COSA È NUOVO?

- Aggiornamento della **formulazione** delle aree e delle competenze
- Revisione dei **livelli di padronanza**
- Nuovi **risultati di apprendimento**
- Integrazione trasversale della **competenza** in **IA**
- **Glossario** ampliato
- **Formati multipli** per facilitare adattamento e personalizzazione

Annex 1: Comparison of DigComp 2.2 and DigComp 3.0

Annex 1 compares DigComp 3.0 with the previous version by providing an overview of the changes (**Table A1**); a detailed description of the changes in the wording of the competence areas and competences and their rationale (**Table A2**), and a suggested mapping of the four proficiency levels of DigComp 3.0 to the eight-level version (**Table A3**).

Table A1. A comparison of the components of DigComp 2.2 and DigComp 3.0.

Component	Comparison of DigComp 2.2 and DigComp 3.3
Definition	The definition of digital competence used in DigComp 2.2 continues to be used unchanged in DigComp 3.0.
Competence areas	Referred to as 'Dimension 1' in DigComp 2.2. Titles and descriptors of the competence areas have been updated in DigComp 3.0 to reflect recent digital technological changes and stakeholder and policy priorities, and edited to improve clarity and general framework consistency. The structure in DigComp 3.0 is the same as it was in DigComp 2.2. **Table A2** (this Annex) provides a detailed description of changes and their rationale.
Competences	Referred to as 'Dimension 2' in DigComp 2.2. The titles and descriptors of the competences have been updated in DigComp 3.0 to reflect recent digital technological changes, and stakeholder and policy priorities, and edited to improve clarity and general framework consistency. The structure in DigComp 3.0 is the same as it was in DigComp 2.2. **Table A2** (this Annex) provides a detailed description of changes and their rationale.
Proficiency levels	Referred to as 'Dimension 3' in DigComp 2.2. The underlying meaning of proficiency levels, i.e. reflecting a combination of cognitive demand, task complexity and level of autonomy, remains unchanged. Titles of two proficiency levels have changed (Foundation to Basic; Highly Specialised to Highly Advanced) and new short general descriptions of proficiencies at four levels (Basic, Intermediate, Advanced and Highly Advanced) are provided in **Table 3**. Competence statements in **Section 3**, which show how the proficiency levels look for each of the 21 competences, are new. **Section 2.4.2** (the importance of pre-requisites for Basic-level digital competence) and information in **Box 2** (definitions of task and specialised, and explicit distinction between Highly Advanced in DigComp and ICT specialist skills) are new. **Table A3** (this Annex) shows how the DigComp 3.0 four-level descriptions can be mapped to the eight levels described in DigComp 2.2, as well as to a six-level system used in some cases.
Examples of knowledge, skills and attitudes	Referred to as 'Dimension 4' in DigComp 2.2, not reproduced in DigComp 3.0. DigComp 3.0 uses Dimension 4 as a foundational base from which to build the learning outcomes (see **Annex 3** for more details), adding developments that have occurred since DigComp 2.2 was published in 2022.
Use cases (employment and learning scenarios)	Referred to as 'Dimension 5' in DigComp 2.2, not reproduced in DigComp 3.0.

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Table A2. Detailed description of changes made to competence areas and competences in DigComp 3.0 compared with DigComp 2.2, together with rationale - Deletions are in **~~strikethrough~~**; additions are **underlined**; rationale is in **blue font**.

