

DigComp

European Framework for Digital Competence

IFT Webinar - Building Digital Competence

Organized by UNESCO-UNEVOC

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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

https://commission.europa.eu/about-european-commission/what-european-commission-does/law/areas-eu-action_en



KEY COMPETENCES FOR LIFELONG LEARNING

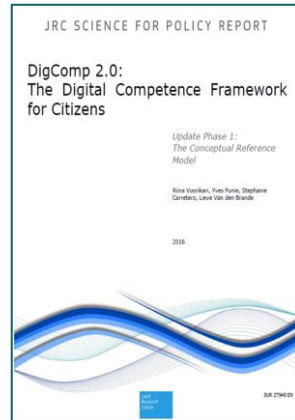
Key Competences for Lifelong Learning

- Council Recommendations (2006, 2018) promoting **competence-oriented education**, training and learning
- **Reference frameworks** developed through consultative, participatory and consensus-based processes

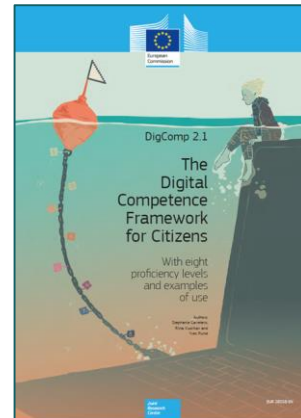
Evolution of the framework



2013



2016



2018

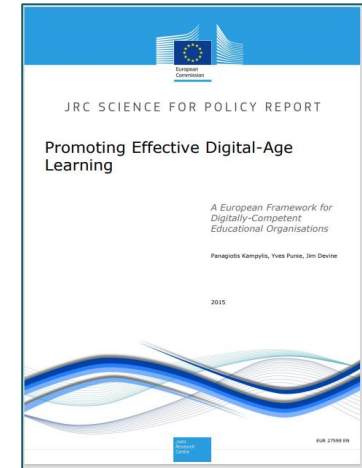


2022

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

Informed by stakeholder consultation and the input of many experts across Member States

DigCompOrg (2015)



DigCompEdu (2017)



DigComp:

the European framework
for digital competences
for citizens

Europe's Digital Decade target: 80% with at least basic digital skills – currently 54%



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

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

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

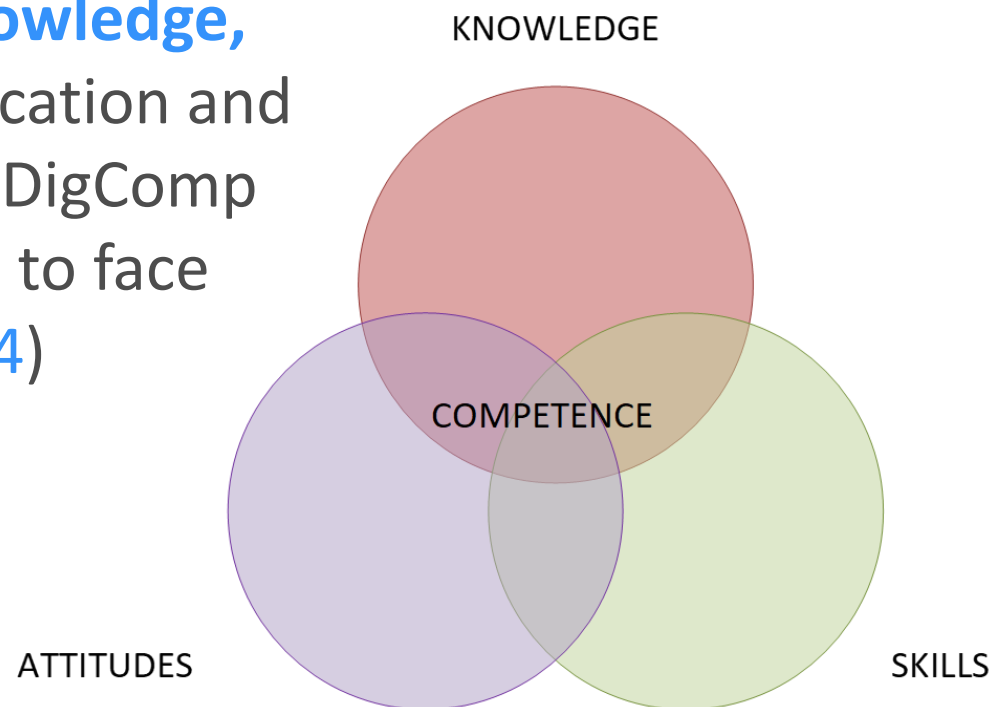
- 5.1. Solving technical problems
- 5.2. Identifying needs and technological responses
- 5.3. Creatively using digital technologies
- 5.4. Identifying digital competence gaps

DigComp: Dimension 3

4 OVERALL LEVELS	Foundation		Intermediate		Advanced		Highly specialised	
	1	2	3	4	5	6	7	8
8 GRANULAR LEVELS								
COMPLEXITY OF TASKS	Simple task	Simple task	Well-defined and routine tasks, and straightforward problems	Tasks, and well-defined and non-routine problems	Different tasks and problems	Most appropriate tasks	Resolve complex problems with limited solutions	Resolve complex problems with many interacting factors
AUTONOMY	With guidance	Autonomy and with guidance when needed	On my own	Independent and according to my needs	Guiding others	Able to adapt to others in a complex context	Integrate to contribute to the professional practice and to guide others	Propose new ideas and processes to the field
COGNITIVE DOMAIN	Remembering	Remembering	Understanding	Understanding	Applying	Evaluating	Creating	Creating

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**)



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/>

DigComp: Dimension 4

DIMENSION 1 • COMPETENCE AREA

1. INFORMATION AND DATA LITERACY

DIMENSION 2 • COMPETENCE

1.1 BROWSING, SEARCHING AND FILTERING DATA, INFORMATION AND DIGITAL CONTENT

To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.

