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25 Resultat (er)

Oprettelsesdato : 19-04-2024

## Progress on the European Commission's 2021-2027 digital education action plan

Type af publikation Briefing

Dato 16-03-2023

Forfatter BINDER Krisztina

Politikområde Uddannelse

Nøgleord administrativ ledelse | DEN EUROPÆISKE UNION | digital teknologi | digitale færdigheder | EU-strategi | europæisk integration | fjernundervisning | handlingsprogram | information og informationsbehandling | it-kløft | kunstig intelligens | organisation af undervisning | PRODUKTION, TEKNOLOGI OG FORSKNING | teknologi og tekniske bestemmelser | teknologisk forandring | uddannelse | uddannelse | UDDANNELSE OG KOMMUNIKATION | undervisningssystem | VIRKSOMHEDER OG KONKURRENCE

**Resumé** In a rapidly changing and increasingly digital world, the COVID-19 pandemic has further increased the need to develop the use of technology in education and training. Appropriate skills and competences, as well as digital infrastructure and equipment, are key in this regard. When adapting education to the digital age, ensuring equity and inclusion is crucial, too. The 2021-2027 digital education action plan (DEAP), the European Commission's flagship initiative adopted in September 2020, calls for high-quality, inclusive and accessible digital education supported by reinforced cooperation and exchange at EU level. The two strategic priorities set out in the plan are the development of a high-performing digital education ecosystem and the strengthening of citizens' digital skills and competences. Several actions were put forward to support these priorities. Implementation of each of these actions is already on track or completed. For instance, the Council adopted its recommendation on blended learning approaches in November 2021, and the Commission published ethical guidelines on the use of artificial intelligence and data in teaching and learning for educators in October 2022. In the second quarter of 2023, the Commission is expected to present proposals for two Council recommendations, namely on the enabling factors for digital education and on improving the provision of digital skills in education and training. In 2024, the Commission is due to carry out a comprehensive review to evaluate the DEAP's outreach and impact and, if necessary, propose additional measures or modifications. In its March 2021 resolution on shaping digital education policy, the European Parliament acknowledged the DEAP's extended scope and ambition. At the same time, it urged that digital transition funds be used to increase education systems' digital capacity, and stressed the need to close the digital divide and ensure quality digital education based on a lifelong learning approach. According to Parliament, financial support for teachers' professional development is also crucial.

Briefing [EN](#)

## Digital in education and skills - Pre-legislative synthesis of national, regional and local positions on the European Commission's initiative

Type af publikation Briefing

Dato 16-12-2022

Forfatter GUEDES FERREIRA VASCO NUNO | MARGARAS Vasileios

Politikområde Regionaludvikling | Uddannelse

Nøgleord DEN EUROPÆISKE UNION | digital omstilling | digitale færdigheder | erhvervelse af kundskaber | EU-forslag | EU-lovgivning | fjernundervisning | information og informationsbehandling | it-kløft | organisation af undervisning | PRODUKTION, TEKNOLOGI OG FORSKNING | teknologi og tekniske bestemmelser | uddannelse | UDDANNELSE OG KOMMUNIKATION | uddannelsespolitik

**Resumé** This briefing offers a pre-legislative synthesis of the positions of national, regional and local governmental organisations on the European Commission's forthcoming initiative, 'digital in education and skills'. It forms part of an EPRS series offering a summary of the pre-legislative state of play and advance consultation on a range of key European Commission priorities during its 5 year term in office. It seeks to present the current state of affairs, examine how existing policy is working on the ground, and identify best practice and ideas for the future on the part of governmental organisations at all levels of the European system of multilevel governance. EPRS analysis of the positions of partner organisations at European Union (EU), national, regional and local levels suggests that they would like the following main considerations to be reflected in the discussion on the forthcoming European initiative on 'digital in education and skills'. \* As part of the digitalisation of education and skills, a number of innovative learning tools and platforms have been devised in many European States and regions. Still the search to improve the digital experience in skills education through better provision of online services and material is ongoing. Digital skills innovation and the creation of new online material is necessary in order to avoid 'digital fatigue'. \* Issues of digital divide arise in terms of age, gender, disability, social strata, wealth and ethnic background. These divisions require attention and action as they create a two-tier society and cause further social exclusion. \* The digital divide also has a territorial element. Certain EU regions with particular geographic characteristics, such as peripheral, insular and cross-border areas, and mountainous and depopulated regions are lagging behind in both broadband provision and digital skills development. The growing digital divide between urban and rural areas is another challenge. \* A lack of qualified personnel with digital skills remains a hindrance to further digitalisation. Additional resources need to be invested in various sectors to train IT personnel, and school and university staff, to create new teaching material and online platforms. It is important to promote broadband connectivity, train all sections of the population and provide vocational training. \* The EU has an important role generating policies and developing strategies in digital affairs. EU funds also contribute significantly to the development of the digital dimension in education and skills.

