New Digital Education Action Plan
Public Consultation

Introduction

Making digital transformation work for Europe’s economy and society is a key priority of the European Commission, set out in ‘A Europe fit for the digital age’ strategy. Education and training play a key role in reaching this ambition and ensuring that everyone in Europe can live, work and thrive in the digital age.

The COVID-19 pandemic saw the widespread closure of school and campus buildings in an effort to curb the spread of the virus. More than 100 million learners, educators, education and training staff in Europe and around the world were affected. To ensure that learning, teaching and assessment could continue, digital technologies were used on a massive and unprecedented scale. For many educators, learners and families this has been a very new experience. While some educational institutions have reopened, others remain closed and uncertain as to how the next school and academic year will unfold. Some institutions have said they will teach at a distance until summer 2021.

In September 2020, the European Commission intends to update its Digital Education Action Plan and work further to promote high quality and inclusive education and training in the digital age.

The new Action Plan will reflect on the lessons learnt from the COVID-19 crisis and offer a vision for education and training that makes use of the opportunities that digital transformation brings, while addressing challenges and risks. The new Action Plan will be central to the Next Generation EU recovery period, supporting Member States, education and training institutions as well as citizens in their efforts to deal with the digital change.

To ensure that the new Digital Education Action Plan reflects the education and training experience during the COVID-19 crisis, the Commission is launching this public consultation.

We would like to hear the views of citizens, governmental and non-governmental organisations (international, European, national, regional and local) as well as of representatives from the public sector and industry.

You can respond to the public consultation in a personal or organisational/institutional capacity by filling in the questionnaire. At the end of the questionnaire you will also have the opportunity to submit a position paper if you wish to do so.

If you are under 18 years of age, please do not respond to the questionnaire yourself. Please ask your
parent/carer/adult family member to respond to the questionnaire instead. They will have an opportunity to reflect your experiences during the crisis in their responses.

Please do not include names or any other personal data of third person in the questionnaire. Please refrain from providing data on health.

The public consultation consists of four parts:

Part I: Questions about you
Part II: Questions on education and training during the COVID-19 crisis and the recovery period
Part III: Questions on your vision for digital education in Europe
Part IV: Submission of a position paper (optional)

If you have questions regarding this public consultation, please contact EAC-DIGITALEDUCATION@ec.europa.eu.

About you

* Language of my contribution
  - Bulgarian
  - Croatian
  - Czech
  - Danish
  - Dutch
  - English
  - Estonian
  - Finnish
  - French
  - Gaelic
  - German
  - Greek
  - Hungarian
  - Italian
  - Latvian
  - Lithuanian
  - Maltese
  - Polish
  - Portuguese
  - Romanian
Slovak
Slovenian
Spanish
Swedish

I am giving my contribution as
- Academic/research institution
- Business association
- Company/business organisation
- Consumer organisation
- EU citizen
- Environmental organisation
- Non-EU citizen
- Non-governmental organisation (NGO)
- Public authority
- Trade union
- Other

First name
Vincenzo

Surname
Renda

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Organisation name
255 character(s) maximum
DIGITALEUROPE

Organisation size
- Micro (1 to 9 employees)
- Small (10 to 49 employees)
- Medium (50 to 249 employees)
- Large (250 or more)

Transparency register number

255 character(s) maximum

Check if your organisation is on the transparency register. It's a voluntary database for organisations seeking to influence EU decision-making.

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*Country of origin*

Please add your country of origin, or that of your organisation.

