2017 Eurydice Publications

The Eurydice network provides high quality information on a wide range of aspects of education policy and practice in Europe. With the support of national units based in 38 countries, Eurydice provides descriptions of 43 national education systems, comparative studies devoted to specific topics indicators and statistics. Eurydice reports cover information from EU Member States as well as other countries participating in the network and are available in various languages.

The Structure of the European Education Systems 2017/18: Schematic Diagrams
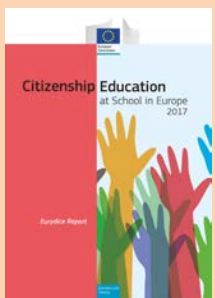
Date of publication: 16 November 2017

This report provides information on the structure of mainstream education in European countries from pre-primary to tertiary level for the 2017/18 school and academic year. It includes national schematic diagrams, an explanatory guide and a map showing the main organisational models of compulsory education.

Compulsory Education in Europe – 2017/18

Date of publication: 16 November 2017

This publication focuses on the duration of compulsory education/training in Europe. It highlights the starting and leaving ages and distinguishes the notions of full-time and part-time compulsory education/training.

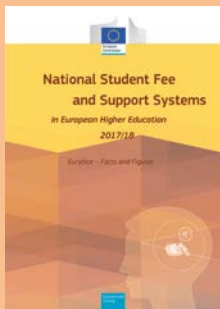## Citizenship Education at School in Europe – 2017

Date of publication: 7 November 2017

There has been a strong focus in recent years on the promotion of citizenship education, as a result of the increasing threats to fundamental values such as peace, equality and human rights Europe is faced with, and several countries are making changes to their policies in this area. But what is citizenship education? How is it taught? How are students evaluated? Can citizenship skills be developed outside the classroom? What training and support do teachers receive?

The report is divided into four chapters, each of which is complemented by a case study on recent policy initiatives:

- Curriculum Organisation and Content
- Teaching, Learning and Active Participation
- Student Assessment and School Evaluation
- Teacher Education, Professional Development and Support

The report is primarily based on qualitative data. It focuses on the existing regulations and recommendations regarding citizenship education in public sector schools and includes general education and school-based initial vocational education training programmes.

National Student Fee and Support Systems in European Higher Education – 2017/18

Date of publication: 19 October 2017

When students plan for higher education, one important element to consider is how much it will cost and whether they can receive any financial support. In a Europe where it is easier than ever to study in another country, reliable information on the costs and available student support in higher education is essential.

This report aims to provide both an overview of the main features of national fee and support systems and more detailed information on each individual country. Forty-two national sheets present the reality of fees and financial support available to students in public or government-dependent private higher education institutions in short cycle, first and second cycle students in 2017/18. In particular, the publication describes the range of fees charged to national, EU and international students and specifies the categories of students that are required to pay, and those that may be exempt. Similarly, it explains the types and amounts of public support available in the form of grants and loans, as well as tax benefits and family allowances where applicable.

Eurydice Brief: Modernisation of Higher Education in Europe: Academic Staff – 2017

Date of publication: 10 October 2017

The higher education sector has experienced profound changes in recent years. As student numbers have continued to increase, new steering and funding mechanisms have been established, quality assurance systems have been further developed and societal demands have expanded. Yet there has been too little focus on the impact and implications of these developments for academic staff, who play a vital role in higher education institutions and systems.

The brief is based on a comprehensive report, *Modernisation of Higher Education in Europe: Academic Staff – 2017* published in June, which explores the realities for academic staff in this changing higher education landscape. The brief focuses on some of the main findings, including on human resource policy planning, academic careers, working conditions, and teaching. It concludes by highlighting three key concerns for policy-making: 'levelling the playing field for academic careers', 'balancing institutional autonomy and government oversight' and 'improving information gathering on academic staff'.

Eurydice Brief: Key Data on Teaching Languages at School in Europe – 2017 Edition

Date of publication: 26 September 2017

In an age where learning several languages is a necessity for many people and offers endless opportunities to all, there have been a number of reforms in recent years with regards to foreign language learning. This new Eurydice Brief on *Key Data on Teaching Languages at School in Europe 2017* builds on a comprehensive report on teaching languages at school in Europe and includes information on research works and EU policy documents. It presents a state of play of the existing policies on key aspects of foreign language teaching and concludes with further routes which could be explored to encourage language teaching at primary and secondary level in the future.

This Brief is structured around five key EU and national language policy themes: the importance of learning two foreign languages from a very early age; the range of foreign languages learnt by students; the foreign language teaching itself with a particular focus on teachers and their visits abroad for professional purposes, and CLIL (Content and Language Integrated Learning) as a teaching approach; the expected levels of attainment in foreign languages; language support measures to facilitate the integration of newly arrived migrant students.

Infographics: Foreign_Languages_at_School_in_Europe_2017

Date of publication: 26 September 2017

This publication focuses on the duration of compulsory education/training in Europe. It highlights the starting and leaving ages and distinguishes the notions of full-time and part-time compulsory education/training.

The Organisation of the Academic Year in Europe – 2017/18

Date of publication: 11 September 2017

The academic calendar contains national data on how the academic year is structured (beginning of the academic year, term times, holidays and examination periods). Differences between university and non-university study programmes are also highlighted..

