



*INFORMAL COMMISSION EXPERT GROUP ‘WORKING GROUP ON DIGITAL EDUCATION:
LEARNING, TEACHING AND ASSESMENT’*
TERMS OF REFERENCE

1. BACKGROUND

The Commission’s Communication of 30 September 2020 on Achieving the European Education Area by 2025¹ (hereafter ‘EEA Communication’) and the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)² (hereafter ‘Council Resolution’) call for maintaining the format of working groups as part of the “tried and tested working arrangements” in the context of the new cycle of European cooperation in education and training. In particular, the Council Resolution stresses that the mutual learning initiatives should have “clear mandates, time schedules and planned outputs to be proposed by the Commission in cooperation with Member States”.

The overall **objective** of the new working groups shall be to **promote mutual learning on policy reform of national education systems** with a view to **effectively contributing to the achievement of the European Education Area by 2025**, and as relevant, the **Digital Education Action Plan (2021-2027) through tangible outputs**.

By continuing the work done under the previous strategic framework for European cooperation in education and training (ET 2020), the new working groups shall be established as informal Commission expert groups, in compliance with the horizontal rules³. Through their respective roles and specific tasks, the expert groups will provide the Commission with advice and expertise in the policy areas that they cover, and they will be part of a governance structure that will coordinate the work and steer the development of the strategic framework, within the overarching objective of achieving and further developing the European Education Area (EEA).

As part of the strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), their overall work shall reflect the vision, milestones and specific initiatives set forth in the EEA Communication and the priority areas, issues and actions of the Council Resolution, with each working group addressing concrete policy issues and actions, in line with their specific objectives detailed in annexes to their Terms of Reference.

¹ <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1601687240311&uri=CELEX:52020DC0625>

² [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226(01))

³ C(2016) 3301 final

One of these groups will be covering issues of digital education (learning, teaching and assesment).

The group shall focus on the **support to the countries in the implementation of policy reforms** in line with the **Digital Education Action Plan 2021-2027**, focusing in particular on fostering **high quality and inclusive digital education** in Europe, while taking into consideration the digital transformation as well as the implications and lessons learnt from the COVID-19 crisis. The mutual learning activities of the group shall address two guiding questions: how to foster a high-performing digital education eco-system and how to enhance digital skills and competences for the digital transformation.

The work of the group shall focus on supporting the development of initiatives (i.e. for the European Digital Education Hub) or on providing feedback on the Commission's draft policy documents (i.e. ethical guidelines on the artificial intelligence for educators as well as those on digital literacy and disinformation). Regular updates on the implementation of the Digital Education Action Plan as well as up-to-date evidence coming from ongoing and future studies shall be shared with the group.

The group shall feed into the future EEA governance structure as a means of strengthening exchange and cooperation and promoting the engagement of stakeholders. Enhanced coordination will allow for greater synergies between different policies and also strengthen the communication and dissemination of outputs.

The group shall start its activities in September 2021 and end the first working cycle by the end of 2025.

2. SUBJECT MATTER

The group of experts on Digital Education: Learning, Teaching and Assesment ('the group') is set up.

3. TASKS

The group's tasks shall be:

1. to assist Directorate-General for Education, Youth, Sport and Culture (DG EAC) in the preparation of policy initiatives in the field of education and training in relation to digital education (learning, teaching and assesment).
2. to establish cooperation/coordination between the Commission and Member States or stakeholders on questions relating to the policies in the field of education and training in relation to digital education (learning, teaching and assesment).
3. to bring about an exchange of experience and good practice in the field of education and training in relation to digital education (learning, teaching and assesment).

Priority areas from the Council Resolution to be addressed: 1. Quality, equity, inclusion and success in education and training, 2. Lifelong learning and mobility, 3. Teachers and Trainers, 4. Higher education, 5. Green and digital transitions.

The specific objectives are further detailed in the annex.

