D 8.7 FINAL ASSESSMENT FOR WORKERS DIGITAL COMPETENCES (D37)

Deliverable 37

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Abstract	This report contains the Final Assessment of the digital competences of companies' workforces on the basis of the EU Competences Framework and its 21 competences.

DOCUMENT REVISION HISTORY

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V1.0	30/09/24	Initial report	COIINA
V1.1	07/10/24	Pre-final version	ADItech
V1.2	28/01/25	Final version	COIINA, ADItech

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ÍNDICE

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1. INTRODUCTION

1.1. Description

The Official College of Industrial Engineers of Navarra (hereinafter COIINA), as part of the Polo Iris consortium, has participated in the EDIH project by conducting, during 2024, a study through a platform that assesses the digital competencies of each user based on their professional profile.

The aim of the project was to support and advise companies and professionals in their digital transformation processes, promoting the incorporation of Information and Communication Technologies into their workflows, thereby improving productivity and optimizing business operations.

In the project plan, in WP8 - "Task 8.6. Creation of Reports," the actions to be carried out by different participants were identified, including the task "*T8.6.3. Assessment of the digital competences of companies' workforces on the basis of the EU competences framework and its 21 competences*" to be carried out specifically by COIINA. For this purpose, access to the platform has been enabled and facilitated during 2024 for users from different sectors and professional profiles who are interested in performing a digital competence study.

1.1.1. Context

In current business environment, digital competencies are essential for the success and competitiveness of organizations. In this new highly digitized context, companies must rapidly adapt to new technologies. However, this accelerated change also generates digital gaps among employees, hindering their performance and the company's ability to stay up to date with technological advancements.

With the objective of identifying these digital gaps, this study has been carried out to pinpoint the digital starting point of different professional profiles within organizations. Thanks to the results, company leaders can identify existing shortcomings and design training and development strategies to strengthen the necessary digital skills among their employees.

To conduct the study, 21 digital competencies outlined in the European Digital Competence Framework for Citizens, also known as DigComp, were used as a reference. This framework defines the 21 digital skills that all citizens should possess today to thrive in a digital society.

The study analyses the digital competencies of 14 professional profiles:

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1. Management and executives
2. Human Resources management
3. Financial management
4. Production and operations management
5. Sales and commercial management
6. Marketing management
7. Middle management
8. Administration
9. Legal and economic
10. Functional technicians
11. Technical office
12. Qualified Operator
13. Assistant Operator
14. No work experience

The study is based on more than 160 variables to determine the level of digital skills and knowledge of professional profiles in the areas of information, communication, content creation, security, and problem-solving.

Those who complete the survey receive an automatically generated, personalized, and interactive report with their results, allowing them to identify their own roadmap for developing digital competencies.

Below are the aggregated results and conclusions of the digital competency assessment for all the individuals that participated in the study throughout 2024, until 2025 January 3rd.

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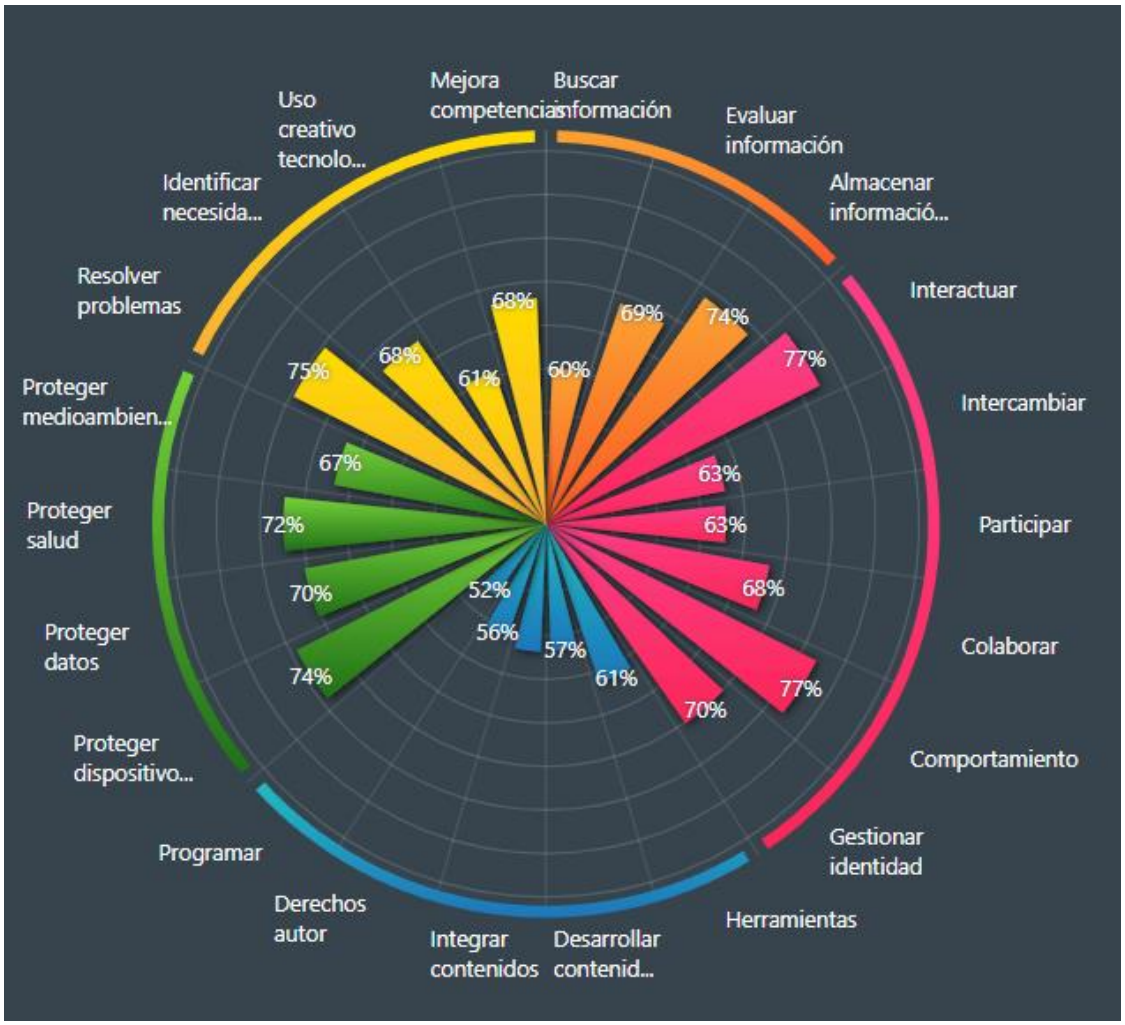
1. DEVELOPMENT

2.1. Final report of results obtained throughout the year 2024

2.1.1. Results report

During previous year, a total number of 102 people have completed the survey. A general view of obtained results for each of the 21 digital competencies analysed are shown in the following image:



Behaviour, interaction, problems solving, devices' protection, information storage and health protection obtain the highest scoring, while programming, royalties, contents integration and contents development, search of information and creative use of technologies obtain the lowest score.

