

DS&AI Project

Digital Competence Frameworks: EU & Greek Experience



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What will you hear in the next 30 mins?

01 What is a Competence Framework and why is it useful?

02 EU Digital Related Competence Frameworks

03 Q
A



A few words about EVBB

What we do



Information

- i) Newsletters
- ii) Info-Note on new Calls
- iii) Social media activities



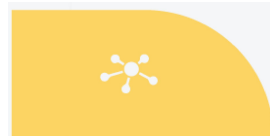
Networking

between and for our members



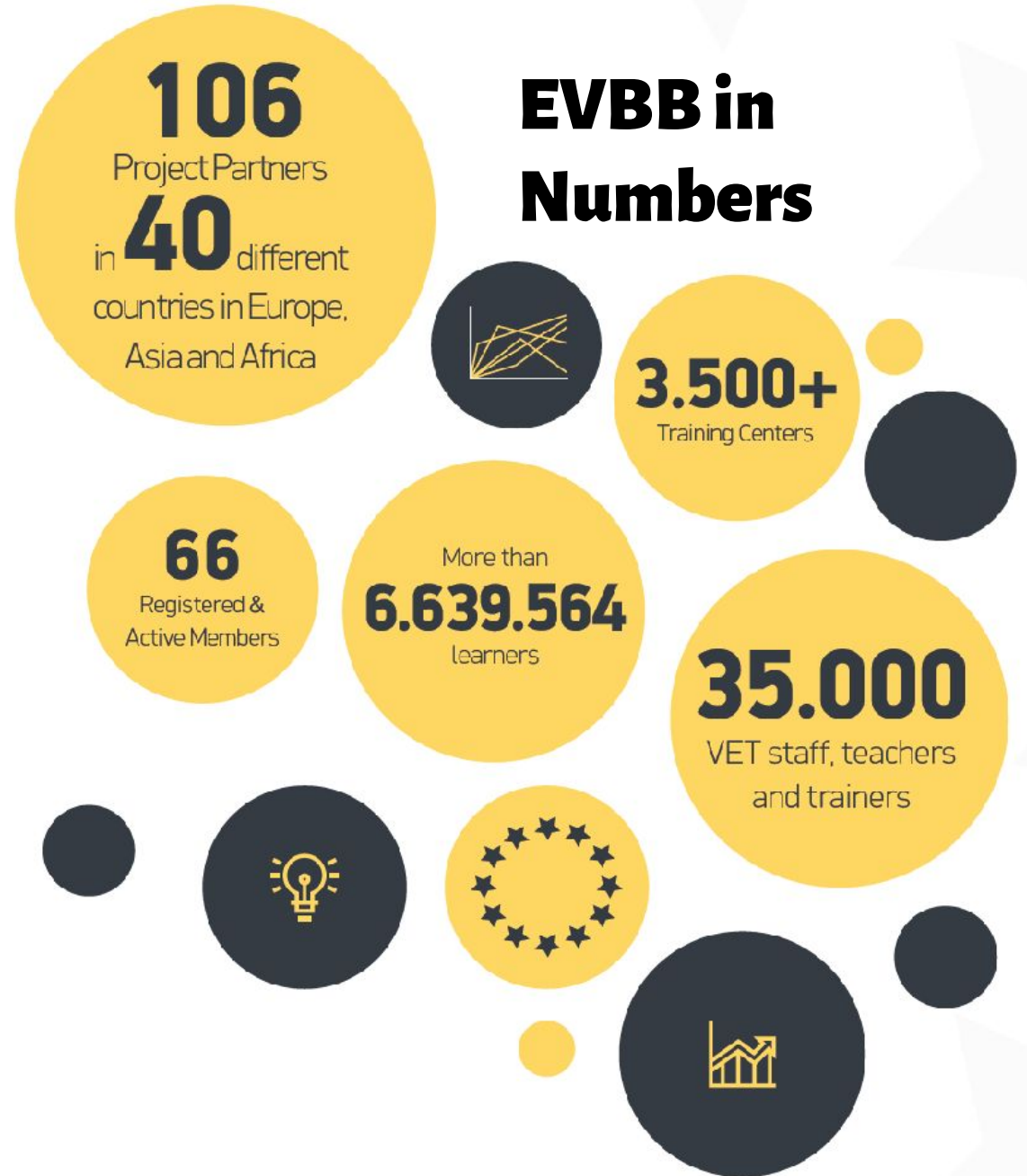
Technical Support

in a wide range of activities, including technical advice at a National or members level



Workshops and Events

- i) Annual EVBB Conference
- ii) Technical Workshops



Collaboration with EU Institutions

Participation in EU Initiatives



Collaboration at National Level



3 year Memorandum of Collaboration (MoC) with the Hellenic General Secretariat for Vocational Education, Training, Lifelong Learning and Youth.

