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From:	General Secretariat of the Council
To:	Delegations
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Subject:	Draft Council conclusions on supporting well-being in digital education - *Revised Presidency text*

In preparation for the meeting of the Education Committee on 15 September 2022, delegations will find attached the above-mentioned draft conclusions as prepared by the Presidency.

Bold and [...] are used to indicate changes to the previous version of the document (10586/22); ***bold italic and underline*** is used to indicate additions to text already marked with **bold underline**.

Delegations are kindly invited to send their written comments to the Presidency (Sarka_Brabnikova@mzv.cz and Lucie_Priknerova@mzv.cz) and the Council Secretariat (eycs@consilium.europa.eu) by **15 September 2022** cob.

ANNEX

Draft Council conclusions on supporting well-being in digital education

THE COUNCIL OF THE EUROPEAN UNION

IN THE CONTEXT OF:

1. The political discussions at the Gothenburg Social Summit in 2017, which stressed that 44% of Europeans do not have basic digital skills, that 90% of jobs in the future will require digital skills and competences, and that 40% of European companies struggle to recruit ICT specialists. Launching a reflection on the Future of Learning, to respond to future trends and the digital revolution, including artificial intelligence **(AI)**, was one of the topics discussed by European leaders on that occasion.

2. The first principle of the European Pillar of Social Rights**, which** states that everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.

3. The communication from the Commission on achieving the European Education Area by 2025, which underlines the need to create supportive learning environments for groups at risk of underachievement and support well-being at school.

4. The Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), which stresses that education and training have a vital role to play when it comes to shaping the future of Europe and for citizens to find personal fulfilment and well-being, to be prepared to adapt and perform on a changing labour market and to engage in active and responsible citizenship.

5. The Digital Education Action Plan (2021-2027), which outlines the concept of a high-performing digital education ecosystem and stresses the importance of digital skills and competence[...] development for everyday life.

6. The **ongoing** Structured Dialogue on digital education and skills with Member States, [...] **launched** by the Commission **in 2021**, and its whole-government approach towards digital education.

7. The Council Recommendation establishing a European Child Guarantee**, which** aims at preventing and combatting social exclusion and ensuring equal opportunities by guaranteeing free access to education for children from disadvantaged backgrounds. In this regard, the Recommendation underlines the importance of providing digital educational tools, high speed connectivity, digital services and adequate equipment, as well as of improving digital skills and tackl**ing** all forms of digital divide.

8. The Strategy for the Rights of Persons with Disabilities 2021-2030**, which** indicates that effective use of digital technologies requires the removal of accessibility barriers for persons with disabilities and investing in their digital skills.

[9. The proposal for a Council Recommendation on Pathways to School Success, which aims [...] **to** promot**e**[...] better educational outcomes for all young Europeans, irrespective of their personal characteristics, family, cultural and socio-economic background and pays special attention to well-being at school, physical and mental health as a key component of school success.]

10. The upcoming expert group on strategies for creating supportive learning environments for groups at risk of underachievement and for supporting well-being at school.

11. The Council Recommendation on blended learning approaches for high-quality and inclusive primary and secondary education, which underlines the importance of prioritising well-being (both physical and mental) and suggests including learner well-being and anti-bullying policies in school objectives, as well as increasing focus on the well-being and quality of professional life of teachers and trainers, school leaders and other educational staff in order to mitigate stress and prevent burnout.

12. The Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, which emphasises VET policies that fit the digital economy.

13. The Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies, which aims to develop the digitalisation of VET in a new lifelong learning culture.

14. The Council conclusions on digital education in Europe's knowledge societies, which emphasise that digital education should consider the well-being of all actors involved in the learning process.

15. The Education and Training Monitor 2021, which focuses on the topic of well-being in education.

16. The communication from the Commission 'A Digital Decade for children and youth: the new European strategy for a better internet for kids (BIK+)', which focuses on the improvement of children's well-being in online environments.

17. The updated 'Digital Competence framework for citizens' (DigComp 2.2) produced by the Commission, which places an important emphasis on safety, e.g. in support of well-being and health as well as understanding and combatting cyberbullying.

RECOGNISES THAT:

18. For the purposes of these Council conclusions, well-being in digital education is understood as a feeling of physical, cognitive, social and emotional contentment which enables all individuals to positively engage in all digital learning environments [...] **including** through digital education and training tools and methods, maximise their potential and self-realisation and helps them to act safely online and supports their empowerment in online environments.[1] These Council conclusions focus on digital well-being in and through education and training at primary, lower and upper secondary levels, including vocational education and training (VET).

