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Presentation

Digital Skills & Learning

Re-thinking Digital Skills & learning in SEET countries  
EU instruments and tools

23 June 2020

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# Digital Skills & Learning

Re-thinking Digital Skills & learning in SEET  
countries  
EU instruments and tools







# Today

## EU instruments and tools for Digital Skills and Learning



# TODAY

- **ETF Initiatives to support Digital Skills and Learning in SEET**  
*Alessandro Brolpito, European Training Foundation*
- **Towards the new Commission digital education action plan**  
*Georgi Dimitrov, DG EAC, European Commission*
- **Addressing digital education and skills challenges through European digital competence frameworks and tools**  
*Yves Punie, JRC, European Commission*
- **The policy first approach and its instruments to promote education and digital skills**  
*Fanny Seree and Christophe Masson, DG NEAR, European Commission*

Beyond  
CoVid19  
Emergency





## **ETF Initiatives to support Digital Skills and Learning in SEET**

Alessandro Brolopito  
European Training Foundation, Turin

# Re-thinking Digital Skills & Learning in SEET countries

Three interlinked online events

SELFIE  
Workshop

1

3 EU Instruments  
and Tools

3

Regional  
Cooperation

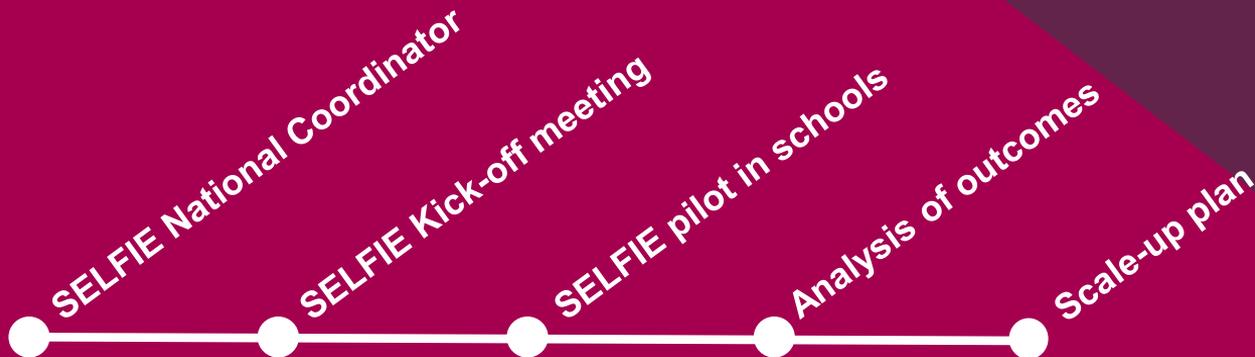
2

# Online SELFIE Workshop - 04 June

**SELFIE in SEET: piloted in six countries and already scaled-up in three**

**173.383** users  
**1.113** schools

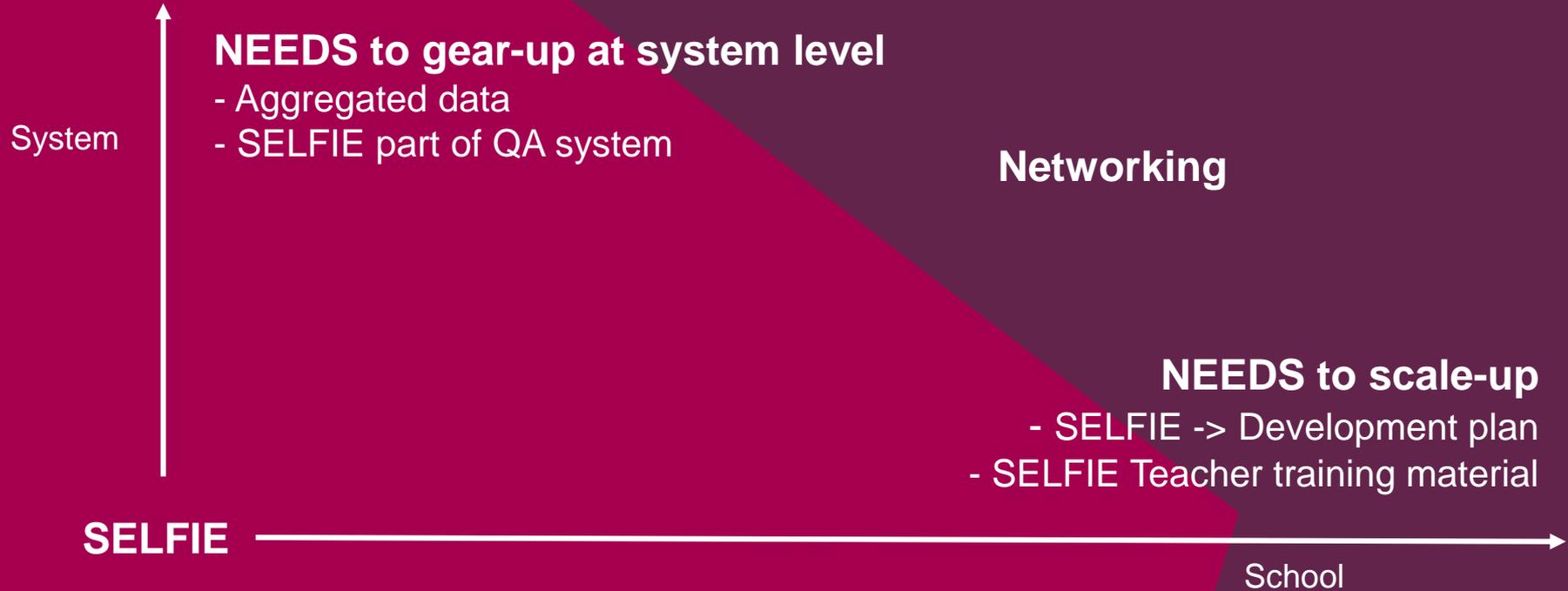
Albania  
Kosovo\*  
Montenegro  
North Macedonia  
Serbia  
Turkey



