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ETF Working together Learning for life

Digital Skills & Learning

Re-thinking Digital Skills & Learning in SEET countries

A wider regional perspective and country cases

ETF Working together Learning for life

European Training Foundation

17 June 2020

Beyond CoVid19 Emergency

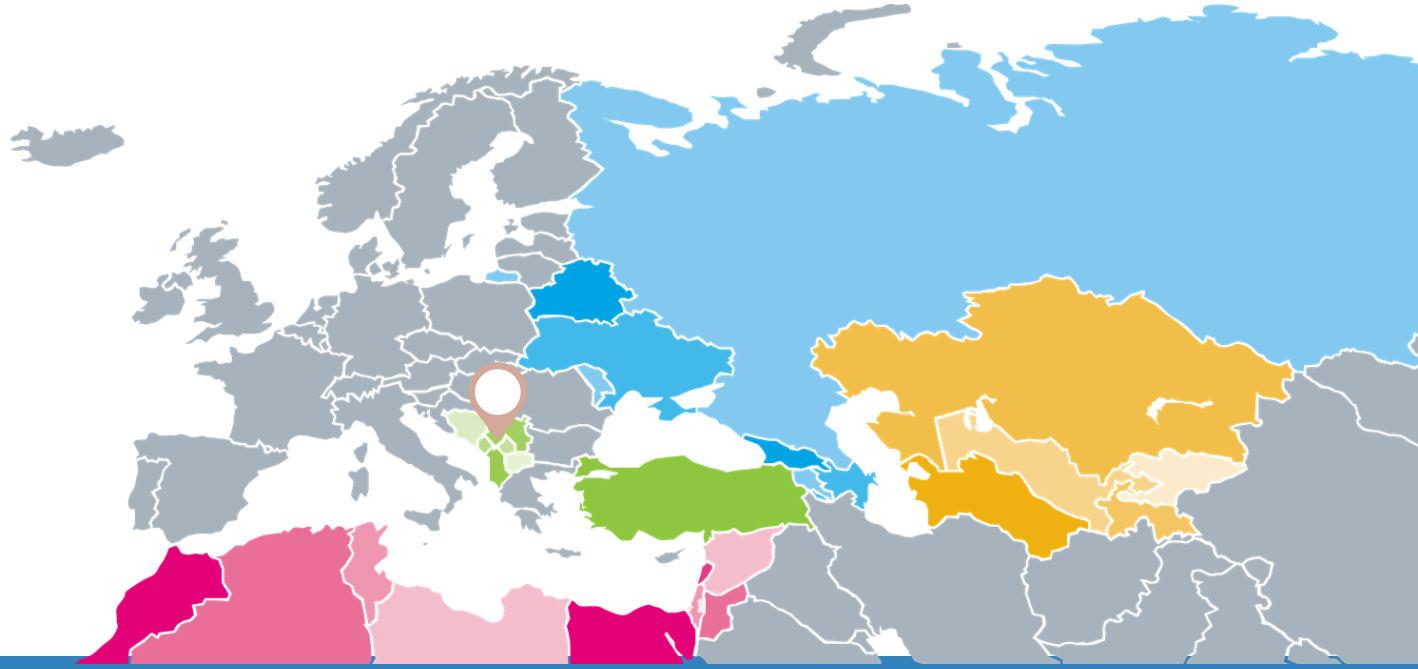
Welcome

- CoVid19 impact on schools' closure is unprecedent in history
- Rethinking digital skills and learning to improve the resilience of E&T systems and for creating new learning
- ETF in its strategic approach, connect digital skills and competence provision to the use of digitally innovative teaching and learning methods
- Regional cooperation is an opportunity

Beyond CoVid19 Emergency

Today

- **ETF Mapping of Distance Digital Learning under CoVid19**
  Alessandro Brolpito, European Training Foundation
- **Digital skills in Western Balkans – needs and challenges ahead**
  Pranvera Kastrati, Regional Cooperation Council (RCC)
- **Needs analysis systems and digital skills for educators in SEE region**
  Tina Saric, Education Reform Initiative of South Eastern Europe (ERI SEE)
- **A case study: supporting academic and psychosocial skills of students through distance education**
  Eren Suna, Ministry of National Education, Turkey



CoVid19 - Mapping of Distance Digital Learning in SEET

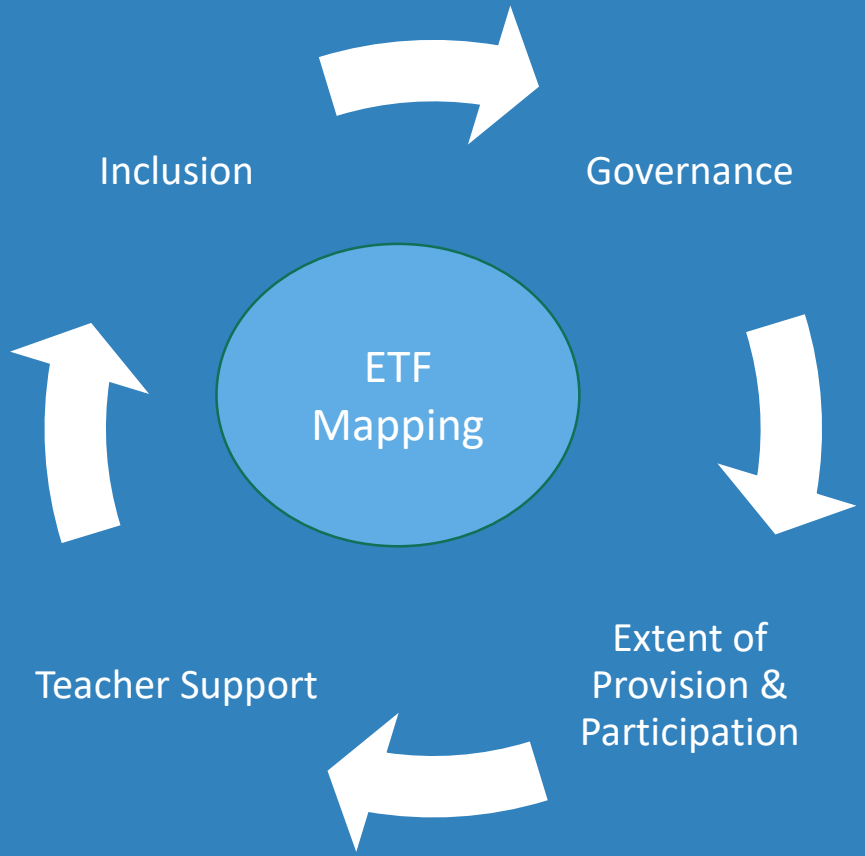
Alessandro Brolpito
European Training Foundation, Turin

