Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

   The Digital Competence Framework for Citizens 2.2

2. Country or countries where the practice is implemented *

   A number of EU member states and partner countries

3. Please select the **most relevant** Action Track(s) the best practice applies to *

   ☐ Action Track 1. Inclusive, equitable, safe, and healthy schools

   ☑ Action Track 2. Learning and skills for life, work, and sustainable development

   ☐ Action Track 3. Teachers, teaching and the teaching profession

   ☐ Action Track 4. Digital learning and transformation

   ☐ Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

   The European Commission

5. Key words (5-15 words): Please add key descriptive words around aims,
   modalities, target groups etc. *

   digital competence, definition, key components, shared vision, reference framework, policy
   target setting, curriculum design, monitoring, self-assessment, measuring skills development

6. What makes it a best practice? *

   For the last 10 years, the Digital Competence Framework for Citizens (DigComp) provides a
   common understanding of what digital competence is. It also provides a basis for framing digital
   skills policy (e.g. target of 80% of EU citizens w/ at least basic digital skills by 2030 but also
   creating learning outcomes and curriculum material as well as tools for monitoring and
   assessment. The EU-wide reference framework has helped many member states and regions to
   build coherent support for digital skilling, see more in this guide:
   https://publications.jrc.ec.europa.eu/repository/handle/JRC110624

Description of the best practice

7. Introduction (350-400 words)
   This section should ideally provide the context of, and justification for, the practice and address the following issues:
   i) Which population was affected?
   ii) What was the problem that needed to be addressed?
   iii) Which approach was taken and what objectives were achieved? *

   The DigComp framework is aimed at citizen in general to support their digital competence acquisition and development. The framework is applied in education and training, for example in many EU countries school curriculum in compulsory education includes DigComp competences or similar ones. In adult education and in employment setting, DigComp is often used for self-assessement of digital skills and to plan training interventions.

   For more than a decade, the Digital Competence Framework for Citizens (DigComp) has provided a common understanding, across the EU and beyond, of what digital competence is, and therefore provided a basis for framing digital skills policy. There is already a high awareness of DigComp as the EU-wide framework for developing and measuring digital competence.

   Since its adoption, DigComp has provided a scientifically solid and technology-neutral basis for a common understanding of digital skills and framing policy. The present update DigCop 2.2 therefore takes account of the knowledge skills and attitudes needed by citizens in the face of these developments.

   Interesting examples of DigComp implementations are found in many EU-member states, for example in Austria (by Fit4Internet), in France (by Pix). For schools in Europe, review by Eurydice includes further information (https://eacea.ec.europa.eu/national-policies/eurydice/content/digital-education-school-europe_en).

8. Implementation (350-450 words)
   Please describe the implementation modalities or processes, where possible in relation to:
   i) What are the main activities carried out?
   ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
   iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
   iv) What were the resources needed (budget and sources) for the implementation?
   *

   Please see the following publication called "DigComp Into Action".
   This Guide supports stakeholders in the implementation of the European Digital Competence Framework (DigComp) through sharing of 38 existing inspiring practices of DigComp implementations.
   https://publications.jrc.ec.europa.eu/repository/handle/JRC110624

9. Results – outputs and outcomes (250-350 words)
   To the extent possible, please reply to the questions below:
   i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
   ii) What were the concrete results achieved with regard to outputs and outcomes?
   iii) Has an assessment of the practice been carried out? If yes, what were the results? *

   tbc

10. Lessons learnt (300 words)
    To the extent possible, please reply to the following questions:
    i) What were the key triggers for transformation?
    ii) What worked really well – what facilitated this?
    iii) What did not work – why did it not work? *

    i)
    Aan overall, complete and shared understanding of what digital competence is. The shared vision and vocabulary enables sharing good practices among MS which is a key. There is also measurement/monitoring of digital skills (e.g. Digital Skills Index at EU level)

11. Conclusions (250 words)
    Please describe why may this intervention be considered a "best practice". What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

    The list of 21 DigComp competences: https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en

    DigComp 2.2: https://europa.eu/!cKrmj6

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the "best practice" for those who may be interested in knowing how the results benefited the beneficiary group/s. *

more information to be reported