

# Digital Skills for Azerbaijan

Maximize Azerbaijan's uptake, impact and benefits stemming from the digital economy



Kathrin A. Plangemann

## Outline: Digital Skills for Azerbaijan

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Background and rationale

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What do we mean by Digital Skills? Frameworks, strategies and programs

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Global good practices in developing Digital Skills

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How can the Bank help strengthen Azerbaijan Digital Skills?



## Digital skills in Azerbaijan and the DE4A framework



The Government of Azerbaijan is committed to accelerating investments in human capital as a critical step to boosting more inclusive and sustainable growth.

Strengthening **digital skills** is key to maximize Azerbaijan's uptake, impact and benefits stemming from the opportunities presented by the digital economy.



The World Bank Digital Economy for Africa (DE4A) Initiative that sets out a bold vision to drive the **digital transformation** of Africa and ensure its full participation in the global digital economy.

While it has been developed for Africa, DE4A provides a valuable **Digital Economy framework** and a strong methodology for the development of **Digital Skills strategies**.



## Digital Skills: A key pillar of the digital economy DE4A framework



### Digital Infrastructure

- Increase access to broadband Internet
- Increase quality of broadband Internet
- Increase affordability of broadband Internet

### Digital Skills

- Increase availability of digitally competent workforce
- Increase Internet connectivity in education institutions

### Digital Platforms

- Increase digitization of secured and interoperable public digital platforms

### Digital Financial Services

- Increase access to digital financial services
- Increase usage of digital financial services

### Digital Entrepreneurship

- Increase the number of digital solution firms
- Increase the number of firms using digital technologies for business purposes



## What do we mean by Digital Skills? A typology

# Digital Skills

Digitally literate citizens

Digitally competent workforce

Skills to leverage digital technologies and services in everyday life

Skills to facilitate learning, civic engagement, health outcomes

Skills for a broad range of occupations

Skills for ICT professions

EU Digital Competencies 2.1/ UNESCO Digital Literacy Global Framework

EU E- Competence Framework



# Digital Skills Frameworks: UNESCO DLGF Framework and EU Digital Competences 2.1

Digital Skills are the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately.

