Republic of Austria

Digital Austria
Skills

AUSTRIAN FRAME-WORK OF REFERENCE FOR DIGITAL COMPETENCE

VISIBILITY, COMPARABILITY AND GUIDANCE

Contents

Preface

Claudia Plakolm

State Secretary for Digital Affairs, Youth and Civilian Service

As State Secretary for Digital Affairs, it is important to me that we push forward with nationwide implementation of the Austrian Framework of Reference for Digital Competence, while specifically promoting collaboration between the various stakeholders in the process. This ensures that the Framework of Reference can be distributed and used effectively. The Framework of Reference ultimately provides a solid and structured foundation for identifying, promoting and developing digital competences and knowledge on a broad basis. This is an important factor in many areas.

It is important to promote digital competences for young people in particular, as they will play a decisive part in shaping the future of our country. Promoting digital competences in the education and training system plays a key role in this. Incorporating digital competences into the primary and secondary school curriculum is a crucial step in preparing our schoolchildren comprehensively for a digital future. The Austrian Framework of Reference for Digital Competence acts as a guide in supporting the development and assessment of digital competences in education and training fields. The Basic Digital Education curriculum and other education and training offers in the field of higher and adult education have already been mapped to the Austrian Framework of Reference for Digital Competence.

Digital competences are crucial to success when it comes to creating value and jobs in Austria. Employees need to have the necessary digital competences. Enterprises must receive support in providing the appropriate qualifications for

their workforce and in making the most of the opportunities presented by the digital transformation. The Austrian Framework of Reference for Digital Competence provides a structured basis for clarifying the significance of digital competences for the labour market and ensuring that these are transparent. The job information system of the Public Employment Service Austria already describes the necessary digital competences based on the Austrian Framework of Reference for Digital Competence.

Digital competences are crucial as a whole when it comes to participating in society and the quality of everyday life. We make life easier for citizens in many areas and play a leading role in Europe with our e-government services that are continuously being developed – in particular the services provided through the website “oesterreich.gv.at” and the app “Digitales Amt” for citizens and the services regarding the “Unternehmensserviceportal” for companies.

The administration itself also plays a key role in implementing this Framework of Reference. It increases efficiency and digital inclusion by specifically promoting the digital competences of its employees. The Austrian Federal Academy of Public Administration has therefore already mapped numerous further training programmes to the Austrian Framework of Reference for Digital Competence.

Joint implementation of the Austrian Framework of Reference for Digital Competence helps us to make progress in some key areas. I would like to cordially invite you to actively support this process. Together we can ensure that Austria remains successful in an increasingly digital world and makes the best possible use of the opportunities offered by digitisation!

CLAUDIA PLAKOLM
State Secretary for Digital Affairs, Youth and Civilian Service

INTRODUCTION

Background

Digital competences are the key to successful digitisation in Europe and in Austria. The European Union recognised digital competences as one of the eight key competences for lifelong learning back in 2006, defining these as "the confident and critical use of Information Society Technology for work, leisure and communication"[1].

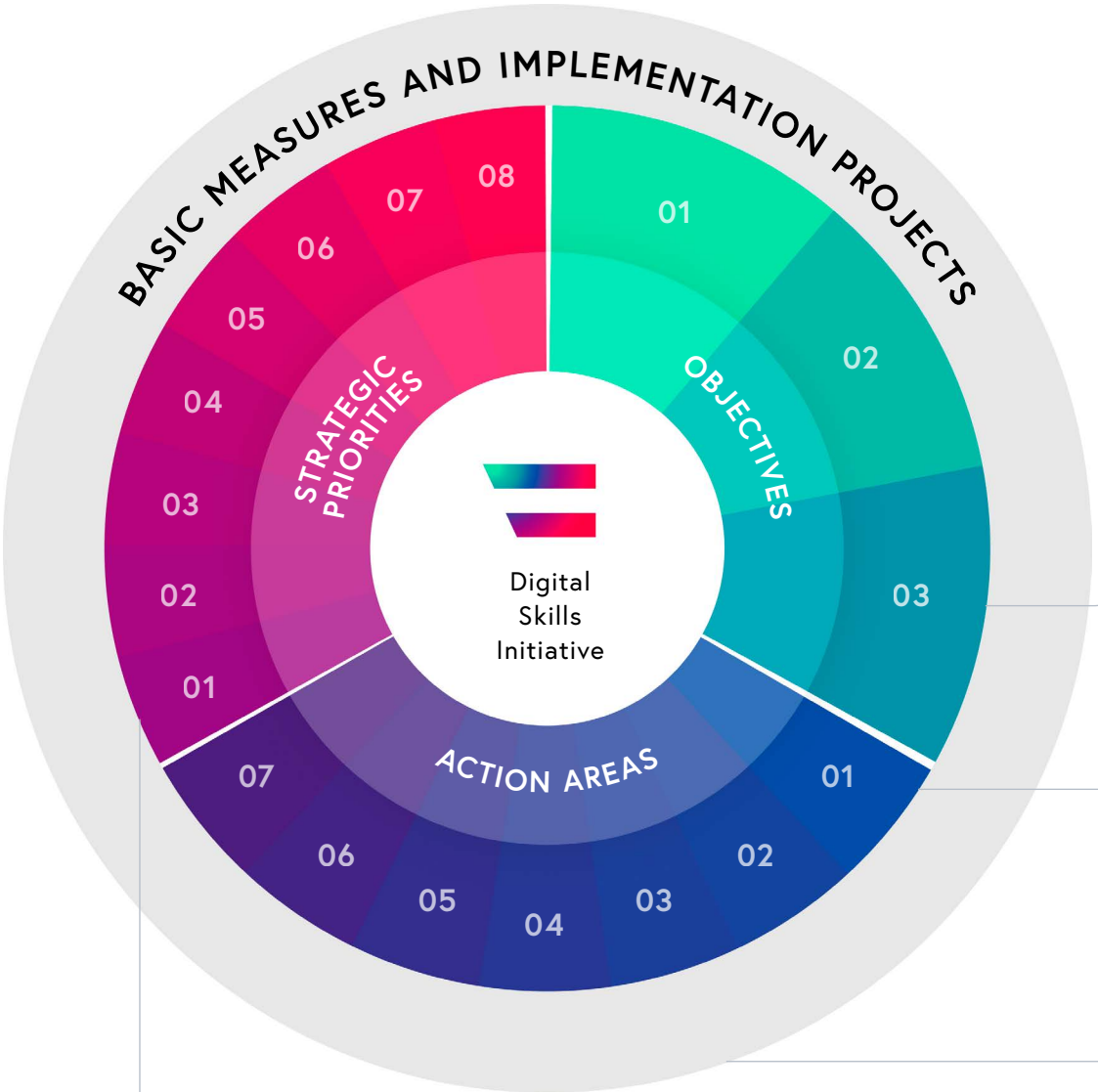
→ Digital competences play a key role in the current EU Digital Decade policy programme "to empower businesses and people in a human-centred, sustainable and more prosperous digital future".[2] Austria is implementing the Digital Decade objectives through its Digital Skills Initiative. The Digital Skills Initiative is a national federal initiative that covers all stakeholders: it is supported by five central federal ministries (Federal Chancellery, Ministry of Finance, Ministry of the Arts, Culture, Civil Service and Sport, Ministry of Labour and Economy and the Ministry of Education, Science, and Research) and by all federal provinces as well as by a wide range of stakeholders.