Competence area and description	Competence and descriptor
1. Information search, evaluation and management ~~literacy~~ **Rationale:** The competence area title is re-named to more closely reflect what it covers. To articulate information needs, and to search for, locate and retrieve digital ~~data~~, information and content. To judge the relevance of the source and its content in digital environments. To critically evaluate digital sources, content, and processes used to generate them. To store, manage, and organise and analyse digital ~~data~~, information and ~~content~~ data. **Rationale:** The description is expanded from *judging relevance to critical evaluation of sources, content and information generation processes*, due to proliferation of AI systems and increased range of search options and services in digital environments. *Analysis* is added as a relevant aspect of this competence area.	**1.1 Browsing, searching and filtering data, information ~~and digital content~~** **Rationale:** *Data, information* and *digital content* is simplified to *information* – information being the umbrella term which also includes data and content. To articulate information needs, to know how and where to search for ~~data~~, information and content in digital environments, and to access ~~them~~ and ~~to~~ navigate between them. To select appropriate digital tools to create, implement and update ~~personal search strategies~~ searches in digital environments and to be able to distinguish between relevant and irrelevant information and content. **Rationale:** *knowing how and where to search* reflects the range of search services/options as well as the application of an appropriate approach. *Selection of appropriate tools* is a relevant aspect of this competence. Search *implementation* is an important aspect of searching. *Personal* is omitted as some searches may be for other purposes. Recognising (and discarding) irrelevant information is a relevant aspect of this competence. **1.2 Evaluating ~~data~~, information ~~and digital content~~** **Rationale:** *Data, information* and *digital content* is simplified to *information* – information being the umbrella term which also includes data and content. To ~~analyse~~, assess and compare ~~and critically evaluate~~ the credibility and reliability of sources of ~~data~~, information and ~~digital~~ content in digital environments. To ~~analyse~~, interpret and critically evaluate data, information and ~~digital~~ content in digital environments, and the processes used to generate them. **Rationale:** *assess and compare* replaces *analyse, compare and critically evaluate* to better distinguish between the processes of evaluating the source of information and content (first sentence) and the information and content itself (second sentence). The addition of *processes used* to generate them is consistent with the Area 1 description. *Analyse* is removed to avoid overlap with Competence 1.3. **1.3 Managing ~~data~~, information ~~and digital content~~** **Rationale:** Data, information and digital content is simplified to information – information being the umbrella term which also includes data and content. To organise, store and retrieve ~~data~~, information and ~~content~~ data in digital environments. To collect, ~~organise~~, process and analyse ~~them in a structured environment~~ information and data in structured digital environments. **Rationale:** Minor adjustments are made to wording for clarity and consistency. *Analyse* is added as it is part of this competence (and removed from Competence 1.2).

COSA SONO I RISULTATI DI APPRENDIMENTO IN DIGCOMP 3.0?

- Descrive ciò che **uno conosce** o **è in grado di fare** al termine di un apprendimento.

A2.3 LEARNING OUTCOMES

Learning outcomes are also available in spreadsheet format and as a linked open dataset in JSON format on the JRC-DigComp web space.

COMPETENCE AREA 1: INFORMATION SEARCH, EVALUATION AND MANAGEMENT - Competence **1.1 Browsing, searching and filtering information**

Back to Section 3

ID	Learning Outcome	Proficiency level	Knowledge, skill or attitude	AI label
LO1.1.01	Acknowledge the benefits of using different digital search tools and methods, depending on one's purpose.	Basic	Attitude	AI-Implicit
LO1.1.02	Recognise that the results or outputs of a search depend on the digital search tool used and the way that an individual specifies the search.	Basic	Knowledge	AI-Implicit
LO1.1.03	Recognise that search results or outputs can contain information that may not be relevant.	Basic	Knowledge	AI-Implicit
LO1.1.04	Identify the main features of commonly-used AI-driven and traditional digital search tools.	Basic	Knowledge	AI-Explicit
LO1.1.05	Use digital search tools to implement basic information searches.	Basic	Skill	AI-Implicit
LO1.1.06	Use digital search tools to refine or update existing results or outputs.	Basic	Skill	AI-Implicit
LO1.1.07	Purposefully explore new digital search tools and search functionalities.	Intermediate	Attitude	AI-Implicit
LO1.1.08	Identify strategies that provide more relevant digital search results or outputs.	Intermediate	Knowledge	AI-Implicit

COSA SONO I RISULTATI DI APPRENDIMENTO IN DIGCOMP 3.0?

