

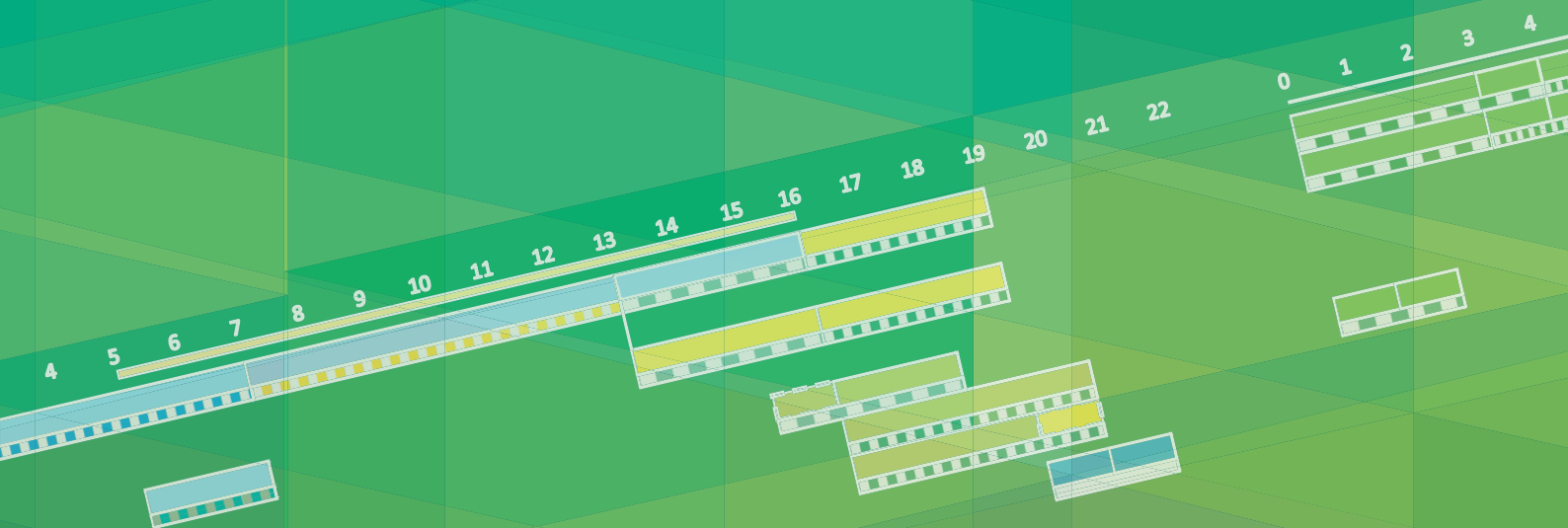


European
Commission

The Structure of the European Education Systems 2016/17

Schematic Diagrams

Eurydice – Facts and Figures



Education and
Training



The Structure of the European Education Systems

2016/17

Schematic Diagrams

Eurydice – Facts and Figures

*Education and
Training*

This document is published by the Education, Audiovisual and Culture Executive Agency (EACEA, Education and Youth Policy Analysis).

Please cite this publication as:

European Commission/EACEA/Eurydice, 2016. *The Structure of the European Education Systems 2016/17: Schematic Diagrams*. Eurydice Facts and Figures. Luxembourg: Publications Office of the European Union.

ISBN 978-92-9492-346-2 ISSN 2443-5333 doi:10.2797/464130 EC-AL-16-002-EN-N

Text completed in September 2016.

© Education, Audiovisual and Culture Executive Agency, 2016.

Reproduction is authorized provided the source is acknowledged.

Education, Audiovisual and Culture Executive Agency
Education and Youth Policy Analysis
Avenue du Bourget 1 (JII-70 – Unit A7)
BE-1049 Brussels
Tel. +32 2 299 50 58
Fax +32 2 292 19 71
E-mail: eacea-eurydice@ec.europa.eu
Website: <http://ec.europa.eu/eurydice>

CONTENTS

INTRODUCTION	5
Main organisational models	5
GUIDE TO READ THE DIAGRAMS	7
General information	7
Text	7
Levels and types of education	7
Compulsory work experience and its duration	8
Age of students and programme duration scales	8
Key	8
Connections between programmes	9
Compulsory education/training	9
International Standard Classification of Education (ISCED 2011)	9
SCHEMATIC DIAGRAMS	11
ACKNOWLEDGEMENTS	33

INTRODUCTION

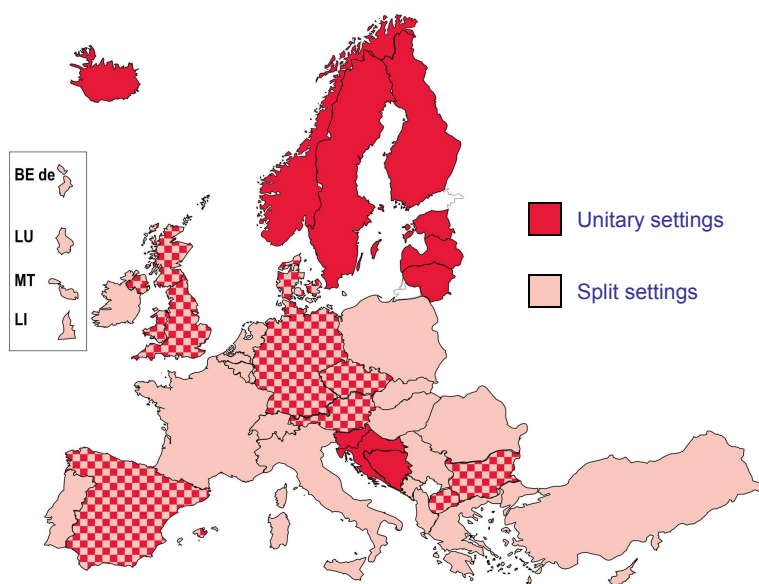
This report focuses on the structure of mainstream education in European countries from pre-primary to tertiary level for the 2016/17 school and academic year. Forty-three education systems are included covering 38 countries participating in the EU's Erasmus+ programme (28 Member States, Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, the former Yugoslav Republic of Macedonia, Norway, Serbia and Turkey). The first section of the report sets out the main organisational models of pre-primary and compulsory education. 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

Early childhood education and care (ECEC)

Two main forms of ECEC structure can be distinguished in European countries ⁽¹⁾: unitary and split.

Organisation of centre-based ECEC, 2016/17



Source: Eurydice.

Note: The information on the main form of ECEC structure is not visible in the diagrams of Spain, the United Kingdom, Montenegro and Serbia. For detailed information, please refer to 'Eurydice Policy Brief Early Childhood Education and Care 2014' and 'Early Childhood Education and Care Systems in Europe: National Information Sheets – 2014/15'.

- In the typical **unitary system** provision for all children of pre-school age is organised in a single phase and delivered in settings catering for the whole age range. Children have no breaks or transfers between institutions until they start primary school. The ministry of education is responsible for ECEC governance, regulation and funding. The provision is considered as 'early childhood education and care' services and educational guidelines cover the entire ECEC phase.
- In the typical **split system** provision is delivered in separate settings for younger and older children (usually under and over 3 years). The responsibility for ECEC governance, regulation and funding are usually divided between different authorities. Educational guidelines often apply only to the provision for older children.

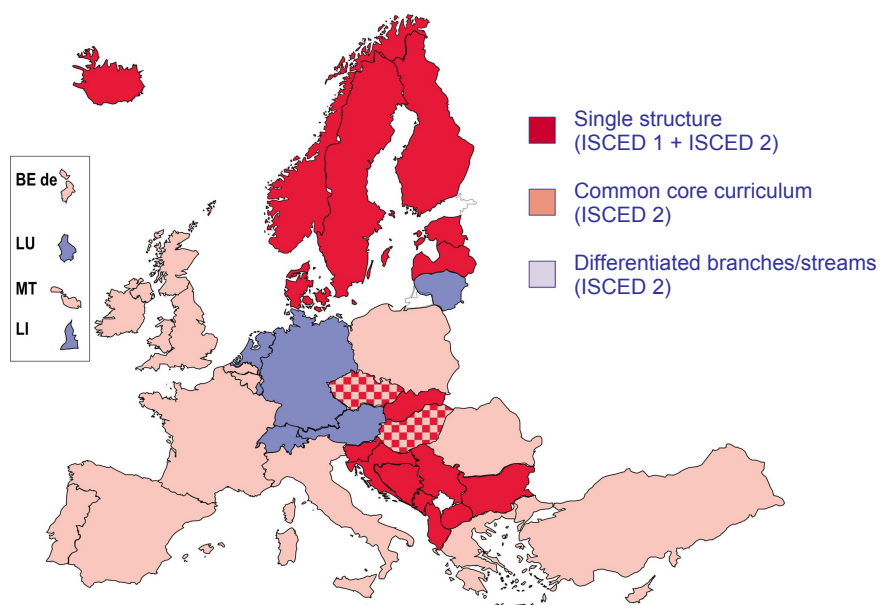
⁽¹⁾ For more detailed information on the ECEC structure, please see: Eurydice Policy Brief Early Childhood Education and Care 2014 at: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:Eurydice_Policy_Brief_Early_Childhood_Education_and_Care_2014 and Early Childhood Education and Care Systems in Europe: National Information Sheets – 2014/15 at: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:Early_Childhood_Education_and_Care_Systems_in_Europe:_National_Information_Sheets_%E2%80%93_2014/15

Compulsory education

The diagrams reveal three main models of organisation within compulsory education in European countries:

- **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.

Main models of primary and lower secondary education (ISCED 1-2) in Europe, 2016/17



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).

General information

The diagrams show the mainstream educational programmes considered to be the most representative in each country. They encompass: 1) early childhood education and care provided in publicly subsidised and accredited centre-based settings for children from the youngest age of enrolment, 2) primary and secondary education programmes including the period of compulsory education, 3) post-secondary non-tertiary programmes and 4) the main programmes offered at tertiary level.

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)⁽²⁾. Educational provision intended exclusively to adults with low formal educational attainment and/or a low level of basic skills is not shown in the diagrams.

Separate provision outside mainstream education for children and young people with special educational needs is not included. At tertiary level, doctoral studies, as well as the specialised studies for the regulated professions such as medicine and architecture are excluded.

The Diagrams also show the possible current and/or forthcoming changes in the structure of the national education systems and point out the programmes being phased out.

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.

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 program(s) can be provided by different types of institution, the type of education or programmes is specified. All country notes are in English.

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).

⁽²⁾ 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://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:Adult_Education_and_Training_in_Europe:_Widening_Access_to_Learning_Opportunities

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.
























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.

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.

The 'programme duration' scale is used to show tertiary level programmes taking into account that students might enrol in tertiary education programmes or in post-secondary education at different ages and take different amounts of time to complete the programmes, for instance, combining part-time studies with work.

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)						

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.

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.).

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.

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

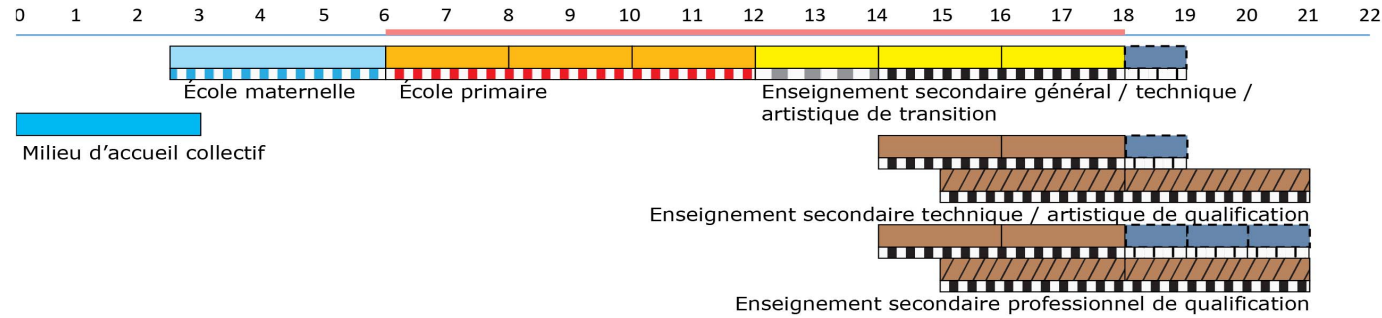
UNESCO, Institute for Statistics, 2012. *International Standard Classification of Education. ISCED 2011*. Available at: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>

SCHEMATIC DIAGRAMS

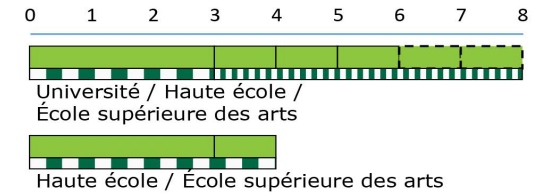
Belgium – French Community	12	Poland	23
Belgium – German-speaking Community	12	Portugal	23
Belgium – Flemish Community	12	Romania	24
Bulgaria	13	Slovenia	24
Czech Republic	13	Slovakia	24
Denmark	14	Finland	25
Germany	14	Sweden	25
Estonia	15	United Kingdom – England	26
Ireland	15	United Kingdom – Wales	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	Former Republic Yugoslav of Macedonia	31
Hungary	20	Norway	31
Malta	21	Serbia	32
Netherlands	22	Turkey	32
Austria	22		

Belgium – French Community

Age of students

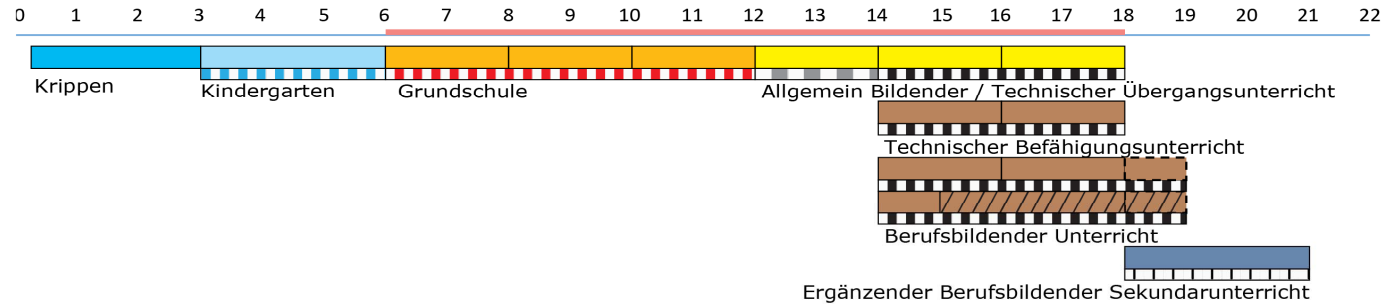


Programme duration (years)

