
Enrolment policies and educational tracking in 15 EU countries





Enrolment policies and educational tracking

When students are placed into academic or vocational tracks too early or leave school too soon, they miss out on a real opportunity.

For migrant learners, the stakes are even higher.

Systems that rush to sort or fail to support end up leaving students behind.



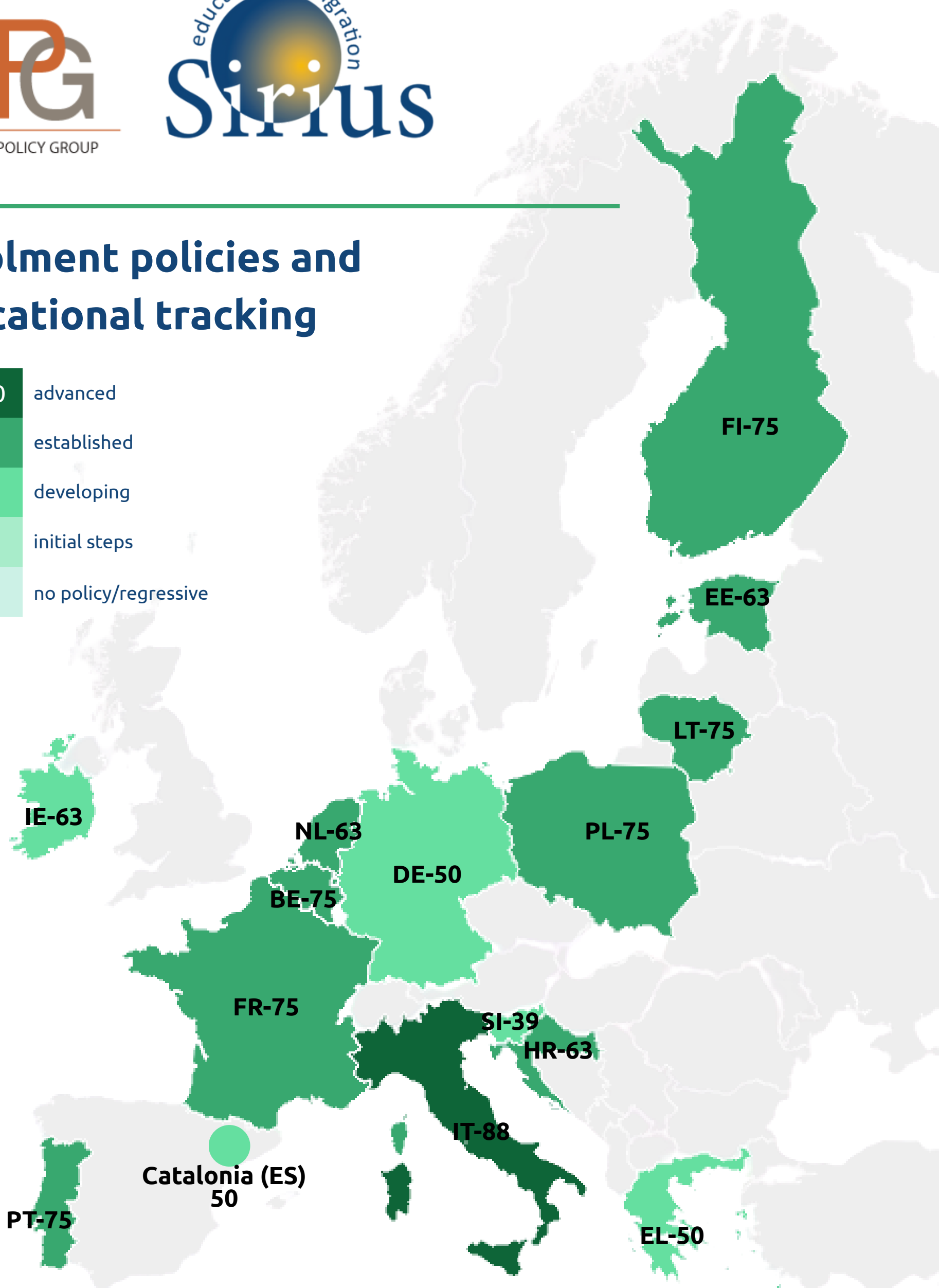
How education shapes opportunity

This dimension looks at how systems shape access and opportunity through four key factors:

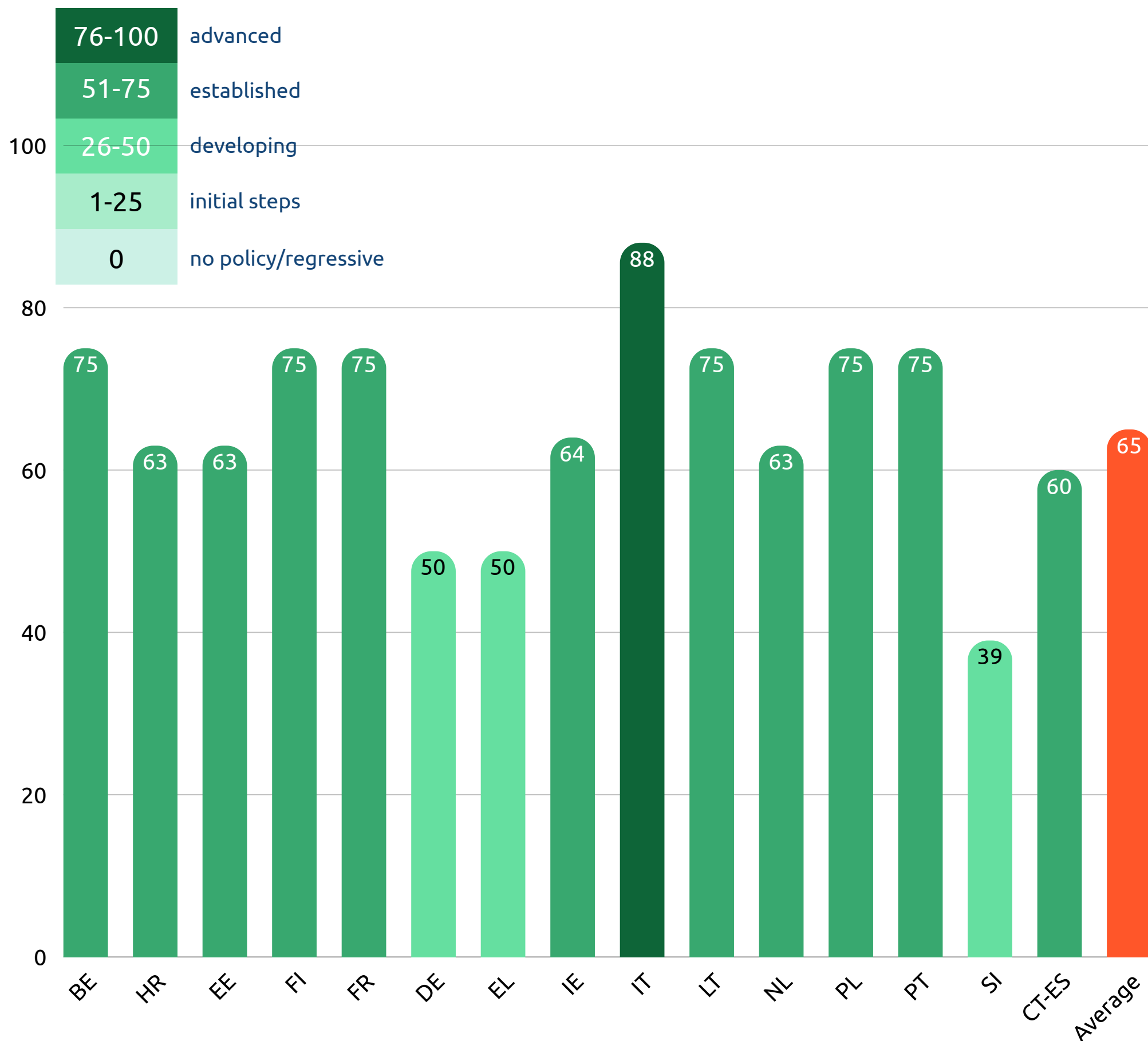
1. Is early childhood education compulsory and accessible?
2. How long are students required to stay in school or training?
3. At what age are students sorted into academic or vocational tracks?
4. What decides which path they are placed in: test scores, teachers, or choice?

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76-100	advanced
51-75	established
26-50	developing
1-25	initial steps
0	no policy/regressive



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What it looks like when it works

Italy leads with early childhood access, long compulsory schooling, and fair placement.

France starts school at age 3.

Several countries keep students in school until 18 or 19.

Finland delays tracking to 15.

In **Bavaria (Germany)**, vocational classes support migrant youth with language, skills, and stability



Why early sorting can lock opportunity

In some systems, students are tracked into academic or vocational paths as early as age 10 or 12, before they have had a real chance to catch up.

These decisions often depend on a mix of grades, test results, and teacher input.

But for newly arrived learners still adapting to a new language and system, early tracking can close doors before they even open.



Do not rush the system, trust the learner

Longer, more flexible education systems
support fairer outcomes.

Migrant learners bring resilience and potential.

They just need time and trust.

Education should open doors,
not close them too soon.



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