

# IO2

## DIGITAL CHARTER AND ECO-SYSTEM OF OPEN BADGES:

### Benchmarks, indicators and levels

### Erasmus+ KA2 Adult Education

## eSkills4ALL

A Digital Skills Tool kit for low adults focusing on Women re-entering the labour market

**Leader Organisation:**

EMPHASYS CENTRE

 **Emphasys**  
CENTRE

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## Project information

Project acronym:	eSkills4all
Project title:	A DIGITAL SKILLS TOOL KIT FOR LOW SKILLED ADULTS FOCUSING ON WOMEN RE-ENTERING THE LABOUR MARKET
Project number:	2017-1-UK01-KA204-036712
Sub-programme or KA:	KA2 Cooperation for Innovation and the Exchange of Good Practices
Project website:	<a href="https://eskills4all.eu/">https://eskills4all.eu/</a>

## 1. Introduction – aims and objectives of IO2

The main aim and objectives of IO2 are:

- To define benchmarks and indicators for the e-Skills Charter (Framework) against which adults current practice will be self, peer and professionally evaluated and an intervention action-plan to validate achievement progress.
- To design the Open Badges eco-system to be used for the validation of the Digital Competences to be acquired based on the framework developed
- to set the procedure for the graphic design in order to achieve ownership and cross-curriculum
- to make necessary actions for technological integration with the e-platform and assessment tools
- to initiate the procedure for the endorsement of the OPEN BADGES through the creation of synergies with stakeholders
- to design and produce the OPEN BADGE short handbook with practical instructions, guidelines etc. for implementation

## 2. Survey Results from IO1 – Digital/Employability inclusion for adults

*This section will include some brief comments related to the results of survey conducted in IO1 mainly in relation to the adults' digital needs, on which the Digital Charter Framework will be based on.*

Based on findings after surveys applied to employers related to digital skills needed in labor market, 28 digital competences were selected, divided into five (5) categories: **Information and Data Literacy, Digital Content Creation, Communication and Collaboration, Safety and Problem Solving**. These were proposed to target group to evaluate on a scale of 1 to 5, where 1 means "Very low" and 5 "High", the level at which they consider they are.

The target audience for the survey was low skilled adults, especially women, aged 20 to 60 but with the most responses in the 20-39 age group (64) and that are either unemployed or would like to improve their digital skills to gain a better job.

The results showed that most responses came from employed participants, with the exception of Greece where from a total number of 20 respondents, 16 were unemployed, but this was no surprise taking into account the unemployment rate at European level in this country. Also, we faced similar situations when it came to the level of education: most of respondents were College or University graduates, second place being those who graduated from high school or a vocational school.

Luxembourg breaks down when it comes to respondents' participation in training on improving digital skills. Most responded in Luxembourg that they had participated in training (18 responses with Yes), while in the rest of the countries the situation is the opposite. The most common training they

attended, in all countries, were basic, in Microsoft Office with accent on Word and Excel, ECDL trainings, data base operator. We also have more in-depth courses like Ruby on Rails, HTML, CSS (Luxembourg), Software development, Game Development, Computer networking and Digital Marketing (UK), use and implementation of online courses through Moodle and Scratch (Greece).

Different requests have been made with regards to additional digital skills in which participants are interested in training, starting from the simplest forms, such as; shortcuts, use of a keyboard, setting up fonts, setting up keyboards and languages on the computer, restoring passwords, setting up separate user accounts, to the most complex ones such as: coding, website creation, protocols learning, programming languages, web design, Social Media Management, Copywriting and Graphic Design.

With the exception of the UK, where most respondents (15) did not have a job requiring digital skills, in the rest of the countries the situation is similar, there being this requirement in areas such as: Advertising, office administration, translations via CAT tools, via server-based translation, also using software for subtitling (Luxembourg), Secretary/receptionist, Chemistry industry, College, Cashier, Journalist (Cyprus), Sales, Education/ bank system, Social media marketing, Voluntary jobs (Greece), Tourism, Financial sector, Public Administration, Health service, Services (call-center), Food industry (Romania).

To be able to compare the level of digital skills of study participants in each country, we have used the weighted average of 28 competencies. By far, Luxembourg is best placed on all five categories.

- Regarding **Information and Data Literacy**, it can be noted that the UK, Luxembourg and Cyprus are on the same level, with a score of 4 or closer, while Romania and Greece have scores close to 3 or less.
- In almost all digital skills on the **Digital Content Creation**, Luxembourg and Cyprus have scored more than 4 points. UK, Romania and Greece scored three answers below 3 points and four answers with a score of around 3.5.
- Due to the extent of the social media in recent times, **Communication and Collaboration** chapter recorded the highest and most similar scores in all participating countries, Cyprus managed to overcome Luxembourg on some questions.
- Excluding digital skills related to **Problem Solving**, such as turning on/off, using computer/laptop/tablet or other digital device and connecting to WIFI networks.
- **Safety** is the category with lowest scores, even in Luxembourg.

