



Priority groups for digital competence training and EU digital competence tools

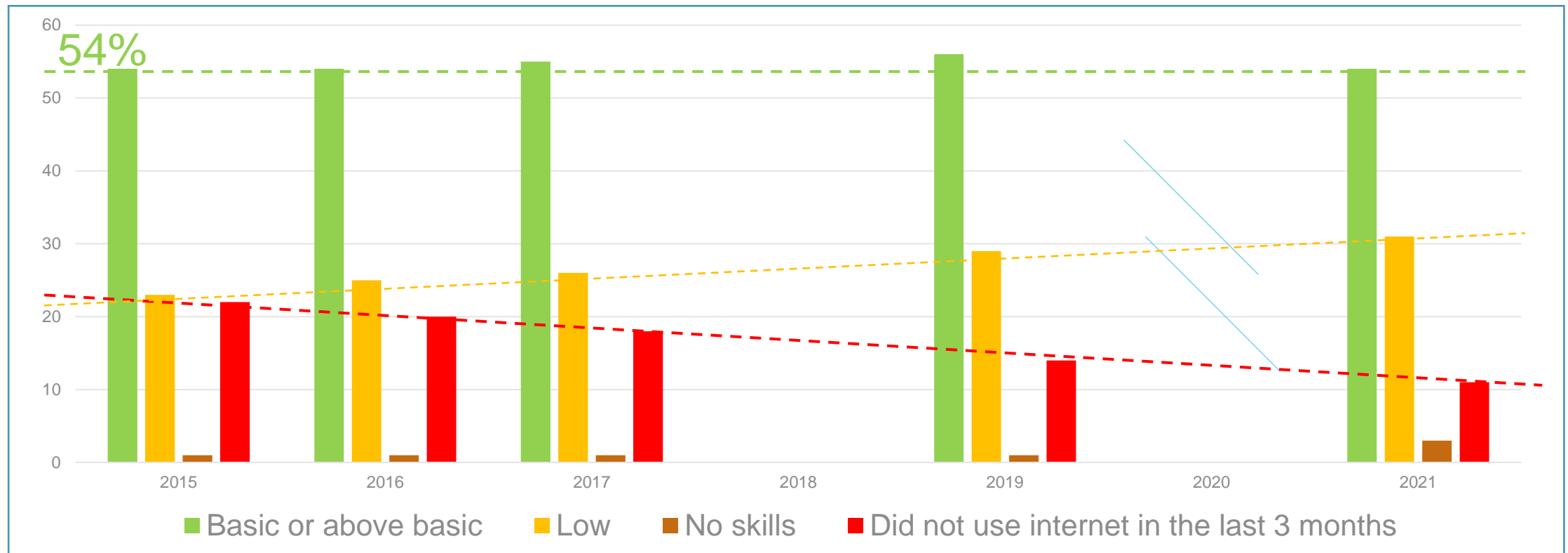
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Day 2: 12th Dec: Digital skills for social inclusion
Powering the European digital transition, CEDEFOP Conference 9, 12-14 Dec 2022



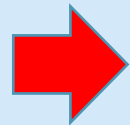
Some challenges in relation to digital inclusion

Individual level of digital skills (Eurostat DSI, all individuals)



- 42 % of individuals without digital competences are unemployed (Eurostat, 2019)
- Digital native \neq having digital competence

Impact of the digital divide on individuals



Not being connected, not using internet

=

new forms of social exclusion, employment, education and access to services and citizen participation

