

ASK4JOB Exploitation Guidelines for Employability Counsellors and Adult Educators / Trainers

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



FOR THE ASK4JOB PATHWAY EXPLOITATION IN ACTIVITIES OF SPECIALIZED JOB ORIENTATION

1. Introduction

Partner organizations that developed the ASK4JOB path:

ITALY – ERIFO www.erifo.it

SPAIN - FYG CONSULTORES
www.fygconsultores.com

TURKEY – TURGUTLU KAYMAKLIĞI
<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 ŁÓDZI
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>

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 Self-
assessment 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 [Massive Open Online Course](#), 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.

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

Here you can find some recommendations and instructions to make it 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

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 [platform](#)

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:

1. Laboratory – Information and Data Literacy Area: examples of

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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

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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.

ANNEX 1 – EXAMPLE OF FILLED-OUT FORM C

DOCUMENT ATTESTING THE ACQUIRED COMPETENCES

Name and Surname

Born in on

Nationality

Tutor for assistance in completing the form:

.....

Reference organization:

	I LEARNED	IT IS USEFUL FOR ME TO ...
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	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.
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 3.4 Programming		
Safety 4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment	<p>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 thematic area, I also learned useful information to protect my PC and smartphone from potentially harmful emails or SMS.</p>	<p>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.</p>
Problem solving 5.1 Solving technical problems 5.2 Identifying needs and technological responses 5.3 Creatively using digital technologies 5.4 Identifying digital competence gaps	<p>I understood, but above all I became more aware of what I need to learn to strengthen my professional profile and to be able to express my creativity fully.</p>	<p>I learned a method to analyze critically what I can do and what I should be able to do, not only with respect to digital competences, but also in reference to each evolving competence area of the world of work.</p>

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.

MACRO-LEVELS	Levels in DigComp 2.1	Complexity of tasks	Autonomy	Cognitive domains
Basic	1	Simple tasks	With guidance	Remembering, ability to concentrate, accuracy
	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 solving, 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 specialised	7	Resolve complex problems with limited solutions	Integrate to contribute to the professional practice and to guide others	Creation, Systemic vision, Proactivity, Design
	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 related descriptors	Proficiency levels and examples of use			
	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 - <i>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</i>	The user with the help of someone else , is able to:	The user, on his/her own , but under the supervision of a tutor, is able to:	The user, on his/her own , for routine activities, is able to:	The user, on his/her own , is able to:
	<ul style="list-style-type: none">- identify his/her information needs,- find data, information and content through a simple search in digital environments,- access data, information and contents and navigate between them.- reproduce simple personal search strategies.		<ul style="list-style-type: none">- ascertain his/her information need,- perform searches to find data, information and content in digital environments,- produce simple data search strategies.	<ul style="list-style-type: none">- 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, 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</i>	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:
	<ul style="list-style-type: none">- recognise the basic elements that make a source of data and digital content credible and reliable		<ul style="list-style-type: none">- analyse, compare and evaluate the credibility and reliability of the main digital sources.- analyse, interpret and evaluate data, information and digital content	
1.3 Managing data, information and digital content - <i>To organise,</i>	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:

store and retrieve data, information, and content in digital environments. To organise and process them in a structured environment.	someone else, is able to:			
	<ul style="list-style-type: none"> - replicate ways of organizing, storing and recovering data, information and digital content. - reproduce the organization of digital data, in already known digital environments. 		<ul style="list-style-type: none"> - select data, information and content for a specific purpose - organise, store and retrieve data, information and contents in different kinds of digital environments 	
COMMUNICATION AND COLLABORATION				
Competence area and related descriptors	Proficiency levels and examples of use			
	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 context	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:
	<ul style="list-style-type: none"> - use simple digital technologies for interaction, in digital environments - use simple means of communication that are appropriate for the context in which s/he has to operate 		<ul style="list-style-type: none"> - interact systematically through digital technologies - select among the most common digital communication means the most suitable for the context in which s/he has to operate. 	<ul style="list-style-type: none"> - collaborate through digital 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 through appropriate digital technologies. 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:
	<ul style="list-style-type: none"> - use simple technologies to 		<ul style="list-style-type: none"> - choose from the most 	<ul style="list-style-type: none"> - Choose among multiple