To conclude, after conducting two surveys with different target groups, it can be summarised that indeed there is a gap between low-skilled adults and labor market, and that training programs are needed in order to help these low skilled people gain experience and confidence.

### 3. Charter – Digital/Employability Framework

*In this section the methodology adopted for the development of the e-Charter Digital/Employability Framework will be analysed, a clarification of terms will be given and the framework of the 5 most needed digital skills/competences will be analysed by the partners. Each partner will analyse one type of competence (i.e. Information and Data Literacy, Communication and Collaboration, etc.) as identified in the survey. The analysis will include: framework, teaching material and assessment methods. Please see below for a brief explanation of the methodology to be adopted here.*

#### Methodology-Framework Description

The proposed Framework was based on the requirements of the project and the 3 following aspects:

1. Intellectual Output 1: the analysis of questionnaires distributed to adults for Intellectual Output 1 and the identification of their digital and employability skills and needs.
2. DIGCOMP 2.1 : A framework for Developing and Understanding Digital Competence in Europe (*Table 1*)
3. Expertise/experience and knowledge of the consortium in the area

**Table 1: DIGCOMP 2. 1 Digital Competences Modules**

Competences	Explanation	Related to eSkills4ALL survey	eSkills4ALL Modules
Information and data literacy	Browsing, searching and filtering data, information and digital content Evaluating data, information and digital content Managing data, information and digital content	File management	<b>MODULE 1:</b> Internet <b>Examples:</b> <ul style="list-style-type: none"> <li>• Management platforms</li> </ul>
Communication and collaboration	Interacting through digital technologies Sharing through digital technologies Engaging in citizenship through digital technologies Collaborating through digital technologies Netiquette Managing digital identity	Communication and Collaboration	<b>MODULE 2:</b> Communication and collaboration <b>Examples:</b> <ul style="list-style-type: none"> <li>• Social media Platforms (e.g. Facebook, Twitter, Whatsapp, Viber)</li> <li>• Skype</li> </ul>
Digital content creation	Developing digital content Integrating and re-elaborating digital content Copyright and licenses Programming	Computer Essential	<b>MODULE 3:</b> Computer Essential <b>Examples:</b> <ul style="list-style-type: none"> <li>• MS Office (e.g. Word)</li> </ul>

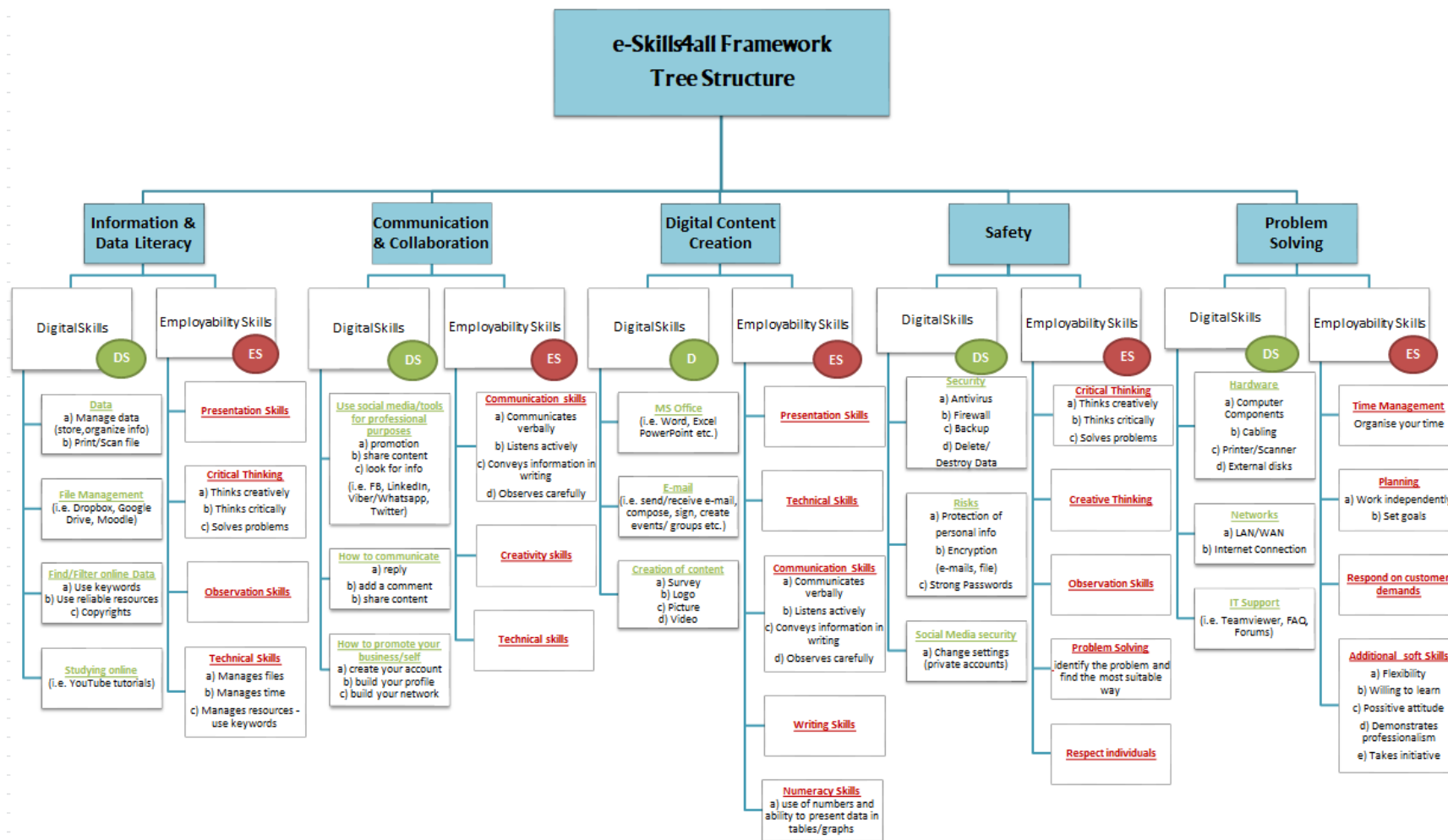
		<ul style="list-style-type: none"> <li>• Computer Essential (e.g. print/scan, create/delete/rename folder/document)</li> </ul>
Safety	Protecting devices Protecting personal data and privacy Protecting health and well-being Protecting the environment	Internet  <b>MODULE 4:</b> Internet <u><b>Examples:</b></u> <ul style="list-style-type: none"> <li>• Personal Security (e.g. strong passwords)</li> </ul>
Problem solving	Solving technical problems Identifying needs and technological responses Creatively using digital technologies Identifying digital competence gaps	Hardware  <b>MODULE 5:</b> Hardware <u><b>Examples:</b></u> <ul style="list-style-type: none"> <li>• How to use a mobile phone</li> <li>• How to connect to WiFi</li> </ul>