\*: This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

# Online SELFIE Workshop - 04 June

## Key Outcomes



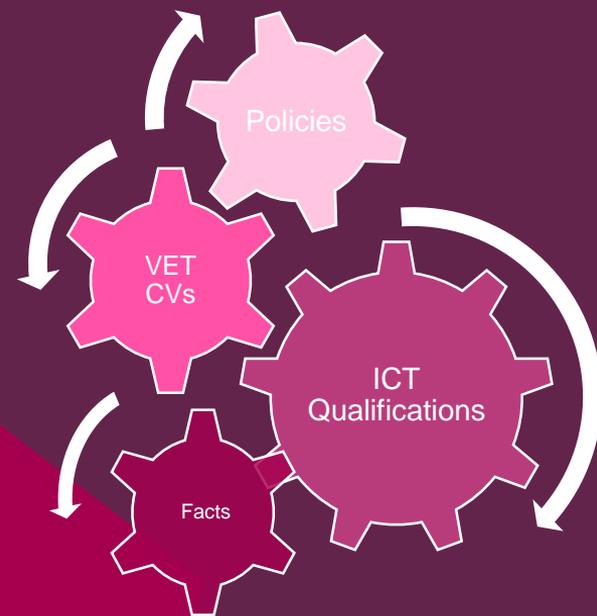
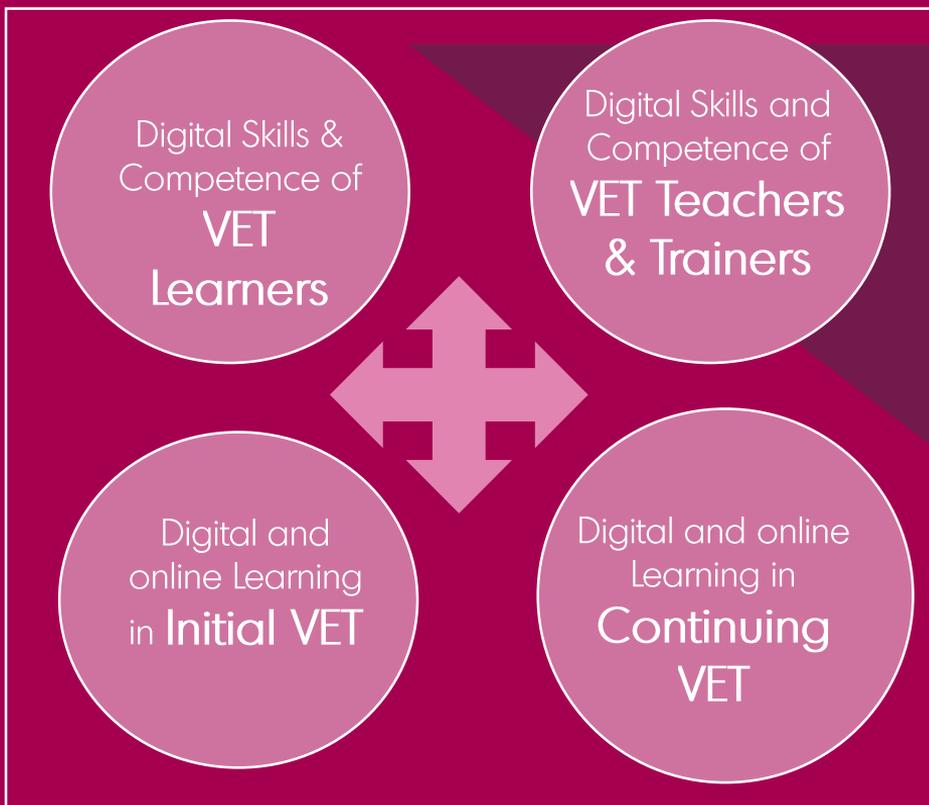
# Regional Cooperation and a Case Study

## ETF webinar - 17 June

- **ETF** - Mapping of Distance Digital Learning in response to the school lockdown - CoVid19
- **RCC** - Digital skills in Western Balkans – Needs and Challenges Ahead
- **ERI SEE** - Needs analysis systems and digital skills for educators in SEE
- **Ministry of National Education, Turkey** - Supporting Academic and Psychosocial Skills of Students through Distance Education

# ETF Digital Factsheets

## Digital Skills and Learning in VET



# ETF Digital Factsheets

## Digital Skills and Learning in VET

Factsheets on Digital Skills and Learning and Digital and Online Learning in VET

Published in June 2020:

- Bosnia and Herzegovina
- Kosovo\*

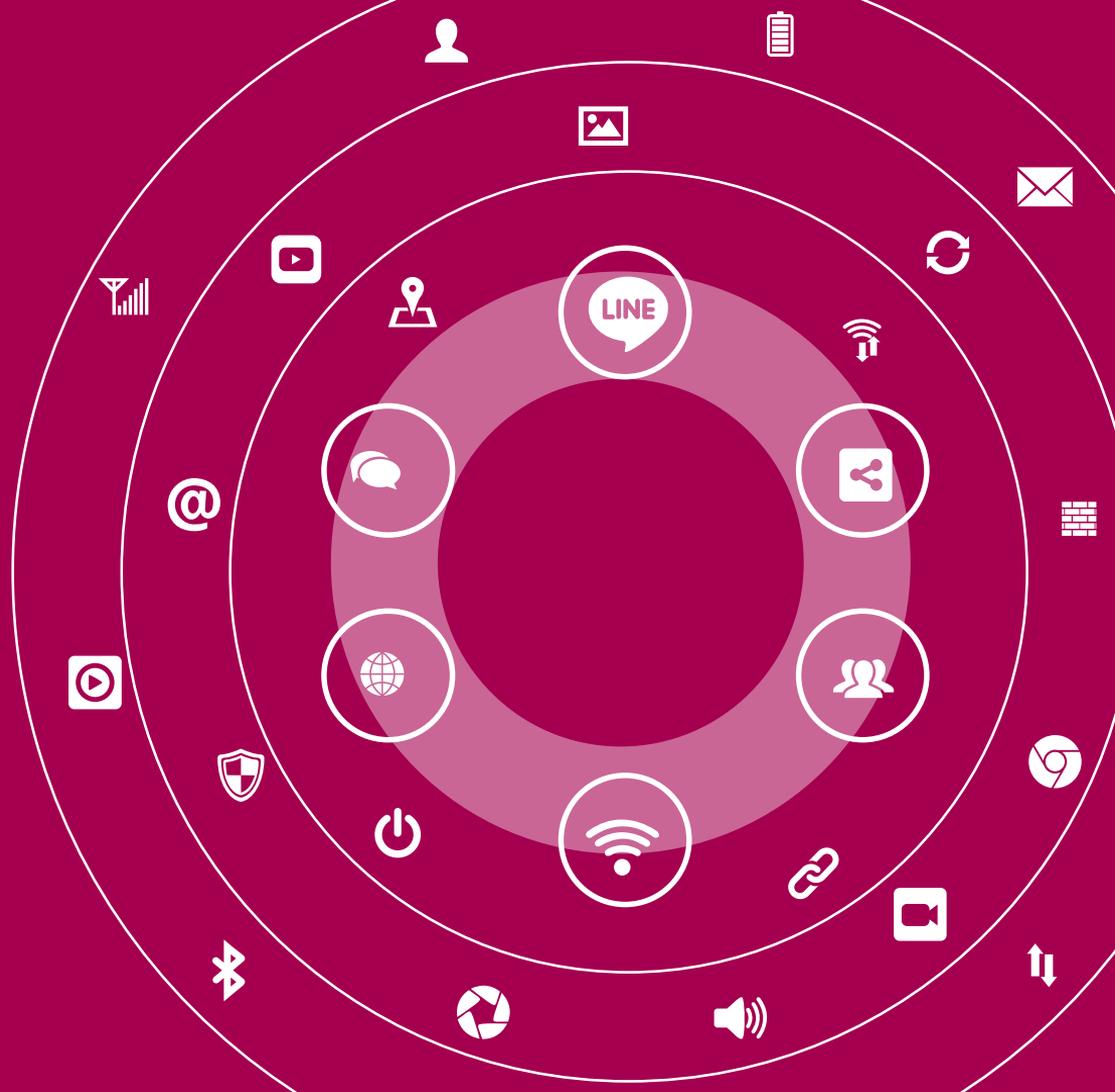
2018: Albania, North Macedonia and Turkey

