



## ET 2020 WORKING GROUP

### PART 1: MANDATE

<b>Title</b>	<b>WG on Digital and Online Learning</b>
<b>Duration Mandate</b>	June 2014 – October 2015
<b>Corresponding DG / HLG meeting</b>	High Level Group on Education and Training
<b>Coordinating EAC Unit</b>	EAC.A.3
<b>EAC Chair (Head of Unit level)<sup>1</sup></b>	Ana Carla Pereira
<b>Coordinating EAC official</b>	Lieve Van den Brande

#### **RATIONALE OF THE TWG:**

The primary focus of the Working Group (WG) is to benefit the Member States in their work of furthering policy development on Digital and Online Learning through mutual learning and the identification of good practices. In particular, the recent Council Conclusions on efficient and innovative education and training to invest in skills - supporting the 2014 European Semester and the EU Communication 'Opening up Education: Innovative teaching and learning for all through new technologies and Open Educational Resources'<sup>2 3</sup> set out a European agenda for stimulating high-quality, innovative ways of learning and teaching through new technologies and digital content.

This Working Group aims at supporting EU and national educational policy towards more open learning environments to contribute to education of higher quality and efficacy and to the Europe 2020 goals of boosting EU competitiveness and growth through a better skilled workforce and more employment. As such the WG's work shall contribute to the EU headline targets for reducing early school leaving and increasing tertiary or equivalent attainment<sup>4</sup> and builds on the recent initiatives

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<sup>1</sup> For some of the specific policy challenges identified below, Member State representatives may be invited to take the lead, if appropriate.

<sup>2</sup> COM(2013) 0654 final [http://ec.europa.eu/education/news/doc/openingcom\\_en.pdf](http://ec.europa.eu/education/news/doc/openingcom_en.pdf)

<sup>3</sup> For a further analysis of the reasons why further actions are needed see also: Commission Staff Working Document: Analysis and mapping of innovative teaching and learning for all through new Technologies and Open Educational Resources in Europe, SWD(2013)341 <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=SWD:2013:0341:FIN:EN:PDF>

'Rethinking Education'<sup>5</sup>, 'European Higher Education in the World'<sup>6</sup> as well as the flagship initiative 'Digital Agenda'<sup>7</sup>.

The WG will work around actions at EU and national levels, notably:

- helping learning institutions, educators and learners to acquire digital skills and learning methods
- supporting development and availability of open educational resources
- connecting classrooms and deploying digital devices and content
- mobilizing all stakeholders (educators, learners, families, economic and social partners) to change the role of digital technologies in education

**The Union's Europe 2020 strategy** underlines the need to improve the capabilities of Europe and its citizens through seven flagship initiatives, engines for smart, sustainable and inclusive growth, of which four (Agenda for New Skills and Jobs; Youth on the Move; Innovation Union; Digital Agenda for Europe) are relevant. This Working Group will address these initiatives as well as the main objectives highlighted in the **Education and Training 2020 Strategic Framework**.

**Erasmus+**, the EU funding programme for education and training 2014-2020 sets the same priorities. They all highlight the particular importance of online and digital learning for modernising education and training, with specified actions at both EU and Member State level. In this context, the group will be called to contribute to a better alignment between policy priorities and the implementation of the funding programme by carrying out preparatory work on some Erasmus+ actions such as policy experimentations (see below).

Moreover, the political priorities addressed by this WG were confirmed by the **country specific recommendations** made in 2013 to 23 Member States in the context of the European Semester. This WG will therefore also have a strong country focus, deepening the knowledge and evidence base related to transversal skills at national level in order to better inform the definition and the follow-up of the CSR's.

The work of the ET2020 WG on Digital and Online Learning is **output driven** with well-defined and clear objectives and deliverables set, and **will guide** and support implementation of the actions announced in **the Opening up Education (OUE) Communication**. In particular this WG will address the OUE specific key transformative actions for Member States and educational institutions.

This WG will be actively engaged, through **face-to-face meetings, online webinars and smaller workshops** between some Member States' representatives, in guiding and developing innovative actions to address the recommendations within Opening up Education and support the strategic aims of both ET2020 and Europe 2020. The spirit of this ET2020 WG is to **cover all educational sectors** from pre-school, school education, VET, adult education and higher education including all forms of informal and non-formal learning. Each face-to-face meeting (max. four per year) with an emphasis on discussion and interactivity will be prepared by a virtual webinar introducing the meeting themes, passing on information and working documents, etc. Smaller workshops focusing on common issues between some MS will be set up, also in view of the country specific recommendations and deepening knowledge and evidence-base (see below).

