

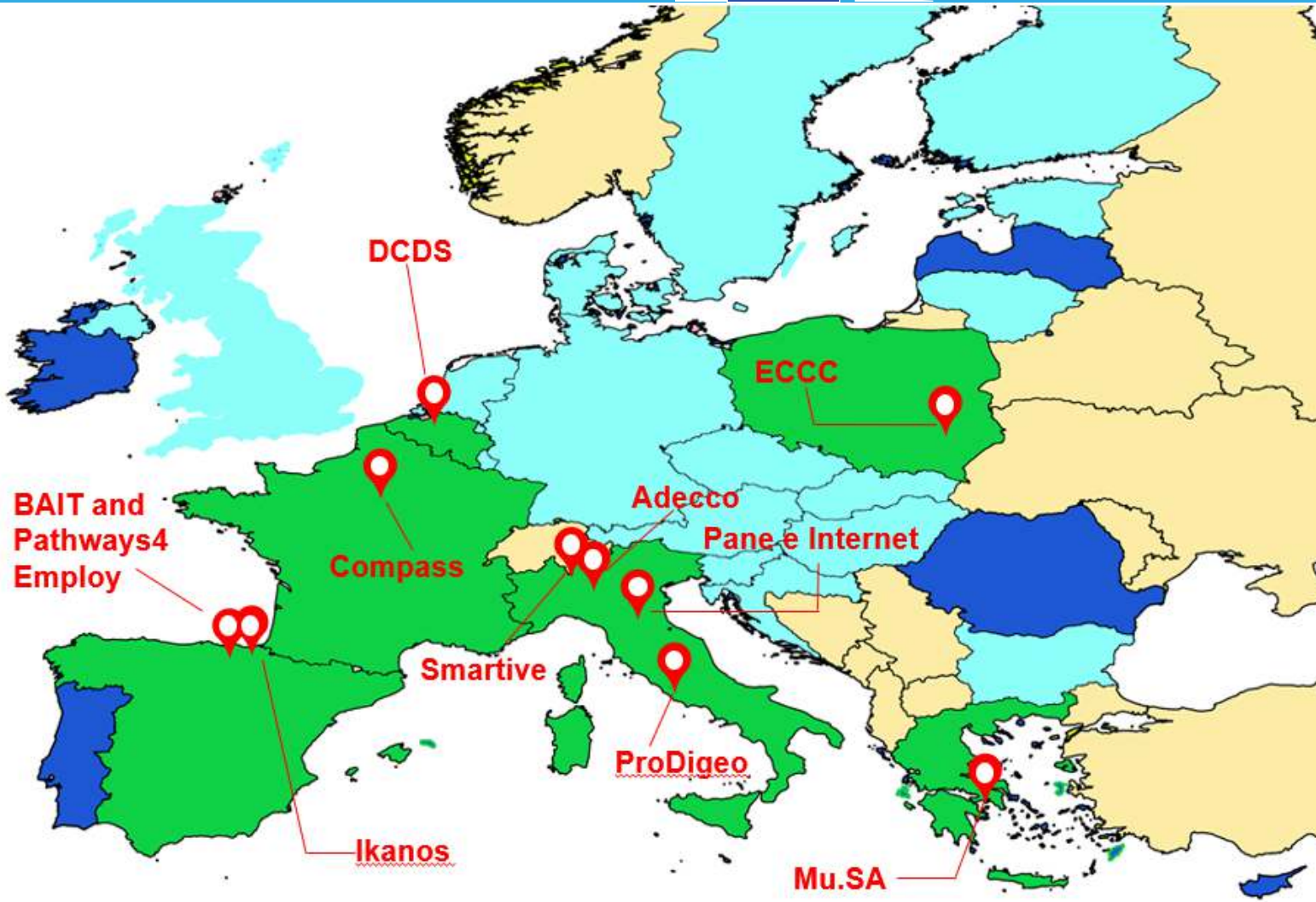
Mapping DigComp use for Employability: presentation of research results

Developing digital competences for employability:
How to engage and support stakeholders
and the potential role of DigComp
- Stakeholders' consultation workshop -
Bilbao, June 20-21, 2019

Stefano Kluzer
on behalf of JRC₁

Content

- The DigComp case studies
- DigComp use in the employability pathway
- Key strengths and benefits of DigComp use
- Key challenges with DigComp use
- Research recommendations
- Policy recommendations



