A summary of European educational institutional regulations

Edition 2025.09.30

Coordinator:

Bogdan VOICU

Romanian Academy: Research Institute for Quality of Life, bogdan@iccv.ro;
National University of Science and Technology Politehnica Bucharest, cristian.voicu1005@upb.ro

Co-authors (alphabetical order by contributing country):

Sorel JIANU, Anghel GRECU, Marian-Alexandru SAMOILĂ, Valentin ROMAN, Georgiana ROBESCU, Lavinia-Andrada STUPARU, Alexandru CIMPOCA, Florin CHIOJDOIU, Andreea BARBU, Marius CHEROIU, Gabriela Maria MATEI (MARIN), Daniel PÎNTESCU, Rareș Andrei RUSU, Cosmin NANĂU, Elena-Nastasia FOTU, Alexandru-Bogdan-Marius STOICA, Marius-Ioan CANDREA-BOZGA, Raluca ION, Iulian-Geoge BURICEL, Andra-Maria MITRAN, Dragoș-Ionuț MILITARU, Ilie-Viorel ROANGHEȘ, Marius-Gabriel ȚURCAN, Robert GHERGHEL, Ximena VEGEA. Costel-Daniel-Raul STANCU, Andrei FLOREA, Sebastian-Marian ARINE, Radu VOINEA, Ana-Maria-Ştefania MAZILU, Alina-Daniela ȘTEFAN, Cristina-Elena URSU, Albert-Nicholas CÂMPEAN, Robert Gabriel CILINCĂ, Danut-Mircea CODRICI, Ionuț-Alexandru PAVEL, Alexandru-Iulian CRISTEA, Adrian DECUSEARĂ, Anca-Gabriela HURJUI, Denisa-Larisa VOICA, Iulian-George ȚIMPĂU, Alexandru CELMARE, George-Octavian CONSTANTINOIU, Bogdan-Cristian BODEA, Ilona CIOCAN, Robert-Cristian ȘOMÎCU, Gabriel CORODESCU, Alexandru STOCHIRICI, Sabina BURLACU, Ștefania-Livia CIMPOIAȘU, Tudor DRĂGHICIU, Ion-Eugen PAMPU, George-Ionuț DUMITRAȘCU, Marius TRUICĂ, Donia NEAGOE, Mihaela-Rodica DOBRE, Andreea Raluca DESPA, Delia-Andra RISTEA, Hajnalka DEMETER, Geta Ionela LIXANDRU, Gabriela Eliza VOICU, Olivian Claudiu COTIGĂ, Alexandra IOANID, Alexandru OLARU, Iuliana COSTEA, Adrian DOBRE, Florin-Mihai STOICEA, Alexandra-Larisa ORĂȘ, Mariana Georgiana MIHAI, Gabriel-Theodor CIORANU, Teodora-Maria IONESCU, Constantin-Alexandru SAVU, Andreea-Alexandra ȘTEFAN, Andrei-Bogdan NICA, Adrian TOADER*, Simina Lucia MOLDOVEANU, Marius-Andrei PANTELIMON, Paul MARINESCU, Răzvan BOCȘE, Emil TUDOR, Iulian-Cristian ENE, Adrian-Costin MINEA, Claudiu Marius MIDOI, Andreea-Georgiana MARIN, Horia ROMAN, Daniela-Valentina TUDOR, Iulian- Alexandru FROMEA, Ionuț-Cristian DUMITRESCU, Maria ENACHE, Gabriel CANTEA, Geta Ionela LIXANDRU (ZELDEA), Olivian Claudiu COTIGA, Sergiu-Mihai MIRICĂ, Robert Eugen CILINCĂ, Andreea SCRECIU, Florin -Eugen CATRINESCU, Alina SANDU, Daniela-Valentina TUDOR, Iulian- Alexandru FROMEA, Ionuț-Cristian DUMITRESCU, Mirona-Ana-Maria POPESCU, Mihai Valeriu POPESCU, Cătălina-Ileana RACHERU, Andra DUMITRU, Robert Adelin BOCIOROAGA, Carmen Darius BOCIOROAGA, Gabi STANCU, Iuliana GRECU, Bianca-Alexandra IORDACHE, Adrian-Paul SINGHEORGHE, Ionuț-Gabriel SANDA, Diana Roxana PĂȘCUȚOIU, Carmen-Janeta CIORANU, Elena-Anca COJOCARU, Daniela-Andreea EPURE, Romina Cătălina PASCARU, Iulia Diana PĂRĂOANU, Vlad BĂLĂJEL, Luiza CROITORU, Radu-Florin TRIPON, Adrian-Nicușor PETCU, Răzvan COTOIA, Sorin PORUȚIU, Alexandra RÎNCĂ, Alexandra ȘTEFAN, Cătălin-Florin ICHIMOV, Mihai Virgil NICHITA, Victor STOICA, Adriana MIU, Vera-Gabriela BĂBĂȚ, Vlad MANDU, Simona ȘERBĂNOIU, Ionuț ZĂVĂRACHE, George NEDEA

* Contributors to the database, but not to the text.

At the time of their contribution, all co-authors were master students with the National University of Science and Technology Politehnica Bucharest, Department of Education Science.

Finalizing the dataset and the related report were supported by the Romanian Quantitative Studies Association (www.rqsa.ro)

Table of Contents

Intentions. Methodological choices 4

Variables in the dataset 6

Variables that identify the law 6

Variables that identify the authors and document revisions 6

Variables referring to the content of the regulation 6

Albania 7

Andorra 8

Armenia 9

Austria 11

Azerbajdan 12

Belarus 13

Belgium 16

Flemish Community 16

French Community 17

Bosnia-Herzegovina 20

Bulgaria 22

Croatia 23

Cyprus 26

Czechia 27

Denmark 30

Estonia 31

Finland 34

France 35

Georgia 37

Germany: the federal level 38

Laws of each Land (selection) 38

Greece 41

Hungary 43

Iceland 44

Ireland 45

Italy 47

Kosovo 52

Latvia 54

Liechtenstein 55

Lithuania 56

Luxembourg 58

Macedonia 59
Malta 60
Moldova 61
Montenegro 63
Netherlands 64
Norway 65
Poland 67
Portugal 69
Romania 71
Russia 73
San Marino 74
Serbia 76
Slovakia 77
Slovenia 78
Spain 80
Sweden 82
Switzerland 85
Turkey 86
Ukraine 87
UK: England & Wales 88
UK: Scotland 89
References 90

Intentions. Methodological choices

Bogdan VOICU

This database includes a list of all educational laws in European countries, issued between 1990 and 2024, with the following constraints:

- They are "major" regulations, in the sense that they shape the basic principles of the education system and/or refer to its main cycles (preschooling, primary, secondary, vocational, tertiary, adult education). However, the selection excludes regulations essential to the educational system that provide regulations only with respect to very specific factors and drivers of the system, such as teacher training, organizing secondary educational services (e.g., meals in schools), quality assurance, statute of educational buildings, national qualification frameworks, etc. For parsimony, we also excluded the additional ruling, that is the secondary legislation that only specifies the major regulations, and in many countries comes along with the main legislation, to indicate how it should be implemented.
- We have considered all laws and regulations, irrespective whether they are or not still enacted or were replaced by other laws in the meanwhile. The target is to document stability and change, therefore we have tried to retrieve all laws corresponding to the above criteria, that were issued in the period under scrutiny.
- We have also excluded laws on special education, that would deserve a particular attention that is for the moment beyond the scope of the current exercise.
- For a better understanding, we try in this brief report to also document the context around these laws, in terms of societal dynamics and former education laws. However, this was not an explicit aim of the current exercise, and such references might be unequal across countries.

The current text briefly depicts the context and changes in each country, being organized by educational system. It should be regarded as Compagnon to the main product, that is the Excel database that comes together in the same dataverse.

The project was developed over three years, with the "Didactical master" of the National University of Science and Technology Politehnica Bucharest. The master program is devoted to graduates of engineering that pursue an additional specialization in education science, mainly targeting teaching. Each cohort follows a two-year program and includes around 50 students. In their second semester, the students attend a course in qualitative methods, lasting 14 weeks. This is the spring semester. In 2023, 2024, and 2025, Bogdan Voicu, the main author of this database, and professor for the respective course, designed a course-project in which students were attributed countries in which they needed to search for the above-mentioned legislation.

Within the 2023 cohort, groups of two students had to address one or two countries. Bogdan Voicu curated the results and distributed most of the countries one year later to 2024 students, in order to have adjustments, corrections, and completions of the work done one year earlier. This time, specific indications were provided in the sense of curation of previous work. For a few societies, the spring 2024 work was the first stage, since the previous cohort either failed to provide reliable content, or the respective country was not allocated for analysis. Again, Bogdan Voicu curated and revised the whole work, also reallocating the countries to groups of three/five students in the 2025 cohort. Again, these groups were requested to revise and complete the work of their predecessors. For a handful of countries this was again the first analysis, since previous cohorts did not provide reliable enough information. However, the work did not start from zero, but from initial screening done by Bogdan Voicu.

In all cases, the authors used Internet search, studying relevant literature, sometimes emailing to public clerk for clarifications, and in some instances asking AI for help. For each country, at least two of the above methods were employed. The repeated revisions allowed minimizing the odds of unintendingly excluding relevant

legislation, but since in some countries everything is available only in local language (and in some cases availability might be reduced), one cannot be 100% sure that there is no missing law in the database. Therefore, this public release would benefit from comments of the readers that point us to eventual missing parts. We are grateful in advance for such indications that will lead to immediate adjustments.

The decision to restrict data collection to 1990 is based on the significant event in 1989 involving the fall of the Berlin Wall and the end of communist governance in Central and Eastern Europe (CEE). Considering the possibility of rapid changes in CEE during the early 1990s, this approach supports data comparability and aligns the workload with available resources at the time of the study. Future research may extend further into earlier historical periods.

In the following, we provide a very brief depiction of the content of the database for each country. Countries are ordered alphabetically, and the contributors that provided useful input for the respective country are mentioned as authors. A few participants, whose input was no retained due to proven poor quality, are not mentioned as authors.

Variables in the dataset

Bogdan VOICU

Each row in the dataset is a regulation. Columns are explained in the following.

Variables that identify the law

- **label**: a conventional name to identify the law
- **country**: name of the country/region
- **year**: year of issuing the law
- **link**: link to public version (some links may be broken; they were valid at the time of last check)
- **obsX**: eventual observations and explanations

Variables that identify the authors and document revisions

- **coder 2023**: who retrieved and coded the law in 2023
- **coder 2024**: who retrieved and coded the law in 2024
- **coder 2025**: who retrieved and coded the law in 2025
- **final review**: who reviewed the final entry in 2025

Variables referring to the content of the regulation

- **type**: aria of coverage (General Law on Education – applying to all levels, Primary, Secondary, VET, HEI – higher education, LLL – Life Long Learning, Pre-University as a whole).A "-7"denotes that the law is not considered as a major regulation, but an additional one.
- **number of amendments/changes**: number of times the law suffered modifications up to the last revision of that law in the data set. If an amendment changes one law more than once, it is counted as only one change.
- **most recent change**: the year of most recent amendment prior to the last revision of the law in the dataset
- **updated number of words**: the (approximate) number of words of the most recent published version of the law (it includes amendments; "most recent" refers to most recently updated version of the law that was available at time of the last update of the respective regulation in our database)

The following variables are available but not fully checked for consistency. Please use carefully:

- **is general law?**: whether the law refers to all levels of education
- **preuniv**: whether the law refers to preuniversity education
- **univ**: whether the law refers to university education
- **other types of educ**: what other types of education are covered by the law
- **has provision for immigrants?**: whether it has provisions referring to immigrants
- **has provision for emigrants/diasporas?**: whether it has provisions referring to emigrants/diaspora
- **where are the provisions for immigrants**: self-explaining
- **has provision on LLL?**: whether it includes provision for adult education/life-long-learning
- **where are the provisions for LLL** : self-explaining

Albania

Sorel JIANU, Anghel GRECU

After 1990, Albania experienced a series of legislative changes in the field of education, in the context of transitioning from a communist regime to a democratic society, open to changes. Starting from the fact that interest in school was decreasing, the first modifications to the 1969 education law aimed at applying quite drastic sanctions in case of school dropout. Law 7952/1995 for the pre-university education system is the one declaring education a national priority in the Republic of Albania and reforming the Albanian education system according to European legislation. The higher education system has also been reformed through laws with a duration of implementation of several years (7810/1994, 8461/1999, 9741/2007, and 80/2015), among their purposes being to create a unified system of higher education and to bring higher education institutions to European standards. Also, through Law 8872/2002 and subsequently Law 15/2017, vocational education was also legislated.

The current educational system in the Republic of Albania is based on specific laws, approved after 2010, dedicated to pre-university education (Law 69/2012), university education (Law 80/2015), and vocational education (Law 15/2017). These establish standards regarding the quality of education at all levels of education and aim to ensure equal access to education for all citizens of Albania, including provisions for lifelong learning (LLL). These have been quite well elaborated, undergoing a small number of changes over time.

The set of relevant laws:

- 1994. LAW 7810 FOR HIGHER EDUCATION IN THE REPUBLIC OF ALBANIA
- 1995. LAW 7952 FOR THE PRE-UNIVERSITY EDUCATION SYSTEM
- 1999. LAW 8461 FOR HIGHER EDUCATION IN THE REPUBLIC OF ALBANIA
- 2002. LAW 8872 ON EDUCATION AND PROFESSIONAL TRAINING IN THE REPUBLIC OF ALBANIA
- 2007. LAW 9741 FOR HIGHER EDUCATION IN THE REPUBLIC OF ALBANIA
- 2012. LAW 69 ON THE PRE-UNIVERSITY EDUCATION SYSTEM IN THE REPUBLIC OF ALBANIA
- 2015. LAW 80 FOR HIGHER EDUCATION AND SCIENTIFIC RESEARCH IN THE INSTITUTIONS OF HIGHER EDUCATION IN THE REPUBLIC OF ALBANIA
- 2017. LAW 15 ON EDUCATION AND PROFESSIONAL TRAINING IN THE REPUBLIC OF ALBANIA

Andorra

Marian-Alexandru SAMOILĂ, Valentin ROMAN, Georgiana ROBESCU, Lavinia-Andrada STUPARU, Alexandru CIMPOCA, Florin CHIOJDOIU

The beginning of the period under scrutiny finds Andorran education under the rule of its new (1989) education law. An important new law is passed in 1993 (the Qualified Education Law of 3 September 1993), that gives the structure and the format of education system of Andorra. It just precedes a new education law in 1994 - the Law on the Organization of the Andorran Education System of 9 June 1994. . The 1993 law has been rewritten in 2018 by a legislative decree (Legislative decree of 5-30-2018 publishing the revised text of the Qualified Education Law of September 3, 1993).

Despite the feeling that we have a lot of regulations, in fact one witnesses only two stages: the 1993/1994 moment and the major revision from 2018.

Andorra established its own **university** in 1997 (*Llei d'universitats, de 30 juliol*), a project later reinforced by Law 12/2008 and Law 14/2018 (*Llei 14/2018, del 21 de juny, de l'ensenyament superior*).

Adult education was regulated in 1996, through a law that is still in vigor.

Laws in our database:

- 1989, LAW OF THE ANDORRAN SCHOOL, of 2-5-89.
- 1993, QUALIFIED LAW ON EDUCATION OF SEPTEMBER 3, 1993.
- 1994, LAW OF THE ANDORRAN EDUCATION SYSTEM
- 1996, REGULATION OF BASIC EDUCATION OF ADULTS
- 1997, UNIVERSITIES LAW
- 2008, LAW 12/2008, OF JUNE 12, ON THE ORGANIZATION OF HIGHER EDUCATION
- 2018, LAW 14/2018, OF 21 JUNE, ON HIGHER EDUCATION
- 2018, LAW 17/2018, OF 26 JULY, ON THE ORGANIZATION OF THE ANDORRAN EDUCATION SYSTEM

Armenia

Andreea BARBU, Marius CHEROIU, Gabriela Maria MATEI (MARIN), Daniel PÎNTESCU

After the collapse of the Soviet Union, Armenia inherited a centrally planned Soviet-style educational system. The country declared independence in 1991 and gradually began reforming its educational framework to align with democratic principles and international standards.

The first major legislative step was the **education law** adopted on May 8 1999, which laid the foundation for the country's post-Soviet educational system. This framework law outlined general principles, levels of education, state responsibilities and citizens' rights to education.

This was followed by a series of more specialized laws, issued in 2005:

- Law of Higher and Postgraduate Professional Education (2005) – Redefined higher education structures, aligning Armenia with the Bologna Process
- Law on Preschool Education (2005) – Provided regulatory standards for early childhood education
- Law on primary and Secondary Vocational Education (2005) – Regulated vocational pathways and technical training programs.

Just a few years later, a Law on General Education (2009) is issued. It governs primary, basic and secondary education. It defines curriculum standards, inclusive education principles, teacher qualifications and student assessment frameworks. This law marked a critical shift toward quality assurance, child-centered pedagogy and integration of global educational values.

The legal corpus of Armenian education has remained largely stable since 2010, with a relatively low number of amendments. Legislative updates have focused on enhancing accessibility, aligning with European standards, digital modernization and improving teacher training.

A law on adult education was drafted in 2007, but it was never enacted[1].

Data sources:

- ARLIS (Armenian Legal Information System) : Official government platform for laws and regulations: https://www.arlis.am
- Ministry of Education, Science, Culture and Sports of Armenia: policy updates, educational strategies and implementation frameworks : https://escs.am
- A library on laws: https://cis-legislation.com/search.fwx?countryid=2&doctype=0&kntgde=1&kntval=

Laws in our database:

- 1999, Law of the Republic of Armenia No. ZR-297 "About education" (as amended on 08.11.2024)
- 2001, Law of the Republic of Armenia No. ZR-264 "About ecological education and education" (as amended on 19.03.2020)
- 2005, Law of the Republic of Armenia No. ZR-62 "About the higher and postgraduate professional education" (as amended on 11.11.2024)
- 2005, Law of the Republic of Armenia No. ZR-164 "About primary professional (craft) and secondary professional education" (as amended on 08.02.2023)

[1] https://uil.unesco.org/fileadmin/multimedia/uil/confintea/pdf/National_Reports/Europe%20-%20North%20America/Armenia.pdf

- 2005, Law of the Republic of Armenia No. ZR-236 "About preschool education" (as amended on 26.03.2025)
- 2009, Law of the Republic of Armenia No. ZR-160 "About the general education" (as amended on 08.11.2024)

Further information

- European Commission, HIGHER EDUCATION IN ARMENIA, Online: https://eca.state.gov/files/bureau/armenia.pdf (Accesat la data de 21.04.2024)
- European Higher Education Area, REPORTS FROM POTENTIAL NEW MEMBERS OF THE BOLOGNA PROCESS, Online: https://ehea.info/media.ehea.info/file/20050301-02_Mondorf/65/3/BFUG4_9b_Armenia_579653.pdf (Accesat la data de 21.04.2024)
- The RA Ministry of Education, Science, Culture and Sports Higher Education and Science Committee, Legislation » RA Laws, Online: http://hesc.am/en/8952fc7dd75bd79953582339 (Accesat la data de 21.04.2024)
- National Center for Professional Education. Quality Assurance Foundation, Laws, https://www.anqa.am/en/about-us/legal-field/laws/law-of-the-republic-of-armenia-on-primary-vocational-handicraft-and-secondary-vocational-education/
- The Ministry of Education, Science, Culture and Sports of the Republic of Armenia, Amendments to the constitution of the Republic of Armenia, Online https://escs.am/files/files/2019-07-02/4451c663023d360b89dbf7cf4d1843d9.pdf (Accesat la data de 21.04.2024)
- IRTEK legal website of Legal Information Center JSC, THE LAW OF THE ARMENIA ABOUT PRIMARY EDUCATION, Online https://www.irtek.am/views/act.aspx?aid=32685&m=%27%27&sc (Accesat la data de 24.04.2024)

Austria

Rareș Andrei RUSU, Cosmin NANĂU, Bogdan VOICU, Elena-Nastasia FOTU, Alexandru-Bogdan-Marius STOICA, Marius-Ioan CANDREA-BOZGA

Austria is a federal state, and responsibilities in the field of education are shared between the federal government and the Länder (federal states). The Federal Ministry of Education, Science and Research (BMBWF) coordinates educational policy at the national level, while the Länder have specific competences, particularly in relation to early childhood education and vocational training.

At Federal level, stability is key for the Austrian system, which knew very few major modifications over time. Austria has adopted a progressive approach to updating its educational legislation, with new laws introduced in 2002 and 2005 for University education, and a general law issued in 2017.

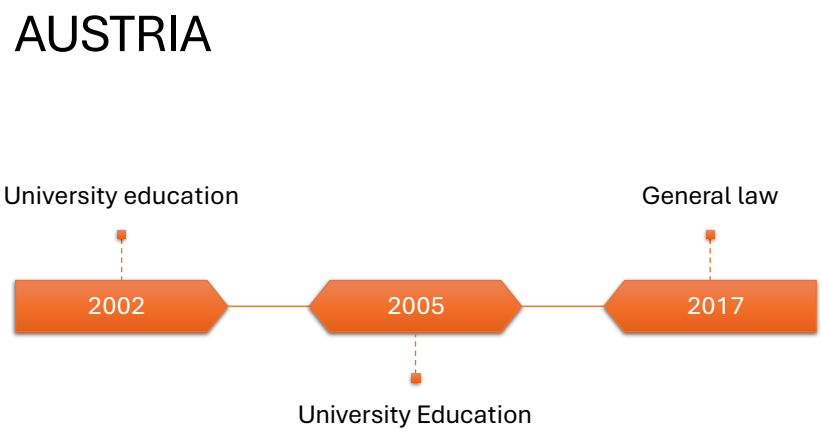
The 1984 School act governed Austrian education for three decades, with a low number of amendments and modifications suffered over time (32). In 2017, a new law was promulgated. The 2017 law is un-amended to date.

Higher Education is governed by dedicated laws from 2002 and 2005, also with a low number of modifications.

The 2020 Strategy for Life-Long learning gives direction to the adult education in Austria, but does not play the role of a major law. The field is still dominated by the 1973 Adult Education Promotion Act.

VET was regulated since 1969 by a dedicated law (Vocational Training Act - Berufsausbildungsgesetz). A new strategy for implementation was issued in 2018.

Approach to Immigrant Education: Although there is no specific law dedicated exclusively to the education of immigrants, Austria has implemented various policies and programs to support their integration into the education system. These include German language courses and additional pedagogical support. The LLL:2020 strategy emphasizes the importance of inclusion and equal access to education for all, regardless of background.



VET: 1969, LLL: 1973

Azerbajdan

Raluca ION, Iulian-Geoge BURICEL, Andra-Maria MITRAN, Dragoș-Ionuț MILITARU, Ilie-Viorel ROANGHEȘ

Azerbaijan, like most post-Soviet states, issued a law on Education in early 1990s (1992), followed by a package in 1999-2001, that included a new law on education, and specific laws on Pre-schooling and VET. A new law on education is issued in 2009. Then, in 2017/2018 a new package includes only laws on pre-schooling and VET. The package was developed with support from international agencies, such as the World Bank (Samadova, 2016).

There is no law on higher education, but debates to produce one started in 2021 (Elchin gizi, 2023).

