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An Integrated Method to Support Migrant aIMS(M)  
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**Final report (draft)**  
**Intellectual Output 1**  
***The scout analysis for job  
requirements***



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## 1. Introduction

Social and economic interactions are increasingly mediated by new technologies, and digital inclusion today depends largely more on competences than on access to and use of technologies. If one does not have adequate digital skills, one risks being left behind as more and more social activities and services are performed online, alongside tasks in private life, business, and work.

Lack of digital competences has dramatic repercussions on the inclusion perspective of migrants, the focus group of this report. If the digital divide is not addressed, migrants are expected to face exacerbated socioeconomic inequalities, such as lower incomes and higher unemployment rates. Tackling the digital divide will not only help us uplift refugees. It will also help us foster integration. Since 2015, over 1.800.000 migrants have entered Europe. Their integration into the job market is vital in order to combat poverty and radicalization and foster interaction with the local community. Digital skills can also foster reintegration in the host country due to their highly portable nature.

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Within the Erasmus+ project concerned **An Integrated Method to Support Migrant aIMS(M)**, five partners, situated at Lithuania, Romania, Italy and the Netherlands, join forces to develop missing digital competences of immigrant adults with the aim of increasing their employment and employability perspectives and more in general improved digital inclusion in the society.

### 1.1 Goal of the project **An Integrated Method to Support Migrant aIMS(M)**

The project targets to create an educational pathway for long-term unemployed, low-skilled, migrant adults with the purpose to:

- Contribute to the digital citizenship (active participation in the society);
- Contribute to the digital inclusion (quality of opportunities in the use of the network and for the development of a fun-innovative culture).

The aim of the project is to:

- Tailor the provision of education for migrants & refugees by creating an educational plan to help them achieve digital competences ;
- Train the trainers to deliver tailored education to migrants & refugees to help them integrate.

The primary beneficiaries of the project are 200 low-skilled unemployed adult migrants and/or refugees will benefit from the pathway as testers and, through their experience, they will contribute to the validation of the final tools within the European dimension.

Throughout it's lifespan, (the project duration period is 35 months and the the execution period is from 2020 up to 2023) the project will develop several Intellectual Outputs in order to serve it's purpose and reach it's goals.

1. **IO1- The Scout Analysis for Job Requirements** - Online self-assessment on the base of the framework of DIGCOM 2.0 that determines the needs of long term unemployed adult migrants



and/or refugees, to foster the digital competences that they need to implement work-related activities.

2. **IO2 -The Job Skills Coalition** - A Massive Open Online Course tailored to migrants and adults and accompanied with guidelines to be used by professional counsellors and educators for adults as well as by all those professional figures involved in supporting activities for jobseekers.
3. **IO3 - Validation Process** - The result of IO3 is a procedural methodology (guide) for the appreciative validation of non-formal competence of low skilled adults. This is achieved by collecting evidences and appreciative preferences.

## 1.2 Partners of the project An Integrated Method to Support Migrant aIMS(M)

The partnership consists of five organizations from four European countries.

**Stichting Surplus, Netherlands** - (Project Coordinator). Surplus is a regional oriented, internationally operating, innovative and solution focused organisation that offers and develops work opportunities for (long-term) unemployed individuals.

**Asociatia CFPC Constanta, Romania** - (Project Partner). C.F.P.C. - Continuous Vocational Training Centre is a non-profit organisation conducting research activity, career counselling, vocational training, and regional development by creating opportunities for adults and young people, especially those coming from disadvantaged backgrounds.

**Prometeo, Italy** - (Project Partner). Prometeo is an Education Provider and NGO organisation born in 2001 in Italy, covering different sectors as Environment and Agrarian subjects, Agro-food Industries, Professional Skills for Managers, Economic Education, Youth, Health care, Tourism and related professions, Women at Work, Social Inclusion, Employment and Integration activities for Migrants.