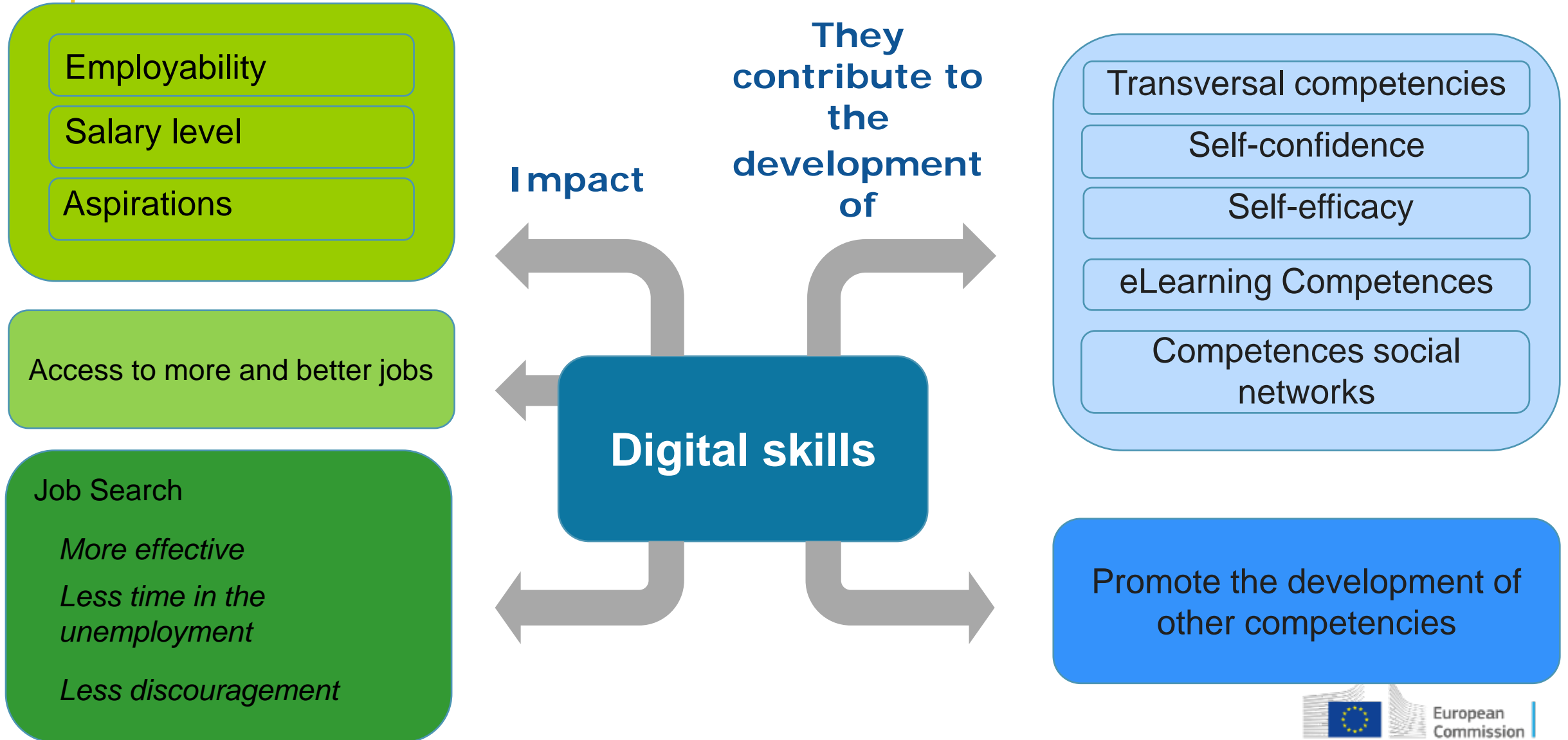


Not having digital competence

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increased vulnerability to the growing risks related to internet use

Digital skills are crucial for employability



Aim of research carried out:

Understanding the *nature and size of digital skills gaps in the labour market and priority groups to support policy action*

Research questions	Triangulation of Data sets	Research challenges due to differences of data sets
1. Analysis of supply : which priority groups with low or no digital skills or who do not use internet?	Eurostat Digital Skills Indicator, 2019 OECD PIAAC Adult Skills Survey, 2012, 2014	Different definitions of digital skills and related proficiency levels Different data collection methodologies
2. Analysis of demand : which digital skills are required per occupation and sector?	Eurostat use of ICT at work, 2018 CEDEFOP 1 st ESJS, 2014	Different years Different purposes
3. Understanding the digital skills gap among employees, across occupations	Survey of enterprises: <i>Study ICT for work; Digital Skills in the work place</i> , 2017 Eurofound EWCS, 2017	Different target individuals Different set of countries



