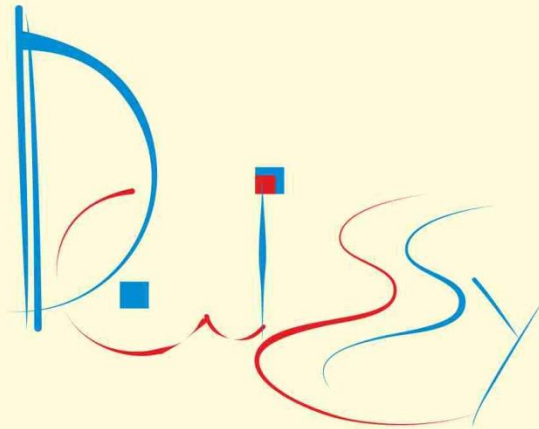


Digital Education Action Plan DigiComp 2.2 development Pact for Skills

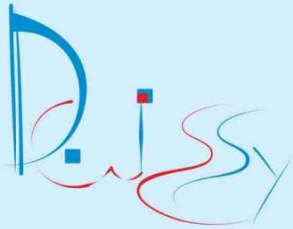


Achilles Kameas

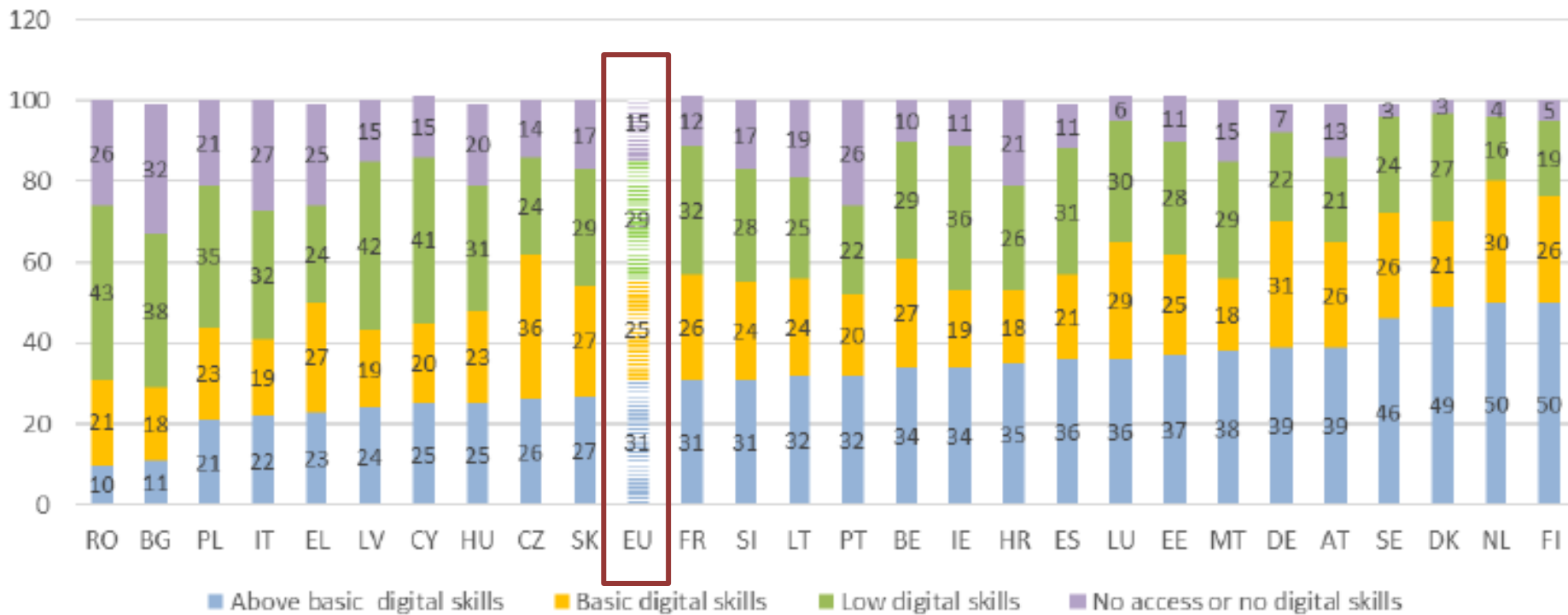
Professor, Hellenic Open University
Chair of the Board, ALL DIGITAL



Dynamic Ambient Intelligent Social Systems



Why digital competences?



