

Essential Digital Skills 2024: Technical Notes

Essential Digital Skills Methodology

Sample

Ipsos interviewed 4,173 participants aged 18+ years in the UK (Great Britain and Northern Ireland) via their telephone Omnibus. Data are weighted to represent the UK population in terms of age, social grade, region and working status within the gender variable and additional profiles on tenure and ethnicity using PAMCo data. Data are further weighted on device ownership using data derived from a robust national survey.

Fieldwork dates

6th March – 4th April 2024

Fieldwork methodology

The Ipsos telephone Omnibus (also known as CATIBUS), was used for a third year as the methodology for the Essential Digital Skills (EDS) study. CATIBUS interviews a nationally representative sample of those aged 18+ in Great Britain. An additional sample of interviews in Northern Ireland (c.n=150) was then conducted to ensure UK representivity. CATIBUS uses telephone interviewing to ensure no online bias, with responses entered directly into an electronic questionnaire by the interviewer conducting the interview.

The sample design incorporates a range of variables to ensure a robust, representative and consistent sample is achieved each week of fieldwork. CATIBUS uses a rigorous sampling method – robust samples of telephone leads are purchased from specialist sample providers as well as Random Digit Dialling, and consumer sample lists of over 10 million people in the UK which can be targeted locally and nationally. Approximately 60% of interviews are conducted on a mobile and 40% via landline.

Only a limited amount of corrective weighting is needed to adjust the results on the Omnibus survey so that they are in line with the national demographic profile.

Between 2019-2020, Ipsos conducted the EDS survey through the face-to-face Omnibus (CAPIBUS) which was able to reach those aged 15+ in Great Britain and Northern Ireland. Due to the Covid-19 pandemic compromising the safety of participants and interviewers and prompting local lockdowns throughout the UK, the survey was carried out by telephone for the first time in 2021, rather than face-to-face interviewing. Questions were asked in the same way. CATIBUS is now the chosen methodology for the EDS survey for the foreseeable future.

EDS framework

The Essential Digital Skills report is based on data collected to help understand if people would be able to do a range of tasks without assistance in either a work setting or in their

personal lives. This is grouped in three levels of EDS: the Foundation Level, Life EDS and Work EDS.

In 2022, the Essential Digital Skills calculation and list of tasks within the framework were updated to reflect more accurately the current technological landscape and opportunity for digital activities. This is the third year utilising this current framework, and as such trended data can be seen in the 2024 Essential Digital Skills Report. To achieve **the Foundation Level**, you must be able to complete all of the eight tasks included in this question.

Across Life EDS, there are 26 Life tasks, across five Skills. These Skills are Communicating, Handling Information & Content, Transacting, Problem Solving and Being Safe & Legal Online. If you are able to do at least one task in a Skill, you are considered as having that Skill. If you have all five Life Skills, you are classed as having **'Life EDS'**.

Achievement of Work EDS is similar to Life EDS. There are 20 Work tasks across the same five Skills, though each task is focused on the workplace setting. Achieving one task in a Skill results in an individual having that Skill. If you have all five Work Skills, you are classed as having **'Work EDS'**. However, Work EDS can only be achieved by those amongst the UK Labour Force. This sample is defined by working status and not age. This sample consists of participants who:

- Have paid job - Full time (30+ hours per week)
- Have paid job - Part time (8-29 hours per week)
- Have paid job - Part time (Under 8 hours per week)
- Not working
- Self-employed (full time)
- Self-employed (part time)
- Full time student
- Still at school
- Unemployed and seeking work
- Not in paid work for other reason
- Not in paid work because of long term illness or disability

Thus, participants are classified as doing the task if they can do it, regardless of if they do it at work or not. This provides an opportunity to capture a group of the population who are not employed but can still do a Work task, allowing Work skills to be measured for UK adults who are out of work and potentially job seeking. On the scale used to measure ability to do a task, participants are classified as being able to do a task if they code 2, 3 or 4.

1. Yes – you can do this task in your personal life
2. **[IF EMPLOYED]** Yes – you can do this task in your working life / **[IF NOT EMPLOYED BUT NOT RETIRED]** Yes – you would be able to do this task if you were in work **[EXCLUSIVE]**
3. **[IF EMPLOYED]** Yes – you can do this this task in both your personal and working life / **[IF NOT EMPLOYED BUT NOT RETIRED]** Yes – you can do this task in your personal life and would be able to do this task if you were in work **[EXCLUSIVE]**
4. Yes – you can do this task in your working life but you don't need to use it
5. No – you can't do this task **[EXCLUSIVE]**

6. [IF NOT EMPLOYED BUT NOT RETIRED] Unable to consider a working life [DO NOT READ OUT – DO NOT CODE WITH 2-5]

As the framework for Essential Digital Skills was updated in 2022, any 2024 data collected cannot be compared to EDS results reported in the years 2019-2021 but can be compared to 2022 and 2023 data.

