












# European Union countries' currency status

-  Euro area
-  Currency pegged to euro
-  Floating currency



# Utdanning er svaret



Reduces poverty



Increases income



Makes people healthier



Boosts economic growth



Saves children's lives



Fosters peace



European  
Commission



## EDUCATION & CULTURE

European Commission > DGs > Education & culture

share on      



Discover the EU's role

Funding opportunities

More information

Interested in education, training, youth, sport or culture?

SUBSCRIBE TO OUR NEWSLETTER

### Creative Europe

Find out more about funding opportunities under the EU's new €1.46 billion programme in support of the culture and audiovisual sectors.



# Disposisjon

***Vet** vi det vi **tror** om utdanning?*

*Hvordan **står det til** i Europa?*

*Vi må snakke om **ferdigheter***

*Og om **samarbeid***

*... også om det **digitale***

***..for framtiden***





**Vet vi det vi tror om utdanning?**

**(Kanskje) en myte**

**(i alle fall en digresjon)**

# "I Norge bruker vi for mye penger på skole"

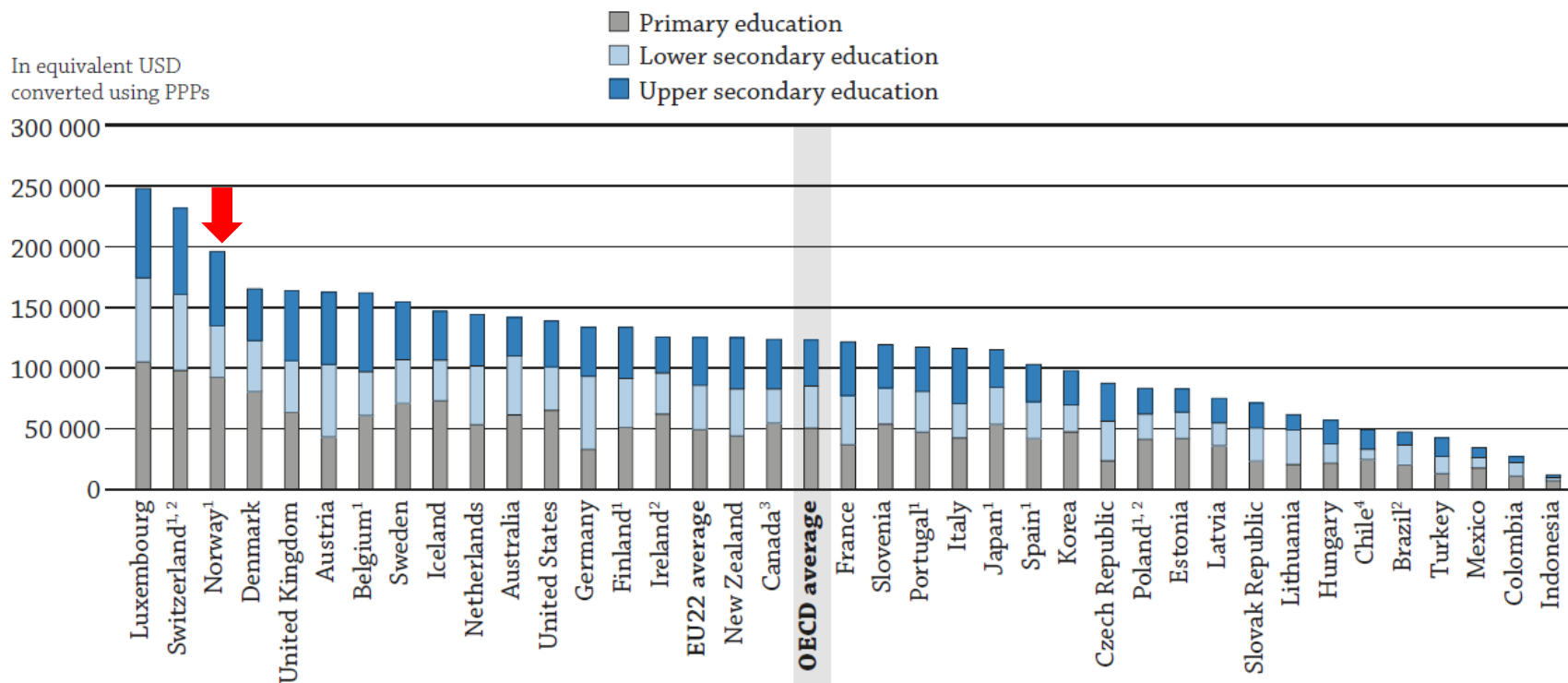
*Ja, vi bruker mye penger på skole i Norge*

- **Lærerlønninger**
- **Antall små skoler**

*Men står innsatsen i forhold til resultatet?*

## Figure B1.4. Cumulative expenditure per student by educational institutions over the expected duration of primary and secondary studies (2013)

Annual expenditure by educational institutions per student multiplied by the theoretical duration of studies, in equivalent USD converted using PPPs



1. Some levels of education are included with others. Refer to "x" code in Table B1.1 for details.


2. Public institutions only.

3. Year of reference 2012 for expenditure per student.

4. Year of reference 2014 for expenditure per student.

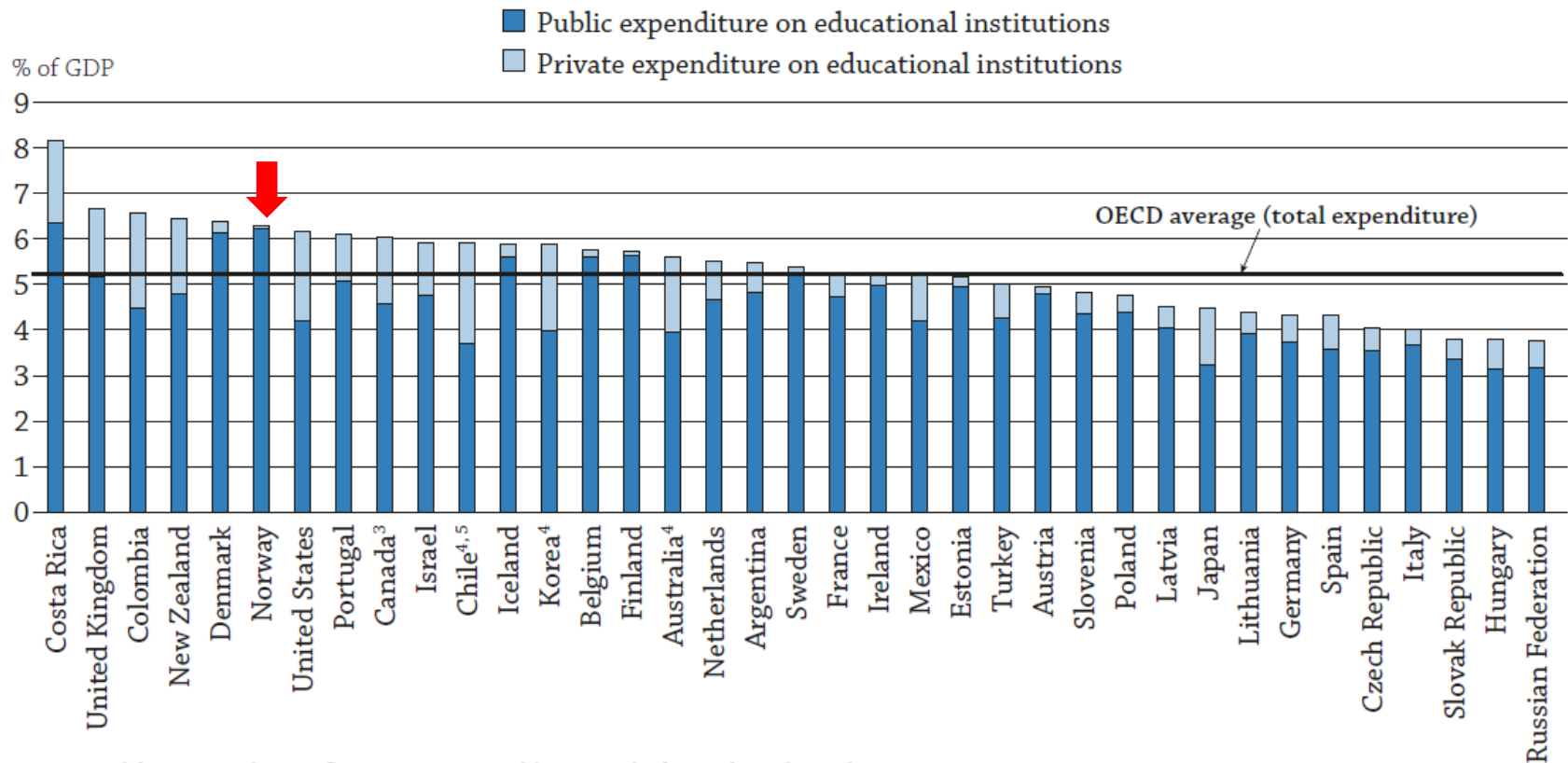
Countries are ranked in descending order of the total expenditure by educational institutions per student over the theoretical duration of primary and secondary studies.

