

# DigComp and the design of (digi)taal@work

A goal-oriented learning tool to support newcomers' integration into the Flemish labour market

1. **Digitaal@work: reason, ambitions and goals** by Mariet Schiepers
2. **Digitaal@work: DigComp as an inspiring framework for the design of the tool** by Jonas Wynants



CENTRUM VOOR TAAL EN ONDERWIJS

START ONDERZOEK PROFESSIONALISERING MATERIALEN OVER HET CTO

## WELKOM BIJ HET CENTRUM VOOR TAAL EN ONDERWIJS

Het Centrum voor Taal en Onderwijs (CTO) is een multidisciplinair expertisecentrum rond taal, onderwijs en samenleving. Het CTO is verbonden aan de faculteit Letteren KU Leuven en is opgericht in 1990. Het CTO voert maatschappelijk relevant onderzoek uit, ontwikkelt didactische materialen en biedt professionaliseringstrajecten aan rond de volgende vier kernthema's:

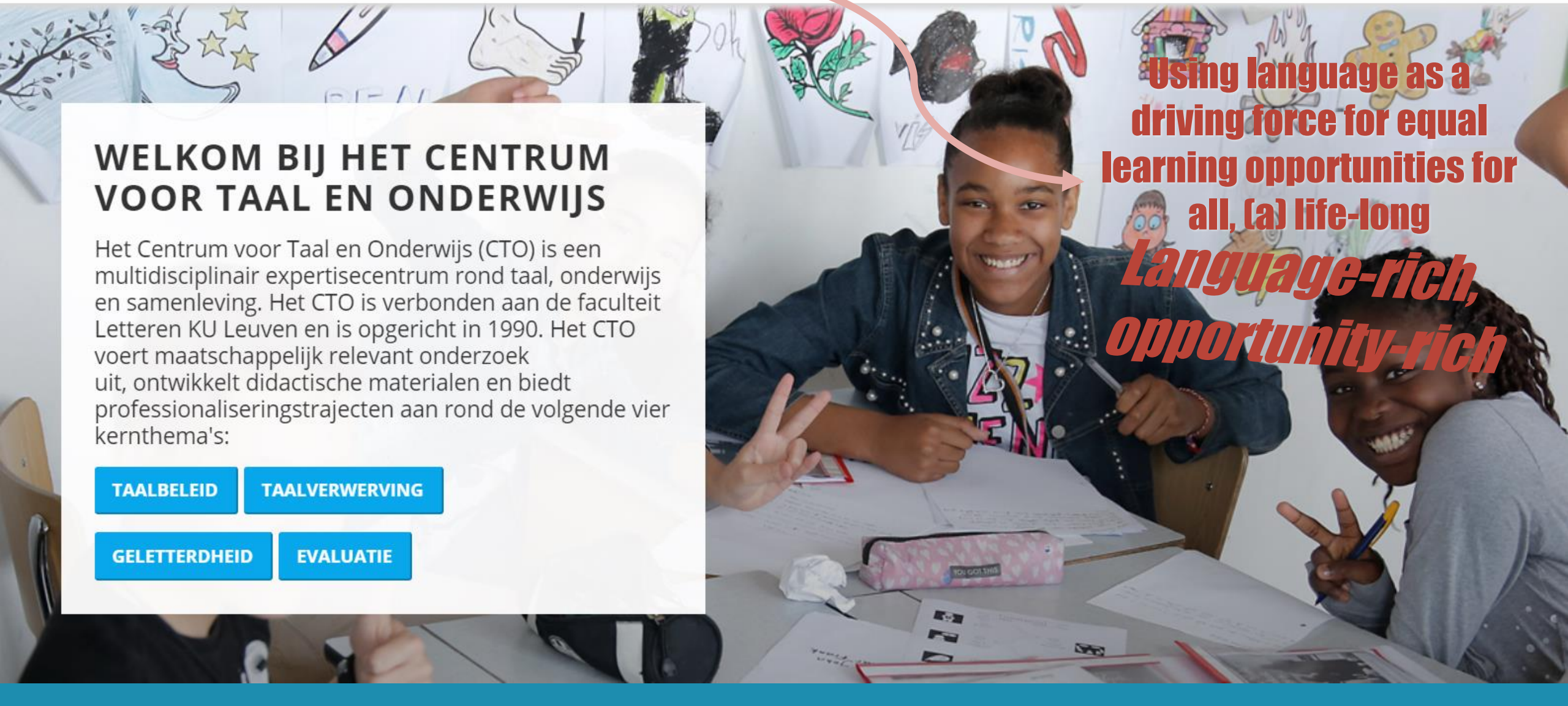
TAALBELEID

TAALVERWERVING

GELETTERDHEID

EVALUATIE

Using language as a driving force for equal learning opportunities for all, (a) life-long *Language-rich, opportunity-rich*



