Digital Education Action Plan 2021-2027

Resetting Education and Training for the Digital Age

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Digital Education Action Plan (2021-2027)

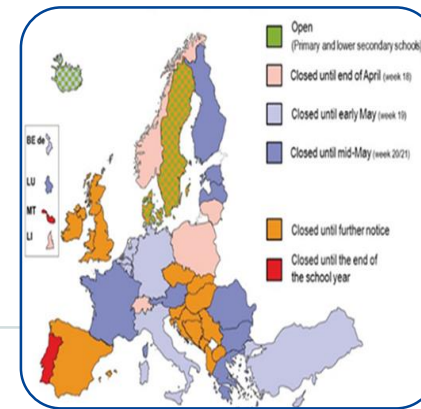*Adoption date: 30 September 2020*

Political Context

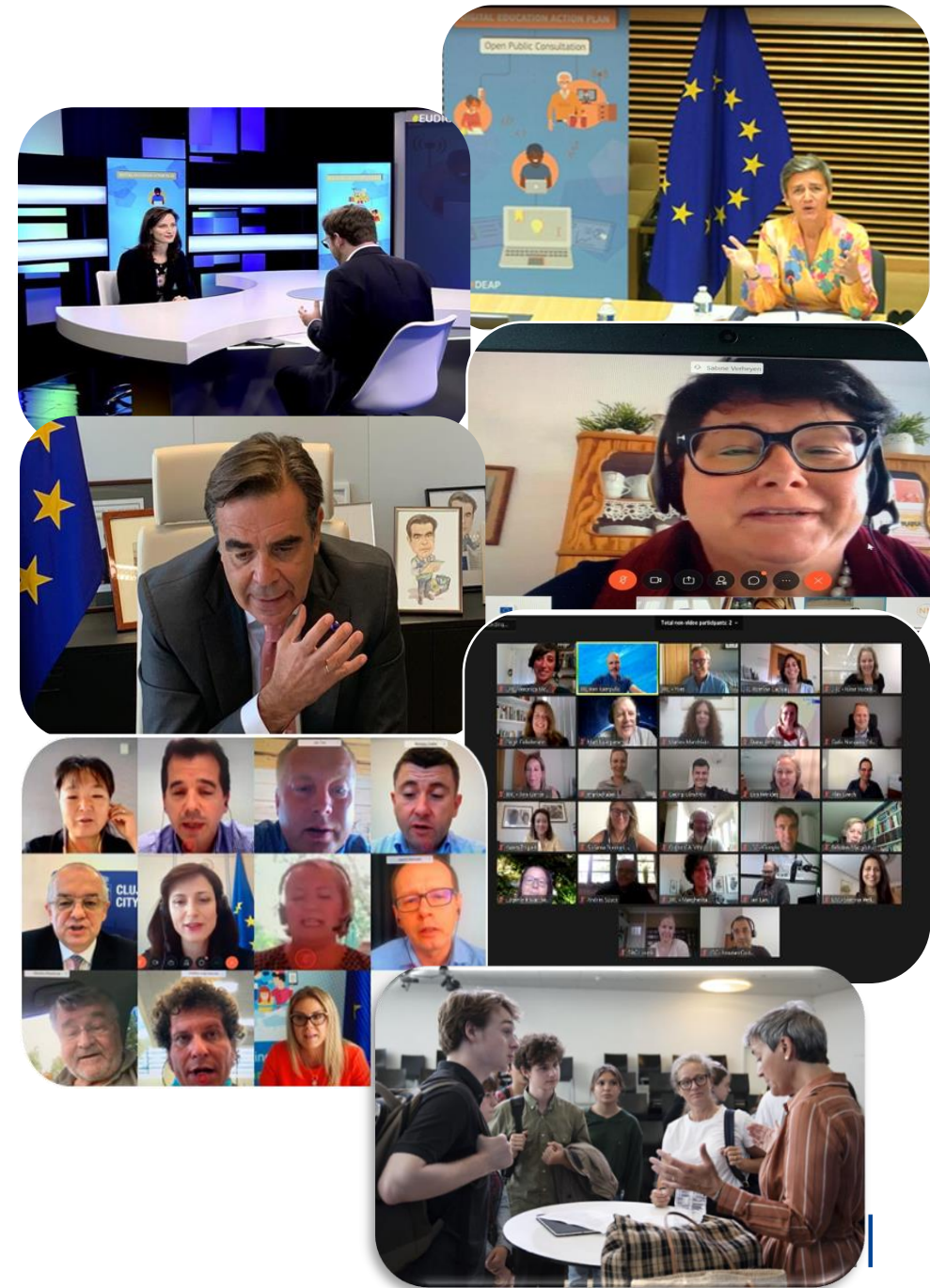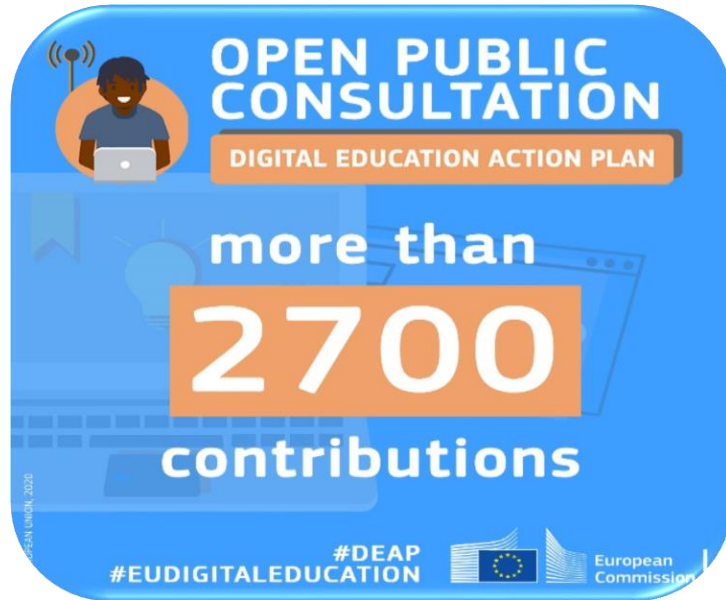| Political guidelines of the President von der Leyen | A Europe fit for the Digital Age | Digital Education Action Plan (2018-2020) | COVID-19 pandemic and upsurge in distance and online learning | Next Generation EU |

