

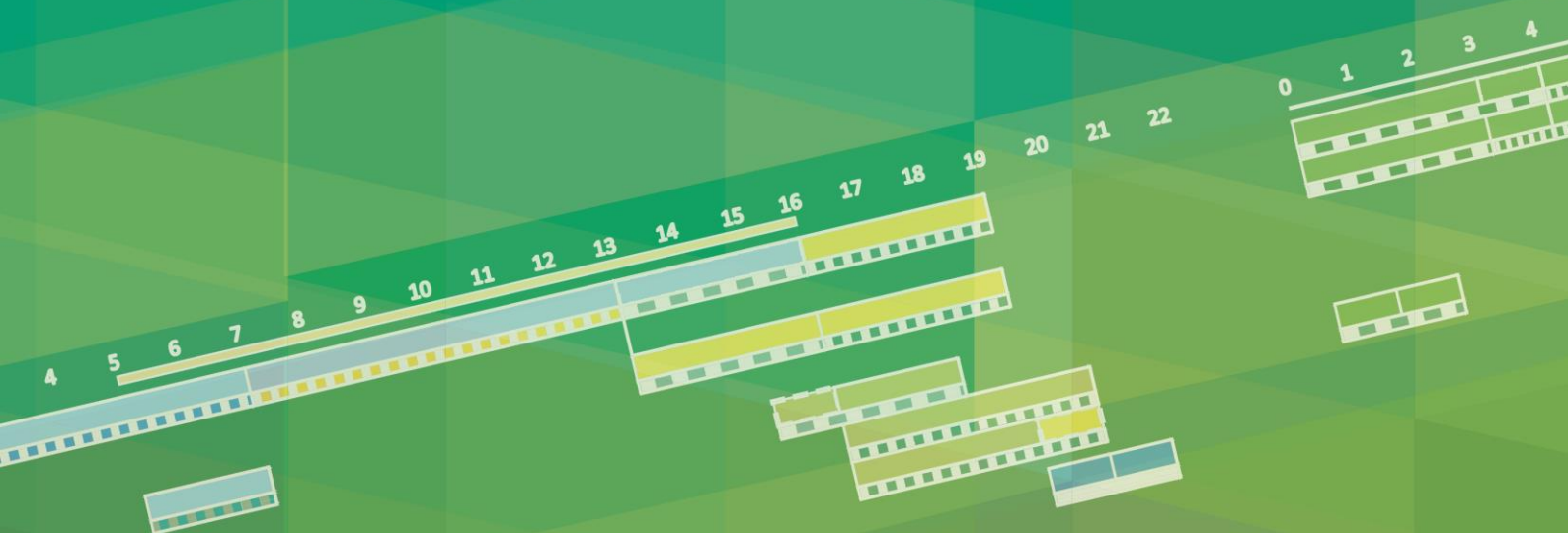


European
Commission

The Structure of the European Education Systems 2018/19

Schematic Diagrams

Eurydice – Facts and Figures





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INTRODUCTION

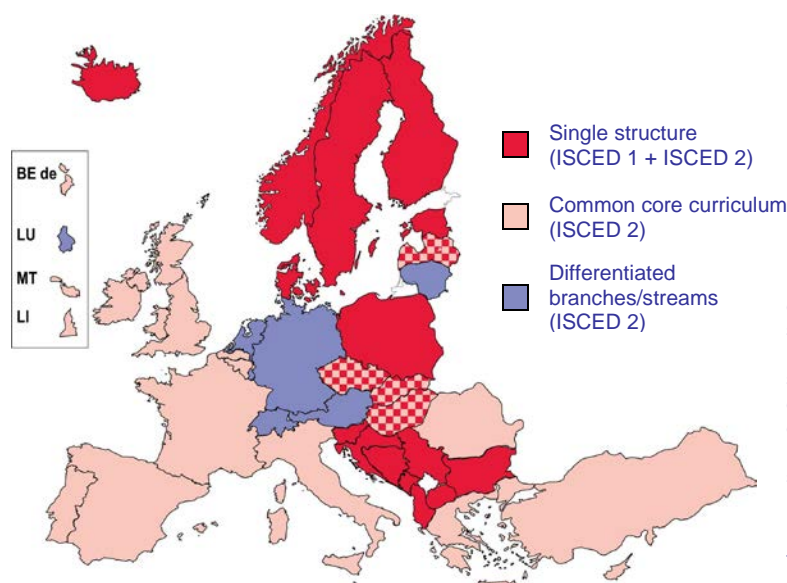
This report focuses on the structure of mainstream education in European countries from pre-primary to tertiary level for the 2018/19 school and academic year. Forty-three education systems are included covering 38 countries participating in the EU's Erasmus+ programme (28 Member States, Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, Norway, Serbia, the former Yugoslav Republic of Macedonia and Turkey). The first section of the report sets out the main organisational models of primary and lower secondary education (ISCED 1-2). The second one provides a guide on how to read the diagrams. The national schematic diagrams are shown in the third section.

Main organisational models of primary and lower secondary education

The diagrams reveal three main organisational models of primary and lower secondary education (ISCED 1 and 2) which are part of compulsory education in all European education systems.

- **Single structure** education. Education is provided from the beginning to the end of compulsory schooling, with no transition between primary and lower secondary education, and with general education provided in common for all pupils.
- **Common core curriculum** provision. After successful completion of primary education (ISCED 1), all students progress to the lower secondary level (ISCED 2) where they follow the same general common core curriculum.
- **Differentiated** lower secondary education. After successful completion of primary education, students are required to follow distinct educational pathways or specific types of schooling, either at the beginning or during lower secondary education. In some countries students follow different tracks in vocational, technical or general education. In others, they are enrolled in different types of general education. At the end of studies they receive different levels of certificate.

Main models of primary and lower secondary education (ISCED 1-2) in Europe, 2018/19



Source: Eurydice.

GUIDE TO READ THE DIAGRAMS

The Guide to read the diagrams provides necessary information to understand and correctly interpret the content of the diagrams. It includes terminology, definitions, meaning of colours and symbols used for the graphic layout and short description of the International Standard Classification of Education (ISCED 2011).

Scope

The diagrams show the mainstream educational programmes considered to be the most representative in each country. They **encompass**:

- Early childhood education and care provided in publicly subsidised and accredited centre based settings for children from the youngest age of enrolment.
- Primary and secondary education programmes including the period of compulsory education.
- Post-secondary non-tertiary programmes.
- Tertiary level main programmes.

The diagrams **do not show**:

- Educational provision intended exclusively to adults with low formal educational attainment and/or a low level of basic skills. The diagrams cover only the courses allowing adult to turn back to school or to gain further qualifications which are incorporated in mainstream educational programmes. Usually, these courses are integrated in the programmes providing competence-based qualifications at secondary educational level or allowing access to tertiary education (post-secondary non-tertiary educational level) ⁽¹⁾.
- Separate provision outside mainstream education for children and young people with special educational needs.
- At tertiary level, doctoral studies, as well as the specialised studies for the regulated professions such as medicine and architecture.

Graphic layout

The graphic layout of the diagrams is divided in two parts. The first part (left side bar) shows educational programmes from pre-primary to post-secondary non-tertiary levels. The second one (right side bar) explains the main programmes at the tertiary level.

Age of students and programme duration scales

The '**age of students**' scale shows the age of pupils and students when they start each level of education from pre-primary onwards (ISCED levels 0 to 4). These ages are notional and give an indication of the official age at which children might begin early childhood education and care or compulsory education. Early or late entry, grade retention or other interruptions to schooling as well as adult learning are not taken into account.

⁽¹⁾ For more information on main type of educational provision for adults, see European Commission/EACEA/Eurydice, 2015. Adult Education and Training in Europe: Widening Access to Learning Opportunities. [Online] Available at: https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-europe-widening-access-learning-opportunities_en

The **'programme duration'** scale applies to tertiary level programmes and refers to the standard number of years necessary to complete studies at different stages on a full-time basis. The duration of part-time studies or individualised study patterns is not shown.

Levels and types of education

The main bars of the diagrams show the national educational systems; different colours represent the different levels and types of education. The small vertical lines within the levels represent the division into cycles or key stages for primary and secondary education, as well as the duration of qualifying programmes in post-secondary and tertiary education. A second thin bar with coloured stripes indicates the corresponding levels of education as defined by the International Standard Classification of Education (ISCED 2011) (see description below).

Text

All terms are provided in the official national language(s) of the country. For most of the countries the type of institution is indicated. For other countries, where the same educational programme(s) can be provided by different types of institution, the type of education or programmes is specified. All country notes are in English.

Connections between programmes
























The diagrams also show the stages at which students may move to a different type of school or education, either within a level or on completion of a level or programme. These transition points are shown by the vertical lines linking to the programmes. However, as the number of possible transition routes increases in some countries as students' progress through the system, the pathways from secondary/post-secondary education to tertiary education programmes are not represented. Therefore, the conditions of entry to tertiary education, even in the case of automatic progression, are not shown.

Compulsory education/training

Full-time compulsory education/training refers to a period of full-time educational/training attendance required of all students. This period is regulated by the law and usually determined by the students' age. Usually, full-time compulsory education/training is provided in formal institutions/schools. However, in some education systems, certain compulsory education/training programmes can combine part-time school based and part-time workplace courses. In such cases, students are evaluated for both parts. In some countries, under certain conditions compulsory education/training can be provided at home.

Additional compulsory part-time education/training means that after the end of full-time compulsory education/training period and until a defined age the minimum formal requirement for all young people is to participate in part-time education/training.

Key

Levels and types of education							
	Early childhood education and care (for which the Ministry of Education is not responsible)						
	Early childhood education and care (for which the Ministry of Education is responsible)						
	Primary education						
	Single structure						
	Secondary general education						
	Secondary vocational education						
	Post-secondary non-tertiary education						
	Tertiary education (full-time)						
Allocation to the ISCED 2011 levels (see definitions below)							
	ISCED 0		ISCED 2		ISCED 4		ISCED 6
	ISCED 1		ISCED 3		ISCED 5		ISCED 7
Other keys							
	Compulsory full-time education/training						
	Compulsory part-time education/training						
	Combined school and workplace courses						
	Possible additional year		Study abroad				
	Programme being phased out during (year)						
	Compulsory work experience + its duration (in years)						

Compulsory work experience and its duration

The diagrams highlight the countries in which compulsory work experience is required to move to the next educational level or to begin a particular qualification and show its minimum required duration where applicable (-/n/-).

Programme being phased

The Diagrams show the possible current and/or forthcoming changes in the structure of the national education systems and point out the programmes being phased out (→| year).

International Standard Classification of Education (ISCED 2011)

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and education-labour market destination. The last version, ISCED 2011 distinguishes eight levels of education. Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

For the full details on each ISCED level, please consult:

UNESCO, Institute for Statistics, 2012. *International Standard Classification of Education. ISCED 2011*. Available at: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>

ISCED 0: Early childhood education

Programmes at this level are typically designed with a holistic approach to support children's early cognitive, physical, social and emotional development and introduce young children to organised instruction outside of the family context. ISCED level 0 refers to early childhood programmes that have an intentional education component.

ISCED 1: Primary education

Programmes at this level are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education.

Age is typically the only entry requirement at this level. The customary or legal age of entry is usually not below 5 years old or above 7 years old. This level typically lasts six years, although its duration can range between four and seven years.

ISCED 2: Lower secondary education

Programmes at this level are typically designed to build on the learning outcomes from ISCED level 1. Students enter ISCED level 2 typically between ages 10 and 13 (age 12 being the most common).

ISCED 3: Upper secondary education

Programmes at this level are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Pupils enter this level typically between ages 14 and 16.

ISCED 4: Post-secondary non-tertiary education

Post-secondary non-tertiary education provides learning experiences building on secondary education, preparing for labour market entry as well as tertiary education. Programmes at ISCED level 4, or post-secondary non-tertiary education, are typically designed to provide individuals who completed ISCED level 3 with non-tertiary qualifications required for progression to tertiary education or for employment when their ISCED level 3 qualifications do not grant such access. The completion of an ISCED level 3 programme is required to enter ISCED level 4 programmes.

ISCED 5: Short-cycle tertiary education

Programmes at this level are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Entry into ISCED level 5 programmes requires the successful completion of ISCED level 3 or 4 with access to tertiary education.

ISCED 6: Bachelors' or equivalent level

Programmes at this level are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Entry into these programmes normally requires the successful completion of an ISCED level 3 or 4 programme with access to tertiary education. Entry may depend on subject choice and/or grades achieved at ISCED levels 3 and/or 4. Additionally, it may be required to take and succeed in entry examinations. Entry or transfer into ISCED level 6 is also sometimes possible after the successful completion of ISCED level 5.

ISCED 7: Master's or equivalent level

Programmes at this level, are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Typically, programmes at this level are theoretically-based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and other tertiary educational institutions.

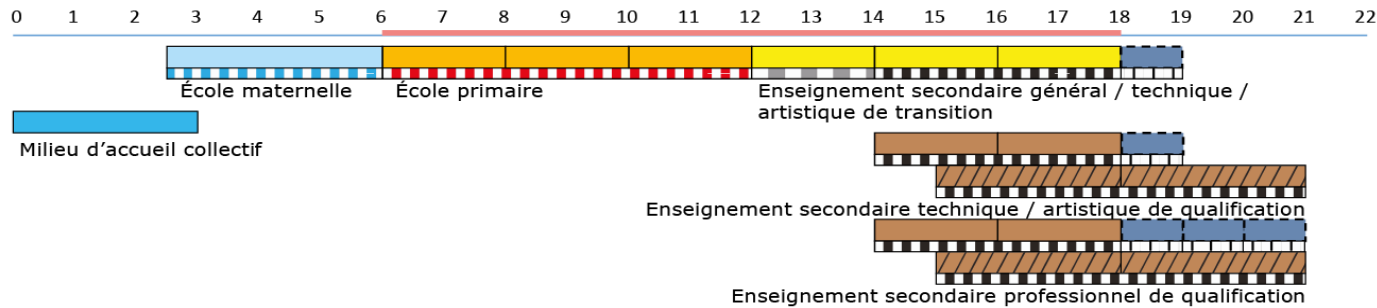
Entry into ISCED level 7 programmes preparing for a second or further degree normally requires the successful completion of an ISCED level 6 or 7 programme. In the case of long programmes that prepare for a first degree equivalent to a Master's degree, entry requires the successful completion of an ISCED level 3 or 4 programme with access to tertiary education. Entry into such programmes may depend on subject choice and/or grades achieved at ISCED levels 3 and/or 4. Additionally, it may be required to take and succeed in entry examinations.

