

Supporting policies addressing the digital skills gap

Priority Groups for digital competence training in the context of employment

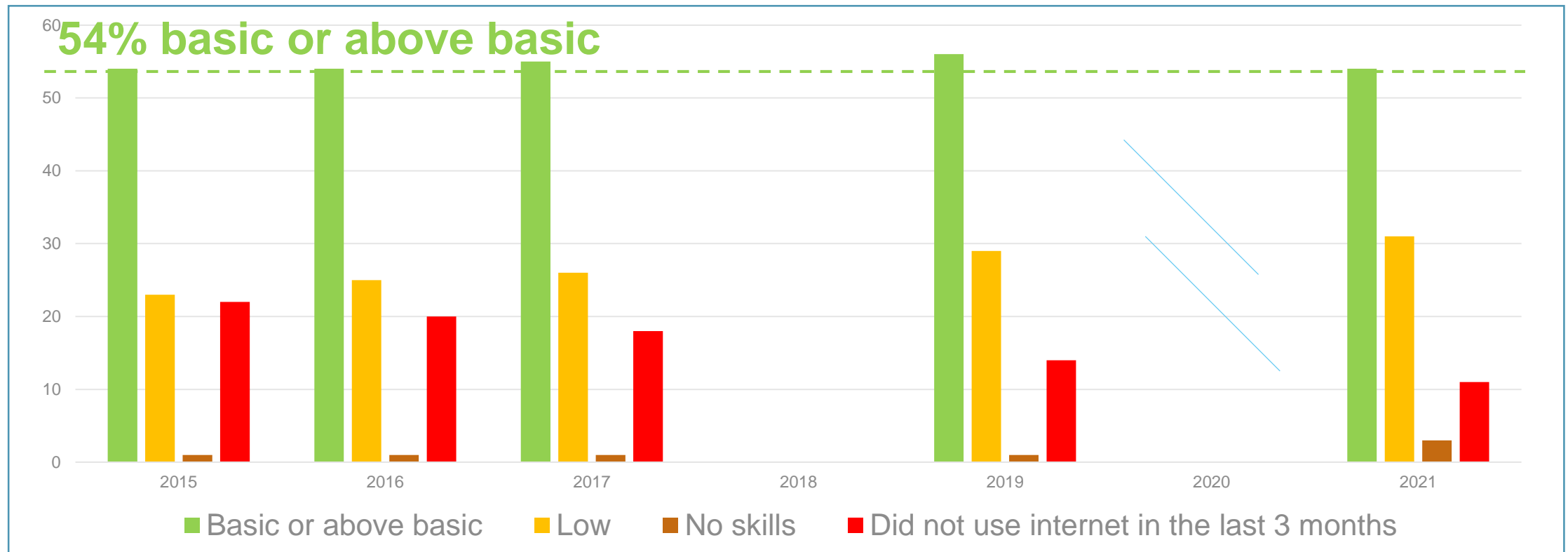
Clara Centeno

European Commission, JRC, Digital Economy Unit T1
Digital Education and Digital Skills Team

Visit of the Delegation of the Republic of Croatia of the OECD Project “*Enhanced Strategic Planning at Regional and local level in Croatia*”. Seville, 12th Dec 2023

