



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



THE IMPORTANCE OF DIGITAL SKILLS FOR LONG-TERM UNEMPLOYED ADULTS

- STAKEHOLDERS' POINT OF VIEW -

Project:

Ask4JOB

Adult Skills for Job-Oriented Breakthrough

Project number: 2017-1-IT02-KA204-036755

PROJECT PRESENTATION

ASK4JOB is a pan-European educational pathway. It takes inspiration from the COM 2016 – 381 Final, which urges to up-skill and re-skill the European labour force with the digital skills to keep them productive at the workplaces. In the near future, the majority of the jobs will require a certain degree of digital competences, while an increasing number of elementary jobs will at least require some basic competences

In order to support their upskilling ASK4JOB will produce a set of tools to assess, educate and recognize digital-literacy competences. This result is achieved through the realisation of 3 products having as primary beneficiaries long-term unemployed adults and as secondary ones professional counsellors and educators of adults, as well as all the other professional figures involved in supporting activities for adult job seekers.

The ASK4JOB methodology, based on the appreciative validation, will be applied to the competences of digital-literacy but it is exploitable also for any other key or professional competence. Procedural guidelines will allow the transparent visibility, enhancement and true-objectification of the competences deriving from non-formal and informal learning.

THE OUTPUTS

IO1 SASS - Skills ASSEssment for Job Requirements – it's an on line self-assessment which adapts the framework DIGCOMP 2,0 to the needs of long-term unemployed adults, to foster their digital competences, in particular those needed to implement work-related activities typically operated in qualifications referenced at EQF4.

IO2 Capability A-MOOC – The educational pathway of ASK4JOB will be designed and implemented in blended-mode according to the flipped-classroom logic. The theoretical and procedural aspects will be delivered through the A-MOOC while the experiential laboratories of capabilities empowerment will allow to experience a collaborative peer to peer learning process.

IO3 Appreciative Validation – The third IO will basically represents the true-objectification of ASK4JOB pathway, which basically means the collection of evidences and appreciative references in support of the recognition of the learning outcomes.



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

Ask4Job

PARTNERSHIP



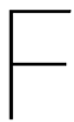
business foundation for education



Akademia
Humanistyczno
Ekonomiczna
w Łodzi



FOXPOPULI
For a better world



fyg
consultores



BestCybernetics



ΔΙΕΥΘΥΝΣΗ ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ
ΕΚΠΑΙΔΕΥΣΗΣ Ν. ΧΑΝΙΩΝ



Institute for Private Enterprise
and Democracy

PROJECT WEBSITE

www.ask4job.net

www.facebook.com/ask4jobproject

#ASK4JOB

Background

Low competences go in pair with poor job opportunities: this is the core concept that is at the basis of ASK4JOB, a project that aims at providing new instruments and strategies for fostering the creation of new job opportunities for low-skilled long-term unemployed adults. Partners coming from different countries of the European Union joined their forces in order to understand, which actions are needed to improve the possibilities of building up upskilling pathways for individuals that, due to a lack of competences and knowledge or the awareness of how to use them, are excluded from society.

As OECD reported, a number of factors – i.e. globalization, advent of new technologies, demographic shifts – are modifying on a continuous basis the nature of work. In this landscape, “digitalization is seen as a key influence on the future of work over the next decades” (OECD, 2016). Year after year, in such a landscape, it is possible to individuate in all Europe a continuous tendency towards the exclusion of those people who are not able to stand the changing pace of the world of employment, with the result of a growing impoverishment and increasing social exclusion.

The technology-driven world of employment requires growing flexibility from job-seekers, who are constantly asked to improve their capability of innovating themselves, in order to respond to the challenges of a changing job market. The automation of routine tasks continuously reshapes the position of labour force within factories, increasing the level of competitiveness and the risk of skills obsolescence.

Moreover, what we generally define as “digitalization” is a complex phenomenon, that has a variety of implications and different features, that could hardly be characterized in a homogeneous way: big data, Internet of things, Artificial reality, development of computing power applied to workplaces. All these phenomena could not be faced through a uniform approach but require multiple answers and strategies, in order to adapt job offers to the prospects for type of jobs that will be needed in the future, reducing the risk of technological unemployment.

Within this framework, jobs that require intermediate qualifications (EQF4), such as administrative, clerks in the service area, or customer care, require increasing levels of digital skills. All this is leading to the need for every citizen to have at least basic digital skills in order to live, work, learn and participate in the modern society. The enhancement of digital skills strengthens human capital, employability and competitiveness. However, 43% of Europeans still do not have basic digital skills, with 17% of them that do not have them at all (DESI, 2018a). Even if in a decreasing trend, these numbers remain alarming and require an immediate intervention to reduce their impact on the EU countries.

