ET2020 Working Group - Digital Skills and Competences
7-8 March 2017, Brussels

Summary

- The JRC in their update on progress on the **Digital Skills and Competences framework for educational organisation** (**DigCompOrg** – see bullet point 12 below), referred to the work done by ETF in Serbia in 2015 and to our related publication, acknowledging our good cooperation to promote the DigCompOrg in Serbia. The JRC proposed to explore options to continue our cooperation on this in Serbia and in the other EU CC, e.g. joining a pilot of the related self-assessment tool starting in September;

- In relation to the publication consultation for the **review of the 2006 Key Competences for Lifelong Learning** and to the next ACVT meeting, informally discussed with Dmitrijs Kulss (Cedefop's delegate) the questions address to the EU MS to gather information on progress on key competences in EU MSs in 2016+, which will be referred for our consultation on progress in EU CCs (Riga Conclusions, KCs – see bullet point 10);

- **EU Member States and EFTA countries are giving high priority to digital skills and competence** and, in general, to the use of technology in education. Even Germany, traditionally rather careful on this, has recently approved a strategy and a related implementation plan for the regular, digital by default, use of technologies in education in primary and secondary education (see bullet point 1).

- **For the first time, no EU CC joined the meeting**. For ETF is missed opportunity. Serbia has been the only EU CC regularly participating to the working group. This was key for ETF to establish a good cooperation with Serbia and to support their progress in this thematic area.

- Announced the **second survey on use ICT** in schools in EU28, Iceland, Norway and **Turkey**, organised by DG CNECT (Rehana Schwinninger-Ladak,) and implemented by Deloitte & Ipsos.

Suggested actions

- 2006 KCs review, Riga MTDs and ETF strategy on DSC (priority to EU CCs):
    - Participate to the stakeholder conference on the European Digital Competence Framework (DigComp) and the European Entrepreneurship Competence Framework (EntreComp) on **12/05/2016** in Brussels;
    - Participate to the conference in Brussels **in June** on the 2006 KCs review;
    - Explore options to promote the use of digital competence framework(s) (for citizens, teachers and educational organisations) in EU CC, for example:
        - Support EU CCs participation to the pilot of the self-assessment-tool for the **DigCompOrg**;
        - And/or support adoption of the **DigComp** framework for Citizen;
        - ABR to join the online consultation for the review of the **DigCompEdu**.
- To better bridge ETF works with EU initiatives and progress in the respective thematic areas, upon timely communication from ETF TWG members, **ETF CC CDs should support a broader participation to the TWG meetings** (financially supported by EC).
- **To encourage Turkey** (if necessary), to join the 2nd survey on the use ICT in Schools (ESSIE 2);

Detailed mission report

Tuesday 7 March

1. **Germany Digital Strategy**

Germany's delegate: Arthur Gottwald, slides available.

Briefly introduced the German digital strategy "Bildung in der digitalen Welt" presented at the *Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany* in Berlin 08.12.2016.

Main objectives agreed in the "Dig Pact" among the sixteen landers and the Federal Ministry of education of Germany:

- Putting digital education into practise;
- Fostering up-to-date infrastructures for digital education;
- Implementing a modern legal framework for a digitalized educational system;
- Supporting strategic organisational change;
- Exploiting opportunities of internationalization.

Notable:

- The CV's reform is clearly based on the **DigComp framework** developed by the JRC. Digital competence is formally defined as a key competence for LLL for students completing a higher secondary (VET) programme;
- The reform cover the VET dual system, while university is not part of it;
- Examination will be based on computers;
- The Federal Ministry of Education is responsible of common elements, e.g. ensuring an adequate national ICT infrastructure (planned a budget of 5M€ in the next 5 years).

https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2016/Bildung_digitale_Welt_Webversion.pdf

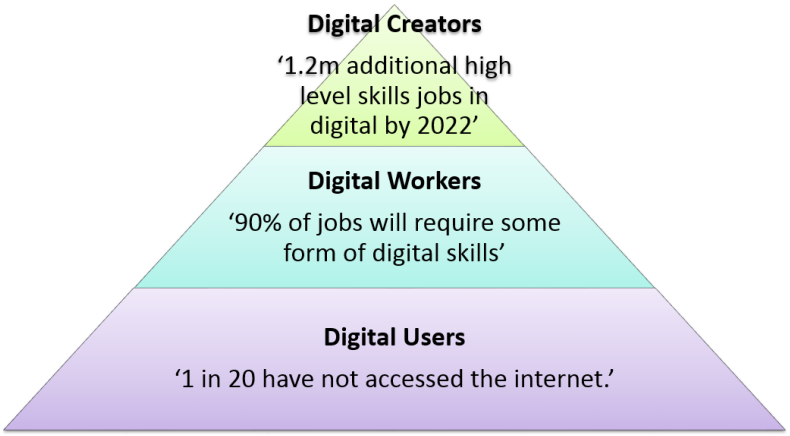
2. UK Digital strategy

UK's delegate Justin Edwards, slides available.