SCHEMATIC DIAGRAMS

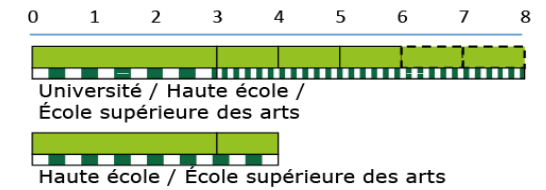
Belgium – French Community	12	Poland	23
Belgium – German-speaking Community	12	Portugal	24
Belgium – Flemish Community	12	Romania	24
Bulgaria	13	Slovenia	24
Czech Republic	13	Slovakia	25
Denmark	14	Finland	25
Germany	14	Sweden	26
Estonia	15	United Kingdom – England	26
Ireland	15	United Kingdom – Wales	26
Greece	16	United Kingdom – Northern Ireland	27
Spain	16	United Kingdom – Scotland	27
France	17	Albania	28
Croatia	17	Bosnia and Herzegovina	28
Italy	18	Switzerland	29
Cyprus	18	Iceland	30
Latvia	19	Liechtenstein	30
Lithuania	19	Montenegro	30
Luxembourg	20	Norway	31
Hungary	20	Serbia	31
Malta	21	The former Yugoslav Republic of Macedonia	31
Netherlands	22	Turkey	32
Austria	22		

Belgium – French Community

Age of students



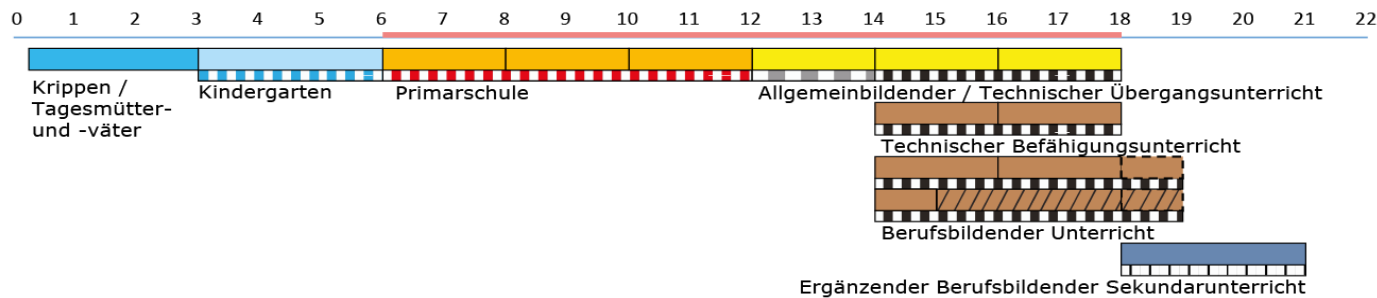
Programme duration (years)



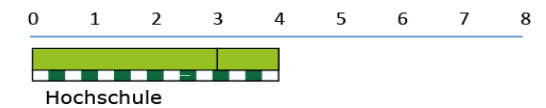
BE_fr

Belgium – German-speaking Community

Age of students



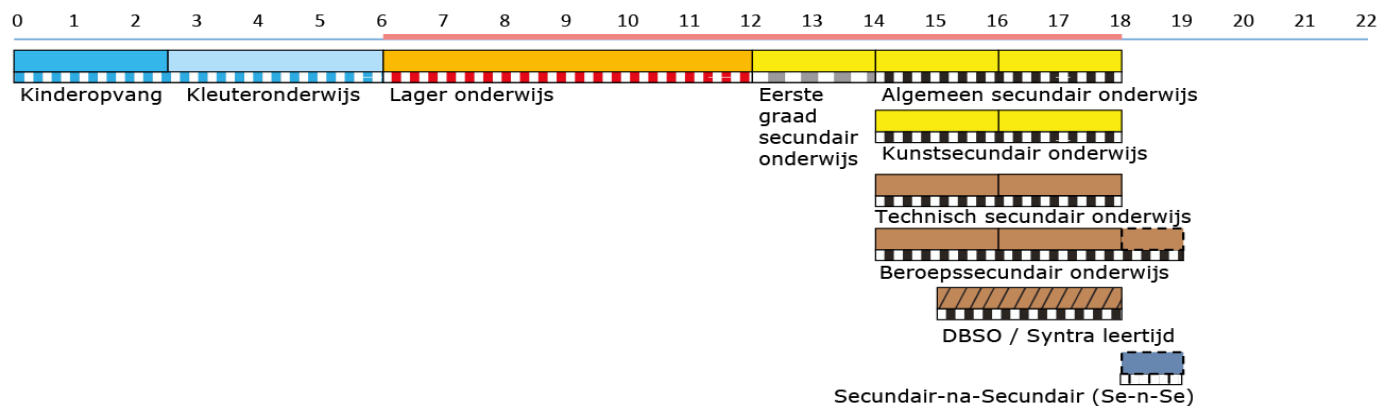
Programme duration (years)



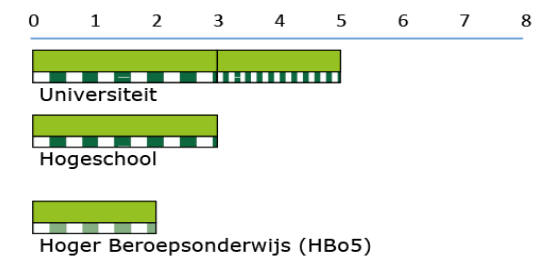
BE_de

Belgium – Flemish Community

Age of students



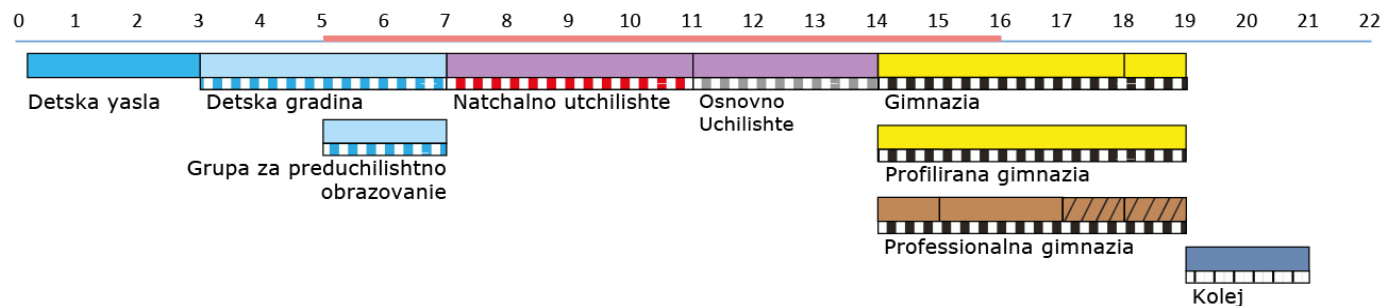
Programme duration (years)



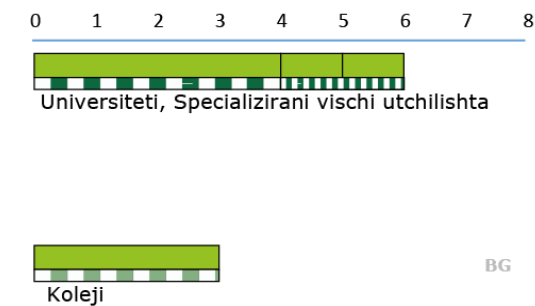
BE_nl

Bulgaria

Age of students

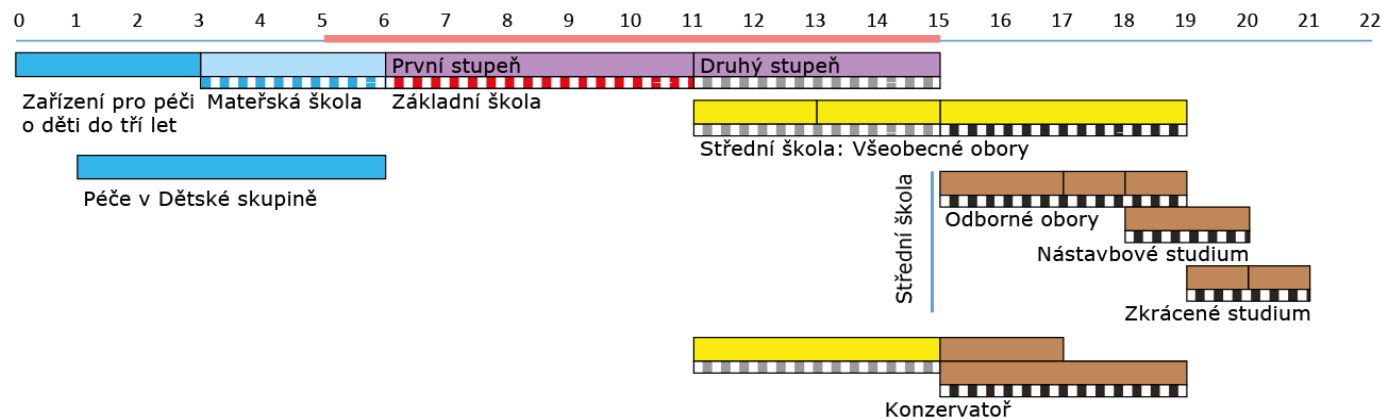


Programme duration (years)

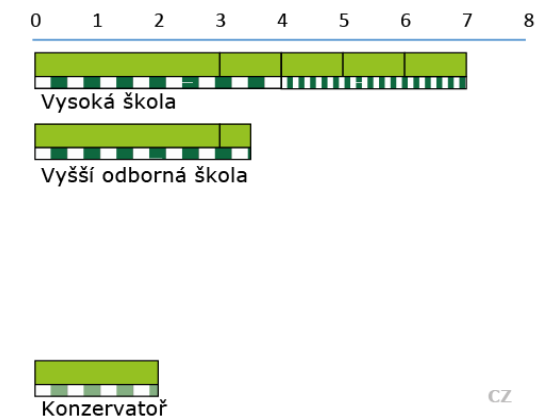


Czech Republic

Age of students



Programme duration (years)

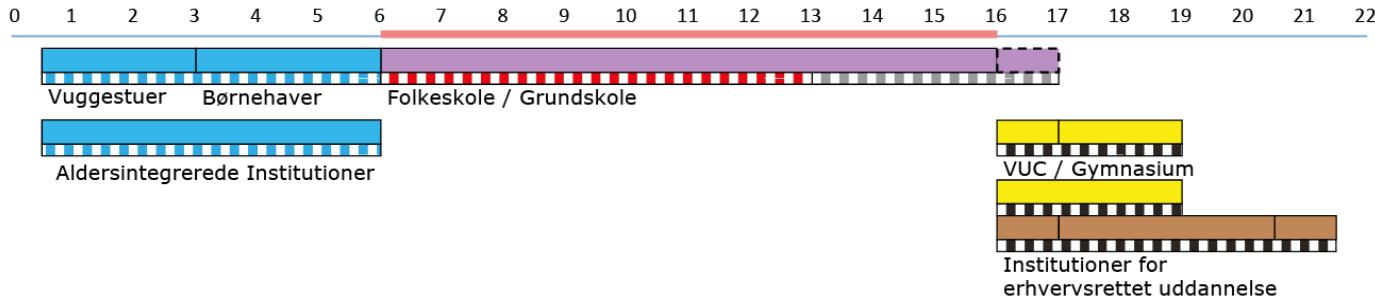


13

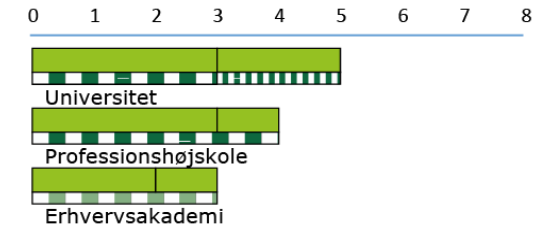
- Early childhood education and care (for which the Ministry of Education is not responsible)
 - Early childhood education and care (for which the Ministry of Education is responsible)
 - Primary education
 - Single structure
 - Secondary general education
 - Secondary vocational education
 - Post-secondary non-tertiary education
 - Tertiary education (full-time)
- Allocation to the ISCED levels:
- ISCED 0
 - ISCED 1
 - ISCED 2
 - ISCED 3
 - ISCED 4
 - ISCED 5
 - ISCED 6
 - ISCED 7
- Compulsory full-time education/training
 Compulsory part-time education/training
 Additional year
 Study abroad
 Combined school and workplace courses
 Compulsory work experience + its duration
- Years Programme being phased out during (year)

Denmark

Age of students



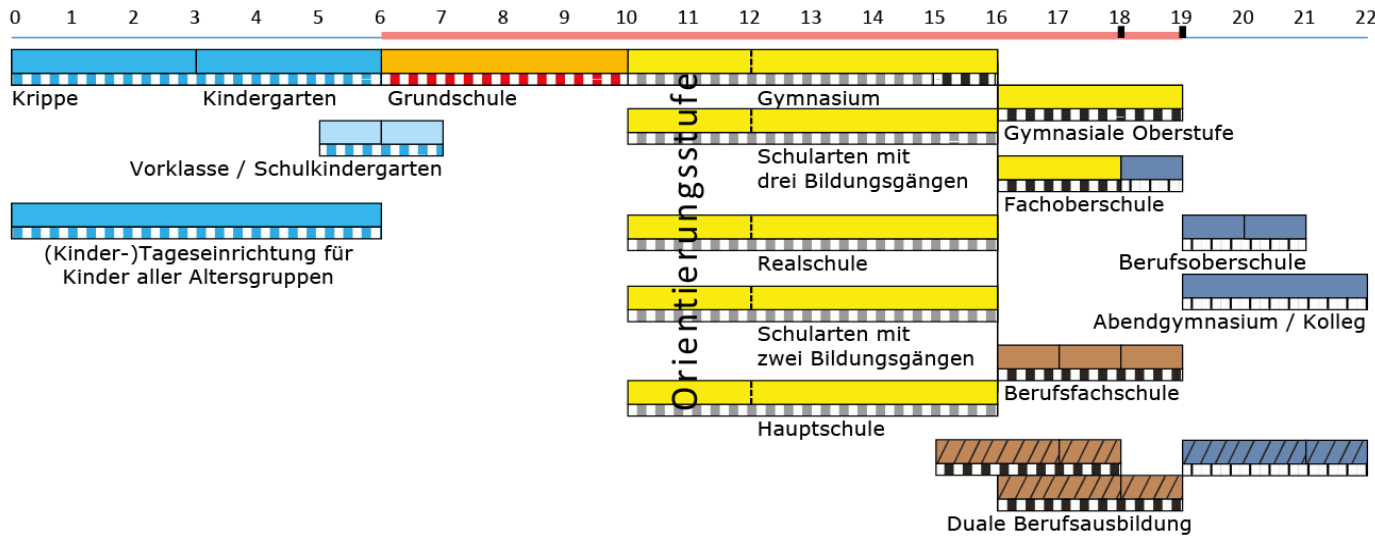
Programme duration (years)



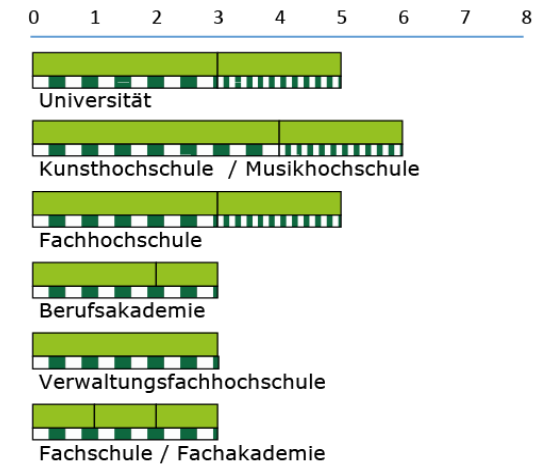
DK

Germany

Age of students



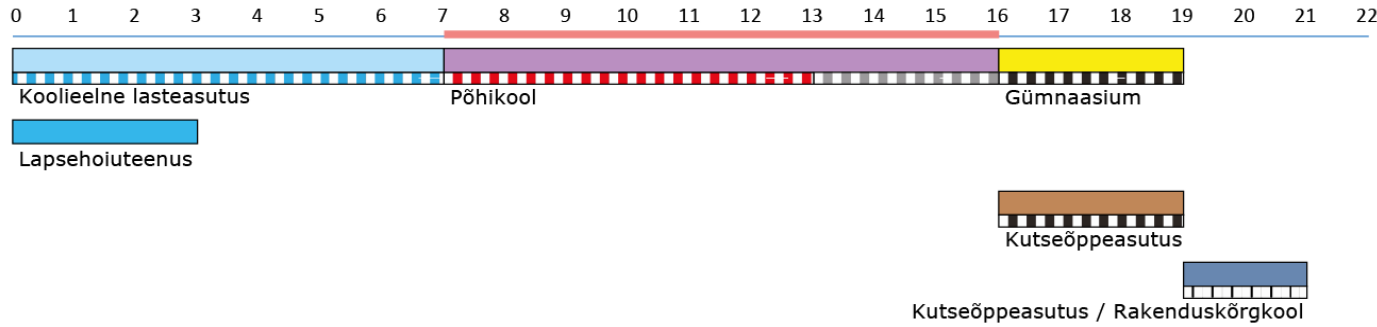
Programme duration (years)



