





Innovative

Digital Inclusion of

Low Skilled Adult People

O1 - A2 Definition of digital competences for adults







| DRAFT MAPPING OF DIGITAL COMPETENCIES FOR LOW SKILLED ADULTS | | | | | | | |
|--|---|--|--|--|--|--|--|
| Basic/Foundation: | To learn the necessary skills and knowledge for basic computer and Internet use. To understand about computer hardware and software, to be able to handle files and folders and know how to work with the icons and windows on a computer screen. To recognize security problems and to solve some of them. | | | | | | |
| e-veryday life/e- participation/ Collaboration/ e-citizen: | To learn how to create a simple document, browse the Internet and use e-mail. | | | | | | |
| OUTDOOR | Browse and retrieve online news about cinema, books, readings, museums and music. Find information about travel schedules (air, train, bus), seat availability, availability of holidays, hotel occupancy etc. Try to install and use an app. | | | | | | |
| SHOPPING | Be aware of on-line services such as leisure, shopping, local entertainment. Try to install and use an app. | | | | | | |
| BUSINESS | Browse to retrieve corporate information and be aware of online banking services . Browse employee news, search for a job, find out about employment, pension rights or pension funding. Try to install and use an app. | | | | | | |
| SOCIAL | Browse and retrieve information about social media, community groups, voluntary organisations, special interest groups, discussion groups, message boards etc. Try to install and use an app. | | | | | | |





| Areas | Digital competence | Personal | Professional |
|-----------------------------------|-------------------------------|--|--|
| Basic/Foundation: | Information and data literacy | Competence area 1: Information and data literacy | Competence area 1: Information and data literacy |
| To learn the necessary skills and | | 1.1 Browsing, searching, filtering data, information and digital | 1.1 Browsing, searching, filtering data, information and digital |
| knowledge for basic computer and | | content | content |
| Internet use. To understand about | | 1.2 Evaluating data, information and digital content | 1.2 Evaluating data, information and digital content |
| computer hardware and software, | | 1.3 Managing data, information and digital content | 1.3 Managing data, information and digital content |
| to be able to handle files and | Problem solving | Competence area 5: Problem solving | Competence area 5: Problem solving |
| folders and know how to work | _ | 5.1 Solving technical problems | 5.1 Solving technical problems |
| with the icons and windows on a | | 5.2 Identifying needs and technological responses | 5.2 Identifying needs and technological responses |
| computer screen. To recognize | Safety | Competence area 4: Safety | Competence area 4: Safety |
| security problems and to solve | - | 4.1 Protecting devices | 4.1 Protecting devices |
| some of them. | | 4.2 Protecting personal data and privacy | 4.2 Protecting personal data and privacy |
| | | 4.3 Protecting health and well-being | 4.3 Protecting health and well-being |
| | | 4.4 Protecting the environment | 4.4 Protecting the environment |
| e-veryday life/e-participation/ | Digital content creation | Competence area 3: Digital content creation | Competence area 3: Digital content creation |
| Collaboration/ e-citizen: | | 3.1 Developing digital content | 3.1 Developing digital content |
| To learn how to create a simple | | 3.2 Integrating and re-elaborating digital content | 3.2 Integrating and re-elaborating digital content |
| document, browse the Internet | | 3.3 Copyright and licences | 3.3 Copyright and licences |
| and use e-mail. | | | |
| | Communication and | Competence area 2: Communication and collaboration | Competence area 2: Communication and collaboration |
| | collaboration | 2.1 Interacting through digital technologies | 2.1 Interacting through digital technologies |
| | | 2.2 Sharing through digital technologies | 2.2 Sharing through digital technologies |
| | | 2.3 Engaging in citizenship through digital technologies | 2.3 Engaging in citizenship through digital technologies |
| | | 2.4 Collaborating through digital technologies | 2.4 Collaborating through digital technologies |
| | | 2.6 Managing digital identity | 2.5 Netiquette |
| | | | 2.6 Managing digital identity |