Source: Eurostat (2019) – Percentage of individuals, by digital skills level²⁶⁶

Social exclusion

- Almost half of the European population still lacks basic digital competences, thus facing a severe risk of becoming excluded from the society, because the latter becomes increasingly digitised.
- Social exclusion can appear in different forms, for example:
 - Exclusion from public or private services that are offered online; this may have severe consequences, for example, in the case of social, healthcare, (un)employment and other services
 - Exclusion from employment or a satisfying career; this may lead to under-exploitation of one's competences, an unsatisfying life and even poverty
 - Exclusion from social life; this may lead to solitude, depression and marginalisation
- Unfortunately, there is a high probability that a low degree of digital skills will lead all these forms of exclusion to appear simultaneously and this person can be easily marginalised

Digital skills poverty

- These people will suffer from “digital skills poverty”, because they will be lacking the ability to possess and manage digital information capital.
- The lack of digital skills leads to reduced social potential, which could lead to the negation of rights and opportunities offered by society.
- Moreover, it will be hard for such people to reverse the situation and generate digital information capital, because the lack of digital skills restricts them to the role information consumers.
- But even so, people are unable to access, evaluate or use online information, thus becoming vulnerable to distracting or misleading campaigns, fake news, cyber-bullying, breach of personal privacy etc.

Digital Skills Manifesto

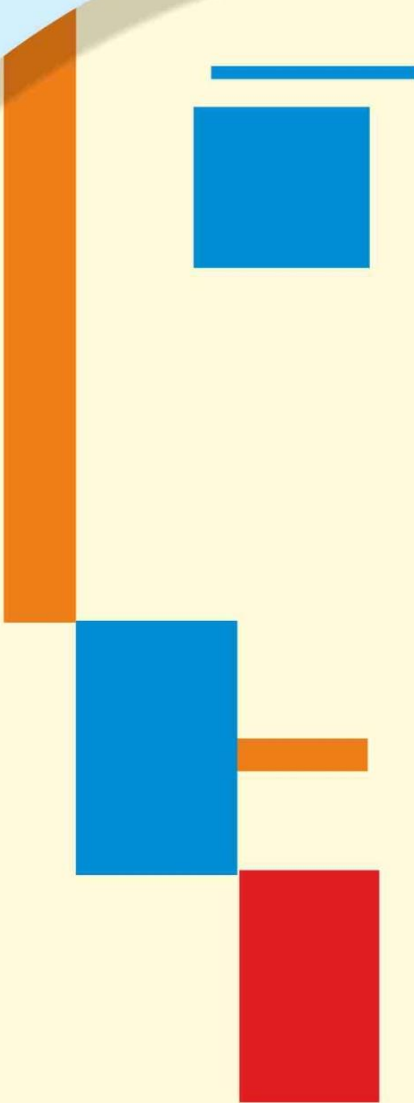
- Digital competences are necessary in all aspects of life, whether they are social or personal, relate to labour or leisure, in any sector, public or private
- Improved citizenship is the primary aim of developing digital competences
- Education and training on digital competences need a more consistent approach and a cohesive European system of delivery
- [Read and endorse Manifesto](#)