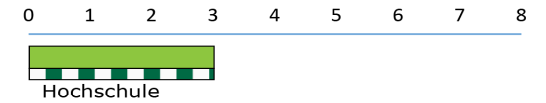


Belgium – German-speaking Community

Age of students

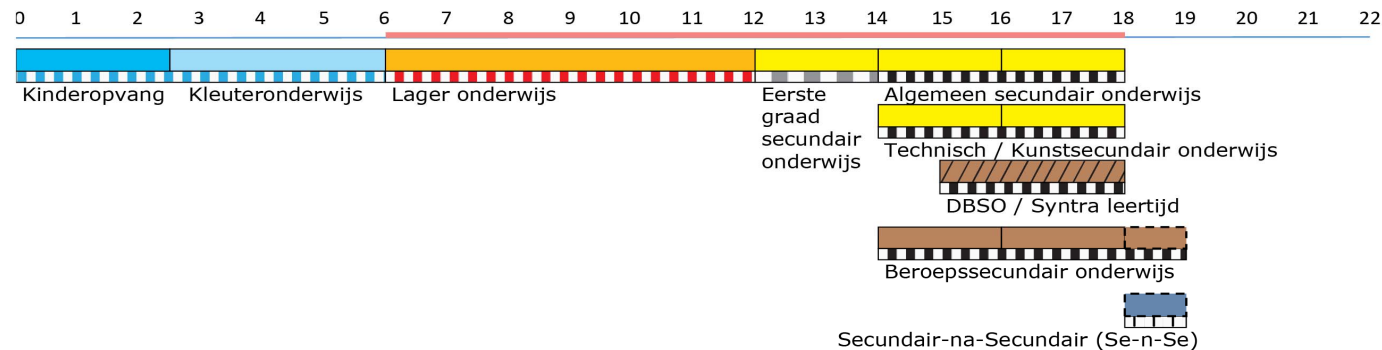


Programme duration (years)

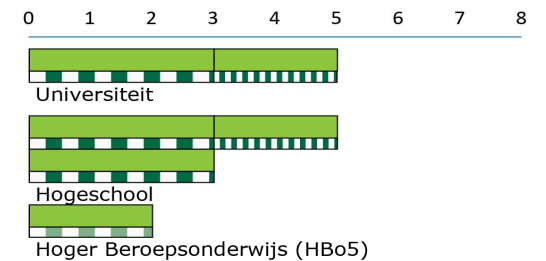


Belgium – Flemish Community

Age of students

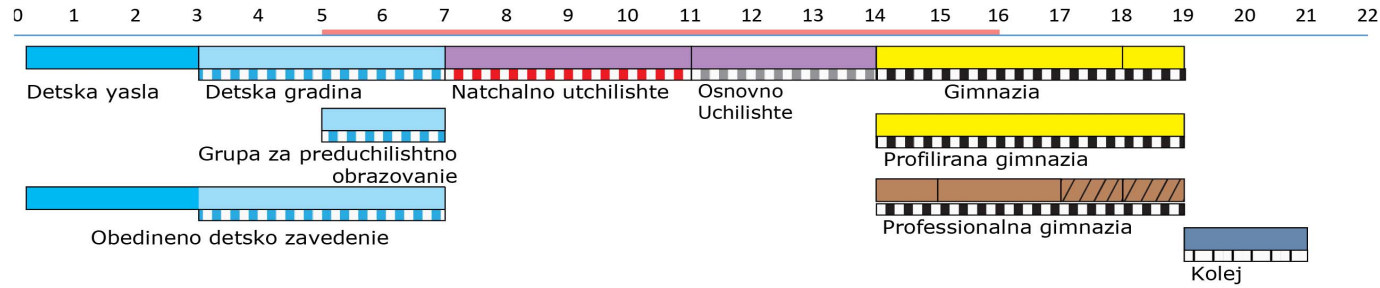


Programme duration (years)

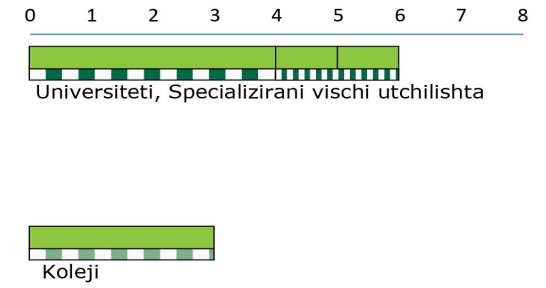


Bulgaria

Age of students

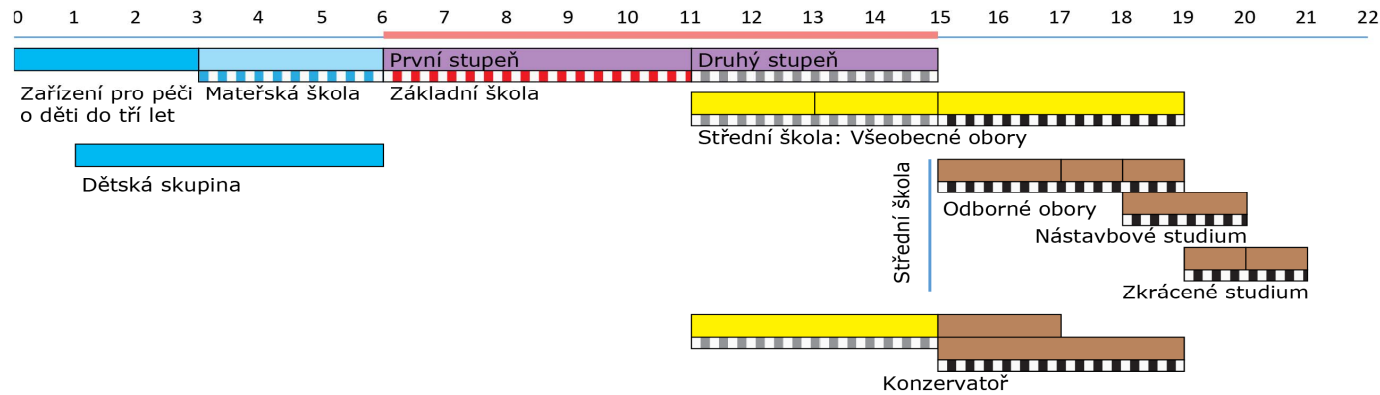


Programme duration (years)

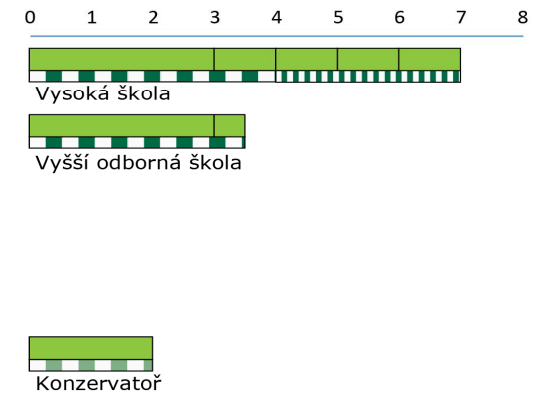


Czech Republic

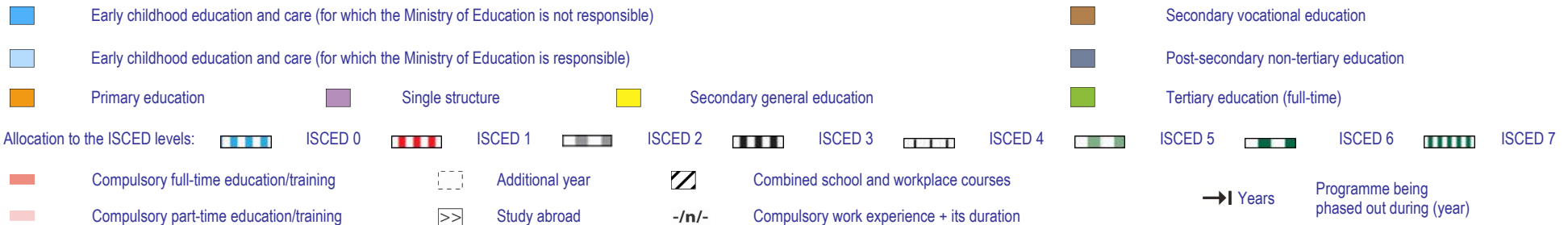
Age of students



Programme duration (years)

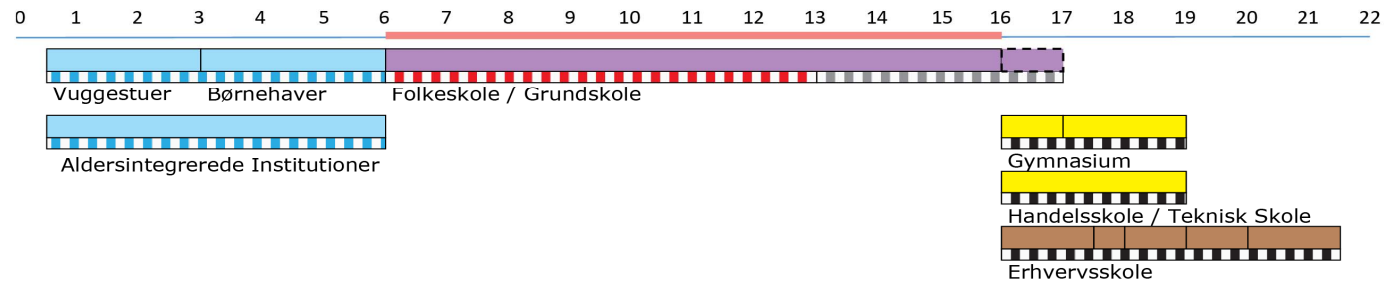


13

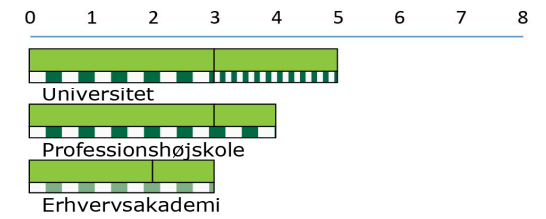


Denmark

Age of students

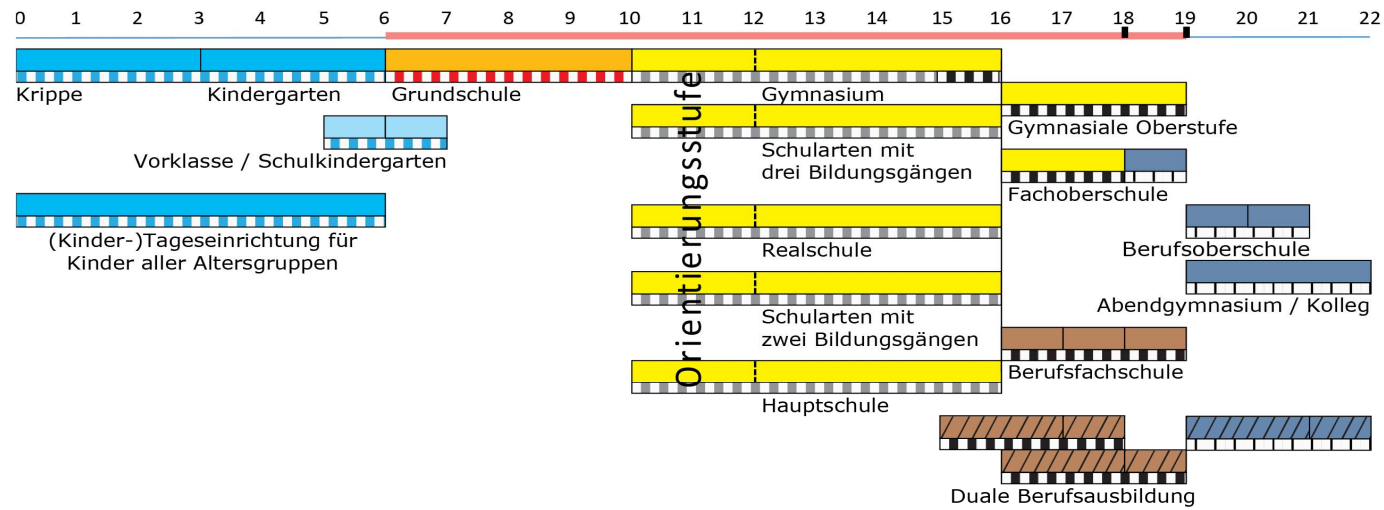


Programme duration (years)

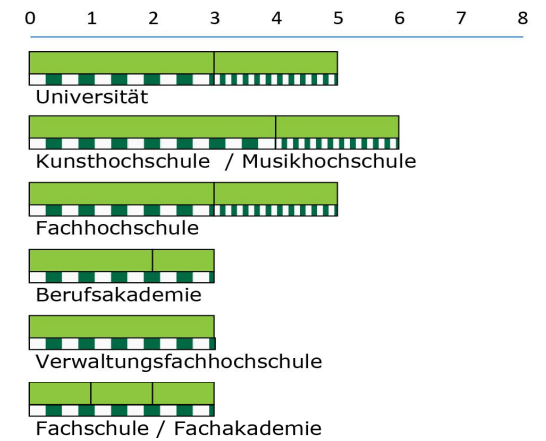


Germany

Age of students

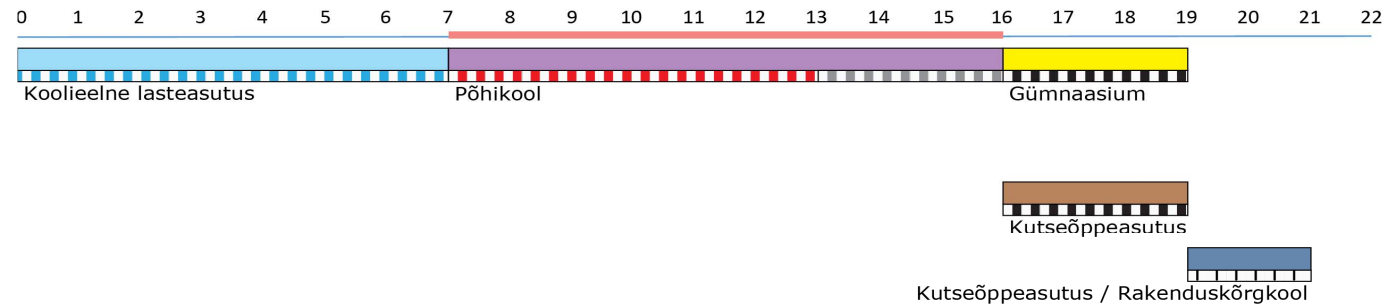


Programme duration (years)

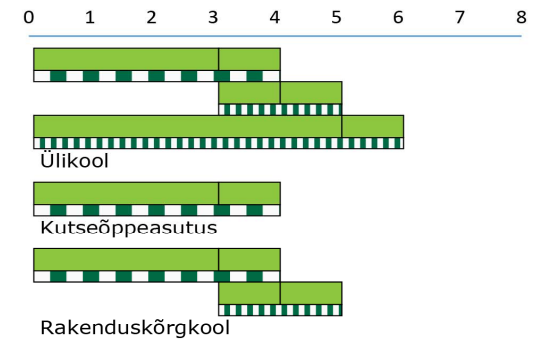


Estonia

Age of students

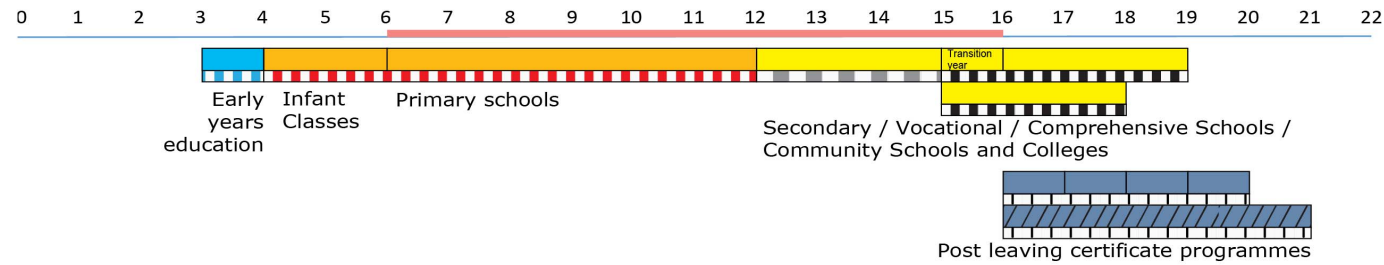


Programme duration (years)

