

**DIVISION OF EDUCATION RESPONSIBILITIES  
(National, regional and local levels)**

**SITUATION IN THE 12 MEMBER STATES  
OF THE EUROPEAN COMMUNITY**



**Eurydice**

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OF THE EUROPEAN COMMUNITY**

**Working document**

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## FOREWORD

This document on the division of education responsibilities between national, regional and local levels is an abridgment of information directly available from the European Unit of the EURYDICE network concerning the 12 European Community Member States.

As far as possible the descriptive chapters on each country include information on responsibilities in the area of general legislation, structure of the education system (branches), curriculum definition, and certification and financing procedures. Each description is followed by a summary table, whose interpretation cannot, however, be dissociated from the preceding analysis.

Information has been included on areas which are undergoing a process of decentralisation in various countries: in particular, assessment procedures, administration of the educational system, and school management.

This abridgment is based on information supplied by the National Units of the EURYDICE Network, to help prepare the "National Dossiers" database and the 1990 edition of the publication entitled "The Education Structures in the Member States of the European Community".

The data included pertain primarily to general education, and cover the primary and secondary education levels (pre-primary and higher education not included).

This working document was put to particular use at the Barcelona conference on "Education and the Regions in 1993 Europe" (14-16 November 1990). The English and French translations have consequently been carried out by the "Generalitat de Catalunya" and we thank them for their efforts.

EURYDICE European Unit.



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## BELGIUM

### OVERALL LEGISLATION AND ADMINISTRATION

Over the last twenty years the political, legislative and administrative structures of the Belgian State have developed towards a federal system.

The basis for this federal system is the existence of three regions (Flanders, Wallonia, and Brussels), three Communities, (French, Dutch and German speaking) and four linguistic areas: a Dutch language area, a French language area, a German language area and the bilingual (French-Dutch) area of Brussels.

For each of the country's three official languages and Communities there is a separate education system.

Since 1 January 1989, following a third revision of the Constitution, responsibility for educational matters has been transferred to the Communities.

Only three matters, as specified in Article 59bis of the Constitution, remain the responsibility of the Central State:

- fixing the start and finish of compulsory schooling;
- minimum conditions for the awarding of diplomas;
- pensions scheme.

With effect from that date, education will no longer be organized or subsidized by the State, but by the Councils and Executives of the three Communities (French, Dutch, and German-speaking).

The Councils are the legislative authorities of the Communities. They may issue decrees on all educational matters except the three specified in Article 59bis of the Constitution.

The Executives are the Communities' Governments, comprising ministerial posts with precisely defined portfolios, one of which includes education.

Within each of the language-based education systems there are three main types of educational institutions:

A. In the French-speaking Community:

- educational institutions organized and managed by the French-speaking Community and financed in total from its budget;
- public educational institutions which may or may not be subsidized by the French-speaking Community, and mostly run by the provincial or communal authorities;
- "free" educational institutions which may or may not be subsidized by the French-speaking Community, most of which are influenced by the Catholic church.

B. In the Dutch-speaking Community:

- educational institutions organized and managed by the Autonome Raad van het Gemeenschapsonderwijs (ARGO);
- public educational institutions which may or may not be subsidized by the Dutch-speaking Community.

Until 31 December 1988, the National Ministries had a dual responsibility: they were the organizing body for State education and applied the regulations in subsidized official and free schools. In this task they were assisted by a number of Councils and Committees.

Since 1 January 1989 this continues to be the situation only in the French-speaking region. In the Dutch-speaking region, the Autonome Raad van het Gemeenschapsonderwijs is henceforth the organizing body for State education, now called Community education.

## STRUCTURE OF THE EDUCATION SYSTEM

### Compulsory Education

In accordance with the law of 29 June 1983, compulsory schooling covers a period of twelve years, from 6 to 18 years of age. Compulsory schooling is full-time up to 15 years of age and covers a maximum of 7 years primary education and at least the first two years of secondary education.

### Primary education - Assessment

A certificate of basic education (law of 29 June 1983) is awarded to pupils who have finished primary education successfully in an educational institution or have successfully passed the cantonal examination.

### Secondary education - Assessment

Until very recently there have basically been two main types of secondary education in Belgium:

Type I: comprising three stages of 2 years (enseignement renové/vernieuwd secundair onderwijs)

According to the law of 19 July 1971 secondary education of Type I is organized in four forms:

- general education
- technical education
- vocational education
- artistic education

Type II: comprising 2 cycles of three years (traditional).

Secondary education of Type II is organized according to the organic laws on general and technical secondary education of April and July 1957.

In Type I there is a system of continuous assessment. The Class Council decides whether or not a pupil is ready to move in the next class.

In Type II assessment is by examination, twice a year.

Certificates for both Type I and Type II are awarded under the responsibility of the schools concerned and are then ratified by the Homologation Committee which ensures that schools respect the regulations on the organization of studies. Certification must conform to the above mentioned Royal Decree of 29 June 1984 (articles 22-28 for Type I, articles 47-53 for Type II).

### FINANCING

Public and "free" institutions are financed partly by the Communities and partly from other sources.

DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: BELGIUM

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legisla- tion	X (1)	X		
2) Defini- tion of Branches	X	X		
3) Defini- tion of Contents and Curricula		X		
4) Certifi- cation	X	X		
5) Financing		X		

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(1) Only for 3 areas.

## DENMARK

### OVERALL LEGISLATION AND ADMINISTRATION

Responsibility for education in Denmark is shared between central State authorities, the counties, the municipalities and private institutions and individuals.

The division of responsibility differs according to the type of educational institution and the level of education, which means that:

- schools providing primary and lower secondary education in the comprehensive Folkeskole are all under the responsibility of the municipalities (with the exception of the few private schools);
- the majority of upper secondary schools (Gymnasia) and institutions offering courses leading to the Higher Preparatory Examination are under the responsibility of the 14 Danish counties; one is run by central State authorities, two by municipalities, and some by private bodies;
- private responsibility dominates with regard to colleges and other institutions offering training for child welfare, kindergarten and youth centre teachers, teknikum-engineers and teachers for primary and lower secondary education; these institutions are, however, 100 per cent subsidized by the State;
- folk high schools, agricultural schools, continuation schools and some home economics schools are private institutions but receive State subsidies;
- universities and other institutions of further and higher education are in the vast majority run by the State.

#### central administration

In legislative and administrative terms, the central bodies and institutions play a very significant role. Most of the important fields of Danish education and related issues are regulated by laws adopted by the Folketing, the Danish Parliament. These laws set the overall aims and define a general framework for the different types and levels of education.

The Ministry of Education directs the education system through a variety of instruments and measures:

- the issuing of decrees, orders and circulars which are binding on the educational institutions;
- the issuing of guidelines, directives and recommendations which have to be considered without being binding;
- the general control of final examinations.

#### County and municipal administration

At County and Municipality level the responsibility for educational matters is carried by the respective Councils, which are publicly elected bodies. The Councils set up education committees which take care of the actual administration and management of schools in conjunction with the individual school's School Board.

### STRUCTURE OF THE EDUCATION SYSTEM

#### Compulsory Education - Folkeskole

In Denmark there are 9 years of full-time compulsory education for children between the ages of 7 and 16. This education mainly takes place in municipal schools (Folkeskole).

Unlike those in some other Member States of the EC, the Danish education system does not differentiate between primary and lower secondary education.

The Folkeskole are maintained and supervised by the individual municipality and run by the municipality in conjunction with the individual School Boards.

The Folkeskole is regulated by the "Act on the Folkeskole" adopted at national level by the Parliament.

#### Curriculum

According to the "Act on the Folkeskole" the curriculum includes:

- compulsory subjects which the individual school must offer

- compulsory subjects which the individual school may offer
- non-compulsory subjects which the individual school must offer
- non-compulsory subjects which the individual school may offer.

With regard to the planning of curricula and teaching methods the individual school and local authorities have a high degree of autonomy. Although the Parliament (Folketing) sets the general aims of the Folkeskole and the Minister of Education sets the objectives for individual subjects, it is up to the local education authorities and the individual schools to decide how these aims and objectives are to be achieved.

### **Assessment/Certification**

The examination system also reflects the liberal philosophy of the Folkeskole. No marks are given in the 1st to 7th forms, but schools are required to inform pupils and parents regularly (at least twice a year) of the pupils' progress. In the 8th, 9th and 10th forms, marks are given in those subjects in which a leaving examination may be taken. On leaving school, all pupils receive a leaving certificate indicating the subjects taken, the latest marks for the years' work and the examination results.

There is no overall leaving examination; these may be taken on a single-subject basis.

The Leaving Examination of the Folkeskole may be taken in 11 subjects, the Advanced Leaving Examination may be taken in 5 subjects, and the latter only at the end of the 10th form. Only the pupils who have followed the advanced course in the 10th form may sit the latter examination.

### **Upper secondary education**

#### **Gymnasium**

The Gymnasium is a 3-year course leading to the Studentereksamen (upper secondary school leaving exam qualifying the pupils for university entrance).