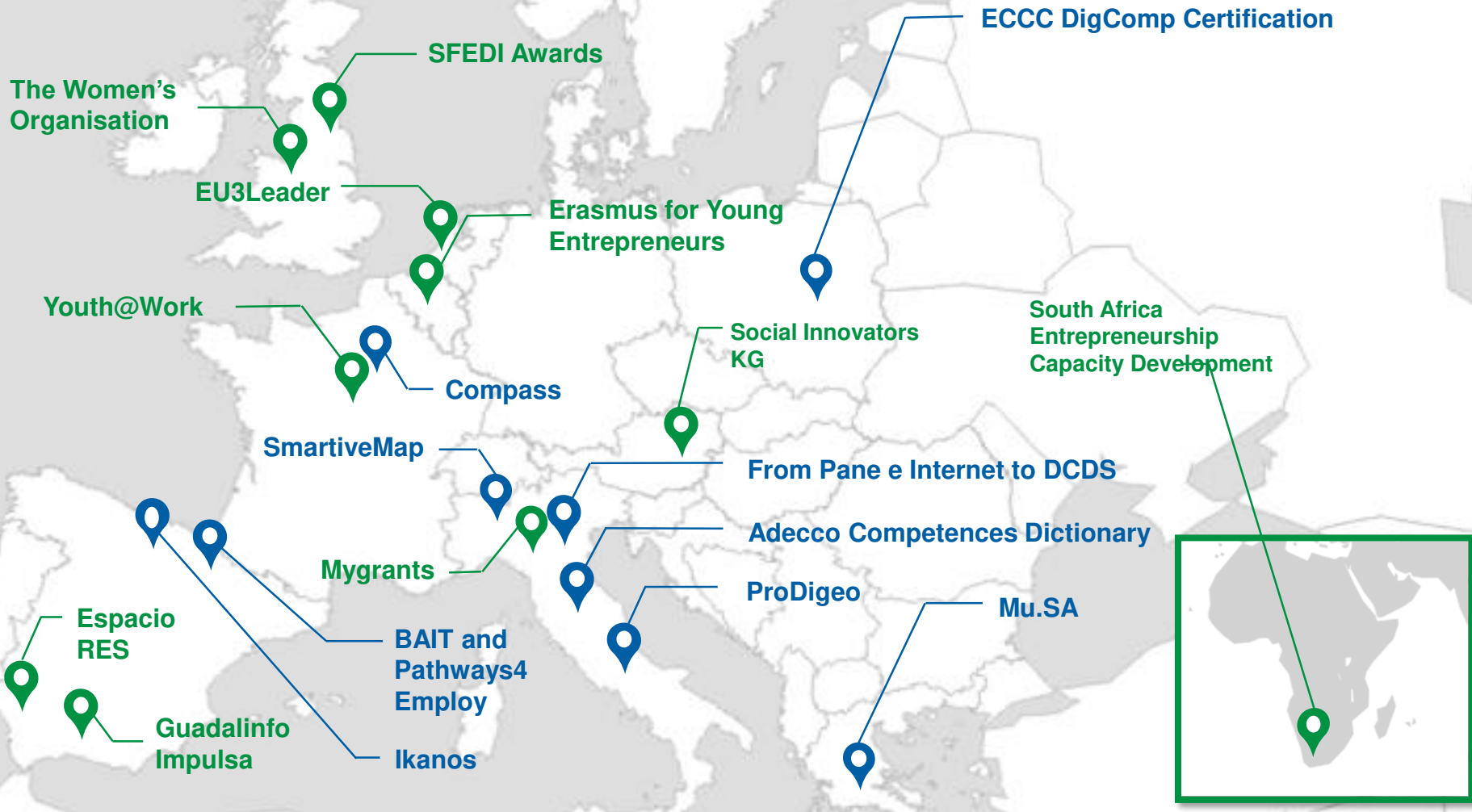
Coordinator country

Partner country

EN: © EuroGeographics for the administrative boundaries



DigComp (blue) & EntreComp (green) case studies



5 research steps for the case studies

1. **Long list** of potential cases from: Into action! Guides + stakeholders lists + messages on forums and platforms
2. **Case candidates** identified after 1st interaction & data collection -> selected with JRC agreement
3. **Data gathering**: questionnaire by mail + interviews (f2f or online) + analysis of documentation, websites, online services etc.
4. Iterated **correction/integration** of case study drafts
5. Final **approval** by contributors