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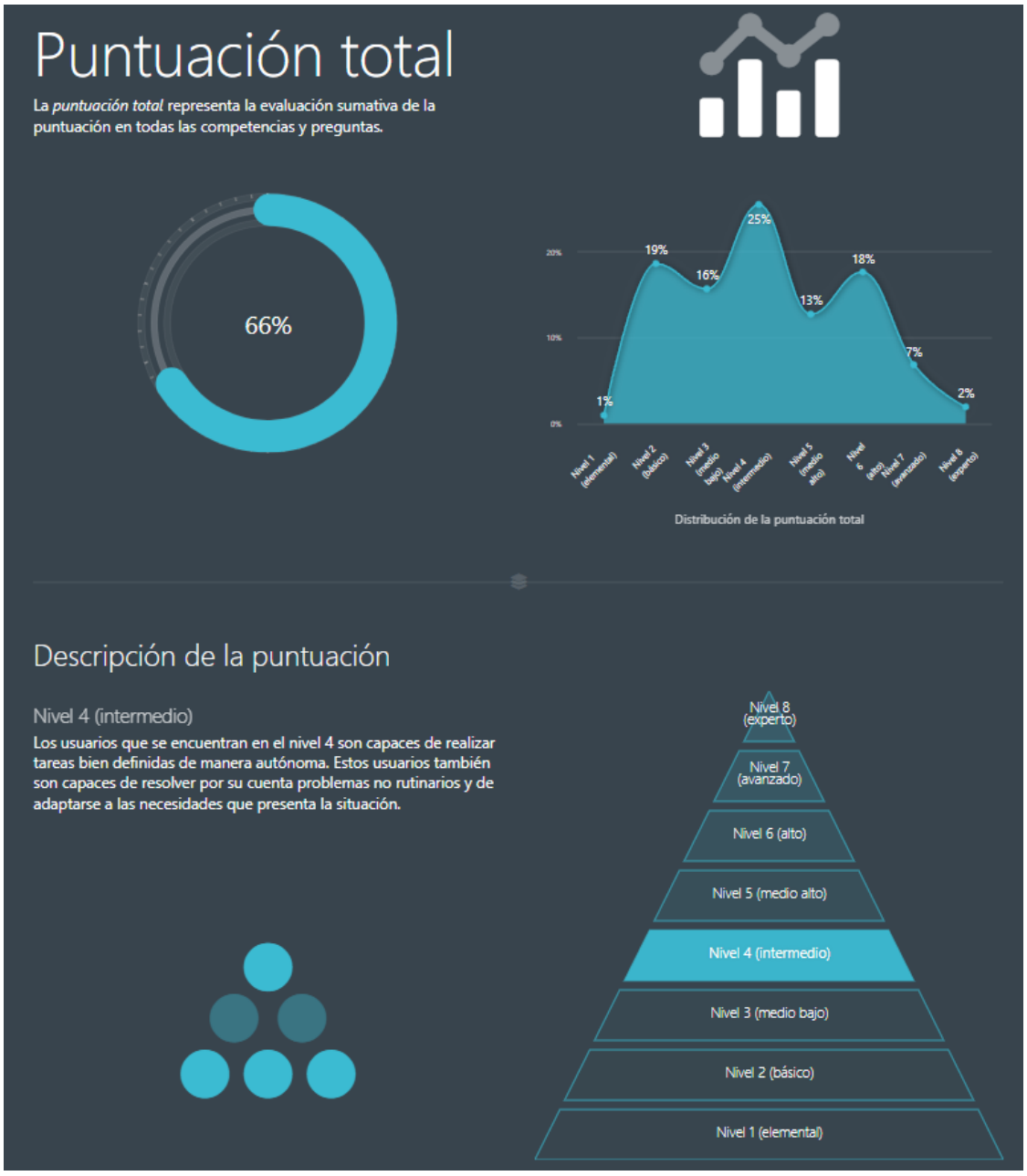
2.1.2. Total Score

As shown in the following graphs, the overall score obtained from the results of the 102 respondents is 66%, which corresponds to an intermediate level. This means that users are able to carry out well-defined tasks in an independent manner. They are also able to solve on their own non common problems and to adapt to each situation needs.



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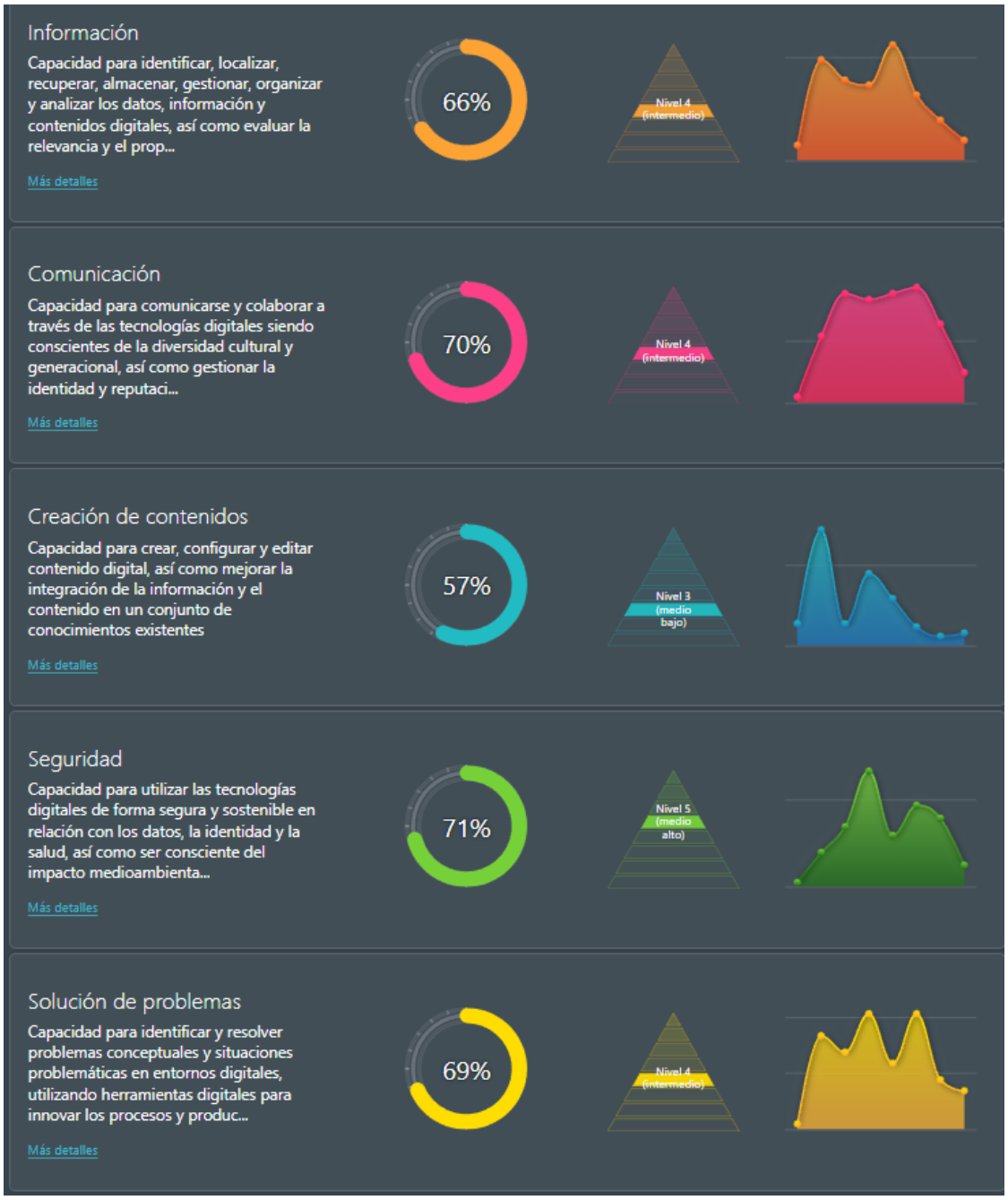
2.1.3. Competencies Summary

The list below provides an overview of all competencies, the average score obtained, and the distribution of users grouped by their score as shown in the platform.