- Descrive ciò che **uno conosce** o **è in grado di fare** al termine di un apprendimento.

Utili per:

- sviluppare o rivedere **curricula**
- creare **materiali didattici e valutazioni**
- definire **qualifiche**
- descrivere competenze richieste per specifici **ruoli lavorativi**

EU_ScienceHub
@EU_ScienceHub

Happy Onlife: our toolkit & online game can help kids, parents & teachers to better understand the risks & opportunities of internet 👉 europa.eu/!vN68qQ #CPDP2020

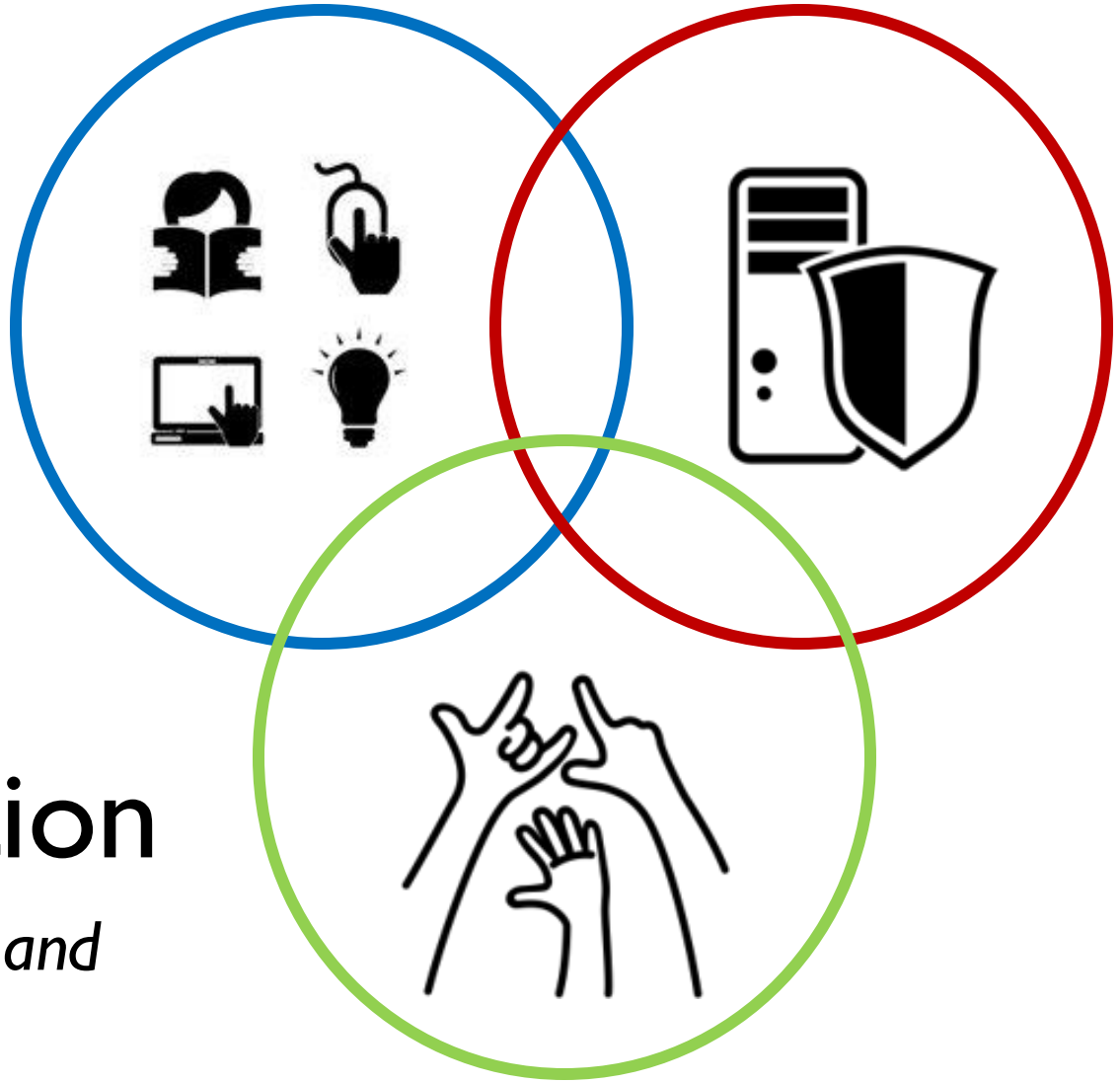
© European Commission

UNCRC

General Comment n.25

2021

The 3P's Model



Provision

For education, health care and adequate standard living

Protection

From abuse, exploitation and harmful substances

Participation

Listing to children's views and respecting their evolving capacities

A knowledge base on children & youth in the digital age

Livingstone, S., Kardefelt-Winther, D., Kanchev, P., *Cabello, P. Claro, M., Burton, P. & Phyfer, J.* (2019). Is there a ladder of children's online participation? Innocenti Research Briefs no.2019-02. Florence: UNICEF Office of Research – Innocenti.

https://core-evidence.eu/posts/theorising-online-opportunities

Telefono Azzurro

MANIFESTO DEI DIRITTI DEI BAMBINI NELL'AMBIENTE DIGITALE

1. Garantire un ambiente digitale sicuro e inclusivo
2. Promuovere un approccio basato sui diritti dei bambini
3. Responsabilizzare le piattaforme digitali e le aziende tecnologiche
4. Rafforzare la prevenzione e la protezione dall'abuso online
5. Educare e responsabilizzare i bambini e gli adulti
6. Adottare e applicare normative efficaci
7. Monitorare e valutare le politiche digitali per l'infanzia
8. Adottare un approccio innovativo per la sicurezza online

SAFER INTERNET DAY 2025

