
Bulgaria



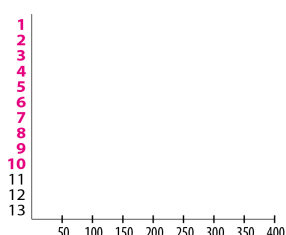
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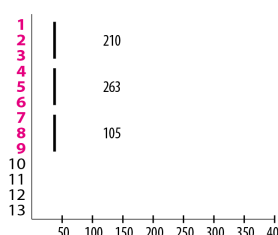
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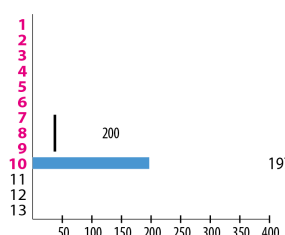
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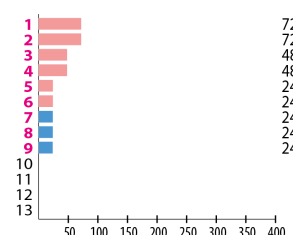
Estonia



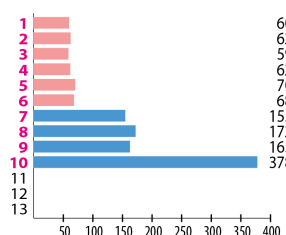
Ireland



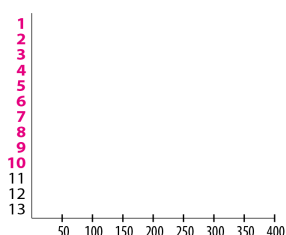
Greece



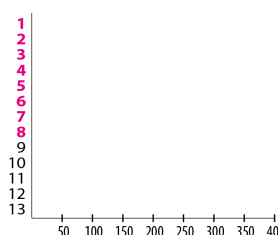
Spain



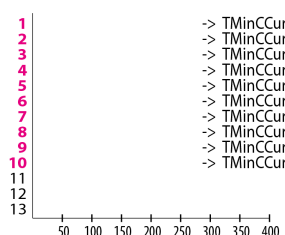
France



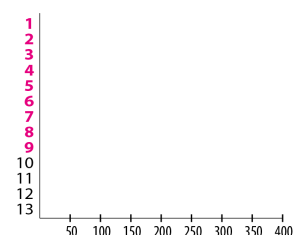
Croatia



Italy



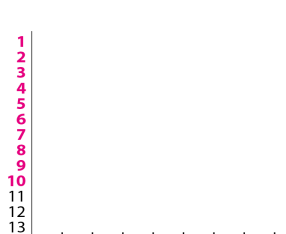
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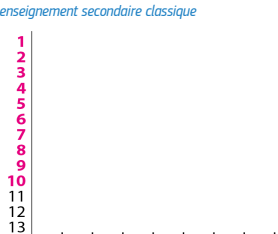
Latvia



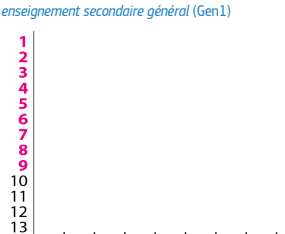
Lithuania



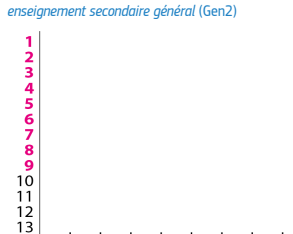
Luxembourg Primary and enseignement secondaire classique



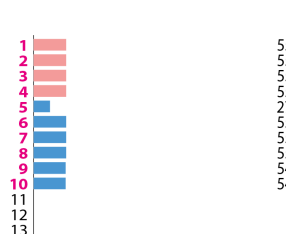
Luxembourg Primary and enseignement secondaire général (Gen1)



Luxembourg Primary and enseignement secondaire général (Gen2)



Hungary



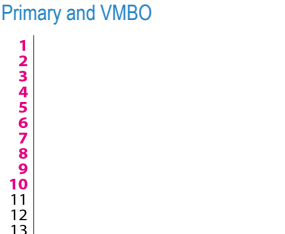
Malta



Netherlands Primary and HAVO



Netherlands Primary and VMBO



Netherlands Primary and VWO



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

Full-time compulsory general education (FTCG):

