PHERECLOS

PARTNERSHIPS FOR PATHWAYS TO HIGHER EDUCATION AND SCIENCE ENGAGEMENT IN REGIONAL CLUSTERS OF OPEN SCHOOLING

2.2

Policy and School Structure Inventory

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 824630.

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1. Introduction to PHERECLOS

PHERECLOS builds upon the theories of science capital and open schooling, using the experience that children's universities have made in the so-called Third Mission of universities. At the same time, it takes into the consideration the experience of other education organisations that build on holistic approaches to education, and brings together formal, non-formal and informal education. The programme brings schools and further relevant actors in the education ecosystem of a particular region together into (local) education clusters, supported by a peer mentoring programme. These clusters shall become incubators for enabling a dialogue between various parties and help to set up joint activities in (formal and non-formal) education and to develop collaborative learning environments as experimental testbeds for schools. At the same time, they impact on the quality of science engagement opportunities in these areas.

PHERECLOS will implement a digital "OpenBadge" ecosystem that labels institutions as reliable and responsive actors and showcases all cluster parties to become real agents-of-change in education. In addition, this ecosystem has the potential to testify individual achievements with respect to Science, Technology, Engineering, Mathematics (STEM) plus Arts (STEAM) engagement in formal or non-formal settings and even unintended learning outcomes. PHERECLOS will catalyse access to STEAM and higher education, promote critical thinking and informed decision-making in a wider societal context promoting thoughts on g competitiveness and sustainable growth

2. The aim and relevance of this inventory

In its first phase PHERECLOS is creating so-called Local Education Clusters (LECs), led by local children's universities in a total of 6 localities: Poland, Italy, Turkey, Finland Portugal and Columbia. As such the analysis in this document was primarily focused upon these countries, but also on countries that are our secondary target for upscaling, already participating in the project, such as Austria, Denmark, the Netherlands, Romania and the UK. We are also looking into policy recommendations and policy incentives at a European and international level that can support the implementation of such programmes in other country contexts, too.

The task undertaken is to identify framework conditions and properties in national and European policies, programmes and other policy tools, that are relevant for the development, implementation and upscaling of open schooling, also by transformation of systems. This includes a compilation of specific characteristics and influencing factors in the school systems of the participating countries that either create opportunities or have hindering aspects for open schooling. The current policy inventory is also informing the later advocacy work in PHERECLOS: by helping to understand policy contexts it supports the definition of advocacy target groups.

In this policy inventory we have worked with OECD, EURYDICE and UNESCO policy documents and statistics, the annual European Education and Training Monitor, European Union policy documents and reports, and – with the support of the project partners – national realities. Differences of school levels are also being considered with our focus mainly on primary and secondary education. The overarching context in the case of each country is the legislative framework on conditions for collaboration between formal and non-formal education as well as any policy incentives, including financial support, for such collaborative programmes.

Another major area of the analysis covers decision-making processes, school autonomy and the role of school leadership in it. The analysis is exploring the level of autonomy and school leaders' freedoms in decision-making in the field of establishing collaboration with non-formal providers, but also on curricula and teaching methods as the context for these decisions. We are also looking into the reality of stakeholders involved in decisions such as joining an education cluster proposed by PHERECLOS. In this field, the role of teachers, non-teaching staff, parents, students, local municipalities, local businesses and specialised services in such decisions are explored.

Another important aspect of such collaborations is the physical possibility for a school to collaborate with external providers. Thus, the analysis is also focusing on legislation that supports or prevents such activities, especially the regulations around organising school activities outside of the school or activities within the school that involve external people, the necessity to obtain permission for such activities and similar factors.

The last element of the analysis is about cost. Although the UN Convention on the Rights of Child defines access to quality education as 'a basic child right', and the Charter in the Fundamental Rights of the European Union clearly states that there must be a free choice for families in education, research (Salamon, E. – Haider, B. 2015) shows that there is no country in the EU where compulsory education can be totally free for any family. However, the success of open schooling also depends on the financial factor, namely that for a wide recognition of this approach it should not burden families any further. Thus, the inventory also includes these factors such as autonomous budgetary decisions of school leaders as well as – in case of a lack of funding within the school budget - the availability of external funds to cover extra costs that unburden family budgets.

3. Overview of relevant international and European legislation and policies

3.1. The right to quality inclusive education in international treaties

The UN Convention on the Rights of the Child (UNCRC), the most widely ratified international treaty defines the right to education as a basic child right. The treaty goes even further by demanding free primary education for all (Article 28) and also provides a framework for education that is most appropriate for the individual child to ensure they reach their full potential (Article 29), thus paving the way for the global demand for quality, inclusive education for all children.

The UN Convention on the Rights of People with Disabilities (CRPD) that all European Countries have signed and also ratified with the exception of the Netherlands, Ireland and Belarus, and that is also ratified in the two non-European project countries, Columbia and Turkey, obliges governments to make inclusion in general education a norm (Article 24). It is an obligation for disability inclusion, defining the need for sign language translation, availability of Braille material, physical and intellectual accessibility.

The two international treaties combined form the grounds of Sustainable Development Goal 4 (SDG4), an obligation for governments to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". 17 Sustainable Development Goals were defined in the UN 2030 Agenda adopted by all United Nations Member States in 2015 to guide governments towards "peace and prosperity for people and the planet, now and into the future". This is an obligation that UN Member States have undertaken, but delivery is at the level of national consideration and competence.

In this spirit and in order to support countries in delivering on their pledge, UNESCO published a policy document, Rethinking Education – Towards a Global Common Good on the implementation of SDG4. One of the main demands of the document is to re-define responsibility for education as that of all, paving the way for a holistic approach and collaboration between formal, non-formal and informal education providers. Rethinking Education clearly demands for exploring new education ecosystems to be able to cater for diverse needs and educational goals. It also links all education domains, including STEM to well-being and humanistic approaches. With regards to migrant inclusion, the document demands for an open approach to alternative knowledge systems to ensure that Western cultures do not over-dominate education. This, in the reality of diverse societies, is only possible through a wide understanding of education providers and close collaboration among them. In their document, UNESCO proposes the establishment of learning space networks with the school being part of it with some role as a way to preserve school and prevent them from becoming obsolete. The overall goal, according to this policy document, is to develop open and flexible lifelong learning systems from cradle to grave that are built in multiple learning spaces with formal, non-formal and informal education all acknowledged, valued and recognised.

UNESCO also implements a Science Education Programme with high level partners such as CERN and the Khan Academy through the Intersectoral Platform on Science Education, which has highlighted the need for more innovative methods for science teaching to encourage interest in science and engineering, and thus promote careers in STEM. It has a major focus on girls in STEM but has not focused on STEAM so far.

Another key global player in the policy field in modernising education is the World Bank that has its own Global Education Directorate and they are also the largest financers of education reform in the developing world. Thus, they have the financial power to have an impact on education provision, and they implement their own research and policy work in this field. According to their latest major policy document, Learning to Realize Education's Promise there is a Global Learning Crisis that prevents the delivery of promises and pledges made by governments. It is no longer the main problem that children do not attend school, but that school is not delivering on their needs and thus they finish school without actually learning. Among solutions to this crisis, coalition-building and education delivery innovation are highlighted as of crucial importance. Thus, the World Bank funds such projects, but funding is currently only available in developing countries that also demonstrate commitment on the government's side.

Last but not least, it is worth mentioning the Leapfrogging in Education policy initiative led by the Center for Universal Education at the Brookings Institute[1], a notion and initiative taken on board by major global players in education. In their evidence-based recommendations, they also recognise the need to harness innovation to rapidly accelerate educational progress for the learning needs of children.

3.2. The right to free, quality education in Europe

All European countries have ratified the UNCRC, adopted SDG's and most of them also ratified the CRPD (while Ireland, the Netherlands and Belarus have signed but not yet ratified it). The European

[1] The Brookings Institute is a nonprofit public policy organization based in Washington, DC. Their mission is to conduct in-depth research that leads to new ideas for solving problems facing society at the local, national and global level with education being one of their main research areas.

Union as an entity has also joined the CRPD, but not the UNCRC. Thus, the fundamental rights to free, quality education are enshrined in legislation in all European countries.

The European Union made a further commitment to deliver on the right to education and in particular on access to free compulsory education in the EU Charter of Fundamental Rights of the European Union in 2012. However, this does not create a legislative obligation for EU Member States as education is a national competence and the Charter only applies to EU institutions and national policy instances where EU Law is implemented.

In November 2017 European leaders proclaimed the European Pillar of Social Rights and committed to delivering on its 20 principles, the first of them on education: “Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.”

As a result of the non-binding nature of the EU Charter of Fundamental Rights, there is no country in the EU where children have access to free compulsory education according to research (Salamon-Haider 2015.) while the perception in two-thirds of EU Member States is that there are free options. OBESSU, the European organisation of secondary school students highlighted access to education as a main obligation of governments and mentioned costs as one of the problem areas in a campaign in 2011. This triggered the aforementioned research that clearly prove the statement. The financial consequences on families vary not only by country, but sometimes also by municipality as local legislation shows a great diversity (eg. in the same country some municipalities may offer free transport to and from school activities while others do not).

This means that when implementing open schooling programmes such as the LECs PHERECLOS proposes, the financial burden on families and its impact on equity and inclusion must be considered separately in each national or even local case.

As for the right to access to quality education, the European Union is monitoring education quality using a number of tools such as publishing the annual Education and Training Monitor as well as Structural Indicators for Monitoring Education and Training Systems in Europe. In a 2019 publication analysing the 2018 PISA results, there is a focus on underachievement in various learning domains as well as results by gender and indications on inclusiveness.

3.3. European headline targets and relevant education policy initiatives

The European Union has recognised improvement and innovation in education as major development areas. As early as in 2000 when the EU defined its development goals for 2010, Europe defined its goal as “to become the most dynamic and competitive knowledge-based economy in the world”. The so-called Lisbon Strategy did not define specific targets for education as it was mainly an employment strategy. It mentions the need to increase the number of students completing secondary education and efforts to coordinate research in order to achieve the knowledge economy goal. The policies implemented in order to achieve its goals (that was not met by the end of the 2000-2010 period) resulted in a decrease in early school leaving. When preparing for the EU strategy for 2010-2020, access to education and inclusion were already mentioned as desirable goals for purely employment purposes.

Education is national competence in the EU, so EU institutions have limited opportunities to deliver on education policies. The main tool, jointly created by the European Parliament, the European

Commission and the European Council is funding made available for exchanging experiences, experimenting with policy innovation and implementing education research through funding schemes such as Erasmus+ or Horizon2020. The European Commission operates Working Groups with the participation of national policy experts, EC employees and in some periods stakeholder representatives. In the current and previous WG on Schools, none of the main school stakeholders (teachers, school leaders, parents, students) have been represented by stakeholder organisations while teacher trade unions as a social partner has been included.

In the strategy for the 2010-2020 period the EU has defined headline targets for education as follows:

- Share of early school leavers to be reduced under 10%;
- At least 40% of 30 to 34 years old to have completed tertiary or equivalent education.

This was translated to national targets and 8 education and training benchmarks have been defined for 2020:

- An average of at least 15 % of adults should participate in lifelong learning.
- The share of low-achieving 15-year-olds in reading, mathematics and science should be less than 15 %.
- The share of 30-34-year-olds with tertiary educational attainment should be at least 40 %.
- The share of early leavers from education and training should be less than 10 %.
- At least 95 % of children between 4 years old and the age for starting compulsory primary education should participate in early childhood education.
- The share of employed graduates (20-34-year-olds) having left education and training 1-3 years before the reference year should be at least 82 %.
- An EU average of at least 20 % of higher education graduates should have had a period of higher education-related study or training (including work placements) abroad, representing a minimum of 15 ECTS credits or lasting a minimum of three months.
- An EU average of at least 6 % of 18-34-year-olds with an initial vocational education and training (IVET) qualification should have had an IVET-related study or training period (including work placements) abroad lasting a minimum of two weeks, or less if documented by Europass.

As for science education, there is an EU benchmark of 15% per country for underachievers (scoring below average in PISA) that only 4 countries met according to PISA 2018: Estonia, Finland, Poland and Slovenia, while the European averages is around 25%. Since 2009 the trend has been downwards in Europe (with an increasing number of underachievers / countries above this threshold). While the majority of non-EU countries managed to reduce the percentage of underachievers, there is a 4.2% increase in this across the EU. At the same time there is no significant gender gap in science achievement although boys do appear to have higher underachievement rates in countries across the EU.

Underachievement in mathematics stagnates around 20% and doesn't show a major gender gap, and it varies from country to country if it is boys or girls who are impacted more. Only 4 countries have met the 15% benchmark (for underachievers in Maths?): Estonia, Denmark, Poland and Finland. The EU average performance in mathematics remained stable over the 2009-2018 period, although trends differ across Member States.

