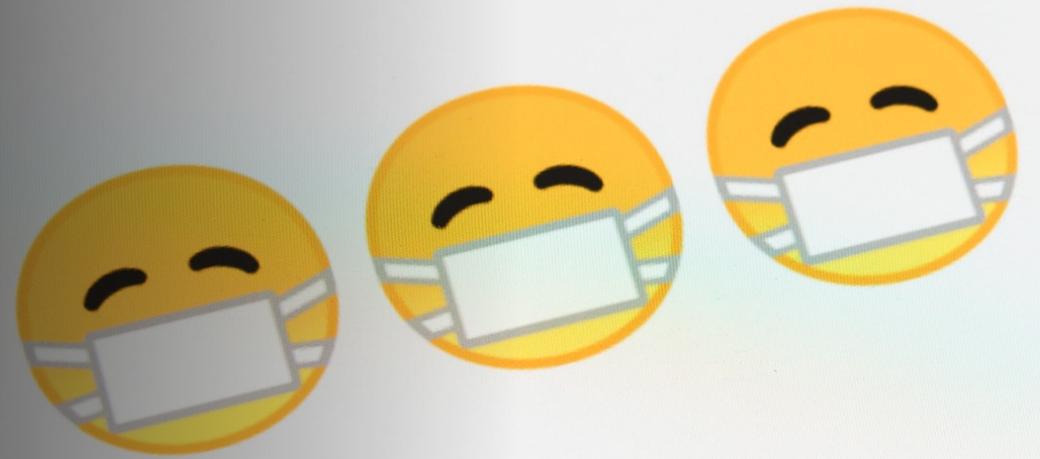


Understanding digital skills for wellbeing

SDG Learning, Training and Practice, July 8, 2020

Stacey Wedlake, Technology and Social Change Group (TASCHA), University of Washington Information School



Risks to Covid intersect with digital & social inequalities

Exposed & Unconnected

Line worker in congregate workplace

Face to face purchasing and communication

Exposed & Connected

Health worker

Digital purchases only
Digital communication if possible

Sheltered & Unconnected

Rural farmer

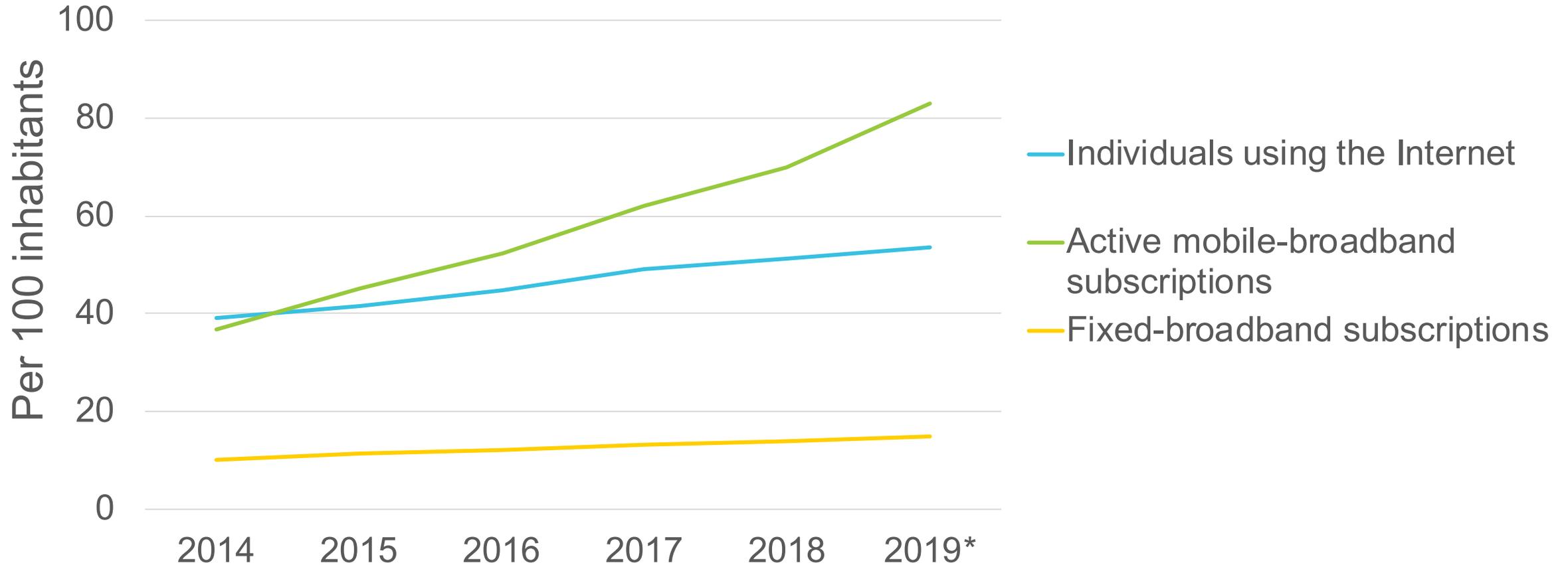
Face to face purchasing and communication

