

Digital Generation Youth - Erasmus+

# *DigComp 2.1 Webinar*

Presenters

Sandra van de Kraak - Breakthrough

Henry Uithaler - Ready4Life

What digital skill did you recently learned?



# DigComp, structure and content

- DigComp was first published in 2013
- Reference framework for digital competences for citizens.
- Descriptive rather than prescriptive, highlighting the importance of all competences.
- Framework can be used flexible and adaptable.
- Adapt to local goals and specific circumstances.

- DigComp helps to define “what”(which competences) to address
- Stakeholders face challenges about “how” (which method) to perform effective digital competence development

## T.1 DigComp competence areas and competences

COMPETENCE AREAS	COMPETENCES
<b>1. Information and data literacy</b>	<ul style="list-style-type: none"><li>1.1 Browsing, searching and filtering data, information and digital content</li><li>1.2 Evaluating data, information and digital content</li><li>1.3 Managing data, information and digital content</li></ul>
<b>2. Communication and collaboration</b>	<ul style="list-style-type: none"><li>2.1 Interacting through digital technologies</li><li>2.2 Sharing through digital technologies</li><li>2.3 Engaging in citizenship through digital technologies</li><li>2.4 Collaborating through digital technologies</li><li>2.5 Netiquette</li><li>2.6 Managing digital identity</li></ul>
<b>3. Digital content creation</b>	<ul style="list-style-type: none"><li>3.1 Developing digital content</li><li>3.2 Integrating and re-elaborating digital content</li><li>3.3 Copyright and licences</li><li>3.4 Programming</li></ul>
<b>4. Safety</b>	<ul style="list-style-type: none"><li>4.1 Protecting devices</li><li>4.2 Protecting personal data and privacy</li><li>4.3 Protecting health and well-being</li><li>4.4 Protecting the environment</li></ul>
<b>5. Problem solving</b>	<ul style="list-style-type: none"><li>5.1 Solving technical problems</li><li>5.2 Identifying needs and technological responses</li><li>5.3 Creatively using digital technologies</li><li>5.4 Identifying digital competence gaps</li></ul>

# Competence areas

In DigComp, the **competence areas 1, 2 and 3** deal with competences that can be retraced in terms of specific activities and uses.

1.

INFORMATION AND DATA LITERACY

2.

COMMUNICATION AND COLLABORATION

3.

DIGITAL CONTENT CREATION

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**Competence areas 4 and 5** are "transversal" as they apply to any type of activity carried out through digital means. Problem solving elements, in particular, are present in all competence areas, but a specific area was defined to highlight the importance of this aspect for the appropriation of technology and digital practices.

4.

SAFETY

5.

PROBLEM SOLVING

# Proficiency levels

T.4 Main keywords that feature the proficiency levels								
4 OVERALL LEVELS	Foundation		Intermediate		Advanced		Highly specialised	
8 GRANULAR LEVELS	1	2	3	4	5	6	7	8
COMPLEXITY OF TASKS	Simple task	Simple task	Well-defined and routine tasks, and straightforward problems	Tasks, and well-defined and non-routine problems	Different tasks and problems	Most appropriate tasks	Resolve complex problems with limited solutions	Resolve complex problems with many interacting factors
AUTONOMY	With guidance	Autonomy and with guidance when needed	On my own	Independent and according to my needs	Guiding others	Able to adapt to others in a complex context	Integrate to contribute to the professional practice and to guide others	Propose new ideas and processes to the field
COGNITIVE DOMAIN	Remembering	Remembering	Understanding	Understanding	Applying	Evaluating	Creating	Creating



# DigComp dimensions

## T.2 DigComp dimensions

1. **COMPETENCE AREAS (5 AREAS)**
2. **COMPETENCES DESCRIPTIONS AND THEIR TITLES (21)**
3. **PROFICIENCY LEVELS FOR EACH COMPETENCE**
4. **KNOWLEDGE, SKILLS AND ATTITUDES EXAMPLES FOR EACH COMPETENCE**
5. **APPLICATION TO SPECIFIC PURPOSES: LEARNING AND EMPLOYMENT**

# How to use DigComp 2.1 levels in your activities

4. Safety	4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment
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4.2: Understand how to create strong passwords



