

iceland's education system

iceland's education system is widely recognized for its inclusivity, high standards, and strong emphasis on equal opportunities for all students. The system is structured to provide comprehensive education from early childhood through higher education, with an emphasis on fostering creativity, critical thinking, and lifelong learning. Iceland prioritizes accessibility and quality, ensuring that education is free and compulsory for children between certain ages, thereby promoting widespread literacy and skill development. This article explores the various stages of Icelandic education, the curriculum framework, teacher qualifications, and the integration of technology and innovation in classrooms. Additionally, it highlights the policies and reforms shaping the education landscape in Iceland today. The following sections provide a detailed overview of Iceland's education system, its structure, key features, and challenges.

- Structure of Iceland's Education System
- Curriculum and Teaching Methods
- Teacher Qualifications and Training
- Higher Education in Iceland
- Challenges and Future Directions

Structure of Iceland's Education System

The structure of Iceland's education system is designed to ensure a seamless progression from early childhood education through to tertiary levels. It is divided into several key stages, each catering to

different age groups and developmental needs. Education in Iceland is compulsory for children aged 6 to 16, and the system is publicly funded, ensuring access to all residents regardless of socioeconomic status.

Early Childhood Education

Early childhood education in Iceland is not compulsory but is highly encouraged and widely available. It typically serves children from birth to age 6 and focuses on socialization, basic skills, and preparation for compulsory schooling. Preschools emphasize play-based learning, creativity, and language development, aligning with the country's broader educational philosophy.

Compulsory Education

Compulsory education in Iceland spans 10 years, covering primary and lower secondary education, generally from ages 6 to 16. This phase aims to provide a broad, balanced education encompassing literacy, numeracy, science, social studies, arts, and physical education. Schools are predominantly public, although some private and independent schools exist. The curriculum is designed to be inclusive and adaptable to individual student needs.

Upper Secondary Education

After completing compulsory schooling, students have the option to attend upper secondary education, which is not compulsory. This phase typically lasts three to four years and offers both academic and vocational pathways. The goal is to prepare students for higher education or employment, depending on their chosen track.

Curriculum and Teaching Methods

Iceland's education system features a national curriculum framework that guides schools while allowing flexibility for local adaptation. The curriculum emphasizes holistic development, integrating academic knowledge with social and emotional learning. It supports active learning, critical thinking, and the development of practical skills.

Core Subjects

The core subjects in Icelandic schools include Icelandic language and literature, mathematics, natural sciences, social studies, foreign languages, arts, and physical education. Environmental education and information technology are also integrated to reflect contemporary societal needs and global challenges.

Innovative Teaching Approaches

Teaching methods in Iceland's education system encourage participatory learning, collaboration, and creativity. Educators use project-based learning, group work, and technology-enhanced instruction to engage students effectively. The system promotes inclusivity by adapting teaching strategies to accommodate students with diverse abilities and backgrounds.

- Student-centered learning
- Use of digital tools and resources
- Emphasis on critical thinking and problem-solving
- Support for multilingualism and cultural awareness

Teacher Qualifications and Training

Teachers in Iceland undergo rigorous training to ensure high-quality instruction across all educational levels. The education system places a strong emphasis on continuous professional development and specialized training to keep educators updated with the latest pedagogical methods.

Initial Teacher Education

Prospective teachers typically complete a bachelor's degree in education, which includes both theoretical coursework and practical teaching experience. Many pursue further studies, including master's degrees, to specialize in subjects or educational leadership roles. The teacher education programs emphasize subject knowledge, pedagogy, and student welfare.

Ongoing Professional Development

To maintain and enhance teaching quality, Icelandic educators participate in regular professional development activities. These include workshops, seminars, and collaborative projects designed to introduce innovative teaching strategies, inclusive education practices, and technology integration.

Higher Education in Iceland

Higher education in Iceland is characterized by a strong network of universities and colleges offering a wide range of academic and professional programs. The system promotes research, innovation, and international collaboration, contributing significantly to the country's knowledge economy.

Universities and Colleges

The University of Iceland is the largest and oldest institution, complemented by several specialized colleges and technical schools. Higher education institutions offer undergraduate, graduate, and doctoral programs in fields such as humanities, sciences, engineering, health sciences, and arts.

Access and Funding

Education at the tertiary level is largely publicly funded, with tuition fees kept relatively low to ensure accessibility. Scholarships and grants are available to support students financially. The government encourages lifelong learning and adult education, facilitating upskilling and reskilling opportunities.