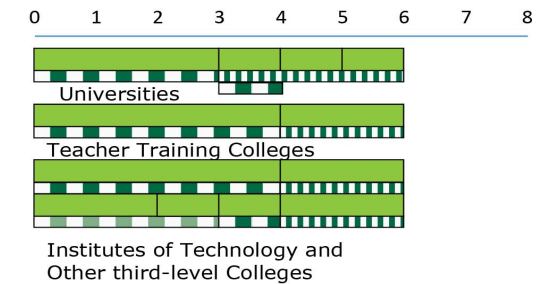


Ireland

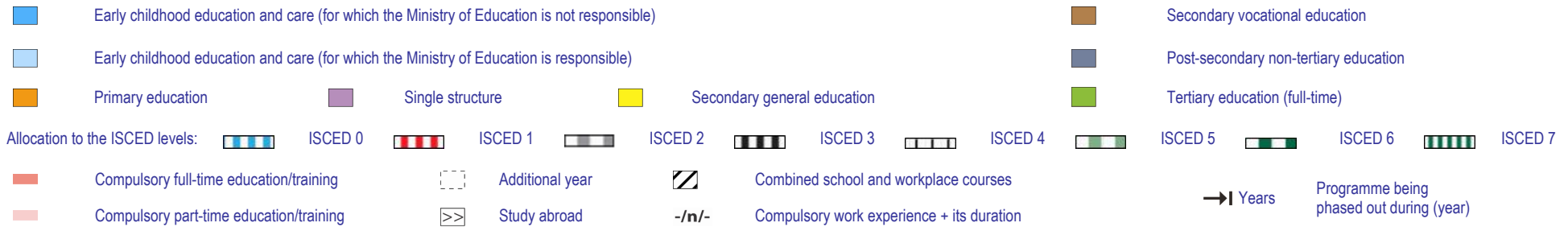
Age of students



Programme duration (years)

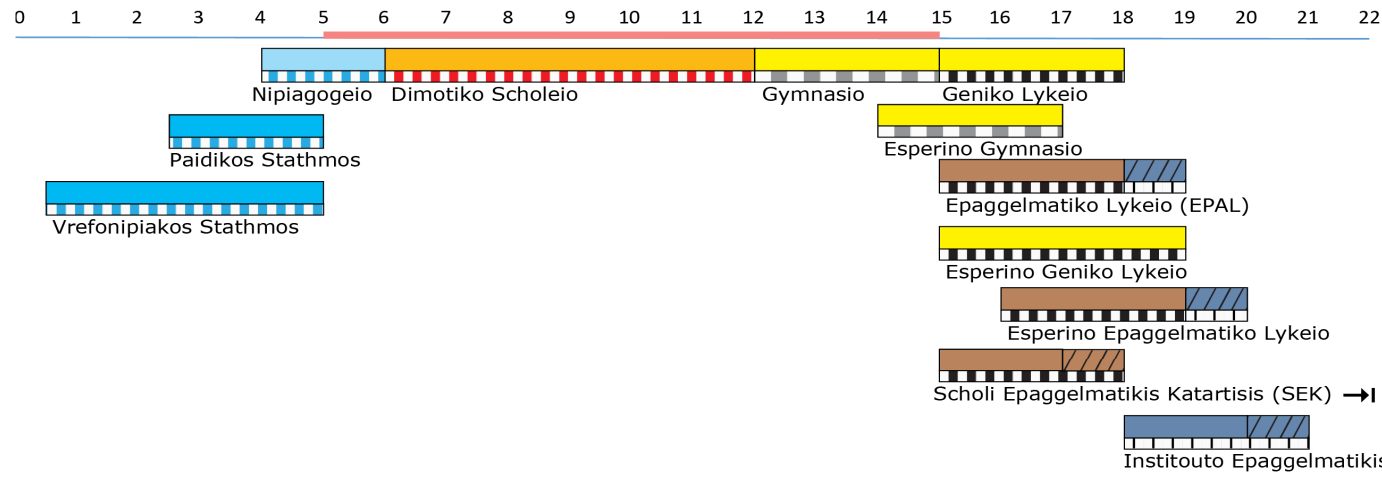


15

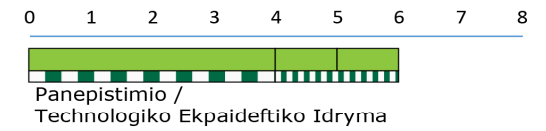


Greece

Age of students

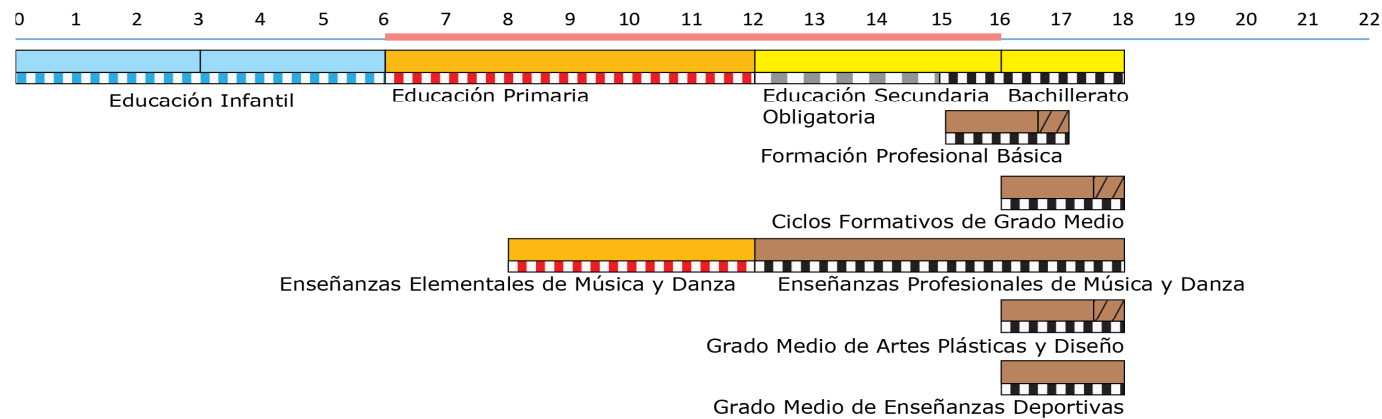


Programme duration (years)



Spain

Age of students

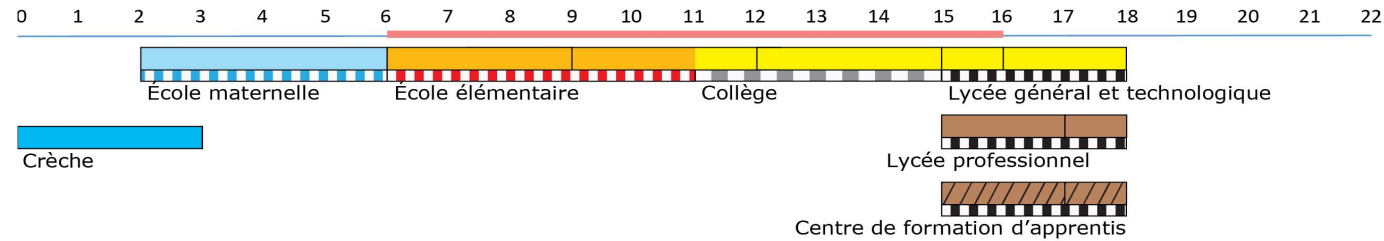


Programme duration (years)

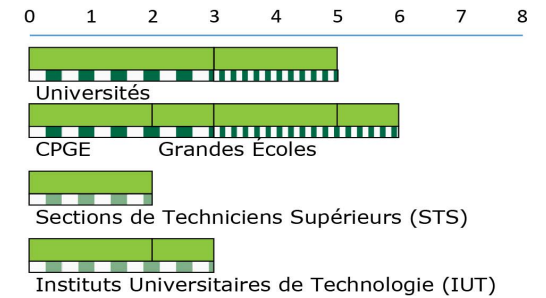


France

Age of students

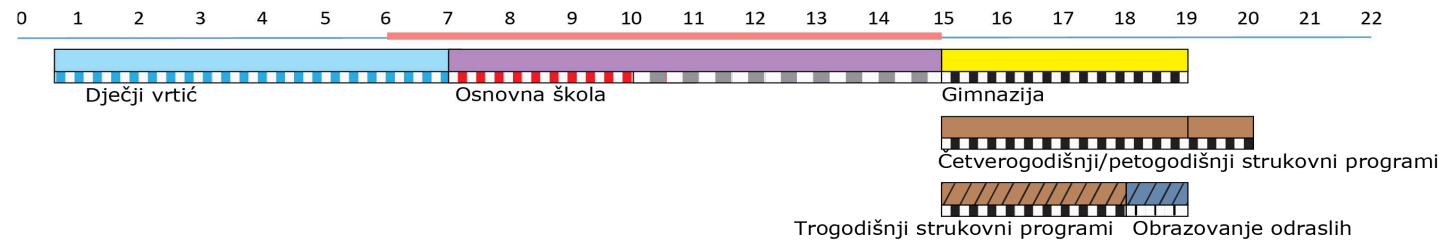


Programme duration (years)

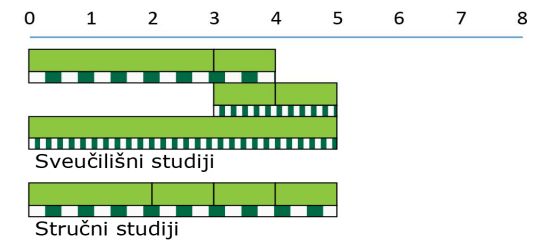


Croatia

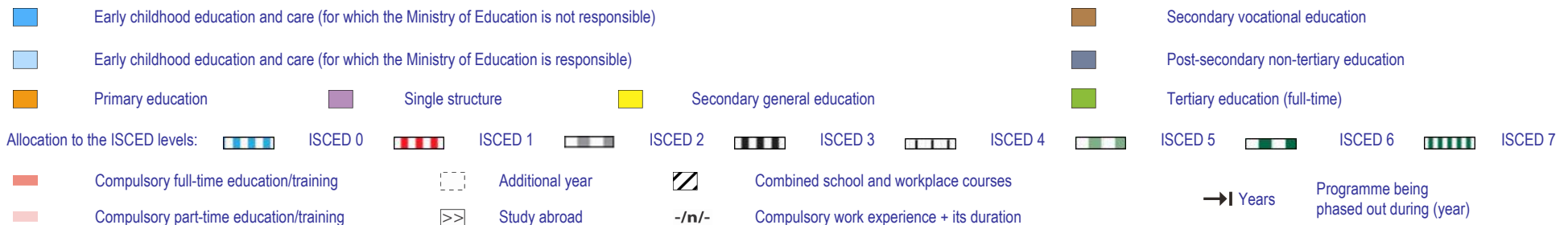
Age of students



Programme duration (years)

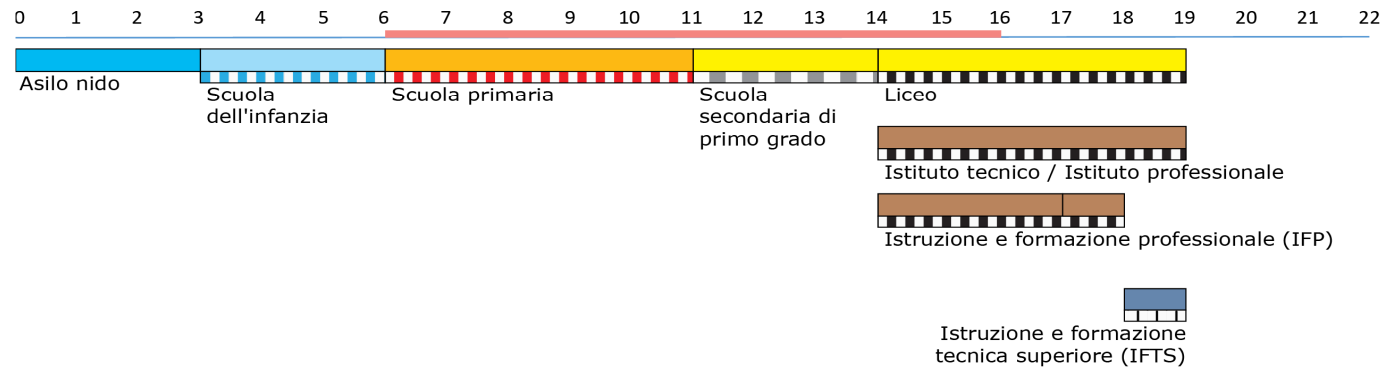


Note: Start of primary education (ISCED 1) depends on child's birthday. Children born between January and April start primary school in calendar year in which they turn 6, those born from April to December when they are 7 years old.