The Digital Skills Initiative aims to improve the population's basic digital competences, increase the number of IT experts and establish a national Austrian Framework of Reference for Digital Competence. The development of the national framework of reference was decided on 3 July 2023 by the Council of Ministers presentation 66/15 "Digital Skills Initiative for Austria and the Austrian Framework of Reference for Digital Competence".

---

1 Recommendation of the European Parliament and of the Council (2006): eur-lex.europa.eu/eli/reco/2006/962/oj
2 See commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030_en

The Digital Skills Initiative: how modern administration achieves more on a sustainable basis



CLEAR OBJECTIVES

01
Increase basic competences
As many people as possible should have basic digital competences

02
Increase the proportion of IT experts
and above all promote female IT specialists and digital talents

03
Introduce a national framework for Austria
thereby making digital competences measurable and comparable

ACTION AREAS

01
Education
Austrian Federal Ministry of Education, Science and Research

02
Citizens
Federal Chancellery
Federal Ministry of Finance

03
IT experts
Implementation across all departments

04
Enterprises and employees
Federal Ministry of Labour and Economy

05
Public administration
Federal Ministry for Arts, Culture, Civil Service and Sport

06
Raising awareness and networking
Implementation across all departments

07
Cross-cutting issues
Implementation across all departments

STRATEGIC PRIORITIES

01
Introduce the framework
Broad-based implementation of the Austrian Framework of Reference for Digital Competence

02
Low-threshold education
Local offers: Digital Überall and Digital Überall Plus

03
Train the trainers
Increase training competence

04
Scaling of measures
Identify and scale best practices and offer these nationwide

05
Public sector as a role model
in mediating and introducing the Framework of Reference for Digital Competence

06
Develop IT experts
Utilise existing potential and increase the proportion of women

07
AI and cybersecurity
AI literacy and cybersecurity literacy as targeted priorities

08
Be a global pioneer
European Digital Skills Certificate (EDSC) – international initiatives and pilot programmes

BASIC MEASURES AND IMPLEMENTATION PROJECTS

Digital Überall Workshop programme

Digital Überall Plus

E-Gov Literacy programme

IT-Experts programme

AI Literacy

Cybersecurity Literacy

Austrian Framework of Reference for Digital Competence

Certification

Raising awareness

Database, evidence and monitoring

Implementation and quality assurance

Digital Skills Office at Austria's Agency for Education

Digital Competence Platform

Objectives and effects of the National Framework of Reference

The Austrian Framework of Reference for Digital Competence is a framework model that describes individual digital competences in different areas and at different levels. As the future "currency" for digital competences, it enables all stakeholders to have a clear understanding of digital competences while facilitating greater transparency and targeted qualification.

→ The Austrian Framework of Reference can be used to support decision-makers in developing measures as well as for planning education and training initiatives. Mapping education and training programmes and certificates to the Framework of Reference ensures transparency, guidance and comparability both in the Austrian education landscape and in the European Union because it follows the European model. The National Framework of Reference thereby provides citizens, enterprises and institutions with a valuable basis for further development of digital competences that promote the future as well as participation and prosperity.

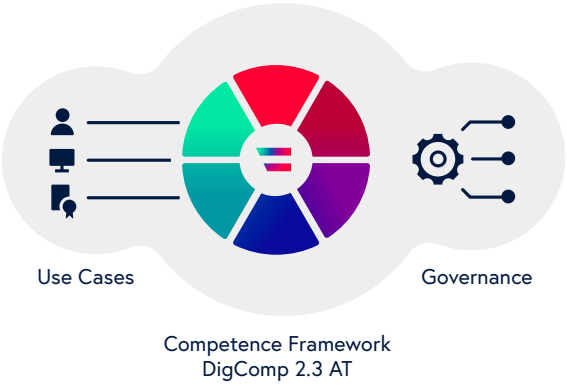
Development and core elements

DR ALEXANDER SCHMÖLZ
Co-author of DigComp 2.3 AT and scientific consultant on development of the Austrian Framework of Reference for Digital Competence

The Austrian Framework of Reference for Digital Competence was developed in 2023 and 2024 as one of the three key objectives of the Digital Skills Initiative. The DigComp 2.3 AT competence framework was tested in this process and was also applied and piloted in various areas. The pilot results were subject to critical reflection and developed further in the scientific working group hosted by the Digital Skills Office at the Agency for Education and Internationalisation (OeAD), in the interdisciplinary expert platform and in consultation workshops with representatives of the Advisory Board for the Digital Skills Initiative.

The core elements of the Austrian Framework of Reference for Digital Competence are as follows

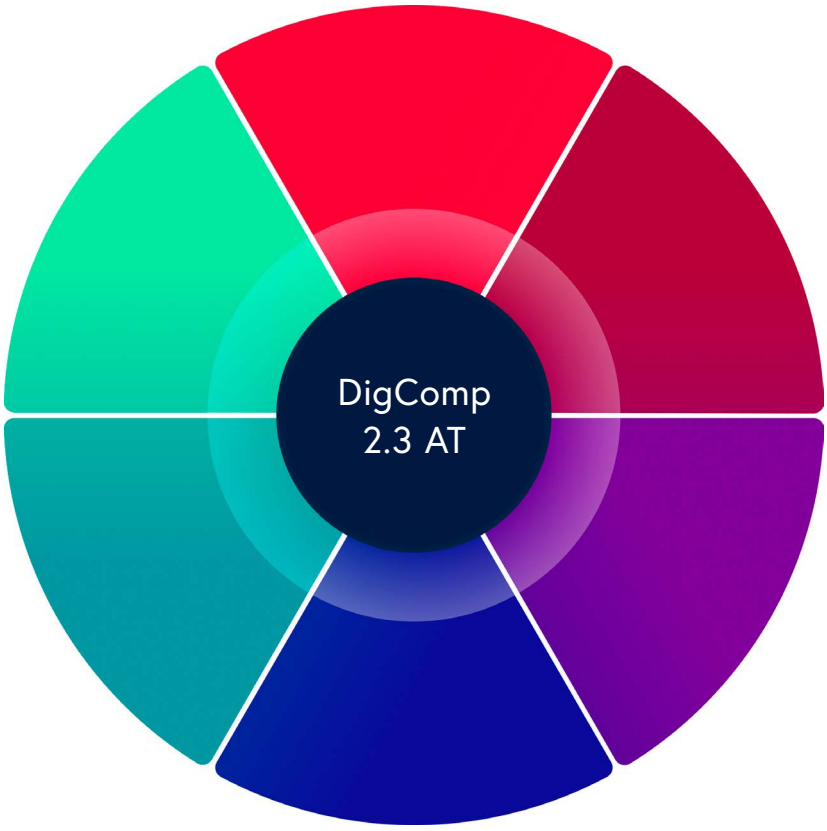
- the DigComp 2.3 AT digital competence framework (section 2)
- the application and usage options (section 3) and
- the governance for the mapping of education and training offers (section 4)



THE DIGCOMP 2.3 AT COMPETENCE FRAMEWORK

DigComp 2.3 AT – The Austrian Digital Competence Framework

The core element of the Austrian Framework of Reference for Digital Competence is the latest applicable Austrian Digital Competence Framework, currently DigComp 2.3 AT.



