Executive summary of the skill needs analysis

1. Introduction

VIDEOTEACH wants to move VET towards qualified video education, providing teachers with structured education following EU standards.

In order to assure a strong link between the Project Results and the world of work, partners have analysed their national skill needs, based on their experience and professional opinions, and using existing EPALE reports, interviews and surveys, and using the VET Experts Network.

Using the full skill needs report, a general consensus has to be reached in order to define the more general attributes and skill required for the Competence Profile.

The **Competence Profile** will describe the existing training needs, focusing on promoting the European Digital Competence Framework (DigComp-JRC) main areas and elements of educators digital competence, applied to the video education for green industry teaching.

After the delivery of the Competence Profile, the skill needs analysis will also feed into the **European Curriculum** which is created as a summarized collection of the structure and contents of the European module (training units).

The present document is the summary of the answers and data gathered from partners through an online questionnaire, and will be used by partners in the definition of the Competence Profile and the later European Curriculum.

2. Questionnaire and data results

Each partner has worked on the different national documents covering the digital skills of teachers, comparing them with the EU documents, such as DigicompEdu, in order to provide a common approach to the EU skill needs.

The questions were displayed in 3 blocks, in order to cover all the required fields:
- ❖ Block I: National and European Frameworks of Digital Competencies for Educators
- ❖ Block II: Content of European documents
- ❖ Block III. Proficiency level by country

2.1. Block I: National and European Frameworks of Digital Competencies for Educators
This block has analysed the existing official and unofficial documentation defining frameworks for digital teachers and video teachers, existing at national level in each country, which has resulted in divergences:
- Around 50% of countries have identified national regulation or standards supporting the standardization of teachers digital competences, and the existing ones were based mostly in DigCompEdu.
- Mostly no partners have been able to identify national official standards for video teachers, proper video teaching techniques, and it has been also difficult to identify any related document at EU level.

2.2. Block II: Content of European documents

The analysis of European documentation has mainly directed to the use of the existing European Framework for the Digital Competence of Educators (DigCompEdu).

The objective of the analysis has been to identify which competences are to be included in the Competence Profile of a proper Video Teacher, by analysing the opinio of VET experts from the project about the different areas and competences of DigCompEdu. DigCompEdu details 22 competences organised in six Areas.
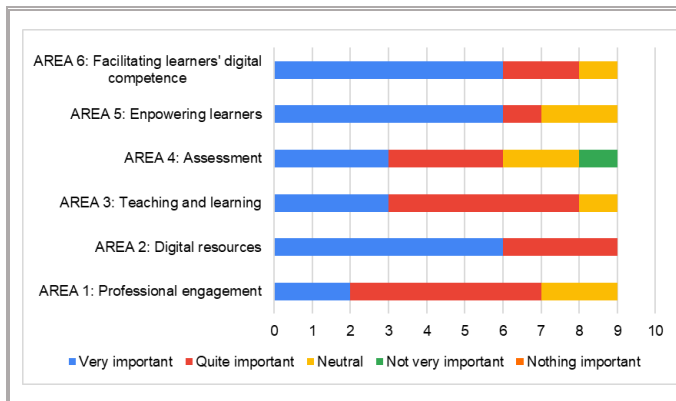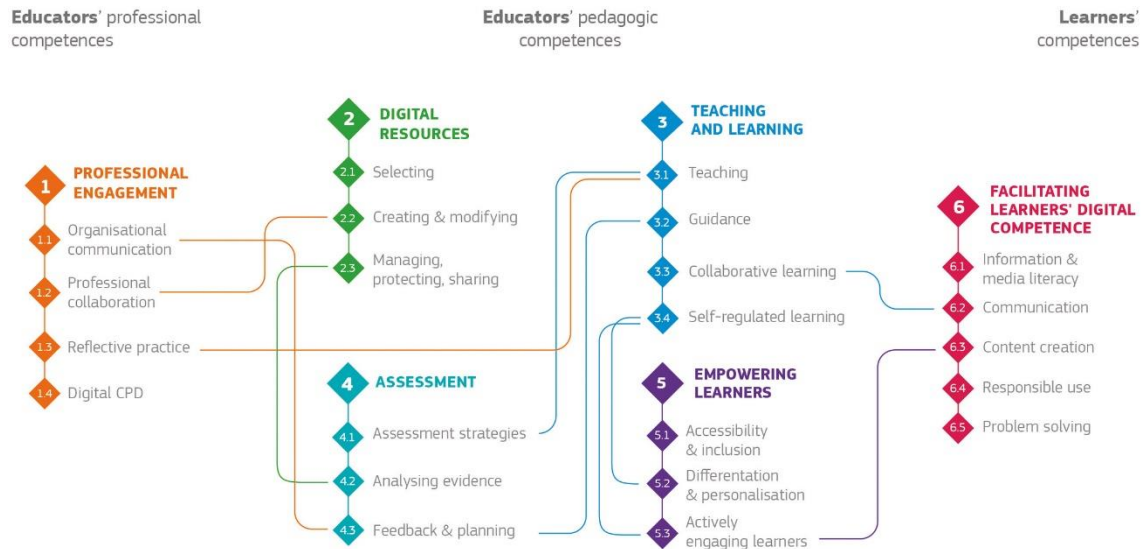

