

ASK4JOB Exploitation Guidelines for Employability Counsellors and Adult Educators / Trainers

PROJECT NUMBER – 2017-1-IT02-KA204-036755 "Adult Skills for Job Oriented Breakthrough – ASK4JOB"





GUIDELINES



Partner organizations that developed the ASK4JOB path:

ITALY – ERIFO www.erifo.it **SPAIN** - FYG CONSULTORES www.fygconsultores.com TURKEY – TURGUTLU KAYMAKAMLIGI http://www.turgutlu.gov.tr **GREECE** - BEST CYBERNETICS SINGLE MEMBER PRIVATE COMPANY www.bestcybernetics.com SWEDEN - FOXPOPULI www.foxpopuli.org LITHUANIA - BITE SMC www.gpbite.eu **POLAND** - AKADEMIA HUMANISTYCZNO-EKONOMICZNA W LODZI www.ahe.lodz.pl **POLAND** - INSTITUTE FOR PRIVATE ENTERPRISE AND DEMOCRACY FOUNDATION www.iped.pl **GREECE** - DIRECTORATE OF SECONDARY EDUCATION, CHANIA http://dide.chan.sch.gr **BULGARIA** - BUSINESS FOUNDATION FOR EDUCATION www.fbo.bg **BELGIUM** – ALL DIGITAL http://www.alldigital.org

1. Introduction

Ask4Job is a pathway that supports the development of **digital competences and cognitive skills for low-skilled, long-term unemployed adults.** It was developed in the context of the "Adult Skills *for* Job Oriented Breakthrough" project, funded within the context of the Erasmus+ programme by the Italian Agency INDIRE (2017-1-IT02-KA204-036755) and coordinated by the Rome-based employment and training agency ERIFO.

ASK4JOB is an Open educational Resource that could be adopted by labour market operators and adult educators/trainers, in order to realize activities of specialized employment orientation, aimed at supporting job search and individualized development paths, at personal and professional level.













Thanks to a strengthening of the digital competences and cognitive abilities, our target group will increase his critical thinking, his knowledge of the Technologies for the Information Society and his awareness of how to use them for professional and personal development.

The ASK4JOB pathway puts in action DIGCOMP 2.1, that is the The Digital Competence Framework for Citizens. Our path is built on the first 4 proficiency levels of digital knowledge (Foundation and Intermediate), opening the possibility of advancing towards more specialized proficiency levels.

In particular, Ask4Job is composed by three activities:

Online Selfassessment Test - The first activity consists in the online test for self-assessment of digital competences. At the end of the test, the system evaluates the level of proficiency of digital skills and proposes an upskilling pathway tailored on the profile of the user. This activity may be unnecessary if the user has previously realized a balance of competences.

Orientamento e formazione a distanze - **The second activity** is a <u>Massive Open Online Course</u>, divided in two sections: a first one, based on digital competences; a second one, aiming at the strengthening of cognitive abilities. The user can follow the base and the intermediate level of the lessons, according to his abilities.

Laboratori di capacitazione - The **third activity** consists in the **Capability Labs**, that could be conducted both face-to-face or at distance. The Labs have the ambition of supporting the user in increasing his awareness of the digital competences and how to use them for his job search and career development.

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The capability labs can be conducted with single users or groups of users with similar skills: they must be carried out with reference to the areas of competence of DIGCOMP 2.1 and have significant objectives for each path of specialist orientation, both carried out with young people and with adults.

DIGCOMP - Area 1: Information and Data Literacy

• Using internet to find new job opportunities

DIGCOMP - Area 2: Communication and Collaboration

• Support the definition of a career objective

DIGCOMP - Area 3: Digital Content Creation

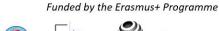
• Support the creation of materials for job purposes

DIGCOMP - Area 4: Safety

• Increasing awareness of the importance to protect data and information while browsing through different devices

DIGCOMP - Area 5: Problem Solving

• Support the definition of a strategy to achieve a career goal





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Here you can find some recommendations and instructions to make it a easier for operators in the labor market to use the tools created by ASK4JOB.

1. Preparation of participants

After the reception phase, through individual or group interviews, in presence or virtual, the Ask4Job path must be described to each user. In particular, it is necessary to illustrate the purposes of the course, how to access the evaluation test, how to use the feedback of the evaluation test, as from the MOOC. All participants are advised to provide e-brochures of the course in video or PDF format..

