



Increase
Digital
Competences
to Promote Inclusion

From Skills to Inclusion: Rethinking Digital Participation in Europe



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European Economic
and Social Committee

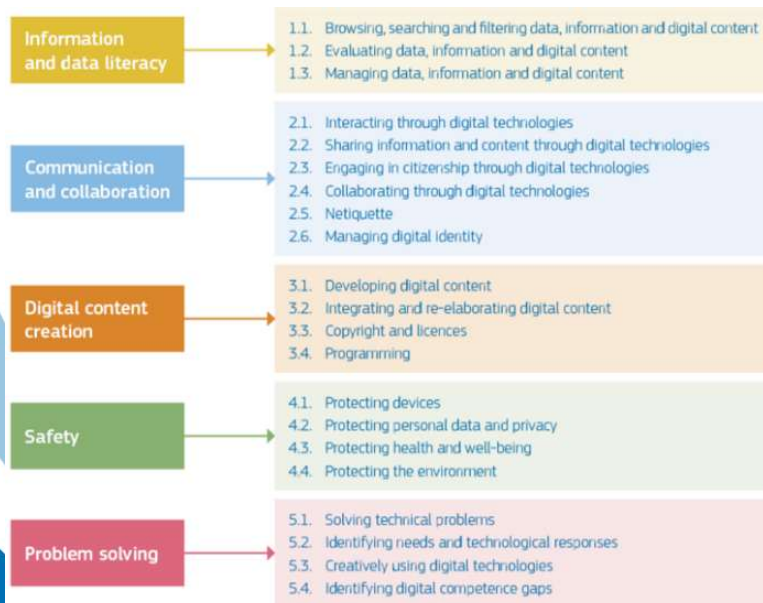


Policy Recommendations



Two versions of DigComp

DigComp 2.2



DigComp 3.0



Two versions of DigComp

DigComp 2.2 8 proficiency levels

FOUNDATION	1	At basic level and with guidance, I can:	• choose simple digital tools and technologies for collaborative processes.
	2	At basic level and with autonomy and appropriate guidance where needed, I can:	• choose simple digital tools and technologies for collaborative processes.

DigComp 3.0 4 proficiency levels

At Basic level, with guidance as needed, individuals	CS2.4.01: Participate in collaborative groups via digital collaboration tools, recognising their benefits and limitations. [AI-I]
	CS2.4.02: Recognise the presence of AI systems in digital collaboration tools. [AI-E]
	CS2.4.03: Acknowledge the importance of effective communication skills for successful collaboration in digital environments.

State of DigComp implementation

European Level

EU policies
promoting
digital skills



EU Digital Decade Policy Programme	2023
European Declaration on Digital Rights and Principles	2023
Union of Skills	2025
Communication: Strengthening the Strategy for the Rights of Persons with Disabilities to 2030	2026
AI Continent Action Plan + Apply AI Strategy	2025
European Accessibility Act	2025

State of DigComp implementation

European Level

There is no EU-wide strategy to promote the adoption of the DigComp framework across Europe.

European Commission Joint Research Centre Publications

- DigComp in Action
- DigComp at Work
- Digital Skills Development for Employability



Other initiatives bringing together stakeholders in digital skills and education

- Digital Education Hub
- DigComp Community of Practice
- Digital Skills and Jobs Coalition
- National Digital Skills and Jobs Coalitions

European Digital Education Hub

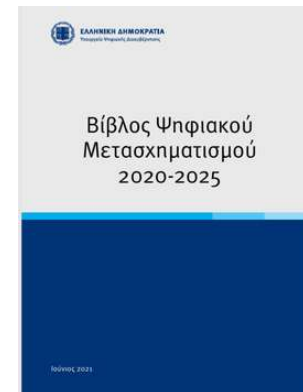
Your online community for digital education enthusiasts in Europe and beyond.