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2.1.4. Global Results

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2.2. Analysis by Profile

2.2.1. Management and Executives

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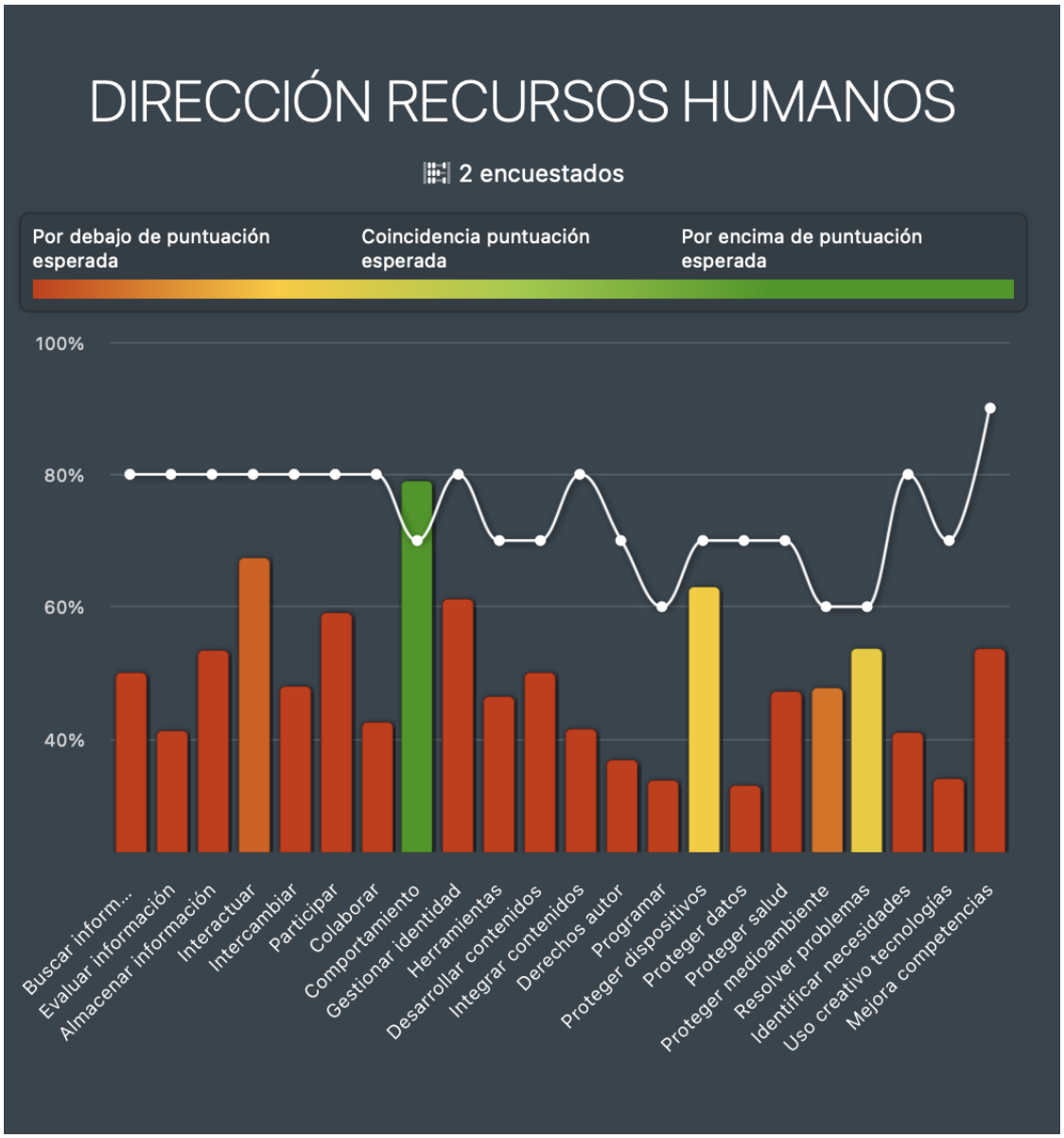
2.2.2. Human Resources Management.



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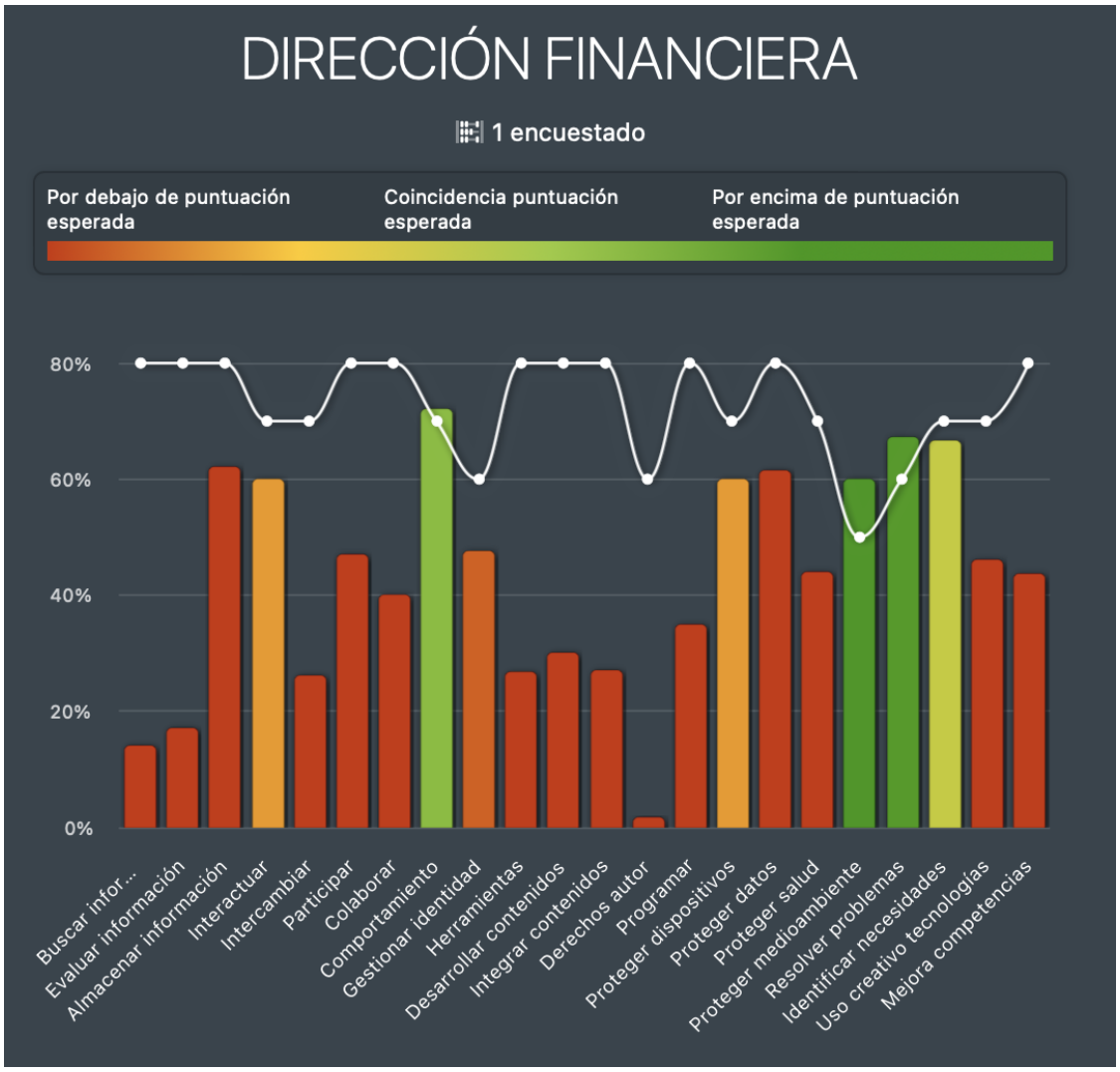
2.2.3. Financial Management



