Digital Competences and Inclusion

(Pillar 6 of the DAE)

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Clara Centeno, JRC-IPTS Information Society Unit
with Yves Punie, Anusca Ferrari and Gabriel Rissola

Joint Research Centre (JRC)
Institute for Prospective Technological Studies
The European Commission’s Research-Based Policy Support Organization
Evolving definition of Digital Competence

From ICT skills to Digital Competence:
Confident and critical use of IST for work, leisure, and communication, including:
Search, collect, analysis, critical skills

Social Computing shapes Advanced Digital Competence to include:

- networking,
- collaboration,
- sharing,
- security and privacy skills.

2006
European Reference Framework on Key Competences for LLL

today

Future Digital Competence to enable Future skills

- Complex Info Problem Solving skills
- Technical Skills & knowledge
- Social & Soft Skills
- Self Mgt skills

Future 2020
1) Every European Digital

*Ensure everyone acquires Digital Competences as a key competence for the future (DAE) and remains competent*

2) Reduce **digital exclusion** (DAE targets)

*older people, people with disabilities, women, lower education groups, unemployed and “less-developed” regions*

3) Ensure eInclusion policies support inclusion of groups **at risk of social exclusion** through empowerment

*unemployed, immigrants, people with low education levels, people with disabilities, and elderly, as well as marginalised young people*

4) Engaging multiple **stakeholders**

*Understand how to leverage the role of *intermediaries as multipliers* in achieving the DAE digital inclusion objectives (1,2,3): who they are, their characteristics, type of activities, impact on eInclusion, needs and challenges*
IPTS past and current work on Digital Competences and Inclusion

1. carers
2. unemployed
3. migrants
4. youth at risk

Digital Competence Conceptual Framework

**Inclusion initiatives**

- Third sector
- Social workers
- Civil society
- Carers
- Telecenters
- Trainers

**Intermediaries**

**Education & Training**

**ICT for inclusion**

**Digital inclusion**

**Digital competence**
Disadvantaged groups

Barriers

Lack of interest

Lack of skills

Lack of access

Costs

Life interests/needs based approach
Target group specific
Purposeful ICT usages

Digital Competence Profiles

Specific contexts and ICT access barriers

Digital Competence Delivery models

WHO?

WHAT?

HOW?
Supporting Disadvantaged groups
incl. digitally excluded and at risk of social exclusion

Ageing workers
   Elderly
With disabilities
   Low educated
Unemployed
   Immigrants
   Youth at risk
   ... 

Intermediaries

Target groups

Learning/skilling
   Employment
Creation ! Innovation
Social inclusion
Cultural info
Health information
Active participation
Children education
Caring
Entertainment
   ... 

eInclusion

Purpose of usages

Digital Competence Profiles

Digital Competence Delivery models
Future directions

• Develop tools to support a better and common understanding about what it means and how to operationalize the goal of **being digitally competent for all**.

• **Collection of evidence** on life interests, aspirations and needs and actual ICT skills, access, usages, and related opportunities and barriers for **disadvantaged target groups**.
  
  – … which will provide guidance for the development of **Digital Competence profiles and delivery models**, in support of MS).

  – Specific focus on **intermediaries and volunteering** (as multipliers and as empowering paths).

• **Impact assessment** methodology and measurement of ICT/ eInclusion initiatives / actions outcomes on target groups.

  – … **eInclusion (including social inclusion) indicators** needed to assess the impact of eInclusion policy / actions (from access/skills/use to impact).

• Explore the potential of complementary **approaches for eInclusion** (mobile, games, learning from developing countries, …).
Thank you

Clara.Centeno@ec.europa.eu

http://is.jrc.ec.europa.eu/pages/EAP/eInclusion.html
Extra slides
Objectives of the DIGCOMP study

Identify the key components of Digital Competence (DC), describing them in terms of the knowledge, skills and attitudes needed to be digitally competent;

Develop a DC conceptual framework consisting of different DC areas to which existing and upcoming initiatives can refer to;

Propose a roadmap for the use of the DC framework for different types and levels of learners, and a mechanism for systematic revision with stakeholders.
A framework on Digital Competence

Why?

- DC is one of the 8 key competences for LLL (2006 Recommendation)
- Transversal basic competence important for learning, employability, inclusion, participation, innovation, creativity and competitiveness
- Europe 2020 Flagships: DAE, YoM, NS&J, Innovation Union

The problem

- DC is often regarded as technical and operational skills only, although it is also social, ethical and critical higher order competence
- There is little knowledge or consensus on what the components of DC should be in today’s society
- There are no common guidelines for curriculum developers, providers of DC courses and teachers, or for policymakers
- Many initiatives exist, but lack of a common and/or comparable language and collaboration in Europe
The outcome

- A DC framework that will be **developed in collaboration with stakeholders**, involving Member States, international organizations and policy makers, and therefore will be **endorsed and known across Europe**.

- A conceptual framework to understand **main areas and sub-elements of Digital Competence**, thereby giving suggestions on how to define DC in a lifelong learning perspective.

The impact on policy objectives

- **Meta-framework and a common language at European level**, for linking European and MS level competence developments.

- **A conceptual framework to encourage MS to implement DC aspects** in their curricula and training approaches for different target groups, allowing local adaptations as needed.
  - For all levels and types of learners, thus comprising formal education (schools and pre-school, VET), non-formal training (adult learning, workers, unemployed, groups at risk of exclusion) and valorisation of informal learning.