As PHERELCOS is aiming to work with target groups in both primary and secondary education across our different LEC partners, and we hope that the positive experiences of STEAM engagement from these experiences may motivate young people to consider future careers in STEM, PHERECLOS can become a useful methodology for countries towards these benchmarks. As far as statistics show, it is not only the PISA benchmark that has not been met by the end of 2018. The early school leaving (ESL) benchmark has been met across the EU as a whole, but on the one hand different countries show different patterns of increase and decrease. In addition, the methodology used for defining ESL rates provides a questionable picture in the majority of country as it clearly shows the percentage of students leaving formal education before the end of compulsory stage but does not clearly show the percentage of those leaving formal education without a marketable vocation or profession. This is reflected in the employment rate benchmark that only considers young people with upper secondary or tertiary level degrees, and even in their case the employment rate is under 82%.

The Working Group on Schools prioritised early school leaving in 2014-15 and created policy recommendations in that field. It is the first major EU policy document that defines the whole school approach as an open approach to school: “The school is seen as a multidimensional and interactive system that can learn and change; an open learning hub which provides support to its neighbourhood and receives support from the community… [It] also implies a cross-sectoral approach and stronger cooperation with a wide range of stakeholders (social services, youth services, outreach care workers, psychologists, nurses, speech and language therapists, guidance specialists, local authorities, NGOs, business, unions, volunteers, etc.) and the community at large, to deal with issues, which schools do not (and cannot) have the relevant expertise for. The concept of a ‘whole school approach’ allows for the entire system of actors and their inter-relationships in and around schools to be considered, acknowledging that each stakeholder has a part to play in supporting the learners' educational journey and nurturing their learning experience.” This policy also calls for the involvement of all relevant local stakeholders in decision making and governance procedures.

The same Working Group focused on governance of school education systems and also called for involving all relevant stakeholders to be involved in decision making from policy to school level. The WG has defined schools as learning organisations that “do not exist in isolation; they are linked and embedded within a learning system”. One of the thematic areas of policy development identified was “networks for learning and development across school education systems: a deeper understanding of the purpose and nature of networks for innovation and implementation, and the participation of stakeholders at different levels of the system.” They identified such networks suitable for addressing and potentially solving problems concerning the education of young people in collaborative and flexible ways as well as important sites of co-responsibility and shared accountability.

As part of the Skills Agenda, the European Commission has undertaken a slight revision of the Key Competences for Lifelong Learning framework in 2018. This document mentions that Arts have been linked into STEM initiatives across Europe for increasing the attractiveness of STEM careers, and thus calls for government to pay special attention to “fostering the acquisition of competences in sciences, technology, engineering and mathematics (STEM), taking into account their link to the arts, creativity and innovation and motivating more young people, especially girls and young women, to engage in STEM careers”. The recommendations also highlight the importance of a variety of learning approaches and environments when delivering on key competences mentioning the importance of partnerships across education providers and other actors, the cross-pollinating effect of educating in

various domains and disciplines putting emphasis on STEM as well as arts and citizenship education. The recommendations also cover topics of inclusion and quality.

At the same time as the EU proclaimed the Pillar of Social Rights, the European Commission also set out an education agenda for 2025. This policy aims to "harness the full potential of education and culture as drivers for job creation, economic growth and social fairness as well as a means to experience European identity in all its diversity". The European Commission is calling for measures in this strategic document in order to have quality education provision for all in order to increase PISA results, deliver on key competences and inclusion.

The European commitment to increasing access and quality in education is clearly shown by the fact that while the upcoming Multi-Annual Financial Framework (MFF) 2021-27, more commonly called the budget of the EU will experience an increase of budget available for collaboration, innovation and mutual learning in education while most other budget categories are due to decrease due to impending withdrawl of the United Kingdom from the EU. The new Erasmus+ programme for the 2021-27 period is expected to have a doubled budget.

4. School system overview of LEC countries

Except for Columbia, national school system overviews are based on the national education systems description by EURYDICE. The Columbian overview was created with the help of EAFIT, our national PHERECLOS partner.

4.1. Finland

Stages of the Education System

Early childhood education and care (varhaiskasvatus) ISCED 0

Participation in early childhood education and care is a universal right for all children under school age, that is, aged 0-6 years. It is mainly organised in day-care institutions and so-called family day-care. There are moderate fees for families.

Pre-primary education (esiopetus)

Compulsory pre-primary education starts one year before basic education at the age of 6 years. Municipalities have to provide pre-primary education for a minimum of 700 hours per year. Generally, this is organised so that the children have half a day of pre-primary education activities and the rest of the day is early childhood education and care. Pre-primary education is free for the families.

Basic education (perusopetus) ISCED 1-2

Compulsory schooling begins at the age of 7 and lasts for 9 years. It is provided in a single structure system called basic education, grades 1-9. Education is nearly free for students as learning materials, daily school meal, health and welfare services and transport from home to school if the way to school is long or dangerous are all included in free provisions. Parents pay for school trips and compulsory sports accessories.

Upper secondary education (toisen asteen koulutus) ISCED 3-4

- general upper secondary education (lukiokoulutus)
- vocational upper secondary education (ammatillinen koulutus)

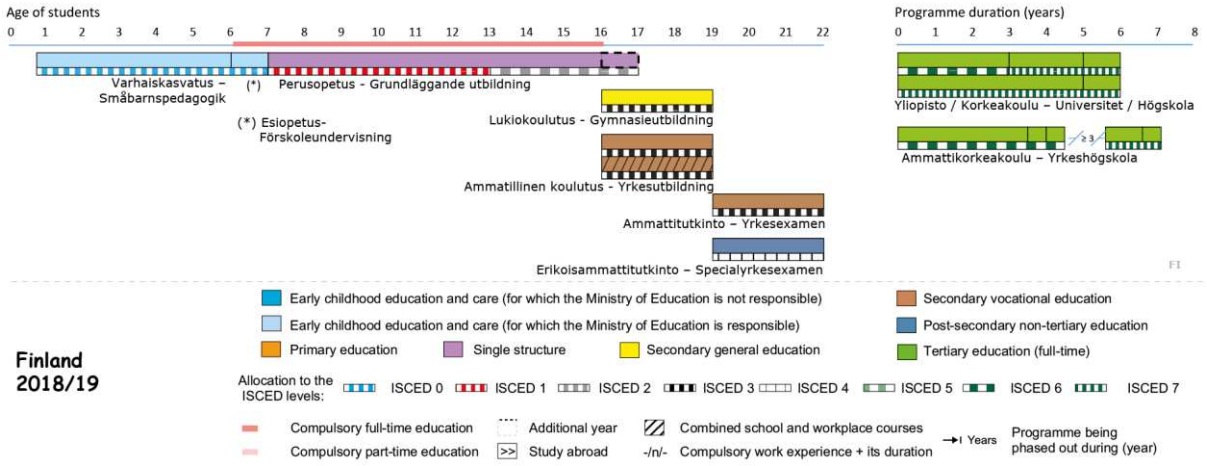
Upper secondary education is provided by general and vocational upper secondary institutions. The general age to participate in upper secondary studies is from 16 to 19 years. In vocational upper secondary education, students are often older.

Higher education (korkeakoulutus) ISCED 5-8

- university (yliopisto)
- university of applied sciences (ammattikorkeakoulu)

Higher education is provided by universities and universities of applied sciences. The first are more academically oriented and the latter more professionally oriented institutions. ISCED 8 level qualifications, such as doctorates can only be granted by universities.

Structure of the National Education System



Source: Eurydice 2018/19

FIGURE 1 THE FINNISH EDUCATION SYSTEM AT A GLANCE

4.2. Italy

Stages of the education system

Early childhood education and care (ECEC) ISCED 0

ECEC for children under 3 years of age is offered by educational services (*servizi educativi*)

ECEC for children aged from 3 to 6 years is available at pre-primary schools (*scuole dell'infanzia*).

The two offers make up a single ECEC system, called 'integrated system', which is part of the education system and is not compulsory. Although being part of the same system, the ECEC 0-3 is organised by the Regions according to the single regional legislations, while the 3-6 offer is under the responsibility of the Ministry of Education.

Compulsory education

Compulsory education starts at 6 years of age and lasts for 10 years up to 16 years of age. It covers the whole first cycle of education and two years of the second cycle. The last two years of compulsory education can be attended either in an upper secondary school or within the regional vocational education and training system.

Compulsory education can be undertaken either at a state school or at a *scuole paritarie* (recognised private schools operated in most cases by Church) or, subject to certain conditions, at merely private schools or through home education.

In addition, everyone has a right and a duty (diritto/dovere) to receive education and training for at least 12 years within the education system or until they have obtained a three-year vocational qualification by the age of 18.

First cycle of education ISCED 1-2

The first cycle of education is compulsory and is made up of primary and lower secondary education.

Primary education (*scuola primaria*) starts at 6 years of age and lasts 5 years.

Lower secondary education (*scuola secondaria di I grado*) starts at 11 years of age and lasts 3 years.

Within the first cycle, students pass from one level to the next one without exams. At the end of the first cycle of education, students who pass the final state examination progress directly to the second cycle of education, the first two years of which are compulsory.

Second cycle of education ISCED 3

The second cycle of education starts at the age of 14 and offers two different pathways:

- the upper secondary school education
- the regional vocational training system (IFP).

The first two years of the second cycle of education are compulsory.

The upper secondary school education (*scuola secondaria di II grado*) offers both general (liceo) and vocational (technical and vocational) programmes. Courses last 5 years. At the end of the upper secondary school education, students who successfully pass the final exam, receive a certificate that gives them access to higher education.

The regional vocational training system (IFP) offers three or four-year courses organised by accredited training agencies or by upper secondary schools. At the end of regional courses, learners receive a qualification that gives them access to second-level regional vocational courses or, under certain conditions, short-cycle courses at higher education level.

Tertiary education ISCED 4-8

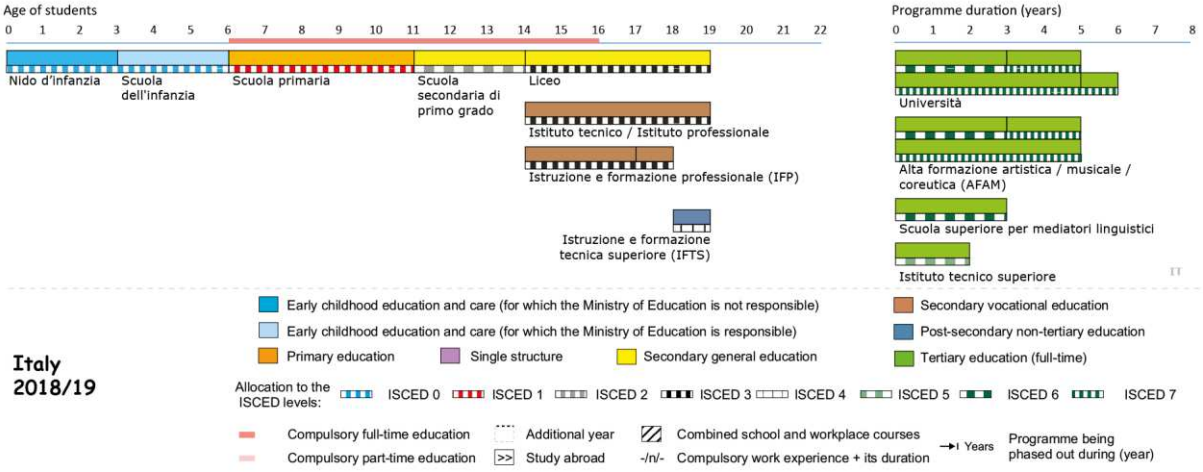
The following institutes offer education at higher levels:

- Universities (polytechnics included)
- High level arts, music and dance education institutes (Alta formazione artistica, musicale e coreutica - Afam)
- Higher schools for language mediators (Scuole superiori per mediatori linguistici - SSML)
- Higher technical institutes (Istituti tecnici superiosi - ITS).

Access to university, Afam and SSML programmes is solely for students with an upper secondary school leaving certificate. The Ministry of Education and individual institutions establish the specific conditions for admission.

Courses at ITSs are accessible to students with an upper secondary leaving certificate and to students who have attended a four-year regional vocational course followed by an additional one-year course in the Higher technical education and training system (IFTS). ITS offer short-cycle bachelor programmes, according to the Bologna structure.

Structure of the national education system



Source: Eurydice 2018/19

FIGURE 2 THE ITALIAN EDUCATION SYSTEM AT A GLANCE

4.3. Poland

Stages of the Education System

ECEC ISCED 0

Institutions for children aged 0-3 years:

- creche (żłobek)
- kids club (klub dziecięcy).

Attending a creche is not obligatory, creches are not officially part of the education system as they are supervised by the Ministry of Family, Labour and Social Policy.

Institutions for children aged 3-6 years:

- nursery school (przedszkole)
- pre-school class in a primary school (oddział przedszkolny w szkole podstawowej)
- pre-school unit (zespół wychowania przedszkolnego)
- pre-school centre (punkt przedszkolny).

Pre-school education is optional for 3, 4 and 5-year-old children and obligatory for 6-year-olds. Every 3, 4 and 5-year-old has an **entitlement to a place** in a pre-primary setting in his/her locality.

As of the school year 2016/17 compulsory education in grade one of primary school starts at the age of 7. All 6-year-olds **have to** attend a pre-school institution for one year in order to acquire certain basic skills before they start school.