The **eSkills4ALL Digital and Employability Framework** is divided into broad sections, called “**MODULES**” (i.e. Information and Data Literacy, Communication & Collaboration, Safety etc.). Each Module covers a specific set of knowledge/skills/competences/attitudes to be acquired by the adult. Each MODULE comprises of several aspects (TOPICS) which are analysed in more detail in order to the framework of each Digital and Employability Competence to be fully explained.

In order to ensure consistency and compatibility between the above Digital and employability Competences, as well as compliance with the European Recommendations as presented in the DIGCOMP Framework, it is proposed to combine the 5 categories used in the DIGCOMP together with the categories used in the eSkills4ALL survey which introduced more practical perspective in the digital acquisition of adults. Table 1 shows the 5 Digital Competences, as presented in the DIGCOMP Framework and the analysis of each area is given below the table.

### eSkills4ALL Digital Competences – Tree Structure



*\*\*The tree structure will be given separately (eSkills4ALL\_IO2\_Tree Structure.xmls)*

**Component 1: Module Title** – the name of the Competence

**Component 2: Main Objective**– which provides the overall objective of what the ICT trainer aim to achieve

**Component 3: Topics** which refer to the specific chapters that the ICT trainer aims to teach

**Component 4: Learning Outcomes** – which indicate the specific skills that the adult will be able to do, learn or know (i.e. understand what email is, etc).

***In the next page the eSkills4ALL Digital Charter Framework is given***

## **Module 1: Information & Data Literacy**

### **Main objective:**

This module provides information on acquiring and managing information and data on and off line.

### **General Description:**

This module aims to educate low digital skilled adults about the basic in acquiring, filtering, evaluating and managing information and digital content. It is also important for the low digital skilled adults to learn the ability to read, understand and create data as information and afterword train in collecting and managing them in a critical manner.

### **Topic 1: Information & Data Discovery and Collection**

At this topic the adults will learn what the power of information is, the terminology and how they can manage metadata using keywords, understanding copyright and finding the resources they need on line.

### **Topic 2: Data & File Management**

Adults will learn how to Print and Scan a file, use cloud computing and organize their data on and off line. Additionally, they will be taught to download and save data and files and navigate easily and safely.

### **Topic 3: Studying Online**

The last topic is all about learning to use tutorials, Google translate and practice managing on and off line data.

