HAL open science

100 Years of Educational Reforms in Europe: a contextual database.

Christelle Garrouste

To cite this version:

Christelle Garrouste. 100 Years of Educational Reforms in Europe: a contextual database.. [Research Report] European Commission's Joint Research Centre (JRC). 2010. hal-03245325

HAL Id: hal-03245325

https://hal.science/hal-03245325v1

Submitted on 1 Jun 2021

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

JRC Scientific and Technical Reports

100 Years of Educational Reforms in Europe: a contextual database

Christelle Garrouste

EUR 24487 EN - 2010

JRC
EUROPEAN COMMISSION

ipsc
Institute for the Protection and Security of the Citizen

100 Years of Educational Reforms in Europe: a contextual database

Christelle Garrouste

The mission of the JRC-IPSC is to provide research results and to support EU policy-makers in their effort towards global security and towards protection of European citizens from accidents, deliberate attacks, fraud and illegal actions against EU policies.

European Commission
Joint Research Centre
Institute for the Protection and Security of the Citizen

Contact information
Address: Econometrics and Applied Statistics Unit, Via E. Fermi 2749, Ispra (VA), Italy
E-mail: christelle.garrouste@jrc.ec.europa.eu
Tel.: +39 0332 78 5407
Fax: +39 0332 78 5733

http://ipsc.jrc.ec.europa.eu/
http://www.jrc.ec.europa.eu/

Legal Notice
Neither the European Commission nor any person acting on behalf of the Commission is responsible for the use which might be made of this publication.

Europe Direct is a service to help you find answers to your questions about the European Union

Freephone number (*):

00 800 6 7 8 9 10 11

(*) Certain mobile telephone operators do not allow access to 00 800 numbers or these calls may be billed.

A great deal of additional information on the European Union is available on the Internet.
It can be accessed through the Europa server http://europa.eu/

JRC 57357

EUR 24487 EN
ISBN 978-92-79-16393-7
ISSN 1018-5593
doi:10.2788/58057

Luxembourg: Publications Office of the European Union

© European Union, 2010

Reproduction is authorised provided the source is acknowledged

Printed in Italy

SHARELIFE
Survey of Health, Ageing and Retirement in Europe
50+ in Europe

The Survey of Health, Ageing and Retirement in Europe (SHARE) is a multidisciplinary and cross-national panel database of micro data on health, socio-economic status and social and family networks of individuals aged 50 or over. SHARELIFE is the third wave of data collection for SHARE, which focuses on people's life histories and encompasses all important areas of the respondents' lives, ranging from partners and children over housing and work history to detailed questions on health and health care. The more than 28,000 respondents in the third wave are representative for the European population aged 50 and over in Scandinavia (Denmark and Sweden), Central Europe (Austria, France, Germany, Switzerland, Belgium, and the Netherlands), the Mediterranean (Spain, Italy and Greece) as well as in two transition countries (the Czech Republic and Poland).

The true value of the SHARELIFE project is in its ability to link individual micro data over the respondents' entire life to institutional macro data on the welfare state. This allows researchers to relate the welfare state interventions to the individuals´ decisions over their life courses, thereby enhancing the possibilities of cross-national policy evaluations throughout Europe.

This impressive report by Christelle Garrouste from the SHARE team in Padua (affiliated to the EC-JRC-IPSC-EAS since January 2010) is one important step in this direction, collecting information on education policies and developments over more than a century and thus allowing us to qualify educational systems and reforms in the SHARE countries over time. It will enable researchers to investigate the influence of the educational systems in Europe on outcomes such as educational attainment, later life socio economic status or health across the life course. Our thanks go to Christelle for her tremendous effort to lay the seeds for this research.

Axel Börsch-Supan, *Director of* SHARE, Mathis Schröder, SHARELIFE *Coordinator* and Guglielmo Weber, *Country Team Leader* SHARE *Italy / Area Coordinator Economic*s.

This report uses data from SHARE release 2.3.0, as of November 13th 2009. SHARE data collection in 2004-2007 was primarily funded by the European Commission through its 5th and 6th framework programmes ((project numbers QLK6-CT-2001- 00360; RII-CT- 2006-062193; CIT5-CT-2005-028857). Additional funding by the US National Institute on Aging (grant numbers U01 AG09740-13S2; P01 AG005842; P01 AG08291; P30 AG12815; Y1-AG-4553-01; OGHA 04-064; R21 AG025169) as well as by various national sources is gratefully acknowledged (see http://www.share-project.org for a full list of funding institutions). This work was financed by a SHAREPREP research grant at the Department of Economics "M. Fanno", Padova University. The usual disclaimer applies.

Table of Contents

1. INTRODUCTION 1
2. OVERVIEW OF THE LAST CENTURY'S EDUCATIONAL REFORMS 4
2.1. Pre-primary education reforms (ISCED 0) 7
2.2. Primary education reforms (ISCED 1) 13
2.2.1. Organizational and curricular laws (ISCED 1) 14
2.2.2. Teachers recruitment, training and salaries (ISCED 1) 34
2.2.3. The linguistic concern (ISCED 1) 38
2.2.4. Special education reforms (ISCED 1) 40
2.3. Secondary and post-secondary non-tertiary reforms (ISCED 2-4) 44
2.3.1. Organizational and curricular laws (ISCED 2-4) 44
2.3.2. Teachers recruitment, training and salaries (ISCED 2-4) 73
2.3.3. Education decentralization (ISCED 2-4) 88
2.3.4. Special education reforms (ISCED 2-4) 92
2.4. Tertiary education reforms (ISCED 5-6) 94
3. EXAMPLE: COMPULSORY EDUCATION REFORMS AND NUMBER OF YEARS OF EDUCATION 96
4. FURTHER RESEARCH 106
REFERENCES 106
APPENDIX - DATABASE ON EDUCATIONAL REFORMS 112

1. INTRODUCTION

"The farther backward you can look, the farther forward you are likely to see."

– Winston Churchill

Over the next two decades, people older than 60 will comprise about one-third of the population in several European countries. This implies that a shrinking number of economically active people will have to support a growing number of economically dependent elderly people. Hence, combined to higher life expectancy, this explains why economic activities and retirement decisions of older persons in Europe occupy much of today's political debate (OECD, 2006).

As reported by Schroeder (2008), current literature mainly discusses national and international macro-economic effects of population ageing (e.g., Börsch-Supan et al., 2005); legal aspects of anti-age discrimination legislation and retirement age augmentation (e.g., Sargeant, 2003; Adams, 2004); productivity issues involving potential physical and psychological constraints of older individuals (e.g., Skirbekk, 2004); the effects of age-mixed work teams on performance (e.g., Williams and O`Reilly, 1998); and national studies on the Human Resource Management of older workers (e.g., McVittie et al., 2003; Vickerstaff et al., 2003; Platman, 2004; Kloep and Hendry, 2006). Hence, despite the growing interest for institutional settings influencing individual decisions to evaluate policies throughout Europe, the literature neglects the effects of different institutional environments on individual employment decisions and trajectories. Such effects could however be measured by applying the life-course paradigm, which focuses on the relationship between institutions and individuals across the life span. More specifically, this paradigm aims at determining how biographies are influenced by different cultural, social, private and institutional contexts according to historical time and geographical place.

The application of such an approach requires the access to both life-history micro data and historical institutional macro data. Few surveys offer such data. Among the most

recent and most substantive ones in term of life span coverage is the SHARELIFE wave of the Survey on Health, Ageing and Retirement (SHARE). SHARELIFE focuses on the life histories of European individuals aged 50 and more[1]. Its main strength is the fact that it links individual micro data over the respondents' entire life with institutional macro data on the welfare state. The questionnaire contains all important areas of the respondents' lives, ranging from partners and children over housing and work history to detailed questions on health and health care. It thereby allows assessing the full effect of welfare state interventions in the past century, including educational reforms, on the life of European citizens.

This report presents the macro data on educational reforms collected for SHARELIFE[2]. More specifically, it targets the national institutional plans or movements that have brought (or attempted to bring) systemic change in educational practices during the last century (e.g., pedagogical theories, curriculum reforms and operational structures). The objective of this research is to provide an overview of the educational reforms that may have affected the skill level of the SHARELIFE population. Hence, given the age of our sample, it has been necessary to collect data as far back as the beginning of the 20th century, period at which today's 90 year-olds may have enrolled in school programmes. Earlier data was even collected for some countries when the educational practices applicable during the education and training period of our sample still resulted entirely or partially from reforms anterior to the 20th century.

This database covers all SHARELIFE countries (except Switzerland and Poland for which data is still under collection) plus five additional countries involved in the SHARE project, namely Finland, Hungary, Ireland and Israel. It gathers reforms at all levels of education, from pre-primary to tertiary education. Table 1.1 provides an overview of the data coverage presenting the year (or period) of the earliest reform, by education level and country, that influenced the last century's schooling.

[1] SHARELIFE collected data in 2008-2009 from a representative sample of 30,000 men and women aged at least 50 across 14 European countries - Scandinavia (Denmark and Sweden), Central Europe (Austria, France, Germany, Switzerland, Belgium, and the Netherlands), the Mediterranean (Spain, Italy and Greece) as well as two transition countries (the Czech Republic and Poland).
[2] For a detailed list of the reforms collected for this database, see the appendix.

To ensure comparability of the data over such a long period of time, the majority of the data collected was derived from the EURYDICE database on education systems in Europe, which provides for the current structure of national systems in term of the International Standard Classification of Education (ISCED) 1997[3], data on teacher training since the 1970s and historical data on pre-primary, primary, secondary and tertiary education. Specific data on legal frameworks affecting teacher training and teacher working environment have also been collected from the database of national labour, social security and related human rights legislation (NATLEX), maintained by the International Labour Organisation's (ILO) International Labour Standards Department. Further data on compulsory education was in turn gathered from the cross-national studies by Fort (2006), Brunello, Fort and Weber (2009) and Murtin and Viarengo (2007). Moreover, whenever applicable specific educational measures for social inclusion were added using the commissioned report prepared by the Institute of International Education (IIE, 2006). Finally, this data was crossed-checked with country official sources (e.g., Ministries of Education, National Statistics Agencies) and, when necessary, complemented with data from country-specific research[4].

Because of its very broad coverage, this database only reports the main reforms affecting the schooling and training of today's 50+. Hence, this work does not have the ambition to be exhaustive and aims rather as a background source of institutional comparative data to be complemented and updated with more specific data.

The objectives of the present report are twofold. Its first objective is to present an overview of this SHARELIFE education database by synthesizing thematically the reforms collected by education level. Secondly, through a simple application example, it aims at demonstrating the scope and potentialities of this data. The example consists in comparing the link between compulsory education laws and the evolution of the number of years of education. This basic example provides a clear idea of the way in which the data can be selected for specific research aims and potentially combined to other data sources.

[3] The ISCED 97 is the revised version of the International Standard Classification of Education which was adopted by UNESCO's General Conference in replacement of the former version. Since 1998, it is used to define the levels and fields of education (OECD, 2002).

[4] In the case of Israel, for instance, all the data originates from national governmental reports and research papers.

TABLE 1.1 INFORMATION COVERAGE - YEAR (OR PERIOD) OF THE EARLIEST REFORM INFLUENCING THE LAST CENTURY'S SCHOOLING, BY EDUCATION LEVEL AND COUNTRY

SHARE COUNTRIES	Pre-Primary Education (ISCED 0)	Primary Education (ISCED 1)	Secondary and post-Secondary non-Tertiary Education (ISCED 2-4)	Tertiary Education (ISCED 5-6)
Austria	1863	1869	1774	1848
Belgium	1842	1842	1831	1835
Czech Rep.	1869	1869	1849	1918
Denmark	1919	1814	1871	19th century
Finland	1973	1866	1843	1908
France	1881	1879	1880	1793
Germany	1840	1763	1763	1808
Greece	19th century	1834	19th century	1837
Hungary	1852	1868	1849	19th century
Ireland	n/a	1831	19th century	1879
Israel	1968	1949	1949	1906
Italy	1829	1859	1923	1859
Netherlands	n/a	1901	1863	1876
Portugal	1911	1911	End of 19th century	18th century
Spain	1850s	1812	1845	1857
Sweden	19th century	1842	1649	1860s

Notes: (n/a) In Ireland, there is no comprehensive legislative framework for early childhood care and education, and in the Netherlands, there is no so-called "education-oriented" pre-primary institutions, in which staff have to hold qualifications in education.

2. OVERVIEW OF THE LAST CENTURY'S EDUCATIONAL REFORMS

In order to synthesize the reforms collected for each country, this report regroups them by ISCED level. The OECD (2002) defines these levels as follows:

Pre-primary education (ISCED 0) corresponds to the initial stage of organised instruction, designed primarily to introduce very young children to a school-type environment, i.e. to

provide a bridge between home and a school-based atmosphere. ISCED level 0 programmes are expected to be centre or school-based, be designed to meet the educational and developmental needs of children at least three years old, and have staff that are adequately trained (i.e., qualified) to provide an educational programme for the children.

Primary education (ISCED 1) usually begins at ages 5, 6 or 7 and lasts for 4 to 6 years (the mode of the OECD countries being six years). Programmes at the primary level generally require no previous formal education, although it is becoming increasingly common for children to have attended a pre-primary programme before entering primary education. The boundary between pre-primary and primary education is typically the beginning of systematic studies characteristic of primary education, e.g., reading, writing and mathematics. However, it is common for children to start learning basic literacy and numeracy skills at the pre-primary level.

Lower secondary education (ISCED 2) generally continues the basic programmes of the primary level, even if teaching is typically more subject-focused, often employing more specialized teachers who conduct classes in their field of specialization. Lower secondary education may either be "terminal" (i.e., preparing students for entry directly into working life) and/or "preparatory" (i.e., preparing students for upper secondary education). This level usually consists of 2 to 6 years of schooling (the mode of OECD countries is three years). In some countries, this level is merged with primary education (ISCED 1) to form the so-called 'single-structure' or 'elementary' level (e.g., Austria, the Czech Republic, Denmark, Finland, Hungary and Sweden)[5].

Upper secondary education (ISCED 3) corresponds to the final stage of secondary education in most European and OECD countries. Instruction is often more organized along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualifications than at ISCED 2. The entrance age to this level is typically 15 or 16 year-old.

[5] Whenever it applies, the reforms pertinent to the 'single-structure' level are presented in the primary education section (2.2).

Post-secondary non-tertiary education (ISCED 4) straddles the boundary between upper secondary and post-secondary education from an international point of view, even though it might clearly be considered upper secondary or post-secondary programmes in a national context. Although their content may not be significantly more advanced than upper secondary programmes, they serve to broaden the knowledge of participants who have already gained an upper secondary qualification. The students tend to be older than those enrolled at the upper secondary level. In this report, the reforms related to that level are presented in the section on secondary education (2.3).

Finally, tertiary education is composed of type A and type B programmes and advanced research qualifications (2.4). Tertiary-type A programmes (ISCED 5A) are largely theory-based and are designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements, such as medicine, dentistry or architecture. Tertiary-type A programmes have a minimum cumulative theoretical duration (at tertiary level) of 3 years full-time equivalent (they commonly last 4 or more years). These programmes are not exclusively offered at universities.

Tertiary-type B programmes (ISCED 5B) are typically shorter than those of tertiary-type A and focus on practical, technical or occupational skills for direct entry into the labour market. They have a minimum duration of 2 years full-time equivalent at the tertiary level.

Advanced Research Qualifications (ISCED 6) refer to tertiary programmes that lead directly to the award of an advanced research qualification, e.g., Ph.D. The theoretical duration of these programmes is 3 years full-time in most countries (for a cumulative total of at least 7 years full-time at the tertiary level), although the actual enrolment time is typically longer. The programmes are devoted to advanced study and original research (OECD, 2002).

2.1. Pre-primary education reforms (ISCED 0)

Figure 2.1 presents the pre-primary (ISCED 0) reforms assumed to have influenced the schooling of today's 50 year-olds and above. It reveals that most pre-primary education programmes were already institutionalised during the 19th century. The only exceptions are Finland, Israel and Portugal where such programmes remained private much longer. In the case of Portugal, for instance, the first institutionalisation of pre-primary education did not occur before 1911[6]; in Israel, it took place in 1968 through the radical reform of the entire structure of education including the implementation of universal pre-school enrolment; and in Finland, in 1973[7]. Moreover, in the Netherlands, there are no so-called "education-oriented" pre-primary institutions in which staff has to hold qualifications in education, despite the fact that the Netherlands have a long history of day-care centres, day nurseries and playgroups dating back from 1850. Similarly, in Ireland, there is no comprehensive legislative framework for early childhood care and education yet adopted, despite the fact that the majority of all Irish 5 year-olds and more than 50% of all 4 year-olds do attend infant classes in primary schools. Since the late 1990s, Ireland has however passed a few regulations and laws providing for a legal framework with regard to the health and safety grounds of all children attending pre-school structures, the provision of services to children with special needs and the attendance and role of parents in infant classes.

[6] Decree of March 29th 1911 creating state pre-school education, called "official child teaching".
[7] Act on children's Day Care (36/1973) and Decree on Children's day-care 1973/239 stating that children before school age have the legal right for day-care organised by the municipality.

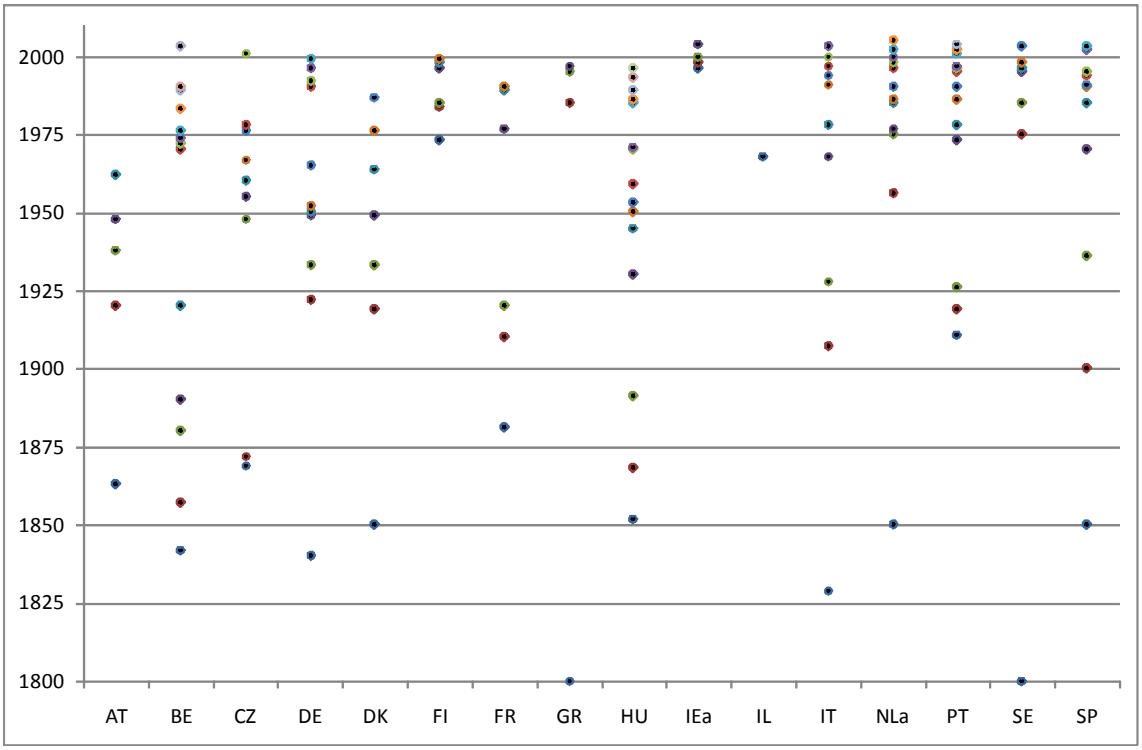


FIGURE 2.1. PRE-PRIMARY EDUCATION REFORMS

Note: AT=Austria; BE=Belgium; CZ=Czech Republic; DE=Germany; DK=Denmark; FI=Finland; FR=France; GR=Greece; HU=Hungary; IE=Ireland; IL=Israel; IT=Italy; NL=Netherlands; PT=Portugal; SE=Sweden; SP=Spain. (a) no education-oriented pre-primary programme (cf. NL) or no comprehensive legislative framework (cf. IE).

During the century shift, the early-school curricula of a few countries were influenced by the works by the German educator Friedrich Fröbel (e.g., Germany, the French and Flemish Communities of Belgium[8] and the Netherlands). Fröbel (1782 – 1852) was a German pedagogue, a student of Pestalozzi who laid the foundation for modern education based on the recognition that children have unique needs and capabilities. He created the concept of the "kindergarten". Fröbel's idea of the kindergarten found appeal, but its spread in Germany was thwarted by the Prussian government, whose education ministry banned it on 7 August 1851 as "atheistic and demagogic" for its alleged "destructive

[8] The reforms developed in Belgium were also influenced by the works by the Belgian educator Ovide Decroly, famous for his 'Études de psychogenèse'. Psychogenesis has demonstrated a fact that is particularly important for early learning—the child is neither a short adult nor a blank sheet of paper. Children are, quite simply, 'different'. Decroly conducted many studies of the development of mental functions from before birth to the age of 15 or 16. These studies essentially brought out the notion of synergy between individuals and their surroundings, the innate and the acquired, phylogeny and ontogeny. Children are born with an 'immense reserve of nervous equipment', whose structures alone are hereditary while their stimulation by the child's surroundings ensures their functioning. Activity is therefore the key to growth, and education can either lead this activity in a favourable direction or hold it back or direct it perversely (Dubreucq, 1993).

tendencies in the areas of religion and politics". Other states followed suit. The reason for the ban, however, seems to have been a confusion of names. Fröbel's nephew Karl Fröbel had written and published Weibliche Hochschulen und Kindergärten ("Female Colleges and Kindergartens"), which apparently met with some disapproval. In 1890, Belgium adopted the first pre-school curriculum, largely based on Fröbel's work, and, in 1908 and 1911, kindergarten teacher training (as defined by Fröbel) was finally recognized in Germany through state regulatory laws (Wollons, 2000).

During the 1920s, other types of innovative pedagogical programmes developed across Europe, mainly focusing on the child's well-being. Whereas France tested new methods in which children were led to carry out physical exercises, breathing exercises, games, graduated movements accompanied by singing, many other countries (e.g., Italy, Austria, the Flemish and French Communities of Belgium, Hungary, the Netherlands and Portugal) adopted new curricula influenced directly by the Montessori method. The so-called "Montessori method", which is still implemented today, is a child-centred, alternative educational method based on the child development theories proposed by the Italian educator Maria Montessori (1870–1952) in the late 19th and early 20th centuries. Primarily applied in pre-school and primary (elementary) school settings (and occasionally in infant, toddler, middle school, and high school), this method of education is characterised by emphasising self-directed activity on the part of the child, and clinical observation on the part of the teacher (often called a director, directress, guide) — to stress the importance of adapting the child's learning environment to his or her development level, and the role of physical activity in the child's absorbing abstract concepts and learning practical skills. Auto-didactic (self-correcting) equipment is used for introducing and learning concepts, and reading is taught via phonics and whole language (Röhrs, 1994).

During the Second World War, the education systems of occupied countries fell under the influence of Nazi teachings and many company kindergartens were established to enable mothers to work and to foster an active population policy. In turn, the post-War period served mainly at re-launching political debates about educational ideology and only few countries actually passed educational reforms on pre-school education before the 1960s. The exceptions include the Czech Republic and Hungary where the soviet system favoured the recognition of pre-school education as an integral part of the school system,

the formal recommendation of educational procedures and instruction for all children in their mother tongue. As a result, during that period, pre-school education developed faster in the Soviet part of Europe than in Western Europe.

It is only in the 1960s that the post-War pedagogical debates started receiving a legislative echo in the Western block. Austria and Italy focused on the clarification of the authority allocation between the state, the regions, the provinces, the communities and the schools. The French Community of Belgium fixed the minimum attendance age to nursery schools at 2 and a half, and Denmark passed an act compelling authorities to make available all public services to all citizens, including pre-school structures. At the same time, progress continued in the Soviet bloc with, for instance, the formal incorporation of Kindergarten into the education system of the German Democratic Republic (GDR) and guaranteed places (by law) for all children from 3 to 6 years of age. Another example is the 1960 Act on the Czech Education System that divided pre-school education into "jesle"[9] for children from birth to the age of 3 and "mateřské školy" for children from 3 to 6 years of age, and specified institutions for common use by both jesle and mateřské školy. At the same time, the Czech Republic prepared a single educational system for children from birth to the age of 6 with a curriculum focusing on mental, moral, aesthetic, physical and work education. The educational requirements of each of the six age groups defined in the 1960 Act were then further specified in the 1967 programme. Finally, 1968 was also the year of the main legislation on pre-school education by Israel.

The 1970s witnessed an important gain of interest for pre-schooling across Europe. Most of the reforms concerned the establishment of childcare centres for very young infants to meet the needs of working families, organised by the municipalities (e.g., Belgium, Denmark, Finland, Sweden), similar to the ones already established in the 1950s and 1960s in the Eastern bloc. In Spain (1970) and in Portugal (1973), pre-school education is finally recognised by law as an integral part of the education system, and its superintendence, as well as its teaching guidance, are placed under the responsibility of the Ministry of Education. Another trend of the 1970s concerned specific reforms about the teaching staff. In Italy, the 1978 law contained special rules and introduced changes in

[9] See Glossary in Appendix.

the way state nursery schools were operated, eliminating for instance the "assistants" and providing for the assignment of two teachers per section. In France, the 1977 law enabled male teachers to teach in pre-schools. At the same time, in the Soviet bloc, the Czech Republic and Hungary reinforced their legislation on the children-centred methods applied for teaching at pre-school level.

The concerns about equity and minority access to education, which dominated US educational reforms in the 1960s and 1970s (Bailey, 1992), spread to Europe in the 1980s and marked the nature of the reforms in pre-primary education for the following two decades. This concern was geared by the idea that pre-primary education can serve "as an effective means to establish the basis for further learning, preventing school drop-out, increasing equity of outcomes and overall skill levels" (European Commission, 2006, p.5). In order to ensure that all children, in particular the most deprived, benefit from effective intervention programmes, European countries have therefore started to make investments so that provision could be increased, access made easier and improvements made in quality.

In that effort, most countries started by focusing on the equity of access to pre-primary education. In France, the Law of 10 July 1989, art.2, stipulated that "every child has to be admitted, at the age of three, to an "école maternelle"[10] (pre-school) or an infant class the closest possible to their home, if their family so wishes"[11]. Another example is given by the Hungarian Education Acts of 1985, 1986 and 1989, upgrading the last kindergarten year as a compulsory element of elementary education, calling for more differentiated individual treatment and advocating a more flexible daily schedule. These laws were then supplemented by further similar legislation after the collapse of the Soviet Union. In Greece, the Law 1566/1985 stipulated that pre-school education shall belong to primary education and a great part of its operation shall follow the same legislative regulations in force for primary school. However, pre-school education shall be provided in kindergartens operating independently or in centres together with state nursery schools (children's centres). Attendance at kindergarten shall last 2 years (since 2006, it has been made compulsory for children of 5 years of age). Finally, in Finland, a pre-primary

[10] See Glossary in Appendix.
[11] Germany will follow this trend in 1996 with the provision of a legal right to a "kindergarten" place from the age of 3.

curriculum for 6 year-olds was drawn up (1984, 1985) to provide a guideline for pre-primary education both within the day-care system and in comprehensive schools, thereby incorporating pre-primary programmes into the elementary structure[12].

The second main trend, since the 1980s, has been the development of programmes targeted directly at favouring minority access to education. The Flemish Belgium, for instance, established an overall statutory framework for subsidies childcare, i.e. childcare centres and childminding services, for care for sick and disabled children and parental involvement and participation (1983, 1989). In 1985, Spain launched its experimental programme of pre-primary education with the purpose of solving problems detected at that stage. The French law of 1989 stipulated that looking after 2 years old children shall be extended as a priority to the schools located in social disadvantaged environments, whether in urban, rural or mountain zones. Since 2000, similar positive discrimination programmes have also been developed in the Netherlands with government funding.

Finally, the third main trend since the 1980s has been the decentralisation of education management launched in Northern Europe, by countries such as Denmark and Sweden, where laws were passed on the transfer of responsibility for the financial administration of pre-school institutions to the municipalities. These efforts towards school autonomy were pursued during the 1990s and spread to other countries, e.g., Italy, in 1997; Germany, in 1999.

As a result of these 20th century's reforms, today, in the majority of European countries, the Education Ministry is responsible for pre-primary education-oriented institutions (ISCED 0). Except in Denmark, Germany (most of the Länder), Austria and Finland, where other authorities than the education ministry are responsible for pre-primary education; and in a few German Länder, Greece and Portugal, where the education ministry as well as other ministries may be responsible for pre-primary education depending on the type of institution. In pre-primary institutions that are the responsibility of the education ministry, staff responsible for a group of children always hold tertiary-level qualifications in education, and even in Finland, all types of pre-primary

[12] Italy, Spain and Portugal have followed this trend in the 1990s by legally acknowledging the role and function of pre-school education as the first non-compulsory stage of basic education, by developing

establishment catering for children from a very early age must employ staff with a university qualification in education (EACEA, 2009). Provision is generally available from at least 3 or 4 years of age (over half of European countries have participation rates of over 80 % in pre-primary education from this age) (ibid., Figure C6, p.98).

An important "mis-result" of these reforms, however, is the fact that, in the majority of the countries, education-oriented pre-primary institutions still tend to be fee-paying, i.e. an enrolment fee is requested from parents for their children to take part in the programme, regardless of whether they are run by the public authorities or private bodies. Belgium is the only country where admission to pre-primary education is free of charge for everyone. In several countries (Oreland, Greece, Spain, France, Italy, Hungary, Portugal), public-sector provision is free, whereas enrolment fees are payable in the private sector. In the Czech Republic and Finland, admissions to public-sector pre-primary education-oriented institutions may be free or involve payment fees (ibid.).

2.2. Primary education reforms (ISCED 1)

European systems of public schooling date back on average from the 18th century. The functioning of elementary education (ISCED 1-2) systems at the dawn of the 20th century were therefore all ruled by laws dating from the 19th century (see Table 1.1). Hence, the population attending elementary education at the beginning of the 20th century beneficiated from institutionalised systems inherited from the end of the 19th century.

During the 20th century, the reforms undertaken by the majority of the countries included the extension of compulsory schooling[13] and the implementation of measures to ensure that all pupils would obtain a certificate of basic education, including new learner-centred methods and new examination schemes. In some countries, these efforts went as far as the institutionalization of compulsory education up to the age of 18 (e.g., at a full-time basis, Hungary and Israel; and at a part-time basis, Belgium, Germany and the Netherlands). Thus, the national structure and content of primary education (ISCED 1) programmes are

---

evaluation plans (like in Spain) or by launching pre-school education expansion and development plans (like in Portugal).

directly linked to the evolution of compulsory education. Today, the ISCED 1 level begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from 4 to 6 years (OECD, 2002).

Apart from the quantitative improvement of education attainment, achieved through the implementation of compulsory basic education, the 20th century also saw the emergence of a qualitative trend, especially from the second half of the century. A basic education of 'quality' became an essential pre-requisite for the development of a knowledge society. This quality dimension materialized through the adoption of new teacher recruitment policies, implying new teacher training structures and new monetary teaching incentives (e.g. higher teacher salaries). From the pupils' perspective, the development of higher quality standards passed through the expansion of language acquisition schemes and the integration of special educational needs programmes into the mainstream (or "regular") classes.

2.2.1. *Organizational and curricular laws (ISCED 1)*

Figure 2.2.1 presents an overview of the years of adoption of the reforms affecting the duration of compulsory education and the curricular programmes of primary education. This section synthesizes the evolution of these reforms in each country of our sample in alphabetic order[14].

[13] See section 4 for a detailed synthesis of all the reforms on compulsory education and section 5 for an analysis of the expected time of impact of an extension of compulsory education on retention rates.
[14] See Glossary in Appendix for country-specific appellations.

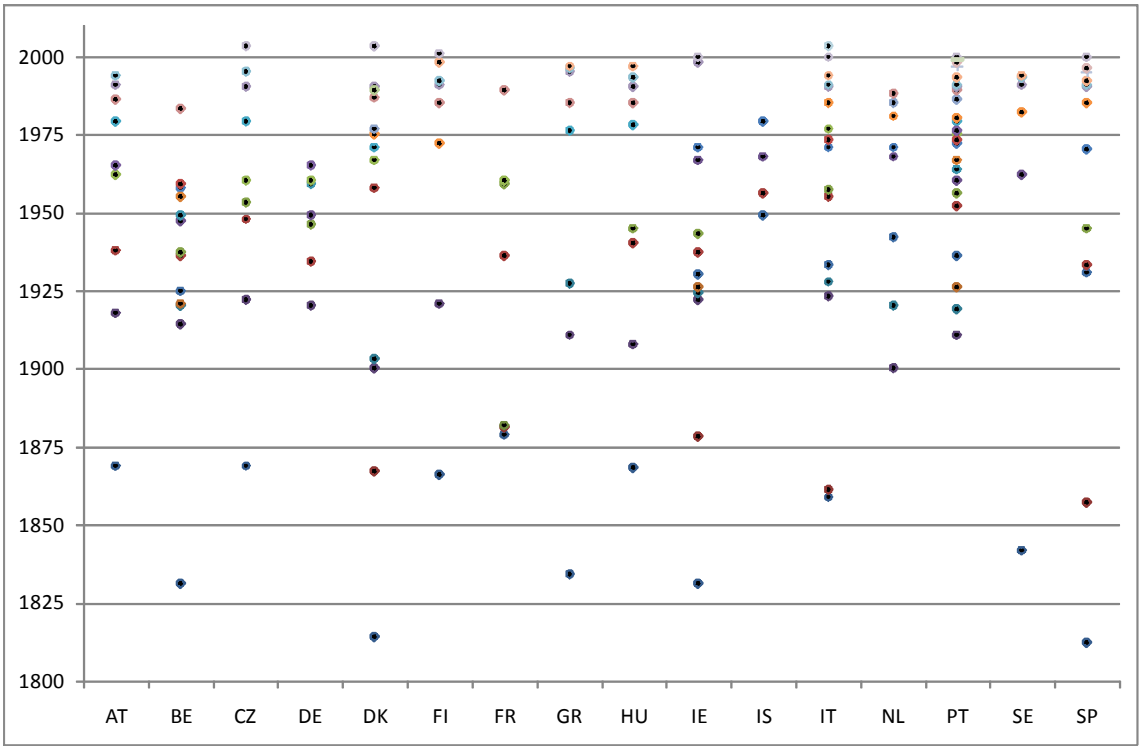


FIGURE 2.2.1. ORGANIZATIONAL AND CURRICULAR REFORMS (ISCED 1)

Note: AT=Austria; BE=Belgium; CZ=Czech Republic; DE=Germany; DK=Denmark; FI=Finland; FR=France; GR=Greece; HU=Hungary; IE=Ireland; IL=Israel; IT=Italy; NL=Netherlands; PT=Portugal; SE=Sweden; SP=Spain.

AUSTRIA

At the dawn of the 20th century, the Austrian population was already fully alphabetized thanks to the Reichsvolksschulgesetz (Imperial Act on Primary Education) passed in 1869. It was the first act to uniformly organise the entire system of compulsory education and it abolished school fees and extended the duration of compulsory education from 6 to 8 years. Further, in 1918, as a consequence of the application of the republican, democratic and social principles of forming pupils to independent citizens in their thinking and acting, primary education was completely redesigned through the introduction of "across-the-road" instruction at Volksschule and free teaching and learning aids at Vienna's compulsory school establishments. All these efforts were then put on hold during the Second World War due to the annexation of Austria to the Third Reich and its Nazi teachings.

The 1962 School Education Act ("Schulunterrichtsgesetz"), which fixed at 6 years old the entry age to compulsory schooling and extended its duration to 9 years (from 6 to 15), still forms the legal basis for the entire system of education. In 1965, the concept of furtherance was complemented by the concept of remedial instruction, which, in 1979, was extended to all four grades of the "Grundschule" (levels I and II of primary school or special school). In 1979, interdisciplinary and co-educational instruction was also introduced as a teaching principle. A characteristic example is the introduction of the subject of "handicraft" ("Werkerziehung"), taught for the first time for boys and girls together.

In 1986, the Grundschule curriculum suffered a thorough revision. The aims of this reform were to convey a joint elementary education to all pupils, to emphasise principles of special education, in particular in the school entry phase, the coordination between the pre-school and primary education and the consideration of new didactic findings at primary level. This reform was achieved after a phase of broadly-based democratic debate and pilot projects involving more than 1,000 teachers and parental representatives in different working groups. The 1986 Primary School Curriculum has ever since been continuously further developed. For instance, in 1991, intercultural learning was integrated as a principle of instruction and, in 1994, the provision of full-day attendance at school was introduced.

BELGIUM

In Belgium the century-shift education system followed the Constitution of 1831 and the law of 1842. The Article 17 of the Constitution of 1831 sat the principle of "freedom of education" which has consistently been interpreted as meaning that the state must fund education but cannot hold a monopoly in it, and that free institutions—in particular the Catholic Church—may provide public education parallel to the state. Accordingly, Belgium has several education systems. In turn, the 1842 law aimed at steering the expansion of education in the right direction and at improving the quality of education. This law, which was the first law on elementary education, compelled each municipality to establish at least one primary school and to provide a religious education course. However, despite these legislative frameworks, in 1890, only 4% of school-aged children attended primary school for the full duration of 6 years. In 1914, compulsory education

was finally introduced in Belgium: anyone between the ages of 6 and 14 was obliged to attend school. Until then, elementary education consisted of three stages of two grades each, but the law of 1914 established a fourth stage for children between the ages of 12 to 14 and generalized the principle that school shall be free of charge. However, the First World War delayed the implementation of this law by a few years. In 1920, a curriculum for the fourth stage of compulsory education was developed, and from 1921, every municipality was compelled to organise free health supervision in schools and to appoint a physician as medical school inspector with the purpose of detecting contagious conditions. 1921 was also the year of the foundation of the very first office for vocational orientation for working-class children by the Brussels teacher A. Christiaens. Likewise, in 1925, the Catholic working-class youth organisation (KAJ), at the instigation of Cardijn, launched a series of actions for all the 14 year-olds leaving school, such as an information service for school-leavers. The primary education curriculum of the 1930s got strongly influenced by Fröbel, Montessori and Decroly[15] (1936) and career guidance services were set up in various towns (1937 and 1947). In 1949, the first psycho-médico-social (PMS)-centres, connected to state schools, were founded as a pilot project, and hosted the services for medical supervision in schools. In 1955, the Collard Act imposed the creation of a public pre-primary and a public primary school in each municipality, regulating grants, and specifying that parents may opt between religion course and an ethics course in public schools.

The Belgian School Pact of 1958 (made into law in 1959) recognized two basic types of schools in the provision of primary and secondary education, official schools organized by state bodies, and free schools, (mostly Catholic). Parents were given complete freedom to select the type of school attended by their children. Moreover, the state was required to provide sufficient numbers of schools of both types within commuting distance, by direct provision of official schools, subsidies to free schools, or provision of school buses. Free schools receiving a state subsidy could not charge tuition or require fees for textbooks. The 1959 law also required official primary and secondary schools to provide two hours of instruction per week in religion or morals. While almost uniquely Catholic in 1959, religious instruction gradually came to be offered in other faiths as well.

[15] See previous section for details.

The act of 29 June 1983 extended compulsory education to the age of 18. It made possible for young people to be in full-time education until the age of 16 and then in part-time education until the age of 18. Hence, since this reform, young people aged 15 to 18 can either enter part-time training or training defined by a royal decree as corresponding to compulsory education[16]; conclude an apprenticeship contract for paid work (industrial apprenticeship); or take up apprenticeship training offered by the Middle Classes (Classes Moyennes) (under an apprenticeship contract) to learn an occupation suitable for self-employment by receiving practical training in entrepreneurship and instruction in general and technical theory in a Middle Classes training centre (Lejeune, 2000). In 1997, a new Elementary Education Decree came into force in Flanders, integrating all the legislation regarding elementary education into one single coherent framework and giving all local schools greater autonomy and responsibility for their own organization, thereby abolishing the compulsory division into year classes and grades and replacing the compulsory curriculum subjects by learning areas[17] (Roelands and Druine, 1999).

THE CZECH REPUBLIC

By 1900, the Czech Republic beneficiated already from a compulsory education fixed at 8 years, from the age of 6 to the age of 14 (Law of 1869). Pupils attended an "obecná" (community) school for the first five years and could complete the remaining three years at an obecná school (in the country) or a "měšt'anská" (town) school. There had to be at least one of the latter in every school district and it served pupils who were not able to study at any of the types of "gymnázium". In 1922, the Small Education Act improved the conditions in schools by setting a maximum of 80 pupils per class (later reduced to 60 and then 50), and by including civic education and handicrafts as compulsory subjects instead of religious education. The Act of April 1948 on the Basic Arrangement of the

[16] In the French Community, the CEFA (Centre d'éducation et de formation en alternance) welcomes young people aged 15 who have completed the first two years of secondary education, or young people aged 16 without any other conditions. Each week, 12 to 15 periods of 50 minutes are dedicated to general training. If the student signs a contract, then he receives following practical training in an enterprise. Unfortunately, this is a track where students who have been excluded both from school and from work are relegated (Lejeune, 2000).

[17] The learning areas defined by the 1997 Decree include physical education and training, art education, language education, mathematics and 'world orientation' (i.e. education about nature, humankind and society). Within each learning areas, a number of attainment targets ("eindtermen") and development objectives are to be reached. In the French Community (following the decree of 1995), an equivalent experiment is going on with a form of attainment targets ("socles de competence), meant to ensure a

Unified Education System extended compulsory education to 9 years, from the age of 6 to the age of 15: 5 years at the national ("národni") school and 4 years at a secondary school. In 1953, it was shorten back to 8 years, from the age of 6 to the age of 14, before being brought back up to 9 years in 1960[18]. In 1979, it was shorten again to 8 years (4+4) before being re-upgraded in 1990 to 9 years (4+4+1). The last year of the compulsory 9-year school could be taken at the upper secondary school (gymnázium) (Filer, Jurajda and Plánovsky, 1999). Since 1995, the division of compulsory education has been 5+5; and since 2003, the number of hours at the second stage of the "základni školy" has been increased to adjust to the number of hours at the lowest stage of multi-year gymnázium.

DENMARK

In Denmark, thanks to the 1814 Law, by the dawn of the 20th century, all children were given the right to 4 years of education, which founded the "Folkeskole" (public schools). The curriculum of the Danish basic school was expanded by the New Education Acts of 1900. In 1903, a 3-year middle school was established, beginning at age 11-12, to link the "Folkeskole" and the "Réalclass" (lower secondary school) and the "Gymnasium". The 1937 Law about Folkeskolen defined Folkeskoler as 7-year public basic schooling covering primary and lower secondary education, an optional pre-school class and a supplementary optional year preparing for the lower-secondary examination "Réaleksamen". In 1958, compulsory education was extended from 4 to 7 years and middle schools were reorganised to form a superstructure at the upper end of the folkeskole with two lines: a 3-year academically oriented 'réal'-department and the 8th-10th forms. Compulsory education was further extended in 1971 from 7 to 9 years. Several pedagogical regulations were also passed to ensure the full attainment and completion of these compulsory years of schooling. Among these are the 1967 law abolishing corporal punishment in Danish schools and the 1975 Act on the folkeskole introducing pupils' councils, which both focused on the establishment of a more favourable learning environment.

---

fundamental education for everyone. The more specialized education in the upper secondary schooling then simply serves to build on this fundamental skills (Roelands & Druine, 1999).

[18] In 1960, compulsory education was extended back to 9 years (5+4), from the age of 6 to the age of 15. The present structure and terminology were laid down: a základní (basic) škola (in 1960-78 základní devítiletá škola – 9 year basic school) divided into 1st and 2nd stages (stupeň) (Eurydice, 2005).

Further laws targeted the examination provision, such as the 1975 Act abolishing the réal-class department and introducing two completely new examinations (namely, the Leaving Examination of the Folkeskole and the Advanced Leaving Examination of the Folkeskole, held on a single-subject basis); the 1977 Act on general admission restriction in higher education; the "7-points programme" of 1987 improving the framework and content of the folkeskole and establishing local centres of culture in connection with the school; and the 2003 Act aiming at strengthening the subject knowledge and skills of the pupils. Some other laws focused on the administration of primary education, e.g., the 1989 Act on administration of the folkeskole, based on the principles of target and framework management[19]; the 1990 Act introducing new provisions regarding the administration of schools, empowering headmasters with more managerial competences and establishing school boards with large parental representation.

FINLAND

In Finland, the foundation of the Finnish Folk School system, comprising 6 years of education, dates back from 1866. In 1921, the Finnish state passed an act concerning general compulsory education. Compulsory education was completed once the child had successfully completed the Folk School (6 years) or a corresponding syllabus in some other way. Upon completion of Folk School, pupils could continue at civic schools, which offered a 2- or 3-year education. After civic school, it was then possible to move up to vocational school. This system remained until the 1970s.

The 1960s and 1970s were times of drastic change as Finland evolved from an agrarian society to a Scandinavian welfare state. To facilitate this transformation, the education system, which maintained the inequities of the class society for which it was designed, needed a total overhaul. Adopting a "comprehensive school reform" approach in the 1970s, Finnish educators and policymakers scrutinized everything from curriculum and textbooks to salaries and administration (Aho, Pitkanen and Sahlberg, 2006). The previous Folk School (4 years), civic school (2 years) and lower secondary school (the more academic branch following completion of 4 years at Folk school) were replaced by

[19] These management principles included decision-making decentralization by transferring the responsibility of schools from counties to municipalities, and establishment of school boards replacing teacher councils.

a 9-year comprehensive compulsory school offering general basic education. Until 1998, upper secondary school was separated from secondary school to form a distinct form of institution[20]. The 9-year compulsory school ("peruskoulu") was progressively implemented between 1972 and 1977 with an administrative division between the lower and upper secondary stages.

In 1985, The Comprehensive School Act ("peruskoululaki") laid the basis to schools' autonomy, promoted the individualization of teaching (due to the emergence of more heterogeneous groups) and increased the number of part-time teachers because of a high number of optional courses. This law was reinforced in 1991 by the National Board of Education Act and the Decree on the National Board of Education which harmonized educational administration and abolished the national inspectorate in order to increase further the autonomy and responsibilities of schools and individual teachers[21]. In 1992, structural measures linked to budgetary constraints were taken, such as the raise of the minimum number of pupils required for the maintenance of a teaching post and the spread of the employment of replacement teachers during term time. Today, basic education is governed by the Basic Education Act (628/1998), the Basic Education Decree (852/1998), the Government Decree on the objectives and time allocation in basic education (1435/2001) and the National Curriculum 2004 given by the National Board of Education.

FRANCE

At the dawn of the 20th century, French children aged 6 to 13 years old were compelled to attend school by the Law of 1882. Primary education had been free since the Law of 1881 and public and secular since the Ferry Law of 1879. The duration of compulsory education was first extended by one year in 1936 to include all children between the age of 6 and the age of 14, then by another two years in 1959 to include all children up to the age of 16.

[20] The Basic Education Act (628/1998) and Decree (852/1998) abolished the administrative division of secondary education into lower and upper secondary stages adopted in the early 1970s towards a single-structure basic education.

In France, the 1960s were marked by the abolishment of the "terminale" classes (final study year) of elementary school and of its final certificates, hence, making secondary education ("colleges") accessible to all pupils from the age of 11. The "certificate d'études primaries" (final primary education certificate) had for many years been the examination which marked the successful conclusion of compulsory education. Finally, in 1989, a new framework law on education set out the rules relating to the organisation and functioning of nursery and elementary schools (including school projects, organisation into cycles, assessments, better articulation between nursery school and elementary school, reduction in the number of pupils repeating a year and recommendations with regard to the reception by all pupils of a qualification by the end of their compulsory education).

GERMANY

In Germany, the official start of public education dates back from 1763 with the mandate by Frederick the Great of Prussia for regular school attendance from the age of 5 through the age of 13 or 14. Until 1920, the "Volksschule" (primary school) coexisted in parallel with separate educational institutions preparing children for intermediate and higher schools (public preparatory schools). Then, based on article 146 of the Constitution of the Weimar Republic, the Primary School Act of the German Reich ("Reichsgrundschulgesetz") of 1920 established the "Grundschule" (primary school) as an institution for the education of all children in Germany and abolished the alternative public preparatory schools. Public education was provided by state institutions and regulated by the government, in cooperation with the province and the local community. Primary school became compulsory with advanced schooling available to age 18 free of charge. The constitution also provided for private schooling, which was likewise regulated by the government. In 1934, the Reich Education Ministry was created and church-run primary schools were abolished. After the Second World War, the Basic Law ("Grundgesetz") and the "Länder" Education Acts guaranteed once again the special status of the Grundschule, catering for all children and authorising the Länder to approve privately-maintained primary schools only in exceptional cases. Compulsory education was introduced in the German Democratic Republic in 1946 in form of the democratic

[21] These acts came into force in the school year 1993-94 through new time allocations and a new core curriculum for comprehensive schools which increased the choice of subjects and increased the local

compulsory comprehensive school comprising grades 1 to 8, and extended in 1959 to grade 10 to form the general education polytechnic high school ("Polytechnische Oberschule", POS). At the same time, between 1949 and 1967, the duration of compulsory school was progressively extended in the Federal Republic of Germany to 9 years.

The 1960s witnessed major content reforms of primary education. In 1960, a two-year orientation phase was introduced in grades 5 and 6 to give school children more time to consider their future educational choices. In 1965, the polytechnic high school (POS) of the GDR got divided into three levels (lower, intermediate and upper levels). At the same time, towards the end of the 1960s, primary education in the Federal Republic of Germany experienced innovation and reorganisation. This process incorporated reforms and teaching methodology, as well as changes to teaching content. One of the main objectives of the primary school reform of the 1970s was a move towards more science-oriented teaching. This involved a revision of the mathematics curriculum as well as the development of local studies from a subject dealing to a large extent with local traditions towards the so-called "Sachunterricht" centred more on the natural as well as social sciences, but without anticipating science lessons at the secondary level (Eurydice, 2005b).

The so-called "Hamburger Abkommen", an agreement which was reached by the Standing Conference in 1964 (and amended in 1971), remains the cornerstone on which the joint fundamental structures of the school system in the Federal Republic of Germany is based. It incorporates the following general provisions: the beginning and duration of full-time compulsory education, the dates for the start and end of the school year, the length of school holidays as well as the designation of the various educational institutions and their organisation (types of school etc.), the recognition of examinations and leaving certificates, and the designation of grade scales for school reports. On the basis of the Hamburger Abkommen, the Standing Conference has agreed upon further fundamental common features for the school system over the past few decades and has recognized leaving certificates for schools in all Länder, through supplementary resolutions, which were summarised in a resolution in May 2001 (Eurybase, 2005b).

---

decision-making power.

Hence, since Reunification, as a rule, general compulsory schooling begins for all children in the Federal Republic of Germany in the year in which they reach the age of 6 and involves 9 years of full-time schooling (ten years in Berlin, Brandenburg and Bremen; in Nordrhein-Westfalen, the duration of full-time compulsory education is 9 years for the Gymnasium, and 10 years for other general education schools). Those young people who do not attend a full-time general education school or vocational school at upper secondary level once they have completed their period of compulsory general schooling must still attend part-time schooling (compulsory "Berufsschule" attendance – "Berufsschulpflicht"). This usually lasts 3 years, according to the duration of training in a "anerkannter Ausbildungsberuf" (recognised occupation requiring formal training). For pupils who do not attend a general education school at upper secondary level or enter training, some Länder have regulations under which pupils are required to remain in full-time education and attend some sort of vocational school.

GREECE

In Greece, various legislative regulations were passed in the early 19th century (e.g., the Law of 1834) defining the context of operation of elementary education and in 1911, the Constitution established the compulsory and free of charge elementary education. In 1927, years of compulsory attendance in the elementary education could not be less than 6. The system remained untouched until the 1970s. In 1976, the 9-year free of charge education was established for all Greek children aged 6 to 15, and in 1985, the Law 1566/1985 that is still in force today, defined the structure and operation of Primary and Secondary Education. This law established the new procedure for drawing up new curricula and for writing the corresponding new textbooks. It has also set out the following principles: every child's school book should be accompanied by a corresponding teacher's book, the establishment of the single-accent system ("monotoniko systema") in the Modern Greek language, further education for teachers, etc. This legislative framework has been supplemented with new laws and presidential decrees, chief among which are: Presidential Decree 8/10-01-1995 and its supplementary PD 121/18-04-1995 by which the method of assessing the pupils is differentiated; it is now treated as an on-going pedagogical process. Also, by PD 201/1998 issues related to the operation of Primary schools are further regulated. Law 2327/1995 has established the

National Education Council ("ΕΣΥΠ/ESYP"), the Educational Research Centre ("ΚΕΕ"), the Institute for Continuing Adult Education ("ΙΔΕΚΕΙDEKE") and the Educational Centres Supporting Education ("ΜΟΚΕΣΕ/MOKESE"). Law 2341/1995 regarding the education of the Muslim minority, Law 2413/1996 by which the new method of education for children from abroad was instituted, and Law 2525/1997 by which "Oloimera Demotika Scholeia" were established, are still in force and a unified viewpoint of the Analytical Curricula for Primary and Secondary Education through the Cross-curricular Single Framework for Curricula, is foreseen (Eurydice, 2007).

HUNGARY

In Hungary, the law on Popular Education of 1868 made the "népiskola" (general school) compulsory for all children aged 6 to 15, and communities were assigned the responsibility of its funding. The law further required that the school should be restructured into the six-form népiskola still implemented today, along with another type of primary népiskola for consolidation, rooted in the former. Although the concept of the state taking its share of establishing and maintaining schools emerged already at that time, churches continued to dominate. In 1908, the népiskola was made free of tuition fees and, in 1940, it was transformed into an eight-form institution ("általános iskola") consisting of two sections (the lower and the upper sections) of four forms each[22]. The duration of compulsory education was fixed at nine years (eight years of daily primary school and one year of general practical economics). The 1940 law came into application in 1945, laying the basis for the current primary single structure, now divided into four sections of two years each. The strong centralization suffered by the school curriculum in 1978 (for each subject, school type and grade, accompanied by a single textbook) was somehow diluted by the Education Act of 1985 enabling schools to deviate from the provisions of the central curricular regulations and to introduce innovation. This act also transformed the system of inspectors into a counselling network available to schools, thereby allocating more independence to the teachers. The 1990 Act on Local Government further enhanced this decentralization trend by delegating educational institutions to the

[22] This new eight-form structure of primary education still constitutes the current system of Hungarian education, but today the eight forms of the általános iskola are divided into four sections instead of two: introduction phase (forms 1-2); beginning phase (forms 3-4); grounding phase (forms 5-6); and progress (forms 7-8).

municipalities. School heads became the employers of the teaching staff and could take decisions determining their professional advancement.

The Act LXXIX of 1993 on Public Education (still in force today) finally abolished the compulsory nature of the former central curriculum. It also translated the principles enounced by the Hungarian Constitution, in reference to the upbringing of a child as a right, and at the same time as an obligation of parents, into everyday practice. The most important obligation of the parent is to ensure that the child completes compulsory schooling. The child must begin attending kindergarten ("óvoda") from the first day of education of the year in which he/she reaches his/her fifth year of age. Compulsory education lasts until the end of the academic year in which the pupil has completed his/her 18th year of age, however, children who began the first year of their single structure education (általános iskola) in 1997/1998 or before are subject to compulsory school attendance until the year they reach 16 years of age if the pupil successfully completed the maturity examination ("érettségi vizsga"), received a state (vocational) certificate, is considered a major through marriage or cares for his/her own children[23]. Compulsory school attendance may be performed at általános iskola, and from grade 5 onward at "gimnázium", and from grade 9 onward at "szakközépiskola", and at "szakiskola" (Eurybase, 2008a).

IRELAND

In 1922, the government of the new Irish State sought to give the Irish language and culture a suitable place in the programme of primary schools, in line with "Irish ideals and sensibilities". This new programme, which retained the pedagogical principles and subject-based structure of the pre-1922 curriculum, set the curricular framework in the primary schools for nearly half a century (up to 1971). In 1924, the Ministers and Secretaries Act empowered the Minister for Education and Science to administer public services in education and to take over the functions of the Commissioners for National Education in Ireland. However, it is only in 1926, through the School Attendance Act,

[23] Deciding on the initial date and the extension of compulsory school attendance is at the discretion of the school principal. The decision must be based on the opinion of the kindergarten (óvoda) and, in special cases, the appropriate special service (szakszolgálatok) or the child-welfare service. The parent must enrol his/her child on a date/at a time published by the local government for that purpose in the first grade of a school of his/her choice or of the school that must statutorily ensure enrolment.

that school was made compulsory between age 6 and age 12. During the Second World War, the Irish Constitution of 1937 ("Bunchreacht na hÉireann") set the statutory rules for contemporary National Irish Schools (primary schools) in respect of the Stanley Letter of 1831; and, in 1943, the national Primary Certificate Examination for Standard 6 pupils[24] was made compulsory and reduced to three written tests, namely Irish, English and Arithmetic. This national examination was then abolished in 1967 with the promulgation of the free of charge accessibility of secondary education to all children. The transfer from primary education to secondary education was to be made at age 12 plus and compulsory education was extended to age 15 by 1972[25]. In 1971, a new innovative and progressive curriculum was introduced for primary schools which remained operative until 1999 (date of the approval of the New Primary School curriculum currently in force).

The 1998 Education Act represents the most comprehensive educational legislation affecting schools in the history of Irish education. This act contained two important amendments to earlier legislation. The Intermediate Education (Ireland) Act of 1878 was amended to enable the Minister to include an examination in religious instruction, if so desired. In turn, the 1998 Act amended the Vocational Education Act of 1930 by replacing 'an officer of the Minister' by 'a person' who may act on the Minister's behalf. It made provision for primary, post-primary, adult and continuing education, and vocational education and training, to every person in the State. More recently, the Education (Welfare) Act of 2000, which became operational in 2002, stipulated the guidelines for attendance in the period of compulsory education (raising the school leaving age to 16) and the rights and responsibilities of parents in relation to the education system. A National Educational Board was established to oversee the enactment of the provisions of this act (Eurydice, 2005).

ISRAEL

[24] The national Primary Certificate Examination for Standard 6 pupils[24] (age 12 approximately) was first introduced on an optional basis in 1929 and consisted of written, oral and practical tests in all the obligatory subjects except music.

[25] Before the introduction of free secondary education in 1967, some primary schools catered for pupils up to the age of 18.

In 1949, the Compulsory Education Law provided for free education for all children between the ages of 5 and 13 (and up to the age of 17 for those who had not completed elementary school). All four Jewish educational trends and the Arab educational system were recognised by this law. Officially, the law stipulated that parents could send their children to whichever educational system they wished, In practice, however, the soul-stalking was intense and did not allow the application of this freedom. In 1956, a legislative distinction was made between Arab and Druze schools.

The radical reform of 1968 of the entire structure of education shortened elementary school to six grades (grades 1-6) and established comprehensive schools with 2-year and 3-year curricula, thereby providing a choice of tracks towards a vocational diploma or a matriculation certificate. It also instituted social integration and measures to bring together students with different skills under a single roof and established a new curriculum division in the Ministry of Education and Culture. Finally, in 1979, the age of free compulsory education was raised to 18 years old.

ITALY

In Italy, the extension in 1861 of the Casato Law[26] to the whole newly unified State provided for the establishment of compulsory "lower" primary school (which included a first class and a second class) and "higher" primary school (including the third and fourth classes), and delegated the responsibility of primary education to municipalities. In 1923, the Gentile Reform defined primary education in term of five classes, with the addition of a supplementary three-year course for the sixth, seventh and eighth classes. In turn, the Consolidation Act of 1928 subdivided further primary education into a three-year lower grade and a two-year higher grade, with an examination to be taken between the two grades. In 1933, the whole public primary education fell under the province of the state administration, thus completing a process started in 1911.

The post-War period was then marked by efforts to reform the content and structure of primary education in an innovative way. In 1955, new curricula were introduced by the Decree 503 and remained untouched until 1985. The law of 1957 replaced the grade

[26] The Casati Law was issued in 1859 by the Piedmont State.

structure with a subdivision into cycles: the first grade is made up of the first and the second classes, while the second grade is made up of the third, fourth and fifth classes. At the end of each cycle, students sit for written and oral examinations. In turn, the 1971 Law marked the end of a school merely confined to teaching children how to read, write and make calculations. The introduction of supplementary activities and special teaching (e.g., music, painting, drama), the extension of the school timetable into the afternoon (called "tempo pieno"), and the presence of more than one teacher in the same class began to give primary education broader cultural and educational objectives intending at stimulating pupils' interests and develop their personalities. Moreover, the Law 477/1973 and its delegated Decrees of 1974 introduced the participation of parents in the management of the schools. However, it is the Law 517 of 1977 that established by far the most significant cultural and social changes in compulsory school, especially as regards teaching planning, monitoring and assessment of individual pupils, team work among teachers and co-ordination of the various classes, integration of disable pupils in ordinary classes and the consequent abolition of special classes.

The primary education curricula adopted in 1955 were reformed in 1985 (DPR 104/1985) and implemented through the 1990 Law. In 1991, a ministerial decree regulated the gradual introduction of a compulsory foreign language and, in 1994 the Consolidation Act reorganized the existing norms and regulations in force at that level of education. Recently, the Reform Law 53/2003 abrogated the Law 30/2000 on the reform of the school cycles and replaced the name "scuala elementare" (elementary school) by "scuola primaria" (primary school).

THE NETHERLANDS

In the Netherlands, the Act of 1900 made education compulsory for the first time. The duration of compulsory education was set to 6 years (between the age of 6 and the age of 12). A law of 1920 extended it to 7 years, but its implementation only started in 1929. In 1942 , compulsory education was again extended by one year to last 8 years. That extension got implemented in 1949. A further extension occurred in 1968 under the so-called Mammoth Act of 1968 on Secondary Education, which compelled children to attend 6 years of primary education + 3 years of post-primary education. The Compulsory Education Act of 1969 went further, making it compulsory for children to attend school

full time between the ages of 6 and 16 (i.e. 6 years of primary education + 4 years of post-primary education). In 1971, an additional period of part-time compulsory education was added for young people who had completed their period of full-time compulsory education. Under-18s must attend school at least one day a week until the end of the school year in which they turn 17. Finally, the Primary Education Act (WBO) of 1981 merged nursery and primary schools into new-style primary schools catering for children from 4 to 12. Attendance was made compulsory from the age of 5 for at least 12 full school years and, in any event, until the end of the school year in which they turn 16. The WBO was implemented in 1985 (Eurydice, 2007).

In 1988, the Primary Education Act established the tasks assigned to schools. Schools must pay attention to the cognitive, creative, social, emotional and physical development of children. They must not only instil knowledge in pupils, but also skills and insights, such as behaviour that shows respect for generally accepted norms and values, as well as knowledge of and respect for religious and other beliefs that play an important role in the Dutch society.

PORTUGAL

In Portugal, despite the 1844 Law on compulsory education, the remaining serious illiteracy necessitated the implementation of the reform of "ensino primário", in 1911, covering infant education and normal "ensino básico". Ensino primário was divided into three levels: elementary, complementary and higher; of which only the elementary level was compulsory (its duration was 3 years). In 1919, a new reform extended the duration of compulsory education to 5 years. However, the military coup of 1926 reduced the elementary compulsory ensino primário to 4 years, of which the fourth year served only at the acquisition of the knowledge necessary for all students who did not wish to continue their studies. In 1936, the complementary level was dissolute which reduced further the duration of compulsory education to 3 years. Rural teaching centres were created where teachers (recent school graduates) had few skills and where literacy was no longer a priority. At the same time, an official youth organisation dependent on the Ministry of Education, the "Mocidade Portuguesa", was created. The consequence of these reforms was an alarming increase of illiteracy among the population (40%). Hence, in 1952, the government was compelled to introduce the People's Education Plan aiming

at reinforcing compulsory education. Subsequently, compulsory schooling was increased to 4 years, first for boys, in 1956, then for girls, in 1960. In 1964, it was further extended to 6 years and the "Ensino primário" was divided into 2 cycles: the elementary cycle, lasting 4 years, and the complementary cycle, lasting 2 years. This scheme applied to students who enrolled in their first year of schooling in 1964. In 1967, the "Telescola" (teaching by television), in parallel to the primary complementary cycle, and the "ciclo preparatório"[27] to upper secondary education (replacing the first two years of "ensino liceal" and "ensino técnico-profissional") were introduced.

In 1972, the segregated teaching for boys and girls was replaced by a co-educational system. In 1973, the preparatory cycle is introduced in urban areas (Law 5/1973) at the primary education level in addition to the four-years of the first cycle.

The Revolution of 1974 and the overthrow of the Salazar regime disrupted the education system. Nevertheless, some innovative measures were taken with regard to the school management in 1975 and in 1976[28]; and in 1979 the complementary primary cycle for "ensino primário" was abolished. The current Portuguese educational system is still governed by the constitution of 1976. The constitution guarantees the right to create private schools. It proposes to eliminate illiteracy, to provide special education to those children who need it, and to preserve the autonomy of the universities. It guarantees the rights of teachers and students to take part in the democratic administration of the schools.

During the 1980s, as Portuguese politics quieted and returned to the centre, the education system also became less frenetic, greater emphasis was placed on learning, and efforts were made to raise the level of the country's schools closer to that of the rest of Europe. On the one hand, the freedom of education got clearly delimited by the Decree-Law No. 553/80 on the Statute on Private and Co-operative Education, the Education Act of 1986

[27] The "ciclo preparatório" to upper secondary education was defined in 1968 as a way to extend basic culture in the pursuit of studies and as a process for guiding students in their learning choices. The study plan was organized in 5 groups: Spiritual and National training (Portuguese Language, History and Geography of Portugal, Morals and Religion); Scientific training (Mathematics, Natural Sciences); Arts and Craft skills (Drawing and Manual Work); Musical, gymnastic and sports activities (Musical education and Physical education); Foreign Languages, French or English. The curriculum for the TV preparatory cycle was identical, except for the foreign languages, in which only French was taught.

[28] Decree-Law No. 769-A/76 regulating the democratic process of election and participation of new management bodies and their composition and attributions, to replace the school director or "reitor".

(specifying that the State may not have the right to plan education and culture according to just any philosophical, aesthetic, political or religious guidelines), the Decree-Law No. 286/89 on the guidelines to the introduction of the 1986 curricular reform and the Decree-Law No. 43/89 on the legal scheme for school autonomy. On the other hand, compulsory education got extended to 9 years, with "ensino básico" covered by three consecutive cycles, of which each is responsible for completing, enhancing and extending the work of the previous one with a view to global unity.

The 1990s were in turn marked by a series of pedagogic measures to improve the learning environment[29]. In 1999, the framework was laid for the transfer of power and responsibilities to the local authorities. Finally, in 2000, the Order No.12/00, of 29th August, stipulated the necessary requirements for the constitution of public pre-school and "ensino básico" as establishment "agrupamento".

SPAIN

Although the foundations of the Spanish education system were set by the Spanish Constitution of 1812, it is in 1857 that the first definition of the contemporary education system was provided by the Public Education Act (Moyano Act). This act consolidated the liberal education system and launched more than a century of stability in public education development[30]. It regulated initial education, divided into elementary (compulsory and cost-free for people who could afford it) and higher education. In addition, it consolidated private education, mainly provided by Catholic schools. Some of the most important changes to primary education came with the establishment of the Second Republic in 1931. During this time, the single school unit, together with compulsory and free primary education, was established. Other important changes during this time regarded the use of regional languages as languages of instruction and the non-compulsory teaching of religion. In 1933, primary education inspection was abolished. From the end of the Spanish Civil War until the 1970s, especially with the death of Franco, one of the principal functions of primary education was the teaching of the Francoist ideology of "national Catholicism." Important educational legislation was

[29] See the Appendix for a detailed list of these reforms by country.

enacted in 1945 (The Primary Education Act of 1945) and in 1953 with the Educational Establishment Law. According to the latter, the Spanish Educational system was organized into two different systems. The first was a system of primary education for students aged 6 to 13 years, who terminated their studies at age 13. The second system was organized around primary education from 6 to 9 years of age, which was followed by secondary education from the ages of 10 to 17. The later was designated as the group that would have access to higher education.

Further on, in 1970, the General Act on Education and Financing of Educational Reform regulated for the first time in the century the entire Spanish education system. It established the so-called "Educación General Básica" (EGB), i.e. a general education based on a non-discriminatory and compulsory full schooling system for pupils aged 6 to 14, comprising the present primary (ISCED 1) and part of lower secondary education (ISCED 2). This important law was followed in 1985 by the Act on the Right to Education ("Lay Orgánica Reguladora del Derecho a la Educación", LODE) and in 1990 Act on the General Organisation of the Education System ("Ley de Ordenación General del Sistema Educativo", LOGSE), which extended the duration of compulsory education up to the age of 16 and stipulated that primary education and compulsory education (ESO) shall constitute basic education (compulsory and cost-free). Primary education was thereby designed as a new educational level for pupils from 6 to 12 years old[31]. The curricular upgrades implied by these reforms occurred at the regional level during the whole decade of the 1990s.

SWEDEN

Finally, compulsory elementary schooling was formally introduced in Sweden in 1842. Elementary school ("folkskola") was long a poor-man's school with no connection with higher education. It was chiefly in the towns that state grammar schools grew up, with tuition that led to matriculation, along with municipal 'intermediate' schools and lower secondary schools with tuition leading to the lower school leaving certificate. The

[30] Even during the years 1874 to 1923, the time of the Spanish Restoration and the Dictatorship of General Primo de Rivera, when a series of educational reforms were established in Spain, they did not change the fundamental character of Primary Education as established by the Moyano Law of 1857.

elementary school was co-educational from the outset. The grammar schools and lower secondary schools were not open to girls who were instead referred to separate girls' schools. Although co-educational lower secondary schools were introduced from the beginning of the 20th century, there were still a large number of girls' schools[32].

The Swedish primary school remained untouched until 1962, when the 9-year compulsory comprehensive education was introduced throughout the country by combining the 7-year elementary school ("sjuårig folkskola") and the 4-year lower secondary school "realskola" into the compulsory school "grundskola". At the same time, schools were given their first modern curriculum. This law got, however, fully implemented only in 1972. The second main reform of the century occurred with the Education Act (Skollagen, SFS) of 1982 (still in force). It delegated the full responsibility for school management to the municipalities, which were obliged to provide a number of basic services and to ensure that Swedish schools would uphold equivalent standards. In 1991, some of the responsibilities allocated to the municipalities were transferred back to the Riksdag and the Government. The municipalities retained primary responsibility for schooling, while the Parliament ("Riksdag") and the Government set up goals for schooling through the Education Act, curricula and ordinances. As a consequence, since 1993, pupils' home municipalities have been required to provide the funds for those attending a grant-aided independent school, which has led to the establishment of many such schools. Furthermore, the current curriculum for compulsory school ("Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet", Lpo94) dates back from 1994.

2.2.2. *Teachers recruitment, training and salaries (ISCED 1)*

A second major trend of the primary reforms of the second half of the century concerns the upgrading of teacher requirements and, thereby, the promotion of teacher training and teaching salaries (Figure 2.2.2.).

---

[31] The LOGSE and LODE were repealed in 2002 by the Act on the Quality of Education ("Ley Orgánica de Calidad de la Educación", LOCE). The LOCE kept however the same basic organization as the previous legislation as far as primary education was concerned.

[32] URL: http://www.unesco.org/education/wef/countryreports/sweden/rapport_1.html, retrieved November 1st, 2009.

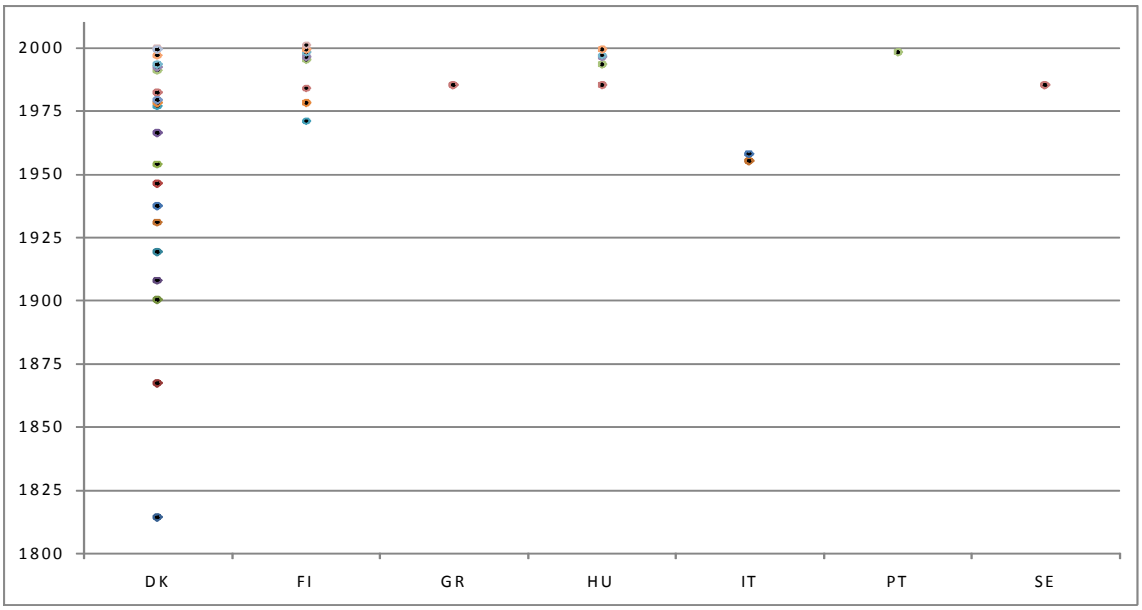


FIGURE 2.2.2. TEACHERS RECRUITEMENT, TRAINING AND SALARIES (ISCED 1)

Note: DK=Denmark; FI=Finland; GR=Greece; HU=Hungary; IT=Italy; PT=Portugal; SE=Sweden.

Denmark provides a good example of continuous efforts in this matter. The 1814 Law already organised the training of teachers in parsonages and state training colleges. The recruitment of teachers in public schools was further regulated in 1867 and 1900. A series of laws, in 1908, 1919, 1931 and 1946, regulated the salaries of teachers in "Folkeskoler", and in 1937, a new law regulated further the recruitment of teachers by imposing the completion of the Teaching Examination ("Lærerprove") to be entitled to teach. That rule was strictly applicable to all teachers except those with more than 10 years of experience, or those practicing in schools with less than 10 pupils, who were eligible for special derogations. This law was further supplemented by the 1954 law about Folkeskoler teacher training. In 1966, the Act on teacher training required an upper secondary education (i.e. "studentereksamen" or higher preparatory examination (HF)) to be admitted for teacher training. During the 1970s, the demand for teachers decreased and necessitated an adaptation of the teacher training recruitment. Hence, in 1978, an act was passed on course activities at colleges training teachers for the folkeskole; in 1979, colleges of education were included into the 1977 act on higher education admission restrictions; in 1982, the educational specialisation was removed from teacher training

and new liberal examination forms[33] were instead introduced to adapt the supply to the demand of teachers in the educational system; and in 2000, the Danish University of Education Act and the CVU-Act (Centres for Higher Education Act) reduced the number of educational institutions for teachers and reduced costs of these institutions. The acts of 1991 and 1997 further redefined the content of teacher training programme and the agreements of 1993 and 1999 redefined the status of the teachers, replacing the civil servant status by employment on group contract basis for future employment (1993), and making salaries more flexible, decentralised and individualised, linked to the targets and results of teachers' activities (1999).

Another interesting example is Finland. In the 1970s, the implementation of the comprehensive system in Finland went hand in hand with substantial revisions in teacher training, with the goal of raising teacher education to the university level. The 1971 Teacher Education Act ("Oppetajankoulutuslaki", 844/1971) upgraded and transferred initial training for primary education from teacher training colleges to university education institutions. The 1978 Decree (530/1978) on studies in Education upgraded the requirements for teachers in lower secondary education from a university degree of "kandidaatin tutkinto" (awarded following 3 years of full-time university study) to a "maisterin tutkinto" (5 years of full-time university study). Whereas the 1995 Decree on Degrees in Education and Teacher Education (576/1995) expanded teachers' professional qualifications, the 1998 Basic Education Act and Decree uniformed initial teacher training, and the 1999 Amendment to the 1998 Decree on Qualifications of Educational Staff required from teachers to have completed study in their subject with a minimum of 35 credits (1,400 hours). Specific measures were also taken to increase public spending in teacher salaries (see, for instance, the teacher agreement of 1984 introducing an increase in the initial pay of new teachers and significant changes in the collective agreement system of the educational sector) and in in-service training (Decree of 1996 and programme of 2001-2003).

In Hungary, the 1985 Act on Education explicitly confirmed the professional independence of teachers and the 1993 Act on Public Education regulated their qualifications and working conditions, specifying that teachers needed at least a

[33] In 1992, an order on the education of folkeskole teachers allowed for internal examination and the use of

“föiskola”, a non-university-level qualification, for employment. The duration of initial teacher training was fixed at four years in “föiskola” programmes and five years in university-level programmes. In 1996, an amendment to the 1993 Act introduced a quality bonus system and described a system of in-service training in which 120 hours in seven years were compulsory for all teachers. In addition, a special examination for teachers was introduced and made compulsory for those newly employed. This new system was regulated by a government decree at central level but the in-service plan had to be prepared at the school level. More recently, the Decrees No. 111 and 277 of 1997 (still in force), defining the common training requirements for all teacher qualifications and regulating in-service teacher training in detail, introduced arrangements for specialised examination of teachers and general compulsory in-service teacher training. The compulsory 120-hour in-service training required once every 7 years could be completed by taking a new initial or specialised postgraduate training course. Teachers holding this specialised examination qualification became entitled to a higher salary scale. The corresponding examination had to be conducted by higher education institutions. Any institution could obtain the right to offer in-service teacher training, on condition that its Charter entitled it to participate in adult education and that its programmes were accredited by the Ministry of Education. During the school year 1997-98, the SULINET-IRISZ programme was launched for the provision of adequate equipment, technology and educational content and information about ICT. And in 1999, the Public Education Act was amended to abolish the compulsory nature of the specialised examination for teachers.

Moreover, in Italy, new teaching programmes were designed in 1958 to replace the curricula of 1955, but they came into effect only in 1987. In Greece, further education for teachers was formally required by the 1985 Law (still in force). In Portugal, the Decree-Law No. 1/98 approved the new career status for pre-school education teachers and teachers of “ensino básico” and upper secondary education. In Sweden, the Education Act of 1985 (still in force) established that all school teachers in municipal schools shall be municipal employees. To become permanently employed, a teacher was required to have completed a teacher study programme at a university or university college. Applicants not

internal examiners.

fulfilling this requirements could only be appointed for a maximum of 12 months at a time.

2.2.3. *The linguistic concern (ISCED 1)*

Another cross-border trend in the century's primary education reforms, concerns language teaching. The language of instruction became the most important subject in term of taught time. In almost all education systems, foreign language teaching became compulsory and non-native pupils of foreign mother tongue received special assistance in the form of language support measures within normal school hours and/or in separate groups/classes (EACEA, 2009). Table 2.2.3 presents the year of occurrence of the reforms targeting language acquisition.

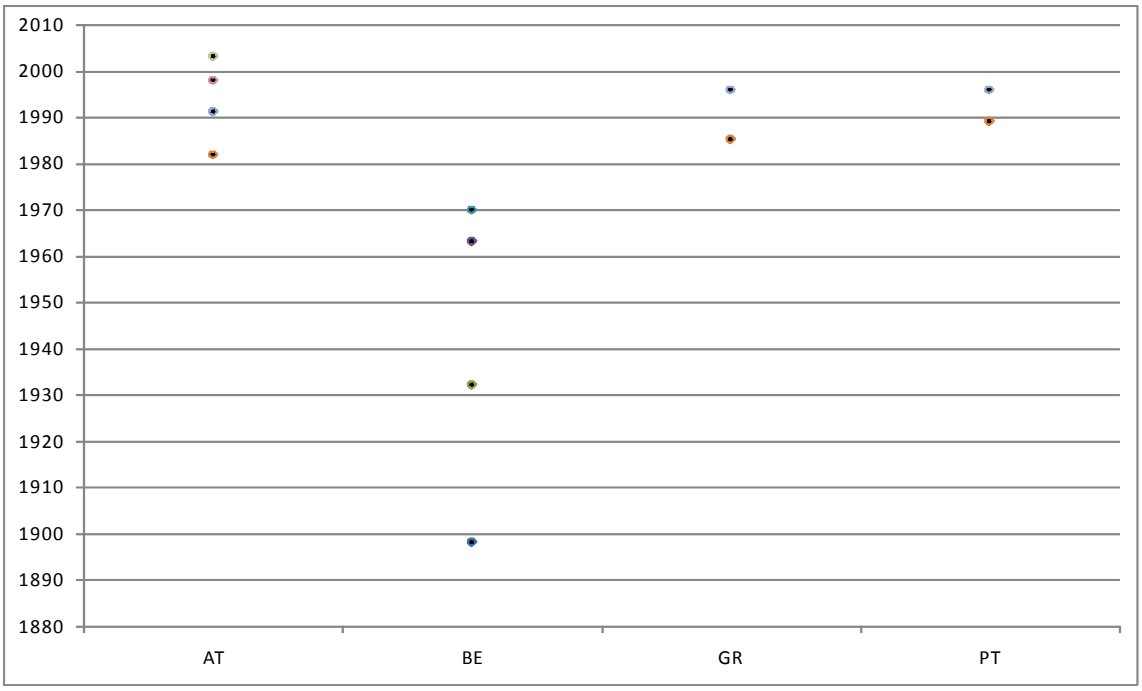


FIGURE 2.2.3. LANGUAGE ACQUISITION REFORMS (ISCED 1)

One of the first countries to face the linguistic concern has been Belgium. Until the second half of the 20th century, throughout Belgium, all administrative offices, courts, hospitals, and other institutions functioned using French as their language. In the Flemish provinces, secondary and university education could only be obtained in French, while

primary education was available in Flemish, taught in one of the dialects of the region. By the mid-nineteenth century, a Flemish political movement had developed under the leadership of Flemish intellectuals, who adopted the Dutch language spoken by their northern neighbour as a unifying language for the Flemish people, pushing the diverse multitude of local dialects into the background (a move that has come to be criticized by scholars who see in it the deepening marginalization and even disappearance of local culture and folklore). Legislation passed in 1898 recognized Dutch alongside French as an official language. However, the Flemish population continued to be treated as second best. While a 1932 law required that the language of instruction in primary and secondary education be that of the region (Dutch in Flanders, French in Wallonia and German in the municipalities of the eastern part of Belgium), the law also provided too many loopholes for the Flemish to give up demands for cultural equality[34]. In the 1960s, the Second Gilson Act established four language areas (Dutch-speaking, French-speaking, German-speaking, and Bilingual), which entered into force on August 2, 1963. The division into language areas was included in the Revised Constitution in 1970. Through constitutional reforms in the 1970s and 1980s, regionalization of the unitary state led to a three-tiered federation: federal, regional, and community governments were created, a compromise designed to minimize linguistic, cultural, social, and economic tensions. The article 4 of the 1970 Belgian constitution states that each municipality must belong to only one of the four official language areas established in 1962–63. In the three officially unilingual language areas, a couple of dozen municipalities in the vicinity of another language area must provide limited facilities for speakers of that other language. Hence, teaching of a second language is made compulsory as from the 3rd year of primary school in both the Brussels-Capital Region and in those municipalities with special status.

Other examples of linguistic measures are provided by Austria, Greek and Portugal. In 1982, Austria included modern foreign language (English or French) as a "Verbindliche Ubung" (compulsory exercise) for grades 3 and 4. In 1991-93, the programme of modern foreign language was expanded to include minority languages spoken in Austria and in Austria's neighbouring countries. Further, the "Schulorganisationsgesetz" (School Organisation Act) was amended to transfer the pilot project "modern foreign language as

[34] URL: http://education.stateuniversity.com/pages/151/Belgium-CONSTITUTIONAL-LEGAL-FOUNDATIONS.html, retrieved November 5, 2009.

of grade one" into mainstream education as of September 1998; and in 2003, foreign-language instruction became compulsory at all primary schools from grade 1.

In Greece, the Law 1566 of 1985 (still in force) established the single-accent system (monotoniko systema) in the Modern Greek language, and the Law 2413 of 1996 instituted new methods of education (including language acquisition methods) for children from abroad.

In Portugal, the Decree-Law No. 286 of 1989 introduced a foreign language from the 1st cycle on, providing structured, sequential teaching of foreign languages; and the Order No. 60/SEEI/96 of 1996 defined the conditions in which a start could be made to learn a foreign language in the 1st cycle.

During the 1990s, almost all the European countries have followed similar paths and instituted foreign language teaching at the primary level.

2.2.4. *Special education reforms (ISCED 1)*

At last, special education is the education of students with special needs. The OECD has defined this category of students into a tri-partite cross-national classification system: Category A covers those students whose disabilities have clear biological causes; Category B covers those students who are experiencing learning and behaviour difficulties for no particular reason; and Category C covers those students who have difficulties arising from disadvantages. The number of students involved reaches 30% in some countries and justifies why specific measures had to be adopted to assert how (e.g., additional educational services, different approaches to teaching) and where they should be educated (special schools, special classes or regular schools) (OECD, 2000). As depicted by Figure 2.2.4, such efforts developed mainly in the second half of the century.

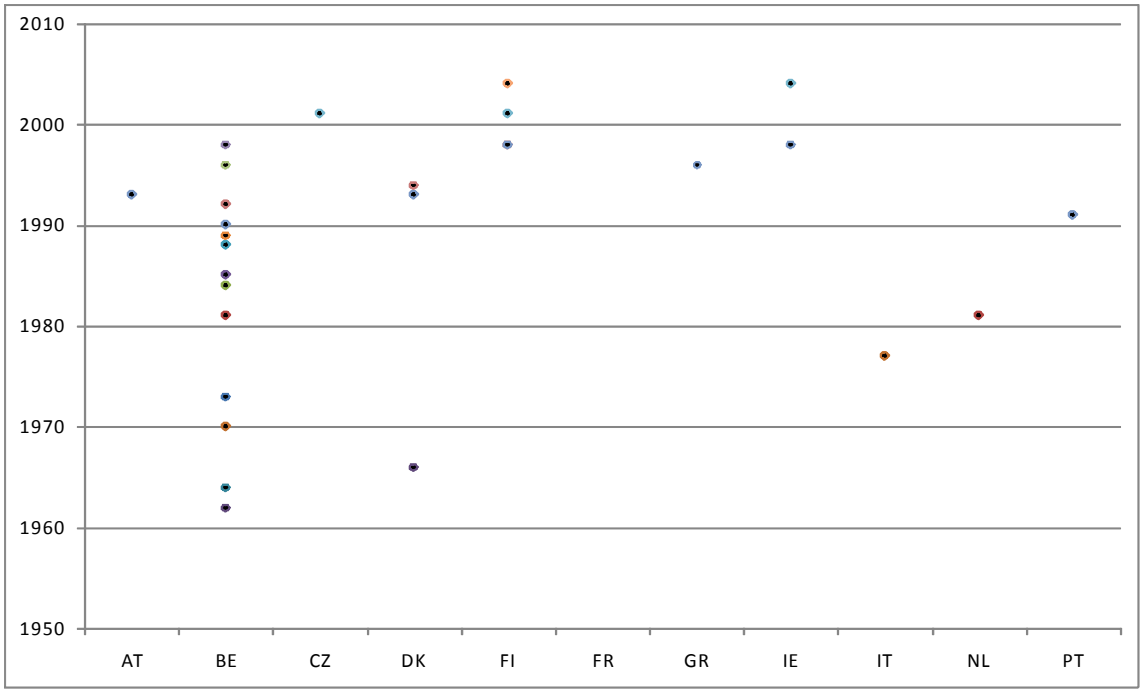


FIGURE 2.2.4. SPECIAL EDUCATION REFORMS (ISCED 1)

Among the first initiatives were the Danish Act of 1966 introducing a pedagogical specialisation in teacher training which lead to a growth of interest for special education at the expenses of small children education (which was followed by the 1993 and 1994 Acts promoting differentiated teaching, i.e. teaching adapted to the individual pupil as far as possible); the Belgian pedagogical innovations of the 1970s; the Italian Law 517/1977 imposing the integration of disabled pupils into ordinary classes and abolishing special classes; the French new structural reforms of the 1980s, particularly with regard to "zones d'éducation prioritaires" (priority education zones) or "ZEP"s, which aimed at providing a greater support to schools with the most problems; and the Dutch WBO and ISOVSO Acts of 1981.

In Belgium, a whole range of pedagogical innovations were introduced in primary education from the 1970s onwards. An example is the foundation of specialised psycho-medico-social (PMS) centres[35] after the law on special education (1970) came into force. Another example is the launch by the Flemish Community in 1973 of a number of

[35] Belgium had given the psycho-medico-social (PMS) centres a legislative framework and strict regulations for health supervision in schools in the 1960s (1962 and 1964). In 1981, all the Career Guidance Services were transformed into PMS-centres, and in 1985, PMS-centres were extended to include vaccinations, health advice and health education. At the same time, individual check-ups were expanded to pupils of risk groups.

experimental reform initiatives in a few schools which resulted in a large-scale innovation project, the so-called "Vernieuwd Lager Onderwijs" (Renewed Primary School, RPS) in the Dutch speaking part of Belgium[36]. The project began as part of a national commitment to innovative reforms. The project's many goals focused on increasing interdependence among educational resources to support a more individualized, humanized, and effective response to pupil needs. Schools participating in the RPS effort usually selected one or two innovations for implementation from among those suggested[37] (Vandenberghe, 1985, 1992). From the 1980s, these experiments were institutionalized and spread at the national level. For instance, the relative organizational freedom introduced in 1984 allowed elementary schools to set up a so-called "adaptation class", in which a remedial teacher was responsible for organizing help for children with modest or occasional learning difficulties. For particular periods, these children could be withdrawn from their normal class and taught individually or in small groups those parts of the basic subject matter which they had failed to master at a given point in time. For the rest of the school activities these children could attend their regular class. Further on, the French and the Flemish Communities established a committee for the remodelling of elementary education, in 1989 and 1990, respectively. The aims of this committee was the implementation of a more differentiated approach accustomed to children's individual learning progress and educational needs (Roelands & Druine, 1999).

In the Netherlands, the 1981 ISOVSO Act (Special Education Interim Act), which got implemented in 1985, governed the functioning of special schools ("special onderwijs"). In 1988, the Primary Education Act specified the so-called "Going to School Together" (WSNS) policy according to which, in the case of children needing extra help, schools shall provide individual attention tailored to the needs of the child. Ordinary primary schools and special schools for primary education shall work together, so that as many

[36] The organization and innovation policy concerning the renewal of the primary in the French speaking part (Wallonie) are different from the developments in Flanders (Vandenberghe, 1985).

[37] The innovative themes of the RPS included the following options: the enhanced integration and interdependence between the kindergarten (2.5 years – 6 years) and the elementary school (6-12 years). Also, an enhanced continuity between the different grades of the primary school; An increased and more effective individualization during the elementary grades, particularly in relation to reading and arithmetic; An enhanced contact and collaboration between classroom teachers and a remedial teacher, to better support the work with special needs children in regular classrooms; An increased emphasis on the socio-emotional and creative development of the pupils. A more child-directed approach was one of the key ideas of the RPS; Finally, better interdependence with resources in the community environment, in terms both of the students going out into the community to learn and of people from the community being used as resource-people and an ad-hoc basis within the school.

children as possible can stay at 'ordinary' schools. Special schools for primary education shall only be intended for children who really cannot cope at an ordinary school, despite extra help. The WSNS policy did not get implemented before 1996. In 1998, the Primary Education Act (WPO) and Expertise Centres Act (WEC) replaced the 1981 WBO and ISOVSO Acts. Primary education now encompasses mainstream primary schools (BAO) "basisonderwijs", special schools for primary education (SBAO) "special basisonderwijs" and special primary and secondary education ((V)SO). One of the purposes of these new Acts is to ensure the proper implementation of the WSNS policy.

After the success of these first experiments, a new wave of reforms on "special education" was launched at the end of the 1990s[38]. In Finland, according to the Basic Education Act (628/1998), the Basic Education Decree (852/1998), the Government Decree on the objectives and time allocation in basic education (1435/2001) and the National Curriculum 2004 given by the National Board of Education, learners are considered to have special educational needs when their possibilities for growth, development or learning are decreased by the reason of disability, sickness or decreased working order. Learners with need of psychological or social support or at the risk at these areas have right to support for the learning. Pupils with minor learning or adjustment difficulties have the right to receive part-time special needs education in conjunction with mainstream instruction. If a child cannot cope in mainstream education due to disability, illness, delayed development, emotional disorder or some other similar, he or she may be admitted to special needs education. Special education is provided primarily in conjunction with mainstream instruction or in a special class or at some other appropriate location.

In Ireland, the Education Act of 1998 made provision for the education of every person in the State, including any person with a disability or other special need. More recently, the Education for Persons with Special Education Needs of 2004 aimed at providing a legislative framework for the provision of services to children with special needs, including those in the age range from birth to 6 years, and at bringing essential clarification to the role of the State and its various agencies in the provision of services.

[38] Only two countries passed laws on special educational needs in the early 1990s, namely Portugal and Austria. The Portuguese Decree-Law No. 319/91, passed in 1991, defined the special education scheme for

Other examples include the Greek Law 2413 of 1996 instituting new methods of education for children from abroad (still in force); and the 2001 measures, in the Czech Republic, allowing for the establishment of preparatory classes for socially disadvantaged children the year prior to their start of compulsory education.

2.3. Secondary and post-secondary non-tertiary reforms (ISCED 2-4)

The following section displays the main reforms[39] affecting the last century's secondary education and post-secondary non-tertiary education, corresponding to the ISCED levels 2, 3 and 4. It starts with a review of the main organizational and curricular laws (2.3.1), following with main reforms affecting teachers (2.3.2) and school autonomy (2.3.3), before ending with core 'special education' reforms (2.3.4).

2.3.1. *Organizational and curricular laws (ISCED 2-4)*

Figure 2.3.1 presents an overview of the years of organization and curricular laws by country in alphabetic order.

students with special educational needs; and the 1993 Austrian reform integrated disabled pupils into primary education.

[39] More details are presented in the Appendix.

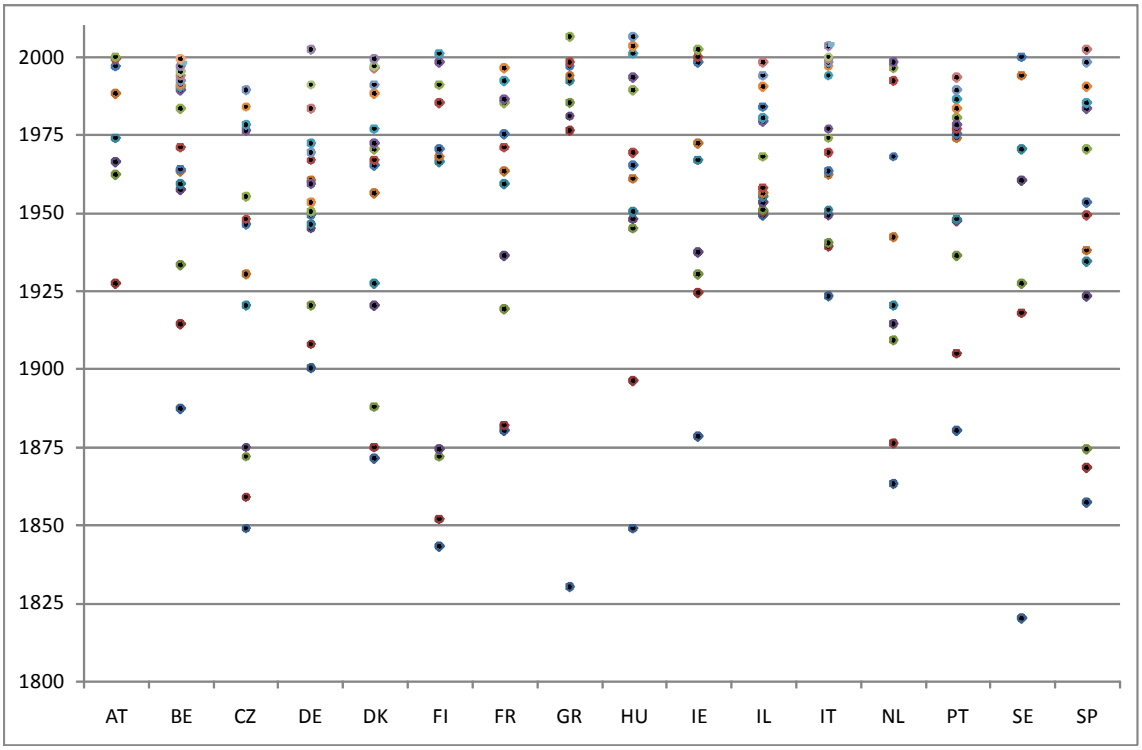


FIGURE 2.3.1. COMPULSORY EDUCATION AND CURRICULAR REFORMS (ISCED 2-4)

AUSTRIA

The century shift was still ruled by the 1774 School Reform passed during the reign of Empress Maria Theresa and establishing the "Hauptschulen" (general secondary schools) in towns offering comprehensive instruction. Despite its long existence, it is only in 1927 that the 4-year "Hauptschule" fully replaced the old 3-year lower cycle of secondary "Bürgerschule", dividing the pupils of each year into two ability groups.

In the 1960s, new reforms were launched to create a regulated legal framework for the "Allgemein bildende höhere Schulen" (academic secondary schools)[40]. An essential innovation created by the 1962 School Organisation Act was the pre-vocational year ("Polytechnischer Lehrgang") laid down as one form of the ninth compulsory year of schooling. The Polytechnischer Lehrgang became operational in 1966 in newly established independent schools or in pre-vocational classes, organized in conjunction

[40] In 1962, three fundamental acts were passed, namely the "Schulorganisationsgesetz" (School Organisation Act), the "Bundes-Schulaufsichtsgesetz" (Federal School Inspection Act) and the "Pflichtschulgesetz" (Compulsory Schooling Act).

with other compulsory schools, e.g. Volksschulen (primary schools), Hauptschulen (general secondary schools) or Sonderschulen (special schools). In 1974, the "Schulunterrichtgesetz" (School Education Act) defined the internal structures of the "Allgemein bildende höhere Schulen".

After a decade of trial runs, the New Hauptschule became a part of standard schooling. Innovations included the elimination of the two streams and joint instruction in all compulsory subjects, with the exception of German, Mathematics and Modern Foreign Languages, where the pupils were divided into three ability groups[41]. In 1988, the School Education Act was amended towards a more individual shaping of school life by introducing elective compulsory subjects and a new conception of the school-leaving examination "Reifeprüfung" (matriculation examination). In addition, the School Traineeship Act ("Unterrichtspraktikumsgesetz") was adopted. In 1997, the "Polytechnischer Lehrgang" was reformed to "polytechnische Schule" (pre-vocational school)[42]. At the end of the 1990s, the "Lehrplanreform" (curricular reform) compelled both types of lower secondary school to cross-subject teaching, and in 2000, the new curricula for Hauptschule (general secondary school) and the lower cycle "Allgemein bildende höhere Schulen" (academic secondary school) were adopted allowing for the in-depth study of regional issues.

BELGIUM

In 1887, Belgium passed its first Act on the structure of secondary education (known as "enseignement moyen"). More weight was put on modern grammar school (with the emphasis on modern languages and sciences) in addition to the classical courses of study (Latin-Greek and Latin). Moreover, secondary schools were established which did not offer grammar-school education but which were aimed at preparing youngsters for a career in commerce, industry, administration and the world of finance. In parallel, technical education saw the light of day during the 19th century. It set up as a separate

[41] The introduction of ability group instruction in Haupschulen dates back from the School Organisation Act of 1982.

[42] The newly structured Polytechnische Schule has led to an excellent ratio of school-to-work transition for pupils completing this school type. Some 90% school leavers go on to be trained in the "Duales System" (dual educational system) or in "Berufsbildende mittlere Schulen" (medium-level technical and vocational schools) or "Berufsbildende höhere Schulen" (secondary technical and vocational colleges) (Eurydice, 2005).

branch of education, alongside the existing secondary schools. This type of education, geared towards agriculture, horticulture, industry and commerce provided evening and Sunday classes of a practical and utilitarian nature[43]. In 1933, a Royal Decree gave technical education a coherent school classification under the remit of the Minister for Public Education (before, the management of technical education was the responsibility of various ministers: Agriculture, Trade and Labour)[44].

Although a first attempt had been made in the 1920s to define equivalence between the study of classics ((Latin and Greek, Latin and mathematics, or sciences) and the 'modern humanities' (science section and commercial and industrial section), it was only through the Co-ordinated Royal Laws of 1957, regulating both "enseignement moyen" and technical education, that gateways between the two types of education were organized. These gateways, however, served only at transferring from "enseignement moyen" to technical education, and, in case of failure, to vocational training, but not the other way round. This transfer was made possible by the establishment of new sections and structures referred to as "Type 2" secondary education. At the same time, technical and vocational education was given a structure equivalent to that of general education.[45]

The 'school pact' Law of 1959, which guaranteed families the opportunity to exercise genuine free choice between the secular 'official' (public) education system and 'free' (private), and essentially Catholic, education system, and which instituted compulsory schooling as free of charge in all sectors, played an as important role for secondary education as for primary education. Similarly, the 1963 Law, concerning the use of the official language in education, influenced massively all levels of education with the emergence of the Dutch language in the Flemish community as a reactionary movement

[43] The 1914 Law established free of charge compulsory education for all children aged 6 to 14. Until then elementary education consisted of three stages of two grades each, but the law of 1914 established a fourth stage for children between the ages of 12 and 14. Its implementation was delayed by a few years by the First World War.

[44] Technical schools were classified into 4 categories: A1, A2 for full-time courses; B1, B2 for evening classes; C1, C2 for girls' schools; D for schools and courses to train future male teachers of technical courses.

[45] The Royal Decree of June 1984 established gateways between each year on vocational education and the corresponding year in technical or general education to enable pupils in vocational education to earn certificates equivalent to the ones conferred in other forms of education. That decree also introduced dual education and training on an experimental basis for a period of two years (extended to 1991).

against the historical dominance of the French language[46]. Another important reform of the 1960s has been the 'Omnivalence law' of 8 June 1964, which specifically catered for greater access to higher education and to certain university faculties. This evolution had both a qualitative (structural changes) and a quantitative dimension (the 'school boom'). The "Omnivalence" Law modified the university admission requirements by introducing a final exam at the end of "enseignement moyen", teacher training schools, and certain technical streams. Passing that exam meant obtaining the "Diplôme d'Aptitude à accéder à l'Enseignement Supérieur" (DAES), which gave access to tertiary education.

The Law of 27 July 1971 established a single structure for secondary education, called 'Type I' education, to postpone the choice of stream to the age of 15 or 16. Studies (for all forms of education) were re-structured into three two-year stages: observation stage, orientation stage, and determination stage. The type I education was characterized by active methods centred on the pupil. Preparatory classes were introduced to facilitate the transition from "enseignement fondamental" (elementary education) to secondary education and a wide choice of options were offered. Another major law affecting the whole Belgian secondary education has been the 1983 Law on compulsory education (still in force), which increased its duration to 12 years (full-time until the age of 15, then part-time until the age of 18).

By the end of the 1980s, in application of the revised Constitution, each community started adopting differentiated laws and regulations in all public sectors, including education[47]. As a consequence, parallel reform agendas developed.

Among the numerous structural measures passed by the Flemish Community are the decisions of 1997 on the monitoring of learning achievement in secondary education; on the final and developmental objectives for mainstream basic education (amended in 1998); and the decree of 1998 creating the Centres for Pupil Guidance. The objective of these measures was the optimization of the orientation of pupils, so that each pupil would receive an education which corresponds best to his own interests and capacities. The decisions of 1999 contributed to that effort by promoting entrepreneur training and by

[46] See section 2.2.3 for details.

stipulating the conditions for the application of a program in the part-time art education and the conditions for the report of a structure modification in the existing part-time art education.

