



SUMMARY OF QUESTIONNAIRE REPORTS FROM ALL PARTNERS

**“An Adult Digital Education Skills Kit to Foster Employability -
DESK**

2018-1-EL01-KA204-047819



Changelog

Revision	Date	Author/Organization	Description
v 1.0	18/10/2019	Catalin AMZA / UPB_CAMIS	Draft version
v 1.1	20/10/2019	Catalin AMZA / UPB_CAMIS	Reviewed version after partner feedback
v 1.2	28/10/2019	Catalin AMZA / UPB_CAMIS	Final version



Contents

Abstract	4
Digital skills definition	4
Research Methodology	5
Purpose statement	5
Measurement Tool	5
Data collection.....	6
Data analysis.....	7
Demographics data.....	7
Descriptive analysis	8
Conclusions.....	16
Appendix 1.....	17
Appendix 2.....	18
Appendix 3.....	24
Appendix 4.....	37

Abstract

This research was conducted within the framework of the project titled “An adult Digital Education Skills Kit to foster employability” (DESK) and involved the seven project partners. The aim was to identify the minimum level of digital skills required by an employee in order to actively participate in the labor market today. Data were collected through structured questionnaire, which was developed using a validated framework, and analyzed accordingly. The results demonstrate the unique role of digital competences in contemporary professions, which require a mean level of digital skills.

Digital skills definition

According to the European Union, “in the future, 9 out of 10 jobs will require digital skills. At the same time, 169 million Europeans between 16 and 74 years – 44% – do not have basic digital skills”¹ (The Digital Skills Gap in Europe, 2017). Lack of digital skills restricts individuals’ participation in the contemporary society of knowledge. The familiarization of citizens with specific structures of technology aims to develop skills for adults’ use of computational and network tools and as a consequence their labor market participation.

Digital skills as they defined by the European Digital Competence Framework 2.0² (DigComp 2.0) are consisted of digital competence in 5 areas which are the followings: 1) Information and data literacy, 2) Communication and collaboration, 3) Digital content creation, 4) Safety and 5) Problem solving. According to this framework, the Information and data literacy area determines users' ability to “locate and retrieve digital data”, assess the reliability of online information and classify information in a methodical way using files and folders. The Communication and collaboration area determine users' ability to “communicate and collaborate through digital technologies”, participate in the digital society and be aware and use the rules of online communication. The Digital content creation area determines users' ability to create digital content and “understanding how copyright and licenses are to be applied”. The Safety area determines users' ability to “protect devices, content, personal data and privacy in digital environments” while the Problem-solving area determines users' capability to identify and handle problems in digital environment. The above five areas of the DigComp 2.0 framework have been developed by the European Union (Europass)³ into a self-assessment grid which includes the following levels of digital skills: 1) “Basic user”, 2) “Independent user” and 3) “Proficient user”.

¹ <https://ec.europa.eu/digital-single-market/en/news/digital-skills-gap-europe>

² <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

³ <https://euopass.cedefop.europa.eu/sites/default/files/dc-en.pdf>

Moreover, the Europass CV⁴ includes this online tool in order for people to evaluate the level of their digital competences based on the DigComp 2.0 framework⁵.

Research Methodology

Purpose statement

The purpose of this research is to collect the views of in-service adults (employees and/or entrepreneurs) about the minimum level of digital skills required by an employee in order to actively participate in the labor market. This research involved seven partner countries: Greece, Romania, Malta, Poland, Italy, Spain and Czech Republic. Although there are sectors where employees need a higher level of digital skills, the aim of this survey is to identify the most common set of digital skills required by an employee in the labor market. For the purposes of this research, the term "average employee" will be used.

Measurement Tool

A quantitative research was conducted to collect data from a group of employees and/or entrepreneurs. The research tool that was used was a questionnaire which was developed based on the European Union Framework (Europass). It is worth noting that some amendments were made on it in order some questions to be more suitable for the participants.

The questionnaire consists of three sections expanding in six pages (Appendix 2). The first section of the questionnaire includes the Letter to the Respondents. The second section includes four demographic questions which are related to age, gender, educational level and place of work. The third section includes a set of questions (14 questions in total) about digital skills classified into five categories as follows: 1) Introduction to digital user interfaces (one question), 2) Information processing (three questions), 3) Digital Communication (three questions), 4) Digital Content creation (three questions) and 5) Safety & Support (four questions). The answers of each question are classified in three levels. Answer "a" depicts the lowest level of digital competences (Basic user), answer "b" depicts the intermediate level (Independent user) and answer "c" depicts the highest (Proficient user). The choice "Do not know/Do not answer" is also available.

⁴ <https://europass.cedefop.europa.eu/editors/en/cv/compose>

⁵ <https://ec.europa.eu/jrc/en/digcomp>

Data collection

The research was carried out in three main stages. In the first stage, each partner ensures the participation of adults who fulfilled the research requirements to take part in the research. The unit of analysis was individuals. The target population was people in the labour market (employees and/or entrepreneurs) in the partner countries (Greece, Romania, Malta, Poland, Italy, Spain and Czech Republic), men and women, of all age groups and educational levels from smaller or larger place of work. The non-probability sampling method was applied in this research. The partner consortium designed a letter of consent (Appendix 1), which included the purpose of the research, ethical issues (anonymity, voluntary participation, confidentiality) and the researcher's contact details. Each partner used its own contact database to reach potential respondents who meet the research design requirements. In some cases, the letter was sent via email to potential respondents. In some other cases, respondents were approached over phone to ensure their consent. Adults who were willing to provide the appropriate information from their own experience regarding the topic under investigation were selected. A very small number of employees, namely three adults, who responded positively to the survey were selected to participate in the pilot evaluation of the research tool in order to ensure that the questions and instructions are understandable by the respondents. The questionnaire was distributed to them, to read it and to indicate if the questions are fully understood or need some corrections. The pilot assessment of the tool by these three individuals showed no need for the questions to be recast. It is worth noting that these individuals were subsequently excluded from the final research.

In the second stage, the selected participants received the questionnaire either via email or hardcopy. Participants were informed for the purpose of the research and it was clarified that the questions were served research purposes. It was also ensured protection of privacy by remaining all participants' details anonymous and confidential. A convenience sample of in-service adults in the partner countries was targeted. These were considered suitable for the research as they fulfilled the established criteria. A reminder was sent via e-mail or phone to the adults who received the questionnaire when a reply was not received after five working days. The data collection process took about two weeks (from 1/10/2019 to 15/10/2019). The survey was completed when participants' responses were repeated and no new data emerged. At the end of the survey, 280 adults participated at the research (40 from each country).

In the third stage, the data were analyzed.

Data analysis

The Statistical Package for Social Sciences (SPSS Version 23.0 software) was used for the analysis of the questionnaire data. Detailed output is presented in Appendix 3.

Demographics data

The questionnaire includes four (4) questions focused on collecting demographics data.

Forty adults from each partner country (Greece, Romania, Malta, Poland, Italy, Spain and Czech Republic) participated in this research. The total number of respondents were two hundred and eighty employees and/or entrepreneurs coming from different cultural and economic backgrounds. 197 of them (70.4%) work in small areas (less 50.000 residents) while 83 of them (29.6%) in urban areas.

Male respondents amounted to 151 (53.9 %) whilst female respondents amounted to 129 (46.1 %).

There were 55 responses from adults aged 18-30-year-old (19.6 %), 108 responses from 25-34-year-olds (38.6 %), 112 responses from 35-54-year-old (40 %) and 5 responses from 55-64-year-old (1.8 %).