## Curriculum

The structure and the (national) curriculum of the Gymnasium was changed by the Reform Act which came into effect for pupils starting in August 1988. However, teaching is still provided on two lines - the language line and the science line.

A core curriculum is common to both lines.

## Assessment/Certification

To successfully complete a course of study at the Gymnasium pupils must sit for the Studentereksamen. Each pupil must sit written examination in Danish and all higher level subjects at the end of the 3rd year and compulsory English (language line) or compulsory mathematics (science line) at the end of the 2nd year. In addition to these there are 5 or 6 oral examinations to make up a total of 10 examinations during the three years of study.

Written papers are marked by two external examiners.

The Director of the Directorate for Upper Secondary Education decides in which subjects pupils in individual classes must sit oral exams. The Directorate makes a complete timetable for each school and allocates an external examiner for each subject/class.

Apart from the external evaluations mentioned, pupils' work is assessed by the teachers twice during the school year and at the end of the year. During the 3rd year written mock exams are held locally, and the results of these are taken into account when teachers decide the final assessment.

## Higher Preparatory Course (HF)

The HF is a 2-year course, and the final examination qualifies for further and higher education.

## FINANCING

Educational institutions run by the counties or by private bodies receive considerable State funding, up to 100% of the individual institution's budget. The municipal schools do not receive State funding. The municipalities receive block grants and distribute funds to the schools. The money is not earmarked by the State.

Education in the Folkeskole is provided free of charge. 90% of all Danish children attend the Folkeskole.

Fees are charged to private schools. However, they receive State subsidies amounting to up to 85% of their approved running costs, and instruction must be of a standard comparable to that of the Folkeskole.

DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: DENMARK

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legislation	X			
2) Definition of Branches	X			
3) Definition of Contents and Curricula	X			X
4) Certification	X			X
5) Financing	X			X

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## FEDERAL REPUBLIC OF GERMANY

### LEGISLATIVE RESPONSIBILITIES

The distribution of educational policy and planning responsibilities is determined by the federal structure of government.

Educational matters are primarily the responsibility of the Länder (States). The legislative responsibilities of the Federal Government are primarily exercised through the enactment of framework provisions concerning the general principles of higher education, the advancement of scientific research, vocational training grants, vocational training provided outside the formal school system, and vocational guidance. In certain sectors the Federal Government may cooperate with the Länder in the execution of any of their duties which are of importance for the population, when such cooperation is required to improve living conditions. In the area of education such collective duties involve the development of the higher education sector and the construction of new establishments, including university clinics (Hochschulkliniken). Likewise, agreements concluded between the Federal Government and the Länder enable them to cooperate in educational planning and the promotion of scientific research projects and institutions of supra-regional importance.

The Basic Law guarantees the freedom to travel and choose an occupation anywhere in the Federal Republic, thus obliging the Länder to cooperate not only with the Federal Government but with each other as well. This also holds for matters regulated by federal jurisdiction, inasmuch as laws are needed by the Länder for their execution and enforcement. This cooperation is aimed at coordinating the school and higher education systems of the individual States with regard to structures, institutions, curricula and educational certificates. The States work together to this end in the Standing Conference of Ministers of Education and Cultural Affairs ("Ständige Konferenz der Kultusminister"). As a result, a comparable range of training possibilities and qualifications is now offered by schools and training institutions.

Agreements concluded in 1954 and 1964 between the States permitted the standardization of certain basic structures of their education system, such as the length of compulsory education, beginning and end of the school year, length of

vacation, designation and form of organization of the various educational institutions, and some key elements of the curriculum (e.g. succession of foreign languages; terminology used to evaluate schoolwork). Complementary agreements adopted by the Standing Conference of Ministers of Education and Cultural Affairs and the definition of related criteria have permitted the mutual recognition of examinations and certificates and implementation of a number of measures to harmonize the educational system.

### ADMINISTRATION

The school system as a whole comes under Government supervision.

As supreme authority, the Ministers of Education and Cultural Affairs of the individual States are responsible for administration of the school system. Administration is generally carried out on three levels; the primary level is governed by the Ministry of Education, the intermediate level, by the school districts (under the district governments) or the main educational supervisors, and the tertiary level, by the zone, town or communal supervisors. In some States, and in the City-States, there are only two levels, the second or third level being omitted.

The "Gymnasien" and vocational schools generally come under the direct superintendence of the intermediate school supervisory authorities (district government) or highest authorities (Ministries of Education). The considerably more numerous Grundschulen, Hauptschulen, Realschulen and Sonderschulen come under the control of the tertiary level school supervisory authorities as well.

Although the Basic Law of the Federal Republic of Germany gives responsibility for in-school vocational training to the States, responsibility for legislating vocational training given outside the formal school system (in companies or inter-company centres) is incumbent on the Federal Government.

Institutions of higher education in the different States are generally public. They enjoy the right of autonomous self-administration within the framework of the law.

## FINANCING

Financing of the educational system in the Federal Republic of Germany, while largely assumed by the Federal and State Governments, is not the responsibility of these entities alone. The local authorities, such as school administrations and in-service training institutions (Volkshochschulen), and industry, whose businesses and agencies constitute the framework for vocational training outside the formal educational system, also participate in the financing effort.

While the educational system is not financed by the Federal Government alone, the latter is responsible for the educational system in general and the operation of its component parts. Consequently, it must take account of fluctuations in needs and requirements both within the framework of its own budget, appropriating additional funds or reallocating existing ones, and other budget areas, through distribution of subsidies or additional funds.

### **Curriculum - Assessment**

The curricula of general education and vocational schools, drawn up by teachers and other experts in special commissions, are determined by the State Ministries of Education and Cultural Affairs.

After the first year, and in certain States, the second year, students are assessed on the basis of marks (1 to 6) defined by the Standing Conference of Ministers of Education of the different States.

DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: FEDERAL REPUBLIC OF GERMANY

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legisla- tion		X		
2) Defini- tion of Branches		X		
3) Defini- tion of Contents and Curricula		X		
4) Certifi- cation		X		
5) Financing		X		

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## SPAIN

### LEGISLATIVE RESPONSIBILITIES/ADMINISTRATION

Since promulgation of the Constitution a decade ago, administration of the educational system has changed substantially to adapt to government decentralization.

The decentralization process has changed the anatomy of the Ministry of Education and Science, with reorganization of both its central services, exercising responsibilities reserved for the State, and its peripheral services in charge of provincial matters.

Two different levels must thus be distinguished in administration of the education system. To begin with the above responsibilities, reserved for the State and exercised by the central administration (Ministry of Education and Science), must be cited. At the second level regional administration, in Autonomous Communities having "transferred" education responsibilities (Andalusia, Canary Islands, Catalonia, Galicia, Basque Country and Community of Valencia) is ensured by these governments' education services. The other Autonomous Communities, constituting what is known as the "territory" of the Ministry of Education and Sciences, continue to be administered by this Ministry: Aragon, Asturias, Balearic Islands, Cantabrian region, Castile-La Mancha, Castile-Leon, Ceuta-Melilla, Extremadura, La Rioja, Madrid, Murcia and Navarra.

At the provincial level administration comes under the provincial directorates of the Ministry of Education and Science (except in communities having full and equal responsibilities for education, where functions not transferred are exercised by the education and science services).

Lastly, there is the local or municipal level, which includes any education-related activities administered by the municipalities.

The Ministry also presides<sup>over</sup> the Council of Universities and the Conference of Education Advisers of the Autonomous Communities' Government Councils.

The Ministry exercises its functions through the following higher bodies:

- the State Secretariat for Education
- the State Secretariat for Universities and Research
- the Subsecretariat for Education and Science

## AUTONOMOUS COMMUNITIES

Under article 148.1.17 of the Spanish Constitution empowering the Autonomous Communities to assume responsibilities in "the area of culture, research and, if applicable, teaching of the language of the autonomous Community", and article 149.3 which stipulates that responsibilities not assigned to the State by the Constitution may be conferred on the Autonomous Communities in accordance with their Statutes, a number of Autonomous Communities have assumed very broad responsibilities of an executive (management of the educational system in their territory) or normative nature (regulation and organization of numerous aspects).

Functions and services which are indispensable for ensuring the basic unity of the education system cannot be transferred to the Autonomous Communities. To begin with, there are areas over which the State has exclusive responsibility (Article 149.1.30 of the Constitution) in overseeing this unity:

- regulation of the conditions by which school, university and vocational titles are granted, obtained, and validated,
- promulgation of the basic guidelines for implementation of Article 27 of the Constitution,
- regulation of the educational system as a whole (setting the length of compulsory schooling, levels, grades, special subjects, cycles, teaching methods, number of academic years and requirements to move from one educational level to the next; definition of a compulsory minimum common core of knowledge (enseñanzas mínimas) and basic characteristics of the School Record Book.
- determination of minimum school requirements (teacher qualifications, teacher/pupil ratio, stallations, equipment and number of available places).
- the teaching of Spanish, without prejudice to the powers conferred on the Autonomous Communities to guarantee the use and knowledge of both official languages, when there are two,
- supervision of the educational system (Alta Inspección),
- general education investment planning, based on estimates provided by the Autonomous Communities,

- study grant policy
- international cooperation in education.

