



# Transnational Digital Competence Frameworks

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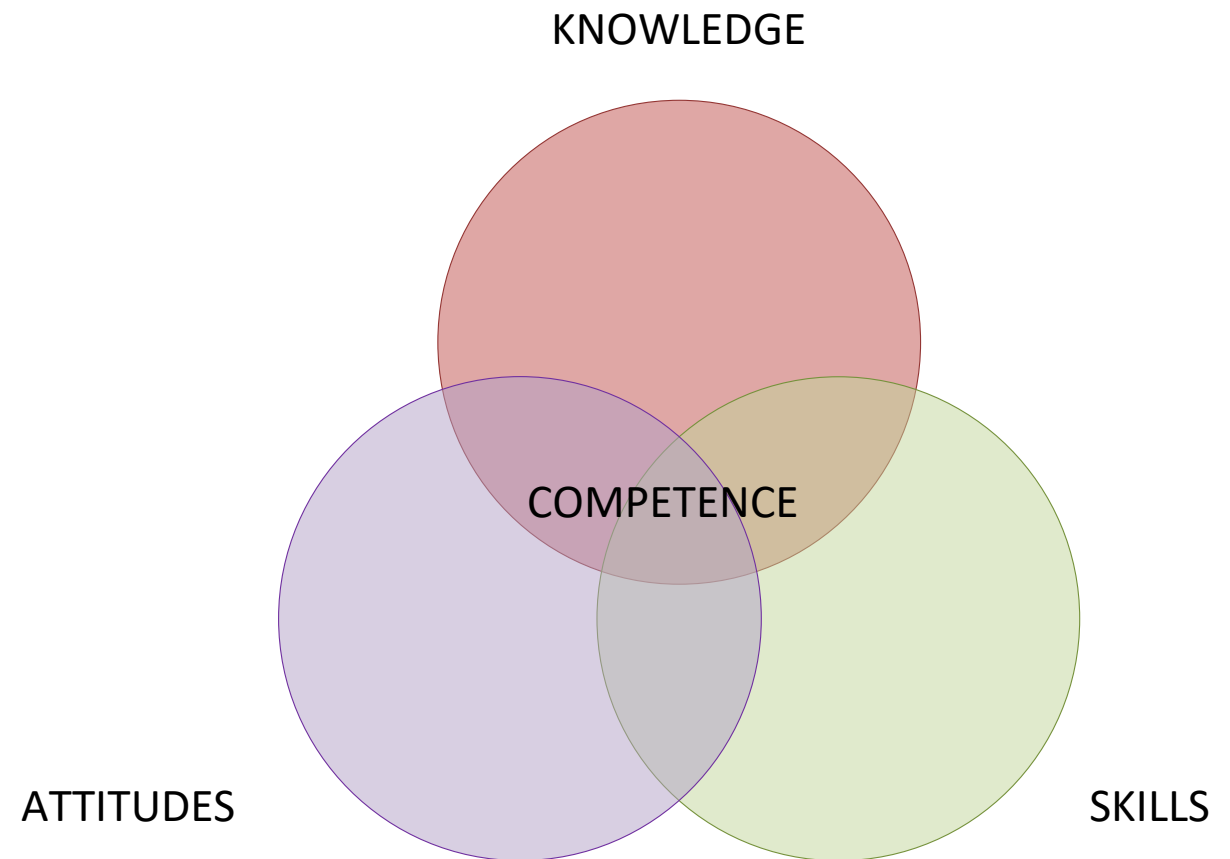
*European Commission*

# Legal status of EU reference frameworks

e.g. DigComp and DigCompEdu

- The **subsidiarity concept** in the EU  
e.g. in education and training the EU has no legislative powers
- **Open Method of Co-ordination**  
=an EU tool in policy areas that remain the responsibility of national/regional governments
  - Based on the **voluntary cooperation of its member states** - no directives, no official sanctions, the European Commission has primarily a monitoring role
  - Creates a **common understanding of problems** and helps to build consensus on solutions and their practical implementation.
  - **Soft law mechanisms** such as guidelines and indicators, benchmarking and sharing of good practice

Digital competence involves confident, critical and responsible use of, and engagement with *digital technologies* for learning, at work, and for participation in society.