4. MEMBERSHIP

1. Members shall be organisations, Member States' authorities, other public entities including public entities from acceding and candidate countries, Iceland, Liechtenstein and Norway, Union bodies, offices or agencies and international organisations (Type C, D and E Members).
2. Member States' authorities, organisations and other public entities shall nominate their representatives and shall be responsible for ensuring that their representatives provide a high level of expertise. DG EAC may refuse the nomination by an organisation of a representative if it considers this nomination inappropriate in the light of the requirements specified in the call for applications. In such case, the organisation concerned shall be asked to appoint another representative.
3. Organisations who are members who are no longer capable of contributing effectively to the expert group's deliberations, who, in the opinion of DG EAC do not comply with the conditions set out in Article 339 of the Treaty on the Functioning of the European Union or who resign, shall no longer be invited to participate in any meetings of the group and may be replaced for the remainder of their term of office.

5. SELECTION PROCESS

1. The selection of organisations as group's members (Type C) shall be carried out via a public call for applications, to be published on the Register of Commission expert groups and other similar entities ('the Register of expert groups'). In addition, the call for applications may be published through other means, including on dedicated websites. The call for applications shall clearly outline the selection criteria, including the required expertise and the interests to be represented in relation to the work to be performed. The minimum deadline for applications shall be four weeks.
2. Registration in the Transparency Register is required in order for organisations to be appointed.
3. The members of the group shall be appointed by the the Director-General of DG EAC from applicants with competence in the areas referred to in point 3 and who have responded to the call for applications.
4. Members shall be appointed for until 31 December 2025. They shall remain in office until replaced/until the end of their term of office. Their term of office may be renewed.
5. DG EAC shall establish a reserve list of suitable candidates that may be used to appoint members' replacements. DG EAC shall ask applicants for their consent before including their names on the reserve list.

6. CHAIR

The group shall be chaired by a representative of DG EAC.

7. OPERATION

1. The group shall act at the request of DG EAC, in compliance with the horizontal rules⁴.
2. Meetings of the group shall, in principle, be held on Commission premises or virtually, depending on the circumstances.
3. DG EAC shall provide secretarial services. Commission officials from other departments with an interest in the proceedings may attend meetings of the group and its sub-groups.
4. In agreement with DG EAC, the group may, by simple majority of its members, decide that deliberations shall be public.
5. Minutes on the discussion on each point on the agenda and on the opinions delivered by the group shall be meaningful and complete. Minutes shall be drafted by the secretariat under the responsibility of the Chair.
6. The group shall adopt its opinions, recommendations or reports by consensus.

8. SUB-GROUPS

1. DG EAC may set up sub-groups for the purpose of examining specific questions on the basis of terms of reference defined by DG EAC. Sub-groups shall operate in compliance with the horizontal rules and shall report to the group. They shall be dissolved as soon as their mandate is fulfilled.
2. The members of sub-groups that are not members of the group shall be selected via a public call for applications, in compliance with point 5 and the horizontal rules⁵.

9. INVITED EXPERTS

DG EAC may invite experts with specific expertise with respect to a subject matter on the agenda to take part in the work of the group or sub-groups on an *ad hoc* basis.

10. OBSERVERS

1. Organisations and public entities other than Member States' authorities may be granted an observer status, in compliance with the horizontal rules, by direct invitation.
2. Organisations and public entities appointed as observers shall nominate their representatives.
3. Observers' representatives may be permitted by the Chair to take part in the discussions of the group and sub-groups and provide expertise. However, they shall not participate in the formulation of recommendations or advice of the group and sub-groups.

⁴ C(2016) 3301, Article 13.1.

⁵ C(2016), Articles 10 and 14.2.

11. RULES OF PROCEDURE

On a proposal by and in agreement with DG EAC the group shall adopt its rules of procedure by simple majority of its members, on the basis of the standard rules of procedure for expert groups, in compliance with the horizontal rules⁶. Sub-groups shall operate in compliance with the group's rules of procedure.

12. PROFESSIONAL SECRECY AND HANDLING OF CLASSIFIED INFORMATION

The members of the group and their representatives, as well as invited experts and observers, are subject to the obligation of professional secrecy, which by virtue of the Treaties and the rules implementing them applies to all members of the institutions and their staff, as well as to the Commission's rules on security regarding the protection of Union classified information, laid down in Commission Decisions (EU, Euratom) 2015/443⁷ and 2015/444⁸. Should they fail to respect these obligations, the Commission may take all appropriate measures.

