

## 2022 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 39 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. Reports are available in various languages.



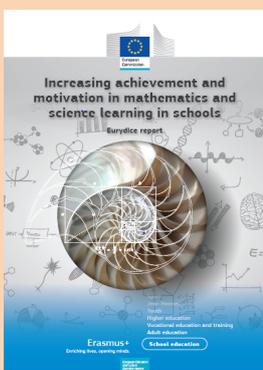
### [Towards equity and inclusion in Higher Education in Europe](#)

Date of publication: 18 March 2022

This Eurydice report focuses on the topic of equity and inclusion in higher education in Europe. It analyses the current level of alignment of European higher education systems with the ten Principles & Guidelines agreed by all EHEA countries as a blueprint to take forward the commitment of improving the social dimension.

There are ten chapters, addressing each Principle. Each chapter opens with the full exposition of the relevant Principle and its accompanying Guidelines. Following that is a succinct explanation of how the particular Principles and Guidelines relate to equity, the methodological challenges that are addressed, and the choice of the indicators. Finally, the data collected is presented mostly in the form of maps. A scoreboard indicator at the end of each chapter summarises how the European countries perform based on the extent of implementation of the particular Guidelines. This gives the reader a clear visual picture of the current level of attention in European systems to equity and inclusion in higher education.

Finally, a concluding chapter recaps the main findings of the report. The report's prime source is information on top-level regulations and policies collected from Eurydice National Units, representing 38 education systems across 36 European countries, with the academic year 2020/2021 as a reference.



### [Increasing achievement and motivation in mathematics and science learning in schools](#)

Date of publication: 16 June 2022

In our fast-changing and technology-driven societies, education in mathematics and science is crucial for ensuring that children and young people have the necessary skills, knowledge and mind-set to be responsible and active citizens. Despite the emphasis on numeracy and scientific literacy in the European Education Area, the share of pupils not reaching basic achievement levels remains considerably above the agreed maximum of 15%.

This report investigates what education authorities across Europe do to strengthen student motivation, raise achievement and help those that are falling behind in mathematics and science. It brings together qualitative Eurydice data on national policies and legislation in 39 European education systems, and quantitative data from several student assessment surveys. The results highlight the importance of allocating sufficient instruction time, providing timely learning support, ensuring specialised teacher training and monitoring student achievement systematically. Ample examples are provided on how the mathematics and science curricula can foster reflection and relate to students' lives.

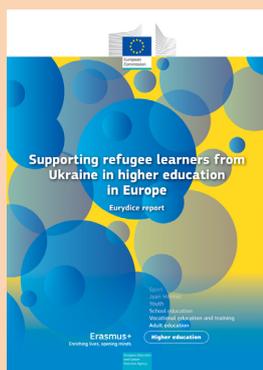


### [Supporting refugee learners from Ukraine in schools in Europe](#)

Date of publication: 6 July 2022

The Russian invasion of Ukraine forced many people to flee their home and search for protection in neighbouring European countries, amongst them a large proportion of children and young people. Schools in receiving countries now have a responsibility to provide the young learners with quality education and support. While European countries have already taken many actions to address refugee learners' educational needs, equal attention needs to be paid to their psychosocial needs.

This short Eurydice report focuses on some of the policies and measures developed by top-level education authorities across Europe that aim to assist schools in integrating children and young people from Ukraine. This includes recent policies and measures specifically targeting Ukrainian learners, and policies and measures targeting all newly arrived learners that were in place prior to the current conflict. The report builds on the findings of the 2019 report 'Integrating students from migrant backgrounds into schools in Europe: National policies and measures'. It provides up-to-date information gathered through a survey of the countries that are part of the Eurydice Network (except for Hungary and Serbia). The reference year is the 2021/2022 school year.



### [Supporting refugee learners from Ukraine in higher education in Europe](#)

Date of publication: 6 July 2022

The Russian invasion of Ukraine has posed a serious threat to the lives of millions of people, many of whom have been forced to flee their home and search for protection in neighbouring European countries. The host countries are now called upon to respond to this situation by providing refugees from Ukraine with support measures to facilitate their rapid and successful integration in the new society. Higher education is a critical sector in this response, as the war has had a major impact on higher education staff and students from Ukraine.

This short report focuses on key policies and measures, developed by top-level education authorities across Europe, aiming to assist higher education institutions (HEIs) in integrating refugee learners from Ukraine. These include recent policies and measures targeting specifically Ukrainian refugee learners as well as non-Ukrainian learners who were studying in a Ukrainian HEI at the time of the Russian invasion. The report builds partly on the findings of previous Eurydice reports on higher education, such as the 'Bologna Process Implementation Report (2020)' and 'Integrating asylum seekers and refugees into Higher Education in Europe: National policies and measures (2019)'. It provides up-to-date information gathered through a survey of the countries that are part of the Eurydice Network (except for Hungary and Serbia). The reference year is the 2021/2022 school year.



### [The organisation of the academic year in Europe 2022/2023](#)

Date of publication: 5 September 2022

The academic calendar shows national data on how the academic year is structured (beginning of the academic year, term times, holidays and examination periods). Differences between university and non-university study programmes are also highlighted. The information is available for 37 countries.

