

# Digital education action plan

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 BELGIUM-FL

## Timeline



ID number 43794

## Background

Various studies and international comparisons, such as PIAAC, MICTIVO ICT Monitor, PISA, TALIS, show that Flemish education is lagging in digitalisation compared to other countries. The coronavirus crisis has only made this backlog in Flemish education more manifest. This crisis is seized as an opportunity to jump from (ICT) backlog to lead.

## Objectives

The Digital education action plan (Digisprong) aims to address several challenges:

- (a) the availability of ICT infrastructure for all schools in compulsory education;
- (b) the need for schools to develop and implement a school-specific ICT policy, originated by the ICT coordinator or the ICT team of the school;
- (c) develop teacher and school ICT skills and provide them with digital learning resources;
- (d) create a knowledge centre 'Digisprong' as a unit within the Flemish Ministry of Education and Training, to support the schools and to roll-out the Digisprong action plan.

## Description

That the Digital education action plan (Digisprong) will have important consequences for many schools is beyond dispute. Strategic objectives and concrete actions were formulated for each challenge. Those include:

ICT infrastructure

- (a) provide every learner in secondary education with a device;
- (b) provide ICT equipment for teachers through the school;
- (c) bolster the ICT infrastructure within the school;
- (d) facilitate the use of connectivity and telecom services with special attention to security and speed through a new framework agreement.

## ICT policy

- (a) reinforce ICT-coordination for all levels of education and create a statute for ICT-administrators;
- (b) provide tools to support schools with the development of ICT-policy planning.

## Professional development of teaching staff, school leaders and ICT-administrators

### Digital learning resources

- (a) strengthening initiatives that develop digital learning resources for practical subjects and labour market-oriented training courses;
- (b) create a single sign on infrastructure to foster the accessibility of digital platforms and learning resources and reduce the planning burden for ICT-administrators;
- (c) support the development of innovative learning resources;
- (d) strengthen existing repositories such as the portal for open educational resources (OER portal), where teachers share teaching material. The online image bank 'Het archief voor Onderwijs' contains films, videos and audio clips from national and regional broadcasters and cultural and heritage organisations. They are tailored to Flemish attainment targets and curriculum goals.

### **2020 Approved/Agreed**

The action plan was adopted by the Flemish Government in December 2020.

### **2021 Implementation**

In 2021, the implementation of the action plan's flagship activities started: actions on ICT-infrastructure (e.g. a device for every learner, better equipment for teachers and schools); policy in schools (e.g. handout of tools for policy creation); ICT-coordination (a statute for ICE coordinators); and the start of the Knowledge Centre for Digital Education (Digisprong) in September 2021.

### **2022 Implementation**

In 2022, the implementation phase of the action plan's flagships activities, especially on professional development e.g. creation of a single sign on, and digital learning resources, e.g. creation of learning material and platforms to share among teachers and trainers.

### **2023 Implementation**

In 2023, significant investments were made to enhance ICT infrastructure in schools, ensuring that schools have access to modern and secure digital technology and tools.

Various continuous development training programmes were launched to improve digital competencies of teachers and staff. In these programmes, various workshops and courses were given based on the DigCompEdu framework.

Initiatives were also introduced to support the implementation of blended learning environments.

### **2024 Implementation**

In 2024, Digisprong continued its efforts in continuous professional development with additional funding and resources being made available.

Teacher professional development remained a key priority in 2024. A series of intensive bootcamps focused on supporting schools in their digital transition were organised. These programmes helped school teams develop and implement sustainable ICT policies, strengthen their digital competencies, and integrate technology effectively into teaching and learning. The bootcamps were aligned with

the DigCompEdu framework and provided practical strategies for building a future-proof digital culture in education.

Digisprong published a vision paper on the (ethical) use of AI in education, which will serve as a foundation for how we incorporate technology into appropriate use for both students, schools and teachers.

