



**HUMAN RIGHTS,
DEMOCRACY
AND THE RULE OF LAW**



**DROITS DE L'HOMME,
DÉMOCRATIE
ET ÉTAT DE DROIT**

DIGITAL LITERACY, DIGITAL COMPETENCIES AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

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- Digital Literacy
- Digital Competencies Frameworks
- CEFR
- EFLL
- Digital Competencies descriptors

- In an increasingly digital world, literacy goes beyond the ability to read and write.
- The ability to use ICT and the Internet becomes a new form of literacy – “digital literacy”.
- ‘Information and communication technologies are transforming the way that we read, write, interact, find and make use of information, and make use of public life’. (Warschauer, 2009).

- “The ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.” Cornell Universty
- “the ability to define, access, manage, integrate, communicate, evaluate and create information safely and appropriately through digital technologies and networked devices for participation in economic and social life”. UNESCO 2018

- Digital literacy is fast becoming a prerequisite for creativity, innovation and entrepreneurship and without it, citizens can neither participate fully in society nor acquire the skills and knowledge necessary to live in the 21st century. (European Commission, 2003)
- Digital literacy is not merely an educational issue, but one that confronts all dimensions of the digitally-infused world. (Martin, 2005)

The Tech Edvocate (2017)

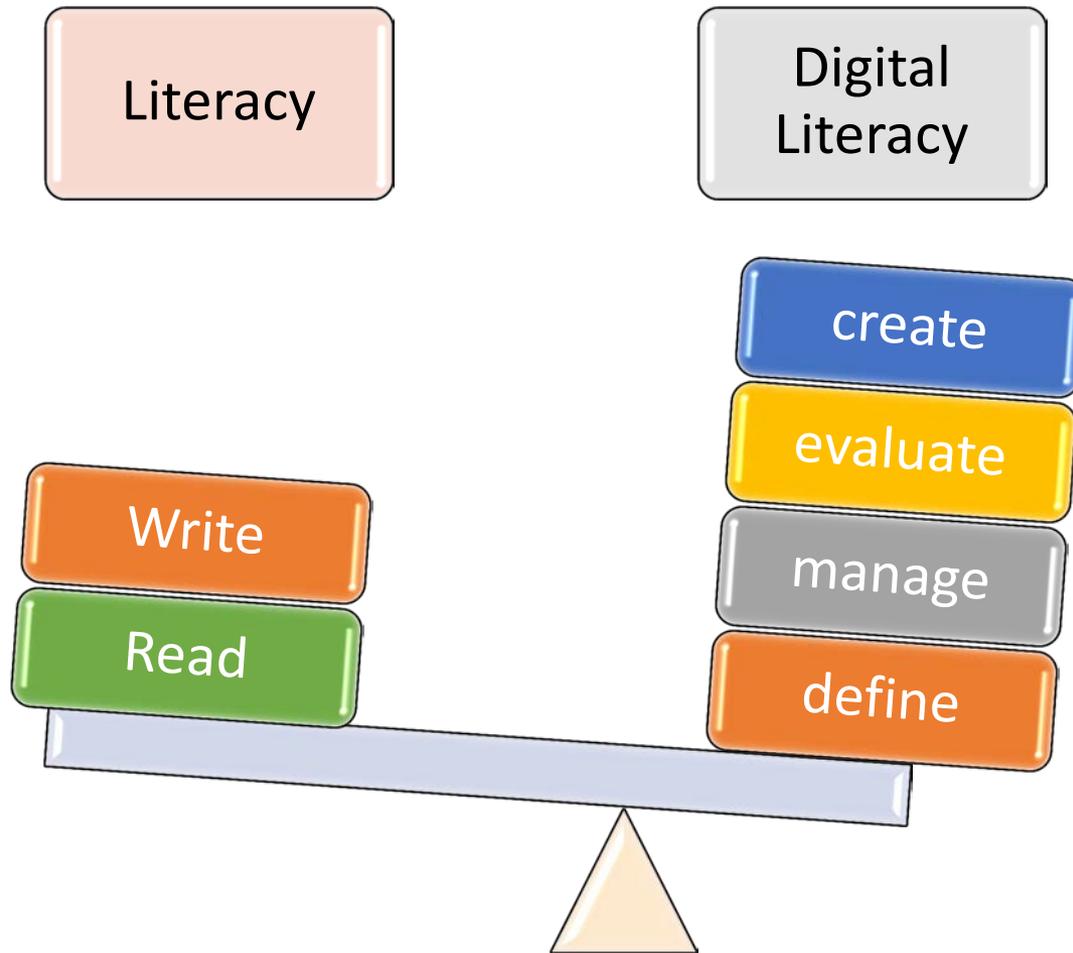
EARLY CHILDHOOD & K-12 EDTECH

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DIGITAL LITERACY IS THE MOST IMPORTANT LIFELONG LEARNING TOOL

BY MATTHEW LYNCH / DECEMBER 30, 2017 / 6





- Wide range of competencies and frameworks based on the perspectives of the authors, organizations and so on
- National, Global
- Literacy vs Citizenship
- Schools , lifelong learning

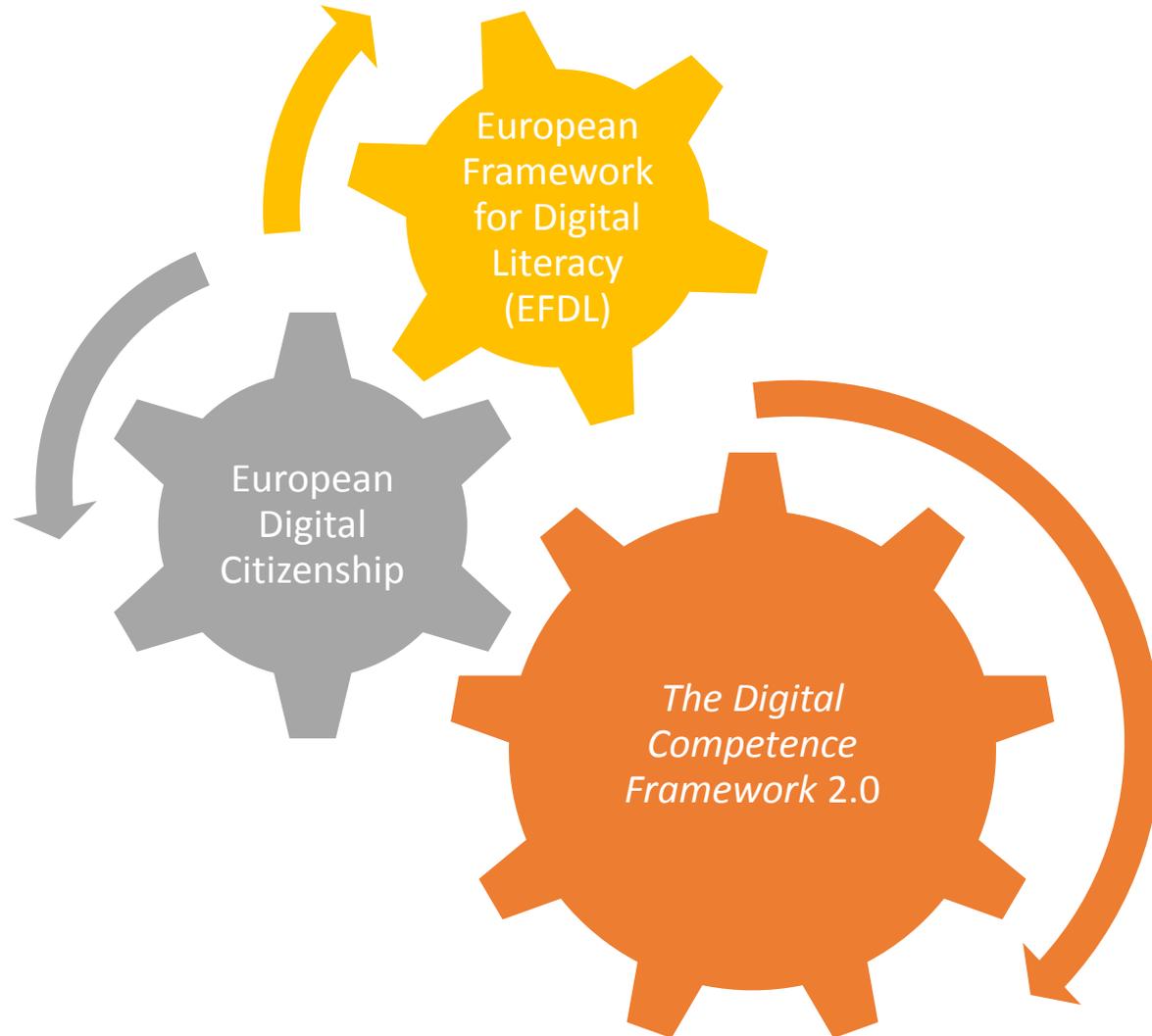
- A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2
- 6 main Competencies
 0. Devices and software operations
 1. Information and data literacy
 2. Communication and collaboration
 3. Digital content creation
 4. Safety
 5. Problem-solving
 6. Career-related competences

