The Estonian Lifelong Learning Strategy 2020

- Change in the approach to learning

- Competent and motivated teachers and school leadership

- Concordance of lifelong learning opportunities with the needs of labour market

- A digital focus in lifelong learning

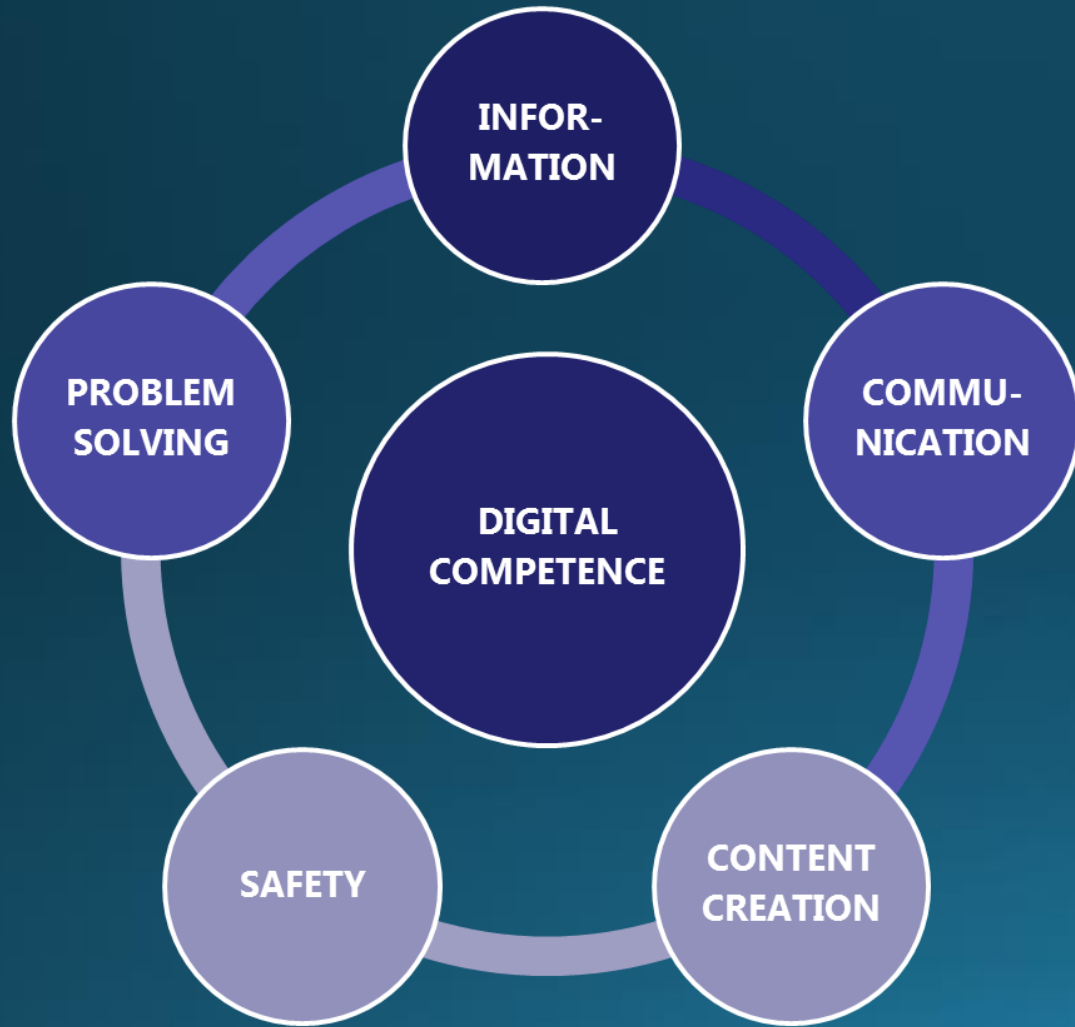- Equal opportunities and increased participation in lifelong learning

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- DIGITAL COMPETENCE

- DIGITAL SKILLS FOR PROFESSION

- TECHNOLOGICAL LITERACY

Digital focus in lifelong learning

- Incorporating a digital culture into the learning process
  - common understanding
  - integration of IT into curriculum
  - CPD
  - E-assessment

- Access to digital learning resources
  - Public and private

- Access to modern digital infrastructure
  - BYOD
  - Internet speed

DIGITAL COMPETENCE

INFOR-MATION

COMMU-NICATION

PROBLEM SOLVING

DIGITAL COMPETENCE

SAFETY

CONTENT CREATION

DIGITAL SKILLS TO LIVE/WORK/CREATE

STUDENTS

ASSESSMENT

DIGITAL COMPETENCE

TEACHERS 3D

PEDAGOGY

TECHNICAL MEDIATOR

SCHOOLS

SCHOOL MANAGEMENT

SCHOOL'S CURRICULUM

INFRASTRUCTURE

PARENTS

Digitally Competent School (EC)

