

# Challenges of Digital Competences Centres



We are a community composed of public and private organisations focus on digital skills training and technological advice to citizens through Digital Competences Centres around Spain.



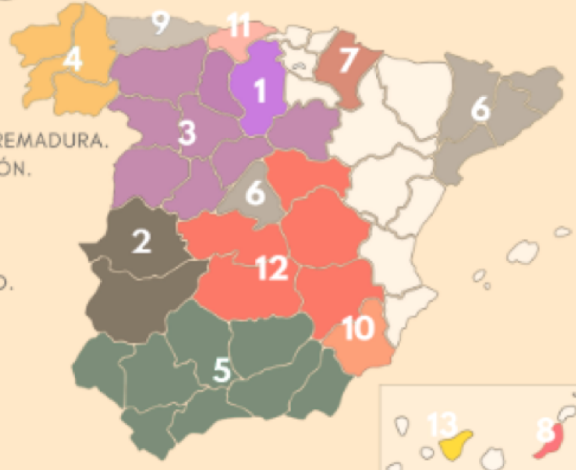
MEDICI - Agreement number: LC-00943537.  
This project is co-funded by the European Union



# Challenges of Digital Competences Centres

## 13 redes de Centros de Competencias Digitales

1. RED DE CENTROS DE LA PROVINCIA DE BURGOS.
2. PLAN DE ALFABETIZACIÓN TECNOLÓGICA DE EXTREMADURA.
3. RED DE ESPACIOS CYL DIGITAL DE CASTILLA Y LEÓN.
4. RED CEMIT DE GALICIA.
5. RED GUADALINFO DE ANDALUCÍA.
6. RED CONECTA DE LA FUNDACIÓN ESPLAI.
7. CENTROS DE NAVARRA DE LA FUNDACIÓN DÉDALO.
8. RED SEMILLA DEL CABILDO DE FUERTEVENTURA.
9. RED DE CDTL DEL PRINCIPADO DE ASTURIAS.
10. RED DE ALAS DE LA REGIÓN DE MURCIA.
11. RED CONECTA CANTABRIA.
12. RED DE CENTROS CASTILLA LA MANCHA.
13. RED DE CENTROS DE TENERIFE.



**2.153**  
Centros de Competencias Digitales



**79%**  
zonas rurales <10.000 hab.



**1.449**  
Formadores y dinamizadores



**1,96 M**  
de usuarios

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# Challenges of Digital Competences Centres



**Capillarity**



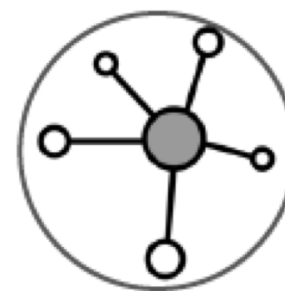
**Proximity**



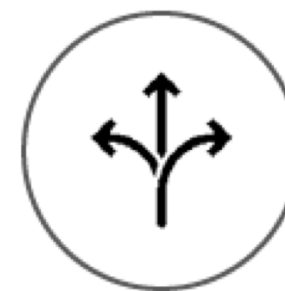
**Confidence**



**Customization**



**Network**



**Flexibility**



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# Challenges of Digital Competences Centres



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# Challenges of Digital Competences Centres



## Thank you!



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# Skills and policies for post-Covid-19 digital inclusion