VIDEO

Ebrochure

53

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2. Self-evaluation test and e-learning course (MOOC)

Users who want to check their level of proficiency of digital competences will be able to access the test, after registering on the <u>platform</u>

The course is divided in two areas: a first one, based on digital competences; a second one, aiming at the strengthening of cognitive abilities











The digital skills area is organized with educational content, which delves into the DIGCOMP sub-areas, with respect to two skill levels, the basic one (level 1 and 2) and the intermediate one (level 3 and 4). The user will be able to use both levels, or those suggested by the self-assessment test or by the labor market operator.

The second part, dedicated to strengthening cognitive abilities, is compulsory for everyone, as it is preparatory for running the workshops.

In case the activities will be performed in groups, we recommend the creation of a Whatsapp group, to support cooperative learning and allow users to ask for quick feedback from their tutors.

3. Capability Labs

The workshops can be conducted individually or in groups where user skills are rather homogeneous. In addition, they can be carried out, in presence or remotely, provided that in synchronous mode, such as to guarantee constant interaction with the user (for example Skype). A laboratory will be dedicated to each thematic area of DIGCOMP 2.1. The duration of each laboratory is variable, depending on the number of users participating.

An average duration of approximately 4 hours per thematic area is suggested, for an overall duration in sync or in the presence of 20 hours.

The laboratories have the objective of making the user reflect on the information / notions acquired through the MOOC and on how they are connected to the performances required in the workplace. The laboratories are a reflective path to support the user in the construction of a personal and professional development project, consistent with their













skills / abilities. The ultimate goal of the laboratories is, precisely, to make the user aware of their digital skills and how to use them in the job search or in the development of career paths.

We recommend conducting the workshops by doing exercises and providing accurate feedback. For the specificity of the target, it is advisable to carry out the workshops having as their thematic focus the job search or the development of career paths.

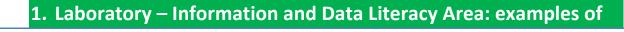
The tutor / moderator will have to introduce the works illustrating the importance of the Digcomp 2.1 thematic area to which the laboratory is dedicated, and explaining why it is important for the purpose of job search or for the development of career paths.

In the Annex 2, the Digcomp 2.1 descriptors are detailed, with reference to the first four levels of competence examined by ASK4JOB, with a review of the verbs of action and the descriptors of the competences, based on the experiences gained from piloting the project.

In addition, below are some examples of activities (exercises) that can be carried out during the capacitation workshops. Obviously, the examples can be adapted to the specific needs of users. Not necessarily in every laboratory all the exercises reported in this guide will have to be carried out, as well as new ones. The exercises shown are merely examples of the type of activity to be carried out during the workshops.

Although the exercises can be customized and adapted to the needs of the user or work group, it is essential that each laboratory has an explicit training and / or career and / or career orientation goal.

We suggest making workers in the following order:

















activities

- Search for at least 5 job vacancies in the sector of your interest and save the links:
- Search for at least 3 online course platforms, which are, in your opinion, more specialized / reliable and save the links;
- Find at least 2 free platforms on which you can post your CV to promote your profile and save the links;

Objective: To Stimulate the use of Internet browsing to find a job

2. Laboratory – Digital content creation area: examples of activities

- Write your CV on the Europass platform or with other online tools considered suitable for the type of work you are looking for (for example Canva);
- Make a collage of images, with the software you prefer, to describe the type of work desired;
- Analyze your digital reputation, to identify any images or comments that may damage it for job search purposes.

Objective: To support the choice of the path identified

- 3. Laboratory Communication and Collaboration area: examples of activities
 - Share your CV in one or more free platforms dedicated to job matching services
 - Create a calendar to record your appointments,















synchronized between your PC and smartphone
Create an account on Linkedin and publish your CV
Objective: To Support the definition of the career goal

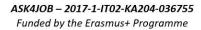
4. Laboratory - Problem solving area: examples of activities

- With reference to the selected vacancies, identify the competences required by the companies by selecting those that you lack or those you have but are now obsolete;
- Identify at least 3 courses that could bridge the gap between competences required by businesses and competences you already have;
- With reference to the courses you have identified, select the training provider that seems more reliable in terms of quality of its offer, based on objective criteria. In general, the quality of the training offer is given by: a. Teachers' Competence, b. Type of educational qualification issued at the end of the course, c. Presence of internships or connections with the world of work. These criteria are merely exemplary. In this exercise you are free to choose the indicators deemed most appropriate for your case.

Objective: To Support the definition of a strategy to achieve the career goal.

