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A review of the European schools language and science policies

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Introduction

Present status

The education system in Europe is complex in that each country has its own organisation and operation, unique examinations and qualifications and associated terminology. Within individual countries, the curriculum can be specific to individual regions, which creates difficulties in characterising the education system even on a national level.

Policy of integration

Eurydice, the information network on education in Europe, was launched by the European Community in 1980. A European Unit was set up in Brussels and National Units were established by education ministries in all countries taking part in Socrates, the EU education action programme. As one of its initiatives, Eurydice set up Eurybase, an information database on Education systems in Europe, which outlines the educational system in each country in Europe from primary level through to higher education. Eurydice has also produced a European Glossary on Education in five volumes, whose 2nd Volume(2004) identifies reference points or 'markers' of education level to enable comparisons between European countries and to overcome difficulties in terminology. It also published "Key data on Teaching Languages in Schools in 2004" (Eurydice , 2005) on which the first version of the present report was based. However, since the report was first produced in 2006, several changes have taken place with regard to EU language policy and this has necessitated the rewriting of a considerable part of the report.

In 2004, the Commissioner for Education was also given responsibility for multilingualism. In that year the number of official languages in the EU rose to 21, with the expansion of the EU from 15 to 25 Member States. This expansion has led to a determined effort to increase the measures able to promote the Barcelona Council recommendation that each European citizen should be able to handdle at least two foreign languages in addition to the mother tongue. In 2007, multilingualism became a single EU portfolio, with its own Commission, Mr Leonard Orban, tasked with putting into operation the EU communication " A New Framework Strategy for Multilingualism (2005). Eurydice meantime had updated its review of language provision across Europe, "Key Data on Teaching Languages in Europe in Schools 2008"(Eurydice, 18th September 2008). The figures presented here in respect of language provision have been updated taking account of this latest publication, which may be downloaded from http://www.eurydice.org.

Overview of education systems within Europe (language provision)

Each country's education system is examined for the curricular organising authority and the curriculum approving authority. The basic structure of each of the educational systems is outlined in relation to the International Standard Classification of Education (ISCED) see Appendices 1 and 2. Where languages and science are compulsory subjects within the curriculum, this is indicated in the text. Appendix 3 gives details of the type of school, the age for which it caters, the core language of instruction, the compulsory second and third language options, and other languages available on the curriculum. Appendix 4 is a pdf figure from the latest publication "Key data on Teaching Languages in Europe'(2008 edition), with the latest

information on the number of foreign languages taight and the duration of this provision in pre-primary, primary and general secondary education in 2006/07.

European Union

Austria

In the Austrian education system the federal government (Federal Minister for Education, Science and Culture) bears the major responsibility for curriculum on the basis of the "Schulorganisationsgesetz" (School Organisation Act). Experts make significant material contributions to the drafting of the curricula. Austrian school law, unlike most countries, is a part of the constitution, and any change requires a two-thirds vote in parliament. The curricula for secondary schools are developed by groups of experts in which teachers, teacher trainers, school board officials, the universities and the Ministry of Education are represented.

Science provision

Biology and environmental science, chemistry, physics, geography and economics science are compulsory in secondary schools.

Language provision

A modern foreign language is included as compulsory in the primary school curriculum (English, French, Italian, Croatian, Slovak, Slovene, Czech or Hungarian) and continued through to secondary school where the current languages offered also include: Albanian, Arabic, Bulgarian, Kurdish, Polish, Russian, Bosnian, Serbian, and Turkish.

Belgium (French speaking)

In Belgium, at the primary level, the school organising authority for the school can propose a curriculum but it has to be approved by the Minister of education. Otherwise the school follows a standard curriculum.

Science provision

At the primary level, introduction to science is compulsory. Scientific education continues to be compulsory throughout secondary level education.

Language provision

Primary school compulsory language instruction starts at 8 or 10, and continues throughout secondary schooling until 18. In secondary education pupils may offer two more languages between 14 and 16. (See Appendices 3 & 4).

Belgium (German speaking)

Each Schulträger (school organising authority) may submit its own curriculum for the Minister's approval. Otherwiswe the official one for GUW-schools is followed. The curricula in use in the GUW-schools are worked out by curriculum-committees (teachers and inspectors) and approved by the Minister of Education.

Science provision

At primary level, the natural sciences are compulsory and at lower secondary, scientific/technological education (inc Natural Science) is compulsory. At ISCED 2 (3rd & 4th yr) and at upper secondary education, students must choose natural sciences or maths and have an option of studying scientific drawing and laboratory skills.

Language provision

Pre primary school compulsory language instruction starts at 3, and continues throughout secondary schooling until 18. In secondary education pupils may offer two more languages between 14 and 16. (See Appendices 3 & 4).

Belgium (Dutch speaking)

In primary schools the school head (directeur) must draw up a school development plan (schoolwerkplan) and its related curriculum. There is no longer any division into year groups, subjects, or levels, and timetables are also at the directeur's discretion. In the reorganisation of secondary education, the local autonomy of the school has been further enhanced; the centrally imposed timetables are abolished, so there is more room for adaptation to the needs of the pupils and more scope for integrating subjects and curricula in relation to an entire stage. Only the attainment targets (eindtermen) and the minimum timetable for the core curriculum are established by the government.

Science provision

Environmental studies are compulsory at primary level, but become more complex. At lower secondary level, natural science is a compulsory subject along with agricultural and biological sciences and modern sciences becoming available as additional options in year two. In third and fourth years, natural science is compulsory, although at upper secondary level, scientific training, maths and natural science are optional.

Language provision

Primary school compulsory language instruction starts at 8 or 10, and until 12. In secondary education pupils may offer two more languages between 14 and 16. (See Appendices 3 & 4).

Cyprus

According to the law, the curricula and timetables in the gymnasium ("gymnasio") are drawn up by the Ministry of Education and Culture. Aims of the lyceum curriculum are set by the Ministry of Education and Culture and are approved by the Council of Ministers.

Science provision

In the first year of lyceum, students choose a group of subjects according to their strengths and their future professional or training plans. One option of five is science. Students at the lyceum also take core compulsory and supplementary subjects. In the first year of gymnasium education, students study botany and zoology, and in the second and third years, study biology. Biology is also a core compulsory subject in the lyceum, but students can take it as a specialisation taking extra classes. Biology is also optional as supplementary subject in the second and third years with just two periods per week to give a basic grounding in the area.

Language provision

Primary school compulsory language instruction starts at 9, and continues as an option throughout secondary schooling until 18. In upper secondary education in Cyprus, schools have to offer an option of five foreign languages. (See Appendices 3 & 4)

Czech Republic

As of 1st January 2001 the education sector is no longer self-governing but is once more a part of overall state administration, as was the case before 1989. The Ministry of Education influences the higher education curriculum through the study programme accreditation on the basis of the Accreditation Commission's statement.

Science provision
Compulsory subjects in the curriculum include: topics concerning social and natural sciences and health and life-style, topics related to physics, biology and geology.
Language provision
A foreign language, usually English or German, forms part of the compulsory curriculum in the fourth year of secondary school and a second foreign language is an option in the sixth year (Spanish, Russian or French usually). Since 2007/08, schools have been allowed to introduce a foreign language as a compulsory subject in the first year of primary education (for those aged 6) provided that the pupils and their parents agree. Normally however, compulsory language teaching starts at 8 and continues until 15, thereafter becoming optional until 19. (See Appendices 3 & 4)

Denmark
The Danish Parliament lays down the overall aims of the teaching and the Ministry of Education issues curriculum guidelines for each subject, but these are seen purely as recommendations and are as such not mandatory for the local education authorities or schools. Schools are permitted to work out their own curricula, as long as they meet the targets set by the Ministry of Education.
Science provision
Though there is no defined curriculum for primary level education in Denmark, there are certain themes that must be included such as 'nature and natural science phenomena'. At lower secondary level compulsory subjects include science (compulsory from 1st through 6th year) and biology (7th to 9th year). At upper secondary level, biology is compulsory in Year one and optional in Year two,
Language provision
Primary school compulsory language instruction starts at 9, and continues until 13, when a second compulsory language is added, continuing throughout secondary schooling until 19. Schools can now offer a foreign language as an optional subject (thus constituting a third language) for pupils aged between 14 and 16.
(See Appendices 3 & 4)

Estonia
The Ministry of Education and Research is responsible for the composition of the general study programme for pre-primary education. The Government of the Republic approves the national curriculum.
Science provision
At pre-primary level, educational themes include maths (comparing and computing; observing and examining) and observation of surrounding environment. Education and sustainable development is included as a cross-curricular theme at primary and secondary level. At primary and lower secondary level, maths and natural science are compulsory subjects. At upper secondary level, natural science is separated into individual subjects including biology, chemistry, geography and physics. Since the 1980s, the educational content of the curriculum has been diversified by optional and elective subjects, which are available if the school has the required teaching capacity and educational material. Optional subjects include nature conservation and science and technology (including ecology).
Language provision
Primary school compulsory language instruction starts at 7 and continues until 10, when a second compulsory language is added, continuing throughout secondary

schooling until 19. However, there can be some variation in individual schools provision. (See Appendices 3 & 4)

Finland

The Finnish National Board of Education determines the national core curriculum. It includes the objectives and core contents of different subjects, as well as the principles of pupil assessment.

Science provision

At primary and lower secondary level, compulsory subjects include biology, other natural sciences and environmental and nature studies. In the latter subject a number of topics are covered including organisms and living environments where the basic features of living and non-living nature are studied. Students are also introduced to the concept of ecosystems and the different living environments in each, under the topic of diversity of human life and living environments in different parts of the world.

Under both biology and geography at the upper two grades of the lower secondary we find a cross-curricular theme/topic 'the common environment' where students learn about responsibility for the environments well-being, environmental values and a sustainable way of life.

At upper secondary level, students have core classes in biology and other natural sciences and have optional additional classes in these subjects too.

Language provision

Primary school compulsory language instruction starts at 7 and continues until 13, when a second compulsory language is added, continuing throughout secondary schooling until 19. However, there can be some variation in individual primary schools provision. (See Appendices 3 & 4)

France

The French education system is centralized with a nationwide curriculum imposed by the Ministry of Education.

Science provision

The curriculum recommends that scientific and technical activities, to allow the child to state and solve a problem by exploring, discovering and creating, be incorporated into primary education, but does not specify topics or subject areas. Natural sciences become compulsory at lower secondary level as life & earth sciences.

