



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

WP3 – NETWORKING

DLEARN, November 2023
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the European Union

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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 [LifeLong Learning Platform](#) (LLLP), held in Girona (Spain) the 27th and 28th June 2023.
- The ERACON & Career - EU 2023 Programme, organized by the [European Association of Erasmus Coordinator](#) (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 Day 1, 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 Day 2 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 Manzanera 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 Manfreda) 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).

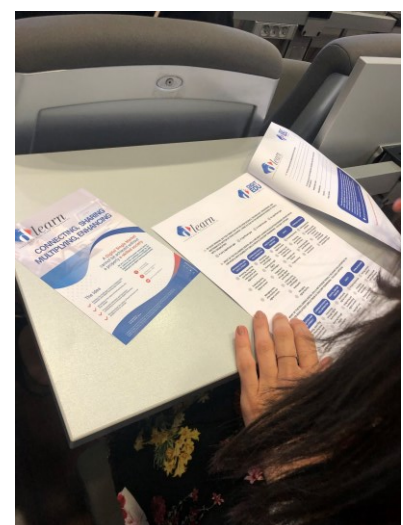


Figure 5, Figure 6 and Figure 7 – DLEARN’s team, DLEARN materials distributed, filling in of the survey

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

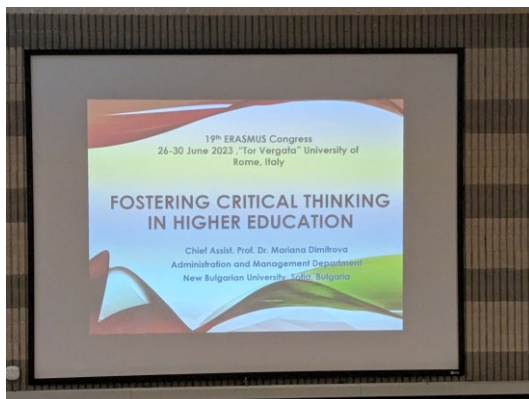


Figure 9, Figure 10, Figure 11, and Figure 12 – Some photos from the ERACON event

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 [ECO-IN Manifesto on School Inclusion](#) 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

Arrivals

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

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

Section: 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 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

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

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

Section: 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 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

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	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
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	<input type="radio"/> Netiquette			
	<input type="radio"/> 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 DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
<input type="radio"/> Browsing, searching and filtering data, information and digital content	<input type="radio"/> Interacting through digital technologies	<input type="radio"/> Developing digital content	<input type="radio"/> Protecting devices	<input type="radio"/> Solving technical problems
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	<input type="radio"/> Netiquette			
	<input type="radio"/> 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? GREECE
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 infrastructure 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	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
<input type="radio"/> Browsing, searching and filtering data, information and digital content	<input type="radio"/> Interacting through digital technologies	<input type="radio"/> Developing digital content	<input checked="" type="checkbox"/> Protecting devices	<input type="radio"/> Solving technical problems
<input type="radio"/> Evaluating data, information and digital content	<input type="radio"/> Sharing through digital technologies	<input type="radio"/> Integrating and re-elaborating digital content	<input checked="" type="checkbox"/> Protecting personal data and privacy	<input type="radio"/> Identifying needs and technological responses
<input type="radio"/> Managing data, information and digital content	<input type="radio"/> Engaging in citizenship through digital technologies	<input type="radio"/> Copyright and licences	<input checked="" type="checkbox"/> Protecting health and well-being	<input type="radio"/> Creatively using digital technologies
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	<input type="radio"/> Netiquette			
	<input type="radio"/> 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 DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
<input type="radio"/> Browsing, searching and filtering data, information and digital content	<input type="radio"/> Interacting through digital technologies	<input type="radio"/> Developing digital content	<input checked="" type="checkbox"/> Protecting devices	<input type="radio"/> Solving technical problems
<input type="radio"/> Evaluating data, information and digital content	<input type="radio"/> Sharing through digital technologies	<input type="radio"/> Integrating and re-elaborating digital content	<input checked="" type="checkbox"/> Protecting personal data and privacy	<input type="radio"/> Identifying needs and technological responses
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	<input type="radio"/> Collaborating through digital technologies	<input type="radio"/> Programming	<input type="radio"/> Protecting the environment	<input type="radio"/> Identifying digital competence gaps
	<input type="radio"/> Netiquette			
	<input type="radio"/> Managing digital identity			

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
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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

Section: 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 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

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

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

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

NOTHING TO SHARE THANKS!

