ANNEX 3: SOURCES, METHODS AND TECHNICAL NOTES

Chapter D

Indicator D1: How much time do students spend in the classroom?

Education at a Glance 2015
**Description:** This document is intended to provide guidance as to the methodology used during the data collection for each Indicator, the references to the sources and the specific notes for each country.

**How to read this document:** Annex 3 is organised by chapters. Click on each link below in order to be redirected to the information related to indicator D1.

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**Chapter D: The learning environment and organisation of schools**

- **Indicator D1: How much time do students spend in the classroom?**
- **General notes**
- **Methodology**
- **Sources and references**
- **Notes on specific countries**
- **Methodology**
- **Interpretation**
- **Organisation of the school day**
CHAPTER D: THE SCHOOL ENVIRONMENT

INDICATOR D1: How much time do students spend in the classroom?

<table>
<thead>
<tr>
<th>Country</th>
<th>Instruction time</th>
<th>Organisation of the school day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Notes on methodology</td>
<td>Notes on interpretation</td>
</tr>
<tr>
<td>Australia</td>
<td>AUS</td>
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<td>Austria</td>
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<td>Russian Federation</td>
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General notes

The indicator draws on data from the 2014 Joint Eurydice-OECD Instruction time data collection.

Methodology

The joint data collection on instruction time collects the intended recommended instruction time during compulsory education (intended instruction time), and includes the compulsory and non-compulsory part of the curriculum that students are entitled to receive in public schools.

The intended curriculum, its goals, structure, subjects and the notional workload for the pupils/students can be based on regulations or standards of the central (or top-level) education authorities or may be established as a set of recommendations at regional level.

The joint data collection on instruction time focuses on compulsory primary and full time (lower and upper) secondary general education as defined in the national education systems. The levels of education are defined with reference to the 2011 International Standard Classification of Education (ISCED). Pre-primary education programmes, even if compulsory, are not within the scope of the present data collection.

List of study areas (subjects) used in the questionnaire:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Reading, writing and literature (L1)</td>
<td>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.</td>
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<tr>
<td>Mathematics</td>
<td>Covers all numeracy skills and subjects such as arithmetic, algebra, geometry, statistics, etc.</td>
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<tr>
<td>Natural Sciences</td>
<td>Includes subjects such as science, physics, chemistry, biology, environmental sciences and ecology.</td>
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<tr>
<td>Social Studies</td>
<td>Includes subjects such as history, geography and all related studies. May also include community studies, social and political instruction, philosophy or civics education.</td>
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<tr>
<td>Languages (2-5)</td>
<td>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.</td>
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<tr>
<td>Physical Education and Health</td>
<td>Includes subjects such as education in sports and health enhancing physical activities, as well as time devoted to instruction in competitive and traditional games, gymnastics, swimming, athletics, dance or other activities that develop pupils’ physical and social competences (including knowledge, skills, psychomotor coordination, cooperation and leadership) and an active healthy lifestyle.</td>
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<tr>
<td>Arts Education</td>
<td>Includes subjects such as arts, history of arts, music, visual arts, drama, music and dance performance, photography, and creative handicraft.</td>
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<tr>
<td>Religion/Ethics/Moral education</td>
<td>Includes subjects whose aim it is to teach the principles and history of one or more religions and subjects such as ethics whose aim it is to determine how to</td>
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<td>live and behave in accordance with human and social principles.</td>
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<td>Information and Communication Technologies (ICT)</td>
<td>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.</td>
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<tr>
<td>Technology</td>
<td>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.</td>
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<tr>
<td>Practical and vocational skills</td>
<td>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.</td>
</tr>
<tr>
<td>Other subjects</td>
<td>This category includes different subjects that cannot be classified within the other groups or which specifically reflect national concerns. In this category the following types of subjects may be included: classical languages and minority languages which the curriculum does not consider to be foreign languages, personal development/well-being.</td>
</tr>
<tr>
<td>Compulsory subjects with flexible timetable (total time devoted to...)</td>
<td>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.</td>
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<tr>
<td>Compulsory options chosen by the students</td>
<td>Includes the total amount of instruction time on one or more subjects that pupils have to select (from a set of subjects that are compulsory for schools to offer) in order to cover part of their compulsory instruction time. This only applies if students have a choice between different subjects and not a choice within a subject category. For example, students may be able to choose between studying a second foreign language or computer science or economics, but to attend one of these options is compulsory.</td>
</tr>
<tr>
<td>Compulsory flexible subjects chosen by schools</td>
<td>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 attend it.</td>
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<tr>
<td>Non-compulsory curriculum</td>
<td>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 an enriched maths course or to study an additional foreign language, above the compulsory hours of instruction. Students are not required to choose one of these elective subjects, but all public schools are expected to offer</td>
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<td>this possibility.</td>
<td>Please note that additional activities before/after classes offered by the school are not per se part of non-compulsory curriculum if they can be considered as non-formal instruction. For example, non-compulsory education excludes additional activities such as morning care classes or after school care classes, even if they are officially regulated.</td>
</tr>
</tbody>
</table>
## Sources and references

<table>
<thead>
<tr>
<th>Country</th>
<th>Sources</th>
<th>Reference period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Data for hours of instruction time have been sourced from publicly available information from the Australian Curriculum, Assessment and Reporting Authority. Estimates based on data sourced from state and territory government documents and observations have been used for the number of instruction days.</td>
<td>2015</td>
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<tr>
<td>Austria</td>
<td>Timetables in the curricula of Volkschule [primary school], Hauptschule [general secondary school], Neue Mittelschule [new secondary school], AHS (Allgemeinbildende höhere Schule) [academic secondary school] and Polytechnische Schule [pre-vocational school]. Please see: <a href="https://www.bmbf.gv.at/schulen/unterricht/lp/lp_abs.html">https://www.bmbf.gv.at/schulen/unterricht/lp/lp_abs.html</a></td>
<td>2014/15</td>
</tr>
<tr>
<td>Belgium (Fl.)</td>
<td>Decrees and resolutions (Besluit van de Vlaamse Regering houdende de organisatie van het schooljaar in het secundair onderwijs (31-08-2001); Besluit van de Vlaamse Regering houdende de codificatie betreffende het secundair onderwijs (17-12-2010); Decreet basisonderwijs (25-02-1997); Besluit van de Vlaamse Regering tot organisatie van het schooljaar in het basisonderwijs en in het deeltijds onderwijs georganiseerd of gesubsidieerd door de Vlaamse Gemeenschap (17-04-1991))</td>
<td>2014/15</td>
</tr>
<tr>
<td>Belgium (Fr.)</td>
<td>Legislation.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Canada</td>
<td>Estimates based on provinces/territories government policy documents and observations.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Chile</td>
<td>Official curriculum and study programs.</td>
<td>2014</td>
</tr>
<tr>
<td>Colombia</td>
<td></td>
<td>2014/15</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Framework Curriculum Timetable set by the Framework Educational Programme for Basic Education (FEP BE).</td>
<td>2013/14</td>
</tr>
<tr>
<td>Estonia</td>
<td>National curriculum</td>
<td>2014/15</td>
</tr>
<tr>
<td>Country</td>
<td>Information Provided</td>
<td>2014/15</td>
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<td>Germany</td>
<td>Information provided by the Ministries of Education and Cultural Affairs of the Länder.</td>
<td>2013/14</td>
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<td>Country</td>
<td>Source</td>
<td>Year</td>
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<td>Hungary</td>
<td>Grades 1, 2, 5, 6 and 9, 10: New compulsory framework curricula (issued in the annexes of the Ministerial- EMMI- decree Number 51/2012. (XII. 21) Grades 3, 4, 7, 8 and 11, 12 the previous framework curricula (issued in the annexes of the Ministerial decree Number 17/2004. (V.20.) Number of school days: Ministerial Decree-EMMI-Number 47/2013 (VII.4.)/EMMI rendelet a 2013/14.</td>
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<td>Israel</td>
<td>Professional units of the Ministry of Education and Guidelines General Manager Publications curriculum in schools and for the hour's allocations.</td>
<td>2014/15</td>
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<td>Country</td>
<td>Education system or policy details</td>
<td>Year</td>
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<td>Netherlands</td>
<td>Law on Primary Education (WPO) and Law on Secondary education (WVO).</td>
<td>2014/15</td>
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<tr>
<td>New Zealand</td>
<td>Education Act 1989, Teachers' Collective Agreements</td>
<td>2015</td>
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<td>Norway</td>
<td>Law and policy document based on law - subject syllabuses: Cirkular Udír-01-2014</td>
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<td>Poland</td>
<td>Regulation by the Minister of National Education of 7 February 2012 on outline timetables in public schools. Regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of the school year.</td>
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<td>Decree-law nº 139/2012.</td>
<td>2014/15</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>Scottish Curriculum for Excellence Education (Scotland) Act 1980</td>
<td>2014/15</td>
</tr>
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<td>Slovenia</td>
<td>Basic School Act:</td>
<td>2014/15</td>
</tr>
<tr>
<td>Spain</td>
<td>National and regional regulations on curriculum and school calendars</td>
<td>2014/15</td>
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<td>Sweden</td>
<td>Teaching time and distribution on subjects is taken from the Education Act (SFS 2010:800) and the Compulsory School Ordinance (SFS 2011:185): Information on percentage of students following reported curriculum is taken from: Statistics Sweden (Statistiska centralbyrån, SCB)</td>
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<td>Switzerland</td>
<td>The reported instruction time is based on the 26 cantonal timetables for compulsory education 2014/2015.</td>
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<td>Turkey</td>
<td>Regulation on Pre-Primary and Primary Education Institutions. Regulation on Secondary Education Institutions. Primary and Lower Secondary School Weekly Lesson Table, Decision dated 28.05.2013 and numbered 69 of MoNE Board of Education. Upper Secondary School Weekly Lesson Table, Decision dated 27.01.2014 and numbered 6 of MoNE Board of Education. Working Calendar for school year 2014-2015.</td>
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Notes on specific countries

Methodology

Australia:

Data are derived from official documents from the Australian Curriculum, Assessment and Reporting Authority (ACARA), supported by state and territory government policy documents. These data are indicative only as the Australian Curriculum, developed by ACARA, is still in the process of being implemented across states and territories.

Nationally representative response obtained from deriving a weighted average from states and territories based on full-time equivalent student enrolments in government schools. The enrolment data was sourced from the Australian Bureau of Statistics (ABS) publication: 4221.0 Schools, Australia, 2012.

Percentage of students following the reported curriculum: 100%. Back to table

Austria:

Weighted averages of the different general tracks for lower and upper secondary education.

Percentage of students following the reported curriculum: 100%.

(The most recent available data on number of students in compulsory education is the school year 2013/14. Source: Statistics Austria, Calculations: Federal Ministry for Education and Woman’s Affairs). Back to table

Belgium (Flemish Community):

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

Calculation of the number of days of instruction for primary education 2014-2015:

+ 52 weeks (The school year starts on 1 September and ends on 31 August.)
- 9 weeks summer holiday
- 2 weeks Christmas holiday
- 2 weeks Easter holiday
- 1 week autumn holiday
- 1 week Carnival holiday

+ 37.0 weeks
- 1.8 week for the number of days per school year the school is closed for festivities

+ 35.2 weeks = 176 days

Calculation of the festivities:

- ½ contact with parents
- 1 ½ educational seminar (BVLR 17-04-1991; BS 11-07-1991; art 3 §5 en art 3 §3)
- 11 November
- Ascension and the next day
- 1 May
- Whit Monday
- 2 days to choose free
- Easter Monday (in Easter Holidays)

= 9 days = 1.8 week
Calculation of the number of days of instruction for secondary education 2014-2015:
+ 52 weeks
- 9 weeks summer holiday
- 2 weeks Christmas holiday
- 2 weeks Easter holiday
- 1 week autumn holiday
- 1 week Carnival holiday

+ 37.0 weeks
- 1.5 weeks for the number of days per school year the school is closed for festivities

= 35.5 weeks = 177.5 days

Calculation of the festivities:
- ½ for organisation, 1 for pedagogical seminar
- 11 November
- Ascension and the next day
- 1 May
- Whit Monday
- 1 day to choose free
- Easter Monday (in Easter holidays)

= 7.5 days = 1.5 weeks

Percentage of students following the reported curriculum: 100%. Back to table

Belgium (French Community):
Data refer to the minimum number of periods per subject specified by law. They are not representative of the actual curricula which are very diverse (and for which Belgium (French Community) cannot provide data).

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

Percentage of students following the reported curriculum: 100%. Back to table

Canada: Various provincial Education/Schools acts, Regulations and Directives provide the framework for reporting intended and/or actual instruction time. Collective agreements in some provinces/territories also guide intended instruction time. Canada reports intended instruction time up to grade 10 because in the majority of jurisdictions in Canada compulsory education is up to age 16.

Percentage of students following the reported curriculum: majority. Back to table

Chile: Weighted average of the official programmes for the two main paths: with and without JEC (Jornada Escolar Completa), weighted by the proportion of students enrolled in institutions with and without JEC for each grade. Back to table

Colombia:
Percentage of students following the reported curriculum: 100%. Back to table

Czech Republic:
The presented instruction time is in accordance to the 2014/15 Framework Educational Programme for Basic Education (FEP BE).

At ISCED level 1, all pupils fulfil compulsory school attendance at “základní škola” (ZŠ); at ISCED level 24 pupil can fulfil compulsory school attendance at a “základní škola” (ZŠ), in lower grades of a six-year or eight-
 year “gymnázium” (G) (ISCED level 24) or in the relevant stage of an eight-year dance conservatoire. At both types of educational institutions, ZŠ and G (lower grades of multi-year gymnázium), compulsory education is provided according to the Framework Educational Programme for Basic Education (FEP BE) since 2007/2008 school year. On the basis of the FEP BE, schools create their own school educational programmes (SEPs). The instruction in conservatoires is provided according to the Framework Educational Programme for Dance Conservatoires, but the school educational programmes must respect also the FEP BE. There are only around 0.07% of pupils between 11 and 15 fulfilling their compulsory school attendance at eight-year dance conservatoires. Therefore, further details concerning this small group of pupils are neglected. A very small group of pupils attends the six-year bilingual gymnázium (first two grades of which correspond to last two years of compulsory education - ISCED level 24), the framework educational programme for this field is in preparation. The education of pupils with a mild intellectual disability (i.e. for pupils with an IQ less than 70 according to the WHO classification), is carried out according to the supplement of the FEP BE altered for pupils with a mild intellectual disability. This is applicable for those students who attend a separate class/school that is solely established for pupils with a mild intellectual disability and for those integrated individually or as a group into a mainstream school. A special framework educational programme intended for pupils with moderate and severe intellectual disabilities exists. Both documents for pupils with intellectual disability (the supplement as well as the special programme) are not included in the given figures.

Percentage of students following the reported curriculum: in primary education: 98.4%

in lower secondary education: 98.0%.

Denmark:

For primary and lower secondary level the number of school days per year and the number of instruction hours for each grade and subject 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. The figures indicated here combine the minimum and recommended requirements as decided by the Danish Parliament (Folketinget): Minimum for the subjects Danish and Mathematics for each grade, as for 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 indicates - as an average for all schools and subjects - similarities between the recommended and the actual instruction time.

Percentage of students following the reported curriculum: 81% (86% in primary education, 73% in lower secondary education).

England:

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

Percentage of students following the reported curriculum: primary education: 95%

lower secondary education: 93%

Estonia:

In each group of grades the total number of lessons per school year is calculated according to the number of lessons in a week defined in the national curriculum.

Percentage of students following the reported curriculum: The percentage of students following the reported curriculum, i.e. the National Curriculum of Basic Schools is 97.3%. About 3% of all students follow some type of simplified curriculum.

Finland:
France:
The source for data is official documents from the central government.

Germany:
The calculation is based on a weighted average and was calculated in the secretariat of the Ministries of Education and Cultural Affairs of the Länder. The Länder provide data on the compulsory core curriculum. The averages are weighted by the number of students across each type of school. Data from Lower Saxony and North-Rhine-Westphalia (only for primary education) are missing in the calculation.

The average instruction time reported for grade 10 has been calculated in the same way. The data provided by the Länder does not differentiate between ISCED level 2 and ISCED level 3 with regard to grade 10. In more than 35% of all cases the 10th grade is added to ISCED level 3 – upper secondary education. However, a clear allocation to the ISCED levels is not possible.

According to the specification of the structural school principals in the Länder, differences between intended and actual instruction time should be eliminated. Based on empirical sources provided by the Länder, differences between both are marginal, therefore they have no influence on the calculation of the weighted averages (for example the cancellation of lessons for a variety of reasons).

Most teachers in Germany are employed as civil servants. Civil servants are not allowed to strike and all public sector industrial action is illegal by definition.

Greece:
At the primary level, weighted averages of the Unified Revised Curriculum (EAEP) and the regular timetable were calculated based on the number of students enrolled in each programme.

For primary education it is 96% (for the Unified Revised Curriculum - EAEP - it is 53%, for the regular timetable, as well as "All Day primary schools", it is 43%). For lower secondary education it is 96%.

Hungary:
In Hungary there is a three level structure of curricular regulation. The National Core Curriculum (Level 1), which is obligatory, specifies the percentage (a minimum and a maximum) of time allocated to a subject area. There are also national framework curricula with time allocations by subjects (Level 2), which are compulsory in grades 1, 5 and 9 but for grades 2-4, 6-8, 10-12 there are framework curricula that are only recommendations for schools. This data collection is based on the framework curricula (Level 2). At institutional level (Level 3), schools develop their own curriculum on the basis of the regulations of higher levels.

The recommended framework curricula - issued in 2004 - specify the yearly number of classes. The new compulsory curricula issued in 2012 specify the weekly number of classes. That is why in grades 1, 2, 5, 6, 9 and 10 the weekly number of classes has been multiplied by 36 (the number of weeks). In case the yearly number of classes is not a whole number (in the recommended framework curricula), the numbers were rounded up (e.g. 18.5~19) for the categories.

Education is compulsory until students are 16 years old. However, students who started their studies before the adoption of the new regulation, the compulsory school age is 18. According to the Act on Public Education "as regards students that began their studies in 9th grade in the 2011/2012 school year or earlier, their compulsory education shall terminate at the end of the school year in which they turn 18."
From year 2013/2014 a new Core Curricula and new framework curricula have been introduced. In the present data, grades 1 (~age 6), 2 (~age 7), 5 (~age 10), 6 (~age 11), 9 (~age 14) and 10 (~age 15) reflect these changes.

Data for the joint lower and upper secondary programmes for 6 and 8 school years organised in Gimnázium and bilingual programmes were excluded. Consequently compulsory school age of 18 years old will phase out next year.

Due to reforms (legislation adapted in 2012 and implementation started in 2013/14 school year) in Grades 1, 2, 5, 6 and 9, 10: New compulsory framework curricula (issued in the annexes of the Ministerial-EMMI-decree Number 51/2012. (XII. 21) have to be followed by schools. Accordingly changes in grades 2, 6, and 10 are due to these regulations gradually phasing in and starting from the school year 2013/14.

In grades 3, 4, 7, 8 and 11, 12 the previous framework curricula (issued in the annexes of the Ministerial decree Number 17/2004. (V.20.) are recommended to follow. Data for mainstream single structure education programme and for general upper secondary "Gimnázium" programme were provided. Back to table

Iceland:

Intended instruction time is stipulated in the National Curriculum Guidelines for Compulsory Schools.

Percentage of students following the reported curriculum: 100%. Back to table

Ireland:

The figures are based on the analysis of a range of primary and secondary school timetables and inspection reports. Inspection reports are available at www.education.ie.

Actual instruction time data are reported for lower and upper secondary education. Ireland’s system at ISCED level 24 offers considerable flexibility to schools, so that there are only a small number of compulsory subjects which could be identified under intended instruction time data. These subjects include English and Irish, which are interchangeable as Language 1 and Language 2 of schools, depending on the language of instruction used, and Mathematics, along with some subjects in the civic, social and personal development areas. Apart from that, schools have the flexibility to offer a range of other subjects so that the actual instruction time data provided is based on prevalent subject options rather than compulsory ones in general. Every school will differ somewhat from any perceived norm, and further curricular changes beginning in September 2014 at ISCED level 24 will extend this flexibility further.

The data refers to six years of primary education and four years of post-primary education (i.e. to the end of compulsory schooling at age 16) and is allocated to the ISCED levels as follows:

• ISCED level 1 includes six years of compulsory schooling (i.e. grades 1-6 providing for 6 to 12 year old pupils). However, although compulsory education does not begin until age 6, ISCED level 1 also includes two years (called junior and senior infant classes) that provide for 4-5 year old pupils, where schooling is not compulsory. Approximately half of all four-year and almost all five-year olds are enrolled in primary schools. As the data relates to compulsory schooling, infant classes are not included as they fall outside the definition of compulsory schooling. Teachers of all grades at ISCED level 1 have common qualifications and are paid centrally by the Department of Education Skills in accordance with a common salary scale.