Table 5. Proposed competence areas and competences for the Digital Literacy Global Framework

Competence areas and competences	Description
0. Devices and software operations**	To identify and use hardware tools and technologies. To identify data, information and digital content needed to operate software tools and technologies.
0.1 Physical operations of digital devices**	To identify and use the functions and features of the hardware tools and technologies.
0.2 Software operations in digital devices**	To know and understand the data, information and/or digital content that are needed to operate software tools and technologies.
1. Information and data literacy	To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage and organise digital data, information and content.
1.1 Browsing, searching and filtering data, information and digital content	To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.
1.2 Evaluating data, information and digital content	To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.
1.3 Managing data, information and digital content	To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.
2. Communication and collaboration	To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.
2.1 Interacting through digital technologies	To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.
2.2 Sharing through digital technologies	To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.
2.3 Engaging in citizenship through digital technologies	To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.
2.4 Collaborating through digital technologies	To use digital tools and technologies for collaborative processes and for co-construction and co-creation of resources and knowledge.

Competence areas and competences	Description
2.5 Netiquette	To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.
2.6 Managing digital identity	To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.
3. Digital content creation	To create and edit digital content. To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licenses are to be applied. To know how to give understandable instructions for a computer system.
3.1 Developing digital content	To create and edit digital content in different formats, to express oneself through digital means.
3.2 Integrating and re-elaborating digital content	To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.
3.3 Copyright and licences	To understand how copyright and licences apply to data, information and digital content.
3.4 Programming	To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.
4. Safety	To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
4.1 Protecting devices	To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy.
4.2 Protecting personal data and privacy	To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how personal data is used.
4.3 Protecting health and well-being	To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion.
4.4 Protecting the environment	To be aware of the environmental impact of digital technologies and their use.

Competence areas and competences	Description
5. Problem-solving	To identify needs and problems and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up to date with the digital evolution.
5.1 Solving technical problems	To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).
5.2 Identifying needs and technological responses	To assess needs and to identify, evaluate, select and use digital tools and possible technological responses to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).
5.3 Creatively using digital technologies	To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.
5.4 Identifying digital competence gaps	To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.
5.5 Computational thinking**	To process a computable problem into sequential and logical steps as a solution for human and computer systems.
6. Career-related competences**	To operate specialised digital technologies and to understand, analyse and evaluate specialised data, information and digital content for a particular field.
6.1 Operating specialised digital technologies for a particular field**	To identify and use specialised digital tools and technologies for a particular field.
6.2 Interpreting and manipulating data, information and digital content for a particular field**	To understand, analyse and evaluate specialised data, information and digital content for a particular field within a digital environment.





European
Commission

Digital content creation

Safety

Problem solving

Information and data literacy

Communication and collaboration

DigComp into Action

GET INSPIRED
MAKE IT HAPPEN

A user guide to the
European Digital
Competence Framework

Joint
Research
Centre

T.1 DigComp competence areas and competences

COMPETENCE AREAS	COMPETENCES
1. Information and data literacy	1.1 Browsing, searching and filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content
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 digital identity
3. Digital content creation	3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences 3.4 Programming
4. Safety	4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment
5. Problem solving	5.1 Solving technical problems 5.2 Identifying needs and technological responses 5.3 Creatively using digital technologies 5.4 Identifying digital competence gaps

