

SKILL IT

Competence Framework



Erasmus+



léargas

Preface

The Skill IT for Youth project aims to increase the quality of youth work, combining higher levels of excellence and attractiveness in services, obtained through digitalisation of youth work with increased opportunities for young people. Through this project, the partners' main goal is to equip youth workers with the digital knowledge, skills and confidence to enhance young people's future in the 21st Century.

Through the Skill IT for Youth project, youth organisations and youth workers will be better prepared to enhance young people's employability, civic participation and wellbeing.

The development of this competence framework derived from research-based knowledge of digital youth work and labour market status with youth workers in mind. It is intended to be a reference for organisational and professional development as part of this overall project.



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Introduction

SKILL IT for Youth started in 2017 with a Partner Building Activity “Integrating Digital and Future Skills into Youth Work” to develop a project with the aim to respond to the identified, pressing need for professionalising and enabling youth workers to support young people in developing their ICT, digital and social media skills, in order to enhance their employability, civic participation and wellbeing.

The partner group’s experience led to the belief that Digital Skills- based Youth Work can bring added value to the current face-to-face interactions youth workers have with young people; it can develop new activities in daily youth work to include technology, making the interactions more dynamic and a better fit for the new generation; it can bring digital content into the work (non-formal educational games, more interaction using social media channels, etc.); and, finally, it can help in developing online services for young people, that cannot be reached otherwise.

Following national research reports carried out by each partner, the research aimed to map and evaluate, from the combined perspectives of employers, youth workers, young people and those managing youth services, the existing digital skills education programmes available to young people, also the current digital skills levels and gaps of young people and youth workers. The purpose of this is to begin to identify and assess what role NGOs and youth organisations can play in the development of digital and future employment skills in young people.

The project also supports open and innovative practices in the digital era by developing and promoting innovative methods in youth work through learning materials and tools for both the organisations and the youth workers, and by supporting the effective use of ICT, digital and social media in youth work.

The project will equip youth workers to use new learning materials in order to develop relevant and attractive workshops for young people using ICT, digital and social media; it will also provide an organisational guide, that will include a separate online training course, establish a supportive working environment for youth workers, in order to integrate ICT, digital and social media in their work; then, it will raise awareness and promote the importance of digital youth work through the competence framework that will be developed, and through the national and EU policies we will suggest for the sector.

This report aims to segment the Framework and its operation to enable the reader to understand its objectives and then evaluate oneself in relation to Digital Youth Work Competence.

- ▶ **Section 1** will look at Competence, Frameworks and the development of the Skill IT Competency Framework
- ▶ **Section 2** will explain and describe the functions of the Skill IT framework
- ▶ **Section 3** will provide illustration for Self Assessment tool with a direct link to test suggested tools for the user

A full Glossary of terms used related to this framework is also provided for the reader.

Section 1

Competence and Competence Frameworks

The idea of Competence or Competencies in the field of Youth Work and its practice is not new. We already have Europe's Key Competences for Lifelong Learning which filter down to most elements of our youth work practice whether we are aware of them or not. It can be said that this is partly a result of shared experience by those who participate on a national or international level and bring this experience back to a local organisation, coupled with most organisations progression to Quality Youth Work and Quality Work Standards. Competence is not reserved to just the personnel tasked to work with young people, there is also huge scope and provision made for development of competence for young people – most notably The Youthpass.

A critical aspect of all frameworks is the degree of detail. If a framework is too general (containing only general statements about communication, team working, etc.), it will not provide enough guidance either to employees as to what is expected of them or to managers who have to assess their staff against these terms. If, on the other hand, it is too detailed, the entire process becomes excessively bureaucratic and time-consuming and may lose credibility.

Based on the research gathered from the initial Intellectual Output, a competence range based on the P21 Framework was observed by the working group. A standard of competence was developed that is deemed relevant and suitable to the delivery of quality Youth Work using technology as a tool or methodology.

Who is it for?

This Competence Framework is intended to be useful for

- ▶ Youth workers who are working alongside young people in targeted or voluntary projects;
- ▶ Youth Work staff and trainers who organise international mobility projects and needs based, planned programmes related to digital programmes
- ▶ People starting to work as trainers, to have a broad range of methodologies to deliver quality youth work
- ▶ Organisations who wish to develop new tools for their work
- ▶ A Staff Development tool, its most effective use will be for performance / development and recruitment / progression

Those who have some experience in the field of youth work at a European and local level, or other Competence Frameworks may relate well to this competence model. It is recognised in the youth work field that there is a requirement on youth workers to have a good understanding of learning processes, of youth work methodologies and of the social contexts in which youth work is carried out.

This competence framework does not attempt to define limits on performance of youth workers, rather it aims to enhance practice, development and contribute to continuous learning. The Framework will be refined within the scope of the overall project based on testing, piloting among youth workers and the project life-cycle.

Development of the SKILL IT for Youth Competence Framework

The Competence Framework devised as part of this project, is highly progressive, because it observes work conducted so far in the field and takes a significant step further, to develop relevant work standards that can lead to a better recognition of youth work, with a focus on digital youth work.

Rather than reinventing the wheel, other published frameworks that are known to the project teams were studied closely during the Partner Building seminar, and it was agreed that the P21 Framework for 21st Century Learning would be a base reference point in developing the framework.

Observing the European Training Strategy in the Field of Youth Work, we continue the agenda sustaining quality youth work through capacity building, with the advancement of youth workers, and following this; the continuous development of young people.

The main frameworks and publications examined and followed are;

- ▶ [**The P21 Framework for 21st Century Learning**](#)
- ▶ [**DigComp 2.1 - The Digital Competence Framework for Citizens**](#)
- ▶ [**DigiCompEdu Digital competence Framework for Educators**](#)
- ▶ [**Promoting Effective Digital-Age Learning: A European Framework for Digitally-Competent Educational Organisations**](#)
- ▶ [**Developing digital youth work, Policy recommendations, training needs and good practice examples**](#)
- ▶ [**European Training Strategy A Competence Model for Youth Workers to Work Internationally**](#)
- ▶ [**Screenagers International Research Project, Using ICT, Digital and Social Media in Youth Work**](#)

The Skill IT for Youth Competency Framework will help youth workers to learn what the competencies are that they need in order to make their work with young people more effective and valuable to the new digital generation, to then consider a means to assess themselves in regard to these competencies, and make plans for their own improvement, using professional development tools from the field.

As part of this ongoing project, this framework and correlating Self Assessment Tool has been piloted to youth workers participating in activities of this project. The youth workers will try out the self-assessment tool and provide feedback on it; the trainers involved in the project life-cycle will also observe and evaluate how the tool is used by the youth workers and their inputs will be recorded for the final version of the tool.

In the competence framework, we focus on the following four dimensions of Competence - Attitude, Knowledge, Skills, and Behaviours.