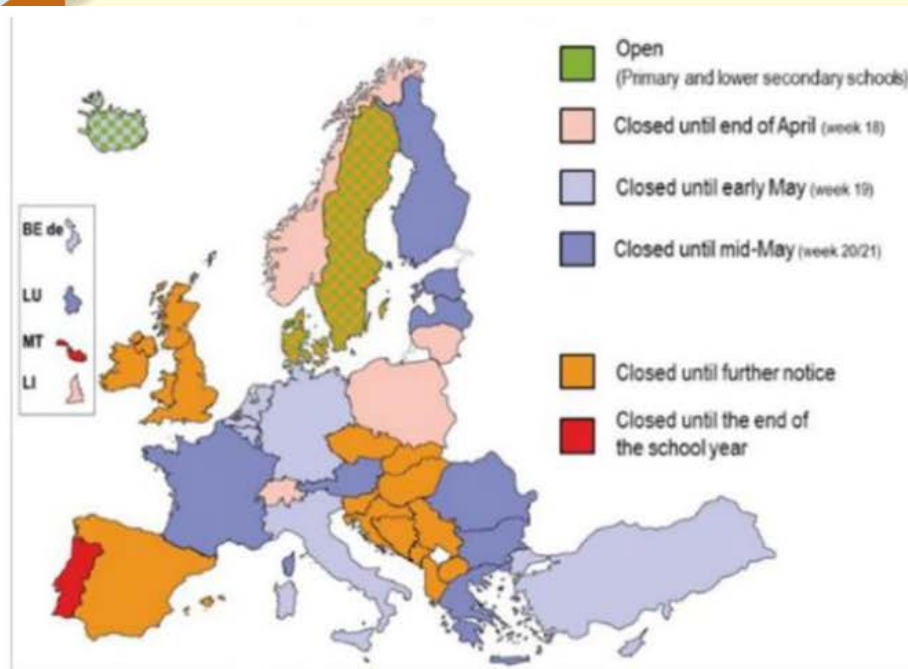
Achilles Kameas

Professor, Hellenic Open University

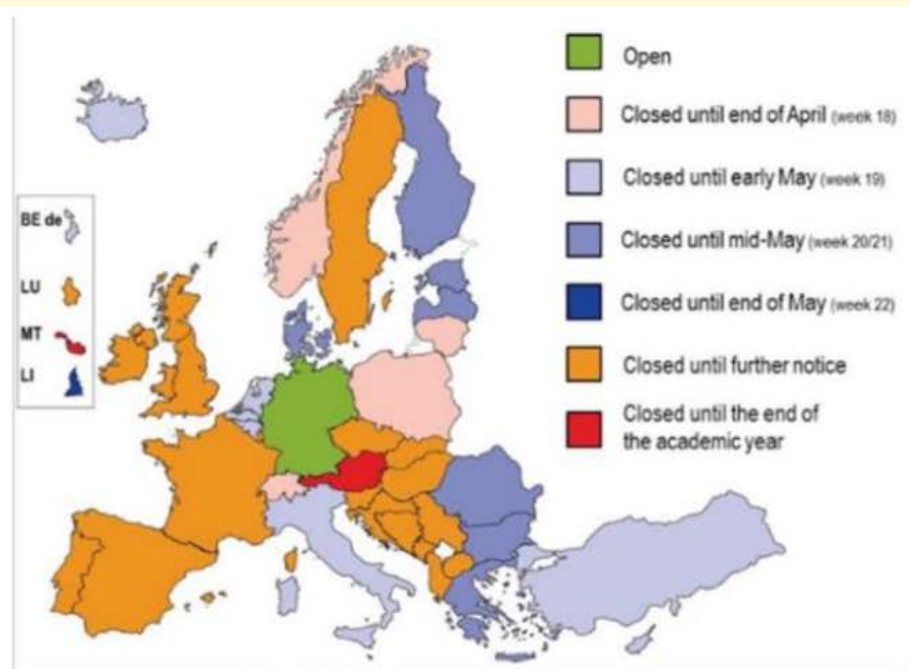
Chair of the Board, ALL DIGITAL

MEDICI project final conference  
