Overview

- Context
- Key components and evolution of DigComp
- Recent updates
- Resources
- Implementation examples
- Questions, discussion
EU principles

• Three principles determine how and in what areas the EU may act
  • Conferral (by treaties ratified by all Member States)
  • Proportionality (cannot exceed what is necessary to achieve treaty objectives)
  • Subsidiarity (applies to areas in which either EU or national governments can act)

• In the area of education and training:
  • EU may only support, co-ordinate or complement Member States’ actions and may not pass laws
  • This is referred to as a supporting competences function

Key Competences for Lifelong Learning


- Reference frameworks developed through consultative, participatory and consensus-based processes
Evolution of the framework

2013  2016  2018  2022

Also EntreComp (2016), LifeComp (2020) and GreenComp (2021)

Informed by stakeholder consultation and the input of many experts across Member States
Digital competence involves the **confident, critical and responsible use** of, and **engagement** with, digital technologies for **learning**, at **work**, and for **participation** in society.

It is defined as a combination of **knowledge, skills** and **attitudes**

*(Council Recommendation on Key Competences for Life-long Learning, 22 May 2018)*
Applications of the DigComp framework

A broad framework to describe the digital competence of citizens
Flexible with respect to purpose, implementation and future developments

- Promotes common language, terminology and understanding
- Guides policy and strategy development, implementation and monitoring
- Guides curriculum and education and training content development
- Aids with the development of digital competence (self-) assessment and certification tools
- Supports alignment in competence measurement
## Dimensions of DigComp

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Name</th>
<th>Number of components</th>
<th>What it is</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Competence areas</td>
<td>5</td>
<td>Broad content areas of the framework</td>
</tr>
<tr>
<td>2</td>
<td>Competences</td>
<td>21</td>
<td>Sub-content areas of the framework: for example, Information and data literacy competence area has three competences</td>
</tr>
<tr>
<td>3</td>
<td>Proficiency levels</td>
<td>4 or 8</td>
<td>Descriptions of the level of proficiency with which competences can be executed, a combination of task complexity, autonomy and cognitive domain</td>
</tr>
<tr>
<td>4</td>
<td>Examples of knowledge, skills and attitudes</td>
<td>260</td>
<td>Short statements illustrating each competence - new to DigComp 2.2</td>
</tr>
<tr>
<td>5</td>
<td>Examples of use in education and employment</td>
<td>42</td>
<td>Examples of each competence in education and work scenarios</td>
</tr>
</tbody>
</table>
DigComp: Dimensions 1 and 2

Information and data literacy:
1.1. Browsing, searching and filtering data, information and digital content
1.2. Evaluating data, information and digital content
1.3. Managing data, information and digital content

Communication and collaboration:
2.1. Interacting through digital technologies
2.2. Sharing information and content through digital technologies
2.3. Engaging in citizenship through digital technologies
2.4. Collaborating through digital technologies
2.5. Netiquette
2.6. Managing digital identity

Digital content creation:
3.1. Developing digital content
3.2. Integrating and re-elaborating digital content
3.3. Copyright and licences
3.4. Programming

Safety:
4.1. Protecting devices
4.2. Protecting personal data and privacy
4.3. Protecting health and well-being
4.4. Protecting the environment

Problem solving:
5.1. Solving technical problems
5.2. Identifying needs and technological responses
5.3. Creatively using digital technologies
5.4. Identifying digital competence gaps
# DigComp: Dimension 3

<table>
<thead>
<tr>
<th>4 OVERALL LEVELS</th>
<th>8 GRANULAR LEVELS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPLEXITY</strong></td>
<td><strong>OF TASKS</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td><strong>FOUNDATION</strong></td>
<td><strong>INTERMEDIATE</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td><strong>ADVANCED</strong></td>
<td><strong>HIGHLY SPECIALISED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COGNITIVE DOMAIN</strong></td>
<td><strong>AUTONOMY</strong></td>
<td>With guidance</td>
<td>Autonomy and with guidance when needed</td>
<td>On my own</td>
<td>Independent and according to my needs</td>
<td>Guiding others</td>
<td>Able to adapt to others in a complex context</td>
<td>Integrate to contribute to the professional practice and to guide others</td>
<td>Propose new ideas and processes to the field</td>
</tr>
<tr>
<td><strong>Cognitive Domain</strong></td>
<td><strong>Remembering</strong></td>
<td>Remembering</td>
<td>Remembering</td>
<td>Understanding</td>
<td>Understanding</td>
<td>Applying</td>
<td>Evaluating</td>
<td>Creating</td>
<td>Creating</td>
</tr>
</tbody>
</table>
DigComp 2.2 update in a nutshell