Key enabler for **European Education Area** and **the new Skills Agenda**

Stakeholder consultations

➢ **Extensive targeted stakeholder consultations** (March- September);

➢ **Outreach events** with participation at highest political level;

➢ **Open Public Consultation** on the lessons learnt from the COVID-19 crisis (18 June - 4 September) targeting **all parts of the society.**
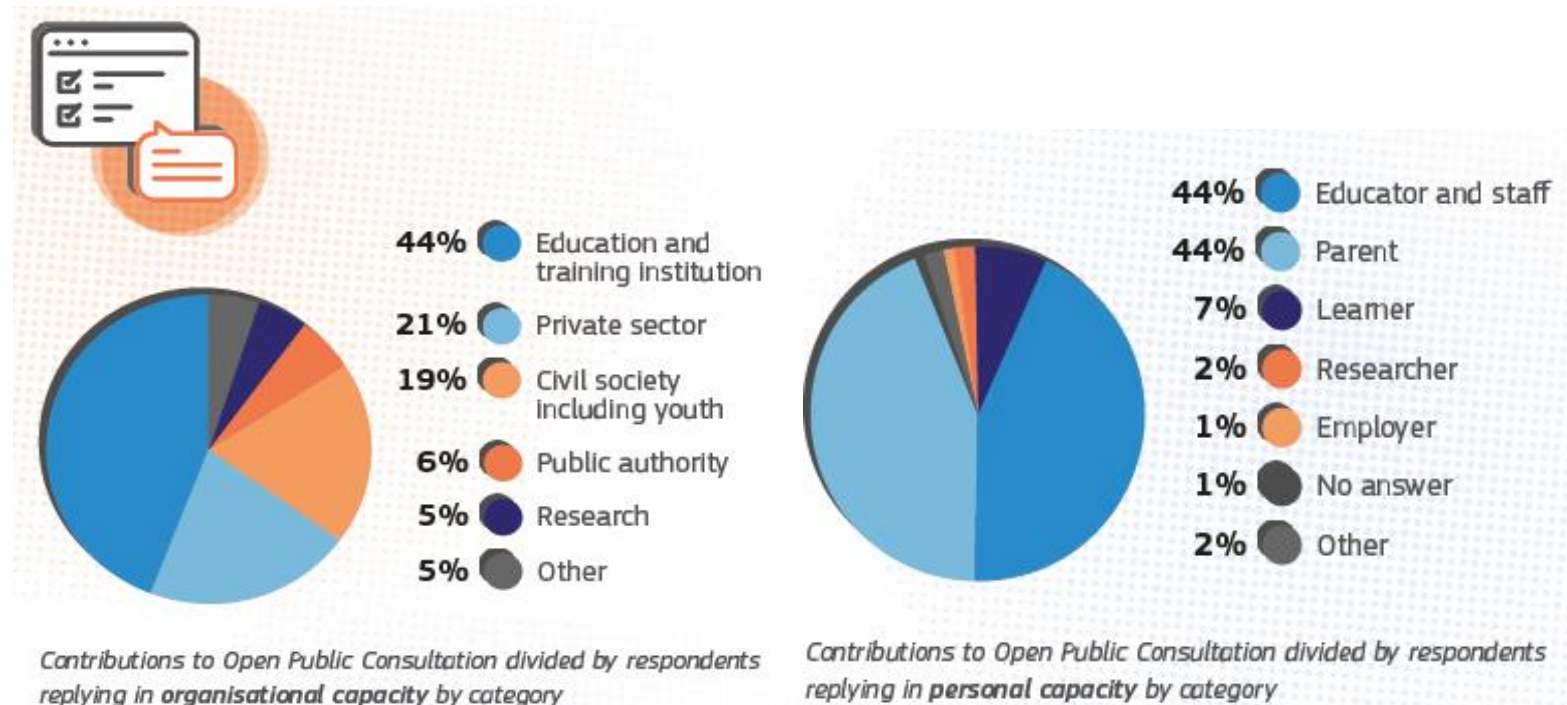
Open Public Consultation