Source: OECD. Table B1.3. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink  <http://dx.doi.org/10.1787/888933397619>

**Figure B2.1. Public and private expenditure on educational institutions, as a percentage of GDP (2013)**

*From public<sup>1</sup> and private<sup>2</sup> sources*




**Note:** Public expenditure figures presented here exclude undistributed programme.

1. Including public subsidies to households attributable to educational institutions, and direct expenditure on educational institutions from international sources.
2. Net of public subsidies attributable for educational institutions.
3. Year of reference 2012.
4. Public does not include international sources.
5. Year of reference 2014.

*Countries are ranked in descending order of expenditure from both public and private sources on educational institutions.*

**Source:** OECD. Table B2.3. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933397719>





# Sysselsetting av nylig uteksaminerte (alder 20-34)



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Commission

**TARGET: 82%**

**2015: 76.9%**

**2012: 75.9%**

Secondary VET\*

**73%**

Secondary education, general

**61.2%**

Tertiary education

**81.9%**

\*VET : Vocational Education and Training

**76.9 % of nylig uteksaminerte var sysselsatt i 2015, stigende sammenlignet med 2013 (75.4 %) og 2014 (76.1 %)**

**Nivå før krisen: 82% (2008)**

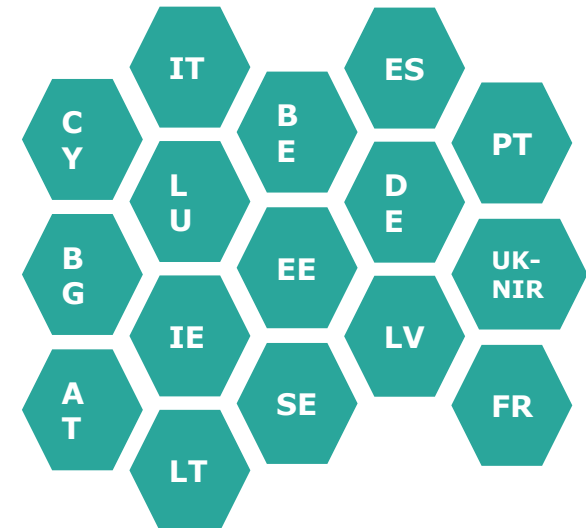
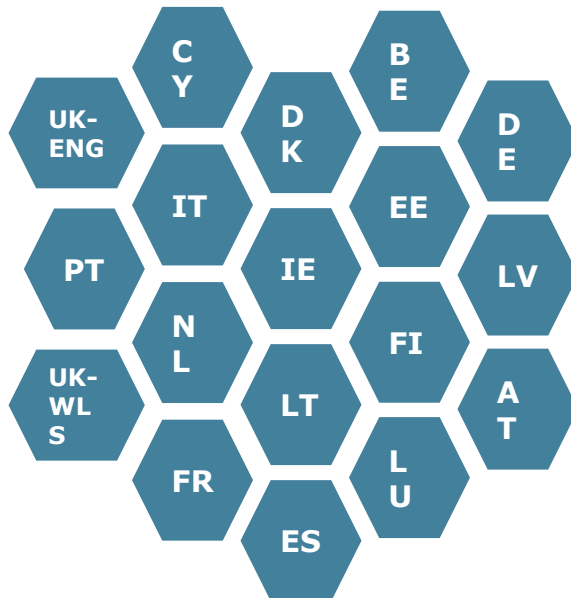
# Aktivt medborgerskap (Paris Declaration)



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Nasjonal  
politikkutforming  
for å sikre at barn  
og unge tilegner  
seg sosiale,  
medborgerlige og  
interkulturelle  
ferdigheter

Tiltak for å fremme  
interkulturell dialog  
gjennom nasjonal  
utdanningspolicy



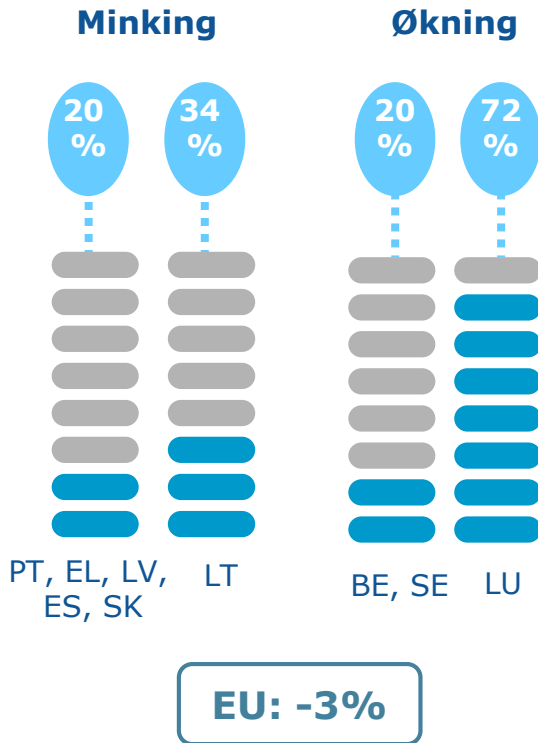


# Endret demografisk landskap i Europa

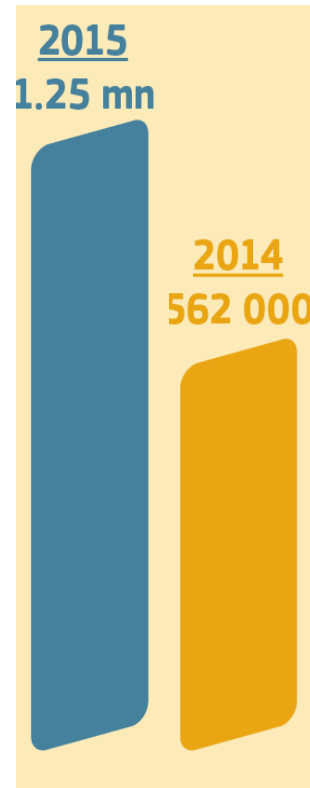


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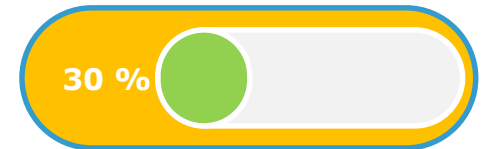
## Barn i skolealder, framskriving 2040 (5-18 åringer)