January 28, 2021

# Map of educational institutions closure



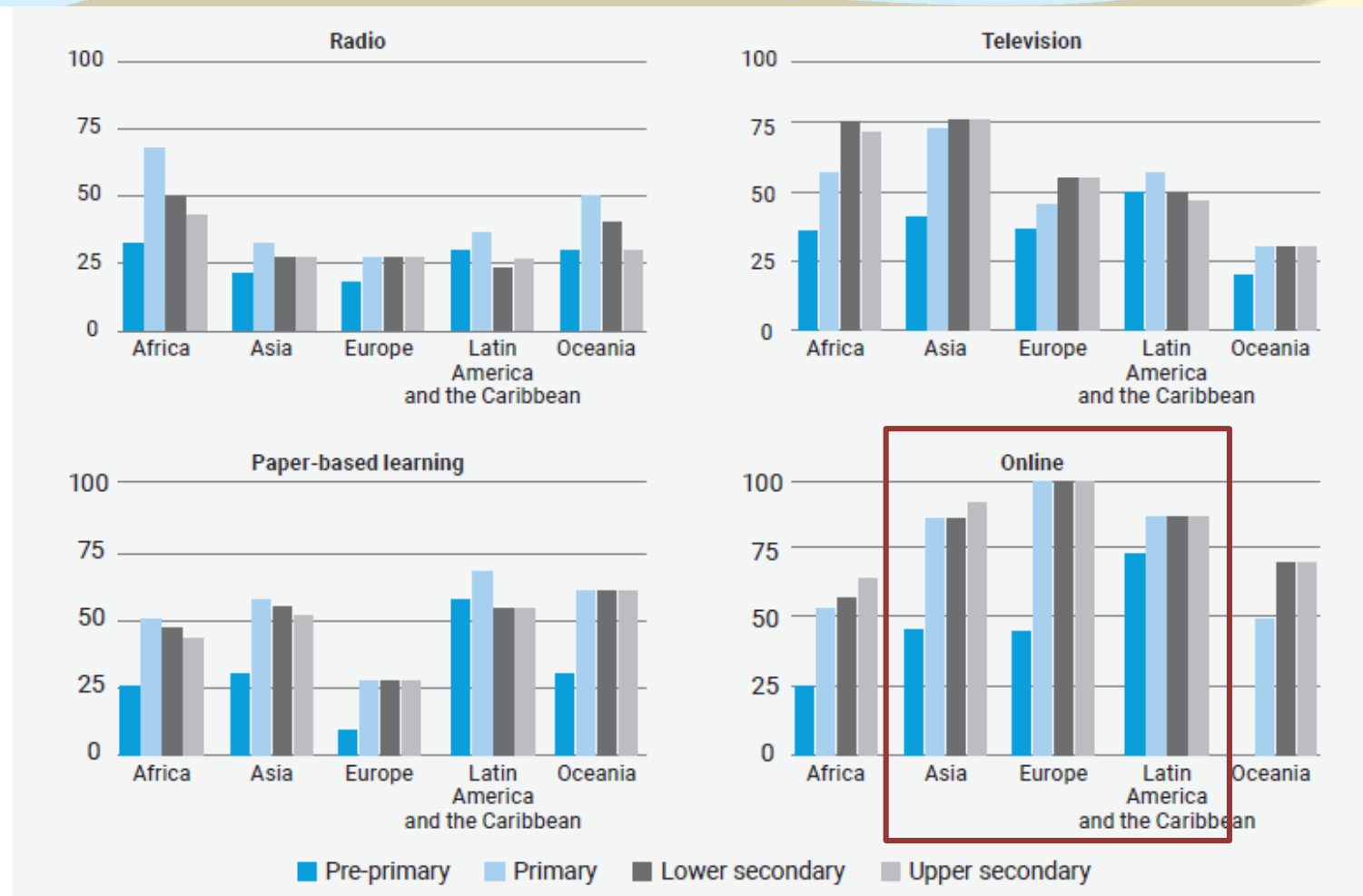
Schools (ISCED 1-3)



Higher Education Institutions

Source: EURYDICE (2020)