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

NAME/FAMILY NAME

ORGANIZATION

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EMAIL ADDRESS

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INFORMATION AND DATA LITERACY

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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

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 Protecting personal data and privacy
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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	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
<input type="radio"/> Browsing, searching and filtering data, information and digital content	<input checked="" type="radio"/> Interacting through digital technologies	<input type="radio"/> Developing digital content	<input type="radio"/> Protecting devices	<input type="radio"/> Solving technical problems
<input type="radio"/> Evaluating data, information and digital content	<input type="radio"/> Sharing through digital technologies	<input type="radio"/> Integrating and re-elaborating digital content	<input type="radio"/> Protecting personal data and privacy	<input type="radio"/> Identifying needs and technological responses
<input type="radio"/> Managing data, information and digital content	<input type="radio"/> Engaging in citizenship through digital technologies	<input type="radio"/> Copyright and licences	<input type="radio"/> Protecting health and well-being	<input type="radio"/> Creatively using digital technologies
	<input type="radio"/> Collaborating through digital technologies	<input type="radio"/> Programming	<input checked="" type="radio"/> Protecting the environment	<input type="radio"/> Identifying digital competence gaps
	<input type="radio"/> Netiquette			
	<input type="radio"/> 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

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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? Italy
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 infrastructure 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**

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<input type="radio"/> Browsing, searching and filtering data, information and digital content	<input type="radio"/> Interacting through digital technologies	<input type="radio"/> Developing digital content	<input checked="" type="checkbox"/> Protecting devices	<input checked="" type="checkbox"/> Solving technical problems
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	<input type="radio"/> Netiquette			
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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	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
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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

Section: 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

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	<input type="radio"/> Netiquette			
	<input checked="" type="checkbox"/> 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	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
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19. WHAT OF THE FOLLOWING DIGITAL SKILLS ARE INTERSECTIONALLY RELEVANT FOR SUPPORTING THE GREEN REVOLUTION? (SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS

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	<input type="radio"/> Netiquette			
	<input type="radio"/> Managing digital identity			

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

Nothing to add

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

NAME/FAMILY NAME

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Digital Skills and Jobs

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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? *HUNGARY*
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
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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
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- 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?

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 Somewhat Unresponsive
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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

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?

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03. FROM WHICH EU COUNTRY ARE YOU COME FROM? *Greece*
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(SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS**

INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
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INFORMATION AND DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
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	<input type="checkbox"/> Netiquette			
	<input type="checkbox"/> Managing digital identity			

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

Section: 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 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

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

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

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

Section: 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 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

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

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

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

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Digital Skills and Jobs

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

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
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 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

Section: 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 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

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?

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

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

Section: 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 DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
<input type="radio"/> Browsing, searching and filtering data, information and digital content	<input type="radio"/> Interacting through digital technologies	<input type="radio"/> Developing digital content	<input type="radio"/> Protecting devices	<input type="radio"/> Solving technical problems
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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	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
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	<input type="radio"/> Netiquette			
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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	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
<input type="radio"/> Browsing, searching and filtering data, information and digital content	<input type="radio"/> Interacting through digital technologies	<input type="radio"/> Developing digital content	<input type="radio"/> Protecting devices	<input type="radio"/> Solving technical problems
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20. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?

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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.

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Thank you very much for answering the questionnaire!



Digital Skills and Jobs

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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
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(SKILLS FROM EU DIGCOMP FRAMEWORK) - TICK MAX 3 OPTIONS**

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

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- 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
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- Not at all Responsive
 Somewhat Unresponsive
 Somewhat Responsive
 Very Responsive

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- 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

Section: 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 DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
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- 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

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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	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
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03. FROM WHICH EU COUNTRY ARE YOU COME FROM? Italy
04. WHICH OF THE FOLLOWING CATEGORIES DO YOU BELONG TO? Entrepreneur Company Manager HR Manager
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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?