Additional contributors

| Name | Type | Country | Framework | Name | Type | Country | Framework |
|--|----------------|---------------------------------------|-----------|--|----------------|----------------|-----------|
| Univ. College Leuven-Limburg – FreshStart EU project | Public sector | Belgium | EC / DC | Tomorrow’s Land, Regenerus (TL) | Third sector | UK | EC |
| Valnalon | Public sector | Spain | EC | Advice Skills Academy (ASA) | Third sector | UK | EC / DC |
| Mindworks (MW) | Private sector | Georgia | EC / DC | PIETE, Univations GmbH | Private sector | Germany | EC |
| SEECEL | Public sector | HR (lead), AL, MK, KO, ME, RS, TK, BA | EC / DC | Entrepreneur Academy | Private sector | Belgium | EC |
| Virke | Public sector | Norway | None | Asociacion Jovenes Solidarios | Third sector | Spain | EC / DC |
| Cardiff Metropolitan Univ. (CMU) | Public sector | UK | EC | 1st EPAL of Lerapetra | Public sector | Greece | EC |
| Materahub | Third sector | IT, UK, FI, HU, ES, FR | EC / DC | Silesian Univ. | Public sector | Czech Republic | EC / DC |
| Simply Do Ideas | Private sector | UK | EC | Istituto Superiore Luigi Einaudi | Public sector | Italy | EC / DC |
| Talous ja nuoret (TAT) | Third Sector | Finland | EC / DC | Hireable | Private sector | USA | EC / DC |
| European Centre for Women and Technology (ECWT) | Third sector | Norway / EU | EC / DC | AUPEX | Public sector | Spain | DC |
| Queensland innovation & entrepreneurial ecosystem | Public sector | Australia | EC | All Digital | Third Sector | EU | EC / DC |
| Kemmy Business School, Univ. of Limerick (KBS) | Public sector | Ireland | EC | European Grants International Academy | Public sector | Italy | EC / DC |
| State Univ. of Applied Sciences, Elblag (PWSZ) | Public sector | Poland | EC | | | | |



European
Commission

DigComp use across employability functions

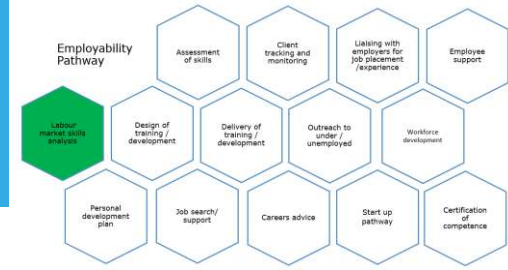




European
Commission

DigComp cases and employability functions

| Employability Pathway Steps | DCDS /PeI | ProDigeo | Ikanos | ECCC | Compass | MuSA | Smartive | BAIT/P4E | Adecco |
|---|-----------|----------|--------|------|---------|------|----------|----------|--------|
| Labour market skills analysis (including analysis of professional digital profiles) | | X | X | X | X | X | X | X | X |
| Outreach to under / unemployed | X | | | | X | | | | |
| Assessment of skills | X | | X | | X | | X | X | X |
| Personal development plan | | X | X | | | | X | | X |
| Design training / development | X | X | X | X | X | X | X | X | X |
| Delivery of training / development | X | X | X | | X | X | X | | X |
| Careers advice | | X | X | | X | | | | X |
| Client tracking and monitoring | | | X | | | | X | | X |
| Liaising with employers for job placement /experience | | | | | | X | | | X |
| Job search / support | | X | | | | | | | X |
| Employee support | | | | | | | X | | X |
| Workforce development | | | X | | | | X | | X |
| Start-up pathway | | | | | | | | | |
| Certification of competence | | | X | X | X | X | | X | |

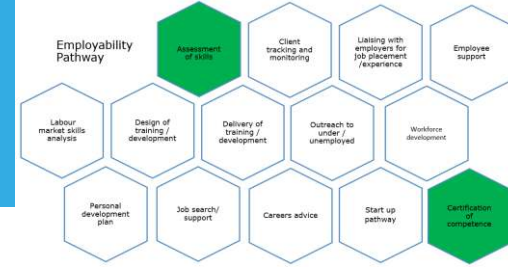


Labour market skills analysis

- Analysis of digital competence requirements in various occupations
- Design of professional digital profiles
- *(emerging) Benchmarking services in business sectors*