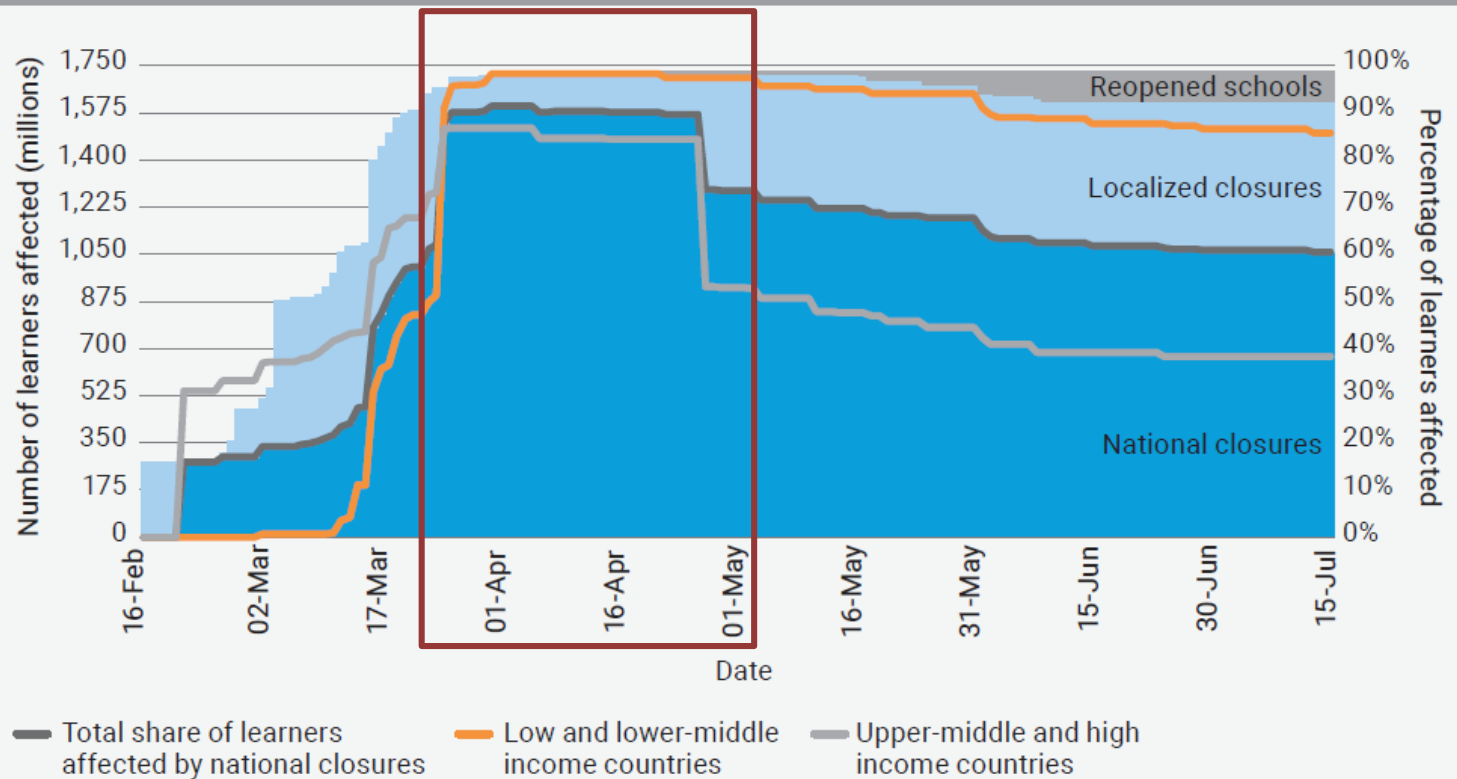
# Media used during closure



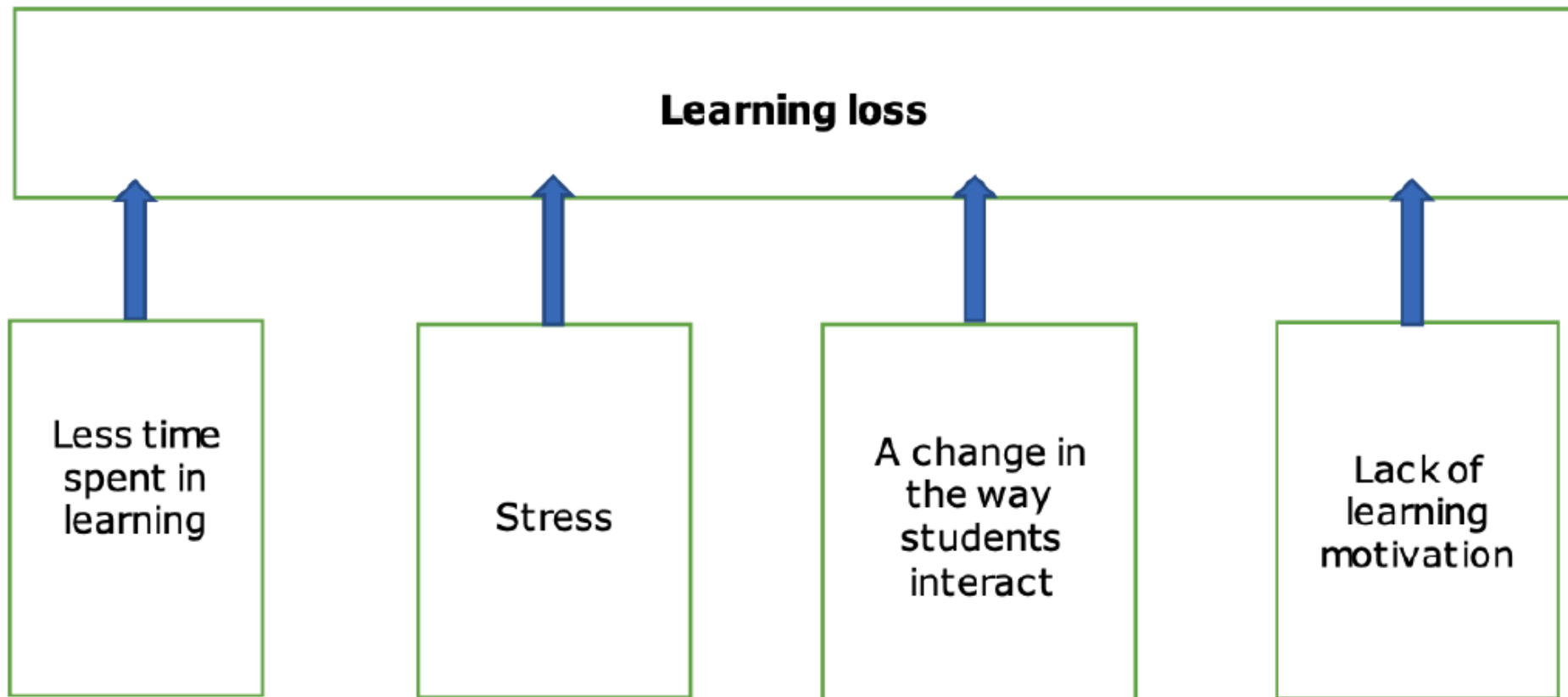
Source: Education during COVID-19 and beyond, UNITED NATIONS Policy Brief 2020

