DIGISKILL-RETAIL

INTERVIEW RESULTS MATRIX

**DigcompEdu and DigiComp 2.0 for apprentices**

Comparative case studies were conducted among training staff employed in the two main occupations of sales assistant and retail salesperson or their equivalents in the partner countries under three different framework conditions: in companies among trainers, in VET provider among teachers/trainers and in vocational schools among vocational school teachers in the various partner countries.

The aim was to create a comparative competence matrix across all partner countries, in which the different weighting of the qualification deficits at the different learning locations can be specified as well as the possibly different degree of development of the existing competences of the educational staff at the different learning locations. The aim was also to discover competence deficits that had not been recognised in advance and to take them into account in the project.

The competence matrix also provides a basis for the development of digital, practice-relevant micro-learning units along operational business processes in retail.

The results of the analysis of apprentices regarding the need for support in the competence areas of information and data competence, communication and cooperation, security as well as analysis and reflection were compared with the resulting competence requirements for educational staff and the qualification deficits in the area of teaching/learning were determined and learner orientation specified. These five competence areas are defined in the European digital competence framework DigcompEdu and DigiComp 2.0 for apprentices. First of all, it was analysed which of these skills, knowledge and abilities and competences to be taught can be found in the training regulations and the framework curriculum of the occupations of retail salesperson and sales assistant. The results of the analysis formed the basis for the interview guide. The interview guide was used uniformly by all partners for the interviews to ensure comparability. Based on the results from the interviews, an extended competence matrix on skill deficits for retail was created.

**Partner**:

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Content





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**Identified needs for support in five competence areas**

Examples from the training regulations and the framework curriculum of the occupations of retail salesperson and sales assistant on the identified needs for support in the competence areas mentioned:

**INFORMATION AND DATA LITERACY**

*Products and services of the training company (AO - training regulations, §4 paragraph 2 number 1*

Introduction: In order to advise customers according to their needs, prospective salespeople and retail clerks need in-depth knowledge of goods. This is one of the key qualifications in retail. Knowledge of goods includes knowledge of:

- the production
- the product characteristics
- the advantages and benefits
- the application and use
- the care, storage and, if necessary, disposal of goods
- alternative offers and of course the price of the goods.

**COMMUNICATION**

*Presentation of goods and advertising measures (AO - training regulations, §4 paragraph 2 number 2)*

Introduction: Advertising is part of a company's communication policy. Customers need to know what services the trading company can offer them. Advertising is the communication with the customer to inform, maintain one's own image, create purchase incentives and build trust.

**COLLABORATION**

*Information and communication (AO - training regulations, §4 paragraph 4 number 3*

- Introduction: In order to exchange ideas with colleagues or customers, digital media are increasingly being used today in addition to personal conversations.



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**INFORMATION**

*Consulting of customers (AO – training regulations, §5 paragraph 3 sentence 1 number 2)*

Introduction: In retail, customers today expect individual, needs-based advice and solutions to their problems as well as a clearly tailored benefit-related presentation. In order to advise customers according to their needs, sellers and retail merchant (KiE) must be able to recognize and analyse the latest trends in retail.

**DIGITAL CONTENT CREATION**

*Online trading (AO – training regulations, § 5 paragraph 4 sentence 1 no. 6)*

- Introduction: More and more retail companies set up their own online shop in order to be present for their customers on various channels.



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| **Evaluation according to DigcompEdu**<br>INTERVIEW RESULTS MATRIX | | |
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| **3. Teaching and Learning** | **CURRENT STATUS** | **RESULT** |
| **3.1 Teaching Plan and use digital devices and resources in the teaching process to increase the effectiveness of teaching interventions. Appropriate management and orchestration of digital teaching activities. Experiment with and develop new formats and pedagogical methods for teaching.** | | |
| **Target level education staff (B1 -Integrator)**<br>**Target level - Trainee (Intermediate 3):**<br>Meaningful integration of available digital technologies into the teaching process. I organise and manage the integration of digital devices (e.g., classroom technologies, students' devices) into the teaching and learning process. I manage the integration of digital content, e.g. videos, interactive activities, into the teaching and learning process. | | |
| ◆◆ Use of technology in the classroom to support teaching, e.g., electronic whiteboards, mobile devices. | **School and VET provider:**<br>Operation and handling of digital technologies is well developed across all partner countries:<br>◆ All trainees have access to equipment: laptops, desktops computers, tablets, WIFI, Chromebooks, beamers, smart boards, etc.<br>◆ They vary between different types: private vs. public; VET schools vs. companies. | In all partner countries, the use of technology in the classroom is well developed. Apprentices have access to devices such as laptops, tablets, Chromebooks, and smartboards. These technologies are used in both public and private schools, as well as businesses, to support teaching and make it more interactive. Availability varies by institution, but overall, modern technologies effectively promote the teaching and learning process. |



