Basic information

2018/2090(INI) INI - Own-initiative procedure	Procedure completed
Education in the digital era: challenges, opportunities and lessons for EU policy design **Subject** 3.30.06 Information and communication technologies, digital technologies 4.40.01 European area for education, training and lifelong learning	

Key players

European Parliament

Committee responsible	Rapporteur	Appointed
CULT Culture and Education	TOOM Jana (ALDE)	01/06/2018
	Shadow rapporteur MALINOV Svetoslav Hristov (PPE) RODRIGUES Liliana (S&D) SERNAGIOTTO Remo (ECR) MICHELS Martina (GUE/NGL) EVANS Jill (Verts/ALE) ADINOLFI Isabella (EFDD) BILDE Dominique (ENF)	

Committee for opinion	Rapporteur for opinion	Appointed
EMPL Employment and Social Affairs (Associated committee)	The committee decided not to give an opinion.	
ITRE Industry, Research and Energy	DEUTSCH Tamás (PPE)	04/06/2018

European Commission

Commission DG	Commissioner
Education, Youth, Sport and Culture	NAVRACSICS Tibor

Key events

Date	Event	Reference	Summary

14/06/2018	Committee referral announced in Parliament		
14/06/2018	Referral to associated committees announced in Parliament		
20/11/2018	Vote in committee		
27/11/2018	Committee report tabled for plenary	A8-0400/2018	Summary
10/12/2018	Debate in Parliament		
11/12/2018	Decision by Parliament	T8-0485/2018	Summary
11/12/2018	Results of vote in Parliament		
11/12/2018	End of procedure in Parliament		

Technical information	
Procedure reference	2018/2090(INI)
Procedure type	INI - Own-initiative procedure
Procedure subtype	Initiative
Legal basis	Rules of Procedure EP 55
Other legal basis	Rules of Procedure EP 165
Stage reached in procedure	Procedure completed
Committee dossier	CULT/8/13340

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee draft report		PE623.621	04/09/2018	
Amendments tabled in committee		PE627.587	28/09/2018	
Committee opinion	ITRE	PE623.921	10/10/2018	
Committee report tabled for plenary, single reading		A8-0400/2018	27/11/2018	Summary
Text adopted by Parliament, single reading		T8-0485/2018	11/12/2018	Summary

European Commission

Document type	Reference	Date	Summary
Commission response to text adopted in plenary	SP(2019)355	12/06/2019	

Education in the digital era: challenges, opportunities and lessons for EU policy design

2018/2090(INI) - 27/11/2018 - Committee report tabled for plenary, single reading

The Committee on Culture and Education adopted the own-initiative report by Yana TOOM (ALDE, EE) on education in the digital era: challenges, opportunities and lessons for EU policy design.

The report noted that with technology developing at an accelerating rate, the digital society and economy are now a fact of life, meaning that digital skills are essential for the successful professional realisation and personal development of all citizens.

Members regretted that **no overarching digital skills strategy has been developed** at EU level, while the implications of the digital transformation for the EU's internal market are clear. They stated that disparities among Member States illustrate the need for such a strategy. They believed that the Digital Education Action Plan should be viewed as the first step towards a fully-fledged EU strategy on digital education and skills based on a lifelong learning approach, which can provide both a more coordinated policy framework and simultaneously be adaptable to changing realities.

Members considered it essential that educational institutions prepare pupils and students to confront the social and economic challenges brought about by rapid technological and social developments, by equipping them with the appropriate skills to adapt to the challenges of the digital world.

They underlined that digital skills acquisition requires a **coherent, lifelong-learning approach** anchored in formal, non-formal and informal education settings, with a policy response and targeted interventions appropriate to the needs of different age groups and learners.

Educational institutions cannot afford to neglect the all-round education of their students, involving the cultivation and development of a critical and holistic outlook that enables them to assert themselves as active citizens.

While recognising the need for more digital skills, Members stressed that it is vital to take into account **neurological research** into the effects of digital technology on brain development. They called, therefore, for investment in unbiased and interdisciplinary research into the various impacts of digital technologies on education, linking education sciences, pedagogy, psychology, sociology, neuroscience and computer science so as to achieve as deep an understanding as possible of how the minds of children and adults are responding to the digital environment, with a view to maximising the benefits of the use of digital technology in education and minimising its risks.

Members called on the Member States, the Commission and educational institutions to improve **children's safety online** and address the issues of **cyberbullying**, exposure to harmful and disturbing content, and other cybersecurity threats by developing and implementing prevention programmes and awareness-raising campaigns; encourages the Member States to further promote the #SafeInternet4EU campaign.

The report also noted the growing gap between men and women's participation in the digital sector with respect to education, career pathways and entrepreneurship. A **gender-balanced approach** to the promotion of ICT and digital careers should be promoted, and that more female students and women should be supported in pursuing a career in the digital field.

