



Deliverable 3.3 - Reports on DLEARN's input and contribution to the annual work of the networks and groups

WP3 - NETWORKING

DLEARN, November 2023

G. Coppola, M. Manfredda,

B. Del Nero



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.





Table of Contents

1. Introduction	2
2. Detailed description of the event of LLLP	4
3. Detailed description of the event of EAEC	7
4. List of Annexes	13
Annex 1 - The Agenda of the event of EAEC	14
Annex 2 - Surveys filled in during the LLLP's event	15
Annex 3 - Materials distributed during the LLLP's event	142





1. Introduction

Digit Edu 2023 (Promoting cooperation and research to address the digital needs in the area of education and training in Europe – Year 1) is a project funded by the European Union under the Erasmus+ programme, Civil Society Cooperation in the fields of Youth, Education and Training.

The **European Digital Learning Network ETS (DLEARN)** participates in this project, which runs from January 2023 and December 2023, **as a single partner**.

DLEARN is a non-profit association aimed to embrace the challenges brought by the digital revolution in terms of digital skills mismatch, toward an inclusive digital society. DLEARN pursues the aim of contributing to the objectives defined in the "Digital Agenda" through the implementation of what is necessary for the creation of the so-called "Digital Skills in the economy and European society" pillar. In addition, DLEARN's activities are designed and implemented to be in line and to concretely and positively contributing to the Digital Education Plan 2021-2027 to generate new opportunities for the education and training organisations, policy makers, researchers at national, EU and international level.

In Digit Edu 2023 project, **DLEARN is committed to the following objectives**:

- 1. To raise awareness and contribute to the realisation of the European Education Area and the Digital Education Plan.
- 2. To contribute to the development of policies at European level on the topic of digital skills and digital transformation.
- 3. To promote cooperation between EU organisations for the promotion of digital education and digital needs.
- 4. To promote the participation of organisations in the Erasmus+ programme, the European Solidarity Corps and other EU programmes.
- 5. To facilitate exchange of good practices, results and experiences among stakeholders for an inclusive digital society.
- 6. To increase stakeholder commitment and cooperation with public authorities for the implementation of policies and reforms in line with the European Education Area objectives.

The **Digit Edu 2023 Work Plan includes in total 6 Work Packages (WPs)**, listed as follows.

Two are horizontal:

 WP1 - Project Management and Coordination, which will ensure smooth application of activities.





• WP6 - Dissemination, Sustainability and Impact, which will ensure DLEARN's outreach.

The other four WPs are for implementation:

- WP2 Organisation of Conferences, which will organise 1 annual DLEARN conference in Brussels and 2 satellite conferences hosted by DLEARN members.
- **WP3 Networking**, which will organise 2 networking events and participation of DLEARN in EU wide networks.
- **WP4 Research**, which will launch 2 researches, one on "Digital Skills and Jobs", and one on "Digital Footprint".
- WP5 Training, which will organise three training courses and four webinars.

This document represents the **Deliverable 3.3** - **Reports on DLEARN's input and contribution to the annual work of the networks and groups**, which include information on DLEARN's input and contribution to the annual work of the networks and groups, latest policies and opportunities in the EU area of education and training for the members of DLEARN network and affiliated stakeholders. Additionally, it includes information on the impact of DLEARN's participation in these networks and groups (number and scope of presentations made by DLEARN, new initiatives, new policy papers produced etc).

In particular, DLEARN attended the following annual work of EU networks and groups:

- The Lifelong Learning Lab (LLLab) of <u>LifeLong Learning Platform</u> (LLLP), held in Girona (Spain) the 27th and 28th June 2023.
- The ERACON & Career EU 2023 Programme, organized by the <u>European Association of Erasmus Coordinator</u> (EAEC) and held in Tor Vergata (Italy) from the 26th to the 30th June 2023.
- The European Tourism Day organised by the DG GROW European Commission in Brussels on 5th May 2023.





2. Detailed description of the event of LLLP

3RD EDITION LIFELONG LEARNING LAB (LLLAB 2023) VENUE: GIRONA - MUNICIPALITY OF GIRONA AND UNIVERSITY OF GIRONA 27-28 JUNE 2023

The event organised by the LifeLong Learning Platform in Girona (Spain) last June 2023 aimed to bring together stakeholders in education and training from EU and national/regional level to share good practices on enhancing cooperation in the sector. The LLLab occurred over two days, connecting European issues with national issues, supporting EU citizens' capacity to engage in policymaking, breaking silos within education and training institutions, and building blocks for the development of national lifelong learning platforms.

Participants to the LLLab counted policymakers from EU, national, regional and local level, educators and teachers, learners, education and training institutions (schools, universities, VET centres) and civil society organisations.





Figure 1 and Figure 2 – Some speeches during the Day 1

At the beginning of <u>Day 1</u>, participants were welcomed at the premises of the **Girona Municipal Employment Office for a Study Visit**. Participants explored the 4-pillar work of this public authority:





counselling, training, market research and management. The Office's mission is ensuring that disadvantaged adults are supported to return to the labour market.

The President of the Lifelong Learning Platform (Giuseppina Tucci) launched the two-days training, welcoming the participants. Several institutional speakers gave their contributions to the 1st day such as the Vice-Rector for Strategic Projects and Internationalisation, of the University of Girona (Dr. Josep Calbó), Deputy Director- General at European Commission's DG EMPL (Stefan Olsson), Head of Sector European Education Area strategy and governance - Equality and inclusion DG EAC (Dora Husz). Then a panel on "The EU Skills Agenda: practices of cooperation between policy makers, education stakeholders and civil society" followed, where Elisa Gómez Alemán (Policy Officer, Labour Market, Education, Health and Social Services, DG Reform), Theodor Grassos (Secretary General, European Association of Institutes for Vocational Training) and Daya Buyle (Flemish Education Council, Council for Lifelong Learning) had the chance to exchange their points of view and discuss for the benefit of the audience. The 1st day continued with 4 workshops, which looked at different topics related to education and training at EU level and where the participants had the possibility to discuss on relevant projects and shared good practices. Here as follows the 4 workshops:

- 1. LAB 1: KEY COMPETENCES FOR LIFELONG LEARNING
- 2. LAB 2: MAKING ALL SKILLS VISIBLE: VALIDATION AND RECOGNITION OF PRIOR LEARNING
- 3. LAB 3: REGIONAL AND LOCAL COOPERATION IN LIFELONG LEARNING
- 4. LAB 4: BUILDING A LIFELONG LEARNING AREA

The <u>Day 2</u> started with a Keynote Address delivered by LLLP's Project and Policy Manager (Pauline Boivin) on the role of lifelong learning in developing specific competences needed to provide greater policies for a stronger democracy. Then a panel on the "**The Spanish agenda in education and training: the role of education stakeholders and civil society**" followed with some local speakers, such as the Deputy General Secretary of Vocational Training of the Ministry of Education and Vocational Training of the Spanish Government (Asunción Manzanares Moya), and the Board Member of the Organising Bureau of European School Student Unions (Caridad Alarcón Sánchez).

The second day followed the same model in terms of the implementation of workshops though they were focused now on the national level, as opposed to the European level. After a rich 60-minute discussion, participants gathered back in plenary to share the outcomes.

The 2-days were officially closed by the President of LLLP (Giuseppina Tucci), discussing the need to mainstream lifelong learning, promoting the vision that LLLP has been advocating for almost 20 years.

Approx attendees: 50 people









Figure 3 and Figure 4 – Works during Day 2

2 representatives of the DLEARN (Beatrice Del Nero and Martina Manfredda) attended the event and its activities with the aim to give their contributions to the work of the LLLP, increasing knowledge through the sharing of activities, contents and know-how relating to the institutional activity of DLEARN. The 2 DLEARN's Project Managers had the chance to present DLEARN's activities and some of the most relevant ongoing projects, including DIGIT EDU 2023. Indeed, DLEARN had the opportunity to share with the audience and the participants the knowledge about the DIGIT EDU 2023 project and its activities, especially launching and distributing the 2 project surveys (the one on "Digital skills and jobs", aimed to estimate which digital competences are needed to address the skills mismatch in the era of digital transformation, and the one on "Research on Digital Footprint", aimed to collect key information and data on European citizens' knowledge and awareness of their online digital footprint – see Annex 2).







Figure 5, Figure 6 and Figure 7 – DLEARN's team, DLEARN materials distributed, filling in of the survey





3. Detailed description of the event of EAEC

19TH ERASMUS CONGRESS AND EXHIBITION (ERACON 2023)
VENUE: TOR VERGATA UNIVERSITY OF ROME
26-30 JUNE 2023

The European Association of Erasmus Coordinators (EAEC) organized the 19th annual Erasmus Congress and Exhibition - ERACON 2023 between the 26th and 30th June 2023. Erasmus Coordinators, Placement and Internships Managers, Researchers and Professionals with an interest in the Erasmus Programme and belong either to the academic or business world, was invited to participate in the Congress to make presentations and submit written papers on their experiences in areas related to the Erasmus Programme. Sessions and workshops within the Congress were also organised. The European Digital Learning Network ETS - DLEARN was present for all the duration of the Congress in order to reinforce the collaboration with the network and establish new connections with the participants.

Some of the main themes of the Congress were:

- ERASMUS+ 2021-2027
- Quality of ERASMUS Activities
- Staff Mobility for Teaching and Training
- Funding and Policy
- Digital education approached and methodologies within the higher education.

Attending the conference: around 200 participants

The agenda was very rich and organised over several parallel sessions. For more details refer to the Annex 1.

The President of DLEARN, Mr. Gianluca Coppola, had the opportunity to attend the event and listen the speakers and experts' presentations as well as networking with them and the audience.

On 28th June, from 11.40 to 13.00, Mr. Coppola presented a seminar on "**Key Action 2 Partnerships for Cooperation - The new lump sum funding model**". The seminar focused on the new reporting rules of the E+ Program with practical example of best practices and interactive discussions with the participants.

Attending the seminar: around 50 participants







Figure 8 – Gianluca Coppola, President of DLEARN

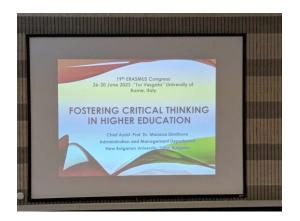








Figure 9, Figure 10, Figure 11, and Figure 12 – Some photos from the ERACON event





4. Detailed description of the event of the European Tourism Day

EUROPEAN TOURISM DAY VENUE: BRUSSELS 5 MAY 2023

On May 5, 2023, the President of DLEARN participated in the European Tourism Day in Brussels. The conference organized by DG GROW - European Commission aimed to bring together stakeholders representing the world of tourism to discuss the future of the sector. **Numerous topics were covered**, the main ones being:

- How to create a resilient, world-leading tourism ecosystem with innovative SMEs and thriving communities?
- How to create a resilient, world-leading tourism ecosystem with innovative SMEs and thriving communities?
- Digital transition: towards the data space for EU tourism
- Green transition: sustainable tourism services and destinations
- Skilling and upskilling of tourism actors

The occasion was useful for strengthening ties and establishing new ones between DLEARN and sector players in an area of digital skills which will play a predominant role in the near future of tourism.

Approx attendees: 300 people.



Figure 13 – Gianluca Coppola at European Tourism Day



Figure 14 – A speech during the European tourism day







Figure 15 – European Tourism Day's badge and gadgets





5. Detailed endorsements of the Manifesto & Policy Recommendations for an ecological inclusive model at school

Based on the needs identified across the ECO-IN partners, EU member states, and following further research at EU level, the cooperation with various stakeholders in Europe, delivers indicators for monitoring successful inclusion practices, policy recommendations to boost inclusion and training to prepare all education stakeholders (teachers, school heads, policymakers, parents, families) to actively participate in a system that puts the learners' wellbeing and development at the center of their work.

This was achieved by **two ways**:

1) In order to concretely pursue social inclusion at school, the various policy makers and those involved in defining educational strategies to remove barriers to inclusion, was invited to endorse the following EU and national level policy recommendations.

The recommendations are the following:

At the **EU level**:

- a. Evidence-based policymaking and assessment of inclusive education to inform and guide inclusive policies
- b. Create a common definition of special needs
- c. Promote a positive perception and understanding of pupils with SEN and students with different socio-economic, linguistic and cultural backgrounds among teachers, parents, other students and the school community, and at the EU level.
- d. Promote ecological training and professional development
- e. Develop EU guidelines for inclusive curricula
- f. Recognise and promote the contribution of each professional to foster inclusive education
- g. Involve non- and informal stakeholders

At the **national level**:

- h. Develop more flexible and inclusive curricula
- i. Allocate adequate resources to education and inclusive education
- j. Design teacher training and professional development
- k. Create adequate assessment and monitoring systems
- 2) The endorsement of the <u>ECO-IN Manifesto on School Inclusion</u> aims to identify and indicate, at the European level, values, principles but above all actions and work tools on which to build and consolidate over time participatory alliances between different stakeholders to promote school inclusion according to an "ecological" approach". Most European school systems develop forms of cooperation with local authorities, families, associations, groups of experts, etc., which can often





have different expectations and demands. The school system is committed to being a point of connection, dialogue, encounter, and synthesis for all these differences. Therefore, to concretely pursue social inclusion at school, the various stakeholders within the education system and who particularly care about the issue of inclusion at school was invited to sign the Manifesto, with regard to the values and principles expressed therein.

The core values at the basis of the Manifesto are:

- Prosociality
- Participation
- Commitment/Responsibility
- Quality
- Trustiness (Trust and trustworthiness)





4. List of Annexes

Annex 1 - The AGENDA OF THE EVENT OF EAEC

Annex 2 - SURVEYS FILLED IN DURING THE LLLP'S EVENT

Annex 3 - MATERIALS DISTRIBUTED DURING THE LLLP'S EVENT





Annex 1 - The Agenda of the event of EAEC



ERACON 2023 Rome, Italy

26-30 June 2023

Programme Structure

Monday, 26 June 2023

Arrival 4 1

16.00 - 20.00 Registration

16.00 - 19.00 ERASMUS STW registrations

Tuesday, 27 June 2023

Venue: School of Economics, Via Columbia , 2 00133, Rome, Italy

8.30 - 18.00 Registration

9.30 – 17.30 Conference proceedings (presentations, workshops, sessions)

13.00 - 14.30 Light lunch

15.00 - 17.00 GO-Exchange Fair

15.30 - 18.00 U2U - University to University Meetings (U2U)

18.00 - 19.30 Opening ceremony

19.30 - 21.00 Welcoming reception offered by the University of Rome

Wednesday, 28 June 2023

Venue: School of Economics, Via Columbia, 2 00133, Rome, Italy

9.30 - 17.00 Conference proceedings (presentations, workshops, sessions)

13.00 - 14.30 Light Lunch

15.00 - 17.40 Mentoring Programme Meeting

15.30 - 18.30 U2U - University to University Meetings (U2U)

21.00 - 01.00 Official ERASMUS Dinner Dance

Thursday, 29 June 2023

Venue: CAMPUS X, Via di Passo Lombardo, 341, 00133 Roma, Italy

9.30 - 14.00 Conference activities (presentations, workshops, sessions)

10:00 - 12:00 U2U - University to University Meetings (U2U)

13.00 - 14.00 Light Lunch/Snacks

14.00 – 19.00 Optional Excursions Options (from Campus X)

(Pre-registration is required, limited space)

Friday, 30 June 2023

9.30 - 14.00 Discounts to touristic monuments (to be announced)

Departures





Annex 2 - Surveys filled in during the LLLP's event





Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMA	TION				
01. GENDER: Male Female	Other				
02. HOW OLD ARE YOU? 18-25	26-35 36-50 50+				
03. FROM WHICH EU COUNTRY ARE YOU CO	ME FROM? Spail				
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO?	Entrepreneur Company Manager HR Manager				
05. TO WHICH OF THE FOLLOWING EU'S KEY	INDUSTRY SECTORS DO YOU BELONG?				
Health & Social Care Manufac	turing & Construction Logistic & Transportation				
Scientific, Technical & Professional S	Services Public Services Education & Training				
Trade (Wholesale & Retail)	ergy Finance ICT & Media (Incl. Publishing)				
Creative & Cultural					
Section: STATE OF THE ART,	DIGITAL READINESS AND GAPS				
06. DO YOU THINK THAT YOUR CURRENT WORKFORCE IS EQUIPPED TO HANDLE	Strongly disagree disagree Neutral				
THE DIGITAL TRANSFORMATION?	Agree Strongly agree				
07. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP?	Cultural Resistance Backwardness of traditional systems				
TICK MAX 3 OPTIONS	No digital infrasctructure No digital talent				
Lack of collaboration and coordination from governments and public bodies					
Lack of digital awareness & understanding					
	Resistance to retraining and upgrading of skills				

Mismatch between educational systems and the needs of the working world Lack of an adequate government policy





08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

Browsing, searching and filtering data, information and digital content

INFORMATION AND

- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies Netiquette
- Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content Integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
 - Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- identifying needs and technological responses Creatively
 - using digital technologies
- Identifying digital competence gaps

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
 - Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette
- Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- Protecting devices
 - Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively using digital technologies
- Identifying digital competence gaps





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, INI	ITIAL VOCATIONAL ED	UCATION TRAINING - (DUCATION SYSTEM'S (HI VET AND CONTINUING REQUESTED BY THE LA	VOCATIONAL
	Very Weak	Weak Neith	er Weak nor Strong	Strong Very St	rong
11.	WHAT IS THE LEVEL OF THE SYSTEM IN CLOSE	OF COMMITMENT OF Y ING THE DIGITAL SKILL	OUR NATIONAL LS GAP?		
	Not at all Respon	isive Somewhat	Unresponsive Son	newhat Responsive	Very Responsive
12.	WHAT IS THE LEVEL O	OF COMMITMENT OF Y	OUR NATIONAL IVET A	AND CVET SYSTEM IN CL RNING OPPORTUNITIES	OSING THE
	Not at all Respon	sive Somewhat	Unresponsive Son	newhat Responsive	Very Responsive
13.	IN YOUR OPINION, IS (HE, VET, CVET) ADEQ	S THE LEVEL OF DIGITA QUATE TO THE NEEDS (L COMPETENCES OFFE OF YOUR COMPANY?	RED BY EDUCATIONAL	SYSTEMS
	Totally inadequa	te Inadequa	te Sufficie	ntly adequate	Adequate
14.	DOES YOUR ORGANIS WORKFORCE?	SATION OFFER UPSKIL	LING AND RESKILLING	OPPORTUNITIES FOR Y	OUR CURRENT
	Yes	No Not	yet but we will in the f	uture Not releva	nt for workforce
Se	ection: DIGITAL	SKILLS AND	GREEN AND IN	CLUSIVITY	
15.	IN YOUR OPINION, DO AND MATHEMATICS)	O YOU THINK THAT IN SECTOR WOMEN ARE	THE STEM (SCIENCE, T AFFECTED BY A GENDE	ECHNOLOGY, ENGINEE	RING,
	A very significant	t gap A significa	ant gap 🥚 A mode	rate gap No sign	ificant gap
16.	WHAT OF THE FOLLOW OPPORTUNITIES? (SKI	WING DIGITAL SKILLS ILLS FROM EU DIGCON	ARE MOST LACKING IN IP FRAMEWORK) - TICK	WOMEN EDUCATION/T	TRAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
	Browsing, searching and filtering data, information and	Interacting through digital	Developing digital content	Protecting devices	Solving technical problems
	digital content	technologies Sharing through digital	Integrating and re-elaborating digital content	Protecting personal data and privacy	Identifying needs and technological
	Evaluating data, information and digital content	technologies Engaging in citizenship	Copyright and licences	Protecting health and well-being	responses Creatively using digital
	Managing data,	through digital technologies	Programming	Protecting the environment	technologies Identifying digital competence gaps
	information and digital content	Collaborating through digital technologies			Palis
		Netiquette			

Managing digital identity





17. IN YOUR OPINION, D MATHEMATICS) SECT WITH DISABILITIES?	OR IN YOUR COUNTRY	THE STEM (SCIENCE, TE , THERE IS A GAP IN THE		
A very significan	nt gap A significa	ant gap A moder	rate gap No signi	ficant gap
18. WHAT OF THE FOLLS FOR PEOPLE WITH D	• • • • • • • • • • • • • • • • • • • •	ARE MOST LACKING IN OM EU DIGCOMP FRAME		
INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
Browsing, searching and filtering data, information and digital content Evaluating data, information and digital content Managing data, information and digital content	Interacting through digital technologies Sharing through digital technologies Engaging in citizenship through digital technologies Collaborating through digital technologies Netiquette Managing	Developing digital content Integrating and re-elaborating digital content Copyright and licences Programming	Protecting devices Protecting personal data and privacy Protecting health and well-being Protecting the environment	Solving technical problems Identifying needs and technologica responses Creatively using digital technologies Identifying digital competence gaps
	digital identity			

19 WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE

	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
0 0	Browsing, searching and filtering data, information and digital content Evaluating data, information and digital content Managing data,	Interacting through digital technologies Sharing through digital technologies Engaging in citizenship through digital technologies	Developing digital content Integrating and re-elaborating digital content Copyright and licences Programming	Protecting devices Protecting personal data and privacy Protecting health and well-being Protecting the environment	Solving technical problems Identifying needs and technological responses Creatively using digital technologies Identifying digital competence gaps
	information and digital content	Collaborating through digital technologies Netiquette Managing digital identity			





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?

IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
NAME/FAMILY NAME ORGANIZATION
ORGANIZATION

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.

Thank you very much for answering the questionnaire!







Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION							
01. GENDER: • Male Female	Other						
02. HOW OLD ARE YOU? 18-25	02. HOW OLD ARE YOU? 18-25 26-35 36-50 50+						
03. FROM WHICH EU COUNTRY ARE YOU CO	OME FROM?						
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO?	Entrepreneur Company Manager HR Manager						
05. TO WHICH OF THE FOLLOWING EU'S KEY	INDUSTRY SECTORS DO YOU BELONG?						
Health & Social Care Manufac	cturing & Construction						
Scientific, Technical & Professional	Services Public Services Education & Training						
Trade (Wholesale & Retail)	nergy Finance ICT & Media (Incl. Publishing)						
Creative & Cultural							
Section: STATE OF THE ART,	DIGITAL READINESS AND GAPS						
06. DO YOU THINK THAT YOUR CURRENT Strongly disagree disagree Neutral							
WORKFORCE IS EQUIPPED TO HANDLE THE DIGITAL TRANSFORMATION?	• Agree Strongly agree						
07. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP?	Cultural Resistance Backwardness of traditional systems						
TICK MAX 3 OPTIONS	No digital infrasctructure No digital talent						
	Lack of collaboration and coordination from governments and public bodies						
Lack of digital awareness & understanding							
	Resistance to retraining and upgrading of skills						

Mismatch between educational systems and the needs of the working world Lack of an adequate government policy





08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette
- Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively using digital technologies
- Identifying digital competence gaps

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette
 - Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
 - Integrating and re-elaborating digital content
 - Copyright and licences
 - Programming

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively using digital technologies
- Identifying digital competence gaps





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, IN	VITIAL VOCATIONAL ED	UCATION TRAINING - I	DUCATION SYSTEM'S (HIG VET AND CONTINUING V REQUESTED BY THE LAE	OCATIONAL
	Very Weak	Weak Neith	er Weak nor Strong	Strong Very Str	ong
11.		OF COMMITMENT OF Y			
	Not at all Respo	onsive Somewhat	Unresponsive Som	newhat Responsive	Very Responsive
12.	WHAT IS THE LEVEL DIGITAL SKILLS GAP	OF COMMITMENT OF Y P, ESPECIALLY REGARDI	OUR NATIONAL IVET A NG THE LIFELONG LEA	AND CVET SYSTEM IN CLO RNING OPPORTUNITIES?	OSING THE
	Not at all Respo	nsive Somewhat	Unresponsive Som	newhat Responsive	Very Responsive
13.	IN YOUR OPINION, (HE, VET, CVET) ADE	IS THE LEVEL OF DIGITA QUATE TO THE NEEDS (AL COMPETENCES OFFE OF YOUR COMPANY?	RED BY EDUCATIONAL S	YSTEMS
	Totally inadequa	ate • Inadequa	te Sufficie	ntly adequate	Adequate
14.	DOES YOUR ORGANI WORKFORCE?	ISATION OFFER UPSKIL	LING AND RESKILLING	OPPORTUNITIES FOR YO	OUR CURRENT
	Yes	No Not	yet but we will in the f	future Not releva	nt for workforce
Se	ction: DIGITA	L SKILLS AND	GREEN AND IN	CLUSIVITY	
15.	IN YOUR OPINION, I	DO YOU THINK THAT IN) SECTOR WOMEN ARE	THE STEM (SCIENCE, T AFFECTED BY A GENDE	ECHNOLOGY, ENGINEER R GAP?	ING,
	A very significar	nt gap A signific	ant gap A mode	erate gap No signi	ficant gap
16.	WHAT OF THE FOLLO	OWING DIGITAL SKILLS KILLS FROM EU DIGCON	ARE MOST LACKING IN MP FRAMEWORK) - TICK	WOMEN EDUCATION/T	RAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
•	Browsing, searching and filtering data, information and	Interacting through digital technologies	Developing digital content	Protecting devices Protecting	Solving technical problems
	digital content	Sharing through digital	re-elaborating digital content	personal data and privacy	Identifying needs and technological responses
	Evaluating data, information and digital content	technologies Engaging in citizenship	Copyright and licences	Protecting health and well-being	Creatively using digital technologies
	Managing data,	through digital technologies	Programming	Protecting the environment	Identifying digital competence gaps
	information and digital content	Collaborating through digital technologies			
		Netiquette Managing			

digital identity





17. IN YOUR OPINION, D MATHEMATICS) SECT WITH DISABILITIES?			CHNOLOGY, ENGINEER EREPRESENTATIVENESS	
A very significan	t gap 🕟 A significa	ant gap A moder	ate gap No signif	ficant gap
18. WHAT OF THE FOLLO			EDUCATION/TRAINING EWORK) - TICK MAX 3 OF	
INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
Browsing, searching and filtering data,	Interacting through digital	Developing digital content	Protecting devices	Solving technical problems
information and digital content	technologies Sharing through digital	Integrating and re-elaborating digital content	Protecting personal data and privacy	Identifying needs and technological responses
Evaluating data, information and digital content	technologies Engaging in	Copyright and licences	Protecting health and well-being	Creatively using digital
Managing data,	citizenship through digital technologies	Programming	Protecting the environment	technologies Identifying digital competence gaps
information and digital content	Collaborating through digital technologies			
	Netiquette			

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

Managing digital identity

GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS INFORMATION AND COMMUNICATION & DIGITAL CONTENT PROBLEM SOLVING SAFETY COLLABORATION **DATA LITERACY CREATION** Browsing, searching **Interacting** Developing Protecting devices Solving technical digital content and filtering data, through digital problems information and technologies **Protecting Integrating and Identifying needs** digital content personal data re-elaborating **Sharing through** and technological and privacy digital digital content responses **Evaluating data,** technologies **Protecting health** Copyright and Creatively information and and well-being using digital **Engaging in** licences digital content technologies citizenship Protecting the **Programming** through digital environment **Identifying digital** technologies Managing data, competence gaps information and Collaborating digital content through digital technologies Netiquette Managing digital identity





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
EMAIL ADDRESS

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.

Thank you very much for answering the questionnaire!







Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMA	TION
01. GENDER: Male X Female	Other
02. HOW OLD ARE YOU? 18-25	26-35 36-50 50+
03. FROM WHICH EU COUNTRY ARE YOU CO	OME FROM? GREECE
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO?	Entrepreneur Company Manager K HR Manager
05. TO WHICH OF THE FOLLOWING EU'S KEY	'INDUSTRY SECTORS DO YOU BELONG?
Health & Social Care Manufac	cturing & Construction
Scientific, Technical & Professional	Services Public Services K Education & Training
Trade (Wholesale & Retail)	nergy Finance ICT & Media (Incl. Publishing)
Creative & Cultural	
Section: STATE OF THE ART,	DIGITAL READINESS AND GAPS
06. DO YOU THINK THAT YOUR CURRENT WORKFORCE IS EQUIPPED TO HANDLE THE DIGITAL TRANSFORMATION?	Strongly disagree disagree Neutral Agree X Strongly agree
07. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP?	Cultural Resistance Backwardness of traditional systems
TICK MAX 3 OPTIONS	No digital infrasctructure No digital talent
	Lack of collaboration and coordination from governments and public bodies
	Lack of digital awareness & understanding
	Resistance to retraining and upgrading of skills
	Mismatch between educational systems and the needs of the

working world Lack of an adequate government policy





08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette
 - Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
 - Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses
- Creatively using digital technologies
- Identifying digital competence gaps

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
 - Netiquette
- Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- **Programming**

SAFETY

- × Protecting devices
- Protecting personal data and privacy
 - Protecting health and well-being
 - Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively using digital technologies
- identifying digital competence gaps





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, IN	IITIAL VOCATIONAL ED	UCATION TRAINING - I	UCATION SYSTEM'S (HIC VET AND CONTINUING \ REQUESTED BY THE LAR	/OCATIONAL
	Very Weak	Weak Neith	er Weak nor Strong	X Strong Very Str	rong
11.		OF COMMITMENT OF Y			
	Not at all Respo	onsive Somewhat	Unresponsive X Som	newhat Responsive	Very Responsive
12.	WHAT IS THE LEVEL DIGITAL SKILLS GAP	OF COMMITMENT OF Y	OUR NATIONAL IVET A	ND CVET SYSTEM IN CLORNING OPPORTUNITIES	OSING THE
	Not at all Respo	onsive X Somewhat	Unresponsive Som	newhat Responsive	Very Responsive
13.	IN YOUR OPINION, (HE, VET, CVET) ADE	IS THE LEVEL OF DIGITA QUATE TO THE NEEDS (AL COMPETENCES OFFE OF YOUR COMPANY?	RED BY EDUCATIONAL S	SYSTEMS
	Totally inadequa	ate Inadequa	te XSufficie	ntly adequate	Adequate
14.	DOES YOUR ORGAN WORKFORCE?	ISATION OFFER UPSKIL	LING AND RESKILLING	OPPORTUNITIES FOR YO	OUR CURRENT
	Yes	No Not	yet but we will in the f	future Not releva	nt for workforce
Se	ction: DIGITA	L SKILLS AND	GREEN AND IN	CLUSIVITY	
15.	IN YOUR OPINION, I	DO YOU THINK THAT IN) SECTOR WOMEN ARE	THE STEM (SCIENCE, T AFFECTED BY A GENDE	ECHNOLOGY, ENGINEER R GAP?	RING,
	A very significa	nt gap 💢 A signific	ant gap A mode	erate gap No sign	ificant gap
16.	WHAT OF THE FOLLO	OWING DIGITAL SKILLS KILLS FROM EU DIGCON	ARE MOST LACKING IN MP FRAMEWORK) - TICK	I WOMEN EDUCATION/T	RAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
	Browsing, searching and filtering data, information and digital content	Interacting through digital technologies	Developing digital content Integrating and	Protecting devices Protecting	Solving technical problems Identifying needs
	Evaluating data,	Sharing through digital technologies	re-elaborating digital content	personal data and privacy	and technological responses
	information and digital content	Engaging in citizenship	Copyright and licences	Protecting health and well-being	Creatively using digital technologies
	Managing data,	through digital technologies	Programming	Protecting the environment	Identifying digital competence gaps
	information and digital content	Collaborating through digital technologies			competence gaps
		Netiquette			
		Managing			

digital identity





		THE STEM (SCIENCE, TEC , THERE IS A GAP IN THE		
A very significal	nt gap A signific	ant gap A modera	ate gap No signif	ficant gap
		S ARE MOST LACKING IN DM EU DIGCOMP FRAME		
INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
Browsing, searching and filtering data, information and digital content	Interacting through digital technologies Sharing through digital technologies	Developing digital content Integrating and re-elaborating digital content	Protecting devices Protecting personal data and privacy	Solving technical problems Identifying needs and technological responses
information and digital content Managing data,	Engaging in citizenship through digital technologies	Copyright and licences Programming	Protecting health and well-being Protecting the environment	Creatively using digital technologies Identifying digital competence gaps
information and digital content	Collaborating through digital technologies Netiquette Managing digital identity			

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

DIGITAL CONTENT INFORMATION AND **COMMUNICATION &** PROBLEM SOLVING **SAFETY DATA LITERACY** COLLABORATION CREATION Browsing, searching Developing **Interacting** Solving technical **Protecting devices** digital content and filtering data, through digital problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data **Sharing through** re-elaborating and technological and privacy digital content digital responses **Evaluating data,** technologies **Protecting health** Creatively Copyright and information and and well-being using digital **Engaging in** licences digital content technologies citizenship **Protecting the Programming** through digital environment **Identifying digital** technologies Managing data, competence gaps information and Collaborating digital content through digital technologies Netiquette Managing digital identity





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? NOTHING TO SHARE (HANE!)

IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
ORGANIZATION

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.

Thank you very much for answering the questionnaire!







Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMAT	TON
01. GENDER: Male Female	Other
02. HOW OLD ARE YOU? 18-25	5-35 36-50 50+
03. FROM WHICH EU COUNTRY ARE YOU COM	IE FROM?
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO?	Entrepreneur Company Manager HR Manager
05. TO WHICH OF THE FOLLOWING EU'S KEY II	NDUSTRY SECTORS DO YOU BELONG?
Health & Social Care Manufactu	uring & Construction Logistic & Transportation
Scientific, Technical & Professional Se	rvices Public Services Education & Training
Trade (Wholesale & Retail)	rgy Finance ICT & Media (Incl. Publishing)
Creative & Cultural	
Section: STATE OF THE ART, I	DIGITAL READINESS AND GAPS
06. DO YOU THINK THAT YOUR CURRENT WORKFORCE IS EQUIPPED TO HANDLE THE DIGITAL TRANSFORMATION?	Strongly disagree disagree Neutral Agree Strongly agree
O7. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP? TICK MAX 3 OPTIONS	Cultural Resistance Backwardness of traditional systems No digital infrasctructure No digital talent
	Lack of collaboration and coordination from governments and public bodies
	Lack of digital awareness & understanding
	Resistance to retraining and upgrading of skills
	Mismatch between educational systems and the needs of the

working world Lack of an adequate government policy





08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND COMMUNICATION & DIGITAL CONTENT **PROBLEM SOLVING** SAFETY **DATA LITERACY** COLLABORATION CREATION Browsing, searching Developing Interacting Solving technical **Protecting devices** digital content and filtering data, through digital problems information and technologies Protecting Integrating and **identifying needs** digital content personal data re-elaborating **Sharing through** and technological and privacy digital digital content responses **Evaluating data,** technologies Protecting health Creatively Copyright and information and and well-being using digital licences **Engaging in** digital content technologies citizenship Protecting the **Programming** through digital environment **Identifying digital** technologies Managing data, competence gaps Information and Collaborating digital content through digital technologies Netiquette Managing digital identity

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND **COMMUNICATION & DIGITAL CONTENT** PROBLEM SOLVING **SAFETY** COLLABORATION **DATA LITERACY CREATION** Browsing, searching Interacting Developing Protecting devices Solving technical digital content and filtering data, through digital problems information and technologies Protecting Integrating and **Identifying needs** digital content personal data re-elaborating **Sharing through** and technological and privacy digital digital content responses Evaluating data, technologies **Protecting health** Creatively Copyright and information and and well-being using digital **Engaging in** licences digital content technologies citizenship Protecting the **Programming** through digital environment **Identifying digital** technologies Managing data, competence gaps information and Collaborating digital content through digital technologies Netiquette Managing digital identity





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, IN	NITIAL VOCATIONAL ED	DUCATION TRAINING - I	DUCATION SYSTEM'S (HI VET AND CONTINUING 'S REQUESTED BY THE LA	VOCATIONAL
	Very Weak	Weak Neith	ner Weak nor Strong	Strong Very St	rong
11.	WHAT IS THE LEVEL HE SYSTEM IN CLOS	OF COMMITMENT OF SING THE DIGITAL SKIL	YOUR NATIONAL LS GAP?		
	Not at all Respo	onsive Somewhat	Unresponsive Son	newhat Responsive	Very Responsive
12.	WHAT IS THE LEVEL DIGITAL SKILLS GAR	. OF COMMITMENT OF P, ESPECIALLY REGARD	YOUR NATIONAL IVET A	AND CVET SYSTEM IN CL RNING OPPORTUNITIES	OSING THE ?
	Not at all Respo	onsive Somewhat	Unresponsive Son	newhat Responsive	Very Responsive
13.	IN YOUR OPINION, (HE, VET, CVET) ADE	IS THE LEVEL OF DIGITA EQUATE TO THE NEEDS	AL COMPETENCES OFFE OF YOUR COMPANY?	RED BY EDUCATIONAL S	SYSTEMS
	Totally inadequ	ate Inadequa	Sufficie	ently adequate	Adequate
14.	DOES YOUR ORGAN WORKFORCE?	ISATION OFFER UPSKII	LLING AND RESKILLING	OPPORTUNITIES FOR Y	OUR CURRENT
	Yes	No Not	yet but we will in the	future Not releva	nt for workforce
Se	ction: DIGITA	AL SKILLS AND	GREEN AND IN	CLUSIVITY	
15.	IN YOUR OPINION, I	DO YOU THINK THAT IF	N THE STEM (SCIENCE, T AFFECTED BY A GENDE	ECHNOLOGY, ENGINEEI R GAP?	RING,
	A very significan	nt gap A signific	cant gap A mode	erate gap No sign	ificant gap
16.	WHAT OF THE FOLLO	OWING DIGITAL SKILLS KILLS FROM EU DIGCO	ARE MOST LACKING IN MP FRAMEWORK) - TICH	I WOMEN EDUCATION/1 CMAX 3 OPTIONS	RAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
	Browsing, searching and filtering data, information and	Interacting through digital technologies	Developing digital content Integrating and	Protecting devices Protecting	Solving technical problems
	digital content	Sharing through digital	re-elaborating digital content	personal data and privacy	Identifying needs and technological responses
	Evaluating data, information and digital content	technologies Engaging in citizenship	Copyright and licences	Protecting health and well-being	Creatively using digital technologies
	Managing data,	through digital technologies	Programming	Protecting the environment	Identifying digital competence gaps
	information and digital content	Collaborating through digital technologies			competence gaps
		Netiquette			
		Managing digital identity			





17. IN YOUR OPINION, D MATHEMATICS) SECT WITH DISABILITIES?		I THE STEM (SCIENCE, TE /, THERE IS A GAP IN THI	-	-
A very significan	t gap A signific	ant gap A moder	rate gap No signif	ficant gap
18. WHAT OF THE FOLLO		S ARE MOST LACKING IN OM EU DIGCOMP FRAME		
INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
Browsing, searching and filtering data, information and digital content Evaluating data,	interacting through digital technologies Sharing through digital technologies	Developing digital content Integrating and re-elaborating digital content Copyright and	Protecting devices Protecting personal data and privacy Protecting health	Solving technical problems Identifying needs and technological responses Creatively
information and digital content Managing data,	Engaging in citizenship through digital technologies	licences	and well-being Protecting the environment	using digital technologies Identifying digital competence gaps
information and digital content	Collaborating through digital technologies Netiquette			
	Managing digital identity			

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND **COMMUNICATION & DIGITAL CONTENT PROBLEM SOLVING** SAFETY **DATA LITERACY COLLABORATION** CREATION Developing Browsing, searching Interacting **Protecting devices** Solving technical digital content and filtering data, through digital problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data re-elaborating **Sharing through** and technological and privacy digital digital content responses Evaluating data, technologies **Protecting health** Creatively Copyright and information and and well-being licences using digital **Engaging in** digital content technologies citizenship Protecting the **Programming** through digital environment **Identifying digital** technologies competence gaps Managing data, information and Collaborating digital content through digital technologies Netiquette Managing digital identity





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?

IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
EMAIL ADDRESS

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.

Thank you very much for answering the questionnaire!







Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION				
01. GENDER: Male Female Other				
02. HOW OLD ARE YOU? 18-25 26-35 36-50 50+				
03. FROM WHICH EU COUNTRY ARE YOU COME FROM?				
O4. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO? Entrepreneur Company Manager HR Manager				
05. TO WHICH OF THE FOLLOWING EU'S KEY INDUSTRY SECTORS DO YOU BELONG?				
Health & Social Care Manufacturing & Construction Logistic & Transportation				
Scientific, Technical & Professional Services Public Services Education & Training				
Trade (Wholesale & Retail) Energy Finance ICT & Media (Incl. Publishing)				
Creative & Cultural				
Section: STATE OF THE ART, DIGITAL READINESS AND GAPS				
O6. DO YOU THINK THAT YOUR CURRENT WORKFORCE IS EQUIPPED TO HANDLE THE DIGITAL TRANSFORMATION? Strongly disagree disagree Neutral Agree Strongly agree				
07. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP? Cultural Resistance Backwardness of traditional systems				
TICK MAX 3 OPTIONS No digital infrasctructure No digital talent				
Lack of collaboration and coordination from governments and public bodies				
Lack of digital awareness & understanding				
Resistance to retraining and upgrading of skills				

Mismatch between educational systems and the needs of the working world Lack of an adequate government policy





08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies

 Netiquette
 - Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
 - Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses
- Creatively using digital technologies
- Identifying digital competence gaps

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, Information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette
- Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs
 and technological
 responses
 Creatively
 using digital
 technologies
- Identifying digital competence gaps





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, IN	NITIAL VOCATIONAL E	i OF YOUR NATIONAL EI DUCATION TRAINING - IE DIGITAL SKILLS NEED:	IVET AND CONTINUING	VOCATIONAL
	Very Weak	Weak Neit	ther Weak nor Strong	Strong Very S	trong
11.		. OF COMMITMENT OF SING THE DIGITAL SKI			
	Not at all Respo	onsive Somewha	t Unresponsive Sor	mewhat Responsive	Very Responsive
12.			YOUR NATIONAL IVET		
	Not at all Respo	onsive Somewha	t Unresponsive Soi	mewhat Responsive	Very Responsive
13.			TAL COMPETENCES OFF S OF YOUR COMPANY?	ERED BY EDUCATIONAL	SYSTEMS
	Totally inadequ	ıate Inadequ	ate	ently adequate	Adequate
14.	DOES YOUR ORGAN WORKFORCE?		ILLING AND RESKILLING		
	Yes	No No	ot yet but we will in the	future Not relev	ant for workforce
Se	ection: DIGITA	AL SKILLS AND	GREEN AND IN	ICLUSIVITY	
15.	IN YOUR OPINION, I	DO YOU THINK THAT I	IN THE STEM (SCIENCE, E AFFECTED BY A GENDI	TECHNOLOGY, ENGINEE ER GAP?	RING,
	A very significa	nt gap A signif	ficant gap A mod	erate gap No sig	nificant gap
16.			LS ARE MOST LACKING II OMP FRAMEWORK) - TIC		TRAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
•	Browsing, searching and filtering data, information and digital content	Interacting through digital technologies Sharing through digital	Developing digital content Integrating and re-elaborating digital content	Protecting devices Protecting personal data and privacy	problems Identifying needs and technological
*	Evaluating data, information and digital content	technologies Engaging in citizenship	Copyright and licences Programming	Protecting health and well-being Protecting the	responses Creatively using digital technologies
X	Managing data, information and digital content	through digital technologies Collaborating through digital technologies Netiquette		environment	Identifying digital competence gaps
		Managing digital identity			





17. IN YOUR OPINION, DO YOU THINK THAT IN THE STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) SECTOR IN YOUR COUNTRY, THERE IS A GAP IN THE REPRESENTATIVENESS OF PEOPLE WITH DISABILITIES?

A very significant gap

A significant gap

A moderate gap

No significant gap

18. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE MOST LACKING IN EDUCATION/TRAINING OPPORTUNITIES FOR PEOPLE WITH DISABILITY? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

Browsing, searching and filtering data, information and digital content

Evaluating data, information and digital content

Managing data, information and digital content

COMMUNICATION & COLLABORATION

Interacting through digital technologies

Sharing through
digital
technologies

Engaging in citizenship through digital technologies

Collaborating through digital technologies

Netiquette

Managing digital identity

DIGITAL CONTENT CREATION

Developing digital content

Integrating and re-elaborating digital content

Copyright and licences
Programming

personal data
and privacy
Protecting health

SAFETY

Protecting devices

Protecting

and welf-being
Protecting the

environment

PROBLEM SOLVING

Solving technical problems

Identifying needs and technological responses Creatively using digital technologies

Identifying digital competence gaps

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

Browsing, searching and filtering data, information and digital content

Evaluating data, information and digital content

Managing data, information and digital content

COMMUNICATION & COLLABORATION

Interacting through digital technologies

Sharing through digital technologies

Engaging in citizenship through digital technologies

Collaborating through digital technologies

Netiquette

Managing digital identity

DIGITAL CONTENT CREATION

Developing digital content

Integrating and re-elaborating digital content

Copyright and licences

Programming

SAFETY

Protecting devices

Protecting personal data and privacy

Protecting health and well-being

Protecting the environment

PROBLEM SOLVING

Solving technical problems

Identifying needs and technological responses Creatively

using digital technologies

Identifying digital competence gaps





20 DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? Obling to odd

IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
EMAIL ADDRESS

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



lepha If you agree with the processing of your data according to the above, please sign here/tick this box.

Thank you very much for answering the questionnaire!







Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION
01. GENDER: Male Other
02. HOW OLD ARE YOU? 18-25 26-35 36-50
02. HOW OLD ARE YOU? 18-25 26-35 36-50 50+ 18-25 40-50+
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO? Entrepreneur Company Manager HR Manager
05. TO WHICH OF THE FOLLOWING EU'S KEY INDUSTRY SECTORS DO YOU BELONG?
Health & Social Care Manufacturing & Construction Logistic & Transportation
Scientific, Technical & Professional Services Public Services Education & Training
Trade (Wholesale & Retail) Energy Finance ICT & Media (Incl. Publishing)
Creative & Cultural
Section: STATE OF THE ART, DIGITAL READINESS AND GAPS
O6. DO YOU THINK THAT YOUR CURRENT WORKFORCE IS EQUIPPED TO HANDLE THE DIGITAL TRANSFORMATION? Strongly disagree disagree Neutral Agree Strongly agree
O7. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP? TICK MAX 3 OPTIONS Cultural Resistance Backwardness of traditional systems No digital infrasctructure No digital talent Lack of collaboration and coordination from governments and public bodies
Lack of digital awareness & understanding
Resistance to retraining and upgrading of skills
Mismatch between educational systems and the needs of the

working world Lack of an adequate government policy

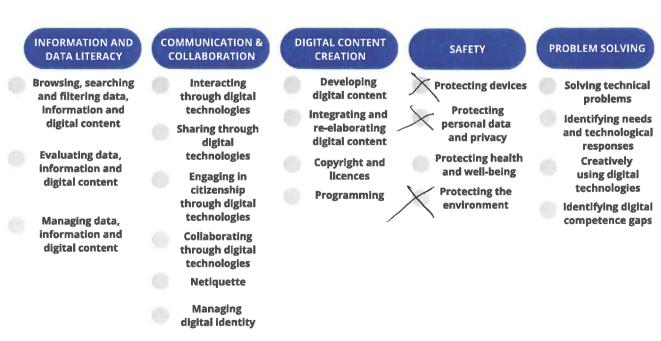




08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND COMMUNICATION & **DIGITAL CONTENT** PROBLEM SOLVING SAFETY **DATA LITERACY** COLLABORATION CREATION Developing Browsing, searching Interacting **Protecting devices** Solving technical and filtering data. digital content through digital problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data re-elaborating **Sharing through** and technological and privacy digital digital content responses Evaluating data, technologies **Protecting health** Creatively Copyright and information and and well-being using digital **Engaging in** licences digital content technologies citizenship **Protecting the Programming** through digital environment **Identifying digital** technologies competence gaps Managing data, information and Collaborating digital content through digital technologies Netiquette Managing digital identity

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS







Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, IN	IITIAL VOCATIONAL ED	OF YOUR NATIONAL ED DUCATION TRAINING - IN E DIGITAL SKILLS NEEDS	ET AND CONTINUING V	OCATIONAL
	Very Weak	Weak Neith	ner Weak nor Strong	Strong Very Str	ong
11.		OF COMMITMENT OF SING THE DIGITAL SKIL			
	Not at all Respo	onsive Somewhat	Unresponsive Som	ewhat Responsive	Very Responsive
12.			YOUR NATIONAL IVET A ING THE LIFELONG LEAF		
	Not at all Respo	onsive Somewhat	Unresponsive	newhat Responsive	Very Responsive
13.	IN YOUR OPINION, (HE, VET, CVET) ADE	IS THE LEVEL OF DIGIT. QUATE TO THE NEEDS	AL COMPETENCES OFFE OF YOUR COMPANY?	RED BY EDUCATIONAL S	YSTEMS
	Totally inadequ	ate	ate Sufficie	ntly adequate	Adequate
14.	DOES YOUR ORGAN WORKFORCE?	ISATION OFFER UPSKI	LLING AND RESKILLING	OPPORTUNITIES FOR YO	OUR CURRENT
<	Yes	No Not	yet but we will in the f	uture Not releva	nt for workforce
Se	ction: DIGITA	L SKILLS AND	GREEN AND IN	CLUSIVITY	
15.	IN YOUR OPINION, I	DO YOU THINK THAT II) SECTOR WOMEN ARE	N THE STEM (SCIENCE, T AFFECTED BY A GENDE	ECHNOLOGY, ENGINEER R GAP?	RING,
	A very significa	nt gap A-signifi	cant gap A mode	erate gap No signi	ificant gap
16.			S ARE MOST LACKING IN MP FRAMEWORK) - TICK		RAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
0	Browsing, searching and filtering data, information and digital content	Interacting through digital technologies Sharing through	Developing digital content Integrating and re-elaborating	Protecting devices Protecting personal data	Solving technical problems Identifying needs
	Evaluating data, information and digital content	digital technologies Engaging in citizenship through digital	digital content Copyright and licences Programming	Protecting health and well-being Protecting the	and technological responses Creatively using digital technologies
	Managing data, Information and digital content	technologies Collaborating through digital technologies Netiquette		environment	identifying digital competence gaps
		Managing digital identity			





17. IN YOUR OPINION, D MATHEMATICS) SECT WITH DISABILITIES?		I THE STEM (SCIENCE, TE Y, THERE IS A GAP IN THE	-	
A very significan	t gap A signific	cant gap A moder	rate gap No signif	ficant gap
		S ARE MOST LACKING IN OM EU DIGCOMP FRAME		
INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
Browsing, searching and filtering data, information and digital content Evaluating data, information and digital content Managing data, information and digital content	Interacting through digital technologies Sharing through digital technologies Engaging in citizenship through digital technologies Collaborating through digital technologies Netiquette	Developing digital content Integrating and re-elaborating digital content Copyright and licences Programming	Protecting devices Protecting personal data and privacy Protecting health and well-being Protecting the environment	Solving technical problems Identifying needs and technological responses Creatively using digital technologies Identifying digital competence gaps
	Managing digital identity			

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND **COMMUNICATION & DIGITAL CONTENT** PROBLEM SOLVING **SAFETY** COLLABORATION **CREATION DATA LITERACY** Developing Browsing, searching **Interacting Protecting devices** Solving technical digital content and filtering data, through digital problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data **Sharing through** re-elaborating and technological and privacy digital content digital responses **Evaluating data,** technologies **Protecting health** Creatively Copyright and information and and well-being using digital licences **Engaging in** digital content technologies citizenship **Protecting the Programming** through digital environment **Identifying digital** technologies competence gaps Managing data, information and Collaborating digital content through digital technologies Netiquette Managing digital identity





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
······

······
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
EMAIL ADDRESS

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.

Thank you very much for answering the questionnaire!







Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMAT	TION
01. GENDER: Male Female	Other
02. HOW OLD ARE YOU? 18-25 2	6-35 @ 36-50 50+
03. FROM WHICH EU COUNTRY ARE YOU COM	ME FROM? Thee Ce
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO?	Entrepreneur Company Manager P HR Manager
05. TO WHICH OF THE FOLLOWING EU'S KEY I	NDUSTRY SECTORS DO YOU BELONG?
Health & Social Care Manufact	uring & Construction Logistic & Transportation
Scientific, Technical & Professional Se	ervices Public Services Education & Training
Trade (Wholesale & Retail)	rgy Finance ICT & Media (Incl. Publishing)
Creative & Cultural	
Section: STATE OF THE ART,	DIGITAL READINESS AND GAPS
06. DO YOU THINK THAT YOUR CURRENT WORKFORCE IS EQUIPPED TO HANDLE	Strongly disagree disagree Neutral
THE DIGITAL TRANSFORMATION?	Agree Strongly agree
07. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP?	Cultural Resistance Backwardness of traditional systems
TICK MAX 3 OPTIONS	No digital infrasctructure No digital talent
	Lack of collaboration and coordination from governments and public bodies
	Lack of digital awareness & understanding
	Resistance to retraining and upgrading of skills

Mismatch between educational systems and the needs of the working world Lack of an adequate government policy





08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette
 - Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
 - Copyright and licences
 - Programming

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively
 - Creatively using digital technologies
- Identifying digital competence gaps

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette
- Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- **Programming**

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
 - Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively using digital technologies
- Identifying digital competence gaps





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, IN	NITIAL VOCATIONAL ED	UCATION TRAINING - IV	UCATION SYSTEM'S (HIG /ET AND CONTINUING V REQUESTED BY THE LAE	OCATIONAL
	Very Weak	Weak Neith	er Weak nor Strong	Strong Very Str	ong
11.		OF COMMITMENT OF Y			
	Not at all Respo	onsive Somewhat	Unresponsive Som	ewhat Responsive	Very Responsive
12.	WHAT IS THE LEVEL DIGITAL SKILLS GAR	OF COMMITMENT OF Y	YOUR NATIONAL IVET A NG THE LIFELONG LEAI	ND CVET SYSTEM IN CLORNING OPPORTUNITIES?	OSING THE
	Not at all Respo	onsive o Somewhat	Unresponsive Som	ewhat Responsive	Very Responsive
13.	IN YOUR OPINION, (HE, VET, CVET) ADE	IS THE LEVEL OF DIGITA QUATE TO THE NEEDS	AL COMPETENCES OFFE OF YOUR COMPANY?	RED BY EDUCATIONAL S	YSTEMS
	Totally inadequ	ate O Inadequa	te Sufficie	ntly adequate	Adequate
14.	DOES YOUR ORGAN WORKFORCE?	ISATION OFFER UPSKIL	LING AND RESKILLING	OPPORTUNITIES FOR YO	OUR CURRENT
	o Yes	No Not	yet but we will in the f	uture Not releva	nt for workforce
Se	ection: DIGITA	L SKILLS AND	GREEN AND IN	CLUSIVITY	
15.	IN YOUR OPINION, I	DO YOU THINK THAT IN	THE STEM (SCIENCE, T AFFECTED BY A GENDE	ECHNOLOGY, ENGINEER R GAP?	ling,
	A very signification	nt gap A signific	cant gap A mode	rate gap No signi	ficant gap
16.	WHAT OF THE FOLLO	OWING DIGITAL SKILLS KILLS FROM EU DIGCO	ARE MOST LACKING IN MP FRAMEWORK) - TICK	WOMEN EDUCATION/T	RAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
	Browsing, searching and filtering data, information and digital content	Interacting through digital technologies Sharing through digital	Developing digital content Integrating and re-elaborating digital content	Protecting devices Protecting personal data and privacy	Solving technical problems Identifying needs and technological
0	Evaluating data, information and digital content	technologies Engaging in citizenship through digital	Copyright and licences Programming	Protecting health and well-being Protecting the	responses Creatively using digital technologies
5	Managing data, information and digital content	technologies Collaborating through digital technologies Netiquette		environment	Identifying digital competence gaps
		Managing digital identity			





		THE STEM (SCIENCE, TE , THERE IS A GAP IN THE		
A very significant	nt gap A signific	ant gap A moder	ate gap No signif	icant gap
18. WHAT OF THE FOLLO		ARE MOST LACKING IN OM EU DIGCOMP FRAME		
INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
Browsing, searching and filtering data,	Interacting through digital	Developing digital content	Protecting devices	Solving technical problems
information and digital content	technologies Sharing through digital	Integrating and re-elaborating digital content	Protecting personal data and privacy	Identifying needs and technological responses
Evaluating data, information and digital content	technologies Engaging in	Copyright and licences	Protecting health and well-being	Creatively using digital
Managing data,	citizenship through digital technologies	Programming	Protecting the environment	technologies Identifying digital competence gaps
information and digital content	Collaborating through digital technologies			competence Sups
	o Netiquette			
	Managing			

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

digital identity

digital identity

INFORMATION AND COMMUNICATION & DIGITAL CONTENT PROBLEM SOLVING **SAFETY** COLLABORATION **DATA LITERACY CREATION** Browsing, searching **Developing Interacting** Protecting devices Solving technical digital content and filtering data, through digital problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data **Sharing through** re-elaborating and technological and privacy digital content digital responses Evaluating data, technologies **Protecting health** Creatively **Copyright and** information and and well-being using digital **Engaging in** licences digital content technologies citizenship **Protecting the Programming** through digital environment **Identifying digital** technologies competence gaps Managing data, Information and Collaborating digital content through digital technologies Netiquette Managing





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME ·····
ORGANIZATION
COUNTRY
EMAIL ADDRESS

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.