At upper secondary level, there is a range of specialist optional science subjects including human biology and biochemistry and microbiology. There are also seven core subjects in fifth year, one of which is life and earth sciences (automated systems technology). Optional subjects include life and earth sciences and biological sciences. In sixth and seventh year, pupils choose branches encompassing several groups of subjects, one group being scientific subjects, which includes ecology and an option of agronomics and environment.

Language provision

Since the beginning of 2007/08 school year, it has become compulsory for all school pupils to take one foreign language. At 12 to 13, pupils must take two foreign languages, but some options allow pupils to drop the second language. (See Appendices 3 & 4)

Germany

The educational goals set down in school laws are given concrete form in curricula, for which the Länder Ministries of Education and Cultural Affairs are responsible.

Effectively, Germany has 16 separate school systems (one for each Land, Länder) although there are similarities between them. Central government does not prescribe specific educational policies and the Länder only issue broad guidelines, allowing local school districts considerable discretion in recruiting staff, choosing textbooks and determining curricular content. Comprehensive schools are found in most Länders (Gymnasium and Gesamtschule).

Science provision

At primary level, environmental studies and health are compulsory. Natural sciences (as individual subjects) are compulsory at secondary level.

Grundschule (elementary school) covers a range of science subjects of which Year 4 is particularly relevant:(Year 4) Water circulation, Water as a habitat, Water supply and waste water treatment.

Gymnasium (lower and upper secondary) continues the scientific education with a very detailed compulsory curriculum (not given here

Environmental education has been incorporated into all types of upper secondary education from the 1980s and is a component of the basic educational and training mandate of schools. This is organised on a cross-curricular basis, particularly being part of social science and natural science, but incorporated in many ways into other subjects such as languages, economics etc.

Language provision

Primary school compulsory language instruction is being phased in at 8 but starts at 10 and continues until 12, when a second compulsory language is added, continuing throughout secondary schooling until 16. However, there can be some variation in individual schools provision. (See Appendices 3 & 4)

Greece

Pre-primary: Curricula are prepared by the Pedagogical Institute (Paedagogiko Institouto – ÐÉ/PI) and are used as complete manuals in order to carry out the educational task. The curricula and timetables for Primary and Secondary Education are drawn up and proposed to the Ministry of Education (ÕÐÅÐÈ/YPEPTH) by the Pedagogical Institute (ÐI/PI).

Science provision

The guidance for pre-primary level education in Greece is very general, and simply specifies that children should cultivate motor and mental skills at this stage. At the primary level, the duration of which is 6 years in Greece, a few pages are dedicated to the description of marine animals in the environmental studies curriculum and some marine pollution aspects are covered in the Physics and Geography curricula, both of which are compulsory courses.

At Lower Secondary level, in first year biology (which covers comparative anatomy and physiology) some marine species are studied as functional examples of the topic covered (like respiration in fish and metamorphosis of the decapods). In the third year, a chapter in biology is devoted to ecosystems in which some characteristics of marine ecosystems are presented and some endangered marine species living in Greek seas (sea turtle, monk seal) are introduced and discussed.

In the Upper Secondary level, biology is taught in the second and third years. In the second year, the curriculum covers cell biology, biochemistry and genetics. In the third year, there are two biology courses. The first is related to microbiology, immunology and ecology. The ecology component includes important aspects of marine trophic relationships, marine productivity and eutrophication. The strongest

presence of marine science in the curriculum is in this course, which is obligatory for all the students in the upper secondary level and very important for their entry into university. The second biology course is selected by candidate students for entry into university courses such as Medicine, Pharmacy etc and is exclusively molecular biology. All the above-mentioned curricula are official and obligatory for all schools in Greece. There is also an Environmental education programme, which is optional. The teachers and students are free to select their subject, methodology, and resources for this course, which runs parallel to the official school programme. During the last 10 years, schools (usually from coastal areas) all over Greece chose to study marine themes. Depending on the teacher's expertise and the students' willingness to participate, there are some very good examples of marine curricula. There are also 13 Thematic Environmental Education Centres (entities belonging to the Ministry of Education) for the support of the above mentioned environmental education programme and one of these, based in Athens, is devoted exclusively to Marine Environment.

Language provision

Primary school compulsory language instruction starts at 8 and continues until 10, when a second compulsory language is being phased in, continuing throughout secondary schooling until 18. However, there can be some variation in individual schools provision. (See Appendices 3 & 4)

Hungary

The Ministry of Education has overall responsibility for the National Core Curriculum, and for the recent centrally defined framework curricula. There is a special central agency for curriculum development. This is the National Institute of Public Education, which has a special department, the Centre for Curriculum Development With respect to curricular variations; secondary schools wanting to introduce special curriculum variations may apply for approval to do so to the Ministry. The preparation of curricula in vocational training schools is usually the responsibility of the National Institute for Vocational Training.

Science provision

In Hungary the NCC is not a curriculum in the traditional sense of the word but a foundation upon which local curricula and educational programmes can be built. No compulsory subjects are specified for kindergarten education. The NCC framework for primary education has 10 compulsory subjects including the environment (ages 6-10) and for lower secondary school compulsory subjects include nature, biology, our earth and the environment (ages 10-14). Compulsory subjects for upper secondary school include biology and geography. There are secondary grammar schools which specialise in sciences.

Non-compulsory (optional) subjects can be chosen from the first Grade (Year 1, age 6+). In the lower level of primary education, parents tend to make the choices; in the upper level of primary education (aged 10+) and in the lower and upper secondary levels, students and parents are both involved.

Language provision

Primary school compulsory language instruction starts at 9 and continues until 14, when a second compulsory language is added, continuing throughout secondary schooling until 18. However, there can be some variation in individual schools provision. (See Appendices 3 & 4)

Ireland

The National Council for Curriculum and Assessment (NCCA) advises the Minister for Education and Science on curriculum and assessment for early childhood education and for primary and post-primary schools in the Republic of Ireland. The Department of Education and Science (DES) sets the general regulations for the recognition of schools, effectively controls the curriculum and the public examinations system.

Science provision

At pre-primary level (ISCED 0) in Ireland, there is no defined curriculum, with activities and subjects at the teachers' discretion. A new curriculum for primary level (ISCED 1) education was introduced in 1999. The new curriculum specifies maths and social, environmental and scientific education (SESE) as compulsory subjects. SESE includes components of history, geography and science and is intended to contribute to the development of the child's awareness and appreciation of the natural, human, social, cultural and historical dimensions of life.

The geography curriculum encompasses the study of the Earth, its inhabitants, and the interrelationships between them, and is particularly concerned with the themes of place, space, and environment and includes developing skills such as fieldwork and map reading. While the curriculum emphasises the centrality of the child's immediate environment, other environments are explored as the children mature. The wider locality is examined, as are other environments in Ireland, in Europe, and in other parts of the world. This is aimed partly at fostering an informed sense of individual and community responsibility for environmental care.

The science curriculum has four strand areas: Living things, Energy and forces, Materials and Environmental awareness and care. These four areas are chosen because they are relevant to children's immediate everyday experiences and reflect the major areas of scientific investigation. The development of investigative skills and awareness of scientific methodology is emphasised.

A new science syllabus for lower secondary level (ISCED 2-3) was introduced in 1999 coincident with the introduction of a new examination, the Junior Certificate. Science or a technology subject is compulsory at lower secondary level and can be studied at ordinary or higher examination level. The syllabus includes chemistry, biology and physics as components. One third of the biology component of the syllabus is devoted to the study of animals, plants and micro-organisms. However, most of this section deals with terrestrial plants, and understanding plant systems and processes such as photosynthesis and transport. Other topic areas include the variety of living things and classification of organisms, basic concepts in ecology (including local habitat study, use of simple keys and instruments, food webs, ecological interactions, conservation and resource management) and investigation of and uses of micro-organisms. Also available at Junior Certificate level, the other main subject option relevant to education on marine biodiversity is Environmental and Social Studies (EES). EES is a multidisciplinary subject, drawing mainly from history, geography and civics. The coursework introduces students to the work of historians, cartographers, archaeologists, geographers, meteorologists, ecologists and town planners. Included in the aims and objectives of the syllabus is the desire to increase students' respect for the local, national and global environment and to develop their awareness of issues relating to the world's natural resources and their conservation. At ISCED level 2-3, the geography syllabus does not cover the marine environment.

There is a compulsory 'transition year between lower and upper secondary education in Ireland, that is formally the second half of ISCED level 3 education. In practise this

year gives students an opportunity to do work experience and to study a wide range of subjects before choosing particular subjects for ISCED 4 or leaving certificate level education.
In upper secondary level (ISCED 4), biology is an optional subject. The biology curriculum is divided into three units: the study of life, the cell and the organism. The study of life component includes the scientific method, the characteristics of life, principles of ecology and study of an ecosystem. In the leaving certificate geography curriculum, which is an optional subject, there is an optional unit on The Atmosphere-Ocean Environment, which examines the relationship between the atmosphere and the oceans in influencing global climate patterns. This unit focuses on the physical environment and does not allude to the role of biological resources in regulating the earth's climate. In some schools, there is the option of studying Agriculture at Leaving Certificate level, a course that introduces the topics of macro and micro-organisms, the interdependence of plants and animals, the role of organisms in ecosystem processes such as nutrient cycling and classification of organisms.

Language provision
There is no compulsory foreign language teaching in Ireland; although Irish is compulsory, it is not regarded as a foreign language.The languages available to lower secondary school students, in addition to Irish and English, are French, German, Spanish, Italian, Latin, Greek, and Hebrew Studies with Russian, Arabic and Classical Studies added to this list for upper secondary school students. (See Appendices 3 & 4)

Italy
The Ministry of Education lays down a general frame to which school autonomy must refer in order to assure the uniformity of the Italian educational system. In fact, the Ministry of Education establishes the general objectives of the educational process including the subjects of the minimum national curriculum.
Science provision
At pre-primary level, children are encouraged to develop an awareness of several topics: space, order, measure, things, time and nature. At primary level, mathematics, sciences, geography are compulsory aims at making children aware of the cultural heritage that they share and gradually becoming conscious of its significance. In lower secondary school, mathematical, physical, chemical and natural sciences are compulsory. There are five different types of upper secondary school in Italy, of which two, classical and scientific, incorporate science into the curriculum.
Language provision
Primary school compulsory language instruction starts at 6 and continues until 11, when a second compulsory language is added, continuing throughout secondary schooling until 14. At this stage a third freign language can be chosen in some schools, continuing until 19. (See Appendices 3 & 4)

Latvia
The Ministry of Education and Science develops a sample plan of mandatory and optional subjects, and optimum time allocation for subjects for secondary school. Each secondary education programme should be licensed, accredited and registered in the Register of Education Programmes before it can be implemented in the school.
Science provision
The programme of pre-school education includes getting acquainted with environment. Basics of Natural Sciences are taught in classes 1-4. Geography,

Biology and Second Foreign Language starts at class 6, but Physics and Chemistry – at class 8. Mathematics, natural and technical sciences are compulsory in secondary school.

