This article presents statistics on tertiary education (ISCED levels 5-8) in the European Union (EU) and forms part of an online publication on education and training in the EU. Tertiary education — provided by universities and other higher education institutions — is the level of education following secondary schooling. It is seen to play an essential role in society, by fostering innovation, increasing economic development and growth, and improving more generally the well-being of citizens. Some European universities are among the most prestigious in the world.

Many commentators predict that in the coming years there will be increased demand for highly skilled people; indeed, skills gaps already exist in some EU Member States. Driven by digital technology, jobs are becoming more flexible and complex. This has resulted in a growing number of employers seeking staff with the necessary capacities to manage complex information, think autonomously, be creative, use resources in a smart and efficient manner, as well as communicate effectively.

A relatively large number of students in tertiary education are internationally mobile and study abroad: an analysis of this phenomenon is available in a separate article.

### Participation

Table 1 presents data on the number of students in each of four levels of tertiary education. Bachelor’s, master’s and doctoral levels of tertiary education are found in all EU Member States, while short-cycle tertiary education, which is typically vocationally-oriented (occupationally-specific) to prepare students for the labour market, is not part of the education system in Bulgaria, Estonia, Greece, Lithuania, Romania and Finland, nor in Liechtenstein, Montenegro, North Macedonia or Serbia. It is also quite uncommon in several others, for example Czechia, Germany, Croatia and Poland.

### Participation by level

In the EU-28 there were 19.8 million tertiary education students in 2017 (see Table 1), of which 7.4 % were following short-cycle tertiary courses, 61.0 % were studying for bachelor’s degrees, 27.7 % for master’s degrees and 3.8 % for doctoral degrees.

In 2017, Germany, the most populous EU Member State, had 3.1 million tertiary education students, which was the highest number in the EU and equivalent to 15.6 % of the EU-28 total. France (12.8 % of the total), the United Kingdom (12.3 %), Spain (10.2 %), Italy (9.3 %) and Poland (7.8 %) had the next largest tertiary student populations, followed by the Netherlands where 4.4 % of the EU-28’s tertiary students studied.

Short-cycle tertiary courses were most common in France and Spain where they accounted for almost one fifth of all tertiary students (19.8 % and 19.5 % respectively); they were also relatively common in Latvia and...
Austria where they accounted for shares between 17 % and 18 %. In Turkey, short-cycle tertiary courses were even more common as just over one third (35.5 %) of all tertiary students were enrolled in such courses.

More students were studying for bachelor’s degrees than for any other level of tertiary education in each of the EU Member States in 2017. Indeed, France, Luxembourg, Austria and Cyprus were the only Member States where fewer than 50 % of all tertiary students were studying for bachelor’s degrees. By contrast, in the Netherlands (75.3 %) and Lithuania (75.9 %), more than three quarters of tertiary students were studying for bachelor’s degrees and this share rose to almost nine tenths in Greece (86.3 %), while very high shares were recorded for Montenegro (94.4 %) and North Macedonia (94.5 %).

Less than one fifth of all tertiary students were studying for a master’s degrees in 2017 in Belgium, the United Kingdom, Spain and Ireland (as well as Serbia among the candidate countries), with this share falling below one tenth in Greece (as well as in Turkey, Montenegro and North Macedonia). By contrast, more than one third of tertiary students were studying for master’s degrees in Portugal, Germany, Czechia, Luxembourg, France, Italy, Croatia, Slovakia and Cyprus.

In 2017, the highest proportion of tertiary students studying for doctoral degrees among the EU Member States was 9.1 % in Luxembourg, while a higher share was recorded in Liechtenstein (16.1 %). Aside from these relatively small countries, the next highest shares (among the EU Member States) were recorded in Czechia (6.7 %) and Germany (6.4 %), while among the non-member countries shown in Table 1 a share of 8.3 % was recorded in Switzerland. Within the EU, the lowest share of doctoral students in the total number of tertiary education students was observed in Malta (1.0 %); lower shares were recorded in North Macedonia and Montenegro.

