

**ANNEX 3: SOURCES, METHODS
AND TECHNICAL NOTES**

Chapter D: The learning
environment and organisation of
schools

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

Education at a Glance 2014

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.

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?

| | <u>D1</u> | | |
|--------------------|-----------------------------|--------------------------------|---------------------------------------|
| | Instruction time | | <u>Organisation of the school day</u> |
| | <u>Notes on methodology</u> | <u>Notes on interpretation</u> | |
| Argentina | | | |
| Australia | <u>AUS</u> | <u>AUS</u> | <u>AUS</u> |
| Austria | <u>AUT</u> | <u>AUT</u> | <u>AUT</u> |
| Belgium (Fl.) | <u>BFL</u> | <u>BFL</u> | <u>BFL</u> |
| Belgium (Fr.) | <u>BFR</u> | <u>BFR</u> | <u>BFR</u> |
| Brazil | | <u>BRA</u> | <u>BRA</u> |
| Canada | <u>CAN</u> | <u>CAN</u> | <u>CAN</u> |
| Chile | <u>CHL</u> | <u>CHL</u> | <u>CHL</u> |
| China | | | |
| Colombia | | <u>COL</u> | |
| Czech Republic | <u>CZE</u> | <u>CZE</u> | <u>CZE</u> |
| Denmark | <u>DNK</u> | <u>DNK</u> | <u>DNK</u> |
| England | <u>ENG</u> | <u>ENG</u> | <u>ENG</u> |
| Estonia | <u>EST</u> | <u>EST</u> | <u>EST</u> |
| Finland | <u>FIN</u> | <u>FIN</u> | <u>FIN</u> |
| France | <u>FRA</u> | <u>FRA</u> | <u>FRA</u> |
| Germany | <u>DEU</u> | <u>DEU</u> | <u>DEU</u> |
| Greece | <u>GRC</u> | <u>GRC</u> | |
| Hungary | <u>HUN</u> | <u>HUN</u> | <u>HUN</u> |
| Iceland | <u>ISL</u> | <u>ISL</u> | <u>ISL</u> |
| India | | | |
| Indonesia | | | |
| Ireland | <u>IRL</u> | <u>IRL</u> | <u>IRL</u> |
| Israel | <u>ISR</u> | <u>ISR</u> | <u>ISR</u> |
| Italy | <u>ITA</u> | <u>ITA</u> | <u>ITA</u> |
| Japan | | <u>JPN</u> | |
| Korea | <u>KOR</u> | <u>KOR</u> | <u>KOR</u> |
| Latvia | <u>LAT</u> | <u>LAT</u> | <u>LAT</u> |
| Luxembourg | <u>LUX</u> | <u>LUX</u> | <u>LUX</u> |
| Mexico | <u>MEX</u> | <u>MEX</u> | <u>MEX</u> |
| Netherlands | <u>NDL</u> | <u>NDL</u> | <u>NDL</u> |
| New Zealand | | | |
| Norway | <u>NOR</u> | <u>NOR</u> | <u>NOR</u> |
| Poland | <u>POL</u> | <u>POL</u> | <u>POL</u> |
| Portugal | <u>PRT</u> | <u>PRT</u> | <u>PRT</u> |
| Russian Federation | | | |
| Saudi Arabia | | | |
| Scotland | | <u>SCO</u> | <u>SCO</u> |
| Slovak Republic | <u>SVK</u> | <u>SVK</u> | <u>SVK</u> |
| Slovenia | <u>SVN</u> | <u>SVN</u> | <u>SVN</u> |
| South Africa | | | |
| Spain | <u>ESP</u> | <u>ESP</u> | <u>ESP</u> |
| Sweden | <u>SWE</u> | <u>SWE</u> | <u>SWE</u> |
| Switzerland | | | |
| Turkey | <u>TUR</u> | <u>TUR</u> | <u>TUR</u> |
| United States | <u>USA</u> | | <u>USA</u> |

General notes

The indicator draws on data from the 2013 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 1997 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:

| Term | Definition |
|---------------------------------|---|
| Reading, writing and literature | Covers skills such as spelling, reading, and writing in the language of instruction and includes subjects such as grammar, language of instruction and literature. If there are two languages of instruction in almost every public school, then hours allocated to reading, writing and literature in both languages of instruction should be reported. |
| Mathematics | Covers all numeracy skills and subjects such as arithmetic, algebra, geometry, statistics, etc. |
| Natural Sciences | Includes subjects such as science, physics, chemistry, biology, environmental sciences and ecology. |
| Social Sciences | Includes subjects such as history, geography and all related studies. May also include community studies, social and political instruction, philosophy or civics education. |
| Foreign Languages | Includes subjects that develop students' knowledge of a language viewed as 'foreign' (or modern) in the curriculum. This definition is educationally based and unrelated to the political status of languages. Therefore, some languages which from a political perspective are regarded as regional and minority languages may be classified in the curriculum as foreign languages. |
| Physical Education and Health | Includes subjects such as education in sports and health enhancing physical activities, as well as time devoted to instruction in competitive and traditional games, gymnastics, swimming, athletics, dance or other activities that develop pupils' physical and social competences (including knowledge, skills, psychomotor coordination, cooperation and leadership) and an active healthy lifestyle. |
| Arts Education | Includes subjects such as arts, history of arts, music, visual arts, drama, music and dance performance, photography, and creative handicraft. |
| Religion/Ethics/Moral education | Includes subjects whose aim 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 live and behave in accordance with human and social principles. |
| Information and | Includes subjects such as informatics, information and communication |

| Term | Definition |
|--|---|
| Communication Technologies (ICT) | technologies or computer science. These subjects include a wide range of topics concerned with the new technologies used for the processing and transmission of digital information, including computers, computerised networks (including the Internet), microelectronics, multimedia, software and programming, etc. |
| Technology | Includes subjects that provide knowledge on the practical use of scientific or technological discoveries that use specific instruments and processes. For example, construction, electricity, electronics, graphics and design, etc. |
| Practical and vocational skills | Includes vocational skills (preparation for a specific occupation), accountancy, business studies, career education, clothing and textiles, driving and road security, home economics, nursing, secretarial studies, tourism and hospitality, woodwork, metalwork and sewing. |
| Other subjects | This category includes different subjects that cannot be classified within the other groups or which specifically reflect national concerns. In this category the following types of subjects may be included: classical languages and minority languages which the curriculum does not consider to be foreign languages, personal development/well-being. |
| Compulsory subjects with flexible timetable (total time devoted to...) | Includes the total amount of instruction time indicated by the central authorities for a given group of subjects, which regional authorities, local authorities, schools or teachers allocate to individual subjects. There is flexibility in the time spent on a subject, but not in the subjects to be taught. For example, central authorities may define the total number of hours that students should be studying reading, writing and literature, mathematics, science and modern foreign languages per year and schools may choose how to distribute this time between these individual subjects. |
| Compulsory options chosen by the students | Includes the total amount of instruction time on one or more subjects that pupils have to select (from a set of subjects that are compulsory for schools to offer) in order to cover part of their compulsory instruction time. For example, students may be able to choose between studying a second foreign language or computer science or economics, but to attend one of these options is compulsory. |
| Compulsory flexible subjects chosen by schools | Includes the total amount of compulsory instruction time indicated by the central authorities, which regional authorities, local authorities, schools or teachers allocate to subjects of their choice (or subjects they chose from a list defined by central education authorities). For example, schools may be able to choose between offering religious education or more science, or art, etc., but to offer one of these subjects is compulsory for the school and students must attend it. |
| Non-compulsory curriculum | Includes the total amount of instruction time to which students are entitled beyond the compulsory hours of instruction and that almost every public school is expected to provide. Subjects can vary from school to school or from region to region and take the form of elective subjects. For example, students may have the possibility to take 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 this possibility. |