Briefing [EN](#)

## Young people in the EU: Fit for the digital age

Type af publikation Oversigt

Dato 11-07-2022

Forfatter KATSAROVA Ivana

Politikområde Uddannelse

Nøgleord ARBEJDE OG BESKÆFTIGELSE | arbejdsmarked | demografi og befolkning | digitale færdigheder | efterspørgsel efter stillinger | fjernundervisning | information og informationsbehandling | internet | kommunikation | kommunikationskontrol | SOCIALE SPØRGSMÅL | uddannelse | UDDANNELSE OG KOMMUNIKATION | unge

Resumé In 2021, 95 % of young Europeans aged 16-29 years reported using the internet every day. However, the share of young people with basic or above basic digital skills ranges from 93 % in Finland, 92 % in Malta, 89 % in Croatia and 87 % in Greece and the Netherlands, to just 49 % in Bulgaria and 46 % in Romania, with the EU average standing at 71 %. Some 76 % of all young people reported that they had performed basic computer tasks such as copying or moving a file or a folder, while slightly lower shares had downloaded or installed software or applications (70 %). However, more technical skills, such as writing code in a programming language, were much less widespread, as just 13 % of young people declared having ever done so, although this was more than twice the share recorded for the adult population (6 %).

Oversigt [EN](#)

## Research for CULT Committee: Education and Youth in Post-COVID-19 Europe

Type af publikation Oversigt

Dato 28-05-2021

Forfatter HERIARD PIERRE MARIE | LECARTE Jacques

Ekstern forfatter Public Policy and Management Institute: Loes VAN DER GRAAF, Jekatyerina DUNAJEVA, Hanna SIAROVA, Radvile BANKAUSKAITE

Politikområde Kultur | Uddannelse

Nøgleord børnepasning | coronavirussygdom | dokumentation | epidemi | fjernundervisning | førskoleundervisning | grundskoleundervisning | højere skoleundervisning | højere uddannelse | rapport | SOCIALE SPØRGSMÅL | socialt liv | sundhed | sygdomsforebyggelse | uddannelse | UDDANNELSE OG KOMMUNIKATION | undervisning | undervisningskvalitet | ungdomspolitik

Resumé The study demonstrates that the COVID-19 pandemic posed unprecedented challenges to the education and youth sector, revealing the lack of preparedness, as well as reinforcing structural weaknesses of education delivery. Recommendations are proposed for a robust action at the EU level to foster more resilient education and youth sector in Europe.

Oversigt [EN](#)

## Research for CULT Committee - Education and youth in post-COVID-19 Europe - crisis effects and policy recommendations

Type af publikation Studie

Dato 04-05-2021

Ekstern forfatter Public Policy and Management Institute: Loes VAN DER GRAAF, Jekatyerina DUNAJEVA, Hanna SIAROVA, Radvile BANKAUSKAITE

Politikområde Kultur | Uddannelse

Nøgleord adgang til uddannelse | administrativ ledelse | coronavirussygdom | DEN EUROPÆISKE UNION | epidemi | erhvervsfaglig undervisning | EU-program | europæisk integration | fjernundervisning | krisestyring | organisation af undervisning | SOCIALE SPØRGSMÅL | socialt liv | sundhed | uddannelse | UDDANNELSE OG KOMMUNIKATION | uddannelsesniveau | undervisning | undervisningskvalitet | undervisningssystem | ungdomspolitik | VIRKSOMHEDER OG KONKURRENCE

Resumé This paper demonstrates that the COVID-19 pandemic posed unprecedented and multidimensional challenges to the education systems and youth sector, revealing the lack of preparedness in terms of crisis management and digital education responses, as well as reinforcing structural weaknesses of education delivery. Given that various sectors of education and the youth sector faced distinct challenges, there are valuable lessons to be learnt from policy responses and best practices across Europe. The common goal should be to build more resilient education systems, which are responsive and adaptive to future crises.

Studie [EN](#)

Kort resumé [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

## [Women's rights and well-being in a post-Covid world: Internet of things \(IoT\) and related abuses, new ways of working, teleworking, tele-learning, unpaid care and housework, women in leadership and decision-making process](#)

Type af publikation [Briefing](#)

Dato 02-03-2021

Forfatter HEEZEN JOHANNES | KARPINSKA KATARZYNA MAGDALENA | SCHONARD Martina | SOKOLSKA INA

Politikområde Kønsspørgsmål, Ligestilling og Mangfoldighed | Menneskerettigheder

Nøgleord ARBEJDE OG BESKÆFTIGELSE | arbejdsmarked | beskæftigelse | coronavirussygdom | demografi og befolkning | distancearbejde | epidemi | fjernundervisning | husholdningsøkonomi | husmoder | information og informationsbehandling | intelligent teknologi | kommunikation | kunstig intelligens | kvindearbejde | kvindelig arbejdskraft | kvindens rettigheder | kvinders medindflydelse | ligestilling mellem kønnene | LOVBESTEMMELSER | PRODUKTION, TEKNOLOGI OG FORSKNING | rettigheder og friheder | SOCIALE SPØRGSMÅL | socialt liv | sundhed | teknologi og tekniske bestemmelser | tingenes internet | uddannelse | UDDANNELSE OG KOMMUNIKATION | ulønnet arbejde | vold i hjemmet | ØKONOMI | økonomisk struktur