To **enhance the image of VET in Greece**, covering the following indicative areas:

1. Presentation of methodologies and practices, already applied in third countries (European or non-European) that have led to an increase in the participation of young people in VET programmes.
2. Provision of expertise on VET issues through the participation of EVBB members in seminars or other meetings.
3. Support in designing interventions that will promote the purpose of improving the image of VET in the country.

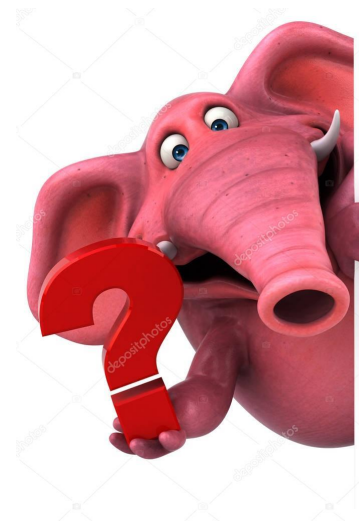


Projects that change lives



Increase capacity and **raise awareness** for disrupting gender-based violence in the VET sphere, through the development of relevant tools and large scale pilot implementations at significant VET Providers

What is a Competence Framework and why is it useful?



A Competence Framework is a.....

Learning outcome-based **classification system** for all types of competences, which aims to help stakeholders and provide a platform of comparing skills, knowledge and attributes, making them more understandable and portable across different countries and systems. They have been adopted in various countries and not only at an EU level

In Europe we have designed various Competence Frameworks, covering different domains like: Entrepreneurship (EntreVET), Green Transition (GreenComp),

In Asia there has been delivered the ERI-Net's Framework on transversal competencies

Competence Frameworks related to Digital Skills:



e-CF
For Businesses



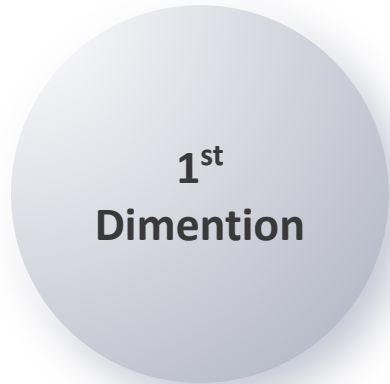
DigCom
For Citizens



DigCompEd
For Educators

The European e-Competence Framework (e-CF) – version 3

4 Dimensions of e-CF



4

competence areas

Derived from IT macro processes PLAN –BUILD –RUN – ENABLE – MANAGE. They provide the entry point to the e-Competences and reflect a process perspective based upon the waterfall approach.

4 Dimensions of e-CF



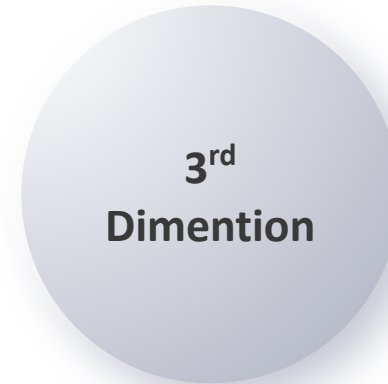
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e-Competence

Defines a set of e-Competences for each area. It includes:

- i) the Competence title,
- ii) a General description

4 Dimensions of e-CF



5 e-CF proficiency

5 e-Competence
levels
proficiency levels
characterised by increasing
levels of context
complexity, autonomy,
influence and typical
behaviour.

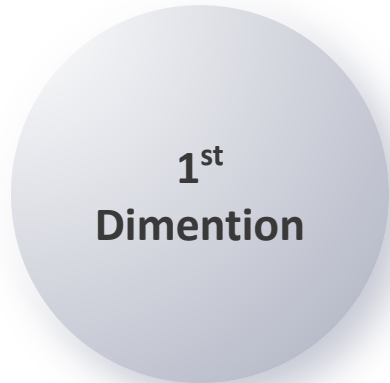
4 Dimensions of e-CF



Knowledge and skills examples

Examples to add value to the competence descriptor and are not intended to be exhaustive. They offer inspiration and orientation for the identification of further specific knowledge and skills assignment according to contextual needs.