### Participation of men and women in tertiary education

In 2017, women accounted for 54.0 % of all tertiary students in the EU-28. The share of women among tertiary students was slightly higher among those studying for master’s degrees (57.1 %), somewhat lower for those studying for bachelor’s degrees (53.4 %) and following short-cycle courses (51.3 %). For doctoral studies, however, the majority (52.1 %) of students were men.

In 2017, close to three fifths of all tertiary students in Sweden, Slovakia, Poland and Estonia were women. Women were also in a majority among tertiary students in all of the other EU Member States except for Greece (where they accounted for 48.6 % of tertiary students) and Germany (48.5 %). In Switzerland, Turkey and Liechtenstein, female tertiary students were also in a minority.

Focusing on students studying for bachelor’s degrees, Cyprus (48.7 % share for women) Greece (47.3 %) and Germany (46.4 %) were the only EU Member States where there were more men than women studying in 2017; this was again also the case in Switzerland, Turkey and Liechtenstein. The highest share of female students among those studying for bachelor’s degrees was recorded in Sweden (63.5 %). Among students studying for master’s degrees, women were in the majority in all of the EU Member States, but in a minority in Turkey and Liechtenstein. The highest female shares were recorded in Cyprus, Poland, the Baltic Member States, Slovenia, Croatia, Slovakia and Czechia, where women accounted for more than 60.0 % of the total number of students studying for a master’s degree.

For the two tertiary education levels with smaller student populations the situation was more mixed. For short-cycle courses, 9 out of 22 Member States for which data are available had more male than female students, while men were in a majority among doctoral level students in just over half (15 out of 28) of the EU Member States.
Fields of education

Across the EU-28, more than one fifth (22.2 %) of all students in tertiary education were studying business, administration or law in 2017. Women accounted for a majority of the total number of students within this field of education — see Figure 1. The second most common field of education was engineering, manufacturing and construction-related studies which accounted for 15.3 % of all tertiary education students. In this field, almost three quarters of all students were male. The third largest field of study was health and welfare, with a 13.6 % share of all tertiary education students. In this field, women accounted for close to three quarters of the total number of tertiary students. Among the remaining fields of study shown in Figure 1, there was a relatively high share of female students among those studying education (women accounted for nearly four fifths of the total number of students) and those studying arts and humanities (almost two thirds). By contrast, aside from engineering, manufacturing and construction, there was a relatively high share of men studying information and communication technologies.

Table 1: Number of tertiary education students by sex and level of education, 2017 (thousands) Source: Eurostat (educ_uoe_enrt01)
Approximately 4.8 million students graduated from tertiary education in the EU-28 in 2017. The United Kingdom (784 000) had the largest number of tertiary graduates in 2017, followed by France (781 000), some way ahead of Germany (569 000; note the figures shown for Germany exclude graduates of vocational academies) and Poland (517 000). The relatively high number of graduates in the United Kingdom and France may, at least to some extent, reflect a shorter average course length; for example, France had the highest proportion of tertiary students attending short-cycle courses of any EU Member State and bachelor degree courses in the United Kingdom typically last three years.
In 2017, an analysis of the number of graduates in the EU-28 by field of education shows that almost one quarter (24.3%) of all tertiary students had graduated in business, administration or law. This share was higher than the equivalent share (22.2%) of tertiary education students still in the process of studying within this field in 2017, suggesting that fewer students had started this type of study in recent years, or that either drop-out rates or average course lengths were higher in other fields. The differences in these shares might also depend on the magnitude of the respective population cohorts. A similar situation was observed for education studies, which made up 9.2% of graduates compared with 7.4% of students and health and welfare (13.8% of graduates compared with 13.6% of students). The reverse situation was observed for the other fields of education: arts and humanities (10.8% of graduates and 12.1% of students); information and communication technologies (3.6% of graduates and 4.5% of students); engineering, manufacturing and construction-related studies (14.6% of graduates and 15.3% of students); natural sciences, mathematics and statistics (7.6% of graduates and 8.1% of students); social sciences, journalism and information (9.4% of graduates and 9.7% of students); agriculture, forestry, fisheries and veterinary (1.7% of graduates and 1.9% of students).
Across the EU Member States, there was a remarkable variability in the distribution of tertiary graduates by field of education in 2017. The share of graduates in social sciences, journalism and information was relatively low in France and Ireland, while much higher shares were registered in Bulgaria (13.2 %), Greece (13.4 %) and the Netherlands (14.0 %). In a similar vein, the share of graduates in health and welfare was relatively low in Bulgaria, Hungary, Austria, Luxembourg, Germany and Cyprus, while it was relatively high in Denmark (20.9 %), Finland (21.4 %), Sweden (23.0 %) and particularly Belgium (27.1 %). For engineering, manufacturing and construction studies there was a relatively low share of graduates in this field in Cyprus, Ireland, the United Kingdom, Malta, the Netherlands and Luxembourg (the only Member States to record single-digit shares) whereas relatively high shares were recorded in Austria (20.1 %), Portugal (20.9 %) and particularly Germany (21.6 %). Finally, the proportion of graduates in business, administration and law was relatively low in Spain, Finland, Czechia and Sweden, while it was particularly high in France (34.5 %), Cyprus (35.9 %) and Luxembourg (43.8 %).