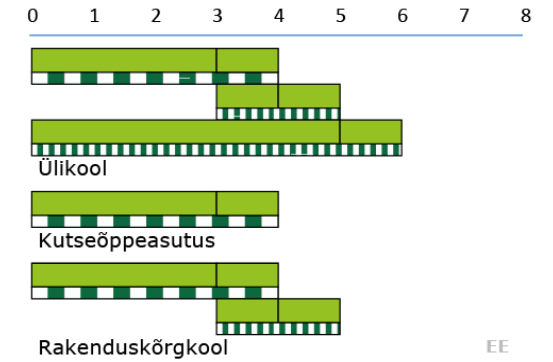
DE

Estonia

Age of students



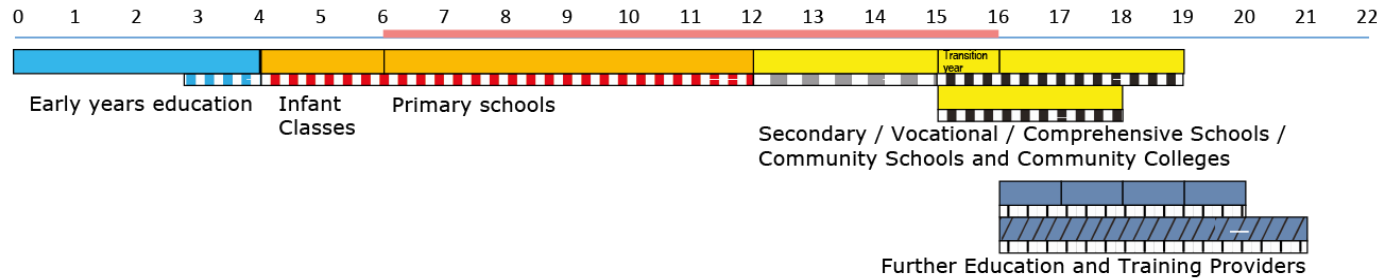
Programme duration (years)



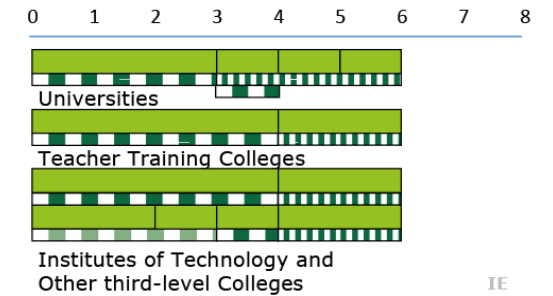
EE

Ireland

Age of students

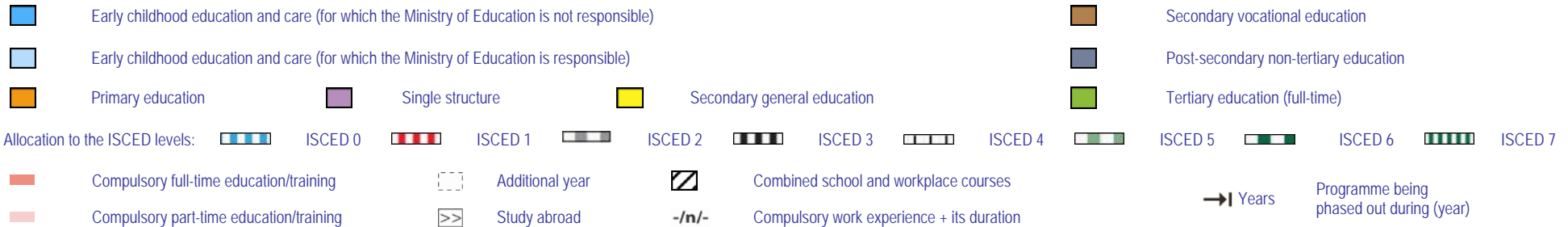


Programme duration (years)



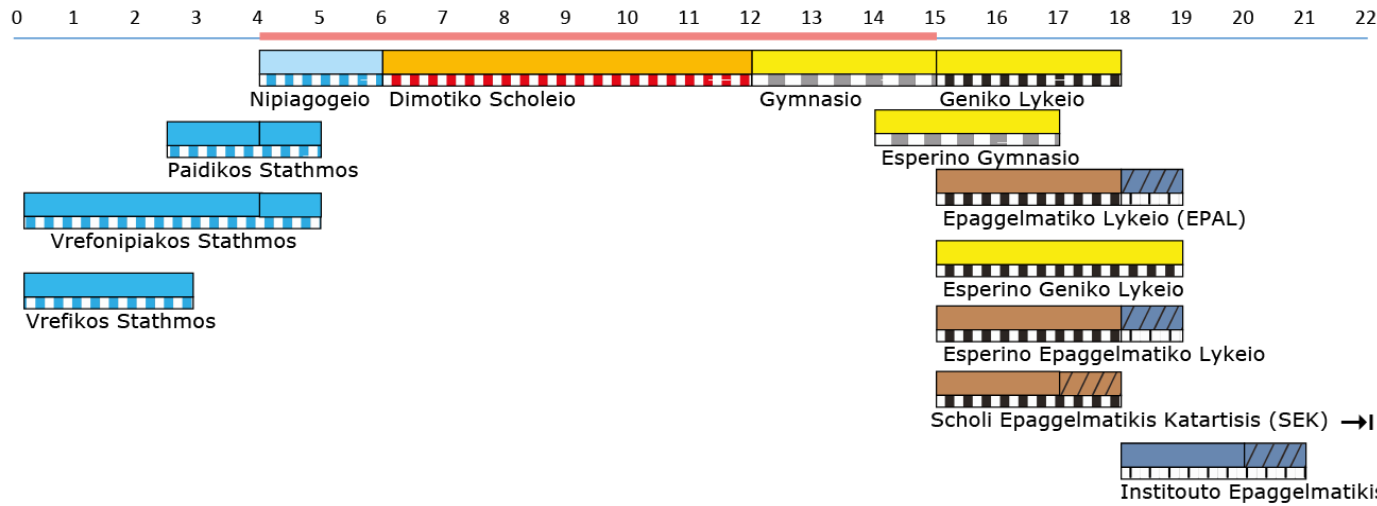
IE

15

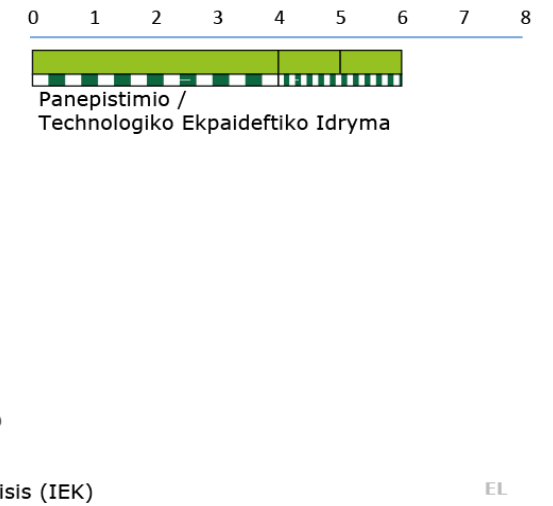


Greece

Age of students



Programme duration (years)

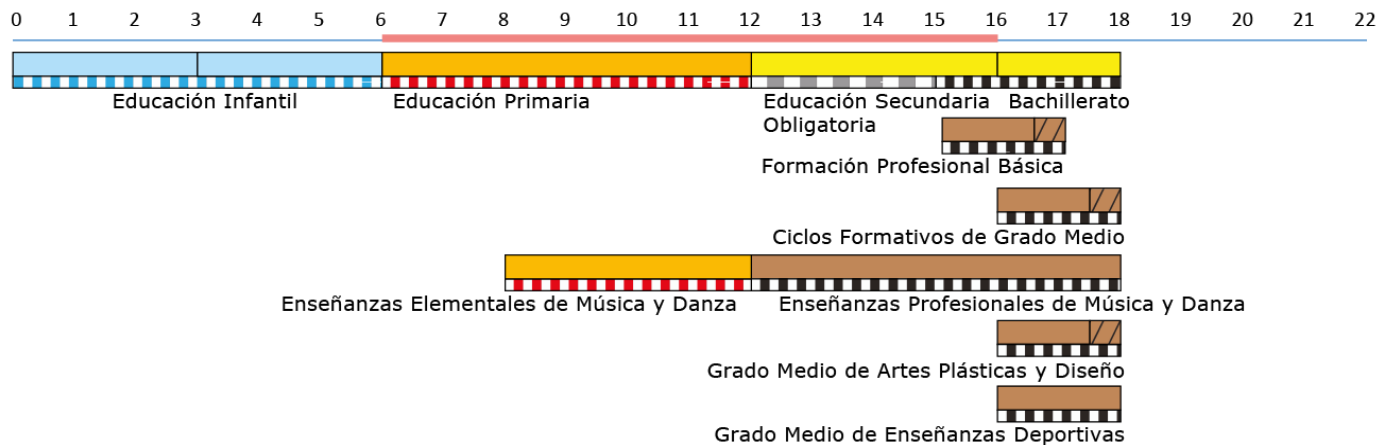


16

Note: The new Law 4521/2018 has established the two-year compulsory pre-primary education in *Nipiagogeio*. For school year 2018/19, it is applied in 184 municipalities; it will be expanded to all municipalities over the span of 3 years. Meanwhile, *Vrefonipiakoi stathmoi* and *Paidikoi stathmoi* will continue to accommodate children up to 5 years old.

Spain

Age of students



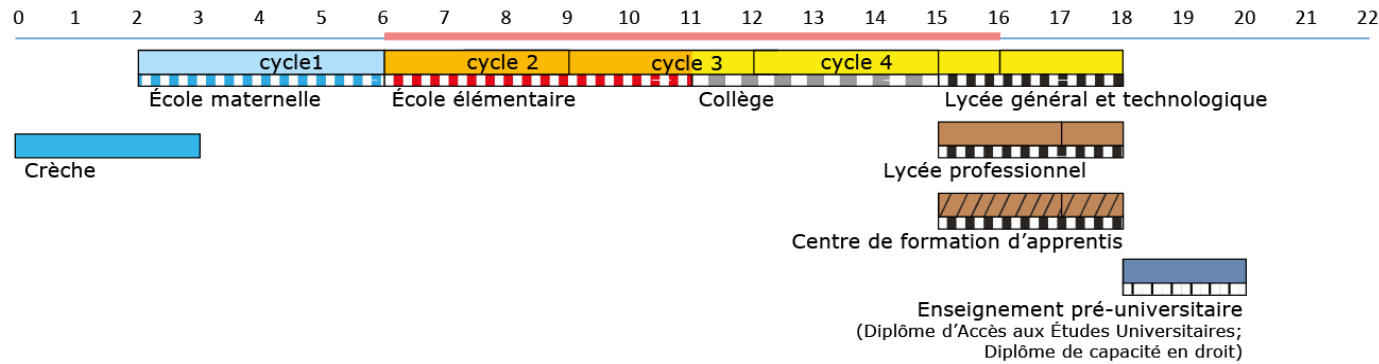
Programme duration (years)



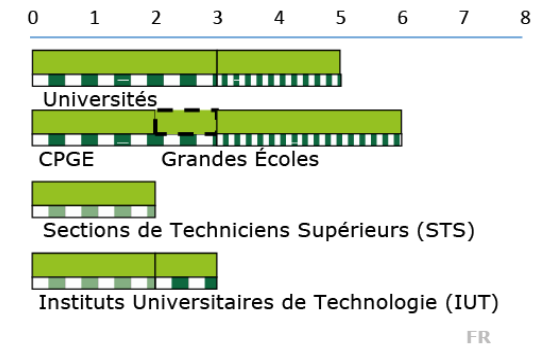
ES

France

Age of students



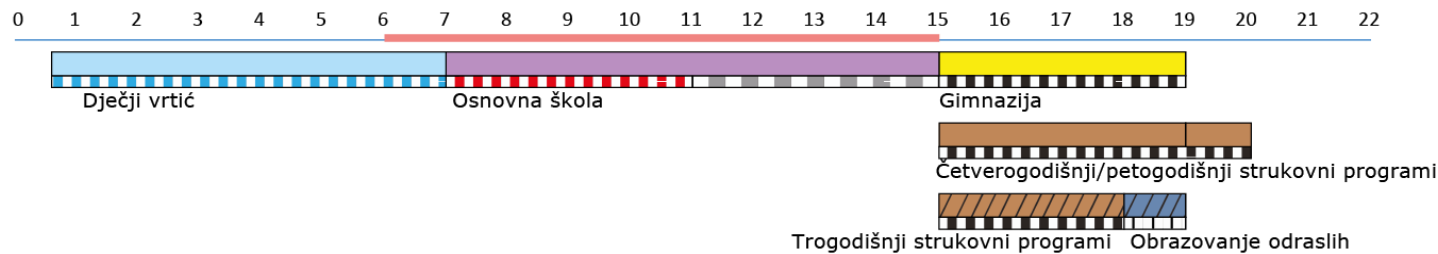
Programme duration (years)



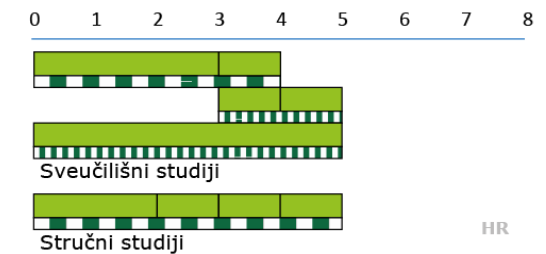
Note: Additional year (see Key) for university or IUT/STS students who want to integrate the *Grandes Écoles* via «parallel admission» (i.e. students are admitted to the *Grandes Écoles* on record and after taking a competitive exam and/or an interview, without going through the CPGE stage).

Croatia

Age of students

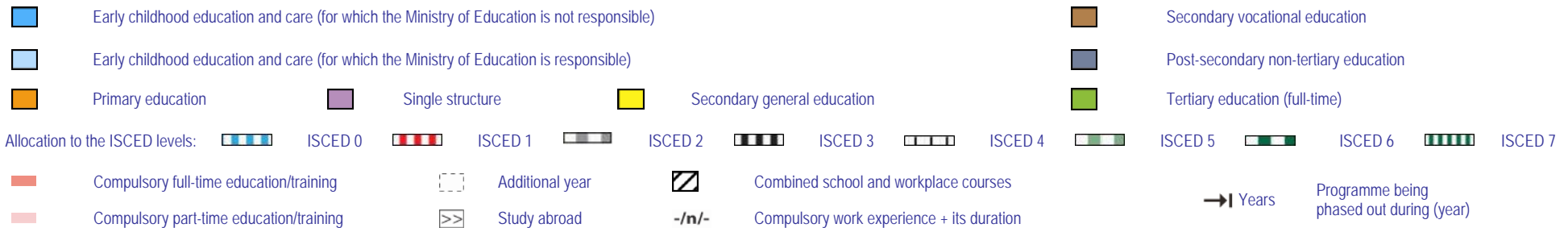


Programme duration (years)



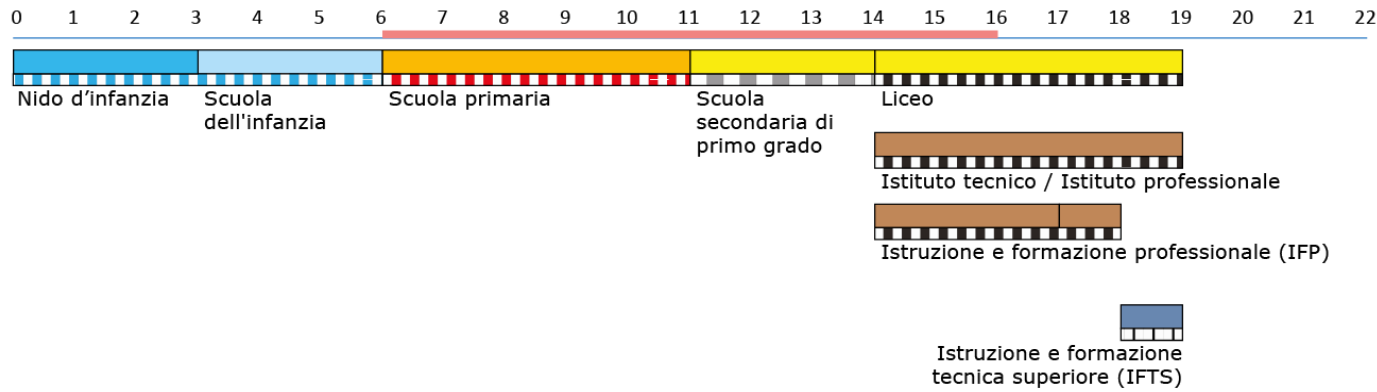
Note: Start of primary education (ISCED 1) depends on child's birthday. Children born between January and April start primary school in calendar year in which they turn 6, those born from April to December when they are 7 years old.

