**BROADBAND COMMISSION WORKING GROUP ON EDUCATION**

**Draft concept note for the Compendium of promising practices in developing digital skills for work and life**

## Context setting

The concept of digital skills encompasses a continuum of notions from computer literacy, emphasizing the ability to use computers and software, to the broader and deeper notion of digital literacy, ranging from basic, operational skills to higher order cognitive, social and attitudinal skills and abilities in using ICTs and digital application to solve problems.

Digital skills and the ability to leverage ICT for problem solving tend to be seen as general competencies. In today's digital societies, digital citizens need basic digital skills, 21$^{st}$ century learning skills, and an increasing share of the workforce need a new set of skills to become 'digital workers'. Yet, a large share of the youth and adult population do not possess these new skills, including in developed countries (according to the EU "45% of the European Union population could be considered insufficiently equipped with the basic level of digital skills to be fully functional in today's information society.". Furthermore, the assumption that the 'digital natives' can naturally master the skills needed to use digital technologies effectively is debatable. Unless, ICTs are integrated into school curriculum with supporting teacher professional development, supportive policy environments to support learning outcomes, most digital natives are not able to apply their digital competencies for work or academic studies.

Strategies to continuously address the digital skills gap include integrating digital skill development into curricula at all levels and using the broadband, through new pedagogies, to teach 21$^{st}$ century skills.

## Objectives

The compendium document is designed to facilitate the sharing of knowledge and promising practices on innovations in:
- harnessing broadband and mobile learning to teach digital skills;
- defining and developing complex skills that are critical for work in digital societies such as problem solving, collaboration and creativity; and
- supporting multi-channel training and lifelong learning opportunities through online courses and other resources including open education resources.
- Transforming student and learner participation through dynamic two-way communication and engagement with institutions (education, government etc)

## Methodology
- Desk Review
- Call for contribution from BBC member governments and private sectors, and other focus groups
- Case studies synthesis

## Scope of the compendium

The Compendium should be focused on promising practices in developing digital skills for work, life and active participation as citizens. The compendium will offer in-depth information on the definition of the set of critical skills for jobs and innovations in digital societies, skill development

strategies and teaching and learning models implemented by members of the Broadband Commission.

The case studies on the practices will also serve as inputs for the main report of the Working Group.

## Guidance to Authors of the Case Studies

**Criteria for selection of the case studies**
The case studies should describe and analyse a concrete example, documenting an effective approach introducing innovative practices, with demonstrated sustainable impact and a capacity for scaling-up.

**Suggested case study outline**

Introduction

Part I: Context and background, and problem definition

Part II: Description of the programme or policy
- Needs analysis and/or gap assessment, and if applicable, the Theory of Change underlying the design of the programme/project/system
- Main lines of action and main activities, or constitute elements and main functionalities
- Supporting (eco-)systems including constraints and conditions for success, and implementation strategies
- Examples of good practices during the implementation stages

Part III: Results and impact
- Evaluation and Monitoring
- Results and impact

Part IV: Lessons learned
Lessons learned and recommendations for replication or scaling up

**Timeline**
-15 June 2017          First draft of case studies
-15 July 2017           Revised draft of case studies