# The digitaal@work-team

## A transnational team of experts



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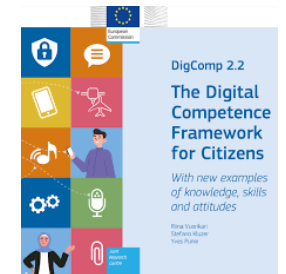
**VDAB**

**mediawijs**

**atlas**



**iTTA**  
Kennisinstituut voor  
Taalontwikkeling



**ESF**  
INVESTEERT IN  
UW TOEKOMST

  
Europese Unie

  
Vlaanderen  
is werk

# Linguistic as well as digital barriers on the way to work



*I am Ewan, come from Turkey and have been in Belgium for several months. In Turkey, I worked in healthcare. I would like to do the same here. By all means, I want to start working as soon as possible. But I've only just started a Dutch language course. And besides, everything is much more digital here: I can work a bit with my smartphone but that's all... I take a separate course for this but I don't always learn what I need in daily life.*



*I supervise a digilab at Atlas. I try to help everyone who comes to us as best I can, but how do I best do this? Many course participants find it difficult to find their way in our digital society, but this is often combined with linguistic 'problems'. Everyone has their own learning needs and starting positions. I cannot get there with a standard approach.*



*I am Ilham, I have been in Belgium for two years now and would like to get to work. I already speak a bit of Dutch but I find applying for a job in Belgium not so easy. Especially going for an interview: it's very different from my home country. Best to gather some information in advance about the company you are applying to, but how do I go about it?*

# Linguistic as well as digital barriers on the way to work



- Newcomers to Flanders often want to get to work as soon as possible.
- Getting to work quickly promotes successful integration.
- The job search does not always go smoothly. Biggest gatekeepers: linguistic... but also more and more digital barriers.
- Literacy development is a long-term process; an 'isolated' approach leads to limited labour market participation.



- Low-literate newcomers = potentially extra vulnerable → individuals without a higher education qualification and thus at risk of low literacy have a harder time using ICT adequately, e.g. to search for targeted information on the internet, such as searching for job vacancies.



# Linguistic but also digital barriers on the way to employment

## From a linear to an integrated approach



### Customisation

- Work tailored to individual needs, context and roles (versus set of standard goals; do consider 'area 0')
- Starting from already familiar digital devices and programs

### An integrated approach

- Work integrated on digital skills through functional, relevant and motivating tasks (and not linear)

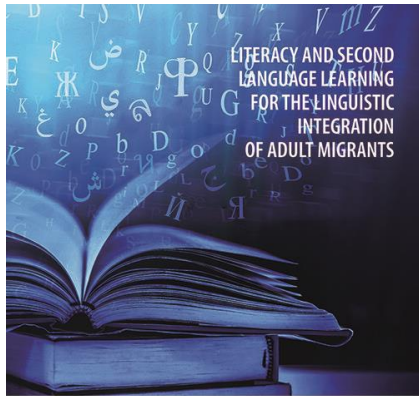
### (Supporting) support networks

- Build accessible, low-threshold and intercultural support networks
- Commit to professionalising these networks

### Clear (practice) websites (plain language)

# Linguistic but also digital barriers on the way to employment

## From a linear to an integrated approach



Reference guide

### **LASSLIAM: literacy development framework before CEFR-level A1**

- Digital skills as an integral part of literacy, of broader 21st century key competences and of social inclusion and participation: therefore not linear but integrated development (technical skills, communication, content creation and security)
- Scales for digital literacy based on Digcomp





# Project objectives: creating more sustainable employment opportunities for newcomers through strengthening 21st century skills



