

DIGINEXT

Professional Profile



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<p>DIGITAL TRAINING NEEDS</p>	<p>Based on the DIGINEXT research phase, the following digital needs are identified:</p> <p>Basic digital literacy: Many rural residents, especially seniors, require training in fundamental skills like using smartphones, computers, and navigating the internet.</p> <p>Online administrative services: There is a widespread need for competence in using e-government platforms and online banking services.</p> <p>Digital communication tools: Skills in using social media, email, and video conferencing platforms are increasingly important for social inclusion and remote work.</p> <p>Cybersecurity awareness: Training on identifying online threats, protecting personal data, and safe internet usage is critical.</p> <p>Advanced digital skills: For Local Action Group (LAG) managers and multipliers, there's a need for competencies in project management software, digital marketing, and data analysis tools.</p> <p>Cultural management in the digital age: LAGs and cultural organisations need skills to digitally promote and manage cultural events, heritage sites, and local traditions.</p> <p>Digital content creation: Abilities to create and manage digital content for cultural promotion and preservation are becoming essential.</p>
<p>PROFESSIONAL AREA</p>	<p>According to the DIGINEXT proposal and the research phase conducted at the beginning of the project, the following 5 Professional Areas are proposed:</p>

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	<p>1. Digital Literacy and Critical Thinking: Based on the Digital Competence Framework for Citizens, this area covers essential skills such as browsing, searching, filtering, evaluating, managing, and interacting with digital content. Learners will develop the critical thinking skills needed to navigate the digital landscape effectively.</p> <p>2. Digital Public Services and Finances: Aligned with the goals of the Digital Decade 2030, this module introduces learners to key digital public services, the importance of engaging in e-democratic processes, and the setup and security of digital identities. It also covers essential knowledge about e-banking and e-commerce, with a focus on recognizing and avoiding fraud.</p> <p>3. e-Health: This area empowers learners to seek, find, understand, and apply health information from electronic sources. By enhancing digital health literacy, participants will be better equipped to address and solve health-related issues using digital tools and resources.</p> <p>4. Digital Sustainability: This area highlights the environmental impact and energy consumption of digital devices. It emphasizes the role of digital technologies in supporting sustainability and the green transition, ensuring learners understand how to use their devices in an eco-friendly manner.</p> <p>5. Digital Engagement in Rural Areas: Focusing on local community involvement, this area teaches learners how to network, stay informed about local cultural events, and engage with training systems. The contribution of Local Action Groups (LAGs)</p>
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	<p>is highlighted as a key resource for community-based learning and development.</p>
<p>SELECTION OF EQF (EUROPEAN QUALIFICATION FRAMEWORK)</p>	<p>Level 4 - Learning outcomes</p> <p>Knowledge: Factual and theoretical knowledge in broad context within a field of work or study.</p> <p>Skills: A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.</p> <p>Responsibility and autonomy: Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.</p>
<p>SELECTION OF NQF (NATIONAL QUALIFICATION FRAMEWORK)</p>	<p>According to the _____, EQF level 4 corresponds to level __ of the National Competence Framework for the equivalent professional figure in question.</p>
<p>LIST OF COMPETENCE: A SET OF SKILLS, KNOWLEDGE, AND ATTITUDES</p>	<p>According to the skills and competences of the DigComp 2.2 dataset, the DIGINEXT professional profile provides the following list of competences:</p> <p>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.</p> <p>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.</p>

