



European
Commission

2024 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 40 countries, Eurydice provides descriptions of 42 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.

Data and Visuals

1. System-level indicators



[Early childhood education and care \(ECEC\)](#)

Date of publication: 28 November 2024

The system-level indicators on early childhood education and care (ECEC) explore main aspects of the situation in Europe regarding the right to affordable ECEC of good quality for all children. These indicators focus on key policies in the areas of access, educational guidelines and staff in 38 European education systems.

Early childhood education and care (ECEC) refers to educational or developmental programmes (ISCED 0) as well as childcare services for children from birth to the start of compulsory primary education.

These indicators support the analysis in the [Education and Training Monitor](#), which is the European Commission's annual report on EU education and training systems.



[Higher education](#)

Date of publication: 28 November 2024

The system-level indicators on higher education explore two important aspects linked to the social dimension in higher education in Europe. On one hand, they examine tackling gender equity issues in higher education, and on the other, admission policies in the context of lifelong learning. The two indicators focus on key policies in these areas in 38 European education systems.

The scope of the indicators is publicly funded and government dependent private higher education institutions (ISCED 5, 6, 7 and 8).

These indicators support the analysis in the [Education and Training Monitor](#), which is the European Commission's annual report on EU education and training systems.



[Equity in school and higher education](#)

Date of publication: 28 November 2024

Equity in schooling is one of the priority areas for European cooperation in education. Equity refers to the attainment of educational achievements and qualifications, irrespective of the learner's socioeconomic, cultural, racial or other background.

Eurydice collects data from the authorities of 38 European education systems, to construct system-level indicators reflecting the conditions conducive to equity in primary and secondary education (ISCED 1, 24 and 34).

These indicators support the analysis in the [Education and Training Monitor](#), which is the European Commission's annual report on EU education and training systems.



[Early leaving from education and training \(ELET\)](#)

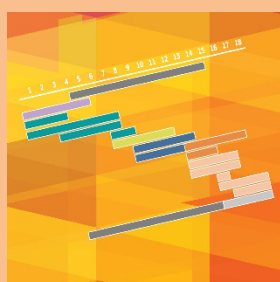
Date of publication: 28 November 2024

The system-level indicators on early leaving from education and training (ELET) explore actions taken across Europe to reduce ELET and to support more young people to obtain an upper secondary education qualification. The indicators highlight key policies aiming to ensure better educational outcomes and to reduce the share of early leavers from education and training to less than 9% by 2030, as defined by the agreed [EU-level target](#).

The indicators present the existence of top-level policies and measures, i.e. regulations, recommendations, actions (including monitoring and evaluation) provided by top-level authorities in 38 education systems. The focus is on school education, i.e. primary and general secondary education (ISCED 1, 24 and 34).

The indicators support the analysis in the [Education and Training Monitor](#), which is the European Commission's annual report on EU education and training systems.

2. Others



[The structure of European education systems](#)

Date of publication: 19 November 2024

This webpage is dedicated to showing the structure of education and training systems from pre-primary to tertiary level in the current school/academic year (2024/2025). It covers 39 education systems across 37 countries (members of the [Eurydice Network](#)).

The diagrams display the most representative mainstream formal education programmes in each education system. The two separate diagrams include the following [education levels](#):

1. Early childhood and school education:
 - Early childhood education and care (ECEC) from the youngest age of enrolment (non-ISCED ECEC, ISCED 0)
 - Primary and secondary education programmes (ISCED 1-3)
 - Post-secondary non-tertiary programmes (ISCED 4)
2. Tertiary education (ISCED 5-8).



[Organisation of the academic year in Europe](#)

Date of publication: 17 October 2024

The academic calendar plays a crucial role in determining the feasibility and preferences for student and staff mobility. If the academic year started and finished at similar times, and if it were organised into the same or similar number of terms or semesters, planning mobility periods for students and staff would be easier. Otherwise, institutions with different academic schedules may need to negotiate specific agreements to facilitate mobility.

The 3 indicators below, developed by the [Eurydice network](#), cover tertiary education from short-cycle tertiary education to doctoral or equivalent level (from ISCED 5 to ISCED 8, according to the [International Standard Classification of Education \(ISCED\)](#)). Information covers both public and private sectors.



[School calendars in Europe](#)

Date of publication: 17 October 2024

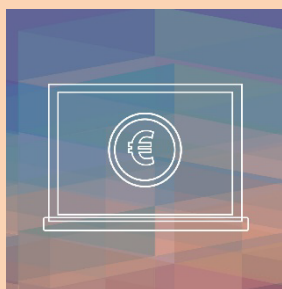
This tool gives an overview on the **start of the school year**, the timing and length of **school holidays**, as well as on the **decision-making level**. Its two main objectives are to provide a better understanding of students' school rhythms in Europe and to facilitate the organisation of transnational activities and exchanges at school level in Europe.

It covers the **37 European countries**, members of the [Eurydice network](#).