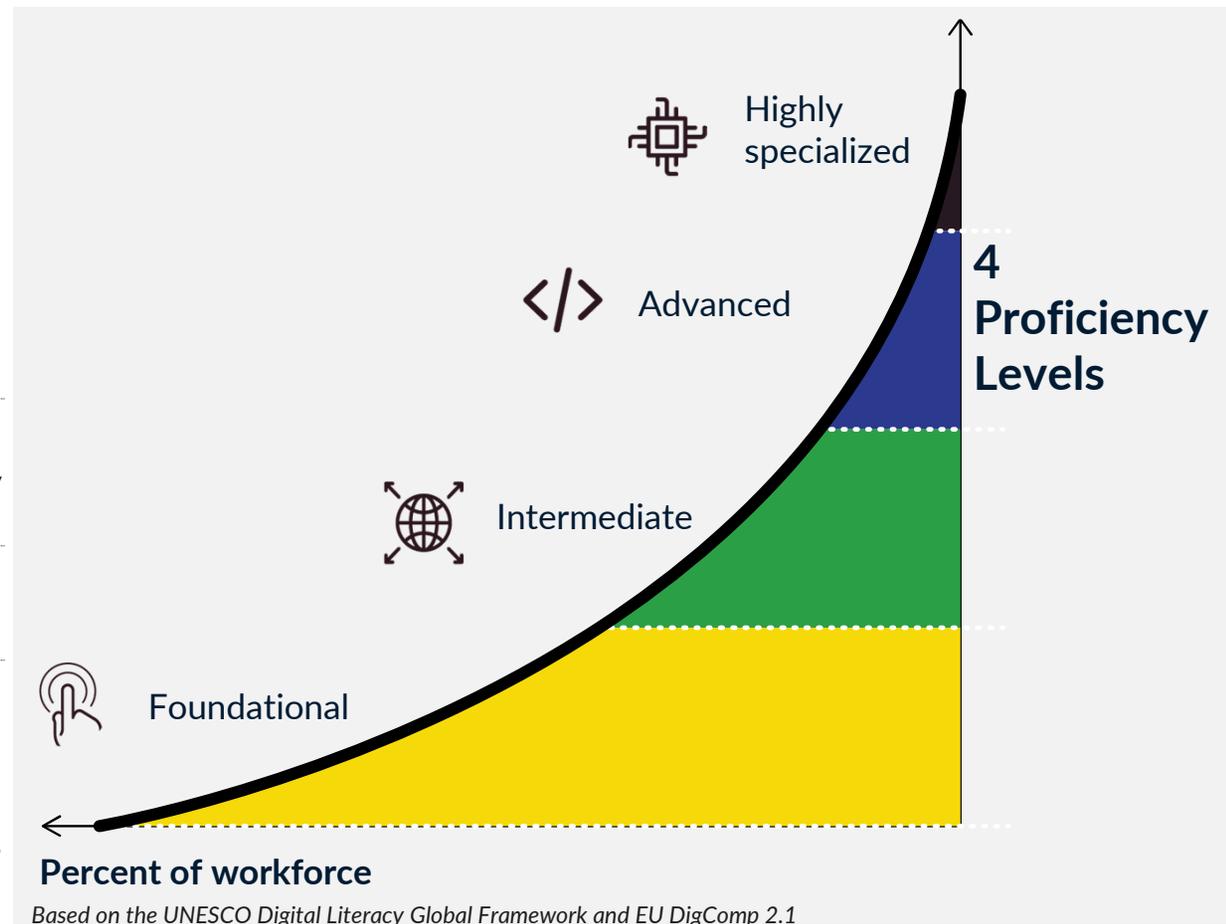
for citizens and all occupations

## 7 Domains

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1. Devices and software operation | 2. Information and data literacy |
| 3. Communication & collaboration  | 4. Digital content creation      |
| 5. Safety                         | 6. Problem solving               |
| 7. Career related competencies    |                                  |



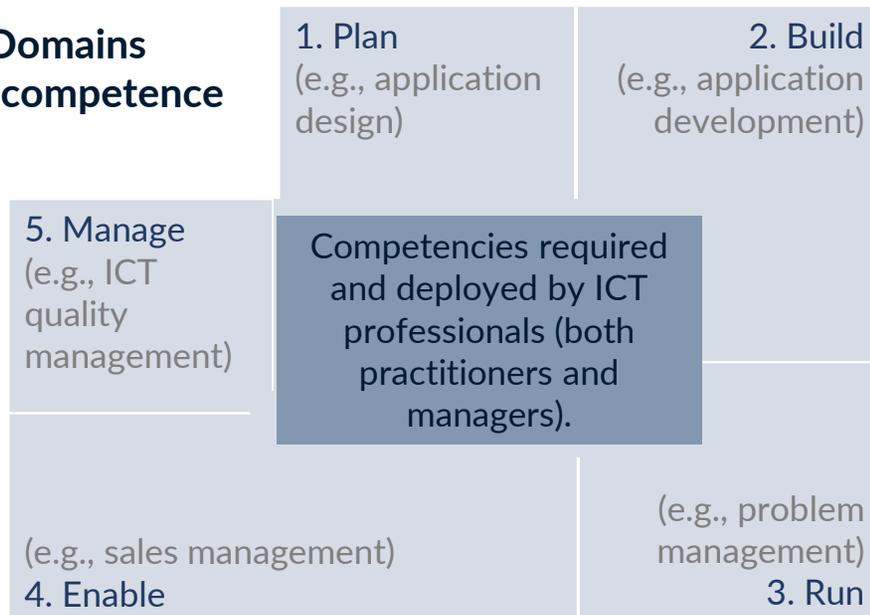
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# Digital Skills Frameworks: EU E-Competence Framework for ICT professions

40 competences required at the Information and Communication Technology (ICT) workplace.