Within the EU-28, close to three fifths (57.6 %) of all graduates in 2017 were women. An analysis by field of education reveals that there were 1.4 times as many female graduates (compared with male graduates) for business, administration and law, while higher ratios were recorded for arts and humanities (2.0 times as many female graduates) and for social sciences, journalism and information (2.1 times as many female graduates), rising to 2.8 times as many female graduates for health and welfare and peaking at 4.1 times as many female graduates for education (see Figure 2). By contrast, there were 2.6 times as many male (compared with female) graduates for engineering, manufacturing and construction-related fields and 4.2 times as many male graduates for information and communication technologies. In the two smaller fields— agriculture, forestry, fisheries and veterinary fields, and services — the number of graduates was marginally higher for women than it was for men.
A more detailed picture is presented in Figure 3, which shows the number of graduates with a bachelor’s or a master’s degree. In 2017, the most frequently awarded degree — based on detailed fields of education — was for management and administration; across the EU-28, some 203 000 people in this field graduated with a bachelor’s degree and 150 000 with a master’s degree. Nursing and midwifery was the second most prevalent degree course for those graduating with a bachelor’s degree (121 000), followed by education science (66 000). By contrast, medicine was the second most frequently awarded degree among those graduating with a master’s degree (111 000), followed by education science (62 000).
Relative to the size of the population aged 20-29 years, the number of tertiary graduates in science, mathematics, computing, engineering, manufacturing and construction increased in recent years. Figure 4 shows the difference (in absolute values) between the number of male and female graduates in these fields for 2017, with almost twice as many male as female graduates in the EU-28. In relative terms, the gender gap for this field of education was most marked in Luxembourg, Belgium and Austria, where the number of male graduates was 3.1, 2.8 and 2.7 times as high as the number of female graduates; there were also relatively large differences in Finland, Germany, Malta, Ireland, the Netherlands, Spain and Lithuania.
Teaching staff and student-academic staff ratios

There were 1.5 million people teaching in tertiary education in the EU-28 in 2017 (see Table 4) of which a small minority — less than 100 000 — provided short-cycle tertiary courses. More than one quarter (27.5 %) of the tertiary education teaching staff in the EU-28 were located in Germany, with just over one tenth each in Spain (11.3 %) and the United Kingdom (10.5 %).

