



Friday, 19 May 2017

Review of the 2006 Recommendation on Key Competences for Life-long Learning. Digital Competencies

In the Recommendation document, one of the key competencies included, is a digital competence. The definition in this document is as follows: Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication.¹ In the Polish language version it was translated as *“kompetencje informatyczne”*. Although the understanding of this notion is explained carefully in the definition, we believe that the Polish term itself is misleading.

The Commissions’ translation, as an official document, is a base for the national legislator. It is the first document that impacts any further development of the policy area at issue. It is therefore important that it is consistent with national legal and policy terms. As the employment policies remain in the hands of the Member States, the Union shall ensure coordination between them, especially by defining guidelines.² The Recommendation, as a guideline for the coordination of national employment policies, should therefore be as precise as possible to support the actions of the Member states and not to generate any confusion as to the understanding of the Framework on the European plane. In our opinion, a term digital, translated as *“informatyczne”*, as opposed to *“cyfrowe”*, is liable to create such misunderstanding in national and European environment.

To support this claim, it is necessary to point out a policy document prepared by the Polish Ministry of Digitalization, preceding the Recommendation. The framework catalogue of digital competences³, is an outline for the digital skills and competencies framework in Poland. In the Polish language version it speaks of the *“cyfrowe kompetencje”*. Moreover, it outlines three levels of digital competences as IT, informational and functional. Having that in mind it is more precise to state, that the Polish translation of the Recommendation, as *“kompetencje informatyczne”* is more appropriate for a narrower notion of IT skills, than for the digital competences, which include not only work-related use, but also leisure and communication purposes. It is also consistent with an overall EU framework

¹ Annex to the Recommendation of the European Parliament and the Council on the key competences for life-long learning, 18 December 2006, 2006/962/EC

² Article 5 of the Treaty on the Functioning of the EU

³ Available in English at https://mac.gov.pl/files/ramowy_katalog_kompetencji_cyfrowych_final_ang_ji_2.pdf



for the development of skills and competencies. It is especially true about the Digital Competence Framework⁴, which was translated by the ECCC Foundation and is used as such by the Polish authorities, in a publication titled: *DIGCOMP Ramy odniesienia dla rozwoju i rozumienia kompetencji cyfrowych w Europie*⁵.

Therefore, we believe, that the change in Polish translation of the Recommendation from the term “kompetencje informatyczne” to “kompetencje cyfrowe” should be considered. As the Review procedure allows for us to present our opinion to you, we would like to kindly point your attention towards this problem.

With kind regards,


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⁴ Vuorikari, R., Punie, Y., Carretero Gomez S., Van den Brande, G. (2016). DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: The Conceptual Reference Model. Luxembourg Publication Office of the European Union. EUR 27948 EN. doi:10.2791/11517

⁵ transl. K. Urban, M. Miłoś, DIGCOMP Ramy odniesienia dla rozwoju i rozumienia kompetencji cyfrowych w Europie, Fundacja ECCC, 2016