Other questions are dealt with jointly by the central and autonomous administrations, to wit:

- exchanges of the necessary information to ensure overall planning,
- education research,
- in-service teacher training
- educational television.

With a view to coordinating State and Autonomous Community responsibilities for general education planning and information exchanges, the LODE (Article 28) stipulates that the Minister of Education and Science shall convene and preside<sup>over</sup> the Conference of Education Advisers of the Autonomous Community Government Councils, to prepare the deliberations of the State School Council.

Autonomous Communities which assume education responsibilities have their own organization structures, known as "Departamento de Educación, Universidades e Investigación" in the Basque Country, "Departament d'Ensenyament" in Catalonia, "Consejería de Educación y Cultura" in Galicia, "Consejería de Educación" in Andalusia and Canary Islands, and "Consejería de Cultura, Educación y Ciencia" in the Community of Valencia.

Even Autonomous Communities without transferred education responsibilities have education departments ensuring a range of educational guidance and in-service teacher training facilities, extra-curricular activities, etc.

## FINANCING

The two administrations primarily responsible for public national education expenditure are the Ministry of Education and Science and the Autonomous Communities with full competence in this area.

Within the Ministry's "territory" development and coordination of budgetary policy is the responsibility of the Subsecretariat for Education and Science, and within this body, the General Directorate of Planning and Investment. Autonomous Communities with full education responsibilities draw up their own budgets.

Local councils, county councils and Autonomous Communities without such responsibilities, and other Ministries (Defence, Labour and Social Security, Justice, Agriculture, Fisheries and Food, and Culture) having some education responsibilities manage their own budgets.

CURRICULUM/CERTIFICATION

Curricula and guidelines are defined by the Minister of Education and Science, while allowing some flexibility for adjustment by the individual regions.

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DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: SPAIN

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legislation	X	X		
2) Definition of Branches	X			
3) Definition of Contents and Curricula	X	X		
4) Certification	X			
5) Financing	X	X		

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SPAIN (continued)

Current developments:

### THE REFORM OF NON UNIVERSITY EDUCATION

A law setting out the Spanish Government's proposals for reform of non university education will be submitted to Parliament in early 1990.

#### Introduction

This bill is designed to replace the "Ley General de Educacion" (General Education Law) of 1970. The Government's final proposals were submitted in April 1989, in the form of a Libro Blanco para la Reforma del sistema Educativo (White Book for the Reform of the Educational System). These final proposals are the product of a lengthy debate within the educational community which began in June 1987, when the Ministry's first proposals were published. Pilot experiments have also been underway since October 1983 in several hundred EGB (Primary) schools and schools offering the upper secondary cycle. Before publication of the final proposals an agreement was concluded between the Ministry and the six Autonomous Communities with education responsibilities, concerning implementation of the reform in their respective regions. The Government hopes to implement the reform over a six-year period (from 1991/2 to 1996/7).

#### Main Objectives of the Reform

The proposed reform aims to adapt the Spanish educational system to the social, technological, cultural and economic changes which have occurred in the 20 years since the General Education Act of 1970 took effect. In particular, these changes include the Spanish Constitution of 1978, which recognizes education as a basic right and stipulates that primary education shall be compulsory and free; Spain's membership of the European Community, with its important repercussions in terms of occupational mobility; and scientific and technological advances, calling for more extensive, consistent and flexible training.

By extending compulsory schooling to 10 years Spain is seeking not only to align itself with comparable countries but above all, to ensure all of its citizens a truly comprehensive basic education. The changes proposed in the structure of the education system are designed to resolve the problems of school failures and withdrawal after EGB by introducing subjects and methods used in secondary education at the compulsory education level, and no longer compelling 14-year olds to choose prematurely between different educational and

vocational options.

Main Features of the Reform

The final proposals, which provide for a thorough reorganization of the present educational system (up to age 16) contain the following basic elements:

- Regulation of pre-school (early childhood) education, which will henceforth be part and parcel of the educational system.
- Extension of free, general compulsory schooling to the age of 16, the minimum legal working age. Compulsory schooling currently terminates at age 14.
- Reorganization of the different educational levels:

Up to age 6	Pre-school education (optional)
Age 6-12	Primary education (compulsory)
Age 12-16	Compulsory secondary education
Age 16-18	"Bachillerato" (General Certificate of Education) and upper vocational education
(both optional)	

- Compulsory secondary education (age 12-16) will be based on general criteria with a common curriculum for all pupils. The range of options in the second cycle (age 14-16) will be expanded.
- New study methods for the "Bachillerato". Four orientations are possible:
  - 1) humanities and social sciences;
  - 2) natural and medical sciences;
  - 3) technical;
  - 4) arts and music.
- A thorough review of vocational training

Source: Actualité de l'éducation  
Réforme éducative - Espagne - 1989  
EURYDICE - European Unit  
Brussels - January 1990



## FRANCE

### DECENTRALIZATION OF THE EDUCATION SYSTEM

The decision to transfer to the local communities a number of powers and responsibilities previously exercised by the State prompted France in 1982 to embark on a major decentralization process which has dramatically altered the scope of responsibilities held by government offices and the local communities, respectively.

The State retains responsibility for higher education, the efficiency of public service and consistency of instruction.

By virtue thereof:

- It shall continue to define teaching guidelines and curricula,
- As in the past, it shall be responsible for personnel recruitment, training and management,
- It shall determine the schools' pedagogical structure by creating necessary teaching and administrative positions.

New powers have been conferred on the communities, by level, in three major areas:

To begin with, each community ("commune", "département", région) is given control over one educational level:

- the "communes" are in charge of primary schools, as they have been for a century;
- the "départements" control the "collèges" (first segment of secondary education)
- the regions control the "lycées" (second segment of secondary education) and specialized schools.

Secondly, the reorganization of school planning has involved the local communities in drawing up the estimated training plan and investment programme.

The communes are responsible for creating primary schools and classes (premier degré), thus implying a dialogue with the Government authorities, who retain the power to create jobs.

At the secondary level (second degré) the law now provides for a system of shared responsibility for school planning by local communities and the State.

The region, in concordance with the "départements", is responsible for an overview of quantitative and qualitative training needs; that is, medium-term education needs by level and type of instruction.

The estimated investment programme, based on the training plan, calculates total school construction, reconstruction and extension operations considered desirable.

The "départements" are responsible for building, equipping, and financing the "collèges". In the case of the "lycées", these responsibilities are assumed by the region.

In both cases the State, in view of its own responsibilities for defining major teaching guidelines, assigning jobs and posting personnel, draws up the annual list of construction operations, based on community proposals.

Third and last, the local communities have acquired a more prominent role in the day-to-day running of the schools.

#### LEGISLATIVE RESPONSIBILITIES/ADMINISTRATION

The French educational system is still extremely hierarchical. It is headed by the Minister for National Education, Youth and Sports, seconded in the present Government by two Secretaries of State. In the performance of his functions he has access to advisory bodies and a series of directorates and services which make up the Central Administration of this Ministry.

The Minister is a member of the Government and head of a ministerial department. In this capacity he is responsible for implementing government decisions concerning education, youth and sports, and enforcing acts of Parliament. Within his area of competence he issues enactments signed by either the President of the Republic or the Prime Minister.

He is also responsible for managing all educational services, for which he has certain powers:

- statutory power exercised through departmental orders, memoranda, instructions and minutes,
- power of appointment to most positions, on the authority of the Prime Minister (this power is delegated to the rectors for certain categories of personnel),

- power of rank over his subordinates, who must execute his orders.
- disciplinary power over the civil servants and officials in his Ministry,
- power to authorize expenditures within the framework of his department budget.

At the regional level the Minister of National Education, Youth and Sports is represented by the Rector (head) of an administrative district, or "Académie". Each "Académie" covers several "départements", with the exception of the "Académies" of Paris and La Réunion.

The Rector has very broad powers with which to exercise his authority over the three educational levels (primary, secondary and higher).

As the Minister's representative, the Rector must see to the enforcement of his decisions and any legal provisions relating to education.

## **FINANCING**

### PUBLIC SOURCES

In 1983 the French community spent 277.8 billion francs on education in Metropolitan France, or 7.1% of the Gross Domestic Product (GDP).

+The Government provides 70% of total initial financing.

The Ministry of National Education covers 63% of this amount. Its budget covers 49.7% of the total initial expenditure, primarily through direct outlays or subsidies. It has also paid out 3.3 billion francs to households for scholarships and 3.1 billion francs to the local communities to subsidize school construction, education grants and school transport.

The other Ministries (Agriculture, Defence and Labour) provide 7% of financing.