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| ◆◆ Set up learning units, activities and interactions in a digital environment. | **School and VET provider:**<br>◆ use of textbooks and provision of digitalised learning materials as PDFs<br>◆ multimedia learning materials are rarely used or missing in some countries. Also, multimedia tools such as : Canva, Miro boards, 7taps, Mentimeter, Kahoot, Crosswordlabs, Teams whiteboard, Padlet, and others are frequently used in other countries.<br>◆ It is still dominant to use textbooks, and legislations especially for specific product and commodity information in some countries. In other countries, mainly online sources are used to study legislations/acts/regulations.<br>**Business**:<br>◆ most retail companies provide corporate learning platforms with digital learning units and specific training units and content based on their needs and the software and platforms which they use internally especially for the bigger retail chains with international management | In educational institutions and companies, the use of digital learning environments varies greatly. Schools and vocational training institutions often use digitised textbooks as PDFs, while multimedia learning materials are lacking in some countries, but tools such as Canva, Miro, Kahoot and Padlet are widely used in others. In some countries, textbooks and specific legal texts still dominate, while in others online sources are predominantly used.<br><br>Companies, especially large retail chains, usually offer their own digital learning platforms with customized units that are tailored to their internal needs and software used. |
| ◆◆ Structuring and managing content, collaboration and interaction in a digital environment. | **School and VET provider:**<br>◆ frontal teaching with textbook<br>◆ lecture, group work, work tasks with internet search - searching and filtering information without guidance<br>◆ work tasks with filtered information by Teacher<br>◆ flipped classroom; blended learning; learning by doing<br>◆ simulation exercises based on real-life situations and interactions | In schools and vocational training institutions, teaching in digital environments is designed in a variety of ways. In addition to traditional frontal teaching with textbooks, there are group work and tasks in which the students search for information on the Internet independently. However, teachers also filter information specifically for assignments. Modern approaches such as flipped classroom, blended learning and practice-oriented learning ("learning by doing") are used, as well as simulations of real situations. Dealing with online etiquette and social behavior is also an issue. Teachers often collaborate to develop their own materials based on curricula and teaching requirements. |



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| | ◆ etiquette and behaviour online and in social media<br>◆ most of the teachers prepare their own materials in collaboration with each other based on the syllabus and the lesson plans. | |
| ◆◆ Considering how teacher-led digital interventions - whether face-to-face or in a digital environment - best support the learning objective. | **School:**<br>◆ give work assignments such as internet research or showing YouTube videos<br>◆ less frequent work orders with more complex digital ones<br>**VET provider:**<br>◆ similar to school; the teachers in VET schools can decide the environments they use and measure their effectiveness<br>**Business:**<br>◆ online webinars and Seminars; much face-to-face on the market area | In schools and vocational training institutions, teachers support digital learning goals primarily through simple tasks such as internet research and YouTube videos. More complex digital tasks are being asked less frequently. Teachers in vocational schools have more freedom in the choice of digital tools and can evaluate their effectiveness themselves. In companies, digital learning is supplemented by online webinars and seminars, although there is still a lot of face-to-face teaching in the practical work environment. |
| ◆◆ Experiment with and develop new formats and pedagogical methods for teaching (e.g., flipped classroom). | **School:**<br>◆ in some schools only a few teachers experiment with new format – it depends on the country and the school<br>◆ most respondent who are teachers use best practices and traditional methods, due to time constraints or lack of digital skills (BG, DE, EL)<br>◆ the teachers focus on exercises about customer consulting - face to face sessions<br>**VET provider (DE):**<br>◆ technical like schools<br>◆ regression to Corona, more analogue work again, e.g., printout of materials (BG, EL)<br>**VET provider (BG, EE, GR**) advanced like business | In schools, only a few teachers are experimenting with new teaching formats such as the flipped classroom, which depends heavily on the country and school. Many teachers rely on traditional methods and best practices due to time constraints or a lack of digital skills, especially in countries such as Bulgaria, Germany and Greece. The focus is often on face-to-face exercises for customer service.<br>Vocational education and training institutions in Germany are also increasingly using analogue working methods, while other countries such as Bulgaria, Estonia and Greece are using more modern approaches similar to the business sector. There, the focus is on tests, case studies and simulations of customer interactions. Training companies develop tailor-made materials and rely on self-directed learning to meet the needs of employed employees. Overall, there is a stronger focus on practice-oriented learning and real-world tasks. |