13. TRANSPARENCY

1. The group and its sub-groups shall be registered in the Register of Commission expert groups and other similar entities ('the Register of expert groups').
2. As regards the group and sub-groups composition, the following data shall be published on the Register of expert groups:
 - (a) the name of Member States' authorities;
 - (b) the name of other public entities, including the name of third countries' authorities;
 - (c) the name of member organisations; the interest represented shall be disclosed;
 - (d) the name of observers.
3. All relevant documents, including the agendas, the minutes and the participants' submissions, shall be made available on the Register of expert groups. In particular, DG EAC shall publish the agenda and other relevant background documents in due time ahead of the meeting, followed by timely publication of minutes. Exceptions to publication shall only be possible where it is deemed that disclosure of a document would undermine the protection of a public or private interest as defined in Article 4 of Regulation (EC) N° 1049/2001⁹.

⁶ See Article 17 of the horizontal rules.

⁷ Commission Decision (EU, Euratom) 2015/443 of 13 March 2015 on Security in the Commission (OJ L 72, 17.3.2015, p. 41).

⁸ Commission Decision (EU, Euratom) 2015/444 of 13 March 2015 on the security rules for protecting EU classified information (OJ L 72, 17.3.2015, p. 53).

⁹ These exceptions are intended to protect public security, military affairs, international relations, financial, monetary or economic policy, privacy and integrity of the individual, commercial interests, court proceedings and legal advice, inspections/investigations/audits and the institution's decision-making process.

14. MEETING EXPENSES

1. Participants in the activities of the group and sub-groups shall not be remunerated for the services they offer.
2. Travel and subsistence expenses incurred by participants in the activities of the group and sub-groups shall be reimbursed by the Commission. Reimbursement shall be made in accordance with the provisions in force within the Commission and within the limits of the available appropriations allocated to the Commission departments under the annual procedure for the allocation of resources.

ANNEX:

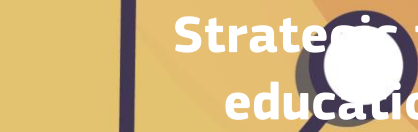
- Description of specific objectives.

Done in Brussels, on 23 July 2021.

Achieving the European Education Area by 2025

Annex: Working Group on Digital Education: Learning, Teaching and Assessment 2021-2025

Strategic framework for European cooperation in
education and training towards the European



Working Group on Digital Education

Title	WORKING GROUP ON DIGITAL EDUCATION: LEARNING, TEACHING AND ASSESMENT (DELTA)				
Duration of mandate	2021-2025 ¹⁰				
Coordinating Unit(s)	EAC.C4 – Digital Education				
Chair (Head of Unit level) ¹¹	Georgi Dimitrov				
Coordinating official(s)	Marta Markowska and Kristina Larsen				
<p><u>SPECIFIC OBJECTIVE</u></p> <p>The aim of the Working Group DELTA is to support countries in the implementation of policy reforms in line with the Digital Education Action Plan 2021-2027, focusing in particular on fostering high quality and inclusive digital education in Europe, while taking into consideration the digital transformation as well as the implications and lessons learnt from the COVID-19 crisis.</p> <p>In line with the two strategic priorities of the Digital Education Action Plan, the mutual learning activities of the group will address two guiding questions:</p> <ol style="list-style-type: none"> 1) How to foster a high-performing digital education eco-system? 2) How to enhance digital skills and competences for the digital transformation? <p>The role that the Working Group will play in supporting EU initiatives depends on the scope of the initiative. The work of the group will focus on supporting the development of initiatives (i.e. for the European Digital Education Hub) or on providing feedback on the Commission’s draft policy documents (i.e. ethical guidelines on AI for educators as well as those on digital literacy and disinformation). Regular updates on the implementation of the Digital Education Action Plan as well as up-to-date evidence coming from ongoing and future studies will be shared with the group.</p> <p>The Working Group will also feed into the future EEA governance structure as a means of strengthening exchange and cooperation and promoting the engagement of stakeholders. Enhanced coordination will allow for greater synergies between different policies and also strengthen the communication and dissemination of outputs.</p> <p>Priority areas to be addressed:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50px;"><input checked="" type="checkbox"/></td> <td>1. Quality, equity, inclusion and success in education and training</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2. Lifelong learning and mobility</td> </tr> </table>		<input checked="" type="checkbox"/>	1. Quality, equity, inclusion and success in education and training	<input checked="" type="checkbox"/>	2. Lifelong learning and mobility
<input checked="" type="checkbox"/>	1. Quality, equity, inclusion and success in education and training				
<input checked="" type="checkbox"/>	2. Lifelong learning and mobility				

