FUJITSU

FIDA Study

Why Europe needs a proper framework for digital education

Executive summary of our study on media and digital literacy of European students

Windows 11

Built for learning, anywhere

Executive summary

What and how: from Pisa to FIDA.
Technology giant Fujitsu commissioned the Fujitsu Study for International Digital Skills Assessment (FIDA) study to highlight current gaps in digital literacy among European students. The aim of the program is to support children and young people in their skills, rights and responsibilities in the digital world, and to help determine the core digital skills needed by school graduates. The next European Union funded PISA study is not due until 2025, so Fujitsu's FIDA report fills a gap in our current understanding on the state of digital literacy among school graduates.

There's a perception that today's generations of digital natives naturally acquire the digital skills they need. But our research shows that more formal digital instruction is required in order to better equip school leavers for both the workplace and for today's digital society.

"There is an urgent need to improve on many fronts – from ensuring schools have the digital infrastructure they need, to supporting digital media training, to expanding and modernizing curricula and upskilling teachers."

Fujitsu

The FIDA study assessment, undertaken by Fujitsu, shines a spotlight on digital literacy in European schools today. It reveals the crucial areas that need improvement, while informing Fujitsu's support for our educational customers worldwide. Fujitsu brings strong technology partnerships and decades of experience in transforming institutions of all sizes. We implement safe, secure and robust solutions that enable teachers to effectively engage students both at home and in the classroom.

Key results:
1. Digital media is barely used in European schools
2. Almost all of Europe is falling behind in teaching digital literacy
3. Neither students nor employers have confidence in school leavers' digital skills
4. Digital infrastructure and teachers' own digital skills must be prioritized
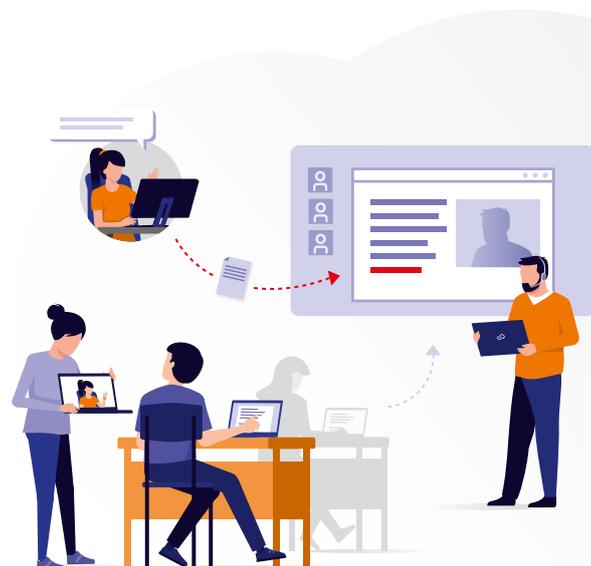
What needs to happen now?
→ It's not enough to equip schools with wi-fi and hardware. Teachers must embed digital competencies into their teaching plans
→ Schools should be responsible both for equipping young people with the digital skills needed in working life, as well as providing digital education for more mature citizens
→ Not only does this subject need to be addressed more frequently, there is also a need for more data and research demonstrating the comparability of digital literacy between different European students

Key results

While digital fluency is considered a foundational requirement by employers in all industries, this is not reflected in education policy, school equipment and teacher skillsets in most of Europe.
This is the core finding in a first-of-its-kind study undertaken by Fujitsu.

1 Digital media is barely used in European schools

The survey shows that digital media is not a key focus for most schools –
→ with only 16% of teachers in France and 9% in Germany prioritizing its use.

Teachers prioritizing digital media in school

16%
France

9%
Germany
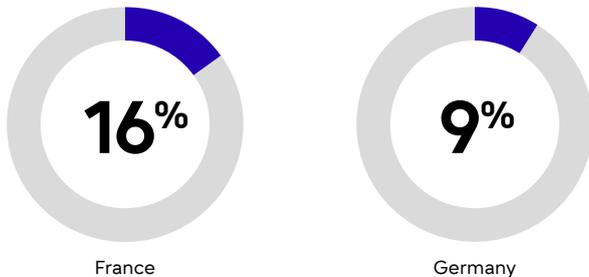
Furthermore, digital media is primarily used only for small research projects or for finding specific information online.
→ Key digital skills – such as online collaboration – are only covered by a minority of academic organizations: just 21% in France, 15% in Italy, 12% in Germany and 9% in Finland.

