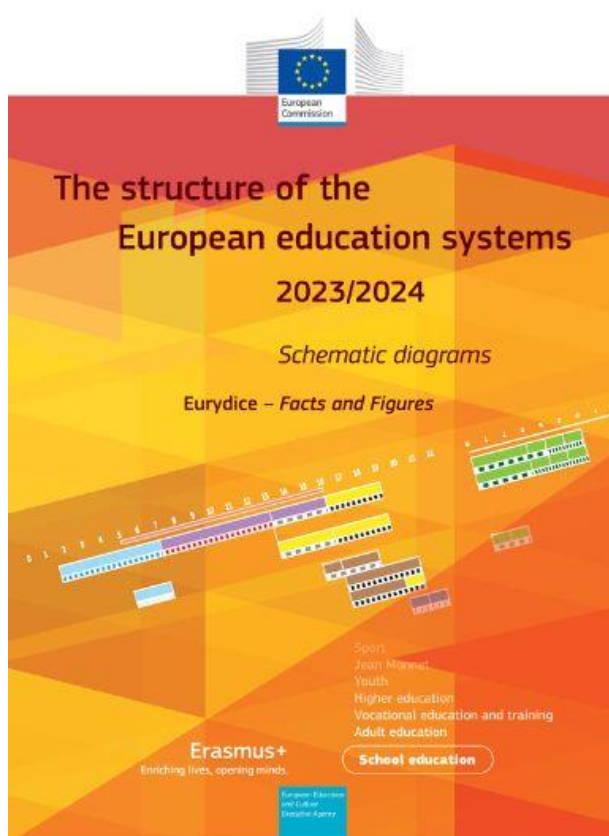


REVIEW: *THE STRUCTURE OF THE EUROPEAN EDUCATION SYSTEM 2023/2024: schematic diagrams*

RESEÑA: LA ESTRUCTURA DE LOS SISTEMAS DE EDUCACIÓN EUROPEOS

Francisco Miguel García Rodríguez.

Education inspector. PhD in History of Education. Castilla y León.



DATA SHEET

Title: *The structure of the European education systems 2023/2024: schematic diagrams.*

Corporate author(s): European Commission / EACEA / Eurydice.

Producer: Eurydice Facts and Figures.

Publisher: Publications Office of the European Union. ISBN 978-92-92-9488-156-4 /doi:10.2797/71717.

Number of pages: 40.

Published: 2023.

Summary

The publication is part of the European Commission's analysis of the functioning of education in the countries under analysis. In this case, it focuses on the analysis of primary and lower secondary education models corresponding to 37 countries participating in the EU's Erasmus+ program. Along with the 27 states of the European Union, other states participating in the program are incorporated, corresponding to countries located in Europe that do not belong to the organization of states.

The report presents the organizational models of the two educational stages in accordance with the **International Standard Classification of Education** (ISCED 2011), which determines its purpose, its character as a compiler of data on education at the international level. This study is carried out having cross-classification variables that refer to areas of study and educational levels. On the other hand, they are completed by the development of the orientations of the levels with a general vocational and pre-vocational character (within a framework of transition to the labor market). The aim is to presuppose criteria for assigning study programs to

different educational levels. As a result, a hierarchical analysis of the different ISCED levels is carried out:

ISCED 0: Early Childhood Education, programs designed for the child's maturational development as preparatory care for the incorporation to the compulsory stages of education, in which the administrations show different schooling proposals and at different times that aim to provide care at early ages, considering the care offered by the educational systems and even models of counseling for parents.

ISCED 1: Refers to Primary Education. Educational structures of the countries for the development of competencies, whose beginning, according to the models, is between 5 and 7 years of age.

ISCED 2: Country models for lower Secondary Education. The starting age is set, according to the different states, between 10 and 13 years of age.

ISCED 3: Second stage of Secondary Education. The chronological start of these models is between 13/14 years of age and lasts until 16. The objective is to complete Secondary Education to develop further educational stages. Some models introduce relevant skills for employment in their educational pathways.

ISCED 4: It contemplates the preparation for the labor market and for the continuity towards "tertiary education", according to the denomination of the classification referred, in terms of the usual systems, towards training in professional qualifications with labor objectives or preparatory for university education (in the ordinary terms High School diplomas).

ISCED 5: Preparation in knowledge, skills, and professional competencies. Levels of practical skills preparation and access to the labor market. This level relates to short-cycle education also at university level.

ISCED 6: According to the classification we are dealing with higher education degree level teachings. Academic or vocational education. In

many of the models analyzed, entrance examinations are required for these studies.

ISCED 7: This refers to the level of Master's degree or equivalent, advanced training, both in academic and professional fields. It is accessed from ISCED 6 level qualifications.

CONCLUSION AND ASSESSMENT

The publication reflects diverse realities of which we highlight some aspects. The beginning of Early Childhood or Maternal Education in the structure of the different systems, an important aspect that has repercussions on aspects of an economic and population nature and is linked to the offer made to families by the different countries that are the object of the study.

Another fundamental aspect is that reflected in Primary Education, its starting and ending time, which we understand to be relevant factors and on which some conclusions can be drawn regarding the conception of the stage.

The cyclical conception of Secondary Education suggests an in-depth analysis of the conceptions of the systems from pedagogical perspectives. The first stage of secondary education within a framework of development of the student's preparation for a second stage in which formulas are introduced in which itinerary criteria are introduced, linking the competencies to be developed within frameworks of a labor nature or for employment, and others within the extension towards academic development.

Finally, he analyzes what he calls "tertiary education" within the scope of professional qualification and academic qualification or baccalaureate.

As a summary, we can conclude that the publication, with a clear graphic support "diagrams of each model", allows us to have a vision of the educational systems of the 37 countries analyzed up to 22 years of age. The analysis is carried out within the premise established in the International Standard Classification of Education (ISCED), which allows to establish an organization in the study of these models. I understand that the level of information allows us to know the educational models in a relevant number of countries, united by a continental determinant, inside and outside the European Union.