DIGITAL COMPETENCE
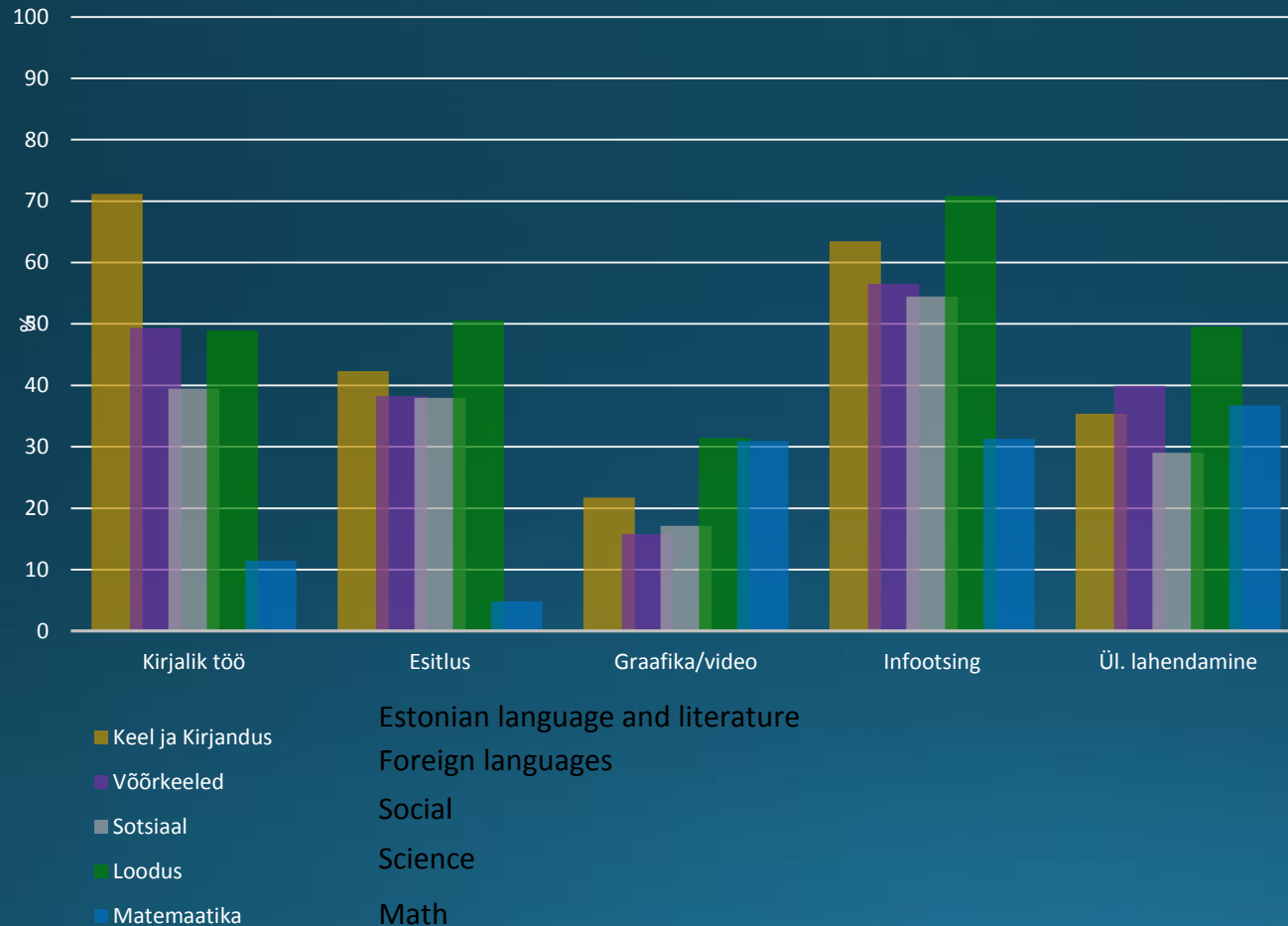
HITSA
Hariduse Infotehnoloogia
Sihtasutus