Centeno C., Karpinski, Z., Urzi Brancati, C.,
Supporting policies addressing the digital skills gap – Identifying priority groups in the context of employment, EUR 31045 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-51319-3, doi:10.2760/07196, JRC128561

Key findings on

1. Analysis of supply

Should be **read with caution** due to possible interpretation errors and the limitations due to the lack of comparability of the data used

9 priority groups for policy action

Priority target groups for policy action that reported
no ICT use or / and below-basic digital skills

Group	Factor	Characteristics
G1	Age & Education level	Young 16-24 years old, with low-level formal education , and NEETs (aged 16-35 not in employment, education or training)
G2	Age	Individuals 55-64 years old
G3	Education level	Individuals 25-64 years old with low-level formal education
G4		Individuals 25-64 years old with medium-level formal education
G5	Employment status	Individuals unemployed
G6		Individuals inactive
G7	Nationality	Nationals of non-EU countries
G8	Place of living	Individuals living in rural areas
G9	Employment status & occupation type	Individuals employed in semi-skilled and low-skilled occupations

Policy options

1. More research is needed to **understand the barriers to access, use and development of digital skills** among the 46% of individuals with below-basic digital skills (Eurostat, DSI 2021)
2. Promote specific **access and use policies**, across the priority groups, to address the 10% of individuals not using internet
3. Design **up-skilling approaches adapted** to the diversity of the target groups
4. **Empowering labour market intermediaries** to support their actions towards unemployed and inactive individuals

Way forward : further research on skills gaps

1. Shorter term work

- **Revisit the findings** using latest datasets: Eurostat DSI and CEDEFOP 2nd ESJS, 2021
- Extend the **methodologies** to include bivariate and multivariate analysis and additional sources of data
- Complement analysis with **qualitative research**

2. Longer term work

- Reinforce **collaboration** among EU and non-EU institutions to work towards a shared understanding and alignment of measures of digital skills gaps.

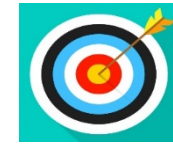
The EU digital skills policy landscape



Policy



Funding



Targets



80% of individuals with at least basic digital skills by 2030



20 million of ICT specialists by 2030



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).