Sources:

https://www.etf.europa.eu/sites/default/files/2019-03/Azerbaijan%202018.pdf

https://pjp-eu.coe.int/documents/42128013/246625197/Azerbaijan+Chapter+III.pdf/f3a49d3f-b176-f030-ad12-44562cc5dfb5?t=1705332375018

Belarus

Marius-Gabriel ȚURCAN, Robert Gherghel, Ximena VEGEA. Costel-Daniel-Raul STANCU, Andrei FLOREA, Sebastian-Marian ARINE

For most of the 20th century, Belarus was an integral part of the Soviet Union. With the declaration of sovereignty in 1990, the republic began a process of legislative renewal by adopting new laws and amending normative acts from the Soviet period.

A first step in the reform of the Belarusian educational system was taken through Law No. 1202-XII of October 29, 1991, entitled "On Education," a general education law. This was followed by specialized laws that emerged in the mid-2000s:

- The first is Law No. 216-Z of June 29, 2003, titled "On Vocational and Technical Education," which introduced clarifications and specific regulations for this educational branch.
- Next came Law No. 285-Z of May 18, 2004, entitled "On the Education of Persons with Mental or Physical Disabilities (Special Education)," which highlighted the importance of the social integration of persons with disabilities. (This law constitutes secondary legislation in terms of the present legislative collection.)
- Law No. 141-Z of July 5, 2006, titled "On General Secondary Education," established the rules and standards for this level of education.
- Then, Law No. 252-Z of July 11, 2007, entitled "On Higher Education," defined the legal framework for higher education, emphasizing the need to ensure quality and access to this level of education in the Republic of Belarus.

Only a few years later, the educational system was reformed again: the Education Code No. 243-Z, adopted on January 13, 2011, became a fundamental component of Belarus's educational legislation. It defines the levels and types of education, as well as the objectives of each. It also outlines the role of teaching staff, specifying their rights, duties, and responsibilities.

In 2012, Belarus is denied access to joining the European Higher Education Area, consequential to its highly centralized tertiary system, low university autonomy (if any), and mimicry of Bologna-like structures despite unwillingness for deep reforms (Gille-Belova, 2015, 2018). By the end of the 2010s, the Belarusian higher-education was still dependent on Soviet-like central command, and less market-driven structures (Platonova, 2019).

A decade later, the Law of the Republic of Belarus No. 154-Z of January 14, 2022, introduced amendments to the Education Code adopted on January 13, 2011, regulating public relations concerning the organization and functioning of the educational system.

Secondary legislation continues to amend the structural education laws: in 2023, Belarus implemented a reform of the admission rules for higher education institutions. The changes were designed to optimize the candidate selection process. One of the main novelties is the introduction of centralized exams that serve a dual purpose (they function both as school graduation exams and as university entrance tests).

In 2024, they issued a law that introduces significant amendments to the Education Code, updating its content and structure.

Laws in our database:

- Law of the Republic of Belarus, About education, October 29, 1991, No. 1202-XII
- Law of the Republic of Belarus on Vocational Education and training, June 29 2003, No. 216-Z

- LAW OF THE REPUBLIC OF BELARUS About General Secondary Education, July 5, 2006 No. 141-Z
- Law on Higher Education, July 11, 2007, No. 252-Z
- Code of the Republic of Belarus on Education, January 13, 2011 No. 243-Z
- Law of the Republic of Belarus "About change of the Code of the Republic of Belarus about education", January 14, 2022 No. 154-Z

Examples of secondary/additional legislation:

- Law of the Republic of Belarus, On General Concepts of State Youth Policy in the Republic of Belarus, April 24, 1992, No. 1629-XII
- Law about the Studies of Foreign Citizens in the Republic of Belarus, June 3, 1993 No. 2339-XII
- Order of the Ministry of Education of the Republic of Belarus On Approval of the Procedure for Holding a Competition for Grants by Doctoral Students, 30.12.1998 No. 724
- DECREE OF THE PRESIDENT OF THE REPUBLIC OF BELARUS On the establishment of the badge of the Ministry of Education "Outstanding Award", MAY 3, 2002 No. 238
- "LAW OF THE REPUBLIC OF BELARUS ON EDUCATION OF PERSONS WITH PECULIAR PSYCHOPHYSICAL DEVELOPMENT (SPECIAL EDUCATION), May 18, 2004 No. 285-Z"
- DECREE OF THE PRESIDENT OF THE REPUBLIC OF BELARUS On obtaining higher and secondary specialized education on a paid basis, February 28, 2006 No. 126
- RESOLUTION OF THE COUNCIL OF MINISTERS OF THE REPUBLIC OF BELARUS Issues of the Ministry of Education of the Republic of Belarus, July 31, 2006 No. 976
- DECISION OF THE MINISTRY OF EDUCATION OF THE REPUBLIC OF BELARUS On the procedure for determining the cost of education in state educational institutions, July 29, 2011 No. 210
- RESOLUTION OF THE COUNCIL OF MINISTERS OF THE REPUBLIC OF BELARUS On education issues, August 4, 2011 No. 1049
- Decree of the Ministry of Education of the Republic of Belarus of July 14, 2014 No. 105 On the establishment of lists and standards for the provision of sports equipment and equipment necessary for the organization of physical education of students of educational institutions.
- DECREE OF THE PRESIDENT OF THE REPUBLIC OF BELARUS On the establishment of the educational institution "National Children's Technopark", April 12, 2019 No. 145
- Decree of the Ministry of Education of the Republic of Belarus dated 02.06.2022 No. 138 On the parent committee of a preschool education institution.
- Decree of the Ministry of Education of the Republic of Belarus dated 03.08. 2022 No. 227 On approval of safety rules
- Decree of the Ministry of Education of the Republic of Belarus dated August 4, 2022 No. 228 On Approval of the Educational Standard of Preschool Education".
- Decree of the Ministry of Education of the Republic of Belarus of August 4, 2022 No. 229 On Approval of the Curriculum of Preschool Education
- DECREE OF THE MINISTRY OF EDUCATION OF THE REPUBLIC OF BELARUS of August 4, 2022 No. 230 On Approval of the Regulation on the Institution of Preschool Education
- RESOLUTION OF COUNCIL OF MINISTERS OF THE REPUBLIC OF BELARUS About implementation of the Law of the Republic of Belarus of January 14, 2022 No. 154-Z "About change of the Code of the Republic of Belarus about education", August 9, 2022 No. 518
- Decree of the Ministry of Education of the Republic of Belarus dated 12/05/2023 No. 152 On amending the decree of the Ministry of Education of the Republic of Belarus dated 15.08.2019 No. 139 of the standard curriculum of preschool education
- RESOLUTION OF THE COUNCIL OF MINISTERS OF THE REPUBLIC OF BELARUS On the transfer of educational institutions to the subordination of the Ministry of Education, December 20, 2023 No. 913

Sources:

- The data base of Belarusian legislationhttp://www.levonevski.net/pravo/
- https://natlex.ilo.org/dyn/natlex2/r/natlex/fe/details?p3_isn=90214
- https://pravo.by/
- Information and legal system ETALON-ONLINE - All legislation of the Republic of Belarus (etalonline.by)
- National Center of Legal Information of the Republic of Belarus (ncpi.gov.by)
- Education in the Republic of Belarus | Official Internet Portal of the President of the Republic of Belarus, https://president.gov.by/en/belarus/social/education
- Education, Belarus | Belarus.by https://www.belarus.by/en/about-belarus/education
- Лето-2023 - Управление по образованию, спорту и туризму Воложинского райисполкома (volozhin-edu.gov.by)
- Eurydice: https://eurydice.eacea.ec.europa.eu/national-education-systems/belarus/overview
- http://ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=90214&p_country=BLR&p_count=453

Belgium

Bogdan VOICU, Radu VOINEA, Ana-Maria-Ştefania MAZILU, Alina – Daniela ȘTEFAN, Costel-Daniel-Raul STANCU, Andrei FLOREA, Sebastian-Marian ARINE

Belgium is a federal state with three communities, the French Community, the Flemish Community and the German-speaking Community.

Education in Belgium followed the same process as political organization and finds its current foundation in the constitutional reform of 1988, called *Communitarization*. The new constitution delegated the task for organizing education to the linguistic communities.

Before that, various laws regulated the educational system, including one from 1884. Skipping through time, it is worthy mentioning the 1957 laws on primary education (Arrêté royal du 20/08/1957 portant coordination des lois sur l'enseignement primaire), on secondary education (30/04/1957), and on technical education (also 30/04/1957), despite being amended and overseeded by various other regulations, still sets some of the bases of the education system. In 1971 a law on secondary education is issued (Loi du 19 juilllet 1971 relative à la structure générale et à l'organisation de l'enseignement secondaire), that will be replaced by a 1984 similar act (Arrêté royal du 29/06/1984 relatif à l'organisation de l'enseignement secondaire).

The Higher Education Act from 28/04/1953 was also governing for decades, and some of its articles are still in the ones relevant to the university system.

Nowadays, the general framework is set up by the 1985 Law on Education, released by the Federal Government, common to both Flemish- and French-speaking communities, and still in use, despite suffering amendment over time.

Flemish Community

The Flemish community released its own general decree of education in 1990 (Decree concerning education, 'Onderwijsdecreet II', 31 July 1990), following the 1988/1989 constitutional transfer of education to the ethnic communities. Specific education-cycle regulations complete the legislative framework, as indicated in the following:

- **Primary & secondary education** was regulated starting 1997 by the Primary education decree, which is still valid to date, but was included in the 2010 Codex Secundair Onderwijs (Codification of secondary education, 17 December 2010). The latter is a codified decreet that organizes the whole secondary education framework in Flanders. The Codex is not necessarily a new act, since it replaced/collected many earlier secondary decrees. Through its comprehensive outlook, the Codex is a core document for secondary education. However, it does not actually produce a reform of the system.
- **Higher education** was regulated by two law packages:
    - The law on higher education released in 1991, which was in place, with various amendments received over time. In addition, in 1994 they issued the Decree concerning the colleges / hogescholen (13 July 1994) — a major higher-education instrument governing colleges (hogescholen) in the Flemish Community. (*Decreet betreffende de hogescholen in de Vlaamse Gemeenschap*, 13 July 1994).
    - In 2003, a new package replaced the previous framework. It includes the Decree concerning the restructuring of higher education in Flanders sat up a new framework, completed by the 2004 Decree on flexibilization.
    - These laws governed the system, with some overlappings, and parts of the 1991 laws were still producing effects after adopting the 2003 decree. Similar to the secondary education, a

Codex Hoger Onderwijs is issued to harmonize application of the laws. The document is initially released in 2013 with the aim of coordinating the regulations, and later in 2014 is provides later codification.

- **Adult Education** is subject of a decree from 2007, which is still the main law regulating the domain.
- **VET**: there is no specific VET regulation, the field being ruled by the general law on education, and by the ones that are cycle-specific (included in the Codex Secundair Onderwijs).

Data sources:

- Edulex (https://data-onderwijs.vlaanderen.be/edulex), the portal of the Flemish Ministry on Education & Training provides most of the documents that are referred in this summary. Eurydice provides further information (https://eurydice.eacea.ec.europa.eu/national-education-systems/belgium-flemish-community/legislation-and-official-policy-documents)

Laws in the dataset:

- 1985. Belgium law on education
- 1990. Decree concerning education ('Onderwijsdecreet II', 31 July 1990), https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=12355
- 1991 (12 June 1991) — **Decree / Decision on universities in the Flemish Community** (admission / structure measures for universities). https://wetwijzer.be/laws/1991036206
- 1994 (13 July 1994) — **Decree concerning the hogescholen (colleges) in the Flemish Community**. https://data-onderwijs.vlaanderen.be/edulex/document/document.aspx?docid=12458
- 2003 (4 April 2003) — **Decree concerning the restructuring of higher education in Flanders** (you already have this; keep). https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=13425
- 2004 (30 April 2004) — **Decree concerning flexibilisation of higher education** (major reform package following 2003). https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=13425
- 2007 (15 June 2007) - **Adult education decree** https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=13914
- 2010 (17 December 2010) — **Codified Decrees: Codex Secundair Onderwijs** (secondary education codex). https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=14289
- 2013 / 2014 — **Codex / coordinated Decrees for Higher Education** (Codex Hoger Onderwijs). https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=14650

French Community

The mentioned 1985 law (Loi du 21 juin 1985 concernant l'enseignement) generally sets the framework for the educational system for decades.

Early 1990s bring legislation for both secondary education (1991 and 1992) and for adult education, the latter being for the first time formalized by law in 1991 (Vanderavero, Bussi, & Dupriez, 2025).

The "mission decree" of July 24, 1997, fully redefines the system. It sets the priority missions of basic and secondary education through the development of a common base of identical rules for all establishments in each network. It organizes teaching in cycles oriented by learning skills. Thus, the six years of primary school are divided into three cycles of two years, each for which the skills to be acquired have been defined. Throughout the cycle, assessment is continuous and formative, with an exam taking place at the end of each cycle to check that the skills have been assimilated. Steering committees are responsible for coordinating and

controlling the development of these bases and programs, while respecting the educational methods of the OPs.

Immediately after, the law on secondary education updated the existing framework for the respective cycle (1998).

The **Décret Paysage** (7 November 2013) is at the time of writing this text, the principal legislative framework for higher education in the French Community. It restructured academic programs into a modular system aligned with the European Higher Education Area, facilitating student mobility and standardizing degree structures.

More recently, and similar to the Flemish community, a codex gather together all legislation. More precisely, in May 2019 the French Community enacted a **Code de l'enseignement fondamental et de l'enseignement secondaire (Livres 1 & 2)** by decree of 3 May 2019, which consolidates and updates the legal basis for basic + secondary schooling (though certain areas remain outside its scope, e.g. promotion sociale – i.e. adult education).

Laws in the dataset:

- 1985. Loi du 21 juin 1985 concernant l'enseignement
- 1991. Décret organisant l'enseignement de promotion sociale (16 avril 1991), https://gallilex.cfwb.be/sites/default/files/imports/16184_007.pdf
- 1991. Décret du 3 juillet 1991 organisant l'enseignement secondaire en alternance, https://www.wbe.be/ressources/ressources-reglementaires/vademecum/textes-fondateurs/
- 1992. Décret du 29 juillet 1992 portant organisation de l'enseignement secondaire de plein exercice, https://www.wbe.be/ressources/ressources-reglementaires/vademecum/textes-fondateurs/
- 1997. Décret du 24 juillet 1997 définissant les missions prioritaires de l'enseignement fondamental et de l'enseignement secondaire et organisant les structures propres à les atteindre ("Décret Missions"), https://etaamb.openjustice.be/fr/1997029337.html
- 2013. Décret du 7 novembre 2013 définissant le paysage de l'enseignement supérieur et l'organisation académique des études ("Décret Paysage")
- 2019. Décret du 3 mai 2019 portant les livres 1er & 2 du Code de l'enseignement fondamental et de l'enseignement secondaire [Code de l'enseignement fondamental et secondaire]

Examples of amendments laws:

- D. 20-07-2022: Décret portant diverses dispositions en matière d'enseignement supérieur, d'enseignement de promotion sociale et de recherche scientifique (https://gallilex.cfwb.be/sites/default/files/imports/50400_003.pdf)
- 19/07/2021 - Décret portant diverses dispositions en matière d'Enseignement supérieur, d'Enseignement de promotion sociale, de Recherche scientifique et d'Hôpitaux universitaires (https://gallilex.cfwb.be/textes-normatifs/49460)

Examples of secondary legislation:

- **Décret de 1998** – organisant l'enseignement secondaire artistique à horaire réduit subventionné par la Communauté française

- **Décret du 12/05/2004** – portant diverses mesures de lutte contre le décrochage scolaire, l'exclusion et la violence à l'école et, notamment, la création du Centre de rescolarisation et de resocialisation de la Communauté française
- **Décret du 02/06/2006** – relatif à l'évaluation externe des acquis des élèves de l'enseignement obligatoire et au certificat d'études de base au terme de l'enseignement primaire
- **Décret du 07/12/2007** – organisant la différenciation structurelle au sein du 1er degré afin d'amener l'ensemble des élèves à la maîtrise des socles de compétences
- **Arrêté du Gouvernement de la Communauté française du 06/03/2009** – fixant le règlement d'ordre intérieur de base des écoles autonomes et des écoles annexées de l'enseignement fondamental ordinaire organisé par la Communauté française
- **Arrêté du Gouvernement de la Communauté française du 07/06/2009** – fixant le règlement d'ordre intérieur de base des établissements d'enseignement secondaire organisés par la Communauté française
- **Circ 3845 du 13/01/2012** – Changement d'appellation : Le réseau d'enseignement organisé par la CF devient le réseau d'enseignement organisé par la Fédération Wallonie – Bruxelles
- **Décret du 18/05/2012** – visant à la mise en place d'un dispositif d'accueil et de scolarisation des élèves primo-arrivants dans l'enseignement organisé ou subventionné par la Communauté française
- **Décret du 20/06/2013** – relatif à la suppression de la condition de nationalité pour l'exercice des fonctions de recrutement et de sélection dans l'enseignement organisé ou subventionné par la Communauté française
- **Décret du 17/10/2013** – modifiant diverses dispositions en matière d'enseignement obligatoire et de promotion sociale
- **Décret du 17/10/2013** – modifiant certaines dispositions relatives à l'enseignement spécialisé, à l'enseignement fondamental ordinaire, à l'enseignement secondaire ordinaire et aux Centres psycho-médico-sociaux
- **Décret du 11/04/2014** – modifiant diverses dispositions en matière d'enseignement obligatoire
- **Arrêté ministériel du 1er juillet 2014** – portant approbation du règlement des études de l'Enseignement fondamental spécialisé organisé par la Communauté française
- **Décret du 13/07/2016** – modifiant certaines dispositions de l'enseignement secondaire ordinaire relatives à l'organisation, au deuxième degré et troisième degré de l'enseignement secondaire, de l'apprentissage par immersion en langue des signes et en français écrit en classes bilingues français-langue des signes

Bosnia-Herzegovina

Bogdan VOICU, Cristina-Elena URSU, Albert-Nicholas CÂMPEAN, Marius CHEROIU, Gabriela Maria MATEI (MARIN), Daniel PÎNTESCU

Yugoslavia had a general law of education in 1958. In mid 1970s, it transferred to the republics autonomy with respect to their educational systems, along with a package of school reforms aimed to uniformize the schooling across the federation (Batarilo-Henschen & Lenhart, 2015).

In 1990, Bosnia/Herzegovina passes its own regulatory package including:

1. Law on Primary Education and Upbringing (*Zakon o osnovnom obrazovanju i vaspitanju,* Službeni list SR BiH, No. 39/1990)
2. Law on Secondary Education (*Zakon o srednjem obrazovanju*, Službeni list SR BiH, No. 39/1990)
3. Law on Universities (*Zakon o univerzitetima*, Official Gazette SR BiH No. 39/1990)

The package produces little impact since the civic ethnic war broke soon and last three years (1992/1995). Nowadays, online versions of these laws are unavailable. During the war, legislation was passed in 1992 to adapt to the war situation (Pasalic-Kreso & Russo, 2000), and then in 1993, but at the end of the war, the cantons that form the country were not obliged to follow the 1993 laws (Almeida, Beynon, Gennaoui, Kolouh-Westin, & Uvalic-Trumbic, 1996; Lanahan, 2017).

After the war, a new society tries to be reshaped. Bosnia and Herzegovina builds its institutional educational system on four state-level framework laws that govern preschool, primary and secondary education, vocational education and training (VET), and higher education. The new education laws are passed between 2003 and 2009, and remain in force across the country's complex administrative structure, which includes the Federation of Bosnia and Herzegovina, the Republika Srpska, and the Brčko District. Each entity applies its own policies, within the limits established by these national framework laws.

The four main national framework laws are:

- 2003 – Primary and Secondary Education: regulates compulsory basic education and ensures equal access across all regions.
- 2007 – Preschool Education: sets national standards for early childhood education and preschool preparation.
- 2008 – Vocational Education and Training (VET): defines secondary vocational programs, including continuing education and links to the labor market.
- 2007/2009 – Higher Education: aligns university education with the Bologna process and European academic standards.

An adult education law was not issued (Šušnjara, Bjelan-Guska, Kafedžić, & Hodžić, 2017).

Data sources:

- Official Gazette of Bosnia and Herzegovina: www.sluzbenilist.ba
- Ministry for Human Rights and Refugees: www.mcp.gov.ba
- Eurydice platform: eurydice.eacea.ec.europa.eu

<u>Laws in our database:</u>

- 2003, Framework Law on Primary and Secondary Education in BiH

- 2007, Framework Law on Preschool Upbringing and Education in BiH
- 2008, Framework Law on Secondary Vocational Education and Training in BiH
- 2007/2009, Framework Law on Higher Education in BiH

Data sources:

- https://www.vladars.net/eng/vlada/ministries/MEC/pse/Pages/default.aspx
- https://eurydice.eacea.ec.europa.eu/national-education-systems/bosnia-and-herzegovina/overview
- https://aposo.gov.ba/sadrzaj/uploads/Framework-Law.pdf
- https://education.stateuniversity.com/pages/175/Bosnia-Herzegovina-CONSTITUTIONAL-LEGAL-FOUNDATIONS.html

Bulgaria

Robert Gabriel CILINCĂ, Bogdan VOICU

The Bulgarian educational system was structured after gaining independence from the Ottoman Empire. The first law on education, the **"Provisional Regulation on Public Schools,"** was adopted in August 1878. In February 1881, the **Law on Primary Schools in Eastern Rumelia** was adopted, followed by the **Law on Public and Private Schools (1885)**, the **Law on Public Education (1892)**, the **Law on Secondary Education for Girls (1897)**, and the **Law on Basic and Secondary Education (1982).**

In 1948, a new **Law on Public Education** was adopted, establishing new educational content and textbooks in line with socialist ideology. The only other major education law adopted during the communist period was the **Law on Closer Link Between School and Life (1959)**, which emphasized the need to connect schooling with production processes and, with regard to universities, highlighted the role of engineering studies.

Between 1990 and 2015, Bulgaria's education system underwent major reforms. A new **Public Education Act (1991)** was initially adopted, and after nearly 25 years, it was replaced by the **Preschool and School Education Act (2015)**. In parallel, specialized laws were adopted for **higher education (1995)** and **vocational education and training (1999)**. These acts remain in force today, having undergone only moderate amendments. While there is no single law dedicated solely to adult education, **adult and continuing education** is addressed within the *VET Act (1999)* and also within the *Employment Promotion Act* — however, the latter isn't strictly an education law.

Let also note that the current stability (few laws, few amendments) actually reflects the historical stability of the Bulgarian educational system.

Potential sources:

- Eurydice: https://eurydice.eacea.ec.europa.eu/national-education-systems/bulgaria/overview
- https://www.mon.bg/dokumentatsiya/normativni-aktove/zakoni/page/1/
- https://natlex.ilo.org/dyn/natlex2/r/natlex/fe/results?p2_country_filter=BGR&p2_keyword_search_filter=&p2_subject_classification_filter=09&p2_published_year_filter=&p2_home_flag=Y&p2_published_year_filter_value=&p2_published_on=&clear=2
- https://www.unesco.org/education/edurights/media/docs/46d8fa71cda79dfa5940a4b43f2408d274603937.pdf

Croatia

Danut-Mircea CODRICI, Ionuț-Alexandru PAVEL, Alexandru-Iulian CRISTEA, Adrian DECUSEARĂ, Anca-Gabriela HURJUI

In the former Yugoslavia, a common educational framework was in place, but with some autonomy for republics to apply and specify it. With the fall of communism, in the context of the ethnic turbulences in Western Balkans, aiming to establish own identity, Croatia followed the path of all other former Yugoslavian states and brought extensive educational reforms.