Direct expenditure by the territorial communities in the form of school subsidies have been 44.3 billion francs. If State subsidies are taken into account, their real financing amounts to 40.3 billion francs, or 14.5% of the total expenditure.

### PRIVATE SOURCES

Businesses contribute to the education expenditure through subsidies exempting them from the "taxe d'apprentissage" ("learning" tax) provided to schools offering technological training. They also help finance the training of young employment-seekers.

Households paid 31.6 billion francs for registration fees and a share of canteen and boarding expenses, or 9.9% of the total expenditure.

### STRUCTURE OF THE EDUCATION SYSTEM

#### Compulsory education

Compulsory schooling in France comprises ten years and involves children from the age of 6 to 16.

#### Primary education

Compulsory schooling starts with a five-year phase of primary education offered by primary schools (Ecoles Primaires). These primary schools are set up and maintained by the communes. The overall responsibility for them lies with the State, represented by the Minister of Education. The Minister of Education sets out the general educational aims, defines curricula, is responsible for the training of teaching staff and covers the main costs of the individual schools's budget.

#### Lower secondary education - Curriculum/Assessment

#### Collèges

Collèges were created by the Act of 11 July 1975 and are the only institutions that accept all pupils who have completed their elementary education.

All pupils study the same subjects during these four years.

At the end of the 3rd year of the Collège or Vocational Lycée pupils are awarded the national certificate, the Brevet.

#### Post Compulsory Education (Upper secondary education)

Lycées of general and/or technological education

This type of Lycée accepts pupils after four years at the Collège and prepares them in three years (2nd, 1st and terminal years) for one of the following examinations:

- Général Baccalauréat - Baccalauréat d'Enseignement Général (ABCDE);
  - Technological Baccalauréat - Baccalauréat Technologique (B.Tn.);
  - Technical Certificate - Brevet de Technicien (BT).
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DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: FRANCE

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legisla- tion	X			
2) Defini- tion of Branches				
3) Defini- tion of Contents and Curricula	X			
4) Certifi- cation				
5) Financing	X	X	X	X

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FRANCE (continued)

Current developments:

The "Loi d'orientation sur l'éducation" (Educational Guidelines Act), adopted by the National Assembly on 10 July, 1989,

Stipulates, inter alia:

A new organization of education, with:

- multi-annual learning cycles, for which national programmes and objectives are defined;
- the setting up of a National Programme Council responsible for proposing to the Minister a general plan of educational content.

The development of "school projects" permitting each primary school, "collège" and "lycée" to define specific methods for implementing national programmes and objectives.

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## GREECE

### OVERALL LEGISLATION AND ADMINISTRATION

The Greek educational system is a rather centralized one. It is governed by national laws, voted on by Parliament and by executive acts (like decrees and ministerial decisions) affecting the organization of educational institutions, the curriculum, the school timetable, organization of national examinations etc.

Laws and executive acts apply to both public and private institutions.

#### Responsibility for provision

The responsibility for all the schools in the country rests with the Minister of Education. All the schools from each level in a Prefecture are collectively governed by the Education Directorate. In Prefectures with a large number of schools, there are also Education Offices for each region. Each primary and secondary school is governed by a Principal, Vice-Principal and the Teachers' Association.

Issues concerning teachers' duties are dealt with by a regional council in each Prefecture and by a central council in the Ministry at national level. The councils consist of 5 members, three of whom are heads of Education Directorates or Offices, or school head teachers, and two elected representatives of the teachers.

The Pedagogical Institute, which has its headquarters in Athens and is staffed by highly qualified teachers, is responsible for drawing up guidelines for education, timetables and detailed curricula, approving the textbooks, and the professional training and guidance of teachers. The academic and pedagogical guidance of teachers in the performance of their duties is carried out by Schools Advisers with a fixed term of office.

#### Participating advisory bodies

In order to ensure democratic planning and the participation of the general public in the whole education process, the following bodies are in operation:

- A National Education Council, composed of the Minister of Education or his representative, representatives of other Ministries, the political parties, and industrial, scientific and cultural organizations. It finalizes the reports of the Prefectural Councils and draws up general proposals for the Government on matters concerning the organization, functioning and content of the education system.
- A Prefectural or Provincial Education Committee in each prefecture or province.
- A Municipal or Community Education Committee in each municipality or community.
- A School Committee, composed of representatives of the municipality or community, the parents' association and the head teacher.
- A School Council in each school.
- A Parents' Association in each school.

### STRUCTURE OF THE EDUCATION SYSTEM

#### **Compulsory education**

Compulsory schooling in Greece covers a period of nine years, six years in primary school (Demotiko Scholio) and three in secondary school (Gymnasium).

#### **Primary education / Curriculum - Assessment**

The subjects taught in classes are fixed by law at national level.

Pupil assessment is conducted orally according to 3 grades.

Upward progression to the next class is automatic at the end of each school year.

On satisfactory completion of their primary education pupils are given a certificate which allows them to enrol at a Gymnasium.

**Lower secondary education (Gymnasium) / Curriculum - Assessment**

The final 3 years (covering the age range 12 to 15 years) of compulsory schooling take place at Gymnasia.

All pupils throughout the country follow a common course of tuition.

Every three months pupils are assessed by means of oral and written tests, the latter lasting one hour per subject.

Progression from class to class is dependent on the marks gained in each subject for each of the three-month periods. Final decisions on the progression of pupils from class to class, and on their ultimate graduation if they have completed the Gymnasium, are taken by the Teachers' Council. Graduating pupils are awarded a Gymnasium leaving certificate.

**Post-compulsory education  
Lyceum/Curriculum - Assessment**

There are four types of Lyceum: general, classical, comprehensive and technical/vocational.

At the General Lyceum pupils in classes 1 and 2 are taught a common curriculum of subjects.

Each trimester all pupils are assessed in the same way as the Gymnasium pupils. But in addition, pupils at Lycea have to sit each school year, in the month of June, official written examinations in each subject for class progression or final graduation.

On graduating pupils are awarded the Lyceum leaving certificate (Apolytirion).

**FINANCING**

Primary and secondary schools

Operating expenses is covered by the prefectures budget while repairs and maintenance costs are covered by public investment credits from the prefectures which is financed by the investment budget of the Ministry of National Education and Religion.

Those schools are founded on the basis of their needs.

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DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: GREECE

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legisla- tion	X			
2) Defini- tion of Branches	X			
3) Defini- tion of Contents and Curricula	X			
4) Certifi- cation	X			
5) Financing	X		X	

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## IRELAND

### OVERALL LEGISLATION AND ADMINISTRATION

The overall responsibility for education in Ireland lies with the Minister for Education who is a member of the Irish Government and responsible to the National Parliament.

#### Department of Education

The internal structure of the Minister's Department corresponds roughly to the three main levels of the education system: first, second and third levels.

#### Administration of primary schools

The vast majority of National Primary Schools are State-aided parish schools, having been established under diocesan patronage and the State gives explicit recognition to their denominational character. In recent years a small number of multi-denominational schools have been established in response to local parental demand, and these receive State support on the same terms as denominational schools.

In 1975 a system of school Boards of Management was established for National Schools. Prior to this they had each been managed by an individual manager, usually the local clergyman. Boards are responsible for the day to day government of their schools subject to the regulations laid down by the Department of Education in the Rules for National Schools and in regulations issued from time to time.

#### Administration of second-level schools

There are four types of second-level schools - private Secondary Schools, public Vocational, Comprehensive and Community Schools.

Secondary Schools are privately owned and managed institutions, the majority conducted by religious communities, the remainder by Boards of Governors or by individuals. They have to be recognized by the Department of Education and are subject to its regulations.

Vocational Schools are administered by Vocational Education Committees. These committees consist of fourteen members elected by the local authority of the administrative area.

Comprehensive and Community Schools are administered by Boards of Management. Comprehensive Schools are managed by Boards, the members of which represent the diocesan religious authority, the Vocational Education Committee of the area and the Minister for Education. Community Schools are managed by boards of Management representative of local interests - the local Vocational Education Committee, the religious communities, the parents and teachers.

### INSPECTION

The inspectors are the main liaison personnel between the schools and the Department of Education. Their duties are many and varied and include inspection and evaluation of teachers; counselling and demonstrating; planning of curricula and administration of tests and examinations; organization and participation in in-service courses for teachers; liaising with teacher colleges of education; interviewing teachers for some posts and generally acting as information officers on behalf of the Department of Education. At senior level, inspectors assist in formulation of policy and may advise the Minister.

### ADVISORY BODIES

In November 1987 the National Council for Curriculum and Assessment (NCCA) was established by the Minister for Education in November 1987. The brief given to the Council can be summarized under four main headings:

- to advise the Minister on the curriculum at first and second levels
- to advise the Minister on appropriate modes and techniques of assessment
- to coordinate research and development
- to monitor standards of student performance in the public examinations.

The NCCA replaced the former interim Curriculum and Examinations Board.

## STRUCTURE OF THE EDUCATIONAL SYSTEM

The length of compulsory education is fixed by the Irish School Attendance Act of 1926 and amendments thereto.

