The Structure of the European Education Systems 2020/21

Schematic Diagrams

Eurydice – Facts and Figures
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Education, Audiovisual and Culture Executive Agency
Education and Youth Policy Analysis
Avenue du Bourget 1 (J-70 – Unit A6)
BE-1049 Brussels
E-mail: eacea-eurydice@ec.europa.eu
Website: http://ec.europa.eu/eurydice
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INTRODUCTION

This report focuses on the structure of education and training systems from pre-primary to tertiary level for the 2020/21 school/academic year. It covers 43 education systems, which corresponds to 38 countries participating in the EU's Erasmus+ programme (27 EU Member States, the United Kingdom, 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.
MAIN ORGANISATIONAL MODELS OF PRIMARY AND LOWER SECONDARY EDUCATION

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, 2020/21

![Map of Europe with models of education]

**Source:** Eurydice.

Note: In Czechia, Latvia, Hungary and Slovakia, compulsory education is organised in a single structure up to the 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 adults 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.

**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

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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.
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.
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### Belgium – French Community

**Age of students**

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**Programme duration (years)**

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- **École maternelle**
- **École primaire**
- **Établissement d’enseignement secondaire**
- **Établissement d’enseignement secondaire**
- **Établissement d’enseignement secondaire**
- **Université / Haute école / École supérieure des arts**
- **Haute école / École supérieure des arts**

**Note:** *Milieu d’accueil collectif*

### Belgium – German-speaking Community

**Age of students**

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- **Krippen**
- **Kindergarten**
- **Primarschule**
- **Sekundarschule**
  - (allgemeinbildender/technischer Übergangsunterricht)
- **Sekundarschule (technischer Befähigungsunterricht)**
- **Sekundarschule (berufsbildender Unterricht)**
- **Ergänzender Berufsbildender Sekundarunterricht**
- **Hochschule**

**Note:** *Krippen starts from 3 months.*
Belgium – Flemish Community

Age of students

Programme duration (years)

Belgium – Flemish Community

(Belgium – Flemish Community)

Age of students

Programme duration (years)

Bulgaria

Age of students

Programme duration (years)

Early childhood education and care (for which the Ministry of Education is not responsible)

Primary education

Secondary general education

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)
Czechia

Age of students

Programme duration (years)

Denmark

Age of students

Programme duration (years)
Germany

Age of students

Programme duration (years)

Estonia

Age of students

Programme duration (years)
Ireland

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

(Infant classes)

Settings in ECCE scheme
( Early years education)

Primary schools

Secondary / Vocational / Comprehensive / Community Schools and Community Colleges

Further Education and Training Providers

Greece

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

Nipiagogeio

Dimotiko scholeio

Gymnasio

Geniko lykeio

2020/21 (1)

2020/21 (1)

Paidikos stathmos

Vrefoniplies stathmos

Vrikos stathmos

Notes: Law 4521/2018 established the two-year compulsory nipiagogeio (pre-primary school). The implementation of the measure spans a 3-year period from 2018 to 2021. School year 2020/21 (third and last year of its implementation) foresees the compulsory attendance of all pre-schoolers in all municipalities of the country. Meanwhile, for one last year, Vrefonipiakoi stathmos and Paidikoi stathmos will continue to accommodate children up to 5 years old.
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

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|
| École maternelle | École élémentaire | Collège | Lycée général et technologique | Lycée professionnel | Centre de formation d'apprentis |

Crèche

(1) CPGE: Classes préparatoires aux Grandes Écoles

Note: ISCED 4 education covers less than 2% of the total number of students (all levels). Since September 2020, training has become compulsory for students aged between 16 and 18. Young people will be able to fulfill this compulsory training by several means: schooling, apprenticeship, training courses, civic service, and support system or social and professional integration measures.

Croatia

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 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|
| Dječji vrtić | Osnovna škola | Gimnazija | Ustanova za strukovno obrazovanje |

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.

Ustanova za obrazovanje odraslih

Programme duration (years)

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<td>Instituts Universitaires de Technologie (IUT)</td>
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### Italy

**Age of students**

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<td>Scuola secondaria di primo grado</td>
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<td>Liceo</td>
<td>14-16</td>
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**Note:** 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**

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**Note:** Early childhood education and care (for which the Ministry of Education is responsible) and Early childhood education and care (for which the Ministry of Education is not responsible) are not explicitly mentioned in the diagram.