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| | **Business and VET provider**:<br>◆ more advanced: tests, case studies, research papers<br>◆ simulations of customer situations are in focus;<br>◆ VET providers work on tailor-made materials and methods and rely on self-learning and self-paced for the busy employees as trainers (BG);<br>◆ focus on learning by doing and real tasks and activities for practicing (BG, EL, DE, EE) | |
| **3.2 Guidance** | | |
| Use digital technologies and services to enhance interaction with learners, both individually and collectively, within and outside the learning session. Use digital technologies to provide timely and targeted guidance and support. Experiment with and develop new forms and formats for offering guidance and support.<br>**Target level education staff (B1 -Integrator)**<br>Using digital technologies to enhance interaction with learners. Using a shared digital communication channel to respond to their questions and answers. | | |
| ◆◆ Use digital communication tools to respond to learners' questions and doubts, e.g., homework | **School and VET provider:**<br>◆ The tendency is to talk face to face. (In class or on the job) in some schools.<br>In other schools in other countries, teachers often use digital environments to communicate, such as Outlook, Teams, Slack, Big Blue Button, Outlook, Google Drive, Social media (Facebook and Whatsapp groups).<br>**Business:**<br>◆ tailor-made and customized internal platforms, emails, conference calls, storing documents. | In schools and vocational training institutions, communication is often face-to-face, whether in the classroom or at the workplace. However, in some countries, teachers also use digital communication tools to clarify students' questions and doubts. These digital tools include Outlook, Teams, Slack, Big Blue Button, Google Drive, as well as social media such as Facebook and WhatsApp groups.<br>In the corporate sector, tailor-made internal platforms, e-mails and conference calls are used to optimize the exchange and document storage. Overall, it can be seen that the use of digital communication channels varies, with personal contact still dominating in many contexts. |
| ◆◆ Set up learning activities in digital environments, and anticipate | **School and VET provider:**<br>◆ course notebook in OneNote, Google classroom, Google Drive and other traditional tools and platforms<br>**VET provider**:<br>◆ exam preparation in LMS Ilias (DE)<br>**Business:** | In schools and vocational training institutions, frontal teaching dominates, while digital environments are mainly used to manage and access teaching materials, often in the form of PDFs.<br><br>In companies, on the other hand, easy-to-use tools are used that promote microlearning and self-directed learning. These internal platforms provide trainees with flexible learning opportunities to better meet their individual needs. Overall, there is a clear difference in |



