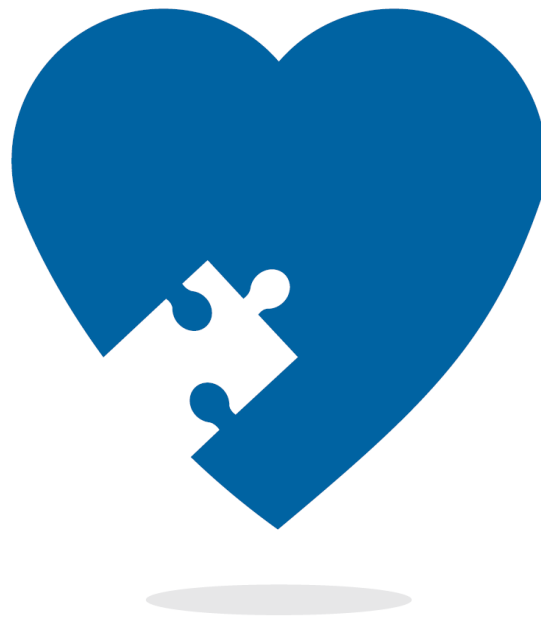




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# l i f e f o r c e

**Transnational overview of nursery and  
primary school educational systems in  
European countries**

**JANUARY 2021**



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European University Cyprus, Cyprus

Hellenic Society of Emergency Prehospital Care, Greece

Italian Resuscitation Council, Italy

KIDS SAVE LIVES - Τα Παιδιά Σώζουν Ζωές, Greece

University Hospital Cologne, Germany

University of Thessaly, Greece

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January 2021



# Learning Initiative For Elementary school Fun Oriented Resuscitation Coaching Europewide

## Intellectual Output 1

Transnational overview of nursery and primary  
school educational systems in European countries

November 1<sup>st</sup>, 2020 – January 31<sup>st</sup>, 2021

KA2 - Cooperation for Innovation and the Exchange of Good Practices

Strategic Partnerships for school education

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## Partners



Italian  
Resuscitation  
Council



**UNIKLINIK  
KÖLN**



Ελληνική Εταιρεία  
Επείγουσας  
Προνοσοκομειακής  
Φροντίδας



European University Cyprus



**KIDS  
SAVE  
LIVES**  
ΤΑ ΠΑΙΔΙΑ ΣΩΖΟΥΝ ΖΩΕΣ

## TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>9</b>
<b>ABSTRACT</b>	<b>11</b>
CODES AND ABBREVIATIONS	12
<b>PART 1 - OVERVIEW OF EDUCATIONAL SYSTEMS (ISCED 0 AND ISCED 1)</b>	<b>13</b>
Austria	14
Belgium	15
Bulgaria	16
Croatia	18
Cyprus	20
Czech Republic	22
Denmark	24
Estonia	26
Finland	28
France	30
Germany	31
Greece	32
Hungary	33
Ireland	34
Italy	36
Latvia	37
Lithuania	38
Luxembourg	40
Malta	42
Netherlands	44
Poland	45
Portugal	47
Romania	48
Slovakia	50
Slovenia	52
Spain	54
Sweden	56
<b>PART2: ANALYSIS OF CHARACTERISTICS AND REQUIREMENTS OF COMPULSORY EDUCATION (PUPILS 5-10 YEARS OLD)</b>	<b>57</b>
Main findings – Table 3	59
Main findings – Table 4	62
<b>PART3: ANALYSIS OF PEDAGOGICAL FRAMEWORKS AND CURRICULA (PUPILS 5-10 YEARS OLD)</b>	<b>64</b>
Austria	65
Belgium	66
Bulgaria	68
Croatia	69

Cyprus	70
Czech Republic	71
Denmark	73
Estonia	74
Finland	75
France	77
Germany	78
Greece	87
Hungary	89
Ireland	90
Italy	91
Latvia	92
Lithuania	93
Luxembourg	94
Malta	95
Netherland	96
Poland	97
Portugal	98
Romania	100
Slovakia	102
Slovenia	103
Spain	104
Sweden	106
Main Findings – Table 5-31	107
Main findings – Table 32-33	113
<b>PART4: ANALYSIS OF FIRST-AID RELATED CHARACTERISTICS</b>	<b>114</b>
Main findings – Table 34-37	130
<b>LIMITATIONS:</b>	<b>131</b>
EUROPEAN UNIVERSITY CYPRUS	132
UNIVERSITY OF THESSALY	134
KIDS SAVE LIVES – ΤΑ ΠΑΙΔΙΑ ΣΩΖΟΥΝ ΖΩΕΣ	134
UNIVERSITY CLINIC COLOGNE	135
ITALIAN RESUSCITATION COUNCIL	136
HELLENIC SOCIETY OF EMERGENCY PREHOSPITAL CARE	136
<b>SUGGESTIONS:</b>	<b>138</b>
EUROPEAN UNIVERSITY CYPRUS	139
UNIVERSITY OF THESSALY	142
KIDS SAVE LIVES – ΤΑ ΠΑΙΔΙΑ ΣΩΖΟΥΝ ΖΩΕΣ	143
UNIVERSITY CLINIC COLOGNE	144
ITALIAN RESUSCITATION COUNCIL	145
HELLENIC SOCIETY OF EMERGENCY PREHOSPITAL CARE	147
<b>CONCLUSION:</b>	<b>148</b>
<b>GLOSSARY:</b>	<b>153</b>

<b>REFERENCES:</b>	<b>155</b>
<b>APPENDICES:</b>	<b>201</b>
A. QUESTIONNAIRE	202
B. GUIDELINES AND USEFUL LINKS	210
C. AED LEGISLATION	212

**Table of Figures**

Figure 1: EU Member countries .....	127
Figure 2: Compulsory First Aid course as part of National curriculum .....	127
Figure 3: CPR as part of First Aid course.....	128
Figure 4: Instructor of First Aid course .....	128
Figure 5: Presence of school nurses .....	129
Figure 6: Regulations on AED installation in schools (ISCED 0 and 1).....	129

**Table of Tables**

Table 1: Country breakdown.....	11
Table 2: Country codes .....	12
Table 3: Summary of compulsory education grades for ages 5-10 years, pupils per classroom/teacher and of alternative educational structures .....	58
Table 4: Academic and professional requirements for teachers (ISCED 0 and ISCED 1) and eligibility to deliver all subjects .....	60
Table 5: Analysis of pedagogical frameworks and curricula for Austria (pupils aged 5-10 year).....	65
Table 6: Analysis of pedagogical frameworks and curricula for Belgium (pupils aged 5-10 year) .....	66
Table 7: Analysis of pedagogical frameworks and curricula for Bulgaria (pupils aged 5-10 year) .....	68
Table 8: Analysis of pedagogical frameworks and curricula for Croatia (pupils aged 5-10 year).....	69
Table 9: Analysis of pedagogical frameworks and curricula for Cyprus (pupils aged 5-10 year) .....	70
Table 10: Analysis of pedagogical frameworks and curricula for Czech Republic (pupils aged 5-10 year) .....	71
Table 11: Analysis of pedagogical frameworks and curricula for Denmark (pupils aged 5-10 year).....	73
Table 12: Analysis of pedagogical frameworks and curricula for Estonia (pupils aged 5-10 year) .....	74

Table 13: Analysis of pedagogical frameworks and curricula for Finland (pupils aged 5-10 year) .....75

Table 14: Analysis of pedagogical frameworks and curricula for France (pupils aged 5-10 year) .....77

Table 15: Analysis of pedagogical frameworks and curricula for Germany (pupils aged 5-10 year).....78

Table 16: Analysis of pedagogical frameworks and curricula for Greece (pupils aged 5-10 year).....87

Table 17: Analysis of pedagogical frameworks and curricula for Hungary (pupils aged 5-10 year).....89

Table 18: Analysis of pedagogical frameworks and curricula for Ireland (pupils aged 5-10 year) .....90

Table 19: Analysis of pedagogical frameworks and curricula for Italy (pupils aged 5-10 year) .....91

Table 20: Analysis of pedagogical frameworks and curricula for Latvia (pupils aged 5-10 year).....92

Table 21: Analysis of pedagogical frameworks and curricula for Lithuania (pupils aged 5-10 year) .....93

Table 22: Analysis of pedagogical frameworks and curricula for Luxembourg (pupils aged 5-10 year) .....94

Table 23: Analysis of pedagogical frameworks and curricula for Malta (pupils aged 5-10 year).....95

Table 24: Analysis of pedagogical frameworks and curricula for Netherland (pupils aged 5-10 year) .....96

Table 25: Analysis of pedagogical frameworks and curricula for Poland (pupils aged 5-10 year) .....97

Table 26: Analysis of pedagogical frameworks and curricula for Portugal (pupils aged 5-10 year).....98

Table 27: Analysis of pedagogical frameworks and curricula for Romania (pupils aged 5-10 year) .....100

Table 28: Analysis of pedagogical frameworks and curricula for Slovakia (pupils aged 5-10 year) .....102

Table 29: Analysis of pedagogical frameworks and curricula for Slovenia (pupils aged 5-10 year) .....103

Table 30: Analysis of pedagogical frameworks and curricula for Spain (pupils aged 5-10 year) .....104

Table 31: Analysis of pedagogical frameworks and curricula for Sweden (pupils aged 5-10 year).....106

Table 32: Existence of formal assessments (ISCED 0 and 1).....110

Table 33: Supplementary to Table 32 on the type of formal assessment and the educational goals required for the countries that have answered YES in Table 32 .....111

Table 34: First Aid subject as part of the national curriculum .....115

Table 35: First Aid course compulsoriness, duration and delivery .....117

Table 36: First Aid course content, method, materials, provider and homeschooling information .....119

Table 37: First Aid course teaching qualifications, school nurses and AEDs .....124



## INTRODUCTION

The concept of 'childhood' and the experiences which accompany being a child seem familiar and given. However, 'childhood' is subject to varied interpretations, and children's experiences differ among each other. A wide range of sciences has contributed to the deconstruction of the self-evident truth of childhood, by pointing out the differences and contradictions it is going through, as well as the urgent need for a debate regarding childhood. While the theoretical and research concerns are widening, and some established boundaries between scientific fields are blurred (social sciences - biology, sociology-psychology, sociology-medicine), serious efforts are being made for interdisciplinary approaches, such as the health studies. All social and human sciences, even biology, have a significant contribution to the study and understanding of childhood. From this point of view, children are perceived as agents, shaped by society but also shaping it, albeit to a small extent (Berger & Luckmann, 1991). This approach allows us to understand the fact that children are active, and that their development is related to more than the mere biological and psychological processes (James & Prout, 1990).

Following the current developments in childhood studies, we claim that the relationship among medicine, health services, and children should not be one-dimensional or follow a top-bottom approach. Children are not passive; on the contrary they are actively involved in their relationship with doctors, nurses, healthcare workers, and adults in general. Considering the child as agent or social actor, it challenges the dominant beliefs and statements produced by the traditional sociological and psychological theories of socialization and development respectively (Burman, 1994; James & Prout, 1990; Jenks, 1996; Mayall, 1996). Children perceive and manage their existence in ways that often differ from those of adults because of their different position in the social structure and hence of the different experiences they have. Childhood is not a single and homogeneous, universal social category. In particular, children are differentiated on the basis of social class, ethnicity and gender, and therefore not only reside in very different worlds, but they do so in a completely different way, even if they live in neighboring homes. They have their own approach to reality, which is sometimes related to that of adults and sometimes not. That should, in our opinion, be taken seriously into account.

In several societies there is often talk about the importance of involving children in the design and development of social policy and services for them, but it is usually noted that this rhetoric is not accompanied by specific practices, which would truly allow children to influence these policies and services (Badham, 2004; Harrison et al., 1997). The perceptions and attitudes of adults who depict children as unreliable due to their age, continue to dominate and prevent their real involvement in decision-making processes on issues related to their own lives, such as their health, their body and their well-being (Bessell, 2011: 1).

The importance of First Aid and CRP knowledge, which both concern lifesaving skills, is undeniable. It is hard to overestimate the significance of a child being capable to respond and act in emergency situations. Some of the benefits that are worth mentioning, except for the ultimate goal of saving a life, are that those lifesaving skills: a) give the ability to help in a variety of emergency situations and they can also help improve the victim's comfort level and prevent the situation from getting worse, b) create the appropriate confidence and willingness to respond to emergency situations, as these skills have been gained and practiced in a non-stressful environment, and c) encourage a healthier and safer lifestyle, as a better understanding of the effects of certain risks has already been established, thus the possibilities of injuries are reduced.

Furthermore, it is well-known that accidents can happen at any time and that an uncomfortable situation can easily get out of control. In these circumstances it is crucial to have the knowledge, skill and willingness to act appropriately. At a minimum, first aid and/or CPR is the initial assistance given to a victim until professional medical assistance can be provided. Successfully applying basic first aid techniques and CPR requires a manageable amount of knowledge and is considered that can be performed by most adults and children. As a result, we consider it as a key issue for children to be actively involved in this field of knowledge and practice.

## ABSTRACT

This Intellectual Output performs a transnational overview of nursery and primary school educational systems in European countries. It focuses on the educational system in European countries with special attention to elements that are relevant to the pre-training of 6–10 year-old school children in BLS and First aid. The overview identifies and catalogues existing curricula, and in particular BLS/First aid training and related acquired cognitive and perceptual skills (learning goals per educational tier) as well as useful background knowledge, competences and/or skills. Moreover, the overview records the criteria for student evaluation and certification and the common educational elements and gaps in each country’s First aid training. Finally, it identifies the recruitment criteria for nursery and elementary school teachers.

Data processing is presented in four parts:

- Part 1 includes the overview of each European country regarding the educational system for each grade (ISCED level 0 and ISCED level 1). Specifically, it presents the country overviews from the questionnaires completed by the partners.
- Part 2 involves practical information for the implementation of the project:
  - o Questions 1, 2, 3, 15 (Table 3) and 16, 17, 18 (Table 4) of the questionnaire.
- Part 3 analyzes the pedagogical framework and curriculum for each European country:
  - o Questions 4, 13, 14 (Table 5-33) of the questionnaire.
- Part 4 analyzes the Information on first-aid course of each European Union.
  - o Questions 5, 6, 8, 9 (Table 34-35), 7, 10, 11, 12 (Table 36) and 18, 19, 20, 21 (Table 37) of the questionnaire.

This overview produced a comparative report with the partner’s findings (Table 1); how to utilize existing educational elements, both unique and common, as well as gaps in first aid education, in order to develop a common framework on which to build first aid training across Europe.

Table 1: Country breakdown

Partner	Member Countries
European University Cyprus	Cyprus, Ireland, Poland, Hungary, Finland
University of Thessaly	Greece, Luxembourg, Czech Republic
Kids Save Lives – Τα παιδιά σώζουν ζωές	France, Belgium, Bulgaria, Latvia
University Clinic Cologne	Germany, Austria, Netherlands, Denmark, Croatia
Italian Resuscitation Council	Italy, Malta, Romania, Lithuania, Estonia
Hellenic Society of Emergency Prehospital Care	Spain, Portugal, Slovakia, Sweden, Slovenia

Ultimate goal is the production of the educational/learning theory that will support the findings and prepare the ground for the creation of methodology in IO2.

## CODES AND ABBREVIATIONS

### Country codes

Table 2: Country codes

	Austria	AT		France	FR		Malta	MT
	Belgium	BE		Germany	DE		Netherlands	NL
	Bulgaria	BG		Greece	EL		Poland	PL
	Croatia	HR		Hungary	HU		Portugal	PT
	Cyprus	CY		Ireland	IE		Romania	RO
	Czech Republic	CZ		Italy	IT		Slovakia	SK
	Denmark	DK		Latvia	LV		Slovenia	SL
	Estonia	EE		Lithuania	LT		Spain	ES
	Finland	FL		Luxembourg	LU		Sweden	SE

## PART 1 - OVERVIEW OF EDUCATIONAL SYSTEMS (ISCED 0 AND ISCED 1)

## AUSTRIA



With regard to the constitutional division of competences in Austria, legislation and execution of the early childhood education system are in general the responsibility of the federal states of the Federal Constitutional Law (Bundes-Verfassungsgesetz, B-VG).

The provinces (9 in Austria) do have the responsibility for the legislation concerning kindergartens and creches (0-6 years), the implementation is task of the municipalities.

This means that the federal states regulate the framework for early childhood education institutions and fund these institutions accordingly.

Children with the age of five have to go to the kindergarten. The children are treated and educated through qualified kindergarten teachers. In addition to the kindergarten teachers, there are also assistants. These assistants have educational knowledge, and they help kindergarten teachers to prepare educational work.

Primary education in Austria also means including dependents in the education process and giving them the main responsibility.

The social pedagogy profession is important as well. Social pedagogues work, for example, in shared-living communities, where they look after school children, teenagers and (young) adults, in social facilities for people with disabilities and in extracurricular youth work.

In primary school children are aged between 6-10 years (years 1 to 4). Primary school is compulsory.

## BELGIUM



Belgium has three autonomous education systems (for the Flemish Community, the French Community and the German-speaking Community), and the role of the federal government is limited to determining the duration and age range of compulsory education, establishing the minimum requirements for the delivery of recognized qualifications and setting general retirement regulations. All schools in Belgium have freedom to develop their own curricula, assessments and self-evaluations.

Education is compulsory. Compulsory education in Belgium does not equal the duty to attend school. Parents may choose home schooling (e-learning) for their children.

Pre-primary education (ISCED level 0) composes with primary education (ISCED level 1) the level of elementary education. Pre-primary is not compulsory.

Flemish and French communities put emphasis on the continuum between pre-primary and primary education; students' progression must be continuous from their entry in pre-primary education through to the end of the second year of primary education, and from the third to the sixth primary year.

Pre-primary and primary teachers are responsible for teaching all subjects of the curriculum including the language of instruction, the second language, Mathematics, Sport, Music/Art, Science/Technology and History/Geography. The language of instruction, second language and Mathematics are given particular attention, when it comes to assessment and the issuance of the primary school leaving certificate.

Progress from ISCED level 0 to ISCED level 1 is assessed differently in three communities. Transition process from ISCED level 0 to ISCED level 1:

- In French and German speaking communities' evaluation is based on observing the child's approach in carrying out its activities during the 3d pre-primary.
- In Flemish community a minimum of 250 hours in the final year of preprimary education is required.

## BULGARIA



Pre-primary and primary education in Bulgaria is organized in three types of schools: “detski yasli” Early Childhood Education and Care (0 - 3 years of age), “detski gradini” Kindergartens (2/3 - 7 years of age) and Primary Education (7/6 - 11 years of age)

The class size in kindergarten is 24 students with a ratio of 11 students per teacher while in Primary school the student-teacher ratio is 15,21 students per teacher.

Education is compulsory starting at the age of 4 years. The last two years of kindergarten 5-6/7 are compulsory and function as preparation for primary education.

In Bulgaria, “Preschool education lays the foundation for lifelong learning by providing physical, cognitive, linguistic, moral, social, emotional and creative development of children, taking into account the importance of the game in the process of pedagogical interaction.”

The purpose of basic education in Bulgaria is “to give students basic knowledge and skills, assisting them in their studies, provoking them to be active, to think independently and critically, and to show creativity.” The curriculum of Primary education includes the subjects: Bulgarian language, mathematics, introductory Bulgarian history and geography, natural science, fine art, music, and physical education, while it also allows four hours of optional subjects per week. In terms of inclusion, the Bulgarian educational system supports the attendance of young children with special educational needs and/or chronic diseases and for refugee children in general kindergartens and primary schools. There are also available Special Schools and Auxiliary Units for children with most serious special educational needs and/or chronic diseases that need more specialized learning environments, facilities and professionals. The Bulgarian educational system includes also private schools and religious schools. It also allows the parents to opt for home schooling for their child, in alignment with the national school curriculum.

Pre-primary and primary education teachers in Bulgaria teach all subjects of the curriculum which include: “Bulgarian language and literature, mathematics, man and nature, man and society, foreign language (usually English), arts, crafts, music, physical education, the class lesson (there the students study traffic regulations, how to behave during disasters like fire, earthquake, etc.), optional subjects.” (Ilieva, 2017, pp. 106-107) Efforts are made to provide teaching experiences that integrate the various subjects of the curriculum. (Ilieva, 2017, p. 107). The ‘class lesson’ as mentioned above could incorporate the study of traffic regulation and students’ behavior during disasters. While First Aid or pre-training in CPR do not appear as such in the curriculum, based on the sources examined, these subjects could potentially find a place along ‘class lessons’ or in the context of ‘optional subjects’.



A four-year Bachelor degree is required for the education of pre-primary and primary teachers (Engels-Kritidis, 2017). There are three specializations in the university for early childhood teachers: 1. Primary School Pedagogy and Information Technologies, 2. Primary School Pedagogy and Foreign Language and 3. Pre-Primary School Pedagogy and Foreign Language (Ilieva, 2017, p. 106). University students in all three specializations of early childhood teaching study: “theory of education, Bulgarian history, Bulgarian language (linguistics), general and developmental psychology, hygiene and healthcare, pedagogical psychology, solphegio, musical instrument, children’s literature, oral and written communication. Some of the optional subjects are: basics of theatrical culture, audiovisual and information technologies in education, homeland science, ecology and environmental protection, sports 1 and 2, civil defense or traffic safety. (Ilieva, 2017, p. 108). First Aid or CPR training do not appear as part of early childhood teacher training in Bulgaria, however, the existence of subjects such as: hygiene and healthcare, civil defense or traffic safety, would make it quite possible to incorporate First Aid and CRP training in teacher education for this level.

## CROATIA



The Croatian education system provides education services at pre-school, primary school, high-school and higher education levels, as well as for adult education, so as to enable every user to develop his/her potential optimally, aiming at their personal development and entry into the labor market, including their preparedness for lifelong learning.

### Educational Levels

The three educational levels are pre-school education, primary general compulsory education, and secondary general compulsory education.

### Pre-school education

Pre-school education constitutes the first level in the structure of the National Curriculum Framework and is not compulsory for all children of pre-school age. It is divided into three educational cycles:

- from six months to the first year of age of the child
- from the first year of age to the third year of age of the child
- from the third year of age of the child to the start of primary school.

In line with the values, general goals, and principles of the National Curriculum Framework, the focus of educational activities over the course of pre-school education is directed at fostering comprehensive and sound growth and development of the child, and the development of all areas of the child's personality: physical, emotional, social, intellectual, moral, and spiritual, appropriate for the child's developmental level.

A precondition for the proper functioning of institutions of early and pre-school education is an acceptance of the understanding that parents/guardians are equal participants in institutional educational work. Early education and child care is financed and managed by local authorities.

### Primary education

Elementary education includes primary and lower secondary levels organized as a single structure system, beginning at the age of 6 and consisting of eight years of compulsory schooling.

Primary education is split in two stages:

1st through 4th grade, being taught by one teacher per class that teaches every subject with the exception of foreign languages and Religion, with subjects such as Croatian, mathematics, visual art (likovna kultura), nature and society (priroda i društvo), physical education, music education, and at least one foreign language (usually

English, usually in the 1st grade and compulsory in the 4th grade). Religious education is an elective subject, and students can choose among Catholic, Orthodox and Islamic religious classes. The students stay in one classroom for the 4 years.

Public primary and secondary schools, as well as institutions of higher education, are tuition-free. Students only pay for textbooks, basic equipment, cafeteria food, student dorms and other necessities, although the state also gives thousands of scholarships each year. In addition, the state pays health insurance for students.

## CYPRUS



### ISCED 0:

Pre-Primary education is considered to be fundamental to the development of the human nature. It contributes to the development of the child in all areas: cognitive, emotional, social, moral, psychomotor, aesthetic. It also contributes to the acquisition of skills useful for their lives, right attitudes and values. In addition, the following aims are pursued through a variety of educational programmes:

- Development of creative expression and thinking.
- Pupils' preparation for primary school and maximizing their potential for school success.
- Development of attributes of their personality, such as taking initiatives, persistence, self-confidence, optimism.

With a decision of the Council of Ministers (number 59.824, date 14.4.2004), Pre-Primary compulsory education, one year before children attend primary school, was established since September 2004. With a new decision of the Council of Ministers (number 84.078, date 9.1.2018), compulsory Pre-Primary education is established at the age of 4 years and 8 months old and the compulsory Pre-Primary class at the age of 5 years old. The implementation of the decision for the Pre-Primary class was applied in September 2019 (4 years and 10 months old) and has been completed in September 2020 (5 years old).

The Department of Primary Education is responsible to ensure that all children aged 4 8/12 and above are enrolled in a public Pre-Primary school. In addition, in public Pre-Primary schools the educational needs of a number of 3 - 4 8/12 year olds are satisfied, provided that there are available places. However, it is up to the parents to decide which type of Pre-Primary school they wish for their children to attend, that is public or private.

### ISCED 1:

Primary education in the public sector comprises a six-year cycle of studies, which is free and compulsory for children who have reached the age of: (a) 5 8/12 years (until the school year 2019-2020), (b) 5 10/12 years (school year 2020-2021) and (c) 6 years (from the school year (2021-2022)). Schools are established by the Ministry of Education, Culture, Sport and Youth following a decision by the Council of Ministers. All schools are co-educational institutions with all classes running on a mixed-ability basis. No primary schools are attached to secondary schools.

The fundamental aim of primary education is to create and secure the necessary learning opportunities for children, regardless of age, sex, family and social background, and mental abilities, to enable them to develop the characteristics of a wholesome personality. The aim includes the harmonious development of children in the cognitive, emotional and psychomotor domains; familiarization with the school and the wider environment; promotion of socialization; acquisition of positive attitudes towards learning; development of social

understanding and respect for cultural heritage and human rights; and development of sensitivity in preserving and improving environment.

Private schools also operate in Cyprus. They are established by private individuals or bodies and are registered with the Ministry of Education, Culture, Sport and Youth. Some of them extend their cycle of studies to seven or eight years. Pupils in private schools pay fees.

Primary education in the public sector is governed by Regulations, based on the Elementary Education Law. Private primary schools are established and operated under the laws on Private Schools and Institutes. The Directorate of Primary Education is responsible for the administration of all primary schools both public and private.

## CZECH REPUBLIC



The education system of the Czech Republic is based on traditional European values. With the exception of a small number of church schools it is a secular system, which corresponds with a relatively small share of believers in the total population. This section presents an overview of how the Czech education system is organized.

### Pre-school education

Pre-school education is not compulsory and, as a rule, is organized for children aged three to six. Its goal is to contribute to a general development of a child's personality at preschool age, to a healthy emotional, intellectual and physical development and to the acquisition of basic rules of behavior, basic values in life and human relations. The maximum number of pupils per classroom is considered to be 24. There is not a first aid subject/course taught as part of the national curriculum.

This type of education is currently provided by nursery schools (including nursery schools for children requiring special educational treatment and nursery schools existing with health facilities), preparatory classes for socially disadvantaged children in primary schools and preparatory stages of special primary schools.

Providing pre-school education is a public service under the Education Act. In general, parents pay for their child to attend nursery school, with the exception of the last year of pre-school (the 12 month period directly before a child starts compulsory school), which is free of charge for children in nursery schools established by the State, Region, municipality or a union of municipalities. However, if a child is granted deferment of school attendance, this year is paid for. Children in the last year before compulsory school attendance is started are preferentially admitted to pre-school education under the law in order to equalize possible differences in the communicative skills and level of thinking of the children before they enter a primary school and to eliminate possible problems with their integration into primary schools.

Socially disadvantaged children may attend preparatory classes before the start of compulsory school attendance – these preparatory classes are established by municipalities (or unions of municipalities) or Regions, with the consent of the relevant Regional Authority.

Such preparatory classes may be established with primary schools and are designed for children in the last year before compulsory school attendance is started, who are socially disadvantaged and are likely to be relieved of their development lag by attending preparatory classes.

### Basic education (compulsory school attendance, ISCED 1 and 2)

Czech children must attend school for a period of nine years. Compulsory school attendance commences at the beginning of the school year following the day a child turns six years old, unless deferment is granted. The maximum number of pupils per classroom is considered to be 25. There is a compulsory course called "HEALTH EDUCATION" and a subject matter of this course called "Healthy lifestyle and health maintenance", part of which

are first aids, in the national curriculum. The minimum hours per week for the educational area People and Health which includes “Health education” and “Physical education” is 10 hours for both of them. There are no specific requirements as to teaching aids, which must however be adequate to the needs of pupils.

All children complete the first five years of compulsory education in a basic school. This corresponds to the first stage of basic education and is equivalent to primary education internationally (ISCED 1).

The education of pupils with special educational needs is carried out through their individual integration into the common classes of basic schools or through their group integration into special classes in common basic schools. Another possibility is their education at special schools which are designed for pupils with specific educational needs.

Youth and adults without basic education qualification can acquire basic education and elements of education in special courses in basic and secondary schools. In recent years there has been relatively little interest in these courses and the courses have been attended by more or less the same number of participants.

## DENMARK



The education in the nine-years of primary and lower secondary schooling is distributed within three subject areas and includes the following compulsory subjects for all students. Subjects in the Humanities are Danish in all form levels, English in form levels 1-9, Christian studies in all form levels and History in form levels 3-9. Practical and creative subjects are physical education in all form levels, Music and Visual arts. In Science, the subjects are Mathematics and Natural sciences.

In primary school, Road Safety, Health and sexual education and family studies and Educational, vocational and labor market orientation are compulsory part of the education.

The Folkeskole Act gives the Minister the authority to establish the regulations and aims regarding education and regarding the central knowledge and skill areas (end objectives) in subjects and compulsory topics. Moreover, the Minister of Education determines the regulations and objectives for specific form levels (form level objectives) for the specific subjects/topics.

The primary school consists of a compulsory kindergarten class and 1st - 9th grade as well as a voluntary 10th grade.

Education begins with “Børnehaveklassen”. As a general rule, a child must start in pre-school class in the calendar year in which the child reaches the age of six. The activities in this kindergarten class emphasize that the child must experience school as a safe and stable framework for academic and social learning and development. The kindergarten class functions as a transition year that builds a bridge between the daycare's playful activities and the subject-based teaching from 1st grade, so that the child is well prepared to get the full benefit of his or her schooling.