## Asylsøknader



< 17 år

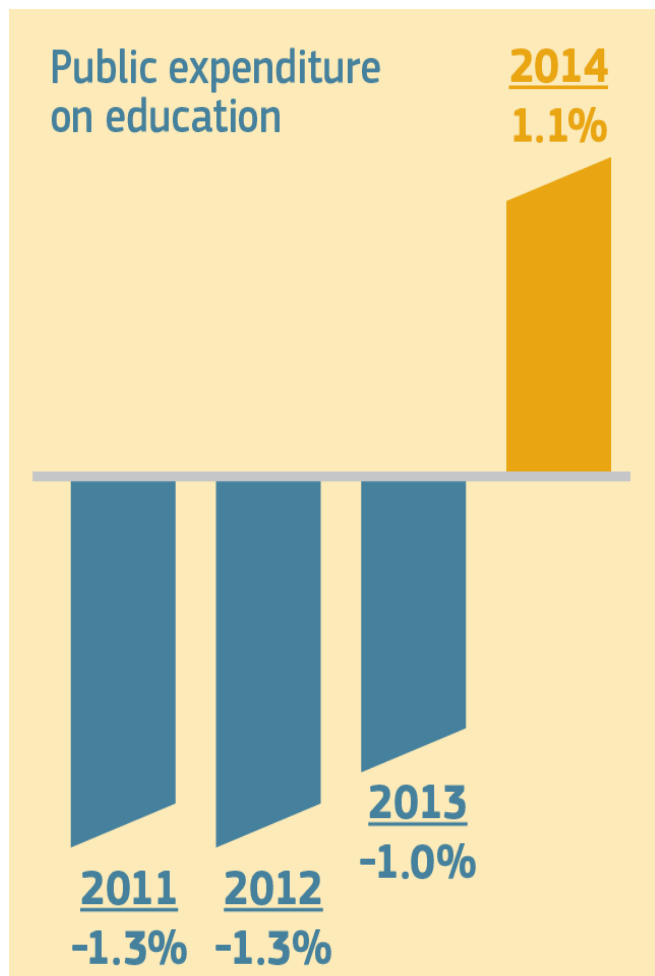


< 34 år





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Offentlige investeringer i utdanning startet å vokse igjen i 2014 med en årlig økning på 1.1 %

10 medlemsland reduserte investeringer i utdanning i 2014 sammenlignet med 2013

# Resultater i grunnleggende ferdigheter



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## 15-åringer (ET 2020)

## Aldersgruppen 20-34



reading

2009: 19.7%

2012: 17.8%

TARGET: below 15%



maths

2009: 22.3%

2012: 22.1%

TARGET: below 15%



science

2009: 17.8%

2012: 16.6%

TARGET: below 15%

Regneferdigheter:  
14.3 %

Leseferdigheter:  
11.5 %



Regneferdigheter:  
22.3 %



Leseferdigheter:  
16.2 %



**Vi kommer straks til det digitale, men...  
Vi må snakke litt  
om ferdigheter og samarbeid  
først**



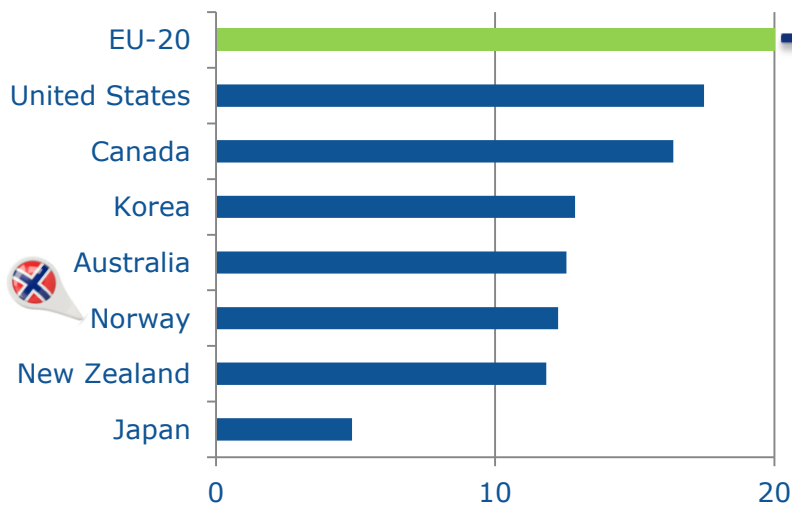
European  
Commission

# New Skills Agenda for Europe

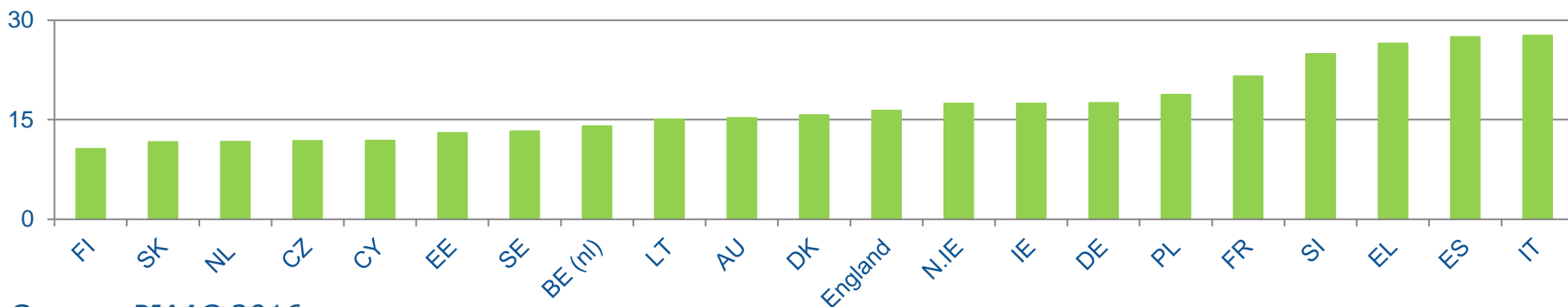
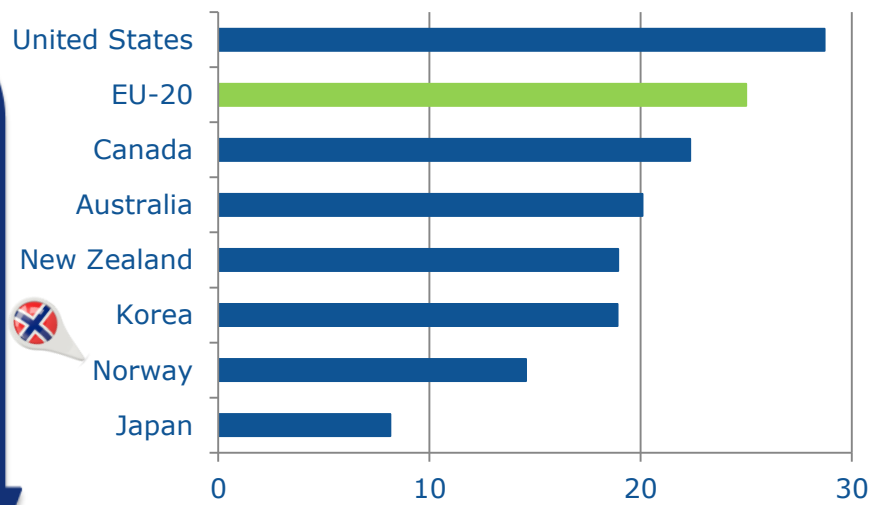