Educational Level	Number	Percentage
Level 1	0	0 %
Level 2	0	0 %
Level 3	0	0 %
Level 4	95	33.9%
Level 5	39	13.9%
Level 6	119	42.5%
Level 7	24	8.6%
Level 8	3	1.1%

Qualification Types in the EQF

Level 1: Primary Education / Basic VET qualifications

Level 2: Lower-secondary education / Basic VET qualifications

Level 3: VET qualifications / Secondary education certificates

Level 4: Upper Secondary General or VET School – leaving certificates

Level 5: Vocational education / Upper secondary school degree (Diploma qualifications)

Level 6: First cycle degrees (Bachelor's)

Level 7: Second cycle degrees (Master's)

Level 8: Third cycle degrees (Doctorate)

Regarding the educational level of the respondents, it is observed that 95 respondents (33.9%) are holders of either general or vocational upper secondary certificates. 39 respondents (13.9%) hold a degree level 5. 119 respondents (42.5%) holds a Bachelor

degree while 9.7% of the respondents hold a higher-level degree than Bachelor, with 8.6% holding a Master's degree and 1.1% holding a doctorate.

Descriptive analysis

The questionnaire includes fourteen (14) questions focused on collecting data related to adults' digital competence classified in three levels. There is also the choice "Do not know/Do not answer", but it was selected by no one.

Subsequently, each question is analyzed.

Category 1: Introduction to digital user interfaces

Question 1 (Q1)

Q1). Which one of the following answers would better describe the required digital competency level (in category 1) by a potential employee:

- a. He/she can easily use a simple day to day device digital user interface to manipulate information (ATMs, airport Kiosk, information desks, etc.)
- b. He/she can easily use a smartphone/tablet digital user interface to manipulate information
- c. He/she can easily use the digital user interface of a Personal Computer (Windows or Apple based PC or laptop) to perform tasks (launch an application, working with files, etc.)
- d. Do not know/Do not answer

According to the questionnaire results:

26 (9,3%) of the 280 respondents in our sample chose the first answer (a). 49 respondents (17,5%) chose the second answer (b). However, 205 (73,2%) chose the third answer (c).

The mean of the Q1 is $M=2,64$ and the Std. Deviation is $SD=0,65$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are close to the level of "Proficient user" in relation to the question 1.

Category 2: Information processing

Question 2 (Q2)

Q2). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- a. He/she can look for information online using a search engine.
- b. He/she can use different search engines to find information. He/she uses some filters when searching (e.g. searching only images, videos, maps).
- c. He/she can use advanced search strategies (e.g. using search operators) to find reliable information on the internet. He/she can use web feeds (like RSS) to be updated with content he/she is interested in.
- d. Do not know/Do not answer

According to the questionnaire results:

78 (27,9%) of the 280 respondents in our sample chose the first answer (a). 163 respondents (58,2%) chose the second answer (b). And 39 (13,9%) chose the third answer (c).

The mean of the Q2 is $M=1,86$ and the Std. Deviation is $SD=0,63$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are close to the level of “Independent user” in relation to the question 2.

Question 3 (Q3)

Q3). Which one of the following answers would better describe the required digital competency level (in category 2) by a potential employee:

- a. He/she is aware that not all online information is reliable.
- b. He/she compares different sources to assess the reliability of the information he/she finds.
- c. He/she can assess the validity and credibility of information using a range of criteria.
- d. Do not know/Do not answer

According to the questionnaire results:

68 (24,3%) of the 280 respondents in our sample chose the first answer (a). 113 respondents (40,4%) chose the second answer (b). And 99 (35,4%) chose the third answer (c).

The mean of the Q3 is $M=2,11$ and the Std. Deviation is $SD=0,77$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are close to the level of “Independent user” in relation to the question 3.

Question 4 (Q4)

Q4). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- a. He/she can save or store files or content (e.g. text, pictures, music, videos, and web pages) and retrieve them on demand.
- b. He/she classifies information in a methodical way using files and folders to organize and process these easier. He/she can also create backup files.
- c. He/she can save information found on the internet in different formats. He/she can efficiently use cloud storage services.
- d. Do not know/Do not answer

According to the questionnaire results:

81 (28,9%) of the 280 respondents in our sample chose the first answer (a). 125 respondents (44,6%) chose the second answer (b). And 74 (26,4%) chose the third answer (c).

The mean of the Q4 is $M=1,98$ and the Std. Deviation is $SD=0,74$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are close to the level of “Independent user” in relation to the question 4.

Category 3: Digital Communication

Question 5 (Q5)

Q5). Which one of the following answers would better describe the required digital competency level (in category 3) by a potential employee:

- a. He/she can communicate with others using mobile devices and common applications like skype, messenger, e-mail or chat.
- b. He/she can use advanced features of common communication tools (e.g. integrating collaborative processes like multi-conferencing or team-work).
- c. He/she actively uses a wide range of digital communication tools (e-mail, chat, SMS, messaging, blogs, and social networks) for online communication.
- d. Do not know/Do not answer

According to the questionnaire results:

111 (39,6%) of the 280 respondents in our sample chose the first answer (a). 94 respondents (33,6%) chose the second answer (b). And 75 (26,8%) chose the third answer (c).

The mean of the Q5 is $M=1,87$ and the Std. Deviation is $SD=0,81$. The above mean indicates that respondents in our sample believe that the average employee should

have skills that are close to the level of “Independent user” in relation to the question 5.

Question 6 (Q6)

Q6). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- a. He/she can share files and content using simple tools.
- b. He/she can use collaboration tools and online services (e.g. e-banking, public services)
- c. He/she can create and manage content with collaboration tools and use cloud technologies efficiently.
- d. Do not know/Do not answer

According to the questionnaire results:

89 (31,8%) of the 280 respondents in our sample chose the first answer (a). 111 respondents (39,6%) chose the second answer (b). And 80 (28,6%) chose the third answer (c).

The mean of the Q6 is $M=1,97$ and the Std. Deviation is $SD=0,78$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are close to the level of “Independent user” in relation to the question 6.

Question 7 (Q7)

Q7). Which one of the following answers would better describe the required digital competency level (in category 3) by a potential employee:

- a. He/she is aware of social networking tools and its impact.
- b. He/she is aware of and use the rules of online communication (Netiquette).
- c. He/she effectively manages digital profiles and identities.
- d. Do not know/Do not answer

According to the questionnaire results:

95 (33,9%) of the 280 respondents in our sample chose the first answer (a). 121 respondents (43,2%) chose the second answer (b). And 64 (22,9%) chose the third answer (c).

The mean of the Q7 is $M=1,89$ and the Std. Deviation is $SD=0,75$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are close to the level of “Independent user” in relation to the question 7.

Category 4: Digital Content creation

Question 8 (Q8)

Q8). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- a. He/she can produce simple digital content (e.g. text, tables, images, audio files).
- b. He/she can efficiently manage digital content in different formats (e.g. insert footnotes, charts, tables, merge documents).
- c. He/she can produce or modify complex multimedia content, using a variety of digital platforms, tools and environments (e.g. WordPress).
- d. Do not know/Do not answer

According to the questionnaire results:

88 (31,4%) of the 280 respondents in our sample chose the first answer (a). 157 respondents (56,1%) chose the second answer (b). And 35 (12,5%) chose the third answer (c).

The mean of the Q8 is $M=1,81$ and the Std. Deviation is $SD=0,64$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are close to the level of “Independent user” in relation to the question 8.

Question 9 (Q9)

Q9). Which one of the following answers would better describe the required digital competency level (in category 4) by a potential employee:

- a. He/she knows that content can be protected by copyright laws.
- b. He/she knows how to reference and reuse content protected by copyright laws (e.g. creative commons).
- c. He/she knows how to apply licenses and copyrights.
- d. Do not know/Do not answer

According to the questionnaire results:

124 (44,3%) of the 280 respondents in our sample chose the first answer (a). 116 respondents (41,4%) chose the second answer (b). And 40 (14,3%) chose the third answer (c).