**Module 1: Information & Data Literacy**

**Main objective: This module provides information on acquiring and managing information and data on and off line.**

<b>Topics:</b>	<b>Learning Outcomes:</b>
<b>1.1 Information &amp; Data Discovery and Collection</b>	1.1.1 What information means: Terminology and metadata management 1.1.2 Tips for keyword optimizing the most critical parts of your website 1.1.3 Understanding copyright and how it works 1.1.4 Finding Reliable Resources on the Internet 1.1.5 Data Protection - Ensuring the protection of your online personal data
<b>1.2 Data &amp; File Management</b>	1.2.1 Understand how to Print/Scan file 1.2.2 Understand how to use Cloud computing: Dropbox, Google 1.2.3 Studying using Moodle 1.2.4 Understand how to organize your data 1.2.5 Understand how to save/download a file/folder to a computer 1.2.6 Understand how to navigate and manipulate browser history
<b>1.3 Studying Online and Practice</b>	1.3.1 Studying using YouTube tutorials 1.3.2 Studying Google Translate 1.3.3 Practice managing on line data 1.3.4 Practice managing off line data
<b>Employability &amp; Soft Skills</b>	
<p><b>Critical Thinking:</b> Evaluation of large amount of Information &amp; Data to make quick and valuable decisions</p> <p><b>Observation Skills:</b> Notice details which allow you to manage data properly</p> <p><b>Presentation Skills:</b> Present and Prepare using the information acquired</p> <p><b>Technical Skills:</b> Use of keywords, tutorials and managing files, print, Scan etc.</p>	

## Module 2: Communication & Collaboration

**Main objective:** This module provides information on the importance as well as the latest tips in using social media effectively.

**General Description:** This module aims to educate on different aspects of how to use social media, write interesting content and engage users with special tools, how to source information and how to use it for expanding your network.

### Topic 1: Express yourself as well as your company's brand philosophy

Learn how to write social media posts, comment on questions and reviews and at the same time be as creative as possible. Express yourself as well as the philosophy around your activities. Becoming an expert on different social platforms is just the first step in constructing your communication & collaboration strategies.

### Topic 2: Create engagement out of thin air

Whether you work in media, at a law firm or even at a gas station, you must be able to create awareness and traction around the brand, through a poll, a contest or other special engagement tools.

If you are unemployed, you can still create engagement about yourself by becoming more active on social media and build as many channels towards your personal or professional profiles.

Getting other people to talk about your brand is one of the oldest means for marketing and probably the most effective. It is important to be active in social media and this can be done with the interaction you can have with other users such as comments, share content.

### Topic 3: Absorb all the data and make knowledge your main unique selling point

Absorb all the data and make knowledge your main weapon. Find the best and most trustful sources of information and use them to create a competitive advantage for yourself. If you are representing a business, there lots of opportunities of crowdsourcing information from people for specific areas of interest.

Be able to build a solid, expandable network of peers that can bring as much information as possible through readily available platforms and tools such as LinkedIn, Facebook Groups, Forums with a focused area of interest.

## Module 2: Communication & Collaboration

**Main objective:** This module provides information on different aspects of how to use social media, write interesting content and engage users with special tools, how to source information and how to use it for expanding your network.

Topics:	Learning outcomes:
2.1 Express yourself as well as your company's brand philosophy	2.1.1 Understand what social media is 2.1.2 Create your account 2.1.3 Learn how to use social media (Facebook, LinkedIn, Twitter, Instagram) 2.1.4 Find information from social media and share it 2.1.5 Create beautiful content and share it 2.1.6 Address questions from others
2.2 Create engagement out of thin air	2.2.1 Communicate frequently 2.2.2 Add a comment to a conversation 2.2.3 Create a poll 2.2.4 Promote a contest 2.2.5 Find the best time to be active and post content
2.3: Absorb all the data and make knowledge your main unique selling point	2.3.1 Create business account 2.3.2 Build profile 2.3.3 Build your network 2.3.4 Find the right target group 2.3.5 Ask people for their opinion 2.3.6 Be reflective

### Employability & Soft Skills

#### Topic 2.1

**Communication skills:** Build the required confidence for communicating through social channels

**Technical skills:** Be fast, efficient and practice problem solving

#### Topic 2.2

**Creativity skills:** How to make the boring interesting.

**Technical skills:** Be up to date with social interaction tools and plugins.

#### Topic 2.3

**Communication skills:** The art of creating relevant networks and giving people a voice.

## Module 3: Digital Content Creation

**Main objective:** This module provides information on different aspects of how to create a digital content, using digital tools and basic principles in composing, editing and sending an email, as well as its main functions.

**General Description:** As technology and media have evolved, it's getting easier to create digital content. This module aims to educate low digital skilled adults about the basic aspects of how to create content, using the most popular digital tools for creating and formatting a text, basic use of a spreadsheet and creating a presentation using graphics, images and video.

Given that digital content is what drives most aspects of our communication (e-mails, text, social networks), the module will help adult learners to understand completely, clearly and without a doubt a message, presenting the main e-mail services as well as the basics in creating and sending an e-mail.

### Topic 1: Digital office tools

This topic presents relevant and basic aspects on the most popular digital tools used for creating and formatting a text, basic use of a spreadsheet and creating a presentation using graphics, images and video.

