ITU
Digital Skills Assessment Guidebook

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ITUPublications

International Telecommunication Union
Development Sector
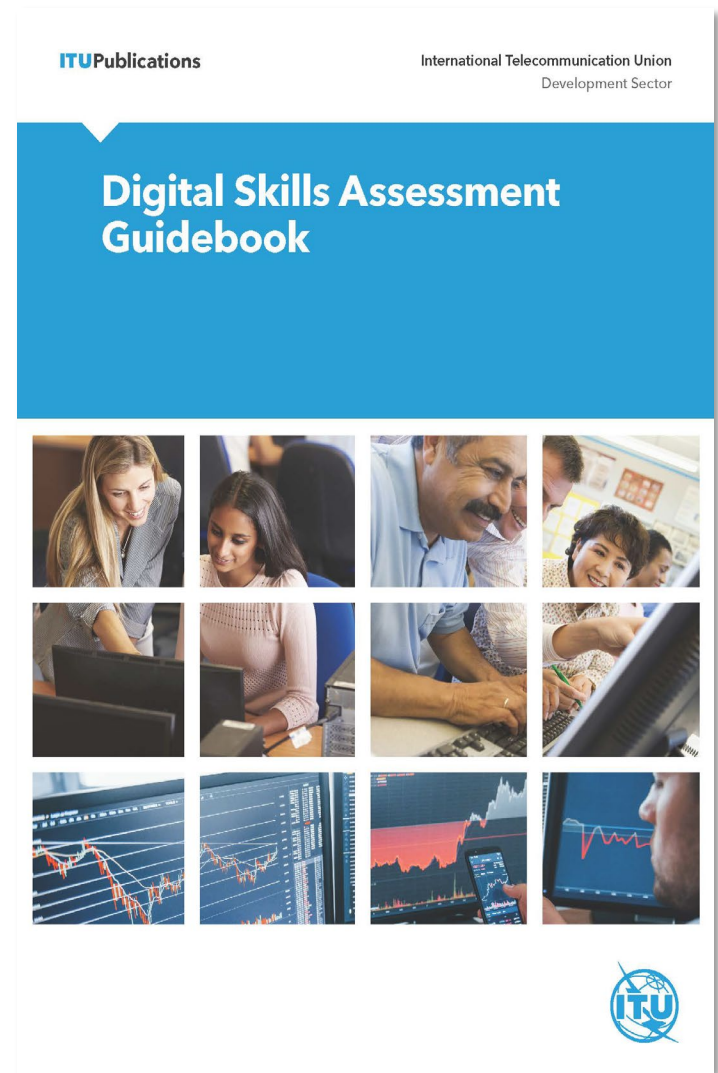
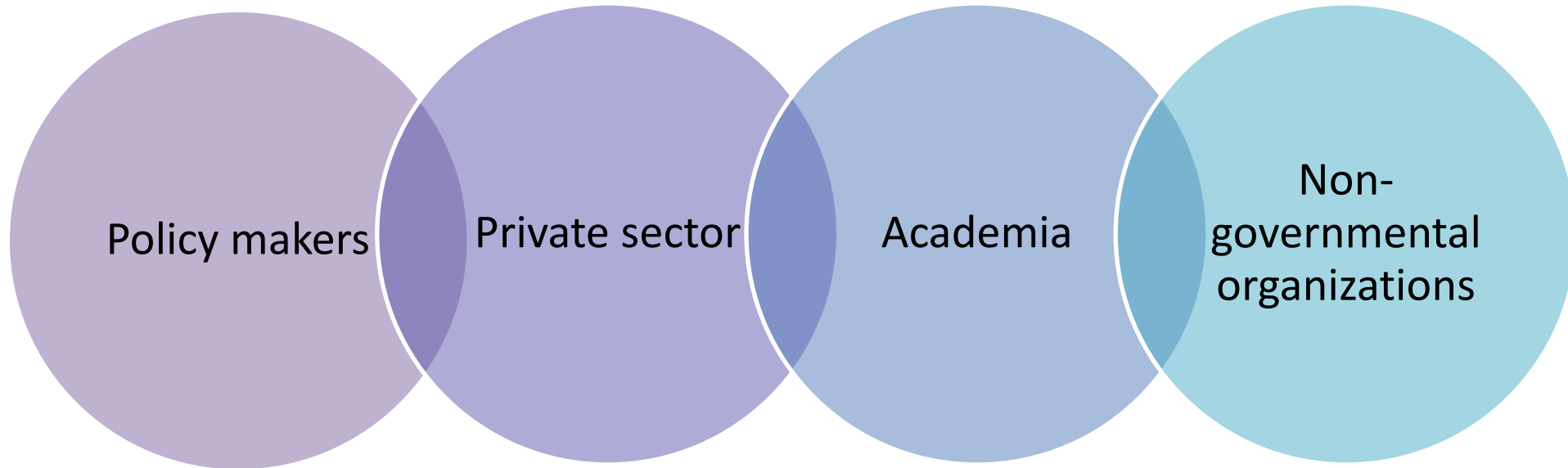Digital Skills Assessment
Guidebook