When questionned about the importance of the Areas for a video Videoteacher, experts confirm that the AREA 2 is the one with higher numbers of scoring and Very important or quite important.
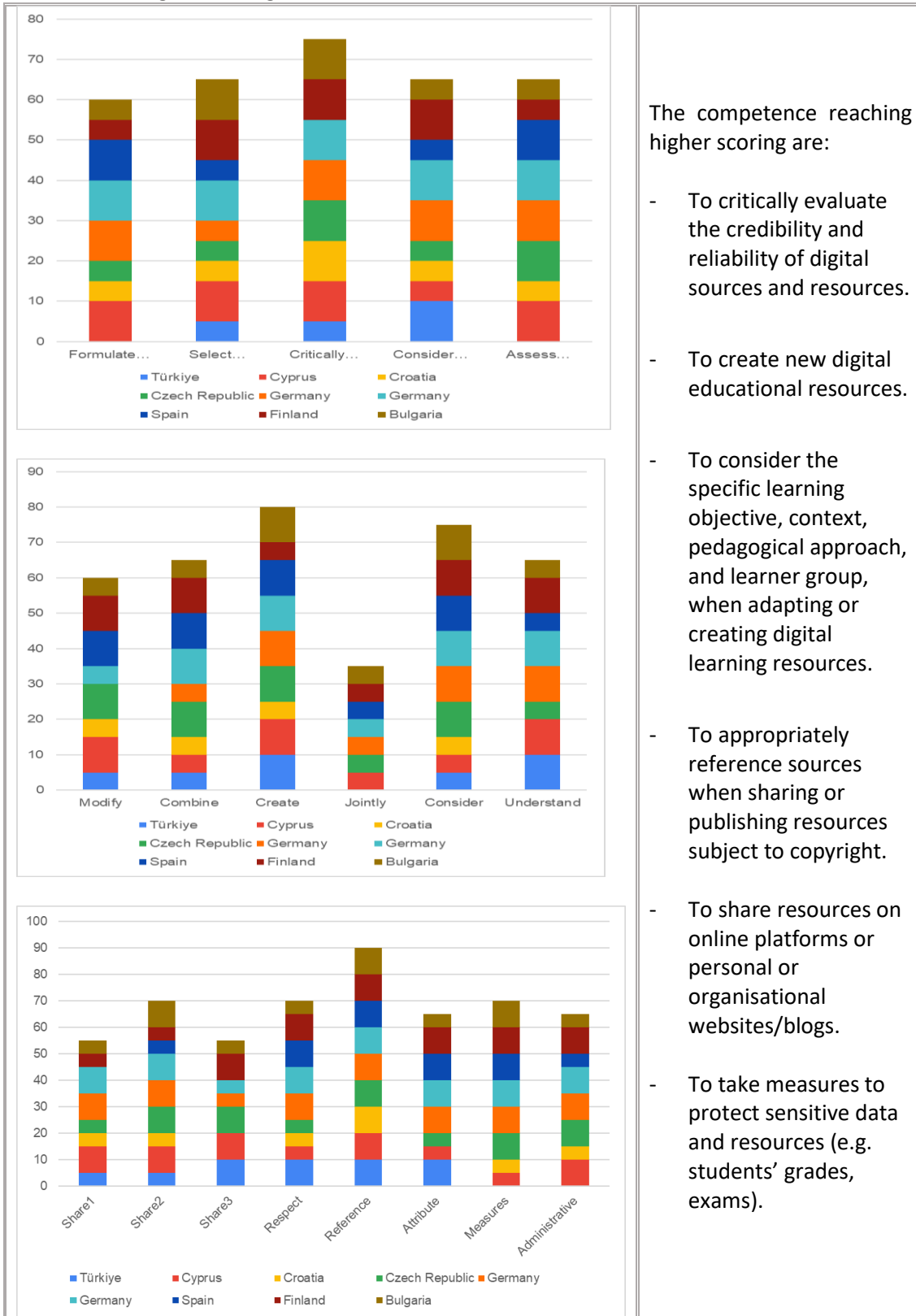
AREAS 6 and 5 follow the scoring with similar importance.

AREA 2 Digital resources covers content creation through 3 sub-areas: Selecting digital resources; Creating & modifying digital resources; Managing, protecting and sharing digital resources.