The formal elementary education standards and structure were established in 1990 with the enactment of the fundamental Act on Elementary Education (Official Gazette 59/1990). Following this, the Act on Secondary Education was passed in 1992 (Official Gazette 19/1992), outlining the framework for secondary education. This was further complemented by the Act on Preschool Education in 1997 (Official Gazette 10/1997), emphasizing the importance of early childhood learning experiences. Reforms continued over the entire period, as explained in the following.

However, a distinctive element of education in Croatia is the stability of its legislative framework: although some laws have been amended (e.g., the 2003 law has 12 amendments, the 1990 law has 7), no unified framework law for education has been adopted. Instead, the system is supported by a coherent set of specialized laws that are periodically updated. This gradual approach has allowed for a steady adaptation to international requirements without major legal instability.

In summary, over time, this set of laws can be presented as follows:

Preschool Education: Preschool Education Act, Official Gazette 10/1997. Includes provisions for lifelong learning (Articles 3, 28–30) and the education of children with special needs.

Primary Education: Primary Education Act, Official Gazette 59/1990. Regulates basic education, immigrants, special education, and the diaspora (Articles 28–29); amended 7 times by 2025.

Secondary Education: Secondary Education Act, Official Gazette 19/1992. Includes provisions on vocational, artistic, and vulnerable group education (Articles 25–28).

Integrated Update for Primary and Secondary Education: Education Act for Primary and Secondary Schools, Official Gazette 87/2008. Curriculum modernization and digitalization; complemented by later legislation.

Vocational education: In the 1990s, Croatia's VET system operated without a specific governing law (Pastuović, 2008). This changed with the introduction of the Professional Education Act in 2009. Since then, amendments have been made twice, both times as substantial legislative packages: first in 2018 (https://narodne-novine.nn.hr/clanci/sluzbeni/2018_03_25_478.html) and again in 2022 (https://narodne-novine.nn.hr/clanci/sluzbeni/2022_06_69_1024.html).

Higher Education:

- Higher Education Institutions Act, Official Gazette 59/1996. First regulation on university autonomy and student participation.
- Act on Scientific Activity and Higher Education, Official Gazette 123/2003. Most important university law (12 amendments); includes LLL, diaspora (Articles 2, 76).

- Higher Education and Scientific Activity Act, Official Gazette 119/2022. Replaces and modernizes the previous framework, introducing structural reforms in research and academic governance.

Adult Education (Lifelong Learning):

- Adult Education Act, Official Gazette 17/2007. First LLL regulation; revised for digitalization and inclusion.
- Revised Adult Education Act, Official Gazette 144/2021

Secondary legislation (from the perspective adopted in this study) includes:

Quality Assurance

- Act on Quality Assurance in Science and Higher Education, Official Gazette 45/2009
- New Act on Quality Assurance in Higher Education and Science, Official Gazette 151/2022. Introduces thematic evaluations, diploma digitalization, and joint program accreditations.

Art Education: Art Education Act, Official Gazette 130/2011. Recognizes the special status of art schools and creativity in education.

Governance and Institutions: Education Agency Act, Official Gazette 85/2006. Establishes and regulates the functioning of the national education agency.

Data sources:

- https://narodne-novine.nn.hr/search.aspx (Official Gazette of Croatia)
- https://www.zakon.hr/ (A library on laws)
- https://eurydice.eacea.ec.europa.eu/eurypedia/croatia/legislation-and-official-policy-documents

Laws in our database:

- 1990 Act on Primary Education, Official Gazette 59/1990 (December 31, 1990)
- 1992 Act on Secondary Education, Official Gazette 19/1992 (2.4.1992)
- 1997 Act on Preschool Education, Official Gazette 10/1997 (January 30, 1997)
- 2003 Act on Scientific Activity and Higher Education 2003, Official Gazette, NN 123/2003 (July 23, 2003)
- 2006 Act on Law on the Education Agency 2006, Official Gazette, NN 85/2006 (July 26, 2006)
- 2007 Act on Adult Education, Official Gazette, 12.2.2007, NN 17/2007
- 2008 Act on Education in Primary and Secondary Schools, Official Gazette 87/2008 (July 25)
- 2009 Law on Quality Assurance in Science and Higher Education, Official Gazette 45/2009
- 2011 Act on Art Education, Official Gazette 130/2011 (16.11.2011)
- 2021 Act on Adult Education, Official Gazette 144/2021 (December 27, 2021)
- 2022 Act on Quality Assurance in Higher Education and Science 2022, Official Gazette, NN 151/2022 (December 22, 2022)
- 2022 Act on Higher Education and Scientific Activity 2022, Official Gazette, NN 119/2022 (Oct 14, 2022)

The overall conclusion is that Croatia produced no general law on education between 1990-2025, but focused on generating 1-2 laws for each educational cycle. A very low number of amendments shows the stability of the above-depicted legislative framework.

Cyprus

Denisa-Larisa VOICA, Iulian-George ȚIMPĂU, Bogdan VOICU

The Cyprus educational landscape is shaped (in the Greek part of the island) by a general law, unchanged since 1997 to the present (but with amendments), supplemented by a law on Higher Education (1996). Both laws are very short. Special regulations for different levels of education provide nuances, but not major regulations. All laws are available on the cylaw.org page, a database of legal information from Cyprus, available in the Greek language. It is interesting to note that strong debates around the education reform were in place in mid 200s-early 2010s (Klerides & Philippou, 2015), the resulting regulation do not resulted in major legislation related to organizing the system, but additional norms and strategies, as well as targeting the content of education, such as the curriculum.

Major laws:
-1993. The Primary and Secondary Education (Compulsory Attendance and Provision of Free Education) Law of 1993 (24(I)/1993)
-1996. The Schools of Higher Education Law of 1996 (67(I)/1996)

Examples of additional legislation:
-1999. The Education and Training of Children with Special Needs Law of 1999 (113(I)/1999)
-2005. The Private Universities (Establishment, Operation and Control) Law of 2005 (109(I)/2005)
-2015. The 2015 Law on the Assurance and Certification of the Quality of Higher Education and the Establishment and Operation of an Agency for Related Matters (136(I)/2015)
-2019. The Private Schools Law of 2019 (147(I)/2019)

Czechia

Bogdan-Cristian BODEA, Ilona CIOCAN, Bogdan VOICU

Czechia's educational system is grounded on a comprehensive legal framework consisting of various laws governing different levels and aspects of education. The primary legislative document is the Education Act (Act No. 561/2004 Coll.), which provides the overarching framework for the entire education system. In addition to the Education Act, there are specific laws addressing preschool, primary, secondary, tertiary, vocational, and adult education.

The current educational system in Czechia is shaped by laws enacted between 2004 and the present. However, significant changes occurred in the early 1990s following the dissolution of Czechoslovakia and the subsequent establishment of the independent Czech Republic. This period witnessed substantial reforms aimed at restructuring and modernizing the education system to align with the country's new political and social landscape.

Prior to the dissolution of Czechoslovakia, the education system was governed by laws and regulations applicable to the entire federation. Following the separation, Czechia developed its own distinct legislative framework, although some elements of the previous system may have been retained or adapted.

In the post-independence era, Czechia has continuously revised and updated its educational legislation to address emerging challenges and align with international standards and best practices. These revisions have encompassed various aspects, including curriculum development, teacher training, school administration, and educational infrastructure.

Moreover, Law 183, ratified in 2023, delineated regulations pertaining to higher education, aiming to enhance the quality and accessibility of tertiary education institutions. (Mašát, 2023)

Major laws in our database:

- 1990. Act No. 564/1990 Education Act
- 1990. Act No. 172/1990 Higher Education Act
- 1998. Act No. 111/1998 The Higher Education Act
- 2004. Act No. 561/2004 Education Act

Other laws provide only additional legislation:

- 1984. Education Act of the Czechoslovak Socialist Republic. Education Act No. 29/1984 Coll. (1989): This was the first education law adopted after the Velvet Revolution in 1989. It established the framework for the organization and administration of education in Czechoslovakia.

- 1990. Education Act No. 564/1990 Coll. (1990): This law replaced the Education Act of 1984 and laid down the foundations for the current education system in the Czech Republic. Act of the Czech National Council on State Administration and Self-Government in Education

- 1990. Higher Education Act No. 172/1990 Coll. as amended by Act No. 101/1997 Coll. Higher Education Act No. 172/1990 Coll. (1990): This law regulated higher education institutions and their governance, academic activities, and funding.

- 1998. Act No. 111/1998 Coll. on Higher Education Institutions and on Amendments and Supplements to some other Acts (The Higher Education Act) and Government Regulation No. 274/2016 Coll., on standards for accreditation in higher education.

- 2004. Education Act Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act). This law amended the 1990 Education Act and introduced significant changes to the education system in the Czech Republic, including new types of schools, a new structure of education, and the introduction of national assessment tests.

- 2004. Act No. 563/2004 Coll. on Pedagogical Staff (2004): This law set out the qualifications, rights, and responsibilities of teachers in the Czech Republic.

- 2023. Act No. 183/2023 Coll. Act amending Act No. 563/2004 Coll., on teaching staff and amending certain laws, as amended, and Act No. 561/2004 Coll., on preschool, primary, secondary, higher vocational and other education (Education Act), as amended.

- 2023. Act No. 421/2023 Coll. Act amending Act No. 561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education (Education Act), as amended.

1984. Education Act of the Czechoslovak Socialist Republic. Education Act No. 29/1984 Coll. (1989): This was the first education law adopted after the Velvet Revolution in 1989. It established the framework for the organization and administration of education in Czechoslovakia.

1990. Education Act No. 564/1990 Coll. (1990): This law replaced the Education Act of 1984 and laid down the foundations for the current education system in the Czech Republic. Act of the Czech National Council on State Administration and Self-Government in Education

1990. Higher Education Act No. 172/1990 Coll. as amended by Act No. 101/1997 Coll. Higher Education Act No. 172/1990 Coll. (1990): This law regulated higher education institutions and their governance, academic activities, and funding.

1998. Act No. 111/1998 Coll. on Higher Education Institutions and on Amendments and Supplements to some other Acts (The Higher Education Act) and Government Regulation No. 274/2016 Coll., on standards for accreditation in higher education.

2004. Education Act No. 561/2004 Coll. (2004): This law amended the 1990 Education Act and introduced significant changes to the education system in the Czech Republic, including new types of schools, a new structure of education, and the introduction of national assessment tests. 284/2002

2004. Act No. 561/2004 Coll. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended, and other related laws

2004. Act No. 563/2004 Coll. on Pedagogical Staff (2004): This law set out the qualifications, rights, and responsibilities of teachers in the Czech Republic.

Act No. 561/2012 Coll. on Pre-School, Basic, Secondary, Tertiary Professional, and Other Education (the Education Act) (2012): This law consolidated and updated the previous education laws and introduced new provisions related to the education system.

2016. Act No. 179/2016 Coll. on Higher Education Institutions and on the Amendment to Other Acts (2016): This law aimed to improve the quality and governance of higher education institutions in the Czech Republic.

Eurydice: https://eurydice.eacea.ec.europa.eu/national-education-systems/estonia/overview

Sources:

https://eacea.ec.europa.eu/national-policies/eurydice/content/czech-republic_en

https://www.eurofound.europa.eu/efemiredictionary/education-act-of-the-czech-republic

Denmark

Alexandru CELMARE, George-Octavian CONSTANTINOIU

Denmark's education system has changed a lot over time. In 1814, they introduced a law called "The Folkeskole Act." This act sets rules for how all primary and lower secondary schools operate, establishing common educational goals and standards for what and how things are taught.

Originally, the law in 1814 made it mandatory for all kids to attend school, giving them the right to seven years of education. Back then, kids learned subjects like religion, reading, writing, and arithmetic. Over the years, significant updates have been made to the Education Act, with major changes in 1903, 1937, 1958, 1975, 1993, and several more in the early 21st century.

Revealing the changes to the system, we notice that Denmark operates incremental transformations, that are promulgated by law. There are very few stand-alone amendments, but a frequent change of law that encompasses the few amendments that existed in the meanwhile.

The **general setup** of the system:

- The education framework is set up by a 1993 regulation, which changed the 1975 prior regulation in the field.
- Amendments change the law all the time, therefore the law is repromulgated as new law every year, except for 2001,2002, 2004, 2011, 2012, 2018.

Primary & secondary:

- A devoted law on upper secondary is issued in 2006, being also replaced almost yearly, in the same style as above.

University education:

- A dedicated act is issued in 2003, to be replaced in 2006 (mainly small amendments), then in 2007, 2009, 2020, 2011, 2019, and later on in 2024.

VET & LLL:

- A dedicated act in 2000 shapes both VET and LLL, being replaced less frequently: 2007, 2009, 2011, 2014, 2017.
- VET receives new regulations in 2014, 2021, 2022.
- LLL is also subject to permanent change, with a devoted act in 2003, repromulgated in 2008, 2010, 2014, 2018, 2019, 2023, 2024.

Estonia

Robert-Cristian ȘOMÎCU, Gabriel CORODESCU, Alexandru STOCHIRICI, Sabina BURLACU, Bogdan VOICU

Short after regaining state independence, as most post-Soviet countries, Estonia quickly develops its own educational framework. Between 1990 and 1992, the basic regulations are elaborated and come into act (Kitsing & Kukemelk, 2020). However, there were mainly amendments to existing laws that bring adjustments to the Soviet system.

Starting 1992, the situation changes. Estonia issues a general education law (1992), amended 44 times up to now, but the most recent amendment dates from 2003. The law replaced the 1986 Soviet Republic Education Act.

The Basic Schools and Upper Secondary Schools Act (1993) provided the first detailed regulation for preuniversity education, encompassing both basic (primary and lower secondary) and upper secondary education. It was comprehensively revised and replaced in 2010 by a new Basic Schools and Upper Secondary Schools Act (RT I 2010, 41, 240), aligning Estonia's school system with modern governance principles, curricular autonomy, and quality assurance mechanisms. The change is part with the reassessment and radical changes that followed 2004 EU accession (Kitsing & Kukemelk, 2020)

However, the number of laws remained low. Sector-specific laws addressed the growing differentiation of the education system, but they were issued once during the period under scrutiny:

- The **Preschool Childcare Institutions Act (1999)** defined the structure, governance, and objectives of early childhood education and care.
- The **Vocational Education Act (2013)** restructured vocational pathways to reflect competency-based qualifications and closer links with the labor market.
- The **Adult Education Act (2015)** introduced a coherent framework for lifelong learning, combining formal, non-formal, and workplace-based education.
- The **Higher Education Act (2019)** modernized university governance and funding, integrating Estonia's higher education system into the European Higher Education Area and emphasizing institutional autonomy and performance-based financing.

Change was done by amendments, that were however not so many (on average 1-2/law/year). Strategic policy documents, such as the Estonian Lifelong Learning Strategy 2020, and additional regulations, such as the 2011 reformed Curriculum, guided the evolvement of the system by setting policy goals, allowing change within a stable institutional system.

Laws in our database:

- 1992, Republic of Estonia Education Act (Eesti Vabariigi haridusseadus)
- 1999, Preschool Childcare Institutions Act (Koolieelse lasteasutuse seadus)
- 2010, Basic Schools and Upper Secondary Schools Act (Põhikooli- ja gümnaasiumiseadus)
- 2013, Vocational Education Act (Kutseõppe seadus)
- 2015, Adult Education Act (Täiskasvanute koolituse seadus)
- 2019, Higher Education Act (Kõrgharidusseadus)

Sources:

A structured list of Estonian educational laws can be accessed via the Riigi Teataja (State Gazette): https://www.riigiteataja.ee/en/ which contains official translations in English for several major legal acts.

The Estonian Ministry of Education and Research also provides legal and policy documents, including strategies and white papers, at: https://www.hm.ee/en.

The Eurydice platform provides a comprehensive overview of the legal framework and structural organization of the education system, accessible at https://eurydice.eacea.ec.europa.eu/national-education-systems/estonia/overview.

Further details on specific laws:

1992, Republic of Estonia Education Act (Eesti Vabariigi haridusseadus)

This framework law establishes the general principles of the Estonian education system. It defines the structure of education, types of educational institutions, and the responsibilities of the state and local authorities. The Act guarantees equal access to education and outlines the rights and duties of students and teachers. It serves as the legal foundation of the entire education system. It promotes democratic, cultural, and national values. It mentions the principle of continuous education, being one of the earliest bases for the development of lifelong learning. Although it does not explicitly address immigrant education, it supports universal access to education. It has been amended several times to reflect new educational directions. The law is strategic in nature, not overly technical in detail.

1998, Private Schools Act (Erakooliseadus) [secondary education]

This Act regulates the operation of private educational institutions in Estonia. It provides the legal framework for establishing, accrediting, and running schools not owned by the state or local governments. It defines conditions for funding, supervision, and quality assurance. It ensures that private schools meet national educational standards. It allows parents and organizations to actively participate in providing education. Although it does not explicitly refer to lifelong learning, it supports the diversification of educational offerings. It may be indirectly relevant to immigrant education due to its flexibility. It encourages educational pluralism and choice. It contributes to a more dynamic and adaptable education market.

1999, Preschool Childcare Institutions Act (Koolieelse lasteasutuse seadus)

This Act regulates the organization and functioning of kindergartens and other institutions for children below school age. It defines the objectives of preschool education, required staff qualifications, and quality standards. It emphasizes the holistic development of the child: physical, emotional, social, and cognitive. It is important for early integration into education, including for children of immigrants. It stresses cooperation between family and institution. Although it does not directly reference lifelong learning, it lays a foundation through early competence development. It provides for accommodations for children with special needs. It is key to ensuring equal opportunities in education. It establishes the framework for quality early childhood education services.

2010, Basic Schools and Upper Secondary Schools Act (Põhikooli- ja gümnaasiumiseadus)

This law regulates the structure of basic education (9 grades) and upper secondary education (3 additional grades). It defines curricula, assessment methods, the school year structure, and teacher requirements. It governs school autonomy alongside accountability to the state and community. It includes provisions for educational support and individualized learning. It makes clear reference to inclusive education, thus addressing students from diverse backgrounds, including immigrants. It encourages the development of key life skills, thereby laying the foundation for lifelong learning. It

supports cooperation among parents, teachers, and authorities. The Act is essential for the coherent functioning of the compulsory education system.

2013, Vocational Education Act (Kutseõppe seadus)

This Act governs vocational training in Estonia, offered either after or in parallel with basic education. Its purpose is to develop the skills needed in the labor market. It establishes cooperation between vocational institutions and employers. It is directly tied to the concept of lifelong learning, encouraging retraining and professional development. It includes programs for both young people and adults. It recognizes prior learning and informal education. It has provisions for equitable access, making it relevant for immigrants. It supports rapid integration into employment and society. The law's strengths lie in its flexibility and practical orientation.

2015, Adult Education Act (Täiskasvanute koolituse seadus)

This law is dedicated entirely to lifelong learning. It regulates professional training, personal development courses, and informal instruction for adults. It is the cornerstone of lifelong learning policy in Estonia. It promotes active adult participation in education, regardless of age or social status. It includes measures to encourage vulnerable groups, including immigrants, to engage in learning. It sets conditions for the recognition of prior learning. It promotes cooperation among public institutions, private organizations, and NGOs. It plays an important role in adapting to changes in society and the labor market. It reflects Estonia's commitment to continuous education.

2019, Higher Education Act (Kõrgharidusseadus)

This Act regulates universities and higher education institutions. It defines the types of programs (bachelor's, master's, doctoral), their structure, as well as admission and evaluation criteria. It ensures academic autonomy along with responsibility toward society. It includes measures for quality assurance and internationalization. It promotes equity and open access, including for foreign nationals and immigrants. It encourages research, innovation, and competency-based education. The law aligns with the Bologna system and European standards. It supports lifelong learning through modular courses and programs. It contributes to the global competitiveness of Estonia's higher education system.

Finland

Ștefania-Livia CIMPOIAȘU, Tudor DRĂGHICIU

Similar to its neighboring Estonia, Finland shows a very stable system of laws that shape education. In the period under scrutiny, there are two general laws (1998, 2020), and one for each sector: preschooling (2018), upper secondary (2005), VET (2017), and adult education (1998). A moderate to low number of amendments apply.

Sources:

- https://splash-db.eu/?q=education%20law%20Finland#search
- https://eurydice.eacea.ec.europa.eu/national-education-systems/finland/overview
- https://www.finlex.fi

Various education-related laws over time:

- 1921 - Compulsory School Attendance Act 101/1921 (https://splash-db.eu/policydocument/compulsory-school-attendance-act-1011921/)
- 1957 - Civic School Act 247/1957 (https://splash-db.eu/policydocument/civic-school-act-2471957/)
- 1978 - Act on Development of Secondary Education 474/1978 (https://splash-db.eu/policydocument/act-on-development-of-secondary-education-4741978/)
- 1983 - Basic Education Act 476/1983 (https://splash-db.eu/policydocument/peruskoululaki-4761983/)
- 1994 - Act on Student Financial Aid (65/1994) (https://www.finlex.fi/fi/laki/ajantasa/1994/19940065)
- 1998 - Basic Education Act 628/1998
- 1998 - Act on Adult Education (631/1998) (https://www.finlex.fi/fi/laki/ajantasa/kumotut/1998/19980631)
- 2003 - Act on Education and Research in the Sami Language (1086/2003) (https://www.finlex.fi/fi/laki/ajantasa/2003/20031086)
- 2005 - Upper Secondary Schools Act (714/2018) (https://www.finlex.fi/fi/laki/smur/2018/20180714)
- 2009 - Higher Education Act (558/2009) (https://www.finlex.fi/fi/laki/ajantasa/2009/20090558)
- 2013 - Act on the National Education Evaluation Center 30.12.2013/1295 (https://www.finlex.fi/fi/laki/ajantasa/2013/20131295)
- 2014 - Act on Special Support for Education (1144/2014) (https://www.finlex.fi/fi/laki/ajantasa/2014/20141144)
- 2017 - Vocational Education and Training Act (531/2017) (https://www.finlex.fi/fi/laki/ajantasa/2017/20170531)
- 2018 - Act on Early Childhood Education and Care (540/2018) (https://www.finlex.fi/fi/laki/ajantasa/2018/20180540)
- 2020 - Compulsory education law 30.12.2020/1214 (https://www.finlex.fi/fi/laki/ajantasa/2020/20201214)

Ion-Eugen PAMPU, George-Ionuț DUMITRAȘCU, Marius TRUICĂ, Donia NEAGOE, Mihaela-Rodica DOBRE, Bogdan VOICU

FRANCE

law	type	amendments
1990. Decree on the organisation and operation of kindergartens and elementary schools (No. 90-788 of 6 September 1990)	Primary, PreSchool	9
2004. Law no. 2004-391 of May 2004 on lifelong vocational training and social dialogue	LLL	4
2009. Law no. 2009-1437 of 24 November 2009, relating to lifelong guidance and vocational training	LLL	4
2013. LAW no. 2013-595 of 8 July 2013 on the orientation and programming for the refoundation of the school of the Republic	General	8
2013. LAW no. 2013-660 of 22 July 2013 on higher education and research	HEI	7
2013. Decree on the organisation of school time in kindergartens and elementary schools	Primary, PreSchool	1
2018. LAW No. 2018-771 of September 5, 2018 for the freedom to choose one's professional future	VET	18

France knows a major settlement of its educational system in late 1980s-early 1990s, followed by specialized laws on adult education in 2000s, and a new reaffirming of the foundations in 2013, and a VET law in 2018. Otherwise, this stability is doubled by a low number of amendments. Nevertheless, a lot of secondary legislation is also passed as we depict in the following.