| OUTDOOR | Information and data | Competence area 1: Information and data literacy | Competence area 1: Information and data literacy |
|--|--------------------------|--|--|
| Browse and retrieve online news | literacy | 1.1 Browsing, searching, filtering data, information and digital | 1.1 Browsing, searching, filtering data, information and digital |
| about cinema, books, readings, | Problem solving | content | content |
| museums and music. Find | Safety | 1.2 Evaluating data, information and digital content | 1.2 Evaluating data, information and digital content |
| information about travel schedules | Digital content creation | 1.3 Managing data, information and digital content | 1.3 Managing data, information and digital content |
| (air, train, bus), seat availability, | Communication and | Competence area 5: Problem solving | Competence area 5: Problem solving |
| availability of holidays , hotel | collaboration | 5.1 Solving technical problems | 5.1 Solving technical problems |
| occupancy etc. Try to install and | | 5.2 Identifying needs and technological responses | 5.2 Identifying needs and technological responses |
| use an app. | | Competence area 4: Safety | Competence area 4: Safety |
| 1 | | 4.1 Protecting devices | 4.1 Protecting devices |
| 1 | | 4.2 Protecting personal data and privacy | 4.2 Protecting personal data and privacy |
| 1 | | 4.3 Protecting health and well-being | 4.3 Protecting health and well-being |
| | | 4.4 Protecting the environment | 4.4 Protecting the environment |
| | | Competence area 3: Digital content creation | Competence area 3: Digital content creation |
| 1 | | 3.1 Developing digital content | 3.1 Developing digital content |
| | | 3.2 Integrating and re-elaborating digital content | 3.2 Integrating and re-elaborating digital content |
| 1 | | 3.3 Copyright and licences | 3.3 Copyright and licences |
| 1 | | Competence area 2: Communication and collaboration | Competence area 2: Communication and collaboration |
| 1 | | 2.1 Interacting through digital technologies | 2.1 Interacting through digital technologies |
| 1 | | 2.2 Sharing through digital technologies | 2.2 Sharing through digital technologies |
| 1 | | 2.3 Engaging in citizenship through digital technologies | 2.3 Engaging in citizenship through digital technologies |
| 1 | | 2.4 Collaborating through digital technologies | 2.4 Collaborating through digital technologies |
| 1 | | 2.6 Managing digital identity | 2.5 Netiquette |
| | | 2.0 managing digital recently | 2.6 Managing digital identity |
| SHOPPING | Information and data | Competence area 1: Information and data literacy | Competence area 1: Information and data literacy |
| Be aware of on-line services such | literacy | 1.1 Browsing, searching, filtering data, information and digital | 1.1 Browsing, searching, filtering data, information and digital |
| as leisure, shopping, local | Problem solving | content | content |
| entertainment. Try to install and | Safety | 1.2 Evaluating data, information and digital content | 1.2 Evaluating data, information and digital content |
| use an app. | Digital content creation | 1.3 Managing data, information and digital content | 1.3 Managing data, information and digital content |
| | Communication and | Competence area 5: Problem solving | Competence area 5: Problem solving |
| 1 | collaboration | 5.1 Solving technical problems | 5.1 Solving technical problems |
| 1 | | 5.2 Identifying needs and technological responses | 5.2 Identifying needs and technological responses |
| 1 | | Competence area 4: Safety | Competence area 4: Safety |
| 1 | | 4.1 Protecting devices | 4.1 Protecting devices |
| 1 | | 4.2 Protecting personal data and privacy | 4.2 Protecting personal data and privacy |
| | | 4.3 Protecting health and well-being | 4.3 Protecting health and well-being |
| | | 4.4 Protecting the environment | 4.4 Protecting the environment |
| 1 | | 1 | Competence area 3: Digital content creation |
| | | Competence area 3: Digital content creation | Competence area 3. Digital content creation |
| | | Competence area 3: Digital content creation 3.1 Developing digital content | 3.1 Developing digital content |
| | | I = | |
| | | 3.1 Developing digital content | 3.1 Developing digital content |





| 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 2.7 Netiquette 2.8 Managing digital identity 2.8 Netiquette 2.9 Netiquette 2.9 Managing digital identity 2.9 Netiquette 2.9 Managing digital identity 2.1 Netiquette 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 2.7 Netiquette 2.8 Managing digital identity 2.8 Managing digital identity 2.9 Managing digital ide | |
|--|-------|
| 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity 2.5 Netiquette 2.6 Managing digital identity 2.6 Managing digital identity 2.6 Managing digital identity Competence area 1: Information and data literacy Browse to retrieve corporate information and be aware of online banking services. Browse 3.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content | |
| BUSINESS Browse to retrieve corporate information and be aware of online banking services. Browse 2.6 Managing digital identity Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 2.5 Netiquette 2.6 Managing digital identity Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.2 Evaluating data, information and digital content | |
| BUSINESS Browse to retrieve corporate information and be aware of online banking services. Browse Browse Browse Information and data Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 2.6 Managing digital identity Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.2 Evaluating data, information and digital content | |
| Browse to retrieve corporate information and be aware of online banking services. Browse Information and data literacy | |
| Browse to retrieve corporate information and be aware of online banking services. Browse Information and data literacy | |
| information and be aware of online banking services. Browse Problem solving online banking services. Browse Safety content 1.2 Evaluating data, information and digital content 1.2 Evaluating data, information and digital content | |
| online banking services. Browse Safety 1.2 Evaluating data, information and digital content 1.2 Evaluating data, information and digital content | gital |
| | |
| I i la company to the company of the | |
| employee news, search for a job, Digital content creation 1.3 Managing data, information and digital content 1.3 Managing data, information and digital content | |
| find out about employment , Communication and Competence area 5: Problem solving Competence area 5: Problem solving | |
| pension rights or pension funding. collaboration 5.1 Solving technical problems 5.1 Solving technical problems | |
| Try to install and use an app. 5.2 Identifying needs and technological responses 5.2 Identifying needs and technological responses | |
| Competence area 4: Safety Competence area 4: Safety | |
| 4.1 Protecting devices 4.1 Protecting devices | |
| 4.2 Protecting personal data and privacy 4.2 Protecting personal data and privacy | |
| 4.3 Protecting health and well-being 4.3 Protecting health and well-being | |
| 4.4 Protecting the environment 4.4 Protecting the environment | |
| Competence area 3: Digital content creation Competence area 3: Digital content creation | |
| 3.1 Developing digital content 3.1 Developing digital content | |
| 3.2 Integrating and re-elaborating digital content 3.2 Integrating and re-elaborating digital content | |
| 3.3 Copyright and licences 3.3 Copyright and licences | |
| Competence area 2: Communication and collaboration Competence area 2: Communication and collaboration | |
| 2.1 Interacting through digital technologies 2.1 Interacting through digital technologies | |
| 2.2 Sharing through digital technologies 2.2 Sharing through digital technologies | |
| 2.3 Engaging in citizenship through digital technologies 2.3 Engaging in citizenship through digital technologies | |
| 2.4 Collaborating through digital technologies 2.4 Collaborating through digital technologies | |
| 2.6 Managing digital identity 2.5 Netiquette | |
| 2.6 Managing digital identity | |
| SOCIAL Information and data Competence area 1: Information and data literacy Competence area 1: Information and data literacy | |
| Browse and retrieve information literacy 1.1 Browsing, searching, filtering data, information and digital 1.1 Browsing, searching, filtering data, information and d | gital |
| about social media, community Problem solving content content | |
| groups, voluntary organisations, Safety 1.2 Evaluating data, information and digital content 1.2 Evaluating data, information and digital content | |
| special interest groups, discussion Digital content creation 1.3 Managing data, information and digital content 1.3 Managing data, information and digital content | |
| groups, message boards etc. Try to Communication and Competence area 5: Problem solving Competence area 5: Problem solving | |
| install and use an app. collaboration 5.1 Solving technical problems 5.1 Solving technical problems | |
| 5.2 Identifying needs and technological responses 5.2 Identifying needs and technological responses | |
| Competence area 4: Safety Competence area 4: Safety | |
| 4.1 Protecting devices 4.1 Protecting devices | |
| 4.2 Protecting personal data and privacy 4.2 Protecting personal data and privacy | |
| 4.3 Protecting health and well-being 4.3 Protecting health and well-being | |