ATTITUDES

Attitudes (*the outlook of the youth worker*) are required for getting started in competence development, this leads to knowledge.



KNOWLEDGE

Knowledge gained through practice, experience, literature, publications, the Internet, etc.



SKILLS

Skills are the ability to perform a task, to apply knowledge and turn attitudes into actions), which will then inform behaviours.



BEHAVIOUR

Behaviour is appropriate conduct and related actions.

There is no specific ordering between the various elements mentioned in each competence area (under attitudes, knowledge, skills, and behaviours,) merely a suggestion of how to read and understand the competences.

Section 2

Skill IT for Youth Competence Framework

The Skill IT for Youth Competence Framework aims to capture and describe the Youth Worker-specific competences by proposing 9 specific competences organised in 3 zones:

Zone 1 is directed at **Learning and Innovation Skills**, i.e. Competences related to preparing for increasingly complex life and work environments in today's world.

Zone 2 looks at **Information and Media Literacy** i.e. the competences needed to be effective and responsible in a technology and media-driven environment, whereby there is vast access to an abundance of information, rapid changes in technology tools and a need for the ability to collaborate and contribute.

Zone 3 is focused on **Life and Career Skills** i.e. competences needed to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments



LEARNING INNOVATION AND SKILLS

- ▶ Creativity and Innovation
- ▶ Critical Thinking and Problem Solving
- ▶ Communication
- ▶ Collaboration / Teamwork



INFORMATION AND MEDIA SKILLS / LITERACY

- ▶ Information Literacy
- ▶ Media Literacy



LIFE AND CAREER SKILLS

- ▶ Flexibility and Adaptability
- ▶ Social and Cross Cultural
- ▶ Productivity and Accountability

Each Competence has a descriptor which defines the competence in detail, with a list of relevant examples of the Knowledge, Skills, Attitudes and Behaviours connected to each competence.

[Click on any of the Zones to see a fuller picture of the competencies assigned.](#) [Click on any of the Competencies to see a description and corresponding Knowledge, Skills and Attitudes \(KSAs\) related to the competency.](#)

The Competence Framework will impact youth workers, who will be able, initially, to learn what the competencies are, that they need in order to make their work with young people more effective and valuable to the new digital generation, and then to assess these competencies and make plans for their own improvement, using professional development tools suggested throughout the project.

The most relevant impact will be on the young people who will have access to better prepared youth workers, equipped to support them in enhancing their employability, becoming more involved as citizens and improving their wellbeing.

Testing the Competence Framework with Youth Workers

- World café method used in Skill IT for Youth Training (March 2019)
Provided a Breakdown of the 3 Zones and Layered Competences.
Used this as a means of testing understanding of the framework and evaluating it's purpose and use.
- Feedback from users taken and considered

The World Café Methodology was used to open collaborative dialogue and draw on feedback from the Competence Framework

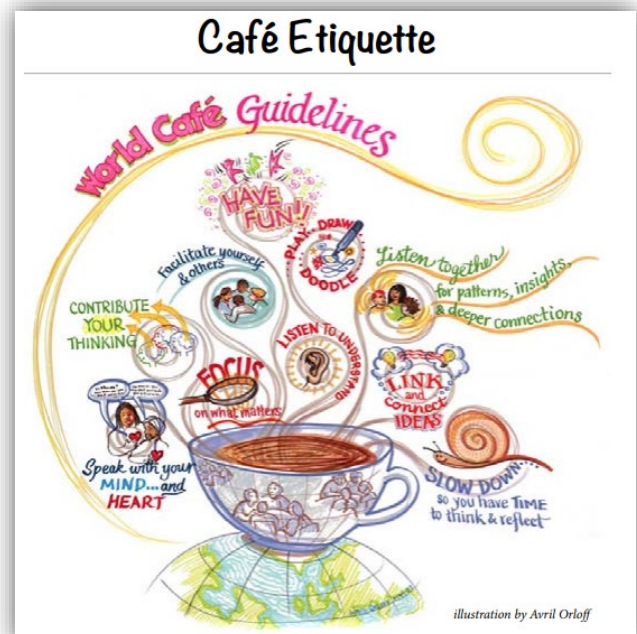


Image credit Avril Orloff, from [World Café](#)

Note on Methodology & Outcomes

It was interesting to see the reflections of the youth workers in the field, whose comments and contributions mirrored much of the research undertaken.

In each Competence area – we captured the library of participant's vision – we note correlating research notes. Click [here](#) to see notes and thoughts of those reflections.

Debriefing Themes

- Relevance – application to the 21st Century
- Adaptability of the Framework
- Self Assessment & Personal Development

Participant Discussion and Feedback from Competence Framework Launch & World Café

"By focusing on skills training, it is now easier to consider our capacity and capability at work. Looking at the different skill, knowledge and attitudes needed in each area, we should be able to better manage work expectations and outputs"

"We have to be adaptable. Knowing that cyberspace is where the young people live and show their personalities, we should connect with them, through a channel that is familiar to them. We cannot force them to meet us in our comfort zone"

"This framework is very relevant to youth work of today. We get a chance to look at what we know, what we are able to and even recognition for how we do our jobs. There is a realisation that there is so much more we need to learn".

"In Youth Work, there is always an opportunity for personal and professional development. This training and competence framework proves that."

Section 3 - Self Assessment

A Self Assessment is suggested to give the user deep insight into the comprehension in the area of Digital Youth Work and also an aid to identifying gaps in knowledge or skills.

About the Self Assessment Tool

The Skill IT for Youth Competence Framework aims to capture and describe the Youth Worker-specific competences by proposing 9 specific competences organised in 3 zones:

Zone 1 is directed at **Learning and Innovation Skills**, i.e. Competences related to preparing for increasingly complex life and work environments in today's world.

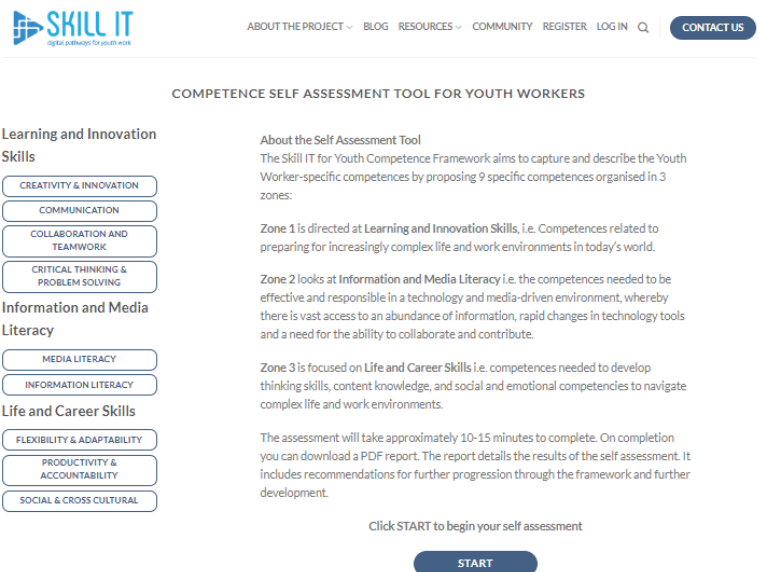
Zone 2 looks at **Information and Media Literacy** i.e. the competences needed to be effective and responsible in a technology and media-driven environment, whereby there is vast access to an abundance of information, rapid changes in technology tools and a need for the ability to collaborate and contribute.

