Work towards the
European Digital Skills Certificate (EDSC)

European Commission

Joint Research Centre

Koen Nomden, DG EMPL
Clara Centeno, JRC

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The EDSC policy landscape

European Pillar of Social Rights

The mandate

Action 9

"Develop a **European Digital Skills Certificate (EDSC)** that may be recognised and accepted by governments, employers and other stakeholders across Europe. This would allow Europeans to indicate their level of digital competences, corresponding to the Digital Competence Framework proficiency levels".

DIGITAL EDUCATION ACTION PLAN

2021 - 2027

Resetting education and training for the digital age
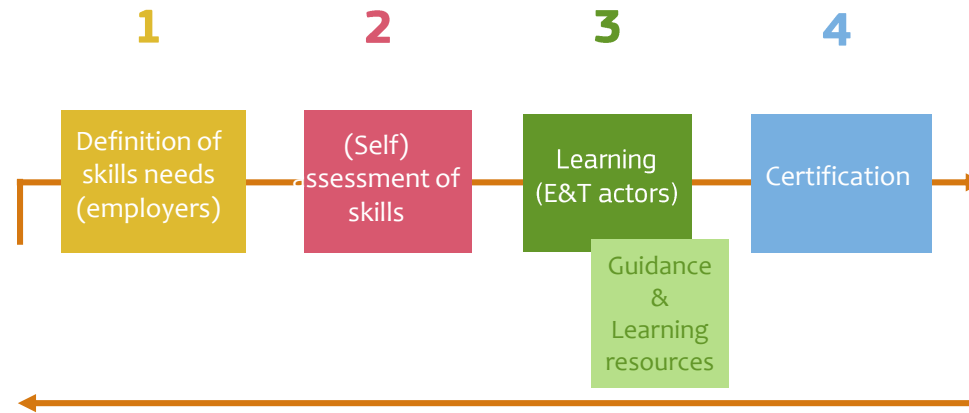
EDSC Objectives (as published at DEAP Action 9 web)

1 The European Digital Skills Certificate, which will follow an agreed **set of quality requirements**, aims to enhance the **transparency** and **mutual recognition** of digital skills certifications by governments, employers and other stakeholders across Europe.

2 It should allow people to indicate their level of digital competence corresponding to the DigComp proficiency levels and **encourage individuals to acquire new digital skills**.

3 It should provide a scheme that is **complementary to and does not replace existing** (national or international) digital skills certification schemes.

4 The EDSC supports the ambitious objectives of the **European Skills Agenda**

- ensuring that 70% of 16-74 year olds have at least basic digital skills by 2025;
- the Europe's Digital Decade target of a minimum 80% of the population having basic digital skills by 2030.

Why a feasibility study?

- **Many certification schemes exist**. In order to achieve a successful EDSC, understanding of the current offer, the needs and the gaps existing in digital skills certification by multiple actors is required, to understand the value of an EDSC.

- The analysis of the current digital skills **policies and E&T offer** landscape is required as well as the **operational, technical, financial and governance** perspectives.

- **Certification schemes do not exist in isolation**. In order to work successfully to support Europe's digital skills targets, an EDSC must be meaningfully and effectively located within the landscape of E&T policies and offers, and responding to the employers' needs.
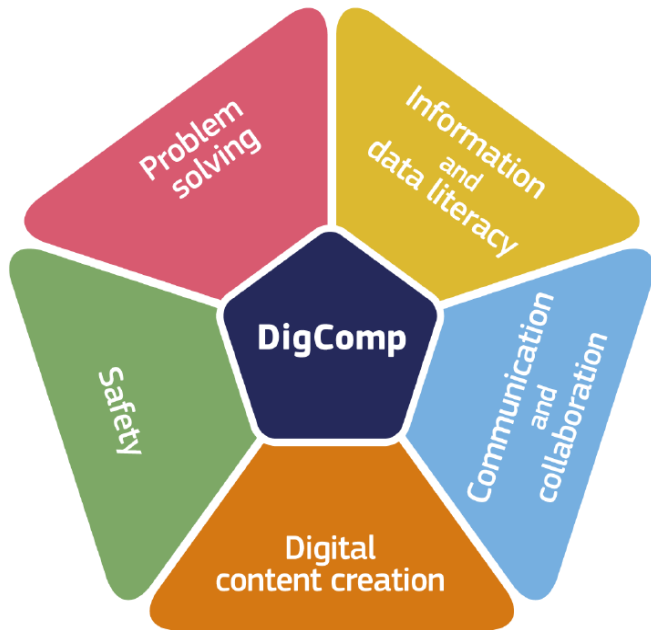
The EDSC will be based on DigComp

- The EDSC will be addressed to **all citizens.**

1 **2** **3** **4**

| Definition of skills needs (employers) | (Self) assessment of skills | Learning (E&T actors) | Certification |

Guidance & Learning resources

- Certification is a final stage in a **skills development process** that includes previous **steps**: identification of skills needs, (self-) assessment of skills and a learning path.