**Consorzio Scuola Comunità Impresa, Italy** - (Project Partner). The School, Community and Company Consortium (CSCI) is a Vocational Training Agency created as a joint venture between the world of work, the school world and the civil service to foster the development of human and professional resources, creating and managing training and refresher programs for workers and young job-seekers, in both the public and the private sectors, to promote the “contamination” and the dialogue among young people coming from different countries (i.e. young migrants) supporting their social inclusion.

**Kvalifikaciju ir profesinio mokymo pletros centras, Lithuania** - (Project Partner). Qualifications and Vocational Education and Training Development Centre (KPMPC), was established in 1996 by the order of Minister of Education and Science. KPMPC aims to ensure the developments of Lithuanian lifelong learning system correspond to the needs of the economy as well as national and international initiatives.

## 1.3 Purpose and structure of this specific report

In this report we will be focusing on **IO1 – Intellectual Output 1: The Scout Analysis for Job Requirements**, to map out the GAP between the skills of the target group and the needs of the labour market.

IO1 is a self-assessment on the base of the framework of DIGCOM 2.0 that determines the needs of long term unemployed adult migrants and/or refugees, to foster the digital competences that they need to implement work-related activities. IO1 is based on the structure of the European Digital



Competence Framework, also known as DigComp. DigComp can help with self-evaluation, setting learning goals, identifying training opportunities and facilitating job search. With DigComp you can assess the digital skills of someone.

The skill level is determined for five areas:

1. Information and data literacy
2. Communication and collaboration
3. Digital content creation
4. Safety
5. Problem solving

The findings of this report are following the research done in four countries (Lithuania, The Netherlands, Italy and Romania). Each of the four countries submitted a National Report that reported on the need for digital skills in their country based on:

1. Analysis of the need for digital skills in their national labor market
2. Analysis of the digital skills of the target group

For the 'Analysis of the need for digital skills in the national labor market' in each of the four countries was done a study to learn more about the need on the employer side now...and in the future.

For the 'Analysis of the digital skills of the target group' in each of the participating countries a group of at least 20 migrants was tested by using 'MyDigiSkills'. <https://mydigiskills.eu/>. MyDigiSkills is a new tool to help users understand their digital competences. It is based on the work done in the DigCompSAT project, as delivered by ALL DIGITAL for the European Commission's Joint Research Centre (JRC) in 2020.

The four National reports were discussed during the second Transnational meeting in Rome (November 2021) and general conclusions were made. This report is based on the outcomes of the testing's and studies done and the conclusions of the combined partnership.

This report is divided into several chapters. We will take a look at the labour market and then we will discuss the current skill level of digital competences of migrant. Finally we will draw conclusions and make recommendations for IO2, in which we will create a Massive Open Online Course (MOOC).

This report will be the basis and starting point for creating content and developing [IO2 -The Job Skills Coalition](#). [IO2](#) is a MOOC Course tailored to migrants and adults and accompanied with guidelines to be used by professional counsellors and educators for adults as well as by all those professional figures involved in supporting activities for jobseekers.



## 2. Self assessment tool

### 2.1 Background information

The European Digital Competence Framework, also known as DigComp, offers a tool to improve citizen's digital competence. Being digitally competent means that people need to have competences in all areas of DigComp. The Digital Competence Framework aims to help with self-evaluation, setting learning goals, identifying training opportunities and facilitating job search.

DigComp was first published in 2013 and has become a reference for many digital competence initiatives at both European and Member State levels.

### 2.2 DigComp 2.0 (2016)

With DigComp 2.0 it became possible to identify the key components of digital competence in 5 areas; which can be summarised as below:

1. **Information and data literacy:** To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.
2. **Communication and collaboration:** To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.
3. **Digital content creation:** To create and edit digital content To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.
4. **Safety:** To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
5. **Problem solving:** To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

Within these 5 areas, 21 individual competences are mapped.

### 2.3 DigComp 2.1 (2017)

As to support the stakeholders with the further implementation of DigComp, DigComp 2.1 provided an eight level description of the Digicomp 2.0.