A similar discourse could be applied also to businesses, in particular SMEs, that could gain a strong benefit from a stronger use of digital technologies on the workplace: e-business and e-commerce open great opportunities for those companies who are able to digitalize their activities. However, always according to the DESI report of the European Community, only a fifth of companies in the EU-28 are highly digitized, with a strong internal lack of homogeneity. For instance, many companies (more than 50%) from Bulgaria, Italy and Greece don’t have invested consistently in digital technologies, often having just a simple website and a few computers. Moreover, for what concerns the overall use of digital technologies on the workplace, Poland ranks at the second lowest place in EU-28 (DESI, 2018b).

Hence, the provision of new digital skills that could raise the employability of long-term unemployed adults may represent a fundamental strategy to address both the aforementioned issues: the lack of digital alphabetization of many adults living in the countries of the consortium; the inhomogeneous application of digital technologies in SMEs environments. Adults who are able to use the instruments

provided by ASK4JOB and are fully aware of their potential may support companies in being active on new e-marketplaces, increasing e-commerce across European borders.

In order to support the upskilling of adult learners, ASK4JOB will provide information on which educational pathways are required to increase employment opportunities for those individuals who are more at risk of exclusion from the world of employment and, in certain occasions, from society.

The report provides important information on the general perceptions of a relevant number of stakeholders coming from Lithuania, Italy, Bulgaria, Spain, Sweden, Poland, Turkey and Greece. As reported from the 2018 DESI report on Human Capital and Digital Skills, some of these countries (Bulgaria, Italy and Greece) report some of the lowest level of digital skills. It is hence fundamental to support these countries in understanding how the increase of digital skills on the workplace could provide a widespread advantage.

Methodology

Between November 2018 and January 2019, the partners of the ASK4JOB consortium organized eight meetings in all partner countries with groups of stakeholders, divided in different groups. The purpose of the laboratory was to set a number of priorities and needs that would support the partnership in shaping the project outputs.

The workshops were conducted based on a **European Awareness Scenario Workshop (EASW)** - a method that allows the promotion of an effective debate of various groups of interest, favoring the participation of different set of stakeholders, a solid balance between the contribution of all groups and a cross-breeding between different ideas and worldviews. EASW is particularly successful in local contexts, where it is extremely easy to match individual problems with their causes, making it easier to find a solution.

This method pushes people to confront over issues that influence their own lives. Participants are considered as “experts” concerning the knowledge of both the real opportunities of change and the obstacles caused by their conditions; as well as on how to become the actors of change.

An EASW is based on two main activities: the development and proposal of different ideas. In this development step, participants work in four interest groups, based on the belonging to the same social category. During the working group, participants are encouraged to look ahead in the future and to imagine how to motivate a re-skilling path and how to elaborate this pathway so it can answer to the needs of enterprises.

Results

The results of the report, that was realized with the explicit purpose of valorizing the already mentioned transnational character of the ASK4JOB partnership, reveal a rich landscape, a mosaic of different perceptions concerning the potential shifts in occupations in the years ahead and a series of potential answers that could be provided by individuals in order to face them.

The eight partner organizations that participated in the workshop – Bite SNC (LIT); ERIFO (IT); BFE (BU); FyG Consultores (ES); Foxpopuli (SWE); AHE Lodz (PL); Turgutlu Kaymakamligi (TK); DSEC (GR) - have been able to capture the opinion of different stakeholders concerning the situation in their country, revealing their ideas concerning the implications for workforce skills and wages of the aforementioned transformations.

After having read and listed all the needs of different stakeholders (unemployed adults, job counsellors/trainers, representatives of institutions/public authorities, entrepreneurs' representatives, etc), we have gathered a consistent amount of information concerning the different perceptions that they have in each of the consortium countries regarding the strategies that need to be activated in order to support individuals in a situation of long-term unemployment in developing new skills that could foster their professional growth.

On the basis of the collected information, the ASK4JOB partnership will produce a set of tools to assess educational pathway and value digital-literacy competences. This Kit will have as direct beneficiaries long-term unemployed (2 years or more), low skilled people coming from previous work experiences, which can be referenced to a EQF 3 or 4. It is indeed a fragile target since the more they stay unemployed the more it becomes difficult to find a job. ASK4JOB aims to strengthen and upskill this target in order to make them able to efficiently manage information technology for work, leisure time, and communication. The ASK4JOB kit addresses both public and private employment agencies as well as education providers for adults, who can incorporate the Kit within their upskilling pathways of adults' competences.