Resumé On the International Women's Day, let us recall the context in which the current event is taking place. Just about a year ago, the World Health Organisation proclaimed the COVID 19 as the global pandemics. In the scope of several weeks, it has affected all the countries in the world and persists until this day, in spite of the existence of vaccines. Hence, further societal developments are uncertain and more changes within it are to be expected. In the sections below, the Policy Department tries to address the selected sectors of society affecting women and girls by changes resulting from the effects of the COVID 19 pandemics.

[Briefing](#) [EN](#)

## [Research for CULT Committee - Shaping digital education policy](#)

Type af publikation [Oversigt](#)

Dato 27-11-2020

Forfatter HERIARD PIERRE MARIE | LECARTE Jacques

Ekstern forfatter Ockham - IPS B.V.: Simon BROEK; Bert-Jan BUISKOOL

Politikområde Uddannelse

Nøgleord anvendelse af edb | coronavirussygdom | datamatik og databehandling | DEN EUROPÆISKE UNION | digital teknologi | digitale færdigheder | dokumentation | epidemi | EU-institutioner og EU-forvaltning | fjernundervisning | forskningsrapport | information og informationsbehandling | livslang uddannelse | organisation af undervisning | PRODUKTION, TEKNOLOGI OG FORSKNING | SOCIALE SPØRGSMÅL | sundhed | teknologi og tekniske bestemmelser | uddannelse | UDDANNELSE OG KOMMUNIKATION | uddannelsespolitik | udvalg (EP) | undervisningsplan

Resumé This research project assesses the Digital Education Action Plan published in 2018 in terms of organisational and content-related challenges. It outlines concrete recommendations on how an updated Digital Education Action Plan could mitigate the weaknesses of the current plan, through a more holistic vision of the digital transformation in education, a focus on quality infrastructure for digital education for all, the further empowerment of educators and the further development of 'whole-school' approaches to digital education.

[Oversigt](#) [EN](#)

## [Research for CULT Committee - Towards a European education - Critical perspectives on challenges ahead](#)

Type af publikation [Studie](#)

Dato 01-10-2020

Ekstern forfatter Régis MALET

Politikområde Kultur | Uddannelse

Nøgleord erhvervelse af kundskaber | fjernundervisning | humanvidenskaber | ikke-kognitive færdigheder | INTERNATIONALE RELATIONER | livslang uddannelse | lærer | organisation af undervisning | PRODUKTION, TEKNOLOGI OG FORSKNING | samarbejde på uddannelsesområdet | samarbejdspolitik | skolemæssig mobilitet | teknologi og tekniske bestemmelser | teknologisk forandring | uddannelse | uddannelse af undervisere | UDDANNELSE OG KOMMUNIKATION | uddannelsespolitik | undervisning | undervisningssystem | varig udvikling | VIDENSKAB | ØKONOMI | økonomisk politik

Resumé This study offers an in-depth exploration of pressing themes for European educators and policymakers in the 21st century: learner mobility, citizenship education and the role of digital and virtual learning. Increased opportunities for all young people to engage in mobility programmes will generate benefits in terms of employability, reduced social inequalities and more open, responsible and environmentally aware European citizens.

[Studie](#) [EN](#)

Kort resumé [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

## [Research for CULT Committee - Shaping digital education policy Concomitant expertise for INI report](#)

Type af publikation Indgående analyse

Dato 15-09-2020

Ekstern forfatter Simon BROEK; Bert-Jan BUISKOOL

Politikområde Kultur | Uddannelse

Nøgleord anvendelse af edb | coronavirussygdom | datamatik og databehandling | DEN EUROPÆISKE UNION | digital teknologi | digitale færdigheder | dokumentation | epidemi | EU-aktion | EU-institutioner og EU-forvaltning | europæisk integration | fjernundervisning | forskningsrapport | information og informationsbehandling | livslang uddannelse | organisation af undervisning | PRODUKTION, TEKNOLOGI OG FORSKNING | SOCIALE SPØRGSMÅL | sundhed | teknologi og tekniske bestemmelser | uddannelse | UDDANNELSE OG KOMMUNIKATION | uddannelsespolitik | udvalg (EP) | undervisningsplan

Resumé This research project assesses the Digital Education Action Plan published in 2018 in terms of organisational and content-related challenges. It outlines concrete recommendations on how an updated Digital Education Action Plan could mitigate the weaknesses of the current plan, through a more holistic vision of the digital transformation in education, a focus on quality infrastructure for digital education for all, the further empowerment of educators and the further development of 'whole-school' approaches to digital education.