# Students

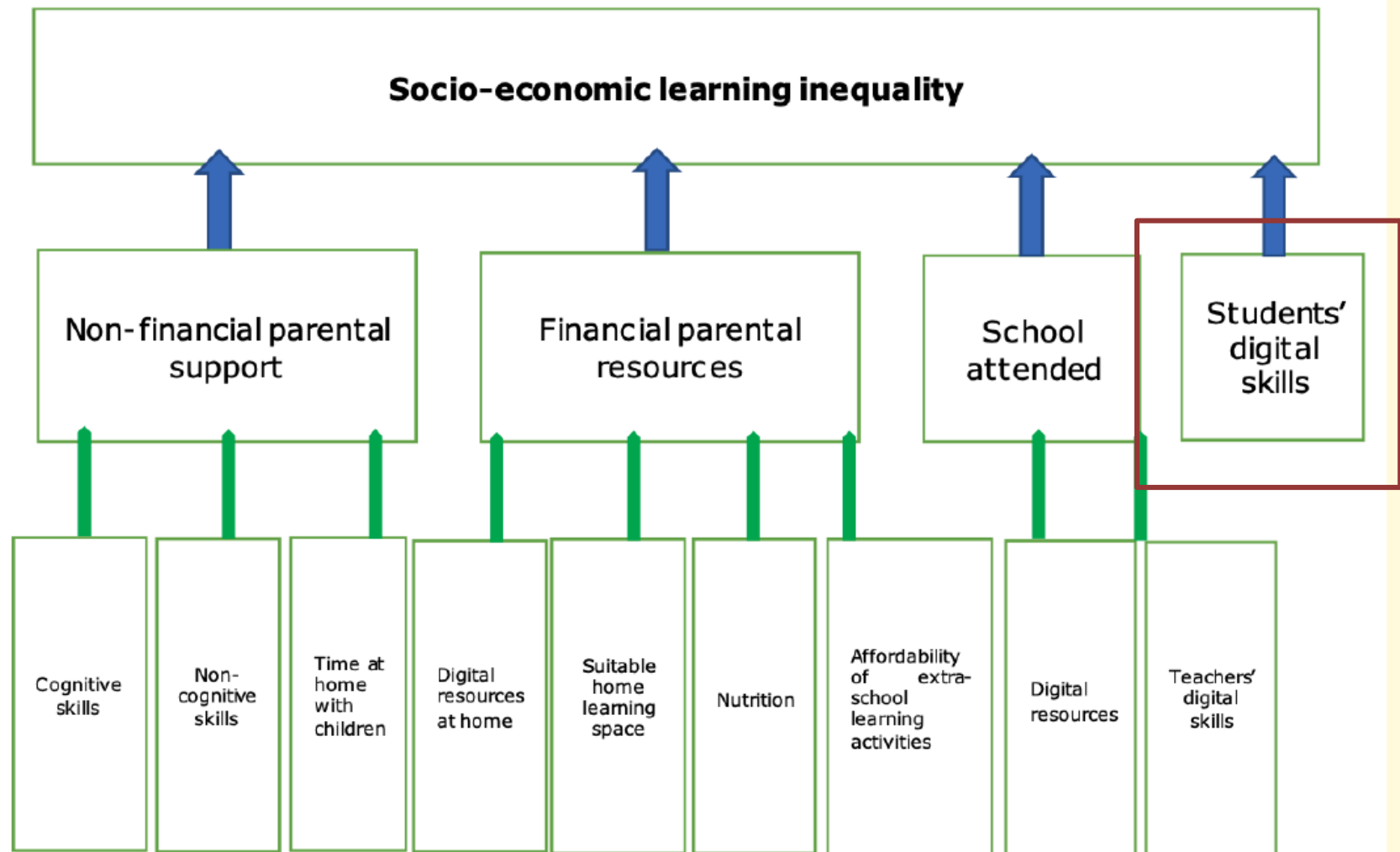
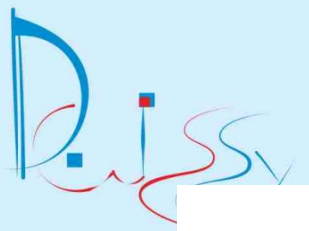
**FIGURE 2: NUMBER OF CHILDREN AFFECTED BY SCHOOL CLOSURES GLOBALLY**