4 Dimensions of e-CF



**1st
Dimension**

**4
competence
areas**

Derived from IT macro processes PLAN –BUILD –RUN – ENABLE – MANAGE. They provide the entry point to the e-Competences and reflect a process perspective based upon the waterfall approach.

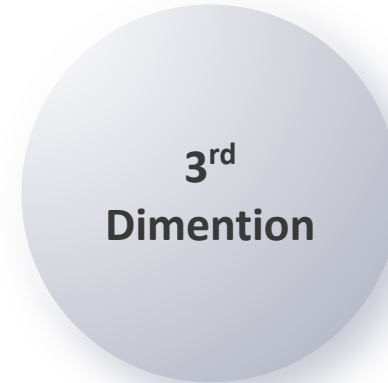


**2nd
Dimension**

**41
e-Competence
s**

Defines a set of e-Competences for each area. It includes:

- i) the Competence title,
- ii) a General description



**3rd
Dimension**

**5 e-CF
proficiency
levels**

5 e-Competence proficiency levels characterised by increasing levels of context complexity, autonomy, influence and typical behaviour.



**4th
Dimension**

**Knowledge and
skills examples**

Examples to add value to the competence descriptor and are not intended to be exhaustive. They offer inspiration and orientation for the identification of further specific knowledge and skills assignment according to contextual needs.

How the e-Competence Framework (e-CF) looks like:

Dimension 1 5 e-CF areas (A - E)	Dimension 2 40 e-Competences identified	Dimension 3 e-Competence proficiency levels e-1 to e-5, related to EQF levels 3-8				
		e-1	e-2	e-3	e-4	e-5
A. PLAN	+ A.1. IS and Business Strategy Alignment					
	+ A.2. Service Level Management					
	+ A.3. Business Plan Development					
	+ A.4. Product / Service Planning					
	+ A.5. Architecture Design					
	+ A.6. Application Design					
	+ A.7. Technology Trend Monitoring					
	+ A.8. Sustainable Development					
	+ A.9. Innovating					
B. BUILD	+ B.1. Application Development					
	+ B.2. Component Integration					
	+ B.3. Testing					
	+ B.4. Solution Deployment					
	+ B.5. Documentation Production					
	+ B.6. Systems Engineering					
C. RUN	+ C.1. User Support					
	+ C.2. Change Support					
	+ C.3. Service Delivery					
	+ C.4. Problem Management					
D. ENABLE	+ D.1. Information Security Strategy Development					
	+ D.2. ICT Quality Strategy Development					
	+ D.3. Education and Training Provision					
	+ D.4. Purchasing					
	+ D.5. Sales Proposal Development					
	+ D.6. Channel Management					
	+ D.7. Sales Management					
	+ D.8. Contract Management					
	+ D.9. Personnel Development					
	+ D.10. Information and Knowledge Management					
	+ D.11. Needs Identification					
	+ D.12. Digital Marketing					
E. MANAGE	+ E.1. Forecast Development					
	+ E.2. Project and Portfolio Management					
	+ E.3. Risk Management					
	+ E.4. Relationship Management					
	+ E.5. Process Improvement					
	+ E.6. ICT Quality Management					
	+ E.7. Business Change Management					
	+ E.8. Information Security Management					
	+ E.9. IS Governance					

How e-CF is being used....



Can be applied to:

- ✓ *IT services provision* and IT professional development by public and private organisations,
- ✓ *IT professionals, managers and HR departments*,
- ✓ higher education, vocational education and training (VET),
- ✓ assessment and accreditation bodies,
- ✓ social partners, professional associations,
- ✓ market analysts and policy makers.

In 2016, the e-CF 3.0 became a European standard and was published officially as the European Norm EN 16234. Its last version, EN16234-1:2019 “e-Competence Framework (e-CF)” can be purchased and applied by organizations.

e-CF Benefits



HR AND IT DEPARTMENTS can use the e-CF for IT strategy and HR planning, competence gap analysis, HR development and identifying training needs. Enhanced communication between the HR department and the IT professional staff is usually an added, positive effect.



QUALIFICATION AND CERTIFICATION STAKEHOLDERS can benefit from the e-CF for programme promotion, curricula development and relating learning outcomes to Competences. Increased transparency, more flexible learning pathways, better understanding inside the organisation are among the positive effects.



IT PROFESSIONALS find a trustworthy, European reference in support of their CV, self-promotion and career development. Combined use with the European IT Professional Role Profiles can also greatly benefit the professional.