Indgående analyse [EN](#)

## [Ten opportunities for Europe post-coronavirus: Exploring potential for progress in EU policy-making](#)

Type af publikation Indgående analyse

Dato 29-07-2020

Forfatter BASSOT Etienne

Politikområde Beskæftigelse | Coronavirus | Folkesundhed | Industri | Miljø | Sikkerhed og Forsvar | Transport | Uddannelse

Nøgleord ARBEJDE OG BESKÆFTIGELSE | beskæftigelse | bæredygtig mobilitet | coronavirussygdom | distancearbejde | elektronisk handel | epidemi | EU's industripolitik | EU's miljøpolitik | europæisk sikkerhed | fjernundervisning | INDUSTRI | industripolitik og -struktur | international sikkerhed | INTERNATIONALE RELATIONER | klimaaendring | markedsføring | MILJØ | miljøpolitik | miljødelæggelse | offentlig sundhed | SOCIALE SPØRGSMÅL | sundhed | TRANSPORT | transportpolitik | uddannelse | UDDANNELSE OG KOMMUNIKATION | ØKONOMI | ØKONOMISK OG HANDELSMÆSSIGT SAMKVEM | økonomisk opsving | økonomisk situation

Resumé Whilst much commentary and analysis has understandably been focused on reaction to, and mitigation of, the immediate impact of the coronavirus crisis in Europe and worldwide, relatively little attention has been paid to areas of potential opportunity which the crisis may offer to improve policy for the future. This EPRS analysis looks at ten areas which may offer potential for progress, including working more closely together on health policy, using climate action to promote a sustainable recovery, re-thinking the world of work, future-proofing education, harnessing e commerce and championing European values and multilateralism.

Indgående analyse [DE](#), [EN](#), [FR](#)

Multimedia [Ten opportunities for Europe post-coronavirus](#)

## [Education in isolation in the pandemic, following the path of Isaac Newton](#)

Type af publikation Briefing

Dato 03-06-2020

Forfatter CHIRCOP Denise

Politikområde Coronavirus | Uddannelse

Nøgleord coronavirussygdom | digital teknologi | epidemi | fjernundervisning | information og informationsbehandling | it-kløft | PRODUKTION, TEKNOLOGI OG FORSKNING | social ulighed | sociale rammer | SOCIALE SPØRGSMÅL | sundhed | teknologi og tekniske bestemmelser | uddannelse | UDDANNELSE OG KOMMUNIKATION | ØKONOMI | økonomisk situation | økonomiske forskelle

Resumé While schools have remained closed due to the coronavirus pandemic, students' education cannot be suspended indefinitely without severe consequences. Alternative methods, mostly dependent on digital technology, have been adopted very rapidly. Organisations such as Unesco have been quick to monitor the situation, and the European Union too has followed developments in the Member States through its agencies and networks. Video-conferences between education ministers have been pivotal for them to discuss issues and learn from each other's best practices. What has started as an emergency has become an eye-opener, as existing educational gaps have become more visible. Socio-economic inequalities, greater difficulties of access for those with special educational needs, barriers in home-school communication and between teachers and educational authorities have been compounded by missing digital tools and skills. The sudden leap has also given rise to outreach initiatives and a growing awareness of resources whose potential was still under-exploited. These included numerous online platforms and other resources that became freely available to salvage the situation. As teachers, students and parents experiment with new tools, policy-makers try to understand what can be more systematically adopted in the future to make education more flexible and inclusive, and what needs to be debunked. Learning is not limited to schooling; vocational education and training, universities and adult education sectors have also struggled to maintain their activities. At the same time, they will be expected to contribute to the relaunch following the end of confinement. Given the economic downturn, guidance and career counselling will have a pivotal role in reskilling and upskilling the labour force. The European Union has a supportive role in this process and also needs to safeguard the wellbeing of participants in its programmes Erasmus+ and the European Solidarity Corps. The European Parliament is keen to ensure the institutions do all they can. Where does Isaac Newton fit in all this?

Briefing [EN](#)

## [Rethinking education in the digital age](#)

Type af publikation Studie

Dato 31-03-2020

Ekstern forfatter DG, EPRS\_ This study has been written by VDI Technologiezentrum GmbH at the request of the Panel for the Future of Science and Technology (STOA) and managed by the Scientific Foresight Unit of the Directorate for Impact Assessment and European Added Value, within the Directorate-General for Parliamentary Research Services (EPRS) of the Secretariat of the European Parliament.

Politikområde Beskæftigelse | Kultur | Langtidsplanlægning | Socialpolitik | Uddannelse

Nøgleord adgang til beskæftigelse | ARBEJDE OG BESKÆFTIGELSE | arbejdsmarked | automatiseret undervisning | datamatik og databehandling | digital teknologi | digitale færdigheder | edb-baseret undervisningsmateriel | fjernundervisning | information og informationsbehandling | it-kløft | kontorautomatisering | livslang uddannelse | organisation af undervisning | PRODUKTION, TEKNOLOGI OG FORSKNING | teknologi og tekniske bestemmelser | uddannelse | UDDANNELSE OG KOMMUNIKATION | uddannelsespolitik | undervisningsplan

Resumé Traditional roles, content and methods of education are being challenged – today's education needs to prepare students for changing tasks and roles both in the labour market and as European citizens. Rethinking education in the digital age should become a central matter for today's policy-makers and matters for safeguarding European values such as equality, democracy and the rule of law. The current study presents policy options on the basis of a thorough analysis of current strengths and weaknesses, as well as future opportunities and threats for education in the digital age.