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	<p>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.</p> <p>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.</p> <p>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 a due regard to reliability and privacy.</p> <p>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.</p> <p>IDENTIFYING NEEDS AND TECHNOLOGICAL RESPONSES. To assess needs and to identify, evaluate, select and use digital tools and possible technological responses and to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).</p> <p>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.</p>
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	<p>PROTECTING THE ENVIRONMENT. To be aware of the environmental impact of digital technologies and their use.</p> <p>CREATIVELY USING DIGITAL TECHNOLOGY. 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.</p> <p>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.</p> <p>INTERACTING THROUGH DIGITAL TECHNOLOGIES. To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.</p> <p>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.</p> <p>ENGAGING 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.</p> <p>COLLABORATING THROUGH DIGITAL TECHNOLOGIES. To use digital tools and technologies for collaborative processes, and for</p>
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	<p>co-construction and co-creation of data, resources and knowledge.</p>
<p>UNITS OF COMPETENCES SET SKILLS AND KNOWLEDGE</p>	<p>Based on the skills and competences of EQF level 4, in the DigComp 2.2 dataset, the DIGINEXT job profile provides the following competences, skills and capabilities:</p> <p>Browsing, searching, and filtering data, information, and digital content: Ability to identify and access relevant information from various digital sources (e.g., search engines, online databases).</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • illustrate information needs, • organise the searches of data, information and content in digital environments, • describe how to access these data, information and content, and navigate between them, • organise personal search strategies. <p><i>See Dig.Comp 2.2 pag. 10 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>Evaluating data, information, and digital content: Ability to critically assess the credibility, accuracy, and relevance of information found online.</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • perform the analysis, comparison and evaluation of sources of data, information and digital content.

