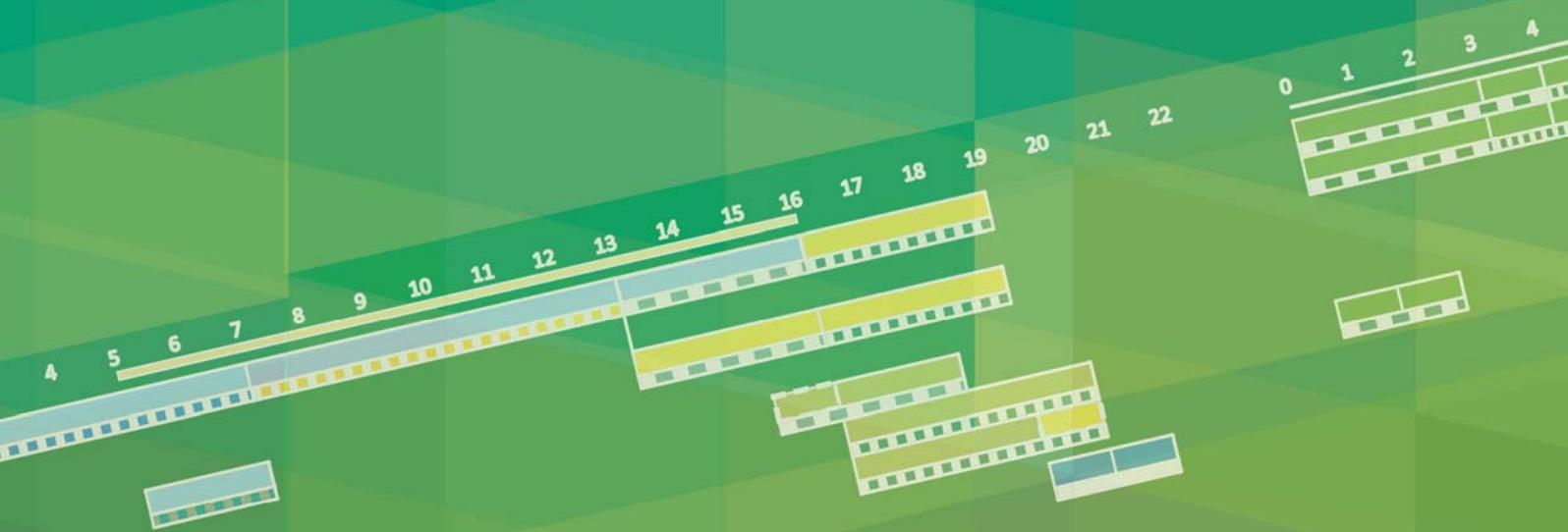




# The Structure of the European Education Systems 2017/18

*Schematic Diagrams*

*Eurydice – Facts and Figures*







# **The Structure of the European Education Systems 2017/18**

## **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, 2017. *The Structure of the European Education Systems 2017/18: Schematic Diagrams*. Eurydice Facts and Figures. Luxembourg: Publications Office of the European Union.

ISBN 978-92-9492-626-5    ISSN 2443-5333    doi:10.2797/2705    EC-AL-17-001-EN-N

Text completed in November 2017.

© Education, Audiovisual and Culture Executive Agency, 2017.

Reproduction is authorized provided the source is acknowledged.

Education, Audiovisual and Culture Executive Agency  
Education and Youth Policy Analysis  
Avenue du Bourget 1 (J-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](mailto:eacea-eurydice@ec.europa.eu)  
Website: <http://ec.europa.eu/eurydice>

## **CONTENTS**

---

<b>INTRODUCTION</b>	<b>5</b>
Compulsory education: organisational models	5
<b>GUIDE TO READ THE DIAGRAMS</b>	<b>6</b>
Scope	6
Graphic layout	6
Age of students and programme duration scales	6
Levels and types of education	7
Text	7
Connections between programmes	7
Compulsory education/training	7
Key	8
Compulsory work experience and its duration	8
Programme being phased	8
International Standard Classification of Education (ISCED 2011)	8
<b>SCHEMATIC DIAGRAMS</b>	<b>11</b>
<b>ACKNOWLEDGEMENTS</b>	<b>33</b>



## INTRODUCTION

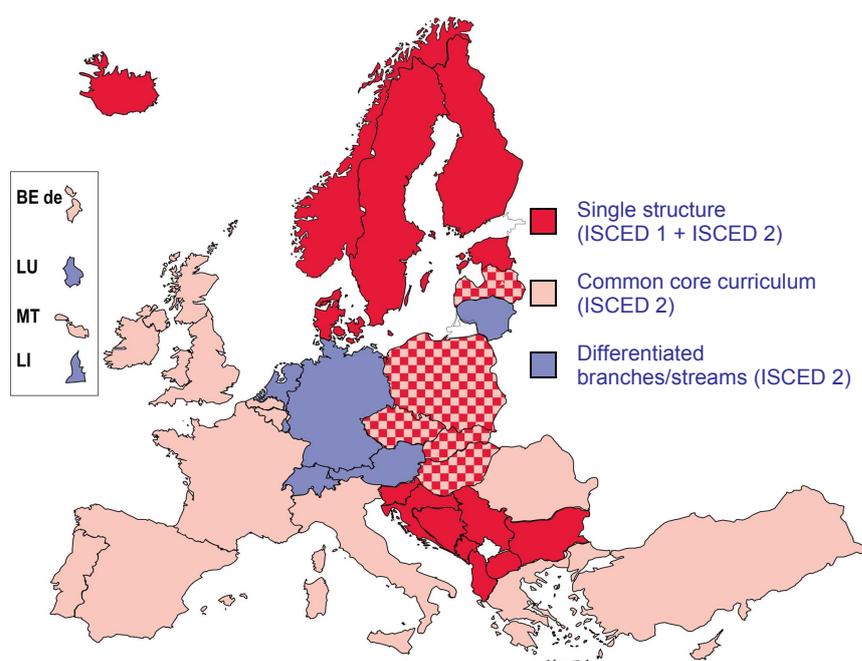
This report focuses on the structure of mainstream education in European countries from pre-primary to tertiary level for the 2017/18 school and academic year. Forty-three education systems are included covering 38 countries participating in the EU's Erasmus+ programme (28 Member States, Albania, Bosnia and Herzegovina, Switzerland, the former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Montenegro, Norway, Serbia and Turkey). The first section of the report sets out the main organisational models of primary and lower secondary education (ISCED 1-2). The second one provides a guide on how to read the diagrams. The national schematic diagrams are shown in the third section.

### Main organisational models of primary and lower secondary education

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

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

#### Main models of primary and lower secondary education (ISCED 1-2) in Europe, 2017/18



Source: Eurydice.

## GUIDE TO READ THE DIAGRAMS

---

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

### Scope

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

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

The diagrams **do not show**:

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

### Graphic layout

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

### Age of students and programme duration scales

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

---

<sup>(1)</sup> 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](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:Adult_Education_and_Training_in_Europe:_Widening_Access_to_Learning_Opportunities)

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

## Levels and types of education

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

## Text

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

## Connections between programmes

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

## Compulsory education/training

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

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

## Key

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

### Compulsory work experience and its duration

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

### Programme being phased

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

### International Standard Classification of Education (ISCED 2011)

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

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

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

### **ISCED 0: Early childhood education**

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

### **ISCED 1: Primary education**

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

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

### **ISCED 2: Lower secondary education**

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

### **ISCED 3: Upper secondary education**

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

### **ISCED 4: Post-secondary non-tertiary education**

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

### **ISCED 5: Short-cycle tertiary education**

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

### **ISCED 6: Bachelors' or equivalent level**

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

### **ISCED 7: Master's or equivalent level**

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

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

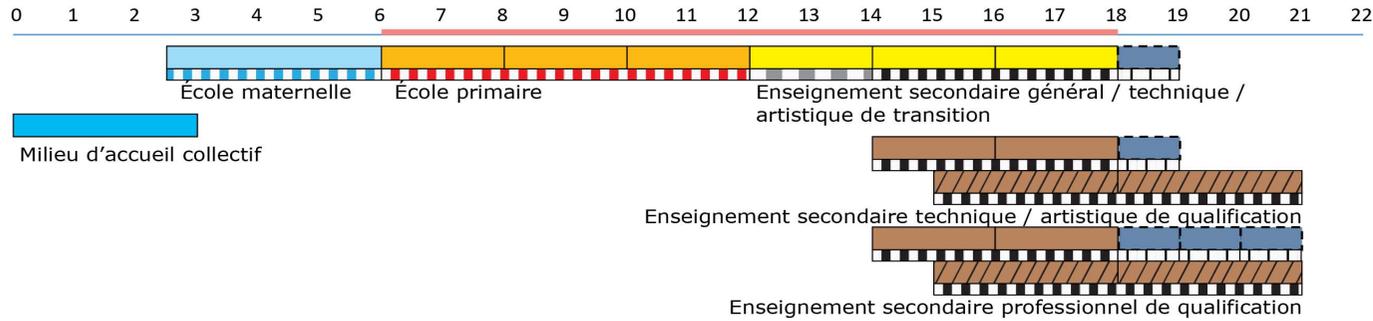
## SCHEMATIC DIAGRAMS

---

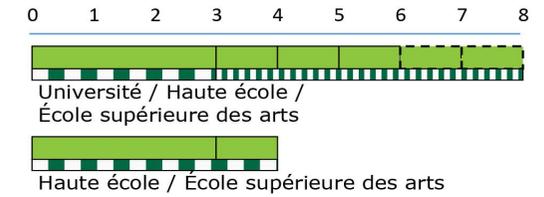
Belgium – French Community	12	Poland	23
Belgium – German-speaking Community	12	Portugal	23
Belgium – Flemish Community	12	Romania	23
Bulgaria	13	Slovenia	24
Czech Republic	13	Slovakia	25
Denmark	13	Finland	25
Germany	14	Sweden	25
Estonia	15	United Kingdom – England	25
Ireland	15	United Kingdom – Wales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

## Belgium – French Community

Age of students



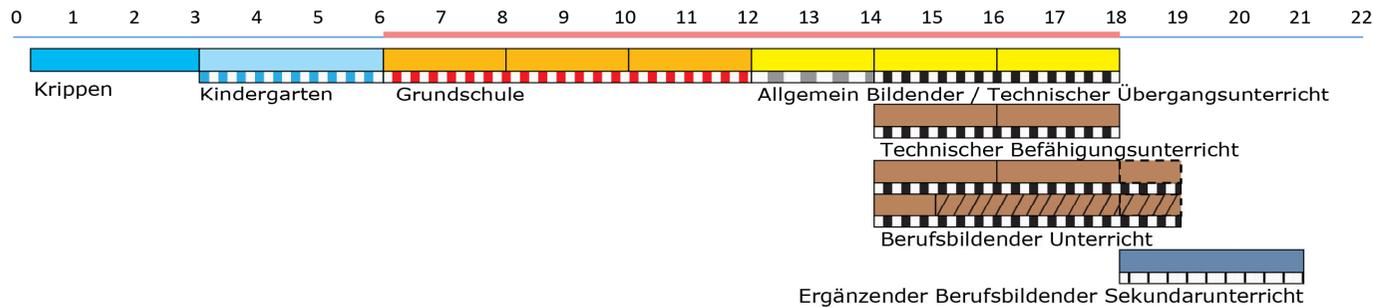
Programme duration (years)



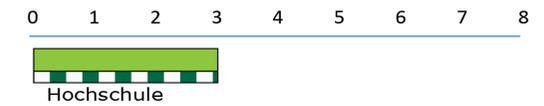
BE\_fr

## Belgium – German-speaking Community

Age of students



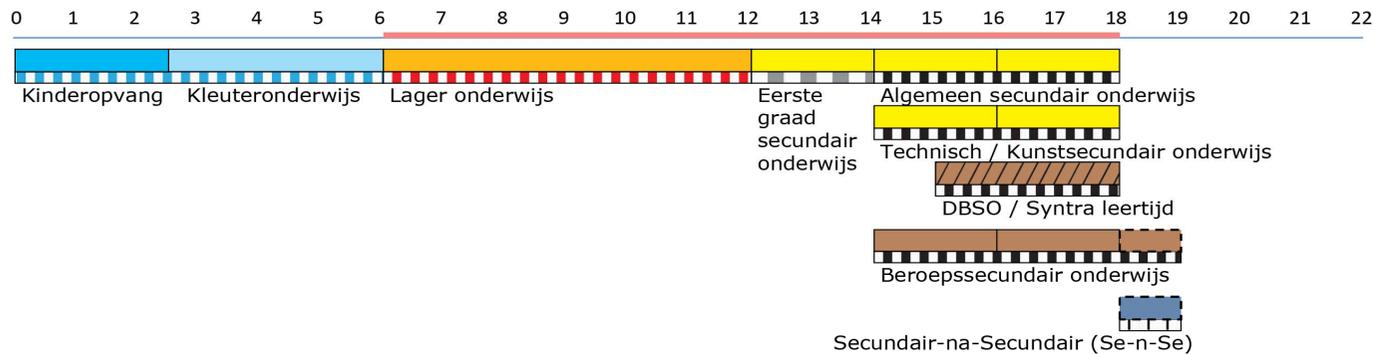
Programme duration (years)



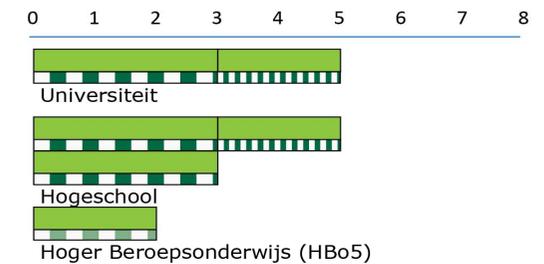
BE\_de

## Belgium – Flemish Community

Age of students



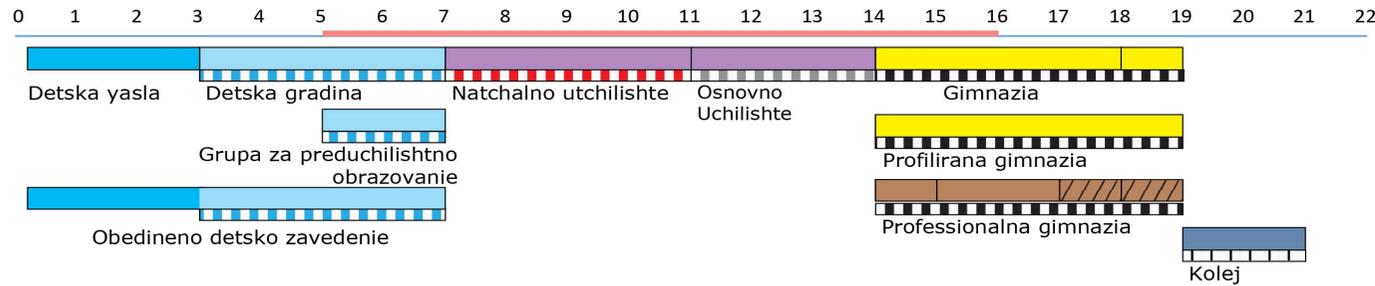
Programme duration (years)