Studie [EN](#)

Bilag 1 [EN](#)

## [Training of professional drivers](#)

Type af publikation Oversigt

Dato 06-03-2018

Forfatter DEBYSER Ariane

Politikområde Transport

Nøgleord anerkendelse af faglige kvalifikationer | ARBEJDE OG BESKÆFTIGELSE | arbejdsmarked | beskæftigelse | DEN EUROPÆISKE UNION | EU-forslag | EU-lovgivning | faglig efter- og videreuddannelse | faglig kvalifikation | fjernundervisning | færdselssikkerhed | kørekort | kørende personale | kørselsundervisning | organisation af transport | passagertransport | TRANSPORT | transportbestemmelser | transportpolitik | uddannelse | UDDANNELSE OG KOMMUNIKATION | varetransport

Resumé On 1 February 2017, the European Commission adopted a proposal to revise existing provisions concerning the training of professional drivers (lorry and bus drivers). The proposal amends Directive 2003/59/EC on the initial qualification and periodic training of drivers of certain road vehicles for the carriage of goods or passengers and Directive 2006/126/EC on driving licences, with the objective of tackling the main shortcomings identified in the implementation of the existing legislation. Parliament is due to vote on the proposal during its March plenary session.

Oversigt [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

## [ICT in the developing world](#)

Type af publikation Studie

Dato 21-12-2015

Forfatter KULJANIC Nera | QUAGLIO Gianluca

Ekstern forfatter External authors: Laura Delponte (lead author), Matteo Grigolini, Andrea Moroni and Silvia Vignetti (Centre for Industrial Studies - CSIL, Milan, Italy).  
Massimiliano Claps and Nino Giguashvili (International Data Corporation - IDC, Milan, Italy).

Politikområde Forskningspolitik | Langtidsplanlægning | Udvikling og Humanitær Bistand

Nøgleord adgang til uddannelse | anvendelse af bistand | datamatik og databehandling | dataoverførselsnet | DEN EUROPÆISKE UNION | digitale færdigheder | EU-finanser | EU-finansiering | fattigdom | fjernundervisning | information og informationsbehandling | INTERNATIONALE RELATIONER | kommunikation | nationalregnskab | samarbejdspolitik | SOCIALE SPØRGSMÅL | sundhed | sundhedsordning | telemedicin | uddannelse | UDDANNELSE OG KOMMUNIKATION | udviklingsbistand | udviklingsland | virkninger af informationsteknologi | ØKONOMI | økonomisk situation | økonomisk vækst

Resumé Over recent years, there have been increasing opportunities for inhabitants of low and middle-income countries (LMICs) to use information and communication technologies (ICT). ICT can potentially help LMICs tackle a wide range of health, social and economic problems. By improving access to information and enabling communication, ICT can play a role in achieving millennium development goals (MDGs) such as the elimination of extreme poverty, combating serious diseases, and accomplishing universal primary education. This study is aimed at examining the nature and extent of impact of ICT on poverty reduction in LMICs. A specific focus is developed for the health sector, elucidating which support ICT may provide to reduce inequalities and strengthen health systems in LMICs. In addition, present EU actions in the area of improving ICT diffusion in LMICs are assessed. Building on three literature reviews, the study first describes the conditions hampering or facilitating the support of ICT to poverty reduction in LMICs, then focuses on the specific opportunities and obstacles in the use of ICT in the healthcare sector and, finally, it illustrates the EU policy approach for promoting ICT in LMICs. Evidence from desk analysis is complemented by the opinions of 145 surveyed experts, ten of which were also interviewed. Experts' opinions confirm the evidence of desk analysis pointing to health and education as the main areas in which ICT can play a significant role in LMICs development. Building upon the evidence collected, the study provides policy options for future action which the EU could undertake to help LMICs profit from all the opportunities that ICT offer.