Key principles

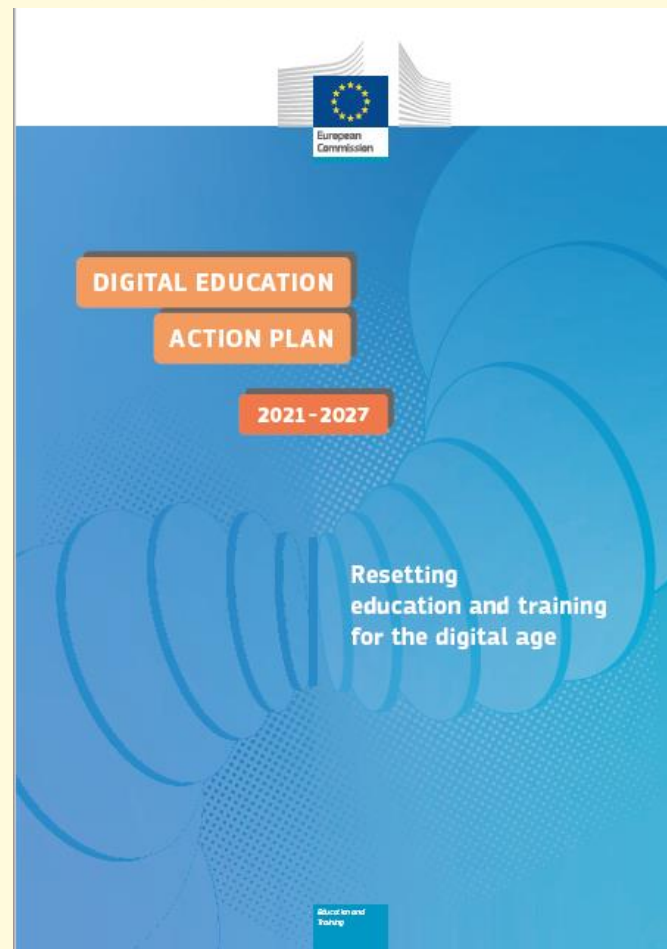
- We need **enough education and training offer** to cover needs at all levels as well as ways to quickly compose new offers when changes in needs are anticipated or identified.
- We have to make the **ET offer accessible** to all EU citizens, independently of group, location, technology level or access mode.
- The ET offer can be useful and will be used only if it is of **high quality**, in terms of content, methodology, delivery and usability; adherence to **standards** can prove to be a valuable ally.
- A common European **digital competences validation** scheme based on **DigComp** will enable recognition of digital qualifications and mobility of individuals.

Five main areas

- 
- A decorative graphic on the left side of the slide, consisting of several overlapping colored rectangles: a blue rectangle at the top, an orange rectangle below it, a larger blue rectangle below that, a smaller orange rectangle to its right, and a red rectangle at the bottom.

Digital Education Action Plan

- In her political guidelines, President von der Leyen highlighted the need to **unlock the potential of digital technologies** for learning and teaching and to develop digital skills for all
- This requires us to **rethink how education and training**, in all disciplines, are designed and provided to meet the demands of a rapidly changing and increasingly digital world
- **Quality and inclusive education** today should be informed by the needs of our current and future society



Guiding principles

- Make reality for all **high quality, accessible and inclusive** digital education and training, which respects the protection of personal data and ethics
- **Access** to digital education has to be guaranteed, independent of the environment in which it takes place
- Digital education will play a pivotal role in increasing **equality and inclusiveness**
- Digital competence should be a **core skill** for all educators and training staff
- Digital **literacy** is essential for life in a digitalized world
- Basic digital skills should become part of the **core** transferable skills that any citizen should have
- To support competitiveness, we need people to have the latest **advanced** digital skills to support the twin digital and green transitions of society
- Invest in **lifelong learning** by promotion, provision and recognition of upskilling and re-skilling for the digital economy
- There is a need for **high-quality education content** to boost the relevance, quality and inclusiveness of European education and training at all levels

Structure

The Digital Education Action Plan (2021-2027)
has **two strategic priorities**:



1

To foster a high-performing digital education ecosystem, we need:

- **infrastructure, connectivity and digital equipment**
- **effective digital capacity planning and development**, including effective and up-to-date organisational capabilities
- **digitally-competent and -confident educators and education & training staff**
- **high-quality content, user-friendly tools and secure platforms**, respecting privacy and ethical standards



2

To enhance digital skills and competences for the digital age:

- **support the provision of basic digital skills and competences** from an early age:
 - ▶ digital literacy, including management of information overload and recognising disinformation
 - ▶ computing education
 - ▶ good knowledge and understanding of data-intensive technologies, such as AI
- **boost advanced digital skills**: enhancing the number of digital specialists and of girls and women in digital studies and careers