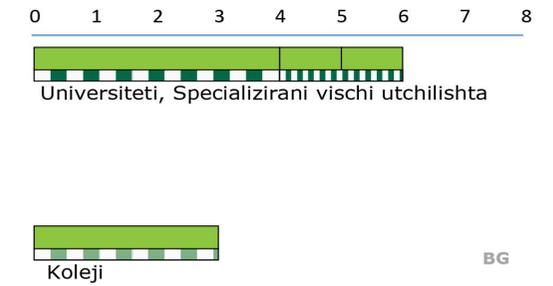
BE\_nl

# Bulgaria

Age of students



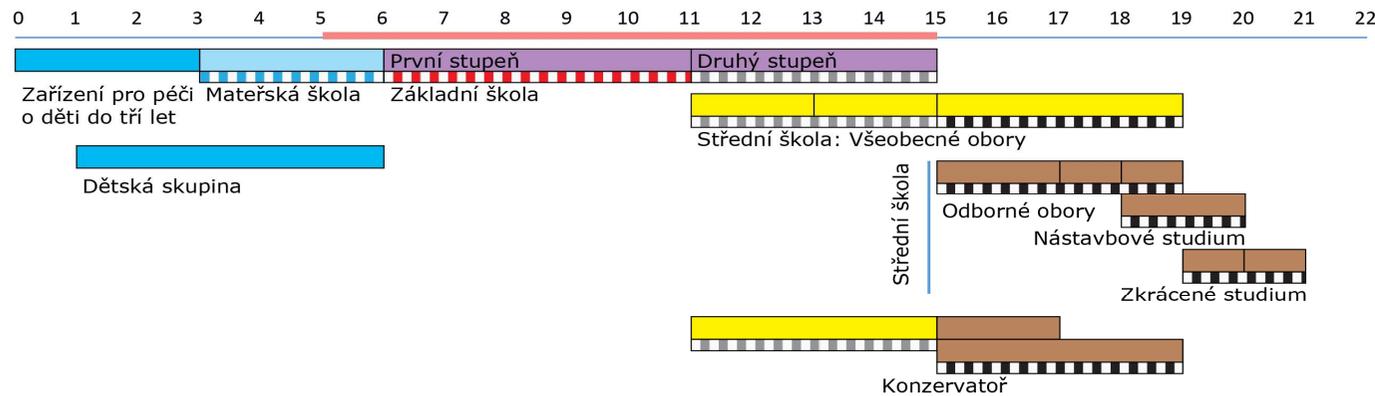
Programme duration (years)



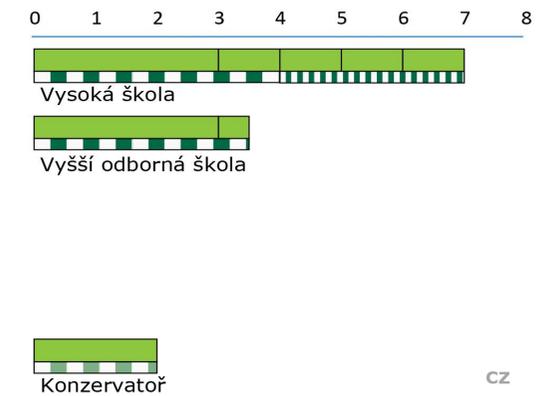
BG

# Czech Republic

Age of students



Programme duration (years)



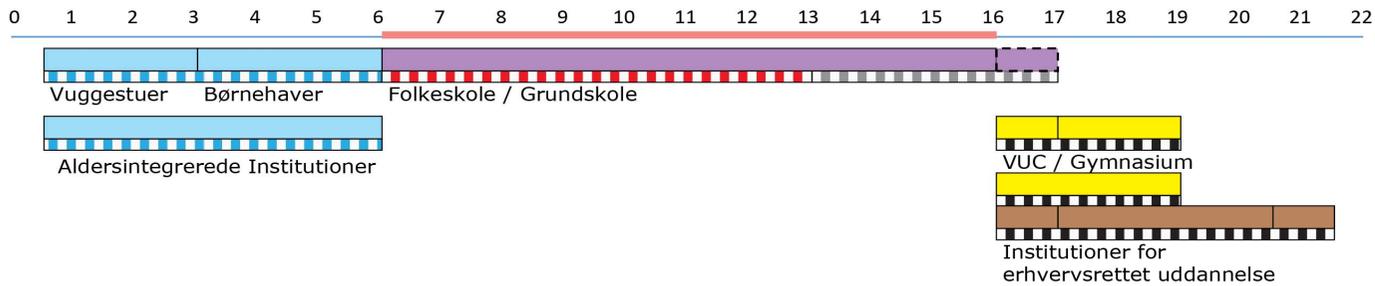
CZ

13

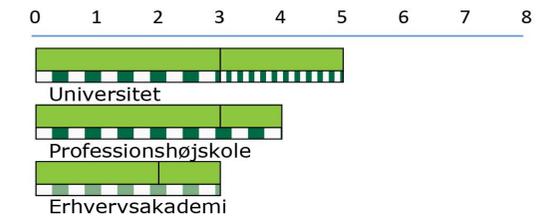
- Early childhood education and care (for which the Ministry of Education is not responsible)
  - Early childhood education and care (for which the Ministry of Education is responsible)
  - Primary education
  - Single structure
  - Secondary general education
  - Secondary vocational education
  - Post-secondary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

# Denmark

Age of students



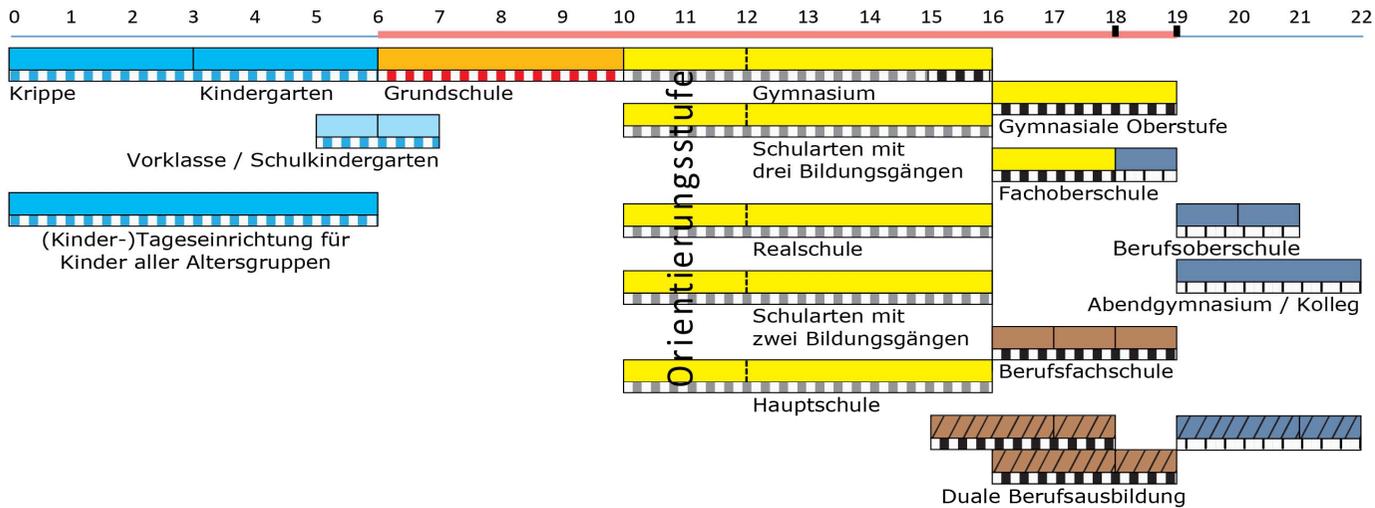
Programme duration (years)



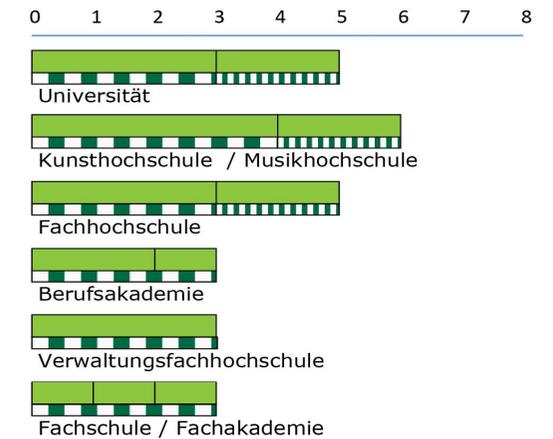
DK

# Germany

Age of students



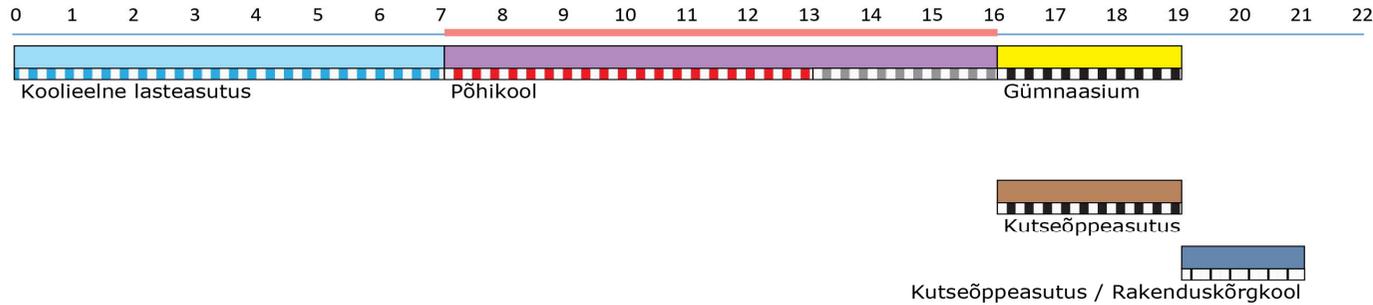
Programme duration (years)



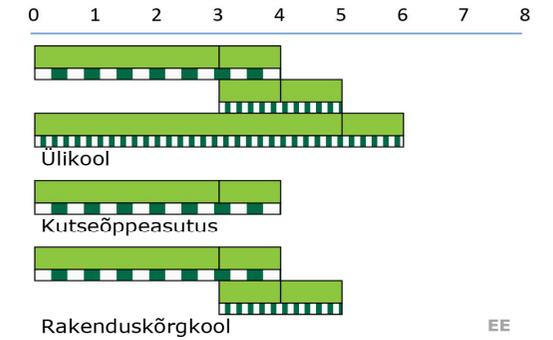
DE

# Estonia

Age of students



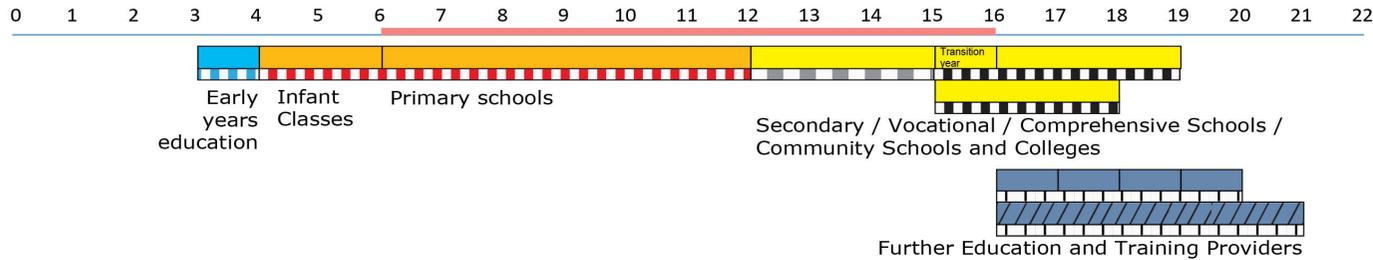
Programme duration (years)



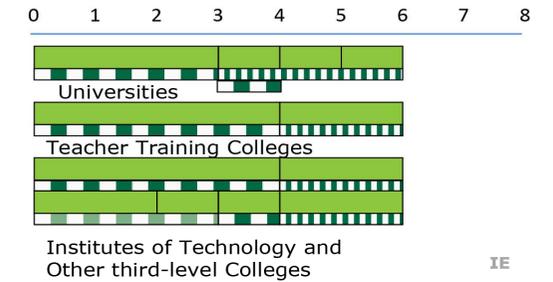
EE

# Ireland

Age of students

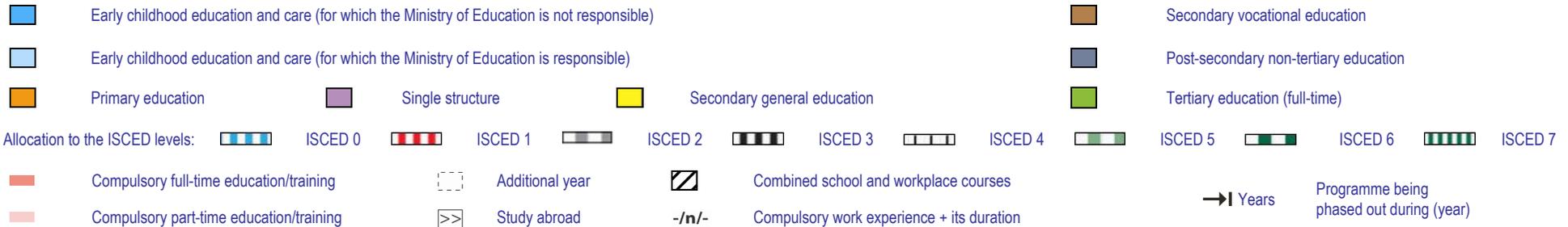


Programme duration (years)