## 5 Domains of competence

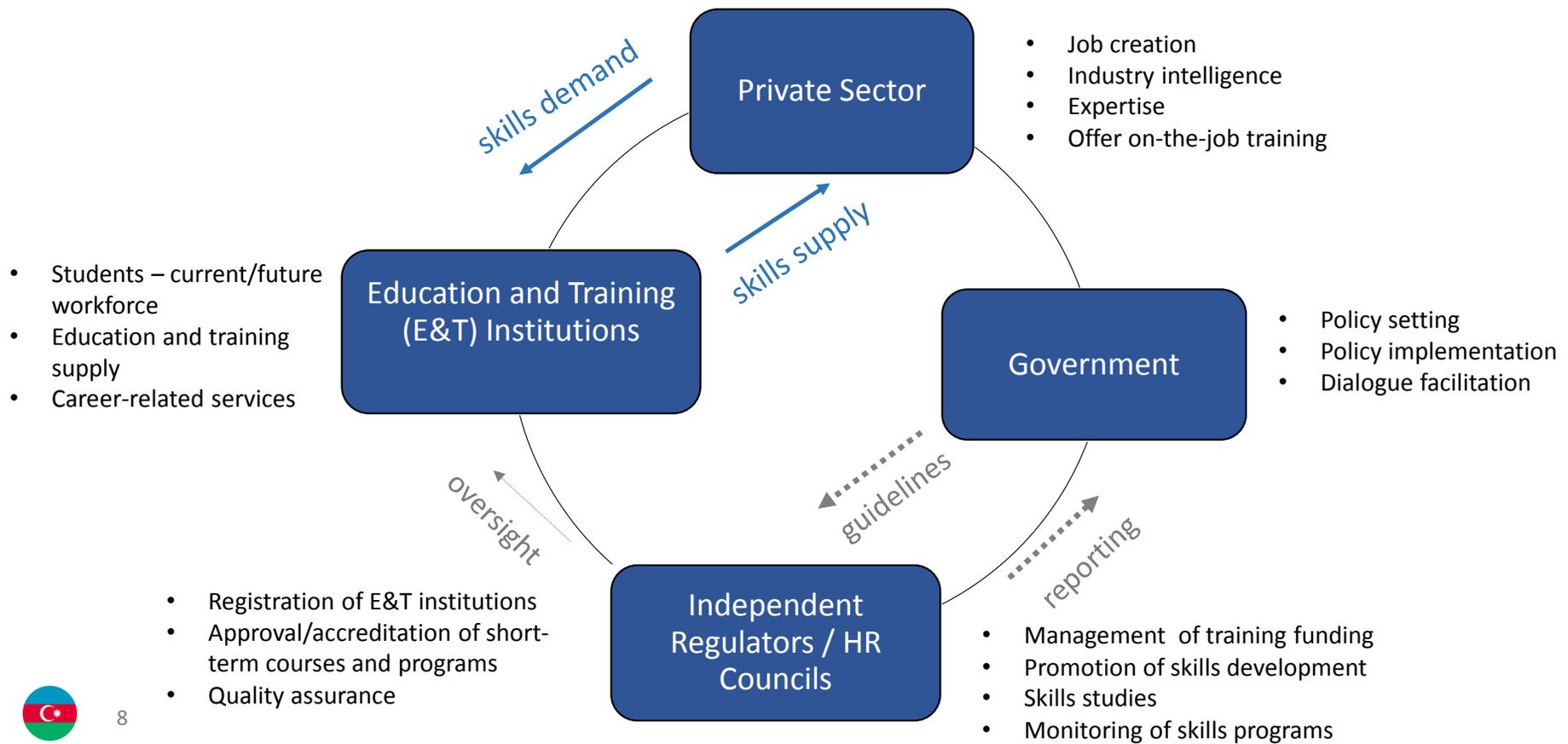


## 5 Levels of proficiency

for ICT professions



## The skills system and key stakeholders



## Digital Skills assesment

### Demand for Digital Skills

- Assessment of the current and prospective demand for Digital Skills (both from private and public sector)
- Methodology: skill councils; sector-specific skills needs assessments; a survey of job advertisements and labor market surveys

### Supply of Digital Skills

- Current state of provision of Digital Skills education and training on different levels (foundational, intermediate, advanced, highly specialized level)
- Includes both formal education and training institutions (public and private), and short duration training and online programs

### Enabling institutional environment

- Digital Skills planning, implementation and M&E architecture: National and institutional level
- Priorities, learning outcomes and targets
- Institutional behavior: Incentives framework