Actions

- ✔ Launch a **Strategic dialogue with Member States** to facilitate successful digital education
- Make recommendations for **online/distance learning** in primary & secondary education
- Develop a **European Digital Education Content Framework** and check feasibility of a **European exchange platform** to share certified online resources and link existing platforms
- Launch a **Connectivity4Schools** initiative and encourage **Member States** uptake of EU support for broadband, internet access and digital tools like **SELFIE for Teachers**
- Develop **ethical guidelines on artificial intelligence (AI) and data usage** in teaching and learning and support-related research & innovation activities through Horizon Europe.

ACTIONS TO TAKE

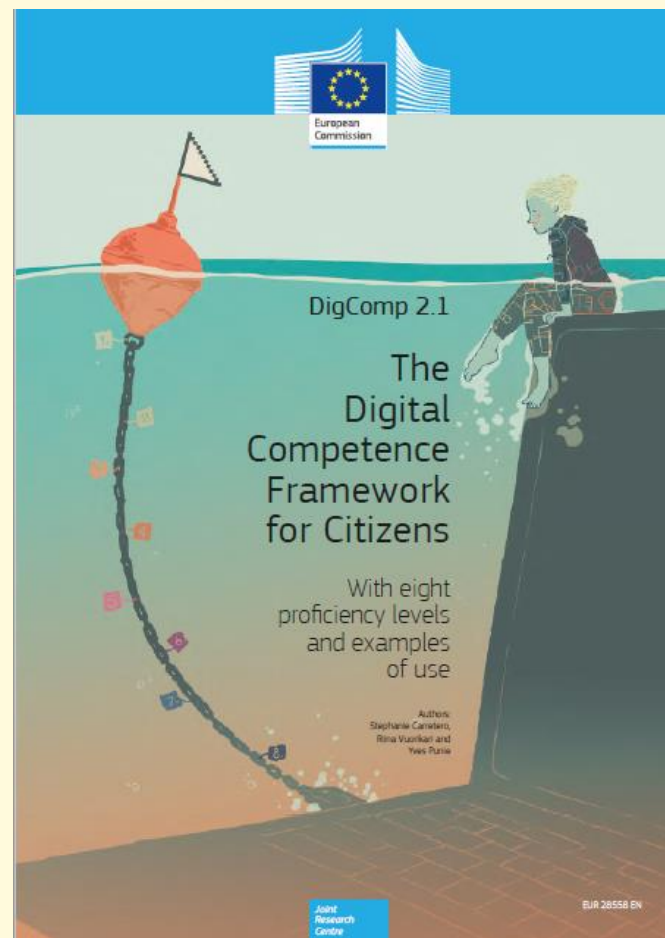
- Develop **common guidelines to foster digital literacy and fight disinformation**
- Include AI and digital skills in the **European Digital Competence Framework**; support the development of **AI learning resources** for education & training providers
- Develop a **European Digital Skills Certificate** recognised by governments, employers and other stakeholders across Europe
- Make recommendations **on improving digital skills provision** and introduce an **EU target for student digital competence**
- Promote advanced digital skills development; scale up **Digital Opportunity traineeships** and encourage **female participation in STEM**

European Digital Skills Certificate

- Demand for digital skills will grow with skills in demand ranging from basic to advanced, and including AI, data literacy, supercomputing and cybersecurity
- All Member States face shortages of digital experts, including data analysts, cybersecurity analysts, software developers, digital accessibility specialists and machine-learning experts
- Need for a European Digital Skills Certificate (EDSC) that may be recognized and accepted by governments, employers and other stakeholders across Europe
- This would allow Europeans to indicate their level of digital competences, corresponding to the Digital Competence Framework proficiency levels

DigComp

- The DigComp framework describes the most important competences people need to have to participate in the digital world
- ‘DigComp into action’, a guide for stakeholders presenting 38 inspiring examples of DigComp adoption and use from all over Europe, was released in May 2018
- DigComp is taken up in more than 16 Member States, for curricula review, student assessment, employability and digital skills strategies and policies