(Council Recommendation on Key Competences for Lifelong Learning, 22 May 2018, ST 9009 2018 INIT)

# Key features

of  
DigComp and DigCompEdu

# The Digital Competence Framework for Citizens (DigComp)

## 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

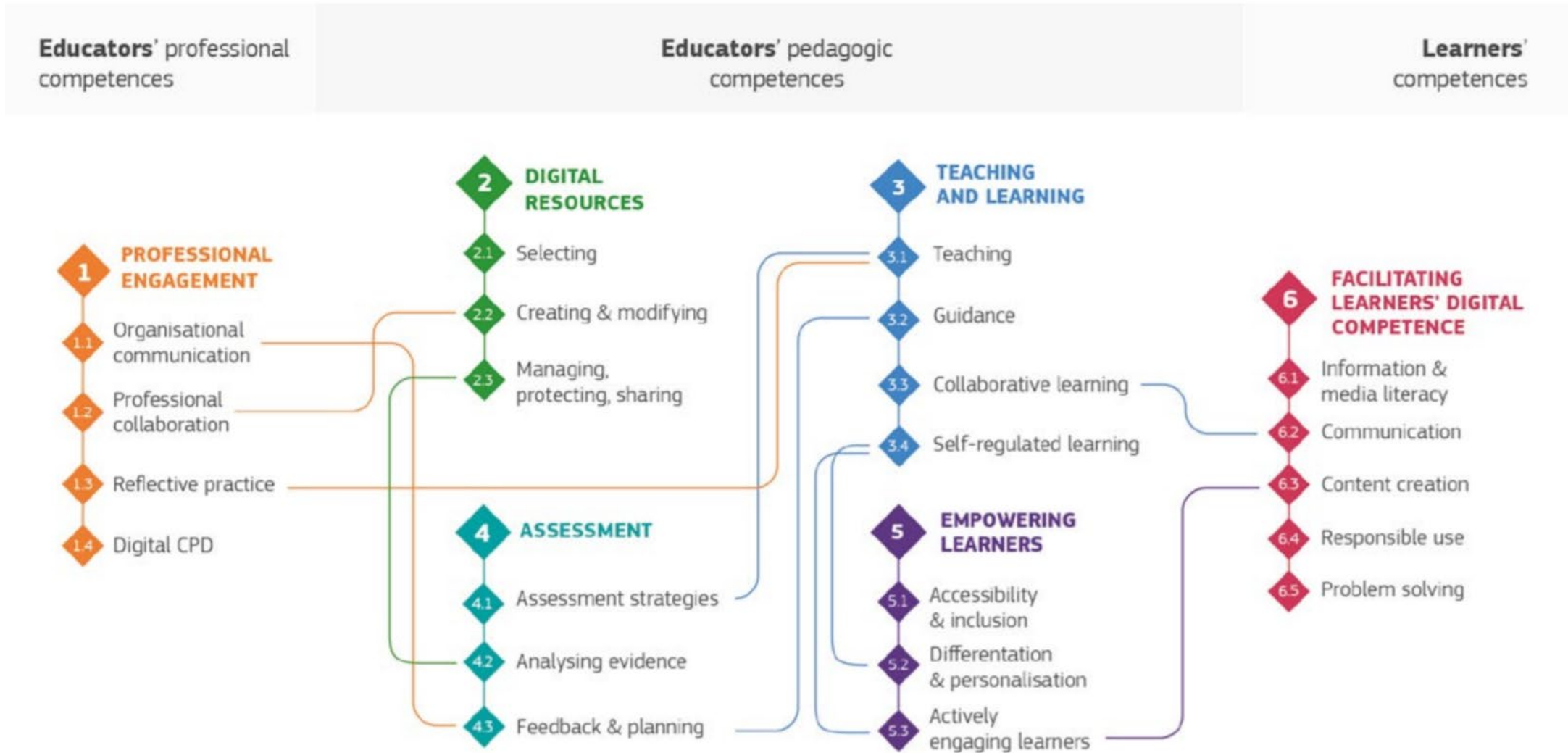
## Safety

- 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

# European Framework for the Digital Competence of Educators



# Key features and functions of reference frameworks

## What?

- Identify and describe key components in a conceptual reference model (e.g. areas + competences)
- Additional proficiency levels; examples of knowledge, skills and attitudes; etc. to guide curriculum development and (self-) assessment

## Why?

- Provide **an overall, complete and shared understanding of what digital competence is**
- **Shared vision and vocabulary enables sharing good practices among MS**
- Measurement/monitoring of digital skills (e.g. Digital Skills Index)

## Method:

- Strong scientific underpinning
- Consensus building with multiple stakeholders
- Updating and revising