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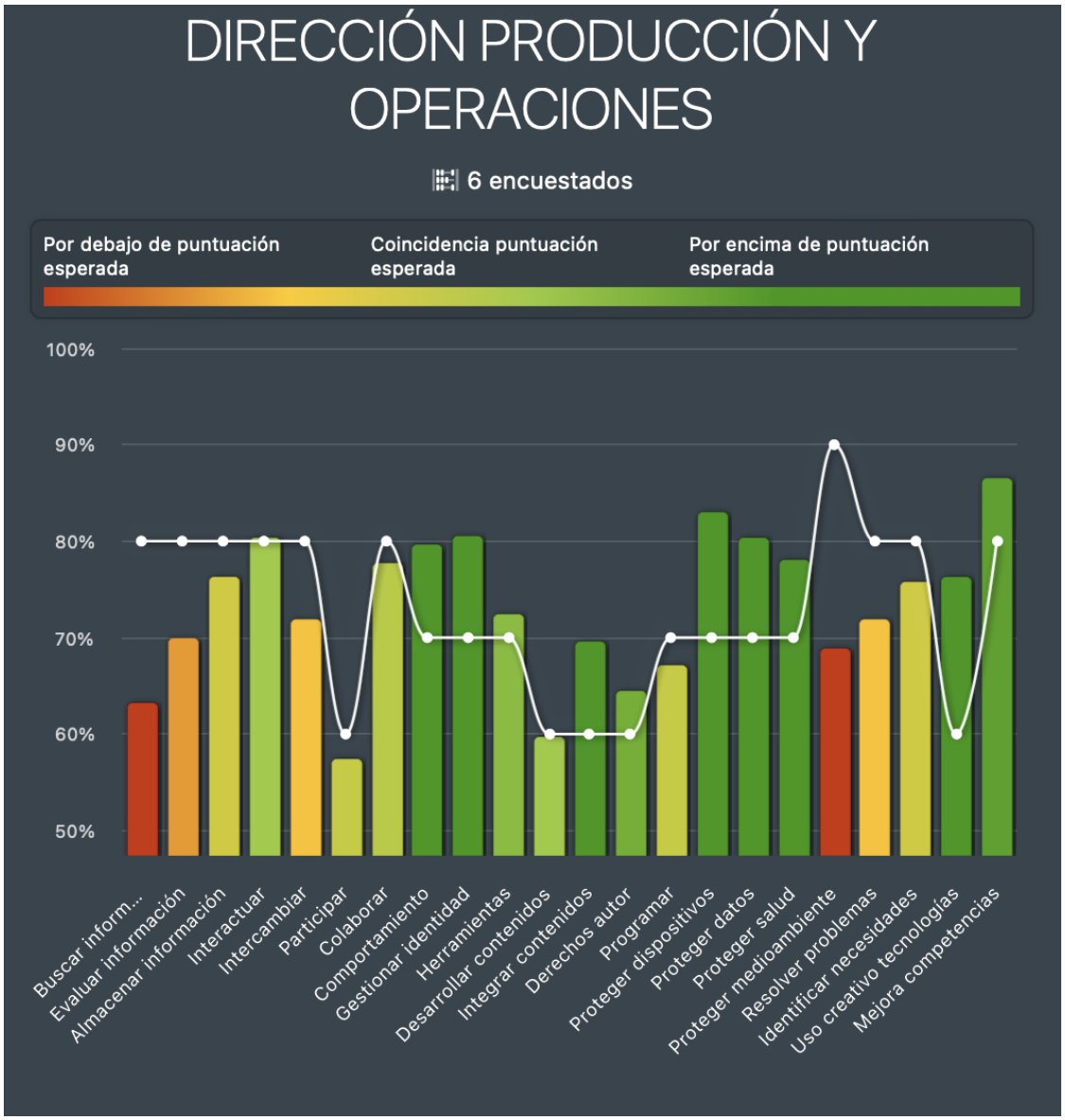
2.2.4. Production and Operations Management



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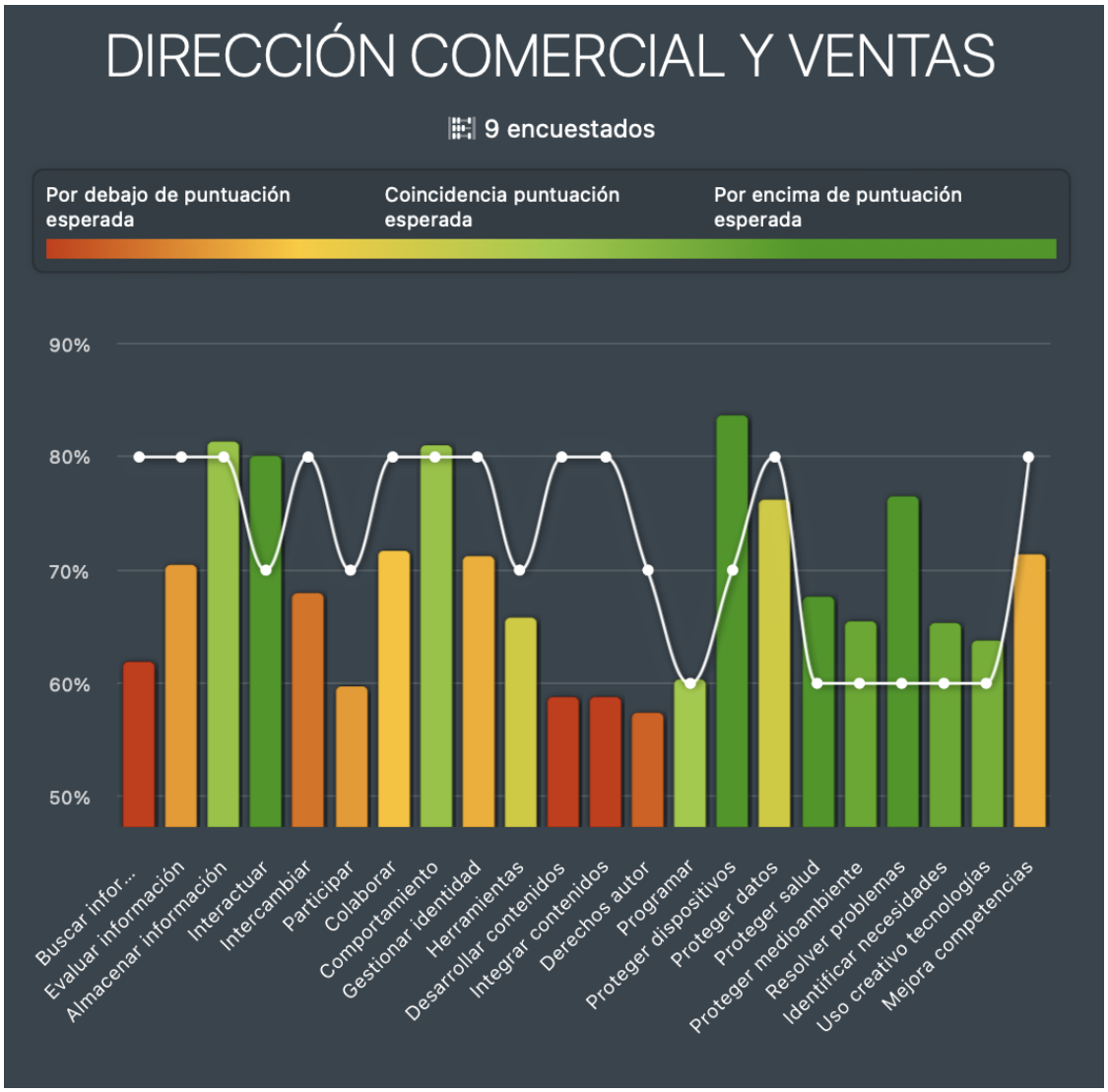
2.2.5. Sales and Commercial Management



