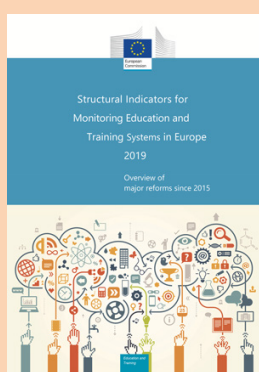


## 2019 Eurydice Publications

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. Reports are available in various languages.

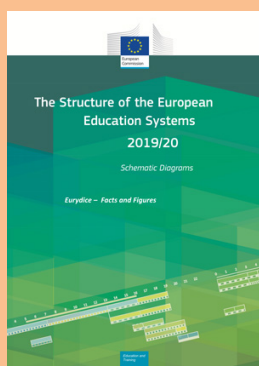


### **Structural Indicators for Monitoring Education and Training Systems in Europe – 2019: Overview of major reforms since 2015**

Date of publication: 22 October 2019

This report contains more than 35 updated structural indicators on education policies for the 2018/19 school/academic year in six policy areas: early childhood education and care (ECEC), achievement in basic skills, early leaving from education and training (ELET), higher education, graduate employability and learning mobility. It additionally provides a short overview of the major reforms since the start of the 2014/15 school/academic year in the said policy areas. Part of the information in this report that concerns the EU Member States was published in the ***Education and Training Monitor 2019***.

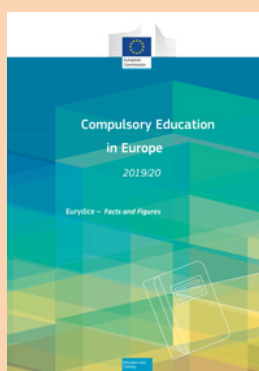
The 2019 update of the structural indicators covers all EU Member States, as well as Bosnia and Herzegovina, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Turkey.



### **The Structure of the European Education Systems 2019/20: Schematic Diagrams**

Date of publication: 15 October 2019

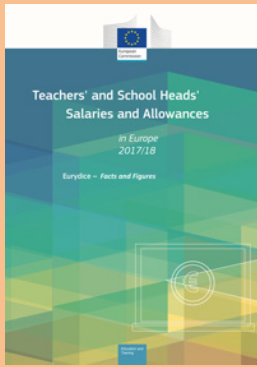
This report provides information on the structure of mainstream education in European countries from pre-primary to tertiary level for the 2019/20 school and academic year. It includes national schematic diagrams, a guide to reading the diagrams and a map showing the main organisational models of primary and lower secondary education. The information is available for 43 European education systems covering 38 countries participating in the EU's Erasmus+ programme.



### **Compulsory Education in Europe – 2019/20**

Date of publication: 15 October 2019

This publication provides concise information on the duration of compulsory education/training in 43 European education systems, covering 38 countries participating in the EU's Erasmus+ programme (28 Member States, Albania, Bosnia and Herzegovina, Switzerland, North Macedonia, Iceland, Liechtenstein, Montenegro, Norway, Serbia and Turkey).



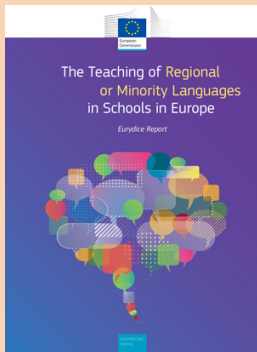
## Teachers' and School Heads' Salaries and Allowances in Europe 2017/18

Date of publication: 4 October 2019

This report analyses the statutory salaries of teachers and school heads in pre-primary, primary and general secondary public schools in 42 European education systems in 2017/18.

The report shows the main changes in statutory salaries over the last three years and compares the average actual salaries of teachers (including allowances and other additional payments) with the per capita GDP and with the earnings of other tertiary-educated workers.

The report includes national data sheets with extensive information on the salaries, the allowances and other additional payments that teachers and school heads receive. Data have been collected jointly by the Eurydice and the OECD/NESLI networks.



## The Teaching of Regional or Minority Languages in Schools in Europe

Date of publication: 26 September 2019

This Eurydice report provides an overview of current policy efforts in Europe that support the teaching of regional or minority languages in schools. It presents the references made to regional or minority languages by top-level education authorities in official documents. It illustrates some of the existing policies and measures on teaching regional or minority languages in the different European education systems. It concludes with a summary of some of the EU-funded projects and initiatives that support the teaching of regional or minority languages in schools in Europe.