• ISCED level 24 and 34 include:

   (i) four years of compulsory schooling (i.e. grades 7-9 at ISCED level 24 providing for 13-15 year old students (chronologically these are years 9-11 from the start of junior infants) and grade 10 at ISCED level 34 providing for 16 year old students)

   (ii) two years that are not reported because schooling is not compulsory but attended by most students (i.e. Grades 11-12, or chronological years 13-14 of education, providing for 17 and 18 year old students). Percentage of students following the reported curriculum: 100%. Back to table
Israel:
Only longitudinal mandatory hours are reported. Subjects which award a vocational qualification when successfully completed were excluded from this report. The report applies to students under the supervision of the Ministry of Education only. The class sessions reported here represent only the state public education. The class sessions of the Ultra-Orthodox Hebrew sector and others, which are about 22%, are not considered in these figures because they are not enrolled in state official education. Grades were allocated to educational levels according to the ISCED definition: grades 1-6 are related to primary education and grades 7-9 are related to lower secondary education.
For primary and lower secondary education, averages of the different tracks in the state education are reported as follows: Jewish (50% and 51%, respectively), Religious Jewish (19% and 16% respectively), Arab and Bedouin (28% and 30% respectively) and Druze (3% each), based on the proportion of classes by sector. The average learning hours for primary education include the hours of the "Long School Day" programme which are additional to the allocated base hours. This year, 30% of the primary classes are participating in this programme. As an average over all classes for students aged 6-11, 1.4 hours are added to the compulsory flexible hours. The total annual number of school days was set at 223 for primary education and 214 for lower and upper secondary education. In Israel, most students attend school six days a week but some attend five days a week (184 days per year at primary education and 176 days per year in lower and upper secondary education). Students in both tracks attend the same total hours per week.
Upper secondary education is divided into four distinct tracks: state education (non-Jewish education included) (55%), state religious education (11%), sciences & tech (non-vocational) track (28%) and religious sciences & tech (non-vocational) track (6%).

Percentage of students following the reported curriculum: 100%. Back to table

Italy:
For lower and upper secondary education, instruction time data is reported based on the legal requirements. At the primary level there is horizontal flexibility (except for religion and other languages (Language 2-5)). At the upper secondary level, weighted averages of all general tracks are reported (based on the percentage of students enrolled in each track).

Percentage of students following the reported curriculum: ISCED level 3: 100 %. Back to table

Japan:
The intended instruction time indicated in the Course of Study and including the results of "the curriculum adjustment and implementation survey for public primary and lower secondary schools (2013)" is calculated in units of 60 minutes.

Percentage of students following the reported curriculum: 100%. Back to table

Korea:
Intended instruction time reflects the suggestions provided in the primary and secondary school curriculum overview (2009 Revision). The instruction time for primary and lower secondary school levels is "the standard instruction time" and the instruction time can vary by plus or minus 20%.

Percentage of students following the reported curriculum: 100% Back to table

Latvia:
The data on instruction time is provided based on the legislative acts reported in the section “Sources and References”. Weighted averages of the two main education sample plans (model programmes) are reported (curriculum of model programme with Latvian language of instruction and curriculum of model programme for ethnic minorities).
In Latvia it is a mandatory that children at the age of 5 and 6 have to be prepared for starting primary education.

**Percentage of students following the reported curriculum:** 100% (according to the Ministry of Education and Sciences 72% of all pupils are in programmes with Latvian language of instruction and 28% are in minority education programmes (in 2013/14)). [Back to table]

**Luxembourg:**

The reported data refer to the study plan for primary education and timetables for secondary education and technical secondary education.

**Percentage of students following the reported curriculum:** 100%. [Back to table]

**Mexico:**

**Percentage of students following the reported curriculum:** primary education 99.7%
lower secondary education 99.9%. [Back to table]

**Netherlands:**

For primary education, 5640 hours is the average. Total instruction time in pre-primary and primary schools (basisonderwijs groep 1-8) is 7520 hours. It is at the discretion of the individual school to distribute these hours over the six years. For lower secondary education, weighted averages of the instruction time in different tracks are reported (HAVO, VMBO and VWO). The number of grades in lower secondary education is 3 or 4 years depending on the track. The 4th year of pre-vocational secondary education (VMBO) was excluded from the calculation.

**Percentage of students following the reported curriculum:** 100% (HAVO: 26.5%, VMBO: 46.8%, VWO: 26.7%). [Back to table]

**New Zealand:**

Schools in New Zealand are required to deliver the New Zealand Curriculum or (for Māori-medium schools) Te Marautanga.

Regarding ISCED level 24, 'Lower Secondary' covers Years 7-10 in the New Zealand system. Year 7-8 are part of New Zealand's 'Primary' system and Years 9-10 are part of New Zealand's 'Secondary' system.

**Percentage of students following the reported curriculum:** 100%. [Back to table]

**Norway:**

**Percentage of students following the reported curriculum:** 100%. [Back to table]

**Poland:**

The given instruction time is assigned to three-year cycles. The six-year primary school (ISCED level I) covers two cycles: the first cycle (grades 1-3) and the second cycle (grades 4-6). Lower secondary school is the third cycle of education and it covers another three years (grades 1-3). Primary and lower secondary schools implement the full-time general compulsory education. The minimum instruction time for compulsory lessons is 1915 teaching units for the first educational cycle, 2465 teaching units for the second cycle and 2825 teaching units for the third educational cycle. In addition, there are a number of hours left to the discretion of the school head, which may be distributed solely between compulsory lessons (including lessons with the homeroom teacher). These amount to 317, 379 and 415 teaching units for the 1st, 2nd and 3rd cycles respectively. The number of teaching units left at the discretion of the school head was calculated on the basis of the regulation on outline timetables in public schools using the following formula: The number is the difference between the sum of hours resulting from multiplying the weekly instruction time (primary school - first cycle: grade 1 – 20 teaching units, grade 2 – 21 teaching units, grade 3 – 21 teaching units, 62 hours altogether; second cycle: grade 4 – 25 teaching units, grade 5 – 26 teaching units, grade 6 – 28 teaching units, 79 teaching units altogether; third cycle – lower
secondary school: grade 1 – 29 teaching units, grade 2 – 30 teaching units, grade 3 – 31 teaching units, 90 teaching units altogether) by the actual number of weeks of compulsory classes for subsequent school years and the sum of teaching units defined for the first, second and third cycles i.e. the so-called minimum instruction time assigned to a given educational cycle.

Minimum instruction time for particular subjects/types of lessons is calculated for school years lasting 32 weeks for the 1st, 2nd, 3rd cycle (ISCED level 1 and 24) but the number of actual school weeks in each school year is 36 weeks (average actual number of school weeks ranging from 35 to 37 weeks). According to the formula, the number of teaching units at the discretion of the school head for subsequent cycles is: first cycle – 317 (62x36-1915); second cycle – 379 (79x36-2465); third cycle – 415 (90x36-2825). It is assumed that 2 teaching units a week are assigned to non-compulsory activities because of the popularity (widespread attendance) of religion lessons, especially at lower levels of education. The regulation specifies that a student can choose to attend religion or ethics classes, religion and ethics or neither of the two. Two teaching units a week per year are allocated to religion; ethics classes do not have a specified amount of instruction time, the school head decides about it (cycles 1, 2, 3 – ISCED level 1 and 24). In the school year 2014/15 the instruction time devoted to religion was 72,8 teaching units for the first and second cycle (182 days divided by 5 days = 36,4 weeks multiplied by 2 teaching units a week) and for the third cycle - 72 teaching units (180 days divided by 5 days = 36 weeks multiplied by 2 teaching units a week).

Percentage of students following the reported curriculum: 100%. Back to table

Portugal:

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

Percentage of students following the reported curriculum: 100%. Back to table

Slovak Republic:

There is vertical flexibility for the duration of ISCED level 34, which lasts 4 years. Since only grade 10 is compulsory, the instruction time for grade 10 is calculated as 1/4 of the time dedicated to ISCED level 34.

Percentage of students following the reported curriculum: 93%. Back to table

Slovenia:

Schools implement an adapted curriculum in areas where Italian and Hungarian ethnic minorities live. For this reason the total number of lessons in those schools includes two lessons per week more than the reported curriculum and the distribution of hours between subjects is slightly different due to the fact that all pupils have to learn two languages - Slovenian, and the Italian or Hungarian language.

Percentage of students following the reported curriculum: 96%. Back to table

Spain:

The figures provided are national weighted averages calculated according to the following procedure: First, a table with data on regional intended instruction time was filled in for each Autonomous Community, based on the regional regulations on curriculum. Then, the specific weight (in terms of percentages) of each grade in each Autonomous Community was established, based on the statistics on the number of students per grade in each Autonomous Community provided by the Statistics Office of the Ministry of Education, Culture and Sport. The latest consolidated data on the number of students was used, corresponding to the school year 2012/2013. Finally, the national weighted average for each subject and grade was calculated based on these two kinds of data (intended instruction time and specific weights). The resulting figures are shown in the national ‘intended instruction time’. In 2013/14, breaks (87.5 hours per year) are no longer included in the total instruction time as they do not fall into the scope
of the data collection, although in primary education this time period is defined by Autonomous Communities' legislation as compulsory instruction time.

Percentage of students following the reported curriculum: 100%. Back to table

Sweden:
In 2013/2014, 70.9 % of the pupils in grade 9 studied a second foreign language (Language 3), with a total of 320 hours. However, it is not compulsory to study a modern language, hence the subject marked as "language option". The hours can also be used for education in mother tongue, Swedish/Swedish as a second language (provided the pupil is already given education in this subject), English and sign language.

In Sweden, the compulsory school also comprises the special school (for children with impaired hearing and/or with severe speech and language disabilities), the Sami school and the compulsory school for children with learning disabilities. They constitute about 1 % of pupils enrolled in compulsory school.

Percentage of students following the reported curriculum: 99%. Back to table

Switzerland:
Due to the federal nature of Switzerland there is no standard curriculum and no standard instruction time defined at national level. Curricula and instruction time for ISCED level 02, 1 and 24 are determined by the 26 Cantons at the regional level. Because the delimitation and the number of both compulsory and non-compulsory subjects as well as the distribution of instruction time between subjects vary between Cantons, only figures for the total of instruction time per grade and ISCED level can be presented.

Averages are weighted by the number of students in primary education (6 years) and lower secondary education (3 years) per canton in 2012/2013. For the five cantons with 4/5 years of primary education and 5/4 years of lower secondary education respectively in 2012/2013, calculations are - for reasons of comparability - based on synthetic 6 years of primary and 3 years of lower secondary education.

The total of compulsory instruction hours for six years on primary level varies between a minimum of 4450 and a maximum of 5470.

The instruction time indicated per grade in lower secondary education is calculated as a mean of the two main tracks (basic and advanced requirements). The total of compulsory instruction hours for three years on lower secondary level varies between a minimum of 2410 and a maximum of 3300. Back to table

Turkey:
In Turkey, instruction time for all public schools (ISCED level 1, 24 and 34) is centrally determined by the Ministry of National Education. The reported instruction time for upper secondary education is the weighted average of four upper secondary general education programmes, i.e., Anatolia High School, High School, Science High School and Anatolia Teacher Training High School programmes, and based on the number of students enrolled in each programme by grade. From 2014 onwards, both the High School and the Anatolia Teacher Training High School systems are gradually transformed into Anatolia High Schools. This explains the variations in intended instruction time across compulsory subjects at the upper secondary level.

Percentage of students following the reported curriculum: 100%. Back to table

United States:
The classification of grade levels into primary, lower and upper secondary schools is decided at the local or state level. While there is general harmonization across the United States, there is variation around the end of a programme and start of another, typically grades 6 through 9. For a detailed look at the distribution of grades at the primary and secondary levels, please visit the following tables: http://nces.ed.gov/programs/digest/d13/tables/dt13_21675.asp and http://nces.ed.gov/programs/digest/d13/tables/dt13_21680.asp which refer to public primary and secondary schools, by grade span.
With regard to age of compulsory education, there are 9 states which have a starting age of 5, 25 states with a starting age of 6, 15 states with a starting age of 7, and 2 states with a starting age of 8. Twenty-three states end compulsory education at age 16, 9 states at age 17, and 19 states at age 18. These data are from 2013. The table can be found here: http://nces.ed.gov/programs/digest/d13/tables/dt13_23410.asp. Due to the federal nature of the United States education system, there is no data available on standard instruction time as this varies at the local level. The U.S. average instructional time data are a weighted average of state policies related to instructional time. State averages are calculated as either the minimum amount of instruction time a year, or the minimum time for any day to count as an instructional day multiplied by the minimum amount of instructional days per year. Thus the data refers to estimates based on state requirements of the minimum length of time that constitutes an instructional day. Back to table
**Interpretation**

**Australia:**

*Notes on the duration of the school year, school week and period length:* Intended instruction time has generally been interpreted as the intended recommended instruction time during compulsory education. The duration reported for each ISCED level is the typical duration; however, the actual duration of primary, lower and upper secondary school varies from state to state.

*Notes on the flexibility in the curriculum:* Intended instruction hours are indicative only and there may be variations within and between states and territories. The Australian Curriculum, Assessment and Reporting Authority (ACARA) set indicative time allocations for each subject to guide curriculum writers when the Australian Curriculum was developed. These were intended to be a design guide only, maintaining flexibility for education systems and schools to determine instruction hours for each subject.

The Australian Curriculum, developed by ACARA, is in the process of being implemented across all states and territories. The Australian Curriculum has a three-dimensional design. In addition to discipline-based subjects, general capabilities as essential skills and cross-curriculum priorities can be applied to learning across the curriculum.

There has been an agreement by states and territories that English, maths, science and history are mandatory subjects that must be implemented from Foundation to year 10 level. There are a range of other subjects e.g. economics and business, that have not yet been formally endorsed for mandatory implementation. There is flexibility in the subjects that schools choose to offer (at all levels of schooling). At the secondary level, some subjects can be delivered to students as electives and there may be variation across states and territories as to what year level this occurs.

*Instruction time per subject in lower secondary education:* Instruction time shown in the tables is indicative only as subjects classified as 'compulsory options chosen by students' (electives) may only be offered as electives at certain lower secondary grades. [Back to table](#)

**Austria:**

*Notes on subject allocation:* During the first two years of primary school, foreign language (language 2) teaching is linked to other subjects (32 periods of 50 minutes per grade) as part of an integrated approach.

There is a choice between Latin and the second foreign language in AHS (*Allgemeinbildende höhere Schule*): In grade 7 students of the Gymnasium subtype start to learn Latin or the second foreign language (Language 3) of their choice. In grade 9 they have to take the second foreign language (Language 3) or Latin depending on their choice in grade 7. In the *Realgymnasium, Wirtschaftskundliches Realgymnasium* as well as *Oberstufenrealgymnasium* subtypes, students choose between the second foreign language (Language 3) and Latin in grade 9.

The subjects *Technisches Werken* and *Textiles Werken* (technical and textile shop) have been allocated to the category "Practical and vocational skills" although certain aspects of these subjects refer to "Arts Education".

The curriculum of the *Polytechnische Schule* (pre-vocational school) consists of subjects that are aimed at general education and subjects with action- and practice-orientation.

*Subjects reported in the category "Other subjects":* Remedial education and Latin. [Back to table](#)

**Belgium (Flemish Community):**

*Notes on the flexibility in the curriculum:* Contrary to previous years and editions of EAG, the number of hours per subject is not reported here, which were the result of the recommendations of the umbrella organisations. The legislation prescribes only a number of hours to be followed per week. Therefore, in fact there is horizontal flexibility and no vertical flexibility. [Back to table](#)
Belgium (French Community):

Notes on the duration of the school year, school week and period length: Since the school year 2013-2014, the annual number of instruction days is set at 182 for administrative simplification (but the government may define the number of class days between 181 and 183).

Notes on subject allocation: For primary education, the compulsory subjects are: physical education (2 periods), religion/ethics/moral education (2 periods), a foreign language (0, 2, 3 or 5 periods depending on the place and year - see below). The rest of the schedule is set by a decree which states that basic skills have priority, i.e. to the teaching of reading and the mastery of basic mathematical tools in the context of problem solving. Other educational activities also cover the general objectives for this level of education and are part of the compulsory curriculum: structuring of time and space, psychomotor and physical education, early-learning activities and introduction to history and geography, art education, education through technology, scientific initiation, discovery of the environment, media literacy, learning of social behaviour and citizenship.

Learning a modern language other than French includes at least 2 periods (50 minutes) per week in 5th and 6th grades, except in the 19 municipalities of Brussels and the Walloon communes with special linguistic status where a first foreign language is compulsory 3 periods per week in the 3rd and 4th grades and 5 periods per week in the 5th and 6th grades. Moreover, in Brussels, the first foreign language is always Dutch and it starts at age 8 whereas in the other parts of the French Community, the first foreign language can be chosen (Dutch, English or German) and it begins at age 10.

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

Brazil:

Notes on the duration of the school year, school week and period length: The school year is determined by the National Education Law 9.394/1996, Art 24 for all educational levels. The National Law establishes a minimum annual school year of 800 hours distributed over a minimum of 200 days a year. There is no national legislation establishing the school week and period length, thus states and municipalities have autonomy to decide about this matter.

Notes on subject allocation: Generally, provincial/territorial regulations or policies stipulate or recommend the proportion of instructional time or the minimum instruction time that should be allocated to specific subject areas. Instruction time per subject is this figure multiplied by the total number of instructional hours or days. Generally, the instruction time per subject for grade 10 and above is based upon high school graduation requirements.

Canada:

Notes on the duration of the school year, school week and period length: Canada's ten provinces and three territories have jurisdiction over education and each jurisdiction determines their curriculum and instruction time. The Canadian figures are based on the mandated or recommended instruction time and curriculum requirements in the 11 jurisdictions submitting data. Data from the Yukon and Nunavut are not included. Most jurisdictions set minimum instruction time or recommended instruction time and the number of instructional days per year in provincial/territorial legislation, regulation or policy. Generally, the school week is 5 days.

Notes on subject allocation: Generally, provincial/territorial regulations or policies stipulate or recommend the proportion of instructional time or the minimum instruction time that should be allocated to specific subject areas. Instruction time per subject is this figure multiplied by the total number of instructional hours or days. Generally, the instruction time per subject for grade 10 and above is based upon high school graduation requirements.

Chile:

Subjects reported in the category “Other subjects”: Educational guidance.
**Colombia:**

*Notes on the duration of the school year, school week and period length:* Based on 40 weeks per year dedicated to the academic calendar, the law defines 800 hours per year for pre-primary education, 1000 hours per year for primary and 1200 hours per year for secondary education as the duration. There is a 8 day recess, which is not included in the 40 weeks. Adding this 8 day break (Easter and five days of the week immediately preceding the holiday commemorating the discovery of Latin America) to the 40 weeks of the academic calendar totals 41.6 weeks. [Back to table]

**Czech Republic:**

*Notes on subject allocation:*

**Reading, writing and literature:** Must be included in all grades.

**Mathematics:** Must be included in all grades.

Natural sciences and social studies, *ISCED level 1:* Must be included in all grades. The Framework Educational Programme (FEP) sets total time allocated to the educational area “People and Their World”, which includes natural sciences as well as social studies. Thus, in the table the Social studies are included in the “Natural sciences” column.

Natural sciences and social studies, *ISCED level 24:* Must be included in all grades. As set in the FEP geography is included into natural studies (although it is composed of social as well as natural topics).

Language 2, *ISCED level 1:* The First foreign language is compulsory, taught from 3rd grade, but it may be taught also in lower grades. The school can include the education of the first foreign language for grades 1-2 in its school educational programme as compulsory subject or as an optional subject. In both cases, the lessons are allocated from the amount of the disposable lessons (Compulsory flexible subjects chosen by schools). The number of lessons for Language 2 can be increased above the fixed number of lessons at the first stage (Grades 1-5) as well as at the second stage (Grades 6-9), which is common.

Language 3, *ISCED level 1:* A second foreign language is not compulsory for *ISCED level 1*. Theoretically, it could also be taught at this level (the time can be allocated from the “disposable lessons” or it could be offered as a non-compulsory subject), but the FEP does not state anything about it and it is not common. In *ISCED level 24*, the second foreign language is taught from eighth grade at the latest, but it can also be taught in lower grades. If the second foreign language (Language 3) cannot be provided (e.g. for pupils with special needs education, foreign pupils, in case of temporary personal or space problems), the school must provide 6 lessons for activities that develop the first foreign language (Language 2). The second foreign language (Language 3) as recently reported is compulsory since school year 2013/2014. Schools can offer Language 3 at *ISCED level 1* and languages 4 and 5 at *ISCED level 1* and 24 despite the Framework Education programme does not state it. The time can be allocated from the “disposable lessons” or it could be offered as a non-compulsory subject, though in practice they are rarely offered.

Language 4: The third foreign language is not compulsory for *ISCED level 1* and 24, but some schools offer it at the *ISCED level 24* (the time can be allocated from the “disposable lessons” or it could be offered as a non-compulsory subject). However, the FEP does not state anything about it.

Language 5: The fourth foreign language is not compulsory for *ISCED level 1* and 24. Theoretically it could be taught but it is usually not provided (or only as a non-compulsory subject).