ETF Mapping - Distance Digital Learning in SEET

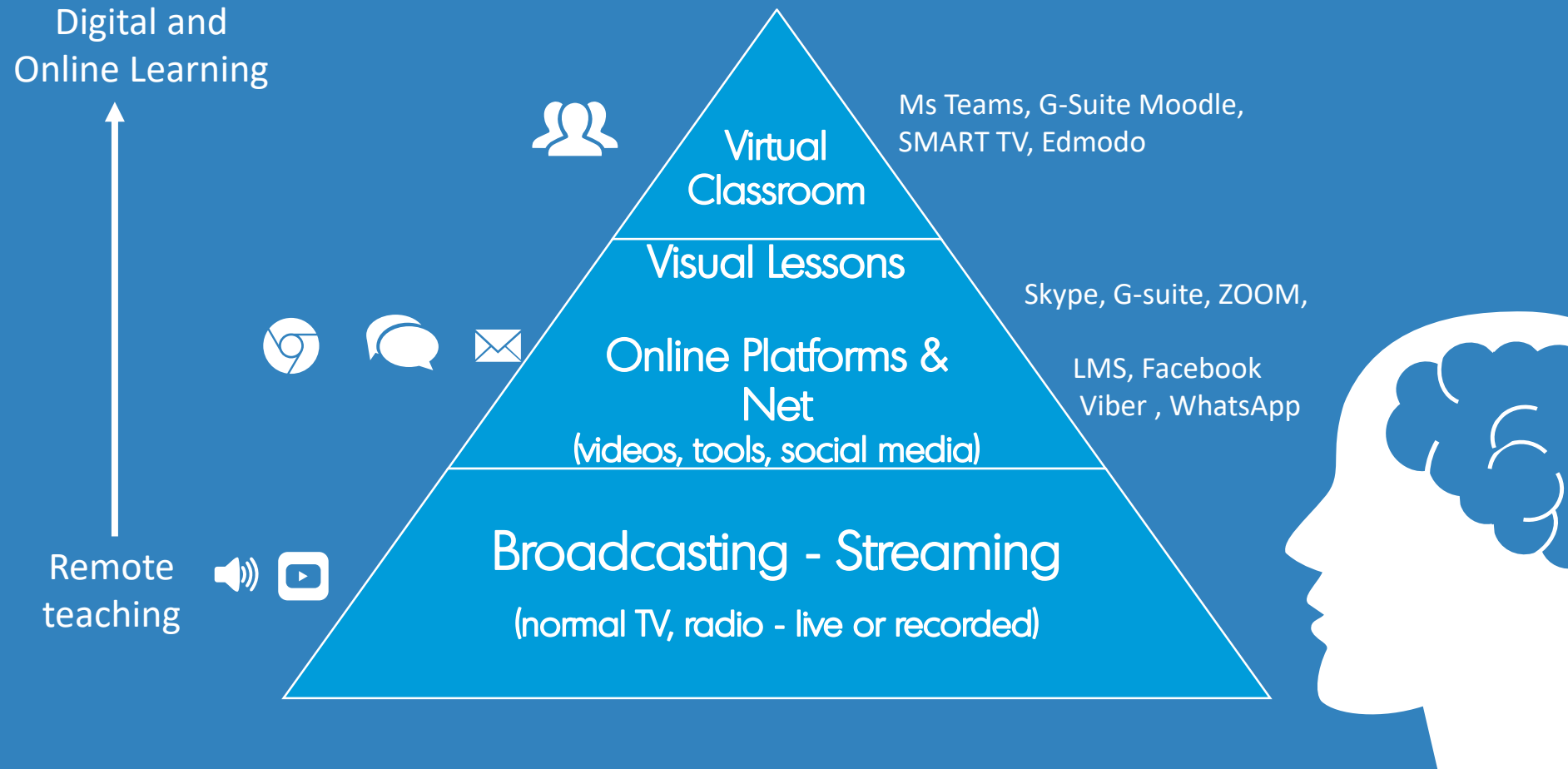
Methodology
- Desk research
- Semi-structured interview

When
- During the lockdown
- 20th April to 13th May

Remark: provisional account of SEET countries' response



Distance Digital Learning in SEET - *how*



Achievements

- **Impressive rapidity in setting DDL as a collective solutions**
  Prominent role of state to decide, inform, coordinate, motivate and enable
- **In all countries DDL delivered as a combination of solutions**
  Different purposes, levels of interactions, sync and async methods
- **Many countries report that most/all the general curriculum is online**
- **Countries that already had digital learning know-how, have been advantaged**

Challenges

- **A time of (re-)action, limited monitoring of content and participation**
  Risk that provision of DDL remains supply-driven

- **VET a lower priority and less prepared for DDL, especially for WBL**
  Lack of textbooks and instructional software and WBL software

- **Inclusion is a concern: digital divide exacerbating existing disparities**
  Lack of internet connectivity and access to suitable devices hitting more vulnerable learners and remote areas

- **Distance learning increases risk of dropout for vulnerable learners**

Challenges

- **Capacity of teachers to provide online distance learning**
  Indicated as a constraint, although a change to a 'can do' attitude is evident

- **A few countries have put in place remote assessment**
  A few examples of online assessment, especially in VET for practical skills

- **New challenges for teachers and learners, beyond technologies**
  How to focus on line and prevent social isolation and anxiety?
  DDL places additional demands on teachers, learners and their families.