On the other hand, the French Community established the "Conseil Supérieur de l'Education et de la Formation" (Higher council for Education and Training) in 1990 with two 'chambers', one for education and one for training; and in 1991, a permanent structure for dual education and training and the "Fonds d'Impulsion pour la Politique des Immigrés" (FIPI, or Fund to Promote Policies for Immigrants), which introduced the "Zones d'Action Prioritaire" (ZAPs, or priority action zones) to undertake supportive action more with the aim of achieving social integration than of boosting attainment at school. Then, following the conclusions of an OECD report, the French Community embarked in comprehensive reforms of compulsory education resulting in the adoption of a global and progressive strategy for joint initiatives common to the different "réseaux" of schools. The Decree of 29 July 1992, extended and amended 26 times until 31 December 2007, regulated ordinary full-time secondary education by addressing topics concerning the creation and maintenance of educational institutions, the calculation and usage of the number of periods-professors, the use of promotion within establishments, the counting of pupils, and the inter-institutional consultation committees. In 1994, an agreement was reached between teachers of "enseignement fondamental" and the first stage of secondary education on a working document related to the "socles de compétences" to be achieved at ages 8, 12 and 14. These references were designed to determine the notion of education level and to serve as the basis for the elaboration of curricula. Since school start in 1994, the first two years of secondary education (the observation stage) have formed a complete cycle during which there could be no repeats or failure.

In 1995, a decree fixed the general provision of higher education in the "Hautes Ecoles" including a variety of measures relevant to higher education. These measures resulted in the merge of secondary schools with less than 400 pupils, revised the options and reduced the amount of teaching through a reform of the way in which the NTPP was calculated. At the end of the 1990s, the priority tasks for compulsory education, the "socles de

[47] Belgian Special Law on the financing of the Communities and Regions of 1989 (16/01/1989, B.S. 17/01/1989) introducing mechanisms aimed at making them financially accountable for their new responsibilities, including education.

compétences", final achievement targets and the qualification and training profiles were defined by decree in 1997, and gradually adopted over the coming years. The year 1998 was in turn marked by the introduction of positive discrimination[48] into schools with large numbers of pupils in great difficulty, the allocation of additional resources to schools, and the adoption of conventions for the socio-professional insertion applied to dual education and training structures.

CZECH REPUBLIC

The secondary education system of the century shift was marked by vocational oriented programmes inherited from the 19th century. In 1849, the publication of the "Outline of Gymnázia and Reálka in Austria" established an eight-year gymnázium and a seven-year reálka, a type of skills-oriented secondary school preparing pupils for both employment and further studies of a technical nature. This structure forced children to decide on their future studies at the age of 10. Further on, the Entrepreneurial Act of 1859 laid down clear rules for the training of apprentices, including for instance an obligation to conclude education contracts with apprentices which stated the length of the training period (maximum 4 years) and stipulated an obligation to attend 'schools for industrial education'. In 1864, the system of agricultural schools was founded followed, in 1872, by the "Československá obchodní akademie" (an upper secondary vocational school – the Czech-Slav Business Academy). Finally, the systematic development of vocational education dates back from 1875. Besides "pokračovací učňovské školy" ('continuation' apprentice schools providing additional education to apprentices on top of their practical training) it also included state "vyšší" and "nižší průmyslové školy" (lower and upper industrial schools) with day classes during the whole of the school year. Education in "průmyslové školy" was vocational. If general subjects were included in the curriculum, they were intended to provide a basic knowledge in the relevant study field.

It is only in the 1920s that general programmes emerged at the secondary level. The "Vyšší průmyslové školy" began to offer general education that provided these schools' pupils with the possibility to pass an examination "maturitní zkouška" entitling them to

[48] The positive discrimination policy included measures such as an increase in human resources, particularly through the employment of staff on fixed-term contracts: the so-called "agents contractuels

study at technical universities. In 1930, industrial schools became vocational schools and in 1946 general subjects were introduced in vocational schools. Since then, the training of apprentices has been considered a special type of education. Moreover, the 1948 Law introduced the basic provisions for uniform education. Since lower secondary schools operated as one unit with primary schools, together forming the "základní škola", any reference to a secondary school subsequently implied that it was a school providing "upper secondary" education. The law significantly weakened the selective nature of "gymnázia": pupils could enter gymnázium in the same way as other secondary schools, i.e. after the completion of a uniform "základní škola". The "Střední odborné školy" provided both vocational and general education. The "maturitní zkouška" became a compulsory school leaving examination in all types of "střední odborné školy" that prepared pupils for admission to "vysoké školy". "Střední odborné školy" have maintained this position within the secondary education system up to today. Under this law, schools training apprentices were brought into the education system and this is still the case today. A system of vocational courses was set up leading to the acquisition of a professional qualification.

In the late 1950s-early 1960s, several reforms of the education system took place. First of all, training for manual and other similar professions became more academically demanding. Apprentices were trained in "odborná učiliště" (training institutions) and "učňovské školy" (vocational schools), which were a form of secondary education along with "gymnázia", "střední odborné školy" and secondary schools for on-the-job training. Their curriculum included an increasing percentage of general subjects. At the same time the education offered by the gymnázium became less general: with the slogan ’school for life’, ‘production practice’ was introduced into its timetables implying, as a rule, unskilled manual work.

The adoption in 1976 of the Communist Party directives "Další rozvoj československé výchovně vzdělávací soustavy" (The Further Development of the Czechoslovak Education System) had three main objectives. It aimed first at turning education into an instrument for ideological indoctrination; second, at preparing the labour force for the centrally planned state-owned economy; and third, at integrating teacher education for

---

subventionnés"; and provision of education for minor children who are not legally resident as long as they

lower and upper secondary level. Hence, the reform of 1976 made secondary education accessible to everybody by instituting 10-year compulsory schooling (8 years at základní školy and 2 years at střední školy). The School Acts of 1978 and 1984 "Zákon o soustavě základnícha, středních škol (školský zákon)" (Act on Basic Schools, Secondary School System (School Act)) enhanced these efforts. The 1984 School Act brought all three types of secondary education, i.e. "gymnázia", "střední odborné školy" and apprentice training, into line and gave them equal importance.

Finally, after the fall of the Soviet Union, the Czech Republic returned to 9-year compulsory school and, successively, to 9-year základní škola. The whole education system was transformed to adapt to a pluralist democracy and market economy, to implement fully autonomous teacher training as part of curriculum development at university faculties and to improve the relevance and effectiveness of initial teacher training for individual levels of education and new school curricula.

DENMARK

The Danish secondary education system of the 20th century inherited its structure and contents from a few key laws of the end of the 19th century. Indeed, the scientific and technical development of the 19th century led in 1871 to a division of the Gymnasium education into two lines: the linguistic and the mathematics-science line, which remained untouched until 1903[49]. During the same period, vocational secondary schools emerged in parallel to the traditional general secondary schools. In 1875, public grants were allocated to the construction of technical and commercial schools (first allocated by the State then by municipalities) and in 1888, the 3-year Higher Commercial Examination (HHX) was established on a private initiative at Niels Brock's Business College in Copenhagen with a structure, which in the main can still be found today's programme. The range of subjects comprised both commercial and general subjects.

---

are with their parents or guardians.

[49] In 1903, at Gymnasium, Latin and Greek were replaced by English, German and French as the main subjects of the linguistic line. At the same time, the 3-year course of the Gymnasium was put in organic connection with the municipal school through the establishment of the Middle School (grades 6-9), which was later on replaced by the Real School.

At the dawn of the 20th century, an important structural change affected the non-vocational programmes. The 3-year course of the Gymnasium was put in organic connection with the municipal school through the establishment of the Middle School (grades 6-9), which was later on replaced by the Real School. Then, except for the introduction of the Higher Preparatory Examination (HF) in 1967, most of the Danish reforms of the century have targeted vocational programmes. In 1920, the "Rigsdag" (the parliament of the time) adopted the first business college act, which, for instance, entitled the Niels Brock Business College to call itself a "higher business school". This act introduced supervision of the activities of the business colleges, and the HHX (Higher Commercial Examination) became a State-controlled examination. During the 1920s, the first trade committees were established to deal with issues regarding the training programmes and conditions at school, which led, in 1927, to the first ministerial orders regarding the content of the teaching in higher commercial schools and in 1956 to the strengthening of the role of trade committees in the elaboration of teaching plans and the abolishment of the limit on the number of apprentices. This changed the teaching from evening to day school. Finally, in 1965, the responsibility of the programme of the higher commercial schools was transferred to the Ministry of Education (until 1967, it had been the responsibility of the Ministry of Trade).

In the beginning of the 1970s some experiments with a new structure of vocational education and training were initiated to respond to the increasing proportion of young people who chose an academic education in the 1960s, which created a shortage in the intake to the apprenticeship courses compared to the demand for skilled labour. The HHX (Higher Commercial Examination) was granted the status of a university entrance examination in 1972, in connection with a revision of the content and the introduction of more rigorous admission requirements[50], followed by the HTX (Higher Technical Examination) in 1988. In 1977, the Act on Basic Vocational Education (the so-called EFG-Act) created the EFG-programmes as complements to the apprenticeship programmes of 1956 (not as substitutes). The system of vocational training was further reformed during the 1990s with a focus on more interactive types of learning activities in cooperation with companies and colleges (e.g., reforms of 1991, 1996, 1997 and 1999).

FINLAND

In Finland, the first "gymnasium and school regulations" were drawn in 1843 while Finland was an autonomous part of Russia. The university entrance examination founding the current national matriculation examination (Finnish: "ylioppilastutkinto", Swedish: "studentexamen"), that completes the upper secondary school syllabus, dates back from 1852. New school regulations were passed in 1872, stipulating that upper secondary school shall be the upper stage of secondary school. In 1874, the matriculation examination got standardized and it became compulsory to pass the written tests at educational institutions that provided education leading to university studies.

After the Second World War, vocational education and training got systematically developed. In 1966, the National Board of Vocational Education was established within the organisation of the Ministry of Trade and Industry and the National Board of Vocational Education was transferred under the Ministry of Education in 1968. During the 1970s, the Comprehensive School Reform got implemented, separating the general upper secondary school from the grammar schools. Since 1985, there have been fundamental structural and pedagogical changes of upper-secondary general education, including the creation of a uniform upper secondary education system and a uniform vocational upper secondary and post-secondary education. In 1991, the National Board of Vocational Education was merged with the National Board of General Education under the name of the National Board of Education.

In 1998, the entire Finnish system of vocational education and training (both upper secondary and tertiary) went through a series of reforms: the General Upper Secondary Schools Act (628/1998) and Decree (810/1998) on the General National Objectives of Upper Secondary Education and the Distribution of Lesson Hours; the Vocational Education and Training Act (630/1998) and Decree (811/1998); and the special Act on the Financing of the Provision of Education and Culture. Until the transitional period of 1998-2001 it was possible to obtain both secondary and tertiary vocational qualifications upon completion of either comprehensive school (Finnish: “peruskoulu”, Swedish: “grundskola”) or general upper secondary school (Finnish: “lukio”, Swedish:

[50] Since 1982, the HHX programme has been offered at all business colleges and the 3-year Higher Technical Examination (HTX) was established on an experimental basis.

“gymnasium”). Education based on the upper secondary school matriculation examination was half a year or one year shorter than education based on the comprehensive school syllabus. Since August 2001 all programmes leading to upper secondary vocational qualifications take three years to complete and comprise 120 credits (one credit is equal to 40 hours of students’ average workload). The three-year vocational qualifications give general eligibility for both polytechnics and universities (Eurydice, 2007).

FRANCE

While secondary public education dates back from the early 19th century, it is the Camille Sée law of 1880, under the initiative of Jules Ferry, which instituted secondary public education for girls. The Astier law of 1919 defined the status of technical education. In 1936, the Jean Zay Reform extended compulsory education to the age of 14 (instead of 13 as from the law of 1882), extended free education to the secondary level and imposed a harmonization of the programmes between the primary and secondary levels of education. Then, in 1959, the Berthoin reform extended further compulsory education to the age of 16. This law, which was really put into application in 1967, is still in force today.

In 1963, a new type of secondary-education was established for children aged 11-12, known as the "collège" (Fouchet Law) and expanded to all children graduating from elementary school as from 1975 (Haby Law), thereby becoming the basic framework for lower secondary education in France.

In parallel to the school system reforms, a law was passed (Delors Law) in 1971 on in-service education concerning all workers. Previously, only national subject-based courses were organised by the general inspectorate. This law constituted one of the bases of the current lifelong learning training policy.

In 1985, the renovation and development of technological and professional training programmes was launched with the modernisation of training curricula, the development of relations between schools and companies through in-company educational activities,

the increase in the number of twin-cities partnerships and the creation of the professional "baccalauréat"[51].

In 1986, the two ministerial directorates responsible for the "collèges" and "lycées" were merged and the sub-directorate of in-service teacher training was established within the Ministry of Education. The organization of the educational programmes of the "lycées" was redefined in 1992 and the specific role and operation of the “collèges” were stipulated by decree in 1996[52].

GERMANY

The development of the German “Gymnasium” (secondary school preparing boys for university admission) into three basic models providing for a specialization in the classic languages, modern languages, or mathematics and science, dates back from 1900. Girls were admitted into the Gymnasium in 1908.

The Constitution of the Weimar Republic in 1920 established the four-year unified public elementary school (Volksschule) providing the same education to all children and making school attendance compulsory until the age of 18. Elementary school teachers were required to have passed the “Abitur” (i.e. the qualifying test for university admission). Until 1945, the basic types of schools are the “Volksschule”, “Mitterschule” (the six-year middle school) which follows it, and the academically rigorous “Gymnasium”.

After the division of Germany into the Federal Republic of Germany and the German Democratic Republic, different education systems were developed in the two blocks. In 1946, while a democratic compulsory comprehensive school was introduced in the Soviet occupation zone covering grades 1 to 8, the so-called "Einheitsschulen", the FRG developed a differentiated system ("gegliedertes Schulwesen"), which pupils entered

[51] This law was further enhanced by the five-year law of 1993 on work, employment and professional training laying the foundation for opening apprentissage (apprenticeship) sections in school establishments. The framework and programme law for the future of schools of 2005 also provided for the development of professional training programmes in EPLEs and establishes the label "lycée des métiers" (professional lycée) at the legislative level, previously defined by decree no. 2003-036 of 27 February 2003. Professional training has thus been validated at the legislative level, binding all establishments operating under the label to respect a national charter of specifications.

[52] Among the measures taken to improve the learning environment was the action plan implemented in 1996 to prevent school violence.

after completing the "Grundschule" (primary school)[53],[54]. In the 1960s the FRG attempted to establish comprehensive schools but it has not yet been fully accepted by all "Länder". Moreover, while the FRG extended progressively the duration of compulsory school to 9 years between 1949 and 1967; in 1950, the GDR passed the Law for the Promotion of Youth declaring that all children, regardless of gender, should receive the same education, vocational training, higher education, and access to sports, and transformed in 1959 its comprehensive school into the ten-grade compulsory general education polytechnic high school ("Polytechnische Oberschule", POS). In 1960, the GDR introduced the "Erzeiterte Oberschule" (extended secondary school) to provide a three-year course of study beyond the polytechnic school and to prepare students for higher education. Furthermore, in 1972, the FRG passed a reform of the upper level of the "Gymnasium", known as "gymnasiale Oberstufe", stating that those who have passed the "Abitur" examination gain the "Allgemeine Hochschulreife" (entitlement to proceed to higher education in any subject). This reform aligned the Federal system to the one of the GDR where the POS led to the so-called Abitur level ("Abiturstufe") which prepared pupils for higher education in different ways. In the general education sector, one of the most important educational paths within the Abitur level was the "Erweiterte Oberschule", EOS, which led to the "Hochschulreife" (higher education entrance qualification). Initially, the EOS began at grade 9, however as of 1983 it incorporated only grades 11 and 12. The Hochschulreife was also acquired on simultaneous completion of the Abitur and three years of vocational training (Berufsausbildung mit Abitur).

After the Reunification, the two parallel systems had to be merged into a harmonious whole. Therefore, as of the beginning of the 1991/92 school year, the GDR's POS were abolished and the differentiated system of secondary education was introduced in the Länder of Eastern Germany. The duration of full-time compulsory education (compulsory general education) was set to nine years (10 years in four of the Länder) and the

[53] While lower secondary education previously comprised only "Realschulen" and "Gymnasien", but not the "Volksschulen" and "Berufsschulen" (part-time vocational schools) that most children attended, all school institutions from grade 5 to 7 on were now in the FRG secondary education schools providing advanced education. This change was the upshot of the ongoing development of the upper level of the former "Volksschulen" into institutions – "Hauptschulen" – with a more demanding curriculum, including instruction in a foreign language and academically-oriented classes in every subject. In this respect, each pupil obtained an advanced education at secondary schools with different demands and different duration of schooling.

subsequent period of part-time compulsory education (compulsory vocational education) to three years.

GREECE

In Greece, secondary education has been institutionalized as part of the general education system since the 19th century. Among the main reforms of the 20th century is the Law 309 of 1976 on the organization and administration of General Education. This law replaced classical Greek by modern Greek ("demotiki") as the official language for teaching at all levels of education and extended compulsory schooling from 6 to 9 years (thereby embedding secondary education). The former non-compulsory 6-year "Gymnasio" was replaced by a compulsory 3-year "Gymnasio" for pupils aged 12-15 providing lower secondary education. Moreover, the Law 1566 of 1985 (still in force) defining the structure and operation of Primary and Secondary Education established the new procedure for drawing up new curricula and for the writing of the corresponding new textbooks. It has also set out the following principles: every pupil's school book should be accompanied by a corresponding teacher's book; the establishment of the single-accent system (monotoniko systema) in the Modern Greek language; further education for teachers; etc. It supplemented and enhanced the 1976 reform and incorporated all laws passed between 1981 and 1985.

Furthermore, the Act 2009 of 1992 (supplemented by the Decision No E/12450/21-07-1994) established the National System of Vocational Education and Training ((ΕΣΕΕΚ/ESEEK) and founded the OEEK (Vocational Education and Training Organisation) (Government Gazette 18/A/14-02-92) to regulate the organization and operation of the Vocational Training Institutes ("Institouta Epaggelmatikis Katartisis-IEK"). It abolished the old in-service training Institutions (SELME) and transferred training to the PEKs.

Finally, the Educational reform of 1997 (Law 2525) on the 'Unified Lyceum, evaluation in education and other regulations' aimed at upgrading all levels of education and its

[54] The Handicrafts Act ("Gesetz zur Ordnung des Hanwerks") of 1953 set the legal provisions for handicrafts vocational training and the Vocational Training Act ("Berufdbildungsgesetz") of 1969 the legal provisions for in-company vocational training.

quality through the improvement of internal factors (e.g., curriculum, educational materials and teaching staffs). The system for the assessment of teacher performance was introduced to evaluate the ability of teachers, the performance of School Units and the effectiveness of the education system in general, at regional as well as national level. The Law also established the corps of External Inspectors ("Σώμα Μονίμων Αξιολογητών") employed by the Ministry of Education in permanent posts to periodically evaluate the performance of schools and individual teachers. Another committee ("Επιτροπή Αξιολόγησης Σχολικής Μονάδας") was established to coordinate and monitor this corps of inspectors. This committee was appointed by the Ministry of Education. This law also shaped the basic structure and organization of non-compulsory General and Technical Secondary Education by instituting the "Eniaio Lykeio" (Unified Lyceum) and "Technika Epaggelmatika Ekpaideftiria tee" (Technical Vocational Educational Schools)[55].

HUNGARY

The Hungarian secondary education system of the century shift was inherited from the 1849 provisions of the Austrian "Entwurf" (the organisational plan of Austrian “gimnázium” and "Realschule"), which resulted in the establishment of the 8-grade gimnázium for boys of 10-18 years of age by merging the former 6-grade “nagygimnázium” (gimnázium) and the 2-grade humanities section of academic education. The gimnázium was built up of two parts, i.e. the four-grade "algimnázium" (sub-gimnázium), and the "főgimnázium" (main- gimnázium), with also four grades. Gimnázium studies were concluded by an "érettségi vizsga". The first girls’ gimnázium opened in 1896 in Budapest. This system remained until 1945, when the "népiskola" (people’s elementary school) was abolished in favour of the 8-grade "általános iskola" reducing the gimnázium to four grades.

By 1948 the nationalisation of the educational system was virtually over and, in 1950, a new school type started in upper secondary education. The four-grade “technikum” (technical school) trained experts at upper-secondary vocational level (with an "érettségi vizsga" qualification) for various technical fields. Following their training, the pupils could pass an examination, and obtain a qualification in accordance to their particular

[55] The Educational reform of 1997 (Law 2525) was supplemented by the Act 2640/1998 (replaced by Law 3475/2006, Government Gazette 146, Issue A).

technical or professional orientations. That qualification enabled further studies, and graduates were qualified for medium level management positions, or skilled worker jobs.

The Act III on Education of 1961 created the "szakközépiskola" with the aims of consolidating and extending the knowledge acquired in the "általános iskola"; further developing the level of culture and education of pupils; and offering a qualification in a particular trade. The following years saw the inception of training in 84 trades based on the OSZJ, the national list of vocational training. The year 1965 marked the restructuring of technical schools with a redefinition of the professional branches of vocational training into industrial, construction, agricultural, commercial, transport, telecommunication, economic, medical, and 'others that meet the demand of the economy'. Trade group-based training was launched in this school type, and on completion of studies pupils were issued the ""érettségi vizsga"" relevant to their trade, a document entitling its holder to take any position requiring upper secondary qualification within the branch. Apart from these technical schools, the labour market demand was met by skilled workers trained in 3-grade ""szakmunkásképző"" schools (now ""szakiskola""). During the school year 1969-1970, technikum was partly transformed to "szakközépiskola", and partly to "upper" technikums, issuing tertiary-level vocational diplomas to their graduate students, which later gave rise to technical "főiskola".

At the fall of the Soviet Union, the 8-grade gimnázium was again allowed for a short period (from 1989 to 1993). In 1993, the LXXIX Act on Public Education re-allowed in turn the six-grade gimnázium and the LXXVI Act on vocational training required the "szakközépiskola" to have four years of upper secondary school (középiskola) ensuring the basics of general education and culture, and optionally offering the groundwork of vocational preparatory knowledge. More recently, several acts have been passed on vocational training contribution and the support of the development of the vocational training system (in 2001, 2003 and 2006).

IRELAND

Although the roots of the Irish secondary education are to be fund in the 19th century (especially through the Intermediate Education Act of 1878), it is the New Intermediate

Education Act of 1924 which provides the legislative basis for the operation of the current secondary school system.

Apart from this fundamental law, other reforms of marked the 20th century. For instance, the Vocational Education Act of 1930 established free of charge vocational schools funded by the State. In general, secondary schools offered a traditional academic curriculum leading to higher education and general public service employment. The vocational schools offered a practical or technical curriculum of two years duration under local public authority control leading to apprenticeship or to the general labour force[56]. The Article 42 of the Constitution of Ireland (1937) clearly establishes the parents as having the primary rights and responsibilities for the education of their children. Article 42.2 of the Constitution requires the State to provide for – but not supply – free primary education. If the State ensures that a place is available to a child in a school that respects parental freedom of conscience and lawful preference, then the State has discharged its Constitutional obligation. Education is compulsory from the age of 6 to 16 years of age, but parents have the right to educate their children at home if they provide evidence of being able to provide it satisfactorily. Article 42.3.2 asserts that the State as guardian of the common good shall require in view of actual conditions that the children shall receive a certain minimum education, moral, intellectual and social. There is also provision in Article 42.5 that where parents for physical or moral reasons fail in their duty towards their children, the State shall endeavour to supply the place of parents, by appropriate means.

The introduction of free secondary education in 1967 played an important role in Ireland. The so-far dual system of education got altered by the permission granted to vocational schools to enter pupils for the same public examinations as the traditional secondary schools. Consequently, comprehensive and community schools were established during the 1970s in a number of areas where second level schools were not easily accessible. These schools aimed at forging local community links through the provision of adult education. At the same time, in 1972, the compulsory school leaving age was raised to 15.

[56] Traditionally, secondary schools enjoyed greater status and tended to attract more middle class students.

More recently, the Education Act of 1998 created a comprehensive legislative framework for schools. It was the first such act since the foundation of the State in 1922. It set out the functions and responsibilities of all key partners in the schooling system and gave expression to the principles of education at the centre of the Irish system. It sought the establishment of boards of management for all schools, required schools to engage in the preparation of school plans and to promote parent associations. Accountability procedures were also laid down. Attention was paid to the rights of parents and pupils. The Act also included statutory provision for the National Council for Curriculum and Assessment (NCCA) and it set out roles for the regional Education Centres. Finally, the Education (Welfare) Act of 2000 provides guidelines for attendance in the period of compulsory education and the rights and responsibilities of parents in relation to the education system. A National Educational Welfare Board has been established to oversee the enactment of the provisions of this act. This act became operational on July 5th 2002 and raises the school leaving age to 16, or the completion of three full years of second level education. Hence, today, secondary school in Ireland means education for children from age 12 approximately, offered in four main types of school: the traditional secondary or voluntary (privately owned) secondary school, the vocational school, the comprehensive school and the community school.

ISRAEL[57]

The Compulsory Education Law of 1949 set the provision of free education for all children between the ages of 5 and 13 (and up to the age of 17 for those who had not completed elementary school). Through this law, the Jewish State recognized and funded all four Jewish educational trends and the Arab educational system. Officially, the law stipulated that parents could send their children to whichever educational system they wished. However, in practice, the soul-stalking was intense and did not allow the application of this freedom. In 1950, a governmental commission of inquiry was formed to investigate the soul-stalking, and especially education of immigrant children (Frumkin Commission). This commission demanded that the melting-pot policy be replaced by a policy of "cultural pluralism". This shift led to the dismissal of the heads of the Department for Language Instruction and cultural Absorption and of the first Minister of

[57] This section is based upon the following sources: Ayalon (2005); Bentwich (2001); Zameret (1998); Ayalon and Yogev (1996, 1997); and Gaziel (1994, 1995).

Education and Culture and served as a catalyst for the fall of the first government in February 1951. The new government recognized the separate Habad (Lubavich) school system and, in 1953, passed the State Education Law, which called for all Jewish education in Israel to be based on "the values of Jewish culture and scientific achievement, love of the homeland and loyalty to the State of Israel and the Jewish People…". A "Jewish consciousness" program was also developed under the authority of the Education Ministry's Department of Jewish Consciousness, mainly imparting knowledge of Jewish tradition in secular schools. This program was dissolved after about ten years of activity.

In the summer of 1955, a "Norm B" in the high-school admission exams was instituted. It required lower scores from children of immigrants from the Middle East and North Africa (it doubled the number of students eligible for post-primary education) and in 1956 various programs were launched to address the problem of the low retention rates among minorities at the secondary level: innovative teaching methods, allowing different levels of pupils to learn at their own speed; special intellectual advancement in preschool and schools; an extended school day and school year; special materials; and other forms of assistance for high-school students and students in institutions of higher education. In 1984, the Sha's political party founded a separate educational framework for ultra-orthodox children of Middle Eastern and North African extraction.

The Enactment of the Council for Higher Education Law in 1958 called for the founding of the Council for Higher Education, headed by the Minister of Education and Culture. Its functions included recommending recognition or cancellation of recognition of institutions of higher education; overseeing the awarding of academic degrees; and recommending government participation in the budgets of recognized institutions. The law stressed that recognition of an academic institution would not restrict freedom of opinion and conscience, and that every institution of higher education was free to determine its own research and teaching program, hire lecturers and teachers, and decide on its teaching methods.

In 1968, a radical reform was enforced of the entire structure of education including the admission of all pupils without tests into integrated junior high schools (grades 7-9); the raise of the age of free compulsory education to 15; the establishment of comprehensive

schools with 2-year and 3-year curricula, providing a choice of tracks towards a vocational diploma or a matriculation certificate; the institution of social integration and measures to bring together students with different skills under a single roof; and the establishment of a new curriculum division in the Minister of Education and Culture.

This major reform was followed, in 1979, by a new raise of the age of free compulsory education to 18 and by the creation in the 1980s of a grade 13 in comprehensive schools, at the public expense, to give a "second chance" to students who had not taken or had failed the matriculation exams.

In the early 1990's, Israel witnessed a new wave of immigration from the former Soviet Union and Eastern Europe which increased the demand for higher education. As a consequence, new measures were adopted to increase Jewish education in the secular schools and support schools belonging to the Tali network (a Hebrew acronym for "reinforcement of Jewish studies"), joint secular-religious schools (such as those in Kefar Adumim, Teko's and Jerusalem), a teacher-training institute along the lines of Kerem, and cultural institutions such as Oranim, Yad Ben-Zvi, the Seminary of Jewish Studies and Elul. The law of 1994 also called for offering special Jewish-studies scholarships to university students and sought to develop new interdisciplinary curricula. Finally, the commission on the issue of education for Jewish and traditional values in secular schools also proposed the establishment of special centers to train teachers and offer in-service course. Since 1994, these recommendations have only been implemented partially. Another consequential measure of the increased demand for higher education was the so-called Policy of the "five mores" of 1995: (1) more students finishing 12th grade; (2) more students eligible for matriculation; (3) more students in higher education; (4) more achievement for the whole and for the individual; (5) more equality of opportunity. Quantitative goals to be achieved by 2000: 50% of high-school graduates each year should receive matriculation certificates and one-third should be enrolled in bachelor's-degree programs.

Finally, in 1998, the program "Tomorrow 98" was launched targeting the development of science education and technological education on various levels as a response to the Harari Commission's recommendations to improve the quality of education.

ITALY

Ever since the Gentile Reform of 1923, which still structures partly the current secondary education, Italy has modified the structure and contents of its secondary education system. During the Fascism period, amendments to the 1923 Reform transferred technical and vocational education to the responsibility of the Ministry of public education and, in 1940, the subsequent Law 899 of the Bottai Charter of the School (1939) unified the lower level of "Ginnasio", the lower courses of scientific and girls' "licei", technical and commercial institutes, institutes for land surveying and "istituti magistrali" into one only lower secondary level (called "scuola media").

After the Second World War, the Law 264/1949 regulating vocational training was adopted. It remained the main legislative reference for the vocational training system up to the 1970's. This law entrusted the Ministry of Labour with the competences on this matter. It was addressed to an adult target, providing for the professional re-qualification of both unemployed workers and employed workers aged less than 45. Different bodies, institutions, associations and training centres were entrusted with the organisation of this training, which in 1951 was extended to a younger target (Law 264/1949).

In the early 1960s, the unified and compulsory "scuola medi" was instituted (1962) and its first national programmes were implemented (1963). Its duration was fixed at 3 years and it aimed at replacing the pre-existing branches of study of the former 'scuola media Bottai' which gave access to upper secondary schools, and of vocational secondary school for agriculture, industry and crafts, commerce, nautical sector[58].

In 1969, an experimental amendment was passed on the state exam of upper secondary school and the deregulation of the access to university. During the 1970s, a decentralization effort of the school authority was launched and, in 1974, school administrative bodies were established, including, for the first time in Italy, parent representatives. Further on, the Consolidation Act of 1994 provided the official definition of the existing branches of study (i.e. the classic, scientific and arts "licei", "istituto magistrale", technical institutes, vocational institutes and arts institutes). In 1997,

[58] Law 348/1977 introducing further amendments to the 1962 Law on "scuola media".

important structural reforms occurred with a first reform abolishing the 3-year courses of the "scuola magistrale" and the 4-year courses of the istituto magistrale, which were replaced by the social-psycho-pedagogical liceo and the social sciences liceo. Then the Law 196/1997 designed the apprenticeship contract for pupils aged less than 18 years and, finally, the Law 425/1997 regulated the final state exam of upper secondary school. Further reforms were passed in 1998 on the learning environment, starting with the D.M. 331/1998 and DM 141/1999 regulating the classes formation and the definition of the staff number; the Law 448/1998 extending the partially free provision of textbooks to students of the first and second grade of upper secondary education; and the "Charter of students in secondary schools" (D.P.R. 249/1998) foreseeing the right of students to 'a transparent and quick evaluation aimed at starting a self-evaluation process to identify his/her own strong and weak points and to improve his/her own performance'.

Among the most recent measures taken by the Italian government to improve the quantity and quality of secondary education are the Law 144/1999 providing for compulsory attendance of formative activities up to accomplishment of 18 years of age (compulsory training) and instituting the Higher technical education and training (IFTS) courses; and Law 30/2000 reforming the entire system of education and training. The reform meant that, instead of two initial levels (primary school and lower secondary school), there shall be only one level (the 'basic school') bringing together the two existing levels into a single system lasting seven years. It also meant that the age of 18 shall be the upper limit for the period of compulsory education. However, suspension of the law by successive governments has resulted in a full return to the previous situation, in response to reservations expressed by the electorate with regard to the proposed changes.

As of today, the Italy education and training system consists of a preprimary level ("scuola dell'infanzia"), a first cycle of education comprising the primary and the lower secondary levels, and a second cycle of education comprising the licei system (artistic, classical, economic, linguistic, music and dance, scientific, technological, human sciences) and the vocational education and training system (starting from the school year 2004/05 by the Legislative Decree 59/2004). The Law 53/2003 introduced the "diritto/dovere" to education and training. It guarantees to all the right to education and training for at least 12 years or, anyway, until the obtainment of a vocational qualification within 18 years of age. This right can be exercised both in the licei system and in the

vocational education and training system. Moreover, the Law 30/2003 (Biagi reform) introduced some reforms in the apprenticeships system, now organised as follows: a) an apprenticeship aimed at the fulfilment of the "diritto/dovere" to education and training: young people who have reached 16 years of age can be enrolled for all the fields of activity. The contract lasts a maximum of three years and is aimed at helping students obtain a vocational qualification; b) a profession-oriented apprenticeship: students aged between 18 and 29 years can be enrolled. Depending on the type of qualification to be obtained, the collective contracts define the duration of the contract which, however, cannot be less than two years or more than six years. There is also a minimum quota of 120 hours of formal worker training (internal and external); c) an apprenticeship enabling the student to obtain a second level diploma (within the Initial vocational training) or higher education qualifications. It is addressed to students between 18 and 29 years of age.

NETHERLANDS

The origins of the Dutch secondary education system as of the beginning of the 20th century are to be found in the Secondary Education Act of 1863 creating the "Hogere Burger School" (HBS). The idea was to reserve the existing Latin School for the traditional educated class and to use the modern burgher school for the merchants and manufacturers, who were to be the bringers of a new industrial era. There were two variants of the HBS: a 3-year or a 5-year course. The first 5-year state HBS opened in Groningen in 1864 and the first 3-year HBS was founded in Gouda. In the 1870s, girls started to gain access to secondary education, and in 1876 the traditional institution of classic education was modernized. The Latin School was abolished and replaced by the gymnasium, which as its predecessor offered pre-university education, but in addition had its own school-leaving examination and inspectors. Science had a special place in its programme: in the 5th and 6th year a division was introduced between preparation for a university course in theology, literature or law (the alpha stream) and that for a course in medicine or mathematics and physics (the beta stream).

In 1909, the lyceum was created by combining the programmes of the two first years of the modern (HBS) and classic (gymnasium) schools. In practice, this meant that the first and second grades of the existing gymnasium (teaching Latin and Greek) were combined

with those of the HBS, which was science-oriented. After the first two years, pupils had to choose to continue at one or the other. The first Catholic HBS for girls opened in Amsterdam in 1914 and became the "Fons Vitae" girls' lyceum. The reform of 1920 (implemented in 1929) set compulsory education at 7 years. In 1942, the duration of compulsory education was extended to 8 years (implemented in 1949).

The introduction of the Secondary Education Act (WVO) in 1968, popularly known as the Mammoth Act, brought the different types of secondary schools together in a single piece of legislation[59]. This Act introduced a new type of secondary schooling: senior general secondary education (HAVO). A major aim of the Act was to increase mobility between the various parts of the secondary education system. Compulsory education was extended to 9 years (6 years of primary education + 3 years of post-primary education). Secondary education remained untouched until the 1990s, when the 1992 reform replaced the junior secondary vocational education (LBO), with its five different categories of schools, by pre-vocational education (VBO) comprising various departments. Then in 1996, secondary vocational education (MBO) and adult general secondary education (VAVO) were removed from the Secondary Education Act to be governed instead by the Adult and Vocational Education Act (WEB), together with apprenticeships. Finally, since the revision of the Secondary Education Act (WVO) in 1998, secondary education has been made up of pre-university education (VWO "voorbereidend wetenschappelijk onderwijs"); senior general secondary education and junior general secondary education (HAVO "hoger algemeen voortgezet onderwijs" and MAVO); pre-vocational education (VBO), including learning support (LWOO leerwegondersteunend onderwijs); practical training "praktijkonderwijs"; and other forms of secondary education "voortgezet onderwijs". The "studiehuis" was introduced in the upper years of HAVO and VWO to encourage independent study. It was coupled to fixed subject combinations designed to provide an integrated study programme. The upper years of HAVO and VWO are together referred to as the period of pre-higher education (VHO). The aim of the 'studiehuis' and the fixed subject combinations was to ensure a smooth transition to higher education. As of 1998, basic secondary education ceased to exist.

[59] With the exception of apprenticeships, which combined attending classes and working for a company or in a trainee workshop.

PORTUGAL

Although the history of upper secondary dates back to the 13th century, it is mainly the João Franco Reform of the end of 19th century that influenced the structure of that level of education as of 1900. The João Franco Reform substituted the previous six-year course by a uniform seven-year course[60]. During the first half of the 20th century, this reform received several amendments. In 1905, technical education was set up and the complementary course was split again into Arts and Sciences. Then the reform of 1936 established a six-year general course and a complementary course of just one year. The Decree-Law No. 36507 of 1947 re-established the two-year complementary course, known as the 3rd cycle, aiming at preparing students for higher schools and the Decree-Law No. 37029 of 1948 reorganized technical courses with various training levels, the longest being 6 years.

The problem around the need to link school and working life was considered by the Minister Veiga Simão in the early 1970s. The dual aim was then to prevent premature specialisation and to promote teacher-training structures correctly coordinated with the industrial, agricultural and service sectors, as an essential condition for expanding courses leading to a professional qualification. After 1974, the two main changes made to upper secondary education consisted in unifying the general course corresponding to today's third cycle and in creating general complementary courses also to unify the two existing branches of teaching: "ensino liceal" and technical education. The 1975 reform on general secondary education created a unified secondary education, from the 7th to the 9th year of schooling, bringing together general and vocational education. In 1977, the pre-university study year ("Ano Propedêutico") announced the lengthening of upper secondary education, which was confirmed when the 12th grade was created in 1980[61]. Then, in 1978, the complementary courses were restructured in an attempt to eliminate the two existing branches of upper secondary education: "ensino liceal" and technical teaching. The idea was to give pupils access to higher education and, simultaneously, to give them

[60] The secondary level course was initially divided into a general course of 4 years and a compulsory course of 2 years and divided into arts and sciences.

[61] However, the curricular structure and schedule of the 12th form (less subjects and much fewer teaching hours than in the previous forms) seemed to continue the exceptional character of the Pre-university Study Year, since both were designed only for those pupils who intended to go on to higher education. As a matter of fact, the diploma of complementary upper secondary education was still awarded through the completion

easy access to a professional career through a network of training systems already available or about to be created. It was also expected that the 10th and 11th grades would be a smooth follow-up to the 9th form and its various options established by the Implementing Order No. 140-A/78. In structure, they were organized into five study areas, each with three components: a general component common to all areas, a specific educational component and a vocational component. Other legal measures were taken but these failed to solve the core problems related to goals, structure, and adaptation to national and regional needs, required means and financial support.[62]

Furthermore, the Education Act of 1986 aimed at a sequential, interconnected model to provide two alternative paths in upper secondary education: courses mainly geared to the pursuit of further studies (general courses) and courses mainly geared to working life (technological courses)[63]. The same year, the "Lei de Bases do Sistema Educativo" (Basic Law on the Education System), apart from extending compulsory education from 6 to 9 years, consolidated the principle of democratic management of schools and the education system as a whole, defined the role of private and cooperative education, set out the means of developing and evaluating the education system, and introduced a set of provisions for ensuring the practical implementation of all these measures.

SPAIN

At the dawn of the 20th century, the Spanish secondary education ("Segunda Enseñanza") was regulated by the "Ley de Instrucción Pública (Act on Public Instruction", also known as Moyano's Act after the minister –Claudio Moyano- who signed it) of 1857. It comprised six years of general studies and studies applied to industrial professions. Secondary education acted already as a preparatory stage for further higher education studies. During the Revolutionary period (1868-1874) education freedom increased and secondary education was organised as a complement or an extension of primary education designed to educate enlightened citizens by providing them with a broad education. The

---

of the 11th form (until new curricula defined by the Decree-Law No. 286/89, 29th of August, came into force and established upper secondary education as a three-year cycle).

[62] It is the Implementing Order No. 194-A/83 that officially introduced technical and vocational education in education as a three-year cycle.

[63] This reform was complemented by the Decree-Law No. 286/89 organizing the curriculum as generally set by the Education Act of 1986. Vocational schools were added to the technical education plan launched in

Restoration period (1874-1923) that followed witnessed constant changes because of a political system where liberals and conservatives alternated in power. As a result, education became an instrument of political struggle and its legislation was adapted to the leanings of the ruling party. It is in 1934, during Spain's Second Republic, that the syllabus for the "Bachillerato" got approved. This level got developed into seven academic years (divided into two cycles): on the one hand, primary education, from 6 to 13 years of age, aiming at those students not going to continue their studies; and, on the other hand, a preparatory primary education, from 6 to 9, followed by secondary education from 10 to 17 leading to higher studies.

Moreover, the "Ley de Reforma de la Enseñanza Media" (Act on the Reform of Intermediate Studies) of 1938 aimed at regulating the educational level of the country's elites. It was followed by the "Ley sobre Ordenación de la Enseñanza Media" (Act on the Organisation of Intermediate Studies) in 1953, which, combined with the 1949 law on Industrial Vocational Training ("Ley de Formación Profesional Industrial"), constituted the first step towards the generalization of schooling up to the age of 14, although still maintaining the two above mentioned branches.

In 1970, the "Ley General de Educación y Financiamiento de la Reforma Educativa", LGE (General Act on Education and Financing of the Educational Reform) regulated and structured the entire Spanish education system for the first time in the 20th century by declaring lower secondary education to be compulsory and by introducing it in a single structure together with primary education as "Educación General Básica" (EGB). This Act also organised (post-compulsory) upper secondary education into two branches (academic and vocational), which could be taken by students from 14 to 18 years of age, after the "Educación General Básica" (the single structure comprising primary and compulsory secondary education). The academic branch included the "bachillerato unificado y polivalente", lasting three years, and the "curso de orientación universitaria". The vocational branch included vocational training education of two types, specific and general. General vocational training lasted for two years and specific vocational training for three.

1983; the Ordinance No. 989/89 establishing the creation of technological specialization courses (CET);

This important reform was followed in 1983 by the implementation of the experimental reform of intermediate education, which proposed the academic reorganisation of secondary education into two cycles: the first one, from 14 to 16 years of age, an education common to all students; the second, offering two possibilities: an academic one (the "Bachellerato"), and a vocational one (organised into "módulos"). This process of experimental reform laid the foundations for definitive reform at this educational level. Further on, the "Ley Orgánica Reguladora del Derecho a la Educación", LODE (Act on the Right to Education) of 1985 stating education as a public service; and the "Ley de Ordenación General del Sistema Educativo", LOGSE (Act on the General Organisation of the Education System) of 1990 established compulsory education up to the age of 16 and stipulated that primary education and compulsory secondary education (ESO) shall constitute basic education (compulsory and cost-free). It divided secondary education into the following stages: the Compulsory Secondary Education, (ESO), the "Bachillerato" and the intermediate vocational training[64].

Finally, the "Real Decreto por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo" of 1998, and the "Ley Orgánica de la Cualificaciones y de la Formación Profesional", LOCFP (Act on Qualifications and Vocational Training) of 2002, organised the three existing vocational training sub-systems into one single system (specific vocational training, in-service-training in companies and occupational training addressed to integration and reintegration into the labour market), and the "Ley Orgánica de Calidad de la Educación", LOGE (Act on the Quality of Education), despite maintaining the structure of secondary education established by the LOGSE, set out a series of measures that affected the provision at this level.

SWEDEN

During the 19th century, Swedish upper secondary schools were integrated with the more practically oriented schools into a single integrated grammar school, and the matriculation

---

and the Decree-Law No. 70/93, 10th of March, regulating the inception of vocational schools.

[64] Complemented by the "Real Decreto 3473/2000, de 29 de diciembre, por el que se modifica el Real decreto 1007/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria" and the "Real Decreto 3474/2000, de 29 de diciembre, por el que se

certificate was introduced. The school ordinance of 1820 defined the Swedish grading system as an absolute system with letter grades. On century later, in 1918, lower technical vocational education was introduced to integrate apprenticeship schools, vocational schools and technical-vocational schools. Vocational education was also expanded through colleges of commerce and home economics colleges. State steering was fairly limited and there were many local variations of the schools on offer. The participation of girls to general grammar schools was enabled by the 1927 School Reform.

In the 1960s, the bipartite system was abolished and replaced by a single-structure basic school ("grundskolan") providing 9-year compulsory education. Years 1-6 of this school corresponded to primary education, and the higher years (7-9) to lower secondary education. Then, the 1970 Reform brought together upper secondary schools, lower technical-vocational schools and vocational education into a single administrative unit - the upper secondary school "gymnasieskolan".

In 1994, upper secondary education was further re-structured and the upper secondary school's lines and special courses were integrated into 16 national programmes[65], all of which were three years in length. The Swedish grading system was changed via the group relative grading system to a goal and knowledge related grading system with four-level grading. The group related relative grading system meant that all pupils throughout the country who took the same course in a subject were compared and constituted a reference group. Figures from 1 to 5 were used to denote grades. The main rule was that the grade would provide an indication of the pupil's knowledge and skills in relation to other pupils in the same year in the country as a whole.

2.3.2. *Teachers recruitment, training and salaries (ISCED 2-4)*

The distribution of the national laws affecting secondary school teachers are graphed in Figure 2.3.2[66].

---

modifican el Real Decreto 1700/1991, de 29 de noviembre, por el que se establece la estructura del Bachillerato, y el Real Decreto 1178/1992, de 2 de octubre, por el que se establecen".

[65] The 17th programme, namely the Technology Programme, was introduced in 2000.

[66] This section reviews mainly laws as from the 1970s based upon the Eurydice (2002) and NATLEX databases. Further data still remains to be collected to cover the first half of the century.

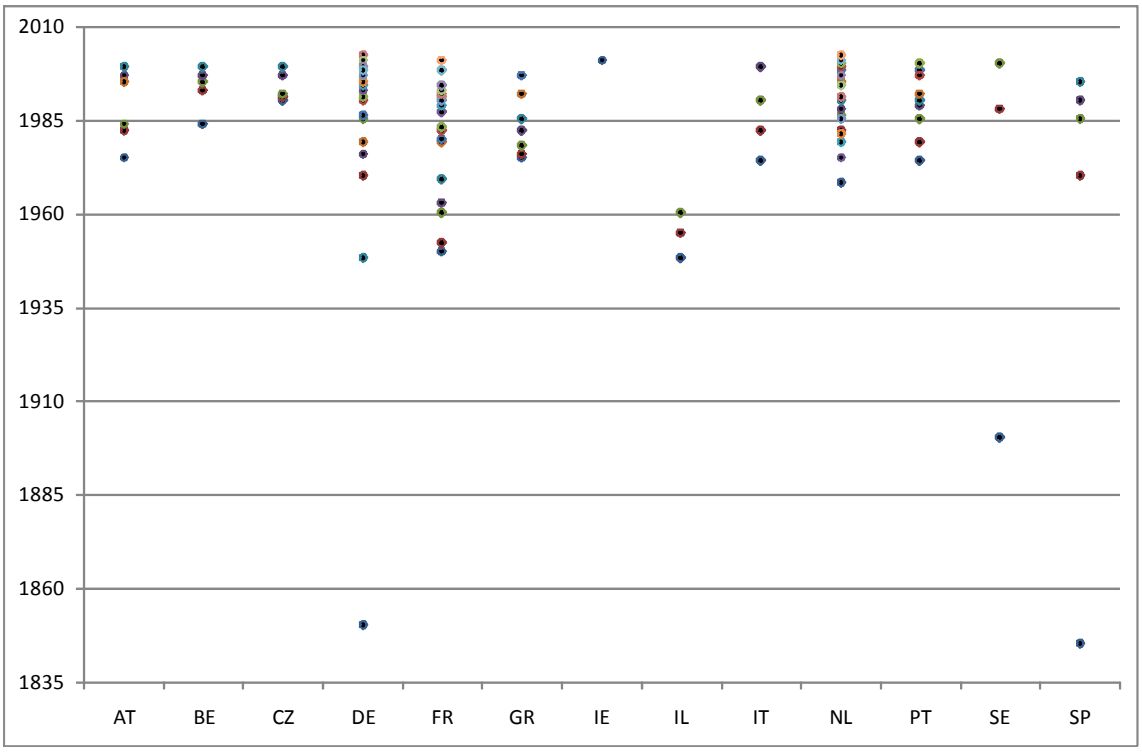


FIGURE 2.3.2. TEACHERS RECRUITEMENT, TRAINING AND SALARIES (ISCED 2-4)

AUSTRIA

In Austria, the main reforms affecting teachers focused on their training. In 1975, the 5th amendment of the School Organisation Act ("Schulorganisationsgesetz") introduced separate initial teacher training for teachers at "Hauptschulen" consisting of three years of training in two subjects along the lines of initial teacher training at universities. In 1982, the "Pädagogische Institute" (in-service training institutions) were formally made responsible for in-service and further education, and, in 1984, the "Allgemeines Hochschul-Studiengesetz" (General University Studies Act) integrated professional training in the initial training for AHS teachers. The curriculum for AHS teacher accreditation programmes was redesigned in 1997 and teacher training colleges were upgraded in 1999 by the Academy Studies Act to overcome their static character and cooperate more closely with universities and in-service training institutions. The working conditions of secondary school teachers were upgraded by federal law only in 1995 with the introduction of an early retirement model for teachers aged at least 56,5, with

reduction in pension benefits. This law also established the right for a parental leave up to 10 years and a sabbatical with a 1-year exemption from teaching assignments and a reduced salary over a 5-year period.

BELGIUM

In Belgium, the Royal Decree No. 297 of March 1984 increased by one hour the weekly workload of teachers in secondary education and the Circular of 3 July 1984 introduced compulsory three-year (instead of two-year) courses in teacher training institutes. In the French Community, the last revision of the Constitution towards a federal State led to the Statute of 1 February 1993 regarding the rights, obligation and conditions of service of subsidized staff in government-dependant private education. The Decree of 16 July 1993 provided in-service teacher training for secondary education and the Decree of 12 December 2000 specifyied the initial training (defined as 13 skills) required by "instituteurs" (primary school teachers) and "régents" (secondary school teachers). In the Flemish Community, the salary scales of the teaching staff of the colleges were fixed in 1995. The teachers' college of the Flemish Community was transformed in 1997 and the minimum study scope of the continued secondary teacher trainings redefined by Decree in 1999.

CZECH REPUBLIC

At the end of the Soviet Union, the Czech Republic started by banishing (1990) the unified study programme for teacher training so-far prescribed centrally by the Ministry of Education and the existing institutional network of in-service teacher training on institutional basis (1991). In 1992, government decrees stipulated important changes in the working conditions of teachers. An official salary scale was established (first salary system common to the entire public service) and the number of individual teaching hours was increased from 21 to 22 hours per week (Decree 503/1992). Although the number of teaching hours was further increased to 24 hours in 1997, it was set back to the pre-1997 level (22 hours) in 1999. Instead, teachers were compelled to carry out additional teaching-related activities during the remaining of their hours each week. In 2000, teachers' basic salary was increased by 8%.

FRANCE

In France, the "Certificat d'Aptitude à l'Enseignement Secondaire (CAPES)" was established in 1950 to qualify certified secondary school teachers, and the regional teacher training centres ("Centres Pédagogiques Régionaux", CPRs) were created in 1952 for candidates who had passed the written examination stage of the CAPES. Then, in 1960, the "Certificat d'Aptitude Pédagogique pour les Collèges d'Enseignement Général (CAPGEC)" was instituted. This certificat enabled primary school teachers to teach at the lower secondary level. As a consequence of the Fouchet Law of 1963 on the creation of the lower secondary level, called "college", a decree was passed in 1969 establishing a new category of teachers namely, the "Professeurs d'Enseignement Général de Collège" (PEGC).

A series of reforms on the improvement of teacher training were then passed in France in the 1980s. For instance, the Circular of 1979 regarding the in-service training of the maîtres (teachers) in colleges; the Circular of 1980 strengthening initial professional training of secondary school teachers in the "Centres Pédagogiques Régionaux" (CPRs, or regional teacher training centres)[67]; and the Decree of 1982 creating a "Mission Académique à la Formation du Personnel de l'Education Nationale" (MAFPEN, or commission for public education staff training) in each "académie"[68]. In 1983, the "Mission à la Formation et à la Recherche en Education" (MIFERE, or Delegation for Training and Research in Education) was established to coordinate the activities of the MAFPENs. The Decree of 1985 redefined the activity of the MAFPENs[69] and MIFERE, reduced the CPR training placements to 4-6 hours a week and launched the gradual abolishment of the category of PEGC. Hence, in 1987, an internal competitive examination was introduced for the PEGC to secure the status of "certifié" and the recruitment of lower secondary school teachers among CAPGEC holders ceased. Further on, the article 17 of the education policy law of 1989 (known as the Loi Jospin) set up the "Instituts Universitaires de Formation des Maîtres" (IUFMs, or University Teacher Training Institutes) on the idea that pupils should be at the heart of thinking and action on

[67] Each placement lasted 3-4 hours a week.
[68] The Decree of 1982 also extended the CPR training placements to 8-9 hours a week.
[69] The MAFPENs were then abolished in 1998.

the part of teachers. An outline agreement for upgrading the status of teachers was signed by the Minister of Education and trade union organisations (including the improvement of the working conditions and remuneration of teachers at the beginning and at the end of their careers). Moreover, that law also advised expanding in-company internships, reaffirmed the goal of 80% success for a given age group on the “baccalauréat” examination, as well as the goal of all pupils of a given age group reaching at least the level of CAP (“Certificat d’Aptitude Professionel”) or BEP (Brevet d’Etudes Professionnel”) within the next ten years. Finally, the Decree of 1991, gave details about the content and validation of the new IUFM training provision[70].

In 1990, a Memorandum of Agreement, known as the "Protocole Durafour", concerning the whole public service, enabled teachers in secondary education to improve their internal promotion prospects. It also introduced a special compensation benefit for teachers appointed to work in "Zones d'éducation prioritaires" (ZEPs, or priority education areas). The Ministry acquired an information system in 1992 enabling it to have a good overall view of the distribution of in-service teachers in schools (EPP, "Emploi", "Postes", "Personnels"). The promotions and transfers for teachers appointed to ZEPs were speeded up. In 1993, an agreement was passed on the reduction of insecure employment which aimed at providing tenured employment for teachers whose professional situation had so-far been unsecured. Furthermore, the Circular of August 1993 replaced the professionally oriented part of the CAPES examination with an assessment based on the previous experience of candidates, and the strengthening of the role of the universities. A sub-directorate of innovation and in-service training was then established at the Ministry of Education in 1994. Finally, in 2001, arrangements were made to support the entry of primary and secondary school teachers, as well as staff concerned with other aspects of education and guidance, into the profession and its in-service training.

[70] Content: at least 300 hours of placement activity, 400-750 hours of subject-based training and 300-450 hours of general training spread over two years. Validation procedure: evaluation by an examining committee of a professional dissertation based on observations made during the trainee placement.

GERMANY

In Germany, since the 19th century up to the present day, most teacher education provided in the "Länder" has been school-related, meaning that the various types of school now correspond to specific categories of teacher, such as the "Gymnasiallehrer", the "Realschullehrer" and the "Hauptschullehrer", with different salaries and a different status. These categories are regarded both by the teachers concerned and the general public as almost different careers within the teaching profession. The only exception to this school-related system occurred in the North Rhine-Westphalia and Brandenburg "Länder", which introduced the so-called "Stufenlehrer" category. In the 1970s, some Länder shortened the final 'on-the-job' qualifying phase for "Gymnasium" teachers from 24 to 18 months, while the "Beamtenrechtsrahmengesetz" (Civil Servant Framework Act-1985) stipulated a period of 24 months for senior civil servants (the Gymnasium teacher category). The Länder which took this decision wanted to speed up training in order to obtain more teachers. However this decision was not approved by Länder such as Bayern which had maintained a period of 24 months for the final 'on-the-job' qualifying phase. As a result, Länder that had maintained a two-year period for this phase often did not recognise the teaching diploma. This compromised the mobility of the teachers concerned for whom the 1976 provisions could not be implemented.

In 1948, the Länder established the "Ständige Konferenz der Kultursminster der Länder" (KMK, or Standing Conference of the Ministers of Education and Cultural Affairs) in order to coordinate cooperation in education and training, higher education and research, and cultural affairs. It has served as a forum for permanent cooperation ever since. KMK resolutions had the status of recommendations until they are enacted as binding legislation by the parliaments of the Länder ("Landtage"). They were implemented in the individual Länder as laws, ordinances or regulations. In 1976, the Uniform Regulations for the Exchange of Teachers between Länder ("Einheitliche Regelungen für den Lehreraustausch zwischen den Ländern") were adopted by the KMK. Each Land accepted only as many teachers from other Länder as teaching posts became vacant following moves elsewhere by its own teaching staff. And in 1979, the KMK passed a resolution concerning the supervision of the examinations by specially appointed civil servants ("Gemeinsame Regelungen für Lehramtsprüfungen") This resolution obliged the Länder to comply with the same standards when appointing examiners and organising state

examinations for teachers ("Staatsprüfungen für Lehrer")[71]. The resolution of 1986 ("Dauer des Vorbereitungsdienstes für die lehrberuflichen Laufbahnen des Höheren Dienstes"), concerning the length of the final 'on-the-job' qualifying phase, obliged the (then) 11 Länder to introduce a two-year final 'on-the-job' qualifying period before 1 January 1990 and recognised diplomas awarded up to 30 June 1991, following an 18-month qualifying phase of this kind. It was complemented by the KMK resolution of 1990 on the implementation of the EEC Directive 89/48 for the recognition of higher education diplomas awarded on completion of professional education and training lasting at least three years. The resolution resulted in comprehensive mutual recognition of the teaching diplomas awarded by any of the Länder. It provided minimum requirements for recognition of the qualified teacher status that these diplomas represented.

After the Reunification the Federal and Soviet teacher training systems were merged. The teacher training courses of the former GDR got recognized in 1993 ("Vereinbarung über die Anerkennung und Zuordnung der Lehrerausbildungsgänge der ehemaligen DDR zu herkömmlichen Laufbahnen") to enable the assignment of its teachers to conventional career paths[72]. In 1994, framework agreements were adopted on training and examinations for the six types of career in teaching and in 1995, a KMK resolution was passed to reform the structure of teacher training ("Studienstrukturreform für die Lehrerausbildung") which stipulated a set of minimum standards for (1) the study of at least two subjects or subject areas (including subject-related teaching methodology) and (2) the study of an educational science component with compulsory study of educational theory and psychology, as well as a choice of additional subjects (e.g. philosophy, social sciences/ politics and theology) in the form of standard periods of study ("Regelstudienzeiten") and hours of attendance per week during a semester. However, despite these harmonization measures, as a result of budgetary restrictions, the second transitional remuneration ordinance ("Zweite Besoldungs Übergangsverordnung") of 1997 set that teachers in the new Länder shall only receive 87 % of the salary of teachers elsewhere in Germany. This regulation expired at the end of 2002 with the

[71] At the end of the 1960s there was a trend at some universities in some of the Länder towards extending the system of cumulative examinations (continuous assessment) and the right of the students to make suggestions for the selection of their examiners.

[72] In 1999, the KMK resolution on the mutual recognition of teacher training diplomas and qualifications ("Gegenseitige Anerkennung von Lehramtsprüfungen und Lehramtsbefähigungen") provided for greater flexibility in the recognition of diplomas than the 1976 and 1990 resolutions.

implementation of the "Bundesbesoldungsgesetz"[73] (amended Federal Act on the Remuneration of Civil Servants). The performance of teachers, as well as their seniority, was to be considered before promotion to the next grade. As a result, the highest grade would be reached between the ages of 50 and 55, depending on the salary ranking of teachers when they became civil servants (nevertheless, provision for salary increases based on merit have hitherto been the exception rather than the rule). Finally, the "Vereinbarung zur Übernahme von Lehrkräften zwischen Berlin und Brandenburg" (Agreement regulating the transfer of teachers from Brandenburg to Berlin) of 2001 aimed at limiting the migration of teachers from the new Land of Brandenburg to Berlin. This measure was enhanced by the recommendations issued by the KMK working committees to the Länder about the use of existing resources and emergency recruitment as measures to cope with teacher shortages.

GREECE

In Greece, most of the reforms concerning teachers were launched in the 1970s. For instance, the Law 186 of 1975 which established the Centre for Studies in Education and Training ("Κέντρο Μελετών και Επιμόρφωσης", or KEME) and abolished the Higher Education Council whose main responsibility had been to plan educational policy and promote educational activities at all levels of schooling. This Centre was established in order to coordinate the pedagogic and academic counselling of teachers. The law 309 of 1976 established several councils authorised to take decisions affecting the working conditions and status of teachers (duties, promotions, disciplinary issues, abolition of posts etc.). Then, the Presidential Decree of 1978 established the first two institutions for in-service teacher training in secondary education (SELME, or "Σχολή Επιμόρφωσης Εκπαιδευτικών Μέσης Εκπαίδευσης"). Eight more were established later. The duration of training was one year and teachers were accepted for courses after passing an entrance examination. They were exempt from normal duties during their training. All SELME

[73] The New version of the "Bundesbesoldungsgesetz" of 1998 established basic regulations relating to teacher salaries although the Länder retained their own legislation on the remuneration of civil servants. Since this Law, there is no special legislation governing teacher salaries or pensions. Instead, both are subject to general provisions on civil service remuneration and pensions (annual increases in civil servant salary scales are subject to an annual reduction of 0.2% from 2000 to 2015, which means that they will clearly be lower than increases in the private sector, perhaps by over 10 %). "Verordnung über die Gewährung von Mehrarbeitsvergütung" (Federal decree on overtime pay). In rare cases in which teachers have to work overtime because one of their colleagues absent for a long period cannot be replaced by a teacher on a fixed-term contract, they are paid the number of hours that exceed their weekly workload.

followed the same curriculum (for teachers of the same subject). In 1982, the Law 1268 on the 'Structure and Operation of Higher Education Establishments' set up teacher training departments in universities; and the Law 1304 introduced the post of school counsellor and simultaneously abolished that of inspector. The role of counsellors included the provision of support in academic and teaching matters, and involvement in the appraisal of teachers in cooperation with the school head. Counsellors were also meant to contribute to the teacher training dimension of education in cooperation with the Pedagogical Institute, and encourage research into educational issues. They were to be selected for a 4-year period by authorised councils from among teachers with permanent tenure in accordance with certain requirements and procedures.

Moreover, the Greek Law 1566 of 1985 (still in force) set out the general aims of all levels and types of school education: the Pedagogical Institute (PI, or "Παιδαγωγικό Ινστιτούτο") was reestablished as the most important institution concerned with the academic and teacher training dimension of the education system (Article 24/1566); education authorities and councils were established at regional and local level; compulsory in-service training en masse was introduced (year-long and short teacher training courses organized on a regional basis through Regional Training Centres (PEKs, or "Περιφερειακά Επιμορφωτικά Κέντρα")). The Presidential Decree 250 of 1992 offered a new teacher training structure with a common curriculum for all PEKs, which included courses in academic subjects, teaching methodologies and the use of computers. Training was of two kinds: (1) four-month training for teachers who were on the waiting list, but had to complete the training successfully in order to qualify as candidates for recruitment with permanent tenure. At the end of the course, they had to pass written exams; (2) short-term periodic in-service training for all teachers who attended the courses for three months during which they were exempt from their duties (and replaced by the candidates who successfully completed initial training). Finally, the Educational reform of 1997 (Law 2525) introduced the system for the assessment of teacher performance to evaluate the ability of teachers through the corps of External Inspectors.

IRELAND

In Ireland, the Teaching Council Act (No. 8 of 2001) established the Teaching Council to promote teaching as a profession; to promote the professional development of teachers; to

maintain and improve the quality of teaching; to provide for the establishment of standards, policies and procedures for the education and training of teachers and other matters relating to teachers and the teaching profession; to provide for the registration and regulation of teachers; and to enhance professional standards and competence.

ISRAEL

At the time of the establishment of the State of Israel in 1948, there were only ten Jewish teacher-training institutions in Israel (of which, 5 in Jerusalem). In the mid-1950s, universities were officially charged with the task of training teachers for high schools and in the early 1960s the teacher-training system obtained recognition. The training period was extended to 3 years and academic degrees were awarded to qualified graduates (gradual application). Pre-academic programs were established (targeted at immigrant students) of which graduates could apply to teachers' colleges and universities.

ITALY

The 1974 Law, that reorganized for the first time the entire education system, granted teachers a legal status similar to that in other professions. Centres were created for school experimentation, the professional development of teachers and educational research (IRRSAE). In 1982, the D.P.R. 782/1982 stipulated the definition of the teaching posts at the lower secondary level, and the Norm 270/1982 aimed at solving the complex problem of precarious working contracts for teachers by granting some of them permanent working contracts and by introducing rationalisation norms for employment. This Law introduced the so-called "doppio canale" (double channel) under which 50% of teaching posts were assigned to those who had passed the competitive examinations, and the other 50% for those already qualified to teach as a result of their selection in a competitive procedure involving assessment of applicants' qualifications and work experience (precarious contracts). Moreover, in 1990, initial teacher training for secondary education was introduced as part of the reform of regulations on university teaching (Law 341/1990). Teacher training for secondary education was to be provided at "scuola biennale di specializzazione post-lauream" (postgraduate schools offering two-year specialist training). However, the law was not implemented until six years later. Finally,

in 1999, extra pay got entitled to staff members involved in school projects operating in areas with large numbers of migrants.

NETHERLANDS

The second half of the century was marked by series of reforms concerning teacher training, and recruitment criteria. The first main reform was the Secondary Education Act (WVO) of 1968 which sought to introduce an integrated system of secondary education and included teacher training within education at this level. It also laid down a system of three levels at which teachers could qualify and, from this period onwards, there would be three types of teacher training as follows: the so-called MO-courses; the new-style secondary teacher training (Nieuwe Lerarenopleiding, or NLO); and the university teacher training certificates (didactische aantekening).

The "Wet Twee-Fasenstructuur" (the Law on a two-phase two-tier university structure) of 1982 placed teacher training courses in the second phase of university education after the first degree (a Master's degree). In 1986, the "Wet op het Hoger Beroepsonderwijs" (WHBO, or the Higher Professional Education Act) transferred the former "nieuwe lerarenopleiding" (NLOs, or teacher training institutions) to the "hoger beroepsonderwijs" (HBO). Trainee teachers now had to specialise in only one subject area instead of two. Since 1986, teacher training in the "Hogescholen", known as "Lerarenopleidingen" VO, has consisted of full-time and part-time grade-two teacher training, as well as part-time grade-one training. The grade-three qualification has been abolished.

The introduction of a teacher training quality assurance system at universities dates back from 1988. The system consisted of self-evaluation followed by peer review for each discipline or cluster of study programmes, and functioned in accordance with a four- to five-year cycle.[74] In 1995, several experiments were started in which the practical period of teacher training was transformed into a dual structure for both learning and working, known as "Leraar in Opleiding" (LIO). A convention was also passed between the Ministry and HBO-Raad (Hogescholen council) on the development of a common curriculum for teacher training, known as "Process Management Learenopleidingen"

[74] The 1988 teacher training quality assurance system was introduced in the HBO (Hoger Beroepsonderwijs - Higher Professional Education) sector in 1990.

(PML, or process management of teacher training for secondary education)[75]. In 1998, the number of hours in a standard working year was set at 1659 (equivalent to 36.86 hours per working week) for all sectors of education, including in-service training, and experiments were made with classroom assistants (in 60 schools).

At the end of the 1990s, measures regarding the recruitment of teachers were passed. As from 1998, teachers were to be appointed by the appropriate school authority ("Bestuursaanstelling" at the "Bevoegd Gezag") rather than by one school. They could be offered a temporary contract in only a limited number of cases and for a limited period of time (1 year renewable once only for a further year). Temporary appointments were also possible in the event of replacement, temporary positions or specific projects. Under exceptional circumstances, schools could apply for a temporary dispensation ("tijdelijke ontheffing") from the education inspectorate, enabling them to appoint non-qualified teachers. In 1999 a first policy memorandum, known as "Maatwerk voor Morgen" (tailor-made solutions for tomorrow), presented an integrated policy approach to achieve a more demand-driven labour market for education, as well as the transition from a relatively closed market to a more open and varied system for the supply of teachers. In 2000, the "Maatwerk 2", a second policy memorandum, established reserve pools of personnel to replace sick teachers. They consisted of experienced teachers and others less directly involved in education, such as teaching assistants and staff working in after-school care under the supervision of qualified teachers. The so-called "zij-instroom" was introduced and regulated by the 'side entrance' Interim Act of July 2000. It implied the extension of access to the teaching profession for people with experience in other sectors of employment or with higher education qualifications.

With regard to teachers' salaries, the Dutch education system suffered important turbulences during the 1970s and 1980s. In 1975, the government introduced a stringent programme of retrenchment to limit public expenditure, which held back any significant salary increases. As a result, the teaching profession became less competitive than employment in the private sector. This reduction of teachers salaried went further with the "AHA-maatregel" of 1979, which implied a reduction in salaries for new teachers and/or a lengthening of the period in which they could reach their maximum wage level (HABO-

[75] The PML was implemented in 1998. This curriculum does not correspond to a ready-made programme

raad, 1979). In 1981, an extension of the salary scales came along the so-called 'deduction resolution', which resulted in the fact that the gross salaries of civil servants could be cut by up to 6%. In 1985, a law was passed on interim decreases in salaries in education (WIISO deductions) and the "Herziening Onderwijssalarisstructuur" (HOS) system was introduced, under which the staff salary structure of the education sector was overhauled. As a result, salaries in teaching got based on tasks and levels of responsibility, while the careers and salary scales of teachers got extended so that their final salaries would be higher. At last, in 1991, 1994, 1997, the starting salaries of teachers got successively increased, and since 2001, the period in which teachers will reach their maximum income has been shortened from 26 to 21 years in successive stages[76] and the prohibition on working after the age of 65 has been abolished[77].

PORTUGAL

Among the reforms having affected Portuguese teachers' training is the reform of 1974 on professional teacher training courses which put an end to the state examination and the distinction between posts for men and women (which severely penalised the latter), and increased the overall number of posts on offer and the responsiveness of training to all educational influences. Then, the Publication of Decree 519-T1 of 1979 established new contractual arrangements for teachers with general academic training but no professional training, by enabling them to complete the latter in service ("profissionalização em exercício"). New forms of initial training in accordance with the concurrent model were offered at ISCED level 5A to prospective teachers in lower secondary education at the new universities (Evora, Aveiro, Minho). In the mid-1980s, the "Lei de Bases do Sistema Educativo" (Basic Law on the Education System), which extended compulsory education from 6 to 9 years, also established the fundamental

---

but quality standards and exit qualifications.

[76] In 2002, the period in which the maximum salary is reached was further reduced from 21 to 18 years.

[77] Further measures were passed in 1994, 2000 and 2001 respectively, regarding the working conditions of teachers. Among these are the so-called BAPO arrangement of 1994, under which staff aged 52 or over could opt for a reduction in working time with only a relatively small decrease in wages; the 1994 Decree on staff in education and research who became unemployed (schools were made responsible for compensating staff who become unemployed as a result of mergers between schools or fluctuations in pupil enrolment); the 2000 law on flexible pension allowances after the age of 61 are being increased; and the Collective Employment Agreement (CAO) of July 2001. Its major areas relate to clearer distinctions between various school tasks, an increase in the number of class assistants, greater emphasis on teacher training within schools (opleiden in de school), increased cooperation with all relevant stakeholders,

principles of teacher training (university training for all teachers, the right to in-service training); enhanced by the Decree 344/89[78], the "Estatuto da Carreira Docente" (status of the teaching career) of 1990[79], the special legal arrangements of 1992 for in-service training ("formação continua") and the revisions of the "Estatuto dos Educadores de Infância e dos Professores dos Ensinos Básico e "Secundário"" of 1998[80].

Finally, at the end of the 1990s, the Parliament declared that teacher training, for all levels of education from pre-primary to the end of secondary education, shall lead to the award of a "licenciatura" (university degree, a ISCED 5A level), and determined the principles and organisation of specialised teacher training (supervision, school administration, curriculum development, special educational needs) (Decree 95/97). The "Instituto Nacional de Acreditação da Formação de Professores" (National Institute for the Accreditation of Teacher Training - INAFOP) was created in 1999 to introduce quality standards for teacher training, and unemployment benefits were awarded for the first time to teachers by the Article 10 of Statutory Order No. 67 of 26 April 2000[81].

SPAIN

The first reform affecting the 20th century teachers in Spain was the 1845 reform which turned the majority of secondary school teachers into civil servants. Since 1845, around 70-75% of teachers are civil servants within the "Cuerpo de Profesores de Secundaria" (the 'body' of teachers for secondary education), as against the 25-30% who have an

---

stronger opportunities for 'side entrance' into the teaching profession, and a strengthening of educational assistance to schools and individual teachers.

[78] The Decree 344/89 approved the general regulations for teacher training for all levels (excluding tertiary level) with which the universities and higher education institutions had to comply with when developing their curricula, in accordance with the conditions governing their academic autonomy.

[79] The terms and conditions of service of teachers initially were set out in two government enactments (Statutory Order 408/89 of 18 November, which determined their career structure and salaries, and Statutory Order 139-A/90 of 28 April, which approved the status of teachers) and covered virtually all contractual and professional issues related to public teaching practice. They included the professional rights and duties of teachers, their training, recruitment and selection, access to the teaching career, career structure and remuneration, evaluation of performance and possible promotion within the profession, mobility, working conditions, disciplinary arrangements, holidays and leave of absence, age limits and retirement and transitional measures.

[80] In 1998, the "Estatuto dos Educadores de Infância e dos Professores dos Ensinos Básico e "Secundário"" was reviewed and updated as regards various provisions concerning the status negotiated in the second half of the 1980s. The working hours of teachers and instructors are fixed at 35 hours a week, which included a teaching and non-teaching component.

[81] For the first time within the public service, certain teachers without a place after teaching a certain number of days (continuously or otherwise) were entitled to unemployment benefit.

‘interim’ appointment for a fixed period. Civil servant teachers have full job security, in principle until retirement. Although the salary structure is the same and the same principles govern remuneration, there are significant salary differences among the Autonomous Communities. Features of incentives and promotion may similarly vary from one Autonomous Community to the next.

With regard to the training requirements of teachers, the "Ley General de Educación y Financiamiento de la Reforma Educativa", LGE (General Act on Education and Financing of the Educational Reform) of 1970 introduced compulsory professional training at upper secondary level in the public sector. At the end of this training (a minimum of 300 hours), the "Certificado de Aptidud Pedagógica" (CAP, or ‘certificate of pedagogical aptitude’) was awarded. Teachers of EGB follow a training lasting three years. This measure was followed in 1985 by the creation of the "Centros de Profesores" (CEPs, or ‘teacher centres’) with the purpose of providing the in-service teacher training formerly offered by the universities. The CAP was first amended in 1990 to provide for the award of a "título de especialización didáctica" (title of ‘specialisation in didactics’) at the end of a qualifying teacher training course lasting at least one academic year. As the law created "Educación Secundaria Obligatoria" (ESO, or compulsory secondary education), it changed the identity of teachers as a professional body. Teachers in general basic education who were qualified to work in secondary education became part of the "Cuerpo de Profesores de Enseñanza Secundaria" after passing the competitive exam and had to have the degree of "Licenciado, Ingeniero or Arquitecto". Then, in 1995, the Royal Decree of the "Curso de Cualificación Pedagógica" (CCP, or pedagogical qualification course) made this one-year course (the former CAP) compulsory if teachers were to obtain the professional diploma of ‘specialisation in didactics’ which in turn was required for teaching in secondary education.

SWEDEN

Until the 1980s, teachers for the “grundskola” were trained in three different types of course corresponding to junior level (years 1-3), intermediate level (years 4-6) and subject teacher sets (years 7-9). But with the Act of Parliament on New Teacher Training for Grundskolan (“En nylärarutbildning for grundskolan”, SOU 1984/85:122) of 1988 this training got divided into branches corresponding to years 1-7 and 4-9, and contained

the following four components: an introductory practical/pedagogical course of 20 credits; a so-called communication block of 40 credits; a specialist component of 60 credits directed towards the higher years; and a practically oriented course of 20 credits. Further on, in 2000, an Act of Parliament defined a five-year agreement on a new form of initial training for teachers at all levels of education[82].

2.3.3. *Education decentralization (ISCED 2-4)*

Decentralization is defined as the transfer of decision-making authority closer to the consumer or beneficiary. This can take the form of transferring powers to lower levels of an organization, which is called deconcentration or administrative decentralization. A popular form of deconcentration in education is to give additional responsibilities to schools. This is often called school autonomy or school-based management and may take the form of creating elected or appointed school councils which are given budgets and the authority to make important educational decisions. Deconcentration may also take the form of empowering school directors or directors and teaching faculty to make decisions within the school (Gamage and Sooksomchitra, 2006).

Another form of decentralization, called devolution, entails transferring powers to lower levels of government. Most often, education responsibilities are transferred to general-purpose governments at the regional or local levels. Examples are the decentralization of basic education to local (district) level governments, as in Sweden and Finland. When education responsibilities are transferred to general-purpose governments, the elected governing bodies of those governments must make decisions about how much to spend

[82] The main features of this five-year agreement were as follows: • common initial training leading to a new integrated degree incorporating eight of the earlier teaching degrees. The degree in Education for the Compulsory School was replaced by a teaching degree ("Lärarexamen") with a specialisation in teaching in the first years or higher levels of the compulsory school; • the structure of the programme was made up of the following three well-integrated areas of education: general training focused on common basic competence (60 credits), particular subjects or subject areas (a minimum 40 credits) and specialised education (a minimum 20 credits); • the new degree required the completion of at least 120 but no more than 220 credits, depending on the chosen area and level of education; training for teachers in higher (lower secondary) level of the "grundskola" required a minimum of 180 credits (four-and-ahalf years); • regulated working hours included an average of 104 hours/year for each teacher for competence development activity; • the new degree qualified its holders for postgraduate research.

on education versus other local services[83]. This section reviews the origins and evolution of this growing decentralization trend among the SHARE countries.

Among the first countries launch the decentralization of education by law is the Netherlands, where since a law of 1917, all schools, both public and private, are governed by a legally organised competent authority (Bevoegd Gezag) which is responsible for implementing legislation and regulations in schools. The municipal authorities have a dual role as the local authority for all schools in their area (whether publicly or privately run), and as the competent authority for public-sector schools. This authority in the case of a private school is the board of association, foundation, or church body that set it up. This statutory equality of public and private schools is an important feature of the Dutch education system. Further on, since the Staff Budget System (Formatiebudgetsysteem, or FBS) of 1992, schools have received a budget for staff in the form of 'units of account' determined on the basis of legal norms and criteria. The 1993 "Wet op het hoger onderwijs en wetenschappelijk onderzoek" (WHW, or Higher Education and Scientific Research Act) granted considerable autonomy to higher education institutions and progressively transferred the funding of teachers' in-service training to the schools. Moreover, the "Collectieve Arbeidsovereenkomst Decentralisation" (CAO) of 1996 are collective employment agreements for secondary education between the employer and employee organisations. These agreements decentralised the staffing policies of schools and expected them to apply integral "personeelsbeleid" (integrated personnel policies). Schools could decide on the numbers of teachers and other staff to be appointed, as well as differences in staff rewards and task allocations, and draw up (re)training policies and additional conditions of employment. Finally, the Maatwerk III (policy paper) of 2001, by the Ministry of Education, Culture and Science, contained proposals to assist schools in the development of their own integrated personnel policies. To this end, the Ministry made available an extra budget of EUR 0.54 billion.

Second, Italy initiated the process of decentralization of school authority already in the 1970s. The Presidential Decree 10/1972, issued just after the establishment of the Regions, provided for the transfer of the competences on 'artisan and vocational

[83] Read more: Decentralization and Education - Definition, Measurement, Rationale, Implementation, School Finance, Effects of Decentralization. http://education.stateuniversity.com/pages/1903/Decentralization-Education.html#ixzz0Xref4sVq.

education' from the Ministry to the Regions. It applied exclusively to the outside-school system. The Law of 1974 followed by the Law 517/1977 further altered the organisation of lower secondary schools by giving the newly created councils at school level more power to decide curriculum matters. Furthermore, the Law 845/1978 provided a national framework regulating the responsibility of the Regions with regard to vocational training[84]. Then in the 1990s, these efforts went further, with the progetto Brocca, C.M. 27/1991, which constituted the first national experimentation of full school autonomy. Then, the Law 59/1997 initialised a far-reaching decentralisation process of relevance to schools. It included decentralisation of the tasks of school administration; school autonomy as far as the curriculum was concerned; the enhancement of the role and individual skills of teachers; and a redefinition of the responsibilities of teachers in relation to planning and pedagogical research. In 1998, the responsibility of Regions was legalized for deciding the regional school calendars and, in 1999, school autonomy got further regulated by the D.P.R. 275/1999 and the financial law which foresaw the possibility for the communes to 'offer free loans for textbooks to upper secondary school students who meet the requirements'. Finally, the decentralization of authority from the State to the Regions, the Communes and the schools was also facilitated by the introduction in 1993 of the privatisation of public-sector employment contracts in accordance with similar arrangements in the private sector.

In the 1980s, the Netherlands and Italy were joined by several countries, among which Greece, France, Sweden and Belgium. In Greece, the law 1304 of 1982 established prefectorial and local education directorates and offices ("Διευθύνσεις και Γραφεία Δευτεροβάθμιας Εκπαίδευσης"), which have exercised administrative authority over schools and teachers, and are supported by the abovementioned councils. Further, the Law 1566 of 1985 (still in force) established education authorities and councils at regional and local level. In France, secondary education institutions were given the status of local public establishments in 1983 as part of the policy of decentralisation and distribution of responsibilities between the State and local government administrations. In 1999, whereas the procedures governing movements within the teaching profession got geographical decentralized, in-service training got centralized at the Ministry level through the introduction of a national programme of monitoring. In Sweden, the

[84] This law was supplemented by the Reform of 2001 of Title V of the Constitution on the regulation of the

Education Act ("Skollagen", SFS) of 1985 gave the responsibility for school management to the municipalities, which were obliged to provide a number of basic services and ensure that Swedish schools upheld equivalent standards. The municipalities were granted extensive autonomy in administering them. All school teachers in municipal schools were made to municipal employees. To be permanently employed, a teacher had to have completed a teacher study programme at a university or university college. Applicants not fulfilling this requirement could be appointed for a maximum 12 months at a time. Moreover, in 1991, the authority to regulate staff conditions of employment in the public sector was transferred from central level to the local authorities and the number of pupils per class got limited to a maximum of 25. In Belgium, the 1989 Special Law on the financing of the Communities and Regions introduced mechanisms aimed at making them financially accountable for their new responsibilities, including education. In 1993, the French Community defined regions as responsible for the administration of vocational education and adopted the Charter of March 1993 for dual education and training defining the respective roles of schools and companies.

In the 1990s, the Czech Republic and Austria launched their own decentralization reforms. In the Czech Republic, the Law on State Administration and Self-Government ("Zákon o státní správě a samosprávě ve školství" No. 564/1990) introduced a system of management under which schools became autonomous and could register as legal entities. In 2000, a new administrative reform strengthened self-administration and included educational administration in public administration. In Austria, pilot projects were launched in 1993 regarding "Schulautonomie" (school autonomy). In 2001, an internal school behaviour policy ("Erziehungsvertrag") was introduced aiming at involving parents more actively in their children's upbringing, at awaking a sense of responsibility in pupils and at providing teachers with clear guidelines regarding the sanctions available to them; and the Province Teacher Service Code was adopted to made the work of teachers more transparent and enabled the general public to be more aware of the activities of teachers within and beyond the school.

---

responsibility of the Regions with regard to vocational training.

Finally, in Portugal, it is only in 2001, with the Statutory Order 6 of 18 January, that basic schools got allowed to establish certain specific curricula areas and draw up precise timetables for the subjects included in their study plans.

2.3.4. *Special education reforms (ISCED 2-4)*

The first measures targeting specifically 'special' education date back from the 1970s. In 1970, the Belgian Law on special and integrated education stated the enrolment of children with special needs in centres for special education adapted to each particular learning difficulty. Compared to mainstream education, special education was subject to more stringent pupil/teacher ratios and special requirements for assistance such as those provided by medical and paramedical staff, speech therapists and physiotherapists. In 1978, the types and the organisation of special education, including the admission requirements, were defined by Royal Decree. In 1989, the French Community launched the ZEP experiment ("Zones d'Education Prioritaire", or priority education zones) and in 1997, the Flemish Community passed a Decision concerning the tasks, composition and functioning of the consultative commissions for special education. Moreover, the Italian Law 517 of 1977 already provided for the integration of handicapped pupils in ordinary schools. But it is the framework Law 104 of 1992 that regulated the assistance, social integration and other entitlements for the disabled. It granted them the right to education in mainstream classes at all levels (including university), laying down precise regulations for the diagnosis and certification of disabilities, and for full integration of the disabled into mainstream schools, which involves reducing the number of pupils in each class. Further on, the Ministerial Decree 141 of 1999 uniformly regulated the procedures for ensuring that classes in schools of every level and type would include pupils with special educational needs. The Decree established that, as a rule, classes could not contain over 20 pupils and that the inclusion of more than one pupil with special needs in a class would be possible if there was no other solution or if that pupil had only a minor disability.

A second group of countries joined these efforts in the 1990s, counting Sweden, Austria and the Netherlands. In 1993, Sweden passed a law on service and support to certain people with disabilities ("Lag om stöd och service till vissa funktionshindrade", SFS

1993:387). More recently, in 2001, the reform of teacher education strengthened the place of special needs teaching. This law compelled all student teachers to study special needs teaching within the training programme, and an advanced special needs teaching programme with its own degree was also planned. Students with a physical disability shall normally attend mainstream schools, while those with impaired hearing may attend special schools. Special schools or integrated classes for pupils with learning disabilities were established within the compulsory school system. Austria prescribed by law the integration of children requiring special educational assistance into the “Haupschule” only in 1993. This law was based upon the “Volksschule” (primary school) model. In 1996, the “Fruhwarnsystem” (early warning system) was then introduced as an amendment to the School Education Act of 1996, to prevent failure at school and improve education quality. Provisions on the integration of pupils with special education needs at lower secondary schools were also established by an amendment to the School Organisation Act of 1996. In the Netherlands, as of the 1999/2000 school year, individual pre-vocational education have been incorporated into learning support (LWOO) "leerwegondersteunend onderwijs" in VMBO and practical training "primair onderwijs" was introduced. With these changes, special schools for secondary education "voortgezet speciaal onderwijs" (previously special secondary schools for children with learning and behavioural difficulties (VSO/LOM) and children with learning difficulties (VSO/MLK)) have become part of mainstream secondary education. Since 1 January 1999, schools providing VMBO and practical training and special schools for secondary education have been required to work together in consortia to cater for children with special needs within mainstream secondary education.

At last, since 2000, the Czech Republic, Greece and Ireland have passed specific laws on ‘special’ education. In the Czech Republic, the reform of 2000 created a new position of educator/teacher assistant for all socially disadvantaged children (including Romany children). In France, a Circular of 1997 was passed on the training to prepare prospective teachers of children experiencing difficulty at school for the examination leading to the "Certificat d'Aptitude aux Actions Pédagogiques Spécialisées d'Adaptation et d'Intégration Scolaire" (CAPSAIS, or certificate of proficiency in specialised teaching for academic adaptation and integration). This measure was complemented by the Memorandum No. 97-123 of the same year on the required skills of secondary school teachers reinforcing the learner-centered approach. In Greece, the Law 2817 of 2000 dealt

with issues concerning students with special educational needs (""Άτομα με ειδικές ανάγκες""). Subsequently, teaching materials, dealing with questions of vocational guidance, have been produced for certain categories of special needs. A Special Education section has been set up at the Pedagogical Institute, and support offered by a special education teacher is envisaged for students with special educational needs who attend mainstream schools. Finally, Section 7 of the Irish Equal Status Act of 2000 impacted on secondary education in terms of guaranteeing access to, and participation in, such schools by members of named minority groups including those with disabilities and members of ethnic minority groups.

2.4. Tertiary education reforms (ISCED 5-6)

Finally, this section focuses on the origins and evolution of the reforms that influenced the last century's tertiary education, i.e. ISCED 5A, ISCED 5B and ISCED 6.

As illustrated by Geuna (1999), contemporary European universities are the product of about 800 years of evolution and their current standing is the result of a series of historical events. During the 19th century, new models of teaching and research institutions emerged in Germany, England and France. While the French strong state control and utilitarian perspective[85] spread to countries such as Portugal, the English and German structuring of knowledge into disciplines spread to all the other European countries and created a modern research-oriented type of university[86]. On the one hand, the German model originated from the Wilhelm von Humboldt Law of 1808, known as the 'Humboldtian university model' according to which the ideal university shall be an "institution for the cultivation of excellence, which is free in the internal realm of research, privileged by the State and the Law, discharged in relation to the normal state

[85] The peculiarity of the French system resulted mainly from the Law of 1793 which abolished the 22 French universities in favour of the establishment of two new types of institutions. On the one hand, independent faculties persuying the study of the liberal arts, and on the other hand, new schools, « les grandes écoles » (e.g., Ecole Polytechnique, 1794; Ecole Normale Supérieure, 1795) which focused their research and training on utilitarian subjects. Hence, at the end of the 19th and early 20th centuries, the French system was characterised by a clear subdivision between « grandes écoles » and universities, and by a bureaucratic state control inherited from the Napoleonic period (ibid., p. 48).

[86] Although Oxford and Cambridge developed their scientific and technological capabilities along the line of the German research model, it is under the influence of the Scottish system that the so-called 'professional' system developed in English universities and colleges (Perkin, 1984).

affairs in the broader society" (Spinner, 1993, p.142). On the other hand, with regard to the English model, although Oxford and Cambridge did develop their scientific and technological capabilities along the line of the German research model, it was under the influence of the Scottish system that the other universities and colleges developed the so-called 'professional' system (Perkin, 1984). Hence, English universities served two objectives, namely the research function with the emphasis on liberal education and the goal of preparing students for a professional career (Geuna, 1999).

Thus, at the dawn of the 20th century, the English system could be characterized by an institutional independence, the German system by autonomy of the chair holder and the French system by a higher education essentially utilitarian and at the service of national interests (ibid.). Out of these three main systems, it is the German model that influenced the most the new ideology of university across Europe by launching a spontaneous trend towards the subdivision of knowledge into scientific fields (Wittrock, 1993). While some countries (such as the Netherlands) imitated the German model to a large degree, others only borrowed some of its aspects (such as Austria and Sweden), developing their higher education and research system on the basis of national specificities.

Among the main reform trends[87] characterizing the first half of the century (up to the Second World War, WWII) are (i) the reforms towards the expansion of specialist and technical universities launched by Hungary in the 18th century and followed by Denmark in the 19th century, Austria (1850-1900), Belgium in the 1860s, the Netherlands in 1890 and the Czech Republic in 1918; (ii) the reforms granting the autonomy and academic freedom of State universities led by Germany (1808) and followed by Spain (1873)[88], the Czech Republic (1918) and Italy (1923); (iii) the increase of self-governance granted to State universities (e.g., Austria in 1848); and (iv) the reforms granting free and equal access to higher education based upon examination, initiated in Sweden (1860) and spread further over Europe (e.g., in the Czech Republic in 1918).

[87] For a complete list of main country-specific higher education reforms, see the Appendix section.
[88] In Spain, the principal of academic freedom was abolished during the regime of Primo de Rivera (1923-1930). Reforms were developed at university, such as the granting of permission to private university institutions to hold graduation ceremonies and the coordination of primary, secondary and higher university education.

During WWII, the Western European reforms granting more autonomy and academic freedom got either put on hold or ignored in favour of a more authoritarian and centralized system. In turn, as a response to the strong economic growth of the post-war period, and to the demographic boom, the 1950s-1970s period witnessed the transformation of the elite higher education into a mass institution[89]. Indeed, during the 1950s and the 1960s, the number of students attending secondary school increased at an extraordinary pace, which led to a dramatic expansion of the potential demand for higher education, i.e. the number of students finishing secondary school. Combined to the shift in demand for the level and range of skills by industries and governments together with social pressures for the democratization of the university system, universities got forced to open their doors to all individuals qualified by ability to attend them (Geuna, 1999). Series of structural reforms got therefore taken during that period, including the foundation of new higher education institutions, the creation of further educational paths (technical vs. academic, short vs. long programmes), further examination levels and further disciplines and subjects, responding to the needs and specificities of each country's economic market.

In the 1990s, the main reforms have in turn focused on the democratization of higher education by providing a higher degree of self-governance to the institutions, participation rights to the students, etc. In turn, the dawn of the 21st century has been characterized by a return to a more harmonized system of evaluation and examination of the students as imposed by the Bologna Process launched in 1999 to make academic degree standards and quality assurance standards more comparable and compatible throughout Europe.[90]

3. EXAMPLE: COMPULSORY EDUCATION REFORMS AND NUMBER OF YEARS OF EDUCATION

As explained in the introduction of this report, the initial purpose of the collection of the education reforms presented here was to serve as contextual variables for the

[89] The number of students and researchers, and the level of financing, more than quadrupled between the early 1950s and the late 1970s (Geuna, 1999, p. 36).

SHARELIFE survey. Hence, in this last section we provide an example of how the information contained in this database can be synthesized and coded to generate empirical analyses.

Based upon all the data collected, it is possible to draw an endless amount of economic analyses addressing the effect of a type of education law (ranging from compulsory education to decentralization, passing by curricular laws, special education laws, teacher training and teacher salaries laws) on the quantity and quality of education received by a specific European cohort. Nevertheless, the aim of this section is not to conduct any such advanced empirical analysis. Rather, it aims solely at showing how these qualitative data can be inserted into a quantitative framework of analysis. Hence, the choice of the example is arbitrary and non-exclusive.

Our example codes the reforms on the duration of compulsory education in order to compare the compulsory educational attainment with the actual number of years of full-time education completed by the 50 year-olds and above across the SHARELIFE countries. Its significance lays in the fact that it responds to the raising interest for compulsory education among economists to explain income distributions and economic growth (Lucas, 1988). Individual schooling attainments are one of the key components of the level of human capital in an economy, and have therefore attracted enormous attention among labour economists (Card, 2001). They are, thus, an important determinant of income distribution and are often thought to be one of the key factors explaining the wealth of nations as well as cross-nation differences in economic growth (Belzil and Hansen, 2003).

The exogenous variation provided by minimum school leaving age laws has been used in the empirical literature since Angrist and Krueger (1991). More recently, the European studies by Martins and Pereira (2004) and by Brunello, Fort and Weber (2009) find that one additional year of schooling increases conditional wage inequality both for males and for females. Among the strengths of these studies is their coverage of several cohorts, with the oldest individuals born in the 1940s. Yet, the so far lack of contextual data prior to the Second World War did not allow expanding these analyses to earlier cohorts, despite their

[90] Please refer to the country-specific tables for further details in Appendix.

evident role on the understanding of the century's economic trends. Hence, the data presented in this chapter aims at filling this gap by enabling the study of individual schooling attainments as from the beginning of the 20th century.

Our contextual database on educational reforms reveals that the 20th century has undeniably been the century of compulsory education (see Figure 3.1). As illustrated by Table 3.1, on average, the duration of compulsory education has been increased by 4 full-time school years over the past 100 years, ranging from 1 additional year in Austria and the Czech Republic to 6 additional years in Germany, Greece, Italy and the Netherlands. Hence, whereas the duration of compulsory education lasted on average 6 years at the beginning of the century and was the longest in Austria, Belgium and the Czech Republic (with 8 full-time school years); by the end of the century, it lasted on average 10 years and was the longest in Belgium and the Netherlands with 12 full-time years of education. Figure 3.2 provides a snapshot of the evolution of the duration of compulsory education in our SHARELIFE sample, by plotting for each country the official duration in 1900 and the official duration in 2000. It reveals that although Austria was among the countries with the longest compulsory education in 1900, it is the country that reformed the least its duration during the last century, which made it ending up among the countries with the shortest compulsory education in 2000. On the other hand, Italy, that had among the shortest compulsory education in 1900, managed to catch up with the average in 2000. Along with the Netherlands, Italy is the country that increased the most the duration of its compulsory education (+ 6 years).

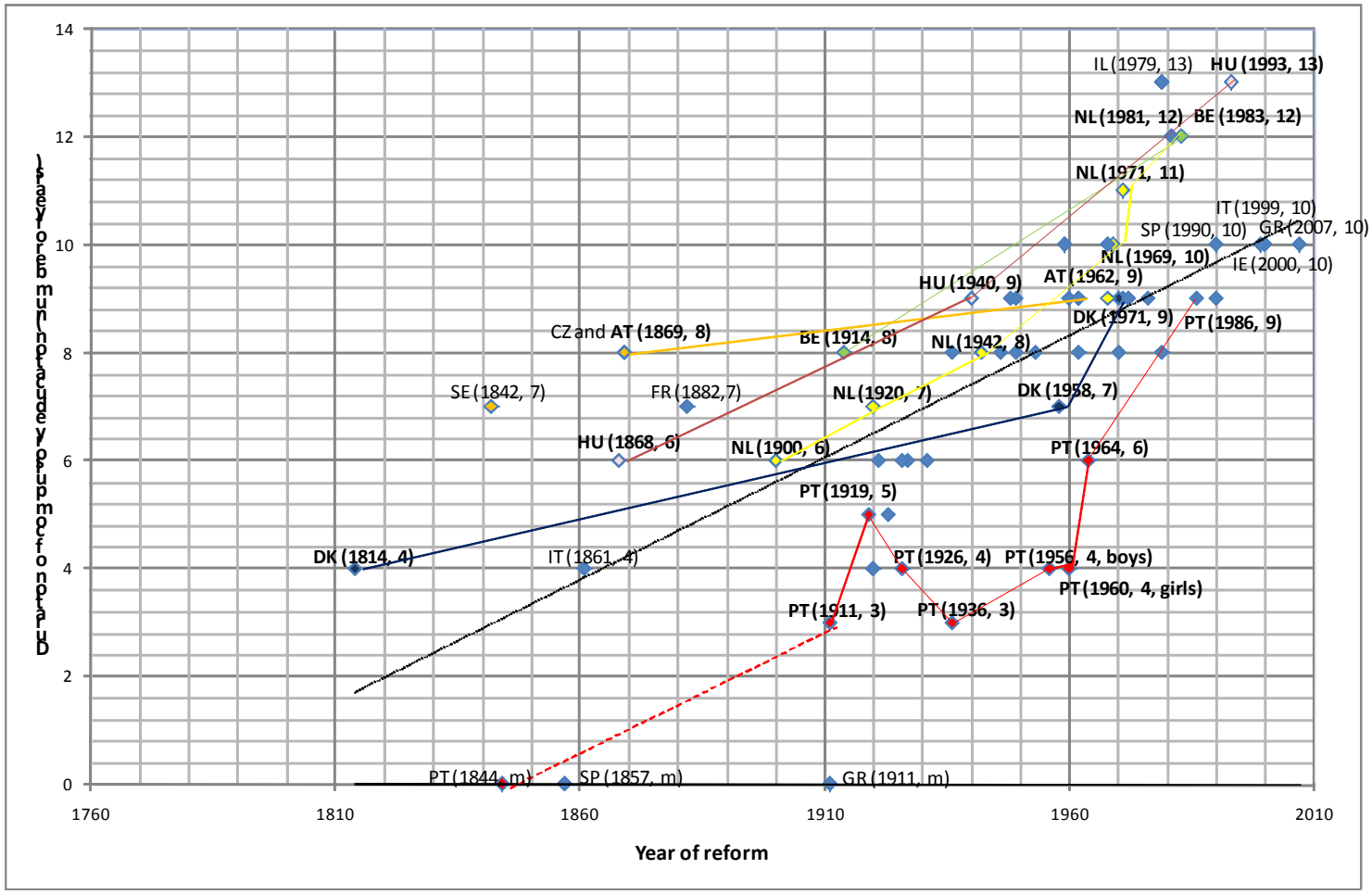


FIGURE 3.1. COMPULSORY EDUCATION: YEAR OF REFORMS AND DURATION

TABLE 3.1. COMPULSORY EDUCATION (REFORM YEAR, DURATION AND ENTRY AGE)

Austria	Reform Year	1869	1962					
	Duration	8	9					
	Entry Age	6	6					
Belgium	Reform Year	1914	1983					
	Duration	8	12					
	Entry Age	6	6					
Czech Republic	Reform Year	1869	1948	1953	1960	1979	1990	
	Duration	8	9	8	9	8	9	
	Entry Age	6	6	6	6	6	6	
Denmark	Reform Year	1814	1958	1971				
	Duration	4	7	9				
	Entry Age	7	7	7				
France	Reform Year	1882	1936	1959				
	Duration	7	8	10				
	Entry Age	6	6	6				
Germany	Reform Year	1920	1946 (GDR)	1959 (GDR)	1964 (FRG)	1992		
	Duration	4	8	10	9	9 (10)*		
	Entry Age	6	6	6	6	6		
Greece	Reform Year	1911	1927	1976	*2007*			
	Duration	m	6	9	*10*			
	Entry Age	m	6#	6	*6*			
Italy	Reform Year	1861	1923	1962	1999			
	Duration	4	5	8	10			
	Entry Age	6#	6#	6	6			
Netherlands	Reform Year	1900	1920	1942	1968	1969	1971	1981
	Duration	6	7	8	9	10	11	12
	Entry Age	6	6	6	6	6	6	4
Spain	Reform Year	1857	1931	1970	1990			
	Duration	m	6	8	10			
	Entry Age	m	6	6	6			
Sweden	Reform Year	1842	1962					
	Duration	7	9					
	Entry Age	7	7					

Notes: (*) Since the Reunification, compulsory education lasts 9 years in the majority of Länder and 10 years in few Länder from the previous GDR. (#) No official record of the compulsory entry age relative to this specific reform. The entry age is therefore arbitrarily deducted from the information provided by the previous and/or next reform. *m* = duration of compulsory education (and entry age) missing.

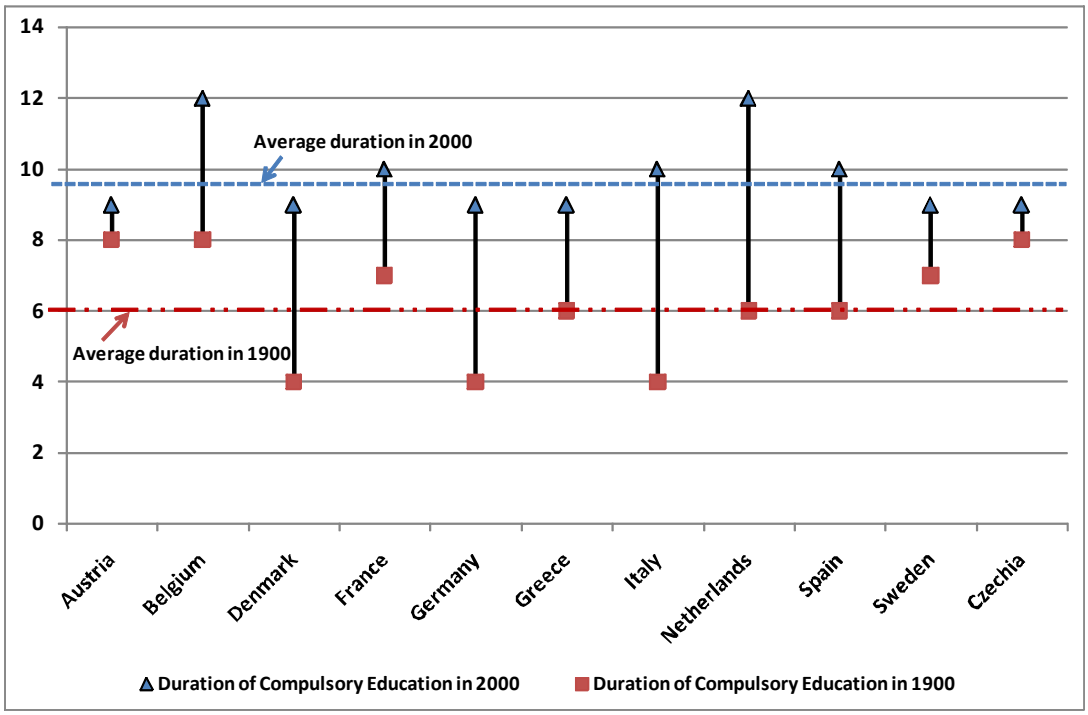


FIGURE 3.2. Duration of compulsory education in 1900 and in 2000 by country

The first step towards an understanding of whether the intergenerational upgrade of education levels is an endogenous or exogenous phenomenon, it is essential to confront the reported years of education and the official duration of compulsory education. More specifically, it is pertinent to investigate whether the number of years of education reported by the individuals of our sample are below, aligned or above the official compulsory years of education targeting their respective age group (Figures 3.3 and 3.4).