DigComp individua **5 aree di competenza** digitale:

1. Alfabetizzazione su informazioni e dati
2. Comunicazione e collaborazione
3. Creazione di contenuti digitali
4. Sicurezza
5. Risolvere problemi

Alfabetizzazione su informazioni e dati	1.1. Navigare, ricercare e filtrare dati, informazioni e contenuti digitiali 1.2. Valutare dati, informazioni e contenuti digitali 1.3. Gestire dati, informazioni e contenuti digitali
Comunicazione e collaborazione	2.1. Interagire con gli altri attraverso le tecnologie 2.2. Condividere informazioni attraverso le tecnologie digitali 2.3. Esercitare la cittadinanza attraverso le tecnologie digitali 2.4. Collaborare attraverso le tecnologie digitali 2.5. Netiquette 2.6. Gestire l'identità digitale
Creazione di contenuti digitali	3.1. Sviluppare contenuti digitali 3.2. Integrare e rielaborare contenuti digitali 3.3. Copyright e licenze 3.4. Programmazione
Sicurezza	4.1. Proteggere i dispositivi 4.2. Proteggere i dati personali e la privacy 4.3. Proteggere la salute e il benessere 4.4. Proteggere l'ambiente
Risolvere problemi	5.1. Risolvere problemi tecnici 5.2. Individuare bisogni e risorse tecnologiche 5.3. Utilizzare in modo creativo le tecnologie digitali 5.4. Individuare i divari di competenze digitali

https://www.cestari-righi.edu.it/servizio/digcomp-2-2/

Sicurezza

4.1. Proteggere i dispositivi
4.2. Proteggere i dati personali e la privacy
4.3. Proteggere la salute e il benessere
4.4. Proteggere l'ambiente

https://www.cestari-righi.edu.it/servizio/digcomp-2-2/

Alfabetizzazione su informazioni e dati

1.1. Navigare, ricercare e filtrare dati, informazioni e contenuti digitiali
1.2. Valutare dati, informazioni e contenuti digitali
1.3. Gestire dati, informazioni e contenuti digitali