Key messages

CoVID19 crisis has highlighted weaknesses and inequalities of education systems, especially in VET

- **Resilience of Education Systems is an issue**
  Explore flexible and hybrid models for teaching learning, for example, modular approaches, blended approaches and alternance

- **Aspirations for ambitious digital education strategies**
  Blending becoming the new 'normal', increase DDL for VET

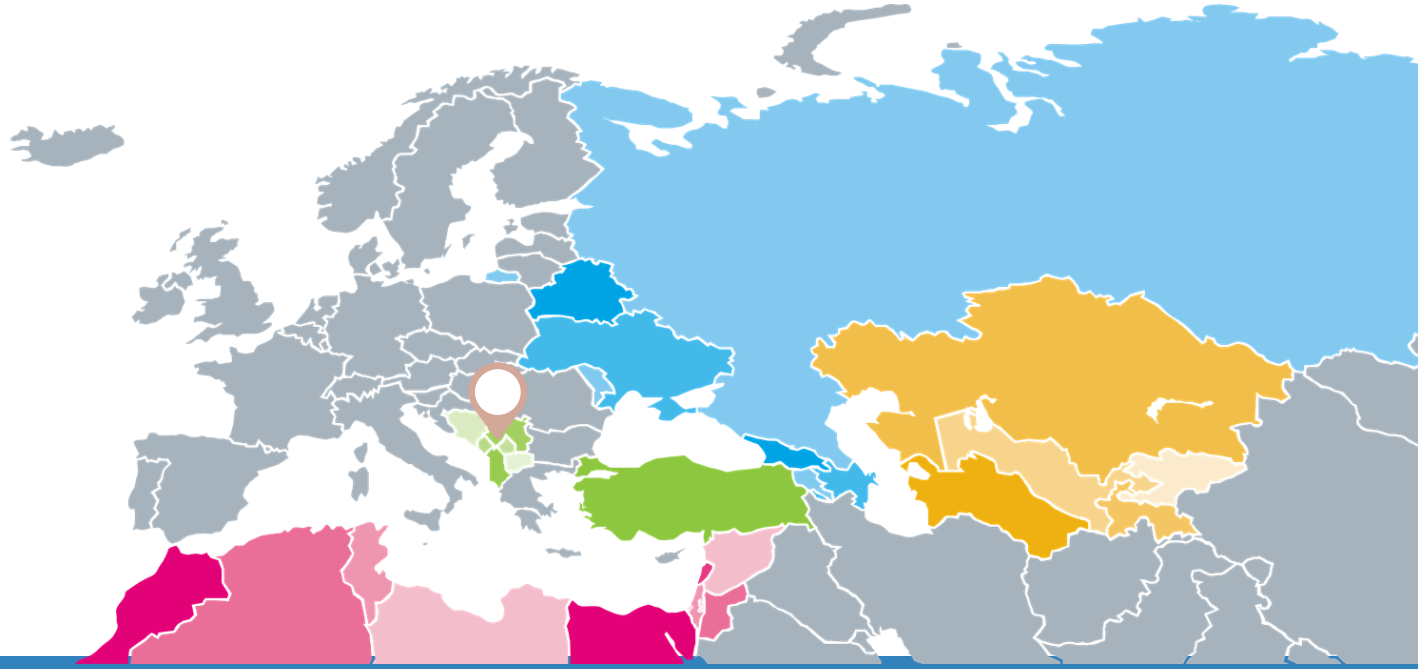
- **(Digital) skills needs analysis and provision for digital learning**
  Not only remotely, also in classroom, for teachers, students and families

- **Regional cooperation an opportunity to improve country response**

Q&A

Ask your questions to

Alessandro Brolpito - ETF



Digital skills in Western Balkans – Needs and challenges ahead

Pranvera Kastrati
Regional Cooperation Council, Sarajevo

Digital skills in Western Balkans – Needs and Challenges Ahead

Pranvera Kastrati
Senior Expert on Economic & Digital Connectivity
Regional Cooperation Council
ETF online Webinar, 17 June 2020

Western Balkans need to walk the extra mile and shape digital skills policies to respond to the emerging technologies for the benefit of everyone

Digital skills in Western Balkans
Evidence & perception based assessments

- OECD: 2/3 of individuals in WB lack skills required to navigate digital spaces; 1/5 used the internet to connect with public authorities in 2019;
- BB 2020 public perception: e-services - 3% of individuals; the number of people not using the Internet 26% ↘ 17%; 69% of individuals use internet as a communication tool;
- BB 2020 business perception: 80% of managers in WB consider digital skills very important for conducting their businesses; 55% of WB companies provide some form of training;

