

Dear all,

I will briefly try to summarize what happened in our session. It was organized by İŞKUR and it was about digital literacy. We had 6 speakers Anna Palmgren from arbetsförmedlingen of Sweden, Liu Ngo Xuan from Molisa of Vietnam, Nasser Kettani from kettani digital Consulting, Nazlıcan Yöneş from Google, Abla Safir from the World bank and İřam Iraki Houseini from Microsof and under the moderation of Emrullah Uludağ.

I have to tell that the presentations were of high quality and very much to the point. We had the chance of hearing both from the public side and the private sector and a global actor World Bank.

First of all, we need to talk about the distinction between digital literacy and digital skills. Digital skills is like sending an e-mail or text but digital literacy is the ability to judge and choose the appropriate digital channel for communication. Digital skill is tweeting, posting on Facebook and digital literacy is the ability to navigate social media securely by clearly identifying bots, bias, propagandas or harassments. Randomly using social media is more like consuming, but digital literacy has a productive side.

Digital literacy is important because of rapid growth in connectivity, e-commerce and change in the market recruitment trends. It also effects labour markets and job opportunities. We can say that low income countries have less opportunity of ICT jobs and, high income countries granted with those jobs. That means if a country's income grows, the share of employment in high-ICT sectors will grow, meaning increased need for digital literacy.

Our colleague from World Bank want me to highlight Work is becoming more intensive in non-routine skills and less so in routine ones. Those non-routine skills can be interrelated with social emotional skills which includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others. Those all information canalize our mind to invest on individuals early ages.

We should also think about formal education system. Mr Kettani and many other speakers pointed out that we are educating our children with the technology of 20 years ago. Substituting needs due to the lack of formal education our PES and other actors are taking initiative. They both have modules for all ages.

We saw examples of PESs training its own staff to increase digital literacy and also producing their own applications. In order better understand the needs and what digital developments bring, PESs keeps an eye on what other counterparts do and also try to identify the needs of their users, mainly jobseekers. Public sector first introduces a new development within the organization and introduce it to jobseekers/employers only after reaching a certain level of satisfaction.

Private sector, on the other hand, is aware of the huge skills gap in the labour market and not finding qualified workforce is a problem. They are also aware that low digital literacy means low level of customer satisfaction and less utilization of their products. Therefore, they directly train the end users by using e-learning modules and other relatively cheap and easy to reach tools. The numbers here are counted as tens of millions in different continents. In a project carried out with Google and İŞKUR, e-learning model has been implemented on a great number of people. Those who succeed get a certificate on digital literacy. Among those successful ones, individuals are chosen for extensive face to face training and so on.

In the end, we saw that both public and private sector are very much interested and conducting activities to cope with challenges brought by technological developments and requires high level of digital literacy rates.