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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

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	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
<input checked="" type="radio"/> Browsing, searching and filtering data, information and digital content	<input checked="" type="radio"/> Interacting through digital technologies	<input type="radio"/> Developing digital content	<input type="radio"/> Protecting devices	<input type="radio"/> Solving technical problems
<input type="radio"/> Evaluating data, information and digital content	<input checked="" type="radio"/> Sharing through digital technologies	<input type="radio"/> Integrating and re-elaborating digital content	<input type="radio"/> Protecting personal data and privacy	<input type="radio"/> Identifying needs and technological responses
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	<input checked="" type="radio"/> Collaborating through digital technologies	<input type="radio"/> Programming	<input type="radio"/> Protecting the environment	<input type="radio"/> Identifying digital competence gaps
	<input type="radio"/> Netiquette			
	<input type="radio"/> 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 DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
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	<input type="radio"/> Netiquette			
	<input type="radio"/> Managing digital identity			

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

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NAME/FAMILY NAME

ORGANIZATION

COUNTRY

EMAIL ADDRESS

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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? *Italy*

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

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

Section: 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 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

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	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
<input type="radio"/> Browsing, searching and filtering data, information and digital content	<input type="radio"/> Interacting through digital technologies	<input type="radio"/> Developing digital content	<input type="radio"/> Protecting devices	<input type="radio"/> Solving technical problems
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	<input type="radio"/> Collaborating through digital technologies	<input type="radio"/> Programming	<input checked="" type="radio"/> Protecting the environment	<input type="radio"/> Identifying digital competence gaps
	<input type="radio"/> Netiquette			
	<input type="radio"/> 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 DATA LITERACY	COMMUNICATION & COLLABORATION	DIGITAL CONTENT CREATION	SAFETY	PROBLEM SOLVING
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<input type="radio"/> Managing data, information and digital content	<input type="radio"/> Engaging in citizenship through digital technologies	<input type="radio"/> Copyright and licences	<input type="radio"/> Protecting health and well-being	<input type="radio"/> Creatively using digital technologies
	<input type="radio"/> Collaborating through digital technologies	<input type="radio"/> Programming	<input checked="" type="radio"/> Protecting the environment	<input type="radio"/> Identifying digital competence gaps
	<input type="radio"/> Netiquette			
	<input type="radio"/> Managing digital identity			

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

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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

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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 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 Secondary education Higher education (University) Postgraduate
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? Italy
06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed I do not work I am retired

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 profile
 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

- | | | |
|----------------------------------|----------------------------------|---|
| <input type="radio"/> | <input checked="" type="radio"/> | I am in full control, and I am able to manage my digital identity |
| <input checked="" type="radio"/> | <input type="radio"/> | Me, I am not, but I know many people who are completely unaware |
| <input checked="" type="radio"/> | <input type="radio"/> | Someone could easily influence my online reputation by posting fake information under my name |
| <input type="radio"/> | <input checked="" type="radio"/> | 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 PROFILE SHOULD BE USED? TICK AS MANY AS APPLY

- When employers check their future employees' online profiles
 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
- 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 | |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Location tracking |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Privacy settings on social media |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Change username/password or delete your old media accounts |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Private mode in your browser |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Anti-tracking tools |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Ads blockers software |
| <input type="checkbox"/> | <input type="checkbox"/> | 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 profiles
- 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 sufficient 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?

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

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ORGANIZATION

COUNTRY

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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.

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- 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 I am retired

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 profile
 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

- | | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | I am in full control, and I am able to manage my digital identity |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Me, I am not, but I know many people who are completely unaware |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Someone could easily influence my online reputation by posting fake information under my name |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 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 PROFILE SHOULD BE USED? TICK AS MANY AS APPLY

- When employers check their future employees' online profiles
 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
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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

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="radio"/> | Location tracking |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Privacy settings on social media |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Change username/password or delete your old media accounts |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Private mode in your browser |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Anti-tracking tools |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Ads blockers software |
| <input type="checkbox"/> | <input type="radio"/> | 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?

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

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ORGANIZATION

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Digital Footprint Awareness

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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 Secondary education Higher education (University) Postgraduate
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05. WHAT IS YOUR COUNTRY OF RESIDENCE? SPAIN
06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed
- I do not work I am retired

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?