Challenges and Future Directions

Despite its strengths, Iceland's education system faces several challenges that require ongoing attention and reform. These include addressing educational disparities, integrating technology effectively, and preparing students for a rapidly changing global environment.

Addressing Educational Inequality

While Iceland's education system is generally equitable, disparities persist among students from different socioeconomic backgrounds and remote areas. Efforts are underway to provide additional support and resources to underprivileged communities, ensuring equal learning opportunities nationwide.

Embracing Digital Transformation

The integration of digital technologies in education is a priority for Iceland, aiming to enhance teaching and learning experiences. Investments in infrastructure, teacher training, and digital content

development are critical to achieving this goal and preparing students for the digital age.

Adapting to Global Trends

Future reforms focus on aligning education with global trends, such as sustainability education, multicultural competence, and innovative skill development. Iceland's education system strives to equip students with the knowledge and abilities needed to thrive in a complex and interconnected world.

Frequently Asked Questions

What are the key features of Iceland's education system?

Iceland's education system is characterized by free and compulsory education for children aged 6 to 16, a strong emphasis on equality and inclusion, and a well-structured curriculum that promotes creativity, critical thinking, and lifelong learning.

How does Iceland support bilingual education in its schools?

Iceland supports bilingual education primarily through programs for immigrant and minority students, offering language support in Icelandic as well as classes in English and other languages to ensure integration and academic success.

What role does technology play in Iceland's education system?

Technology is deeply integrated into Icelandic education, with schools utilizing digital tools and resources to enhance learning, promote student engagement, and prepare students for a digitalized world.

How is higher education structured in Iceland?

Higher education in Iceland includes universities and colleges offering undergraduate, graduate, and

doctoral programs. The University of Iceland is the largest and oldest institution, emphasizing research and innovation.

What measures are taken to ensure quality education in Iceland?

Iceland ensures quality education through national curriculum guidelines, continuous teacher training, regular assessments, and emphasis on inclusive education policies that cater to diverse student needs.

How has Iceland's education system adapted to challenges posed by the COVID-19 pandemic?

Iceland rapidly adopted online and hybrid learning models during the COVID-19 pandemic, providing digital infrastructure and resources to students and teachers to maintain educational continuity and address learning gaps.

Additional Resources

1. Education in Iceland: Tradition and Transformation

This book explores the historical development and contemporary changes in Iceland's education system. It examines how Icelandic culture and values have shaped educational policies and practices. The author provides an in-depth analysis of reforms aimed at improving equity and quality in schools across the country.

2. The Icelandic Model: Inclusive Education and Equality

Focusing on inclusivity, this book discusses Iceland's approach to providing equal educational opportunities to all students. It highlights the strategies used to support students with special needs and those from diverse backgrounds. The text also considers challenges and successes in fostering an inclusive learning environment.

3. Innovations in Icelandic Teaching Methods

This volume presents various innovative teaching techniques employed in Icelandic classrooms. It covers the integration of technology, project-based learning, and student-centered approaches. Educators and policymakers share insights into how these methods impact student engagement and achievement.

4. Higher Education in Iceland: Opportunities and Challenges

An overview of Iceland's universities and colleges, this book discusses access to higher education, funding models, and research priorities. It analyzes the balance between local needs and internationalization efforts. The book also addresses the role of higher education in Iceland's knowledge economy.

5. Language and Literacy Education in Iceland

This book examines the teaching of Icelandic language and literacy from early childhood through secondary education. It explores curriculum design, teacher training, and assessment practices. The author also considers the impact of globalization and technology on language learning.

6. Early Childhood Education in Iceland: Foundations for Lifelong Learning

Highlighting the importance of early education, this book reviews the structure and philosophy behind Icelandic preschool programs. It discusses the role of play, socialization, and parental involvement in early childhood settings. The text provides case studies demonstrating positive outcomes for children.

7. Policy and Governance in Icelandic Education

This book analyzes the governance structures and policy-making processes that shape Iceland's education system. It explores the roles of government agencies, municipalities, and schools. The author also considers the impact of international frameworks and collaborations on national education policies.

8. Teacher Education and Professional Development in Iceland

Focusing on the preparation and ongoing training of teachers, this book outlines the standards and programs for teacher education in Iceland. It discusses professional development initiatives aimed at enhancing instructional quality. The book also addresses challenges such as teacher retention and

adapting to diverse classrooms.

9. *Technology Integration in Icelandic Schools*

This book explores how digital technologies are incorporated into teaching and learning in Iceland. It covers infrastructure, digital literacy, and the use of educational software and tools. The author evaluates the effectiveness of technology integration and its implications for future educational practices.