Zone 3 is focused on **Life and Career Skills** i.e. competences needed to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments.

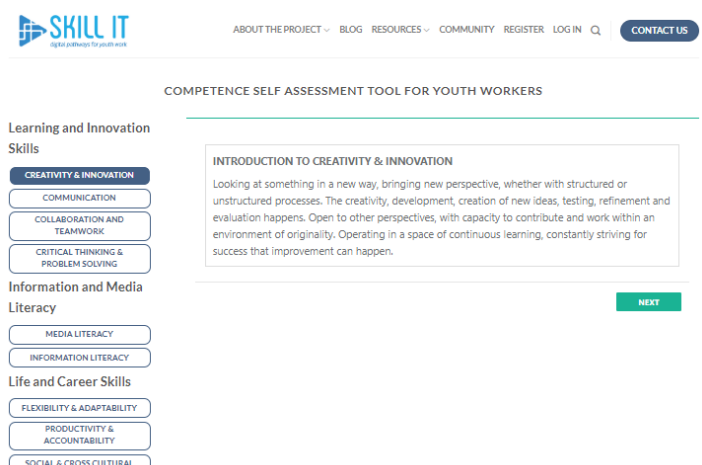
The assessment will take approximately 10-15 minutes to complete. On completion you can download a PDF report. The report details the results of the self assessment. It includes recommendations for further progression through the framework and further development.

This Framework has four proficiency levels in the development of the Core framework, (Foundation, Emerging and Competent) with a 4th Level to allow for an advanced layer which can support the development of continuous learning at an expert level. The progression of the proficiency levels of the competences will be evident as the competence grows, the learning outcomes and practical application can be derived from the progression path.

The Self Assessment Tool will take you through each Competence area, first with a summary definition, and corresponding statements to self reflect on after you click next.



The screenshot shows the homepage of the 'COMPETENCE SELF ASSESSMENT TOOL FOR YOUTH WORKERS'. The header includes the Skill IT logo and navigation links: ABOUT THE PROJECT, BLOG, RESOURCES, COMMUNITY, REGISTER, LOGIN, and a CONTACT US button. The main content area is divided into three columns. The left column lists the three competence areas: Learning and Innovation Skills, Information and Media Literacy, and Life and Career Skills, each with a list of specific competences in blue buttons. The middle column contains introductory text about the tool and the three zones. The right column provides more detailed information about the assessment process, including the time to complete and the availability of a PDF report. At the bottom, there is a 'Click START to begin your self assessment' prompt and a large blue 'START' button.



This screenshot shows the 'Introduction to Creativity & Innovation' section of the assessment tool. The header is the same as the previous screenshot. The left column lists the competence areas. The middle column shows the 'Introduction to Creativity & Innovation' section, which includes a definition of creativity and a list of statements for self-reflection. The right column contains a large blue 'NEXT' button.

Statements are outlined for the user to reflect on.

COMPETENCE SELF ASSESSMENT TOOL FOR YOUTH WORKERS

Learning and Innovation Skills

CREATIVITY & INNOVATION

COMMUNICATION

COLLABORATION AND TEAMWORK

CRITICAL THINKING & PROBLEM SOLVING

Information and Media Literacy

MEDIA LITERACY

INFORMATION LITERACY

Life and Career Skills

FLEXIBILITY & ADAPTABILITY

PRODUCTIVITY & ACCOUNTABILITY

SOCIAL & CROSS CULTURAL

	NO	SOMEWHAT	YES
I know what creativity is and what creative styles and creative levels young people should possess and develop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know appropriate digital tools for enhancing young people's creativity and how these tools work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use a wide range of idea creation techniques and methods to enhance young people's creativity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to act on creative ideas and implement innovation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I view failure as an opportunity to learn, and I am aware that learning from failures and experiments is essential in the innovation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am mindful of any external factors that affect innovation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I deal with factors that can block or enhance young people's creativity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I demonstrate courage in using technology and digital tools for enhancing creativity and innovation in young people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PREVIOUS COMPLETE

When using the Self Assessment Tool – The results will generate a statement on the user's competence level, with an opportunity for feedback and recommendations to address gaps in 'competence' so that youth workers can see which areas to focus on for development or observe strengths / weaknesses. **A full report will be generated when all competence areas have been assessed.**

PDF REPORT SELF ASSESSMENT

Category: Creativity & Innovation

Score: 13 out of 16

Level: Competent

FEEDBACK/RECOMMENDATION

This tool can be valuable in evaluating competence and assisting future learning and development. Managers can also use the tool as a professional development tool for training and skill development within the workforce.

Self-Assessment Tools

Self Assessment tools are emerging all the time, as is the development of other competence frameworks. With this in mind, we now refer to user friendly tools that relate directly to both the research under taken as well as the relevancy to this SKILL IT Competence Framework.



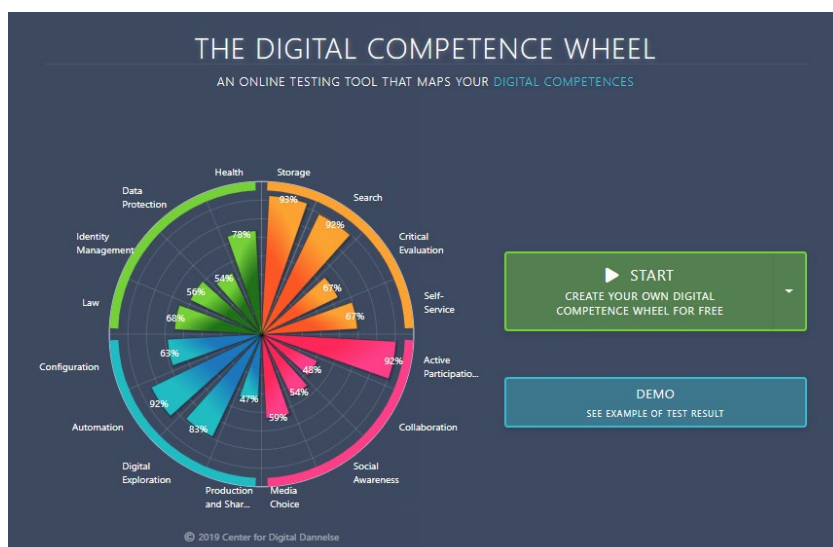
Skills Summary

[Skills Summary](#) is both a process and a product. As a process it aims to support young people's learning, with a particular focus on those who may find traditional academic learning challenging, by helping them to map the learning acquired through their participation in youth work and other non-formal settings to a set of competences. As a product, Skills Summary will support young people to articulate the competencies they have acquired both for themselves and potential employers.

