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ICT SKILLS FOR ALL

INTELLECTUAL OUTPUT 2

Competency framework for training

Co-funded by the
Erasmus+ Programme
of the European Union

Introduction

This second output has been developed within TAACTIC ; a European project co-funded by Erasmus+ Programme.

TAACTIC project aims to identify, develop and work towards recognition of basic digital skills of low-skilled adults in order to enable them to access the labour market sustainably.

Low-skills adults from vulnerable groups are particularly impacted by the digital divide and have troubles adapting to the labour market rapid changes. Moreover, the quick digitalisation of society and of our daily lives (public and private services, leisure, administrative procedures, shopping, etc.) causes many inequalities for those people, who therefore are even more marginalised.

TAACTIC aims to propose practical and operational responses to this challenge for VET centres in order to identify, develop and make visible the learning of digital skills with a view to better social inclusion, the pursuit of training pathways and sustainable access to quality employment for learners.

To achieve its objectives, TAACTIC is working on :

- Creating a **positioning tool**, to identify learners' digital skills;

- Defining a **common reference framework** for digital skills training, including a training module around digital skills;

- Developing **innovative pedagogical activities** for Vocational Education and Training (VET) professionals and their learners;

- Developing **recommendations for training in the digital trades** through the discovery of the digital trades of the future;

- Providing a **toolkit**, bringing together existing educational resources to help organise training courses in digital professions.

Intellectual Output 2 (IO2)

IO2 is composed of two parts, aiming at two consecutive objectives :

1. COMMON FRAMEWORK OF BASIC DIGITAL COMPETENCES

To define and characterise more clearly these competences and to acquire a common understanding of

them. This mapping defines the main axes of competence areas and various levels of autonomy and mastery of these competences.

The main axes of competence areas are based on the digital competences areas selected by partners in IO1.

They are the following :

1. COMPUTER ENVIRONMENT
2. COMMUNICATION
3. INFO SEARCH
4. CONTENT CREATION
5. FILE MANAGING
6. SECURITY

COMPUTER ENVIRONMENT has two different sections to support the knowledge and the use of mobile device *e.g.*, smartphone, tablet, iPad:

A. Know the computer environment
B. Know the mobile device

The levels of difficulty for each area of competence are 3 : levels 1, 2 and 3.

2. BASIC DIGITAL SKILLS TRAINING MODULE

A training module was developed on the basis of the common framework of basic digital competences. It is a common repository for developing the basic digital skills of low-skilled adults, establishing pedagogical objectives, targeted skills and training units to be developed.

Digital competence is one of the key competences defined by the "European Reference Framework of Key Competences for Lifelong Learning". This framework defines the key competences that citizens need for personal development, social inclusion, active citizenship and professional integration in a knowledge-based society and calls on education and training systems to promote and support citizens in acquiring these competences.
Moreover, digital competences, both technical and transversal, are highly transferable skills. They are increasingly mobilised everywhere, and particularly in many professional contexts.

IO2 therefore aims at targeting and teaching basic digital skills to contribute to a sustainable socio-professional integration of low qualified people.

IO2, more specifically the "Training Module", is intended to be used in two ways :

-   either on its own, in "one shot", as a short, complete and integrated training in basic digital skills;

-   either integrated into broader existing training courses which address and teach basic digital skills. As a result, the module is designed to be integrated both into "pre-training" (refresher courses, orientation) and into vocational training courses, qualifying or not, (construction, painting, sales, communication, administration, catering, etc.).

With the aim to increase recognition of the acquired skills, TAACTIC consortium has been very vigilant to ensure that the content is in line with the European Digital Competence Framework DigComp (see: https://ec.europa.eu/jrc/en/digcomp).

An additional deliverable, the **PASSPORT OF DIGITAL COMPETENCES** was created. In order to support and recognize the development of competences and skills, the passport is a learning support tool for mentoring and acknowledging the process to develop and improve digital related competences and skills but also for recognising the level of learning and sharing achievements with others and during the placement.

The passport of digital competences contains data related to the achieved level (1, 2 or 3) for each area of competences and the detailed description of the requested competences for each area (IO2- COMMON FRAMEWORK OF BASIC DIGITAL COMPETENCES).

THE COMMON FRAMEWORK OF BASIC DIGITAL COMPETENCES

1. COMPUTER ENVIRONMENT		
A: Know the computer environment (keywords: computer, hardware, software)		
Level 1	**Level 2**	**Level 3**
Ability to turn the computer on and off properly. Ability to recognize the difference between hardware and software. Ability to recognize the computer and its components, hardware and peripherals (webcam, USB stick, external hard disk, router). Ability to use audio systems (headphones, external speakers). Ability to use keyboard and mouse properly to interact with the operative system (double click, left and right button). Ability to recognize the main commands and icons (stop, reboot, reboot with update, copy and paste...). Ability to recognize how to open the main programs (programs for text files, to create spreadsheets, internet browsing...). Ability to use an internet connection already set up on the computer.	Ability to handle the necessary updates. Ability to set up and check the internet connection (enter password and log in, use hotspots). Ability to find a program/application on the computer.	Ability to personalize the desktop. Ability to work with the recycle bin and erased files. Ability to search, install and uninstall a programme/ application. Ability to install external components (scanner, printer ...).