Primary education ISCED 1+ISCED 2

The structural reform has already been fully in place at primary education level. The information below captures the current, post-reform picture only.

Single structure education

8-year primary school (single structure education) is compulsory for all students who are usually aged 7-15.

It includes two stages:

- grades 1-3 (early school education)
- grades 4-8 (teaching by subject).

At the end of grade 8 of primary school students take a compulsory external examination. The results of the exam, together with end of school achievement, influence admission to secondary schools.

Secondary education ISCED 2+ISCED 3

The structural reform is in progress, some students still follow the pre-reform school system/ type of schools therefore old structure is included in the information below.

Old structure (operating until 2022)

Lower secondary school (ISCED 2)

3-year lower secondary school called *gimnazjum* ceased to operate in 2019 after the last cohort of students completed this type of school.

Upper secondary school (ISCED 3)

Although this stage of education is not compulsory (or in fact compulsory part-time up to the age of 18) a vast majority of students continue their education in upper secondary schools.

In the old structure there are three types of upper secondary schools:

- 3-year general upper secondary school (liceum ogólnokształcące)
- 4-year technical upper secondary school (technikum)
- 3-year basic vocational school (zasadnicza szkoła zawodowa) (already replaced by stage I 3-year sectoral vocational school (szkoła branżowa I stopnia).

Students attend upper secondary schools at the age of 16-19 (or 16-20 in case of the technical upper secondary school).

Old type programmes operate in 2019 for one more cycle (3-years) for the last graduates of lower secondary school (gimnazjum), which has been phased out.

New structure

The new structure is being introduced gradually starting in 2019/20 to be completed in 2023/24.

In the new structure the **lower secondary school level** (ISCED 2) is included in a **single-structure** 8-year primary school.

The new reformed structure of **upper secondary education** (ISCED 3) includes the following types of schools:

- 4-year general secondary school (liceum ogólnokształcące)
- 5-year technical secondary school (technikum)
- Stage I 3-year sectoral vocational school (szkoła branżowa I stopnia)
- Stage II 2-year sectoral vocational school (szkoła branżowa II stopnia).

Examinations

Students of vocational schools - sectoral vocational schools and technical upper secondary schools - may take exams confirming vocational qualifications in a given occupation during the course of study or upon completion of school to receive a diploma confirming their vocational qualifications.

Graduates of general upper secondary schools and technical upper secondary schools may take the external upper secondary school leaving examination (egzamin maturalny) to obtain the Matura certificate, which gives access to higher education. This possibility will be open also to graduates of the new stage II sectoral vocational school.

Post-secondary non-tertiary education ISCED 4

Post-secondary education is considered to be a part of secondary education. Post-secondary schools (szkoła policealna) are intended for graduates of general upper secondary schools who wish to obtain a diploma confirming vocational qualifications.

Schools offer courses lasting 1-2.5 years. Students of post-secondary schools and students of sectoral vocational schools and technical upper secondary schools take vocational exams of the same type.

This type of school has not been subject to the structural reform and remains unchanged.

Higher education ISCED 5-8

There are two types of Higher Education Institutions (HEI):

- university-type (uczelnia akademicka)
- non-university-type (uczelnia zawodowa).

They both offer first- and second-cycle programmes as well as long-cycle Master's degree programmes while only university-type HEIs can offer third-cycle programmes (doctoral studies) and are authorized to award doctoral degrees.

Studies are organized in the form of full-time (studia stacjonarne) or part-time (studia niestacjonarne) programmes.

First-cycle programmes lead to two types of degrees:

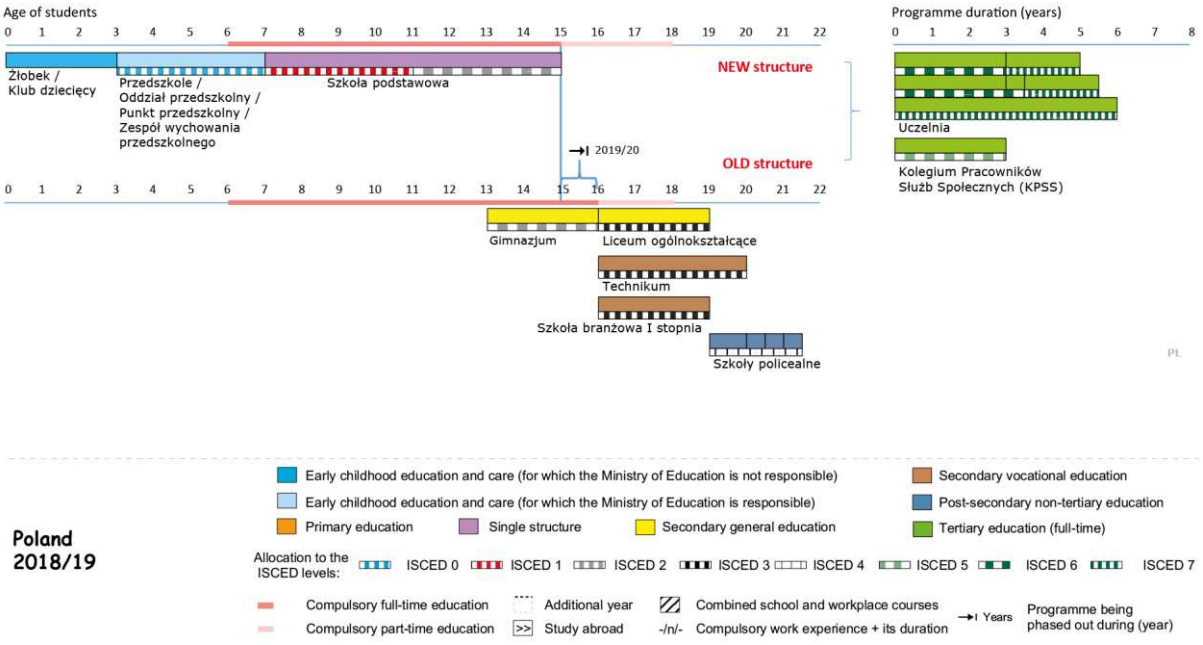
- licencjat (equivalent of Bachelor's degree) - 3-4 year programmes
- inżynier (equivalent of Bachelor's degree) - 3.5-4 year programmes.

Bachelor's degree holders can enter second-cycle programmes, which take 1.5-2 years depending on the area of study.

Only some fields of study offer long-cycle Master's degree programmes lasting 4-6 years. First-cycle, second-cycle and long-cycle Master's programmes end with a diploma examination, and students who have passed it are granted a relevant degree.

The Master's degree (magister or its equivalent) entitles its holder to practice a given profession and provides access to third-cycle studies. They are organised in HEIs or research and development institutions other than HEIs and last for 3-4 years.

Structure of the National Education System



Source: Eurydice 2018/19

FIGURE 3 THE POLISH EDUCATION SYSTEM AT A GLANCE

4.4. Portugal

Stages of the education system

The Portuguese education system is divided into pre-school education (until the start of basic education), basic education (6 to 15 years old) and upper secondary education (15 to 18 years old).

Attending pre-school education is optional, recognizing the importance of families' role in children's education. However, it is universal for children from the year they celebrate their 4th birthday.

Pre-school education ISCED 0

Pre-school education is offered to children from 3 years up to the age of compulsory schooling. There is a public and a private network of pre-school education institutions, which are complementary. The public network is made up of education institutions under the Ministry of Education and the Ministry of Labour, Solidarity and Social Security.

The private network is composed of for-profit and not-for-profit education institutions. The former are private and cooperative education institutions, while the latter are private institutions for social solidarity (*instituições particulares de solidariedade social* - IPSS).

Pedagogical tutelage is the responsibility of the Ministry of Education, which is responsible for ensuring the pedagogical quality of teaching in the pre-school education institution network.

Basic education ISCED 1-2

Basic education lasts for nine years and is divided into three sequential cycles. Each cycle should complete and build up on the previous one, within a global perspective:

- The first cycle corresponds to the first four years of schooling (Grades 1 to 4);
- the second cycle corresponds to the next two years (these two cycles together make up primary education) (Grades 5 and 6); **ISCED 1**
- the third cycle lasts for three years and corresponds to lower secondary education (Grades 7 to 9). **ISCED 2**

The guiding principles of curriculum organisation and management aim to ensure a common general background education for all citizens, via the acquisition of fundamental knowledge and skills that allow further study.

In basic education, besides general basic education, students may attend specialised artistic courses in the areas of music and dance.

Basic education can also be concluded and certified through different paths adapted to the profile and specific characteristics of the students, such as:

- Education and Training Courses,
- Alternative Curricular Pathways,
- Integrated Education and Training Programme.

Education and Training Courses are an opportunity to conclude compulsory schooling via a flexible path adjusted to the interests of each individual, either to pursue studies or become qualified for the labour market.

The Alternative Curricular Pathways are an exceptional measure (created in 2006) to be used when students show no progress in terms of school results, even after the adoption of measures promoting success, whose goals are school re-orientation.

The Integrated Education and Training Programme encourages competences for citizenship and social, community and solidarity activities, based on practical and differentiated work methodology, in order to promote education and vocational development.

Upper secondary education ISCED 3

Secondary education lasts for three years and corresponds to upper secondary education. It is organised into different forms according to different aims, either focusing on access to further studies or preparation for working life. The permeability between these two paths is guaranteed.

This level of education and training comprises different types of courses.

Education and Training Pathways	**Grades**	**Age**
Science-Humanities courses	10-11-12	15-18
Vocational Courses		
Specialised Artistic Courses		
Programme-Specific Courses (Science-Technology courses)		
Education and Training Courses		
Apprenticeship Courses		
Recurrent Secondary Education		Adults

The different types of provision of upper secondary education have different goals and vocations:

- science-humanities courses are geared towards further studies in higher education;
- vocational courses are oriented to the professional qualification of the students in order to enter working life. These courses offer dual certification and provide access to post-secondary education or higher education.
- specialised artistic courses are geared towards further studies (music) or oriented for both entry in working life and further studies (visual and audio-visual arts and dance).
- programme-specific courses (science-technology courses) are dual certification courses with specific syllabus provided by some private schools. They offer basic scientific and cultural education, as well as technical training on professional skills;
- education and training courses are an opportunity to complete compulsory schooling through a flexible and tailored course that meets the interests of the students, either to pursue further studies or to obtain specific training to be qualified for working life;
- apprenticeship courses allow **students to obtain** a school and professional certification, geared towards the labour market and pursuing studies in higher education;
- upper secondary recurrent education is geared towards adults who have not benefited from education at the usual age or failed to complete their studies.

Higher education ISCED 5-8

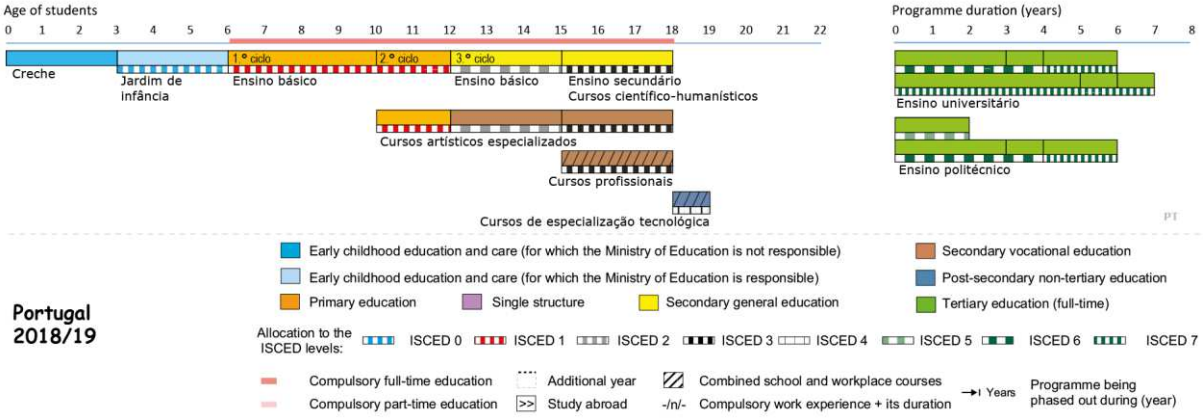
Higher education is structured according to the Bologna principles to ensure solid scientific and cultural preparation, plus technical training that qualifies students for professional and cultural life, while developing their capability to innovate and apply critical analysis.

Portuguese higher education system is a binary system that includes the **university** and the **polytechnic** systems. Universities are geared towards offering solid scientific training, gathering the efforts and competences of teaching and research units, while polytechnics focus on vocational and advanced technical training for the world of work.

University studies are offered at universities, university institutes, and all other institutions within university education, and polytechnic studies are offered at polytechnic institutes, and other institutions within polytechnic education, and both are offered by public, private and cooperative institutions.