Skills Summary supports the dialog between a young person and a youth worker or mentor. It can be used as a self-assessment and self-reflection tool for young people and as a measurement tool for organisations.

Skills Summary is the result of a collaborative project between the National Youth Council of Ireland, Accenture and SpunOut.ie.

[The Digital Competence Wheel](#) – an opportunity to test one's digital competence – a premium sub is available



The Digital Competence Wheel has been developed by the [Center for Digital Dannelse](#), who has been engaged in digitalisation and digital education since 2009.

The Digital Competence Wheel is theoretically based on [DIGCOMP](#), deriving from the European Parliament's inclusion of *digital competence*, as one of the eight core competences for lifelong learning.

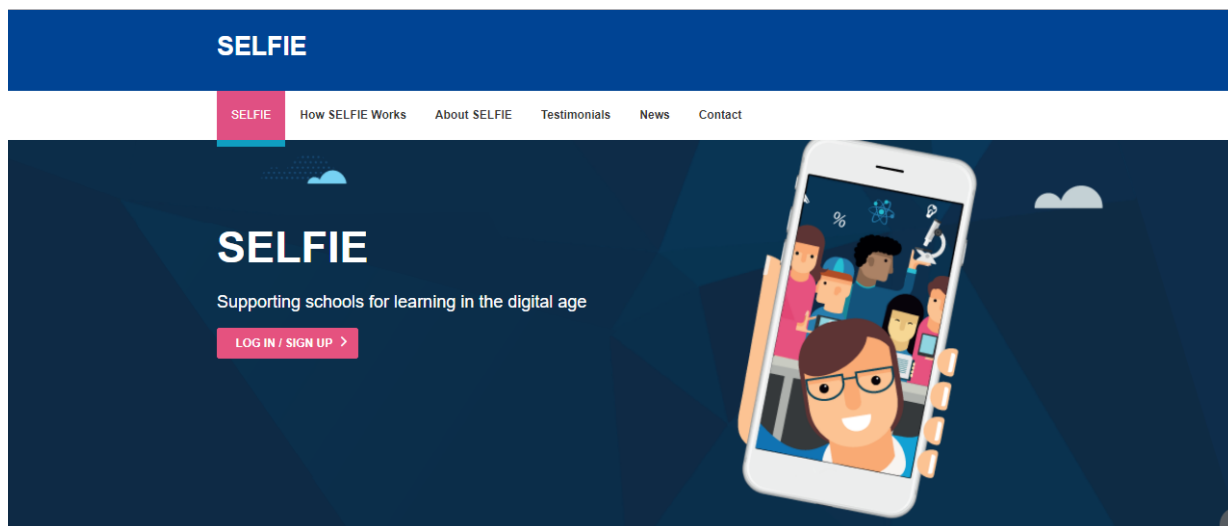
The Council of Europe Youth Work Portfolio

Youth Worker Assessment

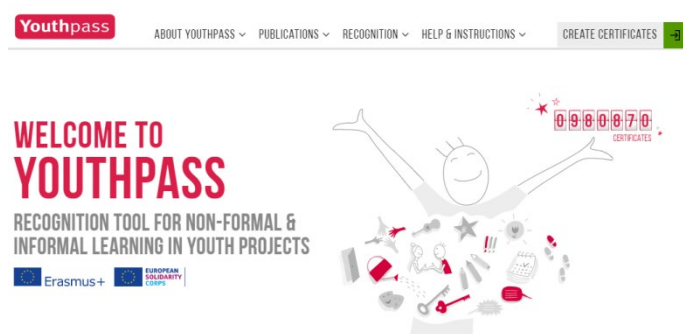
PDF Description [here](#)

To access the Online Portfolio, you must first complete the registration form on the website and provide details on the nature of your participation in youth work.

The **Council of Europe Youth Work Portfolio** has been developed at the European level, but it is not primarily for people and organisations working at the European level or internationally. The Portfolio is addressed to youth workers and leaders working at any level from local to international.



SELFIE is based on a European Commission [framework on promoting digital-age learning in educational organisations](#).



[Youthpass](#) fosters the recognition of non-formal learning. It is available for projects funded by Erasmus+ Youth in Action (2014-2020) and Youth in Action (2007-2013) programmes.

As a tool to visualise and to validate learning outcomes. Making visible and validating key competencies through a certificate, Youthpass finally aims at supporting the employability of young people and youth workers.

Section 4 Appendices

Competence Framework Grid



LEARNING INNOVATION AND SKILLS

- ▴ [Creativity and Innovation](#)
- ▴ [Critical Thinking and Problem Solving](#)
- ▴ [Communication](#)
- ▴ [Collaboration / Teamwork](#)



INFORMATION AND MEDIA SKILLS / LITERACY

- ▴ [Information Literacy](#)
- ▴ [Media Literacy](#)



LIFE AND CAREER SKILLS

- ▴ [Flexibility and Adaptability](#)
- ▴ [Social and Cross Cultural](#)
- ▴ [Productivity and Accountability](#)

Creativity & Innovation

Looking at something in a new way, bringing new perspective, whether with structured or unstructured processes. The creativity, development, creation of new ideas, testing, refinement and evaluation happens so that improvement can happen.

Open to other perspectives, with capacity to contribute and work within an environment of originality. Operating in a space of continuous learning, constantly striving for success.

