



# Developing digital competences for employability: How to engage and support stakeholders and the potential role of DigComp

- Stakeholders' consultation workshop -

Research context & Workshop Objectives



#### **EU Policies**

## Council Recommendation on Key Competences for Lifelong Learning (2018)

- 1) Literacy competence
- 2) Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- 4) Digital competence
- 5) Personal, social and learning to learn competence
- 6) Citizenship competence
- 7) Entrepreneurship competence
- 8) Cultural awareness and expression competence

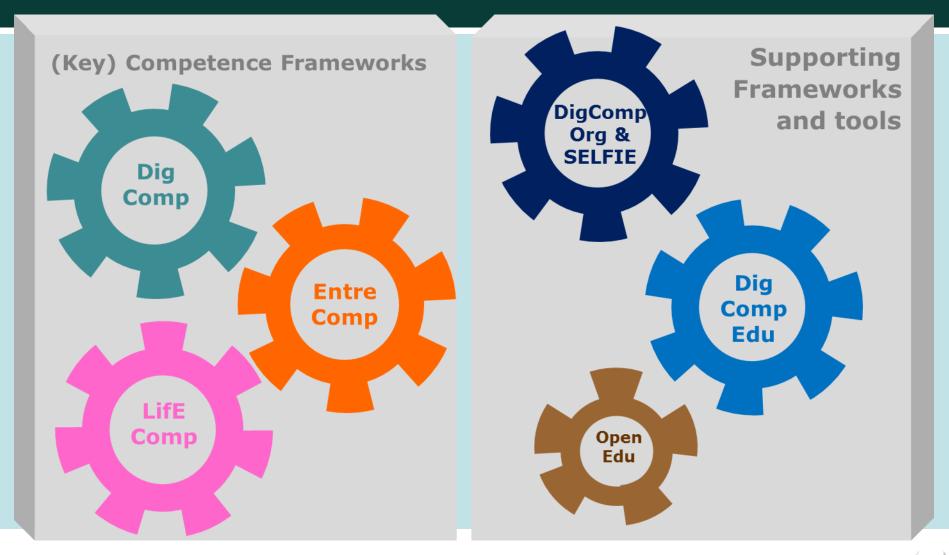
## Digital Education Action Plan

17 January 2018

- Making better use of digital technology for teaching and learning
- 2. Developing relevant digital competences and skills for the digital transformation
- 3. Improving education through better data analysis and foresight



#### JRC Competence Frameworks





## Digital Competence > DigComp Framework

Video of DigComp



### DigComp Framework



Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. (Council Recommendation 2018)

3 Editions: 1.0 (2013), 2.0 (2016) 2.1 (2017)

- 5 competence areas
- 21 competences
- 8 proficiency levels per complexity, autonomy and cognitive load
- Examples of use



## Digital Competence areas

Competence areas	Competences
1. 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
2. Communication and collaboration	<ul> <li>2.1 Interacting through digital technologies</li> <li>2.2 Sharing through digital technologies</li> <li>2.3 Engaging in citizenship through digital technologies</li> <li>2.4 Collaborating through digital technologies</li> <li>2.5 Netiquette</li> <li>2.6 Managing digital identity</li> </ul>
3. Digital content creation	3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences 3.4 Programming
4. Safety	4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment
5. 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



#### User Guides: the Frameworks into Action





- For individuals and organisations who want to foster digital competence and entrepreneurial learning
  - Present the Frameworks and their components
  - Provide an analysis of **examples of how** the frameworks are implemented in:
    - Formal education and training
    - Non/formal learning and inclusion
    - Employment & Enterprise/Start-up
  - Inventory of cases
  - A stock of tools, resources and ideas



#### Linking DigComp to Employment Opportunities

#### Research Objectives:

- To provide a deep analysis of the uses of DigComp and EntreComp by Labour Market Intermediaries (LMIs) which are working towards the development of digital skills of unemployed, jobseekers, employees and entrepreneurs(-to-be) with the aim of increasing their employability (both in the public and private sectors)
- To inform policy responses around lifelong learning, guidance and employment support.
- To identify those elements of DigComp and EntreComp that may require policy support or further development to ultimately support our citizens, workers and job-seekers in the context of today's labour market.



### Mapping DigComp and EntreComp Use

## Lot 1: Analysis of Labour Market Intermediaries (LMI's) active in digital and entrepreneurial skilling services

#### **Research method:**

Literature review & desk research

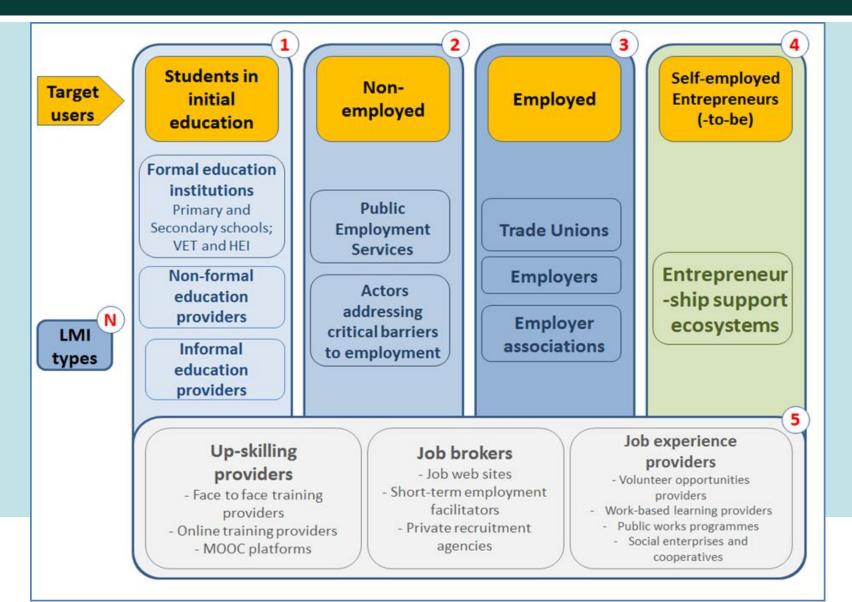
#### **Research objectives:**

- Characterise LMIs and propose a typology
- Identify key functions carried out and methods used