Development of the framework

A framework for digital competences was developed at the EU level for the first time in 2013 and is intended to capture, describe and subsequently also develop digital competences among the population. Several development steps later find us at the DigComp 2.2 EU and DigComp 2.3 AT versions.

→ The European model was translated into German in 2018 on behalf of the Federal Ministry for Digital and Economic Affairs, before being updated and supplemented by the competence area “0 Foundations and access”.[3] Key aspects of the EU Directive on accessibility requirements for products and services, which comes into force on 28 June 2025, were anticipated with the individual competence “Using and providing inclusive forms of access to digital content”.[4]

The DigComp 2.3 AT competence framework was developed in collaboration with representatives from central departments, the interdisciplinary Digital Competences Taskforce, the fit4internet association, a scientific working group as well as numerous experts.

3 Nárosy, Thomas, Röthler, David and Svecnik, Erich (2019): Digitales Kompetenzmodell für Österreich. DigComp 2.2 AT. Vienna: Federal Ministry for Digital and Economic Affairs.
4 Directive (EU) 2019/882 of the European Parliament and of the Council of 17 April 2019 on the accessibility requirements for products and services.

The current version DigComp 2.3 AT was developed further and updated in 2022 based on several years of practical field work and the systematic consultation process.[5]

Austria intends to continue its pioneer role, with further development steps on national level closely aligned with European updates.

5 Nárosy, Thomas, Schmölz, Alexander, Proinger, Judith and Domany-Funtan, Ulrike (2022): Digitales Kompetenzmodell für Österreich. DigComp 2.3 AT. In: Medienimpulse, 60/4.

The DigComp 2.3 AT competence framework makes it clear which digital competences are needed to overcome the challenges and leverage the potential created by digitisation in almost all aspects of modern life. The framework provides a summary of the area of citizens' digital competences in the most general and comprehensive way possible. The competence framework thereby represents a tool for enabling a common understanding of digital competences through agreed terminology. This allows a harmonised approach to be taken in which all tasks – from strategic objectives to the specific planning, assessment and evaluation of education and training offers – focus consistently on the same objectives.

The framework in detail – Six competence areas and 27 competences

DigComp 2.3 AT describes digital competences in six competence areas, each of which is specified and explained in more detail by between three and six competences.

The competence areas

0 FOUNDATIONS, ACCESS AND DIGITAL UNDERSTANDING

Competence area 0 focuses on a basic understanding for digital technologies as well as their application and operation. It includes the knowledge and application as well as the provision of tools and structures for digital accessibility. Competence area 0 also includes an understanding of the difference between analogue and digital and of dealing with the digital environment.

1 INFORMATION AND DATA

Competence area 1 includes articulation and fulfilment of information needs, browsing, filtering, storing and managing data, information and digital content. It also includes the critical assessment of data sources, analysis of the data as well as data organisation and processing.

2 COMMUNICATION, INTERACTION AND COLLABORATION

Competence area 2 relates to communication and collaboration with the help of digital technologies, using appropriate forms of expression and taking account of diversity aspects. It includes active and participatory involvement in society and the economy as well as tools and services for collaborative processes. Competence area 2 also includes shaping the digital presence, identity and reputation of an individual.

3

DIGITAL CONTENT CREATION, PRODUCTION AND PUBLICATION

Competence area 3 comprises the ability to use digital media and tools creatively to create and edit content and publish this in various (digital) public environments. This includes understanding and complying with copyrights, rights of use and licences. Further elements of the competence area include programming as well as process automation.

4

SAFETY AND SUSTAINABLE USE OF RESOURCES

Competence area 4 relates to the safety risks associated with the digital environment. This specifically involves the protection of devices, content, personal data and privacy from threats, misuse or fraud. Maintaining physical and mental well-being as well as support options through the use of digital technologies are also included, along with active structuring of the environmental impact of digital technologies and their use.

5

PROBLEM SOLVING, INNOVATION AND CONTINUOUS LEARNING

Competence area 5 involves identifying, analysing and solving technical problems, as well as the ability to use digital tools and strategies creatively for specific requirements or in order to create knowledge and innovation for projects and processes. The area also includes identifying and closing gaps in the individual's own competences and engaging with digital developments on a continuous basis.

On an operational level, the six competence areas are broken down into 27 competences:

0
Foundations, access and digital understanding

- **0.1** Understanding the concepts of digitisation
- **0.2** Using digital devices and technologies
- **0.3** Knowing, using and providing inclusive forms of access to digital content
- **0.4** Engaging with the digital environment and developing the ability to make judgements

1
Information and data

- **1.1** Browsing, searching and filtering data, information and digital content
- **1.2** Critically evaluating and interpreting data, information and digital content
- **1.3** Managing data, information and digital content

2
Communication, interaction and collaboration

- **2.1** Interacting through digital technologies
- **2.2** Using digital technologies to share data and information and to collaborate
- **2.3** Using digital technologies for social participation
- **2.4** Carrying out purchases and sales
- **2.5** Using appropriate forms of expression
- **2.6** Understanding and managing digital identity

3
Digital content creation, production and publication

- **3.1** Developing digital content and objects
- **3.2** Integrating and re-elaborating digital content and objects
- **3.3** Respecting copyrights and licences
- **3.4** Programming and automating processes
- **3.5** Publishing content and objects digitally in different public spheres in a legally compliant way