UK Representivity and Population Estimates

This report includes the numbers of adults 18+ that have been inferred to be in a particular group by extrapolating from our research data (for example, the number of those 18+ in the UK in 2024 with all 8 Foundation tasks is 85% which has been extrapolated to represent an estimated 44.7m people). Total population figures are taken from the most recently published estimates provided by the Office for National Statistics (2021 mid-year stats for the UK). For the Essential Digital Skills data, percentages are applied to a population base aged 18+ (52,561,769). Total working population figures are taken from the most recently published estimates provided by the Office for National Statistics (2022 mid-year stats for the UK), weighted to the Labour Force Survey stats (Labour Force Study Mar 2024). For the Essential Digital Skills data, percentages are applied to a UK labour force population base aged 18+ (40,368,000). Sources can be found below:

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesandscotlandandnorthernireland>

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/summaryoflabourmarketstatistics>

Whilst every care has been taken to ensure the robustness of our data, our data accuracy is limited by its sample size, and therefore there is a margin of error that exists around any figures reported. All significance testing is calculated at the 95% confidence level, with the 95% confidence level to be used for all population extrapolations. This means that the population size of any group lies in a range which has been calculated and included in this set of appendices. For example, it is reported that 85% of UK adults (estimated 44.7 million people) have all 8 Foundation tasks; however, the true population value will be ± 1.1 with a 95% confidence interval. Thus, there is 95% confidence that the correct figure is between 44.1 million and 45.3 million.

Gender classification

The following question was asked to the participants in the survey to establish a participant's gender:

Which of the following best describes how you think of yourself?

1. Male
2. Female
3. In another way

In the report, only male and female participants are referred to as the incidence for those who select "In another way" is too low to report.

Impairment classification

The following question was asked to the participants in the survey to establish whether a participant claims to have any impairment:

'Do any of these condition(s) or illness(es) affect your ability to carry out day-to-day activities?

Select all that apply'

1. Addiction, e.g. drugs, alcohol, gambling
2. Vision, e.g. blindness or partial sight
3. Hearing, e.g. deafness or partial hearing
4. Mobility, e.g. walking short distances or climbing stairs
5. Dexterity, e.g. lifting and carrying objects, or using a keyboard
6. Learning, understanding or concentrating
7. Memory, e.g. forgetting conversations or appointments
8. Mental health e.g. depression, anxiety, obsessive compulsive disorder (OCD)
9. Stamina, breathing or fatigue
10. Socially or behaviourally (associated with a mental health condition, or with a developmental disorder like autism or ADHD (attention deficit hyperactivity disorder))
11. None of these conditions severely affect my ability to carry out day-to-day activities
99. Don't know
97. Prefer not to say

In the report, nets were created such that “Has any impairment” is a combination of any impairments (codes 1-10); “Sensory (sight or sound)” is a combination of vision and hearing (codes 2 or 3), “Physical” is a combination of mobility, dexterity and stamina, breathing or fatigue (codes 4, 5 or 9) and “Learning or memory” is a combination of learning and memory (codes 6 or 7).

Ethnicity classification

The following question was asked to the participants in the survey to establish a participant's ethnicity group:

Which group do you consider yourself to belong to?

1. White - English / Welsh / Scottish / Northern Irish / British
2. White - Irish
3. White - Gypsy or Irish Traveller
4. White - Any other White background
5. Mixed - White and Black Caribbean
6. Mixed - White and Black African
7. Mixed - White and Asian
8. Mixed - Any other Mixed / multiple ethnic background
9. Asian/Asian British - Indian
10. Asian/Asian British - Pakistani
11. Asian/Asian British - Bangladeshi
12. Asian/Asian British - Chinese
13. Asian/Asian British - Any other Asian background
14. Black/Black British – African
15. Black/Black British - Caribbean
16. Black/Black British - Any other Black / African / Caribbean background
17. Arab
18. Any other ethnic group
- Don't know
- Refused

In the report, nets were created such that “White” is a combination of White ethnic groups (codes 1 – 4) and “Ethnic minorities” refers to Black, Asian and Minority Ethnic groups (codes 5 – 18). Note that the ethnic minorities group does not include White minorities such as Irish Travellers.