[Back to table](#)

Sources and references

| Country | Sources | Reference period |
|----------------|---|-------------------------|
| Australia | Estimates based on state and territory government policy documents and observations. | 2014 |
| Austria | Timetables in the curricula of Volksschule [primary school], Hauptschule [general secondary school], Neue Mittelschule [new secondary school], AHS [academic secondary school] and Polytechnische Schule [pre-vocational school]. Please see: http://www.bmukk.gv.at/schulen/unterricht/lp/lp_abs.xml . | 2013/14 |
| Belgium (Fl.) | Timetables provided by the umbrella organizations of the public schools (municipal education, provincial education and Community education). | 2013/14 |
| Belgium (Fr.) | Legislation. | 2013/14 |
| Brazil | National Education Law 9.394/1996, Art 24 | 2014 |
| Canada | Various provincial/territorial Education/Schools Acts, Regulations, Directives, Policies as well as collective agreements between teachers unions and provincial/territorial governments. | 2013/14 |
| Chile | Official curriculum and study programs. | 2014 |
| China | | 2012 |
| Colombia | | 2012 |
| Czech Republic | Framework Curriculum Timetable set by the Framework Educational Programme for Basic Education (FEP BE). | 2013/14 |
| Denmark | National regulations, law or executive orders from The Danish Ministry of Education, e.g. Act on the "Folkeskole". Source for the detailed regulations on primary and lower secondary school is: Bekendtgørelse no. 1131 af 15/11/2006 om undervisningstimetale i folkeskolen for skoleårene 2006/07-2010/11 samt efterfølgende skoleår. https://www.retsinformation.dk/Forms/R0710.aspx?id=25182 . | 2013/14 |
| England | School workforce in England: November 2012 SFR15/2013 https://www.gov.uk/government/publications/school-workforce-in-england-november-2012 Table 12. | 2013/14 |
| Estonia | National curriculum. | 2013/14 |
| Finland | Basic Education Act (628/1998), Decree (852/1998), Government Decree on the General National Objectives and Distribution of Lesson Hours in Basic Education Referred to in Basic Education Act (1435/2001), Finnish National Board of Education: National Core Curriculum for Basic Education 2004/ Regulation 3/011/2004. | 2013/14 |
| France | Grade 1-5 : Décret n° 2013-77 du 24 janvier 2013 relatif à l'organisation du temps scolaire dans les écoles maternelles et élémentaires : http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000026979035&categorieLien=id ; Arrêté du 9 juin 2008 relatif aux horaires des écoles maternelles et élémentaires : http://www.education.gouv.fr/bo/2008/hs3/MENE0813208A.htm . Grades 6-10 : Arrêté du 14 janvier 2002 fixant l'organisation des enseignements dans les classes de 6e des collèges : http://www.education.gouv.fr/botexte/bo020221/MENE0200055A.htm ; Arrêté du 14 janvier 2002 fixant l'organisation des enseignements du cycle central de collège : http://www.education.gouv.fr/botexte/bo020221/MENE0200056A.htm ; | 2013/14 |

| | | |
|---------|--|---------|
| | <p>Arrêté du 6 avril 2006 relatif à l'organisation des enseignements du cycle central : http://www.education.gouv.fr/bo/2006/18/MENE0601016A.htm;</p> <p>Arrêté du 2 juillet 2004 fixant la nouvelle organisation de la classe de troisième : http://www.education.gouv.fr/bo/2004/28/MENE0401438A.htm ;</p> <p>Accompagnement personnalisé en classe de 6e : http://eduscol.education.fr/pid24224-cid46791/accueil-et-integration-des-eleves-de-sixieme.html.</p> <p>Accompagnement personnalisé au lycée : http://eduscol.education.fr/cid54928/accompagnement-personnalise.html</p> <p>Temps scolaire (pour les jours fériés) : http://eduscol.education.fr/cid48401/questions-generales-ecoles-colleges-lycees.html.</p> | |
| Germany | Information provided by the Ministries of Education and Cultural Affairs of the Länder. | 2012/13 |
| Greece | <p>Circular of the Ministry of Education and Religious Affairs Φ.3/583/122484/Γ1/05-09-2013: "Guidelines and Instructions for the Operation of Primary Education Schools 2013-14".</p> <p>Ministerial Decision Φ.12/620/61531/Γ1/31-5-2010 (Government Gazette 804/issue B'/09-6-2010): "Timetable of Primary Schools with Unified Revised Curriculum".</p> <p>Ministerial Decision Φ.12/520/61575/Γ1/30-5-2011 (Government Gazette 1327/issue B'/16-6-2011): "Amendment of No. Φ.12/773/77094/Γ1/28-7-2006 (Government Gazette 1139, issue B') and of No. Φ. 12/620/61531/Γ1/31-5-2010 (Government Gazette 804, issue B') Timetable of Primary Schools with Unified Revised Curriculum-EAEP".</p> <p>Ministerial Decision 115475/Γ2/21-8-2013 (Government Gazette 2121/issue B'/28-8-2013): "Subject Timetable of Grades A', B', C' of Imerisio Gymnasio (day lower secondary school)".</p> <p>Ministerial Decision 105954/Γ2/3-9-2008 (Government Gazette 1890/issue B'/4-9-2009): "Amendment of No. 54530/Γ2/2-6-2005 Ministerial Decision concerning the introduction of the Spanish Language in the Timetable of Imerisio Gymnasio (day lower secondary school)"</p> | 2013/14 |
| Hungary | <p>Grades 1, 5 and 9: New compulsory framework curricula (issued in the annexes of the Ministerial- EMMI- decree Number 51/2012. (XII. 21).</p> <p>Grades 2, 3, 4 and 10, 11, 12: Previous recommended framework curricula (issued in the annexes of the Ministerial decree Number 17/2004. (V.20.).</p> <p>Number of school days: Ministerial Decree-EMMI-Number 47 /2013 (VII.4.)/EMMI rendelet a 2013/14.</p> | 2013/14 |
| Iceland | National Curriculum Guidelines for Compulsory School 2011. Compulsory School Act nr. 91/2008. Statice, Statistics Office of Iceland. | 2013/14 |
| Ireland | <p>Primary level: Circular 11/95, Sections 2 and 3, available at www.education.ie. Guidance on time provision is also provided in the 'Introduction to the Primary Curriculum' (1999) under the heading 'The Suggested Minimum Weekly Time Framework' (p.70), available at www.ncca.ie.</p> <p>Post-primary level: Circular M29/95, Sections 2 and 3, available at www.education.ie.</p> | 2013/14 |
| Israel | Professional units of the Ministry of Education and Guidelines General Manager Publications curriculum in schools and for the hours allocations. | 2013/14 |

