



TITLE: Telecentre Europe contribution to the public consultation on the 2006 Framework of Key Competences for Lifelong Learning

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The Framework of Key Competences for Lifelong Learning was adopted in 2006, defining 8 key competences one of which is digital competence. More than 10 years have passed since, during which tremendous technological development has significantly impacted our lives, and the skills we need to learn to adapt to it. New devices have been developed, software is being constantly upgraded and the ways of communication have been rapidly changing. Therefore, we need to review the definition of **digital competence** and its related knowledge, skills and attitudes, to address the needs of the current and future society, education and training.

The current definition includes only the use of computers, while smart phones, tablets and other connected devices have become essential in our daily lives and we need the skills to use them to our benefit. Therefore, we consider necessary to include all digital devices in the definition of digital competence in the framework.

Lack of digital competences can lead to digital exclusion and as a result to social or economic exclusion, unemployment, and poverty. Furthermore, the acquisition of basic digital skills and competences not only improves employability, leisure, and communication, but it can also enable lifelong learning or personal development of citizens. But digital skills are often acquired in a non-formal or informal way and not documented. Therefore, besides revising the definition itself, we believe that better assessment methods need to be explored. In this context, emphasizing on self-assessment skills, which can help learners to achieve their objectives in every sphere of their lives, is vital.

The upgraded definition of digital competence and its related knowledge, skills and attitudes should be aligned with the European Digital Framework for citizens. We propose that an effective implementation of DigComp should be built around three main pillars: education, awareness-raising and funding.

Regarding **education**, we expect DigComp to be used as a reference for learning, teaching, assessment and certification of digital skills by most digital training providers in Europe and beyond. In that way, we will ensure a common understanding on digital skills of citizens.

We underline that the framework should be used both in the formal education system as well as in non-formal education and lifelong learning.

Equally important to a successful implementation is **awareness-raising**. Campaign(s) targeting specific groups, such as public authorities in member states, employers, training providers should be implemented. These campaigns should emphasize the benefits of DigComp for stakeholders, as well as, explain the added value of using a common framework. In addition, a successful awareness-raising initiative will also guide Member states and stakeholders towards a correct use of the framework.

Another important factor for a successful implementation of DigComp is **funding**. Organizations need support to align their competence development solutions (trainings) to the framework. Related priorities can be defined in upcoming Erasmus+ or H2020 societal challenges calls, but also through other financial instruments.

Additionally, funding at a national level should be linked to correct usage of DigComp, based on the guidance issued by the European Commission.

Stakeholders' support to implement DigComp is essential. Stakeholders are Member states (Ministries of Education, Labour, etc.), NGOs, ICT associations and other sectorial industry associations and telecentre networks, education, training and certification providers (formal and non-formal sector) and employers' organizations.

Stakeholders' main roles should be the adoption and implementation of the competence framework within national-level policies, provision of guidelines and financial support to education, involve stakeholders outside formal education systems, providing advice and contributing to the implementation of the competence framework. Also, education, training and certification providers (formal and non-formal sector) should promote and use the competence framework in their programmes, guiding users and employers.

Additionally, the European Commission should establish and support a **coordination/secretariat** body for the implementation of DigComp. This governance body will have the responsibility to ensure the guidance issued by the EC is adopted by all Member States and reporting misuses to the EC. In addition, it will be responsible for helping stakeholders to reference to the framework and it will be used as a central information point related to the framework.

In brief, the 2006 Framework of Key Competences for Lifelong Learning should empower learners and educators in a continuously changing global environment. Digital skills are key to be able to adapt to these changes. The digital competence framework tried to define those digital skills that we all need. Therefore, we believe that a successful and correct implementation of DigComp will reinforce the digital competence of all.