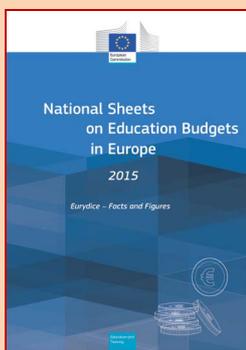


2015 Eurydice Publications

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 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.



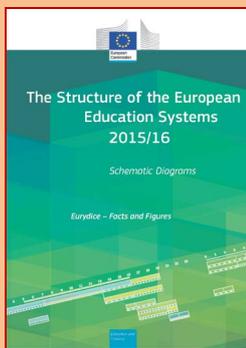
[National Sheets on Education Budgets in Europe – 2015](#)

Date of publication: 7 January 2016

Investment in education is one of Europe 2020 strategy's priority areas. However, the lack of up-to-date information in Europe on public funding in education makes it difficult to assess and discuss the current changes in public investment in the education sector, to pinpoint the reasons of these changes, and to analyse budget reforms launched by countries.

In this context, Eurydice publishes the report on Education Budgets in Europe for 2015 which provides the most recent data on planned education budgets by country. It makes it possible to identify variations in education budgets within a country between 2014 and 2015.

National education budgets are presented by type of expenditure and education level.



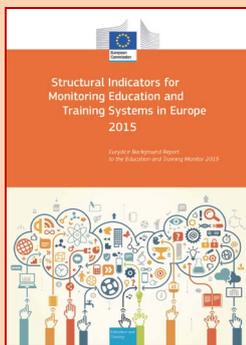
[The Structure of the European Education Systems 2015/16: Schematic Diagrams](#)

Date of publication: 23 November 2015

This report provides an overview of the structure of education systems in Europe for 2015/16. In total, 42 education systems are represented.

For each country, diagrams show how the national education system is organised at five education levels: early childhood education and care, primary and secondary education programmes, post-secondary non-tertiary programmes, and the main programmes offered at tertiary level.

The first section of the report sets out the main organisational models of pre-primary and compulsory education. The second one provides a guide on how to read the diagrams, while the third section shows the national diagrams including the corresponding levels of education as defined by the International Standard Classification of Education (ISCED 2011).

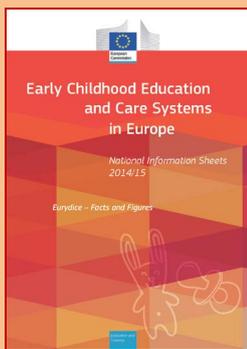


[Structural Indicators for Monitoring Education and Training Systems in Europe – 2015](#)

Date of publication: 12 November 2015

This report contains more than 30 structural indicators that focus on country progress and key policy developments in five areas: early childhood education and care, achievement in basic skills, higher education, graduate employability, and learning mobility. The reference year is 2014/15.

The report provides background and complementary information to the [Education and Training Monitor 2015](#) published by the European Commission. It also includes detailed information on each structural indicator of the *Education and Training Monitor*, including up-to-date figures, definitions, country notes, and short analysis of policy changes and reforms. The *Education and Training Monitor* is an annual publication of the European Commission which captures the evolution of Europe's education and training systems by bringing together a wide range of evidence in a concise manner.

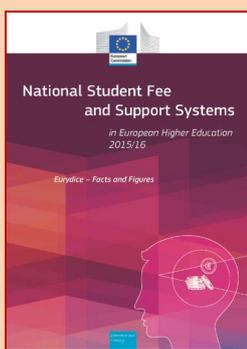


[Early Childhood Education and Care Systems in Europe: National Information Sheets – 2014/15](#)

Date of publication: 12 November 2015

The national information sheets give a concise overview of the key features of early childhood education and care systems in Europe. The reference year is 2014/15.

For each country, a diagram shows the main elements of the organisation of the national system in early childhood education and care with a short description of the main types of provision. There is also information on access issues such as age range for place guarantee and participation rates and fees, on quality issues such as group size regulations and education guidelines, and on current reforms. This report provides supporting and complementary evidence to the Eurydice report [Structural Indicators for Monitoring Education and Training Systems 2015](#).