Despite this binary division, there are some polytechnic institutions that are part of universities

Structure of the national education system



Source: Eurydice 2018/19[2]

FIGURE 4 THE PORTUGUESE EDUCATION SYSTEM AT A GLANCE

4.5. Columbia

Stages of the education system

Colombia has an eleven-year system of elementary and secondary education, consisting of five years of elementary education, four years of lower secondary education and two years of upper secondary education. There are three levels of university studies: *professional* (professional/undergraduate), *maestría/magister* (master's degree), and *doctor* (doctoral/PhD). There are also non-university higher education degrees, *técnico* (technician) and *tecnólogo* (technologist), offered at technical institutions as well as university level institutions.

The Ministry of Education (The Ministerio de Educación Nacional) regulates all levels of education. The 32 states (departamentos) in Colombia are charged with administering education in accordance with the ministry's regulations and guidelines. The state authority of education is the Secretariat of Education (Secretaría de Educación). The Ministry of Education outlines the learning objectives and subject areas for each grade level, but schools are allowed to organize their own specific study plans in accordance with community and regional needs.

The basic education cycle is free and compulsory for all Colombian children between the ages of five and 15. On the university level, fees are decided according to the socio-economic background of each student. Public universities fees usually amount to around US$970 per semester and private universities typically charge between $970 and 5,330 per semester.

Language of instruction is Spanish, but bilingualism is starting to take on a new role in Colombia. In 2004, the Ministry of Education launched the National Bilingual Program, adding English as a foreign language to the overall education agenda. Through increased English language skills, Colombia aims to increase academic and labour mobility of its people and it is also believed to be key to improving the

[2] Note: "Cursos Vocacionais" (Vocational Technical Courses) are being gradually discontinued as from 2017/18.

country's global competitiveness. English is now part of the state curriculum and bilingualism is a criteria for accreditation of higher education programs.

The National Ministry of Education offers two options for the school calendar: "A" and "B." Most departments use calendar A, which consists of two semesters that run from February until November. Calendar B is also divided into two semesters but runs from September to June. Both calendars follow a 198-day school year.

Primary education ISCED 1

Primary education (*Educación Primaria*) in Colombia is five years in length, and runs from grade one through five, with most children starting at age 6.

Students receive the certificate *Certificado de Educación Primaria* upon completion.

Secondary Education ISCED 2-3

Secondary education lasts 6 years and is divided into two cycles; lower secondary school (*Educación Secundaria Básica*) and upper secondary school (*Educación Media*).

Lower Secondary Education ISCED 2

Lower secondary school (*Educación Básica Secundaria*), is 4 years in length and runs from grade six through nine. Most students start at age 11.

All students receive the same fundamental academic instruction in lower secondary school, and the curriculum is similar to that in primary school, with additional technical subjects and a foreign language.

Completion of this cycle leads to a Certificate of Basic Baccalaureate Studies (*Certificado de Estudios de Bachillerato Básico* or *Certificado de Conclusión del Ciclo Básico*).

Upper Secondary Education ISCED 3

Upper Secondary Education (*Educación Media*) lasts two years, runs from grades 10 through 11, and is intended for students between the ages of 15-16.

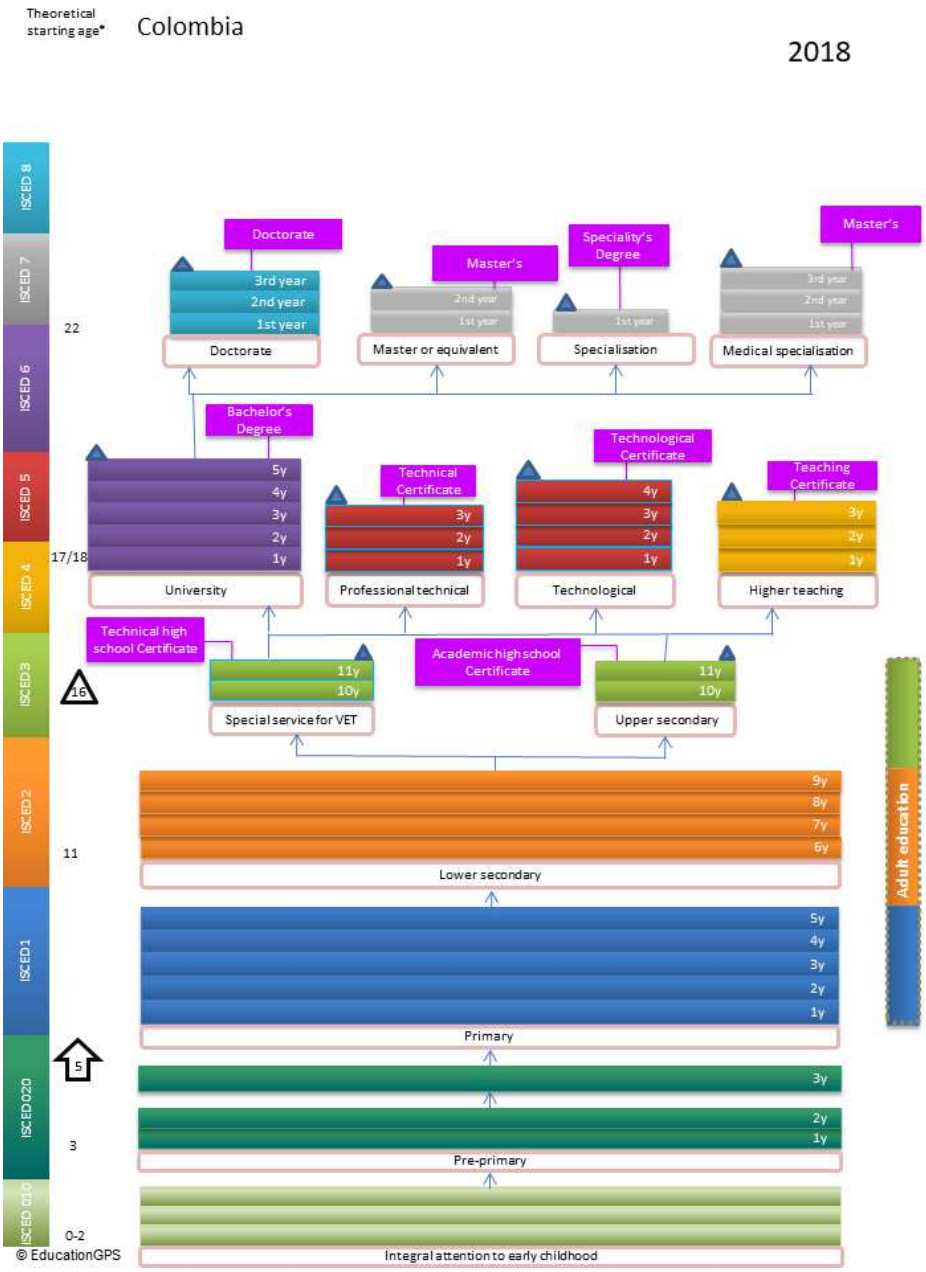
At this level, students choose between different specialized programs or "tracks." There are two different tracks: Academic (*Bachillerato Académico*) and technical (*Bachillerato en Tecnología o Aplicado*). The academic track provides students with a general education in arts, sciences and humanities. The technical track is more vocational in nature and aims to prepare students to enter the work force. The technical track is further divided into:

- Technical Track (*Bachiller en Tecnología o Aplicado*)
- Industrial track (*Bachillerato Industrial*)
- Business track (*Bachillerato Comercial*)
- Pedagogical Track (*Bachillerato Pedagógico*)
- Agricultural Track (*Bachillerato Agropecuario*)
- Social Promotion Track (*Bachillerato de Promoción Social*)

Upon completion of secondary school, students are awarded the title of **Baccalaureate** (*Título de Bachiller*), which gives access to higher education. This credential is equivalent to a U.S. high school diploma.

To qualify for higher education studies, all students, regardless of chosen track, need to pass a state exam (*Examen de Estado*), an achievement and competency test that is administered by the *Instituto Colombiano para la Evaluación de la Educación (ICFES)*. The exam is administered twice a year. Similar to the U.S., the results required for admission to higher education vary from institution to institution.

Structure of the National Education System



Source: OECD Education GPS

FIGURE 5 THE COLUMBIAN EDUCATION SYSTEM AT A GLANCE

4.6. Turkey

Stages of the education system

Early childhood education ISCED 0

Early Childhood Education includes Nursery and Day Care Centres for children of 0-36 months, which operates under the auspices of the General Directorate of Children Services of the Ministry of Family, Labour and Social Services. In addition, there are early childhood educational centres in special education kindergartens, which operate under the auspices of the General Directorate of the Special Education and Guidance Services for 0-36-month-old children who are in need of special education.

Preschool education is carried out in kindergartens for children of 36-66 months and nursery schools for 48-66 months old children within formal and non-formal education, under the responsibility of the General Directorate of Basic Education. In addition, there are early childhood education centres in special education kindergartens, which operate under the auspices of the General Directorate of the . Special Education and Guidance Services for children 37-66 month old in need of special education.

Primary education ISCED 1

Primary school education is for children aged 66 months (5.5 to 10 years)and is the responsibility of the General Directorate of Basic Education of the Ministry of National Education. In addition, early childhood education is also compulsory as well as primary and secondary education for students in need of special education.

Lower secondary education ISCED 2

Secondary education in religious schools and secondary schools is offered to children of 10 to 14 years. The actions of the General Directorate of Basic Education and Secondary Education and religious secondary schools are carried out under the responsibility of the General Directorate of Religious Education of the Ministry of Education. In addition, early childhood education is also compulsory as well as primary and secondary education for students in need of special education.

Higher secondary education ISCED 3-4

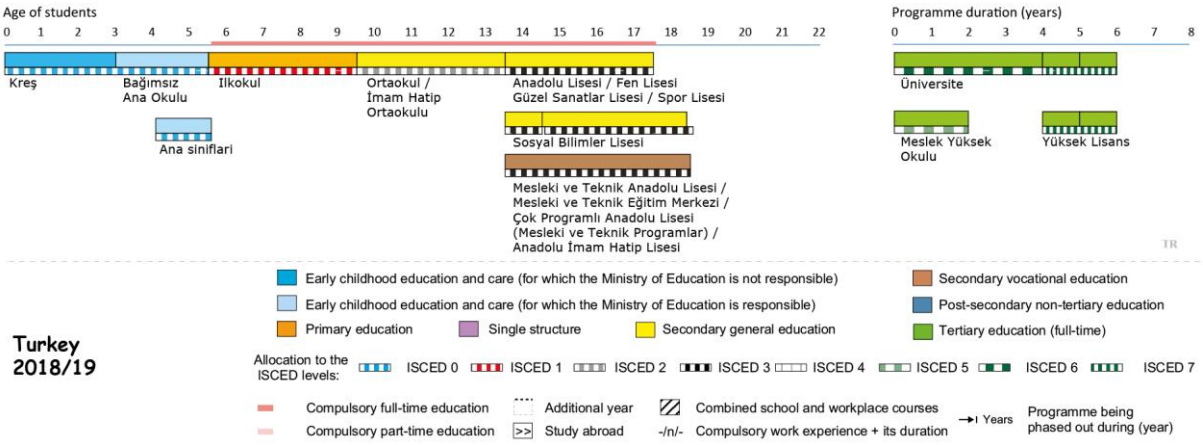
Upper Secondary Education is offered in the following forms: Anatolian High School, Science High School, School of Fine Arts, Sports High School, School of Social Sciences, the Anatolian Religious High Schools and High Schools conducting vocational and technical programs. Such training is aimed at children aged 14 to 18 years and at those who are above 18 in Vocational Education Centres and it is the responsibility of General Directorate of Secondary Education, the General Directorate of Vocational and Technical Education and General Directorate of Religious Education. Furthermore, schools conducting special training programs for the training of persons with disabilities and special educational institutions are under the responsibility of the General Directorate of Secondary and High School Level and Special Education and Guidance Services.

In addition, the education of the individuals with special needs are carried out at Special Vocational Education Centres, Special Education Vocational Schools and at Special Education Vocational Practice Schools, all of which are run by General Directorate of the Special Education and Guidance Services of the Ministry of National Education.

Higher education ISCED 5-8

Higher education includes individuals over the age of 17 and is made up of state and foundation universities. Higher Education in Turkey offers associate, bachelor's, master's and doctoral programs, provided by the tertiary education institutions. The Council of Higher Education is responsible for the regulation of all activities related to higher education.

Structure of the National Education System



Source: Eurydice 2018/19

FIGURE 6 THE TURKISH EDUCATION SYSTEM AT A GLANCE

5. National policy analysis for LEC countries

5.1. Finland

Finland, as it might be expected, is also at the forefront of open schooling. Collaboration with external partners is clearly mentioned as a preferred way of working in legislation.

School leaders have a wide autonomy, they can make decisions about entering into open schooling activities or collaborations on their own. This then has an impact on teachers' who also enjoy wide autonomy in the classroom. They can make decisions within the framework of the Basic Education Curriculum.

School leaders consult teachers directly as well as students during the decision-making process. Parents and non-teaching staff are formally involved, but not (yet) meaningfully. The local municipality plays an important role, school leaders involve them in their decision making in a meaningful way. Professional services are not involved in decision making, not even consulted. Schools do not consult their partners, but are free to choose who they are.