# Europa vs. konkurrentene

## Lave leseferdigheter



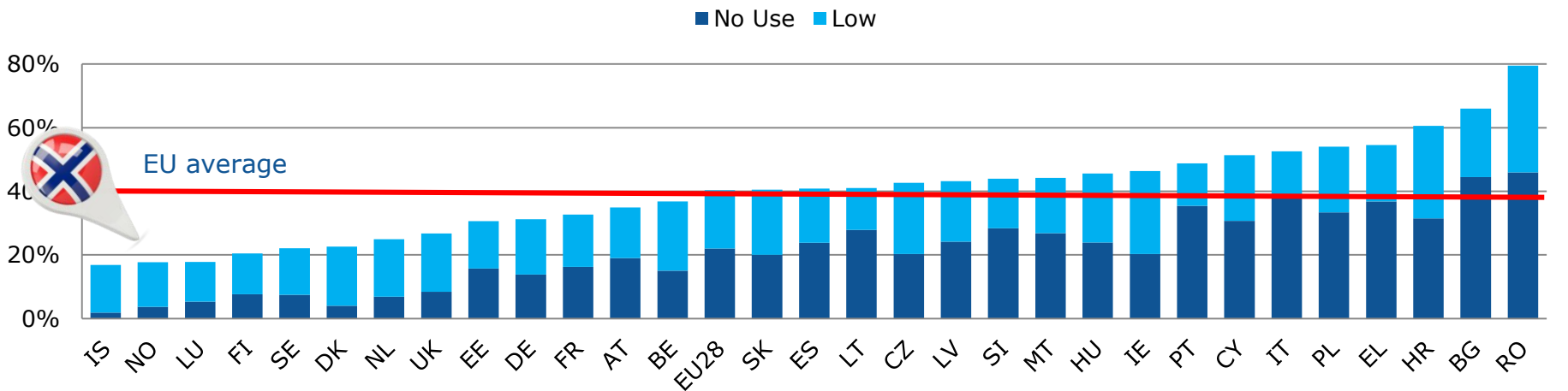
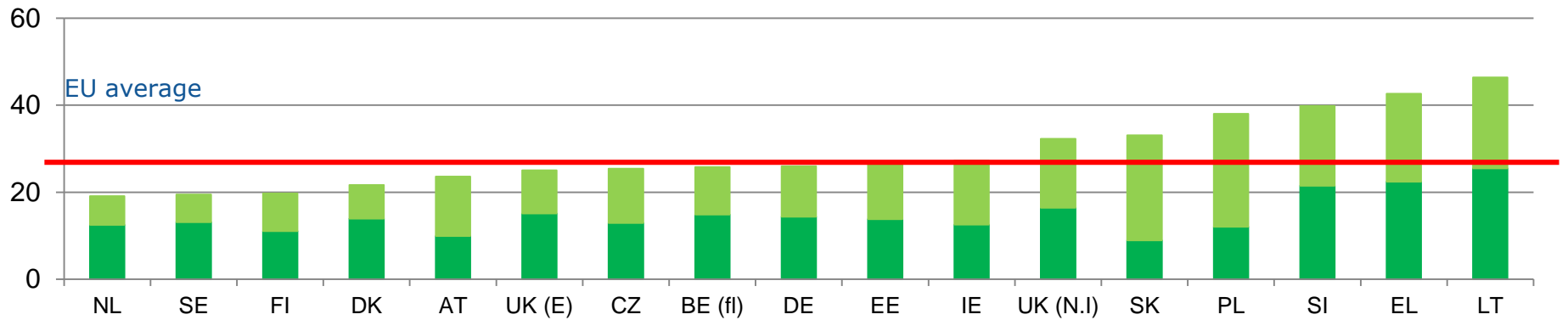
## Lave regneferdigheter



# Lave digitale ferdigheter

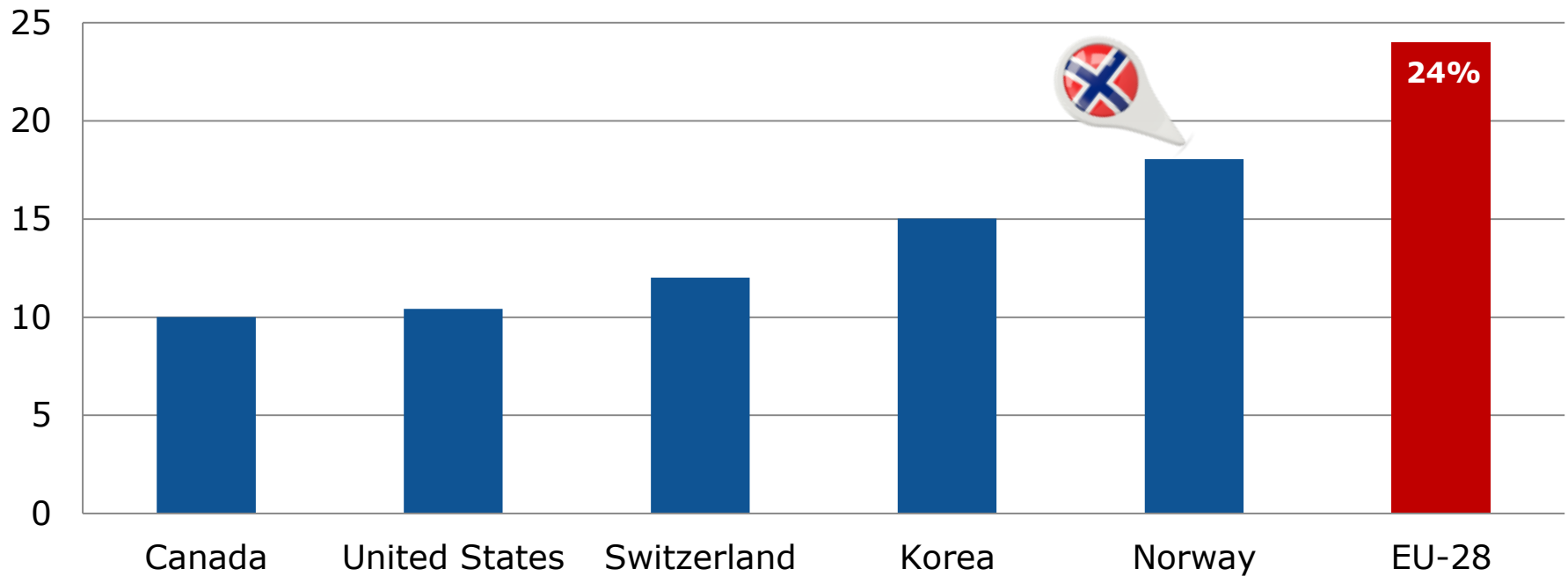
Failed ICT core or had no computer experience