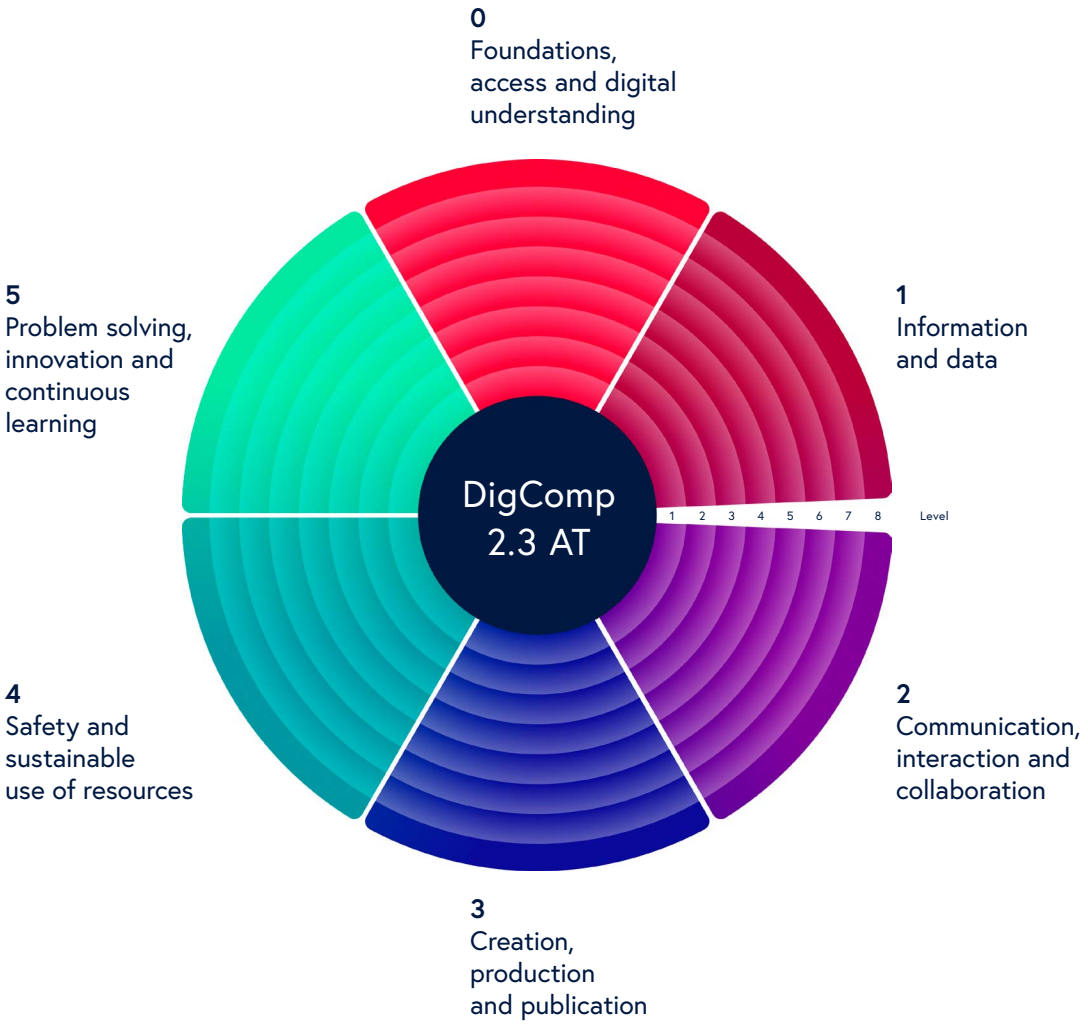
4
Safety and sustainable use of resources

- **4.1** Protecting devices
- **4.2** Protecting personal or confidential data and privacy
- **4.3** Protecting health and well-being
- **4.4** Protecting oneself from fraud and consumer rights abuse
- **4.5** Protecting the environment and sustainably operating IT

5
Problem solving, innovation and continuous learning

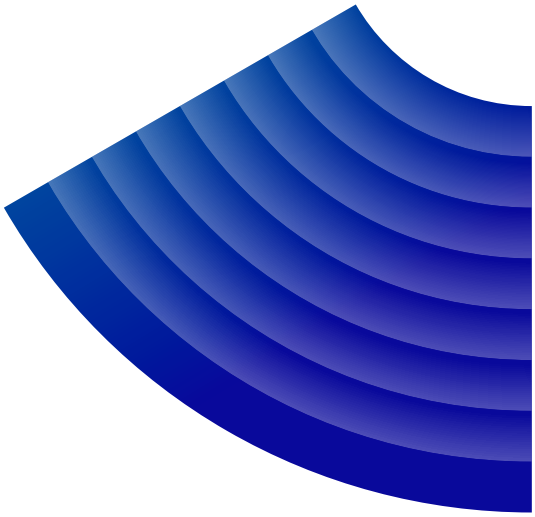
- **5.1** Solving technical problems
- **5.2** Identifying needs and technological responses
- **5.3** Creatively and innovatively using digital technologies
- **5.4** Identifying and closing digital competence gaps

The framework in detail – eight proficiency levels corresponding with the National Qualification Framework



In addition to the six competence areas, the framework describes the development and characteristics of digital competences over a total of eight levels. This level structure means that the Austrian Framework of Reference for Digital Competence corresponds with the European Qualifications Framework (EQF), which also has eight levels, and the Austrian National Qualifications Framework (NQF), which is likewise aligned with the EQF[6].

Each of the six competence areas is broken down into eight proficiency or general levels.



3
Creation, production and publication

1	**Foundation:** elementary	Support & repetition
2	**Foundation:** solid	Repetition & routine
3	**Intermediate:** well-founded	Routine & independence
4	**Intermediate:** in-depth	Independence & responsibility
5	**Advanced:** comprehensive	Guidance & leadership
6	**Advanced:** in-depth	Leadership & responsibility for decision-making
7	**Highly specialised:** strategic	Ultimate responsibility for leadership, complexity & strategy
8	**Highly specialised:** innovative	Professional and technical authority, research, innovation & further development

Proficiency levels using competence area 3. Digital content creation, production and publication as an example.

6 Federal Act on the National Qualifications Framework (2016): www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20009496

→ In order to make the proficiency levels in DigComp 2.3 AT and their application more manageable and easier to understand, descriptions were developed based on the descriptions by Nárosy et al. (2022).

Foundation

Level 1 – Foundation: elementary
A person has elementary basic knowledge and basic skills and is able to fulfil initial simple tasks with direct instruction.

Level 2 – Foundation: solid
A person has solid basic knowledge as well as fundamental practical skills and is able to carry out simple tasks with a certain degree of independence following instruction.

Intermediate

Level 3 – Intermediate: well-founded
A person has well-founded knowledge, methods and tools, masters tasks independently and adapts their own behaviour in the course of solving problems.

Level 4 – Intermediate: in-depth
A person has in-depth theoretical and factual knowledge as well as practical skills in solving specific problems. They are able to work independently and supervise others' routine work.

Advanced

Level 5 – Advanced: comprehensive
A person has comprehensive advanced knowledge that is accompanied by greater responsibility (e.g. team leadership). The person is able to pass on the digital competence that they have acquired to others in a structured manner and to manage and supervise work or learning contexts.