https://www.cestari-righi.edu.it/servizio/digcomp-2-2/

Comunicazione e collaborazione

2.1. Interagire con gli altri attraverso le tecnologie
2.2. Condividere informazioni attraverso le tecnologie digitali
2.3. Esercitare la cittadinanza attraverso le tecnologie digitali
2.4. Collaborare attraverso le tecnologie digitali
2.5. Netiquette
2.6. Gestire l'identità digitale

https://www.cestari-righi.edu.it/servizio/digcomp-2-2/

Creazione di contenuti digitali

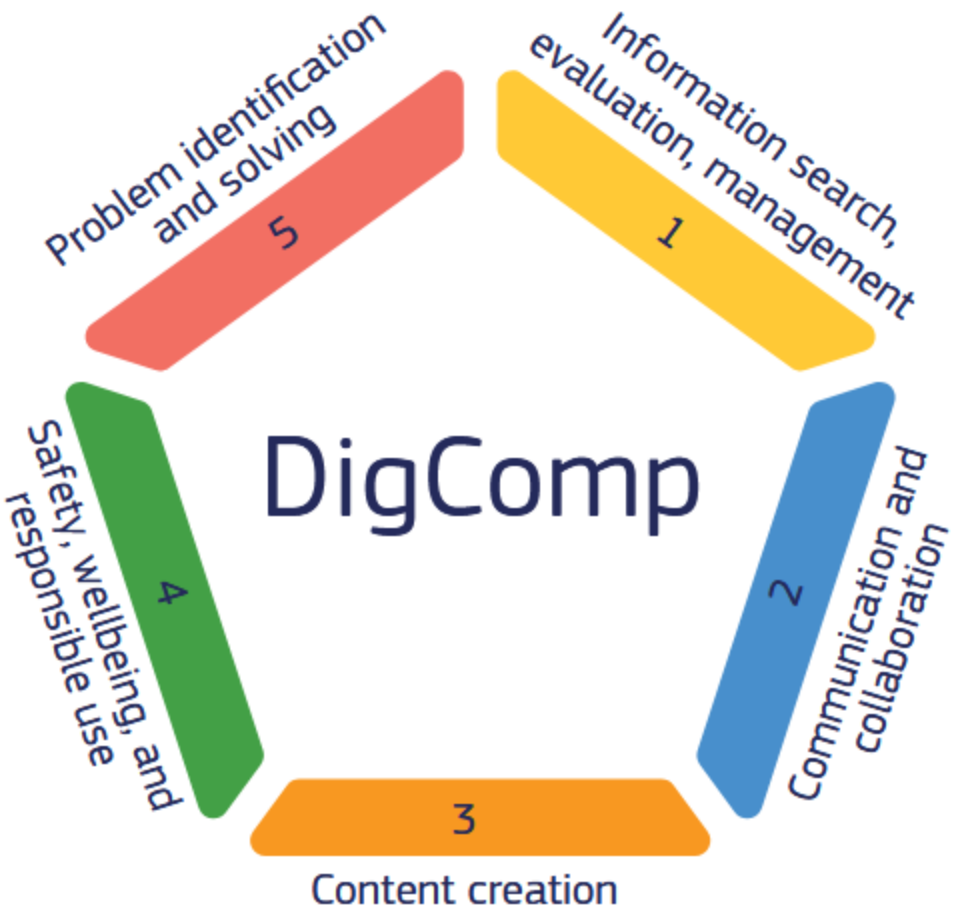
3.1. Sviluppare contenuti digitali
3.2. Integrare e rielaborare contenuti digitali
3.3. Copyright e licenze
3.4. Programmazione

https://www.cestari-righi.edu.it/servizio/digcomp-2-2/

Risolvere problemi

5.1. Risolvere problemi tecnici
5.2. Individuare bisogni e risorse tecnologiche
5.3. Utilizzare in modo creativo le tecnologie digitali
5.4. Individuare i divari di competenze digitali

https://www.cestari-righi.edu.it/servizio/digcomp-2-2/



1
- 1.1 Browsing, searching, filtering
- 1.2 Evaluating
- 1.3 Managing

2
- 2.1 Interacting
- 2.2 Sharing
- 2.3 Engaging in citizenship
- 2.4 Collaborating
- 2.5 Digital behaviour
- 2.6 Digital identity

