



30 YEARS CIDREE

**NATIONAL EDUCATION REPORTS
IN EUROPEAN COUNTRIES**

YEARBOOK 2020

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IN EUROPEAN COUNTRIES**

CIDREE YEARBOOK **2020**



CIDREE
Consortium of Institutions for Development
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CIDREE is a network of educational organisation involved in curriculum development and/or educational research, set up in 1990 to establish closer working relationships at a European level

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The Estonian Lifelong Learning Strategy 2020 has been the central document to Estonian education since 2014. It reflects the consensus of society regarding targets in education. The strategy was initiated by civil society organisations such as the Estonian Cooperation Assembly and the Education Forum, finalised by the Ministry of Education and Research and approved by parliament. In addition, the ministry worked out strategic implementation plans and programmes. The contribution focuses on analysis of the Execution of Strategies 2018 of the Ministry of Education and Research. It is the annual review of all long-term development plans and is one of the central documents of the Estonian education. The aforementioned report includes timelines of different programme indicators, summaries of external evaluations of programmes, and recommendations given by independent evaluators. The structure of the document is analysed to enable comparison with corresponding documents from other CIDREE member countries that provide an annual overview of important developments in education. Based on this comprehensive document, a summary is produced to inform readers of the most important evidence-based decisions made for the next academic year 2019/2020.

Germany

Kai Maaz
Stefan Kühne
Jessica Ordemann

This contribution gives an overview of the German Report on Education. Published every two years, the indicator-based report takes a holistic approach to the German education system, from preschool to primary and secondary school to adult education. After briefly introducing Germany's demography, its economic situation, and its investments in education, the article outlines the scope of the report and details its target audiences. Following this, the contribution describes the legislative framework of the report, highlighting its legal foundation in Germany's Basic Law and its part in the strategy of educational monitoring in Germany. Then, it addresses the report's conceptual foundations, with its underlying characteristics, understanding of education, and indicator concept. Finally, the contribution presents findings from the German Report on Education 2020 about students' heterogeneous competence range when entering the different lower secondary education tracks.

Selim Mehmeti
Haxhere Zylfiu
Luljeta Shala

This contribution provides a summary of the annual evaluation report on implementation of the Strategic Plan for Education in Kosovo 2017–2021 (KESP), which is the basic document for the development of education, approved by the government of the Republic of Kosovo and implemented under the leadership of the Ministry of Education, Science and Technology (MEST). The annual report KESP evaluation is the main report that covers the main aspects of the development of education in line with strategic objectives, annual activities and performance indicators defined by KESP. The report serves as a basis to assess the progress of the KESP implementation, the annual review and is a tool for evaluating educational policies from preschool education up to university education. Difficulties in providing some data for the annual reporting on the education system in Kosovo, as well as the lack of regular and specific reports on the formal levels of the education system and on thematic areas beyond the Strategic Plan, greatly challenge the quality of the report and its function to ensure the quality of the education system. Discussions in the educational community in Kosovo for future developments on the national reports on education focused on regular and institutional reports, based on measurable indicators that allow preparation of a comprehensive annual report on education in Kosovo, and a report on implementation of the Strategic Plan.

Luxembourg

Susanne Backes
Thomas Lenz

The national Education Report for Luxembourg is a joint venture between Luxembourg's Ministry of Education and the University of Luxembourg. The first Education Report was published in 2015 and will continue to be published every three years. The report is aimed at delivering a scientific overview of Luxembourg's education system and at enhancing an informed debate among politicians as well as in society in general about the future of education. It provides a detailed picture of institutionally grounded education from preschool to university. Conceptualised as an authors' report, more than 30 researchers have contributed to each volume. Thus, it combines official statistics and indicators with more complex scientifically grounded quantitative and qualitative articles.

The first part of this contribution provides a brief overview of the history, key features, and data backbone of the national Education Report. The section concludes with a brief outlook on future developments. The second part provides examples of charts and figures from the Education Report from 2018 to illustrate how topics are presented and discussed. As the topic of educational inequality is an important issue in Luxembourg, the examples address disparities among students.