State of DigComp implementation

At the national level

	Austria	Germany	Portugal	Greece	Spain
Digitalisation strategy aiming to strengthen digital skills	Yes	Yes	Yes	Yes	Yes



State of DigComp implementation

At the national level

DigComp implementation through a national digital competences framework	Austria	Germany	Portugal	Greece	Spain
DigComp implemented through a national digital competences framework	Yes	No	Yes	No	Yes
DigComp not directly implemented through national digital competences framework, but embedded in national initiatives and strategies	No	No	No	Yes	No
DigComp not implemented through a national digital competences framework or other initiatives	No	Yes	No	No	No

State of DigComp implementation

At the national level

	Austria	Germany	Portugal	Greece	Spain
DigComp is linked to National Qualification Frameworks	Yes	No	Yes	Yes	Yes

State of DigComp implementation

At the national level

Other initiatives	Austria	Germany	Portugal	Greece	Spain
Training programmes on digital competences for the overall national population	Yes	Yes	Yes	Yes	Yes
Programmes to enhance digital competences targeting persons with disabilities	Yes	Yes	Yes	Yes	Yes
Strategies and research on AI competences	Yes	Yes	Yes	No	Yes

Status quo of assessment and validation of basic digital competences

European Level

Digital Skills and Jobs Platform



MyDigiSkills



Europass Digital Skills Test



Status quo of assessment and validation of basic digital competences

At the national level

	Austria	Germany	Portugal	Greece	Spain
National Reference Framework for Digital Competences	Yes	No	No	No	No

Austria

National Digital Competences Framework

DigComp AT

Implemented through



National Reference Framework for Digital Competences

It establishes how training programmes can align with DigComp 3.0 AT

Status quo of assessment and validation of basic digital competences

At the national level

Assessment of digital competences	Austria	Germany	Portugal	Greece	Spain
Assessment practices are informal and fall into third sector and NGOs.	No	No	Yes	Yes	No
State or private organisations offer online digital competence self-assessment tools aligned with the DigComp Framework	No	Yes	Yes	Yes	No
Private entities offer on-line digital competence self-assessment tools not explicitly aligned with the DigComp Framework.	No	Yes	No	No	Yes
Mainstream tools to assess digital competences at levels 1 and 2 are accessible to persons with learning difficulties.	No	No	No	No	No

Status quo of assessment and validation of basic digital competences

At the national level

Validation of Digital Competences	Austria	Germany	Portugal	Greece	Spain
Public or private online standardised tools for certification of digital competences with the DigComp framework as a basis.	Yes	No	No	No	No
Public or private online standardised tools for certification of digital competences that do not use the DigComp framework as a basis.	Yes	No	No	No	No
National and regional governments and private organisations manage in-person standardised certification of digital competences with the DigComp framework as a basis	No	No	Yes	Yes	Yes
Mainstream tools to validate digital competences at levels 1 and 2 are accessible to persons with learning difficulties	No	No	No	No	Yes

Status quo of assessment and validation of basic digital competences

At the national level

- In all countries, there was a **lack of standardised methods and tools for the assessment and validation options that are specifically tailored to persons with learning difficulties.**
- In Spain, Portugal and Germany there is a **lack of awareness regarding national standards or reference frameworks for digital** competences among professionals supporting persons with learning difficulties, and professionals in the area of training and assessment and validation of digital skills.
- **There is also a prevalent lack of awareness about the EU DigComp Framework among such professionals.**

Policy Gaps And Challenges



Accessibility and Awareness

- Lack of awareness among policymakers, educators, technology developers and the general public about the specific needs and digital challenges faced by people with learning difficulties.
- Persons with disabilities face barriers in accessing digital devices and free Wi-Fi connections.
- The rapid pace of technological change, particularly in artificial intelligence, risks creating new forms of digital exclusion.
- Limited availability of free and accessible courses tailored to people with learning difficulties across Europe.