Briefly introduced the UK digital strategy (although it is referred as a UK document, it is predominantly an England based strategy), encompassing three set of digital skills and interventions respectively for users, workers and creators of digital resources. UK estimates 90% of jobs will require some form of digital skills.

Notable:

- It is broadly in keeping with the recommendations of the House of Lord report *'Make or Break: UK digital future (2014)'* - http://bit.ly/1T3SorW
- Digital skills are presented as a driver of modern social inclusion, thus preventing the so called *'digital divide'* - https://goo.gl/L33boQ ;
- The UK has the ambitious to be a world-leading digital economy that works for everyone to fully participate in society



Structure of the digital skills policy

3. Denmark: Digital Competences in the reform of general upper secondary schools

Denmark's delegate: Hans Laugesen (ETUCE), slides available.

Briefly introduced the digital development in Danish General Upper secondary schools. The overall objective is to focus on quality of digital education, subject knowledge and on transversal modern competences (global, innovative, career and digital). All subject curricula containing virtual lessons (up to 25%). Not only. Exams based on ICT use (e.g. electronic distribution of exam questions, students allowed using their computers and Internet). ICT-based exams based on the principle of trust and responsibility of students, reflecting daily practice. Anti-plagiarism and fraud IT tools e.g. sniffer, are foreseen *(that is innovation!)*.

4. Norway: Provision of digital learning materials to migrants and asylum seekers

Norway's delegate: Jan Peter Strømsheim, slides available.

How can ICT contribute to integration of immigrants and refugees in Norway? The King of Norway recently delivered an emotionally charged speech on refugees. On this line, Norway is aiming to provide education and training to the 7400 youth (6-18 years) seeking asylum, who are entitled to

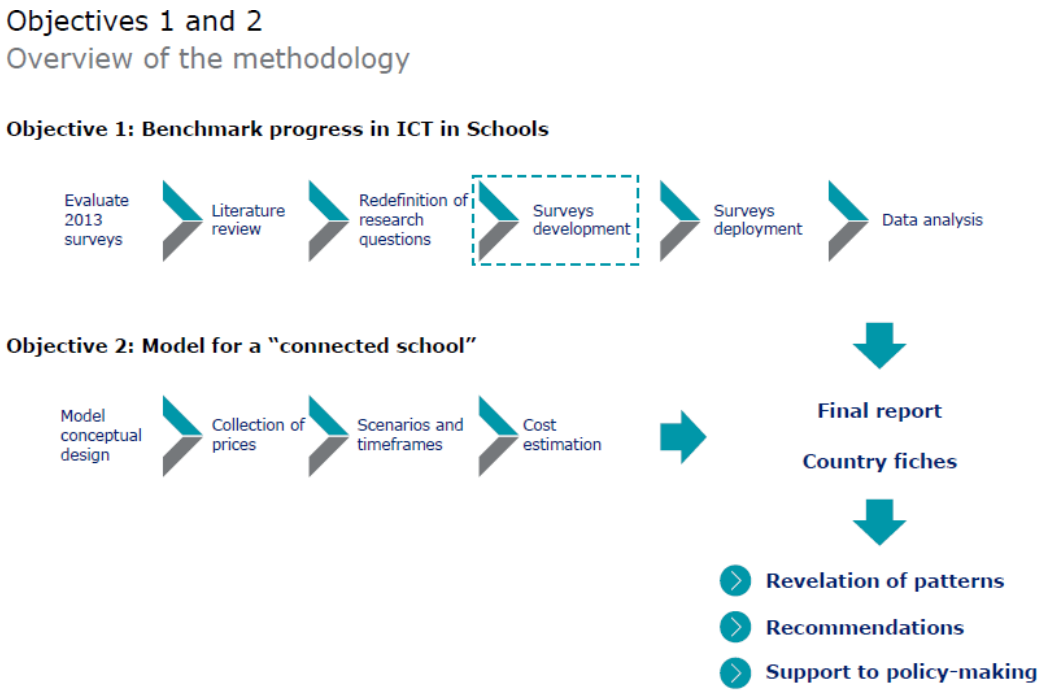
education. Existing challenges include a need for more bi-lingual teachers, access to learning resources in multiple languages and digital and online learning options. For this, several platforms have been developed as cost-effective solutions, see https://fo-nafo.iktsenteret.no/