The mean of the Q9 is $M=1,70$ and the Std. Deviation is $SD=0,71$. The above mean indicates that respondents in our sample believe that the average employee should

have skills that are close to the level of “Independent user” in relation to the question 9.

Question 10 (Q10)

Q10). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- a. He/she can apply and modify simple functions and settings of software and applications that he/she uses (e.g. change default settings).
- b. He/she knows the basics of one programming language.
- c. He/she can use several programming languages. He/she knows how to design, create and modify databases.
- d. Do not know/Do not answer

According to the questionnaire results:

150 (53,6%) of the 280 respondents in our sample chose the first answer (a). 114 respondents (40,7%) chose the second answer (b). And 16 (5,7%) chose the third answer (c).

The mean of the Q10 is $M=1,52$ and the Std. Deviation is $SD=0,60$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are between to the level of “Basic user” and “Independent user” in relation to the question 10.

Category 5: Safety & Support

Question 11 (Q11)

Q11). Which one of the following answers would better describe the required digital competency level (in category 5) by a potential employee:

- a. He/she can take basic steps to protect digital devices (e.g. using anti-viruses and passwords).
- b. He/she can install security programs (e.g. antivirus, firewall), run and update them regularly.
- c. He/she frequently checks the security configuration of hardware/software systems.
- d. Do not know/Do not answer

According to the questionnaire results:

139 (49,6%) of the 280 respondents in our sample chose the first answer (a). 109 respondents (38,9%) chose the second answer (b). And 32 (11,4%) chose the third answer (c).

The mean of the Q11 is $M=1,62$ and the Std. Deviation is $SD=0,68$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are between to the level of “Basic user” and “Independent user” in relation to the question 11.

Question 12 (Q12)

Q12). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- a. He/she is aware that his credentials (username and password) can be stolen. He/she protects his/her private information online.
- b. He/she uses different passwords to access equipment, devices and digital services and he/she modifies them on a periodic basis.
- c. He/she can configure or modify the firewall and security settings of his digital devices.
- d. Do not know/Do not answer

According to the questionnaire results:

96 (34,3%) of the 280 respondents in our sample chose the first answer (a). 129 respondents (46,1%) chose the second answer (b). And 55 (19,6%) chose the third answer (c).

The mean of the Q12 is $M=1,85$ and the Std. Deviation is $SD=0,72$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are close to the level of “Independent user” in relation to the question 12.

Question 13 (Q13)

Q13). Which one of the following answers would better describe the required digital competency level (in category 5) by a potential employee:

- a. He/she can find support and assistance when a technical problem occurs.
- b. He/she can solve most of the more frequent problems that arise when using digital technologies.
- c. He/she can solve almost all problems that arise when using digital technologies.
- d. Do not know/Do not answer

According to the questionnaire results:

150 (53,6%) of the 280 respondents in our sample chose the first answer (a). 111 respondents (39,6%) chose the second answer (b). And 19 (6,8%) chose the third answer (c).

The mean of the Q13 is $M=1,53$ and the Std. Deviation is $SD=0,62$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are between to the level of “Basic user” and “Independent user” in relation to the question 13.

Question 14 (Q14)

Q14). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- a. He/she is aware that there are available software systems to restrict or control the content an Internet user can access.
- b. He/she can take basic steps to block inappropriate or dangerous content delivered over the Internet.
- c. He/she can use content control software efficiently to block inappropriate material.
- d. Do not know/Do not answer

According to the questionnaire results:

132 (47,1%) of the 280 respondents in our sample chose the first answer (a). 113 respondents (40,4%) chose the second answer (b). And 35 (12,5%) chose the third answer (c).

The mean of the Q14 is $M=1,65$ and the Std. Deviation is $SD=0,69$. The above mean indicates that respondents in our sample believe that the average employee should have skills that are between to the level of “Basic user” and “Independent user” in relation to the question 14.

Conclusions

The Cronbach's Alpha coefficient for the whole questionnaire was computed 0.712 (Appendix 4). This value clearly suggests that test items have a relatively high internal consistency, thus it can be considered acceptable and our research valid.

Research findings per category show that:

In "Introduction to digital user interfaces" (category 1), there is a need for employees to possess digital skills to the "Proficient user" level.

Concerning "Information processing" (category 2), judging by the responses to the corresponding questions, it was found that "Independent user" level of digital skills is required. The findings from all three questions of this category lead to this conclusion.

Findings from the next three questions, "Digital Communication" (category 3) identify that the same level of digital skills ("Independent user") is expected for every employee to have.

In "Digital Content creation" (category 4), the level of digital skills that every employee needs is that of "Independent user". At this point we should note that in Q10 the respondents' replies were divided between the levels "Basic user" and "Independent user". However, a key percentage of the respondents (53.57%) considers that there is not a mandatory need for the "average employee" to use programming languages.

Concerning "Safety & Support" (category 5), the relevant level of digital skills an "average employee" should possess lays between "Basic user" and "Independent user". Furthermore, in Q12 most respondents prefer option "b", which tends more to the "Independent user" level.

Conclusively, the mean level of digital skills an "average employee" should possess is calculated as "Independent user", except from a few cases where other level was preferred.



Appendix 1

Letter of consent

In the framework of the European project titled “An adult Digital Education Skills Kit to foster employability” (DESK) in which our organization is participating, we conduct a survey with the aim to collect employees and entrepreneurs’ views on which digital skills an employee should possess in order to participate actively in the labor market.

This information is provided to help you decide if you would like to participate in this research. We are inviting you to answer a specific questionnaire which is strictly for survey purposes. This will take you approximately 10 minutes to complete it.

You should know that you are free to withdraw at any time without consequences of any kind. Participation in the research is voluntary. Moreover, the questionnaire is anonymous and confidential.

Please let us know if you agree to participate in this research.

Partner contact details:

Appendix 2

QUESTIONNAIRE

Perceptions of digital skills / knowledge needed in the modern work environment

Letter to the Respondents

Dear employee / entrepreneur,

This questionnaire is part of the DESK project. One of the aims of the project is the development of educational material for adults who need to enhance their digital skills related to the labor market.

For this purpose, this survey is conducted with the aim to collect your views on which digital skills you think an employee should possess in order to be effective in his/her work. Please reply to the questions from a general perspective. We are aware that there are sectors where employees need a higher level of digital skills, but we would like to identify those digital skills, which everyone needs in the labor market.

Please choose what you believe. Keep in mind that there is no right or wrong answer. Responding to all questions that follow in a voluntary, honest and accurate way will help us reach the right conclusions.

This questionnaire is strictly for survey purposes and the questions serve research purposes. For this and ensuring the protection of privacy, the questionnaire is **anonymous** and **confidential**.

It will take you about 10 minutes to complete it.

Thank you very much for your collaboration!

