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Young people are **CONNECTED** (even before Covid-19)

APATAD

- 55% of the World's population is online
- 94 % of 15-24 year old's in developed countries are online
- 65 % of 15-24 year old's in developing countries
- 5-21 % young people experience cyberbullying (in high income countries; UNESCO)

Main challenges of switching to online learning:



What is the main challenge in switching to online/distance learning?
(% of respondents)

Teacher's lack of competence
in online teaching

27.3%

Lack of communication
between teachers and students

16.8%

Keeping students motivated
and engaged

16.6%

Difficulties in learning
practical skills online

16.1%

Students' low access to
technology

12.2%

Poor content of online
lessons

11.2%

Insufficient interaction
among students

6.9%

Difficulties in conducting
online exams

6.8%

Source: U-Report polls, June–July 2020.

Note: Number of respondents is 5,596.



Learners

- **Italy:** digital training and U-blog with migrant, refugee and Italian youth
- **Turkey:** Digital and 21st century skills development, including beyond formal education; digital skills spaces for over 1,000 Turkish and Syrian adolescents (coding, 3D design, robotics)



Teachers

- **Regionally:** Over 300,000 teachers trained in digital skills for delivering distance and blended learning
- **Serbia:** Linking Digital Competence Framework with Standards for teacher competencies



Parents

- **Across the region,** UNICEF is supporting the development of tools, guidance, and learning materials to equip parents to better support their children's digital learning, starting with the youngest learners
- E.g., Tajikistan and Moldova

LEARNIN

**ОТРИМАЙ ГРАНТ
НА СВОЮ МРІЮ!**



РЕЄСТРАЦІЯ НА

**UP
SHIFT
UKRAINE**



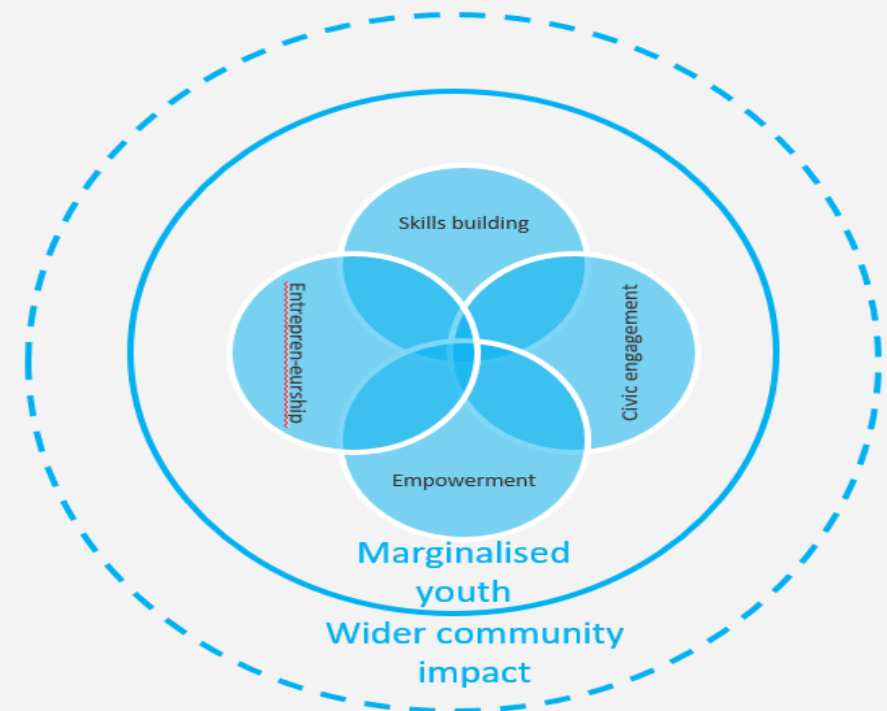
UPSHIFT:

A youth social innovation and social entrepreneurship programme active in 16 ECA countries – turns digital:

Builds skills – incl. digital, critical thinking, teamwork, problemsolving, communication

Fosters participation and civic engagement

Supports future employment and entrepreneurship opportunities





Developing digital competence in Europe & Central Asia

Challenges:

- **Digital divide**, impacting the most marginalized
- Imbalanced focus on **equipment rather than digital competencies**
- **Social norms and gender stereotypes**
- Even when children and young people possess digital skills, they are still **not digitally competent**
- Schools make a **negligible contribution** to digital skills development
- Lack of clear, integrated strategies
- Lack of digital competence among **parents & teachers**
- Digital reforms separate from curricular reforms
- Scale up the **out-of-school initiatives** (innovation labs, hackathons)

Priorities

- **Universal digital connectivity**; leave no-one offline.
- Preparing **young people as leaders in digital transition** while strengthening education systems' resilience
- Integrating development of **young people's, parents' and teachers'** digital competence with education system digitalization
- **Safeguarding** children's rights in digital learning
- Addressing **political & mindset barriers** related to internet access

Looking forward

- **Supporting digital transition**; leave no-one behind, access, affordability, use
- **Youth engagement**, esp. girls and marginalized youth
- Better understanding & **data on skills mismatches** and transitions from learning to earning to inform development of skills-building strategies in education sector & out of schools
- **Sound policies and programmes on digitalization**, including digital learning frameworks (e.g., based on EU DigComp)
- **Digital learning offers new opportunities for accessing and certifying digital skills development**
- **Effective partnerships** for co-creation, co-management, co-funding and policy development (PPPs, social partners, CSOs...)
- **Initiatives on e-health esp. e-Mental Health for youth**
- **Continued work on cyber-security; protection of kids-online**



Thank you