Knowledge	Skills	Attitude	Behaviour
<p>Know how to use previous knowledge and experience and learning from success failure and alternate perspectives.</p> <p>Understand the difference between creation and duplication allowing for originality and development</p> <p>Understand that to create a change or innovate there is a need to know what steps and supports are necessary</p> <p>Understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</p> <p>Know of appropriate digital methods, tools and techniques of transferring knowledge to young people</p> <p>Know where to look for inspiration, support and expertise for developing ideas</p> <p>Identify tools for (digital) creativity (including free and open source tools)</p>	<p>Can express oneself through the creation of simple digital mediums</p> <p>Can think creatively using a wide range of idea creation techniques e.g. 'thinking outside the box'</p> <p>Create new and worthwhile ideas that are original, valid and have potential positive impact</p> <p>Analyse, elaborate, refine, and evaluate ideas in order to improve and maximize creative efforts</p> <p>Implement innovations by acting on creative ideas to make a tangible and useful contribution</p> <p>Use technology to develop ideas, demonstrating creative / digital expertise to contribute to a project</p> <p>Choose appropriate and meaningful methods to assess young people's learning needs and objectives</p> <p>Design; by planning, delivering and evaluating youth led, needs based programmes</p>	<p>Responsive to new and diverse perspectives when working creatively with others.</p> <p>Maintain an open mind and curiosity in using new technologies and communication tools</p> <p>Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas</p> <p>View failure as an opportunity to learn;</p> <p>Have a positive attitude to risk / ambitious and driven to create a change</p> <p>Mindful of any external factors that affect innovation</p> <p>Attentive to meeting needs of young people / supporting their progression</p>	<p>Display satisfaction and empowerment from working creatively.</p> <p>Naturally self-motivated and self-directed to contribute to innovative work</p> <p>Respectful to others views and expertise by acknowledging the experiences of others</p> <p>Demonstrate leadership and courage when required and is willing to be a "first mover"</p> <p>Tackle factors supporting & blocking creativity</p> <p>Improvise & experiment using technology and digital tools</p> <p>Manage imperfections, failures, and mistakes</p>

Critical Thinking & Problem Solving

Critical thinking is a mode of reasoning, about any subject, content or problem in which the thinker improves the quality of his / her thinking by skilfully analysing, assessing and reconstructing it. Critical thinking is self-directed self-monitored and self-corrective thinking.

Problem Solving: Committing to an action or judgement after evaluating the facts, data or possible learning from a situation, to develop alternative courses of action that are based on logical assumptions and factual information and that take into consideration resources, constraints, and familiarity with situations

Knowledge	Skills	Attitude	Behaviour
Recognise fundamental elements of a situation to clarify a situation	Examine the facts and make assumptions, attentive to the subject matter or goal at all times (possibly a young person)	Solve different kinds of non-familiar problems in both conventional and innovative ways	Prepare tasks, solution focused.
Distinguish various types of reasoning (inductive, deductive, etc.) as appropriate to the situation	Evaluate, interpret and integrate information	Maintain a curious, critical mindset	Use technology as a tool for efficient and effective problem solving
Can bring experience to recognise a need to solve technical problems & Identify needs and technological responses	Interpret information and draw conclusions based on the best analysis	Unbiased and fair, acknowledges change and strives for a solution	Reason in a way that is Consistent, reflective, balanced and supportive
Identify competence gaps	Reflect critically on learning experiences and processes	Value sharing of information	Willing to make a decision despite having limited data / information available
Know on how to make decisions with limited data and information	Use questioning techniques to clarify points of view and lead to better solutions	Prepare to make best decision possible based on available info / data	Willing to be wrong in order to learn
Determine relevant devices or mediums to identify technical problems and find solutions	Negotiate, compromise and find balance in order to derive decisions	Confident in own knowledge, so as to contribute	Can be conventional and unconventional as well as innovative in seeking ways to solve problems
	Demonstrate own expertise to coach others, ability to reflect, evaluate and test in order to find a solution.	Take the stance of “the beginner mindset” in order to ask questions and understand issues at hand, in order to identify hidden needs that should be addressed	Anticipate and present change positively
	Organised, Attention to Detail	Follows through and competes tasks fully	Upholds a resilient manner continuing to make efforts to achieve best outcomes
	Appraise technical problems and resolve using appropriate solutions	Think in a reflective way with self improvement in mind for progression	Makes solid attempts to be on track for the subject matter.
			Creatively use digital technologies,

Communication

Listens effectively to decipher meaning, including knowledge, values, attitudes and intentions. Expressing ideas effectively in individual and group situations (including oral, written and non-verbal communication); consciously adjusting language or terminology to the characteristics and needs of the audience. Presenting a message or idea utilising multiple media and technologies as well as assessing best impact on the message recipient.

Knowledge	Skills	Attitude	Behaviour
<p>Articulate thoughts and ideas using oral, written and nonverbal communication skills in alternate and appropriate media forms</p> <p>Possess language and vocabulary</p> <p>Make attempts to be up to date so as to contribute accurately</p> <p>Know how young people communicate in digital environments and to adjust digital youth work activities</p> <p>Understand the importance of communicating securely</p> <p>Familiar with ways to help young people to make informed choices about appropriate digital tools to interact, collaborate and share with different target groups</p> <p>Know how able to help young people be aware of cultural and generational diversity in digital environments</p> <p>Determine negative and damaging online / offline behaviour</p> <p>Identify policies, restrictions, advantages / disadvantages of using technology, social media and other digital communication tools</p>	<p>Listen actively and effectively to decipher meaning, including knowledge, values, attitudes and intentions</p> <p>Demonstrate understanding, appropriate questioning, give and accept feedback</p> <p>Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</p> <p>Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact</p> <p>Adapt communication style in diverse environments (including multi-lingual) using the appropriate language and terminology when addressing others.</p> <p>Utilise media and technology, to assess best impact on the message recipient;</p> <p>Use new means of communication to better relate to young people, to improve the quality of youth work</p> <p>Facilitate and support young people to respond to hate speech, cyber bullying and other unwanted behaviour online</p>	<p>Respectful, professional, constructive, open for common solutions, seek agreement</p> <p>Commit to achieving a desired outcome from communication engagement</p> <p>Open to expressions of feelings & emotions (one's own & others')</p> <p>Ready to challenge oneself & others and to take a step back & reflect</p> <p>Sensitive & open to diversity</p> <p>Willing to learn about the backgrounds/ contexts/realities of the young people</p> <p>Adapt and show flexibility while pursuing most appropriate communication means for a given context.</p>	<p>Present ideas and arguments clearly</p> <p>Encourage young people to respond appropriately to hate speech, cyber bullying and other unwanted behaviour online</p> <p>Present oneself in a positive way</p> <p>Demonstrate adaptability and flexibility</p> <p>Listen carefully to others, without judgement, interruption &, if possible, in an unbiased manner</p> <p>Identify feelings and emotions and understand their impact on others; address others' unexpressed concerns, feelings, or interests</p> <p>Recognise and interpret words, body language & non-verbal communication in a culturally-appropriate manner</p> <p>Create a safe environment where feelings & emotions can be freely and respectfully expressed</p> <p>Proves effectiveness and efficiency in communicating and working with others</p>

Collaboration and Teamwork

Working flexibly, effectively and respectfully with diverse teams or groups or those outside formal line of authority (e.g., associates, managers) to accomplish goals; taking actions that respect the needs and contribution of others; contributing to, compromising and accepting the consensus; taking and sharing responsibility, and valuing the strength of the team.