## The Organisation of the Academic Year in Europe – 2019/20

Date of publication: 18 September 2019

The academic calendar shows 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 information is available for 38 countries.



## The Organisation of School Time in Europe. Primary and General Secondary Education – 2019/20

Date of publication: 18 September 2019

This report, based on national data, gives an overview on the length of the school year, the start and the end dates, the timing and length of school holidays. It covers both primary and general secondary education and key points are illustrated by comparative figures. The information is available for 38 countries participating in the EU's Erasmus+ programme.



## Eurydice Brief: Key Data on Early Childhood Education and Care in Europe

Date of publication: 17 September 2019

This Eurydice Brief highlights some of the main findings of the second edition of Eurydice report on '[Key Data on Early Childhood Education and Care in Europe](#)'. After a short introduction of the European policy context on early childhood education and care (ECEC), this brief describes the main policy measures to ensure access specifying which countries guarantee a place in ECEC from which age. The brief shows in where ECEC services are available free of charge and in which countries parents pay the highest fees. The availability and regulations on home-based provision (offered by childminders) across Europe is also reviewed. Aiming to provide an overview of the quality of ECEC, the brief includes information on governance, staff qualification requirements and educational content. Attention is also drawn to the different ways in which countries monitor ECEC quality as well as to the measures that enable a smooth transition to primary education.



## [Digital Education at School in Europe](#)

Date of publication: 12 September 2019

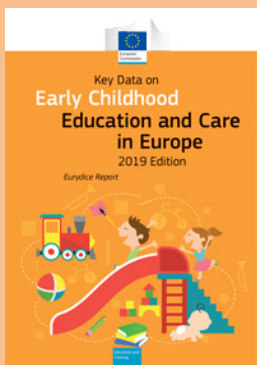
Acknowledging the key role school education plays in preparing young people for a tech-driven world, this report sheds light on two different but complementary perspectives of digital education: the development of digital competences relevant to learners and teachers on the one hand, and the pedagogical use of technologies to support, improve and transform learning and teaching on the other. The report provides indicators on the development of students' digital competence through school curricula and teacher-specific digital competences, the assessment of students' digital competences and the use of technology for assessment in general, and finally, on the strategic approaches to digital education and specifically policies supporting schools in this matter. While the four main chapters provide policy-makers, researchers and the education community with comparative information on the current school digital education policies across Europe, the annexes add specific information by country, on school curricula, teacher competence frameworks, top-level strategies and agencies supporting digital education at school.



## [Eurydice Brief: Digital Education at School in Europe](#)

Date of publication: 12 September 2019

This Eurydice Brief presents the main findings of the Eurydice report [Digital Education at School in Europe](#), published in September 2019. The four main chapters of the report provide policy-makers, researchers and the education community with comparative information on the current digital education policies across Europe, the annexes add specific information by country, on school curricula, teacher competence frameworks, top-level strategies and agencies supporting digital education at school.

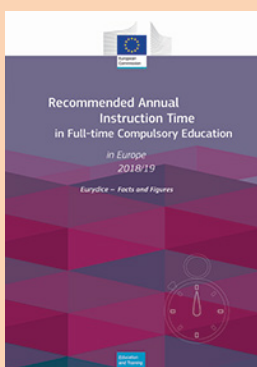


## [Key Data on Early Childhood Education and Care in Europe – 2019 Edition](#)

Date of publication: 4 July 2019

Early childhood education and care (ECEC) – the phase before primary education – is increasingly acknowledged as providing the foundations for lifelong learning and development. This second edition of *Key Data on Early Childhood Education and Care in Europe* charts the progress made in the key quality areas identified in the [Council Recommendation on High Quality ECEC Systems](#).

The report provides indicators on the key quality areas of governance, access, staff, educational guidelines as well as evaluation and monitoring. Cross-cutting these key areas, it presents a child-centred approach, with special attention being paid to the inter-relatedness of policies in different areas. The importance of inclusiveness in education is also stressed as high quality ECEC is considered to be one of the best ways to increase equity and equality in society. Part one provides policymakers, researchers and parents with comparative information on the current ECEC policies across Europe. Part two gives an overview of the key features of national ECEC systems accompanied by a diagram of their structure. The scope of the report is wide, covering centre-based and regulated home-based provision in both the public and private sectors in the 38 European countries (43 education systems) participating in the EU's Erasmus+ programme. It includes the 28 Member States of the European Union as well as Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Turkey.