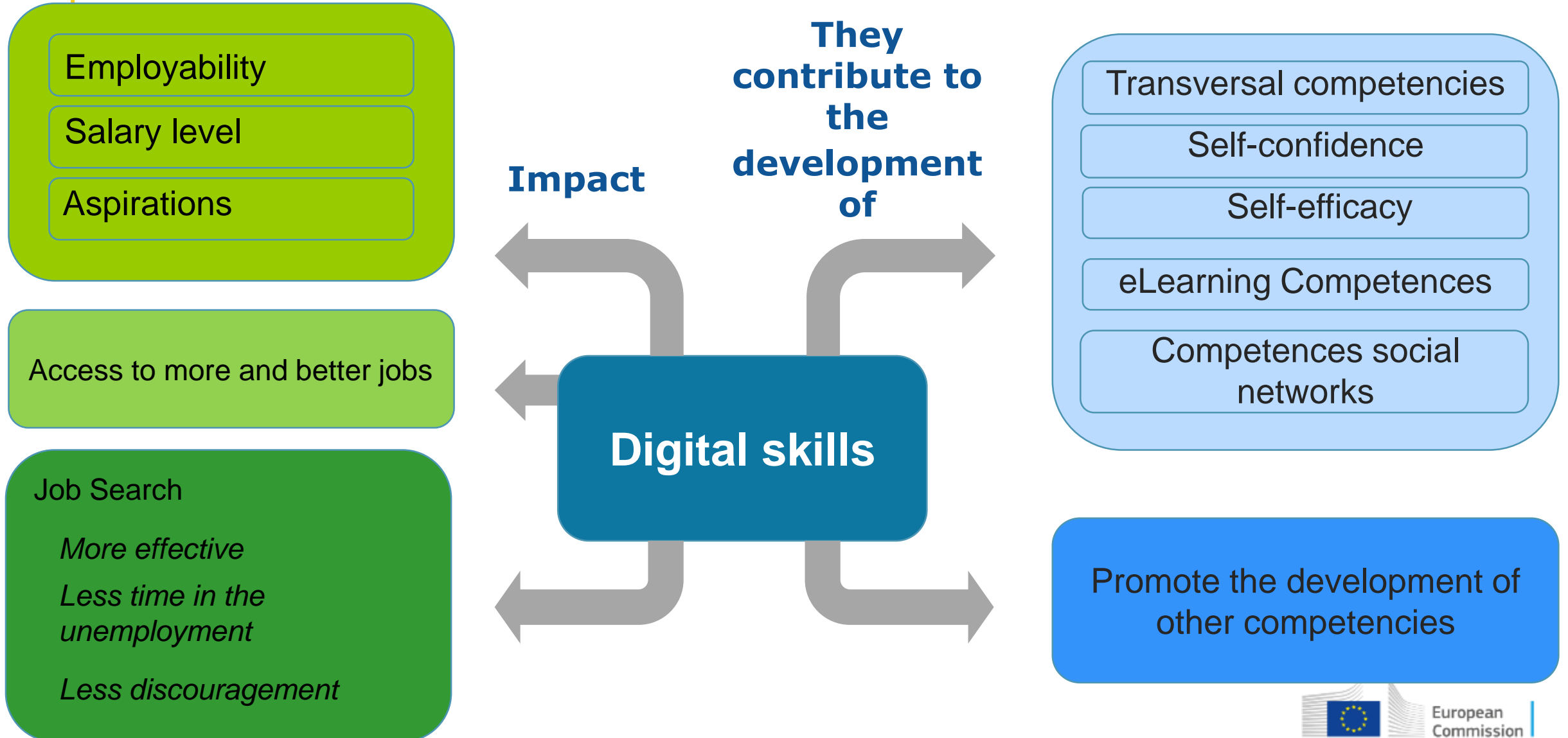
Some challenges in relation to digital inclusion

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



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

Digital skills are crucial for employability



Aim of research carried out:

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

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



*Centeno C., Karpinski, Z., Urzi Brancati, C.,
**Supporting policies addressing the digital
skills gap** – Identifying priority groups in the
context of employment*

Key findings on Analysis of supply

9 priority groups for policy action

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

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

Policy options

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

Way forward : further research on skills gaps

1. Shorter term work

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

2. Longer term work

- Use and promote the **DigComp Framework** as a conceptual base for the research
- Reinforce **collaboration** among EU and non-EU institutions to work towards a shared understanding and alignment of measures of digital skills gaps (on-going with Eurostat, CEDEFOP, ESCO)

Thank you!

Clara.Centeno@ec.europa.eu



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