Common European Framework of Reference

- A tool for developing a shared understanding in two areas
 1. Elaboration of language syllabuses, examinations
 2. Description of 6 levels of proficiency
(from A1, now split in the Companion Volume into Pre-A1 and A1, to C2)
- Not normative but descriptive, must be adapted for migration contexts

- **EFLL** is a **tool** to plan courses, design curricula, create teaching materials and prepare diagnostic and achievement tests at levels below A1
- Aimed at **adult migrants**, with a focus on learners with **low** or **no** literacy in the L1.
- Explicitly related to the **CEFR**, especially to the notion of communicative language competence as a multidimensional competence and part of a more general **action competence**

- Two pressing issues, at least:

- The learner as **literate** social agent
- The aim is to describe the **language competence NOT literacy profiles**

Need for CEFR descriptors below A1 aimed at LESLLA learners:

- ▶ Results of research
- ▶ Demand of educational institutions
- ▶ Political and social worries about discrimination

Syllabi /
Frameworks for
Dutch, French,
German, Italian,
Finnish, English
(2001-2015)

LESLLA Meeting 2016 – Proposal of a EFLL (Rocca, Minuz, Borri 2016)

2017 - Proposal to the CoE by a larger group of proponents

2018 – CoE Call for Experts

2018 - EFLL project with 7 experts

**Council of
Europe
(47 countries)**

**EDUCATION
Language Policy
Programme**

**Linguistic
Integration of
Adult Migrants
(LIAM)**

**Guiding
principles:**

- **Human rights**
- **Democracy**
- **Rule of law**

**Actions to
promote:**

- **Social inclusion**
- **Cohesion**
- **Respect for diversity**

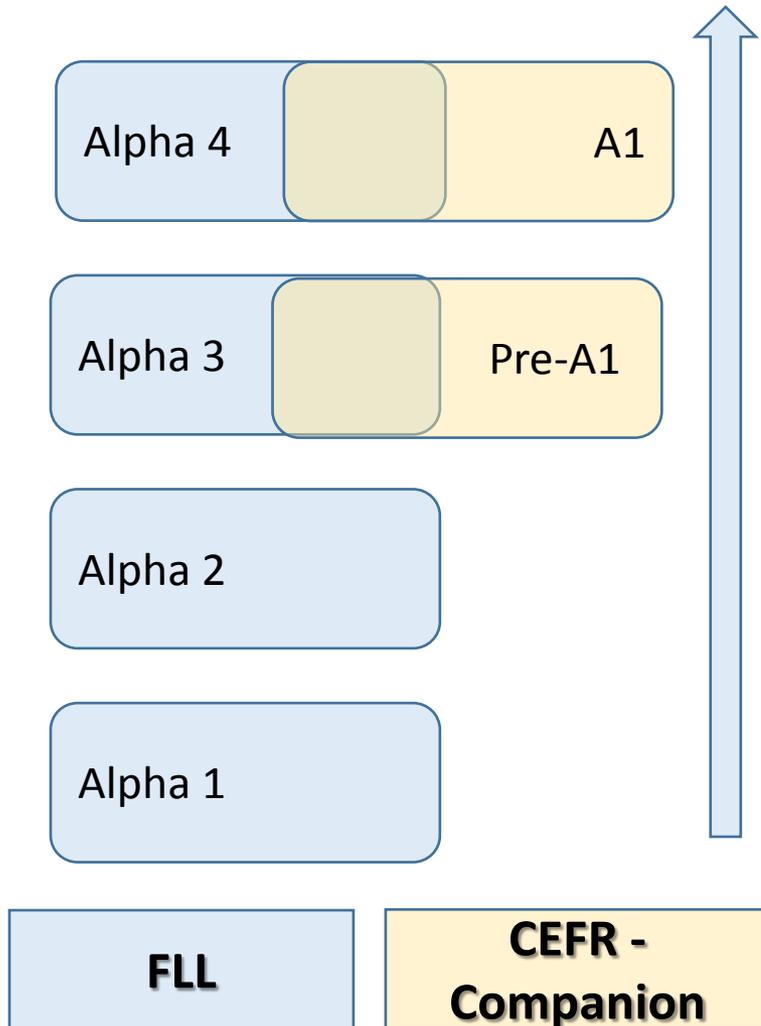
The presence of (these) **socially vulnerable subjects** is typical of the migration contexts: subjects, such as illiterate (who cannot read and write in their own mother tongue) or semi-literate people, who have very poor resources to study languages in formal contexts. A language course addressed to them must be supported by a **literacy course** – that makes them able to tackle written texts; it must be appropriate in duration, as well as in teaching methods, to **prevent the risk of marginalization** from the education process

Parliamentary Assembly/ Assemblée Parlementaire (2014) *Recommendation* 2034 “Integration tests: helping or hindering integration?”