DESK consortium partners

Questionnaire Code/Number				
------------------------------	--	--	--	--

Section A: Demographics

D1	AGE
-----------	------------	-------

D2	GENDER	Male	<input type="checkbox"/>
		Female	<input type="checkbox"/>

D3. What is your level of education?	
Primary Education / Basic VET qualifications	<input type="checkbox"/> 1
Lower-secondary education / Basic VET qualifications	<input type="checkbox"/> 2
VET qualifications / Secondary education certificates	<input type="checkbox"/> 3
Upper Secondary General or VET School – leaving certificates	<input type="checkbox"/> 4
Vocational education / Upper secondary school degree (Diploma qualifications)	<input type="checkbox"/> 5
First cycle degrees (Bachelor's)	<input type="checkbox"/> 6
Second cycle degrees (Master's)	<input type="checkbox"/> 7
Third cycle degrees (Doctorate)	<input type="checkbox"/> 8

D4. What is your place of work?	
Rural / Town	<input type="checkbox"/> 1
Urban / Large urban	<input type="checkbox"/> 2

Section B: Digital Competence Questionnaire (as defined by the European Union (Europass))

Category 1: Introduction to digital user interfaces

Q1). Which one of the following answers would better describe the required digital competency level (in category 1) by a potential employee:

- a. He/she can easily use a simple day to day device digital user interface to manipulate information (ATMs, airport Kiosk, information desks, etc.)
- b. He/she can easily use a smartphone/tablet digital user interface to manipulate information
- c. He/she can easily use the digital user interface of a Personal Computer (Windows or Apple based PC or laptop) to perform tasks (launch an application, working with files, etc.)
- d. Do not know/Do not answer

Category 2: Information processing

Q2). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- e. He/she can look for information online using a search engine.
- f. He/she can use different search engines to find information. He/she uses some filters when searching (e.g. searching only images, videos, maps).
- g. He/she can use advanced search strategies (e.g. using search operators) to find reliable information on the internet. He/she can use web feeds (like RSS) to be updated with content he/she is interested in.
- h. Do not know/Do not answer

Q3). Which one of the following answers would better describe the required digital competency level (in category 2) by a potential employee:

- e. He/she is aware that not all online information is reliable.
- f. He/she compares different sources to assess the reliability of the information he/she finds.
- g. He/she can assess the validity and credibility of information using a range of criteria.
- h. Do not know/Do not answer

Q4). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- e. He/she can save or store files or content (e.g. text, pictures, music, videos, and web pages) and retrieve them on demand.
- f. He/she classifies information in a methodical way using files and folders to organize and process these easier. He/she can also create backup files.

- g. He/she can save information found on the internet in different formats.
He/she can efficiently use cloud storage services.
- h. Do not know/Do not answer

Category 3: Digital Communication

Q5). Which one of the following answers would better describe the required digital competency level (in category 3) by a potential employee:

- e. He/she can communicate with others using mobile devices and common applications like skype, messenger, e-mail or chat.
- f. He/she can use advanced features of common communication tools (e.g. integrating collaborative processes like multi-conferencing or team-work).
- g. He/she actively uses a wide range of digital communication tools (e-mail, chat, SMS, messaging, blogs, and social networks) for online communication.
- h. Do not know/Do not answer

Q6). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- e. He/she can share files and content using simple tools.
- f. He/she can use collaboration tools and online services (e.g. e-banking, public services)
- g. He/she can create and manage content with collaboration tools and use cloud technologies efficiently.
- h. Do not know/Do not answer

Q7). Which one of the following answers would better describe the required digital competency level (in category 3) by a potential employee:

- e. He/she is aware of social networking tools and its impact.
- f. He/she is aware of and use the rules of online communication (Netiquette).
- g. He/she effectively manages digital profiles and identities.
- h. Do not know/Do not answer

Category 4: Digital Content creation

Q8). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- e. He/she can produce simple digital content (e.g. text, tables, images, audio files).
- f. He/she can efficiently manage digital content in different formats (e.g. insert footnotes, charts, tables, merge documents).
- g. He/she can produce or modify complex multimedia content, using a variety of digital platforms, tools and environments (e.g. WordPress).
- h. Do not know/Do not answer

Q9). Which one of the following answers would better describe the required digital competency level (in category 4) by a potential employee:

- e. He/she knows that content can be protected by copyright laws.
- f. He/she knows how to reference and reuse content protected by copyright laws (e.g. creative commons).
- g. He/she knows how to apply licenses and copyrights.
- h. Do not know/Do not answer

Q10). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- e. He/she can apply and modify simple functions and settings of software and applications that he/she uses (e.g. change default settings).
- f. He/she knows the basics of one programming language.
- g. He/she can use several programming languages. He/she knows how to design, create and modify databases.
- h. Do not know/Do not answer

Category 5: Safety & Support

Q11). Which one of the following answers would better describe the required digital competency level (in category 5) by a potential employee:

- e. He/she can take basic steps to protect digital devices (e.g. using anti-viruses and passwords).
- f. He/she can install security programs (e.g. antivirus, firewall), run and update them regularly.
- g. He/she frequently checks the security configuration of hardware/software systems.
- h. Do not know/Do not answer

Q12). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- e. He/she is aware that his credentials (username and password) can be stolen. He/she protects his/her private information online.
- f. He/she uses different passwords to access equipment, devices and digital services and he/she modifies them on a periodic basis.
- g. He/she can configure or modify the firewall and security settings of his digital devices.
- h. Do not know/Do not answer

Q13). Which one of the following answers would better describe the required digital competency level (in category 5) by a potential employee:

- e. He/she can find support and assistance when a technical problem occurs.

- f. He/she can solve most of the more frequent problems that arise when using digital technologies.
- g. He/she can solve almost all problems that arise when using digital technologies.
- h. Do not know/Do not answer

Q14). In the above competence area, which one of the following answers better describes, to your opinion, the preferable skills level of a potential employee:

- e. He/she is aware that there are available software systems to restrict or control the content an Internet user can access.
- f. He/she can take basic steps to block inappropriate or dangerous content delivered over the Internet.
- g. He/she can use content control software efficiently to block inappropriate material.
- h. Do not know/Do not answer

Thank you for your time!

Appendix 3

```
FREQUENCIES VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14
/STATISTICS=STDDEV MEAN MEDIAN
/PIECHART PERCENT
/ORDER=ANALYSIS.
```

Frequencies

Notes		
Output Created		17-OCT-2019 22:13:09
Comments		
Input	Data	C:\Users\user\Desktop\TELIKO - Αντιγραφή.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	280
	File	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 /STATISTICS=STDDEV MEAN MEDIAN /PIECHART PERCENT /ORDER=ANALYSIS.
Resources	Processor Time	00:00:03,36
	Elapsed Time	00:00:02,52

Statistics

		Q1	Q2	Q3	Q4	Q5	Q6	Q7						
N	Valid	280	280	280	280	280	280	280						
	Missing	0	0	0	0	0	0	0						
Mean		2,64	1,86	2,11	1,98	1,87	1,97	1,89						
Median		3,00	2,00	2,00	2,00	2,00	2,00	2,00						
Std. Deviation		,65	,63	,77	,74	,81	,78	,75						

Statistics

		Q8	Q9	Q10	Q11	Q12	Q13	Q14
N	Valid	280	280	280	280	280	280	280
	Missing	0	0	0	0	0	0	0
Mean		1,81	1,70	1,52	1,62	1,85	1,53	1,65
Median		2,00	2,00	1,00	2,00	2,00	1,00	2,00
Std. Deviation		,64	,71	,60	,68	,72	,62	,69

Frequency Table

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	basic user	26	9,3	9,3	9,3
	independent user	49	17,5	17,5	26,8
	proficient user	205	73,2	73,2	100,0
	Total	280	100,0	100,0	

Q2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	78	27,9	27,9	27,9
independent user	163	58,2	58,2	86,1
proficient user	39	13,9	13,9	100,0
Total	280	100,0	100,0	

Q3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	68	24,3	24,3	24,3
independent user	113	40,4	40,4	64,6
proficient user	99	35,4	35,4	100,0
Total	280	100,0	100,0	

Q4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	81	28,9	28,9	28,9
independent user	125	44,6	44,6	73,6
proficient user	74	26,4	26,4	100,0
Total	280	100,0	100,0	

Q5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	111	39,6	39,6	39,6
independent user	94	33,6	33,6	73,2
proficient user	75	26,8	26,8	100,0
Total	280	100,0	100,0	

Q6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	89	31,8	31,8	31,8
independent user	111	39,6	39,6	71,4
proficient user	80	28,6	28,6	100,0
Total	280	100,0	100,0	

Q7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	95	33,9	33,9	33,9
independent user	121	43,2	43,2	77,1
proficient user	64	22,9	22,9	100,0
Total	280	100,0	100,0	

Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	88	31,4	31,4	31,4
independent user	157	56,1	56,1	87,5
proficient user	35	12,5	12,5	100,0
Total	280	100,0	100,0	

Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	124	44,3	44,3	44,3
independent user	116	41,4	41,4	85,7
proficient user	40	14,3	14,3	100,0
Total	280	100,0	100,0	

Q10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	150	53,6	53,6	53,6
independent user	114	40,7	40,7	94,3
proficient user	16	5,7	5,7	100,0
Total	280	100,0	100,0	

Q11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	139	49,6	49,6	49,6
independent user	109	38,9	38,9	88,6
proficient user	32	11,4	11,4	100,0
Total	280	100,0	100,0	

Q12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	96	34,3	34,3	34,3
independent user	129	46,1	46,1	80,4
proficient user	55	19,6	19,6	100,0
Total	280	100,0	100,0	

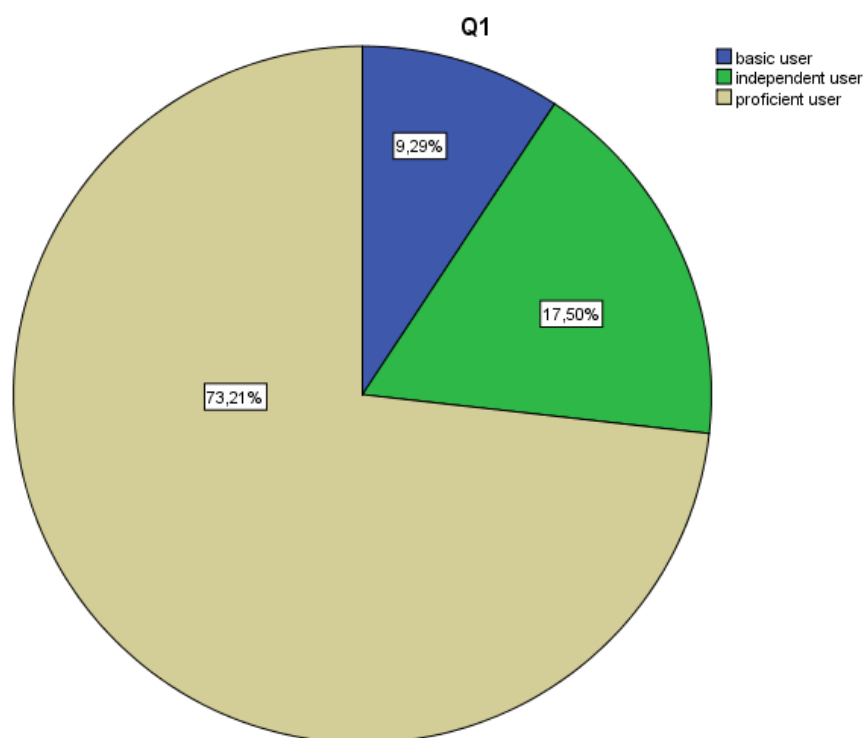
Q13

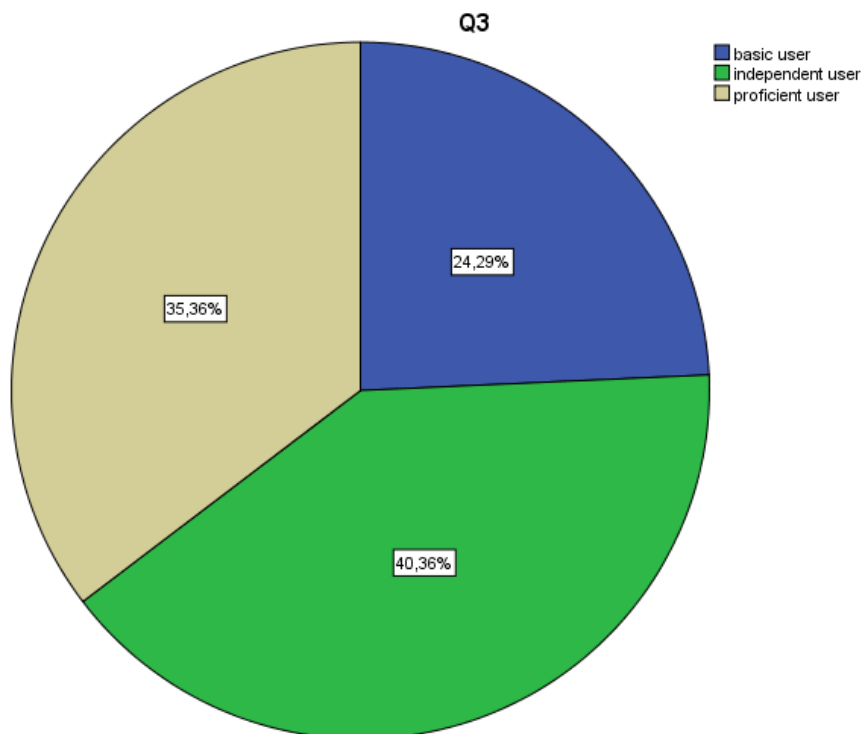
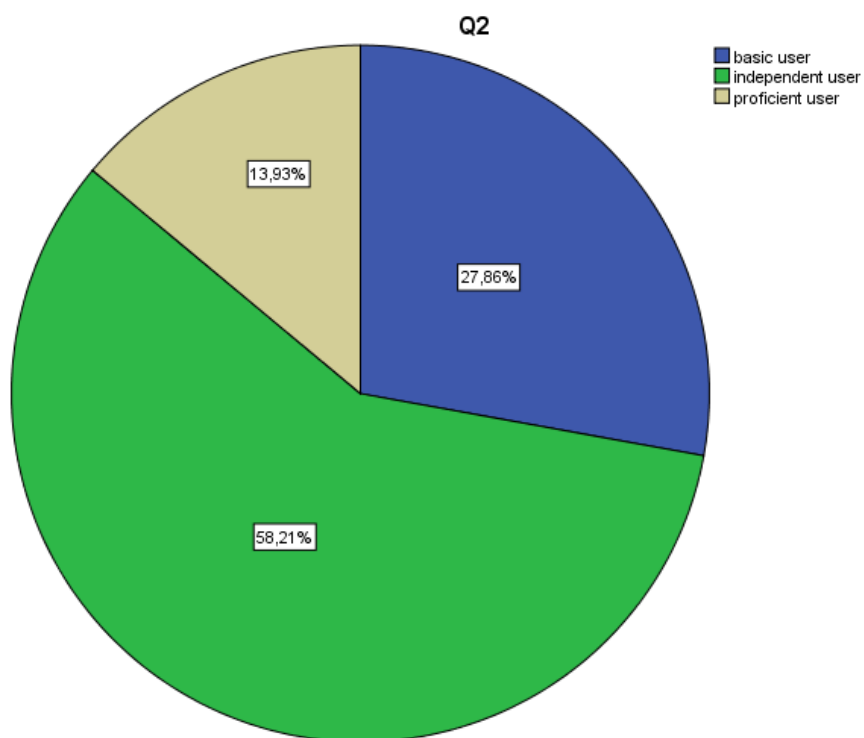
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	150	53,6	53,6	53,6
independent user	111	39,6	39,6	93,2
proficient user	19	6,8	6,8	100,0
Total	280	100,0	100,0	

