

New Digital Education Action Plan Public Consultation

Fields marked with * are mandatory.

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-DIGITALEUCATION@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

* Email (this won't be published)

vincenzo.renda@digitaleurope.org

* 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.

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| <input type="radio"/> Åland Islands | <input type="radio"/> Dominica | <input type="radio"/> Liechtenstein | <input type="radio"/> Saint Pierre and Miquelon |
| <input type="radio"/> Albania | <input type="radio"/> Dominican Republic | <input type="radio"/> Lithuania | <input type="radio"/> Saint Vincent and the Grenadines |
| <input type="radio"/> Algeria | <input type="radio"/> Ecuador | <input type="radio"/> Luxembourg | <input type="radio"/> Samoa |
| <input type="radio"/> American Samoa | <input type="radio"/> Egypt | <input type="radio"/> Macau | <input type="radio"/> San Marino |
| <input type="radio"/> Andorra | <input type="radio"/> El Salvador | <input type="radio"/> Madagascar | <input type="radio"/> São Tomé and Príncipe |
| <input type="radio"/> Angola | <input type="radio"/> Equatorial Guinea | <input type="radio"/> Malawi | <input type="radio"/> Saudi Arabia |
| <input type="radio"/> Anguilla | <input type="radio"/> Eritrea | <input type="radio"/> Malaysia | <input type="radio"/> Senegal |
| <input type="radio"/> Antarctica | <input type="radio"/> Estonia | <input type="radio"/> Maldives | <input type="radio"/> Serbia |
| <input type="radio"/> Antigua and Barbuda | <input type="radio"/> Eswatini | <input type="radio"/> Mali | <input type="radio"/> Seychelles |
| <input type="radio"/> Argentina | <input type="radio"/> Ethiopia | <input type="radio"/> Malta | <input type="radio"/> Sierra Leone |
| <input type="radio"/> Armenia | <input type="radio"/> Falkland Islands | <input type="radio"/> Marshall Islands | <input type="radio"/> Singapore |
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- 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
- Taiwan
- Tajikistan
- Tanzania
- Thailand
- The Gambia
- Timor-Leste
- Togo
- Tokelau
- Tonga

- Cambodia
- Cameroon
- Canada
- Cape Verde
- Cayman Islands
- Central African Republic
- Chad
- Chile
- China
- Christmas Island
- Clipperton
- Cocos (Keeling) Islands
- Colombia
- Comoros
- Congo
- Cook Islands
- Costa Rica
- Côte d'Ivoire
- Croatia
- Cuba
- Curaçao
- Cyprus
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Jamaica
- Japan
- Jersey
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Kosovo
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- North Korea
- North Macedonia
- Norway
- Oman
- Pakistan
- Palau
- Palestine
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Pitcairn Islands
- Poland
- Portugal
- Puerto Rico
- Qatar
- Réunion
- Romania
- Russia
- Rwanda
- Saint Barthélemy
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- United States Minor Outlying Islands
- Uruguay
- US Virgin Islands
- Uzbekistan
- Vanuatu
- Vatican City
- Venezuela
- Vietnam
- Wallis and Futuna
- Western Sahara
- Yemen

- Czechia
- Lebanon
- Saint Helena
Ascension and
Tristan da
Cunha
- Zambia
- Democratic
Republic of the
Congo
- Lesotho
- Saint Kitts and
Nevis
- Zimbabwe
- Denmark
- Liberia
- Saint Lucia

* 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

- Trade union
- International, national or regional public authority or government
- Municipality or other type of local public authority
- Youth and youth work organisation
- Career guidance/development service
- Other (please specify)

* 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?

at most 5 choice(s)

- 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?
(select all relevant)

- 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)

Other (please specify)

100 character(s) maximum

N.A.

*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)

100 character(s) maximum

N.A.

Please give details.

500 character(s) maximum

*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.

500 character(s) maximum

* 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,doc,docx,odt,rtf are allowed

Contact

EAC-DIGITALEUCATION@ec.europa.eu