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| and respond to learners' needs. | ◆ using corporate learning platform for set up digital learnings (DE, EE)<br>◆ available product information of the manufacturer | the use of digital learning activities between educational institutions and training companies. |
| ◆◆ Interact with learners in collaborative digital environments. | **School and VET provider:**<br>◆ Assignments for students via Google classroom; Shkolo (BG); Slack (EE, BG)<br>**Business:**<br>◆ using corporate learning platform for Online Seminars (DE). | In schools and vocational training institutions, collaborative digital environments are promoted through the use of platforms such as Google Classroom, Shkolo (in Bulgaria) and Slack (in Estonia and Bulgaria). These tools allow teachers to assign assignments and support interaction between learners.<br>In the corporate sector, the company's own learning platforms are used for online seminars (especially in Germany), which enable structured and effective cooperation and further training of employees. Overall, it can be seen that both educational institutions and companies use modern digital tools to improve interaction and collaboration in learning processes**.** |
| ◆◆ Digitally monitor learner behavior in class and provide assistance as needed. | **School, VET provider and Business:**<br>◆ is not supported in some schools. | In some schools and vocational training institutions, digital monitoring of students' learning behaviour is not sufficiently supported. This suggests that there is a lack of appropriate technology or training for teachers to effectively observe learners' behaviour and provide support when needed. This could limit the possibility of responding to individual needs of learners and promoting their progress in a targeted manner. |
| ◆◆ Using digital technologies to monitor students' progress remotely and intervene, when necessary, | **School:**<br>◆ course notebook in OneNote and Google classroom, Shkolo (BG) - where completion status is checked by teacher.<br>**Business:**<br>◆ corporate learning platform - the trainer can view the report books and the status of the e-learning (DE)<br>◆ Assessment is done mostly online by questionnaires and tests and exams. Individual | Schools use digital technologies such as OneNote, Google Classroom and Shkolo (in Bulgaria) to monitor student progress. Teachers can view the completion status of the assignments and intervene if necessary.<br>In the corporate sector, in-house learning platforms are used where trainers can view the reports and status of the e-learning courses.<br>Some companies in Estonia offer individual testing sessions to check the progress and performance of employees. Overall, it can be seen that digital technologies are being used in both schools and companies to monitor learning progress, while encouraging learners' personal responsibility. |



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| while enabling self-regulation. | sessions for testing are provided in companies for progress and performance review (EE) | |
| **3.3 Collaborative learning** | | |
| Use digital technologies to promote and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative tasks to enhance communication, collaboration and collaborative knowledge creation. | | |
| **Target level education staff (B1 -Integrator)**<br>Incorporating digital technologies into the design of collaborative activities. I design and implement collaborative activities in which learners use digital technologies for knowledge acquisition, e.g. sourcing and sharing information. I require learners to document their collaborative work using digital technologies, e.g. digital presentations, videos | | |
| ◆◆ Conduct collaborative learning activities using digital devices, resources or digital information strategies. | **School and VET provider:**<br>◆ Point of sale and sales talks are the main topics of the lessons. Topics also include marketing and advertising, digital customer service etc.<br>**Business:**<br>◆ Mandatory seminars (DE) | In schools and vocational training institutions, digital technologies are actively integrated into the design of collaborative activities. This includes the simulation and evaluation of consultations via video telephony in teams, recording with digital cameras, as well as group work in which product descriptions are researched on the Internet. Presentations are often conducted with PowerPoint and projector, and exercises take place with MS Office.<br>In the corporate sector, mandatory seminars, especially for security instruction, as well as the use of MS Office, Google and internal platforms and tools are common. Overall, it is clear that digital devices and resources are being used in both schools and companies to promote collaborative learning activities and support knowledge acquisition. |
| ◆◆ Requiring learners to present their collaborative efforts digitally and supporting them in doing so. | School and VET provider:<br>◆ Presentations with PowerPoint and beamer.<br>Business:<br>◆ Use of video conference and webinar platforms and tools: Webex, Cisco, Google Meet, MS Teams, Skype for business and other popular tools | In schools and vocational training institutions, learners are expected to present their cooperative work digitally, often using PowerPoint and projectors.<br><br>In the corporate sector, on the other hand, video conferencing and webinar platforms such as Webex, Cisco, Google Meet, MS Teams and Skype are used to support digital presentations (Estonia and Bulgaria). Overall, it can be seen that digital presentation techniques are being promoted in both educational institutions and companies in order to strengthen collaboration and the sharing of results. |



