



"How digital savvy am I ?"

A common EU digital competence framework

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Key messages



- **Boosting skills for jobs and growth is one of the priorities of Junker's Commission**
- **Digitisation of the economy is transforming European labour markets:** growth of high skill occupations + decline in mid- and low skilled
- **Adequate skills for future employment prospects are crucial:** 90% of jobs will require some level of digital skills
- **ICT is changing working patterns and working environments**
- **... and new forms of employment**

Key messages



- **Is education and training preparing people well for all these changes ?**
- **Evidence tells us that too many people in the EU still do not have the skills required** ranging from the most basic ones to the transversal skills such as communication, problem solving ,digital competences, initiative taking, etc.
- **These skills are often acquired through informal and non-formal learning**
- **Critical issue of identification, assessment, recognition and validation ... a lot of work to be done**



Eurobarometer: ***Most important skills provided by education and training***



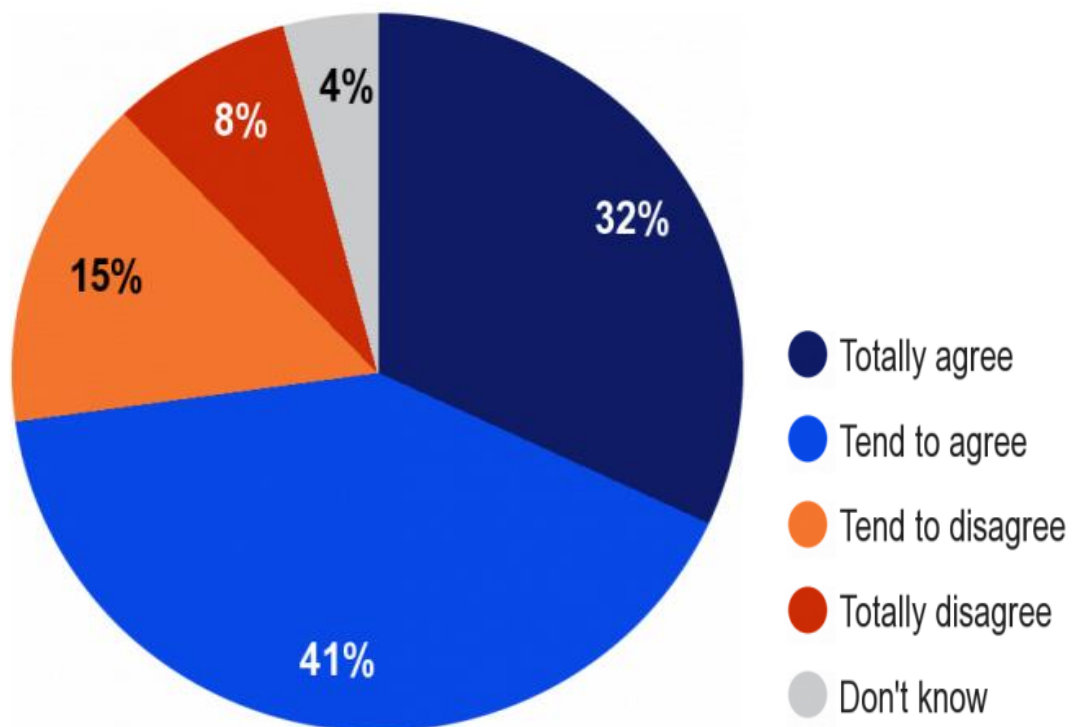
Skills development

Where are they required?