The importance of cybersecurity and privacy when dealing with continuous digitalisation was strengthened with the implementation of a cybersecurity action plan. In its first phase this plan involves the creation of a cybersecurity standards framework, a tool that schools can use to implement a well-thought-out cybersecurity policy. It consists of sets of standards adapted to education in Flanders.

Finally, a comprehensive evaluation of the Digisprong initiative was conducted. This review assessed the impact of our investments in infrastructure, digital tools, and support measures, and provided valuable insights to guide future policy decisions. The descriptive synthesis of Digisprong 1.0 shows that most objectives were partially or fully achieved. The first spearhead, improving infrastructure, was largely successful: nearly all teachers and pupils from grade five onward now have personal devices, and the quality of hardware, software, and connectivity has improved significantly. For the second spearhead, ICT school policy, progress was made through formalizing ICT coordination and offering procedural and content support, but challenges remain in digital inclusion and equal opportunities. Regarding ICT competencies, there are signs of improvement among teachers, supported by professionalisation initiatives from the Digisprong Knowledge Centre. However, continued focus on digital didactics and pedagogical integration is needed. Digital learning tools such as KlasCement and the Archive for Education are widely known and positively evaluated, though usage varies. The Knowledge Centre itself contributed strongly to infrastructure, resources, and training.

The Knowledge Centre published comprehensive reports covering its activities and impact from 2021 to 2023 and 2024. These reports provide an overview of key initiatives, lessons learnt, and recommendations for the future, highlighting the role of the centre in supporting schools with digital transformation, professional development, and policy implementation.

## 2025 Implementation

With the start of a new legislative term (2025-2029), a new strategy for digitalisation was developed: the Digiplan. In May 2025, a concept note was approved outlining the following key objectives:

- (a) Guarantee access to ICT for every child and use digital tools as a lever to improve educational quality in all schools.
- (b) Strengthen digital competencies among both students and teachers, including media literacy, computational thinking, and responsible technology use.
- (c) Ensure high-quality digital infrastructure, including up-to-date devices, networks, and software, as a prerequisite for digital inclusion.
- (d) Invest in professional development for teachers so they can integrate digital tools effectively into their teaching practice.
- (e) Promote safe and inclusive digital learning environments, with attention to cybersecurity, prevention of cyberbullying, and responsible use of AI.
- (f) Reduce administrative burden through smart digital solutions and support schools in developing a robust ICT policy plan.

The Digiplan builds on the lessons learnt by the Digisprong initiative and aims for a sustainable, thoughtful approach to digitalisation as a means - not an end - to enhance education.

## Bodies responsible

- Flemish Department of Education and Training

## Target group

### Learners

Learners in upper secondary, including apprentices

### Education professionals

Teachers

School leaders

## Thematic categories

### Modernising VET infrastructure

Modernising infrastructure for vocational training

Improving digital infrastructure of VET provision

### Modernising VET offer and delivery

Diversifying modes of learning: face-to-face, digital and/or blended learning; adaptable/flexible training formats

Developing and updating learning resources and materials

Integrating digital skills and competences in VET curricula and programmes

### Teachers, trainers and school leaders competences

Supporting teachers and trainers for and through digital

## European priorities in VET

### VET Recommendation

VET agile in adapting to labour market challenges

VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand

VET as an attractive choice based on modern and digitalised provision of training and skills

### Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Sustainability - a green link in VET

## Subsystem

## Further reading

[Digital education action plan](#)

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[Teacher portal for open educational resources](#)

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[The archive for education \(Het Archief voor Onderwijs\)](#)

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[Responsible AI in Flemish education. A collaborative process from development to use](#)

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[Cybersecurity action plan for Flemish education](#)

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[Impact of the Knowledge Centre Digisprong 2021-2023](#)

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[Impact of the Knowledge Centre Digisprong 2024](#)

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[Digiplan: digitalization in education 2025-2029](#)

### “ … ” **Cite as**

Cedefop, & ReferNet. (2026). Digital education action plan: Belgium-FL. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/43794>