OPEN PUBLIC CONSULTATION
DIGITAL EDUCATION ACTION PLAN

more than
2700
contributions

#DEAP
#EUDIGITALEDUCATION
European Commission

+ 136 position papers
+ 59 replies to the Roadmap

60 countries

85% & 15%

44% Education and training institution
21% Private sector
19% Civil society including youth
6% Public authority
5% Research
5% Other

Contributions to Open Public Consultation divided by respondents replying in **organisational capacity** by category

44% Educator and staff
44% Parent
7% Learner
2% Researcher
1% Employer
1% No answer
2% Other

Contributions to Open Public Consultation divided by respondents replying in **personal capacity** by category

Main findings

➢ The **COVID-19 crisis** led to the **first experience of distance and online learning** for many educators, education and training staff and learners;

➢ **Digital capacity as a key element**, leading to faster and better responses (e.g. HEIs vs schools/VET);

➢ **Different perception between education and training staff and parents and learners**, with the first ones being more positive of the effectiveness of the measures;

➢ The COVID-19 crisis as a **turning point** for the use of technology in education (90%);

➢ **Deepening socioeconomic inequalities** and **creating new divides** as a main concern;

➢ Support for **mental health** as a crucial emerging need;

➢ Importance of **digital competence** for the labour market.

The situation at the moment is a patchwork. Online teaching must be the same quality for everyone and not be linked to the financial resources of a town or municipality."

— Parent

Where can the EU add value?

➢ Teacher competence development and training (51%)

➢ Connectivity and infrastructure (43%)

➢ Support for education and training institutions to develop digital education strategies/plans (42%)

➢ Measures for disadvantaged groups (41%)

➢ High-quality European online resources (37%)

More cooperation among stakeholders as a key finding across OPC and stakeholder consultations.

The key lesson of the COVID-19 crisis is that digital education should no longer be viewed as an island of its own but considered an integral part of all education and training."

— Teacher

Key aspects of Action Plan

➢ An **integrated approach** for technology use in education and improving digital skills;

➢ **Extended scope** - beyond formal education and including **lifelong learning;**

➢ **Longer duration -** 2021-2027, aligned with the programming period of the EU;

➢ Digital education as a **strategic priority** for a Europe fit for the digital age;

➢ Important for **Recovery and Resilience Plans of Member States**;

➢ **Better synergies between funding instruments** (Erasmus, Horizon Europe, Digital Europe Programme, ESF, ERDF, InvestEU, Recovery and Resilience Funds).

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Guiding principles

➢ **High quality** and **inclusive digital education** as a strategic goal throughout education and training;

➢ Transforming education for the digital age is a **task for the whole of society**;

➢ **Equality, accessibility and inclusiveness**;

➢ **Connectivity, equipment, organisational** capacity and skills are vital;

➢ **All teachers and trainers** need to be competent and confident users of technology;

➢ **Education leaders** play a key role in digital education.