Experts consider the 3 sub-areas of high importance in the VideoTeach project.
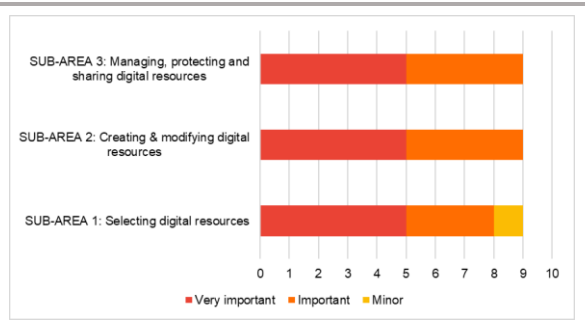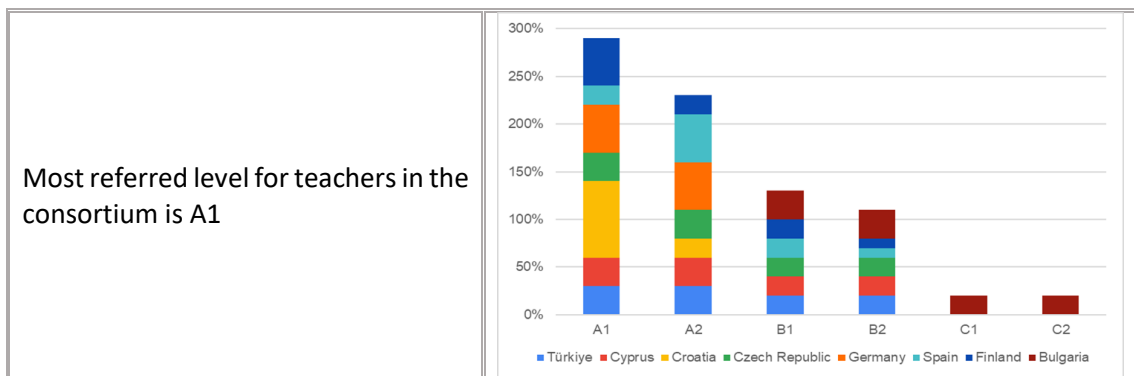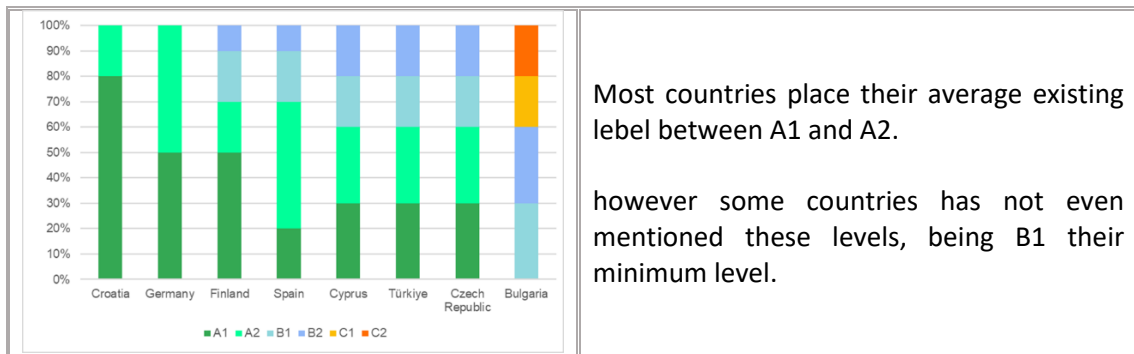
Inside the area 2: "Selecting digital resources" several examples of activities that the educator should develop are defined, these competences have been rated by the VET experts and some have reached higher scoring:

The competence reaching higher scoring are:

- To critically evaluate the credibility and reliability of digital sources and resources.

- To create new digital educational resources.

- To consider the specific learning objective, context, pedagogical approach, and learner group, when adapting or creating digital learning resources.

- To appropriately reference sources when sharing or publishing resources subject to copyright.

- To share resources on online platforms or personal or organisational websites/blogs.

- To take measures to protect sensitive data and resources (e.g. students' grades, exams).

2.3. Block III: Proficiency level by country

DigicompEdu proposes a Common European Framework of Reference describing different levels of digital competence development which are linked to the six proficiency levels used by the Common European Framework of Reference for Languages (CEFR), ranging from A1 to C2.

VET experts have been questioned about what Proficiency Level they consider is average among the national teachers, requesting to indicate the share of each Proficiency Level in their country.

Most countries place their average existing lebel between A1 and A2.

however some countries has not even mentioned these levels, being B1 their minimum level.

Most referred level for teachers in the consortium is A1

After the analysis, the allocation of the country partners in the Common European Framework of Reference, based on the questionnaires would be as follows.

Co-funded by the European Union