Language provision

Primary school compulsory language instruction starts at 9 and continues until 12, when a second compulsory language is added, continuing throughout secondary schooling until 19. However, there can be some variation in individual schools provision. English is mostly chosen as a first foreign language in Latvia. In the 6th class, a second foreign language should be offered. Foreign languages offered as compulsory subjects are English, German, French, and Russian. (See Appendices 3 & 4)

Lithuania

The heads of pre-schools have a right to choose (or work out) an individual programme approved by the Pre-school and Pre-primary Education Expert Commission of the Ministry of Education of Science. The Ministry of Education and Science has to confirm teaching plans that deviate from the requirements of the General Teaching Plans of secondary schools.

Science provision

Sciences are compulsory in primary schools. In basic first stage natural sciences and mathematics is a compulsory module of subjects and is continued through to secondary school to include: biology, physics, astronomy and chemistry.

Language provision

Primary school compulsory language instruction starts at 10 and continues until 12, when a second compulsory language is added, continuing throughout secondary schooling until 16. However, there can be some variation in individual schools provision. Pupils of the fourth grade choose one of the foreign languages (English, French or German) taught in the school. Pupils in the humanities profile of Lithuanian secondary schools have to learn no fewer than two foreign languages; pupils in other profiles are required to learn at least one. (See Appendices 3 & 4)

Luxembourg

The curriculum and schoolbooks are determined by an ad hoc committee and approved by the Ministry of Education and Vocational Training.

Science provision

Geography, biology, physics and geography are all compulsory subjects in both classical and modern secondary schools. Technical secondary education entails a compulsory three-year general curriculum including mathematics, languages and science.

Language provision

All education is carried out through French or German. At primary level, the basic subjects include the three national languages (Letzeburgesch, French and German), mathematics and science. All pupils learn German from the first year of primary school and French from the second year of primary school (both languages have official language status, but are given foreign language status in the curriculum). Classical and modern secondary schools differ in their linguistic provision with Latin taught within the classical curriculum and English in the modern one aside from the three national languages. Pupils in some branches of study or types of school must learn up to four foreign languages. (See Appendices 3 & 4)

Malta

The Curriculum Development branch of the Department for Curriculum Management is responsible for the developing and publishing of current syllabi in all sections and subjects, and for the continuous development of such syllabi to reflect up-to-date teaching and learning methodologies.

Science provision

In pre-primary education they emphasise the child's need to develop the historical, scientific and numerical concepts. Science and Technology are listed as basic subjects on the curriculum for primary level. The subjects at secondary level include: Maltese, English, Mathematics, Foreign Language/s (besides English), Environmental Studies (History, Geography and Social Studies), Technology and Design and Co-ordinated Science.

The junior lyceum science incorporates the characteristics of living things, the different forms of life and the different kingdoms (virus, bacteria, protist, fungus, plant and animal). How living things are grouped and the conditions for supporting life are examined. In the second year of the junior curriculum the chemicals of life, functioning as a whole and feeding relationships are added.

As the student progresses to secondary the curriculum develops further to include: the cell as a basic unit of life, classification of living organisms, flowering plants, reproduction in plants, seed structure, germination, response in plants, mammals (respiration, transport, excretion), Food and diet, digestion, enzymes, environmental biology. In the second year the nervous system, endocrinal and hormonal system, sensory organs, reproduction, methods of birth control, cell division, genetics/genetic engineering (cloning) are included.

In both the junior and senior secondary school the study of geography includes a strand on the sea and its characteristics and specifically the seabed. It also covers other relevant topics: Ecosystems and caring for the Mediterranean where pollution and the ozone layer are sub-topics.

Language provision

Maltese is taught at all levels within the compulsory education age. Foreign language teaching starts at 5, continuing through to 12, when a second language becomes compulsory. Maltese and English are the two official languages. Generally teachers use English more extensively when teaching the higher achievers. The more popular European languages are: English, Italian, French, German and Spanish. Efforts are being made to teach also Arabic and Russian and introduce Chinese and Japanese. . In Malta, schools have to offer seven languages at lower secondary level though pupils can choose only one, whereas at upper secondary level, schools have to offer six out of which pupils may choose three.

Netherlands

Most Dutch schools are state run and follow the same curriculum set out by the Ministry of Education, Culture and Science.

Science provision

In primary education integrated science (with an emphasis on biology, physics, physical geography) is part of the subject ‘world studies’. Some technological aspects are included. However, schools in general do little on physics and focus mainly on biology and physical geography. In basic secondary education the curriculum contains

the subjects physics/chemistry, biology, home economics (including health), information science and technology.
In all senior secondary streams physics, chemistry and biology are taught as optional courses. Technology is at present not a separate subject in senior general secondary streams. In the basic secondary science curricula, practical work is strongly recommended and studying science in daily life contexts, making use of the computer, developing general skills (such as communication and decision making) and relating science to a variety of vocations.
Language provision
English is a compulsory language from the last two years in primary school onwards (age 10). During the period of basic secondary education all pupils have to study English and either French or German. A second modern language can be chosen from French, German, Spanish, Italian, Russian, Arabic, Turkish or Frisian. (See Appendices 3 & 4)

Poland
The Minister of National Education and Sport is responsible for the whole system of education.
Science provision
In addition to have natural science as a compulsory subject in primary school they have introduced ecological education and education for society. Ecological education is also found as an 'educational path' in the lower secondary schools. Science and geography are compulsory subjects with science further broken down to biology, chemistry, physics and astronomy. In vocational schools geography is taught with environmental protection.
Language provision
A modern foreign language is compulsory from primary school (age 10) through to upper secondary school (age 16) where a second foreign language is introduced. (See Appendices 3 & 4)

Portugal
The minister for education is responsible for the curriculum and its development. Upon completion of basic education the curriculum becomes somewhat differentiated. The national curriculum for secondary education (Ensino Secundario Geral) operates with two sets of overlapping curricula specific to the academic and vocational-technical tracks, respectively.
Science provision
Experimental teaching of the Sciences is compulsory in Portugal. Education for citizenship in cycle 1 of ensino básico includes environmental studies. In cycle two maths and science becomes compulsory subjects. By the 3rd cycle human and social sciences, geography, physical and natural sciences, natural sciences, physics-chemistry and technological education are introduced as compulsory subjects.
In Portugal there are a variety of specialized study pathways in secondary school: the cursos cientifico-humanísticos, mainly geared for further education, and the cursos tecnológicos (technological courses), mainly geared to working life. Also included the cursos profissionais and the cursos de especialização tecnológica (technological specialisation courses. In cursos científico-humanístico of Science and Technology physics, chemistry, biology and geology are all listed as compulsory subjects in a number of different combinations. Science is also considered a training component of

cursos de Especialização Tecnológica. The Scientific and Technological components of which are made up of a set of specific subjects in each course.

Language provision

Primary school compulsory language instruction is being phased in at 8 and starts definitively at 10 and continues until 12, when a second compulsory language is added, continuing throughout secondary schooling until 17/18. Pupils who enter secondary education having learnt only one language will start a new one in the 10th form. In the 2nd cycle of ensino básico the compulsory study of a curricular foreign language begins (French, English or German) and this continues into the 3rd cycle. It is compulsory to learn a second foreign language in the 3rd cycle, choosing from French, English, German or Spanish. (See Appendices 3 & 4)

Slovakia

The compulsory subjects are the same for all individual curricula offered and must be approved by the Ministry of Education. Several types of curricula are currently available.

Science provision

Science and homeland and nature study are part of the first stage of the primary curriculum. In the second stage compulsory subjects include: chemistry, natural history, geography, technical education and physics. All science subjects (biology, chemistry, physics) geography and protection of human and nature are compulsory subjects in gymnasium schools. In specialized secondary schools such as veterinary school more specialized subjects such as biology and ecology, anatomy and physiology, microbiology and parasitology are incorporated into the curriculum.

Language provision

A foreign language is optional in the first stage of primary school but becomes compulsory in the second stage (age 10) and continues through to upper secondary school. At 15 a second language becomes compulsory. (See Appendices 3 & 4)

Slovenia

The national curriculum (Nacionalni kurikulum) is approved by the Strokovni svet Republike Slovenije za splošno izobraževanje (Council of Experts of the Republic of Slovenia for General Education).

Science provision

At pre-primary level, students are educated in several areas of activities, including movement, language, art, nature, society and mathematics. In elementary school, which merges primary and lower secondary education into a 9-year programme, compulsory subjects include science and social studies, maths, biology, chemistry, physics and science days. Science and social sciences as integrated subjects are taught until the fifth year (upper level) for primary school, followed by separate subjects including science education, nature study excursions, biology, chemistry, physics and geography. Teachers and schools have autonomy in the choice of textbooks and the choice of methods.