| 4.4 Protecting the environment | 4.4 Protecting the environment |
|--|--|
| Competence area 3: Digital content creation | Competence area 3: Digital content creation |
| 3.1 Developing digital content | 3.1 Developing digital content |
| 3.2 Integrating and re-elaborating digital content | 3.2 Integrating and re-elaborating digital content |
| 3.3 Copyright and licences | 3.3 Copyright and licences |
| Competence area 2: Communication and collaboration | Competence area 2: Communication and collaboration |
| 2.1 Interacting through digital technologies | 2.1 Interacting through digital technologies |
| 2.2 Sharing through digital technologies | 2.2 Sharing through digital technologies |
| 2.3 Engaging in citizenship through digital technologies | 2.3 Engaging in citizenship through digital technologies |
| 2.4 Collaborating through digital technologies | 2.4 Collaborating through digital technologies |
| 2.6 Managing digital identity | 2.5 Netiquette |
| | 2.6 Managing digital identity |

| DRAFT MAPPING OF DIGITAL COMPETENCIES FOR LOW SKILLED ADULTS | | https://europass.cedefop.europa.eu/resources/digital-competences: | | EDCL Base and Intermediate Syllabus | | DigComp 2.1 Foundation and Intermediate levels | | |
|--|--|---|---|---|--|---|---|---|
| Basic/Foundation: | To learn the | Digital | Personal | Professional | Personal | Professional | Personal | Professional |
| | necessary skills and knowledge for basic computer and Internet use. To understand about computer hardware and software, to be able to handle files and folders and know how to work with the icons and windows on a computer screen. To recognize security problems and to solve some of them. | Information and data literacy Digital | I can look for information online using a search engine. I know that not all online information is reliable. I can save or store files or content (e.g. text, pictures, music, videos, web pages) and retrieve them once saved or stored. Personal | I can use different search engines to find information. I use some filters when searching (e.g. searching only images, videos, maps). I compare different sources to assess the reliability of the information I find. I classify the information in a methodical way using files and folders to locate these easier. I do backups of information or files I have stored. | Understand web browsing Search effectively for online information and critically evaluate web content. Understand key copyright and data protection issues. Understand concepts of online communications and email. Send, receive e-mails and manage email settings. Organise and search emails and use calendars. | Determine what online information is needed to meet a particular requirement. Search securely for online information using search engines and social media applications. Critically evaluate information using a range of criteria. Manage and organise information using a range of tools. Plan, draft, review and deliver online information. Professional | Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content | Competence area 1: Information and data literacy 1.1 Browsing, searching, filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content |
| | | competence | | | | | | |







| Pro | oblem solving | I can find support and | I can solve most of the | close program, re-start | How to install | Competence | Competence |
|------|---------------|----------------------------|------------------------------|----------------------------|-----------------------|------------------|------------------|
| | | assistance when a | more frequent problems | computer, re- | antivirus, firewall | area 5: Problem | area 5: Problem |
| | | technical problem | that arise when using | install/update program, | I can solve | solving | solving |
| | | occurs or when using a | digital technologies. I | check internet | technological | 5.1 Solving | 5.1 Solving |
| | | new device, program or | can use digital | connection | problems by | technical | technical |
| | | application. I know how | technologies to solve | | exploring the | problems | problems |
| | | to solve some routine | (non-technical) | | settings and options | 5.2 Identifying | 5.2 Identifying |
| | | problems (e.g. close | problems. I can select a | | of programmes or | needs and | needs and |
| | | program, re-start | digital tool that suits my | | tools. I regularly | technological | technological |
| | | computer, re- | needs and assess its | | update my digital | responses | responses |
| | | install/update program, | effectiveness. I can solve | | skills. I am aware of | | |
| | | check internet | technological problems | | my limits and try to | | |
| | | connection). I know that | by exploring the settings | | fill my gaps. | | |
| | | digital tools can help me | and options of | | Select ways to adjust | | |
| | | in solving problems. I | programmes or tools. I | | and customise digital | | |
| | | am also aware that they | regularly update my | | environments to | | |
| | | have their limitations. | digital skills. I am aware | | personal | | |
| | | When confronted with a | of my limits and try to fill | | needs. | | |
| | | technological or non- | my gaps. | | | | |
| | | technological problem, I | 7 5-1 | | | | |
| | | can use the digital tools | | | | | |
| | | I know to solve it. I am | | | | | |
| | | aware that I need to | | | | | |
| | | update my digital skills | | | | | |
| | | regularly. | | | | | |
| Dig | | Personal | Professional | Personal | Professional | Personal | Professional |
| con | mpetence | | | | | | |
| Safe | fety | I can take basic steps to | I have installed security | Understand the key | Be aware that | Competence | Competence |
| | | protect my devices (e.g. | programmes on the | concepts relating to the | there are data | area 4: Safety | area 4: Safety |
| | | using anti-viruses and | device(s) that I use to | importance of secure | protection issues | 4.1 Protecting | 4.1 Protecting |
| | | passwords). I know that | access the Internet (e.g. | information and data, | within any social | devices | devices |
| | | not all online | antivirus, firewall). I run | physical security, privacy | media platform, be | 4.2 Protecting | 4.2 Protecting |
| | | information is reliable. I | these programmes on a | and identity theft. | aware about data | personal data | personal data |
| | | am aware that my | regular basis and I | Protect a computer, | protection and | and privacy | and privacy |
| | | credentials (username | update them regularly. I | device, or network from | copyright issues. | 4.3 Protecting | 4.3 Protecting |
| | | and password) can be | use different passwords | malware and | Recognise copyright | health and well- | health and well- |
| | | stolen. I know I should | to access equipment, | unauthorised access. | with social media | being | being |
| | | not reveal private | devices and digital | Understand the types of | and be aware of | 4.4 Protecting | 4.4 Protecting |
| | | information online. I | services and I modify | networks, connection | the impact for | the | the |
| | | know that using digital | them on a periodic | types, and network | downloading | environment | environment |
| | | technology too | basis. I can identify the | specific issues, including | content. | | |
| | | extensively can affect | websites or e-mail | firewalls. | | | |