¹⁰ The Working Groups will run until 2025, throughout the first cycle of the strategic framework; their specific objectives can be reviewed and updated, if needed to reflect emerging policy needs, including during the stocktaking exercise foreseen in 2022 as part of the European Education Area Progress Report. Concrete outputs to support Member States in their national reforms and contribute to the achievement of the European Education Area will be further defined in the work plan of respective Working Groups.

¹¹ For some of the specific outputs and peer learning events identified below, Member State representatives may be invited to take the lead, if appropriate.

- | |
|--|
| <input checked="" type="checkbox"/> 3. Teachers and Trainers |
| <input checked="" type="checkbox"/> 4. Higher education |
| <input checked="" type="checkbox"/> 5. Green and digital transitions |

MAIN "CONCRETE ISSUE(S) and ACTION(S)" ADDRESSED (as established in Annex III of the Resolution):

Priority area 1 - Quality, equity, inclusion and success in education and training

- i) Promoting the mastering of key competences including basic skills, which are a prerequisite to thrive in life, to find or create fulfilling jobs and to become engaged citizens.
- xiv) Developing ethical conduct and enhancing critical thinking, along with digital and media literacy.

Priority area 2 - Lifelong learning and mobility

- i) Societal, technological, digital, environmental and economic challenges are increasingly affecting the way we live and work, including the distribution of jobs and the demand for skills and competences. The high number of career transitions the average European citizen is expected to go through, coupled with the increase of the retirement age, make lifelong learning and lifelong career guidance, including with outreach activities, essential for a just transition, as education and skills levels, including digital skills, continue to be a fundamental factor in the labour market.

Priority area 3: Teacher and Trainers

- v) Supporting initial education, induction and continuous professional development at all levels, especially to deal with the increased diversity of learners and their specific needs, to tackle early leaving from education and training to promote work-based learning, supporting the development of basic and advanced digital competences and innovative pedagogies, including ensuring that teacher education addresses teachers' competences to teach in digital environments.

Priority area 4: Higher Education

- iii) Establishing an agenda for higher education transformation, with a focus on inclusion, innovation, connectivity, digital and green readiness and international competitiveness, as well as fundamental academic values and high ethical principles, as well as employment and employability.

Priority area 5 - Green and digital transitions

- i) Boosting availability, access, and quality of digital equipment and infrastructure, connectivity, open and digital educational resources and pedagogies at all education and training levels to support education and training systems in adapting to the digital era.
- ii) Addressing the development of basic and advanced digital skills and competences at all levels and types of education and training (formal, non-formal and informal) and also traditional, blended and distance teaching and learning, in order to face and reply to the technological and digital transformation of economy and society.

iii) Intensify the exchange of best practices and implementation of actions included in the Digital Education Action Plan 2021-2027, exploring ways to foster a more integrated approach to the development of digital education policy through the possible set-up of a European Digital Education Hub.

Contribution to the objectives of the Digital Education Action Plan 2021-2027:

- 1) Foster the development of a **high-performing digital education ecosystem** focusing on key **enabling factors** for digital education, such as robust **infrastructure** and **digital equipment**; high-quality digital education **content**, user-friendly **tools, privacy, secure and safe platforms** and **interoperability** of data. Enhancing **digital skills and competences for the digital transformation** by strengthening **basic and advanced digital skills** in a lifelong learning perspective, including **digital literacy** and understanding of emerging technologies such as **Artificial Intelligence**; as well as **certification** of digital skills.
- 2) Strengthen cooperation and exchange in digital education at EU level, supporting the **European Digital Education Hub and its implementation**. The Hub will promote cross-sector and national collaboration and new models for the exchange, including between policy and research.