Eurobarometer:

Education or training provided the necessary skills to find a job in line with qualifications



Higher overall agreement:
Sweden: 87%, Denmark:
86% and Germany: 85%

Lower:
Italy: 59%, Spain: 58%
and Greece: 55%

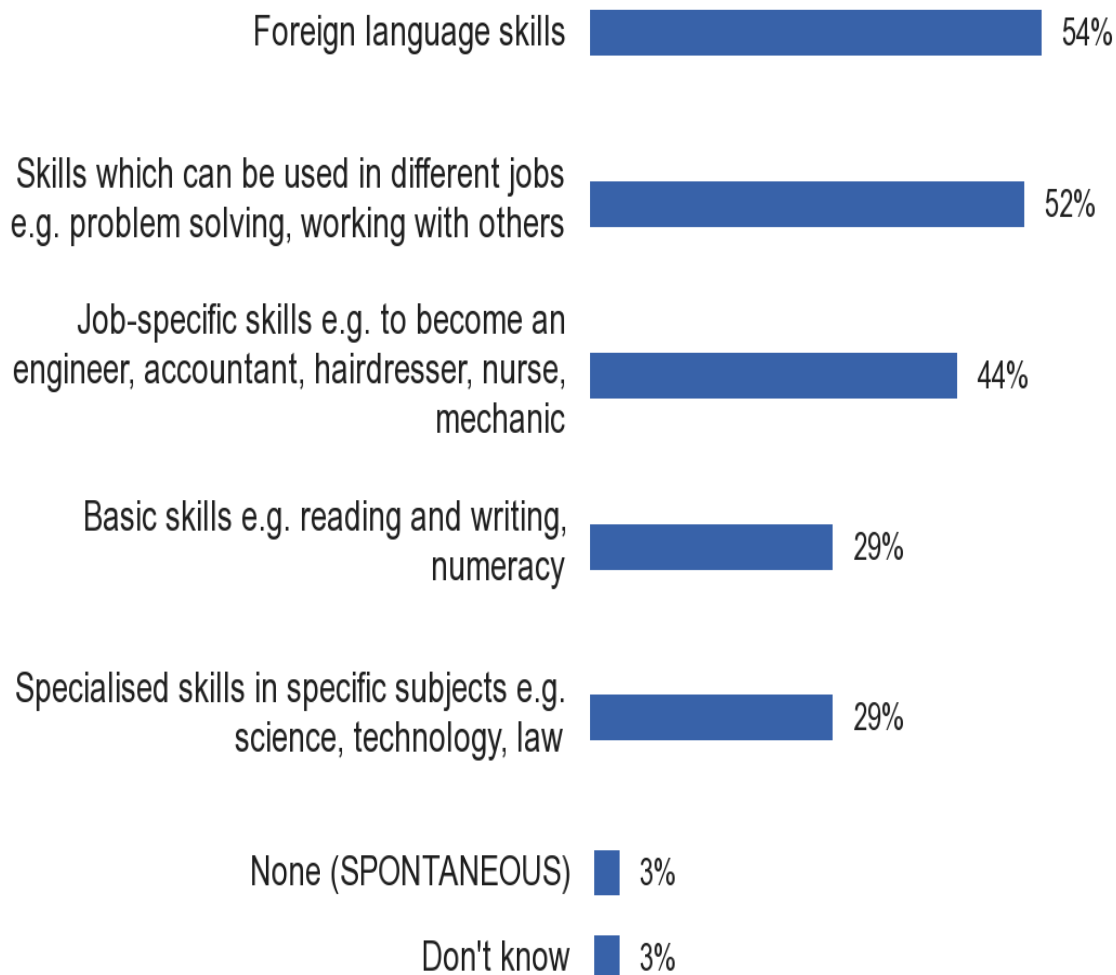


Skills development

Where are they required ?



Eurobarometer: ***Skills that can be acquired outside formal education***



Skills development

Where are they required ?



***Eurobarometer:
Where can these skills
can be acquired
(outside formal
education)?***





DIGCOMP: A framework for developing and understanding digital competence in Europe

Project DG JRC-IPTS on request of DG EAC

<http://is.jrc.ec.europa.eu/pages/EAP/eLearning.html>

An encompassing definition



Digital competence is the set of knowledge, skills, attitudes, strategies and awareness