- **Literacy** as

- the ability to deal with **written texts**, which nowadays can be either printed or digital and is multimodal
- **social, situated practice** (including multilingualism) (UNESCO 2005, 2017)
- **Situated cognition** perspective → use of information that is familiar and relevant to the student (Condelli & Spruck-Wrigley, 2006; Kurvers, Stockmann & Van de Craats, 2009; Whiteside, 2008)
- This view completes the approaches to literacy that focus on the acquisition of the **technical skills**

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- This view completes the approaches to literacy that focus on the acquisition of **technical skills**

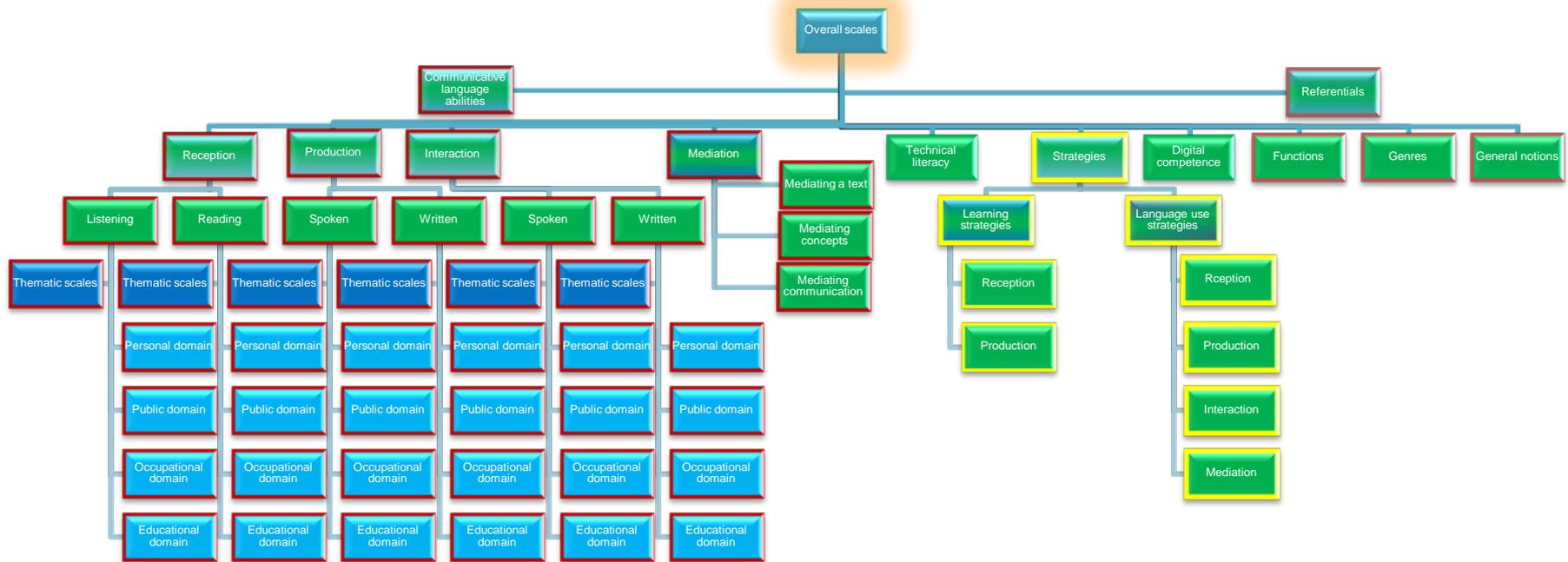


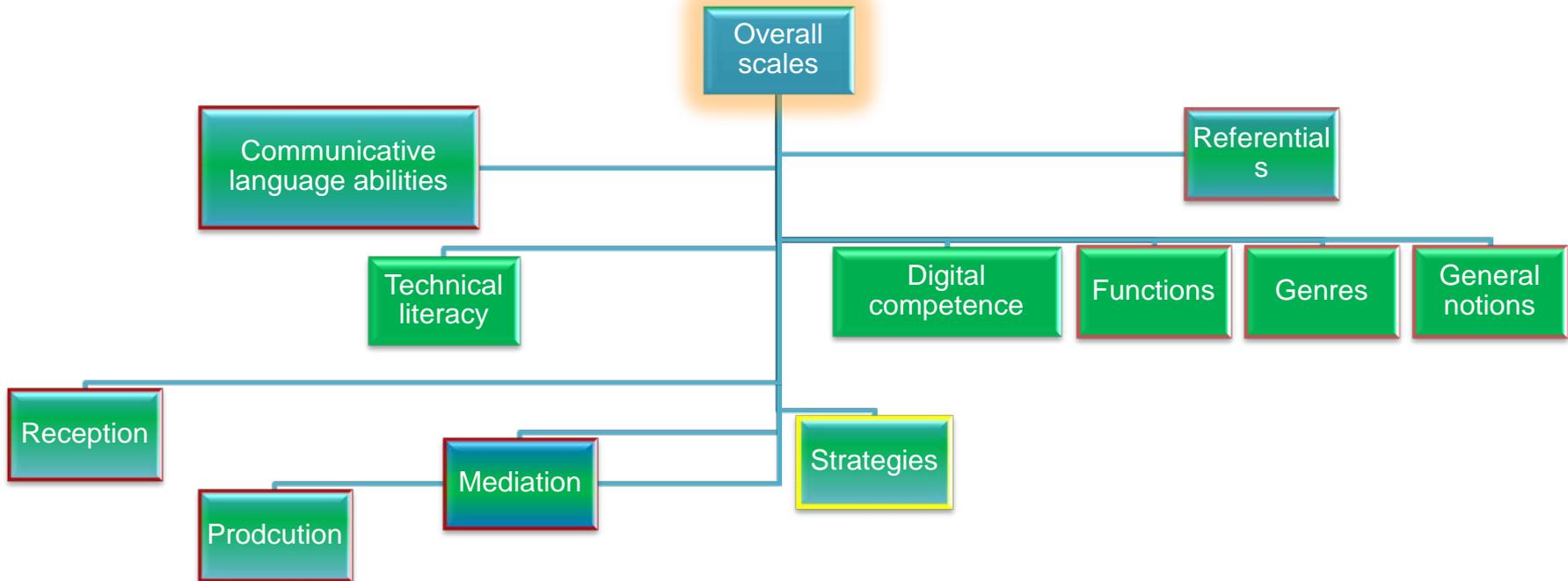
- Four levels for both the **technical** and **functional** aspects of literacy and for oral L2 acquisition.
- Overlap with CEFR Pre-A1 and A1 for reception, production, interaction and mediation: **different learner needs**.
- Literacy learning **parallel** to language learning **beyond level A1**.
- Levels not single standards → EFLL defines **profiles of competences**, since each activity and skill is specified by a level (Beacco 2008)
- **Learner profiles** are based on educational needs

