When I submitted the first time to IGI Global the proposal for the *International Journal of Digital Literacy and Digital Competence*, I was not sure to succeed in covering all the topics belonging to the wide area of interests I hypothesized for the journal. All over the world there were in fact many examples of web sources and journals discussing of digital literacy at different school levels, in higher education, in adult population, and so forth, but it was still unclear to me if I would have won the challenge of the realization of a journal collecting all contributions and suggestions for the analysis and the development of a sound digital literacy.

The main difficulty was in fact to find the right starting points for the construction of a community and the creation of a debate space where the scientific discussion could touch different levels of interest and could develop autonomously. When such a proactive subject was made it had no difficulty in the production of the right stimuli and suggestions both inside the academia and outside it, and, it could influence policymakers, stakeholders, teachers, and so forth, in making the right choices for the construction of the knowledge society.

The contributions in this issue of the journal, which is also the inaugural issues, show that I involved the right people in getting the bases for the construction of the mentioned community and demonstrate the maturity of the interdisciplinary field of investigation which is ready to face the problems and discuss the topics in digital literacy and digital competence at all levels.

The four articles in this issue analyse in fact a wide area of aspects, but have a common thread that joins them, a sort of ideal line along which the ideas on digital literacy follow one another. The first contribution drafts a panorama of the different meanings of digital divide and concentrates its analysis on the differences between digital natives and digital immigrants. The second contribution first proposes the role and importance of IT/ICT contests for the involvement of student and the development of their learning, soon after it analyses some frameworks for digital competence assessment and the hypotheses for the structure of the questionnaires to submit to young stu-
dents to analyze/develop digital literacy/competences. The third article explores some aspects of adult learning on digital literacy in the context of a lifelong long learning programme for social cohesion from the perspective of educators. The fourth and last article discusses the need for digital literacy in the market as it can be deduced from the experiences carried out in corporate and organizations, it reports in fact of three Spanish projects operating at different levels for the overcoming of the digital gap due to differences in genre, generation, family income, and so forth.

In a greater detail the authors of the four articles propose what is reported below.

Paolo Ferri in his article “Digital and Inter-Generational Divide” states that digital divide can be considered a macro economical index, which represents the social differences and the separation between the North and the South of the world. The author starts from the first definition of digital divide to show that it is today a great and unrecognized problem in the developed countries, especially in the field of education. For sure, “digital disconnection” is a key problem for School and University as institutions, he says. At last he focuses on the spreading gap between digital natives (i.e., young students), and digital immigrants (i.e., parents, teachers and policymakers in the school).

Antonio Cartelli, Valentina Dagiene and Gerald Futschek in the article “Bebras Contest and Digital Competence Assessment: Analysis of Frameworks” discuss two joint aspects of digital competence assessment and development. First, the importance of the informal education environments supported by IT/ICT in students’ learning and the role of some international competitions on the improvement of students’ interest and application in Informatics and related disciplines is discussed. Second, the outcomes of a research study on the features of a framework for digital competence assessment are proposed and a new model for that framework is reported. The article ends with the proposal of the adoption of the defined framework for the structure of the questions in the international Bebras contest.

Athanassios Jimoyiannis and Maria Gravani in their article “Digital Literacy in a Lifelong Learning Programme for Adults: Educators’ Experiences and Perceptions on Teaching Practices” explore some aspects of adult learning on digital literacy in the context of a lifelong long learning programme for social cohesion in Greece. First an outline of the framework of the digital literacy subject, as it is taught in the SCS, is given. The exploration draws upon the experiences and perceptions of eight adult ICT educators that taught in the context of four case study SCS. The findings reveal that the educators adopted flexible instructional practices that were adjusted to adult learners’ needs and interests. In addition, the article reveals the difficulties that adults had to face while developing ICT literacy skills, from the perspective of the educators. The article ends with some implications for the design of adult digital literacy courses in SCS and other lifelong learning programmes, and for the preparation and development of the ICT educators in the years to come.
Carmen De Pablos Heredero in the article “Framework for the Experiences Carried Out until Now on Digital Literacy in the Spanish Market” deals with the idea of digital literacy as key aspect for the development of the Information Society, because it is, above all, a society composed by people. For that reason, a social priority for the information society development should be the acquisition of knowledge. To be digital literate means to have the technological capabilities that allow a person or an organization surviving in the information society; as a consequence three Spanish projects which contributed to digital literacy are reported: Educared, that tries to promote the spread of Internet for innovation and pedagogical training amongst teachers, parents and students in primary and secondary schools; Dana Project, that tries to identify good practices to reduce the digital gap based in gender; and Competic, a program that tries to offer good practices for the promotion of information and communication technologies in small and medium size firms.

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