Familiarization with the environment is a subject taught to 6-8yrs, which includes a subtopic 'me and nature' where living and non-living things are examined including those found on the seashore and within the sea. The sea is also covered between the ages of 9 and 10 under the heading natural science and technique. As the student progresses they study natural science, which incorporates biology, chemistry and physics. Within biology a number of marine topics are covered including: living conditions and regions in the sea; vegetation; animals in the near shore, open ocean

and deep sea; food webs and sources of pollution. In the final year of lower secondary within the subject of biology they go on to study systematics, marine organisms, sea and ecosystem variety.
At secondary level, compulsory subjects for the first three years include biology, ecology and geography. In the fourth year (upper secondary education), pupils choose subjects relevant to their future education or career e.g. technology (agriculture, microbiology). This training includes an additional wide range of compulsory subjects including geography and biology. For vocational and technical educational, natural sciences and maths are included in both short and long-term training.
Language provision
At 9 years of age osnovne šole (elementary schools), uèenci (pupils) start to learn a foreign language. English is taught in most osnovne šole (elementary schools). A second language becomes compulsory at age 14, continuing until 19. In some schools, especially those near the Austrian border, pupils can choose between English and German. Italian is also quite common, while French is rarely offered. (See Appendices 3 & 4)

Spain
The Ministerio de Educación y Ciencia, MEC (Ministry of Education and Science) is the state department responsible for establishing the basic features of the curriculum in Spain. Each school must in turn adapt the curriculum to its own socio-economic and cultural context, establish general methodological criteria and adopt any pertinent decisions regarding the assessment process.
Science provision
The secondary curriculum includes a range of cross-curricular topics, one of which is environmental education. These subjects have to be studied in all different subject branches throughout a given educational stage.
At the pre-primary level, the curriculum includes three key areas, one of which is the physical and social environment. Knowledge of the environment (natural, social and cultural) and maths are included in the 1st, 2nd and 3rd cycle of primary education.
Natural sciences and maths are compulsory at lower secondary level. At upper secondary level, four kinds of Baccalaureate have been adopted by the education system: Arts, Natural and Health Sciences, Humanities and Social Studies, and Technology. History of Philosophy and Science is a core Baccalaureate common subject.
Vocational training includes Maritime and Fishery Activities as a specialisation option. The Baccalaureate programme consists of two academic years. Within the natural and biological sciences, basic sciences are covered in the first year, with specialised topics including world and environmental sciences in the second year.
Language provision
Primary school compulsory language instruction is being phased in in some schools as early as 3, but normally starts at 8, and continues until 18. There is no compulsory second foreign language (See Appendices 3 & 4)

Sweden
The pre-school, förskolan, has no syllabus and neither is there any regulation as to how hours should be allocated to its various activities. Ministry of Education, Research and Culture and the National agency for Education are responsible for the education curriculum in Sweden.
Science provision

At the pre-primary level, there is no defined syllabus but it is recommended that strong emphasis be put on issues concerning the environment and nature conservation. The current curriculum states that children should develop care for the surrounding environment, respect for all life forms, knowledge of plants and animals and awareness of the effects their own actions can have on the environment.
In primary schools students cover a topic entitled 'concerning man and nature' under the subject of biology. Within this topic students learn how to recognise common plants and animals in their local environment, as well as becoming familiar with their environmental requirements and by the completion of primary the students will be able to give the life cycle of some plants and animals. A second topic is 'concerning scientific activity' where students gain an insight into experimental work, as well as recurring field observations in their environment and begin to take part in discussions on the preservation of different types of nature and the diversity of species.
Within the lower secondary curriculum under the general subject of 'Natural science' the students gain a familiarity with some of the world's ecosystems and how interrelationships between organisms can be described in ecological terms. They also gain an insight into the importance of water for life on earth and can give examples of recycling and accumulation in an ecosystem. They become familiar with the basic features of the development of life, as well as the conditions for and importance of biological diversity. Students are introduced to field experiments and their design and are taught how to carry out and interpret simple measurements of environmental factors. By this stage the students will not only be able to use scientific arguments but also aesthetic and ethical arguments in issues concerning the preservation of different types of nature and diversity of species, as well as the use of genetics.
Natural science, use of natural resources and technology are some of the national programmes that can be taken by students in upper secondary schools. Natural science involves mathematics and computer science, environmental science and natural science. General science and maths are core subjects at general upper secondary school level. Students on completion of the upper secondary level will have knowledge of Man's relationship to nature from the perspective of the history of ides and have knowledge of the structure and dynamics of ecosystems. The will have learned about the principles for categorising organisms as well as how this is done.

Language provision
Swedish and English are core subjects throughout the curricula. However, primary school compulsory language instruction starts at 7, though this starting age can vary according to school, and continues until 16, when a second compulsory language is added, continuing throughout secondary schooling until 19. (See Appendices 3 & 4)

United Kingdom
The term "National Curriculum" refers to England & Wales only. In Northern Ireland there is a common curriculum, and in Scotland the nearest equivalent is the 5-14 programme (= national curricular guidelines for the Primary 1 to Secondary 2 age-range). National Curriculum core subjects include: English, mathematics and science with the foundation subjects including design and technology and modern foreign languages.
Science provision
The UK science curriculum is divided into a number of key stages (1 (age 7), 2 (age 7-11) 3 (age 11-14) and 4 (age 14-16) with 8 levels in total. There are arrangements

for statuary assessment of the students at the end of each key stage. At key stage 4, national qualifications are the main means of assessing attainment in science.

Language provision

Primary school compulsory language instruction starts at 11, though this starting age can vary according to school, and continues until 14. There is no compulsory second language. (See Appendices 3 & 4)

England

The Department for Education and Skills (DeFS) is responsible for overseeing the curriculum and examinations. The Education Act (2002) extended the national curriculum to include the pre-primary or foundation stage (ISCED 0) (ages 3-5). The National Curriculum documents for England make clear that, although the school curriculum must include the National Curriculum and any other statutory requirements, schools have considerable flexibility in designing and timetabling their curriculum.

Science provision

At pre-primary the early learning goals include knowledge and understanding of the world. Within the national curriculum's programmes of study four areas of science are identified, which the pupils study through from key stage 4 to 16yrs namely scientific enquiry, life processes and living things, materials and their properties, and physical processes. Within the scope of life processes and living things there are a number of topics pertinent to biodiversity including: life processes; humans and other animals; variation and classification and living things and their environment. At the primary level the core subjects are English, Maths and Science with Geography as an optional (foundation) subject.

Maths and Science are core subjects in secondary education. A reduction in the number of compulsory subjects taken at key stage 4 was introduced in 2002 and there will be a new science programme of study from September 2006.

Language provision

Primary school compulsory language instruction starts at 11, though this starting age can vary according to school, and continues until 14. There is no compulsory second language.

Northern Ireland

While the curriculum is set by the Northern Ireland Council for Curriculum, Examinations and Assessments the Department of Education in Northern Ireland is responsible for curriculum content and delivery. Schools can develop additional curriculum elements to express their particular ethos and meet pupils' individual needs and circumstances.

All schools in Northern Ireland can be divided into 5 categories: Controlled schools, Catholic maintained schools, other maintained, Voluntary Grammar, Grant maintained integrated schools.

Science provision

In key stage 1, geography is taught with subjects such as the natural environment included. At both Key stages 3 and 4 students science lessons cover subjects such as 'living organisms and life processes' (which include topics such as the cell, environment and living organisms), 'materials and their uses' and 'physical processes'.

Language provision

Primary school compulsory language instruction starts at 11, though this starting age can vary according to school, and continues until 16. There is no compulsory second language. (See Appendices 3 & 4)
The curriculum also includes the Irish language in Irish speaking schools.

Scotland
The Scottish Executive Education Department (SEED) is in overall charge of education in Scotland. The curriculum is a flexible system that places responsibility on individual education authorities and schools. National guidelines guide teachers by describing the subject areas, which are to be covered.
Science provision
The guidelines for pre-primary education in Scotland specify that education at this stage will include investigation of the environment. The details of what are included in this definition are left open to the teachers' interpretation. At primary level, environmental studies include society, science and technology and form part of the compulsory curriculum. The science part of this curriculum has a 'living things and the processes of life' component with two strands of particular relevance to educating on marine biodiversity, the first being 'variety and characteristics features' and the second being 'interaction of living things with their environment'. Science also includes a 'skills in science' section on the topic of investigating, which teaches scientific methodology to students and which could be adapted to different investigative scenarios.

The 'variety and characteristic features' strand aims at developing an understanding of the characteristics features of the main groups of plants and animals, including humans and micro-organisms over the course of primary and early secondary education. The principles of genetics are also considered in this course. The 'interaction of living things with their environment' strand involves developing an understanding of the interdependence of living things with the environment and of the conservation and care of living things. The specific examples chosen on these courses is at the discretion of the teacher and probably depends on the environment local to the school. At ISCED level 2, there are eight compulsory modes of study, including mathematical studies and its applications, scientific studies and its applications, social and environmental studies, and technological activities and its applications into which all subjects fit. At ISCED level 3, a broad range of options is offered. Many pupils continue to study the same subjects as they studied in previous years at a higher level of study.
Language provision
The national policy in Scotland provides for the introduction of a foreign language (French, German, Spanish or Italian) starting between the ages of 10-12 yrs. But there is no compulsory language teacing in Scotland. (See Appendices 3 & 4)

Wales
The Welsh Assembly Department for Training and Education is ultimately responsible for education in Wales including overseeing the curriculum and examinations. The curriculum is formulated and monitored by the Curriculum and Assessment Authority for Wales.
Science provision
At the pre-primary level (ISCED 0) level, the non-statutory 'early learning goals' of the national curriculum in Wales include mathematical development and knowledge

and understanding of the world. Science is compulsory at primary level and at lower secondary level. At age 14-16 (equivalent to ISCED level 2) pupils can opt for double or single science. The vast majority of students are encouraged to take double science or three separate science subjects. The science curriculum in Wales comprises a programme of study that has one strand of particular relevance to education on marine biodiversity. This strand entitled 'life processes and living things' includes strand units in life processes, humans and other animals, green plants as organisms and living things in their environment. These strand units continue through ISCED levels 1 and 2. Geography and technology are optional subjects of the Welsh national curriculum in both primary and lower secondary education.

Language provision

Welsh is a core subject in Welsh-speaking schools. Otherwise, Primary school compulsory language instruction starts at 11, and continues until 14. There is no compulsory second language. (See Appendices 3 & 4)

EEA/EFTA

Iceland

The Ministry of Education Science and Culture issues the curriculum for compulsory and upper secondary education. Individual pre-primary schools are required to formulate their own school curriculum on the basis of the national curriculum guidelines that the Ministry has issued.

Science provision

Natural science is a compulsory core subject on the curriculum for primary, lower and upper secondary education.

Language provision

Primary school compulsory language instruction starts at 10, and continues until 12, when a compulsory second language is added which continues until 18. Compulsory core subjects for all academic branches of study are Icelandic, English, Danish and a third foreign language (French, German or Spanish). (See Appendices 3 & 4)

Liechtenstein

A common curriculum is in place for the complete compulsory education, i.e. from nursery school up to and including "Sekundarstufe I" (lower secondary level).

Science provision

People and their environment as a subject is taught in Nursery schools and continued into primary school where life sciences and computer science are components of this. Human and the environment and technology subjects are found in all lower level secondary schools with technical design in lower level Gymnasium (Sekundarstufe I). At upper level maths and science are compulsory subjects.