In relation to this, Yves Punie (JRC) announced a new JRC publication on the use of OER and MOOC for immigrants. He also stressed the importance of raising immigrants' awareness of existing learning offer.

5. **New ICT in schools survey (ESSIE 2)**

Presenters: Carlo Duprel (Deloitte), Elena Lucica (Ipsos), slides available.

Announced the second survey on use ICT in schools in EU28, Iceland, Norway and Turkey, organised by DG CNECT (Rehana Schwinninger-Ladak,) and implemented by Deloitte & Ipsos. Compared to the previous the first edition, benchmarking of progress in ICT in schools will includes parent's use of ICT to support and follow the education of their children.



6. **The TWG on DSC: 1 year on**

Experts and EAC Policy Officers: Jan Hylen, Konstantin Scheller, Deirdre Hodson - slides available.

Introduced the new expert Jan Hylen (jan.hylen@educationanalytics.se) replacing Hanne Shapiro (Danish Technological Institute, Denmark). The latter is now supporting the JRC IPTS working on a specific version of the DigCompOrg framework for VET educational organisations.

For the prosecution of the TWG, suggested the following area of improvements:

- PLA: comparing more national progress with other countries;
- More online collaboration: the group in yammer is not so much successful;
- More for school managers;
- More links and cooperation with other TWGs;
- More peer counselling;

- Update of our EC's WG webpage, including some key messages on TWG DSC
- Once back, better dissemination of TWG's work;
- Develop a survey exploring current policy challenges and on-going developments for digital skills and competence and use of technology in education.

7. Report from Malta PLA and Presidency conference

Malta's delegate: Alex Grech – preview of the publication available.

Presented the publication summarising the key outcomes from the conference *'The state of digital education'* hold in Malta in January 2017 and to which ETF participated.

8. Upcoming Peer-Learning Activities for 2017(PLAs)

- **April 5-7, Belfast**: Working in partnership to tackle the digital skills gap Justin Edwards
- **June 8-9, Vienna**: "Mobile Learning - digital skills and competences for personal and professional life" - Christian Schrack
- **October 4-5, Tallinn**: Technological opportunities for skills assessment;

9. Update on the Digital Competence Framework (DigComp 2.) for Citizens

Presented by William O'Keeffe, DG Employment, slides available

The Digital Competence Framework can help citizens with self-evaluation, setting learning goals, identifying training opportunities and facilitating job search, while for policymakers can help to monitor citizen's digital skills and to support curricula development.

Upon a short presentation of the latest development, it was announced the stakeholders conference on the European Digital Competence Framework (DigComp) and the European Entrepreneurship Competence Framework (EntreComp) on **12/05/2016** in Brussels.

Announced, by the end of 2017, a new version of the framework (DigComp 2.1), including eight proficiency levels based on the following criteria (see below):

- Complexity of tasks;
- Autonomy;
- Cognitive domain.