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 <i>To participate in society through the use of digital services. To seek opportunities for self-empowerment and for participatory citizenship through the most appropriate digital technologies.</i>	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 , is able to:
	<ul style="list-style-type: none"> - Use simple digital services to participate in social life - Use simple digital technologies for personal and professional growth 	<ul style="list-style-type: none"> - Choose from 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 	<ul style="list-style-type: none"> - 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 <i>To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of data, resources and knowledge.</i>	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 , is able to:
	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

			collaborative processes.	collaborative processes
2.5 Netiquette <i>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.</i>	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:
	<ul style="list-style-type: none"> - Replicate simple behavioral rules to interact in digital environments - Replicate simple communication methods towards a known target - Recognize the cultural and generational macro-differences existing within digital environments. 		<ul style="list-style-type: none"> - Identify suitable 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 environments. 	<ul style="list-style-type: none"> - Argue the most 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 environments.
2.6 Managing digital identity <i>To create, and manage one or multiple digital identities, protecting data and their reputation within different digital environments</i>	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:
	<ul style="list-style-type: none"> - Use a digital identity, - Replicate simple practices to protect your online reputation, - Reproduce useful behaviors to safeguard your digital identity data. 		<ul style="list-style-type: none"> - Distinguish between different types of digital identities - Explain how to protect your online reputation - Explain how to protect your digital identity data 	<ul style="list-style-type: none"> - Protect different kinds of digital identities - Verify the strategies to protect your online reputation - Verify the strategies to protect your digital identity data
DIGITAL CONTENT CREATION				
Competence area and descriptors	Proficiency levels and examples of use			
	Basic level 1	Basic plus	Intermediate level 3	Intermediate plus level 4

		level 2		
3.1 Developing digital content <i>To create and edit digital content in different formats, to express oneself through digital means.</i>	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:
	<ul style="list-style-type: none"> - Replicate ways to play and edit simple contents in the most common formats - Use simple digital tools to express your creativity. 		<ul style="list-style-type: none"> - Produce and edit digital contents in the most common formats - Select, between the most common digital tools, those that are most appropriate to express his creativity 	<ul style="list-style-type: none"> - Explain how to produce and edit digital contents in the most common formats - Select, between a set of different digital tools, those that are most appropriate to express his creativity
3.2 Integrating and re-elaborating digital contents – Edit, integrate and improve information/contents within a set of existing knowledge, with the purpose of creating original and relevant contents.	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:
	<ul style="list-style-type: none"> - Use simple practical actions to edit, improve and integrate already known digital contents, in order to create something new. 		<ul style="list-style-type: none"> - Explain ways to edit, improve and integrate already known digital contents, in order to create something new. 	<ul style="list-style-type: none"> - Analyze ways to edit, improve and integrate already known digital contents, in order to create something new
3.3 Copyrights and licenses – To understand how copyright and licenses apply to data, information and digital contents.	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:
	<ul style="list-style-type: none"> - Apply simple copyright rules and licenses related to digital data, information and contents 		<ul style="list-style-type: none"> - Recognize copyright rules and licenses related to digital data, information and contents 	<ul style="list-style-type: none"> - Evaluate which copyright rules and licenses are more appropriate to protect specific digital data, information and

				contents
3.4 Programming - <i>To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task</i>	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:
	<ul style="list-style-type: none"> - Reproduce basic instructions, recognizable by an IT system, to do/solve a simple task or problem 		<ul style="list-style-type: none"> - Identify instructions, recognizable by an IT system, to do/solve simple routine task or problem. 	<ul style="list-style-type: none"> - Identify instructions, recognizable by an IT system, to do/solve a variety of tasks or problems
SAFETY				
Competence area and descriptors	Proficiency levels and examples of use			
	Basic level 1	Basic plus level 2	Intermediate Level 3	Intermediate plus Level 4
4.1 Protecting devices - <i>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</i>	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:
	<ul style="list-style-type: none"> - Reproduce simple actions to protect devices and digital content - Recognize simple risks and threats in digital environments, - Reproduce simple safety and security measures, to protect data and information 		<ul style="list-style-type: none"> - Identify correct actions to protect devices and digital content - Identify risks and threats in digital environments, - Choose the most appropriate safety and security measures, to protect data and information 	<ul style="list-style-type: none"> - 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 data and privacy in digital environments. To understand how to use</i>	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:

