**Training Fiche Template**



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| **Title** | DigComp 2.2 | |
| **Keywords (meta tag)** | DigComp 2.2 – digital competence – digital framework | |
| **Language** | English | |
| **Objectives / Goals / Learning outcomes** | * Learn what is DigComp * Learn the updates of DigComp’s 2.2 version * Understand the usability of the tool | |
| **Training area: (Select one)** | | |
| **Professional, entrepreneurial and labour competences** | |  |
| **Digital competences** | | **X** |
| **Personal, social and health empowerment** | |  |
| **Description** | **This module introduces and describes the European Digital Competence Framework for People, known as DigComp.**  **It analyses its history, its structure, and goes into detail of the last published version, the DigComp 2.2, published in March 2022.** | |
| **Contents arranged in 3 levels** | 1. **DigComp History**    1. **DigComp**   The European Digital Competence Framework for People, sometimes referred to as DigComp, provides a mechanism to enhance citizens' digital competence while supporting national frameworks and digital skills agendas.  DigComp, which was first published in 2013, has emerged as the primary source of information for several programmes trying to improve digital competence at the EU or national level. Since then, additional terminology and homogeneous descriptions have been added to the framework's second edition, DigComp 2.0.  DigComp was created by the Joint Research Centre (JRC) of the European Commission and began as a scientific initiative that involved several stakeholders and policymakers from the fields of education and training as well as industry. The initiative was designed for DG Employment, Social Affairs and Inclusion after beginning in DG Education and Culture.  DigComp is essential to attaining the ambitious EU goals for the digital upskilling of the entire population by 2030, when 80% of EU people will have these fundamental abilities. These goals were outlined in the Digital Decade and Compass.   * 1. **Structure of DigComp**   The competencies listed by DigComp include information and data literacy, communication and teamwork, the development of digital content, safety, and problem-solving.  DigComp has served a variety of functions for policymakers, national governments, and local and regional administrations since its inception, providing guidance for the initiatives taken in the fields of employment, education and training, and lifelong learning.  The framework is used to assist in the formation of policies that promote the development of digital competence, as well as in the planning of programs for education and training that are intended to increase digital skills for a particular target audience. DigComp also gives a standard vocabulary for identifying and describing the main domains of digital competence, serving as a point of reference for all of Europe.   * 1. **DigComp 2.0 & 2.1**   DigComp 2.0 was published in 2016. It was an update designed to clarify the concepts and to adapt the content to the changing needs and to users’ suggestions.  DigComp 2.1, a version of the framework, was released in 2018 and was based on the reference conceptual model given in DigComp 2.0.  Eight skill levels and examples of their usage in the learning and job fields were offered in this update. With this improvement, the first three competency levels were expanded to an eight-level description that is more precise and included usage examples. Its goal was to assist stakeholders in DigComp's further deployment.  The structure and terminology of the European Qualification Framework served as an inspiration for the eight competency levels (EQF), which were defined through learning outcomes (using action verbs). According to the cognitive challenge, the complexity of the activities they can perform, and their autonomy in accomplishing the task, each level description includes knowledge, abilities, and attitudes and indicates a step up in citizens' acquisition of the competence.   1. **DigComp 2.2**   The JRC released a significant upgrade to the DigComp on March 22, 2022. More than 250 new examples of knowledge, skills, and attitudes are included in this ambitious new version (DigComp 2.2) to assist European individuals with self-evaluation, locating training opportunities, and job searching.  With regard to emerging technologies like Artificial Intelligence (AI), the Internet of Things (IoT), datafication, or new phenomena resulting from the pandemic crisis, which have necessitated the need for new and increased requirements in digital competence for citizens and workers, the new update aims to engage citizens confidently and safely with digital technologies.  A relatively large number of stakeholders were consulted throughout the DigComp 2.2 upgrade process, including through the specific Community of Practice that was established for this purpose.  A public validation process was also conducted, both online and in interactive workshops with important international organizations like the ILO, UNESCO, UNICEF, and the World Bank. The sustained success and recognition of the Digital Competence Framework depend on this wide-ranging stakeholder participation.  By combining previously published papers and references, the new book provides a picture of the current DigComp reference material.   * 1. **DigComp 2.2 Update**   The DigComp, or Digital Competence Framework for Citizens, offers a common vocabulary to define and explain the most important facets of digital competence.  