Primary level Secondary level n Grades in FT CG

Horizontal axis: Number of hours per school year

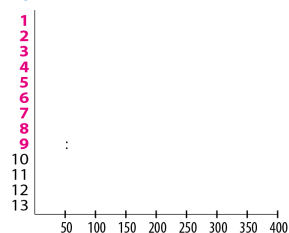
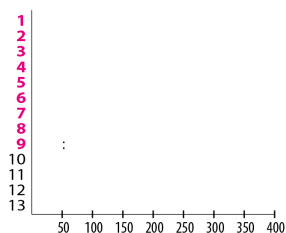
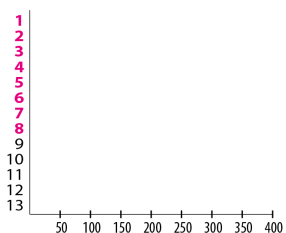
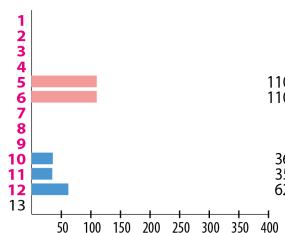
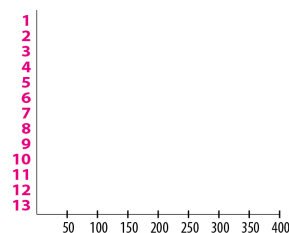
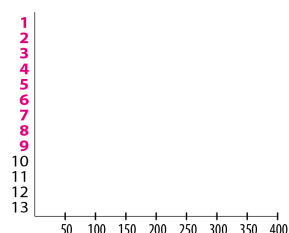
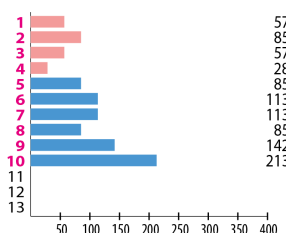
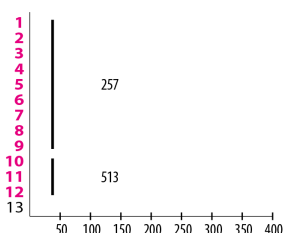
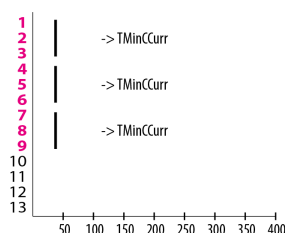
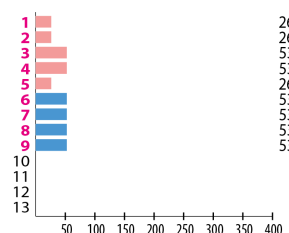
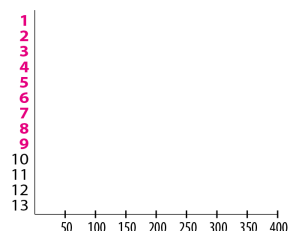
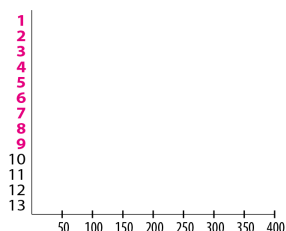
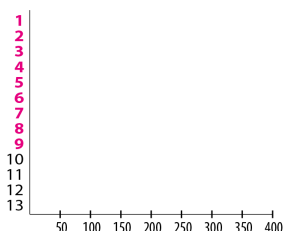
Vertical axis: Grades

● Flexible time

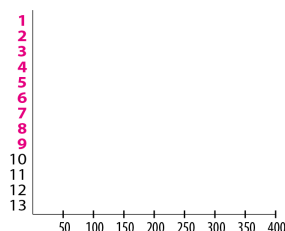
-> category Instruction time included in another category (see Reading guide)

X Number of hours distributed between various school years

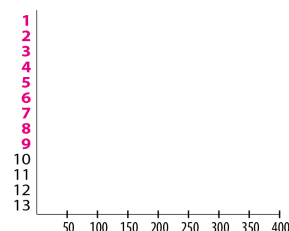
Source: Eurydice.

Austria Volksschule and
Allgemeinbildende Höhere Schule**Austria** Volksschule and
Mittelschule**Poland****Portugal****Romania****Slovenia****Slovakia****Finland****Sweden****Albania****Bosnia and
Herzegovina****Switzerland****Iceland****Liechtenstein**

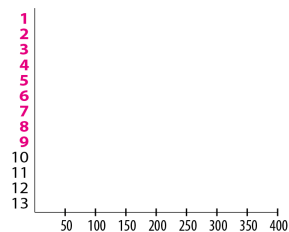
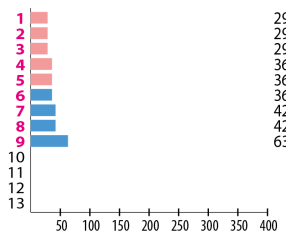
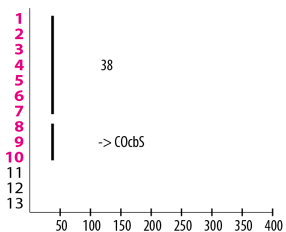
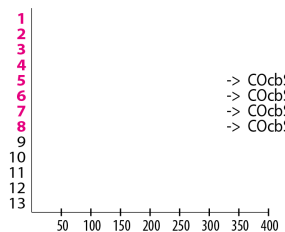
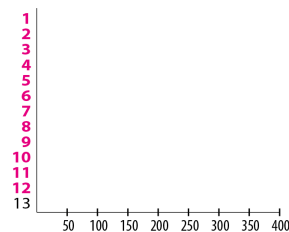
Primary and Gymnasium