| | | |
|-----------------|---|---------|
| Italy | Decree of the President of the Republic (DPR) 275/1999 on school autonomy. Organization of the primary and lower secondary school levels and the relevant timetables: DPR 89/2009. Minimum weekly timetable at primary level: Law 169/2008. Organisation of Licei (general upper secondary level): DPR 89/2010. | 2013/14 |
| Japan | The Course of Study for Elementary Schools. The Course of Study for Lower Secondary Schools. The curriculum adjustment and implementation survey for public primary and lower secondary schools (2011). | 2013 |
| Korea | Ministry of Education (2009). Primary and Secondary School Curriculum Overview (2009 Revision). | 2013 |
| Latvia | The Cabinet of Ministers Regulations on National Standard for Basic Education and Standards for Basic Education Subjects, and Basic Education Sample Plan (2013, available at http://likumi.lv/doc.php?id=259125) The Cabinet of Ministers Regulations on the Beginning and End of the School Year 2013/2014 (2013, available at http://likumi.lv/doc.php?id=255822), The General Education Law (available at http://www.vvc.gov.lv/export/sites/default/docs/LRTA/Likumi/General_Education_Law.doc) | 2013/14 |
| Luxembourg | Ministère de l'Education nationale, de l'Enfance et de la Jeunesse. Plan d'études de l'enseignement fondamental: grades 1-6. Grille horaire de l'enseignement secondaire/secondaire technique: grades 7-10. | 2013/14 |
| Mexico | Secretaría de Educación Pública (SEP), "Plan de estudios 2011, Educación básica", 2011, México http://basica.sep.gob.mx/reformaintegral/sitio/pdf/secundaria/plan/PlanEstudios11.pdf | 2013/14 |
| Netherlands | Law on Primary Education (WPO) and Law on Secondary education (WVO). | 2013/14 |
| Norway | Law and policy document based on law - subject syllabuses: Cirkular Udir-01-2013 | 2013/14 |
| Poland | 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. | 2013/14 |
| Portugal | Decree-law nº 139/2012. | 2013/14 |
| Scotland | | 2013/14 |
| Slovak Republic | State educational program for the first stage of primary school of the SR - ISCED level 1, National Institute for Education, Bratislava 2011. State educational program for the second stage of primary school in the SR - ISCED level 2 - lower secondary education, National Institute for Education, Bratislava 2011. State educational program for Gymnasium of the ISCED 3 - upper secondary education, National Institute for Education, Bratislava 2011. | 2013/14 |
| Slovenia | Basic School Act: http://zakonodaja.gov.si/rpsi/r08/predpis_ZAKO448.html Syllabus for Basic School Programme: http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/devetletka/predmetniki/Predmetnik_OS.pdf . | 2013/14 |
| Spain | National and regional regulations on curriculum and school calendars. | 2013/14 |
| Sweden | Education Act and the Compulsory School Ordinance: http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Skollag-2010800_sfs-2010-800/?bet=2010:800 | 2013/14 |

| | | |
|---------------|---|---------|
| | http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Skolforordning-2011185_sfs-2011-185/?bet=2011:185#K9 . | |
| Turkey | Regulation on 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 20.07.2010 (with changes on 14.08.2012 and 27.08.2012) and numbered 76 of MoNE Board of Education. Working Calendar for school year 2013-2014. | 2013/14 |
| United States | Number of Instruction Days/Hours in the School Year. 2005 and 2013. Education Commission of the States (ECS): http://www.ecs.org/clearinghouse/01/06/68/10668.pdf | |

Notes on specific countries

Methodology

Australia: Nationally representative responses are 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. Instruction hours in Australia are therefore indicative only due to variations within and between states and territories.

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

Austria: Weighted averages of the different tracks for lower and upper general compulsory education.

Percentage of students following the reported curriculum: 100%.

The most recent available data on the number of students in compulsory education is the school year 2012/13. Source: Statistics Austria, Calculations: Federal Ministry for Education, the Arts and Culture.

[Back to table](#)

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

Regulations refer to the recommendations of the umbrella organisations. For the umbrella organisation of the schools, which are run by the provincial authorities, the number of class sessions recommended by the umbrella organisation of the municipal education is taken into account. The number of recommended class sessions of the two umbrella organisations has been computed as an arithmetic mean.

Calculation of the number of days of instruction for primary education 2011-2012:

- + 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:

- 1/2 contact with parents
- 1 1/2 educational seminar (BVL 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

Secondary education 2011-2012

- + 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
- 2.2 weeks for the number of days per school year the school is closed for festivities
34.8 weeks = 174 days

Calculation of the festivities:

- 5 staff meeting
- 11 November
- Ascension and the next day
- 1 May
- Whit Monday
- 1 day to choose free
- Easter Monday (in Easter holidays)

=11 days = 2.2 weeks [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 we do not have available data).

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

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 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).

Percentage of students following the reported curriculum: 100% (with JEC: 85%; without JEC: 15%). [Back to table](#)

Czech Republic: The presented instruction time is in accordance with the 2013/14 Framework Educational Programme for Basic Education (FEP BE).

At ISCED level 1, all pupils fulfil compulsory school attendance at a *základní škola (ZŠ)*; at ISCED level 2 pupils can fulfil compulsory school attendance at a *základní škola (ZŠ)*, in the lower grades of a six- or eight-year *gymnázium (G)* (ISCED 2) 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 the 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 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 attend the six-year bilingual *gymnázium* (the first two grades in the bilingual *gymnázium* correspond to the last two years of compulsory education - ISCED 2), for which the framework educational programme is in preparation. The education of pupils with a mild intellectual disability (i.e. pupils with an IQ less than 70; according to the WHO classification), is carried out according to the supplement of the FEB 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 as well as 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 also exists. In all D1 indicators, none of these documents, i.e. the one for pupils with an intellectual disability (the supplement as well as the special programme) are considered.

Percentage of students following the reported curriculum: 98.0 %. [Back to table](#)

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 are recommended by the Danish Parliament (*Folketinget*) and the Ministry of Education. 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 - similarity between the recommended and the actual instruction time.

Percentage of students following the reported curriculum: 81% (86% primary, 73% lower secondary).
[Back to table](#)

England: Total compulsory curriculum time is based on what was recommended, prior to 2011, September 1st, by the Department for Education (DfE) to the governing bodies of maintained schools as a minimum weekly lesson time:

21 hours for pupils aged 5-6 years (Key Stage 1);

23 hours and 30 minutes for pupils aged 7-10 years (Key Stage 2);

24 hours for pupils aged 11-13 years (Key Stage 3);

25 hours for pupils aged 14-15 years (Key Stage 4). [Back to table](#)

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%. 3% of all students study according to some type of simplified curriculum. [Back to table](#)

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

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

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

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.

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.

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

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.

Percentage of students following the reported curriculum: For primary education it is 98% (for the Unified Revised Curriculum -EAEP- it is 52%, for the regular timetable, as well as "All Day primary schools", it is 46%). For lower secondary education it is 92%. [Back to table](#)

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, 5, and 9 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.

For 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), 5 (~age 10), and 9 (~age 14) reflect these changes. [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 2 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 2 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 1 includes six years of compulsory schooling (i.e. grades 3-8 providing for 6 to 12 year old pupils). However, although compulsory education does not begin until age 6, ISCED 1 also includes two years (i.e. grades 1-2 providing 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, infants (grades 1 and 2) are not included as they fall outside the definition of compulsory schooling. Teachers of all grades at ISCED 1 have common qualifications and are paid centrally by the Department of Education Skills in accordance with a common salary scale.