The ET2020 WG on Digital and Online Learning will closely **cooperate and work together with the more sectorial based ET2020 WG's** on school, VET, adult learning and higher education as well as with the work done on digital competence frameworks for learners and the self-assessment framework under the ET2020 WG on Transversal Skills, namely:

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<sup>5</sup> COM(2012)669

<sup>6</sup> COM(2013)499

<sup>7</sup> COM(2010)245

- WG on modernisation of HE is looking into new modes of teaching and learning in HE linked to the significant challenges
- WG on adult learning looks into adult learning provision of ICT skills and digital competences and the exploitation of new technologies in adult learning.
- WG on school education- teacher education and professional development
- WG on transversal skills will look as one of the competences into a digital competence framework for learners and a digital competence self-assessment tool for citizens

#### **POLICY CHALLENGES:**

**Specific policy challenges** to be addressed by the outputs of this group:

##### **1. Targeted policy guidance on innovative and open learning environments**

Output 1 –Models of effective organisational change in educational institutions towards innovative and open learning environments and guidelines transferring these to national and local contexts.

Output 2 – Proposal for a quality assurance model for open and innovative learning environments, its impact on specific assessment frameworks such as the one in HE and implications for EU transparency and recognition instruments.

##### **2. Targeted policy guidance for educational providers on the use of digital content and open knowledge**

Output 3 –Models guiding educational providers to produce and include digital content, including OERs, in complementarity with other educational materials among the recommended educational materials for learners at all educational levels.

Output 4 – Overview report of regional and national portals on OER, their learning repositories and functioning; their open access policies, their strategies to interconnect across Europe with an Open Education Europa portal.

Output 5 – Report mapping stakeholders' views (with focus on the MS) on the impact of the EU legal framework for copyright in education and training.

##### **3. Observing new trends in 'ICT and education' and their possible implications for policy making**

Output 6 – Report on new trends through online and digital learning and their policy implications for education.

#### **OVERALL ROADMAP:**

##### **Q2 2014:**

- WG established
- WG Meeting on Challenge 1 (OPs 1 & 2)

##### **Q3 2014:**

- Webinar OP 1
- Webinar OP 3
- Draft product OP 1 ready

WG Meeting on Challenge 2 (OPs 3, 4 & 5)

##### **Q4 2014:**

- Webinar OP 2
- Webinar OP 4
- WG Meeting on Challenge 2 (OPs 3,4 & 5)

##### **Q1 2015**

- Draft products OP 2 ready

- Draft product OP 3 ready
- Webinar on OP 5
- WG Meeting on Challenge 1 (Ops 1 & 2) with first bilateral discussion between WG members and DG EAC Country Desk Officers, with updating of country policy reports

**Q2 2015**

- WG Meeting on Challenge 2 (OPs 3, 4 & 5)
- Draft products OPs 4, 5 & 6 ready
- Annual briefing on new CSRs and proposals for in-depth country focus workshops to support development on common CSR objectives
- Progress reports presented

**Q3 2015**

- WG Meeting on all challenges
- Final products ready

Overview table:

	2014			2015		
	Q2	Q3	Q4	Q1	Q2	Q3
<b>WG Established</b>	X					
<b>Output 1</b>	X			X		X
<b>Output 2</b>	X			X		X
<b>Output 3</b>		X	X		X	X
<b>Output 4</b>		X	X		X	X
<b>Output 5</b>		X	X		X	X
<b>Output 6</b>					X	X
<b>Output 7</b>		X		X	X	X
<b>Webinars</b>		OP1/ OP3	OP2/ OP4	OP5		

**SPECIFIC OUTPUTS:**

The WG concentrates on delivering concrete and useable outputs that respond to specific and operational policy challenges identified at the EU level and/or of importance for clusters of Member States.

**Specific and operational policy challenge 1:**

***Targeted policy guidance on innovative and open learning environments (in all sectors of education).***

This policy challenge is linked to the following actions of the EC Communication 'Opening up Education':

- Review and development of new educational organisational strategies and stimulation of innovative pedagogical approaches, including through the use of structural and investment funds.