Learning domains

that are required when using ICT and digital media



Tools

to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge



Competence areas

effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively



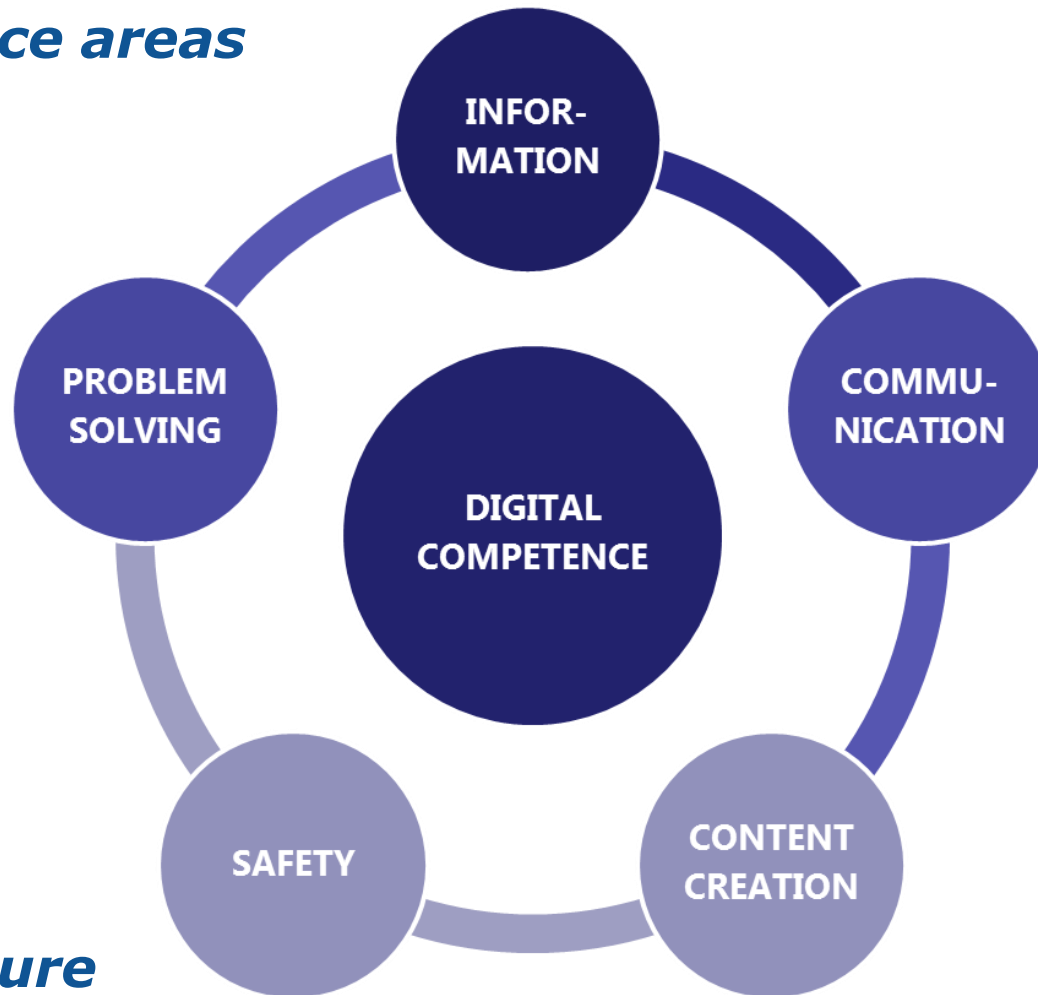
Modes

for work, leisure, participation, learning, socialising, consuming & empowerment



Purpose

5 Competence areas



***More than pure
functional ICT skills***



2. Communication

2.3 Engaging in online citizenship

To participate in society through online engagement, seek opportunities for self-development and empowerment in using technologies and digital environments, be aware of the potential of technologies for citizen participation

5. Problem Solving

5.3 Innovating, creating and solving using digital tools

To identify and solve conceptual problems or issues through technological means, to improve and innovate with ICT, to actively participate in collaborative digital and multimedia production, to express him/herself creatively through digital media and technologies, to create knowledge with the support of technologies digital tools