Below Level 1



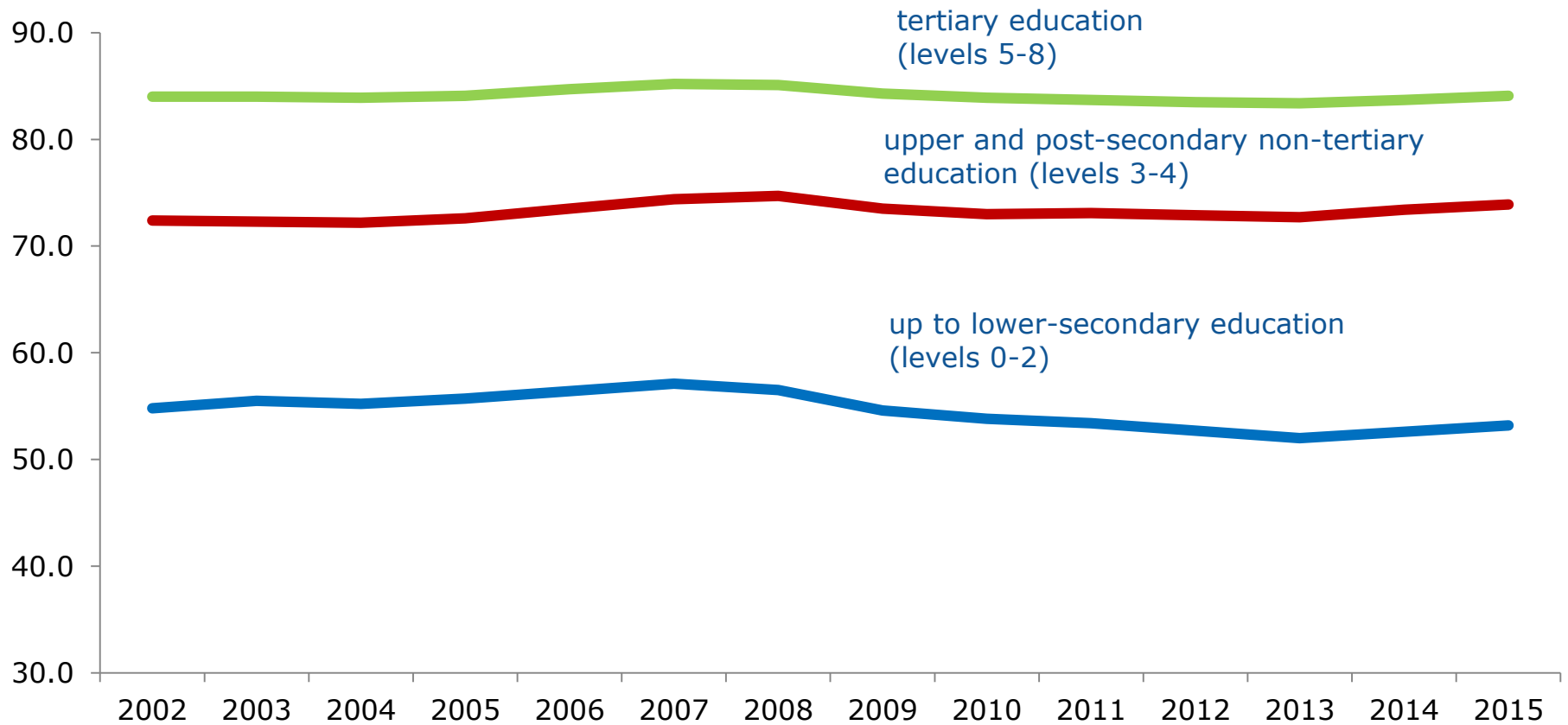
## Kvalifikasjoner?