2017: Montenegro, Serbia

Q&A

# Ask your question to

Alessandro Brolpito





# Towards the new Commission digital education action plan

Georgi Dimitrov  
DG EAC, European Commission



# Digital Education Action Plan Update

Georgi Dimitrov, Deputy Head of Unit “Innovation and EIT”, DG EAC  
“Re-thinking the role of digital learning and the provision of digital skills in SEET  
countries -EU instruments and tools”, ETF webinar, 23<sup>rd</sup> June 2020

# 2018 Digital Education Action Plan

- **Adopted in January 2018**, as part of the initiatives supporting the creation of the European Education Area.
- **Purpose:** to support Member States and education institutions to adapt to the digital age.
- **Scope:** primary, secondary and tertiary levels of formal education.
- **Focused approach:** eleven actions across three priorities:



- **Duration** until the end of 2020



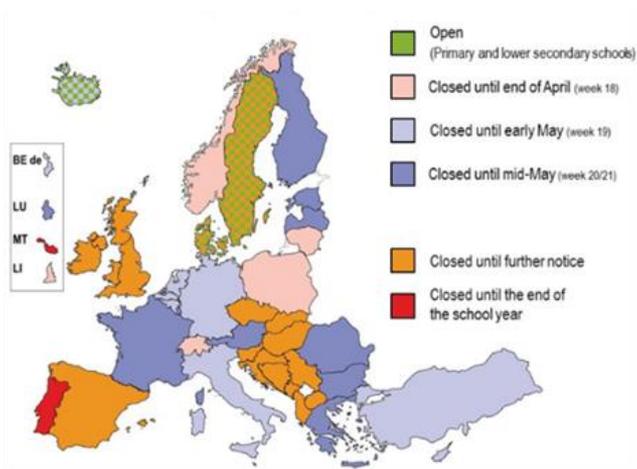
# Digital Education Action Plan **Update**

*‘My priority will be to get Europe up to speed on digital skills for both young people and adults by **updating the Digital Education Action Plan**. We need to rethink education by using the potential the internet provides to make learning material available to all, for example by the increased use of massive open online courses. Digital literacy has to be a foundation for everyone’.*

*Political Guidelines of the President von der Leyen*

# COVID-19 crisis

- An **unprecedented challenge** for education and training systems
- Closure of school and campus buildings affected more than **100 million students in the EU**
- **Sudden and large-scale switch to digital education modes** including online learning and teaching



Schools (ISCED 1-3)



Higher Education Institutions

# Next Generation Communication



- Adjusted Commission Work Programme 2020
- Adoption of the Digital Education Action Plan Update for **Q3 2020 in the context of the recovery plan.**

# Key challenge 1 – Digital Capacity

Evidence shows that most of the education systems were not ready to offer equally to all students high quality opportunities to learn online or in a hybrid mode:

- On average, **9% of 15-year-old students do not have a quiet place to study in their homes** (PISA 2018).
- There are **important gaps related to the availability of computers and connectivity**, especially for students from low-income families, disadvantaged backgrounds and remote areas (EUROSTAT 2019, DESI 2019).
- **VLE/LMS are available in an uneven way across Member States and ISCED levels** (2nd Survey of Schools 2019).
- **Use of technology by teachers for providing feedback and creating digital resources is less common** than for other activities (ICLS 2018).
- **Only 39% of teachers in the EU feel well or very well prepared on digital education**, with significant differences across countries (TALIS 2018).

# Key challenge 2 – Digital Competences

Even before the crisis, evidence was clear on the need to support digital competence development:

- **43% of EU citizens still has an insufficient level of digital skills** with major disparities across Member States (DESI 2019)
- There is a positive trend with the % of individuals who did not use Internet decreasing over time but the **level of digital skills still remains strongly and deeply linked to high income households** (EUROSTAT 2019).
- **More than a third of the EU active labour force is missing the basic digital skills** required in most jobs across sectors (CEDEFOP 2018, PIAAC 2018)
- **More than one third of 13-14 year old students works below the lowest proficiency level of digital skills** (ICLS 2018) and **only 20 out of 55 jurisdictions in Europe offer computing and informatics education** to all students (CECE 2017, EURYDICE 2018).
- There are persistent **digital divides related to gender, socio-economic background and urban/rural areas** (EUROSTAT 2019). The digital divide is also increasingly related to years of experience of using devices rather than simple access (EU Kids Online 2020).

# Key challenge 3 – A trusted digital ecosystem of education content, tools and platforms

- Many Ministries of Education and other public/private organizations across Member States tried to **facilitate access to education content, tools and platforms** (EU Council Survey, 2020).
- Finding an adequate response was not easy, especially for **specific education sectors** such as VET, and **assessment/evaluation** was a major problem for all education levels (various sources).
- A recent survey (almost 5,000 respondents from more than 40 countries) shows that **less of 8% of the teachers think that the educator practices will go back to normal** after the end of the crisis and 44% think that education institutions would include **more distance and online learning than before** (School Education Gateway, 2020).
- If properly designed and planned, online learning opportunities can help meet the lifelong learning needs of an ever-growing population of learners and yet, **European countries are late adopters** of such opportunities, with an offer unevenly distributed across Member States and not always linked to national curricula.
- **Data use, privacy and ethics** are important elements that need to be taken into account prop

# Digital Education Action Plan **Update**: guiding principles

- Part of the Commission's objective to **support the digital transition in Europe**.
- It will reflect on the **lessons learnt from the COVID-19 crisis** and **build on the first Digital Education Action Plan**.
- More **strategic and ambitious approach** to digital education, with a **wider scope** beyond formal education and **longer duration**
- **Part of the Next Generation EU recovery plan**.

