The Structure of the European Education Systems

2019/20

Schematic Diagrams

Eurydice – Facts and Figures
The Structure
of the European
Education Systems
2019/20

Schematic Diagrams

Eurydice – Facts and Figures
INTRODUCTION

This report focuses on the structure of education and training systems from pre-primary to tertiary level for the 2019/20 school/academic year. It covers 43 education systems, which corresponds to 38 countries participating in the EU's Erasmus+ programme (28 EU Member States, Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Turkey).

This report has three main sections:

1. A brief presentation of the main organisational models of primary and lower secondary education (ISCED levels 1-2);

2. A guide to reading the diagrams;

3. The schematic diagrams.
Three main organisational models of primary and lower secondary education (ISCED levels 1 and 2) can be identified. These education levels are part of compulsory education in all European education systems.

- **Single structure** education. From the beginning to the end of compulsory education, all students follow a common curriculum providing general education; in addition, there is no transition between primary and lower secondary education.

- **Common core curriculum** provision. After successfully completing primary education (ISCED level 1), all students progress to lower secondary level (ISCED level 2) where they follow the same general common core curriculum.

- **Differentiated** lower secondary education. After successfully completing primary education, students follow distinct educational pathways or specific types of education, which start either at the beginning or in the course of lower secondary education. At the end of their studies, they receive different certificates.

### Main models of primary and lower secondary education (ISCED 1-2) in Europe, 2019/20

![Map showing different educational models in European countries]

**Source:** Eurydice.

**Note:** In the Czech Republic, Latvia, Hungary and Slovakia, compulsory education is organised in a single structure up to age of 14, 15, and 16 depending on the country. However, from the age of 10, 11 and 13 (depending on the country), students can enrol in separate educational institutions providing both lower and upper secondary education.
GUIDE TO READING THE DIAGRAMS

This short guide provides the necessary information to understand the diagrams. More specifically, it defines the scope; it presents the main elements of the diagrams and how they are graphically displayed; it provides the definitions as well as the key. Finally, it includes a short description of the International Standard Classification of Education (ISCED 2011).

Scope

The diagrams show the most representative mainstream education programmes in each education system. 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;
- Post-secondary non-tertiary programmes;
- Main tertiary level programmes.

The diagrams do not show:

- Education 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 go back to school or to gain further qualifications that are part of mainstream education programmes. Usually, these courses are integrated in the programmes providing competence-based qualifications at secondary education level or allowing access to tertiary education (i.e. post-secondary non-tertiary education 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 regulated professions such as medicine and architecture.

Main elements of the diagrams (and their graphical display)

Age of students and programme duration: two different scales

The schematic diagrams have two distinct graphic areas:

- The left side coloured bars show the main education programmes from pre-primary to post-secondary non-tertiary levels (ISCED levels 0 to 4) in relation to the age of students when they start a particular programme. The ages are notional, i.e. they indicate the theoretical age at which students are supposed to enter an education level or begin a study programme. Early or late entry, grade retention or other interruptions to schooling are not taken into account.
- The right side coloured bars present the main education programmes at tertiary level in relation to the standard number of years necessary to complete these programmes on a full-time basis. The duration of part-time studies or individualised study patterns are not shown.

**Education programmes**

The thick coloured bars show education programmes (2); the colours refer to the levels and types of education. Within coloured bars, short vertical lines either show the division into cycles/key stages/education levels, or entry to or leaving ages for study programmes.

The thin bars with coloured stripes indicate the corresponding levels of education as defined by the International Standard Classification of Education (ISCED 2011) (see description below).

In few cases, the diagrams also show transition points between ISCED levels or education programmes. Long vertical lines linking coloured bars (education programmes) show these transition points.

**Educational institutions**

The terms under the coloured bars refer to the names of the schools or educational institutions providing the education programmes shown. In some cases, however, they might refer to education programmes or types of teaching. In that case, the terms are put in brackets. All terms are provided in the national language(s) of the country.