Level 6 – Advanced: in-depth
A person has in-depth, advanced knowledge and skills in the specialised area of application, is able to overcome comprehensive challenges in changing contexts and manage complex projects and (business) areas.

Highly specialised

Level 7 – Highly specialised: strategic
An individual has highly specialised knowledge based directly on the latest findings, has competences that enable new solutions to be achieved for the professional community (e.g. leading an innovation project) and leads complex and unpredictable work or learning contexts that require new strategic approaches.

Level 8 – Highly specialised: innovative
A person has state-of-the-art knowledge, professional authority and capacities for innovation. They are able to generate new knowledge to contribute to the advancement of their field of work or study, including research.

THE FRAMEWORK OF REFERENCE IN PRACTICE

The Austrian Framework of Reference for Digital Competence in practice

One of the main focus areas for the National Framework of Reference is the representation of digital competences.

→ Mapping education or training offers and qualifications enables these to be systematically screened and reported based on transparent and comparable standards. Learning outcomes, i.e. the description of what learners know, understand and are capable of doing after they have completed a learning process, form the basis for mapping education or training offers and qualifications to the Austrian Framework of Reference for Digital Competence. Curricula that are based on learning outcomes are therefore an essential prerequisite for the mapping process.

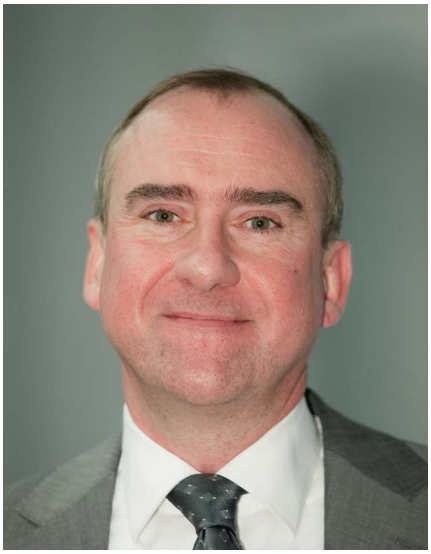
The mapping results in an overview that shows which types of digital competences required for daily life and work are acquired at each educational location and at which level of difficulty. The aim is to support better coordination for the strategic concepts of the education or training system and the economy/labour market, and to identify compatibilities as well as any gaps that may exist. This applies to both the education or training systems and to learners. Digital competences should be made visible and transparent for the latter group, e.g. by means of additional certificates that show the areas in which learners have acquired digital competences in their educational pathways and their respective difficulty level.

The following examples provide an insight into previous pilot projects and mapping processes for the DigComp framework[7], which are integrated into the Austrian Framework of Reference for Digital Competence, as well as their potential applications.

Non-formal education and training offers

"The focus on learning outcomes at the BFI vocational training institute is in line with the eight levels of competences described in the DigComp framework. As a quality provider, the BFI attaches great importance to improving the professional mobility of employees on a sustainable basis. We therefore map our education and training offers to the Framework of Reference for Digital Competence for transparency and comparability purposes."

DR MICHAEL STURM
Managing Director BFI



7 The fit4internet association has already been mapping non-formal education and training offers to the DigComp framework for several years.

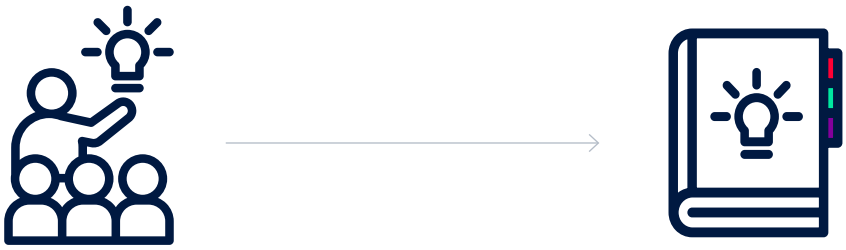
Mapping non-formal education and training offers to the Austrian Framework of Reference for Digital Competence provides a range of benefits, especially for potential participants: The content and learning outcomes of the educational offers and their relationship with digital competences are made visible, thereby creating a transparent offering and guidance for learners. Mapping to proficiency levels enables learners to find education and training offers that suit them and to organise their learning paths with greater self-determination. A map is created for education and training providers that provides an overview of the content and any gaps in the education and training offer.

"Within the WIFI adult education network, WIFI Vienna has already made a start and mapped all courses with digital content to DigComp 2.3 AT. This allows us to provide better guidance for our private and business customers. It will be easier to select a course in future, since it will be clear and transparent what competences will be acquired."

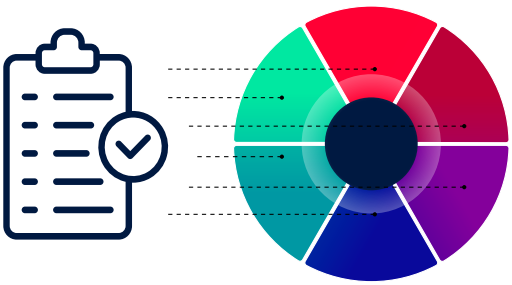
TATJANA BABOREK
Director of WIFI Austria

Mapping a curriculum to the framework

The curriculum is developed



Learning outcomes are mapped to the framework



Result of the mapping process

Formal education and training offers

→ The Austrian Framework of Reference for Digital Competence can be used as an analytical tool that shows whether all the required digital competences are covered. It identifies the proficiency levels for the knowledge and competences taught in the education or training offer and indicates whether this is in line with the objectives formulated in the curriculum. The National Framework of Reference can act as a compass while a curriculum is being developed in order to ensure that the education and training offer is at the desired level and that the relevant competences will be acquired.

The öibf (Austrian Institute for Vocational Training Research) mapped 20 curricula from a wide range of formally regulated education and training fields[8] as part of a pilot project, involving both apprenticeships as well as a wide range of training programmes in the schools and higher educational sectors.

8 Schmölz, Alexander, Proinger, Judith & Quickmann, Laura (2024): Nationaler Referenzrahmen für Digitale Kompetenzen in Österreich. Project report from the Austrian Institute for Vocational Training Research (öibf). Vienna: öibf.