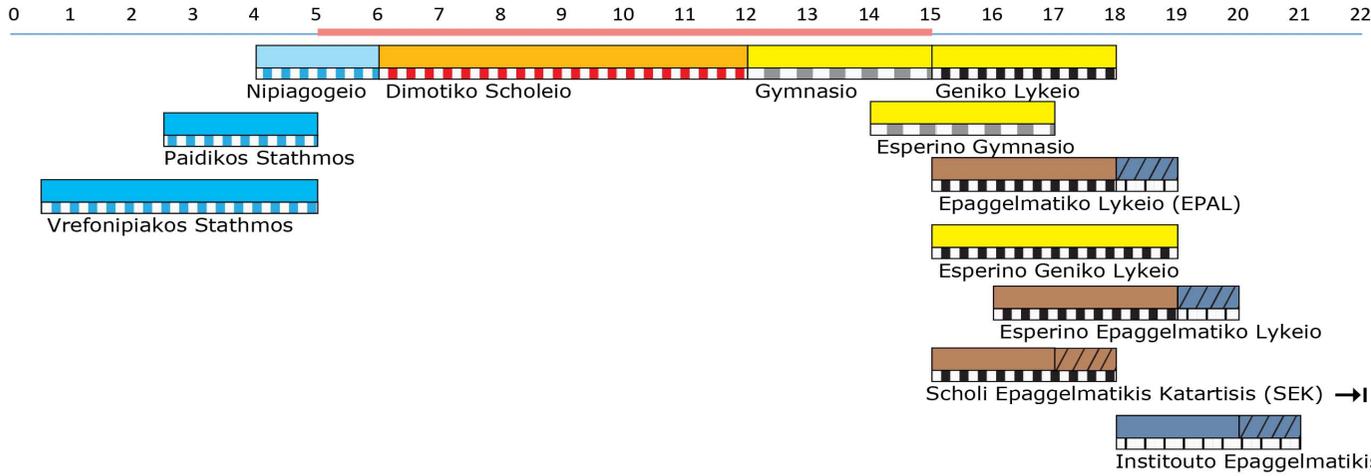
IE

15



## Greece

Age of students

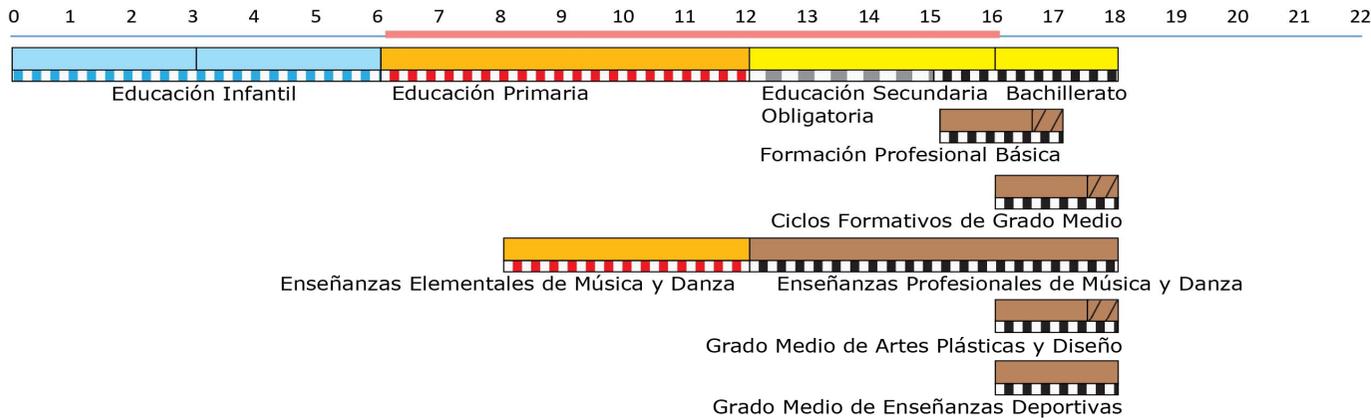


Programme duration (years)



## Spain

Age of students

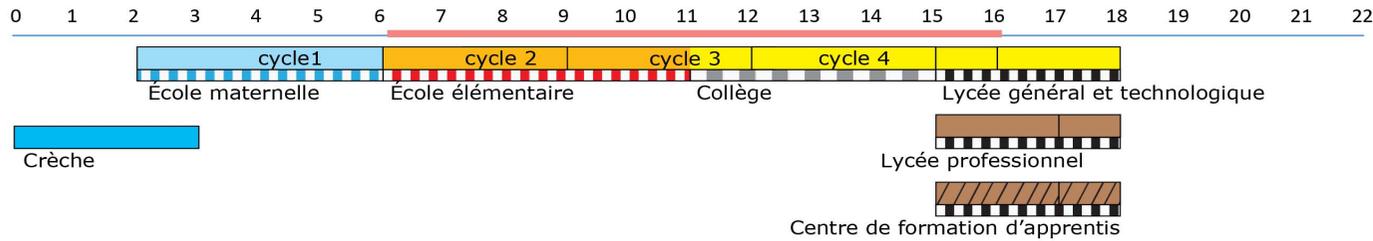


Programme duration (years)

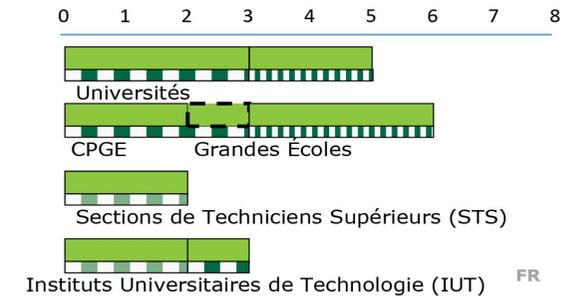


# France

Age of students



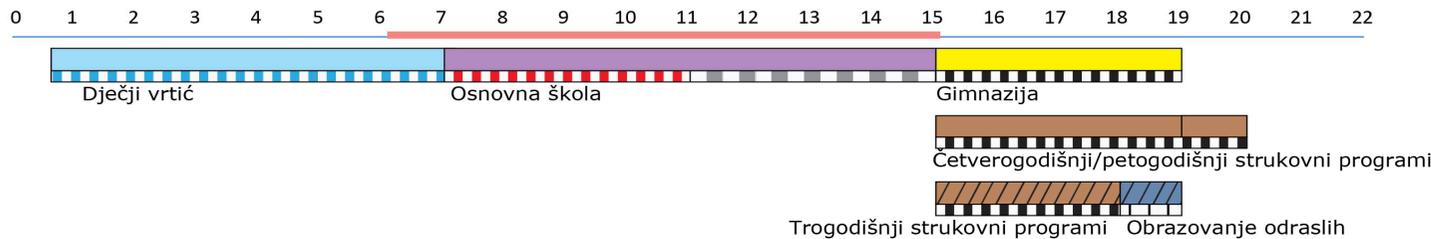
Programme duration (years)



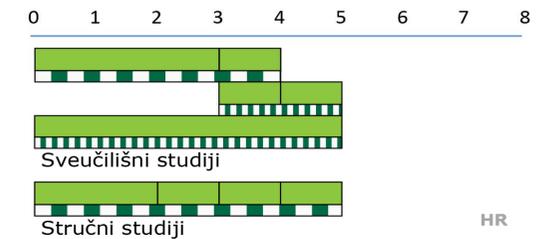
Note: Additional year (see Key) for university or IUT/STS students who want to integrate the *Grandes Écoles* via «parallel admission» (i.e. students are admitted to the *Grandes Écoles* on record and after taking a competitive exam and/or an interview, without going through the CPGE stage).

# Croatia

Age of students

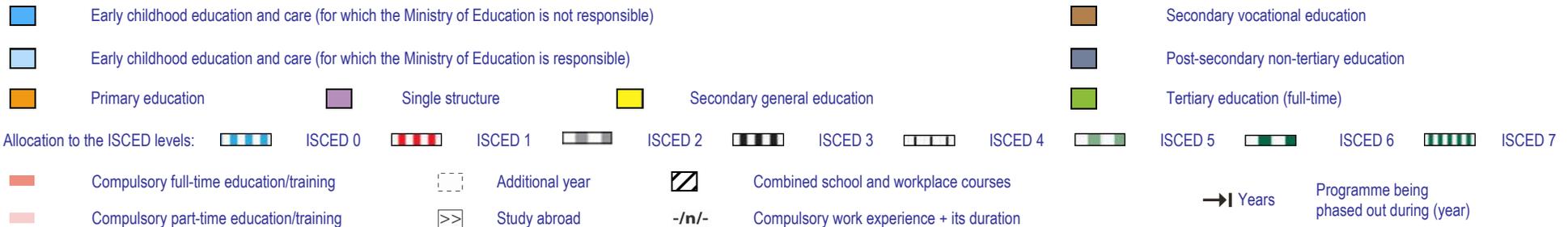


Programme duration (years)



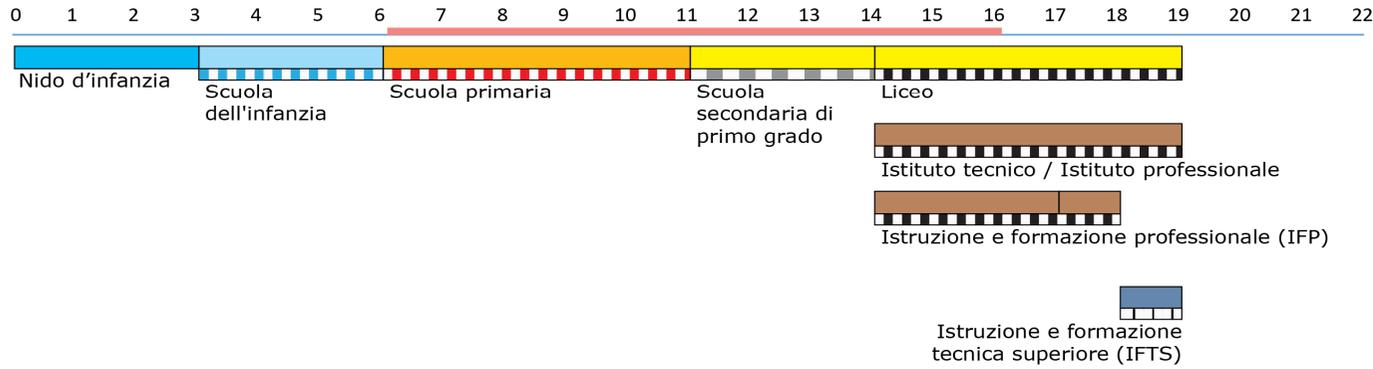
Note: Start of primary education (ISCED 1) depends on child's birthday. Children born between January and April start primary school in calendar year in which they turn 6, those born from April to December when they are 7 years old.

17

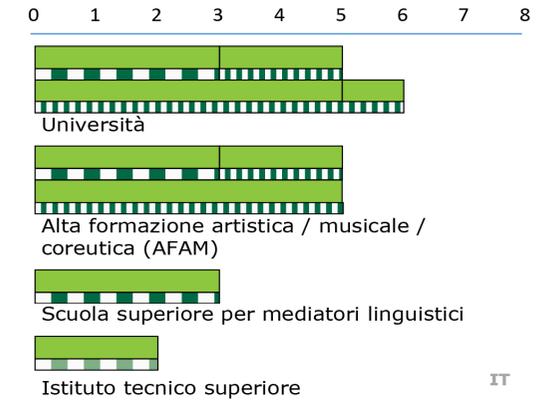


# Italy

Age of students



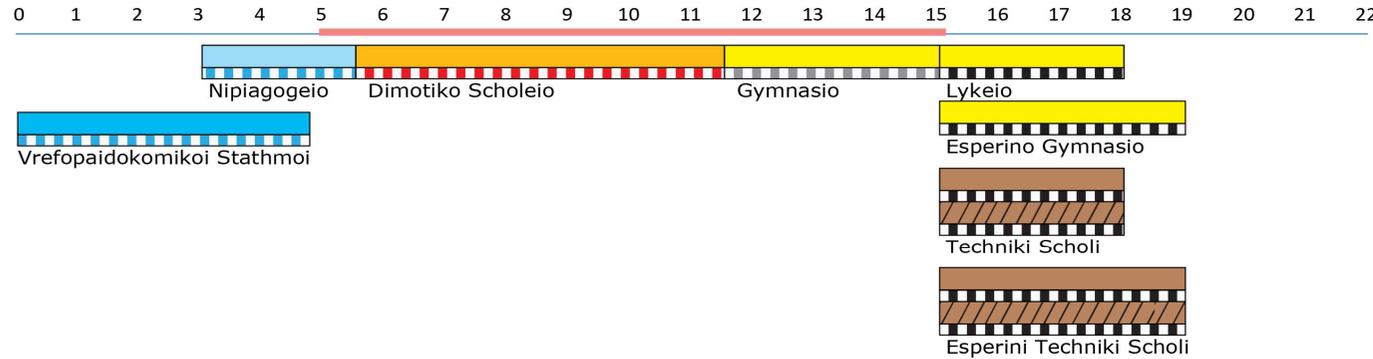
Programme duration (years)



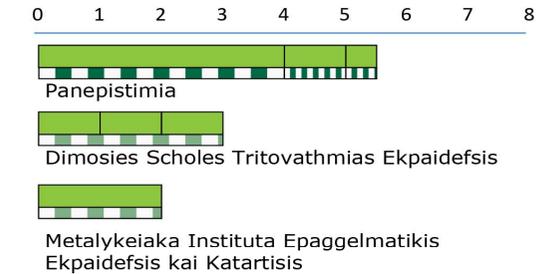
IT

# Cyprus

Age of students



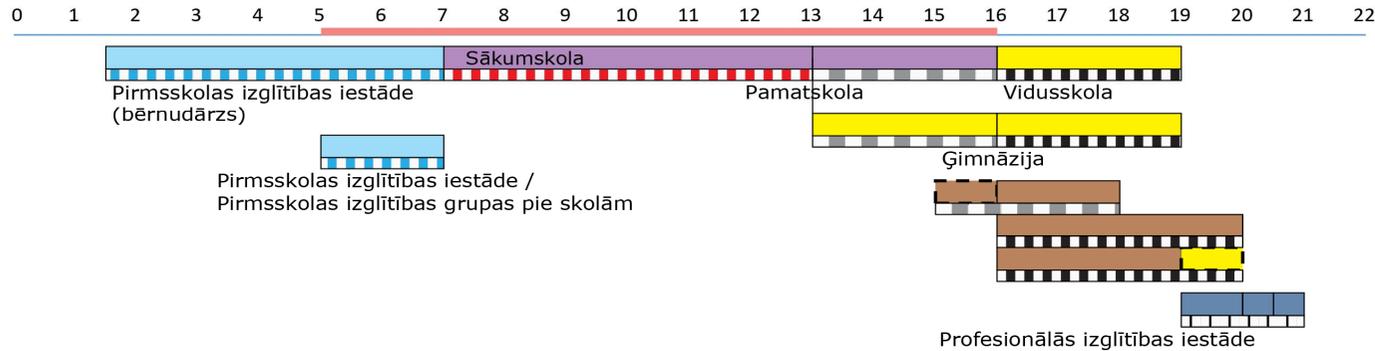
Programme duration (years)