# Actions

to  
encourage uptake

# DIGCOMP FAMILY FRAMEWORKS AND TOOLS

## INDIVIDUALS

**DigComp**  
2013 - 2016 - 2017  
- 2022 - JRC



DG EMPL

**DigCompSAT  
Item Bank**  
2020 - JRC



DG EMPL

## PROFESSIONALS

**DigComp  
Edu**  
2017 - JRC



DG EAC

**SELFIE for  
TEACHERS**  
2021 - JRC



DG EAC

## ORGANISATIONS

**DigComp  
Org**  
2015 - JRC



DG EAC

**SELFIE**  
2018 - JRC



DG EAC

TOOLS

# SELFIEforTEACHERS items

## PROFESSIONAL ENGAGEMENT

- 1.1 Organisational communication
- 1.2 Online learning environments
- 1.3 Professional collaboration
- 1.4 Digital technologies and school level infrastructure
- 1.5 Reflective practice
- 1.6 Digital life
- 1.7 Professional learning (through digital technologies)
- 1.8 Professional learning (about digital technologies)
- 1.9 Computational thinking

## DIGITAL RESOURCES

- 2.1 Searching and selecting
- 2.2 Creating
- 2.3 Modifying
- 2.4 Managing and protecting
- 2.5 Sharing

## ASSESSMENT

- 4.1 Assessment strategies
- 4.2 Analysing evidence
- 4.3 Feedback and planning

## FACILITATING LEARNERS' DIGITAL COMPETENCE

- 6.1 Information and data literacy
- 6.2 Communication and collaboration
- 6.3 Content creation
- 6.4 Safety and wellbeing
- 6.5 Responsible use
- 6.6 Problem solving

## TEACHING AND LEARNING

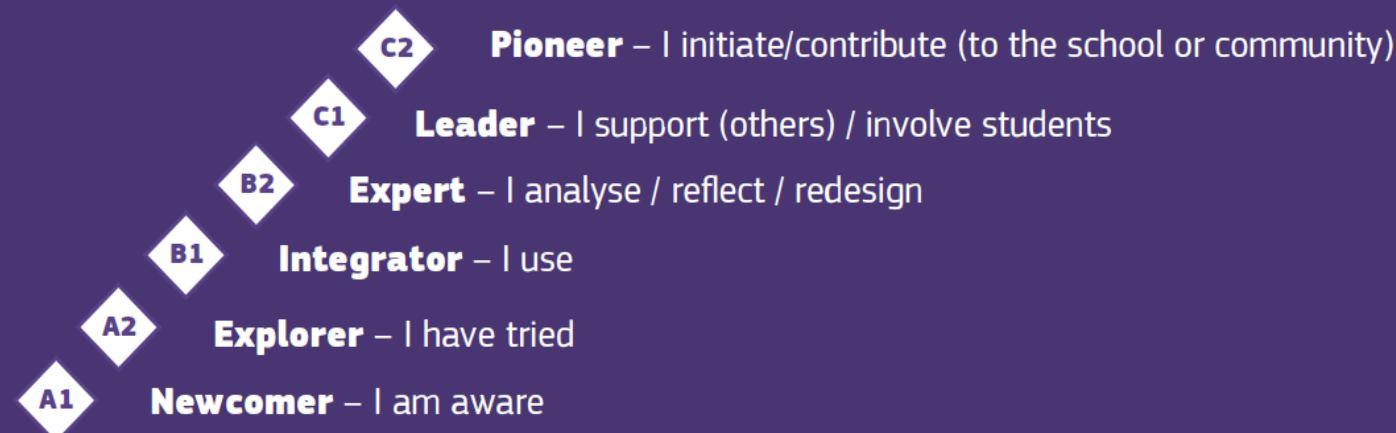
- 3.1 Teaching
- 3.2 Guidance
- 3.3 Collaborative learning
- 3.4 Self-regulated learning
- 3.5 Emerging technologies

## EMPOWERING LEARNERS

- 5.1 Accessibility and inclusion
- 5.2 Differentiation and personalisation
- 5.3 Actively engaging learners
- 5.4 Blended learning