Structure

- 5 areas
- 21 competences
- Infinite learning paths
- 8 proficiency levels
 - Complexity of tasks
 - Autonomy
 - Cognitive domain



Future developments

- Further work will concentrate on developing an approach to **combine DigComp with other related frameworks** such as EntreComp and on finalising a **reliable and validated self-assessment instrument** for DigComp.
- An **updated version**, i.e. DigComp 2.2 is foreseen with new examples covering emerging trends (e.g. fake news) and technologies (e.g. AI and data-related skills), amongst others

Pact for Skills

- The right to quality and inclusive education and training and lifelong learning is the first principle of the European Pillar of Social Rights, while the fifth principle of the Pillar gives workers a right to training



Promoting a culture of lifelong learning for all



Building strong skills partnerships



Monitoring skills supply/demand and anticipating skills needs



Working against discrimination and for gender equality and equal opportunities



Promoting a culture of lifelong learning for all

- The organisation promotes the skills of its people as essential for its success.
- Employers and workers are made aware of the value and benefits of upskilling and reskilling and are motivated to improve constantly their knowledge and skills.
- The action is developed for and with workers and is supported from all management levels.
- Guidance and career development support are available.
- Appropriate financial resources are deployed.
- There is regular monitoring and quality assessment.
- Special attention is put on upskilling and reskilling of disadvantaged groups including older workers and adults struggling with basic skills.
- There is support for management and staff to learn information on upskilling or reskilling opportunities.
- There are financial and non-financial incentives to employers and staff.
- Dedicated support (e.g. tools, services and funding) is provided to create and sustain a learning culture in the organisation.



Building strong skills partnerships

- A wide range of stakeholders are involved, notably social partners, training providers, public authorities, researchers, public or private employment services, chambers of commerce and other intermediary bodies, and sectoral organisations.
- Partnership in an industrial ecosystem is open to all relevant stakeholders to pool expertise and resources towards concrete actions that will enable people to keep, change and find new jobs.
- The partnership cooperates on European, or national, or regional or local level, as appropriate.
- Cross-sectoral cooperation is supported between relevant partnerships in sectors/industrial ecosystems.
- Shared responsibility and a proactive role of each partner is ensured.
- The members of the partnership have an open dialogue, and share and exchange knowledge to ensure high quality of the training offer including quality of teachers/trainers and of the training programmes.
- The partnership builds its action on tested tools but also develops innovative solutions.



Monitoring skills supply/demand and anticipating skills needs

- Skills demand and supply of (job-related and transversal) skills are regularly monitored and the skills needs are clearly communicated to individuals.
- Skills anticipation takes into account the need to support the digital and green transitions and the consequences of demographic change.
- Monitoring of skills demand and supply looks at skills needs for workforce and companies at regional, national and European level.
- Skills anticipation includes the fast changes on the labour market and provides relevant and timely information on the skills needs.
- Skills anticipation takes account of
- The monitoring mechanism includes
- The action is built on the identified



Working against discrimination and for gender equality and equal opportunities

- Equal opportunities are actively promoted through the action, regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation;
- The action provides access to high quality upskilling/reskilling opportunities to everyone in the target population, regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation.
- Validation and recognition of acquired skills (including micro credentials) are incorporated in the action.
- The needs and capacities of individuals are taken into account, including their personal and vocational needs (e.g. mid-life career change);
- The action is flexible, modular and when possible provided through tools (including digital tools) ensuring access to learning to all working age people.

You can be part of the change

CoP on DigComp

- raise issues, join discussions, participate in working groups, exchange materials and experience, access good practices, learn from peers and be informed about the latest developments concerning DigComp
- [Join DigComp CoP](#)
- digcomp@all-digital.org

CoP on Certification

- aims to discuss the objectives and means to achieve a European Certificate of Digital Competences as it is described in the Digital Education Action Plan 2020-27
- [Join Certification CoP](#)
- certificate@all-digital.org

Thank you!

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