Challenges

- Different approaches in PDP design
- How to integrate PDP with ESCO



Assessment of skills and competence certification

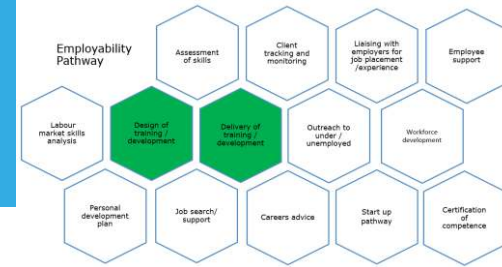
- Design of DigComp-based (self-)assessment tools (Ikanos, SmartiveMap, AECA-DCDS, Compass, Pathways4Employ)
- Certification of DigComp competence (ECCC, BAIT)

Challenges

- No common/established approach solution
- Comparability and transportability (recognition) of results



European
Commission



Training design and delivery

Design training structure and content:

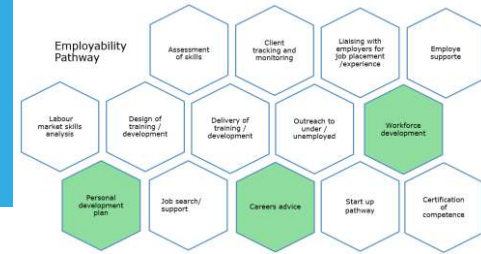
- build on existing training offer -> map it to DigComp+ assess gaps to develop new content (**AECA-Pei, BAIT**)
- define and develop new training content following job profile/needs analysis (**Compass, ProDigeo, MuSA**)
- define training content following DigComp specification of learning outcomes (**AECA-DCDS, ECCC**)

Challenges

- Mapping existing training offers onto DigComp
- Comparing and re-using curricula based on different interpretations of DigComp competence/levels



European
Commission



Emerging / potential of DigComp use

- Career and/or further training advice
(Ikanos, Compass, Pathway4Employ)
- Personal development and continuous support
(Ikanos PLE, Smartive, PHYD)
- Workforce development
(Smartive, Adecco-Mylia)



European
Commission

Stakeholders' participation



| LMI types CASES | Type #1: LMIs primarily working with students in initial education | | | Type #2: LMIs primarily working with the non-employed | | Type #3: LMIs primarily working with the employed | | Type #4: LMIs primarily working with entrepreneurs (-to-be) | Type #5: LMIs working across the target groups | | |
|--|--|--------------------------------|------------------------------|---|---|---|-------------------------------------|---|--|--------------------------|-------------|
| | Formal educational institutions | Non-formal education providers | Informal education providers | Public Employment Services | LMIs addressing critical barriers to employment | Trade unions | Employers and employer associations | Entrepreneurship support ecosystems | Upskilling providers | Job experience providers | Job brokers |
| DIGCOMP 01. AECA PeI-DCDS | | ✓ | | ✓ | ✓ | | | | ✓ | | |
| DIGCOMP 02. ProDigeo | | | | ✓ | | | | | ✓ | | ✓ |
| DIGCOMP 03. Ikanos project | | | | ✓ | | | ✓ | | ✓ | | ✓ |
| DigComp 04. ECCC DigComp Certification | | | | ✓ | | | ✓ | | ✓ | | |
| DIGCOMP 05. Compass Project | | ✓ | | ✓ | ✓ | | ✓ | | | | |
| DIGCOMP 06. MuSA project | | | | | ✓ | | ✓ | | ✓ | | |
| DIGCOMP 07. SmartiveMap | | | | | | | ✓ | | ✓ | | |
| DIGCOMP 08. BAIT | | | | | | | ✓ | | ✓ | | |
| DIGCOMP 08. P4E | | ✓ | | | ✓ | | ✓ | | | | |
| DIGCOMP 09. Adecco Competences Dictionary | | | | | | | ✓ | | ✓ | | ✓ |



Key strengths driving DigComp use

- View of digital competence as made of transversal soft skills, knowledge and attitudes (digital culture) important for all members of an organization
- Broad, clear&solid, flexible structure of the framework
- Technology (and country) neutrality
- EU origin and endorsement -> expectation of its wider diffusion + maintenance over time

Key benefits of DigComp use

- A common language/understanding to talk and work on digital competence -> dialogue
- “Interoperability” conditions for systemic and transformative effects across employability pathway

Enablers

- **Strategic vision + systemic approach**
- **Continuous high-level support and commitment**
- **Large scale awareness and information actions**
- **Accumulation of (and/or access to) DigComp implementation knowledge**