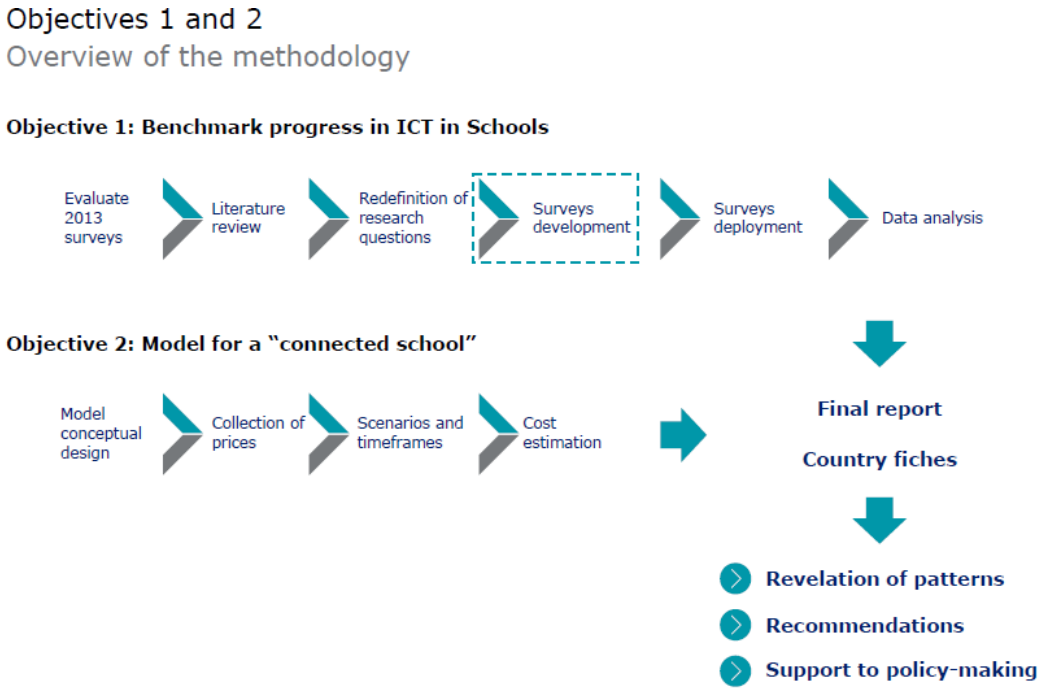
DigComp2.1: 8 proficiency levels (and examples)

DigComp 1.0	Level in 2.1	Complexity of tasks	Autonomy	Cognitive domain
Foundation	1	Simple tasks	With guidance	Remembering
	2	Simple tasks	Autonomy and with guidance where needed	Remembering
Intermediate	3	Well-defined and routine tasks, and straightforward problems	On my own	Understanding
	4	Tasks, and well-defined and non-routine problems	Independent and according to my needs	Understanding
Advanced	5	Different tasks and problems	Guiding others	Applying
	6	Most appropriate tasks	Able to adapt to others in a complex context	Evaluating
New to 2.1 Highly-specialised	7	Resolve complex problems with limited solutions	Integrate to contribute to the professional practice and to guide others	Creating
	8	Resolve complex problems with many interacting factors	Propose new ideas and processes to the field	Creating

10. Research: New ICT in schools survey (ESSIE 2)

Presented by Dr Carlo Duprel, Deloitte & Predrag Kurcubic, Ipsos.

Announced the second survey on use ICT in schools in EU28, Iceland, Norway and Turkey, organised by DG CNECT (Rehana Schwinninger-Ladak,) and implemented by Deloitte & Ipsos. Compared to the previous the first edition, benchmarking of progress in ICT in schools will includes parent's use of ICT to support and follow the education of their children.