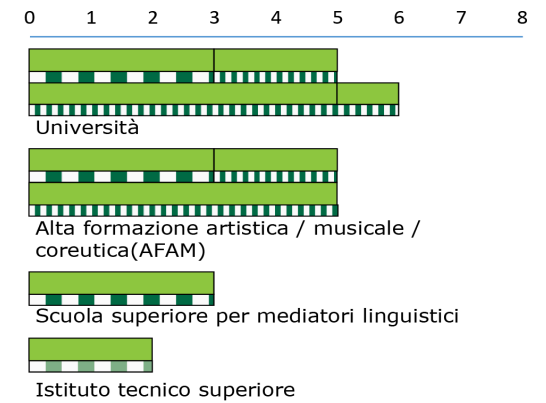


Italy

Age of students

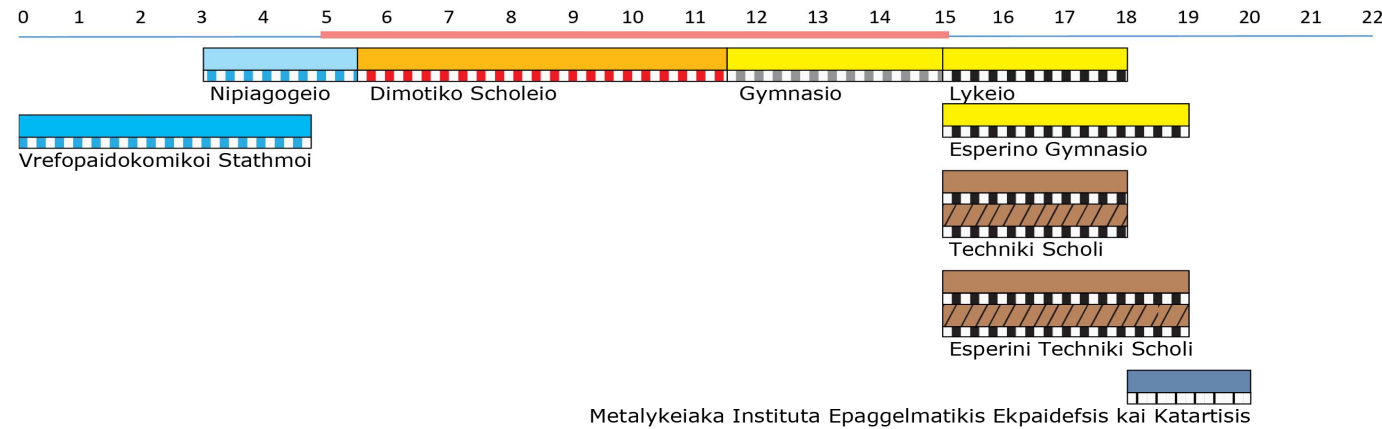


Programme duration (years)

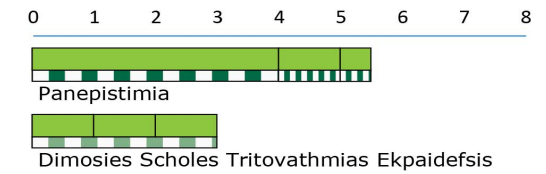


Cyprus

Age of students

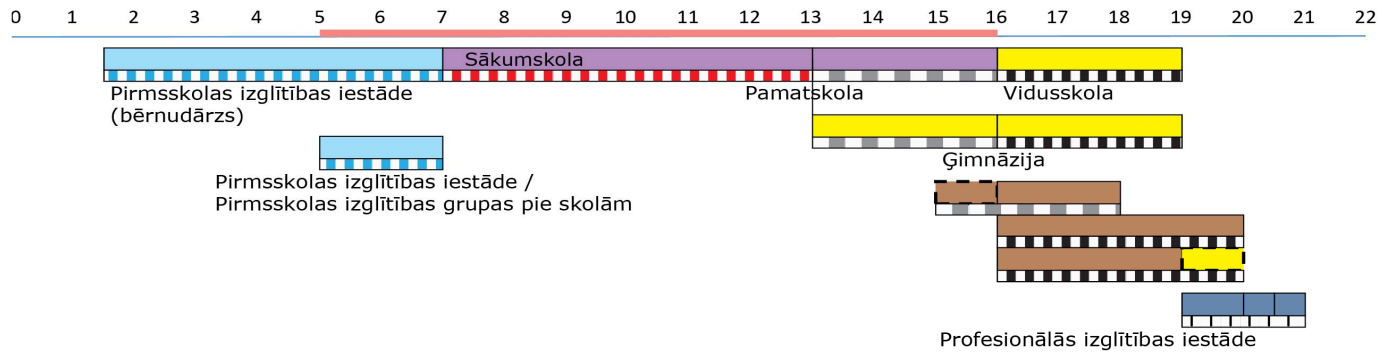


Programme duration (years)

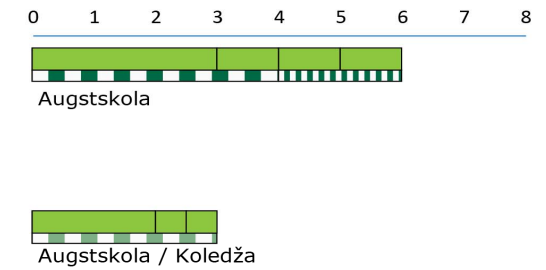


Latvia

Age of students

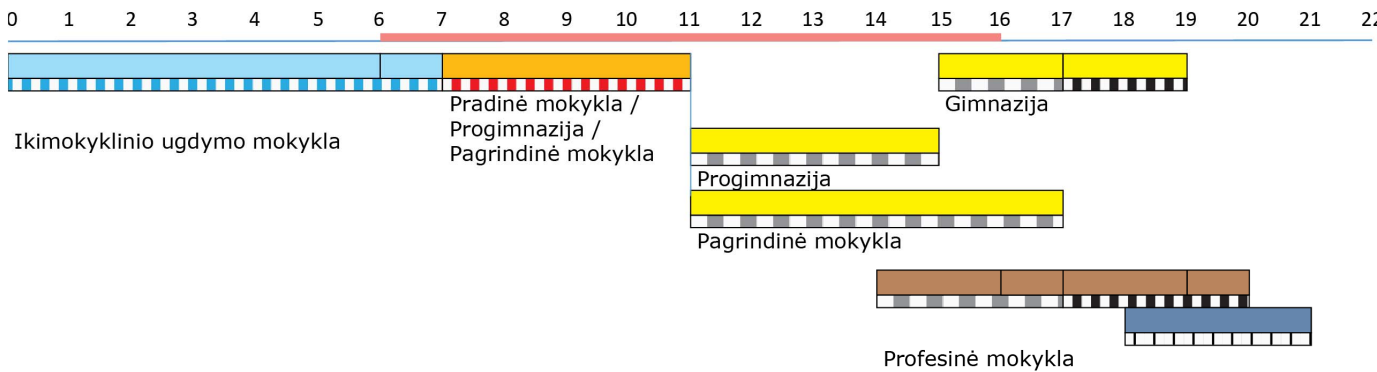


Programme duration (years)

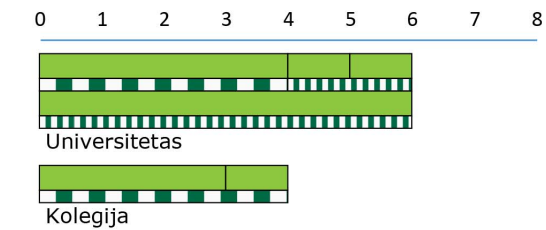


Lithuania

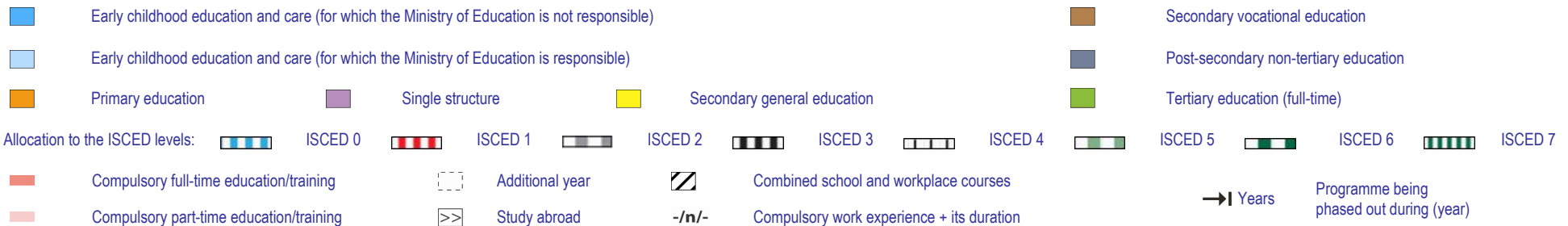
Age of students



Programme duration (years)

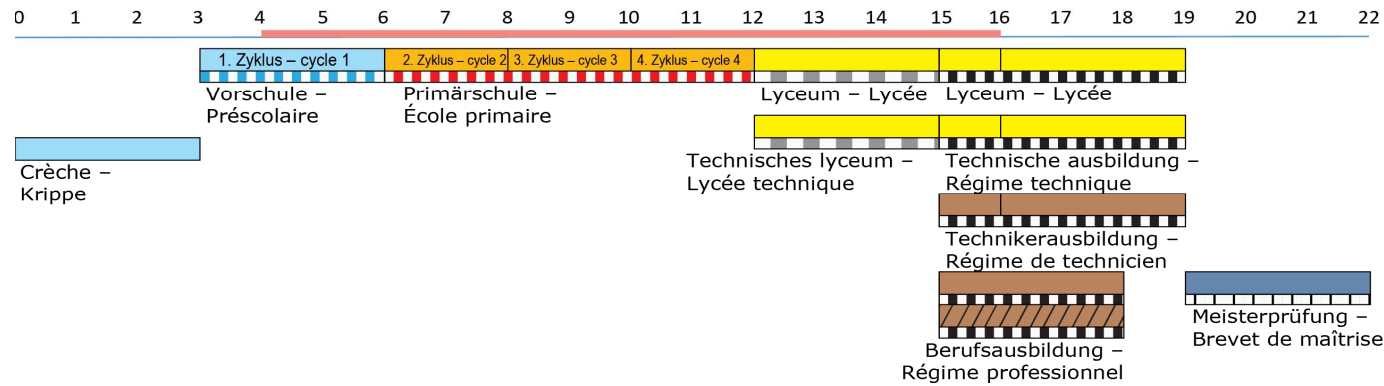


Note: *Gimnazija* might cover primary education programme (ISCED 1) and basic educational programmes.

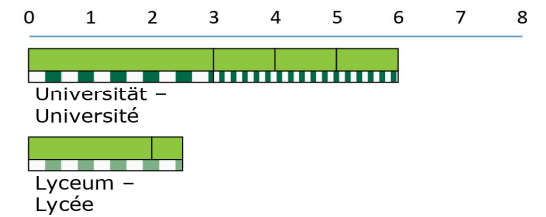


Luxembourg

Age of students



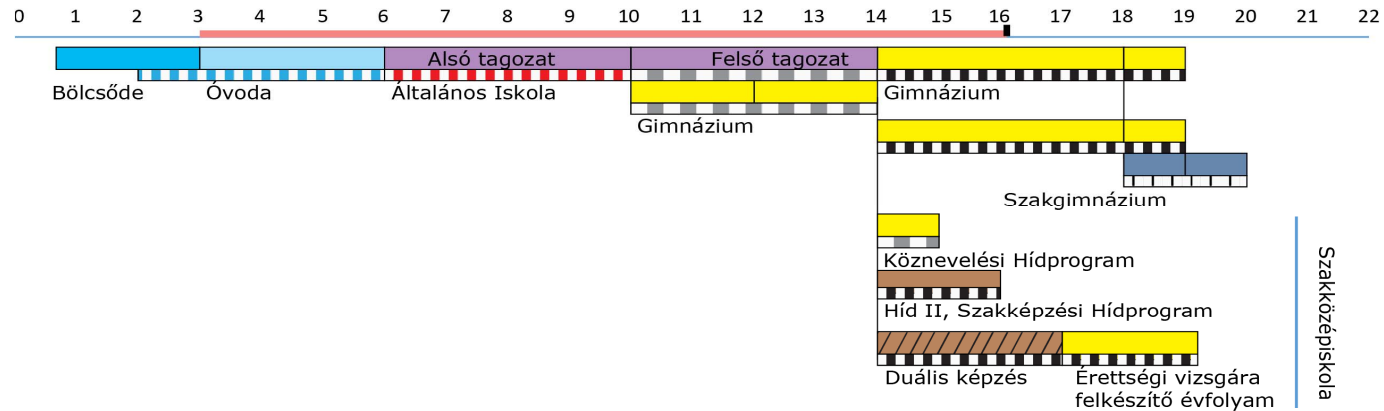
Programme duration (years)



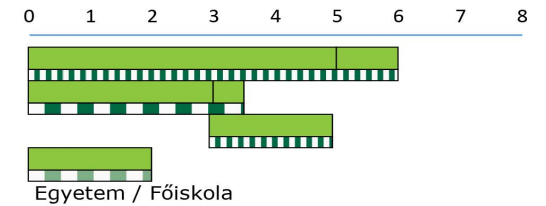
Hungary

Age of students

20



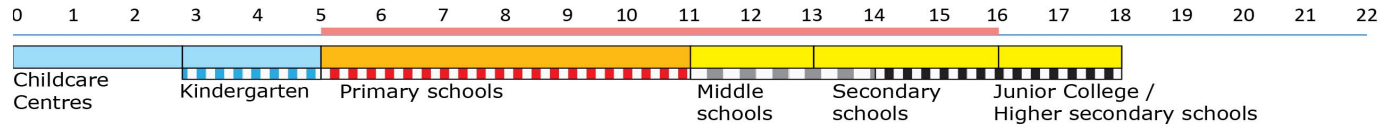
Programme duration (years)



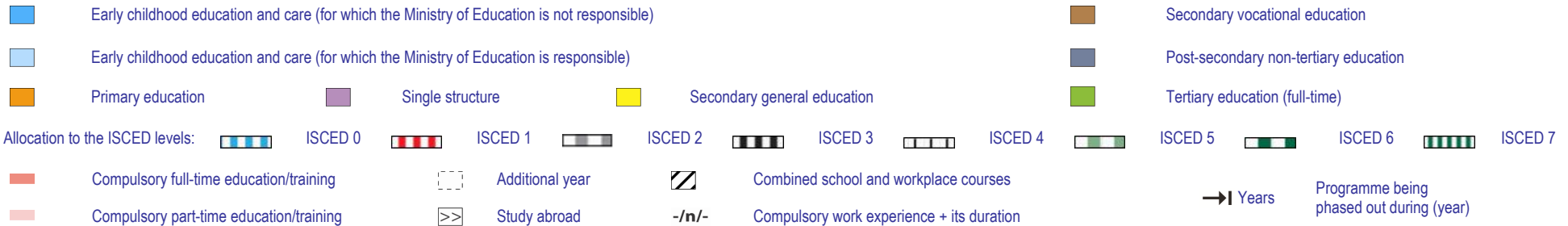
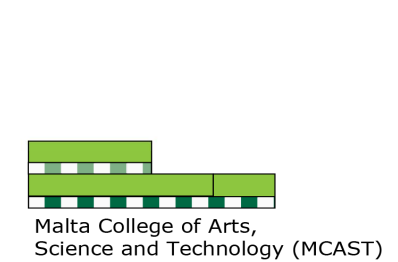
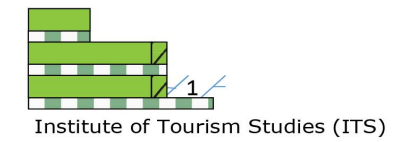
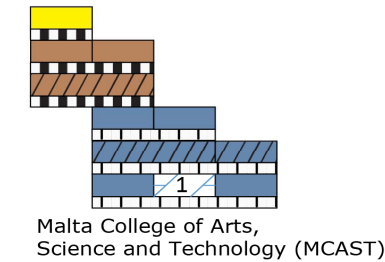
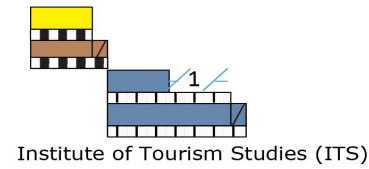
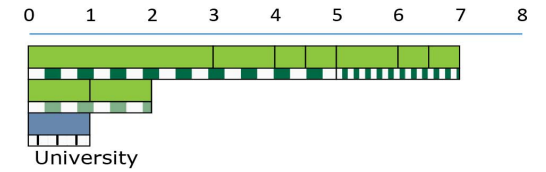
Note: HÍD II may start in grade 7; HÍD I may start in grade 9 but the theoretical starting age is 14 in both cases.