Source: Education during COVID-19 and beyond, UNITED NATIONS Policy Brief 2020



Source: The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets, JRC technical report 2020



Source: The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets, JRC technical report 2020

# Unsatisfied needs

- Students
  - Regular **interaction** and clear **instruction** by educators (53.3%);
  - Regular **communication** with other learners (40.1%);
  - Regular and clear **communication** from the management of the education institution (35.5%);
  - Support for **mental health** (33.6%)
- Teachers
 

- High-speed and stable **internet connection** at home (38.4%);
  - Training and **guidance** to adapt the class material and the teaching methodology to distance and online learning (36.1%);

  - More regular clear **communication**, **guidance** and support from public authorities (34.3%);

- Lack of **digital devices** suitable for distance and online learning (34.3%);

  - **Financial support** at national or regional level (33.1%)

- Educational institutions

- Lack of **digital devices** suitable for distance and online learning (58.2%);
- High speed and stable **internet connection** (49.5%);
- **Guidance** how to support the **mental health** and well-being of staff and learners (38.6%)

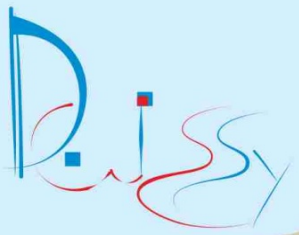
- Parents

- More regular **interaction**, **instruction** and **guidance** from teachers/trainers/educators (57.4%);
- More regular and clear **communication**, **guidance** and support from the educational institutions of their child(ren) (45.6%);
- Easy to use **platforms** (32%)

- Public authorities

- **Financial support** to address the immediate challenges of the COVID-19 crisis (36.4%);
- Easy to use **platforms** (27.3%);
- **Digital devices** that can be used for online and distance learning (27.3%);
- High-speed and stable **internet connection** (27.3%)

Source: Open public consultation on the new Digital Education Action Plan (2020)



# Measures

- developing and sharing **quality educational content, materials and practices** adapted to the distance learning context at national and/or institution level;
- supporting **virtual learning environments**, enabling the use of existing online learning platforms (or developing new ones) and the use of team collaboration tools;
- preparing **guidelines and instructions** on how to take part in distance learning and deliver distance teaching, for example, on safe use of digital tools and online assessment;
- providing **targeted professional development** opportunities for educators;
- **supporting learners** that are not able to participate in distance learning by providing the necessary equipment and internet access, as well as distributing printed educational materials, when necessary;
- offering various forms of **psychological support** for learners, families, educators;
- providing various types of support for both incoming and outgoing learners on **mobility**;
- regularly **providing information** to learners, teachers and trainers, education and training institutions, families, as well as other relevant stakeholders;
- developing **cooperation** with local and regional authorities and non-governmental organisations, as well as with businesses, including telecommunications companies, internet providers and publishers, who in some cases provided materials and tools free of charge

Source: Council of the European Union, Council conclusions on countering the COVID-19 crisis in education and training, 2020

# Support activities

## Activities to support **learners at risk** towards the “new normal”

Ensuring access to distance education with the free provision of the necessary equipment and free unlimited internet connection



Offering training opportunities to learners on digital skills and competences



Monitoring learners' engagement in online classes



Translating material into different languages spoken by ethnic minorities and refugees, including sign language for hearing impaired students



Providing individualised distance support to learners at risk and their parents, in both academic and mental health aspects



## Activities to support apprentices towards the “new normal”

Incorporating online platforms to facilitate learning and assessment (e.g. engineering, IT, finance and insurance)



Offering the possibility for teleworking, e.g. in IT apprenticeships



Use of simulators, augmented/virtual reality, or artificial intelligence to train the specific practical sectoral skills



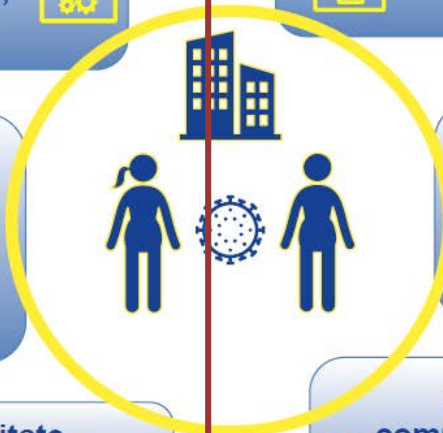
Learning switched from work-based learning to school-based learning if suitable



Platforms facilitate communication with dual training partners



Apprentices who still go to companies are occasionally allowed to make up for parts of learning meant to be delivered in schools



Find out more at Cedefop's paper on [How are European countries managing apprenticeships to respond to the COVID-19 crisis?](#)