Thank you very much for answering the questionnaire!







Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION
O1. GENDER: Male Female Other
02. HOW OLD ARE YOU? 18-25 26-35 36-50 50+
O1. GENDER: Male Female Other O2. HOW OLD ARE YOU? 18-25 26-35 36-50 50+ O3. FROM WHICH EU COUNTRY ARE YOU COME FROM?
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO? Entrepreneur Company Manager HR Manager
05. TO WHICH OF THE FOLLOWING EU'S KEY INDUSTRY SECTORS DO YOU BELONG?
Health & Social Care Manufacturing & Construction Logistic & Transportation
Scientific, Technical & Professional Services Public Services Education & Training
Trade (Wholesale & Retail) Energy Finance ICT & Media (Incl. Publishing)
Creative & Cultural
Section: STATE OF THE ART, DIGITAL READINESS AND GAPS
O6. DO YOU THINK THAT YOUR CURRENT WORKFORCE IS EQUIPPED TO HANDLE THE DIGITAL TRANSFORMATION? Strongly disagree disagree Neutral Strongly agree
07. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP? TICK MAX 3 OPTIONS No digital infrasctructure No digital talent Lack of collaboration and coordination from governments and public bodies Lack of digital awareness & understanding Resistance to retraining and upgrading of skills Mismatch between educational systems and the needs of the
working world Lack of an adequate government policy





O8. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
 - Netiquette

 Managing

digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses
 - Creatively using digital technologies
- Identifying digital competence gaps

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, Information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
 - Netiquette
- Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- **Protecting devices**
 - Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively using digital
- Identifying digital competence gaps

technologies





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, IN	NITIAL VOCATIONAL ED	OF YOUR NATIONAL ED DUCATION TRAINING - IN E DIGITAL SKILLS NEEDS	/ET AND CONTINUING V	OCATIONAL
	Very Weak	Weak Neitl	ner Weak nor Strong	Strong Very Str	ong
11.		OF COMMITMENT OF SING THE DIGITAL SKIL			a.
	Not at all Respo	onsive Somewhat	Unresponsive Som	ewhat Responsive	Very Responsive
12.			YOUR NATIONAL IVET A ING THE LIFELONG LEAF		
	Not at all Respo	onsive Somewhat	: Unresponsive Som	ewhat Responsive	Very Responsive
13.	IN YOUR OPINION, (HE, VET, CVET) ADE	IS THE LEVEL OF DIGIT	AL COMPETENCES OFFE OF YOUR COMPANY?	RED BY EDUCATIONAL S	YSTEMS
	Totally inadequa	ate Inadequa	Sufficie	ntly adequate	Adequate
14.	DOES YOUR ORGAN WORKFORCE?	ISATION OFFER UPSKI	LLING AND RESKILLING	OPPORTUNITIES FOR YO	OUR CURRENT
2	Yes		t yet but we will in the f		nt for workforce
Se	ction: DIGITA	AL SKILLS AND	GREEN AND IN	CLUSIVITY	
15.	IN YOUR OPINION, I	DO YOU THINK THAT II S) SECTOR WOMEN ARE	N THE STEM (SCIENCE, T AFFECTED BY A GENDE	ECHNOLOGY, ENGINEER R GAP?	RING,
1	A very significa	nt gap A signifi	cant gap A mode	rate gap No signi	ificant gap
16.			S ARE MOST LACKING IN MP FRAMEWORK) - TICK		RAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
	Browsing, searching and filtering data, Information and	Interacting through digital technologies	Developing digital content Integrating and	Protecting devices Protecting	Solving technical problems
	digital content	Sharing through digital	re-elaborating digital content	personal data and privacy	Identifying needs and technological responses
	Evaluating data, information and	technologies Engaging in	Copyright and licences	Protecting health and well-being	Creatively using digital
/	digital content	citizenship through digital	Programming	Protecting the environment	technologies Identifying digital
X	Managing data, information and	technologies Collaborating	1	<i>' '</i>	competence gaps
= 8	digital content	through digital technologies			
		Netiquette			
		Managing digital identity			





17 IN YOUR OPINION, DO YOU THINK THAT IN THE STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) SECTOR IN YOUR COUNTRY. THERE IS A GAP IN THE REPRESENTATIVENESS OF PEOPLE WITH DISABILITIES? A very significant gap A significant gap A moderate gap No significant gap 18. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE MOST LACKING IN EDUCATION/TRAINING OPPORTUNITIES FOR PEOPLE WITH DISABILITY? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS **COMMUNICATION & DIGITAL CONTENT** INFORMATION AND PROBLEM SOLVING SAFETY COLLABORATION **DATA LITERACY CREATION** Browsing, searching Interacting **Developing Solving technical Protecting devices** digital content and filtering data, through digital problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data re-elaborating Sharing through and technological and privacy digital content digital responses **Evaluating data,** technologies Protecting health Creatively Copyright and information and and well-being using digital licences **Engaging** in digital content technologies citizenship Protecting the **Programming** through digital environment **Identifying digital** technologies Managing data, competence gaps information and Collaborating digital content through digital technologies Netiquette Managing

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS COMMUNICATION & INFORMATION AND **DIGITAL CONTENT SAFETY** PROBLEM SOLVING DATA LITERACY **COLLABORATION CREATION** Developing Browsing, searching Interacting Solving technical **Protecting devices** digital content and filtering data, through digital problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data re-elaborating Sharing through and technological and privacy digital digital content responses Evaluating data, technologies **Protecting health** Creatively Copyright and information and and well-being using digital **Engaging in** licences digital content technologies citizenship Protecting the **Programming** through digital environment **Identifying digital** technologies Managing data, competence gaps information and Collaborating digital content through digital technologies Netiquette Managing digital identity

digital identity





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?

IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
EMAIL ADDRESS

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.

Thank you very much for answering the questionnaire!







Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMA	ATION
01. GENDER: Male Female	Other
02. HOW OLD ARE YOU? 18-25	26-35 \(\sigma 36-50 \) 50+
03. FROM WHICH EU COUNTRY ARE YOU CO	DME FROM?
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO?	Entrepreneur Company Manager X HR Manager
05. TO WHICH OF THE FOLLOWING EU'S KEY	INDUSTRY SECTORS DO YOU BELONG?
Health & Social Care Manufac	cturing & Construction Logistic & Transportation
Scientific, Technical & Professional	Services Public Services Education & Training
Trade (Wholesale & Retail)	nergy Finance ICT & Media (Incl. Publishing)
Creative & Cultural	
Section: STATE OF THE ART	, DIGITAL READINESS AND GAPS
06. DO YOU THINK THAT YOUR CURRENT WORKFORCE IS EQUIPPED TO HANDLE THE DIGITAL TRANSFORMATION?	Strongly disagree disagree Neutral Agree Strongly agree
07. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP? TICK MAX 3 OPTIONS	Cultural Resistance Backwardness of traditional systems No digital infrasctructure No digital talent
	Lack of collaboration and coordination from governments and public bodies
	Lack of digital awareness & understanding
	Resistance to retraining and upgrading of skills Mismatch between educational systems and the needs of the

working world Lack of an adequate government policy





08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Managing digital identity

Netiquette

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- **Programming**

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively using digital
- Identifying digital competence gaps

technologies

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
 - Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette
- Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- **Protecting devices**
- Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
 - Identifying needs and technological responses Creatively using digital technologies
 - identifying digital competence gaps





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	WHAT IS THE LEVEL OF UNDERSTANDING OF YOUR NATIONAL EDUCATION SYSTEM'S (HIGHER EDUCATION - HE, INITIAL VOCATIONAL EDUCATION TRAINING - IVET AND CONTINUING VOCATIONAL EDUCATION TRAINING - CVET) ABOUT THE DIGITAL SKILLS NEEDS REQUESTED BY THE LABOUR MARKET?
	Very Weak Weak Neither Weak nor Strong Strong Very Strong
11.	WHAT IS THE LEVEL OF COMMITMENT OF YOUR NATIONAL HE SYSTEM IN CLOSING THE DIGITAL SKILLS GAP?
	Not at all Responsive Somewhat Unresponsive Somewhat Responsive Very Responsive
12.	WHAT IS THE LEVEL OF COMMITMENT OF YOUR NATIONAL IVET AND CVET SYSTEM IN CLOSING THE DIGITAL SKILLS GAP, ESPECIALLY REGARDING THE LIFELONG LEARNING OPPORTUNITIES?
	Not at all Responsive Somewhat Unresponsive Somewhat Responsive Very Responsive
13.	IN YOUR OPINION, IS THE LEVEL OF DIGITAL COMPETENCES OFFERED BY EDUCATIONAL SYSTEMS (HE, VET, CVET) ADEQUATE TO THE NEEDS OF YOUR COMPANY?
	Totally inadequate Inadequate Sufficiently adequate Adequate
14.	DOES YOUR ORGANISATION OFFER UPSKILLING AND RESKILLING OPPORTUNITIES FOR YOUR CURRENT WORKFORCE?
	Yes No Not yet but we will in the future Not relevant for workforce
Se	ection: DIGITAL SKILLS AND GREEN AND INCLUSIVITY
15.	IN YOUR OPINION, DO YOU THINK THAT IN THE STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) SECTOR WOMEN ARE AFFECTED BY A GENDER GAP?
	A very significant gap A significant gap A moderate gap No significant gap
16.	WHAT OF THE FOLLOWING DIGITAL SKILLS ARE MOST LACKING IN WOMEN EDUCATION/TRAINING OPPORTUNITIES? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS
(INFORMATION AND COMMUNICATION & DIGITAL CONTENT SAFETY PROBLEM SOLVING CREATION
	Browsing, searching Interacting Developing Protecting devices Solving technical and filtering data, through digital digital content problems
	information and technologies Integrating and Protecting digital content Sharing through re-elaborating personal data and technological digital content and privacy responses
	Evaluating data, technologies Copyright and Protecting health Creatively information and digital content Engaging in licences and well-being using digital
\	citizenship through digital technologies Managing data, Citizenship Programming Protecting the environment Identifying digital competence gaps
\wedge	information and digital content through digital technologies
	Netiquette
	Managing digital identity





17. IN YOUR OPINION, DO YOU THINK THAT IN THE STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) SECTOR IN YOUR COUNTRY, THERE IS A GAP IN THE REPRESENTATIVENESS OF PEOPLE WITH DISABILITIES?

A very significant gap A significant gap A moderate gap No significant gap

18. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE MOST LACKING IN EDUCATION/TRAINING OPPORTUNITIES FOR PEOPLE WITH DISABILITY? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

COMMUNICATION & INFORMATION AND DIGITAL CONTENT PROBLEM SOLVING **SAFETY DATA LITERACY** COLLABORATION **CREATION** Developing Browsing, searching **Interacting Protecting devices** Solving technical and filtering data, through digital digital content problems information and technologies **Protecting** Integrating and Identifying needs digital content personal data **Sharing through** re-elaborating and technological and privacy digital digital content responses **Evaluating data,** technologies **Protecting health** Creatively Copyright and information and and well-being using digital **Engaging in** licences digital content technologies citizenship **Protecting the Programming** through digital environment **Identifying digital** technologies competence gaps Managing data, information and Collaborating digital content through digital technologies Netiquette Managing digital identity

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND **COMMUNICATION & DIGITAL CONTENT PROBLEM SOLVING SAFETY** COLLABORATION DATA LITERACY **CREATION Developing** Browsing, searching Interacting Protecting devices Solving technical and filtering data, through digital digital content problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data **Sharing through** re-elaborating and technological and privacy digital content digital responses **Evaluating data,** technologies Protecting health Creatively Copyright and information and and well-being using digital **Engaging in** licences digital content technologies citizenship **Protecting the Programming** through digital environment **Identifying digital** technologies competence gaps Managing data, information and Collaborating digital content through digital technologies Netiquette Managing digital identity





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
EMAIL ADDRESS

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.

Thank you very much for answering the questionnaire!







Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION
01. GENDER: Male Female Other
02. HOW OLD ARE YOU? 18-25 26-35 36-50 50+
03. FROM WHICH EU COUNTRY ARE YOU COME FROM? (Bel jum
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO? Entrepreneur Company Manager HR Manager
05. TO WHICH OF THE FOLLOWING EU'S KEY INDUSTRY SECTORS DO YOU BELONG?
Health & Social Care Manufacturing & Construction Logistic & Transportation
Scientific, Technical & Professional Services Public Services Education & Training
Trade (Wholesale & Retail) Energy Finance (ICT & Media (Incl. Publishing)
Creative & Cultural
Section: STATE OF THE ART, DIGITAL READINESS AND GAPS
O6. DO YOU THINK THAT YOUR CURRENT WORKFORCE IS EQUIPPED TO HANDLE THE DIGITAL TRANSFORMATION? Strongly disagree disagree Neutral Agree Strongly agree
07. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP? TICK MAX 3 OPTIONS Cultural Resistance Backwardness of traditional systems No digital infrasctructure No digital talent
Lack of collaboration and coordination from governments and public bodies
Lack of digital awareness & understanding
Resistance to retraining and upgrading of skills
Mismatch between educational systems and the needs of the

working world Lack of an adequate government policy





08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
 - Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette Managing

digital identity

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- Protecting devices
 - Protecting personal data and privacy
 - Protecting health and well-being
 - Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively
- using digital technologies
- identifying digital competence gaps

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, Information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette
- Managing digital identity

DIGITAL CONTENT CREATION

- racting Developing th digital digital content
- nnologies Integrating and re-elaborating digital digital content
 - Copyright and licences
 - **Programming**

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively using digital
- Identifying digital competence gaps

technologies





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, INI	TIAL VOCATIONAL EDU	CATION TRAINING - IV	CATION SYSTEM'S (HIG ET AND CONTINUING VO REQUESTED BY THE LAB	CATIONAL
	Very Weak	Weak Neithe	r Weak nor Strong	Strong Very Stro	ong
11.		OF COMMITMENT OF YOUNG THE DIGITAL SKILLS			
	Not at all Respon	sive Somewhat U	Inresponsive Some	ewhat Responsive 💮 V	'ery Responsive
12.				ND CVET SYSTEM IN CLO NING OPPORTUNITIES?	SING THE
	Not at all Respor	nsive Somewhat L	Inresponsive Some	ewhat Responsive 🕒 V	ery Responsive
13.	-	S THE LEVEL OF DIGITAL		ED BY EDUCATIONAL ST	YSTEMS
	Totally inadequa	te Inadequat	Sufficien	itly adequate	\dequate
14.	DOES YOUR ORGANI WORKFORCE?	SATION OFFER UPSKILL	LING AND RESKILLING	OPPORTUNITIES FOR YO	OUR CURRENT
	Yes	No Not	yet but we will in the f	uture Not relevan	nt for workforce
Se	ection: DIGITA	L SKILLS AND	GREEN AND INC	CLUSIVITY	
15.			THE STEM (SCIENCE, TE AFFECTED BY A GENDER	ECHNOLOGY, ENGINEER CGAP?	ING,
	A very significar	nt gap A signific	ant gap A mode	rate gap No signi	ficant gap
16.	***************************************		ARE MOST LACKING IN IP FRAMEWORK) - TICK	WOMEN EDUCATION/T MAX 3 OPTIONS	RAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
	Browsing, searching and filtering data, information and digital content	Interacting through digital technologies Sharing through	Developing digital content Integrating and re-elaborating	Protecting devices Protecting personal data	Solving technical problems Identifying needs
	Evaluating data,	digital	digital content	and privacy	and technological responses
Variety of	information and digital content	technologies Engaging in	Copyright and licences	Protecting health and well-being	Creatively using digital technologies
	Managing data,	citizenship through digital technologies	Programming	Protecting the environment	Identifying digital competence gaps
	information and digital content	Collaborating through digital technologies			g.,
		Netiquette			
		Managing digital identity			





	N, DO YOU THINK THAT IN ECTOR IN YOUR COUNTRY S?			
A very signif	cant gap A significa	ant gap A mode	erate gap No signi	ficant gap
	DLLOWING DIGITAL SKILLS 'H DISABILITY? (SKILLS FRO			
INFORMATION AN DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
Browsing, searching and filtering data	through digital	Developing digital content	Protecting devices	Solving technical problems
information and digital content	technologies Sharing through digital	Integrating and re-elaborating digital content	Protecting personal data and privacy	Identifying needs and technological responses
Evaluating data, information and	technologies Engaging in	Copyright and licences	Protecting health and well-being	Creatively using digital
digital content	citizenship through digital	Programming	Protecting the environment	technologies Identifying digital
Managing data, Information and digital content	technologies Collaborating through digital technologies			competence gaps
	Netiquette			

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE

digital identity

GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS **INFORMATION AND COMMUNICATION & DIGITAL CONTENT PROBLEM SOLVING SAFETY** DATA LITERACY COLLABORATION **CREATION** Browsing, searching **Developing** Interacting **Protecting devices Solving technical** and filtering data, through digital digital content problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data **Sharing through** re-elaborating and technological and privacy digital content digital responses **Evaluating data,** technologies **Protecting health** Creatively **Copyright and** information and and well-being using digital **Engaging in** licences digital content technologies citizenship **Protecting the Programming** through digital environment **Identifying digital** technologies Managing data, competence gaps information and Collaborating digital content through digital technologies Netiquette Managing digital identity





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
EMAIL ADDRESS

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.

Thank you very much for answering the questionnaire!







Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMA	HON
01. GENDER: Male Female	Other
O2. HOW OLD ARE YOU? 18-25	26-35 36-50 50+
03. FROM WHICH EU COUNTRY ARE YOU CO	20166
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO?	Entrepreneur Company Manager HR Manager
05. TO WHICH OF THE FOLLOWING EU'S KEY	INDUSTRY SECTORS DO YOU BELONG?
	turing & Construction
Scientific, Technical & Professional	Services Public Services Education & Training
Trade (Wholesale & Retail)	ergy Finance ICT & Media (Incl. Publishing)
Creative & Cultural	
Section: STATE OF THE ART,	DIGITAL READINESS AND GAPS
06. DO YOU THINK THAT YOUR CURRENT WORKFORCE IS EQUIPPED TO HANDLE THE DIGITAL TRANSFORMATION?	Strongly disagree disagree Neutral Agree Strongly agree
07. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP? TICK MAX 3 OPTIONS	Cultural Resistance Backwardness of traditional systems No digital infrasctructure No digital talent Lack of collaboration and coordination from governments and public bodies
	Lack of digital awareness & understanding
	Resistance to retraining and upgrading of skills
	Mismatch between educational systems and the needs of the

working world Lack of an adequate government policy





08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND **COMMUNICATION & DIGITAL CONTENT PROBLEM SOLVING SAFETY DATA LITERACY** COLLABORATION **CREATION** Browsing, searching Interacting Developing Solving technical **Protecting devices** and filtering data, digital content through digital problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data re-elaborating Sharing through and technological and privacy digital digital content responses Evaluating data. technologies Protecting health Creatively Copyright and information and and well-being using digital **Engaging in** licences digital content technologies citizenship Protecting the Programming through digital environment **Identifying digital** technologies Managing data, competence gaps information and **Collaborating** digital content through digital technologies Netiquette Managing digital identity

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

Managing digital identity

INFORMATION AND **COMMUNICATION & DIGITAL CONTENT** PROBLEM SOLVING SAFETY **DATA LITERACY** COLLABORATION **CREATION Developing** Browsing, searching Interacting **Protecting devices** Solving technical and filtering data. digital content through digital problems information and technologies Protecting Integrating and **Identifying needs** digital content personal data re-elaborating **Sharing through** and technological and privacy digital content digital responses Evaluating data, technologies Protecting health Creatively Copyright and information and and well-being using digital **Engaging in** licences digital content technologies citizenship **Protecting the Programming** through digital environment **Identifying digital** technologies Managing data, competence gaps information and Collaborating digital content through digital technologies Netiquette





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, IN	IITIAL VOCATIONAL ED	OF YOUR NATIONAL EDU DUCATION TRAINING - IV E DIGITAL SKILLS NEEDS I	ET AND CONTINUING V	OCATIONAL
	Very Weak	Weak Neith	ner Weak nor Strong	Strong Very Stro	ong
11.		OF COMMITMENT OF SING THE DIGITAL SKIL	LS GAP?		
	Not at all Respo	nsive Somewhat	Unresponsive Some	ewhat Responsive 🥏 V	ery Responsive
12.			YOUR NATIONAL IVET A		
	Not at all Respo	onsive Somewhat	Unresponsive Som	ewhat Responsive 🦳 \	ery Responsive
13.	-	IS THE LEVEL OF DIGIT	AL COMPETENCES OFFER OF YOUR COMPANY?	RED BY EDUCATIONAL S	YSTEMS
	Totally inadequ	ate Inadequa	Sufficier	ntly adequate	Adequate
14.	DOES YOUR ORGAN WORKFORCE?	IISATION OFFER UPSKI	LLING AND RESKILLING	OPPORTUNITIES FOR YO	OUR CURRENT
•	Yes	No No	t yet but we will in the f	uture Not releva	nt for workforce
Se	ection: DIGITA	AL SKILLS AND	GREEN AND IN	CLUSIVITY	
15.	•		N THE STEM (SCIENCE, T AFFECTED BY A GENDER	•	RING,
	A very significa	nt gap A signifi	icant gap A mode	rate gap No signi	ficant gap
16.			S ARE MOST LACKING IN DMP FRAMEWORK) - TICK		RAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
	Browsing, searching and filtering data,	Interacting through digital	Developing digital content	Protecting devices	Solving technical problems
	information and digital content	technologies Sharing through digital	Integrating and re-elaborating digital content	Protecting personal data and privacy	Identifying needs and technologica responses
	Evaluating data, information and digital content	technologies Engaging in	Copyright and licences	Protecting health and well-being	Creatively using digital technologies
1	Managing data,	citizenship through digital technologies	Programming	Protecting the environment	Identifying digital competence gaps
X	information and digital content	Collaborating through digital technologies			3
		Netiquette			
		Managing digital identity			





17. IN YOUR OPINION, DO YOU THINK THAT IN THE STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) SECTOR IN YOUR COUNTRY, THERE IS A GAP IN THE REPRESENTATIVENESS OF PEOPLE WITH DISABILITIES? very significant gap A significant gap A moderate gap No significant gap 18. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE MOST LACKING IN EDUCATION/TRAINING OPPORTUNITIES FOR PEOPLE WITH DISABILITY? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS INFORMATION AND **COMMUNICATION &** DIGITAL CONTENT PROBLEM SOLVING SAFFTY **DATA LITERACY** COLLABORATION **CREATION Browsing, searching** Interacting **Developing Protecting devices Solving technical** and filtering data, through digital digital content problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data Sharing through re-elaborating and technological and privacy digital content digital responses **Evaluating data,** technologies Protecting health Creatively Copyright and information and and well-being using digital licences **Engaging in** digital content technologies citizenship **Protecting the Programming** through digital environment **Identifying digital** technologies competence gaps Managing data, information and Collaborating digital content through digital technologies Netiquette

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

Managing digital identity

INFORMATION AND **COMMUNICATION & DIGITAL CONTENT PROBLEM SOLVING** SAFETY **DATA LITERACY COLLABORATION CREATION** Developing Browsing, searching Interacting **Protecting devices** Solving technical and filtering data, digital content through digital problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data re-elaborating **Sharing through** and technological and privacy digital digital content responses **Evaluating data,** technologies **Protecting health** Creatively Copyright and information and and well-being using digital licences **Engaging in** digital content technologies citizenship Protecting the **Programming** through digital environment **Identifying digital** technologies Managing data, competence gaps information and Collaborating digital content through digital technologies Netiquette Managing digital identity





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
YOUR CONTACT: NAME/FAMILY NAME
YOUR CONTACT: NAME/FAMILY NAME ORGANIZATION
YOUR CONTACT: NAME/FAMILY NAME
YOUR CONTACT: NAME/FAMILY NAME ORGANIZATION

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.

Thank you very much for answering the questionnaire!





. CENEDAL INICODALATION



Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION	
01. GENDER: Male Female	Other
O2. HOW OLD ARE YOU? 18-25	26-3536-50 50+
03. FROM WHICH EU COUNTRY ARE YOU COME FROM?	
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO?	Entrepreneur Company Manager — HR Manager
05. TO WHICH OF THE FOLLOWING EU'S KEY INDUSTRY SECTORS DO YOU BELONG?	
Health & Social Care Manufacturing & Construction Logistic & Transportation	
Scientific, Technical & Professional Services Public Services Education & Training	
Trade (Wholesale & Retail) Energy Finance ICT & Media (Incl. Publishing)	
Creative & Cultural	
Section: STATE OF THE ART, DIGITAL READINESS AND GAPS	
06. DO YOU THINK THAT YOUR CURRENT WORKFORCE IS EQUIPPED TO HANDLE THE DIGITAL TRANSFORMATION?	Strongly disagree disagree Neutral
	- Agree Strongly agree
07. WHAT ARE THE BIGGEST CHALLENGES IN CLOSING THE DIGITAL SKILLS GAP? TICK MAX 3 OPTIONS	Cultural Resistance Backwardness of traditional systems
	No digital infrasctructure No digital talent
	Lack of collaboration and coordination from governments and public bodies
	Lack of digital awareness & understanding
	Resistance to retraining and upgrading of skills

Mismatch between educational systems and the needs of the working world Lack of an adequate government policy





08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
 - Managing digital identity

Netiquette

DIGITAL CONTENT CREATION

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- Protecting devices
- Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses
- Creatively using digital technologies
- identifying digital competence gaps

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
- Netiquette
- Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
 - Integrating and re-elaborating digital content
 - Copyright and licences
 - Programming

SAFETY

- Protecting devices
- Protecting personal data and privacy
 - Protecting health and well-being
 - Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively using digital technologies
- Identifying digital competence gaps





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, IN	IITIAL VOCATIONAL ED	UCATION TRAINING - IV	JCATION SYSTEM'S (HIG ET AND CONTINUING V REQUESTED BY THE LAB	OCATIONAL
	Very Weak	Weak Neith	er Weak nor Strong	Strong Very Stro	ong
11.		OF COMMITMENT OF Y			
	Not at all Respo	onsive Somewhat	Unresponsive Some	ewhat Responsive 💮 V	ery Responsive
12.				ND CVET SYSTEM IN CLO NING OPPORTUNITIES?	
	Not at all Respo	onsive Somewhat	Unresponsive ——Som	ewhat Responsive 💮 \	ery Responsive
13.		IS THE LEVEL OF DIGITA QUATE TO THE NEEDS (RED BY EDUCATIONAL S	YSTEMS
	Totally inadequa	ate — Inadequa	te Sufficier	ntly adequate	Adequate
14.	DOES YOUR ORGAN WORKFORCE?	IISATION OFFER UPSKIL	LING AND RESKILLING	OPPORTUNITIES FOR YO	OUR CURRENT
/2	Yes	No Not	yet but we will in the f	uture Not releva	nt for workforce
Se	ction: DIGITA	AL SKILLS AND	GREEN AND IN	CLUSIVITY	
15.			N THE STEM (SCIENCE, TI AFFECTED BY A GENDER	ECHNOLOGY, ENGINEER R GAP?	ING,
	A very significa	nt gap A signific	cant gap A mode	rate gap No signi	ficant gap
16.			ARE MOST LACKING IN MP FRAMEWORK) - TICK	WOMEN EDUCATION/T MAX 3 OPTIONS	RAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
	Browsing, searching and filtering data, information and	Interacting through digital technologies	Developing digital content Integrating and	Protecting devices Protecting	Solving technical problems
	digital content	Sharing through digital	re-elaborating digital content	personal data and privacy	identifying needs and technological responses
	Evaluating data, information and digital content	technologies Engaging in citizenship	Copyright and licences	Protecting health and well-being	Creatively using digital technologies
	Managing data,	through digital technologies	Programming	Protecting the environment	Identifying digital competence gaps
	information and digital content	Collaborating through digital technologies			g.,
		Netiquette			
		Managing digital identity			





17	! IN YOUR OPINION, DO YOU THINK THAT IN THE STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND
	MATHEMATICS) SECTOR IN YOUR COUNTRY, THERE IS A GAP IN THE REPRESENTATIVENESS OF PEOPLE
	WITH DISABILITIES?

A very significant gap A significant gap A moderate gap No significant gap

18. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE MOST LACKING IN EDUCATION/TRAINING OPPORTUNITIES FOR PEOPLE WITH DISABILITY? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND **COMMUNICATION & DIGITAL CONTENT** PROBLEM SOLVING **SAFETY** DATA LITERACY COLLABORATION **CREATION Developing** Browsing, searching Interacting Solving technical **Protecting devices** and filtering data, through digital digital content problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data re-elaborating **Sharing through** and technological and privacy digital content digital responses Evaluating data, technologies **Protecting health** Creatively Copyright and Information and and well-being using digital **Engaging in** licences digital content technologies citizenship **Protecting the Programming** through digital environment **Identifying digital** technologies competence gaps Managing data, information and Collaborating digital content through digital technologies Netiquette Managing digital identity

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND **COMMUNICATION & DIGITAL CONTENT PROBLEM SOLVING SAFETY** DATA LITERACY COLLABORATION **CREATION Developing** Browsing, searching Interacting **Protecting devices** Solving technical and filtering data, through digital digital content problems information and technologies **Protecting** Integrating and **Identifying needs** digital content personal data **Sharing through** re-elaborating and technological and privacy digital content digital responses Evaluating data, technologies **Protecting health** Creatively Copyright and information and and well-being using digital **Engaging in** licences digital content technologies citizenship Protecting the **Programming** through digital environment **Identifying digital** technologies competence gaps Managing data, information and Collaborating digital content through digital technologies Netiquette Managing digital identity





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?

•••••••••••••••••••••••••••••••••••••••

IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
EMAIL ADDRESS

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



🥽 If you agree with the processing of your data according to the above, please sign here/tick this box.







Digital Skills and Jobs

The survey is designed to collect data on the specific digital skills (based on the EU DigComp Framework) required by employers in rapidly changing labour markets and societies. It will also analyse the current level of digital knowledge in the workforce, as well as the level of existing training offers and preparedness for the digital and green transition. This survey was conducted as part of the DIGIT EDU 2023 project, the final report will be shared and discussed with the EC and freely available for everyone. This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION
01. GENDER: Male Female Other
02. HOW OLD ARE YOU? 18-25 26-35 36-50 50+
03. FROM WHICH EU COUNTRY ARE YOU COME FROM?
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO? Entrepreneur Company Manager HR Manager
05. TO WHICH OF THE FOLLOWING EU'S KEY INDUSTRY SECTORS DO YOU BELONG?
Health & Social Care Manufacturing & Construction Logistic & Transportation
Scientific, Technical & Professional Services Public Services Education & Training
Trade (Wholesale & Retail) Energy Finance ICT & Media (Incl. Publishing)
Creative & Cultural
Section: STATE OF THE ART, DIGITAL READINESS AND GAPS
06. DO YOU THINK THAT YOUR CURRENT Strongly disagree disagree Neutral
WORKFORCE IS EQUIPPED TO HANDLE THE DIGITAL TRANSFORMATION? Agree Strongly agree
07. WHAT ARE THE BIGGEST CHALLENGES Cultural Resistance Backwardness of traditional systems
IN CLOSING THE DIGITAL SKILLS GAP? TICK MAX 3 OPTIONS No digital infrasctructure No digital talent
Lack of collaboration and coordination from governments and public bodies
Lack of digital awareness & understanding
Resistance to retraining and upgrading of skills

Mismatch between educational systems and the needs of the working world Lack of an adequate government policy





08. WHAT DIGITAL SKILLS GAP IS AFFECTING YOUR CURRENT WORKFORCE? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
 - Netiquette
 - Managing digital identity

DIGITAL CONTENT

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licences
- Programming

SAFETY

- **Protecting devices**
- Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively
 - Creatively using digital technologies
- Identifying digital competence gaps

09. WHAT DIGITAL SKILLS GAP WILL AFFECT YOUR WORKFORCE IN THE COMING YEARS (4 YEARS)? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

- Browsing, searching and filtering data, information and digital content
- Evaluating data, information and digital content
- Managing data, information and digital content

COMMUNICATION & COLLABORATION

- Interacting through digital technologies
- Sharing through digital technologies
- Engaging in citizenship through digital technologies
- Collaborating through digital technologies
 - Netiquette
- Managing digital identity

DIGITAL CONTENT CREATION

- Developing digital content
 - Integrating and re-elaborating digital content
 - Copyright and licences
 - Programming

SAFETY

- **Protecting devices**
 - Protecting personal data and privacy
- Protecting health and well-being
- Protecting the environment

PROBLEM SOLVING

- Solving technical problems
- Identifying needs and technological responses Creatively using digital technologies
- Identifying digital competence gaps





Section: TRAINING NEEDS AND EDUCATION/TRAINING/LIFELONG LEARNING OPPORTUNITIES

10.	EDUCATION - HE, IN	OF UNDERSTANDING OF OF THE STANDING OF OF THE CONTROL OF THE CONTR	CATION TRAINING - IV	ET AND CONTINUING V	OCATIONAL
	Very Weak	Weak Neithe	r Weak nor Strong	Strong Very Stro	ong
11.		OF COMMITMENT OF YOUR THE DIGITAL SKILLS			
	Not at all Respon	nsive Somewhat U	nresponsive Some	ewhat Responsive 🥟 V	ery Responsive
12.		OF COMMITMENT OF YO , ESPECIALLY REGARDIN			SING THE
	Not at all Respon	nsive Somewhat U	Inresponsive Some	ewhat Responsive 🦳 \	ery Responsive
13.		IS THE LEVEL OF DIGITAL QUATE TO THE NEEDS O		RED BY EDUCATIONAL ST	YSTEMS
	Totally inadequa	ate Inadequat	e Sufficier	ntiy adequate	Adequate
14.	DOES YOUR ORGANI WORKFORCE?	ISATION OFFER UPSKILL	ING AND RESKILLING	OPPORTUNITIES FOR YO	OUR CURRENT
	Yes	No Not y	et but we will in the f	uture Not releva	nt for workforce
Se	ection: DIGITA	AL SKILLS AND G	GREEN AND IN	CLUSIVITY	
15.		DO YOU THINK THAT IN S) SECTOR WOMEN ARE A			ing,
	A very significar	nt gap A significa	ant gap A mode	rate gap No signi	ficant gap
16.		OWING DIGITAL SKILLS A SKILLS FROM EU DIGCOM			RAINING
	INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
	Browsing, searching and filtering data,	Interacting through digital	Developing digital content	Protecting devices	Solving technical problems
	information and digital content	technologies Sharing through digital	Integrating and re-elaborating digital content	Protecting personal data and privacy	Identifying needs and technological
X	Evaluating data, information and digital content	technologies Engaging in	Copyright and licences	Protecting health and well-being	responses Creatively using digital
	Managing data,	citizenship through digital technologies	Programming	Protecting the environment	technologies Identifying digital competence gaps
	information and digital content	Collaborating through digital technologies			
		Netiquette			
		Managing digital identity			





17	, IN YOUR OPINION, DO YOU THIN	K THAT IN THE STEM (SO	CIENCE, TECHNOLOGY, ENGIN	EERING, AND
	MATHEMATICS) SECTOR IN YOUR	COUNTRY, THERE IS A G	GAP IN THE REPRESENTATIVE	IESS OF PEOPLE
	WITH DISABILITIES?			

A very significant gap

A significant gap

A moderate gap

No significant gap

18. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE MOST LACKING IN EDUCATION/TRAINING OPPORTUNITIES FOR PEOPLE WITH DISABILITY? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

Browsing, searching and filtering data, information and digital content

Evaluating data, information and digital content

Managing data, information and digital content

COMMUNICATION & COLLABORATION

Interacting through digital technologies

Sharing through digital technologies

Engaging in citizenship through digital technologies

Collaborating through digital technologies

Netiquette

Managing digital identity

DIGITAL CONTENT CREATION

Developing digital content

Integrating and re-elaborating digital content

Copyright and licences

Programming Protecti

SAFETY PROB

Protecting devices

Protecting personal data and privacy

Protecting health and well-being

Protecting the environment

PROBLEM SOLVING

Solving technical problems

Identifying needs and technological responses Creatively using digital

technologies
Identifying digital
competence gaps

19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

INFORMATION AND DATA LITERACY

Browsing, searching and filtering data, information and digital content

Evaluating data, information and digital content

Managing data, information and digital content

COMMUNICATION & COLLABORATION

Interacting through digital technologies

Sharing through digital technologies

Engaging In citizenship through digital technologies

Collaborating through digital technologies

Netiquette

Managing digital identity

DIGITAL CONTENT CREATION

Developing digital content

Integrating and re-elaborating digital content

Copyright and licences

Programming

SAFETY

Protecting devices

Protecting personal data and privacy

Protecting health and well-being

Protecting the environment

PROBLEM SOLVING

Solving technical problems

Identifying needs and technological responses Creatively using digital technologies

Identifying digital competence gaps





20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
COUNTRY
EMAIL ADDRESS

Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



If you agree with the processing of your data according to the above, please sign here/tick this box.







Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION

A DIGITAL FOOTPRINT IS THE TRAIL OF DATA YOU LEAVE BEHIND WHEN YOU DO ANYTHING ONLINE. WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION.

01.	GENDER: Male Female Prefer not to say
02.	HOW OLD ARE YOU? 16-25 26-35 36-50 50+
03.	WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?
	First level of compulsory education education (University)
04.	. MY TECHNICAL SKILLS ARE:
	BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING)
	INTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA)
	ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING)
05.	WHAT IS YOUR COUNTRY OF RESIDENCE?
06.	WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed





Section One: DIGITAL FOOTPRINT AWARENESS

Yes, I do sometimes Yes, always No
res, 1 do sometimes res, always 140
08. HAVE YOU EVER GIVEN PERMISSION FOR THIRD PARTIES TO ACCESS AND USE YOUR DATA?
Yes No
09. WHO OWNS AND CAN USE THE DATA ABOUT YOUR BEHAVIOR ONLINE, SUCH AS YOUR CONTACTS OR YOUR LOCATIONS?
t is mine, no one should use it
Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole
Only companies to whom I have given my unequivocal permission
Public authorities which promote public interest
Anyone who wishes, those data are not mine anymore
Section: ONLINE REPUTATION
10. HAVE YOU EVER SEARCHED YOUR "NAME/SURNAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY AND REPUTATION?
Yes Not yes, I will do it now No, I don't care
11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE:
TRUE FALSE
I am in full control, and I am able to manage my digital identity
Me, I am ne, but I know many people who are completely unaware
Someone could easily influence my online reputation by posting fake information under my name
In any case if people don't use social media, but only email or the internet they don't have to worry about their online reputation
12. HOW DO YOU THINK YOUR PROLE SHOULD BE USED? TICK AS MANY AS APPLY
When employers check their future employees' online proles
To suggest items that I possibly want to buy
In the public interest (for instance for research or educational purposes)
To be made available to national security agencies
Private companies, including social media platforms, can sell my data as they wish
My data are just mine, it should not be used for any purpose!





13.	WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLOYER'S DECISION TO HIRE YOU? <i>TICK AS MANY AS APPLY</i>
	Negative comments about previous employers
•	The photos and videos you have published
	The pages you follow on your social media
	Poor grammar in comments and posts
	Your political beliefs expressed online
	lt is unfair for an employer to look at my online reputation
14.	HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE
	l can always delete something I have published
	I can promote a positive reputation
	I can be more mindful of what I publish online
	You cannot, once something is published online it cannot be removed
15.	DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?
	Yes
	It is rare
	lt is impossible to steal data online
16.	ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL MEDIA, SHOPPING ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION?
(Yes No
Se	ction: MEDIA LITERACY COMPETENCES
17.	WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY
	My identity name, nationality, address, etc.
	Web browsing history / behaviour preferences
	Shopping preferences
	Financial information, eg, credit cards or bank accounts numbers
18.	HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS ON YOUR DEVICES?
	TRUE FALSE
	Location tracking
	Privacy settings on social media
	Change username/password or delete your old media accounts
	Private mode in your browser
	Anti-tracking tools

Ads blockers software

None of the above





For employers to check their future employees' online proles To suggest items that I possibly want to buy To be made available to national security agencies Private companies such as Facebook can sell as they wish my data as they wish My data are just mine, it should not be used for any purpose! In the public interest (for instance for research or educational purposes) 21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? FYOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DORGANIZATION COUNTRY	19. WHERE SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY ONLINE REPUTATION? TICK AS MANY AS A	PPL
Through online information campaigns Social media and service providers should be obliged to provide more user-friendly support Other Other Other For employers to check their future employees' online proles To suggest items that I possibly want to buy To be made available to national security agencies Private companies such as Facebook can sell as they wish my data as they wish My data are just mine, it should not be used for any purposel In the public interest (for instance for research or educational purposes) 21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations It would be suclent if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? FYOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY	At school	
Social media and service providers should be obliged to provide more user-friendly support Other 20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY For employers to check their future employees' online proles To suggest items that I possibly want to buy To be made available to national security agencies Private companies such as Facebook can sell as they wish my data as they wish My data are just mine, it should not be used for any purpose! In the public interest (for instance for research or educational purposes) 21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? FYOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DORGANIZATION COUNTRY	Tips from peers/ friends	
Other 20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY For employers to check their future employees' online proles To suggest items that I possibly want to buy To be made available to national security agencies Private companies such as Facebook can sell as they wish my data as they wish My data are just mine, it should not be used for any purpose! In the public interest (for instance for research or educational purposes) 21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? FYOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DORGANIZATION COUNTRY	Through online information campaigns	
FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY For employers to check their future employees' online proles To suggest items that I possibly want to buy To be made available to national security agencies Private companies such as Facebook can sell as they wish my data as they wish My data are just mine, it should not be used for any purpose! In the public interest (for instance for research or educational purposes) 21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? FYOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE FYOUR CONTACT: NAME/FAMILY NAME ORGANIZATION COUNTRY	Social media and service providers should be obliged to provide more user-friendly support	
For employers to check their future employees' online proles To suggest items that I possibly want to buy To be made available to national security agencies Private companies such as Facebook can sell as they wish my data as they wish My data are just mine, it should not be used for any purpose! In the public interest (for instance for research or educational purposes) 21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? FYOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DORGANIZATION COUNTRY	Other	
To suggest items that I possibly want to buy To be made available to national security agencies Private companies such as Facebook can sell as they wish my data as they wish My data are just mine, it should not be used for any purpose! In the public interest (for instance for research or educational purposes) 21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations it would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? FYOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DORGANIZATION COUNTRY	20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY	
To be made available to national security agencies Private companies such as Facebook can sell as they wish my data as they wish My data are just mine, it should not be used for any purpose! In the public interest (for instance for research or educational purposes) 21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DORGANIZATION COUNTRY	For employers to check their future employees' online proles	
Private companies such as Facebook can sell as they wish my data as they wish My data are just mine, it should not be used for any purpose! In the public interest (for instance for research or educational purposes) 21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? FYOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DORGANIZATION COUNTRY	To suggest items that I possibly want to buy	
My data are just mine, it should not be used for any purpose! In the public interest (for instance for research or educational purposes) 21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DORGANIZATION COUNTRY	To be made available to national security agencies	
In the public interest (for instance for research or educational purposes) 21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations it would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? FYOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY	Private companies such as Facebook can sell as they wish my data as they wish	
21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING? Social media platforms and service providers should respect stricter regulations It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? FYOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY	My data are just mine, it should not be used for any purpose!	
Social media platforms and service providers should respect stricter regulations It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME ORGANIZATION COUNTRY	In the public interest (for instance for research or educational purposes)	
It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY	21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING?	
It would be sucient if they follow a code of conduct and regulate themselves Users are the sole responsible of their behavior online, no regulations at all Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY	Social media platforms and service providers should respect stricter regulations	
Users should be given more control over their data, including the option to delete it 22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY		
22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE? IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY	Users are the sole responsible of their behavior online, no regulations at all	
F YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY	Users should be given more control over their data, including the option to delete it	
F YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY		
F YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY		
F YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY	22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?	
F YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY		••••
F YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY		*****
YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY		
YOUR CONTACT: NAME/FAMILY NAME DRGANIZATION COUNTRY		
COUNTRY	IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:	
COUNTRY	NAME/FAMILY NAME	•••••
	ORGANIZATION ······	••••
	COUNTRY	••••
EMAIL ADDECC	EMAII ADDECC	

www.dlearn.eu





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.







Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION

A DIGITAL FOOTPRINT IS THE TRAIL OF DATA YOU LEAVE BEHIND WHEN YOU DO ANYTHING ONLINE. WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION.

01.	GENDER: Male Prefer not to say
02.	HOW OLD ARE YOU? 16-25 26-35 36-50 50+
03.	WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?
	First level of Secondary education education (University)
04.	MY TECHNICAL SKILLS ARE:
	BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING)
	INTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA)
	ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING)
05.	WHAT IS YOUR COUNTRY OF RESIDENCE?
06.	WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed





Section One: DIGITAL FOOTPRINT AWARENESS

V. HAVE 100 EVER READ ATRIVACT FORCE HEFOLE DEFORE AGREEMED TO IT:
Yes, I do sometimes Yes, always No
08. HAVE YOU EVER GIVEN PERMISSION FOR THIRD PARTIES TO ACCESS AND USE YOUR DATA?
Yes No
09. WHO OWNS AND CAN USE THE DATA ABOUT YOUR BEHAVIOR ONLINE, SUCH AS YOUR CONTACTS OR YOUR LOCATIONS?
It is mine, no one should use it
Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole
Only companies to whom I have given my unequivocal permission
Public authorities which promote public interest
Anyone who wishes, those data are not mine anymore
Section: ONLINE REPUTATION
10. HAVE YOU EVER SEARCHED YOUR "NAME/SURNAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY AND REPUTATION?
Yes Not yes, I will do it now No, I don't care
11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE: TRUE FALSE
I am in full control, and I am able to manage my digital identity
Me, I am ne, but I know many people who are completely unaware
Someone could easily influence my online reputation by posting fake information under my name
In any case if people don't use social media, but only email or the internet they don't have to worry about their online reputation
12. HOW DO YOU THINK YOUR PROLE SHOULD BE USED? TICK AS MANY AS APPLY
When employers check their future employees' online proles
To suggest items that I possibly want to buy
In the public interest (for instance for research or educational purposes)
To be made available to national security agencies
Private companies, including social media platforms, can sell my data as they wish
My data are just mine, it should not be used for any purpose!





13. WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLOYER'S DECISION TO HIR YOU? TICK AS MANY AS APPLY
Negative comments about previous employers
The photos and videos you have published
The pages you follow on your social media
Poor grammar in comments and posts
Your political beliefs expressed online
It is unfair for an employer to look at my online reputation
14. HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE
I can always delete something I have published
I can promote a positive reputation
a can be more mindful of what I publish online
You cannot, once something is published online it cannot be removed
15. DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?
Yes
t is rare
It is impossible to steal data online
16. ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL MEDIA, SHOPPING ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION?
Yes No
Section: MEDIA LITERACY COMPETENCES
17. WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY
My identity name, nationality, address, etc.
Web browsing history / behaviour preferences
Shopping preferences
Financial information, eg, credit cards or bank accounts numbers
18. HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS ON YOUR DEVICES?
TRUE FALSE
Location tracking
Privacy settings on social media Change username/password or delete your old media accounts
Private mode in your browser
Anti-tracking tools

Ads blockers software

None of the above





19. WHERE SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY ONLINE REPUTATION? TICK AS MANY AS APPL
At school
Tips from peers/ friends
Through online information campaigns
Social media and service providers should be obliged to provide more user-friendly support
Other
20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY
For employers to check their future employees' online proles
To suggest items that I possibly want to buy
To be made available to national security agencies
Private companies such as Facebook can sell as they wish my data as they wish
My data are just mine, it should not be used for any purpose!
In the public interest (for instance for research or educational purposes)
21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING?
Social media platforms and service providers should respect stricter regulations
It would be sucient if they follow a code of conduct and regulate themselves
Users are the sole responsible of their behavior online, no regulations at all
Users should be given more control over their data, including the option to delete it
OO DO VOLUME AND FURTUED COMMENTS OF IREAS VOLUME LIVE TO SUMPER
22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
EMAIL ADDRESS





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



If you agree with the processing of your data according to the above, please sign here/tick this box.







Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION.

Section: GENERAL INFORMATION

01. GENDER: Prefer not to say emale 02. HOW OLD ARE YOU? 03. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED? First level of **Higher** Secondary **Postgraduate** compulsory education education education (University) **04. MY TECHNICAL SKILLS ARE:** BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING) INTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA) ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING) **05. WHAT IS YOUR COUNTRY OF RESIDENCE?** 06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed

I do not work

A DIGITAL FOOTPRINT IS THE TRAIL OF DATA YOU LEAVE BEHIND WHEN YOU DO ANYTHING ONLINE.





Section One: DIGITAL FOOTPRINT AWARENESS

07. HAVE YOU EVER READ A PRIVACY POLICY IN FULL BEFORE AGREEING TO IT?
Yes, I do sometimes Yes, always No
08. HAVE YOU EVER GIVEN PERMISSION FOR THIRD PARTIES TO ACCESS AND USE YOUR DATA?
Yes No
09. WHO OWNS AND CAN USE THE DATA ABOUT YOUR BEHAVIOR ONLINE, SUCH AS YOUR CONTACTS OR YOUR LOCATIONS?
lt is mine, no one should use it
Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole
Only companies to whom I have given my unequivocal permission
Public authorities which promote public interest
Anyone who wishes, those data are not mine anymore
Section: ONLINE REPUTATION
10. HAVE YOU EVER SEARCHED YOUR "NAME/SURNAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY AND REPUTATION?
Yes Not yes, I will do it now No, I don't care
11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE:
TRUE FALSE
I am in full control, and I am able to manage my digital identity
Me, I am ne, but I know many people who are completely unaware
Someone could easily influence my online reputation by posting fake information under my name
In any case if people don't use social media, but only email or the internet they don't have to worry about their online reputation
12. HOW DO YOU THINK YOUR PROLE SHOULD BE USED? TICK AS MANY AS APPLY
When employers check their future employees' online proles
To suggest items that I possibly want to buy
In the public interest (for instance for research or educational purposes)
To be made available to national security agencies
Private companies, including social media platforms, can sell my data as they wish
My data are just mine, it should not be used for any purpose!





13. WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLOYER'S DECISION TO HIR YOU? TICK AS MANY AS APPLY
Negative comments about previous employers
The photos and videos you have published
The pages you follow on your social media
Poor grammar in comments and posts
Your political beliefs expressed online
It is unfair for an employer to look at my online reputation
14. HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE
I can always delete something I have published
I can promote a positive reputation
l can be more mindful of what I publish online
You cannot, once something is published online it cannot be removed
15. DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?
Yes
It is rare
It is impossible to steal data online
16. ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL MEDIA, SHOPPING ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION?
Yes No
Section: MEDIA LITERACY COMPETENCES
17. WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY
My identity name, nationality, address, etc. Web browsing history / behaviour preferences
Shopping preferences
Financial information, eg, credit cards or bank accounts numbers
18. HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS ON YOUR DEVICES?
TRUE FALSE Location tracking
Privacy settings on social media
Change username/password or delete your old media accounts
Private mode in your browser

Anti-tracking tools

Ads blockers software

None of the above





At school
Tips from peers/ friends
Through online information campaigns
Social media and service providers should be obliged to provide more user-friendly support
Other
20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY
For employers to check their future employees' online proles
To suggest items that I possibly want to buy
To be made available to national security agencies
Private companies such as Facebook can sell as they wish my data as they wish
My data are just mine, it should not be used for any purpose!
In the public interest (for instance for research or educational purposes)
21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING?
igwedge Social media platforms and service providers should respect stricter regulations
It would be sucient if they follow a code of conduct and regulate themselves
Users are the sole responsible of their behavior online, no regulations at all
Users should be given more control over their data, including the option to delete it
22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE
YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
FMAIL ADDRESS

19. WHERE SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY ONLINE REPUTATION? TICK AS MANY AS APPLY





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



Now agree with the processing of your data according to the above, please sign here/tick this box.







Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION

A DIGITAL FOOTPRINT IS THE TRAIL OF DATA YOU LEAVE BEHIND WHEN YOU DO ANYTHING ONLINE. WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION.
01. GENDER: Male Prefer not to say
02. HOW OLD ARE YOU? 16-25 26-35 36-50 50+
03. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?
First level of Secondary compulsory education education (University)
04. MY TECHNICAL SKILLS ARE:
BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING)
INTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA)
ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING)
05. WHAT IS YOUR COUNTRY OF RESIDENCE?
06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed
I do not work





Section One: DIGITAL FOOTPRINT AWARENESS

07. HAVE YOU EVER READ A PRIVACY POLICY IN FULL BEFORE AGREEING TO IT? Yes, I do sometimes Yes, always No
res, ruo sometimes
08. HAVE YOU EVER GIVEN PERMISSION FOR THIRD PARTIES TO ACCESS AND USE YOUR DATA?
Yes No
09. WHO OWNS AND CAN USE THE DATA ABOUT YOUR BEHAVIOR ONLINE, SUCH AS YOUR CONTACTS OR YOUR LOCATIONS?
It is mine, no one should use it
Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole
Only companies to whom I have given my unequivocal permission
Public authorities which promote public interest
Anyone who wishes, those data are not mine anymore
Section: ONLINE REPUTATION
10. HAVE YOU EVER SEARCHED YOUR "NAME/SURNAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY AND REPUTATION?
Yes Not yes, I will do it now No, I don't care
11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE: TRUE FALSE
I am in full control, and I am able to manage my digital identity
Me, I am ne, but I know many people who are completely unaware
Someone could easily influence my online reputation by posting fake information under my name
In any case if people don't use social media, but only email or the internet they don't have to worry about their online reputation
12. HOW DO YOU THINK YOUR PROLE SHOULD BE USED? TICK AS MANY AS APPLY
When employers check their future employees' online proles
To suggest items that I possibly want to buy
In the public interest (for instance for research or educational purposes)
To be made available to national security agencies
Private companies, including social media platforms, can sell my data as they wish
Ally data are just mine it should not be used for any numeral





EUROPEAN DIGITAL LEARNING NETWORK ETS
13. WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLOYER'S DECISION TO HIRE YOU? TICK AS MANY AS APPLY
Negative comments about previous employers
The photos and videos you have published
The pages you follow on your social media
Poor grammar in comments and posts
Your political beliefs expressed online
It is unfair for an employer to look at my online reputation
14. HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE
I can always delete something I have published
I can promote a positive reputation
l can be more mindful of what I publish online
You cannot, once something is published online it cannot be removed
15. DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?
Yes
it is rare
It is impossible to steal data online
16. ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL MEDIA, SHOPPING ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION?
Yes No
Section: MEDIA LITERACY COMPETENCES
17. WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY
My identity name, nationality, address, etc.
Web browsing history / behaviour preferences
Shopping preferences
Financial information, eg, credit cards or bank accounts numbers
18. HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS
ON YOUR DEVICES? TRUE FALSE
Location tracking
Privacy settings on social media
Change username/password or delete your old media accounts

Private mode in your browser

Anti-tracking tools

Ads blockers software

None of the above





19. WHERE SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY ONLINE REPUTATION? TICK AS MANY AS APPLY
At school
Tips from peers/ friends
Through online information campaigns
Social media and service providers should be obliged to provide more user-friendly support
Other Other
20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY
For employers to check their future employees' online proles
To suggest items that I possibly want to buy
To be made available to national security agencies
Private companies such as Facebook can sell as they wish my data as they wish
My data are just mine, it should not be used for any purpose!
In the public interest (for instance for research or educational purposes)
21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING?
Social media platforms and service providers should respect stricter regulations
It would be sucient if they follow a code of conduct and regulate themselves
Users are the sole responsible of their behavior online, no regulations at all
Users should be given more control over their data, including the option to delete it
22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION

COUNTRY

EMAIL ADDRESS





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



igwedge If you agree with the processing of your data according to the above, please sign here/tick this box.







Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION.

Section: GENERAL INFORMATION

Prefer not to say 03. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED? First level of Higher Secondary Postgraduate compulsory education education education (University) **04. MY TECHNICAL SKILLS ARE:** BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING) INTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA) ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING) 05. WHAT IS YOUR COUNTRY OF RESIDENCE? 06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed I do not work

A DIGITAL FOOTPRINT IS THE TRAIL OF DATA YOU LEAVE BEHIND WHEN YOU DO ANYTHING ONLINE.





Section One: DIGITAL FOOTPRINT AWARENESS

My data are just mine, it should not be used for any purpose!

07. HAVE YOU EVER READ A PRIVACY POLICY IN FULL BEFORE AGREEING TO IT?
Yes, I do sometimes Yes, always X No
08. HAVE YOU EVER GIVEN PERMISSION FOR THIRD PARTIES TO ACCESS AND USE YOUR DATA?
Yes No
09. WHO OWNS AND CAN USE THE DATA ABOUT YOUR BEHAVIOR ONLINE, SUCH AS YOUR CONTACTS OR YOUR LOCATIONS?
lt is mine, no one should use it
Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole
Only companies to whom I have given my unequivocal permission
Public authorities which promote public interest
Anyone who wishes, those data are not mine anymore
Section: ONLINE REPUTATION
10. HAVE YOU EVER SEARCHED YOUR "NAME/SURNAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY AND REPUTATION?
Yes Not yes, I will do it now No, I don't care
11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDG
I am in full control, and I am able to manage my digital identity
Me, I am ne, but I know many people who are completely unaware
Someone could easily influence my online reputation by posting fake information under my name
In any case if people don't use social media, but only email or the internet they don't have to worry about their online reputation
12. HOW DO YOU THINK YOUR PROLE SHOULD BE USED? TICK AS MANY AS APPLY
When employers check their future employees' online proles
To suggest items that I possibly want to buy
In the public interest (for instance for research or educational purposes)
To be made available to national security agencies
Private companies, including social media platforms, can sell my data as they wish



www.dlearn.eu

None of the above



13.	WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLOYER'S DECISION TO HIRE YOU? TICK AS MANY AS APPLY
	Negative comments about previous employers
	The photos and videos you have published
	The pages you follow on your social media
	Poor grammar in comments and posts
	Your political beliefs expressed online
	It is unfair for an employer to look at my online reputation
14	. HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE
	I can always delete something I have published
	I can promote a positive reputation
	I can be more mindful of what I publish online
	You cannot, once something is published online it cannot be removed
15.	DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?
	X Yes
	It is rare
	lt is impossible to steal data online
16.	ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL MEDIA, SHOPPING ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION?
	Yes No
Se	ection: MEDIA LITERACY COMPETENCES
17.	WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY
	My identity name, nationality, address, etc.
	Web browsing history / behaviour preferences
	Shopping preferences
	Financial information, eg, credit cards or bank accounts numbers
18.	HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS ON YOUR DEVICES? TRUE FALSE
	Location tracking
	Change username/password or delete your old media accounts
	Privacy settings on social media Change username/password or delete your old media accounts Private mode in your browser Anti-tracking tools
	Anti-tracking tools
	Ads blockers software





15. WHERE SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY UNLINE REPUTATION! TICK AS MAINT AS APPL
At school
Tips from peers/ friends
Through online information campaigns
Social media and service providers should be obliged to provide more user-friendly support
Other
20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY
For employers to check their future employees' online proles
To suggest items that I possibly want to buy
To be made available to national security agencies
Private companies such as Facebook can sell as they wish my data as they wish
My data are just mine, it should not be used for any purpose!
In the public interest (for instance for research or educational purposes)
21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING?
Social media platforms and service providers should respect stricter regulations
It would be sucient if they follow a code of conduct and regulate themselves
Users are the sole responsible of their behavior online, no regulations at all
Users should be given more control over their data, including the option to delete it
22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
22. DO TOO HAVE ANY FURTHER COMMENTS OR IDEAS TOOD LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



igwedge If you agree with the processing of your data according to the above, please sign here/tick this box.







Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION

A DIGITAL FOOTPRINT IS THE TRAIL OF DATA YOU LEAVE BEHIND WHEN YOU DO ANYTHING ONLINE. WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION.

01. GENDER: Male Female Prefer not to say
02. HOW OLD ARE YOU? 16-25 26-35 36-50 50+
03. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?
First level of Secondary Higher compulsory education education (University)
04. MY TECHNICAL SKILLS ARE:
BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING)
INTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA)
ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING)
05. WHAT IS YOUR COUNTRY OF RESIDENCE? (SELGIUM
06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed





Section One: DIGITAL FOOTPRINT AWARENESS

My data are just mine, it should not be used for any purpose!

07. HAVE YOU EVER READ A PRIVACY POLICY IN FULL BEFORE AGREEING TO IT?
Yes, I do sometimes Yes, always No
08. HAVE YOU EVER GIVEN PERMISSION FOR THIRD PARTIES TO ACCESS AND USE YOUR DATA?
Yes No
09. WHO OWNS AND CAN USE THE DATA ABOUT YOUR BEHAVIOR ONLINE, SUCH AS YOUR CONTACTS OR YOUR LOCATIONS?
lt is mine, no one should use it
Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole
Only companies to whom I have given my unequivocal permission
Public authorities which promote public interest
Anyone who wishes, those data are not mine anymore
Section: ONLINE REPUTATION
10. HAVE YOU EVER SEARCHED YOUR "NAME/SURNAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY AND REPUTATION?
Yes Not yes, I will do it now No, I don't care
11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE:
TRUE FALSE
I am in full control, and I am able to manage my digital identity
Me, I am ne, but I know many people who are completely unaware
Someone could easily influence my online reputation by posting fake information under my name
In any case if people don't use social media, but only email or the internet they don't have to worry about their online reputation
12. HOW DO YOU THINK YOUR PROLE SHOULD BE USED? TICK AS MANY AS APPLY
When employers check their future employees' online proles
To suggest items that I possibly want to buy
In the public interest (for instance for research or educational purposes)
To be made available to national security agencies
Private companies, including social media platforms, can sell my data as they wish





13. WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLOYER'S DECISION TO HIRE YOU? <i>TICK AS MANY AS APPLY</i>
Negative comments about previous employers
The photos and videos you have published
The pages you follow on your social media
Poor grammar in comments and posts
Your political beliefs expressed online
It is unfair for an employer to look at my online reputation
14. HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE
I can always delete something I have published
I can promote a positive reputation
I can be more mindful of what I publish online
You cannot, once something is published online it cannot be removed
15. DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?
Yes
It is rare
It is impossible to steal data online
16. ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL MEDIA, SHOPPING ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION?
Yes No
Section: MEDIA LITERACY COMPETENCES
17. WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY
My identity name, nationality, address, etc.
Web browsing history / behaviour preferences
Shopping preferences
Financial information, eg, credit cards or bank accounts numbers
18. HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS
ON YOUR DEVICES? TRUE FALSE
Location tracking
Privacy settings on social media
Change username/password or delete your old media accounts
Private mode in your browser
Anti-tracking tools

Ads blockers software

None of the above





At school			
Tips from peers/ friends			
Through online information campaigns			
Social media and service providers should be obliged to provide more user-friendly support			
Other			
20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY			
For employers to check their future employees' online proles			
To suggest items that I possibly want to buy			
To be made available to national security agencies			
Private companies such as Facebook can sell as they wish my data as they wish			
My data are just mine, it should not be used for any purpose!			
In the public interest (for instance for research or educational purposes)			
21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING?			
Social media platforms and service providers should respect stricter regulations			
It would be sucient if they follow a code of conduct and regulate themselves			
Users are the sole responsible of their behavior online, no regulations at all			
Users should be given more control over their data, including the option to delete it			
22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?			
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:			
NAME/FAMILY NAME			
ORGANIZATION			
COUNTRY			
EMAIL ADDRESS			

19. WHERE SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY ONLINE REPUTATION? TICK AS MANY AS APPLY





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



If you agree with the processing of your data according to the above, please sign here/tick this box.







Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION

A DIGITAL FOOTPRINT IS THE TRAIL OF DATA YOU LEAVE BEHIND WHEN YOU DO ANYTHING ONLINE. WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION.

Of CENIDED.
O1. GENDER: Male Female Prefer not to say
02. HOW OLD ARE YOU? 16-25 26-35 36-50 50+
03. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?
First level of Secondary education education (University)
04. MY TECHNICAL SKILLS ARE:
BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING)
INTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA)
ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING)
05. WHAT IS YOUR COUNTRY OF RESIDENCE?
06. WHAT IS YOUR OCCUPATION: I am a student
l do not work





Section One: DIGITAL FOOTPRINT AWARENESS

07. HAVE YOU EVER READ A PRIVACY POLICY IN FULL BEFORE AGREEING TO IT?				
Yes, I do sometimes Yes, always No				
08. HAVE YOU EVER GIVEN PERMISSION FOR THIRD PARTIES TO ACCESS AND USE YOUR DATA?				
Yes No				
09. WHO OWNS AND CAN USE THE DATA ABOUT YOUR BEHAVIOR ONLINE, SUCH AS YOUR CONTACTS OR YOUR LOCATIONS?				
It is mine, no one should use it				
Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole				
Only companies to whom I have given my unequivocal permission				
Public authorities which promote public interest				
Anyone who wishes, those data are not mine anymore				
Section: ONLINE REPUTATION				
10. HAVE YOU EVER SEARCHED YOUR "NAME/SURNAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY AND REPUTATION?				
Yes Not yes, I will do it now No, I don't care				
11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE:				
TRUE FALSE				
I am in full control, and I am able to manage my digital identity				
Me, I am ne, but I know many people who are completely unaware				
Someone could easily influence my online reputation by posting fake information under my name				
In any case if people don't use social media, but only email or the internet they don't have to worry about their online reputation				
12. HOW DO YOU THINK YOUR PROLE SHOULD BE USED? TICK AS MANY AS APPLY				
When employers check their future employees' online proles				
To suggest items that I possibly want to buy				
In the public interest (for instance for research or educational purposes)				
To be made available to national security agencies				
Private companies, including social media platforms, can sell my data as they wish				

My data are just mine, it should not be used for any purpose!





EUROPEAN DIGITAL LEARNING NETWORK EIS
13. WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLOYER'S DECISION TO HIRE YOU? TICK AS MANY AS APPLY
Negative comments about previous employers
The photos and videos you have published
The pages you follow on your social media
Poor grammar in comments and posts
Your political beliefs expressed online
It is unfair for an employer to look at my online reputation
14. HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE
I can always delete something I have published
I can promote a positive reputation
l can be more mindful of what I publish online
You cannot, once something is published online it cannot be removed
15. DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?
Yes
It is rare
it is impossible to steal data online
16. ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL MEDIA, SHOPPING ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION?
Yes No
Section: MEDIA LITERACY COMPETENCES
17. WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY
My identity name, nationality, address, etc.
Web browsing history / behaviour preferences
Shopping preferences
Financial information, eg, credit cards or bank accounts numbers
18. HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS
ON YOUR DEVICES? TRUE FALSE
Location tracking
Privacy settings on social media
Change username/password or delete your old media accounts
Private mode in your browser
Anti-tracking tools

Ads blockers software

None of the above





19. WHERE SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY ONLINE REPUTATION? TICK AS MANY AS APPLY
At school
Tips from peers/ friends
Through online information campaigns
Social media and service providers should be obliged to provide more user-friendly support
Other
20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY
For employers to check their future employees' online proles
To suggest items that I possibly want to buy
To be made available to national security agencies
Private companies such as Facebook can sell as they wish my data as they wish
My data are just mine, it should not be used for any purpose!
In the public interest (for instance for research or educational purposes)
21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING?
Social media platforms and service providers should respect stricter regulations
It would be sucient if they follow a code of conduct and regulate themselves
Users are the sole responsible of their behavior online, no regulations at all
Users should be given more control over their data, including the option to delete it
22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ODCANIZATION
ORGANIZATION
COUNTRY
EMAIL ADDRESS





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



If you agree with the processing of your data according to the above, please sign here/tick this box.







Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION

WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION. 01. GENDER: **Female** Prefer not to say **02. HOW OLD ARE YOU?** 26-35 50+ 03. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED? Higher First level of Secondary Postgraduate compulsory education education education University) **04. MY TECHNICAL SKILLS ARE:** BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING) ÍNTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA) ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING) **05. WHAT IS YOUR COUNTRY OF RESIDENCE?** 06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed I do not work

A DIGITAL FOOTPRINT IS THE TRAIL OF DATA YOU LEAVE BEHIND WHEN YOU DO ANYTHING ONLINE.





Section One: DIGITAL FOOTPRINT AWARENESS

07. HAVE YOU EVER READ A PRIVACY POLICY IN FULL BEFORE AGREEING TO IT?
Yes, I do sometimes Yes, always No
08. HAVE YOU EVER GIVEN PERMISSION FOR THIRD PARTIES TO ACCESS AND USE YOUR DATA?
Yes No
09. WHO OWNS AND CAN USE THE DATA ABOUT YOUR BEHAVIOR ONLINE, SUCH AS YOUR CONTACTS OR YOUR LOCATIONS?
lt is mine, no one should use it
Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole
Only companies to whom I have given my unequivocal permission
Public authorities which promote public interest
Anyone who wishes, those data are not mine anymore
Section: ONLINE REPUTATION
10. HAVE YOU EVER SEARCHED YOUR "NAME/SURNAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY AND REPUTATION?
Yes Not yes, I will do it now No, I don't care
11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE:
TRUE FALSE
I am in full control, and I am able to manage my digital identity
Me, I am ne, but I know many people who are completely unaware
Someone could easily influence my online reputation by posting fake information under my name
In any case if people don't use social media, but only email or the internet they don't have to worry about their online reputation
12. HOW DO YOU THINK YOUR PROLE SHOULD BE USED? TICK AS MANY AS APPLY
When employers check their future employees' online proles
To suggest items that I possibly want to buy
In the public interest (for instance for research or educational purposes)
To be made available to national security agencies
Private companies, including social media platforms, can sell my data as they wish
My data are just mine, it should not be used for any purpose!





EUROFEAN DIGITAL LEAKNING NEI WOKK EIS	
13. WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLOYER'S DECISION TO H YOU? TICK AS MANY AS APPLY	RE
Negative comments about previous employers	
The photos and videos you have published	
The pages you follow on your social media	
Poor grammar in comments and posts	
Your political beliefs expressed online	
It is unfair for an employer to look at my online reputation	
14. HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE	
I can always delete something I have published	
I can promote a positive reputation	
I can be more mindful of what I publish online	
You cannot, once something is published online it cannot be removed	
15. DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?	
Yes	
It is rare	
lt is impossible to steal data online	
16. ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL MEDIA, SHOPPING ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION?	
Yes No	
Section: MEDIA LITERACY COMPETENCES	
17. WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY	
My identity name, nationality, address, etc.	
Web browsing history / behaviour preferences	
Shopping preferences	
Financial information, eg, credit cards or bank accounts numbers	
18. HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS ON YOUR DEVICES? TRUE FALSE	
Location tracking	

Change username/password or delete your old media accounts

Privacy settings on social media

Private mode in your browser

Anti-tracking tools

Ads blockers software

None of the above



At school



	Tips from peers/ friends					
1	Through online information campaigns					
B	Social media and service providers should be obliged to provide more user-friendly support					
1	Other					
20. FOR \	WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY					
	For employers to check their future employees' online proles					
	To suggest items that I possibly want to buy					
	To be made available to national security agencies					
Private companies such as Facebook can sell as they wish my data as they wish						
X	My data are just mine, it should not be used for any purpose!					
X	In the public interest (for instance for research or educational purposes)					
21. WO/U	LD YOU BE IN FAVOUR OF THE FOLLOWING?					
X	Social media platforms and service providers should respect stricter regulations					
0	It would be sucient if they follow a code of conduct and regulate themselves					
0.7	Users are the sole responsible of their behavior online, no regulations at all					
X	Users should be given more control over their data, including the option to delete it					
22 DO V	OU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?					
M	OU HAVE ANY FURTHER COMMENTS OR IDEAS YOU D LIKE TO SHARE?					
••••						
IF YOU WO	OULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE					
NIABAE/EA	MILY NAME					
INAIVIE/FA	MILY NAME					
ORGANIZ	ATION					
COUNTRY	·					
EMAN AN	DRESS					
CIVIA(L AV	DKESS					

19. WHERE SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY ONLINE REPUTATION? TICK AS MANY AS APPLY





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



If you agree with the processing of your data according to the above, please sign here/tick this box.







Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION

A DIGITAL FOOTPRINT IS THE TRAIL OF DATA YOU LEAVE BEHIND WHEN YOU DO ANYTHING ONLINE. WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION.

01. GENDER: Male Female Prefer not to say							
02. HOW OLD ARE YOU? 16-25 26-35 (#) 36-50 50+							
03. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?							
First level of Secondary Higher compulsory education education (University)							
04. MY TECHNICAL SKILLS ARE:							
BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING)							
INTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA)							
ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING)							
05. WHAT IS YOUR COUNTRY OF RESIDENCE?							
06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed							





Section One: DIGITAL FOOTPRINT AWARENESS

07. HAVE YOU EVER READ A PRIVACY POLICY IN FULL BEFORE AGREEING TO IT?

	0	Yes, I d	o sometimes	Yes, always	₩ No		
08. H	HAVE	YOU EVI	ER GIVEN PERM	IISSION FOR THIRD P	PARTIES TO ACCESS AND USE YOUR DATA?		
	M	Yes	No No				
			ND CAN USE T		UR BEHAVIOR ONLINE, SUCH AS YOUR		
	0	lt is mi	ne, no one sho	uld use it			
	Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole						
	1	Only co	mpanies to wl	nom I have given my	unequivocal permission		
	W	Public a	authorities wh	ich promote public i	interest		
	•	Anyone	who wishes, t	hose data are not m	nine anymore		
Sec	tio	n: ON	LINE REP	UTATION			
10.		E YOU E		YOUR "NAME/SURN	IAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY		
	0	Yes	Not yes,	I will do it now	No, i don't care		
11.	PLE#	-		OLLOWING SENTENC	CES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE:		
			l am in fu	il control, and I am a	able to manage my digital identity		
	MA		Me, I am i	ne, but I know many	people who are completely unaware		
		1	4.1	could easily influence mation under my na	ce my online reputation by posting ame		
		(j			e social media, but only email or the orry about their online reputation		
12.	ном	/ DO YO	U THINK YOUR	PROLE SHOULD BE	USED? TICK AS MANY AS APPLY		
		When e	employers che	ck their future empl	loyees' online proles		
	W	To sugg	gest items that	t I possibly want to b	buy		
	Litt	In the	public interest	(for instance for res	search or educational purposes)		
	ils	To be n	nade available	to national security	y agencies		
	0	Private	companies, ir	ncluding social media	a platforms, can sell my data as they wish		
		My dat	a are just min	e, it should not be us	sed for any purpose!		