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iceland s education system: The Educational System of Iceland Udo Seelhofer, 2011
Seminar paper from the year 2011 in the subject Pedagogy - School System, Educational and School Politics, grade: 1,00, University of Vienna, course: Theorie und Praxis der Schulentwicklung - The Development of the Austrian School System as Compared to Other Systems, language: English, abstract: The educational system of Iceland has its roots in two traditions: The catholic tradition on one and the Tradition of the Icelandic literature on the other hand. One of the first Monastery schools was founded in 1056 in Skálholt (where the residence of the Bishop is), where Reading, Writing, Theology, Singing and Poetry was taught there. During this time, the Catholic Church was (not only in Iceland) a very wealthy landowner with extraordinarily much social power, which means that the economical basis for their schools was very stable at that time. The beginning of the literary tradition can also be found in the middle ages. Since that time, it is a part of the Icelandic culture that children should learn how to read properly. After the reformation, this tradition was institutionalized. The parents got the order to teach their kids in Reading and Christianity, which was controlled by their responsible priests on a regular basis. The rule was that every kid should be able to read up to their confirmation. At the end of the 18th century, Iceland was one of the very few countries, where nearly the whole population could read. The Icelandic school system is split into four levels: Kindergarten (leikskóli) for children between the age of six months and six years, primary school (grunnskóli) from six to sixteen years, secondary schools which end at the age of twenty and the university and some technical colleges.

iceland s education system: The A to Z of Iceland Gudmundur Halfdanarson, 2010-05-10
While Iceland is the second largest inhabited island in Europe, with only 313,000 inhabitants in 2007, the Icelanders form one of the smallest independent nations in the world. Around two-thirds of the population lives in the capital, Reykjavík, and its suburbs, while the rest is spread around the inhabitable area of the country. Until fairly recently the Icelandic nation was unusually homogeneous, both in cultural and religious terms; in 1981, around 98 percent of the nation was born in Iceland and 96 percent belonged to the Lutheran state church or other Lutheran religious sects. In 2007, these numbers were down to 89 and 86 percent respectively, reflecting the rapidly

growing multicultural nature of Icelandic society. The A to Z of Iceland traces Iceland's history and provides a compass for the direction the country is heading. This is done through its chronology, introductory essays, appendixes, map, bibliography, and hundreds of cross-referenced dictionary entries on important persons, places, events, and institutions and significant political, economic, social, and cultural aspects.

iceland s education system: School Inclusion in Iceland Dóra S. Bjarnason, 2003 This book describes the recent and current changes taking place in the small Nordic welfare state of Iceland. The author takes the reader into the school system, the movement to integrate students with special and psychological difficulties into general schools and the pattern of inclusive schooling where Iceland -- along with other Nordic countries -- has gone far. For those who are interested in the changes which have taken place in relation to disabled people this is a remarkable story that provides a wealth of data and insights from an author well placed in terms of her teaching, research and personal experiences. This book tells the story of Benedict (and that of his mother -- the author) and is the remarkable experience of a young man, typical in many ways but unusual in others. He does not speak, he suffers from insignificant impairments -- both intellectual and physical-and needs support twenty four hours a day. This is Benedict's and Dora's experience. Readers cannot fail to be moved, perhaps to tears, by this life story.

iceland s education system: *Parental Involvement Across European Education Systems* Angelika Paseka, Delma Byrne, 2019-10-08 This book addresses central questions regarding parental involvement across European educational systems; exploring the commonalities and differences across European countries and the extent to which current policy and practice pertaining to parental involvement is inclusive of diversity. Adopting an interdisciplinary approach that draws from the fields of education, sociology and psychology, it presents a description of the policy context and empirical research on critical perspectives relating to parental involvement. Comprising a rich varied cross-section of national experiences from eleven European countries and the contexts surrounding them, case studies provide insights into parental involvement across Europe and identify challenges in the field. This volume's in-depth approach and comprehensive interrogation of parental involvement across European education systems make it an ideal resource for parents, teachers and academics, researchers and post-graduate students in the fields of education policy and comparative education, as well as teacher educators and policy makers.

iceland s education system: OECD Economic Surveys: Iceland 2006 OECD, 2006-08-09 This 2006 edition of OECD's periodic survey of Iceland's economy finds strong growth but large macroeconomic imbalances. After a general review of the macroeconomic situation, the survey examines in a more detailed way implementation of monetary ...