### Topic 2: E-mail

Written communication in the digital era is quite devoid of clues that would help us to understand completely, clearly and without a doubt a message. This topic proposes to present the main e-mail services as well as the basics in creating and sending an email.

### Topic 3: Creation of Content

This topic focuses on the visual side of digital content, represented by creation and editing pictures and videos, as well as the possibility of creation a online surveys.



### Module 3: Digital Content Creation

**Main objective:** This module provides information on different aspects of how to create a digital content, using digital tools and basic principles in composing, editing and sending an email, as well as its main functions.

Topics:	Learning Outcomes:
<b>3.1 Digital Office Tools</b>	3.1.1 Understand what a digital tool is 3.1.2 Create/delete/rename a folder or file 3.1.3 Set up a text in Microsoft (or Mac) Word 3.1.4 Set up a spreadsheet in Microsoft (or Mac) Excel 3.1.5 Set up a presentation in Microsoft (or Mac) PowerPoint 3.1.6 Create a PDF document
<b>3.2 E-mail</b>	3.2.1 Create account 3.2.2 Compose an e-mail 3.2.3 Delete an e-mail 3.2.4 Reply/Forward an e-mail 3.2.5 Send an e-mail 3.2.6 Find an e-mail 3.2.7 Create a group 3.2.8 Attached a file 3.2.9 Create and include signature 3.2.10 Create folders 3.2.11 View calendar to an e-mail 3.2.12 Create contacts
<b>3.3 Creation of Content</b>	3.3.1 Content creation as part of a digital strategy 3.3.2 Create and edit a picture 3.3.3 Create and edit a video 3.3.4 Create a logo 3.3.5 Create online surveys
<b>Employability &amp; Soft Skills</b>	
<p><b>Topic 3.1</b>  <b>Technical skills:</b> Use of keyboard shortcuts and formulas  <b>Presentation skills:</b> Plan, Prepare, Practice, Present  <b>Writing and Numeracy skills:</b> access, use and interpret mathematical information and ideas</p> <p><b>Topic 3.2</b>  <b>Writing skills:</b> How to write effective emails, skills of writing clear, concise emails that get desired results, in compliance with email etiquette</p> <p><b>Topic 3.3</b></p>	

## Module 4: Safety

### Main objective:

Main objective: This module provides information on different aspects of safety with regard to data protection, the evaluation of online information and secure online communication.

### General Description:

This module aims to educate low digital skilled adults about the basic Internet safety, the importance of information and its protection as well as on important principles on retention and data privacy and threats on personal security. Additionally, essential skills like using passwords, using firewalls and wireless networks will be developed. It is important to know what cybercrime and malware is and how to protect computers, networks and personal information from it. In addition, terms like digital signature and email encryption will be defined and some technical experience will be gained. Safe browsing of the internet through secure browsers and identifying ordinary and wireless security types will be imparted as well as further communication security issues related to the use of email and social networks. The module aims at supporting low digital skilled adults to develop awareness about the dangers of thoughtless use of the Internet and social media websites.

### Topic 1: Internet Security

At this topic the adults will be introduced to different types of cybercrime, malware protection and networks. They will also be introduced to the firewall, its use and some of its limitations. Knowledge on how to effectively and securely deleting files as well as the need of backing up and restoring data will be imparted.

### Topic 2: Data and information Risks

This topic aims to teach low digital skilled adults how to understand what data and information is and protect their personal information and prevent unauthorized access to files and data. Finally, it promotes the use of passwords, digital signature and message encryption and teaches them techniques on how to protect their data.

### Topic 3: Social Media privacy settings

Adults will be taught to use internet browsers securely, to set up a web browser in order to provide the safest possible browsing and to be aware of the dangers and potential threats to privacy. Special emphasis will be given to communications and social media and on how to avoid inappropriate online behaviour.

## Module 4: Safety

**Main objective:** This module provides information on different aspects of safety with regard to data protection, the evaluation of online information and secure online communication.

Topics:	Learning Outcomes:
<b>4.1 Internet Security</b>	4.1.1 Understand what cybercrime is: different types 4.1.2 Understand what malware is: know about anti-malware software and limitations 4.1.3 Understand what a network is: LAN, VAN, VPN, wired and wireless connections 4.1.4 Understand what a firewall is: how to activate it, block/unblock an application with firewall 4.1.5 Understand why data backup is important 4.1.6 Understand what the difference between delete and permanently delete files is
<b>4.2 Data and Information Risks</b>	4.2.1 Understand what data and information is: protection of information and threats to data 4.2.3 Personal security: personal information protection 4.2.4 File security: set passwords to files 4.2.5 Access control: prevent unauthorized access to data 4.2.6 Understand what digital signature is and how to create/remove it 4.2.7 Understand what email encryption is and how to encrypt your messages 4.2.8 Recognition of spam emails
<b>4.3 Social Media privacy settings</b>	4.3.1 Secure web browsing: set appropriate browsing settings/Understand and verify website SSL certificate 4.3.2 Apply privacy setting on Facebook 4.3.3 Apply privacy setting on Instagram 4.3.4 Apply privacy setting on Twitter 4.3.5 Apply privacy setting on YouTube 4.3.6 Apply privacy setting on Snapchat 4.3.7 Dangers of Social Media Sites
<b>Employability &amp; Soft Skills</b>	
<p><b>Critical Thinking:</b> Use of analysis and evaluation to make informed decision</p> <p><b>Creative Thinking:</b> Think out of the box, look at a situation from another perspective</p> <p><b>Observation Skills:</b> Notice subtle details which allow you to maneuver situations</p> <p><b>Problem Solving:</b> Identify the problem you want to solve and find the most suitable way to solve it</p> <p><b>Respect Individuals:</b> Respect and being respected is vital</p>	