It is a tool used across the EU to increase citizens' digital competence, assist policymakers in developing policies that promote the development of digital competence, and design programs for education and training to increase the digital competence of certain target groups.  DigComp has been utilized for a variety of applications since 2013, with a focus on employment, education and training, and lifelong learning.  DigComp was also utilized at the EU level to create the Digital Skills Indicator (DSI), which is used to define policy objectives and track the development of the digital economy and society (DESI). Another illustration is included in the Europass CV so that job searchers can assess their own level of digital proficiency and add the assessment to their Curriculum.   1. **Definition of Digital Competence**   Digital competence means engaging with and using digital technology for learning, at work, and for social participation in a confident, critical, and responsible manner.  Information and data literacy, communication and teamwork, media literacy, digital content production (including programming), safety (including digital well-being and cybersecurity competencies), concerns relating to intellectual property, problem solving, and critical thinking are all included.  The competencies include knowledge, skills, and attitudes; in other words, they are made up of concepts and information (also known as knowledge), descriptions of abilities (such as the capacity to do tasks), and attitudes (e.g., a disposition, a mindset to act). Important skills are acquired throughout life.  Following the 2006 Council Recommendation, operationalizing digital competence work began in 2010. The first DigComp reference framework was released in 2013, and it defined digital competence as a confluence of 21 competencies arranged in five major categories. Information and data literacy, communication and teamwork, the development of digital content, safety, and problem solving are the five topics that have been prioritized since 2016.   * 1. **DigComp 2.2 in action**   Reference frameworks, like the DigComp framework, establish a shared understanding of the competencies required to meet the problems brought on by the digitisation of nearly every area of modern life.  Their goal is to establish a shared understanding through the use of a similar vocabulary that can then be systematically implemented in all tasks, from the creation of policies and the defining of goals to the planning, evaluation, and monitoring of educational initiatives. When designing interventions (such as curriculum development) to meet the unique requirements of target groups, it is ultimately up to the users, institutions, mediators, or initiative developers to modify the reference framework to their needs.  In the 2.2 update, ten to fifteen statements are provided for each of the 21 skills to demonstrate current instances that emphasize modern concerns.  Since the last update, new and developing topics have been highlighted through more than 250 examples.  The additional examples will be helpful, for instance, to those in charge of creating the syllabus or course material for Dig-Comp training as well as those in charge of planning and upgrading the curriculum.  These illustrations can be used to discuss subjects that are important in today's society, including some of the following:   * Fact-checking material and its sources, identifying fake news, and deep fakes are all examples of misinformation and disinformation that may be found on social media and news websites. * the tendency towards data-driven internet services and applications (e.g., focus on how personal data is exploited) * interaction between users and AI systems (including data-related skills, data protection and privacy, but also ethical considerations) * the emergence of new technologies like the Internet of Things (IoT) * concerns about environmental sustainability (e.g., resources consumed by ICT) * new and contemporary situations (e.g., remote work and hybrid work)   It is crucial to stress that the new DigComp examples of knowledge, abilities, and attitudes should not be interpreted as a list of learning objectives that all people should possess.  Although this needs additional instructional preparation and execution, it is feasible to utilize them as a starting point to provide specific descriptions of learning objectives, content, learning experiences, and their assessment. | |
| **Self-evaluation (multiple choice queries and answers)** | 1. When was DigComp 2.2 published?    1. 2020    2. 2021    3. **2022** 2. How many competence areas has DigComp?    1. 3    2. 4    3. **5** 3. AI and internet of things are included in:    1. DigComp    2. DigComp 2.0    3. **DigComp 2.2** 4. A new element of DigComp 2.2 was:    1. **A wide-ranging stakeholder’s participation**    2. The definition of digital competence    3. The inclusion of EQF levels 5. How many examples are provided by DigComp 2.2?    1. 150    2. 200    3. **250** | |
| **Resources (videos, reference link)** | // | |
| **Related material** |  | |
| **Related PPT** |  | |
| **Bibliography** | <https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>  <https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en>  <https://digital-skills-jobs.europa.eu/en/inspiration/resources/digital-competence-framework-citizens-digcomp>  <https://joint-research-centre.ec.europa.eu/jrc-news/upskilling-life-after-pandemic-commission-launches-new-digital-competence-guidelines-2020-07-13_en> | |
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