POLICY MAKERS get a trustworthy reference, a European benchmark and starting point for developing occupational standards as well as new skills alliances and strategies on local and international levels.



RESEARCH & CONSULTANCY can minimise their efforts when defining IT reference languages for their market analysis, salary ratings, foresight scenarios, and data-based analysis of talent and labour market.

DigComp2.2: The European Digital Competence Framework

The formulation of DigComp2.2 incorporates 4 dimensions

1

The European Digital Competence Framework, was first published in 2013 by the European Commission. Also known as DigComp, offers a tool to improve citizen's digital competence, that support digital competence building, and plan education and training initiatives to improve the digital competence of specific target groups.

2

DigComp also provides a common language on how to identify and describe the key areas of digital competence and thus offers a common reference at European level. From 2013 up until now, DigComp has been used for multiple purposes, particularly in the context of employment, education and training, and lifelong learning.

Dimension

01

Areas identified to be part of the digital competence

Dimension

02

Competence descriptors and titles that are pertinent to each area

Dimension

03

Levels of proficiency for each competence

Dimension

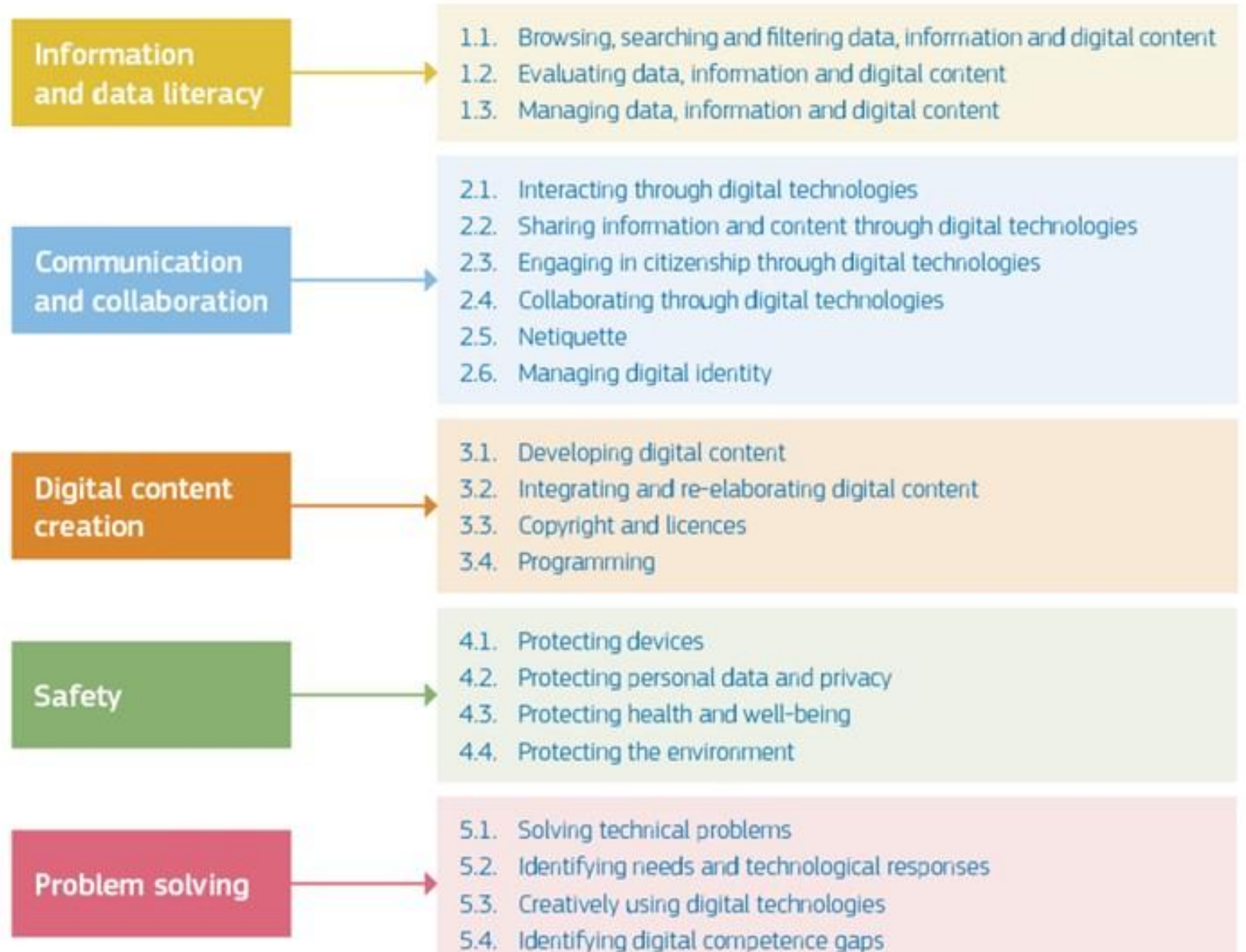
04

Examples of the knowledge, skills and attitudes applicable to each competence



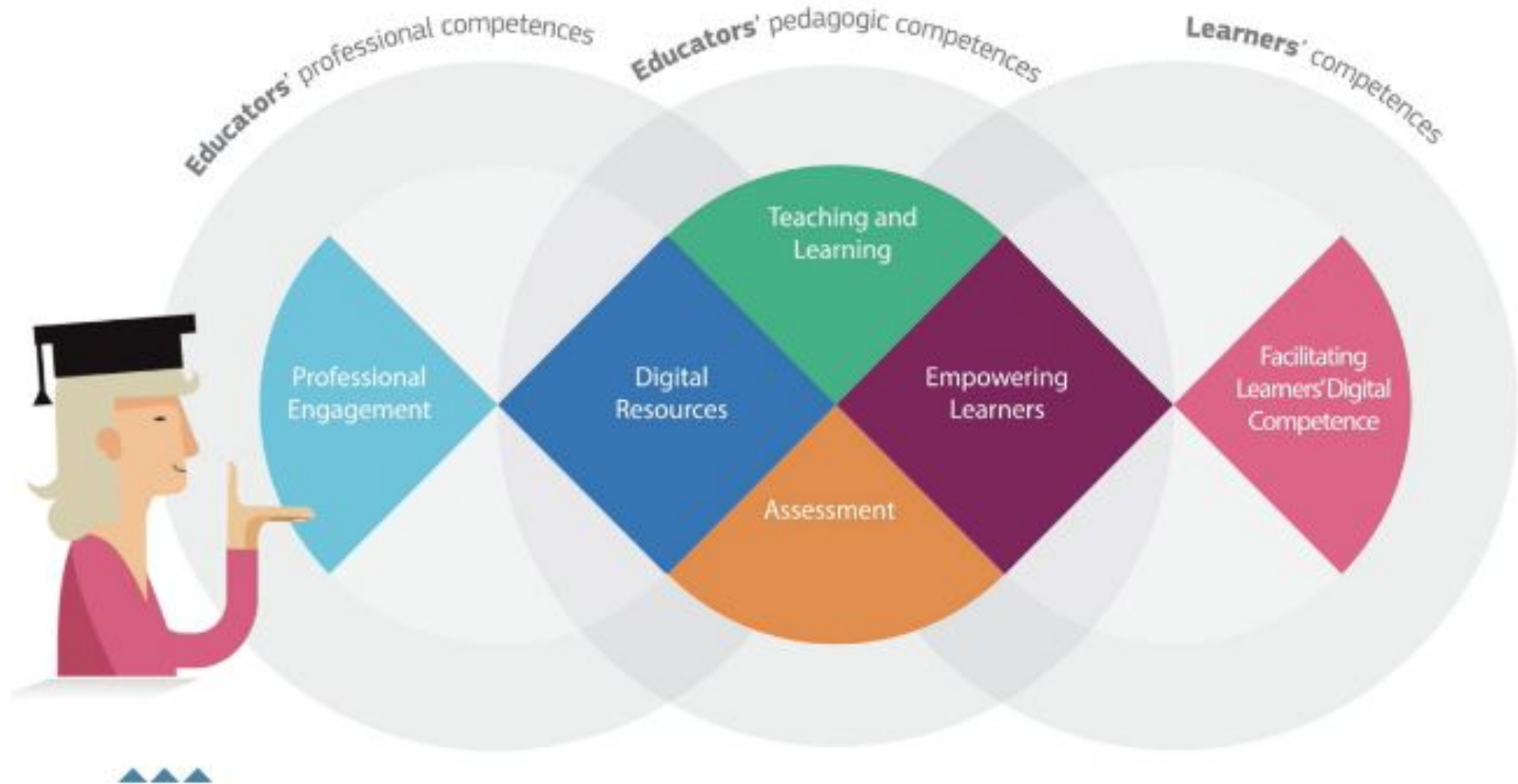
Source 1: Schooleducationgateway.eu

How DigComp 2.2 looks like:



DigCompEdu

DigCompEdu is structured on 6 different competence areas



Source 3: European Framework for the Digital Competence of Educators, European Commission, p.19

Organized in six areas, with 22 competences, and proposes a progression model with six increasingly complex levels of proficiency to help educators assess and develop their own digital competence

A1 - Newcomer, who has had very little contact with digital tools and need guidance to expand their repertoire

B1 - Integrator, who uses and experiments with digital tools for a range of purposes, trying to understand which digital strategies work best in which contexts.