The foundations of modern French education were laid out in 1989 through the *Education Orientation Act*, commonly known as the **Jospin Law**, which declared education to be the nation's top priority.

In 2000, several earlier laws, including the Jospin Law, were consolidated into the **Education Code** (*Code de l'éducation*), providing a centralized, accessible, and coherent legislative framework.

The French educational system is built on long-standing principles rooted in revolutionary values: **free education, secularism, compulsory schooling, and equal opportunity**. Although these principles remain constant, the system is continuously reformed and improved. From 1989 to 2025, this project identified **34 education-related laws**—either new or amending—that shape the current legal framework. These laws supplement the Education Code and ensure that frequent reforms remain structured and aligned.

The numerous legislative reforms in France aim to adapt the school system to the needs of contemporary society. They address both **labour market demands** and broader **social goals**, such as ensuring accessibility, improving quality, enhancing equity, combating discrimination, and promoting modernization. These objectives were explicitly stated in **Law No. 595 of 2013**, which remains a cornerstone of the French educational framework.

A major turning point came with **Law No. 771 of 2018**, which focused on adapting education to the labour market. It introduced **apprenticeships** and **vocational training pathways**, offering young people alternatives to the predominantly academic model. These reforms allow students to gain **practical skills** and greater adaptability to shifting employer demands.

The same law also reflects a broader vision of education by introducing **flexible learning models** and involving **employers in the educational process**, including through incentives for companies that provide collaboration opportunities to students.

Law No. 166 of 2018 on *Student Orientation and Success* brought significant changes to higher education admissions. It sought to **simplify and modernize the baccalauréat exam**, and introduced the concept of **lifelong learning**. To better manage university admissions, a digital platform called **Parcoursup** was implemented.

The values of the French Republic are promoted in all educational laws of the last decade, with particular emphasis on **social inclusion** and the **integration of students with disabilities**. The legal framework increasingly specifies how people with disabilities can access public education.

Through **Law No. 791 of 2019**, the government aimed to **strengthen trust in educational institutions**, encourage collaboration among parents, students, and teachers, and continue the **modernization of the education system**.

These legislative acts represent important milestones in the development of the French education system, highlighting the state's consistent commitment to **quality education and equal opportunity**.

Additional laws and legal provisions related to education in France—such as those concerning teachers, students, and school operations—are listed in the table attached to this document. While not exhaustive, these laws form the core of the current education legislation. Other related laws may regulate more specific aspects of the education sector.

Selected sources of data:

- https://eurydice.eacea.ec.europa.eu/national-education-systems/france/legislation-and-official-policy-documents
- https://www.legifrance.gouv.fr/
- https://www.education.gouv.fr/bo/2005/36/MENE0502168C.htm

Georgia

Andreea Raluca DESPA, Delia – Andra RISTEA

The educational system of Georgia started its postcommunist journey under the Soviet-time regulations. Beginning with the 1997 Law of Education, Georgia laid the groundwork for its educational policy, outlining the principles of the education. The law was replaced in 2005, by the Law of Georgia on General Education. The 2010 Law of Georgia on Education Quality Improvement changed again the landscape.

Several cycle-specific major laws were enacted in the 2000s-2010s:

- The Law on Higher Education (2004).
- The 2016 Law of Georgia "On Early and Preschool Education and Care" become the first specific major law on preschooling.
- the 2011 Law of Georgia on Special Vocational Education and Training was the first one on VET. A secondary law added in 2013 (legislation on Inclusive Education in Vocational Education and Training). The 2018 Law of Georgia on Vocational Education replaced the one from 2011.

Laws in our database:

- 1997, Law of Education
- 2005, Law of Georgia on General Education
- 2010, Law of Georgia on Education Quality Improvement
- 2004, Law on Higher Education
- 2016, Law of Georgia "On Early and Preschool Education and Care"
- 2018, Law of Georgia on Vocational Education
- 2013, Inclusive Education in Vocational Education and Training system
- 2011, Law of Georgia on special vocational education and training

Germany: the federal level

Hajnalka DEMETER, Delia – Andra RISTEA, Geta Ionela LIXANDRU, Gabriela Eliza VOICU, Olivian Claudiu COTIGĂ

In the Federal Republic of Germany, responsibility for the education system is divided between the federal government and the 16 federal states (Länder). While the German Basic Law (Grundgesetz) contains only a limited number of provisions concerning education—primarily establishing that the school system is under state oversight—legislative and administrative authority in this domain is predominantly exercised by the Länder. Over time, each state has developed its own legal framework governing education. Despite this decentralized structure, the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz, KMK) has played a key role in promoting coordination and standardization across the Länder.

Notably, many of the foundational legal provisions enacted in the post-war period remain in force today, albeit in amended and updated forms.

The journey begins with the 1969 Vocational Training, which established a dual system combining apprenticeships with vocational schooling. This act serves as the cornerstone of Germany's vocational education system, combining hands-on training with theoretical education. It's this dual approach that has been credited with keeping unemployment rates amongst the youth remarkably low and ensuring a high level of skill within the workforce.

Following this, the 1971 Federal Training Assistance Act was instituted to provide financial aid to students pursuing secondary education and vocational training. This legislation made education and training more accessible, promoting equal opportunities and allowing students from all backgrounds to pursue their academic and professional goals without the barrier of financial constraints.

The Higher Education Framework Act (Hochschulrahmengesetz) of 1976 further enriched the educational landscape, outlining the structure and governance of higher education institutions. It aimed to create a unified system that preserved the autonomy of higher education institutions while establishing standards for quality and access. The act recognized the essential role that higher education plays in societal development and economic innovation.

These laws, together, reflect Germany's pragmatic and strategic approach to education, which emphasizes the integration of practical training with theoretical knowledge, equal access to education, and the autonomy of educational institutions, all while ensuring quality and relevance to the country's needs.

Laws of each Land (selection)

Baden-Württemberg

1983. School Act for Baden-Württemberg

1990. Act for independent schools (Private School Act - PSchG)

2014-Law on Universities of Baden-Württemberg

Bavaria

2000. Bavarian Act on Education and Teaching

2016. Bavarian School Regulations

2022 Bavarian law on innovation in higher education (BayHIG)

Berlin

2004. School law for Berlin

2011.University law of Berlin. (BerlHG)

Brandenburg

2002. Brandenburg School Act

2024-Brandenburg Higher Education Act – BbgHG

Bremen

1956. Law on private schools and private education

2005. Bremen School Act

2005. Bremen School Administration Act

2007 Breme Higher Education Act

Hamburg

1997. Hamburg School Act

2001 . Hamburg Higher Education Act

2004. Hamburg law on independent school

Hesse

2017. Hessian School Act

2021. Legea învățământului superior din Hessian (HessHG)

Mecklenburg-Western Pomerania

2010. School law for the state of Mecklenburg-Vorpommern

Lower Saxony

1998. Lower Saxony School Act

North Rhine Westphalia

2005. School law for the state of North Rhine-Westphalia

2014.Legea cu privire la universitățile din statul Renania de Nord-Westfalia

Rhineland-Palatinate

2004. School Act Rhineland-Palatinate

1970. Private School Act Rhineland-Palatinate

2020-Legea învățământului superior (HochSchG) din 23 septembrie 2020

Saar

1996. School Regulations Act

1996. Compulsory education law

1996. School Co-determination Act

1985. Private School Act

1975. General School Regulations

2016.Saarland Higher Education Act (SHSG) din 30 noiembrie 2016 (

Saxony

2018. Saxon School Act Law and regulatory administration Saxony

2015. Saxon Act on Independent Schools Law and regulatory administration Saxony

2023.Legea Universităților din Statul Liber Saxonia

Saxony-Anhalt

2018. School law of the state of Saxony-Anhalt

2021.Legea învățământului superior a statului Saxonia-Anhalt

Schleswig-Holstein

2007. Schleswig-Holstein School Act

2016. Legii învățământului superior din 5 februarie 2016

Thuringia

2003. Thuringian School Act

2003. Thuringian Special Education Act

2010. Thuringian law on independent schools

Greece

Bogdan VOICU, Alexandra IOANID, Alexandru OLARU, Iuliana COSTEA

Greece's modern education legislation has been relatively stable through the late 20th century but underwent frequent and substantive legislative revisions from the early 2000s onward with respect to higher education. The long-standing framework for primary and secondary education dates to **Law 1566/1985** (structure and operation of primary and secondary education), which established the core architecture of compulsory schooling. Over the last two decades legislative activity accelerated: general education, pre-university restructuring, vocational education, lifelong learning, and higher education were each subject to reforms and re-codifications.

Key patterns:

- **Pre-university schooling** (primary + secondary) underwent major overhaul during the 2010s: the 2013 restructuring of secondary education (Law 4186/2013) and the 2018 law on school support structures (Law 4547/2018) are among the most consequential. Another law (Law 4547/2018) reorganized the support framework for schools (KESY, EDEAY, etc.), but it simply refers to additional regulations, and we do not consider in the analysis.
- **Vocational education (VET)** is regulated in mid-2000s by Law 3475/2006 (new VET/technical structures). Further revisions appeared in 2020 (Law 4713/2020).
- **Higher education** has been reshaped repeatedly: major university/HE statutes were adopted in 2006, 2007, then a broader restructuring in 2017, followed by a new governance law in 2022 (Law 4957/2022). The latter is of an unexpectedly length, with its more than 230 thousand words. Additional laws were also passed, such as the 3794/2009 law on sectoral adjustments (regulating laboratories in applied universities).
- **Lifelong learning (LLL)** has been regulated by only one major act (Law 3879/2010). Additional legislation refers to establishing the Youth and Lifelong Learning Foundation (Law 4115/2013).

One can remark the low number of amendments to the laws, that often come as a collection of changes, such as in the case of Law 4327/2015, that generally revise the laws on education, by specifying new names, small details, curricula changes, etc. The unique exception in the mammoth higher education law from 2022m that received 15 amendments by mid-2025.

Sources used for the checks and links below include:

- the Greek Government Gazette (Εφημερίδα της Κυβερνήσεως — et.gr),
- Kodiko (consolidated public legal database – kodiko.gr),
- the Ministry of Education (minedu.gov.gr),
- Eurydice / European Agency country summaries.

Laws in the dataset:

1. **Law 1566/1985 — Structure and operation of primary and secondary education** (Νόμος 1566/1985 — Δομή και λειτουργία της Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης και άλλες διατάξεις), https://www.kodiko.gr/nomothesia/document/276374/nomos-1566-1985,Alternative (Ministry PDF copy): https://www.minedu.gov.gr/publications/docs2018/EPAL_N_1566_1985.pdf
2. *Law 2009/1992 (VET / older vocational structures)*.https://www.kodiko.gr/nomothesia/document/229905/nomos-2009-1992

3. **Law 3328/2005,**(Recognition of foreign tertiary education certificates): http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wHrZvzjsKBkq3dtvSoClrL8cXZ3FBsNLKR5MXD0LzQTLWPU9yLzB8V68knBzLCmTXKaO6fpVZ6Lx9hLslJUqeiQmNTej4iTe77ePHZUwnbhEDzNDALmFb9kzMLngNDj2Jo
4. **Law 3475/2006 — Reform of technical and vocational secondary education & upper secondary,** http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wFNA1ry4K61p3dtvSoClrL8odGGVVkb58ntIl9LGdkF53UIxsx942CdyqxSQYNuqAGCF0IfB9HI6hq6ZkZV96FIxSlaABjijp5DZSNaP1k2P7QvCJ4ssKEAnjw-Omw00g8
5. **Law 3549/2007 — Universities: structure & functions (major university law)** Official consolidated overview (Kodiko) and references: https://www.kodiko.gr/nomothesia/document/151877/nomos-3549-2007
6. **Law 3794/2009 — Regulations regarding university & technological sector,** http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wEiICErm5tbxndtvSoClrL8oegNlWStPL95MXD0LzQTLWPU9yLzB8V68knBzLCmTXKaO6fpVZ6Lx9hLslJUqeiQBQlbKsraDA8W01TKJXqRRwbhRTKHBWhDk8E--RzZApY
7. Law 3879/2010 (later LLL update): http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wGYK2xFpSwMnXdtvSoClrL8Tq6rbLkT5HR5MXD0LzQTLWPU9yLzB8V68knBzLCmTXKaO6fpVZ6Lx9hLslJUqeiQNBQRDhXlGFW40iHhhX5D_gagf3nTjt0m3ccfhMxV_aY
8. **Law 4115/2013 — Lifelong Learning,** http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wEaosRGzKxO6XdtvSoClrL8oXl4aC2zmBjtIl9LGdkF53UIxsx942CdyqxSQYNuqAGCF0IfB9HI6hq6ZkZV96FI1xzNl0uLFWv9XanEPUz0hdMhrTyi8UQ0cfiUo30OXAY
9. **Law 4186/2013 — Restructuring of Secondary Education,** Official PDF (Ministry / FEK): https://www.minedu.gov.gr/publications/docs2018/N_4186_2013_fek193.pdf, Consolidated Kodiko page: https://www.kodiko.gr/nomothesia/document/75831/nomos-4186-2013
10. **Law 4327/2015 — General revision / emergency measures for primary, secondary, tertiary education,** http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wE4q6ggiv8WTXdtvSoClrL8J6SqjdSFK_HtIl9LGdkF53UIxsx942CdyqxSQYNuqAGCF0IfB9HI6qSYtMQEkEHLwnFqmgJSA5WIsluV-nRwO1oKqSe4BlOTSpEWYhszF8P8UqWb_zFijIKAbQDbmInebRu-aOofEakRhAXBvoPHfm9QCWv_Hsl3
11. **Law 4485/2017 — Higher education reorganization,** Consolidated / ministry overview: https://www.minedu.gov.gr/publications/docs2018/ , Kodiko: https://www.elinyae.gr/ethniki-nomothesia/n-41862013-fek-193a-1792013, Eurydice: https://eacea.ec.europa.eu/eurydice/content/support-measures-learners-higher-education_en
12. **Law 4547/2018 — Reorganization of school support structures (KESY / EDEAY) and related primary/secondary support framework,** https://www.kodiko.gr/nomothesia/document/372828/nomos-4547-2018
13. **Law 4713/2020 — Modernisation of private education & new VET pieces**, https://migration.gov.gr/wp-content/uploads/2021/01/%CE%BD.4713.2020.pdf (Gov Gazette scan) and Kodiko: https://www.kodiko.gr/nomothesia/document/634186/nomos-4713-2020
14. **Law 4957/2022 — New Higher Education law,** https://www.et.gr/api/DownloadFeksApi/?fek_pdf=20220100141

Hungary

Adrian DOBRE, Florin-Mihai STOICEA

After the fall of the communist regime in 1989, Hungary underwent a series of reforms in the education sector to strengthen democracy and improve the quality of the education system.

In 1993, a major education law was adopted which regulated all levels of education from primary to higher education. This law strengthened the structure and regulations of the education system and defined the general directions of educational reform. Higher education was regulated by the Law on Higher Education issued in 2005, which was in force, with various amendments over time, until 2011.

In 2011, Hungary adopted a new package of education laws that introduced significant changes in all levels of education, from primary to higher education and is still in force. This law was considered controversial because it reduced the autonomy of schools and introduced more centralized control over the education system. It also introduced assessment standards and national tests.

Adult education in Hungary has undergone several developments and changes over time. An important moment was the adoption of the Adult Education Act in 2013, an attempt to promote and regulate adult and continuing education and training in Hungary. With this law, the foundations for the organization and financing of adult education were laid, addressing various issues such as access to education, quality of programs, recognition of acquired competences and collaboration between different institutions involved in the provision of adult education.

Vocational and technical education is regulated by national legislation, which sets the frameworks and standards for these programs. There is no specific law only for vocational and technical education before 2019, but these aspects are integrated into the wider VET legislation. In general, vocational and technical education in Hungary is characterized by a dual education system, which combines theory with practice and provides students with learning opportunities in schools and real work environments.

Data sources:

- National Legal Library (https://njt.hu/), the National Legal Database is a web-based service that provides a legally accessible legal database service provides most of the documents that are referred in this summary.
- Eurydice provides further information (https://eurydice.eacea.ec.europa.eu/national-education-systems/hungary/legislation-and-official-policy-documents)
- A library on laws and parliamentary resolutions: https://mkogy.jogtar.hu/

Laws in the dataset:

- 1993 LXXVI. Law about vocational training
- 1993. LXXIX Law on national public education
- 1993. LXXX. Law on national higher education
- 2001 CI. Law about adult education
- 2005. CXXXIX. Law on national higher education
- 2011. CXC. Law on national public education
- 2011. CCIV. Law on national higher education
- 2013 LXXVII. Law about adult education
- 2019 LXXX. Law about vocational training

Iceland

Alexandra-Larisa ORĂȘ, Mariana Georgiana MIHAI, Bogdan VOICU, Gabriel-Theodor CIORANU, Teodora-Maria IONESCU, Constantin-Alexandru SAVU

The foundation of Iceland's educational legislation has remained relatively constant over the years. There are two major legislative phases: the 1990s brought a legislative package that defined the three main educational levels:

1. **Act No. 78/1994 – Preschool Education**: Regulates preschool education for children aged 1 to 6. The act emphasizes children's social and emotional development and provides a framework for non-formal education, including kindergartens and other early childhood education formats.
2. **Act No. 66/1995 – Compulsory Primary and Lower Secondary Education**: Establishes compulsory education in Iceland for all children aged 6 to 16. The act guarantees free and universal access to primary and lower secondary education, ensuring that students receive basic education in subjects such as Icelandic, mathematics, sciences, arts, and physical education.
3. **Act No. 80/1996 – Upper Secondary Education**: Regulates high school and vocational education. The law provides opportunities for both academic and vocational training, allowing students to choose between university preparatory programs or specific vocational tracks.

The second half of the 2000s brought a more detailed legislative package:

4. **Act No. 63/2006 – Higher Education Act**: Regulates higher education in Iceland, including universities and colleges. It guarantees free access to public university education, with low tuition fees, and governs bachelor's, master's, and doctoral programs.
5. **Act No. 91/2008 – Compulsory School Act**: Establishes the legal framework for compulsory education in Iceland, regulating the functioning of schools, the rights and obligations of students, parents, and local authorities, as well as the administrative and educational structure of these institutions.
6. **Act No. 85/2008**: Regulates public institutions of higher education in Iceland, establishing the legal framework for their operation. This act is essential for the functioning and autonomy of public universities in Iceland.
7. **Act No. 90/2008 – Preschool Act 2008**: Regulates the functioning of preschool institutions and provides a clear framework for the operation of kindergartens in Iceland, setting standards for early childhood education.
8. **Act No. 92/2008 – Upper Secondary Education Act 2008**: Regulates the organization and operation of upper secondary education institutions. It was adopted on June 12, 2008, and came into force on August 1, 2008. The act provides a clear framework for upper secondary education, ensuring high standards and accessibility for all students.
9. **Act No. 27/2010 – Adult Education Act 2010**: Regulates the organization and funding of education for individuals with low levels of education. It was adopted on March 31, 2010, and entered into force on October 1, 2010. The act ensures access to adult education, supporting professional development and labor market integration.

The legislative package from the 1990s has remained largely unchanged. The 2000s package has undergone some amendments, but their number remains limited.

All laws are available on the official government website (https://www.government.is/), and most already have English translations.

Ireland

Andreea-Alexandra ȘTEFAN

The evolution of the education system in Ireland has been a progressive journey shaped by a series of legislative acts, each responding to the country's changing educational needs and societal shifts. It began with the Regional Technical Colleges Act in 1992, which laid the foundation for technical and vocational education tailored to regional economies, reflecting a commitment to more accessible and practical education paths alongside traditional academic routes.

The 1997 Universities Act brought a significant shift, creating a framework for governance, funding, and operation of universities in Ireland. This Act sought to preserve the esteemed tradition of higher education while promoting autonomy and accountability, ensuring that universities could navigate the balance between state support and self-regulation.

Building on this, the 1998 Education Act offered a more comprehensive approach, focusing on the rights of all children to access free primary education. It underscored inclusivity and set standards for educational welfare, thereby reinforcing the state's commitment to ensuring each child could achieve their full potential.

The 2011 Student Support Act provided a necessary update to address the financial barriers to education beyond the compulsory schooling age. By streamlining the student grant scheme, the government acknowledged the evolving needs of students in a modern economy and the importance of supporting lifelong learning.

With a keen eye on maintaining standards and assuring the quality of qualifications, the 2012 Qualifications and Quality Assurance (Education and Training) Act came into effect. This Act unified the process of awarding qualifications in Ireland, signaling a move towards a more integrated and transparent educational framework.

Children's welfare and protection took center stage in 2015 with the Children First Act, which solidified the role of educators and institutions in safeguarding the well-being of students, thereby ensuring that the educational environment was not only intellectually nurturing but also secure.

The transformation of Institutes of Technology into Technological Universities was realized through the 2018 Technological Universities Act. This move acknowledged the need for higher education institutions to evolve and respond to a globalized economy, equipping students with skills and knowledge relevant to contemporary and future demands.

Most recently, the 2022 Higher Education Authority Act marked another step in the continuous process of reforming the sector. It focused on modernizing the governance and oversight mechanisms of higher education, reflecting an understanding that accountability and adaptability are paramount in maintaining the international standing and effectiveness of Irish education.

Together, these legislative measures weave a narrative of an education system in constant dialogue with the economic, social, and technological landscapes of Ireland, striving to provide a structure that supports its citizens from early education through to higher learning and beyond.

Laws in our database:

- 1992, Regional Technical Colleges Act
- 1997, Universities Act
- 1998, Education Act
- 2011, Student Support Act

- 2012, Qualifications and Quality Assurance (Education and Training) Act
- 2015, Children First Act
- 2018, Technological Universities Act
- 2022, Higher Education Authority Act

Sources for legislation:

Legislation related to the education system in Ireland was accessed from the Irish Statute Book, which provides the text for Acts passed by the Houses of the Oireachtas. Irish Statute Book - https://www.irishstatutebook.ie/ .

Italy

Andrei-Bogdan NICA, Bogdan VOICU

Italy codified its educational framework in the early 1990s. The Law No. 148/1990 ("Reform of Primary School Regulations") reorganized schooling, and specifically asked that three teachers manage two classes, involving a shared responsibility upon teaching. This was reforming the system, set up by Law No. 820/1971, which however also permitted sharing teaching (Gasperoni, 2008).

