taactic
ICT SKILLS FOR ALL

Introduction

The European Framework of **Key Competences for Lifelong Learning** defines eight key competences necessary for the personal fulfilment and development, active citizenship, social integration and employment of European citizens. **Digital competency** is part of these. The framework defines it as follows: "*Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society."[1]*

Digital competence can be seen as a **transversal competency**, used by many people in many different occupations, in different work situations, but also in the private sphere. It can be described as *digital literacy*, to be understood here as *the ability to understand and use technological and computer tools in everyday life, both in the private and professional sphere*. This competence requires the ability to mobilise various skills, aptitudes or abilities, which are the subject of this project.

TAACTIC therefore tackles the issue of digital literacy for low-skilled adults by developing their knowledge, know-how and behavioural skills in this area. **TAACTIC thus aims to identify, develop and enhance the basic digital skills of low-skilled adults** in order to facilitate their sustainable access to the labour market.

This group is particularly impacted by the digital divide and has 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 suffer even more exclusion.

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.

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[1] Key competences for lifelong learning, p.10, see : https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en

A basic foundation for digital skills

Digital skills, and certainly basic ones, are highly transferable. Our daily lives regularly involve their mobilisation, in many contexts and situations, both private and professional. For low-skilled people on integration programmes, digital literacy is becoming essential for finding and keeping a job. It is therefore essential that the training courses they follow no longer overlook digital skills.

In the field, the educational management teams are sometimes at a loss when it comes to dealing with digital training. Accustomed to skills directly linked to the profession they are training for, digital technology is not necessarily their comfort zone. On the one hand, because when faced with a public that is (very) far from digital technology, they have to start from the beginning, review the basics, sometimes even having to show how to turn on a computer first. On the other hand, because faced with the multitude of skills, uses and technologies, it is difficult to target and know what to tackle, in a limited time, to enable them to aim for digital autonomy. In short, what is the minimum they need to achieve in order to manage and find their way in an increasingly digital society? The TAACTIC project has therefore set out to define a reference framework of basic digital skills, establishing a **foundation of digital skills to acquire as part of an integration process**.

This e-skills framework is composed of two parts:

1. The **Basic Digital Skills Framework** defines the basic digital skills base for low-skilled adults in training, according to 3 levels of mastery and autonomy;
2. The **TAACTIC training module**, based on the framework, provides a draft curriculum for a basic digital skills training module.

Basic Digital Skills Framework

This tool is derived from the European framework of digital competences for citizens, the **DigComp**, by crossing its 2.0 and 2.1 versions, which mark out **5 main areas of digital competencies**:

1. Information and data
2. Communication and collaboration
3. Digital content creation
4. Security
5. Problem solving

As DigComp is a comprehensive and detailed tool, it remains a resource that educational teams find difficult to grasp and transpose into their practices. They often have to deal with people who are completely digitally illiterate and with whom they have to learn the basics. In order to better correspond to the field realities of the targeted vocational training organisations, this tool breaks down the first DigComp levels to create a reference framework more adapted to the consideration of the lowest levels.

TAACTIC focuses particularly on DigComp 2.1 levels 1 and 2, corresponding to the basics, i.e. a ***basic user***. Based on the competences selected in the framework of output 1 of the project[2], we define and describe here six areas of competence to address in training:

- Computer environment, including the mobile environment
- Communication
- Information search
- Content creation
- File management
- Security

Three levels of difficulty are identified in this competency framework. Each level assumes the acquisition of the skills of that level as well as the level before it. Therefore, for example, being positioned at level 3 implies mastering the skills of levels 1 and 2 as well.

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[2] Find it on our website, www.taactic.eu.

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 handle the necessary updates.	Ability to personalize the desktop.
Ability to recognize the difference between hardware and software.	Ability to set up and check the internet connection (enter password and log in, use hotspots).	Ability to work with the recycle bin and erased files.
Ability to recognize the computer and its components, hardware and peripherals (webcam, USB stick, external hard disk, router).	Ability to find a program/application on the computer.	Ability to search, install and uninstall a programme/ application.
Ability to use audio systems (headphones, external speakers).		Ability to install external components (scanner, printer ...).
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.		

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 manage the main social networks safely (Facebook, Instagram...).

3. INFO SEARCH

Search for 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 use bank systems safely (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. Ability to understand potential risks of sharing personal info online. Ability to recognize the main dangerous software (malware, spam, etc.). Ability to recognize a phishing fraud.