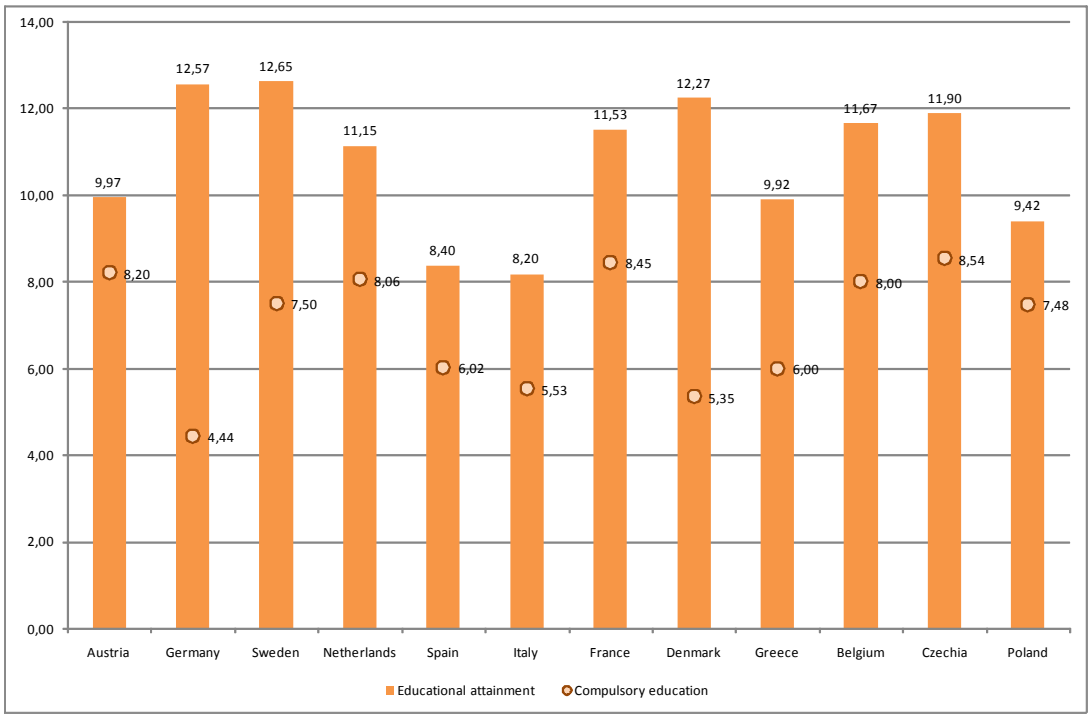


FIGURE 3.3. Sample average years of educational attainment and compulsory education, by country

Figure 3.3 reveals that all countries report higher educational attainment levels than the compulsory education duration. Moreover, from this graph it seems that the duration of the compulsory attainment is not correlated with the actual total attainment (indeed, corr=.1275). For instance, Germany and Denmark present respectively an average of 8 and 7 additional years of schooling after the end of compulsory education, which places them among the three countries with the highest educational attainment levels. Yet, it is worth noticing that their respective average compulsory schooling is no more than 4.44 years in Germany and 5.35 years in Denmark, which represent the shortest compulsory schooling durations among our sample. On the hand, countries like Austria and Poland reveal an overall long compulsory schooling (8.20 and 7.48 years respectively) but, on average, less than 2 additional years of non-compulsory schooling.

Figure 3.4 zooms at these country variations by reporting the net educational attainment, measured as the difference between the number of years of full-time education and the duration of compulsory education.

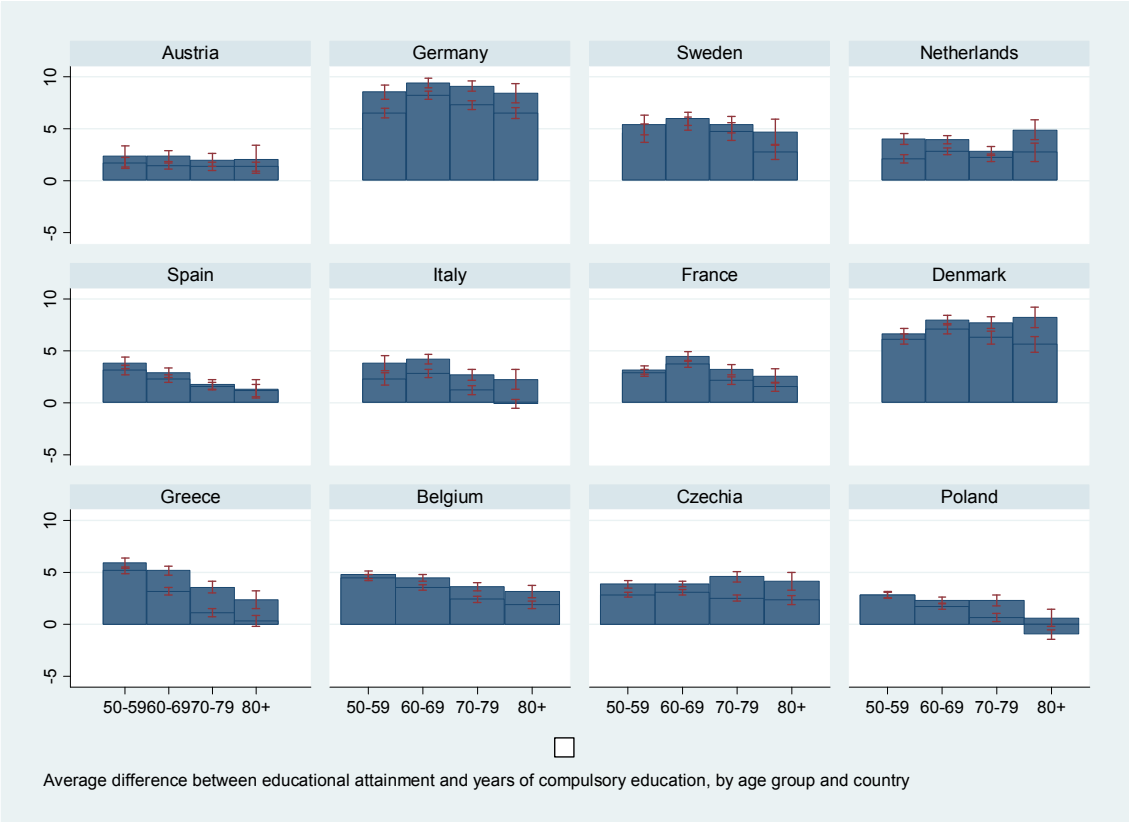


FIGURE 3.4. Net educational attainment (measured as the difference between years of educational attainment and years of compulsory education), by age group and country

Null or positive net educational attainments comfort the literature on labour economics, according to which education reforms have a positive impact on education attainment. A null result simply implies that the education attainment has increased in line with the law. A positive result indicates that the education reform may have contributed to the increase in number of years of education alongside other factors; e.g., the emergence of a competitive highly skilled labour market, lifelong learning public and/or private incentives, an economic boom or, on the contrary, a slow economy creating the need to create incentives to retain young people in education longer to postpone their entrance into the labour market. The higher the positive result, the lower the role played by the reform. On the other hand, a negative result clearly indicates the failure of the reform. This may be due to diverse reasons including political instability (due to a series of governmental shifts, a coup d'état or a civil war), a lack of implementation measures such as school inspections, or a deep economic recession.

From Figure 3.4 it appears that, already by the beginning of the century (reflected in the 80+ cohort), the education attainment of individuals exceeded compulsory education in all countries. Moreover, Denmark and Germany have maintained their strongly positive gap across generations. The low German intergenerational mobility is a known fact (OECD, 2004; Esping-Andersen, 2004; Woessmann, 2004; Schuetz et al., 2005; Heineck and Riphahn, 2007) and is explained by a positive, yet invariant impact, of parental background over time (see, e.g., Blossfeld, 1993 and Dustmann, 2004, who considered similar birth cohorts as the ones presented in our example). Likewise, the remaining high positive gap in Denmark between years of education and the duration of compulsory education confirms what the literature has already demonstrated, namely the existence of an intergenerational upgrade in education level combined with a 'true' state dependence, i.e. that the level of the parents' education in itself matters for the educational attainment of the child (Hansen, 1995; Zangenberg and Zeuthen, 1997; Nielsen et al., 2001).

Furthermore, apart from the above mentioned countries, all the others have retained rather stable positive gaps across generations, which can either be interpreted as a lack of effect of the compulsory education laws or as the sign of a positive impulse by the compulsory education laws towards a proportionate increase in years of education. Finally, as revealed by Figure 3.5, another important observation is the persistent overall gender gap across countries and across generations, in favour of males, which confirms the extended literature (e.g., Becker, 1964; Altonji and Blank, 1999; Charles and Luoh, 2003). Yet, it is worthwhile noticing the much larger confidence intervals framing the results of males compared to those of women. This means that in our sample of European 50+, men have suffered from more within-gender education inequalities than women.

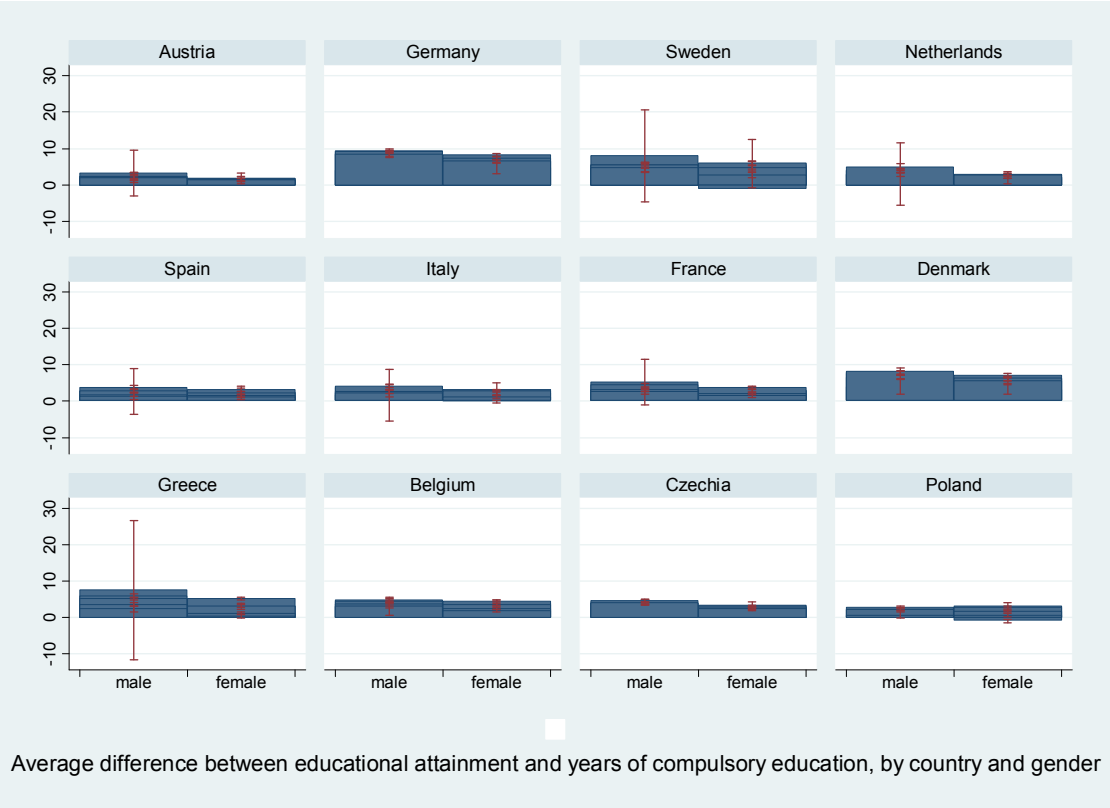


FIGURE 3.5. Net educational attainment (measured as the difference between years of educational attainment and years of compulsory education), by gender and country

The aim of this example was solely to illustrate the application of the qualitative education context variables presented in this report into a quantitative dataset[91]. It did not aim at conducting any empirical analysis.

[91] For a detailed list of the reforms collected for this database, please refer to the country-specific tables in the Appendix.

4. FURTHER RESEARCH

The data collected for the purpose of the SHARE contextual dataset on education and presented in this report shall serve the interests of researchers concerned with socio-economic and welfare issues. Its initial purpose is to be applied to the SHARELIFE data. However, its scope of significance goes beyond the sole SHARE survey and may be used in combination with any other longitudinal or cross-sectional survey.

REFERENCES

ADAMS, S. J. (2004). Age discrimination legislation and the employment of older workers. *Labour Economics,* 11, 219-241.

AHO, E., PITKANEN, K., and SAHLBERG, P. (2006). Policy Development and Reform Principles of Basic and Secondary Education in Finland Since 1968. Education Working Paper Series, 2.

ALTONJI, J.G., and BLANK, R.M. (1999). Race and Gender in the Labor Market. In: O. Ashenfelter and D. Card (eds.). *Handbook of Labor Economics*, Vol. 3C. Amsterdam: North Holland.

AYALON, H. (2005). Field of study and Students' Stratification in an Expanded System of Higher Education: the Case of Israel. *European Sociological Review*, 21(3), 227-41.

AYALON, H., and YOGEV, A. (1996). The Alternative Worldview of State Religious High Schools in Israel. *Comparative Education Review*, 40(1), 7-27.

AYALON, H., and YOGEV, A. (1997). Students, Schools, and Enrollment in Science and Humanity Courses in Israel Secondary Education. *Educational Evaluation and Policy Analysis*, 19(4), 339-53.

BAILEY, T. (1992). School/work: Economic change and Educational Reform. Working Document. Macomb, IL: National Center for Research in Vocational Education, Western Illinois University.

BECKER, G.S. (1964). *Human Capital.* New York: Columbia University Press.

BELZIL, C, and HANSEN, J. (2001). The intergenerational education correlation and the rate of time preference. Montreal: CIRANO, Working Paper.

BELZIL, C, and HANSEN, J. (2002). Unobserved ability and the return to schooling. *Econometrica*, 70, 2075-2091.

BELZIL, C., and HANSEN, J. (2003). Structural estimates of the intergenerational education correlation. *Journal of Applied Econometrics*, 18, 679-696.

BENTWICH, J. (2001). *Education in Israel: a full account of the present Israel school system*. Varda Books.

BLOSSFELD, H.-P. (1993). Changes in Educational Opportunities in the Federal Republic of Germany. A Longitudinal Study of Cohorts Born Between 1916 and 1965, in: Y. Shavit and H.-P. Blossfeld (Eds.), *Persistent Inequality. Changing Educational Attainment in Thirteen Countries*. Westview Press: Boulder et al., 51-74.

BÖRSCH-SUPAN, A., HANK, K., and JÜRGES, H. (2005) A new comprehensive and international view on ageing: the survey of health, ageing and retirement in Europe. University of Mannheim, Mannheim Research Institute for the Economics of Aging (MEA).

BROOKE, L., and TAYLOR, P. (2005) Older workers and employment: managing age relations. *Ageing & Society*, 25, 415-429.

BRUNELLO, G., FORT, M., and WEBER, G. (2009). Changes in Compulsory Schooling, Education and the Distribution of Wages in Europe. *The Economic Journal*, 119(536), 516-539.

CAMERON, S, and HECKMAN, J. (1998). Life cycle schooling and dynamic selection bias: models and evidence for five cohorts of American males. *Journal of Political Economy*, 106, 262-333.

CAMERON, S, and HECKMAN, J. (2001). The dynamics of educational attainments for black, hispanic, and white males. *Journal of Political Economy*, 109, 455-499.

CHARLES, K.K., and LUOH, M.-C. (2003). Gender Differences in Completed Schooling. *Review of Economics and Statistics,* 85(3), 559-577.

CHEN, Z., WAKABAYASHI, M., and TAKEUCHI, N. (2004) A comparative study of organizational context factors for managerial career progress: focusing on Chinese state-owned, Sino-foreign joint venture and Japanese corporations. *International Journal of Human Resource Management*, 15, 750-774.

DUBREUCQ, F. (1993). Jean-Ovide Decroly (1871-1932). *Prospects*, 23(1/2), 249-75.

DUSTMANN, C. (2004). Parental background, secondary school track choice, and wages. *Oxford Economic Papers,* 56, 209-230.

EACEA (2009). Key Data on Education in Europe 2009. Brussels: EACEA P9 Eurydice.

ECKSTEIN, Z., and WOLPIN, K.I. (1999). Why Youth Drop out of High School: The Impact of Preferences, Opportunities and Abilities. *Econometrica,* 67(6), 1295-1339.

ESPING-ANDERSON, G. (2004). Unequal opportunities and the mechanisms of social inheritance, in: M. Corak (Ed.), *Generational Income Mobility in North America and Europe*. Cambridge: Cambridge University Press, 289-314.

EUROPEAN COMMISSION (2006). Efficiency and equity in European education and training systems. Brussels: Communication from the Commission to the Council and the European Parliament, COM(2006) 481 final.

EURYDICE (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report. In: The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice, Eurybase.

EURYDICE (2005a). Pre-primary Education (Chapter 3). In: Eurybase - The Database on Education Systems in Europe. Brussels: Eurydice, Eurybase.

EURYDICE (2005b). Primary Education (or Single Structure Education) (Chapter 4). In: Eurybase - The Database on Education Systems in Europe. Brussels: Eurydice, Eurybase.

EURYDICE (2005c). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). In: Eurybase - The Database on Education Systems in Europe. Brussels: Eurydice, Eurybase.

FILER, R.K., JURAJDA, S., and PLÁNOVSKY, J. (1999). Education and wages in the Czech and Slovak Republics during transition. *Labour Economics*, 6, 581–593.

FORT, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html.

GAMAGE, D.T, and SOOKSOMCHITRA, P. (2006). Decentralization and School-Based Management: Thailand. In Zajda, J (Ed.), *Decentralisation and Privatisation in Education*. Dordrecht, Springer, pp. 151-167.

GAZIEL, H. (1994). Implementing Reforms in a Centralized Education System: the Case of Israeli Education. *Oxford Review of Education*, 20(2), 237-52.

GAZIEL, H. (1995). Sabbatical Leave, Job Burnout and Turnover Intentions among Teachers. *International Journal of Lifelong Learning*, 14(4), 331-38.

GEUNA, A. (1999). *The Economics of Knowledge Production: Funding and the Structure of University Research.* Cheltenham: Edward Elgar Publishing Limited.

HANSEN, E.J. (1995). "En Generation blev Voksen" (*A generation grew up)*. The Danish National Institute of Social Research, Report 95(8).

HEINECK, G., and RIPHAHN, R.T. (2007). Intergenerational Transmission of Educational Attainment in Germany: The Last Five Decades (August 2007). IZA Discussion Paper No. 2985; SOEPpaper No. 37.

IIE (2006). Preparatory Report for the 1st PLA of the Cluster on Access and Social Inclusion in Lifelong Learning. Unpublished commissioned report, Project EAC/13/05.

KANE, T. (1994). College entry by blacks since 1970: the role of college costs, family background, and the returns to education. *Journal of Political Economy*, 102, 878-911.

KEANE, M.P., and WOLPIN, K.I. (2001). The Effect of Parental Transfers and Borrowing Constraints on Educational Attainment. *International Economic Review,* 42, 1051-1103.

KLOEP, M., and HENDRY, L. B. (2006) Pathways into retirement. *Journal of Occupational and Organizational Psychology*, 79, 569-593.

LEJEUNE, C. (2000). Reforming Technical and Vocational Education in Belgium, in M.-L. Stendström and J. Lasonen (Eds.), *Strategies for Reforming Initial Vocational Education and Training in Europe*. Jyväskylä : Institute for Educational Research, University of Jyväskylä (Finland).

LUCAS, R. (1988). On the mechanics of economic development. *Journal of Monetary Economics*, 22, 3-42.

MCVITTIE, C., MCKINLAY, A., and WIDDICOMBE, S. (2003) Committed to (un)equal opportunities?: "New ageism" and the older worker. *British Journal of Social Psychology*, 42, 595-612.

MURTIN, F., and VIARENGO, M. (2007). The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000. Paris School of Economics, Ecole Normale Supérieure, Working Paper No. 2007-18.

NATLEX (2009). Teachers salaries. In: The database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12, consulted 6-7 April 2009).

NIELSEN, H.S., ROSHOLM, M, SMITH, N., AND HUSTED, L. (2001). Intergenerational Transmissions and the School-to-Work Transition of 2nd Generation Immigrant. IZA discussion paper no. 296.

OECD (2000). Special Needs Education: Statistics and Indicators. Paris: OECD Publishing.

OECD (2002). Education at a Glance. Glossary. Paris: OECD Publishing.

OECD (2004). Learning for Tomorrow's World – First Results from PISA 2003. Paris: OECD Publishing.

OECD (2006). Ageing and Employment Policies: Live longer, work longer. Paris, OECD Publishing.

PERKIN, H. (1984). The Historical Perspective, in: B.R. Clark (Ed.), *Perspectives on Higher Education*. Berkeley, CA: University of California Press.

PLATMAN, K. (2004) 'Portfolio careers' and the search for flexibility in later life. *Work Employment Society*, 18, 573-599.

PONT, B., NUSCHE, D. & MOORMAN, H. (2008). *Improving School Leadership, Volume 1: Policy and Practice*. Paris: OECD Publishing (August).

ROELANDS, J., and DRUINE, N. (1999). Belgium, in: C. Brock and W. Tulasiewicz (Eds.), *Education in a single Europe*, Chap.2, pp.70-100.

RÖHRS, H. (1994). Maria Montessori (1870-1952). *Prospects*, XXIV (1/2): 169-183.

SARGEANT, M. (2003) Mandatory retirement age and age discrimination. *Employee Relations*, 26, 151-166.

SCHNEIDER, J. (2007). *Chalkbored: What's Wrong with School and How to Fix It*. La Vergne, TN: Ingram.

SCHROEDER, H. (2008). Comparative HRM and the Life-Course Paradigm: A discussion of theoretical approaches to studying employment decisions in later life across countries. Paper presented at the Society for the Advancement of Socio-Economics (SASE) 2008, University of Costa Rica, San Jose, Costa Rica, July 21-23, 2008. URL: http://www.sase.org/dmdocuments/schroederSASE08.pdf.

SCHUETZ, G., URSPRUNG, H.W., and WOESSMANN, L. (2005). Education Policy and Equality of Opportunity. CESifo Working Paper No. 1518, Munich.

SKIRBEKK, V. (2004) Age and individual productivity: a literature survey. *Vienna Yearbook of Population Research*, 2004, 133-153.

SPINNER, H.F. (1993). Althoff and the changing constitution of science: bureaucratic, economical or cognitive? *Journal of Economic Studies*, 20: 134-66.

VANDENBERGHE, R. (1985). The renewed primary school in Belgium. The local innovation policy and institutionalization of innovations. Conference paper presented at the Seminar on Institutionalization, International School Improvement Project Area 4, Lucerne, Switzerland, June 2-5, 1985. URL: http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/32/1b/81.pdf, retrieved November 6, 2009.

VANDENBERGHE, R. (1992). The Changing Role of Principals in Primary and Secondary Schools in Belgium. *Journal of Educational Administration*, 30(3).

VICKERSTAFF, S. A., COX, J., and KEEN, L. (2003). Employers and the management of retirement. *Social Policy & Administration*, 37, 271-287.

WITTROCK, B. (1993). The Modern University: The Three Transformations, in S. Rothblatt, and B. Wittrock (Eds.), *The European and American University since 1800*. Cambridge: Cambridge University Press.

WOESSMANN, L. (2004). How equal are educational opportunities? Family background and student achievement in Europe and the United States. CESifo Working Paper No.1162, Munich.

WOLLONS, R.L., Ed. (2000). *Kindergartens and cultures : the global diffusion of an idea*. New Haven, CT: Yale University Press.

ZAMERET, Z. (1998). *Fifty Years of Education in the State of Israel*. MFA: Israel Ministry of Foreign Affairs.

ZANGENBERG, C.U. and ZEYTHEN, H.E. (1997). “Den Hvide Hue” (The white cap). Copenhagen: Statistics Denmark.

APPENDIX - DATABASE ON EDUCATIONAL REFORMS

This appendix displays the country-specific tables of the macro data on educational reforms presented in this report[92].

The countries covered by this database are (in alphabetic order): Austria, Belgium (Flemish Community), Belgium (French Community), the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Israel , Italy, the Netherlands, Portugal, Spain, Sweden. This data covers all SHARELIFE countries (except Switzerland and Poland for which data is still under collection) plus five additional countries involved in the SHARE project, namely Finland, Hungary, Ireland, Israel and Portugal.

Data sources:

- EURYDICE database on education systems in Europe: e.g., the ISCED structure of national systems, teacher training and historical data on pre-primary, primary, secondary and tertiary education.
- The database of national labour, social security and related human rights legislation (NATLEX), maintained by the International Labour Organisation's (ILO) International Labour Standards Department: specific data on legal frameworks affecting teacher training and teacher working environment.
- Fort (2006), Brunello, Fort and Weber (2009) and Murtin and Viarengo (2007): further data on compulsory education laws.
- Institute of International Education (IIE, 2006): when applicable, specific educational measures for social inclusion were added using the commissioned report prepared by the IIE (2006).
- Country official sources (e.g., Ministries of Education, National Statistics Agencies).
- Country-specific studies.

All this data is organized chronologically by country into specific headers:

- Current organisation of the national education system (ISCED classification);
- Pre-primary reforms;
- Primary reforms;
- Secondary and post-secondary non-tertiary reforms;
- Tertiary reforms; and
- Glossary[93].

This section presents a print out of all data, by country in alphabetic order. Please note that it only reports the main reforms (collected so far) affecting the schooling and training of today's European 50+. This work does therefore not have the ambition to be exhaustive and may be complemented successively based upon users' remarks and comments.

[92] This data is available in excel format upon request. Please contact the author.
[93] Note that a section-specific glossary is available at the end of each section in addition to the overall glossary.

Austria
Education System ISCED 116
Pre-Primary Reforms 117
Primary Reforms 118
Secondary and post-Secondary non-Tertiary Reforms 121
Tertiary Reforms 122
Glossary 130
Belgium (Flemish Community)
Education System ISCED 135
Pre-Primary Reforms 136
Primary Reforms 137
Secondary and post-Secondary non-Tertiary Reforms 141
Tertiary 146
Glossary 147
Belgium (French Community)
Education System ISCED 149
Pre-Primary Reforms 150
Primary Reforms 151
Secondary and post-Secondary non-Tertiary Reforms 155
Tertiary 157
Glossary 159
Czech Republic
Education System ISCED 160
Pre-Primary Reforms 161
Primary Reforms 163
Secondary and post-Secondary non-Tertiary Reforms 166
Tertiary 172
Glossary 175
Denmark
Education System ISCED 180
Pre-Primary Reforms 181
Primary Reforms 182
Secondary and post-Secondary non-Tertiary Reforms 184
Tertiary 187
Glossary 188
Finland
Education System ISCED 189
Pre-Primary Reforms 190
Primary Reforms 191
Secondary and post-Secondary non-Tertiary Reforms 192
Tertiary 193
Glossary 197
France
Education System ISCED 199
Pre-Primary Reforms 200
Primary Reforms 201
Secondary and post-Secondary non-Tertiary Reforms 202
Tertiary 206
Glossary 208
Germany
Education System ISCED 211
Pre-Primary Reforms 212

Primary Reforms 214
Secondary and post-Secondary non-Tertiary Reforms 217
Tertiary 225
Glossary 230
Greece
Education System ISCED 237
Pre-Primary Reforms 238
Primary Reforms 239
Secondary and post-Secondary non-Tertiary Reforms 240
Tertiary 243
Glossary 244
Hungary
Education System ISCED 245
Pre-Primary Reforms 246
Primary Reforms 249
Secondary and post-Secondary non-Tertiary Reforms 252
Tertiary 255
Glossary 258
Ireland
Education System ISCED 261
Pre-Primary Reforms 262
Primary Reforms 263
Secondary and post-Secondary non-Tertiary Reforms 264
Tertiary 266
Israel
Pre-Primary Reforms 268
Primary Reforms 269
Secondary and post-Secondary non-Tertiary Reforms 270
Tertiary 272
Italy
Education System ISCED 273
Pre-Primary Reforms 274
Primary Reforms 276
Secondary and post-Secondary non-Tertiary Reforms 278
Tertiary 283
Glossary 285
Netherlands
Education System ISCED 288
Pre-Primary Reforms 289
Primary Reforms 290
Secondary and post-Secondary non-Tertiary Reforms 293
Tertiary 294
Glossary 297
Portugal
Education System ISCED 298
Pre-Primary Reforms 299
Primary Reforms 301
Secondary and post-Secondary non-Tertiary Reforms 305
Tertiary 309
Glossary 311
Spain
Education System ISCED 313

Pre-Primary Reforms 314
Primary Reforms 316
Secondary and post-Secondary non-Tertiary Reforms 318
Tertiary 323
Glossary 327
Sweden
Education System ISCED 328
Pre-Primary Reforms 330
Primary Reforms 332
Secondary and post-Secondary non-Tertiary Reforms 334
Tertiary 336
Glossary 337

AUSTRIA

Organisation of the education system in Austria, 2006/07

Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

Source: Eurydice.

AUSTRIA	
Pre-Primary	
1863	Establishment of the first kindergarten.
1920s	Progressive recede of custodial homes in favour of the teachings of Montissori at kindegarten. At that period, Vienna boasted the highest number of kindergartens by far among all international capital cities.
1938-1945	WWII: under influence of Nazi teachings => Austria's kindergartens came under the responsibility of the National Socialist People's Welfare scheme and many company kindergartens were established to "alleviate the burden" on workig mothers and to foster an active population policy.
1948	Reconstruction phase with a debate on the improvement of educational quality in childcare ("4th Austrian Conference on Early Childhood Education")
1962	"Schulunterrichtsgesetz" (School Education Act) re-allocating responsibilities between provinces and federal states and redefining the aims of pre-school education (as preparation for school life)

Glossary

Gebietskörperschaft (Gebietskörperschaften): Territorial entities are bodies corporate and encompass all persons with a territorial affiliation to a given area (with regard to domicile, residence).The Federation, the provinces and the local communities are territorial entities.

Kindergarten (Kindergärten,Kindergartens): Kindergarten is an institution for educating and minding children aged three to six. It is to support and complement education given within the family according to social, moral and religious values and to promote childhood development, education and the free development of children's personalities in play and social interaction. Kindergarten is to support children in attaining maturity for school education, without imposing any pressure of performance or school-like instruction. Kindergartens are educational institutions run on a half-day or full day basis. Attendance is optional.

Reife- und Diplomprüfung (Reife- und Diplomprüfungen): The higher-level technical and vocational schools and the training schools for nursery school teachers as well as the training school for educators lead to the Reife- und Diplomprüfung.

Volksschule (Volksschulen): Primary school is a general compulsory school for pupils aged six to ten in the lower cycle, and for pupils aged ten to fourteen in the upper cycle. The upper cycle is practically without significance today.

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

AUSTRIA	
Primary	
1869	The "Reichsvolkschulgesetz" (Imperial Act on Primary Education), first act to uniformly organise the entire system of compulsory education. Compulsory education extended from 6 to 8 years. In the wake of this reform, and after the abolition of school fees for compulsory education, the Austrian population was fully alphabetised.
1918	Application of the republican, democratic and social principles of forming pupils into independent citizens in their thinking and acting => Entire redesign of primary education to develop children's ability to critical thinking and self-reliance: introduction of "across-the board" instruction at Volksschule (primary school) and free teaching and learning aids at Vienna's compulsory school establishments.
1938-1945	WWII: Austria annexed to the Third Reich: Education system under influence of Nazi teachings
1962	"Schulunterrichtsgesetz" (School Education Act) (still forming the legal basis for Austria's entire system of education): compulsory schooling entry age is fixed at 6 years old before September in the year of admission + extension of the duration of compulsory school from 8 to 9 years (law affecting individuals born in 1947 and after) => school compulsory til the age of 14.
1965	Expansion of the concept of furtherance in primary education by the concept of remedial instruction.
1979	Remedial instruction extended to all four grades of the Grundschule (levels I and II of primary school or special school). Introduction of interdisciplinary instruction as a teaching principle (e.g., subject of "handicraft" ("Werkerziehung"). The new curriculum was the 1st to introduce co-educational instruction in a subject that had been taught seperately for boys and girls.
1982	Inclusion of the "Vorschulstufe" (pre-school stage) in the regular school system as of the following school year; and introduction of 'modern foreign language' (English or French) as a "Verbindliche Ubung" (compulsory exercise) for grade 3 and 4, together with 'Road Safety' => major impact on the further development of the primary school curriculum.
1986	Thorough revision of the "Grundschule" curriculum. Major objectives: to convey a joint elementary education to all pupils, to emphasise principles of special education, in particular in the school entry phase, the dovetailing of pre-school and primary education and the consideration of new didactic findings at primary level. This reform was achieved after a phase of broadly-based democratic debate and pilot projects involving more than 1,000 teachers and parental representatives in different working groups. Ever since, the 1986 Primary School Curriculum has been continuously further developed.
1991	Integration of 'intercultural learning' as a principal of instruction.
1991-1993	Expansion of the programme of modern foreign languages taught as compulsory exercise in grades 3 and 4 to include minority languages spoken in Austria and in Austria's neighbouring countries.
1993	Integration of disabled pupils in primary eductaion.
1994	Provision of full-day attendance at school.
1998	(summer): Amendement to the "Schulorganisationsgesetz" (School Organisation Act) transferring the pilot project on 'Modern foreign Languages as of grade one' into mainstream education as of September 1998.
1999	(September): new provisions for the school entry phase entered into force => primary level I can be run seperately as pre-school stage (upon demand) and grades 1 and 2, or in a joint arrangement which combines all stages of primary level I.
2003	As of school year 2003-2004, foreign-language instruction is compulsory at all primary schools from grade 1.

Glossary

Allgemein bildende höhere Schule (Allgemein bildenden höheren Schulen,Allgemein bildende höhere Schulen,Allgemein bildenden höheren Schule,Allgemein bildender höherer Schulen,): Allgemeinbildende höhere Schulen are academic secondary schools, they impart a comprehensive and in-depth general education, and lead to university entrance qualifications. Academic secondary schools consist of a lower and an upper cycle (four years each). They start after the fourth grade of primary (elementary) school and cover eight years (grades 5 - 12).The Oberstufenrealgymnasium is a special upper-cycle form starting after grade 8 and covers four years (grades 9 to 12).

Berufsschule (Berufsschulen): Berufsschulen are part-time compulsory vocational schools. There are three different types: all-year schools (1 to 1 1/2 days of instruction per week), course-type schools (8-week courses per school year covering 45 weekly hours, or 10 to 15 week courses per school year covering 42 weekly hours), seasonal schools.

Bezirksschulrat (Bezirksschulräte,Bezirksschulräten,Bezirksschulrats,Bezirksschulrates): The district school board is the first-instance school authority for general compulsory schools within a political district. In Vienna, the district school board is called municipal school board (Stadtschulrat).

Gebietskörperschaft (Gebietskörperschaften): Territorial entities are bodies corporate and encompass all persons with a territorial affiliation to a given area (with regard to domicile, residence).The Federation, the provinces and the local communities are territorial entities.

Grundschule (Grundschulen): Grundschule covers primary levels I and II of primary school or special school.

Hauptschule (Hauptschulen): Hauptschule is a general secondary school for pupils aged 10 to 14; general secondary schools exist alongside the upper cycle of primary school (very rare), the upper cycle of special school, and the lower cycle of secondary academic school.

Häuslicher Unterricht (Häusliche Unterricht,Häuslichen Unterricht,Häuslichen Unterrichtes,Häuslichen Unterrichts): Compulsory schooling may be accomplished by private tuition (with the exception of the pre-vocational year), if private tuition is at least equivalent to that offered at a corresponding school.

Landesschulrat (Landesschulräte,Landesschulräten,Landesschulrates,Landesschulrats): The province school board is the educational authority of the first instance for compulsory vocational schools, medium and higher-level secondary schools, training institutes for higher social occupations and teacher training institutes within a province. The province school board is the educational authority of the second instance for general compulsory schools within a province. In Vienna, it is called municipal school board, acting at the same time as a district school board.

Öffentlichkeitsrecht (Öffentlichkeitsrechtes,Öffentlichkeitsrechts): Private (non-public) schools are granted public-law status, if they carry an officially regulated designation and thus have an equivalent public-sector counterpart. Private schools enjoying public-law status are subject to the same statutory provisions as the corresponding public institutions.

Organisationsstatut (Organisationsstatutes,Organisationsstatuts): Private schools which do not have a public-sector counterpart are called schools with an organisational charter (Organisationsstatut). In a charter, these schools lay down their own curriculum, their house rules and the required training of teachers at these schools. The charter is subject to official approval.

Polytechnische Schule (Polytechnischen Schule,Polytechnische Schulen,Polytechnischer Schulen,Polytechnischen Schulen): The pre-vocational school (Polytechnische Schule) covers one
year of secondary education (grade 9). It enhances the education of pupils in the last (ninth) grade of compulsory education with a view to practical life and a future occupation, and prepares pupils for career decisions through adequate vocational guidance.

Reifeprüfung (Reifeprüfungen): Academic secondary schools, higher-level technical and vocational schools, training institutes for nursery school teachers and educators, and higher-level schools for agriculture and forestry lead to the matriculation examination. The passing of the matriculation examination is an entitlement to take up studies at a university or fine-arts college.

Schulautonomie: The concept of school autonomy relates to educational contents, budgetary management and school legislation and implies a co-determination in the creation of the framework of teaching, learning and co-existence at the local school level. School autonomy is to enable a degree of plurality and local or regional independence through curricular autonomy, in due respect of the comparability of qualifications and entitlements.

Schulfähigkeit: Children who are mentally and physically capable of undergoing compulsory schooling are deemed fit for schooling (Schulfähigkeit). Pupils who are unfit for schooling must be exempted from school attendance as long as the unfitness persists.

Schulforum (Schulforums,Schulforen): A "school forum" is set up at all primary schools, secondary general schools and special schools which are not run according to the curriculum of the prevocational year, to strengthen and promote the school community. The school forum decides on matters pertaining to school events, school-related events, career counselling at school, as well as health care and hygiene, which go beyond the level of the individual class. The school forum is made of up the class teachers and the parents.

Sonderpädagogischer Förderbedarf (sonderpädagogischem Förderbedarf): Children who are considered fit for schooling, but are unable to follow instruction at a primary school, secondary general school or the pre-vocational year without special educational assistance on account of physical of mental disability, must have a special educational need diagnosed by the district school board (at the request of parents / guardians, the school head or ex officio).

Sonderschule (Sonderschulen): Special school and its different types cover primary and secondary education (grades 1 to 8 or 9); they are to promote physically or mentally handicapped children in a way that is consistent with their particular handicap, and to convey, if possible, an education which corresponds to that of a primary school, secondary general school or the pre-vocational school, and to prepare pupils for taking up working life and a career.

Stadtschulrat (Stadtschulrates): In Vienna, the province school board is called municipal school board, it also fulfils the functions of a district school board.

Unterrichtspraktikum (Unterrichtspraktikums,Unterrichtspraktika): During a one-year traineeship in teaching practice (Unterrichtspraktikum) graduates of university teacher training courses in the liberal arts or science subjects are initiated in the practice of teaching for medium and higher-level schools.

Unverbindliche Übung (Unverbindliche Übungen,Unverbindlichen Übungen,Unverbindlicher Übungen,Unverbindlichen Übung): An optional exercise (Unverbindliche Übung) is a subject for which students must register at the beginning of the school year, but for which there is no assessment.

Verbindliche Übung (Verbindliche Übungen,Verbindlichen Übungen,Verbindlicher Übungen,Verbindlichen Übung): A compulsory exercise (Verbindliche Übung) is a subject which all students of a schools must attend, unless they are exempted. Compulsory exercises are not assessed.

Volksschule (Volksschulen): Primary school is a general compulsory school for pupils aged six to ten in the lower cycle, and for pupils aged ten to fourteen in the upper cycle. The upper cycle is practically without significance today.

Vorschulstufe (Vorschulstufen): The pre-school stage is part of primary level I. It addresses children who have attained statutory school age, but are not yet mature for schooling.

Wiederholungsprüfung (Wiederholungsprüfungen): Pupils having been assessed with an Insufficient in the end-of-year report in one or two compulsory subjects may - with the exception of elementary schools and special schools run according to the class teacher principle - undergo examination resits (Wiederholungsprüfungen) in those subjects, in which they were rated Insufficient.

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

AUSTRIA	
Secondary and post-Secondary non-Tertiary	
1774	School Reform under Empress Maria Theresa, establishment of "Hauptschulen" (general secondary schools) in the towns offering comprehensive instruction.
1927	The old three-year lower-cycle secondary ''Bürgerschule'' was replaced by the four-year ''Hauptschule'' with the pupils of each year being divided into two ability groups.
1938-1945	WWII: Austria annexed to the Third Reich: Education system under influence of Nazi teachings
1962	The ''Schulorganisationsgesetz'' (School Organisation Act), the ''Bundes-Schulaufsichtsgesetz'' (Federal School Inspection Act) and the ''Pflichtschulgesetz'' (Compulsory Schooling Act), as well as further laws from that year created a regulated legal situation which is regarded as the basis of necessary, permanent further development in the domain of Allgemein bildende höhere Schulen (academic secondary schools). An essential innovation created by the 1962 school reform was the pre-vocational year (''Polytechnischer Lehrgang''), laid down in the 'Schulorganisationsgesetz'' (School Organisation Act) as one form of the ninth compulsory year of schooling.[a]
1966-	**C**reation of a variety of types of "Allgemein bildende höhere Schulen", the establishment of a structural framework and new curricula to implement individual autonomy.
1974	Definition of internal structures of the "Allgemein bildende höhere Schulen" (academic secondary schools) in the ''Schulunterrichtsgesetz'' (School Education Act).
1975	"Schulorganisationsgesetz" (School Organisation Act), 5th amendment, federal law. Introduction of seperate initial teacher training for teachers at "Hauptschulen". Three years of training in two subjects was introduced (along the lines of initial teacher training at universities).
1982	"Schulorganisationsgesetz" (School Organisation Act), 7th amaendment, federal law. The "Pädagogische Institute" (in-service training institutions) formally responsible for in-service training and further education. Introduction of ability group instruction in "Hauptschulen" (teamwork made compulsory in German, Mathematics and English.
1984	Full implementation of the "Allgemeines Hochschul-Studiengesetz" (General University Studies Act, federal law) => integration of professional training in initial training for AHS teachers.
1985	After a decade of trial runs, the 'New Hauptschule' became a part of standard schooling. Innovations included the elimination of the two streams and joint instruction in all compulsory subjects with the exception of German/Mathematics/Modern Foreign Languages, where the pupils are divided into three ability groups.
1988	Amendment to the School Organisation Act. Attention focused on a more individual shaping of school life by introducing elective compulsory subjects and a new conception of the school-leaving examination "Reifeprüfung" (matriculation examination).
1988	"Unterrichtspraktikumsgesetz" (School Traineeship Act), federal law.
1989	New form of support for teachers provided by "Beratungslehrer" (teacher counsellors).
1993	Pilot projects regarding "Schulautonomie" (school autonomy). Allday schooling became standard elements of the Austrian "Hauptschule" system. Prescription by law of the integration of children requiring special educational assistance into the "Hauptschule" based on the "Volksschule" (primary school) model.
1993	"Schulorganisationsgesetz" (School Organisation Act), 15th amendment, federal law => greater autonomy of schools. "Universitats-Organisationsgesetz" (University Organisation Act), federal law => more freedom in curricular matters to universities
1995	Introduction of early retirement model for teachers 56,5+ (with reduction in pension benefits) + parental leave up to 10 years + sabbatical with a 1-year exemption from teaching assignments and a reduced salary over a 5-year period.
1996	Introduction of a "Fruhwarnsystem" (early warning system); amendment to the "Schulunterrichtsgesetz" (School Education Act), BGBI.Nr. 767/1996, federal law to prevent failure at school and improve education quality. Provisions on the integration of pupils with special education needs at lower secondary schools; amendment to the "Schulorganisationsgesetz", BGBI Nr. 766/1996, federal and provincial law.

1997	Adoption of the pilot projects on the integration of children requiring special educational assistance into the Hauptschule based on the Volksschule (primary school) model (prescribed by law since 1993/94) in mainstream education.
1997	"Universitats-Studiengesetz" (University Studies Act), federal law on the redesign of the curriculum for AHS teacher accreditation programmes.
1999	"Akademien-Studiengesetz" (Academy Studies Act), federal law to upgrade teacher training colleges, overcome their 'static' character and cooperate more closely with universities and in-service training institutions. "Lehrplanreform" (curricular reform) on cross-subject teaching on a compulsory basis in both types of lower secondary school.
2000	1 September 2000: new curricula for Hauptschule (general secondary school) and the lower cycle of "Allgemein bildende höhere Schule" (academic secondary school) based on a distinction between core contents and optional topics ('extended contents'), which allow the in-depth study of issues that are of regional interest.
2000	Compulsory ICT training courses ("Angewandte Informationstechnologien").
2001	"Landeslehrer-Dienstrechtgesetz" (Province Teacher Service Code), federal law to make the work of teachers more transparent and make the general public more aware of teh activities of teachers within and beyond the school. Introduction of an internal school behaviour policy ("Erziehungsvertrag") aiming at involving parents more actively in their children's upbringing, awake a sense of responsibility in pupils and provide teachers with clear guidelines regarding the sanctions available to them.

Note : a. School year 1966/67: Operational start of the ''Polytechnischer Lehrgang'' (from 1997 onwards polytechnische Schule (pre-vocational school)) in newly established independent schools or in pre-vocational classes, organised in conjunction with other compulsory schools (Volksschulen (primary schools), Hauptschulen (general secondary schools) or Sonderschulen (special schools)). Pilot projects conducted as from the school year 1992/93 under the name of ''PL 2000'' finally led to a thorough reform in 1997. The newly structured Polytechnische Schule (pre-vocational school) has led in particular to an excellent ratio of school-to-work transition for pupils completing this school type. Some ninety per cent of schoolleavers from "Polytechnische Schule" go on to be trained in the "Duales System" (dual educational system) or in "Berufsbildende mittlere Schulen" (medium-level technical and vocational schools) or "Berufsbildende höhere Schulen" (secondary technical and vocational colleges).

Glossary

Agrarpädagogische Akademie (Agrarpädagogischen Akademie): Both training institute for teachers at higher-level vocational schools of agriculture and forestry and institute for the in-service and further training of teachers at higher-level vocational schools of agriculture and forestry.

Akademie für Sozialarbeit (Akademien für Sozialarbeit): The Training Institute for Higher Social Occupations (Akademie für Sozialarbeit) builds on the education provided at a higher-level secondary school and covers six semesters. It is to convey the knowledge and skills required for exercising a higher-level occupation in the field of social work.

Allgemein bildende höhere Schule (Allgemein bildenden höheren Schulen,Allgemein bildende höhere Schulen,Allgemein bildenden höheren Schule,Allgemein bildender höherer Schulen):
Allgemeinbildende höhere Schulen are academic secondary schools, they impart a comprehensive and in-depth general education, and lead to university entrance qualifications. Academic secondary schools consist of a lower and an upper cycle (four years each). They start after the fourth grade of primary (elementary) school and cover eight years (grades 5 - 12).The Oberstufenrealgymnasium is a special upper-cycle form starting after grade 8 and covers four years (grades 9 to 12).

Allgemein bildende Pflichtschule (Allgemein bildenden Pflichtschule,Allgemein bildenden Pflichtschulen,Allgemein bildende Pflichtschulen,Allgemein bildender Pflichtschulen):
Allgemeinbildende Pflichtschulen are general compulsory schools, covering primary schools, secondary general schools (Hauptschule), special schools, and the pre-vocational schools
(Polytechnische Schulen).

Allgemeine Hochschulreife (Allgemeinen Hochschulreife): Will be called "Universitätsreife" according to the University Studies Act. The successful passing of a matriculation examination at a higher secondary school qualifies for the attendance of universities and fine-arts colleges, now fine-arts universities. The matriculation examination may be replaced by an university entrance examination or a vocational maturity examination (with limited access).

Alternativer Pflichtgegenstände (Alternativen Pflichtgegenständen,Alternative Pflichtge): Alternative compulsory subjects are elective subjects, affording students a choice of one out of several subjects proposed. The selected subject is then evaluated as a compulsory subject.

Arbeitsmarktservice: The Labour Market Service is entrusted with implementing the federal (government) labour market policies. It is a service institution under public law and endowed with a separate legal entity.

Berufsbildende höhere Schule (Berufsbildenden höheren Schulen,Berufsbildende höhere Schulen,Berufsbildenden höheren Schule,Berufsbildender höherer Schulen): Higher-level technical
and vocational schools are secondary schools (secondary level II), they start after grade 8 and cover 5 years (grades 9 - 12). Higher-level technical and vocational schools impart a higher-level general and vocational education which qualifies students to exercise a higher-level occupation in the fields of engineering, trade, arts and crafts, commerce, domestic science and others, and at the same time lead to university-entrance qualifications.

Berufsbildende mittlere Schule (Berufsbildenden mittleren Schulen,Berufsbildende mittlere Schulen,Berufsbildender mittlerer Schulen,Berufsbildenden mittleren Schule): Medium-level technical and vocational schools are secondary schools (secondary level II), they start after grade 8 and cover one to four years, depending on the type (grades 9, 10, 11 and 12). Medium-level technical and vocational schools are to impart the basic specialist knowledge and skills which qualify students to directly exercise an occupation in the fields of engineering, trade, arts and crafts, commerce or domestic science, or in any other business-related or social area. At the same time, they are to enhance and promote the students' general background in a way which is consistent with their future occupation.

Berufsbildenden Pflichtschule (Berufsbildender Pflichtschulen): Berufsschulen are an example of compulsory vocational schools. Apprentices must, in addition to their training in a company,
attend the Berufsschule (compulsory attendance).

Berufspädagogische Akademie (Berufspädagogischen Akademien,Berufspädagogischer Akademien,Berufspädagogischen Akademie,Berufspädagogische Akademien): Berufspädagogische
Akademien are training institutes for vocational school teachers. They build on the education conveyed at a higher-level secondary school, or on an accomplished master-craftsman training, and last two to six semesters. The training institutes for vocational school teachers are to train teachers for Berufsschulen and for the specialist subjects at technical and vocational schools who are competent to fulfil the tasks of the teaching profession on account of their professional attitude, subject-related qualifications and skills. Moreover, the training institutes for vocational school teachers may engage in educational research.

Berufsreifeprüfung (Berufsreifeprüfungen): The Berufsreifeprüfung is a matriculation examination consisting of four parts for external students. The passing of the Berufsreifeprüfung like the passing of the matriculation examination is an unlimited entitlement to take up studies at a university or fine-arts college, now arts university.

Berufsschule (Berufsschulen): Berufsschulen are part-time compulsory vocational schools. There are three different types: all-year schools (1 to 1 1/2 days of instruction per week), course-type schools (8-week courses per school year covering 45 weekly hours, or 10 to 15 week courses per school year covering 42 weekly hours), seasonal schools.

Bildungsanstalt für Kindergartenpädagogik (Bildungsanstalten für Kindergartenpädagogik): Training schools for nursery school teachers are higher-level secondary schools, they start after grade eight and cover five years (grades 9 - 13).The training schools for nursery school teachers are to impart the professional attitude, knowledge and skills required to fulfil the educational tasks of kindergarten education, and at the same time lead to university-entrance qualifications.

Bildungsanstalt für Sozialpädagogik (Bildungsanstalten für Sozialpädagogik): Training schools for educators are higher-level secondary schools, they start after grade eight and cover five years (grades 9 - 13).The training schools for educators are to train students to become educators, who are qualified to fulfil the educational tasks at day-boarding schools, day-care centres and minding institutions as well as in non-school youth work, on account of their professional attitudes, knowledge and skills. Moreover, they are to lead students to university-entrance qualifications.

Diplomprüfung (Diplomprüfungen): Students at Austrian universities who have completed their scientific education by finishing a regular study course and passing the required diploma examinations are conferred a diploma degree. Training at the training institutes for higher social occupations ends with a diploma examination; the title of Diplomsozialarbeiter is conferred, which qualifies for admission to a related study course at university. The colleges leading to the certification of a Höhere Technische Lehranstalt, a Handelsakademie or a Höhere Lehranstalt für wirtschaftliche Berufe all end with a diploma examination.

Duales System (Dualen Systems,Duale System,Dualen System): Parallel to practical training in a company, apprentices must undergo specialised vocational training at a Berufsschule (dual system).

Fachhochschule (Fachhochschulen): Fachhochschulen offer university-level study courses which intend to convey a scientifically based vocational education. The main aims are: to ensure a practiceoriented training at university level; to convey the skills required to solve the tasks of a given occupation or profession that meet the state of the art and practical requirements; to promote the permeability of the educational system and professional flexibility of graduates.

Fachkoordinator (Fachkoordinators,Fachkoordinatoren): Subject co-ordinators co-ordinate the work of teachers in subjects with ability grouping. Ability groups exists at secondary general schools only, for German, Mathematics and Modern Foreign Language. Subject co-ordinators are responsible for creating a uniform system of grading, upgrading or downgrading, and for the organisation of remedial instruction.

Fachschule (Fachschulen): Fachschulen are medium-level secondary schools (secondary level II; medium-level technical and vocational schools), cover study courses of one to four years and provide an education with a trade, technical, arts and crafts, agriculture and forestry orientation, as well as training for domestic science and social occupations.

Gebietskörperschaft (Gebietskörperschaften): Territorial entities are bodies corporate and encompass all persons with a territorial affiliation to a given area (with regard to domicile, residence).The Federation, the provinces and the local communities are territorial entities.

Grundschule (Grundschulen): Grundschule covers primary levels I and II of primary school or special school.

Handelsakademie (Handelsakademien): Handelsakademien are a form of secondary school (secondary level II; medium-level technical and vocational schools), they cover a five-year study
course and provide higher-level commercial training for all branches of business and industry; moreover, they lead to university-entrance qualifications.

Hauptschule (Hauptschulen): Hauptschule is a general secondary school for pupils aged 10 to 14; general secondary schools exist alongside the upper cycle of primary school (very rare), the upper cycle of special school, and the lower cycle of secondary academic school.

Häuslicher Unterricht (Häusliche Unterricht,Häuslichen Unterricht,Häuslichen Unterrichtes,Häuslichen Unterrichts): Compulsory schooling may be accomplished by private tuition (with the exception of the pre-vocational year), if private tuition is at least equivalent to that offered at a corresponding school.

Höhere Lehranstalt für wirtschaftliche Berufe (Höheren Lehranstalten für wirtschaftliche Berufe,Höhere Lehranstalten für wirtschaftliche Berufe,Höherer Lehranstalten für wirtschaftliche Berufe, höheren Lehranstalt für wirtschaftliche Berufe,höherer Lehranstalt für wirtschaftliche Berufe): The Höhere Lehranstalt für wirtschaftliche Berufe is a higher-level secondary school for business occupations (secondary level II; higher-level technical and vocational school), training lasts for five years and leads to university entrance qualifications. The Höhere Lehranstalt für wirtschaftliche Berufe provides a higher-level education for higher-level occupations in business, government administration, nutrition, tourism and culture.

**Höhere land- und forstwirtschaftliche Lehranstalt (Höhere land- und forstwirtschaftlichen Lehranstalten,Höheren land- und forstwirtschaftlichen Lehranstalten,Höhere land- und
forstwirtschaftliche Lehranstalten,Höherer land- und forstwirtschaftlicher Lehranstalten,höheren landund forstwirtschaftlichen Lehranstalt,höherer land- und forstwirtschaftlicher Lehranstalt,):** The Höhere land- und forstwirtschaftliche Lehranstalt is a higher-level secondary school for agriculture and forestry (secondary level II; higher-level technical and vocational school), it starts after grade 8, covers five years (grades 9 - 13) and leads to university entrance qualifications. The higher-level schools for agriculture and forestry are to impart a general and vocational training which qualifies students to engage in higher-level occupations in agriculture and forestry.

**Höhere technische und gewerbliche Lehranstalt (Höheren technischen und gewerblichen Lehranstalten,Höhere technische und gewerbliche Lehranstalten,Höherer technischer und
gewerblicher Lehranstalten):** Höhere technische und gewerbliche Lehranstalten are higher-level secondary schools (secondary level II; higher-level technical and vocational schools), cover five years of training and lead to a university entrance qualifications. The Höhere technische und gewerbliche Lehranstalten convey a higher-level technical education for different specialisations in industry and trade.

Kindergarten (Kindergärten,Kindergartens): Kindergarten is an institution for educating and minding children aged three to six. It is to support and complement education given within the family according to social, moral and religious values and to promote childhood development, education and the free development of children's personalities in play and social interaction. Kindergarten is to support children in attaining maturity for school education, without imposing any pressure of performance or school-like instruction. Kindergartens are educational institutions run on a half-day or full day basis. Attendance is optional.

Klassenvorstand (Klassenvorstände,Klassenvorstandes,Klassenvorstands): At schools with a subject teacher system, the head teacher accomplishes the tasks performed by the class teacher: cooperation with other teachers, co-ordination of educational work, matching classroom work to the performance of the class and the ability of pupils, guidance on educational matters, liaison between school and parents, maintaining all official documents and files. At higher-level technical and vocational schools, head teachers are called Jahrgangsvorstände.

Kolleg (Kollegs): Kollegs are special types of higher-level technical and vocational schools which provide the education of any higher-level technical and vocational school as a complement for
graduates of other higher-level schools in three or four-semester training courses, and lead to a final diploma examination.

Landesschulrat (Landesschulräte,Landesschulräten,Landesschulrates,Landesschulrats): The province school board is the educational authority of the first instance for compulsory vocational schools, medium and higher-level secondary schools, training institutes for higher social occupations and teacher training institutes within a province. The province school board is the educational authority of the second instance for general compulsory schools within a province. In Vienna, it is called municipal school board, acting at the same time as a district school board.

Oberstufenrealgymnasium (Oberstufenrealgymnasien,Oberstufenrealgymnasiums): The Oberstufenrealgymnasium is a special type of upper-cycle academic secondary higher school (secondary level II), it starts after grade 8 and covers four years (grades 9 - 12).

Öffentlichkeitsrecht (Öffentlichkeitsrechtes,Öffentlichkeitsrechts): Private (non-public) schools are granted public-law status, if they carry an officially regulated designation and thus have an equivalent public-sector counterpart. Private schools enjoying public-law status are subject to the same statutory provisions as the corresponding public institutions.

Organisationsstatut (Organisationsstatutes,Organisationsstatuts): Private schools which do not have a public-sector counterpart are called schools with an organisational charter (Organisationsstatut). In a charter, these schools lay down their own curriculum, their house rules and the required training of teachers at these schools. The charter is subject to official approval.

Pädagogische Akademie (Pädagogischen Akademie,Pädagogische Akademien,Pädagogischen Akademien,Pädagogischer Akademien,Pädagogischen Akademien): Pädagogische Akademien are teacher training institutes which build on the education provided at secondary higher school and cover six semesters. Teacher training institutes train teachers for primary schools, secondary general schools, and special schools as well as teachers for the pre-vocational year, who are qualified to fulfil the tasks of the teaching profession on account of their professional attitudes, knowledge and skills. Teacher training institutes may also conduct educational research.

Pädagogisches Institut (Pädagogische Institute,Pädagogischen Instituten,Pädagogischen Institutes,Pädagogischen Instituts,Pädagogische Institut,Pädagogischen Institute,Pädago):
Pädagogische Institute are further training institutes for teachers, they convey additional qualifications for teachers and conduct the examinations required therefore. Moreover, they will engage in educational research.

Polytechnische Schule (Polytechnischen Schule,Polytechnische Schulen,Polytechnischer Schulen,Polytechnischen Schulen): The pre-vocational school (Polytechnische Schule) covers one
year of secondary education (grade 9). It enhances the education of pupils in the last (ninth) grade of compulsory education with a view to practical life and a future occupation, and prepares pupils for career decisions through adequate vocational guidance.

Reifeprüfung (Reifeprüfungen): Academic secondary schools, higher-level technical and vocational schools, training institutes for nursery school teachers and educators, and higher-level schools for agriculture and forestry lead to the matriculation examination. The passing of the matriculation examination is an entitlement to take up studies at a university or fine-arts college.

Reife- und Diplomprüfung (Reife- und Diplomprüfungen): The higher-level technical and vocational schools and the training schools for nursery school teachers as well as the training school for educators lead to the Reife- und Diplomprüfung.

Schulautonomie: The concept of school autonomy relates to educational contents, budgetary management and school legislation and implies a co-determination in the creation of the framework of teaching, learning and co-existence at the local school level. School autonomy is to enable a degree of plurality and local or regional independence through curricular autonomy, in due respect of the comparability of qualifications and entitlements.

Schulforum (Schulforums,Schulforen): A "school forum" is set up at all primary schools, secondary general schools and special schools which are not run according to the curriculum of the prevocational year, to strengthen and promote the school community. The school forum decides on matters pertaining to school events, school-related events, career counselling at school, as well as health care and hygiene, which go beyond the level of the individual class. The school forum is made of up the class teachers and the parents.

Schulgemeinschaftsausschüsse (SGA,Schulgemeinschaftsausschusses,Schulgemeinschaftsausschüssen): A school community committee (Schulgemeinschaftsausschuss) is set up at "Polytechnische Schulen" (pre-vocational schools), compulsory vocational schools and medium and higher-level schools to promote and strengthen the school community. The school community committee is made up of the headmaster (without a right to vote), as well as three representatives of teachers, pupils and parents each.

Sonderpädagogischer Förderbedarf (Sonderpädagogische Förderbedarf,sonderpädagogischem Förderbedarf): Children who are considered fit for schooling, but are unable to follow instruction at a primary school, secondary general school or the pre-vocational year without special educational assistance on account of physical of mental disability, must have a special educational need diagnosed by the district school board (at the request of parents / guardians, the school head or ex officio).

Sonderschule (Sonderschulen): Special school and its different types cover primary and secondary education (grades 1 to 8 or 9); they are to promote physically or mentally handicapped children in a way that is consistent with their particular handicap, and to convey, if possible, an education which corresponds to that of a primary school, secondary general school or the pre-vocational school, and to prepare pupils for taking up working life and a career.

Studienberechtigungsprüfung (Studienberechtigungsprüfungen): The university entrance examination (Studienberechtigungsprüfung) is a special route of university access allowing persons without a "Reifeprüfung" to take up university studies limited to a specialist field.

Unverbindliche Übung (Unverbindliche Übungen,Unverbindlichen Übungen,Unverbindlicher Übungen,Unverbindlichen Übung): An optional exercise (Unverbindliche Übung) is a subject for which students must register at the beginning of the school year, but for which there is no assessment.

Verbindliche Übung (Verbindliche Übungen,Verbindlichen Übungen,Verbindlicher Übungen,Verbindlichen Übung): A compulsory exercise (Verbindliche Übung) is a subject which all students of a schools must attend, unless they are exempted. Compulsory exercises are not assessed.

Volksschule (Volksschulen): Primary school is a general compulsory school for pupils aged six to ten in the lower cycle, and for pupils aged ten to fourteen in the upper cycle. The upper cycle is practically without significance today.

Wiederholungsprüfung (Wiederholungsprüfungen): Pupils having been assessed with an Insufficient in the end-of-year report in one or two compulsory subjects may - with the exception of elementary schools and special schools run according to the class teacher principle - undergo examination resits (Wiederholungsprüfungen) in those subjects, in which they were rated Insufficient.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN *The teaching profession in Europe: Profile, trends and concerns. General lower secondary education.* Brussels: Eurydice;
Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: *Eurybase - The Database on Education Systems in Europe.* Brussels: Eurydice;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18) ;

NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12, consulted 6-7 April 2009).

AUSTRIA	
Tertiary	
1848	Revolution → new constitution granting universities a certain degree of self-governance. Second half of the 19th century: expansion of specialist and technical universities.
After WWI	Period of the First Republic: characterized by strong involvement of the HE institutions in the political struggles of the time. Universities laced with anti-Austrian German nationalism, and widely penetrated by anti-Semitism.
1938-1945	WWII: Austria annexed to the Third Reich: higher education fell under German university legislation. Political opponents, Jewish scientists and students banned from universities and institutions of higher education.
1955	"Hochschulorganizationsgesetz" (University Organisation Act) → First legislative framework to apply to all universities and institutions of higher education (without any major reforms to the organisational set-up).
1962	Foundation of the University of Salzburg
1966	"Allgemeines Hochschul-Studiengesetz" (General University Studies Act) → new legal framework and modernisation of the entire university studies' system. Operative start of the University of Social and Economic Studies in Linz.
1970	Foundation of the University of Educational Sciences in Klagenfurt
1975	New "Universitäts-Organisationsgesetz" (University Organisation Act) introducing the participation of all categories of university teachers, students and administrative staff in the decision-making processes of the collegial bodies and reorganised institutes (university departments).
1993	"Universitäts-Organisationsgesetz" (University Organisation Act) granting increasing autonomy and scope for manoeuvre to universities.
1997	"Universitäts-Studiengesetz" (University Studies Act) introduced fundamental changes such as the decentralisation of responsibilities.
1999	Amendement to the "Universitäts-Studiengesetz" (University Studies Act) introducing the three-tier system of studies (bachelor - master - doctor).
2002	"Universitätsgesetz" (Universities Act) providing for a complete autonomy by introducing new steering instruments such as global budgets and performance agreements + three independent medical universities (Vienna, Graz and Innsbruck).

Glossary

Allgemeine Hochschulreife (Allgemeinen Hochschulreife): Will be called "Universitätsreife" according to the University Studies Act. The successful passing of a matriculation examination at a higher secondary school qualifies for the attendance of universities and fine-arts colleges, now fine-arts universities. The matriculation examination may be replaced by an university entrance examination or a vocational maturity examination (with limited access).

Arbeitsmarktservice: The Labour Market Service is entrusted with implementing the federal (government) labour market policies. It is a service institution under public law and endowed with a separate legal entity.

Berufsreifeprüfung (Berufsreifeprüfungen): The Berufsreifeprüfung is a matriculation examination consisting of four parts for external students. The passing of the Berufsreifeprüfung like the passing of the matriculation examination is an unlimited entitlement to take up studies at a university or fine-arts college, now arts university.

Diplomarbeit (Diplomarbeiten): The submission of a research paper (Diplomarbeit) is a prerequisite for the acquisition of a diploma degree at university. In the research paper, students are to independently develop a theme taken from their field of study to demonstrate that they have acquired an adequate scientific grounding.

Diplomprüfung (Diplomprüfungen): Students at Austrian universities who have completed their scientific education by finishing a regular study course and passing the required diploma examinations are conferred a diploma degree. Training at the training institutes for higher social occupations ends with a diploma examination; the title of Diplomsozialarbeiter is conferred, which qualifies for admission to a related study course at university. The colleges leading to the certification of a Höhere Technische Lehranstalt, a Handelsakademie or a Höhere Lehranstalt für wirtschaftliche Berufe all end with a diploma examination.

Dissertation (Dissertationen): The submission of a thesis is a preliminary requirement for the acquisition of a doctor's degree at university. A thesis goes beyond the requirements of a research paper, and is to demonstrate a candidate's qualifications to solve scientific problems on his/ her own.

Fachhochschule (Fachhochschulen): Fachhochschulen offer university-level study courses which intend to convey a scientifically based vocational education. The main aims are: to ensure a practiceoriented training at university level; to convey the skills required to solve the tasks of a given occupation or profession that meet the state of the art and practical requirements; to promote the permeability of the educational system and professional flexibility of graduates.

Österreichische Hochschülerschaft (Österreichischen Hochschülerschaft,österreichische Hochschülerschaft,österreichischen Hochschülerschaft): The Austrian Student Body (Österreichische Hochschülerschaft) is a body corporate under public law, it represents the interests of its members (students) and offers material and non-material assistance.

Reifeprüfung (Reifeprüfungen): Academic secondary schools, higher-level technical and vocational schools, training institutes for nursery school teachers and educators, and higher-level schools for agriculture and forestry lead to the matriculation examination. The passing of the matriculation examination is an entitlement to take up studies at a university or fine-arts college.

Rektor (Rektors,Rektoren): The Rektor or principal is the highest monocratic governing body at university and represents the university externally.

Studienberechtigungsprüfung (Studienberechtigungsprüfungen): The university entrance examination (Studienberechtigungsprüfung) is a special route of university access allowing persons without a "Reifeprüfung" to take up university studies limited to a specialist field.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

AUSTRIA

Glossary

Agrarpädagogische Akademie (Agrarpädagogischen Akademie): Both training institute for teachers at higher-level vocational schools of agriculture and forestry and institute for the in-service and further training of teachers at higher-level vocational schools of agriculture and forestry.

Akademie für Sozialarbeit (Akademien für Sozialarbeit): The Training Institute for Higher Social Occupations (Akademie für Sozialarbeit) builds on the education provided at a higher-level secondary school and covers six semesters. It is to convey the knowledge and skills required for exercising a higher-level occupation in the field of social work.

Allgemein bildende höhere Schule (Allgemein bildenden höheren Schulen,Allgemein bildende höhere Schulen,Allgemein bildenden höheren Schule,Allgemein bildender höherer Schulen):
Allgemeinbildende höhere Schulen are academic secondary schools, they impart a comprehensive and in-depth general education, and lead to university entrance qualifications. Academic secondary schools consist of a lower and an upper cycle (four years each). They start after the fourth grade of primary (elementary) school and cover eight years (grades 5 - 12).The Oberstufenrealgymnasium is a special upper-cycle form starting after grade 8 and covers four years (grades 9 to 12).

Allgemein bildende Pflichtschule (Allgemein bildenden Pflichtschule,Allgemein bildenden Pflichtschulen,Allgemein bildende Pflichtschulen,Allgemein bildender Pflichtschulen):
Allgemeinbildende Pflichtschulen are general compulsory schools, covering primary schools, secondary general schools (Hauptschule), special schools, and the pre-vocational schools
(Polytechnische Schulen).

Allgemeine Hochschulreife (Allgemeinen Hochschulreife): Will be called "Universitätsreife" according to the University Studies Act. The successful passing of a matriculation examination at a higher secondary school qualifies for the attendance of universities and fine-arts colleges, now fine-arts universities. The matriculation examination may be replaced by an university entrance examination or a vocational maturity examination (with limited access).

Alternativer Pflichtgegenstände (Alternativen Pflichtgegenständen,Alternative Pflichtge): Alternative compulsory subjects are elective subjects, affording students a choice of one out of several subjects proposed. The selected subject is then evaluated as a compulsory subject.

Arbeitsmarktservice: The Labour Market Service is entrusted with implementing the federal (government) labour market policies. It is a service institution under public law and endowed with a separate legal entity.

Berufsbildende höhere Schule (Berufsbildenden höheren Schulen,Berufsbildende höhere Schulen,Berufsbildenden höheren Schule,Berufsbildender höherer Schulen): Higher-level technical
and vocational schools are secondary schools (secondary level II), they start after grade 8 and cover 5 years (grades 9 - 12). Higher-level technical and vocational schools impart a higher-level general and vocational education which qualifies students to exercise a higher-level occupation in the fields of engineering, trade, arts and crafts, commerce, domestic science and others, and at the same time lead to university-entrance qualifications.

Berufsbildende mittlere Schule (Berufsbildenden mittleren Schulen,Berufsbildende mittlere Schulen,Berufsbildender mittlerer Schulen,Berufsbildenden mittleren Schule): Medium-level technical and vocational schools are secondary schools (secondary level II), they start after grade 8 and cover one to four years, depending on the type (grades 9, 10, 11 and 12). Medium-level technical and vocational schools are to impart the basic specialist knowledge and skills which qualify students to directly exercise an occupation in the fields of engineering, trade, arts and crafts, commerce or domestic science, or in any other business-related or social area. At the same time, they are to enhance and promote the students' general background in a way which is consistent with their future occupation.

Berufsbildenden Pflichtschule (Berufsbildender Pflichtschulen): Berufsschulen are an example of compulsory vocational schools. Apprentices must, in addition to their training in a company,
attend the Berufsschule (compulsory attendance).

Berufspädagogische Akademie (Berufspädagogischen Akademien,Berufspädagogischer Akademien,Berufspädagogischen Akademie,Berufspädagogische Akademien): Berufspädagogische Akademien are training institutes for vocational school teachers. They build on the education conveyed at a higher-level secondary school, or on an accomplished master-craftsman training, and last two to six semesters. The training institutes for vocational school teachers are to train teachers for Berufsschulen and for the specialist subjects at technical and vocational schools who are competent to fulfil the tasks of the teaching profession on account of their professional attitude, subject-related qualifications and skills. Moreover, the training institutes for vocational school teachers may engage in educational research.

Berufsreifeprüfung (Berufsreifeprüfungen): The Berufsreifeprüfung is a matriculation examination consisting of four parts for external students. The passing of the Berufsreifeprüfung like the passing of the matriculation examination is an unlimited entitlement to take up studies at a university or fine-arts college, now arts university.

Berufsschule (Berufsschulen): Berufsschulen are part-time compulsory vocational schools. There are three different types: all-year schools (1 to 1 1/2 days of instruction per week), course-type schools (8-week courses per school year covering 45 weekly hours, or 10 to 15 week courses per school year covering 42 weekly hours), seasonal schools.

Bezirksschulrat (Bezirksschulräte,Bezirksschulräten,Bezirksschulrats,Bezirksschulrates): The district school board is the first-instance school authority for general compulsory schools within a political district. In Vienna, the district school board is called municipal school board (Stadtschulrat).

Bildungsanstalt für Kindergartenpädagogik (Bildungsanstalten für Kindergartenpädagogik): Training schools for nursery school teachers are higher-level secondary schools, they start after grade eight and cover five years (grades 9 - 13).The training schools for nursery school teachers are to impart the professional attitude, knowledge and skills required to fulfil the educational tasks of kindergarten education, and at the same time lead to university-entrance qualifications.

Bildungsanstalt für Sozialpädagogik (Bildungsanstalten für Sozialpädagogik): Training schools for educators are higher-level secondary schools, they start after grade eight and cover five years (grades 9 - 13).The training schools for educators are to train students to become educators, who are qualified to fulfil the educational tasks at day-boarding schools, day-care centres and minding institutions as well as in non-school youth work, on account of their professional attitudes, knowledge and skills. Moreover, they are to lead students to university-entrance qualifications.

Diplomarbeit (Diplomarbeiten): The submission of a research paper (Diplomarbeit) is a prerequisite for the acquisition of a diploma degree at university. In the research paper, students are to independently develop a theme taken from their field of study to demonstrate that they have acquired an adequate scientific grounding.

Diplomprüfung (Diplomprüfungen): Students at Austrian universities who have completed their scientific education by finishing a regular study course and passing the required diploma examinations are conferred a diploma degree. Training at the training institutes for higher social occupations ends with a diploma examination; the title of Diplomsozialarbeiter is conferred, which qualifies for admission to a related study course at university. The colleges leading to the certification of a Höhere Technische Lehranstalt, a Handelsakademie or a Höhere Lehranstalt für wirtschaftliche Berufe all end with a diploma examination.

Dissertation (Dissertationen): The submission of a thesis is a preliminary requirement for the acquisition of a doctor's degree at university. A thesis goes beyond the requirements of a research paper, and is to demonstrate a candidate's qualifications to solve scientific problems on his/ her own.

Duales System (Dualen Systems,Duale System,Dualen System): Parallel to practical training in a company, apprentices must undergo specialised vocational training at a Berufsschule (dual system).

Fachhochschule (Fachhochschulen): Fachhochschulen offer university-level study courses which intend to convey a scientifically based vocational education. The main aims are: to ensure a practiceoriented training at university level; to convey the skills required to solve the tasks of a given occupation or profession that meet the state of the art and practical requirements; to promote the permeability of the educational system and professional flexibility of graduates.

Fachkoordinator (Fachkoordinators,Fachkoordinatoren): Subject co-ordinators co-ordinate the work of teachers in subjects with ability grouping. Ability groups exists at secondary general schools only, for German, Mathematics and Modern Foreign Language. Subject co-ordinators are responsible for creating a uniform system of grading, upgrading or downgrading, and for the organisation of remedial instruction.

Fachschule (Fachschulen): Fachschulen are medium-level secondary schools (secondary level II; medium-level technical and vocational schools), cover study courses of one to four years and provide an education with a trade, technical, arts and crafts, agriculture and forestry orientation, as well as training for domestic science and social occupations.

Gebietskörperschaft (Gebietskörperschaften): Territorial entities are bodies corporate and encompass all persons with a territorial affiliation to a given area (with regard to domicile, residence).The Federation, the provinces and the local communities are territorial entities.

Grundschule (Grundschulen): Grundschule covers primary levels I and II of primary school or special school.

Handelsakademie (Handelsakademien): Handelsakademien are a form of secondary school (secondary level II; medium-level technical and vocational schools), they cover a five-year study
course and provide higher-level commercial training for all branches of business and industry; moreover, they lead to university-entrance qualifications.

Hauptschule (Hauptschulen): Hauptschule is a general secondary school for pupils aged 10 to 14; general secondary schools exist alongside the upper cycle of primary school (very rare), the upper cycle of special school, and the lower cycle of secondary academic school.

Häuslicher Unterricht (Häusliche Unterricht,Häuslichen Unterricht,Häuslichen Unterrichtes,Häuslichen Unterrichts): Compulsory schooling may be accomplished by private tuition (with the exception of the pre-vocational year), if private tuition is at least equivalent to that offered at a corresponding school.

Höhere land- und forstwirtschaftliche Lehranstalt (Höhere land- und forstwirtschaftlichen Lehranstalten,Höheren land- und forstwirtschaftlichen Lehranstalten,Höhere land- und forstwirtschaftliche Lehranstalten,Höherer land- und forstwirtschaftlicher Lehranstalten,höheren landund forstwirtschaftlichen Lehranstalt,höherer land- und forstwirtschaftlicher Lehranstalt,): The Höhere land- und forstwirtschaftliche Lehranstalt is a higher-level secondary school for agriculture and forestry (secondary level II; higher-level technical and vocational school), it starts after grade 8, covers five years (grades 9 - 13) and leads to university entrance qualifications. The higher-level schools for agriculture and forestry are to impart a general and vocational training which qualifies students to engage in higher-level occupations in agriculture and forestry.

Höhere Lehranstalt für wirtschaftliche Berufe (Höheren Lehranstalten für wirtschaftliche Berufe,Höhere Lehranstalten für wirtschaftliche Berufe,Höherer Lehranstalten für wirtschaftliche Berufe, höheren Lehranstalt für wirtschaftliche Berufe,höherer Lehranstalt für wirtschaftliche Berufe): The Höhere Lehranstalt für wirtschaftliche Berufe is a higher-level secondary school for business occupations (secondary level II; higher-level technical and vocational school), training lasts for five years and leads to university entrance qualifications. The Höhere Lehranstalt für wirtschaftliche Berufe provides a higher-level education for higher-level occupations in business, government administration, nutrition, tourism and culture.

Höhere technische und gewerbliche Lehranstalt (Höheren technischen und gewerblichen Lehranstalten,Höhere technische und gewerbliche Lehranstalten,Höherer technischer und gewerblicher Lehranstalten): Höhere technische und gewerbliche Lehranstalten are higher-level secondary schools (secondary level II; higher-level technical and vocational schools), cover five years of training and lead to a university entrance qualifications. The Höhere technische und gewerbliche Lehranstalten convey a higher-level technical education for different specialisations in industry and trade.

Kindergarten (Kindergärten,Kindergartens): Kindergarten is an institution for educating and minding children aged three to six. It is to support and complement education given within the family according to social, moral and religious values and to promote childhood development, education and the free development of children's personalities in play and social interaction. Kindergarten is to support children in attaining maturity for school education, without imposing any pressure of performance or school-like instruction. Kindergartens are educational institutions run on a half-day or full day basis. Attendance is optional.

Klassenvorstand (Klassenvorstände,Klassenvorstandes,Klassenvorstands): At schools with a subject teacher system, the head teacher accomplishes the tasks performed by the class teacher: cooperation with other teachers, co-ordination of educational work, matching classroom work to the performance of the class and the ability of pupils, guidance on educational matters, liaison between school and parents, maintaining all official documents and files. At higher-level technical and vocational schools, head teachers are called Jahrgangsvorstände.

Kolleg (Kollegs): Kollegs are special types of higher-level technical and vocational schools which provide the education of any higher-level technical and vocational school as a complement for graduates of other higher-level schools in three or four-semester training courses, and lead to a final diploma examination.

Landesschulrat (Landesschulräte,Landesschulräten,Landesschulrates,Landesschulrats): The province school board is the educational authority of the first instance for compulsory vocational schools, medium and higher-level secondary schools, training institutes for higher social occupations and teacher training institutes within a province. The province school board is the educational authority of the second instance for general compulsory schools within a province. In Vienna, it is called municipal school board, acting at the same time as a district school board.

Oberstufenrealgymnasium (Oberstufenrealgymnasien,Oberstufenrealgymnasiums): The Oberstufenrealgymnasium is a special type of upper-cycle academic secondary higher school (secondary level II), it starts after grade 8 and covers four years (grades 9 - 12).

Öffentlichkeitsrecht (Öffentlichkeitsrechtes,Öffentlichkeitsrechts): Private (non-public) schools are granted public-law status, if they carry an officially regulated designation and thus have an equivalent public-sector counterpart. Private schools enjoying public-law status are subject to the same statutory provisions as the corresponding public institutions.

Organisationsstatut (Organisationsstatutes,Organisationsstatuts): Private schools which do not have a public-sector counterpart are called schools with an organisational charter (Organisationsstatut). In a charter, these schools lay down their own curriculum, their house rules and the required training of teachers at these schools. The charter is subject to official approval.

Österreichische Hochschülerschaft (Österreichischen Hochschülerschaft,österreichische Hochschülerschaft,österreichischen Hochschülerschaft): The Austrian Student Body (Österreichische Hochschülerschaft) is a body corporate under public law, it represents the interests of its members (students) and offers material and non-material assistance.

Pädagogische Akademie (Pädagogischen Akademie,Pädagogische Akademien,Pädagogischen Akademien,Pädagogischer Akademien,Pädagogischen Akademien): Pädagogische Akademien are teacher training institutes which build on the education provided at secondary higher school and cover six semesters. Teacher training institutes train teachers for primary schools, secondary general schools, and special schools as well as teachers for the pre-vocational year, who are qualified to fulfil the tasks of the teaching profession on account of their professional attitudes, knowledge and skills. Teacher training institutes may also conduct educational research.

Pädagogisches Institut (Pädagogische Institute,Pädagogischen Instituten,Pädagogischen Institutes,Pädagogischen Instituts,Pädagogische Institut,Pädagogischen Institute,Pädago):
Pädagogische Institute are further training institutes for teachers, they convey additional qualifications for teachers and conduct the examinations required therefore. Moreover, they will engage in educational research.

Polytechnische Schule (Polytechnischen Schule,Polytechnische Schulen,Polytechnischer Schulen,Polytechnischen Schulen): The pre-vocational school (Polytechnische Schule) covers one year of secondary education (grade 9). It enhances the education of pupils in the last (ninth) grade of compulsory education with a view to practical life and a future occupation, and prepares pupils for career decisions through adequate vocational guidance.

Reife- und Diplomprüfung (Reife- und Diplomprüfungen): The higher-level technical and vocational schools and the training schools for nursery school teachers as well as the training school for educators lead to the Reife- und Diplomprüfung.

Reifeprüfung (Reifeprüfungen): Academic secondary schools, higher-level technical and vocational schools, training institutes for nursery school teachers and educators, and higher-level schools for agriculture and forestry lead to the matriculation examination. The passing of the matriculation examination is an entitlement to take up studies at a university or fine-arts college.

Rektor (Rektors,Rektoren): The Rektor or principal is the highest monocratic governing body at university and represents the university externally.

Schulautonomie: The concept of school autonomy relates to educational contents, budgetary management and school legislation and implies a co-determination in the creation of the framework of teaching, learning and co-existence at the local school level. School autonomy is to enable a degree of plurality and local or regional independence through curricular autonomy, in due respect of the comparability of qualifications and entitlements.

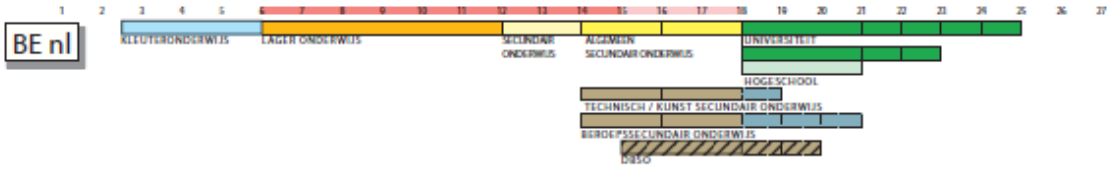
Schulfähigkeit: Children who are mentally and physically capable of undergoing compulsory schooling are deemed fit for schooling (Schulfähigkeit). Pupils who are unfit for schooling must be exempted from school attendance as long as the unfitness persists.

Schulforum (Schulforums,Schulforen): A "school forum" is set up at all primary schools, secondary general schools and special schools which are not run according to the curriculum of the prevocational year, to strengthen and promote the school community. The school forum decides on matters pertaining to school events, school-related events, career counselling at school, as well as health care and hygiene, which go beyond the level of the individual class. The school forum is made of up the class teachers and the parents.
Schulgemeinschaftsausschüsse (SGA,Schulgemeinschaftsausschusses,Schulgemeinschaftsausschüssen): A school community committee (Schulgemeinschaftsausschuss) is set up at "Polytechnische Schulen" (pre-vocational schools), compulsory vocational schools and medium and higher-level schools to promote and strengthen the school community. The school community committee is made up of the headmaster (without a right to vote), as well as three representatives of teachers, pupils and parents each.
Sonderpädagogischer Förderbedarf (Sonderpädagogische Förderbedarf,sonderpädagogischem Förderbedarf): Children who are considered fit for schooling, but are unable to follow instruction at a primary school, secondary general school or the pre-vocational year without special educational assistance on account of physical of mental disability, must have a special educational need diagnosed by the district school board (at the request of parents / guardians, the school head or ex officio).
Sonderschule (Sonderschulen): Special school and its different types cover primary and secondary education (grades 1 to 8 or 9); they are to promote physically or mentally handicapped children in a way that is consistent with their particular handicap, and to convey, if possible, an education which corresponds to that of a primary school, secondary general school or the pre-vocational school, and to prepare pupils for taking up working life and a career.
Stadtschulrat (Stadtschulrates): In Vienna, the province school board is called municipal school board, it also fulfils the functions of a district school board.
Studienberechtigungsprüfung (Studienberechtigungsprüfungen): The university entrance examination (Studienberechtigungsprüfung) is a special route of university access allowing persons without a "Reifeprüfung" to take up university studies limited to a specialist field.
Unterrichtspraktikum (Unterrichtspraktikums,Unterrichtspraktika): During a one-year traineeship in teaching practice (Unterrichtspraktikum) graduates of university teacher training courses in the liberal arts or science subjects are initiated in the practice of teaching for medium and higher-level schools.
Unverbindliche Übung (Unverbindliche Übungen,Unverbindlichen Übungen,Unverbindlicher Übungen,Unverbindlichen Übung): An optional exercise (Unverbindliche Übung) is a subject for which students must register at the beginning of the school year, but for which there is no assessment.
Verbindliche Übung (Verbindliche Übungen,Verbindlichen Übungen,Verbindlicher Übungen,Verbindlichen Übung): A compulsory exercise (Verbindliche Übung) is a subject which all students of a schools must attend, unless they are exempted. Compulsory exercises are not assessed.
Volksschule (Volksschulen): Primary school is a general compulsory school for pupils aged six to ten in the lower cycle, and for pupils aged ten to fourteen in the upper cycle. The upper cycle is practically without significance today.
Wiederholungsprüfung (Wiederholungsprüfungen): Pupils having been assessed with an Insufficient in the end-of-year report in one or two compulsory subjects may - with the exception of elementary schools and special schools run according to the class teacher principle - undergo examination resits (Wiederholungsprüfungen) in those subjects, in which they were rated Insufficient.

Source: Eurydice, Eurybase - Austria - (2006/07).

BELGIUM (FLEMISH COMMUNITY)

Organisation of the education system in the Flemish Community of Belgium, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

BELGIUM (FLEMISH COMMUNITY)	
Pre-Primary	
1842	Recognition of pre-school education as an educational institution forming the basis for the folk school.
1857	Opening of the first Fröbel nursery school in which any form of utilitarian education was excluded.
1880	First ministerial directives to regulate the operations of pre-school education (implementation ensured by primary education inspectors).
1890	First curriculum for these schools, largely based on Fröbel's work.
After WWI	Nursery schools grew into childcare centres where children were taught social skills and further developed their intellectual capacities and personality. Various official programmes and activities were introduced. The influence of Fröbel, as well as that of the Italian Maria Montessori and especially the Belgian Ovide Decroly, grew.
1970	Royal Decree of 13 February 1970 introducing a subsidy system linked to quality criteria in relation to qualified staff → Childcare centres became a standard childcare facility for all families.
1972	The first childminding service was organised by the city of Bruges to offer working mothers day care for babies between 0 and 18 months.
1974-1975	Approval of the first legal framework for the childminding services.
1983	Establishment of an overall statutory framework for subsidised childcare, i.e. childcare centres and childminding services, for care for sick and disabled children and parental involvement and participation (Decision of 21 December 1983).
1989	Introduction of a legal framework for the registration and supervision of independent childcare. This regulation covered the then private childminding families (max. 5 children) and private childcare facilities (more than 5 children). Registration was, and still is, compulsory and opened the possibility of applying for a supervision certificate provided minimum quality standards were complied with.
From 1997	Emergence of specific initiatives for out-of-school care.
2003	Update and extension of the procedure for the self-employed sector. The name "private childminding family" was replaced by the term self-employed childminder. Private childcare facilities were renamed "mini crèches" and independent childcare centres (depending on their capacity). Since 1 April 2003 all childminders are entitled to a tax-free expense allowance and to their own social status, adjusted to their own specific work regime.

Note : By 1845 there were some four-hundred nursery schools. They were responsible for the care and moral wellbeing of the children and prepared the older children for primary education. In Flanders, pre-primary education, together with primary education, forms part of elementary education, BaO, (Decree on elementary education of 25 February 1997). From 1 September 2003 new schools have to adopt the new pre-primary and primary education structure. Existing autonomous nursery and primary schools were allowed to retain their structure (Decree concerning the elementary education landscape of 10 July 2003). Normally speaking, primary education consists of six grades (minimum 4 and maximum 8 years).

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

BELGIUM (FLEMISH COMMUNITY)	
Primary	
1842	First law on elementary education with the aim of steering the expansion in the right direction and improving the quality of education. This law compelled each local authority to establish at least one primary school.
1912	Ratification of the Child-Protection Act.
1914	Introduction of compulsory education in Belgium: anyone between the ages of 6 and 14 was obliged to attend school. Until then elementary education consisted of three stages of two grades each, but the law of 1914 established a fourth stage for children between the ages of 12 and 14.
1920	Development of a curriculum for the fourth stage of compulsory education introduced by the law of 1914 (for pupils aged 12 to 14).
From 1921	In implementation of the 1914 law every municipality was compelled to organise free health supervision in schools and to appoint a physician as medical school inspector with the purpose of detecting contagious conditions.
1921	Foundation of the very first Office for Vocational Orientation (for working-class children) by the Brussels teacher A.Christiaens.
1925	At the instigation of Cardijn, the Catholic working-class youth organisation (KAJ) launched a series of actions for the many fourteen-year-olds leaving school which resulted among others in the creation of an Information Service for School-leavers.
1936	Primary education curriculum influenced by Fröbel, Montessori and Decroly (that curriculum did not only focus on teaching pupils how to read, write and do arithmetic but also factored in the influence of the child's interests on those very learning processes).
1937	Career Guidance Services were set up in various towns. Those services really mushroomed after World War II.
1947	**T**wo National School-Career Guidance Services saw the light of day.
1949	**F**irst PMS-centres,connected to state schools, were founded as a pilot project. These centres also housed the services for medical supervision in schools. They were given a legislative
1956	PMS-centres were given a legislative framework and strict regulations in 1962.
1964	New legislative framework given to health supervision in schools: medical check-ups must be carried out in recognized health centres or centres for health supervision in schools. For pupils attending state education medical check-ups had to take place at the State's Psycho-Medical-Social (PMS) centres.
1970s	After the law on special education (1970) came into force, also specialist PMS centres were founded. 1974 saw the start of a modernization experiment.
1973	Launch of a number of reform initiatives in a few schools within the Flemish Community, as an experiment. These experiments resulted in a large-scale innovation project: Revised Primary Education.
From 1980	Implementation of the principles of the new educational approach of 1973 in all schools.
1981	**A**ll the Career Guidance Services were transformed into PMS-centres.
1983	Duration of compulsory education increased to 12 years (from the age of 6 to the age of 18). Compulsory schooling is full-time until the age of 15, then part-time until the age of 18.
1985	PMS-centres' brief extended to include vaccinations, health advice and health education. At the same time, individual check-ups were expanded to differential check-ups for pupils of risk groups. Closer cooperation between the schools and PMS centres became compulsory and henceforth school doctors must follow a course of school hygienist or a course on youth-health care.
1997	Integration of all the legislation regarding pre-primary and primary education into one single coherent framework through the Decree on elementary education of 25 February 1997.

1998	Decree of 14 July 1998 → Objective: optimisation of the orientation of pupils, so that each pupil would receive an education which corresponds best to his own interests and capacities. This meant that a number of educational problems had to be tackled such as: the increasing number of pupils in special education, the growing number of school failures, the elimination mechanism which characterises the secondary education system, the output of unqualified secondary education pupils in the labour market, etc. Reforms were introduced in five areas, such as the rationalization and the reshuffle of educational provision, stimulation of the schools' local autonomy, additional efforts for pupils with learning difficulties, the integration of mainstream and special education and the modularisation of vocationally-oriented education.
2000	The 300 PMS and Centres for Health Supervision in schools (MST Centres) merged into 75 Pupil Guidance Centres (CLBs) and were scaled up.
2003	Decree of 10 July 2003 concerning the landscape of elementary education and formation of "scholengemeenschappen" (school communities) in 9 of 10 elementary schools.

Glossary

BaO (Basisonderwijs): (Elementary or Basic Education): In Flanders, this term refers to both preprimary and primary education. Not to be confused with "basiseducatie" (adult basic education) which forms part of adult education.

CLB (Centrum voor Leerlingenbegeleiding,Centra voor Leerlingenbegeleiding,CLB's): Pupil Guidance Centre(s): These centres organise guidance activities in the areas of learning and studying, the school career, preventative healthcare and the psychological and social integration of pupils in compulsory education.

Eindtermen: Final objectives (primary education, secondary education, adult education) are minimum objectives which are ratified by decree. They constitute the minimum of knowledge, understanding and skills all pupils/course participants in a particular pupil/course-participant group must acquire during the learning process as well as the minimum attitudes schools must pursue in their pupils/course participants. The final objectives must be incorporated into the curricula and the textbooks. Their implementation is checked by the inspectorate. Besides that, also developmental and basic competences are used.

Inrichtende macht (inrichtende machten; schoolbestuur; schoolbesturen): (Organising body (organising bodies, school board, school boards)): The 'organising body' of an educational institution is the initiator who organises the educational facilities and who is the institution's decision-making authority. The legislation concerning elementary education operates the term 'school board'.

Levensbeschouwelijke vorming: (Philosophy-of-life education): Philosophy-of-life courses are compulsory in all grades of primary and secondary education. Denominational schools offer religionbased courses (Catholicism, Protestantism, Judaism). Public schools must offer a choice between a course in one of the recognised religions (including Islam) and a course in non-confessional ethics. The few non-denominational subsidised private schools only offer a course in non-confessional ethics.

Niet-confessionele zedenleer: (Non-confessional ethics): Courses in non-confessional ethics must be offered in all public schools and in all the different grades. The freedom to opt for a course in nonconfessional ethics is guaranteed under the Schools Pact Act and the Constitution.

Ontwikkelingsdoelen: (Developmental objectives): 'Developmental objectives' constitute an important element within the government's balanced quality-control system. These are minimum objectives regarding knowledge, skills and attitudes the government deems desirable and which must be pursued by the school in all its pupils. They are implemented in mainstream pre-primary education, in the Bsteam of mainstream secondary education, in special primary and secondary education and in adult basic education. Schools must incorporate these objectives into their classes and courses.

Opleidingsvorm (opleidingsvormen): (Education form(s)): Special-secondary education division according to type and level of disability: OV1 independence out of the question, OV2 socially independent within a sheltered environment, OV3 vocational training and work possible, OV4 integrated education possible.

Pedagogisch project: (Pedagogical project): The 'pedagogical project' encompasses all the educational and pedagogical keynotes, specified by the school board on the basis of a particular view on mankind and the world.

Scholengemeenschappen (scholengemeenschap): (School community(ies)): Voluntary co-operations between schools offering the same level of education within one or two of the 44 geographical areas, for economy-of-scale purposes. They have been in existence in secondary education since 1998 and in elementary education since 2003.

Schoolwerkplan: (School development plan): The 'school development plan' is a plan drawn up by the school which minimally contains the following elements: - the description of the pedagogical project, i.e., the whole of fundamental keynotes, specified by the school board for the school in question; - the school's organisation and especially the division into pupil groups; - the manner in which the pupils' learning process is to be evaluated and how this will be reported; - the provisions within mainstream education for pupils suffering from a disability or for pupils who are educationally-challenged, including forms of collaboration with other schools within mainstream and/or special education.

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
IIE (2006). Preparatory Report for the 1st PLA of the Cluster on Access and Social Inclusion in Lifelong Learning. Unpublished commissioned report, Project EAC/13/05.
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

BELGIUM (FLEMISH COMMUNITY)	
Secondary and post-Secondary non-Tertiary	
1831	The Belgian Constitution (unitarian Belgian State) establishing freedom of choice in education (Art. 24).
1887	First Act on the structure of secondary education (known as "enseignement moyen"): more weight on modern grammar school (with the emphasis on modern languages and sciences) in addition to the classical courses of study (Latin-Greek and Latin). Moreover, secondary schools were established which did not offer grammar-school education but which were aimed at preparing youngsters for a career in commerce, industry, administration and the world of finance. In parallel, technical education saw the light of day during the 19th century; it set up as a separate branch of education, alongside the existing secondary schools. This type of education, geared towards agriculture, horticulture, industry and commerce provided evening and Sunday classes of a practical and utilitarian nature.
1914	Law establishing compulsory education for all children aged 6 to 14. Until then elementary education consisted of three stages of two grades each, but the law of 1914 established a fourth stage for children between the ages of 12 and 14. World War I delayed its implementation by a few years. The principle that school shall be free of charge was generalized.
1920	Attempt made to define equivalence between the study of classics and the 'modern humanities'.
1924	The secondary-school curriculum, which could include a Latin-Greek section in the state secondary schools, corresponded to the first three years of the modern grammar school.
1933	Royal Decree giving technical education a coherent school classification under the remit of the Minister for Public Education (before, the management of technical education was the responsibility of various ministers: Agriculture, Trade and Labour). Classification of technical schools into 4 categories: A1, A2 for full-time courses; B1, B2 for evening classes; C1, C2 for girls' schools; D for schools and courses to train future male teachers of technical courses.
1948	Belgian Law organising works councils (Belgian Law): 20/09/48, B.S. 27/09/1996
1957	Co-ordinated Royal Laws regulating both "enseignement moyen" and technical education. Gateways between the two types of education were organised, but only to transfer from "enseignement moyen" to technical education, and, in case of failure, to vocational training. Establishment of new sections and structures (RD of 30 April 1957(b)) → "Type 2" secondary education. At the same time, technical and vocational education were given a structure equivalent to that of general education (RD of 30 April 1957(a)).
1959	Law concerning the 'school pact' (Belgian Law): 29/05/59, B.S. 19/06/1959. Guaranteed families the opportunity to exercise genuine free choice between the secular 'official' (public) education system and 'free' (private), and essentially Catholic, education system. Compulsory schooling is free of charge in all sectors.
1963	Law concerning the use of the official languages in education (Belgian Law): 30/07/63, B.S. 22/08/1963.
1964	The 'Omnivalence law' of 8 June 1964 specifically catered for greater access to higher education and to certain university faculties. This evolution had both a qualitative (structural changes) and a quantitative dimension (the 'school boom'). The "Omnivalence" Law modified the university admission requirements by introducing a final exam at the end of "enseignement moyen", teacher training schools, and certain technical streams. Passing that exam meant obtaining the "Diplôme d'Aptitude à accéder à l'Enseignement Supérieur" (DAES), which gave access to tertiary education.

1969	Royal Decree concerning the establishment of the tasks of the administrators, educators-caretakers and executive secretaries in the educational institutions of the basic, special, secondary and technical education, and in the teacher training schools (Belgian Royal Decree): 15/07/1969, B.S. 25/07/1969.
1970	Belgian Law on special and integrated education: 06/07/70, B.S. 25/08/1970: Enrolment of children with special needs in centres for special education adapted to each particular learning difficulty. Compared to mainstream education, special education is subject to more stringent pupil/teacher ratios and special requirements for assistance such as those provided by medical and paramedical staff, speech therapists and physiotherapists.
1971	Law of 27 July 1971: established a single structure for secondary education, called 'Type I' education, to postpone the choice of stream to the age of 15 or 16. Studies (for all forms of education) were re-structured into three two-year stages: observation stage, orientation stage, and determination stage. Characterised by active methods centred on the pupil. Introduction of preparatory classes to facilitate the transition from "enseignement fondamental" (elementary education) to secondary education and offer of a wide choice of options.
1974	Belgian Law regulating the relations between the public service and the trade unions from school personnel: 19/12/74, B.S. 24/12/1974.
1976	Generalisation of the 1971 reform to the State "réseau" (followed by the other "réseaux" in the following years).
1977	Law of 15 May 1977 about the classification of the studies of secondary education Type I.
1978	Belgian Royal Decree defining types and organisation of special education including admission requirements: 28/06/1978, B.S. 29/08/1978.
1982	First rationalisation and planning programme for secondary education to organise more efficiently the provision of education.
1983	Belgian Law on the duration of compulsory education: 29/06/83, B.S. 07/07/1983. Duration of compulsory education increased to 12 years (from the age of 6 to the age of 18). Compulsory schooling is full-time until the age of 15, then part-time until the age of 18.
1984	Royal Decree of June 1984 establishing gateways between each year on vocational education and the corresponding year in technical or general education to enable pupils in vocational education to earn certificates equivalent to the ones conferred in other forms of education. Introduced dual education and training on an experimental basis for a period of two years (extended to 1991).
1984	Royal Decree No. 297 of March, under which the weekly workload of teachers was increased by one hour in secondary education. Royal Decree No. 301 of 31 March, fixing minimum initial enrolments in branches of short course higher education. Circular of 3 July, which introduced compulsory three-year (instead of two-year) courses in teacher training institutes.
1989	Belgian Special Law on the financing of the Communities and Regions: 16/01/89, B.S. 17/01/1989. The introduced mechanisms aimed at making them financially accountable for their new responsibilities, including education.
1990	Flemish Decree on the regulation of adult basic education: 12/07/1990, B.S. 04/10/1990. Decision of the Flemish Government about the organisation of the part-time professional secondary education: 31/07/1990, B.S. 26/09/1990. Decision of the Flemish Government about the organisation of part-time art education: 31/07/1990, B.S. 29/03/1991. Replacement of the two main types (the comprehensive type "Type I" and the type offering various courses of study "Type II") by a new general framework (Decree Education-II of 31 July 1990). introduced a new general structure for secondary education.