<div> <div>Dimension 1</div> <div>Competence areas (5)</div> </div>	<div> <div>Dimension 2</div> <div>Competences (21)</div> </div>
<div>1.</div> <div>Information</div>	<div>1.1 Browsing, searching, & filtering information</div> <div>1.2 Evaluating Information</div> <div>1.3 Storing and retrieving information</div>
<div>2. Communication</div>	<div>2.1 Interacting through technologies</div> <div>2.2 Sharing information and content</div> <div>2.3 Engaging in online citizenship</div> <div>2.4 Collaborating through digital channels</div> <div>2.5 Netiquette</div> <div>2.6 Managing digital identity</div>
<div>3.</div> <div>Content creation</div>	<div>3.1 Developing content</div> <div>3.2 Integrating and re-elaborating</div> <div>3.3 Copyright and Licences</div> <div>3.4 Programming</div>
<div>4.</div> <div>Safety</div>	<div>4.1 Protecting devices</div> <div>4.2 Protecting data and digital identity</div> <div>4.3 Protecting health</div> <div>4.4 Protecting the environment</div>
<div>5.</div> <div>Problem solving</div>	<div>5.1 Solving technical problems</div> <div>5.2 Expressing needs & identifying technological responses</div> <div>5.3 Innovating, creating and solving using digital tools</div> <div>5.4 Identifying digital competence gaps</div>

Dimension 1	Information		
Name of area			
Dimension 2	1.2 Evaluating information		
Competence title and description	To gather, process, understand and critically evaluate information		
Dimension 3	A - Foundation	B- Intermediate	C- Advanced
Proficiency levels	I know that not all online information is reliable.	I can compare different information sources.	I am critical about the information I find and I can cross-check and assess its validity and credibility.
Dimension 4			
Knowledge examples	Can analyse retrieved information Evaluates media content Judges the validity of content found on the internet or the media, evaluates and interprets information Understands the reliability of different sources Understands online and offline information sources Understands that information sources need to be cross-checked Can transform information into knowledge Understands power forces in the online world		
Skills examples	Is able to deal with information pushed at the user Assesses the usefulness, timeliness, accuracy and integrity of the information Can compare, contrast, and integrate information from different sources Distinguishes reliable information from unreliable sources		
Attitude examples	Recognises that not all information can be found on the Internet Is critical about information found Is aware that despite globalisation certain countries are more represented on the Internet Is aware that search engine mechanism and algorithms are not necessarily neutral in displaying the information		
Dimension 5			
Application to purpose			
Learning	I have found some information from different sources about society in the 1500s, but I'm not sure how to judge its value.	I have found a range of different sources about society in the 1500s, and I've looked for the origins of the material as a way to judge their value.	I have found a range of different sources about society in the 1500s, I've looked for the sources they originate from, I've removed some because the academic nature of the sources is not clear, and I've checked details across the sources to see how valid they may be.
Employment	I have been asked to look at sales of certain products, but I'm not sure how reliable the figures that I've obtained are.	I have been asked to look at sales of certain products, and I've checked the sources of figures that I've obtained so I have an idea of how reliable they may be.	I have been asked to look at sales of certain products, I've checked the sources of figures that I've obtained so I have an idea of how reliable they may be. I've taken out those that appear to be unreliable, and I will check with colleagues or experts about the likely validity of those that appear to be more consistent.

COUNTRY/REGION

NEW DEVELOPMENT

EUROPEAN
ORGANISATION

CONSIDERATION

European
Commission

ESTONIA

Translation of the DIGCOMP by the Ministry of Education and Research. Used for planning teacher PD.

LITHUANIA

Translation of the DIGCOMP framework by the Education Development Centre.

SLOVENIA

Translated by National Education Institute.
The DIGCOMP framework is used for the assessment of students' digital competence.

CROATIA and SERBIA

Considering translations of DIGCOMP v1.0.

DG JUSTICE AND CONSUMERS

Development of a Digital Framework for Consumers based on DIGCOMP.

EU projects

- 1) [CareNet](#) (Building ICT competences in the care sector to improve the quality of life of older people) applied DIGCOMP to competence map for care workers and care recipients aged 65+.
- 2) [Carer+](#) also used the competence map for domiciliary care workers and caregivers.

FLANDERS, BELGIUM

Used by Dept. of Education as an input to curricula review and to development of adult education courses .