iceland s education system: *Education and Democracy in the Nordic Countries* Ann Elisabeth Gunnulfson, Helene Ärlestig, Merete Storgaard, 2023-07-14 This book discusses principals' prerequisites and work within the five Nordic countries and focuses on schools as formal institutions that carry out functions delegated to them by the social collective. It includes a discussion about what kind of state policy demonstrates autonomy in Nordic schools, as well as the ways in which school leaders as sense makers in local schools possess and enact policy in a globalized economy and a changing world. The book draws both on a range of theoretical frameworks and educational leadership and policy research to provide multiple comparative perspectives of school leadership in the Nordic countries, the moral purpose of schooling, school governance and power relations, expectations towards school leadership, handling of crises, and cultures of trust. The chapters range from in depth-case studies and policy document analyses to large-scale data sets and literature reviews. All chapters have multiple messages for practitioners, policy makers and researchers as they seek to engage with school leadership as a core activity in times of societal changes. As democratic welfare states, the five Nordic countries have many similarities, but also differences which makes it interesting to understand more about various ways to strive towards democracy and well-educated citizens.

iceland s education system: *Historical Dictionary of Iceland* Sverrir Jakobsson,

Gudmundur Halfdanarson, 2016-02-15 Iceland demonstrates most of the characteristics of a modern liberal democracy. It has maintained political stability through a democratic process which enjoys universal legitimacy. Rapid economic modernization has also secured its inhabitants one of the highest living standards in the world, and a comprehensive and highly developed health system has ensured them longevity and one of the lowest rates of infant mortality in the world. Icelanders face, however, formidable challenges in maintaining their status as an independent nation. First, the Icelandic economy is fairly fragile, as overexploitation threatens the fish stocks that remain among Iceland's principal economic resources. Second, the country is rich in unused energy resources, because many of its rivers are still not harnessed, and geothermal power is abundant. But using these resources will necessarily damage the pristine nature of the country, forcing the politicians and the Icelandic public to choose between environmental protection and industrial expansion. Finally, it remains to be seen if a country with just over 329.740 inhabitants will be able to manage its foreign relations in a complex and constantly changing world. This third edition of *Historical Dictionary of Iceland* contains a chronology, an introduction, and an extensive bibliography. The dictionary section has over 200 cross-referenced entries on important personalities, politics, economy, foreign relations, religion, and culture. This book is an excellent access point for students, researchers, and anyone wanting to know more about Iceland.

iceland s education system: National, Nordic or European? Pieter Dhondt, 2011-11-25 Whereas nineteenth-century university jubilees traditionally led to the writing of histories that celebrated an individual university, in this volume they have inspired instead a stimulating comparative approach that studies jubilees themselves across Northern Europe. Starting from the bicentenary of Helsinki University in 1840 and finishing with the opening of the University of Iceland in 1911, this book focuses on the importance of these jubilees for the development of Scandinavian ideas and increasing cultural and scientific cooperation between the Nordic countries. Can these jubilees be regarded as the driving force of increasing Nordic cooperation? The analysis here shows that university and political authorities have always sought the right balance between the national, regional (in casu Nordic) and international character of their celebration.

iceland s education system: Resisting Education: A Cross-National Study on Systems and School Effects Jannick Demanet, Mieke Van Houtte, 2019-01-28 This book focuses on how school-level features affect student resistance to education from a comparative angle, taking into account cross-national differences. All over the world, policy makers, school administrators, teachers, and parents are dealing with students who resist education. Resisting school might ultimately lead to unqualified dropout, and it is therefore crucial to understand what triggers resistance in students. The book uses the ISCY data set to study multilevel questions in detail. It does so based on the view that system effects and school effects intertwine: system-level policy measures affect student outcomes in part by shaping school-level features, and school effects may differ according to certain system-level features. We start from an overarching theoretical framework that ties the various city-specific insights together, and contains empirical studies from Barcelona, Bergen, Ghent, Montréal Reykjavik, Sacramento, and Turku. It shows that, in all countries, the act of resisting school is more likely to occur among the socio-economically disadvantaged, and those in the most disadvantaged schools. However, educational system features, including tracking, free school choice, and school autonomy, are important driving factors of the differences between schools. As such, systems have the tools to curb between-school differences in resistance. Previous research turns resistance into a problem of individual students. However, if school or system features engender resistance to school, policy initiatives directed at individual students may solve the problem only partially.