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**Definitions**

**Full-time compulsory education/training** refers to a period of full-time education/training that is compulsory for all students. This period is regulated by law and often determined by 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 assessed for the work they do in both places (workplace and school). In some countries, under certain conditions, compulsory education/training can be provided at home.

**Part-time compulsory education/training** may take two forms: before or after full-time compulsory education.

- **Before**: Early childhood education and care programs of 250 or less hours per year;
- **After**: Until a certain age, students are required to participate in additional part-time school-based or workplace education/training.

**Additional year**: Part of an education programme that is not necessary to complete in order to end an education cycle or level, but may be necessary to access a higher education level or move to a different education pathway.

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(2) ECEC services outside ISCED classification are also shown.
Key

Levels and types of education

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early childhood education and care (for which public education authorities are not responsible)</td>
</tr>
<tr>
<td></td>
<td>Early childhood education and care (for which public education authorities are responsible)</td>
</tr>
<tr>
<td></td>
<td>Primary education</td>
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<tr>
<td></td>
<td>Single structure</td>
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<td>Secondary general education</td>
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<td></td>
<td>Secondary vocational education</td>
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<tr>
<td></td>
<td>Post-secondary non-tertiary education</td>
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<tr>
<td></td>
<td>Tertiary education (full-time)</td>
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</table>

Allocation to the ISCED 2011 levels (see definitions below)

<table>
<thead>
<tr>
<th>ISCED 0</th>
<th>ISCED 2</th>
<th>ISCED 4</th>
<th>ISCED 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCED 1</td>
<td>ISCED 3</td>
<td>ISCED 5</td>
<td>ISCED 7</td>
</tr>
</tbody>
</table>

Other keys

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>Full-time compulsory education/training</td>
</tr>
<tr>
<td></td>
<td>Part-time compulsory education/training</td>
</tr>
<tr>
<td></td>
<td>Combined school based and workplace courses</td>
</tr>
<tr>
<td></td>
<td>Possible additional year</td>
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<tr>
<td></td>
<td>Study abroad</td>
</tr>
<tr>
<td>![Symbol]</td>
<td>Programme being phased out in (year)</td>
</tr>
<tr>
<td>![Symbol]</td>
<td>Compulsory work experience + its duration (in years)</td>
</tr>
</tbody>
</table>

Compulsory work experience and its duration

Compulsory work experience is shown when it is required to move to the next education level or to begin a particular education programme; when applicable, its minimum required duration is indicated (-/n/-).

Education programmes being phased out

When reforms change education programmes, new and old programmes are concurrently shown. The year during which the old education programmes are being phased out is indicated (→) year.
The 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:


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. Students 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.
<table>
<thead>
<tr>
<th>Country</th>
<th>Page</th>
<th>Country</th>
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</thead>
<tbody>
<tr>
<td>Belgium – French Community</td>
<td>14</td>
<td>Poland</td>
<td>24</td>
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<tr>
<td>Belgium – German-speaking Community</td>
<td>14</td>
<td>Portugal</td>
<td>25</td>
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<tr>
<td>Belgium – Flemish Community</td>
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<td>16</td>
<td>Sweden</td>
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<tr>
<td>Estonia</td>
<td>16</td>
<td>United Kingdom – England</td>
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<tr>
<td>Ireland</td>
<td>17</td>
<td>United Kingdom – Wales</td>
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<tr>
<td>Greece</td>
<td>17</td>
<td>United Kingdom – Northern Ireland</td>
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<tr>
<td>Spain</td>
<td>18</td>
<td>United Kingdom – Scotland</td>
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<td>France</td>
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<td>Albania</td>
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<td>Bosnia and Herzegovina</td>
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<td>Switzerland</td>
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<td>Serbia</td>
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<td>Netherlands</td>
<td>23</td>
<td>Turkey</td>
<td>33</td>
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<tr>
<td>Austria</td>
<td>24</td>
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</tbody>
</table>
The Structure of the European Education Systems 2019/20: Schematic Diagrams

Belgium – French Community

Age of students

Programme duration (years)

Note: *Krippen* starts from 3 months.