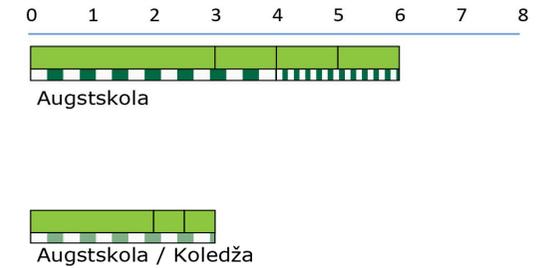
CY

# Latvia

Age of students



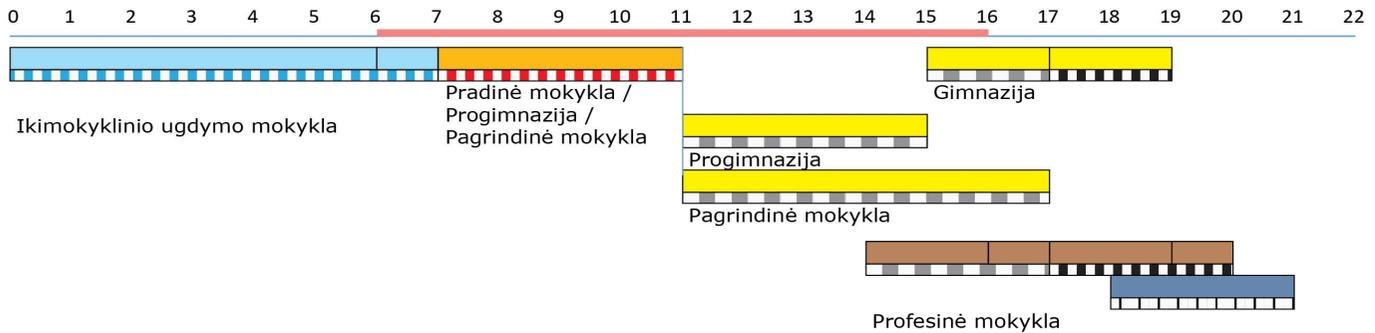
Programme duration (years)



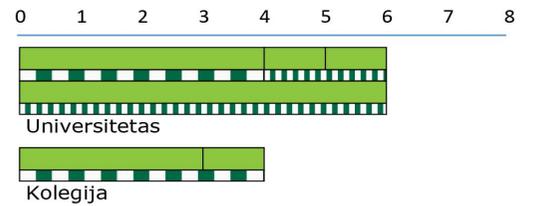
LV

# Lithuania

Age of students

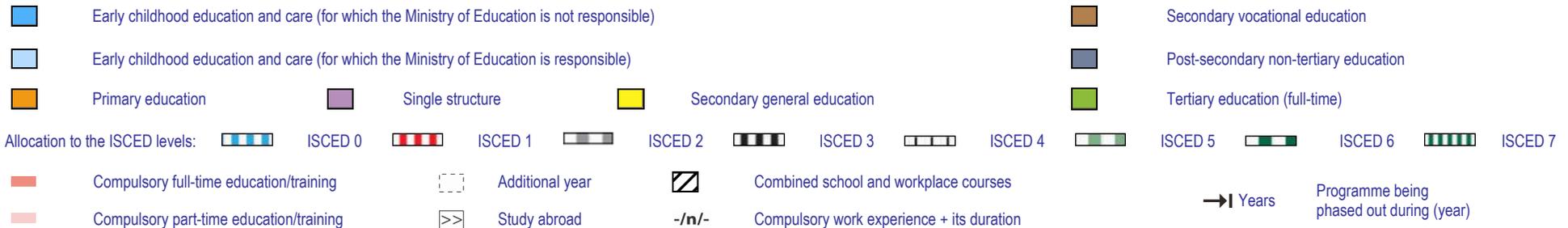


Programme duration (years)



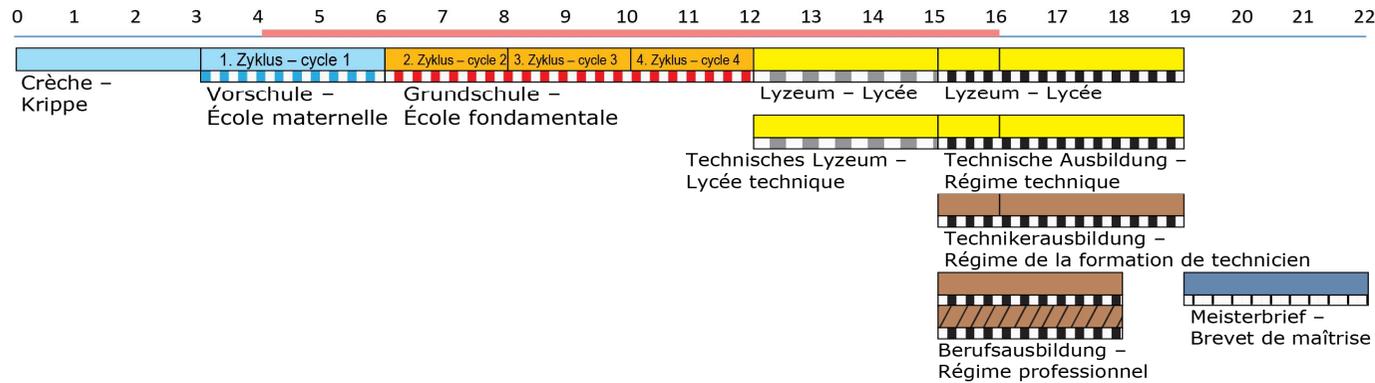
LT

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

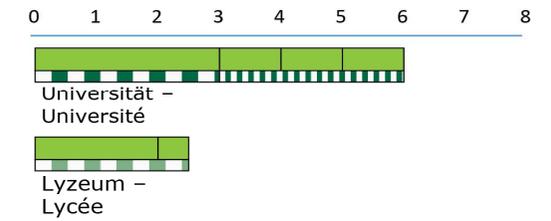


## Luxembourg

Age of students



Programme duration (years)

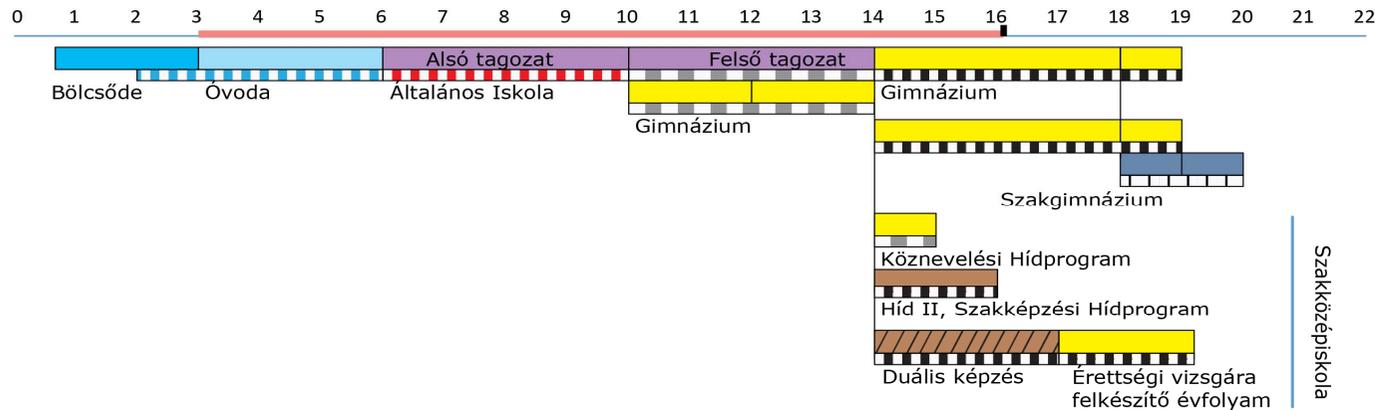


LU

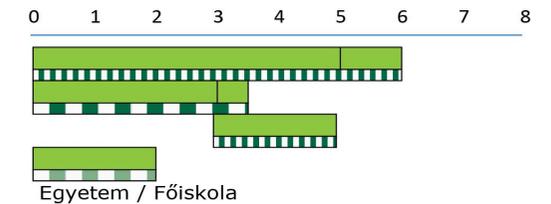
Note: The optional year from age 3 to 4 is called 'Früherziehung – Éducation précoce'.

## Hungary

Age of students



Programme duration (years)

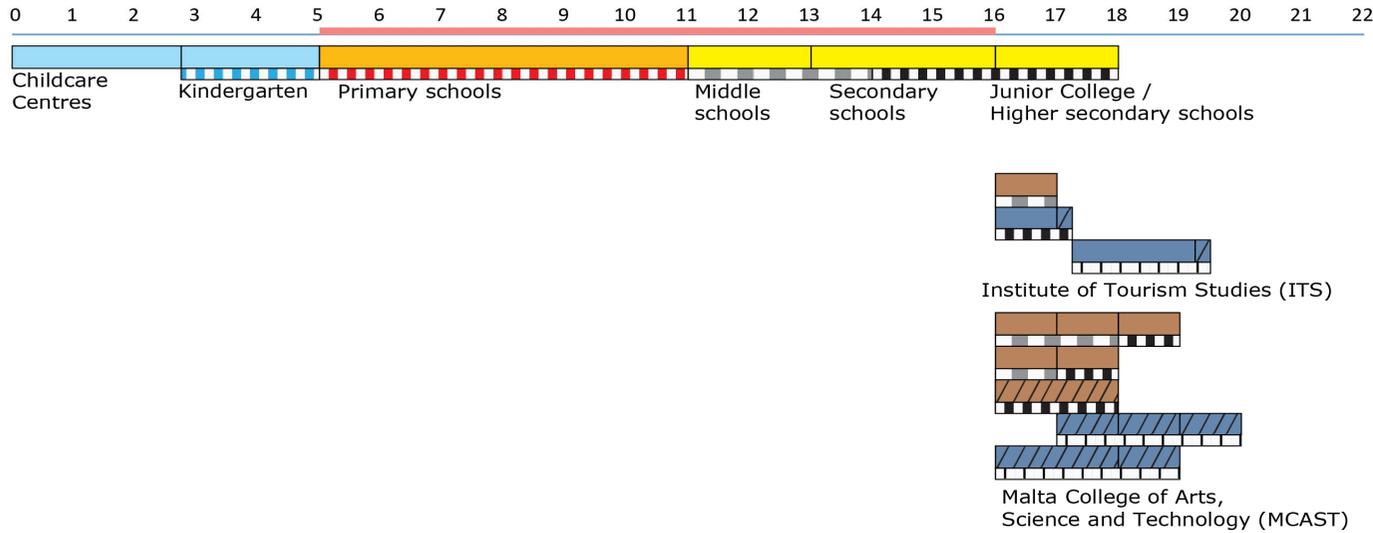


HU

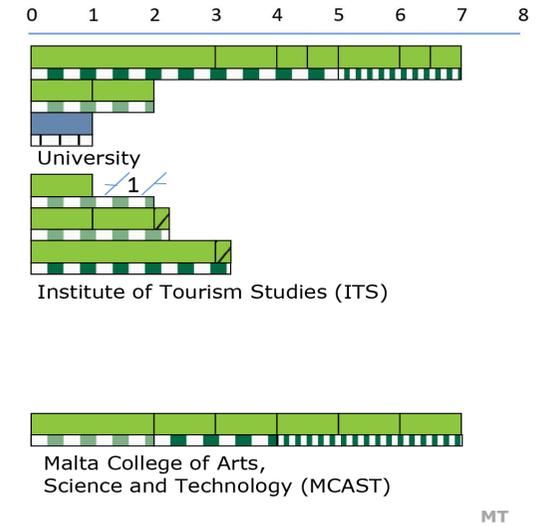
Note: Híd II may start in grade 7; Híd I may start in grade 9 but the theoretical starting age is 14 in both cases.

# Malta

Age of students

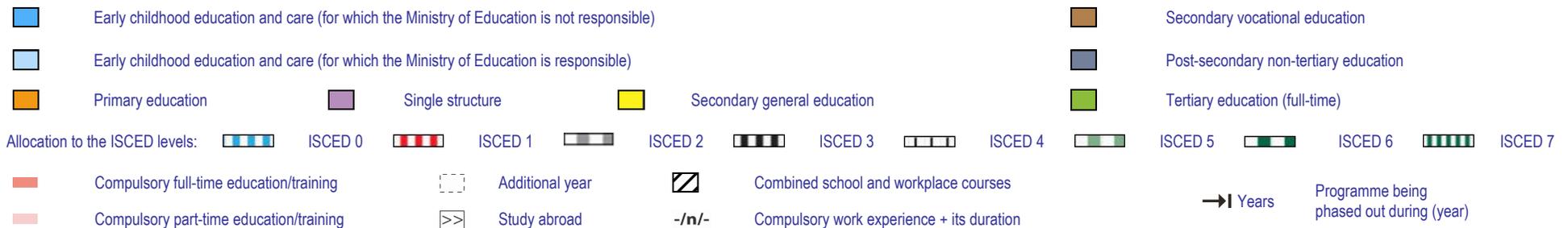


Programme duration (years)