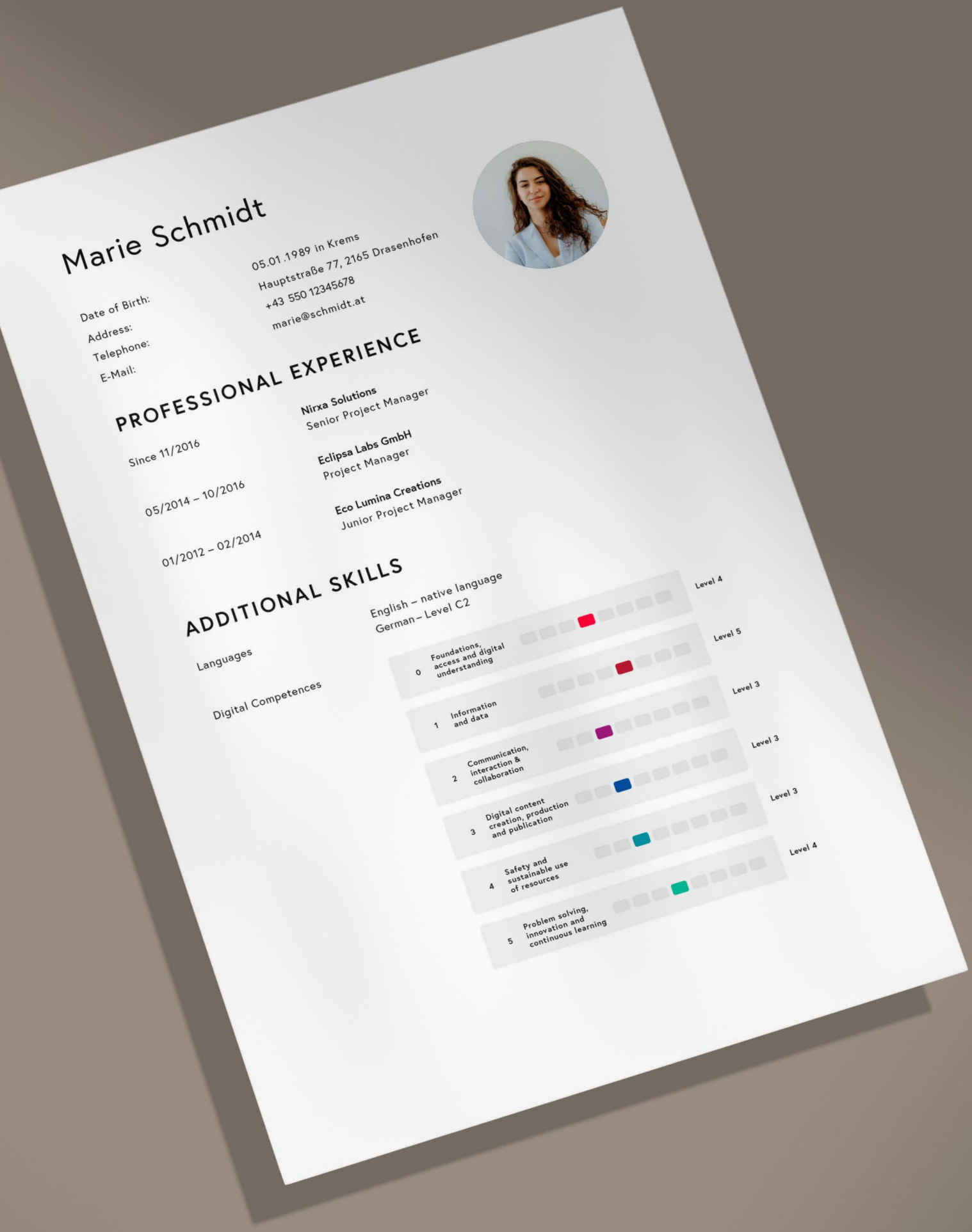
Mapping occupational profiles in the career information system of the Public Employment Service Austria (AMS)

The career information system of the Public Employment Service Austria facilitates career planning and further training decisions with descriptions of 500 occupational profiles and 17,500 job titles as well as a general competence taxonomy with designations of 25,000 competences. The digital competences requested for each occupational profile are listed and linked to the specific occupational requirements using the DigComp 2.3 AT framework, on which the Austrian Framework of Reference for Digital Competence is based. This data source is used to help advise employees and the unemployed in their professional development and further training.

"For sustainable integration into the labour market, not only knowledge and competent use of digital devices and applications play a key role; transparent preparation of the digital competences required for a particular profession is also necessary. The Austrian Framework of Reference for Digital Competence helps to make this visible and offer optimal guidance to customers in the various career fields."

DR JOHANNES KOPF, LL.M.
CEO Public Employment Service Austria


bis.ams.or.at/bis/beruf/534-Bürokaufmann-frau
Detailinfos zu den digitalen Kompetenzen
Kompetenzbereich
Kompetenzstufe(n) von ... bis ...
Beschreibung
0 - Grundlagen, Zugang und digitales Verständnis
1 - Umgang mit Informationen und Daten
2 - Kommunikation, Interaktion und Zusammenarbeit
3 - Kreation, Produktion und Publikation
4 - Sicherheit und nachhaltige Ressourcennutzung
5 - Problemlösung, Innovation und Weiterlernen
+ Ausbildung, Weiterbildung, Qualifikation
+ Weitere Berufsinfos


Marie Schmidt
Date of Birth: 05.01.1989 in Krems
Address: Hauptstraße 77, 2165 Drasenhofen
Telephone: +43 550 12345678
E-Mail: marie@schmidt.at
PROFESSIONAL EXPERIENCE
Since 11/2016 Nirxa Solutions Senior Project Manager
05/2014 – 10/2016 Eclipsa Labs GmbH Project Manager
01/2012 – 02/2014 Eco Lumina Creations Junior Project Manager
ADDITIONAL SKILLS
Languages English – native language German – Level C2
Digital Competences
0 Foundations, access and digital understanding Level 4
1 Information and data Level 5
2 Communication, interaction & collaboration Level 3
3 Digital content creation, production and publication Level 3
4 Safety and sustainable use of resources Level 3
5 Problem solving, innovation and continuous learning Level 4