Knowledge	Skills	Attitude	Behaviour
<p>Observe personal values and beliefs and how they fit into the team,</p> <p>Knowledge about one's personal limitations and how to overcome them</p> <p>Know of coaching methods, feedback techniques and managing conflict</p> <p>Knowledge of how to deal with emotions</p> <p>Determine appropriate digital tools and technologies for collaborative processes.</p> <p>Choose the most appropriate digital tools and technologies for co-constructing and co-creating data, resources and knowledge</p> <p>Know about media & promotion mechanisms with regard to youth work, including digital tools for networking & collaboration</p>	<p>Demonstrate ability to work effectively and respectfully with diverse teams</p> <p>Organise, with ability to plan to collaborate with colleagues / young people to create authentic learning experiences that could / use technology</p> <p>Actively collaborate, share and co-learn with others to discover and use new (digital) resources and identify / troubleshoot technology issues.</p> <p>Utilises methods and techniques that support a clear & fair division of roles and responsibilities</p> <p>Design individual and collaborative activities using digital media and technology</p> <p>Contextualise and conceptualise team work practices with principles of non-formal learning</p> <p>Able to match team members' competences to the objectives of the activity and to young peoples' profiles</p> <p>Deal well with crisis/conflicts with various approaches, e.g. coaching, supervision, feedback, cooperation</p> <p>Manage emotions</p>	<p>Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</p> <p>Willing to challenge and be challenged</p> <p>Commit to all opinions and voices being heard</p> <p>Adopts tasks that are not normally a part of one's role but that will ensure safety for the team and the group</p> <p>Willingness to ask for support and to admit personal limitations in the context of the activity/group</p> <p>Remain open to and ready for new challenges and opportunities</p> <p>Appreciate of the added value of collaboration and partnership</p> <p>Self-reflect and remain open to different sources of learning</p> <p>Being aware of one's own competences (Knowledge, Skills and Attitudes)</p> <p>Uphold the position that one is a role model, both as an individual & as a team</p>	<p>Foster collaboration among the team members</p> <p>Help build team spirit and trust and values the strength of the team</p> <p>Assume shared responsibility within a team, allowing autonomy and flexibility where needed.</p> <p>Promote communication & collaboration amongst the team members to nurture qualities & deal with resistance</p> <p>Request and offers support where needed, showing patience, empathy and honesty</p> <p>Ensure that knowledge, skills, styles & preferences in the team are shared & communicated</p> <p>Coache others – where possible and requested – based on the approach of non-formal learning</p> <p>Receive & express criticism in an open, respectful & constructive way</p> <p>Deal with frustration in a constructive manner</p>

Information Literacy

Recognising when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate information in various formats from a variety of sources.

Managing the flow of information from a variety of sources and applying fundamental understanding of legal / ethical issues surrounding the access and use of information.

Knowledge	Skills	Attitude	Behaviour
<p>Use and Manage Information with knowledge of the ethical / legal issues surrounding the access, retention and use of information. (e.g. GDPR)</p> <p>Know how to access information online and in other media.</p> <p>Aware of different sources, knows how to manage information from internet</p> <p>Understand the mechanisms of information spreading.</p> <p>Locate, illustrate, organise and describe information</p> <p>Know of tools and techniques in browsing, searching and filtering data, information and digital content</p> <p>Challenge peers / young people to think critically about digital content and services</p> <p>Understand digital literacy levels of young people (and adjust digital youth work activities to it)</p>	<p>Access information efficiently (time) and effectively (sources) –</p> <p>Evaluate information critically and competently, to ascertain credibility or reliability of defined sources of data, information and digital content.</p> <p>Use information accurately and creatively for the issue or problem at hand –</p> <p>Manage the flow of information from a wide variety of sources</p> <p>Search, analyse, verify sources and manage quality information.</p> <p>Differentiate between information and entertainment.</p> <p>Manage data (personal or work related) securely. Browsing, searching, filtering data, information and digital content. Evaluating data, information and digital content</p> <p>Challenge young people to think critically about digital content and services</p> <p>Observe academic / international reports that are relevant, to enable up to date practice</p>	<p>Critique and observe superficial flow of information.</p> <p>Sensitive to ethical aspects of using information</p> <p>Practice an open mind to improve own skills and knowledge, constantly adapt to new information, in order to improve services and to support organizational development</p> <p>Take caution when using social media, other flows of information, to ensure that integrity of work youth work is maintained</p> <p>Observe the safety measures required with use of data, communications forums and young people activity regarding personal data</p>	<p>Uses information for problem solving, tasks fulfilment and source verification</p> <p>Explore and Respond – always attempt to stay current with updates and changes to data use and management (in a continually changing digital environment)</p> <p>Integrate knowledge to contribute to professional practice and professional development of others</p> <p>Pay attention to organisation policies / legislation or directives regarding information management</p> <p>Adopt other competency strengths to complement competence in Information Literacy</p>

Media Literacy

Analyzing Media by acknowledging sources and purpose of messages, interpreting messages, considering differing points of view, and applying an understanding of issues (ethical / legal) surrounding access and use of media. In creating Media Products, there is a requirement to understand and utilize the most appropriate media creation tools, characteristics and agreement for use. Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

Knowledge	Skills	Attitude	Behaviour
<p>Understand both how and why media messages are constructed, and for what purposes</p> <p>Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media</p> <p>Understand appropriate expressions and interpretations in diverse, multi-cultural environment</p> <p>Recognise stereotyping, bias or harmful messaging or information</p> <p>Know of modern media possibilities</p>	<p>Examine how individuals interpret messages differently, how values and points of view are included or excluded, how media can influence beliefs and behaviours</p> <p>Understand and utilize the most appropriate media creation tools</p> <p>Understand and effectively utilize appropriate expressions and interpretations in diverse, multi-cultural environment</p> <p>Access skills, including listening, reading comprehension, keyboard, mouse and interface skills, hyperlinking and using effective search and find strategies.</p> <p>Analyse - the ability to identify the author, purpose and point of view, credibility and quality; and resisting stereotypes</p> <p>Generate ideas, create messages using language, image, sound and digital forms, using feedback to edit and revise.</p> <p>Utilises technical ability in current trends in software, freeware, publishing tools.</p> <p>Engages in / mentors others in safe, legal and ethical behaviour whether online or offline.</p>	<p>Inform</p> <p>Check facts and uphold a Credibility Orientation</p> <p>Monitor protection of intellectual rights and property.</p> <p>Work with positive intent</p> <p>Consider different media or published perspectives</p> <p>Explore new and interesting resources to maintain engagement with young people in a dynamic and adventurous way</p> <p>Think Creatively</p>	<p>Operate Secure behaviour in internet - anticipate consequences of online behaviours</p> <p>Responsive, Curious, Explorative, Caution exercised if unsure</p> <p>Check to affirm accuracy</p> <p>Mentor and Guide those within the team, those being supported or those assisting to ensure legal, ethical use of data, technology or media products</p>

Flexibility & Adaptability

Flexibility is about making changes to when, where and how a person will work better to meet goals, responsibilities or objectives.