Contribution to implementation and follow-up of other major EU policy initiatives:

- European Skills Agenda
- European Pillar of Social Rights Action Plan
- 2030 Digital Compass

Contribution to implementation of major EU funding initiatives:

Regular information and updates on the implementation of the Erasmus+ supported Digital Education Action Plan actions. Updates on relevant projects under Horizon Europe, Digital Europe and the Connecting Europe Facility can also be presented.

Affiliations and joint activities with other bodies of governance (EEA and related areas):

Name of entity	Subject of cooperation/ Planned joint activities/ reporting
Governance structure, including, inter alia, the Council, the Education Committee and other relevant governance bodies, to be agreed by the end of 2021	Regular and timely reporting on the overall progress of the Working Groups and valorisation of results. Additionally, punctual reporting and dissemination is ensured for relevant outputs
Strategic Dialogue on enabling	Tbd, in accordance with future governance mechanism

factors of digital education	
Digital Education Hub	Tbd
Standing Group on Indicators and Benchmarks	Identification of evidence and data gaps, development and maintenance of indicators and targets for measuring performance and progress
Working Group on Higher Education	Cooperation on topics linked to higher education
Working Group on Schools	Cooperation on topics linked to school education.

EXPECTED TANGIBLE OUTPUTS:

- The Working Group will contribute to implementing actions included in the Digital Education Action Plan 2021-2027 and will explore ways to foster a more integrated approach to the development of digital education policy through the possible set-up of a **Digital Education Hub**;
- After each thematic meeting, the Working Group will additionally produce, at technical level **key messages** and collect innovative practices in order to inform the political level. This will lead to a creation of a **compendium of innovative practices and policies** in digital education and training (examples from all levels of education).
- These outputs will also contribute to the **mid-term review** of the Digital Education Action Plan, planned for 2024.

Common tools and approaches (e.g. toolkits, guidelines, frameworks):

The Working Group will contribute to and inform the development of the following actions:

- Digital Education Hub;
- Ethical Guidelines to Educators on Artificial Intelligence Data Use;
- Common Guidelines for Teachers and Educational Staff on Promoting Digital Literacy and Addressing Disinformation;
- European Digital Education Content framework;
- Proposal for Council Recommendation on Improving the provision of digital skills in education and training.

The Working Group will be also regularly informed on the developments under:

- The Digital Competences Frameworks – DigComp, DigCompEdu and DigCompOrg;
- SELFIE for Schools;
- SELFIE for Teachers;
- SELFIE for Work-Based Learning;
- Digital Education Hackathon;
- Other relevant initiatives of the Commission.

Peer learning and exchange of good practice (e.g. reports, collections of good practice, fiches, etc.):

Exchange will be on the following themes:

- Enabling factors of digital education;
- Development of basic and advanced digital skills and competences in a lifelong learning perspective - Computer science and education;
- High-quality digital education content, user-friendly tools and secure platforms;
- Digital skills for teachers in a lifelong learning perspective. Digital pedagogies and approaches to online assessment;
- Other relevant themes on an ad-hoc basis.

Contribution to implementation and follow-up of actions announced in the EEA Communication:

- Addressing the digital skills gap in a lifelong learning perspective;
- Strengthening the digital capacity and resilience of Europe's education and training systems.

RECURRENT ACTIVITIES:

Support to Member States facing issues identified in CSRs

Upon the request of interested members, the Working Group can provide support to clusters of Member States in response to issues identified in Country Specific Recommendations, by having such Member States benefit from the practical experience and good practices of other Member States.

Support to Member States implementing EU (RRF/Structural Funds) funded reforms in education and training

The group can follow the progress and developments of investments in digital education funded by the Recovery and Resilience Facility and Structural funds

Support to Member States for Covid-19 recovery

In alignment with the objectives of the Digital Education Action Plan 2021-2027, the Working Group will support member states in the Covid-19 recovery period, fostering exchange of practices and examples.

Support to the incubation and follow-up of Erasmus+ KA3 policy experimentation

If relevant, provide support to the incubation and follow-up of **Erasmus+ Key Action 3** policy experimentations. This activity depends on the priorities set out in the Annual Erasmus+ Work Programme and the relevance of current projects and calls.

INDICATIVE ROADMAP (2021-2022):

On the basis of this roadmap, the Working Group will draw up a work plan for 2021-2022.