19. **For the purposes of these Council conclusions, pupils and students include all learners attending the primary, lower and upper secondary levels of initial formal educational systems, including trainees who attend vocational education and training (VET).**

[1] Cognitive well-being can be defined as 'successful participation in society in a variety of roles - as lifelong learners, as productive workers, as active citizens - thanks in part to their possessing the knowledge and competences required to fulfill those roles effectively'. Physical well-being can be understood as individuals' health level and their capacity to lead a healthy lifestyle. Social well-being covers pupils' [...] **and** students' [...] interactions with others, as well as their perception of the digital learning environment. Psychological well-being refers to pupils' [...] **and** students' [...] opinions and feelings about their own lives and the personal objectives they have set themselves (Panesi, S., Bocconi, S. and Ferlino, L., *Promoting Students' Well-Being and Inclusion in Schools Through Digital Technologies: Perceptions of Students, Teachers, and School Leaders in Italy Expressed Through SELFIE Piloting Activities*, Frontiers in Psychology, 2020).

20. For the purposes of these Council conclusions, educators include teachers, school leaders, trainers and other pedagogical staff who is involved in teaching pupils and students at primary and secondary level of initial formal educational systems, including vocational education and training (VET).

21. Digital technologies have radically changed the way in which people learn, work, use information and communicate. Digital transformation brings new challenges and opportunities for pupils and students and has an impact on their cognitive, physical, social and emotional life.

22. High-quality and inclusive education and training should enhance the opportunities opened up by the digital transformation to support pupils', students' and [...] **educators**' well-being in digital learning environments. This should be systematically supported **and fostered** in all aspects of the digital education ecosystem.[2]

23. The reinforcement of pupils' and students' well-being in the context of digital education is a two-way process. **The d**igital education ecosystems **and other digital environments** can produce stressors impacting well-being but at the same time can promote the development of pupils' and students' well-being and improve their educational, living and work prospects.

[2] The digital education ecosystem includes digital education infrastructure, connectivity and equipment (including accessible and assistive technologies), high-quality digital education content, pupils**,** [...] students [...] and [...] **educators** with the know-how to integrate digital technologies in the pedagogical process, the development of digital knowledge, skills and competences and conditions for interpersonal relations in digital learning environments.

24. The digital divide poses a serious threat to well-being in digital education and training for pupils, students and [...] **educators**, often reinforcing existing inequalities or creating new ones. School systems at national, regional and local level should be able to respond to any problems of insufficient access, **inadequate** equipment and learning conditions faced by pupils and students, especially disadvantaged pupils and students including those with disabilities and special educational needs, as well as challenges connected with the digital gender divide.

25. New learning models, including those involving the use of accessible and findable digital tools, extend outreach to disadvantaged pupils and students [...]**, including those with disabilities, special educational needs and those who are temporarily unable to attend school because of their health conditions, as well as pupils and** students living in **isolated, insular or** remote areas**, such as EU's outermost regions**, support stronger motivation and commitment to benefit from online experiences and together with the use of learner-centred approaches, lead to a reduction of the digital divide.

26. With the arrival of pupils and students [...] **from** migrant background**s** and/or **those whose first** [...] language [...] **is different from** the language of instruction [...], digital tools and high-quality **educational** content can facilitate the continuity of their education and training and can help them to cope with possible traumatic experience**s** and new challenges.

27. Focus on critical thinking, media **and digital** literacy and resilience to disinformation and misinformation should be strengthened [...] **in** education [...] systems with a view to empowering pupils and students with the necessary skills to respond to potential threats and challenges and providing for a more positive and safer experience online.

28. [...] **Educators**, together with administrative and management staff, have an important and irreplaceable role in the development of education **and training** environments[3] and in supporting the [...] well-being of pupils and students. They should develop and strengthen their digital competences and enhance their knowledge on the benefits and challenges of the use of digital tools in education and training**, e.g. within their initial education, induction and continuous professional development.**

29. The purpose of integrating digital technologies into educational processes is to support and facilitate [...] **educators'** work [...] and to enhance pupils' and students' learning experience [...]**. T**hese technologies are not intended to replace physical presence and interactions between [...] educators, pupils and students.