Outsourced to: Visionary Analytics



### LMI Types





#### LMI Functions

#### Distance from the labour market

Initial education:

formal, informal, and non-formal education of students at ISCED level 1 to 8

Outreach and individual support:

engagement and holistic support for vulnerable groups away from the labour market

Address barriers to employment: health, social, motivational and other obstacles to enterina the labour market

Career quidance:

assistance in making and implementing informed educational and occupational choices

Collection and disseminati on of labour market information. including future labour demand, skill needs, entry and progression routes into and through occupations, etc.

for adult learning: referral to or provision of formal, informal or non-formal education to the non-Œ employed and employed in a variety of settings (on-line, face-to-face or mixed)

Support

transparen cy of skills skills and qualificatio ns, including skill assessment, recognition the and certification uni cate with aim communidat ing value acquired skills potential employers

Fost er

Support ent repreneurship,

including promotion of entrepreneurial mind-sets and. culture, mentoring and coaching, incubation and acceleration, etc.

Job experience placement, and including provision of work-based learning

transitions

the

the

of

to

of

(internships, traineeships, apprenticeships, and similar) volunteerina opportunities

Job search assist ance and matching, including practical training in iob-search skills, CV development, and matching iobseekers with vacancies

Monitoring and aftercare: systematic collection of information on beneficiaries during and after the intervention as well as provision of further support for sustainable employment

**Stakeholder engagement and cooperation**: co-designing and co-provision of intermediation services, setting of standards, awareness raising within Health, Social Work and other related services





### Mapping DigComp and EntreComp Use

#### **Lot 2: Cases Analysis**

#### **Research method:**

- individual cases analysis (interviews/questionnaire and data analysis)
- cross-case analysis

#### **Research objectives:**

Learning from the experience of LMIs using DigComp or EntreComp, which are providing a complete or significant or relevant set of services for digital and entrepreneurship (up-) skilling within the complete employability path, in particular:

- operational implementation aspects
- key success factors, benefits, challenges and gaps
- options for improvement (input for policy options)

Outsourced to:
The Women's Organisation



#### Workshop Objectives

- 1. To present the major findings of the project
- **2. To debate key research and policy options** to address the challenges identified with DigComp implementation by LMI
- **3. To debate new avenues to engage and support stakeholders** and enterprises in their (up-)skilling role in the area of digital competences such as:
  - a) effective awareness raising and engaging actions
  - b) developing supporting material such a project template or user guide
  - c) promoting or building communities of practice



## Workshop Agenda (Day 1)

#### Day 1, June 19<sup>th</sup>: Debating and validating research results

12h00	Registration opens, DigComp cases presentations by case owners, Networking session
13h00	Networking Lunch
14h00	Welcome note by Basque Government, A. Vitorica
14h10	<b>Key note</b> by A. <u>Vitorica</u> , Basque Government ( <u>Ikanos</u> ), "The <u>Ikanos</u> project: trajectory, achievements and future vision"
14h30	Policy context by EC DG EMPL, W. O'Keeffe
14h45	Research context and Workshop objectives by ECJRC, Y. Punie, C. Centeno
15h00	Organisational matters by ECJRC, C. Centeno
15h10	Presentation of research results: Mapping DigComp use for Employability by S. Kluzer, expert
16h00	Coffee break
16h20	Q&A, Debate on research and policy recommendations
17h00	Group work on stakeholders needs, priority setting session
17h45	Report to plenary
18h00	End of day



## Workshop Agenda (Day 2)

Day 2, June 20 <sup>th</sup> : Future avenues to support and engage stakeholders and enterprises		
9h00	Introduction: Conclusions of Day 1 by EC JRC, R. <u>Vuorikari</u> , rapporteur	
9h15	Panel session 1: Effective awareness raising and engaging actions towards stakeholders	
10h30	Coffee & breakfast break	
10h45	Panel session 2: Priority sectors, occupations and profiles for digital skilling actions, understanding the problem	
12h00	<b>Panel session 3</b> : Bundling digital skills with other skills needed by the labour market: how to move forward?	
13h30	Lunch	
14h20	Working sessions: Introduction	
14h30	Parallel working sessions: Session 1: Developing supporting material	
	Session 2: Promoting or building a community of practice	
15h30	Working sessions: Report to plenary	
16h00	Coffee break	
16h15	Coalition for Digital Skills and Jobs: Future vision and strategy	
16h30	<b>Looking at the future</b> : The future of employment and role of competence management at the industry by <u>Dr. Miguel Ángel Castillo Acero, Aernnova</u>	
16h45	Closing session: key conclusions and next steps by ECDG EMPL, W. O'Keeffe and Ikanos, A. Vitorica	
17h00	End of meeting	



## Thanks

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