Netherlands

Inge de Wolf
Tijana Prokic Breuer
Dorien Zevenbergen

The State of Education is a systematic review of developments in Dutch education. It serves as a basis for evaluation of education practice and the education system, and provides input for education policy. The State of Education is published since 1817 by the Inspectorate of Education. The report is based on research, which is presented in readable report with infographics. The production process is characterised by cocreations within multidisciplinary teams (including inspectors and academics). The impact of the Dutch State of Education is high. It is an important background report for education practitioners, policy makers, politicians, media and academics. This is not only a consequence of the high quality, the relevance, the neutral/independent character and the readability of the report, but also of the dissemination activities and dialogue after the publication. One of the major topics in the State of Education in the last years has been inequality in education. The report showed that inequality increased in Dutch education. In the last decade, the success of students became more dependent on their socioeconomic status. In the years 2016–2020, the State of Education discusses different underlying mechanisms that caused this increase in inequality, like segregation, teacher bias, support, school differences and unequally distributed teacher shortages.

Norway

Tonje Haugberg

The Education Mirror is the Norwegian national report on education, which has been published annually since 2005. The Norwegian Directorate for Education and Training has been tasked with responsibility for the publication by the Ministry of Education. The report presents statistics and analyses of kindergartens and primary and secondary education in Norway and provides an annual update of figures and research on key issues surrounding these educational institutions. Facts, learning outcomes and pupils' well-being are the main topics. The selection of themes and material is based on a combination of available statistics and research, political interest and themes which are considered important for high-quality kindergartens and schools. The statistics have been sourced primarily from statistics collected and analysed by the directorate in respect of pupil numbers, grades, national test results, special needs education, absence, completion rates and more. The report is intended to contribute to a knowledge-based evaluation of the challenges in Norwegian kindergartens and primary and secondary education and to supply the central educational authorities with a knowledge base for policy development and the prioritisation of measures. The publication is targeted first and foremost at national and local education authorities and policy-makers, but it also targets other segments, such as school leaders, organisations and universities, as well as the media and the general public. As The Education Mirror aims to be available and accessible to the broader public, this entails an emphasis on using clear language.

Switzerland

Chantal Oggenfuss
Stefan C. Wolter

Since the amendment of the Swiss Federal Constitution in 2006, the quality assurance and permeability of the Swiss education system have been enshrined in the Constitution. Consequently, a comprehensive evaluation is published every four years in the form of the Swiss Education Report to monitor the degree to which these goals are actually achieved. The Swiss Education Report contains a comprehensive examination and analysis of the whole education system based on the systematic, scientifically supported and long-term processing of information on the Swiss education system. Each level of education from primary including kindergarten to adult education and each type of education is described in its respective contextual and institutional framework, followed by the evaluation according to the same three criteria: effectiveness, efficiency, equity. Long-term effects of education are presented as well. The first part of this contribution provides an overview of how the Swiss Education Report is anchored in national education policy and shows that the report is part of a dynamic process of system monitoring. It is the starting point and end point of the evaluation of the national education policy objectives, the basis for the implementation of measures in the education system and the basis for the improvement and expansion of the quality of the datasets. In the second part we present, as examples, the findings of the Swiss Education Report 2018 on language teaching and the effect of instruction time as well as on the PISA results as a predictor of success at university.

Paulo Santiago

This contribution presents the variety of approaches used by the OECD in the last few decades to support countries in developing and implementing evidence-based policies in education. OECD's work on education policy helps countries close the gap between educational aspirations and performance by providing advice that spans the policy process, including diagnosis, review, dialogue and implementation. Education Policy Reviews, conducted by the OECD for more than five decades, provide independent, external contextualised analysis and advice carefully grounded in evidence. They include both country-specific and cross-country comparative reviews to build deep, cumulative and shared learning on a key dimension of education policy. However, OECD education policy work does not necessarily engage in policy recommendations. It can, instead, focus on policy diagnosis – i.e. understanding how one's education system is performing, where its strengths and challenges are, and what options for improvement exist. OECD's work on education policy also promotes policy dialogue in countries through national policy dialogues that are grounded in its own studies and custom peer-learning activities that build on global expert networks. Finally, successful reforms require effective policy implementation, which translates intentions into effects in the world of educational practice. This has recently led to a greater focus on education policy implementation in OECD's work on education with implementation supports and strategic advice offered to countries.