iceland s education system: Education, Equity and Inclusion Diane B. Hirshberg, Mhairi C. Beaton, Gregor Maxwell, Tuija Turunen, Janette Peltokorpi, 2023-01-01 This open access book provides a current view on education, equity and inclusion within the lens of education for a sustainable North. The first book published by the University of the Arctic Thematic Network for Teacher Education for Social Justice and Diversity (Including the North: A comparative study of the

policies on inclusion and equity in the circumpolar North, 2019) highlighted policies of inclusion and equity in education in national and regional contexts. This new book explores in more depth the provision of education across the north, focusing on challenges and innovations in meeting the needs of diverse learners in remote and rapidly changing contexts. While many texts address issues of equity, inclusion and diversity, they are almost all focused on the global South, and miss the lessons that can be learned from Northern regions. This book offers an extended essay on teaching and learning through various perspectives and experiences with the aim of creating a more sustainable North. It is structured around two main themes: 1) Supporting Teachers for Diversity and Inclusion in the Classroom including consideration of language and identity issues, 2) Engendering community solutions to structural and geographical challenges in education in the circumpolar north.

iceland s education system: New Voices from Iceland Dóra S. Bjarnason, 2004 This book presents a study of the perspectives and experiences of 36 disabled young adults, some of their parents, teachers and friends, on coming of age as a disabled person in Iceland. The young people of the study belong to the first generation of disabled children and youth to grow up with normalisation and inclusion in school and society as the law of the land. The aim is to describe, explore and interpret the social construction of disabled adulthood within culture and society, and to describe how inclusive and exclusionary processes within families, school and society, impact young disabled persons' claims to adulthood. The study is located within disability studies, and within a social constructivist, interpretative framework, involving interviews and document analysis. This volume focuses on the emergence of young disabled adulthood and on how families, general or segregated special education and special or generic support systems and relationships impact that process. The lesson learned from this book apply to the disabled everywhere.

iceland s education system: What Works in Nordic School Policies? John Benedicto Krejsler, Lejf Moos, 2021-03-23 This book offers an original contribution to the area of international research on comparative education policies and the influence of transnational agencies on national school policy and reform. With a focus on grasping what the Nordic model or the Nordic dimension means in school and educational policy, the book explores in depth the school policy contexts of the five Nordic countries Denmark, Finland, Iceland, Norway and Sweden. It demonstrates how these particular national contexts engage with and contextualize transnational collaboration on issues like school reform, accountability, evidence and what works, and digitalization. The book situates these policy issues over a long period of time while integrating the latest developments and reforms. It demonstrates how context matters. It shows how the often elusive, but pervasive Nordic dimension can only be fully understood by painstaking scrutiny of the five national contexts, their particular trajectories and mutual interactions in formal and informal education.

iceland s education system: The Nordic Education Model Ulf Blossing, Gunn Imsen, Lejf Moos, 2013-10-21 This book presents a detailed analysis of the educational model in Nordic European countries. It describes the traditional idea of education for all, which can be characterized by the right for every child to have an education of equal quality in a common school for all pupils regardless of social class, abilities, gender, or ethnicity. Against this background, The Nordic Education Model traces the rise of neo-liberal policies that have been enacted by those who believe the School for All ideology does not produce the knowledge and skills that students need to succeed in an increasingly competitive and global marketplace. It examines the conflict between these two ideas and shows how neo-liberal technologies affect the Nordic model in different ways. The authors also show how social technologies are being interpreted in different ways in actual school practices. This process of translating national regulations into internal sense builds on the values in the culture to which they are introduced. In the end, this book reveals that a Nordic model can constitute a delicate balance between traditional values, institutionalized practices, and contemporary, neo-liberal forms of governance and policies. It may be argued from a new institutional perspective that the main structures of the Nordic educational model will sustain as long as the deeply rooted Nordic culture survives in the globalised society.

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Vissing, 2025-05-30 This book examines critically major issues confronting human rights implementation in schools, both locally and globally. It analyzes the challenges that different societies are confronted with, as they attempt to implement, protect and defend democracy, cultural diversity and human rights in schools. The book also documents human rights challenges that result from the increased cultural diversity that occurs in a more mobile and globalized world. By examining education policy shifts in the use of the major discourses in human rights and education, the book offers a comprehensive synthesis of the intersecting and diverse discourses of globalisation, cultural diversity, human rights, and education. It also provides innovative ideas concerning the future directions for authentic models of globalisation, human rights and education.