**Physical education and Health:** The timetable sets the number of lessons in every year (2). Time for physical education can be increased in two successive years of the first stage, where compulsory swimming lessons are offered. In such a case, the lessons are allocated from the amount of the disposable lessons (included in the compulsory flexible subjects chosen by schools). For *ISCED level 24* there are two educational fields within the educational area People and their Health: Physical education (sports) and health education. For the whole subject People and their Health there are 12 lessons from which 10 are intended for physical education, the remaining two lessons are flexible. These two vertically flexible
hours are allocated to the whole educational area People and their Health. Topics related to health education can be provided either separately, within other subjects (for example in natural sciences), or within physical education by including a theoretical part. Schools must provide topics of the educational field health education at ISCED level 24, but they can also extend the time allocated to sports. The figure on intended instruction time shows the average (2 periods/4 = 0.5 periods per year): 2+0.5 = 2.5 periods per year.

Arts education: Must be included in all grades.

Subjects reported in the category "Other subjects": This category includes religion/ethics/moral education and cross-curricular topics: Personal and social education, education for democratic citizenship, education towards thinking in the European and global context, multicultural education, environmental education, and media studies.

Denmark:

Notes on the duration of the school year, school week and period length: The organisation of the school day is decided at municipal or school level and differs from school to school. Typically the day will be organised in modules of 90 minutes or lessons of 45 minutes starting at 8.00 am or 8.15 am. The number of lessons in a standard school day depends on the regulations of the number of hours a year, which varies for different school levels and grades. It is locally decided on the number of hours a year in order to realize the demands for the number of annual teaching hours. A reform on the primary and lower secondary school (Folkeskolen) effective from August 2014 introduced new regulations to have a more varied school day with increased class hours, new and more diversified teaching methods and extra time for physical activities/exercise, supportive learning activities and assisted learning.

The regulations of the number of hours a year including physical activities/exercise, supportive learning activities and assisted learning and breaks are: 1) Grade 1-4: 1200 hours, 2) grade 5-7: 1320 hours, 3) grade 8-10: 1400 hours. The number of hours a week: 1) Grade 1-4: 30 hours, 2) grade 5-7: 33 hours, 3) grade 8-10: 35 hours. In consequence the typical number of hours a day in average is: 1) Grade 1-4: 6 hours, 2) grade 5-7: 6.6 hours, 3) grade 8-10: 7 hours.

Notes on subject allocation: Grade 1 is the first year of compulsory education and corresponds to the pre-primary education (class 0/børnehaveklasse), grade 2 corresponds to class 1 etc. and therefore grade 10 refers to class 9.

Subjects reported in the category "Other subjects": In addition to "regular subjects" it is compulsory for students to participate in 1) Exercise and physical activity and 2) Supportive learning activities. The number of hours a year for this is: Grade 1: 320 hours, Grade 2-3: 170 hours, Grade 4: 140 hours, Grade 5: 100 hours, Grade 6-7: 70 hours and Grade 8-10: 160 hours.

1) Exercise and physical activity: A daily 45 minutes’ exercise and physical activity must be part of the children’s day at school. It can be part of both the subject-divided lessons, among other things physical education and sports, and of the supportive learning.

2) Supportive learning activities: Supportive learning activities aims to develop the students’ receptiveness to teaching by working with their social competences, diverse development, motivation and well-being. The number of hours of supportive learning activities is not directly regulated at national level by a minimum number of compulsory hours. This is decided at municipal level. The number of hours is indicated by a calculation based on the assumption that the schools are having one hour daily for breaks equivalent to 200 hours annually.

3) Free class: The regulation of free class discussions was changed from 2014/15 by the reform on the Folkeskole. The hours for it shall be found within the framework of the hours for supportive learning activities.
England:

Notes on the duration of the school year, school week and period length: Instruction time does not include breaks, registration or acts of collective worship. For more information see: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361008/Advice_on_school_attendance_sept_2014.pdf

Notes on subject allocation: At ISCED level 1 all pupils must study art and design, design and technology, English, geography, history, information and communication technology, mathematics, music, physical education and science. Religious education must also be provided.

At ISCED level 24 all pupils must study art and design, citizenship, design and technology, English, geography, history, information and communication technology, mathematics, modern foreign languages, music, physical education and science. The teaching of careers education, sex education and religious education is also statutory.

At ISCED level 34 all pupils must study citizenship, English, information and communication technology, mathematics, physical education and science. The teaching of careers education, sex education and religious education is also statutory.

Under England's raising the participation age legislation pupils who left year 11 in summer 2013 had to continue in education or training for at least another year until June 2014. Pupils who left year 11 in summer 2014 or later have to continue until at least their 18th birthday. These pupils have the option to either continue in full-time education or part-time education/training.

Estonia:

The estimations reflect the percentage of the students in stationary studies, following the national curriculum in grades 1 to 6 and 7 to 9.

Notes on the duration of the school year, school week and period length: The school year consists of at least 175 school days. One school week usually lasts 5 days. The duration length of a lesson, which was used for the calculation, is 45 minutes.

Notes on subject allocation: The "Reading, writing, literature" category comprises Estonian or Russian language and literature (as language of instruction; literature begins in grades 4-6); "Natural Sciences" in grades 1-3 and 4-6 comprises science and in grades 7-9 geography, biology, physics, chemistry and science. "Social studies" comprises in grades 1-3 personal, social and health education (PSH) and in grades 4-6 and 7-9 history, PSH, civics and citizenship education. "Language 2" can be English, Russian, German or French, "Language 3" can be English, Russian, German, French or some other language. "Language 2" begins in grades 1-3; "Language 3" in grades 4-6. "Physical Education and Health" consists of physical education and "Arts Education" of art and music. "Technology" in grades 1-3 corresponds to craft and in grades 4-9 to technological studies and handicraft and home economics.

Notes on the flexibility in the curriculum: In schools with a language of instruction other than Estonian, studying a second foreign language (Language 3) is not compulsory. Instead, students have to study Estonian as a second language.

Status of elective subjects: Schools have to offer some subjects but they decide which one they want to offer. Once selected, these subjects are compulsory for all pupils, i.e. compulsory flexible subjects chosen by the schools.

Finland:

Notes on the duration of the school year, school week and period length: The school year in basic education comprises 190 days of instruction. In some years this number of days can be less due to national holidays during the working week. Therefore the actual number of school days in 2014/2015 is 187.

Notes on subject allocation: The column “Compulsory subjects with flexible timetable” refers to the additional lessons that schools must offer in physical education, arts, music or crafts. The compulsory
flexible subjects chosen by schools can be any subject. The non-compulsory curriculum refers to an optional foreign language.

*Subjects reported in the category “Other subjects”: Home economics, guidance and counselling.*

*Notes on the flexibility in the curriculum:* In the case of foreign languages, schools and education providers can start the instruction already in grade 1. [Back to table](#)

**France:**

*Notes on the duration of the school year, school week and period length:* The annual hours of instruction, set by the curriculum for each subject and for each level of education, must be respected regardless of the number of public holidays within a week. The school year is not set in terms of days but in weeks. It must have 36 weeks of work; the public holidays included in the current school year are not deducted.

*Notes on subject allocation:* Grades 1-2: The civic and moral education is part of the programme by law but no teaching hours and no subject in which this should be included are specified. Grade 6: "Reading, writing and literature" - the annual timetable can be up to 180 hours. "Other subjects": 2 hours per week of tutoring for all students. The two hours can be treated together or separately. For example, an hour can be allocated for all students and an hour allocated to students with special needs. Circular No. 2011-118 of 27-7-2011 on tutoring at grade 6:


Grade 7: "Compulsory options chosen by the students” = Discovery (minimum 2 subjects). "Compulsory flexible subjects chosen by schools” = Flexible hours allocated by the school. "Non-compulsory curriculum” = Optional subjects (Latin). Grade 8: "Compulsory options chosen by students“ = "Discovery" (minimum 2 subjects). "Compulsory flexible subjects chosen by schools” = Flexible hours allocated by the school. "Non-compulsory curriculum” = Optional subjects (Latin and regional language). Grade 9: "Non-compulsory curriculum = Professional Discovery or second foreign language (Language 3) (regional or foreign) or ancient language (Latin or Greek). If Professional Discovery accounts for 6 hours per week, students do not follow the compulsory teaching of the second foreign language (Language 3). Grade 10: "Social studies” = History, geography and civic, legal and social studies. "Languages (2-5)” = Time allocated for modern languages 1 and 2 together. "Compulsory options chosen by students” = 2 "exploration subjects" to be chosen from a wide variety of options. This can amount up to 162h annually with certain options. "Non-compulsory curriculum": 1 subject to be chosen from a wide variety of options. This can amount up to 72 hours annually if the student chooses to participate in an art workshop. If the student does not choose a third foreign language (Language 4) or artistic activities as a compulsory option, he/she can still take them as an elective subject ("Non-compulsory curriculum"). "Other subjects": Individual tutoring is available for all students and is different from the usual teaching hours. See Circular No. 2010-013 of 29-1-2010 on individual tutoring in general and technological upper secondary:

[http://www.education.gouv.fr/cid50471/mene1002847c.html](http://www.education.gouv.fr/cid50471/mene1002847c.html)

*Subjects reported in the category “Other subjects”: Grade 6: 82h = 10h of "Life Class" + 72h of Aide aux élèves et accompagnement de leur travail personnel (i.e tutoring). Grades 7, 8, 9: 10h of "Life Class". Grade 10: 82h = 10h of "Life Class" + 72h of Accompagnement personnalisé (i.e tutoring).* 

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* Grade 7: 20.1% of pupils (public + private schools) attend Latin, which is the only non-compulsory course offered. Grade 8: 17.8% of pupils attend Latin, which is the only non-compulsory course offered. Grade 9: 18% of pupils attend Latin or Greek.

The share of public/private is the following:

<table>
<thead>
<tr>
<th></th>
<th>Public schools</th>
<th>Private schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7  - Latin</td>
<td>18,7%</td>
<td>25%</td>
</tr>
<tr>
<td>Grade 8  - Latin</td>
<td>16,8%</td>
<td>21,3%</td>
</tr>
<tr>
<td>Grade 9  - Latin &amp; Greek</td>
<td>17,1%</td>
<td>21,1%</td>
</tr>
</tbody>
</table>
Grade 10: There is no data on the number of public school students attending non-compulsory courses. Source: *Repères et références statistiques sur les enseignements, la formation et la recherche (RERS)* 2014, p. 129 (grades de 7-9) et p. 119 (grade 10):


Germany:

*Subjects reported in the category “Other subjects”: Open learning and interdisciplinary subjects.* Back to table

Greece:

*Notes on the duration of the school year, school week and period length:* For both primary and lower secondary schools, the school year starts on the 1st September and ends on the 31st August of the following year. More specifically, as regards primary schools, lessons begin on the 11th September and end on the 15th June of the following year. For school year 2014-15, the teaching days in primary schools amount to 171 and are organised in 34-35 weeks that include 5 days, from Monday to Friday. For lower secondary schools, lessons begin on the 11th September and end by mid-May. The exam period follows and is completed by the 15th of June. The teaching days for school year 2014-15 stand at approximately 152 and are structured in 30 weeks that include 5 days from Monday to Friday. It is difficult to ascertain accurately the exact teaching days for the current school year at this stage, because the end of the school year remains to be determined by Ministerial Decision that is expected to be published at the beginning of March. Hence, we have preserved the amount of 152 days in the sheet “Intended Instruction Time”. The above teaching days for school year 2014-15 (171 for primary schools and 152 for lower secondary schools) exclude days when schools are closed for festivities, such as national holidays, days when students are not expected to be at school or examination periods.

The daily timetable of primary schools implementing the Unified Revised Curriculum (EAEP) comprises (for all grades) seven compulsory periods/lessons, four, which are 45 minutes long, two of these periods/lessons take 40 minutes and one 35 minutes. The non-compulsory curriculum (all day programme) follows the compulsory curriculum and ends at 4.15 pm. It consists of two periods/lessons per day and grade, which last 40 and 35 minutes respectively, thus amounting to a total of ten periods/lessons weekly in each grade.

The daily timetable of primary schools following the regular curriculum comprises, for grades 1 and 2, five compulsory periods/lessons, of which four are 45 minutes and one is 40 minutes long. For grades 3 and 4, the daily timetable comprises six compulsory periods/lessons, of which four are 45 minutes and two are 40 minutes long. For grades 5 and 6, the compulsory daily timetable comprises seven periods/lessons, of which four are 45 minutes and three are 40 minutes long. The daily non-compulsory curriculum (all day programme), provided in all day primary schools, begins after the end of compulsory programme and finishes at 16.15(hrs.). For grades 1 and 2, the non-compulsory curriculum (all day programme) comprises 20 periods per week, of which fifteen last 40 minutes and five last 35 minutes. For grades 3 and 4, the non-compulsory curriculum (all day programme) comprises 15 periods per week, of which ten last 40 minutes and five last 35 minutes. For grades 5 and 6, the weekly non-compulsory curriculum (all day programme) comprises 13 periods per week, of which ten last 40 minutes and three last 35 minutes.

The daily timetable of lower secondary schools comprises seven periods/lessons, of which six are 45 minutes, while one is 40 minutes long.

*Notes on subject allocation:* The decision about which primary schools should implement the Unified Revised Curriculum is taken centrally by the Ministry of Education. The Unified Revised curriculum started as a pilot programme in 2010. The number of schools implementing the Unified Revised Curriculum increases every year, and the objective is to replace gradually the Regular Programme with the Unified Revised Curriculum in all schools.

In primary education:
- “Natural Sciences” in grades 1-4 refer to Study of the Environment, while in grades 5 and 6 they refer to physics. The subject Study of the Environment includes the study of the natural, social and cultural environment.
- “Social studies” in grades 3 and 4 include history while in grades 5 and 6 they refer to history, geography”, and Civic and Social Studies.
- EAEP: “Compulsory flexible subjects chosen by schools” correspond to what is called “Flexible Zone- Experiential Activities” (four, three and one hours per week in grades 1-2, 3-4 and 5-6, respectively), in which cross-thematic teacher initiated programmes are developed. These programmes can be dedicated to activities pertaining to environmental education, health education, culture and arts, etc. According to legislation, in the 1st grade one "Flexible Zone Experiential Activities" teaching hour is dedicated to activities pertaining to health education, in the 2nd grade it is dedicated to activities pertaining to eating habits, in the 3rd grade, to activities pertaining to traffic education and in the 4th grade to environmental education.
- Regular curriculum: “Compulsory flexible subjects chosen by schools” correspond to the so-called “Flexible Zone” (three or two hours per week for grades 1-4 and 5-6 respectively), in which cross-curriculum teacher initiated programmes are developed. These programmes can be dedicated to activities pertaining to environmental education, health education, culture and arts, etc.
- EAEP: “Arts Education” includes visual arts, music and drama. In the EAEP timetable, drama is introduced as a compulsory subject of the curriculum.
- The first foreign language (Language 2) taught is English. The second (Language 3), for grades 5 and 6, is French or German.
- EAEP: As regards the non-compulsory curriculum, the subjects taught are specified by the decision of the teachers’ association, upon recommendation of the school head, also taking into account the school’s capacity (pupils’ interests and learning level, parents’ preferences, material and technical infrastructure, hours available). Choices corresponding to 2 teaching periods/lessons per day and class can be made among the following options: Study, sports, drama, information and computer technologies, English, music, a second foreign language (Language 3), plastic arts and cultural groups’ activities.
- Regular curriculum: The subjects taught in the non-compulsory curriculum (all day programme) include Study-Preparation (compulsory), ICT (compulsory), English Language (compulsory) and sports (compulsory), as well as one or two or compulsory elective subjects for grades 1-4 and 5-6 respectively. The compulsory elective subjects that pupils can choose from include plastic arts, drama, music, dance or sports.

**In lower secondary education:**

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

- "Reading, writing and literature" refers to the subjects Modern Greek Language and Literature and Ancient Greek Language and Literature (years 7 to 9).
- "Natural Sciences” includes physics and biology in year 7, physics and "chemistry in year 8, physics, chemistry and biology in year 9.
- "Social Studies" corresponds to history and geography (years 7-8), history and Civic and Social Studies (year 9).
- "Practical and vocational Skills” refers to home economics (years 7-8) and School Vocational Guidance (year 9).
- "Compulsory flexible subjects chosen by the schools” includes the so-called Experiential Activities - Cross thematic Creative Activities-Projects (year 7); one hour of instruction time per week is dedicated to activities pertaining to either local History, Environment and Education for Sustainable Development, School Vocational Guidance, Nature and Exercise, Culture and Art Activities or School and Social Life.
- The first foreign language (language 2) taught in all grades is English. Additionally, students attending the 1st grade (year 7) of lower secondary school can choose a second foreign language (Language 3) among French, German, Italian or Spanish.

It should be noted that the non-compulsory curriculum is an option available only to primary schools. The conditions for the operation of the all day programme in a primary school are parents' interest and social criteria. More specifically, the implementation of the all day programme requires a minimum number of pupils ranging from 5 to 15, depending on the size of the school. Furthermore, either both parents must work and submit the relevant certification from their employer or they have to be registered unemployed. This programme is offered as an option to pupils after the end of the compulsory timetable.

Hungary:

Notes on the duration of the school year, school week and period length: In general, classes last 45 minutes but schools may also organise longer or shorter ones. No class may take more than 90 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are considered to be organised in 45-minute lessons. Breaks between curricular and extracurricular lessons should be taken to provide rest for children.

Notes on subject allocation: In grade 1 and 2: "Natural Sciences" include environmental studies; "Arts Education" includes music and Visual Culture. "Religion/Ethics/Moral education" includes ethics OR religion (students/parents choose between the two). These subjects were introduced in 2013. "Technology" includes Életvitel és Gyakorlat (life management and practice). "Compulsory flexible subjects chosen by schools" includes Szabadon tervezhető órakeret; schools allocate this amount of time to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes). In grade 3: "Natural Sciences" include environmental studies. "Arts Education" includes music and Drawing/Visual Culture. In grade 4: "Natural Sciences" include environmental studies. "Arts Education" includes music and Drawing/Visual Culture. In grade 5: "Natural Sciences" include environmental studies; "Arts Education" includes music and Visual Culture; "Social studies" include the subject History/Social/Civic Studies. "Compulsory flexible subjects chosen by schools" include two classes of Szabadon tervezhető órakeret, which schools allocate to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes) and Drama-Dance or homeland and peoples. School also have to choose between these two, dividing the number of classes to teach both is not allowed. In grade 6: "Natural Sciences" include environmental studies; "Arts Education" includes music and Visual Culture; "Social studies" include the subject History/Social/Civic Studies. "Compulsory flexible subjects chosen by schools" include three classes of Szabadon tervezhető órakeret, which schools allocate to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes). In grade 7: "Social Studies" include geography and history; "Religion/Ethics/Moral education" includes Man and Society-Ethics. In grade 8: "Social Studies" include geography, history and media; "Religion/Ethics/Moral education" includes Man and Society-Ethics. "Arts Education" includes music and Visual Culture. In grade 9: "Natural Sciences" include physics and chemistry; "Social Studies" include geography and history; "Arts Education" includes music and Visual Culture. "Compulsory flexible subjects chosen by schools" include Szabadon tervezhető órakeret (144 classes per year); schools allocate this amount of time to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes). It also includes Drama-Dance and media (36 classes per year). Schools have to choose one of these two subjects. In grade 10: "Natural Sciences" include physics, biology and chemistry; "Social Studies" include history and geography; "Arts Education" includes music and Visual Culture. "Compulsory flexible subjects chosen by schools" include Szabadon tervezhető órakeret (144 classes per year); schools allocate this amount of time to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes). In grade 11: "Social Studies" include history, media and the subject Social Studies. In grade 12: "Social Studies" include history, philosophy, media and the subject Social Studies. The category "Physical Education and Health" includes Physical Education and Sports as well as Drama-Dance.
Ireland:

Notes on the duration of the school year, school week and period length: National Curriculum Guidelines allocate a certain number of minutes per week for each subject over three periods, 1-4 grade, 5-7 grade and 8-10 grade. Schools and local educational authorities have autonomy in organising the distribution of weekly instruction time within these periods.

Notes on subject allocation: Two foreign languages are compulsory, English and Danish. Schools are free to decide how much time should be assigned for the first and the second foreign language (Languages 2 and 3), within the limits of the intended curriculum for foreign languages. Additional foreign language instruction is included in compulsory options chosen by the students. The National Curriculum Guidelines allocate time for compulsory options. All schools use this time for both, extra teaching time for compulsory subjects and other subjects that pupils can choose from.

Notes on the duration of the school year, school week and period length: Primary schools are open for 183 days annually. For Grades 1 to 6 (ISCED level 1), each day consists of 5 hours and 40 minutes with 40 minutes allocated to breaks and general recreation. The duration of lessons may vary in primary schools but the average is 30 minutes. At ISCED level 24 and 34, the duration of lessons is not specified in any directive to schools. Whilst the length can vary, lessons usually last 40 minutes.

