# NEWSLETTER

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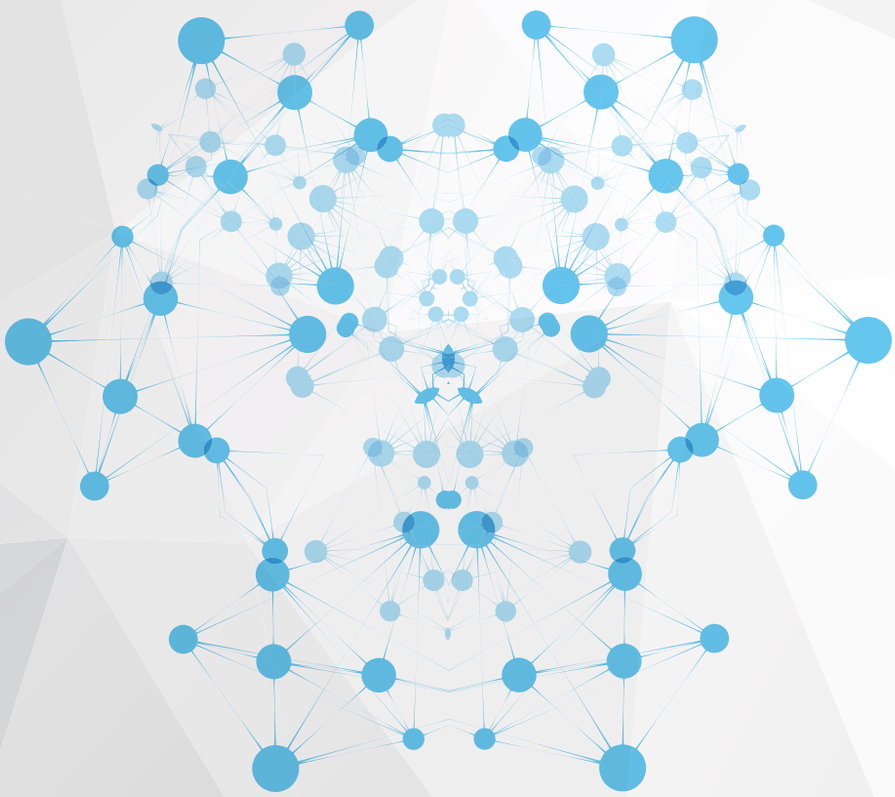

# AN INNOVATIVE TOOLKIT
## FOR THE DEVELOPMENT OF THE DIGITAL & NUMERACY COMPETENCE
## for Low Skilled Adults

into digits

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# PROJECT HIGHTLIGHTS

- Deeper insight into the finalized qualifications framework for numeracy

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The transnational project IntoDigits is aimed to help low skilled adult people in improving their abilities and to regain confidence in their skills. The project suggests the empowerment of low skilled adults by developing 42 trainer's digital tools for the implementation of innovative workshops/activities that develop the numeracy and digital skills.

**Concretely IntoDigits project aims to:**

- Develop 2 Qualification Frameworks for the Numeracy and Digital Competence(NDC) tailored for the specific target group in a specific context,
- Based on the Learning Outcomes (expressed in knowledge, skills and competences -KSCs) of these QFs enrich activities offered at each stage by designing 42 new workshops for the development of the NDC.
- Develop 42 online digital tools for the newly developed workshops for trainers for the development of the NDC and incorporate then in a new online tool (IntoDIGITS)
- Develop a digital assessment tool that will assess the numeracy and digital skills in link to the adult's current position on the AC scale. Based on the results, the trainer/ mentor can choose the appropriate workshops/activities for the trainee to
  a) eliminate any gaps identified on KSCs and
  b) facilitate his/her accession to the next level of the AC scale.

3rd transnational meeting
in Larissa, Greece

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## A deeper insight into the qualifications framework for mathematical competences and its contents

Following the development of the first output (Qualifications Framework for Computational Skills), the partnership has already completed the second output (Qualifications Framework for Digital Skills) at this stage under the leadership of DIMITRA, the Greek partner already experienced in developing innovative curricula.
We would therefore like to give you an insight into what the Qualifications Framework covers and what it contains:
The qualifications frameworks are divided into the areas “numbers”, “measurements and conversions”, “forms and space”, “dealing with information” and “problem solving, critical thinking and understanding”. These areas of work are in turn subdivided into individual learning units for which learning outcomes are defined. A distinction is also made between knowledge and skills.
Each work area or chapter begins with a brief description of the competences to be acquired here. This is helpful for trainers and all users of the Qualifications Framework.
In addition, each learning content in the Qualifications Framework is assigned to a level on the Active Citizenship Ladder. This is important not only to have an overview of the knowledge and skills required to reach a level, but also to see (as a trainer) which (mathematical and digital) competences are covered in the respective workshops, which are based on the Active Citizenship ladder levels.

**In concrete terms, for example, the following learning units belong to the “Numbers” area:**

- Integers - natural numbers
- Basic arithmetic with integers
- Solving simple equations
- Advanced arithmetic with integers
- Negative numbers and basic calculations
- Working with ratios & proportions
- rule of three
- Ordering integers
- numerical sequences
- Rules of sequence for calculations
- fraction numbers
- decimal numbers
- percentages
- Convert between percentages, fractions and decimal numbers
- Problem solving with percentage numbers, decimal numbers and fractions
- Solving simple problems with numbers

## Beyond numbers and obvious mathematical basics

While the sections “Numbers”, “Measurements and Conversions” and “Forms and Space” are obvious to everyone, you may want to know what the sections “Dealing with Information” and “Problem Solving, Critical Thinking and Understanding” cover exactly and why we consider them important.
In everyday life we are confronted with a mountain of information, many of which are visualized numbers and data. Therefore, it is important to acquire the competence to be able to handle it correctly and, in the second step, to be able to create it yourself.
The work area “Handling Information” therefore concentrates on processes of data visualisation, interpretation and processing. The learner first learns how to organize and present data with the most common graphics and how to extract data from given graphics and interpret the information provided. The learner also acquires a basic understanding of probability concepts.
In the area of “problem solving, critical thinking and understanding” we assume that everyone can benefit from good problem solving skills, as we all encounter problems on a daily basis. Some of these problems are obviously harder or more complex than others. Good reasoning and critical thinking can be very helpful in work, school and interpersonal relationships.
The latter is therefore about learner learning and applying proven problem-solving and reasoning techniques. They should be able to tackle everyday problems and make confident decisions by taking responsibility for the solutions adopted or decisions made.

# Next steps...

The next steps are testing the 42 experiential, innovative workshops and activities with trainers and with the target group, the low-skilled adults.

In autumn 2019, at the 4th transnational meeting in Rome, the results and experiences of the partners from the test workshops will be collected and adapted if necessary.

Furthermore, the planning of the final conference of IntoDigits in spring 2020 in Radom/ Poland will be on the agenda.

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