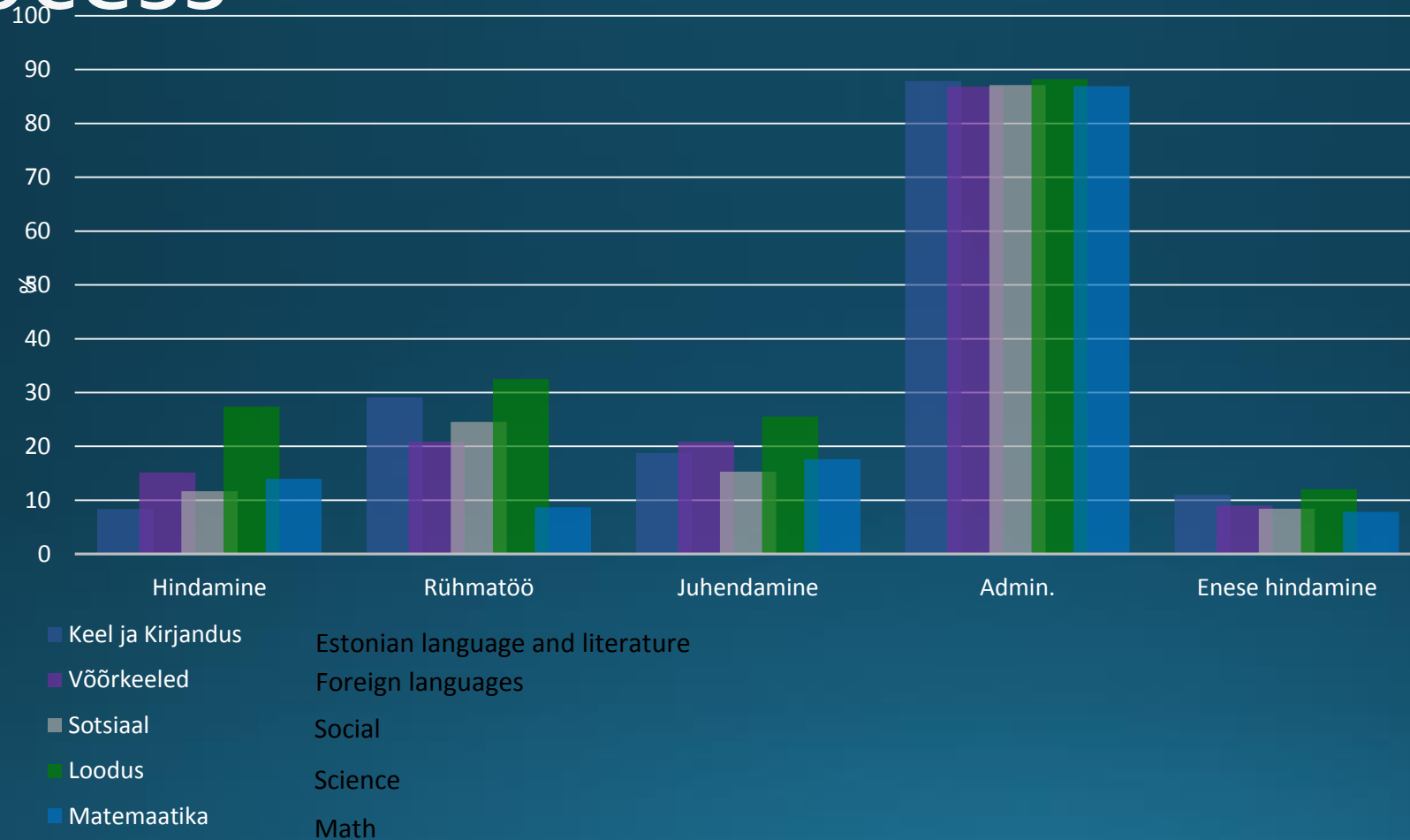## MODEL FOR THE DIGITAL COMPETENCE OF STUDENTS

The model describes the components of digital competency at the end of basic school stages, upper secondary school and vocational school. In the academic year 2017-2018, the standard-determining test on digital competency will be conducted for the first time for the final year students of basic schools and upper secondary schools.

Component skill	Level 1 - stage 1 of basic school	Level 2 - stage 2 of basic school	Level 3 - stage 3 of basic school	Level 4 - upper secondary school and vocational school
1. Management of information				
1.1. Searching for and browsing of information - based on the goal, the students determine their need for information and choose appropriate methods for searching and browsing digital information				
	Students find the necessary sources of information by using a search engine and keywords, browse them and select (filter out) appropriate digital materials with the help of a tutor.	Students find the necessary information from different sources of information by applying various search methods: keyword search, ranking, filtering, tag cloud.	Students vary the search methods according to the objective, use alternative search methods where necessary, and justify the superiority of the chosen search method.	Students: 1) determine their information needs and find appropriate information for purposes related to personal development, learning, handling social and problem situations, research, etc.; 2) test, compare and design effective search methods which cover different publications and information systems.