Proficiency: Foundation      ->      level 1

## Example

## Understands how to create strong passwords

### Foundation -> level 1

Knowledge	<ul style="list-style-type: none"><li>❑ Has basic knowledge of simple facts and views related to a profession and / or domain of knowledge</li></ul>
Skill: Applying knowledge	<ul style="list-style-type: none"><li>❑ Reproduces and applies the knowledge.</li><li>❑ Performs simple recognisable (professional) tasks based on automatisms.</li></ul>
Responsibility and Independence	<ul style="list-style-type: none"><li>❑ Works in a recognizable living and / or working environment together with peers, colleagues, managers and or relevant third parties.</li><li>❑ With supervision, bears responsibility for results of simple and defined tasks and / or study.</li></ul>

Poll time

# Implementation

## STEP 1 Adaptation and specification

DigComp is adapted and specified to develop digital competence for a given target population and a certain context.

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## STEP 2 Competence assessment

DigComp is used to assess digital competence level, strengths and weaknesses of an individual or target population.

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## STEP 3 Training trainers

DigComp is used to design training measures for the trainers who must develop their digital competence.

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## STEP 4 End-user learning

DigComp is used to design teaching and learning experiences for the end users in the target population.

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## STEP 5 Recognition and certification

DigComp is used to assess, recognise and possibly certify learning achievements and enhanced competence.

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## Time to discuss in break out rooms

1. Choose an activity which support digital competence development which you run in your organisation
2. Check where in the digcomp 2.1 framework this activity or parts of it fit

DC4JOBS

# TEACHING MATERIALS



## Communication & Collaboration

to provide information on different aspects of digital communication, sharing resources through online tools, collaborating through digital tools, interacting with and participating in communities and networks etc.



## Information and Data Literacy

to provide information to help young people use effective search techniques online, to evaluate received information and to use web tools to organise and store online information.



## Digital Content Creation

to provide information on different digital content (text, graphic, video, audio, more), its elements, structure and provide tools to create appropriate visual content for digital field.



## Safety

to provide information on different aspects of safety with regard to risks, measures, copyrights and social media security



## Soft Skills

to help the students understand employability skills, to support them in building interpersonal skills to better the ability to work with others.



## Problem Solving

to have the competence of identifying needs and problems and solving abstract problems in digital environments, the use of digital tools for renewing processes and products and keeping track of developments in digital evolution.



## Campus Online

### Platform presentation

This platform is based on a self-learning methodology, organized approach to problem solving, through readings, videos, web pages, and other media. Open to all, these virtual objectives are reflexive, cooperative and group learning in a collective and collaborative way.



My Courses



Events



Contact



Assessment Tool

# LEARNING ENVIRONMENT

To open the online learning training scan this QR code:



The DC4JOBS learning environment is an online learning training based on the Digital/Employability Competence Charter:

- DC4JOBS Assessment tool
- e-DC4JOBS Community / Network
- e-DC4JOBS Academy
- e-EMPLOYMENT data bank

It includes various modules and sections to support and improve the digital and employability skills of young people with fewer opportunities. The modules are offered in an open learning environment, friendly and easy to use at their own time, repeated as many times as the user wants.

The on-line assessment service is designed to guide young people to create their PROFILE and then self-assess their skills (stock-taking), attitudes, knowledge and practices in relation to the aspects, benchmarks and indicators used in the Digital and Employability Competence Charter.



# OPEN BADGES

Open Badges is a visual representation of skills and achievements. They are digital and can be designed to capture even the smallest achievements.

The innovative feature of using the OPEN BADGES system for the recognition and validation of the youth workers' skills and competences acquired, while endorsement options were suggested provides great expectation for the products of the project to continued to be used to capture even the smallest achievements.

For the DC4JOBS project we have developed an ecosystem of Open Badges, which was used as a complementary tool to self-assessment in connection with the Youthpass, "breaking" the Youthpass process into smaller steps.