Malta

Age of students

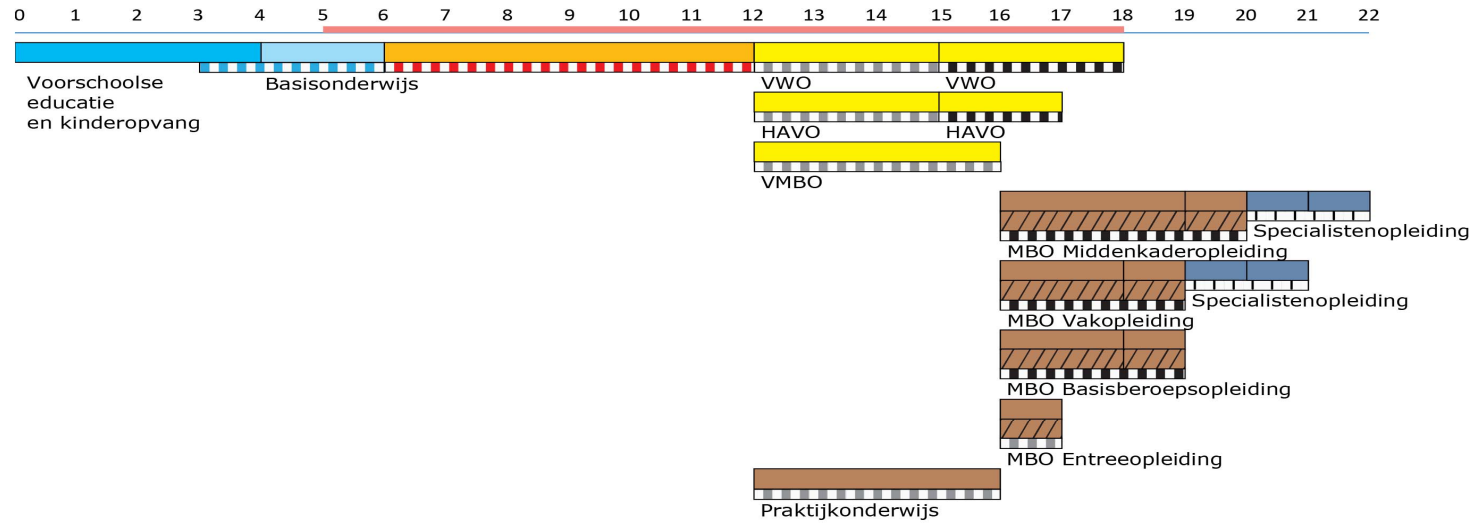


Programme duration (years)

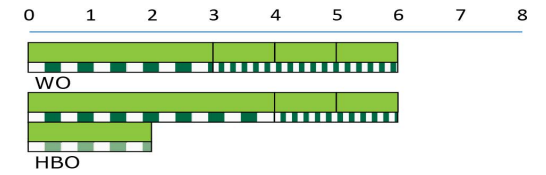


Netherlands

Age of students

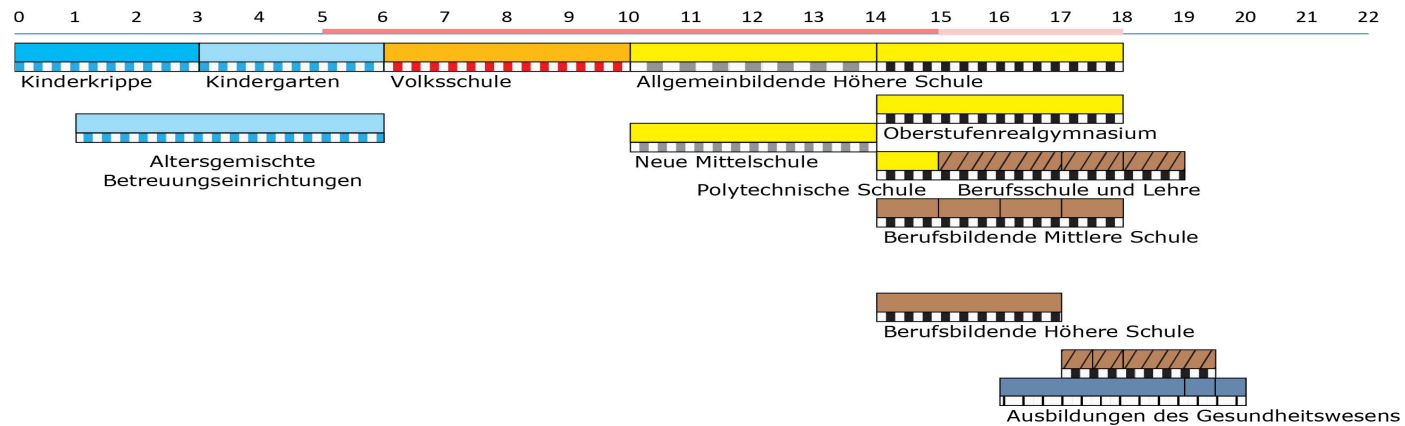


Programme duration (years)

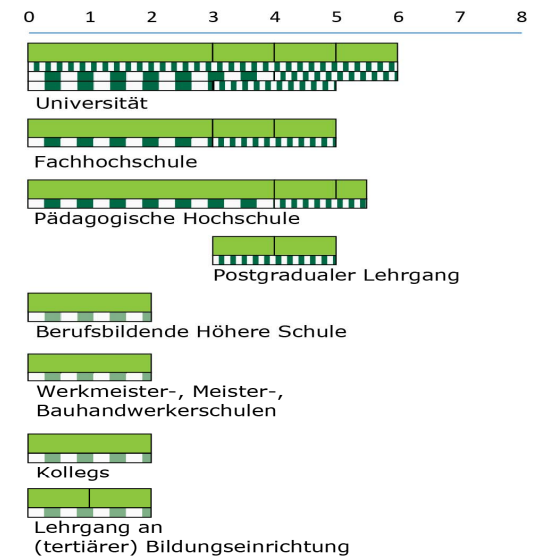


Austria

Age of students



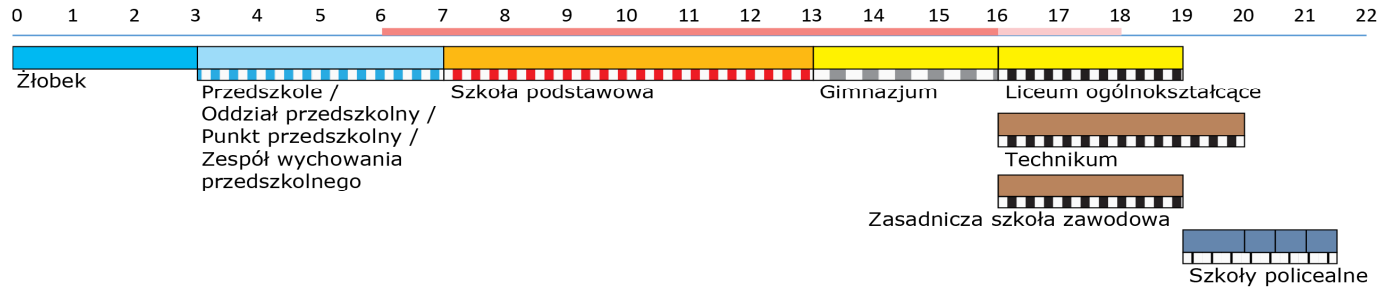
Programme duration (years)



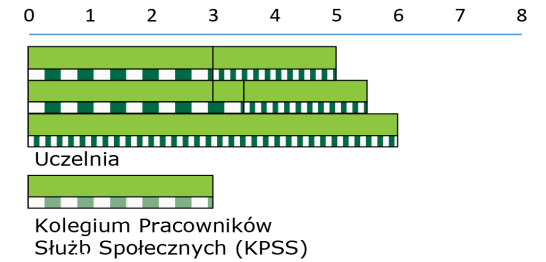
Note: *Berufsbildende Höhere Schulen* deliver continuous programmes i.e. 1st to 3rd year followed by 4th and 5th year.

Poland

Age of students



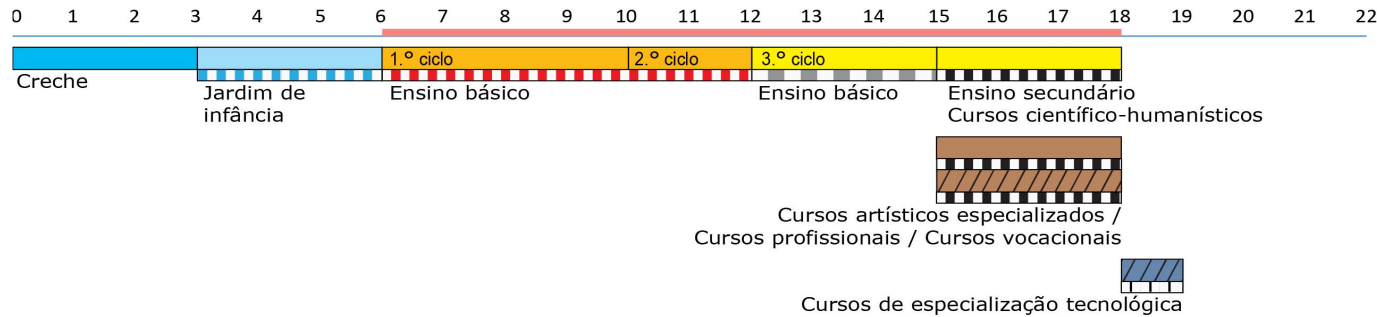
Programme duration (years)



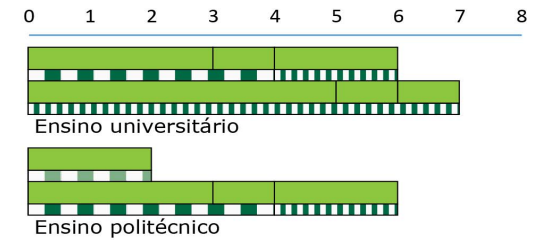
Note: As of September 2016, compulsory education in primary school starts at the age of 7. Admission of 6-year olds to grade 1 of primary school is left to the parents' discretion.

Portugal

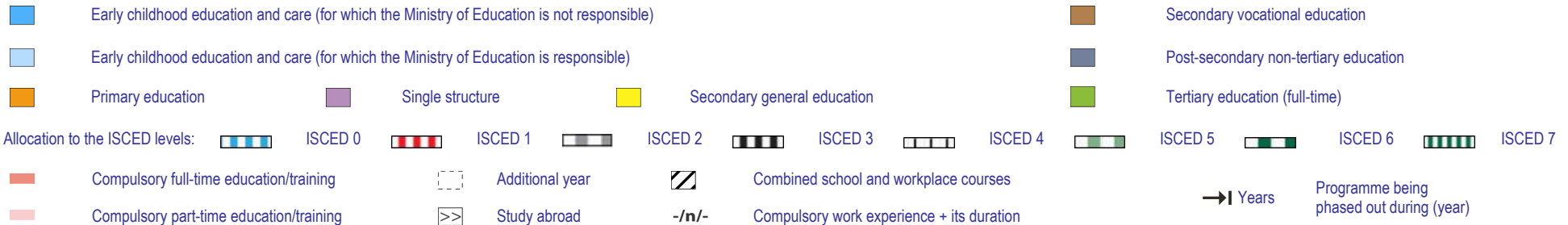
Age of students



Programme duration (years)

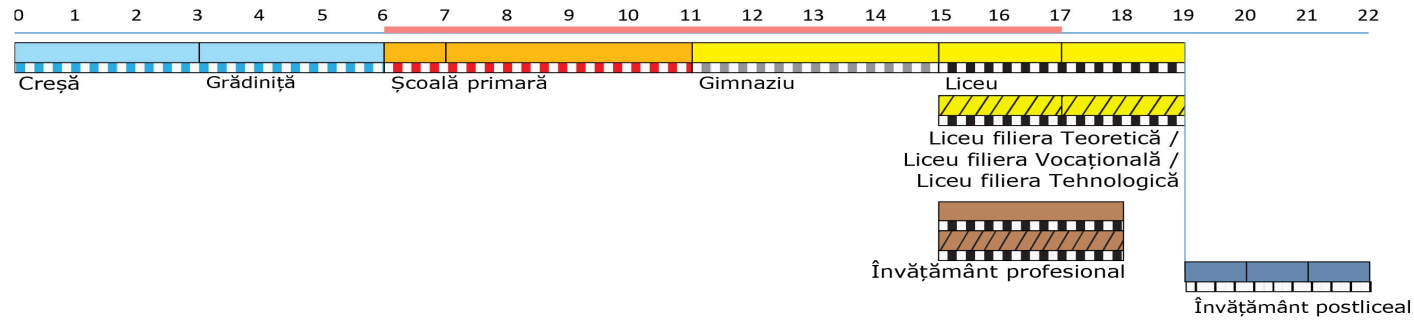


23

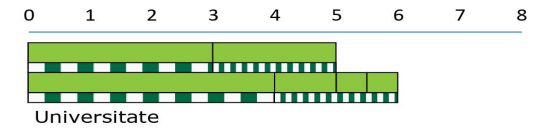


Romania

Age of students



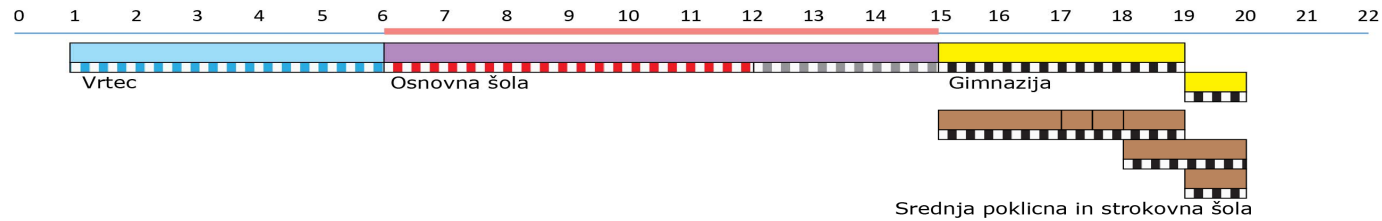
Programme duration (years)



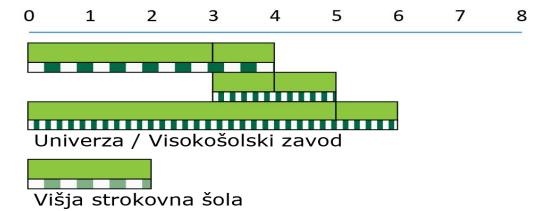
Note: According to the Law of National Education No 1/2011 with completions, at the art. 23(1), e), Invtamant postliceal is defined as non-university tertiary education (*învățământ terțiar non-universitar*). According to the International Standard Classification on Education (ISCED), Invtamant postliceal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