In contrast to the teaching staff in primary and secondary education, where women were in the majority, the majority of tertiary education teaching staff were men. Almost three fifths (56.6 %) of the EU-28’s teaching staff in tertiary education in 2017 were men, a share that near two thirds in Greece (65.7 %) and was also above 60.0 % in Malta, Italy, Luxembourg, Czechia and Germany. By contrast, women accounted for a majority of the tertiary education teaching staff in Romania (50.8 %), Finland (51.9 %), Latvia (56.4 %) and Lithuania (56.7 %).
In 2017, student-academic staff ratios in tertiary education averaged 15.4 across the EU-28 (excluding Denmark and Ireland). Among the EU Member States, the highest student-staff ratios were recorded in Greece (38.7), while ratios of at least 20 students per staff member were also recorded in Belgium, Cyprus and Italy. By contrast, student-staff ratios were in single figures in Luxembourg (7.2 students per staff member) and Malta (9.7) and were also relatively low in Sweden and Denmark (2015 data).
Table 5: Student-academic staff ratios in tertiary education, 2017 (number of students per member of academic staff)

<table>
<thead>
<tr>
<th>Country</th>
<th>Tertiary total</th>
<th>Short-cycle tertiary</th>
<th>Other tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU-28 (*)</td>
<td>15.4</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Belgium</td>
<td>21.2</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Bulgaria (*)</td>
<td>12.0</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Czechia</td>
<td>18.4</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Denmark (*)</td>
<td>11.2</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Germany</td>
<td>12.1</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Estonia</td>
<td>13.7</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Ireland</td>
<td>:</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Greece</td>
<td>38.7</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Spain</td>
<td>12.4</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>France (*)</td>
<td>16.1</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Croatia</td>
<td>12.8</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Italy</td>
<td>20.0</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Cyprus</td>
<td>20.9</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Latvia</td>
<td>16.5</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Lithuania</td>
<td>15.2</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>7.2</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Hungary (*)</td>
<td>12.1</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Malta</td>
<td>5.7</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Netherlands</td>
<td>14.6</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Austria</td>
<td>14.0</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Poland</td>
<td>14.3</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Portugal (*)</td>
<td>14.2</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Romania</td>
<td>19.4</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Slovakia</td>
<td>14.0</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Slovenia</td>
<td>11.9</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Finland</td>
<td>15.5</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Sweden</td>
<td>10.3</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>15.8</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Liechtenstein</td>
<td>0.7</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Norway</td>
<td>9.5</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>North Macedonia</td>
<td>15.3</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Serbia</td>
<td>24.2</td>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>Turkey</td>
<td>20.9</td>
<td>:</td>
<td>:</td>
</tr>
</tbody>
</table>

(*) 2017: excluding Denmark and Ireland; coverage deviations noted for Bulgaria, France and Portugal also apply.
(†) Excluding doctoral or equivalent students enrolled in scientific organisations.
(*) 2015.
(*) Short-cycle tertiary education and other tertiary education: 2016.
( *) Total tertiary education and other tertiary education: includes post-secondary non-tertiary personnel giving courses in higher education institutions.
( * ) Not available.
Source: Eurostat (online data codes: educ_uoe_perp04)

Finance

Data concerning public expenditure on tertiary education relative to gross domestic product (GDP) are available for 27 of the EU Member States (no data for Croatia) — see Figure 5. This ratio ranged in 2016 from 0.5% in Luxembourg, 0.6% in Bulgaria and 0.7% in Czechia, Romania, Ireland, Italy and Greece (2015 data) to 1.8% in the Netherlands, Austria and Finland, 1.9% in Sweden, peaking at 2.4% in Denmark (2014 data). In 2015, the average ratio for the EU-28 (excluding Denmark and Croatia) was 1.2%.
The standards for international statistics on education are set by three international organisations:

- the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) institute for statistics (UIS);
- the Organisation for Economic Cooperation and Development (OECD);
- Eurostat, the statistical office of the EU.

The source of data used in this article is a joint UNESCO/OECD/Eurostat (UOE) data collection on education statistics and this is the basis for the core components of Eurostat’s database on education statistics; in combination with the joint data collection Eurostat also collects data on regional enrolments and foreign language learning.

