



# DigComp 3.0

## *Anchor for the proposed competence model*

Developing a general digital competency framework for the Romanian civil service  
**Closing conference**

February 6, 2026

Judith Cosgrove, Joint Research Centre

# Who is DigComp 3.0 for and how is it used?



- ▶ What is needed to be **digitally competent**
- ▶ Common **language** and shared **understanding**
- ▶ A transversal, generic framework *...to be considered as a starting point, to be adapted to fit a specific purpose (p. 13)*
- ▶ For employment, education, and training contexts
- ▶ Recent examples of use...



# Why is DigComp 3.0 needed?

## How was it developed?



- ▶ Supports EC priorities and policies
- ▶ Enables coherence in policymaking across the EU (and beyond)
- ▶ Based on scientific evidence and methods
- ▶ Is a large collaboration (JRC and +300 experts)





**People at the centre**



**Solidarity and inclusion**



**Freedom of choice**



**Participation**



**Safety and security**



**Sustainability**

**Grounded** in the  
European declaration on  
digital rights and  
principles

**Built** on priority themes  
identified through  
literature, policy and  
expert consultation



#### 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





# DigComp 3.0: Novelties

*Natural tension between continuity and change*

*DigComp 3.0 maintains the same overall structure, while having:*

- ▶ Updates to the **wording** of competence areas and competences
- ▶ Revised **proficiency levels**
- ▶ New **learning outcomes**
- ▶ Transversal integration of **AI competence**
- ▶ Extended **glossary**
- ▶ Multiple **formats**



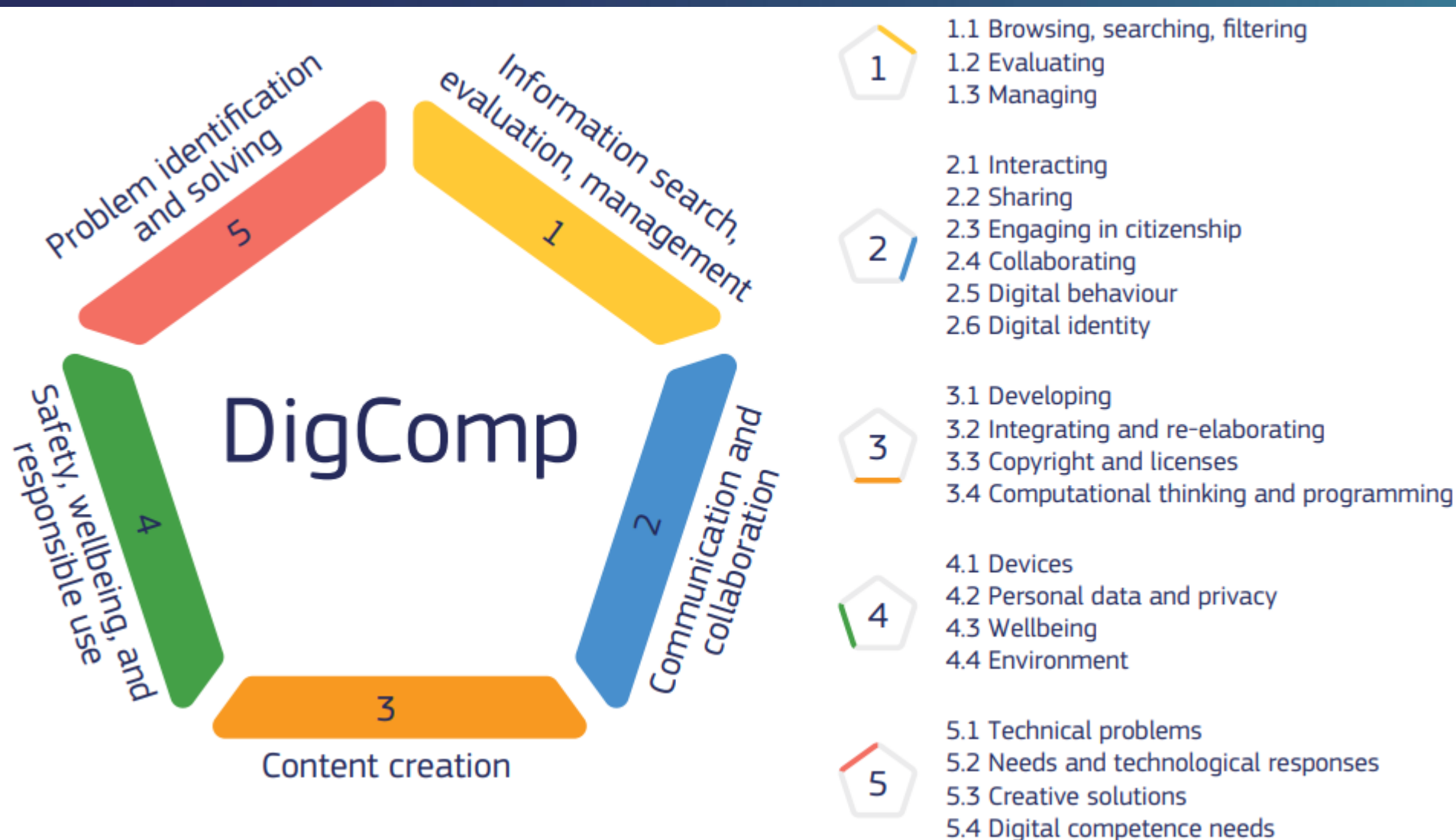
# Recurring and emerging issues in the use of DigComp...