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<table>
<tr><td colspan="3">3.4 Self-directed learning</td></tr>
<tr><td colspan="3">Use of digital technologies to support self-directed learning processes, i.e., to enable learners to plan, monitor and reflect on their own learning, to demonstrate their progress, to share insights and to find creative solutions.</td></tr>
<tr><td colspan="3">Target level education staff (B1 -Integrator)<br>Use digital technologies in the design of self-directed learning activities.<br>I encourage learners to use digital technologies to gather evidence and document progress e.g., to create audio or video recordings, photos or texts. I use digital technologies for learners' self-assessment.</td></tr>
<tr><td>◆◆ Use digital technologies (e.g., blogs, diaries, planning tools) to enable learners to plan their own learning.</td><td>School and VET provider:<br>◆ follow the curriculum and syllabus of the institution and the country.<br>Business:<br>◆corporate learning platform - checklists, Report booklet (DE)</td><td>In schools and vocational training institutions, learners follow the curricula and guidelines of their institution and the country to plan their learning. While digital technologies such as blogs, diaries and planning tools could potentially be used to support the learning process, their application in this context is often limited. The structuring of learning is mainly based on the specifications of the curricula, which limits the flexibility and individuality of learning planning.</td></tr>
<tr><td>◆◆ Use digital technologies to enable learners to gather evidence and record progress, e.g., audio or video recordings, photographs.</td><td>School and VET provider:<br>◆ collection of materials and preparation of lessons according to their plans and syllabus<br>Business:<br>◆ different LMSs including customized ones</td><td>In schools and vocational training institutions, the collection of materials and the preparation of teaching units is mainly carried out according to the given curricula and guidelines. Although digital technologies such as audio and video recordings and images could potentially be used to document progress, this is often limited by the structure and framework of institutional mandates. This limits the opportunity for learners to document progress independently.</td></tr>
<tr><td colspan="3">5. empowering learners</td></tr>
<tr><td colspan="3">5.1 Accessibility and inclusionEnsure accessibility of learning resources and activities for all learners, including those with special needs. Take into account learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive limitations when using digital technologies.</td></tr>
<tr><td colspan="3">Target level education staff (B1 -Integrator)</td></tr>
</table>



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| I understand how access to digital technology creates differences and how students' social and economic conditions affect the way technology is used. I ensure that all students have access to the digital technologies I use. | | |
| ◆◆ Provide equitable access to appropriate digital technologies and resources, e.g., ensure that all learners have access to the digital technologies used. | **School, VET provider and Business:**<br>◆ provision of School/company-owned laptops, tablets, whiteboards, beamers or computers at the respective learning location (DE, GR, EE, BG)<br>◆ Equal access to appropriate digital technologies and resources available in all learning locations. | Schools, vocational training institutions and companies are working to ensure that all learners have equitable access to appropriate digital technologies and resources. This is done by providing school or company-owned laptops, tablets, whiteboards, projectors or computers at the respective learning locations in countries such as Germany, Greece, Estonia and Bulgaria. These measures partly help to take into account the different social and economic conditions of students and to ensure that everyone can use the digital technologies they need. |
| ◆◆ Selecting and using digital pedagogical strategies that are responsive to learners' digital contexts, e.g., contextual constraints on technology use (e.g., availability), skills, expectations, attitudes, misconceptions and misuse. | **School and VET provider:**<br>◆ Schools follow mainly traditional approaches and face-to-face lessons; Tests; research papers; simulations of customer situations<br>**Business:**<br>◆ conduct a lot of training digitally and provide everyone with the necessary technical and personal resources (Seminars). The topics are legislation, instructions, regulations that are necessary for the specific jobs and products and type of retail. | In schools and vocational training institutions, traditional approaches and face-to-face teaching predominate, using examinations, research papers and simulations of customer situations. These methods often do not take into account the digital contexts of learners, such as the availability of technologies or their digital skills.<br>In the corporate sector, on the other hand, a lot of training is carried out digitally, with all employees being provided with the necessary technical and personal resources. Training focuses on topics such as legislation, instructions, and regulations required for specific occupations, products, and retail. Overall, it can be seen that companies are more flexible in responding to learners' digital contexts, while schools and VET providers often stick to traditional teaching methods. |