ITU

Overview of presentation

- Objectives, target audience and content of the Guidebook

- Review of existing frameworks and approaches (examples)

- How to implement national digital skills assessments (step-by-step guidance):

  ➢ How to assess current digital skills levels (supply)

  ➢ How to assess needs and gaps (demand)

  ➢ How to forecast future skills requirements

Main objectives of Guidebook

- Focus is on <u>national</u> level skills assessment

- Helps governments assess skills <u>supply</u> and <u>demand</u> and determine existing and future skills <u>gaps</u>

- Practical tool to <u>guide policy makers in their digital skills strategies</u> and education policies

- Draws on, and complements, the <u>ITU Digital Skills Toolkit (2018)</u>

- Contributes to ITU's commitment to the ITU-ILO <u>Digital Skills Campaign</u>, which is part of the ILO Global Initiative on Decent Jobs for Youth

Target audience

Policy makers

Private sector

Academia

Non-governmental organizations

ICT policy makers working in close collaboration with other stakeholders

What does the Guidebook cover?

Chapter 1:
Review of existing skills assessment frameworks and approaches

Chapter 2:
Assessment of current national skills levels (supply)

Chapter 3:
Assessment of skills needs and gaps (demands)

Chapter 4:
Forecasting future skills requirements

Appendix:
List of knowledge resources on skills assessment

Review of existing digital skills frameworks

- Assessment approaches are often constructed around a digital skills framework

- A digital skills framework provides a means of categorizing and organizing the complexity and range of digital skillsets

- Frameworks create a common language and sometimes prescribe proficiency levels

DigComp	DLGF	DiSTO	NEDSF
• Digital Competence Framework for Citizens • EU JRC • Updated 2017 • Includes 5 competence areas	• Digital Literacy Global Framework • UNESCO • Developed in 2018 to serve SDG 4 • Adds 2 competence areas to DigComp	• Digital Skills to Tangible Outcomes • LSE • Organizes digital media skills around 4 domains • Updated 2012	• New Essential Digital Skills Framework • UK Government • 5 skills categories • Updated 2018

Assessing available skills (supply)

STEP 1
Assemble Team
Create a structure to manage the process

STEP 2
Decide what to assess
Find out what data already exists and decide what should be assesed

STEP 3
Collect and analyze the data
Decide how the data will be collected and analyzed, then collect and analyze

STEP 4
Disseminate data
Identify who you will share the data with, aiming for wider dissemination

Assessing skills needs and gaps (demand)

Understanding current digital skills needs and gaps

Step 01 — **Administer desk review**
Review available literature on the demand of digital skills in the country

Step 02 — **Choose methods**
Choose the appropriate methods to respond to data gaps that are not covered in the desk review

Step 03 — **Focus on key sectors**
Identify key sectors and focus on those

Step 04 — **Conduct a gap analysis**
Compare results of the skills supply with skills demand to identify digital skills gaps

Step 05 — **Communicate the results**
Develop a communication and reporting strategy

Forecasting future skills requirements

How to forecast future digital skills requirements

STEP 01

Understand trends
Review resources that examine worldwide and regional technology trends.

Identify impacts of trends.

STEP 02

Conduct anticipation exercises
Conduct desk review of development trends.

Gather data to understand existing industries.

STEP 03

Make strategic decisions
Review other factors that influence requirements.

Make decisions on further action.

Conclusion

- This guidebook is designed to provide as much flexibility as possible for each country to choose an approach that fits its resource constraints and unique goals.

- Each country has different digital skills needs and requirements based on its level of technological development and its economic sectors.

- Assessment methods will depend on a country's resources and stakeholder engagement.

- Policy-makers should engage with partners in the private sector, non-governmental organizations and academia to craft the assessment approach that matches the country's needs and goals.
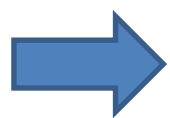
GCBI members are invited to promote the *Guidebook* among policy makers in their respective regions