**Liechtenstein**

Primary and Oberschule

**Liechtenstein**

Primary and Realschule

**Montenegro****Norway****Serbia****Türkiye**

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

Full-time compulsory general education (FTCG):

Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in
another category (see Reading guide)

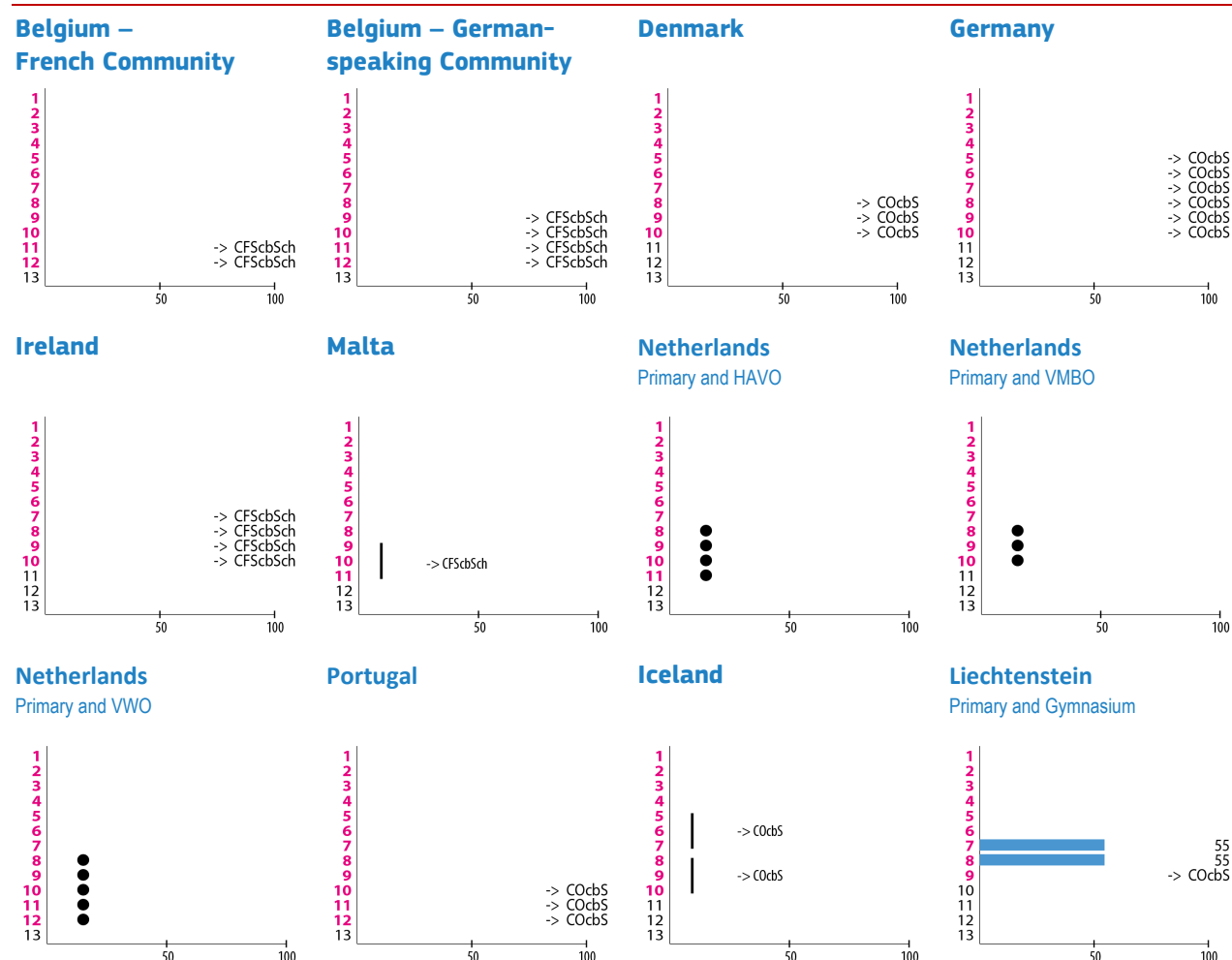
X

Number of hours distributed
between various school years

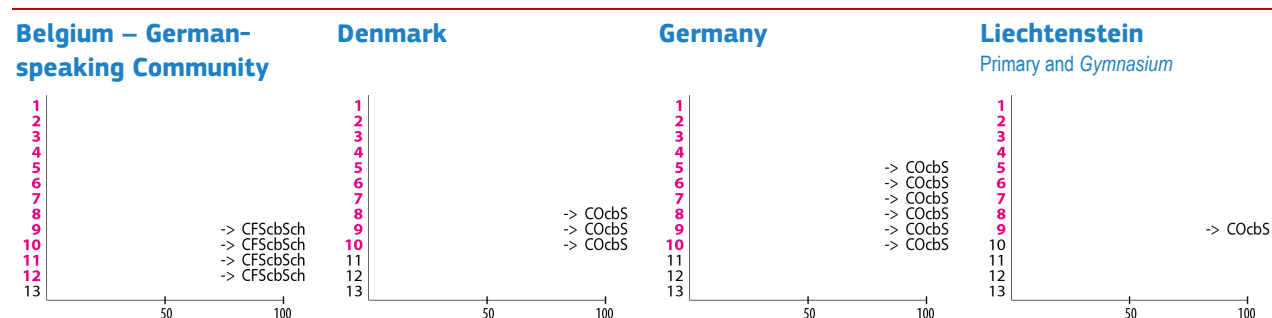
Source: Eurydice.

Appendix: Language 4 (compulsory curriculum), language 5 (compulsory curriculum) and non-compulsory curriculum

LANGUAGE 4 (COMPULSORY CURRICULUM)



LANGUAGE 5 (COMPULSORY CURRICULUM)



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level