Slovenia

Age of students

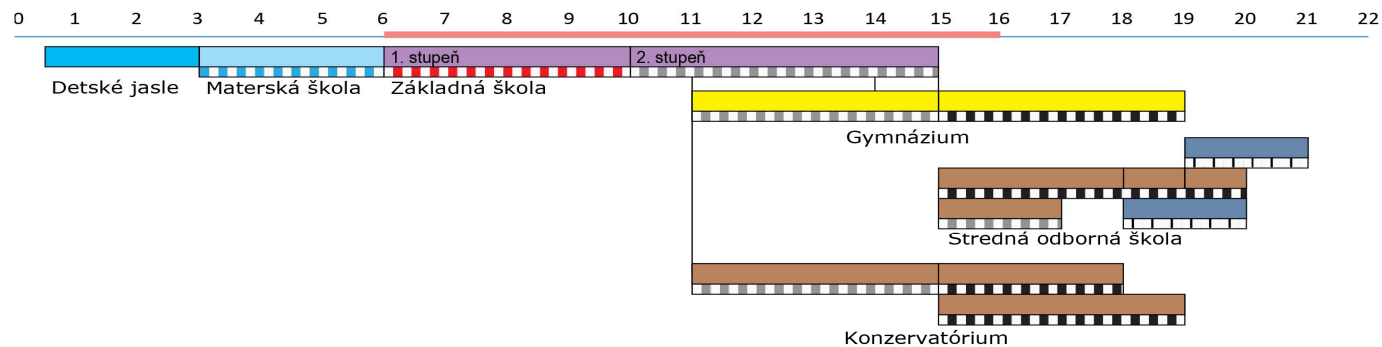


Programme duration (years)

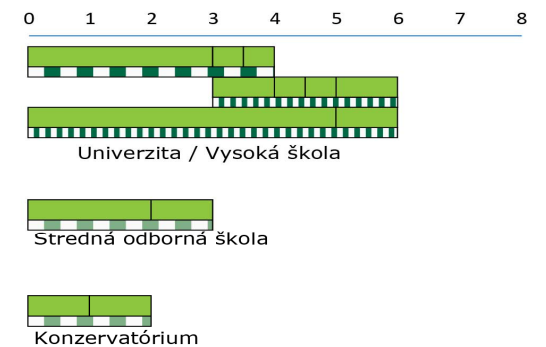


Slovakia

Age of students

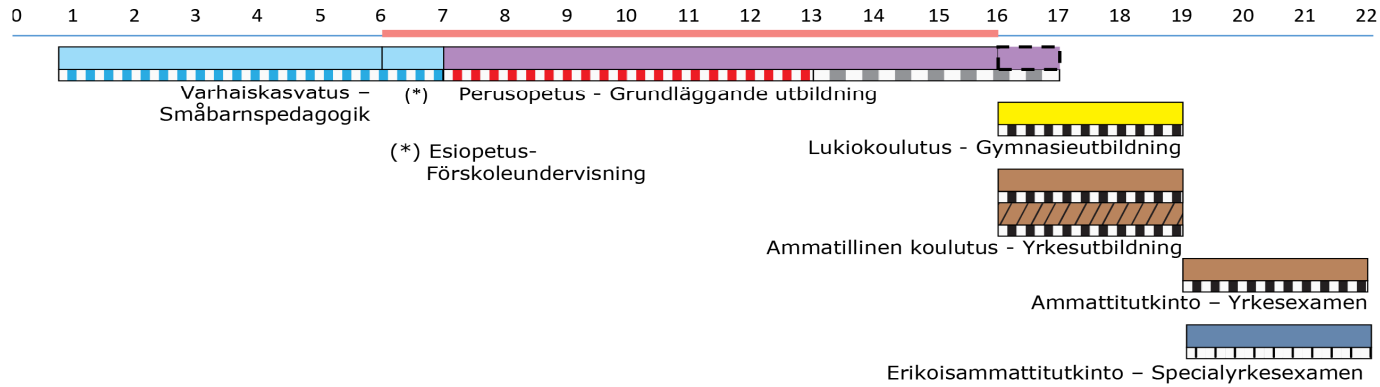


Programme duration (years)



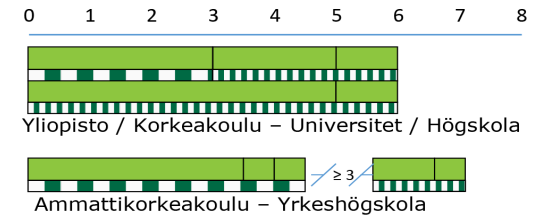
Finland

Age of students



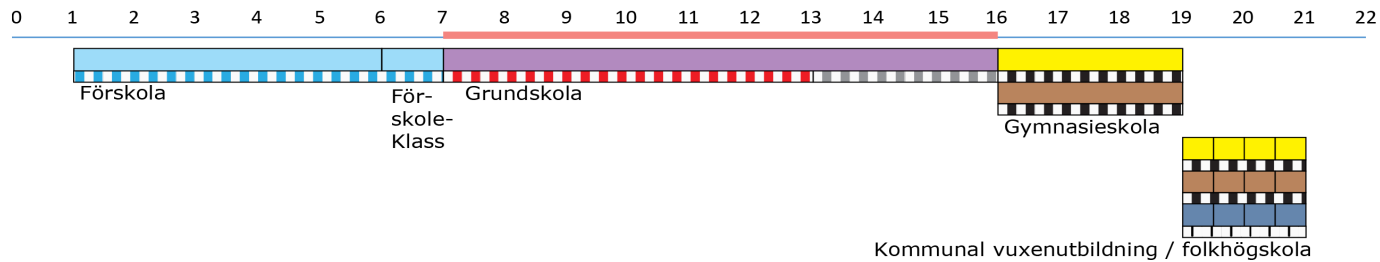
Note: Students can join ISCED 4 programmes at different ages.

Programme duration (years)

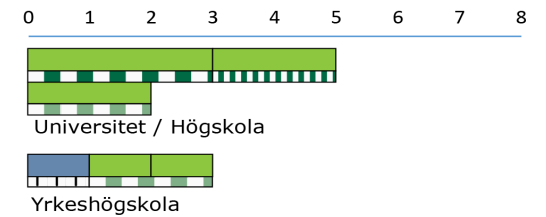


Sweden

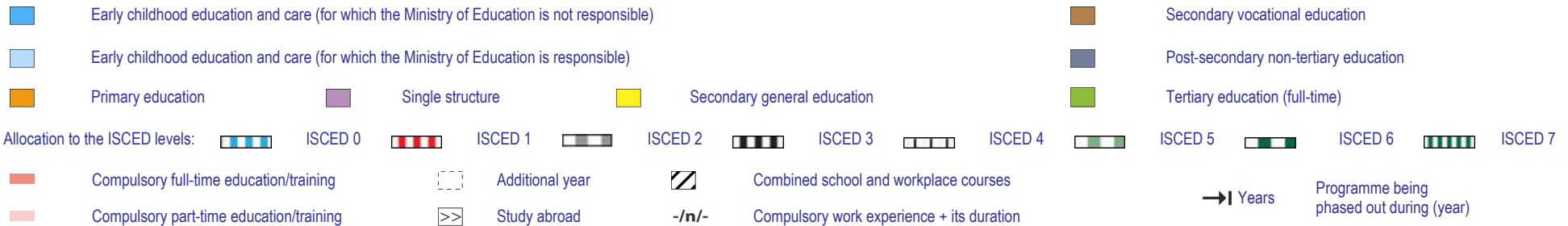
Age of students



Programme duration (years)

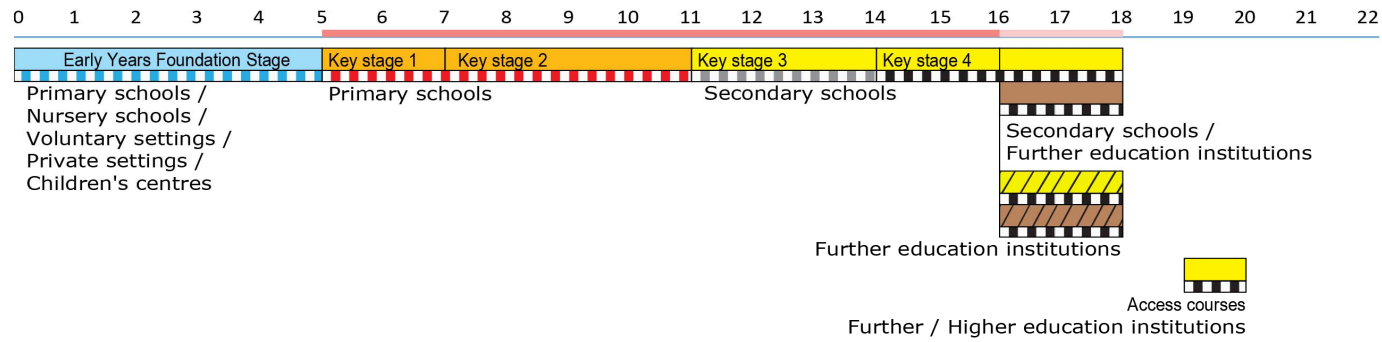


25

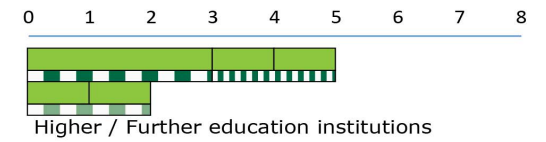


United Kingdom – England

Age of students

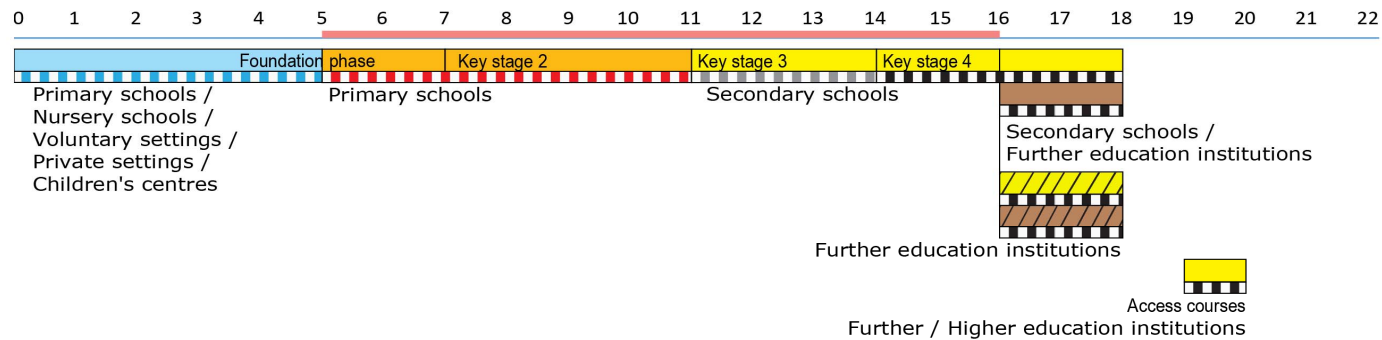


Programme duration (years)

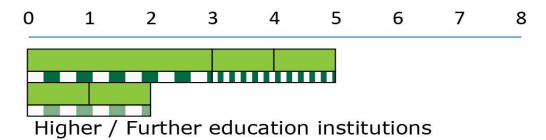


United Kingdom – Wales

Age of students

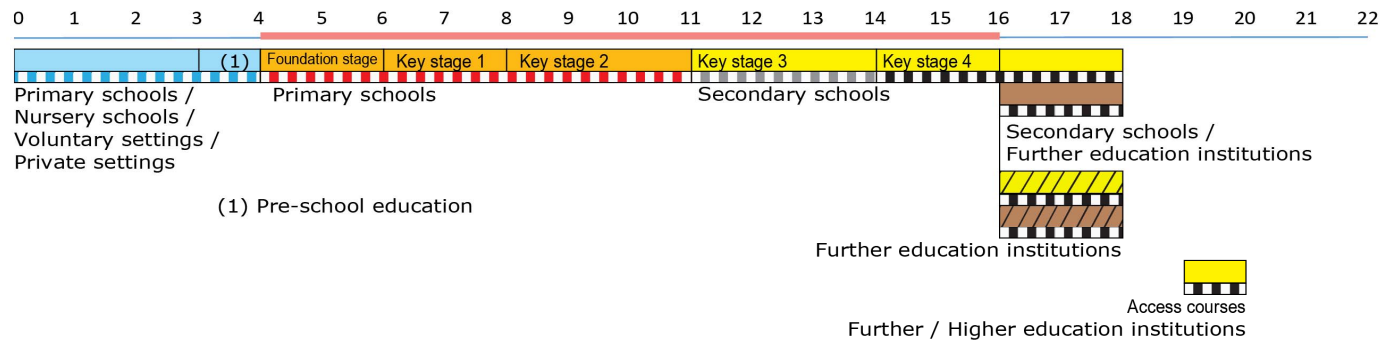


Programme duration (years)

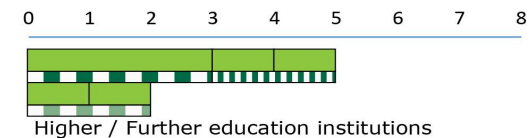


United Kingdom – Northern Ireland

Age of students

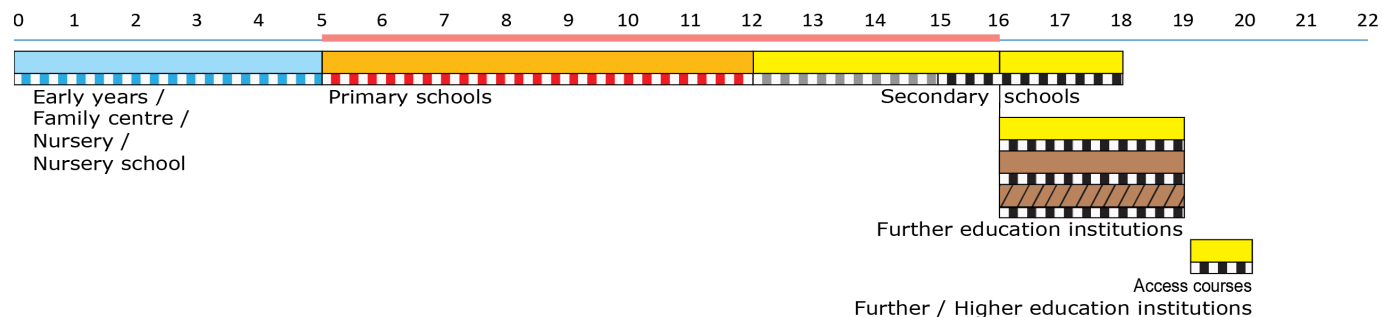


Programme duration (years)