At the age of seven or eight the children enter the first grade. As in die second and third grade, the goals are developing working methods and create a framework for experience, immersion and desire to work. The children should be familiar with Danish culture and history, have an understanding of other countries and cultures as well as contribute an understanding of human interaction with nature. The individual student's versatile development will be promoted. So here are subjects like Danish, English, Christian knowledge, Math, Nature / technology, Sports, Music, Visual art as well as cross-cutting themes like Linguistic development, IT and media as well as innovation and entrepreneurship. Moreover, the children will be taught in some first aid topics in the framework of the traffic science-accident management in sports class. Aspects are for example traffic rules, own security, assessment of injury or call for help. It is the responsibility of the school head to decide which subjects take place and how many hours are spent on it.

Furthermore, homeschooling is legally allowed. There are no qualifications needed. To become a teacher in Denmark, it requires four years of education in a bachelor of arts program equivalent to 240 European Credit



Transfer and Accumulation System credits. Teachers specialize in three subjects: first subject is Danish, mathematics or English. Second, they have to choose two subjects from: German, music, biology, physical education, English, history, geography, physics/chemistry, art, science/technology, social studies, craft and design, and religion.

## ESTONIA



The structure of the education system provides opportunities for everyone to move from one level of education to the next. Levels of education comprise preschool education (ISCED level 0), basic education (ISCED levels 1 and 2), upper secondary education (ISCED level 3) and higher education (ISCED levels 6, 7 and 8). The obligation to attend school applies to children who have attained 7 years of age by 1 October of the current year. Children up to 7 years may attend preschool childcare institutions. The obligation to attend schools lasts until basic education is acquired or until a student attains 17 years of age.

The national standards (the national curriculum for preschool childcare institutions, the national curriculum for basic schools, the national curriculum for upper secondary schools, the national curricula for vocational studies, the standard of higher education and the standard of vocational education) guarantee the quality provision of education; laws and regulations establish the principles of education funding, state supervision and quality assessment.

Studies are conducted in preschool childcare institutions, general education schools and vocational schools – in case of the vocational upper secondary education curricula -- under uniform national curricula, on the basis of which schools compile their own curricula. In case of other types of vocational training, school curricula are prepared on the basis of the Vocational Education Standard and the relevant professional standard.

The language of instruction is mainly Estonian but also other languages may be used as stipulated in the legislation.

The teaching staff and management of all educational institutions work based on employment contracts, except for the rector of the professional higher education institution related to national defense. Pursuant to the Employment Contracts Act, the working time of educational staff shall be established by the Government of the Republic by a regulation. The standard workload for educational staff is 35-hour working week. The annual holiday of educational staff is up to 56 calendar days, unless the employee and the employer have agreed on a longer annual holiday.

The initial training of all Estonian teachers is carried out at the higher education level and generally in universities. Since the higher education reform in 2002, preschool teachers and vocational teachers are trained at the level of Bachelor's study; class teachers and subject teachers both of general education schools and vocational schools are trained at the Master's level. Vocational teachers usually teach both theoretical subjects in school and practical subjects in school workshops or simulated learning environments. Many of teachers of vocational subjects working part-time do not have any pedagogical qualification.

In Estonia first aid is one of the recurrent topics included in the subject “Human studies” in national curriculum for basic school (ISCED 1-2). The syllabi of human studies and physical education are available only in Estonian: Human studies and physical education are both compulsory subjects.

The syllabus for primary school is very interesting: it says that “pupils will in fact name first aid equipment and describe how to use it”; “pupils demonstrate first aid techniques in case of accidents and injuries (e.g. heat damage, loss of consciousness, cardiac arrest, drowning, etc.)”; “pupils describe how to prevent accidents and how to help oneself and others in the event of accidents”; “pupils know how to behave safely in an emergency situation and call for help, and demonstrates in a learning situation simple first aid techniques (e.g. in relation to abdominal pain, frostbite, fracture, fainting, dislocation, concussion, fever, sunstroke, etc.).

As the topic of first aid is an element of human studies or physical education, it is difficult to give a precise estimate of allocated time. Usually, two 45 min lessons per week are devoted for human studies (ISCED 1-2). According to the decree by the Minister of Social Affairs regarding requirements of school nurses’ activities, practical first aid training must be organized at least once in the second and third stage of basic school (grades 4-6 and 7-9) and upper secondary school (grades 10-12) by the school nurse. However, the volume of the training is not specified.

Human studies is usually delivered to the whole grade (or some lessons in gender groups), but as schools are quite autonomous regarding the organization of studies, there might be variation. Methods depend on the learning outcomes to be achieved. In case the pupil has to demonstrate first aid techniques as a result, methods have to be practical (demonstration, hands-on). For theoretical knowledge, presentations, video materials, discussion etc. can be used.

## FINLAND



### Early childhood education and care

All children under school-age have a subjective right to early childhood education and care (ECEC) and it has a supportive role to the development and growth of the children. The participation in the ECEC is not compulsory but almost everyone attends that. It is organized by the municipalities and it can be full time or part time taking into consideration the parents' schedule. In the ECEC the children are offered 3 meals and they can stay at maximum till late afternoon. There is a standard syllabus, but the teachers construct the curriculum taking into account each family religious and philosophical beliefs.

Moreover, the children are encouraged to play, socialize, and interact with each other and further develop their social skills. There are excursions, crafts, theatre and many of activities. Participation in ECEC is subject to a fee which depends on family income and the number of children. There are private schools as well but the ECEC is guided by the national core Curriculum for ECEC and local curricula based on it.

### Pre-primary education

The pre-primary education starts at 6 years and it is compulsory, and it is offered for free to every child that is living in Finland. The person who has custody of a child must ensure that the child participates in pre-primary education. Preschool education teaches children to value their native language and culture. The children whose native language is other than Finnish are offered free lessons. They also learn to respect the languages and cultures of other people. In preschool, children learn mathematics, environmental and natural awareness as well as art and culture. They pick up new things through play.

Pre-primary education is usually provided both in ECEC-centres and in schools. Pre-primary education is normally provided from four to five hours per day and the rest of the day is early childhood education. In pre-primary education, healthy meals are provided at regular intervals as are considered an essential part of children's well-being, upbringing, and education.

### Basic education Grade 1-3

The nine-year basic education is compulsory for all children aged between 7 and 16. Compulsory education begins in the year during which a child turns seven and ends when the basic education syllabus has been completed or when ten years have lapsed since the beginning of the compulsory education. Every child permanently residing in Finland must attend compulsory education. Basic education is free of charge. Free school meals are also provided.

The objective of compulsory basic education is to support pupils' growth towards humanity and ethically responsible membership of society and to promote them with acquiring the knowledge and skills needed in studying and developing themselves later in life. Education also aims at guaranteeing sufficient equality in education throughout the count. Except of the curriculum, pupils may have the option to study other subjects

suitable to basic education, according to the provisions of the local curriculum. The primary aim is to support their learning and development there are no numerical assessments.

There are 18 compulsory subjects during basic education. In grades 1 and 2 there are eight separate subjects. There is variation between schools in when individual subjects are taught. The attendance is not compulsory.

To sum up, the Finnish educational system is pupils centered and promotes the evolution of the children. It gives a lot of autonomy to teachers to transform the syllabus regarding the needs of each student. There are special education schools as well as private schools.

## FRANCE



In France the education system is centralized, and the State defines the curricula at all levels. The language of teaching is French. Compulsory education begins at 3 years of age. The pre-primary education (ISCED 02: 3-6 years of age) is provided in nursery schools either public or private or at home by the parents, all of which are being regulated and/or checked by the State. The primary education covers the age span between 6 and 11 years. Students enter primary school education without an examination.

The primary education is organized into two learning cycles: a) the Fundamental cycle which includes the first preparatory year (CP - 1st grade), the "Cours elementaire" 1 (CE1 - 2nd grade) and the CE2 - 3rd grade, and b) the Consolidation cycle which includes Cours moyen 1 (CM1 - 4th grade), Cours moyen 2 (CM2 - 5th grade). The cycle is completed with the Sixieme (6th grade) which is the first year of secondary education.

In the program of pre-primary education, the subject of First Aid is not mentioned. However, a circular of January 28, 2016, introduced an 'educational health course' organized under the three axes: Health education, Prevention, Health Protection. According to Savanovitch & Sauvart-Rochat "Health education, as defined in the French education system, involves multiple fields such as nutrition, hygiene, physical activity, and safety on the road. In French schools, health education is not the prerogative of a specific category of teacher but concerns all staff members and also all school stakeholders" (2013, p. 388).

Assessments are carried out at start of Grade 1, mid-Grade 1, in Grade 2 and Grade 6 to give each teacher uniform markers regarding the progress of every student in French and math. The subjects on which students are evaluated in primary education are: Language mastery; Modern foreign languages; History, geography and moral and civic education; Experimental sciences; Mathematics.

In general, teachers are trained both for pre-primary and primary level of education. They are also trained to teach all subjects of the curriculum. In some cases, the teachers of a school might decide among themselves to each teach specific subjects. To become a pre-primary or primary school teacher, one has to complete a three-year bachelor's degree and then a two-year Master degree. The Master level education combines theory with practice in schools. At the end of the first year of the Master education, prospective teachers take a competitive examination and if they pass it, they become "teacher trainees" and split the second year of the Master program between learning and practicing teaching in schools.

Special provisions are organized for children with disabilities, gifted children, children of refugees, of non-sedentary parents etc. Mainstreaming seems to be the most sought educational approach, except in cases where a specialized education is deemed necessary.

## GERMANY



The responsibility for the education system is divided between the federation and the “Bundesländer”. The Federal Republic of Germany counts sixteen “Bundesländer” in total.

The early childhood education (0-6 years) is not part of the state-organized school system. It is provided by institutions catering for children until the age of 6 years.

In the common framework of the Länder it is stressed out that the family has a huge impact on early stage education and therefore they have a great responsibility in the educational process. Education and learning begins in the family and continues in daycare centers. Consequently, daycare centers, elementary schools and family/parents have to work closely together to ensure a continuous education.

According to developmental appropriateness, educational opportunities must be designed in such a way, that they correspond to the social, cognitive, emotional and physical development of the child.

In some “Bundesländer”, there are some options for children who have not yet reached a sufficient level of development. These options can be institutions or classes that are called “Schulkindergarten” or “Vorklassen”. Depending on the particular “Land”, these kinds of teaching classes in early stages can either be referred to the early childhood education or the primary sector.

Primary education: General compulsory schooling begins in the year in which the children reach the age of six, and involves nine years of fulltime-schooling. In the year in which children reach the age of six they are obligated to attend Primary School (Grundschule 1 till 4; Berlin and Brandenburg 1 till 6).

## GREECE



The provision of free education to all citizens and at all levels of the state education system is a constitutional principle of the Greek State.

The Greek educational system is centralized. National laws, presidential decrees and ministerial acts are prevalent within it.

Educational officials of the country are higher education graduates.

The main route into teaching in primary schools is to take a 4-year degree in a pedagogical department.

Compulsory education lasts 11 years and extends from the ages of 4 to 15. The stages of the Greek education are mainly 3:

- Primary education
  - Primary education includes pre-primary and primary schools.
  - Nipiagogeio
  - Nipiagogeio (pre-primary school) in Greece has become compulsory for all 4-year-old children, since school year 2018/19. School year 2020/21 foresees the integration of the two-year compulsory pre-primary school in the few remaining municipalities.
  - Dimotiko scholeio
  - Primary education is the next stage. Dimotiko scholeio (primary school) spans 6 years. It concerns children in the age range of 6-12 years.
  - Since school year 2016/17, there is a single type of school with a new revised daily timetable. Within this framework, all pre-primary and primary schools provide an optional all-day programme.
- Secondary education
- Tertiary education

Pre-primary school's purpose is to help children develop physically, emotionally, mentally and socially and its syllabus consists of: a. Language, b. Mathematics, c. Environmental Study, d. Creation & Expression, e. ICT.

Primary school aims at the multifaceted intellectual and physical development of children and its syllabus consists of 1. Religious Education, 2. Language, 3. Mathematics, 4. History, 5. Study of the Environment, 6. Geography, 7. Natural Sciences, 8. Civics Education, 9. Arts Education (Visual Arts, Music, Drama), 10. Physical Education, 11. English, 12. 2nd Foreign Language, 13. Flexible Zone, 14. ICT.

There is not a first aid subject/course taught as part of the national curriculum in neither of the 2 grades. There are no provisions for school nurses or for the installation of Automated External Defibrillators as well.



## HUNGARY



### ISCED 0:

Pre-primary education is fundamental in Hungary and this is obvious because children education above 3 years old is mandatory except parents/guardians request up to the age of 4. The institutional system is managed by the Ministry of Human Capacities, but different state secretariats share its responsibility. Kindergartens (óvoda) are under control of educational sector, the State Secretariat for Education.

This level of education plays a rather crucial role in developing an early educational example. It considers the special needs of children with special educational needs and difficulties of integration, learning and behavior, to promote their most effective development according to their individual abilities while simultaneously acting as a means of socialization with peers.

The quality of the teaching faculty is assured since the required academic certificate for competence if teaching is a bachelor's degree in preschool-teaching. The teachers are in charge of the way the teaching is being conducted and there are no specific prerequisites in order to advance to primary school.

### ISCED 1:

Act CXC of 2011 on National Public Education serves as the principal law of public education in Hungary, covering the most important fields of operation of the public educational system. The Primary education (általános iskola) in Hungary has a single structure educational format and comprises of 8 grades, with pupils aged 6-14 years old.

The educational work of the parent and the teacher, as well as the fulfillment of the tasks of the educational institution are assisted by the pedagogical specialist service. Tasks that are asked to be fulfilled by the teacher in primary education are: special education counseling, early development and care, the activities of the Committee of Experts, educational counseling, speech therapy, further education, career guidance, conductive pedagogical care, physical education, school psychology, kindergarten psychology, caring for extremely talented children and students.

Regarding the Syllabus, the teachers are again free to choose with methods to implement on their lectures, with the textbooks being again the most common teaching method and are free of charge for the enrolled students. Primary school in Hungary elaborates on a wide spectrum of topics that promote personal and interpersonal skills along with providing fundamental knowledge needed for the next grades the educational system. More specifically, Hungarian language and literature, mathematics, subjects that promote eco-friendly mindset, arts and physical education are some of the major subjects that underpin the Hungarian primary education

## IRELAND



The Irish ISCED 0 school can be either public or private. In ISCED1 most schools are state aided and do not charge fees. There are also private primary schools, which do not get any State funding, and which charge fees. Most children attend the State-aided primary or national schools.

The educational system in Ireland is compulsory from 6 to 16 years old. The rules about attendance apply from age 6. However, children usually attend primary school the September following their 6th birthday.

The vast majority of schools are all-through schools (88%) catering for pupils from infant classes to sixth class. The remainder are divided into Junior (infant to 2nd class) and Senior schools (3rd to 6th class). The Irish primary school is child centered with respect and assistance to children with special needs or special opportunities for gifted children creating an ode to uniqueness and an exceptional environment where children can develop their full potential. All children – including children with disabilities and children with special needs – have a constitutional right to free primary education. Children with special educational needs have the right to free primary education up to age 18.

Parents can choose which school to apply to and where the school has places available the pupil should be admitted. However, in schools where there are more applicants than places available a selection process may be necessary. Each primary school is required to be open for a minimum of 183 days per year. Pupils attend school for five days per week during term time.

Preschool does not give a specific assessment in order to enter primary school. The first assessment is in the beginning and end of second grade in Primary school and then in the 4th grade. It is crucial to mention that under Article 22 of the education act schools have to evaluate students and share their reports periodically to their parents. Their assessment is made with a standardized method.

Every school is required to have a school plan and the boards of management are given responsibility for ensuring that the plan is prepared, reviewed, and regularly updated.

The focus is on the child as a learner, and the use of a variety of teaching methodologies is an essential feature of the curriculum.

There are six main areas in the Primary School Curriculum (1999): Language: English and Irish; Mathematics; Social, Environmental and Scientific Education (SESE): History, Geography and Science; Arts Education: Visual Arts, Music and Drama; Physical Education; Social, Personal and Health Education (SPHE). The primary curriculum provides for the teaching of two languages, Irish and English, with an addition of modern language in approximately 550 of the primary schools participated in the Modern Languages in Primary Schools Initiative (MLPSI) which was established as a pilot project in September 1998. Its aim was to introduce modern languages (Italian, Spanish, German or French) at primary level.

Schools are free to determine on their own what textbooks should be used, but are advised to avoid frequent changes in texts which might give rise to unnecessary additional costs for parents. After an extended research into the educational system of Ireland, there seems to be no official training of children in the First aid, no provisions for school nurses or installing AED's in schools

## ITALY



Early childhood education and care (ECEC) is organized into two different stages based on children's age: 0-3 years and 3-6 years. The two offers make up the so called 'integrated system 0-6', introduced by the law 107/2015. The whole ECEC phase is part of the education system and is not compulsory.

Provision for children aged 0-3 years is organized at nurseries (nidi d'Infanzia).

ECEC for children over 3 years of age is organized at scuole dell'infanzia and is free of charge.

The compulsory first cycle of education is made up of primary and lower secondary education and its total length is 8 years. However, although being part of the same cycle, primary and lower secondary education are considered separate levels of education with their own specificities.

Primary education is organized at primary schools (scuole primarie). It is compulsory, has an overall length of 5 years and is attended by pupils aged 6 to 11.

The aim of primary education is to provide pupils with basic learning and the basic tools of active citizenship. It helps pupils to understand the meaning of their own experiences.

The lower secondary level of education is organized at first-level secondary schools (scuole secondarie di primo grado). Lower secondary education is compulsory, lasts for 3 years and is attended by pupils aged 11 to 14 years.

Lower secondary school aims at fostering the ability to study autonomously and at strengthening the pupils' attitudes towards social interaction, at organizing and increasing knowledge and skills and at providing students with adequate instruments to continue their education and training activities.

Education is compulsory for ten years, between 6 and 16 years of age. Compulsory education covers three levels of the education system: five years of primary education, three years of lower secondary education and the first two years of upper secondary education (law 296/2006).

## LATVIA



### Pre-school education

Every child from the age of five gets an opportunity to gain compulsory pre-school education free of charge. The main objective of pre-school education is to promote the overall development and readiness of the child by starting the primary school stage in basic education.

Pre-school education for children with special needs is implemented in special pre-school educational institutions.

Pre-school does not give a formal assessment of the acquired knowledge and skills; thus, it has not been awarded with the EQF level.

### General Basic Education (LQF/EQF 1st – 2nd level)

The child usually starts the basic education program in the year in which he is full 7 years old (there is a possibility to start education from the age of 6) and lasts until the age of 16. In special cases, acquisition of primary education may continue until the age of 18. Basic education in Latvia is compulsory; the duration of the program is 9 years. The compulsory content of basic education is determined by the national standard of basic education, which also includes first-stage basic education programs 1st – 6th grade.

In the first class, the knowledge and skills acquired by children are assessed not by mark, but in a descriptive way. In 2nd – 3rd grade there is a gradual transition to an assessment on the 10 - point scale – In 2nd and 3rd grades, marks are given in mathematics, in the Latvian language, in minority language and in a foreign language.

After an extended research into the educational system of Latvia, there seems to be no official training of children in the subject of First Aid, no provisions for school nurses neither for installing AED's in schools.

## LITHUANIA



The system of education in Lithuania includes the following stages:

### Pre-school and pre-primary education.

In Lithuania, early childhood education and care is composed of pre-school (ikimokyklinis ugdymas) and pre-primary (priešmokyklinis ugdymas) education and is attributed to the type of non-formal education. Pre-school education is not compulsory. At the request of the parents, the child can be educated according to the pre-school curriculum. Pre-school education is provided for children from birth to pre-primary education. In order for the child to prepare for the successful completion of the primary education curriculum, pre-primary education groups are set up. Attendance is compulsory for pre-primary education when a child turns 6 years of age in the calendar year. Pre-school and pre-primary education can be offered at pre-primary classes in ECEC settings at general education schools. It can be provided by licensed freelance teachers or other education providers in accordance with the legal acts. Pre-school and pre-primary educational institutions fall under the authority of local governments.

### Primary and lower secondary education.

Children must start attending primary schools when they turn 7 years of age during the calendar year. Education is compulsory until the age of 16. Primary and lower secondary education is free of charge in public educational institutions. Primary education lasts for 4 years. Its purpose is to provide children with the fundamentals of learning, literature and social and cultural skills. It is delivered by primary schools (pradinė mokykla, an institution that provides education for grades 1 to 4), pre-gymnasiums (progimnazija, a general education institution that provides education for grades 1 to 8) or school-multifunctional centres (daugiafunkcis centras, an institution that provides early childhood education and care, education from grades 1 to 12, and other formal and non-formal education, cultural and social services). Lower secondary education lasts for 6 years and is also compulsory. Children usually enter lower secondary education when they are 10 to 11 years of age. It is delivered by pre-gymnasiums, lower secondary education schools (pagrindinė mokykla, a lower secondary education school and general education institution providing education for grades 5 to 10), gymnasiums (gimnazija, a general education institution that provides education for grades 9 to 12), school-multifunctional centres and vocational education and training (VET) schools. Education is compulsory until 16 years of age. By that time the learner will have usually finished the course of lower secondary education (10 grades).

There is the Human Safety General Curriculum for primary school.

In this country the first aid course is integrated into the content of all subjects, referring only to primary school (kindergarten is not regulated in this sense and everything depends on personnel's intention, as in every other country at preschool level).

Thanks to the brief translation of the main topics, we understood that the first aid course explains “who to address for help in the event of a disaster at school or at home when there are no adults, information to be provided when calling for help, how to stop bleeding from the nose, how to fix scratching, how to recognize the dangers that electricity can cause and provide first aid to those affected”.

According to methods within this course “preference is given to active teaching and learning methods (e.g. games, conversations, collaborative learning, case studies, role-plays, etc.). Presentation and demonstration are used to engage students, encouraging them to learn to do certain actions on their own”. There is no duration, as the course is spread in every subject and it's not a specific discipline (that is why there is no regulation for first aid courses in case of homeschooling).

Usually a teacher delivers a first aid course, but for specific topics other specialists may be invited: public health specialists, doctors, psychologists, fire fighters, and rescuers.

Teaching materials for teachers are prepared and available on internet.

All teachers must participate in civil protection training and they might be organized by regional teacher education centers.

Qualification requirements for public health specialists at educational institutions are set in this regulation.

## LUXEMBOURG



The Luxembourg State organizes and controls the educational system. Compulsory education covers a total of eleven years, two years of preprimary education, six years of primary education, and three years of secondary education. Public education in Luxembourg is free.

Early Childhood Education is obligatory only for children 4-6 years old. The analogy between 2 to 4 years is one member of staff per 8 children and for over 4 years is one member of staff per 11 children. In the Primary Education an average class size consists of 16 pupils.

According to the national curriculum, participation in Early Childhood Education can have a positive effect on children's early learning and development, as well as on subsequent outcomes, such as academic success, labor market performance and socio-economic mobility. In Primary Education, the objective is to make learners able to pursue their education and to be learning throughout life.

There is not a first aid subject/course taught as part of the national curriculum either in the pre-primary or the primary education.

**Language learning** plays a crucial role in school education, as well as in adult education. Likewise, the choice of the working language of an educational activity may be vital for its accessibility and for the learner's educational success.

Luxembourg's education system is shaped by the country's political, economic, demographic and linguistic particularities, such as:

- **Small territory, but wide cultural and linguistic diversity:** As one of the smallest EU Member States, Luxembourg has a relatively low number of residents, but its population is steadily growing and becoming more multicultural. Cultural plurality has large repercussions on the country's educational provision. Public education in Luxembourg also includes different transnational and international variations to the mainstream national Luxembourgish system. Additionally, there are measures allowing residents to enroll in education and training in the Greater Region or in other countries. Transnational educational mobility has a long-standing tradition, especially in higher education.
- **Multinational population and workforce:** Luxembourg's demographic situation is characterized by high immigration rates and a strong presence of foreigners, whether they are residents or cross-border wage earners commuting from the neighboring regions of France, Belgium and Germany.

The pupil population also reflects the cultural heterogeneity of the population. In school year 2018/19, the first language of 65% pre-primary and primary pupils is other than Luxembourgish; in secondary education, this proportion drops to 58.4%, but still remains high.

Though foreign nationals are largely present in the pupil population, they are not equally distributed through all pathways.



- **Multilingualism:** Luxembourg is a trilingual country. The national language is Luxembourgish, the legislative language is French and the official administrative and judicial languages are French, German and Luxembourgish. Moreover, the languages spoken by immigrants (such as Portuguese and Italian), as well as English, are gaining importance.

This plurality of languages is reflected in the education system. In the national Luxembourgish school system, German is the main language of instruction at primary school and in the lower grades of secondary education. French is being taught at primary school level and is progressively introduced as a language of instruction for most subjects in higher secondary education. English is being taught at secondary school, and other languages may also be learned.

Thus, Luxembourg has the highest share of pupils who do not speak the language of instruction at home. But it has also the highest number of foreign languages learnt by each individual. Evidently, the annual instruction time for foreign languages exceeds that of all other countries.

The large majority of pupils attend public schools. Student enrolment in private institutions is statistically low.

## MALTA



Education in Malta is compulsory for all children and youths aged from five to sixteen years. This is defined in Chapter 327 of the Laws of Malta - The Education Act - and subsequent amendments. Compulsory education covers six years of primary education followed by five years of secondary education. It is offered full-time and free in all state schools, but parents can opt to educate their children in Church or Independent schools. Education in Church schools is also free while parents of children attending schools in the Independent sector enjoy a number of tax-relief measures.

All schools are obliged by law to follow the tenets of the National Curriculum Framework and to abide by all the regulations as listed in the Education Act. At the end of compulsory education students can further their education and training in higher and post-secondary and tertiary educational institutions.

Children begin compulsory school in the last week of September in the calendar year when they are five years of age. Primary education is co-educational in all state and most independent schools while Church primary schools are mostly single sex. In state schools, primary education is free of charge and includes also the provision of free textbooks and school transport. As from September 2018, the provision of free school transport has been extended to all students attending church and independent schools. Parents sending their children to Church Schools do not pay tuition fees, but a voluntary donation is often requested.

Schools do not pay tuition fees, but a voluntary donation is often requested.

State primary schools are found in all towns and villages and sometimes close to the secondary schools to which the pupils will progress after ending primary education. Since the set-up of State College Networks in 2009, primary and secondary schools form part of a College Network based on geographic proximity. Students from the primary schools within a College Network proceed to secondary schools within the College. As part of the reform initiated in 2009, classes in the primary years are no longer streamed by academic ability thus ensuring that children stay in mixed-ability classes throughout the primary years.

The National Curriculum Framework (2012) lists specific Learning Areas for the Primary Years that facilitate the holistic development of each child. These Learning Areas include Languages, Mathematics, Science, Technology Education, Health Education, Physical Education and Sports, Personal, Social and Health Education, Religious Education/Ethics, Citizenship and Arts Education.

Furthermore, five cross-curricular themes namely eLearning, Education for Sustainable Development; Intercultural Education; Education for Entrepreneurship, Creativity and Innovation ensure a move away from an exclusively subject-based approach that favours fragmentation and compartmentalization of knowledge to a more cross-curricular, thematic, interdisciplinary and collaborative approach that reflects real life situations and encourages transfer of skills from one learning area to another.

As per the National Policy and Strategy for the Attainment of Core Competencies in Primary Education, early screening ensures that pupils requiring additional support in literacy and numeracy skills get this support as early as possible to improve their learning outcomes later on. To this effect, a checklist was drawn up to record competences in grades 1 to 3 in literacy, numeracy and e-literacy.

Formative continuous assessment is the main form of assessment during the primary years. While there is no formal assessment of students in their first three years of primary education, a system of continuous assessment was introduced in school year 2018/2019. Indeed, half-yearly examinations for pupils in grades 4 to 6 of the primary cycle have been discontinued and replaced with continuous assessment as envisaged by the Learning Outcomes Framework. Pupils in the primary years sit for examinations at the end of the school year in grades 4 and 5.

Additionally, at the end of grade 6 (the end of the primary cycle), pupils sit for an End of Primary Benchmark assessment in Mathematics, Maltese and English through which each pupil's attainment of competences against a national benchmark are measured. Schools in the church and independent sectors may opt for their pupils to sit for the Benchmark. Indeed, around 82% of the national grade 6 cohort sat for the Benchmark assessment in May 2019.

Records of pupil achievement from grade 1 to grade 5 are used to assess pupils' progress rather than for selection purposes. At the end of the primary cycle, pupils in state primary schools move to secondary schools within their college network.

## NETHERLANDS



Until the children reach the age for going to school, there is a kinderdagverblijf. Elementary school (basisschool) begins at the age of 4. Since compulsory schooling does not begin until the age of 5, the first year of school is voluntary. Elementary school lasts 8 years and is completed at most schools with the cito-test. It is designed to indicate the student's learning level. At the basisschool the different classes are called groepen (groups). Those who start school begin in groep 1. After these eight classes, the children go to voortgezet onderwijs, the secondary school. The students are then usually twelve years old. At secondary schools, there are levels vwo, havo and vmbo. The vmbo is again subdivided into 4 levels. All levels are mostly housed in a comprehensive school in separate classes. The vwo includes the atheneum and the gymnasium, which is oriented toward ancient languages; at the university, only havo and vwo students are taught. All schools end with a test. This consists of an internal school part and the central final examination, which is the same for all students at the respective school type in the Netherlands.

Per class, there are 23-24 students. In kindergarten there is no curriculum; here subjects like language or creative development are taught. In elementary school the subjects are Netherlands, Mathematics, Orientation on yourself and the world, Artistic orientation, Digital literacy, Movement education and English. There are several goals to achieve there. Also, a first aid subject is a compulsory part of the national curriculum. The children are getting to know and practice simple first aid skills. It is about two lessons and a repetition. Topics are basic knowledge, steps in CPR and defibrillation, skin wounds, burns, bleeding, injuries to bones, poisoning, prevention and safety. The methods for this are manuals, videos, apps, video training and blended learning. For this, there is a first aid instructor.

To become a primary school teacher, prospective primary school teachers' study at so PABO (Pedagogische Academie voor het basisonderwijs). There is a teacher training program, and they graduate with a bachelor's degree. Primary school teachers teach all subjects.

To become a Secondary 1 teacher, a tweedefraads teaching credential must be completed. These are offered by various colleges. A four-year teacher education program is required.