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| ◆◆ Use of digital technologies and strategies, e.g., assistive technologies designed for learners who need special support (e.g. learners with physical or mental disabilities; learners with learning disorders). | **School:**<br>◆specific equipment and learning tools for students with disabilities.<br>**VET provider:**<br>◆Digital basic package - 1-week training in the use of digital tools and communication training (DE)<br>**Business:**<br>◆The flexibility of the various learning modules in the LMS offers trainees the opportunity to determine their own learning pace. | Schools will provide specific equipment and learning tools to support pupils with special needs. These tools are designed to meet the individual needs of these learners. Vocational education and training institutions in Germany offer a basic digital package that includes a one-week training course on the use of digital tools and communication training. This training aims to make it easier for learners with special needs to use digital technologies. Overall, both areas of education show that they are committed to using digital technologies and strategies to meet the needs of learners who need special support. |
| ◆◆ Consider and respond to potential accessibility issues when selecting, modifying or creating digital resources, and consider and respond to alternative or compensatory tools or approaches for | **School:**<br>◆ personalised access to LMS, emails.<br>**VET provider:**<br>◆ Practical knowledge is made more visible to disadvantaged young people, through adaptation or selection of appropriate learning materials.<br>**Business:**<br>◆ personalised free access | In schools, vocational training institutions and companies, the provision of hardware is well established to enable all learners to access digital resources. This infrastructure creates a solid foundation to ensure that all students and staff have the necessary technologies at their disposal to learn and work effectively. Efforts to provide hardware help break down digital barriers and foster an inclusive learning environment. |



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| learners with special needs. | | |
| **5.2 Differentiation and personalisation** | | |
| Use of digital technologies to address learners' different learning needs by enabling learners to progress at different levels and at different paces and to pursue individual learning paths and goals. | | |
| **Target level education staff (B1 -Integrator)**<br>**Using digital technologies to differentiate and personalise.**<br>I select and use customised learning activities, e.g., quizzes or games, that allow learners to progress at different paces, choose different levels of difficulty and / or repeat tasks that have not been adequately completed before. | | |
| ◆◆<br>Consideration of different learning paths, levels and speeds in the design, selection and implementation of digital learning activities. | **School and VET provider:**<br>◆ Availability of exam preparation at different levels. Limited availability of trade/topic-relevant e-learnings to provide to trainees.<br>**Business:**<br>◆ self-directed digital education. The flexibility of the various learning modules in the LMS offers trainees the opportunity to determine their own learning pace. The offer depends on the size and range of the company. | In schools and VET institutions, the availability of trade and topic-related e-learning is limited, limiting the ability to offer tailored learning activities that take into account different learning paths, levels of difficulty and speeds.<br>In the corporate sector, the range of digital learning activities on offer depends on the size and scope of the company, which leads to different opportunities for employees. Overall, it can be seen that the adaptability of digital learning activities to individual learning needs can still be improved, both in the education sector and in companies. |



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| ◆◆ Establish individual learning plans and digital technologies to support them. | **School:**<br>◆ just for additional qualification using LMS, support high-performing trainees; profiling students depending on their field of studies and strengths especially for those with achievements<br>**VET providers:**<br>◆ offer individual learning paths based on their career path and needs (EE).<br>**Business:**<br>◆ in most of the cases the customization is at department and store level for teams (EE) | In schools, individual learning plans are created mainly for additional qualifications, using learning management systems (LMS) to support high-performing learners and highlight their strengths depending on their field of study.<br><br>Vocational education and training institutions in Estonia offer individual learning paths based on learners' career goals and needs.<br><br>In the enterprise space, customization is typically done at the department and store level for Teams. Overall, it can be seen that there are efforts to create individual learning plans and use digital technologies to support these plans, however, the degree of individualization varies by educational institution and organization. |
| **5.3 Active engagement of learners**<br><br>Use digital technologies to promote learners' active and creative engagement with a topic. Using digital technologies within pedagogical strategies that promote learners' transversal skills, deep thinking and creative expression. Opening up learning to new, real-world contexts that involve learners themselves in hands-on activities, scientific investigations or complex problem solving, or otherwise encourage learners' active engagement with complex issues. | | |
| **Target level education staff (B1 -Integrator)**<br>**Promote active use of digital technologies by learners.**<br>I place learners' active use of digital technologies at the centre of the teaching process. I choose the most appropriate tool to promote learners' active engagement in a particular learning context or for a particular learning objective. | | |
| ◆◆ Use digital technologies to visualise and explain new concepts in a motivating way, e.g. through animations or videos. | **School and VET providers:**<br>◆ use of PowerPoint presentations; Smartboard; YouTube; Trainees shoot videos with the smartphone | In schools and vocational training institutions, the active use of digital technologies is at the heart of the teaching process. The tools used include PowerPoint presentations, smartboards and YouTube to convey new concepts in a vivid and motivating way. In addition, learners produce videos with their smartphones, which encourages their active participation and creativity. Overall, it shows that digital technologies are being used to increase learner engagement and make complex content understandable. |
| ◆◆ Use digital learning | **School, VET provider and Business:** | In Bulgaria, Germany and Greece, the use of digital learning environments or motivating activities such as games and quizzes is rare. In contrast, Estonia shows a more advanced |