The Legislative Decree 297/1994 (nicknamed as ***Testo Unico***) consolidated all prior education laws into a single codex, also providing new regulations, serving as the general law of education. This "single text" harmonized and collected all education laws up to 1994, including:

1. General and Organizational Laws
    - Law No. 1859/1962 – Organization of lower secondary education (*scuola media unica*).
    - Law No. 820/1971 – Experimental programs in schools.
    - Law No. 477/1973 – School reforms introducing collegial bodies (*organi collegiali*).
    - Law No. 517/1977 – Integration of pupils with disabilities and internal school organization.
    - Law No. 270/1982 – Reorganization of teaching staff.
    - Law No. 477/1984 – Teacher career regulations and retraining.
2. Primary and Secondary Education
    - Royal Decree No. 1054/1923 – Earlier structure of secondary education (parts still in force).
    - Law No. 312/1980 – Public employee system, including teachers.
    - Law No. 820/1971 – Experimental school structures.
    - Law No. 449/1988 – Staffing and budgetary adjustments.
3. Vocational Education and Technical Schools
    - Law No. 604/1962 – Vocational training provisions (partly included).
    - Law No. 845/1978 – Regional competences on VET (limited sections).
4. Early Childhood and Pre-school
    - Law No. 444/1968 – Establishment of state pre-schools (*scuola materna statale*).
5. Special Education
    - Law No. 118/1971, Law No. 517/1977 – Inclusion of students with disabilities.
6. School Autonomy and Governance
    - Presidential Decree No. 416/1974 – Establishment of *organi collegiali* (school councils).
    - Law No. 477/1973 – Institutional participation in school governance.

While Testo Unico does not provide new legislation, but only puts together all existing regulations, we do not treat it as a change in the system. This does not dimmish its importance as a recapitulation of the legislative context.

Later reforms focused on decentralization, autonomy, and alignment with European standards. For instance, the presidential decree 275/1999, sets up the rules for the autonomy of school units. These initiatives just specify the system or bring amendments to existing institutional framework.

An entire set of laws is released in 2008-2011, under the fourth Berlusconi cabinet. The set, known as the **Gelmini package** includes five different laws, out of which two overlap:

- **Law 25 June 2008, n. 112,** *Urgent disposals for economic development, simplification, competitiveness, stabilization of public finances and tax equalization* (*Disposizioni urgenti per lo sviluppo economico, la semplificazione, la competitività, la stabilizzazione della finanza pubblica e la perequazione tributaria*)

refers to financiar discipline in the public sector, also including specific reference to schools and universities.

- Law **1 September 2008, n. 137** (*Disposizioni urgenti in materia di istruzione e università*, i.e: *Urgent disposals about instruction/schooling and university*) and **Law 30 October 2008, n. 169** (implementation provisions for the previous law: *Conversione in legge, con modificazioni, del decreto-legge 1° settembre 2008, n. 137, recante disposizioni urgenti in materia di istruzione e università*)— bring a series of "urgent" measures and conversion laws. These two laws can be seen as one, since the second is just specifying the first; despite changing some its parts, the time distance is too short to separate them.
- **Law-Decree 10 November 2008 n. 180** (*Disposizioni urgenti per il diritto allo studio, la valorizzazione del merito e la qualità del sistema universitario e della ricerca*, English: *Urgent disposals for the right to studying, the valorisation of merit, and the quality of the university system and of research*) (published 2009)
- **Law-Decree 30 December 2010, n. 240** (*Norme in materia di organizzazione delle università, di personale accademico e reclutamento, nonché delega al Governo per incentivare la qualità e l'efficienza del sistema universitario*, i.e. *Rules about organization of universities, academic staff and recruitment, as well as delegation to the Government to encourage the quality and efficiency of the university system*) (published 2011)

The package was driven mainly by cutting Within this package, the first regulation is one that refers to the entire public system as a whole, and can be considered as additional legislation from the point of view of the dynamics of the education laws. The package was driven mainly by reasons related to cuts in the teaching numbers, and reverted the 1990 law returning to a single teacher per class (Gasperoni, 2008) Within this package, the first regulation is one that refers to the entire public system as a whole, and can be considered as additional legislation from the point of view of the dynamics of the education laws. Nevertheless, it produces consequences, but as part of a broader change brought to society. The set of two laws in September-October 2008 is an essential challenge for the system, and implements important changes. Despite it is not a full education law, it can be treated as such. The third one adds to the package to which contributes with some more details. The last one is central to higher education.

Another major overhaul came with the **Buona Scuola Law (2015)**, which introduced structural reforms in teacher recruitment, school autonomy, and digital education, redefining the general governance of education.

The **pre-university level** remains governed by the *Testo Unico* (1994) and the *Buona Scuola* (2015).

Separate frameworks were developed for vocational education and training (VET), adult education, and higher education.

For **VET**, the Law 53/2003 established the national framework for professional pathways, delegating implementation to the regions and promoting integration with general education. The above-mentioned 2015 Good School adds some specifications. The Decree 61/2017 turns the above specifications into practice, being more than a normative for implementation, and acting as major law.

In **higher education**, the period under scrutiny starts with law 341/1990 that sets up the field for university teaching, and boosts university autonomy. In the end of the 1990s a major change occurs: Law 508/1999 reformed art-related higher education institutions, while Ministerial Decree 509/1999 introduced the three-cycle degree system (Bologna Process). However, the first is only sectorial, while the decree is a secondary regulation. Other instances of additional regulations followed over the years, such as the Law 99/2022, which formalized the ITS Academy system (Istituti Tecnologici Superiori) as part of the tertiary sector. However, none of these regulations stands as part of the general regulatory framework. Beyond such numerous additional regulations, there is still major change to the system brought by Law 240/2010 (part of the Gelmini package)

that provides regulations with respect to organizing universities, recruiting personnel, teaching, etc., act acts as a sui generis higher education law.

Adult education was restructured by the Presidential Decree 263/2012, which created the *Centri Provinciali per l'Istruzione degli Adulti (CPIA)*, integrating adult learning and evening courses under one governance model.m

To sum up, the Italian educational landscape is set up by a handful of major laws, relatively stable over time, but with very many additional regulations that intervene overtime. Such regulations decrease the number of amendments to the major laws, acting themselves as compact packages of amendments.

In addition, one should also observe that the permanent issuing of additional legislation creates the impression of continue changes and creates a perpetual uncertainty with respect to how the system works (see, for instance, Bifulco, Monteleone, Mozzana, & Rolfini, 2010).

Major Laws

- Law 19 November 1990, n. 341 — Reform of university teaching regulations (autonomy / didactic ordinances). https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:1990-11-19;341
- Law 28 March 2003, n. 53 – General rules for education and professional training *(Legge 28 marzo 2003, n. 53 – Delega al Governo per la definizione delle norme generali sull'istruzione e dei livelli essenziali delle prestazioni in materia di istruzione e formazione professionale)* https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2003-03-28;53
- The Gelmini package:
    - Law 1 September 2008, n. 137 (*Disposizioni urgenti in materia di istruzione e università*, i.e: *Urgent disposals about instruction/schooling and university*)
    - Law 30 October 2008, n. 169 (implementation provisions for the previous law: *Conversione in legge, con modificazioni, del decreto-legge 1° settembre 2008, n. 137, recante disposizioni urgenti in materia di istruzione e università*
    - Law-Decree 10 November 2008 n. 180 (*Disposizioni urgenti per il diritto allo studio, la valorizzazione del merito e la qualità del sistema universitario e della ricerca*, English: *Urgent disposals for the right to studying, the valorisation of merit, and the quality of the university system and of research*) (published 2009)
    - Law-Decree 30 December 2010, n. 240 (*Norme in materia di organizzazione delle università, di personale accademico e reclutamento, nonché delega al Governo per incentivare la qualità e l'efficienza del sistema universitario*, i.e. *Rules about organization of universities, academic staff and recruitment, as well as delegation to the Government to encourage the quality and efficiency of the university system*) (published 2011) [Gelmini HE law], https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2010-12-30;240
- DECREE OF THE PRESIDENT OF THE REPUBLIC 29 October 2012, no. 263 - *Regulation laying down general rules for the redesign of the structure Adult Education Centres, including evening classes Decreto del Presidente della Repubblica 29 ottobre 2012, n. 263 – Regolamento recante norme generali per la ridefinizione dell'assetto organizzativo e didattico dei Centri d'istruzione per gli adulti,* https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:decreto.presidente.repubblica:2012-10-29;263
- Law 13 July 2015, n. 107 – The "Good School" reform (*Legge 13 luglio 2015, n. 107 – Riforma del sistema nazionale di istruzione e formazione e delega per il riordino delle disposizioni legislative vigenti*), https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2015-07-13;107
- DECRETO LEGISLATIVO 13 aprile 2017 , n. 61 Revisione dei percorsi dell'istruzione professionale, https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:decreto.legislativo:2017-04-13;61

Examples of additional regulations (not considered for assessing the dynamics of the system over the period under scrutiny):

- Legislative Decree 16 April 1994, n. 297 – Consolidated Law on Education (*Decreto Legislativo 16 aprile 1994, n. 297 – Testo unico delle disposizioni legislative vigenti in materia di istruzione, relative alle scuole di ogni ordine e grado*)**,**
- DPR 8 March 1999, n. 275 — Regulation on autonomy. https://www.normattiva.it/uri-res/N2Ls?urn:nir:presidente.repubblica:1999-03-08;275
- Law 21 December 1999, n. 508 – Reform of Higher Artistic and Musical Education (Legge 21 dicembre 1999, n. 508 – Riforma delle Accademie di belle arti, dei Conservatori di musica e degli Istituti musicali pareggiati), https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:1999-12-21;508, simply regulates higher education,
- Decree/Regulation MUR / D.M. 509/1999, an implementing regulation of the 1999 reform and the Bologna implementation. It introduced the 3-cycle degree structure. https://www.normattiva.it/uri-res/N2Ls?urn:nir:ministero.universita:1999-11-03;509
- Law 10 February 2000, n. 30 — Framework law re-ordering cycles (the "reform Moratti / cycle reordering" context) https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2000-02-10;30
- Law 62/2000 (*private education*) *Rules on equality and the recognition of 'paritarie' (non-state schools).* → regulates private school equivalence, not system-wide reform.
- Law 25 June 2008, n. 112, *Urgent disposals for economic development, simplification, competitiveness, stabilization of public finances and tax equalization* (*Disposizioni urgenti per lo sviluppo economico, la semplificazione, la competitività, la stabilizzazione della finanza pubblica e la perequazione tributaria*), part of the Gelmini package.
- Decree (Ministry) 24 May 2018, n. 92 — Profiles for professional education exit profiles (implementing / profiling the professional education pathways reworked in 2017/2018), https://www.normattiva.it/uri-res/N2Ls?urn:nir:ministero.istruzione.universita.e.ricerca:2018-05-24;92
- Decreto Legislativo 16 January 2013, n. 13 — Norms for identification and validation of non-formal and informal learning (national certification framework), https://www.gazzettaufficiale.it/eli/id/2013/02/15/13G00043/sg
- DECREE 8 January 2018 - *Establishment of the national framework of qualifications awarded within the national skills certification system*
- Law 15 July 2022, n. 99 – Establishment of the Higher Technological Education System (*Legge 15 luglio 2022, n. 99 – Istituzione del Sistema terziario di istruzione tecnologica superiore*), https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2022-07-15;99
- Law 25 June 2008, n. 112, *Urgent disposals for economic development, simplification, competitiveness, stabilization of public finances and tax equalization* (*Disposizioni urgenti per lo sviluppo economico, la semplificazione, la competitività, la stabilizzazione della finanza pubblica e la perequazione tributaria*) refers to financiar discipline in the public sector, also including specific reference to schools and universities.
- **Law-Decree 10 November 2008 n. 180** (*Disposizioni urgenti per il diritto allo studio, la valorizzazione del merito e la qualità del sistema universitario e della ricerca*, English: *Urgent disposals for the right to studying, the valorisation of merit, and the quality of the university system and of research*) (published 2009)

Sources:

- https://www.gazzettaufficiale.it

- https://www.normattiva.it
- https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/legislation-and-official-policy-documents

Kosovo

Bogdan VOICU

Kosovo builds its institutional educational system on a general law on municipalities and education (L.068/2008), and on specific laws devoted to preschool, preuniversity, university, VET, and adult education. The current system is given by laws emitted between 2008 and 2013. In 1990, Kosovo's education system underwent through serious seismic transformations, given the tumultuous political history of the country. After the WW2, Kosovo was part of Yugoslavian Federation, as autonomous region within Serbia. Education was done mainly in Serbian, with few compromises that accepted elements of Albanian language, culture, and history within the curricula. In 1989 the Belgrade government abolished Kosovar autonomy, and in 1990 a new curriculum is imposed, reducing the study of Albanian language and history. Kosovar established a parallel education system (1990), not recognized elsewhere in those years, but functional under difficult conditions during 1990s. Schooling was done outside the schools, which belonged to the Serbians.

In 1996 a signed educational accord between Serbia and Kosovo changes the landscape, allowing students to return to class, but it is not implemented until 1998. Starting early 2000s, after controlling most of the territory, Kosovar Parliament developed a system of educational laws, that suffered alterations in the end of 2000s-early 2010s, and remained unchanged in the meanwhile, with a low number of amendments.

Laws in our database:

LAW NO. 2002/3 ON THE HIGHER EDUCATION IN KOSOVO	2002	HEI
LAW NO. 02/L-52 ON PRESCHOOL EDUCATION	2002	PreSchool
L-24 for Adult Education and Training	2005	LLL
LAW NO. 03/L-068 ON EDUCATION IN THE MUNICIPALITIES	2008	General
LAW NO. 02/L-42 ON VOCATIONAL EDUCATION AND TRAINING	2008	VET
L –032 ON PRE-UNIVERSITY EDUCATION	2011	General
LAW NO.04/L-037 ON HIGHER EDUCATION IN THE REPUBLIC KOSOVO	2011	HEI
LAW NO. 04/L-143 ON ADULTS EDUCATION AND TRAINING	2013	LLL
LAW No. 04/L-138 FOR VOCATIONAL EDUCATION AND TRAINING	2013	VET
LAW NO. 08/L-153 ON EARLY CHILDHOOD EDUCATION	2023	PreUniversity

Additional Legislation is produced, including laws on pedagogical materials (2006), Inspection on Education (2004, 2018), etc.

Sources for 1990s history:

- Canada: Immigration and Refugee Board of Canada, *The History, Culture and Identity of Albanians in Kosovo*, 1 May 1997, available at: https://www.refworld.org/docid/3ae6a80c0.html [accessed 13 June 2023]
- TAHIRSYLAJ, Armend (2008), "Higher Education in Kosovo: Major Changes, Reforms and Development Trends at University of Prishtina and University of Mitrovica and their role in peace building and reconciliation durin post-conflict period". Proceedings of the 4th International Barcelona Conference on Higher Education, Vol. 5. The role of higher education in peace building and reconciliation processes. Barcelona: GUNI. Available at http://www.guni-rmies.net.

Legislation:

- An (incomplete) compendium of laws exists at: Legislation Kosovo, https://www.lexadin.nl/wlg/legis/nofr/eur/lxwekos.htm
- English-translated laws can be retrieved from the Official Gazzette of Kosovo (https://gzk.rks-gov.net/) and the Parliament website (www.kuvendikosoves.org).

None of these sources includes the modifications but show only the original laws.

Latvia

Simina Lucia MOLDOVEANU, Marius-Andrei PANTELIMON, Paul MARINESCU, Răzvan BOCȘE, Emil TUDOR

As most post-soviet countries, Latvia adopts a **education law** soon after liberation, in 1991, that regulates all education cycles and forms. It is replaced just a few years later by the new **Education Law** (*Izglītības likums*), adopted in 1998, that sets up to date the core of the regulations and defines the general principles of education.

Laws specific for education cycles also date back to 1990s.

The **General Education Law** (*Vispārējās izglītības likums*), adopted a year later in 1999, provides detailed regulations regarding the content of primary and secondary education.

In turn, the **Vocational Education Law** (1999, *Profesionālās izglītības likums*) outlines the field of vocational training and its connection to the labor market.

The **Higher Education Law** (*Augstskolu likums*), the oldest among the laws specific to education cycles, dating back to 1995, enshrines university autonomy and sets the rules under which both public and private higher education institutions operate.

There is no specific law on **adult education**, but several regulations are included in the education Act, and they are detailed through the Education Development Guidelines 2021-2027 (adopted in 2021).

The initial fast change, with a new education law adopted in 1998 soon after the 1991 one, was replaced in 2010s and 2020s with a remarkable stability. Changes are done through amendments, but the later are not very many.

Laws in our database:

- **1992 – Education Law: https://likumi.lv//ta/id/67960**
- **1998 – Education Law (29.10.1998)**
  • Full text (in Latvian): https://likumi.lv/ta/id/50759
  • Recent amendments: Published on the official portal *Latvijas Vēstnesis*.
- **1999 – General Education Law (10.06.1999)**
  • Official text: https://likumi.lv/ta/en/en/id/20243-general-education-law
- **1999 – Vocational Education Law (10.06.1999)**
  • Current legislation: https://likumi.lv/ta/en/en/id/20244-vocational-education-law
- **1995 – Higher Education Law (02.11.1995)**
  • Updated version (2022): https://likumi.lv/ta/en/en/id/37967.com
- **Secondary legislation>**
  - **2005 – Scientific Activity Law (14.04.2005)**
    • Full text (in Latvian): https://likumi.lv/ta/id/107337-bzinatniskas-darbibas-likumsb?&search=on

Liechtenstein

Iulian-Cristian ENE, Adrian-Costin MINEA

Liechtenstein education was governed in the 1970s and 1980s mainly by the 1971 school Law, completed with a law on promoting adult education (1979). In recent decades, a new law on adult education was issued in 1998, followed by laws on university education in 2004 and 2011, as well as on VET (2008). Specific laws for Universität Liechtenstein, Liechtensteinische Musikschule, and Liechtenstein "school of arts" exist, but they are not part of our inquiry.

Overall, stability is the main attribute of the small country's educational system. Very few laws exist, and they have not changed over long decades. Amendments are also rare, while the size of the laws is small: they can be expressed in thousands of words or even less.

Laws in our database:

- 1971. School Law of 15/12/1971, LGBI: 1972.007
- 1979. Law on the promotion of adult education of 05/07/1979, LGBl: 1979.045
- 1998. Law on the Liechtenstein adult education foundation of 18/12/1998, LGBl: 1999.049
- 2004. Law on higher education (Hochschulgesetz; HSG) of 25/11/2004, LGBl: 2005.002
- 2011 Ordinance on Higher Education (Hochschulverordnung; HSV) of 16/08/2011, LGBl.: 2011.337
- 2008. Law on vocational education and training (BBG) of 13/03/2008, LGBl: 2008.103

Sources:

- Regierung des Fürstentums Liechtenstein, https://www.regierung.li/
- Official Gazette: Lilex - Gesetzesdatenbank des Fürstentums Liechtenstein, https://www.gesetze.li/konso/suche
- Liechtenstein's Constitution of 1921 with Amendments through 2011 (2019, August 12), available at https://ecnl.org/sites/default/files/files/2021/LiechtensteinConstitution.pdf
- Wolf, S.; Bussjäger, P.; Schiess P. (2018). Law, small state theory and the case of Liechtenstein. Zurich: University of Zurich
- European Comission, *Eurydice: Liechtenstein: Legislation and official policy documents,* available at https://eurydice.eacea.ec.europa.eu/national-education-systems/liechtenstein/legislation-and-official-policy-documents

Lithuania

Claudiu Marius MIDOI, Adrian-Costin MINEA, Bogdan VOICU

The Lithuanian regulations on education include a general law, issued in 1991, that states the main principles of the system and governs it since. Specific laws were issued in the end of the 1990s for VET (1997), adult education (1998), and higher education (2000). Higher education was reshuffled through a 2009 law, while VET and LLL were reconsidered by the 2020 (VET in 2017, LLL in 2023). We can talk about a stable system, with not-very-frequent sectoral readjustments.

Laws in our database:

- Education Law of the Republic of Lithuania, 1991
- The Law on Vocational Education and Training, Seimas of the Republic of Lithuania, 1997
- Law of the Republic of Lithuania on Vocational Education, 2017
- Law of the Republic of Lithuania on Higher Education, 2000
- Law of the Republic of Lithuania on Higher Education, 2009
- Law On Informal Adult Education Of The Republic Of Lithuania, 1998
- Law On Informal Adult Education And Continuing Learning No. Viii-822, amending the previous law and supplementing it, 2023.

Additional sources: (to be explored)

Eurydice: https://eurydice.eacea.ec.europa.eu/national-education-systems/lithuania/legislation-and-official-policy-documents

Thomas, H. G. (2001). Towards a new higher education law in Lithuania: reflections on the process of policy formulation. *Higher Education Policy*, *14*(3), 213-223.

Dagyte, I. (2004). Lithuania: The science system from 1989–2001. *From system transformation to European Integration. Science and technology in central and Eastern Europe at the beginning of the 21st century, Münster*, 165-184.

Spurga, S., & Žalėnienė, I. (2021). The changing role of universities in Lithuanian society. *The Promise of Higher Education: Essays in Honour of 70 Years of IAU*, 227-232.

Giedraitiene, E., Kiliuviene, D., & Brauckmann, S. (2007). Lithuania. In *The Education Systems of Europe* (pp. 451-469). Dordrecht: Springer Netherlands.

Zelvys, R. (2015). Lithuania: Education Policy and Reforms, 1988–2014. *Education in the European Union: Post-2003 Member States*, *26*, 151.

Zelvys, R. (2004). Development of education policy in Lithuania during the years of transformations. *International Journal of Educational Development*, *24*(5), 559-571.

Raudienė, I., Kaminskienė, L., & Cheng, L. (2022). The education and assessment system in Lithuania. *Assessment in Education: Principles, Policy & Practice*, *29*(3), 383-394.

Hogan-Brun, G., & Ramonienė, M. (2003). Emerging language and education policies in Lithuania. *Language Policy*, *2*, 27-45.

Urbonienė, A. (2015). THE EDUCATION SYSTEM IN LITHUANIA. *POPULATION AND SOCIAL DEVELOPMENT*, 155.

Juceviciene, Palmira. "The evolution of national education and educational thought in Lithuania." *European Education* 37, no. 3 (2005): 8-19.

Leišytė, L., Rose, A. L., & Želvys, R. (2019). Higher education reforms in Lithuania: Two decades after Bologna. In *Higher Education System Reform* (pp. 179-195). Brill.

Luxembourg

Andreea-Georgiana MARIN, Horia ROMAN, Bogdan VOICU, Daniela-Valentina TUDOR, Iulian- Alexandru FROMEA, Ionuț-Cristian DUMITRESCU

In Luxembourg, the education system developed through several laws that were introduced step by step, depending on the needs of the country.

The first major law came in 1912 and organized **primary education**. It made school mandatory and created a national curriculum so that all children in the country could learn the same things. This law stayed in place for a long time and was eventually replaced in 2009 by a new law. The 2009 law made it mandatory for children to start school at the age of 4, including preschool and primary levels. Its goal was to give all children the same chance to access education, no matter their background.

For **secondary education**, a law from 2004 explained how secondary schools (called lycées) should be organized. It introduced different educational paths so students could follow a route that suited their interests or abilities, like classical, general, or technical education. In 2005, a national regulation was added to make sure that all lycées follow a coordinated plan, especially when it comes to infrastructure and space.