3
- 3.1 Developing
- 3.2 Integrating and re-elaborating
- 3.3 Copyright and licenses
- 3.4 Computational thinking and programming

4
- 4.1 Devices
- 4.2 Personal data and privacy
- 4.3 Wellbeing
- 4.4 Environment

5
- 5.1 Technical problems
- 5.2 Needs and technological responses
- 5.3 Creative solutions
- 5.4 Digital competence needs

COMPETENTI, CONSAPEVOLI, PROTETTI:
IL DIGCOMP 3.0, STUMENTO DELLA SICUREZZA ONLINE

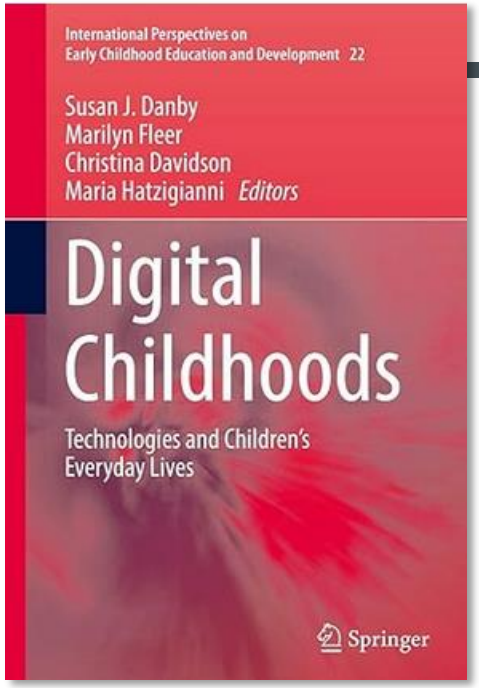
Stephane Aline Chaudron
Researcher Children's Online Safety

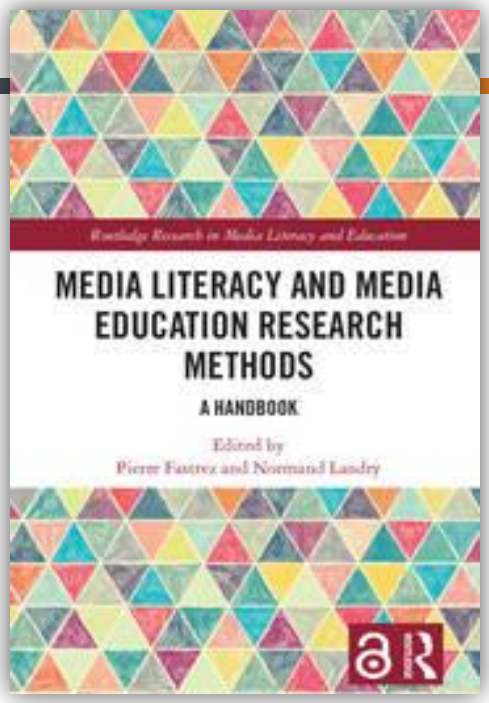
GRAZIE !