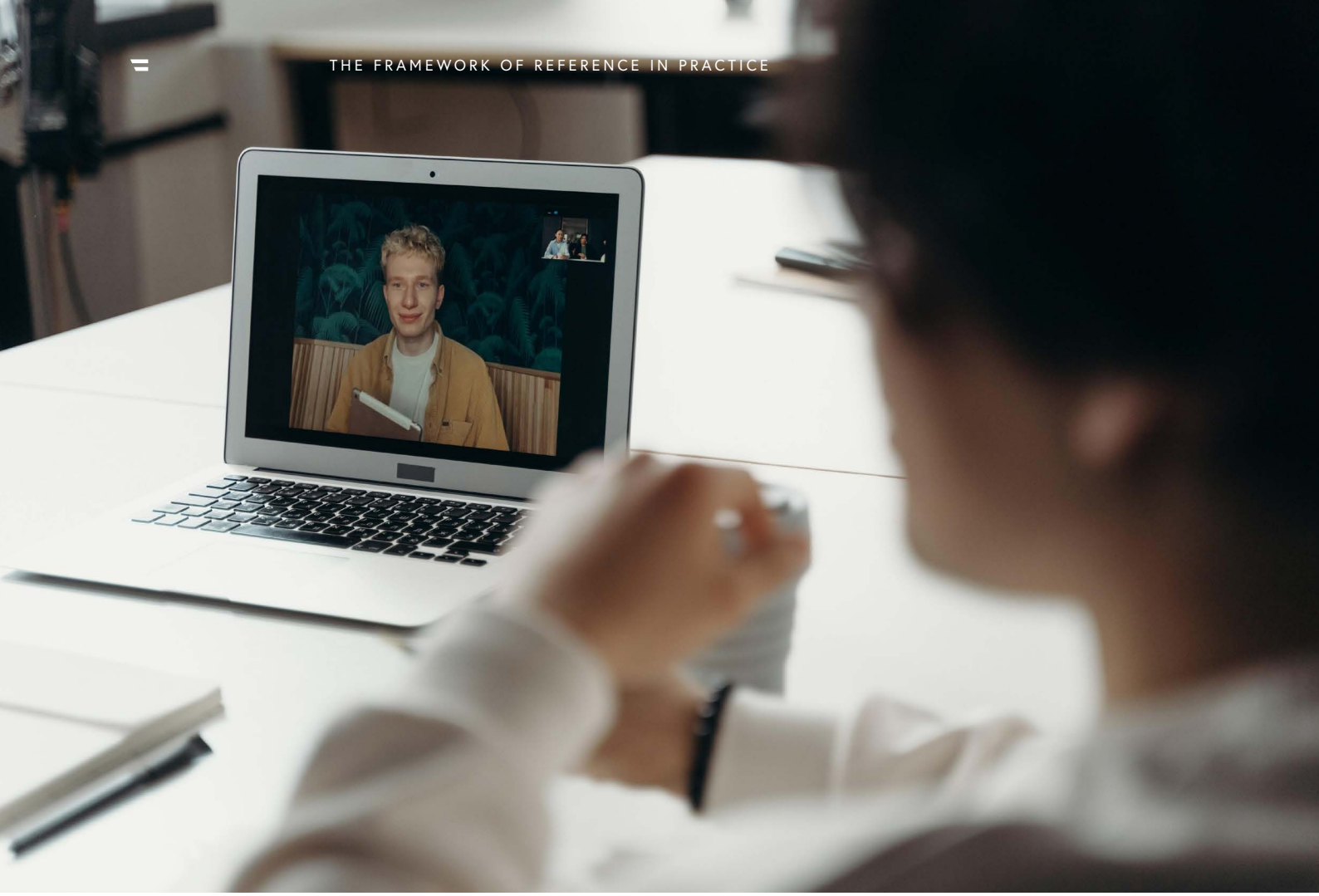
Recruiting and training employees

→ Designating digital competences based on defined standards provides many benefits in terms of human resource management: the digital competences of potential candidates in the recruitment process can be assessed using a uniform framework, any existing gaps in employees' competences can be systematically identified, and targeted training and development programmes can be used to meet both these as well as any future requirements.

The Austrian Academy of Public Administration – the central training and further education institute for public service employees and therefore one of the largest training and further education institutions in the country – also relies on mapping for its offers:

"The training programme at the Austrian Academy of Public Administration (VAB) aims to reinforce digital competences in administration and to support employees on the road towards digital transformation. Numerous VAB seminars have been mapped to DigComp 2.3 AT in order to promote digital competences in the public sector and meet the diverse needs of civil servants more effectively."

PETRA DIETRICH, BA
Head of the Austrian Academy of Public Administration



Strategic direction for funding

→ Mapped education or training offers and qualifications can give funding bodies help with strategic direction for their funding programmes, both in terms of content (e.g. by awarding funding for specific competence areas) and when it comes to awarding funding for particular target groups/proficiency levels (e.g. whether beginners should receive support with basic courses or advanced learners should be supported with in-depth training).

International education or training offers and certificates

→ The framework on which the Austrian Framework of Reference for Digital Competence is based is closely aligned with the European DigComp framework. This makes it possible to map international education or training offers and certificates, and thus enables comparability across Europe, which is crucial for the mobility of people within Europe.

"The Austrian Computer Society (OCG) is proud that the ECDL/ICDL (an international certificate recognised in over 100 countries) with its four or seven modules covers both the EU's entire digital competence framework and the Austrian Framework of Reference for Digital Competence – and that it does so at proficiency level 3! We are delighted that more and more companies, institutions and schools are relying on this certificate."

DR RONALD BIEBER
Secretary General at the Austrian Computer Society


DigComp
2.2 AF

GOVERNANCE

for mapping education or training offers and qualifications to the Austrian Framework of Reference for Digital Competence

Subject of the regulation and objective

1 **The Austrian Framework of Reference for Digital Competence** is a tool for mapping education or training offers and qualifications to the various competence areas and levels of the latest applicable competence framework (currently DigComp 2.3 AT with six competence areas, 27 competences and eight proficiency levels). The eight proficiency levels correspond with the eight qualification levels under the National Qualification Framework.

2 **The Austrian Digital Competence Framework** (DigComp) corresponds with the European Digital Competence Framework for Citizens. This will also be the case in future developments of the competence framework.

3 **The objective** of the Austrian Framework of Reference for Digital Competence is to promote transparency and comparability of education or training offers and qualifications in Austria and Europe and to promote lifelong learning, which is particularly crucial in the area of digital competences.

4 The **mapping** of education or training offers and qualifications is based on learning outcomes. The qualifications are not mapped in relation to a specific person, but rather according to the result of the assessment and validation process in relation to qualifications and education or training offers.

The mapping is for informational purposes and has no legal effect on professional or other authorisations.

Definitions

The terms below have the following meanings for the purposes of the Austrian Framework of Reference for Digital Competence:

→ **FORMAL EDUCATION OR TRAINING OFFERS AND QUALIFICATIONS:**
Training or further education and qualifications that are regulated by laws or regulations

→ **NON-FORMAL EDUCATION OR TRAINING OFFERS AND QUALIFICATIONS:**
Training or further education and qualifications that are not regulated by laws or regulations – e.g. many of the offers in adult education

→ **INFORMAL LEARNING:**
An unregulated learning process that takes place e.g. in everyday life, at work or during leisure time

→ **LEARNING OUTCOMES:**
Knowledge, skills and competences that can be acquired from different learning and work contexts, through formal, non-formal and informal learning

→ **EDUCATION OR TRAINING PROVIDER:**
Organisations that define the learning outcomes which are mapped to the National Framework of Reference

→ **EDUCATION OR TRAINING OFFER:**
Training or education and qualification programmes offered by an education or training provider

→ **QUALIFICATION:**
The outcome of an assessment and validation process in which a body responsible for this process has determined that an individual's learning outcomes meet specified standards. Qualifications can also be acquired through informal learning.

Tasks of the Digital Skills Office

The Federal Chancellery, which is responsible for digitisation, has mandated OeAD GmbH – Austria's Agency for Education and Internationalisation – to set up a Digital Skills Office.