1991	Decision of the Flemish Government about the organisation of the school year in the elementary education, part-time education and social education: 17.04.91, B.S. 11/07/1991. Flemish Decree concering the working conditions in subsidized schools and Centres for Pupil Guidance: 27/03/91, B.S. 25/05/1991. Flemish Decree concerning the inspectorate and pedagogical counselling services: 17/07/91, B.S. 31/08/1991. Flemish Decree concerning the legal position of specific employees of the "Gemeenschapsonderwijs" (communitarian education): 27/03/91, B.S. 25/05/1991.
1993	Revision of De Grondwet (Constitution). Flemish Decree concerning the inspectorate for philosophy of life courses: 01.12.93, B.S. 08/02/1994.
1995	Decision of the Flemish Government about the fixing of the salary scales of the teaching staff of the colleges in the Flemish Community: 03/05/1995, B.S. 29/08/1995. Flemish decree organising consultation procedures at the school level between staff (incl. teachers) and the "Inrichtende Machten" (Organising Bodies) within subsidized free schools (Flemish Decree): 05/04/1995, B.S. 08/06/1995.
1996	Decree concerning the umbrella organisations for parents (Flemish Decree): 20/06/1996, B.S. 09/08/1996. Flemish Decree concerning the mentorship and the nascholing in Flanders: 16/04/1996, B.S. 12/06/1996. Flemish Decree adopting the final and developmental objectives for the first stage of mainstream secondary education (Flemish Decree): 24/07/1996, B.S. 14/08/1996.
1997	Decision of the Flemish Government about the monitoring of learning achievement in secondary education: 16/09/1997, B.S. 31/10/1997. Decision of the Flemish Government on the transformation of the teachers college of the Flemish Community: 15/07/97, B.S. 02/09/1997. Decision of the Flemish Government adopting the final and developmental objectives for mainstream basic education (Decision of the Flemish Government): 27/05/1997, B.S. 28/08/1997. Decision of the Flemish Government concerning the tasks, composition and the functioning of the consultative commissions for special education (Decision of the Flemish Govenment): 24/06/1997, B.S. 17/09/1997. Decree concerning basic education (Flemish Decree): 25/02/97, B.S. 17/04/1997. Decreet betreffende de afwijkingsprocedure voor de ontwikkelingsdoelen en eindtermen (Flemish Decree): 15/07/97, B.S. 29/08/1997.
1998	Establishment of a new reorganisation of secondary education by the Decree of 14 July 1998 which amended the Decree of 25 February 1997 on elementary education, BaO. Objective: optimisation of the orientation of pupils, so that each pupil would receive an education which corresponds best to his own interests and capacities.
1998	Decision of the Flemish Government about the inclusion of foreign newcomers in primary education: 22/09/1998, B.S. 06/03/1999. Decision of the Flemish Government concerning the developmental objectives for special primary education “Type 2” (Decision of the Flemish Government): 01/12/1998, B.S. 18/05/1999. Decree creating Centres for Pupil Guidance (Flemish Decree): 01/12/1998, B.S. 10/04/1999. Flemish Decree concerning the education IX: 14/07/98, B.S. 29/08/1998. Establishment of a new reorganisation of secondary education aminding the Decree of 25 February 1997 on elementary education, BaO. Objective: optimisation of the orientation of pupils, so that each pupil would receive an education which corresponds best to his own interests and capacities. Flemish Decree on several measures concerning secondary education and modifying the decree of 25th February 1997 on primary education: 14/07/1998, B.S. 29/08/1998. Special Decree concerning Community Education (Flemish Special Decree): 14/07/98, B.S. 30/09/1998.
1999	Decision of the Flemish Government concerning the minimum study scope of the continued secondary teacher trainings in the Flemish community: 22/06/1999, B.S. 29/09/1999. Decision of the Flemish Government concerning the entrepreneur training: 23/02/99, B.S. 06/05/1999. Decision of the Flemish Government concerning the Inspectorate of the Flemish community: 02/02/99, B.S. 01/04/1999. Flemish Decree concerning Developmental Objectives for special primary education Type 2: 02.03.99, B.S. 26/05/1999. Flemish Decree concerning the subsidizing of student umbrella organisations: 30/03/1999, B.S. 15/09/1999. Flemish Decree concerning the education XI: 18/05/99, B.S. 31/08/1999. Ministerial decision of 16 May 1999 stipulating the conditions for the application of a program in the part-time art education and the conditions for the report of a structure modification in the existing part-time art education: 16/05/1999, B.S. 11/08/1999. Law for the promotion of employment: 24/12/1999, B.S. 27/01/2000.

2000	Decision of the Flemish Government about the establishment and composition of the local committees for staff members of public education: 28/08/2000, B.S. 26/10/2000. Decision of the Flemish Government concerning the final objectives for the second and third stage of mainstream secondary education (Decision of the Flemish Government): 23/06/2000, B.S.29/11/2000. Flemish Decree concerning the education XII-Ensor: 20/10/00, B.S. 16/12/2000. Law concerning the fnancing of communities & regions (Belgian Law): 23/05/00, B.S. 30/05/2000.
2001	Decision of the Flemish Government determining the objectives of extraordinary primary education Type 8: 27/04/2001, B.S. 18/09/2001. Decision of the Flemish government determining the objectives of special education (for less able children) Type I : 23/11/2001, B.S. 10/04/2002. Circular letter concerning the organisation of the school year in secondary education: 12/06/ 2001, SO 74. Decision of the Flemish government concerning the organisation of the school year in secondary education: 31/08/2001, B.S. 24/10/2001. Flemish Decree concerning the financing of universities in the Flemish community: 07/12/2001, B.S. 12/02/2002. Flemish Decree ratifying the agreement between the Netherlands and the Flemish Community of Belgium concerning the trans-national university Limburg: 13/07/2001, B.S. 08/08/2001. Flemish Decree concerning the education XIII-Mozaïek: 13/07/01, B.S. 27/11/2001. Flemish Decree concerning an adaptation of the legislation concerning tertiary education: 20/04/2001, B.S. 13/07/2001.
2002	Decision of the Flemish Government about the number of teaching hours: 15/07/2002, B.S. 10/09/2002. Decision of the Flemish Government about the student rights' Commission: 27/09/02, B.S. 31/10/2002. Decision of the Flemish Government about the organisation of the extraordinary secondary education, training-type 3: 06/12/02, B.S. 06/02/2003. Decision of the Flemish Government concerning the organisation of full-time secondary education: 19/07/02, B.S. 04/12/2002. Decision of the Flemish Government concerning experimental secondary education based upon a modular scheme: 01/03/02, B.S. 19/06/2002. Decision of the Flemish Government concerning the integrated support supply in elementary education: 19/07/02, B.S. 04/12/2002. Decision of the Flemish Government on the integrated support supply in mainstream secondary education: 06/09/02, B.S. 07/11/2002. Decision of the Flemish Government concerning the organisation of additional education for foreign newcomers in the mainstream full-time secondary education: 24/05/2002, B.S. 11/09/2002. Flemish Decree concerning equal educational opportunities I: 28/06/02, B.S. 14/09/2002. Flemish Decree concerning the developmental objectives for special basic education type 8 (Flemish Decree): 18/01/2002, B.S. 16/02/2002. Ratification of the Flemish decree on the final attainment levels of the third school year of the third degree of vocational secondary education: 20.12.02.
2003	Decision of the Flemish Government amending the decision of the Flemish government of 1 December 2000 concerning the determination of the professions and the classification of the professions in general professions, technical professions and practical professions in secondary education for social promotion: 10/01/2003, B.S. 20/03/2003. Decision of the Flemish Government of 12 December 2003 concerning the integration of students with a moderate or serious intellectual handicap in the mainstream lower and upper secondary education: 12/12/2003, B.S. 02/03/2004. Flemish Decree concerning the restructuring of higher education in Flanders: 04.04.03, B.S. 14/08/2003. Flemish Decree concerning the landscape of primary education: 10.07.03, B.S. 24/10/2003. Flemish Decree concerning the education XIV: 14/02/03, B.S. 01/07/2003. Flemish Decree concerning socio-cultural adult work: 04/04/03, B.S. 28/05/2003.

Note : Over the past 30 years secondary education has evolved towards one uniform legislation for the entire secondary education system (technical and vocational education included) as far as matters such as certification, curricula, pupil assessment, etc. are concerned. In Flanders, the terms 'lower' and 'higher' secondary education refer to the former secondary education structure which consisted of two 3-grade cycles (i.e. the lower and the higher cycle). Nowadays, secondary education has a more uniform structure and is subdivided into 3 stages.

Glossary

ASO (Algemeen Secundair Onderwijs): (General Secondary Education): One of the 4 vertical branches in the 2nd and 3rd stages of secondary education. Here, greater emphasis is put on theory and on the transition to higher education.

BaO (Basisonderwijs): (Elementary or Basic Education): In Flanders, this term refers to both preprimary and primary education. Not to be confused with "basiseducatie" (adult basic education) which forms part of adult education.

BSO (Beroepssecundair Onderwijs): (Vocational, secondary education): One of the 4 vertical branches in the 2nd & 3rd stages of secondary education, geared towards specific labour-market oriented skills. There is also a 4th stage and a part-time form, i.e., Part-time Vocational Secondary Education (DBSO). It aims at specific vocational skills & competencies.

CLB (Centrum voor Leerlingenbegeleiding,Centra voor Leerlingenbegeleiding,CLB's): Pupil Guidance Centre(s): These centres organise guidance activities in the areas of learning and studying, the school career, preventative healthcare and the psychological and social integration of pupils in compulsory education.

DBSO (Deeltijds Beroepssecundair Onderwijs): (Part-time Vocational Secondary Education): A form of alternance training within the framework of part-time compulsory education available to pupils from the age of 15 or 16 years upwards.

Eindtermen: Final objectives (primary education, secondary education, adult education) are minimum objectives which are ratified by decree. They constitute the minimum of knowledge, understanding and skills all pupils/course participants in a particular pupil/course-participant group must acquire during the learning process as well as the minimum attitudes schools must pursue in their pupils/course participants. The final objectives must be incorporated into the curricula and the textbooks. Their implementation is checked by the inspectorate. Besides that, also developmental and basic competences are used.

Inrichtende macht (inrichtende machten; schoolbestuur; schoolbesturen): (Organising body (organising bodies, school board, school boards)): The 'organising body' of an educational institution is the initiator who organises the educational facilities and who is the institution's decision-making authority. The legislation concerning elementary education operates the term 'school board'.

KSO (Kunstsecundair Onderwijs): (Artistic Secondary Education): One of the 4 vertical branches in the 2nd and 3rd stages of secondary education, geared towards artistic training and preparing pupils for higher education, either artistic or otherwise.

Niet-confessionele zedenleer: (Non-confessional ethics): Courses in non-confessional ethics must be offered in all public schools and in all the different grades. The freedom to opt for a course in nonconfessional ethics is guaranteed under the Schools Pact Act and the Constitution.

Ontwikkelingsdoelen: (Developmental objectives): 'Developmental objectives' constitute an important element within the government's balanced quality-control system. These are minimum objectives regarding knowledge, skills and attitudes the government deems desirable and which must be pursued by the school in all its pupils. They are implemented in mainstream pre-primary education, in the Bsteam of mainstream secondary education, in special primary and secondary education and in adult basic education. Schools must incorporate these objectives into their classes and courses.

Scholengemeenschappen (scholengemeenschap): (School community(ies)): Voluntary co-operations between schools offering the same level of education within one or two of the 44 geographical areas, for economy-of-scale purposes. They have been in existence in secondary education since 1998 and in elementary education since 2003.

Schoolwerkplan: (School development plan): The 'school development plan' is a plan drawn up by the school which minimally contains the following elements: - the description of the pedagogical project, i.e., the whole of fundamental keynotes, specified by the school board for the school in question; - the school's organisation and especially the division into pupil groups; - the manner in which the pupils' learning process is to be evaluated and how this will be reported; - the provisions within mainstream education for pupils suffering from a disability or for pupils who are educationally-challenged, including forms of collaboration with other schools within mainstream and/or special education.

TSO (Technisch Secundair Onderwijs): (Technical Secondary Education): One of the 4 vertical branches in the 2nd and 3rd stages of secondary education, focussed on general and technicaltheoretical education. It is in first instance geared towards preparing pupils for higher technical education or a professional career.

Volwassenenonderwijs: (Adult education): Comprises since 2007 the former social-advancement education, including second-chance education and adult basic education. It is organised by CVOs (centres for adult education); adult basic education continues to be organised separately by CBEs (centres for adult basic education). 'Adult education' and especially 'continuing education' are used to denote all educational systems catering for adults.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice, 2002;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009) ; Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;.

BELGIUM (FLEMISH COMMUNITY)	
Tertiary	
1835	The Belgian higher education law formally recognised two state universities (Rijksuniversiteit Gent and the Université de Liège (University of Liège), one Catholic university (Katholieke Universiteit Leuven) and one liberal university (Vrije Universiteit Brussel). Education at the universities was provided in French, geared towards the target group, i.e. the upper bourgeoisie and nobility.
1860's	Creation of the first laboratories and research departments in the four universities. The expansion trend intensified in the last quarter of the 19th century with the emergence of higher education technical colleges in the coal-mining and metal-industry regions, and the first higher eductaion business schools.
1930	The Rijksuniversiteit Gent became a unilingual Dutch-speaking university.
1960s	University education became more democratic and the student population in Flanders rose sharply. As a result, new universities were founded in Flanders, some university colleges were upgraded to universities, the unitarian universities were split up into autonomous Dutch- and Frenchspeaking universities and students also got a say.
1968	Regional unilingualism extended to tertiary education.
1970	The law of 7 July 1970 reformed the NUHO, to 'HOBU' (Hogeronderwijs Buiten de Universiteit), consisting of two types of education - Short-type Higher Education (Hoger Onderwijs van het Korte Type – HOKT), comprising studies of 2 or 3 years; Long-type Higher Education (Hoger Onderwijs van het Lange Type –HOLT), comprising studies of 4 or 5 years - and seven branches of education: technical, economic, agricultural, paramedical, social, artistic, pedagogical and (from 1985) also maritime higher education.
1990s	The split of unitarian universities into autonomous Dutch- and Frenchspeaking universities became a statutory requirement during the nineties thanks to the University Decree of 12 June 1991, and the University-College Decree of 13 July 1994.
1991	The Flemish decree of 23 October 1991 upgrated HOLT by defining it as 'academic-level education' and by subjecting it to the same rules as those prevailing for university education. HOLT was given greater autonomy with fixed financing and no longer came under the schoolpact' (schools pact act). At the same time, transition between the various levels of education was made more flexible.
1994	The Flemish decree of 31 July 1994 integrated all the higher education programmes into one system with one overall institutional and legislative framework, i.e., Higher Non-University Education, (Hoger Onderwijs Buiten de Universiteit - HOBU). University colleges also acquired more autonomy regarding budget allocation within the operational lump-sum payment system. Following a merger operation, there are now 22 university colleges instead of 164 previously.
2003	Implementation of the Bologna Declaration in Flanders shaped by the 'Higher Education Reform Decree (structuurdecreet) of 4 April 2003, the 'Decree on participation' (participatiedecreet) of 19 March 2004 and the 'Decree on flexibilisation' (flexibiliseringsdecreet) of 30 April 2004.

Glossary

Schoolpact (Schoolpactwet): (Schools pact (Schools Pact Act)): The 'schools pact' essentially means that non-State run education, so, in the main subsidised private education, would accept some form of State control in lieu of partial subventions, with the proviso that the organising bodies would fully and autonomously enjoy what became known as 'pedagogical freedom'.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

BELGIUM (FLEMISH COMMUNITY)

Glossary

ASO (Algemeen Secundair Onderwijs): (General Secondary Education): One of the 4 vertical branches in the 2nd and 3rd stages of secondary education. Here, greater emphasis is put on theory and on the transition to higher education.

BaO (Basisonderwijs): (Elementary or Basic Education): In Flanders, this term refers to both preprimary and primary education. Not to be confused with "basiseducatie" (adult basic education) which forms part of adult education.

BSO (Beroepssecundair Onderwijs): (Vocational, secondary education): One of the 4 vertical branches in the 2nd & 3rd stages of secondary education, geared towards specific labour-market oriented skills. There is also a 4th stage and a part-time form, i.e., Part-time Vocational Secondary Education (DBSO). It aims at specific vocational skills & competencies.

CLB (Centrum voor Leerlingenbegeleiding,Centra voor Leerlingenbegeleiding,CLB's): Pupil Guidance Centre(s): These centres organise guidance activities in the areas of learning and studying, the school career, preventative healthcare and the psychological and social integration of pupils in compulsory education.

DBSO (Deeltijds Beroepssecundair Onderwijs): (Part-time Vocational Secondary Education): A form of alternance training within the framework of part-time compulsory education available to pupils from the age of 15 or 16 years upwards.

Eindtermen: Final objectives (primary education, secondary education, adult education) are minimum objectives which are ratified by decree. They constitute the minimum of knowledge, understanding and skills all pupils/course participants in a particular pupil/course-participant group must acquire during the learning process as well as the minimum attitudes schools must pursue in their pupils/course participants. The final objectives must be incorporated into the curricula and the textbooks. Their implementation is checked by the inspectorate. Besides that, also developmental and basic competences are used.

Inrichtende macht (inrichtende machten; schoolbestuur; schoolbesturen): (Organising body (organising bodies, school board, school boards)): The 'organising body' of an educational institution is the initiator who organises the educational facilities and who is the institution's decision-making authority. The legislation concerning elementary education operates the term 'school board'.

KSO (Kunstsecundair Onderwijs): (Artistic Secondary Education): One of the 4 vertical branches in the 2nd and 3rd stages of secondary education, geared towards artistic training and preparing pupils for higher education, either artistic or otherwise.

Levensbeschouwelijke vorming: (Philosophy-of-life education): Philosophy-of-life courses are compulsory in all grades of primary and secondary education. Denominational schools offer religionbased courses (Catholicism, Protestantism, Judaism). Public schools must offer a choice between a course in one of the recognised religions (including Islam) and a course in non-confessional ethics. The few non-denominational subsidised private schools only offer a course in non-confessional ethics.

Niet-confessionele zedenleer: (Non-confessional ethics): Courses in non-confessional ethics must be offered in all public schools and in all the different grades. The freedom to opt for a course in nonconfessional ethics is guaranteed under the Schools Pact Act and the Constitution.

Ontwikkelingsdoelen: (Developmental objectives): 'Developmental objectives' constitute an important element within the government's balanced quality-control system. These are minimum objectives regarding knowledge, skills and attitudes the government deems desirable and which must be pursued by the school in all its pupils. They are implemented in mainstream pre-primary education, in the Bsteam of mainstream secondary education, in special primary and secondary education and in adult basic education. Schools must incorporate these objectives into their classes and courses.

Opleidingsvorm (opleidingsvormen): (Education form(s)): Special-secondary education division according to type and level of disability: OV1 independence out of the question, OV2 socially independent within a sheltered environment, OV3 vocational training and work possible, OV4 integrated education possible.

Pedagogisch project: (Pedagogical project): The 'pedagogical project' encompasses all the educational and pedagogical keynotes, specified by the school board on the basis of a particular view on mankind and the world.

Scholengemeenschappen (scholengemeenschap): (School community(ies)): Voluntary co-operations between schools offering the same level of education within one or two of the 44 geographical areas, for economy-of-scale purposes. They have been in existence in secondary education since 1998 and in elementary education since 2003.
Schoolpact (Schoolpactwet): (Schools pact (Schools Pact Act)): The 'schools pact' essentially means that non-State run education, so, in the main subsidised private education, would accept some form of State control in lieu of partial subventions, with the proviso that the organising bodies would fully and autonomously enjoy what became known as 'pedagogical freedom'.
Schoolwerkplan: (School development plan): The 'school development plan' is a plan drawn up by the school which minimally contains the following elements: - the description of the pedagogical project, i.e., the whole of fundamental keynotes, specified by the school board for the school in question; - the school's organisation and especially the division into pupil groups; - the manner in which the pupils' learning process is to be evaluated and how this will be reported; - the provisions within mainstream education for pupils suffering from a disability or for pupils who are educationally-challenged, including forms of collaboration with other schools within mainstream and/or special education.
TSO (Technisch Secundair Onderwijs): (Technical Secondary Education): One of the 4 vertical branches in the 2nd and 3rd stages of secondary education, focussed on general and technicaltheoretical education. It is in first instance geared towards preparing pupils for higher technical education or a professional career.
Volwassenenonderwijs: (Adult education): Comprises since 2007 the former social-advancement education, including second-chance education and adult basic education. It is organised by CVOs (centres for adult education); adult basic education continues to be organised separately by CBEs (centres for adult basic education). 'Adult education' and especially 'continuing education' are used to denote all educational systems catering for adults.

Source: Eurydice, Eurybase - Belgium (Flemish Community) - (2006/07).

BELGIUM (FRENCH COMMUNITY)

Organisation of the education system in the French Community of Belgium, 2007/08

Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

BELGIUM (FRENCH COMMUNITY)	
Pre-Primary	
1842-43	Subsidies granted by the Belgian State to the first day nurseries, known as 'public cradles'. Recognition of pre-school education as an educational institution forming the basis for the folk school.
1857	Opening of the first Fröbel nursery school in which any form of utilitarian education was excluded.
1880	First ministerial directives to regulate the operations of pre-school education (implementation ensured by primary education inspectors).
1890	First curriculum for these schools, largely based on Fröbel's work.
After WWI	Nursery schools grew into childcare centres where children were taught social skills and further developed their intellectual capacities and personality. Various official programmes and activities were introduced. The influence of Fröbel, as well as that of the Italian Maria Montessori and especially the Belgian Ovide Decroly, grew.
1950	Almost all children (from all social backgrounds) aged 3 to 6 attended nursery school.
1965	Children may attend nursery school as of the age of two and a half.
1970	Royal Decree of 13 February 1970 introducing a subsidy system linked to quality criteria in relation to qualified staff → Childcare centres became a standard childcare facility for all families.
1976	Creation of services of registered childminders, including facilities for very young children (infant day nurseries).
1990s	Budgetary constraints preventing the French Community from creating additional day nurseries → the Birth and Childhood Office instituted municipal childcare centres benefiting from other sources of financing.
2003	Recognition by Law of 'parental day nurseries', i.e. day-care facilities for children aged 0 to 36 months, minded in groups, partly by qualified personnel and partly by parents.

Glossary

Centre psycho-médico-social (,centre psycho-médico-social,centre PMS,Centres psycho-médicosociaux, centres psycho-médico-sociaux,centres PMS): Centre for psychological, medical and social services. This agency is independent of the school but works in partnership with the school and the family, in matters concerning educational guidance.

Enseignement fondamental (,enseignement fondamental,école fondamentale,écoles fondamentales,): Umbrella term covering both pre-primary and primary education, catering for children aged two and a half to twelve years.

Pouvoir organisateur (,pouvoir organisateur,pouvoirs organisateurs,): The organising body of a school is the controlling authority or natural or legal person(s), assuming responsibility for it.

Réseau (,réseaux,réseau,): Schools belong to one of the following three types (réseaux) depending on their organising body : schools maintained by the French Community, public grant aided schools and private grant aided schools.

Socles de compétences (socles de compétences, socles de compétence): Formal system of reference that sets out, in a structured way, the basic skills to be attained at the end of the first eight years of compulsory education, and those that must be attained at each of three stages: the second year of primary school, the sixth year of primary school, and the second year of secondary school. These skills are considered requisites for social insertion and the further pursuit of studies.

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

BELGIUM (FRENCH COMMUNITY)	
Primary	
1842	First fundamental law requiring municipalities to have a public school and requiring that school to provide a religious education course. NB: In 1890, only 4% of children attended primary school for the full duration of six years.
1914	Law establishing compulsory education for all children aged 6 to 14. However, World War I delayed its implementation by a few years. The principle that school shall be free of charge was generalized.
1951	The second 'school war' broke up.
1955	Collard Act imposing the creation of a pulic pre-primary school and a public primary school in each municipality, regulating grants, and specifying that parents may opt between religion course and an ethics course in public schools.
1959	School Pact Law.
1963	Linguistic Laws on the compulsory teaching of a second language as from the 3rd year of primary school in both the Brussels-Capital Region and in those municipalities with 'special status'.
1983	Duration of compulsory primary education fixed to a maximum of 7 years (starting at age 6).

Glossary

Centre psycho-médico-social (,centre psycho-médico-social,centre PMS,Centres psycho-médicosociaux, centres psycho-médico-sociaux,centres PMS): Centre for psychological, medical and social services. This agency is independent of the school but works in partnership with the school and the family, in matters concerning educational guidance.

Enseignement fondamental (,enseignement fondamental,école fondamentale, écoles fondamentales,): Umbrella term covering both pre-primary and primary education, catering for children aged two and a half to twelve years.

Enseignement libre subventionné (,enseignement libre subventionné,école libre,écoles libres): Schooling organised by private individuals, associations, religious communities, etc., which is subsidised by the French Community. The réseau libre consists mainly of schools in which the education is based on religious views (écoles libres confessionnelles), but also of schools in which the education is based on the principles of free enquiry or on specific educational theories (Freinet, Decroly,etc.), (écoles libres non-confessionnelles).

Pacte scolaire (,pacte scolaire,): Political agreement of 1958 (Act of May 29, 1959), which ended the second 'school war' and normalised relations between the various types of schools.

Pouvoir organisateur (,pouvoir organisateur,pouvoirs organisateurs,): The organising body of a school is the controlling authority or natural or legal person(s), assuming responsibility for it.

Réseau (,réseaux,réseau,): Schools belong to one of the following three types (réseaux) depending on their organising body : schools maintained by the French Community, public grant aided schools and private grant aided schools.

Socles de compétences (socles de compétences, socles de compétence): Formal system of reference that sets out, in a structured way, the basic skills to be attained at the end of the first eight years of compulsory education, and those that must be attained at each of three stages: the second year of primary school, the sixth year of primary school, and the second year of secondary school. These skills are considered requisites for social insertion and the further pursuit of studies.

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

BELGIUM (FRENCH COMMUNITY)	
Secondary and post-Secondary non-Tertiary	
1831	The Belgian Constitution (unitarian Belgian State) establishing freedom of choice in education (Art. 24).
1887	First Act on the structure of secondary education (known as "enseignement moyen"): more weight on modern grammar school (with the emphasis on modern languages and sciences) in addition to the classical courses of study (Latin-Greek and Latin). Moreover, secondary schools were established which did not offer grammar-school education but which were aimed at preparing youngsters for a career in commerce, industry, administration and the world of finance. In parallel, technical education saw the light of day during the 19th century; it set up as a separate branch of education, alongside the existing secondary schools. This type of education, geared towards agriculture, horticulture, industry and commerce provided evening and Sunday classes of a practical and utilitarian nature.
1914	Law establishing compulsory education for all children aged 6 to 14. Until then elementary education consisted of three stages of two grades each, but the law of 1914 established a fourth stage for children between the ages of 12 and 14. World War I delayed its implementation by a few years. The principle that school shall be free of charge was generalized.
1920	Attempt made to define equivalence between the study of classics and the 'modern humanities'.
1924	The secondary-school curriculum, which could include a Latin-Greek section in the state secondary schools, corresponded to the first three years of the modern grammar school.
1933	Royal Decree giving technical education a coherent school classification under the remit of the Minister for Public Education (before, the management of technical education was the responsibility of various ministers: Agriculture, Trade and Labour). Classification of technical schools into 4 categories: A1, A2 for full-time courses; B1, B2 for evening classes; C1, C2 for girls' schools; D for schools and courses to train future male teachers of technical courses.
1948	Belgian Law organising works councils (Belgian Law): 20/09/48, B.S. 27/09/1996
1957	Co-ordinated Royal Laws regulating both "enseignement moyen" and technical education. Gateways between the two types of education were organised, but only to transfer from "enseignement moyen" to technical education, and, in case of failure, to vocational training. Establishment of new sections and structures (RD of 30 April 1957(b)) → "Type 2" secondary education. At the same time, technical and vocational education were given a structure equivalent to that of general education (RD of 30 April 1957(a)).
1959	Law concerning the 'school pact' (Belgian Law): 29/05/59, B.S. 19/06/1959. Guaranteed families the opportunity to exercise genuine free choice between the secular 'official' (public) education system and 'free' (private), and essentially Catholic, education system. Compulsory schooling is free of charge in all sectors.
1963	Law concerning the use of the official languages in education (Belgian Law): 30/07/63, B.S. 22/08/1963.
1964	The 'Omnivalence law' of 8 June 1964 specifically catered for greater access to higher education and to certain university faculties. This evolution had both a qualitative (structural changes) and a quantitative dimension (the 'school boom'). The "Omnivalence" Law modified the university admission requirements by introducing a final exam at the end of "enseignement moyen", teacher training schools, and certain technical streams. Passing that exam meant obtaining the "Diplôme d'Aptitude à accéder à l'Enseignement Supérieur" (DAES), which gave access to tertiary education.
1969	Royal Decree concerning the establishment of the tasks of the administrators, educators-caretakers and executive secretaries in the educational institutions of the basic, special, secondary and technical education, and in the teacher training schools (Belgian Royal Decree): 15/07/1969, B.S. 25/07/1969.

1970	Belgian Law on special and integrated education: 06/07/70, B.S. 25/08/1970: Enrolment of children with special needs in centres for special education adapted to each particular learning difficulty. Compared to mainstream education, special education is subject to more stringent pupil/teacher ratios and special requirements for assistance such as those provided by medical and paramedical staff, speech therapists and physiotherapists.
1971	Law of 27 July 1971: established a single structure for secondary education, called 'Type I' education, to postpone the choice of stream to the age of 15 or 16. Studies (for all forms of education) were re-structured into three two-year stages: observation stage, orientation stage, and determination stage. Characterised by active methods centred on the pupil. Introduction of preparatory classes to facilitate the transition from "enseignement fondamental" (elementary education) to secondary education and offer of a wide choice of options.
1974	Belgian Law regulating the relations between the public service and the trade unions from school personnel: 19/12/74, B.S. 24/12/1974.
1976	Generalisation of the 1971 reform to the State "réseau" (followed by the other "réseaux" in the following years).
1977	Law of 15 May 1977 about the classification of the studies of secondary education Type I.
1978	Belgian Royal Decree defining types and organisation of special education including admission requirements: 28/06/1978, B.S. 29/08/1978.
1982	First rationalisation and planning programme for secondary education to organise more efficiently the provision of education.
1983	Belgian Law on the duration of compulsory education: 29/06/83, B.S. 07/07/1983. Duration of compulsory education increased to 12 years (from the age of 6 to the age of 18). Compulsory schooling is full-time until the age of 15, then part-time until the age of 18.
1984	**(1)** Royal Decree of June 1984 establishing gateways between each year on vocational education and the corresponding year in technical or general education to enable pupils in vocational education to earn certificates equivalent to the ones conferred in other forms of education. Introduced dual education and training on an experimental basis for a period of two years (extended to 1991). **(2)** Royal Decree No. 297 of March, under which the weekly workload of teachers was increased by one hour in secondary education. Royal Decree No. 301 of 31 March, fixing minimum initial enrolments in branches of short course higher education. Circular of 3 July, which introduced compulsory three-year (instead of two-year) courses in teacher training institutes.
1989	Belgian Special Law on the financing of the Communities and Regions: 16/01/89, B.S. 17/01/1989. The introduced mechanisms aimed at making them financially accountable for their new responsibilities, including education. Decree of the French Community launching the ZEP experiment ("Zones d'Education Prioritaire", or priority education zones).
1990	Decree of 12 july, establishing the "Conseil Supérieur de l'Education et de la Formation" (Higher council for Education and Training) . the Council had two 'chambers', one for education and one for training.
1991	French Community Decree establishing a permanent structure for dual education and training.
1991	Establishment of the "Fonds d'Impulsion pour la Politique des Immigrés" (FIPI, or Fund to Promote Policies for Immigrants) introducing the "Zones d'Action Prioritaire" (ZAPs, or priority action zones) to undertake supportive action more with aim of achieving social integration than of boosting attainment at school.
1992	Following the conclusions of an OECD report, the French Community embarked in comprehensive reforms of compulsory education resulting in the adoption of a global and progressive strategy for joint initiatives common to the different "réseaux" of schools. Decree of 29 July 1992, extended and amended 26 times until 31 December 2007, regulates ordinary full-time secondary education by addressing topics concerning the creation and maintenance of educatinal institutions, the calculation and usage of the number of periods-professors, use of promotion within establishments, counting of pupils, and the inter-institutional consultation committees.

1993	Last revision of the Constitution towards a federal State. Statute of 1 February 1993 regarding the rights, obligation and conditions of service of subsidised staff in government-dependant private education. Regions are responsible for the administration of vocational education. Charter of March 1993 for dual education and training defining the respective roles of schools and companies. Decree of 16 July 1993 providing in-service teacher training for secondary education.
1994	Agreement reached between teachers of "enseignement fondamental" and the first stage of secondary education on a working document related to the "socles de compétences" to be achieved at ages 8, 12 and 14. These references are designed to determine the notion of education level and to serve as the basis for the elaboration of curricula. Since school start in 1994, the first two years of secondary education (the observation stage) form a complete cycle during which there can be no repeats or failure.
1994	Statute of 6 June 1994 about the rights, obligation and conditions of service of subsidised staff in government-dependant public-sector education.
1995	Decrees of 5 August 1995 fixing the general provision of higher education in the "Hautes Ecoles" and including a variety of measures relevant to higher education. These Decrees also resulted in the merge of secondary schools with under 400 pupils, revised the options and reduced the amount of teaching through a reform of the way in which the NTPP was calculated.
1997	Decree of 4 February 1997 fixed holiday periods and sick or disablement leave for certain members of staff in education. Decree of 24 July 1997 defining the priority tasks for compulsory education and organising the appropriate structres to fulfil them, in particular the definition of "socles de compétences", final achievement targets, qualification and training profiles, which were gradually adopted over the coming years.
1998	Decree on the allocation of additional resources to schools identified through very specific criteria → Decree of 30 June 1998: conventions for socio-professional insertion applied to dual education and training structures; introduction of positive discrimination into schools with large numbers of pupils in great difficulty (e.g., increase in human resources, particularly through the employment of staff on fixed-term contracts: the so-called "agents contractuels subventionnés"; provision of education for minor children who are not legally resident as long as they are with their parents or guardians; etc.). Decree of 28 July 1998 on the allocation of additional resources to schools identified in accordance with very precisely defined criteria.
1999	"Saint-Eloi" Agreements about budget breakdown on real school enrolments and economic growth.
1999-2001	Various decrees identifying the knowledge and skills that pupils normally had to have acquired at key points in the education system.
2000	"Saint-Polycarpe" Agreements about budget breakdown on real school enrolments and economic growth. Decree of 12 December 2000 specifying the initial training (defined as 13 skills) required by "instituteurs" (primary school teachers) and "régents" (secondary school teachers).
2001	Decree of 27 March 2001 amending the regulation of the administrative status of school management and teching staff in the French Community. Decree enacted on 14 June 2001 aiming at integrating pupils receiving for the time eductaion in Belgium that is provided or grant aided by the French Community (provision of transitional classes to ensure that this category of pupils can be initially taken care of, counselled and integrated as effectively as possible into primary education). Schools offering such classes obtain additional human resources.
2001	Decree of 17 July 2001 redefining the additional year in the 1st stage by authorising it to take place after the first year in the cycle (rather than exculsively after two years), and redefining the organisation of dual secondary education (combining education and vocational training).

Glossary

Centre psycho-médico-social (,centre psycho-médico-social,centre PMS,Centres psycho-médicosociaux, centres psycho-médico-sociaux,centres PMS): Centre for psychological, medical and social services. This agency is independent of the school but works in partnership with the school and the family, in matters concerning educational guidance.

Conseil de classe (,conseil de classe,conseils de classe,): In ordinary secondary education, the conseil de classe is chaired by the school head and includes all members of teaching staff responsible for the education of a specific group of students. It takes decisions on matters such as promotion to the next grade, educational and vocational guidance, and certification. In specialised education, the conseil de classe consists of all members of the managerial and teaching staff, the paramedical, psychological and social staff and the ancillary teaching staff who are responsible for instructing and educating the students in a given class and bear responsibility for doing so. It meets at least once a term and is chaired by the school head.

Enseignement fondamental (,enseignement fondamental,école fondamentale, écoles fondamentales,): Umbrella term covering both pre-primary and primary education, catering for children aged two and a half to twelve years.

Enseignement libre subventionné (,enseignement libre subventionné,école libre,écoles libres): Schooling organised by private individuals, associations, religious communities, etc., which is subsidised by the French Community. The réseau libre consists mainly of schools in which the education is based on religious views (écoles libres confessionnelles), but also of schools in which the education is based on the principles of free enquiry or on specific educational theories (Freinet, Decroly,etc.), (écoles libres non-confessionnelles).

Haute école (,haute école,hautes écoles,Hautes Ecoles,Haute École,Hautes Écoles, Haute Ecole,): School provides non-university tertiary education. The hautes écoles were created in pursuance of a decree issued on August 5, 1995. They are the result of the merger of non-university tertiary education schools organised or grant-aided by the French Community. They provide short type and long type education or both.

Pacte scolaire (,pacte scolaire,): Political agreement of 1958 (Act of May 29, 1959), which ended the second 'school war' and normalised relations between the various types of schools.

Pouvoir organisateur (,pouvoir organisateur,pouvoirs organisateurs,): The organising body of a school is the controlling authority or natural or legal person(s), assuming responsibility for it.

Réseau (,réseaux,réseau,): Schools belong to one of the following three types (réseaux) depending on their organising body : schools maintained by the French Community, public grant aided schools and private grant aided schools.

Socles de compétences (socles de compétences, socles de compétence): Formal system of reference that sets out, in a structured way, the basic skills to be attained at the end of the first eight years of compulsory education, and those that must be attained at each of three stages: the second year of primary school, the sixth year of primary school, and the second year of secondary school. These skills are considered requisites for social insertion and the further pursuit of studies.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12, consulted 6-7 April 2009).

BELGIUM (FRENCH COMMUNITY)	
Tertiary	
1835	The Belgian higher education law formally recognised two state universities (the University og Ghent and the Université de Liège), one Catholic university (Catholic University of Leuven) and one liberal university (the Free University of Brussels). Education at the universities was provided in French, geared towards the target group, i.e. the upper bourgeoisie and nobility.
1860's-	Creation of the first laboratories and research departments in the four recognised universities. The expansion trend intensified in the last quarter of the 19th century with the emergence of higher education technical colleges in the coal-mining and metal-industry regions, and the first higher eductaion business schools.
1933	Law protecting the right to use higher education titles.
1949	Co-ordinated laws on conferring academic degrees and on the university exam programme (31/12/1949).
1968	Regional unilingualism extended to tertiary education (e.g., decision to move the French-speaking section of the Catholic University of Leuven to the Walloon region).
1970	Law restructuring and consolidating all programmes of higher education that follow secondary education and classifying them by course of study and aim.
1971	Law of 27 July 1971: applicable to the financing and supervision of university institutions (amended several times).
1977	Law structuring architecture studies into a five-year university-level higher education programme.
1983	French Community Decree of 7 November 1983 about study grants and subsidies.
1988	Increase of all non-university higher education graduat courses to three years (following the European directive of 21 December 1988).
1990's	The split of unitarian universities into autonomous Dutch- and Frenchspeaking universities became a statutory requirement during the nineties thanks to the University Decree of 12 June 1991, and the University-College Decree of 13 July 1994.
1994	Abolition of the distinction between 'legal' and 'scientific' degrees.
1995-1996	Decree regulating university education by granting increased autonomy to the universities for programme organisation and curricula content.
1995	Decree of 5 August 1995 regulating the general organisation of non-university higher education and creating the "Hautes Ecoles" (effective as of academic year 1996-1997). The reform aimed at controlling the cost of higher education and at rationalising the education offer by reducing the number of non-university higher eductaion institutions to 30 multi-category units, called "Hautes Ecoles", with an optimized size (securing necessary resources) and increased autonomy; by introducing an education quality assessment system and student participation structures.
1996	Decision of the French Community organizing the academic year, the conditions of refusal of an application and ruling the examination process in "Hautes Ecoles".
1999	Two government orders defining the conditions under which students can transfer from a univeristy to a "Haute Ecole" and vice versa ('gateways'). Decree organising higher artistic education in five domains, of which four are structured: plastic, visual and special arts; music; theatre and vocal arts; and performance arts and communication and broadcasting techniques.
2002	Decree of 16 May 2002 introducing the promotion of health in non-university higher education, including measures to promote health, individual measures for the benefit of students, and a compendium of health information. Reform of Medical studies after the Laws by the Federal Government imposing quotas restricting the number of doctors allowed to practice.
2003	Decree of 21 February 2003 establishing the academic degrees awarded by the "Hautes Ecoles".

Glossary

Graduat (,graduat,gradué,gradués,graduats,): One of the titles awarded at the end of short type tertiary education.

Haute école (,haute école,hautes écoles,Hautes Ecoles,Haute École,Hautes Écoles, Haute Ecole,): School provides non-university tertiary education. The hautes écoles were created in pursuance of a decree issued on August 5, 1995. They are the result of the merger of non-university tertiary education schools organised or grant-aided by the French Community. They provide short type and long type education or both.

Pouvoir organisateur (,pouvoir organisateur,pouvoirs organisateurs,): The organising body of a school is the controlling authority or natural or legal person(s), assuming responsibility for it.

Réseau (,réseaux,réseau,): Schools belong to one of the following three types (réseaux) depending on their organising body : schools maintained by the French Community, public grant aided schools and private grant aided schools.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

BELGIAN (FRENCH COMMUNITY)

GLOSSARY

Centre psycho-médico-social (,centre psycho-médico-social,centre PMS,Centres psycho-médicosociaux, centres psycho-médico-sociaux,centres PMS): Centre for psychological, medical and social services. This agency is independent of the school but works in partnership with the school and the family, in matters concerning educational guidance.

Conseil de classe (,conseil de classe,conseils de classe,): In ordinary secondary education, the conseil de classe is chaired by the school head and includes all members of teaching staff responsible for the education of a specific group of students. It takes decisions on matters such as promotion to the next grade, educational and vocational guidance, and certification. In specialised education, the conseil de classe consists of all members of the managerial and teaching staff, the paramedical, psychological and social staff and the ancillary teaching staff who are responsible for instructing and educating the students in a given class and bear responsibility for doing so. It meets at least once a term and is chaired by the school head.

Enseignement fondamental (,enseignement fondamental,école fondamentale, écoles fondamentales,): Umbrella term covering both pre-primary and primary education, catering for children aged two and a half to twelve years.

Enseignement libre subventionné (,enseignement libre subventionné,école libre,écoles libres): Schooling organised by private individuals, associations, religious communities, etc., which is subsidised by the French Community. The réseau libre consists mainly of schools in which the education is based on religious views (écoles libres confessionnelles), but also of schools in which the education is based on the principles of free enquiry or on specific educational theories (Freinet, Decroly,etc.), (écoles libres non-confessionnelles).

Graduat (,graduat,gradué,gradués,graduats,): One of the titles awarded at the end of short type tertiary education.

Haute école (,haute école,hautes écoles,Hautes Ecoles,Haute École,Hautes Écoles, Haute Ecole,): School provides non-university tertiary education. The hautes écoles were created in pursuance of a decree issued on August 5, 1995. They are the result of the merger of non-university tertiary education schools organised or grant-aided by the French Community. They provide short type and long type education or both.

Pacte scolaire (,pacte scolaire,): Political agreement of 1958 (Act of May 29, 1959), which ended the second 'school war' and normalised relations between the various types of schools.

Pouvoir organisateur (,pouvoir organisateur,pouvoirs organisateurs,): The organising body of a school is the controlling authority or natural or legal person(s), assuming responsibility for it.

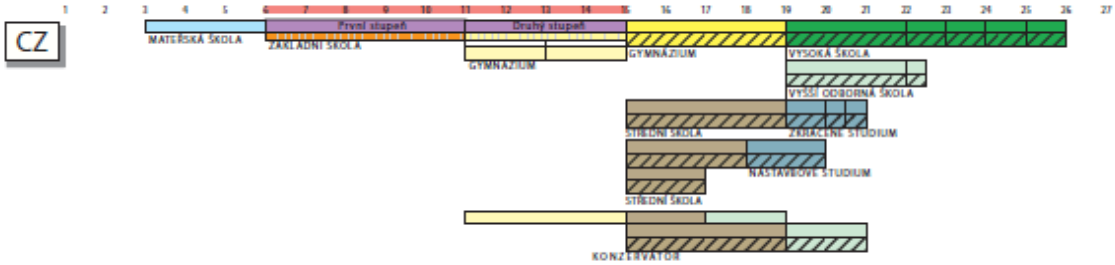
Réseau (,réseaux,réseau,): Schools belong to one of the following three types (réseaux) depending on their organising body : schools maintained by the French Community, public grant aided schools and private grant aided schools.

Socles de compétences (socles de compétences, socles de compétence): Formal system of reference that sets out, in a structured way, the basic skills to be attained at the end of the first eight years of compulsory education, and those that must be attained at each of three stages: the second year of primary school, the sixth year of primary school, and the second year of secondary school. These skills are considered requisites for social insertion and the further pursuit of studies.

Source: Eurydice, Eurybase - Belgium FR - (2006/07).

CZECH REPUBLIC

Organisation of the education system in the Czech Republic, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

CZECH REPUBLIC	
Pre-Primary	
1869	School Act: set in place the school system that was, in essence, preserved until 1948 including provisions for pre-school institutions.
1872	Regulations clarifying the social function of the mateřská škola as an educational institution, free of charge and open to all children. By the second half of the 19th century, there were Czech mateřská škola, run by municipalities, and private (fees charging) German kindergartens, both applying their own curriculum and methods.
1948	Act on the Basic Regulation of Comprehensive Education - School Act ("Zákon o základní úpravě jednotného školství") including mateřské školy as an integral part of the school system. The new concept of mateřská škola brought a single educational programme - the Work Programme for mateřské školy, which recommended educational procedures, ensuring education of all children in their mother tongue.
1955	Curriculum for mateřské školy including binding educational objectives and requirements, as well as educational methods through which these should be achieved, mainly pre-school eductaion in the form of joint compulsory activities for all children.
1960	The 1960 Act on the Education System - School Act divided pre-school education into jesle for children from birth to the age of 3 (which came under the aegis of the Ministry of Health) and mateřské školy for children from 3 to 6 years of age, and specified institutions for common use by both jesle and mateřské školy. At the same time, a single educational system for children from birth to the age of 6 was under preparation, with a curriculum focusing on 5 areas: mental, moral, aesthetic, physical and work education.
1967	Programme for eductaional work in jesle and mateřské školy specifying detailed eductaional requirements for each of the six age groups. The sections concerning jesle care served only as a recommendation, but those concerning mateřské školy were binding.
1976	Project for the Further Development of Czechoslovak Educational System stating that pre-school eductaion institutions - jesle and mateřské školy - shall bring together educational and social goals in their work with the aim of providing children with a well-rounded, harmonious development and preparing them for successful learning.
1978	Act on Educational Establishments drawing from the Project of 1976 and including into pre-school education jesle, mateřská škola, joint jesle and mateřská škola facilities, as well as children's homes, and seasonal institutions in the countryside for the harvest period. Introduction of a new controversial programme for jesle and mateřské školy (programme stopped in 1989).
2001	Preparation of the Framework Programme for Pre-primary Education as a reaction to the need for binding but flexible educational material for pre-primary education.

Glossary

asistent pedagoga (Asistent pedagoga,asistenta pedagoga,asistentu pedagoga, asistentovi pedagoga,asistentem pedagoga,asistenti pedagoga,asistentů pedagoga,asistentům pedagoga, asistenty pedagoga, asistentech pedagoga): Teaching assistant provides assistance to pupils in the process of adaptation to the school environment, assistance to the members of teaching staff of the school in their educational activities, assistance in communication with pupils, in cooperation with the pupils'legal representatives and the pupils'community.

jesle (Jesle,jeslí,jeslím,jeslích,jeslemi): A child health facility established by municipality taking care for all-around development of children usually up to 3 years of age. It is not part of the education system. It is under responsibility of the Ministry of Health.

mateřská škola (Mateřská škola,mateřské školy,mateřské škole,mateřskou školou,mateřských škol,mateřským školám,mateřských školách,mateřskými školami): A school taking ensuring pre-school education for children from the age 3 until 6 when they start the compulsory education. It is a part of the education system. Its organising body is usually a municipality, possibly private founder or church. Regions and the Ministery of Education are primarily founders of speciální mateřské školy (special nursery schools).

školní družina (Školní družina,školní družiny,školní družině,školní družinu,školní družinou,školních družin,školním družinám,školních družinách,školními družinami): An after-school centre provides special interest education mostly for pupils of the first stage of the basic school.

školní klub (Školní klub,školního klubu,školnímu klubu,školním klubu,školním klubem,školní kluby,školních klubů,školním klubům,školních klubech,školními kluby): A school club provides special interest education for pupils of the lower secondary stage of basic schools.

střední škola (Střední škola,střední školy,střední škole,střední školu,střední školou,středních škol,středním školám,středních školách,středními školami): An upper secondary school, which provides its pupils with the upper secondary education, in case of gymnázium courses also lower secondary education.

výchovný poradce (Výchovný poradce,výchovného poradce,výchovnému poradci,výchovném poradci,výchovným poradcem,výchovní poradci,výchovných poradců,výchovnými poradci,výchovným poradcům,výchovných poradcích): A member of the educational staff (counsellor) at any basic and upper secondary school. They are teachers of origin with special training, their teaching duty is reduced.

vysoká škola (Vysoká škola,Vysoké školy,vysoké školy,vysoké škole,vysokou školou,vysokých škol,vysokým školám,vysokých školách,vysokými školami): It is the general term for a higher education institution or university. The institutions can provide Bachelor's, Master's and in case of a university also Doctoral study programmes, carry out lifelong education. They achieve their aim by close relations of teaching with academic, research, developmental, artistic or other creative activities.

vyšší odborná škola (Vyšší odborná škola,vyšší odborné školy,vyšší odborné škole,vyšší odbornou školu,vyšší odbornou školou,vyšších odborných škol,vyšším odborným školám,vyšších odborných školách,vyššími odbornými školami): Schools providing tertiary professional education (ISCED 5B). The study is finished by the absolutorium examination. Tertiary professional school graduates are awarded a degree diplomovaný specialista (a qualified specialist) written after his/her name and abbreviated as DiS.

základní škola (Základní škola,základní školy,základní škole,základní školu,základní školou,základních škol,základním školám,základních školách,základními školami): A school where pupil fulfils his/her compulsory school attendance. It is divided into two stages, first (1-5 grades) corresponding to the primary level, and second stage (6-9 grades) corresponding to the lower secondary level. On completion of school pupils acquires a level of basic education. The organising body is a municipality.

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

CZECH REPUBLIC	
Single Structure Education (Primary - Lower Secondary)	
1869	Extension of compulsory education to 8 years, from the age of 6 to the age of 14. Pupils attended an obecná (community) school for the first five years and could complete the remaining three years at an obecná school (in the country) or a měšt'anská (town) school. There had to be at least one of the latter in every school district and it served pupils who were not able to study at any of the types of gymnázium.
1922	Small Education Act improving the conditions in schools by setting a maximum of 80 pupils per class (later reduced to 60 and then 50), civic education and handicrafts included as compulsory subject instead of religious education.
1948	(April) Act on the Basic Arrangement of Unified Education System extending compulsory education to 9 years, from the age of 6 to the age of 15: five years at the national (národni) school and four years at a secondary school.
1953	Compulsory education shorten to 8 years, from the age of 6 to the age of 14.
1960	Compulsory education extended again to 9 years (5+4), from the age of 6 to the age of 15. The present structure and terminology laid down: a základní (basic) škola (in 1960-1978 základní devítiletá škola - 9 year basic school) divided into 1st and 2nd stages (stupeň).
1979	Compulsory education shorten back to 8 years (4+4), from the age of 6 to the age of 14.
1990	Compulsory education extended again to 9 years (4+4+1), from the age of 6 to the age of 15. The last year of the compulsory nine-year school could be taken at the upper secondary school (gymnázium).
1995	Since the school year 1995/96, the division of compulsory education has again been 5+4.
2001	Possibility to establish preparatory classes for socially disadvantaged children the year prior to their start of compulsory education at mteřské školy or základni školy.
2003	Since the school year 2003/04, increase of the number of hours at the second stage of základni školy to adjust them to the number of hours at the lower stage of multi-year gymnázium.

Glossary

asistent pedagoga (Asistent pedagoga,asistenta pedagoga,asistentu pedagoga, asistentovi pedagoga,asistentem pedagoga,asistenti pedagoga,asistentů pedagoga,asistentům pedagoga, asistenty pedagoga, asistentech pedagoga): Teaching assistant provides assistance to pupils in the process of adaptation to the school environment, assistance to the members of teaching staff of the school in their educational activities, assistance in communication with pupils, in cooperation with the pupils'legal representatives and the pupils'community.

gymnázium (Gymnázium,gymnázia,gymnáziu,gymnáziem,gymnázií,gymnáziím,gymnáziích,gymnázii): An upper secondary school providing usually in four-, six- and eight-year courses upper secondary education finished by the maturitní zkouška examination and preparing students especially for the entry to the higher education institution. Six- or eight-year gymnázia in its lower grades provide pupils with the basic education. Also a common term for the above mentioned courses.

málotřídní škola (Málotřídní škola,málotřídní školy,málotřídní škole,málotřídní školu,málotřídní školou,málotřídních škol,málotřídním školám,málotřídních školách,málotřídními školami): Common name for a school in which it is possible to teach pupils of several grades together in one class. At the primary level depending on local condition, the school can have from one to four classes. School can have both levels (full organised) or only primary level, it is not possible to merge several grades together on the second level.

mateřská škola (Mateřská škola,mateřské školy,mateřské škole,mateřskou školou,mateřských škol,mateřským školám,mateřských školách,mateřskými školami): A school taking ensuring pre-school education for children from the age 3 until 6 when they start the compulsory education. It is a part of the education system. Its organising body is usually a municipality, possibly private founder or church. Regions and the Ministery of Education are primarily founders of speciální mateřské školy (special nursery schools).

maturitní zkouška (Maturitní zkouška,maturitní zkoušky,maturitní zkoušce,maturitní zkoušku,maturitní zkouškou,maturitních zkoušek,maturitním zkouškám,maturitních kouškách,maturitními zkouškami): An examination completing study in education programmes where pupil acquires secondary education completed by school-leaving examination. At present provided only at a school level. From 2007/2008 the state and profile (school) part of the examination will be common. It is a prerequisite for an entry to higher and tertiary professional education.

pedagogicko-psychologická poradna (Pedagogicko-psychologická poradna, pedagogickopsychologické poradny, pedagogicko-psychologické poradně, pedagogicko-psychologickou poradnu, pedagogicko-psychologickou poradnou, pedagogicko-psychologických poraden, pedagogickopsychologickým poradnám, pedagogicko-psychologických poradnách, pedagogicko-psychologickými poradnami): Educational and psychological counselling is a professional pedagogical psychological and special pedagogical service to children and pupils aged from 3 to 19.

praktická škola (Praktická škola, praktické školy, Praktické školy, Praktická Škola): Type of upper secondary school offering education to pupils with severe mental disability. Educational programme lasts 1 or 2 years, school leavers acquire the level of secondary education (ISCED 2C).

školní družina (Školní družina,školní družiny,školní družině,školní družinu,školní družinou,školních družin,školním družinám,školních družinách,školními družinami): An after-school centre provides special interest education mostly for pupils of the first stage of the basic school.

školní klub (Školní klub,školního klubu,školnímu klubu,školním klubu,školním klubem,školní kluby,školních klubů,školním klubům,školních klubech,školními kluby): A school club provides special interest education for pupils of the lower secondary stage of basic schools.

školská rada (Školská rada,školské rady,školské radě,školskou radu,školskou radou, školských rad,školským radám,školských radách,školskými radami): A School Council is a body enabling statutory representatives of minor pupils, pupils and students of legal age, pedagogical staff, the founder, and other persons to participate in school management. It is established by a founder who at the same time specifies the number of its members and issues rules for its election. The founder appoints one third of the members, one third is elected by the statutory representatives of minor pupils along with the other pupils and students, and one third is elected by the pedagogical staff of the relevant school. The school head cannot be a member of the School Council.

škola v přírodě (Škola v přírodě,školy v přírodě,škole v přírodě,školu v přírodě,školou v přírodě,škol v přírodě,školám v přírodě,školách v přírodě,školami v přírodě): A school in the countryside enables the stay of the children from nursery schools and pupils who fulfil compulsory school attendance in the countryside without interrupting education and thus to compensate the negative influence of the environment.

speciálně pedagogické centrum (Speciálně pedagogické centrum,speciálně pedagogického centra,speciálně pedagogickému centru,speciálně pedagogickém centru,speciálně pedagogickým centrem, speciálně pedagogická centra,speciálně pedagogických center,speciálně pedagogickým centrům,speciálně pedagogických centrech,speciálně pedagogickými centry): A special educational centre provides guidance services to pupils with physical and mental disabilities, pupils with health disadvantage integrated into schools and school facilities, pupils with these difficulties in schools, classes, sections or study groups with specialy modified education peogrammes, pupils with health disadvantage in special basic schools (základní škola speciální) and to children with severe mental disability.

speciální škola (Speciální škola,speciální školy,speciální škole,speciální školu,speciální školou,speciálních škol,speciálním školám,speciálních školách,speciálními školami): Shortened term for schools established specifically to ensure the education of children and young people with mental and physical, visual or auditory disabilities, speech impediment, with multiple disabilities, autism and for those with behavioural and learning problems. Through employing special educational methods and tools, they prepare the pupils for their future inclusion in the world of work and social life.

středisko volného času (Středisko volného času,střediska volného času,středisku volného času,střediskem volného času,středisek volného času,střediskům volného času, střediscích volného času, středisky volného času): A leisure time centre has various activities, which can be regular or single for children and youth of all ages. They are divided into Domy dětí a mládeže (children and youth houses) with wide varieties of activities in many areas, and Stanice zájmových činností (special activity stations), focusing on specific areas of interest. They can offer services for fees.

střední škola (Střední škola,střední školy,střední škole,střední školu,střední školou, středních škol,středním školám,středních školách,středními školami): An upper secondary school, which
provides its pupils with the upper secondary education, in case of gymnázium courses also lower secondary education.

výchovný poradce (Výchovný poradce,výchovného poradce,výchovnému poradci,výchovném poradci,výchovným poradcem,výchovní poradci,výchovných poradců,výchovnými poradci,výchovným poradcům,výchovných poradcích): A member of the educational staff (counsellor) at any basic and upper secondary school. They are teachers of origin with special training, their teaching duty is reduced.

vyšší odborná škola (Vyšší odborná škola,vyšší odborné školy,vyšší odborné škole,vyšší odbornou školu,vyšší odbornou školou,vyšších odborných škol,vyšším odborným školám,vyšších odborných školách,vyššími odbornými školami): Schools providing tertiary professional education (ISCED 5B). The study is finished by the absolutorium examination. Tertiary professional school graduates are awarded a degree diplomovaný specialista (a qualified specialist) written after his/her name and abbreviated as DiS.

základní škola (Základní škola,základní školy,základní škole,základní školu,základní školou,základních škol,základním školám,základních školách,základními školami): A school where pupil fulfils his/her compulsory school attendance. It is divided into two stages, first (1-5 grades) corresponding to the primary level, and second stage (6-9 grades) corresponding to the lower secondary level. On completion of school pupils acquires a level of basic education. The organising body is a municipality.

základní umělecká škola (Základní umělecká škola,základní umělecké školy,základní umělecké škole,základní uměleckou školu,základní uměleckou školou,základních uměleckých skol,základním uměleckým školám,základních uměleckých školách,základními uměleckými školami): A basic school of art providing basic education in individual fields of art and preparing pupils for studying courses and branches taught at the upper secondary schools of artistic nature and conservatoires. It can organise adult education.

základní vzdělání (Základní vzdělání,základního vzdělání,základnímu vzdělání,základním vzdělání,základním vzděláním): A level of basic education acquired by a pupil through successful
completion of the education programme of basic education at a basic school, at the lower secondary level of six- or eight-year gymnázium, or in the corresponding level of the eight-year education programme at a conservatoire. The level of basic education can be also acquired after completing compulsory school education through successfully completion of the course for acquiring basic education organised at basic or secondary schools.

závěrečná zkouška (Závěrečná zkouška,závěrečné zkoušky,závěrečné zkoušce, závěrečnou zkoušku, závěrečnou zkouškou, závěrečných zkoušek, závěrečným zkouškám, závěrečných zkouškách, závěrečnými zkouškami): A final school-leaving examination in the fields of study providing secondary education and secondary education with an apprenticeship certificate. It consists of practical and theoretical examination of vocational subjects and in case the education is completed by attaining apprenticeship certificate of a written and oral examination as well as a practical examination.

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

CZECH REPUBLIC	
Upper Secondary and post-Secondary non-Tertiary	
1849	Publication of an "Outline of Gymnázia and Reálka in Austria", establishing an eight-year gymnázium and a seven-year reálka, a type of skills-oriented secondary school preparing pupils for both employment and further studies of a technical nature. This structure forced children to decide on their future studies at the age of 10.
1859	Entrepreneurial Act laying down clear rules for the training of apprentices, e.g. an obligation to conclude education contracts with apprentices which stated the length of the training period (maximum 4 years) and stipulated an obligation to attend 'schools for industrial education'.
1864	Foundations of the system of agricultural schools.
1872	Opening of the "Československá obchodní akademie" (an upper secondary vocational school – the Czech-Slav Business Academy).
1875	Systematic development of vocational education. Besides "pokračovací učňovské školy" ('continuation' apprentice schools providing additional education to apprentices on top of their practical training) it also included state "vyšší" and "nižší průmyslové školy" (lower and upper industrial schools) with day classes during the whole of the school year. Education in "průmyslové školy" was vocational; if general subjects were included in the curriculum, they were intended to provide a basic knowledge in the relevant study field.
1920s	"Vyšší průmyslové školy" began to offer general education → possibility for these schools' pupils to pass an examination "maturitní zkouška" entitling them to study at technical universities.
1930	Industrial schools became vocational schools.
1946	General subjects introduced in vocational schools → since then, training of apprentices considered a special type of education.
1948	Law introducing basic provisions for uniform education. Since lower secondary schools operated as one unit with primary schools, together forming the "základní škola", any reference to a secondary school subsequently implied that it was a school providing ''upper secondary'' education. The law significantly weakened the selective nature of "gymnázia": pupils could enter gymnázium in the same way as other secondary schools, i.e. after the completion of a uniform "základní škola". "Střední odborné školy" provided both vocational and general education. The "maturitní zkouška" became a compulsory school leaving examination in all types of "střední odborné školy" that prepared pupils for admission to "vysoké školy". "Střední odborné školy" have maintained this position within the secondary education system up to today. Under this law, schools training apprentices were brought into the education system and this is still the case today. A system of vocational courses was set up leading to the acquisition of a professional qualification.
late 1950s-early 1960s	Reforms of the education system: training for manual and other similar professions became more academically demanding. Apprentices were trained in "odborná učiliště" (training institutions) and "učňovské školy" (vocational schools), which were a form of secondary education along with "gymnázia", "střední odborné školy" and secondary schools for on-the-job training. Their curriculum included an increasing percentage of general subjects. At the same time the education offered by the gymnázium was becoming less general: with the slogan ''school for life'', ''production practice'' was introduced into its timetables implying, as a rule, unskilled manual work.
1976	Adoption of the Communist Party directives "Další rozvoj československé výchovně vzdělávací soustavy" (The Further Development of the Czechoslovak Education System) : Aims at turning education into an instrument for ideological indoctrination; preparing the labour force for the centrally planned state-owned economy; and integrating tecaher eductaion for lower and upper secondary level. (reflected in the School Acts in 1978 and 1984 "Zákon o soustavě základnícha, středních škol (školský zákon)" (Act on Basic Schools, Secondary School System (School Act)).
1976	Reform aiming at making secondary education accessible to everybody (legalisation f 10-year compulsory schooling: 8 years at základní školy + 2 years at střední školy) and at providing a qualification recognised by the labour market.
1978	School Act "Zákon o soustavě základnícha, středních škol (školský zákon)" (Act on Basic Schools, Secondary School System (School Act)).

1984	School Act (embedding the 1976 Reform: brought all three types of secondary education, i.e. "gymnázia", "střední odborné školy" and apprentice training, into line and gave them equal importance. For "gymnázia" this meant an important change in the educational content. General education was reduced in favour of vocational education, which was supposed to provide pupils with a qualification in case they were not able to pursue their studies, or to facilitate their choice of a field of study at university. Optional subjects were mostly of a technical nature and work placements in companies became part of the curriculum. For "střední odborné školy", the reform provided for an increase in the share of general and theoretical education. There was a vital change in the training of young people for manual professions. Training based on an education contract was abolished and everyone attending newly established "střední odborná učiliště" had the status of a pupil. In these schools pupils could gain "střední odborné vzdělání" providing them with a qualification to perform manual and similar jobs, or "úplné střední odborné vzdělání" ending with a "maturitní zkouška", which, apart from giving them a professional qualification, allowed them to seek admission to any university.
1989	The Communist totalitarian system began its transformation into a democratic one. Gradual re-establishment of the market economy with privatisation of state entreprises in industry, trade, agriculture and the service sector.
1990	Amendement to the School Act: return to 9-year compulsory school and successively to 9-year základní škola. Transformation of the whole education system to adapt to a pluralist democracy and market economy; implement fully autonomous tecaher training as part of currciculum development at university faculities; and improve the rleevance and effectiveness of initial teacher training for individual levels of eductaion and new school curricula. Zákon o vysokých školách (No. 172/1990) (Higher Education Act): the unified study programme for teacher training prescribed centrally by the Ministry of Education ceased to be valid. Zákon o státní správě a samosprávě ve školství (No. 564/1990) (The Law on State Administration and Self-Government): introduced a system of management under which schools became autonomous and could register as legal entities.
1991	Abolishment of the existing institutional network of in-service teacher training on institutional basis.
1992	Goverment Decrees stipulating important changes in the working conditions of teachers: the number of individula teaching hours was increased from 21 to 22 hours per week (Decree 503/1992); and an official salary scale was established (first salary system common to the entire public service).
1995	Amendement to the School Act: abolishment of pomaturitni studium courses in secondary schools.
1997	Decree 68/1997 on an increase of the number of teaching hours for teachers from 22 to 24 a week.
1999	Decree 156/1999 setting the number of teaching hours back to the pre-1997 level, from 24 to 22 hours per week, and compelling teachers to carry out additional teaching-related activities during the remaining of their hours each week.
2000	New administrative reform strengthening self-administration and including educational administration in public administration; increase of teachers basic salary by 8%; and creation of a new position of educator/teacher assistant for all socially disadvantaged children (including Romany children).

Glossary

absolutorium (Absolutorium,absolutoria,absolutoriu,absolutoriem): a) A type of examination passed at the end of tertiary professional education consisting of a theoretical examination in special subjects, of an examination in one foreign language, a final work and its defence. b) Absolutorium at conservatoire. A comprehensive professional examination finalising the tertiary professional education at conservatoire consisting of a theoretical examination composed of vocational subjects specified by the Framework Education Programme, an examination in a foreign language, a graduate thesis and its defance, and a graduate performance in one or two principal branches, or an examination in artistic and pedagogical training if so stipulated by the Framework Education Programme. Absolutorium in dance does not include an exmination from foreign language.

domov mládeže (Domov mládeže,domova mládeže,domovu mládeže,domově mládeže,domovem mládeže,domovy mládeže,domovů mládeže,domovům mládeže,domovech mládeže): A youth home provides care (accommodation, meals and leisure time activities) for upper secondary school pupils and tertiary professional A youth home provides care (accommodation, meals and leisure time activities) for upper secondary school pupils and students of tertiary professional schools living at a distance from the school they attend. The school head of home takes into account the distance of their place of residence, transport posibilities from their place of residence, their social situation and their health condition.

gymnázium (Gymnázium,gymnázia, gymnáziu, gymnáziem, gymnázií, gymnáziím, gymnáziích, gymnázii): An upper secondary school providing usually in four-, six- and eight-year courses upper secondary education finished by the maturitní zkouška examination and preparing students especially for the entry to the higher education institution. Six- or eight-year gymnázia in its lower grades provide pupils with the basic education. Also a common term for the above mentioned courses.

mateřská škola (Mateřská škola,mateřské školy,mateřské škole,mateřskou školou,mateřských škol,mateřským školám,mateřských školách,mateřskými školami): A school taking ensuring pre-school education for children from the age 3 until 6 when they start the compulsory education. It is a part of the education system. Its organising body is usually a municipality, possibly private founder or church. Regions and the Ministery of Education are primarily founders of speciální mateřské školy (special nursery schools).

maturitní zkouška (Maturitní zkouška,maturitní zkoušky,maturitní zkoušce,maturitní zkoušku,maturitní zkouškou,maturitních zkoušek,maturitním zkouškám,maturitních kouškách,maturitními zkouškami): An examination completing study in education programmes where pupil acquires secondary education completed by school-leaving examination. At present provided only at a school level. From 2007/2008 the state and profile (school) part of the examination will be common. It is a prerequisite for an entry to higher and tertiary professional education.

nástavbové studium (Nástavbové studium,nástavbového studia,nástavbovému studiu,nástavbovém studiu,nástavbovým studiem): A follow-up study is organised for graduates who comleted their secondary education by attaining an apprenticeship certificate in related courses of 3-year day form of attendance. The day form of attendance lasts 2 years. It is finished with the maturitní zkouška examination.

odborné učiliště (Odborné učiliště,odborného učiliště,odbornému učilišti,odborném učilišti,odborným učilištěm,odborná učiliště,odborných učilišť,odborným učilištím, odbornými učilišti,odborných učilištích,odbornými učilišti): Type of střední škola (upper secondary school) which provides courses of upper secondary education completed with the type E výuční list certificate for pupils successfully acquiring last year of nine-year základní škola praktická (former zvláštní škola - remedial school).

pedagogicko-psychologická poradna (Pedagogicko-psychologická poradna, pedagogickopsychologické poradny,pedagogicko-psychologické poradně,pedagogicko-psychologickou poradnu, pedagogicko-psychologickou poradnou, pedagogicko-psychologických poraden,pedagogickopsychologickým poradnám,pedagogicko-psychologických poradnách,pedagogicko-psychologickými poradnami): Educational and psychological counselling is a professional pedagogical psychological and special pedagogical service to children and pupils aged from 3 to 19.

praktická škola (Praktická škola, praktické školy, Praktické školy, Praktická Škola): Type of upper secondary school offering education to pupils with severe mental disability. Educational programme lasts 1 or 2 years, school leavers acquire the level of secondary education (ISCED 2C).

školní klub (Školní klub,školního klubu,školnímu klubu,školním klubu,školním klubem,školní kluby,školních klubů,školním klubům,školních klubech,školními kluby): A school club provides special interest education for pupils of the lower secondary stage of basic schools.

školská rada (Školská rada,školské rady,školské radě,školskou radu,školskou radou,školských rad,školským radám,školských radách,školskými radami): A School Council is a body enabling statutory representatives of minor pupils, pupils and students of legal age, pedagogical staff, the founder, and other persons to participate in school management. It is established by a founder who at the same time specifies the number of its members and issues rules for its election. The founder appoints one third of the members, one third is elected by the statutory representatives of minor pupils along with the other pupils and students, and one third is elected by the pedagogical staff of the relevant school. The school head cannot be a member of the School Council.

speciálně pedagogické centrum (Speciálně pedagogické centrum,speciálně pedagogického centra,speciálně pedagogickému centru,speciálně pedagogickém centru,speciálně pedagogickým centrem, speciálně pedagogická centra,speciálně pedagogických center,speciálně pedagogickým centrům,speciálně pedagogických centrech,speciálně pedagogickými centry): A special educational centre provides guidance services to pupils with physical and mental disabilities, pupils with health disadvantage integrated into schools and school facilities, pupils with these difficulties in schools, classes, sections or study groups with specialy modified education peogrammes, pupils with health disadvantage in special basic schools (základní škola speciální) and to children with severe mental disability.

středisko praktického vyučování (Středisko praktického vyučování,střediska praktického vyučování,středisku praktického vyučování,střediskem praktického vyučování,středisek praktického vyučování, střediskům praktického vyučování,střediscích praktického vyučování,středisky praktického vyučování): A school special purpose facility which provides practical training for pupils of upper secondary schools according to educational documents of particular schools.

středisko volného času (Středisko volného času,střediska volného času,středisku volného času,střediskem volného času,středisek volného času,střediskům volného času, střediscích volného času,středisky volného času): A leisure time centre has various activities, which can be regular or single for children and youth of all ages. They are divided into Domy dětí a mládeže (children and youth houses) with wide varieties of activities in many areas, and Stanice zájmových činností (special activity stations), focusing on specific areas of interest. They can offer services for fees.

střední odborné učiliště (Střední odborné učiliště,středního odborného učiliště,střednímu odbornému učilišti,středním odborném učilišti,středním odborným učilištěm,střední odborná učiliště,středních odborných učilišť,středním odborným učilištím,středních odborných učilištích,středními odbornými učilišti,SOU): A term for secondary school providing two- or three-year courses of střední vzdělání s výučním listem (upper secondry education with apprenticeship certificate) and/or practical four-year courses of střední vzdělání s maturitní zkouškou (upper secondary education with maturitní zkouška examination). It usually prepares pupils for an occupation. They are vocationally oriented but give also broad foundations of general education. A typical lenght of study is 2 to 3 years. School leavers attain střední vzdělání s výučním listem. In a 4-year course the graduate takes a more advanced form of a final exam -the maturitní zkouška- giving an access to higher education, education has a theoretical and practical part.

střední odborná škola (Střední odborná škola,střední odborné školy,střední odborné škole,střední odbornou školu,střední odbornou školou,středních odborných škol,středním odborným školám, středními odbornými školami,středních odborných školách,SOŠ): A term for secondary school providing four-year course of střední vzdělání (upper secondary education) completed with maturitní zkouška and/or one- or two-year courses of střední vzdělání completed with závěrečná zkouška - final school-leaving certificate. It usually prepares pupils both for an occupation and for the studies at the higher education institutions. The schools have an institutional specialisation, such as industrial, agricultural, health-related, commercial etc. Initial study takes typically 4 years and is finished with an advanced final examination giving access to higher education. 3 years study is finished by final examination.

střední škola (Střední škola,střední školy,střední škole,střední školu,střední skolou, středních škol,středním školám,středních školách,středními školami): An upper secondary school, which provides its pupils with the upper secondary education, in case of gymnázium courses also lower secondary education.

střední vzdělání (Střední vzdělání,středního vzdělání,střednímu vzdělání,středním vzdělání,středním vzděláním): A level of education attained by successful completion of education progamme of střední škola (secondary school) lasting 1 or 2 years in a day form of attendance. Provides certain vocational education.

střední vzdělání s maturitní zkouškou (Střední vzdělání s maturitní zkouškou,středního vzdělání s maturitní zkouškou,střednímu vzdělání s maturitní zkouškou,středním vzdělání s maturitní zkouškou, středním vzděláním s maturitní zkouškou): Secondary education completed by a schoolleaving examination through successful completion of education programmes of a four-, six- or eight-year gymnázium, of four year education programme of střední škola (secondary school), the education programme of additional studies lasting for a period of 2 years in a day form of attendance or the education programme of shortened studies for acquiring secondary education completed by a school leaving examination. Also after at least four years study of secondary education of six-year programme at conservatoire or eight years of study of eight-year programme at conservatoire.

střední vzdělání s výučním listem (Střední vzdělání s výučním listem,středního vzdělání s výučním listem,středního vzdělání s výučním listem,střednímu vzdělání s výučním listem,středním vzdělání s výučním listem,středním vzděláním s výučním listem): A level of education attained by successful completion of education programme lasting 2 or 3 years in a day form of attendance or education programme of shortened studies for acquiring secondary education with apprenticeship certificate.

výchovný poradce (Výchovný poradce,výchovného poradce,výchovnému poradci, výchovném poradci,výchovným poradcem,výchovní poradci,výchovných poradců, výchovnými poradci,výchovným poradcům,výchovných poradcích): A member of the educational staff (counsellor) at any basic and upper secondary school. They are teachers of origin with special training, their teaching duty is reduced.

vysoká škola (Vysoká škola,Vysoké školy,vysoké školy,vysoké škole,vysokou školou,vysokých škol,vysokým školám,vysokých školách,vysokými školami): It is the general term for a higher education institution or university. The institutions can provide Bachelor's, Master's and in case of a university also Doctoral study programmes, carry out lifelong education. They achieve their aim by close relations of teaching with academic, research, developmental, artistic or other creative activities.

vyšší odborná škola (Vyšší odborná škola,vyšší odborné školy,vyšší odborné škole,vyšší odbornou školu,vyšší odbornou školou,vyšších odborných škol,vyšším odborným školám,vyšších odborných školách,vyššími odbornými školami): Schools providing tertiary professional education (ISCED 5B). The study is finished by the absolutorium examination. Tertiary professional school graduates are awarded a degree diplomovaný specialista (a qualified specialist) written after his/her name and abbreviated as DiS.

vyšší odborné vzdělání (Vyšší odborné vzdělání,vyššího odborného vzdělání,vyššímu odbornému vzdělání,vyšším odborném vzdělání,vyšším odborným vzděláním): a) Tertiary professional education is a level of education (ISCED B) achieved after a successful graduation at a tertiary professional school. The lenght of tertiary professional education, in the day form of attendance, lasts three years including vocational training, with regard to medical branches it lasts up to three and half years and is finished with the final school leaving examination - absolutorium. b) Tertiary professional education at conservatoire. An art education which lasts either six years in a day form of attendance (first four years correspond to ISCED level 3B) or eight years (first six years correspond to ISCED level 3B).

výuční list (Výuční list,výučního listu,výučnímu listu,výučním listu,výučním listem,výuční listy,výučních listů,výučním listům,výučních listech,výučními listy): Apprenticeship certificate obtained on completion of the vocational upper secondary education (střední vzdělání s výučním listem). The výuční list states a clause on graduation of practical education.

základní škola (Základní škola,základní školy,základní škole,základní školu,základní školou,základních škol,základním školám,základních školách,základními školami): A school where pupil fulfils his/her compulsory school attendance. It is divided into two stages, first (1-5 grades) corresponding to the primary level, and second stage (6-9 grades) corresponding to the lower secondary level. On completion of school pupils acquires a level of basic education. The organising body is a municipality.

základní škola praktická (Základní škola praktická, základní školy praktické, Základní školy praktické): Type of basic school (ISCED 1+2) intended for pupils with mild mental disability. Pupils acquire the level of basic education – základní vzdělání (ISCED 2B). Former term - zvláštní škola.

základní škola speciální (Základní škola speciální,základní školy speciální,základní škole speciální,základní školu speciální,základní školou speciální,základních škol speciálních, základním školám speciálním, základních školách speciálních,základními školami speciálními): Type of basic school (ISCED 1+2) offering education to pupils with severe mental disability, multiple disabilities and autism. Upon completing educational programme of základní škola speciální pupils acquire the level of basic education (ISCED 2C). Former term – pomocná škola.

základní vzdělání (Základní vzdělání,základního vzdělání,základnímu vzdělání, základním vzdělání,základním vzděláním): A level of basic education acquired by a pupil through successful completion of the education programme of basic education at a basic school, at the lower secondary level of six- or eight-year gymnázium, or in the corresponding level of the eight-year education programme at a conservatoire. The level of basic education can be also acquired after completing compulsory school education through successfully completion of the course for acquiring basic education organised at basic or secondary schools.

základy vzdělání (Základy vzdělání,základů vzdělání,základům vzdělání,základech vzdělání): A level of education acquired by a pupil through completion of the education programme of basic education at a special basic school.

závěrečná zkouška (Závěrečná zkouška,závěrečné zkoušky,závěrečné zkoušce, závěrečnou zkoušku,závěrečnou zkouškou,závěrečných zkoušek,závěrečným zkouškám,závěrečných zkouškách,závěrečnými zkouškami): A final school-leaving examination in the fields of study providing secondary education and secondary education with an apprenticeship certificate. It consists of practical and theoretical examination of vocational subjects and in case the education is completed by attaining apprenticeship certificate of a written and oral examination as well as a practical examination.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;

Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18) ;
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12, consulted 6-7 April 2009).

CZECH REPUBLIC	
Tertiary	
1918	Establishment of the Czechoslovak Republic: Opening of the University of Brno and of two "vysoké školy" (funded by the state) focusing on agriculture and veterinary science. They were guaranteed by Law with autonomy and traditional academic freedoms. Access to higher education was free and equal for every person who had passed the "maturitní zkouška", regardless of religious belief, nationality, mother tongue, sex etc.
1946	Foundation of the Academy of Fine Arts, developed out of the Conservatoire of 1811.
WWII	All developments were interrupted by the Second World War during which "vysoké školy" were closed down for 6 years following the German occupation of the country.
1948	Gradual elimination of academic freedoms and all forms of autonomy by the totalitarian regime and emergence of centralist government and state planning instead. Access to higher education was subject to ideological bias. The government ideology had an impact on study content, as well as on the choice and career of higher education teachers. A numerus clausus was introduced, determining the numbers of students and the structure of their areas of study. The Ministry of Education decided upon the localities and jobs graduates were sent to by using so called ''placement vouchers''.
1950s	Establishment of five technical "vysoké školy".
1990	Higher Education Act restoring the autonomy, self-government and academic rights and freedoms of "vysoké školy". It also reestablished research and development at "vysoké školy" and increased the access to higher education by enlarging their network. In addition to the existing type of study, i.e. over a long cycle, followed by research oriented postgraduate studies, a medium duration alternative (Bachelor's) was introduced. The introduction of new fields of study and combinations of these began the process of diversification of the content and organisation of higher education.
1992	Emergence of "vyšší odborné školy" as a new type of postsecondary education.
1995	Amendment to the School Act expanding the education system with a new educational level - vyšší odborné vzdělávání (ISCED 5B).
1998	Higher Education Act. This new law changed the status of existing state "vysoké školy" (with the exception of military and police ones) into public ones, and all property used to that date was transferred into their possession. The law further distinguished between vysoké školy that offer all three types of study programmes – Bachelor's, Master's and doctoral (vysoké školy of university type) and those that offer mainly Bachelor's possibly Master's study, but not doctoral (vysoké školy of non-university type), enabled the establishment of private vysoké školy and strengthened the responsibilities of the Accreditation Commission. It established boards of trustees, where sit personalities from outside of vysoká škola – experts from the region, state administration, industry or banking.
2001	Since 2001 the three-cycle structure of higher education study has strictly been introduced and the duration of Master's study following Bachelor's study has been changed (previously 2-3 years and now 1-3 years).

Glossary

absolutorium (Absolutorium,absolutoria,absolutoriu,absolutoriem): a) A type of examination passed at the end of tertiary professional education consisting of a theoretical examination in special subjects, of an examination in one foreign language, a final work and its defence. b) Absolutorium at conservatoire. A comprehensive professional examination finalising the tertiary professional education at conservatoire consisting of a theoretical examination composed of vocational subjects specified by the Framework Education Programme, an examination in a foreign language, a graduate thesis and its defance, and a graduate performance in one or two principal branches, or an examination in artistic and pedagogical training if so stipulated by the Framework Education Programme. Absolutorium in dance does not include an exmination from foreign language.

diplomovaný specialista (Diplomovaný specialista,diplomovaného specialisty,diplomovanému specialistovi,diplomovaného specialistu,diplomovaném specialistovi,diplomované specialisty,diplomovaných specialistech,diplomovanými specialisty): A title of a graduate who successfully completed the tertiary professional school or conservatoire. The study is finished by an absolutorium examination after 3 years at vyšší odborná škola, resp. after the relevant number of years at conservatoire.

docent (Docent,docenta,docentu,docentovi,docentem,docenti,docentů,docentům,docenty,docentech): A senior lecturer is a postdoctoral higher education institution qualification given to a person on the basis of habilitation who over a long period of time has demonstrated a high level of competence in science, research and teaching. His/her main task is devoted to lectures. He/she is appointed by the rektor of higher education institution.

gymnázium (Gymnázium,gymnázia,gymnáziu,gymnáziem,gymnázií,gymnáziím,gymnáziích,gymnázii): An upper secondary school providing usually in four-, six- and eight-year courses upper secondary education finished by the maturitní zkouška examination and preparing students especially for the entry to the higher education institution. Six- or eight-year gymnázia in its lower grades provide pupils with the basic education. Also a common term for the above mentioned courses.

maturitní zkouška (Maturitní zkouška,maturitní zkoušky,maturitní zkoušce,maturitní zkoušku,maturitní zkouškou,maturitních zkoušek,maturitním zkouškám,maturitních zkouškách, maturitními zkouškami): An examination completing study in education programmes where pupil acquires secondary education completed by school-leaving examination. At present provided only at a school level. From 2007/2008 the state and profile (school) part of the examination will be common. It is a prerequisite for an entry to higher and tertiary professional education.

professor (Profesor,profesora,profesoru,profesorovi,profesorem,profesoři,profesorů,profesory,profesorům,profesorech): A postdoctoral qualification obtained on the basis of a professorship; prior to the appointment high teaching and scientific (artistic) qualification must be demonstrated. Prerequisite is the previous work as a senior lecturer (docent). His/her main task is devoted to lectures and to supervising doctoral candidates. He/she is appointed by the President of the Republic.

rektor (Rektor, rektora, rektoru, rektorovi, rektorem, rektoři, rektorů, rektorům, rektory, rektorech): The top representative of a higher education institution who decides on the issues of the institution. He is promoted to this position after academic senate's recommendation by the President of the Republic for a three-year term.

rigorózní práce (Rigorózní práce,rigorózní práci,rigorózní prací,rigorózním pracím,rigorózních pracích,rigorózními pracemi): A paper which is a part of the rigorózní zkouška examination.

rigorózní zkouška (Rigorózní zkouška,rigorózní zkoušky,rigorózní zkoušce,rigorózní zkoušku,rigorózní zkouškou,rigorózních zkoušek,rigorózním zkouškám,rigorózních zkouškách,rigorózními zkouškami): A state examination (oral and defence of thesis) which can pass a graduate of Master's studies in law, humanities, social sciences, natural sciences. After having passed the exam the titles JUDr., PhDr., RNDr., PharmDr., ThLic. and ThDr. are awarded. Also the final examination of Master's studies in medicine, veterinary medicine and hygiene and dentists' studies. The graduates are awarded titles MUDr. and MVDr and MDDr.

střední odborná škola (Střední odborná škola,střední odborné školy,střední odborné škole,střední odbornou školu,střední odbornou školou,středních odborných škol,středním odborným školám, středními odbornými školami,středních odborných školách,SOŠ): A term for secondary school providing four-year course of střední vzdělání (upper secondary education) completed with maturitní zkouška and/or one- or two-year courses of střední vzdělání completed with závěrečná zkouška - final school-leaving certificate. It usually prepares pupils both for an occupation and for the studies at the higher education institutions. The schools have an institutional specialisation, such as industrial, agricultural, health-related, commercial etc. Initial study takes typically 4 years and is finished with an advanced final examination giving access to higher education. 3 years study is finished by final examination.

střední škola (Střední škola,střední školy,střední škole,střední školu,střední školou, středních škol,středním školám,středních školách,středními školami): An upper secondary school, which provides its pupils with the upper secondary education, in case of gymnázium courses also lower secondary education.

střední vzdělání (Střední vzdělání,středního vzdělání,střednímu vzdělání,středním vzdělání,středním vzděláním): A level of education attained by successful completion of education progamme of střední škola (secondary school) lasting 1 or 2 years in a day form of attendance. Provides certain vocational education.

střední vzdělání s maturitní zkouškou (Střední vzdělání s maturitní zkouškou,středního vzdělání s maturitní zkouškou,střednímu vzdělání s maturitní zkouškou,středním vzdělání s maturitní zkouškou, středním vzděláním s maturitní zkouškou): Secondary education completed by a school leaving examination through successful completion of education programmes of a four-, six- or eight-year gymnázium, of four year education programme of střední škola (secondary school), the education programme of additional studies lasting for a period of 2 years in a day form of attendance or the education programme of shortened studies for acquiring secondary education completed by a school leaving examination. Also after at least four years study of secondary education of six-year programme at conservatoire or eight years of study of eight-year programme at conservatoire.

vysoká škola (Vysoká škola,Vysoké školy,vysoké školy,vysoké škole,vysokou školou,vysokých škol,vysokým školám,vysokých školách,vysokými školami): It is the general term for a higher education institution or university. The institutions can provide Bachelor's, Master's and in case of a university also Doctoral study programmes, carry out lifelong education. They achieve their aim by close relations of teaching with academic, research, developmental, artistic or other creative activities.

vyšší odborná škola (Vyšší odborná škola,vyšší odborné školy,vyšší odborné škole,vyšší odbornou školu,vyšší odbornou školou,vyšších odborných škol,vyšším odborným školám,vyšších odborných školách,vyššími odbornými školami): Schools providing tertiary professional education (ISCED 5B). The study is finished by the absolutorium examination. Tertiary professional school graduates are awarded a degree diplomovaný specialista (a qualified specialist) written after his/her name and abbreviated as DiS.

vyšší odborné vzdělání (Vyšší odborné vzdělání,vyššího odborného vzdělání,vyššímu odbornému vzdělání,vyšším odborném vzdělání,vyšším odborným vzděláním): a) Tertiary professional education is a level of education (ISCED B) achieved after a successful graduation at a tertiary professional school. The lenght of tertiary professional education, in the day form of attendance, lasts three years including vocational training, with regard to medical branches it lasts up to three and half years and is finished with the final school leaving examination - absolutorium. b) Tertiary professional education at conservatoire. An art education which lasts either six years in a day form of attendance (first four years correspond to ISCED level 3B) or eight years (first six years correspond to ISCED level 3B).

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

CZECH REPUBLIC

Glossary

asistent pedagoga (Asistent pedagoga,asistenta pedagoga,asistentu pedagoga, asistentovi pedagoga,asistentem pedagoga,asistenti pedagoga,asistentů pedagoga,asistentům pedagoga, asistenty pedagoga, asistentech pedagoga): Teaching assistant provides assistance to pupils in the process of adaptation to the school environment, assistance to the members of teaching staff of the school in their educational activities, assistance in communication with pupils, in cooperation with the pupils'legal representatives and the pupils'community.

absolutorium (Absolutorium,absolutoria,absolutoriu,absolutoriem): a) A type of examination passed at the end of tertiary professional education consisting of a theoretical examination in special subjects, of an examination in one foreign language, a final work and its defence. b) Absolutorium at conservatoire. A comprehensive professional examination finalising the tertiary professional education at conservatoire consisting of a theoretical examination composed of vocational subjects specified by the Framework Education Programme, an examination in a foreign language, a graduate thesis and its defance, and a graduate performance in one or two principal branches, or an examination in artistic and pedagogical training if so stipulated by the Framework Education Programme. Absolutorium in dance does not include an exmination from foreign language.

asistent pedagoga (Asistent pedagoga,asistenta pedagoga,asistentu pedagoga, asistentovi pedagoga,asistentem pedagoga,asistenti pedagoga,asistentů pedagoga,asistentům pedagoga, asistenty pedagoga, asistentech pedagoga): Teaching assistant provides assistance to pupils in the process of adaptation to the school environment, assistance to the members of teaching staff of the school in their educational activities, assistance in communication with pupils, in cooperation with the pupils'legal representatives and the pupils'community.

diplomovaný specialista (Diplomovaný specialista,diplomovaného specialisty,diplomovanému specialistovi,diplomovaného specialistu,diplomovaném specialistovi,diplomované specialisty,diplomovaných specialistech,diplomovanými specialisty): A title of a graduate who successfully completed the tertiary professional school or conservatoire. The study is finished by an absolutorium examination after 3 years at vyšší odborná škola, resp. after the relevant number of years at conservatoire.

docent (Docent,docenta,docentu,docentovi,docentem,docenti,docentů,docentům,docenty,docentech): A senior lecturer is a postdoctoral higher education institution qualification given to a person on the basis of habilitation who over a long period of time has demonstrated a high level of competence in science, research and teaching. His/her main task is devoted to lectures. He/she is appointed by the rektor of higher education institution.

domov mládeže (Domov mládeže,domova mládeže,domovu mládeže,domově mládeže,domovem mládeže,domovy mládeže,domovů mládeže,domovům mládeže,domovech mládeže): A youth home provides care (accommodation, meals and leisure time activities) for upper secondary school pupils and tertiary professional A youth home provides care (accommodation, meals and leisure time activities) for upper secondary school pupils and students of tertiary professional schools living at a distance from the school they attend. The school head of home takes into account the distance of their place of residence, transport posibilities from their place of residence, their social situation and their health condition.

gymnázium (Gymnázium,gymnázia, gymnáziu, gymnáziem, gymnázií, gymnáziím, gymnáziích, gymnázii): An upper secondary school providing usually in four-, six- and eight-year courses upper secondary education finished by the maturitní zkouška examination and preparing students especially for the entry to the higher education institution. Six- or eight-year gymnázia in its lower grades provide pupils with the basic education. Also a common term for the above mentioned courses.

jesle (Jesle,jeslí,jeslím,jeslích,jeslemi): A child health facility established by municipality taking care for all-around development of children usually up to 3 years of age. It is not part of the education system. It is under responsibility of the Ministry of Health.

málotřídní škola (Málotřídní škola,málotřídní školy,málotřídní škole,málotřídní školu,málotřídní školou,málotřídních škol,málotřídním školám,málotřídních školách,málotřídními školami): Common name for a school in which it is possible to teach pupils of several grades together in one class. At the primary level depending on local condition, the school can have from one to four classes. School can have both levels (full organised) or only primary level, it is not possible to merge several grades together on the second level.
mateřská škola (Mateřská škola,mateřské školy,mateřské škole,mateřskou školou,mateřských škol,mateřským školám,mateřských školách,mateřskými školami): A school taking ensuring pre-school education for children from the age 3 until 6 when they start the compulsory education. It is a part of the education system. Its organising body is usually a municipality, possibly private founder or church. Regions and the Ministery of Education are primarily founders of speciální mateřské školy (special nursery schools).
maturitní zkouška (Maturitní zkouška,maturitní zkoušky,maturitní zkoušce,maturitní zkoušku,maturitní zkouškou,maturitních zkoušek,maturitním zkouškám,maturitních kouškách,maturitními zkouškami): An examination completing study in education programmes where pupil acquires secondary education completed by school-leaving examination. At present provided only at a school level. From 2007/2008 the state and profile (school) part of the examination will be common. It is a prerequisite for an entry to higher and tertiary professional education.
nástavbové studium (Nástavbové studium,nástavbového studia,nástavbovému studiu,nástavbovém studiu,nástavbovým studiem): A follow-up study is organised for graduates who comleted their secondary education by attaining an apprenticeship certificate in related courses of 3-year day form of attendance. The day form of attendance lasts 2 years. It is finished with the maturitní zkouška examination.
odborné učiliště (Odborné učiliště,odborného učiliště,odbornému učilišti,odborném učilišti,odborným učilištěm,odborná učiliště,odborných učilišť,odborným učilištím, odbornými učilišti,odborných učilištích,odbornými učilišti): Type of střední škola (upper secondary school) which provides courses of upper secondary education completed with the type E výuční list certificate for pupils successfully acquiring last year of nine-year základní škola praktická (former zvláštní škola - remedial school).
pedagogicko-psychologická poradna (Pedagogicko-psychologická poradna, pedagogickopsychologické poradny, pedagogicko-psychologické poradně, pedagogicko-psychologickou poradnu, pedagogicko-psychologickou poradnou, pedagogicko-psychologických poraden, pedagogickopsychologickým poradnám, pedagogicko-psychologických poradnách, pedagogicko-psychologickými poradnami): Educational and psychological counselling is a professional pedagogical psychological and special pedagogical service to children and pupils aged from 3 to 19.
praktická škola (Praktická škola, praktické školy, Praktické školy, Praktická Škola): Type of upper secondary school offering education to pupils with severe mental disability. Educational programme lasts 1 or 2 years, school leavers acquire the level of secondary education (ISCED 2C).
professor (Profesor,profesora,profesoru,profesorovi,profesorem,profesoři,profesorů,profesory,profesorům,profesorech): A postdoctoral qualification obtained on the basis of a professorship; prior to the appointment high teaching and scientific (artistic) qualification must be demonstrated. Prerequisite is the previous work as a senior lecturer (docent). His/her main task is devoted to lectures and to supervising doctoral candidates. He/she is appointed by the President of the Republic.
rektor (Rektor, rektora, rektoru, rektorovi, rektorem, rektoři, rektorů, rektorům, rektory, rektorech): The top representative of a higher education institution who decides on the issues of the institution. He is promoted to this position after academic senate's recommendation by the President of the Republic for a three-year term.
rigorózní práce (Rigorózní práce,rigorózní práci,rigorózní prací,rigorózním pracím,rigorózních pracích,rigorózními pracemi): A paper which is a part of the rigorózní zkouška examination.

rigorózní zkouška (Rigorózní zkouška,rigorózní zkoušky,rigorózní zkoušce,rigorózní zkoušku,rigorózní zkouškou,rigorózních zkoušek,rigorózním zkouškám,rigorózních zkouškách,rigorózními zkouškami): A state examination (oral and defence of thesis) which can pass a graduate of Master's studies in law, humanities, social sciences, natural sciences. After having passed the exam the titles JUDr., PhDr., RNDr., PharmDr., ThLic. and ThDr. are awarded. Also the final examination of Master's studies in medicine, veterinary medicine and hygiene and dentists' studies. The graduates are awarded titles MUDr. and MVDr and MDDr.

škola v přírodě (Škola v přírodě,školy v přírodě,škole v přírodě,školu v přírodě,školou v přírodě,škol v přírodě,školám v přírodě,školách v přírodě,školami v přírodě): A school in the countryside enables the stay of the children from nursery schools and pupils who fulfil compulsory school attendance in the countryside without interrupting education and thus to compensate the negative influence of the environment.

školní družina (Školní družina,školní družiny,školní družině,školní družinu,školní družinou,školních družin,školním družinám,školních družinách,školními družinami): An after-school centre provides special interest education mostly for pupils of the first stage of the basic school.

školní klub (Školní klub,školního klubu,školnímu klubu,školním klubu,školním klubem,školní kluby,školních klubů,školním klubům,školních klubech,školními kluby): A school club provides special interest education for pupils of the lower secondary stage of basic schools.

školská rada (Školská rada,školské rady,školské radě,školskou radu,školskou radou, školských rad,školským radám,školských radách,školskými radami): A School Council is a body enabling statutory representatives of minor pupils, pupils and students of legal age, pedagogical staff, the founder, and other persons to participate in school management. It is established by a founder who at the same time specifies the number of its members and issues rules for its election. The founder appoints one third of the members, one third is elected by the statutory representatives of minor pupils along with the other pupils and students, and one third is elected by the pedagogical staff of the relevant school. The school head cannot be a member of the School Council.

speciálně pedagogické centrum (Speciálně pedagogické centrum,speciálně pedagogického centra,speciálně pedagogickému centru,speciálně pedagogickém centru,speciálně pedagogickým centrem, speciálně pedagogická centra,speciálně pedagogických center,speciálně pedagogickým centrům,speciálně pedagogických centrech,speciálně pedagogickými centry): A special educational centre provides guidance services to pupils with physical and mental disabilities, pupils with health disadvantage integrated into schools and school facilities, pupils with these difficulties in schools, classes, sections or study groups with specialy modified education peogrammes, pupils with health disadvantage in special basic schools (základní škola speciální) and to children with severe mental disability.

speciální škola (Speciální škola,speciální školy,speciální škole,speciální školu,speciální školou,speciálních škol,speciálním školám,speciálních školách,speciálními školami): Shortened term for schools established specifically to ensure the education of children and young people with mental and physical, visual or auditory disabilities, speech impediment, with multiple disabilities, autism and for those with behavioural and learning problems. Through employing special educational methods and tools, they prepare the pupils for their future inclusion in the world of work and social life.

středisko praktického vyučování (Středisko praktického vyučování,střediska praktického vyučování,středisku praktického vyučování,střediskem praktického vyučování,středisek praktického vyučování, střediskům praktického vyučování,střediscích praktického vyučování,středisky praktického vyučování): A school special purpose facility which provides practical training for pupils of upper secondary schools according to educational documents of particular schools.

středisko volného času (Středisko volného času,střediska volného času,středisku volného času,střediskem volného času,středisek volného času,střediskům volného času, střediscích volného času, středisky volného času): A leisure time centre has various activities, which can be regular or single for children and youth of all ages. They are divided into Domy dětí a mládeže (children and youth houses) with wide varieties of activities in many areas, and Stanice zájmových činností (special activity stations), focusing on specific areas of interest. They can offer services for fees.

střední odborná škola (Střední odborná škola,střední odborné školy,střední odborné škole,střední odbornou školu,střední odbornou školou,středních odborných škol,středním odborným školám, středními odbornými školami,středních odborných školách,SOŠ): A term for secondary school providing four-year course of střední vzdělání (upper secondary education) completed with maturitní zkouška and/or one- or two-year courses of střední vzdělání completed with závěrečná zkouška - final school-leaving certificate. It usually prepares pupils both for an occupation and for the studies at the higher education institutions. The schools have an institutional specialisation, such as industrial, agricultural, health-related, commercial etc. Initial study takes typically 4 years and is finished with an advanced final examination giving access to higher education. 3 years study is finished by final examination.

střední odborné učiliště (Střední odborné učiliště,středního odborného učiliště,střednímu odbornému učilišti,středním odborném učilišti,středním odborným učilištěm,střední odborná učiliště,středních odborných učilišť,středním odborným učilištím,středních odborných učilištích,středními odbornými učilišti,SOU): A term for secondary school providing two- or three-year courses of střední vzdělání s výučním listem (upper secondry education with apprenticeship certificate) and/or practical four-year courses of střední vzdělání s maturitní zkouškou (upper secondary education with maturitní zkouška examination). It usually prepares pupils for an occupation. They are vocationally oriented but give also broad foundations of general education. A typical lenght of study is 2 to 3 years. School leavers attain střední vzdělání s výučním listem. In a 4-year course the graduate takes a more advanced form of a final exam -the maturitní zkouška- giving an access to higher education, education has a theoretical and practical part.

střední škola (Střední škola,střední školy,střední škole,střední školu,střední skolou, středních škol,středním školám,středních školách,středními školami): An upper secondary school, which provides its pupils with the upper secondary education, in case of gymnázium courses also lower secondary education.

střední vzdělání (Střední vzdělání,středního vzdělání,střednímu vzdělání,středním vzdělání,středním vzděláním): A level of education attained by successful completion of education progamme of střední škola (secondary school) lasting 1 or 2 years in a day form of attendance. Provides certain vocational education.

střední vzdělání s maturitní zkouškou (Střední vzdělání s maturitní zkouškou,středního vzdělání s maturitní zkouškou,střednímu vzdělání s maturitní zkouškou,středním vzdělání s maturitní zkouškou, středním vzděláním s maturitní zkouškou): Secondary education completed by a school leaving examination through successful completion of education programmes of a four-, six- or eight-year gymnázium, of four year education programme of střední škola (secondary school), the education programme of additional studies lasting for a period of 2 years in a day form of attendance or the education programme of shortened studies for acquiring secondary education completed by a school leaving examination. Also after at least four years study of secondary education of six-year programme at conservatoire or eight years of study of eight-year programme at conservatoire.

střední vzdělání s výučním listem (Střední vzdělání s výučním listem,středního vzdělání s výučním listem,středního vzdělání s výučním listem,střednímu vzdělání s výučním listem,středním vzdělání s výučním listem,středním vzděláním s výučním listem): A level of education attained by successful completion of education programme lasting 2 or 3 years in a day form of attendance or education programme of shortened studies for acquiring secondary education with apprenticeship certificate.

výchovný poradce (Výchovný poradce,výchovného poradce,výchovnému poradci, výchovném poradci,výchovným poradcem,výchovní poradci,výchovných poradců, výchovnými poradci,výchovným poradcům,výchovných poradcích): A member of the educational staff (counsellor) at any basic and upper secondary school. They are teachers of origin with special training, their teaching duty is reduced.

vysoká škola (Vysoká škola,Vysoké školy,vysoké školy,vysoké škole,vysokou školou,vysokých škol,vysokým školám,vysokých školách,vysokými školami): It is the general term for a higher education institution or university. The institutions can provide Bachelor's, Master's and in case of a university also Doctoral study programmes, carry out lifelong education. They achieve their aim by close relations of teaching with academic, research, developmental, artistic or other creative activities.