## Learning demand detection

- Research-based development of a goal matrix that allows newcomers to map not only their linguistic but also their digital learning needs on their way to work;
- Together with a counsellor/coach, at different points in their pathway to work

## Integrated and 'just-in-time' practice opportunities

- Research-based development of a dynamic learning environment in which newcomers can work in an integrated manner and 'just-in-time' on those linguistic and digital goals they need in their search for a job
- Together with a counsellor/coach, at different moments in their job search process

# The result: a dynamic and flexible online practice environment

## www.digitaalwork.be

(digi)taal@work

Voor de leerder Voor de coach Over het project Over ons

Op zoek naar een... met (digi)taal@work

VOOR DE LEERDER VOOR DE COACH

### Customisation

- Work tailored to individual needs, context and roles (versus set of standard goals; do consider 'area 0')
- Starting from already familiar digital devices and programs

### Integrated work

- Work integrated on digital skills through functional, relevant and motivating tasks (and not linear)

### (Supporting) support networks

- Build accessible, low-threshold and intercultural support networks
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### Clear (practice) websites (plain language)

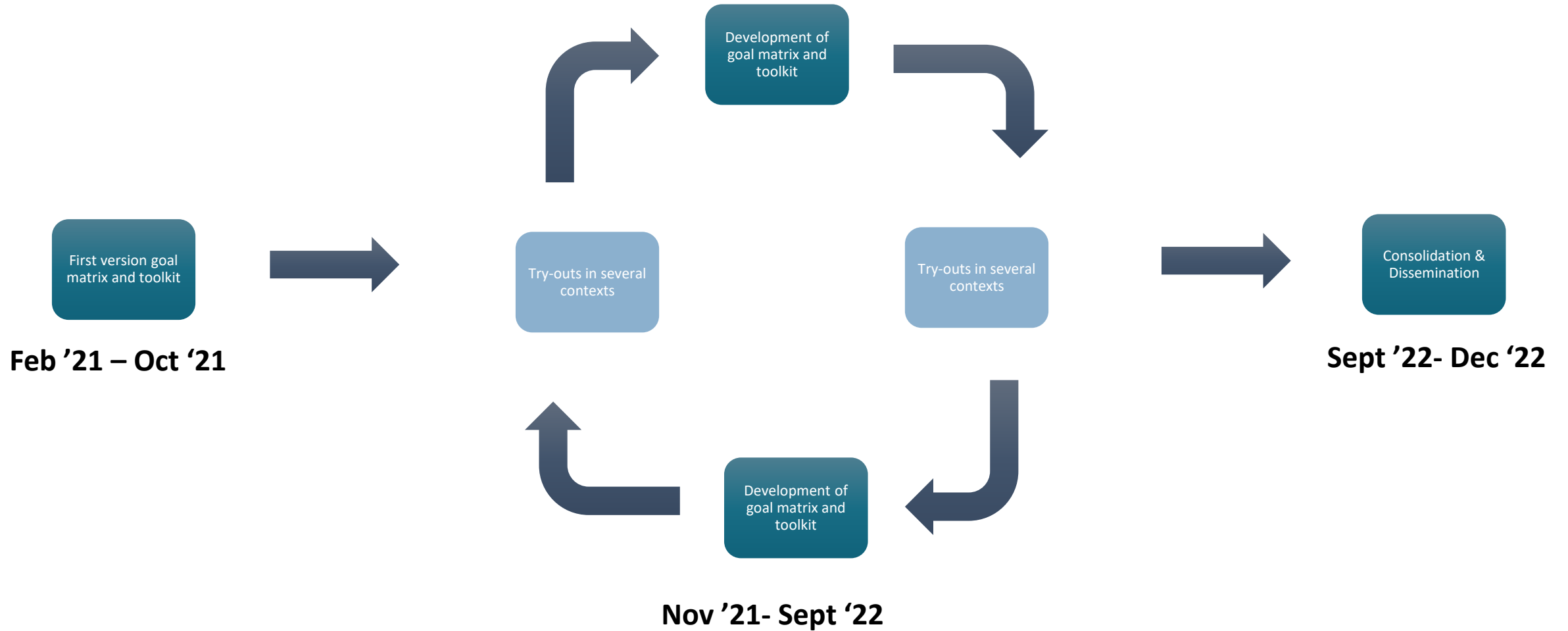
de computer? Oefen dan met (digi)taal@work. Je coach zal je helpen. Klik op 'Start' om te beginnen.