Policy and Financial Resources

- National digitalisation and disability rights policies often do not address enhancing the digital competences of persons with learning difficulties
- Lack of disaggregated data collection to assess the impact of digital competences initiatives.
- A lack of awareness from decision-makers on the support needs of persons with learning difficulties leads to gaps in political support and funding.
- Employability as the main motivation for funding of lifelong learning.

Policy Gaps And Challenges



Quality of learning and professionalisation

- Digital competence trainings still have an overall outcome-focused approach.
- The prior knowledge of persons with learning difficulties on digital competences is very heterogeneous.
- Existing digital competence workshops lack appropriate formats for persons with learning difficulties.
- The content of digital competence workshops and training programmes often struggles to keep pace with the rapid evolution of digital technologies.
- The need for a greater emphasis on professional facilitation of digital competences learning.
- Practitioners supporting persons with learning difficulties often lack digital professionalisation.
- Limited pedagogical support for practitioners supporting persons with learning difficulties.

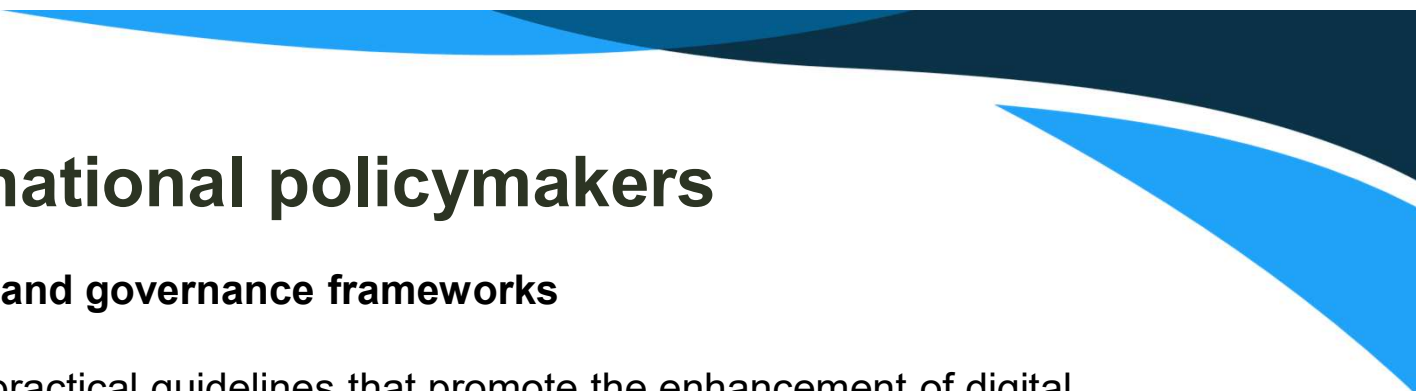
Policy Gaps And Challenges

Stakeholder collaboration and development of common frameworks

- Limited collaboration between various stakeholders in the provision of digital competence training for persons with learning difficulties
- Practitioners experience gaps in awareness of existing digital competence frameworks, and a lack of guidance for the design of digital competences workshops and the assessment and validation of digital competences among persons with learning difficulties.

Assessment and validation of basic digital competences

- Existing assessment and validation tools for digital competences do not adequately take into account the diversity of needs and abilities of persons with learning difficulties.
- Limited financial, technical and human resources to ensure high-quality assessment and validation for persons with learning difficulties