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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
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 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

- | | | |
|----------------------------------|----------------------------------|---|
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Section: MEDIA LITERACY COMPETENCES

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- 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 | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Location tracking |
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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 Secondary education Higher education (University) Postgraduate

04. MY TECHNICAL SKILLS ARE:

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 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? Spain

06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed
 I do not work I am retired

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 profile
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- 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

- | | | |
|----------------------------------|----------------------------------|---|
| <input checked="" type="radio"/> | <input type="radio"/> | I am in full control, and I am able to manage my digital identity |
| <input type="radio"/> | <input checked="" type="radio"/> | Me, I am not, but I know many people who are completely unaware |
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- Yes
- No

Section: MEDIA LITERACY COMPETENCES

17. WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY

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- 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

- | | | |
|-------------------------------------|-------------------------------------|--|
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| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Anti-tracking tools |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Ads blockers software |
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22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?

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Digital Footprint Awareness

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- ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING)
05. WHAT IS YOUR COUNTRY OF RESIDENCE? ITALY
06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed
- I do not work I am retired

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 profile
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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**

- | | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | I am in full control, and I am able to manage my digital identity |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Me, I am not, but I know many people who are completely unaware |
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Section: MEDIA LITERACY COMPETENCES

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TRUE FALSE

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05. WHAT IS YOUR COUNTRY OF RESIDENCE? BELGIUM
06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed
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Section One: DIGITAL FOOTPRINT AWARENESS

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11. PLEASE, INDICATE IF THE FOLLOWING SENTENCES ARE "TRUE OR FALSE" ACCORDING TO YOUR BEST KNOWLEDGE:

TRUE FALSE

- TRUE FALSE I am in full control, and I am able to manage my digital identity
 TRUE FALSE Me, I am not, but I know many people who are completely unaware
 TRUE FALSE Someone could easily influence my online reputation by posting fake information under my name
 TRUE FALSE 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 PROFILE SHOULD BE USED? TICK AS MANY AS APPLY

- When employers check their future employees' online profiles
 To suggest items that I possibly want to buy
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 My data are just mine, it should not be used for any purpose!

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- No

Section: MEDIA LITERACY COMPETENCES

17. WHICH OF THE FOLLOWING PERSONAL DATA DO YOU KEEP PROTECTED? TICK AS YOU MANY AS APPLY

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- Web browsing history / behaviour preferences
- Shopping preferences
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18. HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS ON YOUR DEVICES?

- | TRUE | FALSE | |
|-------------------------------------|-------------------------------------|--|
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Section One: DIGITAL FOOTPRINT AWARENESS

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Section: ONLINE REPUTATION

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 Not yes, I will do it now
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05. WHAT IS YOUR COUNTRY OF RESIDENCE? Belgium
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Section One: DIGITAL FOOTPRINT AWARENESS

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Section: MEDIA LITERACY COMPETENCES

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|-------------------------------------|--------------------------|--|
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Section: GENERAL INFORMATION

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03. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?
- First level of compulsory education Secondary education Higher education (University) Postgraduate
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- ADVANCED (ADVANCED USE OF DATABASES, PROGRAMMING AND SCRIPTING)
05. WHAT IS YOUR COUNTRY OF RESIDENCE? SPAIN
06. WHAT IS YOUR OCCUPATION: I am a student I am employed/self-employed
- I do not work I am retired

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 profile
 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

- | | | |
|----------------------------------|----------------------------------|---|
| <input type="radio"/> | <input checked="" type="radio"/> | I am in full control, and I am able to manage my digital identity |
| <input type="radio"/> | <input checked="" type="radio"/> | Me, I am not, but I know many people who are completely unaware |
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12. HOW DO YOU THINK YOUR PROFILE SHOULD BE USED? TICK AS MANY AS APPLY

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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 PROFILE 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

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- Web browsing history / behaviour preferences
- Shopping preferences
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18. HAVE YOU RECENTLY USED ANY OF THE FOLLOWING TOOLS OR MADE ANY OF THE FOLLOWING ADJUSTMENTS ON YOUR DEVICES?

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- | | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="radio"/> | Location tracking |
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22. DO YOU HAVE ANY FURTHER COMMENTS OR IDEAS YOU'D LIKE TO SHARE?