Adaptability in a climate of ambiguity and changing priorities will be evident where feedback (constructive or creative), negotiations, understanding and balanced views are evident in the goal to reach solutions.

Maintaining effectiveness in varying environments and with different tasks, responsibilities and people.

Knowledge	Skills	Attitude	Behaviour
<p>Recognis when there is a need for change</p> <p>Know of or share experience of change, utilising planning, delegation, sharing of workload.</p> <p>Recognise own learning from training or experience to help with new situations.</p> <p>Acknowledge experience of others</p> <p>Understand working in diverse groups in a non-formal setting</p> <p>Know of own role and responsibilities in a change management process</p> <p>Define organisational / programme boundaries regarding resources management</p>	<p>Adapt to varied roles, jobs responsibilities, schedules and context</p> <p>Work effectively in a climate of ambiguity and changing priorities</p> <p>Champion and lead change, incorporating feedback effectively</p> <p>Demonstrate understanding and negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments</p> <p>Facilitates learning with technology to support others</p> <p>Manage use of technology and work objectives in digital platforms, virtual environments, hands-on practical spaces or in the field.</p> <p>Create learning opportunities that challenge and encourage thinking innovatively and problem solving.</p> <p>Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.</p> <p>Use communication skills to effectively contribute to work goals</p>	<p>Ready to work effectively in a climate of ambiguity and changing priorities</p> <p>Show intent to compromise</p> <p>Deal positively with praise, setbacks and criticism – Show flexibility</p> <p>Display easy going, even tempered, patient and open to change approach</p> <p>Adopt a practical and solution focused style</p> <p>Support - regardless of role in a team</p> <p>Adapt and meet changes as they arise</p> <p>Anticipate and present change positively</p> <p>Ready to improvise and accept ambiguity</p>	<p>Helpful and Informative</p> <p>Adaptable and Flexible work ethic</p> <p>Comfortable with ambiguity</p> <p>Understanding and Resilient</p> <p>Calm, Cooperative and Compromising</p> <p>Demonstrate self management skills</p> <p>Encourage participation of others</p> <p>Respect difference of opinion and experience</p> <p>Raise the awareness of the power (or impact) of change</p> <p>Engage in continuous learning</p>

Social & Cross Cultural

Facilitating interaction and communication with others where social rules and relations are created, communicated or changed in verbal and nonverbal ways.

Respecting cultural differences and working effectively with people from a range of social and cultural backgrounds. Responds open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

Knowledge	Skills	Attitude	Behaviour
<p>Recognise when it is appropriate to listen and when to speak</p> <p>Acknowledge differences, similarities, barriers, challenges or values when working in a multicultural / diverse environment.</p> <p>Draw on known safety measures to encourage young people to make informed decisions about how they portray themselves and engage online, who they share their content with and how to utilise privacy settings</p> <p>Determine where to refer young people on to appropriate support services if necessary to deal with problems encountered in digital settings, e.g. cyber bullying, grooming, sexting and exposure to content they find upsetting or shocking.</p> <p>Understand mechanisms linked to stereotypical constructions of reality</p> <p>Know of discrimination methods</p> <p>Recognise and interpret words, body language & non-verbal communication in a culturally-appropriate manner</p>	<p>Respect cultural differences and work effectively with people from a range of social and cultural backgrounds</p> <p>Create experiences for learners to make positive, socially responsible contributions and behaviour online</p> <p>Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.</p> <p>Mentor others in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.</p> <p>Use open and clear communication skills, with ability to utilise other competences to enhance a working relationship.</p> <p>Deal with ambiguity and change, tension and conflict</p> <p>Ability to raise awareness about each other within the group</p> <p>Apply interrelated dimensions of culture and identity</p> <p>Speak at a foreign language</p>	<p>Respond open-mindedly to different ideas and values</p> <p>Ensure Sensitivity, Tolerance, Patience, Help and Support</p> <p>Prepare for the unexpected and towards ambiguity in the group</p> <p>Ready to confront others and be confronted in a respectful & constructive way</p> <p>Willing to support & empower individuals and groups</p> <p>Exercise caution not use methods which implicitly reinforce stereotypes and discrimination mechanisms</p> <p>Being aware that culture is a dynamic & multifaceted process</p> <p>Facilitate awareness-raising with regard to conflicts that exist in the society & how they relate to intercultural dialogue</p>	<p>Conduct my/oneself in a respectable, professional and caring manner</p> <p>Inspire others to positively contribute to and responsibly participate in the digital world.</p> <p>Consider biases, assumptions & behaviours regarding stereotypes</p> <p>Uses appropriate tools & methods to support the group in deconstructing & reconstructing reality</p> <p>Encourage young people to reflect on their own identity & related elements</p> <p>Explore the complex connections, among others, between identity, politics, society & history</p> <p>Identify and deals with issues of power in & with the group</p> <p>Encourage self-confidence & demonstrate flexibility in cultural & communicative behaviour</p> <p>Encourage reflection and exchange of ideas regarding issues such as solidarity, social justice, promoting/protecting human rights, discrimination, dignity & equality</p> <p>Prepared to speak a foreign language & overcomes resistances and inhibitions</p>

Productivity and Accountability

Managing own work with ownership by setting and meeting goals, even in the face of obstacles and competing pressures. Prioritize, plan and manage work to achieve the intended result.

Demonstrating additional attributes such as working positively, efficiently and ethically, committing to work with a sense of ownership, by being reliable, punctual and professional.

Collaborate and cooperate effectively with teams - Respect and appreciate team diversity - Be accountable for results.