Before Luxembourg had its own national **university**, a 1972 regulation helped organize university-level studies. In 2018, a new law officially created the University of Luxembourg as the country's first national university. This law describes how the university is managed, how it protects academic freedom, and how it supports international education and research.

In terms of **adult education** and **vocational training**, a 1991 law created a special service to support adult learners and established a national Language Center. This was an important step to help people continue learning outside of traditional schools, including learning new languages or gaining new job skills. Secondary legislation followed. For instance, a law from 2007 allows workers to take paid leave so they can attend courses or learn languages, which supports both career development and social integration.

Laws in our database:

- ➔ General laws:
  - 1912, Law of August 10, 1912 on the organization of primary education
  - 2004, Law of June 25, 2004 on the organization of secondary schools (lycées)
  - 2005, Grand-Ducal Regulation declaring mandatory the sectoral master plan for lycées
  - 2008, Law of July 4, 2008 on youthLaw of July 4, 2008 on youth
  - 2009, Law of February 6, 2009 on compulsory schooling
  - 2022, Law on the organization of music education in the communal sector
- ➔ HEI:
  - 1972, Grand-Ducal Regulation on the scientific organization of university courses
  - 2018, Law on the organization of the University of Luxembourg
- ➔ VET & LLL:
  - 1991, Law of July 19, 1991 creating the Adult Education Service and establishing the Language Center
  - 2007, Law of October 24, 2007 on individual training and language leave

Sources:

- All laws are available through the official government platform: https://www.legilux.public.lu/
- Updated versions can be accessed directly in HTML format.

Macedonia

Bogdan VOICU, Maria ENACHE, Gabriel CANTEA, Geta Ionela LIXANDRU (ZELDEA), Gabriela Eliza VOICU, Olivian Claudiu COTIGA

Macedonia has a system of laws on education that is based on specific laws for higher education (the most recent adopted in 2018), primary education (2019), secondary education (1995), vocational education (2006), and adult education (2008). The initial general set of acts was the Yugoslavian one, which was already in place in 1991, when Macedonia chose to become independent.

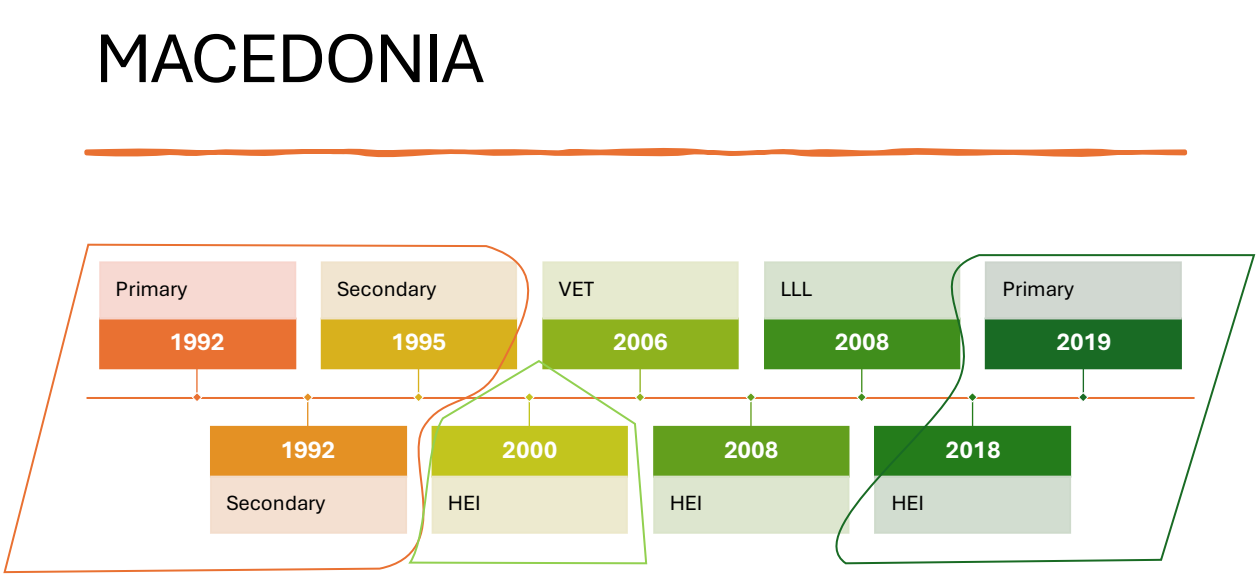
Changes to the laws are quite frequent in some fields, but inexistent in others.

For instance, the law of higher education adopted in 2000 partly to reflect the Bologna process, was replaced by a new one in 2008, and by another in 2018, while some amendments were made on the way. Existing literature depicts a lot of criticism against all these higher education laws (Sharlamamov & Petrusheva, 2023; Stojanov & Angeloska-Galevska, 2006; Stojanovski, Denkova, & Marolov, 2018), and the frequent changing can be the result of insufficient attention paid in their designing.

The first law on primary education was adopted in 1992, and was valid until 2008, to be replaced again in 2019.

The law on secondary education was adopted in 1995, with a specific law on vocational education adopted in 2006.

A law on adult education was passed in 2008 and is still regulating the field.



Malta

Sergiu-Mihai MIRICĂ, Gabriel CANTEA, Bogdan VOICU

The Maltese educational landscape has been progressively enriched and recalibrated by pivotal legislation that caters to the nation's educational needs from the early 20th century to the present day. This transformative journey began with the Compulsory Attendance Act of 1924. Progressing through the latter half of the century, the Education Amendment Act of 1978 provided significant modifications to the existing laws. The 1988 Education Act sets up the landscape for the period under our scrutiny. Stability followed. A new law on education is adopted only in 2019, followed by the higher education act (2020).

Laws on education in Malta:

- 1924, Compulsory Attendance Act 1924 (Act XXII of 1924)
- 1978, Education Amendment Act, 1978 (Act XXX of 1979)
- 1998, Education Act: (Chapter 327 of the Laws of Malta, 1988) 16.08.1988
- 2019, Education Act (Chapter 605 of the Laws of Malta, 2021) 26.11.2019
- 2020, Further & Higher Education Act (Chapter 607 of the Laws of Malta) 21.02.2020

Moldova

Robert Eugen CILINCĂ, Bogdan VOICU

The Soviet occupation of Bessarabia in 1940 led to the disappearance of the Romanian education system. Gradually, in the period 1944-1991 the Soviet model was introduced. All laws in the field of public education system were adopted in Moscow and applied in union republics, namely the Soviet Socialist Republic of Moldova.

Issued on 24.10.1975, the law of the Moldavian Soviet Republic imposed compulsory education of 10 years. The educational objectives of the Soviet system were the formation of "citizen of socialist society, active builder of communism", and the law was subsequent to the goal. It shaped the educational landscape for decades, to be replaced only after liberation from Soviet occupation.

The modern dynamics of education law in Moldova are entirely situated in the post-independence period, following the dissolution of the Moldavian SSR. On August 27, 1991, Moldova declared its independence, necessitating a complete overhaul of the Soviet-era educational framework.

The first major system-shaping act was the **Law No. 547-XIII on Education (Legea învățământului)**, adopted on July 21, 1995. This law formally repealed the 1975 Soviet-era public education law and began the transition towards a national system, setting the stage for modernization.

The 1995 law governed the system until the adoption of a new comprehensive act: the **Education Code of the Republic of Moldova (Codul Educației), Law No. 152**, adopted on July 17, 2014. This Code repealed the 1995 Law and proposed a broad modernization of the entire education system, aligning it with the country's aspiration for European Union integration and the Bologna Process for tertiary education. It reinforced institutional autonomy and updated the structure and management of all education cycles.

The Republic of Moldova has counted so far 44 amendments to the education law and 21 amendments to the Education Code. Challenges persist, including inadequate funding (the provision for 9% of GDP funding for education is frequently suspended).

The only sectorial regulation issued by the Parliament addresses VET: **Law No. 110 on Dual Education (Legea învățământului dual),** adopted in 2022. This law provides a detailed and separate legal framework for technical vocational education organized in a dual format (combining theoretical instruction at the institution with practical training at an enterprise.

Adult education is governed by the **Regulation on Adult Education**, which was approved by a Government Decision (No. 222/2024), not a Parliament-adopted Law. The major law shaping the principle remains the Education Code.

Set of relevant laws:

- **Law No. 547-XIII on Education (Legea învăţământului)**1995The first comprehensive law post-independence (1991), establishing the basic principles and structure of the new national education system, replacing the Soviet-era legislation. It defined the levels of education and set **9 years of compulsory general education (primary and gymnasium)**. It was repealed by the 2014 Education Code.Law No. 547-XIII of 21.07.1995 on Education (English/PDF)

- **Education Code (Codul Educației) Law No. 152**2014A new comprehensive framework aimed at the modernization of the education system, aligning it with European standards and the **Bologna Process** (especially for tertiary education). It repealed the 1995 Law and introduced key elements like educational autonomy, updated the education structure, and initially included provisions for dual education (later

separated into a distinct law).Education Code of the Republic of Moldova No. 152 of 17.07.2014 (Romanian/Legis.md - as amended)

- **Law No. 110 on Dual Education (Legea învățământului dual)**2022A specific law that details and strengthens the framework for **dual education** as a distinct and fully regulated form of organization within the **Technical Vocational Education (TVE)** system. It covers the organization, rights/obligations of students and companies, and funding mechanisms, thereby shaping a main cycle of education.Law No. 110 of 21.04.2022 on Dual Education (Romanian/Legis.md)

- GOVERNMENT DECISION No. 222 regarding the approval of the Regulation on adult education (Hotărârea Guvernului Republicii Moldova nr. 222 din 26.03.2024 cu privire la aprobarea Regulamentului privind educația adulților), https://www.legis.md/cautare/getResults?doc_id=149210&lang=ro#

Additional legislation:

- **Regulation on Dual Education:** Governed by **Law No. 110/2022 on dual education** and an accompanying government decision for its implementation, such as **Government Decision No. 97/2023** (for the implementation of the provisions of Law no. 110/2022 on dual education). This sets the framework for the partnership between VET institutions and economic units.
- **Government Decision No. 485/2022** initiated a significant consolidation and merger of public university institutions to optimize the system.
- **National Qualifications Framework (NQF):** Approved by **Government Decision No. 1199/2018** (with subsequent amendments), this regulation is a crucial tool for classifying and linking qualifications across all levels of education, from VET to Higher Education and Adult Education.

Montenegro

Andreea SCRECIU, Florin -Eugen CATRINESCU, Bogdan VOICU

A post-Yugoslav republic, Montenegro finds its initial sources in the laws of the former Federation. They are amended in the beginning of 1990s (when Montenegro was still in a Federation with Serbia), and subsequent legislation dedicated to education cycles is developed in the 2000s and 2010s.

One significant turning point in the post-independence period of Montenegro's educational system was the adoption of the Law on Basic Education and Upbringing in 1991. This framework was further strengthened and expanded to include secondary education with the 1993 adoption of the Law on Secondary Education. Montenegro passed the Law on Higher Education.

Other specialized laws come later: The Law on Preschool Education was adopted in 2001. In 2002, efforts to provide vocational training came in the Law on Vocational Education. The 2009 Law on Adult Education followed.

In 2002, Montenegro revised lower secondary (Law on Gymnasium), and in 2014 and updated the Law on Higher Education.

One of the most recent additions to Montenegro's educational law system is the Law on Dual Education in 2019.

To sum up, there is initial provision in early 1990s, followed by a new package in early 2000s, and refinement of tertiary education in 2010s.

List of laws in database:

1991. Law on Primary Education
1991. Law on Secondary School
1992. Law on Higher Education
1992. Law on Secondary School
1993. Law on Secondary education
1994. Law on Secondary School
2002. General Low on Education

2002. Law on Preschool Education

2002. Law on Gymnasium

2002. Law on Vocational Education

2003. Law on Higher Education of Montenegro

2009. Law on Adult Education

2019. Law on Higher Education

Sources:

- https://www.katalogpropisa.me/wp-content/uploads/2020/12/056-Opsti-zakon-o-obrazovanju-i-vaspitanju-Odlomak.pdf
- https://www.skolskiportal.edu.me/Docs/Propisi/Zakoni/Zakon%20o%20pred%C5%A1kolskom%20vaspitanju%20i%20obrazovanju.pdf
- https://www.paragraf.me/propisi-crnegore/zakon-o-osnovnom-obrazovanju-i-vaspitanju.html
- https://iccg.co.me/wp-content/uploads/2020/14/Zakon%20o%20gimnaziji.pdf
- https://www.gov.me/dokumenta/f42d2128-2514-423f-8338-b596f2a85b7a
- https://www.skolskiportal.edu.me/Docs/Propisi/Zakoni/Zakon%20o%20obrazovanju%20odraslih.pdf
- https://www.sindikatprosvjete.me/files/documents/1659609469-Zakon%20o%20strucnom%20obrazovanju.pdf

Netherlands

Alina SANDU, Daniela-Valentina TUDOR, Iulian- Alexandru FROMEA, Ionuț-Cristian DUMITRESCU

In the Netherlands, the education system changed through several laws passed between 1993 and 2023. These laws created the structure for all types of education, from primary school to university, and also for vocational and adult learning. The Dutch government makes national rules, but schools and universities have a lot of freedom to organize their own programs, which makes the system both flexible and consistent. One important law from 1993 helped organize higher education and research institutions. It gave universities more independence and introduced a new way of funding based on their performance. In 1996, another law brought together adult education and vocational training into one system. This change made it easier for people to learn new skills during their lives and adapt to the labor market.

In 1998, two important laws improved primary and secondary education. These laws gave more independence to schools, while also making sure that quality standards were respected. A financial aid reform came in 2000, combining grants and loans for students in higher education, which aimed to make university studies more accessible and to motivate students to finish their studies on time. In 2006, a law focused on the people working in education. It created national standards for teachers and required them to continue learning throughout their careers. In 2010, several laws and updates improved early childhood education and childcare, especially for children from disadvantaged families. They introduced quality standards and rules for staff qualifications.

Between 2010 and 2015, the government also introduced flexible learning options in vocational education, known as “minors,” so that students could choose special subjects to better prepare for jobs. In 2017, a new law encouraged students, parents, and staff to take part in school decisions and have their voices heard. Finally, in 2023, an agreement was made to improve cooperation between schools and universities in areas like digital learning, innovation, and international projects.

Sources and Useful Resources:

- Information extracted from Dutch national legislation, available through official government portals and national education agencies.
- Eurydice, the European Commission's network on information regarding European education systems: https://eurydice.eacea.ec.europa.eu/
- Government of the Netherlands - Ministry of Education, Culture, and Science: https://www.government.nl/ministries/ministry-of-education-culture-and-science

Laws in our database:

- 1993. The Higher Education and Research Act
- 1996. Adult and Vocational Education Act
- 1998. Primary Education Act
- 1998. Secondary Education Act
- 2000. Student Finance Act 2000
- 2006. Law on Education Professions
- 2010. Quality and Education Act / Amendment Act Childcare Act
- 2010. The Childcare and Quality Standards for Playgroups Act
- 2010. Education Minor Act / Educational Minor Vocational Education Regulations 2013–2016
- 2015. VET Minor
- 2017. Participation in Schools Act
- 2023. Mutual Arrangement on the Strategic Education Alliance Program

Norway

Elena-Nastasia FOTU, Alexandru-Bogdan-Marius STOICA, Marius-Ioan CANDREA-BOZGA, Bogdan VOICU

Norway displays an approach to updating its educational legislation, based on adopting main laws at roughly one decade distance, and amending them rarely. Key laws were adopted in 1995-1998, 2003-2006, 2009, 2018, 2023. Throughout the entire period under review, Norway's educational legislation reflects a coherent structure, with dedicated laws corresponding to each major level of the system: early childhood education (1995, 2006), primary and secondary education (1998), VET (2018), adult education (2003, 2009), higher education (1989, 1995 and 2005).

Considering the bellow periodization, one may observe three major changes during the period under scrutinity. In 1995-1998 the academic route is reshaped. In 2003-2006 there is a second major reshuffling, this time including the vocational route and adult education. Latter, stability is marked only by changes on VET and LLL. Twenty years after the 2003-2006 moment there is a new major law.

1989 HEI	1995 PreSch 1995 HEI 1998 Edu Act	2003 LLL 2003 VET 2005 HEI 2006 PreSchool	2009 LLL	2018 VET/LLL	2023 Edu Act

Such stability is also stressed by the low number of amendments.

A list of main regulations:

- **1969:** *Law on primary schools*
- **1980:** Act on apprenticeship / vocational training in working life (Lov om fagopplæring i arbeidslivet, 1980) —it still shapes the VET landscape. URL: https://lovdata.no/lov/1980-05-23-13
- **1989**: *Act relating to universities and university colleges* introduced autonomy for higher education institutions.
- **1995**: *Early Kindergarten Act (Barnehageloven*) established the right to preschool education. https://lovdata.no/dokument/NL/lov/1995-06-05-27
- **1995:** *Lov om universiteter og høgskoler* – replaced the 1989 law; introduced more institutional autonomy, academic councils, and governance modernization; aligned with early Bologna objectives. https://lovdata.no/dokument/NLO/lov/1995-05-12-22
- **1998**: *Education Act (Opplæringsloven)* codified compulsory primary and lower secondary schooling, later extended to upper secondary, setting the national framework for curricula, teacher duties, and pupil rights. https://lovdata.no/dokument/NL/lov/1998-07-17-61
- **2003**: *Folk High School Act* updated governance for non-formal, residential adult learning institutions. https://lovdata.no/dokument/NL/lov/2002-12-06-72
- **2003:** *VET act*, (established the statutory framework for tertiary vocational/fagskole education; later amended and partly replaced by the 2018 tertiary-vocational law) https://lovdata.no/dokument/NLO/lov/2003-06-20-56
- **2005**: *Universities and University Colleges Act (LOV-2005-04-01-15)* replaced earlier higher education law, aligning Norway with the Bologna framework. https://lovdata.no/dokument/NL/lov/2005-04-01-15
- **2006**: *New Kindergarten Act (LOV-2005-06-17-64)* superseded the 1995 law, transferring responsibility from the Ministry of Children to the Ministry of Education. https://lovdata.no/dokument/NL/lov/2005-06-17-64

- **2009**: *Adult Education Act (Lov om voksenopplæring, LOV-2009-06-19-95)* consolidated regulations for adult and non-formal learning. https://lovdata.no/dokument/NL/lov/2009-06-19-95
- **2018**: *Act relating to tertiary vocational education (Lov om høyere yrkesfaglig utdanning, LOV-2018-06-08-28)* established a comprehensive legal framework for tertiary vocational schools, replacing earlier fragmented provisions. https://lovdata.no/dokument/NL/lov/2018-06-08-28
- **2023** — *New Education Act: Lov om grunnskolen og den vidaregåande opplæringa (new Opplæringslova)* — adopted 2023 and replacing/revising the earlier 1998 Act.

Additional education:

- **Act on independent/private schools with right to state support (Privatskolelova / Friskolelova)** — *LOV-2003-07-04-84* (regulates private schools that receive state funding; system-level effect on school choice and funding).

Sources for laws:

- https://lovdata.no/
- https://www.regjeringen.no/en/topics/education/voksnes_laering_og_kompetanse/artikler/adult-education/id213311/

Poland

Mirona-Ana-Maria POPESCU, Mihai Valeriu POPESCU, Cătălina-Ileana RACHERU

Soon after the communist fall down, in 1991, Poland adopts a new education law, that replaces the three decades old one (1961) which was rarely amended in the meanwhile. The 1991 law receives many amendments, and continues to produce consequences, despite a new law is adopted in 2016 by the Seim – i.e. the Polish Parliament (Act of 14 December 2016, the Law on School Education), that restructures the preuniversity education, from 6 year (primary) + 3 (gymnasium) + 3 or 4 (upper secondary) to 8 (primary) + 3/4 (secondary). This law, still in vigor, also received quite a lot of amendments.

The **higher education** system, historically regulated through the **1990 Law on Higher Education**, was transformed by the **2018 Law on Higher Education and Science**, also known as *Ustawa 2.0* or *Konstytucja dla Nauki*.

The **VET system** finds its basic regulations in the 1991 and 2016 general education law, with changes due to special regulations[2] referring its core curricula, types of qualifications etc, which rather stand as secondary legislation. No special law on VET as a whole was issued to date.

There is no specific law devoted to **adult education** either. However, adult and lifelong learning are addressed partially through the education acts and through the Integrated Qualifications System Act (2015), which established a national framework — an additional piece of legislation in the perspective adopted by this analysis.

1961, Law on the Development of the Education System (*Ustawa o rozwoju systemu oświaty i wychowania*), General, Socialist-era framework; repealed by 1991 act, https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU19610250138

1990, Law on Higher Education (*Ustawa o szkolnictwie wyższym*), HE, First post-socialist HE reform, https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU19900650385

1991, *Ustawa z dnia 7 września 1991 r. o systemie oświaty* (School Education Act), Pre-university / General, Landmark post-communist reform; basis for VET; heavily amended, https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU19910600425

2005, *Prawo o szkolnictwie wyższym* (Law on Higher Education) — Act of 27 July 2005, HE, Replaced 1990 act; enabled Bologna process, https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20051641365

2016, *Ustawa z dnia 14 grudnia 2016 r. – Prawo oświatowe* (Law on School Education), Pre-university, Restructured stages (8+3/4); current framework, https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20170000059

2018, *Ustawa z dnia 20 lipca 2018 r. – Prawo o szkolnictwie wyższym i nauce* (Law on Higher Education and Science), HE, *Ustawa 2.0*; current HE law, https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20180001668

Additional legislation:

2015, Act of 22 December 2015 on the rules for the recognition of professional qualifications acquired in Member States of the European Union"

[2] https://kwalifikacje.gov.pl/en/news/1089-changes-in-vet-education-in-poland

2015. Act of 22 December 2015 on the Integrated Qualifications System *Ustawa z dnia 22 grudnia 2015 r. o Zintegrowanym Systemie Kwalifikacji* (Integrated Qualifications System Act), LLL / Framework, Establishes national qualification system; tangential but systemic, https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20160000064

2016, *Ustawa z dnia 14 grudnia 2016 r. – Przepisy wprowadzające Prawo oświatowe* (Introductory Provisions), Transitional, Defines implementation & repeal of 1991 Act, https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20170000060

2017, *Ustawa z dnia 7 lipca 2017 r. o Narodowej Agencji Wymiany Akademickiej* (NAWA Act), HE / Internationalization, Establishes National Agency for Academic Exchange, https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20170001538

2018, *Ustawa z dnia 3 lipca 2018 r. – Przepisy wprowadzające Prawo o szkolnictwie wyższym i nauce* (Introductory Act), HE / Transitional, Implements 2018 HE law, https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20180001667

Portugal

Andra DUMITRU, Robert Adelin BOCIOROAGA, Carmen Darius BOCIOROAGA, Gabi STANCU

In Portugal, the educational system is based on a few general laws with a small number of amendments . The small changes are made by having new laws, decree-laws, regulatory laws, dispatches and ordinances for every part of the system.

A general education law was issued in 1986 (Law No 46, 14 October). This law defines the basic structure of organization and the objectives of the educational system. It was amended since then only 4 times: in 1997, 2005, 2009, 2023.

