

***Gender aspects of digital readiness and development of human capital in
region (2019 – 2020)***

FOR THE 1st PERIOD - 2019

(The Ministry of Education and Science of Ukraine; The Ministry of Education and
Science of Latvia)

To fulfil the **Agreement Nr. LV-UA/2018** between The ministry of education and
science of Latvia and Rezekne Technological academy.

Plan for 2019 – *draft*

Clarification and view exchange befor discussions:

- *on January 8th??, 2019 in Riga*
- *on January, 11 in Rezekns – Skype*
- *on February 11-15th in Kanada?*

We hypothesize that **the key elements of readiness** lie in the following areas:

(Olena Mikhailenko – in black; comments by Irēna Žogla – in blue):

- **digital competency** (*measure by using EC table of 5 digital competence clusters for many areas; for this project added by the three more clusters suggested by Olena – attitude, cultural context, personality traits*), these are needed (a) to have understanding of the situation and (b) spot out competences to be improved later to create a gender-specific competence table for self-evaluation and further life-long competence transformation after the project.

A remark: we have no obligation to prepare proficient educators – our obligation is to prepare a transformative gender-specific program to improve digital competences for professionals of different areas.

Additinal clusters to the EC table of digital competences:

- **attitude toward information technology** (*create a Likert scale for the selected recipients (700+40 as in the project description). Besides, we can take into consideration that the EC definition of **digital competence** includes knowledge, skills and attitude*)
- **cultural values** (*should be added a cluster to the competence table; these are addressed in the EC project, and we could make use of, if we agree*)
- **personality** (*should be added a cluster to the competence table – should be discussed*)

We should decide how we are going to operationalize the readiness elements: methodology and instruments for data collection, e.g.

- **digital competency** – DCP – *for Latvia we have to use – either accept or improve – the EC specified for the area analysis of digital competence, the improvements for teachers can be used – the data of Latvia have been analysed and provided in a comparative aspect of the EU states. Latvian group have to use or comment these.*

- **attitudes toward information technology** –ATIT – *extract from the EC project analysis and add those specific for the project; can be used for Latvia (with data analysis, as well as for Ukraine to collect these data, if needed or considered valuable)*
- **cultural values** – SVScale – *use the analysis by the EC project; a special section of the EC investigation is devoted to this context*
- **personality** - Big Five (?). – *big 5 can be considered; also we can add to the competence table a question to mention, say, 3? the most important personal qualities to promote one's digital competence.*

and how we will process data in order to answer the **research questions**: *To my mind these should be clarified after the first round of empirical data (competence table). Irēna.*

1. **Which elements from the above-mentioned areas are significant for defining readiness?** – *I suggest examining publications on specific professional digital qualities, or approach this question in a more simple way – digital qualities in the major are the same, but some specific for particular areas/professions; in education these might be: subject-specific digital competence and research-specific digital competence. Some area-specific competences are included and commented (at least the basic ones) in the EC project analysis.*
2. **What are the educational transformation directions for facilitating better readiness?** *These are commented in the main by the EC project analysis, we can make use of these and modify according to the selected for research areas (Olena, I hope, will suggest profession/area-specific ones since she has this sort of experience). The appropriate transformations will be planned in the educational program.*
3. **What are the targeting working (4.0) and learning (4.0) activities?** - *we can use those elaborated by the EC project; these will need modifications and improvements after the first round of data collection and analysis on the digital competence*
4. **Are there gender differences in readiness?** *I believe, these will be slight if any; the first round of the empirical data will make it clear – though some areas might be more gender sensitive*
To be continued and clarified.... Yes!

After defining research questions, we can plan sub-projects (and potential publications) and research sub-groups

To answer the research questions, the first task is to **collect a quality data**. For that, we need:

1. **To define a statistically representative sample.** *Project says 700+40 ; we have to agree upon the areas preferably the same in both countries to be comparable*
2. **To translate instruments into Latvian, and validate the translation with two other bilingual team-members.** *Will be translated to Latvian in the shortest possible time – 2-3 days after the final discussion, mainly after the agreement of the performers in Canada, Ukraine, Latvia; preliminary by February 20. The EC digital competence table is partly translated. Translation of modifications and added clusters will remain until the last discussion.*

3. **To prepare online facilities for surveying, collecting and storing data** – *As soon as the first-round tools are ready*
4. **To transfer the translated surveys on the online basis (and double check how it works with two separate people)** - *As soon as the first-round tools are ready*
5. **To plan motivation for the participants (students, professors), they to provide a good quality data.** – *I would rely upon Olena as the most knowledgeable in the project problem to be finished by the time when the first-round tool is ready. Latvian group is ready to be executors under Olena's guidance*
6. Train the data collectors, they to be able to help the participants to give full, responsible and comprehensive answers. - *instruction should be finished by the time when the first-round tool is ready.*
7. **To plan and organize the process of data collection.** – *Draft plan follows. More details will appear after the first-round tool is adopted – after February, 15th.*

THE JOINT UKRAINIAN- LATVIAN R&D PROJECT FOR THE PERIOD OF 2019 – 2020

Activities to be completed in 2019.