<u>PHASE</u>	<u>MAIN THEMES/ACTIVITIES</u>	<u>DELIVERABLES</u>
<u>Phase 1: September – December 2021</u>	<ul style="list-style-type: none"> - Plenary 1: General - Plenary 2: Enabling factors of digital education - PLA 1: Enabling factors of digital education 	<ul style="list-style-type: none"> • Key messages after each meeting
<u>Phase 2: January - June 2022</u>	<ul style="list-style-type: none"> - Plenary 3: Development of basic and advanced digital skills and competences - Artificial Intelligence, data and computer science - Ad-hoc webinar- - Digital literacy and addressing disinformation - PLA 2: Development of basic and advanced digital skills and competences in a lifelong learning perspective - Computer science and education 	<ul style="list-style-type: none"> • Key messages after each meeting; • Input to the development of respective Digital Education Action Plan actions.
<u>Phase 3: July - December 2022</u>	<ul style="list-style-type: none"> - Plenary 4: Development of basic and advanced digital skills and competences / High-quality digital education content, user-friendly tools and secure platforms - PLA 3: High-quality digital education content, user-friendly tools and secure platforms 	<ul style="list-style-type: none"> • Key messages after each meeting; • Input to the development of respective Digital Education Action Plan actions; • Final report summarising all key messages - compendium of innovative practice and policies.

EVIDENCE BASE**Relevant EU-level target(s):**

- Low-achieving eight-graders in digital skills (the share of low-achieving eight-graders in computer and information literacy should be less than 15%, by 2030)

Coherence with other EU indicator frameworks, dashboards and targets:

- By 2025, 70% of those aged 16 - 74 should have at least basic digital skills (Skills Agenda);

- By 2030, at least 80% of those aged 16-74 should have basic digital skills (European Social Pillar Action Plan; 2030 Digital Compass: the European Way for the Digital Decade);
- By 2030, there are 20 million employed ICT specialists in the EU, with convergence between women and men (2030 Digital Compass: the European Way for the Digital Decade).

Relevant indicator frameworks, data collections or reports:

- Digital Education Action Plan 2021-2027: Resetting education and training for the digital age, https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en
- Communication on achieving European Education Area by 2025, <https://ec.europa.eu/education/sites/default/files/document-library-docs/communication-european-education-area.pdf>
- European Skills Agenda for sustainable competitiveness, social fairness and resilience, <https://ec.europa.eu/social/BlobServlet?docId=22832&langId=en>
- 2030 Digital Compass: the European way for the Digital Decade, https://eur-lex.europa.eu/resource.html?uri=cellar:12e835e2-81af-11eb-9ac9-01aa75ed71a1.0001.02/DOC_1&format=PDF
- The European Pillar of Social Rights Action Plan, https://ec.europa.eu/info/files/european-pillar-social-rights-action-plan_en
- Digital Education Policies in Europe and Beyond: Key Design Principles for More Effective Policies, <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digital-education-policies-europe-and-beyond-key-design-principles-more-effective-policies>
- Proposal for a Council Recommendation on Key Competences for Lifelong Learning, https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en
- The Digital Competence Framework for Citizens, <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use>
- European Framework for Digitally Competent Organisations, <https://ec.europa.eu/jrc/en/digcomporg>
- European Framework for the Digital Competence of Educators, <https://ec.europa.eu/jrc/en/digcompedu>
- European Commission (2020). Education and Training Monitor, <https://op.europa.eu/webpub/eac/education-and-training-monitor-2020/en/>
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- European Commission (2018). The 2018 International Computer and Information Literacy Study (ICILS). Main findings and implications for education policies in Europe, <https://ec.europa.eu/education/sites/default/files/document-library-docs/icils-2018-policy-note.pdf>

Important data gaps:

- Key enabling factors in digital education;
- Implications of COVID-19 crisis for the digital readiness of education and training systems;
- Provision and good practices in computer science;
- What makes digital education content of high-quality;
- Good practices and examples of high-quality digital education content provision;
- Any other gaps identified in the course of the mandate on an ad-hoc basis.

DISSEMINATION ACTIVITIES

Key policy messages of the Working Group will be disseminated through the following platforms:

- European Education Area Platform
- Digital Education Hub
- Relevant outreach events on digital education, such as Stakeholder Forum and Education Summit.