Digital skills on demand for jobs teached in school

21%
France

15%
Italy

12%
Germany

9%
Finnland
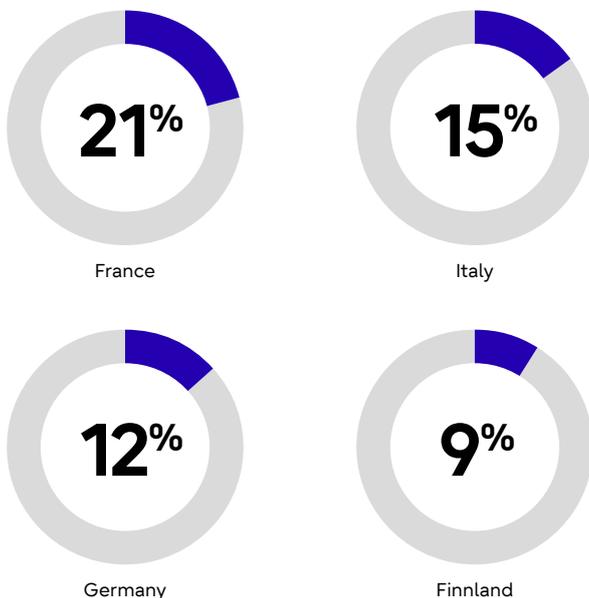
"**Education should incorporate the media used in the work-place and aim to empower students to create content in an interactive, cooperative and individualized classroom.**"

Dr. Christian Swertz, Professor for Media Education at the University of Vienna

Regarding teaching responsible internet behavior –
→ only the UK (95%) has a dedicated program across its schools. Most other countries have room to improve their schools in this area: Austria (70%), Denmark (48%), France (70%), Italy (53%), Germany (74%), Portugal (62%) and Netherlands (64%).

**Europe's best- and worstcase:
Teaching responsible internet behavior in school**
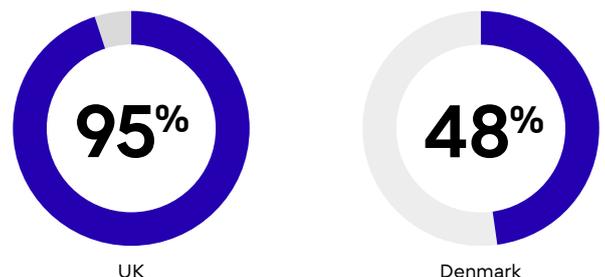
95%
UK

**48%**
Denmark

Key results

While digital fluency is considered a foundational requirement by employers in all industries, this is not reflected in education policy, school equipment and teacher skillsets in most of Europe, according to a first of its kind study undertaken by Fujitsu.

2 Almost all of Europe is falling behind in teaching digital literacy

The study shows that almost every country has a shortfall in digital literacy in schools. Denmark is the exception, having switched to digital processes very early.

→ For example, 86% of Danish students collaborate online at least once a week, while the figure is only 12% in Germany. The UK, France and Italy also lag.

Europe's best- and worstcase: Online collaborating students


**86%**
Denmark
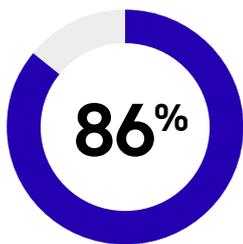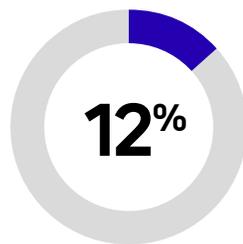
12%
Germany

Consequently, most students acquire their digital skills outside of school.

→ Germany shows the most considerable discrepancy in the use of digital media inside and outside of school – with only 23% using digital media at school, but 92% using it for extra-curricular activities.

Students acquiring digital skills outside of school (left) and how intense they are using it in school (right)
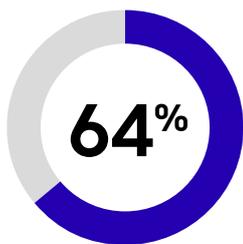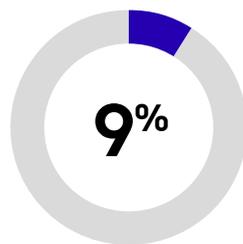

92%
Germany
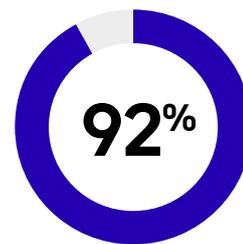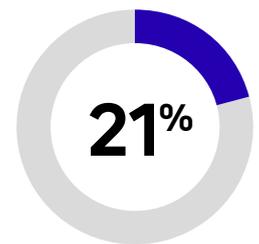
21%
Germany