DigComp 2.1. has 5 dimensions:

Dimension 1: Competence areas identified to be part of digital competence

Dimension 2: Competence descriptors and titles that are pertinent to each area

Dimension 3: Proficiency levels for each competence

Dimension 4: Knowledge, skills and attitudes applicable to each competence

Dimension 5: Examples of use, on the applicability of the competence to different purposes

### 2.4 DigCompSat (2020)

The DigCompSat tool aims at testing empirically the set of DigComp 2.1 competences corresponding to levels 1 to 6 (foundation, intermediate and advanced). It can be considered that these are the most widely needed digital competence levels for most European citizens for their employment and career development. The tool is designed with a methodological perspective that allows measuring



of digital competence by the three elements - knowledge, skills and attitude – for each of the 5 DigComp areas. It also provides respondents with a self-reflection path on their digital competence. The piloting provided reliable feedback of digital competence level for the 5 competence areas for different age and gender groups, education and digital skills levels. The tool is able to perform three main functions for test takers: measuring existing competences based on the respondents' self-reflection; identifying competence gaps; and raising awareness. (The conciseness of the items allows a test-time of less than 30 minutes across different countries, age and educational background groups and genders). A number of experts and users have been involved in iterative consultations and focus groups as part of the applied methodology during the initial design, validation and development process of the tool. The newly developed DigCompSat tool is recognized by the EU as the main tool for testing the digital competencies of its inhabitants. The full set of questions.

### 2.5 MyDigiSkills (23 March, 2021)

MyDigiSkills is a new tool to help users understand their Digital Competences. The MyDigiSkills system has been created under a Creative Commons Licence by ALL DIGITAL from the DigCompSAT project of the Joint Research Council of the European Commission.

MyDigiSkills is based on DigComp 2.1, and it is anticipated that users will take around 20 minutes to complete the self-reflection assessment. The user will receive a personalised report on their digital competences that they can use to identify their strengths and weaknesses and identify the areas they could develop through training.

The website asks you to self-assess your digital skills in five areas. The system will give feedback on the levels of digital skills in those five areas. Each of the 82 questions requires to answer simple statements with responses such as I have a good understanding of this or I can do it with help for example.

### 2.6 The use of MyDigiSkills with migrants aIMS(M)

My Digiskills presumes the people undergoing the test have a good understanding of the language concerned and, despite their cultural background and traumatizing history, have a good understanding of the meaning of the questions. Here is where the project aIM(S) comes in. On the basis of the already developed self-evaluating tool MyDigiSkills we made a guide for the professionals working with non-native speakers having limited understanding of the meaning and the background of the questions. Thanks to filtering out the barriers to be tested may face, we get a much better evaluation of the actual qualifications and the (adapted!) path to go to improve the actual situation.



### 3. The need for digital skills on the labour market

The first step to determine the GAP between what employers needs and the skill level migrants have, is determining what the labour market requires. During TPM1 in Enschede the partners agreed a national report would be made for all four partner countries. This report should be structured like MyDigiSkills and should address the ties and connections to IO2. The national reports included an analysis of the needs of the labour market, including references and should be executed through desk research. The information from the national reports has been discussed at TPM2 in Rome. Both the national reports and the outcome of the discussion in Rome are the input for IO1.

The discrepancy between the digital skills that people have and those needed for jobs is one of the most common challenges of our time. Different studies show that digital competences are very important to employers (Foerster-Pastor) (UWV, 2021). Since 2019 employers in the Netherlands presume a basic skill level is present (Prüfer, den Uijl, & Kumar, 2021). In Italy the overall level of digital skills is low.

Not all countries take full advantage of digital technologies in their public services. This is also true for the companies in these countries. There are several projects to start taking advantage of these possibilities more, which is why it's predicted that digital competences will become even more important in the coming years. This also explains why a shortage in IT-specialists is predicted in the next few years.

#### 3.1 Information and data literacy

Some studies show that there are a few skills employers find very important, with regards to information and data literacy. Using the internet and being able to print document are two basic skills needed in the labour market (CPB Netherlands Bureau for Economic Policy Analysis, 2021). But also being able to work with the programs in Office is very important (Prüfer, den Uijl, & Kumar, 2021). And last, understanding, working with, and evaluating digital data is becoming increasingly important (van den Berg, van Eldert, Fouarge, & ter Weel, 2018).