EDROFEAN DIGITAL LEARNING NEIWORK EIS	
13. WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLOYER'S DEC YOU? TICK AS MANY AS APPLY	CISION TO HIRE
Negative comments about previous employers	
The photos and videos you have published	
The pages you follow on your social media	
Poor grammar in comments and posts	
Your political beliefs expressed online	
lt is unfair for an employer to look at my online reputation	
14. HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE	
l can always delete something I have published	
I can promote a positive reputation	
I can be more mindful of what I publish online	
You cannot, once something is published online it cannot be removed	
15. DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?	
₩ Yes	
It is rare	
It is impossible to steal data online	
16. ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL MEDIA, SOCIAL ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION?	SHOPPING
Yes No	
Section: MEDIA LITERACY COMPETENCES	
17. WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APP	YLY
My identity name, nationality, address, etc.	
Web browsing history / behaviour preferences	
Shopping preferences	
Financial information, eg, credit cards or bank accounts numbers	
18. HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING AI ON YOUR DEVICES? TRUE FALSE	DJUSTMENTS
Location tracking	
Privacy settings on social media	
Change username/password or delete your old media accounts	

Private mode in your browser

Anti-tracking tools

Ads blockers software

None of the above

W





At school		
Tips from peers/ friends		
Through online information campaigns		
Social media and service providers should be obliged to provide more user-friendly support		
Other		
20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY		
For employers to check their future employees' online proles		
To suggest items that I possibly want to buy		
To be made available to national security agencies		
Private companies such as Facebook can sell as they wish my data as they wish		
My data are just mine, it should not be used for any purpose!		
In the public interest (for instance for research or educational purposes)		
21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING?		
Social media platforms and service providers should respect stricter regulations		
lt would be sucient if they follow a code of conduct and regulate themselves		
Users are the sole responsible of their behavior online, no regulations at all		
Users should be given more control over their data, including the option to delete it		
22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?		
	•••••	
	•••••	

IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT.		
NAME/FAMILY NAME		
ORGANIZATION /		
COUNTRY	•••••	
EMAIL ADDRESS		

19. WHERE SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY ONLINE REPUTATION? TICK AS MANY AS APPLY





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



If you agree with the processing of your data according to the above, please sign here/tick this box.







Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION

A DIGITAL FOOTPRINT IS THE TRAIL OF DATA YOU LEAVE BEHIND WHEN YOU DO ANYTHING ONLINE. WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION.

01. GENDER: Male X Female Prefer not to say
02. HOW OLD ARE YOU? 16-25 26-35 X 36-50 50+
03. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?
First level of Secondary Higher compulsory education education (University)
04. MY TECHNICAL SKILLS ARE:
BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING)
INTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA
ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING)
05. WHAT IS YOUR COUNTRY OF RESIDENCE?
06. WHAT IS YOUR OCCUPATION: I am a student





Section One: DIGITAL FOOTPRINT AWARENESS

07. HAVE YOU EVER READ A PRIVACY POLICY IN FULL BEFORE AGREEING TO IT?

Yes, I do sometimes Yes, always X No
08. HAVE YOU EVER GIVEN PERMISSION FOR THIRD PARTIES TO ACCESS AND USE YOUR DATA?
X Yes No
09. WHO OWNS AND CAN USE THE DATA ABOUT YOUR BEHAVIOR ONLINE, SUCH AS YOUR CONTACTS OR YOUR LOCATIONS?
lt is mine, no one should use it
Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole
Only companies to whom I have given my unequivocal permission
Public authorities which promote public interest
Anyone who wishes, those data are not mine anymore
Section: ONLINE REPUTATION
10. HAVE YOU EVER SEARCHED YOUR "NAME/SURNAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY AND REPUTATION?
Yes X Not yes, I will do it now No, I don't care
11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE TRUE FALSE
I am in full control, and I am able to manage my digital identity
Me, I am ne, but I know many people who are completely unaware
Someone could easily influence my online reputation by posting fake information under my name
In any case if people don't use social media, but only email or the internet they don't have to worry about their online reputation
12. HOW DO YOU THINK YOUR PROLE SHOULD BE USED? TICK AS MANY AS APPLY
When employers check their future employees' online proles
To suggest items that I possibly want to buy
In the public interest (for instance for research or educational purposes)
To be made available to national security agencies
Private companies, including social media platforms, can sell my data as they wish
My data are just mine, it should not be used for any purpose!





13. WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLOYER'S DECISION TO HIRE YOU? TICK AS MANY AS APPLY
Negative comments about previous employers
The photos and videos you have published
The pages you follow on your social media
Poor grammar in comments and posts
Your political beliefs expressed online
💢 lt is unfair for an employer to look at my online reputation
14. HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE
I can always delete something I have published
X I can promote a positive reputation
X I can be more mindful of what I publish online
You cannot, once something is published online it cannot be removed
15. DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?
lt is rare
It is impossible to steal data online
16. ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL MEDIA, SHOPPING ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION?
× Yes No
Section: MEDIA LITERACY COMPETENCES
17. WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY
X My identity name, nationality, address, etc.
Web browsing history / behaviour preferences
Shopping preferences
Financial information, eg, credit cards or bank accounts numbers
18. HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS ON YOUR DEVICES? TRUE FALSE
Location tracking
Privacy settings on social media
Change username/password or delete your old media accounts
Private mode in your browser
Anti-tracking tools

Ads blockers software

None of the above

X





X At school			
Tips from peers/ friends			
Through online information campaigns			
Social media and service providers should be obliged to provide more user-friendly support			
Other			
20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY			
For employers to check their future employees' online proles			
To suggest items that I possibly want to buy			
To be made available to national security agencies			
Private companies such as Facebook can sell as they wish my data as they wish			
My data are just mine, it should not be used for any purpose!			
igwedge In the public interest (for instance for research or educational purposes)			
21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING?			
$igstyle{igytyle{igityle{igityle{igityle{igityle{igityle{igityle{igityle{igityle{igityle{igityle{igityle{igityle{igity}}}}}}}}}}}}}}}}}}}}}}}}}}}}$			
It would be sucient if they follow a code of conduct and regulate themselves			
Users are the sole responsible of their behavior online, no regulations at all			
Users should be given more control over their data, including the option to delete it			
22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?			
	••		
	••		
	••		
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:			
NAME/FAMILY NAME	••		
ORGANIZATION	••		
COUNTRY			
EMAIL ADDRESS	••		

19. WHERE SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY ONLINE REPUTATION? TICK AS MANY AS APPLY





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.





Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

Section: GENERAL INFORMATION

A DIGITAL FOOTPRINT IS THE TRAIL OF DATA YOU LEAVE BEHIND WHEN YOU DO ANYTHING ONLINE. WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION.

01. GENDER: Male Female Prefer not to say			
02. HOW OLD ARE YOU? 16-25 26-35 36-50 50+			
03. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?			
First level of Secondary education education (University)			
04. MY TECHNICAL SKILLS ARE:			
BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING)			
INTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA)			
ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING)			
05. WHAT IS YOUR COUNTRY OF RESIDENCE?			
06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed			





Section One: DIGITAL FOOTPRINT AWARENESS

U/. HAVE YOU EVER READ A PRIVACY POLICY IN FULL BEFORE AGREEING TO IT?
Yes, I do sometimes Yes, always No
08. HAVE YOU EVER GIVEN PERMISSION FOR THIRD PARTIES TO ACCESS AND USE YOUR DATA?
Yes No
09. WHO OWNS AND CAN USE THE DATA ABOUT YOUR BEHAVIOR ONLINE, SUCH AS YOUR CONTACTS OR YOUR LOCATIONS?
lt is mine, no one should use it
Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole
Only companies to whom I have given my unequivocal permission
Public authorities which promote public interest
Anyone who wishes, those data are not mine anymore
Section: ONLINE REPUTATION
10. HAVE YOU EVER SEARCHED YOUR "NAME/SURNAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY AND REPUTATION?
Yes Not yes, I will do it now No, I don't care
11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE: TRUE FALSE
I am in full control, and I am able to manage my digital identity
Me, I am ne, but I know many people who are completely unaware
Someone could easily influence my online reputation by posting fake information under my name
In any case if people don't use social media, but only email or the internet they don't have to worry about their online reputation
12. HOW DO YOU THINK YOUR PROLE SHOULD BE USED? TICK AS MANY AS APPLY
When employers check their future employees' online proles
To suggest items that I possibly want to buy
In the public interest (for instance for research or educational purposes)
To be made available to national security agencies
Private companies, including social media platforms, can sell my data as they wish
My data are just mine, it should not be used for any purpose!



www.dlearn.eu

None of the above



13.	WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLOYER'S DECISION TO HIRE YOU? TICK AS MANY AS APPLY
	Negative comments about previous employers
	The photos and videos you have published
	The pages you follow on your social media
	Poor grammar in comments and posts
	Your political beliefs expressed online
	It is unfair for an employer to look at my online reputation
14.	HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE
	l can always delete something I have published
	I can promote a positive reputation
	I can be more mindful of what I publish online
	You cannot, once something is published online it cannot be removed
15.	DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?
	Yes
	It is rare
	lt is impossible to steal data online
16.	ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL MEDIA, SHOPPING ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION?
	Yes No
Se	ection: MEDIA LITERACY COMPETENCES
17.	WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY
	My identity name, nationality, address, etc.
	Web browsing history / behaviour preferences
	Shopping preferences
	Financial information, eg, credit cards or bank accounts numbers
18.	HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS ON YOUR DEVICES?
	TRUE FALSE
	Location tracking
	Privacy settings on social media Change username/password or delete your old media accounts
	Private mode in your browser
	Anti-tracking tools
	Ads blockers software





19. WHERE SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY ONLINE REPUTATION? TICK AS MANY AS APPL
At school
Tips from peers/ friends
Through online information campaigns
Social media and service providers should be obliged to provide more user-friendly support
Other
20. FOR WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY
For employers to check their future employees' online proles
To suggest items that I possibly want to buy
To be made available to national security agencies
Private companies such as Facebook can sell as they wish my data as they wish
My data are just mine, it should not be used for any purpose!
In the public interest (for instance for research or educational purposes)
21. WOULD YOU BE IN FAVOUR OF THE FOLLOWING?
Social media platforms and service providers should respect stricter regulations
It would be sucient if they follow a code of conduct and regulate themselves
Users are the sole responsible of their behavior online, no regulations at all
Users should be given more control over their data, including the option to delete it
22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
IF YOU WOULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE YOUR CONTACT:
NAME/FAMILY NAME
ORGANIZATION
COUNTRY
EMAIL ADDRESS





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.

If you agree with the processing of your data according to the above, please sign here/tick this box.







Digital Footprint Awareness

A digital footprint is the trail of data you leave behind when you do something online. Awareness is the precursor to becoming media literate and to be able to participate fully in modern society. It is also a necessary pre-condition of acquiring technical skills (often referred to as digital literacy) and cognitive skills (the capacity to make sense of information and understand the implications of online activity).

Are people aware, for instance, of how their identity and reputation is tracked online? This survey is designed to collect data relating to individuals' awareness about their digital footprint. It will also assess the current and desired level of control exercised by citizens over their digital footprint, as well as the protections and safeguards they would like to implement in the future. The final report will be shared and discussed with the European Commission and freely available for everyone.

This research is run by DLEARN - European Digital Learning Network ETS.

Section: General Information

WE WOULD BE GRATEFUL IF YOU CAN SHARE WITH US YOUR OPINION.
01. GENDER: Male Female Prefer not to say
02. HOW OLD ARE YOU? 16-25 V26-35 36-50 50+
03. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?
First level of compulsory education education (University)
04. MY TECHNICAL SKILLS ARE:
BASIC (USING AN INTERNET BROWSER, SENDING AND RECEIVING EMAILS, WORD PROCESSING)
V INTERMEDIATE (SHOPPING ONLINE, USING SOCIAL MEDIA, USING GRAPHICS AND MULTIMEDIA)
ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING)
05. WHAT IS YOUR COUNTRY OF RESIDENCE? BELGUM
06. WHAT IS YOUR OCCUPATION: I am a student
I do not work





Section One: DIGITAL FOOTPRINT AWARENESS

07. HAVE YOU EVER READ A PRIVACY POLICY IN FULL BEFORE AGREEING TO IT?
Yes, I do sometimes Yes, always No
08. HAVE YOU EVER GIVEN PERMISSION FOR THIRD PARTIES TO ACCESS AND USE YOUR DATA?
N _W O N
Yes No
09. WHO OWNS AND CAN USE THE DATA ABOUT YOUR BEHAVIOR ONLINE, SUCH AS YOUR CONTACTS OR YOUR LOCATIONS?
lt is mine, no one should use it
Private companies such as Facebook/Instagram/Google, for instance, to store and use my data to create my online prole
Only companies to whom I have given my unequivocal permission
V Public authorities which promote public interest
Anyone who wishes, those data are not mine anymore
Section: ONLINE REPUTATION
10. HAVE YOU EVER SEARCHED YOUR "NAME/SURNAME" ON GOOGLE TO CHECK YOUR ONLINE IDENTITY AND REPUTATION?
Yes Not yes, I will do it now No, I don't care
11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE
TRUE FALSE
l am in full control, and I am able to manage my digital identity
Me, I am ne, but I know many people who are completely unaware
Someone could easily influence my online reputation by posting fake information under my name
In any case if people don't use social media, but only email or the internet they don't have to worry about their online reputation
12. HOW DO YOU THINK YOUR PROLE SHOULD BE USED? TICK AS MANY AS APPLY
When employers check their future employees' online proles
V To suggest items that I possibly want to buy
In the public interest (for instance for research or educational purposes)
To be made available to national security agencies
Private companies, including social media platforms, can sell my data as they wish
My data are just mine it should not be used for any nursesel





13. WHICH OF THE FOLLOWING ONLINE ACTIVITIES DO YOU THINK COULD IMPACT AN EMPLYOU? TICK AS MANY AS APPLY	OYER'S DECISION TO HIRE
Negative comments about previous employers	
The photos and videos you have published	
The pages you follow on your social media	
Poor grammar in comments and posts	Ť.
Your political beliefs expressed online	™ ø
It is unfair for an employer to look at my online reputation	
14. HOW CAN I REVISE AND PROMOTE MY ONLINE REPUTATION TO MY ADVANTAGE	
l can always delete something I have published	
VI can promote a positive reputation	9
l can be more mindful of what I publish online	
You cannot, once something is published online it cannot be removed	•
15. DO YOU THINK THAT YOUR ONLINE PERSONAL DATA MIGHT BE SUBJECT OF BREACH?	•
Yes VIt is rare	."
It is impossible to steal data online	
16. ARE YOU AWARE THAT YOUR ONLINE ACTIVITIES (SURFING THE INTERNET, USING SOCIAL ONLINE) ARE TRACKED IN ORDER TO BUILD YOUR ONLINE PROLE AND REPUTATION? Yes No	L MEDIA, SHOPPING
Section: MEDIA LITERACY COMPETENCES	
17. WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MA	INY AS APPLY
My identity name, nationality, address, etc. Web browsing history / behaviour preferences Shopping preferences Financial information, eg, credit cards or bank accounts numbers	
18. HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLL ON YOUR DEVICES? TRUE FALSE Location tracking Privacy settings on social media	OWING ADJUSTMENTS
Change username/password or delete your old media accounts	
Private mode in your browser	

Anti-tracking tools

None of the above





19.	WHE	E SHOULD I LEARN THE RIGHT SKILLS TO MANAGE MY ONLINE REPUTATION? TICK AS MANY AS APPL
	V	At school
	0	Tips from peers/ friends
		Through online information campaigns
	1	Social media and service providers should be obliged to provide more user-friendly support
	V	Other
20.	FOR V	WHICH OF THE FOLLOWING PURPOSES SHOULD YOUR DATA BE USED? TICK AS MANY AS APPLY
	0	For employers to check their future employees' online proles
		To suggest items that I possibly want to buy
	V	To be made available to national security agencies
		Private companies such as Facebook can sell as they wish my data as they wish
	0	My data are just mine, it should not be used for any purpose!
	V	In the public interest (for instance for research or educational purposes)
21.	wou	YOU BE IN FAVOUR OF THE FOLLOWING?
	V	Social media platforms and service providers should respect stricter regulations
		It would be sucient if they follow a code of conduct and regulate themselves
		Users are the sole responsible of their behavior online, no regulations at all
		Users should be given more control over their data, including the option to delete it
22.	DO YO	DU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?
••••	•••••	
••••		
•••••		
•••••	• • • • • • • • •	······································
		DULD LIKE TO STAY INFORMED ABOUT THE RESEARCH AND ITS RESULT, PLEASE LEAVE HERE
NAME/FAMILY NAME		
0P/	LANI74	ATION
JA	-7111L	,
COL	JNTRY	





Your data will be only used to share information about this research and/or other topics related with the "digitalisation" of our society. It may be initiatives, conferences and other events, projects, news from Institutions and our members. In compliance with The Data Protection Directive (95/46/EC) we inform you that your personal data will be used and processed only in relation to the purpose for which they are collected. The data will be kept secure, kept only as much as they are needed for the purpose and held in a way to allow the subject of the information to see it on request. You will have the right to object, on legitimate grounds, to the processing of data relating to you.



If you agree with the processing of your data according to the above, please sign here/tick this box.

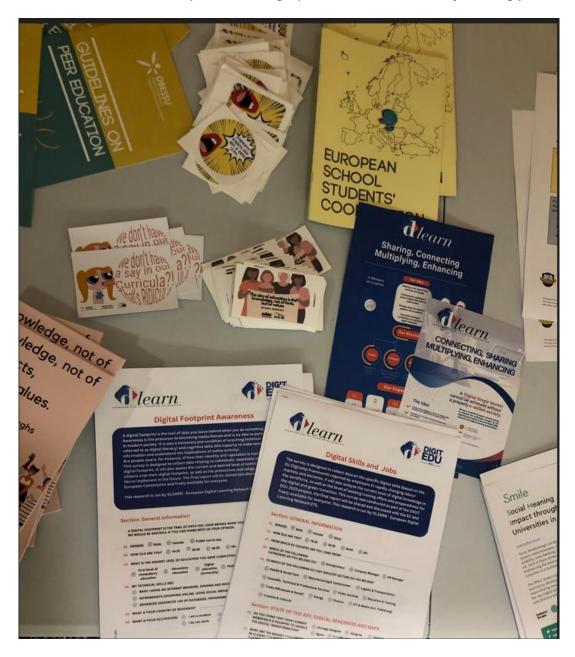






Annex 3 - Materials distributed during the LLLP's event

At the LifeLong Learning Platform in Girona, DLEARN representatives distributed paper copy of the "Digital Skills and Jobs" research questionnaires and "Digital Footprint Awareness" research questionnaires and some DLEARN presentation graphics, as is visible in the following photo.



www.dlearn.eu 142





Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.