## **Module 5 : Problem solving**

### **Main objective :**

This module aims to provide help to low digital skilled adults to solve basic problems they might encounter using their computer. The module will help them to work independently and take initiatives in order to find solutions. Moreover, skills like time management and planning will be developed for a better use of basic digital tools.

### **General Description :**

This module provides information on different problems that can be encountered with a computer, especially in a Windows environment.

These problems can be resolved without the intervention of a specialist and this module will help them to learn how.

### **Topic 1 : Hardware and devices**

This topic provides information about the basic use of a computer such as restart a computer, connect devices or update the device's software.

That will make it easier to understand how a computer works and solve minor problems related to the hardware or the devices.

### **Topic 2 : Connection to Internet**

This topic explains how to connect to Internet and solve the different problems encountered online. You would also be able to use Internet more efficiently and safer in order to find a solution to your problem faster.

### **Topic 3 : Operational systems and softwares**

This topic helps you to understand the operational systems and the softwares by checking the latest updates of your computer or managing your storage and your battery.

Then, you would be able to understand better the computer environment and work smarter.

## Module 5 : Problem solving

**Main objective:** This module provides information on different problems that can be encountered with a computer, especially in a Windows environment.

These problems can be resolved without an intervention of a specialist and this module will help you to learn how.

### Topics:

### Learning Outcomes:

#### 5.1 Hardware and devices

- 5.1.1 Understand how to plug your devices
- 5.1.2 Restart the computer
- 5.1.3 Check that the device is not damaged
- 5.1.4 Make sure you have enough local storage space
- 5.1.5 Check that the device is activated
- 5.1.6 Check that the device software is up to date

#### 5.2 Connection to Internet

- 5.2.1 Check your network and wifi connection
- 5.2.2 Choose the internet browser that suits your needs
- 5.2.3 Check that your navigation is safe
- 5.2.4 Solve the usual "404 PAGE NOT FOUND"
- 5.2.5 Solve the problem of slow connection
- 5.2.6 Understand how to find information and verify them
- 5.2.7 Block pop-ups and unwanted ads

#### 5.3 Operational systems and softwares

- 5.3.1 Check that the latest updates are made
- 5.3.2 Check that the antivirus/firewall is activated
- 5.3.3 Make sure you have enough storage space
- 5.3.4 Solve computer bugs and system errors
- 5.3.5 Find your documents and organise them
- 5.3.6 Optimise the use of your battery

### Employability & Soft Skills

**Autonomy:** Being able to solve first line IT problems with minimum assistance and conduct basic procedures without calling a Help Desk/ICT specialist.

**Responsibility:** Being able to react to most common problems met when using a computer. Be willing to learn and take initiatives.

**Planning skills:** Being able to work independently and set goals to find a solution without the intervention of a technician.