- More than 250 examples of **knowledge, skills** and **attitudes** to help education and training providers update their DigComp curriculum and course material to face today’s challenges (**Dimension 4**)

![Venn Diagram](image-url)
Key elements of DigComp 2.2 update

• Fact-checking online content and its sources
• Remote or hybrid work context
• Digital accessibility
• Green and sustainability aspects of interacting with digital technologies
• Well-being and safety
• Citizens interacting with AI systems and data literacy

• Note IT Professionalism Europe’s e-Competence Framework (e-CF) for ICT specialists: https://itprofessionalism.org/about-it-professionalism/competences/the-e-competence-framework/
Knowledge:
Aware that search engines, social media and content platforms often use AI algorithms to generate responses that are adapted to the individual user.

Skill:
Can make use of information presented as hyperlinks, in non-textual form (e.g. flowcharts, knowledge maps) and in dynamic representations (e.g. data).

Attitude:
Intentionally avoids distractions and aims to avoid information overload when accessing and navigating information, data and content.
Implementation examples

• **DigComp into action** (2018) describes 38 inspiring practices of DigComp implementation. These are illustrated by 50 content items consisting of Case studies and Tools

• **DigComp at work** (2020) describes contexts of employability and employment through the analysis and sharing of 9 inspiring practices and related resources of DigComp implementations

• **DigComp at work implementation guide** (2020) describes specific guidelines, examples, tips and useful resources for the use of DigComp in employment contexts (accompanies the above report)

• The **Digital Skills and Jobs Platform** includes a repository of good practice examples and resources that are searchable
Use Case Example 1

- **Fit4Internet** (Austria)

- Based on DigComp AT (some adaptations)

- **Purpose**: increase digital literacy in Austria, primarily targeting young people, the labour force, jobseekers and older people

- Includes a training catalogue and tools (self-assessment and knowledge-based)

- [https://www.fit4internet.at/view/verstehen-das-modell](https://www.fit4internet.at/view/verstehen-das-modell)

- [https://www.fit4internet.at/page/assessment](https://www.fit4internet.at/page/assessment)

- [https://www.fit4internet.at/page/course](https://www.fit4internet.at/page/course)
Use Case Example 2

- **Women4IT** (International Partnership Project under the Youth Employment Programme of the Norwegian, Icelandic and Liechtenstein Foundation)

- **Open Educational Resources** (OER) that can be searched according to different criteria: language, job profiles, type of material and **areas of competence of the DigComp framework**

- 8 job profiles, profiling tool, training and mentoring

- **Purpose:** Increase the numbers of EU vulnerable girls and young women into the digital agenda

- [https://digitaljobs.women4it.eu/oer](https://digitaljobs.women4it.eu/oer)

- [https://digitaljobs.women4it.eu/](https://digitaljobs.women4it.eu/)
Use Case Example 3

- **Digital Competence Wheel** (Denmark, Center for Digital Dannelse)

- Inspired by DigComp, with some adaptations

- **Purpose:** provide a self-assessed overview of which digital competences exist and should be improved, as well as concrete inspiration for how to improve the most relevant digital competences

- [https://testmapus.dk/](https://testmapus.dk/)
DigComp resources

• JRC’s dedicated webspace for DigComp: https://joint-research-centre.ec.europa.eu/digcomp_en

• Framework overview and all framework publications: https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en

• Implementation guides and examples: https://joint-research-centre.ec.europa.eu/digcomp/digcomp-implementation-guides_en


• DigComp Community of Practice hosted by ALL DIGITAL at https://all-digital.org/invitation-to-digcomp-cop/

Questions, Discussion, Thank you
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