## POLAND



### Pre-school Education (Ages 0-3, 3-6)

Early childhood education and care (ECEC) in Poland is divided into two stages:

1. For children aged 0–3 years in crèches, “kids’ clubs”, or settings where care is provided by child day carers. They are supervised by the Ministry responsible for labour and social policy. Care is provided in crèches to children from at least the age of 20 weeks, and in “kids’ clubs” to children aged 1 year and above. In general, crèches are not educational centers as the other institutions. Their main aim is to help new parents cope with their daily program and their childcare.
2. For children aged 3–5/6 years (pre-school education) in nursery schools, pre-school classes in primary schools and other pre-school settings, including pre-school units and centers. It is considered the first level of school education and as such is supervised by the Ministry of Education. The main aims of pre-school education, through playing, are defined by the national core curriculum and include, among other things:
  - a. Active support to the children in the development of their talents and their intellectual skills
  - b. Promotion of a system of values which enables children to see the difference between what is right or wrong
  - c. Development of emotional resilience
  - d. Development of social skills
  - e. Focus on children’s health and physical development
  - f. Expand children’s knowledge about the world

Obligatory foreign language preparation has been recently introduced, to be provided starting in September 2015.

### Integrative Primary Education (Ages 6/7-13)

Children are admitted to primary schools at the age of 6 or 7 (they must reach the age of 6 or 7 during the calendar year in which they start compulsory education). Before 2014 admission of 6-year-olds to grade 1 of primary school was left to the parents’ discretion. In 2014 education in primary schools is compulsory for 6-year-old children born in the first half of 2008, i.e. children born before the end of June 2008. Starting in 2015 all 6-year-olds will commence compulsory schooling.

Primary education is compulsory in Poland. It is divided in:

1. Stage I, including grades 1 to 3 of the primary school and covering early school education
2. Stage II, including grades 4 to 6 of the primary school.

The main aim of the Primary Education is to:

- Acquire a basic body of knowledge about facts, rules, theories and practice.
- Acquire the ability to use the knowledge gained to carry out tasks and solve problems in the everyday life.
- Develop attitudes which are necessary for efficient and responsible functioning in the modern world.

A pupil is promoted to a higher grade if he/she has received marks at the level of “acceptable” or above for all compulsory subjects at the end of the school year.

## PORTUGAL



Education in Portugal is defined by the Education Act (1986), which outlines educational objectives, structures and modes of organization.

The majority of Laws and Decrees of Portugal also apply to the Autonomous Regions of the Azores and Madeira, without prejudice to the powers of the self-governing bodies in matters of education.

The Ministry of Education is responsible for managing the network of pre-school establishments, as well as basic and upper secondary schools. School clusters enjoy some autonomy in terms of pedagogy, managing teaching schedules and non-teaching staff. A number of recently implemented reforms have extended cluster autonomy to curriculum management (Decree 55/2018).

Pre-school education covers children from 3 years old up to the age of compulsory schooling (6 years old). Pre-school education is optional, and it is universal for children from the year they celebrate their fourth birthday.

Basic education is universal, compulsory, and free and it lasts nine years. It is divided into three sequential cycles and it starts from the age of 6 up to the age of 18 years.

The guiding principles of curriculum organization and management aim to ensure a common general background education for all citizens, via the acquisition of fundamental knowledge and skills that allow further study. The maximum number of pupils per classroom for kindergarten is 25 and for primary school is 26. Within the scope of curriculum autonomy and flexibility, schools can modify up to 25% of it. The extensive curricula are available for each grade, detailing the skills and competences each taught subject aims to develop. There is no first aid course taught on this educational level, although recent legislation regulates first aid teaching on secondary education.

In Portugal, there is the option for home education, which can be affected by a parent/guardian or another person living in the household. There is an agreement governing the education, and a tutor from the enrolling school, who is responsible for overseeing the process.

For each grade, the headmaster, based on the recommendation of the teachers, can decide the retention of a student, in the event that it is deemed that the student has not achieved a sufficient level of learning in order to progress to the next grade.

There seem to be no special schools. Pupils with special needs integrate in regular classes, with the provision that whenever such pupils are present, the maximum number of pupils is 20.

There is an ongoing effort to proliferate the use of AEDs, but it is not compulsory.

## ROMANIA



The education system is administered at national level by the Ministry of National Education (MEN), at central level, in cooperation with other ministries (e.g., Ministry of Public Finance for financing schools) and institutional structures subordinated to the Government, and at local level by the county school inspectorates, as subordinated local institutions.

Ministry of National Education organizes and leads the national education system, education, scientific research, technological development and innovation in partnership with both subordinate institutions and institutions under the coordination.

The national educational system has an open character, allowing the mobility of pupils, by transfer from a school unit to another school unit, from a class to another class, from a field of study to another field of study and from a pathway to another pathway. It also has a pluralistic character (public or private schools, in educational alternative system) and it provides schooling methods in the official state language (the Romanian language), in the native languages of the pupils belonging to the national minorities or in languages of international circulation.

The general mandatory education has 11 grades and includes the primary education, the lower secondary education and the first 2 years of the upper secondary education.

The national education system includes the following levels:

- Early education (0—6 years), the before preschool level (0—3 years) and the preschool education (3—6 years), which includes: the small group, the middle group and the big group. In public institutions it is free.
- Early childhood education - before preschool level can take place in nurseries, kindergartens and daycare centers, whether state-owned or private, according to the same educational content and the same national standards.

Preschool education takes place in kindergartens or schools (state or private), which have pre-school groups as a section, following the same curriculum and respecting the same national standards. Primary education (ISCED 1), including the preparatory grade and grades 1—4.



First aid courses are not part of the National Curriculum. The Curriculum for Early Childhood Education and Care includes mentions of hazardous behaviors, behaviors that are harmful to human health, or body care and hygiene. Also, in alternative education, activities on this topic are organized as extracurricular events, in connection with some topics discussed in the classroom, such as health and safety. They are usually delivered thanks to parents or the Red Cross. Again, the fact that first aid and BLS courses are not formally detailed in the curricula and in national documents does not mean that these issues are not part of children's experience at school and many times they are part of extracurricular experiences every year. It also means that when parents' attention or the attention of the organizations involved is low, this course is not disseminated. Moreover, in Romania first aid courses are mandatory for teachers if there is no medical assistance available in the school.

There is only an optional curriculum for Health Education (grades 1-12), which is part of the National Programme "Health Education in Romanian Schools" and as said, it is optional. The objectives pursued within the National Programme are to promote student's health and wellbeing (developing a healthy lifestyle) and personal development (e.g. self- knowledge and constructing a positive image of oneself), prevention (preventing accidents and behaviors that are a risk to one's health, preventing a negative attitude towards oneself and towards life, preventing interpersonal conflicts, social inadequacy, and crisis situations).

## SLOVAKIA



Education is free for kindergarten (5-year-olds), primary education (1st level, grades 1-4/ 6-10 years old and 2nd level, 5-9 grades 10-15 years old and secondary education) and equality of access is established taking individuals' educational needs into consideration. Children of 6 years old who have not reached school eligibility due to disadvantaged social environment and are not expected to master the first year of primary school, are provided with one extra year of schooling (Grade 0). Disadvantaged social environment ('CAP') is defined as "an environment which, due to social (linguistic, cultural) conditions, does not provide sufficient appropriate stimuli for cognitive development and does not support effective socialization.

The Educational program includes a) state educational program, b) school educational program. School educational programs are issued by the school principals and are defined by the principles of the Slovak Republic Act no. 245/2008 on education and training (Education Act). A special education program is issued for SEN (special education needs) students. The school curriculum defines the educational goals, content and scope of each subject, as well as the total timetabled hours of each subject. Educational standards set the requirements for knowledge, skills and abilities that children should acquire in school activities. The language used for school instruction is the national language (Slovak). Students of national minorities and ethnic groups are guaranteed the right to upbringing and education in their language under the conditions established by the Slovak Republic Act no. 245/2008. Schools with teaching languages of minorities or ethnic groups can also be founded, such as Hungarian, Ukrainian, Bulgarian, Ruthenian, and German.

Primary school 1st level is organized in classes, from Grade 1 to 4. Each grade is attended by students of same age. Exemptions are students who repeat the grade, gifted pupils who are allowed to omit some grades, and pupils with postponed school attendance. The number of groups and number of students per group are defined according to spatial, personnel and financial conditions of the school, students' activities, and subject requirements. Education is carried out in classrooms and in special classrooms (laboratories, kitchen, gyms, and school playgrounds).

Education and training of pupils with disabilities is carried out: 1) in special schools for pupils with disabilities, and/or 2) in special classes, and/or 3) in classes together with other students from school. It is necessary that students with disabilities be provided with specific conditions for their successful education. Schools can provide alternative subjects; apply alternative forms of communication (sign language, Braille etc) depending on the type of disability and individual needs; enable the division of the class into 2 groups; give the teacher the flexibility to adjust the scope and structure of the lesson, taking into account students' current mental state, behavior and needs due to their disability; develop an individual educational program in case students are unable to meet the requirements in a special school or special class due to their health disadvantage. The education of students from the CAP takes place in regular classes. If necessary, the school can use an individual educational program for a specific student, developed by the class teacher in cooperation with a special educator, a teacher assistant, or other interested professionals.

The aim of education of gifted students is to achieve the optimal development of their talents and prepare them for the creative use of this talent for the benefit of society. Equal attention is paid to their emotional development and social relationships. It is necessary that gifted students be provided with specific conditions for the successful development of their talents and personality.

The curriculum for Health and Sports has 3 parts: a) Health and healthy lifestyle, b) Fitness and physical performance, and c) Sports activities. Lessons last 45 minutes and include all students. Students with disabilities and health conditions are taught separately. Cross-cutting themes can be implemented in the subjects or through individual projects, seminars, teaching blocks, courses, etc. Protection of life and health is a cross-cutting theme which aims to help students to recognize situations that threaten life and health; acquire practical skills for self-protection; understand the importance of providing assistance to others in a health- or life-threatening event; be able to respond appropriately if first aid is needed; master basic skills related to moving and living in nature; develop fitness and physical performance in natural conditions.

Pedagogical employees in primary schools include teachers, teacher assistants, headmasters, teachers of foreign languages, Physical Education (PE) teachers, special education teachers, and professional development instructors. Professional employees include psychologist and school psychologist, speech therapist and school speech therapists, special educators, field special educators, therapeutic educators, social educators and career advisors.

## SLOVENIA



Slovenia's educational system is organized as a public service providing accredited programs.

Pre-school education (predšolska vzgoja) is optional and encompasses the centre-based early general pre-school education and care. Children can enroll as early as at the age of 11 months and attend it until they start basic school.

### Compulsory basic education

Compulsory basic education (obvezno osnovnošolsko izobraževanje) is organized in a single-structure nine-year basic school attended by pupils aged 6 to 15 years.

By law, public schools are secular.

Governance of the following grades is managed at state level:

- upper secondary schools
- short cycle higher education colleges
- higher education institutions
- educational institutions for SEN children
- residence halls for students, as well as
- supporting professional institutes in education

Governance of the following grades is managed at municipal level:

- kindergarten
- basic schools (single structure primary and lower secondary education)
- residence halls for pupils
- music schools, and
- adult education organizations.

Public institutions are state controlled by appointment of representatives to governance bodies, public funding, salary system, adoption of common rules and guidelines of public service, centrally adopted curricula, etc., under supervision of the school inspectorate.

The governance body of public kindergartens and schools is the council, and the management body is the head teacher, who is also a pedagogical leader. Teachers enjoy professional autonomy, and the head teacher has the autonomy in accordance with requirements to employ teachers of own choice.

As specified by the Constitution of the Republic of Slovenia (en), there is a guarantee of freedom of choice in education and autonomy of higher education institutions.

#### Organization and structures

The official language of instruction is Slovenian. Members of the Italian and Hungarian national communities in ethnically mixed areas have the right to education in their respective language. The Constitution also protects the status and gives special rights to members of the Roma community.

#### Legal entitlement to pre-school education

Children in Slovenia are legally entitled to a place in a kindergarten (vrtec), which is not compulsory, from the age of 11 months to the age of compulsory schooling. The steering document of public pre-school education is the kindergarten curriculum (en).

All basic schools have to provide free of charge non-compulsory activities of the extended programme, namely remedial and supplementary lessons, extracurricular interest activities, non-compulsory optional subjects, as well as morning care (grade 1) and after-school classes (grades 1 to 5). The programme is provided by qualified teachers in line with officially adopted educational guidelines and concepts.

A well-developed network of publicly funded music schools provides music and ballet lessons to enthusiastic pupils who in turn do not have to take one of two compulsory optional subjects.

The provision of special needs education in Slovenia embraces the multi-track approach to inclusion: kindergartens and schools tend to children with special needs by way of inclusion and special classes, and there are special education institutions, as well.

Education staff at kindergartens and schools have to hold relevant educational qualification (ISCED 6 for pre-school teachers and certain teachers of practical subjects in VET, ISCED 7 other teachers), relevant pedagogical educational qualification and they have to pass the state professional examination for education staff.

Continuous professional development is a right and a duty for all educational staff and attending programmes of CPD is a prerequisite for promotion to professional titles (Mentor, Advisor and Councilor).

There is not a first aid/ subject at ISCED level 0 and 1. It is reported in a research article called “The impact of cardiopulmonary resuscitation (CPR) training on schoolchildren and their CPR knowledge, attitudes toward CPR, and willingness to help others and to perform CPR: mixed methods research design” by Pivac etc. that there are positive results of implemented cardiopulmonary resuscitation training on the knowledge of schoolchildren in the last three grades of Slovenian elementary schools. So, after this significant progress in cardiopulmonary resuscitation training on schoolchildren, early introduction of training is recommended to be included in school curricula.

## SPAIN



The Spanish education system is currently governed by the Organic Law of Improving the Quality of Education of 2013, which modified the Organic Law of Education 2006.

Spain is divided into 17 autonomous communities and 2 autonomous cities. A decentralized model of governance is applied. Educational competences are shared between the General State Administration (Ministry of Education and Vocational Training) and the authorities of the autonomous communities (Departments for Education):

- the **central education administration** executes the general guidelines of the Government on education policy and regulates the basic elements or aspects of the system
- **regional education authorities** develop the State regulations and have executive and administrative competences for managing the education system in their own territory.

Schools have pedagogical, organizational and managerial autonomy for their resources.

Certain educational aspects are governed by Royal Decrees and apply throughout Spain, but most of them are decided on local level.

Pre-primary education is not compulsory and it lasts up to 6 years of age.

Basic education is compulsory and free in publicly-funded schools. It lasts ten years and it is divided into two stages:

- **Primary education**, provided in primary schools. It covers 6 academic years (ages 6 – 12)
- **Compulsory secondary education**, provided in secondary schools, (ages 12 – 16).

Apart from these studies, the Spanish education system offers specialized education:

- Language education, including the teaching and learning of different languages at levels A1, A2, B1, B2, C1 and C2 according to the Common European Framework of Reference for Languages (CEFR).
- Artistic education, including elementary Music and Dance education, professional artistic education and advanced artistic education. These studies are provided in different specific schools, according to every kind and level of education
- Sports education, organized in intermediate and advanced training cycles and provided in the same institutions as those providing vocational training.

There is no uniform provision for the teaching of first-aid in primary school, and the curricula vary to some extent by region.

There are some initiatives regarding the proliferation of AEDs (like project Salvavidas) and, to a lesser extent the teaching of first-aid in schools, but no formal, organized classes have made their way into the national curriculum.

This means effectively that project L.I.F.E.F.O.R.C.E. can make suggestions based on the findings of other countries, so that the required subjects/skills to facilitate first-aid teaching can be introduced to the educational system.

## SWEDEN



Sweden has a decentralized education system, whose goals and learning outcomes are defined at central level. The government has the overall responsibility and sets the framework for education at all levels.

Municipalities (kommuner) in Sweden are responsible for organizing education within ISCED levels 0 and 1, which are the following:

- preschool (förskola)
- preschool class (förskoleklass)
- compulsory school (grundskola)

The preschool class (förskoleklass) is since 2018 compulsory for all children from the year that they turn six. The Compulsory school (grundskola) then begins at the age of seven and ends at the age of 16. Preschool (förskola) is heavily subsidized and available from about the age of one. More than 90 percent of the children attend preschool.

There are currently no first-aid courses taught at the aforementioned educational levels.

There are alternative educational structures, in the form of pedagogical care in family daycare homes, open pre-school, open leisure-time activities and care at uncomfortable.

The current teacher education programs in Sweden include four different professional degrees:

- a degree in preschool education
- a degree in primary school education
- a degree in subject education
- a degree in vocational education

The teaching profession has for many years struggled with declining status. The government has during the last years initiated several reforms to improve the status of the teaching profession and to increase the number of applicants to the teacher education programs.

Home schooling is regulated and provided, although it's not strictly included in the Education Act.

School doctors and nurses are provided in an ad hoc basis, when there are such requirements.

There is no national legislation governing the installation and use of AEDs in schools. There are several pertinent initiatives on local/regional level, but none currently on a national level.



## PART2: ANALYSIS OF CHARACTERISTICS AND REQUIREMENTS OF COMPULSORY EDUCATION (PUPILS 5-10 YEARS OLD)

Table 3: Summary of compulsory education grades for ages 5-10 years, pupils per classroom/teacher and of alternative educational structures

	Compulsory education grades for ages 5-10 years		Pupils/Classroom		Pupils/Teacher		ISCED 0 compulsory?		Alternative educational structures ISCED 0/1	
	ISCED level 0	ISCED level 1	ISCED level 0	ISCED level 1	ISCED level 0	ISCED level 1	Yes (Age)	No	Yes	No
AT	1	4	~25	25-30	~8	25-30	5		1	
BE	1	4			15	13	5		1,2,4	
BG	2	3	24		11	15	5		1,2,4	
HR	1 part time	3		25-30		25-30	6 (part time)		5,11	
CY	1	4	25	25	25	25	5		1	
CZ	1	4	24	25	11		5		2	
DK		4		28						N/A
EE		3	20	24	10			•	1	
FL	1	3	10	14	10	14	6		1	
FR	1	4		23	23	19	3		1,6	
DE		4	20	~24*	20/1-3*	~20-24 *		•		N/A
EL	1	4	22	25	22	25	4		1,7,8,9,13	
HU	1	4	22	20	11	10	3		12	
IE		4		24		16		•	1,4	
IT		4	26	26				•	1,3	
LV	2	3		11	10	12	5		1,6	
LT	1	3	20	24	10	24	6			•
LU	1	4	20	16	11		4		8,14	
MT		5		30(~17)				•	1	
NL	1	4	30 (~24)	30 (~24)	30 (~24)	30 (~24)	5			N/A
PL	1	3	25	25	25	25	6		1,5	
PT		4	25	26	25	26		•		N/A
RO		4	15	25	15	25		•		•
SK	1	4	22	22	22	22/1-2	5(2021)	•	1,4,5,9,11	
SL		4	24	28	8	28		•	1,2,3,5,8,9,10	
ES		4	25	25	25	25		•		•
SE	1	3			14	12	6		12	

**Notes:**

N/A: Not applicable, no answer or not specified, 1: Special Schools and Special Needs Schools and Schools of special education and training, 2: Home schooling, 3: Education in hospitals, 4: Religious schools - Church schools, 5: Art school/Basic music and dance education, 6: Boarding schools, 7: Experimental schools, 8: School of European Education, 9: Intercultural primary education schools and Language Schools, 10: Classes for athletes, 11: Grammar school, 12: Pedagogical care, 13: Minority schools, 14: Pilot schools, \*: Depends on the legislation of each city

## MAIN FINDINGS

This part provides concise information on the duration of compulsory education/training in 27 European Countries between the ages 5-10. In slightly more than half of European education systems AT, BE, HR, CY, CZ, FL, FR, EL, HU, LT, LU, NL, PL, SK, SE (15 countries), compulsory education starts at least the last year of the pre-primary education (ISCED level 0), often at the age of 5. However, FR and HU report the earliest starting age for compulsory education at the age of 3. In contrast with DK, EE, DE, IE, IT, MT, PT, RO, SL and ES, where compulsory education starts at the beginning of the primary education (ISCED level 1). Since the ISCED level 1 is compulsory for all countries, the relative table shows the respective compulsory duration until the age of 10. In most of EU countries AT, BE, CY, CZ, DK, FR, DE, EL, HU, IE, IT, LU, NL, PT, RO, SK, SL, ES (18 countries) the compulsory education is 4 grades. By contrast, in MT is 5 grades and in BG, HR, EE, FL, LV, LT, PL and SE (8 countries) is 3 grades.

Moreover, this part examines the number of pupils per classroom and the number of pupils per teacher for the ISCED level 0 and 1. The pre-primary education classes consist mainly of over than 20 pupils. Specifically, AT, BG, CY, CZ, EE, DE, EL, HU, LT, LU, NL, PL, PT, SK, SL and ES (16 countries) the number of pupils is between 20 and 25. However, FL and RO have less than 15 pupils per classroom, 10 and 15 respectively. By contrast, IT has slightly more pupils per classroom (26). For BE, HR, DK, FR, IE, LV, MT and SE (8 countries) the data was not noted.

Respectively, the primary education classes consist mainly of more than 20 pupils per classroom. Specifically, AT, HR, CY, CZ, DK, EL, IT, PL, PT, RO, SL and ES (12 countries) consist of 25 to 30 pupils per class. Also, EE, FR, DE, HU, IE, LT, NL and SK (8 countries) are consisted of 20 to 24 pupils. Lastly, FL, LV, LU and MT consist of 14, 11, 16 and 17 respectively. For BE, BG and SE the data was not noted.

Furthermore, in ISCED 0 each teacher is responsible for more than 10 pupils in most of the countries. In the half of these countries each teacher is responsible for 10 to 15 pupils, specifically in BE, BG, CZ, EE, FL, DE, HU, LV, LT, LU, RO, SE (12 countries), whereas in CY, FR, EL, NL, PL, PT, SK and ES 8 (countries) each teacher is responsible for more than 20 pupils (maximum 25). However, in AT and SL each teacher supervises 8 pupils. For HR, DK, IE, IT and MT the data was not noted.

Also, in ISCED 1 in some of the countries each teacher is responsible for less than 20 pupils and for more than 20 pupils in several other countries. Specifically, less than 20 pupils per teacher are in: BE, BG, FL, FR, HU, IE, LV and SE (8 countries), while for more than 20 pupils are the rest AT, HR, CY, DE, EL, LT, NL, PL, PT, RO, SK, SL, ES (13 countries). For CZ, DK, EE, IT, LU and MT the data was not noted.

Finally, in all countries, the education system covers alternative educational structures such as: Special schools and special needs schools of special education and training, home schooling, education in hospitals, Religious schools/ Church schools, Art school/Basic music and dance education, Boarding schools, Experimental schools, School of European Education, Intercultural primary education schools and Language Schools, Classes for athletes and Grammar school, Minority schools and Pilot schools. The exception of this trend takes place in RO, LT and ES whereas for DK, DE, NL and PT the questionnaire was not answered. Although HU and SE have this availability of pedagogical care but the specific type of schools were not mentioned. The “special needs schools” are found in 15 of the countries AT, BE, BG, CY, EE, FL, FR, EL, IE, IT, LV, MT, PL, SK, SL except for HR, LU and CZ. Home schooling is found in BE, BG, CZ and SL. Education in hospitals appears in IT and SL. Also, religious/church schools are in BE, BG, IE and SK whereas boarding schools are in FR and LV. Experimental Schools are in EL and School of European Education are in EL, LU and SL. The Intercultural primary education schools and Language Schools are in EL, SK and SL. Lastly, classes for athletes and Grammar schools are in SL and HR, SK respectively. Minority schools is found in EL and Pilot schools in LU.

Table 4: Academic and professional requirements for teachers (ISCED 0 and ISCED 1) and eligibility to deliver all subjects

	Type of degree to become a teacher		Professional requirements to work as teacher		Teachers eligible to deliver all subjects			
	ISCED level 0	ISCED level 1	ISCED level 0	ISCED level 1	ISCED level 0		ISCED level 1	
					Yes	No	Yes	No
AT	2	3	0	0	●		●	
BE	3	3	*	*	●		●	
BG	3	3	*	*		Music	N/A	
HR	3	4	*	*	●			Religion, Foreign Languages
CY	3	3	0	0	●		●	
CZ	3	3	0	0	●		●	
DK	3	3	0	0	N/A			Specialized Teachers
EE	3	4	*	*	N/A		N/A	
FL	3	4	0	*		Arts		Arts
FR	3	3	*	*		Music		Music
DE	2	3	*	*	N/A			Math, German (Local history and expertise lessons and one specialization)
EL	3	3	0	0	●			Music, Art, Foreign languages, Physical education
HU	3	3	N/A	N/A	●		●	
IE	3	3	*	*	●		●	
IT	3	3	*	*	●		●	
LV	3	3	0	0		Sports Music Foreign Language		Sports, Music, Foreign Language
LT	3	3	*	*		Arts Sports		Foreign language, dance, arts, sports
LU	3	3	0	0	N/A		N/A	
MT	2	3	*	*	N/A			Music, Art, Science, Physical Education, Drama, Personal, Social and Career Education, Information and Computer Technology (ICT), and Health and Safety
NL	3	3	*	*	●		●	
PL	3	3	0	0	●			Foreign Language, Computers & Art
PT	4	4	*	*	N/A		N/A	
RO	4	4	*	*	●		●	
SK	2	4	0	*	●			Foreign language Specialized activities

SL	3	3/4	0	0	N/A	● (Grade 1)	Arts & sport, foreign language (Grade 2)
ES	3	3	0	0	●		Physical education, foreign language, music
SE	3	3	0	0	N/A		Music, Physical education

Notes:

N/A: Not applicable, no answer or not specified, 0: No additional qualification, 2: Diploma in pedagogy, 3: Bachelor pedagogical (ISCED 6), 4: Master's (ISCED 7).

\* Country-specific professional requirements

- BE **ISCED 0/ ISCED 1:** Teaching Diploma (includes Basic Diploma, a certificate of pedagogical competence [teacher training] and/or useful experience) + CEFR Level C1 (Dutch)
- BG **ISCED 0/ ISCED 1:** Teacher professional qualification can be acquired by completing 4 mandatory subject areas: Pedagogy 60 hours; Psychology 45 hours; Audiovisual and IT for learning purposes 15 hours; Teaching methods 60 hours.
- HR **ISCED 0/ ISCED 1:** 1-year mentored introduction
- EE **ISCED 0/ ISCED 1:** Teaching diploma, 1-year induction period as junior teachers
- FL **ISCED 1:** Teaching practice
- FR **ISCED 0/ ISCED 1:** Exams held at the end of the 1<sup>st</sup> master's year. The 2<sup>nd</sup> year is a combination of theoretical learning and classroom placements.
- DE **ISCED 0:** State final exam or certificate  
**ISCED 1:** First and second state examination for the respective profession
- IE **ISCED 0:** National Qualifications Framework (5)  
**ISCED 1:** National Qualifications Framework (8)
- IT **ISCED 0/ ISCED 1:** The discussion of the final work and of the final traineeship report makes up the final exam that also qualifies to teach at pre-primary and primary level.
- LT **ISCED 0:** 40-hour course on work in pre-primary groups  
**ISCED 1:** Primary education Teacher's Qualification and complete a course on fundamentals of pedagogy and psychology
- MT **ISCED 0/ ISCED 1:** Teacher training qualification. Newly Qualified Teachers (NQTs) must also successfully undergo a two-year Induction and Mentoring Programme during their probation period before obtaining the teacher training qualification
- NL **ISCED 0/ ISCED 1:** Teacher training programme
- PT **ISCED 0/ ISCED 1:** All teachers require a professional qualification. This is obtained after having attended and passed an initial teacher training course.
- RO **ISCED 0:** Minimum 2-year Insertion period. After a period of minimum 2 years, the beginner teachers may take the teacher exam, which certifies the required professional competences for the teaching activity. The teacher exam becomes compulsory after 2 years since the end of the initial stage, and beginner teachers can take up to 3 times this exam in a period of 5 years.  
**ISCED 1:** The initial teacher training is concurrent– meaning that education and training are combined with the professional training within the same educational sequence. The teacher exam becomes compulsory after 2 years since the end of the initial stage, and beginner teachers can take up to 3 times this exam in a period of 5 years.
- SK **ISCED 1:** First two years of practice include adaptation education under the supervision of the inducting teacher. The induction period on entry to the profession is compulsory for all staff. Three months require induction for assistants.

## MAIN FINDINGS

The above table provides concise information about academic and professional qualifications required to work as a teacher in ISCED 0 and 1. Also, it provides information on whether all teachers can teach all subjects of the curriculum or if certain subjects must be taught by specialized teachers.

Most of the countries require at least the appropriate bachelor's degree in pedagogy for each ISCED education level: BE, BG, HR, CY, CZ, DK, EE, FL, FR, EL, HU, IE, IT, LV, LT, LU, NL, PL, SL, ES and SE (21 countries). However, diploma in pedagogy is enough in AT, DE, MT and SK for ISCED educational level 0. A master's degree is required in PT and RO.

For Primary education (ISCED lever 1) a bachelor's degree in pedagogy is required in AT, BE, BG, CY, CZ, DK, FR, DE, EL, HU, IE, IT, LV, LT, LU, MT, NL, PL, ES and SE (20 countries). A master's degree in required in HR, EE, FL, PT, RO and SK. In SL, both a bachelor's degree in pedagogy and a master's degree in pedagogy are required.

In terms of professional requirements in order to work as a teacher in ISCED 0, no additional requirements are needed in AT, CY, CZ, DK, FL, EL, LV, LU, PL, SK, SL, ES and SE (13 countries). In BE, BG, HR, EE, FR, DE, IE, IT, LT, MT, NL, PT and RO (13 countries), there is a professional requirement of some kind. Details are listed in the Country-specific professional requirements section, below Table 4. No relevant information was noted for HU.

In order to teach in Primary education (ISCED lever 1), there are no professional requirements in AT, CY, CZ, DK, EL, LV, LU, PL, SL, ES and SE (11 countries). In BE, BG, HR, EE, FL, FR, DE, IE, IT, LT, MT, NL, PT, RO and SK (15 countries), there is a professional requirement of some kind. Details are listed in the Country-specific professional requirements section, below Table 4. No relevant information was noted for HU.

Finally, in most of the countries, AT, BE, HR, CY, CZ, EL, HU, IE, IT, NL, PL, RO, SK, ES (14 countries) in pre-primary education all teachers are eligible to deliver all subjects of the curriculum. However, in BG, FR and LV the music lesson is taught by suitable musicians. For FL and LT specialized teachers are required for the teaching of Arts, LV and LT for Sports and LV for Foreign Language. The related data was not noted for DK, EE, DE, LU, MT, SL, SE and PT.