17



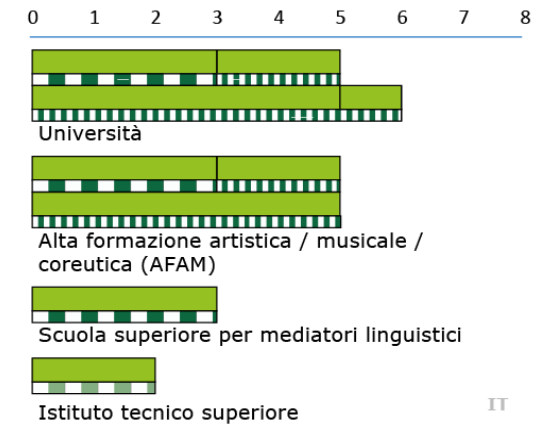
Italy

Age of students



Nido d'infanzia are marked as ISCED 0 on the basis of the law 107/2015, implemented from school year 2017/18.

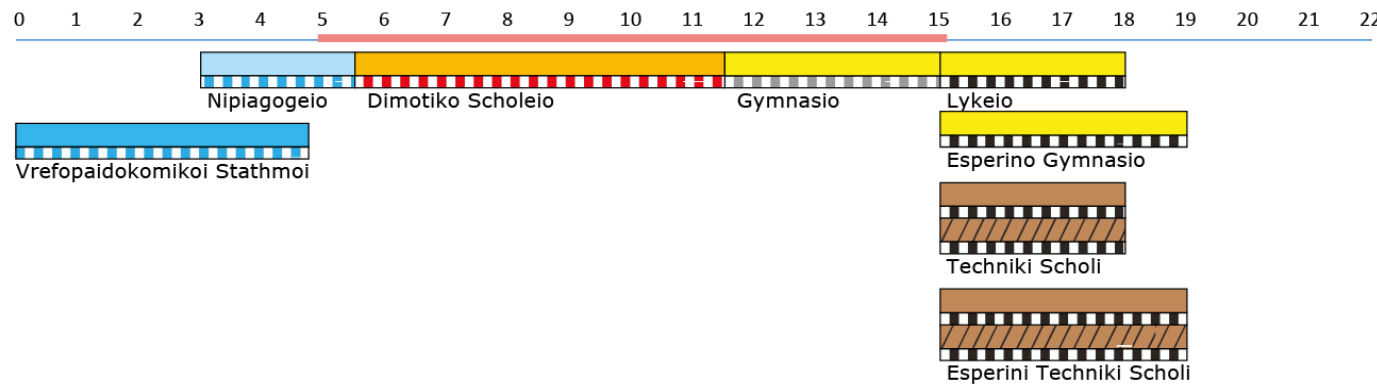
Programme duration (years)



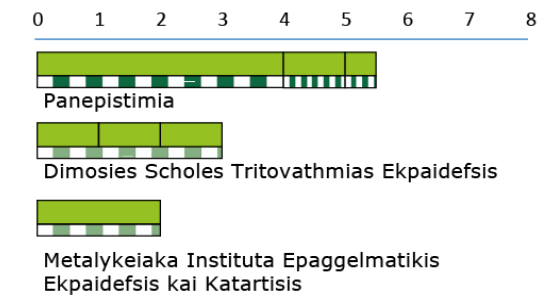
IT

Cyprus

Age of students



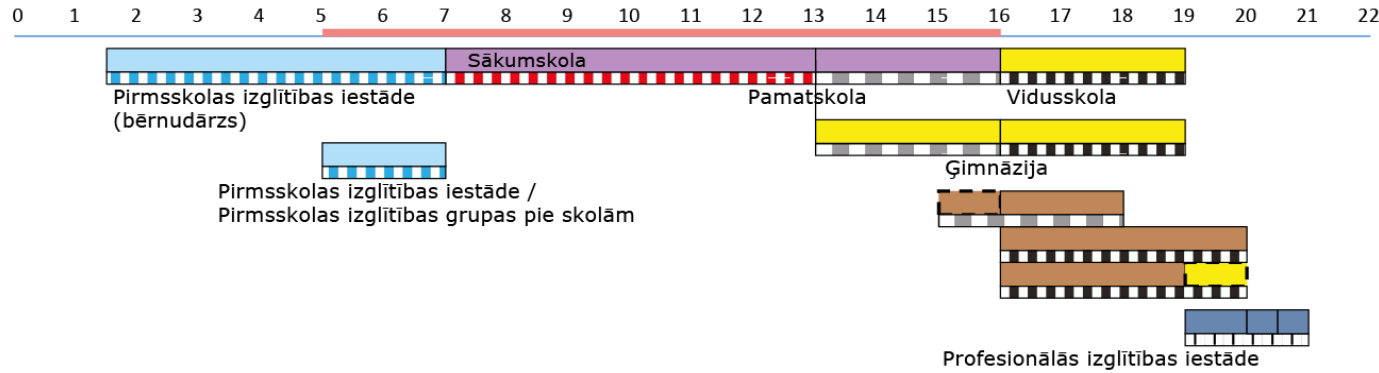
Programme duration (years)



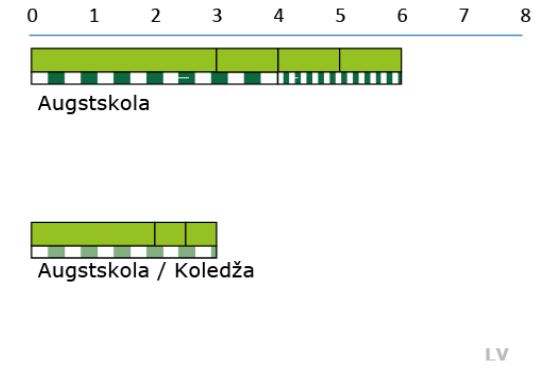
CY

Latvia

Age of students



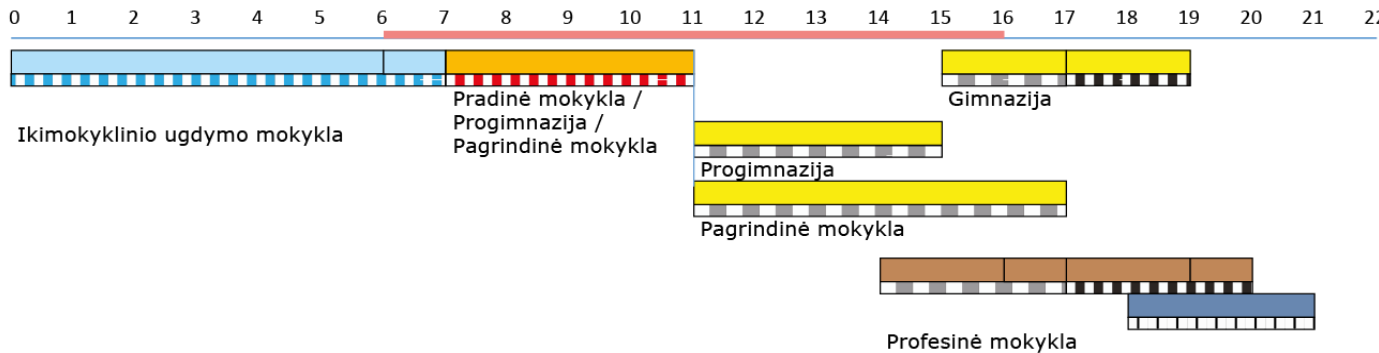
Programme duration (years)



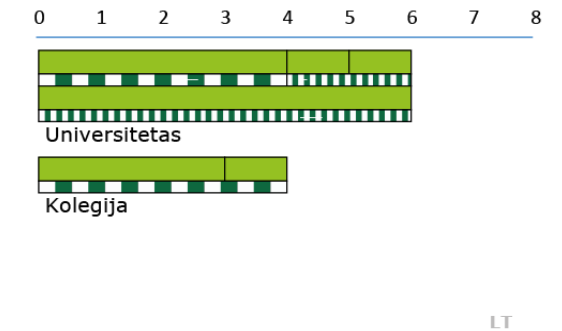
LV

Lithuania

Age of students



Programme duration (years)



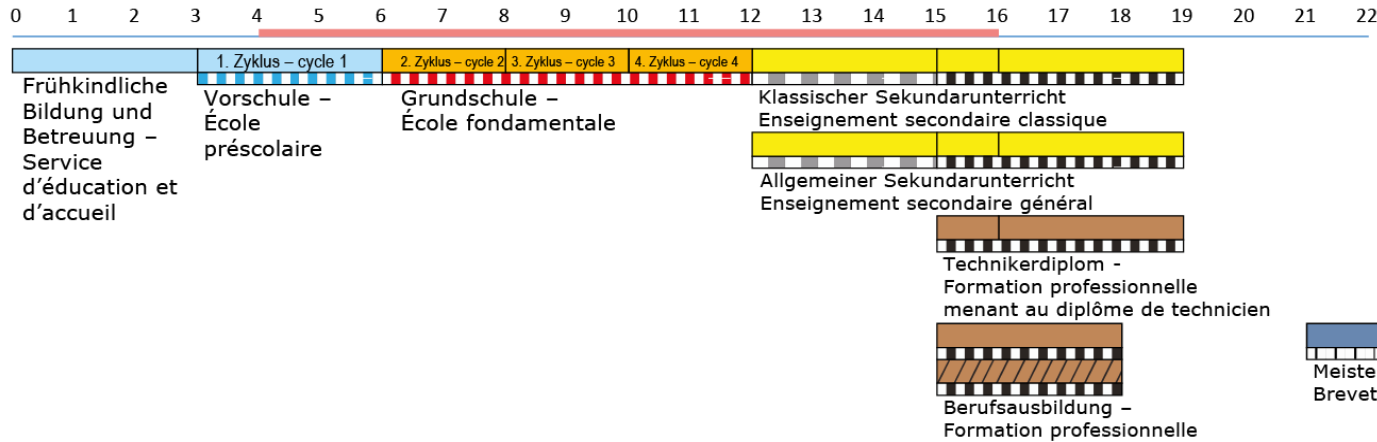
LT

Note: *Gimnazija* might cover primary education programme (ISCED 1) and basic educational programmes.

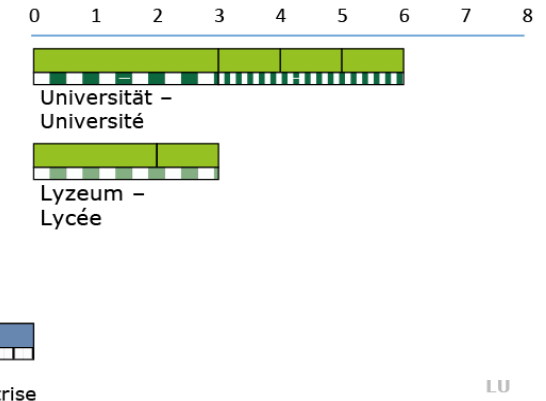
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- Compulsory full-time education/training
 - Additional year
 - Combined school and workplace courses
 - Compulsory part-time education/training
 - Study abroad
 - /n/- Compulsory work experience + its duration
- Years Programme being phased out during (year)

Luxembourg

Age of students



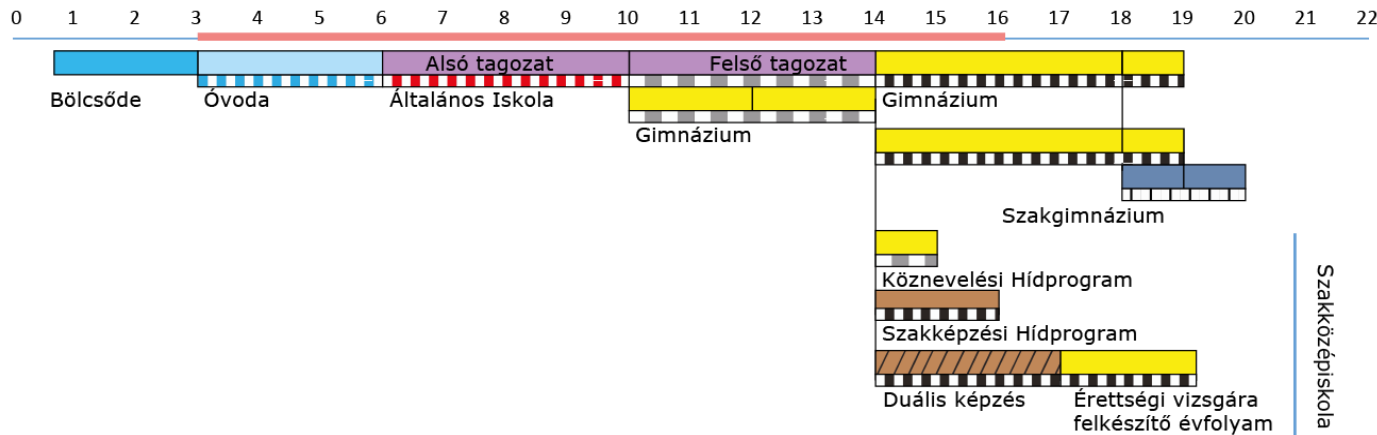
Programme duration (years)



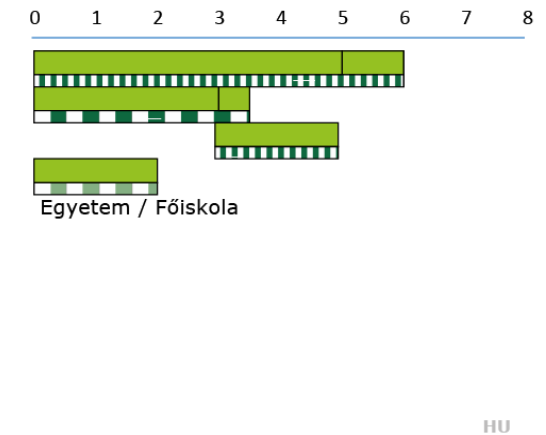
Note: The optional year from age 3 to 4 is called 'Früherziehung - Éducation précoce'. As from the school year 2017/18, 'General secondary education' is called 'Classical secondary education' (*Enseignement classique*) and 'Technical secondary education' is called 'General secondary education' (*Enseignement général*).