Grades in FTCTG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

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

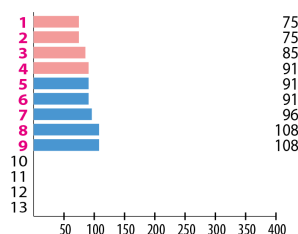


Number of hours distributed between various school years

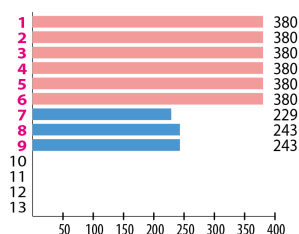
Source: Eurydice.

NON-COMPULSORY CURRICULUM

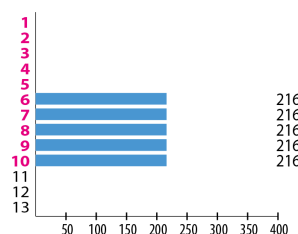
Bulgaria



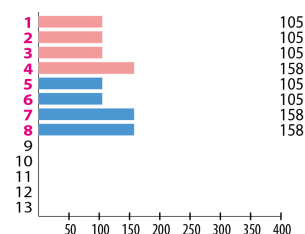
Greece



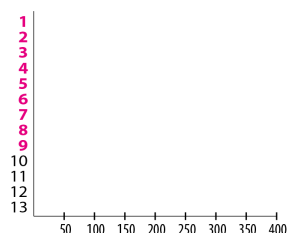
France



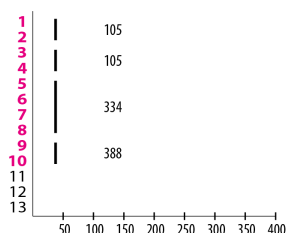
Croatia



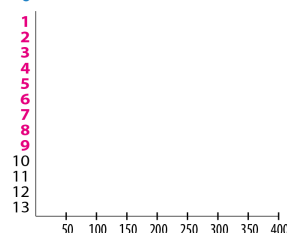
Latvia



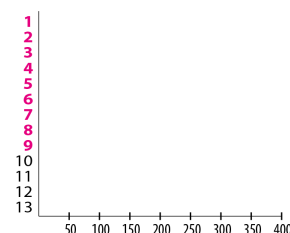
Lithuania



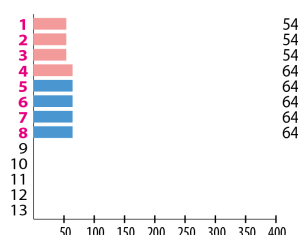
Austria Volksschule and Allgemeinbildende Höhere Schule