- Afghanistan
- Åland Islands
- Albania
- Algeria
- American Samoa
- Andorra
- Angola
- Anguilla
- Antarctica
- Antigua and Barbuda
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
Bahrain
Bangladesh
Barbados
Belarus
Belgium
Belize
Benin
Bermuda
Bhutan
Bolivia
Bonaire Saint Eustatius and Saba
Bosnia and Herzegovina
Botswana
Bouvet Island
Brazil
British Indian Ocean Territory
British Virgin Islands
Brunei
Bulgaria
Burkina Faso
Burundi
French Polynesia
French Southern and Antarctic Lands
Gabon
Georgia
Germany
Ghana
Gibraltar
Greece
Greenland
Grenada
Guadeloupe
Guam
Guatemala
Guernsey
Guinea
Guinea-Bissau
Guyana
Haiti
Heard Island and McDonald Islands
Honduras
Hong Kong
Micronesia
Moldova
Monaco
Mongolia
Montenegro
Montserrat
Morocco
Mozambique
Myanmar/Burma
Namibia
Nauru
Nepal
Netherlands
New Caledonia
New Zealand
Nicaragua
Niger
Nigeria
Niue
Norfolk Island
Northern Mariana Islands
South Africa
South Georgia and the South Sandwich Islands
South Korea
South Sudan
Spain
Sri Lanka
Sudan
Suriname
Svalbard and Jan Mayen
Sweden
Switzerland
Syria
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Publication privacy settings

The Commission will publish the responses to this public consultation. You can choose whether you would like your details to be made public or to remain anonymous.

- **Anonymous**
  Only your type of respondent, country of origin and contribution will be published. All other personal details (name, organisation name and size, transparency register number) will not be published.

- **Public**
  Your personal details (name, organisation name and size, transparency register number, country of origin) will be published with your contribution.

I agree with the personal data protection provisions

- In what capacity are you replying to this questionnaire?
  - In a personal capacity
  - On behalf of an institution or organisation

- What type of organisation or institution do you represent?
  - Education and training institution (early childhood education and care, school, higher education institution, vocational education and training provider, adult learning provider)
  - Provider of digital tools and technologies for teaching and learning
  - Organisation representing providers of digital tools and technologies for teaching and learning
  - Academic/research organisation
  - Civil society sector/Non-governmental organisation/Voluntary organisation
  - Private sector
  - Employers’ association
The crisis saw the widespread closure of education and training buildings due to the pandemic. How would you describe your situation during this time?

My company:
- Provided all its tools/services for free for education and training
- Provided certain tools/services for free for education and training
- Provided its tools/services at a reduced price for education and training
- Continued to offer its tools/services as before
- Created partnerships with education and training institutions
- Created partnerships with public authorities
- Not applicable
- Other (please state below)

Education and training during the COVID-19 crisis and the recovery period

This section collects views on the move to distance and online learning during the COVID-19 crisis and expectations for the recovery phase.

This section refers to:

- **Distance and online learning during the crisis** - learning that took place remotely, away from school and campus buildings using different types of digital tools/internet (for example, digital platforms) or materials that are available via television, radio or printed materials

- **Digital education** – meaning the use of digital technologies for education and training, includes distance and online learning to replace or complement face-to-face interaction and the digital skills and competences that educators and learners need.

**1. Which of the following measures to ensure continuity of education during the crisis have been implemented in your local area?**
(choose all relevant)
☐ Full opening of education and training institutions (early childhood education and care, schools, higher education institutions, vocational education and training providers, etc.)

☐ Partial opening of education and training institutions (early childhood education and care, schools, higher education institutions, vocational education and training providers, etc.).

☐ Full closure of education and training institutions (early childhood education and care, schools, higher education institutions, vocational education and training providers, etc.)

☐ Distance and online learning in real time (for example, “live” online classes)

☐ Distance and online learning in own time (for example, watching videos of recorded lectures, consulting online learning materials, Massive Open Online Courses)

☐ Education and training/public authorities provided digital equipment/tools (for example tablets or laptops) to study from home

☐ Learning material was made available via digital tools, without the internet (for example, television).

☐ None of these measures

☐ Other (specify below)

Other (please specify):

100 character(s) maximum

Not applicable as we are a European-level association

* Were the measures taken to ensure the continuity of education and training during the COVID-19 crisis successful?

☐ To a great extent

☐ Somewhat

☐ Very little

☐ Not at all

☐ No opinion

Please give details.