Bibliography

- European Commission (2018a), *Human Capital. Digital Inclusion and Skills*, Digital Economy and Social Index Report (DESI)
- European Commission (2018b), *Integration of Digital Technologies*, Digital Economy and Social Index Report (DESI)
- OECD (2016), *Automation and Independent Work in a Digital Economy*, Policy Brief on the Future of Work, May 2016

FINDINGS BY COUNTRY

SWEDEN

Organized by FOXPOPULI



Participants

The EASW was organized in Eslov on December 14, 2018. With respect to the key stakeholders in the ASK4JOB project it was decided to have the following three role groups to be present at the Scenario Workshop:

1. Entrepreneurs
2. Public organisations
3. Adult and vocational education organisations

There were 20 participants equally divided by women and men. All potential participants were first contacted personally, either by telephone or in person, and informed about the aims of the workshop and the ASK4JOB project. On showing interest they received further information via the internet.

Most interesting findings

- According to unemployed individuals, to understand the modern ever-changing world, unemployed people have a need of enhancing their basic skills, and nowadays there is a lot of information available on the Internet as well as focused educational courses in particular in the digital skills area.
- One of the most challenging issues is the lack of understanding of which digital competences are most requested for finding an employment. It would be important to have a structured education and guidance to find out which courses and skills could be more helpful
- New qualification pathways should create a bridge between traditional education and training institutions, in order to provide better support to learners.

LITHUANIA

Organized by Bite AEC



Participants

The seminar was held in Bite AEC headquarters in Vilnius. The duration of the seminar was 8 hours, and there were 29 participants: 6 unemployed, 6 entrepreneurs/employers, 6 representatives of employees – legislators, 11 representatives of training providers.

All participants were invited through local public and adult educational centres, with whom Bite AEC usually collaborates. There was communication with learners from personal employees and learners' contacts. The most difficult thing was to find the people who work as public administrators responsible for working and training policies.

Most interesting findings

- The main issues that need to be tackled are: high emigration; lack of specialists due to brain drain;
- Free courses, social and psychological support would help unemployed people to learn and increase their qualifications. The training providers expect state funding for training programs; effective tools would be free or employer-paid training courses, distance learning opportunities for learners, convenient course time.
- The following competences are the most important to unemployed people: achieving results, responsibility, problem-solving and critical thinking;
- According to trainers, counselors and legislators, in particular, it is also fundamental to support unemployed individuals through social and psychological assistance, in order to support them in solving emotional, personality and communication issues.
- Unemployed individuals recognized how often lack of motivation is at the basis of the difficulties in finding a good employment
- It is fundamental to understand how to create specific training programs that adapt to the needs of learners; however, often training providers have a lack of experience in organizing courses that enhance cognitive skills.
- According to entrepreneurs, together with digital skills it is important to help individuals also through a series of transversal skills as problem-solving, critical thinking in particular, in order to support them in becoming more oriented to results' achievement.

ITALY

Organized by ERIFO



Participants

The EASW workshop has been organized in four categories of stakeholders for a total of 20 people:

1. long-term unemployed (category: citizens);
2. trainers and/or counselors for the orientation (category: sector expertise)
3. responsible for working and training policies (category: public administrators)
4. entrepreneurs whose productive activity involve Administrative and Customer Care profiles (category: representatives of companies)

Each group was composed considering the principle of gender balance representation and the interest and willingness demonstrated in preliminary communications.

Most interesting findings

- After many years of unemployment, unemployed adults list the lack of confidence and motivation as a strong barrier against new job opportunities. It is hence fundamental to understand how to help these individuals, maybe through the use of tutors
- Entrepreneurs tend to be discouraged from hiring due to inadequate contracts and the lack of institutional support
- Bureaucratic issues tend to discourage entrepreneurs from hiring
- It is important to identify new flexible forms of training, creating courses based on the real market demand of skills and defining tailor-made courses supporting the real needs of trainees and SMEs
- According to policy makers, the digitalisation of the labour market together with active labour policies that protect human fundamental rights represent a new frontier of new opportunities which don't affect the quality
- The policy makers have to understand that, to stimulate long-term and low-skilled unemployed people to be involved in reskilling courses, it is necessary to have a kind of citizenship income in order to offer a minimum of financial serenity to those involved in trainings
- Training courses need to respond to real market demand in such manner that at the end of the training a paid traineeship could be available
- Entrepreneurs and companies should be stimulated with fiscal incentives in hiring long-term and low-skilled unemployed people

GREECE

Organized by DSEC



Participants

The process of inviting the participants also included providing the participants with enough information about the ASK4JOB project and the EASW workshop, in order to be able to decide whether they were interested in participating.