➢ Digital literacy is **essential**:

  o **basic digital skills** are a must for life and work;

  o **advanced digital skills** are crucial for digital transformation of society and the economy.

➢ **High-quality education content** to boost the relevance, quality and inclusiveness of European education and training at all levels

Strategic priorities

Priority Area	Objectives
Fostering the development a high performing digital education ecosystem	o Boosting peer learning and policy cooperation o Investing in infrastructure and connectivity o Fostering digital capacity building o Supporting high-quality and inclusive digital education
Enhancing digital skills and competences for the digital transformation	o Fostering the development of digital competence o Promoting digital literacy for informed choices as citizens o Boosting the development of advanced digital skills

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Actions of Priority 1

Priority Area	Actions
Fostering the development of a high performing digital education ecosystem	Enabling factors for successful digital education
	Online and Distance Learning for Primary and Secondary Education
	European Digital Education Content Framework and European Exchange Platform
	Support for connectivity and digital equipment for education
	Digital transformation plans and digital pedagogy and expertise
	Ethical guidelines on AI for educators

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Actions of Priority 2

Priority Area	Actions
Enhancing digital skills and competences for the digital transformation	Tackling disinformation and promoting digital literacy through education and training
	Digital Competence Framework update
	European Digital Skills Certificate
	Improving the provision of digital skills in education and training
	Digital competence benchmark
	Digital Opportunity Traineeship
	Women's participation in STEM

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Relevant actions and key areas of cooperation

Vision for computing and informatics education

➢ To thrive in a technology-driven economy and overcome the COVID-19 crisis, Europe needs a **digitally competent workforce** and a **growing digital talent pool**;

➢ Computing and informatics education as a **tool to boost digital competence**;

➢ Intertwined with **digital literacy**, **critical thinking**, **problem solving**;

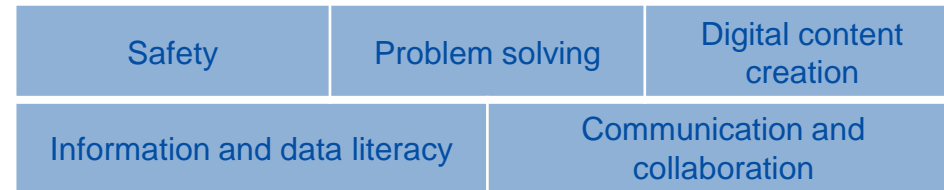➢ Bringing **societal, economic, pedagogical benefits.**

ACTION
Council recommendation on improving the provision of digital skills in education and training

➢ **Objective**: provide a coherent vision and shared language on providing high quality computing and informatics education to all students in Europe.

➢ **Key activities:**

    ➢ Exchange of best practice on instructional methods, including inclusive high-quality computing and informatics education at all levels of education;

    ➢ Promote the use of EU tools to address needs on teacher professional development;

    ➢ Foster dialogue with industry on identifying and updating new and emerging skills needs, in synergy with the Skills Agenda.

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ACTION
Updating the European Digital Competence Framework

➤ **Framework for digital competence currently covering 5 areas (8 proficiency levels):**

Safety	Problem solving	Digital content creation
Information and data literacy		Communication and collaboration

➤ **Objective:** empower educators and individuals to become confident and competent users of digital technologies by improving the understanding of AI.

➤ **Key activities:**

○ Include AI and data-related competences in the Digital Competence Framework

○ Provide reference for the role of AI in teaching and learning

○ Make AI learning resources available for schools, VET organizations and other training providers

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Stronger coordination and cooperation at EU level

European Digital Education Hub:

➢ **Support** a network of national advisory services to exchange experience and good practice, **link** national and regional digital-education initiatives and strategies and stakeholders;

➢ **Monitor** the implementation of the Action Plan and the development of digital education in Europe and **share good practices** by contributing to research experimentation and systematic collection and analysis of empirical evidence;

➢ **Cross-sector collaboration** and **new models for the exchange** of digital learning content, including common standards for digital education;

➢ Agile development of policy and practice in digital education by being a **think-and-do-tank** and engaging stakeholders in **user-driven innovation** through the Digital Education Hackathon.

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Any questions? Thank You!

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