<p>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>	<ul style="list-style-type: none"> - Reproduce simple actions to protect personal data and privacy in digital environments - Reproduce simple actions to use and share personally identifiable information while being able to protect oneself and others from damages - Recognize simple clauses of a “Privacy policy” to check how personal data is used 		<ul style="list-style-type: none"> - Identify the most appropriate actions to protect personal data and privacy in digital environments - Identify the most appropriate actions to use and share personally identifiable information while being able to protect oneself and others from damages. - Identify standard clauses of a “Privacy policy” to check how personal data is used 	<ul style="list-style-type: none"> - Explain the most appropriate actions to protect personal data and privacy in digital environments - Explain the most appropriate actions to use and share personally identifiable information while being able to protect oneself and others from damages. - Ascertain clauses of a “Privacy policy” to check how personal data is used
<p>4.3 Protecting health and well-being - 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>The user with the help of someone else, is able to:</p>	<p>The user, on his/her own, is able to:</p>	<p>The user, on his/her own, for routine activities, is able to:</p>	<p>The user, on his/her own, is able to:</p>
	<ul style="list-style-type: none"> - Reproduce simple actions to avoid health-risks and threats to physical and psychological well-being while using digital technologies - Reproduce simple activities to protect oneself and others from possible 		<ul style="list-style-type: none"> - Explain the main actions to prevent health-risks and threats to physical and psychological well-being while using digital technologies - Distinguish appropriate 	<ul style="list-style-type: none"> - Identify the most effective actions to prevent health-risks and threats to physical and psychological well-being while using digital technologies - Identify appropriate behaviors to protect oneself

	dangers in digital environments, <ul style="list-style-type: none">- Use digital technologies for social well-being and social inclusion	behaviors to protect oneself and others from possible dangers in digital environments,, <ul style="list-style-type: none">- Distinguish the most appropriate digital technologies for social well-being and social inclusion	and others from possible dangers in digital environments <ul style="list-style-type: none">- Identify the most appropriate digital technologies for social well-being and social inclusion.	
4.4 Protecting the environment - <i>To be aware of the environmental impact of digital technologies and their use.</i>	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:
	<ul style="list-style-type: none">- Recognize the environmental impact of digital technologies and their use.	<ul style="list-style-type: none">- Explain the environmental impact of digital technologies and their use.	<ul style="list-style-type: none">- Identify the environmental impact of digital technologies and their use.	
PROBLEM SOLVING				
Competence area and descriptors	Proficiency levels and examples of use			
	Basic level 1	Basic plus level 2	Intermediate Level 3	Intermediate plus Level 4
5.1 Solving technical problems - <i>To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).</i>	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:
	<ul style="list-style-type: none">- Recognize technical problems when operating devices and using digital environments- Replicate simple solutions for solving them	<ul style="list-style-type: none">- Explain technical problems when operating devices and using digital environments- Produce appropriate solutions for solving them	<ul style="list-style-type: none">- Identify technical problems when operating devices and using digital environments- Identify the most appropriate solutions for solving them	

5.2 Identifying needs and technological responses - <i>to assess needs and to identify, evaluate, select and use digital tools and possible technological responses and to solve them.</i>	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:
	<ul style="list-style-type: none"> - Execute standard solutions to solve simple technological problems - Execute standard procedures to customize digital environments 		<ul style="list-style-type: none"> - Produce simple solutions to solve simple technological problems - Realize standard procedures to customize digital environments 	<ul style="list-style-type: none"> - Explain standard solutions to solve simple technological problems - Explain procedures to customize digital environments
5.3 Creatively using digital technologies - <i>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.</i>	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:
	<ul style="list-style-type: none"> - Use digital tools and technologies to to reproduce know-how and copy processes and products 		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 – <i>To understand where one’s own digital competence</i>	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:

<i>needs to be improved or updated. To be able to support others with their digital competence development.</i>	else, is able to:			
	<ul style="list-style-type: none"> - Recognize one's own digital competence needs to be improved or updated - Differentiate opportunities of personal and professional growth in digital environments. 	<ul style="list-style-type: none"> - Ascertain one's own digital competence needs to be improved or updated - Ascertain opportunities of personal and professional growth in digital environments.. 	<ul style="list-style-type: none"> - Plan one's own digital competence needs to be improved or updated - Ensure opportunities of personal and professional growth in digital environments. 	