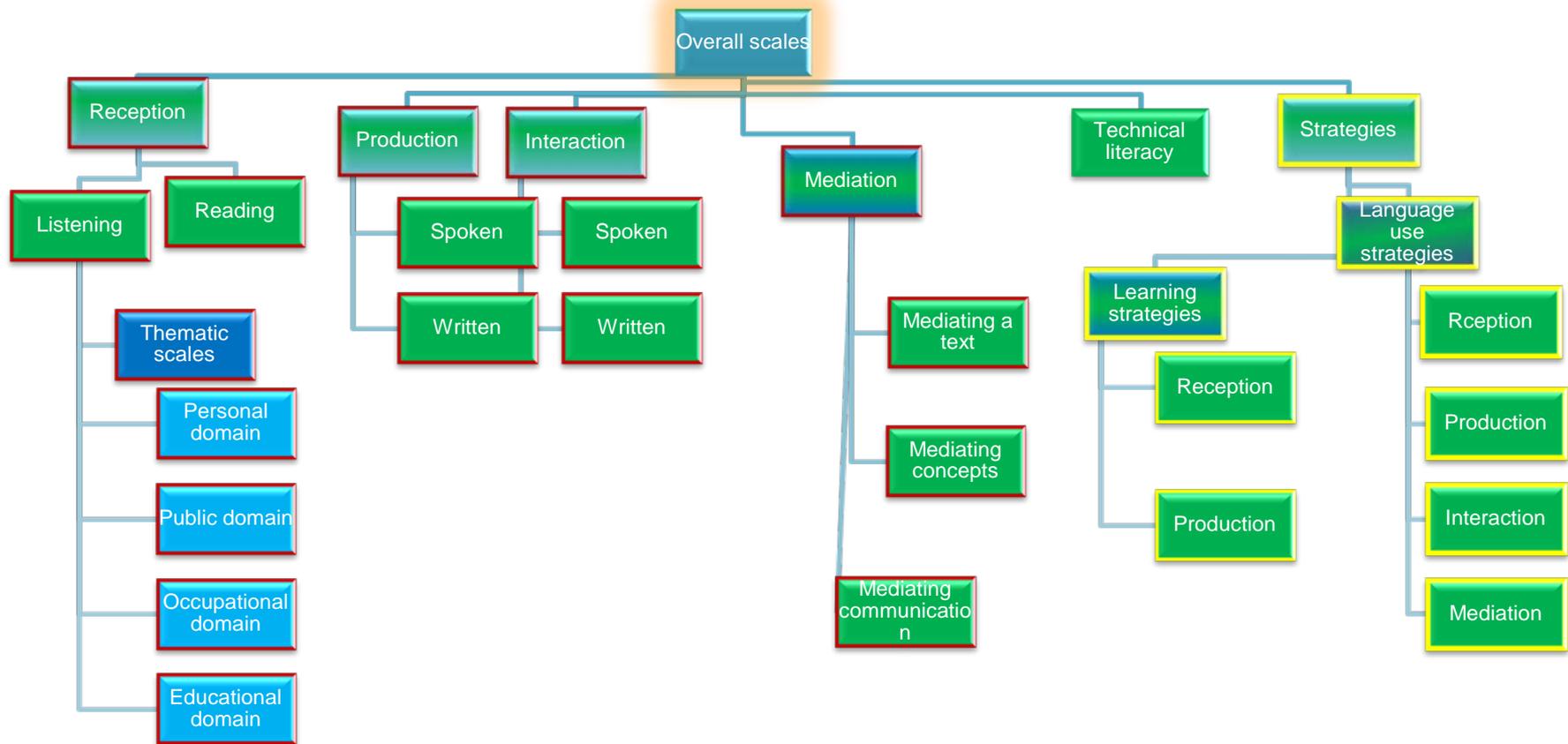
Define progression in terms of:

- **Communicative language activities** (reception, production, interaction and mediation)
- **Technical literacy** (e.g. alphabetical principle, analyzing words in syllables)
- **Strategies** (related to learning and language use)
- **Digital competence**
- **Referentials** (functions, genres and general notions)

- **17 overall scales**
- **24 thematic scales** related to **4 domains** (private, public, occupational, educational)







General

- Working with others before working alone
- Working with guidance before working autonomously
- Contextual before abstract
- Personal relevance before generic
- Oral before written
- Reception before production
- Interaction before reception and production
- Practiced before new
- Meaning before form
- Pragmatics before accuracy (only for functional, not for technical)

Technical literacy

- Linguistic and/or orthographic complexity (simple before complex)
- Frequency (high frequency before low frequency)

Alpha 2

Can read practiced words with a simple syllabic structure (V-, CV-, VC- syllables) by synthesis

Alpha 3

Can read and understand short and syntactically simple sentences if the words have a simple syllabic structure, are frequent, personally relevant, and if there is visual or contextual support that can be used.