Notes on subject allocation: The list of prescribed subjects and instruction time to be allocated, makes up most of the school week at ISCED level 1. The school week also includes 2 hours of discretionary time at grades 1-6 which can be allocated, at the teacher’s and at the school’s discretion, to any of the six curriculum areas or to any of the subjects within them. In line with the measures outlined in the National Literacy and Numeracy Strategy, since January 2012 all primary schools have been required to increase the time spent on the development of literacy skills by one hour per week (i.e. from 7.5 hours to 8.5 hours for grades 1-6), particularly in the first language of the school. They have also been required to increase the time spent on mathematics by 70 minutes per week (i.e. from 3 hours to 4 hours 10 minutes for grades 1-6.) Schools have been requested to make provision for these arrangements through a combination of approaches such as:

- integrating literacy and numeracy with other curriculum areas
- using some or all of discretionary time (two hours) for literacy and numeracy activities
- re-allocating time spent on other subjects in the curriculum to the development of literacy and numeracy.

For the tables at hand, the increased time has been drawn from discretionary time ("Compulsory subjects with flexible timetable") of two hours for grades 1-6. The remaining additional 10 minutes for mathematics (Grades 1-6), are drawn from other curricular areas listed in the table.

All primary schools teach both English and Irish. In English-medium schools, English is regarded as the first language (L1) and Irish as the second language (L2) whilst in Irish-medium schools, the L1 is Irish and the L2 is English. For the tables at hand, "Reading, writing and literature" should be read as either English or Irish depending on which is the first language of the school. In English-medium schools, English would be entered under "Reading, writing and literature" whilst Irish would be included under "Language 2". In Irish-medium schools, Irish would be entered under "Reading, writing and literature" whilst English would be included under "Language 2".

At ISCED level 24, "Social studies" encompass geography, history and Civic, Social and Political Education (CSPE). The "Compulsory flexible curriculum chosen by the students" includes such subjects as an additional foreign language, music, art, technology subjects and ICT. At ISCED level 34, the "Compulsory flexible curriculum" assumes a period or two per week for guidance, and three other subjects, each provided within blocks for four or five periods per week.
At ISCED level 1, 24 and 34 in English-medium schools (L1 is English), English is included under "Reading, writing and literature" whilst Irish is included under "Language 2". In Irish medium schools (L1 is Irish), Irish is included under "Reading, writing and literature" whilst English is included under "Language 2". At Grade 10, the time for foreign languages and L2 Irish/L2 English is reduced to accommodate the greater diversity of courses undertaken by students in the transition year.

In ISCED level 24, the number of compulsory subjects varies depending on the school type that a student attends. Only (i) English, (ii) Irish, (iii) mathematics, (iv) Civic, Social and Political Education [CSPE] and (v) Social, Personal and Health Education [SPHE] are compulsory in all schools at this level. This is outlined in the Rules and Programme for Secondary Schools (2004 edition), Section IV, 20&21. Of these, reading, writing and literature in whatever the language of instruction at a school is (generally English) requires one period per day of instruction, as outlined in Departmental Circular 25/12. The calculation used for the tables is based on 5 days and 40 minutes per day = 3.33 hours weekly. A similar directive governs mathematics.

Irish is compulsory (unless students are exempted in special circumstances) but the time allocation is not specified in legislation, except in schools where Irish is the language of instruction (Circular 25/12). It cannot be classified as a foreign language and is covered on the tables in the column "Other Subjects". CSPE and SPHE are specified for delivery in one period, typically of 40 minutes per week (70 hours over three years) and are thus allocated as 0.67 hours to "Social studies" and 0.67 hours to "Religion/Ethics/Moral education", although greater flexibility in terms of how these subjects are provided is allowed under changes begun in 2014/15 (Circular letter M20/2014). "Physical Education and Health" has also been allocated a fixed number of hours (2 per week) because the Rules and Programme Section IV, 20 says that physical education should form a part of the curriculum at ISCED level 24 and that the syllabuses have been developed on the basis of a time allocation of two hours per week.

In the tables referring to actual instruction time, time allocations are identified using school inspection reports (available at www.education.ie) and school timetables, and statistics from the State Examinations Commission (www.examinations.ie) which show the subjects studied for certification by the vast majority of students at ISCED level 24. These figures are the average time allocated to such subjects, but it should be pointed out that these are estimates, as Ireland significantly delegates specific subject selection and the competence on instruction time to schools themselves. The Rules and Programme for Secondary Schools provide a list of approved subjects but, apart from those mentioned specifically under intended instruction time, gives flexibility to schools and this flexibility will increase as a result of changes at ISCED level 24 initiated in 2014/15.

The final year of compulsory education is technically the first year of ISCED level 34 for many students. This is called "transition year", but it should be pointed out that this is not compulsory and that many students enter other programmes after ISCED level 24, such as the Established Leaving Certificate or Leaving Certificate Applied programme which are more vocationally oriented than ISCED level 34. In the transition year, while subjects like English, Irish, mathematics and physical education must still be offered, the only subject which is nationally designated a specific time [in Circular 37/10] is an aspect of SPHE, called Relationships and Sexuality Education (RSE). Six periods across the two or three years of senior cycle (ISCED level 34) must be allocated to this subject but need not be timetabled every week. Actual data have been reported for many other subjects based on the analysis of inspection reports and timetables, as above, but note that there is no State Examinations Commission data for this year because there is no State Examination in Transition Year, such that the identification of statistical prevalence of subjects is
more challenging. Schools are also free to design their own subjects and curricula to a far greater degree during the transition year than in ISCED level 24, or in other years.

Subjects reported in the category "Other subjects": ISCED level 1: Social Personal and Health Education. “Other” also includes the legacy time allocated for assembly and roll call. Back to table

Israel:

Notes on the duration of the school year, school week and period length: Students were allocated to educational levels according to the ISCED definition: Students aged 6-11 are enrolled in primary education, students aged 12-14 are enrolled in lower secondary education, and students aged 15-17 are enrolled in upper secondary education. As a rule in Israel, students in the primary education are aged 6 to 11 but in some schools enrolment in primary education is until age 13. In general, in lower secondary education students are aged 12-14. In upper secondary education they are aged 15-17, and in some schools 14-17.

As a rule, the actual instruction time scheduled by the ministry is the same as the intended instruction time.

Notes on subject allocation: For the non-Jewish sectors (Druze and Arab institutions), Hebrew is reported as language 3. In lower secondary education, technology and communication subjects were merged with exact science. In primary education, practical computer uses are taught mainly for core subjects: Hebrew, English, mathematics and science. In upper secondary education, state religious education includes 4 additional hours, which are mandatory for obtaining a matriculation certificate. The average is a weighted average by pupils’ population of these tracks.

Notes on the flexibility in the curriculum: In upper secondary education, regular hours in most of the subjects are globally allocated for all the grades together but in general are uniformly spread across grades 10, 11 and 12, i.e. 5 hours weekly each year in English, 5 in mathematics and 2 hours in physical education. Additional hours in these subjects can be added from the flexible hours which can be chosen by the students and/or the school. In addition to the longitudinal mandatory hours which are reported on the instruction time table, there are about 25% more hours beyond that. These hours are intended to solve problems, split classes into smaller classes, to integrate children with special education needs, for differential allocation of students and much more.

Moreover, as part of the teacher’s working hours, teachers are committed to additional 5 hours of individual work in small groups with up to five students.

All those supplement hours reduce the average class size. Back to table

Italy:

Notes on the duration of the school year, school week and period length: According to legislation, schools are required to provide instruction for at least 5 days a week and for at least 200 days per year. However, the annual instruction time is commonly calculated based on an average of 33 weeks. Schools have autonomy in the distribution of the timetable both over the week and the school year. In many schools, especially at secondary level, lessons are distributed over 6 days. One hour lasts 60 minutes. Schools can organise the timetable in periods lasting less than 60 minutes, provided that the sum of periods corresponds to the total amount of time foreseen by the timetable.

At the primary level, the minimum annual instruction time is calculated according to the minimum weekly timetable of 24 hours for 33 weeks, which was gradually introduced since school year 2009/2010. However, schools most commonly work according to the weekly timetable of 27 hours a week (891 hours per year) and several schools also offer the 40-hour timetable. For the fifth grade and the school year 2012-2013, the previous minimum annual instruction time of 891 hours a year still applied. Information on Grades 9 and 10 refer to the instruction time for Liceo Scientifico. Since the school year 2010/2011, the reform of the upper secondary level of education is gradually applied to grades (roll-out completed in 2014-2015). According to the reform, the ordinary three licei (classico, scientifico and artistico) plus the
experimental pathways are replaced by 6 licei: arts subjects, classical studies, scientific studies, foreign languages, music and dance, human sciences. All the new licei have new timetables.

Notes on subject allocation: Primary education: Music (included in "Arts Education"), history and geography (included in "Social studies") are taught as separate subjects.

At lower secondary level, the category "Reading, writing and literature" includes history and geography, Citizenship and Constitution and 1 hour of in-depth studies in literacy learning. The category "Mathematics" includes sciences. No indication is given on the distribution of hours among subjects in the same area. Music (included in "Arts Education") is taught as a separate subject (2 hours/week). The hours foreseen for the second foreign language (Language 3) can be used for complementary teaching of the first foreign language (Language 2), English, up to a total of 5 hours/week. At upper secondary level (grades 9 and 10) "Mathematics" includes ICT (ICT is taught as a separate subject in the applied sciences option of the liceo scientifico). At all levels, the teaching of Citizenship and Constitution is included in the timetable of the history/geography/social teaching. In the lower secondary level, the instruction time for this subject is included in the category "Reading, writing and literature", while for primary and upper secondary levels it is included in the category "Social studies".

In the Liceo artistico track the "Arts Education category includes History of Arts, Drawing and Graphics, geometry, Sculpture and Plastic Disciplines and Arts Laboratory. In the Liceo musicale e coreutico (music branch) track the "Arts Education" category includes History of Arts, Performance and Interpretation, Theory, Analysis and Composition, History of Music, Music for Ensemble Laboratory and Music Technologies. In the Liceo musicale e coreutico (dance branch) track the "Arts Education category includes History of Dance, Dance Techniques Dance laboratory, music theory and practice for dance. In the Liceo delle scienze umane track the "Social studies" category includes history and geography, Human Sciences (anthropology, pedagogy, psychology, sociology) as well as Law and Economy.

Subjects reported in the category "Other subjects": Latin and literature. Back to table

Japan:

Subjects reported in the category "Other subjects": For primary education: home economics, integrated studies and special activities. For lower secondary education: technology and home economics, integrated studies and special activities. Back to table

Korea:

For the first two years of primary education, students study "Natural Sciences", "Social studies", "Physical Education and Health", "Arts Education", and "Religion/Ethics/Moral education" in an integrated way through interdisciplinary subjects, which were classified as "Other subjects".

Subjects reported in the category "Other subjects": Creative Experiential Learning Activities (grades 1-12): At primary school level, it is recommended that ICT, health education, and Chinese Characters and Classics are systematically taught through Creative Experiential Learning Activities as well as related subjects. At lower secondary education level, they consist of self-initiated activities, club activities, volunteer activities, and future career activities. Also included in "Other subjects" are Disciplined Life (grades 1-2: 128), Intelligent Life (grades 1-2: 192) and Pleasant Life (grades 1-2: 384). Disciplined Life, Intelligent Life, and Pleasant Life are interdisciplinary subjects that encompass moral education, social studies, natural studies, physical education, arts education, etc. Back to table

Latvia:

Notes on the duration of the school year, school week and period length: According to the General Education Law the school year lasts 34 weeks in 1st grade, 35 weeks in 2nd-8th grade and 37 weeks in 9th grade which corresponds to 170, 175 and 185 days (without national holidays), respectively. In 2014/15, there are 5 national holidays; therefore the actual number of instruction days in school year 2014/15 is 165 days in
1st grade, 170 in 2nd, 180 in 3rd grade and 180 in 9th grade. The dates for the beginning and end of the school year 2014/15 are set by the Cabinet of Ministers’ Regulations on the Beginning and End of School Year 2014/15. The General Education Law prescribes the duration of lessons, which can last 40-45 minutes and are determined by the head of school. Usually, lessons last 40 minutes.

Notes on subject allocation: All subjects are allocated according to the subject categories listed in the table although allocation might be different according to the National Basic Education Standard where e.g. the subject Literature belongs to the arts education sphere, and geography belongs to the technology and sciences sphere (however, in the table literature is part of literacy learning and geography is part of “Social studies”).

According to the National Standard for Basic Education Subjects and Standards for Basic Education Subjects as well as the Basic Education Sample Plans (2014), in the 1st model for the 1st variant of the sample plan for a basic education programme for ethnic minorities, the subject Ethnic Minority Language (grades 1-9) included in column “Other subjects”, is taught in the respective ethnic minority language. The same applies to the subjects Literature (grades 4-9, included in column “Arts Education”), mathematics (for grades 1-4) and Ethics/Introduction to Christianity (grades 1-3, included in column “Compulsory flexible subjects chosen by students”). The language of instruction is Latvian in the following subjects: Latvian language and literature (grades 1-9), IT (grades 6-7), natural sciences (for grades 4-6), biology (grades 7-9, included in the column “Natural Sciences”), physics (grades 8-9, included in the column “Natural Sciences”), chemistry (grades 8-9, included in the column “Natural Sciences”), geography (grades 7-9, included in the column “Social studies”), world history and history of Latvia (grades 6-9, included in the column “Social studies”), Social Studies (for grades 7-9, included in the column “Social studies”), crafts (for grades 4-9, included in the column “Practical and vocational skills”), sports (for grades 4-9), music (for grades 4-9, included in the column “Arts Education”) and visual arts (for grades 4-9, included in the column “Arts Education”). Other subjects are taught bilingually using Latvian language and the language of ethnic minorities as the language of instruction.

Subjects reported in the category “Other subjects”: There must be at least one period (not regarded as teaching but upbringing) for all the grades every week called class hour or upbringing, organised by the class teacher. Class hours are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, career guidance etc.

For the basic education programme for ethnic minorities the subject Ethnic Minority Language (grades 1-9) is included in the column “Other subjects”.

Percentage of students in general compulsory education attending the non-compulsory instruction time: In Latvia, there are both extra-curricular activities (offered by schools and interest related education institutions) and non-compulsory/elective subjects fakultatīvi (offered by respective schools of pupils). Latvia has a long and successful tradition of extra-curricular education (also called interest-related/hobby education) – around 70% of all pupils attain extra-curricular activities (offered by schools and interest related education institutions). Overall, according to the Central Statistical Bureau there were 209 103 pupils in general education in 2013/14.

Notes on the flexibility in the curriculum: In grades 1-3 pupils can chose between the subjects ethics and Introduction to Christianity which are taught one lesson/period per week.

In addition to the total load of learning lessons, the following activities have to be included: (1) Class upbringing period (indicated in column “Other subjects”) – at least one period for each class every week; (2) optional lessons for groups of pupils on a voluntary basis (and according to parents’ application). Optional lessons may include singing in chorus, dance, brass bands, theatre classes, foreign language lessons etc. It is not mandatory to attend optional lessons; (3) lessons for individual work with pupils who need additional support or with talented pupils; (4) prolonged-day groups.

At the beginning of the school year the director approves the lessons plan for the year. Every year a school decides on project week activities for grades 1–9, informing pupils and their parents in advance.
Learning excursions, subjects Olympiads, sports activities and other activities related to teaching and upbringing may not exceed 5 days a school year. Back to table

**Luxembourg:**

*Notes on subject allocation:* Grade 1: German and Luxembourgish are the languages of instruction and their instruction time is reported under the category "Reading, writing and literature". German is also considered as "Language 2".

Grades 2 - 6: German is a language of instruction and is also considered as "Language 2". French is the second foreign language (Language 3). The weekly distribution of lessons will depend on the planning of the teaching staff who is teaching the group of grades.

Grades 7-10: The language of instruction is French which is also classified as the second foreign language (Language 3). German is the first foreign language (Language 2). English is the third foreign language (Language 4).

*Notes on the flexibility in the curriculum:* The weekly distribution of lessons will depend on the planning of the teaching staff of the group of grades, in accordance with the annual time specified for each subject area and the needs of children. Back to table

**Mexico:**

*Notes on subject allocation:* Physics and chemistry are included in "Natural Sciences".

*Subjects reported in the category "Other subjects":* Grades 7 to 9: Tutoring. Back to table

**Netherlands:**

*Notes on subject allocation:* About 50% of the instruction time in the last grades of primary education is spent on literacy and numeracy (based on a study of the Inspectorate). Back to table

**New Zealand**

*Notes on the duration of the school year, school week and period length:* The number of half days a school is required to be open for instruction is a function of the Education Act - the Minister may, before 1 July in any year, prescribe the number of half-days on which schools must be open during the next year; and different numbers may be prescribed for schools of different classes or descriptions.

The Secondary teachers’ collective agreement includes provisions for the maximum number of hours that a full-time secondary teacher can be timetabled for (25 hours per week) and of that the maximum number of timetabled non-contact time each week (5 hours). However, as well as the hours a teacher is timetabled to teach their hours of work are influenced by factors such as:

- Preparation, evaluation and assessment time
- Counselling and pastoral needs of students
- Administrative duties
- Participation in extra-curricular programmes.

There are mirrored provisions in the area school teachers’ collective agreement some specifically for those teachers who predominantly teach across Years 7-13.

The Primary teachers’ collective agreement does not specify timetable hours, rather, it states that the normal hours of work shall as far as practicable not exceed 40 hours per week, Monday to Friday. However, the collective agreement does provide 10 hours classroom release time per term for each full-time teacher.

The teacher collective agreements each provide that teachers are not required to attend during those times when the school is closed for instruction (other than for up to 10 days each year where a school can require the teacher's attendance under prescribed circumstances).
Notes on subject allocation: National Administration Guidelines, issued under primary legislation (section 60A of the Education Act 1989) require that all students in years 1-10 of schooling are delivered teaching and learning programmes that give them the opportunity to achieve success in all areas of the curriculum. (Beyond year 10 more specialisation is possible and it is not a requirement for students to cover all subject areas; the number of subjects studied and the depth of subject material will typically be determined at this level by the requirements for earning National Certificates of Educational Achievement, or equivalent qualifications).

The National Administration Guidelines also require that priority is given to achievement in literacy and numeracy, especially in years 1-8, to physical activity that develops movement skills, especially in years 1-6, and that appropriate career education and guidance is provided for all students in year 7 and above.

Notes on the flexibility in the curriculum: The requirements in the National Administration Guidelines are expressed in general terms, and schools may meet the requirements in any way they determine is effective. There is no prescribed number of hours of teaching, either in total or of any particular subject, at any level of primary or secondary schooling (providing schools meet the requirement to be open for instruction for a minimum number of mornings and afternoons, each half-day being at least two hours in duration). Neither is there a requirement that lessons be of a particular duration, or at a particular time of the morning or afternoon.

Subjects reported in the category "Other subjects": Free class discussion/utility period Back to table

Norway:

Notes on the duration of the school year, school week and period length: The number of days reported are the minimum (190) and the maximum (225) with 190 days being typical. The length of a period/lesson is set to 60 minutes.

Notes on subject allocation: Compulsory options chosen by the students were introduced gradually by grade in lower secondary education in 2012/2013. The school year 2014/15 was the first year compulsory options chosen by the students were fully implemented at all grades. As a consequence, the data on lower secondary level has changed compared to the previous school year. The 38 hours of compulsory subjects with flexible timetable are allocated on group level by the school owner. The school owner may only allocate hours for subjects listed in the syllabus.

Notes on the flexibility in the curriculum: The distribution of teaching hours per subject for the 10-year compulsory education is mainly established for primary schooling (ISCED level 1) as a whole (grades 1-7), and for lower secondary schooling (ISCED level 24) as a whole (grades 8-10). Within primary schooling the number of class sessions in the core subjects “Reading, writing and literature”, “Mathematics” and “Language 2” are prescribed for grades 1-4 as a whole and grades 5-7 as a whole. The school owner (municipality or county authority) is responsible for the distribution of teaching hours at each grade. It is not possible to move subjects and class sessions between the above mentioned levels. Each school has the freedom to organise class sessions within the prescribed teaching hours. Back to table

Poland:

Notes on subject allocation: In the first and second cycle (grades 1-3 and 4-6 of primary school) "Arts Education" stands for the following lessons: Music (95 teaching units) and visual arts (95 teaching units), which equals 190 teaching units of compulsory lessons for each cycle separately. In the third cycle (grades 1-3 of lower secondary school – ISCED level 24) "Arts Education" stands for music (30 teaching units), visual arts (30 teaching units) and arts (65 teaching units). "Natural Sciences" in the third cycle covers the following subjects: Biology (130 teaching units), chemistry (130 teaching units), physics (130 teaching units); "Social studies" covers history (190 teaching units), knowledge about society (65 teaching units) and geography (130 teaching units). In Poland the subject geography is considered to be a natural science subject (natural science education). However, for the purpose of the tables provided here, geography has been classified as a subject included in "Social studies".
**Non-compulsory curriculum:** From grade 5 of primary school (2nd cycle) and in lower secondary school (3rd cycle) students have a non-compulsory subject – Education for Family Life (14 teaching units per school year). In addition, in the 1st, 2nd and 3rd cycle (ISCED level 1 and 24) students can attend non-compulsory lessons of religion or ethics (2 teaching units per week of religion and the amount of instruction time of ethics lessons being at the discretion of the school head). The teaching units at the discretion of the school head may be distributed only between compulsory lessons which are included under the position "Compulsory flexible subjects chosen by schools" and amount to 317, 379 and 415 periods for the 1st, 2nd and 3rd cycles, respectively.