### Primary education: Curriculum/Assessment

The present National School curriculum, which came into force in 1971 is child-centred rather than subject-centred and allows for flexibility in timetabling and teaching methods.

There is no formal examination at the end of the first-level education cycle. National School teachers in Ireland carry out their own assessment of Pupils' performance, either through standardized tests or their own tests based on areas of the curriculum.

### Lower Second-Level Education: Curriculum/Assessment

The last three years of compulsory education (12 to 15 year olds) usually take place in the junior cycle of one of the main types of second-level schools: Secondary, Vocational, Comprehensive and Community.

All schools operate the certificate courses laid down by the Department of Education and enter their pupils for the same national examinations.

Up to now pupils followed either a two-year course leading to the Day Vocational Certificate or a three-year course leading to the Intermediate Certificate. The Intermediate Certificate examination is taken by pupils in nearly all second-level schools. The curriculum must include instruction in a syllabus approved by the Minister for Education in a wide range of subjects.

Assessment is in the form of written examinations. There may also be an assessment of oral proficiency included in examinations in modern languages, and practical examinations in woodwork and metalwork. Examination papers are produced by the Department of Education. The actual marking of candidates is done by teachers, under the supervision of assisting advisory examiners, who are in turn directed by Chief Examiners who are always Departmental Inspectors.

The Junior Certificate, a new unified system of assessment and certification at junior cycle to replace the previous dual system, was launched by the Minister for Education on the recommendation of the NCCA in September 1988.

Post Compulsory Education (Upper Second-Level Education):  
Curriculum/Assessment

At the end of compulsory schooling, pupils may follow a further two-year course at senior cycle at a second-level school leading to the Leaving Certificate examination.

The approved course is laid down by the Department of Education.

Assessment and certification procedures are the same as for the Intermediate Certificate Examination.

FINANCING

The vast majority of the Primary National Schools are State - subsidized. Education is free.

Until 1967 tuition fees were payable in Secondary Schools, but in 1967 a scheme of free education was introduced - the scheme sought to ensure equality of educational opportunity at second level for all young people, regardless of their family circumstances. At present, about 95% of the Secondary schools participate in the scheme.

Secondary Schools, although privately managed, receive considerable financial assistance from the Department of Education - payment almost in full, of teachers' salaries and allowances; 90% of the cost of approved building and equipment; capitation grants for each eligible pupil; payment of grants in lieu of tuition fees to schools participating in the free education scheme.

About 93% of the total cost of Vocational Schools is provided by the Department of Education. The balance is provided by receipts generated by the Vocational Education Committees. Comprehensive and Community Schools are financed entirely by the State through the Department of Education.

DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: IRELAND

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legisla- tion	X			
2) Defini- tion of Branches	X			
3) Defini- tion of Contents and Curricula	X			
4) Certifi- cation	X			
5) Financing	X			

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## ITALY

### OVERALL LEGISLATION AND ADMINISTRATION

In Italy all primary and secondary formal education is centrally administered by the Ministry of Public Instruction (MPI).

However, not all Italian education comes 100% under State responsibility; alongside the network of State schools there is a network of non-State public schools (e.g. run by cities and communes) and of private schools.

All schools, be they State, non-State public or private, must conform to national laws as well as to decrees and regulations issued by the MPI if they wish to be legally authorized and confer officially recognized certificates.

Non-State and private schools following the educational programmes laid down by the State and offering sufficient educational safeguards may be granted State recognition.

#### Central administration

Within the MPI, the Minister is assisted by some Under-Secretaries. They do not have their own attributions, as their functions are delegated by the Minister himself. They act for the Minister when he is absent or engaged.

While awaiting the planned reform of public administration, the main organizational units at Ministerial level are eight General Directorates, responsible for: primary education; lower secondary education; classical and scientific upper secondary, and primary teachers' (magistrale) education; technical education; vocational education; cultural exchange, personnel, administration; non-State secondary education.

Special sectors like physical and sports education, artistic education and pensions are under the control of three inspectorates. Pre-primary education is entrusted to a special office, the pre-primary school service.

Another important unit at Ministerial level is the Planning and Study Office (Ufficio Studi e Programmazione). It is the national coordinating unit for research initiatives, in-service teacher training and experimentation.

### Consultative bodies

The Minister of Public Instruction is not only the head of the central educational administration, he is also President of the National Council for Public Instruction, the highest consultative body for all educational matters below tertiary level. The Council is an elected body of 71 members elected for five years. Three quarters of its members are staff of the MPI, elected nationally by school head teachers, teachers, non-teaching staff and educational administrators for each respective category.

The Council's task is to assess school activities and services and to formulate educational programmes. The Minister for Public Instruction must submit all proposals for legislation and administrative measures of major importance to the Council for its opinion.

### Regional and provincial administration

In practical terms the MPI's central power is executed by ministerial delegations and branches at regional and provincial level. For each of the 20 Italian regions there is a regional Superintendent, appointed by the Ministry. The Superintendent's powers cover:

- organization and administration of the teachers' competitions for teaching posts in upper secondary schools (concorsi)
- coordination between central and regional administration and policies.

At provincial level the Ministry operates through the offices of the Provincial Directors of Education which are like local branches of the central administration.

The importance of the Provincial Directors of Education and their office is considerable. Their main task is to ensure the enforcement of laws and regulations applicable to educational institutions at primary and secondary level - be they private or public. Principals and teachers of primary and secondary schools are directly responsible to the Provincial Directors of Education.

### FINANCING

The Ministry of Public Instruction has the responsibility for managing the funds allocated by the States' balance sheet to it. The State's balance sheet is approved through a formal law by the two Chamber's of Parliament, following a proposal by the Ministries of Finance and of the Budget.

The MPI is subdivided into central organs (General Departments) located in Rome, and peripheral organs located in the regional or provincial seats. The central and peripheral organs are managed by high-ranking civil servants, assisted by directors and employees of various ranks. The central and peripheral high-ranking civil servants have decision-making powers within the limits of the law and regulations, or when acting authority of the Ministry. Therefore, they can decide on expenditure, using the funds made available to them for achieving the objectives mentioned in the different item in the balance sheet. This confers administrative and accounting responsibilities to them.

### CURRICULUM/CERTIFICATION

The overall content of the curriculum and the certification procedures are established by law at national level.

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DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: ITALY

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legisla- tion	X			
2) Defini- tion of Branches	X			
3) Defini- tion of Contents and Curricula	X			
4) Certifi- cation	X			
5) Financing	X			

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## LUXEMBURG

### LEGISLATIVE RESPONSIBILITIES

Education in Luxemburg is centralized, inasmuch as it is the State which regulates educational matters in detail, determining structures and curricula, and is responsible for pre-school and primary school teacher education. The State's right of supervision applies to education as a whole, including private education.

The Minister of National Education is responsible for seeing that education conforms to legal provisions.

The school authorities, or "communal" administrations, act as an organizing power in the creation and management of schools and appointment of staff. Their decisions are subject to the approval of the Education Ministry, as supreme authority. It should be emphasized that the education policy adopted by the Ministry is defined only after consultation and collaboration with the parties involved.

The Education Minister has powers covering all categories of public education in Luxemburg except nursing schools, which come under the responsibility of the Minister of Health.

In the case of vocational training the Minister of Education is responsible for both on-the-job training and training in the formal school environment.

The vesting of responsibility in a single Minister permits the rational management and coordination of Luxemburg's school system as a whole.

Educational planning is the role of the Ministry of National Education. Educational research is carried out under the responsibility of this Ministry at the "Institut Supérieur d'Etudes et de Recherches Pédagogiques (Higher Institute for Pedagogical Study and Research - formerly "Institut Pédagogique"), at its associated Research Centre, and at the "Service d'Innovation et de Recherche Pédagogiques" (Pedagogical Innovation and Research Service).

## FINANCING

### PRIMARY EDUCATION

By law the "communes" must create primary schools and provide for their financing. Nevertheless, the State assumes the cost of two thirds of public primary school teaching staff salaries. "Free" primary schools are not subsidized.

### DIFFERENTIATED EDUCATION

The costs of State and communal centres, and part of those of the private sector, are provided for in the State budget.

### GENERAL AND TECHNICAL SECONDARY EDUCATION

The costs of general and technical secondary education are borne by the State.

Student grants are allocated on the basis of need or merit.

### HIGHER EDUCATION

Registration (for university and complementary courses), tuition and exams are free of charge.

The Higher Institute of Pedagogical Study and Research is tuition-free.

Study and examinations for credit at the Institut Supérieur de Technologie (Higher Institute of Technology) are also free.

State financial support may be granted to students in Luxemburg's three areas of higher education.

### CURRICULUM/CERTIFICATION

The compulsory education system as a whole is governed by national legislation. Consequently, curricula are established by the Ministry of Education and are applicable nationwide.

DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: LUXEMBURG

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legisla- tion	X			
2) Defini- tion of Branches	X			
3) Defini- tion of Contents and Curricula	X			
4) Certifi- cation	X			
5) Financing	X			X (1)

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(1) primary education



## THE NETHERLANDS

### OVERALL LEGISLATION AND ADMINISTRATION

Today's education system in the Netherlands is determined by the parallel existence of public and private educational institutions. Public institutions are run either by the State or the local authorities. (There are no provincial schools in the Netherlands).

70% of all schools at primary level and 60% of all schools at secondary level are private institutions.

The overall responsibility for the differentiated public-private education system lies with the Ministry of Education and Science and the legislative power of the Netherlands Parliament. Laws, decrees and regulations on compulsory subjects, examinations etc, issued by either of the central powers are binding on both the private and the public system. However, there are no regulations on the religious, political and didactic aspects of the teaching in new or existing schools.

### INSPECTION

The main instrument for the monitoring of both systems and for the maintenance of standards is the Central Government's Inspectorate, headed by the Inspector General.

Under the Constitution, the inspection of schools must be regulated by law.

### ADVISORY AND CONSULTATIVE BODIES

Both education policy and its practical implementation are the result of collaboration in the form of a system of advisory and consultative bodies.

The Minister is not bound to follow the advice he is given. (Recommendations are in principle made public). Final decisions can only be rescinded by Parliament.

## STRUCTURE OF THE EDUCATION SYSTEM

### Primary Education

Primary education is regulated by law in the Primary Education Act, a framework act containing:

- general guidelines on the teaching arrangements;
- great stress on the individual responsibility of those involved;
- detailed regulations for a highly standardized system of financing;
- a certain degree of decentralization in the implementation of the Act, with specific reference to school accommodation.

A central feature of primary education is the school workplan which schools have to draw up every two years. Within the framework of nationwide objectives, schools describe the teaching arrangements, methods and evaluation in their particular school.

The school workplan is developed in the form of a plan of activities which includes pupils' activities in relation to a particular subject together with the duties of the teaching staff.

The plan of activities also gives the teaching time, school holidays and other free days.

### CURRICULUM/CERTIFICATION

Section 9 of the Primary Education Act fixes the subjects that must always appear in the curriculum.

### ASSESSMENT

Pupils are assessed on the basis of a record card system, testifying the individual pupil's progress throughout his/her school career.

No certificates are awarded to primary school leavers. Children choose the secondary school on the basis of their results and in consultation with teachers, the head of the school and their parents.

## SECONDARY EDUCATION

The Secondary Education Act (WVO) of 1968 contains regulations governing these forms of education and the schools at which they are provided.

## EXAMINATIONS

In pre-university and general secondary education the examination consists of two parts:

- an internal examination:  
This is prepared and marked by the individual school and consists of oral and written tests.
- the national written examinations:  
This examination is the same for all pupils of a certain type of school throughout the Netherlands. The answers to multiple-choice questions are checked by computer at the National Institute for Educational Measures. Open-ended questions, to which the pupils themselves must formulate the answer, are assessed by a teacher from their own school and one from another school.

The final grade is the average of the marks for the internal and the national examinations.

## FINANCING

Financing in education is the responsibility of the Ministry of Education and Science. Rules on funding are given in the various education acts, with public and private schools being funded on the same basis. The financial equality of public and private education is laid down in the Constitution.

As regards the implementation of the rules on funding, it can be noted in general that:

- in primary education the law confers certain powers and imposes a number of obligations on the municipal authorities. It should be added that the municipalities (or provinces in certain cases) are bound by certain criteria laid down by Parliament;

- in secondary education, higher vocational education and university education the minister is responsible for the implementation of almost all funding regulations.

DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: NETHERLANDS

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legisla- tion	X			
2) Defini- tion of Branches	X			
3) Defini- tion of Contents and Curricula	X			X
4) Certifi- cation	X			X
5) Financing	X			

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## PORTUGAL

### OVERALL LEGISLATION AND ADMINISTRATION

Education in general, with the exception of certain institutions attached to other Ministries, is the responsibility of the Ministry of Education.

The education system is administered by:

- the central authorities which ensure the implementation of laws passed and decisions taken by the Government and Parliament at a higher level; it also develops such additional decisions, directives, instructions and notifications as are considered necessary. In brief, its functions are design, planning, coordination and inspection. The new Framework Law of January 1987 reforms the administration of the whole education system and restructures the regional services with a view to decentralization. According to the law and with regard to the reformation of the Education Departments, new framework laws are being issued from several central bodies and services.
- the local and regional authorities, whose decision-making powers are increasing in certain areas and which deal in particular with implementation and management tasks.
- the educational institutions which, whether of basic, secondary or higher education, have increasing autonomy.

#### Central authorities

At national level, the Ministry of Education has bodies and departments for consultation, technical management, planning and assistance, science and research, orientation and coordination of the education system, and inspection. These organizations report direct to the Minister and the Secretaries of State for Education.

Regional authorities

At regional level, with a view to the decentralization of the education sector, Regional Directorates of Education have recently been set up in accordance with the Ministry of Education Organic Law of January 1987 and the respective decrees published in October 1989. According to this Law the Regional Directorates of Education are "services with administrative autonomy whose purpose, from an integrated outlook, is to ensure at regional level the coordination and backup of education establishments and non-higher education establishments and the management of the respective human, financial and material resources in accordance with policy and national objectives defined for this subsystem".

FINANCING

The financing of education (public education) is basically provided by the Central Government - the Ministry of Education and other Ministries. At all events, local authorities have some responsibility for financing the construction of pre-school and primary schools, and for complementary investments.

ASSESSMENT

The assessment of pupils' performance is the responsibility of the Class Council on the basis of proposals made by each teacher according to assessment criteria already set by the Teaching Council.

Pupils who do not attend State schools or recognized independent private or cooperative schools with pedagogic autonomy have to take a final examination, which is set at national level.

CURRICULUM/CERTIFICATION

The overall content of the curriculum and the certification procedures are established by law at national level.

DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: PORTUGAL

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legisla- tion	X			
2) Defini- tion of Branches	X			
3) Defini- tion of Contents and Curricula	X			
4) Certifi- cation	X			
5) Financing	X			X

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PORTUGAL (continued)

Current developments:

REFORM AND EXPANSION OF THE EDUCATION SYSTEM

INTRODUCTION

Portugal is currently involved in a process of expansion and comprehensive reform of its education system as part of the broader goal of modernizing the country to prepare its economy and society for the challenges of European integration at the end of the second millenium.

Educational reform in Portugal has been presented as the nation's greatest challenge for the twenty years to come, in which an entire generation of citizens is called upon to collaborate.

The basic lines of action underlying the sweeping modernization of Portuguese education are predicated on the principles set forth in the "Framework Law" adopted by the Assembly of the Republic in October 1986. This Law constitutes the legal frame of reference for the reform.

Education Administration Reform

The basic philosophy which inspired the Reform implies the establishment of new relations between the different constituents of the educational community, and to this end calls for a thorough revision of education administration itself, brought about through decentralization of public education, greater school autonomy and promotion of private education.

- Decentralization of Official Education Administration Bodies

With a view to narrowing the gap between the Administration and the actual protagonists of education action and improving the efficiency of the means placed at the disposal of the education sector, a broad movement to decentralize functions and powers has been launched.

\* Actions :

The "Organic Law on Regional Education Directorates" was published in October 1989. Under its terms, all of the executive functions which had previously paralyzed the Ministry of Education's mammoth central apparatus were relinquished at the national level.

At the same time the General Directorates of Educational Facilities, Administration and Personnel merged to form a single General Directorate of School Administration.

The Ministry's Information System Plan was drawn up, and execution began in 1988.

The Ministry of Education's Administrative Modernization Programme was initiated.

- Greater School Autonomy

School, as a special place where the education process takes place, must be freed from administrative constraints and given a greater role in promoting ties with the local educational community as a whole.

\* Actions :

The new legal regime of autonomy both for schools offering the 2nd and 3rd basic education cycles and for secondary schools was approved in January 1989.

This autonomy applies to pedagogical, cultural, administrative and financial aspects. Six schools in each region were chosen to implement the new regime on an experimental basis. Decision-making power was restored to the schools in important areas such as scheduling, teachers' leave, and recruitment of non-teaching personnel.

A law currently in preparation will confirm the democratic nature of school management; in particular, it will define the roles and responsibilities of the Governing Board made up of representatives of parents' associations, teachers, students, non-teaching personnel and local economic and cultural authorities.

The "Law on University Autonomy" was approved in 1988, affecting higher education. It guarantees respect for the statutory, scientific, pedagogical, administrative, financial and disciplinary autonomy of the universities.

Source: Actualité de l'éducation  
Réforme éducative - Portugal - 1989  
EURYDICE - European Unit  
Brussels - January 1990

## UNITED KINGDOM

### OVERALL LEGISLATION AND ADMINISTRATION

In the UK, regardless of whether it is England, Wales, Northern Ireland or Scotland, education is characterized by its decentralized nature. Responsibility for different aspects of the service is shared between central government, local government, the governing bodies of educational institutions and the teaching profession.