Digital skills - concern beyond Western Balkans

- EC estimates: nearly 90% of jobs require certain digital skills;
- EU DESI 2020:
  - ✓ 42% of EU population still lacks at least basic digital skills.
  - ✓ Some 9.1 million people worked as ICT specialists across the EU (2018) 1.6 million more than 4 years ago;
  - ✓ 64% of large enterprises & 56% of SMEs - vacancies for ICT specialists were hard to fill (2018).
- WEF estimates: new division of labour between humans, machines & algorithms - 133 mil. new roles will be generated globally by 2022;

Where do WB stand on digital skills development

- Current regional framework:
  - ✓ MAP REA, Regional WG, new REA agenda 2021-2004
- National strategic policy framework:
  - ✓ Usually through the Strategies for Education; yet no dedicated strategies in all WB
- Regional upskilling initiatives:
  - ✓ 21st Century Schools – targeting young people; UNICEF – digital skills and awareness
- Trainings for target groups delivered across WB;
- EU CODE Week – increased WB participation (almost 70,000 persons in 2018);

REA 2021-2024 agenda

Vision

- holistic approach
- strategic and targeted policies;
- Impact oriented measures at national and regional level;
- stronger public-private partnership.

REA 2021-2024 agenda - potential regional actions

- Develop digital skills strategies;
- Assess digital skills needs (supply and demand sides);
- Develop a regionally accepted Digital Competence Framework;
- Establish WB Digital skills and Job Coalition Initiative;
- Establish digital learning platform – targeted as per needs (start-ups/youth, adults, basic digital skills for citizens, etc.);
- Address sector specific challenges (education, ICT, health, industry, etc.).

Thank you!

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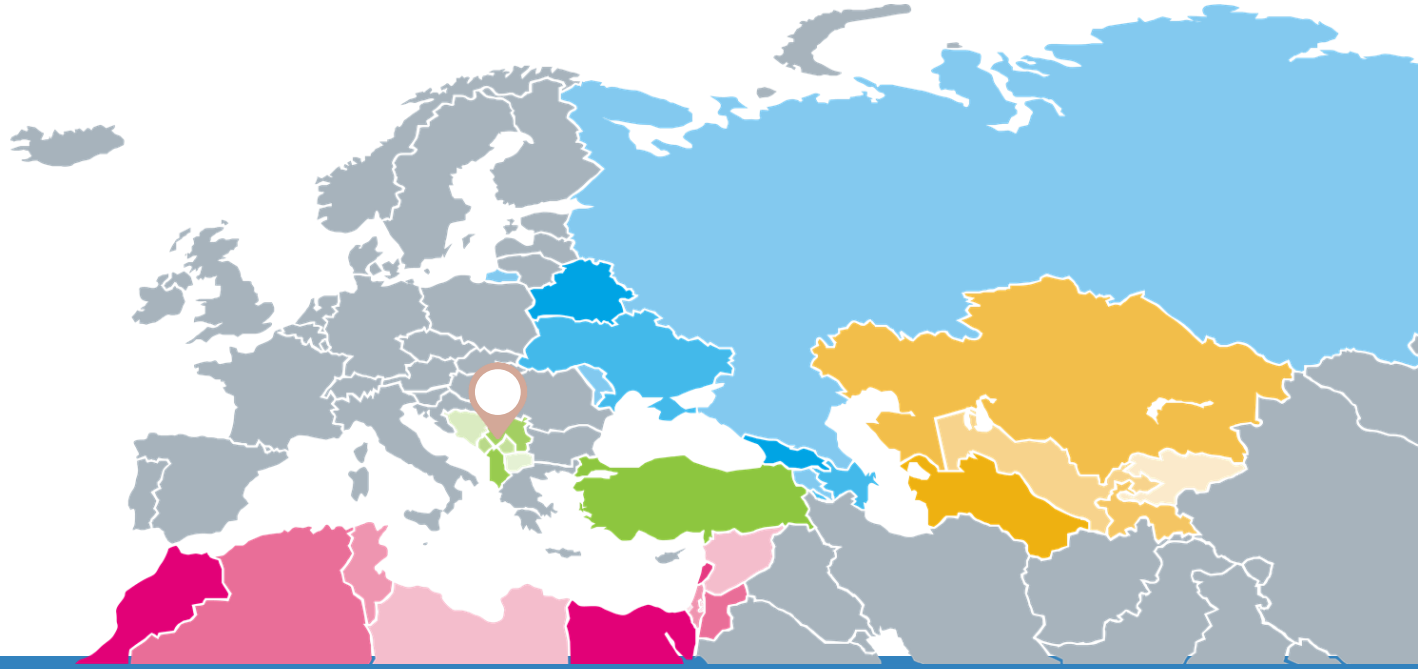
YouTube:RCCSec

Q&A

Ask your question to

Pranvera Kastrati - RCC



Needs analysis systems and digital skills for educators in SEE region

Tina Šarić - The Education Reform Initiative of South Eastern Europe (ERI SEE) , Belgrade

NEEDS ANALYSIS SYSTEMS AND DIGITAL SKILLS FOR EDUCATORS IN SEE

A perspective on digital learning and skills in SEE economies (during and beyond the COVID-19 lockdown)

ERI SEE Education Reform Initiative of South Eastern Europe

TINA ŠARIĆ, EDUCATION REFORM INITIATIVE OF SOUTH EASTERN EUROPE (ERI SEE)

Highlights

- ERI SEE
- ERI SEE – ETF Research project – Study on teacher education and training – needs analysis systems in the SEE region (1st phase)
- ETF – ERI SEE Research project - Digital Competence Needs for educators (2nd phase)

ERI SEE

- International/intergovernmental organisation - ministries of education from 7 countries
- Albania, Bosnia and Herzegovina, Croatia, North Macedonia, Montenegro, Moldova and Serbia
- Supporting the developments in education and training in the SEE region
- Opportunities for cooperation - ministry representatives, national agencies, chambers of commerce, international partners…
- Projects, working groups, meetings, seminars, conferences, surveys…