Employment classification

The following question was asked to the working participants in the survey to understand their workplace:

Which of the following best describes the industry your company operates in?

1. Telecommunications
2. Technology
3. CPG / FMCG
4. Retail
5. Financial Services
6. Not for Profit
7. Manufacturing & Automotive
8. Travel
9. Media & Advertising
10. Government
11. Education
12. Medical
13. Public service
14. Engineering
15. Service industry
16. Something else (specify) [FIXED]

Internet access question

The following question was asked to the participants in the survey to understand how they access the internet:

Which of these best describes your use of the internet? Please include all use of the internet, including sending and receiving emails

1. Several times a day
2. Around once a day
3. 4 or 5 times a week
4. 2 or 3 times a week
5. Around once a week
6. 2 or 3 times a month
7. Around once a month
8. Less than around once a month
9. Never but you have access
10. Never but you do not have access

In the report, a net was created such that “Has internet access” is a combination of codes 1-9.

Hypothetical Job Scenario

A new question was asked to participants in the 2024 survey to understand what respondents would do if they were applying to a hypothetical job position and discovered they lacked the digital skills required for the role:

You are considering a new job role and reviewing job descriptions. While reviewing one that catches your interest, you realise you are lacking some digital skills that the job requires.

Which of the following response, if any, would you most likely do? Please answer as honestly as possible and select all that you would most likely do

1. You stop searching for a new job
2. You reach out to others who have more expertise for advice on what to do next.
3. You investigate how to learn these new digital skills through a formalised trainer led course.
4. You investigate how to learn these new digital skills through self-teaching e.g. blogs, YouTube, TikTok
5. You investigate how to learn these new digital skills in your current workplace (shown only for those who are currently in employment)
6. You instead search for other jobs which require the digital skills you currently have.
7. You apply for the job regardless of your digital skills, with the aim of learning on the job
8. Don't know

Essential Digital Skills 2024 Tasks

The Foundation Level

- You can turn on the device and enter any account login information as required
- You can use the available controls on your device (e.g. mouse, keyboard, touchscreen, trackpad)
- You can use the different settings on your device to make it easier to use (e.g. adjust font size, volume settings, brightness of screen, voice activation or screen readers)
- You can find and open different applications/programmes/platforms on your devices (e.g. opening a web browser, messaging applications)
- You can set up a connection to a Wi-Fi network on your devices (e.g. when at home, work, out in public or visiting family and friends)
- You can open an internet browser to find and use websites (e.g. Safari, Google Chrome, Mozilla Firefox, Microsoft Edge)
- You can keep your login information and passwords for a device and any accounts secure (e.g. not shared with anyone or written down or left prominently near a device)
- You can update and change your password when prompted to do so

EDS for Life

Communicating Skill

- You can set up accounts which help you communicate online (e.g. email, social media, forums)
- You can communicate with others digitally using email or other messaging applications (e.g. WhatsApp or Messenger, direct messaging on social media such as Instagram, Facebook etc)
- You can use software to create, write or edit documents (e.g. Microsoft Word/ Google docs/ Pages for a CV/letter)
- You can share files or links with others by attaching to an email, uploading to a website or an application (e.g. proof of address/ identity, sharing an image, or link via WhatsApp)
- You can make and receive video calls (e.g. Facetime, Zoom, Facebook Portal or WhatsApp call)
- You can post messages, photographs, videos or blogs on social media platforms (e.g. Facebook, Instagram, Tik Tok, Twitter or Snapchat)

Handling Information & Content Skill

- You can recognise what information or content online may, or may not, be trustworthy (e.g. fact checked information, "fake news" or assess the trustworthiness of a company based on customer reviews)
- You can use search engines to find information you're looking for (e.g. search for news, the weather, train times)
- You can store and back up photos, messages, documents or other information (e.g. iCloud, Google Drive, Dropbox, OneDrive, desktop or storage drive)
- You can use the cloud to access content from different devices (e.g. smartphone, tablet, laptop and desktop)

- You can use the internet to stream or download entertainment content (e.g. films, TV series, music, games or books through services like YouTube, Spotify, Netflix, BBC iPlayer)