Language provision

Languages in primary school include German and English (compulsory), French, Latin, Italian and Spanish (offered). These languages are carried through lower secondary school through to upper secondary level. . Pupils in some branches of study or types of school must learn up to four foreign languages (See Appendices 3 & 4)

Norway
The State (the Ministry of Education and Research) has the overall responsibility for the whole education sector including the curriculum.
Science provision
Nature, environment and technology are recommended as learning themes at pre-primary level. Maths, science and the environment are included as components of the curriculum at primary and lower secondary level. At upper secondary level, all courses have three components: common core subjects; subjects related to the area of study; and optional subjects. In total, there are about 15 course choices including agriculture, fishing and forestry as one. In order to incorporate environmental education into educational work at upper secondary level, the Ministry has established a system of Cupertino with the regional education administration offices.
Language provision
Primary school compulsory language instruction starts at 6, and continues until 16, when a compulsory second language is added which continues until 17. Additional compulsory subjects are offered in secondary school two of which are foreign languages. A second foreign language: the pupil may choose to learn another foreign language in addition to English, i.e. German or French, or possibly another language for local or regional reasons. Also supplementary language study (i.e. English, Norwegian, Saami or Sign language) is offered. (See Appendices 3 & 4)

Results and Discussion

While examining the curricula throughout Europe a number of areas of particular interest emerged including sustainable development in education, cross-curricular themes, especially in early science education and foreign language education in Europe. The picture shown in the report abve reveals an astonishing and very interesting diversity of provision in Europe.

Foreign Language Education in Europe

A Eurobarometer survey (2004) showed that half of the citizens of the European Union state that they can hold a conversation in at least one language other than their mother tongue. The percentages vary between countries and social groups: 99% of Luxemburgers, 93% of Latvians and Maltese and 90% of Lithuanians know at least one language other than their mother tongue. However, in some countries a majority of citizens speak only their native tongue: Hungary (71%), the UK (70%), Spain, Italy and Portugal (64% each).

As a result, since language skills are a vital component in Europe's attempt to promote the competitiveness of the European Union, the EU has actively promoted multi-lingualism within European education systems (see above). The 1995 European Commission's White Paper "Teaching and learning – Towards the learning society" stated, "Upon completing initial training, everyone should be proficient in two Community foreign languages". This was built upon during the Lisbon summit of 2000, which defined languages as one of the five key skills. Signatories of the Nice treaty are obliged to provide for the teaching of as many of the official European languages as they can.

Nearly all pupils in Europe study at least one foreign language as part of their compulsory education. Giving children training in a foreign language at primary school is becoming widespread with almost half of the EU's primary school pupils learning a foreign language. Compulsory lessons in a foreign language usually start

near the end of primary school or the start of secondary school though in German speaking Belgium, pre-primary school compulsory language instruction starts at 3. In Luxembourg, Norway, Italy and Malta, however, the first foreign language is learnt at age six and in Belgium's Flemish Community at age 10. Pupils in upper secondary education learn at least *two* foreign languages in Belgium's Flemish Community, Denmark, Germany, Luxembourg, Finland, Sweden, Cyprus, Estonia, Lithuania, Poland, Serbia, Slovenia and Slovakia. In the secondary education, teaching a foreign language is compulsory everywhere except in Ireland and Scotland, and this continues until the end of compulsory schooling except in Italy and Wales. In Ireland both Irish and English are compulsorily at both primary and secondary levels but neither is considered as foreign language.

In the general educational system, 98 per cent of the pupils learn one or more of the following five languages: English, French, German, Spanish and Russian. English is by far the most commonly spoken second language with 93% of lower secondary school children taking classes. At upper secondary level it becomes near universal. The second most common foreign languages, by some margin, are French and German. French is taken by 33% of students in all lower secondary level EU countries except Slovenia. At upper secondary level the figure drops slightly to 28%. A total of 13% of pupils in the European Union learn German in lower secondary education, and 20% learn it at an upper secondary level. In some countries, learners have lessons taken entirely in a foreign language: for example, more than half of European countries with a minority or regional language

In most EU education systems, the minimum curriculum for general secondary education states that it is compulsory for everyone to learn two foreign languages. Although it is compulsory to do so in primary education in practice only Estonia, Latvia, Luxembourg, Sweden and Iceland do so (Greece has recently extended this to pupils aged 10-12). Nevertheless in 2006/07, in most EU countries half of all primary pupils learnt at least one foreign language. English is the most widely taught foreign language (in 17 countries, English is taught to 50% of pupils).
English is also the most widely taught language in general secondary education, and has become increasingly so in recent years. In addition, in the great majority of surveyed countries, at least 90% of pupils in general lower or secondary learn English. German is the second most widely taught foreign language (over one third of surveyed countries), with French the third most popular (though it comes second in Spain, Italy, Portugal, Greece, and Romania).
In fifteen countries, pupils enrolled in certain types of school or branches of study have to learn more foreign languages than the compulsory minimum number applicable to all pupils. This is especially the case in upper secondary education. However, pupils who have reached the age of 12 in some types of school in the Czech Republic, Germany, the Netherlands, Austria and Liechtenstein, have to learn more foreign languages than the number compulsory for all. Thus 12-year-old pupils in HAVO and VWO schools in the Netherlands have to learn three foreign languages, whereas those enrolled in VMBO must learn only two. In almost 20 countries and essentially at secondary level, the central (or top-level) schools must include at least one foreign language among their core curriculum options. This arrangement enables each pupil at any school to opt for learning an additional language. It exists for example in Belgium (the French and German-speaking Communities), Germany and Spain, where the secondary school programmes contain only one compulsory foreign

language.
In moat countries in Europe, languages other than English, German, French, Spanish and Russian are not usually part of the syllabus.

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Appendix 1

UNESCO International Standard Classification of Education	**ISCED 0**	**ISCED 1**	**ISCED 2**	**ISCED 3**
Common terminology	Pre-Primary	Primary	Lower Secondary	Upper Secondary
Average age category	3-5	5-11	12-15/6	15/16-17+
Average duration	2-3 yrs	4-6 yrs	3-4 yrs	2-3yrs

Appendix 2

Country	ISCED	Type of School	AGE	Name of School	Core language(s) (language of instruction)
Austria	1	Pre-primary	3- 6yrs	Kindargarten	German
		Primary:	6 – 10yrs	Volksschule	
				Sonderschule	
	2	Lower secondary	10 –14yrs	Hauptschule	
				Allgemein bildende höhere Schulen	
				Gymnasium	
	3	Upper secondary	14 – 18yrs	Allgemein bildende höhere Schulen	
				Gymnasium	
	3	Vocational	14 – 19yrs	Berufsbildende höhere Schulen	
Belgium	1	Primary	6 – 12yrs	Primary	
(Dutch speaking)	2/3	Secondary	12 –18yrs	General ASO	
	2/3	Specialized		Artistic KSO	Dutch
	2/3	Vocational		Vocational BSO	
	2/3	Technical		Technical TSO	
	3	Professional	15 – 18yrs	Part-Time Education Centres CDO	
	3	Apprenticeship	16 yrs	Retailer's training centres	
Belgium	1	Primary:	6 – 12yrs	Enseignement Primaire	French
(French speaking)	2	Lower secondary:	12 – 15yrs	Enseignement Secondaire (Type I) - Premier Degré	
	2	Technical	12 – 15yrs	Enseignement secondaire (Type II) - Cycle inférieur général, technique ou professionnel	
	2/3	Upper secondary:	14-16yrs	Enseignement Secondaire (Type I) - 2e Degré	
	3	Upper secondary:	16 – 18yrs	Enseignement secondaire (type I) 3ème degré	
	3	Professional:	18-19yrs	Enseignement secondaire (type I) 3ème degré	
Belgium	1	Pre-primary	3-5yrs	Kindergarten	German
(German speaking)	2	Primary	6-11yrs		

Country	ISCED	Type of School	AGE	Name of School	Core language(s) (language of instruction)
	3	Secondary	12-18yrs		
	3		15-16yrs	Teilzeitunterricht Vocational training (Lehehrvertrag)	
Cyprus					
	1	Primary:	6-11yrs	Primary	English (C)
	2	Lower secondary:	12 – 15yrs	Greek Cypriot Gymnasion Turkish Cypriot Ortaokul	Turkish Greek French
	3	Upper secondary:	15 – 18yrs 15 – 18yrs 15 – 18yrs 15 – 18yrs	Greek-Cypriot Lykeion Turkish-Cypriot Lise	
	3	Technical:	15 – 18yrs	Technical	
	3	Vocational/general:	15 – 19yrs	Vocational	
Czech Rep					
	1/2	Primary:	6 – 15yrs	Základní školy	Czech
	2/3	Secondary:	11/13 – 19yrs	Gymnasium	English
	3	Upper secondary:	15 – 19yrs	Stžední školy, gymnasia	German
	3	Technical:	15 – 19yrs	Technical	
	3	Vocational/general:	15 – 19yrs	Stžední odborné školy Stžední odborná učiliště	
Denmark					
	1/2	Primary:	7 – 16yrs	Folkeskole Private grundskoler	Danish English
	2	Lower secondary:	14 – 16yrs	Efterskoler	
	3	Upper secondary:	16 – 18yrs	Gymnasium Studenterkursus (HF) (VUC)	
	3	Technical:	16 – 19yrs	Erhvervsskole (Handelsskole or Teknisk Skole)	

	3	Vocational:	16 – 20yrs	Erhvervsskole	
Estonia					
	1/2	Primary	7 – 16yrs	Põhikool	Estonian
	3	Upper secondary:	16 – 19yrs	Gümnaasium	
	3	Vocational:	16 – 19yrs	Vocational Education Institution	
Finland					
	0	Pre-primary	3 – 6yrs	Day care centres	Finnish
	0	Pre-primary	6 – 7yrs	Comprehensive schools	Swedish
	1/2	Primary	7 – 16yrs	Peruskoulu/grundskola	
	3	Upper secondary:	16 – 19yrs	Lukio	
				Gymnasiet	
	3	Vocational:	16 – 19yrs	Ammatillinen koulutus	
				Yrkesutbildning	
France					
	1	Primary	6 – 11yrs	Ecole Primaire	French
	2	Lower secondary:	11 - 15yrs	Collège	
	3	Upper secondary:	15 – 18yrs	Lycée d'Enseignement	
				Lycée general	
				Lycée technolgique)	
	3	Vocational:	15 – 18yrs	Lycée professionnel	
	3	Professional:	15 – 18yrs	Lycée professionnel	
Germany					
	0	Pre-primary	3 – 6yrs	Kindergärten	German
	1	Primary:	6 – 10/12yrs	Grundschule	English
	2	Lower secondary:	10 – 15/16yrs	Hauptschule	
	2		10 - 15yrs	Hauptschulabschluss	
	2		10/12 – 16yrs	Realschule	
	3	Upper secondary:	16 –17yrs	Berufsaufbauschule	
	3		16 – 19yrs	Berufliches Gymnasium	
				Fachgymnasium	

