Strategies for finding and increasing leeway for age-adequate prioritization of Emotional and Social Intelligence within European and International Documents on Digitizing Education

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„Freedom is what you do with what´s been done to you" (Jean-Paul Sartre). How much freedom remains for schools, especially schools with alternative pedagogical approaches to resist the pressure of trends for an earlier, faster and more comprehensive digitization of education? An analysis of the EU and international level documents such as regulations, action plans and frameworks reveals a number of strategies for increasing leeway. To name an example, the overarching documents themselves often leave considerably more room for alternative, initially non-digital or less digital paths toward certain specified goals than the predominantly high-tech lower level operationalizations. An example: Students need to learn how to protect themselves from digital risks? Introducing alternative operationalizations, e.g. with the concept of a „generalized digital resilience" based on research on risk and protective factors is useful. Fostering (younger) students 'emotional and social intelligence, which would be endangered by a further increase of their screen media use (via the time displacement effect), can thus be considered an important step in the prevention of digital risks. Secondly, strategies in the context of advocacy work to influence the documents in the process of their development will also be briefly described, with encouraging examples such as the drafting of the „Negrescu report" (European Parliament, 2021), the European Digital Competences Framework (European Commission 2022), the European Digital Education Hub (EDEH), other Digital Education Action Plan documents (European Commission, 2021-now) and the work of the UN special rapporteur on the right to education.

Within the HERMMES (www.hermmes.eu) project („Holistic Education for Resilience and Media Maturity in Educational Settings"), a collection of materials and methods on this important and empowering topic were developed and piloted in a try-out of the HERMMES ambassador course, as well as adapted in reaction to predominantly positive feedback.

Literature:

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