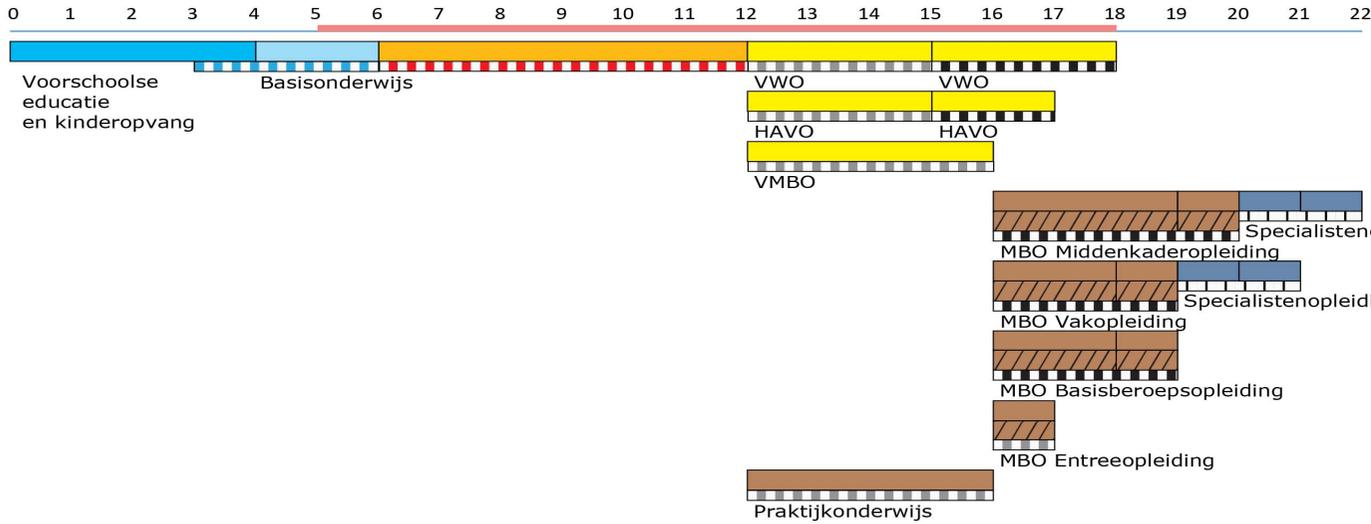
21

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

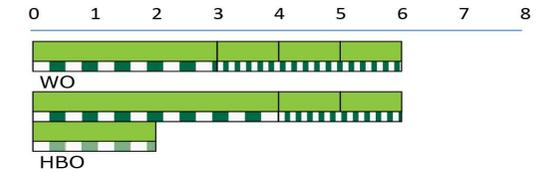


## Netherlands

Age of students



Programme duration (years)

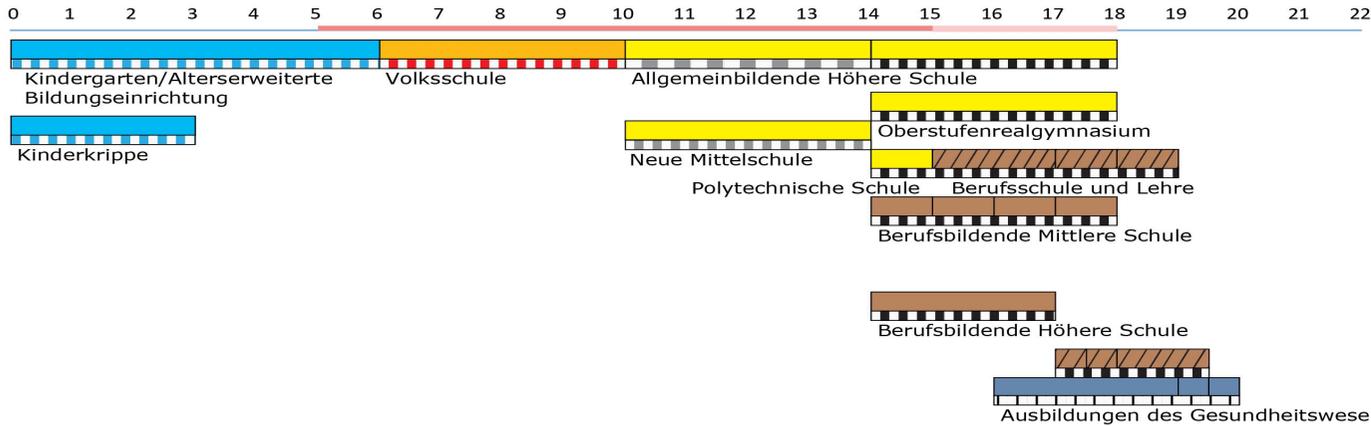


NL

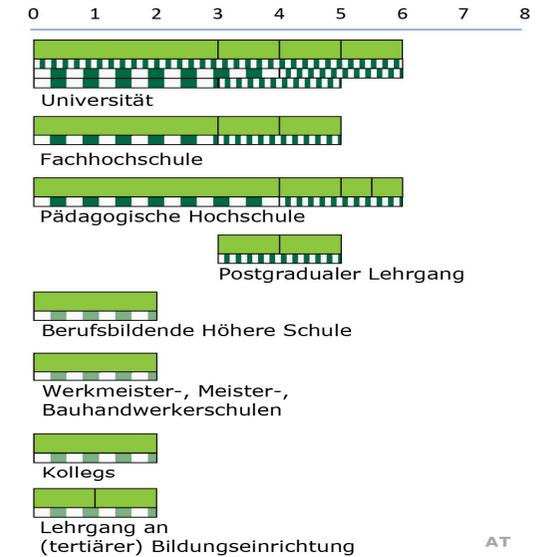
22

## Austria

Age of students



Programme duration (years)

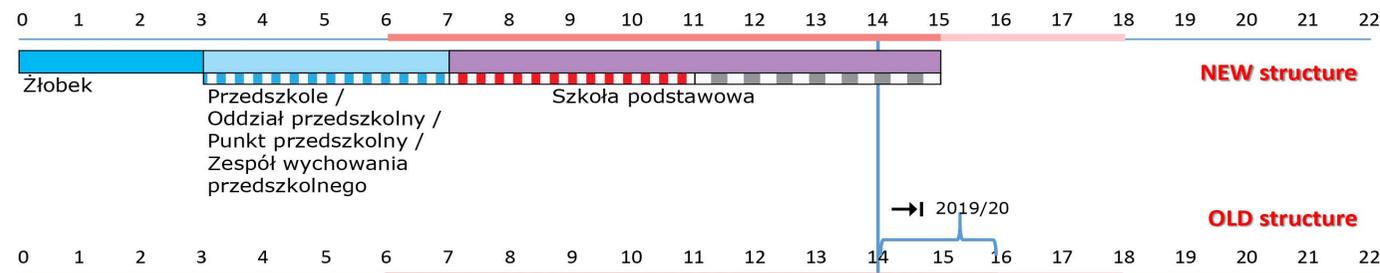


AT

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

# Poland

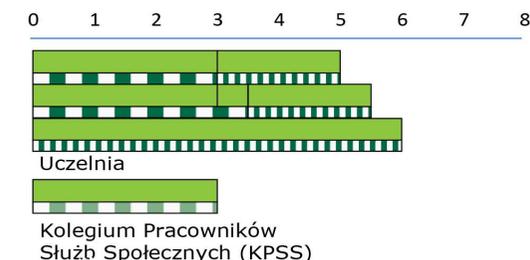
## Age of students



### Main changes

- I. From 1 September 2017, only students already enrolled in the last two years of *gimnazjum* will pursue their studies until graduation
- II. From 1 September 2017, pupils who graduate from year 6 of primary school do not start *gimnazjum* but go to grade 7 of primary school
- III. From September 2017, 3-year *szkoła branżowa I stopnia* has replaced *zasadnicza szkoła zawodowa* and become operational
- IV. From 2019/2020 school year students will enter upper secondary education at the age 15
- V. From 2019/2020 school year, new types of upper secondary schools (4-year *liceum ogólnokształcące*, 5-year *technikum*) will be operational.
- VI. From September 2020, 2-year *szkoła branżowa II stopnia* (upper secondary school) will be operational.

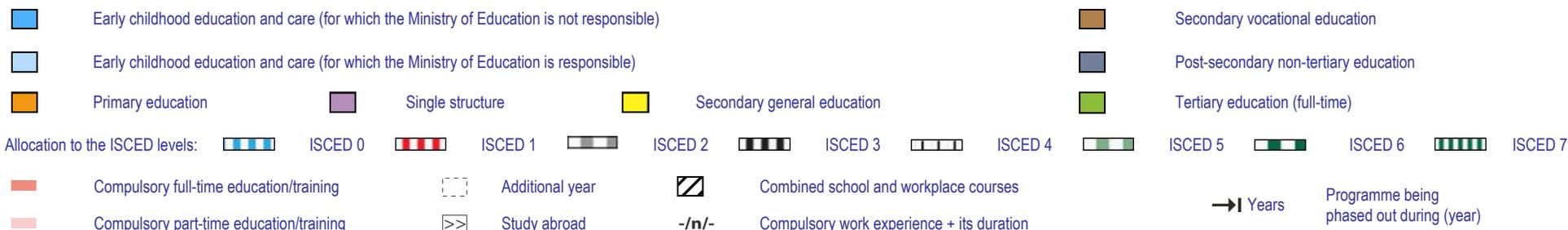
## Programme duration (years)



23

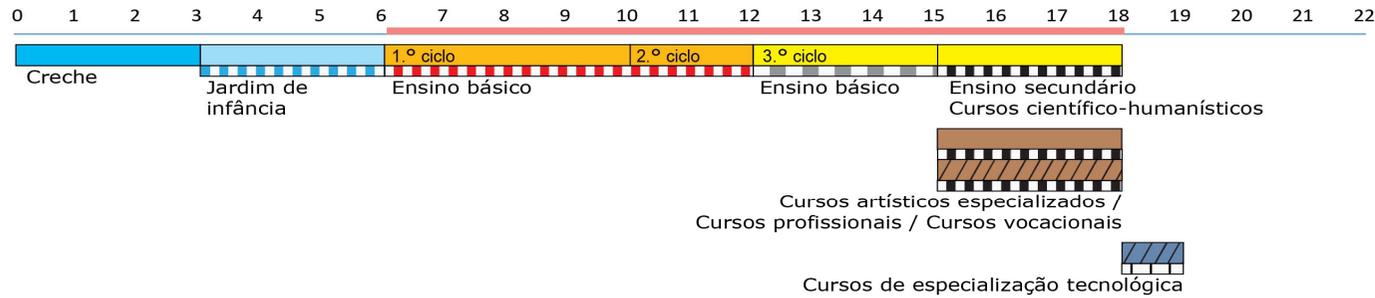
PL

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

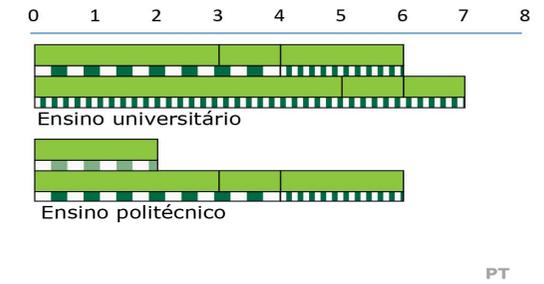


## Portugal

Age of students



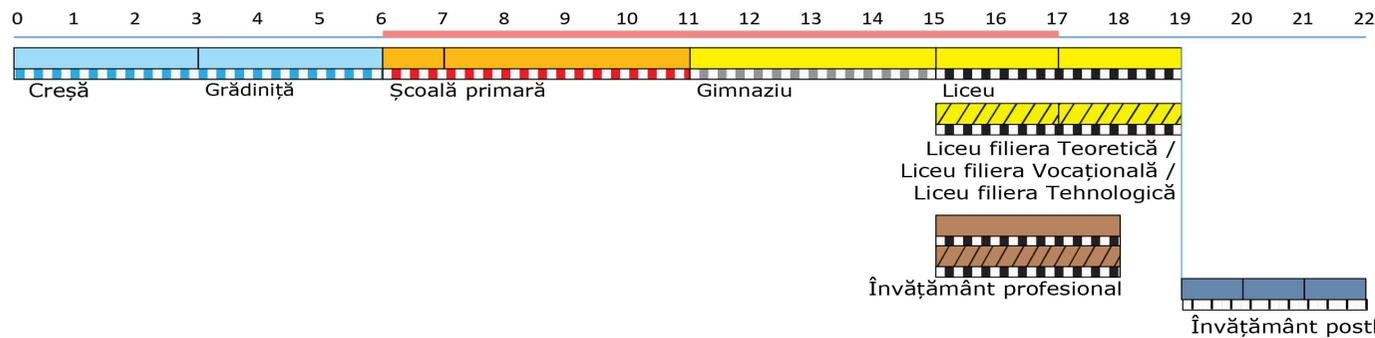
Programme duration (years)



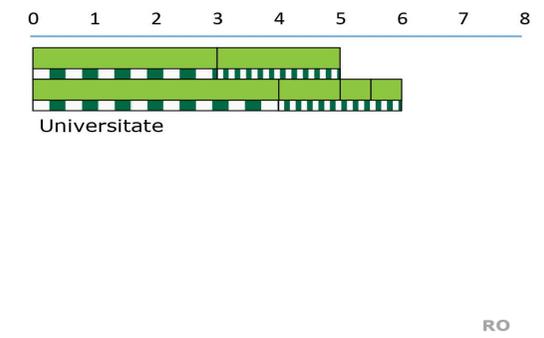
PT

## Romania

Age of students



Programme duration (years)

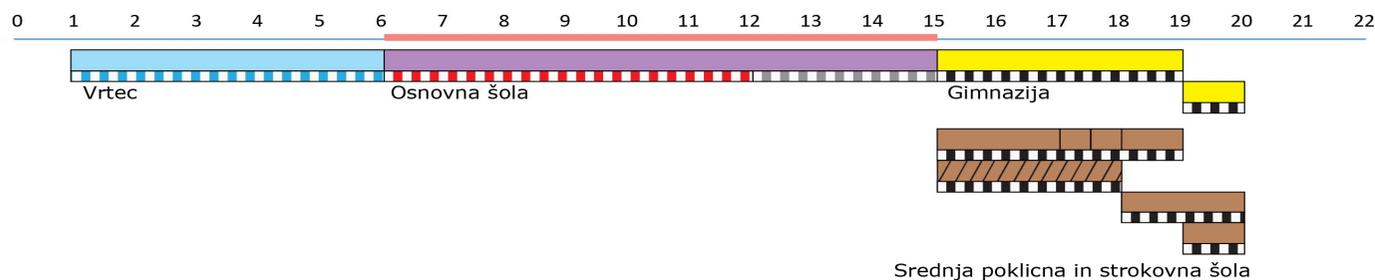


RO

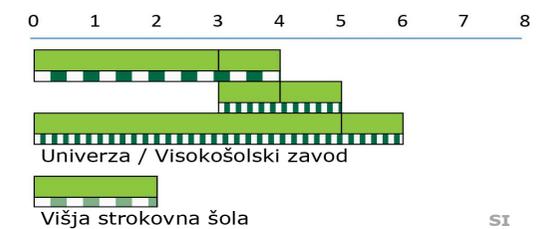
Note: According to the Law of National Education No 1/2011 with completions, at the art. 23(1), e), *Invatamant postliceal* is defined as non-university tertiary education (*învățământ terțiar non-universitar*). According to the International Standard Classification on Education (ISCED), *Invatamant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