**Subjects reported in the category “Other subjects”:** Hours with the homeroom teacher (95 teaching units) for the second cycle and hours with the homeroom teacher (95 teaching units) and Education for Safety (30 teaching units) in the third cycle (grades 1-3 of lower secondary school).

**Percentage of students in general compulsory education attending the non-compulsory instruction time:** Non-compulsory subjects at ISCED level 1 and 24 (general compulsory education) are religion/ethics and Education for Family Life. The information on the number of students attending religion is not collected in the Education Information System database (EIS). According to Ministry of National Education estimates approximately 90% of all students in primary schools (ISCED level 1) and 80% - in lower secondary schools (ISCED level 24) attend religion lessons.

Data is collected for the subject Education for Family Life and according to the data 73.52% of students attend these lessons at primary level and 74.28% at lower secondary level (EIS database, September 2014).

**Notes on the flexibility in the curriculum:** Instruction time for compulsory classes is given for three-year periods. Education in 6-year primary schools (ISCED level 1) is divided into two stages/cycles: First cycle (grades 1-3) and second cycle (grades 4-6). Lower secondary school (ISCED level 24) forms the third cycle and encompasses another three-year period (grades 1-3) – vertical flexibility. In the first cycle (grades 1-3 of primary school) and in the case of Polish language education, civic/social education, natural sciences, mathematical education and technical education, for which a total amount of 1150 teaching units per cycle was assigned, the distribution of the teaching units between the different types of classes is decided upon by the teacher in charge of the classes – horizontal flexibility. At the third educational stage (lower secondary school) 450 hours are devoted to teach two modern foreign languages. These hours can be distributed between the two languages at the discretion of the school head - horizontal flexibility. [Back to table](#)

**Portugal:**

**Notes on the duration of the school year, school week and period length:** 180 days is the minimum number of days per school year according to the current law. For the first four years there are no formal indications on the length of the lessons, they may vary between 45 and 90 minutes, depending on the school choice (options are 45, 50, 60, 75 or 90 minutes). **Notes on subject allocation:** Regarding the admission to compulsory primary education (at the age of 6), it is important to mention that children who turn six years between September 16 and December 31 are also eligible to enter first grade upon request of a parent. According to legislation, primary schools (grades 1-4) should offer a weekly instruction time between 22.5 and 25 hours. Of these, 7 hours are allocated to literacy, 7 hours to mathematics, and 3 hours to curricular subjects Estudo do meio (study of the environment), which comprises history, geography and sciences; 3 hours are allocated to arts and physical education, 1.5 hours to Apoio ao Estudo (monitored study) and 1 hour to Oferta Complementar (complementary offer, which is a compulsory curricular subject chosen by the school). There are also non-compulsory activities called Curricular Enrichment Activities. These activities have a duration of 5 to 7.5 hours per week and may include English or other foreign languages, sports, artistic, scientific, information technology, community and citizenship education activities chosen by the schools.

At primary level (grades 5-6), “Reading, writing and literature” (Portuguese), "Language 2" (English) and "Social studies" (history and geography of Portugal) are part of the same curricular area and at least half
of the time must be dedicated to Portuguese. "Mathematics" and "Natural Sciences" are also part of the same curricular area and two thirds of the time should be dedicated to mathematics. There is also arts education (visual and musical) and technology education. At lower secondary (7th-9th grades) students learn another foreign language (Language 3) besides English (French, Spanish or German). At this level ICT is also included in the curriculum. At upper secondary level, students may choose among 4 different courses: Sciences and Technology, Social and Economic Sciences, Languages and Humanities, Visual Arts. In all these courses the students have literacy learning (Portuguese), a foreign language (Language 2), philosophy and physical education. The other subjects depend on the courses chosen and can be studied for 1, 2 or 3 years. Physical education is included in the curriculum of primary and secondary education. The attendance in religion and moral education is optional in primary and secondary education.

Subjects reported in the category "Other subjects": Apoio ao Estudo (monitored study).

Percentage of students in general compulsory education attending the non-compulsory instruction time: Non-compulsory curriculum includes religion and moral education as well as curricular enrichment activities (Atividades de Enriquecimento Curricular).

Notes on the flexibility in the curriculum: The schools have autonomy to decide within a minimum and a maximum of time granted to subjects and curricula areas within the cycles. For example, literacy learning must amount to 6000 minutes (100h) by the end of the lower secondary cycle. It is up to the school to decide about the distribution of these hours across the three years. In general the instruction time for subjects has a predefined minimum and maximum. Each school chooses on its own criteria the time allocated to each subject within the established limits - minimum per subject and total per year (primary and secondary) or cycle (primary and lower secondary education). Schools are autonomous to decide the time of the lesson.

For grades 5-9 there are only minimum lengths established for language, maths and arts. Schools are free to allocate the time within certain boundaries. In the category "Compulsory flexible subjects chosen by schools" the difference between the minimum established for each subject/group of subjects and the total minimum instruction time was reported. Note that this is not another subject but time to be allocated by the schools to existing subjects.

In grades 10-12 the minimum instruction time varies for different courses. The lowest minimum of 25.5 hours per week was reported in grades 10 and 11 but the minimum can also be 27 hours a week.

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

Scotland:

Notes on subject allocation: Although there is no intended instruction time, the Education (Scotland) Act 1980, which reflects previous legislation dating back to 1872, imposes a statutory duty on local authorities to provide religious education in Scottish schools. In the case of religious education in Roman Catholic Schools, – all Catholic schools are expected by the Bishops’ Conference of Scotland to follow guidelines established by the Catholic Education Commission on the provision of adequate time for religious education within the school curriculum.

Information is only collected on the provision of physical education in schools and whether they are meeting the target of 120 minutes in primary and 100 minutes for years 1-4 in secondary school. The data is published at local authority and Scotland level. In 2013-14 (the most recently published data) 97% of primary schools and 90% of secondary schools (98, 98, 97, and 91% for years S1-S4, respectively) were meeting the target. The data is published as part of the summary statistics for attainment, leaver destinations and healthy living (Edition no. 4: 2014) and is available at http://www.scotland.gov.uk/Publications/2014/06/9242, Back to table

Slovak Republic:
Notes on the duration of the school year, school week and period length: The school year 2014/2015 had 187 teaching days. The weekly teaching time was 5 days (Monday to Friday) and one lesson took 45 minutes.

Percentage of students in general compulsory education attending the non-compulsory instruction time: According to the school educational programme, schools can increase the total number of hours for ISCED level 1 and ISCED level 24 by a maximum of about 15 hours and for ISCED level 34 by a maximum of about 20 hours (this implies 5 hours in the 10th grade). The increased number of hours has to be funded by the schools’ own resources, which is why schools do not use this possibility. Statistical data about the number of optional hours/non-compulsory (financed from schools’ own resources) is not available.

Notes on the flexibility in the curriculum: The framework teaching plans, which are part of the state educational programmes for each educational level, set the minimal number of hours for compulsory subjects. For non-compulsory hours only a number for the whole educational level (ISCED level 1, 24 and 34) is set. The school can decide on the allocation of hours across grades. Flexible hours (for compulsory options) for subjects can be chosen by the school and the students (it depends on the conditions of the school and the interest of pupils/students or their guardians). These can be new subjects such as further foreign languages (Language 3-5), transport education, sexual education, minority language etc. Alternatively, these flexible hours can be devoted to increase the stipulated number of hours for some compulsory subjects. Back to table

Slovenia:

Notes on the duration of the school year, school week and period length: The school year comprises 35 weeks or 175 school days (in grade 9) to 38 weeks or 190 school days (in grades 1 to 8) between the 1st of September and the 31st of August of the following year. Lessons are provided until the 24th of June; for pupils in year 9, lessons end on June 15th. There are 32 weeks of teaching days and 3 weeks of “days of activities” (dnevi dejavnosti) in this grade. In grades 1 to 8, there are 35 weeks of teaching days and 3 weeks of days of activities (dnevi dejavnosti). Schools are open five days a week. For the compulsory part of the curriculum the length of all lessons is 45 minutes. Within the non-compulsory curriculum the length of all lessons is 45 minutes. Within the non-compulsory curriculum the length of lessons can vary but for the reported activities it is 45 minutes.

Notes on subject allocation: In grade 1-3, the subject Environmental Education combines different subject categories; the subject (3 lessons a week) is allocated to the following categories: "Natural Sciences" (1.25 lessons a week), "Social studies" (1.25 lessons a week) and "Technology" (0.5 lessons a week). The subjects natural sciences and technics (grade 4-5) combine two different subject categories. The subject (3 lessons a week) is allocated to the categories of "Natural sciences" (2 lessons a week) and "Technology" (1 lesson a week). There is a lot of ICT content during the compulsory education in Slovenia, accessible to all pupils. Teaching of ICT starts in 1st grade and is included in various subjects and also taught as extracurricular lessons. In 6th grade it becomes compulsory content of the subject Technics and Technology. In 7th to 9th grade ICT is provided as a core curriculum option as well as a subject in its own right. "Religion/Ethics/Moral education" is not a stand-alone subject in the Slovene compulsory curriculum and it is mainly integrated into social studies. In 7th to 9th grade religion and ethics is provided as a core curriculum option as well as a subject in its own right. The subject "Patriotic and Civic Culture and Ethics" (grades 7 to 8) is aimed at developing civic competences, social and political instruction, education on religion, ethics and philosophy and has been reported (1 lesson per week) in the category "Social studies". The annual compulsory additional 15 days of activities in arts, science, physical education and technology are also included in the respective category. The same holds for 5 sports days in each grade and 3 to 4 days of activities in the field of culture, natural science and technics. Each day lasts 5 lessons.

In school year 2014/15 the gradual introduction of the compulsory first foreign language (Language 2) learning in the 2nd grade (2 lessons per week) started in circa 15% of the basic schools. This is not reported. In 2016/17 this should be a compulsory subject for all second graders. Also a non-compulsory
second foreign language in grades 4 and 7 is implemented. In grades 4 schools can also implement non-compulsory lessons in arts, ICT, sport and technics. In 2015/16 this shall be implemented also in grades 5 and 8 and in 2016/17 for pupils in 6th and 9th grade.

**Subjects reported in the category "Other subjects":** Class discussion periods (grades 4 to 9) are also devoted to setting and discussing rules of behaviour and other issues and to determining how to live according to social principles.

**Percentage of students in general compulsory education attending the non-compulsory instruction time:** The non-compulsory column shows only a small part of the non-compulsory basic school programme. In the non-compulsory column only participation in interest activities (2 lessons per week), supplementary classes (1 lesson per week), remedial classes (1 lesson per week), and an additional lesson of optional subject in grades 7 to 9 as well as non-compulsory optional lessons in grades 4 and 7 (2 lessons per week) are reported. Pupils may choose and attend as many lessons and activities as they wish, except non-compulsory optional subjects and the foreign language (Language 2) for which an upper limit applies, namely 2 lessons per week. The report does not include time pupils spend in morning care (first grade) and after school classes (years 1-5). After school classes include physical and creative activities, homework, individual learning, lunch and relaxation. Morning care and after school classes are guided by official guidelines for implementation and taught by qualified teachers. Participation rates are as follows: In morning care around 69% of pupils in year 1, in after-school classes around 83% of pupils in years 1-5, in remedial lessons approximately 25% of pupils and in supplementary lessons approximately 25% of pupils participate. [Back to table]

**Spain:**

**Notes on the duration of the school year, school week and period length:** The duration of the instruction periods was considered to be 60 minutes, as this is the way in which the intended instruction time is expressed in the royal decrees of the national core curriculum and in regional regulations on the curriculum for primary and lower secondary education. However, schools can make the necessary arrangements regarding the duration of classes in order to elaborate their own schedules. For this, they always have to respect the distribution within subjects and the global total time established by the Autonomous Community for each grade.

**Notes on subject allocation:** The category "Reading, writing and literature" includes the instruction time of the co-official language in the Autonomous Communities to which this applies. "Natural sciences" and "Social studies": In primary education, these subjects are jointly taught in one single subject called "natural, social and cultural environment". To calculate the hours of "Natural Sciences" and "Social Studies" the total instruction time of the general subject was divided by two. However, the Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) provides for two separate subjects. In the school year 2014-15 this new curriculum organization only affects the 1st, 3rd and 5th grade. In 9th grade, "Natural Sciences" may be split into two subjects: biology and geology, and physics and chemistry. The "Social studies" category includes citizenship and human rights education which can be taught in grades 5 or 6 of primary education and in grades 7, 8 or 9 of secondary education. The most common situation is that the Autonomous Communities decide to teach this subject in grades 5 and 8 or 9.

**Language 3:** The amount of data provided in this category is very low as this subject is compulsory only in a few Autonomous Communities in some grades from 5 to 8. The category "Arts Education" integrates the subjects music and plastic and visual education in grades 7-9. "Religion/ethics/moral education": In grade 10, the reported instruction time in this category refers to the subject ethical-civic education. The subject religion is included in the category "Compulsory options chosen by students" due to its elective nature. "Compulsory options chosen by students": This category includes religion in grades 1-10. Students can opt to take religion classes or not. Schools must offer educational attention to those students not following religion, but this can never include the provision of curriculum contents.

In grades 7-10, this category also includes the time allocated to elective subjects chosen by the students. Schools can offer an array of elective subjects, among which second foreign language (Language 3) and
classical culture lessons must always be part in grades 7-9. In grade 10, this category also includes the core curriculum options. All students must take three core curriculum options from the following list of subjects: biology and geology, plastic and visual education, physics and chemistry, computer science, Latin, music, a second foreign language (Language 3) and technology. Since 2013/14, breaks (87.5 hours per year) are no longer reported in the total instruction time as they do not fall within the scope of the data collection anymore (although in primary education this time period is defined by Autonomous Communities’ legislation as compulsory instruction time).

Subjects reported in the category “Other subjects”: In grades 7-10, "Other subjects" includes a weekly group tutorial session, which is compulsory for all students. For all students in the Comunitat Valenciana the subject Valencian Culture is also compulsory in grade 5. Back to table

Sweden:

Notes on subject allocation: Schools decide how to allocate lessons/hours throughout the nine years of compulsory education. The overall number of hours for compulsory education is 6785. The number of hours per subject is: Craft 330, English 480, home economics 118, language options 320, mathematics 1020, arts education 460 (music 230, art 230), physical education and health 500, Swedish/Swedish as a second language (Language 2) 1490, social studies (geography, history, religion, civic education) 885, natural sciences (biology, chemistry, technology, physics) 800, pupil’s option 382 hours. Crafts and home economics (330+118) is reported as "Practical and vocational skills". Technology is included in "Natural Sciences" defined as biology, physics, chemistry, and technology.

"Compulsory options chosen by the students" comprise 320 hours (second foreign language (Language 3) 320 hours, not compulsory but studied by around 70% of pupils) plus 382 hours (pupil’s options, deepening or broadening pupil’s knowledge of one or more subjects). The precise starting grade for the second foreign language (Language 3) is not laid down in the steering documents. Schools decide when to introduce the second foreign language between grades 4 and 9. Hence, what is shown in the table is just common practice.

Percentage of students in general compulsory education attending the non-compulsory instruction time: In Sweden it is compulsory for municipalities to offer mother tongue tuition to children of another mother tongue than Swedish as a non-compulsory subject. The school head decides about the pupils’ mother tongue tuition. No information on mother tongue tuition instruction time as a non-compulsory subject is available, as there is no regulated number of instruction hours; the practice is 1 hour a week. In 2014 12.3% of all pupils participated in mother tongue tuition to children of other mother tongue than Swedish.

Notes on the flexibility in the curriculum: Schools decide how to allocate lessons/hours throughout the nine years of compulsory education. The number of hours for a subject or group of subjects given in the timetable may be reduced locally by at most 20 percent to accommodate school options. However, the number of hours may not be reduced in English, mathematics and Swedish/Swedish as a second language (Language 2). The pupil’s option enables them to deepen and broaden their knowledge of one or more subjects in school. Back to table

Switzerland:

Notes on the duration of the school year, school week and period length:

Compulsory education in Switzerland starts in most Cantons with two years of pre-primary education (ISCED level 0) for children aged 4. Including pre-primary education compulsory education amounts to a total of 11 years. There is no subject-related curriculum for pre-primary education.

The length of holiday periods and the number of public holidays vary between cantons. The number of instruction days per school year is presented as an average of the number of school weeks per year (varying between 36.5 and 40 weeks) minus an estimated 5 public holidays per canton.

The length of a period varies between 45 (in the majority of the cantons) and 50 minutes.

40
Turkey:

Notes on subject allocation: The number of hours reported under “Compulsory options chosen by the students” reflects the compulsory elective subjects that students have to choose as part of the compulsory curriculum. In lower secondary education students have to choose 3 elective subjects per grade. Possible options are: Religion and ethics, subjects related to reading, writing and literature, foreign languages (Language 2-5), subjects related to science and maths, subjects related to arts and sports, subjects related to social studies. In upper secondary education, the number of subjects students have to choose varies according to the school type. Some possible options are: Language, Turkish Literature, maths, geometry, physics, chemistry, biology, history, geography, psychology, sociology and foreign languages (Language 2-5).

In upper secondary education a large amount of time is allocated to the compulsory flexible curriculum in most pathways. Students choose among a wide range of elective subjects based on their interest and the programmes they want to follow in tertiary education. In grades 11 and 12, the majority of students studies Mathematics and Natural sciences as elective compulsory subjects. Nonetheless, due to the different pathways available, for a small proportion of students Mathematics and Natural sciences are compulsory subjects with defined compulsory instruction time (i.e. in Science High Schools). Likewise, in grade 12, Social studies is also part of the optional compulsory subjects for the majority of students. Yet, for a small amount of students this topic is a subject with defined compulsory instruction time (i.e. in Anatolia Teacher High Schools). Finally, in grade 11, for an important amount of students Language 3 can be studied as a compulsory option (i.e. in High Schools), while in grade 9 and 10 a small proportion of students can study Arts education as a compulsory option as well (i.e. in Science High Schools).

Subjects reported in the category “Other subjects”: For primary education, “Free Activities” (144 hours per year during the 1st grade and 72 hours per year during the 2nd and 3rd grades).
**Organisation of the school day**

**Australia:**

*Organisation of the standard school week:* At primary, lower and upper secondary education, there are 5 days to each school week. Any variation from this pattern is due to remoteness of the school in some states or territories.

*Number of lessons in a standard school day:* This varies for each state and territory and between schools as well. The number and length of each lesson is typically at the school’s discretion at the primary, lower and upper secondary levels. Information provided by states and territories indicate that on average there are typically 4-6 lessons in the school day in primary schools and 5-8 lessons in lower secondary education.

*Organisation of the breaks between lessons:* This is typically at the school’s discretion, but generally schools will have one short recess in the morning and a longer lunch break in primary, lower and upper secondary schools.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Generally schools can offer additional activities that are organised at the school level according to policy guidelines on outside school hours. They typically involve use of school facilities outside of school hours. In some states they can be organised by external commercial or not-for-profit organisations. In other states or territories they are offered voluntarily by teachers or parents (or other volunteers). Some primary schools may provide “Out of School Hours Care” for students. This is typically staffed by additional staff to those employed at the school. Parents will often pay a fee for their children to attend this care.

*Additional activities during the school holidays:* Not all states and territories offer activities during the school holidays. For those that do it is at the schools discretion as to whether or not activities are offered. In some states and territories these events tend to be organised by sympathetic allied organisations (e.g. teacher professional bodies or sporting clubs) using school facilities. In other states and territories where primary schools might offer an Out of School Hours Care program, they may continue to offer this same service during school holidays, covering normal school hours in addition to the time before and after school. The fees for this are paid separately enabling the involvement of different students to the regular care. In some schools upper secondary teachers can voluntarily offer additional tuition for a short period in the holidays for their students. [Back to table](#)

**Austria:**

*Organisation of the standard school week:* In general, classes do not start before 8 a.m.. A lesson normally lasts 50 minutes. The total number of weekly lessons should be evenly spread over the individual school days.

*Number of lessons in a standard school day:* The number of weekly hours varies between grades and school types. School heads are obliged to spread the total number of weekly hours as evenly as possible across all days of instruction.