The preparation of the EASW workshop included the following steps: a) compiling a list of potential participants, b) contacting the organizations or the participants to inform them about the workshop and to verify their interest in participating, c) sending official invitations, d) compiling the final participants list.

The selection of the participants was a crucial parameter for the EASW workshop. Representativeness was the first criterion for inviting the participants. So our invitations were addressed to:

- organizations whose activities are relevant to the ASK4JOB project: Adults Education, Vocational Education, Career Counselling, ICT education, Apprenticeship, Special Needs Education;
- representatives of companies and entrepreneurs: Chamber of Commerce and Industry, Federation of Professionals, Craftsmen & Merchants of Chania, etc.;
- public body organizations, such as the municipality of Chania, Directorate of Secondary Education, Hellenic Informatics Union. These organizations, apart from being potential employers, also could contribute to identifying the competences that are needed for the citizens now and in the future.

There was equal participation of men and women (10 men and 10 women) at the EASW workshop.

Most interesting findings

- A series of transversal competences have been identified and signaled as the most relevant for finding new employment opportunities by the various groups: according to entrepreneurs, policy makers and job counselors, motivation to learn and self-improvement are the most

relevant to generate a spirit of persistence to learning; unemployed individuals seem to put knowledge of Greek and English before social skills;

- Competences that have been indicated are: high-level communication skills; ability to collaborate and work in a team;
- The most relevant digital skills and competences are: ability to search, filter and evaluate information and digital contents;
- Digital skills should not be limited to the use of specific software, but the employees should be able to adapt to new versions of the software or different software tools that perform similar functions;
- According to entrepreneurs and policy makers, digital transformation – if well interpreted and fostered through the right policies – could lead to stronger economic development, providing faster and more reliable services. Organizations and companies will provide more services and thus will require a higher number of employees with relevant digital knowledge, saving time and guaranteeing a good organization. Also unemployed individuals seem to be confident that this progress will foster a reduction in job vacancies and seem hence to be more prone to follow upskilling courses;
- Negative thoughts as expressed by stakeholders are: risk of increasing isolation for those individuals who fail at following the digital upgrade courses; risk that services that are now offered locally, by customer care or administrative workers will be replaced by online services, that the citizens/customers will access on their own.
- A strategy for including individuals who have low digital competences is requested, in order to help them in understanding market needs and continuous technological development; technological developments in ICT require constant updating of digital competence, which become obsolete fast.

SPAIN

Organized by FyG Consultores



Participants

The identification of participants represented a critical step in the organisation of the workshop. This phase was led by four main criteria, stated in the document “General Guidelines of the EASW implementation”. These include representativeness, openness to change, readiness to dialogue and willingness to collaborate for the implementation of shared goals. Apart from these aspects, we also sought a balanced group in terms of personal characteristics such as gender and age.

Bearing these criteria and the objectives of the workshop in mind, we tried to involve each of the most relevant social groups for the context of study. At the end, the following interest groups were present during the workshop:

- Unemployed (7 persons)
- Trainers/Counsellors for the orientation (6 persons)
- Entrepreneurs related to the field of Administration and Customer Care (8 persons)

Apart from FyG’s organisational contact database, our broad network of local organisations and stakeholders allowed us to reach participants of each of the groups. For instance, stakeholders such as FEMEVAL or associated partners such as AJEV (Young Entrepreneurs Association from Valencia), were key to contact entrepreneurs and employees working in the fields of administration and customer care. Moreover, the strong focus of FyG on entrepreneurial education and training activities facilitated the communication with trainers and entrepreneurs. Trainers and people in a situation of unemployment were also invited through local public and adult educational centres, with whom FyG usually collaborates. Finally, we also tried to involve public administrators responsible for working and training policies. However, this profile was the hardest to reach due to availability constraints.