Belgium – German-speaking Community

Age of students

Programme duration (years)

BE_de

Note: *Krippen* starts from 3 months.

Belgium – Flemish Community

Age of students

Programme duration (years)

BE_nl
Denmark

Age of students

Programme duration (years)

Note: Full-time compulsory education/training ends at the age of 18 or 19 depending on the Länder.

Germany

Age of students

Programme duration (years)

Estonia

Age of students

Programme duration (years)
Notes:
1. Law 4521/2018 has established the two-year compulsory pre-primary school (Nipiagogeio). It will be expanded to all municipalities over the span of 3 years. For school year 2019/20 (second year of its implementation), it will be applied to nearly all municipalities. Meanwhile, Vrefonipiakoi Stathmoi and Paidikoi Stathmoi will continue to accommodate children up to 5 years old.
2. Esperino Geniko Lykeio lasts for 3 years instead of 4 years (Law 4547/2018). However, grade D (year 4) will operate until school year 2019/20.

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 Additional year Combined school and workplace courses
Compulsory part-time education/training Study abroad Compulsory work experience + its duration

1) Programme being phased out between 4 and 5 years old as from 2020/21.
Spain

Age of students

Programme duration (years)

Note: Escuelas oficiales de idiomas offer language courses that may last for 11 years. Some of the education provision of Conservatorios can be recognised/validated in full-time mainstream education programmes and contribute to the obtaining of Bachillerato certificate Bachiller artístico.

France

Age of students

Programme duration (years)

Note: For 16-18 year olds, compulsory training will come into effect as of September 2020.

(1) CPGE: Classes préparatoires aux Grandes Écoles

(Enseignement pré-universitaire : Diplôme d’Accès aux Études Universitaires; Diplôme de capacité en droit)
Croatia

Age of students

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.

Italy

Age of students

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

Age of students

<table>
<thead>
<tr>
<th>Programme duration (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lykeio</td>
</tr>
<tr>
<td>Esperino Gymnasio</td>
</tr>
<tr>
<td>Techniki Scholi</td>
</tr>
<tr>
<td>Esperini Techniki Scholi</td>
</tr>
</tbody>
</table>

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

Latvia

Age of students

<table>
<thead>
<tr>
<th>Programme duration (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augstskola</td>
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</tbody>
</table>

Lithuania

Age of students

<table>
<thead>
<tr>
<th>Programme duration (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universitetas</td>
</tr>
<tr>
<td>Kolegija</td>
</tr>
</tbody>
</table>

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

Age of students

Programme duration (years)

| Luxembourg has developed a diversified school offer to meet the profiles of a very diverse student population.
In addition to the main regular Luxembourgish school system, Luxembourg has 3 international schools streams, namely Enseignement germano-luxembourgeois, Enseignement européen and Enseignement britannique. |
Hungary

Age of students

<table>
<thead>
<tr>
<th>Programme duration (years)</th>
</tr>
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<tbody>
<tr>
<td>0</td>
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</table>

Note: Students can follow the Köznevelési Hídprogram after the grade 8 in case they do not have the admission certificate to access ISCED 3 programmes.

In order to follow Szakképzési Hídprogram, students must have at least completed grade 6, but must be older than 15.