Knowledge	Skills	Attitude	Behaviour
<p>Understand that some performance will be substandard and that some decisions will be incorrect</p> <p>Understand that at times external or additional support is required and that assistance and help is required</p> <p>Know of digital devices and applications available and determine appropriately for youth work</p> <p>Know of assistive technology to support young people with disabilities to access youth work; recognise barriers to participation that may be presented in the use of digital technology</p> <p>Advise of suitable digital technologies to increase social inclusion and participation in society</p> <p>Describe how to involve young people in all stages - design, development, implementation and evaluation - of digital youth and to recognise the barriers to participation in these stages of digital youth work and how to overcome them</p>	<p>Organise, manage well defined and routine tasks, utilise time and manage workload efficiently - Monitor, define, prioritize and complete tasks without direct oversight</p> <p>Go beyond basic mastery of skills and/or curriculum to explore and expand learning.</p> <p>Takes advantage of technology and media to enhance digital youth work according to needs and hopes of young people: their interests, preferences, aspirations, hobbies, styles and online habits</p> <p>Develop, implement, reflect and redesign engaging activities supported by/with/about digital media and technology</p> <p>Assess risks involved in digital youth work activities and to mitigate them by applying appropriate measures</p> <p>Design individual and collaborative activities using digital media and technology</p> <p>Identify the most appropriate evaluative approach with regard to the needs of the young people & to the objectives of the activity</p> <p>Write reports & present them to diverse audiences</p> <p>Utilise and apply both quantitative & qualitative information/data</p> <p>Interpret information/data according to the context of the activity</p>	<p>Proactive and eager to use initiative to advance skill levels towards a professional level</p> <p>Reflective on past experiences in order to inform future progress</p> <p>Take ownership for role and responsibilities.</p> <p>Commit to learning as a lifelong process</p> <p>Takes ownership of mistakes, achievements, or needs for development.</p> <p>Create high standards</p> <p>Positive and forward thinking</p> <p>Participate Voluntarily</p> <p>Value the notion of change & transformation</p>	<p>Show ability to work Independently, displaying Initiative, Efficiency and Independence</p> <p>Move to improve / accepts defeat and success equally, accepting when things go wrong / is resilient</p> <p>Motivate self and empowering of young people and others at work</p> <p>See the young person in a holistic way</p> <p>Foster democratic and active participation</p> <p>Involve young people in planning, practice and evaluation</p> <p>Verify that the outcomes of an evaluation properly match the methods used for the evaluation design & impact assessment</p> <p>Support young people in challenging their views & capacity to envision next steps</p> <p>Confidence in report writing and presentations geared towards a variety of audiences</p> <p>Use findings to influence practice</p>

Terms of Use / Glossary

The Competency Definitions (developed by the SKILL IT Working Group)

Creativity & Innovation

Looking at something in a new way, bringing new perspective, whether with structured or unstructured processes. The creativity, development, creation of new ideas, testing, refinement and evaluation happens so that improvement can happen.

Open to other perspectives, with capacity to contribute and work within an environment of originality. Operating in a space of continuous learning, constantly striving for success.

Critical Thinking & Problem Solving

Critical thinking is a mode of reasoning, about any subject, content or problem in which the thinker improves the quality of his / her thinking by skilfully analysing, assessing and reconstructing it. Critical thinking is self-directed self-monitored and self-corrective thinking.

Problem Solving: Committing to an action or judgement after evaluating the facts, data or possible learning from a situation, to develop alternative courses of action that are based on logical assumptions and factual information and that take into consideration resources, constraints, and familiarity with situations.

Communication

Listens effectively to decipher meaning, including knowledge, values, attitudes and intentions. Expressing ideas effectively in individual and group situations (including oral, written and non-verbal communication); consciously adjusting language or terminology to the characteristics and needs of the audience.

Presenting a message or idea utilising multiple media and technologies as well as assessing best impact on the message recipient.

Collaboration and Teamwork

Working flexibly, effectively and respectfully with diverse teams or groups or those outside formal line of authority (e.g., associates, managers) to accomplish goals; taking actions that respect the needs and contribution of others; contributing to, compromising and accepting the consensus; taking and sharing responsibility, and valuing the strength of the team.

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Other Definitions and Terms

Competency

A **competency** is a set of skills, knowledge, abilities, attributes, experience, personality traits and motivators which has a predictive value towards an individual effectively performing in a job.

Competence Models and Frameworks

A **competency model** is a **framework** for defining the skill and knowledge requirements of a job. It is a collection of **competencies** that jointly define successful job performance.

Digital Competence

Digital competence can be broadly defined as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society.

Source: *DigComp Framework* <https://ec.europa.eu/jrc/digcomp>

Digital Youth Work

Digital youth work means proactively using or addressing digital media and technology in youth work. Digital youth work is not a youth work method – digital youth work can be included in any youth work setting (open youth work, youth information and counselling, youth clubs, detached youth work, etc.). Digital youth work has the same goals as youth work in general, and using digital media and technology in youth work should always support these goals. Digital youth work can happen in face-to-face situations as well as in online environments – or in a mixture of these two. Digital media and technology can be either a tool, an activity or content in youth work. Digital youth work is underpinned by the same ethics, values and principles as youth work. Youth workers in this context refer to both paid and volunteer youth workers.

Source: Developing digital youth work; Policy recommendations, training needs and good practice examples

Self Assessment

Self-assessment involves the ability to be a realistic judge of one's own performance. Proponents of self assessment suggest it has many advantages, for example, it: provides timely and effective feedback and allows a person to assess one's own learning quickly; allows instructors to understand and provide quick feedback on learning; promotes the skills of reflective practice and self-monitoring; develops self regulated learning; increases learner's motivation; improves satisfaction from participating in a collaborative learning environment; helps develop a range of personal, transferrable skills to meet the expectations of future employers.

Adapted from Source: *Cornell University Centre for Teaching Excellence* <http://www.cte.cornell.edu/>

Self-Assessment Tool

A self-assessment tool is an instrument that assists professionals in their self-assessment, i.e. in evaluating the effectiveness of their performance in all areas of responsibility, and determining what improvements are required

Adapted from: <http://www.businessdictionary.com/definition/self-assessment.html>

Youth Work *

Youth work is an extra-curricular field of work, in that it involves specific leisure activities and is based on non-formal and informal learning processes and on voluntary participation. It promotes young people's

development in a multi-faceted manner, enabling them to become active outside their families, formal education, and work.

Youth work activities and processes are self-managed, co-managed or managed under the guidance of educational staff (either full-time or voluntary youth workers and youth leaders) and can develop and change in line with various dynamics.

Youth work is organised and delivered in different ways (e.g., by youth-led organisations, youth organisations and informal groups, and by youth services and public authorities) and is shaped at the local, regional, national and European level.

Youth workers*

Youth workers work with young people in a wide variety of non-formal and informal learning contexts, typically focusing on their young charges' personal and social development through one-on-one relationships and group-based activities.

While acting as trainers/facilitators may be their main task, it is just as likely for youth workers to take a socio-educational or social work-based approach. In many cases, these roles and functions overlap.

Source: *Competence Model for Youth Workers working internationally

References and Credits

The following publications were observed closely and utilised in the development of Definitions and honing of the SKILL IT Framework.

- ▶ [The P21 Framework for 21st Century Learning](#)
- ▶ [DigComp 2.1 - The Digital Competence Framework for Citizens](#)
- ▶ [Developing digital youth work, Policy recommendations, training needs and good practice examples](#)
- ▶ [European Training Strategy A Competence Model for Youth Workers to Work Internationally](#)
- ▶ [Screenagers International Research Project, Using ICT, Digital and Social Media in Youth Work](#)
- ▶ [DigiCompEdu Digital Competence Framework for Educators](#)
- ▶ [Promoting Effective Digital-Age Learning: A European Framework for Digitally-Competent Educational Organisations](#) ("First published in English as [Promoting Effective Digital-Age Learning: A European Framework for Digitally-Competent Educational Organisations](#) by the European Commission's Joint Research Centre © European Union, 2015)

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