For primary education, in several countries, AT, BE, CY, CZ, HU, IE, IT, NL, RO and SL (only for Grade 1) (10 countries) all teachers are eligible to deliver all subjects of the curriculum for the primary educational level.

Specialized teachers are required for the teaching of classes like music, arts and foreign languages in some countries. Specifically, in:

- HR special teachers are required for Foreign Languages and Religion classes.
- FL for Arts
- FR for Music
- DE for Math, German, Local History and Specialized subjects
- DK Specialized Teachers
- EL for Music, Art, Foreign Languages, Physical Education
- LV for Sport, Music, Foreign Language
- LT for Foreign Language, Dance, Arts, Sports
- MT for Music, Art, Science, Physical Education, Drama, Personal, Social and Career Education, Information and Computer Technology, and Health and Safety
- PL for Foreign Language, Computers & Art
- SK for Foreign Language and Specialized Activities

- SL for Arts & sport, Foreign Language (Grade 2)
- ES for Physical Education, Foreign Language, Music
- SE for Music, Physical Education

For BG, EE, LU and PT the related data was not noted.

## PART3: ANALYSIS OF PEDAGOGICAL FRAMEWORKS AND CURRICULA (PUPILS 5-10 YEARS OLD)



AUSTRIA

Table 5: Analysis of pedagogical frameworks and curricula for Austria (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Kindergarten</b>	Creative Design Early Mathematical Education Early Musical Education Game Language and Speech Rhythmic-Musical Education Sports and Movement Work Education	Early Mathematical Language & Speech (German) Musical and Work Education Sports and Game	N/A
<b>Volksschule (Elementary)</b>	Economic Education (Including Savings and Consumer Education) Education for Environmental Protection Education for Equality for Women and Men Health Education Intercultural Learning Media Education Musical Education Political Education (Including Peace Education) Reading Education Road Safety Education Sex Education Speech Training	Artistic Education Exercise and Sports German Mathematics Music Education Physical Education Physical Education Reading Religion Technical Works Textile Manufacturing Writing	Artistic Education German Maths Music Sports Technical Works
<b>Special Education</b>	Discovering Learning Informative Learning Learning in The Game Open Learning Project-Oriented Learning Repetitive and Practice Learning	N/A	Creativity Learning Motivation Learning Support Sensible Leisure Activities Recreation Social Learning

Notes:

N/A: Not applicable, no answer or not specified

## BELGIUM

Table 6: Analysis of pedagogical frameworks and curricula for Belgium (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Flemish Pre-primary</b>	Dutch Mathematical Initiation People & Society Physical & Arts Education Science & Technology	Developmental objectives constitute the common core.	No official Syllabus. Teaching methods and activities depending on the decisions of the school board.
<b>Flemish Primary</b>	There are two different types of attainment targets (related to a subject area and Cross-curricular).	N/A	Arts Cross-Curricular Themes: learning to learn, social skills ICT Dutch & French Human Maths Physical Science Society
<b>French Pre-primary</b>	Develop child's: awareness, socialisation, learning of cognitive, social, affective and psychomotor skills. Identify child's difficulties and handicaps and address these through remediation.	Attainment of specific core & basic skills for academic future(compulsory education).	Not specifically presented.
<b>French Primary</b>	To prioritise learning how to read, with the emphasis on deciphering, written work and communication (basic mathematical tools, attain the overall objectives of compulsory education).	Create conditions which all children feel at ease. Develop open-mindedness, curiosity, a taste and desire for learning Ensure the child acquire the basic knowledge for their academic future and be open to the life of the group/class and the environment. Strive for personal growth including self-affirmation, expression.	Artistic Education French and modern languages Geography History Maths Physical Education Technology

			It includes cross-disciplinary skills and disciplinary skills.
<b>German Pre-primary</b>	<p>Developing Mathematic Reasoning            Foreign-language Activities            Mother Tongue            Musical Education            Psycho-motor skills            World Understanding</p>	Developmental objectives	Flexible, not specified.
<b>German Primary</b>	<p>Learning process must be organised in such a way that the pupils can actively participate in building up their own knowledge and acquiring competences.</p>	<p>To be taught as many skills as possible and lead to mastering certain, subject-specific core skills as a minimum requirement according to the decree of 16 December 2002.</p>	<p>Flexible not specific but compulsory education includes:</p> <ul style="list-style-type: none"> <li>Art</li> <li>First foreign language</li> <li>Geography</li> <li>History</li> <li>Language instruction</li> <li>Mathematics</li> <li>Music</li> <li>Natural sciences</li> <li>Religion or Ethics</li> <li>Sport</li> <li>Technology</li> </ul>

Notes:

N/A: Not applicable, no answer or not specified

## BULGARIA

Table 7: Analysis of pedagogical frameworks and curricula for Bulgaria (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
Pre-school (2 years before primary education)	Preschool education lays the foundation for lifelong learning by providing physical, cognitive, linguistic, moral, social, emotional and creative development of children taking into account the importance of the game in the process of pedagogical interaction.	To prepare children for the school environment at a later stage and provide them with the skills and values needed for that environment.	Competences are defined as expected results from education, training and socialization of children for each age group in educational areas: Arts Bulgarian language Construction and Technology Environment Literature Mathematics Music Physical Culture
Nachalno <sup>6</sup> uchilishte Elementary school (grades 1-4)	N/A	Basic education aims to give students basic knowledge and skills, assisting them in their studies, provoking them to be active, to think independently and critically, and to show creativity.	Arts Bulgarian Construction Geography History Mathematics Music Nature Science

## Notes:

N/A: Not applicable, no answer or not specified

CROATIA

Table 8: Analysis of pedagogical frameworks and curricula for Croatia (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
Preschool	<p>I (the image of oneself)</p> <p>The image of oneself and others: family, other children, the immediate social community, kindergarten, and the local community.</p> <p>The world around me (the natural and the wider social environment, cultural heritage, and sustainable development).</p>	<p>Fostering comprehensive and sound growth and development of the child, and the development of all areas of the child's personality: physical, emotional, social, intellectual, moral, and spiritual, appropriate for the child's developmental level</p>	<p>Individual and special curricula.</p>
Primary	<p>Civil Education</p> <p>Health, safety and environmental protection</p> <p>Learning to learn</p> <p>Personal and Social development</p> <p>Use of information and communication technology</p>	<p>Key competences in primary school</p>	<p>Art area</p> <p>Croatian language</p> <p>Foreign Languages</p> <p>Mathematics process</p> <p>Physical Education and health</p> <p>Science area</p> <p>Social Science and Humanities area</p> <p>Technical and informatics area</p>

CYPRUS

Table 9: Analysis of pedagogical frameworks and curricula for Cyprus (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
Pre-primary	Highlight elements such as play and a broader concept of learning combining various subject areas. To give space and time to each individually and to each group of children to develop and demonstrate their potential and abilities.	ECEC puts the bases for later years. Every child is unique with individual learning mechanisms. Children learn through exploration, play and discussion. Learning process should begin with what children can do. Relations between adults and children are a milestone in their development. Learning through play is vital.	<u>4 developmental areas:</u> - Emotional Empowerment - Mental Strengthening - Mobile Competences - Personal and Social Understanding <u>7 subject areas:</u> - Art - Education - Language - Maths - Music - Natural Sciences - Physical - Social Studies
Primary Education	The fundamental principle defining the objectives of Primary Education has always been the balanced development of the children's personality: - The first pillar refers to the comprehensive set of knowledge and competences that pupils are expected to master in each school subject. - The second pillar focuses on the values, attitudes and behaviours that pupils should develop as democratic citizens. - The third pillar is related to the development of qualities, skills and key competences required by and for the 21st century society, so that children can become able to take on responsibilities and be active in the contemporary, sociocultural context.	To create and ensure the necessary learning opportunities for all children regardless of age, sex, family and social background or cognitive abilities. To achieve cognitive, emotional and psychomotor domains, deal successfully with the various problems, be prepared for active and constructive participation in social, political, cultural and financial contexts, develop social understanding, belief in human values, respect towards cultural heritage and human rights, and to develop environmental awareness.	Art Education Design and Technology English Environmental Education - Education for Sustainable Development Geography Greek Language Health Education History Literature Mathematics Music Education Physical Education Religious Education Science

## CZECH REPUBLIC

Table 10: Analysis of pedagogical frameworks and curricula for Czech Republic (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Early Childhood Education</b>	<p>Develop the child, his/her learning ability and knowledge.</p> <p>Transmit basic values of our society.</p> <p>Help children achieve personal independence and ability to act as an independent personality with an impact on the society.</p>	<p>To assist the child in acquiring foundations of key competencies from an early age and thus gain grounds for their lifelong learning, enabling them to more easily and reliably find their use in a knowledge society.</p>	<p>A child and their body and mind</p> <p>Cognitive abilities and functions</p> <p>Intellectual operations</p> <p>Self-perception – Emotions: will a child and the other person, the others and the world</p> <p>Language and Speech</p>
<b>Primary Education</b>	<p>Acquire basic learning strategies and life-long learning, creative thinking, logical reasoning, problem solving, effective communication.</p> <p>Develop pupils' abilities to cooperate and to value their own work and achievements as well as the work and achievements of others. Guide pupils to become free and responsible individuals, express positive feelings and emotions, develop sensitivity and responsiveness towards people/environment/nature, and to protect their physical/ mental/social health.</p> <p>Guide pupils to tolerance and consideration for other people, to a respect for their culture and spiritual values; teach pupils to live together with others.</p> <p>Help pupils to discover and develop their own abilities and skills in the context of actual opportunities and to use their abilities and skills in combination with their acquired knowledge when making decisions regarding the aims of their own life and profession.</p>	<p>Basic education should help pupils to form, shape and gradually develop their key competencies and provide them with the dependable fundamentals of general education mainly aimed at situations that are close to their real life and at practical behaviour.</p>	<p>Arts and Culture</p> <p>Chemistry</p> <p>Civil Education</p> <p>Cross-Curricular Subjects</p> <p>Czech Language and Literature</p> <p>Democratic Citizenship</p> <p>Drama Education</p> <p>Education on Thinking in European and Global Contexts</p> <p>Environmental Education</p> <p>Fine Arts</p> <p>Geography</p> <p>Health Education</p> <p>History</p> <p>Human and Health</p> <p>Humans and Nature</p> <p>Humans and society</p> <p>Humans and the World of Work, Complementary Educational Field</p> <p>Humans and their world</p> <p>Information and communication</p>

			<ul style="list-style-type: none"><li>Language</li><li>Language and Communication through</li><li>Mathematics and its application</li><li>Media Education</li><li>Multicultural Education</li><li>Music</li><li>Natural Sciences</li><li>Personal and Social Education</li><li>Physical Education</li><li>Physics</li><li>Second Foreign Language</li><li>Technologies</li></ul>
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## DENMARK

Table 11: Analysis of pedagogical frameworks and curricula for Denmark (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Preschool</b>	The preschool must prepare the students for participation, co-responsibility, rights and duties in a society with freedom and democracy.	Foundation for their versatility development.	Commitment and Community Creative and Musical Forms of Expression Body and Movement Language Mathematical Attention Scientific Phenomena Cross-Cutting themes: <ul style="list-style-type: none"> <li>- Innovation and Entrepreneurship</li> <li>- IT<sup>G</sup> and Media</li> <li>- Linguistic development</li> </ul>
<b>Grades 1-3</b>	Develop working methods and create a framework for experience, immersion and desire to work.	Familiarisation with Danish culture – history and understanding of other countries - culture, understanding of human interaction with nature and promote the individual student's development.	Christian knowledge Crafts and Design Danish English Maths Music Nature – Technology Sports Visual Art Cross-cutting themes: <ul style="list-style-type: none"> <li>- Innovation and Entrepreneurship</li> <li>- IT<sup>G</sup> and Media</li> <li>- Linguistic development</li> </ul> Compulsory topics: <ul style="list-style-type: none"> <li>- Education and Jobs</li> <li>- Family Knowledge</li> <li>- Health and Sex Education</li> <li>- History</li> <li>- Traffic Science</li> </ul>

ESTONIA

Table 12: Analysis of pedagogical frameworks and curricula for Estonia (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Level 0</b>	<p>The general skills to be developed comprise: playing skills, cognitive and study skills, social skills and reflexive skills.</p> <p>Study activities include listening, speaking, reading, writing, observing, exploring, comparing, calculating and various movement, musical and artistic activities.</p>	<p>Preschool education is the set of knowledge, skills, experience and behavioural rules which provides the prerequisites for coping successfully in everyday life and at school. Create possibilities and conditions for the formation of a healthy personality socially and mentally alert, self-confident and considerate of others and the environment. Maintain and strengthen the health of the child and to promote his or her emotional, moral, social, mental and physical development.</p>	<p>Fields of teaching and learning comprise:</p> <ul style="list-style-type: none"> <li>- Arts</li> <li>- Estonian as a second language (in an institution or group with other language of instruction)</li> <li>- Language and Speech</li> <li>- Mathematics</li> <li>- Music</li> <li>- Myself and the Environment</li> <li>- Physical movement</li> </ul>
<b>Level 1</b>	<p>The school shall contribute to growing youth into a creative, diverse personality who are able to self-actualize in full-fledged manner in different roles: in the family, at work and in public life.</p>	<p>Basic schools shall create conditions for the balanced development in pupils of a variety of abilities and for self-actualization, and for the shaping of a knowledge-based worldview.</p>	<p>Art subjects</p> <p>Foreign Languages:</p> <ul style="list-style-type: none"> <li>- English</li> <li>- Estonian</li> <li>- French</li> <li>- German</li> <li>- Russian</li> </ul> <p>Language &amp; Literature</p> <p>Maths</p> <p>Nature Science</p> <p>Physical education</p> <p>Technology</p>

FINLAND

Table 13: Analysis of pedagogical frameworks and curricula for Finland (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
Pre-primary	Improve children's opportunities for learning and development.	Prepares children for comprehensive school	Mathematics Environmental and Natural Awareness Art and Culture (Children whose native language is something other than Finnish or Swedish will study Finnish or Swedish as a foreign language. In addition, they can study their own native language if the municipality organises such education. Children can receive education in their own religion or in ethics. Preschool education teaches children to value their native language and culture. They also learn to respect the languages and cultures of other people).
Basic Education	Thinking and Learning to Learn Cultural literacy Communication and Expression Managing Daily Life Taking Care of Oneself and Others Multiliteracy ICT-skills Entrepreneurial and Work Life Skills Participation in and Building Sustainable Future.	Developing schools as learning communities, emphasizing: <ul style="list-style-type: none"> <li>- Joy of learning</li> <li>- Collaborative atmosphere</li> <li>- Promoting student autonomy in studying and in school life</li> </ul>	Biology Chemistry Crafts Environmental Studies Foreign Languages Geography Health Education History Home economics Maths Mother Tongue and Literature: Finnish or Swedish Music

			National Language: Swedish or Finnish Physical education Physics Religion or Ethics Social Studies Visual Arts
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FRANCE

Table 14: Analysis of pedagogical frameworks and curricula for France (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Pre-primary</b>	<p>Mobilize language in all its dimensions:</p> <ul style="list-style-type: none"> <li>- Act, express yourself, understand through physical and artistic activities.</li> </ul> <p>Build the first tools to structure your thinking Explore the world.</p>	<p>Kindergarten is an essential step in the students' journey to guarantee their academic success. Its main mission is to make children want to go to school to learn, assert and develop their personality</p>	<p>They develop their oral language there and begin to discover writing, numbers and other areas of learning. They learn by playing, thinking and problem solving, practicing, recalling and memorizing.</p>
<b>(École élémentaire) Primary Education</b>	<p>Using the French language, written or spoken. Using a foreign language. Using the language of mathematics, sciences and computers. Using the language of arts and of the body. Methodologies and tools to learn: the training of the individual and citizen Natural and technical systems. Word representations and human activity.</p>	<p>The common core of knowledge, skills and culture defines skills, based on knowledge regarding several domains that a student has to master at the end of compulsory schooling. A common core culture is established between the 2<sup>nd</sup> and the 3<sup>rd</sup> cycles.</p>	<p>Art Education Civic and Moral education (1-3grades) French Mathematics Modern Languages (foreign or regional) Physical education Question the World</p>

GERMANY

Table 15: Analysis of pedagogical frameworks and curricula for Germany (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>KITA/ Kindergarten</b>	Development of language, communication, literacy. Personal development of the personality, cognition, development of interests in music, sports, arts, technology, health.	Basic Interests in Religion Communication Culture Language Mathematics Music Nature Science and Technology and Media Sports and the Body	Sense experience, movement experience of the children. Pedagogical procedure: - Authenticity - Clarity - Clear Rules - Emotional Warmness - Empathy - Reliability Encouragement of the individual interest
<b>Elementary School  Baden- Württemberg</b>	<u>Sports:</u> - Consumer Education - Health Promotion - Media Education - Prevention - Professional Orientation - Sustainable Development <u>German:</u> - Listening - Reading - Speaking - Writing <u>English&amp; French:</u> - Communicative Skills - Cultural Competence - Linguistic Means <u>Maths:</u>	Alevits and Islam Religious Education Arts and works Catholics Religious Education English Factual Instruction French German Jewish Religious Education Maths Music Protestant Religious Education Sports and movement	Arts and Works English Factual Instructions French German Maths and Science Music Religious Education Sports

	<ul style="list-style-type: none"> <li>- Numbers and Operations</li> <li>- Space and Form</li> <li>- Sizes and Measurements</li> <li>- Data</li> <li>- Frequency and Probability</li> <li>- Small Numbers</li> <li>- Quantities of Additives</li> <li>- Subtractive Actions</li> <li>- Natural Numbers up to 100</li> <li>- Multiplication</li> <li>- Division</li> <li>- Addition</li> <li>- Subtraction of Natural Numbers up to 100</li> <li>- Natural Numbers up to 1 Million</li> <li>- Calculation Methods</li> <li>- Calculation Laws of Natural Numbers up to 1 Million</li> <li>- Fractional Numbers</li> <li>- Basic Arithmetic Operations in the Range of Fractional</li> </ul> <p><u>Music:</u></p> <ul style="list-style-type: none"> <li>- Acting in The World</li> <li>- Communicate and Make Yourself Understood</li> <li>- Experience and Perceive the World</li> <li>- Explore and Understand the World</li> <li>- Reflect and Position Yourself</li> <li>- Shaping the World</li> </ul> <p><u>Arts/works:</u></p> <ul style="list-style-type: none"> <li>- Experience and Perceive the World</li> <li>- Explore and Understand the World</li> </ul>		
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	<ul style="list-style-type: none"> <li>- Communicate and Make Yourself Understood</li> <li>- Acting in The World - Shaping the World</li> <li>- Reflect and Position Yourself</li> </ul> <p><u>Factual instructions:</u></p> <ul style="list-style-type: none"> <li>- Democracy and Society</li> <li>- Nature and Life</li> <li>- Natural Phenomena and Technology</li> <li>- Space and Mobility</li> <li>- Time and Change</li> </ul> <p><u>Religious education:</u></p> <ul style="list-style-type: none"> <li>- Percipience</li> <li>- Interpretation</li> <li>- Judge</li> <li>- Deliver</li> <li>- Communication</li> <li>- Dialogue to Create</li> </ul>		
<p><b>Bayern</b></p>	<p>Arts English German Local and Material Education Maths Music Religious education</p> <p><u>Ethics:</u></p> <ul style="list-style-type: none"> <li>- Act Ethically and Communicate</li> <li>- Consider and Judge</li> <li>- Empathize and take part</li> <li>- Recognize and understand</li> </ul> <p><u>Work and Design:</u></p> <ul style="list-style-type: none"> <li>- Communicate and Present</li> <li>- Perception and Analysis</li> <li>- Production and Design,</li> </ul>	<p>German German as Second Language English Ethics Protestant Religious Education Catholic Religious Education Local and Material Education Arts Maths Music Sports Work and Design</p>	<p>Ethics Work and Design</p>



	<ul style="list-style-type: none"> <li>- Reflect and Evaluate</li> </ul>		
<b>Berlin /Brandenburg</b>	<p><u>Reception</u></p> <ul style="list-style-type: none"> <li>- Listening comprehension</li> <li>- Understanding and using listening texts, including those conveyed by media</li> <li>- Apply strategies of understanding listening</li> </ul> <p><u>Reception</u></p> <ul style="list-style-type: none"> <li>- Reading comprehension - understanding and using texts</li> <li>- Apply reading techniques and reading strategies Production speaking</li> <li>- Summarize facts and information</li> <li>- Present thoughts on a topic</li> <li>- Give a lecture</li> </ul> <p><u>Production</u></p> <ul style="list-style-type: none"> <li>- Writing - Writing texts</li> <li>- Use writing strategies</li> <li>- Interaction - reacting to speeches in conversations</li> </ul> <p><u>Language Awareness</u></p> <ul style="list-style-type: none"> <li>- Words and phrases of everyday</li> <li>- Educational and technical language</li> </ul> <p><u>Distinguish</u></p> <ul style="list-style-type: none"> <li>- Use word formation patterns e.g., prefixes, suffixes, use multilingualism</li> </ul>	<p>Arts English Factual Instructions French German Maths Music Sports</p>	<p>See Above German Maths</p>
<b>Bremen</b>	<p>See Above German</p> <p><u>Aesthetics:(sports, arts, music)</u></p> <ul style="list-style-type: none"> <li>- Ability to improvise, to play spontaneously</li> </ul>	<p>Aesthetics English Factual Instruction German Maths Origin Language Pedagogical Guidelines</p>	<p>Aesthetics Arts English Factual Instructions German Maths Music</p>

	<ul style="list-style-type: none"> <li>- Capacity for aesthetic sensitivity in the sense of differentiation and intensification of the perceptive faculty</li> <li>- Ability to experiment with aesthetic effects and differentiate them linguistically to be able</li> <li>- Ability to communicate using different types of characters</li> <li>- Ability to enjoy perception</li> <li>- Ability to expand and critically question one's own aesthetic experiences</li> </ul>		<p>Origin Language Pedagogical Guidelines Sports</p>
<b>Hamburg</b>	<p>See Above</p> <p><u>Theatre:</u></p> <ul style="list-style-type: none"> <li>- Participate in Theatre (Socio-cultural competence)</li> <li>- Playing Theatre (creative competence)</li> <li>- Reflect Theatre (Communicative Competence)</li> <li>- Understanding Theatre (professional competence)</li> </ul> <p><u>Fine arts:</u></p> <ul style="list-style-type: none"> <li>- Elementary experiences with: <ul style="list-style-type: none"> <li>o senses and body</li> <li>o places</li> <li>o events</li> <li>o incidents</li> </ul> </li> <li>- Handling of Materials and Tools</li> <li>- Collect</li> <li>- Organize</li> <li>- Explore</li> </ul>	<p>Catholic Religious Education English Maths Factual Instructions Fine Arts German German as Second Language Low German Music Origin Language Religious Education Sports Theatre</p>	<p>English Factual Instructions Fine Arts German German As Second Language Low German Maths Origin Language Music Religious Education Sports Theatre</p>
<b>Hessen</b>	<p>Protestantic/ Catholic Religious Education Putting into Motion (Body Language)</p>	<p>Arts Factual Instructions</p>	<p>Arts&amp; Music German Factual Instructions</p>

	<p>Dance Pantomime Still Image Presenting Game Role Play Linguistic Design Single Choral Responsorial Rhythmic Onomatopoeic <u>Tell your own stories:</u></p> <ul style="list-style-type: none"> <li>- Associative</li> <li>- Identifying</li> <li>- Meditative</li> <li>- Reporting</li> </ul> <p><u>Factual instructions:</u></p> <ul style="list-style-type: none"> <li>- Collect</li> <li>- Compare – differentiate – Experimenting – Investigating – Constructing</li> <li>- Dealing with others</li> <li>- Measure</li> <li>- Observe</li> <li>- Organize</li> <li>- Orientation in time and space</li> <li>- Planning - Projecting</li> <li>- Share Information</li> <li>- Solving Problems</li> <li>- Thinking Critically</li> </ul>	<p>Foreign Language German Maths Music Origin Language Protestantic and Catholic Religious Education Sports</p>	<p>Maths Protestantic Religious Education Sports</p>
<p><b>Mecklenburg-Vorpommern</b></p>	<p>German <u>Arts:</u> Artistic strategies Artists and Artworks from different times and cultures</p>	<p>Arts Factual Instruction German Low German Maths</p>	<p>Arts German Low German Maths Music</p>

	<p>Basic areas of experience</p> <p>Material</p> <p>Methods and Techniques Image Media</p>	<p>Music</p> <p>Philosophy</p> <p>Religious Education</p> <p>Sports</p> <p>Works</p>	<p>Philosophy</p> <p>Protestantic Religious Education Factual Instruction</p> <p>Sports</p> <p>Works</p>
<b>Niedersachsen</b>	<p>See Above</p>	<p>Arts</p> <p>Education</p> <p>English</p> <p>German</p> <p>Islam Religious Education</p> <p>Maths</p> <p>Music</p> <p>Origin Language</p> <p>Physical</p> <p>Protestantic and Catholic</p> <p>Sports</p> <p>Textile Design</p> <p>Works</p>	<p>See Above</p>
<b>Nordrhein-Westfalen</b>	<p>English</p> <p>German</p> <p>Maths</p> <p>Music and Arts</p> <p>Physical education</p> <p>Protestant religious Doctrine and Catholic religious doctrine</p>	<p>Art</p> <p>Catholic Religious Doctrine</p> <p>English</p> <p>German</p> <p>Mathematics</p> <p>Music</p> <p>Physical Education</p> <p>Protestant Religious Doctrine</p> <p>Sports</p>	<p>German</p> <p>Maths</p> <p>Physical Education</p>
<b>Rheinland-Pfalz</b>	<p>German</p>	<p>Factual Instruction</p> <p>German</p> <p>Maths</p> <p>Music</p> <p>Protestantic and Catholic Religious Education</p> <p>Sports</p>	<p>Factual Instruction</p> <p>German</p> <p>Maths</p> <p>Music</p> <p>Protestantic and Catholic Religious Education</p>

			Sports
<b>Saarland</b>	See Above	Fine Arts French German Religious Education (Protestantic, Catholics, Islam)	See Above Fine Arts French Functional Structure German Math Music Origin Language Religious Education (Protestantic, Catholics, Islam) Sports
<b>Sachsen</b>	See Above	See Above	See Above
<b>Sachsen-Anhalt</b>	See Above	English Ethics German Math Music Protestantic and Catholics Religious Education Expertise Teaches Sports	See Above Design English Ethics Expertise Teaches Sports German Math Protestantic and Catholics Religious Education
<b>Schleswig-Holstein</b>	Lutheran Religion Catholic Religion <u>Homeland and Material Education</u> <ul style="list-style-type: none"> <li>- Learning Fields: me and us, securing human life, space and time</li> <li>- Home and Foreigners</li> <li>- Nature and Environment</li> <li>- Technology – Media – Economy</li> </ul> <u>Textile gauge</u> <ul style="list-style-type: none"> <li>- Textiles in the consumer company</li> <li>- Textiles - clothing – wellbeing located</li> </ul>	Art Catholic Religion German Homeland and Material Education Lutheran Religion Math Music Philosophy Sports Technology Textile Gauge	See Above Art Catholics Religion German Homeland and Material Education Lutheran Religion Math Music Philosophy Sports Technology

	<ul style="list-style-type: none"> <li>- Work with textiles and design</li> <li>- Textiles as means of expression of a culture</li> <li>- Help shape the living environment</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>- Building and Built Environment</li> <li>- Information and Communication</li> <li>- Production</li> <li>- Supply and Disposal</li> <li>- Transport and Traffic</li> <li>- Work</li> </ul>		Textile Gauge
<b>Thüringen</b>	See Above	Art Ethics Foreign Language German Homeland and Material Education Mathematics Media Education Music Music Protestant and Catholics and Jewish Religious Education Sport Works	See Above

GREECE

Table 16: Analysis of pedagogical frameworks and curricula for Greece (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
Pre-primary	<p>Develop their senses and organize their actions motor and mental ones.</p> <p>Enrich and organise their experiences from the physical and social environment and acquire the skill to differentiate the relations and their interactions therein.</p> <p>Develop the ability to comprehend and express themselves with symbols and particularly in the fields of language, mathematics and aesthetics</p> <p>Forge interpersonal relations boosting their gradual and harmonious social inclusion.</p> <p>Develop initiatives freely and effortlessly in an organised environment and adjust in the two-way relation between an individual and a group.</p>	Help child develop emotionally, mentally and socially.	<p>Creation and Expression</p> <p>Environmental Study</p> <p>ICT</p> <p>Language</p> <p>Mathematics</p>
Primary	<p>Broaden and rearrange the relationship between creative activity and things, conditions and phenomena under study.</p> <p>Build up mechanisms helping them to assimilate knowledge, develop physically, improve their physical mental health.</p> <p>Conquer the content of the most basic concepts and gradually acquire the ability to ascend from sense data to the sphere of abstract thinking.</p> <p>Attain the ability to use correct oral and writing skills.</p>	Primary school aims at the multifaceted intellectual and physical development of children.	<p>Arts Education (Visual Arts, Music, Drama)</p> <p>Civics Education</p> <p>English</p> <p>Flexible Zone</p> <p>Geography</p> <p>History</p> <p>ICT</p> <p>Language</p> <p>Mathematics</p> <p>Natural Sciences</p> <p>Physical Education</p> <p>Religious Education</p> <p>Second Foreign Language</p>

	<p>Familiarise themselves with moral, religious, national humanitarian and other values and organise them into a system of values. Cultivate their aesthetic criterion so as to appreciate works of art and express themselves accordingly, through their own artistic creations</p>		<p>Study of the Environment</p>
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## HUNGARY

Table 17: Analysis of pedagogical frameworks and curricula for Hungary (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
Kindergarten "ovoda"	N/A	Develop early childhood education and to consider the special needs of children and pupils with special educational needs and difficulties of integration, learning and behavior, to promote their most effective development in accordance with their individual abilities, and to create opportunities for full social integration.	Teachers are free to choose the syllabus.
Primary education (általános iskola")	Assesses the components mother tongue, mathematical and reasoning skills.	N/A	<ul style="list-style-type: none"> <li>Arts</li> <li>Human Society and Nature</li> <li>Hungarian</li> <li>Information Technology</li> <li>Lifestyle and Practical Skills</li> <li>Living Foreign Language</li> <li>Maths</li> <li>Our Earth and Environment</li> <li>Physical Exercise</li> <li>Physical Exercise and Sports</li> </ul>