The skills connected to this theme are present in a big part of the working force. In Lithuania 18% of workers are over skilled in this area.

#### 3.2 Communication and collaboration

Communication and collaboration has become a very important theme for employers because of COVID-19. Being able to communicate via online media and inter communication platforms are the most important skills in this regard. This also includes email. Because of the amount of communication that happens online, netiquette has become more important as well (Beroepsonderwijs & bedrijfsleven, 2015).

#### 3.3 Digital content creation

In most partner countries the skill level in this area is lacking overall, with emphases on programming skills. Being able to create digital content like spreadsheets and presentations is important (van den Berg, van Eldert, Fouarge, & ter Weel, 2018), but employers also ask for a basic knowledge of copyright and using data, images, sound and video you find online.

#### 3.4 Safety

Since more and more vital processes in society take place digitally, digital safety has become increasingly important as well (Jager & Vankan, 2017b). Employers require their employees to know about working safely in a digital environment (Beroepsonderwijs & bedrijfsleven, 2015). This means





employees must know how to collect, store and share data safely and what the risks are when working in a digital environment. A basic skill level is required.

### 3.5 Problem solving

There is a difference in how employers in the partner countries feel about this theme. Some of them say that because digital technology keeps getting more important, it is very important to be skilled in this area. They require an expert level. Other countries say this skills isn't important for the average employee, just for some occupations.

### 3.6 Conclusion

Since 2019, basic digital skills are presumed to be present. All countries indicate they predict that digital skill will become more important in the coming years. This means that an employee has to score at least at the foundation level in DigComp.

Being able to use a computer is necessary in most jobs, on all levels of the labour market. The same goes for using the internet, email and being able to print. Most jobs require the use of other programs like Office 365 or industry specific programs as well. The skills connected to this theme are present in a big part of the working force.

Creating digital content is a skill that is lacking in most partner countries, especially when it comes to programming. Besides programming, when looking at digital content creation, the most commonly used and required skills is being able to create online documents like spreadsheets or presentations and having a basic knowledge of copyright and using data, images, sound and video you find online. Because a lot of vital processes take place digitally it is important employees knowhow to collect, store and use digital data safely and are aware of the risk involved. A basic skill level is required.

Problem solving is an area that differs greatly between countries. Some of them say that because digital technology keeps getting more important, it is very important to be skilled in this area. They require an expert level. Other countries say this skills isn't important for the average employee, just for some occupations.



## 4. The level of digital skills of migrants

It is important to get an idea of the average digital competences of migrants so we can determine the GAP between what the labour market requires and what the skill level of migrants is. This GAP is what we need to close with our MOOC.

To get a sense of the current skill level of migrants, each partner country asked 20 migrants to fill out MyDigiSkills and sent in the results. The data collected were the input for this chapter. It should be noted that this group of migrants is too small to say they are representative of all migrants in the partner countries.

Furthermore, there is a group of migrants that has never seen a computer, let alone worked on it. Their skill level is so low, they can't fill out MyDigiSkills on their own. This means that the average as shown in the paragraphs below is much higher than in reality. A large portion of migrant living in Italy, Romania and the Netherlands fall in this category. This isn't true for Lithuania.

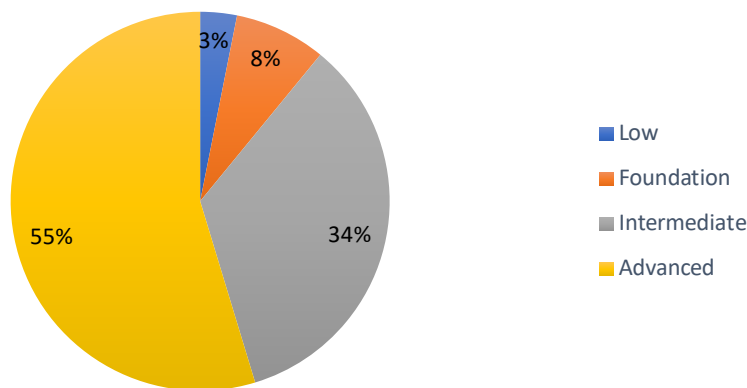
Because of the reasons listed above, we can conclude that the average digital competence level found through the testing is higher than in reality.