500 character(s) maximum
2. What did you need during the crisis period that was not available to you?

- Request for cooperation from public authorities
- Request for cooperation from education and training institutions
- Opportunities to cooperate with other businesses
- Opportunities to scale existing business
- Opportunities to develop new business
- Copyright protection
- No opinion
- Other (please specify below)

6. Countries are exploring different options for education and training for autumn 2020. One option is to mix face-to-face and digital education in the education process. What is your view about this option, considering students’ learning needs?

- Very positive
- Slightly positive
- Neutral
- Somewhat negative
- Very negative

What could be the benefits of mixing face-to-face and distance and online learning?

- More flexibility – learning at own pace
- Face-to-face communication and interaction between learners and educators
- Face-to-face communication and interaction with peers
- Less screen time, more physical activities
- Improved mental health and well-being
- Ability to do practical work (lab work or other hands-on practical tasks)
- Opportunity to better support learners from disadvantaged groups (for example, those who do not have access to digital tools or internet at home)
- Better overview of the learning progress of learners
- Integration of innovative practices
- Allow for different forms of examination/assessment and feedback
- Other (please specify below)
* What about the barriers of mixing face-to-face and distance and online learning? (select all relevant)

☐ Lack of structure of the learning process
☐ Challenges for education and training institutions to ensure online safety
☐ Difficult for learners to adjust to this new ways of learning
☐ Difficult for educators and education and training staff to adapt
☐ Increased workload for educators and education and training staff
☐ Learners without access to suitable digital technologies are excluded
☐ Difficulty for parents/carers/family to combine work and schooling
☐ Other (please specify below)

Other (please specify)

* Please give details.

* 9. During the crisis, the use of our company's digital education tools, for example, content, online platforms that provide the opportunity for individuals to develop or improve their skills...

☐ has increased significantly
☐ has increased to a certain extent
☐ has not changed
☐ has decreased to a certain extent
☐ has decreased significantly
☐ Not applicable

Please give examples of tools or type tools you provided.
11. Looking at the future, what are the most important lessons from the period of school and campus closure for digital education?

700 character(s) maximum

The crisis revealed gaps. We must speed up the deployment of adequate network infrastructure for ubiquitous, secure and high-quality connectivity to spur education’s digital transformation further. Technology for new hybrid learning models mixing in-person and remote learning is also key. We need digital curricula including the basics of programming and targeted funding for the digital upskilling of school and university teachers. Funding should cover both online and blended teaching and include coding and cybersecurity skills. We also need to build digital acumen in sectors like health and manufacturing to accelerate technology uptake and contribute to a trustworthy digital ecosystem.

12. Are there good examples of partnerships and cooperation that your organisation/institution/company established during the crisis? Are you planning to continue these in future?

500 character(s) maximum

DIGITALEUROPE members, many of which provide digital technologies, have struck collaborations with Ministries of Education, training and education providers, as well as NGOs to develop ad-hoc distance learning modules and toolkits for teachers and donate devices to those in need. It is key to remind the ICT sector also provides the critical digital infrastructure supporting governments and hospitals in their crisis response.

Vision for digital education in Europe

This section includes questions on the main objectives of digital education in Europe and what support is needed to reach these aims.

13. Do you think that the crisis and the temporary switch to distance and online learning will have a longer term impact on education and training?

☐ Yes
☐ To a certain extent
☐ No
☐ No opinion

Please give details.

500 character(s) maximum
14. What would be the main advantages of digital education in the future?