| | 1.1 | | | |
|-------------------------|---------------------------|--------------------------|-----------------------|--|
| my health. I take basic | messages which might | Browse the World Wide | Recognise issues of | |
| measures to save | be used to scam. I can | Web; communicate on | privacy, security, | |
| energy. | identify a phishing e- | the Internet securely. | online etiquette and | |
| | mail. I can shape my | Understand security | Cyberbullying within | |
| | online digital identity | issues related to | social media . | |
| | and keep track of my | communications, | Understand the | |
| | digital footprint. I | including e-mail and | importance of | |
| | understand the health | instant messaging. | managing your | |
| | risks associated with the | Backup and restore data | online reputation. | |
| | use of digital technology | appropriately and | Identify and | |
| | | | | |
| | (e.g. ergonomy, risk of | safely; securely dispose | recognise your | |
| | addiction). I understand | of data and devices. | online assets | |
| | the positive and | Recognise the | (e.g.websites, social | |
| | negative impact of | importance of | media sites, domain | |
| | technology on the | intellectual property | names, etc.). | |
| | environment. | rights and the | | |
| | | appropriate use of | Be aware of online | |
| | | content when using | monitoring tools. | |
| | | online collaborative | Track what is going | |
| | | tools. | on (negative and | |
| | | | positive | |
| | | | conversations, etc.) | |
| | | | by using free alert | |
| | | | and analytic tools, | |
| | | | such as, Google | |
| | | | Alerts and Google | |
| | | | Analytics. | |
| | | | Understand social | |
| | | | | |
| | | | influence. | |
| | | | Recognise the | |
| | | | importance of | |
| | | | having a social | |
| | | | media online | |
| | | | reputation plan. | |
| | | | | |
| | | | Recognise the | |
| | | | importance of | |
| | | | dealing with | |
| | | | complaints and | |
| | | | being honest and | |
| | | | transparent in all | |
| | | | transparent in all | |





| | | 1 | | | | communications | | |
|-------------------|------------------|-----------------|-----------------------------|---------------------------|-------------------------|------------------------|------------------|------------------|
| | | | | | | communications . | | |
| | | | | | | | | |
| | | | | | | Develop a social | | |
| | | | | | | media policy | | |
| | | | | | | document for your | | |
| | | | | | | organization to | | |
| | | | | | | manage and monitor | | |
| | | | | | | what is being said | | |
| | | | | | | and how social | | |
| | | | | | | media is used in the | | |
| | | | | | | organisation. | | |
| | | | | | | Confirm that | | |
| | | | | | | employees know | | |
| | | | | | | about, and are | | |
| | | | | | | compliant with, any | | |
| | | | | | | policy documents | | |
| | | | | | | used, and sign to this | | |
| | | | | | | effect as required. | | |
| | | | | | | Set appropriate | | |
| | | | | | | admin rights and | | |
| | | | | | | access for any | | |
| | | | | | | organizational social | | |
| | | | | | | media platforms. | | |
| | | | | | | media piatrorms. | | |
| | | | | | | | | |
| | | | | | | Know how to | | |
| | | | | | | prevent a social | | |
| | | | | | | media crisis, how | | |
| | | | | | | to protect yourself | | |
| | | | | | | against rogue social | | |
| | | | | | | media updates, and | | |
| | | | | | | how to respond to a | | |
| | | | | | | crisis. | | |
| e-veryday life/e- | To learn how to | Digital | Dorconal | Professional | Dorconal | Professional | Porconal | Professional |
| | | Digital | Personal | Professional | Personal | Professional | Personal | Professional |
| participation/ | create a simple | competence | I am made a street | I and mandage and the | The electronic desires | Lindousta ad las. | C | C |
| Collaboration/ e- | document, browse | Digital content | I can produce simple | I can produce complex | The electronic devices | Understand key | Competence | Competence |
| citizen: | the Internet and | creation | digital content (e.g. text, | digital content in | (computer, tablet, | concepts relating to | area 3: Digital | area 3: Digital |
| | use e-mail. | | tables, images, audio | different formats (e.g. | mobile) | ICT, computers, | content creation | content creation |
| | | | files) in at least one | text, tables, images, | Identify the main parts | devices and | 3.1 Developing | 3.1 Developing |
| | | | format using digital | audio files). can apply | of the device. | software. | digital content | digital content |
| | | | tools. I can make basic | basic formatting (e.g. | Turn on the device. | Start up and shut | 3.2 Integrating | 3.2 Integrating |
| | | | editing to content | insert footnotes, charts, | | down a computer | and re- | and re- |