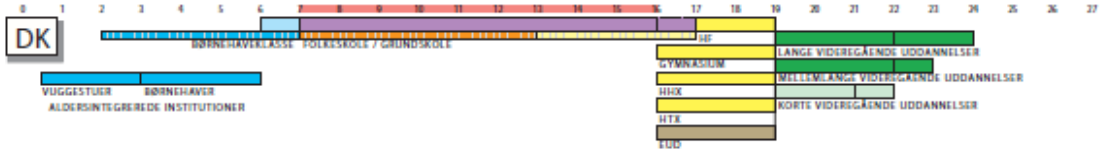
vyšší odborná škola (Vyšší odborná škola,vyšší odborné školy,vyšší odborné škole,vyšší odbornou školu,vyšší odbornou školou,vyšších odborných škol,vyšším odborným školám,vyšších odborných školách,vyššími odbornými školami): Schools providing tertiary professional education (ISCED 5B). The study is finished by the absolutorium examination. Tertiary professional school graduates are awarded a degree diplomovaný specialista (a qualified specialist) written after his/her name and abbreviated as DiS.

vyšší odborné vzdělání (Vyšší odborné vzdělání,vyššího odborného vzdělání,vyššímu odbornému vzdělání,vyšším odborném vzdělání,vyšším odborným vzděláním): a) Tertiary professional education is a level of education (ISCED B) achieved after a successful graduation at a tertiary professional school. The lenght of tertiary professional education, in the day form of attendance, lasts three years including vocational training, with regard to medical branches it lasts up to three and half years and is finished with the final school leaving examination - absolutorium. b) Tertiary professional education at conservatoire. An art education which lasts either six years in a day form of attendance (first four years correspond to ISCED level 3B) or eight years (first six years correspond to ISCED level 3B).
výuční list (Výuční list,výučního listu,výučnímu listu,výučním listu,výučním listem,výuční listy,výučních listů,výučním listům,výučních listech,výučními listy): Apprenticeship certificate obtained on completion of the vocational upper secondary education (střední vzdělání s výučním listem). The výuční list states a clause on graduation of practical education.
základní škola (Základní škola,základní školy,základní škole,základní školu,základní školou,základních škol,základním školám,základních školách,základními školami): A school where pupil fulfils his/her compulsory school attendance. It is divided into two stages, first (1-5 grades) corresponding to the primary level, and second stage (6-9 grades) corresponding to the lower secondary level. On completion of school pupils acquires a level of basic education. The organising body is a municipality.
základní škola praktická (Základní škola praktická, základní školy praktické, Základní školy praktické): Type of basic school (ISCED 1+2) intended for pupils with mild mental disability. Pupils acquire the level of basic education – základní vzdělání (ISCED 2B). Former term - zvláštní škola.
základní škola speciální (Základní škola speciální,základní školy speciální,základní škole speciální,základní školu speciální,základní školou speciální,základních škol speciálních, základním školám speciálním, základních školách speciálních,základními školami speciálními): Type of basic school (ISCED 1+2) offering education to pupils with severe mental disability, multiple disabilities and autism. Upon completing educational programme of základní škola speciální pupils acquire the level of basic education (ISCED 2C). Former term – pomocná škola.
základní umělecká škola (Základní umělecká škola,základní umělecké školy,základní umělecké škole,základní uměleckou školu,základní uměleckou školou,základních uměleckých skol,základním uměleckým školám,základních uměleckých školách,základními uměleckými školami): A basic school of art providing basic education in individual fields of art and preparing pupils for studying courses and branches taught at the upper secondary schools of artistic nature and conservatoires. It can organise adult education.
základní vzdělání (Základní vzdělání,základního vzdělání,základnímu vzdělání, základním vzdělání,základním vzděláním): A level of basic education acquired by a pupil through successful completion of the education programme of basic education at a basic school, at the lower secondary level of six- or eight-year gymnázium, or in the corresponding level of the eight-year education programme at a conservatoire. The level of basic education can be also acquired after completing compulsory school education through successfully completion of the course for acquiring basic education organised at basic or secondary schools.
závěrečná zkouška (Závěrečná zkouška,závěrečné zkoušky,závěrečné zkoušce, závěrečnou zkoušku, závěrečnou zkouškou, závěrečných zkoušek, závěrečným zkouškám, závěrečných zkouškách, závěrečnými zkouškami): A final school-leaving examination in the fields of study providing secondary education and secondary education with an apprenticeship certificate. It consists of practical and theoretical examination of vocational subjects and in case the education is completed by attaining apprenticeship certificate of a written and oral examination as well as a practical examination.

Source: Eurydice, Eurybase - Czech Republic - (2006/07).

DENMARK

Organisation of the education system in Denmark, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

DENMARK	
Pre-Primary	
1850-1900	Development of private institutions with pedagogical objectives opened on a part-time basis for children of the more privileged classes.
1919	Subvention from the State to institutions with a social vocation.
1933	Social reform → pre-primary institutions with social vocation entitled for State subventions equal to up to 50% of their operational expenditure.
1949	State subventions allocated to all pre-primary institutions (including those without a social vocation).
1964	Act of 1964 compelling authorities to make available all public services to all citizens.
1976	Social Assistance Act demanding that the municipailities create the necessary structures with a view to meeting the needs of the families.
1987	Delegation by the State to the municipalities of the responsibility for the fiancial administration of pre-school institutions.

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe; Danmarks Pædagogiske Bibliotek: Skolelove. URL: http://www.dpb.dpu.dk/site.aspx?p=333&page=search&type=Folkeskolen.

DENMARK	
Single Structure Education (Primary - Lower Secondary)	
1814	Foundation of the "Folkeskole" (public schools). All children were given the right to 4 years of education. Planned training of teachers developed in parsonages and State training colleges, and introduction of better municipal primary schools and independent schools for children in rural areas all over Denmark.
1867	Law about the recruitement of teachers in public schools.
1900	New Education Acts which changed the Danish basic school by expanding the curriculum.
1900	Decree from the Ministry of Church and Education of 6 April 1900 about teaching plans for public schools ("folkeskoler").
1903	Establishment of a 3-year middle school, beginning at age 11-12, aiming at linking the Folkeskole and the Réal-class (lower secondar school) and the Gymnasium.
1908	Law about teachers' salaries in "Folkeskoler".
1919	Law about teachers' salaries in "Folkeskoler".
1931	Law about teachers' salaries in "Folkeskoler".
1937	Law about "Folkeskolen" (18/05/1937) defining Folkeskoler as 7-year public basic schooling covering primary and lower secondary education, an optional pre-school class and a supplementary optional year preparing for the lower-secondary examination "Réaleksamen". The Law also regulates Folkeskoler's teachers recruitement by imposing the completion of the Teaching Examination ("Lærerprove") to be entitled to teach (rule strictly applicable to all teachers except those with more than 10 years of experience, or those practicing in schools with less than 10 pupils, who are eligeable for special derogations).
1946	Law about teachers' salaries in "Folkeskoler".
1954	Law about the training of "Folkeskoler" teachers ("Lov af 11/06/1954 om uddannelse af lærere til folkesolen").
1958	Reorganisation of middle schools to form a superstructure at the upper end of "Folkeskole" with two lines: a 3-year academically oriented 'real'-department and the 8th-10th forms -> Extension of compulsory education from 4 to 7 years.
1966	Act on teachers' training requiring an upper secondary education (i.e. "studentereksamen" or higher preparatory examination (HF)) to be admitted for teacher training. The Act also introduced a pedagogical specialisation → grow of interest for special education at the expenses of small children education.
1967	Abolishment of corporal punishment in Danish schools.
1971	Extension of compulsory education from 7 to 9 years.
1975	Act abolishing the réal-class department and introducing two completely new examinations: the Leaving Examination of the "Folkeskole" and the Advanced Leaving Examination of the Folkeskole (held on a single-subject basis).
1975	Act on the "Folkeskole" introducing pupils' right of participation in class concerning what should be dealt with in the teaching and introduction of pupils' councils.
1977	Act on general admission restriction in higher education providing a coordinated enrolment procedure.
1978	Act on course activities at colleges training teachers for the "folkeskole". Response to the decreasing need for teachers.
1979	Colleges of education included in the 1977 Act on general admission restriction in higher education to enlarge the enrolment procedure in colleges of education.
1982	Removal of the educational specialisation and introduction of new liberal examination forms in teacher training. The objective was to adapt demand and supply of teachers in the educational system.
1987	"7-points programme" improving the framework and content of the "folkeskole" and establishing local centres of culture in connection with the school.
1989	Act on administration of the "folkeskole", based on the principles of target and framework management (decision-making decentralisation by transferring the responsability of schools from the counties to the municipalities, and establishment of school boards replacing teacher councils).
1990	New Act introducing new provisions regarding the administration of schools empowering headmasters with more managerial competences and establishing school boards with large parental representation.

1991	Act on teacher training describing the framework of the teacher training programme: a first part composed of a basic course with common core subjects and a second part containing the main subjects as well as general didactics and a pedagogical special study.
1992	Order on the education of "folkeskole" teachers allowing for internal examination and the use of internal examiners.
1993	**(1)** Agreement on duty hours making a distinction between tecahing time ("undervisningstid"), preparation time ("forberedelsestid") and other time (øvrig tid). The proportion between teaching time and preparation time was set as 1:1, and each teacher was allocated 100 hours a year as "other time". The annual working time was set to be 1924 hours, and the normal working week was set to be 37 hours. The civil servant status was replaced by employment on group contract basis for future appointments. **(2)** Act on the "folkeskole" introducing teacher-pupil cooperation → new working methods and interdisciplinary courses; pupil-centred instruction, introducing differentiated teaching; reduction of teacher's freedom of action; integration of pupils from other countries in Danish culture.
1994	Act promoting differentiated teaching, i.e. teaching adapted to the individual pupil as far as possible.
1997	Act on teacher training eliminating the small subjects of the 1991 programme. The students are now trained to teach four of the subjects of the Folkeskole and not like before all subjects, an examination with external examiners appointed by the Ministry of Education is required, and IT is integrated everywhere in the teacher training.
1999	Teacher agreements signed by the Danish Union of Teachers and the National Association of Local Authorities. Definition of a new teacher's role; introduction of forms of cooperation between all participants in all the education process; salaries made more flexible, decentralised and individualised; and linkage of salaries to the targets and results of teachers activities.
2000	Act on the Danish University of Education and Act on centers for higher education (CVU-act) reducing the number of educational institutions for teachers; and reducing costs of these institutions.
2003	Act aiming at strengthening the subject knowledge and skill of the pupils.

Glossary

Efterskole (efterskoler): Alternative provision which enables 14-16/17-year-olds to meet the compulsory education obligation outside the traditional mainstream education system.

Folkeskole (Folkeskoler, Folkeskolen): Municipal basic school offering 10 years of comprehensive primary and lower secondary education(from the 0th to 9th form level), an optional pre-school class and a supplementary optional 11th year(the 10th form level).

Gymnasium (Gymnasiums): School offering a 3-year academically oriented course of general upper secondary education based on the 9th form of the Folkeskole and completed by an examination (the Studentereksamen which qualifies for admission to higher education.

Réaleksamen (Réal-class): Particular kind of lower-secondary examination. Abolished in 1978.

Sources: Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe; Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html; Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18); Danmarks Pædagogiske Bibliotek: Skolelove. URL: http://www.dpb.dpu.dk/site.aspx?p=333&page=search&type=Folkeskolen.

Source: Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice, 2002; Danmarks Pædagogiske Bibliotek: Skolelove. (URL: http://www.dpb.dpu.dk/site.aspx?p=333&page=search&type=Folkeskolen); NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12, consulted 6-7 April 2009).

DENMARK	
Upper Secondary and post-Secondary non-Tertiary	
1871	The scientific and technical development of the 19th century led to a division of the Gymnasium education into two lines: the linguistic and the mathematics-science line.
1875	Public grants allocated to the construction of technical and commercial schools (first allocated by the State then by municipalities).
1888	Establishment of the 3-year Higher Commercial Examination (HHX) on a private initiative at Niels Brock's Business College in Copenhagen with a structure, which in the main can be found in the programme today. The range of subjects comprised both commercial and general subjects.
1889	Apprenticeship Act regulating the conditions of the apprentices (e.g., the contractual relationship between master and apprentice was re-established and a fixed framework was provided for the school instruction).
1891	Establishment of the Association of Technical Schools in 1891 leading to the development of curricula and the publishing of textbooks and exercise books.
1903	At Gymnasium, Latin and Greek were replaced by English, German and French as the main subjects of the linguistic line. At the same time, the 3-year course of the Gymnasium was put in organic connection with the municipal school through the establishment of the Middle School (grades 6-9), which was later on replaced by the Real School.
1920	The "Rigsdag" (the parliament of the time) adopted the first business college act, which i.e. entitled the Niels Brock Business College to call itself a "higher business school". This act introduced supervision of the activities of the business colleges, and the HHX (Higher Commercial Examination) became a State-controlled examination.
1921	Apprenticeship Act establishing a provision, whereby the employers' and employees' organisations of the individual trades can make recommendations to the misniter regarding the holding of journeymen's tests.
1927	First ministerial orders regarding the content of the teaching in higher commercial schools.
1956	Apprenticeship Act abolishing the limit on the number of apprentices; changing the teaching from evening to day school; and strengthening the role of trade committees in the elaboration of teaching plans.
1965	Transfer of the responsability of the programme of the higher commercial schools to the Ministry of Education (until 1967, it had been the responsability of the Ministry of Trade).
1967	Introduction of the Higher Preparatory Examination (HF) in a political climate, which was characterised by a desire to extend educational possibilities to new groups in society. Originally, it was the idea to create a two-year course aimed specifically at prospective candidates for teacher training. But the course design was soon rearranged into an alternative route to further and higher education.
1970s	Experiments with a new structure of vocational education and training were initiated in the beginning of the 1970s to respond to the increasing proportion of young people who chose an academic education in the 1960s, which created a shortage in the intake to the apprenticeship courses compared to the demand for skilled labour.
1972	The HHX (Higher Commercial Examination) was granted the status of a university entrance examination in connection with a revision of the content and the introduction of more rigorous admission requirements.
1977	Act on Basic Vocational Education (the so-called EFG-Act). The innovative aspect of EFG was that the students commenced the course with a whole year at a vocational college before their practical training. During this period, they were given a broad introduction to a whole "family" of vocational programmes. The EFG-programmes were created as complements to the apprenticeship programmes of 1956 (not as substitutes).
1982	The HHX programme offered at all business colleges. Establishment on an experimental basis of the 3-year Higher Technical Examination (HTX).

1987	(June) Report by the special committee, designated in 1986 by the Minister of Education, revising the existing system of basic vocational education and training. The report proposed the introduction of a system, which comprised the existing apprenticeship programmes, the EFG-programmes and the basic technical programmes. The report stressed that the programmes should at the same time be youth education programmes, confer vocational qualifications and form the basis of further studies.
1988	The HTX (Higher Technical Examination) was granted the status of a university entrance examination.
1991	New reform of the system emanating from the 1987 Report on the basic vocational educational and training system.
1996	Reform of the commercial vocational education and training programmes. The aims of the new act are to enhance the quality of vocational education, to cultivate talent and to encourage companies and colleges to organise interactive learning activities.
1997	Introduction of the basic eductaion programme for social- and health educator assistants (part of the vocational upper secondary education system).
1999	New Vocational Education and Training Act (VET) passed by the Danish Parliament. The reform marks an innovation of the technical VET programmes, in particular, but also implies considerable changes in the commercial VET programmes (came into force 1st January 2001).
2002	Reform of the social and health education programmes aiming at strengthening the quality of the programme and recruiting more young people. The reform entailed among other things an extension of the introductory period, a harmonization of the admission procedure and new elements in the instruction such as more interdisciplinary courses, a focus on more active learning and individual education plans for all students.
2003	Reform of the general upper secondary education (took effect in the school year 2005/06). The most profound effect of the reform was that it changed the structure of the four general upper secondary educations; the 3-year upper secondary school leaving examination Studentereksamen (STX) the 3-year higher commercial examination HHX, the 3-year higher technical examination HTX and the 2-year higher preparatory examination HF. From August 2005 onwards, the general upper secondary educations entail an introductory period of 6 months' duration, which is common for all students. In the 2-year higher preparatory examination program, however, this period is approximately four weeks. In the introductory period, the students will receive tuition within humanities as well as social and natural sciences. At the end of the introductory period, all students choose an issue-specific direction; that is, choose subjects to concentrate on within certain predetermined frameworks and combinations.

Glossary

Erhvervsgrunduddannelse (EGU): Basic Vocational Education.

Folkeskole (Folkeskoler, Folkeskolen): Municipal basic school offering 10 years of comprehensive primary and lower secondary education(from the 0th to 9th form level), an optional pre-school class and a supplementary optional 11th year(the 10th form level).

Gymnasium (Gymnasiums): School offering a 3-year academically oriented course of general upper secondary education based on the 9th form of the Folkeskole and completed by an examination (the Studentereksamen which qualifies for admission to higher education.

HF: Higher preparatory examination course. A 2-year academically oriented course of general upper secondary education based on the 10th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.

HHX: Higher commercial examination course. Vocational upper secondary school form offering a 3-year course of vocational (commercial) and general education based on the 9th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.

HTX: Higher technical examination course. Vocational upper secondary school form offering a 3-year course of vocational (technical) and general education based on the 9th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.

Studentereksamen: General upper secondary school leaving examination which qualifies for admission to higher education.

Sources:

Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

DENMARK	
Tertiary	
19th century	Establishment of a number of specialised institutions: the Technical Univeristy of Denmark (Danmarks Tekniske Universitet), the Royal Veterinary and Agricultural University (Den Kgl. Veterinær- og Landbohøyskole), and the Danish University of Pharmaceutical Sciences (Danmarks Farmaceutiske Universitet).
20th century	Eight new universities were added to the already exisiting, namely the University of Aarhus (Aarhus Universitet), University of Southern Denmark (Syddansk Universitet), Roskilde University (Roskilde Universitetscenter), Aalborg Univeristy (Aalborg Universitet), Copenhagen Business School (Handelhøjskolen i København), Aarhus School of Business (Handelhøjskolen i Århus), the Danish University of Education (Danmarks Pædagogiske Universitet), and The IT University of Copenhagen (IT-Universitetet i København).
1997	Act on short-cycle non-University education (KVU) laying down the legislative basis for the vocational academy programmes ("29/12/1997 Lov om korte videregående uddannelser (erhversakademiuddannelser)").
2000	Act on medium-cycle non-university education (MVU) laying down the legislative basis for the content of the programmes ("31/05/2000 Lov om mellemlange videregående uddannelser").
2002	Ministerial Order no. 114 of 8 March 2002 (BEK nr 280 af 21/03/2002) on provisions concerning the PhD-degree.

Glossary

Den Koordinerede Tilmelding (KOT): The Enrolment Secretariat.

Erhvervsgrunduddannelse (EGU): Basic Vocational Education.

Gymnasium (Gymnasiums): School offering a 3-year academically oriented course of general upper secondary education based on the 9th form of the Folkeskole and completed by an examination (the Studentereksamen which qualifies for admission to higher education.

HF: Higher preparatory examination course. A 2-year academically oriented course of general upper secondary education based on the 10th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.

HHX: Higher commercial examination course. Vocational upper secondary school form offering a 3-year course of vocational (commercial) and general education based on the 9th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.

HTX: Higher technical examination course. Vocational upper secondary school form offering a 3-year course of vocational (technical) and general education based on the 9th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.

Professionsbachelorgrad (Professionsbachelor): Professional bachelor's degree.

Studentereksamen: General upper secondary school leaving examination which qualifies for admission to higher education.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

DENMARK
Glossary
Efterskole (efterskoler): Alternative provision which enables 14-16/17-year-olds to meet the compulsory education obligation outside the traditional mainstream education system.
Den Koordinerede Tilmelding (KOT): The Enrolment Secretariat.
Erhvervsgrunduddannelse (EGU): Basic Vocational Education.
Folkeskole (Folkeskoler, Folkeskolen): Municipal basic school offering 10 years of comprehensive primary and lower secondary education(from the 0th to 9th form level), an optional pre-school class and a supplementary optional 11th year(the 10th form level).
Gymnasium (Gymnasiums): School offering a 3-year academically oriented course of general upper secondary education based on the 9th form of the Folkeskole and completed by an examination (the Studentereksamen which qualifies for admission to higher education.
HF: Higher preparatory examination course. A 2-year academically oriented course of general upper secondary education based on the 10th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.
HHX: Higher commercial examination course. Vocational upper secondary school form offering a 3-year course of vocational (commercial) and general education based on the 9th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.
HTX: Higher technical examination course. Vocational upper secondary school form offering a 3-year course of vocational (technical) and general education based on the 9th form of the Folkeskole and completed by an examination which qualifies for admission to higher education.
Professionsbachelorgrad (Professionsbachelor): Professional bachelor's degree.
Réaleksamen (Réal-class): Particular kind of lower-secondary examination. Abolished in 1978.
Studentereksamen: General upper secondary school leaving examination which qualifies for admission to higher education.

Source: Eurydice, Eurybase - Denmark - (2006/07).

FINLAND

Organisation of the education system in Finland, 2007/08

Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

FINLAND	
Pre-Primary	
1973	Act on children's Day Care (36/1973) and Decree on Children's daycare 1973/239 stating that children before school age (which is fixed at 7 year-old) have a legal right for daycare organised by the municipality.
1984	A pre-primary curriculum for 6 year-olds was drawn up to provide a guideline for pre-primay education both within the day-care system and in comprehensive schools (Finnish: "peruskoulu"; Swedish: "grundskola").
1985	Inclusion in the Comprehensive Schools Act of a legal provision for the organisation of pre-primary education in the year preceding the start of compulsory school.
1996	Act on children's Care at Home and Private Daycare (1128/1996).
1998	Required qualifications of staff governed by the Decree on the Qualifications of Educational Staff (986/1998); Financial provisions included in the Act (635/1998) and Decree (806/1998) on the Financing of Educational and Cultural Provision.
1999	Basic Education Act (amend. 1288/1999) and Decree (852/1998) depicting the provisions for pre-primary education. Pre-primary education is provided free of charge (reform fully implemented as from August 2001).

Glossary

Grundskola (Grundskolan,grundskolor,grundskolorna,grundskolans): Comprehensive school (peruskoulu) provides basic education, or in other words, education for children from the ages of 6/7 to 15/16. There is no division into lower and upper stages. Compehensive school comprises 9 years and a voluntary additional year.

Peruskoulu: Comprehensive school (peruskoulu) provides basic education, or in other words, education for children from the ages of 6/7 to 15/16. There is no division into lower and upper stages. Compehensive school comprises 9 years and a voluntary additional year.

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

FINLAND	
Single Structure Education (Primary - Lower Secondary)	
1866	Foundation of the Finnish Folk School system (6 years of education).
1921	Act concerning general compulsory education. Compulsory education was completed once the child had successfully completed the Folk School (6 years) or a corresponding syllabus in some other way. Upon completion of Folk School, pupils could continue at civic schools, which offered a 2- or 3-year education. after civic school, it was possible to move up to vocational school, for instance.
1970s	Reform of the school system and compulsory education: Gradual change from a two-tier system - comprising Folk School (4 or 6 years of primary school) and secondary school (the more academic brancj following completion of 4 years at Folk School) - into a comprehensive system. The previous Folk School, civic school and lower secondary school were replaced by a 9-year comprehensive school offering general basic education; and upper secondary school was separated from secondary school to form a distinct form of institution.
1971	"Oppetajankoulutuslaki", 844/1971: Teacher Education Act upgrading and transferring initial training for primary education from tacher training colleges to university educatin institutions.
1972-1977	Progressive implementation of the nine-year compulsory school ("peruskoulu") with an administrative division between the lower and upper secondary stages.
1978	Decree 530/1978 on Studies in Education: the requirements for teachers in lower secondary education were upgraded from a university degree of "kandidaatin tutkinto" (awarded following 3 years of full-time university study) to a "maisterin tutkinto" (5 years of full-time university study).
1984	Teacher agreement introducing an increase in the initial pay of new tecahers and significant changes in the collective agreement system of the educational sector.
1985	Comprehensive Schools Act ("peruskoululaki"): first step to schools' autonomy. Individualization of teaching due to more heterogenety of groups, and increase of number of part-time teachers because of a higher number of optional courses.
1991	National Board of Education Act (182/1991) and Decree on the National Board of Education (183/1991) harmonizing educational administration and ablishing the national inspectorate. Objective: increase autonomy and responsibilities of schools and individual teachers.
1992	Measures reducing eductaional expenditure: raise of the minimum number of pupils required for the maintenance of a teaching post and spread of the employment of replacement teachers during term time.
1993-1994	New time allocation and national cor ecurriculum for comprehensive schools: increase of choice of subjects and increase of local decision-making power.
1995	Decree on Degrees in Education and Teacher Education (576/1995) expanding teachers' professional qualifications.
1996	More governmental resources allocated to in-service training.
1998	Basic Education Act (628/1998) and Decree (852/1998) uniformizing initial teacher training and abolishing the administrative division of secondary education into lower and upper secondary stages adopted in the early 1970s → single-structure basic education.
1998-2000	National Survey (OPEPRO) aiming at determining the initial and continuing training needs of teachers and at making proposals concenring the fture o teacher training.
1999	Amendement to the Decree on Qualifications of Educational Staff (986/1998): teachers required to have completed study in their subject with a minimum of 35 credits (1,400 hours).
2000-2004	Programme OPE.FI led by the Ministry of Education aiming at developing the basic skills needed to use ICT for educational purposes (course corresponding to 1 credit).
2001	Government Decree on the objectives and distribution of lesson hours in basic education (1435/2001).
2001-2003	Programme launched by the Ministry of Education to expand teacher training in order to increase the number of teachers by 3000.

Glossary

Aikuislukio: Upper secondary schools for adults (aikuislukio). Either separate schools for adults or separate sections for adults in normal upper secondary schools. In 'aikuislukiot' it is possible for adults to complete the comprehensive school 'peruskoulu', upper secondary school or take courses in individual subjects.

Folkhögskola (Folkhögskolor,Folkhögskolorna): Folk high schools (folhögskolorna) are national institutions of adult education, operating as boarding schools. Mainly privately owned. Usually they have an ideological background.

Grundskola (Grundskolan,grundskolor,grundskolorna,grundskolans): Comprehensive school (peruskoulu) provides basic education, or in other words, education for children from the ages of 6/7 to 15/16. There is no division into lower and upper stages. Compehensive school comprises 9 years and a voluntary additional year.

Gymnasium: Institution offering 3 years of full-time general upper secondary education for pupils aged 16 to 19. Admission is based on successful completion of basic education.

Kansalaisopisto: Adult education centres (kansalaisopistot) are maintained by municipalities. They mainly offer general education according local education needs.

Kansanopisto: Folk high schools (kansanopistot) are national institutions of adult education, operating as boarding schools. Mainly privately owned. Usually they have an ideological background.

Lukio: Institution offering 3 years of full-time general upper secondary education for pupils aged 16 to 19. Admission is based on successful completion of basic education.

Medborgarinstitut (Medborgarinstitutet,medborgarinstituten): Adult education centres (medborgarinstitut) are maintained by municipalities. They mainly offer general education according local education needs.

Peruskoulu: Comprehensive school (peruskoulu) provides basic education, or in other words, education for children from the ages of 6/7 to 15/16. There is no division into lower and upper stages. Compehensive school comprises 9 years and a voluntary additional year.

Vuxengymnasium (vuxengymnasiet,vuxengymnasier,vuxengymnasierna): Upper secondary schools for adults (aikuislukio). Either separate schools for adults or separate sections for adults in normal upper secondary schools. In 'aikuislukiot' it is possible for adults to complete the comprehensive school 'peruskoulu', upper secondary school or take courses in individual subjects.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18) ;
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009).

FINLAND	
Upper Secondary and post-Secondary non-Tertiary	
1843	First "gymnasium and school regulations" (drawn while Finland was an autonomous part of Russia).
1852	University entrance examination → origin of the current national matriculation examination (Finnish: "ylioppilastutkinto", Swedish: "studentexamen") that completes the upper secondary school syllabus.
1874	Uniformisation of the matriculation examination and obligation to hold the written matriculation examination tests at educational institutions providing education leading to university studies.
1872	New school regulations stipulating that upper secondary school is the upper stage of secondary school.
After WWII	Systematic development of vocational education and training.
1966	Establishment of the National Board of Vocational Education within the organisation of the Ministry of Trade and Industry.
1968	Transfer of the National Board of Vocational Education under the Ministry of Education.
1970s	Comprehensive School Reform: general upper secondary school, which was so far part of grammar schools, became a separate form of education.
Since 1985	Fundamental structural and pedagogical changes of upper-secondary general education, including the creation of a uniform upper secondary education system and a uniform vocational upper secondary and post-secondary education.
1991	Merge of the National Board of Vocational Education with the National Board of General Education under the name of the National Board of Education.
1998-2001	Reform of the entire Finnish system of vocational education and training (both upper secondary and tertiary): General Upper Secondary Schools Act (628/1998) and Decree (810/1998) on the General National Objectives of Upper Secondary Education and the Distribution of Lesson Hours; Vocational Education and Training Act (630/1998) and Decree (811/1998); and special Act on the Financing of the Provision of Education and Culture. Until the transitional period of 1998-2001 it was possible to obtain both secondary and tertiary vocational qualifications upon completion of either comprehensive school, (Finnish: peruskoulu, Swedish: grundskola), or general upper secondary school,(Finnish: lukio, Swedish: gymnasium). Education based on the upper secondary school matriculation examination was half a year or one year shorter than education based on the comprehensive school syllabus. Since 1 August 2001 all programmes leading to upper secondary vocational qualifications take three years to complete and comprise 120 credits (one credit is equal to 40 hours of students' average workload). The three-year vocational qualifications give general eligibility for both polytechnics and universities.
2002	Decree 955/2002 on the GeneRAL National Objectives of Upper Secondary Education and the Distribution of Lesson Hours (complementing the Act and Decrees of 1998).

Glossary

Aikuislukio: Upper secondary schools for adults (aikuislukio). Either separate schools for adults or separate sections for adults in normal upper secondary schools. In 'aikuislukiot' it is possible for adults to complete the comprehensive school 'peruskoulu', upper secondary school or take courses in individual subjects.

Ammatillinen aikuiskoulutuskeskus: Vocational adult education centres (ammatilliset aikuiskoulutuskeskukset) are municipal or private educational institutions which arrange vocational adult education.

Folkhögskola (Folkhögskolor,Folkhögskolorna): Folk high schools (folhögskolorna) are national institutions of adult education, operating as boarding schools. Mainly privately owned. Usually they have an ideological background.

Fristående examen (Fristående examina): Competence-based examinations are intended for the demonstration of vocational skills. Taking the examination is not dependent on how the person concerned has acquired his/her vocational knowledge and skills. The examinations are mostly taken in connection with various preparatory training courses. They are open to both adults and young people, irrespective of their educational background. The qualifications that can be taken in competence-based examinations are vocational qualifications, further vocational qualifications and specialist vocational qualifications.

Gemensam elevansökan: In joint application system (gemensam elevansökan) an applicant can apply for five institutions, including both general upper secondary schools and vocational institutions. The 'Yrkeshögskolorna' have a separate system for themselves. The joint application 'gemensam elevansökan' takes place twice every year - once during the spring and once during the autumn.

Grundskola (Grundskolan,grundskolor,grundskolorna,grundskolans): Comprehensive school (peruskoulu) provides basic education, or in other words, education for children from the ages of 6/7 to 15/16. There is no division into lower and upper stages. Compehensive school comprises 9 years and a voluntary additional year.

Gymnasium: Institution offering 3 years of full-time general upper secondary education for pupils aged 16 to 19. Admission is based on successful completion of basic education.

Kansanopisto: Folk high schools (kansanopistot) are national institutions of adult education, operating as boarding schools. Mainly privately owned. Usually they have an ideological background.

Läroavtalsutbildning (Läroavtalsutbildningen,läroavtalsutbildningar,läroavtalsutbildningarna): In Finland, apprenticeship training is used in vocational upper secondary education, in preparatory
training for competence-based examinations and in other types of additional training. Traditionally, apprenticeship has primarily been an education form for adults, but in recent years apprenticeship training has been increasingly targeted at young people as well. Apprenticeship training leads, on the one hand, to the same vocational upper secondary qualifications as the education provided by vocational institutions and, on the other, to further vocational qualifications and specialist vocational qualifications (mainly intended for adults), which require more advanced vocational skills in the field or occupation in question.

Lukio: Institution offering 3 years of full-time general upper secondary education for pupils aged 16 to 19. Admission is based on successful completion of basic education.

Näyttötutkinto: Competence-based examinations are intended for the demonstration of vocational skills. Taking the examination is not dependent on how the person concerned has acquired his/her vocational knowledge and skills. The examinations are mostly taken in connection with various preparatory training courses. They are open to both adults and young people, irrespective of their educational background. The qualifications that can be taken in competence-based examinations are vocational qualifications, further vocational qualifications and specialist vocational qualifications.

Oppisopimuskoulutus: In Finland, apprenticeship training is used in vocational upper secondary education, in preparatory training for competence-based examinations and in other types of additional training. Traditionally, apprenticeship has primarily been an education form for adults, but in recent years apprenticeship training has been increasingly targeted at young people as well. Apprenticeship training leads, on the one hand, to the same vocational upper secondary qualifications as the education provided by vocational institutions and, on the other, to further vocational qualifications and specialist vocational qualifications (mainly intended for adults), which require more advanced vocational skills in the field or occupation in question.

Peruskoulu: Comprehensive school (peruskoulu) provides basic education, or in other words, education for children from the ages of 6/7 to 15/16. There is no division into lower and upper stages. Compehensive school comprises 9 years and a voluntary additional year.

Studentexamen (Studentexamina): The national matriculation examination (studentexamen) in the general upper secondary school gives general eligibility for all higher level studies.

Vuxengymnasium (vuxengymnasiet,vuxengymnasier,vuxengymnasierna): Upper secondary schools for adults (aikuislukio). Either separate schools for adults or separate sections for adults in normal upper secondary schools. In 'aikuislukiot' it is possible for adults to complete the comprehensive school 'peruskoulu', upper secondary school or take courses in individual subjects.

Yhteishakujärjestelmä: In joint application system (yhteishakujärjestelmä) an applicant can apply for five institutions, including both general upper secondary schools and vocational institutions. The 'ammattikorkeakoulut' have a separate system for themselves. The joint application 'yhteishaku' takes place twice every year - once during the spring and once during the autumn.

Ylioppilastutkinto: The national matriculation examination (ylioppilastutkinto) in the general upper secondary school gives general eligibility for all higher level studies.

Yrkesutbildningscentrum (yrkesutbildningscentret, yrkesutbildningscentra, yrkesutbildningscentren): Vocational adult education centres (Yrkesutbildningscentren) are municipal or private educational institutions which arrange vocational adult education.

Sources:

Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

FINLAND	
Tertiary	
1908	Foundation of the second university of Finland, the present Helsinki University of Technology.
1910s	Establishment of a Finnish-language university and a Swedish-language university in turku.
1950s-1960s	Creation of institutions specialising in the fields of economics and technology (mainly in Southern Finland).
1960s-1970s	Rapid growth and regional expansion of the higher education system. In addition, incorporation of all teacher training into universities and introduction of arts education at university level. Establishment of first centres for continuing education in the 1970s including open university programmes (Finnish: "avoin yliopisto", Swedish: "Öppen universitetsundervisning") (by the 1980s, all Finnish universities had one).
1966	First Higher Education Development Act for 1966-86. Purpose: to ensure the steady growth of resources for higher education, to increase the number of study places, in particular in technology, natural sciences and medecine, as well as to increase regional equality and ensure the international compatibility of the system.
1987	New Higher Education Development Act for 1986-91. Purpose: to guarantee universities a significant increase in resources and to prepare the ground for internal reform of the higher education system with a shift from universities' steering through legislation to steering by results.
1990	Act (1354/1990) on statutes governing Swedish-language higher education (complemented by the Decree (1287/1991) on the Co-ordination of Swedish-language Higher Education).
1991	Act (856/1991) and Decree (1581/1991) on Filling the Vacancies of Professor and Associate Professor at an Institution of Higher Education.
1992	Establishment of the first 22 temporary polytechnics (institutions of vocational higher education).
1993	The Academy of Fine Arts gained university status. Decree on the Qualifications and Duties pertaining to University Posts (309/1993).
1994	Act (65/1994) and Decree (260/1994) on Financial Aid for Students.
1995	The college of Veterinary Medecine, previously an independent university, was annexed as a faculty of the University of Helsinki. The temporary polytechnics (established in 1992) were made permanent via a permanent operating licence delivered by the Government.
1997	Universities Act (645/1997) includes provisions on the mission of the universities, research and instruction, organisation and administration, staff and official language, students, appeals against university decisions and studnets' legal protection.
1998	Decree on the System of Higher Education Degrees (464/1998): stipulates the objectives and scope of university degrees, their general structure and content, as well as the distribution of educational responsibility between different universities (complemented by the Government Decree on University Degrees (794/2004).
2001	Law (L645/2001) on the trial polytechnic postgraduate degrees (confirmed 13 July 2001) and applied 1st January 2002.
2003	Polytechnics Act (351/2003): clarified the status (institutions of higher education) and functions (teaching, adult education, research, development and local area role) of polytechnics.

Glossary

Ammattikorkeakoulu: AMK institutions (ammattikorkeakoulu) provide higher non-university vocational education in usually multidisciplinary surroundings for matriculated students and those with qualifications from secondary vocational education.

Avoin yliopisto: Open university (avoin yliopisto) education is offered mainly to the adult population. Regardless of educational background, students can take parts of basic university degrees, but not the degrees themselves.

Gymnasium: Institution offering 3 years of full-time general upper secondary education for pupils aged 16 to 19. Admission is based on successful completion of basic education.

Kandidaatin tutkinto: Bachelor's degree (kandidaatin tutkinto) is the lower academic degree in the new two-stage degree system in the universities; before year 1994 the higher academic degree was called with that name; see also Master's degree (maisterin tutkinto).

Kandidatexamen (Kandidatexamina): Bachelor’s degree (kandidatexamina) is the lower academic degree in the new two-stage degree system in the universities; before year 1994 the higher academic degree was called with that name; see also Master's degree (magistersexamen).

Lukio: Institution offering 3 years of full-time general upper secondary education for pupils aged 16 to 19. Admission is based on successful completion of basic education.

Magisterexamen (Magisterexamina): Master's degree (magisterexamen) is the higher academic degree in the new two-stage degree system in the universities; see also Bachelor's degree (kandidatexamen).

Maisterin tutkinto: Master's degree (maisterin tutkinto) is the higher academic degree in the new twostage degree system in the universities; see also Bachelor's degree (kandidaatin tutkinto).

Öppen universitetsundervisning (Öppna universitetsundervisningen): Open university (avoin yliopisto) education is offered mainly to the adult population. Regardless of educational background, students can take parts of basic university degrees, but not the degrees themselves.

Yrkeshögskola (yrkeshögskolan,yrkeshögskolor,yrkeshögskolorna,Yrkeshögskolornas): AMK institutions (ammattikorkeakoulu) provide higher non-university vocational education in usually multidisciplinary surroundings for matriculated students and those with qualifications from secondary vocational education.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

FINLAND

Glossary

Aikuislukio: Upper secondary schools for adults (aikuislukio). Either separate schools for adults or separate sections for adults in normal upper secondary schools. In 'aikuislukiot' it is possible for adults to complete the comprehensive school 'peruskoulu', upper secondary school or take courses in individual subjects.

Ammatillinen aikuiskoulutuskeskus: Vocational adult education centres (ammatilliset aikuiskoulutuskeskukset) are municipal or private educational institutions which arrange vocational adult education.

Ammattikorkeakoulu: AMK institutions (ammattikorkeakoulu) provide higher non-university vocational education in usually multidisciplinary surroundings for matriculated students and those with qualifications from secondary vocational education.

Avoin yliopisto: Open university (avoin yliopisto) education is offered mainly to the adult population. Regardless of educational background, students can take parts of basic university degrees, but not the degrees themselves.

Folkhögskola (Folkhögskolor,Folkhögskolorna): Folk high schools (folhögskolorna) are national institutions of adult education, operating as boarding schools. Mainly privately owned. Usually they have an ideological background.

Fristående examen (Fristående examina): Competence-based examinations are intended for the demonstration of vocational skills. Taking the examination is not dependent on how the person concerned has acquired his/her vocational knowledge and skills. The examinations are mostly taken in connection with various preparatory training courses. They are open to both adults and young people, irrespective of their educational background. The qualifications that can be taken in competence-based examinations are vocational qualifications, further vocational qualifications and specialist vocational qualifications.

Gemensam elevansökan: In joint application system (gemensam elevansökan) an applicant can apply for five institutions, including both general upper secondary schools and vocational institutions. The 'Yrkeshögskolorna' have a separate system for themselves. The joint application 'gemensam elevansökan' takes place twice every year - once during the spring and once during the autumn.

Grundskola (Grundskolan,grundskolor,grundskolorna,grundskolans): Comprehensive school (peruskoulu) provides basic education, or in other words, education for children from the ages of 6/7 to 15/16. There is no division into lower and upper stages. Compehensive school comprises 9 years and a voluntary additional year.

Gymnasium: Institution offering 3 years of full-time general upper secondary education for pupils aged 16 to 19. Admission is based on successful completion of basic education.

Kandidaatin tutkinto: Bachelor's degree (kandidaatin tutkinto) is the lower academic degree in the new two-stage degree system in the universities; before year 1994 the higher academic degree was called with that name; see also Master's degree (maisterin tutkinto).

Kandidatexamen (Kandidatexamina): Bachelor's degree (kandidatexamina) is the lower academic degree in the new two-stage degree system in the universities; before year 1994 the higher academic degree was called with that name; see also Master's degree (magistersexamen).

Kansalaisopisto: Adult education centres (kansalaisopistot) are maintained by municipalities. They mainly offer general education according local education needs.

Kansanopisto: Folk high schools (kansanopistot) are national institutions of adult education, operating as boarding schools. Mainly privately owned. Usually they have an ideological background.

Läroavtalsutbildning (Läroavtalsutbildningen,läroavtalsutbildningar,läroavtalsutbildningarna): In Finland, apprenticeship training is used in vocational upper secondary education, in preparatory training for competence-based examinations and in other types of additional training. Traditionally, apprenticeship has primarily been an education form for adults, but in recent years apprenticeship training has been increasingly targeted at young people as well. Apprenticeship training leads, on the one hand, to the same vocational upper secondary qualifications as the education provided by vocational institutions and, on the other, to further vocational qualifications and specialist vocational qualifications (mainly intended for adults), which require more advanced vocational skills in the field or occupation in question.

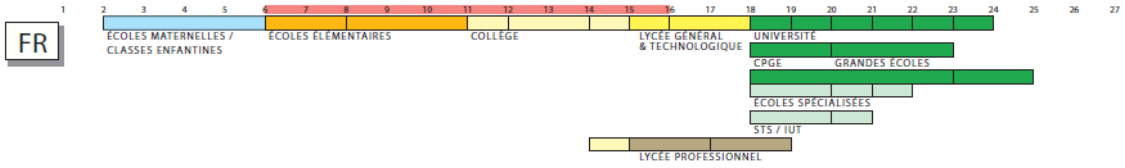
Lukio: Institution offering 3 years of full-time general upper secondary education for pupils aged 16 to 19. Admission is based on successful completion of basic education.

Magisterexamen (Magisterexamina): Master's degree (magisterexamen) is the higher academic degree in the new two-stage degree system in the universities; see also Bachelor's degree (kandidatexamen).
Maisterin tutkinto: Master's degree (maisterin tutkinto) is the higher academic degree in the new twostage degree system in the universities; see also Bachelor's degree (kandidaatin tutkinto).
Medborgarinstitut (Medborgarinstitutet,medborgarinstituten): Adult education centres (medborgarinstitut) are maintained by municipalities. They mainly offer general education according local education needs.
Näyttötutkinto: Competence-based examinations are intended for the demonstration of vocational skills. Taking the examination is not dependent on how the person concerned has acquired his/her vocational knowledge and skills. The examinations are mostly taken in connection with various preparatory training courses. They are open to both adults and young people, irrespective of their educational background. The qualifications that can be taken in competence-based examinations are vocational qualifications, further vocational qualifications and specialist vocational qualifications.
Öppen universitetsundervisning (Öppna universitetsundervisningen): Open university (avoin yliopisto) education is offered mainly to the adult population. Regardless of educational background, students can take parts of basic university degrees, but not the degrees themselves.
Oppisopimuskoulutus: In Finland, apprenticeship training is used in vocational upper secondary education, in preparatory training for competence-based examinations and in other types of additional training. Traditionally, apprenticeship has primarily been an education form for adults, but in recent years apprenticeship training has been increasingly targeted at young people as well. Apprenticeship training leads, on the one hand, to the same vocational upper secondary qualifications as the education provided by vocational institutions and, on the other, to further vocational qualifications and specialist vocational qualifications (mainly intended for adults), which require more advanced vocational skills in the field or occupation in question.
Peruskoulu: Comprehensive school (peruskoulu) provides basic education, or in other words, education for children from the ages of 6/7 to 15/16. There is no division into lower and upper stages. Compehensive school comprises 9 years and a voluntary additional year.
Studentexamen (Studentexamina): The national matriculation examination (studentexamen) in the general upper secondary school gives general eligibility for all higher level studies.
Vuxengymnasium (vuxengymnasiet,vuxengymnasier,vuxengymnasierna): Upper secondary schools for adults (aikuislukio). Either separate schools for adults or separate sections for adults in normal upper secondary schools. In 'aikuislukiot' it is possible for adults to complete the comprehensive school 'peruskoulu', upper secondary school or take courses in individual subjects.
Yhteishakujärjestelmä: In joint application system (yhteishakujärjestelmä) an applicant can apply for five institutions, including both general upper secondary schools and vocational institutions. The 'ammattikorkeakoulut' have a separate system for themselves. The joint application 'yhteishaku' takes place twice every year - once during the spring and once during the autumn.
Ylioppilastutkinto: The national matriculation examination (ylioppilastutkinto) in the general upper secondary school gives general eligibility for all higher level studies.
Yrkeshögskola (yrkeshögskolan,yrkeshögskolor,yrkeshögskolorna,Yrkeshögskolornas): AMK institutions (ammattikorkeakoulu) provide higher non-university vocational education in usually multidisciplinary surroundings for matriculated students and those with qualifications from secondary vocational education.
Yrkesutbildningscentrum (yrkesutbildningscentret, yrkesutbildningscentra, yrkesutbildningscentren): Vocational adult education centres (Yrkesutbildningscentren) are municipal or private educational institutions which arrange vocational adult education.

Source: Eurydice, Eurybase - Finland - (2006/07).

FRANCE

Organisation of the education system in France, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

FRANCE	
Pre-Primary	
1881	Transformation of asylum halls into the educational institution "écoles maternelles" under the directives of Pauline Kergomard.
1910	Creation of a pre-school inspectorate entrusted to the female members of staff.
1920	Children were led to carry out physical exercise, breathing exercises, games, graduated movement accompanied by singing.
1977	Male teachers could teach in pre-school (no longer an area reserved to female staff).
1989	Law of 10 july, art.2: "every child has to be admitted, at the age of three, to an école maternelle (pre-school) or an infant class the closest possible to their home, if their family so wishes. Looking after 2 year old children is extended as a priority to the schools located in social disadvantaged environments, whether in urban, rural or mountain zones".
1990	Agreement protocol of 20 September: underlines that early schildhood, from 0 to 6 years, is a determining period in a child's development and is often a sensitive time for families, notably in the most disadvantaged milieus.

Glossary

collège (collèges,Collège): A state or private secondary school of lower level for all pupils having finished their primary education. Schooling in these institutions lasts four years, and the classes are the sixth, fifth, fourth and third classes in ascending order.

inspecteur d'académie (inspecteurs d'académie): Académie inspector This is a civil servant in charge of département National Education services, placed under the double tutelage of the recteur and the préfet. He or she is responsible for implementing and directing the Ministry's educational policy in the département.

inspecteur de l'Education nationale (inspecteur de l'Éducation nationale,inspecteur de l'Éducation nationale,inspecteurs de l'Education nationale,IEN,inspecteurs de l'Éducation nationale): National Education inspector (IEN) This civil servant is recruited by competitive examination or by proposal from among teaching, educational or guidance staff or management staff under the authority of the Minister of National Education. The IEN is placed under the académie inspector, director of département National Education services, and is responsible for a first level school district. He or she inspects nursery and primary schools and teachers, and advises on teaching and training.

IUFM (Instituts universitaires de formation de maîtres,I.U.F.M.): University institutes of teacher training. The framework law on education, dated July 10 1989, created one IUFM in each académie. They are State institutions of higher education which, in 1991, replaced the former teacher training institutions for primary and secondary education: ecoles normales d'instituteurs, regional teaching centres, national ecoles normales for apprenticeship, and training centres for technical teachers. Each institute is attached to one or several universities or other State institutions of learning, whether scientific, cultural or vocational. In 1990)-91, three IUFMs were opened experimentally in Grenoble, Lille and Reims. on June 17 1991, 25 other IUFMs were created by Decree, so that since the autumn term 1991 there has been one institute for each of the 28 académies. The 29th, that for the Pacific, was opened in autumn 1992.

lycée (lycées): A state or private secondary school at higher level. There are two categories of lycée : those for general and technological education (LEGT), and those for vocational studies (LP).

programme scolaire (programme national,programmes scolaires,programmes nationaux,programmes scolaires nationaux,school programmes,school programme,national programme): The programmes define, for each cycle, the essential knowledge that must be acquired during this cycle as well as the methods which must be assimilated. They constitute the national framework within which teachers structure their teaching.

carte scolaire (cartes scolaires,secteur scolaire,school map,school sector): Zoning System. Method of allocating pupils at all levels of education depending on the division of académies into local catchment areas for collèges (one per 10,000 inhabitants in urban areas) and district catchment areas for Lycées (one district representing some 100,000 inhabitants in urban areas). The zoning system also refers to the allocation of teaching staff and appointments per school and local state teaching institutions (EPLE, Établissements Publics Locaux d'Enseignement).

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

FRANCE	
Primary	
1879	Third Republic: the Republicans made primary education compulsory for all children and made state primary education free and secular, liberated from the supervision of the Catholic Church which was to involved with conservatism and monarchist power.
1879-1885	Jules Ferry (Minister of State Education and head of government) carried through the Republicans' program and founded state education by developing public secular education at all levels.
1881	Establishment of free primary education.
1882	Adoption of compulsory education for all children between 6 and 13 years old.
1936	Extension of compulsory education to 14 years old.
1959	Extension of compulsory education to 16 years old.
1960s	Secondary education ("collèges") became accessible to all pupils from the age of 11. Elementary school therefore lost its "terminale" classes (final study year) ("classes de fin d'études" and "cours supérieurs" for pupils aged 11 to 13) and it no longer awarded final certificates; the "certificat d'études primaires" (final primary education certificate) had for many years been the examination which marked the successful conclusion of compulsory education.
1980s	New structural reforms, particularly with regard to "zones d'éducation prioritaires" (priority education zones) or "ZEP"s which aimed at providing a greater support to schools with the most problems.
1989	The 1989 framework law on education set out the rules relating to the organization and functioning of nursery and elementary schools (school projects; organization into cycles; assessments; better articulation between nursery school and elementary school; reduction in the number of pupils repeating a year and recommendations with regard to the reception by all pupils of a qualification by the end of their compulsory education.

Glossary

collège (collèges,Collège): A state or private secondary school of lower level for all pupils having finished their primary education. Schooling in these institutions lasts four years, and the classes are the sixth, fifth, fourth and third classes in ascending order.

directeur d'école (directeurs d'école,directeur de l'école,head teacher): Head teacher This is the head of a pre-school or primary school institution, chosen from primary school or school teachers, recruited from among those who have applied and enrolled on a list of aptitude. He or she may be dispensed entirely from teaching duties depending on the size of the school.

inspecteur d'académie (inspecteurs d'académie): Académie inspector This is a civil servant in charge of département National Education services, placed under the double tutelage of the recteur and the préfet. He or she is responsible for implementing and directing the Ministry's educational policy in the département.

programme scolaire (programme national,programmes scolaires,programmes nationaux,programmes scolaires nationaux,school programmes,school programme,national programme): The programmes define, for each cycle, the essential knowledge that must be acquired during this cycle as well as the methods which must be assimilated. They constitute the national framework within which teachers structure their teaching.

socle commun (socle commun de connaissances et de compétences,common foundation): The common foundation ("socle commun"), instituted by the decree of 11 July 2006, is structured around seven principles. It constitutes the new reference for the drafting of national educational programmes. The pupils' command of this foundation will be evaluated regularly.

ZEP (zones d'éducation prioritaire): Zones for priority education. These are areas where social conditions are such as to constitute a social risk, even an obstacle, to successful schooling for children and adolescents living there and, therefore, ultimately for their social integration. The aim of priority educaiton policy is to obtain significant improvement of pupils' school results, particularly of the most unfortunate.

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

FRANCE

Secondary and post-Secondary non-Tertiary	
1880	Law of 21 December 1880 (Camille Sée law): creation of secondary public education for girls (initiative by Jules Ferry).
1882	Adoption of compulsory education for all children between 6 and 13 years old.
1919	Astier law of 27 July: defined the status of technical education.
1936	The Jean Zay Reform: Extension of compulsory education to 14 years old; extension of free education to the secondary level and harmonization between the primary and secondary levels of education.
1950	Establishment of the "Certificat d'Aptitude à l'Enseignement Secondaire (CAPES)" qualifying certified secondary school teachers.
1952	Creation of the Regional teacher training centres ("Centres Pédagogiques Régionaux", CPRs) for candidates who had passed the written examination stage of the CAPES.
1959	The Berthoin reform (January 1959): Extension of compulsory education to 16 years old (really put into application in 1967).
1960	Institution of the "Certificat d'Aptitude Pédagogique pour les Collèges d'Enseignement Général (CAPGEC)": certificat enabling primary school teachers to teach at the lower secondary level.
1963	Creation by the Fouchet ministry of a new type of secondary-education establishment for children aged 11-12 known as the "collège".
1969	Decree No. 69-493 of 30 May officially established a new category of teachers, the "Professeurs d'Enseignement Général de Collège" (PEGC).
1971	Law on in-service education concerning all workers (Loi Delors). Previously, only national subject-based courses organised by the general inspectorate.
1975	Haby law (11 July): created the "one collège" for all children graduating from elementary school, thus constituting what has become the basic framework of lower secondary education in France.
1979	Circular of 8 November (79-381) regarding the in-service training of the maîtres (teachers) in collèges.
1980	Circular 80-310 of July 15, strengthening initial professional training of secondary school teachers in the "Centres Pédagogiques Régionaux" (CPRs, or regional teacher training centres) created in 1952. Each placement lasted 3-4 hours a week.
1982	Decree of 11 June creating a "Mission Académique à la Formation du Personnel de l'Education Nationale" (MAFPEN, or commission for public education staff training) in each "académie". Extension of the CPR training placements to 8-9 hours a week. André de Peretti report on the out-of-date in-service training of Ministry of Education staff.
1983	Secondary education institutions were given the status of local public establishments as part of the policy of decentralisation and distribution of responsibilities between the State and local government administrations.
1983	Establishment of the "Mission à la Formation et à la Recherche en Education" (MIFERE, or Delegation for Training and Research in Education) coordinating the activities of the MAFPENs.
1985	Launch of renovation and development of technological and professional training programmes with the modernisation of training curricula, development of relations between schools and companies through in-company educational activities, increase in the number of twin-cities partnerships and creation of the professional "baccalauréat".
1985	Decree of 25 July redefining the activity of the MAFPENs and MIFERE. Reduction of CPR training placements to 4-6 hours a week. Steps taken to gradually abolish the actegory of PEGC.
1986	Merge of the two ministerial directorates responsible for the "collèges" and "lycées" and establishment of the sub-directorate of in-service teacher training within the Ministry of Education.
1987	Introduction of an internal competitive examination for the "Professeurs d'Enseignement Général de Collège" (PEGC) to secue the status of "certifié". Cessation of recruitment of lower secondary school teachers among CAPGEC holders.

1989	Education policy law of 10 July (89-486), known as the Loi Jospin. Its Article 17 set up the "Instituts Universitaires de Formation des Maîtres" (IUFMs, or University Teacher Training Institutes). Enounciation of the idea that pupils should be at the heart of thinking and action on the part of teachers. An outline agreement for upgrading the status of teachers was signed by the Minister of Education and trade union organisations (included improvement of working conditions and remuneration of teachers at the beginning and end of their careers). Advises expanding in-company internships, reaffirms the goal of 80% success for a given age group on the baccalauréat exam, as well as the goal of all pupils of a given age group reaching at least the level of CAP or BEP within the next ten years.
1990	9 February Memorandum of Agreement, known as the "Protocole Durafour": concerned the whole public service and enabled teachers in secondary education to improve their internal promotion prospects. Introduction of a special compensation benefit for teachers appointed to work in "Zones d'éducation prioritaires" (ZEPs, or priority education areas).
1991	Decree and circular of 2 July giving details about the content and validation of the new IUFM training provision. Content: at least 300 hours of placement activity, 400-750 hours of subject-based training and 300-450 hours of general training spread over two years. Validation procedure: evaluation by an examining committee of a professional dissertation based on observations made during the trainee placement.
1992	Redefinition of the organisation of educational programmes in "lycées".
1992	The Ministry acquired an information system enabling it to have a good overall view of the distribution of in-service teachers in schools (EPP, "Emploi", "Postes", "Personnels"). The promotions and transfers for teachers appointed to ZEPs were speeded up.
1993	21 July agreement on reducing insecure employment (provide tenured employment for teachers whose professional situation was insecure). Circular of 6 August (No. 93.010) replacing the professionally oriented part of the CAPES examination with assessment based on the previous experience of candidates, and strengthening the role of universities.
1993	Law of 20 December: five-year law (no. 93-1313) on work, employment and professional training laying the foundation for opening apprentissage (apprenticeship) sections in school establishments. Framework and programme law for the future of schools of 23 April 2005: provides for the development of professional training programmes in EPLEs and establishes the label "lycée des métiers" (professional lycée) at the legislative level, previously defined by decree no. 2003-036 of 27 February 2003. Professional training has thus been validated at the legislative level, binding all establishments operating under the label to respect a national charter of specifications.
1994	Establishment of a sub-directorate of innovation and in-service training at the Ministry of Education.
1996	Decree establishing the measures specifically related to the role and operation of "collèges".
1996	Circular No. 96.130 of 6 May concerning implementation of the action plan to prevent school violence.
1997	Circular No. 97.104 of 30 April on training to prepare prospective teachers of children experiencing difficulty at school, for the examination leading to the "Certificat d'Aptitude aux Actions Pédagogiques Spécialisées d'Adaptation et d'IntPgration Scolaire" (CAPSAIS, or certificate of proficiency in specialised teaching for academic adaptation and integration). Memorandum No. 97-123 of 23 May on the required skills of secondary school teachers reinforcing the learner-centered approach.
1998	Circular of 23 July abolishing the MAFPENs.
1999	Circular of 30 November on the geographical decentralisation of procedures governing movement within the teaching profession. Circular of 20 December (99-212) announcing the introduction of a national programme of monitoring in conjunction with the ministerial reforms, which was meant to centralise in-service training in the Ministry of Education.
2001	Circular of 27 July (150-2001) for arrangements to support the entry of primary and secondary school teachers, as well as staff concerned with other aspects of education and guidance, into the profession and its in-service training.

Glossary

académie (académies): An administrative district of the French National Education system, in which the de-centralised services of the Ministry are grouped under the responsibility of a recteur. France is divided into 28 académies which roughly correspond to regional divisions.

apprentissage (apprentissages,apprenticeship): Apprenticeship. This is a type of vocational training allowing young people from 16 to 25 years of age to learn a trade under a private work contract lasting from 1 to 3 years. They are under the control of a master and also follow courses in alternation with their practical work, in an institution called an apprenticeship centre (CFA, centre de formation des apprentis). In accordance with the framework law of 1989, all technological and vocational diplomas may be studied for with the apprenticeship system.

baccalauréat (baccalauréats,bac): A national secondary school leaving diploma organised at Académie level. The Baccalauréat is the first stage in university education, since it gives access to higher education. There are three types of Baccalauréat: the general, the technological and the vocational Baccalauréats, the latter being created in 1985. This diploma gives the title of "bachelier".

BEP (Brevet d'études professionnelles,brevets d'études professionnelles): This vocational diploma (Brevet d'études professionnelles) is a national diploma qualifying pupils for a range of trades. It is awarded to pupils having undergone two years of training in a vocational Lycée, continuing education, or distance education. It is becoming common for this diploma to offer entry into courses leading to a vocational or technological Baccalauréat.

brevet (brevets): A national diploma (Diplôme national du brevet) organised at département level and awarded to pupils completing four years of study at collège (lower secondary education. The brevet is awarded on the basis of marks obtained in an examination comprising three papers (French, mathematics and history / geography) and marks obtained in fourth and third classes. Admission to the second class (higher secondary education) does not depend on possession of this qualification.

brevet informatique (brevets informatiques,B2i, B.2.i.): Memorandum no. 2000-206 of 16 November 2000 defined an IT and Internet brevet (B.2.i.) with a level 1 for primary schools, level 2 for collèges and level 3 which was tested in 2003-2004. The B.2.i. is a certificate reflecting the skills in ICT activities developed by the pupils throughout their education.

BT (Brevet de technicien): This national diploma of technical studies is awarded to students having gained complete practical experience of the techniques of a particular speciality. Those possessing a BT are known as "agent technique breveté" (qualified technical worker) or "technicien breveté" (qualified technician). These brevets are offered in general and technological Lycées (LEGTs) to pupils from general and technological second class or after a special studies second class. There is also an agricultural technician brevet. (BTA), which is offered by general and technological agricultural studies Lycées.

CAP (Certificat d'aptitude professionnelle): The certificate of professional aptitude (Certificat d'aptitude professionnelle) is a national diploma awarded to pupils having undergone two years of training in a vocational Lycée, continuing education, or distance education, to qualify them for skilled or non skilled work in industry, a trade or the tertiary sector.

carte scolaire (cartes scolaires,secteur scolaire,school map,school sector): Zoning System. Method of allocating pupils at all levels of education depending on the division of académies into local catchment areas for collèges (one per 10,000 inhabitants in urban areas) and district catchment areas for Lycées (one district representing some 100,000 inhabitants in urban areas). The zoning system also refers to the allocation of teaching staff and appointments per school and local state teaching institutions (EPLE, Établissements Publics Locaux d'Enseignement).

chef d'établissement (chefs d'établissement,head of institution,head of the institution,institution's head) : "Le chef d'établissement" (the head of the institution) called “principal” in the collèges and “proviseur” in the lycées is both the executive body and the State representative within the institution.

collège (collèges,Collège): A state or private secondary school of lower level for all pupils having finished their primary education. Schooling in these institutions lasts four years, and the classes are the sixth, fifth, fourth and third classes in ascending order.

EPLE (établissement public d’enseignement,): A general term encompassing all secondary education institutions (« collège », « lycées »…).

Grande Ecole (grande école,grandes écoles,Grandes Ecoles): State or private institutions of higher education. Admission to grandes écoles is by highly competitive entrance examinations following two years of study in classes to prepare for them (CPGE) in Lycées, or by selection on the basis of school records after the Baccalauréat. Grandes écoles offer high level diplomas in engineering, management and research.

inspecteur d'académie (inspecteurs d'académie): Académie inspector This is a civil servant in charge of département National Education services, placed under the double tutelage of the recteur and the préfet. He or she is responsible for implementing and directing the Ministry's educational policy in the département.

Institut universitaire de technologie (IUT,instituts universitaires de technologie): University Institute of Technology. Institut universitaire de technologie, university institute of technology. These are part of universities and give two year courses in vocational subjects.

lycée (lycées): A state or private secondary school at higher level. There are two categories of lycée : those for general and technological education (LEGT), and those for vocational studies (LP).

socle commun (socle commun de connaissances et de compétences,common foundation): The common foundation ("socle commun"), instituted by the decree of 11 July 2006, is structured around seven principles. It constitutes the new reference for the drafting of national educational programmes. The pupils' command of this foundation will be evaluated regularly.

VAE: The validation of acquired experience (VAE) represents the value attributed to adults' acquired knowledge validated by the corresponding diploma or the related units of the diploma.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18) ;
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009).

FRANCE	
Tertiary	
1793	Decree of 15 September creating the special "grandes écoles" to educate the managing elite: the central school of public works (which became one year later the école polytechnique), the arts and crafts conservatory, the school of oriental languages, the school of fine arts etc.
1806	Creation of the Imperial University (10 May 1806) by Napoleon Ist, with the intention of controlling education, with a university council (advisory and jurisdictional body).
1850	Falloux law: abolished the Imperial University and created the "Université de France".
1854	The University, a constituted body benefiting from a teaching monopoly, disappeared in 1854 following the division of France into 16 academic constituencies. It was replaced by Faculties, under the authority of recteurs, endowed with a number of powers.
1896	Faculty bodies took the name of University.
1957	Creation of the "Ecole Centrale Lyonnaise pour l'Industrie et le Commerce" on the initiative of industrialists, professors and other Lyon notables.
1968	1968 marked a turning point in the history of higher education. The May events resulted in an important reform which turned universities into genuinely independent and multi-disciplinary institutions: the framework law on higher education of 12 November 1968, also known as the Edgar Faure law, created a new type of institution: public institutions of a scientific and cultural nature (EPCSC). The former faculties disappeared and were replaced with education and research units (UER). The major principles implemented by this law were autonomy, the participation of all the players in the university community and multidisciplinarity. Nevertheless, higher education remained divided into two separate blocks: grandes écoles, educating the nation's senior executives and endowed with significant prerogatives, and universities, "UER federations".
1984	Law of 26 January (Savary law): set out the principles of the current organisation of French higher education, notably integrating, in article 20, the notion of 'contract' in the higher education domain.
1989	Ministerial circular of 24 March enabling the gradual overall implementation of the contractual policy linking the State and the institutions and providing independent higher education institutions with a new and viable content.
1991	Creation of European university centres.
2000	The "U3M" Plan (university for the third millenium) for 2000-2006: outlined the major development guidelines for the higher education system within the framework of the State-region plan.
2002	Implementation of the European qualification architecture, known as the LMD reform (licence-master's degree-doctorate) (Ministerial Decree no.2002-482 of 8 April 2002; Ministerial Order of 23 April 2002; Order of 25 April 2002; Decree of 11 May 2005).

Glossary

académie (académies): An administrative district of the French National Education system, in which the de-centralised services of the Ministry are grouped under the responsibility of a recteur. France is divided into 28 académies which roughly correspond to regional divisions.

baccalauréat (baccalauréats,bac): A national secondary school leaving diploma organised at Académie level. The Baccalauréat is the first stage in university education, since it gives access to higher education. There are three types of Baccalauréat: the general, the technological and the vocational Baccalauréats, the latter being created in 1985. This diploma gives the title of "bachelier".

brevet informatique (brevets informatiques,B2i, B.2.i.): Memorandum no. 2000-206 of 16 November 2000 defined an IT and Internet brevet (B.2.i.) with a level 1 for primary schools, level 2 for collèges and level 3 which was tested in 2003-2004. The B.2.i. is a certificate reflecting the skills in ICT activities developed by the pupils throughout their education.

Écoles normales supérieures (école normale supérieure,ENS): Etablissements public d'enseignement supérieur formant des enseignants de haut niveau du secondaire et du supérieur et des chercheurs dans certaines disciplines (littéraires et scientifiques). L'admission très sélective dans les ENS (au nombre de 4) se fait sur concours après deux années de préparation post-baccalauréat dans les "classes préparatoires aux grandes écoles" (CPGE) des lycées. Les ENS ne délivrent pas de diplômes spécifiques, les étudiants suivant parallèlement un cursus normal universitaire.

Grande Ecole (grande école,grandes écoles,Grandes Ecoles): State or private institutions of higher education. Admission to grandes écoles is by highly competitive entrance examinations following two years of study in classes to prepare for them (CPGE) in Lycées, or by selection on the basis of school records after the Baccalauréat. Grandes écoles offer high level diplomas in engineering, management and research.

Institut universitaire de technologie (IUT,instituts universitaires de technologie): University Institute of Technology. Institut universitaire de technologie, university institute of technology. These are part of universities and give two year courses in vocational subjects.

IUFM (Instituts universitaires de formation de maîtres,I.U.F.M.): University institutes of teacher training. The framework law on education, dated July 10 1989, created one IUFM in each académie. They are State institutions of higher education which, in 1991, replaced the former teacher training institutions for primary and secondary education: ecoles normales d'instituteurs, regional teaching centres, national ecoles normales for apprenticeship, and training centres for technical teachers. Each institute is attached to one or several universities or other State institutions of learning, whether scientific, cultural or vocational. In 1990)-91, three IUFMs were opened experimentally in Grenoble, Lille and Reims. on June 17 1991, 25 other IUFMs were created by Decree, so that since the autumn term 1991 there has been one institute for each of the 28 académies. The 29th, that for the Pacific, was opened in autumn 1992.

licence (licences): The French national higher education degree (equals to the bachelor's degree) awarded after three years of university study or following the first year of the second cycle of university studies. The title of the licence includes the national reference to the main subject studied.

LMD (la réforme LMD): The “LMD reform” is harmonising the French university system with its European equivalents, by offering three education levels (licence=bachelor's degree / master’s degree / doctorate).

LOLF: The loi organique relative aux lois de finances (LOLF – organic law relative to the laws of finance) no. 2001-692 of 1st August 2001. The purpose of this law is to reform the State’s
management as a whole, which is to say the way public funding is used by each ministry. This reform aims at establishing a more democratic and efficient management of public expenditure.

lycée (lycées): A state or private secondary school at higher level. There are two categories of lycée : those for general and technological education (LEGT), and those for vocational studies (LP).

maîtrise (maîtrises): The French national postgraduate degree equivalent to a master's and awarded at the end of the fourth year of university studies or the end of the second cycle. Most maîtrises require students to write and present a dissertation. Some maîtrises, which are studied for in two years following a DEUG or equivalent qualification, offer vocational training. These are the management science diploma or MSG (Maîtrise en sciences de gestion), the science and techniques diploma or MST maîtrise de sciences et techniques) and the IT methods applied to management diploma, or MIAGE (Maîtrise des méthodes informatiques appliquées à la gestion).

recteur (recteurs): A higher civil servant appointed in the Council of ministers by decree of the President of the Republic. The recteur is an agent of the central authority, and represents the Minister of National Education at académie level. He is responsible for the entire education department in his constituency, and has some duties in private education. He is "Chancellor of the Universities" for higher education.

STS (Section de techniciens supérieurs,sections de techniciens supérieurs): Section for higher technicians (Section de techniciens supérieurs). This is a higher training course, set up in the state Lycées, which lasts two years and prepares students for the higher technical diploma (BTS). It is assimilated as a university course.

VAE: The validation of acquired experience (VAE) represents the value attributed to adults' acquired knowledge validated by the corresponding diploma or the related units of the diploma.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

FRANCE

Glossary

académie (académies): An administrative district of the French National Education system, in which the de-centralised services of the Ministry are grouped under the responsibility of a recteur. France is divided into 28 académies which roughly correspond to regional divisions.

apprentissage (apprentissages,apprenticeship): Apprenticeship. This is a type of vocational training allowing young people from 16 to 25 years of age to learn a trade under a private work contract lasting from 1 to 3 years. They are under the control of a master and also follow courses in alternation with their practical work, in an institution called an apprenticeship centre (CFA, centre de formation des apprentis). In accordance with the framework law of 1989, all technological and vocational diplomas may be studied for with the apprenticeship system.

baccalauréat (baccalauréats,bac): A national secondary school leaving diploma organised at Académie level. The Baccalauréat is the first stage in university education, since it gives access to higher education. There are three types of Baccalauréat: the general, the technological and the vocational Baccalauréats, the latter being created in 1985. This diploma gives the title of "bachelier".

BEP (Brevet d'études professionnelles,brevets d'études professionnelles): This vocational diploma (Brevet d'études professionnelles) is a national diploma qualifying pupils for a range of trades. It is awarded to pupils having undergone two years of training in a vocational Lycée, continuing education, or distance education. It is becoming common for this diploma to offer entry into courses leading to a vocational or technological Baccalauréat.

brevet (brevets): A national diploma (Diplôme national du brevet) organised at département level and awarded to pupils completing four years of study at collège (lower secondary education. The brevet is awarded on the basis of marks obtained in an examination comprising three papers (French, mathematics and history / geography) and marks obtained in fourth and third classes. Admission to the second class (higher secondary education) does not depend on possession of this qualification.

brevet informatique (brevets informatiques,B2i, B.2.i.): Memorandum no. 2000-206 of 16 November 2000 defined an IT and Internet brevet (B.2.i.) with a level 1 for primary schools, level 2 for collèges and level 3 which was tested in 2003-2004. The B.2.i. is a certificate reflecting the skills in ICT activities developed by the pupils throughout their education.

BT (Brevet de technicien): This national diploma of technical studies is awarded to students having gained complete practical experience of the techniques of a particular speciality. Those possessing a BT are known as "agent technique breveté" (qualified technical worker) or "technicien breveté" (qualified technician). These brevets are offered in general and technological Lycées (LEGTs) to pupils from general and technological second class or after a special studies second class. There is also an agricultural technician brevet. (BTA), which is offered by general and technological agricultural studies Lycées.

CAP (Certificat d'aptitude professionnelle): The certificate of professional aptitude (Certificat d'aptitude professionnelle) is a national diploma awarded to pupils having undergone two years of training in a vocational Lycée, continuing education, or distance education, to qualify them for skilled or non skilled work in industry, a trade or the tertiary sector.

carte scolaire (cartes scolaires,secteur scolaire,school map,school sector): Zoning System. Method of allocating pupils at all levels of education depending on the division of académies into local catchment areas for collèges (one per 10,000 inhabitants in urban areas) and district catchment areas for Lycées (one district representing some 100,000 inhabitants in urban areas). The zoning system also refers to the allocation of teaching staff and appointments per school and local state teaching institutions (EPLE, Établissements Publics Locaux d'Enseignement).

chef d'établissement (chefs d'établissement,head of institution,head of the institution,institution's head) : "Le chef d'établissement" (the head of the institution) called “principal” in the collèges and “proviseur” in the lycées is both the executive body and the State representative within the institution.

collège (collèges,Collège): A state or private secondary school of lower level for all pupils having finished their primary education. Schooling in these institutions lasts four years, and the classes are the sixth, fifth, fourth and third classes in ascending order.

directeur d'école (directeurs d'école,directeur de l'école,head teacher): Head teacher This is the head of a pre-school or primary school institution, chosen from primary school or school teachers, recruited from among those who have applied and enrolled on a list of aptitude. He or she may be dispensed entirely from teaching duties depending on the size of the school.

Écoles normales supérieures (école normale supérieure,ENS): Etablissements public d'enseignement supérieur formant des enseignants de haut niveau du secondaire et du supérieur et des chercheurs dans certaines disciplines (littéraires et scientifiques). L'admission très sélective dans les ENS (au nombre de 4) se fait sur concours après deux années de préparation post-baccalauréat dans les "classes préparatoires aux grandes écoles" (CPGE) des lycées. Les ENS ne délivrent pas de diplômes spécifiques, les étudiants suivant parallèlement un cursus normal universitaire.

EPLE (établissement public d'enseignement,): A general term encompassing all secondary education institutions (« collège », « lycées »…).

Grande Ecole (grande école,grandes écoles,Grandes Ecoles): State or private institutions of higher education. Admission to grandes écoles is by highly competitive entrance examinations following two years of study in classes to prepare for them (CPGE) in Lycées, or by selection on the basis of school records after the Baccalauréat. Grandes écoles offer high level diplomas in engineering, management and research.

inspecteur d'académie (inspecteurs d'académie): Académie inspector This is a civil servant in charge of département National Education services, placed under the double tutelage of the recteur and the préfet. He or she is responsible for implementing and directing the Ministry's educational policy in the département.

inspecteur de l'Education nationale (inspecteur de l'Éducation nationale,inspecteur de l'Éducation nationale,inspecteurs de l'Education nationale,IEN,inspecteurs de l'Éducation nationale): National Education inspector (IEN) This civil servant is recruited by competitive examination or by proposal from among teaching, educational or guidance staff or management staff under the authority of the Minister of National Education. The IEN is placed under the académie inspector, director of département National Education services, and is responsible for a first level school district. He or she inspects nursery and primary schools and teachers, and advises on teaching and training.

Institut universitaire de technologie (IUT,instituts universitaires de technologie): University Institute of Technology. Institut universitaire de technologie, university institute of technology. These are part of universities and give two year courses in vocational subjects.

IUFM (Instituts universitaires de formation de maîtres,I.U.F.M.): University institutes of teacher training. The framework law on education, dated July 10 1989, created one IUFM in each académie. They are State institutions of higher education which, in 1991, replaced the former teacher training institutions for primary and secondary education: ecoles normales d'instituteurs, regional teaching centres, national ecoles normales for apprenticeship, and training centres for technical teachers. Each institute is attached to one or several universities or other State institutions of learning, whether scientific, cultural or vocational. In 1990)-91, three IUFMs were opened experimentally in Grenoble, Lille and Reims. on June 17 1991, 25 other IUFMs were created by Decree, so that since the autumn term 1991 there has been one institute for each of the 28 académies. The 29th, that for the Pacific, was opened in autumn 1992.

licence (licences): The French national higher education degree (equals to the bachelor's degree) awarded after three years of university study or following the first year of the second cycle of university studies. The title of the licence includes the national reference to the main subject studied.

LMD (la réforme LMD): The "LMD reform" is harmonising the French university system with its European equivalents, by offering three education levels (licence=bachelor's degree / master's degree / doctorate).

LOLF: The loi organique relative aux lois de finances (LOLF – organic law relative to the laws of finance) no. 2001-692 of 1st August 2001. The purpose of this law is to reform the State's
management as a whole, which is to say the way public funding is used by each ministry. This reform aims at establishing a more democratic and efficient management of public expenditure.

lycée (lycées): A state or private secondary school at higher level. There are two categories of lycée : those for general and technological education (LEGT), and those for vocational studies (LP).

maîtrise (maîtrises): The French national postgraduate degree equivalent to a master's and awarded at the end of the fourth year of university studies or the end of the second cycle. Most maîtrises require students to write and present a dissertation. Some maîtrises, which are studied for in two years following a DEUG or equivalent qualification, offer vocational training. These are the management science diploma or MSG (Maîtrise en sciences de gestion), the science and techniques diploma or MST maîtrise de sciences et techniques) and the IT methods applied to management diploma, or MIAGE (Maîtrise des méthodes informatiques appliquées à la gestion).

programme scolaire (programme national,programmes scolaires,programmes nationaux,programmes scolaires nationaux,school programmes,school programme,national programme): The programmes define, for each cycle, the essential knowledge that must be acquired during this cycle as well as the methods which must be assimilated. They constitute the national framework within which teachers structure their teaching.

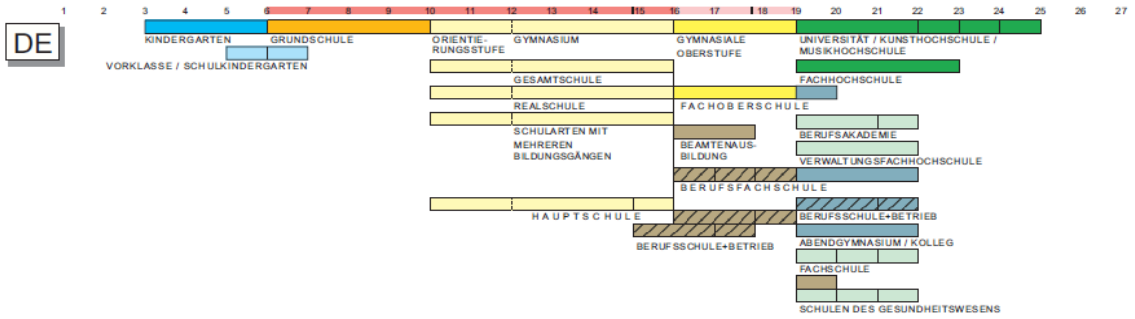
recteur (recteurs): A higher civil servant appointed in the Council of ministers by decree of the President of the Republic. The recteur is an agent of the central authority, and represents the Minister of National Education at académie level. He is responsible for the entire education department in his constituency, and has some duties in private education. He is "Chancellor of the Universities" for higher education.

socle commun (socle commun de connaissances et de compétences,common foundation): The common foundation ("socle commun"), instituted by the decree of 11 July 2006, is structured around seven principles. It constitutes the new reference for the drafting of national educational programmes. The pupils' command of this foundation will be evaluated regularly.
STS (Section de techniciens supérieurs,sections de techniciens supérieurs): Section for higher technicians (Section de techniciens supérieurs). This is a higher training course, set up in the state Lycées, which lasts two years and prepares students for the higher technical diploma (BTS). It is assimilated as a university course.
VAE: The validation of acquired experience (VAE) represents the value attributed to adults' acquired knowledge validated by the corresponding diploma or the related units of the diploma.
ZEP (zones d'éducation prioritaire): Zones for priority education. These are areas where social conditions are such as to constitute a social risk, even an obstacle, to successful schooling for children and adolescents living there and, therefore, ultimately for their social integration. The aim of priority educaiton policy is to obtain significant improvement of pupils' school results, particularly of the most unfortunate.

Source: Eurydice, Eurybase - France - (2006/07).

GERMANY

Organisation of the education system in Germany, 2006/07



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

GERMANY	
Pre-Primary	
1840	Fröbel created institutions for which he introduced the term "Kindergarten", differed in every respect from the child-care institutions known until then. Fröbel was an advocate of looking after infants by providing care and supervision that was primarily oriented by pedagogical concepts. "Kindergärten" were intended to complement children's upbringing in the family, and to foster the child's mental, emotional, creative and social development, while serving as an establishment of care, play and occupation for small children. Numerous voluntary-sector (especially church-run) and public-sector (mainly local authority-run) Kindergärten based on Fröbel's educational approach were set up in Germany in the 19th century.
1922	National Youth Welfare Act ("Reichsjugendwohlfahrtsgesetz").
1933	Under the National Socialist government, the voluntary welfare associations which maintained many Kindergärten were taken over by the National Socialist welfare body, the "Volkswohlfahrt". Since many women were driven out of the labour market in the Drittes Reich, this era saw the closure of many Kindergärten; only when demand for the female workforce picked up again – especially in the armaments industry – was the Kindergarten system expanded.
1949	The German Democratic Republic started to develop Kindergärten as a preparatory institution.
1950	Law for the Promotion of Youth in the GDR decreeting that all children, regardless of gender, should receive the same education, vocational training, higher education, and access to sports.
1952	The Federal Republic of Germany made pre-school education part of the child and youth welfare sector, thereby taking up the tradition of the Weimar Republic. The Youth Welfare Act ("Jugendwohlfahrtsgesetz") adopted in 1952 largely corresponded to the National Youth Welfare Act ("Reichsjugendwohlfahrtsgesetz") of 1922.
1965	Formal incorporation of Kindergarten into the education system of the GDR and guaranteed places (by law) for all children from 3 to 6 years of age.
1990	Child and Youth Welfare Act ("Kinder- und Jugendhilfegesetz").
1992	Maternity and Family Welfare Act ("Schwangeren- und Familienhilfegesetz").
1996	Legal right to a "kindergarten" place for all children from the age of 3 until they start school.
1999	As a matter for local self-government, the implementation and financing of child and youth welfare legislation is the responsibility of the "kommunen" (local authorities).

Glossary

Grundschule (Grundschulen): Compulsory school for all children of the age of six onwards. It comprises four grades, except in Berlin and Brandenburg where it covers six grades.

Hort (Hortes,Horts,Horte,Horten): Establishment run by youth welfare services offering care and supervision of schoolchildren outside of lessons.

Kindergarten (Kindergartens,Kindergärten): Pre-school establishment for children aged between 3 and 6 as part of child and youth welfare services - may be either publicly or privately maintained (not part of the school system).

Kinderkrippe (Kinderkrippen): Day-care establishment for children under the age of three. Comes under the category of child and youth welfare services and may either be publicly or privately maintained.

Kommune (Kommunen): Local authority with the right of self-government in certain areas of jurisdiction. The term covers the Gemeinden (municipalities), the Kreise (districts) and the kreisfreie Städte (municipalities with the status of a district) and, in some Länder, the Bezirke (regional authorities); Kommunen are entitled to deal independently with all affairs relating to the local community in the framework of the law.

Land (Landes,Länder,Ländern): Constituent state of the Federal Republic of Germany (16 in all) which, like the Federation, has original state authority. However, responsibility for the execution of state powers and the fulfilment of state tasks is divided by the German constitution, the Basic Law, between the Federation and its constituent states. Of the 16 Länder, the five Länder in the area of the former GDR are known as the Länder in eastern Germany, whereas the other 11 constituent states of the original Federal Republic of Germany are known as the Länder in western Germany.

Schulkindergarten (Schulkindergartens,Schulkindergärten): School establishment for children who, although they have reached the compulsory school age, have not yet attained an adequate level of development to start school.

Sonderkindergarten (Sonderkindergartens,Sonderkindergärten): Pre-school establishment for children with disabilities - also known as a Förderkindergarten.

Vorklasse (Vorklassen): School establishment in some Länder for children who have reached compulsory school age but have not yet attained an adequate level of development to start school and, in some cases, for children aged over five.

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

GERMANY	
Primary	
1763	Official start of German public education with the mandate by Frederick the Great of Prussia for regular school attendance from the ages of 5 through 13 or 14.
19th century	Development of the "Volksschule" (primary school) in parallel with separate educational institutions preparing children for intermediate and higher schools (public preparatory schools).
1920	Primary School Act of the German Reich ("Reichsgrunddschulgesetz"): based on Article 146 of the Constitution of the Weimar Republic, established the "Grundschule" (primary school) as an institution for the education of all children in Germany and abolished the alternative public preparatory schools. Public education was provided by state institutions and regulated by the government, with cooperation between the Reich, the province, and the local community. Primary school was compulsory, with advanced schooling available to age 18 free of charge.The constitution also provided for private schooling, which was likewise regulated by the government. In private schools operated by religious communities, religious instruction could be taught in accordance with the religious community's principles.
1934	Foundation of the Reich Education Ministry.
WWII	Hitler's National Socialists abolish church-run primary schools.
After WWII	The Basic Law ("Grundgesetz") and the Länder Education Acts once again guaranteed the special status of the Grundschule, catering for all children. Under the Basic Law, the Länder should only approve privately-maintained primary schools in exceptional cases. Apart from the "Grundschule", there are only the entrance classes of "Sonderschulen" in the primary sector.
1946	Introduction of a democratic compulsory comprehensive school in the Soviet occupation zone covering grades 1 to 8.
1949-1967	Progressive extension of the duration of compulsory school from 8 to 9 years in the Federal Republic of Germany.
1950	Law for the Promotion of Youth in the GDR decreeting that all children, regardless of gender, should receive the same education, vocational training, higher education, and access to sports.
1959	The 1946 comprehensive school is transformed in the German Democratic Republic (GDR) into the ten-grade general education polytechnic high school ("Polytechnische Oberschule", POS).
1960	Introduction of a two-year orientation phase in grades 5 and 6 to give school children more time to consider future educational choices.
1965	Division of the POS into three levels (lower, intermediate and upper levels).
1960s	Towards the end of the 1960s primary education in the Federal Republic of Germany experienced both innovation and reorganisation. This process incorporated both reforms of teaching methodology and changes to teaching content. A move towards more science-oriented teaching was one, if not the foremost, objective of the primary school reform of the seventies. This involved a revision of the mathematics curriculum as well as the development of local studies from a subject dealing to a large extent with local traditions towards the so-called "Sachunterricht" centred more on the natural as well as social sciences, but without anticipating science lessons at the secondary level.

Glossary

Bildungsstandard (Bildungsstandards): The educational standards of the Standing Conference take up general educational objectives and specify which competences with regard to key content pupils should have acquired by a certain grade. The educational standards refer to the average expected performance level of pupils at the end of grade 4 for the Hauptschulabschluss and the Mittlerer Schulabschluss.

Freie Waldorfschule (Freien Waldorfschule,Freie Waldorfschulen,Freien Waldorfschulen,Freier Waldorfschulen): Privately-maintained primary and secondary schools, which base their work on the ideological and educational ideas of Rudolf Steiner.

Ganztagsschule (Ganztagsschulen): All-day schools – primary and secondary schools which, in addition to timetabled lessons in the morning, offer an all-day programme comprising at least seven hours per day on at least three days per week. Activities offered in the afternoon are to be organised under the supervision and responsibility of the head staff and to be carried out in cooperation with the head staff. The activities are to have a conceptual relationship with the lessons in the morning. All-day schools, which are far less common in Germany than the traditional Halbtagsschule, provide a midday meal on the days on which they offer all-day supervision.

Gesamtschule (Gesamtschulen,Integrierte Gesamtschule,integrierten Gesamtschule,integrierten Gesamtschulen,integrierte Gesamtschulen,integrierter Gesamtschulen): Type of school at lower secondary level offering several courses of education leading to different qualifications (Hauptschulabschluss, Mittlerer Schulabschluss, entitlement to proceed to the gymnasiale Oberstufe). It either takes the form of a cooperative Gesamtschule or an integrated Gesamtschule. In the cooperative type, pupils are taught in classes grouped according to the different qualifications available, whilst in the integrated type, pupils are set in courses grouped according to level of proficiency for a number of core subjects, but taught together as a year group for all other subjects. Gesamtschulen can also encompass the upper secondary level in the form of the gymnasiale Oberstufe.

Grundschule (Grundschulen): Compulsory school for all children of the age of six onwards. It comprises four grades, except in Berlin and Brandenburg where it covers six grades.

gymnasiale Oberstufe (gymnasialen Oberstufe): The upper level of the Gymnasium, which can however be established at other types of school such as the Gesamtschule or the Gemeinschaftsschule. It usually comprises grades 11-13 (or 10-12, 11-12, depending on the Land). Course of general education concluded by the Abitur examination, which leads to the general higher education entrance qualification (Allgemeine Hochschulreife).

Gymnasium (Gymnasien,Gymnasiums): Type of school covering both lower and upper secondary level (grades 5-13 or 5-12) and providing an in-depth general education aimed at the general higher education entrance qualification. At present, in almost all Länder, there is a change from the nine-year to the eight-year Gymnasium. Some Länder have already changed to the eight-year Gymnaisum in which the Allgemeine Hochschulreife is acquired after grade 12.

Halbtagsschule (Halbtagsschulen): Half-day school as opposed to all-day school - the most common way of organising lessons. At these schools lessons are only given in the mornings. In the primary sector there are so-called full half-day schools and at lower secondary level so-called extended halfday schools. Here pupils are provided with care and supervision outside of lessons.

Hort (Hortes,Horts,Horte,Horten): Establishment run by youth welfare services offering care and supervision of schoolchildren outside of lessons.

Kindergarten (Kindergartens,Kindergärten): Pre-school establishment for children aged between 3 and 6 as part of child and youth welfare services - may be either publicly or privately maintained (not part of the school system).

Kommune (Kommunen): Local authority with the right of self-government in certain areas of jurisdiction. The term covers the Gemeinden (municipalities), the Kreise (districts) and the kreisfreie Städte (municipalities with the status of a district) and, in some Länder, the Bezirke (regional authorities); Kommunen are entitled to deal independently with all affairs relating to the local community in the framework of the law.

Land (Landes,Länder,Ländern): Constituent state of the Federal Republic of Germany (16 in all) which, like the Federation, has original state authority. However, responsibility for the execution of state powers and the fulfilment of state tasks is divided by the German constitution, the Basic Law, between the Federation and its constituent states. Of the 16 Länder, the five Länder in the area of the former GDR are known as the Länder in eastern Germany, whereas the other 11 constituent states of the original Federal Republic of Germany are known as the Länder in western Germany.

Sachunterricht (Sachunterrichts,Sachunterrichtes): Subject taught at primary school familiarising pupils with scientific and technical phenomena and with social, economic and historical aspects of their own area.

Schulkindergarten (Schulkindergartens,Schulkindergärten): School establishment for children who, although they have reached the compulsory school age, have not yet attained an adequate level of development to start school.

Schulkonferenz (Schulkonferenzen): School conference - body of participation in the school sector, made up of teachers', parents' and pupils' representatives.

Schulordnung (Schulordnungen): School regulations - legal ordinance enacted by the individual Länder governing the legal relationship between the pupils and the school (e.g. entrance, promotion to next grade, examination procedures, assessment of performance) and matters concerning school organisation and participation.

Schulträger (Schulträgers,Schulträgern): School maintaining body. For public-sector schools, usually a local authority (commune/district) or, less commonly, the Land. Private schools are maintained by a non-profit-making body (especially churches and non-denominational backers) or private individuals. The maintaining body is responsible for the establishment, intenance and administration of the school and normally bears the material costs (whilst the staff costs for teachers at public-sector schools are borne by the Land).

Sonderpädagogischer Förderbedarf (sonderpädagogische Förderbedarf, sonderpädagogischem Förderbedarf): Special educational needs - individually tailored measures covering education, lessons, therapy and care for children or young people with physical and sensory impairments and/or psychosocial disturbances.

Sonderschule (Sonderschulen,Förderschule,Förderschulen,Schule für Behinderte): Special school - school establishment for pupils whose development cannot be adequately assisted at mainstream schools on account of disability. Also known as Förderschule or Schule für Behinderte.

Volksschule (Volksschulen): Former name for compulsory school (today known as Grundschule and Hauptschule).

Vorklasse (Vorklassen): School establishment in some Länder for children who have reached compulsory school age but have not yet attained an adequate level of development to start school and, in some cases, for children aged over five.

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

GERMANY	
Secondary and post-Secondary non-Tertiary	
1763	Official start of German public education with the mandate by Frederick the Great of Prussia for regular school attendance from the ages of 5 through 13 or 14.
19th century	Since the 19th century up to the present day, most teacher education provided in the "Länder" has been school-related, meaning that the various types of school now correspond to specific categories of teacher, such as the "Gymnasiallehrer", the "Realschullehrer" and the "Hauptschullehrer", with different salaries and a different status. These categories are regarded both by the teachers concerned and the general public as almost different careers within the teaching profession.
1900	Development of the “Gymnasium” (secondary school preparing boys for university admission) into three basic models providing for a specialization in the classic languages, modern languages, or mathematics and science.
1908	Admission of girls into the “Gymnasium”.
1920	Constitution of the Weimar Republic establishing the four-year unified public elementary school (Volksschule) providing the same education to all children and making school attendance compulsory until the age of 18. Elementary school teachers are required to have passed the “Abitur” (qualifying test for university admission). Until 1945, the basic types of schools are the “Volksschule”, “Mitterschule” (the six-year middle school) which follows it, and the academically rigorous “Gymnasium”.
1946	Introduction of a democratic compulsory comprehensive school in the Soviet occupation zone covering grades 1 to 8, the so-called "Einheitsschulen". Development of the differentiated system ("gegliedertes Schulwesen") in the Federal Republic of Germany, which pupils entered after completing the "Grundschule" (primary school). While lower secondary education previously comprised only "Realschulen" and "Gymnasien", but not the "Volksschulen" and "Berufsschulen" (part-time vocational schools) that most children attended, all school institutions from grade 5 to 7 on are now secondary education schools providing advanced education. This change is the upshot of the ongoing development of the upper level of the former "Volksschulen" into institutions – "Hauptschulen" – with a more demanding curriculum, including instruction in a foreign language and academically-oriented classes in every subject. In this respect, each pupil obtains an advanced education at secondary schools with different demands and different duration of schooling.
1948	The "Länder" established the "Ständige Konferenz der Kultusminster der Länder" (KMK, or Standing Conference of the Ministers of Education and Cultural Affairs) in order to coordinate cooperation in education and training, higher education and research, and cultural affairs. It has served as a forum for permanent cooperation ever since. KMK resolutions have the status of recommendations until they are enacted as binding legislation by the parliaments of the "Länder" ("Landtage"). They are implemented in the individual "Länder" as laws, ordinances or regulations.
1949-1967	Progressive extension of the duration of compulsory school to 9 years in the Federal Republic of Germany.
1950	Law for the Promotion of Youth in the GDR decreeting that all children, regardless of gender, should receive the same education, vocational training, higher education, and access to sports.
1953	Handicrafts Act ("Gesetz zur Ordnung des Hanwerks"): legal provisions for handicrafts vocational training.
1959	The 1946 comprehensive school is transformed in the German Democratic Republic (GDR) into the ten-grade general education polytechnic high school ("Polytechnische Oberschule", POS).
1960s	Establishment of comprehensive schools (not yet fully accepted by all "Länder". At the end of the 1960s there was a trend at some universities in some of the Länder towards extending the system of cumulative examinations (continuous assessment) and the right of the students to make suggestions for the selection of their examiners.
1960	Introduction in the GDR of the “Erzeiterte Oberschule” (extended secondary school) to provide a three-year course of study beyond the polytechnic school and to prepare students for higher education.
1969	Vocational Training Act ("Berufdbildungsgesetz"): legal provisions for in-company vocational training.

1970s	The only exception to the school-related system (instituted in the 19th century) occurred in the North Rhine-Westphalia and Brandenburg "Länder", which introduced the so-called "Stufenlehrer" category . In the 1970s, some Länder shortened the final 'on-the-job' qualifying phase for "Gymnasium" teachers from 24 to 18 months, although the "Beamtenrechtsrahmengesetz" (Civil Servant Framework Act-1985) stipulated a period of 24 months for senior civil servants (the Gymnasium teacher category). The Länder which took this decision wanted to speed up training in order to obtain more teachers. However this decision was not approved by Länder such as Bayern which had maintained a period of 24 months for the final 'on-the-job' qualifying phase. As a result, Länder that had maintained a two-year period for this phase often did not recognise the teaching diploma. This compromised the mobility of the teachers concerned for whom the 1976 provisions could not be implemented.
1972	Reform of the upper level of the "Gymnasium", known as "gymnasiale Oberstufe", stating that those who have passed the Abitur examination gain the "Allgemeine Hochschulreife" (entitlement to proceed to higher education in any subject). In the German Democratic Republic (GDR) school system, the general education polytechnic high school ("Polytechnische Oberschule" – POS) leads to the so-called Abitur level ("Abiturstufe") which prepares pupils for higher education in different ways. In the general education sector, one of the most important educational paths within the Abitur level is the "Erweiterte Oberschule", EOS, which leads to the "Hochschulreife" (higher education entrance qualification).
1976	"Einheitliche Regelungen für den Lehreraustausch zwischen den Ländern" (Uniform Regulations for the Exchange of Teachers between Länder), adopted by the KMK. Each Land accepted only as many teachers from other Länder as teaching posts became vacant following moves elsewhere by its own teaching staff.
1979	"Gemeinsame Regelungen für Lehramtsprüfungen" (KMK resolution concerning the supervision of the examinations by specially appointed civil servants). This resolution obliged the Länder to comply with the same standards when appointing examiners and organising state examinations for teachers ("Staatsprüfungen für Lehrer").
1983	Initially, the EOS began at grade 9, however as of 1983 it incorporated only grades 11 and 12. The Hochschulreife is also acquired on simultaneous completion of the Abitur and three years of vocational training (Berufsausbildung mit Abitur).
1986	"Dauer des Vorbereitungsdienstes für die lehrberuflichen Laufbahnen des Höheren Dienstes" (KMK resolution concerning the length of the final 'on-the-job' qualifying phase.) This resolution obliged the (then) 11 Länder to introduce a two-year final 'on-thejob' qualifying period before 1 January 1990 and recognise diplomas awarded up to 30 June 1991, following an 18-month qualifying phase of this kind.
1990	KMK resolution on implementation of EEC Directive 89/48 for the recognition of higher education diplomas awarded on completion of professional education and training lasting at least three years. The resolution resulted in comprehensive mutual recognition of the teaching diplomas awarded by any of the Länder. It provided minimum requirements for recognition of the qualified teacher status that these diplomas represented.
1991/92	As of the beginning of the 1991/92 school year, the "Polytechnische Oberschulen" (POS) are abolished and the differentiated system of secondary education is introduced in the Länder of Eastern Germany. The duration of full-time compulsory education (compulsory general education) is nine years (10 years in four of the Länder) and the subsequent period of part-time compulsory education (compulsory vocational education) is three years.
1993	"Vereinbarung über die Anerkennung und Zuordnung der Lehrerausbildungsgänge der ehemaligen DDR zu herkömmlichen Laufbahnen" (Recognition of the teacher training courses of the former GDR) and the assignment of its teachers to conventional career paths.
1994	Framework agreements on training and examinations for the six types of career in teaching. Classification of career paths into one of these six types (revised and complemented in 1995 and 1997).
1995	"Studienstrukturreform für die Lehrerausbildung" (KMK resolution to reform the structure of teacher training). Stipulation of a set of minimum standards for (1) the study of at least two subjects or subject areas (including subjectrelated teaching methodology) and (2) the study of an educational science component with compulsory study of educational theory and psychology, as well as a choice of additional subjects (e.g. philosophy, social sciences/ politics and theology) in the form of standard periods of study ("Regelstudienzeiten") and hours of attendance per week during a semester.

1997	"Zweite BesoldungsÜbergangsverordnung" (Second transitional remuneration ordinance): as a result of budgetary restrictions, teachers in the new Länder only receive 87 % of the salary of teachers elsewhere in Germany. This regulation expired at the end of 2002. "Bundesbesoldungsgesetz" (amended Federal Act on the Remuneration of Civil Servants). The performance of teachers, as well as their seniority, was to be considered before promotion to the next grade. As a result, the highest grade would be reached between the ages of 50 and 55, depending on the salary ranking of teachers when they became civil servants (nevertheless, provision for salary increases based on merit have hitherto been the exception rather than the rule. Where they exist, their efficiency still has to be demonstrated).
1998	New version of the "Bundesbesoldungsgesetz". Although the Länder retain their own legislation on the remuneration of civil servants, this federal act has established basic regulations relating to teacher salaries. There is no special legislation governing teacher salaries or pensions. Instead, both are subject to general provisions on civil service remuneration and pensions (annual increases in civil servant salary scales are subject to an annual reduction of 0.2% from 2000 to 2015, which means that they will clearly be lower than increases in the private sector, perhaps by over 10 %). "Verordnung über die Gewährung von Mehrarbeitsvergütung" (Federal decree on overtime pay). In rare cases in which teachers have to work overtime because one of their colleagues absent for a long period cannot be replaced by a teacher on a fixed-term contract, they are paid the number of hours that exceed their weekly workload.
1999	"Gegenseitige Anerkennung von Lehramtsprüfungen und Lehramtsbefähigungen" (KMK resolution on the mutual recognition of teacher training diplomas and qualifications. This resolution provides for greater flexibility in the recognition of diplomas than the 1976 and 1990 resolutions.
2001	"Vereinbarung zur Übernahme von Lehrkräften zwischen Berlin und Brandenburg" (Agreement regulating the transfer of teachers from Brandenburg to Berlin). The migration of teachers to Berlin from the new Land of Brandenburg is limited. "Bericht des Schulausschusses zu den Länderempfehlungen /Prüfaufträgen des 293. Plenums zu „Maßnahmen zur Deckung des Lehrerbedarfs“". The KMK working committees have issued recommendations to the Länder about the use of existing resources and emergency recruitment as measures to cope with teacher shortages.

Note : In the Federal Republic of Germany, legislation for education and science is primarily the responsibility of the Länder. Detailed regulations are therefore laid down in their constitutions and in separate laws on all different levels of education.

Glossary

Abitur (Abiturs): Secondary school qualification, obtained at the upper Gymnasium level (gymnasiale Oberstufe) after 12 or 13 years of school education which constitutes general higher education entrance qualification permitting the holder to study any subject at any higher education institution.

Allgemeine Hochschulreife (Allgemeinen Hochschulreife): General higher education entrance qualification. Entitles holder to admission to all subjects at all higher education institutions and is usually obtained at upper Gymnasium level (gymnasiale Oberstufe) by passing the Abitur examination.

Anerkannter Ausbildungsberufer (anerkannten Ausbildungsberufes,anerkannten Ausbildungsberuf,anerkannte Ausbildungsberufe,anerkannten Ausbildungsberufe,anerkannter Ausbildungsberufe, anerkannten Ausbildungsberufen): Recognised occupation requiring formal training. Occupation regulated at the federal level by legal ordinance for which training is received within the dual system at two different places of learning, i.e. at the workplace and through part-time attendance of a vocational school (Berufsschule).

Arbeitslehre: Pre-vocational studies - introduction to the professional and working world covering the topics of technology, economics, home and work. It is taught - whether under this name or another - at Hauptschulen as a compulsory subject and at other lower secondary level schools either as a subject in its own right or as an integral part of other subjects.

Ausbildungsordnung (Ausbildungsordnungen): Training regulations. Legal ordinance governing the incompany training section of vocational training within the dual system. Training regulations also exist in other areas (e.g. for careers in the Civil Service).

Berufliches Gymnasium (Berufliche Gymnasium,Beruflichen Gymnasiums, Fachgymnasium, Fachgymnasiums,Fachgymnasien): Type of school at upper secondary level offering a three-year course of education which includes both the general education subjects taught at upper Gymnasium level (gymnasiale Oberstufe) and career-oriented subjects, such as business and technology, but which also leads to the general higher education entrance qualification.

Berufsakademie (Berufsakademien,BA): Tertiary sector institution in some Länder, offering three-year courses of academic training at a Studienakademie (study institution) combined with practical incompany professional training within a dual system in keeping with the principle of the dual system.

Berufsfachschule (Berufsfachschulen): Vocational school at upper secondary level offering a wide range of branches and courses of varying duration. A full-time school, it prepares or trains students for a specific occupation at different levels of qualification.

Berufsoberschule (Berufsoberschulen): Vocational school at upper secondary level existing in a few Länder. Offers those who have completed vocational training in the dual system the opportunity to obtain a higher education entrance qualification. Providing two years of full-time education or correspondingly longer part-time education, the Berufsoberschule leads to the Fachgebundene Hochschulreife and, with a second foreign language, to the Allgemeine Hochschulreife.

Berufsschule (Berufsschulen): Vocational school at upper secondary level generally providing part-time instruction in general and vocational subjects to trainees receiving vocational education and training within the dual system.