As regards increased **connectivity** in schools, Member States are called on to make substantial public investments to provide all schools with high-capacity broadband and to make use of existing EU programmes for this purpose, notably the Connecting Europe Facility, which can support the physical infrastructure of high-capacity broadband networks, and the WiFi4EU voucher scheme.

Teachers and trainers should be at the core of the digital transformation and therefore require adequate initial preparation and continuous training, which must include modules on age- and development-oriented teaching practices. The report stressed that this training requires time and should not come as an extra task on top of their daily activities.

Members called on the Member States to make responsible and effective use of Union **financial support** and to promote funding opportunities among the wider public and educational institutions, with a view to making access to digital learning content, tools and solutions a reality for all. They welcomed, in this context, the new pilot project introducing Digital Opportunity Traineeships under Erasmus+ and Horizon 2020 and called for a renewed impetus in this direction under the new multiannual financial framework (MFF) programmes.

The report also stressed the need to set aside funding under these programmes and the European Structural and Investment Funds for the digitalisation of libraries, archives and museums to increase and improve their use in education and culture.

Education in the digital era: challenges, opportunities and lessons for EU policy design

2018/2090(INI) - 11/12/2018 - Text adopted by Parliament, single reading

The European Parliament adopted by 535 votes to 58, with 13 abstentions, a resolution on education in the digital era: challenges, opportunities and lessons for EU policy design.

The resolution noted that currently 44 % of the EU population aged between 16 and 74 lack basic digital skills and 19 % have no digital skills at all, with **substantial disparities** across the Member States, a situation that risks creating a new social divide.

Need for a comprehensive strategy for e-skills: Members considered that the importance of digital skills, the skills gap, which is particularly significant between men and women, generations and different social groups, and disparities in digital skills across the Member States demand a joined-up policy response.

They stated that the Digital Education Action Plan should be viewed as the first step towards a **fully-fledged EU strategy on digital education and skills** based on a lifelong-learning approach, which can provide both a more coordinated policy framework and simultaneously be adaptable to changing realities.

The role of educational institutions: Parliament considered it essential that educational institutions prepare pupils and students to confront the social and economic challenges brought about by rapid technological and social developments, by equipping them with the appropriate skills to adapt to the challenges of the digital world. It underlined that digital skills acquisition requires a coherent, lifelong-learning approach anchored in formal, non-formal and informal education settings, with a policy response and targeted interventions appropriate to the needs of different age groups and learners. They underlined the potential of digital technologies to support a shift towards more learner-centred pedagogical approaches if incorporated into the learning process in a planned and purposeful way.

Better evaluation of digital technologies: while recognising the need for more digital skills, Parliament stressed that it is vital to take into account **neurological research** into the effects of digital technology on brain development. It called, therefore, for investment in unbiased and interdisciplinary research into the various impacts of digital technologies on education, linking education sciences, pedagogy, psychology, sociology, neuroscience and computer science so as to achieve as deep an understanding as possible of how the minds of children and adults are responding to the digital environment, with a view to maximising the benefits of the use of digital technology in education and minimising its risks.

Members called on the Member States, the Commission and educational institutions to **improve children's safety online** and address the issues of cyberbullying, exposure to harmful and disturbing content, and other cybersecurity threats by developing and implementing prevention programmes and awareness-raising campaigns; encourages the Member States to further promote the #SafeInternet4EU campaign.

Gender gap: given that the share of men working in the digital sector is 3.1 times greater than the share of women, the resolution called for a gender-balanced approach to the promotion of ICT and digital careers to be promoted, and that more female students and women should be supported in pursuing a career in the digital field.

Connectivity in schools: the goal of ensuring that by 2025 all schools in the EU have access to internet connections with download/upload speeds of 1 gigabit of data per second has yet to be reached. Member States are called on to make **substantial public investments** to provide all schools with high-capacity broadband and to make use of existing EU programmes for this purpose, notably the Connecting Europe Facility, which can support the physical infrastructure of high-capacity broadband networks, and the WiFi4EU voucher scheme.

Teachers and trainers: they should be at the core of the digital transformation and therefore require adequate initial preparation and continuous training, which must include modules on age- and development-oriented teaching practices. The report stressed that this training requires time and should not come as an extra task on top of their daily activities.

Financial support: Parliament called on the Member States to make responsible and effective use of Union financial support and to promote **funding opportunities among the wider public and educational institutions**, with a view to making access to digital learning content, tools and solutions a reality for all. It welcomed, in this context, the new pilot project introducing Digital Opportunity Traineeships under Erasmus+ and Horizon 2020 and called for a renewed impetus in this direction under the new multiannual financial framework (MFF) programmes.

The resolution also stressed the need to set aside funding under these programmes and the European Structural and Investment Funds for the digitalisation of libraries, archives and museums to increase and improve their use in education and culture.

The Commission was invited to carry out a critical evaluation of the eleven actions of the Digital Education Action Plan, including their social inclusiveness, in order to prepare for the 2020 Mid-Term Review. Members pointed out in this context that one of the major shortcomings of the Action Plan was the lack of action to strengthen digital skills among the adult population.