*Organisation of the breaks between lessons:* Between lessons there are breaks of 5 to 15 minutes. The lunch break must be sufficiently long to allow pupils to take lunch. The lunch break normally lasts for one hour.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Since the school year 1994/95, the law has provided for a possibility to run all-day schools. All-day schools organise the school day into an instruction part and an extra-curricular part, these are either consecutive or interlinked. In school types where the instruction part and the extra-curricular part are clearly separated, students are provided with lunch after morning classes and afternoon supervision until 4 p.m. (at the latest: 6 p.m.). Students may also participate in the extra-curricular part on individual days only, or not at all. In all-day schools with interlinked instruction and extra-curricular parts all students must attend until 4 p.m. for organisational reasons, because classes, private study and leisure sessions alternate several times during the day.
**Belgium (Flemish Community):**

*Organisation of the standard school week:* For primary education there is a legislation prescribing the organisation of the school week (decision of the Flemish Government of 17 April 1991, *Besluit van de Vlaamse Regering tot organisatie van het schooljaar in het basisonderwijs en in het deeltijds Onderwijs georganiseerd, erkend of gesubsidieerd door de Vlaamse Gemeenschap*). This decision stipulates that classes are evenly spread over 5 days (from Monday to Friday). In general, on Wednesday classes are scheduled in the morning only (free afternoon).

For lower and upper secondary education there is also a legislation prescribing the organisation of the school week (decision of the Flemish Government of 31 August 2001, *Besluit van de Vlaamse regering houdende de organisatie van het schooljaar in het secundair onderwijs*). This legislation prescribes that the lessons are organised in 9 half instruction days from Monday to Friday.

*Number of lessons in a standard school day:* This is left to the autonomy of the schools and/or school associations or networks. The number of hours per week is stipulated as follows:

- For primary education it is 28 or 29 hours per week. The lessons start at the earliest at 8 a.m. and finish between 3 p.m. and 5 p.m.
- For general secondary education 28 hours per week is the minimum and 32 hours per week the maximum. The calculations are based on 32 hours per week (Though in secondary education in the arts the maximum is 36 hours per week). The lessons start at the earliest at 8 a.m. and finish between 3 p.m. and 5 p.m.

It is common practice to have 7 hours (of 50 min.) for a full day (4 in the morning, 3 in the afternoon) in primary and 7-8 hours (4-5 in the morning, 3-4 in the afternoon) for a full day in secondary education.

*Organisation of the breaks between lessons:* In the legislation mentioned above, a minimum lunch break of at least 1 hour in primary education and at least 50 minutes for lower and upper secondary education is stipulated. The breaks during the morning and the afternoon are decided upon in full autonomy by the school. Usually there will be a short break halfway through the morning and in some cases a short break halfway through the afternoon;

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Yes, but the content and mode of organisation is an autonomous decision of the school (no obligation).

*Additional activities during the school holidays:* Yes, but the content and mode of organisation is an autonomous decision of the school (no obligation).

**Belgium (French Community):**

*Organisation of the standard school week:* 5 days a week (Monday to Friday), and Wednesdays only a half day (morning).

*Number of lessons in a standard school day:* At primary schools there is no regulation about it. At secondary school, the average is 7-8 lessons per day (except on Wednesdays).

*Organisation of the breaks between lessons:* There is no specific rule about that, it depends on each school’s organisation.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* It is possible. The organisation depends on each school.

*Additional activities during the school holidays:* Schools are closed during school holidays. Some activities can be organised but the content and mode of organisation is an autonomous decision of the school.

**Brazil:**

*Organisation of the standard school week:* At primary, lower and upper secondary level, there are 5 days to each school week. 21% of public schools and 4% of private schools work on 3 day shifts. The first shift is
between 6 a.m. and 12.59 p.m.; the second shift lasts from 13 p.m. to 16.59 p.m.; and the third shift takes place between 17 p.m. and 23.59 p.m.

10.5% of public schools and 20.5% of private schools work on one 7 hours per day shift. These schools have 50% of enrolments in this condition (Source: National School Census).

Number of lessons in a standard school day: In Brazil each state (27) and every municipality (5 000) has the authority to organise the school day. The federal/central government does not have information about this. However, on average a school day at primary and lower secondary level has 5 periods per shift; at upper secondary level there are 6 periods per shift, due to the greater number of subject fields.

Organisation of the breaks between lessons: Breaks last between 15 and 20 minutes and are held in the middle of the morning, afternoon or night shift.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Usually, schools offer activities before/after classes and they have the autonomy to organise their non-compulsory activities. The National Education Council Resolution n.2, 13/07/2010 stipulates that 20% of the annual study load should be allocated to programmes and interdisciplinary activities (non-compulsory activities at schools) (Art.17).

Additional activities during the school holidays: Each school can schedule activities during holidays or weekends. There is a national programme called “Open School Programme” (Programa Escola Aberta) which is financed by the federal government. It is implemented by states and local authorities within their schools (Source: National School Census). Municipalities and states may also have their own programmes.

Organisation of the standard school week: A standard school week is typically 5 days long: Monday to Friday. Start and end times vary with each school. Generally start times are between 8 and 9 o’clock and ending times between 14:30 to 15:30 o’clock. Typically there is 4.5 to 5.75 hours of instruction time, depending upon the grade.

Number of lessons in a standard school day: Typically, in primary education it is up to the teacher and/or school how instruction time is allotted within the instructional day to achieve curriculum outcomes. In lower secondary education there are typically 4 to 6 periods per day but this varies as in some jurisdictions the number of lessons per day is at the discretion of the school. In upper secondary education there are also typically 4 to 6 periods per day. The length of periods can range from 45 minutes to 1.5 hours.

Organisation of the breaks between lessons: Exact time of breaks is organised by the individual schools. At all levels of education (primary, lower and upper secondary), there is a midday break (lunch) lasting around 40 to 60 minutes. In primary education there is typically a recess break of 10-15 minutes in the morning (before lunch). In about half of the jurisdictions there is also an afternoon recess (after lunch) of 10-15 minutes. In lower and upper secondary education there are typically short breaks of around 5 minutes between periods.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In all jurisdictions schools can offer additional activities before and after school. Typically, this is managed at the school-level and the types of activities vary by school. Activities include before and after school child care (at the primary level), sports, clubs, and help for students. Before and after school care for students is generally managed by staff whose salaries are paid by parents accessing this services. Activities may also be offered and organised in schools by community groups.

Additional activities during the school holidays: Generally this is at the discretion of school divisions or boards or at the discretion of individual schools. Activities may also be offered and organised in schools by community groups.
**Chile:**

*Organisation of the standard school week:* Chile has two main "paths". Students with JEC (*Jornada Escolar Completa*) usually go to school Monday to Friday all day from 8 a.m. to approximately 4 p.m. Students without JEC usually go to school Monday to Friday, either in the morning OR in the afternoon.

*Number of lessons in a standard school day:* In primary education there are 6-7 periods and in lower and upper secondary education 7-8 periods in a standard school day.

*Organisation of the breaks between lessons:* After two periods (45 minutes each) there is usually a 15-20 minutes break. Students should leave the classroom during this break. Large schools may split their students into 2 or more groups (by age, for instance).

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* School administrators organise these activities. Especially government-dependent private schools may offer leisure activities and sports. Public schools do that with less frequency but they may offer remedial courses for adults without a secondary education degree.

*Additional activities during the school holidays:* Yes, generally in the first month of holidays (January). School administrators organise these activities. [Back to table](#)

**Colombia:**

*Organisation of the standard school week:* The school week in Colombia is five days long for at least 40 weeks per annum. The instruction time at pre-primary level amount of 20 hours as a minimum. At primary level the minimum instruction time is 25 hours whereas 30 hours are the minimum for lower and upper secondary level. 80% of the weekly teaching must correspond to the relevant mandatory subject categories natural sciences and environmental education, social studies, arts education, ethics and human values education, physical education, Recreation and Sports, Religious Education, Humanities, English language and other foreign languages (Language 2-5), mathematics, technology and IT.

*Number of lessons in a standard school day:* the implementation of the curriculum is the responsibility of each educational institution – e.g. organised by the principal or head teacher – which has to follow the core objectives of primary and secondary education in accordance with the curriculum established by the Institutional Education Project (*Proyecto Educativo institucional*). Yet, the compulsory and core areas of instruction should comprise at least 80% of the curriculum.

*Organisation of the breaks between lessons:* The exact time of breaks is defined by the principal or director of the educational establishment at the beginning of each school year. For this reason school breaks may have different durations.

*Additional activities before/after classes:* Colombia has complementary school shifts, which complement the curriculum of educational establishments. The aim of these programmes is to pedagogically guide leisure time activities that strengthen the basic and citizenship skills (recreational, sports, etc.)

*Additional activities during the school holidays:* There are no additional activities offered during the school holidays in Colombia. School activities are performed within the regular school calendar only. [Back to table](#)

**Czech Republic:**

*Organisation of the standard school week:* Compulsory education covers only primary and lower secondary education but not the upper secondary level. The organisation of school time is set down by the Education Act, by decrees and by educational programmes that stipulate the school year, holidays and the weekly and daily regime. The school week, like the working week, comprises five days, from Monday to Friday.

*Number of lessons in a standard school day:* The school head decides on the actual organisation of the daily timetable, within the framework of the general rules set up by legislative and curricular documents. Time for extracurricular activities is not stipulated. The beginning and end of teaching is limited by decree. Classes usually start at 8 a.m. but a school head can move the starting time, as long as it is not earlier than
7 a.m. The last lesson must finish by 5 p.m. at the latest. The school head must allow pupils to enter the premises of the school at least 20 minutes before the commencement of the morning and afternoon lessons respectively. One lesson lasts 45 minutes. Pupils can have a maximum of 6 lessons in the morning and 6 lessons in the afternoon. The maximum number of hours per week is set by the Education Act and the minimum number by the framework curriculum timetable. The number of hours per week for each grade is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Interval</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>18-22</td>
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<tr>
<td>2</td>
<td>18-22</td>
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<td>3</td>
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<td>8</td>
<td>30-32</td>
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<td>9</td>
<td>30-32</td>
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</tbody>
</table>

For primary education, this gives an average of approximately 4 lessons (45-minutes) per day for the 1st and 2nd grade and approximately 5 lessons (45-minutes) per day for grades 3-5. At lower secondary level a school day consists of approximately 6 lessons (45-minutes).

Organisation of the breaks between lessons: There are 10-minute breaks and at least one 15-minute break usually after the first two lessons. The break between the morning and afternoon classes is at least 50 minutes. When instruction is not organised in traditional lessons the distribution of breaks and their length is determined with regard to the nature of the activities and to the basic physiological needs of pupils. Exceptionally, 10-minute breaks can be shortened to 5-minute and breaks between the morning and afternoon classes to at least 30-minutes breaks. This can help to harmonise the end of classes and commuting to school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Yes, the range of activities offered is at the discretion of schools. Time for extracurricular activities is not stipulated. There are two types of school programmes for developing personal interests at basic schools (základní školy), which are regulated by the law: Školní družina for pupils of the first stage of základní škola (established in the majority of schools), providing education for children before and after school lessons and the školní klub (school club) for pupils of the second stage of a základní škola. In addition, some schools offer other leisure time activities like sports, art or handcraft courses etc. but it is not regulated by law or curricular documents. Outside schools other school facilities exist like the střediska volného času that provide interest education.

Additional activities during the school holidays: The school building can be opened during holidays, depending on the decision of the school head. The školní družina normally operates during holidays, but its operation can be interrupted. The school clubs (školní klub) normally operate only during school days, but they can also operate during holidays. The střediska volného času generally operate during holidays.

Denmark:

Organisation of the standard school week: The organisation of a school week is decided at municipal level or school level and differs from school to school. However, a school week in Denmark is always 5 days. At primary and lower secondary level the number of school days will typically be 200 and the number of weeks 40.

Number of lessons in a standard school day: The organisation of a school day is decided at municipal or school level and differs from school to school. Typically the day will be organised in modules of 90 minutes or lessons of 45 minutes starting at 8 a.m. or 8:15 a.m. The number of lessons in a standard school day depends on the regulations of the number of hours a year, which varies for different school levels and grades. It is locally decided on the number of hours a year in order to realise the demands for the annual number of teaching hours.

Organisation of the breaks between lessons: This is decided at municipal or school level and differs from school to school. Breaks can e.g. be organised as an integrated part of the daily exercise and physical activity for the students as a part of the integrated school day at all grade levels to strengthen the children’s and young persons’ state of health and to support their motivation and learning in all subjects. Normally most schools are planning to use about one hour a day for breaks, or 200 hours a year.
**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):**

Schools can offer activities before and after classes, but this varies from school to school. In Danish this is called SFO (Skolefritidsordning - "school free time arrangement"). The SFOs are run by pedagogues, not by teachers. Since the introduction of the school reform 2014 the same pedagogues will typical take part in supportive learning activities with an aim to develop the students' receptiveness to teaching by working with their social competences, diverse development, motivation and well-being during the school day in cooperation with teachers. A daily 45 minutes' exercise and physical activity must be part of the integrated school day at all grade levels of the public school in order to further the children's and young persons' state of health and to support their motivation and learning in all subjects. Exercise and physical activity might be part of both the subject-divided lessons, among other things Physical Education and sports, and of the assisted learning. This may happen i.e. by brief physical activities such as a morning run, ball games etc., and by more time-consuming activities i.e. in cooperation with local sports clubs, cultural centres, or simply by using the physical activity as a pedagogical tool for working with the contents of the subjects.

**Additional activities during the school holidays:** Typically, the SFOs are open and offer activities during the school holidays.  
[Back to table](#)  

**England:**

*Organisation of the standard school week:* Regarding the length of the school year the Education (School Day and School Year) (England) Regulations 1999 require all maintained schools to open to educate their pupils for at least 380 sessions (190 days) in each school year. A maintained school's year must begin after the end of July. These regulations do not apply to government-dependent private schools (Academies and Free Schools) – as with the length of the school day the academy trust is responsible for deciding the length of the school year.

*Number of lessons in a standard school day:* Regarding the length of the school day, all schools in England are free to decide when their school day should start and end. There are no specific legal requirements about how long the school day should be. Governing bodies of all maintained schools in England are responsible for deciding when sessions should begin and end on each school day. Governing bodies are also responsible for deciding the length of each lesson and the timings for the morning session, the midday break, and the afternoon session.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools are free to offer such classes. The Department for Education promotes the provision of activities outside normal school hours that children take part in voluntarily. They encompass a wide range of activities (breakfast clubs, after school clubs and extra-curricular activities such as sport), and also help meet the childcare needs of parents.

*Additional activities during the school holidays:* Schools are free to offer such activities. The Department for Education promotes the provision of activity outside normal school hours that children take part in voluntarily.  
[Back to table](#)  

**Estonia:**

*Organisation of the standard school week:* An academic year lasts from September 1 to August 31 and consists of academic quarters and school holidays. An academic quarter contains at least 175 school days in total. One school week comprises up to 5 school days (typical is a 5-day school week). School lessons start at 8 a.m. or later. If there are not enough student places in the school, then the participation in studies may be organised in two shifts. The school day in the second shift has to be ended at the latest at 7.00 p.m. Lessons are cancelled when the air temperature is less than 19 degrees in a classroom and less than 18 degrees in the gym.

*Number of lessons in a standard school day:* The Basic Schools and Upper Secondary Schools Act stipulate only weekly workloads for students. At primary level the maximum weekly workload of a student varies from 20 lessons in the 1st grade up to 30 lessons in grade 6. At lower secondary level the maximum weekly workload varies between 30 and 32 lessons (30 lessons for a grade 7 and 32 lessons for grade 8.
and 9 students. The workload of students may be specified in the daily schedule of the school or, where necessary, in an individual curriculum.

**Organisation of the breaks between lessons:** In general education schools, lessons vary with breaks. One break lasts at least 10 minutes for every lesson. Two 45-minute lessons can be taught continuously without a break.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):** Upon planning and implementing teaching and learning, it is ensured that students’ academic workload corresponds to their age and abilities, granting them time for resting and hobby activities. The daily schedule of a school is established by the head of the school and stipulates the sequence and duration of study activities and extra-curricular activities supporting the school curriculum such as activities organised in long day groups, hobby groups and studios. The work organisation and daily schedule of a long day group will be established by the head of school, setting a time for doing homework, outdoor recreation and hobby activities. Supervision and pedagogical instruction and guidance during spare time, doing homework, pursuing hobbies and developing interests is offered to students as extracurricular activities organised in a long day group. On the basis of a proposal of the board of trustees, a school will organise the formation of a long day group jointly with the owner of the school.

In extracurricular activities students have the right to use the civil engineering works, rooms and library of their school as well as the teaching and learning equipment, sports, technical and other facilities of the school pursuant to the procedures provided in the internal rules of the school.

**Additional activities during the school holidays:** Schools may offer activities during the school holidays but these activities are not regulated by any legal act. Back to table

**Finland:**

**Organisation of the standard school week:** The regulations state that the average time of instruction per week must be at least 19 in grades 1-2, 22 in grade 3, 24 in grade 4, 25 in grades 5-6, 29 in grades 7-8 and 30 hours in grade 9.

**Number of lessons in a standard school day:** Local autonomy.

**Organisation of the breaks between lessons:** Local autonomy.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):** Morning and afternoon activities are provided for children in grades 1–2 of basic education and for children admitted or transferred to special needs education in all grades. The local authorities are not obligated to organise these activities, but can be granted state subsidies for the provision. Also afterschool leisure activities are organised in conjunction with basic education to support the children’s development and growth. The aim is to also attract those children whose backgrounds do not support regular participation in hobbies.

**Additional activities during the school holidays:** Local autonomy. Back to table

**France:**

**Organisation of the standard school week:** Grades 1-5: The reform of the organization of school time in pre-primary and primary schools established by the decree of 24 January 2013 was implemented at the beginning of the school year 2013/2014 (however, until 31 March 2013, municipalities could ask to postpone the implementation to the school year 2014/2015). The reform changed the school week, which used to last 4 days, into 9 half-days (4.5 days of instruction) to shorten each school day. Instruction time is provided on Monday, Tuesday, Thursday and Friday, and on Wednesday morning, with 5.30 hours of instruction maximum per day and 3.30 maximum per half-day. The sub-regional educational authorities may agree to set instruction time on Saturday morning instead of Wednesday morning if it is justified by the specificities of the local education project and if it has sufficient pedagogical guarantees. Grades 6-10: Regulations specify the number of hours per week allocated to different subjects, but not the number of days per week. However, a 4.5 week (Monday to Friday) is most commonly practiced. At the upper secondary level, students often have school on Saturday morning.
**Number of lessons in a standard school day**: Grades 1-5: 5h30min is the maximum of instruction time per day and 3h30min the maximum per half day. Exceptions have to be agreed with the sub-regional educational authorities based on the specificities of the local education project and if it has sufficient pedagogical guarantees. Grades 6-10: locally defined (by the school administration).

**Organisation of the breaks between lessons**: Grades 1-5: Breaks between lessons are not defined nationally. However, the reform of the organization of school time (see above) set the minimum duration of the lunch break at 1h30min. Grades 6-10: Prior to 2009, each lesson officially lasted 55 minutes and was followed by a break of 5 minutes (Circular No. 76-121 of 24 March 1976). However, the duration of lessons is no longer defined nationally.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses)**: Grades 1-5: The reform of the organization of school time in pre-primary and primary schools (see above) includes the implementation of additional learning activities in small groups to help students experiencing difficulties in their learning, for tutoring or for an activity provided by the school project, or if necessary with the territorial educational project. The general organization of these extracurricular activities shall be determined by the inspector of education of the district, on the proposal of the board of teachers. In addition, extracurricular activities may be proposed by the municipality. These artistic, sports or cultural activities are intended to contribute to the development of students and to develop their intellectual curiosity. Student participation in these activities is optional.

Grades 1-9: Educational support after classes is offered to students in schools from priority education zones at the primary and lower secondary levels. This service proposes homework assistance, modern languages practice, sports practice, or activities with an emphasis on culture or art, for a duration of about 2 hours a day.

Grade 10: Since 2011, high schools offer the opportunity for the students to attend training courses. These training courses aim for three objectives: to raise student-level in foreign languages (English mainly), to afford refresher courses or to make changes possible in students’ course choices. This opportunity is incorporated within the framework of academic success. The training courses follow a growing evolution.

**Additional activities during the school holidays**: Grades 1-6: During the school holidays, students in grades 4 and 5 can participate in “refresher courses” in mathematics and French, organized in three annual sessions. Each session lasts 5 days (3h/day) and they take place in schools. Each group consists of 5 to 6 students who are evaluated at the end of the session. Grades 6-10: The programme "Open School" is designed for students who do not go on holiday (or do not go to school on Wednesday or Saturday morning). Priority is given to students from disadvantaged backgrounds. It is offered on a voluntary basis by headteachers, teaching staff and all stakeholders involved in the programme. It offers a wide range of educational, cultural, sports and recreational activities. [Back to table]

**Germany**

**Organisation of the standard school week**: Primary school pupils attend lessons for 20 to 29 periods a week. In most Länder there are 20 to 22 periods in the first year, rising to 27 in the fourth (final) year of primary education. As a rule each period lasts 45 minutes. Lessons are usually held in the morning, with up to six periods a day. The weekly teaching periods are laid down by the Ministries of Education and Cultural Affairs of the Länder for the different types of school and may be distributed over five or six days in the week. As a rule, in those Länder with a six-day school week, there are two Saturdays per month on which no lessons take place. In most Länder, the responsible Ministry of Education and Cultural Affairs has introduced a five-day week for all schools. In some Länder, the Schulkonferenz (school conference) may decide the number of days in the school week.