[National Student Fee and Support Systems in European Higher Education – 2015/16](#)

Date of publication: 21 October 2015

This annual report shows how fee and support systems (including grants and loans) work in higher education in Europe. In addition to providing a comparative overview of fees and financial support available for full-time students in 2015/16, it also includes individual country sheets outlining the main elements of national systems.

In particular, the publication describes the range of fees charged to students and specifies which categories of students are required to pay, and which may be exempt. Similarly it explains the levels of public support available in the form of grants and loans, as well as tax benefits and family allowances where applicable.

The report focuses on fees and support in public or government-dependent private higher education institutions for the first (Bachelor level) and second (Master level) cycles and does not cover private higher education institutions.

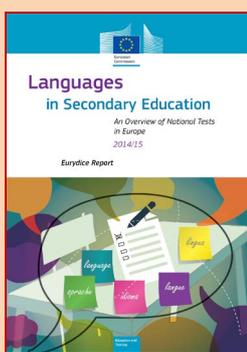


[Teachers' and School Heads' Salaries and Allowances in Europe – 2014/15](#)

Date of publication: 5 October 2015

This annual report provides a comparative analysis on teachers' and school heads' statutory salaries and allowances in Europe for 2014/15. It also includes individual country sheets with detailed information on issues such as annual gross salaries, salary progression and available allowances.

One of the main findings of this publication is that compared to 2013/14, teachers' salaries have increased in the majority of European countries in 2014/15, with salary reforms and adjustments to the cost of living mentioned as the main reasons.



[Languages in Secondary Education: An Overview of National Tests in Europe – 2014/15](#)

Date of publication: 25 September 2015

This Eurydice report provides a comparative overview of the national tests in Europe assessing the language competences of secondary school students. The analysis covers aspects such as the increasing importance of national tests in languages, the objectives of the tests, the skills tested, as well as the means developed by countries aiming at ensuring consistent and reliable scoring procedures, and the influence of the Common European Framework of Reference for Languages (CEFR) on national tests. The reference year is 2014/15.



[The Organisation of the Academic Year in Higher Education – 2015/16](#)

Date of publication: 7 August 2015

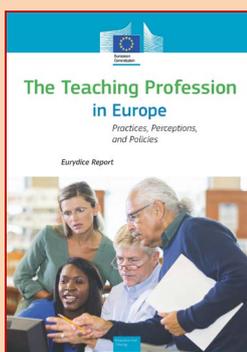
The academic calendar contains national data on how the academic year is structured (beginning of the year, term times, holidays and examination periods). Differences between university and non-university study programmes are also highlighted.



[Organisation of School Time in Europe: Primary and Secondary General Education – 2015/16](#)

Date of publication: 7 August 2015

The school calendar contains national data on the length of the school year, the start and the end dates of each school year, and the timing and length of school holidays. It covers both primary and secondary education.

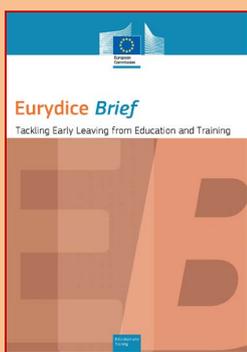


[The Teaching Profession in Europe: Practices, Perceptions, and Policies](#)

Date of publication: 25 June 2015

This Eurydice report analyses the relation between the policies that regulate the teaching profession in Europe, and the attitudes, practices, and perceptions of teachers. The analysis covers aspects such as initial teacher education, continuing professional development, transnational mobility, as well as teacher demographics, working conditions, and the attractiveness of the profession.

The report focuses on almost two million lower secondary education teachers. It is based on Eurydice and Eurostat/UOE data, as well as on a secondary analysis of TALIS 2013, combining qualitative and quantitative evidence. The reference year is 2013/14.



[Eurydice Brief – Tackling Early Leaving from Education and Training](#)

Date of publication: 11 June 2015

This Eurydice Brief on Early Leaving from Education and Training (ELET) shows that collectively, Member States are getting closer to the EU headline target: by 2020, the share of early leavers from education and training (aged 18-24) should be less than 10%. Nevertheless, ELET remains still a serious challenge in many EU countries. Even if all countries have put in place measures to fight against early leaving, only a few have so far developed a specific ELET strategy, integrating prevention, intervention and compensation measures. The report also looks at how education, career guidance and cross-sector cooperation play an important role. The reference year is 2013/14.