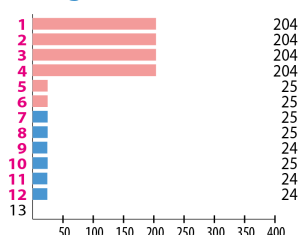
Austria Volksschule and MS



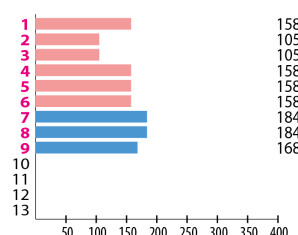
Poland



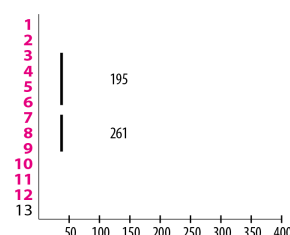
Portugal



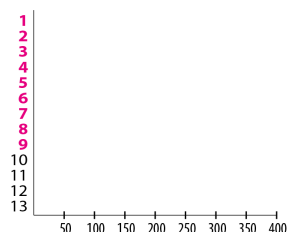
Slovenia



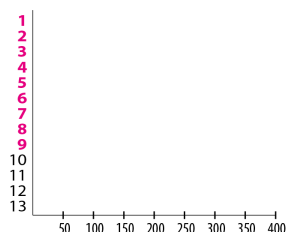
Finland



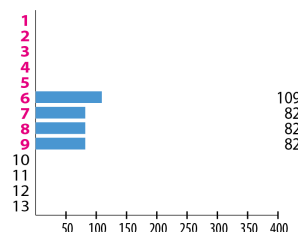
Sweden



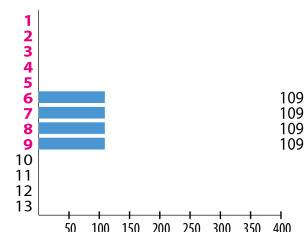
Switzerland



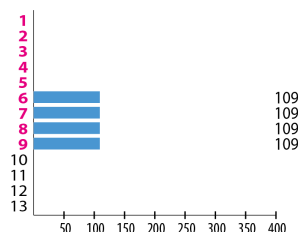
Liechtenstein Primary and Gymnasium



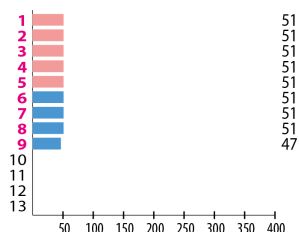
Liechtenstein Primary and Oberschule



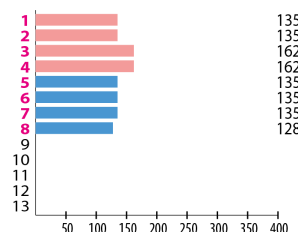
Liechtenstein Primary and Realschule



Montenegro



Serbia



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

Full-time compulsory general education (FTCG):



Primary level



Secondary level

n Grades in FTCG

Horizontal axis:

Number of hours per school year

Vertical axis: Grades

● Flexible time

-> category

Instruction time included in
another category (see Reading guide)



Number of hours distributed
between various school years

Source: Eurydice.

Glossary

Definition of instruction time

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

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

This report presents data as **annual instruction time in hours of 60 minutes per grade**, considering the number of instruction days per week and per year and the number and length of periods ⁽¹⁸⁾. When the data collected from the national policy document is provided in periods (usually between 35 and 50 minutes), per week or per year, calculations are done to obtain standard annual data in hours.

Definition of subject categories

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

The reading, writing and literature category is associated with language 1. Additional languages learnt by students – usually but not necessarily foreign languages –, are referred to as language 2, language 3, language 4 and language 5.

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

⁽¹⁸⁾ 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: <https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

Subject categories	Definitions
Reading, writing and literature (L1)	Covers skills such as spelling, reading, and writing in the language of instruction and includes subjects such as grammar, language of instruction and literature. It can be considered as the first language taught to students. If there are two languages of instruction in almost every public school, then hours allocated to reading, writing and literature in both languages of instruction should be reported.
Mathematics	Covers all numeracy skills and subjects such as arithmetic, algebra, geometry, statistics, etc.
Natural sciences	Includes subjects such as science, physics, chemistry, biology, environmental sciences and ecology.
Social sciences	Includes subjects such as history, geography and all related studies. May also include community studies, social and political instruction, philosophy or civics education.
Languages (L 2–5)	Includes subjects that develop students' knowledge of a language viewed in the curriculum as 'foreign' (or modern) languages, other national languages and/or regional and minority languages. This definition of languages in the curriculum is educationally based and unrelated to the political status of languages.
Physical education and health	Includes subjects such as education in sports and health enhancing physical activities, as well as time devoted to instruction in competitive and traditional games, gymnastics, swimming, athletics, dance or other activities that develop students' physical and social competences (including knowledge, skills, psychomotor coordination, cooperation and leadership) and an active healthy lifestyle.
Arts education	Includes subjects such as arts, history of arts, music, visual arts, drama, music and dance performance, photography, and creative handicraft.
Religion/ethics/moral education	Includes subjects whose aim is to teach the principles and history of one or more religions, and subjects such as ethics whose aim is to determine how to live and behave in accordance with human and social principles.
Information and communication technologies (ICT)	Includes subjects such as informatics, information and communication technologies or computer science. These subjects include a wide range of topics concerned with the new technologies used for the processing and transmission of digital information, including computers, computerised networks (including the Internet), microelectronics, multimedia, software and programming, etc.
Technology	Includes subjects that provide knowledge on the practical use of scientific or technological discoveries that use specific instruments and processes. For example, construction, electricity, electronics, graphics and design, etc.
Practical and vocational skills	Includes vocational skills (preparation for a specific occupation), accountancy, business studies, career education, clothing and textiles, driving and road security, home economics, nursing, secretarial studies, tourism and hospitality, woodwork, metalwork and sewing.
Other subjects	This category includes different subjects that cannot be classified within the other groups or which specifically reflect national concerns. In this category, the following types of subjects may be included: classical languages and minority languages which the curriculum does not consider to be other languages, personal development/well-being.