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iceland s education system: Talent Development in European Higher Education Dr. Marca V.C. Wolfensberger, 2015-02-10 This book examines the much-debated question of how to unleash the potential of young people with promising intellectual abilities and motivation. It looks at the increasingly important topic of excellence in education, and the shift in focus towards the provision of programs to support talented students in higher education. It provides a systematic overview of programs for talented students at northern European higher education institutions (HEIs). Starting in the Netherlands, where nearly all HEIs have developed honors programs over the past two decades, the book explores three clusters of countries: the Benelux, the Nordic and the German-speaking countries. For each of these countries, it discusses the local culture towards excellence, the structure of the education system, and the presence of honors programs. In total, the book reviews the special talent provisions for nearly four million students at 303 higher education institutions in eleven countries. In addition, it offers an analysis of the reasons to develop such programs, a look into the future of honors education and a practical list of suggestions for further research. The Sirius Program assigned Marca Wolfensberger to carry out this research.

iceland s education system: Interprofessional and Family-Professional Collaboration for Inclusive Early Childhood Education and Care Stefanija Alisauskiene, Natallia Bahdanovich Hanssen, Daiva Kairienė, 2023-08-04 This edited volume covers issues related to educational research and practices for early childhood education and care (ECEC), highlighting interprofessional and family-professional collaboration within inclusive education in different cultural contexts. Contributors include authors from throughout Europe, including Lithuania, Norway, Iceland, Finland, Sweden, Spain, UK, and Ukraine. Chapters provide a forum for intentional dialogue about and shared understanding of successful and inspiring ECEC practices, the main barriers of interprofessional and family-professional collaboration, and opportunities for further improvement of inclusive ECEC practices.

iceland s education system: Special Education International Perspectives Anthony F. Rotatori, Jeffrey P. Bakken, Festus E. Obiakor, Sandra Burkhardt, Umesh Sharma, 2014-08-26 This volume provides an international perspective on special education issues. There is limited literature examining issues in special education from an international perspective, as such this volume will add considerably to the knowledge base across the globe.

iceland s education system: Social and Economic Conditions of Student Life in Europe Kristina Hauschildt, Christoph Gwosc, Hendrik Schirmer, Froukje Wartenbergh-Cras, 2021-08-20 The project EUROSTUDENT has been delivering data on the social and economic conditions of student life in Europe for the past 20 years. The current edition presents the data and results from the period 2018 to 2021, and is based on information provided by students from 25 countries in the European Higher Education Area (EHEA). The project also examines the social dimensions of studying at a higher education institute, as well as, in part, the impact of COVID-19. The EHEA emphasised this social dimension in its 2020 Rome Communiqué; it was therefore one of the key topics the project group focused on with the aim of inspiring education policy debates and

establishing the basis for future research work. The latest report therefore includes data on access to higher education and the respective conditions experienced by the students, their willingness to relocate internationally to pursue their studies, the quality of higher education courses and the planned courses of study. The report is the EUROSTUDENT project's most important publication, and is developed by a network of researchers and national ministry representatives as well as other stakeholders from all over Europe. Seit 20 Jahren liefert das Projekt EUROSTUDENT Daten zu den sozialen und wirtschaftlichen Bedingungen für Studierende in Europa. Der aktuelle Band präsentiert die Daten und Ergebnisse aus dem Zeitraum 2018-2021, die bei Studierenden in 25 Ländern des Europäischen Hochschulraums (EHEA) erhoben wurden. Untersucht wurden dabei auch die gesellschaftlichen Dimensionen des Studiums sowie teilweise soziale Auswirkungen von COVID-19. Die soziale Dimension des Studiums, die im Rom Communiqué der EHEA 2020 betont wurde, ist ein zentrales Thema der Untersuchungen, mit denen die Projektgruppe bildungspolitische Debatten anregen und die Basis für künftige Forschungsarbeit legen will. Daher werden Daten zum Zugang zu höherer Bildung, zu Studienbedingungen, zur internationalen Mobilität der Studierenden, zur Qualität von Studiengängen und zu geplanten Studienprogrammen aufbereitet. Der Bericht ist die wichtigste Publikation des Projektes EUROSTUDENT, das von einem Netzwerk aus Forscher:innen und Vertreter:innen nationaler Ministerien sowie weiterer Stakeholder aus ganz Europa erarbeitet wird.

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Report: Austria 2014 OECD, 2014-12-09 Skills are central to Austria's future prosperity and the well-being of its people. The OECD Skills Strategy Diagnostic Report: Austria identifies 14 skills challenges for Austria. The project and this report build on both the insights from workshops as well as latest international comparative ...

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