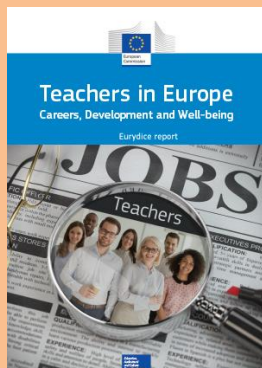# 2021 Eurydice Publications

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 37 countries, Eurydice provides descriptions of 39 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.

2020 - Eurydice publications
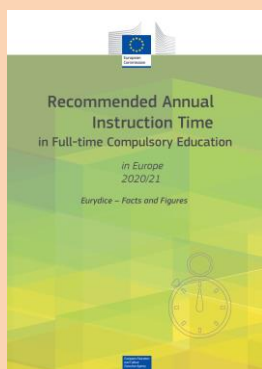
Date of publication: 29 January 2021

In 2020, Eurydice published a number of reports on various educational topics. An overview of our 2020 publications is now available. With just one click, you can easily get access to all our reports!.

Teachers in Europe Careers, Development and Well-being

Date of publication: 24 March 2021

Teachers play an essential role in the learning process and in making it a fruitful experience for all students. The pandemic, the rapid transition from face-to-face to distance learning have further highlighted their essential contribution to our societies. If in one hand, teachers' role is evolving as new demands and expectations arise, together with new responsibilities, on the other hand, this profession has been going through a vocational crisis for some years now. National and European policy-makers have been developing solutions to mitigate the impact of shortages and maintain high quality teaching standards. This report, focused on lower secondary teachers (ISCED 2), contributes to the debate by providing evidence on both policies and practices. It combines Eurydice data on national legislation with data on teachers' practices and perceptions from the OECD Teaching and Learning International Survey (TALIS). These two data sources together shed light on the impact produced by national policies on teachers' behaviours. It also provides ground for evidence-based reforms. The report covers all 27 EU Member States, as well as the United Kingdom, Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Turkey.

Recommended Annual Instruction Time in Full-time Compulsory Education in Europe 2020/21

Date of publication: 10 June 2021

Effective learning depends on many factors, but undoubtedly, the instruction time available to students plays a key role in their learning process. Along with the quality of instruction and the time available for learning after school, the increase in the amount of instruction time allocated to a discipline can help to raise students' interest in that subject and can have positive effect on students' performance. Moreover, the positive relationship between increased instruction time and student achievement is more apparent when the increase is accompanied by other support measures and directed at disadvantaged students.

This report analyses the recommended minimum instruction time in full-time compulsory general education in 37 European countries. The data refer to the minimum requirements set for the compulsory curriculum by the competent authorities of 39 education systems for the year 2020/21. Special attention is paid to four core subject areas: reading, writing and literature; mathematics; natural sciences; social studies. The analysis shows that annual minimum instruction time tends to increase with the education level, and differences between countries become less significant. At primary level, the focus for most countries is on reading, writing and literature (about 25 % of total instruction time), while in secondary education the teaching of mathematics and natural sciences becomes equally important.

The report also identifies the main changes in total instruction time that have taken place in the last year especially due to the COVID-19 pandemic. In addition to the comparative analysis, the report includes national diagrams that illustrate data by country and by subject, jointly collected by the Eurydice and the OECD NESLI networks.

The Organisation of the Academic Year in Europe 2021/22

Date of publication: 6 September 2021

This publication, based on national data, gives accurate information on the 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 37 countries.

The Organisation of School Time in Europe. Primary and General Secondary Education – 2021/22

Date of publication: 6 September 2021

The report 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.
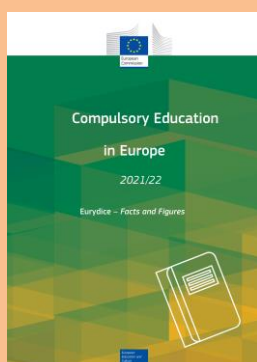
The information is available for 37 countries covering both primary and general secondary education and participating in the EU's Erasmus+ programme.