Most interesting findings

- A practical methodological approach is more attractive and motivating for taking part in cognitive skills courses.
- According to unemployed learners, some of the most important transversal skills requested for finding new employment opportunities are: motivation to learn; commitment; adaptation to change. Entrepreneurs affirm that instead the most valuable competences are creativity, data analysis, problem-solving skills, decision-making and digital skills
- According to job counsellors, there is a consistent mismatch between competences requested from enterprises and those offered by job-seekers. This is also connected to the ineffectiveness of public educational policies, that are often out of date
- Workshop participants also pointed out the importance of the evaluation process, as being aware of the improvements experienced is key for their motivation.
- At the end of the course, a certificate should be provided. This certificate must be recognised by companies and organisations.
- It was possible to identify a lack of training courses as envisaged in the Ask4Job framework, while existing courses are not tailored on the needs of unemployed learners
- There is a general lack of confidence towards the effectiveness of the already existing courses. Adult learners should be helped to understand how technological development can bring about the improvement of online tools to assess competences and to help unemployed people to acquire the necessary ones to enter in the job market

TURKEY

Organized by Turgutlu Kaymakamligi



Participants

24 participants attended the workshop. The selection of participants was led by four main criteria which were stated in the document “General Guidelines of the EASW implementation”. These include representativeness, openness to change, readiness to dialogue and willingness to collaborate for the implementation of shared goals. Turgutlu Kaymakamligi is the highest public authority in the town of Turgutlu, which made it possible to reach a variety of institutions and people. There were 2 unemployed persons, 7 trainers/counsellors, 7 entrepreneurs, 3 policy makers, 2 representatives of Municipality, 2 representatives of Chamber of Commers, 1 NGO member.

Most interesting findings

- Long-term and low-skilled unemployed should be made aware of the fact that only mechanical and field knowledge is not enough for success in the labour market, but cognitive skills are also necessary. A system like mentorship can be applied for this; students who have vocational training could be matched with a mentor employer and thus, be trained about the needs of the labour market. This mentorship system was the most popular idea among the participants;
- The job market is currently in a phase of continuous transformation and change. It is important to develop instruments that could support employers and job-seekers in overcoming mismatches between qualification offer and demand;
- The cognitive skills courses should be practical and hands-on rather than theoretical;
- The system of apprenticeship should be expanded so that employees should learn the job on the spot;
- Job seekers should be taught how to self-develop and how to analyse their needs;
- Entrepreneurship should be a part of the official curriculum, and successful entrepreneurs in the town could visit schools and tell their stories.

POLAND

Organized by AHE Lodz



Participants

The participants were invited to the event with the respect of the criteria described in the document “General Guidelines of the EASW implementation”, which are:

- representativeness,
- openness to change,
- readiness to dialogue
- willingness to collaborate for the implementation of shared goals.

University of Humanities and Economics in Łódź has been cooperating with many institutions and organisations in the field of social service and support, including guidance and counselling for the unemployed. We have been involved in many activities dedicated both to professionals and institutions providing support to the unemployed. Therefore, we selected the representatives for the workshops from our local stakeholders, including Labour offices, educational institutions, NGO's, educational and training centres, from Łódź district. All the participants represent three groups:

- Unemployed
- Trainers/Counsellors for the orientation
- Entrepreneurs related to the field of Administration

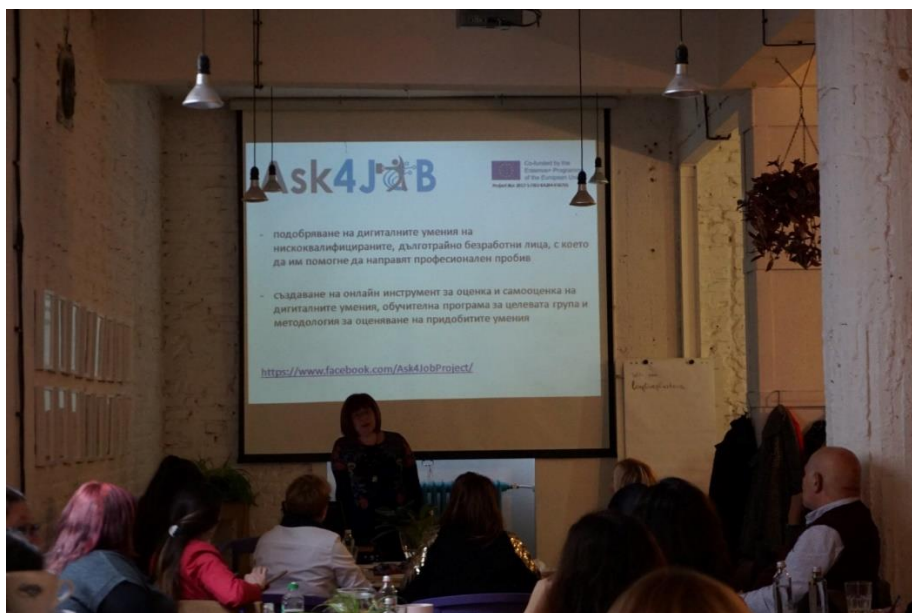
Most interesting findings

- As for soft skills and transversal competences, unemployed individuals show high consideration of skills like creativity, team-work ability, openness to cooperation, and networking.
- Unemployed adults outline how they recognize their difficulties with digital technologies, and they hope that also potential employers may support them through learning courses. In fact, the majority of training courses are not free of charge, and they cannot afford them.
- Job counselors generally individuate a series of psychological barriers in unemployed adults, connected to “social isolation” and “digital isolation” that puts them in a vicious circle.