---

### Programme duration (years)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universita</td>
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</tr>
<tr>
<td>(Alta formazione artistica / musicale / coreutica - AFAM)</td>
<td>21</td>
</tr>
<tr>
<td>Scuola superiore per mediatori linguistici</td>
<td>21</td>
</tr>
<tr>
<td>Istituto tecnico superiore</td>
<td>21</td>
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</table>

**Note:** The diagram for Cyprus does not specify the exact duration of each programme beyond the general structure.
**Latvia**

**Age of students**

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

**Programme duration (years)**

1. Sākumskola
2. Pirmsskolas izglītības grupas pie skolām
3. Pirmsskolas izglītības iestāde (bērnuizmātes)
4. Pamatskola
5. Vidusskola
6. Aizsprostotājs
7. Profesionālais izglītības iestādes

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

---

**Lithuania**

**Age of students**

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

**Programme duration (years)**

1. Ikimokykinio ugdymo mokykla
2. Pradine mokykla / Progimnazija / Pagrindinė mokykla
3. Progimnazija / Gimnazija
4. Pagrindinė mokykla
5. Profesinė mokykla

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

---

**Luxembourg**

**Age of students**

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

**Programme duration (years)**

1. École fondamentale
2. Lycée classique
3. Lycée général
4. (Formation professionnelle)

**Note:**
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.
Note: There is a new type of institution called ‘Technikum’. In order to follow ‘Szakképzési Hídprogram’, students must have at least completed grade 6, but must be older than 15, this programme is phasing out. ‘Műhelyiskola’ and the final years of ‘Technikum’ may be organised as dual programmes.
The Structure of the European Education Systems 2020/21: Schematic Diagrams

Malta

Age of students

<table>
<thead>
<tr>
<th>Programme duration (years)</th>
</tr>
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Voorschoolse educatie en kinderopvang

Childcare Centres

Kindergarten

Primary schools

Middle schools

Secondary schools

Junior College / Higher secondary schools

Institute of Tourism Studies (ITS)

Malta College of Arts, Science and Technology (MCAST)

Programme duration (years)

0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

Note: 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.

Netherlands

Age of students

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

Voorschoolse educatie en kinderopvang

Praktijkonderwijs

Voorgezet onderwijs (VMBO)

Voorgezet onderwijs (Havo)

Voorgezet onderwijs (VWO)

MBO (Basisberoepsopleiding)

MBO (Entreeopleiding)

MBO (Basiskaderopleiding)

MBO (Specialistenopleiding)

MBO (Vakopleiding)

HBO (Entreeopleiding)

HBO (Associate degree)

HBO (Bachelor)

HBO (Bachelor) (master)

WO (Bachelor) (master)

WO (Bachelor)

University

Institute of Tourism Studies (ITS)

Malta College of Arts, Science and Technology (MCAST)

Programme duration (years)

0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

NL
Austria

**Age of students**

- Kindergarten / Alterserweiterte Bildungseinrichtung
- Volksschule
- Kindergarten / Alterserweiterte Bildungseinrichtung

**Programme duration (years)**

- Universität
- Fachhochschule
- Pädagogische Hochschule (Postgradualer Lehrgang)
- Berufsbildende Höhere Schule
- Berufsbildende Höhere Schule
- Werkmeister-, Meister-, Bauhandwerkerschulen
- Kollegs

**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**

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<thead>
<tr>
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<th>22</th>
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<tbody>
<tr>
<td>Złobek / Klub dziecięcy</td>
<td>Przedszkole / Oddział przedszkolny w szkole podstawowej / Punkt przedszkolny / Zespół wychowania przedszkolnego</td>
<td>Szkoła podstawowa</td>
<td>Liceum ogólnokształcące</td>
<td>Technikum</td>
<td>Branżowa szkoła I stopnia</td>
<td>Branżowa szkoła II stopnia</td>
<td>Szkoły policealne</td>
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**Main changes**

1. New types of upper secondary schools (4-year liceum ogólnokształcące, 5-year technikum) have been operational since 2019/20 school year for graduates of 8-year single structure education (szkoła podstawowa). ‘Old type’ programmes in 3-year liceum ogólnokształcące and 4-year technikum (based on former core curricula for general education, and new curricula for technical education) 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.

2. From September 2020, a new 2-year branżowa szkoła II stopnia (upper secondary school) is open to the graduates of branżowa szkoła I stopnia. It will offer two types of programmes: starting in 2020/21 a programme for graduates of phased out gymnasia who graduated from branżowa szkoła I stopnia, and starting in 2022/23 – for graduates of 8-year single structure education (szkoła podstawowa) who graduated from branżowa szkoła I stopnia.