## Slovenia

Age of students



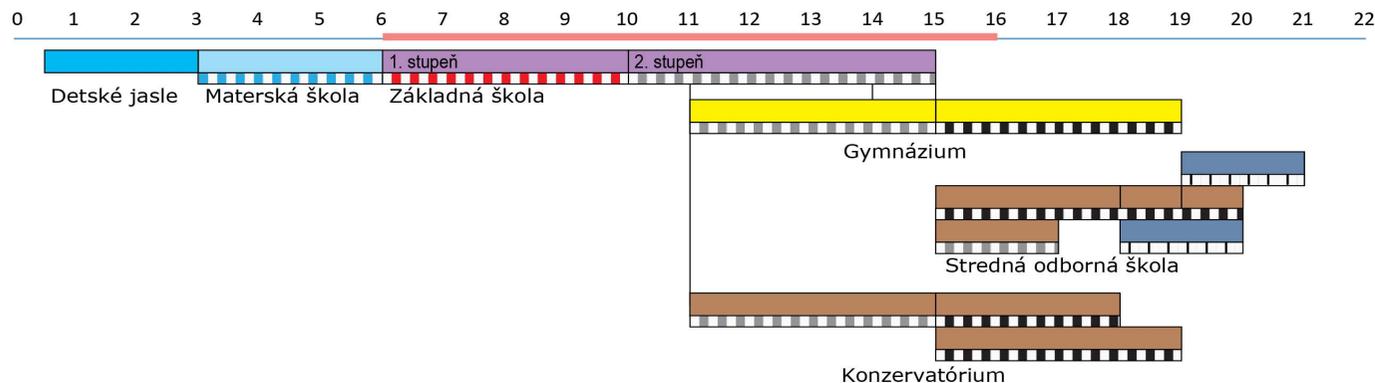
Programme duration (years)



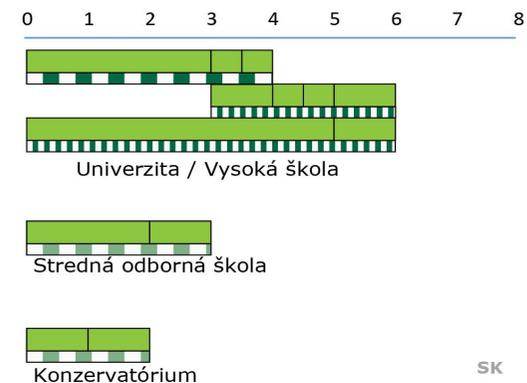
SI

# Slovakia

Age of students



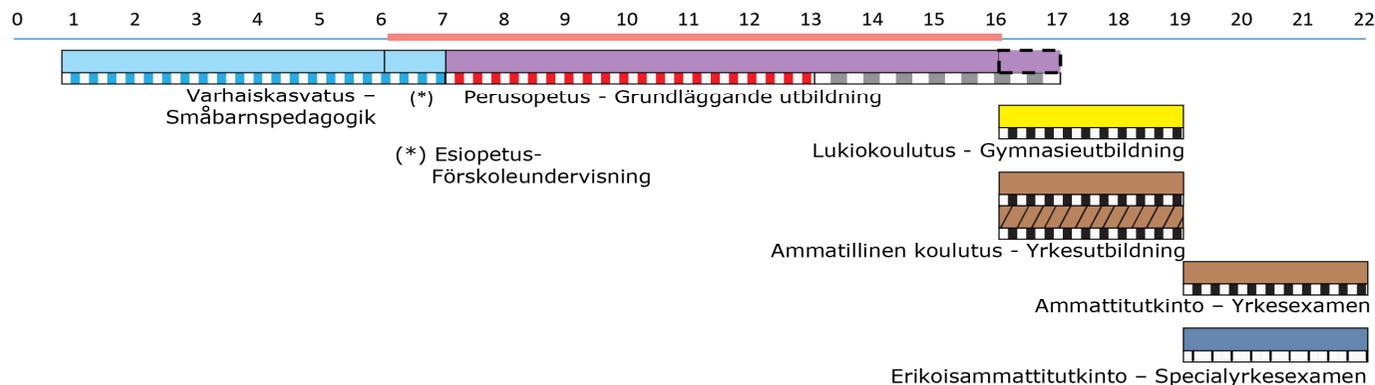
Programme duration (years)



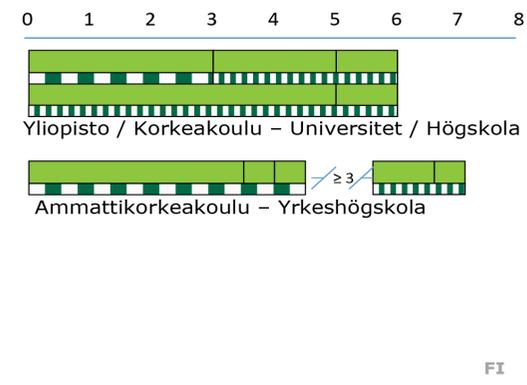
SK

# Finland

Age of students

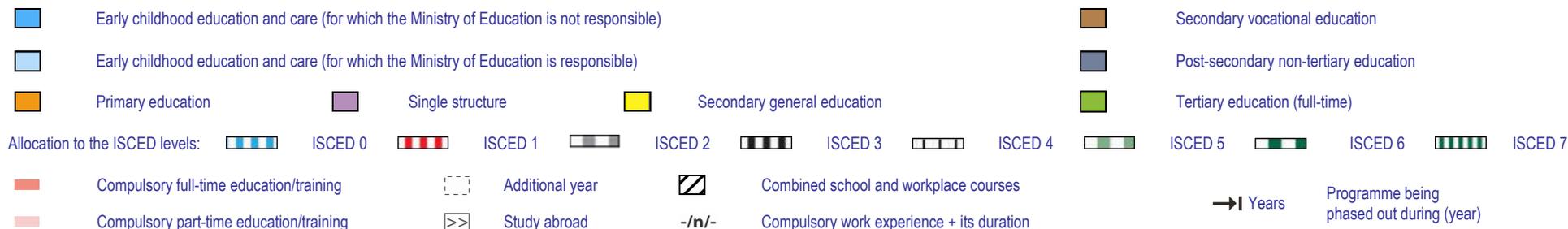


Programme duration (years)



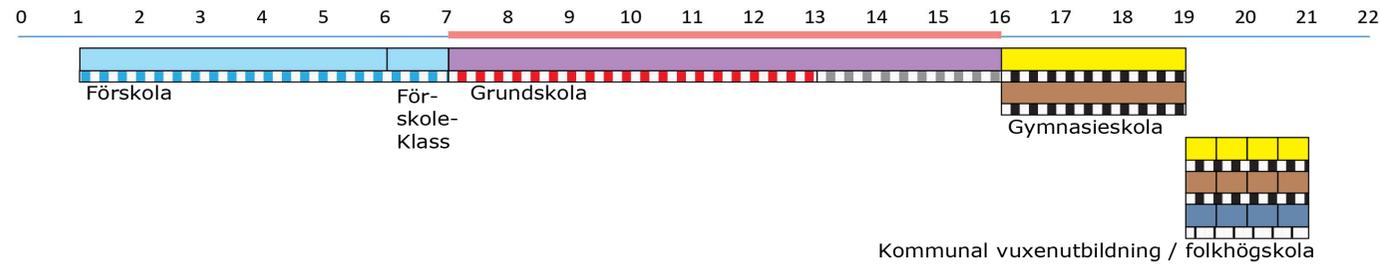
FI

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

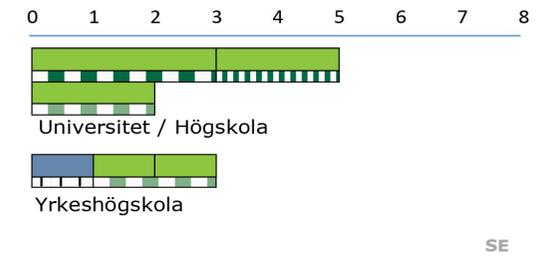


## Sweden

Age of students



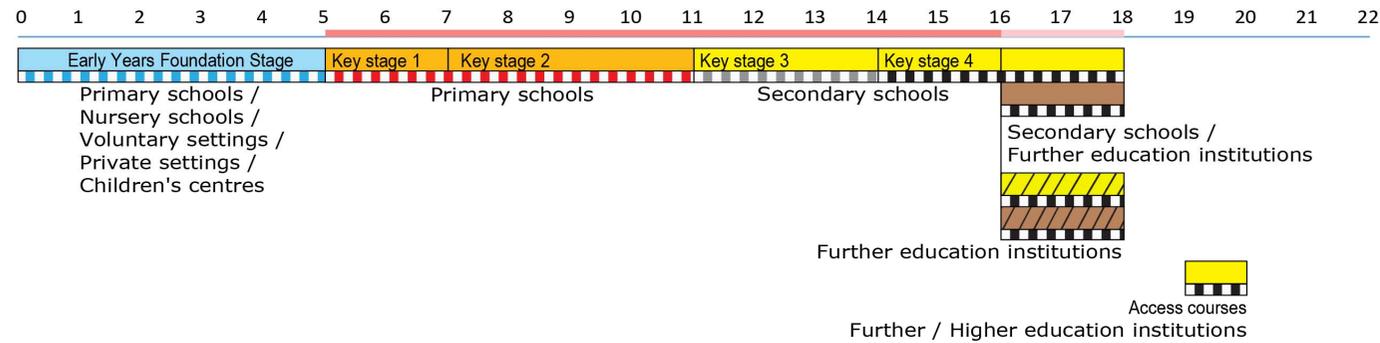
Programme duration (years)



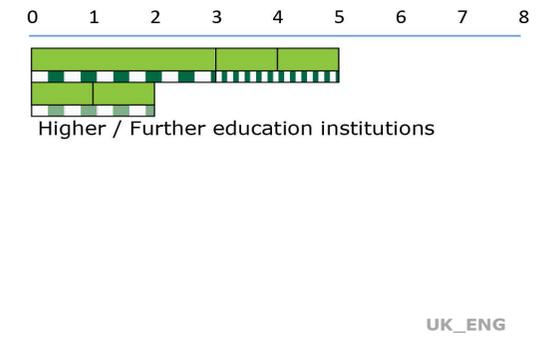
SE

## United Kingdom – England

Age of students



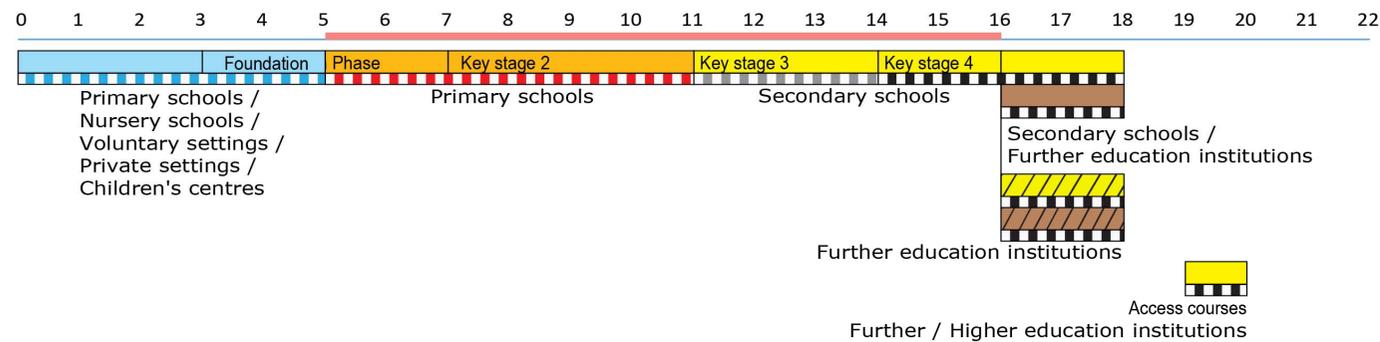
Programme duration (years)



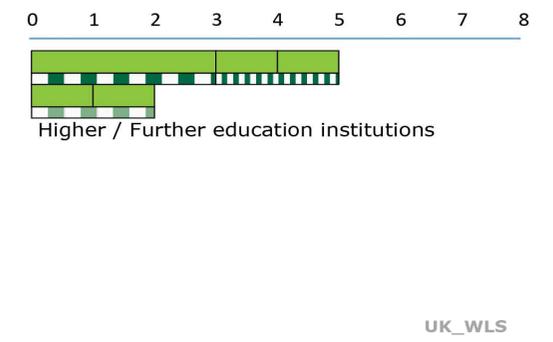
UK\_ENG

## United Kingdom – Wales

Age of students



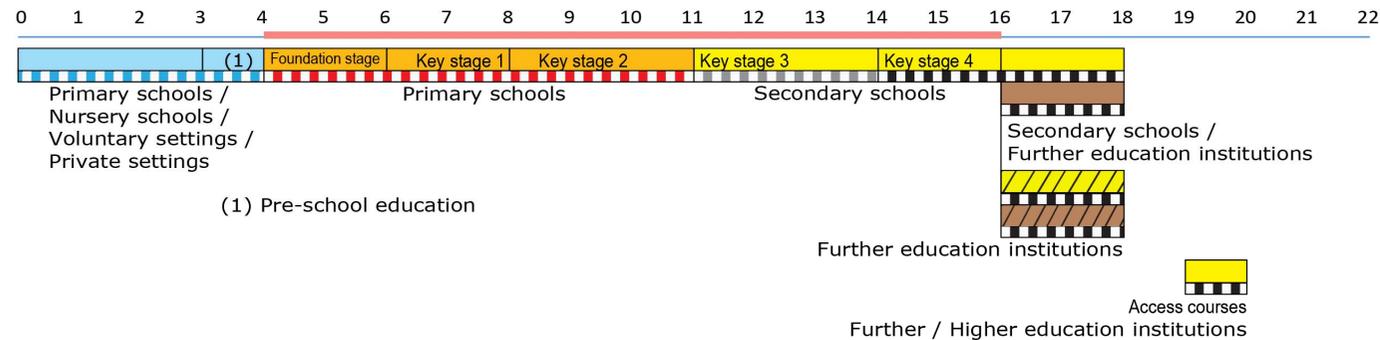
Programme duration (years)