Focus on:

HIGHER EDUCATION

- Recognition of higher education and QA in higher education (cooperation with Regional Cooperation Council – RCC, ENIC NARIC offices and QA agencies in HE):
- Declaration on recognition of academic qualifications in the WB;
- on-line portal – register of accredited higher education institutions and study programmes, information about recognition procedures (www.wb-qualifications.org)
- In progress: development of on-line system for recognition of qualifications and database of qualifications

VOCATIONAL EDUCATION AND TRAINING

- Coordination of the Western Balkans Alliance for Work-based Learning (WBA4WBL) – VET agencies and chambers of commerce
- development of regionally-based occupational standards in tourism and construction sector
- www.wba4wbl.com portal on WBL and occupational standards
- Exploring possibilities for regionally-based qualification standards

GENERAL EDUCATION

- Teacher education and training: cooperation among the teacher training agencies from the region, development of the Study on systems of analysis of teacher trainings needs
- External evaluation of institutions in general education: Study on the quality of work of external evaluators

Research project – Needs analysis for teacher education and training programmes

- Study - 8 ERI SEE economies:
- Albania, Bosnia and Herzegovina, Croatia, North Macedonia, Kosovo*, Moldova, Montenegro, Serbia
- ERI SEE and ETF
- Focus on:
  - the existing NEEDS ANALYSIS SYSTEMS used to identify missing skills for teachers
  - Use of the RESULTS OF NEEDS ANALYSIS to form the CPD PROGRAMMES for teachers
  - Use of the RESULTS OF NEEDS ANALYSIS to define national PRIORITIES
- 1st phase of the study – focus on needs in general

- *This designation is without prejudice to positions on status, and is in line with UNSC 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.*

CPDs and needs analysis systems across the region

- Recognized importance of CPDs for quality education
- Regulatory frameworks
- Competence standards for the teaching profession
- Needs analysis performed in some forms
- Needs analysis at three levels: individual (teachers' self-assessment), school (school self-evaluation, external assessment) and national (ministries' assessment)
- Prioritization of CPD themes - top-down approach
- CPD teams or coordinators at school levels
- CPD catalogues

Areas of improvement

- Correlation between the competence standard and needs assessment
- The CPD teams and coordinators' capacities
- Support for teachers' self-assessment
- Synchronisation among different levels of needs identification (teachers', schools' and ministries')
- Communication channels and data analysis for deciding on priorities
- CPD catalogues
- In-house CPD for teachers and school-to-school support
- Quality control of CPDs

Digital Competence Needs for Educators

- ETF – ERI SEE research
- 2nd phase - focus on the needs for digital skills among educators

BASIC ASSUMPTIONS:

- Digital skills for better teacher and learning process
- Development and enhancement of digital skills of educators - for the future developments of education and training provision (with or without COVID-19)
- Synchronisaton with the existing tools and frameworks (like Selfie, DigCompEdu)
- A level of digital competences of teachers exists (proven by the rapid organization of digital schools during the COVID-19 pandemic)
- A number of training programmes for teachers exist
- Needs analysis tools in use in the region

Digital Competence Needs for Educators

DELIVERABLES:

- Methodology and tool for:
  - Identifying digital skills needs (building on what is already there)
  - To assess the adequacy of CPDs offer in relation to the needs
- Report on and interpretation of results in relation to the level of:
  - Digital competences already acquired
  - Digital competences yet needed by the educators,
  - The character of already existing trainings regarding digital competences development
  - The character of training needs identified
  - Conclusions and recommendations

- Planned end of the Survey: November 2020

Thank you for your attention!

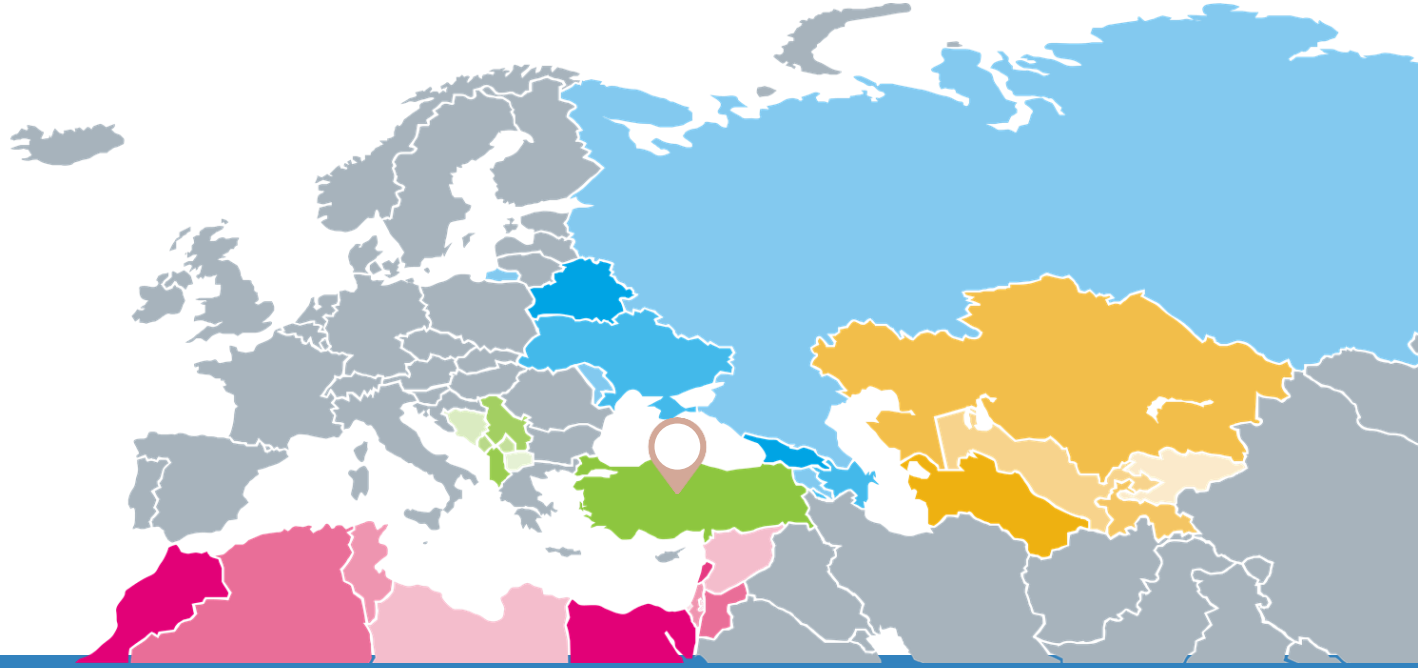
ERI SEE Education Reform Initiative of South Eastern Europe