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2.2.6. Marketing Management

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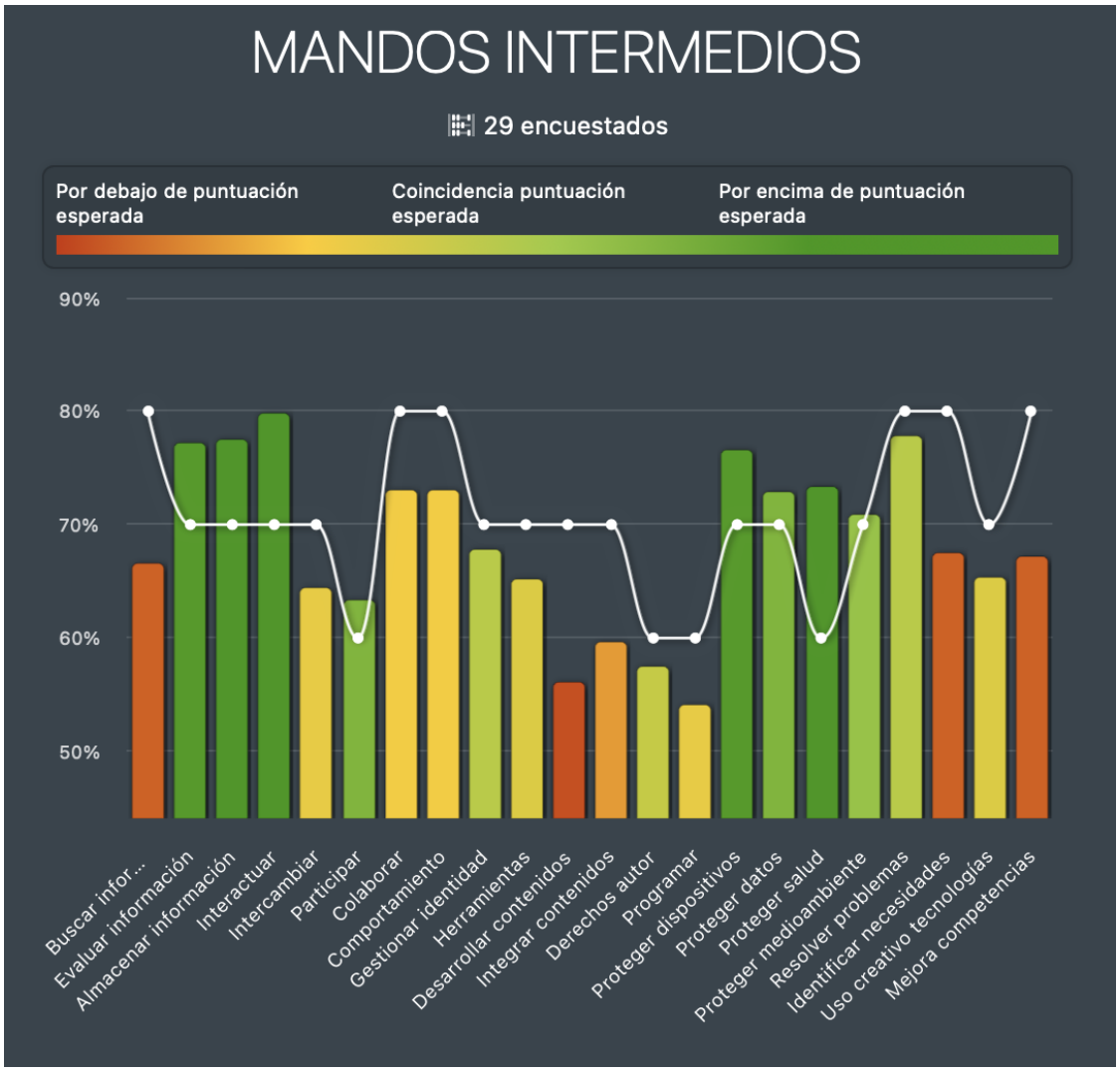
2.2.7. Middle Management



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2.2.8. Administration

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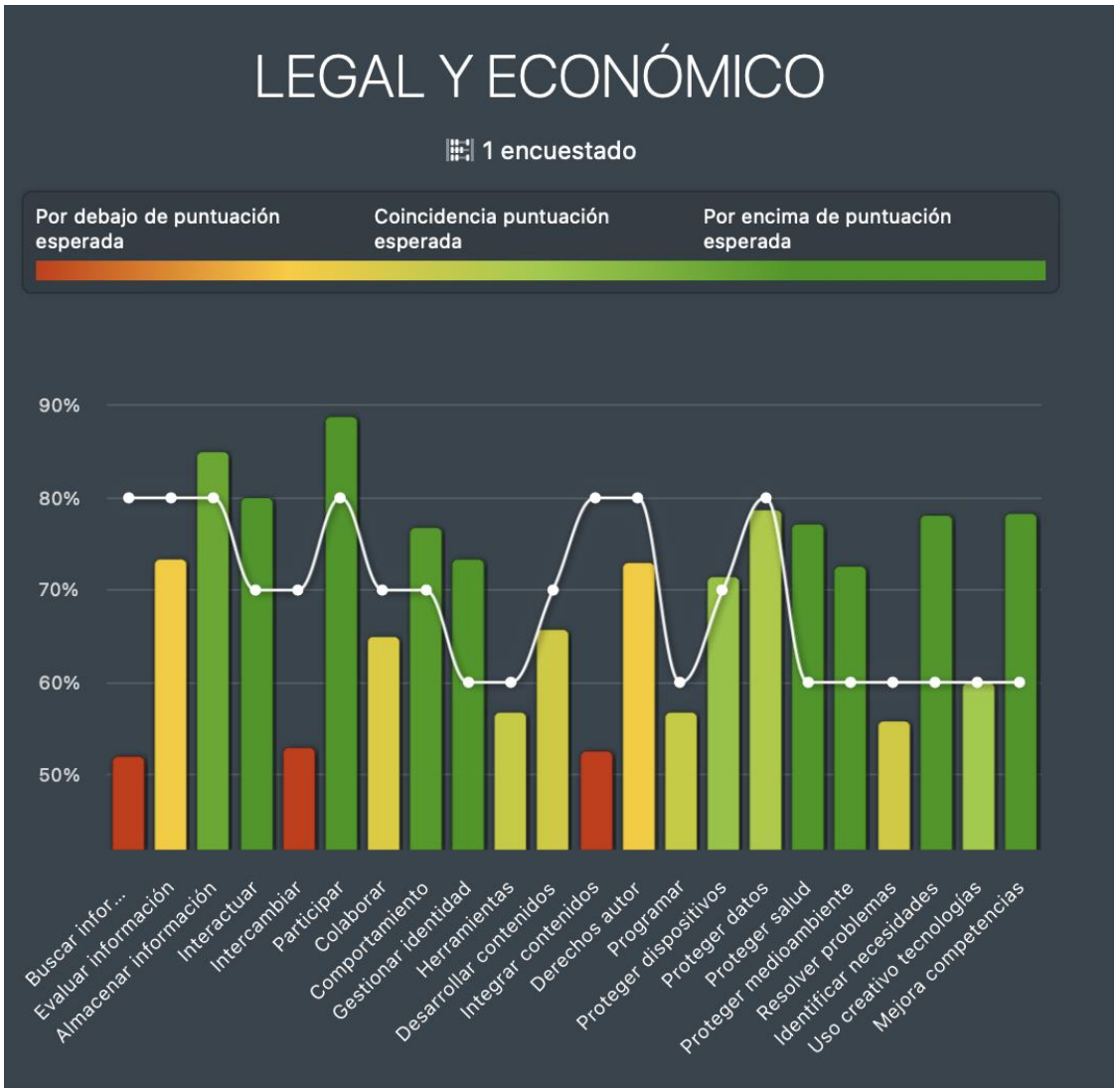
2.2.9. Legal and Economic