In Finland, the circumstances are ideal for open schooling activities with regards to activities provided in the school by third parties as there is no legal restriction on people entering schools. For activities outside of the school, parents need to be taken on board. There is a (questionable) restriction on children being in the streets on their own (as it is not in line with the UNCRC), and parents need to give permission to the school to take the children to external programmes, while schools have a special responsibility by law for children during school hours.

Finland is also a good target for open schooling activities within their legislative framework as school budgets cover nearly all costs related to such activities. It is only travel costs that might burden families, but this is not thought to be a considerable barrier.

5.2. Italy

Collaboration between schools and other education providers is not regulated by law, but network or partnership agreements can be stipulated, both locally and nationally, between schools and research bodies/associations. These agreements may relate to didactic research and application of didactic-educational methodologies; learning assessment; inclusion and integration of subjects as well as measures to address the risk of early school leaving etc.

School leaders can make autonomous decisions on entering into open schooling programmes or activities on their own. Generally, these are decisions taken in agreement with the local community (mayor and aldermen) because the opening of the school for extracurricular activities involves the Municipality (owner of the building and heating manager). Teachers have full autonomy when deciding on local curricula or their teaching methods as long as their students meet learning outcome requirement at the end of the study cycle (5th primary / 3rd middle / 5th upper).

Teachers and their elected representatives are meaningfully involved in decision-making processes at school level. Students are consulted and there is a formal way of involving parents, but not (yet) meaningfully. Non-teaching staff are not even consulted, while professional services and local businesses are. Local municipalities have a formal, but again not meaningful involvement. Involvement of official partners of the school depends upon the situation, school or case, they might be consulted or formally involved, but it is also possible that one is not involved at all.

Open schooling activities involving external actors entering the school may be restricted by legal regulations, as adults entering school and teaching activities must be formally authorized by the principal, also with verification of their criminal record. In the case of activities outside of school, willingness might be restricted by regulations that give schools special responsibilities for children during school hours. There is also a (questionable) regulation in place that restricts children to be in the street on their own (against the UNCRC).

Costs of open schooling activities might pose a problem for a number of families. They are asked to partially or fully finance material costs of core school activities, although external resources can also be available. In the case of elective activities, there is some school budget available for both material costs and human resources, but there might be external sources available for both or parents can be asked to partially finance human resources. Entry is often free for school aged children, but the cost of specific educational activities are fully covered by parents. Travel costs are partially paid by parents, but external sources are also available. In some regions there is funding from the region for partial coverage of these expenses, eg. in Friuli Venezia Giulia (in N.E. Italy) it covers about 40%.

5.3. Poland

There is no regulation or other policy document that especially encourages, regulates or restricts schools' external collaboration, so there is an opportunity for this project to have an impact on national policy in this field.

Schools have a relatively high level of autonomy, school leaders and teachers can make decisions on local curricula and teaching methods, thus an open schooling approach can be made attractive to them as it is within their field of decision making. Autonomy includes budgetary autonomy, schools can allocate funds for some costs of activities directly related to curricula. School level decision making

meaningfully involves elected representatives of teachers, that formally means the involvement of teachers and also non-teaching staff in decision making. Parents and students are only consulted, so their impact on decisions is not a-given, but at the same time local businesses and official partners of the schools are also consulted, thus potentially having an impact on decisions. Local municipalities are not involved in any decision making processes, nor are professional services either.

An open schooling programme might be restricted by legal restrictions on people entering school premises as they require pre-authorisation. Schools have a special responsibility for children during school hours that may prevent teachers from deciding on learning opportunities outside of school. Regardless the fact that parents are only consulted in decision making, the school needs to convince them of the benefits of an external programme as they need to obtain parental permission for younger students.

Within the framework of school budget autonomy, budget can be allocated for material costs of external activities related to curricular activities. For any further open schooling activities, there is a mixture of financing for material costs (school budget, partial payment by parents, external funds) while for staff costs school can use external resources. At the same time parents fully pay for any entrance fees and travel costs related to activities outside of school, thus the cost of such activities may prevent some students from participating.

5.4. Portugal

There are major legislative and governmental effort in Portugal for modernising their education system. As part of this effort, there is a complex legislation encouraging and regulating collaboration between formal education and other education providers.

School leaders enjoy wide autonomy in making decisions regarding open schooling partnerships, but they must acquire the agreement of their school boards. Procedures are regulated by internal school regulations. Curriculum is centrally defined, but teachers have a full autonomy in choosing their teaching methods. These arrangements can be encouraging for open schooling as long as curriculum requirements can be met. Teachers are consulted by their elected representatives who, in turn, are meaningfully involved in decision-making processes through school boards. Boards also provide meaningful involvement of parents, while students are also involved, often only formally. Non-teaching staff has no representation and no involvement in decision making. The local municipality has a direct impact on decision-making, and local businesses, professional services and partners of the school are also formally involved in decision making, through complex school boards.

Open schooling activities may be influenced by the fact that adults entering school premises need pre-authorisation, that is regulated partially by law and partially by schools' internal regulations. For activities outside school there is a need to get the parents on board as their permission needs to be obtained before any trips/visits. However, in Portugal, in line with the UNCRC, children are not restricted in their free movement, thus schools have no special responsibility during school hours.

As long as an open schooling activity is considered a core school activity, school budget can be allocated for its material costs. However, if it is considered extra, all costs, including materials, human resources, entrance fees and travel costs must be covered by the parents, thus such activities may exclude children from disadvantaged backgrounds. Some schools with higher budgets can cover a wider range of costs and activities.

5.5. Columbia

There are two parallel education systems existing side-by-side in Columbia, showing slight differences in policy fields relevant for open schooling contexts. For both systems there is complex legislation in place regulating collaborations such as ones for open schooling. Education legislation establishes education forums that establish collaboration scenarios. These collaboration scenarios must take place at national, departmental and municipal level and gather representatives from the informal education sector, all levels of formal education (both public and private), private sector, amongst other stakeholders. The National Decennial Education Plan, a roadmap towards a quality education system is an important policy document to be considered for open schooling as it promotes the economic and social development of the country, and the construction of a society based on justice, equity, respect and recognition of differences. It is designed by the Ministry of Education in coordination with the territorial entities, and with the participation of civil society, private sector and other stakeholders related to the implementation of educational policies and programs.

School leaders have the right to make decisions on open schooling partnerships as long as the school board agrees with it. In state schools this decision-making power might be restricted by local authorities that is the higher authority for schools, while private schools are free in their decisions. Local curriculum can be partly defined by school as well as teaching methods. Private schools have more freedom, but are not completely free in choosing their methods. There are major differences between the two systems with regards to stakeholder involvement. The level of involvement in general is higher in the private system, with teacher representatives and parents being meaningfully involved in decision-making in the private system while in the public one it is only a formality or consultation. While local municipalities play a role in both systems, the nonteaching staff or local businesses are not involved. Professional pedagogical services are not available in the country in a systemic way.

For open schooling activities or programmes it needs to be considered that adults generally need pre-authorisation to enter schools, but this is basically regulated by the school itself. It is general practice to ask for parental permission when organising external activities, but there are no other restrictions with regards to going out of the school.

In both systems, school budget can be made available for material costs of all core activities and also for human resources of extra activities, but the material costs of the later must partially be paid by parents. There are usually no entrance fees for children coming from disadvantaged backgrounds, while travel costs of external activities are partly financed by parents in public schools and fully in private ones.

5.6. Turkey

There was no partner input available at time of compiling the present policy inventory. According to research, the Turkish education system is historically highly centralised, and there is little autonomy for schools or involvement of stakeholders in decision making. Collaborative leadership, joint decision-making and stakeholder involvement are only present in independent schools that are limited in number.

State financing is increasing in the national education system, but even core activities are partially financed from private sources; up to 25%.

6. School system overview of other project countries

6.1. Austria

Stages of the Education System

Kindergarten ISCED 0

In September 2010 obligatory kindergarten attendance was introduced for 5 year olds. It is available from age 1-6.

Primary school ISCED 1

School education is **compulsory** for nine years and starts at the age of 6.

Primary school is the general compulsory school for students aged 6-10 (years 1 to 4).

Lower secondary school ISCED 2

The lower secondary level (years 5 to 8) comprises of

- **New secondary school** (Neue Mittelschule)
- Lower level of **academic secondary school** (Allgemein bildende Höhere Schule).

Upper secondary school ISCED 3-4

The upper secondary level (years 9 to 13) comprises of

- general education branch and a
- vocational branch, from grade 9 to 14.

Higher education ISCED 5-8

Higher education is provided by

- Public Universities (the largest sector),
- Private Universities,
- Universities of Applied Sciences (Fachhochschulen),
- University Colleges of Teacher Education (Pädagogische Hochschulen)

In Austria, the responsibility for formal education is shared under the authority of the provinces and partly the municipalities on one side and under the federal state on the other side.

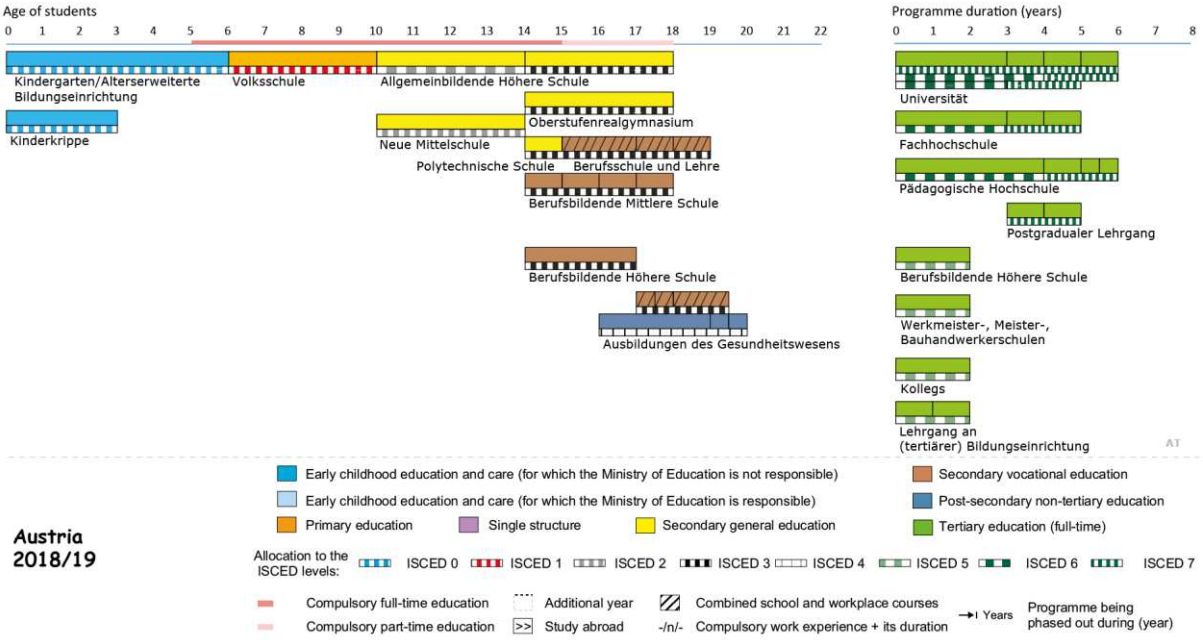
In brief, the responsibility for school on upper secondary level is in the hands of the federal state, whereas in compulsory education on primary and lower secondary level (elementary school), the provinces have a certain level of authority in regard to school organisation and school maintenance, civil-service law for teachers as well as their allocation, placement and payment – however, also partly based on federal framework legislation.

On the level of compulsory education, provinces are being reimbursed the remuneration of teachers from the federal state. However, this reimbursement is based on fixed ratios depending on the number of school students at that level and the type of school. In addition, there are surcharges, for example for small schools in more remote areas, the reduction of class sizes or language support. Any additional provision of teaching staff needs to be covered by the provinces, which has an impact on, for example, the forms of teaching as well as on extra-curricular activities in general.

In any case – irrespective of school type and level - the sole responsibility remains on the side of the federal state for: initial teacher training, supervision of schools and development and implementation of national curricula; for the latter except the areas where schools may act within their sphere of autonomy (see below).

The fundamental principles of the Austrian school system and the authority over its sectors are laid down in the Austrian Federal Constitutional Law (Art. 14 und 14a B-VG) as well as in federal law, most relevant being the School Organisation Act (Schulorganisationsgesetz - SchOG), the School Education Act (Schulunterrichtsgesetz - SchUG) and related laws and regulations on various levels. All in all, the majority of decisions relevant for public schools are made on federal and provincial level (55%) in comparison to those on municipality level (14%) and on school level (31%).

Schematic Structure of the National Education System



source: Eurydice 2018/19

FIGURE 7 THE AUSTRIAN SCHOOL SYSTEM AT A GLANCE

6.2 Denmark

Stages of the Education System

Primary and Lower Secondary ISCED 1-2

In Denmark, primary education consists of integrated primary and lower secondary education. The educational institutions at which primary and lower secondary education takes place are called Folkeskole in Danish. Primary education is compulsory between the age of 6 and 16 and consists of one pre-school year (grade 0) and nine school years (grades 1-9). It is possible to prolong compulsory education by a tenth grade, but that remains optional.