**KEY OBJECTIVE:** supporting Member States, education and training institutions and citizens in their efforts to deal with the digital change.

# Open Public Consultation launched 18<sup>th</sup> June

- An **Open Public Consultation** on the lessons learnt from the COVID-19 crisis has been launched on 18<sup>th</sup> June 2020 until September 4<sup>th</sup> 2020: <https://ec.europa.eu/info/law/better-regulation/have-your-say/initiatives/12453-Digital-Education-Action-Plan/public-consultation>
- **Target Groups:** citizens, parents, teachers and educators, learners, private sector, etc. with the possibility to answer on individual and organization capacity.

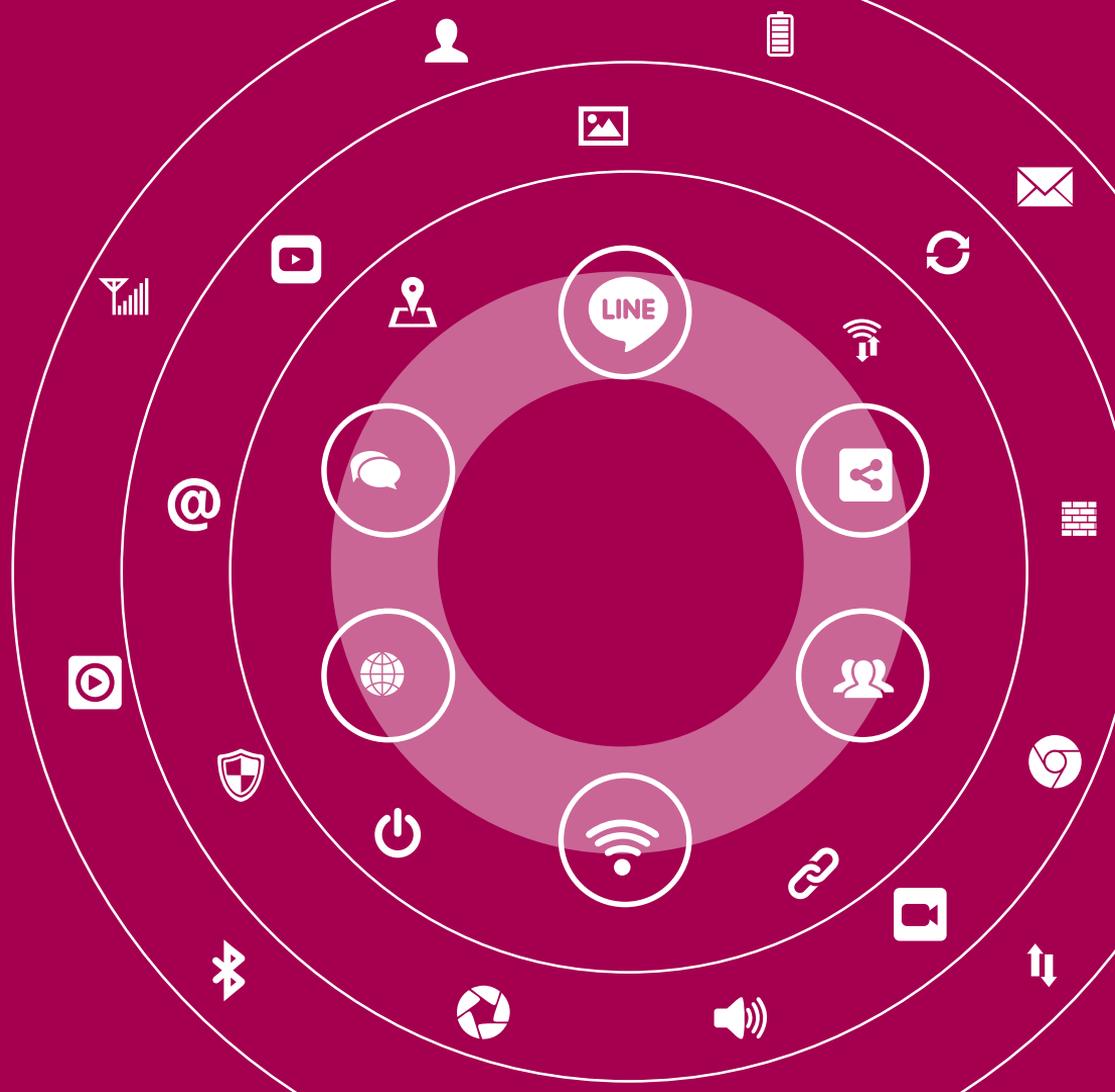
# Thank you!

[EAC-DIGITALEUCATION@ec.europa.eu](mailto:EAC-DIGITALEUCATION@ec.europa.eu)