tina.saric@erisee.org

Q&A

Ask your question to

Tina Šarić – ERISEE



Supporting Academic and Psychosocial Skills of Students through Distance Education

Eren Suna, Ministry of National Education, Ankara

Supporting Academic and Psychosocial Skills of Students through Distance Education

Dr. H. Eren Suna
Ministry of National Education, Turkish Republic
erensuna@meb.gov.tr, herensuna@gmail.com

Distance Education in COVID-19 Pandemic

Turkish Education System:

>~18 Million Students (From Preschool to Higher Education)

>Distance Education through Educational Informatics Network (EBA) and Turkish Radio and Television Corporation (TRT) since 23 of March.

>Actions regarding distinctive uses of distance education in pandemic: Supporting students' academic and psychosocial skills

Tablo 1. An example of distance education program in EBA TV (April 13, 2020)

Time	Primary School (Grade 1 - Grade 4)	Middle School (Grade 5 - Grade 8)	Secondary School (Grade 9 - Grade 12)
09:00	Life Science - 1	Turkish Language - 5	Turkish Philology - 9
09:30	Mathematics - 1	Mathematics - 5	Mathematics - 9
10:00	Life Science - 2	Turkish Language - 6	Culture of Religion and Knowledge of Ethics - 9
10:30	Mathematics - 2	Mathematics - 6	Turkish Philology - 10
11:00	Life Science - 3	Turkish Language - 7	Mathematics - 10
11:30	Science - 3	Mathematics - 7	Turkish Philology - 11
12:00	Social Sciences - 4	Turkish Language - 8	Mathematics - 11
12:30	Science - 4	Mathematics - 8	Turkish Philology - 12
13:00	* İYEP - Mathematics	* Arabic Language - 5	Mathematics - 12
13:30	* Turkish Language for Adaptation	* Turkish Language for Adaptation	Exercise Hour
14:00	* Info for Families	* Life Sciences	* Kuran-ı Kerim
14:30	R Life Science - 1	R Turkish - 5	* Arabic Language - 9
15:00	R Mathematics - 1	R Mathematics - 5	* Basic Knowledge of Religion - 9
15:30	R Life Science - 2	R Turkish - 6	* Metal Technology - 10
16:00	R Mathematics - 2	R Mathematics - 6	* Information Technologies - 11

**Selective Course/Course of Academic Support Program/Adaptation Course/Course in Program Type*

R: Replay

Supporting the Academic Skills of Students

1. **EBA Infrastructure**

> Defining the personal needs of students based on data *(achievement tests)*

*> Support that is needed is presented based on the personal needs**

> Learning materials (video, play, etc.) , activities (plans, to do lists, etc.) , and tests

> Each respondent is evaluated based on their needs to minimize the achievement gaps and maximize the equity

Supporting the Academic Skills of Students

1. **Revision the Content and Releasing the Example Questions for Students High School Entrance Examination (HSE)**

   >Content of (HSE) is limited with the learning outputs of first semester (face-to-face education)

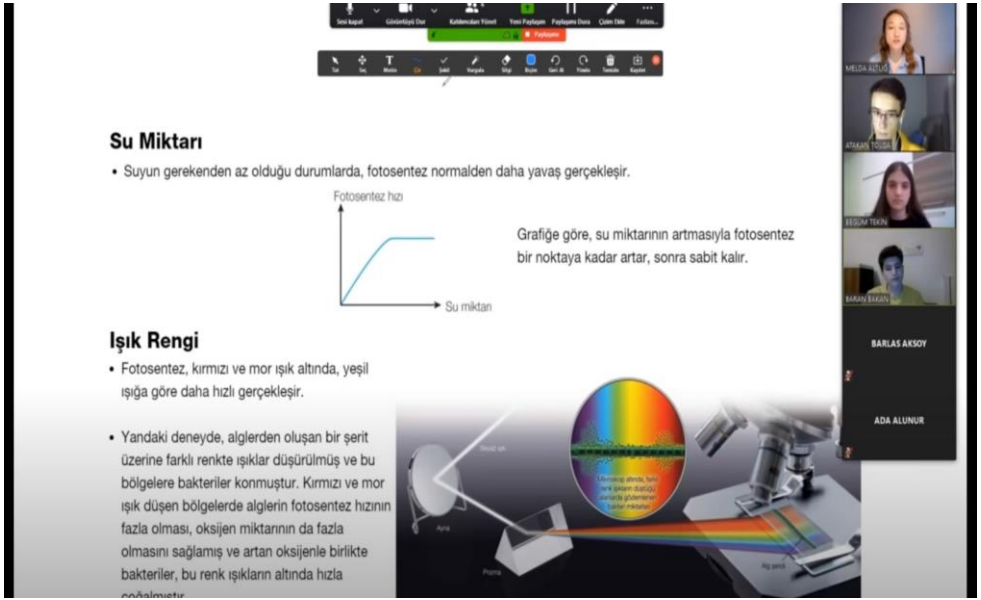
   > Frequency of example questions is increased: two-times per month.*

   > For the first time, solutions of example questions are embedded to EBA as video recordings.