- Review and development of quality assurance models for recognition, assessment and validation of skills/competences acquired through online and digital learning and revisiting of learner's assessments.

In addition, the WG will follow closely the work of the WG on transversal skills, in particular those issues related to 'Recognition, assessment and validation of skills/competences acquired through online and digital learning' (e.g. European Reference Framework for learning digital competences).

#### **Corresponding outputs 1 & 2:**

- Output 1 –Models of effective organisational change in educational institutions towards innovative and open learning environments and guidelines transferring these to national and local contexts. These models will lead to a range of implementation strategies and/or business models of take-up of ICT for learning and guidelines transferring these pathways to national and local contexts.
- Output 2 - Proposal for a quality assurance model for open and innovative learning environments, its impact on specific assessment frameworks such as the one in HE and implications for EU transparency and recognition instruments, and review of existing quality assurance models for recognition, assessment and validation of skills/competences acquired through online and digital learning and a revisit of learner's assessments. This proposal will contribute to the creation of a European Area for Skills and Qualifications<sup>8</sup>.

#### Requested for which date:

Mid 2015.

#### Roadmap for OPs (outputs) 1 & 2:

##### *Q2 2014:*

- WG meeting discussing and finalising mandate, fine-tuning policy challenges, operational aims and outputs of the WG
- WG meeting on Policy Challenge 1

##### *Q3 2014:*

- Webinar on the core criteria and organisational models for supporting and integrating innovative and open learning environments in education and training (all educational sectors)
- Draft models of organisational change in educational institutions towards innovative and open learning environments in education (all educational sectors) and draft guidelines how to transfer these to national and local contexts.

##### *Q4 2014:*

- Webinar on existing quality assurance models for recognition, assessment and validation of skills acquired through online and digital learning (incl. individual learner's assessment models)

##### *Q1 2015:*

- Draft proposal for quality assurance models for recognition, assessment and validation of skills acquired through online and digital learning (incl. individual learner's assessment models) and its impact on specific assessment frameworks such as the one in HE
- WG meeting on Policy Challenge 1

##### *Q3 2015:*

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<sup>8</sup> COM (2012)669

- WG meeting on all Policy Challenges
- Final products ready

### **Specific and operational policy challenge 2:**

***Targeted policy guidance for educational providers on the use of digital content and open knowledge, including OER, for better quality and access.***

This policy challenge is linked to the following actions of the EC Communication 'Opening up Education':

- Develop guidance frameworks to encourage education and training institutions to produce and include digital content, including OERs, among the recommended educational materials for learners at all educational levels;
- Develop guidance frameworks to better link digital content to pedagogies and to learning objects whenever possible.
- Contribute through regional and national portals to the Open Education Europa portal, a single European gateway for OER federating existing platforms in Europe for all learning sectors.

Challenge 2 will require input from the Member States and accompanying studies and projects (such as DG-JRC-IPTS's OpenEdu study). Its outputs should permit Member States to foster discussion at national level and promoting the use of digital content nationally.

### **Corresponding outputs 3, 4 & 5:**

- Output 3 –Models guiding educational providers to produce and include digital content, including OERs, in complementarity with other educational materials among the recommended educational materials for learners at all educational levels, and to better link digital content to pedagogies and to learning objects whenever possible. This output is related to output 1 but rather focusing on content.
- Output 4 - Overview report of regional and national portals on OER, their learning repositories and functioning; their open access policies, their strategies to interconnect across Europe with the Open Education Europa portal. In terms of quality assessment of content, by peer learning from successful experiences at national or regional level, the potential of peer and crowd assessment will be explored next to other approaches, to increase the visibility of high-quality OER and to map OER with curricula.
- Output 5 – Report with stakeholders' views (with focus on the MS) on the impact of the EU legal framework for copyright in education and training will be collected as well as the existing practices on open education access policies at MS level as an input to the country reports leading to CSR's.

Requested for which date:

Q3 2015.

Roadmap for OPs 3, 4 & 5:

*Q2 2014:* Discussing and finalising mandate, fine-tuning policy challenges, operational aims and outputs of the WG

*Q3 2014:*

- Webinar for mapping existing models for educational providers to produce and include digital

content (incl. OER) complementary to existing educational materials and to better link digital content to pedagogies and to learning objects whenever possible.