1 : computer environment		
KNOWLEDGE	**SKILLS**	**SOFT SKILLS**
Essentials		
▪ Computer environment (computer, hardware, software) ▪ Computer peripherals (webcam, usb, headphones...) ▪ Basic computer commands ▪ Desktop and icons ▪ Bureau et icônes ▪ External components (scanner, printer...) ▪ Basics on Internet access ▪ Operating systems (Windows...)	▪ Identify the part of a computer/ a laptop/ a smartphone/ a tablet ▪ Explain the basic terminology ▪ Turn on/off a computer/ a laptop/ a smartphone/ a tablet ▪ Type on a keyboard and use the mouse ▪ Recognize desktop icons and windows basic applications ▪ Connect a computer to a wireless or fixed network ▪ Connect a smartphone to the internet ▪ Use the web-browser interface	▪ Learn to learn
Standard		
	▪ Customize the welcome screen design	

LEARNING HOURS

8 hours
Face to face : 80%
E-learning : 20%

2. Communication

KNOWLEDGE	SKILLS	SOFT SKILLS
▪ Understanding what an account represents and how to manage it ▪ How an e-mail works ▪ Communication programs (WhatsApp, Google meet, Skype, Zoom...) ▪ Social networks (Facebook, Instagram...) ▪ Synchronization accounts	▪ Create and manage a personal account (choosing a password, storing credentials...) ▪ Manage an e-mail address (contact list, attachments...) ▪ Set data security and privacy policies ▪ Synchronize accounts and cloud spaces by managing their backups.	▪ Know the rules of conduct designed to foster mutual respect among users (netiquette) ▪ Use social networks for social purposes and job search ▪ Build a digital identity on social networks ▪ Communicate by verbal and non-verbal communication skills ▪ Create a profile in line with the principles of good social behavior

LEARNING HOURS

10 hours
Face to face : 80%
E-learning : 20%

LEARNING UNIT 3 : INFO SEARCH

KNOWLEDGE	SKILLS	SOFTSKILLS
▪ Understanding how the internet works ▪ What are the search engines and what they are for ▪ Search and find sites of interest (leisure, work, citizenship, health...)	▪ Know how to use Internet for research purposes ▪ Search and find sites of interest (leisure, work, citizenship, health...) ▪ Search and find useful applications and tools for everyday life (maps, translations, purchases...)	▪ Evaluate reputable information and use a reliable source (fake news). ▪ Search and find sites of interest (leisure, work, citizenship, health...) ▪ Use e-services for citizens - country-specific ▪ Use e-services for citizens - country-specific

LEARNING HOURS

8 hours
Face to face : 70%
E-learning : 30%

LEARNING UNIT 4 : CONTENT CREATION

KNOWLEDGE	SKILLS	SOFTSKILLS
Essentials		
▪ Using writing programs (Microsoft Word, Google Documents, Libre Office or similar) ▪ Using programs to create and manage spreadsheets (Microsoft Excel, Libre Office Calc or similar)	▪ Know how to create and edit a text file ▪ Know how to create a worksheet and manage the main commands	▪ Know basic structure of useful documents. For example: curriculum vitae, timesheet… ▪ Improve yourself: appearance, punctuality, oral and written expression… ▪ Apply a Self-evaluation
Standard		
▪ Main programs for content creation (presentations, video and photo editing, etc…)	▪ Know how to convert a file (e.g. from word document to pdf)	

LEARNING HOURS

15 hours
Face to face : 70%
E-learning : 30%

LEARNING UNIT 5 : FILE MANAGING		
KNOWLEDGE	**SKILLS**	**SOFTSKILLS**
▪ File storage and management (save, search, choice of the appropriate format…) ▪ File size, knowledge of units and possibilities to compress file format (zip) ▪ Data management and tools to prevent data loss: backup ▪ How file sharing works and how to manage a cloud space	▪ Save and find files using fixed and removable memories ▪ Use the appropriate support to save files (internal memory, iCloud space, hard disk…) ▪ Know how to set up a file backup and recovery system ▪ Know how to share information with different tools (email, social, iCloud…)	▪ Manage the computer Security ▪ Protect the privacy and the dissemination of sensitive data ▪ Apply a Self-evaluation