ACKNOWLEDGES THAT:

Pupils', students' and educators' well-being in the context of digital education can be supported by:

A. Acquisition of knowledge, skills and competences required for the fostering of well-being in digital education

30. Individuals [...] **engage in** a digital environment throughout their personal, professional and civic lives. Development of digital knowledge, skills and competences can support their emotional prosperity and contentment and foster their ability to adequately respond to the challenges and risks present**ed** both in the digital and [...] **physical** world.

[3] **Various factors can have an impact on educators' well-being, e.g. excessive workload, perceived lack of recognition and respect for the teaching profession, excessive class sizes, lack of support for schools with unmanageable student misbehaviour issues, and, in some countries, inadequate or unequal funding (Viac, C. and P. Fraser, *Teachers' well-being: A framework for data collection and analysis*, OECD Education Working Paper No. 213, OECD Publishing, Paris, 2020).**

31. Policies and measures concerning the development of digital skills and competences should be designed with due regard for pupils' and students' well-being as well as their individual needs, with a special focus on disadvantaged groups. They should also be aimed at increasing their resilience and empowerment. Digital competence[4] involves confident, critical, responsible**, ethical** and safer [...] **engagement with** digital technologies. Digital skills such as computational thinking, ICT problem-solving and data literacy are needed both during the initial stages of education and on a life-long basis so as to enable individuals to become better integrated into society and to have better access to job opportunities.

32. Digital technologies influence the way in which pupils and students learn, seek and share information as well as the way they interact with each other and socialise. Pupils and students are exposed to a broad variety of information, including disinformation and misinformation. Therefore, **the development of digital and** media literacy, critical thinking and problem-solving skills [...] **is** essential.

33. Pupils and students should acquire and develop the necessary knowledge, skills and competences that will contribute to the safe and ethical use of digital tools, including cybersecurity **and knowledge of AI algorithms' limits**. This could have a significant impact on pupils' and students' well-being and resilience.

34. **Developing s**ocial and emotional skills[5] [...] **may** allow pupils and students to use digital social networks without risk of emotional or social harm and to be aware of the risks of excessive [...] use **of digital technologies**.

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4 See e.g. European Commission, Joint Research Centre, Vuorikari, R., Kluzer, S., Punie, Y., *DigComp 2.2, The Digital Competence framework for citizens: with new examples of knowledge, skills and attitudes*, 2022 **and the Council Recommendation on key competences for lifelong learning (OJ C 189, 4.6.2018, p. 1)**.

5 Communication, collaboration, interpersonal skills etc.

35. Pupils and students should have the opportunity to acquire the knowledge, skills and competences necessary to enable them to create, share and use digital content, and should be aware of the rules related to intellectual property.

36. Advanced and specialised skills are needed for the development of ICT products and services and advanced digital technologies, including those which may have a positive impact on the individuals' well-being, e.g. people with disabilities.

37. [...] **E**ducators should be supported in acquiring and developing their digital knowledge, skills and competences**, e.g. within their initial education, induction and continuous professional development,** and be well-informed about the benefits**, opportunities** and challenges of using digital tools in education[...]. **Educators should support pupils and students to use technology in a safe, responsible and creative manner**.

B. The design of [...] **teaching *and learning* forms, methods and digital environments that enhance pupils' and students' well-being**

38. [...] **T**eaching **and learning** forms and methods should improve the relevance and effectiveness of the education process as well as pupils' **and students'** contentment and self-confidence in all learning environments. In this context, the accessibility, safety and quality of the digital infrastructure and digital technologies are crucial. The development and use of advanced digital technologies in education **and training** can be beneficial, especially for disadvantaged pupils and students including [...] **those** with disabilities and special educational needs.

39. When digital education policies are being designed, the following aspects should be considered:

- *the environments* where learning takes place, taking into account the socio-economic, cultural and family background of [...] **pupils and students** as well as other relevant circumstances.
- *the tools and devices employed,* while their use is tailored to the individual needs of pupils and students (influenced by e.g. health condition, special educational needs and socio-economic background):
  - The digital education ecosystem should support work with innovative education tools, including gamification, educational solutions based on e.g. extended reality technologies such as augmented reality/virtual reality, [...] **AI**, learn[...]**ing** analytics and social networks, which respect an ethical and transparent approach, data privacy and non-discrimination by design, while taking into consideration their benefits and potential risks.[6]
  - The digital solutions should be designed to allow and encourage adaptability to digital education purposes and respect diverse backgrounds and needs of all individuals, especially pupils and students from disadvantaged groups. **Where relevant, interoperability of digital solutions used in education should be promoted.**
  - **Advanced and specialised digital technologies (e.g. AI, augmented/virtual reality, Internet of things, digital twins etc.) can improve accessibility and quality of training environments and synergically complement non-digital teaching and learning approaches. Integration of innovative digital solutions can promote skilfulness of pupils and students of vocational education and training.**

[6] E.g. internet addiction, excessive on-screen time, gaming disorders and health-related issues such as sedentary behaviour leading to obesity.