## To get a badge follow these 3 steps:

- Start the assignment:

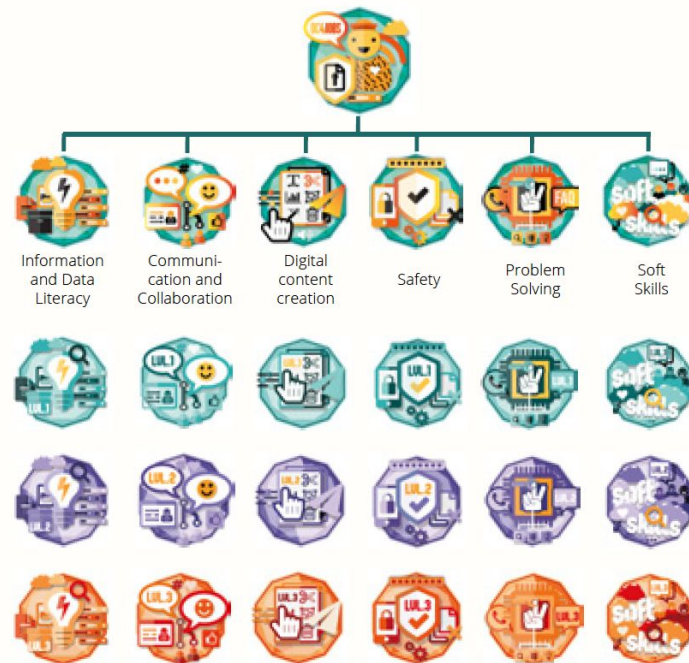
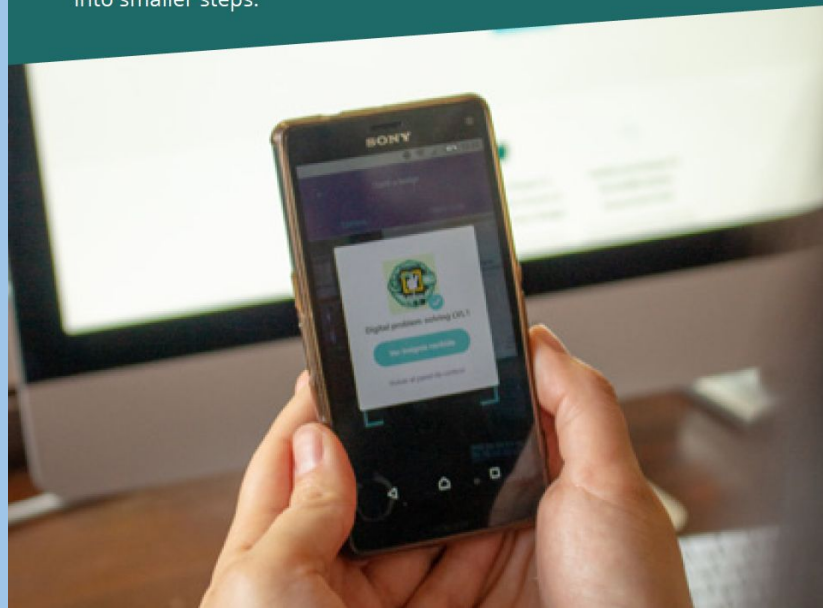
*Each time you want to get a badge, you have to complete an assignment with several tasks. No worries, the tasks are fun!*

- Add the evidences:

*When you are finished with your assignment, it is time to upload the evidence of it.*

- Receive your badge:

*Here you go - you now have a badge. How about repeating? ;)*





# SURVEY RESULTS

## *BENCHMARK SURVEY ON DIGITAL SKILLS-GAP BETWEEN YOUNG PEOPLE AND THE LABOUR MARKET: COMPARATIVE REPORT*

This Survey consists of 13 questions and is aimed at 16-24 year olds living in Germany, Cyprus, Spain, Romania, Latvia, and the Netherlands. Partner organisations from these six countries will distribute the survey among young people in the target group. The aim of this survey is to attempt to establish to what extent young people are in possession of the skills outlined in The Digital Competence Framework for Citizens (European Union, 2017).

The survey targets young people, focusing on those with fewer opportunities who tend to come from marginalised groups, and, as a result, less attractive career prospects. The skills which certain young people lack are some of the more basic digital competences. This survey aims to establish whether these young people possess some of the more basic competences outlined in the EU's framework.

Upon analysing the framework, there was initially some doubt about which levels the survey would aim to establish. It was decided among the partners that we would initially be looking to verify whether young people possessed the foundation level skills (DigComp 2.1 - levels 1 & 2). It was felt that these skills were the minimum required for young people to enter the job market and be able to progress in the twenty-first century. If the survey were to establish that young people had the skills required for levels 1 and 2, it would be worth exploring the extent to which young people have the competences required to reach subsequent levels.