• ISCED 2 and 3 include:

(i) four years of compulsory schooling (i.e. grades 9-12 at ISCED 2 providing for 13-15 year old students and grade 12 at ISCED 3 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 13-14 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 23%, are not considered in these figures because they are not enrolled in state official education. For primary (grades 1-6) and lower secondary education (grades 7-9) averages of the different tracks in the state education are reported: Jewish (51%), Religious Jewish (17%), Arab and Bedouin (29%) and Druze (3%), taking into consideration the proportion of each track in the pupils' population. 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, 31% 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. In 2013/14, there were 36.6 studying weeks in primary education and 35 studying weeks in lower and upper secondary education. This is an average based on a five-year calculation. 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 foreign language). 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 3: 100.1%. [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%. The instruction time for upper secondary school level is "the minimum instruction time required" which one must satisfy to graduate from high school. The intended instruction time at upper secondary school level is what is required at general high schools. Vocational high schools and high schools with emphasis on specific areas such as arts education may have less required instruction time (about one third less) for the 10 national common basic subjects (i.e., Korean, moral education, mathematics, English, social science, natural science, physical education, music, art, practical and vocational skills) so that they could have more instruction time for specialized areas/subjects. [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 curricula are reported (curriculum with Latvian language of instruction and curriculum for ethnic minorities).

Percentage of students following the reported curriculum: 100% (67% of all pupils in programmes with Latvian language of instruction and 33% in minority education programmes). [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: 100%. [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](#)

Norway:

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

Poland: The data for the 6th grade of primary school is presented as if it refers to the school year 2014/15 (in order to make it consistent with the remaining data for the second cycle of primary school). The curricular reform has been introduced gradually and in the school year 2013/14 it has not yet reached the 6th grade, which at that time was following the outline timetables prior to the reform. The given instruction time is assigned to three-year cycles. The six-year primary school (ISCED 1) 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 is 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 1 and 2) 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. 2 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 1 and 2). In the school year 2013/14 the instruction time devoted to religion was 72,4 teaching units for the first and second cycle (181 days divided by 5 days = 36,2 weeks

multiplied by 2 teaching units a week) and for the third cycle - 71,6 teaching units (179 days divided by 5 days = 35,8 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 3, 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 3.

Percentage of students following the reported curriculum: 93.1%. [Back to table](#)

Slovenia:

Percentage of students following the reported curriculum: 99%. [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 2011/2012. 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 this time period is defined by Autonomous Communities' legislation as compulsory instruction time. The decrease in the number of hours in primary education is due to the exclusion of school playtime that was included in previous years.

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

Sweden: 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%
(source: <http://www.skolverket.se/publikationer?id=2995>). [Back to table](#)

Turkey: In Turkey, instruction time for all ISCED 1-3 public schools is centrally determined by the Ministry of National Education. The reported instruction time for upper secondary education is the weighted average of different available upper secondary general education programmes and is based on the number of students enrolled in each programme.

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 program 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_216.75.asp and http://nces.ed.gov/programs/digest/d13/tables/dt13_216.80.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, 24 states

with a starting age of 6, 16 states with a starting age of 7, and 2 states with a starting age of 8. Nineteen states end compulsory education at age 16, 11 states at age 17, and 21 states at age 18. These data are from 2010. The table can be found here: http://nces.ed.gov/programs/digest/d12/tables/dt12_197.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 on 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 - due to jurisdictional differences actual duration can be 6-7 years for primary and 3-4 years for lower secondary, with a total duration of 10 years.

Compulsory education in Australia begins at age 6 with grade 1, but in practice most children start primary education in the year prior to grade 1 (aged 4½ to 5½). This preliminary year is known by different names by jurisdiction (e.g. Kindergarten, Preparatory, Pre-school). This amounts to 11 years of schooling prior to upper secondary education. The start of lower secondary education differs by regional government jurisdiction and can be either grade 7 or grade 8.

Notes on the flexibility in the curriculum: Horizontal flexibility: Generally speaking there are mandatory subjects that must be delivered at the primary, lower secondary and upper secondary (in some jurisdictions) levels but the Australian school system is flexible in so far as it allows schools to distribute instruction hours among this set of core subjects.

Vertical flexibility: Some jurisdictions deliver a vertically flexible learning programme for grades 7-10 for subjects such as literature, mathematics, sciences, social sciences, arts education, ICT and technology but this is not a typical example of how all states and territories deliver their education programmes. [Back to table](#)

Austria:

Notes on subject allocation: During the first two years of primary school, foreign language 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: In grade 7 students of the Gymnasium subtype start to learn Latin or the second foreign language of their choice. In grade 9 they have to take the second foreign language 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 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 subject allocation: In ISCED level 1 the subject *Nederlands* (= Dutch) has been classified in the category "Reading, writing and literature", *Wiskunde* (= mathematics) in "Mathematics", *Wereldoriëntatie* (= environmental studies) in "Natural Sciences", *Frans* (= French) in "Foreign languages", *Lichamelijke Opvoeding* (= physical education) in "Physical Education and Health", *Muzische vorming* (= expressive education) in "Arts Education", *Zedenleer/Godsdiens* (= moral education/religious education) in "Religion/Ethics/Moral education". For "Social Sciences" a reference to "Other subjects" has been made because of the cross-curriculum character of "Environmental Studies"; neither "Technology" nor "Practical and vocational skills" are included in the curriculum of elementary education.

In ISCED level 2 the subject *Godsdienst/Niet-Confessionele Zedenleer* (= moral education/religious education) has been classified in "Religion/Ethics/Moral education", *Aardrijkskunde* (= geography) and *Geschiedenis* (= history) in "Social studies", *Biologie* (= biology) and *Natuurwetenschappen* (=natural sciences), *Fysica* (=physics) in "Natural Sciences", *Engels* (English) in modern foreign languages, *Frans*

(French) in "Foreign Languages", *Lichamelijke opvoeding* in "Physical Education and Health", *Muzikale opvoeding* and *Plastische opvoeding* in "Arts Education", *Nederlands* in "Reading, writing and literature", *Wiskunde* in "Mathematics", *Techniek* in "Technology".

In ISCED level 3 the subject *Godsdienst of Niet-confessionele zedenleer* has been classified in "Religion/Ethics/Moral education", *Aardrijkskunde* and *Geschiedenis* in "Social studies", *Biologie, Chemie* and *Fysica* in "Natural Sciences", *Engels* in modern foreign languages, *Frans*(French) in "Foreign Languages", *Lichamelijke opvoeding* in "Physical Education and Health", *Nederlands* in "Reading, writing and literature", *Wiskunde* in "Mathematics".

In ISCED level 2 first grade the number of class sessions of the *eerste leerjaar A* was taken into account for the umbrella organisation of the municipal education and the Flemish Community education. In ISCED level 2 second grade the number of class sessions of the *Agro-en biotechnieken, Artistieke vorming, Bouwen houttechnieken, Handel, Hotel-voeding, Industriële wetenschappen, Latijn, Mechanica-Elektriciteit, Moderne wetenschappen, Sociale en technische vorming* has been taken into account for the umbrella organisation of the municipal education.

In ISCED level 2 second grade the number of class sessions of *Artistieke vorming, Grieks-Latijn, Handel, Latijn, Maritieme technieken, Moderne wetenschappen, Topsport* have been taken into account for the umbrella organisation of the Flemish Community education.