| produced by others | tables) to the centert ! | Pocognizo dockton icono | Work effectively on | elaborating | elaborating |
|-------------------------|--------------------------|--------------------------|------------------------|-----------------|-----------------|
| produced by others. I | tables) to the content I | Recognize desktop icons | | | • |
| know that content can | or others have | and menus. | the computer | digital content | digital content |
| be covered by | produced. I know how | Manipulate desktop | desktop using icons, | 3.3 Copyright | 3.3 Copyright |
| copyright. I can apply | to reference and reuse | windows. | windows | and licences | and licences |
| and modify simple | content covered by | Use the mouse / | Adjust the main | | |
| functions and settings | copyright. | keyboard to carry out | operating system | | |
| of software and | | actions. | settings and use | | |
| applications that I use | | Shut down the device | built-in help features | | |
| (e.g. change default | | properly. | Create a simple | | |
| settings). | | Use Help functions. | document and print | | |
| | | Be able to use Files and | an output | | |
| | | Folders | Work with | | |
| | | View folders, | documents and save | | |
| | | directories. | them in different file | | |
| | | Recognise different file | formats, locally or in | | |
| | | types. | the cloud. | | |
| | | Copy, move files, | Use available help | | |
| | | folders. | resources, shortcuts | | |
| | | Delete files, folders. | and the go to tool to | | |
| | | Simple Applications | enhance | | |
| | | Use a common | productivity. | | |
| | | application to create a | Create and edit word | | |
| | | new document. | processing | | |
| | | Open existing | documents that will | | |
| | | documents. | be ready to share | | |
| | | Enter text and make | and distribute. | | |
| | | some small editing | Apply different | | |
| | | changes. | formats and styles to | | |
| | | Save files in different | enhance documents | | |
| | | formats such as: doc, | and recognise good | | |
| | | txt, rtf, html. | practice in choosing | | |
| | | Print outputs. | the appropriate | | |
| | | Close an application. | formatting options. | | |
| | | | Insert tables, | | |
| | | | pictures and drawn | | |
| | | | objects into | | |
| | | | documents. | | |
| | | | Prepare documents | | |
| | | | for mail merge | | |
| | | | operations. | | |
| | | | Adjust document | | |
| | | | page settings and | | |
| | | | page securigs and | | |





| | | | | check and correct spelling before printing. Know about the main concepts of file management and be able to efficiently organise files and folders Understand key storage concepts and use utility | | |
|---------------------|---|--|---|--|---|--|
| | | | | software to compress and | | |
| | | | | extract large files | | |
| Digital compete | Personal nce | Professional | Personal | Professional | | |
| Communand collabora | others using mobile | I can use advanced features of several communication tools (e.g. using Voice over IP and sharing files). I can use collaboration tools and contribute to e.g. shared documents/files someone else has created. I can use some features of online services (e.g. public services, e-banking, online shopping). I pass on or share knowledge with others online (e.g. through social networking tools or in online communities). I am aware of and use the rules of online | Recognise that ICT (Information and Communication Technology) can support and promote online collaboration. Understand that email is a digital messaging service carried on the Internet. Know about different email accounts: Internet Service Provider Accounts (ISP's), Webmail. Understand the make- up and structure of an email address. Understand what an attachment is and the implications of its size. | Understand the key concepts relating to online collaboration and cloud computing. Set up accounts to prepare for online collaboration. Use online storage and web-based productivity applications to collaborate. Use online and mobile calendars to manage and plan activities. Collaborate and interact using social networks, blogs, and wikis. | Competence area 2: Communication and collaboration 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 2.4 Collaborating through digital technologies 2.6 Managing digital identity | Competence area 2: Communication and collaboration 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 |
| | rules apply (e.g. when commenting, sharing personal information). | communication ("netiquette"). | Understand the term virus. Understand security risks associated with | Schedule and host online meetings and use online learning environments. | argital fuertity | digital identity |





| | 1 | | | |
|------|---|----------------------------|----------------------|---|
| | | opening certain email | Understand key | |
| | | attachments. | mobile technology | |
| | | Be aware of the | concepts and use | |
| | | possibility of receiving | features such as e- | |
| | | fraudulent and | mail, applications, | |
| | | unsolicited email. | and synchronization. | |
| | | Understand the term | Understand what | |
| | | address book. | social media is and | |
| | | Understand the term | recognise the main | |
| | | inbox folder, and open | features of common | |
| | | an email. | social media tools. | |
| | | Understand the term | Understand how | |
| | | Sent Items folder. | social media has | |
| | | Create a new message. | changed the way | |
| | | Insert a mail address in | we communicate, | |
| | | the To field. | who is using it and | |
| | | Insert a title in the | why they are using | |
| | | Subject field. | it. | |
| | | Send a message. | Recognise how | |
| | | Use the reply function. | social media tools | |
| | | Forward a message. | can create higher | |
| | | Identify the main types | visibility, allow | |
| | | of services supporting | individuals, | |
| | | online collaboration like: | businesses, | |
| | | cloud computing, | organisations, | |
| | | mobile technology. | governments and | |
| | | Identify the main types | social groups to | |
| | | of tools supporting | connect and | |
| | | online collaboration like: | increase reach. | |
| | | common productivity | Recognise the | |
| | | applications, social | opportunity to | |
| | | media, online calendars, | publish and cross- | |
| | | online meetings, online | promote, integrate | |
| | | learning environments. | and share, using | |
| | | Outline the benefits of | different social | |
| | | using online | media platforms and | |
| | | collaborative tools like: | resource tools | |
| | | shared files and | Recognise the | |
| | | calendars, reduced | advantage of social | |
| | | travel expense, ease of | media, such as: | |
| | | communication, | practical in nature, | |
| | | communication, | | |
| | | | easily applied, | 1 |