In the research there was found to be a link between the general skills and knowledge of someone and their digital skills.

### 4.1 Information and data literacy

The migrants who filled out MyDigiSkills scored highest overall in the area. Especially the subsection "Evaluating data, information and digital content" scored very high.

#### Information and Data Literacy

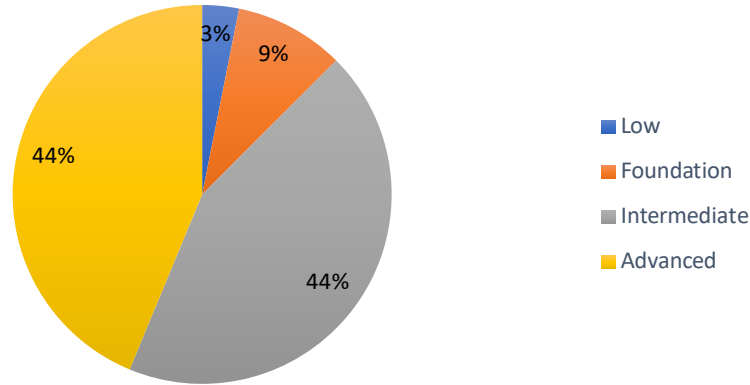


### 4.2 Communication and collaboration

On this area, participants scored very high as well. While the subsection "Interacting through digital technologies" scored highest in some countries, in others this was the lowest scoring subsection of this area. "Engaging in citizenship" scored highest in 2 out of 4 countries.



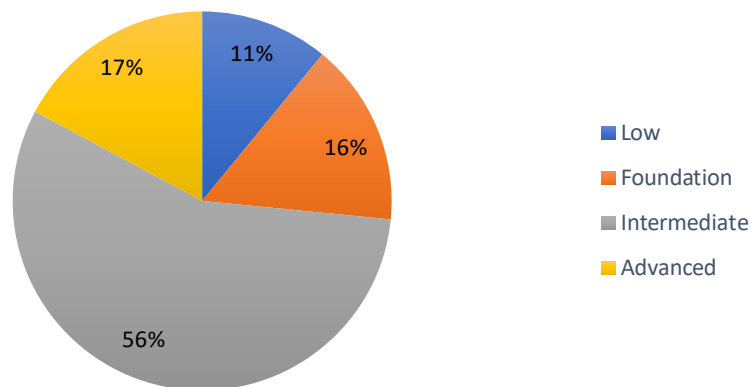
## Communication and Collaboration



### 4.3 Digital content creation

The skill level in the area of digital content creation is lower than previous areas in all countries, with it being the lowest scoring area for two of the countries. Programming was the lowest scoring subsection for 2 of the countries.

## Digital Content Creation

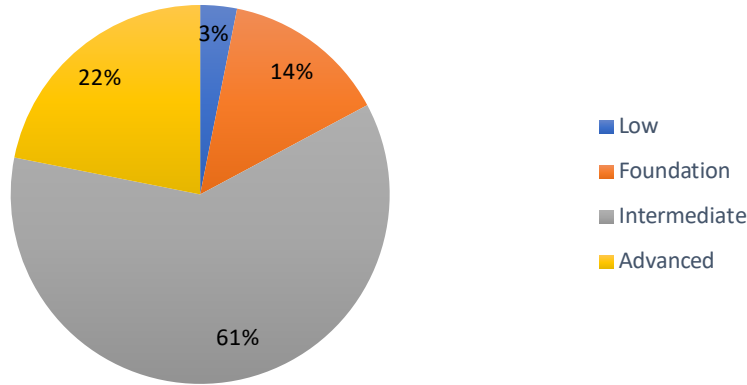


### 4.4 Safety

The average competence level amongst participants is intermediate for this theme. The lowest scoring subsection differed between countries.