**Notes:**

N/A: Not applicable, no answer or not specified

IRELAND

Table 18: Analysis of pedagogical frameworks and curricula for Ireland (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Pre-primary Education</b>	The beginning of systematic studies characteristic of primary education, reading, writing and mathematics. It is common, however, for children to begin learning basic literacy and numeracy skills at the pre-primary level.	Designed to nurture the child in all dimensions for his or her life spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.	N/A
<b>Primary Education</b>	To enable children to learn how to learn, and to develop an appreciation of the value and practice of lifelong learning.	The curriculum aims to develop each child's potential to the full-encourage a love of learning-help children develop skills they will use all their lives	Arts Education English Irish Maths Physical Education Social Environmental and Scientific Education (SESE) <sup>G</sup> : (History Geography and Science) Social Personal and Health Education (SPHE) <sup>G</sup> <u>Northern Ireland Curriculum:</u> +Religious Education (RE) +Relationships and Sexuality Education +Drugs Education and Careers Education

Notes:

N/A: Not applicable, no answer or not specified

ITALY

Table 19: Analysis of pedagogical frameworks and curricula for Italy (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
Level 0	Not formally declared in the document.	Promote the development of identity, autonomy and competence in children and to initiate them into citizenship.	<ul style="list-style-type: none"> <li>Body and Movement</li> <li>Images</li> <li>Knowledge of the world</li> <li>Sounds and Colours</li> <li>Speech and Words</li> <li>The self and Others</li> </ul>
Level 1	The National guidelines set, for each subject, the learning objectives that indicate the experience fields, knowledge and skills which are needed to reach the goals for the development of competences at the end of primary education.	Enable students to acquire the fundamental knowledge and skills to develop basic cultural competence.	<ul style="list-style-type: none"> <li>Art</li> <li>Catholic Religion (optional)</li> <li>Catholic religion (optional)</li> <li>Citizenship and Constitution</li> <li>English</li> <li>Geography</li> <li>History</li> <li>Italian</li> <li>Mathematics Sciences</li> <li>Music</li> <li>Sports Education</li> <li>Technology</li> </ul>

LATVIA

Table 20: Analysis of pedagogical frameworks and curricula for Latvia (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Pre-primary</b>	<p>To advance the development of mental, physical and social abilities and to firm the understanding of general processes of nature and society, to build up moral and ethical values.</p> <p>To ensure development of initiative, inquisitive, independent and creative activities.</p> <p>To develop communication and cooperation skills</p> <p>To favour formation of the harmonic personality of the child.</p> <p>To form an understanding of belonging to the State of Latvia and ensure possibility to learn about Latvia and values of democracy.</p>	<p>The main objective of pre-school education is to promote the overall development and readiness of the child by starting the primary school stage in basic education.</p>	<p>Adaptation of School Life</p> <p>Development of Intellectual Skills and Creativity</p> <p>Personality development</p> <p>Practice of the State Language</p> <p>Socio-affective and Physical Development</p>
<b>Integrated Primary</b>	<p>Support the building of a knowledge-based, a democratic and socially integrated society in order to increase Latvian population &amp; economy</p>	<p>Provide basic knowledge and skills necessary for social and personal life.</p> <p>To generate background for further education, to favour development and growth of personality, to promote responsible attitude towards oneself, family, society, surrounding environment and the state.</p>	<p>Arts</p> <p>Crafts</p> <p>Foreign Language</p> <p>Introduction to Technologies</p> <p>Latvian Language</p> <p>Literature</p> <p>Man and Society</p> <p>Maths</p> <p>Natural Sciences</p> <p>Social Sciences</p> <p>Sports</p>

LITHUANIA

Table 21: Analysis of pedagogical frameworks and curricula for Lithuania (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Level 0</b>	The objectives based on the universal human values (national identity, citizenship, democracy). The curriculum, teaching methods and materials must help achieve the objectives set and cover the development of all skills necessary for the child social, interpersonal, cognitive, artistic and related to health care.	The purpose of pre-primary education is to help children prepare for successful schooling in accordance with the primary education curriculum.	Contextualism Education of the child's emotional intellect, his/her psycho-emotional state. Individualisation Integration Interrelations Social Cultural Purposefulness Types of activities: - Artistic Education - Communication - Health care - Knowledge
<b>Level 1</b>	The aim of primary education is to develop a healthy, active, creative child who has acquired the foundations of basic literacy and social, informational, cognitive, activity skills and common human values.	Its purpose is to provide children with the fundamentals of learning, literature and social and cultural skills. The purpose of primary education is to provide an individual with the basics of moral and social maturity, foundations of culture (including ethnic culture) and elementary literacy, as well as to assist the child in preparing him/her for learning according to the basic education curriculum.	Arts Foreign Language: English, German or French Lithuanian Languages: the Native Language of the Ethnic Group Maths Moral Education (Religion and Ethics) Physical Education Social and Natural Sciences Education for the Deaf and Hard of Hearing (Teachers are encouraged to use ICT in the education process)

## LUXEMBOURG

Table 22: Analysis of pedagogical frameworks and curricula for Luxembourg (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Early Childhood</b>	The goal is to develop an integrated system to administer resources for children, to co-ordinate decision making, and to enhance quality and efficiency in general.	Providing children with a stimulating environment and adapted learning opportunities within and outside school hours Non-formal education should provide space for movement, discovery, free play and rest	N/A
<b>Primary Education</b>	Pupils' competencies in languages, mathematics and science, intellectual, emotional and social aptitudes, capacity for judgement, awareness of time and space, observation and experimentation of the world, motor skills, athletic and physical abilities, creative and artistic skills, sense of citizenship, responsibility and respect for others.	Make learners pursue their education and learning throughout life.	Awakening Aesthetics Body expression Discovery of the World French and Luxembourgish Languages Human and Natural Sciences German Language Life in Common and Values Literacy Maths Psychomotor Development Sciences Sports and Health

Notes:

N/A: Not applicable, no answer or not specified

MALTA

Table 23: Analysis of pedagogical frameworks and curricula for Malta (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
Level 1	No formally declared	Emphasis should be given to general competences developed through cross-curricular themes which contribute to establishing the foundations for lifelong learning.	English Health and Physical Education Humanities and Education for Democracy Languages Maltese Mathematics Personal Religious and Ethics Education Science and Technology Social and Career Education Social Studies Visual and Performing and Expressive Arts School-Based Choices

NETHERLAND

Table 24: Analysis of pedagogical frameworks and curricula for Netherland (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Kindergarten</b>	No national curriculum for the kindergarten	Language, social, physical and creative development.	Language, social, physical and creative development are the main focus of pre-school. All of the skills are taught through play. Children sing, participate in outdoor activities, and listen to stories.
<b>Primary Education</b>	Artistic orientation Digital literacy Mathematics Movement education Netherlands Orientation on yourself and the world	Acquire knowledge in Netherlands Artistic orientation and Digital Literacy English Maths Movement Education Orientation on Yourself and the World	Artistic Orientation Digital Literacy English Mathematics Movement Education Netherlands Orientation on Yourself and the World



POLAND

Table 25: Analysis of pedagogical frameworks and curricula for Poland (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Pre-school</b>	Supporting the child's multidirectional activity, freely and play, sensory integration, acquisition experiences, independent exploration of the world, creating personal relationships, development of habits and behaviours leading to independence, understanding emotions and care, sensitivity aesthetic, exploration of nature, creating conditions enabling safe development of the child's identity, of social values and norms, learn culture and language of a national or ethnic minority, modern foreign language and cultures.	Support the overall development of the child. Support is realized through the process of care, upbringing and teaching – learning. The child achieves maturity to start learning at the first stage of education.	Cognitive Development Emotional Development Personal Physical Development Social Development
<b>Integrated Primary Education</b>	Introducing students to the world of values, cultural and national identity, self and others dignity, creativity, innovation and entrepreneurship, skills of critical and logical thinking, reasoning, argumentation and inference, his natural cognitive curiosity, social life and responsibility and self-education.	Introduction to the world of knowledge, preparation to exercise its duties & implementation to self-development.	Early school education is provided in the form of integrated education. General compulsory subjects will be reduced to three periods a day: <ul style="list-style-type: none"> <li>- Humanities</li> <li>- Mathematics</li> <li>- Science</li> </ul> At the same time, the number of optional subjects will be increased. Pupils will have new levels of freedom of choice to broaden their education through participation in educational activities outside the classroom system. In such activities, pupils of various ages and grade levels may take part in additional curriculum opportunities.

## PORTUGAL

Table 26: Analysis of pedagogical frameworks and curricula for Portugal (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Jardim de Infancia<sup>6</sup></b> <b>(Kindergarten)</b>	Know and accept your personal characteristics and your social and cultural identity, recognise and value social cultures, your safety and well-being, acquire the ability to make choices make decisions and strategies to solve the difficulties and problems, assume responsibilities, cooperate with others in the learning process and create interventional attitude towards what is happening in the world, respect diversity and show solidarity, mastering movements that imply displacement and balance, control skill and manipulation movements.	Motor, social, emotional, cognitive and linguistic development.	N/A
<b>Ensino Basico<sup>6</sup></b> <b>1<sup>o</sup></b> <b>Ciclo 1</b> <b>(Basic education)</b>	Raise the functional level of conditional and coordinating capacities in several personal and interpersonal areas. Improve skills in different types of activities, acquire a knowledge of self, value identity and roots, recognizing diversity. Identify natural, social and technological elements of the environment, use simple scientific processes to carry out experimental activities to use Information and Communication Technologies. Communicate ideas appropriately, using different languages competence of orality, reading competence, writing competence, linguistic awareness, numbers and operations, geometry and measurement, problem solving,	Develop fundamental psychomotor skills, develop a set of skills from biology, physics, geography, geology, history, chemistry and technology. Understand the language – communication, aesthetic enjoyment, literary education, problem solving and critical thinking, mathematical learning, concept of the expressive body, thus enriching their practices and cultural horizons and develop different skills for the exercise of democratic citizenship.	Dance Environment Mathematics Music Physical Education Portuguese Theatre Visual Arts

	reasoning and communication, financial literacy and road safety.		
<b>Ciclo2</b>	Same as above	Same as above	Dance Mathematics Music Portuguese Theatre Visual Arts
<b>Ciclo 3,4</b>	Same as above	Same as above	Same as above

Notes:

N/A: Not applicable, no answer or not specified

## ROMANIA

Table 27: Analysis of pedagogical frameworks and curricula for Romania (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Level 0</b>	The education provided has to ensure the differentiated stimulation of children, aiming the intellectual, emotional, social and physical development of each child skills and attitudes required for his school entry and throughout life.	Early education ensures free, integral and harmonious development of the child's personality according to his rhythm and needs.	Integrated Experiential Domains Language Communication Domain Science Domain Aesthetic and Creative Domain Man and Society Domain Psychomotor Domain Activities: <ul style="list-style-type: none"> <li>- Artistic and Skill: drawing and painting</li> <li>- Awareness</li> <li>- Communication</li> <li>- Creative</li> <li>- Music and Movement</li> <li>- Outdoor</li> <li>- Playing with toy</li> <li>- Symbolic play</li> </ul>
<b>Level 1</b>	Establishes the frame & reference objectives.	Equal opportunities in the first stage of basic education to ensure the first stage of basic education for all children; to build up each child personality, respecting his/her own development level and rhythm; to ensure that each child acquires the basic knowledge, skills and attitudes that stimulate the effective and creative relation with the social and natural environment, and provides the necessary opportunities in continuing education.	Arts Counselling and Guidance Cultural Expression Entrepreneurial Skills Foreign Languages Human Being and Society Learning Abilities Maternal Language Maths Natural Sciences

			Physical Education Sports and Health Romanian Sensitization Skills Social and Civic Skills Technological Sciences
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## SLOVAKIA

Table 28: Analysis of pedagogical frameworks and curricula for Slovakia (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
Kindergarten	<u>Specific goals:</u> Communication competencies, mathematical competences and competencies in science and technology, digital competences, competences to learn, solve problems, think creatively and critically, social and personnel competences, civic competences, work competencies	Personal development of children in the field of social-emotional, intellectual, physical, moral, aesthetic, develops abilities and skills.	Art and Culture Health and Movement Human and Nature Human and Society Human and the World of Work Language and Communication Mathematics
1 <sup>st</sup> /2 <sup>th</sup> grade	Applies effective learning techniques, expressed in written and oral form, uses basic mathematical thinking, communication technologies in learning, to acquire critical thinking, scientific and social knowledge, respects himself and others, behaves culturally, tries to understand the other and respects the rights of others.	Balanced attention is paid not only to the cognitive and intellectual aspects of education, but also to the social and emotional development of students	Art and Culture Health and Movement Human and Nature Human and Society Language and Communication (Slovak/minority language and literature) Mathematics Working with Information
3 <sup>rd</sup> 4 <sup>th</sup> grade	Same as above	Same as above	Same as 1 <sup>st</sup> and 2 <sup>nd</sup> grade: + Human and Society + Human and the World of Work + First foreign language: English, French, German, Russian, Spanish, and Italian

## SLOVENIA

Table 29: Analysis of pedagogical frameworks and curricula for Slovenia (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
Level 0 2 <sup>nd</sup> age group	Develop the ability to debate and resolve, to understand and appreciate oneself and others, develop critical thinking, appreciate diversity, recognise emotions, foster curiosity, nurture language development for effective and creative use of speech, develop artistic expression, knowledge of different scientific fields, physical and locomotive development, develop self-reliant personal hygiene and care for one's health.	Autonomy Balance various aspects of the child's physical and mental development. Democracy Equal opportunities for children and parents by respecting diversity amid children. Pluralism Right to choose and being different	Arts Language Mathematics Movement Nature Society
Primary Education (grade 1, 2)	Provide students opportunities to acquire knowledge and develop skills consistent with their interest and abilities, to foster personal development, to develop the ability for life-long learning and continue education, to foster sense of belonging to one state, national identity and cultural heritage, as well as educate about common cultural values, to develop respect for human rights, tolerance and acceptance of diversity, to develop communication skills in the Slovenian language and foreign languages, educate for sustainable development, for taking responsibility for one's actions, one's health, other people and the environment, to develop entrepreneurial skills, innovation and creativity.	Promoting the harmonious physical, cognitive, emotional, moral, spiritual and social development of the individual, taking into account the laws of development; enabling the student's personal development in accordance with his/her abilities and interests, including the development of his/her positive self-image.	Biology Chemistry Civic Education (Civic Culture and Ethics) Engineering and Technology Fine Arts Geography History Home Economics Maths Music Physics Science and Technology Slovenian and Italian or Hungarian Social Studies Sports

## SPAIN

Table 30: Analysis of pedagogical frameworks and curricula for Spain (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
2 Infantil <sup>6</sup>	<p>Know their own body and that of others, their possibilities of action and learn to respect differences, observe and explore their family, natural and social environment.</p> <p>Acquire autonomy in their usual activities, develop their affective capacities, relate to others, acquire basic guidelines for coexistence and social relationships, exercise peaceful resolution of conflicts. Movement and body control habits, manifestations of communication and language, elementary guidelines of coexistence and social relationship, discovery of the physical and social characteristics of the environment in which they live</p>	Contribute to the physical, emotional, social and intellectual development	Determined by the educational administrators.
1-3 Primaria <sup>6</sup>	<p>Appreciate the values and norms of coexistence, learn to act in accordance with them, prepare for the active exercise of citizenship and respect human rights, as well as the pluralism typical of a democratic society.</p> <p>Develop habits of individual and teamwork, effort and responsibility in studying, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and an entrepreneurial spirit.</p> <p>Acquire skills for the prevention and peaceful resolution of conflicts, which allow them to function autonomously in the family and domestic</p>	The purpose is to facilitate the learning of oral expression and comprehension, reading, writing, calculation, the acquisition of basic notions of culture, and the habit of coexistence as well as the study and work, artistic sense, creativity and affection.	Arts Communication Technologies Foreign language Geography History and Culture Hygiene and Health Literature Mathematics Natural Sciences Physical Education Religion Road Safety Education Social and Civic Values



	<p>sphere, as well as in the social groups with which they interact. Know, understand and respect different cultures and differences between people, equal rights and opportunities for men and women and non-discrimination against people with disabilities.</p>		<p>Social Sciences Spanish</p>
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## SWEDEN

Table 31: Analysis of pedagogical frameworks and curricula for Sweden (pupils aged 5-10 year)

Grades	Goals	Purpose	Syllabus
<b>Preschool class (föskoleklas)</b>	Experiment with and develop ideas and solve problems, to co-operate using a democratic and empathetic approach, communicate, verbally and in writing, be creative and express themselves, use mathematical concepts and reasoning, explore and describe phenomena in nature, technology and society, and to understand what can affect health and well-being.	To challenge the pupils by inspiring them to make new discoveries and acquire new knowledge. The educational program should offer pupils a variety of ways to work and express themselves and expose them to different learning environments in order to ease their transition from preschool into compulsory school.	Creative and Aesthetic Forms of Expression: <ul style="list-style-type: none"> <li>- Describe space, time, form, direction, pattern, time and change</li> </ul> Games Language and Communication Mathematical Reasoning Nature Outdoors Excursion Physical Activities Technology and Society
<b>Compulsory School (grundskolan)</b>	Experiment with and develop ideas, solve problems, pay attention to the personal need to maintain a balance between activity and rest, create and maintain good relationships, as well as learn to co-operate using a democratic and empathetic approach, communicate with linguistic forms of expression, in different situations and for different reasons, create and express themselves through different aesthetic forms of expression, explore and describe phenomena and relationships in nature, technology and society, as well as versatilely move in different environments and understand what can affect health and well-being.	To encourage all pupils to discover their own uniqueness as individuals and thereby be able to participate in the life of society by giving of their best in responsible freedom.  To promote pupils' fantasy and ability to learn, together with others, through games, play, motion and creativity, using aesthetic forms of expression as well as explorative and practical working methods.	Arts Biology Chemistry Crafts Home and consumer studies Maths Modern Languages (English) Mother tongue tuition (Swedish, Finnish, Yiddish, Meänkiel, Romani, Sami) Music Physical education and Health Physics Social Study Subjects: History Geography, Religion, Civics Technology

## MAIN FINDINGS

### **ISCED level 0:**

ISCED level 0 education is designed to support early development in preparation for participation in school and society. Children can learn through interaction with their classmates, typically through play-based activities, support multidirectional activities, develop habits and behaviors leading to independence, enable safe development of their identity, understand what can affect health and well-being. They will also develop specific core and basic skills and values to enable world understanding and lifelong learning. Linguistic, moral, social, emotional and creative development will be achieved through games and pedagogical interaction. The learning environment needs to provide adequate space/time to individual children & groups to demonstrate their potential & abilities.

Goals in ISCED 0 education notably include:

- Teaching of early math, language & speech, rhythmic musical education, sports & movement, people & society, science & technology;
- Comprehend their self-image and the image of others and express themselves with symbols, achieve understanding through physical and artistic activities;
- Develop reflexive skills, observe, explore, compare, build structured thinking, develop decision making;
- Develop the ability to debate and resolve, foster interpersonal relationships, learn how to interact with groups, develop universal human values [national identity, citizenship and democracy], understand emotions and care, respect diversity and show solidarity.

The purpose of ISCED level 0 is to enable learning of cognitive, social, affective and psychomotor skills, and to foster comprehensive and sound growth and development of all areas of children's personality. At this level, language, as well as early alphabetical and mathematical concepts begin to be formulated. Learning is achieved through exploration, play and discussion and all skills are taught through games, songs, outdoor activities, physical exercises and storytelling. Activities are properly structured to allow movement, discovery, free play and rest.

More specifically, the purpose of ISCED level 0 includes:

- Teach children to develop life spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical skills and to develop intellectual skills and creativity;
- Enable pluralism, socialization, contextualism, individualization, social integration, personality development, socio-affective development, promote the right to choose and be different, develop the pupil's positive self-image;
- Create equal opportunities for children and parents by respecting diversity amid children and highlighting the importance of relationship between adults and children;
- Promote children's health, develop self-reliant personal hygiene and care for one's health;
- Promote environmental consideration.

At this level, the syllabus is not necessarily strictly structured, but it is formulated to support an organized set of learning activities. Certain countries do not offer an official syllabus for ISCED 0. Instead, activities depend on the decisions of school boards and/or educational administrators (BE, HR, HU, ES). For AT, IE, LU, PT we were not able to obtain relevant information on syllabus. For MT, we were not able to obtain any information on goals, purpose and syllabus.

Subjects included in the ISCED 0 syllabi include:

Construction & technology, physical culture, arts, language, language & speech, environment, literature, math, music, natural science, social studies, science, body expression and movement, commitment and community, culture, sound & colors, adaptation to school life, communication, symbolic play, human and society, human and the world of work, engineering, forms of expression, outdoor visits and excursions, scientific phenomena, IT & media, myself and the environment, environment & natural awareness, body & movement, knowledge of the world, self and others, healthcare, technology & society.

### **ISCED level 1:**

ISCED level 1 curriculum is typically designed to provide students with the fundamental skills in reading, writing and mathematics and to establish a solid foundation for learning. This principle seems to apply to countries. The common aim of primary education is to develop a healthy, active, creative child who has acquired the foundations of basic literacy and social, informational, cognitive, activity skills, as well as common human values.

Goals in ISCED 1 education notably include:

- Reading education, written/spoken language, foreign language, multiliteracy;
- Active participation to build up knowledge and acquire competences, learn how to learn, creative thinking, logical reasoning, problem solving, abstract thinking, effective learning techniques, capacity for judgement, space/time awareness, argumentation & inference;
- Scientific processes to carry out experimental activities, use of science terminology, observation and experimentation of the world, environmental protection, build sustainable future;
- Mathematical thinking, financial literacy, ICT skills, media education;
- Musical education, language of arts and the body, artistic orientation;
- Health education, road safety;
- Equality for women and men, sex education, civil education, intercultural learning, become free and responsible individuals, learn to respect other people's rights, cultures and spiritual values, world representation and human activities, non-discrimination against people with disabilities;
- Development of values and behaviors, effective communication, cooperation, express positive feelings and emotions, daily life management.

The purpose of the ISCED level 1 is to provide the children with the fundamentals of learning, reading, writing, calculation, literature and social and cultural skills, in order to assist them in their studies, provoke them to be active, to think independently and critically, and to show creativity. The creation of the necessary learning opportunities for all children regardless of age, sex, family and social background or cognitive abilities helps to achieve cognitive, emotional and psychomotor domains, to deal successfully with various problems, to be prepared for active and constructive participation in social, political, cultural and financial activities.

More specifically, the purpose of the ISCED level 1 includes:

- Learn to read and write;
- Pursue lifelong education and learning;
- Develop independent critical thinking and creativity and achieve cognitive, emotional and psychomotor skills;
- Develop social understanding and environmental awareness, history of other countries;
- Learn to communicate, develop democratic citizenship, strive for personal growth, preparation to exercise duties;
- Ensure equal learning opportunities for all children, regardless of age, sex;
- Respect their own development level and rhythm, promote student autonomy, build up each child's personality, encourage all pupils to discover their own uniqueness as individuals.

ISCED level 1 curricula include cross-cutting themes, flexible zones and cross-curricular themes, which contribute to establishing the foundations for lifelong learning. General compulsory subjects are complemented by a number of optional subjects. Pupils will have new levels of freedom of choice to broaden their education through participation in educational activities outside the classroom system. In such activities, pupils of various ages and grade levels may take part in additional curriculum opportunities.

The subjects included in the ISCED level 1 syllabi include:

Geography, history, math, literature, language, democratic citizenship, 1<sup>st</sup> foreign language, 2<sup>nd</sup> foreign language, philosophy, pedagogical guidelines, homeland and material education, physical education, traffic science & road safety, factual instructions, local and material education, arts, culture, music, fine arts, crafts & design, visual arts, aesthetics, theater, textile design, dance, body language, work & design, lifestyle and practical skills, natural sciences, environmental education, health & sex education, biology, home economics, physics, religion/ethics, human and society, human and the world of work, multicultural education, civic & moral education, core technologies, construction, information technologies, media education, careers education, citizenship & constitution, education for the deaf/hard of hearing, drugs education, common life and values, school-based choices, counselling and guidance, entrepreneurial skills, sensitization skills.

Table 32: Existence of formal assessments (ISCED 0 and 1)

Countries	Formal assessment to progress from ISCED 0 to ISCED 1	Formal assessment to progress among ISCED 1 grades
Austria	N/A	N/A
Belgium	●	●
Bulgaria	●	●
Croatia	N/A	N/A
Cyprus	-	●
Czech Republic	-	●
Denmark	-	-
Estonia	N/A	N/A
Finland	-	●
France	-	●
Germany	-	●
Greece	●	●
Hungary	-	●
Ireland	-	●
Italy	-	-
Latvia	-	●
Lithuania	-	-
Luxembourg	-	●
Malta	●	-
Netherlands	-	-
Poland	●	-
Portugal	N/A	●
Romania	-	●
Slovakia	●	●
Slovenia	-	●
Spain	N/A	●
Sweden	N/A	●

Notes:

●: Yes, -: No, N/A: Not applicable, no answer or not specified

Table 33: Supplementary to Table 32 on the type of formal assessment and the educational goals required for the countries that have answered YES in Table 32

Countries	Type of Formal Assessment	Educational Goals
<b>Belgium</b>	<p><u>ISCED 0</u>: Evaluation based on observing the child's approach in carrying out its activities for French and German speaking communities.</p> <p>Minimum of 250 hours in the final year of pre-primary education for Flemish <u>ISCED 1</u></p> <p><u>ISCED 1</u>: Primary leaving school certification (Certificat d'Etudes de Base (CEB) or Getuigschrift van Lager Onderwijs).</p>	<p><u>ISCED 1</u>: Sufficiently fulfilled the skills in first and second language, sport, music, arts, math and history.</p>
<b>Bulgaria</b>	<p><u>ISCED 0</u>: Child's readiness for school takes into account its physical, cognitive, linguistics, social and emotional development.</p> <p><u>ISCED 1</u>: Primary school pupils (1st to 4th grade), who do not master the study content, do not repeat the grade. Instead, teachers work with them individually.</p>	N/A
<b>Cyprus</b>	<p><u>ISCED 1</u>: Attainment and Adequacy Indicators for the implementation and the evaluation of teaching and learning outcomes.</p>	<p><u>ISCED 0</u>: Child readiness: The term readiness refers to a combination of skills and abilities that a child is expected to acquire during his/her attendance in kindergarten.</p>
<b>Czech Republic</b>	<p><u>ISCED 1</u>: School report where it expresses child's performance throughout the year.</p>	No
<b>Finland</b>	<p><u>ISCED 1</u>: In lower grades the assessment is written and generally descriptive.</p>	Supporting students in reaching the learning goals.
<b>France</b>	<p><u>ISCED 1</u>: Ministry has introduced assessments at start Grade 1, mid-Grade 1, in Grade 2 and Grade 6 to give each teacher uniform markers in French and math.</p>	<p>The "essentials" where all students become proficient in fundamental skills (reading, writing, and numeracy)</p> <p>"The progression of pupils in each cycle is done following a proposition of the teachers' council. After the review of each pupil's situation, the teachers' council gives an opinion regarding the progression: simple progression, two-grade advancement or repeat may be proposed by the council"</p>
<b>Germany</b>	<p><u>ISCED 1</u>: (10 years old) It is depending on the Bundesländer: School grades.</p> <p>Trial lessons and alignment check in some bundesländern (federal states).</p>	N/A
<b>Greece</b>	<p><u>ISCED 0</u>: Attendance Certificate issued by pre-primary school. The pre-primary attendance certificate is a prerequisite for the pupil's enrolment to primary school, which is automatic.</p>	<p><u>ISCED 1</u>: Pupils attending <u>grades 1 and 2</u> progress to the next grade if they can respond to the daily oral assessments and the work assigned to them either at school or as homework and that they can participate in the learning procedure and</p>

	<u>ISCED 1</u> : Primary school leaving certification contains oral assessments and homework for students at the end of primary school	other school activities. Otherwise, they are required to repeat the same grade Pupils attending <b>grades 3 and 4</b> progress to the next grade, so long as the majority of the final average grades of the subjects are other than D mark. Apart from the required minimum marks, regular attendance for a minimum time period of at least half of the school year is required. Otherwise, they are required to repeat the same grade.
<b>Hungary</b>	<u>ISCED 1</u> : Successful fulfilment of prescribed study requirements by the end of the school year with a pass mark on each subject and has not exceeded the total number of justified and unjustified of absences.	Fulfilment of prescribed study requirements.
<b>Ireland</b>	<u>ISCED 1</u> : Standardised tests in literacy and numeracy at the end of 1st class/beginning of 2 <sup>nd</sup> class and at the end of 4 <sup>th</sup> class/beginning of 5 <sup>th</sup> class. The NCCA <sup>G</sup> is currently working with schools to develop national report card templates.	Basic knowledge defined by the curriculum.
<b>Italy</b>	N/A	The certification of competences must refer to the eight key competences for lifelong learning defined at European level (2006/962/EC) and take into account important competences developed by pupils through non-formal and informal learning.
<b>Latvia</b>	<u>ISCED 1</u> : Different assessments based on the grade of primary school: <u>Grade 1</u> knowledge and skills in all subjects acquired by pupils are assessed in a descriptive way without marks <u>Grade 2</u> some subjects including the Latvian language, minority language and mathematics are asserted in a 10-point scale <u>Grade 3</u> foreign languages are assessed in a 10-point scale	<u>ISCED 0</u> : Education programmes must account for at least the equivalent of 2 hours per day and 100 days a year of educational activities in order to be classified in ISCED. <u>ISCED 1</u> : Regulations regarding the State standard in Basic education, the Subjects of Study Standards in Basic Education and Model Basic Educational Programmes.
<b>Lithuania</b>	N/A	<u>ISCED 1</u> : Development of healthy child who has acquired the foundations of basic literacy and human values
<b>Luxembourg</b>	<u>ISCED 1</u> : Assessment by the pedagogical team states if the child has developed the basic skill levels that will enable him or her to successfully continue to progress.	N/A
<b>Malta</b>	<u>ISCED 0</u> : Informal assessment	This assessment is intended to better inform the pupils, their parents/guardians as well as the schools about the achievements of each child in the different



		skill areas in Maltese, English and Mathematics.
<b>Poland</b>	<u>ISCED 0</u> : Written assessment by the teacher for child's readiness ability for school education (called pre-school diagnosis)	N/A
<b>Portugal</b>	<u>ISCED 1</u> : Evaluation by head teacher	Students should achieve the learning defined by the syllabus
<b>Romania</b>	<u>ISCED 1</u> : Evaluation based on National Evaluation Standards set in the schooling programmes for each subject.	N/A
<b>Slovakia</b>	<u>ISCED 0</u> : Assessment by teacher  <u>ISCED 1</u> : Examinations at the end of the terms which show child's knowledge in a particular subject (from 1 <sup>st</sup> level to 2 <sup>nd</sup> level of primary education and from 4 <sup>th</sup> grade to 5 <sup>th</sup> grade).	<u>ISCED 1</u> : A pupil fails when he/she achieves bad results ("he/she failed") in any of compulsory subjects, even after the re-examination. Only the pupils who passed the examination, can progress to upper grade.
<b>Slovenia</b>	<u>ISCED 1</u> : Descriptive assessment by the teacher (Grades 1 and).	N/A
<b>Spain</b>	<u>ISCED 1</u> : 1, 2, 4 Primaria Continuous evaluation 3 Primaria Individual evaluation	N/A
<b>Sweden</b>	<u>ISCED 1</u> : Individual development plan (IUP) contains partly assessments. This plan's goals are created in twice-yearly	Students should work to reach the knowledge requirements according with the curriculum and individual development plan.