– The use of digital technologies may take up time for other activities that are beneficial for health, such as physical exercise or sleep. Consideration should therefore be given to balance between on-screen and off-screen time and to time management.

- *the learning tasks* that are used in the education process leading towards intended learning outcomes.

  – The use of high-quality digital education content designed with sound pedagogical purpose and delivered in a modern, accessible and easy-to-use fashion[7].

- *well-trained [...]* ***educators*** **who** are capable of providing guidance to pupils and students when using digital technologies, and able to take into account the specificities of various digital learning environments, to work with innovative digital tools, [...] teaching **and learning** forms and methods and implement them in a pedagogical context while bearing in mind the **risks of excessive use of** [...] digital **technologies**.

C. Interpersonal relations in the digital education ecosystem

40. The digital education ecosystem is based not only on a digital infrastructure and digital tools and content, but also on the interactions among individuals and their physical and social environments: [...] **pupils, students**, educators and other actors, who use technological means for communication, creation of content and networks. It is essential to take the social interactions into account when designing digital education ecosystems.

[7] Regarding educational content, the upcoming Digital Education Content Framework of the Commission may provide useful guidance.

41. Technological progress has changed the forms of communication and opened up new opportunities for empowerment, self-expression and digital citizenship[8], including active participation in society via online tools.

42. Digital interactions can help in the development of social skills and strengthen social connections. However, pupils, students, [...] and [...] educators can also be exposed to digital risks[9] (such as cyberbullying, hate speech, fake news, privacy breaches, online frauds**, echo chambers** etc.)[10] that are harmful to their well-being.[11] It is important that pupils, students, [...] educators as well as parents be aware of the scope and variety of these risks and know **how to prevent them,** where to find support and build resilience. It is also important to use interactions, [...] teaching **and learning** forms and methods in digital learning environments to address digital risks.

43. Education systems and schools should explore ways of strengthening well-being in digital education, promote digital risk awareness and prevention as well as [...] **whole-school** policies**, including school procedures of organisational nature,** supporting safe digital education environments and addressing challenges connected with digital risks.

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8 According to the Council of Europe, 'a digital citizen is someone who, through the development of a broad range of competences, is able to actively, positively and responsibly engage in both on- and offline communities, whether local, national or global' (Richardson, J., Milovidov, E., *Digital citizenship education handbook: being online, well-being online, rights online*, Council of Europe, 2019).

9 **Digital risks can be connected, e.g. with excessive or inappropriate use of digital technologies as well as interaction of pupils and students with the digital world.**

10 A 2019 OECD study defines a typology of risks: contact risks, content risks, privacy risks and consumer risks (Burns, T., Gottschalk, F. (eds.), *Educating 21st Century Children: Emotional Well-being in the Digital Age, Educational Research and Innovation*, OECD Publishing, Paris, 2019).

11 For example, cyberbullying can be even more harmful than ordinary forms of bullying because the reach of humiliation is expanded to a large audience online, and words and images can remain in the online environment indefinitely.

44. Social comparisons fostered in the online world can have a negative impact on mental health and self-esteem, particularly in adolescence. Pupils' and students' body image concerns and sense of social alienation can be triggered or intensified if they are exposed to 'ideal' images on social media. The use of online social media is also connected with the phenomenon known as the 'fear of missing out'. [...] **E**ducators within digital learning environments should be aware of these risks [...]**,** address the negative impact**s** of these phenomena **as well as raise awareness and promote skills of pupils and students in this regard**.

45. [...] **E**ducators should support pupils' and students' motivation to learn and develop [...] to their full potential, to help them to grow into coherent, mature individuals, who are aware of their strengths, weaknesses, life goals and aspirations and who have built a positive self-image while respecting others and their individual needs. This type of behaviour is a key factor of well-being in digital education.