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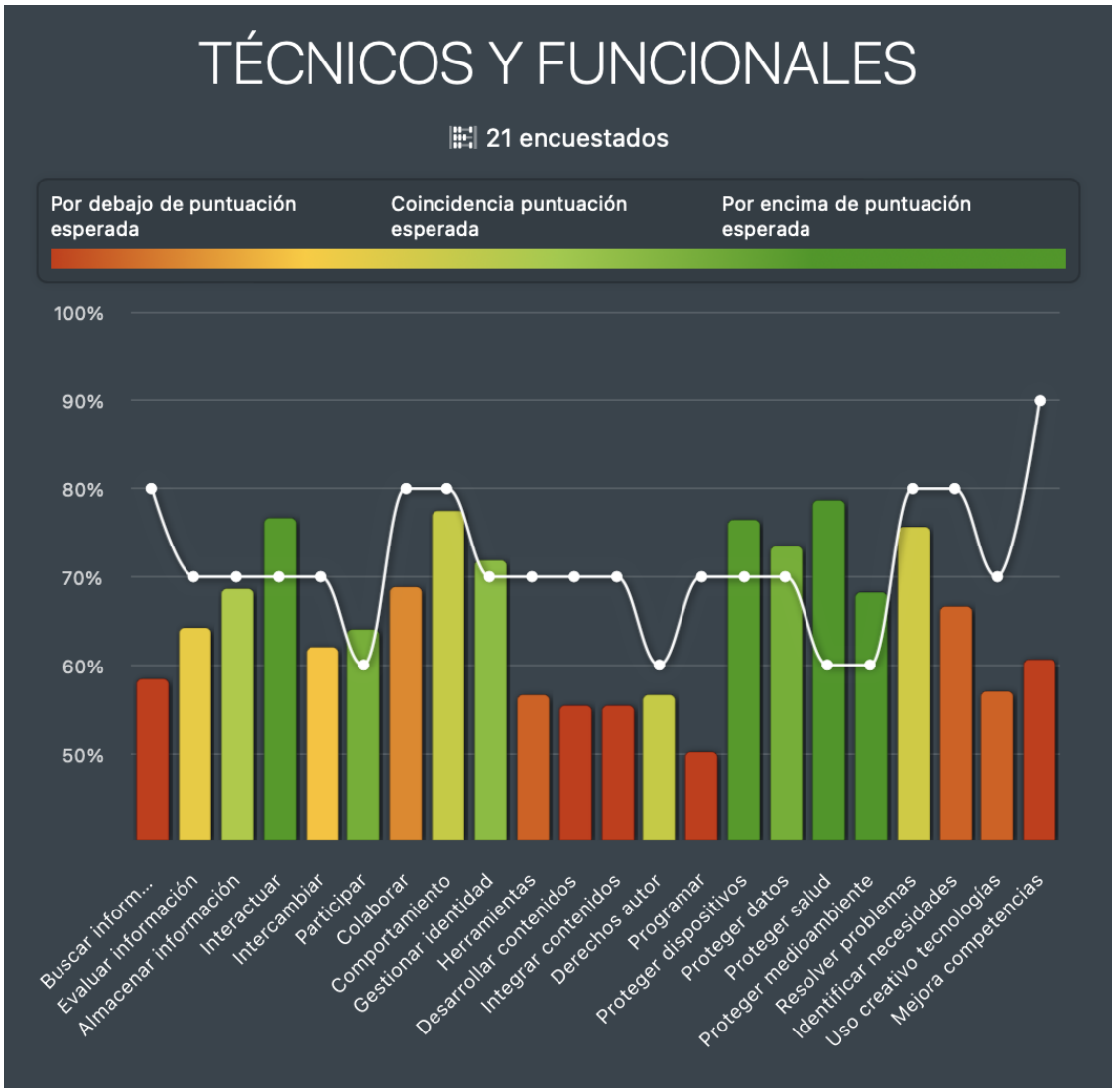
2.2.10. Functional Technicians



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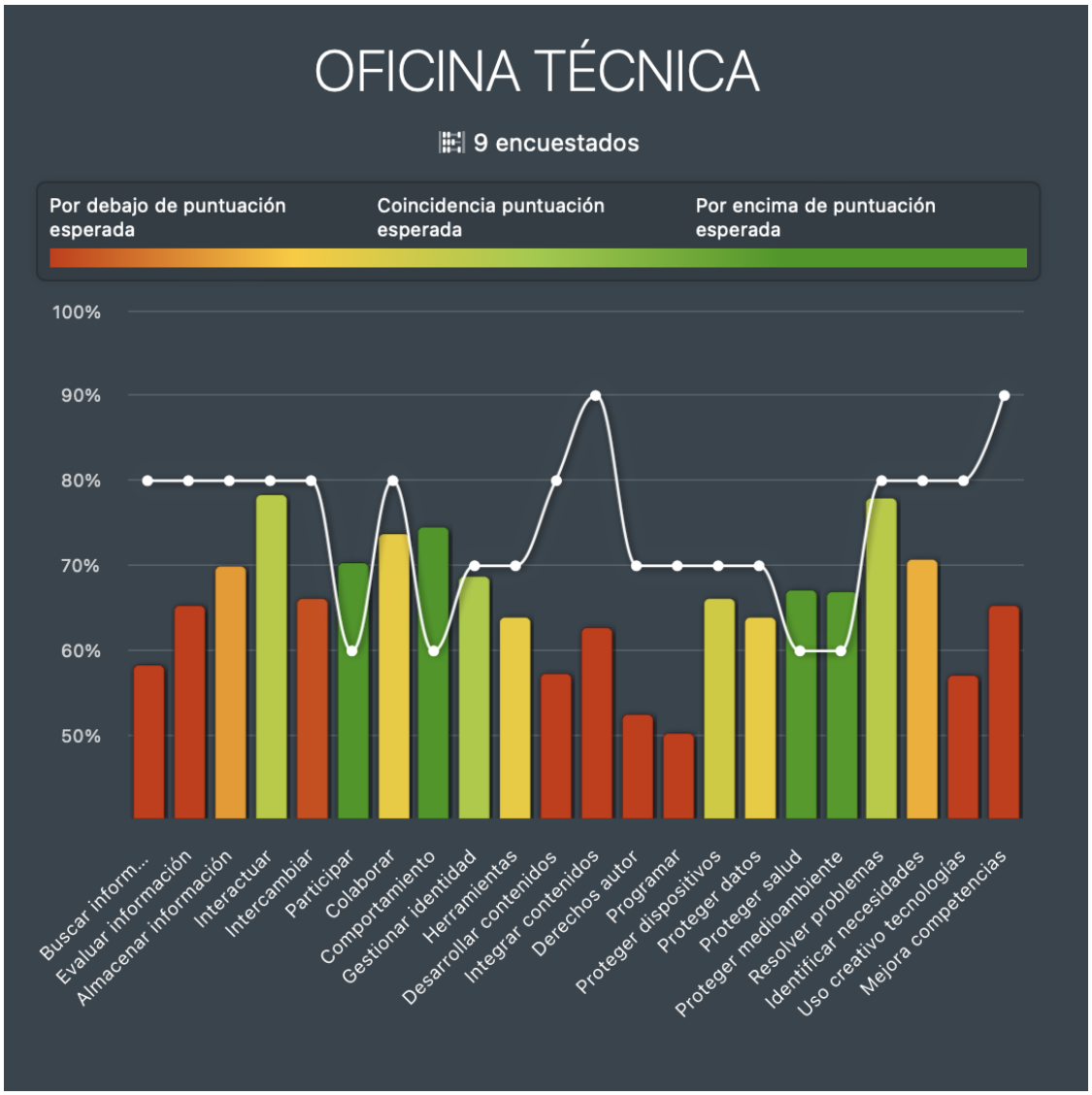
2.2.11. Technical Office



