Digital technology has permeated all aspects of human activity and, as such, is requiring every person to constantly adapt to the evolving reality. As education is always aiming to remain relevant, digital technology has been adopted or, at least, introduced in classrooms in many forms and for a great variety of purposes. Again, this required everyone in this field to adapt. What was under the specific of the needs to adapt? What should teachers teach? What should teachers know? These basic questions give rise to the development of many models and theories about the pedagogical application of the technology, for every group of people involved in the educational process.

The original objective of this particular project was and remains, to develop a model of technological competencies that is to be consistent with other current educational theories as well as to be applicable to any discipline or area of human activity outside of education and therefore limitted to no single pedagogical perspective. The premise is simple: education is a social project, then it should be consistent with all other human activity - outside of education.

Based on the works of scholars such as McClelland (1973); Gillet (1986; Le Boterf, 1999), A Competency is considered here to be a set or an array of theoretical and practical knowledge, skills and values that can be readily called upon and put into a situation and context that is different from prior situations. Although training may provide initial necessary elements, such competency is considered to develop with varied experiences and the ability and confidence of the individual to adapt.

The use of digital technology described below imply the development of Four Orders of Competency, either as a prerequisite to making effective and efficient use of the technology or as a result of using the technology for each purpose.

**Technical Order of Competency**: An array of practical knowledge generally developed through experience with the technology and applied using methods often used, to interact effectively and efficiently with the technological object itself. This language and these commands constitute the knowledge that the user will select from, using specific criteria derived from the analysis of a situation, to plan and use the technological object. It should be noted that although these Technical competencies are defined explicitely, they are essential in any use of the technology regardless of the intent.

**Social Order of Competency**: An array of practical knowledge generally developed through reflecting on results of a variety of socio-technical experiences and considering in general concern for the needs of others, in order to develop and use a strategy of thinking about, and acting with others. If we can call this flexibility, value and ethical.

**Informational Order of Competency**: An array of theoretical and practical knowledge generally developed by reflecting on results of a variety of document gathering activities in order to extract usable methods for the aggregation, classification, selection, organization and interpretation of information.

**Epistemological Order of Competency**: An array of theoretical and practical knowledge about a specific discipline or domain, generally developed through formal studies or experience and applied as usable methods to use domain specific digital tools effectively and efficiently. This knowledge, translated into operational methods or scheme is required to assign information processing tasks (computational use) to a digital tool (such as a spreadsheet, a database, a photo or music editing system or any other information processing software, including programming languages and authoring systems); by identifying and solving problems or for the accomplishment of specified tasks.

**Frequency of Use**

As anyone makes frequent use of any knowledge or skill is response to a variety of problems or to complete different tasks, the different situations encountered will provide a constantly richer set of possible scenarios where solutions may work or not. It is the breadth of this experience that is fundamental in improving the ability of the user to recognize, to adapt knowledge or to adapt known solutions for new problems. In addition, it should be noted that as the variety of tools used to perform certain tasks increases, the differences in experiences also increases the level of practical knowledge developed by the user. The relative competency of a user is therefore considered to grow with the breadth and frequency of experience.

**Confidence of Use**

The whole notion of self-confidence in one’s ability to perform a certain task being a direct influence only on the personal motivation to act and on the expectation to improve has been widely demonstrated to directly affect the actual behaviour and performance. As Albert Bandura (1977, 1989, 1994) suggested, this general concept of self-efficiency shows on past experience and performance as well as diverse experiences, social persuasion and emotional state to predispose one to perform a task. Confidence of use therefore should be considered as an important factor that will affect motivation and, in return, will affect potential for learning and for improving competency.