Studie [EN](#)

Bilag [EN](#)

Bilag 1 [EN](#)



## The regions in the Digital Single Market – ICT and digital opportunities for regions and cities

Type af publikation Briefing

Dato 01-10-2015

Forfatter MARGARAS Vasileios

Politikområde Beskæftigelse | Folkesundhed | Forskningspolitik | Regionaludvikling | Socialpolitik | Uddannelse

Nøgleord ARBEJDE OG BESKÆFTIGELSE | beskæftigelse | byplanlægning | byplanlægning og byggeri | datamatik og databehandling | dataoverførselsnet | DEN EUROPÆISKE UNION | digitale færdigheder | elektronisk administration | EU-finanser | EU-finansiering | fjernundervisning | fremme af kultur | grænseoverskridende samarbejde | information og informationsbehandling | INTERNATIONALE RELATIONER | it-kløft | jobskabelse | kommunikation | kultur og religion | lokalforvaltning | POLITIK | region og regionalpolitik | regionalforvaltning | samarbejdspolitik | SOCIALE SPØRGSMÅL | socialt liv | sundhed | telemedicin | turisme | uddannelse | UDDANNELSE OG KOMMUNIKATION | udvikling af landdistrikter | udøvende magt og offentlig forvaltning | virkninger af informationsteknologi | ØKONOMI

Resumé The digital economy is growing at seven times the rate of the rest of the economy. The European Commission estimates that completing a Digital Single Market could contribute €415 billion per year to Europe's economy, create 3.8 million jobs and transform public services. Local and regional authorities may well benefit from many of the opportunities which the digital era offers.

The European Commission has presented different initiatives in order to boost the use of information and communications technologies (ICT) in Europe. The Digital Agenda for Europe, which was announced in 2010 in the framework of the Europe 2020 Strategy, aimed to promote economic recovery and improve social inclusion through a more digitally proficient Europe. The Digital Single Market strategy, introduced in 2015, complements the Digital Agenda for Europe. Achieving a Digital Single Market will ensure that Europe maintains its position as a world leader in the digital economy, helping European companies to grow globally. Equally, enhanced use of digital technologies can improve citizens' access to information and culture, and can promote open government, equality and non-discrimination.

Although many of the Digital Single Market priorities are dealt with primarily at national level, various initiatives can be explored at the local and regional level, and regions and cities can become active in planning and pursuing their own digital strategies.

Briefing [EN](#)

## Voksenuddannelse og åbne uddannelsesressourcer

Type af publikation Studie

Dato 15-09-2015

Ekstern forfatter Paul Bacsich, with additional research from Giles Pepler, Sara Frank Bristow, Ebba Ossiannilsson, Alistair Creelman, Eva Szalma and Ilmars Slaidins (Sero Consulting Ltd, the UK)

Politikområde Kultur | Langtidsplanlægning | Uddannelse

Nøgleord Amerika | Amerikas Forenede Stater | automatiseret undervisning | Canada | Det Forenede Kongerige | Europa | fjernundervisning | Frankrig | GEOGRAFI | Irland | Letland | livslang uddannelse | Nederlandene | Norge | ny pædagogik | Polen | politisk geografi | Portugal | Rumænien | Spanien | Sverige | Tyskland | uddannelse | UDDANNELSE OG KOMMUNIKATION | uddannelse uden for uddannelsessystem | uddannelsespolitik | Ungarn | voksenuddannelse | økonomisk geografi

Resumé I denne undersøgelse gennemgås den nuværende brug af åbne uddannelsesressourcer i voksenuddannelser, dets potentiale vurderes og der fremsættes anbefalinger til politiske indgreb, der tager hensyn til Kommissionens politiske rammer. Den omfatter ny forskning fra over 12 medlemsstater og drager nytte af en sammensætning af eksisterende forskning fra en række projekter, herunder POERUP (Politikker for udbredelse af åbne uddannelsesressourcer) og en undersøgelse fra 2014-2015 om fælles åbne uddannelsesressourcer for Det Fælles Forskningscenter, suppleret med to nyere undersøgelser for Det Fælles Forskningscenter og handlingsprogrammet for livslang læring.

Studie [EN](#)

Kort resumé [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

## Higher education in the EU: Approaches, issues and trends

Type af publikation Indgående analyse

Dato 30-03-2015

Forfatter KATSAROVA Ivana

Politikområde Uddannelse

Nøgleord Amerika | Amerikas Forenede Stater | anerkendelse af eksamensbeviser | anerkendelse af studier | DEN EUROPÆISKE UNION | EU-program | europæisk integration | FINANSER | finansiering | fjernundervisning | forskning og intellektuel ejendomsret | GEOGRAFI | højere uddannelse | investering og finansiering | mellemstatsligt EU-samarbejde | organisation af undervisning | politisk geografi | PRODUKTION, TEKNOLOGI OG FORSKNING | skolemæssig mobilitet | skoleudgifter | studiestøtte | uddannelse | UDDANNELSE OG KOMMUNIKATION | uddannelsesstatistik | udgifter til uddannelse | undervisning | undervisningskvalitet | undervisningssystem | universitetsforskning | økonomisk geografi

Resumé The performance and quality of higher education has become a vital sign of a country's capacity to foster its future economic development. The race for talent is currently open on a global scale. In spite of the fact that the United States is still the global leader with 17% of international students, the EU is increasingly popular with the United Kingdom, France and Germany accounting respectively for 13%, 6%, and 6% of world students. One of the elements accounting for the global attraction of EU universities resides in relatively lower tuition fees compared to American universities. Likewise, efforts made to develop quality and accreditation frameworks for mobility within the EU place Europe at the top of the most advanced global regions in this respect. While EU universities took more time to develop Massive Open Online Courses (MOOCs), they now account for approximately one quarter of MOOCs in the world and the numbers are constantly rising. Since May 2014, the EU has also its own global ranking system: U-Multirank. Even though it is difficult to predict in what ways technological change will affect higher education in the longer term, it is clear that sustained effort and on-going international cooperation will be required to improve current structures and take full advantage of the impact of new technologies.