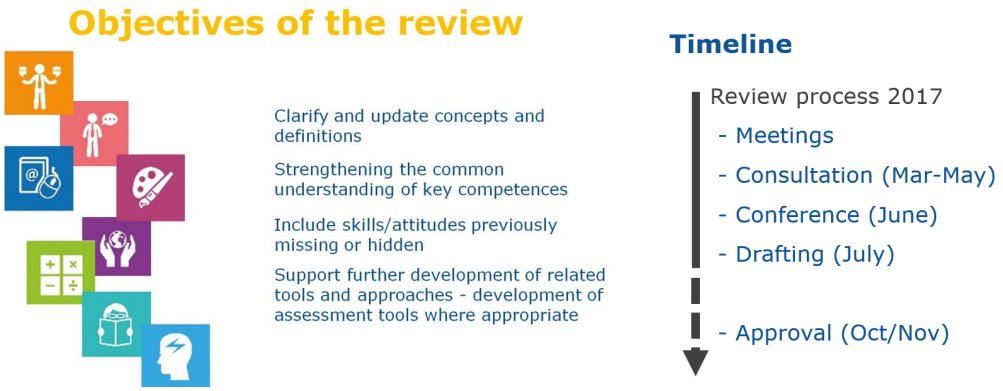


Wednesday 8 March

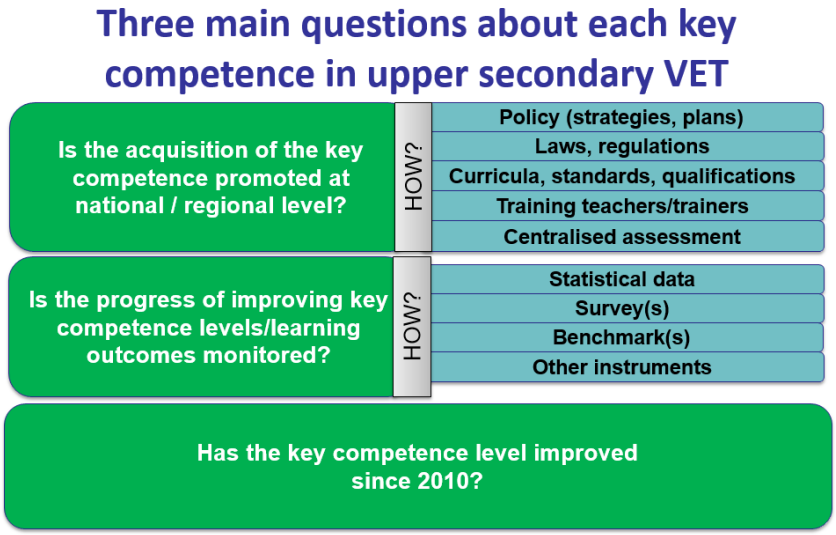
11. **Policy: Update on the key competences for LLL review & public consultation**

Presenter: Hannah Grainger-Clemson, EAC.B2, slides available.

Main objectives and steps for the review of the 2006 key competence framework briefly introduced
More: http://ec.europa.eu/education/consultations/lifelong-learning-key-competences-2017_en



In relation to this point briefly discussed the questions used by Cedefop to gather information on progress on key competences in EU MSs, see below:



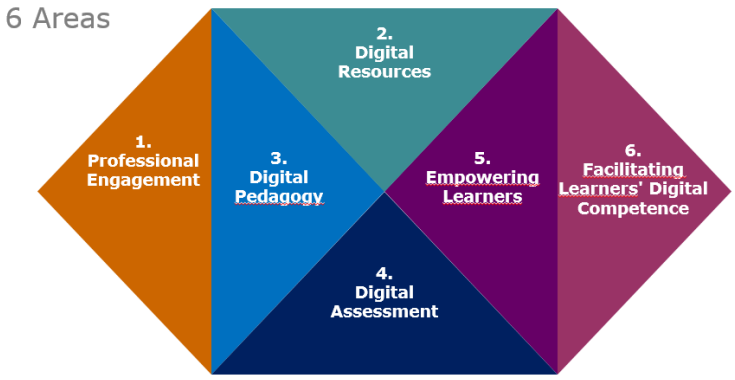
12. Research: Update on the Digital Competence Framework for Educators - DigCompEdu

Presenter: Yves Punie, JRC Seville, slides available

Presented progress to date with a framework to define and measure educators' digital competence (DigCompEdu) framework. This framework, once refined and validated, will help policy makers, education institutions and educators to better understand existing levels of digital competence and to plan for targeted training.

The DigCompEdu framework distinguishes 6 different areas with a total of 23 competences. For each competence, it provides a headline and a description including six proficiency levels (as for foreign languages).