5. Laboratory – Safety area: examples of activities

- Explain what measures you use to prevent email, sms, messages, chat from damaging your devices or your personal data
- Explain if and how you protect the security of your PC
 - Explain if and how you protect the security of your

















smartphone

Objective: Increase awareness of the importance of preventive actions to ensure the safety of the devices used to navigate

At the end of each laboratory, each user must be helped to describe what s/he has learned from the ASK4JOB experience, by filling in the form for the identification of the acquired and reusable competences (ANNEX A), with the assistance of the tutor who led the laboratory.

This form is important because in this phase the user will be solicited in giving a specific meaning to the acquired learning. The storytelling will be fundamental to the creation of meaning, helping the user in giving sense to events and to his own life.

Being able to describe learning, facilitates

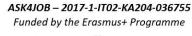
- The creation of a context finalized to the reflection and sharing of life experience

- Self-evaluation of transversal competences that the user has, paying attention to their visibility

- Increasing self-awareness of how to evaluate the attained learning outcomes.

As an example, in the Annex 1 you may find a filled Form A.

A titolo esemplificativo, in questa guida, nell'addendum 1 si riporta un esempio di Allegato A compilato.



















5. Appreciative evaluation/recognition with open badge certificate

At the end of the process, the organization that carried out the pilot testing may decide to issue to each user a certificate of the proficiency level achieved with respect to the Digcomp 2.1 competences.

The appreciative evaluation is a document issued by the tutor who led the laboratory

A template of the document may be downloaded at this link. It has to be filled and signed by the tutor who guided the laboratory activities, taking into account:

- The outcomes of the Digital knowledge test
- The learning achieved during the MOOC evaluation quizzes
- The Capability Laboratories' evaluation

Being the ASK4JOB pathway directed to the creation of self-awareness related to the digital competences that every user has and how to apply them in the search for a job, the document must contain information that could help potential employers to evaluate the user's profile

The Annex 2 details the required competences for each thematic area, with specifications on how to develop further competences. It may represent a useful tool to analyze the proficiency level of each user.

















PART 2

ANNEX 1 – EXAMPLE OF FILLED-OUT FORM C

DOCUMENT ATTESTING THE ACQUIRED COMPETENCES

Name and Surname	•••••••••••••••••••••••••••••••••••••••
Born in	on
Nationality	•••••••••••••••••••••••••••••••••••••••
	n completing the form:
	on:

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	I LEARNED	IT IS USEFUL FOR ME TO
	Briefly describe what you have learned from the ASK4JOB path compared to what you already knew, for each thematic area.	Describe in which contexts (work, family, leisure) the notions / information learned from the ASK4JOB path are more usable and to do what.
Information and Data literacy 1.1 Browsing, searching and filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content	I learned to think about the keywords to use when looking for information. I realized that I was too superficial in assessing the reliability of the information sources consulted.	What I learned is useful in my job search, to understand which job offers are unsuitable for me and which ones instead could be useful.
Communication and Collaboration 2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity	I have acquired new information and concepts such as that of Netiquette, but also several digital resources, to share and produce information, so far unknown to me.	I have become aware of what digital identity is. I realized that it can affect every interlocutor I meet, both for work and in private life and how important it is to protect one's own digital reputation.
Creation of digital contents 3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and	All the topics have enriched me with new knowledge, but, above all, the lesson on Copyright and licenses has made me aware of the infinite violations I have committed so far unconsciously	A greater judgement capacity, compared to the past, to use and re-use data, information and images that I acquire from the internet. I believe it is an awareness that will be useful for me especially in my future work.

















licences			L
3.4 Programming			
Safety 4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being	Within this thematic area, the topic I found most interesting is that on health and well-being. It made me think about how technologies can pose a risk to people's psycho-physical well- being. With regard to this	The information contained in this module I believe will be very useful for my professional life. Being able to protect a PC from the most common threats can help me protect my company devices too.	
4.4 Protecting the environment	thematic area, I also learned useful information to protect my PC and smartphone from potentially harmful emails or SMS.		
Problem solving	I understood, but above all I became more aware of what I	I learned a method to analyze critically what I can do and what I	
5.1 Solving technical problems	need to learn to strengthen my professional profile and to be	should be able to do, not only with respect to digital	
5.2 Identifying needs and technological responses 5.3 Creatively using digital technologies 5.4 Identifying digital	able to express my creativity fully.	competences, but also in reference to each evolving competence area of the world of work.	
competence gaps			

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ANNEX 2 – APPLICATION OF DIGCOMP 2.1 IN ASK4JOB

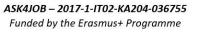
The target for which the ASK4JOB course is meant consists of long-term unemployed adults, with low or medium-low skills to work. Taking into account that the course aims at making the user aware of their digital competences and how to use them in the job search and / or to design career paths, the certificate will have to contain information that is useful to potential employers, to better evaluate the user's profile. Please note that ASK4JOB ultimate goal is to offer weaker workforce groups a path to enhance digital competences and cognitive abilities, for the purpose of job search and / or the development of career paths.