- A “small step method” in the delivery of digital courses may be better for adult learners, in order to motivate them in overcoming their barriers and issues. Overcoming the lack of motivation is in fact a fundamental issue for supporting unemployed adults with low skills.
- Unemployed individuals do not always have clear ideas concerning the most important digital skills that they need to achieve. They need a strong guidance in order to understand in which area they should develop better.
- Entrepreneurs who took part in the workshop affirmed that they think that digital skills are fundamental in the workplace and that they generally hire individuals with higher digital competences. They maintain that a stronger digital preparation would be recommended for workers.
- The digital skills expected from workers are: data storage; data processing; support in the realization and maintenance of websites; skills in using Office package.

BULGARIA

Organized by BFE



Participants

The Bulgarian EASW workshop has been organized and conducted at the end of November, 2018 with 20 participants, around 30 took part as seen on the photos but due to GDPR influence we have collected 20 signatures:

1. public authorities, including National Employment Agency, National Revenue Agency - 4
2. private entities – 5
3. universities, schools - 4
4. trainers and career practitioners - 5
5. citizens - 2

Most interesting findings:

- People are afraid that rapid technological development will lead to their unemployment and/or social inclusion without taking relevant and adequate actions to improve what their offer on the labour market.
- Low-skilled unemployed need to receive psychological and other support to enhance their self-confidence and proactivity before the working with them on their digital skills. The role of the government is expected to be crucial but participants also underlined how important it is to make people aware that even if there are enough and adequate options to receive this support and enroll in certain trainings, their personal motivation and proactivity is the crucial factor for their own personal and professional realization.
- Participants also shared information about the jobs of the future and how important the cognitive competences will continue to be, in particular with emphasis on critical thinking, problem solving, communication, negotiations, etc. and that the fact the environment will be more digital and more online should not leave to underestimation of these skills.

- Participants spend a lot of time discussing the GDPR regulations and how they affect the operational work at every work place no matter public or private and how important it is getting to prepare all employees, in particular those on administrative and customers work positions to act adequately and follow the procedures and internal regulations too.
- Emphasis have been put on the need of online training options that allow people to control the time schedule of their training, that also provides evaluation and recognition and that have clear learning objectives and results corresponding to real working practice and needs.

Application of EASW results to DIGCOMP's five areas of digital competences and practical indications

Outcomes of the discussion held in the EASW will be used to shape the tools of assessment and, consequently, in the forthcoming training programme that will be delivered to Ask4Job users through the MOOC. This assessment will help the individualised identification of skills gaps. The assessment will provide personalised instructions on how to get access to a development programme of digital upskilling, designed specifically for technical professions (EQF 4) in commerce and services sectors. In other words, the self-assessment will produce a map of educational debts-credits for the competences related to digital literacy, regarding the job-related processes usually referenced at professions EQF 4.

In the following grills, we will present the connections that we have been able to find between the indications provided by stakeholders in the EASW and the five thematic areas of DIGCOMP 2.1, here put in reference with processes performed in technical jobs within commerce and service sectors.

1. INFORMATION AND DATA LITERACY		
DigComp tasks and processes	<p>1.1 Browsing, searching and filtering data, information and digital content</p> <p>To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.</p> <p>1.2 Evaluating data, information and digital content</p> <p>To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.</p> <p>1.3 Managing data, information and digital content</p> <p>To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.</p>	
Skills or Competences that could be strengthened (EASW outcome)	<ul style="list-style-type: none"> - Knowledge of modern digital environments (GR) - Use of data storage software (GR) - Management of electronic documents (GR) - Ability of evaluating and using information (GR) - Data search and filtering (GR) - Managing digital information in a growingly technological work environment (IT) - Achieving higher levels of digital literacy and knowing how to apply competences on the work environment (LT) - Knowing how to use a data storage software (PL) 	
Learning goals	Basic	<ul style="list-style-type: none"> - Identifying basic information needs under the direct guidance of my boss - Identifying a set of keywords from a web document - Finding generic data through a simple search on digital