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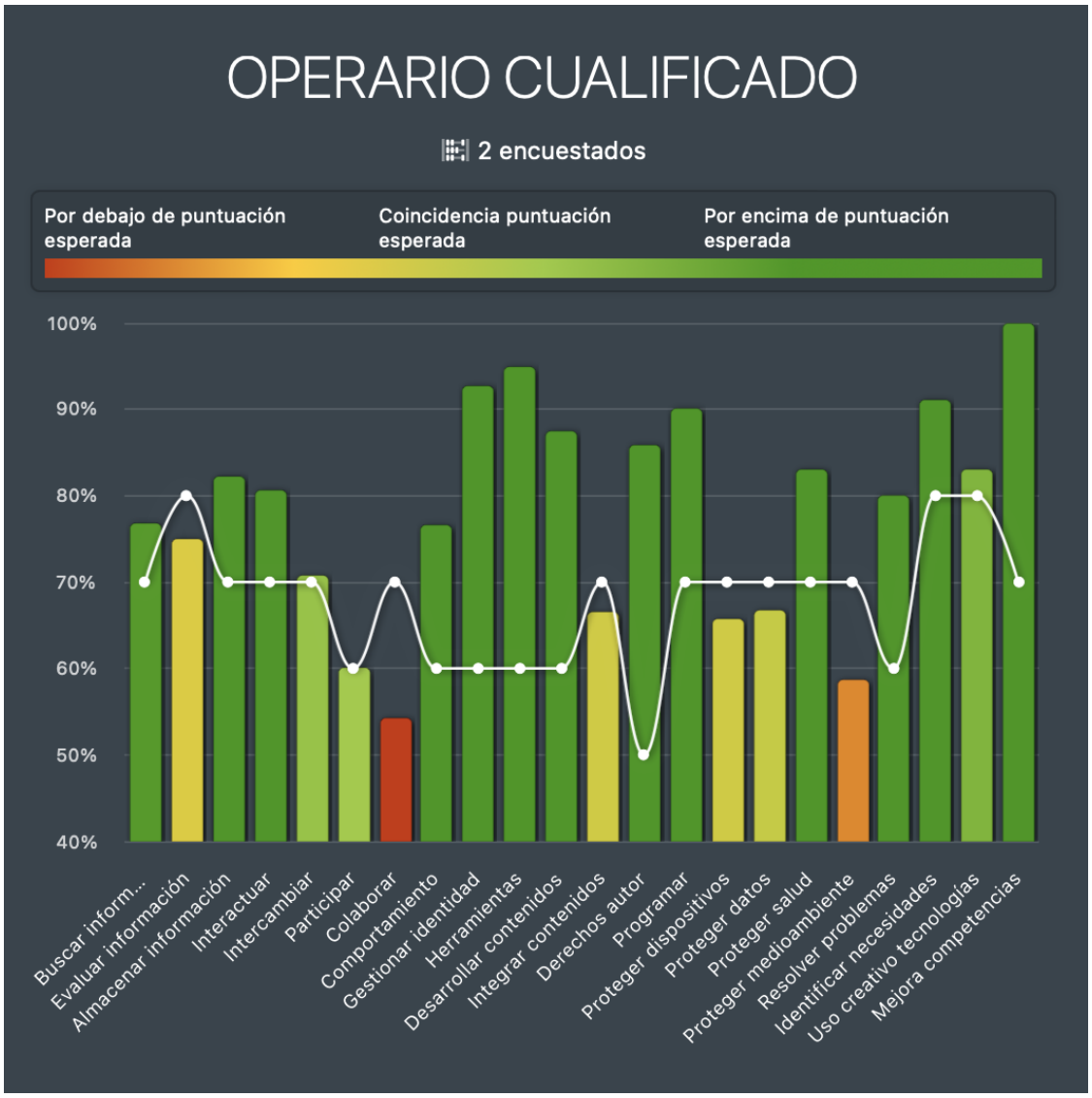
2.2.12. Qualified Operator



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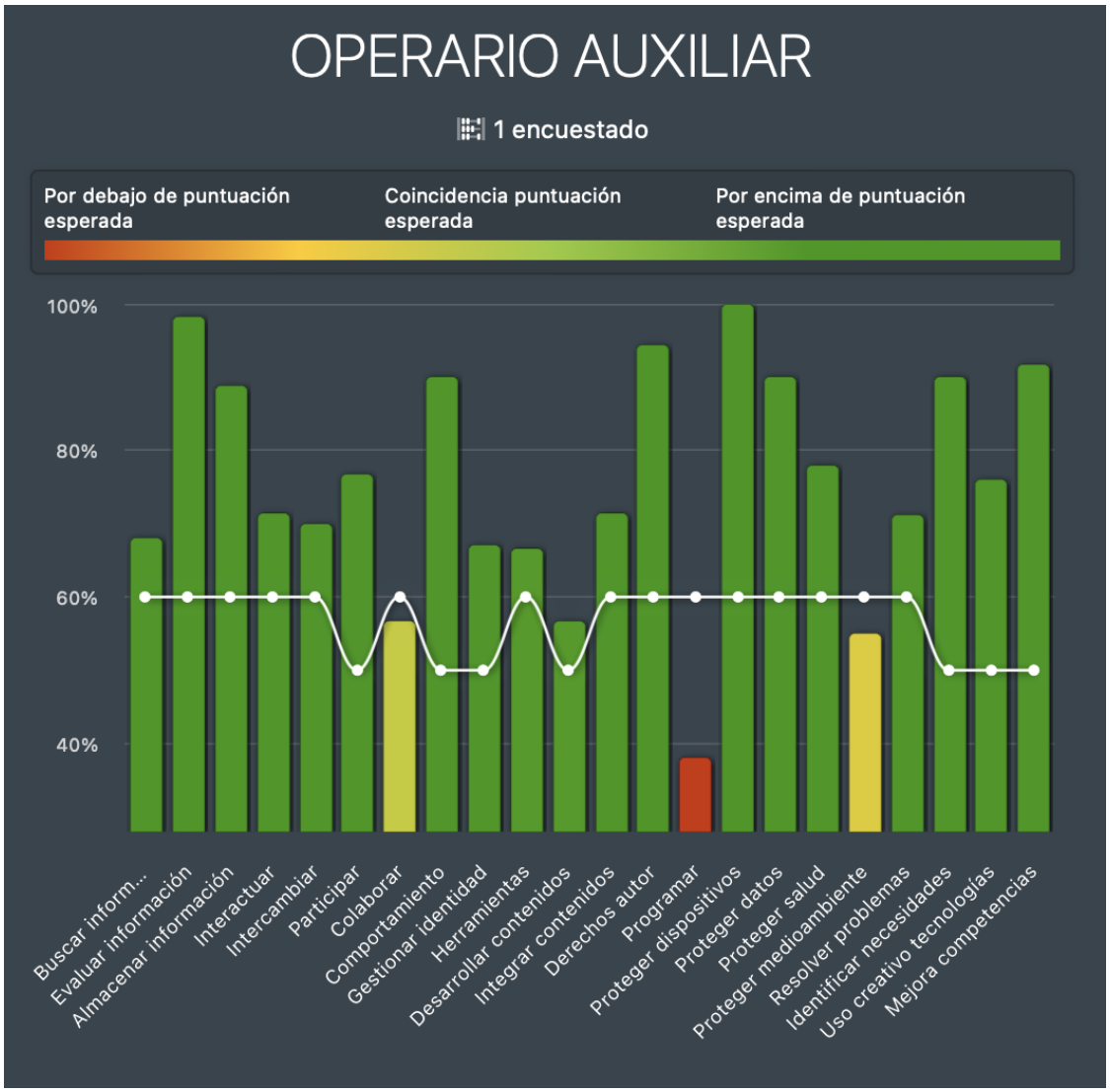
2.2.13. Assistant Operator