Indgående analyse [DE](#), [EN](#), [FR](#)

## [Learning and teaching technology options](#)

Type af publikation Studie

Dato 23-03-2015

Forfatter KULJANIC Nera

Ekstern forfatter Rafael Rivera Pastor, Carlota Tarín Quirós (Iclaves)

Politikområde Forskningspolitik | Langtidsplanlægning | Uddannelse

Nøgleord anvendelse af edb | ARBEJDE OG BESKÆFTIGELSE | automatiseret undervisning | beskæftigelse | databeskyttelse | datamatik og databehandling | digitale færdigheder | faglig efter- og videreuddannelse | fjernundervisning | information og informationsbehandling | informationsteknologi | it-kløft | kommunikation | ny pædagogik | organisation af undervisning | organisation af undervisning | PRODUKTION, TEKNOLOGI OG FORSKNING | teknologi og tekniske bestemmelser | teknologisk forandring | uddannelse | UDDANNELSE OG KOMMUNIKATION | uddannelsesplanlægning | virkninger af informationsteknologi

Resumé Educational technology encompasses a wide array of technologies and methodologies that are shaped by stakeholders' behaviours and affected by contextual factors that, if adequately mixed, can contribute to students and teachers better achieving their goals. Such a wide and complex task cannot be addressed by a simple and single intervention. Comprehensive on-going policies are required, covering technology, methodology, economic and regulatory aspects; in addition, such policies are dependent on strong stakeholder engagement. This is a new process where we must learn by doing; therefore, carefully assessing the results of the different interventions is crucial to ensuring success.

Studie [EN](#)

Kort resumé [EN](#)

Bilag [EN](#)

## [Ten technologies which could change our lives: potential impacts and policy implications](#)

Type af publikation Indgående analyse

Dato 23-01-2015

Forfatter VAN WOENSEL Lieve

Ekstern forfatter Archer, Geoff

Politikområde Forskningspolitik | Industri

Nøgleord anvendt datamatik | avanceret materiale | datamatik og databehandling | DEN EUROPÆISKE UNION | elektroniske penge | ENERGI | energioplagring | energipolitik | EU-lovgivning | EU-ret | FINANSER | fjernundervisning | ny teknologi | printer | PRODUKTION, TEKNOLOGI OG FORSKNING | teknologi og tekniske bestemmelser | teknologisk forandring | teknologiske fremtidsstudier | uddannelse | UDDANNELSE OG KOMMUNIKATION | valutaforhold | virkninger af informationsteknologi

Resumé This study was undertaken in support of the Scientific Foresight Unit's ongoing work to develop a methodology for carrying out foresight studies within the European Parliament. Ten different scientific and technological trends are investigated which reflect the interests of citizens, policy-makers and legislators drawn from across the European Union. A summary of each trend is provided followed by an overview of both the 'expected' and 'unexpected' impacts associated with the trend. A legal analysis is then provided which highlights procedural and legislative issues for policy-makers and legislators to consider when tackling policy-making in the EU in relation to each trend.

Indgående analyse [EN](#), [NL](#), [PT](#)

## [New technologies and open educational resources](#)

Type af publikation Oversigt

Dato 10-04-2014

Forfatter KATSAROVA Ivana

Politikområde Uddannelse

Nøgleord datamatik og databehandling | DEN EUROPÆISKE UNION | digitale færdigheder | EU-initiativ | europæisk integration | fjernundervisning | information og informationsbehandling | it-kløft | organisation af undervisning | uddannelse | UDDANNELSE OG KOMMUNIKATION | undervisningsbudget | undervisningsmateriel | virkninger af informationsteknologi

Resumé New technologies for digital and online learning are driving changes to mainstream models of traditional education. The use of open educational resources (OERs) is growing in the EU, but digital infrastructure and access to online learning still varies widely between Member States.

Oversigt [EN](#)



## [Success Stories in the Field of Education](#)

Type af publikation Indgående analyse

Dato 09-04-2014

Forfatter BEUGELINK Annemieke

Politikområde Budget | Uddannelse

Nøgleord anerkendelse af eksamensbeviser | DEN EUROPÆISKE UNION | EP's beføjelser | EU's budget | EU-finanser | EU-institutioner og EU-forvaltning | EU-program | europæisk integration | fjernundervisning | INTERNATIONALE RELATIONER | livslang uddannelse | organisation af undervisning | samarbejde på uddannelsesområdet | samarbejdspolitik | skole i udlandet | skoleudveksling | studiestøtte | uddannelse | UDDANNELSE OG KOMMUNIKATION | undervisning | undervisningsbudget

Resumé This note summarises the results achieved from EU budget resources 2007-2013 devoted to policies in the field of Education.