		environments - Collecting data in a .doc file - Identifying and mentioning a low number of research engines, portals and digital databases - Have a generic idea of the credibility of a source of data
	Autonomous	- Identify and explain the needs of a data search (information needs) - perform well-defined and routine searches to find data, information and content in digital environments - Detect the credibility of a source of data or information and propose a potential one that may be more reliable, excluding the less reliable - Perform an independent analysis of data of average complexity - Explain to a colleague how to access the data he needs and support him
	Advanced	- Propose a personal search strategy to colleagues or to your boss - respond effectively to information needs and assess them - Critically assess the collected data and digital contents - Carry out a comparative research between different data sources, identifying the most reliable - Adapting a search strategy according to the specific circumstances - Guide a team of colleagues in performing a data search

2. DIGITAL CONTENT CREATION	
DigComp tasks and processes	<p>2.1 Interacting through digital technologies To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.</p> <p>2.2 Sharing through digital technologies To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.</p> <p>2.3 Engaging in citizenship through digital technologies To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.</p> <p>2.4 Collaborating through digital technologies To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.</p>



	<p>2.5 Netiquette</p> <p>To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments</p> <p>2.6 Managing digital identity</p> <p>To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.</p>	
<p>Skills or Competences that could be strengthened (EASW outcome)</p>	<ul style="list-style-type: none"> - Knowledge of modern digital environments (GR) - Management of electronic documents (GR) - Increasing creativity on the workplace (LT) - Achieving higher levels of digital literacy and knowing how to apply competences on the work environment (LT) - Use modern technologies thanks to a small step approach (PL) - Being able to create and maintain a website (PL) 	
<p>Learning goals</p>	<p>Basic</p>	<ul style="list-style-type: none"> - Identify simple ways to create a simple content in simple format, editing it and saving it - Choosing the best way to express myself through the instruments I know - Create basic contents after following the instructions provided by a colleague or by a video-tutorial - Pick a template from a list and update it to create my own basic contents - Select a way to modify and personalize contents, thanks to the support of a colleague - Have a general understanding of copyright rules and how to respect them on the internet - Follow simple instructions to perform a task on the web
	<p>Autonomous</p>	<ul style="list-style-type: none"> - Express myself autonomously through a relatively creative use of digital means I know - Indicate ways to create and edit contents in different formats - Explain how to modify a digital content or generate a new one - Discuss a way to modify creatively a digital content - Explain rules of copyright and licenses that apply to data and digital information - Identify symbols that indicate if an image is licensed - Solve simple issues of debugging - Use a simple graphical programming interface
	<p>Advanced</p>	<ul style="list-style-type: none"> - Apply ways to create and edit contents in different formats - Show a clearly creative intention in the realization and modification of digital contents



		<ul style="list-style-type: none"> - Use the most appropriate formats to express my creativity - Assess the most effective ways to modify and improve specific items - Operate with new different items of content and information, modifying and refining them in order to be original
--	--	--

3. COMMUNICATION AND COLLABORATION		
DigComp tasks and processes	<p>3.1 Developing digital content</p> <p>To create and edit digital content in different formats, to express oneself through digital means.</p> <p>3.2 Integrating and re-elaborating digital content</p> <p>To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.</p> <p>3.3 Copyright and licences</p> <p>To understand how copyright and licences apply to data, information and digital content.</p> <p>3.4 Programming</p> <p>To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.</p>	
Skills or Competences that could be strengthened (EASW outcome)	<ul style="list-style-type: none"> - Increasing capability of communicating (written and oral) both with colleagues and with customers (GR, BU) - Understanding how to use information and prioritize tasks in a team (GR) - Increased ability to work in team and solve problems under pressure for succeeding and reaching specific objectives (LT) - Ability to work in team and lead colleagues towards objectives (LT) - Responsibility of executing tasks in cooperation with partners and colleagues (LT) -Improvement of social skills and interpersonal competences (PL) 	
Learning goals	Basic	<ul style="list-style-type: none"> - Use the most common digital technologies utilized for interacting - Identify and use in a generic way the language and the communication text used to vehiculate contents - Recognize simple ways to share data and information and use them in an effective way to specific purposes - Identify simple practices that are common in a community - Use digital technology in a beginner's way to participate in society