Malta

Age of students

<table>
<thead>
<tr>
<th>Programme duration (years)</th>
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</table>

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**

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
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<tbody>
<tr>
<td>0</td>
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<td>1</td>
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<td>2</td>
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</table>

**Programme duration (years)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>WO (bachelor)</td>
</tr>
<tr>
<td>1</td>
<td>HBO (associate degree)</td>
</tr>
<tr>
<td>2</td>
<td>HBO (associate degree)</td>
</tr>
<tr>
<td>3</td>
<td>HBO (bachelor)</td>
</tr>
<tr>
<td>4</td>
<td>HBO (bachelor)</td>
</tr>
<tr>
<td>5</td>
<td>HBO (bachelor)</td>
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<tr>
<td>6</td>
<td>HBO (bachelor)</td>
</tr>
<tr>
<td>7</td>
<td>HBO (bachelor)</td>
</tr>
<tr>
<td>8</td>
<td>HBO (bachelor)</td>
</tr>
</tbody>
</table>

**Notes:**

- At 16, students who have not obtained a basic qualification (Startkwalificatie) have to continue their education/training until they turn 18 or get a senior general secondary (HAVO) or pre-university (VWO) or VET (at least MBO 2) diploma.

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The Structure of the European Education Systems 2019/20: Schematic Diagrams
Austria

Age of students

Programme duration (years)

Note: Berufsbildende Höhere Schulen offer education programmes lasting 5 years: the first three years are classified as ISCED level 3 while the last two years belong to ISCED level 5.

Poland

Age of students

Main changes

1. From 2019/20 school year, those students who have graduated from 8-year szkoła podstawowa (single structure education covering both ISCED 1 and 2) enter upper secondary education at the age 15.
2. From 2019/20 school year, new types of upper secondary schools (4-year liceum ogólnokształcące, 5-year technikum) are operational. 'Old type' programmes for graduates of phased out gymnasia still operate in liceum ogólnokształcące up to the year 2021/22 and in technikum – up to the year 2022/23.
3. 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').
**Portugal**

**Age of students**

<table>
<thead>
<tr>
<th>Age of students</th>
<th>Programme duration (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22</td>
</tr>
</tbody>
</table>

- Creche (Jardim de infância)
- 1º ciclo (Ensino básico)
- 2º ciclo (Ensino básico)
- 3º ciclo (Ensino secundário, Cursos científico-humanísticos)
- Escolas Secundárias
- Agrupamentos de Escolas
- Escolas Artísticas/Escolas Secundárias/Agrupamentos de Escolas
- Escolas Profissionais/Escolas Secundárias/Agrupamentos de Escolas
- (Cursos artísticos especializados)
- (Cursos profissionais)
- (Cursos de especialização tecnológica)
- Escolas Secundárias/Centros de Formação Profissional

**Note:** Agrupamentos de Escolas (School Clusters) are organisational units that can encompass several schools and learning cycles, from kindergarten to upper secondary education. The institutions in the diagram are examples of some of the learning spaces where each type of education is offered; the diagram does not indicate all educational institutions existing in the Portuguese system.

**Romania**

**Age of students**

<table>
<thead>
<tr>
<th>Age of students</th>
<th>Programme duration (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22</td>
</tr>
</tbody>
</table>

- Creșă (Grădiniță)
- Școală primară
- Școală Gimnazială
- Liceu
- Liceu filiera Teoretică / Liceu filiera Vocatională / Liceu filiera Tehnologică
- Școală profesională/Școală profesională în sistem dual
- Școală postliceală

**Allocation to the ISCED levels:**

<table>
<thead>
<tr>
<th>ISCED 0</th>
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<tbody>
<tr>
<td>Compulsory full-time education/training</td>
<td>Additional year</td>
<td>Study abroad</td>
<td>Combined school and workplace courses</td>
<td>Compulsory work experience + its duration</td>
<td>Years</td>
<td>Programme being phased out during (year)</td>
<td></td>
</tr>
</tbody>
</table>
The Structure of the European Education Systems 2019/20: Schematic Diagrams

**Slovenia**

**Age of students**

- Vrtec
- Osnovna šola
- Gimnazija
- Srednja poklicna in strokovna šola

**Programme duration (years)**

- Detská jada
- Materska škola
- Základná škola
- Gymnázium
- Stredná odborná škola
- Stredná športová škola
- Konzervatórium

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

**Slovakia**

**Age of students**

- Detská jada
- Materska škola
- Základná škola
- Gymnázium
- Stredná odborná škola
- Stredná športová škola
- Konzervatórium