Of the 13 questions, the first 2 consist of demographic questions. The following 10 questions aim to establish the young people's competence level within the confines of DigComp 2.1's foundation levels. The final question, show in section 3.2, is designed to check the young person's overall digital competence and to ensure that this does not conflict with their answers to the previous questions.



# (((o))) SURVEY RESULT GERMANY

49 participants from Germany in the age between 16-24 years old participated in the survey. The survey was organized by CGE Erfurt e.V and Bennohaus, AKD Münster.

CGE Erfurt e.V is a non-governmental organization creating educational concepts learning in the framework of non-formal education. The Citizen Centre Bennohaus, Arbeitskreis Ostvietenl Association (AKO) is a socio-cultural, educational, open meeting place, working with local community.

## 100%

Youngsters are using different messengers in daily life

### Which of the followings do you use?



### How confident are you with digital devices?



### How do you organise and manage online information?



### When I am searching for information on internet I use...



I SHARE EVERYTHING I THINK OF ON THE INTERNET

0%

I SEND / RECEIVE CONTENT ONLINE

65%

I DO ONLINE SHOPPING

73%

I ALWAYS CREATE COMPLICATED PASSWORD

30%

### To solve digital problems youngsters ...



MORE INFORMATION ABOUT PROJECT DC4JOBS & SURVEY RESULTS IN GERMANY HERE [DC4JOBS.EU](http://DC4JOBS.EU)



GERMANY

# (((o))) SURVEY RESULT

In 2020 year around 825,000 digital jobs may be unfilled as employees are unable to find workers who possess the right skills.



93%

of digital marketers report that it is "harder to recruit people with the right skills than ever before".

90%

of all jobs are expected to require at least a basic level of digital skills.



I USE VIDEO GAMES TO...

HAVE FUN 43%  
PRACTISE SKILLS 29%

I CONNECT COMPUTER TO PRINTER / SCANNER

NEVER 20%  
SOMETIMES 37%  
(VERY) OFTEN 43%

I CREATE VISUAL CONTENT (LOGOS, POSTERS)

NEVER 55%  
SOMETIMES 31%  
(VERY) OFTEN 15%

I DO BASIC PROGRAMMING OR CODING...

NEVER 75%  
SOMETIMES 13%  
(VERY) OFTEN 12%

## DIGITAL COMPETENCE

- BASIC COMPETENCE IN 21ST CENTURY

### Skills level of users





# SURVEY RESULT

LATVIA

## LEGEND

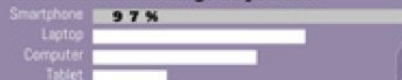
35 participants from Latvia participated in the survey. The survey was organized by **Ogre Municipality** with the target group of young people from the age 16-24 years old. Ogre Municipality is a local self-government, a youth centre where active youngsters and youth workers implement the youth policy.

# 100%

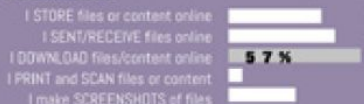
Youngsters are using different messengers in daily life

### How confident are you with digital devices?

#### Which of the followings do you use?



#### How do you organise and manage online information?



#### When I am searching for information on Internet I use...



I SHARE EVERYTHING I THINK OF ON THE INTERNET  
**14%**

I SEND / RECEIVE CONTENT ONLINE  
**71%**

I DO ONLINE SHOPPING  
**68%**

I ALWAYS CREATE COMPLICATED PASSWORD  
**31%**

#### To solve digital problems youngsters...



MORE INFORMATION ABOUT PROJECT DC4JOBS & SURVEY RESULTS IN LATVIA HERE [DC4JOBS.EU](http://DC4JOBS.EU)



digital competence for jobs

LATVIA

# SURVEY RESULT

In 2020 year around 825,000 digital jobs may be unfilled as employees are unable to find workers who possess the right skills.

# 93%

of digital marketers report that it is "harder to recruit people with the right skills than ever before".



# 90%

of all jobs are expected to require at least a basic level of digital skills.



I USE VIDEO GAMES TO...

HAVE FUN **74%**  
PRACTISE SKILLS **48%**



I CONNECT COMPUTER TO PRINTER/SCANNER

NEVER **40%**  
SOMETIMES **37%**  
(VERY) OFTEN **23%**



I CREATE VISUAL CONTENT (LOGOS, POSTERS)

NEVER **40%**  
SOMETIMES **43%**  
(VERY) OFTEN **17%**

I DO BASIC PROGRAMMING OR CODING...