		<ul style="list-style-type: none"> - Use digital services to do simple tasks - Use technologies (under guidance of colleagues or of a boss) for collaborative processes
	Autonomous	<ul style="list-style-type: none"> - Adopt the most effective strategy to communicate with a specific audience - Pick a behavioural norm that could be more effective to use a specific digital platform effectively - Discuss cultural and generational diversity to be adopted on digital platforms - Describe what a digital identity is and discussing ways to protect a reputation online - Select in a routine way the proper digital tools and technologies - Select digital services in order to participate in society - Indicate appropriate digital technologies to become active citizens
	Advanced	<ul style="list-style-type: none"> - Apply specific behavioural norms while interacting in digital environment - Propose a specific attitude and approach to reach a specific audience, keeping into account cultural peculiarities and explaining them to colleagues and leaders - Use a variety of digital identities independently - Propose different digital tools and technologies in collaborative processes and setting and explain advantages of picking the right one - Propose digital services to be applied in society - Share data and contents through a multitude of tools, showing others how to act properly in the field of information-sharing

4. SAFETY	
DigComp tasks and processes	<p>4.1 Protecting devices</p> <p>To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy.</p> <p>4.2 Protecting personal data and privacy</p> <p>To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a “Privacy policy” to inform how personal data is used.</p>



	<p>4.3 Protecting health and well-being</p> <p>To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion.</p> <p>4.4 Protecting the environment</p> <p>To be aware of the environmental impact of digital technologies and their use.</p>	
Skills or Competences that could be strengthened (EASW outcome)	<ul style="list-style-type: none"> - Knowledge of modern digital environments (GR) - Achieving higher levels of digital literacy and knowing how to apply competences on the work environment (LT) 	
Learning goals	Basic	<ul style="list-style-type: none"> - Identify elementary ways to protect my device and digital contents - Have a broad understanding of risks and threats that I face in digital environments - Adopt simple safety and security measures - Adopt simple ways to protect privacy in digital environments - recognize the environmental impact of digital technologies and their use - Understanding the positive impact of digital technologies for social inclusion
	Autonomous	<ul style="list-style-type: none"> - Identify and apply routine measures to protect my devices and digital contents thanks to different instruments and strategies - Select well-defined and routine safety and security measures - Indicate well-defined and routine ways to protect privacy, selecting the most effective strategies - Select safety and security measures choosing between a different number and being able to provide advice to less expert colleagues - Indicate well-defined and routine environmental impacts of digital technologies and their use.
	Advanced	<ul style="list-style-type: none"> - Apply safety and security measures and coordinate colleagues in doing the same - Evaluate the most appropriate ways of using and sharing information without exposing myself to damages - Explain privacy policy statements of how personal data is used in digital services - Show different technologies for social well-being and social inclusion

		<ul style="list-style-type: none"> - Apply different ways to protect myself and others from dangers in digital environments - Show different ways to protect the environment from the impact of digital technologies and their use.
--	--	---

PROBLEM-SOLVING		
DigComp tasks and processes	<p>5.1 Solving technical problems</p> <p>To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).</p> <p>5.2 Identifying needs and technological responses</p> <p>To assess needs and to identify, evaluate, select and use digital tools and possible technological responses to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).</p> <p>5.3 Creatively using digital technologies</p> <p>To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.</p> <p>5.4 Identifying digital competence gaps</p> <p>To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.</p>	
Skills or Competences that could be strengthened (EASW outcome)	<ul style="list-style-type: none"> - Enhancing effective flexible thinking, a fundamental asset for problem solving (GR) - Capability of dealing with complaints and solve problems with calmness (GR) - Increased ability to work in team and solve problems under pressure for succeeding and reaching specific objectives (LT, BU) 	
Learning goals	Basic	<ul style="list-style-type: none"> - Identify and solve simple technical problems under the guidance or at basic level - Identify the simplest solution to solve problems, picking from a list - Understand what kind of IT support I need to overcome my issue - Identify simple tools that could help me in creating knowledge or sharing it - Show interest in understanding how to solve a specific problem in digital environment - recognize a lack of competences and a potential way to put remedy



	<i>Autonomous</i>	<ul style="list-style-type: none">- Indicate a well-defined routine way to solve an issue, overcoming my problem- Select the most effective strategy to overcome an issue and prevent it from happening again- Differentiate technical problems according to the various device I am using for working and the related solutions- Indicate and explain routine in the use of digital tools to solve problems- Select the most effective tools to solve an issue- Use a forum to individuate information on a specific issue I need to solve- Understand and solve conceptual problems- Individuate an opportunity for growth and exploit it
	<i>Advanced</i>	<ul style="list-style-type: none">- Assess technical problems in digital environment and apply related solutions- Assess my needs and the needs of my colleagues on the work place- Use different ways to adjust and customize digital environments to my needs- Demonstrate where my competence (or a colleague's) needs to be updated- Propose a strategy for improving the digital competences of all the office