				Gymnasiale Oberstufe	
	2/3	Lower & upper:	10 – 19yrs	Gymnasium	
	3	Specialized:	16 – 18yrs	Fachoberschule	
	3	Technical:	15 - 18 yrs	Fachschule	
	3	Vocational:	15 –18yrs	Berufsfachschule	
	3		16 – 18yrs	Fachhochschulreife	
Greece					
	0	Pre-primary	3 – 6yrs	Nipiagogeio	Greek
	1	Primary:	6 – 12yrs	Demotico Scholeio	
	2	Lower secondary:	12 - 15yrs	Gymnasio	
	3	Upper secondary:	15 –18yrs	Eniaio Lykeio	
	3	Vocational	15 –18yrs	Technica-Epaggelmatika Ekpaideftiria	
Hungary					
		Pre-primary	3 – 6/7yrs	Kindergarten, óvoda	Hungarian
		Primary:	6 – 10yrs	általános iskola	
		Lower secondary:	10 - 14yrs	általános iskola	
		Upper secondary:	14 –18/19yrs	Gimnázium	
		Vocational		Szakközépiskola	
				Szakmunkásképzö iskola	
Ireland					
	0	Pre-primary	3 - 5yrs	Play school	English
	1	Primary:	4 – 12yrs	Primary	Irish
	2	Lower secondary:	12 – 16yrs	Secondary	
	2		12 – 16yrs	Vocational	
	3	Upper secondary:	16 –18yrs	Secondary	
	3		16 – 18yrs	Vocational	
Italy					
	1	Primary:	6 – 11yrs	Scuola Elementare	Italian
	2	Lower secondary:	11 – 14yrs	Scuola Media Inferiore	
	3	Upper secondary:	14 –19yrs	Liceo Classico	

				Liceo Scientifico	
				Liceo Linguistico	
	3	Technical:	14 – 19yrs	Istituto Tecnico	
	3	Vocational:	14 – 17yrs	Istituto Professionale	
	3	Specialized:	14 – 18yrs	Liceo Artistico	
				Istituto Magistrale	
Latvia					
	0	Pre-primary	3 – 7yrs		Latvian/Lettish
	1	Primary:	7 – 11yrs	Pamatizglītības 1. posms	Russian
	2	Lower secondary:	11 – 15/16yrs	Pamatizglītības 2. posms	English
				Vispārējā izglītība	
		Vocational:		Profesionālā izglītība	
	3	Upper secondary:	16 – 19yrs	Vidējā vispārējā izglītība	
	3/4		16 – 18/20/21yrs	Vidējā profesionālā izglītība	
Lithuania					
	1	Primary school:	6/7 – 10/11yrs	Pradiné Mokykla	Lithuanian
	2	Basic First Stage:	10/11 – 16/17yrs	Pagrindiné mokykla	
	3	Secondary school,	15 – 19yrs	Gymnasium	
	3	Vocational School	14/17yrs	Viduriné mokykla, gimnazija	
Luxembourg					
	0	Pre-primary	4 – 6yrs	Spillschoul	French
	1	Primary:	6 – 12yrs	Primary Education	German
	2	Lower secondary:	12 – 15yrs	Lycée, Lycée Technique	
	3	Upper secondary:	15 – 19yrs	Lycée général	
	3		15 – 19yrs	Lycée Technique	
Malta					
	0	Pre-primary	3 – 4yrs	Kindergarten	English (C)
	1	Primary:	5 – 11yrs	Primary	Maltese
	2	Lower secondary:	11 – 13yrs	Junior Lyceum	

2	Lower secondary:	13 – 16yrs	Upper-Secondary School	
3	Upper secondary:	16 – 18yrs	Sixth Form Upper Lyceum	
Netherlands				
1	Primary:	5 – 12yrs	Basisonderwijs	Dutch
2	Lower secondary:	11-12yrs	Voortgezet Onderwijs	
2	Lower secondary:	12 – 16yrs	Voorbereidend Middelbaar Beroepsonderwijs (VMBO)	
2/3	Lower/Upper secondary:	12 - 17yrs	Hoger Algemeen Voortgezet Onderwijs (HAVO)	
2/3		12 – 18yrs	Voorbereidend Wetenschappelijk Onderwijs (VWO)	
2/3		12 - 18yrs	Gymnasium	
3	Vocational:	16 - 20yrs	Middelbaar Beroepsonderwijs (MBO)	
Poland				
1	Primary:	7 – 13yrs	Szkola Podstawowa	Polish
2	Lower secondary:	13 – 16yrs	Gimnazjum	
3	Upper secondary:	16 – 20yrs	Technikum	
3	Upper secondary:	16 -19yrs	Liceum Ogólnoksztalcace	
3	Vocational:	16 -19yrs	Szkola Zasadnicza	
3		16 -19yrs	Liceum Profilowane	
Portugal				
1	Primary:	6 – 10yrs	Ensino básico - 1 Ciclo	Portuguese
1	Primary:	10 – 12yrs	Ensino básico - 2 Ciclo	
2	Lower secondary:	12 – 14yrs	Ensino básico - 3 Ciclo	
3	Upper secondary:	15 -18yrs	Escola secundária	
3		15 -18yrs	Escolas profissionais	
3	Technical	15 -18yrs	Escolas secundárias profissionais	
Slovakia				
1/2	Primary:	6 – 15yrs	Základní školy	Slovak

	2/3	Secondary:	11/13 – 19yrs	Gymnázium	English
	3	Upper secondary:	15 – 19yrs	Konzervatórium	
	3	Technical:	15 – 19yrs	Technical School	
	3	Vocational/general:	15 – 19yrs	Stžedná odborna škola	
				Stžedná odborna učilište	
Slovenia					
	1/2	Primary & lower secondary:	7 – 15yrs	(unified structure)	Slovenian
	1/2		6 – 15yrs	Gradual implementation	
	3	Upper secondary:	15 – 19yrs	Gimnazija	
	3	Technical:	15 – 19yrs	Technical schools	
	3	Vocational:	15 – 17yrs	Vocational	
	3		15 - 18yrs	Vocational upper	
Spain					
	1	Primary:	6 – 12yrs	Primary	Spanish
	2/3	Lower and Upper secondary:	12 – 16yrs	Enseñanza Secundaria Obligatoria	Catalan
				Institutos de Educación Secundaria	Basque
				Colegios Privados y Colegios Concertados	Galician
	2/3	Upper secondary:	12 -16yrs	Enseñanza Secundaria Post Obligatoria	
				Institutos de Educación Secundaria	
				Colegios Privados y Colegios Concertados	
		Pre-University	17/18yrs	Curso de Orientación Universitaria	
				Institutos de Educación Secundaria	
				Colegios Privados y Colegios Concertados	
Sweden					
	0	Preschool:	3 – 6	Förskolan	Swedish
	1/2	Primary:	7 – 16yrs	Grundskola	English
	3	Upper secondary:	16 -19yrs	Gymnasium	
				Folkhögskola	
				Komvux	

UK

England

0	Pre-primary	3 – 4yrs	Nursery	English
1	Primary:	5 – 7yrs	Infant School - key stage 1	
1	Primary:	7 – 11yrs	Junior School - key stage 2	
2	Lower secondary:	11 – 16yrs	Comprehensive school	
2		11 – 16yrs	Secondary Modern	
2		11 – 16yrs	Grammar School	
2		11 – 16yrs	City Technology College	
3	Upper secondary:	16 – 18yrs	Sixth Form	

Northern Ireland

0	Pre-primary	3yrs	Nursery	English
1	Primary:	4 – 11yrs	Primary	
2	Lower secondary:	11 – 16yrs	Secondary school	
3	Upper secondary:	16 – 18yrs	Secondary school	

Scotland

0	Pre-primary	3 - 5 yrs	Nursery	English
1	Primary:	5 – 7yrs	Infant School	
1	Primary:	7 – 11yrs	Junior School	
2	Lower secondary:	11 – 16yrs	Comprehensive school	
2		11 – 16yrs	Secondary Modern	
2		11 – 16yrs	Grammar School	
2		11 – 16yrs	City Technology College	
3	Upper secondary:	16 – 18yrs	Sixth Form	

Wales

	Pre-primary	3 yrs	Nursery	Welsh
	Primary:	5 – 7yrs	Infant School	English
	Primary:	7 – 11yrs	Junior School	
	Lower secondary:	11 – 16yrs	Comprehensive school	
		11 – 16yrs	Secondary Modern	
		11 – 16yrs	Grammar School	

			11 – 16yrs	City Technology College	
		Upper secondary:	16 – 18yrs	Sixth Form	
EEA/EFTA					
Iceland					
	0	Pre-primary	3 - 6yrs	LeikskÃ³li	Icelandic
	1/2	Primary:	6 – 16yrs	GrunnskÃ³li	
	3	Upper secondary:	16 –20yrs	FramhaldsskÃ³li	
Liechtenstein					
	1	Primary school:	6 – 11yrs	Primarschule	
	2	Lower secondary:	11 – 14yrs	Gymnasium	
	2		11 – 15yrs	Oberschule	
				Realschule	
	2/3	Secondary:	11 – 18yrs	Vocational	
	2	Upper secondary:	14 – 15yrs	Gymnasium-voluntary	
	3	Upper secondary:	15 – 18yrs	Gymnasium	
Norway					
	0/1	Primary:	4 – 12yrs	Basisonderwijs	Norwegian
	2	Lower secondary:	12 – 16yrs	MAVO	
	2	Upper secondary:	12 – 16yrs	Voorbereidend Beroepsonderwijs (VBO)	
	3	Vocational:	16-19yrs	Vitnemål Fra Videregående Skole	
	2/3	Apprenticeship:	12-18yrs	Apprenticeship	

Appendix 3

Country	ISCED	Type of School	AGE	Name of School	Core language(s)	Compulsary (C) second (and third) language options	Other language(s) available on curriculum
Austria		1Pre-primary	3- 6yrs	Kindargarten	German	English	Albanian
		Primary:	6 – 10yrs	Volksschule		French	Arabic
				Sonderschule		Italian	Bulgarian
		2Lower secondary	10 –14yrs	Hauptschule		Croatian	Kurdish
				Allgemein bildende höhere Schulen		Slovak	Polish
				Gymnasium		Slovene	Russian
		3Upper secondary	14 – 18yrs	Allgemein bildende höhere Schulen		Czech	Bosnian
				Gymnasium		Hungarian	Serbian
		3Vocational	14 – 19yrs	Berufsbildende höhere Schulen			Turkish
Belgium	1	Primary:	6 – 12yrs				
		Special?					
(Dutch speaking)	2	Lower secondary:	12 – 15yrs		Dutch	English	
	2/3	Technical	12 – 18/19yrs				
	2/3	Upper secondary:	14-16yrs				
	3	Upper secondary:	16 – 18yrs				
	3	Professional:	12-18/19yrs				
				Idiotiko dimotiko scholeio			
Belgium	1	Primary:	6 – 12yrs	Enseignement Primaire	French	English	
(French speaking)	2	Lower secondary:	12 – 15yrs	Enseignement Secondaire (Type I) - Premier Degré			
	2	Technical	12 – 15yrs	Enseignement secondaire (Type II) - Cycle inférieur général, technique ou professionnel			
	2/3	Upper secondary:	14-16yrs	Enseignement Secondaire (Type I) - 2e Degré			
	3	Upper secondary:	16 – 18yrs	Enseignement secondaire (type I) 3ème degré			
	3	Professional:	18-19yrs	Enseignement secondaire (type I) 3ème degré			