Transacting Skill

- You can set up an account online that enables you to buy goods or services (e.g. Amazon, eBay, supermarkets or other retailers)
- You can fill in forms online to access the services you need (e.g. Voting registration, ordering repeat prescriptions, booking doctor appointments, booking train tickets or beauty appointments)
- You can buy goods/services online using online payments (e.g. Debit/ credit card, PayPal, Apple Pay, Google Pay, Worldpay)
- You can manage your money and transactions online (e.g. View balance or transfer funds via internet or mobile banking app, manage spending through PayPal account, manage payments on finance plan)

Problem Solving Skill

- You can use the internet to find information that helps you solve problems (e.g. by using search engines, web chat, FAQs and forums)
- You can use the internet to improve your skills and ability to do new things (e.g. using online tutorials, learning platforms and how-to guides)

Being Safe and Legal Online Skill

- You can act with caution online and understand that there are risks and threats involved in carrying out activities online (e.g. use anti-virus software, classify and share information securely or avoid certain types of websites such as piracy websites)
- You can set privacy and marketing settings for websites and your accounts (e.g. managing social media privacy settings, managing cookie settings, updating contact preferences)
- You can follow data protection guidelines online (e.g. following data storage and retention guidelines, not sharing or using other people's data or media such as movies or music without their consent)
- You can respond to requests for authentication for online accounts (e.g. resetting your password when you've forgotten it, two factor authentication, using a remote access key or an authenticator app)
- You can identify secure websites (e.g. by looking for the padlock and 'https' in the address bar)
- You can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk (e.g. Spam/ phishing emails, texts, pop ups)
- You can update your device software / operating systems when necessary to prevent viruses and other risks (e.g. enabling automatic updates, or installing when prompted to do so)
- You can identify secure Wi-Fi networks to connect to (e.g. Wi-Fi networks where a unique password is required, trusted source or padlock next to Wi-Fi network)

- You can be careful with what you share online as you know that online activity produces a permanent record that can be accessed by others (e.g. publicly shared photos, forums, personal information or opinions)

EDS for Work

Communicating Skill

- You can communicate in the workplace digitally using messaging applications (e.g. Email, Microsoft Teams, Zoom, Slack, internal intranet, WhatsApp)
- You can use workplace digital tools to create, share and collaborate with colleagues (e.g. Microsoft Teams, OneDrive, G-Suite, Office 365, WeTransfer, Dropbox, WebEx, Slack)
- You can set up and manage an account on a professional online network / community/ job site (e.g. LinkedIn, Total Jobs, Indeed)

Handling Information & Content Skill

- You can follow your organisation's IT policies when sharing information internally and externally (e.g. classifying emails/ documents, encrypting sensitive information, sharing appropriate information on social media)
- You can securely access, synchronise and share information at work across different devices (e.g. manage email, calendar or appointment system via different devices)

Transacting Skill

- You can complete digital records on behalf of, or within my organisation (e.g. absence management, holidays, timesheets, expenses, tax returns)
- You can access salary and tax information digitally (e.g. password protected payslips, P60, P45)

Problem Solving Skill

- You can find information online that helps you solve work related problems (e.g. Search Engines, IT helpdesk, software providers, peer networks)
- You can use appropriate software that is required of your day-to-day job (e.g. spreadsheets, online booking systems, HR management, workflow or sales management)
- You can improve your skills and ability to do new things at work using online tutorials, learning platforms and how-to guides (e.g. LinkedIn Learning, YouTube, iDEA, Skillssoft, internal learning platforms)
- You can improve your own and/or the organisation's productivity using digital tools (e.g. Trello, Microsoft Projects and Planner, Slack)

Being Safe and Legal Online Skill

- You can act with caution online and understand that there are risks and threats involved in carrying out activities online (e.g. use anti-virus software, classify and share information securely or avoid certain types of websites such as piracy websites)

Classification: Public

- You can set privacy and marketing settings for websites and your accounts (e.g. managing social media privacy settings, managing cookie settings, updating contact preferences)
- You can follow data protection guidelines online (e.g. following data storage and retention guidelines, not sharing or using other people's data or media such as movies or music without their consent)
- You can respond to requests for authentication for online accounts (e.g. resetting your password when you've forgotten it, two factor authentication, using a remote access key or an authenticator app)
- You can identify secure websites (e.g. by looking for the padlock and 'https' in the address bar)
- You can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk (e.g. Spam/ phishing emails, texts, pop ups)
- You can update your device software / operating systems when necessary to prevent viruses and other risks (e.g. enabling automatic updates, or installing when prompted to do so)
- You can identify secure Wi-Fi networks to connect to (e.g. Wi-Fi networks where a unique password is required, trusted source or padlock next to Wi-Fi network)
- You can be careful with what you share online as you know that online activity produces a permanent record that can be accessed by others (e.g. publicly shared photos, forums, personal information or opinions)

Please contact us at digitalskillsinclusion@lloydsbanking.com for more details on the Essential Digital Skills 2024 survey.