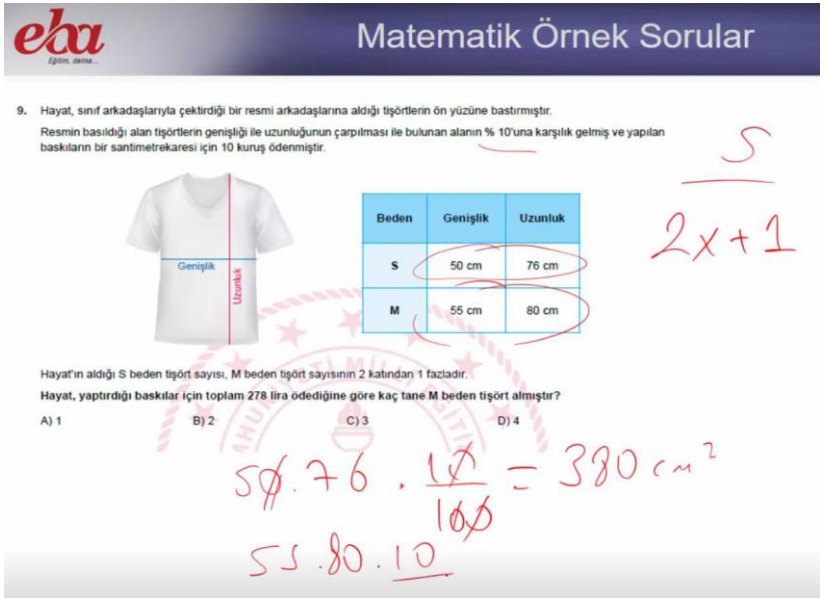
2. **An recent application "Live courses" is implemented for students in 8th grade and 12th grade**

Supporting the Academic Skills of Students

Live Courses



Solutions of Example Questions



Supporting the Psychosocial Skills of Students

1. **A helpline which is available for all students and parents is structured**

   *> To support the well-being and psychosocial skills of students and parents**

   > Experts from psychological counselling and special education response the calls.

2. **Psychosocial guides are developed and shared with the public.**

   The effects of COVID-19, suggestions for parents to support their children's well-being. The version: For families, adults, and youth.

Psychosocial Guide for Families

SALGIN HASTALIK DÖNEMLERİNDE PSİKOLOJİK SAĞLAMLIĞIMIZI KORUMAK

Aileler İçin Çocuklara Yardım Rehberi

1 DİNLEYİN

Çocuklarınız için yapabileceğiniz en iyi ve anlamlı şeylerden biri onları dinlemektir. Çocuğunuzu dinleyin, soru sormalarına izin verin ve görüşlerine saygı gösterin. Çocuklarla karşılıklı konuşmak, onlarla sohbet etmek, birlikte resim yapmak ya da oyun oynamak çocukların yaşadıkları bu zorlu süreci atlatmaları için en sağlıklı ve doğal yoldur.

2 NORMALLEŞTİRİN

Çocuklarınızın kaygı ve korku gibi yaşadıkları duyguları size anlatmalarına izin verin. Ancak onları özellikle deprem hakkında konuşmak için zorlamayın. Sadece dinleyin ve anlayış gösterin. Uygun bir zamanda, deprem sonrası yaşanan duyguların normal olduğunu anlatın.

3 RAHATLATIN

Çocukların güvende olduklarını hissetmek için sizin yardımınıza ihtiyaçları var. Her zamankinden biraz daha fazla ilgi, yakınlık ve şefkat göstererek çocukların toparlanmasına büyük katkı sağlayabilirsiniz. Çocuğunuza samimi bir şekilde onu sevdiğinizi söyleyin. Sevildiklerini ve değer verildiklerini hissettiklerinde çocuklar daha mutlu ve umutlu olurlar.

4 GÜVEN VERİN

Gerçekçi bir şekilde artık güvende olduklarına dair çocuklarınıza moral verin. Çocukların bu konudaki şüphe ve endişelerini giderin. Hem sizin hem de diğer yetişkinlerin meydana gelebilecek bir tehlikeden onları korumak için gerekli önlemleri aldığınızı hatırlatın.

5 TAKDİR EDİN

Deprem gibi zorlu olaylarda çocuklar, dikkatli ve düşünceli davranma, cesaretli olma ve umut gibi güçlü yönlerini açığa çıkarırlar. Özellikle bugünlerde çocuklarınızın çaba, kararlılık, fedakârlık ve sevgi göstermek gibi olumlu davranışlarını gördükçe, bu davranışları için onları takdir edin. Çocuklarınızı övmeniz, onları şımartmaz; tam tersine bu iyi ve olumlu davranışları yeniden yapmak için onları cesaretlendirir ve kendilerine olan güvenin artmasını sağlar.

6 OYUN OYNAYIN

Bir afet sonrasında çocuklarla birlikte eğlenceli bir şeyler yapmak ya da onlarla oyunlar oynamak size çok saçma ve anlamsız gelebilir. Ancak çocukların deprem sonrasında yeniden toparlanmaları için onlarla birlikte hoşça vakit geçirecek aktiviteler yapmak oldukça önemli ve gereklidir.