Upper Secondary ISCED 3

Following primary and lower secondary education, students are free to choose the educational path they wish. In brief, the choice is between academically oriented general upper secondary education programmes and secondary vocational education programmes.

General upper secondary education programmes take place at various institutions whereas some institutions offer various types of programmes:

- the three-year upper secondary school leaving examination (STX) takes place at upper secondary schools (in Danish: gymnasium)
- the three-year higher commercial examination (HHX) takes place at commercial upper secondary schools, also known as business colleges (in Danish: handelsgymnasium)
- the three year higher technical examination (HTX) takes place at technical upper secondary schools, also known as technical colleges (in Danish: teknisk gymnasium)
- the two-year higher preparatory examination (HF) usually takes place at upper secondary schools (in Danish: gymnasium), but the programme is also offered at adult education centres (VUC Centres).

The duration of the first three programmes mentioned is three years. Students usually start at the age of 16 and graduate at the age of 19. However, this depends on several factors, including whether the student has taken the tenth grade. The duration of HF is two years, and the age of the students vary greatly.

Secondary vocational education programmes vary in duration depending on the level and type. More specifically, the duration varies from 1.5 to 5.5 years, the most typical being 3.5-4 years. The programmes are offered at vocational/ technical schools (in Danish: erhvervsskole). The age of students when starting and graduating varies greatly.

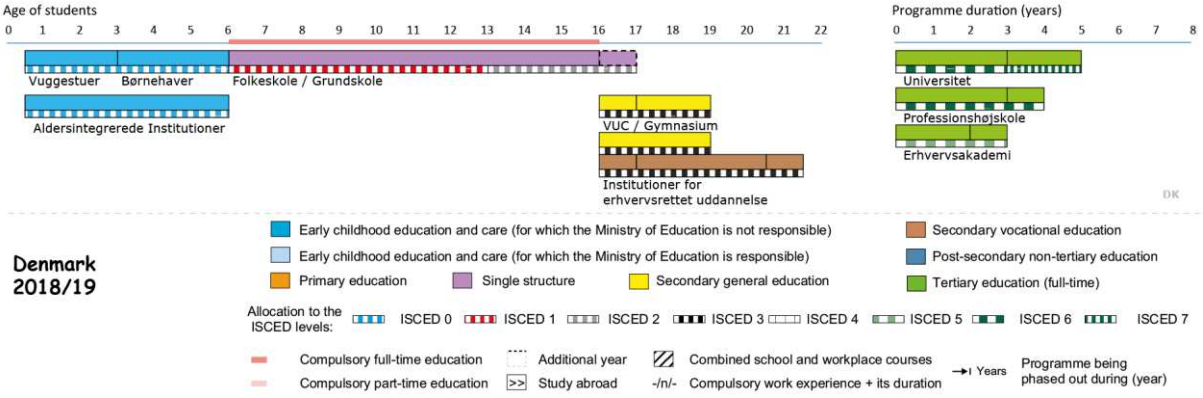
Following the general upper secondary education programmes and secondary vocational education programmes, there is great variety in the students' educational opportunities. In general, general upper secondary education qualifies for further studies at the level of higher education, while secondary vocational education qualifies for the labour market.

Higher education ISCED 4-8

Higher education takes place at different educational institutions:

- Short-cycle programmes are offered at business academies (in Danish: erhvervsakademi)
- Medium-cycle programmes are offered at university colleges (in Danish: professionshøjskole)
- Long-cycle programmes are offered at universities (in Danish: universitet)

Structure of the Danish Education System



Source: Eurydice 2018/19

FIGURE 8 THE DANISH SCHOOL SYSTEM AT A GLANCE

6.3 Netherlands

Stages of the Education System

Childcare/ early childhood education (ISCED 0)

Prior to primary school, children from 6-8 weeks to 4 years can stay at a kindergarten. Playgrounds are meant for children from 2 to 4 years old. Municipalities are responsible for maintaining the quality of playgrounds.

In addition, there is early childhood education, focussed on children from 2.5 - 5 years old who are at risk of an educational disadvantage.

Primary education (ISCED 1)

Primary education covers:

- mainstream primary education (BAO)
- special schools for primary education (SBAO)
- special schools catering for both the primary age group (SO and VSO).

Mainstream primary education lasts 8 years and is for all children aged 4-5 to 12. All children must make an attainment test in group 8 of primary school. In group 8 the primary school gives advice on which secondary school fits the level of the child. Therefore, the school examines *inter-alia* the learning achievements, creation and development of the primary school.

Advice on secondary education

Since 2015, the advice on secondary education prevails for the placement of students in secondary education. The school in secondary education must place the child at the minimum level that the primary school advices. In some cases, the child does not have to make the compulsory attainment test (for example, if the child has learning or behavioural difficulties or has multiple disabilities).

Secondary education (ISCED 2 and 3)

Secondary education encompasses schools providing:

- Pre-vocational secondary education (VMBO, duration of 4 years)
- Senior general secondary education (HAVO, duration of 5 years)
- Pre-university education (VWO, duration of 6 years)

VMBO comprises four learning pathways:

1. basic vocational programme (BL),
2. middle-management vocational programme (KL),
3. combined programme (GL) and
4. theoretical programme (TL).

These pathways lead on to MBO programmes. After completing a combined or theoretical programme, students may also go on to HAVO.

HAVO and VWO courses prepare students for tertiary education programmes/higher education.

Special Education and Practical Training (ISCED 2)

Special education covers different forms of education:

- special education/ special secondary education
- special schools for primary education
- practical education

Besides mainstream primary education and secondary education, there are schools for special primary education and school for special (secondary) education. These schools are meant for students who need ortho-pedagogical and ortho-didactical support.

For students who have not obtained their diploma on VMBO, nor with long extra help, there is practical training. This special form of education prepares students for a place on the labour market. Special primary education is meant for all children who need ortho-pedagogical or ortho-didactical help. They attend a special school for primary education.

Vocational education (ISCED 2 and 3)

The Adult and Vocational Education Act (WEB, introduced in January 1, 1996) arranges secondary vocational education (MBO) and the adult education.

A student in vocational education (MBO-student) can choose between:

- school-based vocational training (BOL)
- block or day-release programmes (BBL)

BOL can be taken either full-time or part-time. Within BBL, the focus is on practical training, which takes up 60 per cent or more of the course. MBO courses can be taken at four different qualification levels:

1. assistant level (level 1)
2. basic vocational training (level 2)
3. professional training (level 3)
4. middle-management or specialist training (level 4)

Higher education ISCED 4-8

Bachelor's, Master's and Associate degree are internationally recognised titles that graduates can use if they have completed a study programme at an institution for higher education or university.

- A Bachelor's degree programme can be followed at an institution for higher education or at a university.
- The two-year Associate degree programme can be followed at an institution for higher education.
- A Master's degree programme is often followed at a university. However, institutions for higher education also offer master programmes.

- Associate Degree (2 years)

An Associate Degree is:

- a two-year study in an hbo-programme (university for applied sciences)
- part of an bachelor degree programme at an institution for higher education

The level is between vocational education level 4 (MBO-4) and a HBO-bachelor (bachelor degree at an higher university for applied sciences).

Especially students in vocational education (level 4) and people with a number of years of work experience can increase their chances on the labour market with an Associate Degree. Graduates can move on directly to a HBO-bachelor programme (university for applied sciences) which is linked to the Associate Degree.

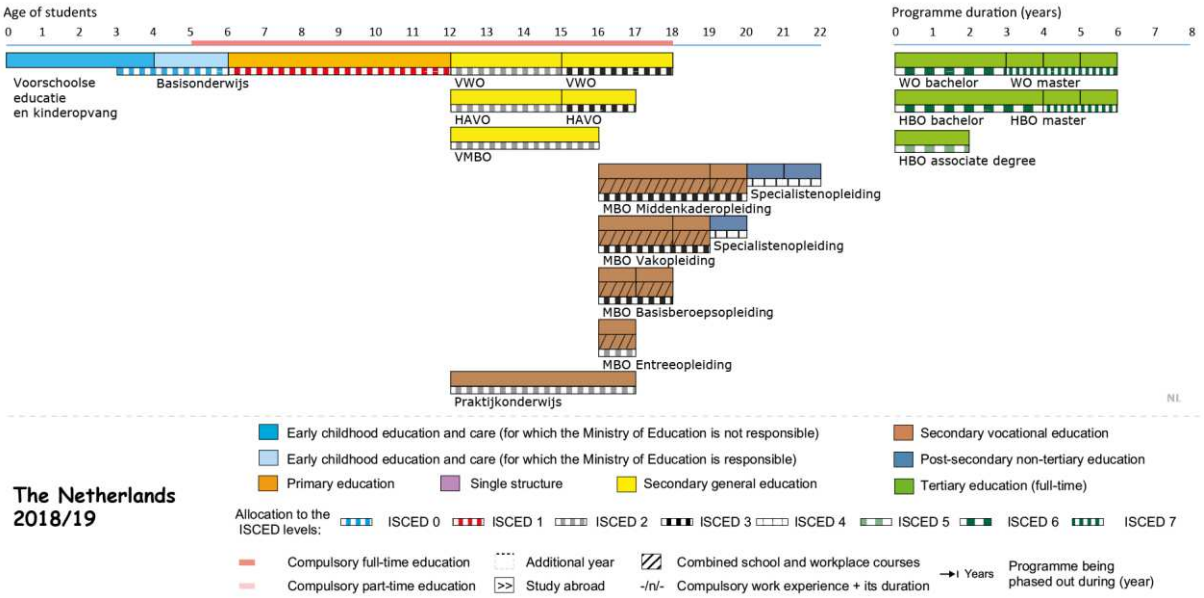
- University of Applied Sciences (HBO: 4 years)

HBO institutions (also known as universities of applied sciences or hogescholen) provide higher professional education. They contribute to the development of those occupations that their teaching is geared to and conduct design and development activities and research related to specific occupations. A total of 37 hogescholen currently receive central government funding. The Ministry of Economic Affairs is responsible for funding three of these, which provide agricultural and environmental education.

Universities/ academic level (3 year Bachelor's and Master's of min 1 year)

(Research) Universities focus on academic teaching and research. The national government funds 18 research universities. These include the Open University for distance learning, four theological or humanist universities, three universities of technology, and Wageningen University. The latter is funded by the Ministry of Economic Affairs.

Structure of the National Education System



Source: Eurydice 2018/19

FIGURE 9 THE DUTCH SCHOOL SYSTEM AT A GLANCE

6.4 Romania

Stages of the Education System

Early education ISCED 0

Early education consisting of:

- before preschool level (0-3 years)
- preschool education (3-6 years), which includes: the small group, the middle group and the big group. In public institutions it is free to participate at preschool education.

Early childhood education before preschool level can take place in nurseries, kindergartens and daycare centres, state-owned or private, following the same educational content and the same national standards.

Preschool education takes place in kindergartens or schools (state or private), which have pre-school groups as a section, following the same curriculum and respecting the same national standards.

Primary education ISCED 1

Primary education includes:

- the preparatory grade
- grades 1-4

Secondary education ISCED 2 -3

Secondary lower education or gymnasium (ISCED 2)

Secondary lower education or gymnasium includes grades 5-8 (ages 10-14). Access to the higher level is achieved by a national evaluation examination and distribution in upper secondary education units.

Secondary superior education (ISCED 3)

The secondary superior education can be

- high school education, which includes high school grades 9-12/13 (ages 15-19), with the following pathways: theoretical, aptitude-based (vocational) and technological
- a minimum 3-year professional education. The graduates of professional education passing a certification examination of the professional qualification may attend high school education courses.

Tertiary non-university education (ISCED 4)

Tertiary non-university education includes post-secondary education.

Professional and technical education

Professional and technical education is composed of:

- professional education
- technical education
- post-secondary education.

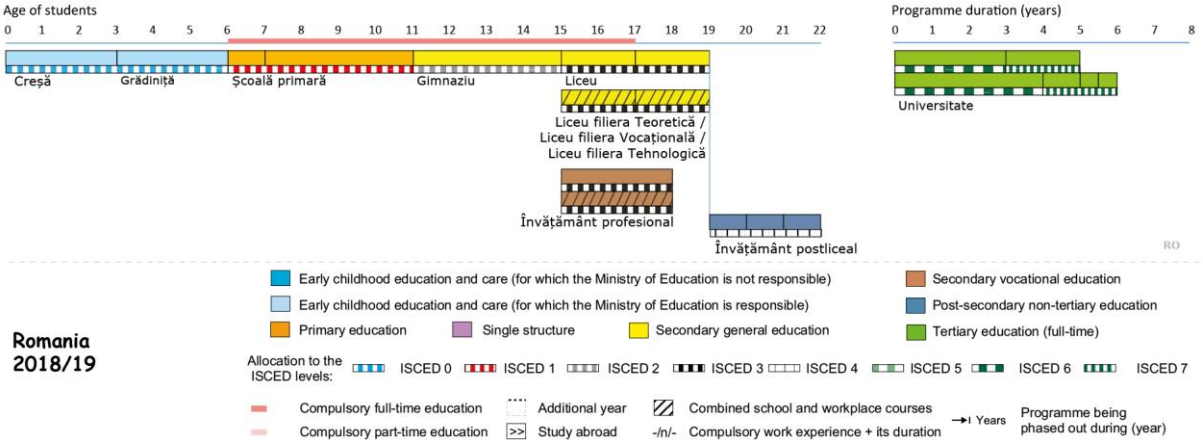
Higher education (ISCED 5-8)

The higher education is organized at universities, study academies, institutes, higher study schools, referred to as higher education institutions or universities, temporarily authorized or certified. High school graduates with high school diploma can enrol in higher education. Admission conditions are different from one institution to another.