CEDEFOP

## Activities to support **VET teachers and trainers** towards the “new normal”

Equipping VET schools with the necessary digital devices



Online training modules on digital skills and e-learning pedagogies



Caring for VET teachers and trainers' well-being



Source: Digital gap during COVID-19 for VET learners at risk in Europe, Cedefop Synthesis report 2020

# A successful strategy integrating online and offline teaching and learning activities

- Guarantee **access to internet** at a decent speed and **availability of computers, laptops, or tablets**.
- Adopt proper **Virtual Learning Environments (VLE)** to give learners access to educational resources, connect students with teachers and facilitate remote lessons.
- Use **educational broadcasting** to complement online programmes.
- Improve **availability of learning technology** for students with Special Educational Needs and /or Disabilities (SEND).
- It is crucial to **improve teachers' digital competences** across all ages, as well as to ensure that they are well trained in the pedagogical approaches best suited for online learning and blended models.
- **Support parents** to help their children; also **involve parents** in the design of the strategy and in its implementation as they need to fully understand what is taught and why.
- Regular and detailed **communication between parents, teachers, and the school** is a fundamental element of a successful online learning strategy.

Source: The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets, JRC technical report 2020

# EUROPEAN SKILLS AGENDA



- The best investment in our future is the investment in our people. **Skills and education** drive Europe's competitiveness and innovation (President von der Leyen)

## Working together under a Pact for Skills

## Action 1: A Pact for Skills

## Skilling for a job: aligning policies to deliver results

## Action 2: Strengthening skills intelligence (upskilling / reskilling)

### Action 3: EU support for strategic national upskilling action

## Action 4: Proposal for a Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience

## Action 5: Rolling out the European Universities Initiative and upskilling scientists

## Action 6: Skills to support the twin transitions (green and digital skills)

## Action 7: Increasing STEM graduates and fostering entrepreneurial and transversal skills

## Action 8: Skills for life

## Developing tools that empower people to build skills throughout life

## Action 9: Initiative on individual learning accounts

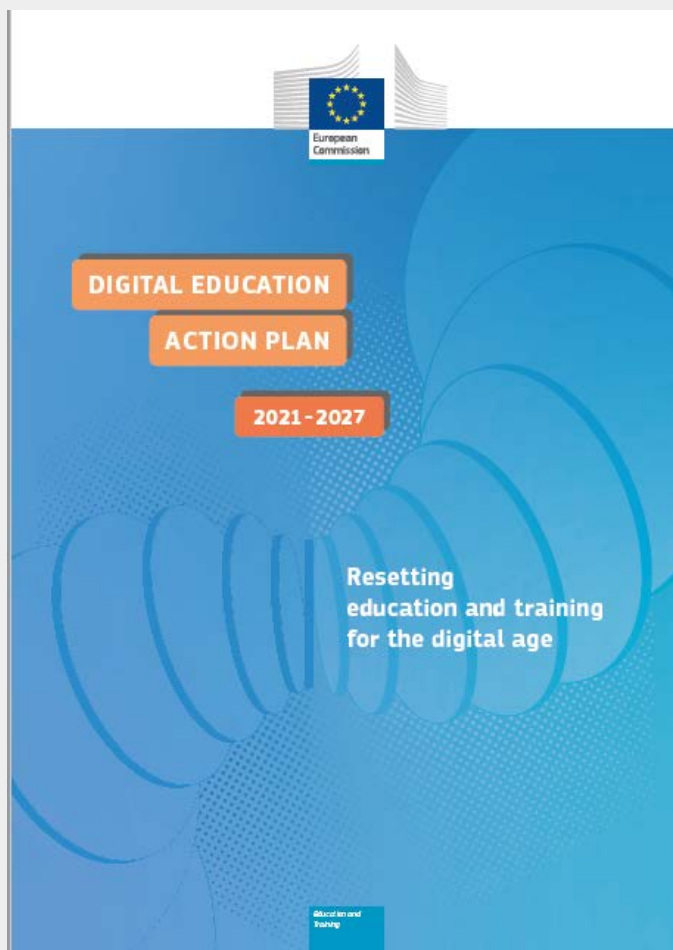
## Action 10: A European approach to micro-credentials

## Action 11: New Europass platform

# A framework to unlock investments in skills

## Action 12: Improving the enabling framework to unlock Member States' and private investments in skills

## 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 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
- 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

## 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**

## WHY DIGITAL COMPETENCES?

	EU	
	DESI 2018	DESI 2020
<b>2a1 At least basic digital skills</b> % individuals	<b>57%</b> 2017	<b>58%</b> 2019
<b>2a2 Above basic digital skills</b> % individuals	<b>31%</b> 2017	<b>33%</b> 2019
<b>2a3 At least basic software skills</b> % individuals	<b>60%</b> 2017	<b>61%</b> 2019
<b>2b1 ICT specialists</b> % total employment	<b>3.7%</b> 2016	<b>3.9%</b> 2018
<b>2b2 Female ICT specialists</b> % female employment	<b>1.3%</b> 2016	<b>1.4%</b> 2018
<b>2b3 ICT graduates</b> % graduates	<b>3.5%</b> 2015	<b>3.6%</b> 2017

Source: DESI 2020, European Commission.