To facilitate the compilation of the evaluation grid, by the tutor, below you can find, for each descriptor of the DIGCOMP 2.1 competence areas, the proficiency level that the user should possess. The description of the level can be used, if necessary, with appropriate adaptations and customizations, to fill in the evaluation grid that will be issued to the user. This is followed by an example of a form compiled by the ERIFO tutor, based on the path taken with a user involved in the pre-piloting phase.

It should be remembered that Digcomp 2.1 is structured into eight competence proficiency levels (through action verbs), taking inspiration from the structure and vocabulary of the EQF (European Qualification Framework). The target to whom the ASK4JOB path is addressed generally has a basic proficiency level, which at the end of the path should evolve towards an intermediate level. Therefore, the ASK4JOB user is assigned with a DigComp 2.1 entry level 1 or 2, a level which is common among long-term unemployed adults due to deterioration of basic competences, with the aim of reaching and / or consolidating the level 3 and / or 4.















B



MACRO- LEVELS	Levels in DigComp 2.1	Complexity of tasks	Autonomy	Cognitive domains
	1	Simple tasks	With guidance	Remembering, ability to concentrate, accuracy
Basic 2	Simple tasks	Autonomy and with guidance where needed	Remembering, understanding, reliability	
Intermediate	3	Well-defined and routine tasks which require the solution of straightforward problems (of which I know the value of the whole and I want to find out the value of one or more of its parts)	On my own	Understanding, cognition, pragmatism, self- organization
	4	Well-defined and non- routine tasks and problems	Independent and according to my needs	Understanding, problem soling, multitasking, implementation, information

These DIGCOMP 2.1 levels can be summarized into the following descriptions:

Level 1 - The user is able to perform simple digital tasks with the help of someone Level 2 The user is able to perform simple digital tasks independently, but under the supervision of a tutor

Level 3 The user is able to perform routine digital tasks independently

Level 4 The user is able to perform digital tasks of average difficulty independently

Due to the specificity of the ASK4JOB path, whose content has been designed for users who have a low or intermediate digital proficiency level, it is not recommended for users with a higher proficiency level, i.e. with digital competences that can be referenced to levels 5,6,7,8 of the Digcomp 2.1

















MACRO- LEVELS	Levels in the DigComp 2.1	Complexity of the tasks	Autonomy	Cognitive Domain
Advanced	5	Different tasks and problems	Guiding others	Application, analysis and evaluation Accuracy, Programming, Cooperation
6	Most appropriate tasks	Able to adapt to others in a complex context	Evaluation, Synthesis, Integration, Planning	
Highly	7	Resolve complex problems with limited solutions	Integrate to contribute to the professional practice and to guide others	Creation, Systemic vision, Proactivity, Design
specialised	8	Resolve complex problems with many interacting factors	Propose new ideas and processes to the specific field	Creation, projection and evolution capability













GRID OF THE DESCRIPTORS IN THE DIGCOMP 2.1

In the following grid, we will define the descriptors related to levels 1 to 4.

DIGITAL LITERACY				
Competence area and		Profici	ency levels and examples o	of use
related descriptors	Basic level 1	Basic plus level 2	Intermediate level 3	Intermediate plus level 4
1.1 Browsing, searching and filtering data, information and digital content - To articulate information needs, to search for data, information and content in digital environments, to access and navigate between them. To create and update personal search strategies	inform - find d inform conte simple digita enviro - acces inform conte naviga them. - repro	The user, on his/her own, but under the supervision of a tutor, is able to: ify his/her nation needs, ata, nation and nt through a e search in bonments, s data, nation and nts and ate between	The user, on his/her own, for routine activities, is able to: - ascertain his/her information need, - perform searches to find data, information and content in digital environments, - produce simple data search strategies.	The user, on his/her own, is able to: - analyze his/her information needs, - organize the searches of data, information and content in digital environments, - explain the strategies to search for data in digital environments
1.2 Evaluating data, information and digital content - <i>To analyse,</i> <i>compare and critically</i> <i>evaluate the credibility</i> <i>and reliability of sources</i> <i>of data, information</i> <i>and digital content. To</i> <i>analyse, interpret and</i> <i>critically evaluate the</i> <i>data, information and</i>	eleme a sour digita	The user, on his/her own, is able to: nise the basic ents that make rce of data and l content ble and reliable	The user, on his/her The user, on his/her own own, for routine is able to: activities, is able to: - - analyse, compare and evaluate the credibili and reliability of the main digital sources. - - analyse, interpret and evaluate data, information and digital content	
digital content 1.3 Managing data, information and digital content - To organise,	The user with the help of	The user, on his/her own, is able to:	The user, on his/her own, for routine activities, is able to:	The user, on his/her own , is able to:







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store and retrieve data, information, and content in digital environments. To organise and process them in a structured environment.	organ and re inform digita - repro organ digita alread digita	ate ways of izing, storing ecovering data, nation and I content. duce the ization of I data, in dy known I onments.	specific purpose - organise, store a	mation and content for a nd retrieve data, information ifferent kinds of digital
	COM		ND COLLABORATION	
Competence area and			ency levels and examples of	
related descriptors	Basic level 1	Basic plus level 2	Intermediate level 3	Intermediate plus level 4
2.1 Interacting through digital technologies - To interact through a variety of digital technologies and to understand appropriate digital communication means for a given		The user, on his/her own, is able to: mple digital ologies for	The user, on his/her own, for routine activities, is able to: - interact systematically	The user, on his/her own , is able to: - collaborate through digital
context	intera enviro - use si comm are ap the co s/he h	ction, in digital onments mple means of nunication that opropriate for ontext in which has to operate	 through digital technologies select among the most common digital communication means the most suitable for the context in which s/he has to operate. 	 technologies selecting the one that best suits a specific type of interaction select from a wide variety of digital communication means the most suitable for the context in which s/he has to operate
2.2 Sharing information through digital technologies To share data, information and digital content with others	The user with the help of someone else, is able to:	The user , on his/her own, is able to:	The user, on his/her own, for routine activities, is able to:	The user, on his/her own , is able to:
through appropriate digital technologies. To	- use si techn	mple ologies to	- choose from the most	 Choose among multiple

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adopt the correct referencing and attribution practices	Share data, information and digital content. - replicate simple copyright protection practices.		common technologies the most appropriate one to share data, information and digital content. - ascertain the copyright constraints regarding digital information and content	technologies the most appropriate one to share data, information and digital content - explain how to share information and digital content, complying with copyright rules.
2.3 Engaging in citizenship through digital technologies To participate in society through the use of digital services. To seek opportunities for self-	with the help of someone else, is able to:	his/her own, is able to:	The user, on his/her own, for routine activities, is able to: - Choose from	The user, on his/her own , is able to: - Identify among the
empowerment and for participatory citizenship through the most appropriate digital technologies.	 Use simple digital services to participate in social life Use simple digital technologies for personal and professional growth 		the most common digital services, the most appropriate to participate in social life. - select from the most common digital technologies, the most appropriate ones for personal and professional growth	 Identify among the digital services available, the most suitable to participate in social life. Identify among the available digital technologies, the most appropriate ones for personal and professional growth
2.4 Collaborating through digital technologies To use digital tools and technologies for collaborative processes,	The user with the help of someone else, is able to:	The user , on his/her own, is able to:	The user, on his/her own, for routine activities, is able to:	The user, on his/her own , is able to:
and for co-construction and co-creation of data, resources and knowledge.	Use simple digital tools and technologies to activate collaborative processes.		Choose, among simple digital tools and technologies, which one to use to activate	Choose from a variety of digital tools and technologies, which ones to use to activate