START

→ **Coach/counsellor in non-formal and informal context** \_ support through interaction with the supervisor, who is given concrete tips and tricks on how to work towards self-reliance

→ **Newcomer** \_ Integrated, safe and just-in-time practice opportunities through two learning tracks, starting from a strengths-based approach

# Development process

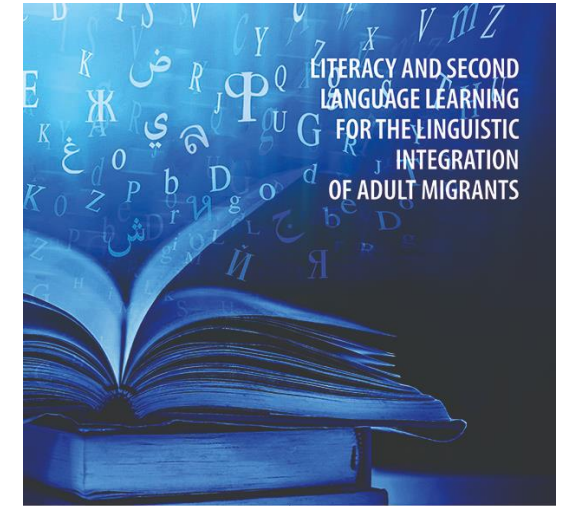
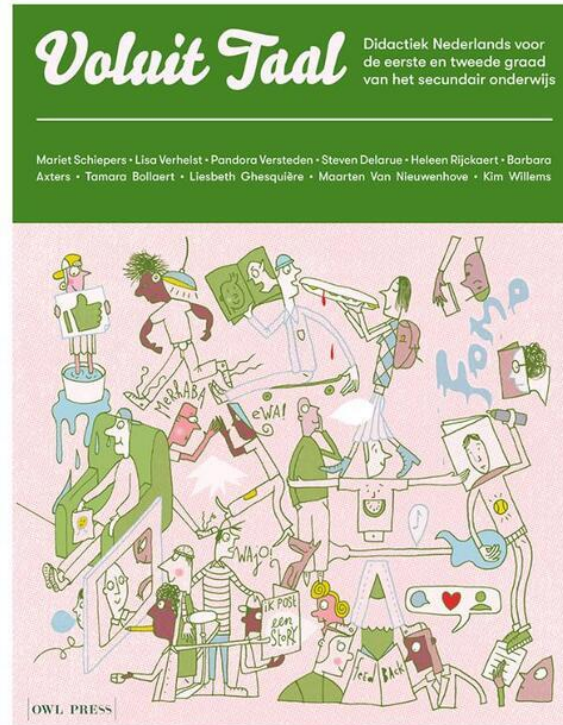
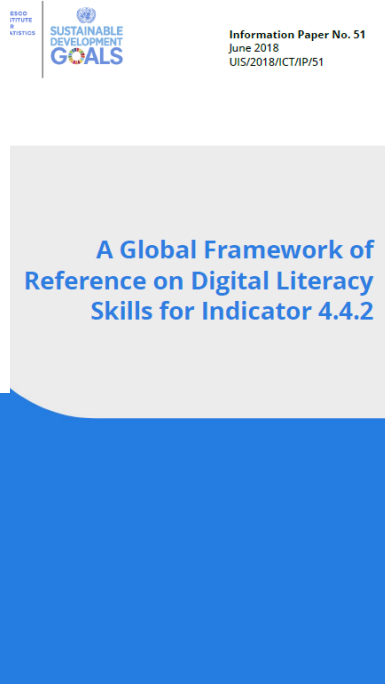
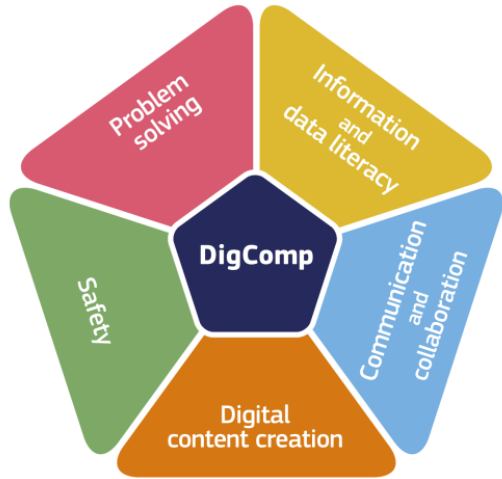