Sheltered & Connected

Works from home

Purchases and communicates digitally

Far more people worldwide use the Internet on their mobiles than any other device



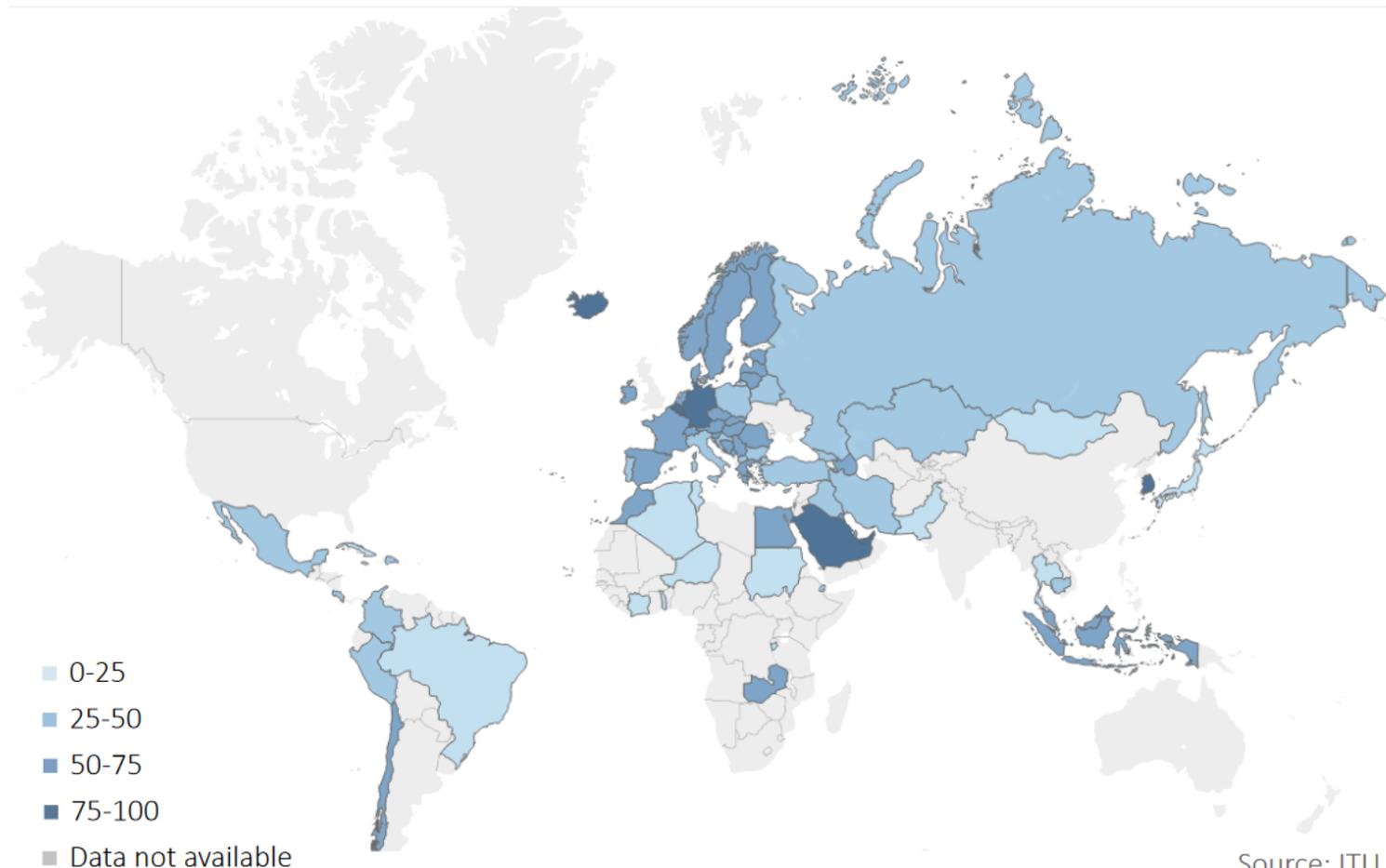
Note: * Estimate

Source: ITU World Telecommunication /ICT Indicators database

Still need to focus on basic skills

In 40 of 84 countries with available data, **less than half** the population possesses **basic computer skills** such as copying and pasting or sending an e-mail with an attachment.

Percentage of people with basic skills, in 2014-2018



What digital skills do people need?