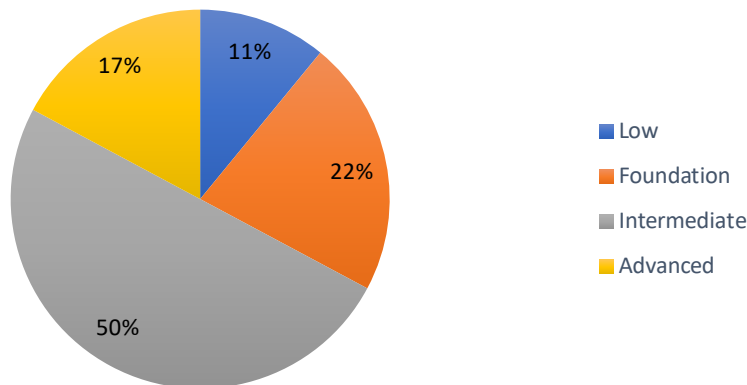
## Safety



### 4.5 Problem solving

For 2 out of 4 countries, problem solving was the lowest scoring area. Overall the level was between foundation and intermediate. The lowest scoring subsection was “solving technical problems”.

## Problem Solving



### 4.6 Conclusion

From the data gathered from the migrant side of the GAP, we can draw some conclusions. First of all, there is a link between general skills and knowledge and their digital skills. Second we found not all migrants can be tested with the MyDigiSkills tool, because they can't even turn on a computer. This group of migrants wasn't included in the test, because they couldn't do it, but they are a big part of the migrants in 3 out of 4 partner countries and must be taken into account when determining the parameters for IO2. The areas “information and data literacy” and “Communication and collaboration” were highest scoring and “Digital content creation” and “Problem solving” were lowest scoring.



## 5. Conclusion and recommendations

The goal of aIMS(M) is to create an educational pathway to contribute to the digital citizenship and digital inclusion of long-term unemployed, low-skilled, migrant adults. To do this, we need to know what the existing GAP is between what the labour market asks for and the competences the target group has. In the previous chapters we mapped out both sides. In this chapter we will first define the existing GAP, using the information gathered during the research in the partner countries. Then we will make recommendations for the pathway that will be created in IO2.

### 5.1 GAP between Labour market and skills migrants

On the whole, a basic skill level in digital competences is presumed to be present. The participants on average reached this level. The GAP between the skill level required by the labour market and the skill level of the participants in the test seems to most present in the areas “Digital creation” and “Problem solving”.

The prediction is that what we now consider to be a basic skill level, will not be considered basic in the future, because the use of digital technology will increase. A basic level might not be enough in the future.

Also, there seems to be a big discrepancy between what job vacancies there are and the skill level of the people available to fill these vacancies.

A large group of migrants don't have any digital skills. They weren't part of the test group because they couldn't take the test, due to their lack of skills. However, this is a very important group. They face exclusion most, because of their low digital competences.

### 5.2 Recommendations

Because the goal of aIMS(M) is to contribute to the digital inclusion and the digital citizenship of the target group, we should take into account the large group of migrants who don't have any digital skills at all. If not, we exclude the people who need help the most.

But not only the people who have no skills should benefit from this program. In all partners countries there is a group that have some skills, but need to upskill in some areas so their skills will be better suited for the current job vacancies. These people should be able to benefit as well.

#### 5.2.1 Implications IO1

To make sure everyone is able to follow the MOOC, the first area, information and data literacy, will start from a low level. In this theme the fundamentals of working with a computer and the internet will be explained. This means people with no prior experience with computers need help to get to the MOOC the first time they use it, but learn how to do these things themselves in the first module. At the end of this module, participants should have a foundation level knowledge of this area.

The second area, communication and collaboration, is a continuation of the first area. Because of this, the module will start from foundation level. When participants have finished this module, their skill level will be intermediate.