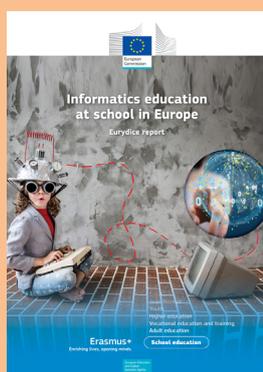


### [Teaching and learning in schools in Europe during the COVID-19 pandemic](#)

Date of publication: 15 September 2022

Schools and pupils across Europe were heavily affected by the measures taken by various authorities to limit the spread of the COVID-19 pandemic. While complete school closures were rather rare and of relatively short duration, the rapid shift to distance or blended learning revealed large differences in the levels of digitalisation between countries as well as the digital capacities of schools, teachers and learners.

This report provides a brief insight into the impact of the COVID-19 pandemic on the organisation of school education and reviews key policy responses implemented by European education systems to tackle emerging difficulties in teaching and learning. The results highlight, among other things, the importance of offering students additional small-group tutoring or differentiated teaching to help those experiencing difficulties due to distance learning. At the same time, the analysis also shows how, in many places, the sudden shift to distance learning served as an important push towards the acceleration of school digitalisation.



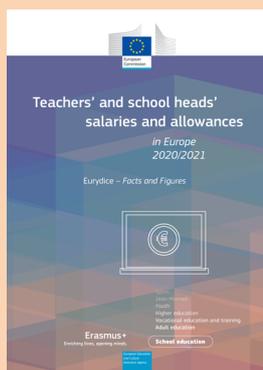
### [Informatics education at school in Europe](#)

Date of publication: 21 September 2022

Educating students at school in informatics is essential to equip every citizen with the basic knowledge required to participate, influence and contribute to the development of the digital world. Moreover, the digital economy, which is due to play a key role in Europe's recovery from the pandemic, requires digitally competent citizens and workers.

Informatics is still a relatively new discipline in school education, and the name and focus of the related school subjects vary across European countries. The analysis of existing competence and curricular frameworks and the related learning outcomes in school curricula across Europe can contribute to building a shared understanding and comparability.

This report examines the subjects that, throughout primary and secondary education, include learning outcomes related to informatics in 37 European countries (39 education systems). It also looks at the qualifications of the teachers of these subjects, training programmes and other support measures available to them.



## [Teachers' and school heads' salaries and allowances in Europe - 2020/2021](#)

Date of publication: 5 October 2022

Teachers' remuneration and career prospects are an intrinsic part of policies aiming to attract the best candidates and ensure they remain in the profession. Are teachers in Europe well paid? What prospects for salary increases do they have as they progress in their career? Have teachers gained or lost purchasing power in recent years? This report shows the composition and differences in teachers' earnings among countries in the Eurydice Network.

It provides information on statutory and actual salaries as well as allowances that teachers and school heads receive. It also analyses teachers' perspective for salary progression over their career.

Country sheets and data used for the comparative report are available in open data format.

Data have been collected jointly by the Eurydice and the OECD/NESLI networks.



## [Compulsory education in Europe 2022/2023](#)

Date of publication: 7 October 2022

This fact sheet focuses on the duration of compulsory education/training in Europe. It highlights the starting and leaving ages and distinguishes the notions of full-time and part-time compulsory education/training. The information is available for 39 European education systems covering 37 countries participating in the EU's Erasmus+ programme.



## [The structure of the European education systems 2022/2023: schematic diagrams](#)

Date of publication: 7 October 2022

This report illustrates schematic information on the structure of education systems in European countries, from pre-primary to tertiary level. It includes national diagrams, a guide to reading the diagrams and a map showing the main organisational models of primary and lower secondary education. The information is available for 39 European educational systems covering 37 countries participating in the Erasmus+ programme.



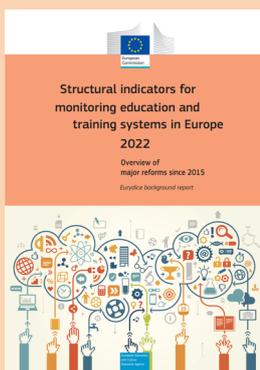
## [The organisation of school time in Europe. Primary and general secondary education 2022/2023](#)

Date of publication: 27 October 2022

Educating students at school in informatics is essential to equip every citizen with the basic knowledge required to participate, influence and contribute to the development of the digital world. Moreover, the digital economy, which is due to play a key role in Europe's recovery from the pandemic, requires digitally competent citizens and workers.

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### [Structural indicators for monitoring education and training systems in Europe - 2022](#)

Date of publication: 18 November 2022

This report illustrates schematic information on the structure of education systems in European countries, from pre-primary to tertiary level. It includes national diagrams, a guide to reading the diagrams and a map showing the main organisational models of primary and lower secondary education. The information is available for 39 European educational systems covering 37 countries participating in the Erasmus+ programme.



### [2021 - Eurydice publications](#)

Date of publication: 12 January 2022

In 2021, Eurydice published a number of reports on various educational topics. An overview of our 2022 publications is now available. With just one click, you can easily get access to all our reports!

#### **For more information about your country education system:**

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