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| environments or activities that are motivating and engaging, games, quizzes. | ◆ Use of digitally motivating activities is rare in Bulgaria, Germany and Greece whereas Estonia is more advanced and use various tools; LMS like Moodle have embedded functions for testing, the same refers to Google classroom. | use of such tools. Various platforms are used there, including learning management systems (LMS) such as Moodle, which offer built-in features for quizzes, as well as Google Classroom, which offers similar opportunities to encourage interactive learning activities. Overall, this illustrates that the use of motivating digital learning resources is still expandable in some countries, while others are already successfully implementing innovative approaches. |
| ◆◆ Make learners' active use of digital technologies central to the teaching process. | **School, VET provider and Business:**<br>◆ digital technologies are added in a supportive way to the classical teaching process. | In schools, vocational training institutions and companies, the active use of digital technologies is increasingly being placed at the centre of the teaching process. Internal learning management systems (LMS) are used for this purpose. In addition, common and popular LMSs such as Google Classroom are used to encourage student interaction and engagement. Overall, it can be seen that the use of digital technologies plays a central role in actively involving learners in the educational process. |
| ◆◆ Selecting appropriate digital technologies to promote active learning in a particular learning context or for a particular learning objective. | **School and VET provider:**<br>◆ Limited use of digital technologies that promote active learning, either because there are no suitable or not enough digital learning materials available for the topic or because the teacher prefers traditional teaching methods in three of the partner countries whereas in Estonia the level is more advanced and trainers develop and use modern methods.<br>**Business:**<br>◆ mobile apps and intranet is used for specific instructions and information related to the type of business and company. | In schools and vocational training institutions, the use of digital technologies to promote active learning is limited. This is often due to either a lack of suitable digital learning materials for the respective topics or because teachers in three of the partner countries prefer traditional teaching methods. In Estonia, on the other hand, a more progressive approach is evident, as trainers develop and apply modern methods.<br>In the corporate sector, mobile apps and intranets are used to provide specific instructions and information. Overall, this suggests that while some countries are making progress in integrating active learning methods, others still have challenges regarding the availability and use of appropriate digital technologies. |



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| Evaluation according to DigiComp 2.0 for apprentices<br>INTERVIEW RESULTS MATRIX | |
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| | **RESULT** |
| **Information and Data Comptence** | |
| **1.1. surfing, searching, filtering data, information and digital content on commodity knowledge**<br>**◆◆ I can solve simple problems independently:**<br>- explain my information needs,- perform a well-defined and routine search to find data, information and content in digital environments,- explain how to access and navigate between them.- explain well-defined and routine personal search strategies.<br>**1.2 Evaluation of data, information and digital content**<br>**◆◆ I can independently and when solving simple problems:**<br>- Analyse, compare and evaluate the credibility and reliability of well-defined data sources, information and digital content.- Carry out the analysis, interpretation and evaluation of well-defined data, information and digital content: | **Variability in the use of digital learning environments**: The use of digital learning environments varies greatly between educational institutions and companies. While schools often use digitized textbooks in PDF form, some institutions are experimenting with modern tools such as Canva and Miro. This shows that access to diverse digital resources and technologies is not uniform and depends heavily on the respective institutions.<br><br>**Integration of routines in digital learning**: The ability to formulate information needs and search for them in a targeted manner does not yet seem to be sufficient in many schools and vocational training institutions. Many teachers rely on traditional methods and tasks that do not offer enough opportunities to develop digital skills.<br><br>**Access to digital technologies**: Access to digital technologies and resources is well established in many educational institutions, which is important to ensure that all learners have the necessary means to meet their learning needs. Companies seem to be more flexible and offer customized digital learning platforms tailored to their specific needs.<br><br>**Challenges in promoting independent learning**: In schools, the focus is often on frontal teaching and less on self-directed learning. There is often a lack of specific training and materials to help learners develop their learning strategies effectively. Companies, on the other hand, often offer more opportunities for individual learning, although there are challenges here as well. |