46. Wise digital parenting and family background should be part of a digital education ecosystem. Schools should be aware of the importance of communication and cooperation with parents **or carers** on opportunities and challenges of digital education, digital risks and time management during usage of digital tools for educational purposes.

INVITES THE MEMBER STATES, IN ACCORDANCE WITH THEIR NATIONAL CIRCUMSTANCES AND THE PRINCIPLE OF SUBSIDIARITY, TO

47. Place an emphasis on strengthening pupils', students' [...] **and** educators' well-being when designing national policies and strategies in digital education;

48. Promote the designing of **teaching and** learning processes with regard [...] **to** their impact on pupils' and students' well-being and where relevant encourage **strong** cooperation between digital education ecosystems and mental health professionals and services;

49. Encourage **teaching and** learning processes based on a learner-centred approach, e.g. by the integration of advanced digital technologies, the ethical use of [...] **AI and data**, with a special emphasis on support for the well-being of disadvantaged and vulnerable pupils and students including those with disabilities, special educational needs, as well as gifted pupils and students, and [...] **tackling the digital gender gap**;

50. Strengthen the awareness of pupils, students [...] and [...] educators of the need to well balance on-screen and off-screen time, and, where possible, support schools in developing proper time management as regards digital and face-to-face **teaching and** learning activities;

51. Explore ways of supporting the design and implementation of **teaching and** learning processes and the use of digital technologies in education and training in order to facilitate the integration of pupils and students [...] **from** migrant background**s** and/or **those whose first** [...] language [...] **is different from** the language of instruction [...] into the education systems of Member States while being able to maintain connection with their mother tongues and respective cultures;

52. Support[12] pupils' and students' awareness of potential threats in the digital world and the development of their resilience in order to reduce the risks and offer safe online opportunities for young people as well as support for data protection and online privacy;

53. Explore ways to support [...] educators in promoting pupils' and students' critical thinking, media **and digital** literacy and working with data and information, including an informed approach to misinformation and disinformation;

54. Encourage schools, where appropriate, to apply whole-school approaches, which would systematically promote well-being at primary and secondary level in digital education, including flexible policies, which would support prevention, resilience and address challenges, such as digital risks**, as well as school procedures of an organisational nature** [...]**;**

55. **Consider using opportunities offered by existing EU instruments (the European Social Fund Plus, Erasmus+, the Technical Support Instrument etc.) for digital education policies focusing on the well-being of pupils, students and educators in digital learning environments.**

[12] For example through the existing EU co-funded network of Safer Internet Centres in Member States and the platform betterinternetforkids.eu, the pan-European hub on child online safety, containing material for teachers, parents and children in all official EU languages.

INVITES THE COMMISSION, IN LINE WITH THE TREATIES AND WITH FULL RESPECT FOR SUBSIDIARITY, TO

56. Support research on the impact of the use of digital technologies on pupils', students' [...] and [...] educators' well-being **across the Member States**, and draw up a**n evidence-based** study on the [...] **state of play** of well-being needs in digital education environments. Design [...] a model of efficient [...] **practices** aimed at improving well-being in digital learning ecosystems and ultimately criteria for a 'digital well-being school model' in schools **as a possible example and for Member States to use on a voluntary basis**. While designing this model, take stock of the results of the upcoming Commission expert group on strategies for creating supportive learning environments for groups at risk of underachievement and for supporting well-being at school;

57. Encourage the development and sharing of high-quality content for [...] **educators** and **other relevant** professionals aimed at further improving their knowledge, skills and competences, learner-centred pedagogical approaches and [...] work with diverse groups of pupils and students;

58. Consider promoting well-being in digital education as **part of the** [...] annual [...] Digital Education Hackathon;

59. Support the use of EU programmes, such as Erasmus+, the European Social Fund Plus, the European Solidarity Corps, Horizon Europe and the Digital Europe Programme in the promotion of pupils', students' and [...] **educators**' well-being in digital learning environments, the use of advanced digital technologies, e.g. for pupils and students with disabilities and special educational needs, as well as the development, deployment and testing the use of gamification, educational solutions based on AI, and extended reality technologies such as augmented reality/virtual reality for pedagogical purposes;

60. Reflect **the need for a holistic, integrated and sustainable digital education ecosystem in the Member States that promotes quality and inclusion and fosters well-being in digital education** in **the ongoing implementation of the Digital Education Action Plan and the** [...] upcoming proposals for a Council recommendation on the enabling factors for digital education and a Council recommendation on improving the provision of digital skills in education and training [...].

