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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-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

Francesco

* Surname

Guerzoni

* Email (this won't be published)

f.guerzoni@evartists.org

* Organisation name

255 character(s) maximum

European Visual Artists

* 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
- Djibouti
- Dominica
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Eswatini
- Ethiopia
- Falkland Islands
- Faroe Islands
- Fiji
- Finland
- France
- French Guiana
- Libya
- Liechtenstein
- Lithuania
- Luxembourg
- Macau
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Martinique
- Mauritania
- Mauritius
- Mayotte
- Mexico
- Saint Martin
- Saint Pierre and Miquelon
- Saint Vincent and the Grenadines
- Samoa
- San Marino
- São Tomé and Príncipe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Sint Maarten
- Slovakia
- Slovenia
- Solomon Islands
- Somalia

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

* 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 your 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)

* Is your main area of activity education and training?

- ○ Yes
- ◉ No

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
- [x] Other (specify below)

Other (please specify):

100 character(s) maximum

Not applicable.

* 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

/

4. Can you give examples of tools that you/your organisation/institution/company have found particularly useful for digital learning, including digital platforms, massive open online courses, corporate training, etc?

500 character(s) maximum

Educational establishments, trainers and teachers should have circulated and linked only to content for online education that is fully licensed or authorized under remunerated exception.

* 5. Did you experience the use of digital tools for examinations/assessment and feedback?

- ○ Yes
- ◉ No

* What role can digital technologies play in supporting examination/assessment and feedback?

- ☐ Digital technologies can be fully used for examination/assessment and feedback
- ☐ Digital technologies can be used for some forms of examinations /assessment and feedback.
- ☐ Digital technologies can be used for alternative forms of examinations /assessment and feedback practices, going beyond traditional exams.
- ☐ Digital technologies cannot be used for examination/assessment and feedback.
- ☑ No opinion

In your view what are the advantages and disadvantages of using digital technologies for examinations/assessment and feedback?

500 character(s) maximum

Not applicable.

* 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
- [x] Other (please specify below)

Other (please specify)

100 character(s) maximum

Any model where uses of copyrighted content are remunerated and moral rights protected

* 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
- [x] Other (please specify below)

Other (please specify)

100 character(s) maximum

Any model where uses of copyrighted content are remunerated and moral rights protected

Please give details.

500 character(s) maximum

/

* 7. Did your organisation/institution/company take any steps to assess the digital skills and competences of its staff during the COVID-19 crisis?

Digital competences refer to the critical and responsible use of digital technologies for learning, work, and overall participation in society (Council Recommendation of 22 May 2018 on Key Competences for Lifelong learning (2018/C 189/01). These can include using digital devices, communication applications and networks to access and use information, collaborate and communicate.

- (●) Yes
- ( ) We wanted to, but could not find a tool or platform
- ( ) No, but we had done it before
- ( ) No, but we would like to
- ( ) No, we are not interested
- ( ) No opinion

8. Please select the relevant statement for the digital skills and competences of the staff in your organisation/institution/company.

	To a great extent	Somewhat	Very little	Not at all	No opinion
* The staff in my organisation/institution/company have the necessary digital skills and competences to work remotely.	( )	( )	( )	( )	(●)
* During the crisis, my organisation/institution /company has taken steps to improve the digital skills and competences of the staff.	(●)	( )	( )	( )	( )
* The digital competences and skills of the staff my organisation/institution/company improved while working remotely.	( )	(●)	( )	( )	( )
* The crisis and the switch to remote working has increased the importance of digital skills and competences on the labour market.	( )	(●)	( )	( )	( )
* My organisation/institution/company is planning to take steps to improve the digital skills and competences of the staff after the COVID-19 crisis.	( )	( )	(●)	( )	( )

* If your organisation/institution/company is planning to improve the digital skills and competences of its staff, what measures will it take?
(select all relevant)

- [ ] Online training (online courses, massive open online courses)
- [ ] Face-to-face training

- [ ] Short face-to-face training during work time (for example, during lunch breaks)
- [x] Combined online and face-to-face training
- [ ] Mentoring guidelines for consultation during and after training
- [ ] None
- [ ] Other (please specify below)

* If your organisation/institution/company is planning to improve the digital skills and competences of its staff, what digital skills and competences will it focus on?

at most 5 choice(s)

- [ ] Being able to manage the overload of information and knowledge
- [ ] Being able to identify facts from fake information and content online
- [x] Navigating online safely- protecting devices and content
- [ ] Navigating online safely- 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
- [x] Understanding and knowledge of emerging digital technologies, such as Artificial Intelligence
- [ ] Other (please specify below)
- [ ] None
- [ ] No opinion/Prefer not to say

* 10. Looking ahead, how has your view of digital education changed, given the experience in the last months?

It has become:

- ( ) Much more positive
- ( ) Slightly more positive
- ( ) Not changed
- (•) Slightly more negative
- ( ) Much more negative
- ( ) No opinion

*

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

High quality education can be only based on high quality, professional, licensed and remunerated content.

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

An explanation of how a healthy system could work based on collective management of copyright for educational uses can be found at this link: https://www.contentforeducation.org/collective

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

There is an higher risk for education and educators to rely on low-quality and unprofessional content available online for free or to digitize content (like books, illustrations, professional photography, art works, maps, graphics) without asking for authorization for online use. Government agencies should refrain from incentivizing mass digitisation of protected content by educational institutions without guaranteeing a suitable remuneration to rightsholders, be the use under exception or not.

* 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
- [x] 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
- [x] Other (please state below)

Other (please specify):

50 character(s) maximum

See answer 13.

* 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
- [x] Other (please specify below)

Other (please specify):

50 character(s) maximum

Remuneration of education use of protected content

* 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
- [x] 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
- [x] Other (please specify below)

Other (please specify):

50 character(s) maximum

Distinguish legitimate from pirate content

* 18.What makes online learning resources and content useful?

at most 3 choice(s)

- [ ] Quality and relevant content, recognised by national authorities

- [ ] Available in my language
- [ ] Interactive, easy to use
- [ ] Content originating from a leading education institution or provider
- [ ] Certification-based content
- [ ] Content that responds to the need to develop skills further and the needs of the labour market
- [ ] Content that was created in collaboration with private sector
- [ ] Degree-related education content
- [x] 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
- [x] 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
- [x] 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

/

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-DIGITALEDUCATION@ec.europa.eu