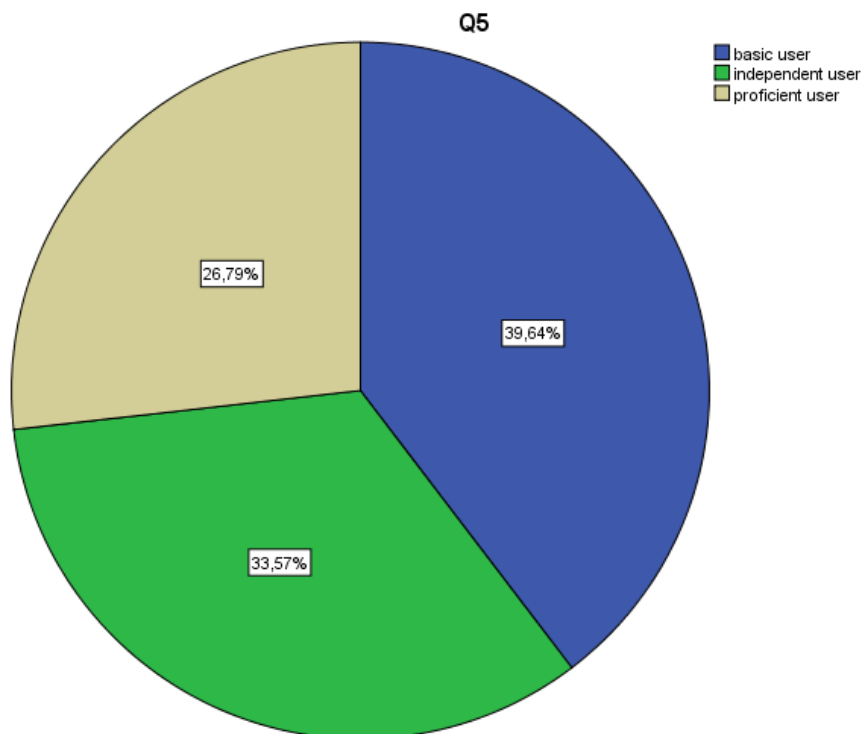
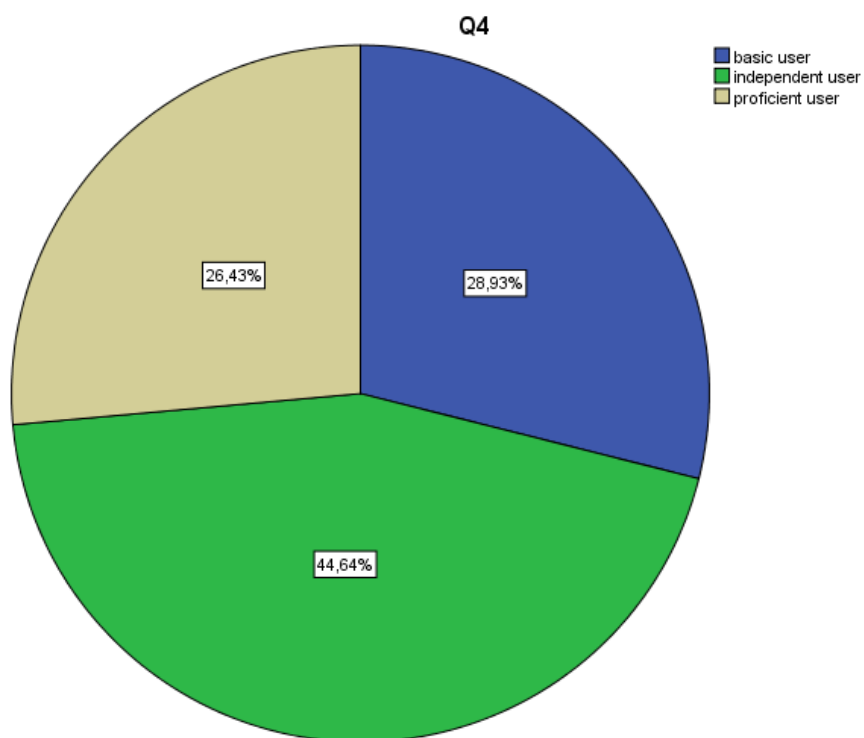
Q14

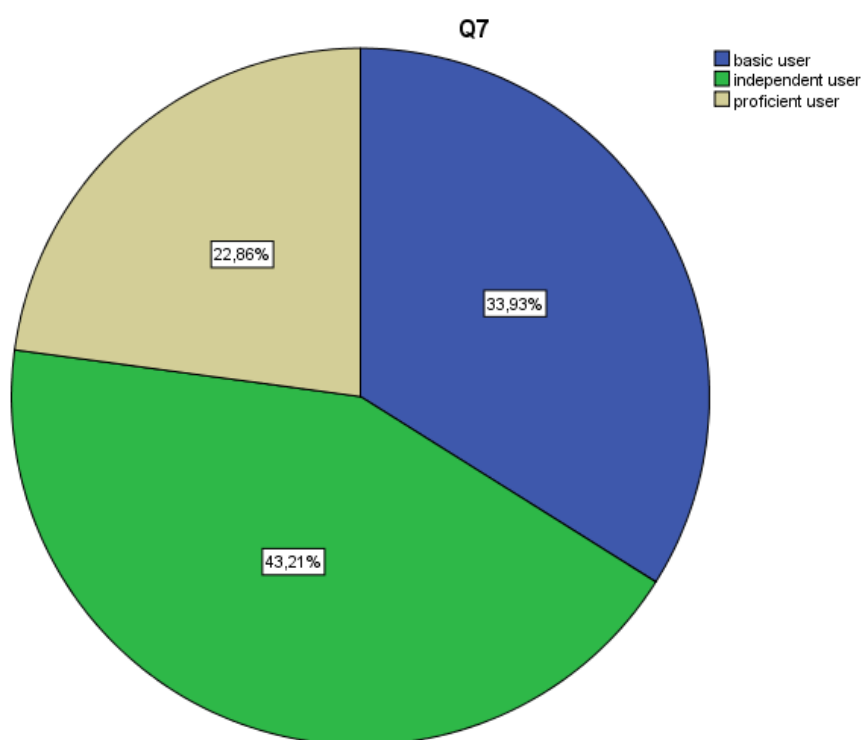
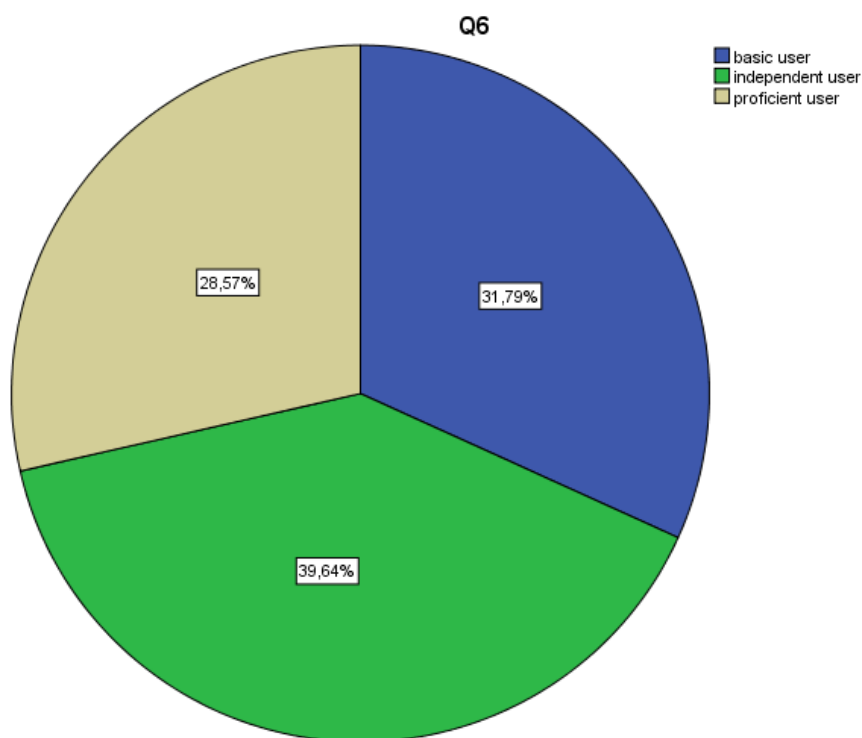
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid basic user	132	47,1	47,1	47,1
independent user	113	40,4	40,4	87,5
proficient user	35	12,5	12,5	100,0
Total	280	100,0	100,0	