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| | **Use of modern teaching approaches**: Approaches such as flipped classroom and blended learning are not yet widespread in many schools. In countries such as Bulgaria and Germany, traditional teaching methods often predominate, which limits the use of innovative digital learning formats. However, some schools and vocational training institutions also use modern methods to actively engage learners.<br><br>**Promoting digital literacy**: While some teachers successfully integrate digital technologies into the classroom, many struggle to try out new formats or evaluate them appropriately. Training teachers in digital skills remains crucial to promote the integration of these technologies into the learning process.<br><br>**Supporting collaboration and engagement**: Digital technologies are increasingly being used in schools and businesses to foster collaboration. Platforms such as Google Classroom or internal company platforms allow for better interaction between learners and support collaborative learning.<br><br>Overall, the results show that the integration of digital technologies in educational institutions and businesses offers a wide range of opportunities to enrich learning and help learners develop their digital skills. However, there are significant challenges, especially in relation to access to modern technologies, the diversity of learning resources, and the need to properly train teachers.<br><br>Encouraging self-directed learning and developing effective search strategies are critical to providing learners with the ability to solve simple problems independently. Continuous adaptation and development of digital learning opportunities as well as a stronger focus on individual learning needs are necessary to further improve the educational landscape in this area. |
| **Communication and collaboration** | |
| **2.1 Interaction through digital technologies in the area of product presentation and promotional activities - Informing customers about promotions - Recognising and analysing new trends** | **Good development of digital skills**: In schools, vocational training institutions and companies, the use of digital technologies is well developed. Learners have access to |



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| ◆◆ I can independently solve simple problems:<br>- carry out well-defined and routine interactions with digital technologies; and<br>- select well-defined and routinely appropriate digital communication tools for a given context. | various devices and digital platforms, which allows them to solve simple problems on their own and have regular interactions with these technologies.<br><br>**Heterogeneous availability and use**: The availability and use of digital technologies varied widely between institutions and countries. In some countries, modern tools and approaches are used, while in others more traditional methods dominate. This can influence learners' ability to select appropriate digital communication tools for different contexts.<br><br>**Limited use of active learning methods**: The use of digital technologies to promote active learning is still limited in many educational institutions. This suggests that not all learners are able to interact with digital technologies independently and creatively. This could limit learners' ability to find new solutions to problems.<br><br>**Different approaches in companies**: Companies seem to be taking a more pragmatic approach to using digital technologies by using tailor-made platforms and digital learning methods. This could help employees better develop their digital skills and become more effective in their communication and interaction with digital technologies.<br><br>**Need for further training**: To ensure that all learners are able to engage in well-defined and routine interactions with digital technologies, ongoing training and support for teachers and learners is needed. This could help break down digital barriers and improve access to relevant learning resources.<br><br>Overall, the analysis shows that while progress has been made in the integration of digital technologies, there are still challenges that need to be addressed in order to strengthen learners' digital literacy and confidence in using these technologies. |
| **2.2 Exchange through digital technologies in the area of collaboration and communication within the company/school** | |
| ◆◆ I can independently and when solving simple problems:- select well-defined and routinely appropriate digital technologies for sharing data, information and digital content.- explain how to act as a facilitator for sharing information and content through well-defined and routine digital technologies,- explain well-defined and routine referencing and attribution practices. | |
| **2.4 Collaboration with the help of digital technologies** | |
| **◆◆ I can independently and when solving simple problems**<br>- well-defined and routine digital tools and technologies for collaborative processes. | |
| **Digital content creation** | |
| **3.1 Digital content development** | Digital content development varies greatly between partner countries. In Estonia, learners use interactive tools such as Moodle and Google Classroom to create content such as presentations, videos, and tests. This encourages creativity and engagement. In Bulgaria, Greece and Germany, traditional teaching still dominates, and the use of digital |
| **I can independently and when solving simple problems:**<br>- Identify ways to create and edit well-defined and routine content | |



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| in well-defined and routine formats,- express myself through the design of well-defined and routine digital resources. | technologies for content creation is limited. Overall, the use of digital tools depends heavily on the respective digital infrastructure and the training of teachers. |



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