**Programme duration (years)**

- Detská jada
- Materska škola
- Základná škola
- Gymnázium
- Stredná odborná škola
- Stredná športová škola
- Konzervatórium

**Finland**

**Age of students**

- Päiväkoti – Daghem
- Peruskoulu – Grundskola
- Esikoulu – Förska

**Programme duration (years)**

- Yliopisto / Korkeakoulu – Universitet / Högskola
- Ammattikoulu – Yrkesskola
- Lukio – Gymnasium

**Note:** Students can join ISCED 4 programmes at different ages.
United Kingdom – Wales

**Age of students**

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United Kingdom – Northern Ireland

**Age of students**

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United Kingdom – Scotland

**Age of students**

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Albania

Age of students

<table>
<thead>
<tr>
<th>Programme duration (years)</th>
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<tbody>
<tr>
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<tr>
<td><strong>Cerdhe</strong> (Arsim parashkollor)</td>
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</table>

Note: Education between 5 and 6 is only compulsory on a part-time basis in the Federation of BiH and the Brčko District but it is implemented in the Republika Srpska on the same basis, although it is not mandatory.

Bosnia and Herzegovina

Age of students

<table>
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<tr>
<th>Programme duration (years)</th>
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<tbody>
<tr>
<td>0</td>
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<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Predškolske institucije</strong> (Predškolsko obrazovanje i vaspitanje)</td>
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</tbody>
</table>

Note: Education between 5 and 6 is only compulsory on a part-time basis in the Federation of BiH and the Brčko District but it is implemented in the Republika Srpska on the same basis, although it is not mandatory.
The Structure of the European Education Systems 2019/20: Schematic Diagrams

**Switzerland**

Age of students

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Note: In most cantons, compulsory education starts at age 4 (in a few at ages 5 or 6).

**Iceland**

Age of students

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<tbody>
<tr>
<td>Lýðvísáskóli</td>
<td>Grundskóli</td>
<td>Framhaldsskóli</td>
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**Programme duration (years)**

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≥ 2

[14] (Berufsprüfungen)

≥ 4

[15] (Höhere Fachprüfungen)

**Notes:**

1. crèches – nidi d’infanzia
2. écoles infantile – 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)
Liechtenstein

Age of students

Programme duration (years)

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)

Note: Starting from the academic year 2017/18, public HEIs started enrolling perspective undergraduate students in 3+2+3 (undergraduate + master + PhD) study programmes (private institutions no later than in 2020/21). All HEIs will harmonize their study programmes by the end of 2019/20 academic year.
North Macedonia

Age of students

<table>
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<th>Programme duration (years)</th>
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<td>0 1 2 3 4 5 6 7 8</td>
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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 (chetirigodishno struchno obrazovanie).

Norway

Age of students

<table>
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<td>0 1 2 3 4 5 6 7 8</td>
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Serbia

Age of students

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Turkey

Age of students

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

Kreş Bağimsiz İlkokul Ortaokul / İmam Hatip Ortaokulu Anadolu Lisesi / Fen Lisesi Güzel Sanatlar Lisesi / Spor Lisesi

Ana sinifleri

Sosyal Bilimler Lisesi

Mesleki ve Teknik Anadolu Lisesi / Mesleki ve Teknik Eğitim Merkezi / Çok Programlı Anadolu Lisesi / Anadolu İmam Hatip Lisesi Güzel Sanatlar Lisesi Spor Lisesi

Programme duration (years)

0 1 2 3 4 5 6 7 8

Università

Meslek Yükseok Okulu (Yüksek Lisans) Enstitü

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

Additional year

Combined school and workplace courses

Compulsory part-time education/training

Study abroad

Compulsory work experience + its duration

Years

Programme being phased out during (year)
ACKNOWLEDGEMENTS

EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY

Education and Youth Policy Analysis

Avenue du Bourget 1 (J-70 – Unit A7)
B-1049 Brussels
(http://ec.europa.eu/eurydice)