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2.2.14. Without work experience

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3. CONCLUSIONS

During 2024, a total of 102 evaluations have been completed across the 14 different professional profiles. The assessment is based on the 21 digital competencies outlined in the DigComp European Framework, the EU-defined standard for digital literacy, with the following conclusions:

1. **Need for improvement in programming applications and devices:** The rapid advancement in the digital realm makes it difficult for programming knowledge to keep up with the current needs to modify software, applications, configurations, programs, and devices. It is increasingly important to understand programming principles, but the current level remains low.

2. **Need for learning about copyright:** There is a low level of understanding and ability to apply copyright and licensing to information and content, as well as to develop, create, and edit multimedia content.

3. **Issues with content development and integration:** Despite of being in the digital age, workers still face challenges in modifying, integrating, and reworking digital content, as well as in developing, creating, and editing new, original, and relevant digital knowledge. This highlights the need to develop skills related to digital content creation and the use of its tools.

4. **Challenges in information search and management:** As in the case of content integration, workers have difficulties in navigating, searching, filtering, and synthesizing digital data and contents. This indicates the need of improving skills related to managing information sources and personal information strategies in digital context.

5. **Low creative use of technology:** Despite the wide range of tools and technologies that are currently available, there are still challenges in using digital tools and technologies to create knowledge and innovate processes and products. Workers need to engage in cognitive processes to understand and solve conceptual problems.

6. **High intermediate level in interacting through digital devices and applications:** In general, workers are capable of interacting across various digital devices and applications. They also understand how digital communication is distributed, displayed, and managed and can adapt communication modes and strategies to specific audiences.

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7. **High intermediate level in online behaviour and code of conduct:** In general, workers have knowledge of the norms for online or virtual interactions. They are also aware of cultural diversity aspects, enabling them to protect themselves and others from potential online risks and dangers, and to develop active strategies to identify inappropriate behaviours.

8. **Good level in solving technical problems in programs and devices:** Workers are able to identify and solve technical issues when operating devices and using digital environments.

9. **High awareness of security and protection:** Frequent cyberattacks have raised awareness regarding the security and protection of digital information and identity. Those who were evaluated show good knowledge in this area and protect their own devices, as they are able to understand the risks and threats that exist online.

10. **High level in information storage**: The individuals who took part in the study are able to manage, store, and retrieve digital information, data, and content to facilitate recovery. They organize digital information, data, and content in a structured system.

11. **High level in health and well-being protection:** Participants can avoid health risks and threats to physical and psychological well-being when using digital technologies. They can protect themselves and others from potential dangers in digital environments. They are also familiar with digital technologies for well-being and social inclusion.

12. **Digital competency deficiencies in management profiles:** Although management profiles score high in competencies such as behaviour, health protection, devices, environment, and problem-solving, they achieve low scores in many other evaluated digital competencies (skills improvement, content integration, information search and evaluation, etc.). This suggests that company leaders still lack the necessary skills to drive digital transformation within their organisations, which poses a challenge for their growth and development.
13. **Notable lacks in administrative and technical office profiles:** Despite they are outlined in behaviour and some other competencies, they continue to score very low in most of the competencies analysed along the study.
14. **Qualified operators and assistant operators' profiles show a higher digital qualification:** Overall, they achieve higher scores in all the evaluated digital competencies. This could suggest that younger generations are more

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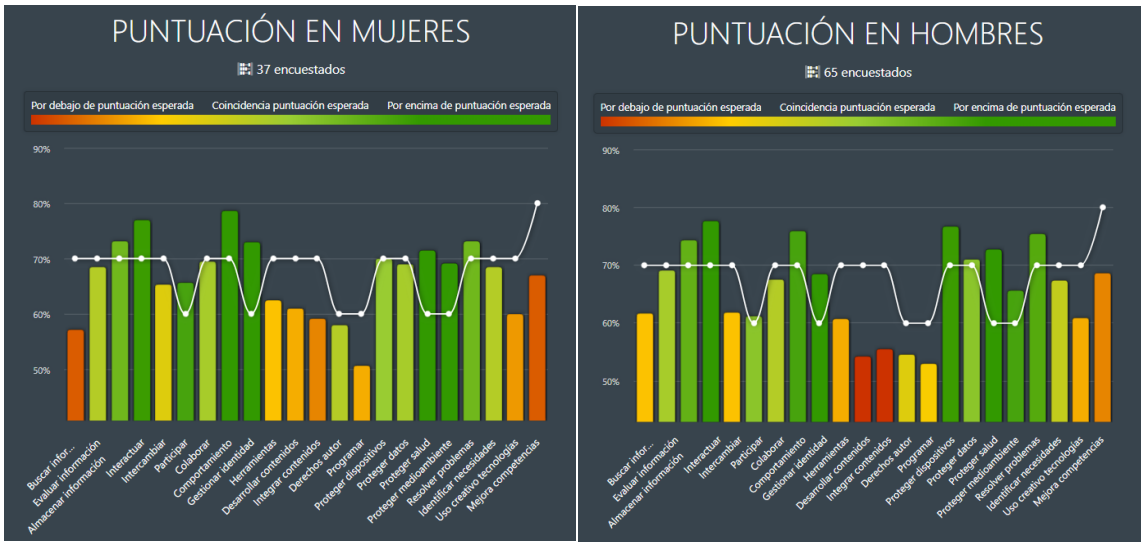
familiar with digital technologies and have a greater command of the skills required to work in digital environments.

15. Differences in participation between genders: there are significant differences in participation and interest in the study between genders. It is noteworthy that the number of women who have participated in the study was only slightly higher than half of men's result. However, the areas in which each group shows higher score generally coincide, except for specific cases such as women scoring higher than men in topics like copyright and content integration and development.



To sum up, the assessment of digital competencies reveals the need to improve information management, encourage creativity in the use of technology, develop skills for creating digital content, and provide training in digital competencies for administrative and management profiles.

Furthermore, it highlights the greater digital preparedness of younger profiles, emphasising the importance of promoting the development of digital skills starting at early ages.

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