# First version goal matrix and toolkit

- First version goal matrix and toolkit based on
  - A small-scale literature review (e.g. DigComp framework)
  - Input national and transnational partners
  - Needs analysis

# Small-scale literature review



Reference guide



- Digital skills

- Linguistic skills

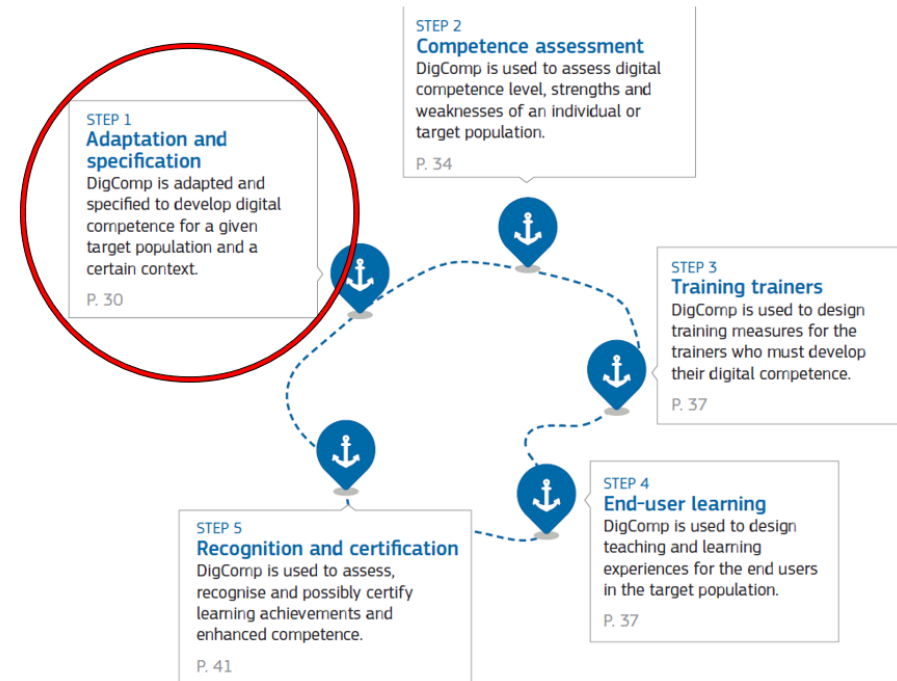
- Integration of both

# Input national and transnational partners

- National partners
  - VDAB
  - Atlas
  - Mediawijs
- Transnational partners
  - Stefano Kluzer
  - ITTA

## How DigComp is implemented ...

From: DigComp into Action  
<https://publications.jrc.ec.europa.eu/repository/handle/JRC110624>