Authors

Nathalie Baïdak (coordinator), Agathina Sicurella

Graphics and layout

Patrice Brel

Cover

Virginia Giovannelli

Production coordinator

Gisèle De Lel
# EURYDICE NATIONAL UNITS

## ALBANIA
- Eurydice Unit
- European Integration and Projects Department
- Ministry of Education and Sport
- Rruga e Durrësit, Nr. 23
- 1001 Tiranë
- Contribution of the Unit: Egest Gjokuta

## AUSTRIA
- Eurydice-Informationsstelle
- Bundesministerium für Bildung, Wissenschaft und Forschung
- Abt. Bildungsentwicklung und -monitoring
- Minoritenplatz 5
- 1010 Wien
- Contribution of the Unit: Joint responsibility

## BELGIUM
- Eurydice Vlaanderen
- Departement Onderwijs en Vorming/
  Afdeling Strategische Beleidsondersteuning
- Hendrik Consciencegebouw 7C10
- Koning Albert II-laan 15
- 1210 Brussel
- Contribution of the Unit: Joint responsibility

## BOSNIA AND HERZEGOVINA
- Ministry of Civil Affairs
  Education Sector
- Trg BiH 3
- 71000 Sarajevo
- Contribution of the Unit: in cooperation with experts from the Ministries of Education of Republika Srpska, 10 cantons in Federation of B&H and Divisions for the Education of the Brcko District

## BULGARIA
- Eurydice Unit
  Human Resource Development Centre
  Education Research and Planning Unit
- 15, Graf Ignatiev Str.
- 1000 Sofia
- Contribution of the Unit: Anna Arsenieva-Popova and Ivana Radonova

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

## CYPRUS
- Eurydice Unit
  Ministry of Education and Culture
- Kimonos and Thoukydidou
- 1434 Nicosia
- Contribution of the Unit: Christiana Haperi; expert: Antonis Antoniou

## CZECHIA
- Eurydice Unit
  Czech National Agency for International Education
- Dům zahraniční spolupráce
- Na Poříčí 1035/4
- 110 00 Praha 1
- Contribution of the Unit: Andrea Turynová

## DENMARK
- Eurydice Unit
  Ministry of Higher Education and Science
  Danish Agency for Science and Higher Education
- Bredgade 43
- 1260 København K
- Contribution of the Unit: The Ministry of Higher Education and Science

## ESTONIA
- Eurydice Unit
  Analysis Department
- Ministry of Education and Research
- Munga 18
- 50088 Tartu
- Contribution of the Unit: Joint responsibility

## FINLAND
- Eurydice Unit
  Finnish National Agency for Education
- P.O. Box 380
- 00531 Helsinki
- Contribution of the Unit: Hanna Laakso

## FRANCE
- Unité française d’Eurydice
  Ministère de l’Éducation nationale et de la Jeunesse (MENJ)
  Ministère de l’Enseignement supérieur, de la Recherche et de l’Innovation (MESRI)
- Direction de l’évaluation, de la prospective et de la performance (DEPP)
- Mission aux relations européennes et internationales (MIREI)
- 61-65, rue Dutot
- 75732 Paris Cedex 15
- Contribution of the Unit: Anne Gaudry-Lachet