In ISCED level 3 the number of class sessions of *Economie, Humane wetenschappen, Latijn, Sportwetenschappen, Wetenschappen, Economie-Moderne talen, Economie-Wiskunde, Latijn-Moderne talen, Latijn-Wetenschappen, Latijn-Wiskunde, Moderne talen-Wetenschappen, Moderne talen-Wiskunde, Wetenschappen-Topsport, Wetenschappen-Wiskunde, Yeshiva* has been taken into account for the umbrella organisation of the municipal education.

In ISCED level 3 the number of class sessions of *Economie, Grieks, Grieks-Latijn, Humane wetenschappen, Latijn, Sportwetenschappen, Wetenschappen, Economie-moderne talen, Economie-wetenschappen, Economie-wiskunde, Grieks-moderne talen, Grieks-wetenschappen, Grieks-wiskunde, Latijn-moderne talen, Latijn-wetenschappen, Latijn-wiskunde, Moderne talen-wetenschappen, Moderne talen-wiskunde, Wetenschappen-wiskunde* has been taken into account for the umbrella organisation of the Flemish Community education.

Subjects reported in the category "Other subjects": Latin.

Notes on the flexibility in the curriculum: Although the number of hours per subject is reported here, these are the result of the recommendations of the umbrella organisations. The legislation prescribes only a number of hours to be followed per week. So 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 permanently set at 182 for administrative simplification (previously it varied between 181 and 183 depending on the year).

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 second language is compulsory 3 periods per week in the 3rd and 4th grades and 5 periods per week in the 5th and 6th grades.

Subjects reported in the category "Other subjects": They may belong to four areas: French (for example, Latin, theatre, writing workshop, introduction to antique culture, etc.); modern language (conversation, culture, etc.); science / math / training in social and economic life / education through technology (ICT, technical drawing, science, math, social services); and sports or artistic activities. [Back to table](#)

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 such that states and municipalities have autonomy to decide about this matter. [Back to table](#)

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 12 jurisdictions submitting data. Data from the Yukon 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. [Back to table](#)

Chile:

Subjects reported in the category "Other subjects": Educational guidance. [Back to table](#)

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 1: Must be included in all grades. The Framework Educational Programme (FEP) sets the 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 2: Must be included in all grades. As set in the FEP, geography is included in social studies (although it is composed of social as well as natural topics).

Foreign language 1, ISCED 1: The first foreign language is compulsory and taught from 3rd grade, but 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 a compulsory subject or as an optional subject. In both cases, the lessons are allocated from the amount of disposable lessons (compulsory flexible subjects chosen by schools). The number of lessons for foreign language 1 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.

Foreign language 2, ISCED 1: A second foreign language is not compulsory for ISCED 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 2, a second foreign language is taught from eighth grade on at the latest, but it can also be taught in lower grades. If a second foreign language 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. The second foreign language as recently reported is compulsory since school year 2013/2014, so the actual timetable is valid for grade 8 (and lower). All pupils in these grades must attend a second foreign language but for pupils in grade 9, the former timetable applies (a school had to offer a second foreign language, but pupils could also have chosen another optional subject). However, with reference to the intended instruction time, the new policy is also considered for grade 9 in the sense that it shows the correct total amount of flexible lessons.

Foreign language 3: A third foreign language is not compulsory for compulsory education but some schools offer it at the ISCED level 2 (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.

Foreign language 4: A fourth foreign language is not compulsory for the compulsory education. 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). The 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 2 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 2, but they can also extend the time allocated to sports. The figure on intended instruction time shows the average ($2 \text{ periods} / 4 = 0.5 \text{ periods per year}$): $2 + 0.5 = 2.5 \text{ periods per year}$.

Arts education: Must be included in all grades.

Subjects reported in the category “Other subjects”: 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. [Back to table](#)

Denmark:

Notes on subject allocation: For the 9th and 10th grade, "Compulsory flexible subjects chosen by schools" can be "Arts education", "Communication Technologies (ICT)", "Technology" and "Practical and vocational skills".

Subjects reported in the category "Other subjects": Free class discussion/utility period. [Back to table](#)

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:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/a00221847/school-day-school-year>

Daily session times for any school are set by its governing body. Every day on which a school meets shall be divided into two sessions; and there must be a break in the middle of the day between those two sessions.

Notes on subject allocation: At ISCED 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 2 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 3 all pupils must study citizenship, English, information and communication technology, mathematics, physical education and science. The teaching of careers education, sex education, work-related learning and religious education is also statutory.

Subjects reported in the category "Other subjects": PSHE (Personal, Social and Health Education), Citizenship, Sex and Relationships. [Back to table](#)

Estonia:

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 can comprise up to 5 school days, but usually it is 5 days. The real duration length of a lesson is 45 - 60 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. "Foreign language 1" can be English, Russian, German or French, "Foreign language 2" can be English, Russian, German, French or some other language. "Foreign language 1" begins in grades 1-3; "Foreign language 2" 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 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. [Back to table](#)

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 2013/2014 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 180h. "Other subjects": Tutoring for all students which amounts for two hours per week. 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:

http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=57154 . 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 (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. Grade 10: "Social studies" = History, geography and civic, legal and social studies. "Foreign Languages" = 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 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>.

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: 19.4% of pupils attend Latin, which is the only non-compulsory course offered. Grade 8: 17.2% of pupils attend Latin, which is the only non-compulsory course offered. Grade 9: 17.2% of pupils attend Latin or Greek. 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) 2013, p. 131 (grades de 7-9) et p. 118 (grade 10) : http://cache.media.education.gouv.fr/file/2013/49/9/DEPP-RERS-2013_266499.pdf. [Back to table](#)

Germany:

Notes on subject allocation: Foreign Language 1: For the reference year, data for foreign languages are not available in hierarchical structure. The category "Foreign Language 1" therefore reflects the total of all foreign languages. The information on foreign language 1, 2 and 3 is not based on empirical data. Instead it shows the earliest possible entry point for the second to fourth foreign language. The exact entry point is determined by Land regulation. The second foreign language is only compulsory for courses of education leading to *Allgemeine Hochschulreife* (General Higher education entrance qualification), independent of the type of school.

ICT/Technology: The data on the subject "Technology" includes the subject "Communication Technologies (ICT)".

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 school, the school year starts on 1st September and ends on 31st August of the following year. For primary school, lessons begin on 11th September and end on 15th June of the following year. For the school year 2013-14, teaching days in primary school amount to 171 and are organised in 34-35 weeks of 5 days from Monday to Friday. For lower secondary school, lessons begin on 11th September and end by mid-May. The exam period follows and is completed by June, 15th. The teaching days for school year 2013-14 stand at 152 and are structured in 30 weeks of 5 days from Monday to Friday. The above teaching days for school year 2013-14 (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 of which are of 45 minutes, two are of 40 minutes and one is of 35 minutes. The non-compulsory curriculum (all day programme) follows the compulsory curriculum and ends at 16.15. 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. 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 of 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 taught is English. The second, 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, 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:

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

- "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 Sciences" 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 taught in all grades is English. Additionally, students attending the 1st grade (year 7) of lower secondary school can choose a second foreign language among French, German, Italian or Spanish.