7 KORUYUN

Çocuklar için günlük rutinleri korumak çok önemlidir. Bu nedenle çocuklarınızın yemek, oyun ya da uyku saatlerinin değişmemesine mümkün olduğunca özen gösterin. Okula zamanında gitmelerini sağlayın. Okulda arkadaş ve öğretmenlerle kurulan sağlıklı ilişkiler, önemli bir sosyal destek sağlar ve çocukların daha kolay toparlanmasına yardım eder.

8 İHMAL ETMEYİN

Deprem sonrasında öncelikle sizin toparlanmanız çocuklar için en önemli yardımlardan biridir. Yaşadıklarınızla baş etmek için mümkünse kendinize de zaman ayırın ve sağlığınıza dikkat edin. Yaşadıklarınızı yakınlarınızla paylaşın ya da diğer yetişkinlerle konuşun, gerekirse bir uzmandan yardım alın.

9 BİLGİ EDİNİN

Kendinize ve çocuklarınıza yardımcı olmak için yapabileceğiniz en iyi şeylerden biri de doğru kaynaklardan bilgi almaktır. Özellikle deprem sonrasında yapabileceklerinizle ilgili olarak çocuğunuzun okulunda sizlere verilecek bilgileri lütfen uygulayın. Çocuklarınızla ilgili danışmak istediğiniz bir konu olduğunda yine okul rehberlik servisinden yardım alın.

10 UZMANA BAŞVURUN

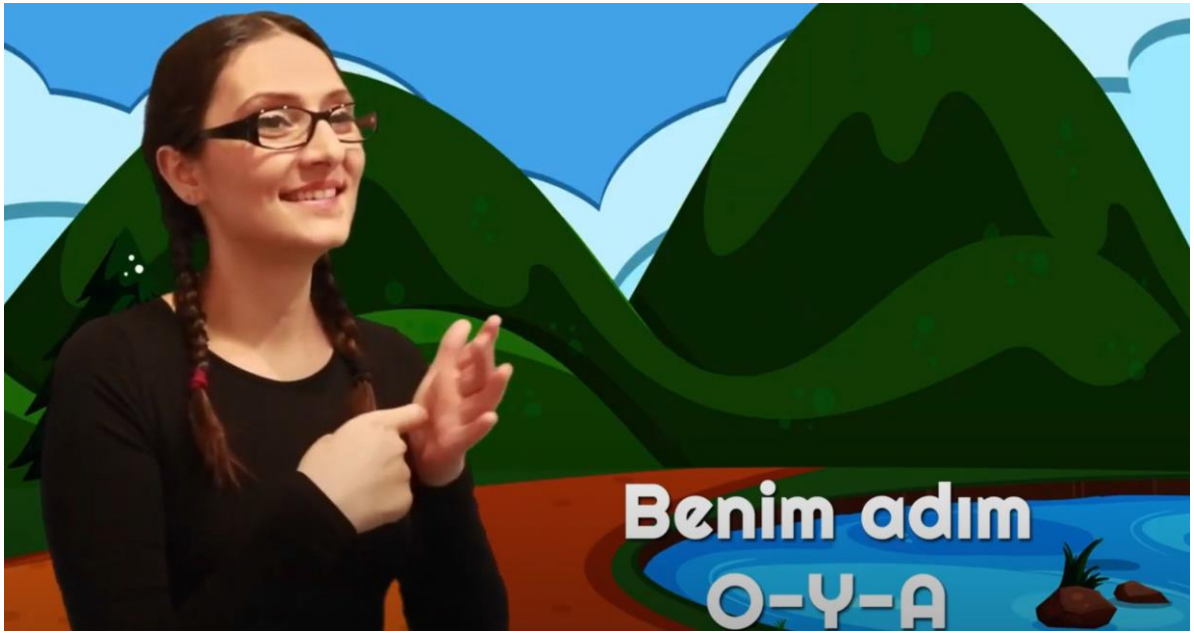
Çocuğunuz deprem sonrasında aşırı panik olma, ağlama nöbetleri, sürekli uyku sorunları ya da yoğun davranış sorunları gibi tepkiler gösteriyorsa, bir ruh sağlığı uzmanına ihtiyacı olabilir. Özellikle, deprem gibi travmatik bir olay yaşayanlara sunulan psikososyal destek, çocuklarınıza yardımcı olabilir. Bu gibi durumlarda okul rehberlik servisine ya da ruh sağlığı uzmanlarına başvurun.

meb.gov.tr

Supporting the Psychosocial Skills of Students

3. Course content with sign language support for students in special education are added to the EBA portal. *

*More than 400 educational activities are prepared in diverse disciplines.



Supporting the Psychosocial Skills of Students

4. A mobile application has been developed and released in pandemic period.

Now, it is now available for special education students and their families.

Supporting Academic and Psychosocial Skills of Students through Distance Education

For more information about the actions by Ministry of National Education:
*Özer, M. (2020). Educational Policy Actions by the Ministry of National Education in the times of COVID-19

Dr. H. Eren Suna
Ministry of National Education, Turkish Republic
erensuna@meb.gov.tr, herensuna@gmail.com

Q&A

Ask your question to

Eren Suna, MoNE, Turkey

Next Multilingual Webinar & News

23/06 Re-thinking the role of digital learning and the provision of digital skills in SEET, EU initiatives and instruments

Distance Digital Learning under CoVid19 in EU neighborhood and central Asian Countries – gateway to the future?

ETF Innovation & Skills Award
Innovative practice in teaching and learning for digital competence development

Thank you!

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