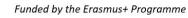






strategies to the specific audience and to be gamerational diversity in digital environments. interact in digital environments rules for interactin digital environments. - Replicate simple generational diversity in digital environments. - Replicate simple communication methods towards a known target - Identify the most suitable communication methods for a specific target - Explain the most suitable communication methods for a specific target - Recognize the cultural and generational macro-differences existing within digital environments. - Identify the generational macro-differences existing within digital generational macro-differences existing vithin digital environments. - Identify the generational macro-differences existing vithin digital generational macro-differences existing vithin digital environments. - Nalyze the cultural and generational differences existing vithin digital environments. 2.6 Managing digital identities, roportecting data and their reputation within digital environments. The user, on his/her own, for routine ativities, is able to: The user, on his/her own, for routine ativities, is able to: The user, on his/her own, for routine ativities, is able to: - Verify the strategies to protect your online reputation, - - Replicate simple practices to protect your online reputation, - - Replicate simple protecting different types of digital identity, data - Verify the strategies to protect your online reputation, - - Verify the strategies to protect your online reputation, - - Verify the strategies to protect your online reputation, - - Explain how to protect your online reputation -				collaborative processes.	collaborative processes
environments. To adapt communication strategies to the specific audience and to be generational diversity in digital environments. - Replicate simple behavioral rules to interact in digital environments - Identify suitable behavioral rules to interact in digital environments. - Argue the most suitable behavioral rules for digital environments. - Replicate simple generational diversity in digital environments. - Identify suitable behavioral rules to interact in digital environments. - Argue the most suitable communication methods towards a known target - Recognize the cultural and generational macro- differences existing within digital environments. - Identify the cultural and generational digital environments. - Explain the most suitable communication methods for a specific target 2.6 Managing digital identity To create, and manage one or multiple digital environments The user, on his/her own, is able to: The user, on his/her own, is able to: The user, on his/her own; for routine activities, is able to: - Protect different kinds of digital identity, - Use a digital environments - Distinguish behaviors to safeguard your digital identity behaviors to safeguard your digital identity data - Protect different kinds of digital identity data	aware of behavioural norms and know-how while using digital technologies and	with the help of someone else, is able	his/her own,	own, for routine	
2.6 Managing digital identity To create, and manage one or multiple digital identities, protecting data and their reputation within different digital environments The user multiple help of someone else, is able to: The user, on his/her own, for routine activities, is able to: The user, on his/her own, for routine activities, is able to: The user, on his/her own, for routine activities, is able to: - Use a digital identity, - Distinguish between practices to protect your online reputation, - Protect different kinds of digital - Replicate simple practices to protect your online reputation, - Explain how to protect your digital identity - Verify the strategies to protect your digital identity - Reproduce useful behaviors to safeguard your digital identity data. - Explain how to protect your digital identity - Verify the strategies to protect your digital identity data	environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in	 Replice behave interation of the second secon	vioral rules to act in digital conments cate simple nunication ods towards a n target gnize the ral and rational macro- ences existing n digital	 behavioral rules to interact in digital environments. Identify the most suitable communication methods for a specific target Identify the cultural and generational macro- differences existing within digital 	suitable behavioral rules for interacting in digital environments. - Explain the most suitable communication methods for a specific target - Analyze the cultural and generational differences existing in digital
different digital - Use a digital - Distinguish - Protect different is identity, identity, identity, identities environments - Replicate simple different types identities - Replicate simple different types identities practices to protect of digital - Verify the your online identities strategies to protect your online reputation, - Explain how to protect your online - Reproduce useful protect your reputation behaviors to online - Verify the safeguard your reputation strategies to protect your digital digital identity data. - Explain how to protect your digital gigital identity data. - Explain how to protect your digital digital identity data. - Explain how to protect your digital digital identity data. - Explain how to protect your digital digital identity data. - Explain how to protect your digital data - UG	identity <i>To create, and</i> <i>manage one or multiple</i> <i>digital identities,</i> <i>protecting data and</i>	with the help of someone else, is able	his/her own,	own, for routine	
	different digital	 Use a identi Replic practi your c reput Reproblemation 	ty, cate simple ices to protect online ation, oduce useful viors to uard your l identity data.	between different types of digital identities - Explain how to protect your online reputation - Explain how to protect your digital identity data	 kinds of digital identities Verify the strategies to protect your online reputation Verify the strategies to protect your digital
Competence area and Proticiency levels and examples of use					
descriptors Basic level 1 Basic plus Intermediate level 3 Intermediate plus level 4	Competence area and	Basic loval 1			