Moreover, there are variations particularly with regard to organization, administration and control of schools between the education systems for England, Wales and Northern Ireland and there is an education system for Scotland, subject to independent legislation.

### England, Wales and Northern Ireland

#### Central Government Departments

The Department of Education and Science (DES) is responsible for all aspects of education in England, and for the Government's relations with and support for universities throughout the UK.

The Welsh Office (WO) is responsible for non-university education, and is consulted about university education in Wales.

The Department of Education for Northern Ireland (DENI) has full responsibility for non-university education in Northern Ireland, and is consulted about university provision in the province.

In general terms, it may be said that the central authorities:

- determine national aims and formulate national policy, including the core curriculum and assessment of pupils of statutory school age;
- commission research and support work on the development of the school curriculum and public examinations;
- set minimum standards of educational provision.

Central authorities neither provide nor administer schools or colleges, but they have the power to intervene if individual local authorities or schools are not discharging their duties satisfactorily.

## FINANCING

Current expenditure incurred by local authorities (including teachers's salaries) is met partly by the Rate Support Grant from Central Government and partly by income from local rates (to be replaced by the Community Charge from 1990) and charges for local authority services. The actual amount of Rate Support Grant received depends on the Government's assessment of the authority's expenditure needs as compared with its locally-raised income.

## Inspection

All educational institutions receiving grants from public funds, including university teacher training departments, are subject to inspection. There are separate Her Majesty's (HM) Inspectorates for England, Wales, Northern Ireland and Scotland.

## Local Government

In the decentralized system the provision of maintained school education and most post-school education outside the universities is the responsibility of local government. Local authorities (Counties, Metropolitan Boroughs and London Boroughs) are legally required to appoint an Education Committee which carries direct responsibility for the provision, administration, maintenance and functioning of teachers, the supply of equipment and materials and, in England and Wales, the provision of grants to students proceeding to further and higher education.

Administratively, local authority schools fall into two categories.

In England and Wales: county schools, established and run by local education authorities, and voluntary schools, financially maintained by LEAs but established by other bodies - the Church of England, the Roman Catholic Church and certain other denominations. About 30 per cent of maintained schools are voluntary schools.

### Grant Maintained Schools

A new category of school was created by the Education Reform Act 1988 - the grant-maintained school. Any LEA-maintained secondary school and any primary school with more than 300 registered pupils can, following a secret postal ballot of parents, apply to opt out of LEA control and become funded directly from central government.

### Independent Schools

Non-maintained sector schools (independent schools) receive no grants from public funds but are financed from fees and endowments.

In Northern Ireland there are also two main categories of school: controlled schools, owned and managed through Boards of Governors by the area Education and Library Boards and having all their expenditure met from public funds; and voluntary schools, which are established by voluntary bodies (including the main churches both Protestant and Roman Catholic) and managed by Boards of Governors. It is government policy to encourage integration between Protestant and Roman Catholic schools where there is a local desire for it.

### School Governing Bodies

Recent legislation in England and Wales (The Education (No. 2) Act 1986 and the Education Reform Act 1988) requires governing bodies of maintained schools to be more representative of their local communities, and extends their responsibilities. Under the 1988 Act the governing bodies of all maintained secondary schools and of primary schools with more than 200 registered pupils will be delegated a budget to cover most of the school's running costs. LEA's delegation schemes, which must be approved by central government, will come into operation from April 1990, and be phased in over three years. With the LEA and the head teacher, the governing body is jointly responsible for delivering the national curriculum.

### Consultative Bodies

Education policy in the UK is also influenced by the work of a wide range of consultative bodies providing advice for central government departments as well as local authorities. For England and Wales, two new bodies have particular responsibilities for the curriculum and for examinations and assessment: the National Curriculum Council and the School Examination and Assessment Council. There is a separate Northern Ireland Curriculum Council and a Northern Ireland Schools Examination and Assessment Council.

### STRUCTURE OF THE EDUCATION SYSTEM

The statutory school age in the UK is from 5 to 16

In England and Wales the Education Act 1944 requires that there should be three stages of education: primary, secondary and further.

The Northern Ireland statute which requires 3 stages of education, ie primary, secondary and further is the Education and Libraries Order 1986.

### Compulsory education - Curriculum/Assessment

During the period of compulsory education as a result of the Education Reform Act 1988, all maintained schools in England and Wales must provide a basic curriculum.

As the Education Reform Act 1988 for England and Wales, the Education Reform (Northern Ireland) Order 1989 makes provision for a common curriculum for pupils in compulsory education.

For each National Curriculum subject, there will be attainment targets defining what pupils should know, understand and be able to do by the end of four key stages, plus programmes of study showing the ground to be covered. The key stages cover the ages 5-7, 7-11, 11-14, 14-16. Towards the end of each key stage, pupils' progress will be assessed against the attainment targets for each subject.

Progressive introduction of the National Curriculum in England and Wales began in autumn 1989.

Assessment of pupils at 16 will be linked to the main external examination for lower secondary school pupils - the General Certificate of Secondary Education (GCSE), offered by five separate examining groups in England and Wales. Most of these bodies are attached to a university. Candidates may take as few or as many subjects as they like. The examination is taken at 16 (earlier if the candidate is ready) and candidates are awarded one of seven grades (A-G). Candidates who fail to reach the minimum standard for grade G will be ungraded and receive no certificate.

No course leading to an external qualification may be taught to a pupil of statutory school age unless the qualification and its associated syllabus have been approved by the Secretaries of State for England and Wales, and the School Examinations and Assessment Council retrospectively.

### Post-Compulsory Education (Upper Secondary Education)

Young people over the age of 16 have a number of education and training options open to them. They may stay on in the school sixth form, or they may transfer to a sixth form college, a tertiary college or a college of further education, depending on the system operated in the area they live in. The three latter types of establishment offer a range of academic and vocational courses for young people over the age of 16.

### Academic Courses - Curriculum/Assessment

Pupils who are likely to go on to university or other higher education courses usually study subjects to GCE A level (Advanced level of the General Certificate of Education) the main external examination offered in schools at upper secondary level, together with supplementary subjects.

The syllabus and examinations of A levels are set by GCE boards, most of which are attached to universities.

## **Scotland**

### **Responsibility for Provision**

Public sector education in Scotland is a partnership between central and local government. The Secretary of State for Scotland is responsible to Parliament for the overall supervision and development of the service, through the Scottish Education Department (SED). Amongst many other functions, the Department controls the standard and cost of educational building and issues guidance on such matters as curricula and teaching methods. The Scottish consultative bodies which, with the inspectorate, advise the Secretary of State on curricular matters are the Scottish Consultative Council on the Curriculum, the Scottish Examination Board and the Scottish Vocational Education Council.

In Scotland most of the schools supported from public funds are provided by education authorities and are known as public schools.

### **School Boards**

On 15 November 1988, the School Boards (Scotland) Act 1988 received Royal Assent. The law requires that education authorities establish a School Board for each school (except nursery schools) under their management. Boards have basic powers which are broadly consultative and will be able to take on further responsibilities by delegation from their education authorities. Boards will not however be able to take on the power to determine the curriculum or to employ and dismiss staff.

### **Self-Governing Schools**

The Self-Governing Schools Etc (Scotland) Act received Royal Assent on 16 November 1989. The Act enables parents to vote in a ballot to remove their children's school from local authority control and to make it self-governing. The school would be run, and its staff employed, by a Board of Management consisting of parents, teacher representatives, the head teacher and members co-opted from the local community. A self-governing school will remain within the public sector, will not be allowed to charge fees and will be funded directly by central government.

### Primary education - Curriculum/Assessment

The government recommends that primary education is based on a number of broad curricular areas, set in an appropriate balance.

The primary curriculum is not centrally prescribed but the Government is proceeding with a review of the primary curriculum and will be issuing new subject guidelines for the 5-14 age group, with parallel guidelines for parents. New assessment guidelines, report cards and nationally standardized tests in language and mathematics in years 4 and 7 will also be introduced.

### Lower Secondary (Compulsory)

#### Curriculum

At lower secondary level in the 4 years of compulsory education, the curriculum is divided into 2 stages, each lasting 2 years.

Unlike in England, where a "core curriculum" is now mandatory, the Scottish curriculum is not prescribed by law, and education authorities and head teachers have considerable freedom to decide what courses should be available in any individual schools. All schools are, nevertheless, expected to follow certain guiding principles recommended by the Secretary of State.

Schools are recommended to design their curriculum using the following 8 modes proposed by Sir James Munn in his report "The Structure of the Curriculum in the third and fourth years of the Scottish Secondary School" SED/CCC 1977.

In April 1983, the Secretary of State announced the Government's plans for the major reform of the curriculum and assessment arrangements in the third and fourth years of secondary education in Scotland. The new system brought in new ways of teaching and assessing traditional subjects and introduced a number of new multi-disciplinary courses, together with a range of short courses and modular courses.

