



Functional knowledge policy: Analytical comparison of digital competence within Slovak and Irish national educational systems

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Abstract

Functional knowledge policy as a complex process instrument participates in national economic and social spheres. Adjustment of national educational policies- sequence and interconnection of educational grades with accurate content; methods and techniques used for its acquisition- all of these influence social and economic sector directly and may eventuate in radical changes. Knowledge policy without practical competencies is basically insufficient for economic increase however competence without knowledge manipulates perspective of human social satisfaction. Article analyses digital competencies as one of critical competence within Slovak and Irish primary educational systems and summarizes analytical results achieved.