Definition of curriculum categories

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

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

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

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

International standard classification of education

The Eurydice-OECD joint data collection on recommended minimum annual instruction time in full-time compulsory education covers general primary and secondary education (lower and upper) from the first year of primary education until the end of compulsory education for all students. Grades at pre-primary level (ISCED 02) are excluded, even if they are part of full-time compulsory education.

The definitions used are those set down in the 2011 International Standard Classification of Education (ISCED) ⁽¹⁹⁾.

Primary education (ISCED 1)

Programmes at this level are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and to establish a solid foundation for the learning and understanding of core areas of knowledge in preparation for lower secondary education. They also seek to promote children's personal and social development. Age is typically the only entry requirement at this level. The customary or legal age of entry is usually between 5 and 7 years old. This level typically lasts six years, although its duration can range between four and seven years, depending on the country.

Lower secondary education (ISCED 2)

Programmes at lower secondary level are typically designed to build on the learning outcomes from ISCED level 1. Students enter ISCED level 2 typically between ages 10 and 13 (age 12 being the most common). The ISCED designator 24 denotes general lower secondary education.

Upper secondary education (ISCED 3)

Programmes at upper secondary level are typically designed to complete secondary education in preparation for tertiary education or to provide skills relevant to employment, or both. Students enter this level typically between ages 14 and 16. The ISCED designator 34 denotes general upper secondary education.

⁽¹⁹⁾ Available at <http://uis.unesco.org/en/topic/international-standard-classification-education-isced> [accessed 14/04/2025].

Acknowledgements

European Education and Culture Executive Agency (EACEA)

Platforms, Studies and Analysis

Boulevard Simon Bolivar 34 (SB-34 – Unit A6)
B-1049 Brussels
(<https://eurydice.eacea.ec.europa.eu>)

Editing manager

Peter Birch

Authors

Marie-Pascale Balcon (coordinator), Diana Antonello

Layout and graphics

Patrice Brel

Production coordinator

Gisèle De LeI

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the Eurydice/OECD joint data collection on instruction time

Eurydice National Units

ALBANIA

Eurydice Unit
European Integration and International Cooperation
Department of Integration and Projects
Ministry of Education and Sport
Rruga e Durrësit, Nr. 23
1001 Tiranë
Contribution of the Unit: Joint responsibility

AUSTRIA

Eurydice-Informationsstelle
Bundesministerium für Bildung
Abt. Bildungsstatistik und -monitoring
Minoritenplatz 5
1010 Wien
Contribution of the Unit: Joint responsibility

BELGIUM

Unité Eurydice de la Communauté française
Ministère de la Fédération Wallonie-Bruxelles
Administration Générale de l'Enseignement
Avenue du Port, 16 – Bureau 3P25
1080 Bruxelles
Contribution of the Unit: Joint responsibility

Eurydice Vlaanderen
Departement Onderwijs en Vorming/
Afdeling Strategie en Kennis
Hendrik Consciencegebouw 7C10
Koning Albert II-laan 15
1210 Brussel
Contribution of the Unit: Sanne Noël (coordinator);
experts: Raymond Van De Sijpe, Marie-Hélène Sabbe,
Hilde Goeman, Chris Dockx

Eurydice-Informationsstelle der Deutschsprachigen
Gemeinschaft
Ministerium der Deutschsprachigen Gemeinschaft
Fachbereich Ausbildung und Unterrichtsorganisation
Gospertstraße 1
4700 Eupen
Contribution of the Unit: Joint responsibility;
expert: Anne-Sophie Willems

BOSNIA AND HERZEGOVINA

Eurydice Unit
Ministry of Civil Affairs
Education Sector
Trg BiH 3
71000 Sarajevo
Contribution of the Unit: Joint responsibility

BULGARIA

Eurydice Unit
Human Resource Development Centre
Education Research and Planning Unit
15, Graf Ignatiev Str.
1000 Sofia
Contribution of the Unit: Silvia Kantcheva (expert)