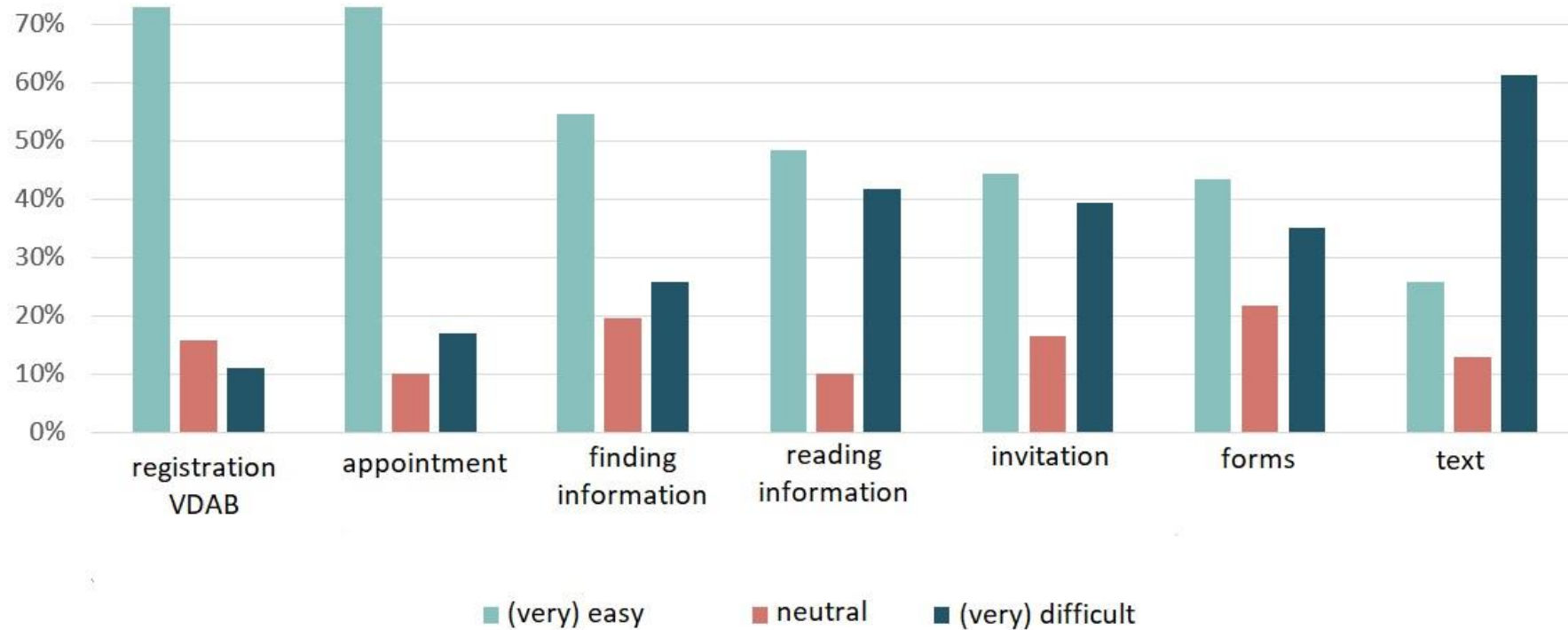
*Stefano Kluzer's workshop*



# Needs analysis



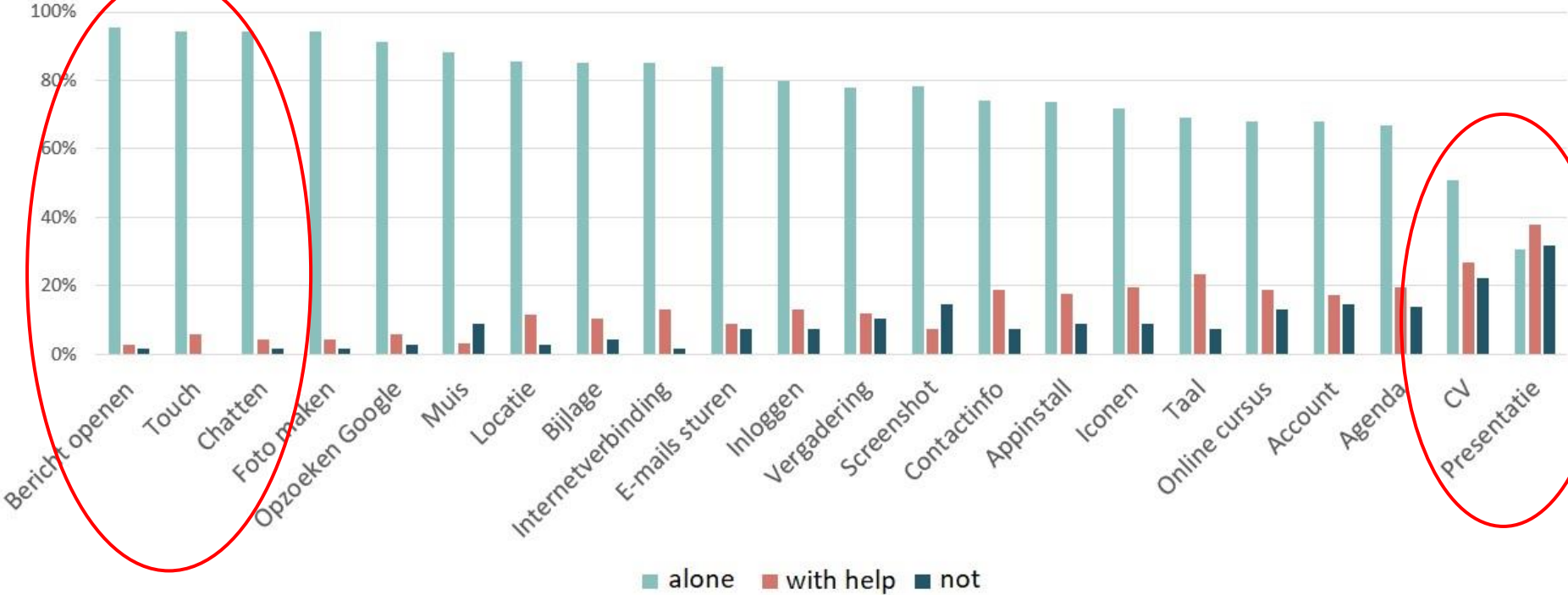
What is difficult for you while searching for a job?



