

Erasmus+ project
DIGGING
DIGital competences for engaGING future
educators

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000030297 NEEDS ANALYSIS

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The development of teachers' digital competence is now a political and social priority at European level. The COVID 19 pandemic highlighted the need for teachers to be prepared and trained to deal with online education. This training must address, on the one hand, the use of digital tools and, on the other hand, at the didactic level, the adaptation of knowledge and the structure of subjects to online environments. For this reason, the need for schools to be able to incorporate digital technologies into their teaching practice is currently a priority issue. Several authors have tried to analyse the reality of the educational system in terms of the degree of digitalisation of teachers. For example, in a study carried out by members of the Universitat Rovira i Virgili (García, Lázaro and Valls, 2022), an analysis of the self-perception of the competence of teachers at different stages was carried out. This study established

different levels:

- Beginner level: novice teachers or teachers in initial training who incorporate the use of digital technologies in the teaching-learning process.
- Intermediate level: experienced teachers who make use of and manage digital technologies and adapt them to the needs of learners.
- Expert level: teachers who are role models or leaders in the use of digital technologies in their school.

- Transformative level: teachers who analyse their teaching practice in a reflective and systematic way, sharing their experiences in order to generate knowledge. Thus, Pre-school and Primary School teachers perceived themselves as beginners (10.3%), intermediate (55.2%), expert (31.0%) and transformer (3.4%), while Secondary School and Baccalaureate teachers perceived themselves as beginners (18.4%), intermediate (52.6%), expert (26.3%) and transformer (2.6%).

At the national level, as stated in the document Digital Spain 2026, different actions have been carried out to try to improve the digital competence of the education system. The National Institute of Educational Technologies and Teacher Training (INTEF) has adapted the DigCompEdu framework to contextualise it for the Spanish education system and to address

teachers of the courses regulated by the Organic Law on Education. This framework,



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called Marco de Referencia de la Competencia Digital Docente (MRCDD) has the same six areas included in the European framework, except that it incorporates a new competence in area 1, related to the protection of personal data and digital rights and security in the use of technologies. Therefore, this new reference framework would have a total of 23 competences instead of 22.

Similarly, the Ministry of Education and Vocational Training has implemented a series of measures. Thus, the Plan for Digitalisation and Digital Skills in the Education System (#DigEdu) has been implemented. This plan focuses on 4 different lines:

- Line 1: Development of Digital Competence in Education (schools, teachers and pupils).

- Line 2: Digitalisation of the Education Centre. Digital Plan for the Centre.
- Line 3: Creation of educational resources in digital format.
- Line 4: Advanced digital methodologies and skills.

Focusing on this second line, the Territorial Cooperation Programme for the Digitalisation of the Educational Ecosystem PCT #EcoDigEdu "aims to advance and improve the digitalisation of education, both in terms of the technological means available to the educational community and the effective and efficient integration of technologies in teaching and learning processes".

On the other hand, the Territorial Cooperation Programme for the Improvement of Educational Digital Competence #CompDigEdu, also framed within the Plan for Digitalisation and Digital Competences of the Educational System (#DigEdu), "aims to advance and improve digital competences in the educational field, both in terms of the technological means available to the educational community, and in the effective and efficient integration of technologies in the teaching and learning processes".

The Spanish Ministry of Education and Vocational Training has included in the Official State Gazette new measures to ensure digital competence education for teachers in schools. These measures include accreditations of digital competence for schools that develop a Digital Centre Plan that evaluates the knowledge of their professionals based on the reference framework of teaching digital competence. This plan will establish indicators against which



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schools and their teams of education professionals can measure their level of competence and set achievable targets to improve their level of knowledge.

This accreditation aims to reach at least 80% of 700,000 teachers by 2024, thus ensuring the digital transformation of the education system. This accreditation will be managed at a regional level, having made a prior distribution of credits at territorial level. All this, within the framework of the Programme for the improvement of educational digital competence, published in 2021 by the Secretary of State for Education, known as CompDigEdu.