Alpha 1	Discovering literacy
<p>Language and Literacy awareness (relevant for reading and writing)</p>	<p><i>Language awareness</i></p> <p>Knows that written language carries meaning. Knows that Latin script is written from left to right and top to down. Can distinguish linguistic signs from other non-linguistic signs. Can recognize some personally relevant text genres using visual information.</p> <p><i>Phonological awareness</i></p> <p>Can analyze simple personally relevant words in syllables. Can synthesize simple syllables to words of personal relevance. Can identify some initial phonemes of a word (e.g. the initial phoneme of the own name).</p>
<p>Reading</p>	<p>Can recognize some graphemes in personally relevant words. Can distinguish upper and lower case letters in personally relevant words. Can read practiced words with a simple syllabic structure (V-, CV-, VC- syllables) by synthesis. Can recognize numbers in personally relevant texts like an address. Can read digits 0-9.</p>
<p>Technical writing</p>	<p>Can use different writing tools (pen, pencil, keyboard, Smartphone etc.). Can copy familiar words. Can write some letters from personally relevant words. Can write the digits 0-9.</p>

- By 2020, 90% of jobs will require some digital skills. (European Parliamentary Research Service Briefing December 2015)
- Individuals who struggle with print reading and writing, this presents a double divide (Bynner et al, 2008).

Phases

A	May – June 2018	Collecting and comparing the existing L2 literacy Frameworks
B	July 2018 - April 2019	Development of the overall and thematic scales
C	May – June 2019	Definition of the scales ready to be piloted
D	July - December 2019	Preparing the instruments for the validation (translation, survey platform, questionnaire, contacts ...)
E	January – June 2020	Piloting
F	July – October 2020	Finalization of the Framework of Reference for Second Language and Literacy
G	November 2020 – February 2021	Publication and dissemination

- Ethical issues: e.g. literacy descriptors not standards or test referentials per se; social representations of literacy embedded in the word we use
- Consider research, teacher experience, educational traditions
- Literacy descriptors independent of specific language(s), but concrete, accurate, and user-friendly nevertheless

Involve LESSLA community and stakeholders in assessing and piloting the European Framework for Second Language and Literacy

Europe

- Stockmann (2004). *De toegepaste kunst van geletterdheid*. Tilburg.
- Beacco, De Ferrari, Lhote (2006). *Niveau A1.1 pour le français : Référentiel et certification (DILF) pour les premiers acquis en français*. Paris.
- Fritz, Faistauer, Ritter, Hrubesch (2006), *RahmenCurriculum*, Wien.
- Feldmeier A. (2007, 2009) *Konzept für einen bundesweiten Integrationskurs mit Alphabetisierung*, Nürnberg.
- Cito (2008) *Beroepsoderwijs en volwasseneneducatie, Raamwerk Alfabetisering NT2*, Arnhem
- Finnish National Board of Education (2012). *National core curriculum for literacy training for adult migrants*. Helsinki.
- Borri, Minuz, Rocca, Sola (2014). *Italiano L2 in contesti migratori. Sillabo e descrittori dall'alfabetizzazione all'A1*. Torino (English and French translation on www.coe.int/en/web/lang-migrants/literacy)
- Markov, Scheithauer, Schramm (2015). *Lernberatung für Teilnehmende in DaZ-Alphabetisierungskursen*. Münster

Canada

- Centre for Canadian Language Benchmark (2001, 2015), *ESL for Literacy Learners / Alphabétisation pour immigrants adultes en français langue seconde (FLS)*, Ottawa

 Albania - Albanie Tirana	 Estonia - Estonie Tallinn	 Lithuania - Lituanie Vilnius	 San Marino - Saint-Marin San Marino - Saint-Marin
 Andorra - Andorre Andorre-la-Vieille Andorre-la-Vieille	 Finland - Finlande Helsinki	 Luxembourg Luxembourg	 Serbia - Serbie Belgrade
 Armenia - Arménie Yerevan - Erevan	 France Paris	 Malta - Malte Valletta - La Vallette	 Slovakia - Slovaquie Bratislava
 Austria - Autriche Vienne - Vienne	 Georgia - Géorgie Tbilisi - Tbilissi	 Republic of Moldova - République de Moldovie Chişinău	 Slovenia - Slovénie Ljubljana
 Azerbaijan - Azerbaïdjan Baku - Bakou	 Germany - Allemagne Berlin	 Monaco Monaco	 Spain - Espagne Madrid
 Belgium - Belgique Brussels - Bruxelles	 Greece - Grèce Athens - Athènes	 Montenegro - Monténégro Podgorica	 Sweden - Suède Stockholm
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 non-member state of the Council of Europe (Belarus)