Adult education and training in Europe: Building inclusive pathways to skills and qualifications

Date of publication: 8 September 2021

This Eurydice report focuses on adult education and training in Europe. It investigates current approaches to promoting lifelong learning, with a particular emphasis on policies and measures supporting adults with low levels of skills and qualifications to access learning opportunities. Starting with a range of quantitative indicators related to adult education and training (Chapter 1), the report examines national arrangements for coordinating adult learning policies and measures (Chapter 2). It then provides a cross-country overview of publicly subsidised programmes that seek to provide opportunities for adults to upgrade their skills and qualifications (Chapter 3). The report also addresses the question of financial support, paying particular attention to the financial incentives for groups with low qualification levels (Chapter 4). Approaches to achieving flexible learning pathways constitute another area of investigation (Chapter 5). This is followed by an analysis of arrangements for the recognition and validation of non-formal and informal learning (Chapter 6). The report finally looks at the extent to which awareness-raising and outreach actions (Chapter 7) and guidance services (Chapter 8) underpin the available learning provision. The report's prime source is the policy information collected from Eurydice National Units, representing 42 education and training systems across 37 European countries. These data have been complemented with qualitative and quantitative data provided by other organisations, including Cedefop, Eurostat and the OECD.
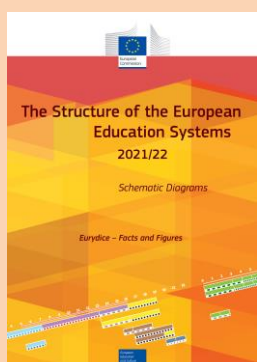
Compulsory Education in Europe - 2021/22

Date of publication: 27 September 2021

This publication provides concise information on the duration of compulsory education/training in 39 European education systems, covering 37 countries participating in the EU's Erasmus+ programme (27 Member States, Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Turkey).
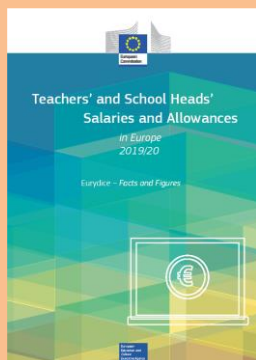
Full-time compulsory education/training refers to a period during which all students are required to follow education/training on a full time basis.

The Structure of the European Education Systems 2021/22: Schematic Diagrams

Date of publication: 7 October 2021

This report illustrates schematic information on the structure of education systems in European countries, from pre-primary to tertiary level. It includes national 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 39 European educational systems covering 37 countries participating in the Erasmus+ programme.

Teachers' and School Heads' Salaries and Allowances in Europe – 2019/20

Date of publication: 21 October 2021

Are teachers in Europe well paid? What prospects for salary increases do they have as they progress in their career? Have teachers gained or lost purchasing power in recent years?

Teachers' remuneration and career prospects are an intrinsic part of policies aiming to attract the best-qualified graduates and retain the best teachers. The report shows the composition and differences in teachers' earnings among the Erasmus+ countries. It includes a comparative analysis and national data sheets with detailed information on the allowances and other additional payments that teachers and school heads receive.

The comparative overview examines the statutory salaries for beginning teachers, and the prospects for salary increases throughout their career. It also looks into salary differences across education levels, usually linked to different qualification requirements. On average, pre-primary teachers tend to earn less and upper secondary teachers usually earn more, although in some European countries, all schoolteachers receive the same salaries.

The report includes country sheets illustrating the data on salaries and allowances of teachers and school heads for each education system. Data have been collected jointly by the Eurydice and the OECD/NESLI networks.

Structural Indicators for Monitoring Education and Training Systems in Europe - 2021

Date of publication: 9 December 2021

This year's edition analyses more than 20 key structural indicators on education policies in four areas: early childhood education and care, achievement in basic skills, early leaving from education and training and higher education. It additionally provides a short overview of major reforms since the start of the 2014/15 school/academic year in these policy areas. The part of information that concerns the European Union countries has also been included in the Education and Training Monitor 2021.

The 2021 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.

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Contact: **EACEA-EURYDICE@ec.europa.eu**   **January 2022**