CREMIT

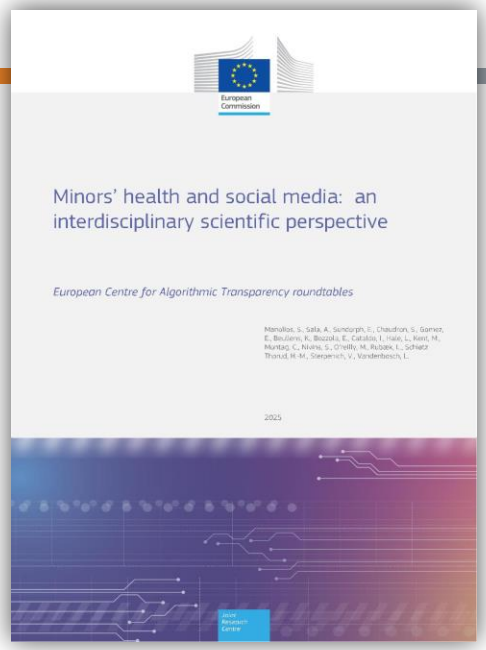
Webinar SID

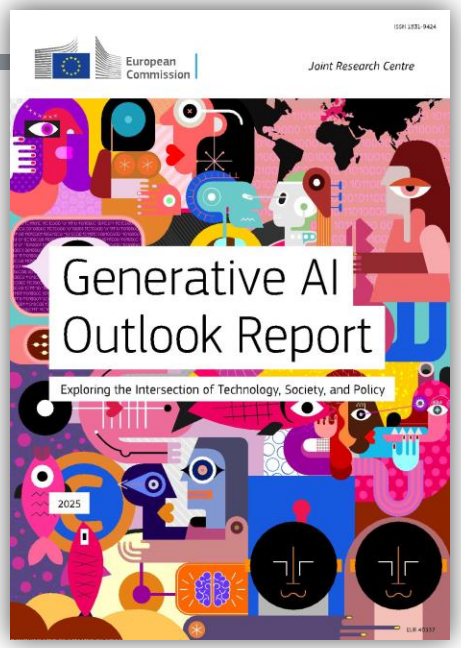
26/02/202

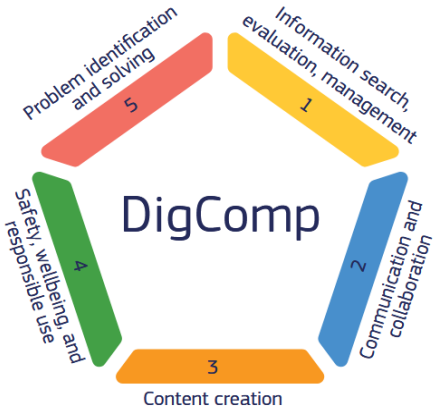

International Perspectives on Early Childhood Education and Development 22
Susan J. Danby
Marilyn Fleer
Christina Davidson
Maria Hatzigianni Editors
Digital Childhoods
Technologies and Children's Everyday Lives
Springer

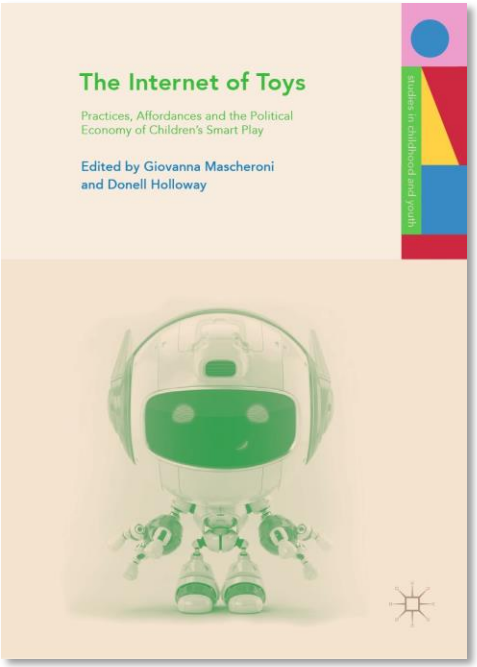

MEDIA LITERACY AND MEDIA EDUCATION RESEARCH METHODS
A HANDBOOK
Edited by
Pierre Fastrez and Normand Landry