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		level 2		
3.1 Developing digital	The user	The user , on	The user, on his/her	The user, on his/her own ,
content To create and	with the	his/her own,	own, for routine	is able to:
edit digital content in	help of	is able to:	activities, is able to:	
different formats, to	someone			
express oneself through	else, is able			
digital means.	to:			
	- Replic	c ate ways to	 Produce and 	- Explain how to
		nd edit simple	edit digital	produce and edit
		nts in the most	contents in the	digital contents in
		non formats	most common	the most common
		mple digital	formats	formats
		to express your	- Select, between	- Select, between a
	creati	vity.	the most	set of different
			common digital	digital tools, those
			tools, those that	that are most
			are most	appropriate to
			appropriate to	express his
			express his	creativity
			creativity	
3.2 Integrating and re-	The user	The user , on	The user, on his/her	The user, on his/her own,
elaborating digital	with the	his/her own,	own, for routine	is able to:
contents – Edit,	help of	is able to:	activities, is able to:	
integrate and improve	someone			
information/contents	else, is able			
within a set of existing	to:			
knowledge, with the		mple practical	- Explain ways to	- Analyze ways to
purpose of creating original and relevant		ns to edit,	edit, improve	edit, improve and
contents.	•	ive and	and integrate	integrate already
contents.	-	ate already	already known	known digital contents, in order
		n digital nts, in order to	digital contents, in order to	to create
	create something new.		create something new.	something new
3.3 Copyrights and	The user	The user , on	The user, on his/her	The user, on his/her own ,
licenses –	with the	his/her own,	own, for routine	is able to:
To understand how	help of	is able to:	activities, is able to:	
copyright and licenses	someone			
apply to data,	else, is able			
information and digital	to:			
contents.		simple	- Recognize	- Evaluate which
	••••	ight rules and	copyright rules	copyright rules and
	CODVI			
			and licenses	licenses are more
	licens	es related to	and licenses related to	licenses are more appropriate to
	licens digita		related to	appropriate to
	licens digita	es related to l data, nation and		

















				contents
3.4 Programming - To plan and develop a sequence of understandable instructions for a computing system to	The user with the help of someone else, is able to:	The user , on his/her own, is able to:	The user, on his/her own, for routine activities, is able to:	The user, on his/her own , is able to:
solve a given problem or perform a specific task	- Repro instru recog syster	duce basic ctions, nizable by an IT n, to do/solve ble task or em	 Identify instructions, recognizable by an IT system, to do/solve simple routine task or problem. 	 Identify instructions, recognizable by an IT system, to do/solve a variety of tasks or problems
	Γ	SAF		-
Competence area and descriptors	Basic level 1	Profici Basic plus level 2	ency levels and examples of Intermediate Level 3	of use Intermediate plus Level 4
4.1 Protecting devices - 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 a due regard to reliability and privacy	action device conte - Recog risks a digita enviro - Repro safety mease data a	The user, on his/her own, is able to: oduce simple as to protect es and digital nt gnize simple and threats in l onments, oduce simple and security ures, to protect	The user, on his/her own, for routine activities, is able to: - Identify correct actions to protect devices and digital content - Identify risks and threats in digital environments, - Choose the most appropriate safety and	 The user, on his/her own, is able to: Organize strategies to protect devices and digital content Analyze risks and threats in digital environments, Explain how to consider properly reliability and privacy of data and information
4.2 Protecting personal data and privacy - <i>To protect personal</i> <i>data and privacy in</i>	The user with the help of someone	The user, on his/her own, is able to:	security measures, to protect data and information The user, on his/her own, for routine activities, is able to:	The user, on his/her own , is able to:
digital environments. To understand how to use	else, is able to:			















and share personally	- Repro	oduce simple	- Identify the	-	Explain the most
identifiable information		ns to protect	most		appropriate
while being able to	perso	nal data and	appropriate		actions to protect
protect oneself and	privad	cy in digital	actions to		personal data and
others from damages.		onments	protect		privacy in digital
To understand that	-	oduce simple	personal data		environments
digital services use a		ns to use and	and privacy in	-	Explain the most
"Privacy policy" to		personally	digital		appropriate
inform how personal		fiable	environments		actions to use and
data is used		nation while	- Identify the		share personally
	-	able to protect	most		identifiable
		elf and others	appropriate		information while
		damages	actions to use		being able to
		gnize simple	and share		protect oneself
		es of a "Privacy	personally identifiable		and others from
	• •	" to check how nal data is used	information		damages. Ascertain clauses
	perso	fial uala is useu	while being able	-	of a "Privacy
			to protect		policy" to check
			oneself and		how personal data
			others from		is used
			damages.		15 0300
			- Identify		
			standard		
			clauses of a		
			"Privacy policy"		
			to check how		
			personal data is		
			used		
4.3 Protecting health	The user	The user , on	The user, on his/her		er, on his/her own ,
and well-being - To be	with the	his/her own,	own, for routine	is able	to:
able to avoid health-	help of	is able to:	activities, is able to:		
risks and threats to	someone				
physical and psychological well-being	else, is able to:				
while using digital		duce simple	- Explain the	_	Identify the most
technologies. To be able	-	ns to avoid	main actions to	_	effective actions to
to protect oneself and	health-risks and		prevent health-		prevent health-
others from possible	threats to physical		risks and		risks and threats to
dangers in digital	and psychological		threats to		physical and
environments	well-being while		physical and		psychological well-
(e.g. cyber bullying). To	using digital		psychological		being while using
be aware of digital	•	ologies	well-being while		digital technologies
technologies for social		oduce simple	using digital	-	Identify
				1	•
well-being and social	activit	ties to protect	technologies		appropriate
well-being and social inclusion		ties to protect If and others	technologies - Distinguish		appropriate behaviors to

