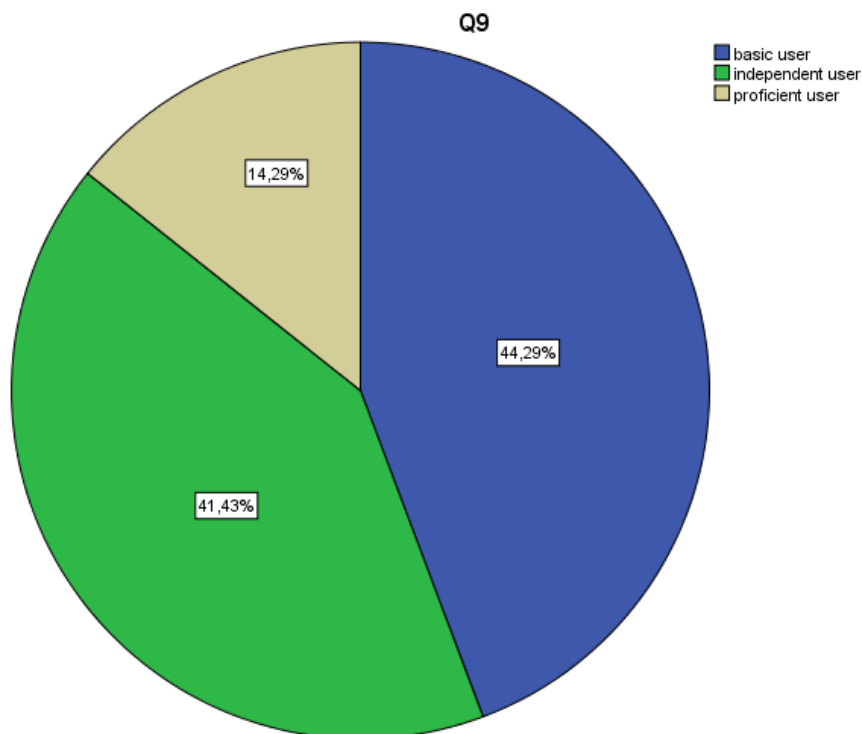
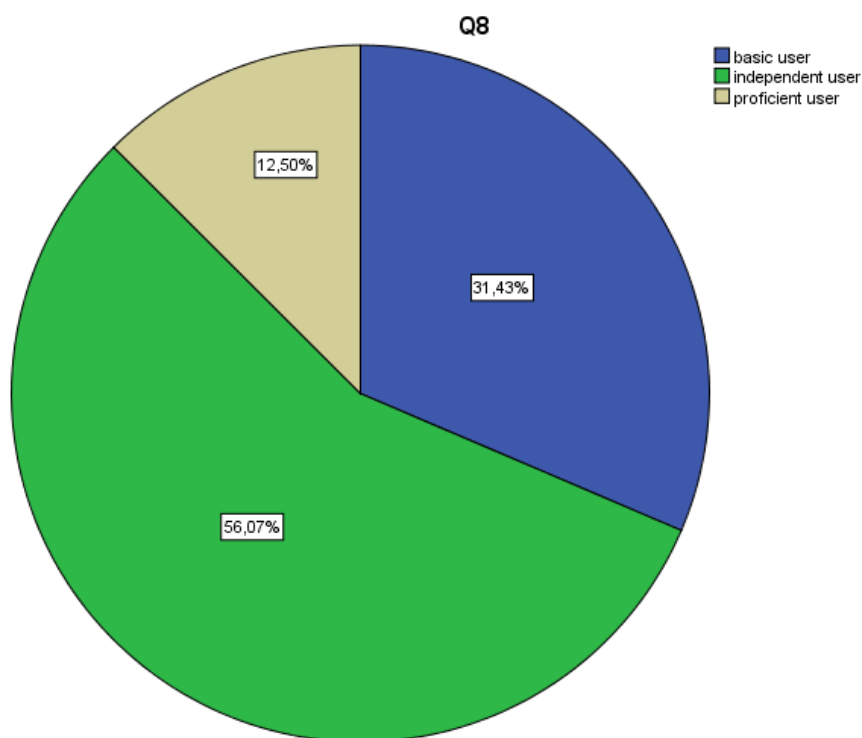
Pie Chart

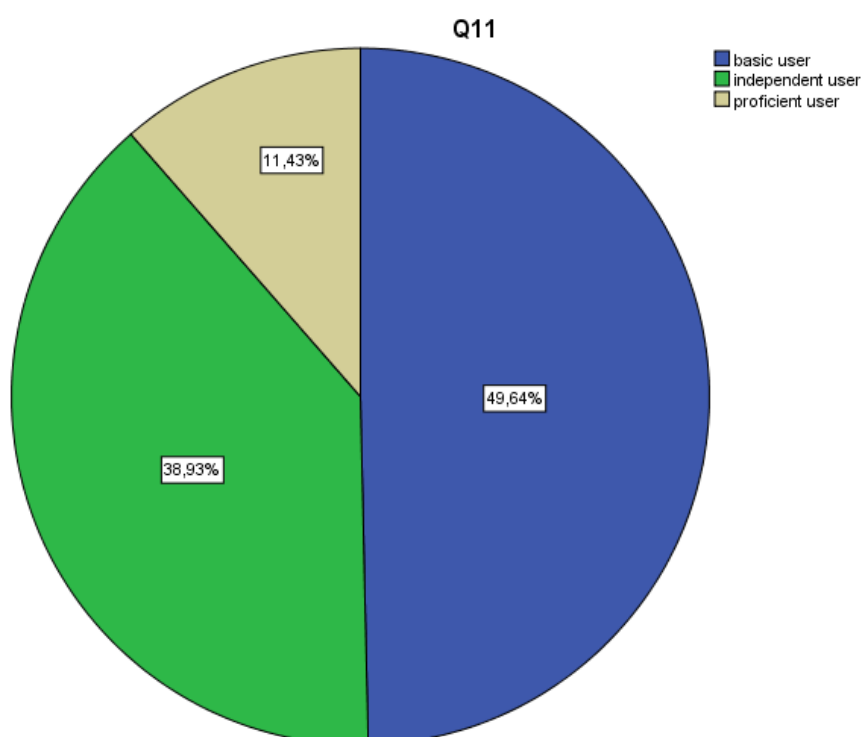
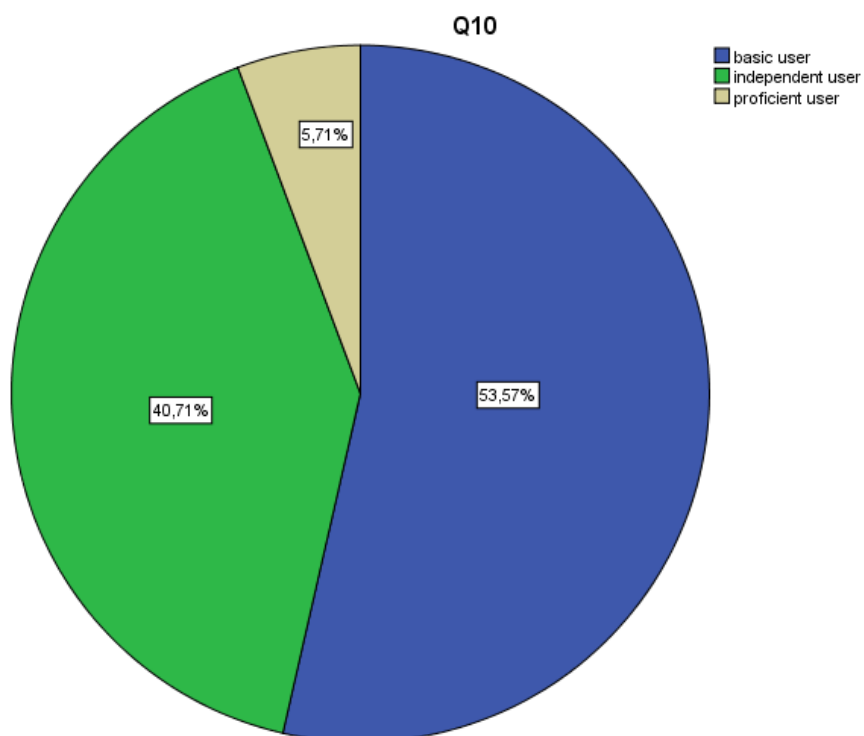