- These steps need to be based on a **common understanding** between different actors of what "digital competence" means, i.e., DigComp.

- The **feasibility of the EDSC** will depend very much on the **degree of alignment to DigComp** of these different steps of the skills development process in Europe

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DigComp: the European framework for digital competences for citizens

Digital competence involves the **confident, critical and responsible use** of, and engagement with, digital technologies for **learning**, at **work**, and for **participation in society**.

It is defined as a combination of **knowledge, skills and attitudes**.

(Council Recommendation on Key Competences for Life-long Learning, 22 May 2018).

DigComp: Dimensions 1 and 2

Information and data literacy
- 1.1. Browsing, searching and filtering data, information and digital content
- 1.2. Evaluating data, information and digital content
- 1.3. Managing data, information and digital content

Communication and collaboration
- 2.1. Interacting through digital technologies
- 2.2. Sharing information and content through digital technologies
- 2.3. Engaging in citizenship through digital technologies
- 2.4. Collaborating through digital technologies
- 2.5. Netiquette
- 2.6. Managing digital identity

Digital content creation
- 3.1. Developing digital content
- 3.2. Integrating and re-elaborating digital content
- 3.3. Copyright and licences
- 3.4. Programming

Safety
- 4.1. Protecting devices
- 4.2. Protecting personal data and privacy
- 4.3. Protecting health and well-being
- 4.4. Protecting the environment

Problem solving
- 5.1. Solving technical problems
- 5.2. Identifying needs and technological responses
- 5.3. Creatively using digital technologies
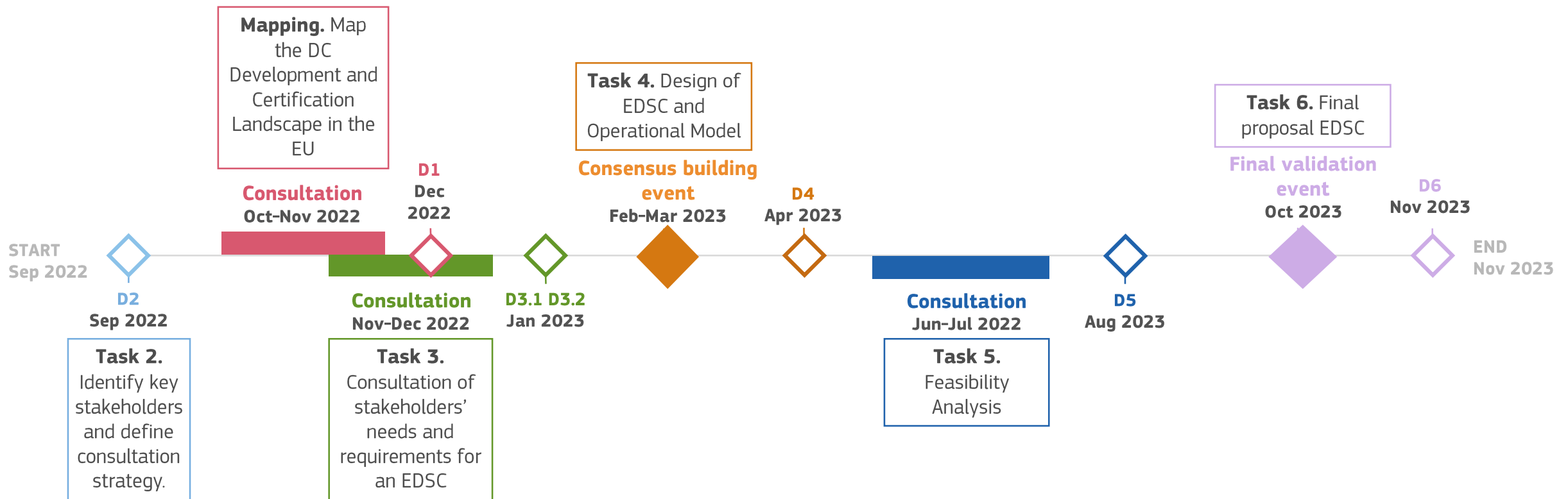- 5.4. Identifying digital competence gaps

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DigComp: Dimension 3

4 OVERALL LEVELS	Foundation		Intermediate		Advanced		Highly specialised	
8 GRANULAR LEVELS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
COMPLEXITY OF TASKS	Simple task	Simple task	Well-defined and routine tasks, and straightforward problems	Tasks, and well-defined and non-routine problems	Different tasks and problems	Most appropriate tasks	Resolve complex problems with limited solutions	Resolve complex problems with many interacting factors
AUTONOMY	With guidance	Autonomy and with guidance when needed	On my own	Independent and according to my needs	Guiding others	Able to adapt to others in a complex context	Integrate to contribute to the professional practice and to guide others	Propose new ideas and processes to the field
COGNITIVE DOMAIN	Remembering	Remembering	Understanding	Understanding	Applying	Evaluating	Creating	Creating

Uses of the DigComp reference framework

- Provides a **common language** between different actors.