Flere enn **65 millioner voksne EU borgere** uten videregående utdanning



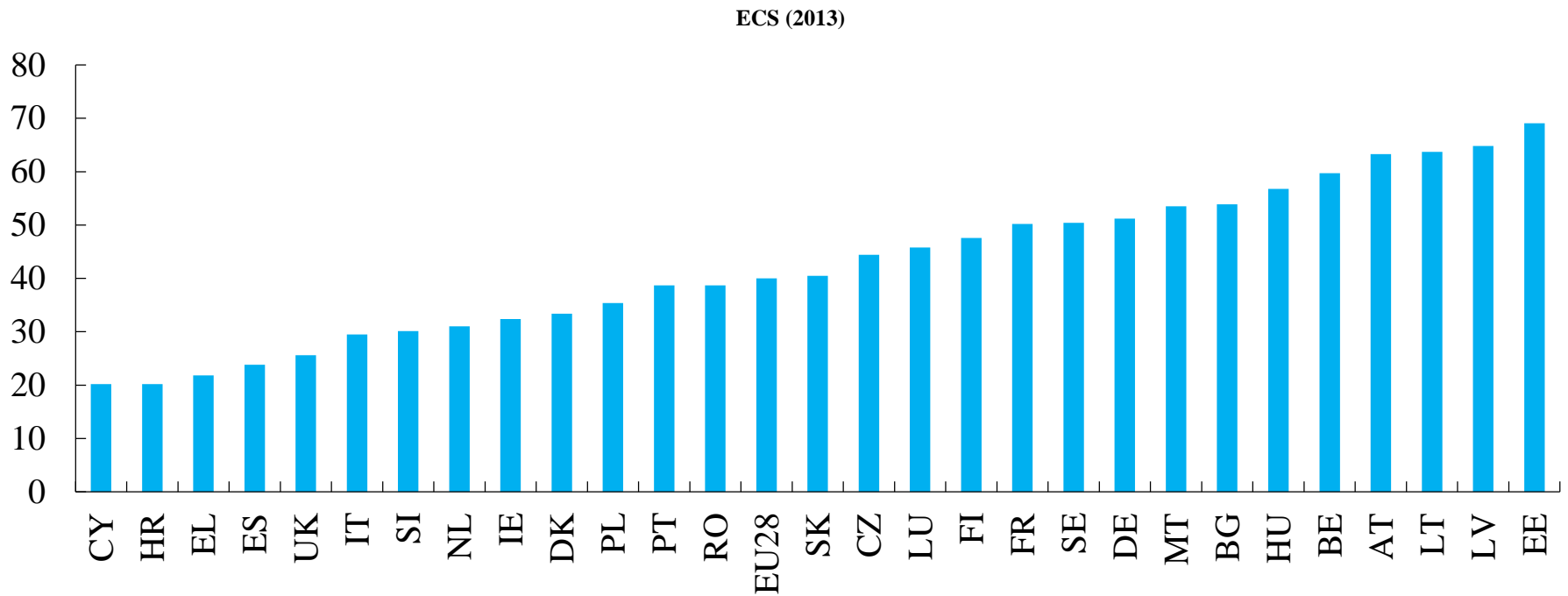


## Syssetting etter utdanningsnivå



Source: EU-28; age group: 25-64; ISCED 2011' Eurostat 2015

## *% av arbeidsgivere som rapporterer vansker med å finne ansatte med riktige ferdigheter*



*European Company Survey*



**Endelig (?)...**

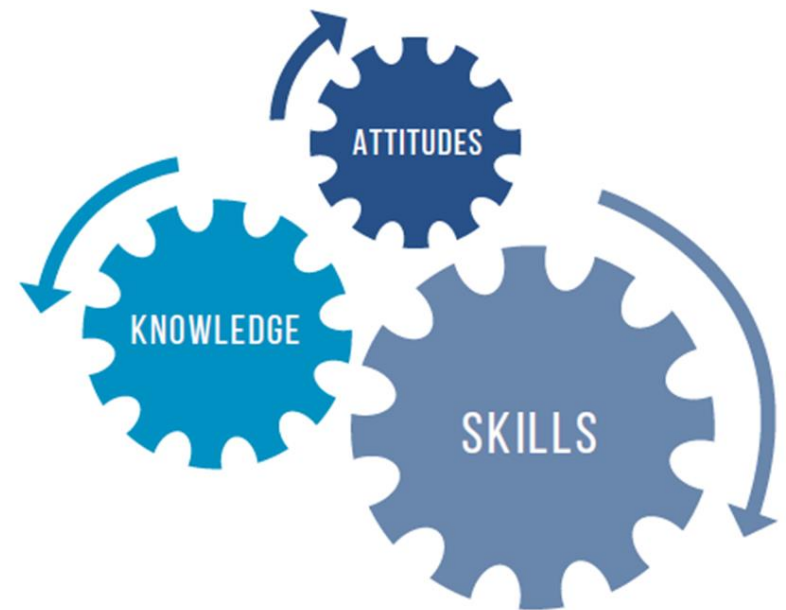
**Det digitale**

**(og vi nærmer oss skolen)**

# Key Competence Framework

## 8 kompetanser...

- Kommunisere på morsmålet
- Kommunisere på fremmedspråk
- Matematikk og naturfaglige ferdigheter
- **Digital kompetanse**
- Å lære seg å lære
- Sosial og medborgerlig kompetanse
- Initiativ og entreprenørskap
- Kulturell bevissthet og uttrykk



# Under revisisjon



Forbedre implementeringen

Bedre forklaring av  
begreper og definisjoner

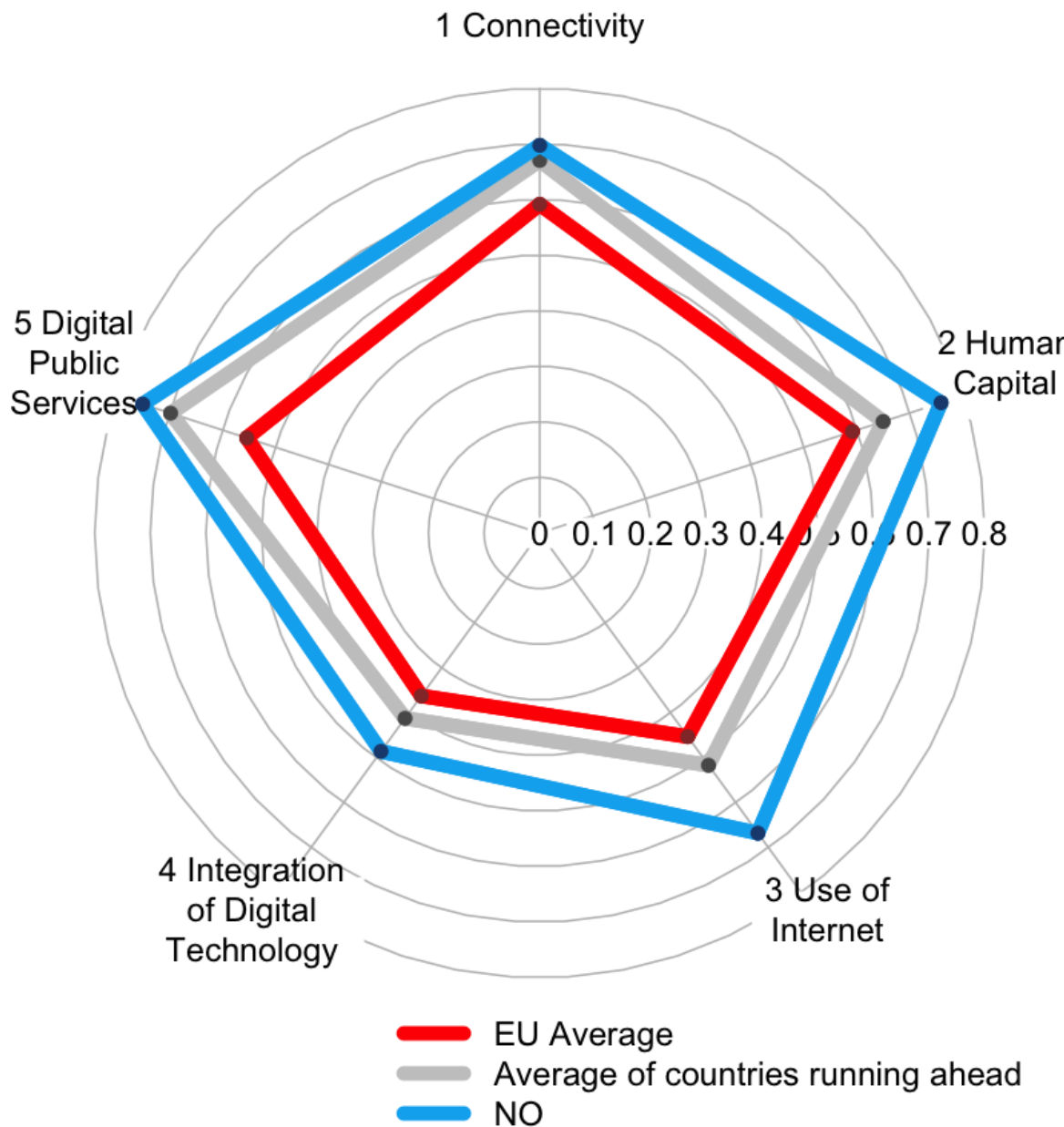
Inkludere ferdigheter som  
enten har manglet eller  
vært skjult (tversgående)

Støtte lærere og institusjoner og  
støtte utvikling av verktøy for  
vurdering

## Viktige drivere for Skills Agenda og revisjonen

- ***Digital transformasjon av hele samfunnet***
- *Mismatch i ferdigheter (påvirker produktivitet og vekst)*
- *EUs arbeidsstyrke eldes og minker*
- *Kvaliteten på utdanning varierer i EU*
- *Feilvalg av utdanning*
- *Læring utenfor formalsystemet -> anerkjennelse*

# Digresjon: Norge er digitalisert



## Nytt i Skills Agenda

- *Sterkt fokus på "low-skilled"*
- ***Digitalisering er fellesnevner i alle tiltak***
- *Nærhet til "økonomisk virkelighet"*



# Hvordan møte « the digital skills gap »

## • Digital Skills and Jobs Coalition

- Multi-stakeholder partnerskap på nasjonalt nivå (utdanning, næringsliv, sosiale partnere) for å møte utfordringen med manglende digitale ferdigheter
- Bygger på resultatene fra « the Grand Coalition for Digital Jobs »



# Hvordan møte « the digital skills gap »

- Møte alle sektorer, da alle sektorer blir digitaliserte
- **Involvere medlemsland og partnere** i å lage løsninger:  
« national digital skills strategies and national partnerships for digital skills by 2017, joint targets by end of 2016 »
- **Utvexling av Best-practice;** tiltak og felles opplæringsprogram
- Bedre bruk av nasjonale og EU midler