8 Proficiency levels



Areas

Competences

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

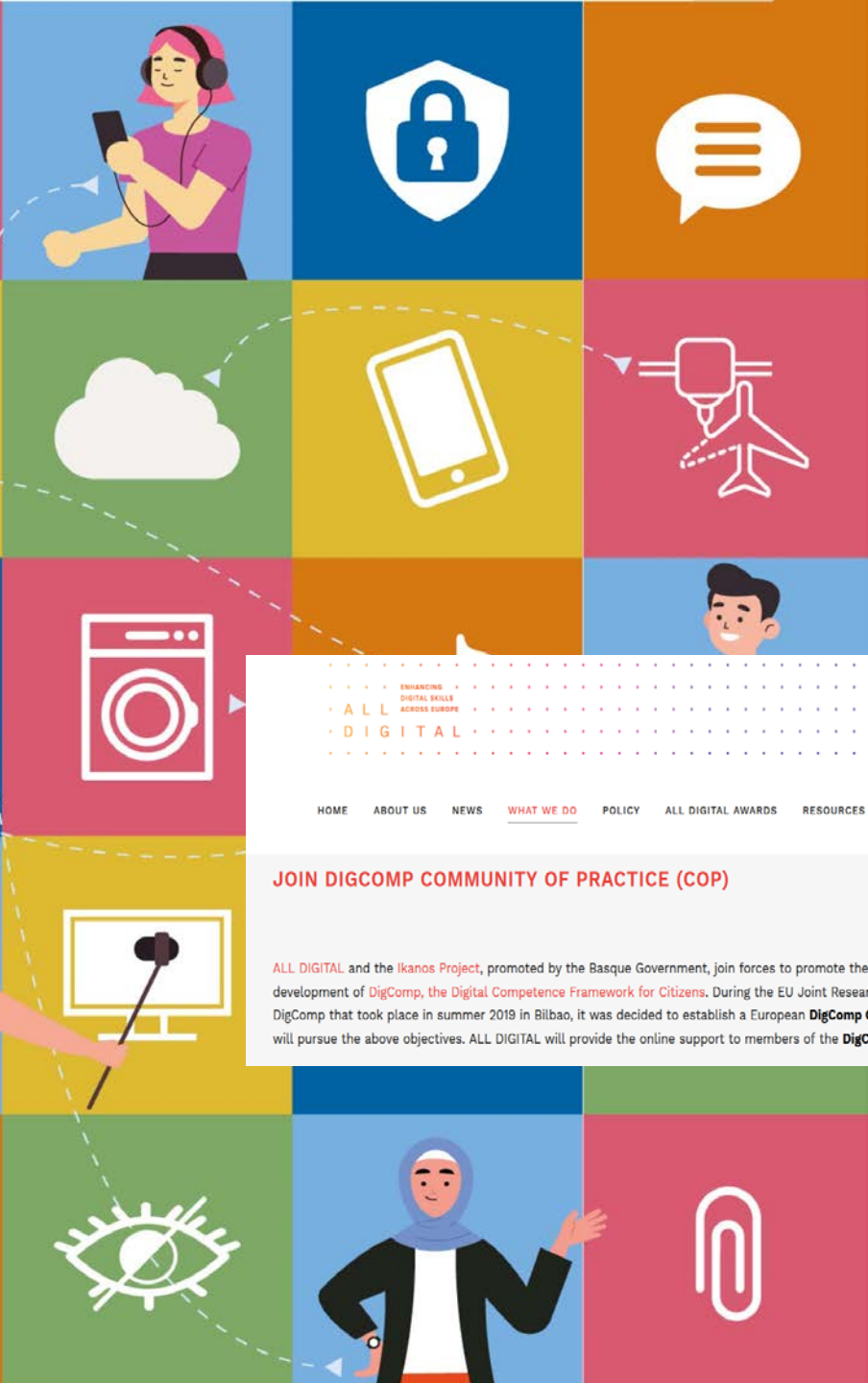
- 4.1. Protecting devices
- 4.2. Protecting personal data and privacy
- 4.3. Protecting health and well-being
- 4.4. Protecting the environment