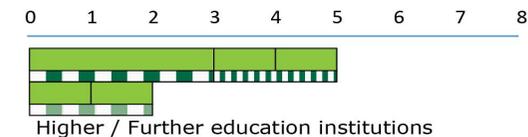
UK\_WLS

# United Kingdom – Northern Ireland

Age of students



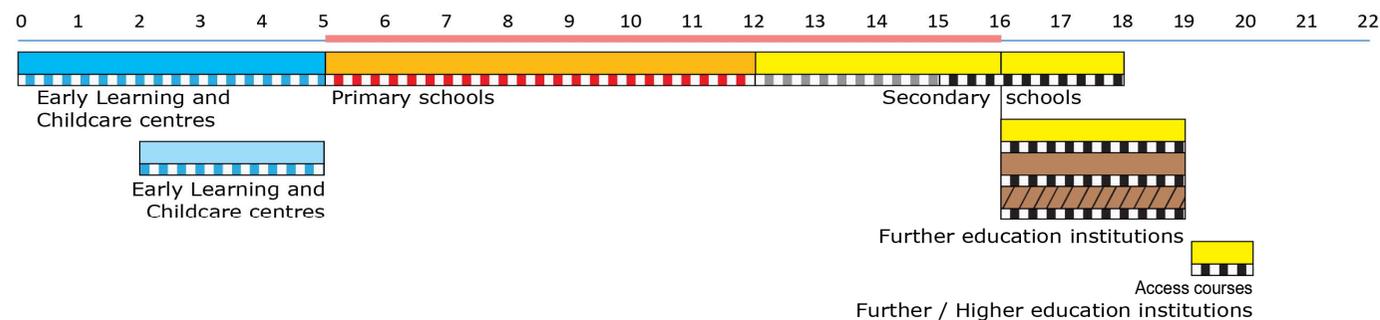
Programme duration (years)



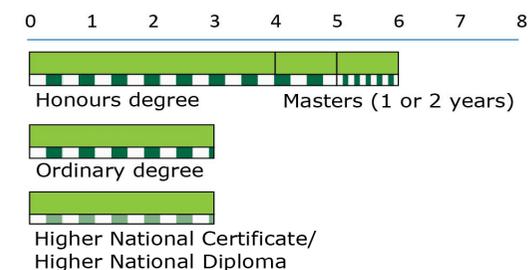
UK\_NIR

# United Kingdom – Scotland

Age of students



Programme duration (years)



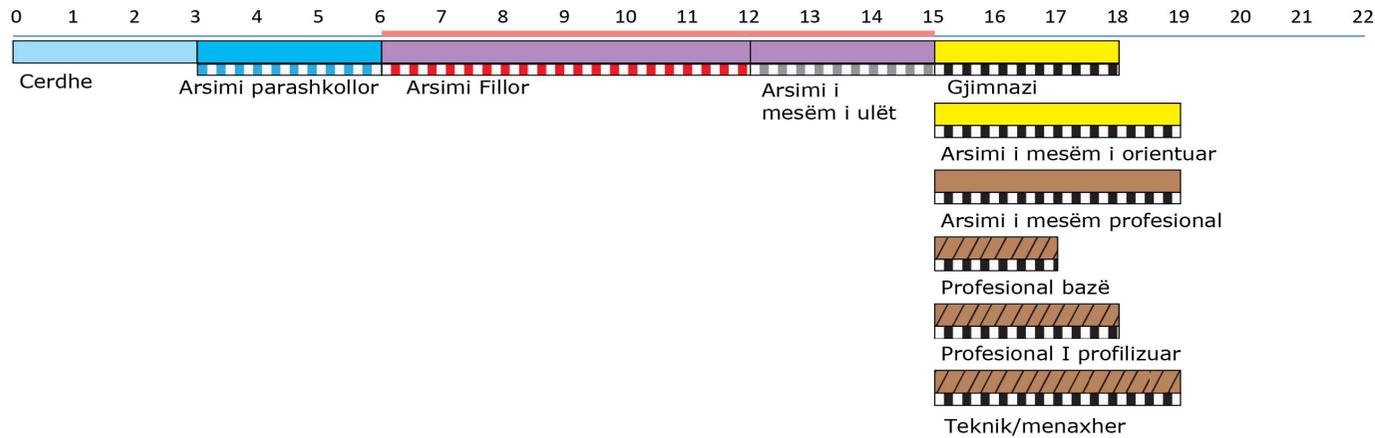
UK\_SCT

27

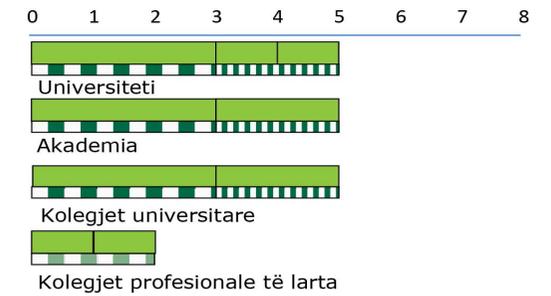
- Early childhood education and care (for which the Ministry of Education is not responsible)
  - Early childhood education and care (for which the Ministry of Education is responsible)
  - Primary education
  - Single structure
  - Secondary general education
  - Secondary vocational education
  - Post-secondary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

## Albania

Age of students



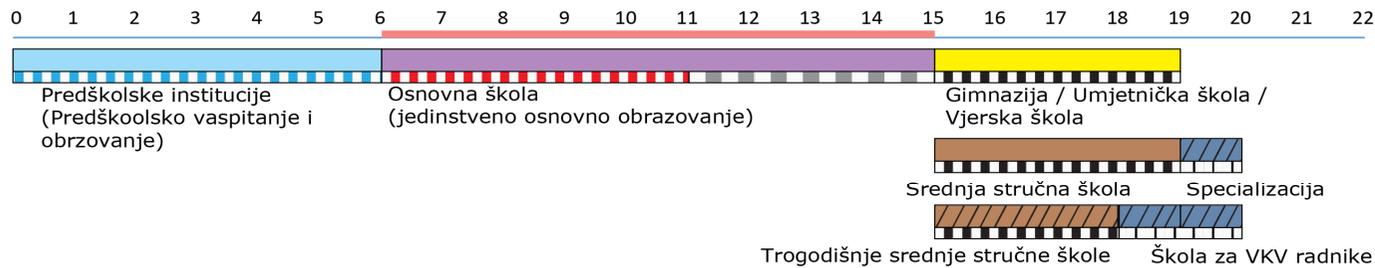
Programme duration (years)



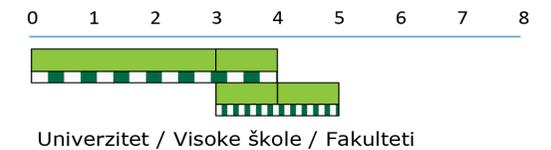
AL

## Bosnia and Herzegovina

Age of students



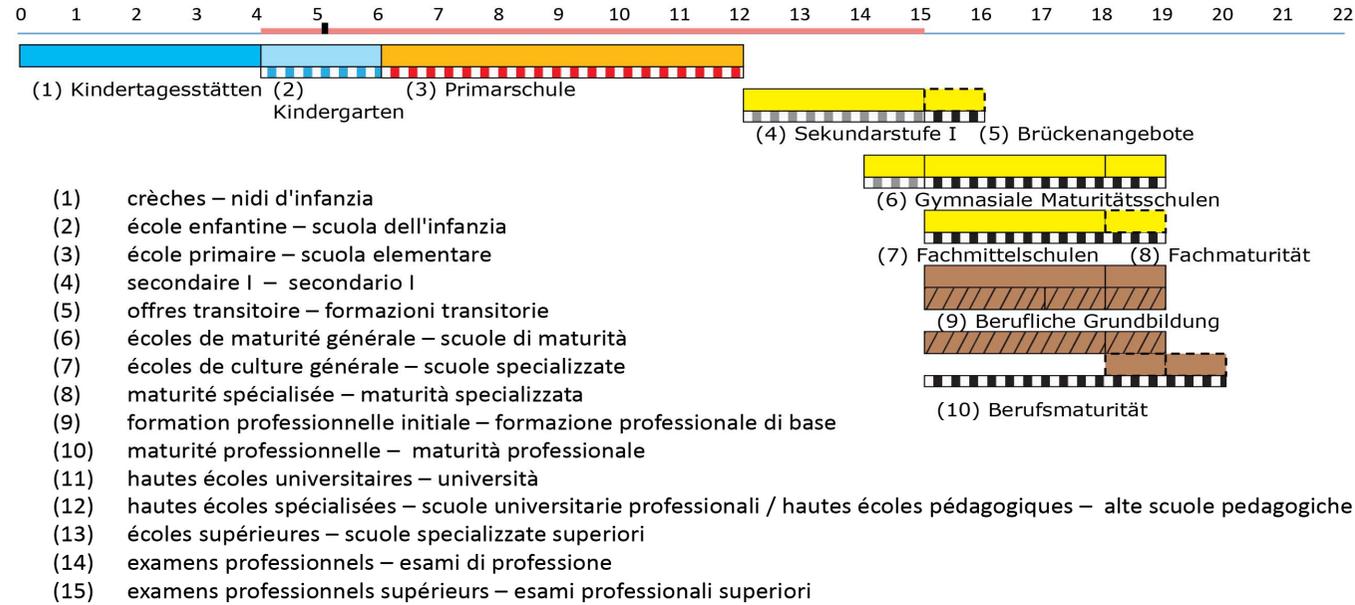
Programme duration (years)



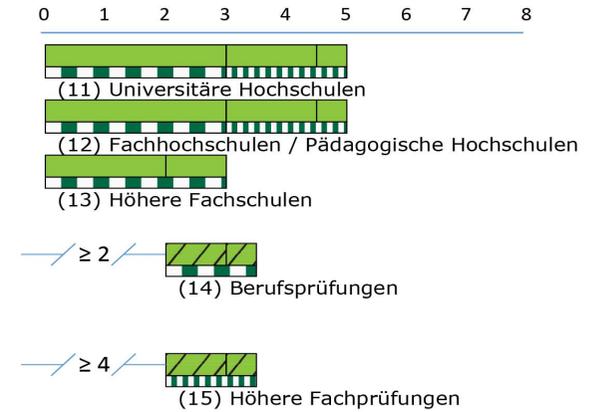
BA

# Switzerland

Age of students

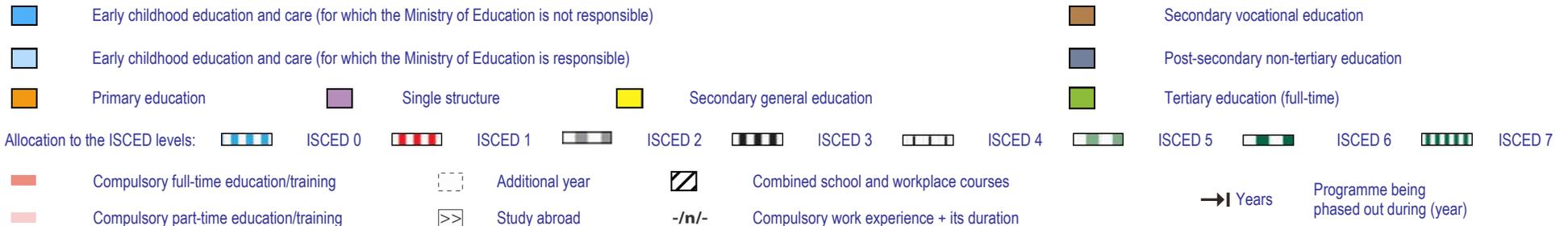


Programme duration (years)



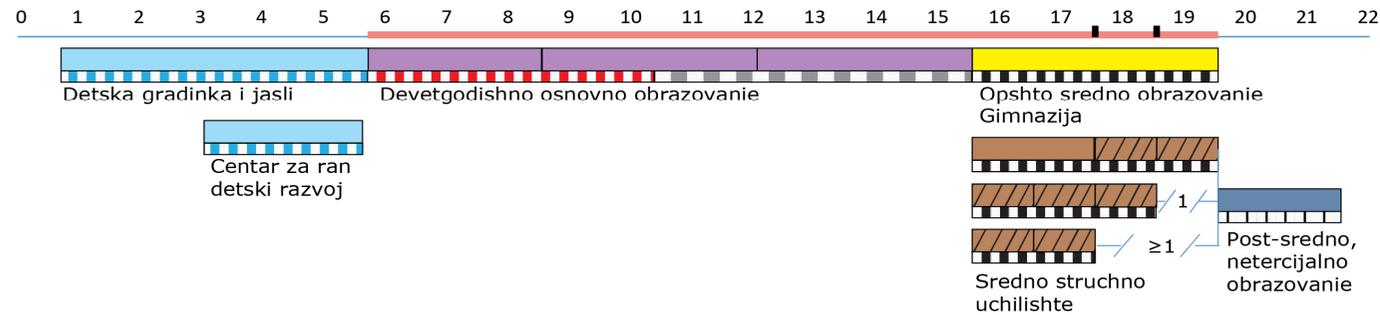
CH

29

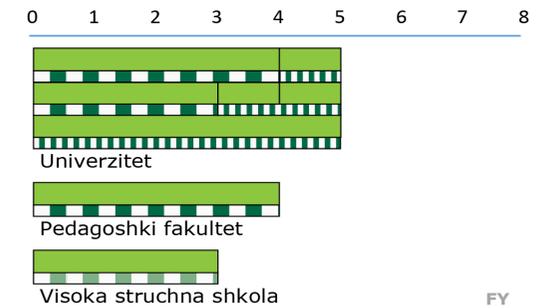


## Former Yugoslav Republic of Macedonia

Age of students



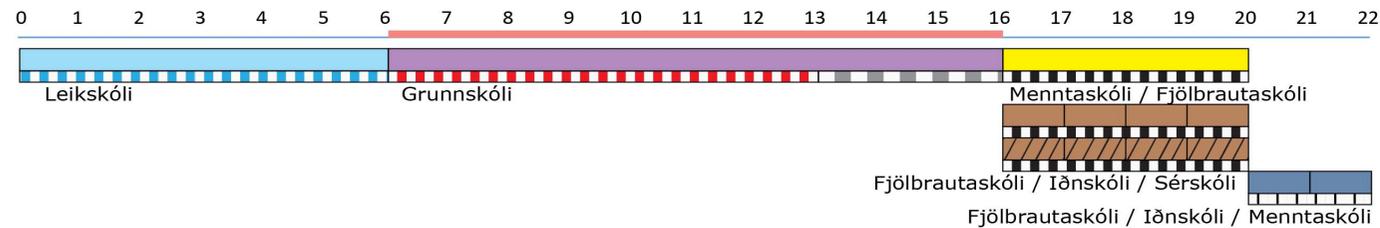
Programme duration (years)