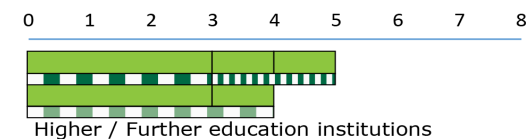


United Kingdom – Scotland

Age of students



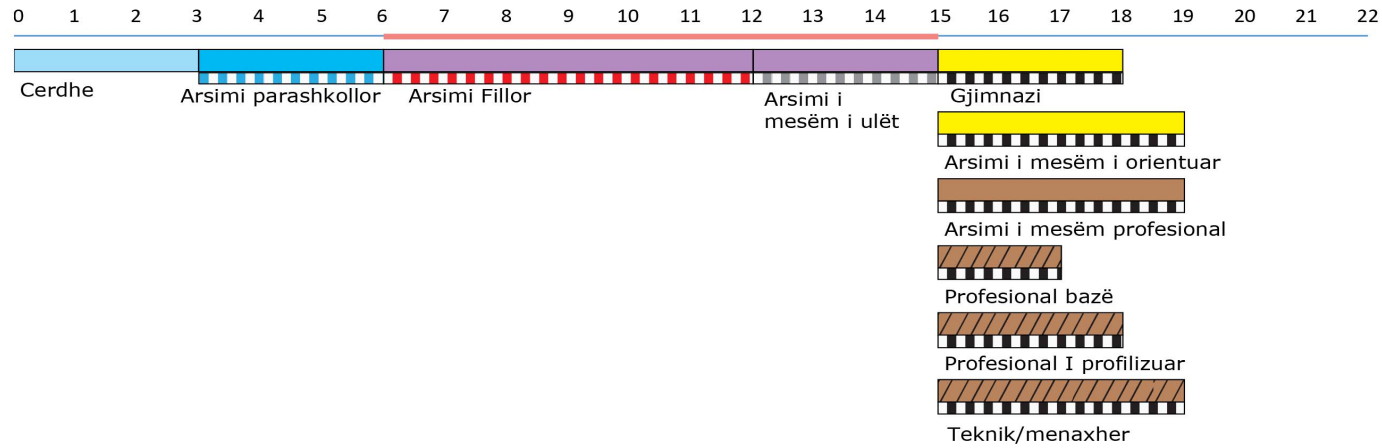
Programme duration (years)



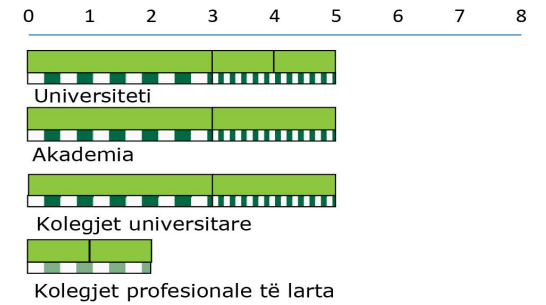
- Early childhood education and care (for which the Ministry of Education is not responsible)
 - Early childhood education and care (for which the Ministry of Education is responsible)
 - Primary education
 - Single structure
 - Secondary general education
 - Secondary vocational education
 - Post-secondary 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
 - Study abroad
 - /n/- Compulsory work experience + its duration
- Years Programme being phased out during (year)

Albania

Age of students

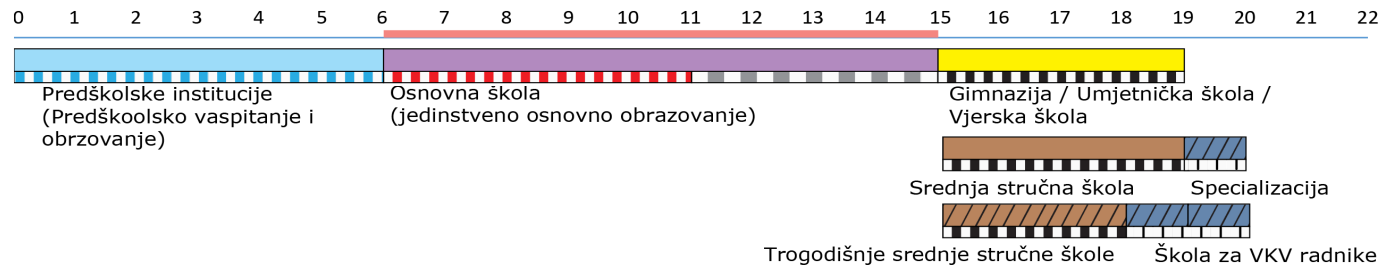


Programme duration (years)

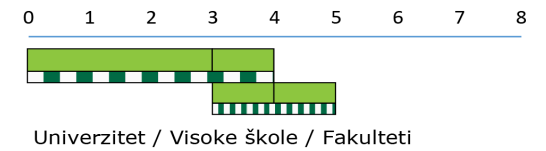


Bosnia and Herzegovina

Age of students

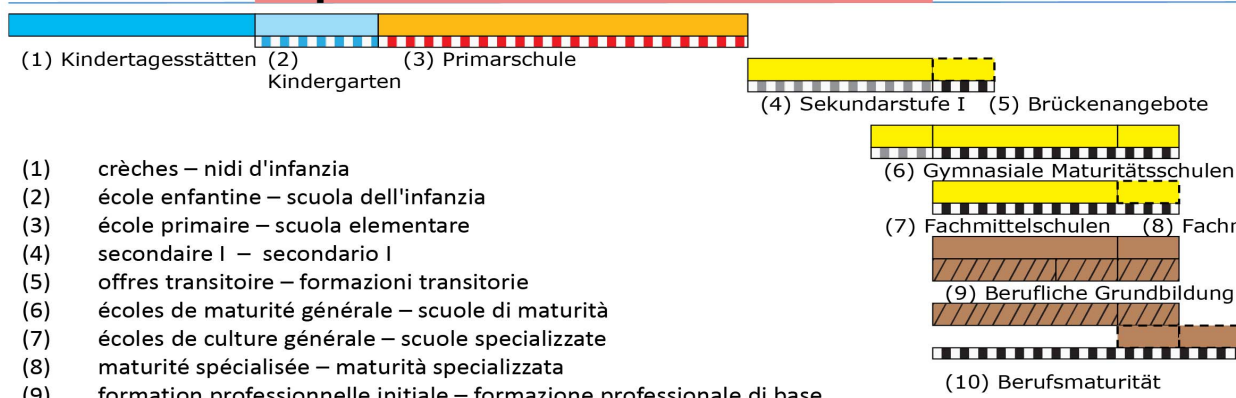
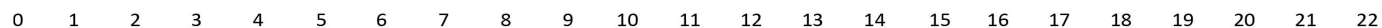


Programme duration (years)



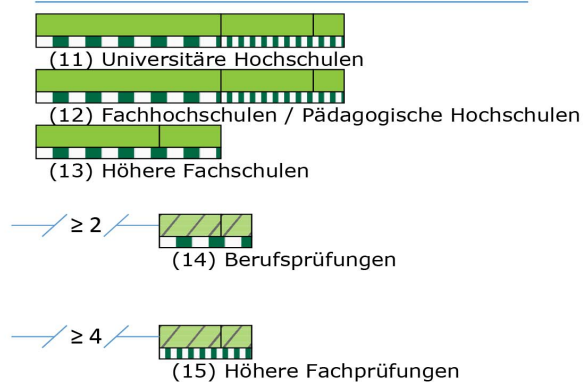
Switzerland

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 transitoire – 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)



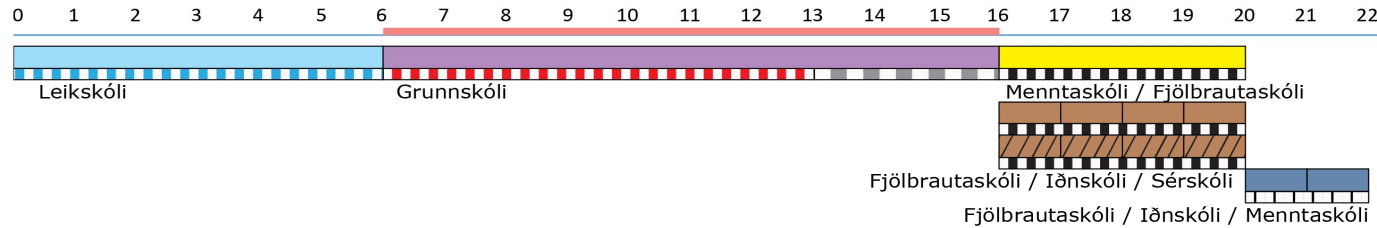
29

	Early childhood education and care (for which the Ministry of Education is not responsible)		Secondary vocational education
	Early childhood education and care (for which the Ministry of Education is responsible)		Post-secondary non-tertiary education
	Primary education		Single structure
	Secondary general education		Tertiary education (full-time)

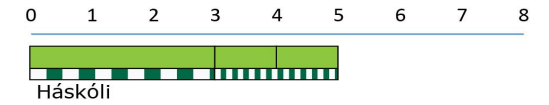
Allocation to the ISCED levels:		ISCED 0		ISCED 1		ISCED 2		ISCED 3		ISCED 4		ISCED 5		ISCED 6		ISCED 7
	Compulsory full-time education/training		Additional year		Combined school and workplace courses		Years		Programme being phased out during (year)							
	Compulsory part-time education/training		Study abroad		Compulsory work experience + its duration											

Iceland

Age of students

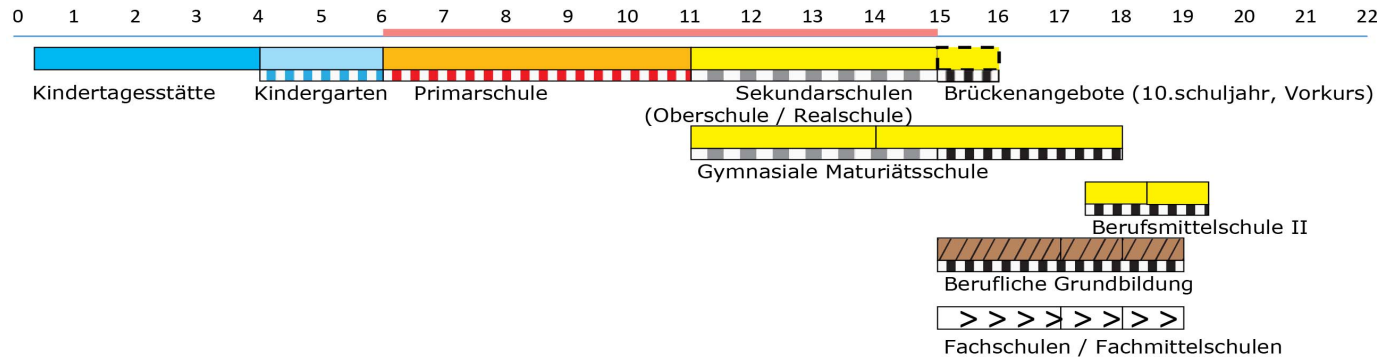


Programme duration (years)

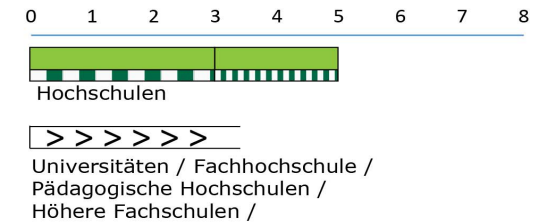


Liechtenstein

Age of students



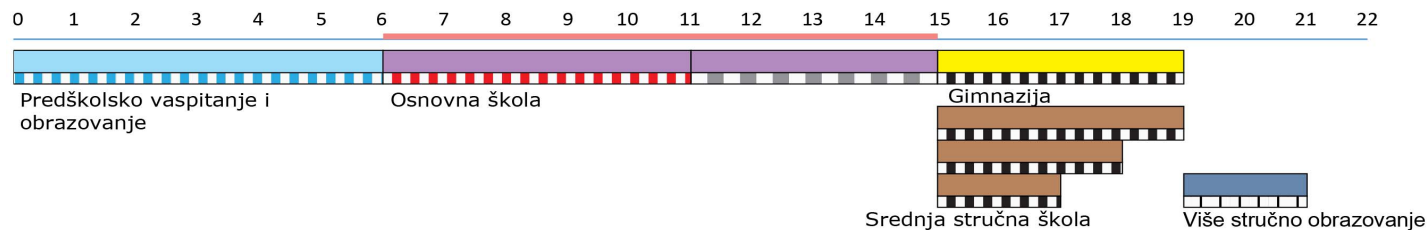
Programme duration (years)



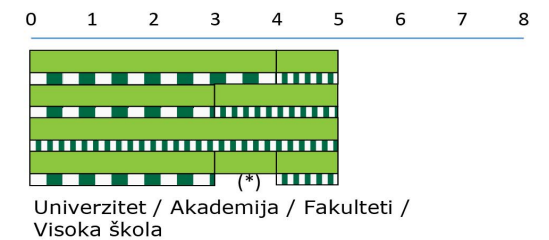
Note: Students in vocational education and the majority of students in higher education attend educational institutions in Switzerland.

Montenegro

Age of students



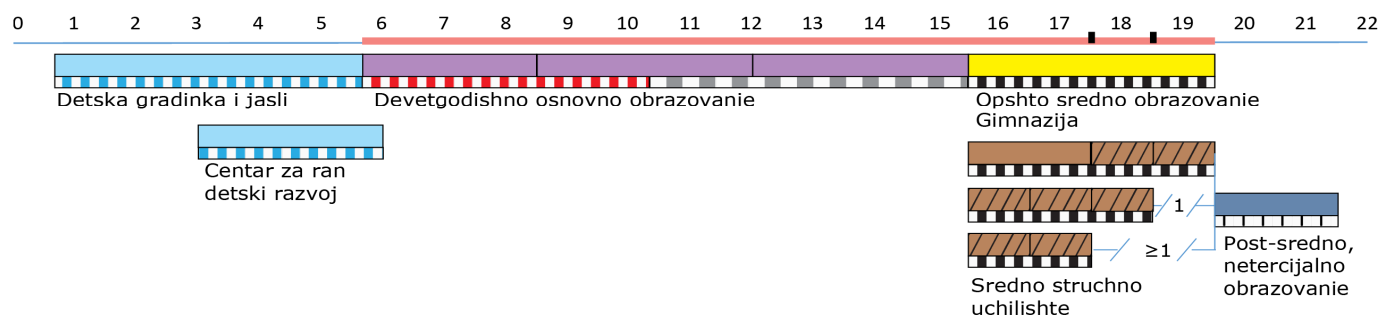
Programme duration (years)



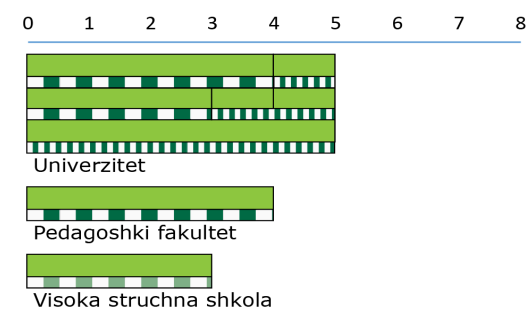
(*): Spec Studies – Students have the right to be enrolled in the postgraduate specialist studies after completing undergraduate studies lasting 3 years (Bachelor Degree). Specialist studies are organized for a period of one year. After completion of specialist study, students have the right to be enrolled in master studies lasting one year. Specialist studies can be treated as II1 (second 1) cycle of the postgraduate studies, while II2 (second 2) cycle relates to the master studies.