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

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

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Section One: DIGITAL FOOTPRINT AWARENESS

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- | TRUE | FALSE | |
|----------------------------------|----------------------------------|--|
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| <input checked="" type="radio"/> | <input type="radio"/> | Privacy settings on social media |
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Section One: DIGITAL FOOTPRINT AWARENESS

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TRUE FALSE

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- | TRUE | FALSE |
|-------------------------------------|--|
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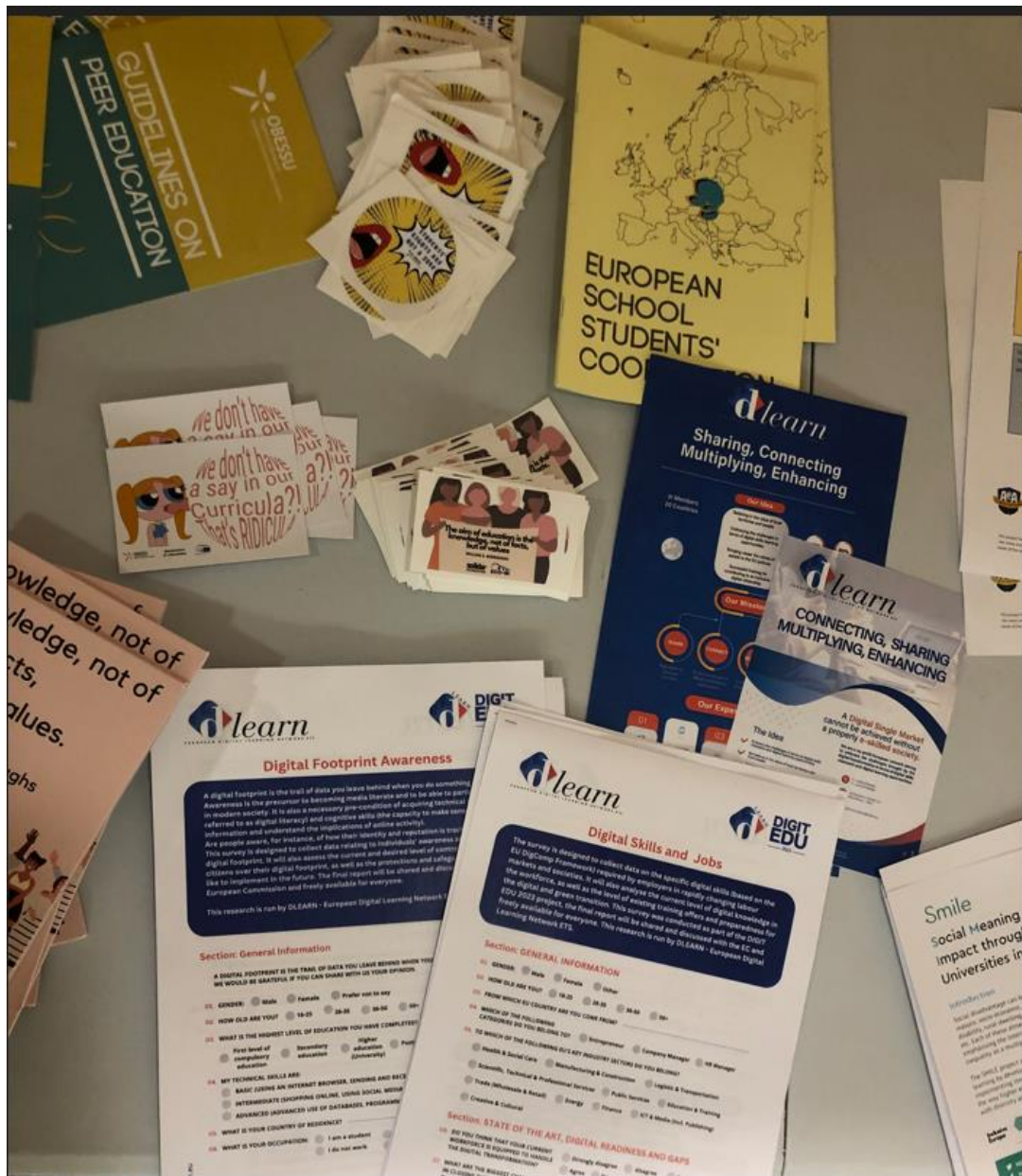
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Annex 3 - Materials distributed during the LLLP's event

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.





**Co-funded by
the European Union**

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