Berufsvorbereitungsjahr (Berufsvorbereitungsjahrs,Berufsvorbereitungsjahres): Preparation for those young people who do not have a training contract, helping them to choose a career and providing them with vocational training in the form of full-time instruction designed to provide an introduction to one or two occupational fields.

Bildungsstandard (Bildungsstandards): The educational standards of the Standing Conference take up general educational objectives and specify which competences with regard to key content pupils should have acquired by a certain grade. The educational standards refer to the average expected performance level of pupils at the end of grade 4 for the Hauptschulabschluss and the Mittlerer Schulabschluss.

duales System (duale System,dualen Systems,dualen System): Training carried out at two places of learning, i.e. at upper secondary education establishments (Berufsschulen) or tertiary education institutions (Berufsakademien, Fachhochschulen) and in companies. Trainees either attend the two places of learning alternately or simultaneously.

Ergänzungsschule (Ergänzungsschulen): Privately-maintained school providing courses of education not normally available at public-sector schools, particularly in the vocational sector.

Ersatzschule (Ersatzschulen): Privately-maintained school which provides an equivalent education to public-sector schools in terms of organisational structure, functions and curriculum and at which pupils can complete their compulsory schooling.

Erweiterte Realschule (Erweiterten Realschule,Erweiterten Realschulen): Type of school at lower secondary level in Saarland providing the courses of education otherwise offered by the Hauptschule and the Realschule.

Erzieher (Erziehers,Erziehern): Youth or child care worker who has completed a course at a Fachschule for social work (four to five years' training at a vocational school at upper secondary level including work experience). Qualified to work in pre-school establishments and in areas of youth services.

Fachgebundene Hochschulreife (Fachgebundenen Hochschulreife): Qualification entitling holder to study particular subjects at a higher education institution. May be obtained through certain courses of vocational education at upper secondary level.

Fachhochschule (Fachhochschulen,FH): University of applied sciences. Type of higher education institution established in the 1970s, which has the particular function of providing application-oriented teaching and research, particularly in engineering, business, administration, social services and design.

Fachhochschulreife: Qualification entitling holder to study at a Fachhochschule. May usually be obtained after 12 years of schooling at a Fachoberschule or - under certain conditions - at other vocational schools.

Fachoberschule (Fachoberschulen): Vocational school at upper secondary level providing two-year courses in various subject areas leading to the qualification of Fachhochschulreife. The first year consists of both practical training in the workplace and lessons, whilst the second year covers general and subject-specific lessons.

Fachschule (Fachschulen): Vocational school offering continuing vocational training courses of between one and three years which build on initial vocational training and subsequent employment and lead to a further qualification in a profession.

Ganztagsschule (Ganztagsschulen): All-day schools – primary and secondary schools which, in addition to timetabled lessons in the morning, offer an all-day programme comprising at least seven hours per day on at least three days per week. Activities offered in the afternoon are to be organised under the supervision and responsibility of the head staff and to be carried out in cooperation with the head staff. The activities are to have a conceptual relationship with the lessons in the morning. All-day schools, which are far less common in Germany than the traditional Halbtagsschule, provide a midday meal on the days on which they offer all-day supervision.

Gemeinschaftsschule (Gemeinschaftsschulen): Type of school at lower secondary level in Schleswig-Holstein offering several courses of education leading to different qualifications (Hauptschulabschluss, Mittlerer Schulabschluss, entitlement to proceed to the gymnasiale Oberstufe). Gemeinschaftsschulen can also encompass the upper secondary level in the form of the gymnasiale Oberstufe.

Gesamtschule (Gesamtschulen,Integrierte Gesamtschule,integrierten Gesamtschule,integrierten Gesamtschulen,integrierte Gesamtschulen,integrierter Gesamtschulen): Type of school at lower secondary level offering several courses of education leading to different qualifications (Hauptschulabschluss, Mittlerer Schulabschluss, entitlement to proceed to the gymnasiale Oberstufe). It either takes the form of a cooperative Gesamtschule or an integrated Gesamtschule. In the cooperative type, pupils are taught in classes grouped according to the different qualifications available, whilst in the integrated type, pupils are set in courses grouped according to level of proficiency for a number of core subjects, but taught together as a year group for all other subjects. Gesamtschulen can also encompass the upper secondary level in the form of the gymnasiale Oberstufe.

Grundschule (Grundschulen): Compulsory school for all children of the age of six onwards. It comprises four grades, except in Berlin and Brandenburg where it covers six grades.

gymnasiale Oberstufe (gymnasialen Oberstufe): The upper level of the Gymnasium, which can however be established at other types of school such as the Gesamtschule or the
Gemeinschaftsschule. It usually comprises grades 11-13 (or 10-12, 11-12, depending on the Land). Course of general education concluded by the Abitur examination, which leads to the general higher education entrance qualification (Allgemeine Hochschulreife).

Gymnasium (Gymnasien,Gymnasiums): Type of school covering both lower and upper secondary level (grades 5-13 or 5-12) and providing an in-depth general education aimed at the general higher education entrance qualification. At present, in almost all Länder, there is a change from the nine-year to the eight-year Gymnasium. Some Länder have already changed to the eight-year Gymnaisum in which the Allgemeine Hochschulreife is acquired after grade 12.

Halbtagsschule (Halbtagsschulen): Half-day school as opposed to all-day school - the most common way of organising lessons. At these schools lessons are only given in the mornings. In the primary sector there are so-called full half-day schools and at lower secondary level so-called extended halfday schools. Here pupils are provided with care and supervision outside of lessons.

Hauptschulabschluss (Hauptschulabschlusses,Hauptschulabschlüsse,Hauptschulabschlüssen): General education school leaving certificate obtained on completion of grade 9 at the Hauptschule or any other lower secondary level school. This first general qualification is generally used to enter a course of vocational training within the dual system. In some Länder pupils who have achieved a particular level of performance may be awarded a so-called qualifying Hauptschulabschluss at the end of grade 9 and in some Länder it is possible to obtain what is known as an extended Hauptschulabschluss on completion of grade 10.

Hauptschule (Hauptschulen): Type of school at lower secondary level providing a basic general education. Compulsory school, unless pupil is attending a different type of secondary school, usually comprising grades 5-9.

Hochschulreife: Higher education entrance qualification obtained as a school leaving qualification at upper secondary level on completion of grade 12 or 13.

Integrierte Haupt- und Realschule (Integrierten Haupt- und Realschule,Integrierten Haupt- und Realschulen,Integrierte Haupt- und Realschulen,Integrierter Haupt- und Realschulen): Type of school at lower secondary level in Hamburg providing the courses of education otherwise offered by the Hauptschule and the Realschule.

Kolleg (Kollegs): Establishment of the so-called Zweiter Bildungsweg where adults attend full-time classes to obtain the general higher education entrance qualification.

Kommune (Kommunen): Local authority with the right of self-government in certain areas of jurisdiction. The term covers the Gemeinden (municipalities), the Kreise (districts) and the kreisfreie Städte (municipalities with the status of a district) and, in some Länder, the Bezirke (regional authorities); Kommunen are entitled to deal independently with all affairs relating to the local community in the framework of the law.

Land (Landes,Länder,Ländern): Constituent state of the Federal Republic of Germany (16 in all) which, like the Federation, has original state authority. However, responsibility for the execution of state powers and the fulfilment of state tasks is divided by the German constitution, the Basic Law, between the Federation and its constituent states. Of the 16 Länder, the five Länder in the area of the former GDR are known as the Länder in eastern Germany, whereas the other 11 constituent states of the original Federal Republic of Germany are known as the Länder in western Germany.

Mittelschule (Mittelschulen): Type of school at lower secondary level in Sachsen providing the courses of education otherwise offered by the Hauptschule and the Realschule.

Mittlerer Schulabschluss (Mittleren Schulabschlusses,Mittlerem Schulabschluss,Mittleren Schulabschluss,Mittlere Schulabschluss): General education school leaving certificate obtained on
completion of grade 10 at Realschulen or, under certain circumstances, at other lower secondary level school types. It can also be obtained at a later stage during vocational training at upper secondary level. In some Länder called Realschulabschluss.

Oberschule (Oberschulen): Type of school at lower secondary level in Brandenburg providing the courses of education otherwise offered by the Hauptschule and the Realschule.

Orientierungsstufe (Orientierungsstufen,Förderstufe): Orientation stage - either grades 5 and 6 at the individual lower secondary school types or, in some Länder, an independent school stage not attached to any school type. The orientation stage helps to decide on a pupil's future school career.

Rahmenlehrplan (Rahmenlehrplans, Rahmenlehrplanes, Rahmenlehrpläne, Rahmenlehrplänen): Framework curriculum for vocational subjects at the Berufsschule within the framework of vocational training in the dual system. Framework curricula are decided on by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder once they have been coordinated with the training regulations for the in-company part of training within the dual system and are implemented by the Länder in specific curricula for each Land.

Realschule (Realschulen): Type of school at lower secondary level, usually comprising grades 5-10. Provides pupils with a more extensive general education and the opportunity to go on to courses of education at upper secondary level that lead to vocational or higher education entrance qualifications.

Regelschule (Regelschulen): Type of school at lower secondary level in Thüringen providing the courses of education otherwise offered by the Hauptschule and the Realschule.

Regionale Schule (Regionalen Schule,Regionale Schulen,Regionalen Schulen, Regionaler Schulen): Type of school at lower secondary level in Rheinland-Pfalz and Mecklenburg-Vorpommern providing the courses of education otherwise offered by the Hauptschule and the Realschule.

Regionalschule (Regionalschulen): Type of school at lower secondary level in Schleswig-Holstein providing the courses of education otherwise offered by the Hauptschule and the Realschule.

Schularten mit mehreren Bildungsgängen: Schools with several courses of education – a category used in school statistics which applies to types of school providing the courses of education otherwise offered by the Hauptschule and Realschule (Mittelschule, Regelschule, Sekundarschule, Erweiterte Realschule, Integrierte Haupt- und Realschule, Verbundene Haupt- und Realschule, Regionale Schule). Outside statistics, Schularten mit mehreren Bildungsgängen also include Gesamtschulen which additionally offer the Gymnasium course of education.

Schulordnung (Schulordnungen): School regulations - legal ordinance enacted by the individual Länder governing the legal relationship between the pupils and the school (e.g. entrance, promotion to next grade, examination procedures, assessment of performance) and matters concerning school organisation and participation.

Schulträger (Schulträgers,Schulträgern): School maintaining body. For public-sector schools, usually a local authority (commune/district) or, less commonly, the Land. Private schools are maintained by a non-profit-making body (especially churches and non-denominational backers) or private individuals. The maintaining body is responsible for the establishment, intenance and administration of the school and normally bears the material costs (whilst the staff costs for teachers at public-sector schools are borne by the Land).

Sekundarschule (Sekundarschulen): Type of school at lower secondary level in Bremen and Sachsen-Anhalt providing the courses of education otherwise offered by the Hauptschule and the Realschule.

Sonderpädagogischer Förderbedarf (sonderpädagogische Förderbedarf, sonderpädagogischem Förderbedarf): Special educational needs - individually tailored measures covering education, lessons, therapy and care for children or young people with physical and sensory impairments and/or psychosocial disturbances.

Sonderschule (Sonderschulen,Förderschule,Förderschulen,Schule für Behinderte): Special school - school establishment for pupils whose development cannot be adequately assisted at mainstream schools on account of disability. Also known as Förderschule or Schule für Behinderte.

Sozialpädagoge (Sozialpädagogen): Graduate who has completed a course of study in social education at a university, Fachhochschule or Berufsakademie and who is qualified to work in such areas as youth welfare services, social work or health assistance.

Verbundene oder Zusammengefasste Haupt- und Realschule (Verbundenen oder Zusammengefassten Haupt- und Realschule,Verbundenen oder Zusammengefassten Haupt- und Realschulen,Verbundener oder Zusammengefasster Haupt- und Realschulen): Type of school at lower secondary level in Hessen providing the courses of education otherwise offered by the Hauptschule and Realschule.

Volksschule (Volksschulen): Former name for compulsory school (today known as Grundschule and Hauptschule).

Zeugnis der Allgemeinen Hochschulreife: The certificate of Allgemeine Hochschulreife entitles holders to admission to all subjects at all higher education institutions. It is usually obtained by passing the Abitur examination and incorporates examination marks as well as continuous assessment of pupil's performance in the last two years of upper Gymnasium level (Qualifikationsphase).

Zweiter Bildungsweg (Zweiten Bildungswegs,Zweiten Bildungsweges,Zweiten Bildungsweg): Establishments providing adults with an opportunity to obtain general education school leaving certificates later in life following completion of a first stage of education (establishments include Abendhauptschule, Abendrealschule, Abendgymnasium, Kolleg).

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18) ;
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009).

GERMANY	
Tertiary	
1808	University Reform led by Wilhelm von Humboldt defining a number of basic principles still valid today: internal autonomy of institutions of higher education despite their being maintained by the state; freedom of teaching and resarch; unity of teaching and research.
1910	Admission of girls to Prussian universities.
WWII	During the Hitler era, teachers and university faculty are required to swear a loyalty oath to National Socialism, and freedom of expression is sharply curtailed. About 300 Jewish university professors are driven out, causing a huge loss of scholarly, scientific, and intellectual capacity. Girls are discouraged from pursuing higher education.
1949	Reinstauration of Wilhlem von Humbolt's principles (which were abrogated during the National Socialist era). According to the principle of cultural sovereignty ("Kulturhoheit"), the reconstruction of the higher education system is a matter for the Länder. Their policy on higher education is coordinated by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, whereas the Federal Government initially exerts no influence whatsoever on the development.
1950	Law for the Promotion of Youth in the GDR decreeting that all children, regardless of gender, should receive the same education, vocational training, higher education, and access to sports.
1957	Creation of the Science Council ("Wissenschaftsrat") to institutionalise the cooperation of the academic and government sectors.
1960	Set up of a range of new universities in sparsely populated regions in West Germany. The regionalisation of higher education is viewed as an aspect in the guaranteeing of fair opportunities for access to study. Reduction of the number of academic subjects required for the “Abitur”.
1969	Amendement of the constitution or Basic Law ("Grundgesetz") of the Federal Republic of Germany to take into account the massive development needs of the higher education sector. Under Articles 91a and 91b of the Basic Law, the expansion and construction of higher education institutions including university clinics, as well as educational planning and the promotion of research activities are now among the so-called joint tasks of the Federal Government and Länder. By the amendment of the Basic Law in 1969, the Federal Government is also empowered to enact framework legislation concerning the general principles of higher education. This leads to the passing of the Hochschulrahmengesetz (HRG), or Framework Act for Higher Education, in 1976.
1970	Establishment of "Fachhochschulen" in highly populated regions as a separate type of institution of higher education.
1972	Opening of the universities of the GDR to the "sons and daughters of workers and peasants" with provision of distance learning courses → peak of the enrolment figures.
1974	Creation of the "Berufsakademien" (which are to be found in nine Länder: Baden-Württemberg, Berlin, Hamburg, Hessen, Niedersachsen, Schleswig-Holstein, Saarland, Thüringen) to provide an alternative to studying at an institution of higher education. By means of these professional academies, the principle of the dual system for vocational training has also been implemented in the tertiary sector.
1976	The "Hochschulrahmengesetz" (HRG), or Framework Act for Higher Education, is passed, creating the first uniform nationwide framework for higher education.
1989	Launch of a number of reforms in higher education: viz. higher education comes within the remit of the newly established Länder, the autonomy of institutions of higher education is restored along with freedom of research and teaching, ideologically encumbered faculties are overhauled, and wider access to institutions of higher education is introduced. Under the Unification Treaty (Einigungsvertrag), the Science Council (Wissenschaftsrat) is given a mandate to examine the state of non-university research and draw up recommendations for a reorganisation of higher education. As part of this reorganisation, some institutions of higher education are closed or integrated into universities, new faculties are set up in the fields of law, economics and business and social sciences, Fachhochschulen are established as a new type of institution there. As part of a staff renewal plan, new teachers are appointed and programmes are initiated to promote up-and-coming academics; concurrently, however, about a third of the posts in higher education are shed.

1990s	Recognition of "Berufsakademien" final qualifications as tertiary sector qualifications that fall into the scope of the EU directives on a general system for the recignition of higher-education diplomas. Reorganisation of the higher education landscape across the new unified Germany by establishing "Fachhochschulen" in Eastern German Länder.
2003	Integration of the Berufsakademie Berlin into the "Fachhochschule für Wirtschaft" as proper faculty. (In October 2004, the Standing Conference of the Ministers of Education and Cultural Affairs ("Kultusministerkonferenz") decided that certificates obtained in accredited Bachelor's courses at Berufsakademien are to be treated equivalently to Bachelor's degrees obtained at higher education institutions).

Glossary

Abendgymnasium (Abendgymnasiums,Abendgymnasien): Establishment of the so-called Zweiter Bildungsweg at which adults can attend evening classes to obtain the general higher education entrance qualification.

Abitur (Abiturs): Secondary school qualification, obtained at the upper Gymnasium level (gymnasiale Oberstufe) after 12 or 13 years of school education which constitutes general higher education entrance qualification permitting the holder to study any subject at any higher education institution.

Allgemeine Hochschulreife (Allgemeinen Hochschulreife): General higher education entrance qualification. Entitles holder to admission to all subjects at all higher education institutions and is usually obtained at upper Gymnasium level (gymnasiale Oberstufe) by passing the Abitur examination.

Ausbildungsordnung (Ausbildungsordnungen): Training regulations. Legal ordinance governing the incompany training section of vocational training within the dual system. Training regulations also exist in other areas (e.g. for careers in the Civil Service).

Berufsakademie (Berufsakademien,BA): Tertiary sector institution in some Länder, offering three-year courses of academic training at a Studienakademie (study institution) combined with practical incompany professional training within a dual system in keeping with the principle of the dual system.

Berufsfachschule (Berufsfachschulen): Vocational school at upper secondary level offering a wide range of branches and courses of varying duration. A full-time school, it prepares or trains students for a specific occupation at different levels of qualification.

Berufsschule (Berufsschulen): Vocational school at upper secondary level generally providing part-time instruction in general and vocational subjects to trainees receiving vocational education and training within the dual system.

Diplom (Diploms,Diplome,Diplomen): The Diplom degree as a higher education qualification provides qualification for a profession. It may be obtained either at universities and equivalent institutions of higher education (particularly in social or economic sciences and in natural and engineering sciences) or likewise at Fachhochschulen (in all subjects, with the specification Fachhochschule or FH added to the degree title). The Diplom degree may also be obtained as a tertiary education qualification providing qualification for a profession at Berufsakademien (with the specification Berufsakademie or BA added to the degree title).

Diplomarbeit (Diplomarbeiten): Written dissertation to be prepared at the end of a Diplom course of study. The dissertation must investigate, independently, a subject using academic methods and be submitted within a specified period of time.

Diplomgrad (Diplomgrads,Diplomgrades,Diplomgrade,Diplomgraden): Academic degree awarded on the basis of an examination administered by a higher education institution (unlike the state examination). The title awarded combines the name of the degree with the subject in which it has been obtained, e.g. Diplom-Ingenieur (graduate engineer), Diplom-Psychologe (graduate psychologist), Diplom-Kaufmann (graduate in commerce). This degree is awarded by universities and equivalent higher education institutions, as well as by Fachhochschulen (with the specification Fachhochschule or FH added to the degree title) and by colleges of art and music. As a tertiary education degree, the Diplom title can also be awarded by Berufsakademien (with the specification Berufsakademie or BA added to the degree title).

Diplomprüfung (Diplomprüfungen): Final examination leading to the award of the Diplom degree at universities and equivalent higher education institutions, as well as at Fachhochschulen, colleges of art and music, and Berufsakademien.

Diplomprüfungsordnung (Diplomprüfungsordnungen): Examination regulations specifying the prerequisites for the Diplom examination, the writing of the dissertation, examination requirements, the examination procedures and examination subjects. Although compiled by the higher education institution, the regulations must, as a rule, receive the approval of the Ministry of Science in the Land concerned.

Doktorgrad (Doktorgrads,Doktorgrades,Doktorgrade,Doktorgraden): Academic degree awarded following the doctoral procedure, which consists of a written thesis and either an oral examination or a defence of the thesis.

duales System (duale System,dualen Systems,dualen System): Training carried out at two places of learning, i.e. at upper secondary education establishments (Berufsschulen) or tertiary education institutions (Berufsakademien, Fachhochschulen) and in companies. Trainees either attend the two places of learning alternately or simultaneously.

Fachgebundene Hochschulreife (Fachgebundenen Hochschulreife): Qualification entitling holder to study particular subjects at a higher education institution. May be obtained through certain courses of vocational education at upper secondary level.

Fachhochschule (Fachhochschulen,FH): University of applied sciences. Type of higher education institution established in the 1970s, which has the particular function of providing application-oriented teaching and research, particularly in engineering, business, administration, social services and design.

Fachhochschulreife: Qualification entitling holder to study at a Fachhochschule. May usually be obtained after 12 years of schooling at a Fachoberschule or - under certain conditions - at other vocational schools.

Fachoberschule (Fachoberschulen): Vocational school at upper secondary level providing two-year courses in various subject areas leading to the qualification of Fachhochschulreife. The first year consists of both practical training in the workplace and lessons, whilst the second year covers general and subject-specific lessons.

Fachschule (Fachschulen): Vocational school offering continuing vocational training courses of between one and three years which build on initial vocational training and subsequent employment and lead to a further qualification in a profession.

Fernuniversität: State higher education institution based in Hagen offering courses of study by distance learning only. Courses offered include those leading to a first qualification for entry into a profession (Bachelor, Diplom, Magister) and further study, supplementary and graduate studies.

Graduiertenkolleg (Graduiertenkollegs): Establishment at higher education institutions aiming at the promotion of young graduated academics, enabling doctoral candidates to prepare their doctoral thesis within a thematically-oriented research group.

gymnasiale Oberstufe (gymnasialen Oberstufe): The upper level of the Gymnasium, which can however be established at other types of school such as the Gesamtschule or the Gemeinschaftsschule. It usually comprises grades 11-13 (or 10-12, 11-12, depending on the Land). Course of general education concluded by the Abitur examination, which leads to the general higher education entrance qualification (Allgemeine Hochschulreife).

Hochschulprüfung (Hochschulprüfungen): Examination concluding a course of study. Unlike state examinations, it is administered solely by the higher education institution itself.

Hochschulreife: Higher education entrance qualification obtained as a school leaving qualification at upper secondary level on completion of grade 12 or 13.

Hort (Hortes,Horts,Horte,Horten): Establishment run by youth welfare services offering care and supervision of schoolchildren outside of lessons.

Kindergarten (Kindergartens,Kindergärten): Pre-school establishment for children aged between 3 and 6 as part of child and youth welfare services - may be either publicly or privately maintained (not part of the school system).

Kolleg (Kollegs): Establishment of the so-called Zweiter Bildungsweg where adults attend full-time classes to obtain the general higher education entrance qualification.

Land (Landes,Länder,Ländern): Constituent state of the Federal Republic of Germany (16 in all) which, like the Federation, has original state authority. However, responsibility for the execution of state powers and the fulfilment of state tasks is divided by the German constitution, the Basic Law, between the Federation and its constituent states. Of the 16 Länder, the five Länder in the area of the former GDR are known as the Länder in eastern Germany, whereas the other 11 constituent states of the original Federal Republic of Germany are known as the Länder in western Germany.

Magistergrad (Magistergrads,Magistergrades,Magistergraden,Magister): Academic degree awarded by universities and equivalent institutions of higher education or colleges of art and music, particularly in arts subjects, on the basis of the Magister examination; course of study comprises either two equally weighted major subjects or a combination of one major subject and two minor subjects.

Magisterprüfung (Magisterprüfungen): Higher education examination leading to the award of the Magister degree.

Magisterprüfungsordnung (Magisterprüfungsordnungen): Examination regulations specifying the prerequisites for the Magister examination, the writing of the dissertation, examination requirements, the examination procedure and examination subjects. Although compiled by the higher education institution, the regulations must receive the approval of the Ministry of Science in the Land concerned.

Mittlerer Schulabschluss (Mittleren Schulabschlusses,Mittlerem Schulabschluss,Mittleren Schulabschluss,Mittlere Schulabschluss): General education school leaving certificate obtained on
completion of grade 10 at Realschulen or, under certain circumstances, at other lower secondary level school types. It can also be obtained at a later stage during vocational training at upper secondary level. In some Länder called Realschulabschluss.

Pädagogische Hochschule (Pädagogischen Hochschule,Pädagogische Hochschulen,Pädagogischen Hochschulen,Pädagogischer Hochschulen): Type of higher education institution in Baden-Württemberg, equivalent in status to the universities, offering courses of study for teaching careers at primary level and certain teaching careers at lower secondary level. In specific cases, study courses leading to professions in the area of education and pedagogy outside the school sector are offered as well.

Praxissemester (Praxissemesters,Praxissemestern): Semester of work experience undertaken as part of a course of study at Fachhochschulen. Responsibility lies with the higher education institution.

Promotion (Promotionen): Award of a doctoral degree on the basis of a doctoral thesis and either an oral examination or a defence of the student's thesis. As a rule, the doctorate is embarked on after completing a first course of study culminating in the Magister, Diplom or Staatsprüfung, as well as after obtaining a Master's qualification, and the promotion serves as proof of ability to undertake in-depth academic work.

Promotionsrecht (Promotionsrechts,Promotionsrechtes): Higher education institution's right to award doctorates. The right is normally accorded to universities and equivalent institutions, though also, under certain conditions, to colleges of art and music.

Prüfungsordnung (Prüfungsordnungen): Examination regulations - legal regulations of different types in school and higher education governing examination prerequisites, content and procedures. Depending on the type of examination, the regulations are issued by the ministries responsible or, where higher education examinations are concerned, they are issued by the higher education institutions and, as a rule, approved by the Ministry of Science of the Land concerned.

Regelstudienzeit (Regelstudienzeiten): Standard period of study - length of time in which it is possible to obtain a first qualification for entry into a profession at higher education institutions and at Berufsakademien. It is defined in the examination regulations and, at institutions of higher education, should not normally exceed 8-10 semesters (4-5 years). On an average, however, students take one or two years longer than the standard period of study to attain the leaving certificate. The Regelstudienzeit for Bachelor's courses of study is 3-4 years, for Master's courses 1-2 years.

Staatsprüfung (Staatsprüfungen,staatlichen Prüfungen): State examination concluding a course of study in certain subjects (e.g. medical subjects, teaching, law). Also refers to examination taken by law students and teaching students at the end of their preparatory service (known as the Second State Examination). The examinations are administered by examination committees staffed not only by professors from the institutions of higher education but also by representatives of the state examination offices of the Länder.

Studienordnung (Studienordnungen): Study regulations - regulations on the content and structure of a course of study, based on the examination regulations.

Technische Hochschule (Technischen Hochschule,Technischen Hochschulen, Technische Hochschulen, Technischer Hochschulen, Technische Universität, Technischen Universität, Technischen Universitäten, Technische Universitäten, technischer Universitäten): Type of higher education institution equivalent in status to university. Focus traditionally lies in natural science and engineering.

Verwaltungsfachhochschule (Verwaltungsfachhochschulen): Fachhochschule maintained by the Federation or a Land which trains young people to take up higher civil service grade posts in a particular sector of public administration.

Vorbereitungsdienst (Vorbereitungsdienstes): Preparatory service - practical training phase completed after the First State Examination and concluded by the Second State Examination. Particularly for teaching careers but also for other civil service careers.

weiterführende Studiengänge (weiterführenden Studiengängen): Graduate study courses that are based on a first higher education degree or that supplement this (further study, supplementary and follow-up courses). At the end of graduate study courses, participants obtain a certificate or further higher education degree (Diplom, Magister, Master) but these do not lead to the Promotion.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

GERMANY

Glossary

Abendgymnasium (Abendgymnasiums,Abendgymnasien): Establishment of the so-called Zweiter Bildungsweg at which adults can attend evening classes to obtain the general higher education entrance qualification.

Abitur (Abiturs): Secondary school qualification, obtained at the upper Gymnasium level (gymnasiale Oberstufe) after 12 or 13 years of school education which constitutes general higher education entrance qualification permitting the holder to study any subject at any higher education institution.

Allgemeine Hochschulreife (Allgemeinen Hochschulreife): General higher education entrance qualification. Entitles holder to admission to all subjects at all higher education institutions and is usually obtained at upper Gymnasium level (gymnasiale Oberstufe) by passing the Abitur examination.

Anerkannter Ausbildungsberufer (anerkannten Ausbildungsberufes,anerkannten Ausbildungsberuf,anerkannte Ausbildungsberufe,anerkannten Ausbildungsberufe,anerkannter Ausbildungsberufe, anerkannten Ausbildungsberufen): Recognised occupation requiring formal training. Occupation regulated at the federal level by legal ordinance for which training is received within the dual system at two different places of learning, i.e. at the workplace and through part-time attendance of a vocational school (Berufsschule).

Arbeitslehre: Pre-vocational studies - introduction to the professional and working world covering the topics of technology, economics, home and work. It is taught - whether under this name or another - at Hauptschulen as a compulsory subject and at other lower secondary level schools either as a subject in its own right or as an integral part of other subjects.

Ausbildungsordnung (Ausbildungsordnungen): Training regulations. Legal ordinance governing the incompany training section of vocational training within the dual system. Training regulations also exist in other areas (e.g. for careers in the Civil Service).

Berufliches Gymnasium (Berufliche Gymnasium,Beruflichen Gymnasiums, Fachgymnasium, Fachgymnasiums,Fachgymnasien): Type of school at upper secondary level offering a three-year course of education which includes both the general education subjects taught at upper Gymnasium level (gymnasiale Oberstufe) and career-oriented subjects, such as business and technology, but which also leads to the general higher education entrance qualification.

Berufsakademie (Berufsakademien,BA): Tertiary sector institution in some Länder, offering three-year courses of academic training at a Studienakademie (study institution) combined with practical incompany professional training within a dual system in keeping with the principle of the dual system.

Berufsfachschule (Berufsfachschulen): Vocational school at upper secondary level offering a wide range of branches and courses of varying duration. A full-time school, it prepares or trains students for a specific occupation at different levels of qualification.

Berufsoberschule (Berufsoberschulen): Vocational school at upper secondary level existing in a few Länder. Offers those who have completed vocational training in the dual system the opportunity to obtain a higher education entrance qualification. Providing two years of full-time education or correspondingly longer part-time education, the Berufsoberschule leads to the Fachgebundene Hochschulreife and, with a second foreign language, to the Allgemeine Hochschulreife.

Berufsschule (Berufsschulen): Vocational school at upper secondary level generally providing part-time instruction in general and vocational subjects to trainees receiving vocational education and training within the dual system.

Berufsvorbereitungsjahr (Berufsvorbereitungsjahrs,Berufsvorbereitungsjahres): Preparation for those young people who do not have a training contract, helping them to choose a career and providing them with vocational training in the form of full-time instruction designed to provide an introduction to one or two occupational fields.

Bildungsstandard (Bildungsstandards): The educational standards of the Standing Conference take up general educational objectives and specify which competences with regard to key content pupils should have acquired by a certain grade. The educational standards refer to the average expected performance level of pupils at the end of grade 4 for the Hauptschulabschluss and the Mittlerer Schulabschluss.

Diplom (Diploms,Diplome,Diplomen): The Diplom degree as a higher education qualification provides qualification for a profession. It may be obtained either at universities and equivalent institutions of higher education (particularly in social or economic sciences and in natural and engineering sciences) or likewise at Fachhochschulen (in all subjects, with the specification Fachhochschule or FH added to the degree title). The Diplom degree may also be obtained as a tertiary education qualification providing qualification for a profession at Berufsakademien (with the specification Berufsakademie or BA added to the degree title).
Diplomarbeit (Diplomarbeiten): Written dissertation to be prepared at the end of a Diplom course of study. The dissertation must investigate, independently, a subject using academic methods and be submitted within a specified period of time.
Diplomgrad (Diplomgrads,Diplomgrades,Diplomgrade,Diplomgraden): Academic degree awarded on the basis of an examination administered by a higher education institution (unlike the state examination). The title awarded combines the name of the degree with the subject in which it has been obtained, e.g. Diplom-Ingenieur (graduate engineer), Diplom-Psychologe (graduate psychologist), Diplom-Kaufmann (graduate in commerce). This degree is awarded by universities and equivalent higher education institutions, as well as by Fachhochschulen (with the specification Fachhochschule or FH added to the degree title) and by colleges of art and music. As a tertiary education degree, the Diplom title can also be awarded by Berufsakademien (with the specification Berufsakademie or BA added to the degree title).
Diplomprüfung (Diplomprüfungen): Final examination leading to the award of the Diplom degree at universities and equivalent higher education institutions, as well as at Fachhochschulen, colleges of art and music, and Berufsakademien.
Diplomprüfungsordnung (Diplomprüfungsordnungen): Examination regulations specifying the prerequisites for the Diplom examination, the writing of the dissertation, examination requirements, the examination procedures and examination subjects. Although compiled by the higher education institution, the regulations must, as a rule, receive the approval of the Ministry of Science in the Land concerned.
Doktorgrad (Doktorgrads,Doktorgrades,Doktorgrade,Doktorgraden): Academic degree awarded following the doctoral procedure, which consists of a written thesis and either an oral examination or a defence of the thesis.
duales System (duale System,dualen Systems,dualen System): Training carried out at two places of learning, i.e. at upper secondary education establishments (Berufsschulen) or tertiary education institutions (Berufsakademien, Fachhochschulen) and in companies. Trainees either attend the two places of learning alternately or simultaneously.
Ergänzungsschule (Ergänzungsschulen): Privately-maintained school providing courses of education not normally available at public-sector schools, particularly in the vocational sector.
Ersatzschule (Ersatzschulen): Privately-maintained school which provides an equivalent education to public-sector schools in terms of organisational structure, functions and curriculum and at which pupils can complete their compulsory schooling.
Erweiterte Realschule (Erweiterten Realschule,Erweiterten Realschulen): Type of school at lower secondary level in Saarland providing the courses of education otherwise offered by the Hauptschule and the Realschule.
Erzieher (Erziehers,Erziehern): Youth or child care worker who has completed a course at a Fachschule for social work (four to five years' training at a vocational school at upper secondary level including work experience). Qualified to work in pre-school establishments and in areas of youth services.
Fachgebundene Hochschulreife (Fachgebundenen Hochschulreife): Qualification entitling holder to study particular subjects at a higher education institution. May be obtained through certain courses of vocational education at upper secondary level.
Fachhochschule (Fachhochschulen,FH): University of applied sciences. Type of higher education institution established in the 1970s, which has the particular function of providing application-oriented teaching and research, particularly in engineering, business, administration, social services and design.
Fachhochschulreife: Qualification entitling holder to study at a Fachhochschule. May usually be obtained after 12 years of schooling at a Fachoberschule or - under certain conditions - at other vocational schools.
Fachoberschule (Fachoberschulen): Vocational school at upper secondary level providing two-year courses in various subject areas leading to the qualification of Fachhochschulreife. The first year consists of both practical training in the workplace and lessons, whilst the second year covers general and subject-specific lessons.

Fachschule (Fachschulen): Vocational school offering continuing vocational training courses of between one and three years which build on initial vocational training and subsequent employment and lead to a further qualification in a profession.

Fernuniversität: State higher education institution based in Hagen offering courses of study by distance learning only. Courses offered include those leading to a first qualification for entry into a profession (Bachelor, Diplom, Magister) and further study, supplementary and graduate studies.

Freie Waldorfschule (Freien Waldorfschule,Freie Waldorfschulen,Freien Waldorfschulen,Freier Waldorfschulen): Privately-maintained primary and secondary schools, which base their work on the ideological and educational ideas of Rudolf Steiner.

Ganztagsschule (Ganztagsschulen): All-day schools – primary and secondary schools which, in addition to timetabled lessons in the morning, offer an all-day programme comprising at least seven hours per day on at least three days per week. Activities offered in the afternoon are to be organised under the supervision and responsibility of the head staff and to be carried out in cooperation with the head staff. The activities are to have a conceptual relationship with the lessons in the morning. All-day schools, which are far less common in Germany than the traditional Halbtagsschule, provide a midday meal on the days on which they offer all-day supervision.

Gemeinschaftsschule (Gemeinschaftsschulen): Type of school at lower secondary level in Schleswig-Holstein offering several courses of education leading to different qualifications (Hauptschulabschluss, Mittlerer Schulabschluss, entitlement to proceed to the gymnasiale Oberstufe). Gemeinschaftsschulen can also encompass the upper secondary level in the form of the gymnasiale Oberstufe.

Gesamtschule (Gesamtschulen,Integrierte Gesamtschule,integrierten Gesamtschule,integrierten Gesamtschulen,integrierte Gesamtschulen,integrierter Gesamtschulen): Type of school at lower secondary level offering several courses of education leading to different qualifications (Hauptschulabschluss, Mittlerer Schulabschluss, entitlement to proceed to the gymnasiale Oberstufe). It either takes the form of a cooperative Gesamtschule or an integrated Gesamtschule. In the cooperative type, pupils are taught in classes grouped according to the different qualifications available, whilst in the integrated type, pupils are set in courses grouped according to level of proficiency for a number of core subjects, but taught together as a year group for all other subjects. Gesamtschulen can also encompass the upper secondary level in the form of the gymnasiale Oberstufe.

Graduiertenkolleg (Graduiertenkollegs): Establishment at higher education institutions aiming at the promotion of young graduated academics, enabling doctoral candidates to prepare their doctoral thesis within a thematically-oriented research group.

Grundschule (Grundschulen): Compulsory school for all children of the age of six onwards. It comprises four grades, except in Berlin and Brandenburg where it covers six grades.

gymnasiale Oberstufe (gymnasialen Oberstufe): The upper level of the Gymnasium, which can however be established at other types of school such as the Gesamtschule or the Gemeinschaftsschule. It usually comprises grades 11-13 (or 10-12, 11-12, depending on the Land). Course of general education concluded by the Abitur examination, which leads to the general higher education entrance qualification (Allgemeine Hochschulreife).

Gymnasium (Gymnasien,Gymnasiums): Type of school covering both lower and upper secondary level (grades 5-13 or 5-12) and providing an in-depth general education aimed at the general higher education entrance qualification. At present, in almost all Länder, there is a change from the nine-year to the eight-year Gymnasium. Some Länder have already changed to the eight-year Gymnaisum in which the Allgemeine Hochschulreife is acquired after grade 12.

Halbtagsschule (Halbtagsschulen): Half-day school as opposed to all-day school - the most common way of organising lessons. At these schools lessons are only given in the mornings. In the primary sector there are so-called full half-day schools and at lower secondary level so-called extended halfday schools. Here pupils are provided with care and supervision outside of lessons.

Hauptschulabschluss (Hauptschulabschlusses,Hauptschulabschlüsse,Hauptschulabschlüssen): General education school leaving certificate obtained on completion of grade 9 at the Hauptschule or any other lower secondary level school. This first general qualification is generally used to enter a course of vocational training within the dual system. In some Länder pupils who have achieved a particular level of performance may be awarded a so-called qualifying Hauptschulabschluss at the end of grade 9 and in some Länder it is possible to obtain what is known as an extended Hauptschulabschluss on completion of grade 10.

Hauptschule (Hauptschulen): Type of school at lower secondary level providing a basic general education. Compulsory school, unless pupil is attending a different type of secondary school, usually comprising grades 5-9.

Hochschulprüfung (Hochschulprüfungen): Examination concluding a course of study. Unlike state examinations, it is administered solely by the higher education institution itself.
Hochschulreife: Higher education entrance qualification obtained as a school leaving qualification at upper secondary level on completion of grade 12 or 13.
Hort (Hortes,Horts,Horte,Horten): Establishment run by youth welfare services offering care and supervision of schoolchildren outside of lessons.
Integrierte Haupt- und Realschule (Integrierten Haupt- und Realschule,Integrierten Haupt- und Realschulen,Integrierte Haupt- und Realschulen,Integrierter Haupt- und Realschulen): Type of school at lower secondary level in Hamburg providing the courses of education otherwise offered by the Hauptschule and the Realschule.
Kindergarten (Kindergartens,Kindergärten): Pre-school establishment for children aged between 3 and 6 as part of child and youth welfare services - may be either publicly or privately maintained (not part of the school system).
Kinderkrippe (Kinderkrippen): Day-care establishment for children under the age of three. Comes under the category of child and youth welfare services and may either be publicly or privately maintained.
Kolleg (Kollegs): Establishment of the so-called Zweiter Bildungsweg where adults attend full-time classes to obtain the general higher education entrance qualification.
Kommune (Kommunen): Local authority with the right of self-government in certain areas of jurisdiction. The term covers the Gemeinden (municipalities), the Kreise (districts) and the kreisfreie Städte (municipalities with the status of a district) and, in some Länder, the Bezirke (regional authorities); Kommunen are entitled to deal independently with all affairs relating to the local community in the framework of the law.
Land (Landes,Länder,Ländern): Constituent state of the Federal Republic of Germany (16 in all) which, like the Federation, has original state authority. However, responsibility for the execution of state powers and the fulfilment of state tasks is divided by the German constitution, the Basic Law, between the Federation and its constituent states. Of the 16 Länder, the five Länder in the area of the former GDR are known as the Länder in eastern Germany, whereas the other 11 constituent states of the original Federal Republic of Germany are known as the Länder in western Germany.
Magistergrad (Magistergrads,Magistergrades,Magistergraden,Magister): Academic degree awarded by universities and equivalent institutions of higher education or colleges of art and music, particularly in arts subjects, on the basis of the Magister examination; course of study comprises either two equally weighted major subjects or a combination of one major subject and two minor subjects.
Magisterprüfung (Magisterprüfungen): Higher education examination leading to the award of the Magister degree.
Magisterprüfungsordnung (Magisterprüfungsordnungen): Examination regulations specifying the prerequisites for the Magister examination, the writing of the dissertation, examination requirements, the examination procedure and examination subjects. Although compiled by the higher education institution, the regulations must receive the approval of the Ministry of Science in the Land concerned.
Mittelschule (Mittelschulen): Type of school at lower secondary level in Sachsen providing the courses of education otherwise offered by the Hauptschule and the Realschule.
Mittlerer Schulabschluss (Mittleren Schulabschlusses,Mittlerem Schulabschluss,Mittleren Schulabschluss,Mittlere Schulabschluss): General education school leaving certificate obtained on completion of grade 10 at Realschulen or, under certain circumstances, at other lower secondary level school types. It can also be obtained at a later stage during vocational training at upper secondary level. In some Länder called Realschulabschluss.
Oberschule (Oberschulen): Type of school at lower secondary level in Brandenburg providing the courses of education otherwise offered by the Hauptschule and the Realschule.
Orientierungsstufe (Orientierungsstufen,Förderstufe): Orientation stage - either grades 5 and 6 at the individual lower secondary school types or, in some Länder, an independent school stage not attached to any school type. The orientation stage helps to decide on a pupil's future school career.
Pädagogische Hochschule (Pädagogischen Hochschule,Pädagogische Hochschulen,Pädagogischen Hochschulen,Pädagogischer Hochschulen): Type of higher education institution in Baden-Württemberg, equivalent in status to the universities, offering courses of study for teaching careers at primary level and certain teaching careers at lower secondary level. In specific cases, study courses leading to professions in the area of education and pedagogy outside the school sector are offered as well.
Praxissemester (Praxissemesters,Praxissemestern): Semester of work experience undertaken as part of a course of study at Fachhochschulen. Responsibility lies with the higher education institution.

Promotion (Promotionen): Award of a doctoral degree on the basis of a doctoral thesis and either an oral examination or a defence of the student's thesis. As a rule, the doctorate is embarked on after completing a first course of study culminating in the Magister, Diplom or Staatsprüfung, as well as after obtaining a Master's qualification, and the promotion serves as proof of ability to undertake in-depth academic work.

Promotionsrecht (Promotionsrechts,Promotionsrechtes): Higher education institution's right to award doctorates. The right is normally accorded to universities and equivalent institutions, though also, under certain conditions, to colleges of art and music.

Prüfungsordnung (Prüfungsordnungen): Examination regulations - legal regulations of different types in school and higher education governing examination prerequisites, content and procedures. Depending on the type of examination, the regulations are issued by the ministries responsible or, where higher education examinations are concerned, they are issued by the higher education institutions and, as a rule, approved by the Ministry of Science of the Land concerned.

Rahmenlehrplan (Rahmenlehrplans, Rahmenlehrplanes, Rahmenlehrpläne, Rahmenlehrplänen): Framework curriculum for vocational subjects at the Berufsschule within the framework of vocational training in the dual system. Framework curricula are decided on by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder once they have been coordinated with the training regulations for the in-company part of training within the dual system and are implemented by the Länder in specific curricula for each Land.

Realschule (Realschulen): Type of school at lower secondary level, usually comprising grades 5-10. Provides pupils with a more extensive general education and the opportunity to go on to courses of education at upper secondary level that lead to vocational or higher education entrance qualifications.

Regelschule (Regelschulen): Type of school at lower secondary level in Thüringen providing the courses of education otherwise offered by the Hauptschule and the Realschule.

Regelstudienzeit (Regelstudienzeiten): Standard period of study - length of time in which it is possible to obtain a first qualification for entry into a profession at higher education institutions and at Berufsakademien. It is defined in the examination regulations and, at institutions of higher education, should not normally exceed 8-10 semesters (4-5 years). On an average, however, students take one or two years longer than the standard period of study to attain the leaving certificate. The Regelstudienzeit for Bachelor's courses of study is 3-4 years, for Master's courses 1-2 years.

Regionale Schule (Regionalen Schule,Regionale Schulen,Regionalen Schulen, Regionaler Schulen): Type of school at lower secondary level in Rheinland-Pfalz and Mecklenburg-Vorpommern providing the courses of education otherwise offered by the Hauptschule and the Realschule.

Sachunterricht (Sachunterrichts,Sachunterrichtes): Subject taught at primary school familiarising pupils with scientific and technical phenomena and with social, economic and historical aspects of their own area.

Schularten mit mehreren Bildungsgängen: Schools with several courses of education – a category used in school statistics which applies to types of school providing the courses of education otherwise offered by the Hauptschule and Realschule (Mittelschule, Regelschule, Sekundarschule, Erweiterte Realschule, Integrierte Haupt- und Realschule, Verbundene Haupt- und Realschule, Regionale Schule). Outside statistics, Schularten mit mehreren Bildungsgängen also include Gesamtschulen which additionally offer the Gymnasium course of education.

Schulkindergarten (Schulkindergartens,Schulkindergärten): School establishment for children who, although they have reached the compulsory school age, have not yet attained an adequate level of development to start school.

Schulkonferenz (Schulkonferenzen): School conference - body of participation in the school sector, made up of teachers', parents' and pupils' representatives.

Schulordnung (Schulordnungen): School regulations - legal ordinance enacted by the individual Länder governing the legal relationship between the pupils and the school (e.g. entrance, promotion to next grade, examination procedures, assessment of performance) and matters concerning school organisation and participation.

Schulträger (Schulträgers,Schulträgern): School maintaining body. For public-sector schools, usually a local authority (commune/district) or, less commonly, the Land. Private schools are maintained by a non-profit-making body (especially churches and non-denominational backers) or private individuals. The maintaining body is responsible for the establishment, intenance and administration of the school and normally bears the material costs (whilst the staff costs for teachers at public-sector schools are borne by the Land).

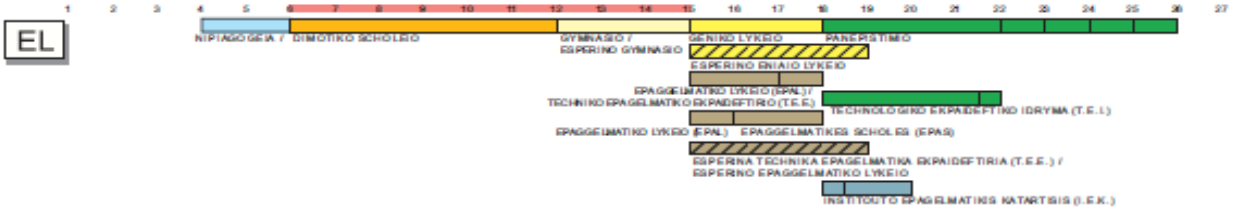
Sekundarschule (Sekundarschulen): Type of school at lower secondary level in Bremen and Sachsen-Anhalt providing the courses of education otherwise offered by the Hauptschule and the Realschule.

Sonderkindergarten (Sonderkindergartens,Sonderkindergärten): Pre-school establishment for children with disabilities - also known as a Förderkindergarten.
Sonderpädagogischer Förderbedarf (sonderpädagogische Förderbedarf, sonderpädagogischem Förderbedarf): Special educational needs - individually tailored measures covering education, lessons, therapy and care for children or young people with physical and sensory impairments and/or psychosocial disturbances.
Sonderschule (Sonderschulen,Förderschule,Förderschulen,Schule für Behinderte): Special school - school establishment for pupils whose development cannot be adequately assisted at mainstream schools on account of disability. Also known as Förderschule or Schule für Behinderte.
Sozialpädagoge (Sozialpädagogen): Graduate who has completed a course of study in social education at a university, Fachhochschule or Berufsakademie and who is qualified to work in such areas as youth welfare services, social work or health assistance.
Staatsprüfung (Staatsprüfungen,staatlichen Prüfungen): State examination concluding a course of study in certain subjects (e.g. medical subjects, teaching, law). Also refers to examination taken by law students and teaching students at the end of their preparatory service (known as the Second State Examination). The examinations are administered by examination committees staffed not only by professors from the institutions of higher education but also by representatives of the state examination offices of the Länder.
Studienordnung (Studienordnungen): Study regulations - regulations on the content and structure of a course of study, based on the examination regulations.
Technische Hochschule (Technischen Hochschule,Technischen Hochschulen, Technische Hochschulen, Technischer Hochschulen, Technische Universität, Technischen Universität, Technischen Universitäten, Technische Universitäten, technischer Universitäten): Type of higher education institution equivalent in status to university. Focus traditionally lies in natural science and engineering.
Verbundene oder Zusammengefasste Haupt- und Realschule (Verbundenen oder Zusammengefassten Haupt- und Realschule,Verbundenen oder Zusammengefassten Haupt- und Realschulen,Verbundener oder Zusammengefasster Haupt- und Realschulen): Type of school at lower secondary level in Hessen providing the courses of education otherwise offered by the Hauptschule and Realschule.
Verwaltungsfachhochschule (Verwaltungsfachhochschulen): Fachhochschule maintained by the Federation or a Land which trains young people to take up higher civil service grade posts in a particular sector of public administration.
Volksschule (Volksschulen): Former name for compulsory school (today known as Grundschule and Hauptschule).
Vorbereitungsdienst (Vorbereitungsdienstes): Preparatory service - practical training phase completed after the First State Examination and concluded by the Second State Examination. Particularly for teaching careers but also for other civil service careers.
Vorklasse (Vorklassen): School establishment in some Länder for children who have reached compulsory school age but have not yet attained an adequate level of development to start school and, in some cases, for children aged over five.
weiterführende Studiengänge (weiterführenden Studiengängen): Graduate study courses that are based on a first higher education degree or that supplement this (further study, supplementary and follow-up courses). At the end of graduate study courses, participants obtain a certificate or further higher education degree (Diplom, Magister, Master) but these do not lead to the Promotion.
Zeugnis der Allgemeinen Hochschulreife: The certificate of Allgemeine Hochschulreife entitles holders to admission to all subjects at all higher education institutions. It is usually obtained by passing the Abitur examination and incorporates examination marks as well as continuous assessment of pupil's performance in the last two years of upper Gymnasium level (Qualifikationsphase).
Zweiter Bildungsweg (Zweiten Bildungswegs,Zweiten Bildungsweges,Zweiten Bildungsweg): Establishments providing adults with an opportunity to obtain general education school leaving certificates later in life following completion of a first stage of education (establishments include Abendhauptschule, Abendrealschule, Abendgymnasium, Kolleg).

Source: Eurydice, Eurybase - Germany - (2006/07).

GREECE

Organisation of the education system in Greece, 2005/06



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

GREECE	
Pre-Primary	
19th century	Establishment of pre-school education by law.
1985	Law 1566/1985 determining all the details concerning the structure and the opertion of the primary and secondary ducation. The same Law stipulates that Pre-school education belongs to Primary education and a great part of its operation follows the same legislative regulations that are in force for "dimotiko Scholeio" (primary school). Specifically, Pre-school education is provided in "Nipiagogeia" (Kindergartens) that operate independently or in centres together with state nursery schools (children's centres). Attendance at "nipiagogeio" (Kindergarten) lasts two years and following a modification in 2006 of the relevant law was made compulsory for children of five years of age. Nipiagogeio may have either one teacher or two.
1995	Decision No. F27/148/G1/160/14-2-95 of the Minister of Education regulating the issues related to the organisation and operation of pilot schools and kindergartens.
1997	Law 2525/1997 defining the operation of the "Oloimero nipiagogeio" (all-day kindergarten) and Oloimero dimotiko Scholeio (all-day primary school).

Glossary

Dimotiko (Dimotiko, Dimotiko Scholeio): Primary school (six years duration).

Nipiagogeio (Nipiagogeia): The school in which pre-school education is provided.

Sources:

Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

GREECE	
Primary	
Early 19th century	Various legislative regulations defining the context of operation of elementary education.
1911	The Constitution established the compulsory and free of charge elementary education.
1927	Years of compulsory attendance in the elementary education could not be less than 6.
1976	Establishment of the 9-year free of charge education for all Greek children aged 6 to 15 years old. The demotic language became the official language in all levels of education.
1985	Law 1566 (still in force) defining the structure and operation of Primary and Secondary Education: This law established the new procedure for drawing up new curricula and for the writing of the corresponding new textbooks. It has also set out the following principles: every pupil's school book should be accompanied by a corresponding teacher's book, the establishment of the single-accent system (monotoniko systema) in the modern Greek language, further education for teachers, etc.
1995	Presidential Decree 8/10-01-1995 and its supplementary PD 121/18-04-1995 by which the method of assessing the pupils is differentiated; it is now treated as an on-going pedagogical process. Also, by PD 201/1998 issues related to the operation of Primary schools are further regulated. Law 2327/1995 has established the National Education Council (ΕΣΥΠ/ESYP), the Educational Research Centre (ΚΕΕ), the Institute for Continuing Adult Education (ΙΔΕΚΕΙΔΕΚΕ) and the Educational Centres Supporting Education (ΜΟΚΕΣΕ/MOKESE). Law 2341/1995 regarding the education of the Muslim minority.
1996	Law 2413/1996 by which the new method of education for children from abroad was instituted (still in force).
1997	Law 2525/1997 by which Oloimera Demotika Scholeia was established (still in force) and a unified viewpoint of the Analytical Curricula for Primary and Secondary Education through the Cross-curricular Single Framework for Curricula.

Glossary

Dimotiko (Dimotiko, Dimotiko Scholeio): Primary school (six years duration).

Enishitiki Didaskalia (Enishitiki Didaskalia): Extra teaching help in basic courses offered outside the regular curriculum and timetable to pupils in primary and secondary education who present difficulties in learning.

Peiramatiko Scholeio (Peiramatiko Scholeio): Primary and secondary schools in which experimental goals and educational innovations are implemented.

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

GREECE	
Secondary and post-Secondary non-Tertiary	
19th century	Institution of scondary education as part of the general education system.
1975	Law 186 established the Centre for Studies in Education and Training ("Κέντρο Μελετών και Επιμόρφωσης", or KEME) and abolished the Higher Education Council whose main responsibility had been to plan educational policy and promote educational activities at all levels of schooling. This Centre was established in order to coordinate the pedagogic and academic counselling of teachers.
1976	Law 309 'for the organisation and administration of General Education'. This law replaced classical Greek by modern Greek ("demotiki") as the official language for teaching at all levels of education and extended compulsory schooling from 6 to 9 years. The former non-compulsory 6-year "Gymnasio" was replaced by a compulsory 3-year "Gymnasio" for pupils aged 12-15 which provides lower secondary education. This law also established several councils authorised to take decisions affecting the working conditions and status of teachers (duties, promotions, disciplinary issues, abolition of posts etc.).
1978	Presidential Decree 459 established the first two institutions for in-service teacher training in secondary education (SELME, or "Σχολή Επιμόρφωσης Εκπαιδευτικών Μέσης Εκπαίδευσης"). Eight more were established later. The duration of training was one year and teachers were accepted for courses after passing an entrance examination. They were exempt from normal duties during their training. All SELME followed the same curriculum (for teachers of the same subject).
1982	Law 1268 on the 'Structure and Operation of Higher Education Establishments' set up teacher training departments in universities. Law 1304 introduced the post of school counsellor and simultaneously abolished that of inspector. The role of counsellors included the provision of support in academic and teaching matters, and involvement in the appraisal of teachers in cooperation with the school head. Counsellors were also meant to contribute to the teacher training dimension of education in cooperation with the Pedagogical Institute, and encourage research into educational issues. They are selected for a 4-year period by authorised councils from among teachers with permanent tenure in accordance with certain requirements and procedures. The law also established prefectorial and local education directorates and offices ("Διευθύνσεις και Γραφεία Δευτεροβάθμιας Εκπαίδευσης"), which have exercised administrative authority over schools and teachers, and are supported by the abovementioned councils.
1985	Law 1566 (still in force) defining the structure and operation of Primary and Secondary Education: This law established the new procedure for drawing up new curricula and for the writing of the corresponding new textbooks. It has also set out the following principles: every pupil's school book should be accompanied by a corresponding teacher's book, the establishment of the single-accent system (monotoniko systema) in the modern Greek language, further education for teachers, etc. It supplemented and enhanced the 1976 reform and incorporated all laws passed between 1981 and 1985. It set out the general aims of all levels and types of school education: the Pedagogical Institute (PI, or "Παιδαγωγικό Ινστιτούτο") was reestablished as the most important institution concerned with the academic and teacher training dimension of the education system (Article 24/1566); education authorities and councils were established at regional and local level; compulsory in-service training en masse was introduced (year-long and short teacher training courses organised on a regional basis through Regional Training Centres (PEKs, or "Περιφερειακά Επιμορφωτικά Κέντρα")).

1992	Act 2009/1992 establishing the National System of Vocational Education and Training ((ΕΣΕΕΚ/ESEEK) and founding the OEEK (Vocational Education and Training Organisation) (Government Gazette 18/A/14-02-92) to regulate the organisation and operation of the Vocational Training Institutes ("Institouta Epaggelmatikis Katartisis-IEK"). It abolished the old in-service training Institutions (SELME) and transferred training to the PEKs. Presidential Decree 250/92 offered a new teacher training structure with a common curriculum for all PEKs, which included courses in academic subjects, teaching methodologies and the use of computers. Training was of two kinds: (1) four-month training for teachers who were on the waiting list, but had to complete the training successfully in order to qualify as candidates for recruitment with permanent tenure. At the end of the course, they had to pass written exams; (2) short-term periodic in-service training for all teachers who attended the courses for three months during which they were exempt from their duties (and replaced by tthe candidates who successfully completed initial training).
1994	Decision No E/12450/21-07-1994 (Government Gazette 593/B/3-08-94) of the BoD of OEEK supplenting the Act 2009/92 on the regulation of vocational training and the operation of the IEKs.
1997	Educational reform (Law 2525) on the 'Unified Lyceum, evaluation in education and other regulations'. The objective of this reform was to upgrade all levels of education and improve quality through the improvement of internal factors (e.g., curriculum, educational materials and tecahing staffs). The system for the assessment of teacher performance was introduced to evaluate the ability of teachers, the performance of School Units and the effectiveness of the education system in general, at regional as well as national level. The Law also established the corps of External Inspectors ("Σώμα Μονίμων Αξιολογητών") who are employed by the Ministry of Education in permanent posts and periodically evaluate the performance of schools and individual teachers. Another committee ("Επιτροπή Αξιολόγησης Σχολικής Μονάδας") was established to coordinate and monitor this corps of inspectors. This committee was appointed by the Ministry of Education. This law also shaped the basic structure and organisation of non-compulsory General and Technical Secondary Education by instituting the "Eniaio Lykeio" (Unified Lyceum) and "Technika Epaggelmatika Ekpaideftiria tee" (Technical Vocational Educational Schools).
1998	Act 2640/1998 supplementing the Act 2525/1997 (replaced by Law 3475/2006, Government Gazette 146, Issue A).
2000	Law 2817 on issues concerning students with special educational needs ("Άτομα με ειδικές ανάγκες"). Teaching materials for certain categories of special needs, dealing inter alia with questions of vocational guidance, have also been produced. A Special Education section was set up at the Pedagogical Institute, and support offered by a special education teacher is envisaged for students with special educational needs who attend mainstream schools.

Glossary

A.E.I. (Anotata Ekpaideftika Idrymata,AEI): Term referring to universities and university-level educational institutions of higher education (4-6 years of study).

Apolytirio Genikou Lykeiou: Leaving certificate of upper secondary general education school (lykeio).

Dimotiko (Dimotiko, Dimotiko Scholeio): Primary school (six years duration).

Geniko Ekklissiastiko Lykeio (Ekklissiastika Lykeia): Ecclesiastical type of lykeio providing education for the potential clergymen and also giving access to university or technological education studies.

Epaggelmatiki Scholi - EPAS (Epaggelmatiki Scholi - EPAS): Type of lykeio which combines general and vocational education giving access to post-secondary non tertiary education and to labour market.

Epaggelmatiko Lykeio - EPAL (Epaggelmatiko Lykeio - EPAL): Type of lykeio which combines general and vocational education giving access to university or technological education studies and to labour market.

Geniko lykeio (Genika lykeia,GL): The main type of upper secondary education school which provides general education.

Gymnasio (Gymnasio): Lower secondary education schoolwhich provides general education.

I.E.K. (Institouta Epaggelmatikis Katartisis,IEK): (Institouta Epagelmatikis Katartisis) : Training centres which provides initial vocational training to graduates of secondary schools. It is classified to the postsecondary non-tertiary education system of vocational training.

T.E.E. (Technika Epagelmatika Ekpaideftiria,TEE): Are the -one year- technical - vocational schools after gymnasio which under the law 3475/2006 are being gradually replaced by Epaggelmatika Lykeia and Epaggelmatikes Scholes as of the school year 2006-07.

Source:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe ;
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009).

GREECE	
Tertiary	
1837	Establishment of the first Hellenic University in Athens.
1975	Constitution (Art.16): Determination and regulation of the organisation and operation of universities ("Panepistimia").
1982	Law 1268/1982 establishing the framework for the modernisation of the operation of higher education (large scale reform).
1983	Law 1404/1983 providing for the establishment of Technological Education Institutes (TEI). Under Law 1404/83, higher vocational education ceased to belong to the official Hellenic educational scheme under the Ministry of National Education and Religious Affairs (ΥΠΕΠΘ/ΥΡΕΡΤΗ), and the TEIs that were established constituted the institutions providing technological education at tertiary level.
1992	Law 2083/1992 on the modernisation of tertiary education through the establishment of the ΕΑΠ/EAP (Hellenic Open University), which provided distance undergraduate and postgraduate education, and the organisation of postgraduate study programmes (now standardised).
1997	Law 2552/1997 regulating the operation of the EAP.
2001	Law 2916/2001 on the inclusion of TEI in the technological sector of tertiary education and the grouping of higher education institutes, namely universities, polytechnic schools and the Higher School of Fine Arts, into the University Sector of tertiary education.
2002	Law 3027/2002 on the inclusion of the Higher School for Teachers of Technological Education (ΑΣΠΑΙΤΕ/ASPAITE) in the technological sector of tertiary education (replacing the School of Teachers for Vocational and Technological Education (ΣΕΛΕΤΕ/SELETE)).
2003	Law 3187/2003 on Higher Military Education Institutes.
2005	Law 3404/2005 on the regulation of issues of University and Higher-Education Technological Sectors and other provisions; Law 3191/2005 (Government Gazette 240, Issue A, 4/10/2005) on the establishment of the International University; and Law 3374/2005 (Government Gazette 189, Issue A, 2/8/2005) on Quality Assurance in Higher Education. Credits transfer and accumulation system – Diploma Supplement.
2006	Law 3450/2006 on the upgrading and restructuring of naval education.

Glossary

A.E.I. (Anotata Ekpaideftika Idrymata,AEI): Term referring to universities and university-level educational institutions of higher education (4-6 years of study).

Apolytirio (Apolytirio): Leaving certificate obtained when the pupil graduates from the lower secondary education school (gymnasio).

Epaggelmatiko Lykeio - EPAL (Epaggelmatiko Lykeio - EPAL): Type of lykeio which combines general and vocational education giving access to university or technological education studies and to labour market.

Geniko lykeio (Genika lykeia,GL): The main type of upper secondary education school which provides general education.

T.E.E. (Technika Epagelmatika Ekpaideftiria,TEE): Are the -one year- technical - vocational schools after gymnasio which under the law 3475/2006 are being gradually replaced by Epaggelmatika Lykeia and Epaggelmatikes Scholes as of the school year 2006-07.

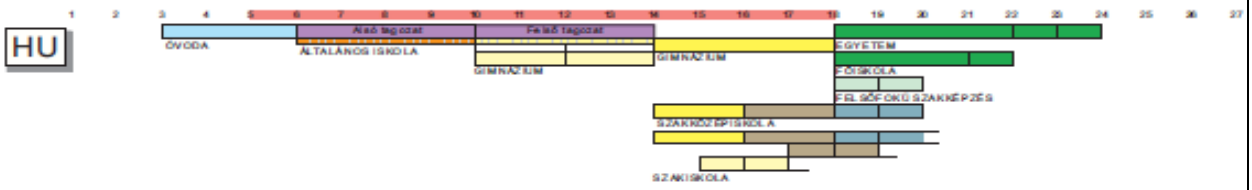
Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

GREECE
Glossary
A.E.I. (Anotata Ekpaideftika Idrymata,AEI): Term referring to universities and university-level educational institutions of higher education (4-6 years of study).
Apolytirio (Apolytirio): Leaving certificate obtained when the pupil graduates from the lower secondary education school (gymnasio).
Apolytirio Genikou Lykeiou: Leaving certificate of upper secondary general education school (lykeio).
Dimotiko (Dimotiko, Dimotiko Scholeio): Primary school (six years duration).
Enishitiki Didaskalia (Enishitiki Didaskalia): Extra teaching help in basic courses offered outside the regular curriculum and timetable to pupils in primary and secondary education who present difficulties in learning.
Epaggelmatiki Scholi - EPAS (Epaggelmatiki Scholi - EPAS): Type of lykeio which combines general and vocational education giving access to post-secondary non tertiary education and to labour market.
Epaggelmatiko Lykeio - EPAL (Epaggelmatiko Lykeio - EPAL): Type of lykeio which combines general and vocational education giving access to university or technological education studies and to labour market.
Geniko Ekklissiastiko Lykeio (Ekklissiastika Lykeia): Ecclesiastical type of lykeio providing education for the potential clergymen and also giving access to university or technological education studies.
Geniko lykeio (Genika lykeia,GL): The main type of upper secondary education school which provides general education.
Gymnasio (Gymnasio): Lower secondary education schoolwhich provides general education.
I.E.K. (Institouta Epaggelmatikis Katartisis,IEK): (Institouta Epagelmatikis Katartisis) : Training centres which provides initial vocational training to graduates of secondary schools. It is classified to the postsecondary non-tertiary education system of vocational training.
Nipiagogeio (Nipiagogeia): The school in which pre-school education is provided.
Peiramatiko Scholeio (Peiramatiko Scholeio): Primary and secondary schools in which experimental goals and educational innovations are implemented.
T.E.E. (Technika Epagelmatika Ekpaideftiria,TEE): Are the -one year- technical - vocational schools after gymnasio which under the law 3475/2006 are being gradually replaced by Epaggelmatika Lykeia and Epaggelmatikes Scholes as of the school year 2006-07.

Source: Eurydice, Eurobase - Greece - (2006/07).

HUNGARY

Organisation of the education system in Hungary, 2005/06



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

HUNGARY	
Pre-Primary	
1852-1945	Opening of the first institution providing for children aged 0-3 (bölcsőde) on 21 April 1852 in Prest. The main function of the institution was always daytime care limited for the period the mother spent at work. So that institution was based on the professional principle of the social function and the family support function. The "bölcsőde" attempted to substitute the mother during working hours by care-centred services rooted in the modern medical principles of the time, recognising the superiority of family-based upbringing, and the supplementary, sometimes compensatory role of "bölcsőde" care.
1868	Act on Public education.
1891	Act on Kindergarten care, initiated by count Albin Csáky, formulating the goal of child care: looking after children aged 3-6, taking care of them, sheltering them from danger, accustoming them to tidiness and cleanliness, and promoting their physical, intellectual, and moral development through challenging their skills, their intellect, and their character at a level suited to their age. The law raised kindergartens among the institutions of public education. The law stated clearly that no teaching in the sense of the 1868 Act on Public education may be provided in kindergartens (óvoda). The law only allowed in kindergartens equipment associated with caring and child raising. Act 1891 on Kindergarten care, the first legislation of its kind marked the inception of creating a network of state-maintained kindergartens, and simultaneously, the number of community and congregational kindergartens also began to rise.
1930's	Various trends of reform pedagogy worked an effect on Hungarian child care/education in the early 20th century. The natural approach as the main tendency of child care at the time was followed in the kindergarten (óvoda). He found it important that set procedures should be relaxed, rigidity eliminated, and more freedom ensured. The oeuvre of Mária Montessori affected the life of kindergartens particularly intensively by suggesting that the furniture/equipment in a kindergarten should be levelled with the development level of the child, and its interior, and atmosphere should be rich in stimuli. She confirmed the importance of strengthening a sense of independence, and encouraging the child to take on the self-service principle. Her approach gave strong incentive to kindergarten staff to procure equipment/toys that contributed to the children's mental progress. In 1938 26.3% of the 3-6 age group attended kindergarten.
1945-1970	As a result of the mass-employment of women in the wake of World War II, and the necessity of developing systems of mother and child protection, the "bölcsőde" assumed an important role. Apart from maintaining its previous functions, new ones also appeared including some principles of socialist education, such as bringing the child in a community as early as possible or emphasising that the institution – in this case the "bölcsőde" – can always ensure a service of higher standards than what is available at home. At the same time, in spite of all the apparent ideological overtones, child care at the bölcsőde was much more child-centred, and a-political than in any educational institution.
Early 1950's	After World War II kindergartens (óvoda) were nationalised. In 1950, 23.5% of kindergarten age children attended kindergarten (óvoda). In the first part of the 50s kindergartens became a target of intensive development. That major expansion was not only in harmony with the economic and social principles of the time, but was also necessary because an increasing number of mothers went into employment, and even in their absence, their children needed preparation for school. The 1950s saw the mushrooming of factory and enterprise based kindergartens (óvoda), and in the countryside the seasonal kindergartens, necessary for the large number of families moving to the countryside for seasonal work.
1953	Act III on Kindergarten care (repealed in 1986) determined the operating principles of daytime kindergartens in the spirit of Soviet-type education policy, controlled by the party headquarters. A paper called 'Methodological paper' published in 1953, followed in 1957 by a manual titled 'Educational work in the kindergarten' gave binding regulations, and uniform principles concerning the content of the professional work performed in all kindergartens (óvoda) of the country. As a result of Russian methodology, didactic play was introduced, increasing the proportion of the educational element in Hungarian kindergartens.
1959	Requirement of a higher education degree for kindergarten staff. (However, in the 70s, due to the high intensity expansion of the kindergarten network, and in an attempt to minimise unqualified employment, for 20 years kindergarten teacher qualifications could be obtained at upper secondary school courses).

1970's	Establishment of the National Methodological Institution of "bölcsőde" Institutions (BOMI) (Bölcsődék Országos Módszertani Intézete), a rather intensive period of "bölcsőde" education. Maintaining the social and family support function, restoring the leading role of the family, emphasising the necessity of joint upbringing, more differentiated – but professionally still justified – adjustment to the needs of the family, application of the results of domestic and international research to the benefit of the child, the appearance of family support services characterise that period. New methodological papers and professional concepts were published, the qualification of experts rose, and the prestige of "bölcsőde" increased within the domestic institution structure until they became part of international professional life.
1971	Issue of the Programme of Kindergarten Education as the centrally determined instruction for professional content, and it serving as the backbone of the work performed in kindergartens nationally for two decades running. Its advantages include child and education focus, emphasising individual, differentiated treatment of children, and play/games as the preferred basic activity.
1985	Act I on education formally upgrading the first phase of public education, the kindergarten (óvoda) to a fully equivalent institution of public education. It eliminates ideological elements from the teaching programme, and puts an end to the state monopoly of education.
1986	Repeal of the Act III of 1953 on Kindergarten care.
1989	New version of the Programme of Kindergarten Education care, further lowering the compulsory element, calling for more differentiated individual treatment, and advocating a more flexible daily schedule.
1993	Introduction of the family daytime care to ensure that even in small communities where a "bölcsőde" is too expensive to maintain, there should be still an institution for the children to be looked after.
1996	Issue of the Basic programme of kindergarten care, only suggesting guidelines concerning the content of the local educational programme of the kindergarten (óvoda) based on which education and teaching is performed. It ensures the possibility to provide caring/education/parenting on the basis of numerous principles taking account of local needs and demand.

Note : The kindergartens (óvoda) established in the first part of the 19th century were pre-scholar institutions, but they resembled at the time both in terms of the content of their education, their methods, and their structure. The primary activity was learning, and playing only had a subsidiary function. The equipment used was regular school equipment, with hardly any toys available. The internal life of kindergartens often followed the pattern suggested by Fröbel. In the second part of the 19th century the distinction between kindergarten (óvoda) and school became more apparent. There was a more consistent differentiation of pre-scholar care and education.

Glossary

Alapprogram: Basic programme. A central regulatory document that lays down the fundamental principles of education to be provided in Hungarian kindergartens, the various functions of the
kindergarten, its tasks, the types of activity allowed in the kindergarten, the concept of structuring life in the kindergarten, as well as the developmental characteristics to be expected from a child at the end of kindergarten age. It is the phylosophy behind all other programmes, and all other programmes are based on it.

általános iskola: General school. The school of basic education, the main school type of compulsory schooling in Hungary. Introduced as a single-structure institution in 1945 it traditionally lasts 8 years. Grades 1-4, the lower cycle, are the primary classes, grades 5-8, the upper cycle, are the lower secondary classes. Schools may operate with fewer or more than 8 grades, the maximum is 10.

bölcsőde (bölcsőde): Day-nursery. A social and health institution for the day-time care of children aged 20 weeks to 3 years. Though it has educational aims it is not part of the formal school system.

főiskola (főiskola): A higher educational college usually below the rank of a university in Hungary. It offers theoretical and vocational training in a particular scientific field. College studies normally take three or four years and lead to a college diploma.

óvoda: Kindergarten or pre-primary education. An independent type of educational institution in the formal school system of Hungary where children are educated from the age of 3 to the age when they enter primary school, usually age 6 (age 7 at most). Attending a kindergarten is compulsory from age 5, when children take part in preparatory education for the primary school.

szakszolgálatok: Pedagogical services. Specialised educational and psychological services aiming mostly at pupils, students and parents. The services include: early development, assistance for children with special educational needs, career orientation, educational counselling, student information and advisory services, the nurturing of talents, etc. The county governments are legally responsible for the provision of these services.

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

HUNGARY	
Single Structure Education (Primary - Lower Secondary)	
1868	Law on Popular Education making the "népiskola" compulsory for all children aged 6-15, and leaving the funding problem to be solved by the communities. The law further requires that the school should be restructured, and this is how the so-called six-form daily "népiskola" came to exist, along with another type of primary "népiskola" for consolidation, rooted in the former. The concept of the state taking its share of establishing and maintaining schools emerged already at that time, but churches continued to dominate.
1908	The "népiskola" is made free of tuition fees.
1940	Law ordering the transformation of the "népiskola" into an eight-form institution, and compulsory education to last for nine years. (8 forms of daily primary "népiskola", plus one form of general practical economics).
1945	The népiskola was replaced by the uniform eight-form general (primary) school (általános iskola) in 1945, consisting of a lower and upper section (4 forms in either). Simultaneously to the system of the "általános iskola" becoming established (1945-1948), the (upper) secondary school "középiskola" was changed to consist of four forms. That completed the current system of Hungarian education where the primary single structure consists of eight forms, and offers basic culture and civilisation to the 6-14 age group. According to current legislation the eight forms of the "általános iskola" are devided into four sections as follows: introduction phase (forms 1-2); beginning phase (forms 3-4); grounding phase (forms 5-6); and progress (forms 7-8).
1978	Centralization of the school curriculum for each subject, school type and grade, accompanied by a single textbook.
1985	Act on Education determining the system of inspectors, transforming it into a counselling network available to schools. Schools can deviate from the provisions of central curricular regulations and introduce innovation. The Act also explicitly confirms the professional independence of teachers.
1990	Act on Local Governments: decentralisation of the eductaion system with delagation to the municipalities of the eductaional institutions which had formerly belonged to the state. School heads are the employers of tecahing staff and take decisions determining their professional advancement.
1992	Public Employee Act entitling teachers to a common salary scale. In accordance to this scale, head teachers take decisions concerning changes in the salaries of teachers (subject to mandatory consultation with professional interest groups) and their tasks (with due regard for the opinion of professional working groups).
1993	Act LXXIX on Public Education abolishing the compulsory nature of the former central curriculum and regulating the qualifications and working conditions of teachers. Teachers need at least a "föiskola", a non-university-level qualification, for employment. The duration of initial teacher training is four years in "föiskola" programmes and five years in university-level programmes.
1996	Amendement to the Act on Pubic Education introducing a quality bonus system and describing a system of in-service training in which 120 hours in seven years became compulsory for all teachers. In addition, a special examination for teachers was introduced and made compulsory for those newly employed. this new system was based on distribution of responsibilities at different levels: the system is regulated by a government decree at central level. while an in-service plan has to be prepared at school level.
1997	(1) Decree No.111 defining the common training requirements for all teacher qualifications; (2) Decree No.277 of December, regulating in-service teacher training in detail, introducing arrangements for specialised examination of teachers and general compulsory in-service teacher training. the compulsory 120-hour in-service training required once every 7 years can be completed by taking a new initial or specialised postgraduate training course. Teachers holding thsi specialised examination qualification are entitled to a higher salary scale. the corresponding examination can only be conducted by higher education institutions. Any institution can offer in-service teacher training, on condition that its Charter entitles it to participate in adult education and that its programmes are accredited by the Ministry of Education.
1997-1998	Start of the SULINET-IRISZ programme for the provision of adequate equipment, technology and educational content and information about ICT.

1999	Amendement to the Public Education Act abolishing the compulsory nature of the specialised examiniation for teachers.
2003	Amendement of the Act on Public Education raining the grounding phase (forms 5-6) so 25% of the time can be devoted to improve basic skills and competences. (Fully implemented only since 1 September 2008).

Glossary

alapfokú művészetoktatási intézmény (alapfokú művészetoktatási intézmény): A primary art school is an institution of public education providing exclusively art training and education. Compulsory schooling may not be obtained in this type of school, pupils therefore attend these schools in the afternoon or in the evening after their regular school time is over. Primary art schools have a minimum of six, and a maximum of twelve grades complete with pre-school, primary and advanced grades that provide the basic skills for artistic expression in every branch of art, and prepare pupils for studying on in a secondary art school.

általános iskola: General school. The school of basic education, the main school type of compulsory schooling in Hungary. Introduced as a single-structure institution in 1945 it traditionally lasts 8 years. Grades 1-4, the lower cycle, are the primary classes, grades 5-8, the upper cycle, are the lower secondary classes. Schools may operate with fewer or more than 8 grades, the maximum is 10.

általános művelődési központ (általános művelődési központ): A community centre for education and culture is a complex multipurpose institution of public education functioning as a framework in which sturcturally and professionally independent units deliver their tasks of public education (e.g. kindergarten education, primary and vocational education) streamlined by one board of managers. A community centre for education and culture may operate units for general culture (e.g. public library, culture house, etc.)

gimnázium: A general (upper) secondary school which lays the foundations of general knowledge and prepares for the school leaving examination and for higher education. It normally has four grades, starting at age 14, but since the mid-1980s the 6-grade and 8-grade gymnasia (starting at age 12 or age 10) have spread, too.

Kerettanterv: The framework curriculum is one of the two central pillars of the two-tiered curriculum system, the other being the National core curriculum. It provides recommendations concerning the purpose of the education, the set of subjects taught, the standards to be achieved by the end of each grade, the time frame available for meeting the requirements, and implementing tasks related to health promotion at school, representing consumers' interests, and environmental protection. A framework curriculum becomes a formal document following successful accreditation.

kollégium: A dormitory is an institution providing accommodation to students, maintained by the institution of tertiary institution, but managed by the self-government of the students inhabiting it. Dormitories provide cultural and sports facilities, and stage specific professional programmes relevant to the tertiary studies of the students. The state ensures funding to institutions of tertiary education to run their dormitories.

középiskola: A collective term for secondary schools. In the Hungarian education system, where primary and lower secondary education is carried out at the single-structure 8-grade general school, secondary education normally refers to upper secondary education starting at age 14. The types of secondary schools are differentiated on two bases: 1) whether they offer only general education (gimnázium) or both general and vocational education (szakközépiskola, szakmunkásképző iskola, szakiskola); and 2) whether they lead to the school leaving examination (gimnázium, szakközépiskola) or not (szakmunkásképző iskola, szakiskola).

osztályfőnök (osztályfőnök): Form master/mistress. The teacher who is responsible for, and leads a leading role in, the organisation of the life of a group or class of pupils in an educational institution. Each class has their own form master/mistress, whose responsibilities are laid down in the pedagogical programme of the school, and include tasks such as administration, co-operation with parents, and evaluating the behaviour and diligence of the pupils.

óvoda: Kindergarten or pre-primary education. An independent type of educational institution in the formal school system of Hungary where children are educated from the age of 3 to the age when they enter primary school, usually age 6 (age 7 at most). Attending a kindergarten is compulsory from age 5, when children take part in preparatory education for the primary school.

szakiskola: Trade school. In the narrower sense it is an institution offering 2 or 3-year long vocational training after compulsory education and leading to a vocational examination. The two main vocational fields are nursing and typewriting. In a broader sense the trade school is a synonym for the technical school.

szakszolgálatok: Pedagogical services. Specialised educational and psychological services aiming mostly at pupils, students and parents. The services include: early development, assistance for children with special educational needs, career orientation, educational counselling, student information and advisory services, the nurturing of talents, etc. The county governments are legally responsible for the provision of these services.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18) ;
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009).

HUNGARY	
Upper Secondary and post-Secondary non-Tertiary	
1849	Provisions of the Austrian "Entwurf" (the organisational plan of Austrian gimnázium and "Realschule"), resulting in the establishment of the eight-grade gimnázium for boys of 10-18 years of age (by merging the former six-grade nagygimnázium (gimnázium), and the two-grade humanities section of academic education). The gimnázium was built up of two parts, i.e. the four-grade "algimnázium" (sub- gimnázium), and the "főgimnázium" (main- gimnázium), with also four grades. Gimnáziumstudies were concluded by an "érettségi vizsga".
1896	Opening of the first girls' gimnázium opened in Budapest.
1945	Termination of the "népiskola" (people's elementary school) and introduction of the eight-grade "általános iskola" reducing the gimnázium to four grades.
1948	By 1948 the nationalisation of the educational system was virtually over.
1950-51	Start of a new school type in upper secondary education. The four-grade technikum (technical school) trained experts at upper-secondary vocational level (with an "érettségi vizsga" qualification) for various technical fields. Following their training, the pupils could pass an examination, and obtain a qualification in accordance with their particular technical/professional orientations. That qualification enabled further studies, and graduates were qualified for medium level management positions, or skilled worker jobs.
1961	Act III on Education creating the "szakközépiskola" with the aim of consolidating and extending the knowledge acquired in the "általános iskola", further develop the level of culture and education of pupils, and offer a qualification in a particular trade. The following years saw the inception of training in 84 trades based on the OSZJ, the national list of vocational training.
1965	Restructure of technical schools with a redefinition of the professional branches of vocational training: industrial, construction, agricultural, commercial, transport, telecommunication, economic, medical, and 'others that meet the demand of the economy'. Trade group-based training was launched in this school type, and on completion of studies pupils were issued the "érettségi vizsga" relevant to their trade, a document entitling its holder to take any position requiring upper secondary qualification within the branch. Apart from that, labour market demand was met by skilled workers trained in three-grade "szakmunkásképző" schools (now "szakiskola").
1969-70	After 1969-1970, technikum was partly transformed to "szakközépiskola", and partly to "upper" technikums, issuing tertiary-level vocationaldiplomas to their graduate students. (These later gave rise to technical "főiskola".)
1989	The eight-grade gimnázium was again allowed.
1993	LXXIX Act on Public Education re-allowing the six-grade gimnázium and LXXVI Act on vocational training requiring the "szakközépiskola" to have four years of upper secondary school (középiskola) ensuring the basics of general education and culture, and optionally offering the groundwork of vocational preparatory knowledge.
2001	LI Act on vocational training contribution and the support of the development of the vocational training system.
2003	LXXXVI "törvény" Act on vocational training contribution and the support of the development of the vocational training; 199/100. Government Decree on regulations of the Maturity Examination.
2006	Publication of the new modified National List of Qualifications.

Glossary

alapfokú művészetoktatási intézmény (alapfokú művészetoktatási intézmény): A primary art school is an institution of public education providing exclusively art training and education. Compulsory schooling may not be obtained in this type of school, pupils therefore attend these schools in the afternoon or in the evening after their regular school time is over. Primary art schools have a minimum of six, and a maximum of twelve grades complete with pre-school, primary and advanced grades that provide the basic skills for artistic expression in every branch of art, and prepare pupils for studying on in a secondary art school.

általános iskola: General school. The school of basic education, the main school type of compulsory schooling in Hungary. Introduced as a single-structure institution in 1945 it traditionally lasts 8 years. Grades 1-4, the lower cycle, are the primary classes, grades 5-8, the upper cycle, are the lower secondary classes. Schools may operate with fewer or more than 8 grades, the maximum is 10.

általános művelődési központ (általános művelődési központ): A community centre for education and culture is a complex multipurpose institution of public education functioning as a framework in which sturcturally and professionally independent units deliver their tasks of public education (e.g. kindergarten education, primary and vocational education) streamlined by one board of managers. A community centre for education and culture may operate units for general culture (e.g. public library, culture house, etc.)

egyetem: University. A higher educational institution which offers initial higher education in several scientific fields and branches for a minimum of four years but normally five years in Hungary. The faculties and departments of the universities also carry out further specialised education (such as Ph.D. courses) and scientific research, and are entitled to carry out habilitation procedures.

érettségi vizsga: A secondary school leaving examination (baccalaureat) at the end of upper secondary education, usually at the age of 18, comprising of written and oral parts in several subjects. The examination certificate entitles the holder to apply for higher education. The new examination regulations, which introduce two levels into the examination, will come into effect in 2004.

főiskola (főiskola): A higher educational college usually below the rank of a university in Hungary. It offers theoretical and vocational training in a particular scientific field. College studies normally take three or four years and lead to a college diploma.

gimnázium: A general (upper) secondary school which lays the foundations of general knowledge and prepares for the school leaving examination and for higher education. It normally has four grades, starting at age 14, but since the mid-1980s the 6-grade and 8-grade gymnasia (starting at age 12 or age 10) have spread, too.

Kerettanterv: The framework curriculum is one of the two central pillars of the two-tiered curriculum system, the other being the National core curriculum. It provides recommendations concerning the purpose of the education, the set of subjects taught, the standards to be achieved by the end of each grade, the time frame available for meeting the requirements, and implementing tasks related to health promotion at school, representing consumers' interests, and environmental protection. A framework curriculum becomes a formal document following successful accreditation.

kollégium: A dormitory is an institution providing accommodation to students, maintained by the institution of tertiary institution, but managed by the self-government of the students inhabiting it. Dormitories provide cultural and sports facilities, and stage specific professional programmes relevant to the tertiary studies of the students. The state ensures funding to institutions of tertiary education to run their dormitories.

középiskola: A collective term for secondary schools. In the Hungarian education system, where primary and lower secondary education is carried out at the single-structure 8-grade general school, secondary education normally refers to upper secondary education starting at age 14. The types of secondary schools are differentiated on two bases: 1) whether they offer only general education (gimnázium) or both general and vocational education (szakközépiskola, szakmunkásképző iskola, szakiskola); and 2) whether they lead to the school leaving examination (gimnázium, szakközépiskola) or not (szakmunkásképző iskola, szakiskola).

osztályfőnök (osztályfőnök): Form master/mistress. The teacher who is responsible for, and leads a leading role in, the organisation of the life of a group or class of pupils in an educational institution. Each class has their own form master/mistress, whose responsibilities are laid down in the pedagogical programme of the school, and include tasks such as administration, co-operation with parents, and evaluating the behaviour and diligence of the pupils.

óvoda: Kindergarten or pre-primary education. An independent type of educational institution in the formal school system of Hungary where children are educated from the age of 3 to the age when they enter primary school, usually age 6 (age 7 at most). Attending a kindergarten is compulsory from age 5, when children take part in preparatory education for the primary school.

szakiskola: Trade school. In the narrower sense it is an institution offering 2 or 3-year long vocational training after compulsory education and leading to a vocational examination. The two main vocational fields are nursing and typewriting. In a broader sense the trade school is a synonym for the technical school.

szakközépiskola: Secondary vocational school. It is an upper secondary institution that offers both general and vocational education, which lead to the school leaving examination and to a vocational examination. It traditionally has 4 grades but the forms with 1 or 2 additional grades are spreading. The different structural variations reflect different educational objectives.

szakmai vizsga: The collective term for the various types of vocational examinations taken at the end of vocational education at the different institutions of vocational education. The requirements for the examination are laid down - in line with the National Training Register - by the sectoral ministry responsible for the vocational field.

szakszolgálatok: Pedagogical services. Specialised educational and psychological services aiming mostly at pupils, students and parents. The services include: early development, assistance for children with special educational needs, career orientation, educational counselling, student information and advisory services, the nurturing of talents, etc. The county governments are legally responsible for the provision of these services.

Sources:

Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

HUNGARY	
Tertiary	
19th century-early 20th century	The system of tertiary education initiated in the 16th century reaches its state of completion in the basic branches of study through the present-day universities (egyetem) and "főiskola", and in more technical subjects through the Collegia and Academias, in the field of mining, engineering, agriculture and economics, thereby laying the foundations of specialisation during centuries to follow.
1947	Nationalisation and centralisation of the institutions of tertiary education. Institutions under one of the churches until that time are nationalised, education, and research are separated, and the university (egyetem) is denied the right of awarding academic degrees.
Early 1950's	The classic European university structure is divided into professional (sectoral) groups. Besides universities of science, 'specialised'medical, agricultural, economic, and technical universities (egyetem) are established. In response to the needs of the economy, "főiskola" become likewise differentiated, a process bringing about "főiskola" level institutions of teacher training for lower secondary education, for primary education, and pre-primary education. All "egyetem" and "főiskola" belong under the authority of several ministries.
1985	Inauguration of the reform process of tertiary education with Act I.
1990	Amendement of Act I of 1985 labelling universities (egyetem) and "főiskola" as institutions of tertiary education. Progress was also made toward the achievement of the freedom of education, limited only by curricular guidelines. In that same period, the need arose for creating uniform Hungarian tertiary education, and restoring the universitas, and improving the quality of tertiary education.
1992	Act XXXIII on the legal status of public servants in higher education and Agreement between the Hungarian Conference of Rectors and the president of the Hungarian Academy of Sciences representing and operating the Committee of Scientific and Academic Qualifications. This agreement allocates the right of academic and scientific courses and qualifications to universities (egyetem).
1993	Act LXXX on Tertiary education (1) establishes the maintenance of the dual set of institutions in tertiary education: university (egyetem) and "főiskola"; (2) defines the criteria of freedom of education, learning, scientific research, and artistic creation; (3) restored scientific qualifications, organised PhD courses are returned to the universities' competency; (4) creates the legal predecessor of the Hungarian Accreditation Committee ("Magyar Akkreditációs Bizottság"), responsible for academic quality accreditation in tertiary education, the Tertiary Education and Scientific Council ("Felsőoktatási és Tudományos Tanács") serving the purpose of expressing, and coordinating the interests of the academic, governmental, and economic branches; (5) terminates the fragmentation of institutions of tertiary education under several competent ministries by making the legal predecessor of the present Ministry of Education ("Oktatási Minisztérium"), then the Ministry of Culture and Public Education responsible for performing the state's general tasks in that area, and various duties arising from operating tertiary education; (6) specifies the levels of training: (egyetemi képzés), and (főiskolai képzés) at basic level and specialisation, plus higher academic degree (doctoral, PhD); and (7) regulates the status of state and non-state (church and private) institutions.
1995	Parliament resolution offering financial incentives to upgrade education and research and improve quality.
1996	Amendement of the Act on Tertiary Education integrating the two-year higher vocational training in the system of tertiary education and regulating the financial and subsidy arrangements of tertiary education, ordering that tertiary education should be funded on a per-capita basis. In accordance with the new option of fee-paying training (költségtérítéses képzés), and new higher vocational training, it also regulates the legal status of students, the tuition fee, and students' allowances and supplements the applicable regulations with the tasks of minisries involved in education with their related responsibilities.
1999	Regionalism of tertiary education institutions structure by merging the institutions operating in the same city and bringing under one umbrella institutions of tertiary education of similar or identical profiles in Budapest into one.
2000	Under the infrastructure development programme the Ministry of Education ("Oktatási Minisztérium") signes development agreements with 11 institutions worth a total of 50 billion HUF to be implemented until 2002.
2002	Revision of wages in the higher education sector establishing the status of public servants.

2004	Government Decree on the multi cycle training structurre (2004/258) "Universitas Programme" and Act LX defining the possibility of a contractual agreement between the student and the a business form for professional practical training.
2005	Act on Higher Education: intorduces the new multi-cycle system; defines the new education and training structure and the institutional system (establishment, operational conditions); widens the circle of maintainers; and determines in a unified way all the rights and duties that are given to every higher education institution irrespective of its maintainer. The new regulation separates the roles of the state practiced as duties of the maintainer of the state funded higher education and duties exercised by as a public authority.

Glossary

abszolutórium: The certificate of completed studies testifies to the successful passing of all examinations, and the fulfilment of all study-related obligations prescribed in the curriculum of the course in question, except for defending the thesis or passing the language examination. It certifies the acquisition of the required credit points, and states, without any qualification or evaluation that the student has fully delivered on all his/her study-related obligations and passed all his/her examinations as prescribed in the curriculum.

általános iskola: General school. The school of basic education, the main school type of compulsory schooling in Hungary. Introduced as a single-structure institution in 1945 it traditionally lasts 8 years. Grades 1-4, the lower cycle, are the primary classes, grades 5-8, the upper cycle, are the lower secondary classes. Schools may operate with fewer or more than 8 grades, the maximum is 10.

alternáló képzés: Alternating training is a special form of 'sandwich training' provided by some universities (technical training) in the course of which students spend two semesters during the five years of the full course at a major industrial company. During the second such semester they prepare their graduation project by completing an assignment given by the company. During the two semesters of work experience they acquire the 60 credit points equivalent to two semesters of classroom studies. They have both a university based tutor and a company based tutor. Students constitute a bridge between the university and the company (the world of labour).

egyetem: University. A higher educational institution which offers initial higher education in several scientific fields and branches for a minimum of four years but normally five years in Hungary. The faculties and departments of the universities also carry out further specialised education (such as Ph.D. courses) and scientific research, and are entitled to carry out habilitation procedures.

egyetemi képzés: University education. In Hungary, courses resulting in a qualification are distinguished on the basis of the level of education. University education is based on a secondary qualification, and results in a university level qualification, which – in labour market terms – equals a professional qualification. Minimum training time is 4, and maximum training time 6 years. University graduates abroad may use the title 'master'. It corresponds to ISCED 5A.

érettségi vizsga: A secondary school leaving examination (baccalaureat) at the end of upper secondary education, usually at the age of 18, comprising of written and oral parts in several subjects. The examination certificate entitles the holder to apply for higher education. The new examination regulations, which introduce two levels into the examination, will come into effect in 2004.

főiskola (főiskola): A higher educational college usually below the rank of a university in Hungary. It offers theoretical and vocational training in a particular scientific field. College studies normally take three or four years and lead to a college diploma.

főiskolai képzés (főiskolai képzés): College education. In Hungary, courses resulting in a qualification are distinguished on the basis of the level of the education. College education is based on a secondary qualification, and results in a college level qualification, which – in labour market terms – equals a professional qualification. Minimum training time is 3, maximum training time 4 years. College graduates abroad may use the title 'bachelor'. It corresponds to ISCED 5A.

gyakorlóiskola: Practice school. Any type of primary or secondary school belonging to a teacher education college or university where students carry out their teaching practice under professional guidance.

kollégium: A dormitory is an institution providing accommodation to students, maintained by the institution of tertiary institution, but managed by the self-government of the students inhabiting it. Dormitories provide cultural and sports facilities, and stage specific professional programmes relevant to the tertiary studies of the students. The state ensures funding to institutions of tertiary education to run their dormitories.

költségtérítéses képzés: Fee-paying courses are ones where students have to cover their own tuition. Upon applying for an institution of tertiary education, students must state whether they are prepared to pay the full costs of their education if they are not admitted to the publicly funded course. Academic standards in the fee-paying and the state funded training are identical. Students may take out a student loan and be granted tax allowance to cover their tuition.

középiskola: A collective term for secondary schools. In the Hungarian education system, where primary and lower secondary education is carried out at the single-structure 8-grade general school, secondary education normally refers to upper secondary education starting at age 14. The types of secondary schools are differentiated on two bases: 1) whether they offer only general education (gimnázium) or both general and vocational education (szakközépiskola, szakmunkásképző iskola, szakiskola); and 2) whether they lead to the school leaving examination (gimnázium, szakközépiskola) or not (szakmunkásképző iskola, szakiskola).

óvoda: Kindergarten or pre-primary education. An independent type of educational institution in the formal school system of Hungary where children are educated from the age of 3 to the age when they enter primary school, usually age 6 (age 7 at most). Attending a kindergarten is compulsory from age 5, when children take part in preparatory education for the primary school.

szakközépiskola: Secondary vocational school. It is an upper secondary institution that offers both general and vocational education, which lead to the school leaving examination and to a vocational examination. It traditionally has 4 grades but the forms with 1 or 2 additional grades are spreading. The different structural variations reflect different educational objectives.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

HUNGARY

Glossary

abszolutórium: The certificate of completed studies testifies to the successful passing of all examinations, and the fulfilment of all study-related obligations prescribed in the curriculum of the course in question, except for defending the thesis or passing the language examination. It certifies the acquisition of the required credit points, and states, without any qualification or evaluation that the student has fully delivered on all his/her study-related obligations and passed all his/her examinations as prescribed in the curriculum.

alapfokú művészetoktatási intézmény (alapfokú művészetoktatási intézmény): A primary art school is an institution of public education providing exclusively art training and education. Compulsory schooling may not be obtained in this type of school, pupils therefore attend these schools in the afternoon or in the evening after their regular school time is over. Primary art schools have a minimum of six, and a maximum of twelve grades complete with pre-school, primary and advanced grades that provide the basic skills for artistic expression in every branch of art, and prepare pupils for studying on in a secondary art school.

Alapprogram: Basic programme. A central regulatory document that lays down the fundamental principles of education to be provided in Hungarian kindergartens, the various functions of the
kindergarten, its tasks, the types of activity allowed in the kindergarten, the concept of structuring life in the kindergarten, as well as the developmental characteristics to be expected from a child at the end of kindergarten age. It is the phylosophy behind all other programmes, and all other programmes are based on it.

általános iskola: General school. The school of basic education, the main school type of compulsory schooling in Hungary. Introduced as a single-structure institution in 1945 it traditionally lasts 8 years. Grades 1-4, the lower cycle, are the primary classes, grades 5-8, the upper cycle, are the lower secondary classes. Schools may operate with fewer or more than 8 grades, the maximum is 10.

általános művelődési központ (általános művelődési központ): A community centre for education and culture is a complex multipurpose institution of public education functioning as a framework in which sturcturally and professionally independent units deliver their tasks of public education (e.g. kindergarten education, primary and vocational education) streamlined by one board of managers. A community centre for education and culture may operate units for general culture (e.g. public library, culture house, etc.)

alternáló képzés: Alternating training is a special form of 'sandwich training' provided by some universities (technical training) in the course of which students spend two semesters during the five years of the full course at a major industrial company. During the second such semester they prepare their graduation project by completing an assignment given by the company. During the two semesters of work experience they acquire the 60 credit points equivalent to two semesters of classroom studies. They have both a university based tutor and a company based tutor. Students constitute a bridge between the university and the company (the world of labour).

bölcsőde (bölcsőde): Day-nursery. A social and health institution for the day-time care of children aged 20 weeks to 3 years. Though it has educational aims it is not part of the formal school system.

egyetem: University. A higher educational institution which offers initial higher education in several scientific fields and branches for a minimum of four years but normally five years in Hungary. The faculties and departments of the universities also carry out further specialised education (such as Ph.D. courses) and scientific research, and are entitled to carry out habilitation procedures.

egyetemi képzés: University education. In Hungary, courses resulting in a qualification are distinguished on the basis of the level of education. University education is based on a secondary qualification, and results in a university level qualification, which – in labour market terms – equals a professional qualification. Minimum training time is 4, and maximum training time 6 years. University graduates abroad may use the title 'master'. It corresponds to ISCED 5A.

érettségi vizsga: A secondary school leaving examination (baccalaureat) at the end of upper secondary education, usually at the age of 18, comprising of written and oral parts in several subjects. The examination certificate entitles the holder to apply for higher education. The new examination regulations, which introduce two levels into the examination, will come into effect in 2004.

főiskola (főiskola): A higher educational college usually below the rank of a university in Hungary. It offers theoretical and vocational training in a particular scientific field. College studies normally take three or four years and lead to a college diploma.

főiskolai képzés (főiskolai képzés): College education. In Hungary, courses resulting in a qualification are distinguished on the basis of the level of the education. College education is based on a secondary qualification, and results in a college level qualification, which – in labour market terms – equals a professional qualification. Minimum training time is 3, maximum training time 4 years. College graduates abroad may use the title 'bachelor'. It corresponds to ISCED 5A.

gimnázium: A general (upper) secondary school which lays the foundations of general knowledge and prepares for the school leaving examination and for higher education. It normally has four grades, starting at age 14, but since the mid-1980s the 6-grade and 8-grade gymnasia (starting at age 12 or age 10) have spread, too.

gyakorlóiskola: Practice school. Any type of primary or secondary school belonging to a teacher education college or university where students carry out their teaching practice under professional guidance.

Kerettanterv: The framework curriculum is one of the two central pillars of the two-tiered curriculum system, the other being the National core curriculum. It provides recommendations concerning the purpose of the education, the set of subjects taught, the standards to be achieved by the end of each grade, the time frame available for meeting the requirements, and implementing tasks related to health promotion at school, representing consumers' interests, and environmental protection. A framework curriculum becomes a formal document following successful accreditation.

kollégium: A dormitory is an institution providing accommodation to students, maintained by the institution of tertiary institution, but managed by the self-government of the students inhabiting it. Dormitories provide cultural and sports facilities, and stage specific professional programmes relevant to the tertiary studies of the students. The state ensures funding to institutions of tertiary education to run their dormitories.

költségtérítéses képzés: Fee-paying courses are ones where students have to cover their own tuition. Upon applying for an institution of tertiary education, students must state whether they are prepared to pay the full costs of their education if they are not admitted to the publicly funded course. Academic standards in the fee-paying and the state funded training are identical. Students may take out a student loan and be granted tax allowance to cover their tuition.

középiskola: A collective term for secondary schools. In the Hungarian education system, where primary and lower secondary education is carried out at the single-structure 8-grade general school, secondary education normally refers to upper secondary education starting at age 14. The types of secondary schools are differentiated on two bases: 1) whether they offer only general education (gimnázium) or both general and vocational education (szakközépiskola, szakmunkásképző iskola, szakiskola); and 2) whether they lead to the school leaving examination (gimnázium, szakközépiskola) or not (szakmunkásképző iskola, szakiskola).

osztályfőnök (osztályfőnök): Form master/mistress. The teacher who is responsible for, and leads a leading role in, the organisation of the life of a group or class of pupils in an educational institution. Each class has their own form master/mistress, whose responsibilities are laid down in the pedagogical programme of the school, and include tasks such as administration, co-operation with parents, and evaluating the behaviour and diligence of the pupils.

óvoda: Kindergarten or pre-primary education. An independent type of educational institution in the formal school system of Hungary where children are educated from the age of 3 to the age when they enter primary school, usually age 6 (age 7 at most). Attending a kindergarten is compulsory from age 5, when children take part in preparatory education for the primary school.

szakiskola: Trade school. In the narrower sense it is an institution offering 2 or 3-year long vocational training after compulsory education and leading to a vocational examination. The two main vocational fields are nursing and typewriting. In a broader sense the trade school is a synonym for the technical school.

szakközépiskola: Secondary vocational school. It is an upper secondary institution that offers both general and vocational education, which lead to the school leaving examination and to a vocational examination. It traditionally has 4 grades but the forms with 1 or 2 additional grades are spreading. The different structural variations reflect different educational objectives.