## 4. Eco-system of OPEN BADGES

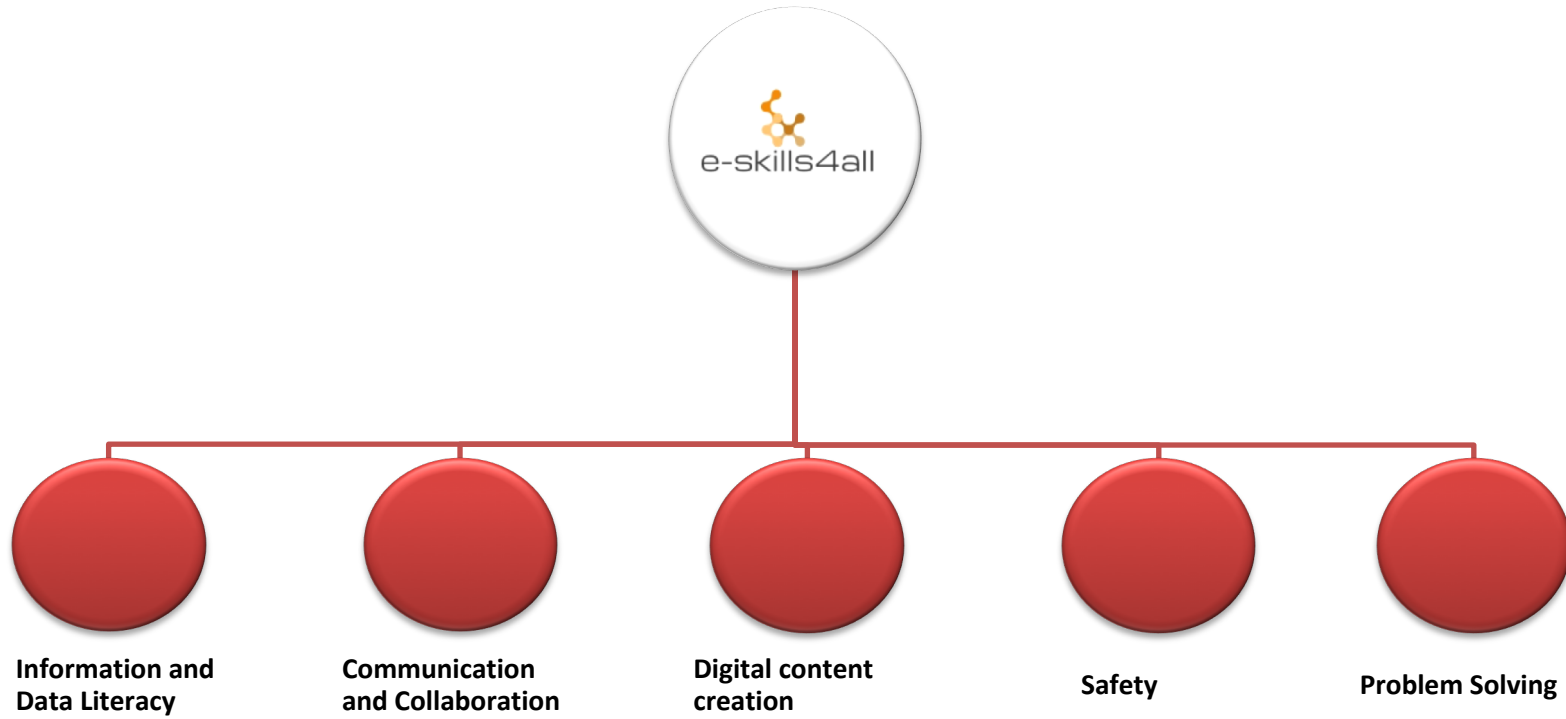
*This section will include some information related to the Open Badges which will be used to build the on-line assessment tool and procedures for self-audit skills and external evaluation. **More information about the Open Badges Theory can be found in the 'eSkills4ALL\_Open Badges Theory' document.***

Open Badges provide portable and verifiable information about digital skills and achievements. Low skilled adults can unlock opportunities by sharing collections of badges representing desired skill sets in a dynamic, evidence-based way. Open Badges represent legitimate, authenticated achievements, described within badge and linked to the eSkills4ALL project.

To summarise:

- eSkills4ALL consortium creates badges and makes it available for earning via the Moodle Platform
- Low digital skilled adults are invited to register in the platform and take the course(s) of the eSkills4ALL programme
- The platform listing indicates the criteria for earning the badge
- Low digital skilled adults should provide evidence against the badge criteria
- Low digital skilled adults should claim a badge, including evidence, against badge criteria
- The evaluator (assigned by Low skilled adults consortium) decides whether or not to award the badge to the earner and contacts them
- If the badge is awarded, the issuer creates a badge assertion
- Issuer optionally offers to let the earner push their badge to the *Mozilla backpack*

The eSkills4ALL consortium that accept badges and offer opportunities of upskilling the digital skills of primary school teachers in exchange, play a critical role in the ecosystem. Through this process Open Badges can be turned into new collaborations, jobs, internships, and richer connections between lifelong learners.



The consortium has decided to divide each Digital Competence into Topics. For each Digital Competence can be awarded maximum **one Open Badges** to the low-skilled adults who completes successfully the **Digital Competence**, one per each level. An additional Open Badge will be awarded for the completion of all 5 Digital Competences (**eSkills4ALL Open Badge**). Thus, in total **6 Open Badges** should be developed.

The following aspects will be analysed in the template provided below per Module.

- **Name of the OB**
- **Design of OB** (image visualisation)
- **Main Objective:** A description of the Open Badge related to the topic
- **Learning Outcomes:** Linked to the benchmark indicators of the Framework
- **Assessment Criteria:** The criteria to be used to assess whether the learning outcomes of all levels have been achieved and whether the set of skills and competences of all levels have been acquired by the adults. Assessment criteria are comprised of two components; component one are the theoretical tests, if any theoretical knowledge is included within the topic, and the second one are practical tasks for the assessment of practical knowledge. For a successful completion and gaining a Badge, a participant has to pass the theoretical assessment and complete all the practical assignments successfully.
- **Evidence:** The proof and the evidence of the acquired skills will have to be specified here, i.e. quiz grade, task (link, photo, video) etc.
- **Issued by:** In this section the issuer of the Open Badge is specified, by the eSKILLS4ALL Consortium.