## GERMANY
- Eurydice-Informationsstelle des Bundes
  Deutsches Zentrum für Luft- und Raumfahrt e. V. (DLR)
  Heinrich-Konen Str. 1
- 53227 Bonn
- Contribution of the Unit: Thomas Eckhardt
<table>
<thead>
<tr>
<th>Country</th>
<th>Eurydice Unit</th>
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| **GREECE**       | Hellenic Eurydice Unit  
General Directorate for International, European Affairs,  
Education for Hellenic Diaspora and Intercultural Education  
Ministry of Education and Religious Affairs  
37 Andrea Papandreou Street (Office 2172)  
15180 Maroussi (Attiki)  
Contribution of the Unit: Nicole Apostolopoulou |
| **HUNGARY**      | Hungarian Eurydice Unit  
Educational Authority  
19-21 Maros Str.  
1122 Budapest  
Contribution of the Unit: Joint responsibility |
| **ICELAND**      | Eurydice Unit  
The Directorate of Education  
Víkurhvarfi 3  
203 Kópavogur  
Contribution of the Unit: Hulda Skogland |
| **IRELAND**      | Eurydice Unit  
Department of Education and Skills  
International Co-operation Unit  
Marlborough Street  
Dublin 1 – DO1 RC96  
Contribution of the Unit: Joint responsibility |
| **ITALY**        | Unità italiana di Eurydice  
Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (INDIRE)  
Agenzia Erasmus+  
Via C. Lombroso 6/15  
50134 Firenze  
Contribution of the Unit: Erica Cimò |
| **LATVIA**       | Eurydice Unit  
State Education Development Agency  
Valju street 1 (5th floor)  
1050 Riga  
Contribution of the Unit: Viktors Kravcenko |
| **LIECHTENSTEIN**| Informationsstelle Eurydice  
Schulamt des Fürstentums Liechtenstein  
Austrasse 79  
Postfach 684  
9490 Vaduz  
Contribution of the Unit: Joint responsibility |
| **LITHUANIA**    | Eurydice Unit  
National Agency for School Evaluation of the Republic of Lithuania  
Geležinio Vilko Street 12  
03183 Vilnius  
Contribution of the Unit: Joint responsibility |
| **LUXEMBOURG**   | Unité nationale d’Eurydice  
ANEFORE ASBL  
eduPôle Walferdange  
Bâtiment 03 - étage 01  
Route de Diekirch  
7220 Walferdange  
Contribution of the Unit: national experts: Claude Sevenig (MENJE) and Patrick Hierthes (MENJE) |
| **MALTA**        | Eurydice National Unit  
Directorate for Research, Lifelong Learning and Employability  
Ministry for Education and Employment  
Great Siege Road  
Floriana VLT 2000  
Contribution of the Unit: Joanne Bugeja |
| **MONTENEGRO**   | Eurydice Unit  
Vaka Djurovica bb  
81000 Podgorica  
Contribution of the Unit: Joint responsibility |
| **NETHERLANDS**  | Eurydice Nederland  
Ministerie van Onderwijs, Cultuur en Wetenschap  
Directie Internationaal Beleid  
Rijnstraat 50  
2500 BJ Den Haag  
Contribution of the Unit: Joint responsibility |
| **NORTH MACEDONIA** | National Agency for European Educational Programmes and Mobility  
Boulevard Kuzman Josifovski Pitu, No. 17  
1000 Skopje  
Contribution of the Unit: Joint responsibility |
| **NORWAY**       | Eurydice Unit  
Ministry of Education and Research  
Kirkegata 18  
P.O. Box 8119 Dep.  
0032 Oslo  
Contribution of the Unit: Joint responsibility |
| **POLAND**       | Polish Eurydice Unit  
Foundation for the Development of the Education System  
Aleje Jerozolimskie 142A  
02-305 Warszawa  
Contribution of the Unit: Magdalena Górowska-Fells and Michal Chojnacki in consultation with the Ministry of National Education |
| **PORTUGAL**     | Unidade Portuguesa da Rede Eurydice (UPRE)  
Ministério da Educação e Ciência  
Direção-Geral de Estatísticas da Educação  
Av. 24 de Julho, 134  
1399-054 Lisboa  
Contribution of the Unit: Joint responsibility |
The Structure of the European Education Systems 2019/20: Schematic Diagrams

This report provides information on the structure of mainstream European education systems, from pre-primary to tertiary level for the 2019/20 school and academic year. It includes national schematic diagrams and a guide to reading the diagrams. It also contains a map visually showing the 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.