**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**

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<tr>
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<td>2.º ciclo</td>
<td>3.º ciclo</td>
<td>Agrupamentos de Escolas</td>
<td>Escolas Artísticas/Escolas Secundárias/Agrupamentos de Escolas</td>
<td>Escolas Profissionais/Escolas Secundárias/Agrupamentos de Escolas</td>
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**Programme duration (years)**

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<td>Escolas Profissionais/Escolas Secundárias/Agrupamentos de Escolas</td>
<td></td>
</tr>
</tbody>
</table>

**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.
Slovakia

Age of students

Programme duration (years)

Finland

Age of students

Programme duration (years)

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

Age of students

Programme duration (years)

United Kingdom – England

Age of students

Programme duration (years)
United Kingdom – Wales

Age of students

Programme duration (years)

United Kingdom – Northern Ireland

Age of students

Programme duration (years)

(1) Pre-school education

United Kingdom – Scotland

Age of students

Programme duration (years)
Albania

Age of students

Programme duration (years)

Bosnia and Herzegovina

Age of students

Programme duration (years)

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.
Switzerland

Age of students

<table>
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<tr>
<td>22</td>
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</table>

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

Iceland

Age of students

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

Programme duration (years)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration (years)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Note: In most cantons, compulsory education starts at age 4 (in a few at ages 5 or 6).
The Structure of the European Education Systems 2020/21: Schematic Diagrams

**Liechtenstein**

**Age of students**

- Kindertagesstätte
- Kindergarten
- Primarschule
- Oberschule / Realschule (Brückenangebote)
- Gymnasiale Maturitätsschule
- Berufsmaturitätsschule
- > > > > > >
  Universitäten / Fachhochschulen / Pädagogische Hochschulen / Höhere Fachschulen /

**Programme duration (years)**

- Hochschulen

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

**Montenegro**

**Age of students**

- Predškolsko vaspitanje i obrazovanje
- Osnovna škola
- Gimnazija
- Srednja stručna škola

**Programme duration (years)**

- > > > > > >
  Univerzitet / Akademija / Fakulteti / Visoka škola

**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 the 2019/20 academic year.
North 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 (stručno osposobuvanje) while the ending age of 18 applies to those attending the three years vocational programme (stručno obrazovanje za zanimanja). The highest leaving age of 19 years and 6 months applies to students attending general secondary education (gimnazisko obrazovanje) or a four years programme of vocational education (četvrogodišnja stručna obrazovanje).

Norway

Age of students

Programme duration (years)

Serbia

Age of students

Programme duration (years)
### Turkey

#### Age of students

<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
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<tr>
<td>1</td>
<td>Primary Education</td>
</tr>
<tr>
<td>12</td>
<td>Secondary General Education</td>
</tr>
<tr>
<td>18</td>
<td>Tertiary Education (Full-time)</td>
</tr>
<tr>
<td>21</td>
<td>Programme duration (years)</td>
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</table>

#### Programme duration (years)

<table>
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<th>Program</th>
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</tr>
<tr>
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<td>7</td>
<td>Yüksek Lisans Enstitüsü</td>
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</tbody>
</table>

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#### Allocation to the ISCED levels:

- **ISCED 0**: Early childhood education and care (for which the Ministry of Education is not responsible)
- **ISCED 1**: Early childhood education and care (for which the Ministry of Education is responsible)
- **ISCED 2**: Primary education
- **ISCED 3**: Secondary General Education
- **ISCED 4**: Tertiary Education (Full-time)
- **ISCED 5 - 7**: Additional education levels

#### Key

- **Blue**: Compulsory full-time education/training
- **Red**: Compulsory part-time education/training
- **Green**: Additional year
- **Yellow**: Combined school and workplace courses
- **Purple**: Study abroad
- **Brown**: Compulsory work experience + its duration
- **Green**: Programme being phased out during (year)

---

**Notes:**

- Single structure
- Years
- Programmes being phased out during (year)
ACKNOWLEDGEMENTS

EDUCATION, AUDIOVISUAL AND CULTURE
EXECUTIVE AGENCY

Education and Youth Policy Analysis

Avenue du Bourget 1 (J-70 – Unit A6)
B-1049 Brussels
(http://ec.europa.eu/eurydice)