Hungary

Age of students



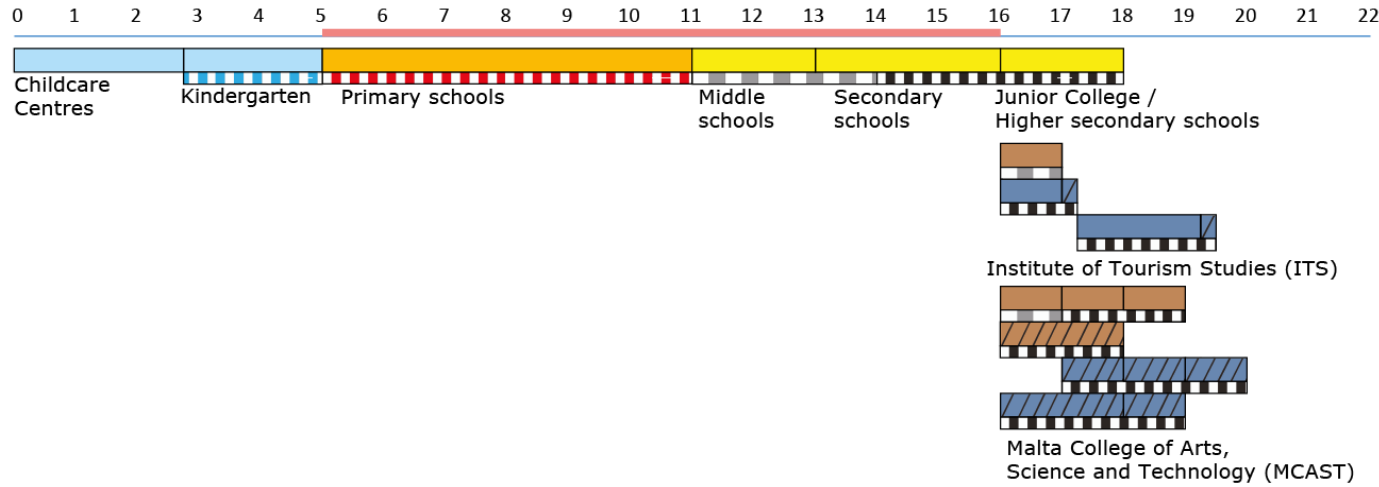
Programme duration (years)



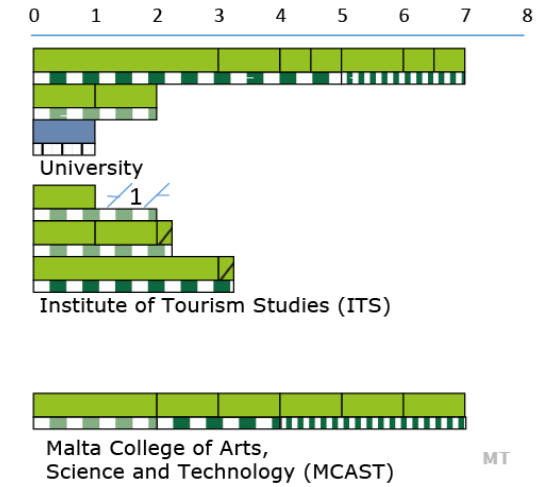
Note: HÍD II may start in grade 7; HÍD I may start in grade 9 but the theoretical starting age is 14 in both cases.

Malta

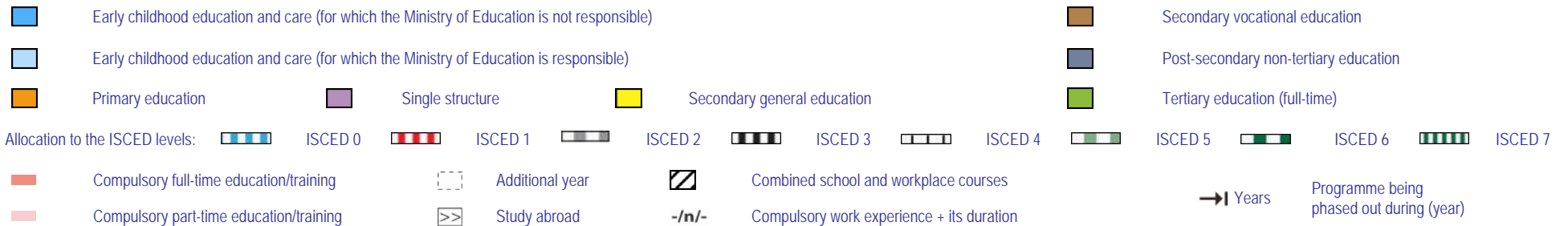
Age of students



Programme duration (years)

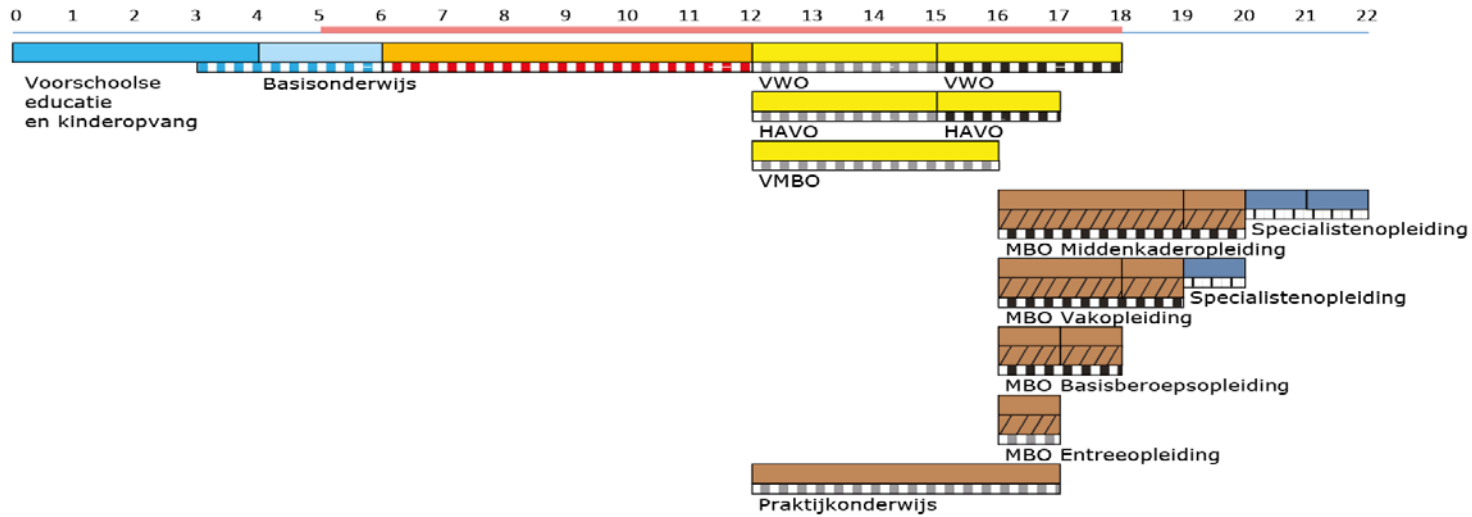


Note: To emphasise the possibility of one continuous pathway between different levels, the Malta College of Arts, Science and Technology (MCAST) has introduced three colleges during 2016: The Foundation College, The Technical College and The University College.

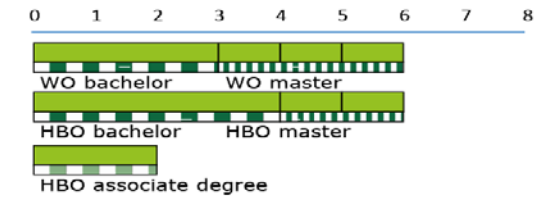


Netherlands

Age of students



Programme duration (years)

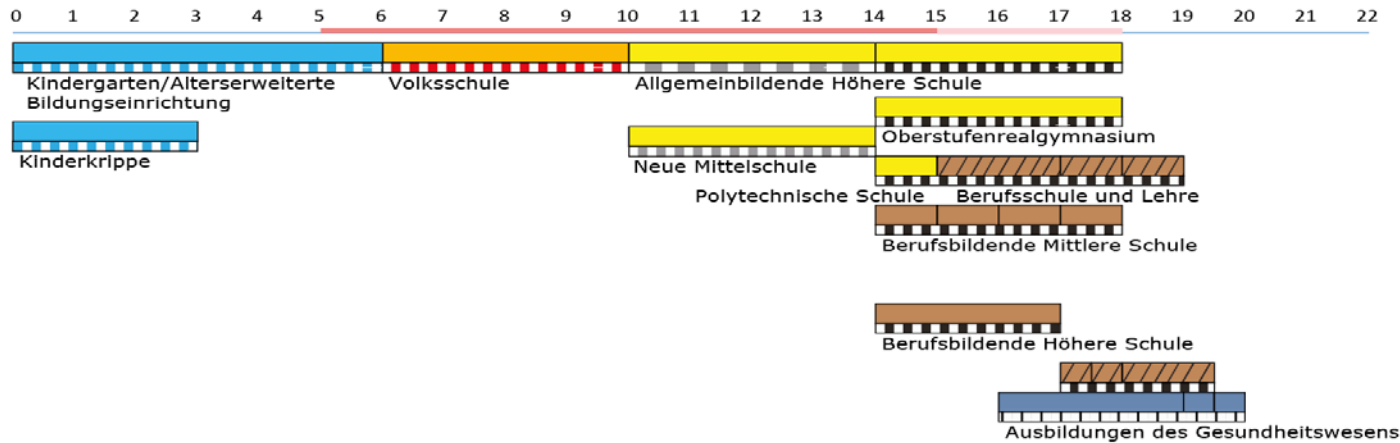


NL

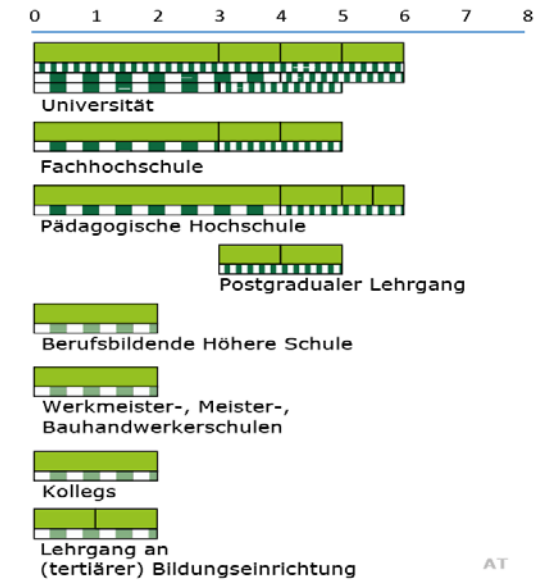
Austria

22

Age of students



Programme duration (years)

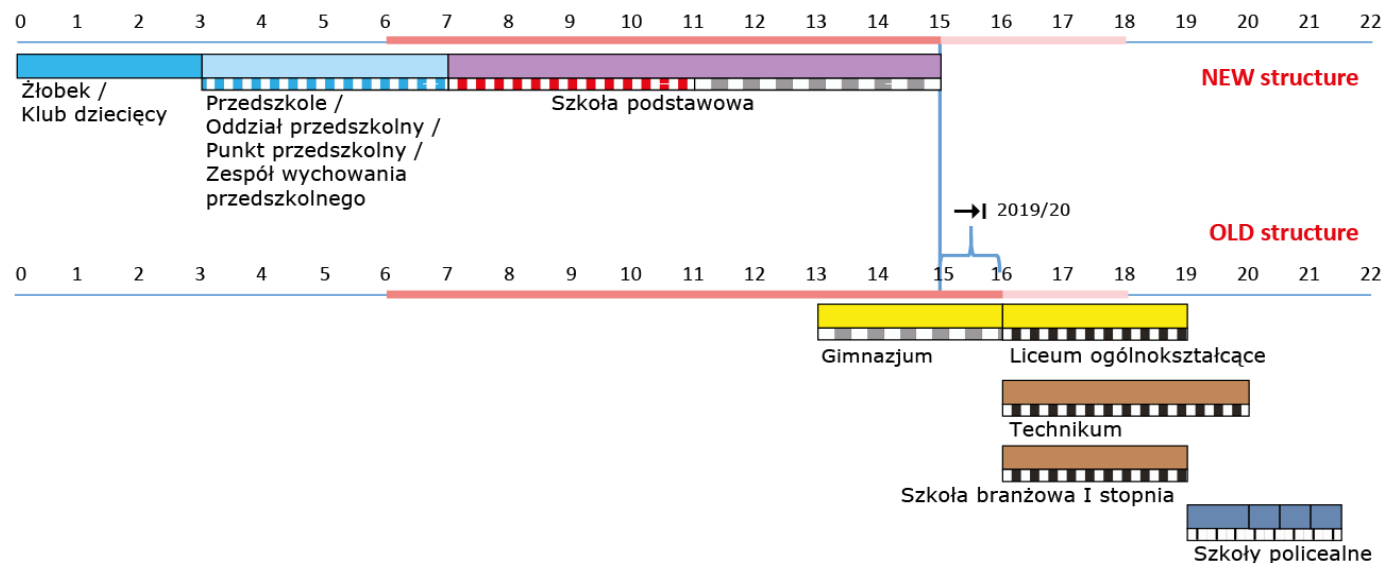


AT

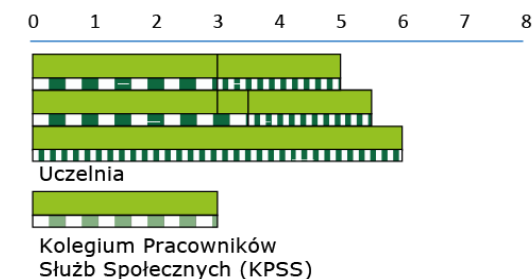
Note: *Berufsbildende Höhere Schulen* deliver continuous programmes i.e. 1st to 3rd year followed by 4th and 5th year.

Poland

Age of students



Programme duration (years)



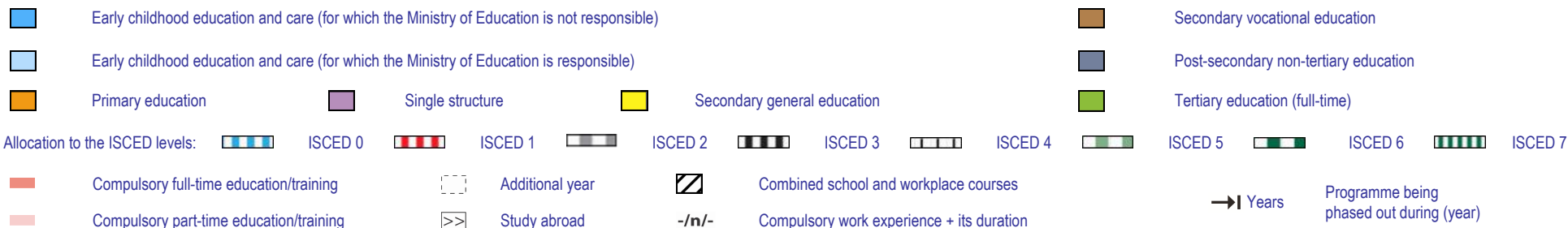
PL

23

Main changes

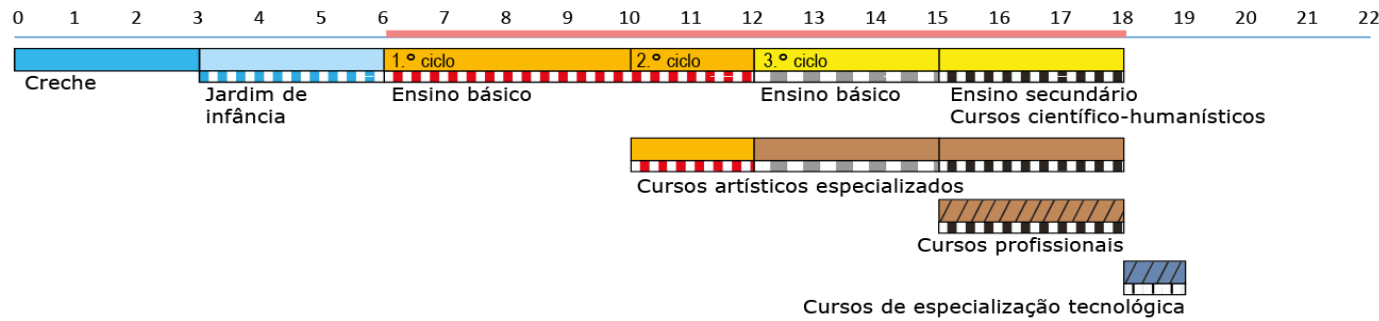
- I From September 2017, *gimnazjum* is being gradually phased out as pupils graduating from grade 6 of primary school continue education in grade 7 of 8-year primary school (single structure education).
- II From September 2018, only students already enrolled in the last year of *gimnazjum* will pursue their studies until graduation.
- III From 2019/20 school year, students will enter upper secondary education at the age 15.
- IV From 2019/20 school year, new types of upper secondary schools (4-year *liceum ogólnokształcące*, 5-year *technikum*) will be operational.
- V From September 2020, 2-year *szkoła branżowa II stopnia* (upper secondary school) will be operational.

Note: Major changes at different education levels gradually take place between 1 September 2017 and the school year 2022/23 (Act of 14 December 2016 'Law on School Education' and an Act 'Legislation introducing the Act – Law on School Education'). This diagram shows only the first main changes that started as of 1 September 2017.