# Noen forslag i Digital Skills and Jobs Coalition

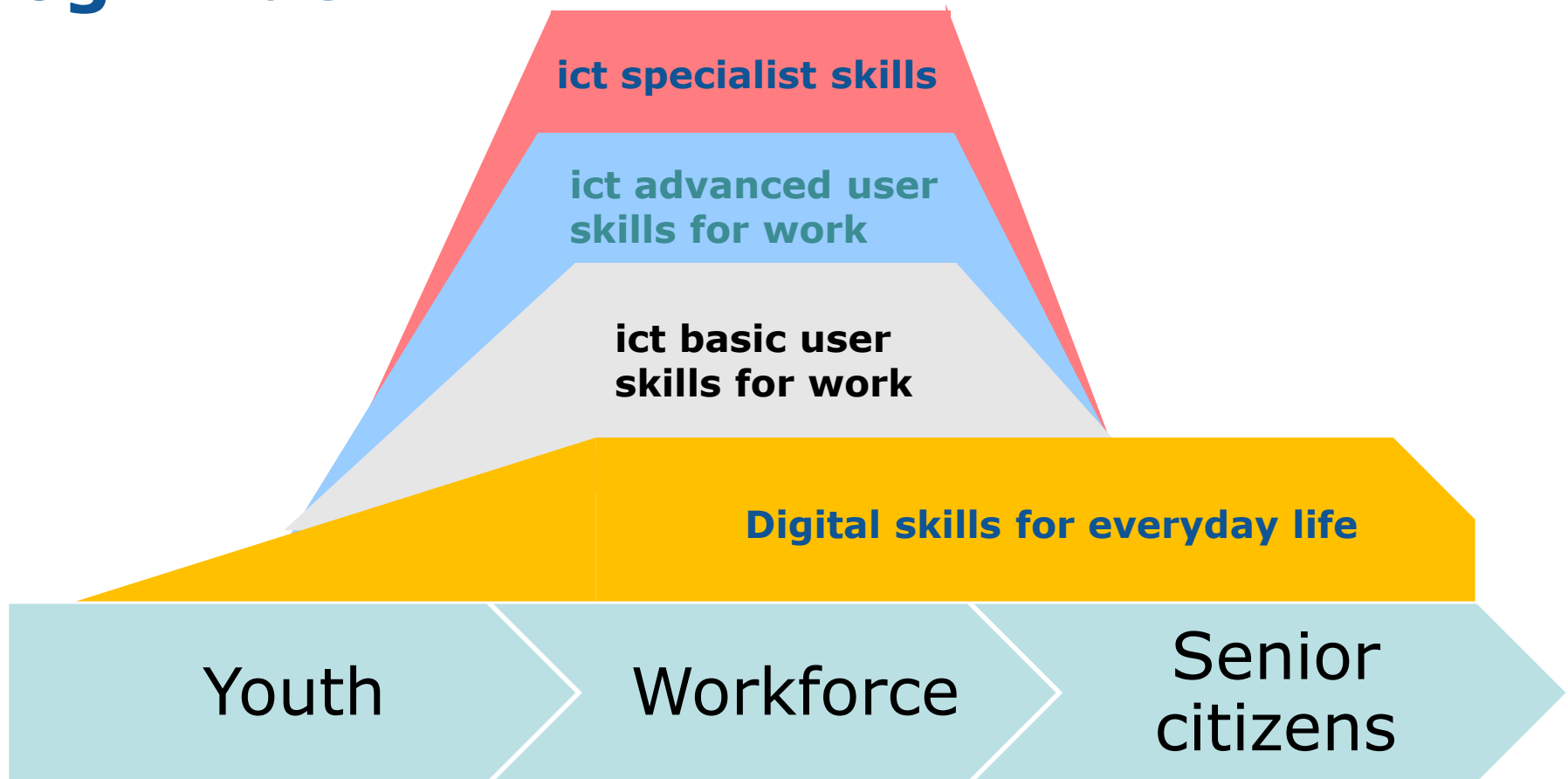
Make Autodesk's portfolio of **professional 3D design solutions available for free** to academic institutions in Europe (secondary schools and post-secondary)

EUN: Create Massive Open Online Courses (**MOOCs**) for **secondary school teachers**, to support students in acquiring science and technology skills and increase the attractiveness of ICT jobs

The [European Trade Union Committee for Education \(ETUCE\)](#) is developing a **policy strategy** on "the 21st century teaching profession and the pedagogical use of ICT". This strategy, which is to be adopted in autumn 2016, will identify the tools and pre-requisites needed for the teaching profession to provide:

- high quality education that appropriately prepares students for lifelong learning, and
- the skills they need in the future labour market.

# Digitale ferdigheter i ulike livsfaser og nivåer



# Key Competence Framework

## 8 kompetanser...

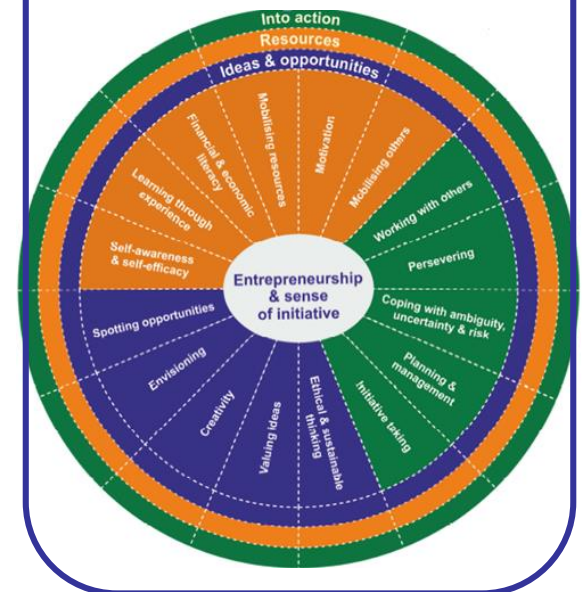
- Kommunisere på morsmålet
- Kommunisere på fremmedspråk
- Matematikk og naturfaglige ferdigheter
- **Digital kompetanse**
- Å lære seg å lære
- Sosial og medborgerlig kompetanse
- Initiativ og entreprenørskap
- Kulturell bevissthet og uttrykk



# Digital Competence Framework for Citizens



# Entrepreneurship Competence Framework



# Member State implementations

**POLAND**  
The Min. of Digital Affairs published a [catalogue of digital competence frameworks](#) for Digital Poland 2014-2020 referring to DigComp

**ITALY**  
[Italian Digital Agenda](#) will translate and implement DigComp as part of its strategy

**MALTA**  
Use of DigComp framework by the Ministry for Education and Employment in "[Green Paper: Digital Literacy](#)"

**UNITED KINGDOM**  
[GO ON UK](#) definition of Basic Digital Skills aligns with DigComp (close to Cabinet Office and the Government's Digital Service)

**NAVARRA, SPAIN**  
Navarra Department of Education uses DigComp as a key reference for strategic planning

**BASQUE COUNTRY, SPAIN**  
[Ikanos project](#) developed by the Basque Government to deploy the Digital Agenda. Free DigComp self-assessment and training

**ANDALUCIA, SPAIN**  
"[Andalucia digital](#)" offers a free self-assessment and training for job-seekers based on DigComp

**FLANDERS, BELGIUM**  
Dept. of Education use DigComp for a curricula review and development of adult education courses

**EMILIA-ROMAGNA REGION, IT**  
Uses DigComp to re-design courses/materials in [Pane e internet](#), an e-inclusion initiative