CROATIA

Eurydice Unit
Agency for Mobility and EU Programmes
Frankopanska 26
10000 Zagreb
Contribution of the Unit: Joint responsibility

CYPRUS

Eurydice Unit
Ministry of Education, Sport and Youth
Kimonos and Thoukydidou
1434 Nicosia
Contribution of the Unit: Christiana Haperi;
experts: Ioannis Ioannou (Department of Secondary General
Education) and Maria Xanthou (Department of Primary
Education)

CZECHIA

Eurydice Unit
Czech National Agency for International Education and Research
Dům zahraniční spolupráce
Na Poříčí 1035/4
110 00 Praha 1
Contribution of the Unit: Joint responsibility

DENMARK

Eurydice Unit
Ministry of Higher Education and Science
Danish Agency for Science and Higher Education
Haraldsgade 53
2100 København Ø
Contribution of the Unit: The Ministry of Children and Education
and the Ministry of Higher Education and Science

ESTONIA

Eurydice Unit
Strategic Planning and Communication Department
Ministry of Education and Research
Munga 18
50088 Tartu
Contribution of the Unit: Inga Kukk (coordinator);
expert: Kristel Vahter (Ministry of Education and Research)

FINLAND

Eurydice Unit
Finnish National Agency for Education (EDUFI)
Foresight and analysis
P.O. Box 380
00531 Helsinki
Contribution of the Unit: Hanna Laakso

FRANCE

Eurydice Unit
Direction de l'évaluation, de la prospective et de la performance
(DEPP)
Ministère de l'Éducation nationale, de l'Enseignement supérieur
et de la Recherche
61-65, rue Dutot
75732 Paris Cedex 15
Contribution of the Unit: Joint contribution

GERMANY

Eurydice-Informationsstelle des Bundes
Max Günther
Project Management Agency
Part of the German Aerospace Center (DLR)
EU-Bureau of the BMBF / German Ministry of Education and Research
Heinrich-Konen Str. 1
53227 Bonn

German Eurydice Unit of the *Länder*
Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder*
Division IV B – European and Multilateral Affairs
Taubenstraße 10
10117 Berlin
Contribution of the Unit: Thomas Eckhardt;
experts: Paula Henselin and Marco Mundelius

GREECE

Eurydice Unit
Directorate for European and International Affairs
Directorate-General for International and European Affairs
Hellenic Diaspora and Intercultural Education
Ministry of Education, Religious Affairs and Sports
37 Andrea Papandreou Str. (Office 2172)
15180 Maroussi (Attiki)
Contribution of the Unit: Eirini Gyftaki

HUNGARY

Eurydice Unit
Department of Public Education Registries
Educational Authority
10-14 Szalay street
1055 Budapest
Contribution of the Unit: Zsófia Ashabere

ICELAND

Eurydice Unit
Ministry of Education and Children
Office of Analysis and Finance
Borgartún 33
105 Reykjavík
Contribution of the Unit: Helgi Eiríkur Eyjólfsson and
Hulda Skogland, in consultation with the Ministry of Education and Children

IRELAND

Eurydice Unit
Department of Education and Skills
International Cooperation Unit
Marlborough Street
Dublin 1 – D01 RC96
Contribution of the Unit: Inspectorate, Department of Education led by Pádraig Mac Fhlannchadha and Jason Kelly

ITALY

Unità italiana di Eurydice
Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE)
Agenzia Erasmus+
Via Cesare Lombroso 6/15
50134 Firenze
Contribution of the Unit: Erika Bartolini; expert: Lucia De Fabrizio (Ministero dell'istruzione e del merito – DG per i sistemi informativi e la statistica – Ufficio Statistica)

LATVIA

Eurydice Unit
State Education Development Agency
Valņu street 1
1050 Riga
Contribution of the Unit: Joint responsibility

LIECHTENSTEIN

Informationsstelle Eurydice
Schulamts des Fürstentums Liechtenstein
Giessenstrasse 3
Postfach 684
9490 Vaduz
Contribution of the Unit: Joint responsibility

LITHUANIA

Eurydice Unit
National Agency for Education
K. Kalinauskas Street 7
03107 Vilnius
Contribution of the Unit: external experts: Dr. Daiva Jakavonytė-Staškuvienė and Dr. Linas Jašinauskas

LUXEMBOURG

Unité nationale d'Eurydice
Anefore asbl
eduPôle Walferdange
Bâtiment O3 - étage O1
Route de Diekirch
7220 Walferdange
Contribution of the Unit: Xavier Kamphaus (MENJE)

MALTA

Eurydice National Unit
Research and School Internal Review Directorate
Ministry for Education, Sport, Youth, Research and Innovation
Great Siege Road
Floriana VLT 2000
Contribution of the Unit: Ben Coster;
expert: Louise Gafa