Use of ICT in learning and teaching process

100
90
80
70
60
%50
40
30
20
10
0

| Hindamine | Rühmatöö | Juhendamine | Admin. | Enese hindamine |

- Keel ja Kirjandus   Estonian language and literature
- Võõrkeeled   Foreign languages
- Sotsiaal   Social
- Loodus   Science
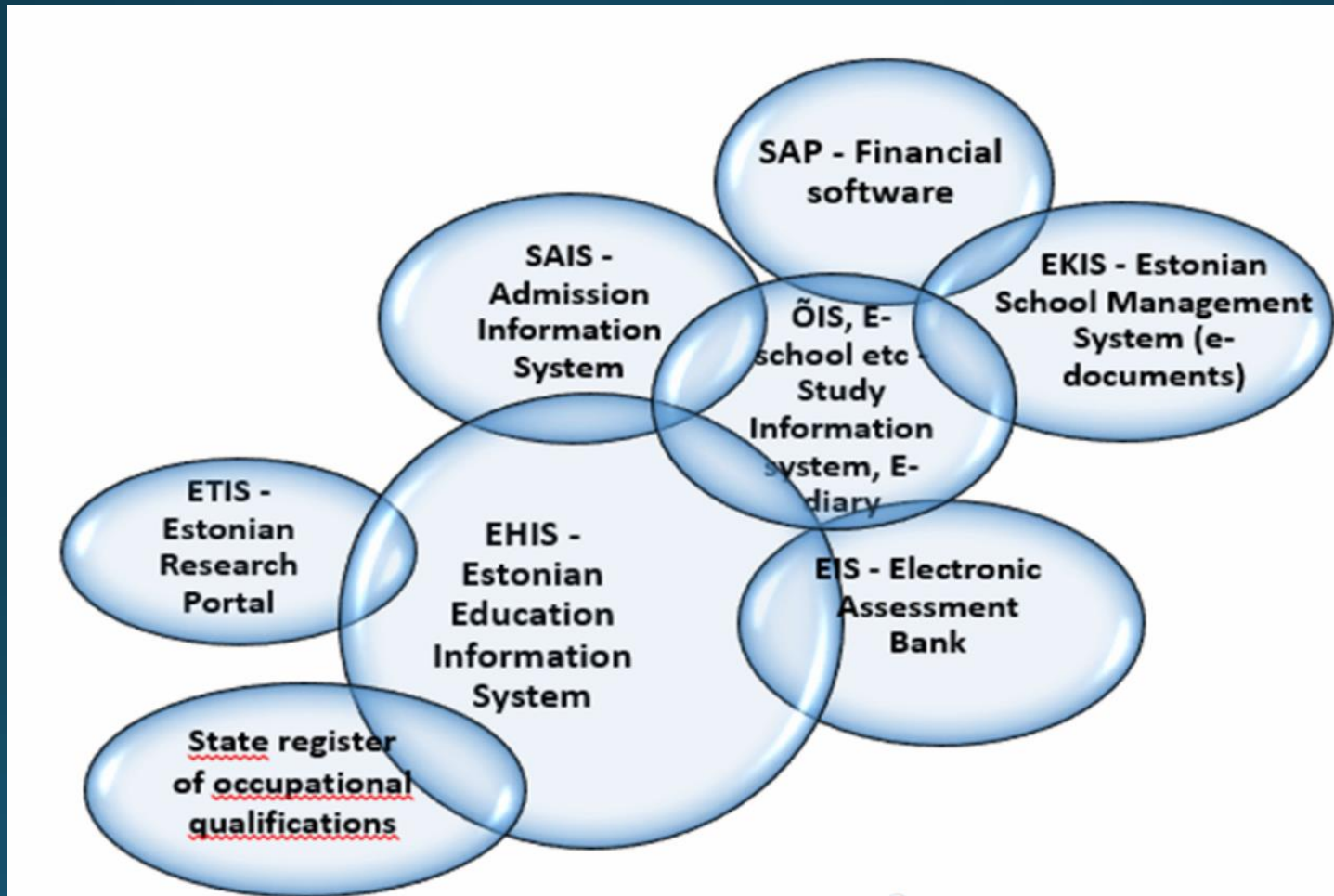- Matemaatika   Math

Technological Literacy

- Pre-School Education and General Education (K12)
  - formal education and after-school studies

- Higher Education
  - Support measures for developing formal education
  - MOOCs

Making ICT work for us not the opposite!

WISELY and MODERATELY!

Thank you!

Digital learning materials (e-Koolikott): https://youtu.be/Ukz32BwewM0

National curricula: https://www.hm.ee/en/national-curricula-2014