Q&A

# Ask your question to

Georgi Dimitrov





# Addressing digital education and skills challenges through European digital competence frameworks and tools

Yves Punie

JRC, European Commission



# Addressing digital skills challenges through European digital competence frameworks and tools

*Yves Punie, PhD*

*Deputy Head of Unit*

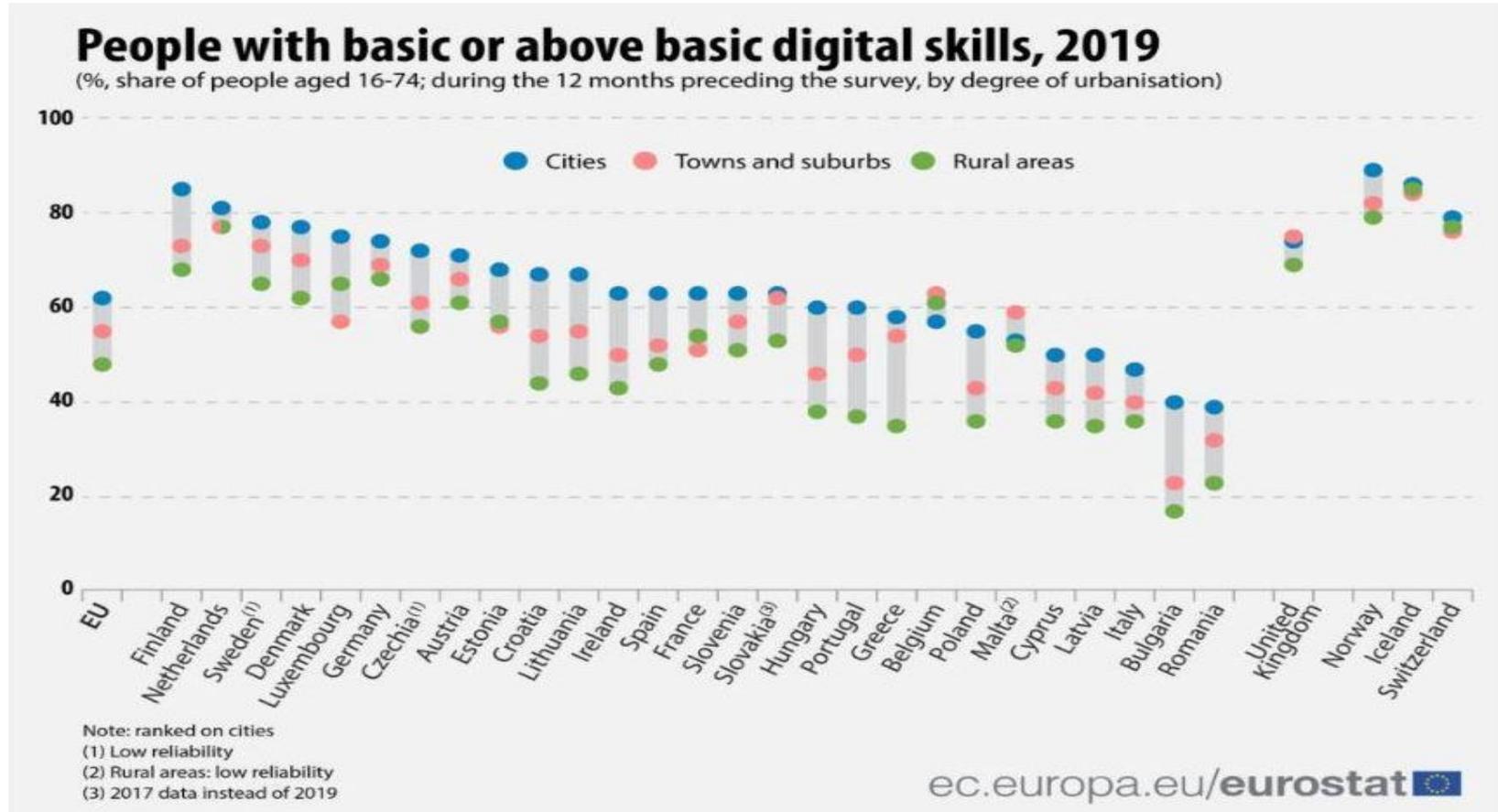
*Human Capital & Employment, JRC Seville*

*ETF Webinar, 23 June 2020*

# Main (digital) skills challenges in Europe

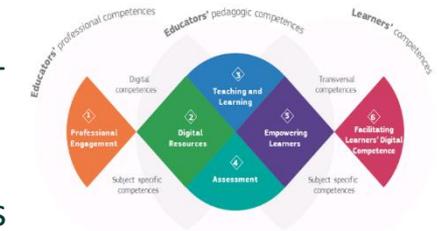
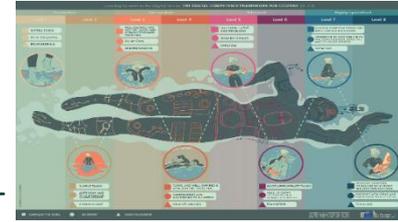
- About 70 million Europeans lack sufficient reading, writing and numeracy skills
- 24% of EU population has no upper secondary education diploma
- 13% of Europeans have **never used the Internet**
- 43% of EU population and 35% of UE labour force have **insufficient digital skills**
- 42% of those with no digital skills are **unemployed**
- Digital natives **≠** digital competence
- With Covid-19, digital skills now even more crucial than ever

# Digital Skills Indicator (DESI)



# JRC/EC Digital Competence frameworks

- Digital Competence framework for citizens (**DigComp**) and self-reflection pilot
- Digital Competence framework for educators (**DigCompEdu**) and self-reflection pilot
- Digital Competence framework for educational organisations (**DigCompOrg**) and a self-reflection tool for schools' digital capacity (**SELFIE**)



#SELFIE\_EU

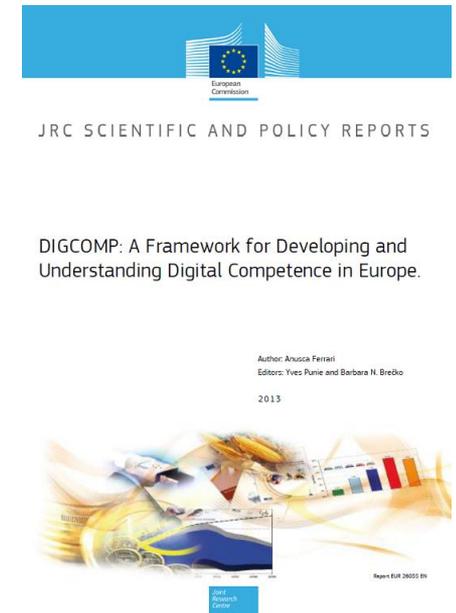
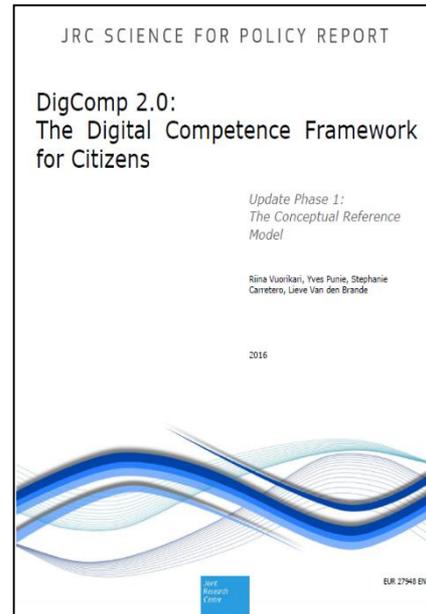
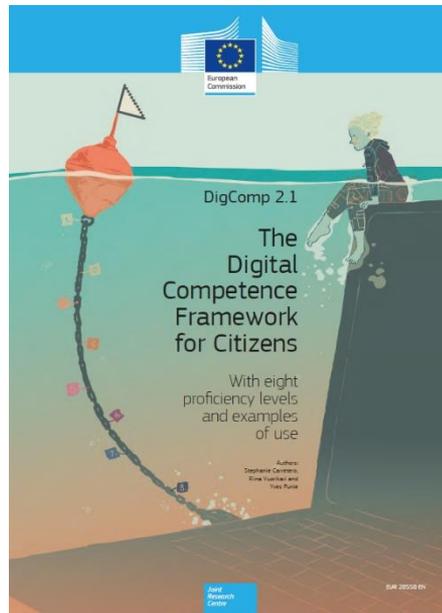
**Aims:** Shared understanding and common language; improve digital capacity

**Multiple uses:** Curricula review, teacher training, (self-)assessment/reflection, policies, practical initiatives, jobseekers, certification, measurement, etc...