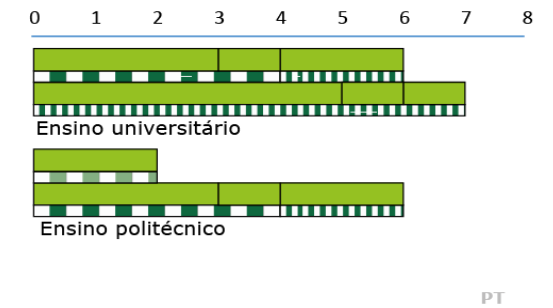


Portugal

Age of students

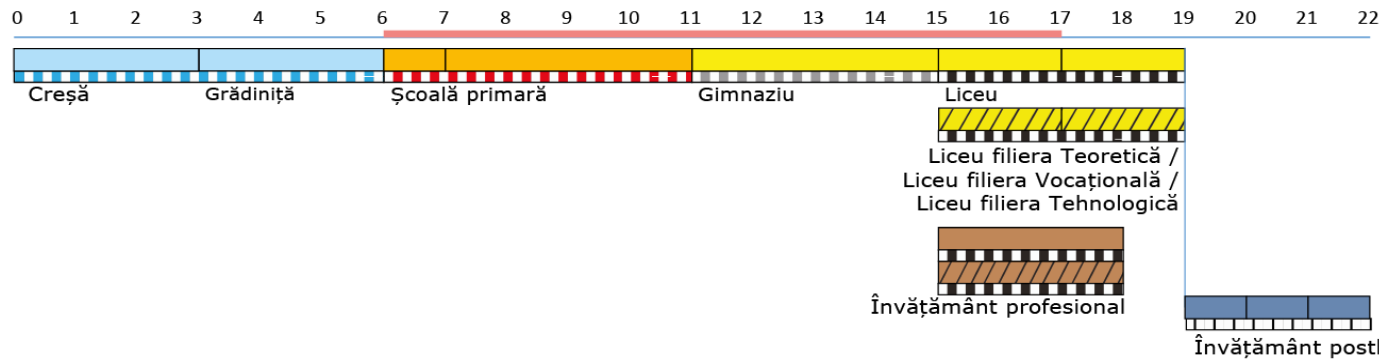


Programme duration (years)

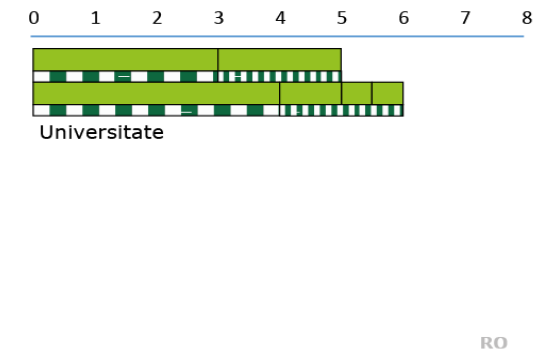


Romania

Age of students



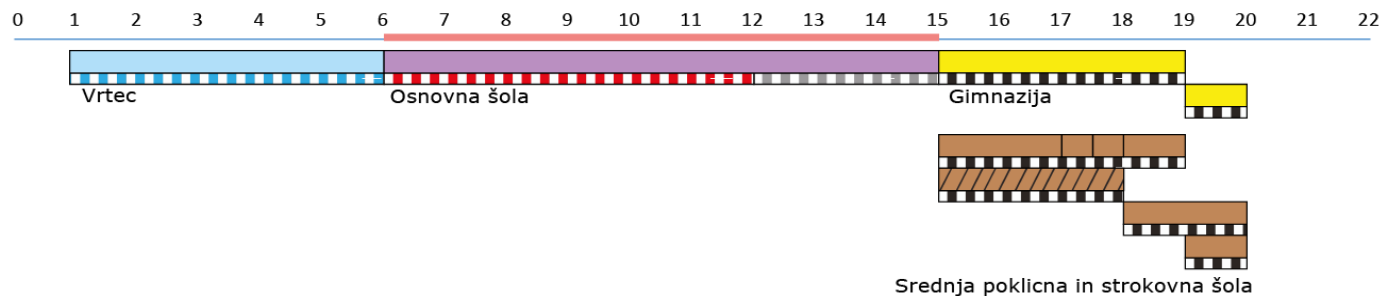
Programme duration (years)



Note: According to the Law of National Education No 1/2011 with completions, at the art. 23(1), e), *Invatamant postliceal* is defined as non-university tertiary education (*învățământ terțiar non-universitar*). According to the International Standard Classification on Education (ISCED), *Invatamant postliceal* is defined as ISCED 4 level.

Slovenia

Age of students

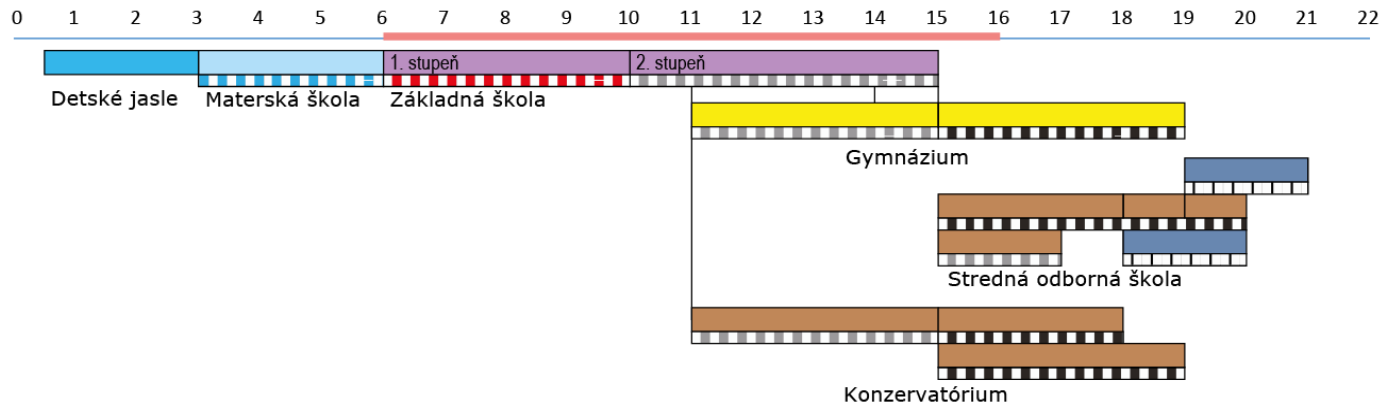


Programme duration (years)

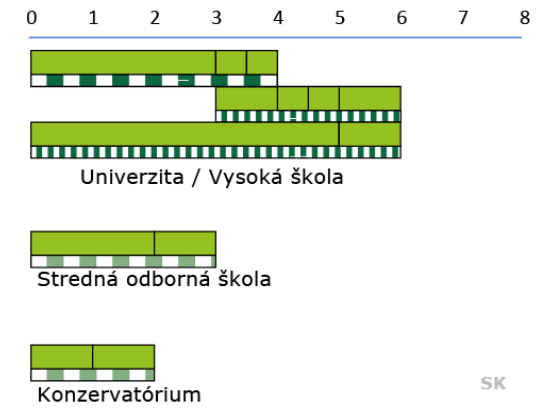


Slovakia

Age of students

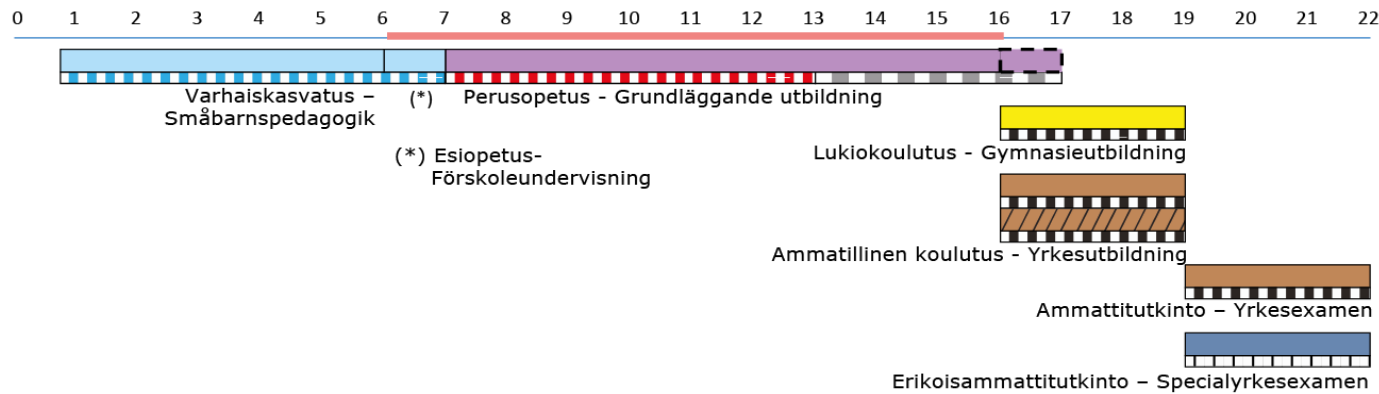


Programme duration (years)

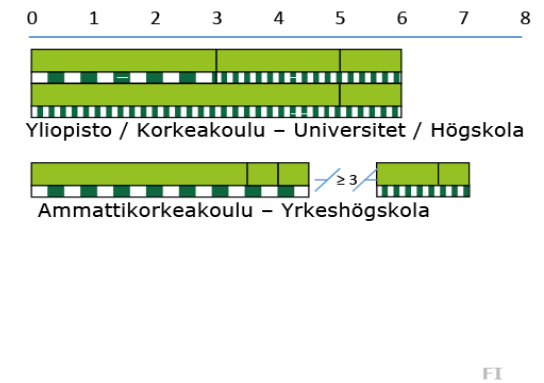


Finland

Age of students

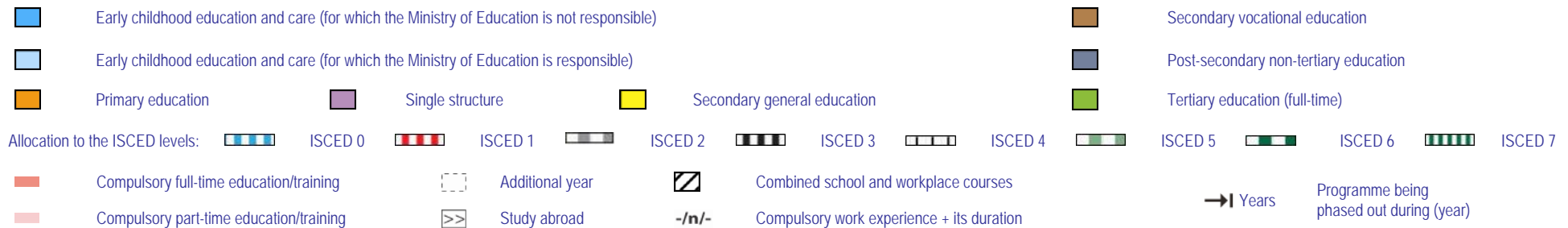


Programme duration (years)



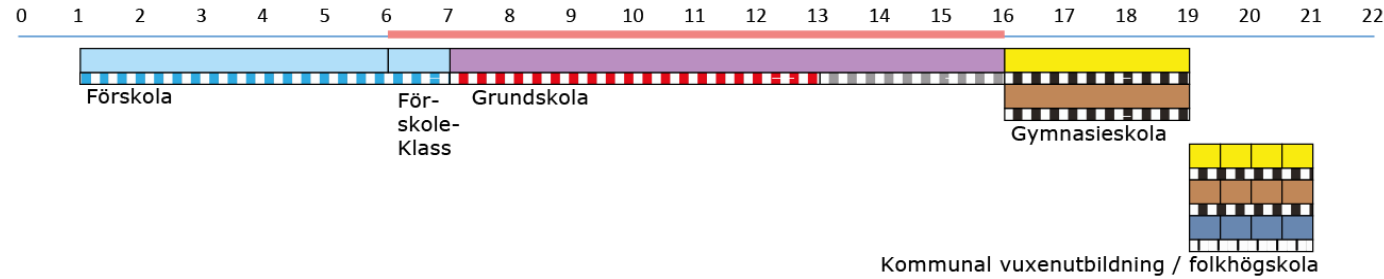
25

Note: Students can join ISCED 4 programmes at different ages.

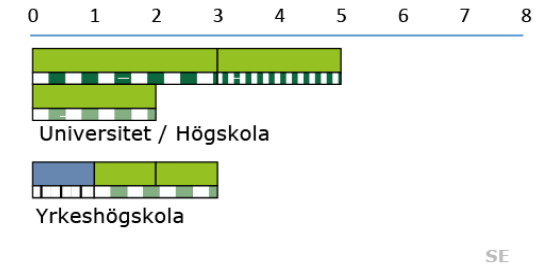


Sweden

Age of students



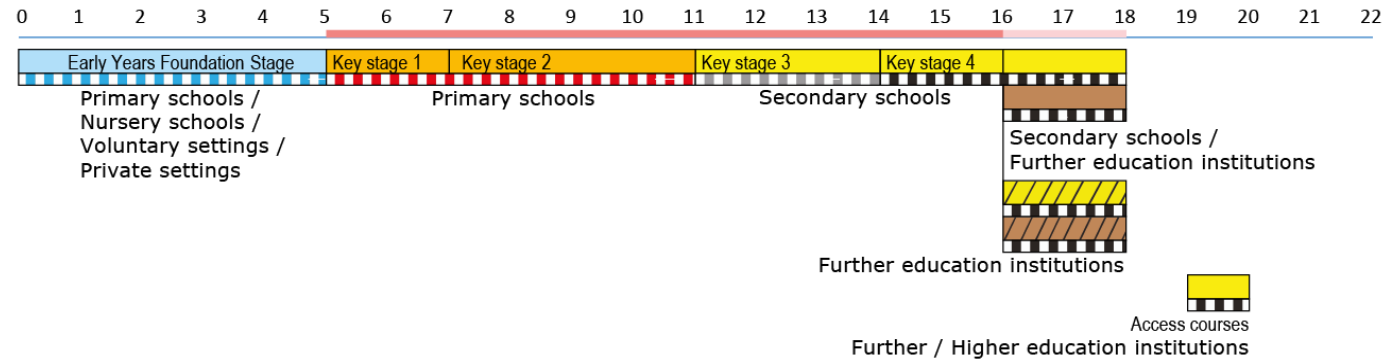
Programme duration (years)



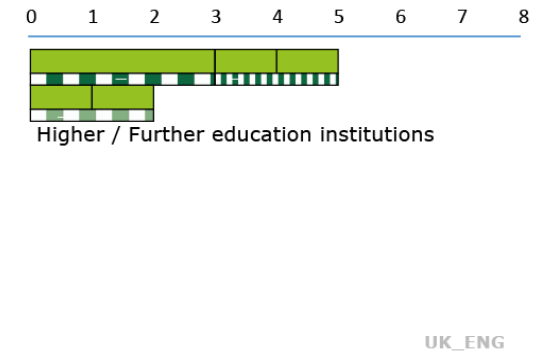
SE

United Kingdom – England

Age of students



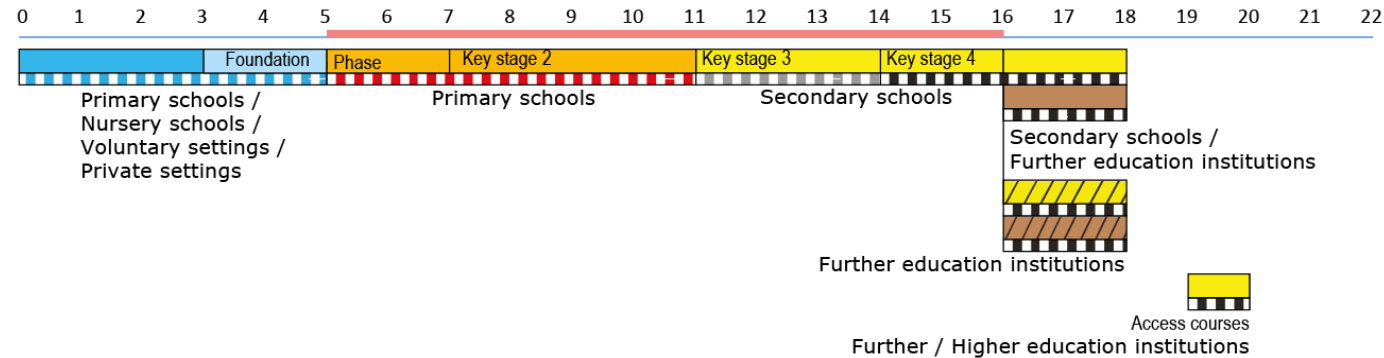
Programme duration (years)