Additional challenges in DigComp implementation

1. Digital skills not included in DigComp
2. New tech and applications in the digital world
3. Diversity /arbitrariness of DigComp specifications leading to incomparable results
4. Dealing with DigComp proficiency levels and relative “flatness”
5. Lack of awareness and understanding of digital competence + knowledge of DigComp, in the world of work

RESEARCH RECOMMENDATIONS

R1. Clarify ambiguities and unclear aspects of DigComp

R1.1 How to use/implement proficiency levels

R1.2 Identify/highlight interdependencies between competences

R1.3 Clarify meaning (2.3 Engaging in citizenship, area 5)

R2. Investigate and provide guidance on how to co-develop DigComp and other competences and related Frameworks

R.2.1 Interconnection among digital, entrepreneurial, other key competences and soft skills

R.2.2 Links between competence and qualification frameworks

R3. Compare approaches/tools for digital competence assessment to achieve mutual recognition and reusability

R4. Measure DigComp competence development impact in companies and other organisations (i.e. public services)

POLICY RECOMMENDATIONS

DigComp for employability

A. Supporting DigComp implementation in employability settings

DigComp (and EntreComp) in general

B. Awareness raising and increasing policy effectiveness

C. Support and promote knowledge sharing and co-operation among stakeholders

D. Framework governance and sustainability mechanisms

POLICY RECOMMENDATIONS – DigComp for employability

A. Supporting DigComp implementation in employability settings

A.1 DigComp compliance stamp or label

A.2 DigComp certification scheme

A.3 Specific awareness raising campaigns among LMI

A.4 Development of DigComp for enterprises

A.5 Enhancing DigComp use in a professional perspective
(see **slide 24**)

POLICY RECOMMENDATIONS – DigComp in general / 1

B. Awareness raising and increasing policy effectiveness

B.1 Targeting the right audiences

B.2 Develop communication support material

B.3 Building visibility through awards & periodic presentation of useful practices and novelties

B.4 Develop more synergies among/with EU policies and instruments (see **slide 25**)

POLICY RECOMMENDATIONS – DigComp in general /2

C. Support and promote knowledge sharing and co-operation among stakeholders

C.1 Build Expert steering groups for competence frameworks development

C.2 Build a European Community of Practice

C.3 Develop implementation support material (see **slide 26**)

C.4 Knowledge Centre (KC) for European Key Competences (links with EU Policy network for Key Competences)

POLICY RECOMMENDATIONS – DigComp in general /3

D. DigComp governance and sustainability mechanisms

- Coordination of European Commission services concerned
- Supervision of Knowledge Centre and Expert steering groups
- Definition of aims, rules and mechanisms for the regular updating and maintenance of the Framework

A.5 DigComp for professional digital profiles (PDPs)

- A. PDP development recommendations from past experiences
- B. Fund projects in various sectors (culture, Industry 4.0 ...):
 1. Design PDPs with DigComp and other frameworks
 2. Test PDPs through training & assessment pathways
 3. Define “reference” descriptions of PDPs for ESCO
 4. Produce guidelines on PDPs design (online simulation tool?) + how to design learning paths for them
- C. Engage stakeholders to gain their adoption commitment
- D. Agree on how to use DigComp in job descriptions for ESCO (important for job ads and employability services)

B.4 Synergies among/with EU policies and instruments

- Strategic framework promotion to support/as part of policy implementation: awareness raising actions, DigComp stamp/label as rewarding factor in grants applications etc.
 - ✓ Policy initiatives of the New Skills Agenda for Europe (Digital skills and Jobs Coalition, Upskilling Pathways ...); ET2020 adult learning and VET working groups ...
 - ✓ Funding instruments such as Erasmus+ and COSME for SMEs, but also ESF, ERDF, EuropeAid and sector specific funding from wider DGs
- Coordinate with EU tools such as ESCO and Europass, and schemes such as e-CF

C.3 Develop implementation support material

- Repository of practices for innovation, re-use, comparisons (examples of learning outcomes, syllabi, educational programmes, learning materials, assessment tools, questions and exercises, professional digital profiles)
- Multi-lingual resources and visuals supporting implementation
- Translated versions of the frameworks
- “Adapted versions” of frameworks to suit specific audiences (e.g. labour market intermediaries) or target groups (e.g. young unemployed adults, those working within an organisation etc.)
- Guidance on how key competences can work together

Thank you



s.kluzer@gmail.com