VEICAMIE DARBI 2019.gadā

Atskaite 2019.gada beigās/ *Report to the ministry in December 2019.*

Black- official agreement, Ministry of education and science, Latvia
Blue – proposal and comments by Irēna Žogla

Līgumam Nr. LV-UA/2018/____ par Projekta "**Digitālās gatavības un cilvēkkapitāla attīstības dzimumu aspekti reģionos**" 1. posma īstenošanu starp AĢENTŪRU tās direktores Ditas Traidās personā, no vienas puses, un Rēzeknes Tehnoloģiju akadēmiju (turpmāk – FINANSĒJUMA SAŅĒMĒJS) tās rektora vietas izpildītājas Ivetas Mielutes personā, no otras puses.

According to Agreement between...

FINANSĒJUMA SAŅĒMĒJS apņemas saskaņā ar Līguma 2.pielikumu veikt šādus darbus:

Darba veidi / <i>Activities</i>	Laiks / <i>time</i>	Forma, vieta/ <i>form and place</i>
1.Darbu plānošanas <i>on - line</i> semināra organizēšana datu vākšanas uzsākšanai. Pētījuma metodoloģijas izstrāde. Projekta mērķiem nepieciešamo datu savākšanas rīku noteikšana. <i>-(kompetences apzināšanai tā pati tabula, kas pirmajam projektam, bet ar atbilstīgi modificētu daļu abiem projektiem – dokumenta nosaukums atbilstīgi katram projektam)</i> <i>Planned activities, on-line seminars, first round of data collecting. Research methodology, tools (to collect data on digital competence we suggest to use the competence table of 5 clusters used by EC project, interpreted and analysed regarding several areas of economic and social affairs. Should be modified and added by area/profession – specific</i>	<i>Jan-Febr. 2019</i>	Digit.kompetences research tool - Mikhailenko Instruction for data collectors - Mikhailenko

<p>clusters of digital competences.</p> <p>2. Datu vākšanas <i>koordinātoru apmācība</i> Skype vidē, tiešsaistes rīku, metodisko un tehnisko <i>norādījumu</i> pieejamības nodrošināšana. <i>Data collection tools discussed via e-formats, also instruction for data collectors, accessible on the home-page</i></p> <p>3. Datu vākšana (<i>online</i> aptauja) par digitālo kompetenci un personīgo kultūras orientāciju un mērķa grupas dzimumu struktūru. <i>On-line data collection on the digital competence, personal qualities, cultura-context, structure of the gender-specific groups</i></p> <p>4. Datu apstrāde SPSS un citās programmās, datu interpretācija, analīze. / <i>data processing: SPSS and other programs, data interpretation, analysis</i></p> <p>5. Projekta starpposma rezultātu izvērtēšana darba sapulcē Ukrainā. <i>Seminar/meeting of the project group to discuss the first half-year findings</i></p> <p>6. Teorētisko pētījumu veikšana par digitālās gatavības un cilvēkkapitāla attīstības dzimumu aspektiem reģionos. Kopīga raksta sagatavošana un iesniegšana un publicēšana konferencē "Cilvēks. Vide. Resursi" (SCOPUS); Rezultātu popularizēšana RTA zinātniskajā konferencē "Sabiedrība. Integrācija. Izglītība", rakstu krājumā un iesniegts publicēšanai <i>Thomson Reuters Web of Science CI/ Conducting theoretical studies on the gender aspects of digital readiness and Human Capital development in the regions. Preparation and submission of a joint article and publication at the conference "Human Environment. Resources" (SCOPUS); Promotion of the results at the RTA Scientific Conference "Society. Integration. Education" in the collection and submitted for publication by Thomson Reuters Web of Science CI.</i></p> <p>7. Latvijas – Ukrainas simpozija/ konferences organizēšana. Projekta starpposma rezultātu izvērtēšana darba sapulcē / <i>Organization of Latvian - Ukrainian symposium-conference.</i> Evaluation of project interim results at a working meeting</p>	<p>Febr</p> <p>Mar.-Apr</p> <p>Mar - May</p> <p>Jun, 19-22 June, 23 – in Jurmala SPA</p> <p>Jan-Jun Presentation on June 21-22</p> <p>Ukraine, Ter- nopil?</p>	<p>Skype, on-line</p> <p>On-line, the group of collectors: Ušča, Kijaško, master and doctor students</p> <p>Ušča</p> <p>Vasaras skolas, konferences dienās; Rēzeknē/ during the summer school, conference period in Rezekne – Mikhailenko, Žogla</p> <p>2 referāti un raksti/ 2 reports at June conference, 2 articles in Rēzekne – Mikhailenko et.al., Marzani et.al</p> <p>(Žogla u.c.referāts un raksts maija konf.Rēzeknē – abiem projektiem kopējā teorija / Report at May conference and article by Žogla, Mikhailenko, Prudnikova – theoretical underpinning common for both projects</p> <p>Rudenī / Fall- Mikhailenko</p>
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