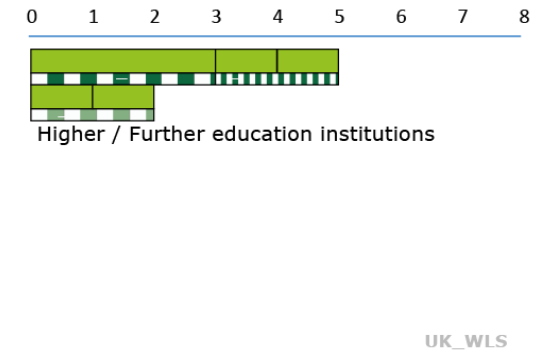
UK_ENG

United Kingdom – Wales

Age of students



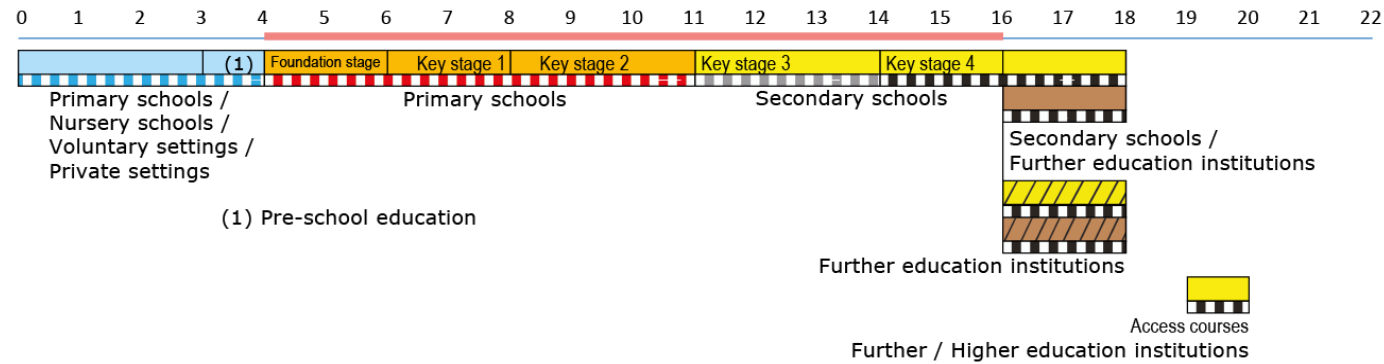
Programme duration (years)



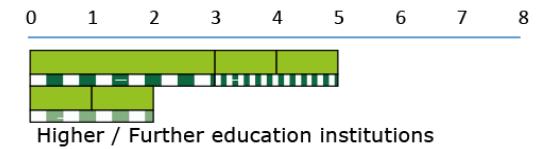
UK_WLS

United Kingdom – Northern Ireland

Age of students



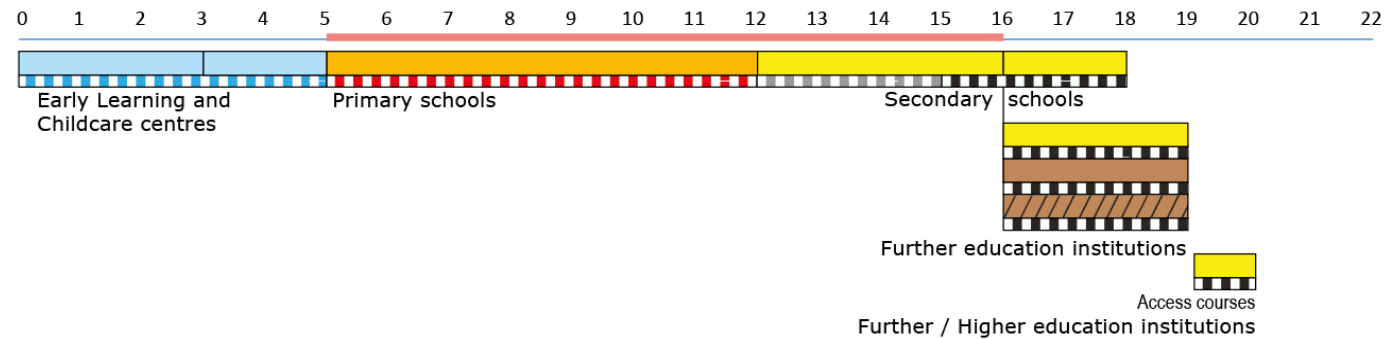
Programme duration (years)



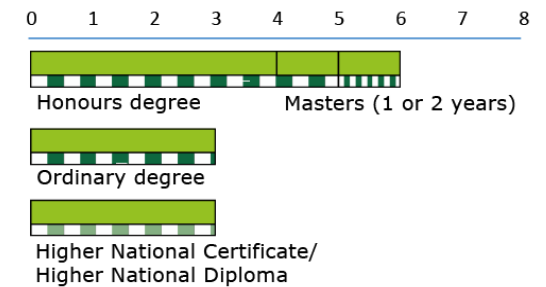
UK_NIR

United Kingdom – Scotland

Age of students

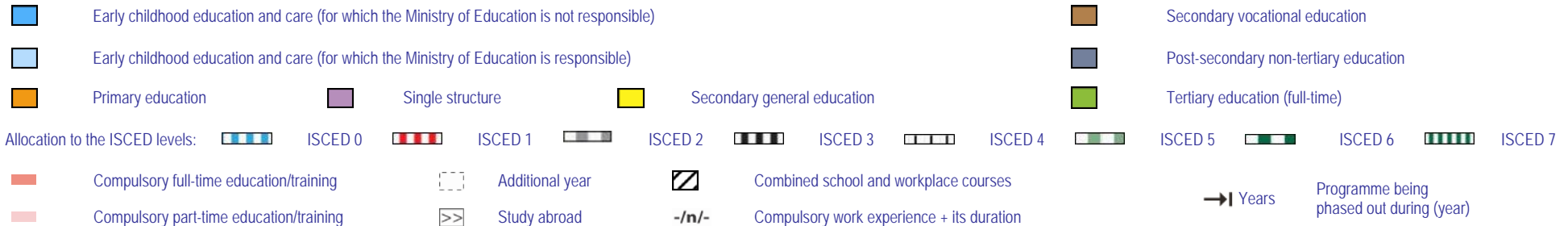


Programme duration (years)



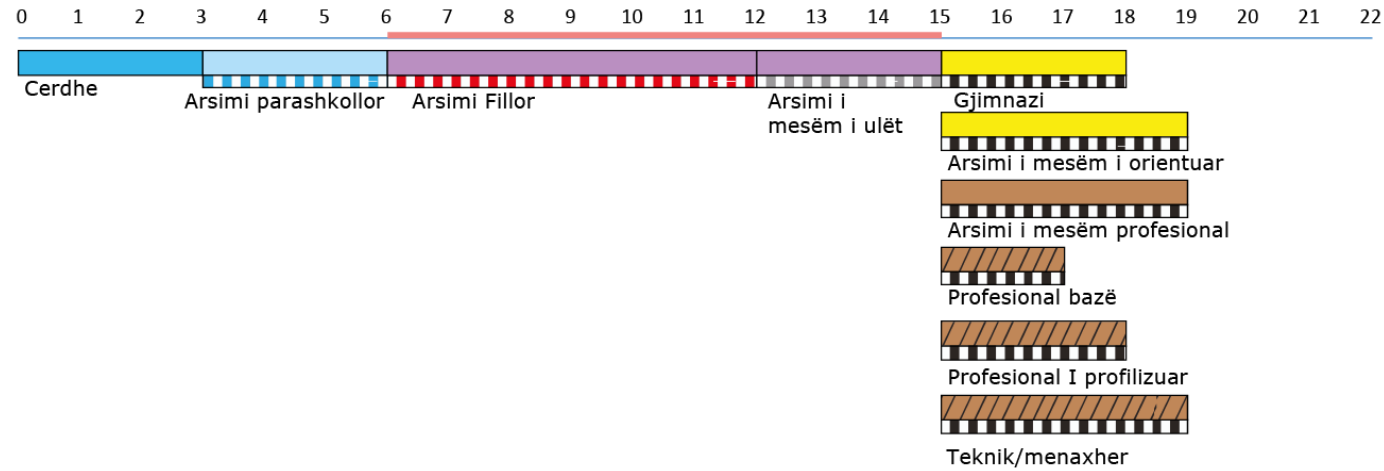
UK_SCT

27



Albania

Age of students



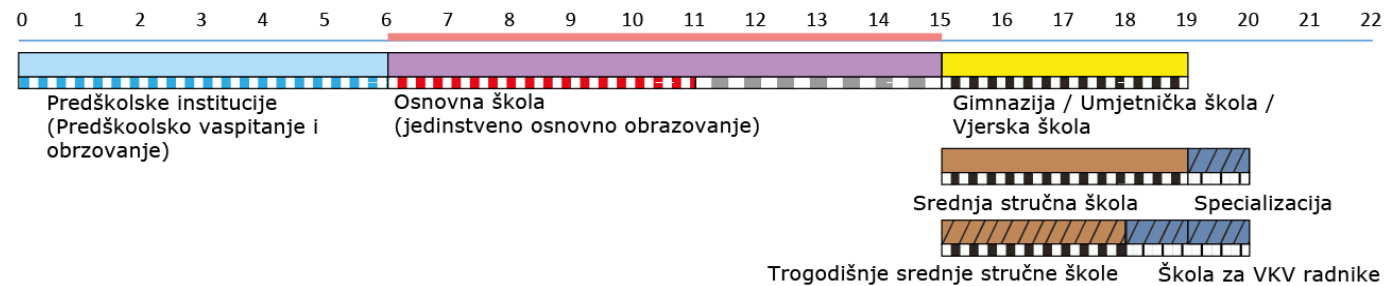
Programme duration (years)



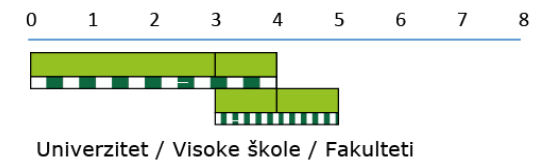
AL

Bosnia and Herzegovina

Age of students



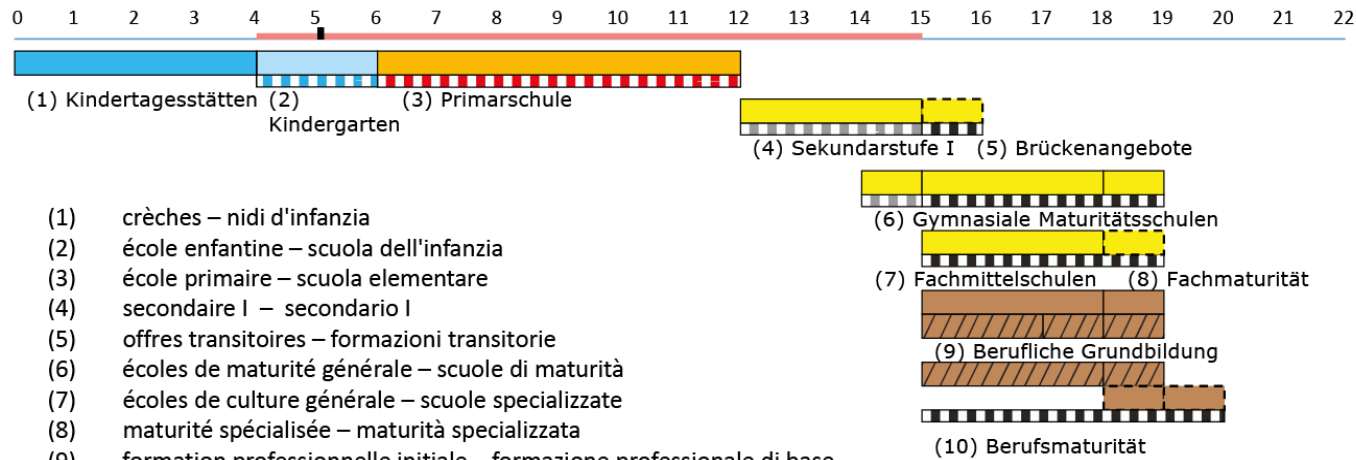
Programme duration (years)



BA

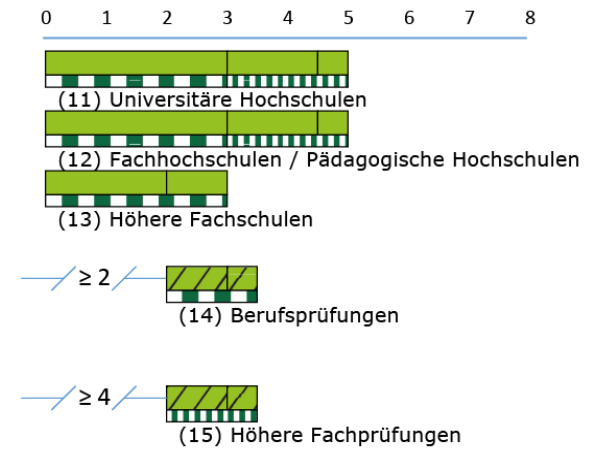
Switzerland

Age of students



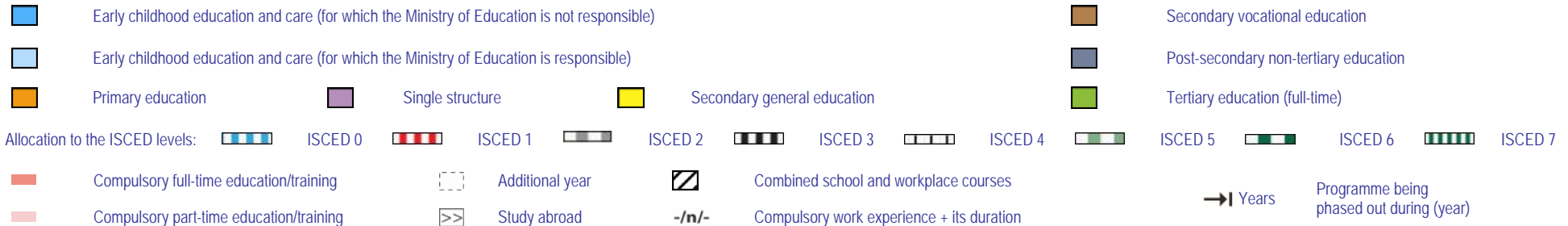
- (1) crèches – nidi d'infanzia
- (2) école enfantine – scuola dell'infanzia
- (3) école primaire – scuola elementare
- (4) secondaire I – secondario I
- (5) offres transitoires – formazioni transitorie
- (6) écoles de maturité générale – scuole di maturità
- (7) écoles de culture générale – scuole specializzate
- (8) maturité spécialisée – maturità specializzata
- (9) formation professionnelle initiale – formazione professionale di base
- (10) maturité professionnelle – maturità professionale
- (11) hautes écoles universitaires – università
- (12) hautes écoles spécialisées – scuole universitarie professionali / hautes écoles pédagogiques – alte scuole pedagogiche
- (13) écoles supérieures – scuole specializzate superiori
- (14) examens professionnels – esami di professione
- (15) examens professionnels supérieurs – esami professionali superiori

Programme duration (years)