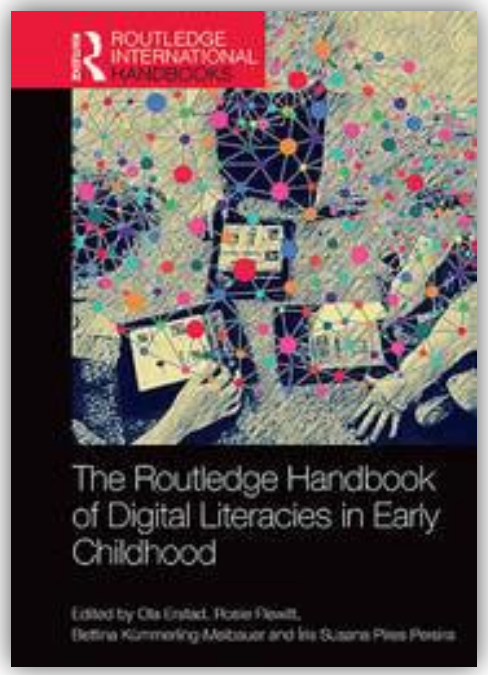
Better Internet for Kids
European Union


Minors' health and social media: an interdisciplinary scientific perspective
European Centre for Algorithmic Transparency roundtables
2025

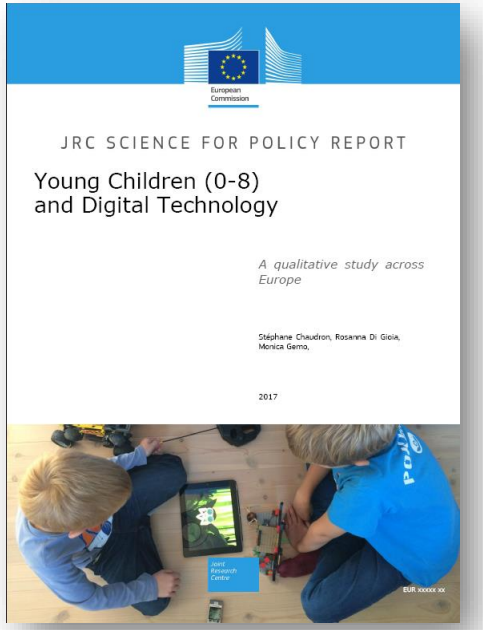

European Commission
Joint Research Centre
Generative AI Outlook Report
Exploring the Intersection of Technology, Society, and Policy
2025

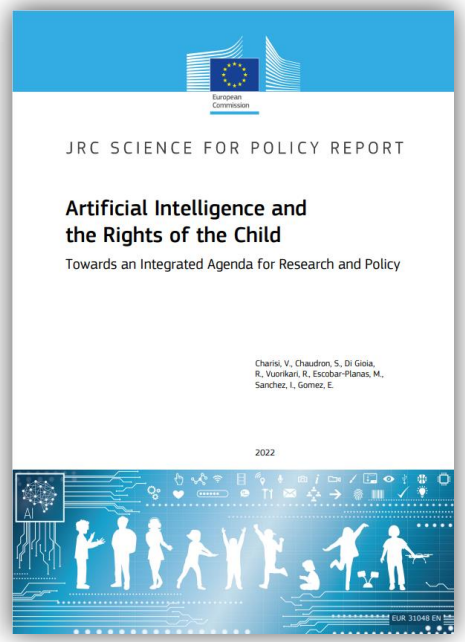

DigComp
1 Information search, evaluation, management
2 Communication and collaboration
3 Content creation
4 Safety, wellbeing, and responsible use
5 Problem identification and solving


The Internet of Toys
Practices, Affordances and the Political Economy of Children's Smart Play
Edited by Giovanna Mascheroni and Donell Holloway


ROUTLEDGE INTERNATIONAL HANDBOOKS
The Routledge Handbook of Digital Literacies in Early Childhood

DIGITAL SERVICES ACT
#DigitalEU


JRC SCIENCE FOR POLICY REPORT
Young Children (0-8) and Digital Technology
A qualitative study across Europe
2017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Artificial Intelligence and the Rights of the Child
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