	<ul style="list-style-type: none"> perform the analysis, interpretation and evaluation of data, information and digital content. <p><i>See Dig.Comp 2.2 pag. 12 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>Managing data, information, and digital content: Competence in organising, storing, and retrieving information and media for efficient use (e.g., using cloud storage, managing files).</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> organise information, data and content to be easily stored and retrieved. organise information, data and content in a structured environment. <p><i>See Dig.Comp 2.2 pag. 14 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>Managing digital identity in public services: Awareness and proficiency in protecting personal data when using digital public services, as well as managing e-ID and digital signatures securely. 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.</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> display a variety of specific digital identities, discuss specific ways to protect my reputation online, manipulate data I produce through digital tools, environments or services. <p><i>See Dig.Comp 2.2 pag. 26 for knowledge, skills, attitudes and learning scenarios</i></p>
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	<p>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 a due regard to reliability and privacy.</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • organise ways to protect my devices and digital content, and • differentiate risks and threats in digital environments. • select safety and security measures. • explain ways to have due regard to reliability and privacy. <p><i>See Dig. Comp 2.2 pag. 36 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>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.</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • discuss ways to protect my personal data and privacy in digital environments, and • discuss ways to use and share personally identifiable information while protecting myself and others from damages. • indicate privacy policy statements of how personal data is used in digital services.
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	<p><i>See Dig.Comp 2.2 pag. 38 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>Identifying Needs and Technological Responses. To assess needs and to identify, evaluate, select and use digital tools and possible technological responses and to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • explain needs, and • select digital tools and possible technological responses to solve those needs. • select ways to adjust and customise digital environments to personal needs. <p><i>See Dig.Comp 2.2 pag. 45 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>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.</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • explain ways to avoid threats to my physical and psychological health related to the use of technology. • select ways to protect self and others from dangers in digital environments. • discuss digital technologies for social well-being and inclusion.
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	<p><i>See Dig.Comp 2.2 pag. 39 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>Protecting the Environment: To be aware of the environmental impact of digital technologies and their use.</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • discuss ways to protect the environment from the impact of digital technologies and their use. <p>Creatively Using Digital Technology: 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.</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • differentiate digital tools and technologies that can be used to create knowledge and to innovate processes and products. • engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments. <p><i>See Dig.Comp 2.2 pag. 47 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>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.</p>
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	<p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • discuss on where my digital competence needs to be improved or updated, • indicate how to support others to develop their digital competence. • indicate where to seek opportunities for self-developments and to keep up-to-date with the digital evolution. <p><i>See Dig.Comp 2.2 pag. 49 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>Interacting through digital technologies: Ability to use email, messaging platforms, and social networks for communication in professional contexts (e.g., online meetings, webinars, collaborative tools). To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • select a variety of digital technologies to interact, and • select a variety of appropriate digital communication means for a given context. <p><i>See Dig.Comp 2.2 pag. 16 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>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.</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p>
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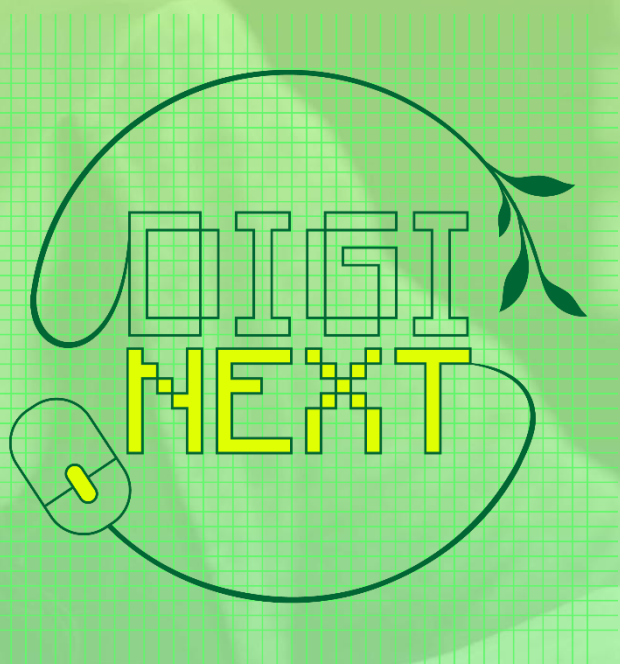
	<ul style="list-style-type: none"> • manipulate appropriate digital technologies to share data, information and digital content. • explain how to act as an intermediary for sharing information and content through digital technologies, • illustrate referencing and attribution practices. <p><i>See Dig.Comp 2.2 pag. 17 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>Engaging 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.</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • select digital services in order to participate in society. • discuss appropriate digital technologies to empower myself and to participate in society as a citizen. <p><i>See Dig.Comp 2.2 pag. 19 for knowledge, skills, attitudes and learning scenarios.</i></p> <p>Collaborating Through Digital Technologies: To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of data, resources and knowledge.</p> <p>Independently, according to my own needs, and solving well-defined and non-routine problems, I can:</p> <ul style="list-style-type: none"> • select digital tools and technologies for collaborative processes. <p><i>See Dig.Comp 2.2 pag. 16 for knowledge, skills, attitudes and learning scenarios.</i></p>
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<p style="text-align: center;">OUTPUTS</p>	<p>The DIGINEXT Professional Profile provides competences, skills and abilities listed above through the development of 5 Training Modules that correspond to the Professional Areas.</p> <p>Module 1: Digital Literacy and Critical Thinking</p> <p>Equip learners with essential digital skills and critical thinking abilities for effective navigation in the digital landscape.</p> <p>Module 2: Digital Public Services and Finances</p> <p>Introduce learners to key digital public services and ensure secure and informed financial management online.</p> <p>Module 3: e-Health</p> <p>Enhance digital health literacy and empower learners to manage health-related issues using digital tools.</p> <p>Module 4: Digital Sustainability</p> <p>Raise awareness of the environmental impact of digital technologies and promote sustainable practices.</p> <p>Module 5: Digital Engagement in Rural Areas</p> <p>Enable learners in rural areas to engage with their communities and access digital resources for personal and professional development.</p>
<p style="text-align: center;">ASSESSMENT CRITERIA AND TOOLS</p>	<p>A quiz with multiple-choice and/or open-ended questions was created to assess users' specific knowledge and skills for each unit.</p> <p>The evaluation system will be available online at the end of each learning unit.</p> <p>Here is the link to the Learning Unit Assessment: https://diginextproject.eu/wp-content/course/en/story.html</p>

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