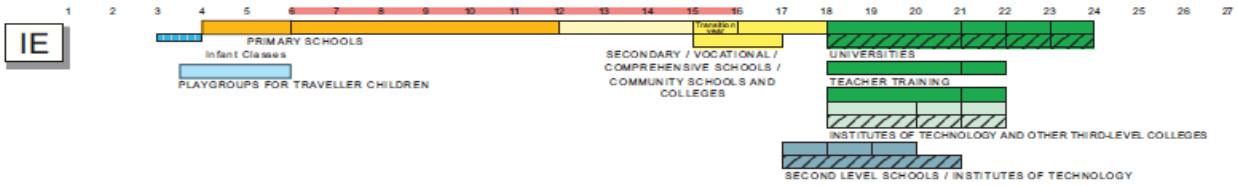
szakmai vizsga: The collective term for the various types of vocational examinations taken at the end of vocational education at the different institutions of vocational education. The requirements for the examination are laid down - in line with the National Training Register - by the sectoral ministry responsible for the vocational field.

szakszolgálatok: Pedagogical services. Specialised educational and psychological services aiming mostly at pupils, students and parents. The services include: early development, assistance for children with special educational needs, career orientation, educational counselling, student information and advisory services, the nurturing of talents, etc. The county governments are legally responsible for the provision of these services.

Source: Eurydice, Eurobase - Hungary - (2006/07).

IRELAND

Organisation of the education system in Ireland, 2005/06



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

IRELAND	
Pre-Primary	
	There is currently no comprehensive legislative framework for early childhood care and education, although the majority of all five year olds and more than 50% of all four-year olds in fact attend infant classes in primary schools.
1996	The Department of Health and Children implemented the Childcare (Preschool services) Regulations, 1996 following from the Child Care Act, 1991. These regulations legislated for the inspection of services on health and safety grounds and the examination of such aspects as lighting, insurance, ventilation, space per child and staff-child ratios. Inspections are carried out on an annual basis following notification of a service. Childminders caring for three or less children in their own homes are outside the remit of these regulations. Children attending the infant classes of primary schools are governed by the educational legislation of the Department of Education and Science.
1998	Education Act: first comprehensive educational legislation in the history of the State, delineating legislation in relation to all aspects of the education system.
2000	Education (Welfare) Act: outlines further rules and regulations in relation to attendance and the role of parents. This legislation outlines the inspection system and standards expected within the primary school system and therefore impacts directly on the infant classes.
2004	The Education for Persons with Special Education Needs Act, 2005, was enacted in July 2004. The Act aims at providing a legislative framework for the provision of services to children with special needs including those in the age range from birth to six years and bring essential clarification to the role of the State and its various agencies in the provision of services.

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

IRELAND	
Primary	
1831	The Stanley Letter: defines the statutary rules for National Schools (primary schools).
1922	Curriculum for primary schools: the government of the new State sought to give the Irish language and culture a suitable place in the programme of primary schools, in line with ''Irish ideals and sensibilities.'' The programme set the curricular framework in the primary schools for nearly half a century (up to 1971). The pedagogical principles and the subject-based structure of the pre-1922 curriculum were retained.
1924	Ministers and Secretaries Act: empowers the Minister for Education and Science to administer public services in education and to take over the functions of the Commissioners for National Education in Ireland.
1926	The School Attendance Act and its amendments require children to attend school between age 6 and age 12.
1929	Introduction of a national Primary Certificate Examination for Standard 6 pupils (age 12 approximately) on an optional basis. The examination consisted of written, oral and practical tests in all the obligatory subjects except Music.
1937	Irish Constitution ("Bunreacht na hÉireann") setting the Rules for National Schools (primary schools) in respect of the Stanley Letter (1831).
1943	The national Primary Certificate Examination for Standard 6 pupils becomes compulsory and reduced to three written tests, Irish, English and Arithmetic.
1967	Abolishment of the Primary Certificate Examination. New policy departures in relation to both first and second level transforming the role of primary schools in the educational system. Second-level education was made available to all children without payment of fees. Transfer from first level to second level was to be at age 12 plus and compulsory education was to be extended to age 15 by 1972. (Prior to the introduction of free education in 1967, some primary schools catered for pupils up to age 18).
1971	Introduction of the New Curriculum for primary schools, innovative and progressive. Has been in operation until 1999..
1998	Education Act: represents the most comprehensive educational legislation affecting schools in the history of Irish education. The Education Act, 1998, contains two important amendments to earlier legislation. The Intermediate Education (Ireland) Act, 1878 is amended to enable the Minister to include an examination in 'religious instruction', if so desired. The Vocational Education Act, 1930, amendment replaces 'an officer of the Minister' by 'a person' who may act on the Minister's behalf. It makes provision for the education of every person in the State, including any person with a disability or other special educational need and to provide in general for primary, postprimary, adult and continuing education and vocational education and training. All aspects of such educational provision are covered in the various parts of the Act. These deal with the Minister's functions, the role and functions of the Inspectorate of the Department of Education and Science, school boards of management, school principal and teachers, the various organisational aspects of the school year, examinations, the National Council for Curriculum and assessment and such other bodies corporate as may be necessary to support educational provision.
1999	New Primary School Curriculum (1999) introduced to primary schools, largely premised on its predecessor. All teachers are currently receiving in-career development in relation to the Primary Curriculum (1999).
2000	The Education (Welfare) Act, 2000, has also been enshrined in law and it stipulates guidelines for attendance in the period of compulsory education and the rights and responsibilities of parents in relation to the education system. A National Educational Welfare Board has been established to oversee the enactment of the provisions of the Education (Welfare) Act.
2004	The Education for Persons with Special Education Needs Act, 2005, was enacted in July 2004. The Act aims at providing a legislative framework for the provision of services to children with special needs including those in the age range from birth to six years and bring essential clarification to the role of the State and its various agencies in the provision of services.

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;

Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;

Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

IRELAND	
Secondary and post-Secondary non-Tertiary	
19th century	Roots of most of the current Irish secondary education. Religious orders and other denominational bodies were the main providers of secondary education.
1878	Intermediate Education Act.
1924	The New Intermediate Education Act provides the legislative basis for the operation of the current secondary school system.
1926	The School Attendance Act and its amendments require children to attend school between age 6 and age 12.
1930	The Vocational Education Act: establishes vocational schools providing free education funded by the State. In general, secondary schools offered a traditional academic curriculum leading to higher education and general public service employment. The vocational schools offered a practical or technical curriculum of two years duration under local public authority control leading to apprenticeship or to the general labour force. (Traditionally, secondary schools enjoyed greater status and tended to attract more middle class students).
1937	Constitution of Ireland (Art. 42, 44.2.4° and 44.2.6°). Article 42 clearly established the parents as having the primary rights and responsibilities for the education of their children. Article 42.2 of the Constitution requires the State to provide for – but not supply – free primary education. If the State ensures that a place is available to a child in a school that respects parental freedom of conscience and lawful preference, then the State has discharged its Constitutional obligation. Education is compulsory from the age of 6 to 16 years of age, but parents have the right to educate their children at home if they provide evidence of being able to provide it satisfactorily. Article 42.3.2 asserts that the State as guardian of the common good shall require in view of actual conditions that the children shall receive a certain minimum education, moral, intellectual and social. There is also provision in Article 42.5 that where parents for physical or moral reasons fail in their duty towards their children, the State shall endeavour to supply the place of parents, by appropriate means.
1967	Introduction of free secondary education. The so-far dual system of education was altered by the permission granted to vocational schools to enter pupils for the same public examinations as the traditional secondary schools.
1970s	Establishment of comprehensive and community schools in a number of areas where second level schools were not easily accessible. These schools aim at forging local community links through the provision of adult education → Today, secondary school in Ireland means education for children from age 12 approximately, offered in four main types of school: the traditional secondary or voluntary (privately owned) secondary school, the vocational school, the comprehensive school and the community school.
1972	Raise of the compulsory school leaving age to 15.
1980s	In the early eighties, another variation developed from the vocational sector: the community college.
1998	Education Act: comprehensive measure. It is the first such Act since the foundation of the State in 1922. It sets out the functions and responsibilities of all key partners in the schooling system and gives expression to the principles of education at the centre of the Irish system. It seeks the establishment of boards of management for all schools. It requires schools to engage in the preparation of school plans. Schools are required to promote parent associations. Accountability procedures are laid down. Attention is paid to the rights of parents and pupils. The Act also includes statutory provision for the National Council for Curriculum and Assessment (NCCA) and it sets out roles for the regional Education Centres.
2000	The Education (Welfare) Act provides guidelines for attendance in the period of compulsory education and the rights and responsibilities of parents in relation to the education system. A National Educational Welfare Board has been established to oversee the enactment of the provisions of the Education (Welfare) Act, 2000. It has responsibility for ensuring the educational welfare of young people under 16 years of age whether they are enrolled in a school or placed in another establishment. Section 7 of the Equal Status Act, 2000, also impacts on secondary education in terms of guaranteeing access to, and participation in, such schools by members of named minority groups including those with disabilities and members of ethnic minority groups.

2001	Teaching Council Act (No. 8 of 2001): Establishes the Teaching Council. Objectives of the Council include promoting teaching as a profession; promoting professional development of teachers; maintening and improving the quality of teaching; providing for the establishment of standards, policies and procedures for the education and training of teachers and other matters relating to teachers and the teaching profession; providing for the registration and regulation of teachers; and enhancing professional standards and competence.
2002	The Education (Welfare) Act of 2000 became operational on July 5th 2002 and raises the school leaving age to 16, or the completion of three full years of second level education.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18) ;
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009).

IRELAND	
Tertiary	
1879	Establishment of the Royal University as an examining body in place of the Queen's University.
1908	Irish Universities Act: establishes the new National University of Ireland as a federal university with three constituent colleges – University College Dublin, University College Cork and University College Galway. Queen's College Belfast got raised to the status of an independent university, and the University of Dublin was left undisturbed.
1922	Partition settlement: the university framework of the Irish Universities Act (1908) remains intact. However, Queen's University Belfast is now under the aegis of the Northern Ireland state. Higher education is not an issue of major public or political attention during the first four decades following political independence.
1968	Higher Education Grants Act and establishment of the Higher Education Authority (HEA) as a key intermediary agency between the state and the university with important planning and budgetary responsibilities for the university sector.
1971	Higher Education Authority Act: set up of the National Council for Educational Awards (NCEA) with academic responsibilities for the non-university sector and set up of the Central Applications Office (CAO) to process applications for all university undergraduate courses on the basis of a points system linked to performance in the Leaving Certificate Examinations. It later took on the processing of applications for the non-university sector also.
1960s	Establishment of a strong binary system: great expansion of the universities and development of a non-university sector with a scheme of new regional technical colleges, the development of the Dublin Institute of Technology and the setting up of National Institutes of Higher Education in Limerick and in Dublin. This prong of the binary system was intended to be more technical and applied than the university sector and to come more directly under state control.
1979	National Council for Educational Awards
1980	National Institute for Higher Education Limerick Act
1989	National Institute for Higher Education Dublin Act and Dublin City University Act raising the status of the National Institutes of Higher Education at Dublin to the status of independent universities.
1991	University of Limercik (Amendement) Act raising the status of the National Institutes of Higher Education at Limerick to the status of independent universities.
1992	Regional Technical Colleges Act removing technical colleges from the supervision of the Vocational Education Committees (Vacs) and propelling them towards a greater sense of their separate institutional identity. For instance, the Dublin Institute of Technology (DIT) Act releases the DIT from the supervision of the City of Dublin Vocational Educationa Committee (CDVEC) and empowers it to confer its own diplomas and certificates.
1997	Universities Act: most significant piece of university legislation since the State was founded. While retaining the National University of Ireland framework it provided for much greater independence of its constituent universities – University College Dublin, University College Cork, and National University of Ireland Galway. The recognised college at Maynooth was raised to the constituent university status of the National University of Ireland Maynooth. For all seven universities in the State, the Act set out the objects and functions of a university, the structure and role of governing bodies, staffing arrangements, composition and role of academic councils and sections relating to property, finance and reporting. The governing authorities are required to see that strategic development plans are in place, and that procedures for evaluating teaching and research are in place. The HEA has an overseeing role on such plans and quality assurance procedures.
1999	Qualifications (Education and Training) Act: establishes the National Qualifications Authority of Ireland (NQAI), the Higher Education and Training Awards Council (HETAC) and the Further Education and Training Awards Council (FETAC). The Act also includes provisions in relation to the IoTs, the DIT, and the universities. It also introduces controls regarding the provision of higher education by purely private colleges. The HETAC replaced the NCEA and the FETAC absorbs the work of the National Council for Vocational Awards (NCVA), and the certification of FÁS, National Tourism Certification Board (NTCB), TEAGASC and Bord Iascaigh Mhara (Irish Fisheries Board). In essence, the National Qualifications Authority now has the responsibility for all certified awards in the non-university sector. In a lifelong learning era it is considered that issues of access, credits, equivalence, certification should be clear for all citizens and a seamless web exist for learners throughout their lives to have the maximum opportunity for access to and certification of educational endeavours.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

ISRAEL	
Pre-Primary	
1968	Radical reform of the entire structure of education including the implementation of universal preschool enrollment for disadvantaged children.

Sources:

Bentwich, J. (2001). *Education in Israel: a full account of the present Israel school system*. Varda Books.
Gaziel, H. (1994). Implementing Reforms in a Centralized Education System: the Case of Israeli Education. *Oxford Review of Education*, 20(2), 237-52.
Zameret, Z. (1998). Fifty Years of Education in the State of Israel. MFA: Israel Ministry of Foreign Affairs.

ISRAEL	
Primary	
1949	The Compulsory Education Law: provision of free education for all children between the ages of 5 and 13 (and up to age 17 for those who had not completed elementary school). Recognition and funding of all four Jewish educational trends and the Arab educational system. Officially, the law stipulates that parents can send their children to whichever eductaional system they wish (in practice, the soul-stalking was intense and did not allow the application of this freedom).
1968	Radical reform of the entire structure of education: shortening of elementary school to six grades (grades 1-6); establishment of comprehensive schools with 2-year and 3-year curricula, providing a choice of tracks towards a vocational diploma or a matriculation certificate; institution of social integration and measures to bring together students with different skills under a single roof; establishment of a new curriculum division in the Ministre of Education and Culture.
1979	Raise of the age of free compulsory education to 18.
1956	Distinction between Arab and Druze schools.

Sources:

Bentwich, J. (2001). *Education in Israel: a full account of the present Israel school system*. Varda Books.
Gaziel, H. (1994). Implementing Reforms in a Centralized Education System: the Case of Israeli Education. *Oxford Review of Education*, 20(2), 237-52.
Zameret, Z. (1998). Fifty Years of Education in the State of Israel. MFA: Israel Ministry of Foreign Affairs.

ISRAEL	
Secondary and post-Secondary non-Tertiary	
1948	Establishment of the State of Israel. Only ten Jewsih teacher-training institutions in Israel (of which, 5 in Jerusalem).
1949	The Compulsory Education Law: provision of free education for all children between the ages of 5 and 13 (and up to age 17 for those who had not completed elementary school). Recognition and funding of all four Jewish educational trends and the Arab educational system. Officially, the law stipulates that parents can send their children to whichever eductaional system they wish (in practice, the soul-stalking was intense and did not allow the application of this freedom).
1950	Formation of a governmental commission of inquiry to investigate the soul-stalking, and especially education of immigrant children (Frumkin Commission). This commission demanded that the melting-pot policy be replaced by a policy of "cultural pluralism". This shift led to the dismissal of the heads of the Department for Language Instruction and cultural Abdsorption and of the first Minister of Education and Culture and served as a catalyst for the fall of the first government in February 1951. (The new government recognized the separate Habad (Lubavich) school system).
1953	State Education Law: calls for all Jewish education in Israel to be based on "the values of Jewish culture and scientific achievement, love of the homeland and loyalty to the State of Israel and the Jewish People…". Development of a "Jewish consciousness" program, under the authority of the Education Ministry's Department of Jewish Consciousness, mainly imparting knowledge of Jewish tradition in secular schools (disolved after about ten years of activity).
mid-1950s	Universities officially charged with the task of training teachers for high schools.
1955	Institution of a "Norm B" in the high-school admission exams requiring lower scores from children of immigrants from the Middle East and North Africa (it doubled the number of students eligible for post-primary education).
1956	Distinction between Arab and Druze schools. Various programs launched to adress the problem of the low retention rates among minorities at the secondary level: innovative teaching methods, allowing different levels of pupils to learn at their own speed, special intellectual advancement in preschool and schools, an extended school day and school year, special materials, and other forms of assistance for high-school students and students in institutions of higher education.
1958	Enactment of the Council for Higher Education Law. This law calls for the founding of the Council for Higher Education, headed by the Minister of Education and Culture; its functions include recommending recignition or cancellation of recognition of institutions of higher education; overseeing the awarding of academic degrees; and recommending government participation in the budgets of recognized institutins. The law stresses that recognition of an academic institution will not restrict freedom of opinion and conscience, and that every institution of higher education is free to determine its own research and teaching program, hire lecturers and teachers, and decide on its teaching methods.
Early 1960s	Recognition of the teacher-training system. Extension of the training period to 3 years and award of academic degrees to qualified graduates (gradual application). Establishment of pre-acadmic programs (targeted at immigrant students), whose graduates can apply to teachers' colleges and universities.
1968	Radical reform of the entire structure of education: implementation of universal preschool enrollment for disadvantaged children; shortening of elementary school to six grades (grades 1-6); admission of all pupls - without tests - into integrated junior high schools (grades 7-9); raise of the age of free compulsory education to 15; establishment of comprehensive schools with 2-year and 3-year curricula, providing a choice of tracks towards a vocational diploma or a matriculation certificate; institution of social integration and measures to bring together students with different skills under a single roof; establishment of a new curriculum division in the Ministre of Education and Culture.
1979	Raise of the age of free compulsory education to 18.
1980s	Creation of a grade 13 in comprehensive schools, at the public expense, to give a "second chance" to students who had not taken or had failed the matriculation exams.

1984	Recognition of a separate eductaional framework for ultra-orthodox children of Middle Eastern and North African extraction, founded by the Shas political party.
1994	Implementation of the recommendations by the committee on the issue of education for Jewish and traditional values in secular schools. These recommendations include increasing Jewish education in the secular schools and encouraging schools belonging to the Tali network (a Hebrew acronym for "reinforcement of Jewish studies"), joint secular-religious schools (such as those in Kefar Adumim, Teko's and Jerusalem), a teacher-training institute along the lines of Kerem, and cultural institutions such as Oranim, Yad Ben-Zvi, the Seminary of Jewish Studies and Elul. It also calls for offering special Jewish-studies scholarships to university students and seeks to develop new interdisciplinary curricula. Finally, the commission also proposes the establishment of special centers to train teachers and offer in-service course. (Since 1994, these recommedations have only been implemented partially).
1995	Policy of the "five mores": (1) more students finishing 12th grade; (2) more students eligible for matriculation; (3) more students in higher education; (4) more achievement for the whole and for the individual; (5) more equality of opportunity. Quantitative goals to be achieved by 2000: 50% of high-school graduates each year shuld receive matriculation certificates and one-third should be enrolled in bachelor's-degree programs.
1998	Following the Harari Commission's recommendations, the program "Tomorrow 98" was launched targeting the development of science education and technological education on various levels.

Sources:

Ayalon, H. (2005). Field of study and Students' Startification in an Expanded System of Higher Education: the Case of Israel. *European Sociological Review*, 21(3), 227-41;

Ayalon, H., and Yogev, A. (1996). The Alternative Worldview of State Religious High Schools in Israel. *Comparative Education Review*, 40(1), 7-27;

Ayalon, H., and Yogev, A. (1997). Students, Schools, and Enrollment in Science and Humanity Courses in Israel Secondary Education. *Educational Evaluation and Policy Analysis*, 19(4), 339-53;

Bentwich, J. (2001). *Education in Israel: a full account of the present Israel school system*. Varda Books;

Gaziel, H. (1994). Implementing Reforms in a Centralized Education System: the Case of Israeli Education. *Oxford Review of Education*, 20(2), 237-52 ;

Gaziel, H. (1995). Sabbatical Leave, Job Burnout and Turnover Intentions among Teachers. *International Journal of Lifelong Learning,* 14(4), 331-38;

Zameret, Z. (1998). Fifty Years of Education in the State of Israel. MFA: Israel Ministry of Foreign Affairs.

ISRAEL	
Tertiary	
1906	Foundation of the Bezalel School of Arts and Rehovot.
1925	Foundation of the Technion and Hebrew University: only two institutions granting academic degrees in 1948.
1936	Foundation of the Weizmann Institute of Science in Rehovot.
1995	Policy of the "five mores": (1) more students finishing 12th grade; (2) more students eligible for matriculation; (3) more students in higher education; (4) more achievement for the whole and for the individual; (5) more equality of opportunity. Quantitative goals to be achieved by 2000: 50% of high-school graduates each year shuld receive matriculation certificates and one-third should be enrolled in bachelor's-degree programs.

Sources:

Ayalon, H. (2005). Field of study and Students' Startification in an Expanded System of Higher Education: the Case of Israel. *European Sociological Review*, 21(3), 227-41;

Ayalon, H., and Yogev, A. (1996). The Alternative Worldview of State Religious High Schools in Israel. *Comparative Education Review*, 40(1), 7-27;

Ayalon, H., and Yogev, A. (1997). Students, Schools, and Enrollment in Science and Humanity Courses in Israel Secondary Education. *Educational Evaluation and Policy Analysis*, 19(4), 339-53;

Bentwich, J. (2001). *Education in Israel: a full account of the present Israel school system*. Varda Books;

Gaziel, H. (1994). Implementing Reforms in a Centralized Education System: the Case of Israeli Education. *Oxford Review of Education*, 20(2), 237-52 ;

Gaziel, H. (1995). Sabbatical Leave, Job Burnout and Turnover Intentions among Teachers. *International Journal of Lifelong Learning,* 14(4), 331-38;

Zameret, Z. (1998). Fifty Years of Education in the State of Israel. MFA: Israel Ministry of Foreign Affairs.

ITALY

Organisation of the education system in Italy, 2007/08

Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

ITALY	
Pre-Primary	
1829	Set up of the first educational institute for young children, called "asili d'infanzia" in Cremona by F. Aporti.
1907	M. Montessori opens the "casa dei bambini" (children's house) in Rome and introduces the educational method still associated with her name.
1928	Introduction of the Gentile Reform and Consolidation Act including nursery schools within the framework of public education, under the name "scuole del grado preparatorio" (preparatory schools to primary education). However, the implementation of the relevant law is still the responsibility of local bodies, so that almost all nursery schools have a mainly charity or social function and depended mostly on the initiatives of private individuals or of bodies and associations. The only institutes depending directly on the State are the "giardini d'infanzia" which were located inside the "istituti magistrali" and "scuole magistrali" whose main function was the training of primary and nursery school teachers.
1968	Law 444/1968 according to which the responsibility of pre-school education is completely forwarded to the State. This Law also acknowledges the role of private schools and provides them with financial contributions. Pre-primary education is therefore organized on three different institutional levels: institutions established and run by the State (scuole materne), by local authorities and by private organizations (mainly religious).
1978	Law 463/1978 containing special rules and introducing changes in the way State nursery schools were operated; in particular, this law has eliminated the “assistant” and provided for the assignment of two teachers to each section.
1991	Ministerial Decree laying down the new educational guidelines (Orientamenti educativi) for State nursery schools. This blueprint acknowledges the role and the function of pre-school education as the first non-compulsory stage of the basic educational system. This document is not mandatory for private schools which, however, have widely referred to it as for their planning. Starting from school year 2004/05, the educational guidelines have been replaced by the 'National guidelines' (Indicazioni nazionali) for the personalized plans of the educational activities in the scuole dell'infanzia.
1994	Consolidated Act containing the current laws on education at all levels. Changes are made in the rules on didactic an dorganisation autonomy.
1997	Law 59/1997 introducing school autonomy.
2000	Law 62/2000 on private schools with equal status.
2003-2004	Law 53/2003 for the reform of the educational system, and Legislative Decree 59/2004 for the reform of the pre-primary, primary and lower secondary education, provide for the full introduction of pre-primary education ("scuola dell'infanzia") in the education system.

Glossary

asilo d'infanzia (asili d'infanzia): Name used in the 19th century to indicate nursery schools.

giardino d'infanzia (giardini d'infanzia): Nursery school created in the XIXth century and annexed to teacher training schools for the sole purpose of preparing future nursery school teachers.

istituto magistrale (istituti magistrali): At upper secondary school level, insitute for the initial training of primary school teachers. The school used to offer a four-year course, oriented primarily towards disciplines of the pedagogical-didactic character. With effect from school year 1997/98, it has been phased out.

paritaria (paritarie): According to Law no. 62 of 10 March 2000, a scuola paritaria is a non-state school that, on request and on certain conditions, is recognised by the State as having the same status of State schools. At present, both scuole paritarie with equal status and other non-state schools (pareggiata, parificata, etc.) coexist. According to law 27/2006, in the future, only two types of nonstate schools will exist: paritarie schools (with equal status) and non-paritarie schools (without equal status). This law has not yet entered into force.

POF: Piano dell'offerta formativa (Plan of the educational offer): basic document that describes the cultural and planning identity of the single school institution. It defines the curricular, extra-curricular, educational and organizational projects that each school adopts according to the school autonomy regulations.

scuola dell'infanzia (scuole dell'infanzia): According to reform law 53/2003, term used to indicate preprimary education.

scuola magistrale (scuole magistrali): Institute at upper secondary level which objective was of training preprimary school teachers. The course had a duration of three years and was oriented primarily towards disciplines of a pedagogical-didactic character, with a strong professional characterisation. From school year 1997/98 it has been phased out.

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

ITALY	
Primary	
1859	Casati Law issued by the Piedmont State in 1859, providing for the establishment of compulsory ''lower'' primary school (which includes a first class and a second class) and ''higher'' primary school (including the third and fourth classes). Municipalities are in charge of primary education.
1861	Establishment of the unified state. The provisions of the Casati Law are extended to the whole Italy, but with different outcomes, depending on the various areas.
1923	Gentile Reform defining primary education in term of five classes, with the addition of a supplementary three-year course for the sixth, seventh and eigth classes.
1928	Consolidation Act subdivides further primary education into a three-year lower grade and a two-year higher grade, with an examination to be taken between the two grades.
1933	The whole public primary education falls under the province of the state administration, thus completing a process started in 1911.
1955	Decree 503/1955 introducing new curricula in schools. These curricula have been applied until 1985, for more than thirty years.
1957	Law 1254/1957 replacing the grade structure with a subdivision into cycles: the first grade is made up of the first and the second classes; while the second grade is made up of the third, fourth and fifth classes. At the end of each cycle students sit for written and oral examinations taking place in summer or autumn; the passage to the following grade within the same school cycle doesn't imply any exam, but one only assignment of the term's marks and no exam to be repeated at the autumn session.
1958	New teaching programmes provided through D.P.R. no. 104 of 12 February 1958 (which came into effect in 1987) replacing the curricula of 1955.
1971	Law 820/1971 introducing innovations into the primary school system and the content of teaching and markes the end of a school merely confined to teaching children how to 'read, write and make calculations'. The introduction of supplementary activities and special teaching (music, painting, drama, etc.), the extension of the school timetable into the afternoon (called 'tempo pieno'), and the presence of more than one teacher in the same class began to give primary education broader cultural and educational objectives intends to stimulate pupils' interests and develop their personalities.
1973	Law 477/1973 and delegated Decrees of 1974 introducing further important elements of innovation. In this case the reform provides for the participation of parents in the management of the school.
1977	Law 517/1977 establishing the most significant cultural and social changes in compulsory school, espacially as regards teaching planning, monitoring and assessment of individual pupils, team work among teachers and co-ordination of the various classes, integration of disable pupils in ordinary classes and the consequent abolition of special classes.
1985	D.P.R. 104/1985 adopting the new curricula for primary education.
1990	Law 148/1990 reforming the primary school system so that the new curricula could be fully implemented.
1991	Ministerial Decree regulating the gradual introduction of a compulsory foreign language.
1994	Consolidation Act reorganising the existing norms and regulations in force for this school level. However, it has already been modified through several laws, in particular through the law and regulation on school autonomy and the Legislative Decree no. 59 regulating all over again primary school functioning according to the principles established by the reform Law 53/2003.
2000	Law 30/2000 on the reform of school cycles (never implemented and abrogated through law 53/2003).
2003	Reform law 53/2003 abrogating the law 30/2000 and replacing the name "scuola elementare" (elementary school) by "scuola primaria" (primary school). (Operational since school year 2004/05).

Glossary

diritto/dovere: Term introduced by Reform Law no. 53 of 2003. It means that education is not only compulsory (as staded in the Constitution), but also guaranteed to all students for at least 12 years or, anyhow, as long as they have obtained a certificate within 18 years of age.

licenza elementare: Primary school leaving certificate, issued after completion of the 5-year primary education to pupils who passed the final exam. Starting from school year 2004/2005, this examination has been abolished, according to law 53/2003 and primary schools do not award leaving certificates any longer.

parificata (parificate): Non-State primary school run by organisations and associations having a juridical character. It is given a legal status to all effects through a specific agreement stipulated with the Ufficio Scolastico Regionale and through the authorisation from the Ministry of Education, which covers costs for the school staff.

paritaria (paritarie): According to Law no. 62 of 10 March 2000, a scuola paritaria is a non-state school that, on request and on certain conditions, is recognised by the State as having the same status of State schools. At present, both scuole paritarie with equal status and other non-state schools (pareggiata, parificata, etc.) coexist. According to law 27/2006, in the future, only two types of nonstate schools will exist: paritarie schools (with equal status) and non-paritarie schools (without equal status). This law has not yet entered into force.

Pecup: Profilo educativo culturale e professionale (Educational cultural and vocational profile): whole of what students are expected to know and do at the end of both the first cycle (primary and lower secondary school) and second cycle (upper secondary school) of their learning path.

POF: Piano dell'offerta formativa (Plan of the educational offer): basic document that describes the cultural and planning identity of the single school institution. It defines the curricular, extra-curricular, educational and organizational projects that each school adopts according to the school autonomy regulations.

scrutinio (scrutini): Operation carried out by the class council or by a special commission to evaluate the pupils' progress at the end of a three or four-month term, or at the end of the entire academic year (final scrutinio).

scuola dell'infanzia (scuole dell'infanzia): According to reform law 53/2003, term used to indicate preprimary education.

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

ITALY	
Secondary and post-Secondary non-Tertiary	
1923	Gentile Reform still structuring the current secondary education, except for the amendments introduced during the Fascism period, like the transfer of technical and vocational education to the responsibility of the Ministry of public education.
1939	Approval of the Bottai Charter of the School by the National council for Fascism. This document outlines a new reform which was never carried out for the outbreak of the second world war, except for the unification in one only lower secondary level (called "scuola media") of the lower level of "Ginnasio", the lower courses of scientific and girls' "licei", technical and commercial institutes, institutes for land surveying and "istituti magistrali" (Law no. 899 of 1st July 1940).
1940	Law 899/1940 unifying in one only lower secondary level (called "scuola media") of the lower level of "Ginnasio", the lower courses of scientific and girls' "licei", technical and commercial institutes, institutes for land surveying and "istituti magistrali".
1949	Law 264/1949, regulating vocational training, remains the main legislative reference for teh vocational training system up to the 1970's. This law entrusts the Ministry of Labour with the competences on this matter. The law is addressed to an adult target, providing for the professional re-qualification of both unemployed workers and employed workers aged less than 45. Different bodies, institutions, associations and training centres are entrusted with the organisation of this training, which in 1951 was extended to a younger target. This constitutes the basis for the future initial vocational training system, as the main part of the regional vocational training system.
1951	Extension of the Law 264/1949 to a younger target (less than 45 year-olds).
1962	Institution of the unified and compulsory "scuola media", lasting three years and replacing the pre-existing branches of study of the former 'scuola media Bottai' which gave access to upper secondary schools, and of vocational secondary school for agriculture, industry and crafts, commerce, nautical sector.
1963	First national programmes for the unified "scuola media".
1969	D.Lgs. 9/1969 and Law 910/1969: Experimental amendement of the state exam of upper secondary school and deregulation of the access to university.
1972	Presidential Decree 10/1972 issued just after the establishment of the Regions, providing for the transfer of the competences on 'artisan and vocational education' from the Ministry to the Regions. It applies exclusively to the outside-school system.
1973	M.Decree of 31 july defining the programmes of the linguistic liceo.
1974	Law reorganising for the first time the entire education system. Teachers are granted a legal status similar to that in other professions. Centres are created for school experimentation, the professional development of teachers and educational research (IRRSAE). Most important, school administrative bodies including parent representatives are established for the first time in Italy. Schools are granted slightly more autonomy.
1977	(1) Law 348/1977 introducing further amendments to the 1962 Law on "scuola media". (2) Law 517/1977 altering some aspects of the organisation of lower secondary schools by giving the newly created councils at school level more power to decide curriculum matters. Besides a new system (based on more qualitative criteria) for evaluating pupil attainment, the law introduces new organisational forms of teaching activity providing for so-called classi aperte (open classes) with groups of differing interest and ability. Finally, this law also provides for the integration of handicapped pupils in ordinary schools.
1978	Law 845/1978: national framework law regulating the responsibility of the Regions with regard to vocational training.
1982	(1) D.P.R. 782/1982 on the definition of the teaching posts at the lower secondary level. (2) Norm 270/1982 aiming at solving the complex problem of precarious working contracts for teachers by granting some of them permanent working contracts and by introducing rationalisation norms for employment. This Law introduces the so-called "doppio canale" (double channel) under which 50% of teaching posts are earmarked for those who pass the competitive examinations, and the other 50% for those already qualified to teach as a result of their selection in a competitive procedure involving assessment of applicants' qualifications and work experience (precarious contracts).

1983	D.M. and O.M. of 22 July 1983, on extended-time education.
1990	(1) Law 146/1990 on "regolamentazione dello sciopero" (rules for strikes) which was also applicable to public sector education. (2) Initial teacher training for secondary education is introduced as part of the reform of regulations on university teaching (Law 341/1990). Teacher training for secondary education is to be provided at "scuola biennale di specializzazione post-lauream" (postgraduate schools offering two-year specialist training). (However, the law was not implemented until six years later).
1991	Progetto Brocca, C.M. 27/1991, national experimentation of school autonomy, autonomous experimentation of the schools.
1992	Framework Law No. 104 regulating assistance, social integration and other entitlements for the disabled. It grants them the right to education in mainstream classes at all levels (including university), laying down precise regulations for the diagnosis and certification of disabilities, and for full integration of the disabled into mainstream schools, which involves reducing the number of pupils in each class.
1993	Introduction of the privatisation of public-sector employment contracts in accordance with similar arrangements in the private sector.
1994	D.Lgs.297/1994: Consolidation Act on aims and organisation, collegiate bodies, handicapped pupils; provides the official definition of the existing branches of study (i.e. the classic, scientific and arts licei , istituto magistrale, technical institutes, vocational institutes and arts institutes).
1997	(1) Abolishment of the three-year courses of the "scuola magistrale" and the four-year courses of the "istituto magistrale"; replaced by the social-psycho-pedagogical liceo and the social sciences liceo. (2) Law 196/1997 designing the apprenticeship contract for those aged less than 18 years. (3) Law 425/1997 regulating the final state exam of upper secondary school. (4) Law 59/1997 initialising a far-reaching decentralisation process of relevance to schools. It includes decentralisation of the tasks of school administration; school autonomy as far as the curriculum is concerned; enhancing of the role and individual skills of teachers; and redefinition of the responsibilities of teachers in relation to planning and pedagogical research.
1998	(1) D.M. 331/1998 and DM 141/1999 regulate the classes formation and the definition of the staff number. (2) Law 448/1998 extends the partially free provision of textbooks to students of the first and second grade of upper secondary education. (3) D. Lgs. 112/1998 establishes the responsibility of Regions for deciding the regional school calendars. (4) The ''Charter of students in secondary schools'' (D.P.R. 249/1998) foresees the right of students to 'a transparent and quick evaluation aimed at starting a self-evaluation process to identify his/her own strong and weak points and to improve his/her own performance'.
1999	(1) Law 144/1999 providing for compulsory attendance of formative activities up to accomplishment of 18 years of age (compulsory training) and instituting the Higher technical education and training (IFTS) courses. (2) D.P.R. 275/1999 regulating school autonomy. (3) The financial law of 1999 foresees the possibility for the communes to 'offer free loans for textbooks to upper secondary school students who meet the requirements'. (4) Ministerial Decree No. 141 regulating uniformly the procedures for ensuring that classes in schools of every level and type include pupils with special educational needs. The Decree establishes that, as a rule, classes can not contain over 20 pupils and that the inclusion of more than one pupil with special needs in a class is possible if there is no other solution or if that pupil has only a minor disability. (5) Extra pay entitled to staff members involved in school projects operating in areas with large numbers of migrants.
2000	(1) Law 30/2000 reforming the entire system of education and training. The reform means that, instead of two initial levels (primary school and lower secondary school), there is to be just one level (the 'basic school') bringing together the two existing levels into a single system lasting seven years. It also means that the age of 18 is the upper limit for the period of compulsory education. However, suspension of the law by successive governments has resulted in a full return to the previous situation, in response to reservations expressed by the electorate with regard to the proposed changes. (2) Regulation of the Higher technical education and training (IFTS) courses through Interministerial decree 436/2000.
2001	Reform of Title V of the Constitution on the regulation of the responsibility of the Regions with regard to vocational training.

2003	(1) Law 53/2003 establishing that the education and training system consists of a preprimary level ("scuola dell'infanzia"), a first cycle of education comprising the primary and the lower secondary levels, and a second cycle of education comprising the licei system (artistic, classical, economic, linguistic, music and dance, scientific, technological, human sciences) and the vocational education and training system. Law 53/2003 also introduces the "diritto/dovere" to education and training. It guarantees to all the right to education and training for at least 12 years or, anyway, until the obtainment of a vocational qualification within 18 years of age. This right can be exercised both in the licei system and in the vocational education and training system. (2) Law 30/2003 (Biagi reform) introduces some reforms in the apprenticeships system, now organised as follows: a) an apprenticeship aimed at the fulfilment of the diritto/dovere to education and training: young people who have reached 16 years of age can be enrolled for all the fields of activity. The contract lasts a maximum of three years and is aimed at helping students obtain a vocational qualification; b) a profession-oriented apprenticeship: students aged between 18 and 29 years can be enrolled. Depending on the type of qualification to be obtained, the collective contracts define the duration of the contract which, however, cannot be less than two years or more than six years. There is also a minimum quota of 120 hours of formal worker training (internal and external); c) an apprenticeship enabling the student to obtain a second level diploma (within the Initial vocational training) or higher education qualifications. It is addressed to students between 18 and 29 years of age.
2004	Legislative Decree 59/2004, issued in application of the reform law 53/2003, establishing the general rules to be gradually applied to the pre-primary, primary and lower secondary levels starting from the school year 2004/05.

Glossary

CFU (CA): Points given to each university course (CFU) or Afam course (CA). Each credit is equivalent to 25 hours of full-time study and one year is equivalent to 60 credits. Students must have a determinate number of credits to obtain a diploma issued by a university or a Afam institution.

debito formativo (debiti formativi): At school level: fail in one or more subjects at the end of the school year, that the student has to recover in the following school year. The school must organise make-up courses. At higher level: gap, to be filled by the student, to obtain a second level degree if the course chosen is not fully consistent with the courses taken to obtain the first level degree.

diritto/dovere: Term introduced by Reform Law no. 53 of 2003. It means that education is not only compulsory (as staded in the Constitution), but also guaranteed to all students for at least 12 years or, anyhow, as long as they have obtained a certificate within 18 years of age.

esame di idoneità: Exam which allows students who have left the public education system, to enrol at the second or third grade of public lower secondary education. They are required to have turned 12 or 13, respectively, and to be in possession of their primary school certificate. It is also the examination that allows pupils form non State schools, to enrol in the second grade of public primary and upper secondary school. It refers also to the examination that students have to take in order to demonstrate that they meet the requirements for accessing to specific institutions of higher education.

FIS: Formazione Integrata Superiore (Higher integrated training): higher technical-vocational system at non-university level, managed in an integrated way by universities, schools, local authority, labour market to offer training courses of higher technical education and training (IFTS).

fuori ruolo: A university lecturer is 'fuori ruolo' when, upon reaching a certain age limit, holds no longer the chair of a given teaching course nevertheless continues to be part of the academic bodies.

IFTS: Istruzione e formazione tecnica superiore (Higher technical education and training): educationa and training system that is part of the FIS (Higher integrated training) and organises highly specialised courses at post-secondary level.

istituto magistrale (istituti magistrali): At upper secondary school level, insitute for the initial training of primary school teachers. The school used to offer a four-year course, oriented primarily towards disciplines of the pedagogical-didactic character. With effect from school year 1997/98, it has been phased out.

liceo (licei): General term indicating institutes of general upper secondary education, preparing students to the university studies. The licei specialize students in: art subjects, classical studies, scientific studies, social-psychological-pedagocical subjects, foreign languages.

licenza elementare: Primary school leaving certificate, issued after completion of the 5-year primary education to pupils who passed the final exam. Starting from school year 2004/2005, this examination has been abolished, according to law 53/2003 and primary schools do not award leaving certificates any longer.

licenza media: Certificate of completion of the lower secondary school course (3 years), issued after passing the final examination (lecenza media exam). According to the reform of 2003, the denomination of the exam has been replaced with "first cycle leaving examination" (the first cycle being made up of the primary and lower secondary school levels).

pareggiata (pareggiate): Non-State secondary school which purposes and organisation are equivalent to those of state schools. It is run by public or ecclesiastical authorities, as indicated by art. 29 of the Lateran Agreements of 11th February 1929 between the Republic of Italy and the Vatican. Official approval is granted by Ministry decree on the basis of certain conditions and it gives legal recognition to the studies carried out and to the examinations taken in that school.

paritaria (paritarie): According to Law no. 62 of 10 March 2000, a scuola paritaria is a non-state school that, on request and on certain conditions, is recognised by the State as having the same status of State schools. At present, both scuole paritarie with equal status and other non-state schools (pareggiata, parificata, etc.) coexist. According to law 27/2006, in the future, only two types of nonstate schools will exist: paritarie schools (with equal status) and non-paritarie schools (without equal status). This law has not yet entered into force.

Pecup: Profilo educativo culturale e professionale (Educational cultural and vocational profile): whole of what students are expected to know and do at the end of both the first cycle (primary and lower secondary school) and second cycle (upper secondary school) of their learning path.

POF: Piano dell'offerta formativa (Plan of the educational offer): basic document that describes the cultural and planning identity of the single school institution. It defines the curricular, extra-curricular, educational and organizational projects that each school adopts according to the school autonomy regulations.

professore associato (professori associati): University professors with tenure at the second level in order of importance among university teaching personnel. Also called professore di seconda fascia.

professore ordinario (professori ordinari): University professors with tenure at the first level in order of importance among university teaching personnel. The difference between the first and second level (professore associato) is in their salaries and the wider possibility of career. Also called professore di prima fascia.

scrutinio (scrutini): Operation carried out by the class council or by a special commission to evaluate the pupils' progress at the end of a three or four-month term, or at the end of the entire academic year (final scrutinio).

scuola dell'infanzia (scuole dell'infanzia): According to reform law 53/2003, term used to indicate preprimary education.

scuola magistrale (scuole magistrali): Institute at upper secondary level which objective was of training preprimary school teachers. The course had a duration of three years and was oriented primarily towards disciplines of a pedagogical-didactic character, with a strong professional characterisation. From school year 1997/98 it has been phased out.

scuola media: Lower secondary school, with a three-year course, compulsory and attended by students from 11 to 14 years of age. Starting from school year 2004/2005, its denomination has
changed into "scuola secondaria di primo grado".

Unità formativa capitalizzabile (Unità formative capitalizzabili,Unità formative): New didactical organization of the IFTS courses, starting from school year 2002/2003. Whole of skills recognised on the labour market as specific professional components obtained at the end of a training process.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18) ;
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009).

ITALY	
Tertiary	
1859	Casati Law transforming the so far free universities into state institutions.
1923	Gentile Reform giving to Universities a certain autonomy concerning administrative management, teaching and research and giving them the juridical personality. It recognises a scientific character to university studies and regulates them; nevertheless, the reform maintains university autonomy and the students' liberty of study. With the reform it has also been instituted the qualifying State exam for practicing a profession, due to the fact that lauree were considered only academic qualifications.
1989	Law 168/1989 instituting the Ministry of University and Scientific and Technological Research (MURST) to enlarge organisational, didactic and financial autonomy of Universities.
1990	Law 341/1990 reforming the university teaching structure (it introduces, among the university titles, the Diploma universitario).
1991	Law 390/1991 systematically regulating the delicate subject of the right to university studies; rules related to the planning of the university system, which foresee the decongestion of overcrowded universities to increase teaching quality and, consequently, improve teaching offered to students.
1997	Law 127/1997 ascribing to the Ministry the power to regulate the new organisation of titles and of the related university teaching structure through one or more decrees; these decrees are issued upon advice of technical bodies representing the university sector (like CUN, CRUI and CNSU, see 2.6.1.2.), and political bodies (like the competent parliamentary committees).
1998	Law 210/1998 (followed by DPR 117/2000) decentralising the recruitment of university teachers with tenure to each individual university.
1999	(1) Regulation 509/1999 on university autonomy, for the implementation of Law 127/1997: it establishes provisions concerning general criteria of the university study system; it determines the types of qualification issued by the university; it ascribes to the universities the responsibility to issue the didactical organisation of its study courses, in order to implement the full educational autonomy in the respect of the procedures foreseen by law and by the universities statutes. The above mentioned regulations implement article 33 of the Italian Constitution for what concerns the right of the universities to determine their autonomous teaching structures within the limits established by the State laws. (2) Law 508/1999 setting up the new sector of art and music higher education.
2003	Presidential Decree 132/2003 establishing the statutory as well s regulations and organisation autonomy of art and music institutions.
2004	(1) Decree of 5 August 2004 providing for the university system planning for the three-year period 2004/06 and the financing of the following new interventions: database of educational offer, national register of students, decongestion of overcrowded universities, institution of new on-line universities, creation of industrial liason office, scientific lauree project, doctorate schools, higher schools and high level education, internationalisation. (2) Regulation 270/2004 amending some rules of the 1999 reform and introducing new characterisation of the three-year laurea course; new name laurea magistrale of the foregoing laurea specialistica; classes revision; more autonomy and flexibility of universities in defining the curricular contents.

Glossary

Afam: Alta formazione artistica e musicale (High level music and arts education): tertiary non-university education system focused on arts and music. Certificates issued by insitutes belonging to the Afam are equivalent to those issued by Universities.

CFU (CA): Points given to each university course (CFU) or Afam course (CA). Each credit is equivalent to 25 hours of full-time study and one year is equivalent to 60 credits. Students must have a determinate number of credits to obtain a diploma issued by a university or a Afam institution.

debito formativo (debiti formativi): At school level: fail in one or more subjects at the end of the school year, that the student has to recover in the following school year. The school must organise make-up courses. At higher level: gap, to be filled by the student, to obtain a second level degree if the course chosen is not fully consistent with the courses taken to obtain the first level degree.

Diploma accademico: First level: Diploma certifying the completion of higher education courses (first cycle) at institutes belonging to the AFAM system. Courses last for 3 years (equivalent to 180 credits) and to access them a Diploma di istruzione secondaria superiore is required. Second level:Diploma certifying the completion of higher education courses (second cycle) at institutes belonging to the AFAM system. Courses last for 2 years (equivalent to 120 credits). To access these courses a Diploma accademico di primo livello or a Diploma di Laurea (L) is required. Diploma di specializzazione:Diploma certifying the completion of higher education courses (second cycle) at institutes belonging to the AFAM system. Courses last at least for 2 years (120 credits). A first-cycle univeristy or non-univeristy degree is required to access these courses.

Diploma accademico di formazione alla ricerca (formazione alla ricerca): Diploma awarded at the end of courses of the third cycle of higher education at insitutes belonging to the AFAM system. Courses last at least for 3 years and will start up at completion of the reform which started in 1999.

Diploma di perfezionamento o Master: Diploma awarded by institutes belonging to the AFAM system at completion of second cycle higher education courses. Courses last, at least, 1 year (60 credits). A first cycle university or non-university degree is required to access these courses. Single institutions may establish that a second-cycle university or non-university degree is required; in this case courses lead to a third cycle degree within the Afam system.

Diploma di specializzazione: First level: degree awarded upon completion of second cycle university courses, accessible with a Laurea (L). Second level: degree awarded upon completion of third cycle university courses, accessible with a Laurea specialistica. Courses have a variable lenght, yet not lower than 2 years (120 credits). Those in the medicine-surgery sector, leading to a third cycle degree, may last up to 5-6 years (300-360 credits).

diploma universitario: Certificate issued on completion of a course of studies at the first level of university education. It has been replaced by the first-cycle Laurea (L) by the reform of 1999.

IFTS: Istruzione e formazione tecnica superiore (Higher technical education and training): educationa and training system that is part of the FIS (Higher integrated training) and organises highly specialised courses at post-secondary level.

Laurea (Lauree): General term used for indicating both to a first cycle and second cycle university degree (Laurea (L) and Laurea specialistica/magistrale (LS/LM) respectively). Before the reform of 1999 the term referred exclusively to the degree issued at the end of second cycle university studies and now called 'Diploma di Laurea'.

laurea (L) (lauree (L)): Degree awarded at completion of first cycle university courses. Courses last for 3 years (180 credits); to access them a certificate of upper secondary education is required. It has been introduced by regulation 509/1999.

laurea specialistica/magistrale (laurea specialistica,laurea magistrale): Degree awarded at completion of second cycle university courses. Courses last for 2 years (120 credits) or, only for few fields of studies, 5-6 years (300-360 credits). To access these courses a Laurea (L) (or a Diploma univesitario) is required, while for single cycle courses a Diploma of istruzione secondaria superiore is required. The Laurea specialistica has been introduced through the reform law of 1999. The name has been changed into Laurea magistrale through the reform law of 2003 and the following decree 270/2004.

Master universitario: Certificate issued at higher level, after completion of scientific specialization courses and high permanent education courses. To access a first level Master universitario (second cycle) and a second level Master universitario (third cycle), a Laurea (L) and a Laurea specialistica, rispectively, is required. The minimum lenght of courses is 1 year (60 credits). Yet, several Master courses, organised by universities in collaboration with foreign institutions, last for 2 years (120 credits).

Senato Accademico: University governing body. It decides on didactic and scientific matters of the general interest and has advisory functions on all the matters that require a technical evaluation and regarding more than one faculty.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

ITALY

Glossary

Afam: Alta formazione artistica e musicale (High level music and arts education): tertiary non-university education system focused on arts and music. Certificates issued by insitutes belonging to the Afam are equivalent to those issued by Universities.

asilo d'infanzia (asili d'infanzia): Name used in the 19th century to indicate nursery schools.

CFU (CA): Points given to each university course (CFU) or Afam course (CA). Each credit is equivalent to 25 hours of full-time study and one year is equivalent to 60 credits. Students must have a determinate number of credits to obtain a diploma issued by a university or a Afam institution.

debito formativo (debiti formativi): At school level: fail in one or more subjects at the end of the school year, that the student has to recover in the following school year. The school must organise make-up courses. At higher level: gap, to be filled by the student, to obtain a second level degree if the course chosen is not fully consistent with the courses taken to obtain the first level degree.

Diploma accademico di formazione alla ricerca (formazione alla ricerca): Diploma awarded at the end of courses of the third cycle of higher education at insitutes belonging to the AFAM system. Courses last at least for 3 years and will start up at completion of the reform which started in 1999.

Diploma accademico: First level: Diploma certifying the completion of higher education courses (first cycle) at institutes belonging to the AFAM system. Courses last for 3 years (equivalent to 180 credits) and to access them a Diploma di istruzione secondaria superiore is required. Second level:Diploma certifying the completion of higher education courses (second cycle) at institutes belonging to the AFAM system. Courses last for 2 years (equivalent to 120 credits). To access these courses a Diploma accademico di primo livello or a Diploma di Laurea (L) is required. Diploma di specializzazione:Diploma certifying the completion of higher education courses (second cycle) at institutes belonging to the AFAM system. Courses last at least for 2 years (120 credits). A first-cycle univeristy or non-univeristy degree is required to access these courses.

Diploma di perfezionamento o Master: Diploma awarded by institutes belonging to the AFAM system at completion of second cycle higher education courses. Courses last, at least, 1 year (60 credits). A first cycle university or non-university degree is required to access these courses. Single institutions may establish that a second-cycle university or non-university degree is required; in this case courses lead to a third cycle degree within the Afam system.

Diploma di specializzazione: First level: degree awarded upon completion of second cycle university courses, accessible with a Laurea (L). Second level: degree awarded upon completion of third cycle university courses, accessible with a Laurea specialistica. Courses have a variable lenght, yet not lower than 2 years (120 credits). Those in the medicine-surgery sector, leading to a third cycle degree, may last up to 5-6 years (300-360 credits).

diploma universitario: Certificate issued on completion of a course of studies at the first level of university education. It has been replaced by the first-cycle Laurea (L) by the reform of 1999.

diritto/dovere: Term introduced by Reform Law no. 53 of 2003. It means that education is not only compulsory (as staded in the Constitution), but also guaranteed to all students for at least 12 years or, anyhow, as long as they have obtained a certificate within 18 years of age.

esame di idoneità: Exam which allows students who have left the public education system, to enrol at the second or third grade of public lower secondary education. They are required to have turned 12 or 13, respectively, and to be in possession of their primary school certificate. It is also the examination that allows pupils form non State schools, to enrol in the second grade of public primary and upper secondary school. It refers also to the examination that students have to take in order to demonstrate that they meet the requirements for accessing to specific institutions of higher education.

FIS: Formazione Integrata Superiore (Higher integrated training): higher technical-vocational system at non-university level, managed in an integrated way by universities, schools, local authority, labour market to offer training courses of higher technical education and training (IFTS).

fuori ruolo: A university lecturer is 'fuori ruolo' when, upon reaching a certain age limit, holds no longer the chair of a given teaching course nevertheless continues to be part of the academic bodies.

giardino d'infanzia (giardini d'infanzia): Nursery school created in the XIXth century and annexed to teacher training schools for the sole purpose of preparing future nursery school teachers.

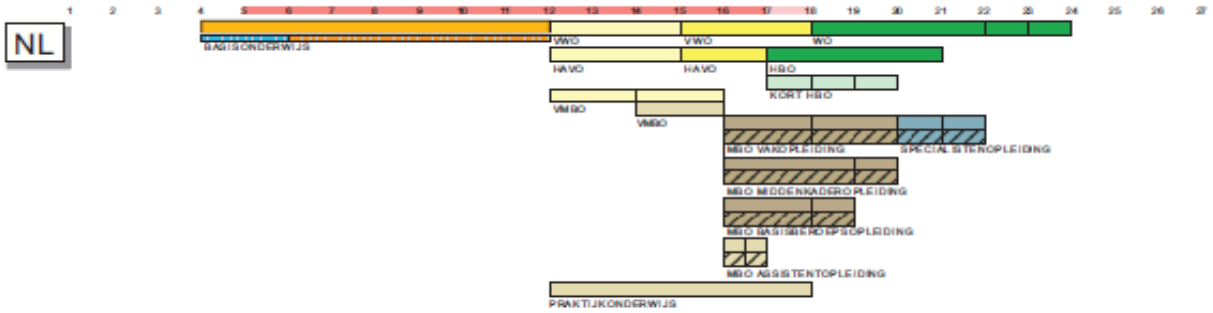
IFTS: Istruzione e formazione tecnica superiore (Higher technical education and training): educationa and training system that is part of the FIS (Higher integrated training) and organises highly specialised courses at post-secondary level.
IFTS: Istruzione e formazione tecnica superiore (Higher technical education and training): educationa and training system that is part of the FIS (Higher integrated training) and organises highly specialised courses at post-secondary level.
istituto magistrale (istituti magistrali): At upper secondary school level, insitute for the initial training of primary school teachers. The school used to offer a four-year course, oriented primarily towards disciplines of the pedagogical-didactic character. With effect from school year 1997/98, it has been phased out.
laurea (L) (lauree (L)): Degree awarded at completion of first cycle university courses. Courses last for 3 years (180 credits); to access them a certificate of upper secondary education is required. It has been introduced by regulation 509/1999.
Laurea (Lauree): General term used for indicating both to a first cycle and second cycle university degree (Laurea (L) and Laurea specialistica/magistrale (LS/LM) respectively). Before the reform of 1999 the term referred exclusively to the degree issued at the end of second cycle university studies and now called 'Diploma di Laurea'.
laurea specialistica/magistrale (laurea specialistica,laurea magistrale): Degree awarded at completion of second cycle university courses. Courses last for 2 years (120 credits) or, only for few fields of studies, 5-6 years (300-360 credits). To access these courses a Laurea (L) (or a Diploma univesitario) is required, while for single cycle courses a Diploma of istruzione secondaria superiore is required. The Laurea specialistica has been introduced through the reform law of 1999. The name has been changed into Laurea magistrale through the reform law of 2003 and the following decree 270/2004.
licenza elementare: Primary school leaving certificate, issued after completion of the 5-year primary education to pupils who passed the final exam. Starting from school year 2004/2005, this examination has been abolished, according to law 53/2003 and primary schools do not award leaving certificates any longer.
licenza media: Certificate of completion of the lower secondary school course (3 years), issued after passing the final examination (lecenza media exam). According to the reform of 2003, the denomination of the exam has been replaced with “first cycle leaving examination” (the first cycle being made up of the primary and lower secondary school levels).
liceo (licei): General term indicating institutes of general upper secondary education, preparing students to the university studies. The licei specialize students in: art subjects, classical studies, scientific studies, social-psychological-pedagocical subjects, foreign languages.
Master universitario: Certificate issued at higher level, after completion of scientific specialization courses and high permanent education courses. To access a first level Master universitario (second cycle) and a second level Master universitario (third cycle), a Laurea (L) and a Laurea specialistica, rispectively, is required. The minimum lenght of courses is 1 year (60 credits). Yet, several Master courses, organised by universities in collaboration with foreign institutions, last for 2 years (120 credits).
pareggiata (pareggiate): Non-State secondary school which purposes and organisation are equivalent to those of state schools. It is run by public or ecclesiastical authorities, as indicated by art. 29 of the Lateran Agreements of 11th February 1929 between the Republic of Italy and the Vatican. Official approval is granted by Ministry decree on the basis of certain conditions and it gives legal recognition to the studies carried out and to the examinations taken in that school.
parificata (parificate): Non-State primary school run by organisations and associations having a juridical character. It is given a legal status to all effects through a specific agreement stipulated with the Ufficio Scolastico Regionale and through the authorisation from the Ministry of Education, which covers costs for the school staff.
paritaria (paritarie): According to Law no. 62 of 10 March 2000, a scuola paritaria is a non-state school that, on request and on certain conditions, is recognised by the State as having the same status of State schools. At present, both scuole paritarie with equal status and other non-state schools (pareggiata, parificata, etc.) coexist. According to law 27/2006, in the future, only two types of nonstate schools will exist: paritarie schools (with equal status) and non-paritarie schools (without equal status). This law has not yet entered into force.

paritaria (paritarie): According to Law no. 62 of 10 March 2000, a scuola paritaria is a non-state school that, on request and on certain conditions, is recognised by the State as having the same status of State schools. At present, both scuole paritarie with equal status and other non-state schools (pareggiata, parificata, etc.) coexist. According to law 27/2006, in the future, only two types of nonstate schools will exist: paritarie schools (with equal status) and non-paritarie schools (without equal status). This law has not yet entered into force.
Pecup: Profilo educativo culturale e professionale (Educational cultural and vocational profile): whole of what students are expected to know and do at the end of both the first cycle (primary and lower secondary school) and second cycle (upper secondary school) of their learning path.
POF: Piano dell'offerta formativa (Plan of the educational offer): basic document that describes the cultural and planning identity of the single school institution. It defines the curricular, extra-curricular, educational and organizational projects that each school adopts according to the school autonomy regulations.
professore associato (professori associati): University professors with tenure at the second level in order of importance among university teaching personnel. Also called professore di seconda fascia.
professore ordinario (professori ordinari): University professors with tenure at the first level in order of importance among university teaching personnel. The difference between the first and second level (professore associato) is in their salaries and the wider possibility of career. Also called professore di prima fascia.
scrutinio (scrutini): Operation carried out by the class council or by a special commission to evaluate the pupils' progress at the end of a three or four-month term, or at the end of the entire academic year (final scrutinio).
scuola dell'infanzia (scuole dell'infanzia): According to reform law 53/2003, term used to indicate preprimary education.
scuola magistrale (scuole magistrali): Institute at upper secondary level which objective was of training preprimary school teachers. The course had a duration of three years and was oriented primarily towards disciplines of a pedagogical-didactic character, with a strong professional characterisation. From school year 1997/98 it has been phased out.
scuola media: Lower secondary school, with a three-year course, compulsory and attended by students from 11 to 14 years of age. Starting from school year 2004/2005, its denomination has changed into “scuola secondaria di primo grado”.
Senato Accademico: University governing body. It decides on didactic and scientific matters of the general interest and has advisory functions on all the matters that require a technical evaluation and regarding more than one faculty.
Unità formativa capitalizzabile (Unità formative capitalizzabili,Unità formative): New didactical organization of the IFTS courses, starting from school year 2002/2003. Whole of skills recognised on the labour market as specific professional components obtained at the end of a training process.

Source: Eurydice, Eurybase - Italy - (2006/07).

NETHERLANDS

Organisation of the education system in the Netherlands, 2006/07



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B

Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2

Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

NETHERLANDS	
Pre-Primary	
From 1850	Development of organised childcare structures for children aged at least $2^{1/2}$, called "kinderbewaarscholen" or "kinderbewaarplaatsen". They were funded and run by philanthropic individuals or the church, and were intended as help for the poor. The methods they used were based on the ideas of educational theorists like Pestalozzi, Fröbel and Montessori, and they were the forerunners of what became known after the Second World War as "kleuterscholen" (nursery schools). As they developed, there was a gradual shift in emphasis from care to education. In-company day nurseries established after the Second World War.
1956-1985	Nursery Education Act specifying and institutionalising the non-compulsory education of 4 to 6-year-olds.
1975	The Government Grants Scheme for Social and Cultural Work support the financing of the playgoups.
1977	Introduction of Government Grants Scheme for Day Nurseries (only day nurseries set up before 1975 are eligeible).
1985	Introduction of a new Primary Education Act, integrating educational provision for children aged 4 to 12. Separate nursery schools cease to exist.
1986	The Social Welfare Act shifts responsibility for administrating and financing social welfare services, such as childcare, to the municipal authorities. At the same time, a tax incentive is introduced for parents who are likely to need childcare.
1990	New policy designed to expand childcare capacity. Childcare is defined as a matter of common interest and a shared responsibility of three parties – parents, government and employers - and is financed by these three parties. Successive incentives introduced between 1990 and 2004 to increase the number of places proved effective: capacity grew from about 20,000 places in 1989 to roughly 200,000 in 2004.
1996	Implementation of the Childcare Quality Requirements (Temporary Measures) Decree.
1998	New amendment of the Primary Education Act, so that primary education "primair onderwijs" and some types of special education "speciaal onderwijs" are now regulated in a single act.
2000	Since 2000 the government has provided funding for early childhood education (VVE), a form of education designed to optimise the development opportunities of children aged 2 to 5 from underprivileged backgrounds, who are at risk of educational or language disadvantage. The target group includes indigenous Dutch children with poorly educated parents as well as children from ethnic minorities whose mother tongue is not Dutch. Early childhood education for preschoolers (two to four-year-olds) is provided by playgroups and day nurseries. Primary schools offer VVE programmes for four and five-year-olds.
2002	Since August 2002 VVE funding has been part of the municipal budget for eliminating educational disadvantage.
2005	Childcare Act replacing the 1996 Childcare Quality Requirements Decree.

Glossary

primair onderwijs (PO): Primary education is provided at mainstream and special primary schools (schools for 'basisonderwijs' and 'speciaal basisonderwijs') and caters for children from (3 or) 4 to around 12 years of age. Primary education consists in principle of eight consecutive years.

speciaal onderwijs (so): Special education (so) and secondary special education (vso). Special education is provided in schools catering for either the primary or secondary age group or both. It is governed by the Expertise Centres Act and is divided into: -schools for visually impaired children; -schools for deaf children, partially hearing children and children with severe speech disorders, who may also be multiply disabled; -schools for physically disabled children, children with severe learning difficulties (ZMLK) and chronically sick children (LZK) with a physical disability, who may also be multiply disabled; -schools for severely maladjusted children (ZMOK), chronically sick children who are not physically disabled and children in schools attached to paedological institutes (i.e. institutes associated with a Dutch university which give guidance to special schools).

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

NETHERLANDS	
Primary	
1900	First Act making education compulsory. The duration of compulsory education is set at 6 years (between the age of 6 and 12).
1920	Compulsory education is set at 7 years (implemented in 1929).
1942	Compulsory education is extended to 8 years (implemented in 1949).
1968	Secondary Education Act (WVO), popularly known as the Mammoth Act: Compulsory education is extended to 9 years (6 years of primary education + 3 years of post-primary education).
1975	Compulsory education is extended to 10 years (6 years of primary education + 4 years of post-primary education).
1981	Primary Education Act (WBO) merging nursery and primary schools into new-style primary schools catering for children from 4 to 12. Special schools speciaal onderwijs were governed by the Special Education Interim Act (ISOVSO).
1985	Implementation of the 1981 WBO and ISOVSO.
1988	Primary Education Act assigning schools a number of tasks. One of these is to teach different subjects. Attainment targets indicate what schools must offer pupils in terms of teaching matter. Schools must pay attention to the cognitive, creative, social, emotional and physical development of children. Moreover they must not only instil knowledge in pupils, but also skills and insights, such as behaviour that shows respect for generally accepted norms and values, as well as knowledge of and respect for religious and other beliefs that play an important role in Dutch society. In the case of children who need extra help, the aim is to provide individual attention that is tailored to the needs of the child. These children are not automatically placed in special schools. Ordinary primary schools and special schools for primary education work together, so that as many children as possible can stay at 'ordinary' primary schools. The government works together with schools to actively promote this policy, which is known as 'Going to School Together' (WSNS). Special schools for primary education are only intended for children who really cannot cope at an ordinary school, despite extra help.
1996	Implementation of the 1988 WSNS policy.
1998	Primary Education Act (WPO) and Expertise Centres Act (WEC) replace the 1981 WBO and ISOVSO. Primary education primair onderwijs now encompasses mainstream primary schools (BAO) "basisonderwijs" and special schools for primary education (SBAO) "speciaal basisonderwijs" and special primary and secondary education ((V)SO). One of the purposes of the new Act is to ensure that primary schools work more and more closely with special schools (the Going to School Together policy), so that children with special needs are where possible catered for at mainstream primary schools.

Glossary

basisonderwijs (basisschool,basisscholen): Primary education (mainstream schools). Primary education is provided at primary schools and caters for children from 4 to about 12 years of age.
Primary education consists in principle of eight consecutive years of schooling. Since 1998 the term primary education encompasses both ordinary primary schools and special schools for primary education.

certificaat (certificaten): Certificate. Certificates are awarded to students who successfully complete a course in a particular subject or obtain a partial qualification. Students with several certificates who have completed a full programme of study are awarded a diploma. Certificates can be obtained in general secondary education.

diploma (diploma's): Students who successfully complete certain programmes of study are awarded a diploma. This applies to general secondary education (avo), pre-university education (vwo), secondary vocational education (mbo), adult and vocational education.

primair onderwijs (PO): Primary education is provided at mainstream and special primary schools (schools for 'basisonderwijs' and 'speciaal basisonderwijs') and caters for children from (3 or) 4 to around 12 years of age. Primary education consists in principle of eight consecutive years.

speciaal basisonderwijs (speciale scholen voor basisonderwijs,speciale school voor basisonderwijs): Special primary education is a form of primary education for children with specific educational needs, aged from 3 to around 12 years. Special primary education is provided at separate schools, for children with developmental difficulties.

speciaal onderwijs (so): Special education (so) and secondary special education (vso). Special education is provided in schools catering for either the primary or secondary age group or both. It is governed by the Expertise Centres Act and is divided into: -schools for visually impaired children; -schools for deaf children, partially hearing children and children with severe speech disorders, who may also be multiply disabled; -schools for physically disabled children, children with severe learning difficulties (ZMLK) and chronically sick children (LZK) with a physical disability, who may also be multiply disabled; -schools for severely maladjusted children (ZMOK), chronically sick children who are not physically disabled and children in schools attached to paedological institutes (i.e. institutes associated with a Dutch university which give guidance to special schools).

voortgezet speciaal onderwijs (vso): Secondary special education (vso). Secondary special education is provided in schools catering for either the secondary age group. It is governed by the Expertise Centres Act and is divided into: - schools for visually impaired children; - schools for deaf children, partially hearing children and children with severe speech disorders, who may also be multiply disabled; - schools for physically disabled children, children with severe learning difficulties (ZMLK) and chronically sick children (LZK) with a physical disability, who may also be multiply disabled; - schools for severely maladjusted children (ZMOK), chronically sick children who are not physically disabled and children in schools attached to paedological institutes (i.e. institutes associated with a Dutch university which give guidance to special schools).

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

NETHERLANDS	
Secondary and post-Secondary non-Tertiary	
1863	Secondary Education Act creating the Hogere Burger School (HBS). The idea was to reserve the existing Latin School for the traditional "educated class" and to use the modern burgher school for the merchants and manufacturers, who were to be the bringers of a new industrial era. There were two varianats of the HBS: a 3-year or a 5-year course. the first 5-year state HBS opened in Groningen in 1864 and the first 3-year HBS was founded in Gouda.
1870s	Development of the access of girls to secondary education.
1876	Modernization of the traditional institution of classic education. The Latin School is abolished and replaced by the gymnasium, which as its predecessor also offers pre-university education, but also has its own school-leaving examination and inspectors. Science has a special place in its programme: in the 5th and 6th year a division is introduced between preparation for a university course in theology, literature or law (the alpha stream) and that for a course in medecine or mathematics and physics (the beta stream).
1909	Creation of the lyceum combining the programmes of two first years of the modern (HBS) and classic (gymnasium) schools. In practice, this means that the first and second grades of the existing gymnasium (teaching Latin and Greek) are combined with those of the HBS, which is science-oriented. After the first two years, pupils have to choose to continue at one or the other.
1914	First Catholic HBS for girls in Amsterdam (became the "Fons Vitae" girls lyceum).
1917	All schools, both public and private, are governed by a legally organised competent authority (Bevoegd Gezag) which is responsible for implementing legislation and regulations in schools. The municipal authorities have a dual role as the local authority for all schools in their area (whether publicly or privately run), and as the competent authority for public-sector schools. This authority in the case of a private school is the board of association, foundation, or church body that set it up. This statutory equality of public and private schools is an important feature of the Dutch education system.
1920	Compulsory education is set at 7 years (implemented in 1929).
1942	Compulsory education is extended to 8 years (implemented in 1949).
1968	Introduction of the Secondary Education Act (WVO), popularly known as the Mammoth Act, brings the different types of secondary schools together in a single piece of legislation (with the exception of apprenticeships, which combined attending classes and working for a company or in a trainee workshop). This Act also introduces a new type of secondary schooling: senior general secondary education (HAVO). A major aim of the Act is to increase mobility between the various parts of the secondary education system. **Compulsory education is extended to 9 years (6 years of primary education + 3 years of post-primary education).** This Act will have important consequences for teacher training. The Act seeks to introduce an integrated system of secondary education and included teacher training within education at this level. It also lays down a system of three levels at which teachers can qualify and, from this period onwards, there will be three types of teacher training as follows: - so-called MO-courses; - new-style secondary teacher training (Nieuwe Lerarenopleiding, or NLO); - university teacher training certificates (didactische aantekening). Since 1954, university graduates had been able to undertake an additional training course in order to qualify as teachers.
1970	Establishment of the NLOs (Nieuwe lerarenopleiding - new-style secondary teacher training) offering teacher training courses for lower secondary education, which led to grade-three and grade-two teaching qualifications. Teachers are trained in two subjects, preferably related. This twofold subject emphasis is encouraged in order to broaden the skills of teachers and boost their employability at a time of declining pupil enrolments. Yet, during the 1980s, recruiting teachers with major and minor subject areas seemed a lesser priority. The NLOs were never developed to the full and the study of two subjects within a limited period proved difficult.
1975	Introduction by the government of a stringent programme of retrenchment to limit public expenditure, which holds back any significant salary increases. As a result, the teaching profession becomes less competitive than employment in the private sector.
1979	"AHA-maatregel"; a reduction in salaries for new teachers and/or a lengthening of the period in which they could reach their maximum wage level (HABO-raad, 1979).
1981	Extension of salary scales. The socalled ‘deduction resolution’ comes into effect, with the result that the gross salaries of civil servants can be cut by up to 6%.

1982	"Wet Twee-Fasenstructuur" (the Law on a two-phase two-tier university structure) placing teacher training courses in the second phase of university education after the first degree (a Master's degree).
1985	(1) Law on interim decreases in salaries in education (WIISO deductions). (2) Introduction of the "Herziening Onderwijssalarisstructuur" (HOS) system, under which the staff salary structure of the education sector is overhauled. As a result, salaries in teaching are based on tasks and levels of responsibility, while the careers and salary scales of teachers are extended so that their final salaries are higher.
1986	"Wet op het Hoger Beroepsonderwijs" (WHBO, or the Higher Professional Education Act). The former "nieuwe lerarenopleiding" (NLOs, or teacher training institutions) are transferred to the "hoger beroepsonderwijs" (HBO). Trainee teachers now have to specialise in only one subject area instead of two. Since 1986, teacher training in the "Hogescholen", known as "Lerarenopleidingen" VO, has consisted of full-time and part-time grade-two teacher training, as well as part-time grade-one training. The grade-three qualification has been abolished.
1988	Introduction of a teacher training quality assurance system at universities. The system has consisted of self-evaluation followed by peer review for each discipline or cluster of study programmes, and has functioned in accordance with a four- to five-year cycle.
1990	Introduction of the 1988 teacher training quality assurance system in the HBO (Hoger Beroepsonderwijs - Higher Professional Education) sector.
1991	Increase of the starting salaries of teachers.
1992	Replacement of junior secondary vocational education (LBO), with its five different categories of school, by pre-vocational education (VBO) comprising various departments.
1992	Introduction of the Staff Budget System (Formatiebudgetsysteem, or FBS). Schools receive a budget for staff in the form of 'units of account' which are determined on the basis of legal norms and criteria, and represent the hours corresponding to a particular number of full-time positions.
1993	(1) "Wet op het hoger onderwijs en wetenschappelijk onderzoek" (WHW, or Higher Education and Scientific Research Act). Higher education institutions are granted considerable autonomy. (2) Amendments to regulations governing the funding of in-service training. The budget for in-service training is gradually transferred from teacher training institutions to the schools.
1994	(1) Increase of the starting salaries of teachers. (2) The so-called BAPO arrangement, under which staff aged 52 or over can opt for a reduction in working time with only a relatively small decrease in wages. (3) Decree on staff in education and research who become unemployed. Schools are made responsible for compensating staff who become unemployed as a result of mergers between schools or fluctuations in pupil enrolment.
1995	(1) Several experiments are started in which the practical period of teacher training is transformed into a dual structure for both learning and working, known as "Leraar in Opleiding" (LIO). (2) A covenant between the Ministry and HBO-Raad (Hogescholen council) on the development of a common curriculum for teacher training, known as "Proces Management Learenopleidingen" (PML, or the process management of teacher training for secondary education).
1996	Secondary vocational education (MBO) and adult general secondary education (VAVO) are removed from the Secondary Education Act and are now governed, together with apprenticeships, by the Adult and Vocational Education Act (WEB).
1996	"Collectieve Arbeidsovereenkomst Decentralisation" (CAO) are collective employment agreements for secondary education between the employer and employee organisations. The agreements decentralise the staffing policies of schools and expect them to apply integral "personeelsbeleid" (integrated personnel policies). Schools can decide on the numbers of teachers and other staff to be appointed, as well as differences in staff rewards and task allocations, and draw up (re)training policies and additional conditions of employment.
1997	Increase of the starting salaries of teachers.

1998	Revision of the Secondary Education Act (WVO). Secondary education is made up of: pre-university education (VWO voorbereidend wetenschappelijk onderwijs); senior general secondary education and junior general secondary education (HAVO hoger algemeen voortgezet onderwijs and MAVO); pre-vocational education (VBO), including learning support (LWOO leerwegondersteunend onderwijs); practical training "praktijkonderwijs"; other forms of secondary education "voortgezet onderwijs". The 'studiehuis' is introduced in the upper years of HAVO and VWO to encourage independent study. It is coupled to fixed subject combinations designed to provide an integrated study programme. The upper years of HAVO and VWO are together referred to as the period of prehigher education (VHO). The aim of the 'studiehuis' and the fixed subject combinations is to ensure a smooth transition to higher education.Basic secondary education no longer exists.
1998	(1) Teachers are to be appointed by the appropriate school authority (Bestuursaanstelling at the Bevoegd Gezag) rather than by one school. They can be offered a temporary contract in only a limited number of cases and for a limited period of time (1 year renewable once only for a further year). Temporary appointments are also possible in the event of replacement, temporary positions or specific projects. Under exceptional circumstances, schools can now apply for a temporary dispensation (tijdelijke ontheffing) from the education inspectorate, enabling them to appoint non-qualified teachers. (2) In-service training is included in the official tasks of teachers, with 10 % of standard working time available for professional development. Teachers have to report on their in-service training during functioneringsgesprekken (performance meetings). (3) The number of hours in a standard working year is set at 1659 (equivalent to 36.86 hours per working week) for all sectors of education. (4) Experiments with classroom assistants (in 60 schools). (5) As a result of PML (the process management of teacher training for secondary education), the common curriculum for grade-two teacher training courses at the Hogescholen is implemented. This curriculum does not correspond to a ready-made programme but quality standards and exit qualifications.
1999	As of the 1999/2000 school year, individual pre-vocational education are incorporated into learning support (LWOO) "leerwegondersteunend onderwijs" in VMBO and practical training "primair onderwijs" is introduced. With these changes, special schools for secondary education "voortgezet speciaal onderwijs" (previously special secondary schools for children with learning and behavioural difficulties (VSO/LOM) and children with learning difficulties (VSO/MLK)) become part of mainstream secondary education. From 1 January 1999, schools providing VMBO and practical training and special schools for secondary education are required to work together in consortia to cater for children with special needs within mainstream secondary education.
1999	A first policy memorandum known as "Maatwerk voor Morgen" (tailor-made solutions for tomorrow) presents an integrated policy approach to achieving a more demand-driven labour market for education, as well as the transition from a relatively closed market to a more open and varied system for the supply of teachers.
2000	(1) Maatwerk 2, a second policy memorandum, established reserve pools of personnel to replace sick teachers. They consist of experienced teachers and others less directly involved in education, such as teaching assistants and staff working in after-school care under the supervision of qualified teachers. (3) So-called "zij-instroom" are introduced and regulated by the 'side entrance' Interim Act of July. It implies extension of access to the teaching profession for people with experience in other sectors of employment. Those with higher education qualifications may now enter teaching on satisfactory completion of an assessment procedure. (4) Flexible pension allowances after the age of 61 are being increased. (5) "Collectieve Arbeidsovereenkomst Decentralisation" (CAO) is a collective employment agreement between the Ministry of Education, Culture and Science and the employers, under which schools will have established their own integrated personnel policies ("integraal personeelsbeleid") by 1 August 2005.
2001	(1) Since 1 June, the period in which teachers will reach their maximum income is shortened from 26 to 21 years in successive stages. (2) The "Leraar in Opleiding" (LIO) is approved by parliament for gradual implementation. (3) Collective Employment Agreement (CAO) of July. Its major areas relate to clearer distinctions between various school tasks, an increase in the number of class assistants, greater emphasis on teacher training within schools (opleiden in de school), increased cooperation with all relevant stakeholders, stronger opportunities for 'side entrance' into the teaching profession, and a strengthening of educational assistance to schools and individual teachers. (4) The Maatwerk III (policy paper) of the Ministry of Education, Culture and Science, contains proposals to assist schools in the development of their own integrated personnel policies. To this end, the Ministry has made available an extra budget of EUR 0.54 billion. (5) The prohibition on working after the age of 65 is abolished.
2002	The period in which the maximum salary is reached is further reduced from 21 to 18 years (Committee Van Rijn, Ministerie van BZK, 2001).

Glossary

atheneum: Modern grammar school. The 'atheneum' is one of three types of school for pre-university education (vwo) and is for pupils aged 12 to 18 years. No Greek or Latin is taught. The other types of vwo school are the "gymnasium" and the "lyceum".

basisonderwijs (basisschool,basisscholen): Primary education (mainstream schools). Primary education is provided at primary schools and caters for children from 4 to about 12 years of age.
Primary education consists in principle of eight consecutive years of schooling. Since 1998 the term primary education encompasses both ordinary primary schools and special schools for primary education.

centraal examen: Het centraal examen is een landelijk afsluitend examen en voor alle scholen gelijk. Het maakt samen met het schoolexamen deel uit van het eindexamen voor voorbereidend wetenschappelijk onderwijs (vwo), hoger algemeen voortgezet onderwijs (havo), voorbereidend middelbaar beroepsonderwijs (vmbo) en het middelbaar beroepsonderwijs (mbo).

gymnasium: Classical grammar school. The 'gymnasium' is one of three types of school for pre-university education (vwo) and is for pupils aged 12 to 18 years. Greek and Latin are compulsory. The other types of vwo school are the 'atheneum' and the 'lyceum'.

hoger algemeen voortgezet onderwijs (havo): Senior general secondary education (havo). Senior general secondary education (havo) is one of three types of secondary education, the other two being pre-vocational secondary education (vmbo from 1 August 1999, replacing gradually vbo and mavo) and pre-university education (vwo).

hoger onderwijs (ho): Higher education (ho). Higher education is for students aged from around 18 years and comprises higher professional education (hbo) and university education (wo).

leerwegondersteunend onderwijs (lwoo): Learning support. Learning support: division within pre-vocational secondary education (vmbo) for pupils who have problems to follow the normal teaching programme, and who need more individual support than in the regular pre-vocational secondary education (aimed at obtaining a regular vmbo-diploma).

lyceum: Integrated grammar school. The 'lyceum' is one of three types of school for preuniversity education (vwo) and is for pupils aged 12 to 18 years. Greek and Latin are optional. The other types of vwo school are the 'atheneum' and the 'gymnasium'.

middelbaar beroepsonderwijs (mbo,secundair beroepsonderwijs, beroepsonderwijs, BVE): Secondary vocational education. Secondary vocational education follows on from pre-vocational secondary education (vmbo) and is for pupils aged from around 16. There are four levels of training: assistant level, basic vocational level, professional level and middle-management or specialist level.

praktijkonderwijs: Practical training

For pupils who are not expected to obtain a vmbo diploma even with constant extra support, there is an option of practical training. This is a special form of secondary education preparing pupils for direct entry to low-skilled jobs.

primair onderwijs (PO): Primary education is provided at mainstream and special primary schools (schools for 'basisonderwijs' and 'speciaal basisonderwijs') and caters for children from (3 or) 4 to around 12 years of age. Primary education consists in principle of eight consecutive years.

scholengemeenschap (scholengemeenschappen): Combined school. Secondary schools that offer more than one type of course (vmbo, havo or vwo) are known as combined schools. Very few schools now offer only one form of education.

schoolexamen (schoolexamens): Internal examination. (national examination, leaving examination). The leaving examinations for pre-university education (vwo), senior general secondary education (havo) and pre-vocational secondary education (vmbo) is divided into two parts: the internal examination and the national examination. The school itself organises the internal examination.

speciaal basisonderwijs (speciale scholen voor basisonderwijs,speciale school voor basisonderwijs): Special primary education is a form of primary education for children with specific educational needs, aged from 3 to around 12 years. Special primary education is provided at separate schools, for children with developmental difficulties.

speciaal onderwijs (so): Special education (so) and secondary special education (vso). Special education is provided in schools catering for either the primary or secondary age group or both. It is governed by the Expertise Centres Act and is divided into: -schools for visually impaired children; -schools for deaf children, partially hearing children and children with severe speech disorders, who may also be multiply disabled; -schools for physically disabled children, children with severe learning difficulties (ZMLK) and chronically sick children (LZK) with a physical disability, who may also be multiply disabled; -schools for severely maladjusted children (ZMOK), chronically sick children who are not physically disabled and children in schools attached to paedological institutes (i.e. institutes associated with a Dutch university which give guidance to special schools).

studiehuis (studiehuizen,): Schools as 'places of study'. From the school year 1999/2000 the concept of schools as 'places of study' is introduced in the second stage of secondary education (the fourth and fifth years of all schools for havo and the fourth, fifth and sixth years of vwo). In these 'places of study' acquiring knowledge by students rather than offering knowledge by teachers is emphasized.

voorbereidend middelbaar beroepsonderwijs (vmbo): Pre-vocational secondary education (vmbo). On 1 August 1999 a new type of secondary education is introduced, pre-vocational secondary education (vmbo). It consists of learning pathways which replace the old pre-vocational education (vbo) and the old junior general secondary education (mavo).

voorbereidend wetenschappelijk onderwijs (vwo): Pre-university education (vwo). Preuniversity education (vwo) is one of three types of secondary education, the other two being junior general secondary education (mavo) and senior general secondary education (havo). Pre-university education lasts six years.

voortgezet onderwijs (VO): Secondary education (vo). Secondary education (vo) follows on from ordinary and special primary education and is for pupils aged 12 and up. It comprises prevocational secondary education (vmbo), senior general secondary education (havo) and pre-university education.

voortgezet speciaal onderwijs (vso): Secondary special education (vso). Secondary special education is provided in schools catering for either the secondary age group. It is governed by the Expertise Centres Act and is divided into: - schools for visually impaired children; - schools for deaf children, partially hearing children and children with severe speech disorders, who may also be multiply disabled; - schools for physically disabled children, children with severe learning difficulties (ZMLK) and chronically sick children (LZK) with a physical disability, who may also be multiply disabled; - schools for severely maladjusted children (ZMOK), chronically sick children who are not physically disabled and children in schools attached to paedological institutes (i.e. institutes associated with a Dutch university which give guidance to special schools).

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Frijhoff, W., and M. Spies (2004). *Dutch Culture in a European Perspective: 1900, the age of bourgeois culture*. Assen: Royal Van Gorcum;
Murtin, F., and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18);
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009).
Wolthuis, J. (1999). Lower Technical Education in the Netherlands 1793-1993: the rise and fall of a subsystem. Groningen: University of Groningen, PhD dissertation.

NETHERLANDS	
Tertiary	
1876	Higher Education Act: influenced by the German higher education reforms by Wilhelm von Humboldt instituting the "Bildung durch Wissenschaft" approach, i.e. pre-vocational education is kept out of the universities. Whereas the status of the upper secondary schools (Hogere Burger School, HBS) and the polytechnics are regulated in the Secondary Education Act of 1863, that of the gymnasium and the universities are regulated in the Higher Education Act of 1876. As a consequence: HBS pupils are expected to not gain access to university.
1890	Despite the HE Act, development of the HBS secondary schools into highly performant scientific pre-research institutions and creation of technical and vocational oriented subjects at university (incl. Technical science, commerce, math and physics).
1905	The Polytechnic School in Delft is given status of college and thus comes unde the Higher instead of the Secondary Education Act.
1917	The Limburg Act stipulates that the future pupils who have graduated from HBS will be admitted to university.
1918	Several vocational courses are accorded teh status of higher education. E.g., the Higher School of Agriculture, Horticulture and Forestry at Wageningen becomes the Agricultural College; the School of Veterinary Science becomes the Veterinary College.
1921	The HBS is divided into HBS-A and HBS-B.
1937	The private commercial schools and the Roman-Catholic College of Commerce in Tilburg are recognized as colleges and come under the HE Act.
1960-1975	Major expansion of the number of universities (due to an increase in government spendings on education).
1968	Secondary Education Act creating Higher Professional education.
1984	Establishment of the Open University of the Netherlands in order to offer adults a means of pursuing higher education without admission requirements and at their own pace, through distance education.
1985	Open University Act (WOU) giving the Open University of the Netherlands its own statutatory framework.
1986-1993	Higher professional education "hoger beroepsonderwijs" comes under a separate Act, the Higher Professional Education Act (WHBO).
1993	University education, Higher professional education and the Open University of the Netherlands are all governed by the Higher Education and Research Act (WHW).
1996	Quality and Practicability Act (amending the Higher Education and Research Act), based on agreements reached with the universities, higher professional education institutions and studnet organisations on number of measures to improve the quality and "practicability" of higher education courses. These included changes to the students' charter, which sets out the rights and obligations of students, and improved arrangements for payments to students who, owing to special circumstances, have not completed their studies but are no longer eligible for student support. Students in this situation are entitled to payment from a special fund set up for this purpose by the institution.
1999	European Union's Bologna Process.
2000	Student Finance Act.

Glossary

certificaat (certificaten): Certificate. Certificates are awarded to students who successfully complete a course in a particular subject or obtain a partial qualification. Students with several certificates who have completed a full programme of study are awarded a diploma. Certificates can be obtained in general secondary education.

diploma (diploma's): Students who successfully complete certain programmes of study are awarded a diploma. This applies to general secondary education (avo), pre-university education (vwo), secondary vocational education (mbo), adult and vocational education.

hoger beroepsonderwijs (hbo,hogere beroepsopleiding): Higher professional education (hbo). Higher professional education lasts four years and is for students aged 18 to 22 years. It provides theoretical and practical training for a range of occupations.

hoger onderwijs (ho): Higher education (ho). Higher education is for students aged from around 18 years and comprises higher professional education (hbo) and university education (wo).

middenkaderopleiding (beroepsonderwijs): Middle-management training (secondary vocational education). Middle-management training courses last 3 to 4 years and lead to a qualification at level 4, the highest level of vocational qualification. The admission requirements are a prevocational education diploma, or succesful completion of the first three years of havo or vwo.

Open Universiteit (OU): Open University (OU). The Open University is an establishment of higher education offering distance learning courses at university level for people aged 18 and over. The OU caters primarily for persons who are unable or unwilling to study within a regular institution for higher education.

specialistenopleiding: Specialist training (secondary vocational education). Specialist training courses last 1 to 2 years and lead to a qualification at level 4, the highest level of vocational qualification. Applicants must have a professional training qualification for an equal profession or category of professions.

voortgezet onderwijs (VO): Secondary education (vo). Secondary education (vo) follows on from ordinary and special primary education and is for pupils aged 12 and up. It comprises prevocational secondary education (vmbo), senior general secondary education (havo) and pre-university education.

wetenschappelijk onderwijs (wo): University education (wo). University education includes both fundamental theoretical studies and specialised training for particular occupations. Most university degree courses last four years, although some professions require a longer period of training.

Source:

Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe;
Frijhoff, W., and M. Spies (2004). *Dutch Culture in a European Perspective: 1900, the age of bourgeois culture*. Assen: Royal Van Gorcum;
Wolthuis, J. (1999). *Lower Technical Education in the Netherlands 1793-1993: the rise and fall of a subsystem*. Groningen: University of Groningen, PhD dissertation.

NETHERLANDS

Glossary

atheneum: Modern grammar school. The 'atheneum' is one of three types of school for pre-university education (vwo) and is for pupils aged 12 to 18 years. No Greek or Latin is taught. The other types of vwo school are the "gymnasium" and the "lyceum".

basisonderwijs (basisschool,basisscholen): Primary education (mainstream schools). Primary education is provided at primary schools and caters for children from 4 to about 12 years of age.
Primary education consists in principle of eight consecutive years of schooling. Since 1998 the term primary education encompasses both ordinary primary schools and special schools for primary education.

centraal examen: Het centraal examen is een landelijk afsluitend examen en voor alle scholen gelijk. Het maakt samen met het schoolexamen deel uit van het eindexamen voor voorbereidend wetenschappelijk onderwijs (vwo), hoger algemeen voortgezet onderwijs (havo), voorbereidend middelbaar beroepsonderwijs (vmbo) en het middelbaar beroepsonderwijs (mbo).

certificaat (certificaten): Certificate. Certificates are awarded to students who successfully complete a course in a particular subject or obtain a partial qualification. Students with several certificates who have completed a full programme of study are awarded a diploma. Certificates can be obtained in general secondary education.

diploma (diploma's): Students who successfully complete certain programmes of study are awarded a diploma. This applies to general secondary education (avo), pre-university education (vwo), secondary vocational education (mbo), adult and vocational education.

gymnasium: Classical grammar school. The 'gymnasium' is one of three types of school for pre-university education (vwo) and is for pupils aged 12 to 18 years. Greek and Latin are compulsory. The other types of vwo school are the 'atheneum' and the 'lyceum'.

hoger algemeen voortgezet onderwijs (havo): Senior general secondary education (havo). Senior general secondary education (havo) is one of three types of secondary education, the other two being pre-vocational secondary education (vmbo from 1 August 1999, replacing gradually vbo and mavo) and pre-university education (vwo).

hoger beroepsonderwijs (hbo,hogere beroepsopleiding): Higher professional education (hbo). Higher professional education lasts four years and is for students aged 18 to 22 years. It provides theoretical and practical training for a range of occupations.

hoger onderwijs (ho): Higher education (ho). Higher education is for students aged from around 18 years and comprises higher professional education (hbo) and university education (wo).

leerwegondersteunend onderwijs (lwoo): Learning support. Learning support: division within pre-vocational secondary education (vmbo) for pupils who have problems to follow the normal teaching programme, and who need more individual support than in the regular pre-vocational secondary education (aimed at obtaining a regular vmbo-diploma).

lyceum: Integrated grammar school. The 'lyceum' is one of three types of school for preuniversity education (vwo) and is for pupils aged 12 to 18 years. Greek and Latin are optional. The other types of vwo school are the 'atheneum' and the 'gymnasium'.

middelbaar beroepsonderwijs (mbo,secundair beroepsonderwijs, beroepsonderwijs, BVE): Secondary vocational education. Secondary vocational education follows on from pre-vocational secondary education (vmbo) and is for pupils aged from around 16. There are four levels of training: assistant level, basic vocational level, professional level and middle-management or specialist level.

middenkaderopleiding (beroepsonderwijs): Middle-management training (secondary vocational education). Middle-management training courses last 3 to 4 years and lead to a qualification at level 4, the highest level of vocational qualification. The admission requirements are a prevocational education diploma, or succesful completion of the first three years of havo or vwo.

Open Universiteit (OU): Open University (OU). The Open University is an establishment of higher education offering distance learning courses at university level for people aged 18 and over. The OU caters primarily for persons who are unable or unwilling to study within a regular institution for higher education.

praktijkonderwijs: Practical training

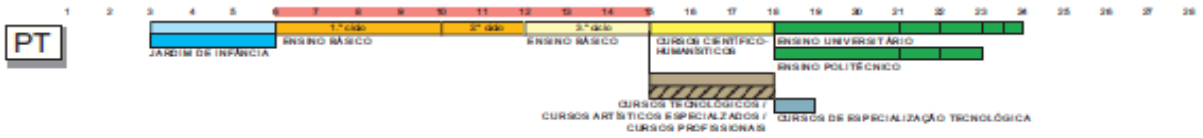
For pupils who are not expected to obtain a vmbo diploma even with constant extra support, there is an option of practical training. This is a special form of secondary education preparing pupils for direct entry to low-skilled jobs.

primair onderwijs (PO): Primary education is provided at mainstream and special primary schools (schools for 'basisonderwijs' and 'speciaal basisonderwijs') and caters for children from (3 or) 4 to around 12 years of age. Primary education consists in principle of eight consecutive years.
scholengemeenschap (scholengemeenschappen): Combined school. Secondary schools that offer more than one type of course (vmbo, havo or vwo) are known as combined schools. Very few schools now offer only one form of education.
schoolexamen (schoolexamens): Internal examination. (national examination, leaving examination). The leaving examinations for pre-university education (vwo), senior general secondary education (havo) and pre-vocational secondary education (vmbo) is divided into two parts: the internal examination and the national examination. The school itself organises the internal examination.
speciaal basisonderwijs (speciale scholen voor basisonderwijs,speciale school voor basisonderwijs): Special primary education is a form of primary education for children with specific educational needs, aged from 3 to around 12 years. Special primary education is provided at separate schools, for children with developmental difficulties.
speciaal onderwijs (so): Special education (so) and secondary special education (vso). Special education is provided in schools catering for either the primary or secondary age group or both. It is governed by the Expertise Centres Act and is divided into: -schools for visually impaired children; -schools for deaf children, partially hearing children and children with severe speech disorders, who may also be multiply disabled; -schools for physically disabled children, children with severe learning difficulties (ZMLK) and chronically sick children (LZK) with a physical disability, who may also be multiply disabled; -schools for severely maladjusted children (ZMOK), chronically sick children who are not physically disabled and children in schools attached to paedological institutes (i.e. institutes associated with a Dutch university which give guidance to special schools).
specialistenopleiding: Specialist training (secondary vocational education). Specialist training courses last 1 to 2 years and lead to a qualification at level 4, the highest level of vocational qualification. Applicants must have a professional training qualification for an equal profession or category of professions.
studiehuis (studiehuizen,): Schools as 'places of study'. From the school year 1999/2000 the concept of schools as 'places of study' is introduced in the second stage of secondary education (the fourth and fifth years of all schools for havo and the fourth, fifth and sixth years of vwo). In these 'places of study' acquiring knowledge by students rather than offering knowledge by teachers is emphasized.
voorbereidend middelbaar beroepsonderwijs (vmbo): Pre-vocational secondary education (vmbo). On 1 August 1999 a new type of secondary education is introduced, pre-vocational secondary education (vmbo). It consists of learning pathways which replace the old pre-vocational education (vbo) and the old junior general secondary education (mavo).
voortgezet onderwijs (VO): Secondary education (vo). Secondary education (vo) follows on from ordinary and special primary education and is for pupils aged 12 and up. It comprises prevocational secondary education (vmbo), senior general secondary education (havo) and pre-university education.
voortgezet speciaal onderwijs (vso): Secondary special education (vso). Secondary special education is provided in schools catering for either the secondary age group. It is governed by the Expertise Centres Act and is divided into: - schools for visually impaired children; - schools for deaf children, partially hearing children and children with severe speech disorders, who may also be multiply disabled; - schools for physically disabled children, children with severe learning difficulties (ZMLK) and chronically sick children (LZK) with a physical disability, who may also be multiply disabled; - schools for severely maladjusted children (ZMOK), chronically sick children who are not physically disabled and children in schools attached to paedological institutes (i.e. institutes associated with a Dutch university which give guidance to special schools).
wetenschappelijk onderwijs (wo): University education (wo). University education includes both fundamental theoretical studies and specialised training for particular occupations. Most university degree courses last four years, although some professions require a longer period of training.

Source: Eurydice, Eurybase - Netherlands - (2006/07).

PORTUGAL

Organisation of the education system in Portugal, 2006/07



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

PORTUGAL	
Pre-Primary	
1911	Decree of March 29th creating state pre-school education, called "official child teacging". The aim is to prepare for entry to "ensino básico" school. Children's education is organised, for both sexes, into two classes: one, for children of 4 and 5 years old (based more on physical education) and the other, for children of 6 and 7 years old, for whom the importance of games was still recognised, but for whom more formal lessons for the achievement of first learning experiences, giving due value to the use of Froebel-related material. At the same time, there is consideration given to the training of the respective teachers on "Training Elementary Schools" (Primary Escolas Normais) courses in Lisbon, Oporto and Coimbra. Grants are given for specialisation abroad, namely on the Maria Montessori International Course.
1919	Reform of the educational system including the integration of child education into official "ensino primário".
1926	Abolishment of official child education with the pretext that the results did not justify the expense. Until the end of the 1960s, responsibility of educating children is transferred to mothers.
1973	Law 5/73 approving Reform of the Education System: pre-school education becomes recognised as an integral part of the education system, which defines its objectives and creates the official colleges of higher education. General-Directorate of Compulsory Education (Direcção-Geral do Ensino Básico, also known as the Compulsory Education Department - Departamento da Educação Básica) is given responsibility for superintending the organisation, creation and running of state pre-school establishments dependent on the Ministry of Education, as well as for teaching guidance in profit-making private schools or co-operative organisations, in collaboration with the General Inspectorate for Private Teaching.
1978	Opening of the first official "jardins-de-infância".
1986	Publication of the Educational Act: pre-school education fits definitively into the system through the definition of its generic objectives regarding training and a balanced development of children's potential, done in close collaboration with the family, giving a large part of this responsibility to private initiatives.
1990	"Estatuto da Carreira Docente" (status of the teaching career). The terms and conditions of service of teachers initially set out in two government enactments (Statutory Order 408/89 of 18 November, which determines their career structure and salaries, and Statutory Order 139-A/90 of 28 April, which approves the status of teachers) cover virtually all contractual and professional issues related to public teaching practice. They include the professional rights and duties of teachers, their training, recruitment and selection, access to the teaching career, career structure and remuneration, evaluation of performance and possible promotion within the profession, mobility, working conditions, disciplinary arrangements, holidays and leave of absence, age limits and retirement and transitional measures.
1995	Pre-school Educational Establishment Network Plan ensuring access to a larger number of children to establishments guaranteeing education and care.
1996	Pre-school Education Expansion and Development Plan (Join Order 186/ME/MSSS/MEPAT/96).
1997	Publication of the Framework Law for Pre-school Education (Law 5/97) defining this level of education as the first step of "ensino básico" in a process of lifelong education. A national pre-school education network is created, integrating a public and private, for profit and not-for-profit network; establishing the right of families to participate in the creation of educational projects; defining instruments of institutional cooperation between various governmental departments involved in the Pre-school Education Expansion and Development Plan; determining the organising conditions of pre-school educational establishments, as well as the appropriate conditions for financial support.
2001	Decree-Law No. 241/01, 30th of August, defining the specific profile of the professional performance of pre-school teachers.
2002	Joint Order No. 765/02, 7th of October, determining the State funding, reviewed annually by decree, for the family support component of the public jardins-de-infância network.
2004	Order No. 8493/04, 27th of April, defining the priorities of admissions for children in the State "jardins-de-infância" network.

Glossary

creche (creches): Institutions that provide day-care for children under three years old.

ensino básico (ensino básico): Educational level which usually starts around the age of six and lasts for nine years. It aims at granting a general preparation common to all individuals, allowing students to pursue their studies or to enter specific programmes geared to a preparation for active life. It has three sequenced cycles, the first lasting for years, the second for two years and the third for three years. It is universal, compulsory and cost free.

ensino primário (ensino primário): Prior to the new system introduced by the Basic Law of the Educational System, Law No. 46/86, it was the first school level and lasted for four years. It now corresponds to the 1st cycle of basic education.

escola básica integrada (escolas básicas integradas): A school providing the three cycles of basic education in an integrated form.

escolas normais (escola normal): Primary teacher-training establishments created in regional centers during the First Republic with the alterations to the educational system. In the nineties they gave way to teacher training colleges.

Estado Novo (Estado Novo): Non-Democratic political regime in Portugal between 1926 and 1974.

jardim-de-infância (jardins-de-infância,jardins escolas): Institution offering 3 years of full or part-time pre-primary education to children aged 3 to 6. Admission is based on age.

licenciatura (licenciaturas,licenciado,licenciados): A course ministered by a higher education institution, awarding to a First (licentiate) degree. It grants a proof of solid scientific, technical and cultural qualification in a specific knowledge area, and allows an adequate professional performance. It corresponds to the 1st cycle of studies and lasts for between six and eight curricular semesters.