| | 1 | | | 1 |
|--|---|---------------------------|--------------------------|---|
| | | enhanced teamwork, | relevant and | |
| | | global access. | credible. | |
| | | Be aware of the risks | Be aware that social | |
| | | associated with using | media is fully mobile | |
| | | online collaborative | with applications (or | |
| | | tools like: unauthorised | apps) available to | |
| | | access to shared files, | support Smart | |
| | | insufficient | Phones (iPhone, | |
| | | management of version | Android, Blackberry), | |
| | | control, malware | or tablets (iPad, | |
| | | threats, identity/data | Samsung, HRC, | |
| | | theft, service | Kindle Fire, etc.) | |
| | | interruptions. | Be aware of | |
| | | Understand what social | common reasons | |
| | | media is and recognise | why organisations | |
| | | the main features of | use social media: | |
| | | common social media | engage with | |
| | | tools. | customers, improve | |
| | | Understand how social | services, better | |
| | | media has changed the | access, promotions, | |
| | | way we communicate, | etc. | |
| | | who is using it and | Understand what | |
| | | why they are using it. | the term 'active | |
| | | Recognise how social | listening' means and | |
| | | media tools can create | know how to engage | |
| | | higher visibility, allow | with people online. | |
| | | individuals, businesses, | Recognise the | |
| | | organisations, | importance of timely | |
| | | governments and social | and relevant | |
| | | groups to connect and | content. | |
| | | increase reach. | Decide what you | |
| | | Recognise the | want to achieve with | |
| | | opportunity to publish | social media, | |
| | | and cross-promote, | recognise the | |
| | | integrate and share, | importance of | |
| | | using different social | setting goals and | |
| | | media platforms and | reflect this in a social | |
| | | resource tools | media plan. | |
| | | Recognise the | Consider your online | |
| | | advantage of social | identity and the | |
| | | media, such as: practical | messages you want | |
| | | ca.a, sacii asi practical | to convey. | |
| | | | to convey. | |





| T | |
|-----------------------------|---------------------|
| in nature, easily applied, | Be aware of the |
| relevant and credible. | resources necessary |
| Be aware that social | to run an effective |
| media is fully mobile | social media |
| with applications (or | programme, the |
| apps) available to | importance of |
| support Smart Phones | measurement, |
| (iPhone, Android, | maintenance and |
| Blackberry), or tablets | ownership of the |
| (iPad, Samsung, HRC, | programme. |
| Kindle Fire, etc.) | |
| Be aware of common | Decide who will be |
| reasons why | responsible for |
| organisations use social | maintaining social |
| media: engage with | media accounts, |
| customers, improve | agree frequency of |
| services, better access, | messaging and |
| promotions, etc. | updates. |
| News: Browse and | Know the |
| retrieve online news | fundamentals of |
| such as local, national, | creating and |
| other media (TV, radio) | managing social |
| and corporate news. | presences on |
| Government: Browse | common social |
| and be informed about | media networks, |
| government social | such as, Facebook, |
| services and business | Google+, Twitter, |
| services, current | Blogger, YouTube, |
| initiatives, laws and | Instagram and |
| legislation, central & | LinkedIn. |
| local government issues | Know how to create |
| of topical interest, public | and maintain a |
| statistics. | business presence |
| Consumer: Be aware of | on common social |
| on-line services such as | networks. |
| banking, leisure, | |
| shopping, local | |
| entertainment, cultural | Understand |
| events. Browse to be | Facebook Page |
| informed of new offers, | Features and |
| availability of goods, | Facebook Insights. |





| T | |
|----------------------------|----------------------|
| pricing, upcoming | Know that photos |
| cultural events. | and contests are |
| Travel: Find information | effective methods of |
| about travel schedules | generating |
| (air, train, bus), seat | involvement. |
| availability, availability | |
| of holidays, hotel | Know that you can |
| occupancy etc. | use Google + to join |
| Education/Training: | and participate in |
| Find information about | relevant Google+ |
| education and training | communities. Know |
| courses (University, | how to create and |
| College, Schools, | use Google+ Circles. |
| training including e- | Understand what |
| training) and enrolling in | social media is and |
| courses. Search libraries | recognise the main |
| for information and | features of common |
| references. | social media tools. |
| Employment: Browse | Understand how |
| employee news, search | social media has |
| for a job, find out about | changed the way |
| employment, pension | we communicate, |
| rights or pension | who is using it and |
| funding. | why they are using |
| Health: Browse and | it. |
| retrieve information on | Recognise how |
| public health, private | social media tools |
| medicine, alternative | can create higher |
| medicine, certification of | visibility, allow |
| drugs and health | individuals, |
| insurance. | businesses, |
| Interest Groups: Browse | organisations, |
| and retrieve information | governments and |
| about community | social groups to |
| groups, voluntary | connect and |
| organisations, special | increase reach. |
| interest groups, | Recognise the |
| discussion groups, | opportunity to |
| message boards etc. | publish and cross- |
| Business: Browse to | promote, integrate |
| retrieve corporate | and share, using |
| • | . 9 |
| information and be | different social |