Percentage of students in general compulsory education attending the non-compulsory instruction time: The percentage of students in general compulsory education attending the non-compulsory instruction time (all day programme) amounts to 17%. Since the non-compulsory curriculum is an option provided only in primary school, the percentage of students attending is 26% of those enrolled in primary education. The condition for the operation of the all day programme in a primary school is parents' interest and social criteria: For the implementation of the all day programme a minimum number of pupils ranging from 5 to 15, depending on the size of the school, is required; furthermore, both parents must either work and submit the relevant certification from their employer or they have to be registered unemployed. This programme is offered as an option to students after the end of the compulsory timetable. [Back to table](#)

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: "Natural Sciences" includes 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 raise the number of other classes). In grade 2, "Natural Sciences" includes environmental studies; "Arts Education" includes music and Drawing/Visual Culture. In grade 3: "Natural Sciences" includes environmental studies. "Arts Education" includes music and Drawing/Visual Culture. In grade 4: "Natural Sciences" includes environmental studies. "Arts Education" includes music and Drawing/Visual Culture. In grade 5: "Natural Sciences" includes environmental studies; "Arts Education" includes music and Visual Culture; "Social studies" includes the subject of History/Social/Civic Studies. "Compulsory flexible subjects chosen by schools" includes two classes of *Szabadon tervezhető órakeret*, which schools allocate to subjects of their own choice (they can introduce a new subject and raise the number of other classes). School also have to choose between Drama-Dance and Homeland and Peoples. In grade 6: "Natural Sciences" includes environmental studies; "Social studies" includes history and geography. The "Physical Education and Health" category includes PE and Sport as well as health care studies. In grade 7: "Social Sciences" includes geography and history; "Religion/Ethics/Moral education" includes Man and Society-Ethics. In grade 8: "Social Sciences" includes 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" includes physics and chemistry; "Social Sciences" includes geography and history; "Arts Education" includes music and Visual Culture. "Compulsory flexible subjects chosen by schools" includes *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 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: "Social studies includes history, geography and the subject Social Sciences. "Arts Education" includes music and Drawing and Visual Culture. In grade 11: "Social Sciences" includes history, media and the subject Social Sciences. In grade 12: "Social studies" includes history, philosophy and media and the subject Social Studies. The category "Physical Education and Health" includes PE and Sports as well as Dance-Drama.

Subjects reported in the category "Other subjects": In grade 5-12: Form teachers' class. [Back to table](#)

Iceland:

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, 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. [Back to table](#)

Ireland:

Notes on the duration of the school year, school week and period length: Primary schools are open for 183 days annually. For Grades 3 to 8 (ISCED 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 2 and 3, 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 1. The school week also includes 2 hours of discretionary time at grades 3-8 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 3-8), 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 3-8.) 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 3-8. The remaining additional 10 minutes for mathematics (Grades 3-6), 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 "Other subjects". In Irish-medium schools, Irish would be entered under "Reading, writing and literature" whilst English would be included under "Other subjects". Similarly, "Other subjects" include either English or Irish depending on which is the second language of the school.

At ISCED 2, "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 3, 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 1, 2 and 3 in English-medium schools (L1 is English), English is included under "Reading, writing and literature" whilst Irish is included under "Other subjects". In Irish medium schools (L1 is Irish), Irish is included under "Reading, writing and literature" whilst English is included under "Other subjects". At Grade 12, 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 2, 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. "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 2 and that the syllabuses have been developed on the basis of a time allocation of two hours per week. In practice, this may be timetabled as two periods in many schools. The Rules and Programme for Secondary Schools identifies the following subjects which schools may draw from in order to fill the total amount of compulsory instruction time. These are in addition to the compulsory subjects (with prescribed time): History, geography, Latin, Ancient Greek, classical studies, Hebrew studies, French, German, Italian, Spanish, science, technology, home economics, music, Art-Craft-Design, materials technology (wood), metalwork, technical graphics, business studies, typewriting, environmental and social studies, religious education.

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 2. 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.

The final year of compulsory education is technically the first year of ISCED 3 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 2, such as the Established Leaving Certificate or Leaving Certificate Applied programme. 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 year 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, 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 2, or in other years.

Subjects reported in the category "Other subjects": ISCED 1: Social Personal and Health Education. "Other" also includes the legacy time allocated for assembly and roll call. ISCED 1, 2 and 3: Irish as the second language of the school in the case of English medium schools and English as the second language of the school in the case of Irish medium. [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 6-11 but in some schools enrolment in primary education is till 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 budgeted by the ministry is the same as the intended instruction time.

Notes on subject allocation: For the non-Jewish sectors, Hebrew is reported as a second language in "Other subjects", not as a foreign language. 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.

Subjects reported in the category "Other subjects": Hebrew as a second language for Druze and Arab institutions.

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. [Back to table](#)

Italy:

Notes on the duration of the school year, school week and period length: According to legislation, schools are required to work 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 the first grades. 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 can be used for complementary teaching of the first language (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) and 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 and integrated studies (mandatory). 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".

Distribution of 357 periods for "Compulsory subjects with flexible timetable": In addition to the required instruction time for social studies (history and moral education are included) and natural sciences, the total of these two subjects should have 85 additional periods. The last 272 periods are for practical and vocational skills, a second foreign language, Chinese Characters and Classics, and the liberal arts. For these four subjects, 272 periods are allocated during the three years of upper secondary level, without specific time allocation for each subject.

Subjects reported in the category "Other subjects": Creative Experiential 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 Activities as well as related subjects. At lower and upper secondary school levels, they consist of self-initiated activities, club activities, volunteer activities, and future career activities. Also included in "Other subjects" are Right Life (grades 1-2: 128), Wise Life (grades 1-2: 192) and Joyful Life (grades 1-2: 384). Right life, Wise Life, and Joyful Life are interdisciplinary subjects that encompass moral education, social studies, natural studies, physical education, arts education, etc.

Notes on the flexibility in the curriculum: At upper secondary school level, the amount of instruction time is not stated as periods but as units. One unit is defined as the amount of instruction time that is equivalent to 17 50-minute classes. For the information provided here, the units of instruction time was changed into periods in order to balance with primary and lower secondary levels. [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 2013/14, there are 5 national holidays; therefore the actual number of instruction days in school year 2013/14 is 165 days in 1st grade, 170 in 2nd-8th grade and 180 in 9th grade. The dates for the beginning and end of the school year 2013/14 are set by the Cabinet of Ministers' Regulations on the Beginning and End of School Year 2013/14. 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 Cabinet of Ministers' Regulations on the National Standard for Basic Education and Standards for Basic Education Subjects and the Basic Education Sample Plan (2013), 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 the 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 column "Natural Sciences"), physics (grades 8-9, included in column "Natural Sciences"), chemistry (grades 8-9, included in column "Natural Sciences"), geography (grades 7-9, included in column "Social studies"), world history and history of Latvia (grades 8-9, included in column "Social studies"), Social sciences (for grades 7-9, included in column "Social studies"), crafts (for grades 4-9, included in column "Practical and vocational skills"), sports (for grades 4-9), music (for grades 4-9, included in column "Arts Education) and visual arts (for grades 4-9, included in column "Arts Education"). Other subjects are taught bilingually using Latvian language and 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) - 68% of all pupils attain extra-curricular activities (offered by schools and interest related education institutions). Besides, there are 141 592 participants in elective subjects *fakultatīvi* offered by general education schools (one pupil can engage in various elective subjects; according to the Central Statistical Bureau in 2012/13, overall there were 212 591 pupils in general education).

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 are reported under the category "Reading, writing and literature". German is also considered as "Foreign language 1".