Pre-school education is regulated by Law No. 5 of 1997, with no amendments or modifications made to date, except for its extension, that marks mandatory schooling at age 4 (Lei n.º 65/2015, de 3 de Julho).

Primary and basic secondary education is based on the 1986 law, as amended by the 1997 and 2005 laws. In addition to these, the Ministry of Education, Science and Innovation (MECI) has introduced improvements and regulations in all aspects concerning the educational cycles through various laws and ordinances.

Upper secondary education was declared mandatory after 2009 through Law No. 85 of 27 August. The law is a kind of addition to the general law on education, that it does not fully substitute. New amendments were introduced in 2015 and 2025 through Laws No. 65 and No. 22, respectively. These regulate students' options to pursue either a vocational or a science-focused track.

Law No. 74/2006 of 24 March structured the higher education system and facilitated the transition to the Bologna system. Subsequent amendments brought multiple improvements and changes. In addition, Portugal has a major framework law for HE institutions, Lei n.º 62/2007 (10 Sept 2007) (Regime jurídico das instituições de ensino superior). In 2023 the Lei n.º 16/2023 (10 Apr 2023) made important amendments (valorization of polytechnic subsystem and other changes).

Adult education is currently regulated by the 2007 National Qualification Framework (Decreto-Lei n.º 396/2007) amended only five times, but substantially.

Laws in the database:

1. **Lei n.º 46/86, de 14 de Outubro — Lei de Bases do Sistema Educativo** (general framework). https://diariodarepublica.pt/dr/legislacao-consolidada/lei/1986-34444975
2. **Lei n.º 5/97, de 10 de Fevereiro — Lei-quadro da Educação Pré-Escolar** (pre-school framework). https://diariodarepublica.pt/dr/detalhe/lei/5-1997-561219
3. **Decreto-Lei n.º 74/2006, de 24 de Março — Regime jurídico dos graus e diplomas do ensino superior** (HE degrees & diplomas). https://diariodarepublica.pt/dr/legislacao-consolidada/decreto-lei/2006-75326440
4. **Lei n.º 62/2007, de 10 de Setembro — Regime jurídico das instituições de ensino superior** (RJIES; HE institutions). https://diariodarepublica.pt/dr/detalhe/lei/62-2007-640339
5. **Lei n.º 85/2009, de 27 de Agosto — Estabelece o regime da escolaridade obrigatória** (compulsory schooling; universal pre-school at 5). https://diariodarepublica.pt/dr/detalhe/lei/85-2009-488826

Additional regulations (examples):

1. **Lei n.º 115/97, de 19 de Setembro** — (1st amendment listed to Lei 46/86; include as amending law). https://diariodarepublica.pt/dr/detalhe/lei/115-1997-681208
2. **Lei n.º 49/2005, de 30 de Agosto** — (2nd amendment to Lei 46/86 and other provisions). https://diariodarepublica.pt/dr/detalhe/lei/49-2005-660295
3. **Decreto-Lei n.º 396/2007, de 31 de Dezembro — Regime jurídico do Sistema Nacional de Qualificações (SNQ)** (foundational for VET/LLL/qualifications). https://diariodarepublica.pt/dr/detalhe/decreto-lei/396-2007-628017
4. **Decreto-Lei n.º 75/2008, de 22 de Abril — Regime de autonomia, administração e gestão dos estabelecimentos públicos da educação pré-escolar e dos ensinos básico e secundário** (school autonomy). https://diariodarepublica.pt/dr/detalhe/decreto-lei/75-2008-249866
5. **Decreto-Lei n.º 137/2012, de 2 de Julho — republicação / revision of DL 75/2008 (autonomy package)**. https://diariodarepublica.pt/dr/detalhe/decreto-lei/137-2012-178527
6. **Lei n.º 16/2023, de 10 de Abril — Valoriza o ensino politécnico (4th amendment to Lei 46/86; alters HE and De Bases)**. https://diariodarepublica.pt/dr/detalhe/lei/16-2023-211573083
7. **Lei n.º 65/2015, de 3 de Julho — 1ª alteração à Lei n.º 85/2009** (universal pre-school for 4-year-olds). https://diariodarepublica.pt/dr/detalhe/lei/65-2015-67664945

Romania

Iuliana GRECU, Alexandru-Iulian CRISTEA, Adrian DECUSEARĂ, Anca-Gabriela HURJUI

Romania issued an education law in 1995, and changed it in 2001. The latter law received in the meanwhile over 100 amendments. A specialized law on university education was released in 2011, and a whole new package was issued in 2023, but the package includes only two regulations: one on preuniversity and another on university education.

The first law after 1990 was: Law no. 84 of July 24, 1995 - The Education Law, which regulates the organization and functioning of the national education system. Prior to this law, there was also Law no. 28 of December 21, 1978 - the law on education and schooling, aiming to establish a unified legal framework for the organization, conduct, and development of education, the latter being repealed in September 1995.

LAW no. 84 of July 24, 1995 - The Education Law, its basic form was published in the OFFICIAL GAZETTE no. 167 of July 31, 1995, the Republication 1 in the OFFICIAL GAZETTE I no. 1 of January 5, 1996 had, the Republication 2 in the OFFICIAL GAZETTE no. 606 of December 10, 1999. And the latter was repealed in February 2011. Major changes were made: the introduction of the capacity exam in 1999, the development of a new National Curriculum for grades I-IX, the introduction of alternative textbooks for the primary, lower secondary, and upper secondary cycles, replacing trimesters with semesters, computerized allocation for admission to high school and vocational education, extending compulsory education from 8 to 10 grades, reorganizing the national capacity exam by holding it in a single session, including by assigning a new name: national tests. Subsequently, these national tests were eliminated, and single-subject theses were introduced. The curriculum for the primary and lower secondary cycles was revised, and computerized allocation was introduced for teachers participating in the tenure competition. Also among the major changes is the administration of the baccalaureate, based on three written tests and three skills tests.

In terms of changes, it was republished twice: Republication 1 in 1996 and Republication 2 in 1999, the latter being subject to 49 amendments, through 57 normative acts, according to the table below. In 2003 and 2004, 3 amendments were made each year, in 2005, 2 amendments. In 2005 and 2006, the law underwent 6 amendments per year. In 2008, there were 7 amendments, and in 2009 it underwent a total of 8 amendments, the most in any year. On July 1, 2010, the law was repealed.

LAW on national education no. 1 of January 5, 2011, published in the OFFICIAL GAZETTE no. 18 of January 10, 2011 aims to provide the framework for the exercise under the authority of the Romanian state of the fundamental right to education throughout life. Major changes were introduced by the introduction of the preparatory class for primary education, for high school education the change came through the introduction of surveillance rooms during the baccalaureate and national assessments, and in higher education, non-attendance doctoral studies were introduced. Another change concerns the structure of the school year, with five modules and more vacations.

Regarding the amendments, it had the most changes. Over the years, they were as follows: in 2011 - 2 changes, in 2012 - 3 changes, in 2013 - 7 changes, in 2014 - 6 changes, in 2015 - also 6 changes, in 2016 - 8 changes, in 2017 - 12 changes, in 2018 - 9 changes, in 2019 - 17 changes, in 2020 - 18 changes, in 2021 - 12 changes, in 2022 - 17 changes, and in 2023 - 3 changes, the latter of which resulted in its repeal. In the Excel document, I have inserted a sheet with all the laws and amendments undergone each year.

Both the 1995 and the 2011 laws refer to both pre-university and university education; they are general laws.

The most recent education laws in Romania are: Law no. 198/July 4, 2023 - for pre-university education and Law no. 199/July 4, 2023 - for higher education. Both have undergone 4 amendments so far. The normative acts that led to these amendments are also listed in the table below.

LAW no. 198 of July 4, 2023 - pre-university education, published in the OFFICIAL GAZETTE no. 613 of July 5, 2023 together with **LAW no. 199 of July 4, 2023 - higher education**, published in the OFFICIAL GAZETTE no. 614 of July 5, 2023, replace the former law on national education, LAW on national education no. 1 of January 5, 2011.

The changes brought by the new law for pre-university education, namely **LAW no. 198 of July 4, 2023**: the national evaluation exam at the end of the eighth grade remains with the same structure of tests (in Romanian language, mathematics, and the mother tongue), but high school admission changes, high schools will be able to organize their own entrance exams for ninth grade for half of the available places, while for the other half, allocation will still be computerized, based on the candidates' average scores in the national evaluation. Additionally, the baccalaureate will have a total of eight exams or ten (for students studying in their mother tongue), starting from the academic year 2028-2029. Regardless of the educational pathway they follow, high school students will be able to obtain a qualification if they choose to study additional subjects that offer such an opportunity. New subjects will be introduced, such as: environmental education and climate change, health education, financial education, legal education, entrepreneurship, and road safety, while religion remains a compulsory subject, as well as the History of Jews and the History of Communism in Romania for high school students. To prevent school dropout and more, schools will receive funding for organizing remedial activities, which will be included in the teachers' teaching norms. The law also stipulates that parents are obliged to send their children to kindergarten or school, and otherwise, they can be fined. For students, a new sanction is introduced, expulsion.

The changes brought by the new law in higher education, namely **LAW no. 199 of July 4, 2023**, are related to: university autonomy, the organization of higher education institutions, the organization of university and postgraduate studies, medical higher education, military higher education, and education in intelligence, public order, and national security, as well as artistic and dual education, private and private confessional education. Changes are also made regarding initial training for teaching careers in pre-university education, research, development, innovation, and artistic creation activities, promoting quality and excellence in higher education and scientific research, internationalization of the higher education system, and focusing on students. Additionally, there are changes related to the leadership of higher education institutions, funding and assets of state higher education institutions, advisory committees of the Ministry of Education, university ethics and deontology, and disciplinary responsibility. Last but not least, there are also changes in lifelong learning.

Laws in our database:

- 1995. The Education Law 84/1995 (July 24, 1995)
- 2004. Higher education studies Law 288 (June 24, 2004)
- 2011. The National Education Law 1/2011 (January 5, 2011)
- 2023. The Pre-University Education Law 198/2023 (July 4, 2023)
- 2023. The Higher Education Law 199/2023 (July 4, 2023)

Data sources:

- https://monitoruloficial.ro/e-monitor/ (Official Gazette of Romania)
- https://www.ilegis.ro/ (A library on laws)
- https://legislatie.just.ro/Public (A library on laws)
- https://eurydice.eacea.ec.europa.eu/eurypedia/romania/legislation-and-official-policy-documents

Russia

Bianca-Alexandra IORDACHE

The Law of the Russian Federation (No. 3266-1) of 1992 provided the foundation for the post-Soviet education system.

Following that, on August 22, 1996, the Russian Federation adopted Federal Law No. 125-FZ, which covered vocational and postgraduate vocational education. However, it became obsolete with the implementation of the comprehensive 2012 Federal Law "On Education in the Russian Federation" (No. 273-FZ), which began on September 1, 2013.

It took over ten years to put together the new Federal Law on Education in the Russian Federation No. 273-FZ, which was adopted on December 29, 2012, and was implemented officially on September 1, 2013.

Unlike most Western democracies' educational legislation, Russian laws are primarily concerned with economics, management, and administration of education, rather than pure educational relationships involving the interaction of a school, a teacher, and a student.

Laws in the dataset:

- **1992** Law of The Russian Federation of July 10, 1992, No. 3266-1
- **1996** Federal Law of The Russian Federation of August 22, 1996, No. 125-FZ *(The document was voided on September 1, 2013, according to article 110 of the Federal Law of the Russian Federation of December 29, 2012, No. 273-FZ)*
- **2012** Federal Law "On Education in the Russian Federation" of 29.12.2012 N 273-FZ

Data sources:

- https://media.unesco.org/sites/default/files/webform/r2e002/ea49a5fa546ceb5171d8e3ca43b2e97caabd7cd4.pdf
- https://cis-legislation.com/document.fwx?rgn=1519
- http://www.consultant.ru/document/cons_doc_LAW_140174/

I managed to extract all the complete laws from the above links.

San Marino

Adrian-Paul SINGHEORGHE, Ionuț-Gabriel SANDA, Robert-Cristian ȘOMÎCU, Gabriel CORODESCU, Alexandru STOCHIRICI, Sabina BURLACU

The third smallest state in Europe can boast a GDP per capita of over 54,000 USD (in 2021 according to WorldBank) which rivals the richest region in Italy (Trentino-South Tyrol with 49,000 Eur in 2022), country with which it is closely related. The educational system of San Marino is actually a copy of the Italian educational system.

Legislation in the field of education includes an important number of over time laws taking into account a population of only 34,000 inhabitants, but show remarkable stability.

The story goes deep into history. As early as 1907 (August 11) we have a decree stipulating "La scuola elementare è obbligatoria". In Law 33 of 1914 we find that primary education is free.

Contemporary general education legislation in San Marino centers around 3 laws L21 (legge), L22 and L23 of 1998.

- L21/1998 refers to the right to education, obligations in the education system, system structure, research, evaluation, etc.);
- L22/1998 educational cycles;
- L23/1998 experimental projects.

Technically speaking, the package is one law, the other two being mere details.

Regarding vocational training centers and vocational education since 1980, L10 (Legge 10) was promulgated, highlighting the role of this training method in the development of the republic. L37/1993 replaced the 1980 law, being completed in 2011 (L78).

Higher education has seen a continuous process of legislation, but it focuses on laws promulgated in 1985 (Law 127 related to organization, distance learning), in 2014 (Law 67 on university education and research, statute and code of ethics). Some details are added in 2023 (Law 69 framework agreement EHEA-European Higher Education Area and reference to LLL).

Overall, in the period under scrutiny, we deal with:

- One general set of laws on education: 1998 (L137)
- One law on higher education: 2014, with some completions in 2023 that also include LLL specifications.
- Two laws on VET: 1993 and 2011

We conclude that the small republic has a stable institutional educational provision, with very few changes in the three analyzed decades.

Selection of laws from the database

- 1907 Decree primary school 16610leggi_141.pdf
- 1914 L33 Law primary school 16752leggi_283.pdf
- 1963 L32 Law secondary school 18509leggi_2040.pdf
- 1974 L40 Law kindergarden sys 19146leggi_2677.pdf
- 1980 L10 Law vocational education and training 19596leggi_3127.pdf
- 1980 L60 Reform of school system 19647leggi_3178.pdf
- 1985 L127 Law HE eng 171446531985-10-31L127.pdf
- 1987 L89 Law vocational education 800legge89del24lugl.pdf
- 1990 L137 compulsory education 21089leggi_4622.pdf

- 1992 L53 Law Primary school Amend L60-80 21328leggi_4861.pdf
- 1993 L36 amend L89-87 1Legge4marzo1993n
- 1993 L37 Law Vocational education and training sys 21420leggi_4954.pdf
- 1997 D115 Vocational training 22011leggi_5546.pdf
- 1998 L21 Education Law 22069leggi_5607.pdf
- 1998 L22 Education cycles 22070leggi_5608.pdf
- 1998 L23 Education cycles Experiment 22071leggi_5609.pdf
- 2004 L68 Rules Nido 22997leggi_6568.pdf
- 2005 L28 Rules Nido amend L68-04 23110leggi_6682.pdf
- 2006 D57 Curricula imigration 17023363D057-2006+Allega.pdf
- 2011 D78 Vocational training 17043144D078-2011.pdf
- 2011 R6 Educ plan Norms to D78-11 17043598R006-2011+All.pdf
- 2014 D194 Plurilingvismo migrat 17070528DD194-2014.pdf
- 2014 L67 Law HE 17065356L067-2014+All.pdf
- 2015 D5 Plurilingvismo migrat 17072249DD007-2015 (1).pdf
- 2017 D99 Plurilingvismo migrat cont 17095063DD099-2017.pdf
- 2019 L95 Curricula1 migrat longlife edu 17109779L095-2019+All.pdf
- 2021 L169 Curricula2 17127699DD169-2021+All.pdf
- 2023 D88 Vocational training Simplification 17139804DD088-2023.pdf
- 2023 L69 Law HE LLL 17139243L069-2023.pdf
- 2024 R10 Vocational training migrat 17145361R010-2024+All.pdf

Further comments:

- The San Marino laws are published in https://www.consigliograndeegenerale.sm/on-line/home/archivio-leggi-decreti-e-regolamenti.html. The portal where the laws are presented does not offer the consolidated version of the texts. Sometimes there is a chaotic way of amending previously issued legislative documents.
- There is a portal of the education system of San Marino in which data about education are briefly presented including mentions related to the legislation in force (https://www.educazione.sm/on-line/home.html).
- The legislation pays special attention to people with disabilities involved in educational activity. Also, the introduction of the IT field in all education cycles is expanding.
- The volume of information regarding the education system in San Marino is relatively reduced both from the perspective of internally published documents and from the perspective of studies by international institutions and organizations (BM, OECD, ECRI, EHEA, etc.)
- Starting from 2014, the legislation constantly included elements related to the phenomenon of immigration: D(decretto)194/2014, D5/2015, D99/2017, R10/2024 (multilingualism in education) and L (legge)95/2019 (Internationalization and interculturality) although references to the phenomenon appear since D57/2006. Also, a number of other reference documents address the topic of immigration: reports of the San Marino authorities to the Council of Europe, the report of the European Commission against Racism and Intolerance (ECRI) (see bibliography below).
- The "Life-long-learning" mechanism is mentioned both in the existing legislation L95/2019, L69/2023 and in a series of reports from 2022/2023 of the Bologna Follow-Up Group - BFUG (see bibliography below).

Serbia

Sorel JIANU, Diana Roxana PĂȘCUȚOIU

In the beginning of 1990s several laws are issued in Serbia and Montenegro (after the dissolution of Yugoslavia until 2006, Serbia was in a state union with Montenegro), addressing an educational reality under the Balkan wars. Serbian education remains under the rule of these laws, and only the higher education regulation change in 1998. Early 2010s and late 2010s bring new complex regulations as we explain in the following.

The current educational system in Serbia is based on the 2017 Law on the Foundations of the Educational System and specific laws regarding higher education, dual education, and adult education, most of which were adopted after 2017 (with the exception of the adult education law, adopted in 2013, also updated in 2017). The legislative system in Serbia is correlated with the tumultuous geopolitical history. These transformations led to a "grey" area in legislation, including education, from the 1990s until after 2010.

After 2014, when Serbia began accession negotiations with the EU, it was necessary for the education system legislation to be harmonized with European law. Thus, laws enacted after 2017 (the law on the foundations of the educational system, higher education law, dual education laws) were developed based on European standards in the field. They include provisions for lifelong learning (LLL) and references to education for foreigners, undergoing relatively few amendments over time, which leads us to believe they were well crafted. Higher education is based on the principles of autonomy, academic freedom, and academic integrity, with correlation at this level with European legislation as well. As for dual education, it was legislated separately for pre-university and university levels, thus being tailored to the level of study it applies to.

The set of relevant laws:

- 1991. Law on Primary Education
- 1991. Law on Secondary School
- 1992. Law on Primary Education
- 1992. LAW ON SECONDARY SCHOOL
- 1992, Law on Universities (1992)
- 1992. The Higher School Law
- 1992. The High School Law
- 1998, Law on Universities
- 2010. LAW ON PRESCHOOL EDUCATION
- 2013. LAW ON PRIMARY EDUCATION AND UPBRINGING
- 2013. LAW ON SECONDARY EDUCATION AND UPBRINGING
- 2013. LAW ON ADULT EDUCATION
- 2017. LAW ON THE FOUNDATIONS OF EDUCATION AND UPBRINGING
- 2017. LAW ON HIGHER EDUCATION
- 2017. LAW ON DUAL EDUCATION
- 2019. LAW ON THE DUAL MODEL OF STUDIES IN HIGHER EDUCATION

Source:

- https://eurydice.eacea.ec.europa.eu/national-education-systems/serbia/legislation-and-official-policy-documents
- https://www.paragraf.rs/
- https://pravno-informacioni-sistem.rs
- https://education-profiles.org/europe-and-northern-america/serbia/~non-state-actors-in-education#3.1%20Regulations%20by%20distinct%20levels%20of%20education

Slovakia

Carmen-Janeta CIORANU, Elena-Anca COJOCARU

Slovakia's education legislation follows a modular structure introduced after independence (1993). The country gradually replaced Czechoslovak-era acts with new ones adopted between 1999 and 2009, which remain the cornerstones today. Reforms since 2015 have focused on amendments, not new framework laws.

The initial legislation scrutinized from Slovakia pertained to Law 29/1984 (known as the "Law on the Primary and Secondary School System (Education Law"), the major regulation rooted in the period of Czechoslovakia's existence. Legislative amendments ensued concomitantly with the dissolution of Czechoslovakia. The principal statutes underwent notable revisions over the course of successive years.

In the 1990s, the system remained unchanged, except for higher education, changed through law 172/1990.

Early 2000s bring another reforming, also at tertiary level: Law no. 131/2002 on higher education and amending and supplementing certain normative acts replaces law 172/1990.

In late 2000s, they issued two successive pre-university laws and one on adult education:

- Law no. 245/2008 *The Law on Education and Training (School Act) and amending certain laws* replaced Law no. 29/1984.
- Act No. 184/2009 *on Vocational Education and Training and on Amendments to Certain Acts* focused on dual education, cooperation with employers, apprenticeship contracts, governance of VET institutions.
- Life long learning is a subject for the act 568 from 2009, the act is still valid.

List of laws

1984 Act on the system of primary and secondary schools (Education Act) (22 March 1984)

1990 Act about higher education institutions. (4 May 1990)

2002 Act on higher education institutions and on amendments to certain acts. (21 February 2002)

2008 Act on education and training (School Act) and on amendments to certain acts (22 May 2008)

2009 Act on vocational education and training and amending certain acts (23 April 2009)

2009 Act on lifelong learning and amending certain acts (1 December 2009)

Examples of additional education:

- Law no. 184/1999 on the use of languages of national minorities and amending and supplementing certain acts with subsequent amendments
- Law 417/2021 ammended law 184/1999 on languages on national minorities (modifications are inserted into certain paragraphs of the old law).

- Act No. 596/2003 Coll. on State Administration in Education and School Self-Government — regulates governance, responsibilities of municipalities, regions, and school boards.
- Act No. 597/2003 Coll. on Financing of Primary Schools, Secondary Schools and School Facilities — financing structure.

Slovenia

Daniela-Andreea EPURE, Romina Cătălina PASCARU, Iulia Diana PĂRĂOANU, Vlad BĂLĂJEL, Luiza CROITORU, Bogdan VOICU

The dynamics of educational legislation in Slovenia are characterized by stability, interinstitutional coordination, and a high capacity for updating. Education law is not static but constantly adapted through amendments to internal and European requirements, with a clear focus on inclusion, equity, and lifelong learning. However, one may observe, as contrasted to other systems, that the academic route received over the three decades and a half under scriutiny, one law for each segment (pre/school, primary, secondary, tertiary). VET and LLL are different with three laws each. The number of amendments is low for all these regulations.

Preuniversity education is regulated through the **Primary School Act (1996).**

The fundamental law regulating higher university education is the **Higher Education Act (ZViS)**, adopted in 1993 and amended 13 times up to the present, most recently in 2023.