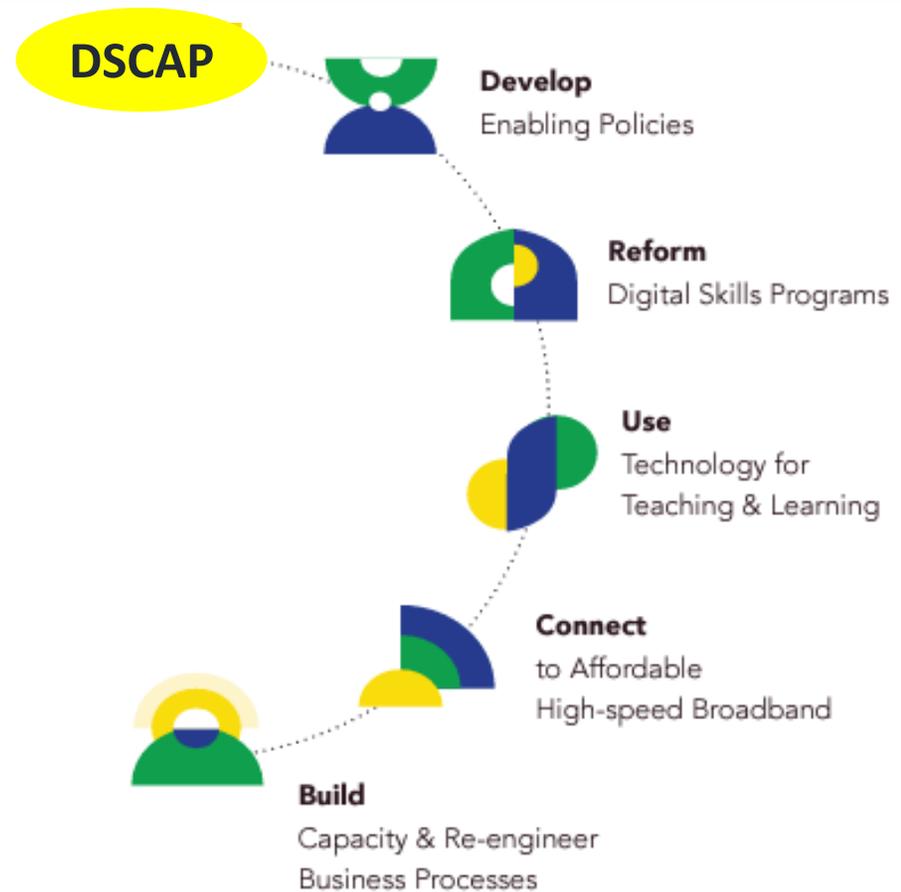
**DIGITAL SKILLS COUNTRY ACTION PLAN**



# Digital Skills Country Action Plan (DSCAP)

## What is it?

-  A structured approach to developing Digital Skills
-  Sets goals for Digital Skills development
-  Five coordinated strategies resulting in a coherent and costed plan
-  Enabling policies, programs, capacities and processes



## Five coordinated strategies for Digital Skills development

### 1 Establish Enabling Policies and Digital Skills Framework

- Enabling policies
- Digital Skills Framework
- Digital Skills Assessment

### 2 Reform of Digital Skills Programs

- Intermediate level digital skills for all students
- Reform of digital skills programs (e.g., undergrad, advanced)
- Reform of TVET programs
- Partnership with the private sector (e.g. rapid skilling programs)

### 3 Enhance use of Technology in Teaching and Learning

- Expanding and improving online courses
- Expanding and improving use of technology in classrooms

### 4 Connect to Affordable High-speed Broadband

- Strengthen/establish National Research and Education Networks (NREN)
- Modernize campus networks and IT preparedness

### 5 Capacity Building and Business Process Reengineering

- Develop capacity in Ministries and authorities
- Businesses process reengineering



## Tapping into global experiences to develop Digital Skills



### Portugal

- **National Digital Competences Initiative e.2030** includes various systems affecting digital skills (government, education, private sector, and R&D).
- Is based on **data and assessments of needs and competences**, includes indicators with baselines and goals.



### Norway

- Two salient governance arrangements: (a) A **Skills Policy Council** as advisory body for policy implementors and, (b) A **Future Skills Needs Committee**
- **Nontraditional partners** represented in both entities: NGOs and unions providing lifelong learning programs and training



### Singapore

- **Lifelong Learning Council** for Continuing Education and Training (CET) schemes and increased employer involvement.
- **SkillsFuture Singapore** scheme, to subsidize worker upskilling and reskilling and industry-specific digital workplace programs



### Korea

- Korea's **Smart Training Education Platform (STEP)** is an online marketplace for accessing e-learning content
- Support to training institutions to incorporate **e-learning** into their programs through subsidies and quality assurance mechanisms.



### Ireland

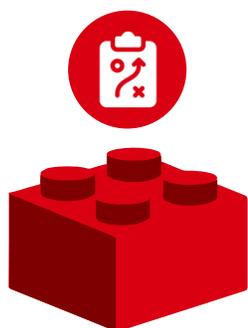
- A **Digital Learning Framework (DLT)** for primary and post-primary schools
- Allows teachers and schools to identify where they stand in terms of embedding digital technologies in teaching, learning and assessment, and enables them to progress further in that journey.



### Chile

- SIMCE ICT is a **nationwide digital skills assessment framework** administered to second-year high school students to assess learning levels achieved by Chilean school system students.
- **Results are public and reported nationally**, regionally, and by school administration type.

## How can the World Bank Support Azerbaijan in DSCAP design and implementation ?



### Strategic Planning design

- Support to the development of each of the 5 strategies, including supply and demand of Digital Skills assessment, institutional assessment, setting targets and costing.
- Facilitation of strategic engagement with all relevant stakeholders



### Implementation Support

- Strategic capacity-strengthening on strategy implementation, including implementation support, PM&E and problem solving.
- Change management strategy to build trust and enhance participation and ownership, reducing risks to delivery.



### Global knowledge

- Global knowledge customized to Azerbaijan's priorities to develop and implement Digital Skills plan
- Peer review of action plans by experts
- Cross country sharing and learning



**THANK YOU!**

**Grateful for the opportunity and  
looking forward to our discussion!**

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