Report on Interviews with Experts on Digital Skills in Schools and on the Labour Market.

# Details

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English

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## Type

Report and working paper

## Topics

## Sample

34 in-depth interviews with experts from the educational sector and the labour market were conducted in Estonia, Finland, Germany, Italy, Poland,and Portugal.

## Implications For Parents About

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Improvement of educational policies and school curricula

## Implications For Stakeholders About

* Researchers
* Industry
* Other

## Other Stakeholder Implication

Media oultes and journalists

# Abstract

The ySKILLS project seeks to better understand which skills 12-17-year-olds must obtain to knowingly, and critically use Information and Communication Technology (ICT) for their wellbeing, education and social life, and to improve existing knowledge as regards how children and youth can build resilience against negative impacts. As part of Work Package 3 Digital Skills: Actors and Factors of the ySKILLS project, this report aims to contribute a deeper knowledge on (1) the (digital) skills that youth need in the 21st century and (2) the role of digital skills education in formal (e.g., the school), informal (e.g., an extracurricular coding course) and non-formal (e.g., home) learning settings. Against this background, 34 interviews with experts from the educational sector and the labour market were carried out in six European countries: Estonia, Finland, Germany, Italy, Poland and Portugal.

# Outcome

"Many experts interviewed highlighted that digital skills have increasingly become an integral part of people’s lives. Mastering digital skills is perceived as vital for being able to take advantage of the opportunities ICTs provide and minimising potential risks. As the interviews were carried out in April and May 2020, amidst the COVID-19 pandemic in Europe, many of the interviewees reflected on how this crisis and the consequent ‘social distancing’ had impacted the labour market and education, when, all of a sudden, learning and working had become essentially digital. Several experts noted, however, that access to the necessary tools, resources and education in this field varies greatly, not only across but also within countries. The quality and effectiveness of initiatives meant to build digital skills are, according to the respondents, often deficient and inconsistent.

Although our interviews concentrated on the role of digital skills for the lives of children and adolescents, many experts also observed a deficiency of adequate programmes to develop the digital skills of adults, especially the elderly. In the light of an advancing digital transformation of the economy and society in which digital skills are needed for a growing number of daily activities as well as civic participation, this was regarded as highly problematic. Experts emphasised that it is crucial to develop strategies to reduce existing inequalities which are only reinforced by digitisation". (Donoso et al., 2020, p.6)