End user eCompetence Framework:
Developing Skills and Competence for ICT Users

February 29th 2012
Goals

• What is ECDL Foundation?
• What is our motivation and experience of frameworks?
• What is CEN’s role in framework development?
• How has CEN identified requirements for an end-use eCompetence framework?
• What progress is being made toward developing an practical framework?
The ECDL Foundation mission is to enable proficient use of ICT that empowers individuals, organisations and society, through the development, promotion and delivery of quality certification programmes throughout the world.
What we want to do…

Our Mission

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Our Values

• **Social responsibility** – an NFP committed to improving digital proficiency across society

• **Vendor independence** – aligned with outcomes and abilities, and not with technology platforms

• **Quality** – consistency of implementation, continuous improvements
Our Engagement
ECDL / ICDL in action….

41 Languages

Over 12 Million Candidates

148 Countries

24,000 Test Centres

45 Million Tests

www.ecdl.org
• CEPIS establishes task force to promote digital literacy
• ECDL Foundation established in 1997 to drive on-going activity
• Adopts core values, seeks to set a standard for digital literacy
• Structure reflective of common computer usage of the time
Evolving thinking: standards and frameworks

- Beyond Europe – more than 60 countries
- Development of additional, “advanced” modules
- Development of “awareness” programmes
- Different end-user requirements required different solutions
Evolving thinking: standards and frameworks

• Initial engagement with flexibility and frameworks
  o Internal – how granular, how flexible
  o External – EQF, national frameworks
• From 2007, engaged through CEN with other stakeholders
• Ordering the complex but crucial end-user pillar of the e-skills domain – who needs what from a framework?

1995
• CEPIS pilots ECDL with ESPRIT funding

2003
• Additional Advanced modules launched

2011
• Lead CEN project to define end user framework
But first, digital competence…

“The knowledge and skills required to use ICT competently in a particular social, educational, or work context”
…and how our programmes relate.

Proficiency Level

Interaction with ICT

Digital Awareness

Digital Literacy

Digital Competency

Digital Expertise

Programmes for all levels

ECDL Start

ECDL

ECDL Advanced

EqualSkills / eCitizen

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Engagement Through CEN

- CEN Workshop on ICT Skills – a long-term contributor to the European Commission’s eSkills agenda
- Involved over the last 5 years in the development of the European e-Competence Framework for ICT Professionals
- How do move toward a similar framework for users?
  - Identify the needs of the potential users of a framework
  - Recognise the breadth and complexity of the domain(s)
  - Recognise the existing work and structures in this area
  - Build a framework that can accommodate this and adapt over time
End-User e-Skill Framework Requirements Project

- Neil Farren – ECDL Foundation
- Dudley Dolan – Trinity College / Q-Validus
- Christine Leitner – Centre for European Public Admin.
- Wilfried Berlin - Airbus

“To survey the requirements for an end-user e-skills framework as articulated by industry, certifying organisations, and individuals and propose practical tool sets derived from such a framework”.

Researched the landscape and surveyed 100+ key individuals / organisations across 22 European countries

- Four target groups – HR, Training/Certification, Regulatory bodies, individuals
Key Results

• Flexibility required in terms of detail (high or medium level of required by most) and a preference for three proficiency levels (e.g. beginner, intermediate, advanced).
• Framework should be based on competence and supported by knowledge and skills.
• Most popular applications to include in the framework were:
  o Word Processing, Spreadsheets, Presentations, Web Browsing, E-mail
• 81% stated that the framework was extremely important, very important or moderately important.
• 76% are not currently using any tools to address the needs the framework could fulfil.
CEN Framework Project 2011/2012

• End-user e-Competence Framework
  o Neil Farren (ECDL Foundation) – Project Leader
  o Yazid Isli (Hominem Challenge SL) – Assistant Project Leader
  o Marina Cabrini (AICA) – Project Expert
  o Francesco Niglia (Studio Francesco Niglia / Innova SpA) – Project Expert
  o Jan Gorecki (Wroclaw University of Technology) – Project Expert

• Aims to act on the recommendations of the framework requirements project to work towards delivery of an End-User e-Competence Framework.
Specific Project Objectives

1. Develop the framework “shell” and develop supporting instructions to assist in populating the framework.

2. Validate the framework shell by populating five end-user e-competence areas.

3. Elaborate recommendations for possible tools to stem from the framework, which could then be used or adapted by third-parties.

4. Validate the framework construct, initial content and potential tools with relevant stakeholders.

5. Communicate the project outputs.
<table>
<thead>
<tr>
<th>Dimension 1</th>
<th>Word Processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 2</td>
<td>Document Creation</td>
</tr>
<tr>
<td>ICT User e-Competence</td>
<td>Create documents for work or social (home/leisure) use. Navigate the interface confidently and select and use common tools appropriately. Create, format and edit document content to create suitable documents for your chosen purpose. Create and edit illustrations to enhance documents and communicate visually.</td>
</tr>
<tr>
<td>Dimension 3</td>
<td>ICT User e-Competence Proficiency Levels</td>
</tr>
<tr>
<td>Foundation</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Use input tools to create simple documents accurately and perform simple formatting and editing with some guidance.</td>
<td>Plan the content of a document. Use input tools to create and manipulate text accurately and utilise appropriate formatting and editing features to deliver quality outputs.</td>
</tr>
<tr>
<td>Dimension 4</td>
<td>Knowledge Examples</td>
</tr>
<tr>
<td>Use the Interface and Common Tools</td>
<td></td>
</tr>
<tr>
<td>K1 Understand the main components of the graphical user interface (toolbars, menus, ribbons).</td>
<td></td>
</tr>
<tr>
<td>Create and Format Content</td>
<td></td>
</tr>
<tr>
<td>K1 Understand methods to input data in a word processor.</td>
<td></td>
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<tr>
<td>The list of examples for Knowledge and Skills are non-exhaustive.</td>
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</tr>
<tr>
<td>Skills Examples</td>
<td></td>
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<tr>
<td>Use the Interface and Common Tools</td>
<td></td>
</tr>
<tr>
<td>S1 Navigate around the graphical user interface and select options.</td>
<td></td>
</tr>
<tr>
<td>Create and Format Content</td>
<td></td>
</tr>
<tr>
<td>S1 Enter text, symbols, special characters in a word processing document</td>
<td></td>
</tr>
<tr>
<td>The list of examples for Knowledge and Skills are non-exhaustive.</td>
<td></td>
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</tbody>
</table>
Project Next Steps

• Complete initial competence area (word processing)
• Review development guidelines and refine
• Complete a 2nd End User e-Competence Area (Feb ‘12)
• Formulate a validation methodology (March ‘12)
• Open Expert Meeting – 28th March 2012 – Copenhagen
• Interim report – June ‘12
In both projects, the following definitions applied…

- **End User e-Competence:** The capabilities required for effective application of ICT systems and devices by the individual in either a work or personal environment. Individuals apply systems as tools in support of their own activities, which is, in most cases, not ICT. End user e-Competences cover the utilisation of common generic software tools and the use of specialised tools supporting business functions. End user e-Competences vary in complexity from introductory up to an advanced usage level.

- **End User e-Competence Framework:** An end user e-Competence framework is a simplified conceptual structure used to categorise and express end user e-competence, to various degrees of granularity, across proficiency level(s).
Some concluding thoughts…

• The definition, breadth, and depth of digital competences and the language associated with them is complex and shifting
• Different “user” groups may have different requirements in terms of how competences are expressed and interrelated.
• However, some common language and structure is required – and possible!
• Frameworks of competences must be usable and flexible
Thank you

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