[...] BACKGROUND **DOCUMENTS**

European Council

- European Council conclusions of 14 December 2017 (EUCO 19/1/17 REV 1).

Council of the European Union

- Council conclusions on the EU Strategy on the Rights of the Child (10024/22).
- Council Recommendation on blended learning approaches for high-quality and inclusive primary and secondary education (OJ C 504, 14.12.2021, p. 21).
- Council Recommendation (EU) 2021/1004 of 14 June 2021 establishing a European Child Guarantee (OJ L 223, 22.6.2021, p. 14).
- **Council conclusions on equity and inclusion in education and training in order to promote educational success for all (OJ C 221, 10.6.2021, p. 3).**
- Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) (OJ C 66, 26.2.2021, p. 1).
- Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (OJ C 417, 2.12.2020, p. 1).
- Council conclusions on digital education in Europe's knowledge societies (OJ C 415, 1.12.2020, p. 22).

- Council conclusions on countering the COVID-19 crisis in education and training (OJ C 212 I, 26.6.2020, p. 9).
- Council conclusions on European teachers and trainers for the future (OJ C 193, 9.6.2020, p. 11).
- Council conclusions on the Economy of Wellbeing (OJ C 400, 26.11.2019, p. 9).
- Council Resolution on further developing the European Education Area to support future-oriented education and training systems (OJ C 389, 18.11.2019, p. 1).
- Council conclusions on moving towards a vision of a European Education Area (OJ C 195, 7.6.2018, p. 7).
- Council Recommendation on key competences for lifelong learning (OJ C 189, 4.6.2018, p. 1).

Declarations

- Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies (30 November 2020).

European Commission

- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A Digital Decade for children and youth: the new European strategy for a better internet for kids (BIK+) (COM(2022) 212 final).
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: The European Pillar of Social Rights Action Plan (COM(2021) 102 final).
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030 (COM(2021) 101 final).
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on achieving the European Education Area by 2025 (COM(2020) 625 final).
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Digital Education Action Plan 2021-2027 – Resetting education and training for the digital age (COM(2020) 624 final).
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: European Skills Agenda for sustainable competitiveness, social fairness and resilience (COM(2020) 274 final).

- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A Union of Equality: Gender Equality Strategy 2020-2025 (COM(2020) 152 final).
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Strengthening European Identity through Education and Culture: The European Commission's contribution to the Leaders' meeting in Gothenburg, 17 November 2017 (COM(2017) 673 final).

Interinstitutional acts

- Interinstitutional Proclamation on the European Pillar of Social Rights (OJ C 428, 13.12.2017, p. 10).

Studies

- European Commission, Joint Research Centre, Vuorikari, R., Kluzer, S., Punie, Y., *DigComp 2.2, The Digital Competence framework for citizens: with new examples of knowledge, skills and attitudes*, 2022.
- Weber, H., Elsner, A., Wolf, D., Rohs, M., and Turner-Cmuchal, M. (eds.), *Inclusive Digital Education*, European Agency for Special Needs and Inclusive Education, Odense, 2022.

- European Commission, Directorate-General for Education, Youth, Sport and Culture, *Education and training monitor 2021: education and well-being*, 2021.
- Panesi, S., Bocconi, S. and Ferlino, L., *Promoting Students' Well-Being and Inclusion in Schools Through Digital Technologies: Perceptions of Students, Teachers, and School Leaders in Italy Expressed Through SELFIE Piloting Activities*, Frontiers in Psychology, 2020.
- **Viac, C. and P. Fraser, *Teachers' well-being: A framework for data collection and analysis*, OECD Education Working Paper No. 213, OECD Publishing, Paris, 2020.**
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- Richardson, J., Milovidov, E., *Digital citizenship education handbook: being online, well-being online, rights online*, Council of Europe, 2019.
- OECD, *How's Life in the Digital Age?: Opportunities and Risks of the Digital Transformation for People's Well-being*, OECD Publishing, Paris, 2019.
- Burns, T., Gottschalk, F. (eds.), *Educating 21st Century Children: Emotional Well-being in the Digital Age, Educational Research and Innovation*, OECD Publishing, Paris, 2019.
- OECD, *The Protection of Children Online: Risks Faced by Children Online and Policies to Protect Them*, OECD Digital Economy Papers, No. 179, OECD Publishing, Paris, 2011.