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/page/assessment>
- <https://www.fit4internet.at/page/course>

Filtering by

Clear filter

Competence areas DigComp AT

- 0 Foundations, access and digital understanding
- 1 Information and data literacy
- 2 Communication, interaction and collaboration
- 3 Digital content creation, production, and publication
- 4 Safety and sustainable use of resources
- 5 Problem solving, innovation, and continuous learning

Competence level DigComp AT

- Level 1 (Foundation)
- Level 2 (Foundation)
- Level 3 (Intermediate)
- Level 4 (Intermediate)
- Level 5 (Advanced)
- Level 6 (Advanced)
- Level 7 (Highly specialised)
- Level 8 (Highly specialised)



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/>

WOMEN4IT

Key outcome indicators of the project:

10,000

Number of youth reached by digital career awareness activities

350

Number of employers introduced to innovative solutions

1,000

Number of young girls and women assessed by the profiling tool

900

Number of target group enrolled in education and training, including work

FILTERS

Language

Job profile

OER type

DigComp

DigComp

- | | |
|---|---|
| <input type="checkbox"/> Browsing, searching, filtering data, information and digital content | <input type="checkbox"/> Evaluating data, information and digital content |
| <input type="checkbox"/> Managing data, information and digital content | <input type="checkbox"/> Interacting through digital technologies |
| <input type="checkbox"/> Sharing through digital technologies | <input type="checkbox"/> Engaging in citizenship through digital technologies |
| <input type="checkbox"/> Collaborating through digital technologies | <input type="checkbox"/> Netiquette |
| <input type="checkbox"/> Managing digital identity | <input type="checkbox"/> Developing digital content |
| <input type="checkbox"/> Integrating and re-elaborating digital content | <input type="checkbox"/> Copyright and licences |
| <input type="checkbox"/> Programming | <input type="checkbox"/> Protecting device |
| <input type="checkbox"/> Protecting personal data and privacy | <input type="checkbox"/> Protecting health and well-being |
| <input type="checkbox"/> Protecting the environment | <input type="checkbox"/> Solving technical problems |
| <input type="checkbox"/> Identifying needs and technological responses | <input type="checkbox"/> Creatively using digital technologies |
| <input type="checkbox"/> Identifying digital competence gaps | |

Filter

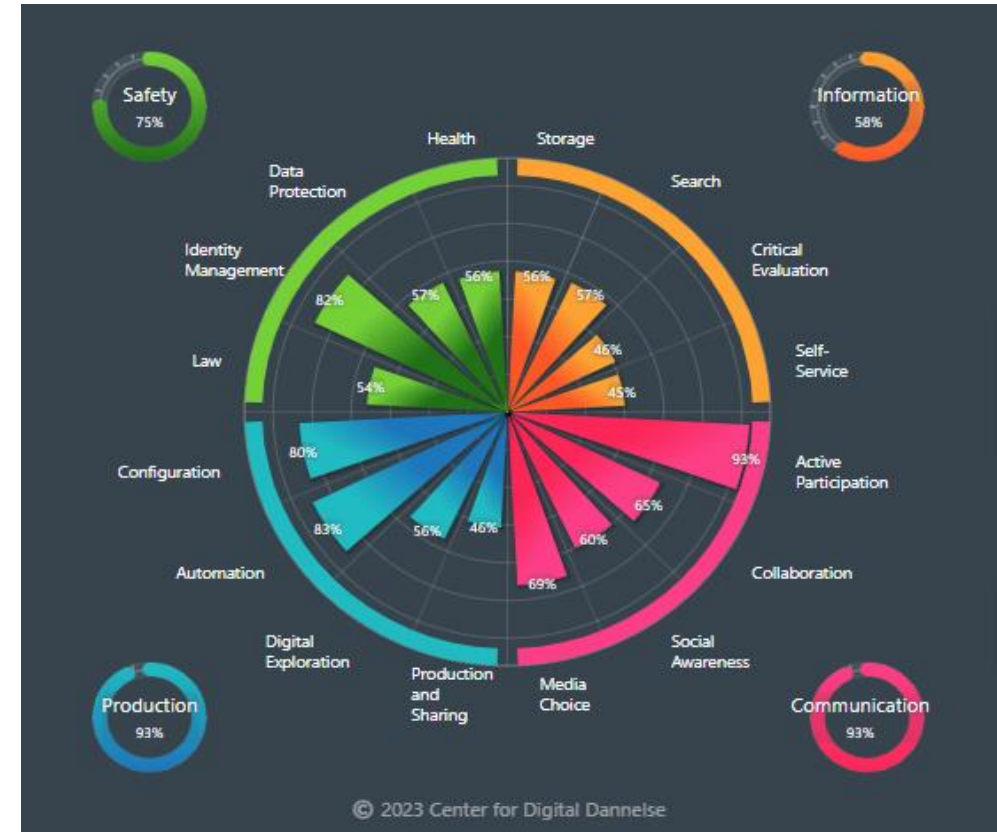
Reset

Use Case Example 3

- **Digital Competence Wheel** (Denmark, Center for Digital Dannelsen)
- 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/>

The Digital Competence Wheel

An interactive online tool that maps Digital Competences



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
 - Self-assessment and monitoring tools: https://joint-research-centre.ec.europa.eu/digcomp/digcomp-self-reflection-self-assessment-and-measurement-tools_en
- DigComp Community of Practice hosted by ALL DIGITAL at <https://all-digital.org/invitation-to-digcomp-cop/>
- Digital Skills and Jobs Platform: <https://digital-skills-jobs.europa.eu/en/inspiration>

Questions, Discussion, Thank you

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