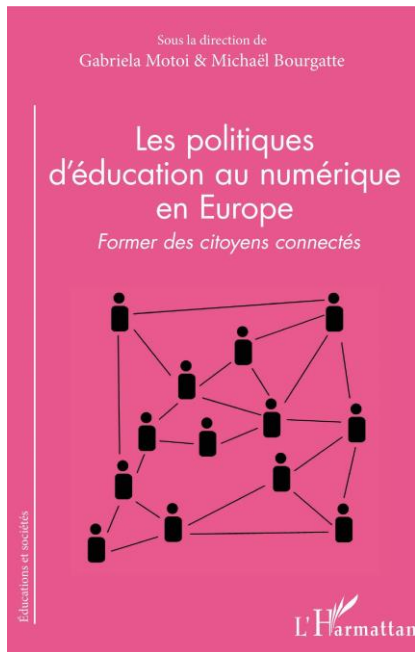Book review:
Gabriela Motoi, Michaël Bourgatte (coord.)
Les politiques d'éducation au numérique en Europe.
Former des citoyens connectés,
Paris, L'Harmattan, 2020, 121pp.
ISBN: 978-2-343-19830-9

Teodora Kaleynska[*a]
a "St. Cyril and St. Methodius" University of Veliko Tarnovo, Bulgaria

Published in 2020, at L'Harmattan Publishing House (Paris, France), in the collection entitled "Education et Societés", the book "*Les Politiques d'éducation au numérique en Europe. Former des citoyens connectés*", coordinated by Gabriela Motoi & Michaël Bourgatte is presenting the most important EU public policies on digital education, highlighting also the differences between EU societies, in terms of digital infrastructure, digital skills (of teachers, pupils, students, etc.) or digital educational projects. The book has both a theoretical and applied approach, being written in two sections: a first section that presents, from a theoretical point of view, the most important public policy documents existing at European level and focusing on digital education; a second part, in which the authors intended to present (in the form of 6 case studies) how digital education has been developed in 6 European societies.

The introductory part of the paper is presenting the context of the development of digital education. The starting point is that in an increasingly connected world, there is also a need for an increasing connection between individuals (in fact, this argument was transmitted since the subtitle of the paper), and also a need for their adaptation to the new realities of a world in constant and rapid change. Regarding digital education, the same introductory part of the book highlights that in Europe, most public policies in the field of education are focused on 2 components: a) digital literacy and the development of digital skills and b) the use of digital in education (by teachers, pupils, students etc.).

---

[*]Teodora Kaleynska, Associate Professor, PhD, E-mail address: *kaleynska@abv.bg*.

Moreover, from the paragraph "*Un changement de modèle éducatif*" (pp.16-18) we find out how digital development can contribute to the change of the teaching-learning-assessment paradigms, which can, further, facilitate for education systems the opening to 4 fundamental paths: *know-what*, *know-why*; *know-how*; *know who.*

The first section, entitled "*Economie numérique et politiques européennes sur le numérique*" presents the main European approaches in the field of digital skills development, skills that are considered "the central part of the school curriculum" (p. 24). Also, in this chapter, they are presented the main objectives of the *Digital Agenda for Europe*, of the *Europe 2020 Strategy* or of the *Single Digital Market*. The way in which the authors have chosen to present these documents, focusing only on their main objectives, is, from our point of view, an asset of the book, because it facilitates the reader's access to the essential information they should know about the main documents developed at European level in the field of digital education.

The second section, entitled "*Les politiques numériques en Europe. 6 études de cas*" presents 6 case studies, 6 European societies which, as specified by the authors in the introductory part of the book, each have their own particularity: "Belgium, for its multiculturalism and the conjugation of several regional policies; Spain and France which represent an illustration of the Western European model; Finland, for Northern Europe; Bulgaria and Romania, for Eastern Europe" (p. 25). The case studies presented allow the reader to have a suggestive picture of digital education in Europe. In addition, the fact that the 6 countries are from different areas of the European continent, that they have different education systems, they are characterized by a different level of socio-economic development, is also an asset of this book. Not infrequently, when conducting comparative analyzes, Central and Eastern European countries refer to the Western or Northern European model (especially the Finnish model); thus, the paper can serve as a tool for performing such comparative analyzes. Moreover, we notice that the analysis at the level of each society is articulated around the same 3 axes: the national digital economy (challenges and perspectives); innovation in education with the help of digital and, thirdly, the SWOT analysis. These SWOT analyses are very useful for experts in education, public policy, sociology etc. because they present a clear imagine of the progress registered in each of the 6 countries, of what is still lacking at the level of each educational system, what are the opportunities, what are the threats. Also, these SWOT analyses can represent a starting point for a much more detailed analysis of the education systems in the 6 countries.