Grades 2 - 6: German is a language of instruction and is also considered as "Foreign language 1". French is the second foreign language. The weekly distribution of lessons will depend on the planning of the teaching staff of the group of grades.

Grades 7-10: The language of instruction is French which is also classified as the second foreign language. German is the first foreign language. English is the third foreign language.

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". At the primary level, a foreign language is compulsory with 100 hours of instruction according to the 2011 curriculum. However, its implementation is still in course.

Subjects reported in the category "Other subjects": Grade 7: State subject and tutoring; Grade 8: Tutoring; Grade 9: Tutoring; Grade 10: Extracurricular activities; Grade 11: Extracurricular activities; Grade 12: Extracurricular activities and philosophy. [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](#)

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 in lower secondary education in 2012/2013. In the first year they were only introduced in 8th grade, and in 2013/14 this was expanded to also include 9th grade; by the school year 2014/15 it will be fully implemented in 10th grade. As a consequence, the data for Norway will change annually for some years. 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 (ISCED1) as a whole (grades 1-7), and for lower secondary schooling (ISCED2) as a whole (grades 8-10). Within primary schooling the number of class sessions in the core subjects Reading, writing and literature, Mathematics and Foreign language 1 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 2) "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 1 and 2) 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 that may be distributed only between compulsory lessons 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 1 and 2 levels (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. Based on estimates that take the number of schools in which religion is taught, the amount of instruction time for religion and the average number of students per class for the specified types of schools into account and assuming that from those classes 90% of students at primary and lower secondary level and 80% of students at upper secondary level attend religion lessons we get the following results: In primary schools (ISCED 1) 90% of all students attend religion lessons and in lower secondary schools (ISCED 2) 80% of all students attend religion lessons.

Data is collected for the subject Education for Family Life and according to the data 73% of students attend these lessons at primary level and 75% at lower secondary level (EIS database, 2012/13).

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 1) is divided into two stages/cycles: First cycle (grades 1-3) and second cycle (grades 4-6). Lower secondary school (ISCED 2) forms the third cycle and encompasses another three-year period (grades 1-3). 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. [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 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 language teaching, sports, artistic, scientific, technological, community and citizenship education activities chosen by the schools.

At primary level (grades 5-6), "Reading, writing and literature" (Portuguese), "Foreign Languages" (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 language 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, 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 (100 h) 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 (basic and secondary) or cycle (basic). 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. [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 2012-13 (the most recently published data) 88% of primary schools and 91% of secondary schools (98, 98, 96, and 92% 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. 3: 2013) and is available at <http://www.scotland.gov.uk/Publications/2013/06/750>. [Back to table](#)

Slovak Republic:

Notes on the duration of the school year, school week and period length: The school year 2013/2014 has 189 teaching days. The weekly teaching time is 5 days (Monday to Friday), a lesson takes 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 2 and ISCED 3 levels by a maximum of about 15 hours and for ISCED 3 by a maximum of about 20 hours (this implies 5 hours in the 10th grade). This 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 1, ISCED 2, ISCED 3) 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, 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 nine, lessons end on June 15th. There are 32 weeks of teaching days and 3 weeks of "days of activities" (*dnevi dejavnosti*) in grade 9. 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 lessons can vary. For most of the activities it is 45 minutes but the length of the morning care lessons (grade 1) is 60 minutes and the length of the lessons for after-school classes (grades 1-5) is 50 minutes.

Notes on subject allocation: In grade 1-3, the subject Environmental Education combines different subject categories; we allocated the subject (3 lessons a week) 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. We allocated the subject (3 lessons a week) 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.

Due to a change in the Basic School Act in July 2013 the planned gradual introduction of the compulsory first foreign language from 1st grade in school year 2013/14 has not taken place. The newly amended Basic School Act foresees the gradual introduction of compulsory first foreign language learning in the 2nd grade (2 lessons per week) starting in school year 2014/15. In 2016/17 this should be a compulsory subject for all second graders. The same change in the Basic School Act also postponed the implementation of a non-compulsory second foreign language grades 4 to 9. The gradual introduction for pupils in 4th and 7th grade is now postponed to 2014/15.

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 time pupils spend in morning care (first grade) and after school classes (years 1-5). In the non-compulsory column only participation in interest activities (2 lessons per week), supplementary classes (1 lesson per week) and an additional lesson of optional subject in grades 7 to 9 are reported. After school classes also include physical and creative activities, homework, individual learning, lunch and relaxation, morning care. They are guided by official guidelines for implementation and are taught by qualified teachers. Participation rates are as follows: In morning care almost 70% of pupils in year 1, in after-school classes more than 82% 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 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. 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 in grades 5 and 8. In primary education, the Autonomous Communities can decide to teach this subject in grade 5 or 6, but it is most commonly taught in grade 5. This is why the hours corresponding to this subject have been allocated to grade 5. The same holds for lower secondary education, where this subject can be taught in grades 7, 8 or 9, but most Autonomous Communities decide to teach it in grade 8. "Foreign Language 2": 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 10. 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 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 and Technology. "Compulsory flexible subjects chosen by schools": Since the information on instruction time comes from a weighted average and the hours of some subjects, such as citizenship and human rights education (see the above note on "Religion/Ethics/Moral education") that had to be rearranged, the total hours within each grade do not always amount to the minimum yearly hours established by legislation (875 for primary education). Therefore, the column on "Compulsory flexible subjects chosen by schools" reflects the number of hours that Autonomous Communities must allocate to the subject or subjects of their choice in order to comply with the established total instruction time.

In 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 this time period is defined by Autonomous Communities' legislation as compulsory instruction time). The decrease in the number of hours in primary education is due to the exclusion of school playtime that was included in previous years.

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. [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 1490, social studies (geography, history, religion) 885, natural sciences (biology, chemistry, technology, physics) 800, pupil's option 382 hours.

Crafts and home economics (330+118) is reported in "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 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, no grading allowed). In 2012/2013, 71.1 % of pupils in grade 9 studied a second foreign language, with a total 320 hours. But it is not compulsory to study a second foreign language, these hours can also be used for education in the mother tongue, Swedish/Swedish as a second language (provided the pupil is already given education in this subject), English and sign language. The starting grade for the second foreign language is not laid down in the steering documents. Schools decide when to introduce the second foreign language. 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.

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. The pupil's option enables them to deepen and broaden their knowledge of one or more subjects in school. [Back to table](#)

Turkey:

Notes on subject allocation: In the previous editions of Education at a Glance, extra-curricular lessons which may be offered by primary and lower secondary schools (up to 6 lessons a week) were reported under “Non-compulsory curriculum”. However, not all schools offer these extra courses, i.e. schools provide these courses upon request and only if they have the adequate conditions (e.g. teachers, physical conditions). For this reason these courses are not included in the information provided here.

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 2 elective subjects per grade. Possible options are: Religion and ethics, subjects related to reading, writing and literature, foreign languages, subjects related to science and maths, subjects related to arts and sports, subjects related to social sciences. 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.

In upper secondary education a lot 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.

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). [Back to table](#)

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 from jurisdiction to jurisdiction and between schools within jurisdictions. The number and length of each lesson is typically at the school's discretion at the primary, lower and upper secondary levels. Observations 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 (approx. 20 minutes) in the morning and a longer lunch break (usually between 40-60 minutes depending on the school) 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 after school events. 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 in all jurisdictions. In jurisdictions that allow activities during the school break, it is at the schools discretion as to whether or not activities are offered. In some jurisdictions these events tend to be organised by sympathetic allied organisations (e.g. teacher professional bodies or sporting clubs) using school facilities. In other jurisdictions 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.