Call to action for national policymakers

Strengthening national policy and governance frameworks

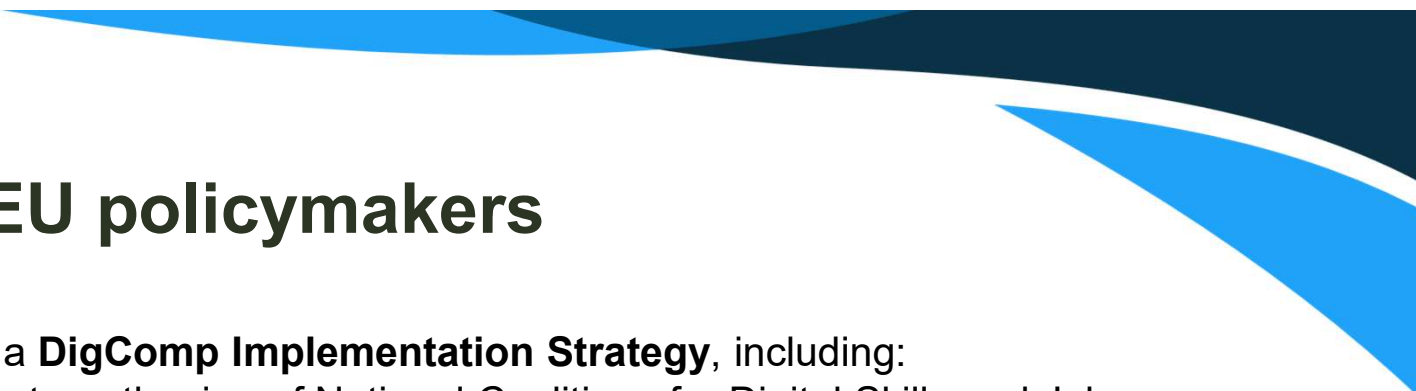
- Include concrete actions and practical guidelines that promote the enhancement of digital competences of persons with learning difficulties within national policies.
- Anchor digitalisation policy as a cross-departmental issue.
- Update national digital competence frameworks to promote literacy in emerging technologies, including AI-related competences.
- Fully use the potential of the National Coalition for Digital Skills and Jobs.



Call to action for national policymakers

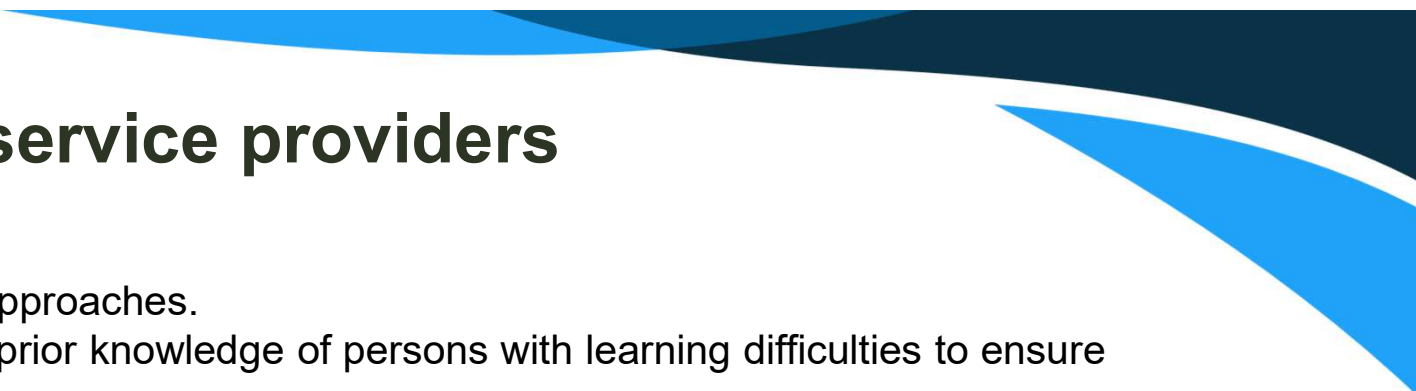
Better implementation, quality and capacity-buidling

- Foster the collaboration between various stakeholders in the provision of digital competences training for persons with learning difficulties.
- Ensure enabling framework conditions that promote high-quality training on digital competences for persons with learning difficulties.
- Guarantee sufficient funding for organisations that support persons with learning difficulties in enhancing their digital competences
- Raise awareness about existing national digital competence frameworks, and assessment and validation processes.
- Develop harmonised standards or guidance for the assessment and validation of digital competences for persons with learning difficulties.