More information about the joint data collection is available in an article on the UOE methodology.

**Classification**  The international standard classification of education (ISCED) is the basis for international education statistics, describing different levels of education; it was first developed in 1976 by UNESCO and revised in 1997 and again in 2011. ISCED 2011 distinguishes nine levels of education: early childhood education (level 0); primary education (level 1); lower secondary education (level 2); upper secondary education (level 3); post-secondary non-tertiary education (level 4); short-cycle tertiary education (level 5); bachelor’s or equivalent (level 6); master’s or equivalent (level 7); doctoral or equivalent (level 8). The first results based on ISCED 2011 were published in 2015 starting with data for the 2013 reference period for statistics on students and teaching staff and the 2012 reference period for statistics on expenditure. This classification forms the basis of all of the statistical information that is presented in this article.

Tertiary education builds on secondary education, providing learning activities in specialised fields of education. Tertiary education includes not only what is commonly understood as ‘academic’ education, but also includes advanced vocational or professional education. The content of programmes at tertiary level is more complex and advanced than at lower ISCED levels. One prerequisite of tertiary education is the successful completion of ISCED level 3 programmes that give direct access to first tertiary education programmes (access may also be possible from ISCED level 4 programmes). In addition to qualification requirements, entry into education programmes at these levels may depend on subject choice and/or grades achieved. Furthermore, it may be necessary to take and succeed in entrance examinations.

There is usually a clear hierarchy between qualifications granted by tertiary education programmes. The transition between programmes at tertiary level is, however, not always clearly distinguished and it may be possible to combine programmes and transfer credits from one programme to another. In certain cases, credits received from previously completed education programmes may also be counted towards the completion of a programme at a higher ISCED level. That said, the successful completion of ISCED level 7 is usually required for entry into ISCED level 8.

Eurostat data by fields of education were classified according to ISCED 1997 and ISCED 2011 classifications (which were the same in terms of the fields of education) until 2015. However, they were subsequently replaced by the ISCED-F 2013 classification and Eurostat data from 2016 onwards are classified according to this classification (which has been used as the basis of the information presented within this article). The fields of education — as classified by ISCED-F 2013 — are broad domains, branches or areas of content covered by an education programme or qualification. The classification was designed principally to describe and categorise fields of education and training at the secondary, post-secondary and tertiary levels of formal education. It has a three-level hierarchy based on broad fields (the highest level), narrow fields (the second level) and detailed fields (the third level) of education. The 11 broad fields include: generic programmes and qualifications; education; arts and humanities; business, administration and law; natural sciences, mathematics and statistics; information and communication technologies; engineering, manufacturing and construction; agriculture, forestry, fisheries and veterinary; health and welfare; and services.

**Key concepts**  Student-academic staff ratios for tertiary education are calculated by dividing the number of full-time equivalent students by the number of full-time equivalent members of academic staff; this ratio should not be confused with average class size, which refers to the number of students in a given course or classroom.

<table>
<thead>
<tr>
<th>Table notation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value in italics</td>
<td>data value is forecasted, provisional or estimated and is therefore likely to change;</td>
</tr>
<tr>
<td>:</td>
<td>not available, confidential or unreliable value;</td>
</tr>
<tr>
<td>–</td>
<td>not applicable.</td>
</tr>
</tbody>
</table>
Context

Bologna process

Since the introduction of the Bologna process (see the article on Education and training statistics introduced) a major expansion in higher education systems has taken place, accompanied by significant reforms in degree structures and quality assurance systems. However, the global financial and economic crisis affected higher education in different ways, with some EU Member States investing more and others making radical cutbacks in their tertiary education spending.

While the Bologna process put in motion a series of reforms to make European higher education more compatible, comparable, competitive and attractive for students, it is only one strand of a broader effort concerning higher education. To establish synergies between the Bologna process and the Copenhagen process (for enhanced European cooperation in vocational education and training), the European Commission and EU Member States have established a European qualifications framework for lifelong learning (EQF).