- WG meeting on Challenge 2

Q4 2014:

- Webinar on quality assurance models
- Webinar (and workshops) on regional and national portals on OER
- WG meeting on challenge 2

Q1-2015: - Draft models guiding educational providers to produce and include digital content (incl. OER) complementary to existing educational materials and to better link digital content to pedagogies and to learning objects whenever possible

- Webinar on Stakeholders' views on the impact of the EU legal framework for copyright in education and training and mapping of open education access policies

Q2 2015:

- WG meeting on Challenge 2
- Draft overview of regional and national portals on OER
- Draft report Stakeholders' views on the impact of the EU legal framework for copyright in education and training and mapping of open education access policies

Q3 2015:

- WG meeting on all policy challenges
- Final products ready

### **Specific and operational policy challenge 3:**

*Observing new trends in 'ICT and education' and their possible implications for policy making (e.g. big data, learning analytics, etc.)*

### **Corresponding output 6:**

- Output 6 - Report on new trends in online and digital learning and their policy implications for education.

The Opening up Education Communication highlights the importance to identify future trends in learning through foresight scenarios for education in Europe 2030. The views of the WG are gathered on the future of digital and online learning and how these trends may have impact on EU and national policy implementation.

Requested for which date:

Mid 2015.

Roadmap for OP (output) 6:

Q2 2014:

- Discussing and finalising mandate, fine-tuning policy challenges, operational aims and outputs of the WG

Q2 2015:

- Draft report on New trends through online and digital learning and their policy implications for

education

Q3 2015:

- WG meeting on all policy challenges
- Final products ready

**Recurrent activity: Assistance to Member States facing issues identified in CSRs** [*this is standard for all WGs*]

Provide assistance to clusters of Member States in responding to issues identified in CSRs, by having such Member States benefit from the practical experience and good practices of other Member States.

**Corresponding output:**

- Strengthening of the capacity of clusters of Member States to implement CSRs.
- Updated Country Policy Reports (Output 7).

Requested for which date & purpose:

Recurrent.

Roadmap for output:

- The WG will receive an annual debriefing on new CSRs, to identify clusters of Member States facing similar issues.
- The WG will organise in-depth country focus workshops on pertinent issues mentioned in the CSRs, to the benefit of Member States.

**MEMBERSHIP:**

Each Member State and Candidate/EEA Country is requested to send one individual to the group. However, due to the transversal nature of this ET 2020 WG, MS are encouraged to nominate two individuals with different profiles that can participate in turns. This will align the expertise of the experts to the specific meeting topics and will assure that all educational sectors (school, VET, adult, higher education) are covered.

The nominated experts of Member States, Candidate and EEA Countries and Social Partners should have:

- Longstanding involvement with national policy development in education and training;
- Relevant national experience and responsibility at a senior level with respect to the specific objective that is pursued in the WG;
- Have a commitment to the Open Method of Coordination process at EU level and the ability to contribute to outputs of WG (for practical reasons, a good knowledge of English is compulsory);
- Provide effective and regular communication and feedback to and from their high-level policymakers on the work and outputs of the WG.
- Dedicate approximately 16 working days in any 12-month period to the work and meetings of this group.

Member States and Candidate and EEA Countries are requested to nominate persons in employment of the governmental administration only. This may include experts employed by the government in a



consulting or advisory role.

Independent experts can be invited to make a contribution on a topical issue that is of particular importance to the work of the WG. They can also be invited to participate in one or more meetings of the WG, but they are not formal members.

**Member  
States**

**Candidate and  
EEA Countries**

**European  
Social  
Partners**

**Institutional  
Partners**  
(OECD,  
Cedefop, ETF,  
ECML,  
Eurydice, ...)

## PART 2: IMPLEMENTATION FICHE

<b>REPORTING:</b> Every six months, the WG should produce a 2-page feedback to policy-makers that is submitted to the corresponding DG/HLG meeting. The feedback should ensure dissemination of the work and provide transparency regarding the TWG's progress (and possible difficulties) in getting towards the pre-established output(s). The electronic links to the six-monthly feedback reports are added below.
<u>Report 1:</u>
<u>Report 2:</u>
<u>Report 3:</u>
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<b>FINAL OUTPUT(S):</b> The electronic links to the final output(s) are added below:
<u>Final output 1:</u>
<u>Final output 2:</u>
<u>Final output 3:</u>
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