C1 - Leader, who relies on a broad repertoire of flexible, comprehensive and effective digital strategies. They are a source of inspiration for others.

A2 - Explorer, who has started using digital tools without, however, following a comprehensive or consistent approach. Explorers need insight and inspiration to expand their competences

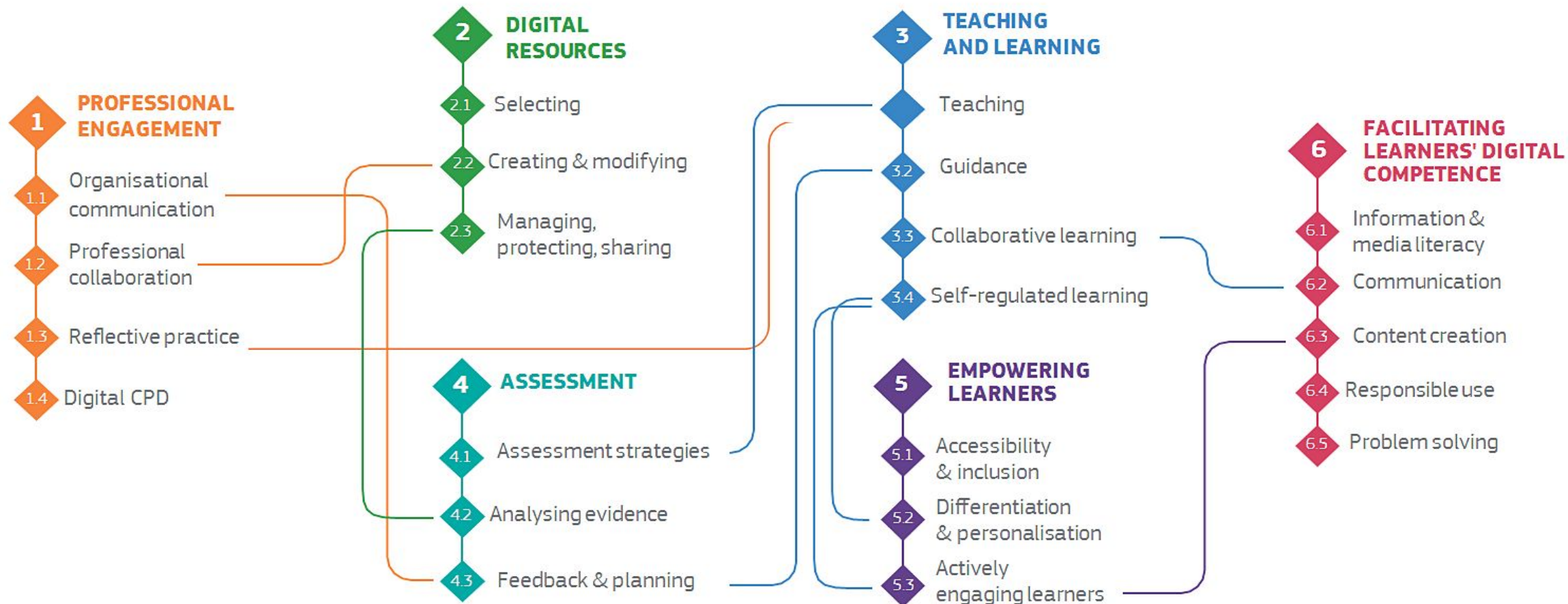
B2 - Expert, who uses a range of digital tools confidently, creatively and critically to enhance their professional activities. They continuously expand their repertoire of practices

C2 - Pioneer, who questions the adequacy of contemporary digital and pedagogical practices, of which they themselves are experts. They lead innovation and are a role model for younger teachers.

Educators' professional competences

Educators' pedagogic competences

Learners' competences



Source 5: European Framework for the Digital Competence of Educators, European Commission, p.16



European Framework for the Digital Competence of Educators

Thank you for your attention.



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