This discrepancy is in part due to a lack of buy-in from teachers, who do not see the urgent need for digital usage in schools:

→ In Germany, only 9% of teachers "fully agree" to the use of digital media in the classroom, compared to 64% in Denmark.
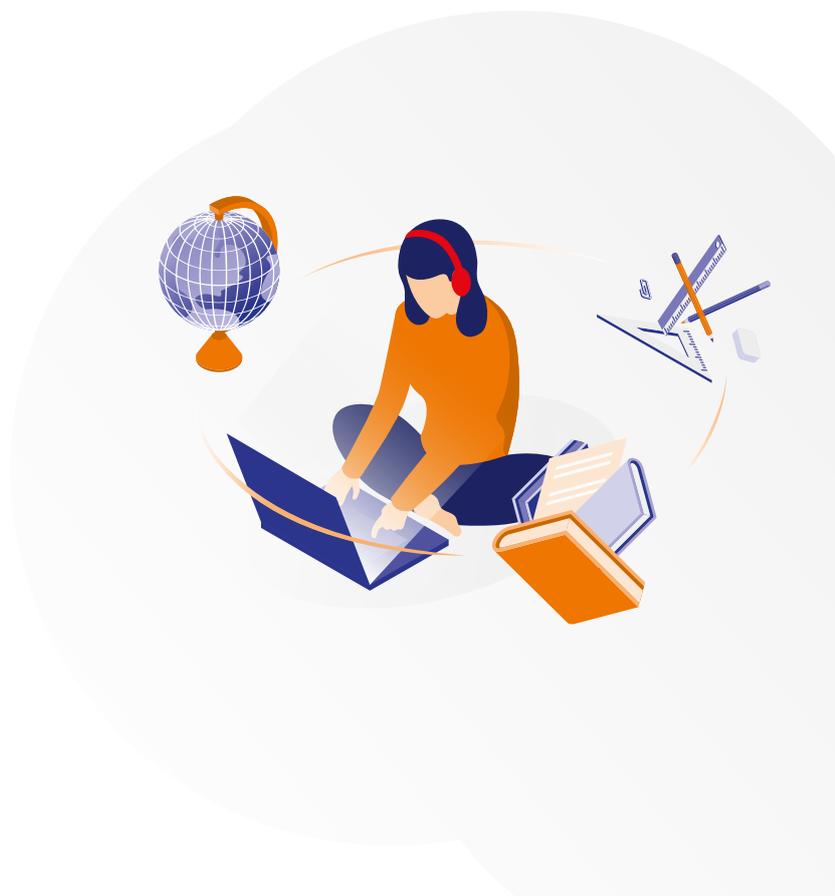
Europe's best- and worstcase: Percentage of teachers use digital media in classroom

64%
Denmark

9%
Germany

Key results

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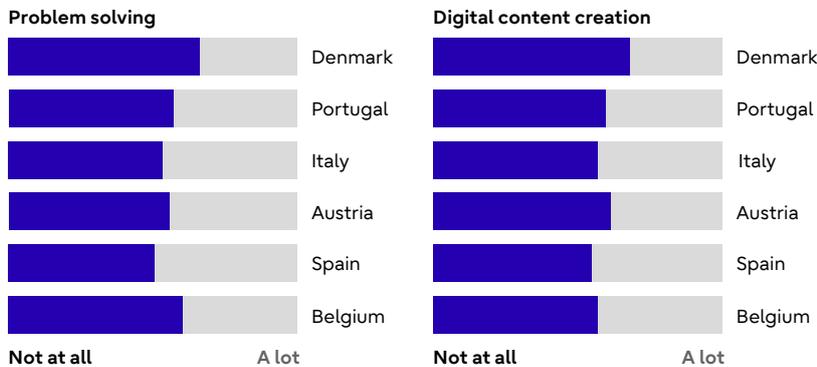
3 Neither students nor employers have confidence in school leavers' digital skills

The absence of opportunities for students to learn critical digital skills translates into a lack of confidence in using such skills. While students tend to feel more comfortable leveraging digital media for communication and collaboration, they feel less able to do so in problem-solving or digital content creation.

→ Employers across Europe confirm this shortfall: they report that entry-level employee candidates generally lack basic digital skills, such as creating a presentation, or using calculation tables and office software.