# DigComp

Digital Competence involves **confident**, **critical** and **responsible** use of, and **engagement** with the full range of digital technologies for learning, at work, and for participation in society

(Council Recommendation on Key Competences for Lifelong Learning, 22 May 2018, ST 9009 2018 INIT)



Competence areas	Competences
<b>1. Information and data literacy</b>	<ul style="list-style-type: none"> <li>1.1 Browsing, searching and filtering data, information and digital content</li> <li>1.2 Evaluating data, information and digital content</li> <li>1.3 Managing data, information and digital content</li> </ul>
<b>2. Communication and collaboration</b>	<ul style="list-style-type: none"> <li>2.1 Interacting through digital technologies</li> <li>2.2 Sharing through digital technologies</li> <li>2.3 Engaging in citizenship through digital technologies</li> <li>2.4 Collaborating through digital technologies</li> <li>2.5 Netiquette</li> <li>2.6 Managing digital identity</li> </ul>
<b>3. Digital content creation</b>	<ul style="list-style-type: none"> <li>3.1 Developing digital content</li> <li>3.2 Integrating and re-elaborating digital content</li> <li>3.3 Copyright and licences</li> <li>3.4 Programming</li> </ul>
<b>4. Safety</b>	<ul style="list-style-type: none"> <li>4.1 Protecting devices</li> <li>4.2 Protecting personal data and privacy</li> <li>4.3 Protecting health and well-being</li> <li>4.4 Protecting the environment</li> </ul>
<b>5. Problem solving</b>	<ul style="list-style-type: none"> <li>5.1 Solving technical problems</li> <li>5.2 Identifying needs and technological responses</li> <li>5.3 Creatively using digital technologies</li> <li>5.4 Identifying digital competence gaps</li> </ul>

# DigComp follow-up

- Already used in >16 EU MS; in neighbouring countries in collaboration with ETF; >70 projects and >500,000 DigComp certificates issued by external stakeholders
- New DigComp guidelines for **employability**: Case studies & implementation guide (June-July 2020)
- Piloting a **self-reflection** tool (end 2020)
- DigComp 2.2 (2021)



<https://ec.europa.eu/jrc/en/digcomp>

JRC SCIENCE FOR POLICY REPORT

# European Framework for the Digital Competence of Educators

DigCompEdu

Christine Redecker (Author)  
Yves Punie (Editor)



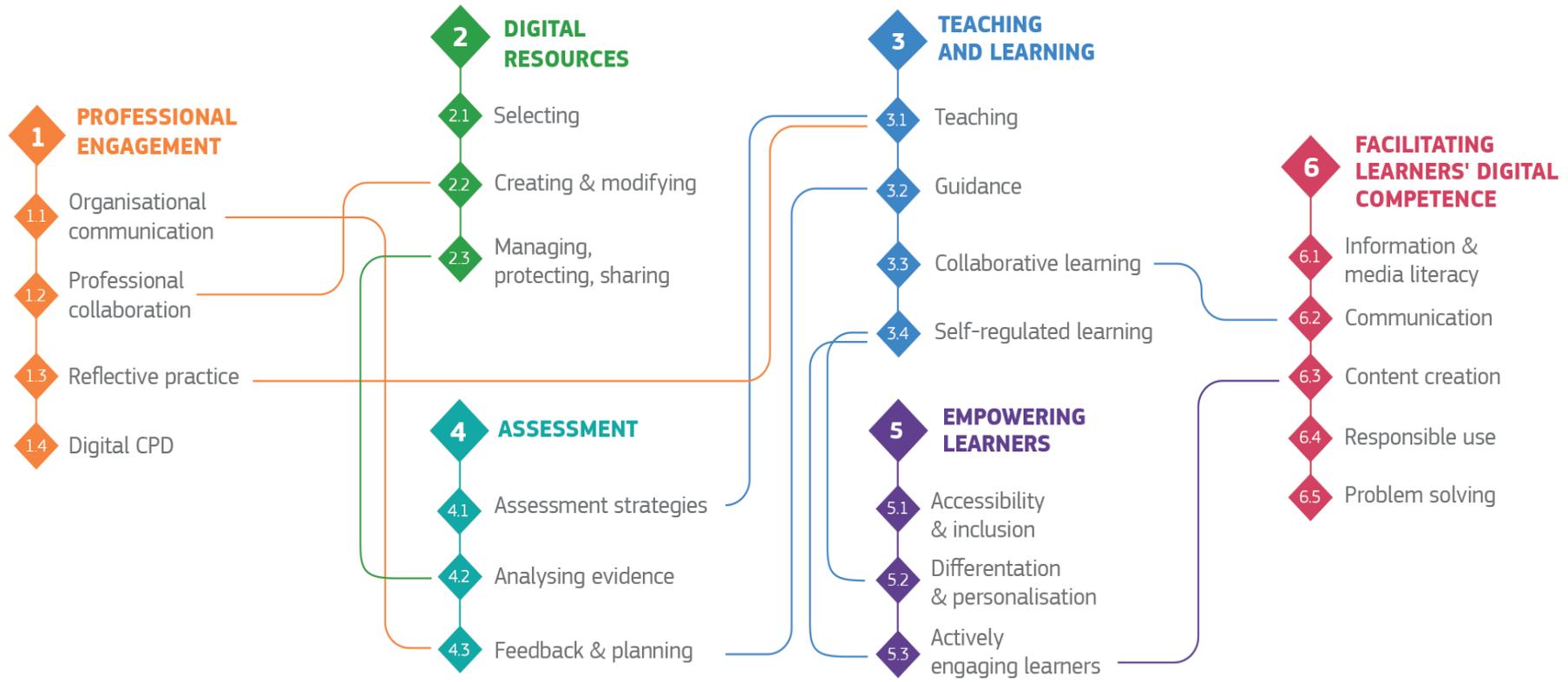
- Published November 2017
- > 30.000 unique downloads
- Describes what it means for educators to be digitally competent
- Educators at all educational levels
- 6 Competence areas – 22 competences – 6 proficiency levels