Call to action for EU policymakers

- Consider the development of a **DigComp Implementation Strategy**, including:
 - Fostering the creation and strengthening of National Coalitions for Digital Skills and Jobs
 - Developing tools and guidelines for the implementation of DigComp.
 - Investing time and resources to raise awareness among national and local governments and grassroots organisations in the uptake of the DigComp framework.
- Promote a **strong European Social Fund** in the upcoming Multiannual Financial Framework (MFF) 2028-2034, encouraging EU Member States to invest in enhancing the digital competences of persons with learning difficulties.
- Monitor and evaluate the implementation of the **EU Accessibility Act** and the **Web Accessibility Directive** and evaluate if further actions should be taken.



Call to action for service providers

Learning Design and Delivery

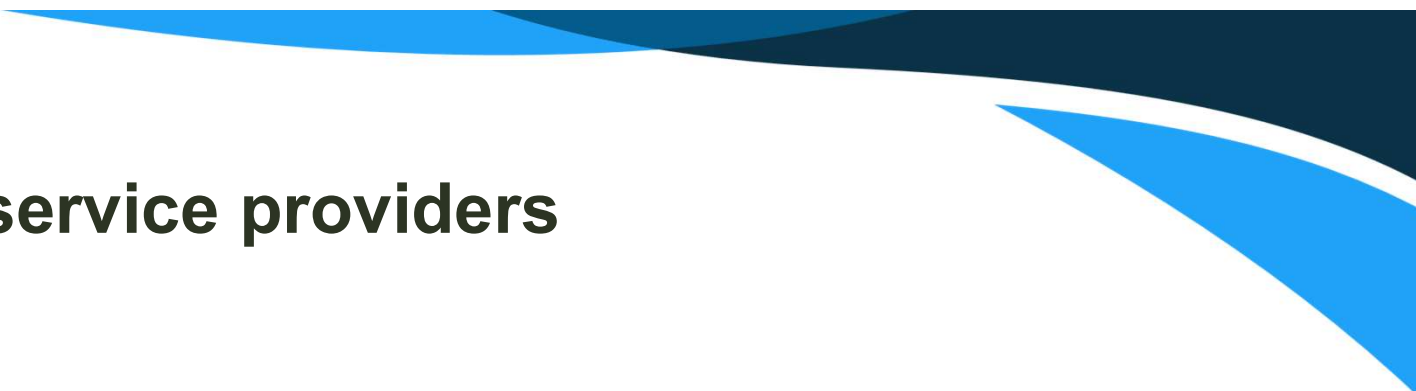
- Apply competence-oriented approaches.
- Assess the different levels of prior knowledge of persons with learning difficulties to ensure personalized pathways.
- Ensure appropriate workshop formats.
- Implement constant updates to the content of workshops.

Assessment and Validation

- Promote actions at the organizational level that cultivate a professional facilitation of assessment and validation.
- Guarantee tailor-made digital competences validation processes.
- Ensure accessible assessment procedures and tools for persons with learning difficulties.

Co-production and Involvement of Persons with Learning Difficulties

- Involve persons with learning difficulties in the development of training, assessment and validation of digital competences.



Call to action for service providers

Collaboration and Knowledge Exchange

- Establish and participate in practice-sharing networks and EU-level communities of practice.
- Participate in your country's National Coalition for Digital Skills.
- Monitor developments such as DigComp and national digital competence framework updates, as well as national & EU-level projects such as InDiCo.

Advocacy and Awareness Raising

- Raise awareness and participate in advocacy actions about the needs of persons with learning difficulties.

Follow us!





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Fundação AFID Diferença (Portugal); Fundación Rey Ardid (Spain); Mariaberg, e.V (Germany);
Theotokos Foundation (Greece)



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