## [Recommended Annual Instruction Time in Full-time Compulsory Education – 2018/19](#)

Date of publication: 11 June 2019

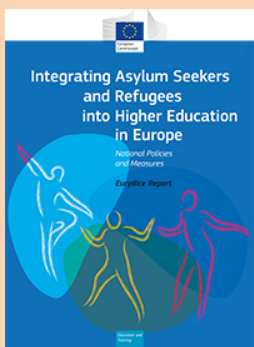
The [Council of the European Union](#) has set the goal of reducing low achievement in reading, mathematics and science among 15-year-olds to less than 15 % by 2020. How are European countries going to achieve this? One of the key elements in the learning process is the instruction time available to students. In fact, not only the quality of instruction but also the time available for learning can have a positive effect on students' learning process. This instruction time report analyses the recommended minimum instruction time in full-time compulsory general education in 43 European education systems for the year 2018/19. Special attention is paid to reading, writing and literature, mathematics, natural sciences and social studies. The report outlines how reading, writing and literature are the subject areas that take up the largest share of instruction time, especially in primary education. Mathematics represents the second largest share of instruction time. Its share decreases at secondary level in favour of other subjects such as natural sciences. In addition to the comparative analysis, the report includes national diagrams that illustrate data by country and subject, collected jointly by the [Eurydice](#) and the OECD NESLI networks. Eurydice has been collecting data on instruction time for more than two decades and updates annually these findings, available on the [Eurydice website](#) since 2010.



## 2018 – Eurydice Publications

Date of publication: 21 March 2019

In 2018, Eurydice published a number of reports on various educational topics. An overview of our 2018 publications is available. With just one click, you can easily get access to all our reports!



## Integrating Asylum Seekers and Refugees into Higher Education in Europe: National Policies and Measures

Date of publication: 07 February 2019

This report was planned in the wake of the refugee crisis and aims at assessing to what extent national systems are able to respond to the needs of asylum seekers and refugees in higher education. While there is a strong potential demand for higher education among refugees and many have previously been enrolled in university programmes in their home country, it cannot be taken for granted that this demand is easily met. This report is divided into two main parts. The first presents a selection of indicators on migratory flows which provide the context for the report. Building on this, the second part offers an overview of policies, strategies and measures that exist across European countries for the integration of asylum seekers and refugees into higher education. Although in a majority of countries there is no specific policy approach, good practice can be found in a few systems on matters such as recognition of undocumented qualifications, support to language learning, financial support and personal guidance services.

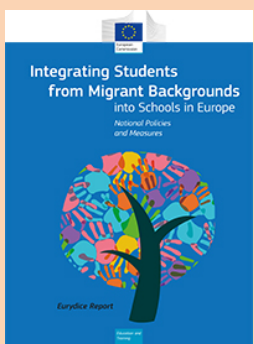


## Eurydice Brief: Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures

Date of publication: 17 January 2019

This Eurydice Brief presents the main findings of the Eurydice report [Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures](#), published in January 2019 and produced under the auspices of the European Commission.

The information is based on existing top-level regulations and recommendations for the school year 2017/18, gathered by the Eurydice Network in 42 education systems. It is complemented by findings from the academic literature and statistical analyses based on Eurostat, IEA PIRLS 2016 and ICCS 2016 data.



## Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures

Date of publication: 17 January 2019

This Eurydice report investigates what top-level education authorities across Europe do to promote the integration of students from a migrant background into schools. It presents a comparative mapping of a wide range of national policies and measures aimed at placing newly arrived migrant students in schools and addressing the various issues related to them. It also offers a deeper analysis of some of the key policies that can enable schools to welcome students from diverse linguistic and cultural backgrounds and to take into account students' social and emotional needs in order to encourage their learning and development. The report focuses on top-level regulations and recommendations covering primary, general lower and upper secondary education as well as school-based initial vocational education and training. In Part I, a comparative analysis covering all countries describes the existing policies and measures that impact the way newly arrived migrant students are placed in schools (in the reference year 2017/18) and how schools address the various issues related to them. Part II analyses policies in ten selected education systems along two main dimensions: the way diversity is accommodated and how migrant students' well-being is addressed. The report also analyses the comprehensiveness of policy approaches, which puts equal emphasis on the diversity and well-being side. Information covers 42 education systems, including the 28 EU Member States as well as Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, Norway, Serbia, the former Yugoslav Republic of Macedonia and Turkey.

### **For more information about your country education system:**

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

### **Eurydice Website:**

<http://ec.europa.eu/eurydice/>

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