Essential Digital Skills Survey Unweighted Sample Size

Impairments

Sensory (vision or hearing) n=476

Physical n=801

Learning or memory n=608

Mental health n=487

Has one impairment n=710

Has multiple impairments n=735

Impairment (net) n=1,445

No impairment n=2,677

Foundation Level

Digitally Disengaged (0 tasks for Foundation) n=82

On the cusp (6-7 Foundation Level tasks) n=363

Life EDS

On the cusp of EDS for Life (22-25 tasks) n=1,212

Can do 1-15 Life tasks n=306

Cannot do any 26 Life tasks n=75

Can do all 26 Life tasks n=2,203

UK Labour Force

Those not in employment, but not retired n=570

UK Labour Force group n=3,021

EDS Levels

Foundation Level total n=4,173

Life EDS total: n=4,173

Work EDS total n=3,021

The Foundation Level and Life EDS by region:

East Midlands n=269

East England n=378

London n=574

North East: n=136

North West n=444

South East n=557

South West n=350

West Midlands n=313

Yorkshire and the

Humber n=329

Scotland n=431

Wales n=232

England n=3,350

Northern Ireland n=160

Work EDS by region:

East Midlands n=192

East England n=272

London n=485

North East n=87

North West n=292

South East n=399

South West n=248

West Midlands n=231

Yorkshire and the

Humber n=248

Scotland n=289

Wales n=143

England n=2,454

Northern Ireland n=135

Essential Digital Skills Population Estimates Confidence Intervals

Data within EDS 2024 Report & Appendix – based on ONS 2021 mid-year stats for the UK 18+

Reference	Percentage results	Estimated Grossed Figure (millions)	Lower Confidence Interval (millions)	Upper Confidence Interval (millions)
All Foundation Tasks (8)	85%	44.7	44.1	45.3
Without the Foundation Level (0-7 tasks)	15%	7.9	7.3	8.4
No Foundation Level (0 tasks)	2%	0.9	0.7	1.1
Cusp of Foundation Level (6/7 tasks)	9%	4.8	4.3	5.3
Partial Foundation Level (1-7 Foundation tasks)	13%	7.0	6.4	7.5
Cannot do - I can set up connection to a Wi-Fi network on my devices (e.g when at home, work, out in public or visiting family and friends)	8%	4.0	3.6	4.5
Fewer million people who are digitally disadvantaged, 2023 vs 2024	1%	0.4	0.2	0.5
Without the Foundation Level (0-7 tasks), 2022	20%	10.2	9.8	11.1
Without the Foundation Level (0-7 tasks), 2023	16%	8.5	7.9	9.1
No Foundation Level (0 tasks), 2022	4%	2.4	2.1	2.7
No Foundation Level (0 tasks), 2023	2%	1.3	1.0	1.5
Partial Foundation Level (1-7 Foundation tasks), 2022	15%	7.8	7.5	8.6
Partial Foundation Level (1-7 Foundation tasks), 2023	14%	7.3	6.7	7.8
All Foundation Tasks (8), 2022	80%	42.7	41.8	43.1
All Foundation Tasks (8), 2023	84%	44.7	44.1	45.3
Those who have Life EDS	93%	48.7	48.3	49.1
Those who do not have Life EDS	7%	3.8	3.4	4.3
Those who have 0 Life EDS Skills	1%	0.8	0.6	1.0
Those with have Partial Life EDS	6%	3.0	2.7	3.4
Those with Life Handling Information & Content Skill	97%	51.0	50.8	51.3
Those with Life Transacting Skill	96%	50.6	50.3	50.9
Those with Life Problem Solving Skill	94%	49.6	49.2	49.9
Those with Life Being Safe and Legal Online Skill	97%	51.1	50.8	51.3
Those with Life Communicating Skill	97%	51.2	50.9	51.4
Those without Life Handling Information & Content Skill	3%	1.5	1.3	1.8
Those without Life Transacting Skill	4%	2.0	1.7	2.3

