

Eurydice

*Better knowledge for better education
policies*

European Education and Culture Executive Agency



Current topics in education in Europe

The Eurydice Network and preliminary findings on digital education



Policy context

European Education Area (EEA) (2021–2025) → moving towards next cycle (2026–2030)

Strong focus on

- digital transformation
- key competences
- equity and inclusion
- teachers and learning conditions

Snezhina Petrova – Eurydice – EACEA.A6

“Fostering and developing cross-curricular competences in education” Eurydice thematic event, 27 April 2026

What is Eurydice?

Network established in **1980** by the European Commission and Member States to support European cooperation in the field of education.

All **EU Member States**, along with some **non-EU countries** participating in the Erasmus+ programme

With the support of 42 national units, latest members: Georgia, Moldova, Ukraine

The European Education and Culture Executive Agency (EACEA) is responsible for managing and promoting the network and its publications.

How Eurydice supports EEA priorities

- Comparable system-level information ([Eurypedia](#)),
- Evidence-based analysis (thematic reports, system-level indicators, data and visuals),
- Combined with international data (e.g. [ICILS](#), [PISA](#), [TALIS](#)),
- Open data - increasing focus on accessibility and reuse of data.

This supports:

- informed and evidence-based policymaking,
- exchange of practices,
- mutual understanding,
- peer learning.



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How are Eurydice topics chosen?



Biennial Work Programme (*next WP 2027-28 under preparation*)



Based on European policy priorities and system-level evidence



Developed with DG EAC and National Units (*national authorities*)



Reflects shared national priorities, emerging challenges and data needs



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Current Eurydice topics (Work Programme 2025-26)



- Digital education at school in Europe (*summer 2026*)
- Citizenship education (*autumn 2026*)
- Teachers and school leaders' careers in Europe (*2027*)
- Supporting student wellbeing at school in Europe (*2027*)

Digital education at school in Europe (2026)



- 38 education systems, lower secondary education
- In-depth analysis on the access to digital technologies, digital competences and teacher preparedness
- Combination of qualitative (Eurydice) and quantitative data
- International Computer and Information Literacy Study (ICILS) – 2023 (24 European countries)
- Key insights from Teaching and Learning International Survey (TALIS) 2024

Digital transformation of schools: policy and implementation



Access and equity in digital education



- Disadvantaged students are supported to access digital technologies at home in the majority of countries
- Digital competence gaps based on schools' socio-economic composition are not necessarily driven by differences in digital resources
- Access to assistive technologies is widespread

School-level digital planning and quality assurance

Planning

- Increasingly used across education systems
- Often required or recommended at school level
- Commonly integrated into broader school development planning

Evaluation

- Less consistently embedded in monitoring frameworks
- Approaches vary across education systems
- Links between planning, monitoring and follow-up are not always systematic

Teachers are central to digital education

Teacher digital competence frameworks

- For ITE, in $\sim\frac{2}{3}$ of systems – typically mandatory.
- For CPD, in $\sim\frac{2}{3}$ of systems – usually recommended.

Digital competence development according to teachers

- Focus on subject-specific and general approaches to integrating digital technologies into teaching.
- Key gaps in areas such as managing problems associated with digital communication, personalised learning, critical evaluation of online information.

Barriers to digital technology use in teaching

- Lack of time to prepare lessons.
- Limited opportunity to develop the necessary expertise.



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AI and other emerging technologies

- AI is gaining prominence in top-level policy documents
- Access to emerging technologies in schools remains limited and variable
- Teachers' preparedness for using AI is still developing, and participation in related training remains limited



Implications for practice

Importance of school-level conditions

Role of teachers and support

Need for inclusive approaches

Translating policy into classroom practice



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Thank you!



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