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

Key uses of DigComp

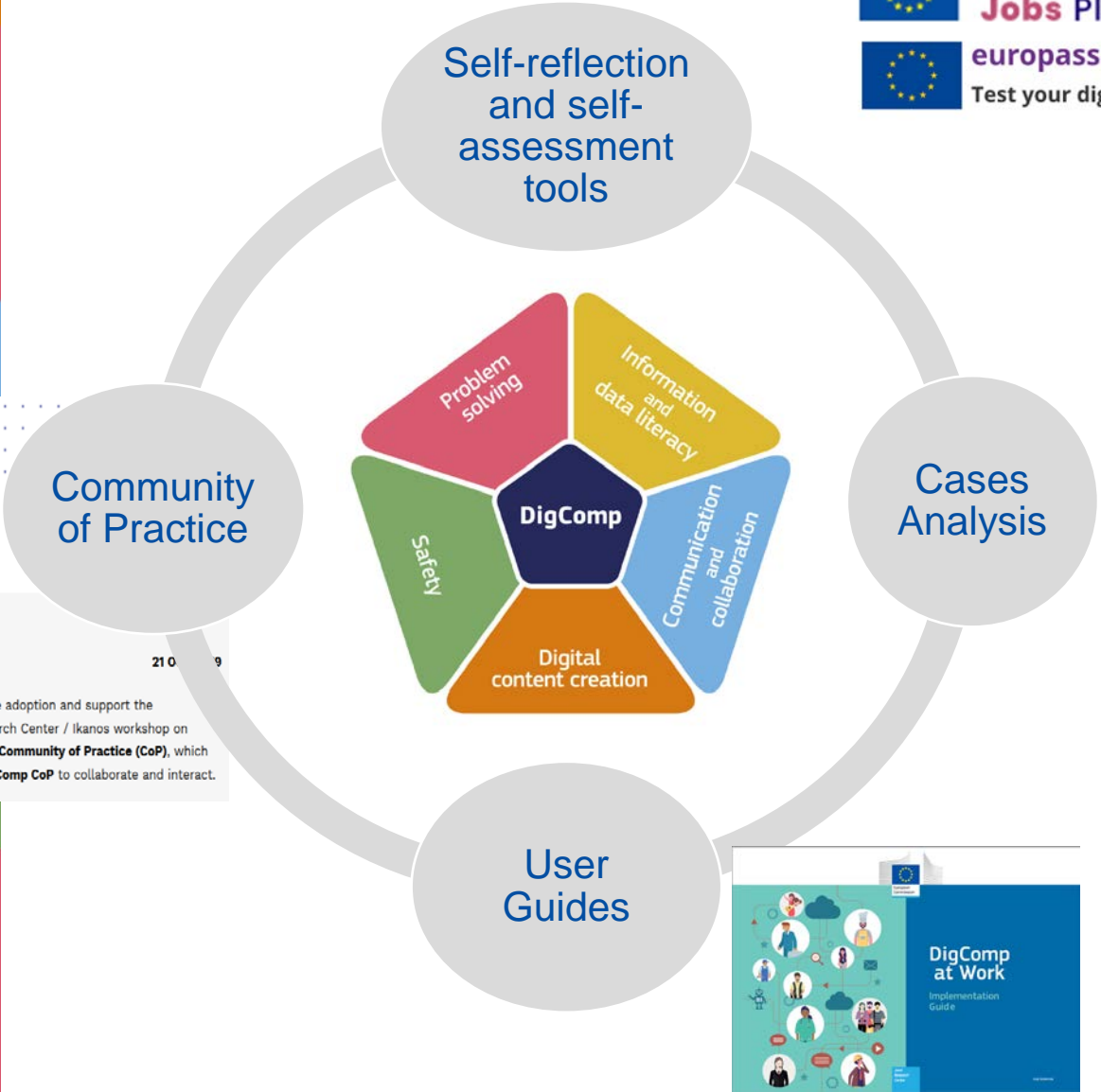
- Provides a **common language** between different actors on what “digital competence” is.
- Inspires **policy** and **strategy** design.
- Guides **curriculum** development.
- Reference for cataloguing, designing and developing of **training content**.
- Guides the development of (self-) **assessment** 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).



DigComp Tools

 **mydigiskills**
by **All Digital**

 **Digital Skills & Jobs Platform**
 **europass**
Test your digital skills



JOIN DIGCOMP COMMUNITY OF PRACTICE (COP)

21 0 9

ALL DIGITAL and the **Ikanos Project**, promoted by the Basque Government, join forces to promote the adoption and support the development of **DigComp**, the **Digital Competence Framework for Citizens**. During the EU Joint Research Center / Ikanos workshop on DigComp that took place in summer 2019 in Bilbao, it was decided to establish a European **DigComp Community of Practice (CoP)**, which will pursue the above objectives. **ALL DIGITAL** will provide the online support to members of the **DigComp CoP** to collaborate and interact.



DIGITAL EDUCATION

ACTION PLAN

2021 - 2027

Resetting
education and training
for the digital age

Latest DigComp developments

Action 8: **Digcomp 2.2** (March 2022)

Action 9: **European Digital Skills
Certificate** for all citizens, based on DigComp

Register at: **edsc-consultation.eu**

Thank you!

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