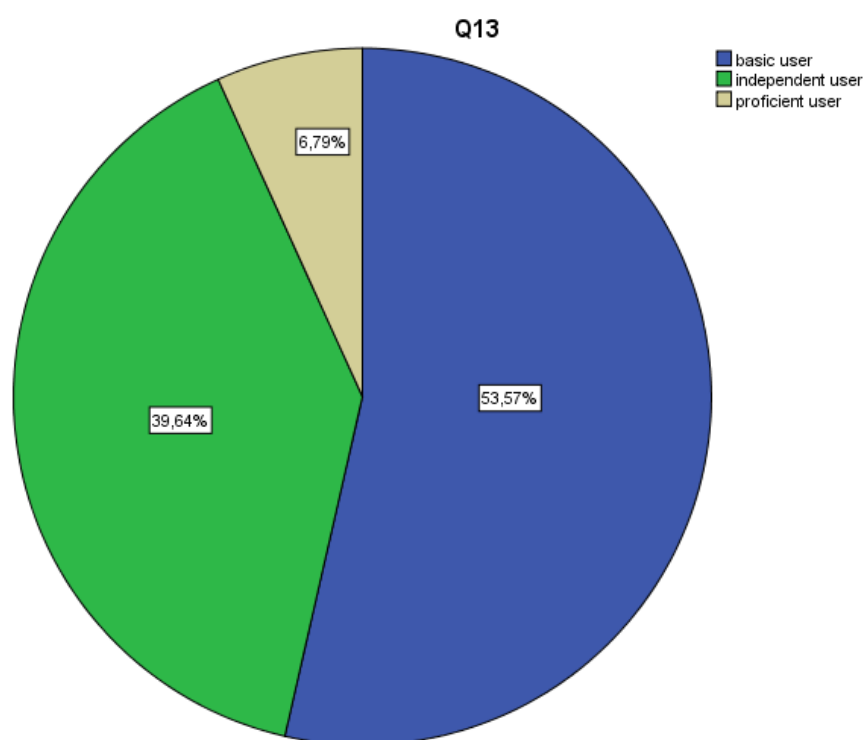
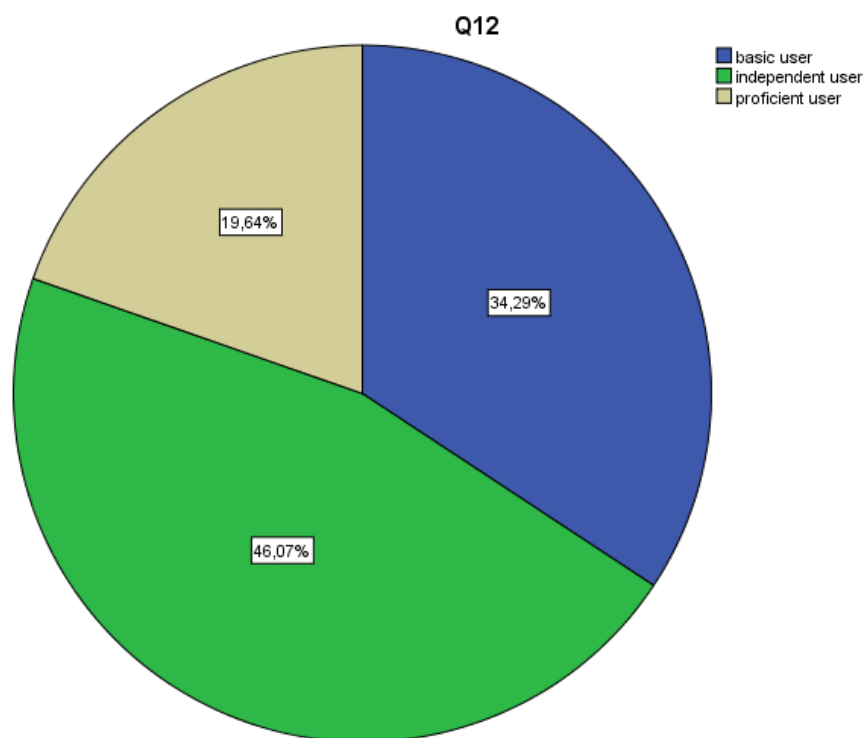


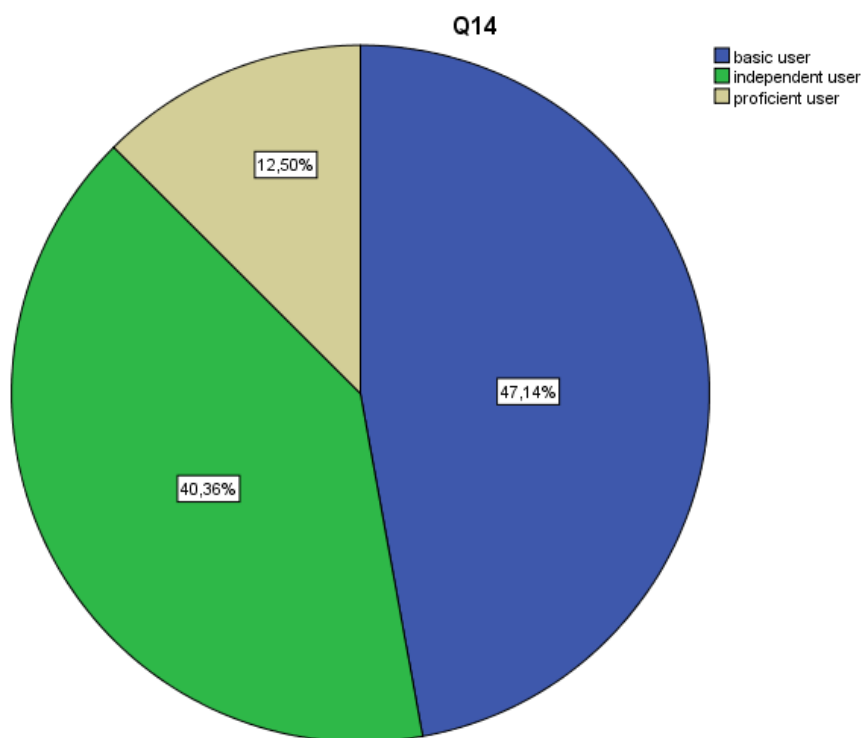












Appendix 4

```
RELIABILITY
/VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.
```

Reliability

Notes

Output Created		23-OCT-2019 11:17:42
Comments		
Input	Data	C:\Users\user\Desktop\TELIKO - Αντιγραφή.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	280
	File	
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,01

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	280	100,0
	Excluded ^a	0	,0
	Total	280	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,712	14



Project No.: 2018-1-EL01-KA204-047819
An Adult Digital Education Skills Kit to Foster Employability

This project has been funded with support from the European Commission. This document reflects the views only of the authors, and the Commission or the National Agency cannot be held responsible for any use which may be made of the information contained therein



Co-funded by the
Erasmus+ Programme
of the European Union