	I		Γ	Γ
	dangers in digital environments, - Use digital technologies for social well-being and		behaviors to	and others from
			protect oneself	possible dangers in
			and others from	digital
			possible	environments
			dangers in	 Identify the most
	social	inclusion	digital	appropriate digital
			environments,,	technologies for
			- Distinguish the	social well-being
			most	and social
			appropriate	inclusion.
			digital	
			technologies for	
			social well-	
			being and social	
			inclusion	
4.4 Protecting the	The user	The user , on	The user, on his/her	The user, on his/her own ,
environment - To be	with the	his/her own,	own, for routine	is able to:
aware of the	help of	is able to:	activities, is able to:	
environmental impact	someone			
of digital technologies	else, is able			
and their use.	to:			
	- Recog	nize the	- Explain the	- Identify the
	environmental		environmental	environmental
	impact of digital technologies and their use.		impact of digital	impact of digital
			technologies	technologies and
			and their use.	their use.
		PROBLEM	SOLVING	
Competence area and			ency levels and examples of	
descriptors	Basic level 1	Basic plus level 2	Intermediate Level 3	Intermediate plus Level 4
5.1 Solving technical	The user	The user, on	The user, on his/her	The user, on his/her own ,
problems - To identify	with the	his/her own,	own, for routine	is able to:
technical problems	help of	is able to:	activities, is able to:	is able to:
when operating devices	someone	is able to.	activities, is able to.	
and using digital	else, is able			
environments, and to	to:			
solve them (from	- Recognize technical		- Explain	Identify technical
trouble-shooting to	-		- Explain technical	- Identify technical
	problems when			problems when
solving more complex	operating devices and using digital		problems when	operating devices
problems).			operating	and using digital
	environments - Replicate simple solutions for solving them		devices and	environments
			using digital	- Identify the most
			environments Broduce	appropriate
			- Produce	solutions for
			appropriate solutions for	solving them
	1		solutions for	
			solving them	

















5.2 Identifying needs and technological responses - to assess needs and to identify, evaluate, select and use digital tools and possible technological responses and to solve them.	soluti simple proble - Execu proce custo enviro	i te standard dures to mize digital onments	The user, on his/her own, for routine activities, is able to: - Produce simple solutions to solve simple technological problems - Realize standard procedures to customize digital environments	The user, on his/her own, is able to: - Explain standard solutions to solve simple technological problems - Explain procedures to customize digital environments
5.3 Creatively using digital technologies - To use digital tools and technologies to create knowledge and to innovate processes and	The user with the help of someone else, is able to:	The user, on his/her own, is able to:	The user, on his/her own, for routine activities, is able to:	The user, on his/her own , is able to:
products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.	 Use digital tools and technologies to to reproduce know- how and copy processes and products 		 Use digital tools and technologies to to generate know-how and innovate processes and products Participate to cognitive processes (individual and collective), to resolve conceptual problems and problem situations in digital environments. 	 Identify digital tools and technologies to to create know-how and innovate processes and products Foster cognitive processes (individual and collective), to resolve conceptual problems and problem situations in digital environments
5.4 Identifying digital competence gaps – To understand where one's own digital competence	The user with the help of someone	The user, on his/her own, is able to:	The user, on his/her own, for routine activities, is able to:	The user, on his/her own , is able to:

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needs to be improved or updated. To be able to	else, is able to:		
support others with their digital competence development.	 Recognize one's own digital competence needs to be improved or updated Differentiate opportunities of personal and professional growth in digital environments. 	 Ascertain one's own digital competence needs to be improved or updated Ascertain opportunities of personal and professional growth in digital 	 Plan one's own digital competence needs to be improved or updated Ensure opportunities of personal and professional growth in digital environments.
		environments	