<https://ec.europa.eu/jrc/en/digcompedu>

**Educators' professional competences**

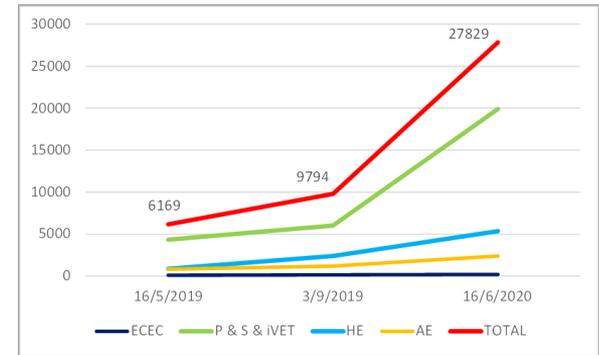
**Educators' pedagogic competences**

**Learners' competences**



# DigCompEdu follow-up

- Developing a **self-reflection** tool for educators
  - Experimental trial (Check-In tool): 22 questions; ~28.000 users (ES, IT, DE, PT, LT, SI, EN, RU) + Latin-America (MetaRed Higher Education)
  - In Spain, version for Higher Education (Sept-Dec 2020)
  - Full pilot SELFIE for teachers (Mid-2021)



<https://ec.europa.eu/jrc/digcompedu/self-assessment>

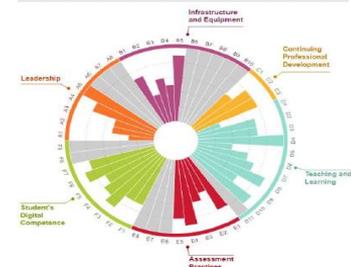
# SELFIE: supporting schools' digital capacity

- A free, online, easy-to-use, customisable self-reflection tool for schools
- SELFIE was launched by Commissioner Navracsics on 25/10/2018
- SELFIE is NOT another survey -> a tool "for" schools to be done by school leaders, teachers and students
- Generates school report for reflection, monitoring & action plan; data are anonymous and "owned" by schools
- Already available in 35 languages
- Under development: SELFIE-VET WBL

[https://ec.europa.eu/education/schools-go-digital\\_en](https://ec.europa.eu/education/schools-go-digital_en)



#SELFIE EU



# SELFIE: participation data (10.4.2020)

627.670 participants – 4.938 schools  
(6.181 School levels)

- ✓ 82% students (458.679)
- ✓ 15% teachers (86.634)
- ✓ 3% headmasters (16.696)

From these 627.670 users (>30 countries)

- ✓ 28 % Spain (174.181)
- ✓ **28% Western Balkans & Turkey**  
(173.383)
- ✓ 14,4% Bulgaria (90.267)



# Thank you

yves.punie@ec.europa.eu  
@yves998

<https://ec.europa.eu/jrc/en/research-topic/learning-and-skills>



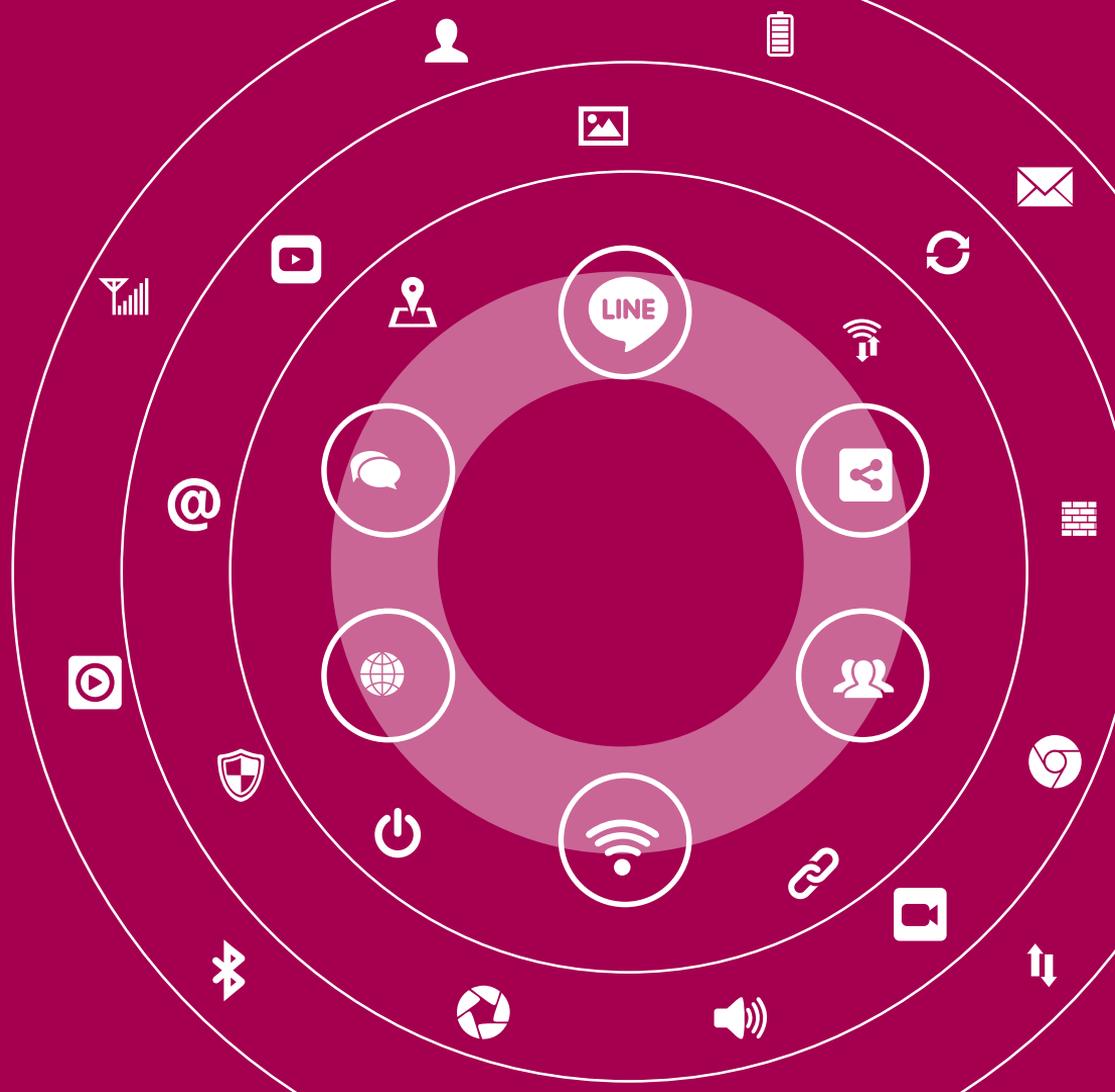
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Q&A

# Ask your question to

Yves Punie, JRC





## The policy first approach and its instruments to promote education and digital skills

Fanny Seree and Christophe Masson  
DG NEAR, European Commission



# **The policy first approach and its instruments to promote education and digital skills**

**DG NEAR**

**Multilingual Webinar 2 - Re-thinking the role of digital learning and the provision of digital skills in SEET countries - EU policies instruments and tools**