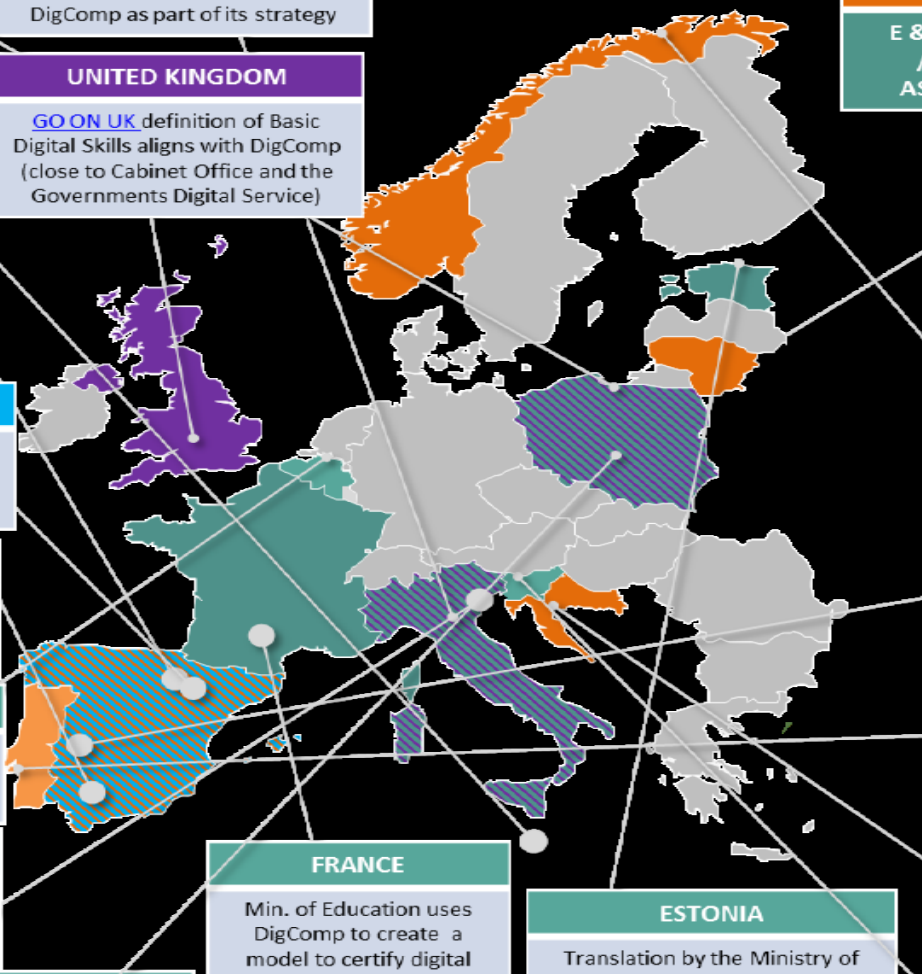
**POLAND**  
Training content and certification based on DigComp provided by FCCC Foundation and ECDL Foundation. Polish translation: <http://www.digcomp.pl/>

**FRANCE**  
Min. of Education uses DigComp to create a model to certify digital skills

**ESTONIA**  
Translation by the Ministry of Education and Research. From 2017 on, all 9<sup>th</sup> graders evaluated using DigComp

**TEACHER PROFESSIONAL DEVELOPMENT**  
**E & T CONTENT /STUDENT ASSESSMENT**

**ASSESSMENT FOR EMPLOYABILITY**  
**POLICY SUPPORT, FRAMEWORK IMPLEMENTATION**



**LITHUANIA**  
Translation of the DigComp framework by the [Education Development Centre](#). Used for Teacher PD

**NORWAY**  
The Norwegian Centre for ICT in Education uses DigComp as a reference to develop teacher digital competence framework

**SPAIN**  
The Min. of Education, INTEF created [Common Framework for Teacher Digital Competence](#) based on DigComp. Use agreed between State and Regional governments.

**EXTREMADURA, SPAIN**  
Extremadura implements Teachers Digital Competence Portfolio based on DigComp

**PORTUGAL**  
The Min. of Education uses DigComp as an input for teachers' PD. [Translation](#) by [CIDTFF](#), supported by the MoE

**CROATIA**  
e-Schools project by Croatian Academic and Research Network uses DigComp to support teachers

**SLOVENIA**  
Translated by National Education Institute. DigComp used in assessing students in ICT

# ET 2020 – Rammeverk for samarbeid om utdanning

- *Relevant and high-quality **skills and competences**, focusing on learning outcomes, for employability, innovation and active citizenship*
- ***Inclusive education**, equality, non- discrimination and promotion of civic competences*
- **Open and innovative education and training, including by fully embracing the digital era**
- *Strong support for **educators***
- *Transparency and **recognition of skills** and qualifications to facilitate learning and labour mobility*
- ***Sustainable investment**, performance and efficiency of education and training systems*





# "Open and innovative education and training, including by fully embracing the digital era"

- *Mainstreaming **innovative and active pedagogies** such as interdisciplinary teaching and collaborative methods*
- *Fostering **participatory education governance***
- *Increasing synergies between education, research and innovation activities,*
- ***Promoting the use of ICT as a driver for systemic change** to increase quality and relevance of education at all levels*
- ***Boosting availability and quality of open and digital educational resources** and pedagogies at all education levels, in cooperation with European open source communities*
- *Addressing the **development of digital skills and competences at all levels of learning** in response to the digital revolution*

# Working Group for Digital Skills

*Diskusjon om etterutdanning av lærere*

- **Vet lærerne hvilke digitale ferdigheter de har og mangler?**
- **Hvordan organisere etter og videreutdanning**
- **Hva gjør vi etter EVU? Implementering av ferdigheter i undervisningen**
- **Trenger vi en modell for opplæring av læreres digitale ferdigheter?**



**Til sist**

**fremtiden**

# Utfordring: «Big Data» for evidensbasert politikkutforming og skole

*I dag:*

- Gamle data, fra ett tidspunkt, ofte utvalgsbasert
- Data er fra individnivå, skolenivå, local- eller regionnivå, nasjonalt og internasjonalt nivå
- Registerdata, eksamensdata, nasjonale prøver, tester, PISA etc
- Høye kostnader, "Survey fatigue", lav representativitet, selvrapporing

# Hva skjer når...

*Data samles inn i sanntid fra elever:*



# Hva skjer når...

*Sanntidsdata fra elever blandes med:*

- **Lærernes pedagogiske bakgrunn, og ekamensresultater**
  - **Skolens sosioøkonomiske omland**  
data om foreldres skatt og inntekt
  - **Data om kriminalitet for barna, foreldre, nærmiljøet**
  - **Skolens akademiske prestasjoner**
  - **Sanntidsdata om skolens utgifter**
  - **Data om og fra utviklingssamtaler med elever og lærere**
  - **Lønnsdata for lærere, skole, lokalt, nasjonalt**
- ... til et omfattende system for skoleevaluering?*

## ET 2030

*A new Education and Training cooperation framework for the period 2020-2030 (which should take full account of the developments on UN Sustainable Development Goal 4 (“Education 2030”).*



**TAKK FOR MEG!**



## Førsteprioritet: Å styrke kvaliteten i ferdighetsutviklingen gjennom hele livsløpet