## PROFICIENCY LEVELS



## SELFIEforTEACHERS



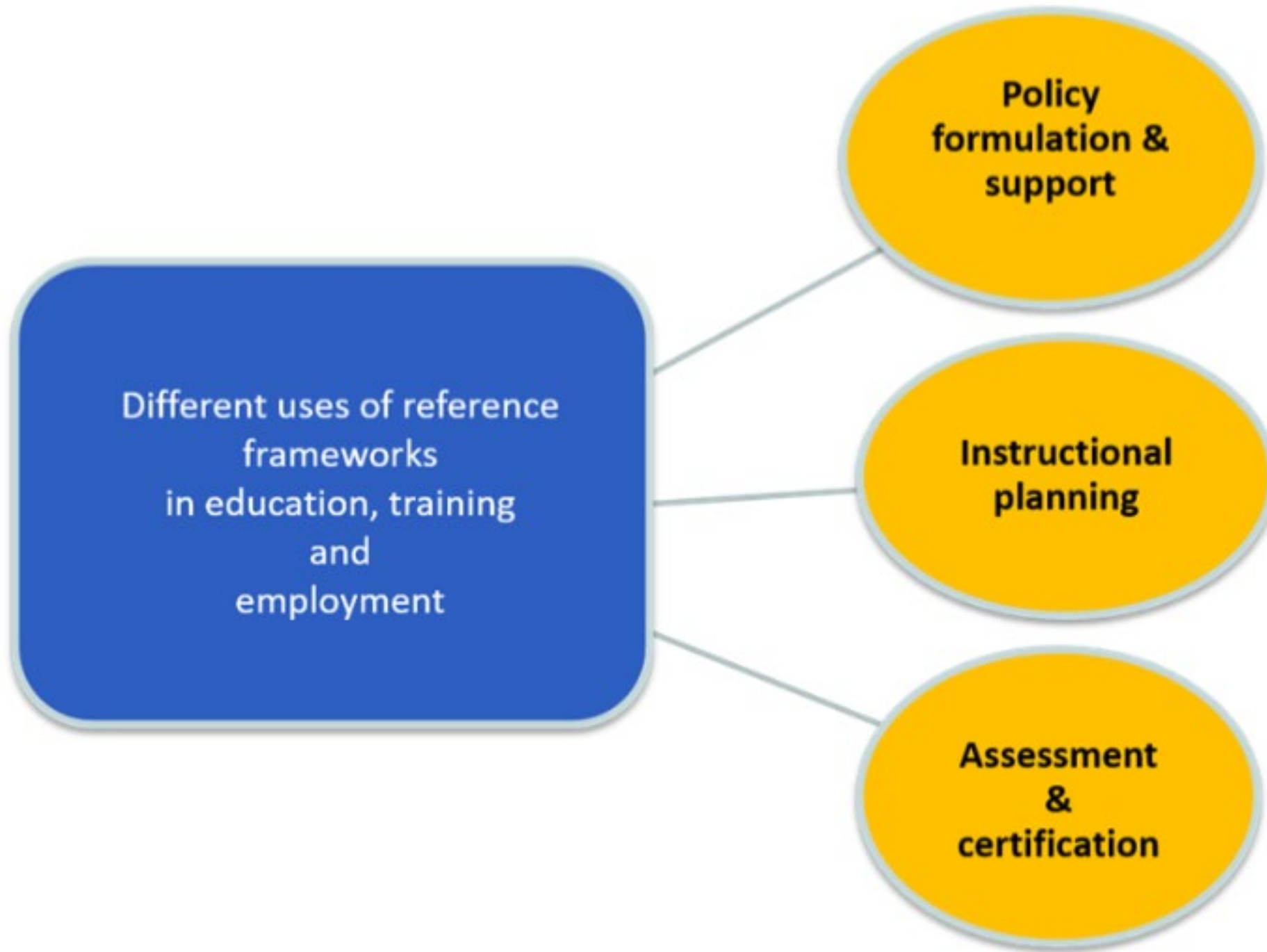
**Reflect** on digital competence in six different areas



**Exchange** ideas and practices with colleagues



**Plan** professional development pathways



# A user guide to the European Digital Competence Framework with 38 inspiring practices!



<https://publications.jrc.ec.europa.eu/repository/handle/JRC110624>



# Monitoring policy targets that are high on the EU agenda...

## EU wants 80% of adults to have digital skills by 2030

By EUOBSERVER

RECOVERY AND RESILIENCE FACILITY

### Twin Transitions: Green and Digital

Each recovery and resilience plan will have to include

a minimum of <b>37%</b> of expenditure for <b>CLIMATE</b> investments and reforms	a minimum of <b>20%</b> of expenditure to foster the <b>DIGITAL</b> transition
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The Commission will assess national plans against these targets.

DIGITAL EDUCATION ACTION PLAN 2021 - 2027

Resetting education and training for the digital age

On 9 March 2021, the Commission presented a vision and avenues for Europe's digital transformation by 2030. This Digital Compass for the EU's digital decade evolves around four cardinal points:

SKILLS  
INFRASTRUCTURES  
BUSINESS  
GOVERNMENT

Skills ICT Sp...  
converg...  
Basic D...

EUROPEAN SKILLS AGENDA FOR SUSTAINABLE COMPETITIVENESS, SOCIAL FAIRNESS AND RESILIENCE

# Digital Skills Indicator 2021

Individuals at least with basic digital skills