## Assessment

Courses in chosen subjects may lead, depending on pupils' performance to Scottish Certificate of Education examinations at Standard or Ordinary Grade. The Standard (or Ordinary) Grade is normally taken at age 16. (From August 1984 Ordinary Grade courses and awards have gradually been replaced by new Standard Grade courses and awards).

The short and modular courses may eventually accumulate to the new National Certificate at the post-compulsory level.

The Standard Grade Certificate takes into account performance in examinations (gradings from 1 to 7) and the school's own-assessment of pupils. Standard Grade is awarded at three levels: Credit, General and Foundation.

## Upper Secondary (Post-Compulsory)

### Curriculum and Assessment

In the post-compulsory fifth and sixth years pupils are offered a wide curricular choice. At the heart of the curriculum are the courses leading to the Scottish Certificate examination at Higher Grade, which serves as an entry to higher education, including universities. It is usually taken at age 17. A Certificate of Sixth Year Studies can be taken in up to a maximum of 3 subjects by pupils who have obtained 'Highers' in the subjects concerned.

Revised courses for Higher Grade and the Certificate of Sixth year Studies are being prepared to ensure a smooth progression from Standard Grade.

DIVISION OF GENERAL EDUCATION RESPONSIBILITIES  
BETWEEN THE NATIONAL, REGIONAL AND LOCAL LEVELS

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Country: UK / ENGLAND - WALES - NORTHERN IRELAND

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Areas	National Level	Region/Land Community	Province/ Department	Municipality/ Schools
1) General Legisla- tion	X			
2) Defini- tion of Branches	X		X	
3) Defini- tion of Contents and Curricula	X			
4) Certifi- cation	X			
5) Financing	X		X	

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GREAT BRITAIN (continued)

Current developments:

**EDUCATION REFORM**

INTRODUCTION

Public education in the United Kingdom is currently undergoing a series of reforms aimed at improving teaching quality and choices offered overall. The most important and far-reaching of these reforms is the Education Reform Act 1988 (ERA), to which royal assent was given on 29 July 1988. In England and Wales it applies to all levels of education; in Northern Ireland and Scotland, to university education alone. There is no single date for entry into force of the law as a whole, since its different parts become effective at different times.

MAIN PROVISIONS OF THE ERA

The main provisions of the ERA 1988 are:

- a national curriculum will be introduced for the first time, including three main subjects (English, math and science) and seven other basic subjects;
- assessment will be introduced for all children age 7, 11, 14 and 16;
- schools may withdraw from the control of the Local Education Authority (LEA) in favour of becoming grant-maintained schools (directly financed by the central Government);
- parents may enrol their children in any school with the physical space to accommodate them (open enrolment);
- in the case of secondary schools and large primary schools, control over most budgetary items will be delegated by the local authority (LEA) to the governing body (local school management);
- a daily act of worship "entirely or essentially of a predominantly Christian nature" is obligatory;

- religious education (not included in the national curriculum) must be given to all pupils enrolled, up to and beyond the age of compulsory schooling (age 16);
- the Inner London Education Authority (ILEA) will be abolished and its powers transferred to thirteen districts of London as of 1 April 1990;
- schools will be authorized to charge for certain activities;
- a new type of secondary school with autonomous self-management will be set up: the City Technology Colleges (CTC) and City Colleges for the Technology of the Arts (CCTA);
- all polytechnics and other colleges in England will no longer be controlled by the local authorities (LEA) but managed as autonomous institutions of higher learning financed by a new Polytechnics and Colleges Funding Council (PCFC). In Wales, comparable schools will continue to come under the LEA;
- budgetary control over universities and other institutions of higher learning will be transferred from the LEA to the governing body; this body's size and composition will be modified to reinforce employer participation and increase its powers;
- the Universities Funding Council (UFC) will be replaced by the University Grants Committee (UGC);
- the terms of employment of academic university staff will be aligned with those of other professions.

With regard to the new provisions on school management and improvement of teaching quality, the ERA 1988 extends the reform process already initiated by the Education (No. 2) Act 1986, which became law in November 1986.

Other areas under reform are, in particular, the examination system for students aged 16 to 18 and the terms of employment and remuneration of teaching staff.

## SCHOOL ADMINISTRATION

### Local Management of Schools

Local management (LMS) is aimed at improving teaching quality through a more effective use of existing resources. Under the ERA 1988, each LEA must prepare a local management plan for all primary schools (except nursery schools) and secondary schools for which it is responsible, in consultation with the governing body and school principal. The plan has two different components: the introduction of a formula for financing based on need, and the delegation of financing and management responsibilities to the governing body. These plans were to be submitted to the Minister for approval before 30 September 1989.

Each school's operating expenses will be determined according to a formula based 75 per cent on the number of pupils. The amount thus obtained will be considered the school's share of the budget. Other factors, such as the number of pupils with special teaching needs, may also be taken into account. Financing based on this formula will be introduced for the first time when the plans, once approved, are put into effect; in most cases, on 1 April 1990.

The LEAs must delegate to all secondary schools and primary schools with 200 pupils or more management of their share of the budget within three years of the plan's introduction, between 1 April 1990 and 1 April 1993. The LEAs will have the option, if they so wish, of extending such delegation to smaller primary schools and specialized schools.

The LEA must delegate responsibility for management of most school expenses; in particular, staff, textbooks, teaching material, and regular building maintenance. Power delegated does not cover investments, and the LEA may retain control of 10% of the general school budget (the LEA's total expenses for the school and related services) to cover central administration and certain general services (such as school transport, and guidance, supervisory and social services).

The LEAs will play a more strategic role, since they must see that the "delegation" plans are effective in improving education. They will determine total resources available to schools, determine the extent of power delegated within the framework of the ERA 1988, establish codes for distribution of resources among different schools, determine the way in which the governing body is to operate, supervise the school's results and suggest corrective measures when appropriate. Finally, they will take punitive action when necessary, including rescindment of delegation.

The governing body is responsible for the school's operation and will be free to allocate its own budget resources to respond to its specific education needs and priorities. It will be free to determine the number of teaching and non-teaching staff, and recommend appointments to or dismissals from the LEA, which remains the teachers' employer.

The governing body and the principal will be responsible for drawing up and implementing a management plan for their school in compliance with the general conditions and requirements stipulated by the LEA plan. In practice, the detailed control of expenditures and daily operations will to a large extent be delegated to the principal by the governing body.

In voluntary aided schools the governing body is the employer of school personnel, whom it has full power to appoint and dismiss.

The Education (No. 2) Act 1986 earlier stipulated that as from September 1987 the LEAs had to provide governing bodies with an annual statement of school operating costs and capital expenditures and grant them scope for manoeuvre in meeting certain requirements; e.g. purchase of books, equipment and supplies (allocations determined by number of pupils). Many LEAs have already given governing bodies responsibility for managing much greater sums. All schools which do not benefit from delegation of budgetary powers will continue to enjoy this more limited form of delegation.

In addition, the Education (No. 2) Act 1986 sought to make the governing bodies more representative of parents and the community served by the school. In 1987 schools began reconstituting their governing bodies to this end. The entry into force of the ERA 1988 gave the schools' new governing bodies until 21 October 1988 to examine the desirability of acquiring grant-maintained school status.

With a view to assisting the LEAs and schools in implementing local management the Minister is helping to offset expenditure of over 100 million pounds through special grants between 1989-90 and 1991-92. In particular, this contribution will help cover the expenses necessary to enable the school to assume the responsibility delegated to it under the LMS: training of governing body members and principals in managerial techniques, setting up of central advisory teams, and installation of computer equipment.

Source: Actualité de l'éducation  
Réforme éducative - Royaume Uni - 1989  
EURYDICE - European Unit  
Brussels - January 1990



# **EURYDICE**

## **The Education Information Network in the European Community**

### **Educational cooperation in the Community**

The education systems in the twelve EC Member States vary considerably and this variety, which is the result of historic and cultural factors, is itself a source of wealth.

In order to ensure that this diversity does not become an obstacle to the free movement of people, it is essential to provide effective information on the operation and structures of the education systems.

It is also vital for each country to benefit from the experience of its Community partners and thus contribute to the development of European educational cooperation.

In February 1976 the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education. They agreed among other things to set up an information network in order to increase and improve the circulation of information in the area of education policy (1).

This information network, known as EURYDICE, is designed therefore to underpin the developing programme of educational cooperation within the European Community.

It was recognized in 1990 as the chief instrument for providing information on national and Community structures, systems and developments in the field of education (2).

In accordance with their own distinctive education structures, each Member State has designated at least one Unit to participate in the network and the Commission of the European Communities has arranged the establishment of the EURYDICE European Unit, which is part of the network.

EURYDICE is based on the mutual cooperation of all the Units. In addition the European Unit coordinates and animates the network.

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(1) Official Journal n° C38, 19.02.1976, p.1.  
(2) Official Journal n° C329, 31.12.1990, p.23.



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