The Organisation of School Time in Europe. Primary and General Secondary Education – 2017/18

The school calendar contains national data on the length of the school year, the start and the end dates of each school year, the timing and length of school holidays and the number of school days. Key points are illustrated by comparative figures.
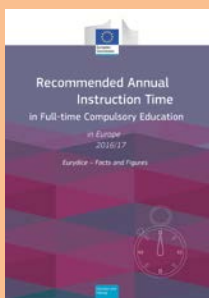
Modernisation of Higher Education in Europe: Academic Staff – 2017

Date of publication: 15 June 2017

The higher education sector has experienced profound changes in recent years. Student numbers have continued to increase, while the sector has diversified and experienced significant structural changes, such as new funding arrangements, and new quality assurance systems. The challenges for academic staff have also been growing. Staffs are responsible for teaching ever greater numbers of students, undertaking research, and responding to growing societal needs, while academic jobs become more competitive, and job security more tenuous.

Modernisation of Higher Education in Europe: Academic Staff – 2017 explores the current realities for academic staff within this changing higher education landscape. The report focuses on the qualification requirements for academic staff, the recruitment process, employment and working conditions in academia, the impact of external quality assurance, and top level strategies for internationalisation. It also includes national diagrams showing key characteristics of academic staff categories.

The report is based mainly on qualitative data gathered by the Eurydice Network. The data collection focused on academic higher education staff who are primarily responsible for teaching and/or research. In addition, quantitative data from Eurostat and the European Education Tertiary Register (ETER) are also used, as well as information gathered from surveys developed for this report to academic staff Trade Unions and Quality Assurance agencies.

Recommended Annual Instruction Time in Full-time Compulsory Education in Europe – 2016/17

Date of publication: 8 June 2017

The Council of the European Union has set the goal of reducing low achievement in reading, mathematics and science among 15-year-olds to less than 15 % by 2020. But how are European countries going to achieve this? Effective learning depends on many factors, but one key element in the learning process of students is the instruction time available to them. How can they best organize limited time between different subjects, ensuring that all students have the opportunity to develop their learning potential in a range of different areas?

This report examines the recommended minimum instruction time in full-time compulsory general education in 2016/17. It includes national diagrams illustrating the data by country and by subject. The comparative overview examines the policy changes that have taken place over the last year regarding the recommended annual instruction time and its distribution across subjects. It pays special attention to several subjects which are currently of particular interest at European level: Reading, writing and literature, maths, natural sciences, other languages and physical education and health. For maths and natural sciences it compares the minimum recommended by education authorities with the instruction time reported by teachers and students in TIMSS and PISA surveys.

The Eurydice network has been collecting data on instruction time for more than two decades and annually updated data on instruction time has been available on the Eurydice website since 2010.

Key Data on Teaching Languages at School in Europe – 2017 Edition
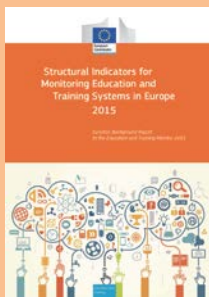
Date of publication: 18 May 2017

There are over 60 official languages in Europe. It is a continent of considerable linguistic diversity, and that breadth is only increasing with recent migration flows. The 2017 Edition of *Key Data on Teaching Languages at School in Europe* depicts the main education policies regarding teaching and learning of languages.

Some of the questions answered in the report:

- How long do students spend studying foreign languages?
- What are the ten most commonly offered foreign languages?
- Do foreign language teachers travel abroad for training?
- How many immigrant students speak the language of schooling at home?
- Plus much more

Although the main focus of the report is on foreign languages, some information about the regional/minority and classical languages in the curriculum is provided. The report also discusses the language support measures available for newly arrived migrant students.

A variety of sources are used in this report, including the Eurydice Network, Eurostat, and the OECD's PISA and TALIS international surveys. Eurydice data cover all countries of the European Union as well as Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, the former Yugoslav Republic of Macedonia, Norway, Serbia and Turkey.

[Structural Indicators for Monitoring Education and Training Systems in Europe 2016 – Thematic Overviews](#)

Date of publication: 16 February 2017

These thematic overviews provide background information to the Education and Training Monitor 2016, and examine education structures, policies and reforms in five key areas:

- Early childhood education and care
- Achievement in basic skills
- Early leaving from Education and Training
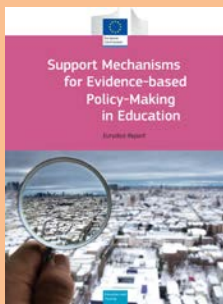- Higher Education
- Graduate Employability.

[2016 - Eurydice publications](#)

Date of publication: 10 February 2017

In 2016, Eurydice published a number of reports on various educational topics.

An overview of our 2016 publications is now available. With just one click, you can easily get access to all our reports!

[Support Mechanisms for Evidence-based Policy-Making in Education](#)

Date of publication: 26 January 2017

Having a solid evidence base is essential for effective policy-making in the education sector. In practice the mechanisms used to support evidence-based policy-making differ significantly between countries.

This report describes the mechanisms and practices that support evidence-based policy-making in the education sector in Europe. It provides an initial mapping of a complex area. It compares institutions and practices in evidence-based policy-making, as well as the accessibility, and mediation, of evidence. The report also presents more detailed information, with specific examples of the use of evidence in policy formulation for each individual country.

For more information about your country education system:
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