Belgium (German speaking)				Lyceum Techniki sckoli) berufsbildend technisch Dimosio dimotiko scholeioor	German	English
Belgium (Flemish speaking)		1Primary	6 – 12yrs	Primary	Flemish	
	2/3	Secondary	12 –18yrs	General ASO		
	2/3	Specialized		Artistic KSO		
	2/3	Vocational		Vocational BSO		
	2/3	Technical		Technical TSO		
	3	Professional	15 – 18yrs	Part-Time Education Centres CDO		
		Apprenticeship	16 yrs	Retailer's training centres		
Cyprus						
	1	Primary:	6-11yrs	Primary	English (C)	English (C)
	2	Lower secondary:	12 – 15yrs	Greek Cypriot	Turkish	Turkish
				Gymnasion	Greek	Greek
				Turkish Cypriot	French	French (C)
				Ortaokul		
	3	Upper secondary:	15 – 18yrs	Greek-Cypriot		
			15 – 18yrs	Lykeion		
			15 – 18yrs	Turkish-Cypriot		
			15 – 18yrs	Lise		
	3	Technical:	15 – 18yrs	Technical		
	3	Vocational/general:	15 – 19yrs	Vocational		
Czech Rep						
	1/2	Primary:	6 – 15yrs	Základní školy		
	2/3	Secondary:	11/13 – 19yrs	Gymnasium		
	3	Upper secondary:	15 – 19yrs	Stžední školy, gymnasia		
	3	Technical:	15 – 19yrs	Technical		

	3	Vocational/general:	15 – 19yrs	Stžední odborné školy Stžední odborná učiliště		
Denmark						
	1/2	Primary:	7 – 16yrs	Folkeskole Private grundskoler	Danish	English
	2	Lower secondary:	14 – 16yrs	Efterskoler		
	3	Upper secondary:	16 – 18yrs	Gymnasium Studenterkursus (HF) (VUC)		
	3	Technical:	16 – 19yrs	Erhvervsskole (Handelsskole or Teknisk Skole)		
	3	Vocational:	16 – 20yrs	Erhvervsskole		
Estonia						
	1/2	Primary	7 – 16yrs	Põhikool		
	3	Upper secondary:	16 – 19yrs	Gümnaasium		
	3	Vocational:	16 – 19yrs	Vocational Education Institution		
Finland						
	0	Pre-primary	3 – 6yrs	Day care centres	Finish	English
	0	Pre-primary	6 – 7yrs	Comprehensive schools		
	1/2	Primary	7 – 16yrs	Peruskoulu/grundskola		
	3	Upper secondary:	16 – 19yrs	Lukio Gymnasiet		
	3	Vocational:	16 – 19yrs	Ammatillinen koulutus Yrkesutbildning		
France						
	1	Primary	6 – 11yrs	Ecole Primaire	French	English
	2	Lower secondary:	11 - 15yrs	Collège		
	3	Upper secondary:	15 – 18yrs	Lycée d'Enseignement Lycée general Lycée technolgique)		
	3	Vocational:	15 – 18yrs	Lycée professionnel		

	3	Professional:	15 – 18yrs	Lycée professionnel		
Germany						
	0	Pre-primary	3 – 6yrs	Kindergärten	German	English
	1	Primary:	6 – 10/12yrs	Grundschule		
	2	Lower secondary:	10 – 15/16yrs	Hauptschule		
	2		10 - 15yrs	Hauptschulabschluss		
	2		10/12 – 16yrs	Realschule		
	3	Upper secondary:	16 –17yrs	Berufsaufbauschule		
	3		16 – 19yrs	Berufliches Gymnasium		
				Fachgymnasium		
				Gymnasiale Oberstufe		
	2/3	Lower & upper:	10 – 19yrs	Gymnasium		
	3	Specialized:	16 – 18yrs	Fachoberschule		
	3	Technical:	15 - 18 yrs	Fachschule		
	3	Vocational:	15 –18yrs	Berufsfachschule		
	3		16 – 18yrs	Fachhochschulreife		
Greece						
	0	Pre-primary	3 – 6yrs	Nipiagogeio		
	1	Primary:	6 – 12yrs	Demotico Scholeio		
	2	Lower secondary:	12 - 15yrs	Gymnasio		
	3	Upper secondary:	15 –18yrs	Eniaio Lykeio		
	3	Vocational	15 –18yrs	Technica-Epaggelmatika Ekpaideftiria		
Hungary						
		Pre-primary	3 – 6/7yrs	Kindergarten, óvoda	Hungarian	
		Primary:	6 – 10yrs	általános iskola		
		Lower secondary:	10 - 14yrs	általános iskola		
		Upper secondary:	14 –18/19yrs	Gimnázium		
		Vocational		Szakközépiskola		
				Szakmunkásképzö iskola		
Ireland						

	0	Pre-primary	3 - 5yrs	Play school	English	Irish
	1	Primary:	4 – 12yrs	Primary	Irish (Gaeltacht areas)	French
	2	Lower secondary:	12 – 16yrs	Secondary		German
	2		12 – 16yrs	Vocational		Spanish
	3	Upper secondary:	16 –18yrs	Secondary		English
	3		16 – 18yrs	Vocational		
Italy						
	1	Primary:	6 – 11yrs	Scuola Elementare	Italian	English
	2	Lower secondary:	11 – 14yrs	Scuola Media Inferiore		
	3	Upper secondary:	14 –19yrs	Liceo Classico		
				Liceo Scientifico		
				Liceo Linguistico		
	3	Technical:	14 – 19yrs	Istituto Tecnico		
	3	Vocational:	14 – 17yrs	Istituto Professionale		
	3	Specialized:	14 – 18yrs	Liceo Artistico		
				Istituto Magistrale		
Latvia						
	0	Pre-primary	3 – 7yrs		Latvian	
	1	Primary:	7 – 11yrs	Pamatizglītības 1. posms		
	2	Lower secondary:	11 – 15/16yrs	Pamatizglītības 2. posms		
				Vispārējā izglītība		
		Vocational:		Profesionālā izglītība		
	3	Upper secondary:	16 – 19yrs	Vidējā vispārējā izglītība		
	3/4		16 – 18/20/21yrs	Vidējā profesionālā izglītība		
Lithuania						
	1	Primary school:	6/7 – 10/11yrs	Pradiné Mokykla		
	2	Basic First Stage:	10/11 – 16/17yrs	Pagrindiné mokykla		
	3	Secondary school,	15 – 19yrs	Gymnasium		
	3	Vocational School	14/17yrs	Viduriné mokykla, gimnazija		
Luxembourg						

	0	Pre-primary	4 – 6yrs	Spillschoul		
	1	Primary:	6 – 12yrs	Primary Education		
	2	Lower secondary:	12 – 15yrs	Lycée, Lycée Technique		
	3	Upper secondary:	15 – 19yrs	Lycée général		
	3		15 – 19yrs	Lycée Technique		
Malta						
	0	Pre-primary	3 – 4yrs	Kindergarten	English (C)	French (C)
	1	Primary:	5 – 11yrs	Primary		
	2	Lower secondary:	11 – 13yrs	Junior Lyceum		
	2	Lower secondary:	13 – 16yrs	Upper-Secondary School		
	3	Upper secondary:	16 – 18yrs	Sixth Form Upper Lyceum		
Netherlands						
	1	Primary:	5 – 12yrs	Basisonderwijs	Dutch	
	2	Lower secondary:	11-12yrs	Voortgezet Onderwijs		
	2	Lower secondary:	12 – 16yrs	Voorbereidend Middelbaar Beroepsonderwijs (VMBO)		
	2/3	Lower/Upper secondary:	12 - 17yrs	Hoger Algemeen Voortgezet Onderwijs (HAVO)		
	2/3		12 – 18yrs	Voorbereidend Wetenschappelijk Onderwijs (VWO)		
	2/3		12 - 18yrs	Gymnasium		
	3	Vocational:	16 - 20yrs	Middelbaar Beroepsonderwijs (MBO)		
Poland						
	1	Primary:	7 – 13yrs	Szkola Podstawowa	Polish	
	2	Lower secondary:	13 – 16yrs	Gimnazjum		
	3	Upper secondary:	16 – 20yrs	Technikum		
	3	Upper secondary:	16 -19yrs	Liceum Ogólnoksztalcace		
	3	Vocational:	16 -19yrs	Szkola Zasadnicza		
	3		16 -19yrs	Liceum Profilowane		
Portugal						
	1	Primary:	6 – 10yrs	Ensino básico - 1 Ciclo	Portuguese	
	1	Primary:	10 – 12yrs	Ensino básico - 2 Ciclo		
	2	Lower secondary:	12 – 14yrs	Ensino básico - 3 Ciclo		

	3	Upper secondary:	15 -18yrs	Escola secundária	
	3		15 -18yrs	Escolas profissionais	
	3	Technical	15 -18yrs	Escolas secundárias profissionais	
Slovakia					
	1/2	Primary:	6 – 15yrs	Základní školy	
	2/3	Secondary:	11/13 – 19yrs	Gymnázium	
	3	Upper secondary:	15 – 19yrs	Konzervatórium	
	3	Technical:	15 – 19yrs	Technical School	
	3	Vocational/general:	15 – 19yrs	Stžedná odborna škola	
				Stžedná odborna učilište	
Slovenia					
	1/2	Primary & lower secondary:	7 – 15yrs	(unified structure)	Slovvenian
	1/2		6 – 15yrs	Gradual implementation	
	3	Upper secondary:	15 – 19yrs	Gimnazija	
	3	Technical:	15 – 19yrs	Technical schools	
	3	Vocational:	15 – 17yrs	Vocational	
	3		15 - 18yrs	Vocational upper	
Spain					
	1	Primary:	6 – 12yrs	Primary	Spanish
	2/3	Lower and Upper secondary:	12 – 16yrs	Enseñanza Secundaria Obligatoria	
				Institutos de Educación Secundaria	
				Colegios Privados y Colegios Concertados	
	2/3	Upper secondary:	12 -16yrs	Enseñanza Secundaria Post Obligatoria	
				Institutos de Educación Secundaria	
				Colegios Privados y Colegios Concertados	
		Pre-University	17/18yrs	Curso de Orientación Universitaria	
				Institutos de Educación Secundaria	
				Colegios Privados y Colegios Concertados	
Sweden					
	0	Preschool:	3 – 6	Förskolan	