**Brussels**  
**23/6/2020**

## **Digital skills and digital education are part of the policy dialogue with partner countries**

- The policy dialogue is at bilateral level (mainly) and regional (ministerial meeting) level
- The EU delegations are on the front, supporting partner countries
- Recurrent challenge is the implementation of reforms in the education sector and the weak institutional capacities
- The policy dialogue needs to be fed by evidence and data such as for instance SELFIE on digital skills
- EU support and programming will increasingly be fed by policy dialogue

## Education Sector diagnosis in the Western Balkans

- *Diagnoses in the 6 WB countries will serve as tool for policy dialogue and policy making, inform programming, reforms and investments*
- *Diagnoses will analyze governance and financing of the education systems in the region as well as quality, relevance and equity.*
- *Digital education will be looked at horizontally in the different sections of the diagnoses in particular in terms of relevance, access, and quality*
- *From the diagnoses, recommendations will be formulated with the national authorities*
- *These recommendations will steer support to reforms, programming*
- *Diagnosis as an instrument for greater support in the education sector*
- *Diagnosis exercise will be linked with other fora and with programming framework*

## The Economic Reform Programmes

The Education diagnoses in the Western Balkans will provide evidence for challenges identifications and structural reforms. It will fed the ERP cycle which also is a tool for programming and funding.

The objectives are multifold:

- ❖ Identify weaknesses
- ❖ Formulate recommendations
- ❖ Plan structural reforms
- ❖ Inform programming
- ❖ Attract investments
- ❖ Improve financing and education governance
- ❖ Enhance quality and relevance of the education



## Next programming cycle: IPA III

- ❑ Evidence based approach and the diagnosis are in the programming framework of IPA III;
- ❑ Partner countries are expected to reflect structural reforms identified and discussed in the ERP cycle in their strategic response and request for IPA III funding
- ❑ How this could have an impact on education reforms and funding?
- ❑ How the policy dialogue influences the strategic planning in education?

## What about Erasmus+ ?

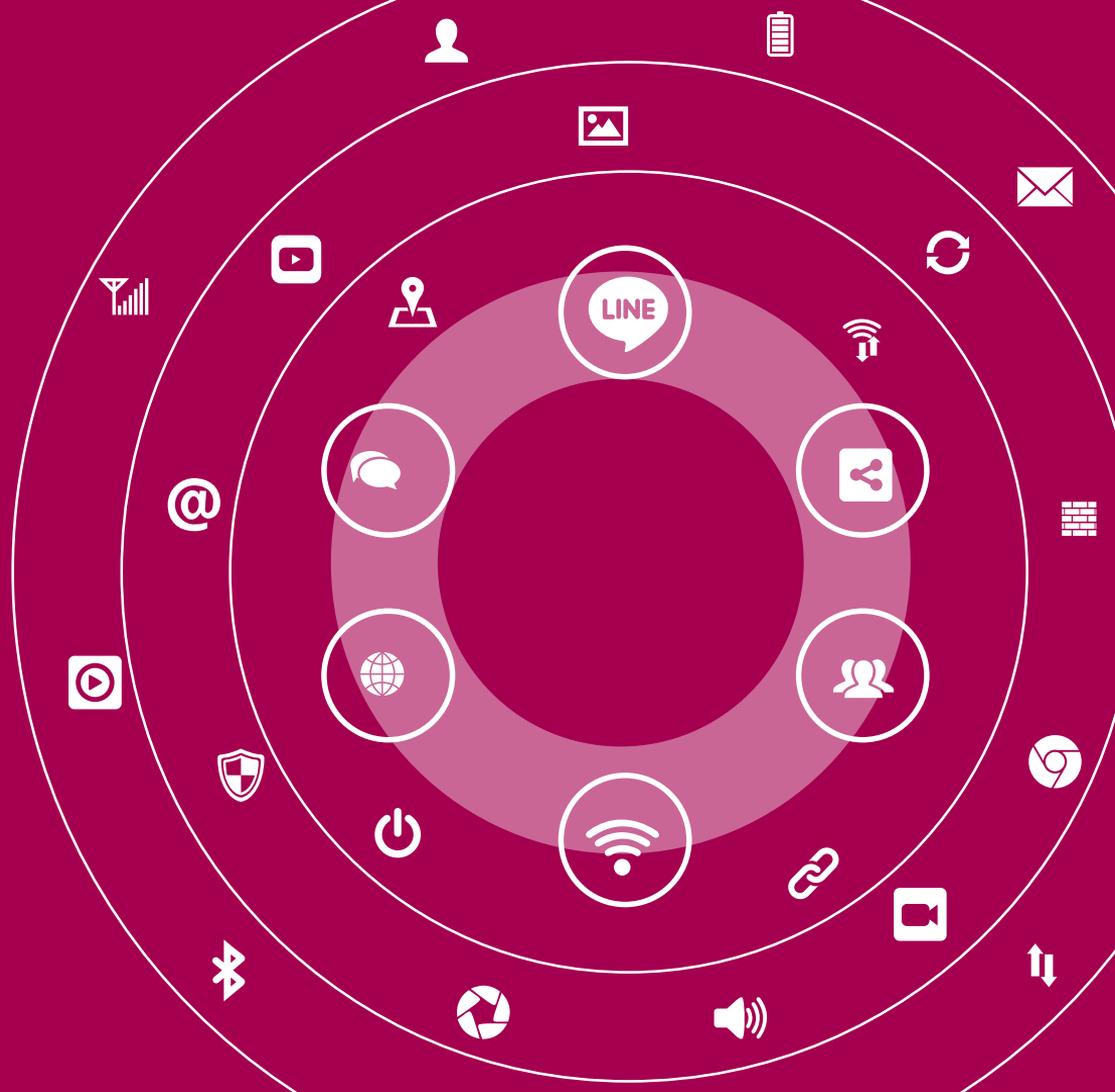
- Erasmus + is expected to reflect priorities of the EC such as the green deal and digitalization
- Component of Erasmus + accessible in the partner countries where educational policies and reforms are at stake: capacity building in higher education (structural and curriculum development projects)
- Ministries of Education in the Partner Countries are involved in the capacity building structural projects
- In the future Erasmus+ current discussions on the increased role of policy dialogue in shaping the instruments and steering reforms
- Impact of covid 19 on education and expected changes (teachers training, digital skills, work-based learning...)

**Thank you for your attention**

Q&A

# Ask your question to

Fanny Seree and  
Christophe Masson



# Thank you!

*Please fill-in the one-minute feedback questionnaire – see the link in the chat*