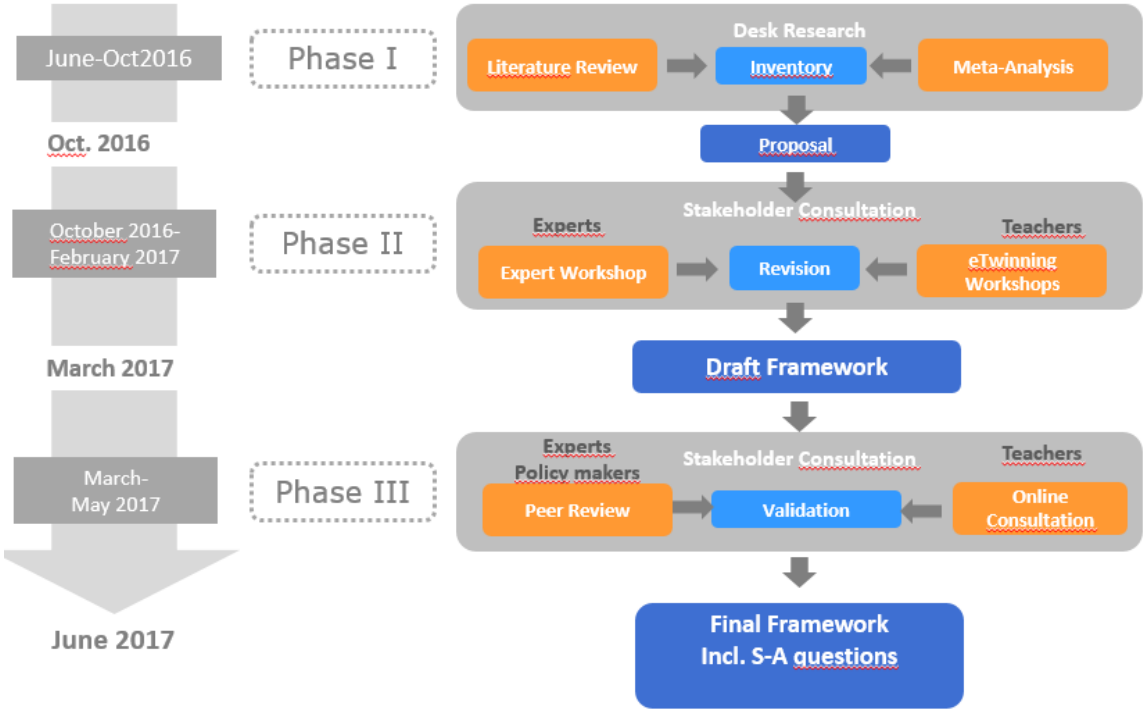
The members of the working group have been invited to join a survey aiming to finalise the questionnaire by: https://ec.europa.eu/eusurvey/runner/DigCompEduConsultation



Example for the digital competence area *'Digital Resources'*, competence *'selecting digital resources'*

2. Digital Resources					
2.1 Selecting digital resources To identify, assess and select digital resources for teaching and learning, considering possible copyright restrictions. • To formulate appropriate search strategies • To identify suitable resources • To critically evaluate the credibility and reliability sources and resources • To consider possible restrictions to their use or re-use (e.g. copyright, file type) • To assess their usefulness in addressing the learning objective, the competence levels of the concrete learner group as well as the pedagogic approach chosen					
Newcomer (A1)	Explorer (A2)	Enthusiast (B1)	Professional (B2)	Expert (C1)	Pioneer (C2)
Making **little use** of the internet to find resources	Being aware and making basic use of digital tools for **finding resources**	Identifying and **assessing** suitable resources using **basic criteria**	Identifying and **assessing** suitable resources using **complex criteria**	**Comprehensively** identifying and assessing suitable resources, considering in all relevant aspects	**Improving access** to digital resources
I only rarely, if at all, use the internet to find resources for teaching and learning,	I use simple internet search strategies to identify digital content relevant for teaching and learning. I am aware of common educational platforms which provide educational resources. I am aware that some resources distributed on the Internet are copyrighted.	I adapt my search strategies based on the results I obtain. I filter results to find suitable resources, using appropriate criteria. I evaluate the quality of digital resources based on basic criteria, such as e.g. place of publication, authorship, other users' feedback. I select resources that my learner may find appealing, e.g. videos. I understand the copyright rules that apply to the digital resources I use for school purposes (images, text, audio and film).	I adapt my search strategies to identify resources which I can modify and adapt, e.g. searching and filtering by license, filename extension, date, user feedback etc). I locate apps and games for my learners to use. I evaluate the reliability of digital resources and their suitability for my learner group and specific learning objective. I give feedback and recommendations on the resources used.	In addition to search engines I use a variety of other sources, e.g. collaborative platforms, official repositories, etc. I evaluate the reliability and suitability of content based on a combination of criteria, verifying also its accuracy and neutrality. When I use resources in class, I contextualise them for the students, e.g. by pointing out their source and potential bias. I know the differences between licenses and how they affect digital content.	I provide guidance to colleagues on effective search strategies and suitable repositories and resources I set up my own repository of (links to) resources, appropriately annotated and rated, and make it available for other colleagues to use

Timeline



13. Research: The SELFIE self-assessment tool for schools' digital capacity

Panagiotis Kampylis, JRC Seville, slides available

The JRC in their update on progress on the Digital Skills and Competences framework for educational organisation (Dig CompOrg – see bullet point xx below), referred to the work done by ETF in Serbia in 2015 and to our related publication, acknowledging our good cooperation to promote the EU DigCompOrg in Serbia. The JRC informally proposed to continue our cooperation on this in Serbia joining a pilot starting in September with Serbia and possibly extending in the other EU CC.