MONTENEGRO

Eurydice Unit
Ministry of Education, Science and Innovation
Vaka Djurovica bb
81000 Podgorica
Contribution of the Unit: Nevena Čabrilo (Bureau for Education Services)

NETHERLANDS

Eurydice Nederland
Ministerie van Onderwijs, Cultuur en Wetenschap
Directie Internationaal Beleid
Rijnstraat 50
2500 BJ Den Haag
Contribution of the Unit: Joint responsibility

NORTH MACEDONIA

Eurydice Unit
National Agency for European Educational Programmes and Mobility
Boulevard Kuzman Josifovski Pitu, No. 17
1000 Skopje
Contribution of the Unit: Joint responsibility

NORWAY

Eurydice Unit
HK-dir- Norwegian Directorate for Higher Education and Skills
Fortunen 1
5013 Bergen
Contribution of the Unit: Joint responsibility

POLAND

Polish Eurydice Unit
Foundation for the Development of the Education System
Aleje Jerozolimskie 142A
02-305 Warszawa
Contribution of the Unit: Magdalena Górowska-Fells and
Michał Chojnacki;
expert: Barbara Dłużewska (Ministry of National Education)

PORTUGAL

Unidade Portuguesa da Rede Eurydice (UPRE)
Ministério da Educação, Ciência e Inovação
Direção-Geral de Estatísticas da Educação e Ciência (DGEEC)
Av. 24 de Julho, 134
1399-054 Lisboa
Contribution of the Unit: Margarida Leandro,
outside the Unit: Joaquim Santos; in collaboration with the
Directorate-General for Education (DGE).

ROMANIA

Eurydice Unit
National Agency for Community Programmes in the Field of
Education and Vocational Training
Universitatea Politehnică București
Biblioteca Centrală
Splaiul Independenței, nr. 313
Sector 6
060042 București
Contribution of the Unit: Veronica – Gabriela Chirea in
cooperation with experts Laura Elena Căpiță, Roxana Mihail and
Ciprian Fartușnic (National Center for Policy and Evaluation in
Education, Education Research Unit)

SERBIA

Eurydice Unit Serbia
Foundation Tempus
Zabljacka 12,
11000 Belgrade
Contribution of the Unit: Joint responsibility

SLOVAKIA

Eurydice Unit
Slovak Academic Association for International Cooperation
(SAAIC)
Křížkova 9
811 04 Bratislava
Contribution of the Unit: Martina Valuškova and Juraj
Schweigert;
experts: Eva Hladíková (Slovak Centre of Scientific and Technical
Information)

SLOVENIA

Eurydice Unit
Ministry of Education
Education Development and Quality Office
Masarykova cesta 16
1000 Ljubljana
Contribution of the Unit: Tanja Taštanoska;
expert: Karmen Svetlik (Educational Research Institute)

SPAIN

Eurydice España-REDIE
Instituto Nacional de Evaluación Educativa (INEE)
Ministerio de Educación, Formación Profesional y Deportes
Gobierno de España
Paseo del Prado 28, 4.ª planta
28014 Madrid
Contribution of the Unit: Eva Alcayde García and Jaime
Vaquero Jiménez;
expert: Juan Carlos Girón Ortega (INEE)

SWEDEN

Eurydice Unit
Universitets- och högskolerådet/
The Swedish Council for Higher Education
Box 4030
171 04 Solna
Contribution of the Unit: Joint responsibility; contribution outside
the unit: the Swedish National Agency for Education

SWITZERLAND

Eurydice Unit
Swiss Conference of Cantonal Ministers of Education (EDK)
Speichergasse 6
3001 Bern
Contribution of the Unit: Alexander Gerlings

TÜRKİYE

Eurydice Unit
MEB, Strateji Geliştirme Başkanlığı (SGB)
Eurydice Türkiye Ulusal Birimi, Merkez Bina 4. Kat
B-Blok Bakanlıklar
06648 Ankara
Contribution of the Unit: Dr. Yusuf Canbolat, Dr. Muzaffer
Can Dilek, Dr. Merve Büdün, Emine Özdemir, Esra Kırkıl, Nadir
Yıldırım

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Recommended annual instruction time in full-time compulsory education in Europe – 2024/2025

One of the key elements in the learning process is the instruction time available to students. In fact, not only the quality of instruction but also the time spent for learning can have a positive effect on students' learning process. This report analyses the recommended minimum instruction time in full-time compulsory general education in 38 European education systems for the year 2024/2025. Special attention is paid to reading, writing and literature; mathematics; natural sciences; and social sciences. The data has been collected jointly by the Eurydice and the OECD NESLI networks.

The Eurydice Network's task is to understand and explain how Europe's different education systems are organised and how they work. The network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is co-ordinated by the European Education and Culture Executive Agency (EACEA).

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