"GO ON UK", UK

GO ON UK definition of Basic Digital Skills now aligns with DIGCOMP. Works closely with Cabinet Office and the Government's Digital Service.

SPAIN

The Ministry of Education Dept institute INTEF, uses DIGCOMP for teachers PD.

BASQUE COUNTRY, SPAIN

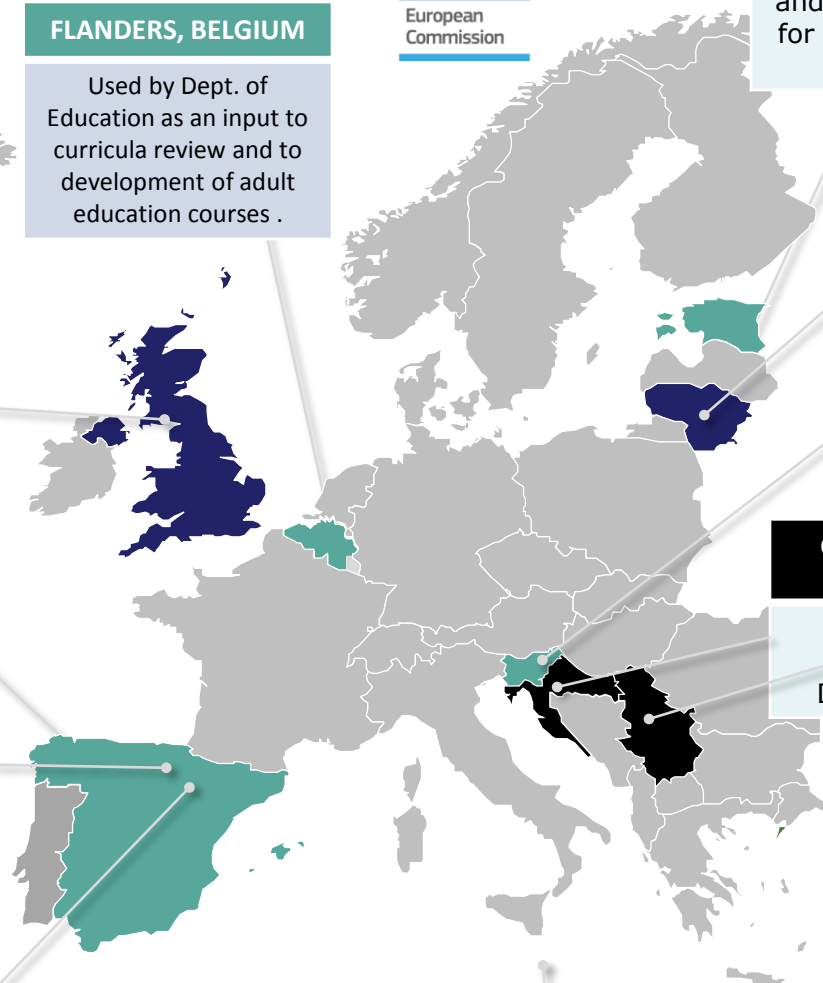
[Ikanos project](#)
Developed by the Basque Government to deploy the Digital Agenda.
Free online testing tool based on DIGCOMP.

NAVARRA, SPAIN

Navarra Department of Education uses DIGCOMP as a key reference for strategic planning.

MALTA

Use of DIGCOMP framework by the Ministry for Education and Employment in "Green Paper: Digital Literacy".



What has been done ...



- European Digital Competence Framework available on <http://portal.empl.cec/Units/C4/Pages/Index.aspx>
- Endorsed by EU Member States representatives in the E&T2020 Thematic Working group on 'ICT and Education' (May 2013) and on 'Transversal Skills' (2014)
- Piloted and embedded in current practices by various MS
- Endorsed by ICT-related user and demand industry and ngo's
- **Self-assessment tool of digital competences for citizens → EUROPASS** available end 2014
- Will become part of a one single access point for Citizens skills



And more :

- Development of applied frameworks for educators and consumers digital competences
- Measurement: Eurostat 2015 Survey on digital skills