All other areas stand on their own. Although skills learned in the previous areas might be necessary to understand this material, they won't increase the skills level in these three areas. To make sure everyone can follow these modules, they will start from a low level and will educate the participants to a foundation level. Because these are the areas with the lowest score overall, most people in the target group will be able to benefit from these modules, even when starting from a low level.



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## Appendix 1. MyDigiSkills guide

# MyDigiSkills guide

for the guiding organisations  
of the Erasmus+ project

*An Integrated Method to Support Migrants, aIMS(M)*

### Context

Within the EU Erasmus+ programme, five collaborating organizations from Romania, Italy, the Netherlands and Lithuania join forces to develop a methodological pathway to improve the digital competences of newly arrived migrants.

In the three-year Erasmus+ project, first of all 20 migrants from each of the above countries will have the opportunity to learn more about their real digital capacities. For this, they have the opportunity of using the web-based MyDigiskills self-analysis tool.

<https://mydigiskills.eu/>.

The 80 migrants undergoing this test will gain insight into their capabilities based on EU-based standards. With the results of their tests, they will better understand their job prospects and the missing links to close the gap between their capabilities and labour market demand. It will help them to enter the labour market and/or to choose additional training/study in order to become sufficiently qualified. More generally, professionals active in training development will better understand what is needed to close the gap between the capacities of migrants and the needs of employers.





This guide has been created to help the new migrants successfully complete the MyDigiSkills test, taking into account the linguistic and cultural barriers that newly arrived migrants may face.

*Societies today are more and more digital, and digital transformation has an impact on all sectors of our lives. If one does not have adequate digital skills, one risks being left behind as more and more social activities and services are performed online, alongside tasks in private life, business, and work. Tasks that used to be done on paper are now done digitally, for example, government paperwork, tax returns, travel and booking systems, shopping, and other tasks. In order to understand and perform such tasks, the European Commission has launched the DigComp framework for citizens. DigComp builds on five areas (i) Information and Data Literacy, (ii) Communication and Collaboration, (iii) Digital Content Creation, (iv) Security, and (v) Problem-solving. Carretero, Vuorikari, and Punie updated DigComp to DigComp 2.1 [5]. It has eight proficiency levels as an example of practical use. In 2021, during the COVID-19 pandemic, the European Commission launched the MyDigiSkills self-evaluation tool built on the DigComp framework. MyDigiSkills helps to better understand one's level of digital skills based on*

## General work instructions for doing the test

<https://mydigiskills.eu/>

This website will ask the participant to self-assess his digital skills in five areas. When the participant has completed it, the system will give the participant feedback on his levels of digital skills in those five areas. It is important that the participant answers honestly and as fully as possible to give the most accurate estimate of his digital capabilities.

Each of the 82 questions requires the participant to answer simple statements with responses such as I have a good understanding of this, or I can do it with help for example. Some questions ask the participant about his skills, some ask about his knowledge and some ask about his attitude to digital technology. The participant will find it easier to answer some questions than others, but please try to have the participant choose the option that best describes each of them.

We would expect the test to take the participant around 20 minutes, but don't worry if it takes the participant more, or less time. The five sections cover the following areas:

- Information and Data Literacy
- Communication and Collaboration
- Digital Content Creation
- Safety
- Problem solving



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After the participant selects the answer for each question, the participant must click the Submit button to move the participant to the next question. At the end the participant must click the Complete button to receive the results.

### **Specific additions related to the project aIMS(M)**

If the participant prefers, the participant can stop at any moment during the testing and continue later by logging in again.

Once the participant has finalized the test in full, the participant will receive his scores by email; the participant has to be asked to share the outcomes with you the guiding organisation. Please make clear that the name of the participant will not be shared with others.

The participant can take the test in English or in the language of his country of residence.

If you are not sure whether the linguistic abilities of the participant are sufficient to perform the test (him-)herself, please make sure to provide a buddy besides the participant who can help the participant on spot with translating the questions.

If you are not sure whether the participant is fully understanding the meaning of the questions because they seem to be too abstract, or if you feel the participant may be hesitating to answer because of his cultural background, please make sure to provide a buddy besides the participant who can help the participant on spot with providing additional information about the meaning of the questions.