→ Students don't feel very confident in problem solving, creating a presentation, using calculation tables, or office software knowledge, data protection and privacy:

"Teacher training and education must change. It is important to reduce fears and build up digital skills among future teachers, as well as among teachers who are already in their job."

Dr. Sven Kommer, Professor for digital literacy at the University of Aachen

Problem solving

	Denmark
	Portugal
	Italy
	Austria
	Spain
	Belgium

Not at all — A lot

Digital content creation

	Denmark
	Portugal
	Italy
	Austria
	Spain
	Belgium

Not at all — A lot

→ Potentially more consequential is the lack of competency in data protection and privacy, where more than 50% of companies note that their apprentices have insufficient knowledge.

**Companies stating their jobstarters insufficient data protection and privacy knowhow:**
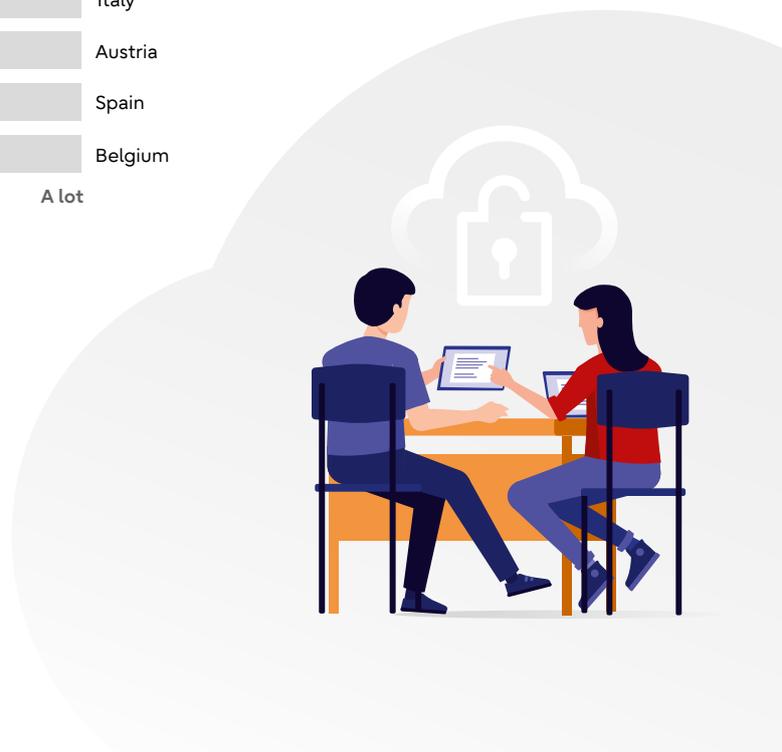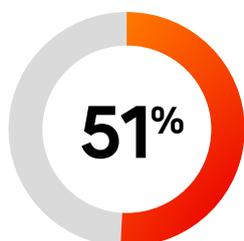
51%

Key results

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4 Digital infrastructure and teachers' own digital skills must be prioritized

→ In France, 48% of students believe **that the country is behind in terms of equipment and digital services in higher education.** In comparison, only 20% of students **are satisfied with the equipment and services provided by their institution.**

Students thinking the schools' equipment is behind (left), students being satisfied with the equipment (right)
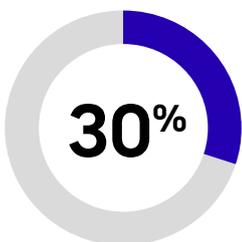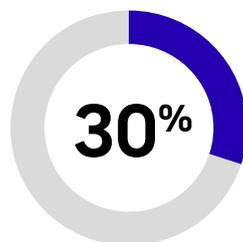
48%

France

20%
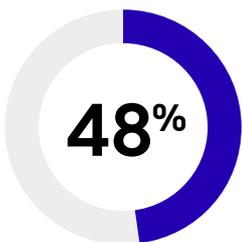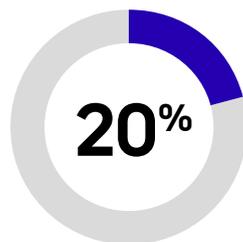
France

→ In Portugal and Germany, only approximately 30% of principals **consider their available internet speed to be sufficient.**

Principals considering their infrastructure sufficient

30%

Portugal

30%

Germany

→ Germans also believe **teachers cannot fundamentally teach digital media in an effective way.**

→ School principals across Europe emphasized that **teachers must be empowered to share digital expertise and to use IT infrastructure across all school subjects.** This can be done by utilizing regular training and strong, long-term partnerships with digital-solution providers.