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

PORTUGAL	
Compulsory Education (Primary and Lower Secondary)	
1911	Implementation of the reform of "ensino primário", covering infant education and normal "ensino básico" in an attempt, through the legislation produced, to resolve the serious problem of illiteracy. Ensino primário was divided into three levels, elementary, complementary and higher, in this way making three years of elementary "ensino primário" compulsory.
1919	1919 reform: "ensino primário" is made compulsory for 5 years (from the age of 7 to 12).
1926	Military coup giving rise to the dictatorship and reducing elementary "ensino primário" to 4 years. The first three years are considered to be the true basis of "ensino primário" when reading, writing and arithmetic are taught. The 4th year is dedicated to the knowledge indispensable for all students who do not wish to continue their studies.
1936	Dissolution of the complementary level; creation of rural teaching centers, where teachers (recent school gratuates) have few skills and where literacy is no longer a priority. At the same time, creation of the "Mocidade Portuguesa", official youth organisation dependent on the Ministry of Education. Its purpose is to ''encourage the development of physical capabilities, character formation and devotion to the homeland with a feeling for order, a taste for discipline and the cult of duty'', the image of the "Estado Novo" in education.
1952	Introduction of the People's Education Plan with measures to combat illiteracy (equal to 40% at that time) and reinforcement of compulsory schooling.
1956	Compulsory schooling increased to 4 years for boys.
1960	Compulsory schooling increased to 4 years for girls.
1964	Compulsory education increased to 6 years. "Ensino primário" is divided into 2 cycles: elementary, lasting 4 years, and complementary, lasting 2 years. This scheme is applicable to students who from the 1964/65 school year enrolled in the 1st year of schooling.
1967	In parallel to the primary complementary cycle, the "Telescola" is introduced (teaching by television) and in 1967/68 the "ciclo preparatório" to upper secondary education is introduced, replacing the first two years of "ensino liceal" and "ensino técnico-profissional".
1968	Definition of the ''ciclo preparatório" to upper secondary education as a way to extend basic culture in the pursuit of studies and as a process for guiding students in their learning choices. The studies plan was organised into 5 groups: Spiritual and National training (Portuguese Language, History and Geography of Portugal, Morals and Religion); Scientific training (Mathematics, Natural Sciences); Arts and Craft skills (Drawing and Manual Work); Musical, gymnastic and sports activities (Musical education and Physical education); Foreign languages, French or English. The curriculum for the TV preparatory cycle is the same, exceptnfor the foreign language, in which only French is taught.
1972	The segregated teaching for boys and girls is replaced by a co-educational system.
1973	Creation of official centres with monitor teachers with a degree in an upper secondary course, a "Magistério Primário" teaching course or higher qualifications. The complementary cycle for "ensino primário" and the preparatory cycle TV are geared mainly to rural and suburban communities, while the preparatory cycle of upper secondary education is introduced in urban areas. (Law 5/73).
1975	Innovative regulations for the school management of basic schools teaching the 2nd and 3rd cycles.
1976	Decree-Law No. 769-A/76 regulating the democratic process of election and participation of new management bodies and their composition and attributions, to replace the school director or "reitor".
1978	Approval of a new syllabus tested in a limited number of schools and used throughout in the 1980/81 school year. The reforms introduced affect mainly the area of ''Physical and Social Environment''.
1979	Abolishment of the complementary primary cycle.
1980	The current Statute on Private and Co-operative Education (Decree-Law No. 553/80, of 21st November), in addressing non-higher education, lays down that exercising the freedom to education has as its limits only the common good, the general aims of education and the agreements signed between the State and private schools.

1986	Education Act (Law 46/86): The law covers the whole country, mainland and regiões autónomas - the Azores and Madeira - but is however flexible to cover all the countries and localities where Portuguese communities live. The State may not have the right to plan education and culture according to just any philosophical, aesthetic, political or religious guidelines. State schooling is not religious, and the right to create private and co-operative schools is guaranteed by the 1976 Constitution of the Portuguese Republic. It determines that compulsory schooling should last for 9 years, with "ensino básico" covered in 3 consecutive cycles, with each one responsible for completing, enhancing and extending the work of the previous cycle with a view to global unity. This measure covers children who, once they will have completed 6 years of schooling by 15th September, will enroll in the 1st year of schooling, as from the 1987/88 school year.
1989	(1) In line with the objectives defined for "ensino básico" by the 1986 Education Act, a curricular reform is introduced to each of the cycles and guidelines change in new syllabi (Decree-Law No. 286/89, of 29th August). The curriculum is organised according to the following general principles: Improving teaching in the mother tongue language; Improving personal and social education, particularly through the multi-disciplinary area of Personal and Social Development; Introduction to a foreign language from the 1st cycle on, providing structured, sequential teaching of foreign languages; Integration of activities to complement the curriculum, to make creative, formative use of students' spare time; Adoption of an inter-disciplinary and integrating view of knowledge and skills developed by each of the disciplines and by the school area; Adoption of an assessment system that aims to promote the success of all students, according to the different pace of development and progress. (2) Decree-Law No. 43/89, of 3rd February, which defines for the first time the legal scheme for school autonomy, implemented using a projecto educativo for the purpose, prepared collectively, adapted to the characteristics and resources of the school and given the support of the surrounding community.
1990	Order No. 43/SERE/90, of 29th June - lays down the compulsory use of the school record; Decree-Law No. 35/90, January - defines educational support and assistance in "ensino básico"; Decree-Law No. 372/90, of 27th November, with changes introduced by Decree-Law No. 80/99, of 16th March - regulates the scheme for constituting the rights and duties of parent and guardian associations.
1991	Joint Order No. 48/SEAE/SERE/91, of 20th April - creates Media-based ensino básico; Decree-Law No. 319/91, of 23rd August - defines the special education scheme for students with special educational needs; Decree-Law No. 190/91, of 17th March - creates the Services for Psychology and Guidance.
1993	Decree-Law No. 301/93, of 31st August - lays down the scheme for enrolment and attendance in "ensino básico".
1996	Order No. 60/SEEI/96, of 19th November - defines the conditions in which a start can be made to learning a foreign language in the 1st cycle.
1997	Joint Order No. 105/97, of 1st July - lays down the scheme applicable to providing services for educational support; Decree-Law No. 328/97, of 27th November - defines the status of association youth leader.
1998	(1) Decree-Law No. 115-A/98, of 4th May, amended by Law No. 24/99, of 22nd April, and other complementary legislation, approved the current autonomy scheme, state school administration and management of education, based on the general principles of participative democracy, giving priority to pedagogic criteria, with representation of administrative and management bodies. (2) Decree-Law No. 1/98, of 2nd January - approves the new career status for pre-school education teachers and teachers of ensino básico and upper secondary education.
1999	Law No. 159/99, of 14th of September, which establishes the framework for the transfer of power and responsibilities to the local authorities.
2000	Implementing Order No. 12/00, of 29th August, which stipulates the necessary requirements for the constitution of public pre-school and "ensino básico" establishment agrupamento.
2001	In the framework of the curricular reorganization of "ensino básico", Decree-Law No. 6/01, of 18th January, is passed, rectified by Declaration No. 4-A/01, of 28th February, and with the amendments introduced by Decree-Law No. 209/03, of 17th October.
2002	Decree-Law No. 209/02, of 17th October, which introduces amendments to Decree-Law No. 6/01, of 18th January, in what is stated in art. 13, regarding summative assessment and annexes that refer to curriculum models of the three cycles; Law No. 30/02, of 20th December - approves the status of non-higher education student; Joint Order No. 373/02, with alterations introduced by the Order No. 13765/04, of 13th July – approves a set of guidelines regarding enrolments, how schools function and how classes are made up.
2003	Decree-Law No. 7/03, of 15th January - creates the Municipal Councils of Education.

Glossary

área de projecto (áreas de projecto): At basic education level, it constitutes a compulsory curriculum component. It aims at involving students in devising, developing and evaluating projects which allow them to interlink information acquired in the different disciplinary areas about research or intervention topics/problems, according to their needs and interests. In basic education, it is a non-disciplinary area that students must attend and its development is linked with the disciplinary areas, supervised study and civics, and it should include a component of students' work with information and communication technologies, which should be an explicit item of the class curricular project. It is taught by teams of two teachers, preferably from different scientific curricular areas. At the secondary level, it is a compulsory curricular area, of the 12th grade which involves and integrates competencies gained in all subjects of this level.

conselho de turma (conselhos de turma): Collegiate body made up of a form tutor, class teachers, two student representatives, in lower and upper secondary (3º ciclo do ensino básico and ensino secundário), one of them designated by the student union and the other elected by the class, two representatives of parents and guardians, designated by the parent association, one being the representative of the parents and guardians of the class and the other from the board of the parents association.

ensino básico (ensino básico): Educational level which usually starts around the age of six and lasts for nine years. It aims at granting a general preparation common to all individuals, allowing students to pursue their studies or to enter specific programmes geared to a preparation for active life. It has three sequenced cycles, the first lasting for years, the second for two years and the third for three years. It is universal, compulsory and cost free.

ensino liceal (ensino secundário liceal): Level of education that until 1969 came after primary education. It suffered several changes until 1947 a permanent structure was established that
comprised three cycles: the first lasting for two years, the second for three years and the third for two years. In the present system, it corresponds to the 2nd and 3rd cycles of basic education and to the first two years of secondary education.

ensino primário (ensino primário): Prior to the new system introduced by the Basic Law of the Educational System, Law No. 46/86, it was the first school level and lasted for four years. It now corresponds to the 1st cycle of basic education.

escola preparatória/secundária (escolas preparatórias,escolas secundárias): A school where the preparatory cycle of secondary education and unified secondary education used to be taught. It corresponds to the basic school for 2nd and 3rd cycles.

Estado Novo (Estado Novo): Non-Democratic political regime in Portugal between 1926 and 1974.

estudo acompanhado (estudo acompanhado): A compulsory, non-disciplinary curricular area in basic education. It is taught by a team of two teachers, preferably from different curricular scientific areas, in close interaction with the disciplinary areas, the project area and civics. It should include a component of students' work with information and communication technologies. It constitutes an essential part of the class curriculum.

projecto curricular de escola (projecto curricular de escola): A curriculum organisation document devised, sanctioned and evaluated by the school administration and management organs. It should contain the strategies for the development of the national curriculum, by adapting it to the school context.

projecto curricular de turma (projecto curricular de turma): A document of curricular organisation designed, sanctioned and evaluated by those responsible for the organisation of the class's work (head teacher in 1st cycle and class board in 2nd and 3rd cycles of basic education and in secondary education). It contains strategies for developing the national curriculum and the school curricular project and aims at adapting them to each class's context.

projecto educativo de escola (projecto educativo de estabelecimento,projecto educativo): A document establishing the educational framework of the school, or group of schools. It is devised and sanctioned by the school administration and management organs and should contain the principles, values, goals and strategies which will be observed by the school in the development of its educational activity. It is implemented through the school curricular project, the annual scholastic activity plan and the school internal regulation.

regiões autónomas (regiões autónomas,região autónoma): Portuguese islands of Madeira and Azores.

reitor (reitores): HIghest post in a university. The rector officially represents the institution and is coresponsible for its policies and administration/ management.

telescola (telescolas): A system used to teach the preparatory cycle to secondary education. It started in 1968 and aimed at reaching areas of difficult geographic access and with a shortage of human resources. Since 1991 it has been renamed as basic education through media.

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

PORTUGAL	
Upper Secondary and post-Secondary non-Tertiary	
End of 19th century	João Franco Reform substituting the six-year course, initially divided into a general course of 4 years and a compulsory course of 2 years and divided into arts and sciences, by a uniform seven-year course.
1905	Set up of technical education and split of the compulsory course into Arts and Sciences.
1936	Reform establishing a six-year general course and a complementary course of just one year.
1947	Decree-Law No. 36507/47, 17th of September, re-establishing the two-year complementary course, known as the 3rd cycle, aiming at preparing students for higher schools.
1948	Decree-Law No. 37029/48 of August reorganising technical courses with various training levels (the longest being 6 years).
early 1970s	The problem around the need to link school and working life was considered by the Minister Veiga Simão in the early 1970s. The dual aim then is to prevent premature specialisation and to promote teacher-training structures correctly co-ordinated with the industrial, agricultural and service sectors, as an essential condition for expanding courses leading to a professional qualification.
1974	After the 25th of April 1974, the two main changes made to upper secondary education consist of unifying the general course corresponding to today's third cycle and of creating general complementary courses also to unify the two existing branches of teaching: "ensino liceal" and technical education.
1974	Reform of professional teacher training courses with an end to the state examination and the distinction between posts for men and women (which severely penalised the latter), an overall increase in posts on offer and the responsiveness of training to all educational influences.
1975	Reform of general secondary education (from the seventh to the ninth year of schooling), with the creation of unified secondary education, i.e. a stage that brought together general and vocational education.
1977	Creation of the Pre-university Study Year – "Ano Propedêutico" – heralding the lengthening of upper secondary education, which was confirmed when the 12th grade was created in 1980.
1978	Restructure of complementary courses in an attempt to eliminate the two existing branches of upper secondary education: "ensino liceal" and technical teaching. The idea is to give pupils access to higher education and, simultaneously, to give them easy access to a professional career through a network of training systems already available or about to be created. It is also expected that the 10th and 11th grades will be a smooth follow-up to the 9th form and its various options established by Implementing Order No. 140-A/78, 22nd of June. In structure, they are organised into five study areas, each with three components: a general component common to all areas, a specific educational component and a vocational component. Other legal measures are taken but these failed to solve the core problems related to goals, structure, and adaptation to national and regional needs, required means and financial support.
1979	Publication of Decree 519-T1/79, establishing new contractual arrangements for teachers with general academic training but no professional training, by enabling them to complete the latter in service (profissionalização em exercício). New forms of initial training in accordance with the concurrent model are offered at ISCED level 5A to prospective teachers in lower secondary education at the new universities (Evora, Aveiro, Minho).
1980	Creation of the 12th grade. However, the curricular structure and schedule of the 12th form (less subjects and much fewer teaching hours than in the previous forms) seem to continue the exceptional character of the Preuniversity Study Year, since both are designed only for those pupils who intended to go on to higher education. As a matter of fact, the diploma of complementary upper secondary education is still awarded through the completion of the 11th form (until new curricula defined by the Decree-Law No. 286/89, 29th of August, came into force and established upper upper secondary education as a three-year cycle).
1983	Implementing Order No. 194-A/83 officially introducing technical and vocational education in education as a three-year cycle.

1986	Education Act, Law No. 46/86, 14th of October, aiming at a sequential, interconnected model to provide two alternative paths in upper secondary education: courses mainly geared to the pursuit of further studies (general courses) and courses mainly geared to working life (technological courses). The "Lei de Bases do Sistema Educativo" (Basic Law on the Education System) extended compulsory education from 6 to 9 years. It established the fundamental principles of teacher training (university training for all teachers, the right to in-service training), consolidated the principle of democratic management of schools and the education system as a whole, defined the role of private and cooperative education, set out the means of developing and evaluating the education system, and introduced a set of provisions for ensuring the practical implementation of all these measures.
1989	Decree-Law No. 286/89 organising the curriculum as generally set by the Education Act of 1986. Vocational schools are added to the technical education plan launched in 1983. Ordinance No. 989/89 establishing the creation of technological specialisation courses (CET).
1989	Decree 344/89, approving general regulations for teacher training for all levels (excluding tertiary level) with which the universities and higher education institutions have to comply when devising their curricula, in accordance with the conditions governing their academic autonomy.
1990	Decree-Law No. 344/90 of November 2nd founding specialised art education (visual arts, audiovisual, dance and music).
1990	"Estatuto da Carreira Docente" (status of the teaching career). The terms and conditions of service of teachers initially set out in two government enactments (Statutory Order 408/89 of 18 November, which determines their career structure and salaries, and Statutory Order 139-A/90 of 28 April, which approves the status of teachers) cover virtually all contractual and professional issues related to public teaching practice. They include the professional rights and duties of teachers, their training, recruitment and selection, access to the teaching career, career structure and remuneration, evaluation of performance and possible promotion within the profession, mobility, working conditions, disciplinary arrangements, holidays and leave of absence, age limits and retirement and transitional measures.
1992	Special legal arrangements for inservice training (formação contínua) and the establishment of a network of training centres.
1993	Decree-Law No. 70/93, 10th of Match, regulating the inception of vocational schools.
1994	Implementation in upper secondary education of the curriculum organisation rules of 1989.
1997	(1) Decision by the Parliament, under a government proposal, that teacher training for all levels of education from pre-primary to the end of secondary education, has to lead to the award of a "licenciatura" (university degree, a ISCED 5A level). (2) Decree 95/97 which determines the principles and organisation of specialised teacher training (supervision, school administration, curriculum development, special educational needs).
1998	Review and updating of the "Estatuto dos Educadores de Infância e dos Professores dos Ensinos Básico e "Secundário"" as regards various provisions concerning the status negotiated in the second half of the 1980s. The working hours of teachers and instructors are fixed at 35 hours a week, which included a teaching and non-teaching component.
1999	Creation of the "Instituto Nacional de Acreditação da Formação de Professores" (National Institute for the Accreditation of Teacher Training - INAFOP) introducing quality standards for teacher training.
2000	Article 10 of Statutory Order No. 67 of 26 April governing the award of unemployment benefit to teachers. For the first time within the public service, certain teachers without a place after teaching a certain number of days (continuously or otherwise) are entitled to unemployment benefit.
2001	Statutory Order 6 of 18 January allowing basic schools to establish certain specific curricula areas and draw up precise timetables for the subjects included in their study plans. Amendement by Ordinance No. 698/01 of the organisation of technological specialisation courses (CET).
2002	Decree-Law No. 208/02, 17th of October, organising and operatively restructuring vocational training; Ordinance No. 392/02 establishing the working regime of technological specialisation courses (CET); Abolishment of the INAFOP and transfer of their responsibility to central administration of higher education.

2004	(1) Decree-Law No. 74/04, 26th of March, establishing the guiding principles for the organisation and management of the curriculum of upper secondary education, as well as the assessment and certification of learning at secondary level, applicable to the different paths at this level of education. (2) Education and training courses (CEF), created by the Joint Order No. 453/04, 27th of July, are an opportunity for young people of 15 or over who have failed to complete 6, 9 or 12 years schooling in mainstream education and allows them to do so and at the same time prepare themselves for the world of work with professional and academic qualifications. These courses are also for those people who wish to get a vocational qualification after completing the 12th grade and go into the job market. The courses are divided into Types, from Type 1 to Type 7, arranged in accordance with conditions of access, the minimum of training hours and the corresponding certification. There are type 4, 5, 6 and 7 CEF at secondary level, which award level 2 and 3 vocational qualifications.

Glossary

área de projecto (áreas de projecto): At basic education level, it constitutes a compulsory curriculum component. It aims at involving students in devising, developing and evaluating projects which allow them to interlink information acquired in the different disciplinary areas about research or intervention topics/problems, according to their needs and interests. In basic education, it is a non-disciplinary area that students must attend and its development is linked with the disciplinary areas, supervised study and civics, and it should include a component of students' work with information and communication technologies, which should be an explicit item of the class curricular project. It is taught by teams of two teachers, preferably from different scientific curricular areas. At the secondary level, it is a compulsory curricular area, of the 12th grade which involves and integrates competencies gained in all subjects of this level.

área tecnológica integrada (área tecnológica integrada): Compulsory curricular area of the 12th grade of secondary education which integrates a specification subject, a technological project and a internship.

currículo alternativo (currículos alternativos): A school-defined curriculum for regular and recurrent basic education students, aimed at achieving a differentiated pedagogy for students with learning difficulties, repeated failure and problems in integration in school life. The adaptation to the target group translates into flexible curricula, weekly timetable and course duration.

ensino básico (ensino básico): Educational level which usually starts around the age of six and lasts for nine years. It aims at granting a general preparation common to all individuals, allowing students to pursue their studies or to enter specific programmes geared to a preparation for active life. It has three sequenced cycles, the first lasting for years, the second for two years and the third for three years. It is universal, compulsory and cost free.

ensino liceal (ensino secundário liceal): Level of education that until 1969 came after primary education. It suffered several changes until 1947 a permanent structure was established that comprised three cycles: the first lasting for two years, the second for three years and the third for two years. In the present system, it corresponds to the 2nd and 3rd cycles of basic education and to the first two years of secondary education.

ensino superior politécnico (ensino politécnico,ensino superior): Higher education provided by a Polytechnic Institute, aimed at giving students a solid cultural and technical preparation, developing capacities of innovation and critical analysis and imparting scientific knowledge of a theoretical and practical kind, as well as its application, with a view to the exercising of professional activities. It has a three-year duration (bachelor's degree) or four years (diploma of specialised higher education studies).

escola básica integrada (escolas básicas integradas): A school providing the three cycles of basic education in an integrated form.

grupo de docência (grupos de docência): Organisation of specific qualifications required for teaching the disciplines and disciplinary areas of 2nd and 3rd cycles of basic education and secondary education.

instituto superior politécnico (institutos superiores politécnicos,institutos politécnicos,instituto politécnico): A higher education institution including two or more colleges and other organic units globally oriented to the fulfilment of the objectives of polytechnic higher education in a given geographic area.

projecto educativo de escola (projecto educativo de estabelecimento,projecto educativo): A document establishing the educational framework of the school, or group of schools. It is devised and sanctioned by the school administration and management organs and should contain the principles, values, goals and strategies which will be observed by the school in the development of its educational activity. It is implemented through the school curricular project, the annual scholastic activity plan and the school internal regulation.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18) ;
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009).

PORTUGAL	
Tertiary	
18th-19th century	Introduction of State University, controlled by the State and seen as a public service. In 1772, the Marquês de Pombal orders the reform of the universities. The approach to teaching is changed; many foreign teachers come to Portugal, while many Portuguese teachers go to teach abroad. In 1837, in the reign of Queen Mary, polytechnic colleges are created in Lisbon and Porto as well as medical schools in the same cities.
1973	Reform creating schools of higher education outside the traditional teaching centres, contributing both to the decentralisation of this level of education and to the development of the regions where these new schools are operating.
1978	Law No. 61/78, 28th of july, structuring higher education along binary lines, with "ensino universitário" and "ensino politécnico".
1979	Short duration higher education becomes "ensino superior politécnico" in the national system of higher education, and polytechnic colleges are set up to co-exist with the universities.
1986	Education Act (Law No. 46/86) establishing the general framework for the educational system.
1988	Law No.108/88 defining the autonomy of universities and Law No.54/88 defining the autonomy of "ensino superior politécnico".
1990	Law No. 54/90, 5th of September, defines the Statutes and autonomy of schools and colleges for "ensino superior politécnico".
1994	Decree-Law No. 16/94, 22nd of January, (later amended in some aspects by Law No. 37/94, 11th of November, and Decree-Law No. 94/99, 23rd of March), approves the Statutes of private and co-operative higher education; Law No. 38/94, 21st of November, Law of Assessment System in Higher education.
1997	Creation of the Student Support Fund (Law No.113/97, 16th of September).
1998	(1) Decree-Law No. 296-A/98, 25th of September, lays down the conditions for entry to higher education; Decree-Law No. 205/98, 11th of July, that creates the National Higher Education Assessment Council and establishes the general rules necessary for the achievement of the higher education assessment and monitoring system and the principles that constitutions of the representative bodies of public and private university and polytechnic higher education institutions must obey. (2) The Ordinance No. 413-A/98, 17th of July, creating and regulating "cursos bietápicos de licenciatura" in state, private and co-operative "ensino superior politécnico".
2000	Extension of the network of state "ensino superior politécnico" with the creation of new schools integrated into existing "institutos politécnicos", in agreement with proposals made by the latter. The Catholic University is subject to legislation passed in 2000, which approves the organisation and planning of higher education.
2003	Law No. 1/03, 6th of January, establishing the legal basis for the development and quality of higher education; Law No. 37/03, 22nd of August, establishing the funding basis for higher education; Law No. 1/03, 6th of January, approving the Legal Regime for the Development and Quality of Higher Education; Decree-Law No. 122/03, 18th of June, improving the system of Social support in State higher, private and cooperative education, and concordate law, by integrating the Social support Fund into the Higher Education Department, with non-personal autonomous assets, having the objective of ensuring payment of scholarships to students, in legally defined terms and supersedes the Student Support Fund, created by the Law No.113/97, 16th of September.

Glossary

curso bietápico de licenciatura (cursos bietápicos de licenciatura,licenciatura bietápica): Degree offered at non-university higher education institution (Polytechic higher education course, organised in two cycles, the lower leading to a first-cycle higher education degree ("bacharelato" 3 years of study), and the higher to a second-cycle degree (2 years of further study after the "bacharelato" degree).

doutoramento (doutor): An academic degree granted by a university after approval of an original thesis in a public discussion. It attests that an innovative and original contribution has been made to the advancement of knowledge and that a capacity exists for independent scientific work.

ensino básico (ensino básico): Educational level which usually starts around the age of six and lasts for nine years. It aims at granting a general preparation common to all individuals, allowing students to pursue their studies or to enter specific programmes geared to a preparation for active life. It has three sequenced cycles, the first lasting for years, the second for two years and the third for three years. It is universal, compulsory and cost free.

ensino superior politécnico (ensino politécnico,ensino superior): Higher education provided by a Polytechnic Institute, aimed at giving students a solid cultural and technical preparation, developing capacities of innovation and critical analysis and imparting scientific knowledge of a theoretical and practical kind, as well as its application, with a view to the exercising of professional activities. It has a three-year duration (bachelor's degree) or four years (diploma of specialised higher education studies).

ensino universitário (ensino superior universitário,ensino superior): Education provided by universities. It aims at granting a solid scientific and cultural preparation and to provide a technical expertise which permit those who acquire them to perform professional and cultural activities and to foster the development of creative and innovative capacities. It grants the following degrees: Bachelor's (3 years), Master's (4, 5 or 6 years), M-PhD and PhD.

instituto superior politécnico (institutos superiores politécnicos,institutos politécnicos,instituto politécnico): A higher education institution including two or more colleges and other organic units globally oriented to the fulfilment of the objectives of polytechnic higher education in a given geographic area.

licenciatura (licenciaturas,licenciado,licenciados): A course ministered by a higher education institution, awarding to a First (licentiate) degree. It grants a proof of solid scientific, technical and cultural qualification in a specific knowledge area, and allows an adequate professional performance. It corresponds to the 1st cycle of studies and lasts for between six and eight curricular semesters

mestrado (mestrado,mestrados,mestre): A course ministered by a higher education institution, awarding to a Master's degree. It grants a proof of solid knowledge in a specific area as well as scientific competencies to investigation, and allows an adequate professional performance. To a Master's degree can apply candidates who have a first degree or equivalent, or those who own an excellent scientific or professional curriculum, proving their competencies to achieve this cycle. It corresponds to the 2nd cycle of studies and lasts for between three and four curricular semesters.

pós-graduação (pós-graduações): Post-degree training, of varying length, given in higher education establishments. This qualification is not an academic degree but, if successfully completed, a diploma is awarded.

reitor (reitores): HIghest post in a university. The rector officially represents the institution and is coresponsible for its policies and administration/ management.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

PORTUGAL

Glossary

creche (creches): Institutions that provide day-care for children under three years old.

área de projecto (áreas de projecto): At basic education level, it constitutes a compulsory curriculum component. It aims at involving students in devising, developing and evaluating projects which allow them to interlink information acquired in the different disciplinary areas about research or intervention topics/problems, according to their needs and interests. In basic education, it is a non-disciplinary area that students must attend and its development is linked with the disciplinary areas, supervised study and civics, and it should include a component of students' work with information and communication technologies, which should be an explicit item of the class curricular project. It is taught by teams of two teachers, preferably from different scientific curricular areas. At the secondary level, it is a compulsory curricular area, of the 12th grade which involves and integrates competencies gained in all subjects of this level.

área tecnológica integrada (área tecnológica integrada): Compulsory curricular area of the 12th grade of secondary education which integrates a specification subject, a technological project and a internship.

conselho de turma (conselhos de turma): Collegiate body made up of a form tutor, class teachers, two student representatives, in lower and upper secondary (3º ciclo do ensino básico and ensino secundário), one of them designated by the student union and the other elected by the class, two representatives of parents and guardians, designated by the parent association, one being the representative of the parents and guardians of the class and the other from the board of the parents association.

currículo alternativo (currículos alternativos): A school-defined curriculum for regular and recurrent basic education students, aimed at achieving a differentiated pedagogy for students with learning difficulties, repeated failure and problems in integration in school life. The adaptation to the target group translates into flexible curricula, weekly timetable and course duration.

curso bietápico de licenciatura (cursos bietápicos de licenciatura,licenciatura bietápica): Degree offered at non-university higher education institution (Polytechic higher education course, organised in two cycles, the lower leading to a first-cycle higher education degree ("bacharelato" 3 years of study), and the higher to a second-cycle degree (2 years of further study after the "bacharelato" degree).

doutoramento (doutor): An academic degree granted by a university after approval of an original thesis in a public discussion. It attests that an innovative and original contribution has been made to the advancement of knowledge and that a capacity exists for independent scientific work.

ensino básico (ensino básico): Educational level which usually starts around the age of six and lasts for nine years. It aims at granting a general preparation common to all individuals, allowing students to pursue their studies or to enter specific programmes geared to a preparation for active life. It has three sequenced cycles, the first lasting for years, the second for two years and the third for three years. It is universal, compulsory and cost free.

ensino liceal (ensino secundário liceal): Level of education that until 1969 came after primary education. It suffered several changes until 1947 a permanent structure was established that
comprised three cycles: the first lasting for two years, the second for three years and the third for two years. In the present system, it corresponds to the 2nd and 3rd cycles of basic education and to the first two years of secondary education.

ensino primário (ensino primário): Prior to the new system introduced by the Basic Law of the Educational System, Law No. 46/86, it was the first school level and lasted for four years. It now corresponds to the 1st cycle of basic education.

ensino superior politécnico (ensino politécnico,ensino superior): Higher education provided by a Polytechnic Institute, aimed at giving students a solid cultural and technical preparation, developing capacities of innovation and critical analysis and imparting scientific knowledge of a theoretical and practical kind, as well as its application, with a view to the exercising of professional activities. It has a three-year duration (bachelor's degree) or four years (diploma of specialised higher education studies).

ensino universitário (ensino superior universitário,ensino superior): Education provided by universities. It aims at granting a solid scientific and cultural preparation and to provide a technical expertise which permit those who acquire them to perform professional and cultural activities and to foster the development of creative and innovative capacities. It grants the following degrees: Bachelor's (3 years), Master's (4, 5 or 6 years), M-PhD and PhD.

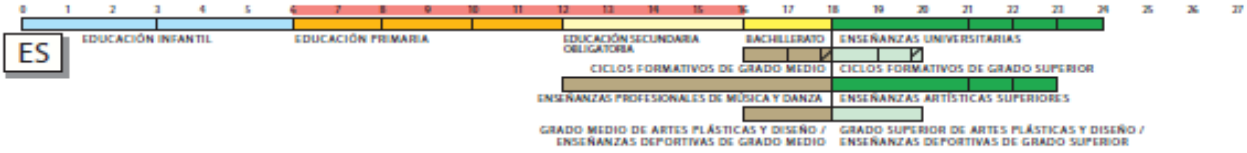
escola básica integrada (escolas básicas integradas): A school providing the three cycles of basic education in an integrated form.

escola preparatória/secundária (escolas preparatórias,escolas secundárias): A school where the preparatory cycle of secondary education and unified secondary education used to be taught. It corresponds to the basic school for 2nd and 3rd cycles.
escolas normais (escola normal): Primary teacher-training establishments created in regional centers during the First Republic with the alterations to the educational system. In the nineties they gave way to teacher training colleges.
Estado Novo (Estado Novo): Non-Democratic political regime in Portugal between 1926 and 1974.
estudo acompanhado (estudo acompanhado): A compulsory, non-disciplinary curricular area in basic education. It is taught by a team of two teachers, preferably from different curricular scientific areas, in close interaction with the disciplinary areas, the project area and civics. It should include a component of students' work with information and communication technologies. It constitutes an essential part of the class curriculum.
grupo de docência (grupos de docência): Organisation of specific qualifications required for teaching the disciplines and disciplinary areas of 2nd and 3rd cycles of basic education and secondary education.
instituto superior politécnico (institutos superiores politécnicos,institutos politécnicos,instituto politécnico): A higher education institution including two or more colleges and other organic units globally oriented to the fulfilment of the objectives of polytechnic higher education in a given geographic area.
jardim-de-infância (jardins-de-infância,jardins escolas): Institution offering 3 years of full or part-time pre-primary education to children aged 3 to 6. Admission is based on age.
licenciatura (licenciaturas,licenciado,licenciados): A course ministered by a higher education institution, awarding to a First (licentiate) degree. It grants a proof of solid scientific, technical and cultural qualification in a specific knowledge area, and allows an adequate professional performance. It corresponds to the 1st cycle of studies and lasts for between six and eight curricular semesters
mestrado (mestrado,mestrados,mestre): A course ministered by a higher education institution, awarding to a Master's degree. It grants a proof of solid knowledge in a specific area as well as scientific competencies to investigation, and allows an adequate professional performance. To a Master's degree can apply candidates who have a first degree or equivalent, or those who own an excellent scientific or professional curriculum, proving their competencies to achieve this cycle. It corresponds to the 2nd cycle of studies and lasts for between three and four curricular semesters.
pós-graduação (pós-graduações): Post-degree training, of varying length, given in higher education establishments. This qualification is not an academic degree but, if successfully completed, a diploma is awarded.
projecto curricular de escola (projecto curricular de escola): A curriculum organisation document devised, sanctioned and evaluated by the school administration and management organs. It should contain the strategies for the development of the national curriculum, by adapting it to the school context.
projecto curricular de turma (projecto curricular de turma): A document of curricular organisation designed, sanctioned and evaluated by those responsible for the organisation of the class's work (head teacher in 1st cycle and class board in 2nd and 3rd cycles of basic education and in secondary education). It contains strategies for developing the national curriculum and the school curricular project and aims at adapting them to each class's context.
projecto educativo de escola (projecto educativo de estabelecimento,projecto educativo): A document establishing the educational framework of the school, or group of schools. It is devised and sanctioned by the school administration and management organs and should contain the principles, values, goals and strategies which will be observed by the school in the development of its educational activity. It is implemented through the school curricular project, the annual scholastic activity plan and the school internal regulation.
regiões autónomas (regiões autónomas,região autónoma): Portuguese islands of Madeira and Azores.
reitor (reitores): HIghest post in a university. The rector officially represents the institution and is coresponsible for its policies and administration/ management.
telescola (telescolas): A system used to teach the preparatory cycle to secondary education. It started in 1968 and aimed at reaching areas of difficult geographic access and with a shortage of human resources. Since 1991 it has been renamed as basic education through media.

Source: Eurydice, Eurybase - Portugal - (2006/07).

SPAIN

Organisation of the education system in Spain, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B

Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2

Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

SPAIN	
Pre-Primary	
Second half of 19th century	Foundation of a series of infant schools under the influence of teaching principles of Friedrich Fröbel.
First third of 20th century	Growth of pre-primary education as a result of promotion on the part of public as well as private institutions.
1936-1970	Pre-primary education merely concerned with pupils' welfare and as preparation for primary school. The failure to consider this educational stage as a stage in its own right and with an intrinsic justification leads to a state of absolute neglect, both in the drawing up of official programmes as well as in the proper training of teaching staff specifically dedicated to this stage.
1970	"Ley General de Educación y Financiamiento de la Reforma Educativa", LGE (General Act on Education and Financing of Educational Reform) establishing pre-rpimary education for the first time as a leel of the education system.
1985	"Ley Orgánica Reguladora del Derecho a la Educación", LODE (Act on the Right to Education). Start of the so-called Experimental Programme of Pre-primary Education with the purpose of solving problems detected at this stage.
1990	"Ley Orgánica de Ordenación General del Sistema Educativo", LOGSE (Act on the General Organisation of the Education System) regulating the organisation of this level, definitively naming it pre-primary education and establishing its organisation into two cycles, from 0 to 3 years, and from 3 up to 6, so that the teaching-learning process could be adjusted to the rate of development of its pupils. Moreover, though not considered a compulsory level, the LOGSE recognises its educational nature, in contrast to the merely welfare role it had had up to then, and urges public authorities to guarantee the availability of sufficient places to ensure the schooling of those who may request it.
1991	"Real Decreto 1330/1991, de 6 de septiembre, por el que se establecen los aspectos básicos del currículo de la Educación Infantil".
1994	"Real Decreto 2438/1994, de 16 de diciembre, por el que se regula la enseñanza de la Religión".
1995	"Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes", LOPEG (Act on the Participation, Evaluation and Administration of Educational Institutions).
2002	"Ley Orgánica de Calidad de la Educación", LOCE (Act on the Quality of Education) regulating again the organisation of pre-primary education and establishing a new stage: the so-called preschool education, for pupils from 0 to 3 years of age, the aim of which is the educational and welfare development of children in early infancy. Pre-primary education is made up of a single cycle of three school years, from 3 to 6 years of age, and its purpose is pupils' physical, intellectual, emotional, social and moral development.
2003	"Real Decreto 828/2003, de 27 de junio, por el que se establecen los aspectos educativos básicos de la Educación Preescolar".

Glossary

Bachillerato (Bachilleratos): The "Bachillerato" is the general or academic branch in post-compulsory secondary education. Students older than 16 years old may gain access to this educational level once they have completed compulsory secondary education (ESO). The "Bachillerato" comprises two academic years. Students may stay in mainstream "Bachillerato" up to four years. At present the "Bachillerato" comprises the following types: Arts; Nature and Health Sciences; Humanities and Social Sciences; and Technology. The 2006 Act on Education establishes the following types: Arts; Sciences and Technology; and Humanities and Social Sciences. These types will be implemented in the academic year 2008/09 for the first year, and in the academic year 2009/10 for the second year.

Centro concertado (Centros concertados): Private institution publicly funded on the grounds of an agreement with the competent education authority, which in turn makes these institutions comply with a series of requirements. This type of school is regulated by the 1985 Act on the Right to Education (LODE).

Ciclo formativo (Ciclos formativos, Ciclo Formativo, Ciclos Formativos, CICLO FORMATIVO, CICLOS FORMATIVOS): Set of modular studies of variable length in which vocational training and some of the Artistic studies are organised.

Colegio Rural Agrupado (CRA,Colegios Rurales Agrupados): Primary school located in rural areas which groups various schools scattered in several neighbouring localities, thus forming a single school with peripatetic "maestros".

Maestro (Maestros, maestro, maestros): Teachers of pre-primary and primary education. This also applies to the certificate obtained on completion of the first cycle of university studies in the "Escuelas Universitarias" for teacher training or the relevant graduate degree. It entitles to teach in pre-primary and primary education. The 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed, stated as Workshop "Maestros" those who taught practical subjects within the first level of vocational training. The 1990 Act on the General Organisation of the Education System (LOGSE), also repealed, integrated the previously mentioned Workshop "Maestros" within the body of technical teachers of vocational training .

programación anual (programaciones anuales, programación general anual): Document of nonuniversity educational institutions where the necessary elements for the organisation of schools are established for each academic year.

proyecto curricular (proyectos curriculares): Document of non-university educational institutions in which objectives, contents, and assessment criteria established for the official curriculum are set out according to the particular characteristics of each school. It is drawn up by the teaching staff. The 2006 Act on Education (LOE), which will be implemented from the 2006/07 academic year to the 2009/10, does not envisage the drawing up of this document as such, rather, it states that the "proyecto educativo" will include the curriculum established by education authorities which have to be determined and approved by the teaching staff.

proyecto educativo (proyectos educativos): This document is drawn up, approved and implemented by the non-university educational institution. It is prepared by the representatives of teachers, parents and students, and approved by the School Council. It states values, objectives and priorities of action. It also includes the curriculum established by education authorities that had to be determined and approved by the teaching staff. In addition, values on education are included in cross-curricular knowledge areas, subjects and modules. The "proyecto educativo" should take into account the social and cultural characteristics of the school. It must cater for attention to student diversity, tutorial actions, and the plan for coexistence; and it must comply with the principle of non-discrimination and educational inclusion as fundamental values.

Reglamento de Régimen Interior (Reglamentos de régimen interior, reglamento de régimen interior, reglamentos de régimen interior): Document of non-university educational institution which groups rules and proceedings that lay out the internal running of the institution. It is drawn up and approved by the School Council.

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

SPAIN	
Primary	
1812	Spanish Constitution: sets the foundations of the Spanish education system.
1857	First definition of the contemporary education system, when the Public Education Act (Moyano Act) was passed. This Act consolidates the liberal education system and is the beginning of more than a century of stability in public education development. It regulates initial education, which is divided into elementary education (compulsory and cost-free for people who can not afford it) and higher education. In addition, it consolidates private education, basically provided by Catholic schools.
1874-1923	Alternation of political parties in power leading to a period of changes and a series of educational reforms.
1931	The Second Republic is proclaimed, and the single school unit together with compulsory and free primary education is established. Teaching in a mother tongue different from the Spanish language is allowed in primary schools. Religious Education is no longer compulsory as a subject and primary education inspection is regulated.
1933	Abolishment of primary education inspection.
1945	Primary Education Act.
1953	Educational Institution Act.
1970	General Act on Education and Financing of Educational Reform regulating, for the first time in this century, the entire Spanish education system and establishing a general education based on a non-discriminatory and full schooling system for pupils between 6 and 14 "Educación General Básica" (EGB), which comprises the present Primary and part of lower secondary education.
1985	"Ley Orgánica Reguladora del Derecho a la Educación", LODE (Act on the Right to Education).
1990	"Ley de Ordenación General del Sistema Educativo", LOGSE (Act on the General Organisation of the Education System) establishing compulsory education up to the age of 16 and stipulating that primary education and compulsory secondary education (ESO) constitute basic education (compulsory and cost-free). Primary education is designed as a new educational level for pupils from 6 to 12 years old.
1991	"Real Decreto 1006/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Primaria" and "Real Decreto 1344/1991, de 6 de septiembre, por el que se establece el currículo de Educación Primaria".
1992	"Decreto 105/1992, de 9 de junio, por el que se establecen las enseñanzas correspondientes a la Educación Primaria en Andalucía"; "Decreto 223/1992, de 25 de septiembre, de modificación de los Decretos 95/1992 y 96/1992, de 28 de abril, por los que se establece la ordenación curricular de la Educación Primaria y la ordenación de las enseñanzas"; "Decreto 245/1992, de 30 de julio, por el que se establece el currículo de la Educación Primaria en Galicia"; "Orden de 21 de julio de 1992, por la que se regula la elaboración del proyecto curricular y el horario de la Educación Primaria en la Comunidad Valenciana" and "Orden Foral 230/1992, de 12 de junio, por la que se regula la implantación de las enseñanzas correspondientes a la Educación Primaria y se dan instrucciones sobre desarrollo curricular, aspectos organizativos de centro públicos y horario para la Educación Primaria en la Comunidad Foral de Navarra".
1995	"Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los centros docentes".
1996	"Decreto 97/1996, de 7 de mayo, de modificación del Decreto por el que se establece el currículo de la Educación Primaria para el País Vasco".
2001	"Decreto 67/2001 de 4 de mayo, por el cual se establece el currículum de la Educación Primaria en la Islas Baleares".
2002	"Ley Orgánica de Calidad de la Educación", LOCE (Act on the Quality of Education), repealing the former LOGSE and LOCE but keeping the same basic organisation as the previous legislation as far as primary education is concerned. "Decreto 111/2002, de 13 de septiembre, por el que se establece el currículo de la Educación Primaria en la Comunidad Autónoma de la Región de Murcia".

Glossary

Centro concertado (Centros concertados): Private institution publicly funded on the grounds of an agreement with the competent education authority, which in turn makes these institutions comply with a series of requirements. This type of school is regulated by the 1985 Act on the Right to Education (LODE).

Colegio Rural Agrupado (CRA,Colegios Rurales Agrupados): Primary school located in rural areas which groups various schools scattered in several neighbouring localities, thus forming a single school with peripatetic "maestros".

Educación General Básica (EGB,EDUCACIÓN GENERAL BÁSICA,Educación General Básica): Compulsory educational stage established by the 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed. It comprised eight academic grades, from 6 to 14 years of age, organised in three cycles. Reference to this educational level is commonly made with the acronym "EGB". This stage had a single structure which included primary and compulsory secondary education.

Enseñanzas de régimen especial (enseñanzas de régimen especial, Enseñanzas de Régimen Especial): This is the name given to Artistic education, Language education and studies leading to the "Técnico Deportivo" certificates. Artistic education includes Music, Dance, Dramatic Art, Plastic Arts and Design.

Maestro (Maestros, maestro, maestros): Teachers of pre-primary and primary education. This also applies to the certificate obtained on completion of the first cycle of university studies in the "Escuelas Universitarias" for teacher training or the relevant graduate degree. It entitles to teach in pre-primary and primary education. The 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed, stated as Workshop "Maestros" those who taught practical subjects within the first level of vocational training. The 1990 Act on the General Organisation of the Education System (LOGSE), also repealed, integrated the previously mentioned Workshop "Maestros" within the body of technical teachers of vocational training .

programación anual (programaciones anuales, programación general anual): Document of nonuniversity educational institutions where the necessary elements for the organisation of schools are established for each academic year.

proyecto educativo (proyectos educativos): This document is drawn up, approved and implemented by the non-university educational institution. It is prepared by the representatives of teachers, parents and students, and approved by the School Council. It states values, objectives and priorities of action. It also includes the curriculum established by education authorities that had to be determined and approved by the teaching staff. In addition, values on education are included in cross-curricular knowledge areas, subjects and modules. The "proyecto educativo" should take into account the social and cultural characteristics of the school. It must cater for attention to student diversity, tutorial actions, and the plan for coexistence; and it must comply with the principle of non-discrimination and educational inclusion as fundamental values.

proyecto curricular (proyectos curriculares): Document of non-university educational institutions in which objectives, contents, and assessment criteria established for the official curriculum are set out according to the particular characteristics of each school. It is drawn up by the teaching staff. The 2006 Act on Education (LOE), which will be implemented from the 2006/07 academic year to the 2009/10, does not envisage the drawing up of this document as such, rather, it states that the "proyecto educativo" will include the curriculum established by education authorities which have to be determined and approved by the teaching staff.

Reglamento de Régimen Interior (Reglamentos de régimen interior, reglamento de régimen interior, reglamentos de régimen interior): Document of non-university educational institution which groups rules and proceedings that lay out the internal running of the institution. It is drawn up and approved by the School Council.

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

SPAIN	
Secondary and post-Secondary non-Tertiary	
1845	The majority of secondary school teachers become civil servants. Since 1845, around 70-75% of teachers are civil servants within the Cuerpo de Profesores de Secundaria (the 'body' of teachers for secondary education), as against the 25-30% who have an 'interim' appointment for a fixed period. Civil servant teachers have full job security, in principle until retirement. Although the salary structure is the same and the same principles govern remuneration, there are significant salary differences among the Autonomous Communities. Features of incentives and promotion may similarly vary from one Autonomous Community to the next.
1857	"Ley de Instrucción Pública (Act on Public Instruction", also known as Moyano's Act after the minister –Claudio Moyano- who signed it), regulating secondary education "Segunda Enseñanza" (Second Education). It comprises six years of general studies and studies applied to industrial professions. Secondary education acts as a preparatory stage for further higher education studies.
1868-1874	Revolutionary period during which eductaion freedom increases and secondary education is organised as a complement or an extension of primary education, designed to educate enlightened citizens providing them with broad education.
1874-1923	Period of constant change because of a political system where liberals abd conservatives alterned in power. As a result, education becomes an instrument of political struggle and its legislation is adapted to teh leanings of the ruling party.
1934	Spain's Second Republic: approval of the Syllabus for the "Bachillerato". This is an important contribution to the reforms of Second Education, whereby this level got developed into seven academic years (divided into two cycles): on the one hand, primary education, from 6 to 13 years of age, aiming at those students not going to continue their studies; and, on the other, a preparatory primary education, from 6 to 9, followed by secondary education from 10 to 17 leading to higher studies.
1938	"Ley de Reforma de la Enseñanza Media" (Act on the Reform of Intermediate Studies, aiming at regulating the educational level of the country's elites.
1949	"Ley de Formación Profesional Industrial" (Act on Industrial Vocational Training).
1953	"Ley sobre Ordenación de la Enseñanza Media" (Act on the Organisation of Intermediate Studies): combined with the 1949 law, constituted the first step towards the generalisation of schooling up to the age of 14, although still maintaining the two above mentioned branches.
1970	"Ley General de Educación y Financiamiento de la Reforma Educativa", LGE (General Act on Education and Financing of the Educational Reform) declaring lower secondary education to be compulsory (introduced in a single structure together with primary education as "Educación General Básica" (EGB); and regulating and structuring the entire Spanish education system for the first time in the 20th century. This Act also organises (post-compulsory) upper secondary education into two branches (academic and vocational), which can be taken by students from 14 to 18 years of age, after the "Educación General Básica" (the single structure comprising primary and compulsory secondary education). The academic branch includes the "bachillerato unificado y polivalente", lasting three years, and the "curso de orientación universitaria". The vocational branch included vocational training education of two types, specific and general. General vocational training lastes for two years and specific vocational training for three. The same law also introduces compulsory professional training for teachers at upper secondary level in the public sector. At the end of this training (a minimum of 300 hours), the "Certificado de Aptidud Pedagógica" (CAP, or 'certificate of pedagogical aptitude') was awarded. Teachers of EGB follow a training lasting three years.
1983	Implementation of the experimental reform of intermediate education, which proposes the academic reorganisation of secondary education into two cycles: the first one, from 14 to 16 years of age, an education common to all students; the second, offering two possibilities: an academic one (the "Bachellerato"), and a vocational one (organised into "módulos"). This process of experimental reform laid the foundations for definitive reform at this educational level.
1985	"Ley Orgánica Reguladora del Derecho a la Educación", LODE (Act on the Right to Education), stating education as a public service.

1985	Creation of the "Centros de Profesores" (CEPs, or 'teacher centres'). Their purpose is to provide the in-service teacher training formerly offered by the universities.
1990	"Ley de Ordenación General del Sistema Educativo", LOGSE (Act on the General Organisation of the Education System) establishing compulsory education up to the age of 16 and stipulating that primary education and compulsory secondary education (ESO) constitute basic education (compulsory and cost-free). It divids secondary education into the following stages: the Compulsory Secondary Education, (ESO), the "Bachillerato" and the intermediate vocational training.
1990	Amendment of the CAP to provide for the award of a "título de especialización didáctica" (title of 'specialisation in didactics') at the end of a qualifying teacher training course lasting at least one academic year. As the law creates "Educación Secundaria Obligatoria" (ESO, or compulsory secondary education), it changes the identity of teachers as a professional body. Teachers in general basic education who are qualified to work in secondary education become part of the "Cuerpo de Profesores de Enseñanza Secundaria" after passing the competitive exam and have to have the degree of "Licenciado, Ingeniero or Arquitecto".
1991	"Real Decreto 986/1991, de 14 de junio, por el que se aprueba el calendario de aplicación de la nueva ordenación del sistema educativo".
1992	"Real Decreto 1178/1992, de 2 de octubre, por el que se establecen las enseñanzas mínimas del Bachillerato".
1993	"Real Decreto 676/1993, de 7 de mayo, por el que se establecen directrices generales sobre los títulos y las correspondientes enseñanzas mínimas de Formación Profesional".
1995	"Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes", LOPEG (Act on Participation, Evaluation and Administration of Educational Institutions), completing certain aspects developed by the LODE such as students' admission procedures.
1995	Royal Decree of the "Curso de Cualificación Pedagógica" (CCP, or pedagogical qualification course) making this one-year course (the former CAP) compulsory if teachers are to obtain the professional diploma of 'specialisation in didactics' which in turn is required for teaching in secondary education.
1998	"Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo".
2000	"Real Decreto 3473/2000, de 29 de diciembre, por el que se modifica el Real decreto 1007/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria" and "Real Decreto 3474/2000, de 29 de diciembre, por el que se modifican el Real Decreto 1700/1991, de 29 de noviembre, por el que se establece la estructura del Bachillerato, y el Real Decreto 1178/1992, de 2 de octubre, por el que se establecen".
2001	"Real Decreto 1463/2001, de 27 de diciembre, por el que se establecen los aspectos básicos del currículo de los grados elemental y medio de las especialidades de Gaita, Guitarra Flamenca y Txistu, y el grado medio de las especialidades de Flabiol".
2002	**(1)** "Ley Orgánica de la Cualificaciones y de la Formación Profesional", LOCFP (Act on Qualifications and Vocational Training), organising the three existing vocational training subsystems into one single system (specific vocational training, in-service-training in companies and occupational training addressed to integration and reintegration into the labour market).[1] **(2)** "Ley Orgánica de Calidad de la Educación", LOGE (Act on the Quality of Education), despite maintaining the structure of secondary education established by the LOGSE, sets out a series of measures that affect provision at this level.
2003	"Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales".
2004	"Real Decreto 1318/2004, de 28 de mayo, por el que se modifica el Real Decreto 827/2003, de 27 de junio, por el que se establece el calendario de aplicación de la nueva ordenación del sistema educativo, establecida por la Ley Orgánica 10/2002" and "Real Decreto 362/2004, de 5 de marzo, por el que se establece la ordenación general de la Formación Profesional Específica".

Notes : 1. This Act develops the National Qualifications and Vocational Training System with the following aims: to qualify for the development of vocational activities; to promote a quality training offer, up-to-date and suitable for the different target users, in accordance with the qualification needs of the labour market and the personal expectations for professional promotion; to provide target users with suitable information and guidance on vocational training and qualifications for employment; to include in the training offer those training actions which qualify for the performance of entrepreneurial activities and self-employment, as well as for the promotion of entrepreneurial initiatives and spirit; to assess and certificate officially the vocational qualification however obtained; and to encourage public and private investment in qualification schemes for workers and the optimisation of resources devoted to vocational training. Professional qualifications are designed in cooperation with the Autonomous Communities, social agents and the productive sector, and are the first step to devise the certificates.

Glossary

Bachiller: Certificate awarded to students who have successfully completed their "Bachillerato" studies. A passing grade in all subjects of this two-year stage is necessary to obtain the "Bachiller" certificate. The holder of this certificate may gain access to the different studies of higher education, i.e., university studies (those which may be carried out after passing an entrance examination), advanced vocational training and "enseñanzas de regimen especial".

Bachillerato (Bachilleratos): The "Bachillerato" is the general or academic branch in post-compulsory secondary education. Students older than 16 years old may gain access to this educational level once they have completed compulsory secondary education (ESO). The "Bachillerato" comprises two academic years. Students may stay in mainstream "Bachillerato" up to four years. At present the "Bachillerato" comprises the following types: Arts; Nature and Health Sciences; Humanities and Social Sciences; and Technology. The 2006 Act on Education establishes the following types: Arts; Sciences and Technology; and Humanities and Social Sciences. These types will be implemented in the academic year 2008/09 for the first year, and in the academic year 2009/10 for the second year.

Bachillerato Unificado y Polivalente (BUP,BACHILLERATO UNIFICADO Y POLIVALENTE): Postcompulsory secondary education level established under the 1970 General Act on Education and Financing of Educational Reform (LGE). It comprised three academic years for students aged 14 to 17. In general, reference to this educational level is made with the acronym "BUP". It has no longer been offered since the academic year 2000/01.

Centro concertado (Centros concertados): Private institution publicly funded on the grounds of an agreement with the competent education authority, which in turn makes these institutions comply with a series of requirements. This type of school is regulated by the 1985 Act on the Right to Education (LODE).

Ciclo formativo (Ciclos formativos, Ciclo Formativo, Ciclos Formativos, CICLO FORMATIVO, CICLOS FORMATIVOS): Set of modular studies of variable length in which vocational training and some of the Artistic studies are organised.

Curso de Orientación Universitaria (COU,CURSO DE ORIENTACIÓN UNIVERSITARIA): Preuniversity course established under the 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed. The average age of students was 17. Reference is commonly made to this course with the acronym "COU". It has no longer been offered since the academic year 2001/02.

Educación General Básica (EGB,EDUCACIÓN GENERAL BÁSICA,Educación General Básica): Compulsory educational stage established by the 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed. It comprised eight academic grades, from 6 to 14 years of age, organised in three cycles. Reference to this educational level is commonly made with the acronym "EGB". This stage had a single structure which included primary and compulsory secondary education.

Enseñanzas de régimen especial (enseñanzas de régimen especial, Enseñanzas de Régimen Especial): This is the name given to Artistic education, Language education and studies leading to the "Técnico Deportivo" certificates. Artistic education includes Music, Dance, Dramatic Art, Plastic Arts and Design.

Graduado en Educación Secundaria Obligatoria: Certificate established in the 2006 Act on Education (LOE) awarded on successful completion of compulsory secondary education, (ESO). This certificate grants access to "Bachillerato", intermediate vocational training, intermediate Plastic Arts and Design education, intermediate Sports education as well as access to employment. This certificate replaces the "Graduado en Educación Secundaria" certificate established in the 1990 Act on the General Organisation of the Education System (LOGSE). Until the end of the academic year 2006/07, students obtain the "Graduado en Educación Secundaria Obligatoria" certificate in accordance with the legislation in force prior to the LOE on successful completion of ESO. The requirements to obtain this certificate, which have been established by the LOE, will come into force from the 2007/08 academic year onwards.
Students who do not obtain the "Graduado en Educación Secundaria Obligatoria" certificate are awarded a "Certificado de Escolaridad" in which the years followed are explicitly mentioned.

Maestro (Maestros, maestro, maestros): Teachers of pre-primary and primary education. This also applies to the certificate obtained on completion of the first cycle of university studies in the "Escuelas Universitarias" for teacher training or the relevant graduate degree. It entitles to teach in pre-primary and primary education. The 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed, stated as Workshop "Maestros" those who taught practical subjects within the first level of vocational training. The 1990 Act on the General Organisation of the Education System (LOGSE), also repealed, integrated the previously mentioned Workshop "Maestros" within the body of technical teachers of vocational training.

módulo profesional (módulos profesionales, módulo, modulo, módulos, Módulo Profesional, Módulos Profesionales, MÓDULO PROFESIONAL, MÓDULOS PROFESIONALES, módulo formativo, módulos formativos, Módulo formativo, Módulos formativos): Set of contents of some types of education such as vocational training. It is the minimum unit of vocational training which can be recognised in order to establish the studies which lead to the award of vocational training qualifications and professional certificates.

programación anual (programaciones anuales, programación general anual): Document of non-university educational institutions where the necessary elements for the organisation of schools are established for each academic year.

proyecto educativo (proyectos educativos): This document is drawn up, approved and implemented by the non-university educational institution. It is prepared by the representatives of teachers, parents and students, and approved by the School Council. It states values, objectives and priorities of action. It also includes the curriculum established by education authorities that had to be determined and approved by the teaching staff. In addition, values on education are included in cross-curricular knowledge areas, subjects and modules. The "proyecto educativo" should take into account the social and cultural characteristics of the school. It must cater for attention to student diversity, tutorial actions, and the plan for coexistence; and it must comply with the principle of non-discrimination and educational inclusion as fundamental values.

Reglamento de Régimen Interior (Reglamentos de régimen interior, reglamento de régimen interior, reglamentos de régimen interior): Document of non-university educational institution which groups rules and proceedings that lay out the internal running of the institution. It is drawn up and approved by the School Council.

Técnico (Técnicos): Certificate and professional qualification obtained on successful completion of intermediate vocational training, which may take from a year and a half to two years. The certificate states the specialisation and gives access to "Bachillerato" or access to employment.

Técnico Auxiliar (Técnicos Auxiliares): Certificate and qualification which was obtained on successful completion of first level of vocational training (two-year duration) stated by the 1970 General Act on Education and Financing of Educational Reform (LGE). The certificate stated the specialisation. It currently allows access to "Bachillerato", advanced vocational training, various intermediate "enseñanzas de régimen especial" as well as access to employment.

Técnico Deportivo (Técnicos Deportivos): Certificate and qualification obtained on successful completion of intermediate "enseñanzas de régimen especial" of "Técnico Deportivo" in Sports specialisation. They are officially recognised by the Supreme Sports Council and are academic and professionally valid nation wide. This provision takes between 950 and 1110 hours allocated into two levels. This certificate is equivalent to the intermediate vocational training certificate.

Técnico Superior (Técnicos Superiores): Diploma and qualification obtained on successful completion of advanced vocational training. It has a variable length, though it usually takes two years. The diploma states the specialisation. Its main objective is to qualify their holders to work. It also allows access to certain first cycle university studies and to some advanced "enseñanzas de régimen especial".

Unidad de competencia (unidades de competencia): Minimum element of professional competence that can be partially recognised and accredited.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18) ;
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009).

SPAIN	
Tertiary	
1857	"Ley de Instrucción Pública - Ley Moyano" (Act of Public Instruction -Moyano Act): first Act to integrate higher education within the levels of the education system. This Act definitively incorporates technical and professional studies into post-secondary education, in addition to those already taught at university.
1873	With the proclamation in 1873 of the First Spanish Republic, freedom of teaching is encouraged, and the Faculties of Philosophy and Arts, Sciences, Pharmacy, Law and Theology are regulated by decree.
1874-1923	The restoration of the Bourbon monarchy in 1874 and the beginning of the reign of Alfonso XII means the introduction of a new political system (parliamentary monarchy) the framework of which is the 1876 Constitution. From this period until the military coup d'état staged by Primo de Rivera, the Conservative and the Liberal parties alternate in power, which results in an unstable period as far as educational policy is concerned.
1923-1930	Abolishment of the principal of academic freedom during the regime of Primo de Rivera. Reforms are developed at university, such as the granting of permission to private university institutions to hold graduation ceremonies and the coordination of primary, secondary and higher university education.
1943	Act governing University Organisation.
1957	Act on Technical Education incorporating the schools of engineers and architects into the university system and providing for the admission of a higher number of students.
1970	"Ley General de Financiamiento de la Reforma Educativa", LGE (General Act on Education and Financing of the Educational Reform), regulating and organising, for the first time in the 20th century, the entire Spanish education system, including the higher level. This Act structures university studies into three cycles, and the university schools "escuelas universitarias" are established, as well as the Institutes of Educational Sciences. The latter are intended to improve teacher training, among other things. In addition, the National University Board is founded as an advisory body of the Ministry of Education and Science (MEC) the main role of which is the coordination of universities. Besides, to enter university it is necessary to pass the "curso de orientación universitaria" (COU), set by the university but taught at "Bachillerato" institutions (where the "Bachillerato Unificado y Polivalente" (BUP), of 3 years' duration, is also taught).
1978	Article 27 of the Constitution establishes the right to education and its 10 sections refer to the general principles that should govern educational regulations. As far as higher university education is concerned, section 10 of this article establishes the autonomy of universities.
1980	Presentation of the bill of the "Ley de Autonomía Universitaria", LAU (Act on University Autonomy), which tries to offer the appropriate legislative development of section 10 mentioned above. However, it never came into effect as was withdrawn in 1982.
1983	"Ley de Reforma Universitaria", LRU (Act on University Reform). With this Act, modernisation of the Spanish university starts, based on three constitutional principles: the right of all Spaniards to education, academic freedom and university autonomy. The implementation of the LRU takes into account the need to adapt Spanish university education (through the adoption of the new curricula and flexibility as regards qualification processes) to the European university area. Regarding non-university higher education, this area comprises a series of post-secondary studies of different nature, leading in some cases to official qualifications and in others to non-officially recognised certificates.
1985	"Ley Orgánica Reguladora del Derecho a la Educación", LODE (Act on the Right to Education) establishing the right of all Spaniards and those foreigners living in Spain to gain access to higher education without discrimination on account of economic circumstances, social class or place of residence.
1990	"Ley Orgánica de Ordenación General del Sistema Educativo", LOGSE (Act on the General Organisation of the Education System), establishing advanced vocational training as higher non-university, formal education within mainstream education. In addition, advanced Artistic studies are regulated as enseñanzas de régimen especial offering qualifications equivalent to those awarded at university.

1995	"Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes", LOPEG (Act on Participation, Evaluation and Administration of Educational Institutions), completing certain aspects developed by the LODE such as students' admission procedures.
1997	"Real Decreto 1913/1997, de 19 de diciembre, por el que se configuran como Enseñanzas de Régimen Especial las conducentes a la obtención de titulaciones de Técnicos Deportivos, se aprueban las directrices generales de los títulos".
1998	"Real Decreto 2398/1998, de 6 de noviembre, por el que se establecen los estudios superiores de Cerámica, pertenecientes a las enseñanzas de Artes Plásticas, el título correspondiente, la prueba de acceso y los aspectos básicos de currículo".
1999	"Real Decreto 1496/1999, de 24 de septiembre, por el que se establecen los estudios superiores de Diseño, la prueba de acceso y los aspectos básicos del currículo de dichos estudios".
2000	"Real Decreto 1090/2000, de 9 de junio, por el que se establecen los estudios superiores de Vidrio, el título correspondiente, la prueba de acceso y los aspectos básicos del currículo".
2001	"Ley Orgánica de Universidades", LOU (Act on Universities) repealing the previous LRU of 1983, whose main target was to improve quality and excellence throughout university activity. Without modifying the organisation of university studies, this Act promotes the role of the State administration as regards the cohesion of the university system; it also focuses on the powers of the Autonomous Communities concerning higher education, increasing university autonomy and establishing the necessary means to strengthen links between university and society. Likewise, the LOU sets up the National Agency for Quality Assessment and Accreditation (ANECA) as an external body to evaluate quality in university education. The ANECA contributes to the evaluation of both education and teaching practice as well as management and research activity. It also evaluates university services and programmes.
2002	"Ley Orgánica de las Cualificaciones y de la Formación Profesional", LOCFP (Act on Qualifications and Vocational Training) which aims to organise vocational training, qualifications and accreditation into a comprehensive system in order to respond to social and economic demands through the various training specialisations: vocational training, on-the-job training and occupational training focused on integration and reintegration into employment.

Glossary

Bachiller: Certificate awarded to students who have successfully completed their "Bachillerato" studies. A passing grade in all subjects of this two-year stage is necessary to obtain the "Bachiller" certificate. The holder of this certificate may gain access to the different studies of higher education, i.e., university studies (those which may be carried out after passing an entrance examination), advanced vocational training and "enseñanzas de regimen especial".

Bachillerato (Bachilleratos): The "Bachillerato" is the general or academic branch in post-compulsory secondary education. Students older than 16 years old may gain access to this educational level once they have completed compulsory secondary education (ESO). The "Bachillerato" comprises two academic years. Students may stay in mainstream "Bachillerato" up to four years. At present the "Bachillerato" comprises the following types: Arts; Nature and Health Sciences; Humanities and Social Sciences; and Technology. The 2006 Act on Education establishes the following types: Arts; Sciences and Technology; and Humanities and Social Sciences. These types will be implemented in the academic year 2008/09 for the first year, and in the academic year 2009/10 for the second year.

Bachillerato Unificado y Polivalente (BUP,BACHILLERATO UNIFICADO Y POLIVALENTE): Postcompulsory secondary education level established under the 1970 General Act on Education and Financing of Educational Reform (LGE). It comprised three academic years for students aged 14 to 17. In general, reference to this educational level is made with the acronym "BUP". It has no longer been offered since the academic year 2000/01.

Ciclo formativo (Ciclos formativos, Ciclo Formativo, Ciclos Formativos, CICLO FORMATIVO, CICLOS FORMATIVOS): Set of modular studies of variable length in which vocational training and some of the Artistic studies are organised.

Curso de Orientación Universitaria (COU,CURSO DE ORIENTACIÓN UNIVERSITARIA): Preuniversity course established under the 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed. The average age of students was 17. Reference is commonly made to this course with the acronym "COU". It has no longer been offered since the academic year 2001/02.

Diplomado (Diplomados): Qualification awarded on successful completion of the first cycle of university studies.

Enseñanzas de régimen especial (enseñanzas de régimen especial, Enseñanzas de Régimen Especial): This is the name given to Artistic education, Language education and studies leading to the ”Técnico Deportivo” certificates. Artistic education includes Music, Dance, Dramatic Art, Plastic Arts and Design.

Escuela Politécnica Superior (Escuelas Politécnicas Superiores, escuela politécnica superior, escuelas politécnicas superiores): See “Escuela Técnica Superior”.

Escuela Técnica Superior (Escuelas Técnicas Superiores, escuela técnica superior, escuelas técnicas superiores,): University School which provides the first, the second and the third cycle of technical education (Engineering and Architecture).

Escuela Universitaria (Escuelas Universitarias, escuela universitaria, escuelas universitarias): University School which only provides first cycle studies (any branch).

Escuela Universitaria Politécnica (Escuelas Universitarias Politécnicas, escuela universitaria politécnica, escuelas universitarias politécnicas): University School which provides first cycle technical education.

Licenciado (Licenciados): Degree obtained on successful completion of the second cycle of university studies.

Maestro (Maestros, maestro, maestros): Teachers of pre-primary and primary education. This also applies to the certificate obtained on completion of the first cycle of university studies in the “Escuelas Universitarias” for teacher training or the relevant graduate degree. It entitles to teach in pre-primary and primary education. The 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed, stated as Workshop “Maestros” those who taught practical subjects within the first level of vocational training. The 1990 Act on the General Organisation of the Education System (LOGSE), also repealed, integrated the previously mentioned Workshop “Maestros” within the body of technical teachers of vocational training .

módulo profesional (módulos profesionales, módulo, modulo, módulos, Módulo Profesional, Módulos Profesionales, MÓDULO PROFESIONAL, MÓDULOS PROFESIONALES, módulo formativo, módulos formativos, Módulo formativo, Módulos formativos): Set of contents of some types of education such as vocational training. It is the minimum unit of vocational training which can be recognised in order to establish the studies which lead to the award of vocational training qualifications and professional certificates.

proyecto educativo (proyectos educativos): This document is drawn up, approved and implemented by the non-university educational institution. It is prepared by the representatives of teachers, parents and students, and approved by the School Council. It states values, objectives and priorities of action. It also includes the curriculum established by education authorities that had to be determined and approved by the teaching staff. In addition, values on education are included in cross-curricular knowledge areas, subjects and modules. The “proyecto educativo” should take into account the social and cultural characteristics of the school. It must cater for attention to student diversity, tutorial actions, and the plan for coexistence; and it must comply with the principle of non-discrimination and educational inclusion as fundamental values.

Técnico (Técnicos): Certificate and professional qualification obtained on successful completion of intermediate vocational training, which may take from a year and a half to two years. The certificate states the specialisation and gives access to “Bachillerato” or access to employment.

Técnico Deportivo (Técnicos Deportivos): Certificate and qualification obtained on successful completion of intermediate “enseñanzas de régimen especial” of “Técnico Deportivo” in Sports specialisation. They are officially recognised by the Supreme Sports Council and are academic and professionally valid nation wide. This provision takes between 950 and 1110 hours allocated into two levels. This certificate is equivalent to the intermediate vocational training certificate.

Técnico Deportivo Superior (Técnicos Deportivos Superiores): Diploma and qualification obtained on successful completion of advanced “enseñanzas de régimen especial” of “Técnico Deportivo Superior” in Sports specialisation. They are officially recognised by the Supreme Sports Council and are academic and professionally valid nation wide. This provision takes between 750 and 1110 hours in a single level. This qualification is equivalent to the advanced vocational training certificate.

Técnico Superior (Técnicos Superiores): Diploma and qualification obtained on successful completion of advanced vocational training. It has a variable length, though it usually takes two years. The diploma states the specialisation. Its main objective is to qualify their holders to work. It also allows access to certain first cycle university studies and to some advanced "enseñanzas de régimen especial".

Unidad de competencia (unidades de competencia): Minimum element of professional competence that can be partially recognised and accredited.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

SPAIN

Glossary

Bachiller: Certificate awarded to students who have successfully completed their "Bachillerato" studies. A passing grade in all subjects of this two-year stage is necessary to obtain the "Bachiller" certificate. The holder of this certificate may gain access to the different studies of higher education, i.e., university studies (those which may be carried out after passing an entrance examination), advanced vocational training and "enseñanzas de regimen especial".

Bachillerato (Bachilleratos): The "Bachillerato" is the general or academic branch in post-compulsory secondary education. Students older than 16 years old may gain access to this educational level once they have completed compulsory secondary education (ESO). The "Bachillerato" comprises two academic years. Students may stay in mainstream "Bachillerato" up to four years. At present the "Bachillerato" comprises the following types: Arts; Nature and Health Sciences; Humanities and Social Sciences; and Technology. The 2006 Act on Education establishes the following types: Arts; Sciences and Technology; and Humanities and Social Sciences. These types will be implemented in the academic year 2008/09 for the first year, and in the academic year 2009/10 for the second year.

Bachillerato Unificado y Polivalente (BUP,BACHILLERATO UNIFICADO Y POLIVALENTE): Postcompulsory secondary education level established under the 1970 General Act on Education and Financing of Educational Reform (LGE). It comprised three academic years for students aged 14 to 17. In general, reference to this educational level is made with the acronym "BUP". It has no longer been offered since the academic year 2000/01.

Centro concertado (Centros concertados): Private institution publicly funded on the grounds of an agreement with the competent education authority, which in turn makes these institutions comply with a series of requirements. This type of school is regulated by the 1985 Act on the Right to Education (LODE).

Ciclo formativo (Ciclos formativos, Ciclo Formativo, Ciclos Formativos, CICLO FORMATIVO, CICLOS FORMATIVOS): Set of modular studies of variable length in which vocational training and some of the Artistic studies are organised.

Colegio Rural Agrupado (CRA,Colegios Rurales Agrupados): Primary school located in rural areas which groups various schools scattered in several neighbouring localities, thus forming a single school with peripatetic "maestros".

Curso de Orientación Universitaria (COU,CURSO DE ORIENTACIÓN UNIVERSITARIA): Preuniversity course established under the 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed. The average age of students was 17. Reference is commonly made to this course with the acronym "COU". It has no longer been offered since the academic year 2001/02.

Diplomado (Diplomados): Qualification awarded on successful completion of the first cycle of university studies.

Educación General Básica (EGB,EDUCACIÓN GENERAL BÁSICA,Educación General Básica): Compulsory educational stage established by the 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed. It comprised eight academic grades, from 6 to 14 years of age, organised in three cycles. Reference to this educational level is commonly made with the acronym "EGB". This stage had a single structure which included primary and compulsory secondary education.

Educación General Básica (EGB,EDUCACIÓN GENERAL BÁSICA,Educación General Básica): Compulsory educational stage established by the 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed. It comprised eight academic grades, from 6 to 14 years of age, organised in three cycles. Reference to this educational level is commonly made with the acronym "EGB". This stage had a single structure which included primary and compulsory secondary education.

Enseñanzas de régimen especial (enseñanzas de régimen especial, Enseñanzas de Régimen Especial): This is the name given to Artistic education, Language education and studies leading to the "Técnico Deportivo" certificates. Artistic education includes Music, Dance, Dramatic Art, Plastic Arts and Design.

Escuela Politécnica Superior (Escuelas Politécnicas Superiores, escuela politécnica superior, escuelas politécnicas superiores): See "Escuela Técnica Superior".

Escuela Técnica Superior (Escuelas Técnicas Superiores, escuela técnica superior, escuelas técnicas superiores,): University School which provides the first, the second and the third cycle of technical education (Engineering and Architecture).

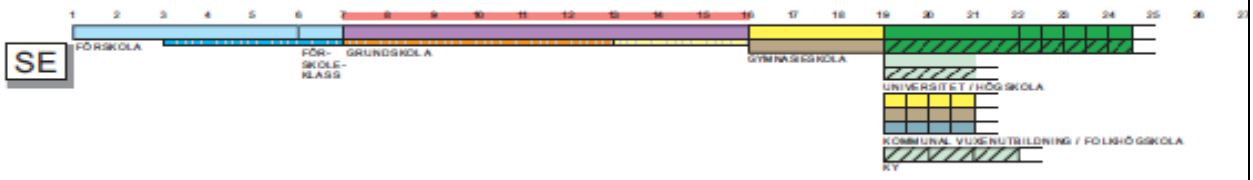
Escuela Universitaria (Escuelas Universitarias, escuela universitaria, escuelas universitarias): University School which only provides first cycle studies (any branch).
Escuela Universitaria Politécnica (Escuelas Universitarias Politécnicas, escuela universitaria politécnica, escuelas universitarias politécnicas): University School which provides first cycle technical education.
Graduado en Educación Secundaria Obligatoria: Certificate established in the 2006 Act on Education (LOE) awarded on successful completion of compulsory secondary education, (ESO). This certificate grants access to "Bachillerato", intermediate vocational training, intermediate Plastic Arts and Design education, intermediate Sports education as well as access to employment. This certificate replaces the "Graduado en Educación Secundaria" certificate established in the 1990 Act on the General Organisation of the Education System (LOGSE). Until the end of the academic year 2006/07, students obtain the "Graduado en Educación Secundaria Obligatoria" certificate in accordance with the legislation in force prior to the LOE on successful completion of ESO. The requirements to obtain this certificate, which have been established by the LOE, will come into force from the 2007/08 academic year onwards. Students who do not obtain the "Graduado en Educación Secundaria Obligatoria" certificate are awarded a "Certificado de Escolaridad" in which the years followed are explicitly mentioned.
Licenciado (Licenciados): Degree obtained on successful completion of the second cycle of university studies.
Maestro (Maestros, maestro, maestros): Teachers of pre-primary and primary education. This also applies to the certificate obtained on completion of the first cycle of university studies in the "Escuelas Universitarias" for teacher training or the relevant graduate degree. It entitles to teach in pre-primary and primary education. The 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed, stated as Workshop "Maestros" those who taught practical subjects within the first level of vocational training. The 1990 Act on the General Organisation of the Education System (LOGSE), also repealed, integrated the previously mentioned Workshop "Maestros" within the body of technical teachers of vocational training .
módulo profesional (módulos profesionales, módulo, modulo, módulos, Módulo Profesional, Módulos Profesionales, MÓDULO PROFESIONAL, MÓDULOS PROFESIONALES, módulo formativo, módulos formativos, Módulo formativo, Módulos formativos): Set of contents of some types of education such as vocational training. It is the minimum unit of vocational training which can be recognised in order to establish the studies which lead to the award of vocational training qualifications and professional certificates.
programación anual (programaciones anuales, programación general anual): Document of nonuniversity educational institutions where the necessary elements for the organisation of schools are established for each academic year.
proyecto curricular (proyectos curriculares): Document of non-university educational institutions in which objectives, contents, and assessment criteria established for the official curriculum are set out according to the particular characteristics of each school. It is drawn up by the teaching staff. The 2006 Act on Education (LOE), which will be implemented from the 2006/07 academic year to the 2009/10, does not envisage the drawing up of this document as such, rather, it states that the "proyecto educativo" will include the curriculum established by education authorities which have to be determined and approved by the teaching staff.
proyecto educativo (proyectos educativos): This document is drawn up, approved and implemented by the non-university educational institution. It is prepared by the representatives of teachers, parents and students, and approved by the School Council. It states values, objectives and priorities of action. It also includes the curriculum established by education authorities that had to be determined and approved by the teaching staff. In addition, values on education are included in cross-curricular knowledge areas, subjects and modules. The "proyecto educativo" should take into account the social and cultural characteristics of the school. It must cater for attention to student diversity, tutorial actions, and the plan for coexistence; and it must comply with the principle of non-discrimination and educational inclusion as fundamental values.
Reglamento de Régimen Interior (Reglamentos de régimen interior, reglamento de régimen interior, reglamentos de régimen interior): Document of non-university educational institution which groups rules and proceedings that lay out the internal running of the institution. It is drawn up and approved by the School Council.
Técnico (Técnicos): Certificate and professional qualification obtained on successful completion of intermediate vocational training, which may take from a year and a half to two years. The certificate states the specialisation and gives access to "Bachillerato" or access to employment.

Técnico Auxiliar (Técnicos Auxiliares): Certificate and qualification which was obtained on successful completion of first level of vocational training (two-year duration) stated by the 1970 General Act on Education and Financing of Educational Reform (LGE). The certificate stated the specialisation. It currently allows access to "Bachillerato", advanced vocational training, various intermediate "enseñanzas de régimen especial" as well as access to employment.
Técnico Deportivo (Técnicos Deportivos): Certificate and qualification obtained on successful completion of intermediate "enseñanzas de régimen especial" of "Técnico Deportivo" in Sports specialisation. They are officially recognised by the Supreme Sports Council and are academic and professionally valid nation wide. This provision takes between 950 and 1110 hours allocated into two levels. This certificate is equivalent to the intermediate vocational training certificate.
Técnico Deportivo Superior (Técnicos Deportivos Superiores): Diploma and qualification obtained on successful completion of advanced "enseñanzas de régimen especial" of "Técnico Deportivo Superior" in Sports specialisation. They are officially recognised by the Supreme Sports Council and are academic and professionally valid nation wide. This provision takes between 750 and 1110 hours in a single level. This qualification is equivalent to the advanced vocational training certificate.
Técnico Superior (Técnicos Superiores): Diploma and qualification obtained on successful completion of advanced vocational training. It has a variable length, though it usually takes two years. The diploma states the specialisation. Its main objective is to qualify their holders to work. It also allows access to certain first cycle university studies and to some advanced "enseñanzas de régimen especial".
Unidad de competencia (unidades de competencia): Minimum element of professional competence that can be partially recognised and accredited.

Source: Eurydice, Eurybase - Spain - (2006/07).

SWEDEN

Organisation of the education system in Sweden, 2007/08



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0	ISCED 1 ISCED 2
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

SWEDEN	
Pre-Primary	
19th century	Emergence of first day nurseraies and kindergartens.
1975	Adoption of the first law on pre-school education.
1985	Education Act (Skolllagen, SFS): responsibility for school management is assumed by the municipalities, which are obliged to provide a number of basic services and ensure that Swedish schools uphold equivalent standards. The municipalities are granted extensive autonomy in administering them. All school teachers in municipal schools are municipal employees. To be permanently employed, a teacher must have completed a teacher study programme at a university or university college. Applicants not fulfilling this requirement may be appointed for a maximum 12 months at a time.
1995	Introduction of a childcare guarantee in the Social Services Act obliging municipalities to provide childcare (public or independent) for all children between the ages one and twelve, either because their parents were working or studying, or because of the child's own needs.
1996	Transfer of the responsibility for pre-school activities "förskoleverksamhet" and childcare for school-aged children "skolbarnsomsorg" to the Ministry of Education and Research.
1998	Transfer of the responsibility for preschool and school-age childcare to the Swedish National Agency for Education.
2003	Establishment of the Swedish National Agency for School Improvement: responsible for improvement isssues in the pre-primary and primary education.

Glossary

familjedaghem: Familjedaghem (family day care homes) are run by registered childminders in their own homes, providing childcare for children aged 1-12 years.

förskola (förskolan,förskolorna,förskolans): Pre-primary school institution for children aged 0 - 5, i.e. day nursery.

förskoleklass (förskoleklassen,förskoleklasser,förskoleklassernas): Föreskoleklass (pre-school class) is a special school form with activities for 6 year olds, 3 hours every day. The same curriculum as the "grundskola" (compulsory school) applies. It is obligatory for the municipalities to organise pre-school classes, but it is volonturay for the child to participate. However, almost all children participate in pre-school classes, if they ar not already enrolled in the compulsory school.

förskoleverksamhet (förskoleverksamheten): Pre-school actitivities, which consists of "förskola" (preschool), "familjedaghem" (family day care homes) and "öppen förskola" (open pre-school).

friskolor (friskola): Independent schools are schools besides the Swedish public school system. The independent schools have other financiers than the municipality or county councils. There are independent schools at both complusory and upper secondary school level.

fritidshem (fritidshemmen,fritidshemmens,fritidshemmet): Leisure-time centres for children 6-9 years of age. The leisure-time centres offers child care before and after school and on holidays. The same curriculum as for the "grundskola" (compulsory school) applies.

grundskola (grundskolan,grundskolans,grundskolor,grundskolorna): Compulsory school for children aged 7 to 16 years. Since 1991 children may complete compulsory schooling between the ages of 6-15 years of age instead. There is also a possibility in some cases to postpone the school entry to the age of 8.

maxtaxan (maxtaxa): The maximum fee are the fee that parents pay the municipalies for child-care. The fee is related to the family income and can vary between the municipalies. The maximum fee to pay is 1260 kr/month for the parents first child.

öppen förskola (öppna förskolan): Open pre-school is primarily designed for children who do not attend any other form of child care. Parents and childminders come along to the open nursery school with their children whenever they wish.

öppen fritidsverksamhet: After school activities for children 10-12 years of age. The open leisure time centres have activities for the children during holidays and before and after school
hours.

skolbarnsomsorg (skolbarnsomsorgen): Out of school hours provision for children who need care before and after school hours and on holidays. Skolbarnsomsorgen consists of "fritidshem" (leisuretime centres), "familjedaghem" (family day care homes) and "öppen fritidsverksamhet" (open leisuretime centres).

Source: Eurydice. (2005). Pre-primary Education (Chapter 3). IN: Eurybase - The Database on Education Systems in Europe.

SWEDEN	
Primary	
1842	Introduction of general elementary school "folkskola" with a decree stipulating the responsibility of each parish to set up a school. The elementary school was for a long time a poor man's school with no connection to higher education. It was chiefly in the towns that state grammar schools were established. State grammar school tuition led to the matriculation, which allowed access to municipal 'intermediate' schools and lower secondary schools.
1962	Introduction of the 9-year compulsory comprehensive education throughout the country by combining the 7-year elementary school "sjuårig folkskola" and the 4-year lower secondary school "realskola" into the compulsory school "grundskola". At the same time schools were given their first modern curriculum.
1985	Education Act (Skollagen, SFS): responsibility for school management is assumed by the municipalities, which are obliged to provide a number of basic services and ensure that Swedish schools uphold equivalent standards. The municipalities are granted extensive autonomy in administering them. All school teachers in municipal schools are municipal employees. To be permanently employed, a teacher must have completed a teacher study programme at a university or university college. Applicants not fulfilling this requirement may be appointed for a maximum 12 months at a time.
1991	Change in the division of responsibility between the state and municipalities so that the municipalities have primary responsibility for schooling, whilst the Riksdag and the Government set up goals for schooling through the Education Act, curricula and ordinances.
1993	Pupils' home municipalities are required to provide the funds for those attending a grant-aided independent school and this has led to the establishment of many such schools.
1994	Adoption of the current curriculum for the compulsory school ("Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet", Lpo94).
1998	Pre-school class and the leisure-time centres are included in the Lpo94.
2003	Establishment of the Swedish National Agency for School Improvement: responsible for improvement issues in the pre-primary and primary education. The government sets up a four-year pilot scheme whereby compulsory schools can offer teaching of subjects in English. The pilot scheme began in 2003 and will run until the end of June 2010. The scheme, which is regulated in a special ordinance, allows municipalities to arrange for some of the teaching in compulsory school to be performed in English, during the trial period limited to half the teaching time. No single subject may be taught exclusively in English. It is already standard procedure at the Swedish National Agency for Education to allow grant-aided independent schools to administer some of the teaching in English, also to pupils who do not have English as their mother tongue. The authority is to monitor and evaluate the scheme, as are the participating municipalities.

Glossary

familjedaghem: Familjedaghem (family day care homes) are run by registered childminders in their own homes, providing childcare for children aged 1-12 years.

folkskola: General elementary school, folkskola, was the form of school system in Sweden between 1842 to 1972.

förskoleklass (förskoleklassen,förskoleklasser,förskoleklassernas): Föreskoleklass (pre-school class) is a special school form with activities for 6 year olds, 3 hours every day. The same curriculum as the "grundskola" (compulsory school) applies. It is obligatory for the municipalities to organise pre-school classes, but it is volonturay for the child to participate. However, almost all children participate in pre-school classes, if they ar not already enrolled in the compulsory school.

fritidshem (fritidshemmen,fritidshemmens,fritidshemmet): Leisure-time centres for children 6-9 years of age. The leisure-time centres offers child care before and after school and on holidays. The same curriculum as for the "grundskola" (compulsory school) applies.

garanterad undervisningstid: The guaranteed teaching hours are the total numbers of hours that the pupils are guaranteed under the first nine years in school.

grundskola (grundskolan,grundskolans,grundskolor,grundskolorna): Compulsory school for children aged 7 to 16 years. Since 1991 children may complete compulsory schooling between the ages of 6-15 years of age instead. There is also a possibility in some cases to postpone the school entry to the age of 8.

gymnasieskola (gymnasieskolan,gymnasieskolans,gymnasieskolor): Non-compulsory upper secondary school for pupils aged 16 to 19 years.

öppen fritidsverksamhet: After school activities for children 10-12 years of age. The open leisure time centres have activities for the children during holidays and before and after school hours.

realskola: The lower secondary school, realskolan, was a form of school system that existed in Sweden between the years 1905-1972. The lower secondary school was volontary for the students. The students were able to go on to upper secondary school level studies after the lower secondary school certificate.

sameskola (sameskolan): Since 1962, the Sami population has been offered three choices of education - "grundskola", the mainstream compulsory school, Samic tuition integrated in the "grundskola" or a Samic school. There are six state-run Sami schools, all located in the north of the country.

särskola (särskolan,särskolor,särskolans): Special education available for pupils with learning disabilities, i.e mentally handicapped children and young people. Compulsory schools for the pupils are divided into a compulsory school for mentally handicapped and "training schools" (for the severaly handicapped). There is also upper secondary education for the mentally handicapped.

sjuårig folkskola: The Swedish general elementary school increased during the 1930s, to become a seven-year elementary school.

slutbetyg från grundskolan: The school-leaving certificate is the certificate that the students get in Sweden when they finish the nine year complusory schooling.

specialskola (specialskolan,specialskolor,specialskolorna): Schools for deaf or hearing impaired pupils who can not participate in the mainstream schools and need more specialised tuition. There are five regional and one national "specialskola".

Sources:

Eurydice. (2005). Primary Education (or Single Structure Education) (Chapter 4) IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html ;
Murtin F. and M. Viarengo (2007), “The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000” (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18).

SWEDEN	
Secondary and post-Secondary non-Tertiary	
19th century	Integration of upper secondary schools with the more practically oriented schools into a single integrated grammar school, and introduction of the matriculation certificate.
1820	School ordinance defining the Swedish grading system as an absolute system with letter grades.
1918	Introduction of lower technical vocational education to integrate apprenticeship schools, vocational schools and technical-vocational schools. Vocational education is also expanded through colleges of commerce and home economics colleges. State steering is fairly limited and there are many local variations of the schools on offer.
1927	School reform authorising girls to attend general grammar schools.
1960s	Abolishment of the bipartite system, replaced by a single-structure basic school (grundskolan) providing 9-year compulsory education. Years 1-6 of this school correspond to primary education, and the higher years (7-9) to lower secondary education.
1970	Reform bringing together upper secondary schools, lower technical-vicational schools and vocational education into a single administrative unit - the upper secondary school "gymnasieskolan".
1978	Submission of the report "Teachers for Schools undergoing Develoment" by the Teacher Training Committee (LUT 74). The LUT 74 proposals are based on a highly critical assessment of the content and organisation of teacher training. Teachers for the grundskola were trained in three different types of course corresponding to junior level (years 1-3), intermediate level (years 4-6) and subject teacher sets (years 7-9).
1984	The LUT proposals are enavted by the government legislation.
1985	Education Act (Skollagen, SFS): responsibility for school management is assumed by the municipalities, which are obliged to provide a number of basic services and ensure that Swedish schools uphold equivalent standards. The municipalities are granted extensive autonomy in administering them. All school teachers in municipal schools are municipal employees. To be permanently employed, a teacher must have completed a teacher study programme at a university or university college. Applicants not fulfilling this requirement may be appointed for a maximum 12 months at a time.
1988	Act of Parliament on New Teacher Training for "Grundskolan" (En nylärarutbildning for grundskolan, SOU 1984/85:122). It is divided into branches corresponding to years 1-7 and 4-9, and contain the following four components: an introductory practical/pedagogical course of 20 credits; a so-called communication block of 40 credits; a specialist component of 60 credits directed towards the higher years; and a practically oriented course of 20 credits.
1991	Authority to regulate staff conditions of employment in the public sector is transferred from central level to the local authorities. Teachers become municpal employees and the number of pupils per class is limited to a maximum of 25.
1992-1996	Reduction in teaching and non-teaching staff, thus increasing the pupil/teacher ratio.
1993	Law on service and support to certain people with disabilities (Lag om stöd och service till vissa funktionshindrade, SFS 1993:387).
1994	Upper secondary education is further re-structured and the upper secondary school's lines and special courses are integrated into 16 national programmes, all of which are three years in length. Change of the Swedish grading system via the group related relative grading system to a goal and knowledge related grading system with four-level grading. The group related relative grading system meant that all pupils throughout the country who took the same course in a subject were compared and constituted a reference group. Figures from 1 to 5 were used to denote grades. The main rule was that the grade would provide an indication of the pupil's knowledge and skills in relation to other pupils in the same year in the country as a whole.
2000	Introduction of a 17th national programme, the Technology Programme. There are also Specially designed programmes and an Individual programme.

2000	Act of Parliament. A five-year agreement on a new form of initial training for teachers at all levels of education has been in force since the spring of 2001. Its main features are as follows: • common initial training leading to a new integrated degree incorporating eight of the earlier teaching degrees. The degree in Education for the Compulsory School has been replaced by a teaching degree (Lärarexamen) with a specialisation in teaching in the first years or higher levels of the compulsory school; • the structure of the programme is made up of the following three well-integrated areas of education: general training focused on common basic competence (60 credits); particular subjects or subject areas (a minimum 40 credits) and specialised education (a minimum 20 credits); • the new degree requires the completion of at least 120 but no more than 220 credits, depending on the chosen area and level of education; training for teachers in higher (lower secondary) level of the grundskola requires a minimum of 180 credits (four-and-ahalf years); • regulated working hours include an average of 104 hours/year for each teacher for competence development activity; • the new degree qualifies its holders for postgraduate research.
2001	Reform of teacher education strengthening the place of special needs teaching. All student teachers are studying special needs teaching within the training programme, and an advanced special needs teaching programme with its own degree is also planned. Students with a physical disability normally attend mainstream schools, while those with impaired hearing also may attend special schools. Special schools or integrated classes for pupils with learning disabilities exist within the compulsory school system.

Glossary

arbetsplatsförlagd utbildning (APU): The work place training, Arbetsplastförlagd praktik, is obligatory for all students that studies at one of the vocational programmes at upper secondary school level.

grundskola (grundskolan,grundskolans,grundskolor,grundskolorna): Compulsory school for children aged 7 to 16 years. Since 1991 children may complete compulsory schooling between the ages of 6-15 years of age instead. There is also a possibility in some cases to postpone the school entry to the age of 8.

gymnasiesärskola (gymnasiesärskolor, gymnasiesärskolan): Gymnasiesärskolan are a upper secondary school that adjust the education to meet their students needs. The students on these
schools have different kinds of learning disabilities.

gymnasieskola (gymnasieskolan,gymnasieskolans,gymnasieskolor): Non-compulsory upper secondary school for pupils aged 16 to 19 years.

kompletterande utbildning (kompletterande utbildningar): Education, often vocational oriented, which is a complement to other education. Education may be at upper secondary or post secondary level (but not tertiary) and receives state support on different levels.

Programinriktat individuellt program (PRIV): Individual programmes are special programmes that aim to help pupils that does not have a complete school-leaving certificate from complusory school, which the students need if they want to go on to the different education programmes, "Nationella Program", at upper secondary school level.

särvux: Education for adults with learning disabilities.

slutbetyg från gymnasieskolan: To recive a school-leaving certificate at upper secondary school level, the students have to have past all the courses within the programme.

Svenskundervisning för invandrare, sfi (sfi): Svenska för invandrare (sfi), Swedish tuition for immigrants, aims to provide newly arrived adult immigrants with basic knowledge and proficiency in the Swedish language as well as knowledge about Swedish society.

Sources:

Eurydice. (2002). Reforms of the teaching profession: a historical survey (1975-2002), Supplementary report IN The teaching profession in Europe: Profile, trends and concerns. General lower secondary education Brussels: Eurydice;
Eurydice. (2005). Secondary and Post-Secondary Non-Tertiary Education (or Upper Secondary and Post-Secondary Non-Tertiary Education) (Chapter 5). IN: Eurybase - The Database on Education Systems in Europe;
Fort, M. (2006). Educational Reforms Across Europe: A Toolbox for Empirical Research. Unpublished Work in Progress. URL: http://www2.dse.unibo.it/fort/eng/work_in_pro.html;
Murtin F. and M. Viarengo (2007), "The Convergence Process of Compulsory Schooling in Western Europe: 1950-2000" (Paris School of Economics, Ecole Normale Superieure Working Paper No. 2007-18) ;
NATLEX, the database of national labour, social security and related human rights legislation maintained by the ILO's International Labour Standards Department (URL: http://www.ilo.org/dyn/natlex/natlex_browse.subject?p_lang=en&p_classification=22.12 , consulted 6-7 April 2009).

SWEDEN	
Tertiary	
1860s	In the 19th century an entry exam (later to become the matriculation exam) was introduced. In the 1860s the exam is transferred to the grammar schools, however the universities retained great influence over examination. Specialisation and interest in research make scientific skills one of the main criteria when appointing professors. At the end of the 19th century a number of specialised higher educational institutes are started, later to become university colleges.
1878	Establishment of university colleges in Stockholm.
1891	Establishment of university colleges in Göteborg.
1889	Appointment of Sweden's first and possibly Europe's first female professor.
1960s	Major expansion of higher education when many university colleges are established.
1969	Introduction of a line (study porgramme) system with cnetrally determined curricula and regulated postgraduate education.
1977	Comprehensive reform of higher education: nearly all post-secondary education is integrated into a single system governed by common legislation and ordinances. The reform emphasises higher education as a preparatory step for working life and its closer adjustment to the needs of working life. At the same time, open admission is abolished by the Riksdag, which from now on each year decides on the dimensioning of educational study programmes and the scope of single-subject courses. The admission to education programmes is handled by a central authority that also manages the planning of education provided, including general curricula for the national study programmes. The university colleges themselves handle admission to courses.
1992	Higher education Act (1992:1434).
1993	Adoption of a new act and ordinance for the higher education sector: the responsibility for planning and decisions on content of educational study programmes is transferred to the institutions for higher education, while the responsibility for degrees including their scope and goals remain with the Government and the Riksdag. The main aim of the reform is to give higher education institutions greater freedom in decision making over courses and admission of students, who in their turn gain greater freedom of choice.
1998	Each county in Sweden has at least one university or university college.

Glossary

högskola (högskolor, högskolan): University colleges are schools for further education and reseach (after upper secondary school level).

problembaserad inlärning (PBL): Problem-based learning is a teaching method where the students are responsible for their own learning and where they solve problems in groups.

universitet (universiteten, universitetet): A university is a school for higher education and reseach.

Source: Eurydice. (2005). Tertiary Education (Chapter 6). IN: Eurybase - The Database on Education Systems in Europe.

SWEDEN
Glossary
arbetsplatsförlagd utbildning (APU): The work place training, Arbetsplastförlagd praktik, is obligatory for all students that studies at one of the vocational programmes at upper secondary school level.
familjedaghem: Familjedaghem (family day care homes) are run by registered childminders in their own homes, providing childcare for children aged 1-12 years.
folkskola: General elementary school, folkskola, was the form of school system in Sweden between 1842 to 1972.
förskola (förskolan,förskolorna,förskolans): Pre-primary school institution for children aged 0 - 5, i.e. day nursery.
förskoleklass (förskoleklassen,förskoleklasser,förskoleklassernas): Föreskoleklass (pre-school class) is a special school form with activities for 6 year olds, 3 hours every day. The same curriculum as the "grundskola" (compulsory school) applies. It is obligatory for the municipalities to organise pre-school classes, but it is volonturay for the child to participate. However, almost all children participate in pre-school classes, if they ar not already enrolled in the compulsory school.
förskoleverksamhet (förskoleverksamheten): Pre-school actitivities, which consists of "förskola" (preschool), "familjedaghem" (family day care homes) and "öppen förskola" (open pre-school).
friskolor (friskola): Independent schools are schools besides the Swedish public school system. The independent schools have other financiers than the municipality or county councils. There are independent schools at both complusory and upper secondary school level.
fritidshem (fritidshemmen,fritidshemmens,fritidshemmet): Leisure-time centres for children 6-9 years of age. The leisure-time centres offers child care before and after school and on holidays. The same curriculum as for the "grundskola" (compulsory school) applies.
garanterad undervisningstid: The guaranteed teaching hours are the total numbers of hours that the pupils are guaranteed under the first nine years in school.
grundskola (grundskolan,grundskolans,grundskolor,grundskolorna): Compulsory school for children aged 7 to 16 years. Since 1991 children may complete compulsory schooling between the ages of 6-15 years of age instead. There is also a possibility in some cases to postpone the school entry to the age of 8.
gymnasiesärskola (gymnasiesärskolor, gymnasiesärskolan): Gymnasiesärskolan are a upper secondary school that adjust the education to meet their students needs. The students on these schools have different kinds of learning disabilities.
gymnasieskola (gymnasieskolan,gymnasieskolans,gymnasieskolor): Non-compulsory upper secondary school for pupils aged 16 to 19 years.
högskola (högskolor, högskolan): University colleges are schools for further education and reseach (after upper secondary school level).
kompletterande utbildning (kompletterande utbildningar): Education, often vocational oriented, which is a complement to other education. Education may be at upper secondary or post secondary level (but not tertiary) and receives state support on different levels.
maxtaxan (maxtaxa): The maximum fee are the fee that parents pay the municipalies for child-care. The fee is related to the family income and can vary between the municipalies. The maximum fee to pay is 1260 kr/month for the parents first child.
öppen förskola (öppna förskolan): Open pre-school is primarily designed for children who do not attend any other form of child care. Parents and childminders come along to the open nursery school with their children whenever they wish.
öppen fritidsverksamhet: After school activities for children 10-12 years of age. The open leisure time centres have activities for the children during holidays and before and after school hours.
problembaserad inlärning (PBL): Problem-based learning is a teaching method where the students are responsible for their own learning and where they solve problems in groups.
Programinriktat individuellt program (PRIV): Individual programmes are special programmes that aim to help pupils that does not have a complete school-leaving certificate from complusory school, which the students need if they want to go on to the different education programmes, "Nationella Program", at upper secondary school level.
realskola: The lower secondary school, realskolan, was a form of school system that existed in Sweden between the years 1905-1972. The lower secondary school was volontary for the students. The students were able to go on to upper secondary school level studies after the lower secondary school certificate.

sameskola (sameskolan): Since 1962, the Sami population has been offered three choices of education - "grundskola", the mainstream compulsory school, Samic tuition integrated in the "grundskola" or a Samic school. There are six state-run Sami schools, all located in the north of the country.
särskola (särskolan,särskolor,särskolans): Special education available for pupils with learning disabilities, i.e mentally handicapped children and young people. Compulsory schools for the pupils are divided into a compulsory school for mentally handicapped and "training schools" (for the severaly handicapped). There is also upper secondary education for the mentally handicapped.
särvux: Education for adults with learning disabilities.
sjuårig folkskola: The Swedish general elementary school increased during the 1930s, to become a seven-year elementary school.
skolbarnsomsorg (skolbarnsomsorgen): Out of school hours provision for children who need care before and after school hours and on holidays. Skolbarnsomsorgen consists of "fritidshem" (leisuretime centres), "familjedaghem" (family day care homes) and "öppen fritidsverksamhet" (open leisuretime centres).
slutbetyg från grundskolan: The school-leaving certificate is the certificate that the students get in Sweden when they finish the nine year complusory schooling.
slutbetyg från gymnasieskolan: To recive a school-leaving certificate at upper secondary school level, the students have to have past all the courses within the programme.
specialskola (specialskolan,specialskolor,specialskolorna): Schools for deaf or hearing impaired pupils who can not participate in the mainstream schools and need more specialised tuition. There are five regional and one national "specialskola".
Svenskundervisning för invandrare, sfi (sfi): Svenska för invandrare (sfi), Swedish tuition for immigrants, aims to provide newly arrived adult immigrants with basic knowledge and proficiency in the Swedish language as well as knowledge about Swedish society.
universitet (universiteten, universitetet): A university is a school for higher education and reseach.

Source: Eurydice, Eurybase - Sweden - (2006/07).

European Commission

EUR 24487 EN – Joint Research Centre – Institute for the Protection and Security of the Citizen
Title: 100 Years of Educational Reforms in Europe: a contextual database
Author(s): Christelle Garrouste
Luxembourg: Publications Office of the European Union
2010 – 338 pp. – 21 x 29.70 cm
EUR – Scientific and Technical Research series – ISSN 1018-5593
ISBN 978-92-79-16393-7
doi:10.2788/58057

Abstract

This report presents the macro data on educational reforms collected for the Survey on Health, Ageing and Retirement in Europe (SHARE). The first and chore part provides an analytical overview of the educational reforms that may have affected the skill level of Europe's elderly population. More specifically, it targets the national institutional plans or movements that have brought (or attempted to bring) systemic change in educational practices during the last century (e.g., pedagogical theories, curriculum reforms and operational structures). Furthermore, through a simple application correlating compulsory education laws and the evolution of the number of years of education, this report demonstrates the scope and potentialities of the database. Finally, the appendix lists all the data collected by country and level of education.

How to obtain EU publications

Our priced publications are available from EU Bookshop (http://bookshop.europa.eu), where you can place an order with the sales agent of your choice.

The Publications Office has a worldwide network of sales agents. You can obtain their contact details by sending a fax to (352) 29 29-42758.

The mission of the JRC is to provide customer-driven scientific and technical support for the conception, development, implementation and monitoring of EU policies. As a service of the European Commission, the JRC functions as a reference centre of science and technology for the Union. Close to the policy-making process, it serves the common interest of the Member States, while being independent of special interests, whether private or national.

JRC
EUROPEAN COMMISSION

LB-NA-24487-EN-C

Publications Office

ISBN 978-92-79-16393-7

9 789279 163937