The structure of the higher education reflects the principles of the Bologna process:

- Bachelor's studies
- Master's studies
- PhD studies.

Structure of the National Education System



Source: Eurydice 2018/19

FIGURE 10 THE ROMANIAN SCHOOL SYSTEM AT A GLANCE

6.5 United Kingdom

United Kingdom - England

Stages of the education system

Full-time education is compulsory from the term following a child's 5th birthday until they turn 16. In addition, young people must be in full or part time education or training until they are 18.

Early childhood education ISCED 0

Part-time provision is free of charge for parents of all children from age 3 and disadvantaged children from age 2. For children of working parents, the entitlement is 30 (instead of 15) hours a week.

From age 4 to 5, most children attend a primary school reception class full time.

A common statutory framework regulates early childhood education and care provision from 0 to 5 across settings, including nursery schools, municipal primary schools and academies, private and voluntary settings, and registered childminders.

Primary education ISCED 1

Primary education consists of Key Stage 1 for ages 5 to 7 and Key Stage 2 for ages 7 to 11.

State primary schools are either municipal schools or academies. Almost all are mixed-sex and around a third are faith-based schools.

National tests in English and Maths at 11 are important for school accountability but do not influence admission to secondary school.

Lower secondary education ISCED 2

Key Stage 3 (KS3) is for ages 11 to 14. It is provided in secondary schools catering for students from 11 to 16 or 18/19.

State secondary schools are either municipal schools or academies. They can be mixed- or single-sex and around a fifth are faith-based schools. Most admit students without reference to academic criteria. In a few areas, grammar schools select students on the basis of their performance in an exam (the 11 plus).

Upper secondary education ISCED 3-4

Students normally continue at the same secondary school for Key Stage 4, which is for children aged 14 to 16 and builds upon their knowledge-base from KS3.

Attainment at the end of Key Stage 4 is measured mainly through GCSEs. Vocational qualifications, including technical awards, may be offered alongside these.

These qualifications are important for school accountability and for individuals' progression in education/training and transition to the labour market.

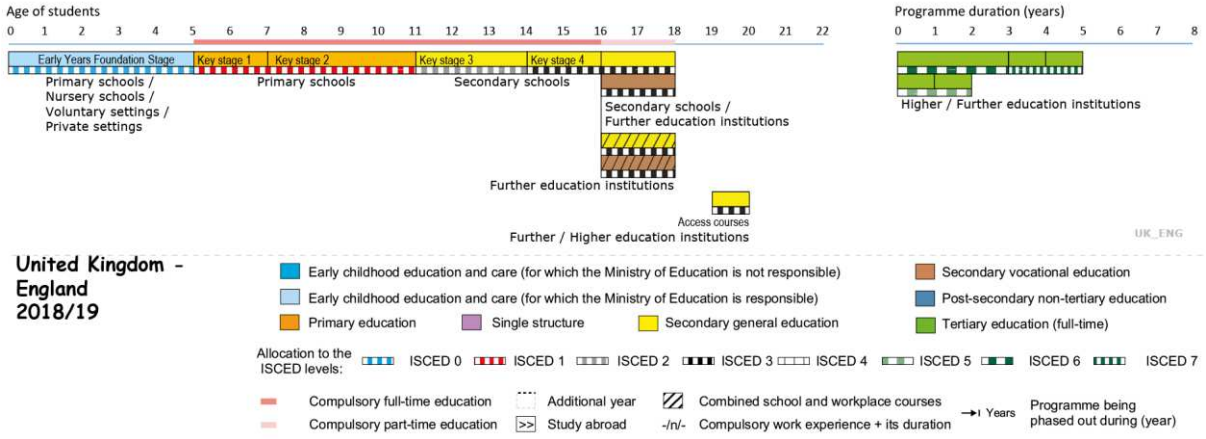
From age 16 to 18/19, young people must be in full- or part-time education or training. They may continue at the same secondary school in the sixth form; in another school sixth form; in a sixth-form college; in a further education (FE) college; or start an apprenticeship or traineeship.

Study programmes can contain a mix of general and vocational qualifications. Most general routes lead to two or three A Levels (Level 3 qualifications). FE colleges typically offer a wider range of vocational options at Level 3, including Applied General Qualifications in a vocational area, and Tech Levels in a recognised occupation. Students not yet ready for Level 3 study can complete technical certificates (Level 2 qualifications relating to a specific industry, occupation or occupational group). Level 1 and Entry Level qualifications are also available.

Apprenticeships are work-based training programmes for individuals not in full-time education aged 16 and over. They can be completed at different qualification levels.

Traineeships are for young people not ready to start an apprenticeship.

Structure of the national education system



Source: Eurydice 2018-2019

FIGURE 11 THE ENGLISH SCHOOL SYSTEM AT A GLANCE

United Kingdom - Northern Ireland

Stages of the education system

Full-time education is compulsory from the term following a child's 4th birthday until they turn 16.

Early childhood education ISCED 0

For children aged 2 to 3, there is targeted publicly funded provision. Part-time pre-school education, in accordance with curricular guidance, is available free of charge to parents of children from age 3. Settings include nursery schools, nursery classes and units in primary schools, and voluntary and privately run playgroups.

Primary education ISCED 1

Children start school in September if they have reached the age of four by the previous 1 July. This is the earliest compulsory school starting date in the UK, and one of the earliest in Europe.

Primary education consists of the Foundation Stage for ages 4 to 6, Key Stage 1 for ages 6 to 8 and Key Stage 2 for ages 8 to 11.

At the end of Key Stages 1 and 2, statutory assessment requirements apply to the cross-curricular skills. Teachers' judgments are supported by assessment tasks and a system of external moderation. These assessments do not influence pupil progression.

At the end of primary education, parents may elect for their children to take a transfer test, focusing on English and maths, for admission to academically selective post-primary schools.

Lower secondary education ISCED 2

Key Stage 3 is for ages 11 to 14. It is provided in post-primary schools catering for students from 11 to 16 or 18/19. These are divided into grammar schools (the majority of which are academically selective) and non-grammar schools (secondary schools).

At the end of Key Stage 3, statutory assessment requirements apply in each of the areas of learning and each cross-curricular skill. Teachers' judgements are supported by assessment tasks and a system of external moderation. These assessments do not influence student progression.

Upper secondary education ISCED 3

Students normally continue at the same school for Key Stage 4, which is the final phase of compulsory full-time education for ages 14 to 16.

The entitlement framework guarantees all students access to a minimum number of courses at Key Stage 4 (and post-16), and a balance of general and applied subjects.

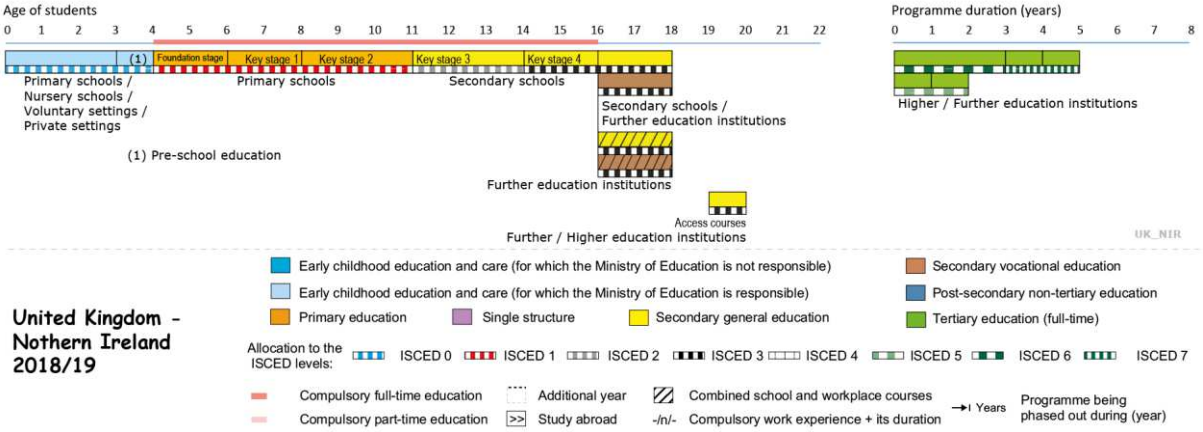
Attainment at the end of Key Stage 4 is measured mainly through GCSE qualifications, although vocational qualifications may be offered alongside these. These qualifications are important for student progression or transition to the labour market, and also for school accountability.

At age 16, young people may continue at the same school in the sixth form; transfer to another school sixth form; or study in one of six regional further education (FE) colleges.

Study programmes can contain a mix of general and vocational qualifications and FE colleges, which operate across 40 community campuses, typically offering a wider range of professional and technical options. Most academic routes lead to three A Levels (Level 3 qualifications). These qualifications are important for student progression (usually to University) or transition to the labour market, and school/college accountability.

Young people may also start an apprenticeship. These work-based training programmes, which are open to all aged 16+ who are not in full-time education, can be completed at different qualification levels. Training for success programmes are also available to help young people to progress to apprenticeships or further education.

Structure of the national education system



Source: Eurydice 2018/19

FIGURE 12 THE SCHOOL SYSTEM OF NORTHERN IRELAND AT A GLANCE

United Kingdom - Scotland

Stages of the education system

Education is compulsory between the ages of 5 and 16. The stages of Scottish education are as follows:

Early learning and childcare ISCED 0

It is provided for children aged 0-5 and optional. It takes place in establishments of pre-school education providers in the public, private or voluntary sectors.

Primary education ISCED 1

Primary education is compulsory for children aged 5-12 and takes place in primary schools.

Lower secondary education ISCED 2

Education for children aged 12-16 is compulsory and takes place in secondary schools (comprehensive and (almost all) co-educational). Age 15 is seen as the transitionary stage between compulsory education and the preparation for higher education.

Upper Secondary education ISCED 3

Education for children aged 16-18 is optional. It takes place predominantly in secondary schools, but can also take place in colleges. Subjects are studied at different levels for National Qualifications.

Vocational training ISCED 3

Vocational education is offered for students over 16 and undertaken with independent providers or in colleges, leading to Scottish Vocational Qualifications.

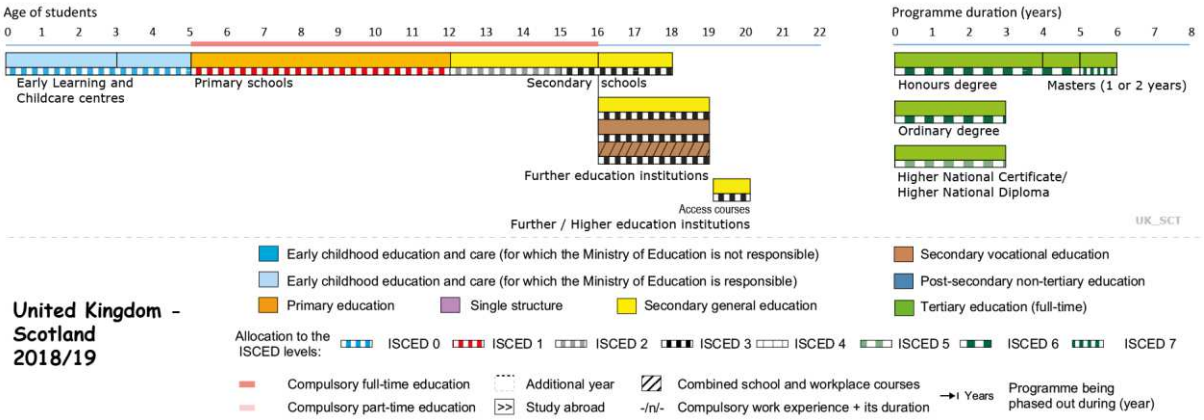
Further and higher education ISCED 3-4

Further education is available for students aged over 16 and it is provided by colleges. Courses are either non-advanced (further education) or advanced (higher education).

Higher education ISCED 5-8

It is provided by higher education institutions (universities and colleges). Courses lead to various qualifications such as degree level, Higher National Certificate, Higher National Diploma at professional training courses, and post-graduate degree level.

Structure of the national education system



Source: Eurydice 2018/19

FIGURE 13 THE SCOTTISH SCHOOL SYSTEM AT A GLANCE

United Kingdom - Wales

Stages of the education system

Full-time education is compulsory from the term following a child's 5th birthday until they turn 16.