LEARNING HOURS

8 hours
Face to face : 80%
E-learning : 20%

LEARNING UNIT 6 : SECURITY

KNOWLEDGE	SKILLS	SOFTSKILLS
▪ Understanding the utility and working principles of an antivirus ▪ Online purchases and working principles of electronic payments ▪ Understanding the importance of a correct shutdown of digital devices (logout, system updates... ▪ Dangerous Software malware, spam...	▪ Manage the updating of functional programs and the security of digital devices (antivirus) ▪ Safely and securely manage of electronic payments ▪ Recognize a malfunction and know how to seek assistance if necessary	▪ Choose a secure password ▪ Build a digital identity ▪ Know potential risks of social media ▪ Knowing how to share personal information on the Internet ▪ Recognize a phishing scam

LEARNING HOURS

8 hours
Face to face : 100%

Basic digital skills training module

TAACTIC's objective is that, regardless of the sector of activity or trade targeted, the location, or the duration of the training course, all programmes include a training module dedicated to digital skills in their educational programmes. This is to ensure that, everywhere, all low-skilled adult learners can acquire the foundation of digital skills defined above.

The following tool therefore serves as a training programme, the skeleton of a TAACTIC training module, to integrate into the training pathways. It is a common reference for developing the basic digital skills of low-skilled adults, by establishing objectives, targeted skills and methodologies to be favoured.

The TAACTIC training module is to use in two possible ways:

- Either on its own, as a short and comprehensive training course in basic digital skills
- Alternatively, to integrate into existing training programmes, as one module among others, dedicated to digital skills. Thus, the module could be integrated into pre-training or basic training programmes (refresher courses, orientation, preparation for qualifying training, …) but also into vocational training, qualifying or not, (building, painting, sales, communication, administration, catering, …)

One step further, towards skills valorisation or validation

To go a step further, in order to support learners in their integration process, it is common to think about valuing, recognising or even validating their skills.

In the framework of the TAACTIC project, an additional deliverable, a ***digital skills passport[3]***, was developed. This passport is a learning support tool, allowing the learning and acquisition of digital skills in training to be valued. It contains data on the level achieved (1, 2 or 3) in each area of competence identified in the TAACTIC project.

Even further, if it is relevant for the professional project and the learner's profile, solutions also exist to validate or even certify digital skills. Within the framework of the TAACTIC work, the consortium of partners has largely relied on existing initiatives and projects, taking them as examples and inspirations to develop their resources. This allows for working with relevant resources, while at the same time being able to lead learners to more formal or official systems and references. One of the initiatives that has fed into the project is the European Certificate of Digital Literacy (ECDL). Depending on the country and region, other initiatives may exist and be of interest to learners on the path to integration or job search. One example is the TOSA system, which offers certification and assessment based on the European DigComp reference system.

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[3] Find it on our website, www.taactic.eu, to supplement this output

Target	Low skilled adults (LSA)
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.
Access requirements	→ *Language competences: level B1 of the* [CEFR - Common European Framework of Reference for Languages](#). → *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).* → *Languages available:* - *French and English (according to the application form of TAACTIC project)* - *Italian* - *Spanish* → *Technical access: Open access*
Tools and materials	A pedagogical toolkit of activities has to 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)	1. COMPUTER ENVIRONMENT 2. COMMUNICATION 3. INFO SEARCH 4. CONTENT CREATION 5. FILE MANAGING 6. SECURITY The Learning Units are detailed in the attached excel file. The course is structured in three different levels: 1, 2 and 3. Different levels of training can thus be set up.
Tutoring	Activities are planned in a blended way : - face-to-face activities; - e-learning: training provided via a computer or other digital device The course requires the presence of a tutor to accompany the student in the learning process. Tutoring should be done at three levels : **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) Working on learning path** 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.

Pedagogical methodologies	The course targets 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 be given to different learning styles, different cultural and linguistic levels and the possibility to personalize the interventions.

Proposed activities alternate 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 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) |
| **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 addresses to 10 participants at the same time. a) Computer environment: 8 hours b) Communication: 10 hours c) Info search: 8 hours d) Content creation: 15 hours e) File managing: 8 hours f) Security: 8 hours
Evaluation tools and evaluation criteria	An intermediate evaluation (tests and simulations) will be carried out during the course to verify learners' progress. The initial positioning test will be resubmitted 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/