	1/2	Primary:	7 – 16yrs	Grundskola		
	3	Upper secondary:	16 -19yrs	Gymnasium		
				Folkhögskola		
				Komvux		
UK						
England						
	0	Pre-primary	3 – 4yrs	Nursery	English	French
	1	Primary:	5 – 7yrs	Infant School - key stage 1		German
	1	Primary:	7 – 11yrs	Junior School - key stage 2		
	2	Lower secondary:	11 – 16yrs	Comprehensive school		
	2		11 – 16yrs	Secondary Modern		
	2		11 – 16yrs	Grammar School		
	2		11 – 16yrs	City Technology College		
	3	Upper secondary:	16 – 18yrs	Sixth Form		
Northern Ireland						
	0	Pre-primary	3yrs	Nursery	English	
	1	Primary:	4 – 11yrs	Primary		
	2	Lower secondary:	11 – 16yrs	Secondary school		
	3	Upper secondary:	16 – 18yrs	Secondary school		
Scotland						
	0	Pre-primary	3 - 5 yrs	Nursery	English	Scotish
	1	Primary:	5 – 7yrs	Infant School		
	1	Primary:	7 – 11yrs	Junior School		
	2	Lower secondary:	11 – 16yrs	Comprehensive school		
	2		11 – 16yrs	Secondary Modern		
	2		11 – 16yrs	Grammar School		
	2		11 – 16yrs	City Technology College		
	3	Upper secondary:	16 – 18yrs	Sixth Form		
Wales						
		Pre-primary	3 yrs	Nursery	Welsh	English

		Primary:	5 – 7yrs	Infant School	
		Primary:	7 – 11yrs	Junior School	
		Lower secondary:	11 – 16yrs	Comprehensive school	
			11 – 16yrs	Secondary Modern	
			11 – 16yrs	Grammar School	
			11 – 16yrs	City Technology College	
		Upper secondary:	16 – 18yrs	Sixth Form	
EEA/EFTA					
Iceland					
	0	Pre-primary	3 - 6yrs	LeikskÃ³li	
	1/2	Primary:	6 – 16yrs	GrunnskÃ³li	
	3	Upper secondary:	16 –20yrs	FramhaldsskÃ³li	
Liechtenstein					
	1	Primary school:	6 – 11yrs	Primarschule	
	2	Lower secondary:	11 – 14yrs	Gymnasium	
	2		11 – 15yrs	Oberschule	
				Realschule	
	2/3	Secondary:	11 – 18yrs	Vocational	
	2	Upper secondary:	14 – 15yrs	Gymnasium-voluntary	
	3	Upper secondary:	15 – 18yrs	Gymnasium	
Norway					
	0/1	Primary:	4 – 12yrs	Basisonderwijs	Norwegian
	2	Lower secondary:	12 – 16yrs	MAVO	
	2	Upper secondary:	12 – 16yrs	Voorbereidend Beroepsonderwijs (VBO)	
	3	Vocational:	16-19yrs	Vitnemål Fra Videregående Skole	
	2/3	Apprenticeship:	12-18yrs	Apprenticeship	
Candidate and potential countries					
Albania					
	1	Primary:	6 – 10yrs	Cikël i Ulët	

	2	Lower secondary:	10 –14yrs	Cikël i Lartë	
	2/3	Upper secondary	14 – 18yrs	Shkollë e Mesme e Përgjithshme	
	2/3	Pre-vocational:	14 – 17yrs	Shkollë Professionale	
	2/3	Vocational:	14 – 19yrs	Shkollë Teknike	
Bosnia and Herzegovina					
	1/2	Primary:	7 – 15yrs	Osnovna skole	
	2/3	Upper secondary:	15 –19yrs	Gymnazija	
	2/3	Technical:	15 – 19yrs	Technical	
Bulgaria					
	0	Pre-primary	2 – 6yrs	Primary	Bulgarian
	1	Primary:	7 – 10yrs	Natchalno utchilischte	
	1/2	Lower secondary:	10 –14yrs	Progimnazialno utchilichte	
	2/3	Upper secondary:	14 – 18yrs	Gimnazii	
	3		15 – 18yrs	Professionalni	
	2/3		14 – 18yrs	Utchilichta	
	3	Profile orientated:	15 – 19yrs	Prolfilirani Gimnazii	
Croatia					
	1/2	Primary:	6 – 14yrs	Osnovna škola	
	2/3	Upper secondary:	14 – 18yrs	Gimnazija	
	2/3	Specialized	14 – 18yrs	Umjetnička Skola Gimnazija	
	2/3	Vocational:	14 – 18yrs	Strukovna škola	
FYR Macedonia					
	1/2	Primary	7 – 15yrs	Elementary school	
	3	Secondary:	15 - 19yrs	Gimnazija	
	3	Specialized:	15 – 19yrs	Art/Music/Ballet	
	3	Technical:	15 - 19 yrs	Tehnicki Ucilište	
	3	Vocational:	15 – 19yrs	Ucilište Za Zanimanja	
Montenegro					

	1/2	Primary & lower secondary:	7 – 15yrs	Primary
	3	Secondary:	15 – 19yrs	Vocational schools
	3		15 – 19yrs	Grammar schools
	3		15 – 19yrs	Art schools
Romania				
	1	Primary:	7 – 11yrs	Şcoala Primară
	2	Lower secondary:	11 – 15yrs	Gimnaziu
	3	Upper secondary:	15 -19yrs	Liceu
	3	Vocational	15 -17yrs	Şcoala Profesională
	3		15 – 19yrs	Liceu de Specialitate
	4	Technical	19 – 22 yrs	Şcoala Post-Liceală
Serbia				
	1/2	Primary & lower secondary:	7 – 15yrs	Primary
	3	Secondary:	15 – 19yrs	Vocational schools
	3		15 – 19yrs	Grammar schools
	3		15 – 19yrs	Art schools
Turkey				
	1/2	Primary:	6 – 14yrs	Basic
	2/3	Secondary:	14 – 18yrs	Anatolu Liseri
	2/3	General secondary:	14 -17yrs	Liceu
	2/3	Vocational	14 -17yrs	Meslek Liseler
	2/3	Technical	14 – 18yrs	Teknik Liseler

Appendix 4
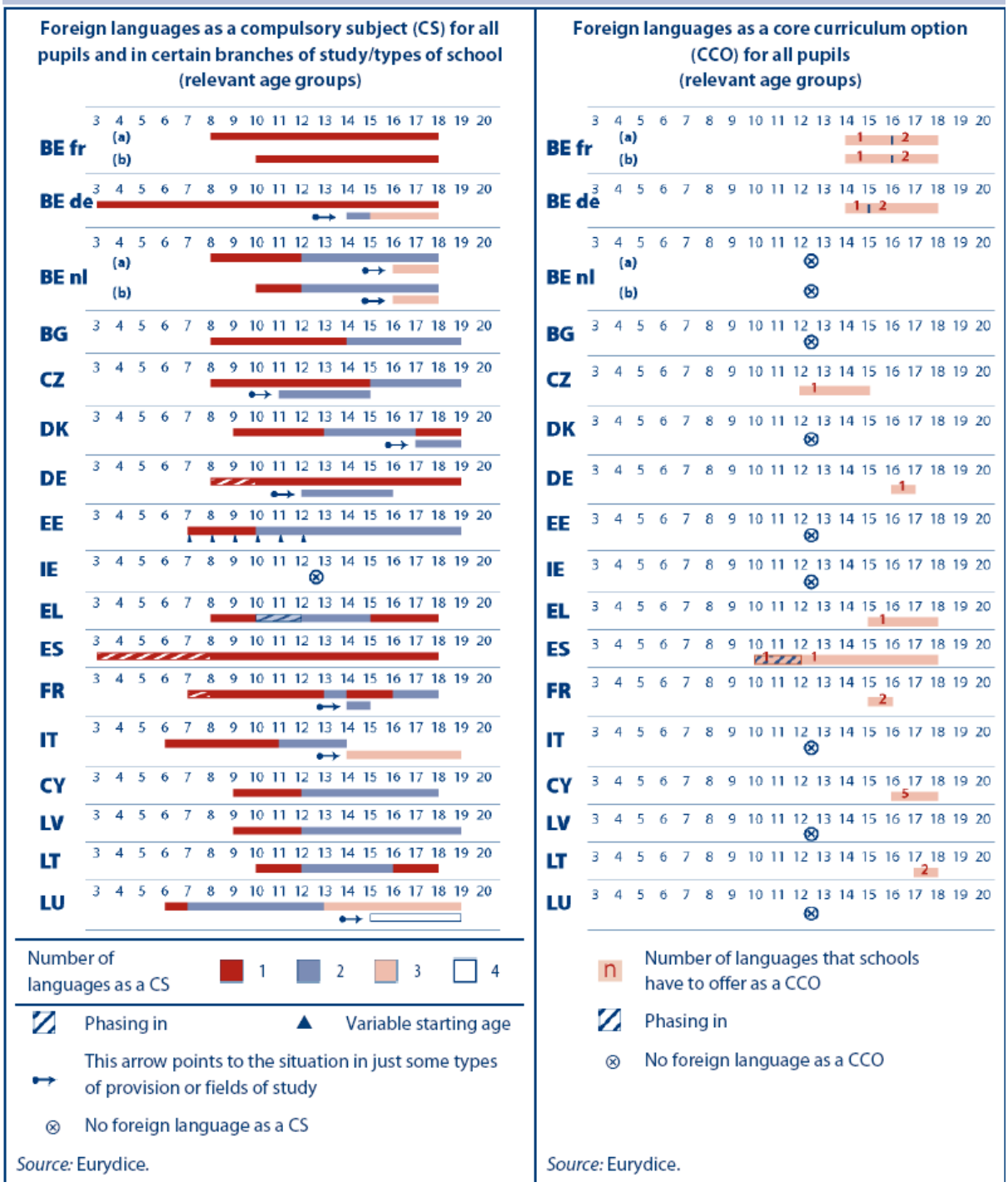
Figure B1: Number of foreign languages taught and the duration of this provision in pre-primary, primary and general secondary education, 2006/07