Early childhood education ISCED 0

Children are entitled to a minimum of 10 hours a week of publicly funded early childhood education and care (ECEC) from the term after their 3rd birthday. This will increase to 30 hours for the children of working parents by September 2020. The parents of 2- to 3-year-olds living in the most disadvantaged areas of Wales are offered 12.5 hours of ECEC per week under the Flying Start programme.

Settings include nursery schools, municipal primary schools, private and voluntary settings, and registered childminders.

The majority of children attend a primary school reception class full-time from the September after their 4th birthday.

Primary education ISCED 1

Primary education consists of the Foundation Phase for ages 5 to 7 and Key Stage 2 for ages 7 to 11 (the Foundation Phase also includes ages 3-5, ISCED 0).

Public primary schools are mixed sex. A small proportion are faith-based schools. Publicly funded schools are maintained by the local authority.

National standardised reading and numeracy tests apply from age 6. They do not influence pupil progression.

Lower secondary education ISCED 2

Key Stage 3 is for ages 11 to 14. It is provided in secondary schools, catering for students from 11 to 16 or 18/19. Secondary schools admit students without reference to academic criteria.

Most secondary schools are mixed sex. A small proportion are faith-based schools. Publicly financed schools are maintained by the local authority.

National standardised reading and numeracy tests apply throughout Key Stage 3. They do not influence student progression.

Upper secondary education ISCED 3

Students normally continue at the same school for Key Stage 4, the final phase of compulsory full-time education for ages 14 to 16.

Attainment at the end of Key Stage 4 is measured mainly through GCSEs. Vocational qualifications may be offered alongside GCSEs.

These qualifications are important for student progression or transition to the labour market, and for school accountability.

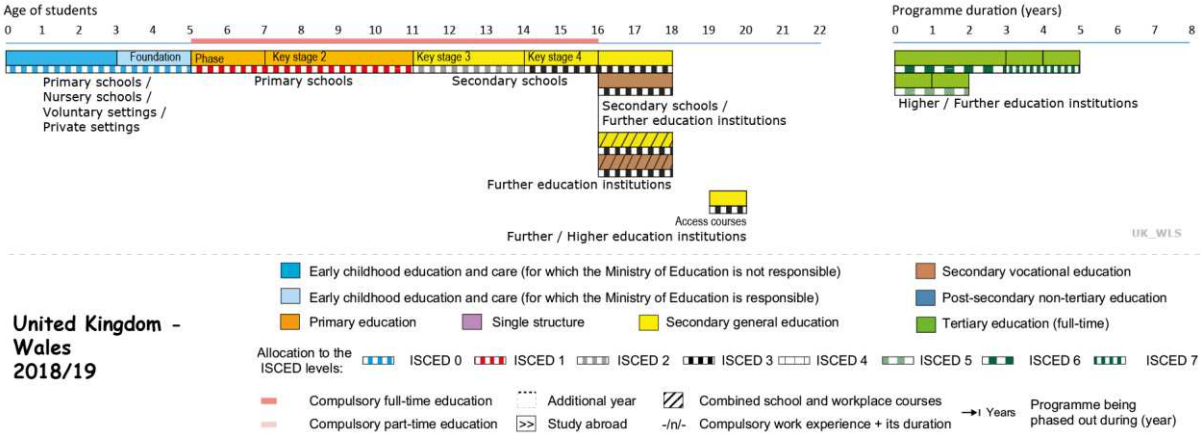
At age 16, depending on the local offer and their preferences, young people may continue at the same school in the sixth form, transfer to another school sixth form, or transfer to a further education (FE) college. Study programmes can contain a mix of general and vocational qualifications, and the Learning Pathways Framework aims to ensure that local authorities, schools and further education colleges co-operate to ensure that young people have access to a wide choice of options to meet their individual needs.

Most academic routes lead to three A Levels (Level 3 qualifications). FE colleges typically offer a wider range of vocational options.

Students may also start an apprenticeship or traineeship. Apprenticeships are work-based training programmes for individuals not in full-time education aged 16 and over. They can be completed at different qualification levels.

Traineeships are available to support young people to progress into work, further education or an apprenticeship.

Structure of the education system



Source: Eurydice 2018/19

FIGURE 14 THE WELSH SCHOOL SYSTEM AT A GLANCE

7. National policy analysis of other project countries

7.1 Austria

There are legislative incentives for formal and non-formal education providers entering into partnerships. School heads have a growing level of autonomy and can make decisions on their own or with the agreement of the school board about entering into an open schooling programme or project. Schools and their teachers have a high level of autonomy when deciding on local curricula and teachers are free to choose their teaching methods that would support a programme of open schooling.

Teachers are meaningfully involved in decision-making processes, while their elected representatives are consulted. Students are also part of the decision-making processes in a meaningful way, while parental involvement is only a formality. Local businesses and established partners of schools also have a real impact on decision making by meaningful involvement, while non-teaching staff or professional services are also not involved in decision making. Local municipalities do not play a role in schools' decision making.

There are no legal restrictions in place for people entering school premises or buildings, and this is a positive environment for open schooling activities that take place in the school. However, activities that require the students to go out may prove to be more problematic as there are (questionable) restrictions on children being in the street without adult supervision and schools have an assumed special responsibility resulting in restricting the right and freedom of students to leave school buildings.

Schools receive material for free for all core activities, while for elective activities the coverage of costs varies from case to case ranging from allocated school budget for human resources and materials as well as related travel costs to these costs being fully financed by parents, while there might also be external funding available for these costs. If an activity requires payment for entrance fees, it is either fully financed by parents or covered from external sources.

7.2 Denmark

There is a well-established system for schools and non-formal education providers to collaborate in Denmark. Since 2014 these partnerships are openly encouraged and supported by national education policy. There is a national open schooling programme in place called Åben Skole ('Open School').

Schools have a wide autonomy with regards to both local curricula and teaching methods with specific learning outcomes defined as output requirements. There has been a shift from schools being accountable to the municipality to free, autonomous schools only responsible to the Ministry of Education. Teachers play a main role in decision-making related to teaching methods and thus collaboration. Parents and students are consulted in all school related questions via school boards. School leaders have an autonomous role in consultation with the school board.

Education is widely financed through school budgets, but parents are sometimes required to cover material costs. Denmark is one of the very few European countries where education is nearly free, thus this may not be an obstacle of open schooling activities.

At the same time there are no restrictions that would affect either external open schooling partners to enter schools or school groups to leave the school for external activities.

7.3 Netherlands

Open schooling is encouraged by national policy in the Netherlands to an extent that does not interfere with the wide autonomy of schools. School leaders are autonomous and independent in entering into partnerships, and schools are autonomous to define their own curricula and teachers choose their teaching methods as long as they meet output requirements at the end of school cycles. This creates a positive environment for open schooling initiatives.

Students are regularly and meaningfully involved in decisions concerning school and their own learning, although they are not formally involved in school boards that have a proportionate representation of parents and teachers. Boards have a decisive role on overall school programme, but play only a consultative role on curricula or specific activities such as open schooling partnerships as it falls under the teacher autonomy category. At the same time parents have a decisive role in questions that require the allocation of school funds or direct payment by parents.

There are no restrictions on people entering school building, so there is a positive climate for open schooling activities that are within the school building. There are also no restrictions on free movement, so there are no obstacles to open schooling activities outside of school.

However, some costs may burden families in relation to external activities. Travel costs are only covered for low-income children nationally, and other direct material or entrance fee costs are also partly or fully payable by parents. Thus, open schooling activities must be designed taking this into consideration for real inclusion.

7.4 Romania

There is no legislation or official national policy encouraging partnerships between schools and non-formal education providers, but there are no restrictive measures either, so these partnerships must be formulated individually. It is the school leaders' own decision-making right to enter into open schooling partnerships.

Schools have a mediocre level of autonomy to decide on their own curricula while teachers enjoy a nearly full freedom in choosing their teaching methods, so the climate can be or can be made favourable for open schooling partnerships. Teachers are only involved in decision-making processes formally, and parents as well as students are formally consulted over a limited number of questions. There is no stakeholder group within the school meaningfully involved in decision-making processes. Non-teaching staff are also consulted, while there is a formal role of local municipalities. The only stakeholders that are meaningfully involved in school decision making are local businesses and official partners.

Free movement regulations might not be favourable for open schooling activities within the school as adults entering the school must go through an authorisation process for entering school premises. The regulatory framework is similarly problematic when it comes to activities outside of school. Law assigns special responsibilities to schools for children during school hours and children are not allowed to leave school premises during school hours either. All external activities, in detail, must be approved by the school head.

Yet another concern is the availability of finances, when planning open schooling activities. Material costs are partially paid by the parents even in the case of core school activities, while in the case of extra activities material costs are at least partly paid from family budget. For related human resources

schools are required to find external funding. Entrance fees are fully financed by parents, thus external activities must be examined for inclusivity. External activities' related travel costs are free in some cases, but if they are not, there is no budget available for covering them, so parents must pay for it.

7.5 United Kingdom

There are separate, but to a large extent similar education systems in different parts of the United Kingdom with regards to governance and overall policy. There is a long tradition of partnerships between schools and non-formal education providers, however, with a growing pressure of standardised testing the general school climate is becoming less favourable for open schooling partnerships.

School leaders have a high level of autonomy when deciding on their open schooling partnerships. Education in the UK has long been built on professional collaboration of teachers, thus teachers are generally involved in decision-making. There is also an important role of non-teaching staff who are also regularly involved. Student and parent involvement is often formal, via long-established PTA's (the Parent Teacher Association). Local governments have a large impact on those schools that do not belong to academies (although the number of academies is growing rapidly). Academies are directly financed by the government, often in partnership with business, but they participate at local education consultation.

School climate in the UK is not very favourable towards open schooling partnerships. Safeguarding concerns and the "Prevent Duty" counter-terrorism legislation, has introduced limits on people entering school premises. For the same reason external activities are also becoming more difficult. Visitors to schools cannot be left alone with groups of children.

Costs of school related activities is another growing concern in UK schools. There are initiatives encouraging schools to only organise activities that do not put an additional financial burden on parents. While parents are often asked to contribute letters to parents will often include the statement 'we do not wish the cost of this trip to restrict your child's participation' and families are encouraged to contact the school to request (financial) support. These costs often depend on the geographical area the school is located in as schools and academies in the countryside often have free transport with their own school buses, while national museums and national institutions may offer services and entrance for free while in other areas there are no such potential partners.

TABLE 1. OVERVIEW OF OPEN SCHOOLING CLIMATE

	School leader autonomy	Policy directive on partnership	Visitors in school	Cost	Flexible curricula
Columbia	partial	complex legislation	restricted	in school budget	partially
Finland	full	incentive	allowed	in school budget	yes
Italy	realtive	no	restricted	no budget	no
Poland	high	no	restricted	in school budget	yes
Portugal	full	incentive	restricted	in school budget	no
Turkey	no	*no data*	*no data*	no budget	no
Austria	growing	incentive	allowed	in school budget	yes
Denmark	full	incentive	allowed	in school budget	yes
Netherlands	full	no	allowed	in school budget	yes
Romania	medium level	no	restricted	no budget	medium level
UK	full	tradition, not law	restricted	no budget	yes

8. Conclusions

The only common elements of school systems described and national legislative frameworks analysed in the current document are general education provisions for children between ages 6 and 14, and efforts to improve the quality of their education provision.

From the overview of international treaties relevant in the field of the right to education, international policy trends and recommendations as well as common European trends in education policy, we can clearly claim that in each project country there is room for improvement to meet internationally agreed goals such as Sustainable Development Goals or education benchmarks of the European Union.

Insert para here stating. For schools to be easily able to adopt an 'open-schooling' approach they require a relatively high level of autonomy for the school leader to choose their partners and also for teachers to choose teaching tools and methods. A flexible curriculum makes implementation easier, but at the same time it is not an absolutely necessary pre-requisite. At the same time legislation regulating and limiting movement of people in and around school may pause a problem for such initiatives to be successful. Another consideration is budget, since equitable and inclusive solutions need to be organised in a way that do not burden family budget.

Countries analysed in this document vary greatly in the level or autonomy and stakeholder involvement, both having a major impact on a school's ability and willingness to enter into an open schooling partnership. However, in the majority of partner countries school leaders enjoy a wide autonomy to make such decisions. At the same time, budget might not be available at the school for new or non-regular activities that can pose an inclusion problem in case there is no funding for the participation of disadvantaged students.

The success of open schooling partnerships can also depend on the regulatory framework for external activities or activities provided in the school by external people. National realities must be taken into account when developing open schooling partnerships, programmes and activities. In this sense the current policy analysis supports the core idea of PHERECLOS that is planning to define very broad frameworks for its future open schooling activities in LECs and TEMPs. However, it can be stated as a general requirement that these open schooling activities should fall under core school activities within teachers' freedom of choice of teaching methods for inclusiveness, as school are better financed for these types of activities.

This policy analysis also informs advocacy and exploitation activities which will be addressed at later stages of PHERECLOS. The analysis clearly shows that the consortium needs to develop policy and practice advocacy tools targeting various decision makers, decision-making levels and stakeholders. This in turn will become useful for different national realities for national, regional and local advocacy.

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