In the primary sector, lesson times are laid down from 7.30/8.30 a.m. to 1.30 p.m. or 11.30 a.m. (Monday to Friday or Monday to Saturday).

At lower secondary level (Sekundarstufe I), lesson times are generally laid down from 7.30/8.30 a.m. to 1.30 p.m. (Monday to Friday) or 7.30/8.30 a.m. to 11.30 a.m. (Saturday). An exception to this is the eight-year Gymnasium, where pupils generally have 28 to 30 weekly periods in compulsory and optional
subjects in grades 5 and 6 of all types of school, and 30 to 32 periods in grades 7 to 10. Each period is 45 minutes. For general information about the daily and weekly timetable and the five-day or six-day week see the information provided in the paragraph above on the primary level.

For upper secondary level (Sekundarstufe II) there is no fixed end to teaching times. The weekly instruction time at the gymnasi ale Oberstufe is usually also 30 periods and consists of courses at a basic level of academic standards and of courses at an increased level of academic standards.

At the eight-year Gymnasium, the number of weekly periods at the lower and upper secondary level is generally increased by two to four periods. To guarantee the mutual recognition of the Abitur, all Länder have to ensure teaching of a total of at least 265 weekly periods in the lower secondary level and the gymnasi ale Oberstufe to which up to five hours of elective subjects may be added.

For general information about the daily and weekly timetable and the five-day or six-day week see the information provided in the paragraph above on the primary level.

Number of lessons in a standard school day: At the primary level 4 to 5 lessons per standard school day; at lower secondary level 6 lessons; at upper secondary level 6 lessons and at 8-year Gymnasium 6 to 7 lessons per standard school day.

Organisation of the breaks between lessons: The length of breaks at individual schools depends on the type of school and the start of lessons in the morning as well as on the provisions made by the Schulkonferenz (school conference) in agreement with parents’ representatives. Breaks can vary between 15 and 60 minutes. The first longer break usually is between 9:30 and 10:15 and the next longer break follows after two more lessons at around 11:30. As a rule, there are three kinds of breaks: short break, long break (mid-morning break) and lunch break. While the short breaks last 5 to 10 minutes and mainly allow pupils to change the classroom and/or visit the restrooms, the longer breaks last 15 to 20 minutes and allow pupils to eat a quick snack, communicate with each other or walk/play in the schoolyard.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):

At the primary level all-day supervision and care for children aged between six and ten is increasingly provided through all-day education and supervision offers, but also by Horte (after-school centres). In many places all-day offers are implemented in cooperation with partners from outside school such as the maintaining bodies of youth welfare services or bodies maintaining cultural education, youth sport clubs and parents associations. In the majority of Länder, after-school centres are run by the public youth welfare services. Pedagogical efforts are put on a closer cooperation between schools and after-school centres. In all-day schools, in addition to timetabled lessons in the morning, an all-day programme comprising at least seven hours per day is offered on at least three days per week.

At secondary level, education and care outside morning lessons is provided to lower secondary level pupils at Ganztagsschulen (all-day schools) and extended Halbtagsschulen (half-day schools), via all-day offers in schools, as well as in programmes which are run in cooperation with providers of youth welfare services or cultural education, sports clubs, parents’ initiatives or other external cooperation partners. Many Länder have signed cooperation agreements with education providers outside the school sector. In all-day schools, in addition to timetabled lessons in the morning, an all-day programme comprises at least seven hours per day and is offered on at least three days per week. Activities offered in the afternoon are to be organised under the supervision and responsibility of the head staff and to be carried out in cooperation with the head staff. The activities are to have a conceptual relationship with the lessons in the morning. All-day supervision is organised by teachers, educators, Sozialpädagogen (graduate youth and community workers), pedagogic staff (pädagogische Fachkräfte) and, if necessary, by other staff and external cooperation partners. All-day schools provide a midday meal on the days on which they offer all-day supervision.

Additional activities during the school holidays: No. Back to table

Greece:

Organisation of the standard school week: In primary education, there are 171 instruction days for the school year 2014-2015, spread over 34-35 weeks of 5 days from Monday to Friday.
In lower secondary education, there are 152 instruction days, for the school year 2014-2015, spread over 30 weeks of 5 days from Monday to Friday.

These numbers of school days exclude days when schools are closed for festivities, such as national holidays, other days when students are not expected to be at school and examination periods.

**Number of lessons in a standard school day:** Primary education: 4-5 lessons on average per day. Lower Secondary education: 6 lessons on average per day.

**Organisation of the breaks between lessons:** Breaks take place after the end of a lesson or a teaching period. A teaching period may cover one or two lessons. In all cases (primary - secondary education), breaks and curricula in general education, are centrally defined by ministerial decisions and are uniformly applied in all schools of the same education level.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):** Remedial courses are offered to students with learning difficulties who wish to improve their educational performance. This is an institution introduced in the early 1990’s in primary and secondary education aiming at pupils’ smooth reintegration in the learning process and combating early school leaving. It is offered after the end of the daily timetable for one up to three hours in groups of up to five students for primary education, or in groups of 10-15 students for lower secondary education.

In primary schools, remedial courses cover language and mathematics. In lower secondary education, the fields covered are language, mathematics, physics, chemistry and foreign languages (Language 2-5).

**Additional activities during the school holidays:** During the school holidays, schools do not offer any activities. Back to table

**Hungary:**

**Organisation of the standard school week:** A teaching year is composed of five-day school weeks. Saturdays and Sundays are resting days without teaching. Compulsory lessons (compulsory curricular lessons) typically take place in the morning and early afternoon for a significant portion of schools. From the school year 2013/14, basic schools (grade 1-8) are obliged by law to organise educational activities until 4 p.m. and students are required to attend them. In practice it means that students have their compulsory curricular classes and afterwards participate in extra-curricular activities. According to recent research results schools mostly organise homework clubs. Parents may ask exemption from the extracurricular activities. (Furthermore, until 5 p.m. - or until the time students may rightfully stay within the institution – supervision has to be provided by schools). This is different from the so-called all-day school where compulsory curricular lessons, extracurricular activities and everyday physical training are organised in morning and afternoon teaching periods such that lessons and activities are evenly distributed over the morning and the afternoon periods.

**Number of lessons in a standard school day:** At the primary level (Grade 1-4) it is about 5 periods; at lower secondary level (Grade 5-8) about 6 periods and at upper secondary level (Grade 9-12) about 7 periods.

**Organisation of the breaks between lessons:** Opening hours for educational institutions and principles of organising lessons and breaks are set forth in the Public Education Act and the relevant decree (Decree No 20/2012 EMMI of the Minister of Culture and Education on the Operation of Educational Institutions and Use of Names of Public Education Institutions), while the specific rules of implementation are set out in schools’ local organisational and operational rules and school regulations. Schools are responsible for setting their schedules of curricular and extracurricular lessons, including the duration of breaks between lessons, and for incorporating the schedules in their teaching programmes and school regulations. The first lesson may be started, upon request of the opinion from the school board, or, in default of that, the school’s parental organisation or community and the student council, by no more than 45 minutes before 8 a.m. pursuant to the relevant decree (Decree No 20/2012 (VIII.8.) EMMI).

In general, classes last 45 minutes but schools may also organise longer or shorter ones with the requirement that no class may last more than 90 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are
considered to be organised in 45-minute lessons. Breaks between curricular and extracurricular lessons should be taken in order to provide rest for children.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Opening hours for educational institutions and principles of organising lessons and breaks are set forth in the Public Education Act and the relevant decree (Decree No 20/2012 EMMI of the Minister of Culture and Education on the Operation of Educational Institutions and Use of Names of Public Education Institutions), while the specific rules of implementation are set out in schools’ local organisational and operational rules and school regulations. Schools are responsible for setting their schedules of curricular and extracurricular lessons (including the duration of breaks between lessons) and for incorporating the schedules in their teaching programmes and school regulations. From this school year, 2013/14, basic schools (grade 1-8) are obliged by law to organise educational activities until 4 p.m. and students are required to attend them. In practice, this means that students have their compulsory curricular classes and afterwards participate in extra-curricular activities. Parents may ask for exemption from the extracurricular activities. Furthermore, until 5 p.m. – or until the time students may rightfully stay within the institution – supervision has to be provided by schools. This is different from the so-called all-day school where compulsory curricular lessons, extracurricular activities and everyday physical training are organised in morning and afternoon teaching periods such that lessons and activities are evenly distributed over the morning and the afternoon periods. From the school year 2012/13 community service is obligatory, which means that students in grades 9 and 10 have to complete 50 hours of community service until they start their upper secondary school leaving examination. Schools organise these activities.

According to the Public Education Act (Act CXC of 2011 on National Public Education) a school operating with at least four grades has to ensure the operation of a school sports club. The tasks of a school sports club may also be fulfilled by a students’ sports association operating at the school, on the basis of an agreement with the school. For the purposes of organising school sports club activities, at least two times 45-minutes may be ensured. Back to table

Iceland:

Organisation of the standard school week: All school levels have a full five day school week from Monday to Friday.

Number of lessons in a standard school day: At the primary level from grade 1-4 students have on average 6 lessons. In grade 5-7 they have 7 lessons and at lower secondary level from grade 8-10 they have on average 7.4 lessons.

Organisation of the breaks between lessons: Schools have autonomy in organising breaks. Usually they are divided into a few short 10 minute breaks, one 20 minute break in the morning for refreshments and one 40 minute lunch break. Two lessons may be consecutive without a break.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Primary and lower secondary schools (compulsory education) offer optional leisure activities after classes. Music schools and local sports clubs may organise activities after classes to coincide with the individual timetables.

Additional activities during the school holidays: Schools do not normally offer activities during school holidays (at any school level). Back to table
Ireland:

**Organisation of the standard school week:** At ISCED level 1, pupils generally attend school for five full days each week. For the compulsory years of primary education (i.e. grades 1-6 or chronological years 3-8, referred to in Ireland as 1st to 6th class), the full day for pupils (including breaks) is 5 hours and 40 minutes. The school day for the non-compulsory years in the primary school (referred to in Ireland as infant classes and availed of by half of all four-year olds and almost all five-year olds) is one hour shorter.

In lower and upper secondary levels (ISCED levels 2 and 3) 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 would have nine periods on four days of the week and a shorter (half day) of six periods on Wednesdays to allow for extracurricular activities.

**Number of lessons in a standard school day:** Primary schools plan their timetables in line with the Suggested Minimum Weekly Time Framework. In order to make the mediation of the curriculum as effective and efficient as possible, teachers may implement the time allocation framework in a flexible manner. The duration of lessons may vary but the average is 30 minutes.

All secondary schools must meet a minimum of 28 hours of instruction time per week. Most commonly, schools provide a 42-period week, with each period lasting 40-minutes but there is no regulation on how long the duration of a lesson should be.

**Organisation of the breaks between lessons:** In primary schools, there are no official breaks between lessons. Schools provide a mid-morning break of ten minutes and a lunch break of 30 minutes.

In secondary schools, there is generally a short break of 10-15 minutes after the initial three lessons; then after a further three lessons, there is a longer lunch break of between 40 minutes and one hour with a final block of three lessons after lunch. Breaks in secondary school are not included within the 28 hours of tuition time.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):** In primary schools, activities including sports, music and drama, may be offered. These tend to take place either during lunch times or after school and are generally offered on a voluntary basis by school staff.

In secondary schools, such activities are generally offered on a voluntary basis by school staff. These activities cannot be included in the minimum of 28 hours per week and are not funded from state educational budgets, except in cases where schools have the disadvantaged status, allowing them some resources for extracurricular supports and activities.

**Additional activities during the school holidays:** Some schools may do so in specific support contexts but this is not normally the case in either primary or secondary schools. These are possible (at the discretion of a school) but are not to be funded from state educational budgets.

State funding is, however, provided to special schools, mainstream primary schools and mainstream secondary schools to provide summer education programmes (20 days) for children with severe/profound general learning disabilities and children with autism. Where schools do not offer summer programmes for these children, funding is provided directly to parents through the home tuition scheme. Funding is also provided to special schools at High Support Units and Special Care Units for summer education programmes.

In addition, funding is available to primary schools that support pupils who come from educationally disadvantaged backgrounds (i.e. schools participating in the Delivering Equality of Opportunity in Schools (DEIS) initiative). These schools can avail of funding to run 5-day summer camps in Numeracy and Literacy, including Irish language, for targeted pupils. These camps are run and managed in line with guidance and training provided by the Department of Education and Skills. Back to table
**Israel:**

*Organisation of the standard school week:* The figures and information provided represent the average of all programmes within each educational level. The total annual number of school days was set at 223 for primary education and 214 for lower and upper secondary education.

In Israel, most students in primary education attend school six days a week but some of the students are learning five days a week (184 days per annum at primary education and 176 days per annum in lower and upper secondary education). Students in both tracks are learning the same total hours per week.

A student in upper secondary education can choose, beyond the required mandatory hours, two elective subjects during 3 years (10th-12th grades) of the general track, resulting in 30 hours plus an additional 8.5 hours for "school autonomy" and 2 hours for general knowledge that includes art studies, humanities, social studies and Languages. In the Sciences and Tech track, a student should choose 3 subjects (scientific, major and specialization) totalling 54 hours plus additional 5.5 hours for "school autonomy" and 2 hours for general knowledge that includes art studies, humanities, social studies and Languages. The elective hours may be of any of the subject fields offered at school. The reported figures are the result of dividing the study hours across subjects in the most commonly way. However, there is a high flexibility in the choice of subjects, the horizontally distribution of hours between subjects and the vertical grade level.

*Number of lessons in a standard school day:* In primary education, the minimum base of learning includes 5-7 lessons a day according to the grade level and the learning days per week (6 or 5): In the first and second grade 29 hours; in grades three and four 31 hours and in grades five and six 32 hours. An average of 1.4 hours for the Long School Day Programme is added to the compulsory flexible hours and 2 extra hours for mother tongue and for heritage and culture.

First grade classes are divided into two groups with less than 20 pupils for literacy and mathematics lessons for 10 hours a week. The same is done with second grade classes but only for 5 hours a week.

*Organisation of the breaks between lessons:* The average class session lasts 47 minutes. Some class sessions are 50 minutes long and others are 45 minutes long. There is a main break of 20-30 minutes for breakfast and another break for lunch if it is a long day. Schools are permitted to combine every two lessons to allow a better programme design.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* These are organised by the municipalities and funded by parents. Programmes at schools in low income areas that are under the act of "long educational day" are co-funded by the ministry and parents.

*Additional activities during the school holidays:* The Ministry of Education organises summer camps during the summer holiday for students in primary education. There is also the programme “third half – Summer Semester” that operates in learning centres. The programme is provided to close gaps, encourage the capabilities of students and to enable students to complete their matriculation certificate before they leave the secondary education system. Other activities are organised by the municipalities and funded by parents.

**Italy:**

*Organisation of the standard school week:* Schools have autonomy in the organisation of the school day. At primary level, the daily timetable depends on the weekly timetable model offered by the school and chosen by the family. In this case only examples can be provided, but they do not have any correspondence to regulations nor can they be taken as a nationwide valid reference. The same applies to the lower secondary level. At upper secondary level, only one weekly timetable model is possible and therefore there are fewer differences among schools. However, the organisation of the school day varies as well. In general, lessons are spread over 6 days, e.g. 3 days of 5 hours and 3 days of 4 hours; schools can also offer lessons over 5 days, e.g. two days of 6 hours and 3 days of 5 hours. It is therefore not possible to provide information that is valid nationwide.

*Number of lessons in a standard school day:* Schools have autonomy in the organisation of the school day. At primary level the number of lessons/hours that should be allocated to each subject is not established.
(horizontal flexibility except for religion and Language 2-5). At lower and upper secondary level the number of lessons that are held during one day depends on the daily timetable set for each class, which means that it can vary. Please consider that one lesson corresponds to 60 minutes. In general, one day of 5 hours includes 3 to 5 lessons. For example, Italian, mathematics and sports education are often taught for two consecutive hours (2 lessons). In this case, in a 5-hour day, students are taught only 3 subjects (for example, Italian, mathematics and English). It may also happen that in one day they attend 5 different lessons. One day of 4 hours includes 2 to 4 lessons and one day of six hours can include 3 to 5/6 lessons. 

Organisation of the breaks between lessons: The organisation of breaks varies, as it depends on the organisation of the school day/week, which is set at school level. At the primary level pupils have, in general, longer breaks, usually half an hour at mid-morning (at about 10:30 a.m.). At lower secondary level a break of 10-15 minutes is generally scheduled between the second and the third lesson, e.g. at about 10:30 a.m. At upper secondary level the break, again 10-15 minutes, can be set between the second and the third lesson (in the 4-hour and 5-hour day) or between the third and fourth lesson (in the 6-hour day). However, the above mentioned are examples and should not be taken as a reference that is valid nationwide.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools have autonomy for offering additional activities, for example additional teaching of a second foreign language (Language 3), or in depth studies of subjects already included in the curriculum. These additional activities increase the minimum number of hours foreseen by regulations. Schools can also offer these additional subjects only to some of the classes of the school, in order to widen the offer and give families the opportunity to choose the timetable and the curriculum that best suits their and their children’s needs. Schools often offer remedial courses at upper secondary level because students failing at this level in some subjects have their assessment suspended until they have passed a remedial exam. Students have to take this exam before the start of the following school year. This offer helps families to avoid more expensive private tuitions. At primary and lower secondary level there are often pre- and post-school activities organised by external organisation within the spaces of the schools. These activities are organised in order to meet the needs of parents who work and need to leave their children at school before the official starting of lessons.

Additional activities during the school holidays: In general, during the school holidays schools are open for administrative and didactic planning purposes. However, they can autonomously organise activities during such periods. 

Japan:

Organisation of the standard school week: There is flexibility for schools to organise its schedule taking in consideration the characteristics of the school, its students and the surrounding community. The characteristics of each subject and learning activity have to be considered as well.

Number of lessons in a standard school day: The general provision for the courses of study provide that every school can flexibly utilize its own criteria for organising its school timetable considering the circumstances of the school, its students, and the surrounding community, as well as the characteristics of each subject and learning activity.

Organisation of the breaks between lessons: At the primary and lower secondary level the general provisions for the courses of study for primary schools and the course of study for lower secondary schools provide that every school should organise the breaks between lessons appropriately and according to their own criteria.

Every school at the upper secondary level can organise the breaks between lessons in the same manner as those at the primary and lower secondary levels, although there are no specific provisions in the course of study for high schools in this regard.
Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): There are no specific provisions in any laws or regulations concerning extracurricular or additional activities before or after classes.

Additional activities during the school holidays: Schools can offer classes on school holidays provided that the relevant boards of education acknowledge the necessity of doing so.

In addition, the local community may organise various educational, experiential and exchange activities on school holidays.

Korea:

Organisation of the standard school week: The typical school week is composed of 5 days at primary, lower and upper secondary levels.

Number of lessons in a standard school day: At primary education level, the number of lessons a day could vary from 4 to 6. In the 1st and 2nd grade, students do not have afternoon classes (4 lessons a day) except for a couple of days with an additional afternoon class. In the 3rd through the 6th grade, students may have 5-6 classes a day on average. At lower secondary level, students have 6-7 classes a day on average.

Organisation of the breaks between lessons: At all levels of education students have a 10-minute break after every class. At primary level classes last 40 minutes, at lower secondary level 45 minutes. These are only typical cases and can be re-organised flexibly according to weather, students' developmental conditions, characteristics of the topic of classes, and other circumstances at school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Many schools in all levels of education offer additional activities after classes and on Saturdays. At primary school level, the content of after school activities can vary (e.g. art, music, cooking, foreign language (Language 2-5), dance, sport, etc.) and the most common Saturday activity is "Sports Club" in which students play and learn many kinds of sports. Saturdays’ “Sports Club” is also commonly found at lower secondary level. At lower secondary school level, schools may offer remedial courses as after school activities. The school principal can decide all issues related to after school activities.

Additional activities during the school holidays: At primary and lower secondary levels, after school activities may continue during the school holidays (Saturday and summer/winter vacations) depending on the needs of parents and students. Back to table

Latvia:

Organisation of the standard school week: The standard school week lasts 5 days at primary, lower and upper secondary level. According to the General Education Law, the lesson load per week in one education programme may not exceed: 22 lessons in grade 1; 23 lessons in grade 2; 24 lessons in grade 3; 26 lessons in grade 4; 28 lessons in grade 5; 30 lessons in grade 6; 32 lessons in grade 7; and 34 lessons in grades 8 and 9. There is an additional lesson for all grades every week called class hour or upbringing, organised by the class teacher. Class hours are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, career guidance etc.