## MAIN FINDINGS

The following countries have formal assessments to progress from ISCED 0 to ISCED 1: BE, BG, EL, MT, PL, SK, (6 countries). For AT, HR, EE, PT, ES and SE no data was noted.

The following countries have formal assessments to progress among ISCED 1 grades: BE, BG, CY, CZ, FL, FR, DE, EL, HU, IE, LV, LU, PT, RO, SK, SL, ES and SE (18 countries). For AT, HR and EE no data was noted.

Formal assessment for the progression from ISCED level 0 to ISCED level 1 includes the following methods: evaluation on observing the child's approach, assessment of child's readiness, attendance records, as well as informal assessment. Assessments are carried out by the teachers, or oral form.

Formal assessment for progression among ISCED level 1 grades evaluates the pupil's performance in several subjects including, 1<sup>st</sup> and 2<sup>nd</sup> language, sports, music, arts, math and history. Indicators, gauging attainment and adequacy, are used for the implementation and the evaluation of teaching and learning outcomes. Assessment methods include continuous child performance, written descriptive assessment (with or without marks), trial lessons and alignment check, attendance records, standardized tests in literacy and numeracy. The chosen methods depend on the grade. Assessment is carried out individually or in groups, by the teachers, the pedagogical team or by the head teachers. Evaluation is based on national evaluation standards set in the schooling programs for each subject and can also be carried out by exams to show the child's knowledge.

## PART4: ANALYSIS OF FIRST-AID RELATED CHARACTERISTICS

Table 34: First Aid subject as part of the national curriculum

Country	National curriculum includes first-aid
Austria	-
Belgium	-
Bulgaria	-
Croatia	-
Cyprus	-
Czech Republic	●
Denmark	●
Estonia	●
Finland	●
France	-
Germany	-
Greece	-
Hungary	-
Ireland	-
Italy	-
Latvia	-
Lithuania	●
Luxembourg	-
Malta	-
Netherlands	●
Poland	-
Portugal	N/A
Romania	-
Slovakia	●
Slovenia	N/A
Spain	-
Sweden	-

Notes:

●: Yes, -: No, N/A: Not applicable, no answer or not specified

Specific Notes:

Czech Republic:

- The course is called Health Education and a subject matter of this course is “Healthy lifestyle and health maintenance”, part of which are first aids: Primary Education.

Denmark:

- Grades 1-3 and preschool.

Estonia:

- Basic school: ISCED 1-2
- The syllabus for primary school is very interesting: it says that “pupils will in fact name first aid equipment and describe how to use it”; “pupils demonstrate first aid techniques in case of accidents and injuries (e.g. heat damage, loss of consciousness, cardiac arrest, drowning, etc.)”; “pupils describe how to prevent accidents and how to help oneself and others in the event of accidents”; “pupils know how to behave safely in an emergency situation and call for help, and demonstrates in a learning situation simple first aid techniques (e.g. in relation to abdominal pain, frostbite, fracture, fainting, dislocation, concussion, fever, sunstroke, etc.).

Finland:

- Grades 1-3.

Lithuania:

- Primary Education
- First aid course is integrated into the content of all subjects, referring only to primary school (kindergarten is not regulated in this sense and everything depends on personnel's intention).

Netherlands:

- Standard Primary Educations (4-12 years).

Romania:

- Curriculum for Early Childhood Education and Care includes hazardous behaviors, behaviors harmful to human health, or body care and hygiene.
- Also, in alternative education, activities on this topic are organized as extracurricular events, in connection topics, such as health and safety. They are usually delivered thanks to parents or the Red Cross. The fact that first aid and BLS courses are not formally detailed in the curricula and in national documents does not mean that they are not part of children's experience at school and many times they are part of extracurricular experiences every year.
- There is only an optional curriculum for Health Education (grades 1-12), which is part of the National Programme "Health Education in Romanian Schools" and as said, it is optional. The objectives pursued within the National Programme are to promote student's health and wellbeing (developing a healthy lifestyle) and personal development (e.g. self- knowledge and constructing a positive image of oneself), prevention (preventing accidents and behaviors that are a risk to one's health, preventing a negative attitude towards oneself and towards life, preventing interpersonal conflicts, social inadequacy, and crisis situations).

Slovakia:

- Cross-cutting themes can be implemented as part of the teaching content of subjects or through individual projects, seminars, teaching blocks, courses, etc. At the same time, cross-sectional topics can form a separate subject within the framework of optional (available) lessons. Protection of life and health is to lead students to protect their health and life, as well as other people's health and lives through theoretical and practical knowledge, self-protection skills, providing assistance to others in case of health and life risks. At an age-appropriate level, it integrates students' attitudes, knowledge and skills aimed at a healthy lifestyle and the protection of life and health in emergency and unpredictable situations. The aim of applying this cross-cutting theme is to help the student to:
  - o recognize dangerous situations threatening life and health
  - o acquired practical skills in self-protection
  - o understood the importance of providing assistance to others in the event of a threat to health and life
  - o was able to respond appropriately if first aid was needed
- Innovated SEP for the 1st grade of elementary school. Health and exercise educational area. The Physical and Sports Education has three basic parts: Health and a healthy lifestyle, Physical fitness and physical performance and Sports activities of the physical regime. The basic organizational form is a 45-minute lesson and all students included in I. and II. health group, or III. health group (integrated teaching). Pupils with disabilities and health (disability group III) can be taught separately in the department of health physical education, while the content of teaching is implemented according to separate educational programs. At the subject of Health and Healthy Lifestyle a pupil at the end of the 1st stage of primary school knows can:
  - o apply the principles of safety exercises (organization of exercise, help and rescue during exercise)
  - o describe the principles of first aid in different environments (first aid for minor injuries, practical first aid)
  - o to measure the pulse frequency on the carotid artery (measuring the pulse rate on the carotid artery before and after exercise, explanation of differences in pulse rate, causes of changes knowledge of external manifestations of fatigue under load (sweating, breathing, skin color, coordination of movements).

Table 35: First Aid course compulsoriness, duration and delivery

Country	Compulsory subject	Duration of first aid course and hours per week	How the first aid course is delivered
CZ	Compulsory	2nd stage of Primary Education (years 6-9). The minimum hours per week for the educational area People and Health which includes "Health education" and "Physical education" is 10 hours for both of them. The educational content of the educational field Health Education is realized only at Stage 2 of basic education; at Stage 1 (years 1-5), the educational content of Health Education is included in the educational area of Humans and their World.	There are not any specific references on this topic. However, it could be assumed to be delivered to the whole grade, concerning that it is part of the compulsory course Health Education
DK	Compulsory (traffic science- accident management) for GRADES 1-3 and PRESCHOOL	For GRADES 1-3 and preschool. Traffic learning is a compulsory subject and is not assigned an independent number of hours. It is the responsibility of the school head to decide which subjects the teaching of traffic science must take place in.	For GRADES 1-3 and preschool. To a class, e.g. integrated in sports lesson
EE	First aid is one of the recurrent topics included in the subject Human Studies which is a compulsory subject.	As the topic of first aid is an element of human studies or physical education, it is difficult to give a precise estimate of allocated time. Usually, two 45 min lessons per week are devoted for human studies (ISCED 1-2). According to the decree by the Minister of Social Affairs regarding requirements of school nurses' activities, practical first aid training must be organized at least once in the second and third stage of basic school (grades 4-6 and 7-9) and upper secondary school (grades 10-12) by the school nurse. However, the volume of the training is not specified.	Human studies is usually delivered to the whole grade (or some lessons in gender groups), but as schools are quite autonomous regarding the organization of studies, there might be variation. Methods depend on the learning outcomes to be achieved. If has to demonstrate first aid techniques as a result, methods have to be practical (demonstration, hands-on). For theoretical knowledge, presentations, video materials, discussion etc. can be used.
FL	HE is integrated into environmental and natural studies	Throughout the year 38 weeks 14/per week	To all the class

<p><b>LT</b></p>	<p>There is the Human Safety General Curriculum for primary school. The first aid course is integrated into the content of all subjects, referring only to primary school (kindergarten is not regulated in this sense and everything depends on personnel's intention).</p>	<p>N/A</p>	<p>Delivered to the whole class. Preference is given to active teaching and learning methods (e.g. games, conversations, collaborative learning, case studies, role-plays, etc.). Presentations and demonstrations are used to engage students, encouraging them to learn to do certain actions on their own.</p>
<p><b>NL</b></p>	<p>Compulsory subject</p>	<p>No information about regulation: 2 lessons and repetition.</p>	<p>N/A</p>
<p><b>SK</b></p>	<p>Compulsory as part of the Health and exercise educational area, Physical and Sports Education subject.</p>	<p>45-minute lesson and all students included in I. and II. health group, or III. health group (integrated teaching).</p>	<p>N/A</p>

Notes:

N/A: Not applicable, no answer or not specified

Table 36: First Aid course content, method, materials, provider and homeschooling information

Country	Topics in the first aid course	Methods and materials	Who delivers the course	Homeschooling - qualifications for first aid course delivery
CZ	<p>Healthy lifestyle and health maintenance: nutrition and health – fundamentals of a healthy diet, influence of environment and eating habits on health; eating disorders, physical and mental hygiene – fundamental habits for personal, intimate and mental hygiene; building stamina, the importance of physical activity for health daily regimen protecting oneself from infectious and non-infectious diseases, chronic illness and injury – types of safe conduct (sexually transmitted diseases, HIV/AIDS, hepatitis); preventive and medical care; behaving responsibly in case of injury and life-threatening situations (household, sports, work, traffic-related injuries)</p>	<p>Teachers can choose their teaching methods according to their own strategy and the general policy of the school, in agreement with the Framework Educational Programme for Basic Education (FEP BE). The minimum material equipment for a school is set by the FEP BE, while the hygienic requirements for school rooms are regulated by the decree of the Ministry of Health. There are no specific requirements as to teaching aids, which must however be adequate to the needs of pupils.</p>	Teacher	<p>Under some circumstances, parents may teach their children at home, or have them taught at home. Cantons regulate attendance of private lessons during compulsory education.</p> <p>Homeschooling varies from unschooling – a child-led learning philosophy – to the strict pursuit of the official school curriculum at home. It remains a minority practice, involving less than 1% of school-age children.</p> <p>Under the new law, parents have a right to educate their child at home, albeit only through primary school (grade 1 to 5). Legally binding conditions include a teacher-parent with at least a high school diploma, and a letter of support from a state-run Pedagogical-Psychological Advice Bureau. Children must take official school exams at least twice a year.</p>
DK	<p>Traffic rules, own security, other road users, safe route, safe on bike, competence goals for accident management: Create safety, assessment of the injury party, call for help, first aid for GRADES 1-3 and Preschool</p>	<p>The teaching includes work on treating minor injuries such as skin abrasions and minor dents. Work can also be done on how the students, by comforting and reassuring, can help the injured. In addition, students can learn how to put an unconscious person in</p>	Teacher, e.g., sports teacher for GRADES 1-3 and Preschool.	YES for GRADES 1-3 and Preschool

		stable lateral position for GRADES 1-3 and Preschool.		
EE	Pupils name first aid equipment and describe its use, demonstrate first aid techniques in case of accidents and injuries (heat damage, loss of consciousness, cardiac arrest, drowning), describe how to prevent accidents, know how to behave safely in an emergency situation and call for help, and demonstrate in a learning situation simple first aid techniques (e.g. in relation to abdominal pain, frostbite, fracture, fainting, dislocation, concussion, fever, sunstroke, etc.).	Methods depend on the learning outcomes to be achieved. In case the pupil has to demonstrate first aid techniques as a result, methods have to be practical (demonstration, hands-on). For theoretical knowledge, presentations, video materials, discussion etc. can be used.	School nurses deliver the first aid subject	N/A
FL	Integrated in environmental and natural studies	National core curriculum includes general guidelines. Teachers choose working methods suitable for different ages and various learning situations and in interaction with their pupils, as per the objectives stated in the curriculum. They guide the pupils in the use of new working methods and strengthen their ability for self-regulation. The characteristics of different subjects and the development of transversal competences are taken into consideration when choosing the working methods. Apart from textbooks and teaching material,	Teacher	New Constitution 731/1999 entered in to force on 1 March 2000.  Legal as alternative to the mandatory public school system.  Written and oral examinations to check progress are mandatory.



		the teachers decide on the use of ICT. Textbooks and other materials are free for the pupils.		
<b>DE</b>	N/A	N/A	N/A	N/A
<b>IE</b>	N/A	N/A	N/A	N/A
<b>LT</b>	The first aid course explains “who to address for help in the event of a disaster at school or at home when there are no adults, information to be provided when calling for help, how to stop bleeding from the nose, how to fix scratching, how to recognize the dangers that electricity can cause and provide first aid to those affected”.	“Preference is given to active teaching and learning methods (e.g. games, conversations, collaborative learning, case studies, role-plays, etc.). Presentation and demonstration are used to engage students, encouraging them to learn to do certain actions on their own”. Teaching materials for teachers are prepared and available on internet.	Usually, a teacher delivers a first aid course, but for specific topics other specialists may be invited: public health specialists, doctors, psychologists, fire fighters, rescuers.	There is no regulation for first aid courses in case of homeschooling.
<b>NL</b>	Steps in first aid, CPR and defibrillation - skin wounds - burns - bleeding - injuries to bones, muscles or joints – poisoning (p. 9) General topic, 4 steps of the first aid, bleeding persons, resuscitation and defibrillation, algorithm, report. First aid for children, prevention and safety. Basic knowledge for giving first aid. Consciousness, breathing, faintness. Skills: stable lateral position. Choking and suffocation	Manuals, videos, apps, video training, blended learning	N/A	N/A
<b>PT</b>	N/A	N/A	N/A	Yes for Ensino Básico 1º Ciclo (1-4). No Qualifications. A collaboration protocol stipulates the responsibilities of the home educator. Must be monitored by a teacher-tutor, of the enrolling

				school who is responsible for the education
RO	Promote student's health and well-being (developing a healthy lifestyle) and personal development (e.g. self-knowledge and constructing a positive image of oneself), prevention (preventing accidents and behaviors that are a risk to one's health, preventing a negative attitude towards oneself and towards life, preventing interpersonal conflicts, social inadequacy, and crisis situations).	N/A		N/A
SK	N/A	N/A	N/A	Education act allows education of first level primary school pupils (ISCED 1) at home under the term 'individual education'. Parents of pupils who are permitted to be home educated must provide a person who will be responsible for the home education and must meet the qualification criteria set for teachers at the first level of primary school.
SL	N/A	N/A	N/A	N/A
SE	N/A	There are national assessments at Grades 3, but no coherent school evaluation framework has yet been established. From 2018 establish a reading-writing-arithmetic guarantee. Most schools prepare annual quality reports with yearly objectives, measures taken, and	N/A	For Grades 1-3, Home education is not found in the Education Act. Sometimes special education at home or in another suitable place is used, whereby a student is educated at home or in another place because s/he cannot participate in regular school activities for a longer period due to illness or similar reasons.

		<p>evaluation of progress. They are also expected to report students' results in both national tests and final school grades to the Swedish National Agency for Education</p>	<p>The child's home municipality decides whether a pupil is eligible. The consent can be valid for up to one year at a time and can be revoked if it is assumed that any of the above conditions no longer exist.</p>
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Notes:

N/A: Not applicable, no answer or not specified

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Table 37: First Aid course teaching qualifications, school nurses and AEDs

Country	Qualifications for teachers who deliver first-aid courses	Provisions for school nurses	Provisions for the installation of Automated External Defibrillators in schools
AT	N/A	Conditional in Elementary School	No, but recommended
BE	N/A	N/A	N/A
BG	N/A	In most kindergartens a children's nurse is on the premises all day; a pediatrician and speech therapist pay weekly visits	N/A
HR	N/A	N/A	N/A
CY	N/A	For pre-primary and Primary education, Health visitors (nurses working at the Ministry of Health) visit public kindergarten schools, at the beginning of each school year, and provide them with First Aid items	Conditional
CZ	NO	NO	NO
DK	The teacher has to be the Traffic contact teacher	Yes (it seems to be compulsory)	N/A
EE	First aid course is provided by school nurses	<p><u>Level 0:</u> A health care professional at a preschool institution shall:</p> <ol style="list-style-type: none"> <li>1) monitor the health of the children on the basis of the health protection and health promotion requirements for children established by a regulation of the minister responsible for the area and by a regulation of the Government of the Republic and inform the parents and the doctor of a child of any health disorders the child may have;</li> <li>2) prepare the daily schedule of the preschool institution, which complies with the requirements for the daily schedules of preschool institutions as established by a regulation of the minister responsible for the area and which is approved by the director;</li> <li>3) verify whether the catering for the children meets the requirements for catering for children as established by a regulation of the minister responsible for the area;</li> <li>4) advise parents and teachers on issues related to children's health.</li> </ol> <p><u>Level 1:</u> Students acquiring basic or general secondary education in the stationary studies are provided with health services at school, including activities carried out by nurses. The Minister of Social Affairs will establish the</p>	N/A

		activities to be carried out by nurses providing health services at school and the requirements for the time, scope, availability and location of the activities of the nurses	
<b>FL</b>	Teachers as part of the syllabus	There are school nurses and dentists in schools for Primary Education	N/A
<b>FR</b>	N/A	NO	NO
<b>DE</b>	N/A	Conditional in both levels	Conditional in both levels
<b>EL</b>	N/A	Conditional	Conditional
<b>HU</b>	N/A	N/A	N/A
<b>IE</b>	N/A	Only in boarding secondary or special needs schools	N/A However a political suggestion is already made
<b>IT</b>	N/A	N/A	N/A
<b>LV</b>	N/A	There shall be a State pedagogical medical commission and pedagogical medical commissions of the local governments. The State pedagogical medical commission shall be established by the Minister for Education and Science. The pedagogical medical commissions of the local governments shall be established by the local governments for Special Schools.	NO
<b>LT</b>	All teachers must participate in civil protection training and they might be organized by regional teacher education centers. Qualification requirements for public health specialists at educational institutions are set in this regulation.	N/A	N/A
<b>LU</b>	N/A	NO	NO
<b>MT</b>	N/A	N/A	N/A
<b>NL</b>	First aid instructor	Conditional (obviously regional differences) Compulsory for schools with pupils with physical and mental disability	N/A
<b>PL</b>	N/A	NO	NO
<b>PT</b>	N/A	N/A	By Decree-Law No. 188/2009, the installation and use of AEDS is only allowed under the supervision of a medical professional, as part of the

			National Program for Automatic External Defibrillation, regulated by the National Institute of Medical Emergency (INEM), which issues the relevant licenses
<b>RO</b>	First aid courses are mandatory for teachers if there is no medical assistance available in the school.	N/A	N/A
<b>SK</b>	N/A	N/A	N/A
<b>SL</b>	N/A	N/A	N/A
<b>ES</b>	N/A	There is no law regarding school nurses. Each autonomous community decides on an ad hoc basis	Royal Decree 365-2009 regulates the conditions and requirements of the use of AEDs, which are modified by the Health regulators of the autonomous communities. Each autonomous community has their own regulations
<b>SE</b>	N/A	The school law in Sweden states that there should be a school health care doctor and nurse for the pupils. There is no regulation on the time needed. There is therefore a great difference according to the nation and even between schools in the same municipality (Shortage in some areas/schools). The priority health and development need of the pupils are life-style health related issues, mental health and behavioral problems. Ratios currently specified by existing regulations 40 weekly hours per 400 pupils (nurse); 40 weekly hours per 10.000 pupils (doctor). For nurses a degree in general practice.	There isn't additional national legislation other than the European Medical Device Directive. It isn't obligatory to report AEDs to authorities but recommended. Training not required to use AED. There are local initiatives where a city/county/region may demand compliance in education and registration of AEDs, but this is not on a national level.

