

Developing a global framework of reference on digital literacy

Online Consultation Overview

Education 2030:

Sustainable Development Goal (SDG) 4.4

to “substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.”

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Sustainable Development Goal (SDG) 4.4

to “substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.”

Indicator 4.4.2:

Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills.

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*Developing a **global framework** of reference
on **digital literacy skills** for **SDG indicator***

4.4.2

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- Comprehensive set of competences
- Applicable across national and professional contexts
- Common language and reference for benchmarking and comparison

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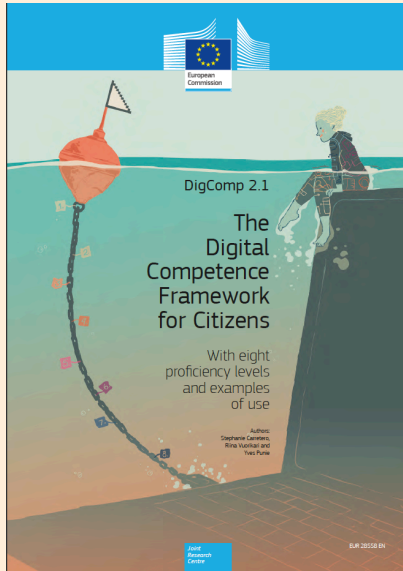


SUSTAINABLE
DEVELOPMENT
GOALS



Methodology

1. DigComp 2.1 as base—mapping to DL frameworks & use cases



2. In-depth consultation - experts from:

- Asia;
- Sub-Saharan Africa;
- Middle East and North Africa;
- Latin America
- European Union;
- High-income countries outside European Union;

3. Online consultation

NOW to 31 March 2018



We invite your participation!

Proposed Competence Areas and Competences

0. Hardware and software operations
1. Information and data literacy
2. Communication and collaboration
3. Digital content creation
4. Safety
5. Problem solving
6. Career-related competences

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Proposed Competence Areas and Competences

0. Hardware and software operations

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0.1 Physical operations of digital technologies

0.2 Identifying data, information and digital content to operate digital technologies

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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

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Proposed Competence Areas and Competences

0. *Hardware and software operations*

1. Information and data literacy

2. Communication and collaboration

3. Digital content creation

4. Safety

5. Problem solving

6. *Career-related competences*

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

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Proposed Competence Areas and Competences

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6. Career-related competences

3.1 Developing digital content

3.2 Integrating and re-elaborating digital content

3.3 Copyright and licenses

3.4 Programming

Proposed Competence Areas and Competences

0. Hardware and software operations

1. Information and data literacy

2. Communication and collaboration

3. Digital content creation

4. Safety

5. Problem solving

6. Career-related competences

4.1 Protecting devices

4.2 Protecting personal data and privacy

4.3 Protecting health and well-being

4.4 Protecting the environment

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Proposed Competence Areas and Competences

0. Hardware and software operations

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6. Career-related competences

5.1 Solving technical problems

5.2 Identifying needs and technological responses

5.3 Creatively using digital technologies

5.4 Identifying digital competence gaps

5.5 Computational thinking

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Proposed Competence Areas and Competences

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6.1 Operating specialized digital technologies for a particular field

6.2 Interpreting data, information and digital content for a particular field

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- **Knowledge**
- **Skills**
- **Disposition (attitudes & values)**

Using DLGF to develop

Pathways for Digital Literacy Development and Assessment (Sector, context & developmentally sensitive)

Mapping competences for selected use cases to identify competences & proficiency levels:

- Immediately relevant
- Developmental plan/aspiration

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Example: Pathways mapping for agriculture (farmers)



Trading using mobile phone

Using smartphone to cut out middlemen

A data-driven irrigation system using Internet-of-things

Pathway mapping procedure

1. Identify digital technologies and software applications used
2. Identify key actions, interactions and transactions
3. Map actions, interactions and transactions to digital literacy competences

Three Types of Use Case Competence Progression (same sector & stakeholder)

1. *Increasing proficiency level for adequate performance* within the same competence, e.g. more sophisticated devices or increasing task complexity.
2. *New competences*, e.g. new possibilities brought through more advanced technological device
3. *Changed importance of competence profile*, e.g. in relation to new application area.

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