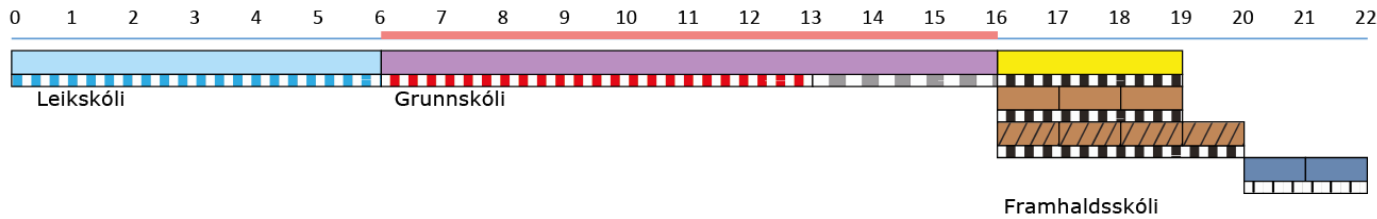
29

CH

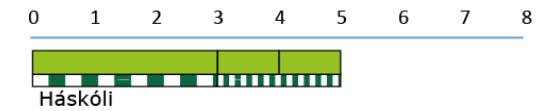


Iceland

Age of students



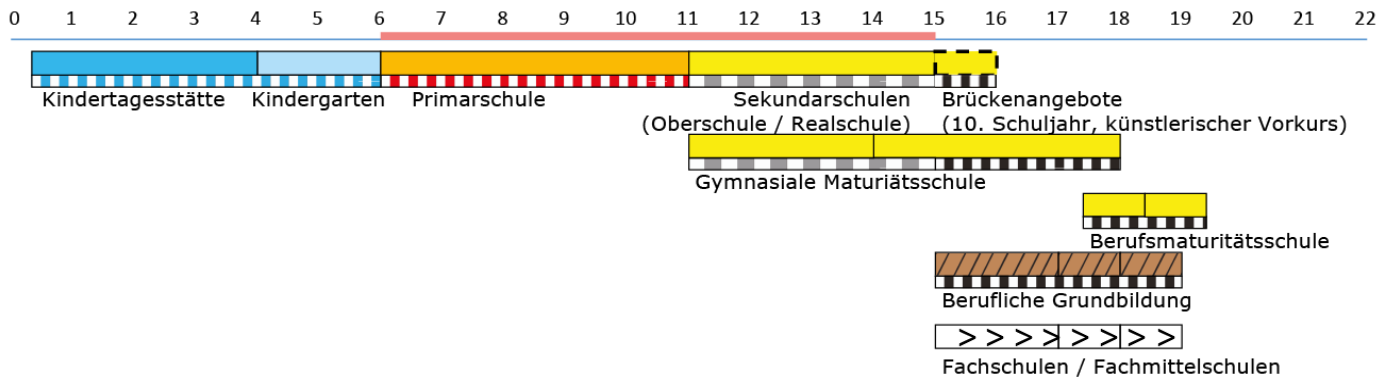
Programme duration (years)



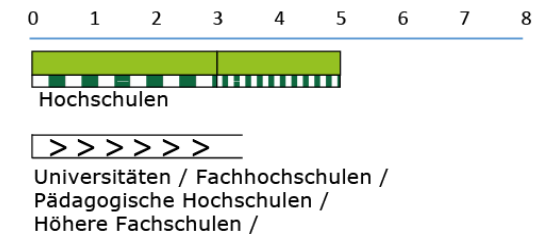
IS

Liechtenstein

Age of students



Programme duration (years)

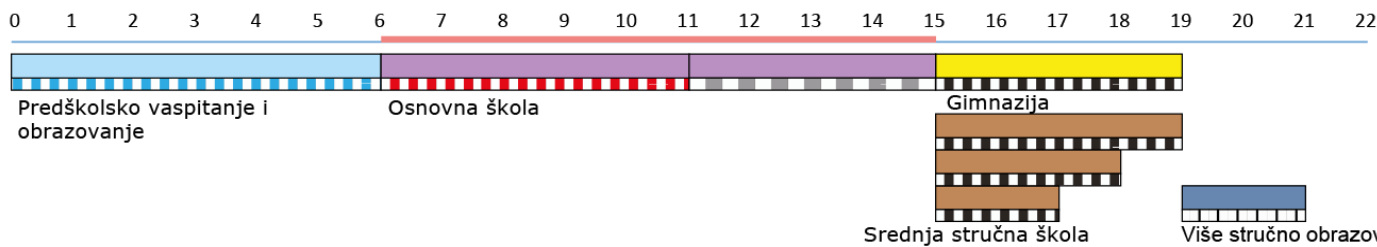


LI

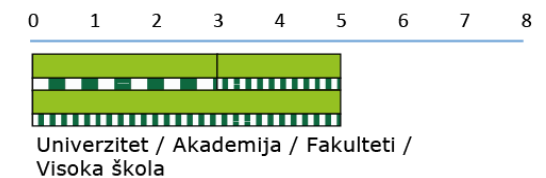
Note: Students in vocational education and the majority of students in higher education attend educational institutions in Switzerland.

Montenegro

Age of students



Programme duration (years)

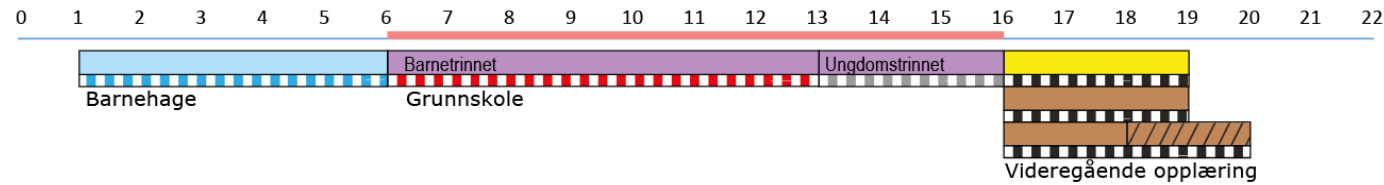


ME

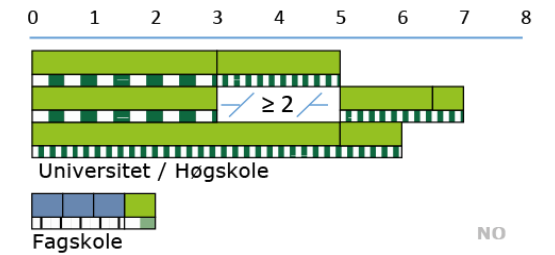
(*): Starting from the academic year 2017/18, public HEIs will enrol perspective undergraduate students in 3+2(+3) (undergraduate + master + PhD) study programs (private institutions no later than in 2020/21). All HEIs will harmonize their study programs by the end of 2019/20 academic year. Please refer to the 2016/17 diagram for the old structure of tertiary level programmes.

Norway

Age of students

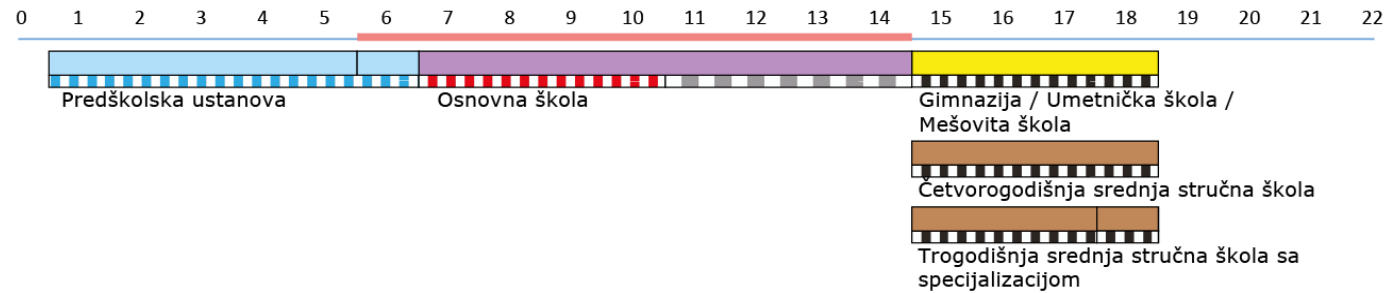


Programme duration (years)

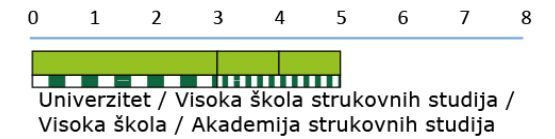


Serbia

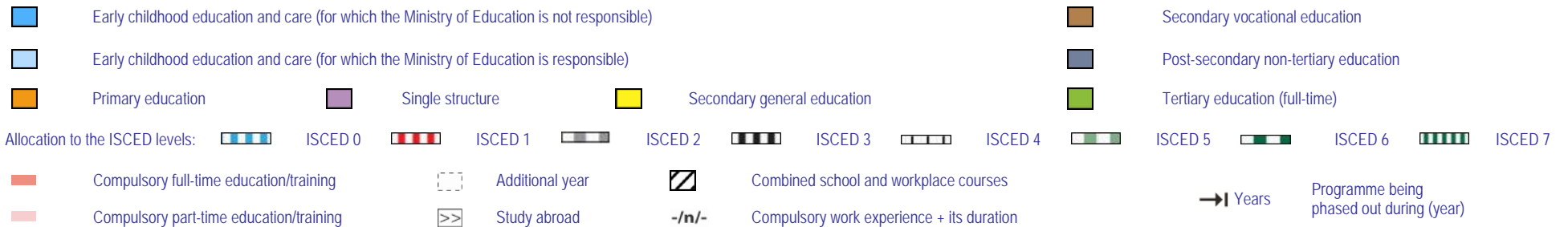
Age of students



Programme duration (years)

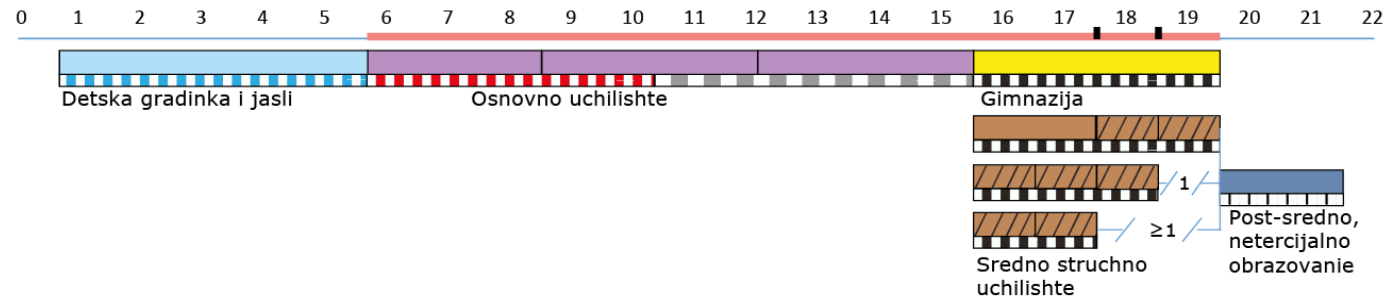


31

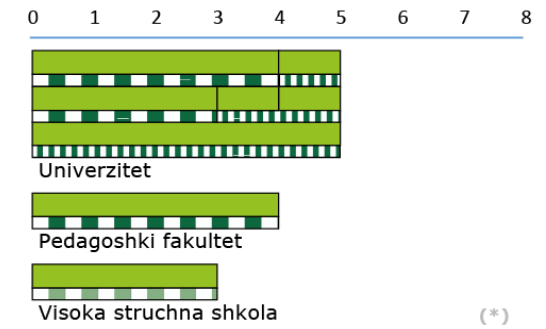


The former Yugoslav Republic of Macedonia

Age of students



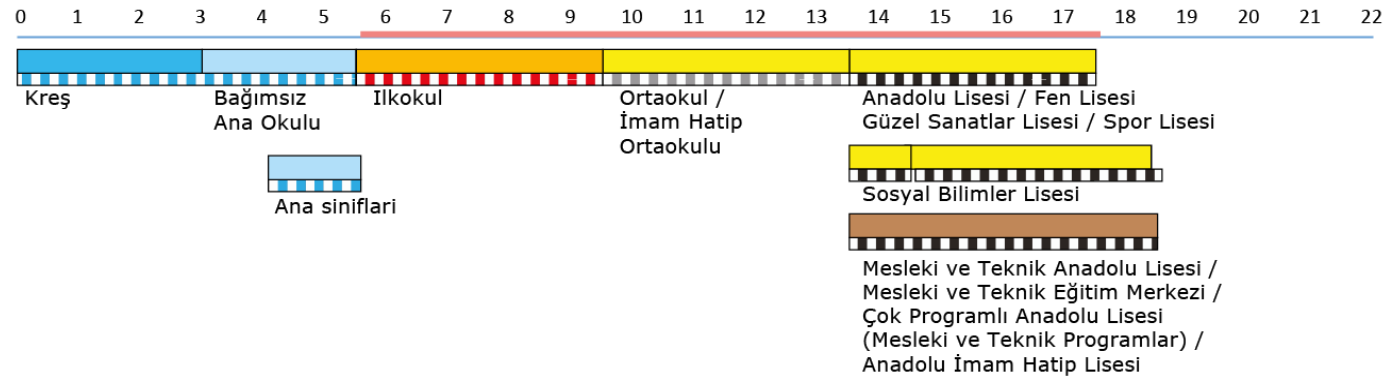
Programme duration (years)



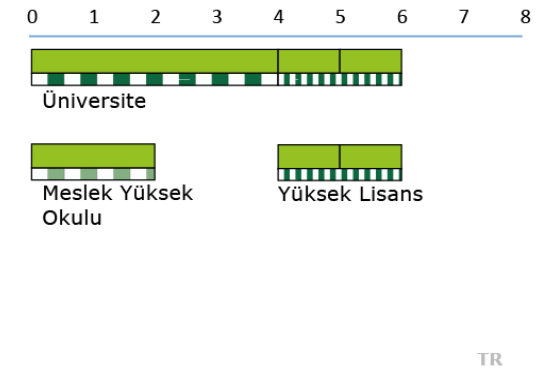
Note: The leaving age for compulsory education may vary from 17 to 19 years and 6 months depending on the type of programme. The lowest leaving age (17) applies to students attending the two years vocational programme *strucno osposobuvanje* while the ending age of 18 applies to those attending the three years vocational programme *strucno obrazovanie za zanimanja*. The highest leaving age of 19 years and 6 months applies to students attending general secondary education (*gimnazisko obrazovanie*) or a four years programme of vocational education (*chetirigidishno struchno obrazovanie*).

Turkey

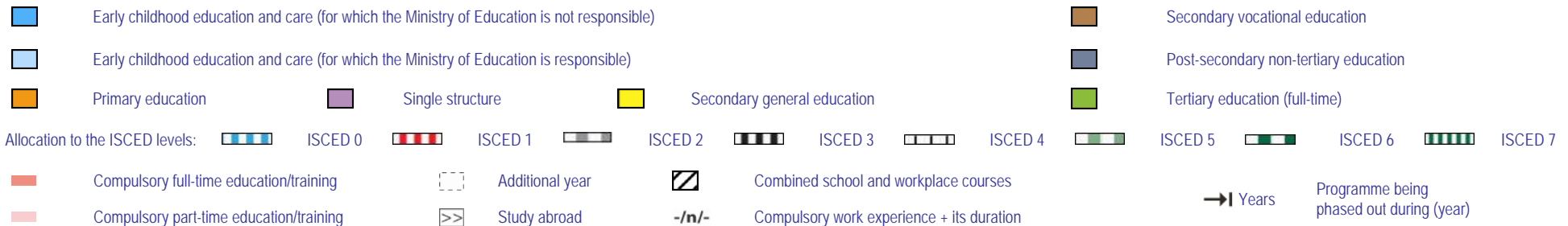
Age of students



Programme duration (years)



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TR

ACKNOWLEDGEMENTS

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The Structure of the European Education Systems 2018/19: Schematic Diagrams

This report provides information on the structure of mainstream European education systems, from pre-primary to tertiary level for the 2018/19 school and academic year. It includes national schematic diagrams, an explanatory guide and a map showing visually the main organisational models of compulsory education. They also reveal that there are three main organisational models of primary and lower secondary education in Europe: Single Structured Education, common core curriculum provision and differentiated lower secondary education. The information is available for 43 European education systems covering 38 countries participating in the EU's Erasmus+ programme.

The report's content is in line with the Eurydice Network's task: understand and explain how Europe's different education systems are organised and how they work.

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