**Notes:**

N/A: Not applicable, no answer or not specified

Figure 1: EU Member countries

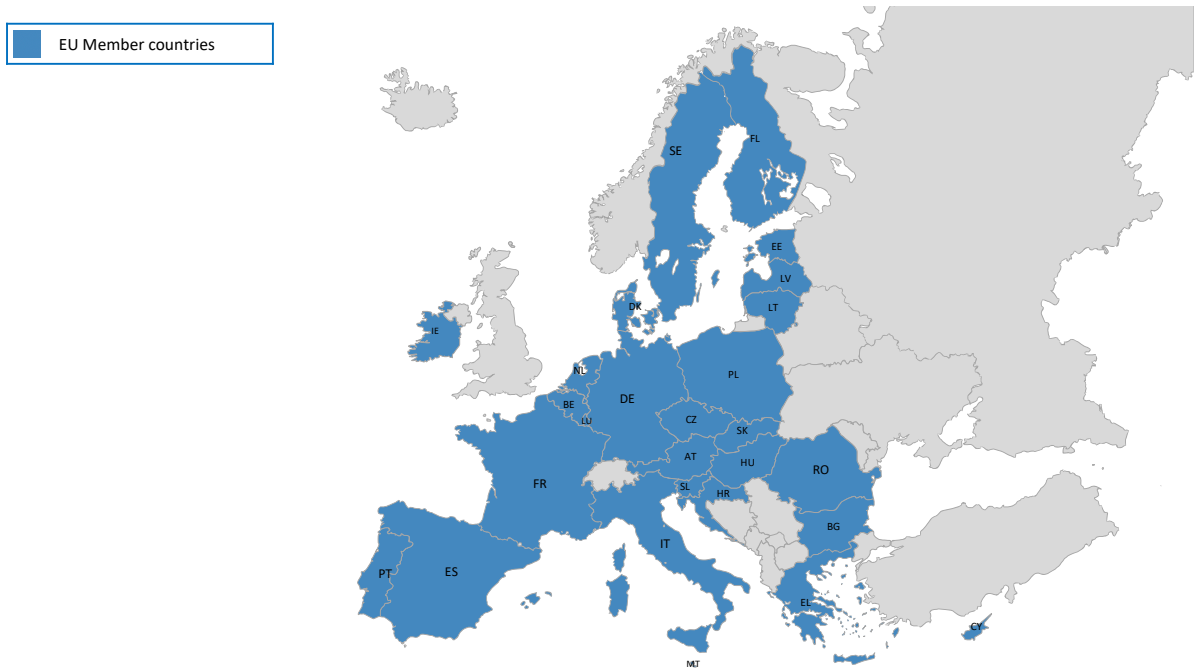


Figure 2: Compulsory First Aid course as part of National curriculum

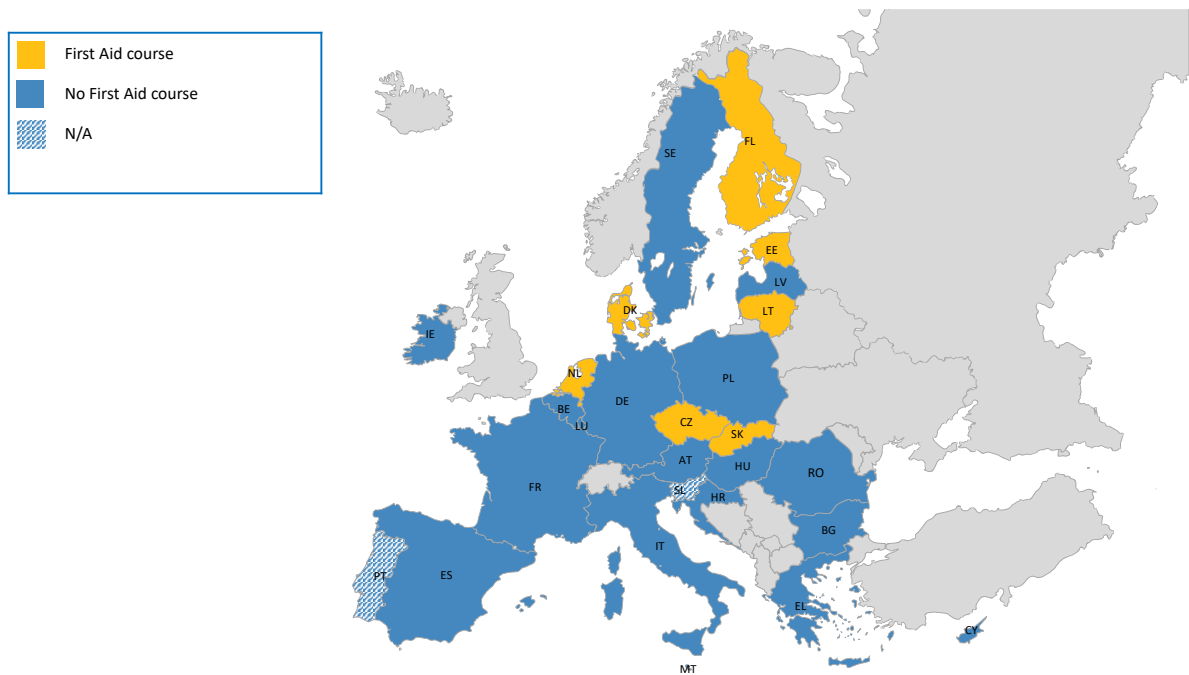


Figure 3: CPR as part of First Aid course

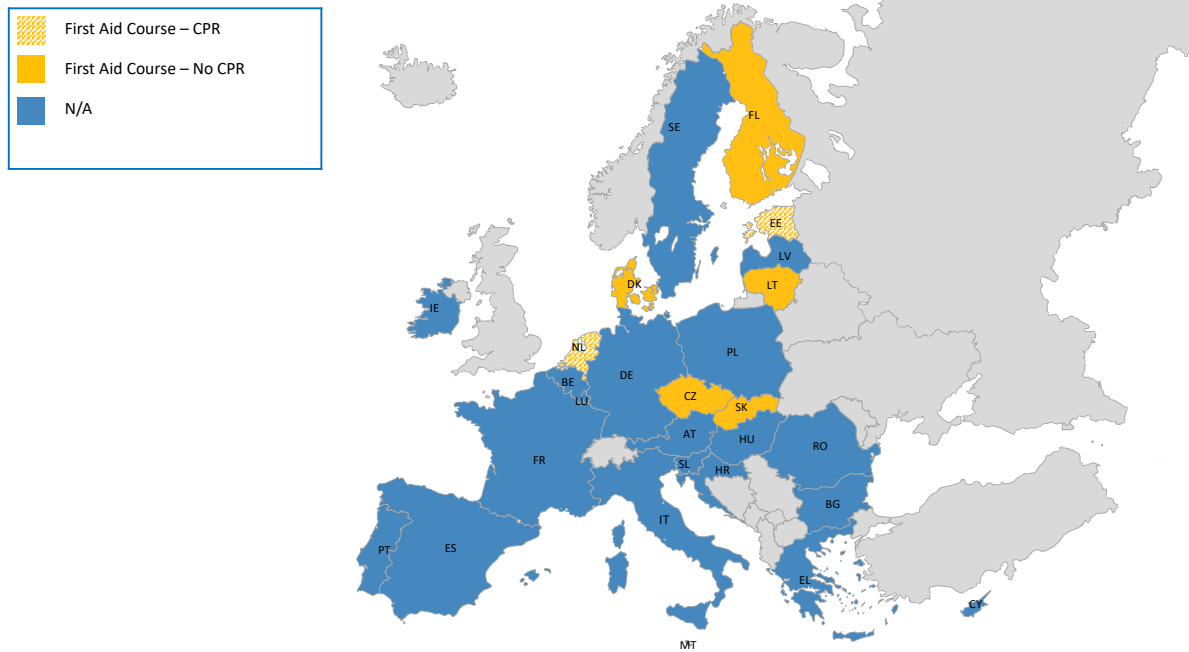


Figure 4: Instructor of First Aid course

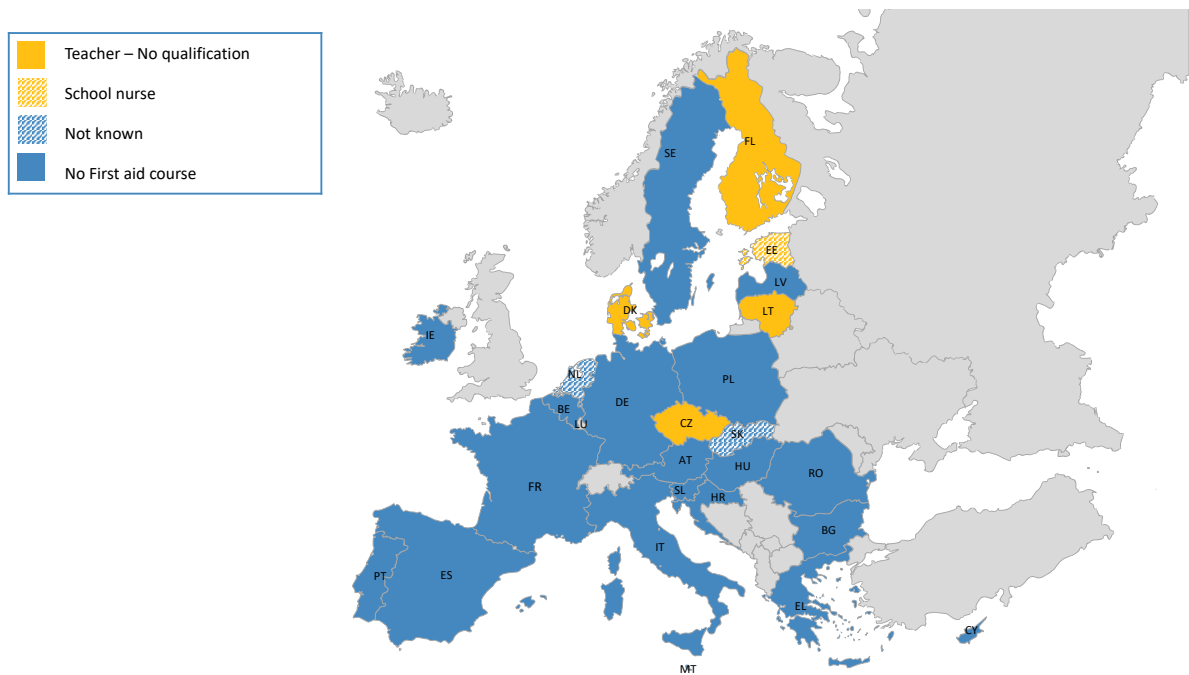




Figure 5: Presence of school nurses

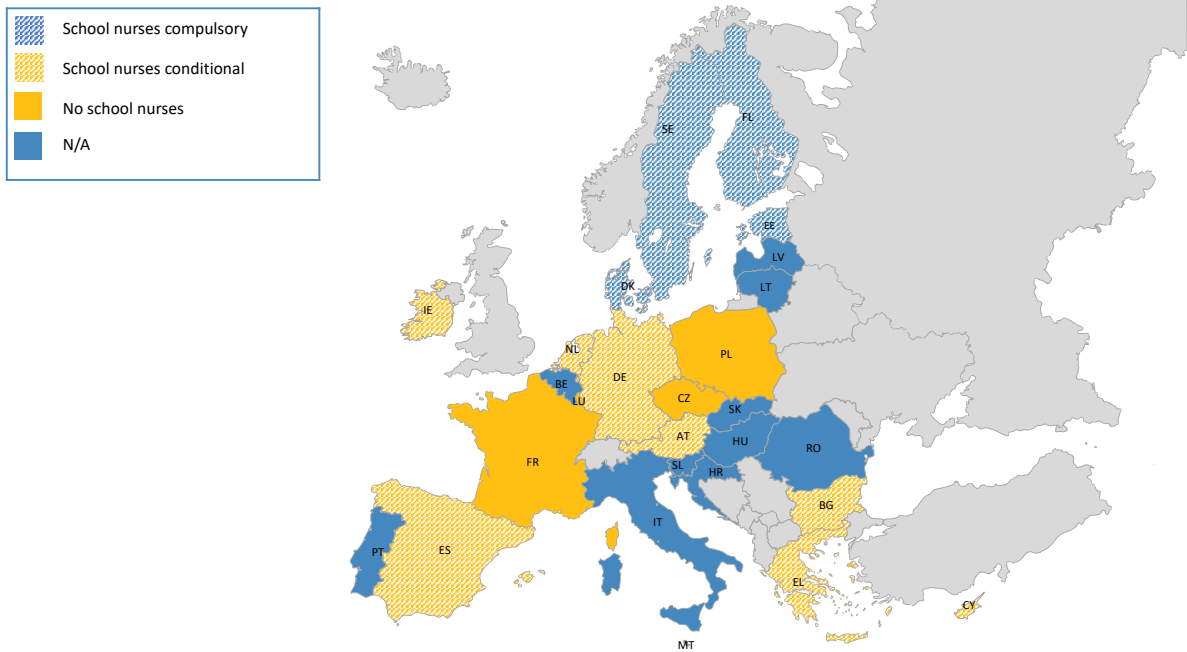
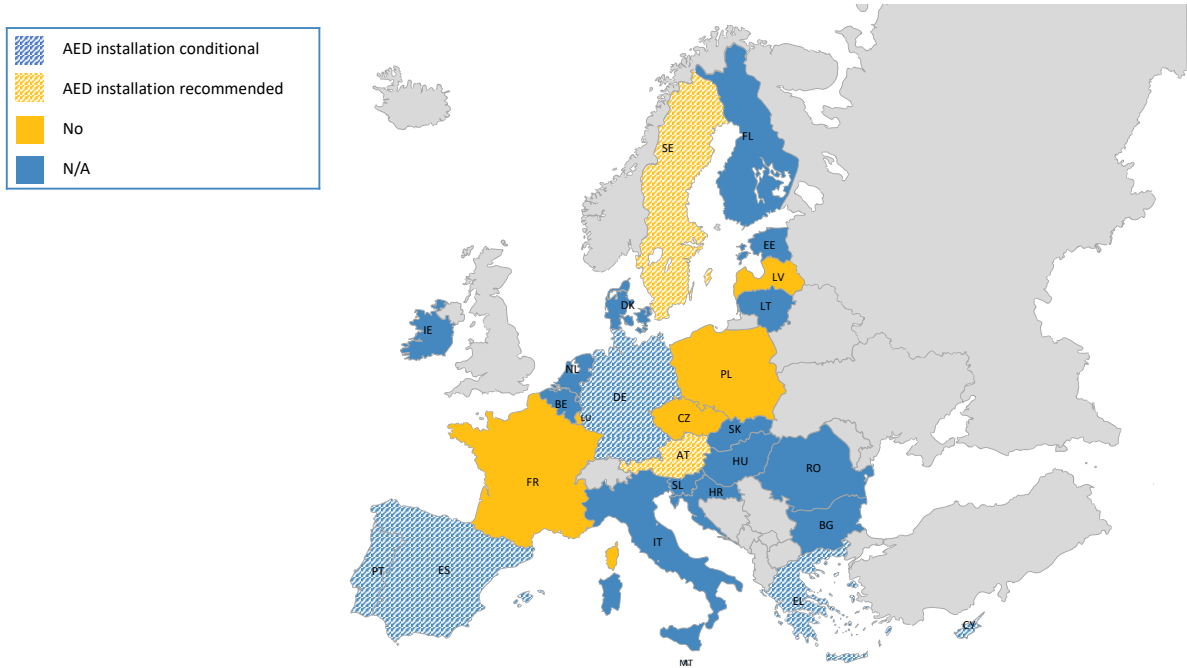


Figure 6: Regulations on AED installation in schools (ISCED 0 and 1)



## MAIN FINDINGS

Across Europe, First-aid courses are not formally implemented in the National Curriculum of the Pre-Primary (ISCED 0) education and are only implemented in some countries in Primary Education (ISCED 1), namely FL, CZ, NL, DK, EE, LT and SK. First-aid courses are either integrated in a different and more generic subject (FL, CZ, EE, LT and SK) or comprise an independent course (NL and DK). In all these cases, First-aid courses are both part of the National Curricula and compulsory.

Primary Education students are taught First-aid by their teachers mostly, except for Estonia where school nurses deliver the first aid courses. Teachers can be assisted by health care professionals, rescuers, firefighters and other specialists in the teaching of specific first-aid topics. In Romania first aid courses are mandatory for teachers, if there is no medical assistance available in the school. The number of first-aid lessons and their duration is not clearly specified in the questionnaires, as in most cases they are integrated into a broader curriculum, such as Health Education, integrated in environmental and natural studies (FL), highlighting the importance of personal safety (SK) and fundamental habits for personal, intimate and mental hygiene or how to behave responsibly in case of injury and life-threatening situations (CZ, EE, LT). In Denmark, primary education's curriculum includes a specific course "Traffic Science-Accident Management" and its main purpose is to promote personal safety, traffic rules and assessment of injury. Netherlands has integrated in the national curriculum, basic cardiopulmonary resuscitation training, burn evaluation and wound care.

Multiple topics are used to deliver this specific course, including nutrition, well-being and health, physical and mental hygiene, chronic illness and injury, sexually transmitted diseases, trauma and life-threatening situations, traffic safety, call for help, accident prevention and management, simple first-aid techniques, steps in CPR and defibrillation, as well as bullying and conflict management.

Methods depend on the learning outcomes to be achieved. In case the pupil must demonstrate first aid techniques as a result, methods have to be practical (demonstration, hands-on). For theoretical knowledge, presentations, video materials, discussion etc. can be used. Preference is given to active teaching and learning methods (e.g. games, conversations, collaborative learning, case studies, role-play, etc.). Presentations and demonstrations are used to engage students, encouraging them to learn to do certain actions on their own".

Teaching materials include and different manuals, textbooks, applications or video-training are also used.

Homeschooling is provided in some countries and the educators should be qualified to provide the expected learning material. However, homeschooling information for most countries was not available.

The presence of school nurses in primary education is compulsory only in a few of the European countries (FL, BE, BG, DK, EE and SE), while in some others it is conditional (DE, AT, NL, EL) and, for the majority of the countries, there are no provisions for school nurses (PL, HU, IE, LU, CZ, SL, FR, LV, HR, IT, MA, RO, PT, SK).

There are specific provisions for the installation of Automated External Defibrillations in public spaces in several European countries (i.e. HR, FR, IT, LU, PT, RO, SL, ES, EL, CY, NL). There are also local initiatives that support the training for AEDs (i.e. AT, ES, PT and SE). Although in some countries there are conditional requirements and/or recommendations for the installation of AEDs in schools, there is no European or national legislation regarding the compulsory installation of AEDs in schools and the training of school staff in their use.

## LIMITATIONS:

This report summarizes all the limitations that the partners faced during their search for the National Educational Systems of the 27 countries of European Union.

## EUROPEAN UNIVERSITY CYPRUS

### Cyprus

The educational system in Cyprus is divided into the Pre-Primary, Primary education and Secondary education for the ages 3 to 6 years, 6 to 12 years, and 12 to 18 years in respectively. Full-time education is compulsory for all children aged between 5 and 15. This questionnaire focuses for the children between the ages 5 and 10, as a consequence the research concerns the Pre-Primary and the Primary education. The educational system seems to be well-structured, where the Pre-Primary education is considered to be fundamental to the development of the human nature and the Primary schools have as fundamental aim to create and secure the necessary learning opportunities for children (regardless of age, sex, family and social background) and mental abilities, so as to enable them to develop the characteristics of a wholesome personality. The findings of this study have to be seen in light of some limitations. The first is the limited access to data due to the fact that some information regarding the syllabus and the laws around the educational system in Cyprus was only in Greek. As a result, the translation of this information was mandatory in order for the research to be completed. Since our mother tongue is the Greek, this restriction is bypassed; fortunately, this did not affect the time frame of the assignment. Also, even the research involved surveying of the Ministry of Education and Culture's website extensively, no limitations were faced. Moreover, no sample bias characterizes this process since the information concerns public bodies. The national curricula were well and clearly explained regarding the purpose, the educational goals and the syllabus for each system. Consequently, the collection of data is reliable.

### Hungary

The educational system in Hungary is divided into the Kindergarten "óvoda" and the Primary education "általános iskola" for the ages 3 to 6 years, 6 to 10 years in respectively. The findings of this study have to be seen in light of some limitations. The first is the limited access to data due to the fact that some information regarding the Educational System in Hungary was only in Hungarian. As a result, the translation of this information was mandatory in order for the research to be completed. But this restriction could not be bypassed. Unfortunately, this affects the quality of the research. Moreover, although the research involved surveying of the Ministry of National resources of Hungary's website and EURYDICE: Hungary's online materials extensively, obstacles, also, appeared since the wanted information was not updated. Moreover, the education curricula and the syllabus were not well cleared explained regarding the educational goals and the purposes for each system. Therefore, the collection of data is insufficient.

### Finland

Finland has a well-structured educational system that starts the compulsory Pre-primary education from the year of 6 and continues with the basic comprehensive education that lasts 9 years. From an early stage the children are organized in small classes with a teacher in an analogy of 14 pupils with a teacher. All data of the Finnish educational system are available in English as well as in Finnish and published in the Ministry of Education

as well as the in the European database Eurydice. The only limitation that can be found is that the syllabus of the pre-primary education (starts at year 6-7) is not stated clearly. The purposes and the goals of the pre-primary education are in the national curriculum but there is not a standardized syllabus that includes specific subjects. There is freedom in each class in Finland and the material could easily be modified. The teachers in Finland have the right to adjust the syllabus and personalized to the class's needs. To sum up, there is a basic core of the syllabus, but the finalized version is always changing and varying in each different classroom. Moving to primary school and in the basic education the health education course is integrated into environmental studies for grades 1-3 as a result the learning objectives and the purposes of the course are blending in the main course. There were not enough data regarding the specific learning outcomes in the integrated courses so there was a limitation in what the children are learning. Moreover, the syllabus is vague and not standardized as a result the evaluation is subjective. That results in an objective evaluation that does not follow pre-set up exams. The absence of systematic exams does not give an insight how the children are evaluated in a national basis but only depicts on an objective evaluation from the teachers. This can be considered as a limitation and there is an emerging need of institutionalizing of new exams.

## Ireland

The Irish Education System has been reformed throughout the years and has had an impact on the political, social and economic background of the country. The education system in Ireland is divided into Primary, Secondary and Post-Secondary non tertiary education. Children from the age of 4 can be enrolled in Pre-Primary education, which is optional and funded by the Department of Education and Skills. The education is compulsory from the age of 6 to 16 or until the students have completed three years of the Secondary education. By the age of 5 all students should be enrolled in Primary until the age of 12 where they transfer into Secondary education, also known as Post-Primary, where they should remain until the age of 15. In the first three years of the Secondary school the children complete the Junior Cycle followed by a two or a three-year Senior Cycle depending on whether they choose to take the optional Transition Year. The questionnaire focuses on the ages between 5 and 10, therefore the research concerns the Primary education. The Primary education of Ireland aims to help the child to discover its own identity within the society by developing enquiring minds that continuously seek and question in order to become well-balanced individuals in the world they live in (Science, 2004). Students must study both Irish and English with the exception of the Irish-medium Schools (Gaelscoileanna) whereas Irish is the language of instruction. No specific limitations were faced where surveying was carried out as data was available online in English in Ireland's Department of Education and the NCCA (National Council for Curriculum and Assessment) websites. Furthermore, no bias characterizes this process since the information concerns public bodies.

## Poland

In general, there were no many difficulties or limitations that we faced during the collection of data concerning the Educational System in Poland. Language barrier was the main obstacle that we faced during the overview of the National Curricula and the majority of the Laws and Amendments. Thus, extra time was needed to appropriately translate the Laws and to express their meaning in a way that does not distort the meaning. Also, education in Poland includes ECEC (*crèches*), which is a day-care center with the main purpose to help new parents cope with the responsibilities of parenthood and excessive workload. It involves kids 0-3 years old.

However, it is not supervised by the Ministry of Education and thus, not enough emphasis was given on these centers. Lastly, it is of note that the Official Website of the Ministry of National Education of Poland does not provide directly all the appropriate information. There is a hyperlink to the Official Website of the Eurydice Project where someone can find all the information needed.

## UNIVERSITY OF THESSALY

### Greece and Luxembourg

The main limitation we came across during this investigation was that the national curriculums of both Greece and Luxembourg were not found in English language. That impeded us from finding the Early Childhood Education syllabus of Luxembourg, yet we managed to find all the rest of the required information.

## KIDS SAVE LIVES – ΤΑ ΠΑΙΔΙΑ ΣΩΖΟΥΝ ΖΩΕΣ

### Belgium

The Educational System of Belgium has an added complexity due to its differentiation in three sub-systems: Flemish, German, French.

### Bulgaria

A problem in researching the educational system of Bulgaria and other countries is that due to the limitations of available resources and time, the information we tend to access refers to the national public school system. In Bulgaria, in addition to public schools there are private schools. St. George School is an example of an International School which starts from kindergarten level and is licensed by the Ministry of Education and Science of Bulgaria. The L.I.F.E.F.O.R.C.E. proposed program, could benefit from reviewing exemplary cases of school systems such as the above. This particular International School has a First Aid Policy and has incorporated on site First Aid provisions by school nurses, who are also trained to use a defibrillator which is located in the school area. Universities play an important role in teacher training and L.I.F.E.F.O.R.C.E. should probably target teacher training curricula. In Bulgaria, teaching practice of prospective teachers in kindergarten and primary schools is arranged through Universities and not through the Ministry of Education. First Aid training could be incorporated also in this period of teacher education which is placed in real school settings.

### France

In the French Educational System it appears that Physical Education in Kindergarten and Primary schools is not provided by specialized teachers but by the general teacher. The PE teachers could potentially be the ones specialized in L.I.F.E.F.O.R.C.E., but, in this case we should examine if PE teachers are included in European primary education. If this is not the case, perhaps First Aid Training in the context of L.I.F.E.F.O.R.C.E. should be targeted to all teachers as part of their training.

### Latvia

During the research to acquire information on Latvia's educational system we have come across some limitations. There are new laws and amendments of existing laws, which will take effect from September 2020. For this reason, some information is not yet available. For example from September 2020, students with learning disabilities, language disorders, physical disabilities and long term illnesses should be educated in mainstream settings (European Commission 2018). Furthermore we did not always have access to all the pages and documents of the Ministry of Education of all European countries and / or Eurydice. It is possible that works were done on these pages from time to time, renewing their content. So access to them was limited. We tried to contact the communication offices of the government in order to obtain information but we did not have an answer up to now. Regarding first aid training, there is no such information on Latvia's official curriculum for the ages 5-10. Furthermore, there is a pedagogical medical commission which shall be established both by the ministry of education and the local governments.

## UNIVERSITY CLINIC COLOGNE

### Austria, Germany and Netherland

- time factor (lack of time) (waiting for answers of the different ministries of education)
- especially for Austria and Germany: the structure of federal states and differences in the education systems (there is not a unified system)
- getting information of the national curricula in the English version is not possible (Need of translation and risk of translation mistakes)

### Croatia

The national curriculum was available in English so there were no huge limitations. But in general, there was only very little information available on primary education.

### Denmark

When filling out the questionnaire for Denmark, there were of course problems to search for and also understand relevant information due to the foreign language. The topic of teacher training was also problematic. If one looks for information out of Germany, usually only offers of a teacher study for Germans are indicated, but not the exact requirements for Danes. For this information, one would have to search primarily directly in Danish. I could not find imitations due to regional differences in the curriculum.

## ITALIAN RESUSCITATION COUNCIL

### Estonia, Italy, Malta, Romania and Lithuania

Generally speaking, the main problem experienced refers to the lack of data around first aid courses or basic life support training at school and within the curricula, at least in the formal documents in English delivered in the Eurydice website. In formal documents, in fact, there are no detailed information on this topic so it's not clear if it depends on the lack of courses and attention (not entering schools' doors) or mainly on the lack of available data (courses are not "written on paper" and they do not appear formally but they exist or they appear in documents produced in local idioms and not delivered in English). Italy is not included of course, as the situation has been already completed. In Italy, first aid and BLS training are not an explicit part of the curricula at pre-school and primary school level. They can be better depicted as a "project": when principals, teachers or parents are involved (or simply one of them is personally involved for voluntary work) somehow schools or classrooms take part into projects on the topic. It happens when volunteers devote part of their activities to education or - as already said - when the school community is already involved, but it is not compulsory and nor required by the curricula despite requested by an existing law (since 2015) never implemented so far. And generally pre-school education is not engaged in formal programs too or in curricula related to first aid.

## HELLENIC SOCIETY OF EMERGENCY PREHOSPITAL CARE

### Portugal, Slovakia, Slovenia, Spain, Sweden

Common limitations encountered while collecting information for the questionnaires, included the following:

- Information was available only or mostly in the country's official language. Although one of the factors in assigning countries to individuals was the ability to speak/read the language of the respective country, this was only possible for 1 of the 5 countries. With the exceptions of Sweden, where all information was also available in English, and Spain, which was assigned to someone who is fluent in Spanish, for the other languages the information was mostly available in the local language, so the information was extracted with the aid of machine translation. Hence, there is a possibility that some information might have been missed or not be totally accurate.
- Information on the legislation governing education and curricula was mostly presented in an obscure way, whereby a recent Law replaced certain articles of a previous Law, necessitating a complex process to try and compile a complete picture.
- For several countries, there are administrative divisions which are granted a greater or lesser degree of autonomy in formulating curricula and managing the educational process locally. In those cases, an effort was made to research the educational status of those divisions and add it to that stipulated by the general education legislation of the respective country, but this process could not be comprehensive.



- Information on the existence of first-aid courses in schools was difficult to come across.

### **Slovakia**

Apart from the state curriculum, there are also specific curricula at school level, meaning that each school can modify the curriculum to some extent, based on its particular needs. This means that it is not possible to know the exact curriculum taught at each school. The country's legal and educational framework was exclusively available in Slovak, so the entire information was provided through machine translation.

### **Spain**

There are 17 autonomous communities and 2 autonomous cities in Spain. The General State Administration dictates policies for the whole of Spain, but each autonomous community has executive and administrative competences to modify those policies. Furthermore, for many of the autonomous communities, local legislation is written in the respective regional language (Catalan, Galician, Basque), making the effort to retrieve the information more difficult.

### **Sweden**

The Swedish educational system is a very complex system to evaluate, as there are many minority populations groups, and much different documentation regarding these groups. There is also a first aid course reference to the national curriculum, but apart from that there is no further information neither on the actual method of the course provided, nor on the staff that provides it.

## SUGGESTIONS:

This part consists of the suggestions of each partner.

## EUROPEAN UNIVERSITY CYPRUS

European University in Cyprus recommends the implementation of cardiopulmonary resuscitation (cpr) training in Cyprus primary education. The training should focus on early recognition of cardiac arrest, calling for help and initiating chest compressions until help arrives. There is evidence that integration of BLS (Basic Life Support) in middle school curricula is possible. The evidence for compulsory BLS education is accumulating as countries who recognize it as school requirement have a higher rate of bystander BLS and survival<sup>1</sup>.

The main philosophy taught by European Resuscitation council is keeping matters simple. As this education is addressed to middle age schools keeping it simple for kids means keeping them interested and motivated to learn more about saving a life. Taking into consideration that children are more familiar with the technological era education should be fun, interactive, using colorful animated characters (like Doodly)<sup>2</sup>, youtube videos and resuscitation games online.

Following there are changes that can be made on the educational system that it is believed will help in transferring resuscitation skills and knowledge to children.

The educational system seems to be well-structured, where the Pre-Primary education is considered to be fundamental to the development of the human nature. “It contributes to the development of the child in all areas: cognitive, emotional, social, moral, psychomotor, aesthetic. It also contributes to the acquisition of skills useful for their lives, right attitudes and values.” In continuing, the Primary schools have as fundamental “aim to create and secure the necessary learning opportunities for children (regardless of age, sex, family and social background) and mental abilities, so as to enable them to develop the characteristics of a wholesome personality. The aim includes the harmonious development of children in the cognitive, emotional and psychomotor domains; familiarization with the school and the wider environment; promotion of socialization; acquisition of positive attitudes towards learning; development of social understanding and respect for cultural heritage and human rights; and development of sensitivity in preserving and improving environment.”

But improvements need to be applied in order to be upgraded regarding the needs of the new generation. These changes include:

- Class size reduction
- Decrease of pupils per teacher
- Integration of the First-aid Course in the syllabus

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<sup>1</sup> Bohn, A., Van Aken, H., Möllhoff, T., Wienzek, H., Kimmeyer, P., Wild, E...Weber, T. (2012). Teaching resuscitation in schools: Annual tuition by trained teachers is effective starting at age 10. A four-year prospective cohort study. *Resuscitation*, 83, 619–625.

<sup>2</sup> Doodly.com. 2021. Doodly - Whiteboard Animation Software (Create Whiteboard, Blackboard, & Glassboard Videos!). [online] Available at: [https://www.doodly.com/?gclid=Cj0KCQiA3NX\\_BRDQARIsALA3fIKQL2QbnP9OgF3c5UDTSiLwdKDkNrXh91xpyKw2I9KiZ2HUAr4ZnjgaAvDYEAiw\\_cB](https://www.doodly.com/?gclid=Cj0KCQiA3NX_BRDQARIsALA3fIKQL2QbnP9OgF3c5UDTSiLwdKDkNrXh91xpyKw2I9KiZ2HUAr4ZnjgaAvDYEAiw_cB) [Accessed 6 January 2021].

- Nurse during school hours
- Upgrading the national curriculum of the pre-primary and primary education system

A small class, less than 25 pupils per class, has the potential to allow teachers to provide more individualization of instruction and have more focus on skills acquisition.

With the same way marvelous job could be done when teacher is responsible for the less pupils. As the quality of teaching and children's educational experiences could be improved. Individual, focused and ongoing attention would be provided by small classes as teachers could take full advantage of the extra time per student. Hard work by teachers is mandatory for effective learning.

It is beyond doubt that a safer and healthier environment could be achieved via the knowledge of resuscitation. Moreover, introduction CPR at an early age, seems to be fundamental for the personal development of pupils as humans' beings. As first aid offers a range of benefits, It is vital to make everyone aware of the basic methods they should apply after an accident occurs.

The primary goal of this addition should be to develop a solid foundation in child's temperament and psychology because beyond knowledge, above all, it is the confidence where is built in children, showing them that the school society believe in them and that they can offer in general in society.

Children learn how to react correctly and how to make appropriate decisions for their sick fellow human being. Also, they should be taught to apply the primary care algorithm to help someone and to have the necessary and correct attitude when dealing with an incident and thus save a life! Through the training of the pupils are cultivated in the child self-confidence and solid foundations are laid for the creation of a better personality in the future.

Thus, the child is getting the experience to discover new things and learn basic functions of the human body. Basic knowledges like how to respond and act correctly to some of the unpleasant situations that the human body may be, also could be adopted. The most important outcome is the development of respect for his fellow man and self-confidence: that the pupil can and is capable of saving a life one day.

This course could also include different aspect such as the:

- Prevention of accidents
- Calling for help ( ambulance)
- Keeping safe in an emergency
- Looking after someone in need
- CPR, hands only CPR

All this could be achieved through a multi-service mode. First of all, teachers must be trained and be able to pass on the basic knowledge to the pupils. At the same time, the nurses, also, have to be included in the educational system as trainers.

Since the course goal is to develop mature and powerful students in critical situations the teaching has to be modified for these needs. As a consequence, the using of engaging films and interactive presentations will be highly productive. As well, the use of quizzes to learn: practicing and sharing first aid skills, is going to develop the pupils as the junior assistants during emergency situations. The using of realistic scenarios and engaging characters could also contribute to the success of this course.

Special attention, in the learn about kindness and how to cope and keep calm, and how to keep their self safe, cultivates the mental health and mental awareness of the new generation. The gain is the confidence and willingness to act in an emergency situation.

Finally, the upgrading of the national curriculum of the pre-primary and primary education system seems to be necessary for the social development of pupils.

## UNIVERSITY OF THESSALY

In the Czech Republic, First Aids are being taught as very small part of a compulsory course of Primary education, which is Health Education. That is considered to be a step up in their curriculum program comparing to other European countries. Nevertheless, there is more to be done in order to reach the level of Health Education that should be provided.

Firstly, the need of teaching First Aids should be identified and it should be added as a compulsory course of the curriculum, in a more obvious way, and to all grades of Primary education. That means more time should be allocated to this course which should be taught in a more organized way, with more details, giving all the proper attention to the methods, material used and to the education of the person delivering the course. More specifically, BLS training should be part of the academic/professional requirements in order to become a primary school teacher. Furthermore, First Aids course should be provided to the preschool children as well, which is not even mentioned in the relevant curriculum. Last but not least, the installation of AEDs in schools should be compulsory to maximize safety of all.

All the above should apply for Luxembourg and Greece as well, who have no reference in their curriculums of such a course as the First Aids. Some curricula for schools in Luxembourg make reference to health and safety. In many general education subjects, however, there is no explicit mention of safety issues. In Greece, a draft law has been submitted to the leadership of the Ministry of Education for the institutionalization of the KIDS SAVE LIVES course in the timetable of Greek schools.

It is a fact that the attention being paid to the preparation of teachers themselves is also not enough. Teachers need the relevant training in how to deliver this course. To that end, pedagogy, sociology of childhood and education can play a vital role in delivering this course in a kid's friendly way based on the latest scientific developments of these disciplines.

We thus underpin the need of the First Aid course input in the curriculum of all three countries as compulsory, with all that is necessary for its adequate delivery (regarding BLS training of the teachers, compulsory installation of the AEDs in schools, well-organized methods and materials), in order that every kid will be able to apply First Aids, for a safer future.

## KIDS SAVE LIVES – ΤΑ ΠΑΙΔΙΑ ΣΩΖΟΥΝ ΖΩΕΣ

We suggest First Aid courses to be introduced into the curriculum and compulsory education of Europe's educational systems from an early age [6 years of age]. These courses will be adapted according to the age of the students. The teachers who will provide the course, must be certified in Basic Life Support and Basic Instructor Course of the European Resuscitation Council, as well as in other appropriate educational programs [LIFE FORCE] that will concern the pre-education of primary school children 6-10 years old

Furthermore, taking into consideration the inclusive education policy for all European countries, the proposed LIFE FORCE program should include even at the stages of design and development, proposed adjustments which would make it accessible to learners with various disabilities.

## UNIVERSITY CLINIC COLOGNE

It should be compulsory curriculum and BLS should be taught to everyone becoming a teacher, so that teachers are able to teach it.



## ITALIAN RESUSCITATION COUNCIL

First Aid and BLS should be part of primary school curricula and in kindergarten, in respect of children's time and development. Methodology should take into account the cognitive steps and the tactile-visual predisposition of young children in this context.

In detail, considering kindergarten stage, the idea is to propose a set of games and learning activities every educator can develop during the year, without a specific or rigid schedule: in this age-range the abilities and the cognitive elements are quite different and not really homogeneous (part of the hard work of educators, in fact, is devoted to the development of basic skills for every young learner, especially when there are relevant differences in parents' stimuli and individual family situations). The idea then, as there are no "subject" but five "areas of experience" ("myself and others", "body and movement", "images, sounds and colors", "communication and words", "the knowledge of the world") is to connect First Aid/BLS training in the last area and in the second one where health issues and ideas on science can better match. As said, it should be interesting to set a different bunch of activities for specific age groups and for specific aims: flexible, open, progressive, brief (attention span is quite short).