# ALL DIGITAL MANIFESTO

<https://all-digital.org/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

## 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

- Education and Training offer
  - Tailored, versatile, qualified
- Access to Education and Training
  - Available, universal, inclusive
- Quality of Education and Training
  - Systematic, measured, recognized
- European homogeneous validation
  - One classification and process
  - Multiple learning pathways and certificates
- Sustainability and development
  - Openness, modularity, governance

# DigComp ONLINE COMMUNITY OF PRACTICE

<https://tceurope.wufoo.com/forms/m171j5m00fy7n0w/>

- Welcomes every person who is interested in using, supporting, promoting, improving, evolving or simply learning about DigComp.
- The CoP vision is to:
  - Increase the adoption of DigComp and support its use
  - Facilitate the production of DigComp 2.2
  - Pioneer the design of DigComp 3.0

The screenshot shows the DigComp CoP (Community of Practice) interface. At the top, it says 'DigComp CoP' and 'Welcome to the DigComp Community of Practice!'. Below this, there's a row of user avatars and a 'Add/remove people' button. The main content area is divided into several sections: 'Campfire' (a chat log with messages from users like Montse Quiñet Catala and Nair Carrera Martinez), 'Message Board' (a list of posts including 'Saludos desde Barcelona', 'DigComp 2.2 - Kick-off presentations and future', 'DigComp 2.2: Online information session Jan 11', 'DigCom 2.2: Call for Contributions', and 'CoPs - European Schools - Survey'), 'To-dos' (a section with a green checkmark icon and the text 'Make lists of work that needs to get done, assign items, set due dates, and discuss.'), 'Schedule' (a button), 'Automatic Check-ins' (a button), and 'Docs & Files' (a section with a search bar and a list of documents including 'DigComp 2.2 revision', 'Message Board', 'Kick-off presentations and future Q&A', 'Online information session Jan 11 (10-12am)', 'Call for Contributions', 'European Schools Survey', 'ment tool', 'Digital Skills and Jobs Platform project team starts work', and 'Survey of the Competence Framework for STEAM').

1. Information literacy
2. Data literacy
3. Creating multimedia /social media content
4. Consumer perspective / transaction services
5. Artificial intelligence (user interaction side)
6. Internet of things
7. Privacy and personal data
8. Digital and the environment
9. Programming
10. Safety and security

# DIGITAL CERTIFICATE ONLINE COMMUNITY OF PRACTICE

[certificate@all-digital.org](mailto:certificate@all-digital.org)

- 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

### Certification CoP

The Certification Community of Practice aims to discuss the objectives and means to achieve a European Certificate of Digital Competences. Members can raise the issues of concern, join discussions, participate in working groups, exchange materials and experience, access good practices, learn from peers, share resources and be part of the process towards a European Certificate of Digital Competences, as it is described in the Digital Education Action Plan 2020-27. The Certification CoP is open to everyone, individuals and organizations alike.

ANC

ANC

AO

AB

AC

AP

AT

BH

Add/remove people

Message Board

Welcome and scope  
Dear colleagues, thank you

To-dos

✓

Make lists of work that needs to get done, assign items, set due dates, and discuss.

Docs & Files

📁

Share docs, files, images, and spreadsheets. Organize in folders so they're easy to find.

Chat casually  
ask random  
share stuff w

People on the project

+ Add people

Achilles Kameas

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Programme Officer at ALL DIGITAL  
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20 000

DIGITAL COMPETENCE CENTRES

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1 500 000

PEOPLE SUPPORTED EVERY YEAR

ALL DIGITAL is a leading pan-European association based in Brussels, representing **70 member organisations** that work with 20,000 digital competence centres, providing training and advice to 1.5 million people in Europe every year.

## WHO WE ARE

42%

Our focus is to support Europeans who have an insufficient level of digital skills. This means they have less chances to find work, to use online services, to have a better quality of life, to be included in today's society.

We believe that every European should be able to exploit the benefits and opportunities created by digital transformation.



[WWW.ALL-DIGITAL.ORG](http://WWW.ALL-DIGITAL.ORG)

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