



# DigComp 3.0 European Digital Competence Framework

Fifth edition

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**Digital Skills for Resilience**



# Joint Research Centre

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### Our purpose

The JRC provides independent, evidence-based knowledge and science, supporting European Union policies to have a positive impact on society

# Introduction



- Digital environments are deeply intertwined with daily life, working, learning, and participation in society.
- Yet, in the EU, only 56% of adults in the EU have above basic digital skills, and 43% of secondary school students did not reach a basic level of digital skills.
- The **DigComp framework** plays an **important role** in Europe's efforts to address digital skills gaps.
- It supports policies such as the **Union of Skills** and the **Digital Decade Policy Programme**.
- It is widely used across the EU and beyond.





# What is DigComp, how is it used?

## The European Digital Competence Framework

### (DigComp)

- A project of the European Commission (**JRC** and **DG EMPL**)
- Describes **what is needed to be digitally competent** in daily life, to work, learn and participate in society
- Supports development of digital skills among individuals of **all ages** and levels – from **basic**
- Offers a **stable reference point** and a **shared understanding** in a rapidly evolving digital technological landscape
- Used in **education, training and employment contexts** at international, European, national and regional levels
- Has a **variety of uses** including policies, education and training materials, digital skills assessment, recruitment and on-the-job training

DigComp 3.0 (2025) is the fifth iteration of the framework





# Why and how was DigComp 3.0 developed?

Significant developments since 2022 and a need for further clarity in applying DigComp

- DigComp 3.0 embodies the human-centric [European Declaration on Digital Rights and Principles](#) (2023)
- Reflects the input of **over 300** experts, stakeholders and policymakers from across the EU and beyond
- Is underpinned by scientific literature and policy review.

We identified priorities for **content** – what is covered in the framework - and **applications** – how the framework should be designed for use - to guide the direction of development:

 Content Themes
Artificial Intelligence (including generative AI) competence
Cybersecurity competence
Digital rights, choice and responsibilities
Wellbeing in digital environments
Competence to tackle misinformation and disinformation
 Application Themes
Digital competence as a key part of lifelong learning
Recognition of pre-requisites for acquiring basic-level digital competence
Recognition of differences in digital competence needs across individuals and over time
Need for flexible, agile applications of the framework

Source: JRC own elaboration.



# How is digital competence defined?



In DigComp, digital competence is much broader than technical skills:

...knowledge, skills and attitudes for **the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society.**

*It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital wellbeing and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.*



# What does the framework look like?



## 5 Competence Areas



Source: JRC own elaboration.

## 21 Competence

-  1.1 Browsing, searching, filtering  
1.2 Evaluating  
1.3 Managing
-  2.1 Interacting  
2.2 Sharing  
2.3 Engaging in citizenship  
2.4 Collaborating  
2.5 Digital behaviour  
2.6 Digital Identity
-  3.1 Developing  
3.2 Integrating and re-elaborating  
3.3 Copyright and licenses  
3.4 Computational thinking and programming
-  4.1 Devices  
4.2 Personal data and privacy  
4.3 Wellbeing  
4.4 Environment
-  5.1 Technical problems  
5.2 Needs and technological responses  
5.3 Creative solutions  
5.4 Digital competence needs

## 4 Proficiency Levels

- ✓ **Basic:** remember and implement simple tasks with guidance as needed.
- ✓ **Intermediate:** identify and implement well-defined tasks and solve well-defined problems autonomously.
- ✓ **Advanced:** assess and apply solutions to a variety of complex tasks autonomously and adapt to a variety of contexts to evaluate and execute tasks appropriately, guiding others if and as required.
- ✓ **Highly advanced:** assess, evaluate and resolve highly complex or specialised problems to create new solutions or adapt existing ones, leading and guiding others if and as required.



# What is new in DigComp 3.0?



- Updates to the wording of **competence areas** and **competences**
- Revised **proficiency levels**
- Learning outcomes are an important policy and practical tool. The 500+ learning outcomes in DigComp 3.0 describe knowledge, skills and attitudes of each competence and each proficiency level.
- A transversal **integration of AI competence** – in all 21 competences
- At the same time, the structure and conceptual basis remains the same, for continuity.
- **Multiple formats**, for easier tailoring and adaptation of the framework.



# How is DigComp 3.0 relevant to resilience?



- At policy and initiative level
  - Technology neutral
  - Stable reference point
  - Common language to bridge across contexts
  - Agile and flexible
- At individual level
  - Critical engagement; selective, purposeful and ethical use
  - Build autonomy and capacity to support and lead others



# Further information

Go to the full version of the [DigComp 3.0 framework](#)

Visit the [JRC-DigComp website](#)

Find out about the various ways in which DigComp is used in this short [report](#).

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# Thank you



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