Considering primary school, where subjects are vivid, the debate is quite composite and perhaps known: First Aid/BLS training is very close to physical education (and PE teachers) or science (and so science teachers should be involved). We suggest reflecting on another framework, not opposite but complementary, especially in Italy due to the new law which enshrines the establishment of civic education back into the curriculum. The idea, then, is to relate First Aid with civic education especially when it is considered as a subject among the others in the curriculum.

In Italy, as anticipated, a very recent law established civic education as a compulsory subject (the law belongs to 2019, starting from school year 2020/2021), but at the moment there are no references to teaching materials: schools are very free to develop different paths and choices. On one hand, this is actually a positive element, as every school is free to act with creativity; on the other hand, it is negative as they can truly make a very weak effort when the single school system is not well prepared. We have 33 hours per year, a representative teacher, but the subject is developed by every teacher collectively (with a strong and strongly desired interdisciplinary approach) in order to reach 33 hours and to put civic education right in every subject (of course the reason is evident: civic education is not a "closed subject", but concerns knowledge and behaviors and for this reason every teacher should be involved).

Specifically, First Aid/BLS, intended as a combination of psychomotor skills, should require the engagement of teachers of physical education, but also science teachers, using the slot of civic education as the "perfect time", without eating away the school hours devoted to each single subject (PE and science). There is also another reason: PE teachers and science teachers are generally used to practical approaches in teaching (for example the experimental scientific method is based on assumption and experiments and cannot be described just using words), to the involvement of the body (is it possible to practice PE without it?) and to the creation of practical patterns to test concepts and knowledge.

We should also mention another realistic path: in Italy (and we suppose also at European level with similar initiatives) the Ministry of Education, University and Research (MIUR) with "Sport e Salute" ("Sport and health") and CONI (Italian National Olympic Committee) is running a specific project devoted to primary schools called "Sport di classe" ("Sport in the classroom"), according to which experts in PE are directly engaged in physical

education lessons and are working with children during PE hours (generally run by general teachers)<sup>3</sup>. Every year, in fact, this project selects and supports training for those who will enter primary school: apart from the degree in Physical Education, these experts also follow a specific training, this should be an occasion for outreach and awareness regarding First Aid/BLS activities. According to the statistical data provided by “Sport di classe”, during the school year 2019/2020, 60% (3230 schools) of the total number of schools in Italy has participated and more than 7000 experts in PE have been involved.

Our general proposal for sure requires teachers to be trained: first, a course should be included in the curricula at university (for the Degree in Primary Education and for the degree in Physical Education, at academic level) to train future teachers; second, a in-service training should be delivered for teachers already working at school.

This course should be practical and brief and we suggest the form of a MOOC in different languages (at least for many content areas), involving experts in Europe and developing content modules, practical guidelines and exercises for teachers and a toolkit to employ with children/pupils. But, for sure teachers should act with professionals, making a bridge between education and technical skills that professionals really can manage.

This is why this project is so relevant: to have a set of materials, games, practical activities, proposals to dress up in each situation, a set of exercises and digital tools (like short video games, visual materials to exercise on specific contents): this kit could bridge the gap and support a renovate culture on First Aid at school.

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<sup>3</sup><https://www.progettosportdi classe.it/>

## HELLENIC SOCIETY OF EMERGENCY PREHOSPITAL CARE

From the countries researched, it is clear that, although there may be isolated efforts to teach first-aid, as part of intrathematic and/or optional initiatives (i.e. human and health, human and sports, etc.), there is not an organized, countrywide first-aid course as part of the mandatory curricula.

The fact that, in many countries, there are variations of curricula at regional or even school level, means that we should aim at pushing for a Europe-wide directive for compulsory first-aid education to be issued at central European level, not only for the L.I.F.E.F.O.R.C.E. target age group, but for all grades of compulsory education. This would then be implemented on national level, but it would stand a better chance of being adopted at regional, local or school level.

We should also suggest that the academic/professional requirements to become a pre-primary/primary/secondary school teacher (regardless of subject) should include BLS/I-level education on first-aid.

Finally, it is suggested that the aforementioned education of teachers is performed gradually, in 4 stages, as follows:

- Teachers become certified providers of Basic Life Support (and possibly other first-aid courses).
- Teachers become certified instructors of Basic Life Support (and possibly other first-aid courses).
- This suggestion can further benefit from ensuring that while being instructor candidates, they participate in BLS courses in schools, alongside experienced Full instructors.
- Upon reaching Full instructor status, they will be eligible to teach first-aid courses at schools.

## CONCLUSION:

This report provides an overview of the current situation in pre-primary (ISCED 0) and in primary school (ISCED 1) educational systems in country members of the European Union.

After processing the data contained in the 27 questionnaires completed by all partners, we have collected valuable information regarding the design of the educational methodology and the application of the program.

Factors which must be taken into consideration when creating the educational methodology and the application of the program include:

### **Number of mandatory grades in pre-primary and primary school for ages 6-10**

For pre-primary (ISCED 0), the grades of compulsory education from the age of 6 upwards range from 0 to 1, whereas for primary (ISCED 1), the grades for compulsory education up to the age of 10 range from 3 to 4. Based on this, we need to classify the material and the learning goals accordingly.

### **Number of pupils per classroom**

For pre-primary (ISCED 0), the number of pupils per classroom in most countries ranges from 20-25. For primary (ISCED 1), the number of pupils per classroom in most countries ranges from 25-30, but there are also several countries with 20-25 pupils per classroom and a handful with less than 20.

Based on the above information, we need to propose if the program should be applied to the whole class at once, or to groups of pupils and, if so, how many pupils should each group comprise, so that the program will maintain its uniformity while having a degree of flexibility.

### **Number of pupils per teacher**

For pre-primary (ISCED 0), the number of pupils per teacher in many countries ranges from 10-15. Several other countries have 20-25 pupils per teacher, and a few countries have less than 10 pupils per teacher. For primary (ISCED 1), the number of pupils per teacher in most countries ranges from 20-30, but there are also several countries with 10-20 pupils per teacher. Based on this information, we need to propose the required number of teachers, assistants and/or BLS-First aid instructors for the training.

### **Possible modifications and expansions for the application of the program to alternative educational structures**

20 countries offer some type of alternative educational structure. Of these countries, 15 have special schools /special needs schools. Based on this information we may possibly need to adapt the structure of the algorithm, the learning goals, the success criteria and the means of evaluation.

### **Teacher training**

The findings in the questionnaires indicate that there are no provisions for first aid training as part of the academic curriculum for becoming an ISCED 0/ISCED 1 teacher. This does not help teachers realize the role they could play in health promotion and education. Also, in those countries where it is mandatory to achieve a professional qualification, this does not include any first aid training requirements. Also, in most countries, teachers can generally teach most subjects, with some notable common exceptions (music, physical education, arts).

Professionalization of teachers is key because higher levels of preparation positively correlate with a better quality service, higher quality teacher-child interactions and therefore better developmental outcomes for children.

Based on the above, we need to set the conditions regarding who can deliver the program (teachers, certified teachers, teachers of all specialties, etc.).

### **Content of syllabuses**

ISCED level 0 education is designed to support early development in preparation for participation in school and society. Linguistic, moral, social, emotional and creative development will be achieved through play-based activities, support multidirectional activities, develop habits and behaviors leading to independence, enable safe development of their identity, understand what can affect health and well-being.

Learning is achieved through exploration, play and discussion and all skills are taught through games, songs, outdoor activities, physical exercises and storytelling, reflexive skills, observation, exploration, comparison, building structured thinking, and decision making.

ISCED level 1 syllabuses typically are designed to provide students with the fundamental skills in reading, writing and mathematics and to establish a solid foundation for learning. This seems to be the core for all 27 countries. The common aim of primary education is to develop a healthy, active, creative child who has acquired the foundations of basic literacy and social, informational, cognitive, activity skills and common human values.

Additionally, the purpose of primary education is to develop social understanding and environmental awareness, develop knowledge of history of other countries, promote student autonomy, learn to pursue lifelong education and learning, prepare to exercise duties, democratic citizenship, build up each child's personality, respecting his/her own development level and rhythm, and encourage all pupils to discover their own uniqueness as individuals.

Based on the above common contents of the syllabuses of the countries, we will create the educational methodology for ISCED 0, 1.

### **Assessment process**

Only 6 countries seem to have some assessment in place, to progress from pre-primary to primary education. This involves observing the child's approach, assessment of the child's readiness, attendance records, as well as informal assessment. Assessments are carried out by the teachers and are communicated by a report or orally.

In ISCED 1, 18 countries have formal assessment in order to progress among primary school grades, although in some of these countries, assessment is carried out mostly in higher grades than those concerning children up to 10 years of age. This assessment evaluates the pupil's performance in several subjects including, 1st and 2nd language, sports, music, arts, math and history.

Assessment methods include continuous child performance, written descriptive assessment, attendance records and standardized tests. Assessment is carried out individually or in groups, by the teachers, the pedagogical team or by the head teachers. Evaluation is based on national evaluation standards.

We need to decide which of the above to take into consideration when we propose the ways and methods for the evaluation of the program.

### Existing first aid courses

In ISCED 0, no country offers a compulsory first aid course. In ISCED 1, 7 countries offer first aid courses, but only 2 of them as independent courses, rather than part of some broader Health Education course.

The existing courses include multiple topics, such as nutrition, well-being and health, physical and mental hygiene, chronic illness and injury, sexually transmitted diseases, trauma and life-threatening situations, traffic safety, call for help, accident prevention and management, simple first-aid techniques, steps in CPR and defibrillation, as well as bullying and conflict management.

According to the aforementioned relevant findings, we need to decide whether, except from the L.I.F.E.F.O.R.C.E. algorithm we should also include some other first aid subjects such as foreign-body airway obstruction, drowning, and/or other life-threatening situations.

Having decided the contents, we can then proceed to propose the number of hours per week / month / grade, as well as finalize the materials and knowledge classification per grade.

Learning is an incremental process; building a strong foundation in the early years is a precondition for higher level competence development and educational success as much as it is essential for health and the well-being of children. Therefore, childhood education needs to be regarded as the foundation of education and training systems and be an integral part of the primary education.

Based on the above, it is proposed that First Aid courses should be introduced into the curriculum of Europe's educational systems from an early age, not only for the L.I.F.E.F.O.R.C.E. target age group, but for all grades of compulsory education, including pre-school children. These courses will be adapted according to the age of the students. Changes in the pre-primary and primary curriculum seem to be necessary in order to facilitate First Aid training. One idea is to relate First Aid with civic education especially when it is considered as a subject among the others in the curriculum.

First Aid training (Basic Life Support Provider and/or Basic Life Support Instructor courses) should be part of the academic/professional requirements for becoming a primary school teacher. Provisions should also be made for the recertification of teachers when required. Subject matter experts (doctors, nurses, rescuers, etc.) can work with the qualified teachers to provide a more in-depth education.

The installation of AEDs in schools should be made compulsory, and members of academic/administrative staff should be trained in their use. Relative legislation across Europe varies, is mostly limited to making recommendations and only outlines the obligation to register AEDs with some official body. We should propose a comprehensive legislative framework, which will specify the locations where AEDs must be installed, the people who must be trained in their use (and the type of required training), as well the mapping of existing AEDs, so trained individuals will know their location. This legislation should ensure that AEDs will be available at schools, to both help save lives and drive home the fact that an educated community armed with the appropriate tools is needed.

It must be noted that the information contained in this report on Intellectual Output 1 was gathered by all partners with great care and has been processed and compiled so as to offer an accurate and useful view on the

existing educational systems. However, there were certain limitations beyond our control, which have had a degree of impact on our effort.

These limitations included mainly the following: Availability of information mostly in a country's official language. Although we took care to assign the gathering of information to colleagues with knowledge of a country's official language(s), this was not always feasible, so we resorted to using translation tools. In several countries the general/federal law does not apply universally but is amended for autonomous/semi-autonomous regions. This always applies to the formulation of curricula, which are not always uniform across a country, as regional authorities, and in some cases, individual school authorities have a certain degree of freedom over the curricula. Also, the existing national legislation is mostly not available as a single legal document, but as a series of amendments and replacements to other laws and statutes, making it difficult to draw a complete picture. Lastly, the fact that in-country authorities, with which we communicated in order to verify information and/or request further information did not always respond.

As a concluding remark, it has been shown that there is an educational, regulatory and legislative gap regarding first aid training in elementary schools throughout Europe. It has also been shown that existing curricula and educational structures have common elements, which we can build on and call for a Europe-wide directive for compulsory first-aid education to be issued at central European level, in order to bridge this gap and support a renovate culture on First Aid training in elementary schools. The findings of Intellectual Output 1 will serve as the foundation for building a solid methodology for the pre-training of school children aged 6-10 in First aid in Intellectual Output 2.



## GLOSSARY:

<b>2 Infantil</b>	Early childhood education, the second cycle of preschool in public schools (Spain)
<b>CITO</b>	Independent assessment of final year Dutch primary school pupils
<b>De Weide</b>	“The meadow” in Erpe, East Flanders, Dutch-speaking experimental nursery and primary school.
<b>E.E.-E.S.D</b>	Environmental Education - Education for Sustainable Development
<b>École élémentaire</b>	Elementary school (France)
<b>Ensino Basico</b>	Basic education (Portugal)
<b>Forskoleklas</b>	Preschool class (Sweden)
<b>Grundskolan</b>	Compulsory primary school (Sweden)
<b>ICT</b>	Information and Communication Technology skills.
<b>ISCED</b>	International Standard Classification of Education
<b>IT</b>	Information technology
<b>IUP</b>	Individuell Utveckling Plan. Individual development plan. (Sweden)
<b>Jardins de Infância</b>	The schools are known as Kindergarten (Portugal)
<b>KITA</b>	Short for KINDERTAGESSTÄTTE, Kita is a collective term for various forms of childcare, including nurseries, preschools and after-school care in Germany
<b>Nachalno Uchilishte</b>	Elementary school (Bulgaria)

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<b>NCCA</b>	National Council for Curriculum and Assessment (Ireland)
<b>Primaria or Educación Primaria</b>	Primary education structured as three cycles (Spain)
<b>SESE</b>	Social Environmental and Scientific Education
<b>SPHE</b>	Social Personal and Health Education
<b>Steiner Schools</b>	An international school based on the educational approach and theory of Austrian philosopher Rudolf Steiner
<b>Sudbury School</b>	Dutch-speaking school that uses the Sudbury model coming out of the US

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## APPENDICES:

## A. QUESTIONNAIRE



### Intellectual Output 1

Transnational overview of nursery and primary school educational systems in European countries

### Questionnaire – information form

Country : [Country name]

Prepared by : [Partner name]

#### A. Educational System

The purpose of this part is to collect information about the grades which cover the International Standard Classification of Education (ISCED) levels 0 (Early Childhood Education) / 1 (Primary education) **AND** ages of 5-10 years old.

1. For each of the grades that satisfy **both** of the above criteria, please provide link(s) to the respective national curricula.

Grade name	Age range	Links

2. For each of the grades **listed in Question 1**, please provide the number of pupils per classroom and the number of pupils per teacher, if different. Please provide references to the relevant documentation.

Grade name	Pupils/classroom	Pupils/teacher	Reference (Links, page numbers)

3. Is ISCED level 0 education compulsory? (Please answer Yes/No). Please provide references to the relevant documentation.	
<b>Compulsory?</b>	<b>Reference (Links, page numbers)</b>

4. For each of the grades <b>listed in Question 1</b> , please provide the purpose, the educational goal(s) and the syllabus (list of taught subjects), as described in the respective national curricula.	
<b>Grade name</b>	<b>(Please include page numbers)</b>
	Purpose: Goals: Syllabus:
	Purpose: Goals: Syllabus:
	Purpose: Goals: Syllabus:
	Purpose: Goals: Syllabus:

5. For each of the grades <b>listed in Question 1</b> , is there a first aid subject/course taught as part of the national curriculum? If yes, please provide references to the relevant documentation.		
<b>Grade name</b>	<b>(Please answer Yes/No below)</b>	<b>Reference (Links, page numbers)</b>

6. For each of the grades **where you answered “Yes” in Question 5**, please specify whether the first aid course is a compulsory subject or it is taught as part of an optional program (i.e. health education program). Please provide references to the relevant documentation.

Grade name	Status	Reference (Links, page numbers)

7. For each of the grades **where you answered “Yes” in Question 5**, please provide the topics taught in the first aid course. Please provide references to the relevant documentation.

Grade name	Topics	Reference (Links, page numbers)

8. For each of the grades **where you answered “Yes” in Question 5**, please provide the duration of the first aid course and the hours per week allocated to it. Please provide references to the relevant documentation.

Grade name	Duration	Hours/week	Reference (Links, page numbers)

9. For each of the grades **where you answered “Yes” in Question 5**, please specify how the first aid course is delivered [to the whole grade, to a class (subdivision of grade), to a group of pupils, etc]. Please provide references to the relevant documentation.

Grade name	Scope	Reference (Links, page numbers)




10. For each of the grades **where you answered “Yes” in Question 5**, please specify the method(s) (i.e. presentation, demonstration, etc.) and/or material(s) (i.e. CPR mannequins) used to deliver the first aid course. Please provide references to the relevant documentation.

Grade name	Method(s)	Material(s)	Reference (Links, page numbers)

11. For each of the grades **where you answered “Yes” in Question 5**, please specify who delivers the first aid course [teacher (general/specialized), school nurse, other health care provider, etc]. Please provide references to the relevant documentation.

Grade name	Educator	Reference (Links, page numbers)

12. For each of the grades **where you answered “Yes” in Question 5**, is homeschooling (home education) or a mix of school/home based education legally allowed? If so, what are the required qualifications for the person who will deliver the first aid course, if any? Please provide references to the relevant documentation.

Grade name	Homeschooling	Qualifications	Reference (Links, page numbers)

13. Are there educational goals which must be met, in order to **progress from ISCED level 0 to ISCED level 1**? If yes, please provide references to the relevant documentation.

Grade name	Educational goals	Reference (Links, page numbers)

14. **For each of the grades of ISCED level 1 AND ages up to 10 years**, are there educational goals which must be met, in order to advance to the next grade? Please provide references to the relevant documentation.

Grade name	Educational goals	Reference (Links, page numbers)

15. **For ISCED level 0 and/or ISCED level 1**, are there alternative educational structures, aiming at providing education which meets the needs of people with different educational, social and cultural backgrounds (experimental schools, special education schools, minority schools, cross-cultural schools, etc.)? If, for different grades within the same ISCED level there are different policies in effect, please provide details for each grade. Please provide references to the relevant documentation.

ISCED level	Name of alt. structure	Reference (Links, page numbers)

## B. Teacher

The purpose of this part is to collect information about the formal qualifications required to become a certified ISCED 0 and ISCED 1 educator.

16. For each of the grades **listed in Question 1**, what are the academic requirements (type of degree), in order to become a teacher? Please provide relevant information and references to the relevant documentation.

Grade name	Academic requirements	Reference (Links, page numbers)

17. For each of the grades **listed in Question 1**, what are the professional requirements (certification/practice), in order to work as a teacher? Please provide relevant information and references to the relevant documentation.

Grade name	Professional requirements	Reference (Links, page numbers)

18. For each of the grades **listed in Question 1**, are all teachers eligible to deliver all subjects of the curriculum? If yes, please provide references to the relevant documentation. If not, please provide information on each subject that is taught by a special teacher, as well as references to the relevant documentation.

Grade name	Subject	Reference (Links, page numbers)



19. For each of the grades **where you answered “Yes” in Question 5 AND where the first aid course is taught by the school teachers**, are there any first aid qualifications required (i.e. Basic Life Support provider, etc.), in order to teach the first aid course? Please provide relevant information and references to the relevant documentation.

Grade name	Qualification	Reference (Links, page numbers)

### C. Other pertinent first aid information

20. **For ISCED level 0 and ISCED level 1**, are there provisions for school nurses? Please provide relevant information (compulsory, conditional, etc.) and provide references to the relevant documentation (legislation, etc).

ISCED level	Status	Reference (Links, page numbers)

21. **For ISCED level 0 and ISCED level 1**, are there provisions for the installation of Automated External Defibrillators? Please provide relevant information (compulsory, conditional, AED per number of pupils, certified BLS provider per number of pupils, etc.) and references to the relevant documentation (legislation, etc).

ISCED level	Status	Reference (Links, page numbers)





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**D. Country overview** (max. 5000 characters)

Please provide a brief overview of the educational system for each of the grades identified in Q1.

**E. List of references to documentation**

Document title	Link

## B. GUIDELINES AND USEFUL LINKS



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### Intellectual Output 1

Transnational overview of nursery and primary school educational systems in European countries

#### Guidelines

A separate questionnaire must be filled in for each of the countries assigned to each partner.

You will need to research country-specific information (i.e. Ministry of Education links) and obtain supporting documentation for all information provided in the questionnaires.

When you submit the questionnaires, please also submit all relevant documentation, both by attaching electronic copies and by providing links to it.

To ensure that all references are consistently documented in all questionnaires, please apply the following guidelines:

1. When you provide a reference to a document in the questionnaire, please paste the relevant link, followed by the page number(s), which support the information you provided.
2. In the electronic version (i.e. PDF file) of the same document, please use Comment tools (i.e. highlight text, add note in Acrobat Reader), to mark the relevant text and to indicate the Question it is relevant to.

The final IO1 report will have to be accompanied by links to sources for all information included in it.

The following list of links and contact information is indicative and is provided as a starting point to help you obtain the required information, in order to fill in the questionnaires.

## Useful links

### **EURYDICE**

[https://eacea.ec.europa.eu/national-policies/eurydice/home\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/home_en)

National Educational Systems

[https://eacea.ec.europa.eu/national-policies/eurydice/national-description\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en)

### **EACEA (Education, Audiovisual and Culture Executive Agency)**

Structure of European Education Systems - 2019/20

[https://eacea.ec.europa.eu/erasmus-plus/news/structure-of-european-education-systems-2019/20\\_en](https://eacea.ec.europa.eu/erasmus-plus/news/structure-of-european-education-systems-2019/20_en)

### **CEDEFOP – European Centre for the Development of Vocational Training European qualifications framework (EQF)**

[https://europa.eu/europass/en/compare-qualifications?field\\_location\\_selection\\_target\\_id%5B6069%5D=6069&field\\_location\\_selection\\_target\\_id%5B6070%5D=6070](https://europa.eu/europass/en/compare-qualifications?field_location_selection_target_id%5B6069%5D=6069&field_location_selection_target_id%5B6070%5D=6070)

National qualifications frameworks (NQFs)

<https://www.cedefop.europa.eu/en/events-and-projects/projects/national-qualifications-framework-ngf>

### **UNESCO**

International Standard Classification of education – ISCED 2011

<http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

### **EUROPEAN COMMISSION - EDUCATION AND TRAINING**

Education and Training Monitor country analysis, volume 2 2019

[https://ec.europa.eu/education/resources-and-tools/document-library/education-and-training-monitor-country-analysis-volume-2-2019\\_en](https://ec.europa.eu/education/resources-and-tools/document-library/education-and-training-monitor-country-analysis-volume-2-2019_en)

## C. AED LEGISLATION

A lack of clarity over the rules regarding AED use could cause confusion in an emergency, leading to time being lost during the intervention. In order to address this issue, EENA has consulted 22 countries (19 in the Europe Union and 3 outside the European Union) in order to document the legislation, rules and recommendations in each country. The aim is for this document to serve as a reference point in order to inform the public of who can use an AED in times of emergency, as well as to highlight the differences between countries.

All data below is taken from questionnaires filled out by relevant organisations in each country.

### Buying & installing AEDs/defibrillators in public places

There is no regulation regarding who can buy, install an AED and there is no national legislation regarding AEDs in the following countries: Bulgaria, Czechia, Ireland, Latvia, Slovakia and Sweden.

Regarding other countries there is specific legislation about installing AEDs:

#### Croatia

- The legislation covering AEDs in Croatia is: Ordinance on Conditions for Implementation of the Program of Publicly Available Early Defibrillation (Official Gazette 120/2013).

#### Estonia

Apart from the EU directive, there is no additional legislation regarding AEDs in Estonia.

- All medical devices installed and used in Estonia must be in accordance with EU requirements. Now the requirements come from directive 93/42/EMÜ and from 26 May 2020 from the Regulation 2017/745.

#### Finland

- The relevant legislation regarding AEDs is: Medicinal devices EU regulation in Finland

#### France

- Since 19 December 2018, a new law has been voted in regarding AEDs. It is now mandatory for public access building to have an AED. o Depending on the location's size and attendance, the AED requirement must be fulfilled by January 1 2020 (categories 1-3), January 1 2021 (category 4) or 1 January 2022 (category 5).

#### Germany

- The legislation regarding AEDs in Germany is the Medical Device Directive (MPBetreibV).

#### Italy

- Legislation relating to AEDs in Italy is: Law 120/2001 and subsequent modifications

Only those have undertaken a BLS/D course are permitted to use public AEDs.

However, in the presence of a cardiac arrest, there aren't any consequences if an untrained person uses an AED in a public place.

### **Luxembourg**

- The legislation regarding AEDs in Luxembourg is: Règlement Granducal dated 19 November 2008.

### **Romania**

- Relevant legislation: Order no. 2.021 of December 12, 2008 for the approval of the Methodological Norms for the application of Title IV "National Emergency Medical Assistance System and Qualified First Aid" of Law no. 95/2006 on health reform

### **Slovenia**

- Legislation regarding AEDs in Slovenia is covered by the Rules on Emergency Medical Service (Ur. l. RS, št. 81/15 in 93/15 – popr.).

### **Austria**

- Legislation regarding AEDs in Austria is: Medizinproduktegesetz - Medical Devices Act (abbreviated MPG), which refers to the national implementation of the European Directives 90/385 / EEC for active implantable medical devices, 93/42 / EEC for medical devices and 98/79 / EC for in vitro diagnostic medical devices.

### **Portugal**

- Legislation regarding AEDs in Portugal is: Decree-Law 188/2009 and 184/2012. (Decreto-Lei 188/2009 e Decreto-Lei 184/2012)

### **Spain**

The health administrations of the autonomous communities will promote and recommend the installation of Semi Autonomous External Defibrillators, in accordance with the indications or recommendations of international organizations, in those places where a large number of people are concentrated or transit.

The autonomous communities will establish the necessary mechanisms to authorize the use of Semi Autonomous External Defibrillators to all those people who are in possession of the minimum and basic knowledge necessary for it.

#### **Asturia**

The relevant legislation in Asturias is: Decreto 54/2016, of 28 September. This legislation regulates the installation and use of external defibrillators outside of the health field, as well as the training and accreditation of the training entities.

#### **Galicia**

Legislation concerning AEDs is: Decreto 38/2017, of 23 March. This regulates the installation and use of external defibrillators outside of the health field, as well as the creation of a register.

### **Madrid**

Relevant legislation regard AEDs in Madrid: AED Decree of the Community of Madrid.

### **Valencia**

Relevant legislation: Decree 159/2017 of Generalitat Valenciana (regional government) regulates the installation and use of defibrillators in the Region of Valencia. The Royal decree 365/2009 states the quality and safety requirements for both automatic and semiautomatic defibrillators in the Spanish state.

### **Andalusia**

Based on Royal Decree 365-2009, schools must have AEDs, being places where large numbers of people gather.

### **Aragon**

**All educational centers without exception** must have at least one defibrillator.

### **Canary Islands**

Educational centers with an average daily influx equal to or greater than 2,000 people.

### **Cantabria**

Schools with a capacity greater than 1,500 people must have a defibrillator. BLS required to use.

### **Castilla la Mancha**

Recommendation to install AEDs to all public and private entities.

### **Castile and Leon**

Recommendation to install AEDs to all public and private entities. BLS required to use.

### **Catalonia**

Schools with a capacity greater than 1,000 people must have a defibrillator. BLS required to use.

### **Ceuta**

Required in places where large numbers of people gather. AEDs must be registered in the AED Registry of Ceuta.

### **Extremadura**

Schools with a capacity greater than 500 people must have a defibrillator.

### **Balearic Islands**

Recommended for individuals and legal entities, public and private. AEDs must be registered in the AED Registry of Ceuta. BLS training required to use.

### **The Rioja**

All places where large numbers of people transit or stay must have Semi Automatic External Defibrillators. Users must have BLS training and be registered with the Administration of the Autonomous Community of La Rioja. If no properly trained person is present, the Center for the Coordination of Urgencies and Health Emergencies 112 may authorize its use.

### **Melilla**

Schools with a capacity greater than 500 people must have a defibrillator.

### **Murcia**

All organizations, institutions and companies may have AEDs after notifying the General Directorate of Public Health.

### **Navarre**

Educational centers with a capacity greater than 700 people must have a defibrillator.

### **Basque Country**

Schools with a capacity greater than 2,000 people must have a defibrillator.

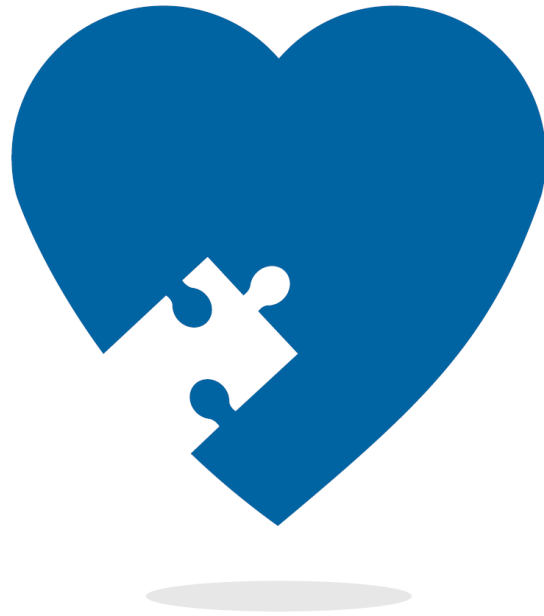
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1. European Emergency Number Association. (2019). *AED Legislation document*. <https://eena.org/knowledge-hub/documents/aed-legislation-document/>
  2. Royal Decree 365-2009 <https://www.boe.es/buscar/doc.php?id=BOE-A-2009-5490>
  3. <https://serviciocardioproteccion.com/blog-cardioproteccion/colegios-cardioprotegidos-como-utilizar-desfibriladores-clase/>







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