Data cover **primary and general secondary education**, in accordance with the [International Standard Classification of Education \(ISCED 2011\)](#).

Information is presented under the **2 tabs below**:

- Calendar view
- Comparative information.



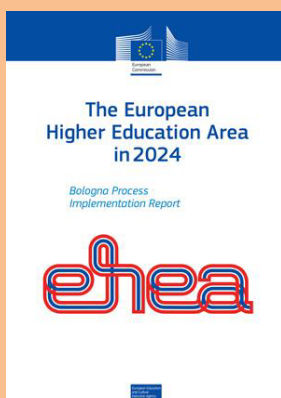
[Teachers' and school heads' salaries and allowances in Europe](#)

Date of publication: 4 October 2024

This interactive tool provides data on statutory and actual salaries of full-time, fully qualified teachers and school heads in public schools, as well as information on the allowances that they may get in addition to their statutory salaries. It covers 39 education systems in 37 European countries, that are members of the Eurydice network. Data may also cover private government-dependent schools, which in some countries constitute the large majority of schools (see national information). Data is collected in accordance with the [International Standard Classification of Education \(ISCED\)](#) for pre-primary, primary, lower and upper general secondary education. Salary data refers to annual gross salaries, and may be:

- Statutory data: Defined in regulations or other steering documents.
- Actual data: Average actual earnings, including allowances and other additional payments.

Thematic reports

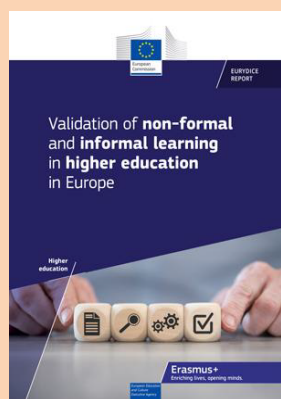


[The European higher education area in 2024](#)

Date of publication: 27 May 2024

The Bologna Process Implementation report provides an overview of the latest policy commitments in the European Higher Education Area (EHEA) and assesses their implementation across the countries.

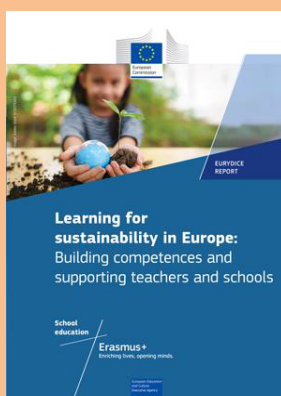
This new edition is structured in six chapters. The first one provides background data about the European higher education sector wherein the policy commitments have been implemented. The second chapter details the three key commitments of the EHEA countries concerning the degree structures, the recognition of qualifications, and quality assurance. The third chapter deals with the fundamental values agreed by the EHEA: academic freedom, academic integrity, institutional autonomy, student and staff participation, and public responsibility for and of higher education. The fourth chapter is about the social dimension policy's implementation. The fifth chapter focuses on learning and teaching objectives established in the 2020 Rome Communiqué. The sixth chapter centers around mobility and internationalisation. The last section shifts the focus to higher education institutions aiding the Ukrainian academic community following the war of aggression launched by Russia, as many higher education institutions made significant efforts to support students and staff exiled following the Russian aggression.



[Validation of non-formal and informal learning in higher education in Europe](#)

Date of publication: 30 April 2024

This Eurydice report investigates whether and to what extent higher education systems across Europe recognise and validate learning outcomes from non-formal and informal learning. Building on EU steering documents and objectives set within the Bologna Process, the report examines the validation of non-formal and informal learning as (1) an alternative access route to education and (2) a way to fulfil higher education study requirements. Additionally, the report looks at (3) the types of learning activity that can be validated and (4) the quality assurance mechanisms underpinning validation practice. The report covers 37 education systems that are part of the Eurydice Network and includes qualitative data for the 2023/2024 academic year.



[Learning for sustainability in Europe](#)

Date of publication: 16 April 2024

This Eurydice report focuses on the development of sustainability competences among learners and the support offered to teachers and schools to meet the challenges of the green transition in 39 European education systems. The report analyses how learning for sustainability is embedded in European curricula, and to what extent sustainability competences – defined on the basis of the European GreenComp framework – are included in these steering documents (Chapter 1). It then examines the role of teachers and school leaders in promoting sustainability, covering areas such as the integration of sustainability in teacher competence frameworks initial teacher education, promoting teacher professional development in sustainability, building school leadership for sustainability and supporting teachers in delivering sustainability education (Chapter 2). The report finally explores whole-school approaches to sustainability, support for schools, and monitoring, including guidance, support and incentives, as well as monitoring the integration of learning for sustainability in school activities (Chapter 3). Covering primary and general secondary education, the report relies on qualitative data on policies and support measures.



2023 - Eurydice publications

Date of publication: 15 January 2024

In 2023, Eurydice published a number of reports on various educational topics. An overview of our 2023 publications is now available. With just one click, you can easily get access to all our reports!

For more information about your country education system:

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