Indgående analyse [EN](#)

## [Digital opportunities for education in the EU](#)

Type af publikation Oversigt

Dato 31-03-2014

Forfatter KATSAROVA Ivana

Politikområde Uddannelse

Nøgleord datamatik og databehandling | fjernundervisning | højere uddannelse | internet | kommunikation | ny pædagogik | organisation af undervisning | uddannelse | uddannelse af undervisere | UDDANNELSE OG KOMMUNIKATION | udgifter til uddannelse | undervisning | undervisningsmateriel | undervisningsreform | virkninger af informationsteknologi

Resumé The world of education is currently undergoing massive transformation as a result of the digital revolution. In the European Union (EU), children become active online from the age of 7, and 76% of EU households have access to broadband Internet. However, research shows that early use of digital technologies is not necessarily linked to good digital competencies. As jobs are becoming more 'knowledge and digital skills-intensive', continued investment in upgrading education and training systems will be instrumental to maintaining the EU's competitiveness and attractiveness.

Oversigt [EN](#)

## [New global interactive strategies for teaching and learning](#)

Type af publikation Briefing

Dato 27-03-2014

Forfatter KATSAROVA Ivana

Politikområde Uddannelse

Nøgleord automatiseret undervisning | datamatik og databehandling | digitale færdigheder | fjernundervisning | højere uddannelse | information og informationsbehandling | internet | kommunikation | organisation af undervisning | uddannelse | UDDANNELSE OG KOMMUNIKATION | udgifter til uddannelse | undervisning | undervisningsbudget | undervisningsmateriel | undervisningsreform | virkninger af informationsteknologi

Resumé The world of education is currently undergoing a massive transformation as a result of the digital revolution, which has created new opportunities and challenges both for governments and educational establishments. In 2013, the European Commission published a communication on innovative teaching and learning through digital technologies in the EU, to encourage high-quality education.

Briefing [EN](#)

## [Education and Information & Communication Technologies in Developing Countries](#)

Type af publikation Studie

Dato 01-02-2004

Ekstern forfatter Maurizio Pedrelli (Pragmata, Italy)

Politikområde Industri | Uddannelse | Udvikling og Humanitær Bistand

Nøgleord adgang til uddannelse | fjernundervisning | informationsteknologi | INTERNATIONALE RELATIONER | internationalt samarbejde | kommunikation | regionalt samarbejde | samarbejdspolitik | uddannelse | uddannelse | UDDANNELSE OG KOMMUNIKATION | udviklingsland | undervisning | undervisning | ØKONOMI | økonomisk situation

Resumé The objective of this project is to explore how the new technologies are changing, and can change, patterns of education and learning in developing countries.

Studie [EN](#)

## [Information and Communication Technologies in Education and Training](#)

Type af publikation Indgående analyse

Dato 16-09-2002

Ekstern forfatter Robin Mason (The Open University, Walton Hall, Milton Keynes, the UK)

Politikområde Industri | Uddannelse

Nøgleord fjernundervisning | informationsteknologi | internet | kommunikation | organisation af undervisning | personlig udvikling | SOCIALE SPØRGSMÅL | socialt liv | uddannelse | UDDANNELSE OG KOMMUNIKATION | undervisningssystem

**Resumé** The impact of the Internet on learning has, if anything, been even more profound than the original report predicted, both in terms of what needs to be known and how it needs to be learned. The proliferation of information on the web has led to a greater emphasis on process - on learning how to e-learn - than on learning content. The connectivity of the web has led to the need for team-working skills and the ability to interact online with people, with resources and with ideas.

The present e-learning market is immature, moving from a command structure to a demand structure with all the discomfort, confusions and uncertainties that brings.

Whilst accreditation for learning and especially for e-learning is important and needs strengthening, there is also great demand for short, e-learning opportunities, which are just-in-time and just-the-right-amount. Training providers are working to establish standards which allow these learning objects to be interoperable.

The role of the teacher/trainer/tutor is changing rapidly. E-learning is empowering the individual learner so that the teacher is no longer the gatekeeper of knowledge. Technology facilitates continuous professional development for both learner and teacher. There is no evidence that the role is diminishing, but merely evolving.

There is a pressing need for organisations (schools, colleges, universities and training providers) to move to a more learner-centred approach to education which can be anywhere, anytime the student requires it.

Schools should be seen as opportunity centres, creating the habit of lifelong learning, reaching out to be a learning resource for the community.

E-learning has reinforced the importance of informal learning and helped to bring about a convergence between learning and working, between learning and communicating, and between learning and entertainment.

A robust and competent information advice and guidance system for individuals of all age groups and at all levels of learning

[Indgående analyse](#) [EN](#)