[The European Higher Education Area in 2015: Bologna Process Implementation Report](#)

Date of publication: 12 May 2015

This report gives a snapshot of the state of implementation of the Bologna Process across the 47 countries of the European Higher Education Area (EHEA). It provides comprehensive qualitative and quantitative information on all main aspects of higher education reforms aiming at a well-functioning EHEA. The report has been developed by Eurydice, Eurostat and Eurostudent for the Ministerial Conference in Yerevan (14-15 May 2015) and the work has been overseen by the Bologna Follow-Up Group (BFUG).



[Recommended Annual Instruction Time in Full-time Compulsory Education in Europe – 2014/15](#)

Date of publication: 8 May 2015

An analysis of recommended annual instruction time suggests that countries have a very similar focus on key basic competences in compulsory education. At primary level, most countries' main focus is on reading, writing and literature (about 25% of total instruction time). Mathematics takes the second largest share of total instruction time, at around 15%. Many countries put a stronger focus on languages at compulsory secondary level compared to primary level. The report also finds that only a minority of countries allow for the flexible allocation of time between and across grades. It includes information on instruction time in national data sheets, and country specific notes. The data is presented in diagrams, detailing instruction time by country, by grade and by subject.



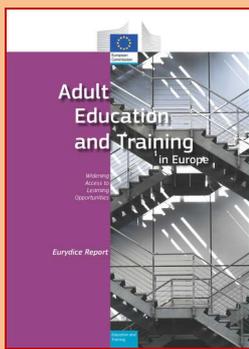
[Eurydice Brief – Modernisation of Higher Education in Europe: Access, Retention and Employability](#)

Date of publication: 27 March 2015

From analysis of national policies and institutional practice across Europe, this Eurydice Brief shows that:

- Few countries have developed policy initiatives, strategies, targets and measures for improving access for people from groups currently under-represented in higher education.
- Systems to monitor the social characteristics of students could be improved, and data linked to concrete policy purposes – such as improving access and reducing dropout for disadvantaged students.
- The widening participation agenda is not yet followed through by governments and higher education institutions as a coherent policy approach involving access, retention and employability.

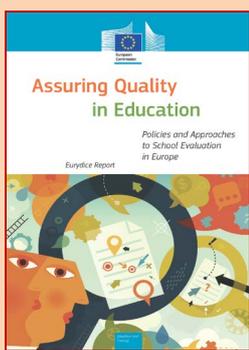
The Brief draws on key findings from the report, Modernisation of Higher Education in Europe: Access, retention and employability, and covers numerous higher education systems.



[Adult Education and Training in Europe: Widening Access to Learning Opportunities](#)

Date of publication: 10 February 2015

Through a comprehensive overview of policies and data related to the renewed European agenda for adult learning, this Eurydice report aims to support the exchange of policy and practice between countries. The report concentrates on measures to ensure that the most vulnerable groups of adult learners, in particular those with low basic skills or insufficient qualifications, have appropriate access to lifelong learning opportunities. The report's six chapters cover background statistical data on adult education and training, national policy commitments to adult learning, main types of publicly subsidised programmes, learning flexibility and progression pathways, outreach initiatives and guidance services as well as targeted financial support. The report is mainly based on information gathered through the Eurydice Network in 2014 and covers 35 national education systems. Alongside Eurydice information, it also includes data from a range of research projects and statistical data from international surveys.



[Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe](#)

Date of publication: 13 January 2015

This report analyses the structures and organisation of school evaluation in primary and compulsory secondary level. Schools form the basic building blocks of education and training systems, and school evaluation is an important way to monitor and improve their quality, as well as to enhance the quality of education at large. The report analyses the two major types of school evaluation: external evaluation, conducted by evaluators who are not staff members of the school concerned, and internal evaluation, performed primarily by members of its staff. The report contains country-specific descriptions and a comparative review of school evaluation in Europe.

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February 2016