

A teacher and a group of diverse young students are sitting around a table in a classroom. The teacher, on the right, is holding a tablet and looking at the students. The students, on the left, are looking at their own tablets and laptops. The scene is brightly lit and shows a collaborative learning environment.

Policy Experimentations Call 2024: Topic 1 Digital Education

ERASMUS-EDU-2024-POL-EXP-DIGITAL

1. Policy context

Digital Education

Action Plan

2021-2027

Resetting education and
training for the digital age



Directorate-General for Education,
Youth, Sport and Culture

14 ACTIONS ACROSS ...

P1

PRIORITY 1

Fostering the development of a high-performing digital education ecosystem

P2

PRIORITY 2

Enhancing digital skills and competences for the digital transformation



Boosting cooperation and exchange via **the Digital Education Hub**

PRIORITY 2

Enhancing digital skills and competences for the digital transformation



Guidelines for teachers and educators to foster digital literacy and tackle disinformation through education and training



Update the **European Digital Competence Framework**



European Digital Skills Certificate



Council recommendation on improving the provision of digital skills in education and training



Cross-national collection of data and an EU-level target on student digital skills



Digital Opportunity Traineeships



Women's participation in STEM studies and careers

Digital Education and Skills Package



Major milestone:
adopted by the
Education Council
(EYCS) on 23
November 2023



**Consists of 2 Council
Recommendations on:**

the key enabling factors for
successful digital education and
training

AND

Improving the provision of digital
skills in education and **training**



How?

Results of **Structured
Dialogue with
Member States** and
identification of common
challenges



Why is it important?

Adoption of the
Package showcases
the ambition and
ownership of the
DEAP's vision by
Member States

Digital Education and Skills Package

1. CR on enabling factors

Recommendation to MS

proposes a coherent framework for investment, governance and capacity-building for effective and inclusive digital education and training, including through:

- Agree on a **national strategy** for digital education and skills and monitor its effectiveness and impact
- Monitor progress in digital education and training: **'Digital Education in Europe' survey** every 3 years in the Member States

Support measure by EC

2. CR on digital skills

Recommendation to MS

sets up coordinated initiatives that would benefit all segments of the population – tackling the full spectrum of digital skills, including through:

- **Start early** to guide learners in the digital world and offer equal opportunities to develop digital skills
- Support Member States' exchanges on digital skills and high-quality informatics

Support measure by EC

Priority 2: Digital well-being: Putting into practice what works

Policy experimentation priorities: Topic 1-Digital
Education

Priority 2 - Why this scope?

Data and studies – a complex picture

- ❖ Opportunities and risks are interconnected.
- ❖ **PISA:** Devices used for leisure can distract from learning yet 45% of students reported feeling anxious if their phones were not near them. Students in schools with phone bans were less likely to turn-off notifications when going to sleep

To ensure that **digital well-being** is reflected in teaching and learning practices and environments:

- ❖ **Council conclusions on supporting well-being in digital education (Nov 2022)**
- ❖ **2 Council recommendations on 1) the key enabling factors for successful digital education and training & 2) on improving the provision of digital skills and competences in education and training (Nov 2023)**

Priority 2 - What do we want with this call?

Expected **deliverables** include:

- ❖ Projects identifying strategies and practices to strengthen well-being in digital education through the acquisition of digital skills and the development of pedagogical approaches which are mindful of the risks associated with the (excessive) use of technology;
- ❖ The promotion of cooperation between schools, education technology providers and the wider community in addressing how inclusive and high-quality digital education contributes to the digital wellbeing of learners.