B : Know the mobile device (keywords: computer, hardware, software)		
Level 1	**Level 2**	**Level 3**
Ability to recognize the main commands and icons (hotspot and Wi-Fi), download apps, use a pressure touch system. Ability to save and manage my contacts properly by logging into my google account. Ability to use an internet connection already set up and saved on the device.	Ability to set up the different system settings (restart, shutdown, airplane mode, hotspot). Ability to handle the necessary updates. Ability to set up and check the internet connection (search for available internet connections, enter password, hotspots).	Ability to install applications on the device. Ability to manage Bluetooth connections.

2. COMMUNICATION		
Use the communication systems (keywords: account, mail, Skype)		
Level 1	**Level 2**	**Level 3**
Ability to explain what an account is. Ability to use a previously created account. Ability to use a mailbox (read, reply, forward, write, attach a file...). Ability to use WhatsApp.	Ability to create an account if needed. Ability to use communication programs and applications (google meet, skype, Zoom). Ability to recognize the main commands of video communication systems (microphone, camera, chat...).	Ability to manage an account between different devices. Ability to synchronize accounts and cloud spaces by managing their backups. Ability to safely manage the main social networks (Facebook, Instagram...).

3. INFO SEARCH		
Search information (keywords: search, maps, translations)		
Level 1	**Level 2**	**Level 3**
Ability to use a search engine. Ability to use and find info on Google maps (or other similar). Ability to use Google translate.	Ability to use a browser and understand a web page.	Ability to create an itinerary with multiple stops, save it and print it out. Ability to evaluate reputable information and use a reliable source (fake news).

4. CONTENT CREATION		
Create contents (keywords: doc, pdf, xls, jpg)		
Level 1	**Level 2**	**Level 3**
Ability to create a new file and I can save it by using Microsoft Word, Google Documents, LibreOffice or similar. Ability to retrieve the previously created file. Ability to create a simple text document following a layout (for example I can write my curriculum vitae). Ability to enter text or numerical data into a cell in a spreadsheet using Microsoft Excel, LibreOffice Calc or similar.	Ability to recognize the main types of files and choose the appropriate format (docx, pdf, xls, jpg, mp3, ...). Ability to recognize the basis of word processing (layout, copy, paste, save as, print...) using Microsoft Word, Google Documents, LibreOffice or similar. Ability to use the basic commands of a spreadsheet (cell format, main formulas, data types, copy and moving information…).	Ability to create a simple spreadsheet on Microsoft Excel, LibreOffice Calc or similar with basic formulas (for example creating a timesheet or an expenses control table). Ability to create a pdf file directly by different types of tools (Web contents, Microsoft Word, Google Documents, LibreOffice, Microsoft Excel, LibreOffice Calc or similar). Ability to convert a file (e.g. from word document to pdf).

5. FILE MANAGING		
Manage files (keywords: USB, cloud)		
Level 1	**Level 2**	**Level 3**
Ability to save data on PC, or mobile device or removable media. Ability to storage media and their capacity.	Ability to recognize the main units of digital information (KB, MB, GB and TB). Ability to backup files on my computer. Ability to organize files on folders.	Ability to manage the storage of files in a cloud space as Dropbox or Google Drive. Ability to manage zip files. Ability to manage the access to subfolders.

6. SECURITY		
Cybersecurity and problem solving (keywords: digital identity, login logout, password)		
Level 1	**Level 2**	**Level 3**
Ability to choose a safe password. Ability to explain the importance of an antivirus. Ability to safely use my credit systems (credit, debit and prepaid card).	Ability to protect my computer (backup, antivirus, software regular updates...). Ability to proper logout. Ability to find support and assistance when a technical problem occurs or when using a new device, program or application.	Ability to explain what a digital identity is and the potential risks of Social Media and sharing personal information on the Internet. Ability to recognize the main dangerous software (malware, spam, etc.). Ability to recognize a phishing scam.