- ▶ Should some existing competences be combined or new ones added?
- ▶ How to adapt to particular groups in the population or specific sectors of the workforce?
- ▶ What is the 'boundary' between a highly advanced digital generalist and an ICT specialist?
- ▶ What do the proficiency levels 'look like' in practice?



DigComp 3.0 consists of **5 competence areas**, **21 competences**, and **four proficiency levels**...



Source: JRC own elaboration.

- At **Basic** level, individuals remember and implement simple tasks with guidance, as needed.
- At **Intermediate** level, they identify and implement well-defined tasks and solve well-defined problems autonomously.
- At **Advanced level**, individuals 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.
- At **Highly advanced level**, they 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.

*Source: JRC, own elaboration.*

Levels of acquisition of digital competence based on increasing cognitive demand, complexity and individual autonomy







# Learning outcomes

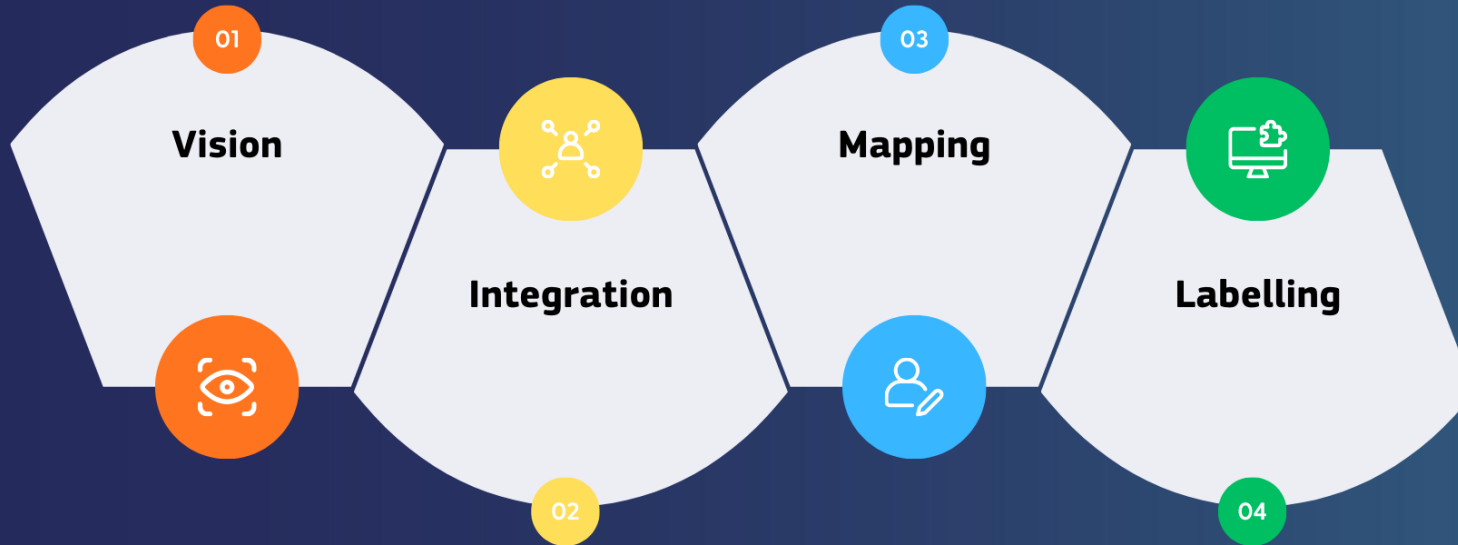
What an individual knows or is able to do after completing any learning process

- ▶ **+500** learning outcomes
- ▶ Most **detailed view** of the framework
- ▶ Developed based on good practice and existing EC work (e.g. Cedefop)
- ▶ Intended learning outcomes – not performance indicators





# Integration of AI



AI is one digital technology among a range of digital technologies

Integration is **transversal**, covering all 21 competences



# DigComp 3.0 resources

**PDF and editable  
format**

**Data  
supplement**

**Info  
leaflet**

**Errata**

**JRC-DIGCOMP@ec.europa.eu**







**Thank you!**