Additional activities during the school holidays: Not applicable. [Back to table](#)

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 secondary education 28 hours per week is the minimum and 32/33/34 hours per week the maximum. The calculations are based on 32 hours per week. In some grades another maximum is defined (max. 34: 2nd grade of the 1st stage and the pre-vocational year in the 1st stage; max. 33: 3rd stage of general secondary education; max. 36 for technical, artistic and vocational education; but this is out of scope of this survey). 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 for all levels of education. 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). [Back to table](#)

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 (excepted 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. [Back to table](#)

Brazil:

Organisation of the standard school week: The school week is organised in 5 days at primary, lower and upper secondary levels. 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 is from 13 p.m. to 16.59 p.m.; and the third shift is between 17 p.m. and 23.59 p.m.

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

Number of lessons in a standard school day: The federal/central government does not have this information. 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 great 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 shifts.

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 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: 20.5% of public schools in a vulnerable situation and 10.3% of private schools take part in the "Open School Programme" (Programa Escola Aberta). It is a federal/central government programme which is implemented by states and local authorities within their schools (Source: National School Census). Municipalities and states may also have their own programmes.

[Back to table](#)

Canada:

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: Primary: Typically 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 typically ranges 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. [Back to table](#)

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 8am in the morning to approximately 4pm. 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): Yes. 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](#)

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:

| | | | | | | | | | |
|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Year: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Interval: | 18-22 | 18-22 | 22-26 | 22-26 | 22-26 | 28-30 | 28-30 | 30-32 | 30-32 |

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.

[Back to table](#)

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 8.00 or 8.15. 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 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.

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. At primary and lower secondary level not many schools do this as many schools have a separate youth club on the premises instead and pupils can go there. In Danish this is called SFO (*Skolefritidsordning* - school free time arrangement). These are not run by the schools, but by the SFOs. However, they are often located on school premises. The SFOs are run by pedagogues, and not teachers; the same pedagogues might, however, participate in field trips etc. organised during school time, so some cooperation does exist. Schools at the upper secondary level have to offer students some optional additional activities, e.g. sport, music, study groups etc.

Additional activities during the school holidays: Typically the schools are not offering activities during the school holidays, but the SFOs are open. [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): Yes, 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: Yes, 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 8.00 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, 23 in grades 3-4, 24 in grades 5-6 and 30 in grades 7-9.

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 kindergartens 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 five-day 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 kindergartens 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.

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 *gymnasiale 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 *gymnasiale 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 *Ganztagschulen* (all-day schools) and extended *Halbtagschulen* (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 2013-2014, 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 2013-2014, spread over 30 weeks of 5 days from Monday to Friday.

These numbers of school days excludes 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.

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 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 it means that students have their compulsory curricular classes and afterwards participate in extra-curricular activities. 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 seven 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 1, pupils generally attend school for five full days each week. For the compulsory years of primary education (i.e. grades 3-8 referred to in Ireland as 1st to 6th class), the full day (including breaks) is 5 hours and 40 minutes. The school day for the non-compulsory years in the primary school (i.e. grades 1 and 2 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.

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 sports 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 219 for primary education and 210 for lower and upper secondary education.

In Israel, most students attend school six days a week but above one third of the students are learning five days a week (183 days a year). 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 13.5 hours for "school autonomy". In the Sciences and Tech track, a student should choose 3 subjects (scientific, major and specialization) totalling 54 hours plus additional 7.5 hours for "school autonomy". The elective hours may be of any of the subject fields offered at school. For this reason, the subject reporting for upper secondary education should not be considered fixed as it is totally flexible.

Number of lessons in a standard school day: In primary education, 5-7 lessons a day according to the grade level and the learning days in a week (6 or 5): In first and second grades 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 for 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: These are organised by the municipalities and funded by parents. [Back to table](#)

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 foreign language). 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 sport education are often taught for two consecutive hours (2 lessons). In this case, in a 5-hour day, students are taught only 3 subjects (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 for each class. At the primary level pupils have, in general, longer breaks, usually half an hour at mid-morning (at about 10:30). 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. 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, 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. [Back to table](#)

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 school 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. In the 3rd through 6th grades, students may have 5-6 classes a day on average. At lower secondary school level, students have 6-7 classes a day and at upper secondary school, students have 7-8 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 schools classes last 40 minutes, at lower secondary schools 45 minutes and at upper secondary schools 50 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, 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 school. At lower and upper secondary school levels, many schools 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, lower and upper 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 classes 1 to 3; 6 lessons in classes 4 to 5; 7 lessons in classes 6 to 7 and 8 lessons in classes 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, school holidays are free for pupils. However, schools may organise summer camps, extra-curricular activities or subjects Olympiads. During the Latvian Youth Song and Dance festivals (usually taking place in the summer), for instance, 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 organize 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 organize 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 schools: 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 schools which organize these activities.

Secondary education: The schools do not organize 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 a week is 5 for primary, lower and upper secondary education.

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

Organisation of the breaks between lessons: The break at primary level is 30 minutes after 2 lessons; at lower secondary level it is 15 minutes after 4 lessons and the break at upper secondary is 20 minutes after 3 lessons.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Only at the primary level around 8% of schools offer additional activities in two different programs: 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 have 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](#)

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 ($5234 / (190 \times 7)$) and at lower secondary education 4,57 lessons of 60 minutes each ($2604 / (190 \times 3)$)

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.

[Back to table](#)

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. [Back to table](#)

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 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. In 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 usually include leisure, sports, arts and school support activities.

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. [Back to table](#)

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 at 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 o'clock. In case that teaching cannot be organised in morning hours due to a lack of premises in primary schools (ISCED 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 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 1 and 2), 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 1 and 2) 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 5-5.5 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 82% of pupils from year one to five choose to participate in after school classes and around 70% of pupils in year one are attending morning care. The total number of hours for the non-compulsory options of morning care for first graders and after school classes exceeds the total amount of hours dedicated to compulsory lessons amounting to 1171 hours per year in the first grade and 821 hours per year in years 2 to 5. The morning care and after school classes are guided by special curricular guidelines and are a part of the extended basic school programme.

Pupils in years 4-9 spend one hour per week 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, technological, 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 are allowed some 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 8.30h 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 exception being the Canary Islands, where a lesson lasts only 45 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.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): The 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, 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 the like, aiming at balancing family

and professional life of parents and contributing to the personal development and education of children.
[Back to table](#)

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 4 316 leisure time centres in 2012 and 56.2 % 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](#)

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 6 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 20 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 5 and 45 minutes, respectively.

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 together with the students 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 (28 states). Twelve states set the minimum number of instructional days between 160 and 179 days, and four states set the minimum above 180 days (Kansas, New York, North Carolina, and Ohio). Finally, seven states currently do not set a minimum number of instructional days. Instead, the school year in these states is measured in numbers of hours. This information is cited from the Education Commission of the States <http://www.ecs.org/clearinghouse/01/06/68/10668.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.

Number of lessons in a standard school day: Given the nature of the education system, there is no way to generalize 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 generalize 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 generalize 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 generalize how these are organised. [Back to table](#)