Number of lessons in a standard school day: The average number of regular lessons depends on the individual timetable of the school. However, it is regulated by law that the formal learning load per day may not exceed: 5 lessons in grades 1 to 3; 6 lessons in grades 4 and 5; 7 lessons in grades 6 to 7 and 8 lessons in grades 8 to 9. The duration of one lesson is 40-45 minutes. The duration of lessons (40 or 45 minutes) is determined by the head of a school, but 40 minute lessons are more common.

Organisation of the breaks between lessons: Each school can decide on the length of breaks between lessons, taking into account the regulations of the cabinet of ministers stating that lunch breaks can be organised from 11 a.m. and must be at least 30 minutes long.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools usually offer various extra-curricular activities (interest-related education workshops, trainings, rehearsals etc.) which are normally organised after regular lessons.
Additional activities during the school holidays: Usually, schools are not obliged to offer activities during the school holidays and they do not offer them. However, they may organise workshops and camps. For instance during the Latvian Youth Song and Dance festivals (usually taking place in the summer)schools in the capital Riga become lodging places for pupils’ choirs and folk-dance groups from other places of Latvia who are arriving in Riga to participate in the festival activities. Back to table

Luxembourg:

Organisation of the standard school week: Primary education: Municipalities are responsible for primary schools and are free to organise weekly and daily timetables in accordance with the provisions of the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year.

Secondary education: Schools are free to organise timetables in compliance with the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year and after agreement of the board of education and the minister.

Number of lessons in a standard school day: Primary education: 4-7; secondary education: 4-7.

Organisation of the breaks between lessons: Primary education: 15 minutes break in the morning and 15 minutes in the afternoon. A lunch break is scheduled for noon and can last from 1h30min to 2h. Breaks between lessons in secondary education are defined by the schools. The lunch break lasts 50 minutes and is defined by a ministerial circular.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):

Primary education: In collaboration with the municipalities, artistic activities (Arts à l'école), sports activities (LASEP) and musical activities (MUSEP) can be organised after classes. More and more schools offer remedial activities.

Secondary education: Schools can provide extra-curricular activities before and after school on school premises (workshops in singing, dance, dramatic expression, fashion design, photo, sports, etc.). Remedial activities are also available to students.

Additional activities during the school holidays: Primary education: Municipalities offer different activities during school holidays which can partly take place on school premises. Generally it is not the school which organises these activities.

Secondary education: The schools do not organise activities during holidays except at the end of summer vacation when remedial courses may be offered. Back to table

Mexico:

Organisation of the standard school week: The number of school days per week is 5 for primary, lower and upper secondary education.

Number of lessons in a standard school day: In a standard school day at primary level there are 4.5 hours of lessons per day, 7 lessons per day at lower secondary and 6 lessons per day at upper secondary education.

Organisation of the breaks between lessons: At primary level there is a 30 minutes break after 2 lessons; at lower secondary level the break is 15 minutes long after 4 lessons and at upper secondary level the break takes 20 minutes after 3 lessons.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Only at primary level around 8% of the schools in Mexico offer additional activities in two different programmes: All-day schools and extended school days.

Additional activities during the school holidays: Around 15% of primary schools have services on school holidays (leisure activities, sport, child care or remedial courses), through the programme “School Always Open” (Escuela Siempre Abierta). The lower and upper secondary schools do not offer activities during the school holidays. Back to table

Netherlands:

Organisation of the standard school week: This is at the discretion of the individual school.
Number of lessons in a standard school day: See above.

Organisation of the breaks between lessons: See above.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): See above.

Additional activities during the school holidays: See above. Back to table

New Zealand:

Organisation of the standard school week: In practice schools are open for ten half days per week, from Monday to Friday, at all levels of primary and secondary education, except during school holiday periods. Primary and intermediate schools (years 1-8) are required to be open for 386 half days, and secondary (years 7-13 or 9-13) and composite schools (years 1-13) are required to be open for 380 half days. School holiday dates are prescribed, though with some flexibility over the start date of the first term and the end date of the final term.

Schools are required by law to be closed on Saturdays, Sundays, 12 public holidays and the Tuesday following Easter (see section 65C of the Education Act 1989).

Number of lessons in a standard school day: Schools are required to be open for instruction for at least two hours in the morning and two hours in the afternoon to fulfil the requirement of being open for a half-day (section 65B of the Education Act 1989), which implies a minimum of four hours per full day. There are no explicit restrictions on the number of lessons that are to be delivered during this minimum period, or any longer period for which the school is open each day.

Organisation of the breaks between lessons: There are no explicit restrictions.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Additional activities may be organised by the school (teachers, other staff members, or contractors taking activities on either a voluntary or paid basis) or by third parties which are permitted by the school to come on to the premises to provide activities or other services to students.

Additional government funding is provided for Study Support Centres, which provide additional support for students in late primary/intermediate education, particularly those in socio-economically disadvantaged communities. These centres are run by schools or community groups, and operate outside normal school hours.

Schools are typically not permitted to run businesses, which limits the ability to directly provide for example fee-based before- or after-school child care. Schools can work with other bodies to facilitate such provision, including on school property.

Additional activities during the school holidays: These activities would ordinarily be organised by schools or by third parties permitted to come on to the school grounds. Back to table

Norway:

Organisation of the standard school week: The responsibility for organising the school week has been delegated to the schools. They decide on pupils' timetables, including the number of days, half days, etc. Nevertheless, pupils are at school five days a week at all levels.

Number of lessons in a standard school day: The responsibility for organising the number of lessons has been delegated to the schools. Therefore the average number of lessons included in a standard school day varies between schools. An estimation based on dividing the total compulsory curriculum by the number of days of instruction multiplied with the number of grades gives the following averages in 60 minutes periods: a At primary level 3,94 lessons of 60 minutes each day (5234 / (190 x 7)) and at lower secondary education 4,57 lessons of 60 minutes each day (2604 / (190 x 3)).

Organisation of the breaks between lessons: The responsibility for organising the school day including breaks has been delegated to the schools. This implies the organisation of breaks may vary between schools. Nevertheless, it is common to organise a longer break for lunch and shorter breaks before and after the longer break.
Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools can offer activities before and after classes and all schools are obliged to offer 8 hours of homework help service a week for pupils in grades 1 to 4. Apart from the homework help service it is not common for schools to offer additional activities, but it is common that other organisations provide after school programmes.

Additional activities during the school holidays: School owners (municipalities) are free to decide whether to offer activities during the school holidays and how they should be organised, so there might be some differences between municipalities. It is more common for larger municipalities to offer such activities.

Poland:

Organisation of the standard school week: In the Polish education system the standard school week consists of five days (Monday to Friday).

Number of lessons in a standard school day: In line with the regulation by the Minister of National Education and Sport of 31 December 2002 (§ 4) on safety and hygiene in public and non-public schools and institutions, the school timetable should be organised such that an equal distribution of lessons among the school days is ensured.

Organisation of the breaks between lessons: There is no regulation specifying the length of breaks. Typically, they range from a minimum of 5 minutes to a maximum of 20 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): A school is obliged to organise additional activities devoted to the development of students' interests and abilities/talents as well as activities focusing on students' other (special) needs.

Additional activities during the school holidays: In line with the regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of the school year, schools have to offer day-care activities for students during days off, except for holidays.

Portugal:

Organisation of the standard school week: The standard school week at primary, lower and upper secondary level has five days. At primary level, there are two periods. The lessons may begin at nine o’clock and end at half past three (5 teaching hours daily). At lower and upper secondary, the students’ timetable is organised by schools and usually has room for free mornings or afternoons.

Number of lessons in a standard school day: At primary level (grades 1-4) there are on average three or four lessons within the curriculum. After 4 p.m. students may have curriculum enrichment activities. At primary level (grades 5-6) there are six lessons a day. At lower and upper secondary level (grades 7-12) there are on average seven lessons a day.

Organisation of the breaks between lessons: At primary level (grades 1-4) there is one break in the middle of the morning (30 minutes) and a lunch break (1 or 1.5 hours). There is another break in the afternoon (30 minutes) for those who extend their attendance to the curriculum enrichment activities. At primary level (grades 5-6) and at lower and upper secondary level (grades 7-12), the breaks between lessons vary between ten and twenty minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools are autonomous in this respect and can offer additional activities. Typically, primary schools (grades 1-4) offer activities (before 09.00h and after 17.30h) promoted by municipalities, parents associations or NGOs. These activities may include English or other foreign languages (Language 2-5), sports, artistic, scientific, information technology, community and citizenship education and school support activities chosen by the schools.

Additional activities during the school holidays: At the primary level (grades 1-4) a family support component usually runs during school holidays. Only a small number of schools offer such activities for students from grades 5-12.
Scotland:

Organisation of the standard school week, Number of lessons in a standard school day, Organisation of the breaks between lessons: There is no fixed daily and weekly timetable applying to all schools. The law does not define the length of the individual school day or week for pupils. These are matters for the discretion of the local authorities. Authorities do, however, adhere to a widely accepted norm for the length of the school week in primary schools: 25 hours (with reduced hours for younger classes) over Monday to Friday. Pupils are usually in school during the morning and the afternoon, with a lunch break. The timing of the morning and afternoon sessions is not fixed and the length of the lunch break can vary from place to place. In most cases the school day starts at 09.00 and ends by 15.30. Just as there is no centrally set timetable, there is no fixed lesson length.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): They are organised at school or local authority level.

Additional activities during the school holidays: They are organised at school or local authority level. Back to table

Slovak Republic:

Organisation of the standard school week: Lessons take place five days per week (Monday-Friday). As a rule, teaching begins at 8 a.m. According to local conditions the head teacher may determine the beginning of teaching between 7 and 8:30 o’clock in the morning. In classrooms with extended hours of physical training and sports the head teacher may indicate the beginning of teaching at 7 a.m. In case that teaching cannot be organised in morning hours due to a lack of premises in primary schools (ISCED level 1), lessons may be held exceptionally in two shifts. The lessons and educational activities end at 5 p.m. at the latest.

Number of lessons in a standard school day: A standard school day consists of 4.8 lessons on average at primary, 5.8 at lower secondary and 6.2 lessons at upper secondary level.

Organisation of the breaks between lessons: Lessons in primary, lower and upper secondary levels take 45 minutes. Short breaks last, as a rule, ten minutes and the main (large) break lasts 15 to 30 minutes, taking place usually after the second lesson. If conditions allow, pupils spend the main break, which was designed for this purpose, outside the classrooms on the premises of the school building.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools that have a children’s school club provide undemanding leisure activities according to the educational programme of the club for children who fulfil compulsory school attendance. These activities are oriented at students’ preparation of their classes but should also satisfy or help to develop other interests. Schools that include a special-interest centre as a constituent part offer relaxation and leisure activities for children’s free time, according to the educational programme of the centre.

Additional activities during the school holidays: According to needs, children’s school clubs also operate during school holidays. Holiday activities of school centres for leisure time activities are carried out in the form of permanent, touring and weekend camps or short time events. Back to table

Slovenia:

Organisation of the standard school week: Classes are held five days a week from Monday to Friday, teaching takes place only exceptionally on Saturdays. In all basic schools (ISCED level 1 and 24), classes are held in the morning and as a rule do not start before 7.30 a.m..

Number of lessons in a standard school day: The curriculum for basic schools (ISCED level 1 and 24) determines the number of lessons per week for each year: In years 1-3, pupils have 20-22 lessons per week (on average 4 hours a day); in years 4-6, pupils have 23.5-25.5 lessons per week (on average 5
hours a day) and in years 7-9, they have 27-28 lessons of 45 minutes per week (on average 5.5 hours a day).

**Organisation of the breaks between lessons:** Between lessons, breaks are at least 5 minutes long. Once a day there must be a break lasting 20-30 minutes. Schools can organise a longer break which is intended for physical and sport activities. Pupils leave the classroom and participate in various motor (playing on outdoor playground equipment, climbing, etc.) and sport activities (playing hoops, football, basketball, badminton, etc.) in the gym and, given appropriate weather, on the outdoor school playgrounds.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):** For pupils in year one, there is organised morning care (two hours before the lessons start – usually from 6-8 a.m.). Pupils of years one to five can stay in after-school classes (*podaljšano bivanje*) where they can study, complete their homework, play, get involved in creative and sport activities, have lunch, learn to relax and participate in extra-curricular activities (usually 25 lessons per week, from the end of the lessons up to 5 p.m. if needed). The option of morning care for first graders and after school classes for pupils up to fifth grade has to be offered by the school but it is not compulsory for pupils to attend. Around 83% of pupils from year one to five choose to participate in after school classes and around 69% of pupils in year one are attending morning care. The morning care and after school classes are guided by special curricular guidelines. They are a part of the extended non-compulsory basic school programme.

Pupils in years 4-9 spend one hour per hour in a special class dedicated to class housekeeping (class discussion period) before or after regular lessons.

Schools organise non-compulsory remedial and supplementary lessons as well as individual and group learning support, usually before or after classes.

Schools usually also organise special interest activities (*interesne dejavnosti*) after classes – extracurricular activities such as sports, artistic activities, choir singing, technology, ICT and similar activities.

**Additional activities during the school holidays:** Schools may offer holiday care for younger children. Some schools organise research camps, workshops, sport activities and similar activities. [Back to table](#).

**Spain:**

**Organisation of the standard school week:** In primary, lower and upper general secondary education the school week is organised in 5 full days from Monday to Friday. In primary education, the school week consists of 25 hours and each day is usually divided into morning and afternoon sessions (from 9:00/10:00 to 12:00/13:00 and from 14.30/15.30 to 16:00/17:00) with a break between the two periods. However, autonomous communities and schools have a certain degree of autonomy to organise the school day, and some have chosen to adopt a continuous day (from 9:00 to 14:00). In secondary education, the school week consists of 30-32 hours. The school day, usually from 8.30 to 15:00, includes a break in the central hours of the day, which is not considered as instruction time.

**Number of lessons in a standard school day:** In primary education, the school day consists of 5 one-hour lessons, the only exceptions are the Canary Islands, Castilla-La Mancha, Comunitat Valenciana, Ceuta and Melilla, where a lesson in grades 1, 3 and 5 lasts only 45 minutes, and Navarra where they last 50 minutes. In secondary education, the school day is divided into 6-7 periods. The autonomous communities and schools are allowed some degree of autonomy to organise the school day and they usually do it in periods of 55 minutes.

**Organisation of the breaks between lessons:** In primary education, there is a half-hour break per day in the middle of the morning session, which is considered a part of the 5 daily instruction hours. In lower and upper general secondary education, there are one or two daily breaks amounting to a total of 30-40 minutes. The curriculum regulations do not make any specific reference to additional breaks between lessons. Since 2013/14, breaks (87.5 hours per year) are no longer reported in the total instruction time as they fall out of the scope of the data collection, although in primary education this time is defined by autonomous communities’ legislation as compulsory instruction time.
**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):**

Schools may be open after school hours to offer catch-up and remedial courses as well as extracurricular activities that address educational issues of interest for the students. Extracurricular activities are defined as related to areas such as the following: Foreign languages (Language 2-5), ICT, sports, fine arts, reading and writing workshops, directed study activities, etc. On the other hand, municipalities are responsible for the conservation, maintenance and surveillance of pre-primary, primary and special education schools and they can use this time for other educational, cultural, sports or social activities. However, the prior authorization from educational authorities of the corresponding autonomous community is required. Furthermore, according to the Act on Education (LOE, 2006) and the recently approved Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) educational, sports and municipal administrations must collaborate to establish the procedures allowing the double use of the sports facilities of both the schools and the municipalities.

Moreover, in pre-primary and primary schools child care activities are organised, sometimes in collaboration with the municipalities, before and/or after school hours. These can include breakfast and games.

**Additional activities during the school holidays:** It is up to the educational authorities of the autonomous communities to offer educational, cultural, sport and other social activities during the school holidays. In some communities, for example, urban camps for children are organised during the summer holidays. Besides, during Christmas holidays or other holidays like Easter, the local administrations in some autonomous communities offer programmes like “open schools” or others, aiming at balancing family and professional life of parents and contributing to the personal development and education of children.  

**Sweden:**

**Organisation of the standard school week:** The standard number of days is 5 (from Monday to Friday). However, schools decide independently how to distribute the total of 178 school days per year.

**Number of lessons in a standard school day:** Schools decide independently how to distribute the total number of hours/lessons throughout the nine years of compulsory education and during the 178 school days a year. The school day should at most comprise 8 hours a day in general and 6 hours a day for the two lowest grades.

**Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):** Municipalities must offer leisure time centres for children aged 6-13 years. They can also offer other activities, but there is no data on how they actually do this. There were 4,178 leisure time centres in 2013 and 56.5 % of the children aged 6-12 years were enrolled in one of these centres.

**Additional activities during the school holidays:** Schools must offer leisure time centres for children aged 6-13 years. They can also offer other activities, but there is no data available on how they actually do this.

**Back to table**

**Switzerland:**

**Organisation of the standard school week:** A standard school week has 5 days with no school on Wednesday afternoon. At primary level the number of school afternoons gradually increases with each grade.

**Number of lessons in a standard school day:** The number of lessons per week varies by Canton, level of education and grade. In grades 1 to 2 of primary education there are around 20 to 28 lessons per week. From grade 3 to 6 the number rises to 26 to 30 lessons. On lower and upper secondary level 30 to 35 lessons per week are held.

The municipalities/schools are responsible for class timetables. An average standard school day on primary level includes 6 to 7 lessons of 45 minutes (usually 4 in the morning and depending on the grade 2 to 3 in the afternoon). On lower and upper secondary level a standard school day comprises 7 to 8 lessons.

62
Block teaching is a widespread method of school organisation which combines lesson time into larger blocks of time. Lessons are bundled together into full half-days. In block teaching the children are in the care of the school on five mornings for at least three-and-a-half hours (i.e. four lessons) and on one to four afternoons. Depending on local conditions and needs different models of block teaching may be applied. Most Cantons have introduced comprehensive block teaching for primary level.

Organisation of the breaks between lessons: The organisation of breaks is at the discretion of each school. Usually there is a 5 minute break between two lessons and a longer break of 15 to 20 minutes at around 10 o'clock in the morning and 3 o'clock in the afternoon.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Most Cantons require the municipalities/schools to provide a demand-oriented range of additional activities during compulsory education. These can include child care, before/after classes, midday meals, leisure activities and homework support. These services are voluntary and parents normally have to pay for them. Remedial courses are usually held during regular class time.

Sports, musical and other creative activities which are not part of the curriculum are normally organised by other organisations within the municipality.

Additional activities during the school holidays: During school holidays, schools usually do not offer any activities. Back to table

Turkey:

Organisation of the standard school week: The standard school week is organised in terms of number of days. There are five days in a standard school week in public schools at all educational levels.

Number of lessons in a standard school day: At the primary level a standard school day consists of 6 lessons, at lower secondary level of 7 and at upper secondary level of 7 to 8 lessons, depending on the school type and/or grade.

Organisation of the breaks between lessons: In primary and lower secondary education one lesson lasts 40 minutes and school administrations should allocate at least 10 minutes for each break. The lunch break lasts 30 minutes in schools where education is organised in morning and afternoon shifts and between 40 and 60 minutes in normal education (full day) schools. In upper secondary education, one lesson is 40 minutes and breaks are organised by school administrations. In principle, breaks between lessons and lunch breaks cannot be less than 10 and 45 minutes, respectively. However, these breaks can be shorter in schools where education is organised in morning and afternoon shifts.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Social activities such as student clubs, community service, visits, competitions, theatre and sports activities can be offered by schools. To this end, an annual work plan for social activities is prepared by the responsible teachers in cooperation with the students who are taking part in these activities. All these activities are implemented upon approval by the social activities council and the school management. In addition, remedial after class courses may be organised by schools if needed.

Additional activities during the school holidays: Social activities such as visits can be organised on weekends or during school holidays. Back to table

United States:

Organisation of the standard school week: At the primary, lower, and upper secondary level, school is held 5 days a week for full days. The United States is a federal country and states and local jurisdictions are responsible for setting the number of required school days. Typically, public schools meet for 180 days a year. However, the number of required school days varies by local jurisdiction and state. While state requirements vary on the number of instructional days and hours per year, the majority of states set the school year at 180 days (27 states and the District of Columbia). Ten states set the minimum number of instructional days between 160 and 179 days, and two states set the minimum above 180 days (Kansas and North Carolina). Finally, eight states currently do not set a minimum number of instructional days.
Instead, the school year in these states is measured in numbers of hours (see table below). This information is cited from the Education Commission of the States [http://www.ecs.org/clearinghouse/01/15/05/11505.pdf](http://www.ecs.org/clearinghouse/01/15/05/11505.pdf). This link also provides detailed information by state on the number of hours required by the state as well as the decision maker on the school starting and finishing time. In most cases, this is a school district level decision.

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<th>180 Days</th>
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*Number of lessons in a standard school day:* Given the nature of the education system, there is no way to generalise how many lessons are included in a standard school day.

*Organisation of the breaks between lessons:* Given the nature of the education system, there is no way to generalise how breaks are organised in a standard school day.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools can offer before and/or after class activities based at the discretion of the local or state
jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised.

*Additional activities during the school holidays:* Schools can offer activities during holidays, particularly over the long summer break, based at the discretion of the local or state jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised. [Back to table](#)