THE BASIC DIGITAL SKILLS TRAINING MODULE

Title and update status	**Below-basic digital skills inspired from "the European DIGital COMPetence framework"** Knowledge and skills to approach the "foundation/basic level" of DigComp
Project	TAACTIC - compétences numériques pour tous
Target	Low skilled adults (LSAs)
Tutoring	The course requires the presence of a tutor to accompany the student in the learning process. The activities are planned in a blended way : - face-to-face activities; - e-learning: training provided via a computer or other digital device. Tutoring should be done at three levels : a) individual participants; b) groups of participants; c) the learning path. a) Working with individual participants : The tutor : - supports the participant by facilitating the use of online resources and classroom activities; - helps him/her to reflect on the experiences made; - helps him/her to connect the new contents learned with his/her previous experience (this scaffolding action is crucial with adult learners); - facilitates the participant's relations with the peer group; - and finally, the tutor is the natural interface with the organisation that provides the training. b) Working with groups of participants : When working with groups, tutoring should accelerate the transformation of the group participants into a learning community. In a social learning perspective, tutoring promotes collaboration among the participants and facilitates the development of peer consulting and peer review relationships among them. The tutor also controls and encourages participation in distance activities involving peer sharing and collaboration.

	c) <u>Working on learning path :</u> In the delivery of the training course, the tutor - collaborates in didactic planning; - gives his/her opinion on contents and verification tests; - guarantees the usability of the resources dedicated to distance learning, - and manages the transition from presence to distance.
Access Requirements: ● <u>Knowledge</u> ● <u>Languages available</u> ● <u>Technical access</u>	 Language competences: level B1 of the <u>CEFR - Common European Framework of Reference for Languages</u> . Digital competences: no condition. It is for true beginners. Each student will take a placement test aimed at identifying the incoming skills and the specific needs. The positioning test allows us to identify the corresponding entrance level (level 1, 2 and 3) linked to the map of competences (IO2 – A2 Digital skills base- Level 1 - 2 - 3). - French and English (according to the application form of TAACTIC project) - Italian - Spanish Open access
Purposes	The aim of the course is to support low skilled adults in improving below-basic digital competences, mapped starting from the European Digital Competence Framework DigComp and considered to be essential for social and working integration. The purposes cover several areas: - the basics on computer and smartphone use - computer security - social network and digital identity The course objectives indirectly include the reinforcement of the 8 European key competences as they are considered essential for the achievement of the learning objectives and an integral part of them.
Pedagogical methodologies	The course is aimed at low skilled adults, it is therefore essential that the tutor and the trainer have teaching and training skills that allow them to respond effectively to the needs of the students of the course. Attention will therefore be given to different learning styles, different cultural and linguistic levels and the possibility to personalize the interventions.

The activities will be proposed with alternating moments of theory and practice using interactive and collaborative strategies when possible.

The activities should have as much as possible a link with daily life, giving centrality to practical and concrete aspects.

It is advisable to encourage as much as possible the use of tools such as smartphones and tablets that correspond to those most used by the target audience.

Possible reference methodologies :

- Case studies and methodology of learning by analogy
- Interactive activities
- Small group work
- Peer education
- Flipped classroom
- Role playing
- Video tutorial
- Blended-learning (Face to Face and online activities)
- Classroom teaching
- Self-directed learning with theoretical contents and practical activities

Each unit should consist of :

➢ Brief introduction to the unit (1/2 pages, graphics, simple language)
➢ Training scenario: classroom activities based on the use of analogies (min. 1 activities for each topic)
➢ Activities for independent learning (outside the classroom, homework)

Tools and materials	
	A Toolkit will be developed according to the three levels provided by the skills map.

Technical and computer tools :

- basic tools like Office/Open office suite,
- web browser,
- internet connexion,
- PC/ tablet/ smartphone

Learning Units (course topics) > The Learning Units are detailed in the attached excel file. > Different levels of training available	1. COMPUTER ENVIRONMENT 2. COMMUNICATION 3. INFO SEARCH 4. CONTENT CREATION 5. FILE MANAGING 6. SECURITY The course is structured in three different levels: 1, 2 and 3.
Qualification / Certificate issued	Passport of digital competences including info on the achieved level (1, 2 or 3) for each area of competencies. The "map of the competencies" (IO2 – A2 Digital skills base- Level 1 -2 - 3) and the corresponding reached levels will be attached.
Duration and number of participants	The course has a duration of 57 hours (from 1st to 3rd level) and is addressed to 10 participants at the same time. 1. COMPUTER ENVIRONMENT: 8 hours 2. COMMUNICATION: 10 hours 3. INFO SEARCH: 8 hours 4. CONTENT CREATION: 15 hours 5. FILE MANAGING: 8 hours 6. SECURITY: 8 hours
How it is carried out	Blended learning: Face to face and E-learning methodologies. See the specific paragraph for more details on learning units
Evaluation tools **Evaluation criteria**	An intermediate evaluation (tests and simulations) will be carried out during the course to verify the learners progress. The initial positioning test will be re-submitted at the end of the course to verify the acquisition of the skills. The assessment of the reached level (1, 2 or 3) will be carried out at the end of the course using the map of basic computer skills (IO2 – A2 Digital skills base - Level 1 -2 - 3).

Reference standard and links to further reading	Digital Competences Development System (DCDS): www.dcds-project.eu/ International Computer Driving License (ICDL): https://icdleurope.org/