Frameworks can help ID skills

DigComp

1. Information and data literacy
2. Communication and collaboration
3. Digital content creation
4. Safety
5. Problem solving

EU JRC

Digital Literacy Global Framework

1. DigComp +
2. Devices and software operations
3. Career-related competences

UNESCO

Digital Skills to Tangible Outcomes

1. Operational
2. Information Navigation
3. Social
4. Creative
5. Mobile

van Dursen et. al

How do we know if people have the skills they need?



Types of country-level assessments

Self assessments

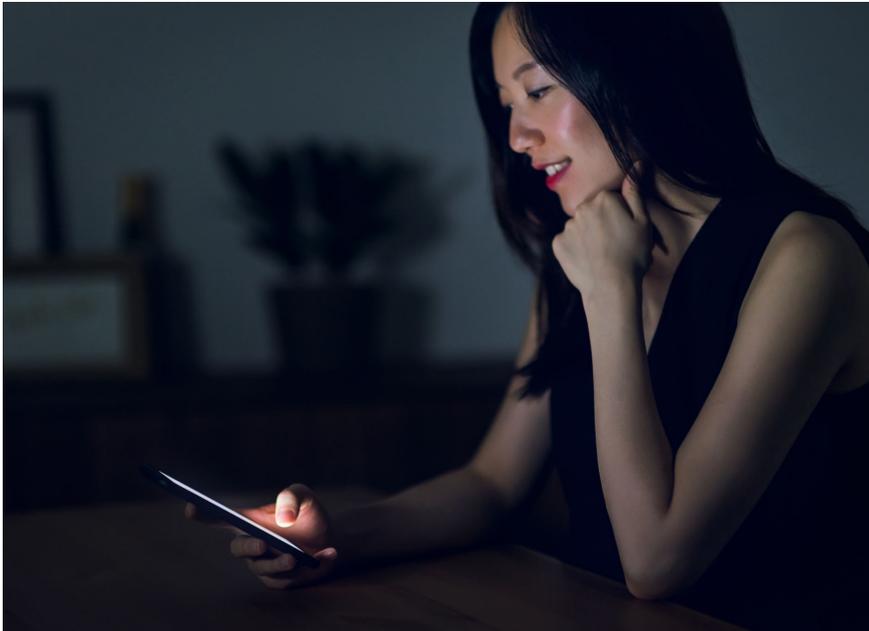
- Participants rate their own ability
- Eurostat, ITU household questionnaires, DiSTO

Knowledge based

- Tests skills using questions about factual or procedural knowledge

Performance based

- Measures actual performance on digital skills in realistic scenarios
- PIAAC, PISA



A country's approach will depend on the country's needs, capacity, and existing processes

See ITU's Digital Skills Assessment Guidebook for details and a step-by step assistance

When measuring digital skills, remember that digital inequalities often reflect societies' inequalities.



Additional references



- Carretero, G., Vuorikari, R., & Runie., Y. (2017). DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use. Publications Office of the European Union.
<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use>
- ILO. (2020). As jobs crisis deepens, ILO warns of uncertain and incomplete labour market recovery. ILO.
https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_749398/lang--en/index.htm
- ITU. (2019). Facts and figures 2010: Measuring digital development. ITU. <https://itu.foleon.com/itu/measuring-digital-development/home/>
- Law, N., Woo., D., de la Torre, J., & Wong, G. (2018). A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2. UNESCO-UIS.
- Robinson, L., Schulz, J., Dunn, H. S., Casilli, A. A., Tubaro, P., Carvath, R., Chen, W., Wiest, J. B., Dodel, M., Stern, M. J., Ball, C., Huang, K.-T., Blank, G., Ragnedda, M., Ono, H., Hogan, B., Mesch, G. S., Cotten, S. R., Kretchmer, S. B., Hale, T. M., Drabowicz, T., Yan, P., Wellman, B., Harper, M.-G., Quan-Haase, A., & Khilnani, A. (2020). Digital inequalities 3.0: Emergent inequalities in the information age. *First Monday*, 25(7).
<https://firstmonday.org/ojs/index.php/fm/article/view/10844>
- Temko, N. (2020). No jobs, so what future? Half the world's workforce on the edge. The Christian Science Monitor.
<https://www.csmonitor.com/World/2020/0506/No-jobs-so-what-future-Half-the-world-s-workforce-on-the-edge>
- Toyama, L. (2015). *Geek Heresy: Rescuing Social Change from the Cult of Technology*. Public Affairs.
- van Deursen, A., Helsper, E. & Eynon, R. (2016) Development and validation of the Internet Skills Scale (ISS), *Information, Communication & Society*, 19:6, 804-823, DOI: [10.1080/1369118X.2015.1078834](https://doi.org/10.1080/1369118X.2015.1078834)



Connect with TASCHA

- Learn more about TASCHA's research: tascha.uw.edu
- Connect with me:
 - staceyaw@uw.edu
 - @StaceyAW