Authors

Nathalie Baïdak, Jari Matti Riiheläinen (coordinator), Agathina Sicurella

Graphics and layout

Patrice Brel

Cover

Virginia Giovannelli

Production coordinator

Gisèle De Lel
<table>
<thead>
<tr>
<th>Country</th>
<th>Eurydice Unit</th>
<th>Contribution of the Unit:</th>
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<tbody>
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<td>ALBANIA</td>
<td>European Integration and Projects Department</td>
<td>Egest Gjokuta</td>
</tr>
<tr>
<td>AUSTRIA</td>
<td>Eurydice-Informationsstelle</td>
<td>Joint responsibility</td>
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<td>BELGIUM</td>
<td>Unité Eurydice de la Communauté française</td>
<td>Sanne Noël</td>
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<td>BOSNIA AND HERZEGOVINA</td>
<td>Ministry of Civil Affairs</td>
<td>in cooperation with experts from the Ministries of Education of Republika Srpska, 10 cantons in Federation of B&amp;H and Divisions for the Education of the Broko District</td>
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<td>Andrea Turynová</td>
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<td>DENMARK</td>
<td>Ministry of Higher Education and Science</td>
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<td>Anne Gaudry-Lachet</td>
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**EURYDICE NATIONAL UNITS**
GREECE
Hellenic Eurydice Unit
Directorate for European and International Affairs
Directorate-General for International and European Affairs,
Hellenic Diaspora and Intercultural Education
Ministry of Education and Religious Affairs
37 Andrea Papandreou Street (Office 2172)
15180 Amarousion (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 – D01 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
Vaju 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
The National Agency for Education
Katkaus str. 44
09217 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 expert: 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
Diku - Norwegian Agency for International Cooperation and
Quality Enhancement in Higher Education
Fortunen 1
P.O. Box 1093
5809 Bergen
Contribution of the Unit: Joint responsibility

POLAND
Polish Eurydice Unit
Foundation for the Development of the Education System
Aleje Jerozolimskie 142A
02-305 Warszawa
Contribution of the Unit: Magdalena Górowska-Fells and
Michał Chojnacki in consultation with the Ministry of National
Education

PORTUGAL
Unidade Portuguesa da Rede Eurydice (UPRE)
Direção-Geral de Estatísticas da Educação e Ciência
(DGEEC)
Av. 24 de Julho, n.º 134
1399-054 Lisboa
Contribution of the Unit: Joint responsibility
The Structure of the European Education Systems 2020/21: Schematic Diagrams

ROMANIA
Eurydice Unit
National Agency for Community Programmes in the Field of Education and Vocational Training
Universitatea Politehnică Bucureşti
Biblioteca Centrală
Splaiul Independenţei, nr. 313
Sector 6
060042 Bucureşti
Contribution of the Unit: Veronica – Gabriela Chirea in cooperation with expert Ciprian Fartușnic (Institute of Science Education)

SERBIA
Eurydice Unit Serbia
Foundation Tempus
Ruze Jovanovic 27a
11000 Belgrade
Contribution of the Unit: Joint responsibility

SLOVAKIA
Eurydice Unit
Slovak Academic Association for International Cooperation
Križkova 9
811 04 Bratislava
Contribution of the Unit: Joint responsibility

SLOVENIA
Eurydice Unit
Ministry of Education, Science and Sport
Department of Educational Development and Quality
Masarykova 16
1000 Ljubljana
Contribution of the Unit: Joint responsibility

SPAIN
Eurydice España-REDIE
Instituto Nacional de Evaluación Educativa (INEE)
Ministerio de Educación y Formación Profesional
Paseo del Prado, 28
28014 Madrid
Contribution of the Unit: Joint responsibility

SWEDEN
Eurydice Unit
Universitets- och högskolerådet/
The Swedish Council for Higher Education
Box 4030
171 04 Solna
Contribution of the Unit: Joint responsibility

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

TURKEY
Eurydice Unit
MEB, Strateji Geliştirme Başkanlığı (SGB)
Eurydice Türkiye Birimi, Merkez Bina 4. Kat
B-Blok Bakanlıklar
06648 Ankara
Contribution of the Unit: Joint responsibility

UNITED KINGDOM
Eurydice Unit for England, Wales and Northern Ireland
Department for Education (DfE), Sanctuary Buildings
London, SW1P 3BT
Contribution of the Unit: Joint responsibility

Eurydice Unit Scotland
Learning Directorate
Scottish Government
2-C North
Victoria Quay
Edinburgh EH6 6QQ
Contribution of the Unit: Alina Dragos
The Structure of the European Education Systems 2020/21: Schematic Diagrams

This report provides information on the structure of mainstream European education systems, from pre-primary to tertiary level for the 2020/21 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 co-ordinated by the EU Education, Audiovisual and Culture Executive Agency. For more information about Eurydice, see http://ec.europa.eu/eurydice.