At the level of vocational education, the **Vocational and Professional Education Act (2006)** has been changed several times (in 2017, 2019, and 2024), reflecting ongoing adaptation to labor market demands, integration of dual education principles, and work-based learning. Articles 2 and 7 explicitly promote **lifelong learning (LLL)** and regulate the rights of immigrant students, including through Slovenian language courses and curriculum adaptations.

Additionally, the **Higher Professional Education Act (2004)** and the **Apprenticeship Act (2017)** complete the professional education segment, providing a flexible framework for young people and adults in vocational training.

For adult education, Slovenia introduced the **Adult Education Act (2018)**, a law dedicated exclusively to promoting LLL. It encourages participation not only in formal education but also in the development of non-formal and informal programs for social inclusion, active citizenship, and professional development. The law was amended in 2020 and 2024, maintaining the principles of inclusion, equity, and flexibility.

A relevant aspect of the Slovenian legislative framework is the attention given to vulnerable groups, especially people with special needs. The **Act on Guidance for Children with Special Educational Needs (2011)** allows adults with disabilities to continue education up to the age of 26, confirming a functional application of LLL principles.

Regarding immigrants, most of the analyzed laws include explicit provisions on equitable access to education for foreigners. Starting with and continuing through vocational and higher education laws, Slovenia provides for recognition of tax residency status, the principle of reciprocity, and the organization of intensive Slovenian language courses for newly arrived students. These measures aim at the real integration of immigrant children and youth into the educational system.

Sources:

- PISRS – Pravno-informacijski sistem Republike Slovenije (https://pisrs.si/)
- Ministrstvo za vzgojo in izobraževanje –Ministerul Educației (https://www.gov.si/drzavni-organi/ministrstva/ministrstvo-za-vzgojo-in-izobrazevanje/zakonodaja/#e27303)
- Eurydice (https://eurydice.eacea.ec.europa.eu/national-education-systems/slovenia)

Laws:

- SI.1996.KINDERGARTEN ACT
- SI.1996.GYMNASIUM ACT
- SI.1996. PRIMARY SCHOOL ACT
- SI.1996.MATURA ACT
- SI.2006.VOCATIONAL AND PROFESSIONAL EDUCATION ACT
- SI.2004.HIGHER PROFESSIONAL EDUCATION ACT
- SI.2017.APPRENTICESHIP ACT
- SI.2018.ADULT EDUCATION ACT
- SI.2018.ADULT EDUCATION ACT
- SI.1993.HIGHER EDUCATION ACT

Spain

Radu-Florin TRIPON, Adrian-Nicușor PETCU, Bogdan VOICU

Until 1990, the 1970 education law governed the educational system for 20 years, with little amendments. However, in recent decades, Spain is quite unstable with respect to educational institutional system. Since 1990, every decade has been marked by major reshufflings through organic laws. The general framework is provided by the "education law" (Ley Orgánica de Educación), and the first one during the period under scrutiny was released in 1990, to be followed by one in 2002 (aimed on improving quality of education, acted as general education law), another organic law on education in 2006, another one in 2013 (also aimed to improving the quality of education, but acting as general law on education), and another organic law that provides extensive amendments in 2023.

The same instability is even more visible when considering laws that regulate university education, VET and LLL.

VET was not regulated by specific laws before 2002, but there are extended laws în 2002, 2011, 2023. LLL is also regulated repeatedly in 2003, 2007, 2017 (2015). University education was governed in the 1990s by the general laws on education, and an organic law on reforming the university sector (Ley Orgánica 11/1983). Specific regulations existed (for instance for organizing universities – 1973, or colleges – 1972), but they are rather devoted to managing universities as organizations. In 2001 a law on higher education was issued. Then, there were new laws in 2007, and 2023.

The Spanish system is remarkable through the apparent lack of amendments. In fact, some of the new laws (e.g. the one on HEI in 2007, or the general law from 2020) include solely amendments to the laws that they replace. However, since the included amendments are very many, we have considered the respective laws as being de facto new laws, not amendments to the ones that they replace.

- General laws:
  - ➔ 1990. General Regulation of the Education System (Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo.)
  - ➔ 2002. Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación.
  - ➔ 2006. Ley Orgánica 2/2006, de 3 de mayo, de Educación
  - ➔ 2013. For Improving the Quality of Education (Organic Law 8/2013, of 9 December)
  - ➔ 2020. Extensive ammendments: Ley Orgánica 3/2020
- VET
  - ➔ 2002. Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional.
  - ➔ 2011. Real Decreto 1147/2011, de 29 de julio, por el que se establece la ordenación general de la formación profesional del sistema educativo.
  - ➔ 2023. Royal Decree 659/2023. Organic Law for the Organisation and Integration of Vocational Education and Training
- LLL:
  - ➔ 2003. Royal Decree 1046/2003 of 1 August regulating the continuing vocational training subsystem.
  - ➔ 2007. Royal Decree 395/2007 of 23 March regulating the subsystem of vocational training for employment.
  - ➔ 2017. Royal Decree 694/2017 of 3 July, implementing Law 30/2015 of 9 September, regulating the Vocational Training System for Employment in the field of work.
- HEI:

- ➔ 2001. Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.
- ➔ 2007. Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.
- ➔ 2023. Ley Orgánica 2/2023, de 22 de marzo, del Sistema Universitario.

All regulations are fully available on the website of the official gazzette (Boletín Oficial del Estado - boe.es), including English versions for major laws (along with Castilian, Catalan, Galego, Basque, Valencian, and French).

Sweden

Răzvan COTOIA, Sorin PORUȚIU, Alexandra RÎNCĂ, Alexandra ȘTEFAN, Bogdan VOICU

The Swedish school system is based on a few very important laws that have been updated many times over the years. These laws cover everything from how schools are organized to students' rights, how teachers work, and even how immigrants and adult learners are supported.

There is a long history of careful regulations, with its key starting point in the end of 1920s, when a uniform school system is introduced, to be further refined through reforms in 1953, and 1964 (Skolverket, 2011). Private schools are regulated to exist in the 1960s (Private School Ordinance 1967:270). A school ordinance is issued in 1971 (1971:235)

In more recent times, the main law for schools is called the Education Act (Skollag), which was passed in 2010, to replace a similar act (Skollagen) dating back from 1985. The 2010 Skollag talks about all levels of school, including preschool, primary, and secondary education. It has been changed more than 100 times through amendment, which shows how Sweden keeps adjusting the law to fit the needs of students today. It includes special sections about helping immigrant students and supporting lifelong learning. Major revisions occurred in 2018, 2022, 2023 (e.g. digitalization, new grading system, inclusion, security at schools).

For universities, in 1992 Sweden passed the Higher Education Act (with the implementation norms included in the Higher Education Ordinance from 1993). These are the main rules for colleges and universities. There are more than 150 changes over time. These laws also mention support for immigrants and offer options for people who want to go back to school later in life or study in a more flexible way. Since the law remained the main legislation for universities since three decades ago, let also note that its predecessor was t=issued in 1977: Högskolelag (Higher Education Act) (1977:218).

Secondary legislation (in the definition of this database), includes, among others:

- The Education Ordinance from 2011, which explains more about how schools should work day-to-day. It includes things like how classes are organized, what students should learn, and how schools should be run. It also mentions lifelong learning and has been updated more than 50 times.
- To make sure that schools actually deliver good results, Sweden passed the Ordinance on Quality Reporting in the School System in 1997. This law says that each local school authority must write an annual report on how things are going in schools – what's working, what goals are being met, and what needs to improve. It's like a report card for the whole system, and it helps the government keep track of quality across the country.
- Sweden also cares a lot about fairness and equal treatment. That's why there is a special Discrimination Act, from 2008, which makes it illegal for any school to discriminate based on things like gender, race, religion, disability, or sexual orientation. This law helps make sure that everyone feels safe and respected at school, no matter who they are.
- Sweden also passed a law back in 1994 about teaching Swedish to immigrants. That shows that even 30 years ago, they were already thinking about how to help newcomers fit into the school system and society. Later laws and rules continue this idea by encouraging multilingual education and making schools more open to students from different backgrounds.

Sweden's laws are available online in both Swedish and English, which is helpful for people who aren't from Sweden but want to understand how the system works. Websites like lagen.nu and riksdagen.se publish the laws, though you don't always find the last updated versions in one place.

To better understand the chronology of these laws let visualize them as in the following:

- 1985 – *Skollagen* (law 1100) – general law on education
- 1985 - Adult Education Ordinance (1985:288)
- 1987 – *Gymnasieförordningen* - The Upper Secondary School Ordinance 1987:743

- 1992 – *Higher Education Act (Högskolelag)*
- *1992 – Gymnasieförordningen* (law 1197)

- 2009 – *Law 128 on Higher Vocational Education (Yrkeshögskola)*
- 2010 – *The Education Act* (*Skollag*)
- 2010 – *Gymnasieförordning* – Upper Secondary School Regulation
- 2011 – *Förordning 1108 om vuxenutbildning* — Adult Education Ordinance.

Implementation ordinances:

- *1994 – Grundskoleförordningen* (law 1194) *Primary School Ordinance*
- 1993 – Högskoleförordning – *Higher Education Ordinance (1993:100)*
- 2009 – *Ordinance 130 on Higher Vocational Education*
- 2011 – *The Education Ordinance* (*Skolförordning*)

Additional legislation

- 1994 – *Ordinance on Swedish language teaching for immigrants* [Förordning (1994:895) om svenskundervisning för invandrare (SFI)]
- 2008 – *Diskrimineringslag* (2008:567) — Discrimination Act.
- 1997 – *Kvalitetsredovisning* (1997:702) — Ordinance on Quality Reporting in the School System
- 1999— *Studiestödslag* (Student Aid Act) (1999:1395).
- 2011 – *Ordinance (2011:326) on qualifications and authorisation for teachers and preschool teachers (Förordning (2011:326) om behörighet och legitimation för lärare och förskollärare)*

To sum up, Sweden's system is governed by a small number of large "framework" laws that are frequently amended. Their development was in packages. The 1985 Skollagen provided a comprehensive framework for pre-university education, complemented with specific laws for different educational cycles.

In 1992, this is complemented by a set of two specialized laws, one for preuniversity, another for university education, along with some additional legislation.

A second moment of change in the period under scrutiny is 2009-2011. This time, specialization increases a lot, with four laws governing the main educational framework, standing for VET, LLL, upper secondary, and a general law, correspondingly. In the Swedish case, the ordinances that accompany the laws are part of the main legislation, since they actually put in practice everything that is affirmed as principle by the laws. Therefore, as opposed to other countries, the decision to include them into analysis as main legislation.

To better understand the situation, let note the case of the 1992. Högskolelag (Higher Education Act), with roughly 3300 words length, that is actually completed and clarified through the 42.300 words 1993. Högskoleförordningen (Higher Education Ordinance).

More sources:

- https://eurydice.eacea.ec.europa.eu/national-education-systems/sweden/legislation-and-official-policy-documents
- https://lagen.nu/1992:1434#L1992-1434
- https://www.riksdagen.se/

Switzerland

Bogdan VOICU, Cătălin-Florin ICHIMOV, Mihai Virgil NICHITA

The Switzerland laws on education are a combination of shared responsibilities between the Federation and the 26 cantons. While the federal government regulates higher education and VET, the cantons have sole autonomy to regulate primary and secondary education. In the following, only the federal legislation is depicted:

Higher education:

- Switzerland initiated regulation for applied universities (technical universities) starting 1854 (Loi fédérale du 7 février 1854 sur la création d'une école polytechnique Suisse). The mentioned law regulated the filed until 1991, when the Federal Act on the Federal Institutes of Technology was adopted.
- In 2011, an overarching act on higher education was issued: Federal Act on Funding and Coordination of the Swiss Higher Education Sector (Fedlex 414.20, 30 September 2011).

VET:

- The Vocational and Professional Education and Training Act, VPETA (2002) was the first major act for vocational education.
- The act was completed by an ordinance issued one year later, in 2003: Vocational and Professional Education and Training Ordinance, VPETO

Adult education:

- The Federal Act of 20 June 2014 on Continuing Education and Training (CETA, SR 419.1) is the first and only act regulating life-long-learning.

Turkey

Victor STOICA, Adriana MIU, Bogdan VOICU

With a long history of regulating education (the first law dates back in 1739!), Turkey has a very stable education legislation, with a general law from 1973, a higher education law from 1981, and a vocational education law from 1986. Nevertheless, amendments were made over time. Specific laws, such as the law on private education (2007) were also released in the meanwhile, but the structure of the system remained virtually unchanged for decades, being one of the few countries in Europe that suffered no major changes in the period under our scrutiny (1990-2024).

Laws in our dataset:

- 1739, Education act, http://www.mevzuat.gov.tr/MevzuatMetin/1.5.1739.pdf
- 1961, Primary education act, https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=222
- 1973, Basic education law, https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=1739
- 1981. Higher education law
- 1986, VET, https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=3308
- 1997, On special education, https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=573
- 2005, Persons with disabilities, https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=537
- 2007, Private education, https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=5580

Ukraine

Bogdan VOICU, Vera-Gabriela BĂBĂȚ, Adrian- Nicușor PETCU

Ukraine adopted a post-soviet law on education in 1991, amended in 2017, and complemented with laws on preschooling (2001), secondary education (1999, 2000), VET (1998, 2019), university education (2002, 2014). Adult education is regulated by provisions in the general law on education, as well as by entries in the VET regulations. A draft law on adult education was under debate in February 2024[3]. In May 2024, the law was still waiting for final approval of the parliament[4]. Infrequent changes to the basic laws is complemented through roughly 20-30 amendments to each law. When considering the dynamics, one should also remember that the country is under war with Russia since an initial occupation in 2014 in Crimea, followed by a full scale invasion started in early 2022.

Laws in our database:

- Education Act – 1991
- Education Act – 2017
- Preschool education -2001
- Secondary Education – 1999
- Secondary education 2020
- Professional Education - 1998
- VET-2019
- Higher education-2002
- Higher education -2014
- Extracurricular education – 2000

[3] https://elmmagazine.eu/ukraines-adult-education-looks-to-the-future/
[4] https://uaod.org.ua/en/legislation-in-the-field-of-adult-education-2

UK: England & Wales

Bogdan VOICU, Vlad MANDU, Simona ȘERBĂNOIU, Gabriel-Theodor CIORANU, Teodora-Maria IONESCU, Constantin-Alexandru SAVU

England and Walles had a major educational reform in 1988. A new general law was issued in 1996, after a series of secondary regulations. In 2005 a new major Education Act is issued, followed by one in 2011. Let note that all these acts in fact bring new specifications to the 1988 law, and each of them received very little amendment over time.

The same apply to the sectorial laws: Pre-school education is regulated by acts issued in 1996, 2006, 2016.

Higher education receives its first devoted law in the period under scrutiny in 2004 and a second in 2017.

VET and LLL are regulated by laws in 2008, 2017, 2022.

A full history can be retrieved from: https://education-uk.org/documents/acts/index.html#02

Texts of law can be found at:

- https://splash-db.eu/?q=education%20law&countries[0]=United%20Kingdom&contentsection[0]=policy&datasource[0]=Internal&p=1&years[min]=1993&years[max]=2025#search
- https://www.legislation.gov.uk/

Laws in the database:

- 1988, *Education Reform Act 1988,* https://www.legislation.gov.uk/ukpga/1988/40/part/I/1991-02-01
- 1996, *Education Act,* https://www.legislation.gov.uk/ukpga/1996/56/part/I/1996-11-01
- 2005, *Education Act 2005,* https://www.legislation.gov.uk/ukpga/2005/18/contents
- 2011, *2011. Education Act 2011,* https://www.legislation.gov.uk/ukpga/2011/21/contents
- 2004, *Higher Education Act 2004,* https://www.legislation.gov.uk/ukpga/2004/8/contents
- 2017, *Higher Education and Research Act 2017,* https://www.legislation.gov.uk/ukpga/2017/29/introduction/enacted
- 1996, *Nursery Education and Grant - Maintained Schools Act 1996,* https://www.legislation.gov.uk/ukpga/1996/50/introduction/1996-09-01
- 2006, *Childcare Act 2006,* https://www.legislation.gov.uk/ukpga/2006/21/2023-12-26
- 2016, *Childcare Act 2016,* https://www.legislation.gov.uk/ukpga/2016/5/enacted
- 2008, *Education and Skills Act 2008,* https://www.legislation.gov.uk/ukpga/2008/25/2008-11-26
- 2017, *Technical and Further Education Act 2017,* https://www.legislation.gov.uk/ukpga/2017/19/introduction
- 2022, *Skills and Post-16 Education Act 2022,* https://www.legislation.gov.uk/ukpga/2022/21/contents

UK: Scotland

Ionuț ZĂVĂRACHE, George NEDEA, Bogdan VOICU

Scotland entered the period under scrutiny with a law from 1980 (Education (Scotland) Act 1980).

Preuniversity education: A new Education Act was adopted in 1996. It did not actually replace the 1980- act but focused on quality assurance. Since it also includes various provisions for preschool, school boards, organization of schools, etc., we have considered it as within the scope of our endeavor. A year later, a more specific was also released (1997 – The School Act). Stability followed for almost a decade, only to leave space for a new Education Act in 2016.

VET: Prior to 1990, all vocational regulations were part of the UK regulations (Cuddy & Leney, 2005; Fairley, 1996). Afterwards, as the entire education system, VET was also mostly regulated by Scottish Government, but no specific law was released, except for secondary legislation, such as defining the taxonomy of National Vocational Qualifications.

Higher education: In 1992, a law on Higher Education was adopted, being completed/replaced in 2005 (Further and Higher Education Act), 2016 (Higher Education Governance Act), and 2017 (Higher Education and Research Act).

Adult education is regulated by the 1992 and 2005 Further and Higher Education Acts.

Laws in the database:

- 1997, Education (Schools) Act, https://www.legislation.gov.uk/ukpga/1997/59
- 2016, Higher Education Governance Act , https://www.legislation.gov.uk/asp/2016/15
- 2009, Education (Additional Support for Learning) Act , https://www.legislation.gov.uk/changes/affected/asp/2009/7
- 1996, Education Law, https://www.legislation.gov.uk/changes/affected/ukpga/1996/43
- 2016, Education Act , https://www.legislation.gov.uk/asp/2016/8
- 2004, Education (Additional Support for Learning) Act, https://www.legislation.gov.uk/asp/2004/4
- 2005, Further and Higher education (Scotland) Act, https://www.legislation.gov.uk/asp/2005/6
- 1992, Further and Higher Education Act, https://www.legislation.gov.uk/ukpga/1992/37
- 2017, Higher Education and Research Act, https://www.legislation.gov.uk/ukpga/2017/29/resources
- 1980, Educational Act , https://www.legislation.gov.uk/changes/affected/ukpga/1980/44?results-count=50&sort=affecting-title&page=4#noted12e946

References

Almeida, R., Beynon, J., Gennaoui, A., Kolouh-Westin, L., & Uvalic-Trumbic, S. (1996). *Review of the education system in the Federation of Bosnia and Herzegovina*. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000114461

Batarilo-Henschen, K., & Lenhart, V. (2015). Bosnia-Herzegovina. In W. Hörner, H. Döbert, L. R. Reuter, & B. Von Kopp (Eds.), *The Education Systems of Europe. Second Edition* (pp. 117-139). Cham: Springer.

Bifulco, L., Monteleone, R., Mozzana, C., & Rolfini, I. (2010). *The institutional mapping of Italy's education system: Europeanization, centralization and regionalization.* Paper presented at the Workable 3nd International Workshop-FP7 EU Research Project Making Capabilities Work, Lausanne.

Cuddy, N., & Leney, T. (2005). *Vocational education and training in the United Kingdom. Short description*. Retrieved from Luxembourg:

Elchin gizi, K. F. (2023). On the normative legal framework in the field of higher education in Azerbaijan since the period of independence. *Revista Universidad y Sociedad, 15*, 121-126.

Fairley, J. (1996). Vocational education and training reform in Scotland-towards a strategic approach. *Scottish Educational Review, 28*(1), 50-60.

Gasperoni, G. (2008). Mariastella Gelmini's Education Policy: Cuts without a Cultural Project. *Italian Politics, 8*, 188-202. Retrieved from https://www.jstor.org/stable/43486426

Gille-Belova, O. (2015). Beyond the limits of the European Higher Education Area: the case of Belarus. *European Journal of Higher Education, 5*(1), 83-95.

Gille-Belova, O. (2018). Higher Education Systems and Institutions, Belarus. In *Encyclopedia of International Higher Education Systems and Institutions* (pp. 1-8).

Kitsing, M., & Kukemelk, H. (2020). Estonia: School Governance in Estonia – Turnaround from Order-Oriented to Inclusive and Evidence-Based Governance. In H. Ärlestig & O. Johansson (Eds.), *Educational Authorities and the Schools: Organisation and Impact in 20 States* (pp. 131-150). Cham: Springer International Publishing.

Klerides, E., & Philippou, S. (2015). Cyprus: Exploring educational reform 2004-2014. *Educafion in the European Union: Post-2003 Member States. London: Bloomsbury Academic*, 51-74.

Lanahan, B. (2017). *Post-Conflict Education for Democracy and Reform*.

Mašát, M. (2023). LEGAL STANDARDS IN EDUCATION AND THEIR IMPACT ON SCHOOL FUNCTIONING: THE CASE OF THE CZECH REPUBLIC. *The American Journal of Social Science and Education Innovations, 5*(7), 82-90. doi:https://doi.org/10.37547/tajssei/Volume05Issue07-11

Pasalic-Kreso, A., & Russo, C. J. (2000). Rebuilding from the Ashes: Schooling in Post-War Bosnia. *International Journal of Educational Reform, 9*(2), 102-108. doi:10.1177/105678790000900201

Pastuović, N. (2008). Razvoj znanosti o obrazovanju odraslih. *Andragoški glasnik, 12*(2), 109-117. doi:10.17234/9789531757782.12

Platonova, D. (2019). The differential effect of state and market on the higher education landscape in Belarus and Russia: Soviet-type division and bifurcation. *European Journal of Higher Education, 9*(4), 412-432.

Samadova, M. (2016). Educational reforms and innovations in Azerbaijan. *The Online Journal of New Horizons in Education, 6*(1), 62-67.

Sharlamamov, K., & Petrusheva, K. M. (2023). The Challenges in Education System in North Macedonia. *International Journal of Social Science And Human Research, 6*(3), 1498-1503. doi:https://ijsshr.in/v6i3/21.php

Skolverket. (2011). *Upper Secondary School 2011*. Stockholm: Fritzes.

Stojanov, G., & Angeloska-Galevska, N. (2006). The Higher Education System in Macedonia: Overview, Reforms, and Prospects. *European Education, 38*(1), 44-59.

Stojanovski, S., Denkova, J., & Marolov, D. (2018). Higher education in Republic of Macedonia: Challenges and perspectives. *Balkan Social Science Review, 11*, 95-115.

Šušnjara, S., Bjelan-Guska, S., Kafedžić, L., & Hodžić, L. (2017). The (In)Sufficiency of Legal Regulation Regarding Adult Education In Bosnia and Herzegovina. In *Adult Education and Lifelong Learning in Southeastern Europe* (pp. 75-87).

Vanderavero, P., Bussi, M., & Dupriez, V. (2025). Tracing the conception of adult learners in second chance education. An analysis of an adult education system in French-speaking Belgium. *International Journal of Lifelong Education*, 1-19. doi:10.1080/02601370.2025.2526438