| | 1 | | | |
|--|---|---------------------------|---------------------------------------|--|
| | | aware of intranets and | media platforms and | |
| | | extranets for business | resource tools. | |
| | | networking. | Recognise the | |
| | | Understand what the | advantage of social | |
| | | term 'active listening' | media, such as: | |
| | | means and know how to | practical in nature, | |
| | | engage with people | easily applied, | |
| | | online. | relevant and | |
| | | Recognise the | credible. | |
| | | importance of timely | Be aware that social | |
| | | and relevant content. | media is fully mobile | |
| | | Decide what you want | with applications (or | |
| | | to achieve with social | apps) available to | |
| | | media, recognise the | support Smart | |
| | | importance of setting | Phones (iPhone, | |
| | | goals and reflect this in | Android, Blackberry), | |
| | | a social media plan. | or tablets (iPad, | |
| | | Consider your online | Samsung, HRC, | |
| | | identity and the | Kindle Fire, etc.) | |
| | | messages you want to | Be aware of | |
| | | convey. | common reasons | |
| | | | why organisations | |
| | | | use social media: | |
| | | | engage with | |
| | | | customers, improve | |
| | | | services, better | |
| | | | access, promotions, | |
| | | | etc. | |
| | | | Understand what | |
| | | | the term 'active | |
| | | | listening' means and | |
| | | | know how to engage | |
| | | | with people online. | |
| | | | Recognise the | |
| | | | importance of timely | |
| | | | and relevant | |
| | | | content. | |
| | | | Decide what you | |
| | | | · · · · · · · · · · · · · · · · · · · | |
| | | | want to achieve with | |
| | | | social media, | |
| | | | recognise the | |
| | | | importance of | |





| | 1 | | |
|--|---|--------------------------|--|
| | | setting goals and | |
| | | reflect this in a social | |
| | | media plan. | |
| | | Consider your online | |
| | | identity and the | |
| | | messages you want | |
| | | to convey. | |
| | | Be aware of the | |
| | | resources necessary | |
| | | to run an effective | |
| | | social media | |
| | | programme, the | |
| | | importance of | |
| | | measurement, | |
| | | maintenance and | |
| | | ownership of the | |
| | | programme. | |
| | | | |
| | | Decide who will be | |
| | | responsible for | |
| | | maintaining social | |
| | | media accounts, | |
| | | agree frequency of | |
| | | messaging and | |
| | | updates. | |
| | | Know the | |
| | | fundamentals of | |
| | | creating and | |
| | | managing social | |
| | | presences on | |
| | | common social | |
| | | media networks, | |
| | | such as, Facebook, | |
| | | Google+, Twitter, | |
| | | Blogger, YouTube, | |
| | | Instagram and | |
| | | LinkedIn. | |
| | | Recognise 'social | |
| | | aggregator' tools like | |
| | | Hootsuite, Sendible | |
| | | and Buzzbundle and | |
| | | know how they can | |
| | | KITOW HOW LITEY CALL | |





| | | be used to manage | |
|--|--|----------------------|---|
| | | your social media | |
| | | accounts. | |
| | | Know how to create | |
| | | and maintain a | |
| | | business presence | |
| | | on common social | |
| | | networks. | |
| | | Understand | |
| | | Facebook Page | |
| | | Features and | |
| | | Facebook Insights. | |
| | | Know that photos | |
| | | and contests are | |
| | | effective methods of | |
| | | generating | |
| | | involvement. | |
| | | | |
| | | Understand how | |
| | | Facebook ads work | |
| | | and can generate | |
| | | significant returns. | |
| | | Know how | |
| | | Sponsored Stories | |
| | | and Promoted Posts | |
| | | are used and how | |
| | | they can drive | |
| | | traffic. | |
| | | Know that you can | |
| | | use Google + to join | |
| | | and participate in | |
| | | relevant Google+ | |
| | | communities. Know | |
| | | how to create and | |
| | | use Google+ Circles. | |
| | | Use Google + to | |
| | | follow news stories | |
| | | and be updated. | |
| | | · | |
| | | Use Google + to | |
| | | publish news and | |
| | | p === | ı |





| T | T | |
|---|-----------------------|--|
| | updates, share | |
| | multi-media. | |
| | Know how to use | |
| | Google + Hangouts | |
| | to generate traffic | |
| | and how to | |
| | broadcast a Hangout | |
| | to your YouTube | |
| | channel or embed it | |
| | in your website. | |
| | | |
| | Use Google + as a | |
| | management tool, to | |
| | update about | |
| | schedules, projects, | |
| | and to organise | |
| | teams and topics of | |
| | interest into | |
| | 'Circles'. | |
| | Recognise how | |
| | Twitter can help | |
| | develop | |
| | participation and a | |
| | sense of community. | |
| | Know that Twitter | |
| | | |
| | particularly attracts | |
| | people on mobile | |
| | devices. | |
| | Use Twitter to track | |
| | an interesting | |
| | conference or | |
| | seminar. | |
| | Follow a famous | |
| | persons, topic or | |
| | trend. | |
| | Create a list and | |
| | know what it means | |
| | to do this. | |
| | Use Twitter to seek | |
| | out opinions and | |
| | pose questions. Use | |
| | Twitter for limited | |