With respect to the Austrian Framework of Reference for Digital Competence, the Digital Skills Office is responsible for the following tasks, which are also set out in the 2024-2026 work programme:

- **The Austrian DigComp 2.3 AT competence framework**, which corresponds with the eight-level Austrian National Qualification Framework (NQF) and the European Digital Competence Framework for Citizens, is being expanded to form a national Austrian Framework of Reference for Digital Competence. This is solely intended to act as a guiding and not a regulatory framework.

- **Further development and continuous adaptation of the DigComp 2.3 AT competence framework** and of the national framework, in accordance with future developments at the European level and in the area of digitisation

- **Developing quality-assured processes** for mapping education or training offers and qualifications to the national framework, which take into account the specific features of both the formal and non-formal education or training fields and build on previous mapping experience in the non-formal and formal education or training fields

- **Searching for, qualifying and certifying partner organisations** that can implement the mapping

- **Creating and distributing** public relations materials and handouts

- **Supporting funding bodies** with the strategic alignment of their funding programmes (e.g., the Public Employment Service (AMS), Austrian Research Promotion Agency (FFG), Austrian Science Fund (FWF), Austrian Promotional Bank (aws), funding by the state provinces) with the Austrian Framework of Reference for Digital Competence

- **Representation on EU committees** concerning the EU DigComp 2.2 competence framework as well as the European Digital Skills Certificate (EDSC)

SERVICE SECTION

Sources, further reading and links

CONTACT POINT

Digital Skills Office
OeAD – Austria's Agency for Education and Internationalisation
Wasagasse 4, 1090 Vienna, Austria
Email: digitalekompetenzen@oead.at

RECOMMENDED CITATION

Federal Chancellery of Austria (2024): Austrian Framework of Reference for Digital Competence. Visibility, comparability and guidance [brochure]. Vienna.

MAPPING PROCESSES

DigComp mapping website: **www.digcomp-zuordnung.at**

Schmölz, Alexander, Proinger, Judith & Quickmann, Laura (2024): Nationaler Referenzrahmen für Digitale Kompetenzen in Österreich. Project report from the Austrian Institute for Vocational Training Research (öibf). Vienna: öibf. **bit.ly/4C8iaIN**

→ NATIONAL RESOLUTIONS, STRATEGIES AND RECOMMENDATIONS

Digital competence platform: **www.digitalekompetenzen.gv.at**

Digital Austria: **www.digitalaustria.gv.at**

Submission to the Council of Ministers 66/15 Digital Skills Initiative and the Austrian Framework of Reference for Digital Competence (2023): **bit.ly/4beXqOg**

Digital Skills Initiative (2023): **bit.ly/3KWVhfz**

Digital Decade: The Austrian Route (2023): **bit.ly/4bkawd1**

→ DIGCOMP FRAMEWORK

Nárosy, Thomas, Schmölz, Alexander, Proinger, Judith und Domany-Funtan, Ulrike (2022): Digitales Kompetenzmodell für Österreich. DigComp 2.3 AT. Medienimpulse, 60(4). **www.doi.org/10.21243/mi-04-22-23**

Nárosy, Thomas, Röthler, David und Svecnik, Erich (2019): Digitales Kompetenzmodell für Österreich. DigComp 2.2 AT. Wien: Bundesministerium für Digitalisierung und Wirtschaftsstandort

Vuorikari, Riina, Kluzer, Stefano and Punie, Yves (2022): DigComp 2.2: The Digital Competence Framework for Citizens – With new examples of knowledge, competences and attitudes. EUR 31006 EN. Luxembourg: Publications Office of the European Union. **data.europa.eu/doi/10.2760/490274**

NATIONAL QUALIFICATION FRAMEWORK (NQF)

Qualification register:
www.qualifikationsregister.at

Federal Act on the National Qualifications Framework (2016):
Pub. L. No. Federal Law Gazette 14/2016 from 21 March 2016. **bit.ly/3zuvQza**

RECOMMENDATIONS AND STRATEGIES OF THE EUROPEAN UNION

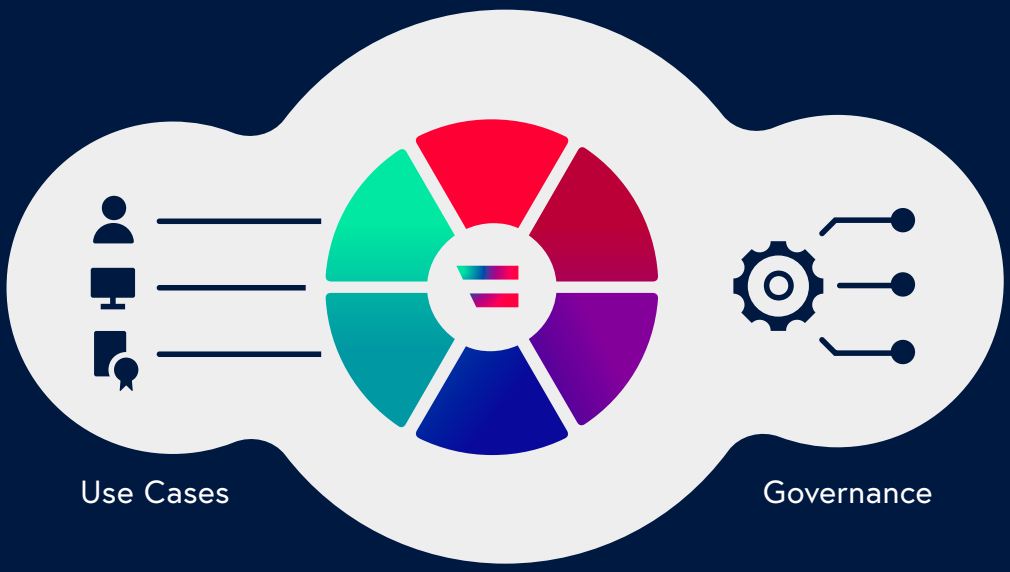
Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018): **bit.ly/4bsMBII**

Europe's Digital Decade: digital targets for 2030: **bit.ly/3VMe1mW**

Directive (EU) 2019/882 of the European Parliament and of the Council of 17 April 2019 on the accessibility requirements for products and services (2019): **bit.ly/4cCTh7T**

IMPRINT

Publisher and body responsible for content:
Federal Chancellery of Austria
Ballhausplatz 2, 1010 Vienna, Austria, www.digitalaustria.gv.at
English: www.young-translations.com
Pictures: AdobeStock: Cover, 16 | Pexels: p. 15, 31, 33, 36, 38, 44, 46 | Unsplash: 42
Portraits: Federal Chancellery of Austria/Andy Wenzel: 04, © derknopfdruecker.com: 11,
WIFI Austria/Peter Provaznik: 27,
Tanja Hofer: 32, © Georg Wilke: 35, © Irina Scheitz: 37
Subject to changes and printing errors
Vienna, version dated November 2024



Competence Framework
DigComp 2.3 AT