Those without Life Problem Solving Skill	6%	3.0	2.6	3.4
Those without Life Being Safe and Legal Online Skill	3%	1.5	1.2	1.8
Those without Life Communicating Skill	3%	1.4	1.1	1.6
Fewer million people who have zero Life skills, 2023 vs 2024	1%	0.7	0.5	0.9
Those who can do all 26 Life Tasks	53%	27.8	27.1	28.6
Those who can do 0-25 Life Tasks	47%	24.7	23.9	25.5
Those who cannot do all 9 Being Safe & Legal Online tasks	30%	15.9	15.2	16.6
Those on the cusp of doing all 26 Life Tasks (can do 22-25 Life Tasks)	29%	15.3	14.6	16.1
Those who are 75+ and have the Being Safe & Legal Online Skill	88%	4.3	4.2	4.5
Those who do not have Life EDS, 2022	12%	6.4	5.8	6.8
Those who do not have Life EDS, 2023	8%	4.4	4.0	4.8
Those who have 0 Life EDS Skills, 2022	5%	2.7	2.2	3.0
Those who have 0 Life EDS Skills, 2023	3%	1.5	1.2	1.8
Those with have Partial Life EDS, 2022	7%	3.7	3.3	4.1
Those with have Partial Life EDS, 2023	5%	2.9	2.5	3.2
Those who have Life EDS, 2022	88%	46.5	46.0	47.1
Those who have Life EDS, 2023	92%	48.8	48.4	49.2
Can do - I can buy goods/services online using online payments (e.g. Debit/ credit card, PayPal, Apple Pay, Google Pay, Worldpay)	93%	49.0	48.6	49.4
Can do - I can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk (e.g. spam/ phishing emails, texts, pop ups)	93%	48.7	48.3	49.1
Cannot do - I can recognise what information or content online may, or may not, be trustworthy (e.g. fact checked information, "fake news" or assess the trustworthiness of a company based on customer reviews)	11%	6.0	5.5	6.5

Cannot do - I can use the cloud to access content from different devices (e.g. smartphone, tablet, laptop and desktop)	23%	11.9	11.2	12.5
Total labour force	77%	40.4	39.7	41.1
All with Work EDS	82%	33.1	32.5	33.6
All without Work EDS	18%	7.3	6.7	7.9
All with 0 Work Skills	6%	2.3	1.9	2.6
All with Partial Work EDS	13%	5.0	4.6	5.5
Those who can do all 20 tasks	48%	19.3	18.6	20.1
Those who can do 0-19 tasks	52%	21.0	20.3	21.8
All with Work EDS, 2022	78%	31.6	30.7	31.9
All with Work EDS, 2023	82%	33.2	32.6	33.7
All without Work EDS, 2022	22%	8.6	8.3	9.5
All without Work EDS, 2023	18%	7.5	6.9	8.1
All with 0 Work Skills, 2022	8%	3.2	2.9	3.7
All with 0 Work Skills, 2023	5%	1.9	1.6	2.2
All with Partial Work EDS, 2022	14%	5.4	5.1	6.1
All with Partial Work EDS, 2023	14%	5.6	5.1	6.1
Can do - I can communicate digitally using messaging applications	90%	36.2	35.7	36.6
Can do - I can find information online which helps me to solve work related problems	87%	34.9	34.5	35.4
Can do - I can recognise suspicious links and know that clicking on these links or downloading unfamiliar attachments is a risk	86%	34.7	34.3	35.2
Can do - I can improve my own productivity using digital tools	71%	28.6	27.9	29.2
Can do - I can set privacy and marketing settings for websites and accounts	77%	31.0	30.4	31.6
Can do - I can set up an manage an account on a professional online network	78%	31.7	31.1	32.3
Greater million who are able to do all 20 tasks, 2023 vs 2024	2%	0.6	0.5	0.9
Those on the cusp of being able to do all 20 Work tasks (17-19 tasks)	27%	10.7	10.1	11.4
Those who can do 1-9 tasks and can communicate digitally using messaging applications	54%	1.5	1.5	1.6
Those who can do 1-9 tasks and can improve them skills and ability to do new things at work using online	32%	0.9	0.9	1.0

tutorials, learning platforms and how-to guide

Those who can do 1-9 tasks and can follow their organisation's IT policies when sharing information internally and externally	32%	0.9	0.9	1.0
Those who can do 17-19 tasks and cannot improve their own and/or the organisation's productivity using digital tools	36%	3.9	3.7	4.0
Those who can do 17-19 tasks and cannot set privacy and marketing settings for websites and their accounts	18%	1.9	1.7	2.0
Those who can do 17-19 tasks and cannot set up and manage an account on a professional online network/community/job site	17%	1.8	1.7	2.0