| generate traffic. Use Twitter to help with work, to update about schedules, project due dates, etc. Know how to use photo tweeting services like Twit Pic or the Vine video service to capture real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | · · · · · · · · · · · · · · · · · · · | | , | |
|--|---------------------------------------|--|----------------------|--|
| Use Twitter to help with work, to update about schedules, project due dates, etc. Know how to use photo tweeting services like Twit Pic or the Vine video service to capture real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | time offers to | |
| with work, to update about schedules, project due dates, etc. Know how to use photo tweeting services like Twit Pic or the Vine video service to capture real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content — detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL Know how to use an Editorial Calendar plugin to create a Editorial Calendar plus the crea | | | | |
| about schedules, project due dates, etc. Know how to use photo tweeting services like Twit Pic or the Vine video service to capture real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content — detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | Use Twitter to help | |
| project due dates, etc. Know how to use photo tweeting services like Twit Pic or the Vine video service to capture real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | with work, to update | |
| etc. Know how to use photo tweeting services like Twit Pic or the Vine video service to capture real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | about schedules, | |
| etc. Know how to use photo tweeting services like Twit Pic or the Vine video service to capture real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | project due dates, | |
| use photo tweeting services like Twit Pic or the Vine video service to capture real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| services like Twit Pic or the Vine video service to capture real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a elitorial Calendar plugin to create a Editorial Calendar plugin to create a | | | | |
| or the Vine video service to capture real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| service to capture real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Callendar plugin to create a plugin to create a | | | or the Vine video | |
| real-time events. Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a period purpose and the content in the cont | | | | |
| Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a leditorial Calendar plugin to create a | | | | |
| exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a leditorial Calendar plugin to create a | | | Recognise that blogs | |
| most topics or subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| subject areas. Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| Understand the importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| importance of good content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| content – detailed and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| and helpful. Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | content – detailed | |
| Know how to create a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | and neipidi. | |
| a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| a personal blog to use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | Know how to greate | |
| use for professional purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| purposes and how to promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| promote it by tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| tweeting the URL. Know how to use an Editorial Calendar plugin to create a | | | | |
| Know how to use an Editorial Calendar plugin to create a | | | | |
| Editorial Calendar plugin to create a | | | | |
| plugin to create a | | | | |
| | | | | |
| | | | | |
| schedule of blog | | | | |
| posts for future use. | | | | |
| Add some blog posts | | | | |
| to maintain an active | | | | |
| conversation. | | | | |
| Understand the uses | | | | |
| and values of video | | | and values of video | |
| sharing tools like | | | sharing tools like | |
| | | | YouTube and how it | |
| YouTube and how it | | | can be a highly | |





| Г | 1 | · · · · | |
|---|---|-------------------------|--|
| | | effective | |
| | | communication tool. | |
| | | Be aware of the key | |
| | | features of a good | |
| | | video (interesting, | |
| | | compelling, brief, | |
| | | title, description, | |
| | | etc.) | |
| | | Sign up for YouTube | |
| | | resources and | |
| | | review a broad | |
| | | range of subject | |
| | | matter playlists. | |
| | | matter playingts. | |
| | | Recognize that | |
| | | LinkedIn has its own | |
| | | | |
| | | unique community | |
| | | and caters to | |
| | | professionals and | |
| | | can connect you to | |
| | | other 'fire- starters'. | |
| | | Know that LinkedIn's | |
| | | 'Best Practice Guide' | |
| | | and HubSpot's | |
| | | 'Cheat Sheet' can | |
| | | help you get the | |
| | | most out of the site. | |
| | | Recognise how | |
| | | LinkedIn's | |
| | | advertising network, | |
| | | research and | |
| | | recommendations | |
| | | can be used to | |
| | | promote yourself | |
| | | and your products. | |
| | | Understand what | |
| | | Delicious is and how | |
| | | it can allow you to | |
| | | share resources. | |
| | | Silare resources. | |
| | | Understand how you | |
| | | Understand how you | |
| | | can use a tool like | |





| | | | | Flickr to share visuals on social media platforms. Understand what Pinterest is and how it can be used as a serious social | |
|----------|---|---|--|--|--|
| | | | | networking too | |
| OUTDOOR | Browse and retrieve online news about cinema, books, readings, museums and music. Find information about travel schedules (air, train, bus), seat availability, availability of holidays, hotel occupancy etc. Try to install and use an app. | Information and data literacy Problem solving Safety Digital content creation Communication and collaboration | | | |
| SHOPPING | Be aware of on-line services such as leisure, shopping, local entertainment. Try to install and use an app. | Information and data literacy Problem solving Safety Digital content creation Communication and collaboration | | | |
| BUSINESS | Browse to retrieve corporate information and be aware of online banking services. Browse employee news, search for a job, find out about employment, pension rights or | Information and data literacy Problem solving Safety Digital content creation Communication and collaboration | | | |

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| | pension funding. | | | | |
|--------|---------------------|-----------------|--|--|--|
| | Try to install and | | | | |
| | use an app. | | | | |
| SOCIAL | Browse and retrieve | Information and | | | |
| | information about | data literacy | | | |
| | social media, | Problem solving | | | |
| | community groups, | Safety | | | |
| | voluntary | Digital content | | | |
| | organisations, | creation | | | |
| | special interest | Communication | | | |
| | groups, discussion | and | | | |
| | groups, message | collaboration | | | |
| | boards etc. Try to | | | | |
| | install and use an | | | | |
| | app. | | | | |
| | | | | | |