- Inspires **policy** and **strategy** design.

- Guides **curriculum** development.

- Reference for cataloguing, designing and developing of **training content**.

- Guides the development of (self-) **assessment** and certification tools.

- Reference for the definition of **professional digital profiles**.

- Drives alignment in competence **measurement** (Eurostat, ITU).

- Has become **a reference** in Europe (EU, ETF) and in the world (UNESCO, WorldBank).

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Study tasks, deliverables & consultations

Mapping. Map the DC Development and Certification Landscape in the EU

Task 4. Design of EDSC and Operational Model

Task 6. Final proposal EDSC

Consultation
Oct–Nov 2022

D1
Dec 2022

Consensus building event
Feb–Mar 2023

D4
Apr 2023

Final validation event
Oct 2023

D6
Nov 2023

START
Sep 2022

END
Nov 2023

D2
Sep 2022

Consultation
Nov–Dec 2022

D3.1 D3.2
Jan 2023

Consultation
Jun–Jul 2022

D5
Aug 2023

Task 2. Identify key stakeholders and define consultation strategy.

Task 3. Consultation of stakeholders' needs and requirements for an EDSC

Task 5. Feasibility Analysis

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EDSC functional roles ...

Policy actors

QA Certification organisations
Standardisation Organisations

Certification Service providers

Certification **scheme** owners

Certification **Quality Assurance** Agents

Certification **Test** providers

Course content providers
E&T providers

Career Guidance Services

Recruiting Agents
(private and public)

Certificate recipients
Learners, Job seekers, Employees

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Stakeholder types

❖ Policy makers and Public Authorities

❖ Digital Skills Certification providers

❖ IT industry enterprises or representative organisations

❖ Education and Training Providers

❖ Business, Business support and representative organisations

❖ Employment Services

❖ Social and Digital inclusion actors

❖ Workers' representative organisations

❖ Professional associations

❖ QA Certification and Standardisation Organisations

❖ Researchers and Academics

❖ Independent Advisors or Consultants

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A complex landscape

Functional role	Stakeholder group											
	Policy makers and Public Authorities	Digital Skills Certification Service providers	IT industry enterprises or representative associations	Education and Training Providers	Business, business support and business representative associations	Employment services	Social and Digital inclusion actors	Workers' representative organisations	Professional associations	Quality Assurance Certification & Standardisation Organisations	Researchers and Academics	Independent Advisors or Consultants
Policy actors	■										■	■
Certification scheme owners	■	■	■								■	■
Certification quality assurance agents	■	■	■								■	■
Digital skills test/exams providers, test developers	■	■	■	■							■	■
Education and Training providers, course content developers	■	■	■	■		■	■	■			■	■
Recruiting agents	■		■		■		■				■	■
Career guidance, Learning and development guidance		■		■	■	■	■	■	■		■	■
Certificate Recipients				■		■	■	■	■		■	■
Independent QA certification and standardisation orgs										■	■	■

Key challenges of the Study

1 **Lack of awareness or interest** by stakeholders to participate.

2 **High expectations** from policy and stakeholders, while in a **voluntary scheme**.

3 **Limited knowledge of DigComp** among multiple stakeholders.

4 **Lack of awareness and understanding of digital competence needs** (as per DigComp) among private and public employers managers).

5 Manage a true **participatory process**.

6 Ensure **Feasibility analysis** is representing stakeholders' reality.

7 Manage/ensure **consensus building among actors** with possibly conflicting interests.

8 Ensure we **learn from past projects**.

9 "Reasonable" **consistency with EU initiatives and tools** (Europass, EQF, ESCO, EURES, e-IDAS, and actions of the European Skills Agenda (micro–credentials, individual learning accounts).

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What we achieved so far

✓ EC EDSC Task Force with **9 DGs** EMPL, EAC, CNECT, GROW, DIGIT, HR, SEC GEN, JRC and CEDEFOP.

✓ Launch of a Community of Practice (400+ Members)

> ***Digital Competences Certification Community of Practice***
> Here is the **link to register**: https://all-digital.org/certification-cop/

✓ 1st Stakeholders consultation, to design the Feasibility Study, March 2021.

✓ Contract assigned to NTT Data, Empirica and All Digital (project started in September 2022).

NTT DATA   empirica   ALL DIGITAL

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Next steps: stay tuned to the consultations!

Thank you!

EC-EDSC@ec.europa.eu

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