*at most 3 choice(s)*

- Flexibility, learning at own pace
- Innovative and engaging ways of learning
- Easier communication and interaction in the community
- Innovative tools and online platforms
- Innovative learning materials
- Fewer distractions for learners
- Helping learners develop their digital skills and competences
- New ways to assess learning and get feedback
- No opinion
- Other (please state below)

15. What would be the main disadvantages of digital education in future?

*at most 3 choice(s)*

- Need for a good internet connection and suitable equipment
- Lack of structure and guidance of the learning process
- Poor quality or hard to use online learning platforms
- Difficult to reach educators/students/peers
- Less face-to-face interaction/communication
- More distractions, hard to manage time
- Lack of motivation
- Inability to do practical work (for example, lab work or other hands-on practical tasks)
- Difficulties with assessment and feedback
- No opinion
- Other (please state below)

Other (please specify):

*50 character(s) maximum*

New assessment/feedback methods are needed

16. What are the greatest challenges for digital education in Europe?

*at most 3 choice(s)*

- Insufficient infrastructure and internet at school/campus and outside
- Lack of availability of suitable digital tools and technologies
Lack of European high-quality online learning content
Lack of easy-to-use online learning platforms
Lack of teacher training and guidance
Lack of plan and vision for integrating digital technologies in education and training
Insufficient research on digital education
Need to foster innovation
Socioeconomic inequalities between learners
Gender inequality
No opinion
Other (please specify below)

17. Which of the following digital skills and competences are the most important for living and working in the 21st century?

*at most 3 choice(s)*

- Being able to focus attention and respect that of others in an “always-connected” environment
- Being able to manage the overload of information and knowledge
- Being able to identify facts from fake content and information online
- Navigating safely online - protecting devices and content
- Navigating safely online –protecting personal data and privacy
- Interacting, collaborating and communicating through digital technologies
- Creating digital content

✓ Using digital tools to solve problems
✓ Understanding the digital world and systems – informatics/computer science, computational thinking, coding
✓ Understanding and knowledge of emerging digital technologies, such as Artificial Intelligence

No opinion
Other (please specify below)

18. In your experience, what makes online learning resources and content useful?

*at most 3 choice(s)*

- Scalable platforms
- Quality and relevant content
Content that is designed to address the needs of the learners/my organisation/my company
Available in multiple languages
Interactive, easy to use
Content originating from a leading education institution or provider
Certification-based education or training content
Content that responds to the needs to develop skills further and the needs of the labour market
Content that was created in collaboration with the private sector
No opinion
Other (please specify below)

19. What does an education and training institution need to be able to provide digital education?
Select all relevant
- Infrastructure, including internet connection
- Digital platforms and tools
- Teachers with relevant digital skills
- Vision and strategy for using digital technologies in the education and training process
- Digital resources and materials
- Strategy from public authorities
- Funding support from public authorities
- Closer cooperation with private sector
- No opinion
- Other (please specify below)

20. Where could the EU add value when it comes to digital education?
**at most 5 choice(s)**
- Teacher training and guidance on digital education
- Connectivity and infrastructure (for example, high-speed internet inside and outside schools and higher education institutions)
- Provision of digital technologies and tools
- Support for education and training institutions to develop digital education strategies
- High-quality European online resources- platforms and content
Exchange of good practices and peer-learning
Development of digital skills and competences of learners
Evaluation and certification of digital skills and competences
Regularly updated digital skills and competences frameworks
Dedicated measures for disadvantaged groups (from lower socio-economic background or remote areas)
Closer cooperation between education and training institutions/organisations and private sector
Other (please specify below)
No opinion

21. Is there anything else you would like to add?

500 character(s) maximum

We need education and training systems fit for the digital age. The Plan should boost digital’s role as learning enabler; promote flexible learning courses besides traditional ones, including for sectors with dire digital skills shortages like health and manufacturing; forge partnerships among authorities, educators and digital solution providers.
Adequate network infrastructure is key to meet digital education connectivity needs and make our educational systems more inclusive and flexible.

Position paper

Should you wish to provide additional information (e.g. a position paper, report) or raise specific points not covered by the questionnaire, you can upload your additional document(s) here:

Please upload your file

The maximum file size is 1 MB
Only files of the type pdf,txt,docx,odt,rtf are allowed

Contact
EAC-DIGITALEDUCATION@ec.europa.eu