NEVER **45%**  
SOMETIMES **45%**  
(VERY) OFTEN **8%**

## DIGITAL COMPETENCE

- BASIC COMPETENCE IN 21ST CENTURY

### Skills level of users



# (((o))) SURVEY RESULT

## LEGEND

25 youngsters from Cyprus took part in the survey. Target group consisted from young people between 16 - 25 years old. Survey was organised by Emphasis Centre, which delivers services related in the area of ICT at the professional and education level with the aim to make a difference.

# 80%

Youngsters are using different messengers in daily life

### Which of the followings do you use?



### How do you organise and manage online information?



### How confident are you with digital devices?



### When I am searching for information on Internet I use...



# (((o))) SURVEY RESULT

In 2020 year around 825,000 digital jobs may be unfilled as employees are unable to find workers who possess the right skills.



# 93%

of digital marketers report that it is "harder to recruit people with the right skills than ever before".

# 90%

of all jobs are expected to require at least a basic level of digital skills.



I USE VIDEO GAMES TO...

HAVE FUN 12%  
PRACTISE SKILLS 20%

I CONNECT COMPUTER TO PRINTER/SCANNER

NEVER 12%  
SOMETIMES 48%  
(VERY) OFTEN 40%

I CREATE VISUAL CONTENT (LOGOS, POSTERS)

NEVER 24%  
SOMETIMES 64%  
(VERY) OFTEN 12%

I DO BASIC PROGRAMMING OR CODING...

NEVER 48%  
SOMETIMES 48%  
(VERY) OFTEN 0%

## DIGITAL COMPETENCE

- BASIC COMPETENCE IN 21ST CENTURY



I SHARE EVERYTHING I THINK OF ON THE INTERNET

8%

I SEND/RECEIVE CONTENT ONLINE

65%

DO ONLINE SHOPPING

73%

I ALWAYS CREATE COMPLETED PASSWORD

20%

### To solve digital problems youngsters ...



## Skills level of users

Basic level with guidance 28%

I use by my own 8%

Independent user & can guide others 8%

Advanced level 20%

High level specialist 0%





# (((o))) SURVEY RESULT

## LEGEND

31 youngsters from age 16 - 24 years old participated in the survey. The survey was organized by Clitic S.L., a company based in Spain.

Clitic S.L. has a long history in the world of ICT, based on new digital technologies.

### Which of the followings do you use?



### How do you organise and manage online information?



# 94%

Youngsters are using different passengers in daily life

### How confident are you with digital devices?



### When I am searching for information on internet I use...



I SHARE EVERYTHING I THINK OF ON THE INTERNET

10%

I SEND / RECEIVE CONTENT ONLINE

71%

I DO ONLINE SHOPPING

64%

I ALWAYS CREATE COMPLICATED PASSWORD

23%

### To solve digital problems youngsters ...



# (((o))) SURVEY RESULT

In 2020 year around 825,000 digital jobs may be unfilled as employees are unable to find workers who possess the right skills.

# 93%

of digital marketers report that it is "harder to recruit people with the right skills than ever before".

# 90%

of all jobs are expected to require at least a basic level of digital skills.



I DO BASIC PROGRAMMING OR CODING...

NEVER 71%  
SOMETIMES 29%  
(VERY) OFTEN 0%

I CREATE VISUAL CONTENT (LOGOS, POSTERS)

NEVER 80%  
SOMETIMES 16%  
(VERY) OFTEN 3%

I CONNECT COMPUTER TO PRINTER / SCANNER

NEVER 22%  
SOMETIMES 49%  
(VERY) OFTEN 29%

I USE VIDEO GAMES TO...

HAVE FUN 55%  
PRACTISE SKILLS 29%

## DIGITAL COMPETENCE

- BASIC COMPETENCE IN 21ST CENTURY

### Skills level of users



# Additional DigComp Resources



# E Content and Papers

- Guidelines on the adoption of DigComp
- User guide for the application of the European e-Competence Framework
- DigComp in Action: User guide of European Competency Framework
- DCDS Digital Competences Development System
  - Piloting and Evaluating Report
  - Content assessment tools
  - Trainer Handbook
  - Organisations Handbook
- Methods for teaching Digital Literacy
- Teaching in the digital age

Do you find the webinar informative?

Are you apply to use Digcomp in your local environment?

Do you need more support and if yes, how or what?