Europe 2020 and ET 2020 benchmarks

Higher education institutions are crucial partners in delivering the EU’s strategy to drive forward and maintain growth: the Europe 2020 strategy for smart, sustainable and inclusive growth has set a target that 40 % of people aged 30-34 years in the EU-28 should have a higher education qualification by 2020. Improving the performance of education and training systems at all levels and increasing participation in tertiary education is also one of the integrated economic and employment guidelines that were revised as part of the Europe 2020 strategy.

The updated strategic framework for European cooperation in education and training (known as ET 2020), was adopted by the Council in May 2009. It sets out four strategic objectives for education and training in the EU:

- making lifelong learning and mobility a reality;
- improving the quality and efficiency of education and training;
- promoting equality, social cohesion and active citizenship; and
- enhancing creativity and innovation (including entrepreneurship) at all levels of education and training.

The strategy sets a number of benchmarks to be achieved by 2020, including the above-mentioned target that the share of 30-34 year-olds with tertiary educational attainment should be at least 40 %. Two supplementary benchmarks on learning mobility were adopted by the Council in November 2011. The first of these sets a target for 2020 whereby an average of at least 20 % of higher education graduates in the EU-28 should have had a period of higher education-related study or training (including work placements) abroad, representing a minimum of 15 European credit transfer and accumulation system (ECTS) credits or lasting a minimum of three months. A second benchmark on employability was added in May 2012: namely, that by 2020, the EU-28 share of employed graduates aged 20-34 having left education and training no more than three years before the reference year should be at least 82 %.

Erasmus+

The Erasmus programme was one of the most well-known European programmes and ran for just over a quarter of a century; in 2014 it was superseded by the EU’s programme for education, training, youth and sport, referred to as Erasmus+. In the field of higher education, Erasmus+ gives students and academic staff the opportunity to develop their skills and boost their employment prospects. Students can study abroad for up to 12 months (during each cycle of tertiary education). More than two million higher education students are expected to take part in Erasmus+ during the 2014-2020 period, including an estimated 25 thousand students in joint masters’ programmes.

In May 2018, the European Commission adopted proposals for the Erasmus programme for 2021-2027, involving a doubling of the budget to EUR 30 billion which it is expected should enable 12 million people to participate in the programme.
Other articles

- Being young in Europe today — education
- Education and training in the EU — facts and figures
- The EU in the world — education and training

Publications

- The EU has reached its target for share of persons aged 30 to 34 with tertiary education, News release April 2019
- The European higher education area in 2018: Bologna process Implementation report

Main tables

- Education and training (t_educ)

Database

- Education and training (educ), see:
  - Participation in education and training (educ_part)
    - Education personnel (educ_uoe_per)
    - Education finance (educ_uoe_fin)

- Education and training
- Youth

Methodology

Metadata

- Education administrative data from 2013 onwards (ISCED 2011) (ESMS metadata file — educ_uoe_enr_esms)

Manuals and other methodological information

- Classification of learning activities — Manual
- Further methodological information on educational attainment
- ISCED 2011 operational manual — Guidelines for classifying national education programmes and related qualifications
- UOE data collection on formal education — Manual on concepts, definitions and classifications, 2014

Legislation

- UOE: Regulation (EC) No 452/2008 of 23 April 2008 concerning the production and development of statistics on education and lifelong learning
- Summaries of EU Legislation: Statistics on education and lifelong learning
- From school year 2012/2013 onwards: Commission Regulation (EU) No 912/2013 of 23 September 2013 as regards statistics on education and training systems
External links

- European Commission — Education and training monitor
- European Commission — Education and training — Bologna process
- European Commission — Education and training — Higher education policy
- European Commission — Education and training — Strategic framework for education and training
- European Commission — Programmes — Erasmus+
- Eurydice — Better knowledge for better education policies
- OECD — Skills beyond school
- OECD — Thematic review of tertiary education
- UNESCO — Higher education