Former Republic Yugoslav of Macedonia

Age of students



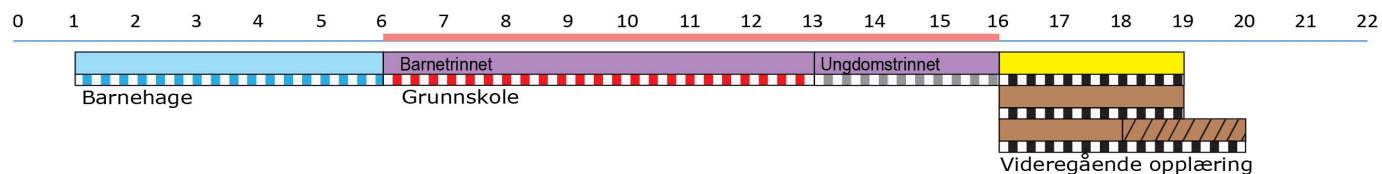
Programme duration (years)



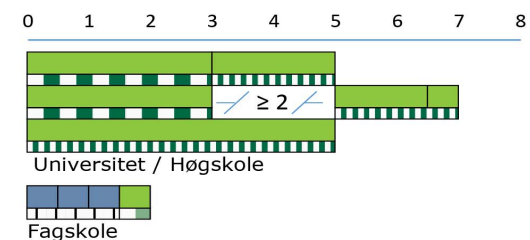
Note: The leaving age for compulsory education may vary from 17 to 19 years and 6 months depending on the type of programme. The lowest leaving age (17) applies to students attending the two years vocational programme *strucno osposobuvanje* while the ending age of 18 applies to those attending the three 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 (*chetirigodishno struchno obrazovanie*).

Norway

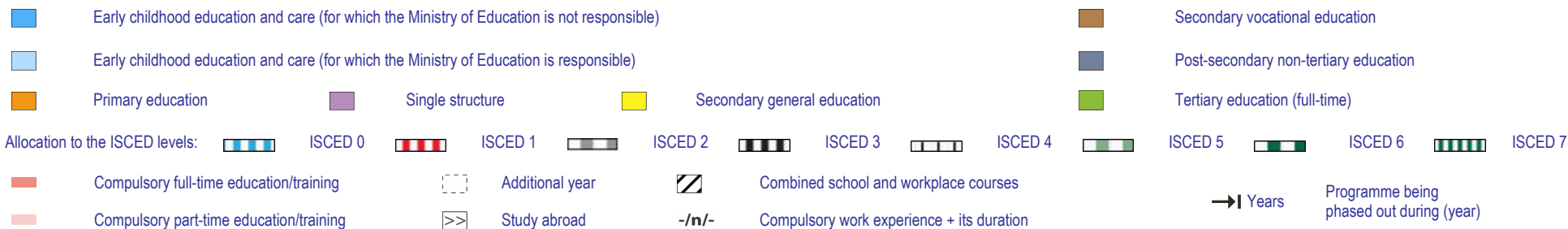
Age of students



Programme duration (years)

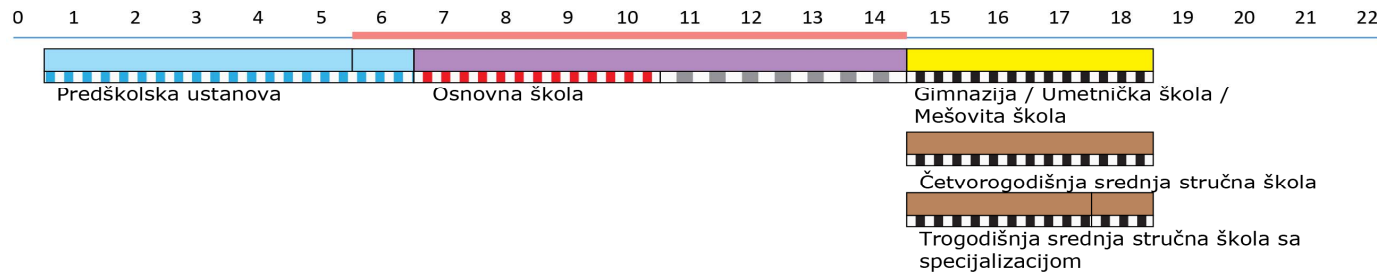


31

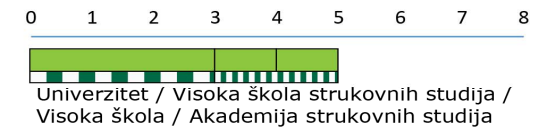


Serbia

Age of students

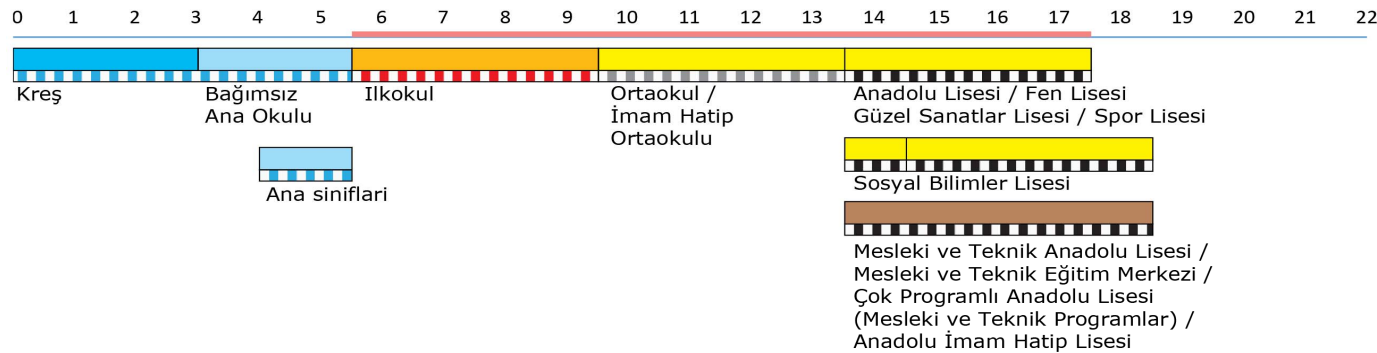


Programme duration (years)

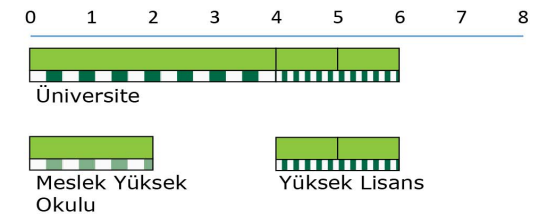


Turkey

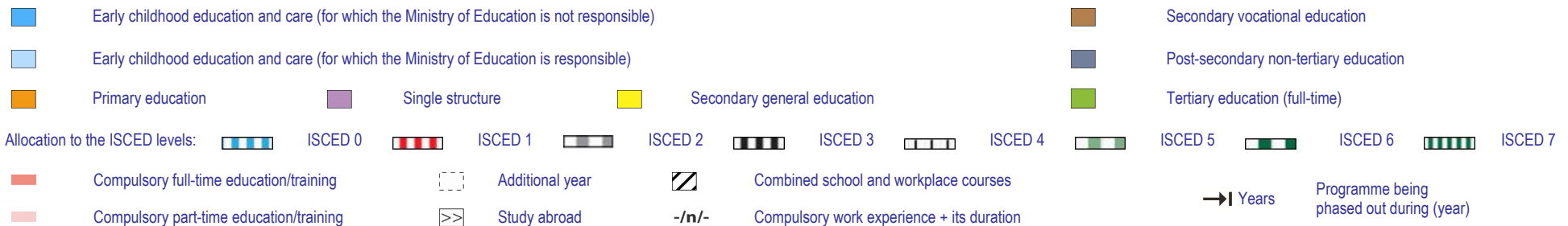
Age of students



Programme duration (years)



32



ACKNOWLEDGEMENTS

EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY

Education and Youth Policy Analysis

Postal address:
Avenue du Bourget 1 (J-70 – Unit A7)
BE-1049 Brussels

(<http://ec.europa.eu/eurydice>)

EURYDICE NATIONAL UNITS

ALBANIA

European Integration and Projects Department
Ministry of Education and Sport
Rruga e Durrësit, Nr. 23
1001 Tiranë

AUSTRIA

Eurydice-Informationsstelle
Bundesministerium für Bildung
Abt. Bildungsentwicklung und -reform
Minoritenplatz 5
1010 Wien

BELGIUM

Unité Eurydice de la Fédération Wallonie-Bruxelles
Ministère de la Fédération Wallonie-Bruxelles
Direction des relations internationales
Boulevard Léopold II, 44 – Bureau 6A/008
1080 Bruxelles

Eurydice Vlaanderen
Departement Onderwijs en Vorming
Afdeling Strategische Beleidsondersteuning
Hendrik Consciencegebouw 7C10
Koning Albert II-laan 15
1210 Brussel

Eurydice-Informationsstelle der Deutschsprachigen
Gemeinschaft
Autonome Hochschule in der DG
Monschauer Strasse 57
4700 Eupen

BOSNIA AND HERZEGOVINA

Ministry of Civil Affairs
Department for Education B&H
Trg BiH 3
71000 Sarajevo

BULGARIA

Eurydice Unit
Human Resource Development Centre
Education Research and Planning Unit
15, Graf Ignatiev Str.
1000 Sofia

CROATIA

Ministarstvo znanosti, obrazovanja i sporta
Donje Svetice 38
10000 Zagreb

CYPRUS

Eurydice Unit
Ministry of Education and Culture
Kimonos and Thoukydidou
1434 Nicosia

CZECH REPUBLIC

Eurydice Unit
Centre for International Cooperation in Education
Dům zahraniční spolupráce
Na Poříčí 1035/4
110 00 Praha 1

DENMARK

Eurydice Unit
The Agency for Higher Education
Bredgade 43
1260 København K

ESTONIA

Eurydice Unit
Analysis Department
Ministry of Education and Research
Munga 18
50088 Tartu

FINLAND

Eurydice Unit
Finnish National Board of Education
P.O. Box 380
00531 Helsinki

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

National Agency for European Educational Programmes
and Mobility
Porta Bunjakovec 2A-1
1000 Skopje

FRANCE

Unité française d'Eurydice
Ministère de l'Éducation nationale, de l'Enseignement
supérieur et de la Recherche
Direction de l'évaluation, de la prospective et de la
performance
Mission aux relations européennes et internationales
61-65, rue Dutot
75732 Paris Cedex 15

GERMANY

Eurydice-Informationsstelle des Bundes
Deutsches Zentrum für Luft- und Raumfahrt e. V. (DLR)
Heinrich-Konen Str. 1
53227 Bonn

Eurydice-Informationsstelle der Länder im Sekretariat der
Kultusministerkonferenz
Taubenstraße 10
10117 Berlin

GREECE

Eurydice Unit
Directorate of European Union Affairs
37 Andrea Papandreou Str. (Office 2172)
15180 Maroussi (Attiki)

HUNGARY

Eurydice National Unit
Educational Authority
10-14 Szalay utca
1155 Budapest

ICELAND

Eurydice Unit
The Directorate of Education
Víkurbær 3
203 Kópavogur

IRELAND

Eurydice Unit
Department of Education and Skills
International Section
Marlborough Street
Dublin 1
DO1 RC96

ITALY

Unità italiana di Eurydice
Istituto Nazionale di Documentazione, Innovazione e
Ricerca Educativa (INDIRE)
Agenzia Erasmus+
Via C. Lombroso 6/15
50134 Firenze

LATVIA

Eurydice Unit
State Education Development Agency
Valju street 3
1050 Riga

LIECHTENSTEIN

Informationsstelle Eurydice
Schulamts des Fürstentums Liechtenstein
Austrasse 79
Postfach 684
9490 Vaduz

LITHUANIA

Eurydice Unit
National Agency for School Evaluation of the Republic of
Lithuania
Geležinio Vilko Street 12
03163 Vilnius

LUXEMBOURG

Unité nationale d'Eurydice
ANEFORÉ ASBL
eduPôle Walferdange
Bâtiment 03 – étage 01
Route de Diekirch
7220 Walferdange

MALTA

Eurydice Unit
Research and Policy Development Department
Ministry for Education and Employment
Great Siege Road
Floriana VLT 2000

MONTENEGRO

Eurydice Unit
Vaka Djurovica bb
81000 Podgorica

NETHERLANDS

Eurydice Nederland
Ministerie van Onderwijs, Cultuur en Wetenschap
Directie Internationaal Beleid
Etage 4 – Kamer 08.022
Rijnstraat 50
Postbus 16375
2500 BJ Den Haag

NORWAY

Eurydice Unit
Ministry of Education and Research
AIK-avd., Kunnskapsdepartementet
Kirkegata 18
P.O. Box 8119 Dep.
0032 Oslo

POLAND

Eurydice Unit
Foundation for the Development of the Education System
Mokotowska 43
00-551 Warsaw

PORTUGAL

Unidade Portuguesa da Rede Eurydice (UPRE)
 Ministério da Educação e Ciência
 Direção-Geral de Estatísticas da Educação e Ciência
 (DGEEC)
 Av. 24 de Julho 134
 1399-054 Lisboa

ROMANIA

Eurydice Unit
 National Agency for Community Programmes in the Field
 of Education and Vocational Training
 Universitatea Politehnică București
 Biblioteca Centrală
 Splaiul Independenței, nr. 313
 Sector 6
 060042 București

SERBIA

Eurydice Unit Serbia
 Foundation Tempus
 Terazije 36 – 1st floor
 11000 Belgrade

SLOVAKIA

Eurydice Unit
 Slovak Academic Association for International Cooperation
 Křížkova 9
 811 04 Bratislava

SLOVENIA

Eurydice Unit
 Ministry of Education, Science and Sport
 Education Development Office
 Masarykova 16
 1000 Ljubljana

SPAIN

Eurydice España-REDIE
 Centro Nacional de Innovación e Investigación Educativa
 (CNIIE)
 Ministerio de Educación, Cultura y Deporte
 c/ Torrelaguna, 58
 28027 Madrid

SWEDEN

Eurydice Unit
 Universitets- och högskolerådet/The Swedish Council for
 Higher Education
 Universitets- och högskolerådet
 Box 45093
 104 30 Stockholm

SWITZERLAND

Eurydice Unit
 Swiss Conference of Cantonal Ministers of Education
 (EDK)
 Speichergasse 6
 3000 Bern 7

TURKEY

Eurydice Unit
 MEB, Strateji Geliştirme Başkanlığı (SGB)
 Eurydice Türkiye Birimi, Merkez Bina 4. Kat
 B-Blok Bakanlıklar
 06648 Ankara

UNITED KINGDOM

Eurydice Unit for England, Wales and Northern Ireland
 Centre for Information and Reviews
 National Foundation for Educational Research (NFER)
 The Mere, Upton Park
 Slough, Berkshire, SL1 2DQ

Eurydice Unit Scotland
 c/o Learning Analysis
 Education Analytical Services
 Scottish Government
 Area 2D South
 Victoria Quay
 Edinburgh EH6 6QQ

The Structure of the European Education Systems 2016/17: Schematic Diagrams

This report provides information on the structure of mainstream education in European countries from pre-primary to tertiary level for the 2016/17 school and academic year. It includes national schematic diagrams, an explanatory guide and maps showing the main organisational models of pre-primary and compulsory education. The information is available for 43 European education systems covering 38 countries participating in the EU's Erasmus+ programme.

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>.