**In the next page the Open Badges tables are given**



<b>Module 1: Information and data literacy</b>		
<b>Main Objective:</b> This module provides information on acquiring and managing information and data on and off line.		
<b>Issued by:</b> eSkills4ALL Consortium		
<b>Learning Outcomes</b>	<b>Criteria</b>	<b>Evidence</b>
a) Information & Data Discovery and Collection	<b>Multiple Choice Quiz</b> 3 possible answers – 1 correct (5 questions)	Pass the quiz (70%)  Complete the assignments
(to be added)  b) Data & File Management	<b>Multiple Choice Quiz</b> 3 possible answers – 1 correct (5 questions)  <b>Assignments:</b> 1. Print a document 2. Save a file and rename it	
c) Studying Online and Practice	<b>Assignments:</b> 1. Using Google translate, translate a paragraph of content	

<b>Module 2: Communication and Collaboration</b>		
<p><b>Main Objective:</b> This module provides information on different aspects of how to use social media, write interesting content and engage users with special tools, how to source information and how to use it for expanding your network.</p>		
<p><b>Issued by:</b> eSkills4ALL Consortium</p>		
Learning Outcomes	Criteria	Evidence
<p>a) Express yourself as well as your company's brand philosophy</p>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Create an account on Social Media (Facebook, Linked In or Twitter)</li> <li>2. Create an engaging post</li> </ol>	
<p>(to be added)</p> <p>b) Create engagement out of thin air</p>	<p><b>Multiple Choice Quiz</b></p> <p>3 possible answers – 1 correct (5 questions)</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Create a poll</li> </ol>	
<p>c) Absorb all the data and make knowledge your main unique selling point</p>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Create a business page on Facebook</li> </ol>	

Module 3: Digital Content Creation		
<p><b>Main Objective:</b> This module provides information on different aspects of how to create a digital content, using digital tools and basic principles in composing, editing and sending an email, as well as its main functions.</p>		
<p><b>Issued by:</b> eSkills4ALL Consortium</p>		
Learning Outcomes	Criteria	Evidence
<p>(to be added)</p>	<p>a) Digital Office Tools</p>	<p>Pass the quiz (70%)</p> <p>Complete the assignments</p>
	<p>b) E-mail</p>	
	<p>c) Creation of Content</p>	
<p><b>Multiple Choice Quiz –</b> 3 possible answers – 1 correct (5 questions)</p> <p><b>Assignments:</b> 1. Create a Power Point presentation about anything you are interested in and include content, tables and images. Please also add effects</p>		
<p><b>Assignments:</b> 1. Compose and Send an email to the auditor, attaching a file.</p>		
<p><b>Assignments:</b> 1. Create and edit a picture 2. Create an online survey</p>		

<b>Module 4: Safety</b>		
<b>Main Objective:</b> This module provides information on different aspects of safety with regard to data protection, the evaluation of online information and secure online communication.		
<b>Issued by:</b> eSkills4ALL Consortium		
<b>Learning Outcomes</b>	<b>Criteria</b>	<b>Evidence</b>
(to be added)	<b>a) Personal Security</b>  <b>Multiple Choice Quiz –</b> 3 possible answers – 1 correct (5 questions)  <b>Assignments:</b> 1. Activate/deactivate the firewall 2. Backup your data with external hard disk	Pass the quiz (70%)  Complete the assignments
	<b>b) Data Management</b>  <b>Multiple Choice Quiz</b> 3 possible answers – 1 correct (5 questions)  <b>Assignments:</b> 1. Set password to your files 2. Create/remove a digital signature 3. Encrypt your email	
	<b>c) E-mail</b>  <b>Assignments:</b> 1. Change the privacy settings on your browser 2. Apply privacy settings to any of your social media account	

Module 5: Problem Solving		
<b>Main Objective:</b> This module provides information on different aspects of safety with regard to data protection, the evaluation of online information and secure online communication.		
<b>Issued by:</b> eSkills4ALL Consortium		
Learning Outcomes	Criteria	Evidence
a) Hardware and Devices	<b>Multiple Choice Quiz –</b> 3 possible answers – 1 correct (5 questions)	Pass the quiz (70%)  Complete the assignments
(to be added)  b) Connection to Internet	<b>Multiple Choice Quiz</b> 3 possible answers – 1 correct (5 questions)  <b>Assignments:</b> 1. Change your settings to block pop ups and unwanted adds	
c) Operating systems and software	<b>Multiple Choice Quiz</b> 3 possible answers – 1 correct (5 questions)  <b>Assignments:</b> 1. Check how much storage your computer has left	

## 5. Next Steps

Intellectual Output 3: Digital Assessment Tool: Building the on-line assessment tool and procedures for self-audit skills and external evaluation in close link with the Open Badges.