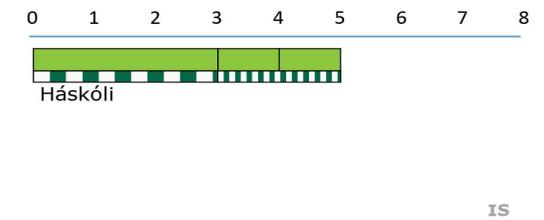
Note: The leaving age for compulsory education may vary from 17 to 19 years and 6 months depending on the type of programme. The lowest leaving age (17) applies to students attending the two years vocational programme *strucno osposobuvanje* while the ending age of 18 applies to those attending the three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

## Iceland

Age of students

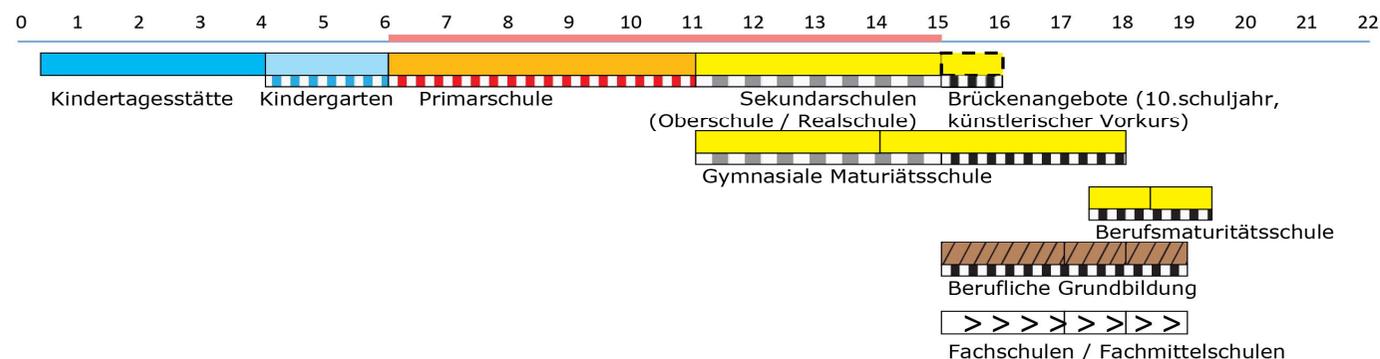


Programme duration (years)

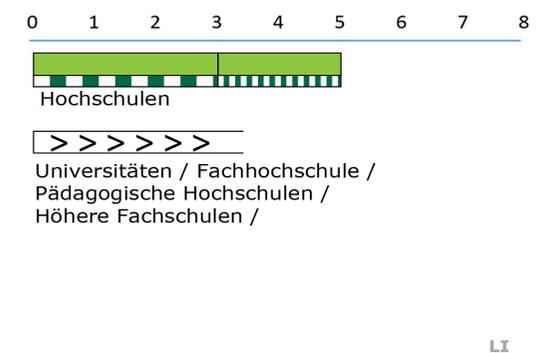


## Liechtenstein

Age of students



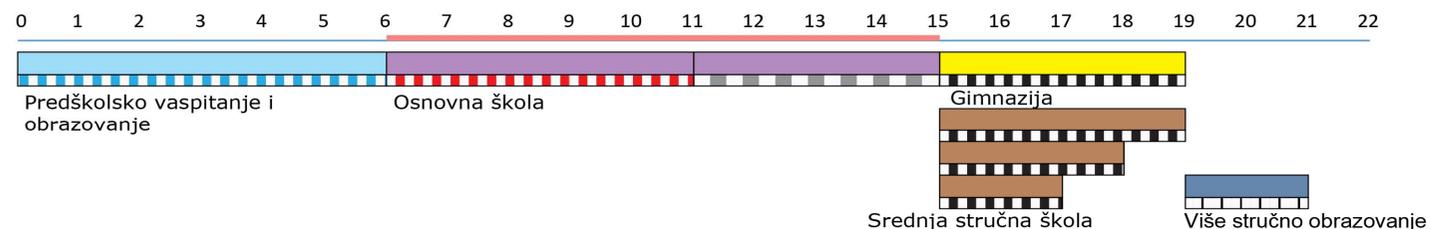
Programme duration (years)



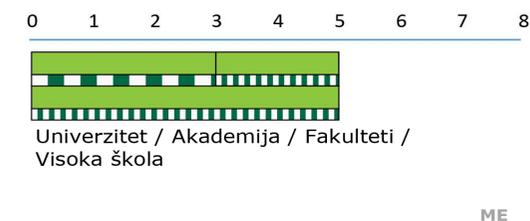
Note: Students in vocational education and the majority of students in higher education attend educational institutions in Switzerland.

# Montenegro

Age of students



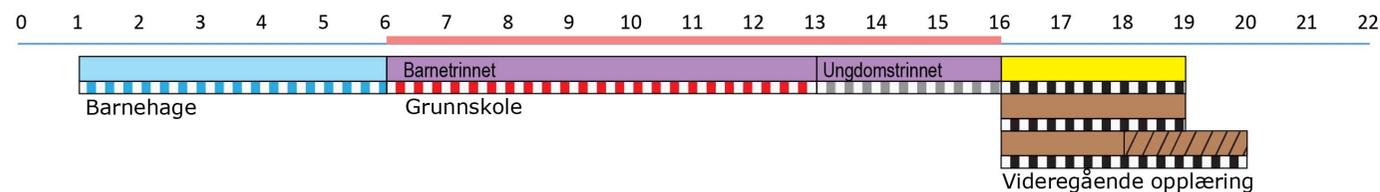
Programme duration (years)



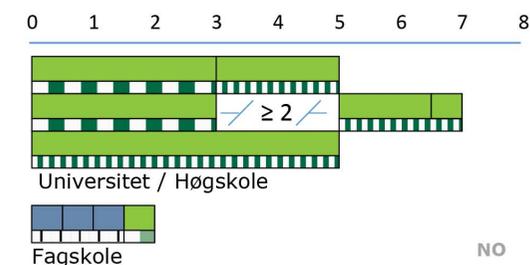
(\*): Starting from the academic year 2017/18, public HEIs will enrol perspective undergraduate students in 3+2(+3) (undergraduate + master + PhD) study programs (private institutions no later than in 2020/21). All HEIs will harmonize their study programs by the end of 2019/20 academic year. Please refer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

# Norway

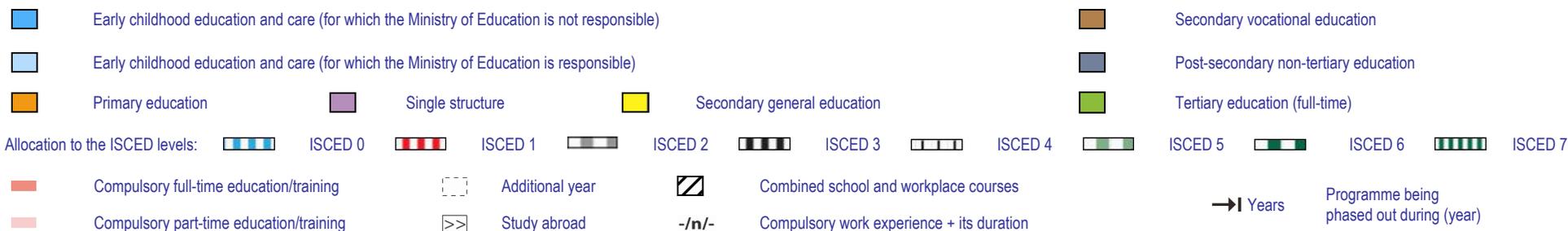
Age of students



Programme duration (years)

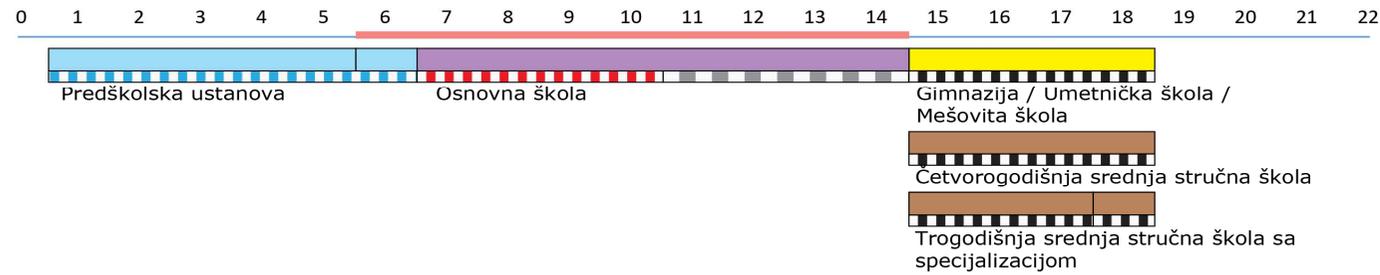


31



## Serbia

Age of students



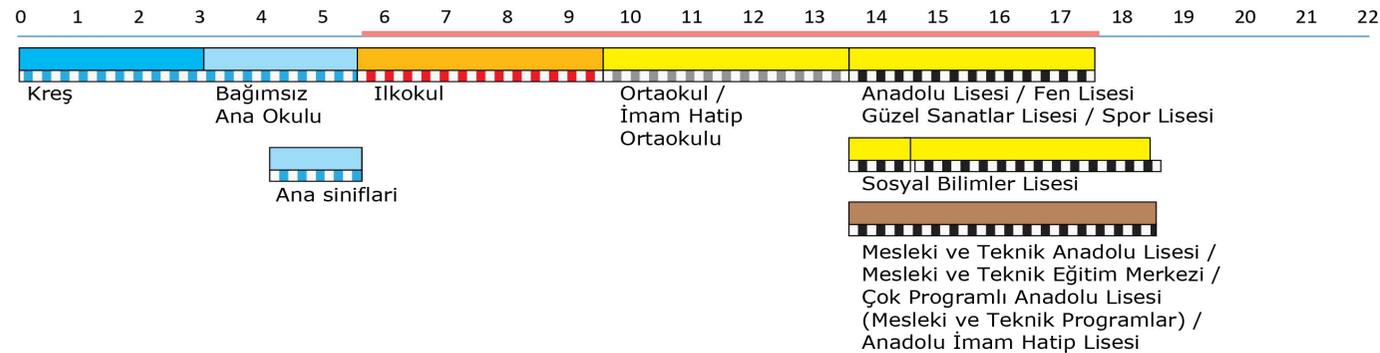
Programme duration (years)



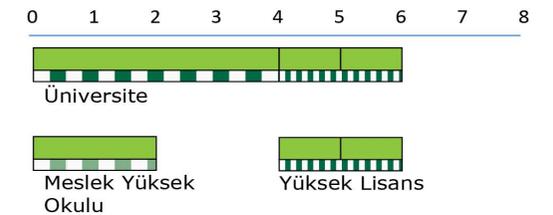
RS

## Turkey

Age of students

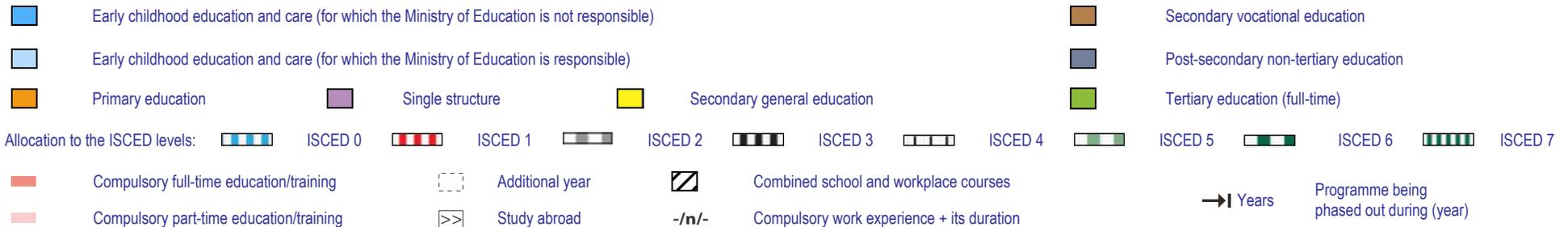


Programme duration (years)



TR

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

---

Eurydice Unit  
European Integration and International Cooperation  
Department of Integration and Projects  
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 Communauté française  
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  
Education Sector  
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 Svećice 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

---

Ministry of Higher Education and Science  
Danish Agency for Science and Higher Education  
Bredgade 40  
1260 København K

---

**ESTONIA**

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

---

**FINLAND**

Eurydice Unit  
 Finnish National Agency for 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 / Ministère de  
 l'Enseignement supérieur, de la Recherche et de  
 l'Innovation  
 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 Bonn

---

**GREECE**

Eurydice Unit  
 Directorate of European and International Affairs  
 Ministry of Education, Research and Religious Affairs  
 37 Andrea Papandreou Str. (Office 2172)  
 15180 Maroussi (Attiki)

---

**HUNGARY**

Hungarian Eurydice Unit  
 Educational Authority  
 19-21 Maros utca (room 517)  
 1122 Budapest

---

**ICELAND**

Eurydice Unit  
 The Directorate of Education  
 Víkurhvarfi 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  
 Valņu street 1 (5th floor)  
 1050 Riga

---

**LIECHTENSTEIN**

Informationsstelle Eurydice  
 Schulamt 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 National 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  
 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  
 Aleje Jerozolimskie 142A  
 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  
 Ruze Jovanovic 27a  
 11000 Belgrade

---

**SLOVAKIA**

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

---

**SLOVENIA**

Eurydice Unit  
 Ministry of Education, Science and Sport  
 Department of Educational Development and Quality  
 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  
 Box 450 93  
 104 30 Stockholm

---

**SWITZERLAND**

Eurydice Unit  
 Swiss Conference of Cantonal Ministers of Education  
 (EDK)  
 Speichergasse 6  
 3001 Bern

---

**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  
 National Foundation for Educational Research (NFER)  
 The Mere, Upton Park  
 Slough, Berkshire, SL1 2DQ

Eurydice Unit Scotland  
 c/o Education Scotland  
 The Optima  
 58 Robertson Street  
 Glasgow G2 8DU





## The Structure of the European Education Systems 2017/18: Schematic Diagrams

This report provides information on the structure of mainstream education in European countries from pre-primary to tertiary level for the 2017/18 school and academic year. It includes national schematic diagrams, an explanatory guide and a map showing the main organisational models of 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 coordinated by the EU Education, Audiovisual and Culture Executive Agency. For more information about Eurydice, see <http://ec.europa.eu/eurydice>.