# Needs analysis



How well can you perform these digital tasks?



# Towards a functional & integrated goal matrix





# Example: Finding job vacancies



- Register as a job seeker
- Looking for job vacancies
- Asking info about job vacancies

- Asking info about job vacancies

- *The newcomer can ask information about job vacancies.* 2.1 Interacting - e-mail and other services
  - Knows the etiquette about media use + formal language 2.5 Netiquette - Appropriate communication
  - Asking personal questions, for instance to coach
  - Asking questions by phone
  - By e-mail: having an e-mail address, being able to type, apply e-mail etiquette, send e-mail 3.1 Digital content creation
  - Types of questions: who is oorten vragen: who is contact person of company or intermediary agency + what is phone number
- *The newcomer understands answers to questions about job vacancies* 2.1 Interacting - e-mail and other services
  - being able to open an e-mail with answer
  - understanding e-mail 1.2 Evaluating info
  - Taking appropriate actions or formulating responses 1.2 Evaluating info; 3.1 Digital content creation; 2.5 Appropriate communication
    - e.g. being able to thank someone for the info

# Try-outs: lessons learnt

- Newcomers → more to-the-point learning material (e.g. learning paths)
  - Area 4 = too abstract
- Coaches → Need a manual

**TRYOUTS**

# Final result

[www.digitaal@work.be](http://www.digitaal@work.be)



Op zoek naar een job? Oefen met (digi)taal@work!

VOOR DE LEERDER

VOOR DE COACH



# Proficiency levels

Table 1: Main keywords that feature the proficiency levels

Levels in DigComp 1.0	Levels in DigComp 2.1	Complexity of tasks	Autonomy	Cognitive domain
Foundation	1	Simple tasks	With guidance	Remembering
	2	Simple tasks	Autonomy and with guidance where needed	Remembering
Intermediate	3	Well-defined and routine tasks, and straightforward problems	On my own	Understanding
	4	Tasks, and well-defined and non-routine problems	Independent and according to my needs	Understanding

Advanced	5	Different tasks and problems	Guiding others	Applying
	6	Most appropriate tasks	Able to adapt to others in a complex context	Evaluating
Highly specialised	7	Resolve complex problems with limited solutions	Integrate to contribute to the professional practice and to guide others	Creating
	8	Resolve complex problems with many interacting factors	Propose new ideas and processes to the field	Creating



# Proficiency levels

- *Making a CV*
  - Complexity of tasks: **level 3?**
  - Autonomy: **level 2**
  - Cognitive domain: **level 7 or 8**



Kijk naar het cv.

**Wat schrijf jij bij profiel?**

PROFIEL

Vul hier in wat je motivatie is. Schrijf ook wat je goed kan.

? Wat schrijft Jamila?

Cv Voornaam Naam

CONTACTGEGEVENS

PROFIEL

ERVARING

VAARDIGHEDEN

OPLEIDINGEN

VARIA

VERDER

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# Conclusion

- DigComp as our framework for digital skills
- Integrated use of DigComp areas
- Challenges
  - Area 4
  - Proficiency levels



# Questions?



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